



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

三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 年度第 2 學期 三 年級領域課程計畫

設計者：曾若慈 老師

一、本領域每週學習節數 (3) 節，共 (60) 節。(學習週數共 20 週)

二、教材：

(一) Story.com 2: Student Book / Workbook / CD / E-book

(二) Video: ■ Song MV: Proud of you / It's so easy

■ Phonics Song 2 (<https://www.youtube.com/watch?v=BELIZKpi1Zs>)

■ Let's Count up to Ten - Counting Song (<https://www.youtube.com/watch?v=6RfIKqkvHTY>)

■ Number Song 10-20 | Counting from 10-20 (<https://www.youtube.com/watch?v=wiGEEJLLKd8>)

■ Number song 1-20 for children | Counting numbers (<https://www.youtube.com/watch?v=DOAjg682yrA>)

■ The Color Monster - A Pop-Up Book of Feelings (<https://www.youtube.com/watch?v=25C3e5hWZbc>)

■ Happy Mother's Day | Kids Song (<https://www.youtube.com/watch?v=MYqFPa1mrXo>)

(三) Songs: (1) Proud of you (<https://www.youtube.com/watch?v=tZAIxG-tYTQ>)

Proud of you karaoke version (<https://www.youtube.com/watch?v=8Ea1wInvpLU>)

(2) It's so easy (<https://www.youtube.com/watch?v=ns5RGqjqD9M>)

(3) Hello Song for Kids | Greeting Song for Kids (<https://www.youtube.com/watch?v=gghDRJVxFxU>)

(4) If you're happy | Super Simple Songs (<https://www.youtube.com/watch?v=l4WNRvVjiTw>)

(5) Rainbow Song | Kids Song from Super Simple Songs (<https://www.youtube.com/watch?v=bqhInQRrc08>)

(6) The Colors Song (https://www.youtube.com/watch?v=IH2C2R57_Yo)

(7) Friends song (<https://www.youtube.com/watch?v=bVCKj0T9-gc>)

(四) 自編教材: (1) Children's Day around the world PPT

(2) Mother's Day PPT

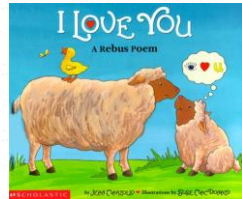
(3) I Love You - A Rebus Poem PPT

(4) Little Blue and Little Yellow PPT

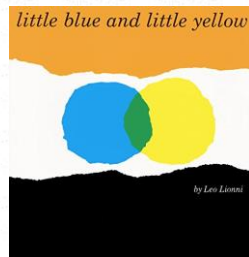
(5) Story.com 課本單字表&小考 PPT

(6) Worksheet

(五) Story books: (1) I Love You - A Rebus Poem by Jean Marzollo (<https://www.youtube.com/watch?v=i2FShQ5M8hE>)



(2) Little Blue and Little Yellow by Leo Lionni (<https://www.youtube.com/watch?v=1iieVp5SnyE&t=113s>)



(六) Culture: (1) Children's Day (2) Mother's Day (week12)

三、本課程學習目標：

- (1) 能聽辨與說出每課的主要句型及單字，並活用於生活中。
- (2) 能讀與寫每課的主要句型與單字。
- (3) 能以自然發音法拼讀生字。
- (4) 能聽辨並跟讀故事對話，增加會話表達能力。
- (5) 能聽、說並正確使用教室用語。
- (6) 能在適當情境中，聽、說及使用日常用語。
- (7) 透過課本中的品德小語短句，學習有禮貌的行為表現及如何與他人應對。
- (8) 能正確理解歌詞涵義及欣賞歌曲，並吟唱出歌曲。
- (9) 能讀懂繪本故事，並與生活做連結。
- (10) 透過繪本閱讀提升閱讀興趣並建立閱讀策略。
- (11) 能認識不同國家兒童節。
- (12) 能認識母親節的習俗由來及相關用語，並對家人表達感謝。
- (13) 能瞭解及尊重不同的文化與習俗。
- (14) 樂於參與課堂活動。
- (15) 能與他人合作學習並樂於分享。

四、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	關懷、卓越、活力							
核心概念	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							
學校主題	快樂學習		健康活力		知足感恩		追求卓越	
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

板橋市海山國小 106 學年度三年級下學期英語領域教學計劃

Weeks 1-10 幸福的感覺

Weeks 1-4

Unit 1: How old are you?

1. How old are you?
I'm ____ years old.
2. Numbers (six, seven, eight, nine, ten)
3. Family is the best.
(生命教育)(家庭教育)
4. Cherish what you have and be thankful.
(品德教育)
5. Song: Proud of you
6. Children's Day around the world
(多元國際文化教育)

Weeks 5-6

Unit 2 What's your phone number?

1. What's your phone number?
It's 2592-7307.
2. Numbers (zero, one, two, three, four, five)
3. Be calm.
4. If you have any question, you can ask for help and share with others.
(品德教育)
5. 單字會考+闖關 Part 1

Weeks 7-8

Review 1

1. How old are you?
I'm ____ years old.
2. What's your phone number?
It's _____.
3. Numbers (zero-ten)
4. Phonics (Bb, Pp, Dd, Tt)
5. 單字會考+闖關 Part 2
6. Story: I Love You - A
Rebus Poem

Weeks 9-10

Unit 3 Are you happy?

1. Are you happy?
Yes, I am. I'm happy.
No, I'm not. I'm sick.
2. Feelings (sad, sick, angry, happy)
3. Love to help. (品德教育)
4. Love to help protect the earth and environment.
(環境教育)
5. Song: It's so easy

Midterm Examination

-Written test of unit 1 to 3.

板橋市海山國小 106 學年度三年級下學期英語領域教學計劃

Weeks 11-20 登峰造極

Weeks 11-14

Unit 4 Is this your doll?

1. Is this your doll?
Yes, it is. It's my doll.
2. Is that your kite?
No, it isn't. It's not my kite.
3. Toys (doll, ball, kite, yo-yo)
4. I'm sorry. That's OK.

It's OK to make mistakes.
But you have to revise the
mistake and apologize.

(品德教育)

5. Culture: Mother's Day
Make a card for your mom
(dad, grandma...). There are
lots of way to form a family.
The most important thing is
not the gender but LOVE!

(性別平等教育)

6. 單字會考+闖關 Part 3

Weeks 15-18

Unit 5 What color is it?

1. What color is it?
It's green.
2. Colors (red, blue, green,
yellow...)
3. Be nice to your friends.
You have to be nice and
respect all your friends
although you're in different
genders.

(性別平等教育)

4. Be nice to the environment.
Pick up the trash and do the
recycle.

(環境教育)

5. Story: Little Blue and Little
Yellow
6. 單字會考+闖關 Part 4

Weeks 19-20

Review 2

1. How old are you?
I'm ____ years old.
2. What's your phone number?
It's 2592-7307.
3. Are you happy?
Yes, I am. I'm happy.
No, I'm not. I'm sick.
4. Is this your doll?
Yes, it is. It's my doll.
5. Is that your kite?
No, it isn't. It's not my kite.
6. What color is it?
It's green.

Final Examination

- Written test of unit 1 to 5
(All the book)

海山國小遠景-關懷、卓越、活力

學校主題：知足感恩、追求卓越

106 學年 三下 英語延伸教材

學年主題 1~10 週 幸福的感覺

學年主題 11~20 週 登峰造極

Word and oral test

Lesson1 ~ Lesson 5

Video
(Listening/ Speaking)

1. song MV
2. Let's Count up to Ten
3. Number Song 10-20
4. The Color Monster- A Pop-Up Book of Feelings
5. Happy Mother's Day- Kids Song
6. Phonics Song 2

Culture

Children's Day
Mother's Day

Picture book

1. I Love You - A Rebus Poem
2. A Little Blue and A Little Yellow

Song

1. Proud of you
2. It's so easy
3. Hello Song for Kids
4. If you're happy
5. Rainbow Song
6. Friends song

五、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	<p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-12 樂於參與有助提昇英語能力的活動(如英語營、詩歌朗誦、短劇表演或比賽等)。</p> <p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。</p> <p>B3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p>	<p style="text-align: center;"><u>【Get Ready】</u></p> <p>I. Warm up: Greeting 【Activity: Hello, hello! Sing a Song】</p> <ol style="list-style-type: none"> 1. Teacher plays the song and video on youtube: Hello Song for Kids Greeting Song for Kids (https://www.youtube.com/watch?v=gghDRJVxFxU) 2. Say hello to teacher and your classmates. 3. Whole class sings the song. <p>II. Review Aa-Zz and Words</p> <ol style="list-style-type: none"> 1. Review letters Aa-Zz and words on book pp.viii-ix. 2. Teacher leads students to read aloud Aa-Zz and words. 3. Students read the words by themselves twice. <p>【Activity: Sign your name!】</p> <ol style="list-style-type: none"> 1. Teacher divides letters into four parts (Aa-Ff; Gg-Ll; Mm-Rr; Ss-Zz). Student reads one part to another then sign the name. Change five partners then take turns and do the practice. 2. Teacher says the letters and words randomly. Students have to point the letters or words on their book. Then, 	3 periods	<p>youtube video</p> <p>Story.com book, Aa-Zz letter cards, e-book</p>	<p>課堂參與 態度檢核 活動參與</p> <p>課堂參與 態度檢核 課堂問答 活動參與 小組合作</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 1	<p>B1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B2-1-6 能使用簡單的教室用語。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-3 對於老師的說明與演示，能集中注意。</p>	<p>two students in pair take turns and give the instruction.</p> <p>III. Classroom Language</p> <ol style="list-style-type: none"> Teacher shows the cards to students: Let's read, let's write, make a circle, turn around, line up, it's your turn, hurry up, wait a minute. Teacher leads students to read aloud the phrase on the book pp.x-xi and do the actions. <p>【Activity: Teacher Says】</p> <ol style="list-style-type: none"> Teacher explains the rules first. Students listen to teacher and do the action only when the instruction is added "Teacher says" at the beginning. Teacher asks some students come to front and give the instructions. Teacher says the phrases and students have to write down the numbers next to the pictures they heard. Whole Class checks the answers and reviews all the phrases one more time. 		<p>Story.com book, flashcards, e-book</p>	<p>課堂參與 態度檢核 活動參與 小組合作</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 1	<p>B1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B3-1-2 能辨識課堂中習得的詞彙。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-3 對於老師的說明與演示，能集中注意。</p>	<p>IV. Numbers</p> <p>1. Teacher plays the number song and let students review how to say 1-20: Number song 1-20 for children Counting numbers (https://www.youtube.com/watch?v=DOAjq682yrA)</p> <p>2. Use flashcards to review numbers from 1 to 20 on the book pp.xii-xiii.</p> <p>【Activity: Secret Number in My Mind】</p> <p>1. Teacher explains the rule fist. Teacher chooses one number from 1-20 and don't show it to students. Who guesses the number is the winner.</p> <p>2. Students in their group have to guess the number. Teacher will tell them the range of the secret number. E.g. The secret number is 11. Teacher: From 1 to 20. Group A: 10. Teacher: From 10 to 20. Group B: 11. Teacher: Yes! The secret number is 11. Group B gets one point.</p>		<p>youtube video, number flashcards</p> <p>story.com book, e-book</p>	<p>態度檢核 活動參與</p> <p>課堂參與 態度檢核 課堂問答 活動參與 小組合作</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 2	<p>語音。</p> <p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B3-1-2 能辨識課堂中所習得的詞彙。</p> <p>B3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B3-1-2 能辨識課堂中所習得的詞彙。</p> <p>B4-1-3 能臨摹抄寫課堂中所習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p>3. Teacher randomly puts the number cards and word cards on the blackboard and asks some students come to stage and match the words and numbers together.</p> <p>【Activity 1: Let's Find Out】</p> <ol style="list-style-type: none"> 1. Students look at the poster teacher posts before. 2. Teacher says the number. Students have to find out the objects that has the same number that teacher says on the poster. 3. Which group is fast can get one point. <p>【Activity2: Numbers Whisper】</p> <ol style="list-style-type: none"> 1. Teacher whispers one number to the last student in the row. 2. Student has to whisper the number and passes it to the next student in their row. When the first student knows the number, he/she has to point the number card on the blackboard. Which row is fast can get one point. 3. Students in one row have to change their positions so that every student has chance to point the number card. 4. Variation: Teacher says one number; students pass the number and the last one have to write down the number on the blackboard. Students change positions and take 		<p>poster, number flashcards</p> <p>number flashcards</p>	<p>活動參與 小組合作</p> <p>聽力測驗 態度檢核 活動參與 小組合作</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 2	<p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p>turns practicing.</p> <p>III. Sentence: How old are you?</p> <ol style="list-style-type: none"> Teacher presents the sentence: "How old are you? I'm <u>nine</u> years old." Teacher teaches the sentence and tells students how and when they will use this sentence on book p.5. Teacher asks some students to answer the question and practice how to say it. Students find 5 friends and ask "How old are you?" <p>【Activity: Interview New Friends】</p> <ol style="list-style-type: none"> Teacher asks students to look at the poster before. Teacher introduces other friends of Peppa pig. (e.g. Dora, Doraemon, Mickey, Pooh, Snoopy, Minions...) They come to the birthday party. Let's make friends with them. Each student represents one cartoon character. Teacher gives students the picture of the character. There are name and age on the picture. Students get the worksheet. They ask the questions "What's your name?" and "How old are you?" 		<p>sentence stripes,</p> <p>story.com book, e-book,</p> <p>poster,</p> <p>picture cards of characters,</p> <p>worksheet</p>	<p>課堂參與 課堂問答 活動參與 小組合作 口語表達</p> <p>活動參與 小組合作 口語表達 聽力測驗 書寫檢測 作品完成度</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 3	<p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-3 對於老師的說明與演示，能集中注意。</p> <p>B1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p>	<p>and then finish the worksheet.</p> <p>4. Teacher collects the worksheet and check after the class.</p> <p>IV. Daily Talk</p> <p>1. Teacher plays the CD and teaches the sentences "Happy birthday!" and "Let's sing" on book p.6.</p> <p>2. Ask students to look at the poster of the birthday party. And show students what situation should we use the sentence.</p> <p>【Activity: Congratulations!】</p> <p>1. Teacher chooses two cartoon characters randomly that students represent before as the birthday girl/boy.</p> <p>2. Other students have to say "Happy birthday!" and high five to the birthday kids.</p> <p>3. Sing happy birthday song to the birthday kids.</p> <p>V. Unit 1 Dialogue</p> <p>1. Teacher plays the video on e-book. Students watch the video and listen to the dialogue.</p> <p>2. Teacher asks some questions of the content and teaches the sentences in the story on the book pp.1-4.</p>		<p>story.com book, e-book, poster</p> <p>happy birthday song, picture cards of characters</p> <p>e-book, story.com book, CD</p>	<p>課堂參與 態度檢核 課堂問答 活動參與 口語表達</p> <p>課堂參與 態度檢核 課堂問答</p>	

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Week 3	<p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>B2-1-14 能參與簡易的兒童短劇表演。</p> <p>D6-1-12 樂於參與有助提昇英語能力的活動(如英語營、詩歌朗誦、短劇表演或比賽等)。</p> <p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>D6-1-9 在生活中有使用英語機會時，樂於嘗試。</p> <p>【生命教育】</p> <p>1-2-3 參與家庭活動並分擔家中的事務。</p> <p>2-2-6 關心與維護家人的生命與健康。</p> <p>3-2-12 感謝與關懷生活周遭的長輩與親友。</p>	<p>3. Every student reads aloud the story with CD.</p> <p>【Activity 1: Finger Points】</p> <ol style="list-style-type: none"> Students use finger to point the sentences in the dialogue and read aloud the story together. Two students in pair and one say the sentence and the other point to the sentence. Take turns and practice. <p>【Activity 2: Role Play】</p> <ol style="list-style-type: none"> Teacher divides students into five or six groups. Each group practice saying whole dialogue in three minutes. Everyone has to play one character and say the sentences in the group. <p>VI. Angel Says: Family is the best.</p> <ol style="list-style-type: none"> Teacher teaches the sentence. Students read aloud the sentence one by one. <p>【Activity: My Best Family】</p> <ol style="list-style-type: none"> Talk about your family: (questions are shown on PPT) What are your family members? What's the most impressive thing in your family? What did you do for family when they have problems? Do you love your family? Tell students that they have to care about the family 		<p>story.com book, e-book</p> <p>story.com book, PPT, small card</p>	<p>活動參與 口語表達 聽力測驗</p> <p>戲劇表演 賞析與評鑑</p> <p>課堂參與 態度檢核 活動參與 口語表達 作品完成度</p>	<p>生命教育</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
Week 3	<p>【家庭教育】</p> <p>4-2-3 用適當的語詞向家人表達自己的需求與情感。</p> <p>B1-1-2 能聽辨英語的語音。 B2-1-2 能唸出英語的語音。</p> <p>B3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。 B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。 B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>B5-1-7 能活用字母拼讀法(phonics)了解英語</p>	<p>and show love to them. Cherish what you have and be thankful.</p> <p>3. Write a card to your family and show your love to them.</p> <p>VII. Phonics Time (Bb, Pp)</p> <p>1. Teacher shows letter cards and word cards on the book p.7. 2. Students have to recognize different letters. 3. Students match each letter name and sound to the letter shape.</p> <p>【Activity 1: Listen, Find, Write】</p> <p>1. Teacher says the letter sound and students find out the letter. 2. Each group sends one student to the stage. 3. Listen to the words that teacher says and write the words on the blackboard. 4. Listen to CD and circle the correct words on book p.8.</p> <p>【Activity 2: Sound It Out】</p> <p>1. Teacher plays the CD and students read aloud the words on book p.7. 2. Teacher writes different phonics words(minimal pairs), e.g. bat/pat, hob/hop... on the board. Ask students try to say the words by themselves.</p> <p>【Activity 3: Tongue Twister】</p>		<p>phonics flashcards, story.com book, e-book</p> <p>phonics flashcards, CD, story.com book</p> <p>CD, story.com book</p> <p>story.com book,</p>	<p>課堂參與 態度檢核</p> <p>聽力測驗 書寫檢測</p> <p>活動參與 小組合作 口語表達</p>	<p>品德教育</p> <p>家庭教育</p>

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Week 3	<p>拼字與發音間規則的對應關係，並能嘗試看字發音，聽音拼字。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>【多元國際文化教育】</p> <p>7-1-1 能認識課堂中所介紹的國外主要節慶習俗。</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>*7-2-3 能從多元文化觀點，瞭解並尊重不同的文化及習俗。</p>	<ol style="list-style-type: none"> 1. Teacher leads students to read the tongue twister on the book p.7. 2. Teacher explains the meaning of the sentence. 3. Read the sentences (basic challenge) on book p.8. 4. Ask some students to say the tongue twister. 5. If students finish the basic challenge can move to the advanced challenge on book p.63. <p>VIII. Let's Sing (Ten Little Indians)</p> <ol style="list-style-type: none"> 1. Listen to the song on the book p.9. 2. Practice singing the song with CD. 3. Choose some students to sing the song and performance on the stage. <p>IX. Children's Day</p> <ol style="list-style-type: none"> 1. Teacher introduces Children's Day in different country. 2. Play the CD and listen to the origins and costumes on Children's Day. 3. Tell students that they have to respect and appreciate different culture. <p>X. Workbook</p> <ol style="list-style-type: none"> 1. Finish the workbook of unit 1. 		<p>e-book</p> <p>song, story.com book, e-book, CD</p> <p>story.com book, PPT</p> <p>workbook</p>	<p>態度檢核 活動參與 小組合作 歌曲表演</p> <p>聽力測驗 書寫檢測</p>	<p>多元國際文 化教育</p>

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Week 4	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-3 對於老師的說明與演示，能集中注意。</p> <p>D6-1-12 樂於參與有助</p>	<p style="text-align: center;"><u>【Song: Proud of You】</u></p> <p>I. Listen and Fill the words</p> <ol style="list-style-type: none"> Teacher gives students the song worksheet. Teacher plays the audio of the song. Students have to fill the words in the blanks. <p>II. Lyrics Reading</p> <ol style="list-style-type: none"> Teacher leads students to check answers and read the lyrics. Students practice reading the lyrics with their group members. <p>【Activity: Read Out Loud】</p> <ol style="list-style-type: none"> Give each line of lyrics one number. Each student draws the number and has to read out loud the lyrics to the other. Change the number of lyrics and read to another in five turns. <p>III. Let's Sing</p> <ol style="list-style-type: none"> Teacher leads students to sing the song sentence by sentence. Students sing the song with music together for two times. 	3 periods	<p>song worksheet, youtube video</p> <p>song worksheet</p> <p>song worksheet, youtube video, song</p>	<p>課堂參與 態度檢核 聽力測驗 書寫檢測</p> <p>活動參與 小組合作 口語表達</p> <p>歌曲表演 欣賞與評鑑</p>	

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	提昇英語能力的活動 (如英語營、詩歌朗誦、 短劇表演或比賽等)。	【Activity: Super Star】 1. Teacher divides students into six groups. 2. Students practice singing the song in their group. 3. Design the actions and add to the song. 4. Teacher gives every group one rubric. 5. Students come to front and do the performance. 6. Every group has to do the self-assessment and evaluate other groups.		song worksheet, rubric, self-assessment check list, microphone	活動參與 小組合作 口語表達	

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	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B3-1-2 能辨識課堂中習得的詞彙。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p><u>【Unit 2: What's your phone number?】</u></p> <p>I. Theme Words: Numbers 0-5</p> <ol style="list-style-type: none"> Teacher shows the flashcards of numbers (0-5) and leads students to say the words on the book p.15. Teacher teaches students how to pronounce the words and review the vowel and consonant sounds. Teacher randomly puts the number cards and word cards on the blackboard and asks some students come to stage and match the words and numbers together. <p>【Activity 1: Bingo】</p> <ol style="list-style-type: none"> Students take out their exercise book and draw 9 blanks in a square. Students choose nine numbers from 1 to 10 and fill in the blanks. Teacher draws students to say out the numbers. Who gets three lines first can get one point. Variation: Students (four people in the group) play the bingo. Students in pair play the bingo. <p>【Activity 2: Listen and Write】</p> <ol style="list-style-type: none"> Teacher says the numbers. Students spell the words on the board. 	6 periods	<p>flashcards, story.com book, e-book</p> <p>exercise book, flashcards</p>	<p>課堂參與 態度檢核 課堂問答 活動參與</p> <p>活動參與 小組合作 口語表達 書寫檢測</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	<p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-3 對於老師的說明與演示，能集中注意。</p>	<p>II. Sentence: What's your phone number?</p> <ol style="list-style-type: none"> Teacher shows the sentence pattern and teaches the sentence. "What's your phone number?" "It's <u>2592-7309</u>." Students write down their phone number on the book and practice saying the phone number. Teacher asks some students to practice answering the question. <p>【Activity 1: Find Out the Number】</p> <ol style="list-style-type: none"> Teacher put some paper of phone number on the blackboard. Students ask teacher the question and listen to teacher's answer. Students on the stage have to point to the correct phone number. <p>【Activity 2: Change Phone Number】</p> <ol style="list-style-type: none"> Teacher shows some name cards of different stores on the PPT. Students look at the name cards and answer the phone number. Teacher gives each student one piece of paper with phone number. Students go and take turns asking another "What's your 		<p>sentence stripes, number cards</p> <p>paper of phone number</p> <p>PPT, paper of phone number, name cards</p>	<p>課堂參與 態度檢核 課堂問答 口語表達</p> <p>活動參與 聽力測驗</p> <p>態度檢核 活動參與 小組合作 口語表達</p>	

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Week 5	<p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>B1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p>phone number?" When finish, change the paper and go for next one.</p> <p>5. Change the phone number at least 5 times and practice Q&A.</p> <p>【Activity 3: Interview】</p> <ol style="list-style-type: none"> Students go and ask 3 friends' phone number. Write down the phone number on the book p.16. <p>III. Daily Talk</p> <ol style="list-style-type: none"> Teacher plays the CD and teaches the sentences "Let me show you." and "Cool! I like it." On book p.16. Students practice to say the sentences. <p>【Activity: Show Me Something Cool】</p> <ol style="list-style-type: none"> Each student brings one stationery or toy that is cool. Students show it to more than 10 friends and say the sentence. <p>IV. Let's Sing (How Many?)</p> <ol style="list-style-type: none"> Listen to the song on the book p.19. Look at the picture and find out the number of the animals and objects. Read the lyrics to group members. Whole class sings the song with CD three times. 		<p>story.com book, e-book</p> <p>story.com book, e-book</p> <p>stationery or toy</p> <p>story.com book, e-book, song, CD</p>	<p>態度檢核 活動參與 口語表達</p> <p>課堂參與 態度檢核 活動參與 口語表達</p> <p>課堂參與 態度檢核</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 6	<p>D6-1-12 樂於參與有助 提昇英語能力的活動 (如英語營、詩歌朗誦、 短劇表演或比賽等)。</p> <p>B3-1-8 能跟著老師或 錄音帶正確地朗讀課本 中的對話和故事。</p> <p>B2-1-13 能根據圖片或 提示以角色扮演作簡單 的對話。</p> <p>B5-1-3 在聽讀時，能辨 識書本中相對應的書寫 文字。</p>	<p>【Activity: Shining Star】</p> <ol style="list-style-type: none"> Teacher divides students into five groups. Give each group one paragraph of lyrics. *1: pigs, one, one pig *2: kids, two, two kids *3: rabbits, three, three rabbits *4: monkeys, four, four monkeys *5: watches, five, five watches Each group comes to front and sing the song. Change paragraph of lyrics to other group and sing the song. <p>V. Unit 2 Dialogue</p> <ol style="list-style-type: none"> Teacher plays the video on e-book. Students watch the video and listen to the dialogue. Teacher asks some questions of the content and teaches the sentences in the story on the book pp.11-14. Every student reads aloud the story with CD. <p>【Activity 1: Finger Points】</p> <ol style="list-style-type: none"> Students use finger to point the sentences in the dialogue and read aloud the story together. Two students in pair and one say the sentence and the other point to the sentence. Take turns and practice. <p>【Activity 2: Find and Read Out Loud】</p>		<p>story.com book, e-book, microphone</p> <p>story.com book, e-book, CD</p>	<p>活動參與 小組合作 口語表達 歌曲吟唱</p> <p>課堂參與 態度檢核 課堂問答</p> <p>活動參與 小組合作 聽力測驗</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
Week 6	<p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>B1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-9 在生活中有使用英語機會時，樂於嘗試。</p>	<ol style="list-style-type: none"> Teacher says the number of sentence; students read out loud the sentence. Teacher says one word; students have to say the whole sentence that includes the word teacher says. <p>VI. Angel Says: Be calm.</p> <ol style="list-style-type: none"> Teacher teaches the sentence "Be calm." Students read aloud the sentence. <p>【Activity: Don't Worry】</p> <ol style="list-style-type: none"> Discuss the situation and the solutions: (questions are shown on PPT) <ul style="list-style-type: none"> ❖ What would you do when you or someone get in troubles? ❖ Do you have any experience about having different viewpoints with your friends? What did you do? ❖ What would you do if someone is in emergency? ❖ Share your experience of solving problems. Tell students that if you are in trouble, please calm down and ask for help. Introduce the emergency calls in different country on the book p.20. <ul style="list-style-type: none"> ❖ Taiwan: 110/119 ❖ the USA: 112 ❖ the UK: 911 		<p>story.com book, e-book</p> <p>story.com book, e-book</p> <p>PPT, story.com book, e-book</p>	<p>課堂參與 態度檢核 課堂問答 活動參與 口語表達</p>	<p>品德教育</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
Week 6	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>B5-1-7 能活用字母拼讀法(phonics)了解英語拼字與發音間規則的對應關係，並能嘗試看字發音，聽音拼字。</p>	<p>VII. Phonics Time (Dd, Tt)</p> <ol style="list-style-type: none"> Teacher shows letter cards and word cards on the book p.17. Students have to recognize different letters. Students match each letter name and sound to the letter shape. <p>【Activity 1: Listen, Find, Write】</p> <ol style="list-style-type: none"> Teacher says the letter sound and students find out the letter. Each group sends one student to the stage. Listen to the words that teacher says and spell the words on the blackboard. Listen to CD and circle the correct words on book p.18. <p>【Activity 2: Sound It Out】</p> <ol style="list-style-type: none"> Teacher plays the CD and students read aloud the words on book p.17. Teacher writes different phonics words (minimal pairs), e.g. duck/tuck, red/ret... on the board. Ask students try to say the words by themselves. <p>【Activity 3: Tongue Twister】</p> <ol style="list-style-type: none"> Teacher leads students to read the tongue twister on the book p.17. 		<p>phonics flashcards, story.com book, e-book</p> <p>story.com book, e-book, CD</p> <p>story.com book, e-book, minimal pairs words</p> <p>story.com book, e-book</p>	<p>課堂參與 態度檢核 課堂問答 活動參與</p> <p>小組合作 書寫檢測 聽力測驗</p> <p>聽力測驗 口語表達 活動參與</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
Week 7	<p>B3-1-2 能辨識課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p>	<p>2. Read the sentences (basic challenge) on book p.18.</p> <p>3. Ask some students to say the tongue twister.</p> <p>4. If students finish the basic challenge can move to the advanced challenge on book p.63.</p> <p>VIII. Workbook</p> <p>1. Finish the workbook of unit 2.</p> <p><u>【單字句型會考+闖關 Part 1】</u></p> <p>1. Review the words and sentences students have learned this semester.</p> <p>2. Teacher makes four parts of word and sentence lists.</p> <p>3. Students will have the written and oral test at the end of each month.</p> <p>4. Students take written test on exercise book. And then teacher chooses 5 helpers to be the leaders.</p> <p>5. Every helper will charge one sentence.</p> <p>6. Students come to each helper and do the Q&A. If he/she is correct, he/she can get the helper's signature.</p>	1 period	<p>workbook</p> <p>quiz PPT, exercise book, cards of oral test</p>	<p>聽力測驗 書寫檢測 紙筆測驗 口試測驗 小考檢測</p>	

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Week 7	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B3-1-2 能辨識課堂中習得的詞彙。</p> <p>B1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>B2-1-6 能使用簡單的教室用語。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B3-1-3 能使用字母拼讀法(phonics)中基本常</p>	<p style="text-align: center;"><u>【Review 1: Unit 1 & Unit 2】</u></p> <p>I. Review</p> <ol style="list-style-type: none"> Teacher shows the flashcards to review the numbers. Students look at the phonics card and say out loud the words. Students do the practice on the book. <p>【Activity 1: Listen, Number and Say】</p> <ol style="list-style-type: none"> Teacher plays the CD. Students look at the picture and write down the number on the book p.21. After they finish the questions, check answer together. Teacher draws the number and he/she has to read aloud the conversation according to pictures. <p>【Activity 2: Listen and Number】</p> <ol style="list-style-type: none"> Teacher plays the CD. Students listen to the phonics or phone number and then write the numbers on the book p.22. After they finish the questions, check answer together. Teacher draws the number and he/she has to read aloud the phonics words or phone number. 	2 periods	<p>number flashcards, phonics cards,</p> <p>story.com book, e-book, CD</p> <p>story.com book, e-book, CD</p>	<p>課堂參與 態度檢核 課堂問答 活動參與 聽力測驗 書寫檢測</p> <p>課堂參與 態度檢核 課堂問答 活動參與</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
Week 7	<p>用的規則讀出單字。</p> <p>B3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞(至少一百八十個)</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-3 對於老師的說明與演示,能集中注意。</p>	<p>【Activity 3: Read, Look and Say】</p> <ol style="list-style-type: none"> Students read the sentences and choose the correct picture on the book p.22 After they finish the questions, check answer together. Teacher draws the number and he/she has to read aloud the sentences. <p>【Activity 4: Look and Connect】</p> <ol style="list-style-type: none"> Students match the words and pictures on the book p.23. After they finish the questions, check answer together. Teacher draws the number and he/she has to look at the picture and count the numbers. <p>【Activity 5: Board Game: 3-in-a-row chess】</p> <ol style="list-style-type: none"> Four students in a group. Teacher explains the rules on PPT. Teacher gives each group one worksheet with 28 pairs of phonics words that shows on the book p.24. Each students has 12 chips in one color. Say the word and occupy one block. Who gets 3 chips in a row can get one point. When time's up, who get the highest score is the winner 		<p>story.com book, e-book, CD</p> <p>story.com book, e-book, CD</p> <p>PPT, worksheet, color chips</p>	<p>聽力測驗 書寫檢測</p> <p>課堂參與 態度檢核 課堂問答 活動參與 聽力測驗 書寫檢測</p> <p>態度檢核 活動參與 小組合作 口語表達</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 7	<p>B2-1-2 能唸出英語的語音。</p> <p>B3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。</p> <p>B3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p>	<p>in their group.</p> <p>【Activity 6: Say and Write】</p> <ol style="list-style-type: none"> Students use the whiteboard on the book p.74. Teacher says the word one sound by one sound. Students have to write the words on the whiteboard. E.g. Teacher: b-a-d / d-a-p ... Students show the answer to teacher and everyone checks answer together. Teacher give each group a pile of paper of phonics words on it. Four students in a group do the practice. One picks up the paper with phonics words and say to others. Others have to write the words. Take turns to pick up the paper and do the practice. <p>II. Workbook</p> <ol style="list-style-type: none"> Finish the workbook of Review 1. 		<p>whiteboard, marker, story.com book, paper</p> <p>workbook</p>	<p>活動參與 聽力測驗 書寫檢測 口語表達</p> <p>聽力測驗 書寫檢測 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
Week 8	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。</p> <p>B3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B3-1-2 能辨識課堂中</p>	<p><u>【Storybook: I Love You - A Rebus Poem】</u></p> <p>I. Rhyming Words</p> <ol style="list-style-type: none"> Teacher makes a PPT about rhyming words. E.g. key, tree, bee.../ shoe, boo, two.../ pail, tail, whale.../ rake, lake, cake... Ask students to use phonics rule saying the words. After reading all the rhyming words, ask some question and discuss with students: What do you find about the words? Are they have the same ending sound? Teacher teaches what are rhyming words. <p>【Activity: Rhyming Group】</p> <ol style="list-style-type: none"> Teacher puts a lot of rhyming words cards on the blackboard. Students try to read all the words and they can discuss with their group members in three minutes. Students come to front and put the words in the same group if they are the rhyming words. <p>II. Story Telling</p> <ol style="list-style-type: none"> Teacher uses PPT to tell story and put the sentence patter "Every _____ loves a _____." on the board. Teacher tells the story. 	3 periods	<p>PPT, storybook, rhyming word cards</p> <p>PPT, sentence stripe,</p>	<p>課堂參與 態度檢核 課堂問答</p> <p>活動參與 小組合作 口語表達</p>	

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Week 8	<p>D6-1-12 樂於參與有助提昇英語能力的活動(如英語營、詩歌朗誦、短劇表演或比賽等)。</p> <p>B3-1-2 能辨識課堂中習得的詞彙。</p> <p>B3-1-4 能看懂簡易的英文標示。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞(至少一百八十個)</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-9 在生活中有使用英語機會時,樂於嘗試。</p>	<p>5. Ask some volunteers to sing the story on the stage.</p> <p>IV. English Reading Room</p> <ol style="list-style-type: none"> Students go to the English reading room and read the storybook. Teacher gives them the story worksheet. Students read the book and finish the worksheet. Who finish the worksheet can read other books in the English reading room. <p>V. Magic Writer</p> <ol style="list-style-type: none"> Teacher leads students to brainstorm other rhyming words. And then, use these new words to make a new rebus story. Teacher shows some examples for students. Students make some short discussion about their ideas. Students write and draw their own new story. Share the story to more than 3 friends. <div data-bbox="582 1133 840 1348" style="border: 1px solid black; padding: 5px; margin: 10px;"> <p style="text-align: center;">Winter Rebus Story Example</p> <p>I love when it  I can build a . My  and  always help me. We put a  on our  and a  and , too.</p> </div> <div data-bbox="884 1133 1232 1348" style="border: 1px solid black; padding: 5px; margin: 10px;"> <p>One day, a  was taking a long walk. She saw lots of   under a tree. The kitty was excited and grabbed all the  to share with her friends. Her friends were a  and a .</p> <p>They were all very .</p> <p style="text-align: center;">-The End</p> </div>		<p>worksheet, storybook</p> <p>exercise book, PPT, worksheet</p>	<p>課堂參與 態度檢核 書寫檢測</p> <p>課堂參與 態度檢核 小組合作 口語表達 書寫檢測 作品完成度</p>	

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Week 9	<p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B3-1-2 能辨識課堂中所習得的詞彙。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p>3. Teacher randomly puts the words and pictures on the blackboard and asks some students come to stage and match the words and pictures together.</p> <p>4. Teacher shows students some new words and the words they learned before about feelings on the PPT. E.g. hungry, tired, great, bored.....</p> <p>【Activity 1: 1, 2, 3. Action!】</p> <p>1. Teacher says the word and students show the expression.</p> <p>2. Student comes to front and do the expression. Others have a guess.</p> <p>【Activity 2: As Fast As you Can】</p> <p>1. Students take out one piece of test paper.</p> <p>2. Fold the paper into six blanks.</p> <p>3. Listen and write down the words that teacher says in randomly. Then, check the spelling together.</p> <p>4. When teacher says one word, students have to fold the paper and show that word. Practice in 3 turns.</p> <p>5. Four students in a group and take turns say the word.</p> <p>6. Who shows the word correctly and fast can get one point.</p>		<p>flashcards, story.com book</p> <p>paper, story.com book</p>	<p>活動參與 小組合作 口語表達</p> <p>課堂參與 態度檢核 課堂問答 口語表達</p>	

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Week 9	<p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-3 對於老師的說明與演示，能集中注意。</p>	<p>II. Sentence: Are You Happy?</p> <ol style="list-style-type: none"> Teacher presents and teaches the sentences on the book p.29: Are you <u>happy</u>? Yes, I am. I'm <u>happy</u>. No, I'm not. I'm <u>sick</u>. Teacher shows students the pictures and they have to answer the questions. <p>【Activity 1: Unscramble Sentence】</p> <ol style="list-style-type: none"> Teacher cut the sentences into pieces. Teacher put the pieces into envelope. Each group gets one envelop. Teacher says the sentence and students in the group have to take turns and unscramble the sentence. Ask some students come to board and check answer together. <p>【Activity 2: Survey】</p> <ol style="list-style-type: none"> Each student chooses one feeling and write on the right top of the book on p.30. Students go and ask friends "Are you _____?" If the answer goes "yes", ask your friend to sign his/her name. Collect four signature (sad, happy, angry, sick) then you can get one point. 		<p>flashcards, sentence stripe, story.com book</p> <p>flashcards, sentence stripe, sentence pieces, envelop</p> <p>story.com book</p>	<p>態度檢核 活動參與 口語表達</p> <p>態度檢核 活動參與 小組合作</p> <p>活動參與 態度檢核 口語表達</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 10	<p>B1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-12 樂於參與有助提昇英語能力的活動</p>	<p>III. Daily Talk</p> <ol style="list-style-type: none"> Teacher plays the CD and teaches the sentences on the book p.30: "Are you OK? No, I'm not. I'm sick." "Take a rest. Thank you." Students practice to say the sentences. <p>【Activity: Pass the Sentences】</p> <ol style="list-style-type: none"> Students in the row practice saying the conversation. Teacher writes sentences on the board. Teacher says one sentence to the last one in the row. Students have to pass the sentence to next one. The first one in the row has to touch the sentence on the board. <p>IV. Let's Sing (Sick, Sad, Angry, Happy)</p> <ol style="list-style-type: none"> Teacher plays the song on the book p.33 two times. Students listen to the song without book. <p>【Activity 1: What Do You Hear?】</p> <ol style="list-style-type: none"> Teacher asks some questions about the song: <ul style="list-style-type: none"> What feelings did you hear in the song? What's the first (second, third, forth) feeling in the song? Students answer the questions can get the points. 		<p>story.com book, e-book, CD</p> <p>story.com book, e-book, CD, song</p>	<p>課堂參與 態度檢核 活動參與 小組合作 口語表達 聽力測驗</p> <p>課堂參與 態度檢核 活動參與 小組合作 口語表達 歌曲吟唱</p>	

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Week 10	<p>(如英語營、詩歌朗誦、短劇表演或比賽等)</p> <p>B3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>B2-1-14 能參與簡易的兒童短劇表演。</p> <p>D6-1-12 樂於參與有助提昇英語能力的活動(如英語營、詩歌朗誦、短劇表演或比賽等)</p>	<p>【Activity 2: Shining Star】</p> <ol style="list-style-type: none"> 1. Read the lyrics to group members. 2. Whole class sings the song with CD three times. 3. Each group designs the actions of the song. 4. Every group take turns come to stage and sing the song. <p>V. Unit 3 Dialogue</p> <ol style="list-style-type: none"> 1. Teacher plays the video on e-book. Students watch the video and listen to the dialogue. 2. Teacher asks some questions of the content. 3. Teaches the sentences in the story on the book pp.25-28. 4. Every student reads aloud the story with CD. <p>【Activity 1: Finger Points】</p> <ol style="list-style-type: none"> 1. Students use finger to point the sentences in the dialogue and read aloud the story together. 2. Two students in pair and one say the sentence and the other point to the sentence. Take turns and practice. <p>【Activity 2: Role Play】</p> <ol style="list-style-type: none"> 1. Four students in a group. Each one chooses one character. 2. Say your sentences in the group. Practice for three times. 3. Choose some groups come to stage and do the role play. 		<p>story.com book, e-book, CD, microphone</p> <p>story.com book, e-book, CD</p>	<p>課堂參與 態度檢核 口語表達</p> <p>活動參與 小組合作 戲劇表演</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 10	<p>B1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-9 在生活中有使用英語機會時，樂於嘗試。</p> <p>【環境教育】</p> <p>1-2-4 覺知自己的生活方式對環境的影響。</p> <p>5-1-2 能做到簡單的校園環保行動，並落實到家庭生活中。</p>	<p>VI. Angel Says: Love to help.</p> <ol style="list-style-type: none"> Teacher teaches the sentence: "Love to help." Students read aloud the sentence. <p>【Activity 1: Get the Star】</p> <ol style="list-style-type: none"> Say the sentence to classmates in one minutes. When you finish saying the sentence, your friends will draw a star on your book. Who gets the most stars can get one stamp from teacher. <p>【Activity 2: Love to help. Protect the Environment】</p> <ol style="list-style-type: none"> Teacher shows some environment problems nowadays. Discuss the situation and solutions: (questions are shown on PPT) <ul style="list-style-type: none"> ❖ What can you do to protect environment? ❖ How do we do to reduce the trash? ❖ Do you have any experience about doing something good to environment? Tell students that everyone has the responsibility to protect environment. Love to help and protect our world. Introduce some activities that are good to protect environment such as clean up the beach, do the recycle, or use the both sides of paper and so on, and encourage students to participate in the activities. 		<p>story.com book, e-book,</p> <p>PPT, story.com book</p>	<p>課堂參與 態度檢核 活動參與 口語表達</p>	<p>品德教育</p> <p>環境教育</p>

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Week 11	<p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B3-1-11 能活用字母拼</p>	<p>VII. Just for Fun</p> <ol style="list-style-type: none"> 1. Teacher plays the CD on the book p.34. 2. Shows students the different expressive words. (Yippee! Ouch! Oops! Boo-hoo!) 3. Make a short discuss with group about when you will make these sounds. 4. Use gestures, voice or facial expressions to say the words. <p>VIII. Phonics Time (Gg, Cc/ck)</p> <ol style="list-style-type: none"> 1. Teacher shows letter cards, word cards and picture cards on the book p.31. 2. Students have to recognize different letters and say the sounds. 3. Students match words to the pictures. <p>【Activity 1: Detective】</p> <ol style="list-style-type: none"> 1. Teacher says the letter sound and students point to the letter on their book. 2. Some students come to the stage and put the words that have the same sounds[g] or [k] in the same category. E.g. [g]: gap, pig, gate, god / [k]: cap, cat, pick, Jack 3. Students come to front and listen to the words that teacher says and then spell the words on the board. 4. Listen to CD and circle the correct words on book p.32. 		<p>story.com book, e-book, CD</p> <p>phonics flashcards, story.com book, e-book, CD</p>	<p>課堂參與 態度檢核 活動參與 小組合作</p>	

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Week 11	<p>讀法(phonics)的規則讀出單字。</p> <p>B5-1-7 能活用字母拼讀法(phonics)了解英語拼字與發音間規則的對應關係，並能嘗試看字發音，聽音拼字。</p>	<p>【Activity 2: Sound It Out】</p> <ol style="list-style-type: none"> 1. Teacher plays the CD and students read aloud the words on the book p.31. 2. Teacher writes different phonics words (minimal pairs), e.g. got/cot, lag/lack... on the board. 3. Students try to use the phonics rules and say the words by themselves. <p>【Activity 3: Tongue Twister】</p> <ol style="list-style-type: none"> 1. Teacher leads students to read the tongue twister on the book p.31. 2. Read the sentences (basic challenge) on the book p.32. 3. Students say the tongue twister to others and can get the star from her/him in three minutes. 4. If students finish the basic challenge can move to the advanced challenge on book p.64. <p>IX. Workbook</p> <ol style="list-style-type: none"> 1. Finish the workbook of unit 3. <p style="text-align: center;">【 Midterm Exam 】</p> <p>❖ Listening, reading and writing abilities will be evaluated through a written test.</p>	1 period	<p>story.com book, e-book, CD</p> <p>story.com book, e-book</p> <p>workbook</p>	<p>課堂參與 態度檢核 活動參與 小組合作 口語表達</p> <p>紙筆測驗</p>	

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Week 11	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p style="text-align: center;"><u>【Song: It's So Easy】</u></p> <p>I. Listen and Fill the words</p> <ol style="list-style-type: none"> Teacher gives students the song worksheet. Teacher plays the audio of the song from youtube: (https://www.youtube.com/watch?v=ns5RGqjqD9M) Students fill the words in the blanks. <p>II. Lyrics Reading</p> <ol style="list-style-type: none"> Teacher leads students to check answers and read the lyrics on PPT. Students practice reading the lyrics with their group members. <p>【Activity: Read Out Loud】</p> <ol style="list-style-type: none"> Give each line of lyrics one number. Each student draws the number and has to read out loud the lyrics to the other. Change the number of lyrics and read to another in five turns. <p>III. Let's Sing</p> <ol style="list-style-type: none"> Teacher leads students to sing the song sentence by sentence. Students sing the song with music together for two 	3 periods	<p>worksheet, youtube video, song</p> <p>worksheet, song, PPT</p> <p>worksheet, song, PPT</p>	<p>課堂參與 態度檢核 聽力測驗 書寫檢測</p> <p>活動參與 小組合作 口語表達</p> <p>歌曲吟唱 欣賞與評鑑</p>	

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Week 11	D6-1-3 對於老師的說明與演示，能集中注意。 D6-1-12 樂於參與有助提昇英語能力的活動(如英語營、詩歌朗誦、短劇表演或比賽等)。	times. 3. Students sing the song in karaoke version. 【Activity: Super Star】 1. Teacher divides students into six groups. 2. Students practice singing the song in their group. 3. Design the actions and add to the song. 4. Teacher gives every group one rubric. 5. Students come to front and do the performance. 6. Every group has to do the self-assessment and evaluate other groups.		song, worksheet, microphone, self-assessment check list, rubric	活動參與 小組合作 歌曲吟唱	
Week 12	【多元國際文化教育】 7-1-1 能認識課堂中所介紹的國外主要節慶習俗。 7-1-2 能認識課堂中所介紹的國內主要節慶習俗。 *7-2-3 能從多元文化	<u>【Culture: Mother's Day】</u> I. Origin and Customs 1. Teacher tells the origin and customs about Mother's Day on PPT. 2. Teacher shows the word cards and pictures to teach the words. (cake, card, flower, gift) II. Dialogue 1. Teacher plays the CD and students read the sentences. 2. Look at the pictures and do the Q&A.	3 periods	PPT, flashcards, story.com book, e-book, CD	課堂參與 態度檢核 活動參與 口語表達 活動參與	多元國際文 化教育

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Week 12	<p>觀點，瞭解並尊重不同的文化及習俗。</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>【性別平等教育】</p> <p>2-2-6 認識多元的家庭型態。</p> <p>1-2-3 欣賞不同性別者的創意表現。</p>	<p>III. Let's Sing</p> <ol style="list-style-type: none"> Teacher plays the song on the book p.61. Students sing the song with CD two times. Choose some students come to front and sing the song. More song to sing: Happy Mother's Day Kids Song (https://www.youtube.com/watch?v=MYqFPa1mrXo) Teacher plays a video on youtube. Students can sing the song together. <p>IV. The Best Gift for Mom</p> <ol style="list-style-type: none"> Discuss what the best gift is for mom. What will you do to celebrate Mother's Day? What's the image of your mom? Is "mom" a "mom" or "dad" or "grandma"? Students share their ideas and experiences to others. Teacher shows students there are lots of way to form a family. Mom can be just a word or an image. The most important thing is not the gender but LOVE! <p>V. Creative Painter</p> <ol style="list-style-type: none"> Make a card for your lovely family (mom, dad, grandma, sister...). Write the draft on the workbook p.26. Teacher gives each student one color paper. 		<p>song, story.com book, e-book, CD, youtube video</p> <p>PPT, story.com book,</p> <p>PPT, workbook, color paper, card</p>	<p>態度檢核 活動參與 小組合作 歌曲吟唱</p> <p>課堂參與 態度檢核 活動參與 小組合作 口語表達 作品完成度 賞析與評鑑</p>	<p>性別平等教育</p> <p>品德教育</p>

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Week 12		<p>4. Students can draw the pictures and make their cards.</p> <p>5. Share with classmates. Everyone should appreciated different work no matter you're a boy or girl.</p> <p>6. Give the card to your mom and tell her how much you LOVE her.</p> <p>VI. Workbook</p> <p>1. Finish the workbook pp.25-26.</p>		workbook	書寫檢測 聽力測驗	品德教育
Week 13	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B3-1-2 能辨識課堂中習得的詞彙。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p>	<p style="text-align: center;"><u>【Unit 4: Is This Your Doll?】</u></p> <p>I. Theme Words: Toys</p> <p>1. Teacher shows the flashcards of toys and leads students to say the words on the book p.39. (Words: doll, ball, kite, yo-yo)</p> <p>2. Teacher teaches students how to pronounce the words and review the vowel and consonant sounds.</p> <p>3. Teacher randomly puts the words and pictures on the blackboard and asks some students come to stage and match the words and pictures together.</p> <p>【Activity: Ding-Dong!】</p> <p>1. Students have to say the chant (shown on PPT):</p>	6 periods	flashcards, story.com book	課堂參與 態度檢核 課堂問答 聽力檢測	
				PPT,		

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 13	<p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單</p>	<p>"English words! English words!"</p> <p>"Who can spell <u>kite</u>?"</p> <p>"<u>Kelly, Kelly</u>. Can you spell <u>kite</u>?"</p> <p>(One student has to put a word into the blank and then calls a student's name.)</p> <p>2. The student who is called by another should spell the word and continue the short chant.</p> <p>3. If a student can spell the word will get one point.</p> <p>4. After the activity, the group who gets the most points wins the game.</p> <p>II. Sentence: Is this your doll?</p> <p>1. Teacher review the sentence they learned before: What's this/that? Is this/ that a <u>book</u>?</p> <p>2. Teacher presents and teaches the sentences on the book p.39: Is this your <u>doll</u>? Yes, it is. It's my <u>doll</u>. Is that your <u>kite</u>? No, it isn't. It's not my <u>kite</u>.</p> <p>3. Teacher shows students the pictures and they have to answer the questions.</p> <p>【Activity 1: Pass the Sentence】</p>		<p>flashcards, story.com book</p> <p>flashcards, sentence stripe, story.com book</p> <p>flashcards,</p>	<p>課堂參與 態度檢核 活動參與 小組合作 口語表達</p> <p>課堂參與 態度檢核 課堂問答 口語表達</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 13	<p>的對話。</p> <p>D6-1-1 樂於參與各種 課堂練習活動。</p> <p>D6-1-2 樂於回答老師 或同學所提的問題。</p> <p>D6-1-3 對於老師的說 明與演示，能集中注意。</p> <p>B1-1-7 能聽懂常用的 教室用語及日常生活用</p>	<ol style="list-style-type: none"> Teacher shows all the sentence stripes on the board. Teacher points to one sentence and draws one student. Student 1 has to say the sentence one word and pass to the next one who needs to say the next word in the sentence. The last one has to say the whole sentence. E.g. sentence: Is this your ball? *Student 1: Is *Student 2: this *Student 3: your *Student 4: ball *Student 5: Is this your ball? Everyone should be attention because it will be your turn anytime. <p>【Activity 2: Lost and Found】</p> <ol style="list-style-type: none"> Students write down the names in the blanks on the book p.40. Go and ask the questions. Help the toys to find their master. Ask some students come to front and practice. <p>III. Daily Talk</p> <ol style="list-style-type: none"> Teacher plays the CD and teaches the sentences on the book p.40: 		<p>sentence stripe, story.com book</p> <p>story.com book, e-book</p> <p>story.com book, e-book</p>	<p>態度檢核 活動參與 口語表達</p> <p>態度檢核 活動參與 口語表達</p> <p>課堂參與 態度檢核</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 13	<p>語。</p> <p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-12 樂於參與有助提昇英語能力的活動(如英語營、詩歌朗誦、短劇表演或比賽等)</p> <p>B3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p>	<p>"I'm sorry." "That's OK."</p> <p>2. Students practice to say the sentences.</p> <p>3. Tell students that it's OK to make mistakes. But you have to revise the mistake and learn to apologize. Try your best and work hard; everything will be alright.</p> <p>IV. Let's Sing (My Ball, My Kite)</p> <p>1. Listen to the song on the book p.43.</p> <p>2. Read the lyrics to group members.</p> <p>3. Whole class sings the song with CD three times.</p> <p>【Activity: Who is the next?】</p> <p>1. Teacher calls group's name and ask the group to sing.</p> <p>2. Every group has to be attention, because the teacher will call them anytime.</p> <p>3. If a group sings well, the group will get one point.</p> <p>4. Then, the teacher can choose some students to be the sole singers, and they continue to take turns to sing the song.</p> <p>V. Unit 3 Dialogue</p> <p>1. Teacher plays the video on e-book. Students watch the video and listen to the dialogue.</p> <p>2. Teacher asks some questions of the content.</p>		<p>song, story.com book, e-book, CD, microphone</p> <p>story.com book, e-book, CD</p>	<p>口語表達</p> <p>課堂參與 態度檢核 活動參與</p> <p>小組合作 口語表達 歌曲吟唱</p> <p>課堂參與 態度檢核 課堂問答</p>	<p>品德教育</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
Week 14	<p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>B1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>D6-1-9 在生活中有使用英語機會時，樂於嘗試。</p>	<p>3. Teaches the sentences in the story on the book pp.35-38.</p> <p>4. Every student reads aloud the story with CD.</p> <p>【Activity 1: Finger Points】</p> <p>1. Students use finger to point the sentences in the dialogue and read aloud the story together.</p> <p>2. Two students in pair and one say the sentence and the other point to the sentence. Take turns and practice.</p> <p>【Activity 2: Spin the Wheel】</p> <p>1. Four students in a group. Number 1 from each group goes first and then take turns.</p> <p>2. Give each sentence a number.</p> <p>3. One spin the wheel and say the sentence. If he/she is correct, he/she can draw a star beside the sentence on the book.</p> <p>4. After practicing, teacher chooses some students to read the sentences.</p> <p>VI. Angel Says: Put away your toys.</p> <p>1. Teacher teaches the sentence: "Put away your toys."</p> <p>2. Students read aloud the sentence.</p> <p>3. Teacher change "toys" to other objects (pencil, book, eraser, ball...).</p> <p>4. Practice saying the sentence to 5 friends.</p>		<p>story.com book, e-book</p> <p>story.com book, wheel</p> <p>story.com book, e-book</p>	<p>課堂參與 態度檢核 聽力檢測</p> <p>活動參與 小組合作 口語表達</p> <p>課堂參與 態度檢核 活動參與 小組合作 口語表達</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 14	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>B5-1-7 能活用字母拼讀法(phonics)了解英語拼字與發音間規則的對應關係，並能嘗試看字發音，聽音拼字。</p>	<p>VIII. Phonics Time (Gg, Cc/ck)</p> <ol style="list-style-type: none"> Teacher shows letter cards, word cards and picture cards on the book p.41. Students have to recognize different letters and say the sounds. Students match words to the pictures. <p>【Activity 1: Detective】</p> <ol style="list-style-type: none"> Teacher says the letter sound and students point to the letter on their book. Students come to the stage and put the words that have the same sounds[v] or [f] in the same category. E.g. [v]: van, vine, vest / [f]: fan, leaf, fast Listen to CD and circle the correct words on book p.42. <p>【Activity 2: Sound It Out】</p> <ol style="list-style-type: none"> Teacher plays the CD and students read aloud the words on the book p.41. Teacher writes different phonics words (minimal pairs), e.g. vat/fat, luff/luv... on the board. Students try to use the phonics rules and say the words by themselves. <p>【Activity 3: Tongue Twister】</p> <ol style="list-style-type: none"> Teacher leads students to read the tongue twister on the book p.41. 		<p>phonics flashcards, story.com book, e-book, CD</p> <p>story.com book, e-book, CD</p> <p>story.com book, e-book, CD</p>	<p>課堂參與 態度檢核 活動參與 小組合作 聽力檢測</p> <p>課堂參與 態度檢核 活動參與 小組合作 口語表達</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 14		2. Read the sentences (basic challenge) on the book p.42. 3. Students say the tongue twister to others and can get the star from her/him in three minutes. 4. If students finish the basic challenge can move to the advanced challenge on book p.64. IX. Workbook 1. Finish the workbook of unit 4.		workbook	聽力檢測 書寫檢測	
Week 15	B3-1-2 能辨識課堂中習得的詞彙。 B4-1-5 能拼寫一些基本常用字詞（至少一百八十個） B2-1-5 能以正確的重音及適當的語調說出簡單的句子。	<p style="text-align: center;">【單字句型會考+闖關 Part 3】</p> 1. Review the words and sentences students have learned this semester. 2. Teacher makes four parts of word and sentence lists. 3. Students will have the written and oral test at the end of each month. 4. Students take written test on exercise book. And then teacher chooses 5 helpers to be the leaders. 5. Every helper will charge one sentence. 6. Students come to each helper and do the Q&A. If he/she is correct, he/she can get the signature.	1 period	quiz PPT, exercise book	聽力測驗 書寫檢測 紙筆測驗 口試測驗 小考檢測	

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 15	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B3-1-2 能辨識課堂中習得的詞彙。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p>	<p style="text-align: center;"><u>【Unit 5: What Color Is It?】</u></p> <p>I. Magic Show: Colors</p> <ol style="list-style-type: none"> Teacher prepares four bottles with water. Show students the paint and teach the color. Put the flashcards of colors on the board and leads students to say the words on the book p.49. (Words: red, blue, green, yellow) Say the words, Teacher put the color paint into bottle. Shake it and make the water with color. Teacher puts some paint on the bottle top but don't let students know. Shake the bottle and then it's magic time. Colors mix and turn into the new color. <p>【Activity: Hello, Colors!】</p> <ol style="list-style-type: none"> Teacher teaches more color words. Play the song on youtube and let students review all the color words: The Colors Song (https://www.youtube.com/watch?v=IH2C2R57_Yo) Everyone sings the song. 	6 periods	<p>bottles, paints, flashcards, story.com book</p> <p>song, youtube video, microphone</p>	<p>課堂參與 態度檢核 課堂問答 口語表達</p> <p>態度檢核 活動參與 小組合作 歌曲吟唱</p>	

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Week 15	<p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-3 對於老師的說明與演示，能集中注意。</p>	<p>II. Sentence: What color is it?</p> <ol style="list-style-type: none"> Teacher presents and teaches the sentences on the book p.49: What color is it? It's <u>green</u>. Teacher shows them different stationery and asks the question. 【Activity 1: Tell me the Colors!】 <ol style="list-style-type: none"> Students choose 3 stationery of themselves. Go and ask 5 friends and do the practice. 【Activity 2: Look, Ask and Check】 <ol style="list-style-type: none"> Students finish the book p.50. Teacher asks the question and they answer. 【Activity 3: I Say; You Draw】 <ol style="list-style-type: none"> Teacher gives students two version of worksheet. Students who get worksheet A should ask the one who has worksheet B and change the different hints. <ul style="list-style-type: none"> ❖ First, look at the sentences on the worksheet, color the picture. ❖ Second, go and ask for hints you don't have. ❖ Take notes about the hints. ❖ Third, go back to seat and color the pictures. ❖ Finally, look at the pictures and finish the sentences. Check answers together. 		<p>flashcards, sentence stripe, story.com book</p> <p>stationery, story.com book, e-book</p> <p>worksheet, markers,</p>	<p>課堂參與 態度檢核 課堂問答 口語表達</p> <p>聽力檢測 口說測驗</p> <p>態度檢核 活動參與 口語表達 作品完成度</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 16	<p>B1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p>	<p>III. Daily Talk</p> <ol style="list-style-type: none"> Teacher plays the CD and teaches the sentences: "Let's play." "Good idea." on book p.50. Students bring one toy and invite others to play. Say the sentence and do the practice with 10 friends. <p>IV. Unit 5 Dialogue</p> <ol style="list-style-type: none"> Teacher plays the video on e-book. Students watch the video and listen to the dialogue. Teacher asks some questions of the content and teaches the sentences in the story on the book pp.45-48. Every student reads aloud the story with CD. <p>【Activity 1: Finger Points】</p> <ol style="list-style-type: none"> Students use finger to point the sentences in the dialogue and read aloud the story together. Two students in pair and one say the sentence and the other point to the sentence. Take turns and practice. <p>【Activity 2: Let's Practice】</p> <ol style="list-style-type: none"> Teacher gives each student one worksheet. Part A: Listen and number Teacher says the sentence, and students write down the numbers match to sentences. Part B: Unscramble sentences 		<p>story.com book, e-book, CD</p> <p>story.com book, e-book, CD</p> <p>worksheet, PPT</p>	<p>態度檢核 活動參與 口語表達</p> <p>課堂參與 態度檢核 口語表達</p> <p>態度檢核 活動參與 聽力檢測</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 16	<p>B1-1-9 能聽懂簡易的日常生活對話。</p> <p>D6-1-9 在生活中有使用英語機會時，樂於嘗試。</p> <p>【性別平等教育】</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>2-2-2 尊重不同性別者做決定的自主權。</p> <p>【環境教育】</p> <p>5-1-2 能做到簡單的校園環保行動，並落實到家庭生活中。</p> <p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p>	<p>Teacher chooses some important sentences in the story. Put the words in the wrong order. Students have to reorder the words and write down the correct sentences.</p> <p>4. Whole class checks the answers on the PPT together.</p> <p>V. Angel Says: Be nice to your friends.</p> <p>1. Teacher teaches the sentence: "Be nice to your friends."</p> <p>2. Students read aloud the sentence.</p> <p>3. Teacher change "friends" to other words (family, environment, earth, teachers, pet.....).</p> <p>4. Practice saying the sentence to 5 friends and sign the name.</p> <p>5. Tell students that you have to be nice and respect all your friends although you're in different genders. Also, be nice to the environment. Pick up the trash and do the recycle.</p> <p>VI. Phonics Time (Zz, Ss)</p> <p>1. Teacher shows letter cards, word cards and picture cards on the book p.41.</p> <p>2. Students have to recognize different letters and say the sounds.</p> <p>3. Students match words to the pictures.</p>		<p>story.com book, e-book, CD</p> <p>phonics flashcards, story.com book, e-book</p>	<p>小組合作 口語表達 活動參與</p> <p>課堂參與 態度檢核 課堂問答 口語表達</p> <p>課堂參與 態度檢核 聽力檢測</p>	<p>性別平等教育</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
Week 16	<p>B3-1-3 能使用字母拼讀法(phonics)中基本常用的規則讀出單字。</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>B5-1-7 能活用字母拼讀法(phonics)了解英語拼字與發音間規則的對應關係，並能嘗試看字發音，聽音拼字。</p>	<p>【Activity 1: Detective】</p> <ol style="list-style-type: none"> Teacher says the letter sound and students point to the letter on their book. Students come to the stage and put the words that have the same sounds[z] or [s] in the same category. E.g. [z]: zip, zoo, buzz / [s]: sip, sit, bus Listen to CD and circle the correct words on book p.51. <p>【Activity 2: Sound It Out】</p> <ol style="list-style-type: none"> Teacher plays the CD and students read aloud the words on the book p.51. Teacher writes different phonics words (minimal pairs), e.g. zag/sag, wiz/wis... on the board. Students try to use the phonics rules and say the words by themselves. <p>【Activity 3: Tongue Twister】</p> <ol style="list-style-type: none"> Teacher leads students to read the tongue twister on the book p.51. Read the sentences (basic challenge) on the book p.52. Students say the tongue twister to others and can get the star from her/him in three minutes. If students finish the basic challenge can move to the advanced challenge on book p.64. 		<p>story.com book, e-book, CD</p> <p>story.com book, e-book, minimal pairs words</p> <p>story.com book, e-book</p>	<p>活動參與 小組合作 聽力檢測</p> <p>課堂參與 態度檢核 活動參與 小組合作 口語表達</p> <p>活動參與 小組合作 口語表達</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 17	<p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-12 樂於參與有助提昇英語能力的活動(如英語營、詩歌朗誦、短劇表演或比賽等)</p> <p>【多元國際文化教育】</p> <p>7-1-1 能認識課堂中所介紹的國外主要節慶習俗。</p> <p>*7-2-3 能從多元文化觀點，瞭解並尊重不同的文化及習俗。</p>	<p>VII. Let's Sing (The Color Song)</p> <ol style="list-style-type: none"> Teacher plays the song on the book p.53 two times. Students listen to the song without book. <p>【Activity 1: What Do You Hear?】</p> <ol style="list-style-type: none"> Teacher asks some questions about the song: <ul style="list-style-type: none"> How many colors did you hear in the song? What colors are they in the song? What's the first (second, third...) color in the song? Students answer the questions can get the points. <p>【Activity 2: My Stage】</p> <ol style="list-style-type: none"> Whole class sings the song with CD three times. Every group take turns come to stage and sing the song. Teacher passes the microphone and when the music stops, the group gets the microphone has to sing the song. <p>VIII. Just for Fun</p> <ol style="list-style-type: none"> Teacher introduces the Olympic Rings to students. Listen to the story by CD and talk about each country. The different color represents different country. <p>IX. Workbook</p> <ol style="list-style-type: none"> Finish the workbook of unit 5. 		<p>song, story.com book, e-book,</p> <p>story.com book, e-book, CD, microphone</p> <p>story.com book, e-book, CD</p> <p>workbook</p>	<p>課堂參與 態度檢核 活動參與 小組合作 歌曲吟唱</p> <p>課堂參與 態度檢核 課堂問答</p> <p>聽力檢測 書寫檢測</p>	<p>多元國際文 化教育</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
Week 17	<p>B3-1-2 能辨識課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p>	<p style="text-align: center;"><u>【單字句型會考+闖關 Part 4】</u></p> <ol style="list-style-type: none"> 1. Review the words and sentences students have learned this semester. 2. Teacher makes four parts of word and sentence lists. 3. Students will have the written and oral test at the end of each month. 4. Students take written test on exercise book. And then teacher chooses 5 helpers to be the leaders. 5. Every helper will charge one sentence. 6. Students come to each helper and do the Q&A. If he/she is correct, he/she can get the helper's signature. 	1 period	quiz PPT, exercise book, cards for oral test	聽力測驗 書寫檢測 紙筆測驗 口試測驗 小考檢測	
Week 18	<p>B3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p>	<p style="text-align: center;"><u>【Storybook: Little Blue and Little Yellow】</u></p> <p>I. Story Telling</p> <ol style="list-style-type: none"> 1. Teacher shows the book cover to students. Ask some questions such as: What color do you see? What's the story talk about? 2. First class, teacher reads aloud half of the book. 3. Second class, teacher read aloud the rest half of the 	3 periods	storybook, PPT	課堂參與 態度檢核 課堂問答	

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>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B5-1-3 在聽讀時，能辨識書本中相對應的書寫文字。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B2-1-13 能根據圖片或提示以角色扮演作簡單的對話。</p> <p>B3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-12 樂於參與有助提昇英語能力的活動(如英語營、詩歌朗誦、短劇表演或比賽等)。</p>	<p>book.</p> <p>4. Teacher asks some question before reading, during reading and after reading.</p> <p>II. Words and Sentences</p> <p>1. Teacher presents the new words in the book.</p> <p>2. Review the colors and family members.</p> <p>III. Read Aloud</p> <p>1. Teacher plays the video from youtube about this book.</p> <p>2. Teacher leads students to read aloud the book.</p> <p>IV. English Reading Room</p> <p>1. Students go to English Reading Room.</p> <p>2. Read the book and finish the worksheet about the book.</p> <p>3. If they finish, they can read other books in English Reading Room.</p> <p>V. Masterpiece</p> <p>1. Teacher shows the easy version of the story sample on the PPT.</p> <p>2. Students choose two new colors and rewrite the story.</p> <p>3. Draw the pictures and make a new story (or comics).</p> <p>4. Share the work with others.</p>		<p>word cards, PPT</p> <p>youtube video, PPT,</p> <p>storybook, worksheet</p> <p>PPT, small book, markers</p>	<p>課堂參與 態度檢核 課堂問答 活動參與 小組合作 口語表達</p> <p>活動參與 態度檢核 作品完成度</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 19	<p>B1-1-2 能聽辨英語的語音。</p> <p>B2-1-2 能唸出英語的語音。</p> <p>B1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>B2-1-3 能說出課堂中所習得的詞彙。</p> <p>B3-1-2 能辨識課堂中習得的詞彙。</p> <p>B4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>B4-1-5 能拼寫一些基本常用字詞（至少一百八十個）</p> <p>B5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>B1-1-7 能聽懂常用的教室用語及日常生活用</p>	<p style="text-align: center;"><u>【Review 2: Unit 3 - Unit 5】</u></p> <p>I. Review</p> <p>1. Teacher shows the flashcards to review the words, phonics, and the sentences.</p> <p>2. Students do the practice on the book.</p> <p>【Activity 1: Listen and Circle】</p> <p>1. Teacher plays the CD.</p> <p>2. Students listen to the words or sentences and circle the answer on the book p.55.</p> <p>3. After they finish the questions, check answer together.</p> <p>4. Teacher draws the number and he/she has to read aloud the words or sentences according to pictures.</p> <p>【Activity 2: Look and Connect】</p> <p>1. Students read the words and match the correct picture on the book p.55</p> <p>2. After they finish the questions, check answer together.</p> <p>3. Teacher draws the number and he/she has to read aloud the words.</p> <p>【Activity 3: Read, Look and Check】</p> <p>1. Students read the sentences and put the check to the correct picture on the book p.57.</p> <p>2. After they finish the questions, check answer together.</p>	2 periods	<p>flashcards, sentence stripe,</p> <p>story.com book, e-book, CD</p> <p>story.com book, e-book, CD</p>	<p>課堂參與 態度檢核 課堂問答</p> <p>課堂參與 聽力測驗 書寫檢測 口語表達</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 19	<p>語。</p> <p>B2-1-6 能使用簡單的教室用語。</p> <p>B2-1-5 能以正確的重音及適當的語調說出簡單的句子。</p> <p>B3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>D6-1-1 樂於參與各種課堂練習活動。</p> <p>D6-1-2 樂於回答老師或同學所提的問題。</p> <p>D6-1-3 對於老師的說明與演示，能集中注意。</p>	<p>3. Teacher draws the number and he/she has to look at the picture and say the sentences.</p> <p>【Activity 4: Phonics Bingo】</p> <ol style="list-style-type: none"> 1. Use their bingo template on the book p.75. 2. Write the phonics words show on the book p.58. 3. Two students take turns and read all the words. If they don't have any questions, they can start to play bingo game. 4. Who gets two lines wins one point. 5. Change partner and do the practice 3 times. <p>【Activity 5: Monopoly】</p> <ol style="list-style-type: none"> 1. Two students in a group. 2. Students use the board on the book p.56. 3. Take one thing as his/her icon. 4. Throw the dice and finish the tasks. (say the words, Q&A, phonics words, sing the song...) 5. Who goes to the finish line faster wins the game.. <p>II. Workbook</p> <ol style="list-style-type: none"> 1. Finish the workbook of Review 2. 		<p>bingo template, marker, story.com book</p> <p>story.com book, icons, dice</p> <p>workbook</p>	<p>活動參與 書寫檢測 口語表達 小組合作</p> <p>活動參與 態度檢和 口語表達 小組合作</p> <p>聽力檢測 書寫檢測</p>	

【補充說明】重要工作融入：

- ❖ 多元文化及國際教育 第 3、12、17 週作課程設計
- ❖ 性別平等教育 第 12、16 週作課程設計
- ❖ 環境教育 第 10、16 週作課程設計
- ❖ 品德教育 第 3、6、10、12、13 週作課程設計
- ❖ 生命教育 第 3 週作課程設計
- ❖ 家庭教育 第 3 週作課程設計