新北市 海山 國民小學115學年度 五 年級第1學期英語課程計畫 設計者：[陳姿因、莊淑姬、羅捷方]

一、學習節數：

(一)部定課程：每週(2)節，實施(21)週，共(42)節。

(二)校訂課程：每週(1)節，實施(21)週，共(21)節。

二、校訂課程類別：(請勾選並於所勾選類別後填寫課程名稱)

1.■統整性主題/專題/議題探究課程：Explore–My World　2.□社團活動與技藝課程：＿＿＿＿＿＿

3.□特殊需求領域課程：＿＿＿＿＿＿＿＿　4.□其他類課程：＿＿＿＿＿＿＿＿

三、本課程是否實施混齡教學：□是 ■否

四、課程內涵：

總綱核心素養	■ A1 身心素質與自我精進 ■ A2 系統思考與解決問題 □ A3 規劃執行與創新應變 ■ B1 符號運用與溝通表達 ■ B2 科技資訊與媒體素養 □ B3 藝術涵養與美感素養 ■ C1 道德實踐與公民意識 ■ C2 人際關係與團隊合作 ■ C3 多元文化與國際理解	**領域核心素養**	**英語領域** **英-E-A1** 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 **英-E-A2** 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 **英-E-B1** 具備入門的聽、 說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 **英-E-B2** 具備使用各種資訊科技媒材進行自我學習的能力，以增進英語文聽說讀寫綜合應用能力及文化習俗之理解。 **英-E-C2** 積極參與課內英語文小組學習活動，培養團隊合作精神。 **英-E-C3** 認識國內外主要節慶習俗及風土民情。

			社會領域 **社-E-C1** 培養良好的生活習慣，理解並遵守社會規範，參與公共事務，養成社會責任感，尊重並維護自己和他人的人權，關懷自然環境與人類社會的永續發展。 **綜合活動領域** **綜-E-A1** 認識個人特質，初探生涯發展，覺察生命變化歷程，激發潛能，促進身心健全發展。 **綜-E-A2** 探索學習方法，培養思考能力與自律負責的態度，並透過體驗與實踐解決日常生活問題。 **綜-E-C1** 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。 **自然與生活科技領域** **自-E-B2** 能了解科技及媒體的運用方式，並從學習活動、日常經驗及科技運用、自然環境、書刊及網路媒體等，察覺問題或獲得有助於探究的資訊。
閱讀素養議題			**閱讀歷程** 閱 E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 閱 E3 熟悉與學科學習相關的文本閱讀策略。 閱 E5 發展檢索資訊、獲得資訊、整合資訊的數位閱讀能力。 閱 E6 發展向文本提問的能力。 **閱讀媒材** 閱 E9 高年級後可適當介紹數位文本及混合文本作為閱讀的媒材。 閱 E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。 **閱讀態度** 閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。
其他議題實質內涵			**環境教育** 環 E2 覺知生物生命的美與價值， 關懷動、植物的生命。 環 E5 覺知人類的生活型態對其他生物與生態系的衝擊。 環 E17 養成日常生活節約用水、用電、物質的行為，減少資源的消耗。

	國際教育 國 E12 觀察生活中的全球議題，並構思生活行動策略。 **海洋教育** 海 E16 認識家鄉的水域或海洋的汙染、過漁等環境問題。 **科技教育** 科 E4 體會動手實作的樂趣，並養成正向的科技態度。
具體學習目標	**部定課程** 1. 能聽辨、唸讀字母相對應的發音，並運用所學 Phonics 規則拼讀及辨識子音 ch, tch / sh / wh / ph / th / c / g 對應發音例字，朗讀並吟唱韻文歌詞。 2. 能聽懂及讀懂課文故事內容，透過師生問答、朗讀故事、故事排序、角色扮演、學習單等活動熟習內容，並搭配故事閱讀理解 Blooket, Nearpod 等遊戲確認理解重點。 3. 能藉由歌曲、桌遊及角色扮演等活動，複習以往學過主題字彙(Toys, Prepositions, Time, Food)、句型及發音(a, a_e, e, ee, i, i_e, o, o_e, u, u_e)內容。 4. 能藉由故事、歌曲、影片、遊戲及角色扮演等活動，認讀、辨識及拼寫主題 Week 相關字彙(Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday)與應用句型(What day is today? It's Friday. / Is today Friday? Yes, it is. No, it isn't. It's Saturday.)。 5. 能藉由故事、歌曲、影片、遊戲、調查表及角色扮演等活動，認讀、辨識及拼寫主題 Daily Routine 相關字彙(get up, go to school, go home, eat dinner, do my homework, take a shower, go to bed)與應用句型(What time do you get up? I get up at 6:50. / What time does he go to school? He goes to school at 7:00.)。 6. 能藉由遊戲、問答練習、書寫練習、故事及角色扮演等活動，認讀、辨識及拼寫主題 Weather 相關字彙(sunny, rainy, cloudy, windy, hot, cold, warm, cool)與應用句型(How's the weather? It's sunny. / Is it hot? Yes, it is. No, it isn't. It's cool.)。 7. 能藉由遊戲、問答練習、書寫練習、故事及角色扮演等活動，認讀、辨識及拼寫主題 Subject 相關字彙(art, Chinese, music, math, English, science, social studies, PE)與應用句型(What subject do you like? I like art. / Do you have PE class on Monday? Yes, I do. No, I don't. I have PE class on Tuesday.)。 8. 能透過 Seven Days in a Week-If I were a _____ 一週行程表設計活動進行口頭報告、小組回饋等活動，達成應用習得單字與句型、欣賞他人努力產出成果及理解各種人事物辛勞的目標，以展現尊重他人成果、理解多樣生活型態及強化個人英語文之素養。 9. 能透過 A Day of Turtle 故事引導環境保護議題進行海洋保護、塑膠汙染及 At the Zoo or in the Sea 分組正反面議題討論及投票等活動，達成應用習得單字與句型、訓練上網搜尋議題組織小組意見能力及培養環境保護意識的目標，以展現樂於探究環保議題、關懷生命價值及強化個人英語文之素養。 10. 能透過網路文章 How Much Sleep Does My Child Need?閱讀進行 Sleeping Time 議題討論、文章重點摘錄、同儕回饋意見、設計自己 Daily Schedule 等活動，達成應用習得單字與句型、探究睡眠與健康相關議題意涵及規劃日常健康作息的目標，以展現對健康生活執行自律與

負責之態度及強化個人英語文之素養。

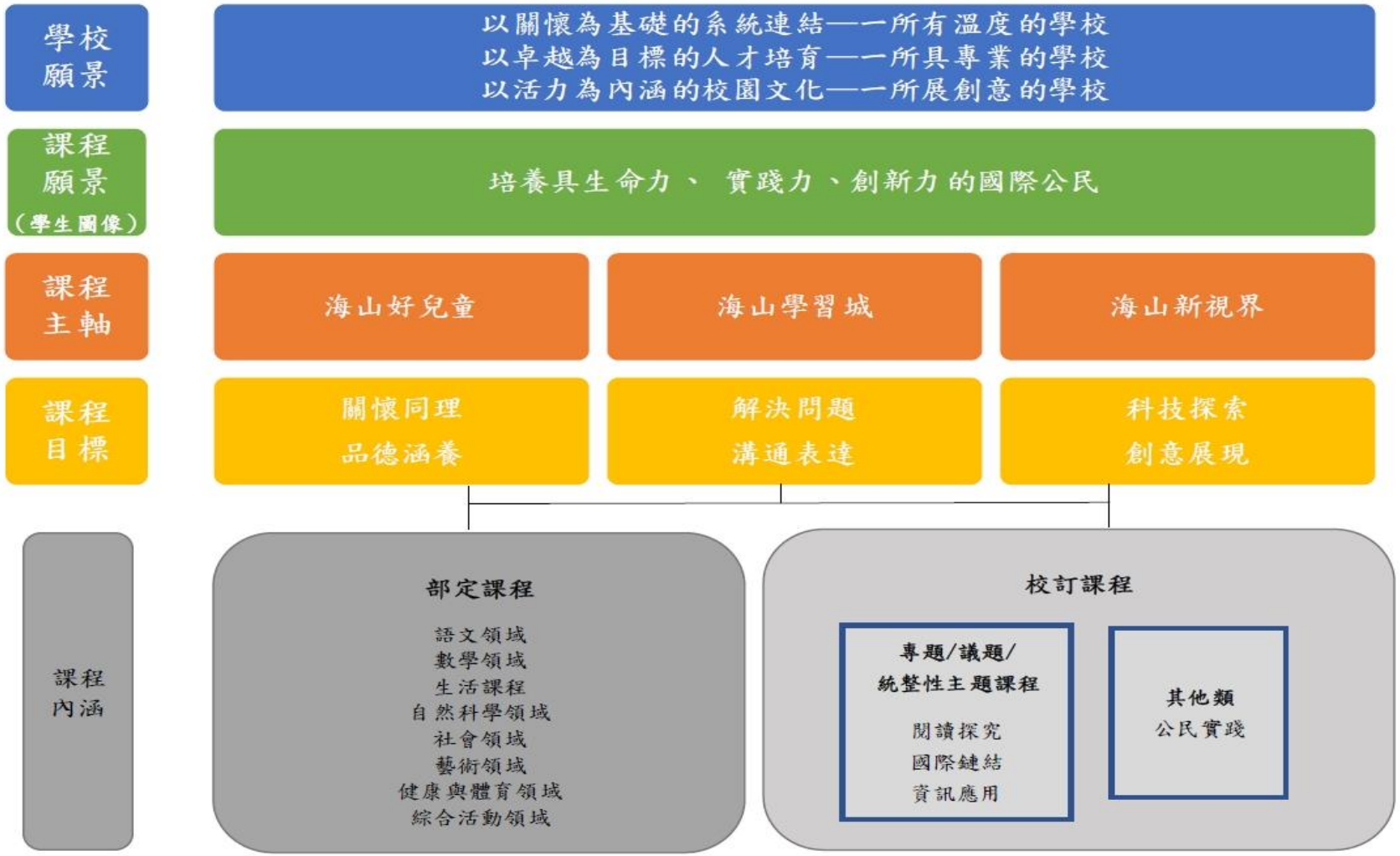
11. 能了解 Chinese New Year 節慶活動及慶祝方式並透過 Role Play 戲劇表演的活動，熟習 Chinese New Year 相關字彙(spring couplets, lion dance, firecrackers, rice cake, hot pot, lucky money) 與應用句型(Let's make the New Year's Eve dinner. / Happy Chinese New Year!)。

校訂課程(英閱繪)

1. 能透過繪本"I Want to Be a Zookeeper"主題討論與歌曲情境等活動，達成熟悉及應用主題 Volunteer 相關字彙(zookeeper, get a bath, look after, all over the world, make sure, trust)與句型(I Want to Be a Zookeeper. / Keep animals happy and healthy.)的目標，以展現關懷生態環境意識及強化個人英語文之素養。
2. 能透過影片引導、繪本討論、學習單、口語練習、影片搭配 Edpuzzle 閱讀理解題目、製作 Zookeeper 識別證、 Guess the Sound 動物複習影片、上網找資料設計 Zookeeper Schedule 及 Show and Tell 口頭報告、影片錄製上傳到 Padlet 平台、觀看影片成果並給予回饋等活動，達成關懷動物、關注生態環境永續發展議題與培養正向科技態度的目標，結合英語與綜合活動領域，以展現自主照顧動物友善生物、環境保護意識、運用所學進行簡易日常溝通及培養正向科技態度之素養。
3. 能透過繪本"Harry Saves the Ocean!"故事討論與影片探討等活動，達成熟悉及應用主題 Environmentalist 相關字彙(beach, sea, sand, rubbish, plastic, biodegrade, get free, on earth, clean up, lend a hand, make a difference)與句型(Can you help me? / We're saving the ocean for you and for me.)的目標，以展現關注自然及人文環境互動關係及強化個人英語文之素養。
4. 能透過影片引導、繪本討論、口語練習相關議題影片引導、Think-Puzzle-Explore 模式腦力激盪、上網找環境保護議題彙整資料、選定環境保護行動方案、聆聽同學意見回饋、Canva 小組製作簡報、海報或影片產出等活動，達成實踐環境友善行動議題成果的目標，結合英語、社會與綜合活動領域，以展現關懷自然與人類社會、關注全球議題、運用所學進行簡易日常溝通及培養正向科技態度之素養。
5. 能透過繪本"Where Does Kitty Go in the Rain?"的主題討論、影片情境連結、生字或句型練習或遊戲等活動，達成熟悉 Water Cycle 相關字彙(evaporation, condensation, precipitation, collection)、理解動物對下雨的好惡反應熟悉及應用故事主題相關字彙(vapor, cloud, raindrops, cats, ducks, beetles, squirrels, worms, butterflies)與句型(_____ like rain because _____. / _____ don't like rain because _____.)的目標，以展現關懷動物生命的態度、日常生活溝通理解及強化個人英語文之素養。
6. 能透過延伸主題 "What Do You Like to Do on a Rainy Day?" 的 Survey、Let's Make a Paper Plane, Introducing My Paper Plane, Paper Plane Throwing Competition 與 Draw and Write 及引導學生利用 iPad 搜尋資料自我學習等活動，達成熟悉相關字彙(read, draw, sing a song, make a paper kite, make a paper plane, surf the Net)及句型 (I like to _____ on a rainy day.) 與應用使用所學簡易英語字彙或句型介紹自創作品及賽後心得分享的目標，以展現多元智能探究實作能力、運用所學達成日常生活溝通理解及強化個人英語文之素養。
7. 能透過繪本文本引導及閱讀理解等活動(Epic! / Liveworksheet / Blooket)，達成應用閱讀學習策略(Cover Talk, Picture Clue, Prediction, Context Clue, Finger Pointing, Q&A, Story Elements)、培養與加強學生的閱讀理解力及掌握繪本內容及重點的目標，以展現提升閱讀文本學習效能及增強個人英語文之素養。

五、課程架構：

(1)全校課程總體架構圖



(2)課程內涵表

新北市板橋區海山國民小學「學校本位課程」發展架構表

課程主軸	學習內涵	對應 12 年新課綱核心素養
海山好兒童 (生命力)	• 能理解他人情緒，並懂得對他人表達關懷、體貼與付出 (A1) • 能適切掌握自我的情緒及調適(A1) • 成為海山好兒童 – 認真、負責、愛清潔、有禮貌(C1)	A1 身心素養與自我精進 B3 藝術涵養與美感素養 C1 道德實踐與公民意識
海山學習城 (實踐力)	• 透過體驗學習，自行解決生活及課業上的問題(A2) • 能運用工具、尋找適當夥伴及師長，以解決問題(A2) • 能清楚地表達想法；能仔細聆聽他人意見(B1) • 能以口語或是文字有邏輯地表達內心確實的想法(B1) • 能尊重、理解不同觀點並解決衝突(C2) • 在分組學習中，同理他人需求並對自我行為有所知覺(C2) • 能自己找資料、保有自主學習的熱情(A2) • 能自己找資料，解決生活問題，關懷環境(A2.C1) • 透過已知推論未知，擬訂計畫提出創新的想法(A2)	A2 系統思考與解決問題 B1 符號應用與溝通表達 C2 人際關係與團隊合作
海山新視界 （創新力）	• 能善用學習策略，提出創新性的想法(A3) • 善用科技資訊及媒體(B2) • 進行國際理解及國際議題的探索(C3) • 能有理有據地闡述自我觀點(B1) • 具備探索問題的思考能力與能自己找資料解決問題的能力(A2) • 具備分組學習時與他人建立良好的互動關係的能力，以及 • 團隊合作時，溝通協調，包容異己的合作素養(C2)	A3 規劃執行與創新應變 B2 科技資訊與媒體素養 C3 多元文化與國際理解

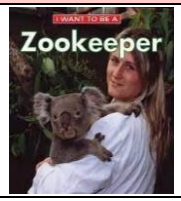
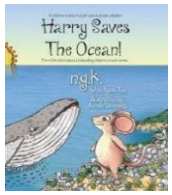
(3)校訂課程架構表

學習階段		第一學習階段		第二學習階段		第三學習階段	
		一	二	三	四	五	六
課程主軸		海山好兒童		海山學習城		海山新視界	
課程目標		關懷同理 品德涵養		解決問題 溝通表達		科技探索 創意展現	
專題： 閱讀探究	上學期	閱讀閱有趣/小一新生上學趣	走讀觀察家/海山好鄰居	閱讀經典-三國演義	閱讀經典-西遊記	閱讀經典-一千零一夜	閱讀經典-湯姆歷險記
	下學期	悅讀模範生/品格好孩子	情緒停看聽/解「讀」高手	護樹有術	神奇昆蟲進化所	臺灣的英雄	「議」起看世界
議題： 國際鏈結	全學期	My School FUN FUN FUN	My Neighborhood	My Life–Growth	My Life–Growth	Explore–My World	Explore–Our World
	上學期					異國文化博覽會	為愛發聲 I-序曲
	下學期					聖食傳說	為愛發聲II—進行曲
統整主題： 資訊應用	上學期			生活小幫手	網住學習力	品德方程式	影像開麥拉
	下學期			影像魔法變身秀	精彩簡報我創造	創意遊戲小達人	
其他類： 公民實踐	全學期					海山小公民 I	海山小公民II

(4)部定課程內容

Super Fun 5 (何嘉仁版)						
週次	單元		主題	學習內容		核心素養/議題融入
				Phonics or Vocabulary	Sentence	
1	Review of Previous Lessons		Topic & Phonics Review	∗Topic Review: Toys, Prepositions, Time, Food ∗Phonics Review: a, a_e, e, ee, i, i_e, o, o_e, u, u_e	What are these? They're kites. Where are the robots? They're on the desk. What time is it? It's eleven thirty. Do you like juice? Yes, I do.	英-E-A1 英-E-A2 英-E-B1
2	Phonics 1~2		Phonics	ch, tch / sh / wh / ph		英-E-B2
3-5	Topic 1: A Day at the Zoo	Lesson 1: What Day Is Today?	Week	Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday	What day is today? It's Friday. Is today Friday? Yes, it is. / No, it isn't.	英-E-A1 英-E-A2 英-E-B1 英-E-B2 英-E-C2 綜-E-A2 環境 E2 環境 E5 海洋 E16 閱 III-E5 閱 III-E10
6-9		Lesson 2: What Time Do You Get Up?	Daily Routine	get up, go to school, go home, eat dinner, do my homework, take a shower, go to bed	What time do you get up? I get up at 6:50. What time does he go to school? He goes to school at 7:00.	
10	Review 1			All the above.		
11	Phonics 3~5			th / c / g		英-E-B2
12-15	Topic 2: I Like School	Lesson 3: How's the Weather?	Weather	sunny, rainy, cloudy, windy, hot, cold, warm, cool	How's the weather? It's sunny. Is it hot? Yes, it is. No, it isn't. It's cool.	英-E-A1 英-E-A2 英-E-B1 英-E-B2 英-E-C2 閱 III-E6
16-18		Lesson 4: What Subject Do You Like?	Subject	art, Chinese, music, math, English, science, social studies, PE	What subject do you like? I like art. Do you have PE class on Monday? Yes, I do. No, I don't. I have PE class on Tuesday.	
19	Review 2			All the above.		
20-21	Culture & Festivals: Chinese New Year		Festival	spring couplets, lion dance, firecrackers, rice cake, hot pot, lucky money	Let's make the New Year's Eve dinner. Happy Chinese New Year.	英-E-C2 英-E-C3 閱 III-E6

(5)校訂課程內容

英閱繪 (Explore–My World)							
週次	主題	繪本 / 活動		學習內容		課程主軸	核心素養/議題融入
				Vocabulary	Sentence		
1-5	Volunteer	I Want to Be a Zookeeper		zookeeper, get a bath, look after, all over the world, make sure, trust	I Want to Be a Zookeeper. Keep animals happy and healthy.	海山好兒童(生命力) 海山學習城(實踐力) 世界的海山(創新力)	英-E-A1 英-E-A2 英-E-B1 英-E-B2 英-E-C2 綜-E-A1 科技 E4 閱 III-E5
6-10	Environmentalist	Harry Saves the Ocean!		beach, sea, sand, rubbish, plastic, biodegrade, get free, on earth, clean up, lend a hand, make a difference	Can you help me? We're saving the ocean for you and for me.	海山好兒童(生命力) 海山學習城(實踐力) 世界的海山(創新力)	英-E-A1 英-E-A2 英-E-B1 英-E-B2 英-E-C2 社-E-C1 綜-E-C1 環境 E2 環境 E5 環境 E17 國際 E12 科技 E4 閱 III-E1 閱 III-E3 閱 III-E5
11-15	Animals and Rain	Where Does Kitty Go in the Rain?		Water Cycle: evaporation, condensation, precipitation, collection vapor, cloud, raindrops, ducks, cats, beetles, squirrels, worms, butterflies	_____ like rain because _____. _____ don't like rain because _____.	海山好兒童(生命力) 海山學習城(實踐力)	英-E-A1 英-E-A2 英-E-B1 英-E-B2 英-E-C2 自-E-B2 閱 III-E3 閱 III-E6 閱 III-E13
16-21	Me and Rain			read, draw, sing a song, make a paper kite, make a paper plane, surf the Net	**1. Survey:** What do you like to do on a rainy day? I like to _____. **2. Introducing My Paper Plane:** This is my paper plane.	海山好兒童(生命力) 海山學習城(實踐力) 世界的海山(創新力)	英-E-A1 英-E-A2 英-E-B1 英-E-B2 英-E-C2

					Its name is _____. I draw _____ on it. It is _____. (beautiful/ cool/ cute…) It can fly very far. **3. Paper Plane Throwing Competition:** Today is Friday. It's sunny. (cloudy, rainy, windy, hot, warm, cool…) I'm against Tom in the paper airplane throwing competition and I win. The final winner of our class is _____. It's an exciting game!		

六、本課程融入議題情形

(一)是否融入安全教育(交通安全)：□ 是(第____週) ■否

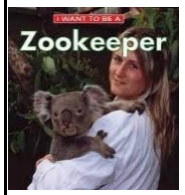
(二)是否融入戶外教育：□是(第____週) ■否

(三)是否融入性別平等教育議題：□是(第____週) ■否

(四)其他議題融入情形(有的請打勾)：□生命教育、□人權、■環境、■海洋、□品德、□法治、■科技、□資訊、□能源、□防災、□家庭教育、□生涯規劃、□多元文化、■閱讀素養、■國際教育、□原住民族教育 □STEAM

七、素養導向教學規劃：改編教材(深紅)、議題融入(藍)、**英語檢測改善策略(深藍)**

教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
Week 1 (1)(2)	**英語** ➢2-III-3 能以簡易的英語介紹自己。	**英語** B-III-1 自己、家人及朋友的簡易介紹。	**部定：Review of Previous Lessons** **Activity 1: Say Hello to New Friends!** 1. The teacher greets students and play the video: https://youtu.be/pqDEwPi7vxg 2. Students finish the worksheet "All About Me" with their information on it (name, self-portrait, age, birthday, family, favorite color, animal, and food, Fun Facts…). 3. Find three friends and introduce themselves. Once finished, have friends sign their names.	2	Video: Hello Song for Children  Worksheet  	形成性-實作評量/能完成學習單並進行自我介紹。		
	＊◎2-III-11 能進行簡易的角色扮演。	Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。	**Activity 2: Characters** 1. Role-playing: Have some volunteers go on stage and pick one role in the story on student book p.6 and p.7 to perform. 2. The selected students need to play a role and say dialogue based on the picture.		Hess Student Book: Super Fun 5 E-Book pp. 6~7 Hess Student Book: Super Fun 5 E-Book pp. 8~9	形成性-角色扮演/能根據不同角色特性念出句型。		
	◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句	◎Ad-III-2 簡易、常用的句型結構。	**Activity 3: Topic Review** 1. The teacher leads students to review all the topics they have learned "Toys, Prepositions, Time, and Food." 2. Introduce different words and have students practice them.		Hess Student Book: Super Fun 5 E-Book pp. 10~11	形成性-口語評量/能跟著老師複習學過的主題內容與句型問		英語檢測改善策略

	子。 ◎➢2-III-1 能唸出英語的語音。	◎Ab-III-1 子音、母音及其組合。	(1) What are these? They're kites. (2) Where are the robots? They're on the desk. (3) What time is it? It's eleven thirty. (4) Do you like juice? Yes, I do. **Activity 4: Phonics Review** 1. Have students review Phonics (a, a_e, e, ee, i, i_e, o, o_e, u, u_e) and the phonics words. 2. Students take turns reading aloud new words based on the phonics rules they have learned. 3. Write down some words like pat / late / get / fit / pot / dub / mute on the whiteboard and ask students to spin the spinner and spell the word.			答練習。 形成性-口語評量/能跟著老師複習學過的 Phonics。		
Week 1 (3)	**英語** ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝	**英語** ＊◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。	**校訂：Explore-My World** **I Want to Be a Zookeeper** **Activity A: All about Zookeepers** 1. Give students iPad and log in app "Epic!." https://www.getepic.com/ 2. Have them read the story "I Want to Be a Zookeeper". 3. Pose some questions. (1) What do zookeepers do to take care of animals? (2) Do you want to be a zookeeper? Why? (3) What animal do you like to take care of? (4) What should you learn before you become a zookeeper? 4. Explain the worksheet and have students	1	Epic! Picture Book:  Worksheet	形成性-實作評量/能專注閱讀書籍並根據故事內容及自身經驗回答問題。 形成性-學習單評量/能根據故事內容，完成學習單。	**閱讀素養** 閱 III-E9 高年級後可適當介紹數位文本及混合文本作為閱讀的媒材。 閱 III-E1 認識一般生活情境中需要使用的，以及學習學	

	通。		finish it by reading the book.				科基礎知識所應具備的字詞彙。	
Week 2 (1)(2)	**英語** ➢1-III-1 能聽辨英語的子音、母音及其不同的組合。 ◎➢5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ➢1-III-1 能聽辨英語的子音、母音及其不同的組合。 ◎➢5-III-9 能運用所學的	**英語** ◎Ab-III-1 子音、母音及其組合。 ◎Ab-III-1 子音、母音及其組合。 ◎Ab-III-1 子音、母音及其組合。	**部定：Phonics Fun 1~2** **Activity 1: Phonics Fun 1** 1. Introduce “ch”, “tch”, “sh” digraph and trigraph sounds. https://youtu.be/OrqhCqPFOTY https://youtu.be/41rarInjzqo https://youtu.be/vJWKudfRipc 2. Introduce different words and have students practice them. (1) ch: chair, lunch. (2) tch: watch, witch. (3) sh: shell, sheep, fish, wash. 3. Students read phonics chant together on p.13. **Activity 2: Phonics Monopoly** 1. The teacher uses PPT to present the rules of the monopoly board game. 2. Each student gets one token of the monopoly. They have to use the phonics rules to say all the words. 3. Make sure that students read all the words correctly on the monopoly paper. 4. Finish workbook p. 2.	2	Hess Student Book: Super Fun 5 E-Book pp. 12~13 Video: ch  tch  sh  PPT Monopoly Token Workbook p.2	形成性-實作評量/能運用digraph sound “ch”, “sh” and trigraph sound “tch”發音規則，拼讀出英文字詞。 形成性-實作評量/能與小組成員進行遊戲，運用digraph sound “ch”, “sh” and trigraph sound “tch”發音規則，拼讀出英文字詞。 總結性-習作練習/能完成		

	字母拼讀規則讀出英文字詞。 ◎➢2-III-1 能唸出英語的語音。 ◎➢5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ◎➢5-III-9 能運用所學的字母拼讀規則讀出英文字詞。	◎Ab-III-1 子音、母音及其組合。 ◎Ab-III-1 子音、母音及其組合。	**Activity 3: Phonics Fun 2** 1. Introduce “wh” and “ph” digraph sounds. https://youtu.be/rGOtW405L1o https://youtu.be/DXvp4Ybx0W4 2. Introduce different words and have students practice them. (1) wh: white, wheel, whale, whistle. (2) ph: phone, photo, dolphin, elephant. 3. Students read phonics chant together on p.15. **Activity 4: Phonics Board Game** 1. The teacher uses PPT to present how to make and play the board game. 2. Divide the class into groups and give each group the board game template. 3. Have students choose and write “wh” and “ph” phonics words on it. 4. Each student gets one token and starts to play the game with group members. 5. Make sure that students read all the words correctly on the monopoly paper. 6. Finish workbook p. 3.		Hess Student Book: Super Fun 5 E-Book pp. 14~15 Video: wh  ph  PPT Board Game Template token Workbook p.3	本單元聽寫練習。 形成性-實作評量/能運用digraph sound “wh”, “ph”發音規則，拼讀出英文字詞。 形成性-實作評量/能與小組成員進行遊戲，運用digraph sound “wh”, “ph”發音規則，拼讀出英文字詞。 總結性-習作練習/能完成本單元聽讀寫練習。		
Week 2 (3)	**英語** ◎➢1-III-8 能	**英語** ◎Ac-III-3 簡	**校訂：Explore-My World** **I Want to Be a Zookeeper**	1				

	聽懂簡易的日常生活用語。 6-III-4 會在生活中或媒體上注意到學過的英語。 **綜合活動** 1c-III-1 運用生涯資訊，初探自己的生涯發展。 **英語** ◎➢1-III-8 能聽懂簡易的日常生活用語。 ➢2-III-7 能作簡易的回答和描述。 6-III-4 會在生活中或媒體上注意到學過的英語。	易的生活用語。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 **綜合活動** Ac-III-3 未來職業想像。 **英語** ◎Ac-III-3 簡易的生活用語。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 B-III-2 國小階段所學字詞及句型的生活溝通。	**Activity B: 10 Things You Need to Be a Zookeeper** 1. Have students log in the website “Edpuzzle” and watch the YouTube video “10 Things You Need to Be a Zookeeper”. https://edpuzzle.com/ https://youtu.be/QKQHAMuFEng 2. Students need to answer questions about the content that the zookeeper mentioned. 3. Discuss all the answers with the whole class. 4. Have students evaluate their own qualities and abilities and answer questions. **Activity C：As a Zookeeper** 1. Watch the Video Zookeeper | Job & Occupation Songs for Kids https://youtu.be/goe6Pazlf60 2. Pose questions (1) What’s the duty of a zookeeper? (2) Who do you think can be a zookeeper in your class? Why?		Edpuzzle Video: 10 Things You Need to Be a Zookeeper  Video: Zookeeper  	形成性-實作評量/能根據影片內容，正確回答 Edpuzzle 老師設定的題目。 形成性-口語評量/能根據影片內容與自身經驗回答問題。		☑實施跨領域

	◎➢1-III-8 能聽懂簡易的日常生活用語。 ➢2-III-7 能作簡易的回答和描述。 6-III-4 會在生活中或媒體上注意到學過的英語。	◎Ac-III-3 簡易的生活用語。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 B-III-2 國小階段所學字詞及句型的生活溝通。	3. Watch the Video I Want to Become a Zookeeper- Kids Dream Jobs-Can You Imagine That? https://youtu.be/OK58EByWxhk 4. Discuss with students. (1) If you were a zookeeper, what animals will you choose to care for? Why? (2) Do you think what will you need to do when you take care of them? 5. Design your special zookeeper identity card.		Video: I Want to Become a Zookeeper  a zookeeper identity card sample	形成性-口語評量/能根據自身想法回答問題。		
Week 3 (1) (2)	**英語** ＊◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎➢3-III-6 能看懂課堂中	**英語** ＊◎Ae-III-1 簡易歌謠、 韻文、短文、故事及短劇。 B-III-2 國小階段所學字詞及	**部定：Topic 1 A Day at the Zoo-Lesson 1 What Day Is Today?** **Activity 1: Story Time** 1. Play E-book and explain the story of the video. 2. Have students read student book pp. 18-25 story out loud and ask some questions to stimulate students. (1) What day is today? (2) What will Ken do today? (3) Who looks tired? (4) What time does Ken go to bed every	2	Hess Student Book: Super Fun 5 E-Book pp. 18~25 PPT	形成性-口語評量/能根據自身想法回答問題。		英語檢測改善策略

	所學的簡易短文之主要內容。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 ◎➢3-III-6 能看懂課堂中所學的簡易短文之主要內容。 ＊➢4-III-6 能書寫課堂中所學的句子。	句型的生活溝通。 ＊◎Ae-III-1 簡易歌謠、 韻文、短文、故事及短劇。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。	Friday? (5) Where will Ken and his friends go? (6) How do they get to the zoo? (7) What's Alan doing? (8) Do they feel excited? How do you know? (9) Who is the zookeeper? (10) What's Mike doing? (11) How much does the girl need to pay? (12) What are the koalas doing? (13) How long do the koalas sleep a day? (14) What's the film about? (15) What time does Turtle Tod eat lunch? (16) Does Turtle Tod go back to his home? 3. Give students the sheets and have them to work out the summary of the whole story. After discussion, students have to fill in the blanks of the summary. 4. Review the sentences and have students repeat sentences with every character. **Activity 2: Story Brainstorm** 1. Have students open Blooket game: students should remember the story and think about answers of the story pp. 18-25. 2. Check answers once again and discuss with students. 3. Show the winner in the screen and praise students for their hard work.		a summary sheet Hess Student Book: Super Fun 5 E-Book pp. 18~25 Blooket	形成性-實作評量/能根據故事內容，完成故事大意內容。		

	◎➢3-III-6 能看懂課堂中所學的簡易短文之主要內容。 ◎5-III-8 能以正確的發音及適切的速度朗讀簡易故事及短劇。	＊◎Ae-III-1 簡易歌謠、 韻文、短文、故事及短劇。	4. Finish workbook p. 4 and p. 5.		Workbook pp. 4~5	總結性-習作練習/能完成本單元聽讀寫練習 。		
Week 3 (3)	**英語** ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 ➢2-III-7 能作簡易的回	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ＊◎Ae-III-1 簡易歌謠、 韻	**校訂：Explore-My World** **I Want to Be a Zookeeper** **Activity D: Guess Animal Sounds** 1. Play the video and have students guess what animal it is and perform the exercise: Zookeeper Fitness | Guess the Animal Sound https://youtu.be/Puc0WvCeAQE 2. Reveal the answers after 20 seconds and discuss with students. **Activity E: Plan to Be a Zookeeper** 1. Play the video and have students take notes while watching: I Want to Become a Zookeeper - Kids Dream Jobs - Can You Imagine That? https://youtu.be/OK58EByWxhk 2. Summarize the story and pose some questions to stimulate students. (1) What kind of job does the girl want to	1	Video: Zookeeper Fitness | Guess the Animal Sound  Video: I Want to Become a Zookeeper 	形成性-實作評量/能根據影片動物聲音，猜出該動物。 形成性-實作評量/能根據		

	答和描述。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 **英語** ＊◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ➢2-III-7 能作簡易的回答和描述。 9-III-2 能將事件依故事的發展加以排序。	文、短文、故事及短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 **英語** ＊◎Ae-III-1 簡易歌謠、 韻文、短文、故事及短劇。 D-III-2 故事發展的排序。	do? (2) What does the girl mention she will do as a zookeeper? (take care of all the animals / feed different food to animals / clean all the animals' habitats) (3) What do you plan to do as a zookeeper? **Activity F: Daily life Routine as a Zookeeper** 1. Have students watch another video about a zookeeper. A Day in the Life of a Zookeeper https://youtu.be/bIjQ4tAi49M 2. Pause the video whenever the important things the teacher wants to emphasize. 3. Ask students to take notes for the typical day of a zookeeper. (1) 8:00-9:00 AM: check that all the birds are healthy and have training sessions. (2) 9:00-10:00 AM: clean their homes, check food and water. (3) 10:00-11:00 AM: prepare food. (4) 11:00-12:00 AM: animal training demonstration. (5) 12:00-1:00 PM: feed penguins and educate visitors. (6) 1:00-2:00 PM: lunch break. (7) 2:00-3:00 PM: birds' flying show (8) 3:00-4:00 PM: talk to people all about penguins. (9) 4:00-5:00 PM: setting down for the night. All the day's events must be		PPT Video: A Day in the Life of a Zookeeper  Exercise Book	影片內容記下重點並進行問答討論。 形成性-實作評量/能專注觀賞影片，並在練習簿上記下動物保育員一天的時間安排與工作重點。		

			recorded in the diary and type up onto a computer system called “Zims”. (10) 5:00-6:00 PM: double check all the locks around the site.					
Week 4 (1) (2)	**英語** ◎➢3-III-1 能辨識課堂中所學的字詞。 ➢2-III-7 能作簡易的回答和描述。 ◎➢5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫	**部定：Topic 1 A Day at the Zoo-Lesson 1 What Day Is Today?** **Activity 3: Vocabulary** 1. Show students the monthly calendar of 2026 and teach new vocabulary. *Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday 2. Watch the video: The 7 Days of the Week Song https://youtu.be/LIQsyHoLudQ 3. Introduce how the names of seven days of the week come from and play the video: Days of the Week https://youtu.be/zwKPyyb2YMg 4. Teach students the abbreviation of the days of the days of the week. (Sun.-Sat.) **Activity 4: Days of the Week Quiz** 1. Review the content of the days of the week. 2. Play the video: Days of the Week for Kids https://youtu.be/W0O_QllSDSk 3. Quiz Time: (1) How many days are there in a week? (2) Which is the first day of the week? (3) Which is the last day of the week? (4) Which day comes next?	2	PPT Video: The 7 Days of the Week Song  Days of the Week  PPT Video: Days of the Week for Kids  	形成性-口語練習/能根據提問回答問題關於星期的問題。 形成性-參與態度/能熟習影片內容並理解問題，回答老師提出		

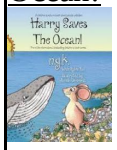
	簡易日常溝通。 **英語** ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。	220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。 **英語** ◎Ad-III-2 簡易、常用的句型結構。	(5) Which is the first day of the weekend? (6) Which day comes after Friday? (7) Which day comes before Tuesday? (8) Today is Saturday. Tomorrow will be? **Activity 5: Sentence Pattern** 1. Explain the sentence pattern. What day is today? It's _____. Is today _____? Yes, it is. No, it isn't. It's _____. 2. Show students the monthly calendar of 2026. Have them focus on the month the teacher mentions. 3. Teach students how to get the information from the calendar. 4. Pose some questions and have students brainstorm answers, e.g., The teacher points to a date and students need to say with the sentence pattern.		Hess Student Book: Super Fun 5 E-Book pp. 26~27 PPT	的問題。 形成性-口語評量/能觀察圖片，用學到的句型練習回答教師的提問。		英語檢測改善策略
Week 4 (3)			**校訂：Explore-My World** **I Want to Be a Zookeeper** **Activity G: A Zookeeper Schedule for a Day** 1. Review the concept of the daily routine of a zookeeper. 2. Discuss the details of the zookeeper's job. 3. Give out the worksheet and have students begin to plan a schedule of the zookeeper	1	PPT Worksheet			

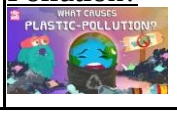
	英語 ◎➢3-III-4 能看懂課堂中所學的句子。 6-III-6 在生活中接觸英語時，樂於探究其意涵並嘗試使用。 ＊➢4-III-6 能書寫課堂中所學的句子。	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。	for a day and draw the pictures for each time. 4. Each student can get an iPad to search for the information (how to feed animals, how to wash animals' body, what else to be cautious while caring for these animals…) they need for the task.		Worksheet iPad	形成性-實作評量/能用平板搜尋關於動物保育員相關資訊，並完成學習單。	**閱讀素養** 閱 III-E5 發展檢索資訊、獲得資訊、整合資訊的數位閱讀能力。	
Week 5 (1) (2)	**英語** ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ➢4-III-1 能抄寫課堂中	**英語** ◎Ad-III-2 簡易、常用的句型結構。 Ac-III-4 國小階段所學字詞（能聽、讀、	**部定：Topic 1 A Day at the Zoo-Lesson 1 What Day Is Today?** **Activity 6: Sentence-Play and Say** 1. Review the sentence pattern. What day is today? It's _____. Is today _____? Yes, it is. No, it isn't. It's _____. 2. Teach the sentence pattern: A day after / before today? What day is it? It's_____. 3. Students work in pairs and practice the dialogue. 4. Finish workbook pp. 10-11.	2	Hess Student Book: Super Fun 5 E-Book p.28 Workbook pp. 10~11	形成性-口語評量/能用學到的句型練習回答教師的提問。 形成性-習作練習/能臨摹		

	所學的字詞。 ➢4-III-2 能抄寫課堂中所學的句子。 ＊➢4-III-6 能書寫課堂中所學的句子。 ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎➢4-III-3 能拼寫國小階段基本常用字詞。	說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。	**Activity 7: Design Seven Days in a Week-If I were a _____** 1. Review the content of the days of the week. 2. Play the video: Rock n' Roll Days of the Week https://youtu.be/dB9-fUs1sNs 3. Discuss with students and brainstorm the situation: If they could be anything, e.g., a person, an animal, an object…, What will they choose to be? 4. Students share their ideas and start to design the schedule for a week as a / an _____. 5. Have them take turns sharing their creative ideas and praise for their hard work. 6. Finish workbook pp. 6-9.		PPT Video: Rock n' Roll Days of the Week  Workbook pp. 6~9	習寫所學單字與句型。 總結性-習作練習/能完成本單元聽讀寫內容的練習。		

Week 5 (3)	**英語** ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 7-III-3 在生活中能把握機會，勇於嘗試使用英語。	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 B-III-2 國小階段所學字詞及句型的生活溝通。	**校訂：Explore-My World** **I Want to Be a Zookeeper** **Activity H: Padlet-Show and Tell** 1. Project every student's schedule as a zookeeper on the screen. 2. Have some volunteers introduce and present the content of the worksheet. 3. All Students wear the zookeeper identity cards and record their videos to explain the details of the worksheet and upload their videos to Padlet website with iPad. 4. Students take turns to watch the video and give heart to the post students love most for the task.	1	Apple TV Worksheet zookeeper identity cards iPad Padlet	形成性-實作評量/能根據學習單內容，完成上台與錄製影片上傳至 Padlet 任務。	**科技教育** 科 E4 體會動手實作的樂趣，並養成正向的科技態度。	
Week 6 (1) (2)	**英語** ◎➢3-III-6 能看懂課堂中所學的簡易	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、	**部定：Topic 1 A Day at the Zoo-Lesson 2** **What Time Do You Get Up?** **Activity 1: Story-A Day of Turtle Tod** 1. Open student book to pp. 33-36 and read story "A Day of Turtle Tod". 2. Pose some questions: (1) What's the turtle's name? (2) What time does Tod usually get up? (3) Where does the bag come from?	2	Hess Student Book: Super Fun 5 E-Book pp. 33~36 PPT	形成性-口語評量/能聽懂和讀懂故事內容，並觀察		

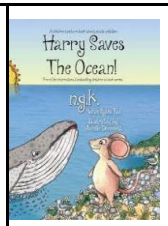
	短文之主要內容。 ＊◎3-III-9 能藉圖畫、標題、書名等作簡易的猜測。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 9-III-2 能將事件依故事的發展加以排序。	說 360 字詞，其中必須拼寫 220 字詞）。 ＊◎Ae-III-1 簡易歌謠、 韻文、短文、故事及短劇。 D-III-2 故事發展的排序。	(4) What time does Tod play with its sister? (5) Does it like to play with its sister? How do you know? (6) Why does “we need to be careful” mean? (7) What’s the time that Tod’s mom is ready for lay eggs? 3. Have students read the whole story. **Activity 2: Story Sequence** 1. Divide the story into many pictures and sentences and show them to students. 2. Discuss the episodes with students and find out clues to put these sentences in order. 3. Summarize the strategies for students to identify the components of the story and arrange these pictures and sentences into a logical order. **Activity 3: At the Zoo or In the Sea?** 1. Have students read the content of and read the story “A Day of Turtle Tod” on student book pp. 33-36 and focus on the reasons that Turtle Tod sees the bag in the sea. 2. Divide students into groups. Some groups support the point that Turtle Tod should stay at the zoo, and some groups oppose the point.		PPT Pictures Sentence Strips Hess Student Book: Super Fun 5 E-Book pp. 13~16 PPT	圖片，回答教師的提問。 形成性-實作評量/能依據故事內容排出正確故事順序。	環境教育 環 E2 覺知生物生命的	

	6-III-7 樂於參與有助提升英語能力的活動(如英語營、歌唱、朗讀、說故事、讀者劇場等活動)。 ＊7-III-4 對教師或同學討論的內容能舉出示例或反例。	B-III-2 國小階段所學字詞及句型的生活溝通。	3. Each group gets an iPad and searches the relating viewpoints and write down the reasons. 4. The students either agree or disagree with the viewpoints, they should elaborate their opinions. 5. The whole class vote for the solution for Turtle Tod and the teacher summarize the viewpoints of both sides.		iPad Exercise Book	形成性-實作評量/能與小組成員討論並記錄支持與反對論點的意見。	美與價值，關懷動、植物的生命。 **閱讀素養** 閱 III-E5 發展檢索資訊、獲得資訊、整合資訊的數位閱讀能力。	
Week 6 (3)	**英語** ＊◎3-III-9 能藉圖畫、標題、書名等作簡易的猜測。 ◎➢5-III-4 能聽懂日常生活應對中常	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ＊◎Ae-III-2 繪	**校訂：Explore-My World** **Harry Saves the Ocean!** **Activity A: Story Time** Before reading: 1. Cover Talk & Picture Clue- use PPT to present the cover. 2. Have students look at the book cover and pose some questions: (1) What's the title? Who is the author? (2) What do you see from the cover? (3) Take a guess! What will happen between the mouse and the whale?	1	Picture Book: Harry Saves the Ocean!  Reading Strategy: Cover Talk Picture Clue	形成性-口語評量/能運用圖片線索預測故事內容，說出自身看法。	**閱讀素養** 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。	

	用語句，並能作適當的回應。 ＊◎3-III-7 能看懂繪本故事的主要內容。 ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎9-III-3 能綜合相關資訊作簡易的猜測。	本故事、兒童短劇。 ＊◎Ae-III-2 繪本故事、兒童短劇。 ◎D-III-3 依綜合資訊作簡易猜測。	(4) Whose name is Harry? (5) What happened in the ocean? (6) How to save the ocean? While reading: 1. Finger Pointing-each student uses an iPad and finger point word by word in every page and read aloud the whole story with the teacher. 2. Picture Clue & Context Clue &Prediction-the teacher poses some questions: (1) What do you see from the picture? (2) What animal's name is Harry? (3) How does Harry notice that the whale's getting in trouble? (4) What's the problem that occurs in the ocean? (5) What does "biodegrade" mean? (6) How to help the ocean altogether? (7) What will Harry do to save the ocean? (8) Who promise that they can help? (9) What' the ending of the story? Do they save the ocean?		iPad Reading Strategy: Finger Pointing Reading Strategy: Picture Clue Context Clue Prediction PPT	形成性-口語評量/能根據故事內容與連結自身經驗，說出想法。	**閱讀素養** 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。	
Week 7 (1) (2)			**部定：Topic 1 A Day at the Zoo-Lesson 2 What Time Do You Get Up?** **Activity 4: What happened to Turtle Tod?** 1. The teacher plays the video: What Is Plastic Pollution? | What Causes Plastic Pollution? https://youtu.be/ODni_Bey154	2	Video: What Is Plastic Pollution? | What Causes Plastic Pollution? 			

	英語 ◎➢1-III-9 能聽懂簡易句型的句子。 ➢5-III-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 **英語** ＊◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎➢5-III-4 能聽懂日常生活應對中常用語句，並能	**英語** B-III-2 國小階段所學字詞及句型的生活溝通。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 **英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 B-III-2 國小階段所學字詞及	2. Use PPT to introduce Plastic Pollution and stimulate students to lead Eco-friendly life. (1) When plastic gets into the ocean and causes harm to the sea animals and plants that live there. (2) Lots of the rubbish that we throw away can be broken down into tiny pieces by bacteria or animals, but plastic is not biodegradable. (3) Discuss with students how people can do to help the world. 3. Brainstorm with students and think of something else we can do to stop plastic pollution in the ocean. **Activity 5: What Time Do You _____?** 1. Have students open student book and turn to p. 30 and p. 31. 2. Play these videos: (1) What Time Do You Get Up? https://youtu.be/tAYJONMkxM8 (2) My Day-Daily Routine https://youtu.be/qD1pnquN_DM 3. Discuss with students and brainstorm what they would do every day, e.g., go to school / brush teeth / get dressed / eat yummy food / play basketball / go shopping / play video games / hang out with friends / do my homework / eat dinner with my family / take a shower / watch TV / go to bed…		PPT Hess Student Book: Super Fun 5 E-Book pp. 30~31 PPT Video: What Time Do You Get Up?  My Day-Daily Routine  	形成性-口語評量/能從影片中得知塑膠造成環境汙染問題的原因，並思考與發表解決該問題的可行方法。 形成性-口語評量/能從影片內容回想自身生活作息並認識相關字彙。	**環境教育** 環 E5 覺知人類的生活型態對其他生物與生態系的衝擊。 **海洋教育** 海 E16 認識家鄉的水域或海洋的汙染、過漁等環境問題。	

	作適當的回應。 ◎➢2-III-2 能說出課堂中所學的字詞。 ◎➢5-III-9 能運用所學的字母拼讀規則讀出英文字詞。	句型的生活溝通。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。	**Activity 6: Vocabulary** 1. Show students the flashcards and lead them to read vocabulary. *get up, go to school, go home, eat dinner, do my homework, take a shower, go to bed 2. Watch the video: Morning Routines Song with Time https://youtu.be/IxzqMiVwasI 3. Introduce different words and have students practice them.		Hess Student Book: Super Fun 5 E-Book pp. 30~31 PPT Video: Morning Routines Song with Time 	形成性-口語評量/能熟悉每日作息會做的事情相關字彙。		
Week 7 (3)	**英語** ＊◎3-III-7 能看懂繪本故事的主要內容。 ◎9-III-1 能夠將所學字	**英語** ＊◎Ae-III-2 繪本故事、兒童短劇。 D-III-1 所學字詞的簡易歸類。	**校訂：Explore-My World** **Harry Saves the Ocean!** **Activity B: Brainstorm for the Story** After Reading: 1. Story Elements: (1) Explain the elements of the story: setting, characters, problem, and solution. (2) Link to the Liveworksheets and have students select the elements based on the scenes. https://www.liveworksheets.com/hv10758	1	Picture Book: Harry Saves the Ocean!	形成性-實作評量/能根據故事要素將內容歸類，並完成線上學習單的練習。	**閱讀素養** 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。 閱 III-E1	

	詞做簡易歸類。 ◎➢3-III-1 能辨識課堂中所學的字詞。 ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。 **英語** ＊◎3-III-7 能看懂繪本故事的主要內容。 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。	Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。 **英語** ＊◎Ae-III-2 繪本故事、兒童短劇。	83mx (3) Check answers with the whole class. 2. Focus on vocabulary & sentences from the story: beach, sea, sand, rubbish, plastic, biodegrade | get free, on earth, clean up, lend a hand, make a difference | Can you help me? / We're saving the ocean for you and for me. **Activity C: Blooket-Reading Comprehension** 1. Have students log in Blooket and join the game. 2. Students have to read the questions and recall the story. Think about the description for the story and finish the questions. 3. Announce the winner of the game and review the whole story.		 PPT Reading Strategy: Story Elements Liveworksheet PPT Blooket Blooket	形成性-實作評量/能運用 Blooket 問答遊戲複習故事內容。	認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。	

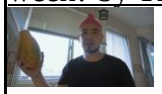
Week 8 (1) (2)	**英語** ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-III-4 能看懂課堂中所學的句子。 ➢4-III-1 能抄寫課堂中	**英語** ◎Ad-III-2 簡易、常用的句型結構。 ◎Ad-III-2 簡易、常用的句型結構。 Ac-III-4 國小階段所學字詞	**部定：Topic 1 A Day at the Zoo-Lesson 2 What Time Do You Get Up?** **Activity 7: Sentence Pattern** 1. Explain the sentence pattern. What time do you get up? I get up at 6:50. What time does he / she go to school? He/she goes to school at 7:00. 2. Randomly point to the picture on p. 30 and p. 31 and ask students questions. **Activity 8: Wordwall Game** 1. Have students scan QR Code to login the game. 2. Explain How to play the game to review the content of sentence pattern, e.g., the picture shows a girl goes to school at 7:30 AM. Students need to find the matching answers. 3. The whole class read loud out the vocabulary and sentence pattern that they have learned. 4. Have students finish workbook pp. 10-11.	2	Hess Student Book: Super Fun 5 E-Book pp. 30~31 Wordwall Workbook pp.10~11	形成性-口語評量/能熟習句型用法，並觀察圖片，用所學句型回答教師的提問。 形成性-習作練習/能臨摹習寫所學單字與句型。		

	所學的字詞。 ＊➢4-III-6 能書寫課堂中所學的句子。 ➢2-III-8 能作簡易的提問。 ◎➢5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。	（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。 B-III-2 國小階段所學字詞及句型的生活溝通。	**Activity 9: Survey of Friend's Daily Routines** 1. Practice the sentence pattern. What time do you do your homework, Lily? I do my homework at 7:30 PM. 2. Ask, Write, and Say: students find two friends in the classroom and ask questions. After that, write down the answers that their friends respond in the table. 3. Have students share their survey of friend's daily routines, e.g., Lily is my friend. She does her homework at 7:30 PM.		Hess Student Book: Super Fun 5 E-Book p.32 PPT Exercise Book	形成性-實作評量/能運用所學句型問答，完成訪問朋友的調查表。		
Week 8 (3)	**英語** ◎➢5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。	**校訂：Explore-My World** **Harry Saves the Ocean!** **Activity D: Think-Puzzle-Explore** 1. Introduce the thinking routine and have students focus on issue: plastic pollution and save the ocean. (1) Think: What do you think you know about the topic? (2) Puzzle: What questions or puzzles do	1	PPT	形成性-實作評量/能認識 Think-Puzzle-Explore 思考歷程，全班腦力激盪完成	**環境教育** 環 E2 覺知生物生命的美與價值，關懷動、植	

	◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。	B-III-2 國小階段所學字詞及句型的生活溝通。	you have about this topic? (3) Explore: How might you explore the puzzles we have around this topic? 2. All the students develop their own questions of investigation and write down their ideas on the notes and stick them to the Think-Puzzle-Explore poster. 3. Inspire students' thinking process and decide some issues to work on.		Post-it Notes Post-it Notes	相關議題討論。	物的生命。	
Week 9 (1) (2)	**英語** 6-III-5 樂於接觸課外英語學習素材。 ➢2-III-7 能作簡易的回答和描述。	**英語** ＊◎Ae-III-1 簡易歌謠、 韻文、短文、故事及短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。	**部定：Topic 1 A Day at the Zoo-Lesson 2 What Time Do You Get Up?** **Activity 10: News about Sleeping Time** 1. Turn to student book p. 37 and discuss the issue that children have different class time in different countries. And this situation may affect the sleeping time for kids and cause pressure on them. 2. Have students read the article: How Much Sleep Does My Child Need? https://thesleepcharity.org.uk/how-much-sleep-does-my-child-need/ 3. Pose some questions. (1) How many hours do you sleep per day? (2) Do you think it's enough for you? Do you feel tired or sleepy in the daytime? (3) In the article, how many hours do children need at your age? (4) How many hours do children need when they are 1-3 years ole? (5) How many hours do adults need when they are 18-65 years old?	2	Hess Student Book: Super Fun 5 E-Book PPT Article: How Much Sleep Does My Child Need? PPT	形成性-分組討論/能根據閱讀文章之內容，與成員討論相關問題，並提出自身看法。	**閱讀素養** 閱 III-E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。	

	＊➢4-III-6 能書寫課堂中所學的句子。 ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。	◎Ad-III-2 簡易、常用的句型結構。 B-III-2 國小階段所學字詞及句型的生活溝通。	(6) What do you find from the news? (7) How can you do to have enough time to sleep and lead a heathier life? 4. Have some volunteers share their ideas. **Activity 11: Design Your Schedule for a Day** 1. Play the video: Brush your Teeth Song Story for Kids from Steve and Maggie https://youtu.be/zTjchd1QfN0 2. Students share their daily routines and start to finish the worksheet based on their daily schedule, including the time and what they do at that moment. **Activity 12: Share Your Daily life Schedule** 1. Project all students' worksheet on the screen and have them take turns sharing their daily life schedule. 2. Other students give the speaker some advice about the schedule, e.g., you may go to bed earlier, so that you won't be late to school.		Video: Brush your Teeth Song Story for Kids from Steve and Maggie  Worksheet Apple TV Worksheet	形成性-實作評量/能根據日常作息的規劃，設計與完成學習單內容。 總結性-口頭報告/能根據學習單設計作息內容，進行簡短口語分享，並給予發表的同學		

	綜合活動 1b-III-1 規劃與執行學習計畫，培養自律與負責的態度。	**綜合活動** Ab-III-1 學習計畫的規劃與執行。	3. After finishing the task, the teacher praises for students' hard work and reminds them to put the schedule into practice and lead a healthy life. 4. Have students finish workbook pp. 12-15.		Workbook	回饋。		☑實施跨領域
Week 9 (3)	**英語** ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。	**英語** ◎Ad-III-2 簡易、常用的句型結構。 B-III-2 國小階段所學字詞及句型的生活溝通。	**校訂：Explore-My World** **Harry Saves the Ocean!** **Activity E: Develop an Action Plan** 1. Synthesize the issue, the problem, and the information coming from. Divide students into group. 2. All the students gets an iPad and start to brainstorm what they can do to save the ocean. 3. Students discuss with group members and elaborate some actions they may take to achieve the goal and take notes, e.g., draw the poster to persuade others to take the action or design the checklist to reduce plastic use in daily life. (1) Reusable shopping bags. (2) Better packaging choices. (3) Shop locally. (4) Refillable cups. (5) Homemade cleaning products. (6) Say no to plastic cutlery, plates, bowls,	1	PPT iPad Exercise Book	形成性-實作評量/能與小組成員共同商討如何進行愛護海洋環境，並思考小組能共同完成的行動方案。	**環境教育** 環 E5 覺知人類的生活型態對其他生物與生態系的衝擊。 環 E17 養成日常生活節約用水、用電、物質的行為，減少資源的消耗。	

	＊7-III-4 對教師或同學討論的內容能舉出示例或反例。 **英語** ＊◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ◎6-III-2 樂於參與課堂中各類練習活動，不畏犯錯。 **社會** 3d-III-1 選定學習主題或社會議題，進行探究與實作。	**英語** ＊◎Ae-III-1簡易歌謠、 韻文、短文、故事及短劇。 B-III-2 國小階段所學字詞及句型的生活溝通。 **社會** Af-III-1 為了確保基本人權、維護生態環境的永續發展，全球須共同關心許多議題。	and straws. (7) Reusable water bottle. **Activity F: How Do We Make the Project into Practice?** 1. Show students some actions they can take to reduce the use of plastic and save the ocean. 2. Play the video and discuss with students: What are some Pros and Cons for convenient life? How much trash do you produce in a week? by TKstory https://youtu.be/NiRq8rynz0Y 3. Have them decide their plans of action, list some concrete steps necessary to achieve the goal and work together with their groups.		PPT Video: How much trash do you produce in a week? by TKstory 	形成性-參與態度/能觀看影片，並思考有那些可行方案能共同執行以落實環境保護。	**國際教育(SDGs)** 國 E12 觀察生活中的全球議題，並構思生活行動策略。	☑實施跨領域

Week 10 (1) (2)	**英語** ◎➢3-III-1 能辨識課堂中所學的字詞。 ◎➢4-III-4 能依圖畫、圖示填寫簡單字詞。 **英語** ◎➢3-III-4 能看懂課堂中所學的句子。 ＊◎➢5-III-10 能運用所學的字母拼讀規則拼寫英文字詞。 ◎➢1-III-6 能聽懂課堂中所學的字詞。 ◎9-III-3 能綜合相關資訊作簡易的猜測。	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 **英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎D-III-3 依綜合資訊作簡易猜測。	**部定：Review 1** **Activity 1: Reading Comprehension** 1. Have students look at Ashly's Weekly Schedule and search for some information. 2. Look, Read, and Write: students need to find the information from the table and finish the article on student book p. 38 and p. 39. **Activity 2: Practice: Look, Read, and Write** 1. Review the vocabulary and sentences of Lesson 1 and 2. 2. Students read the article and finish the sentences according to their personal information and schedule on p. 40. **Activity 3: Practice: Think, Check, and Write**	2	Hess Student Book: Super Fun 5 E-Book pp. 38~39 Hess Student Book: Super Fun 5 E-Book p. 40 Hess Student Book: Super Fun 5	形成性-課本練習/能完成 Review 1 複習內容。 形成性-課本練習/能完成 Review 1 複習內容。		

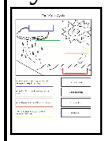
	➢5-III-1 認讀與聽寫國小階段字詞。 ◎5-III-2 在聽讀時，能辨識書本中相對應的書寫文字。	Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。	1. Look at the information from the table and diagram, and think about whether Josh has enough time for sleep. 2. Based on their own situations and write down the reason that they have enough time for sleep or not. 3. If students don't have enough time for sleep, have them think about how to adjust the daily schedule and lead a better life. **Activity 4: Workbook** 1. Have students finish workbook pp. 18-21. **Activity 5: Nearpod-Time to Climb** 1. Review the content for Lesson 1 and 2. 2. Have students use iPad to join the game on the website "Nearpod" as a review activity. 3. Praise for the winner of the game and repeat all the questions and answers to check their understanding.		E-Book p. 41 Workbook pp. 18~21 Nearpod	總結性-習作練習/能完成 Review 1 複習內容。		
Week 10 (3)	**英語** ➢2-III-7 能作簡易的回	**英語** Ac-III-4 國小階段所學字詞	**校訂：Explore-My World** **Harry Saves the Ocean!** **Activity G: Canva-Present Group's Plan and Get Feedback**	1	iPad Canva	形成性-實作評量/能運用	**科技教育** 科 E4 體會	

	答和描述。 ◎➢5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 ＊➢4-III-6 能書寫課堂中所學的句子。 6-III-7 樂於參與有助提升英語能力的活動(如英語營、歌唱、朗讀、說故事、讀者劇場等活動)。 **綜合活動** 3d-III-1 實踐環境友善行動，珍惜生	(能聽、讀、說 360 字詞，其中必須拼寫 220 字詞)。 B-III-2 國小階段所學字詞及句型的生活溝通。 B-III-2 國小階段所學字詞及句型的生活溝通。 **綜合活動** Cd-III-3 生態資源與環境保護行動的執行。	1. Teach students to use Canva to make PPT of the group action plan. 2. Discuss and report what they have found online and arrange their schedule for their plans of action. 3. Give feedback to other groups and adjust your own action plan. 4. Set the schedule for your action plan and think about some obstacles may emerge? **Activity H: Superheroes in Real Life!** 1. In order to make a perfect plan, students need to interview the teachers, school staffs, and search relevant information from the Internet. 2. Finish their tasks: (1) Finish the poster and post the posters. (2) Work hard to promote their plans of action and convince others to join the plan. (3) Make a video concerning the topic and publish it.		PPT Poster iPad Video	Canva 製作行動方案簡報並與全班同學分享，其他組別能給予回饋與建議。 總結性-實作評量/能與小組成員共同完成保護環境行動方案，並於實行後與全班報告成果。	動手實作的樂趣，並養成正向的科技態度。	☑實施跨領域

	態資源與環境。		3. Praise for every group's hard work and encourage them to keep it going all the time.					
Week 11 ~ Week 15	**英語** ◎5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ◎5-III-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。 ◎5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ◎5-III-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌	**英語** ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。	**部定：Phonics Fun 3~5** **Phonics Fun 3: th** 1. Teach and practice. 2. ***Activity: Odd it Out*** (1) Show students some "th" words and ask them to find which sound is different from the others. 3. ***Activity: Read and Chant*** (1) Students work in pairs to practice the contents. (2) Ask some volunteers to chant. (3) Listen to CD (2:4~5) and chant together. 4. Finish the exercise of p. 42. **Phonics Fun 4: c / ce / ci / cy** 1. Teach and practice. 2. ***Activity: Sorting Game*** (1) Give some students word cards and ask them to sort the word cards into two different categories, one is hard c words, and the other one is soft c words. (2) Check answers and read the words together. 3. ***Activity: Read and Chant*** (1) Students work in pairs to practice the	5	Hess Student Book: Super Fun 5 E-Book p. 42 PPT: th sounds p. 43 CD (2:4~5) p. 42 Hess Student Book: Super Fun 5 E-Book p. 44 Word Cards p. 45	形成性-實作評量/ 1.能辨識不同的 th 發音。 2.能用發音規則讀出韻文。 3.能聽辨不同的生字並選出正確的答案。 形成性-實作評量/ 1.能辨識不同的 c 發音。 2.能用發音規則讀出韻文。 3.能聽辨不同的生字並選出正確的		

	謠韻文。 **英語** ◎5-III-9 能運用所學的字母拼讀規則讀出英文字詞。 ◎5-III-6 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。 ◎➢1-III-6 能聽懂課堂中所學的字詞。 ◎➢2-III-2 能說出課堂中所學的字詞。 ◎➢3-III-1 能辨識課堂中所學的字詞。 ➢4-III-1 能抄	**英語** ◎Ab-III-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。 Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。	contents. (2) Ask some volunteers to chant. (3) Listen to CD (2:9~10) and chant together. 4. Finish the exercise of p. 44. **Phonics Fun 5: g / ge / gi / gy** 1. Teach and practice. 2. ***Activity: Clapping Game*** (1) Students look at the word cards T shows and clap once if the word is hard g sound, but if the word is soft g sound, they need to clap twice. 3. ***Activity: Read and Chant*** (1) Students work in pairs to practice the contents. (2) Ask some volunteers to chant. (3) Listen to CD (2:14~15) and chant together. 4. Finish the exercise of p. 46. **部定：Topic 2 I Like School-Lesson 3 How's the Weather?** I. Theme Words sunny, rainy, cloudy, windy, hot, cold, warm, cool 1. Teach and practice. 2. ***Activity: Match Maker*** (1) Ask students to match pictures with the correct words. II. Sentence Pattern How's the weather? It's sunny.	5	CD (2:9~10) p. 44 Hess Student Book: Super Fun 5 E-Book p. 46 Word Cards p. 47 CD (2:14~15) p. 46 pp. 58~59 Flash Cards	答案。 形成性-實作評量/ 1.能辨識不同的 g 發音。 2.能用發音規則讀出韻文。 3.能聽辨不同的生字並選出正確的答案。 形成性-實作評量/ 1.能辨識生字與圖意。 2.能完成問與答的練習。 3.能完成讀寫的練習。 4.能在遊戲中運用本單元句型完成		

	寫課堂中所學的字詞。 ◎➢1-III-9 能聽懂簡易句型的句子。 ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-III-4 能看懂課堂中所學的句子。 ➢4-III-2 能抄寫課堂中所學的句子。 **英語** 6-III-5 樂於接觸課外英語學習素材。 ◎➢3-III-1 能辨識課堂中所學的字詞。 ◎➢2-III-2 能說出課堂中所學的字詞。 **自然與生活科技** ah-III-1 利用	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 **自然與生活科技** Ind-III-12 自然	Is it hot? Yes, it is. No, it isn't. It's cool. 1. Teach and practice. 2. ***Activity: Look and Say*** (1) Students work in pairs on the activity of p. 60. 3. ***Activity: Read and Write*** (1) Students finish the exercise of p. 61. 4. ***Activity: Board Game*** (1) Students work in pairs to play the game. (2) Students take turns flicking their eraser. As their eraser lands on a picture, they should ask each other "How's the weather?" and answer like "It's sunny." **校訂：Explore-My World** **Where Does Kitty Go in the Rain?** I. Before Reading 1. Play a film about the rain cycle and discuss together. 2. Teach and practice the theme words in the film: water cycle, evaporation, condensation, precipitation, and collection. 3. Activity: Match Maker (1) Put the pictures of water cycle on the blackboard. (2) Show students the word cards, ask them to match with the correct	5	p. 60 p. 61 Board Game Flicker Water Cycle | #aumsum #kids #science #education #children https://www.youtube.com/watch?v=9pqh6tlEOhs Picture of Rain Cycle Word Cards	天氣的問答對話。 形成性-實作評量/ 1.能辨識並說出 Water Cycle 的用字。 2.能正確地理解 Water Cycle 的概念並完成學習單。		☑實施跨領域

	科學知識理解日常生活觀察到的現象。 **英語** ＊◎3-III-9 能藉圖畫、標題、書名等作簡易的猜測。 ＊◎1-III-12 能聽懂簡易故事及短劇的主要內容。 ＊◎3-III-7 能看懂繪本故事的主要內容。	界的水循環主要由海洋或湖泊表面水的蒸發經凝結降水再透過地表水與地下水等傳送回海洋或湖泊。 **英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。	pictures, and say the words out. 4. Activity: Worksheet *Water Cycle* (1) Review the ideas of water cycle. (2) Students finish the worksheet. (3) Check the answer together. II. Cover Talk 1. Q&A about the picture: (1) Who is Kitty? (2) Where is Kitty? (3) How's the weather? (4) What is the story about? III. Story 1. Use reading strategies: Q&A and picture clue to tell the story. (1) What happened to Kitty? (2) How many animals does the little girl see? (3) Do animals like the rain? (4) Why or why not? 2. Play films about some animals mentioned in the story for students to have a better understanding about the influence of rain to these animals. (1) Film 1: Squirrels in the Rain (2) Film 2: Why Do Worms Come Out When It Rains (3) Film 3: What Do Butterflies Do When It Rains? (4) Film 4: How Do Birds Stay Dry?		Worksheet: Water Cycle  Picture Book: Where Does Kitty Go in the Rain? by Harriet Ziefert  Reading Strategy: Picture Clue, Q&A Film 1: Squirrels in the Rain https://youtu.be/m46iZjXU8w0 Film 2: Why Do Worms Come Out When It Rains https://youtu.be/G8Ej-jTWqeY Film 3: What Do Butterflies Do When It Rains? https://youtu.be/ggnj	形成性-口語評量/ 能根據故事書封面圖片回答問題、猜測故事內容。	**閱讀素養** 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。 閱 III-E6 發展向文本提問的能力。 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。	

	6-III-5 樂於接觸課外英語學習素材。 ◎9-III-3 能綜合相關資訊作簡易的猜測。	＊◎Ae-III-2 繪本故事、兒童短劇。	3. Discuss with students about these films. 4. ***Activity: Jumping Frog*** (1) Review the story. (2) Check students' comprehension by asking them questions about the contents of the story, such as Vapor forms because water turns into hot and wet air. Ducks like rain because they have hard shells. (3) Students stand up to show "yes", but sit down to show "no". 5. ***Activity: Bingo*** (1) Put words on the bingo card like vapor, rain, ducks, cats, beetles, etc. (2) Students have to pick one word from the bingo card and make a sentence like: _____like rain because _____. or _____ don't like rain because _____. (3) First one to get a line wins the game.		mSNbD44 Film 4: How Do Birds Stay Dry? https://youtu.be/70z_I3-4oak Bingo Card	形成性-口語評量/ 1.能聽辨故事的文意並正確地回應。 2.能回答出關於文意內容的答案。		
	＊◎3-III-7 能看懂繪本故事的主要內容。 ➢4-III-1 能抄寫課堂中所學的字詞。 ➢4-III-2 能抄寫課堂中所學的句子。	＊◎Ae-III-2 繪本故事、兒童短劇。	6. ***Activity: Worksheet_Reading Comprehension*** (1) Students work on the worksheet to answer some questions about the contents of the story.		Worksheet: Reading Comprehension	形成性-學習單練習/能根據文意完成學習單的內容。		

Week 16 ~ Week 21	**英語** ◎➢1-III-6 能聽懂課堂中所學的字詞。 ◎➢3-III-1 能辨識課堂中所學的字詞。 ◎➢1-III-9 能聽懂簡易句型的句子。 ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-III-4 能看懂課堂中所學的句子。 ➢4-III-1 能抄寫課堂中所學的字詞。 ➢4-III-2 能抄寫課堂中所學的句子。	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。	**部定：Topic 2 I Like School-Lesson 4 What Subject Do You Like?** I. Theme Words art, Chinese, music, math, English, science, social studies, PE 1. Teach and practice. 2. ***Activity: Act and Guess*** (1) Ask one volunteer to act out the word he/she sees. Other students shout out the answer. II. Sentence Pattern What subject do you like? I like art. Do you have PE class on Monday? Yes, I do. No, I don't. I have PE class on Tuesday. 1. Teach and practice. 2. ***Activity: Ask and Find*** (1) Students work in pairs on the activity of p. 64. 3. ***Activity: Read and Write*** (1) Students finish the exercise of p. 65. 4. ***Activity: Board Game*** (1) Students work in pairs to play the game. (2) Students take turns throwing dice until someone wins. During the game, they should use the sentence pattern of L4 to do Q&A with each other. 5. ***Activity: Read and Write*** (1) Students look and read from p. 66 to p. 68. (2) Students finish the exercise of p. 68.	6	Hess Student Book: Super Fun 5 E-Book pp. 62~63 Flash Cards Hess Student Book: Super Fun 5 p. 64 p. 65 Board Game_Let's Race pp. 66~68	形成性-實作評量/能辨識生字與圖意。 形成性-實作評量/ 1.能完成問與答的練習。 2.能完成讀寫的練習。 3.能在遊戲中運用本單元句型完成科目的問答對話。		英語檢測改善策略

	◎➢1-III-6 能聽懂課堂中所學的字詞。 ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-III-4 能看懂課堂中所學的句子。	Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。	**Topic 2: I Like School** 1. Play the film of the story. 2. Q&A about the story. 3. Students listen and read the story with the CD (2: 17~18). 4. ***Activity: Find and Read*** (1) The teacher says the number of the picture in the story and students have to read its contents. 5. ***Activity: Reader's Theater*** (1) Divide students into several groups and assign different roles to them. (2) Practice and show.		p. 68 Hess Student Book: Super Fun 5 E-book pp. 50~57 Reading Strategy: Q&A CD (2: 17~18) Hess Student Book: Super Fun 5 pp. 50~57 Hess Student Book: Super Fun 5 pp. 50~57	形成性-口語評量/能依聽到的圖片號碼，正確的念出內容。	**閱讀素養** 閱 III-E6 發展向文本提問的能力。	
	英語 ◎➢3-III-1 能辨識課堂中所學的字詞。 ◎➢3-III-4 能看懂課堂中所學的句子。 ➢4-III-1 能抄寫課堂中	**英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句	**部定：Review 2** 1. Students finish the exercise of pp. 70~73.	2	Hess Student Book: Super Fun 5 pp. 70~73	形成性-課本評量/能完成 pp.70~73 的讀寫練習。		

	所學的字詞。 ➢4-III-2 能抄寫課堂中所學的句子。 **英語** ◎➢1-III-6 能聽懂課堂中所學的字詞。 ◎➢3-III-1 能辨識課堂中所學的字詞。 ◎➢8-III-2 能了解課堂中所介紹的國內主要節慶習俗。 ◎5-III-8 能以正確的發音及適切的速度朗讀簡	型結構。 **英語** Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎C-III-2 國內外主要節慶習俗。 ◎Ad-III-2 簡易、常用的句型結構。	2. Activity: Board Game (1) Students play the board game: Jeopardy to review the contents of pp. 70~73. **部定：Culture & Festivals-Chinese New Year** I. Theme Words spring couplets, lion dance, firecrackers, rice cake, hot pot, lucky money 1. Teach and practice. 2. ***Activity: What's Missing*** (1) Show students 6 flash cards first and ask students to read them out. (2) Show students 5 flash cards and ask them which card is missing. 3. Play the film of the story. 4. Q&A about the story. 5. Students listen and read the story with the CD (2: 48~49). 6. ***Activity: Role Play*** (1) Divide students into several groups. (2) Each group practices and acts out the story. 7. ***Activity: Read and Say***	4	Board Game: Jeopardy Hess Student Book: Super Fun 5 pp. 74~75 Hess Student Book: Super Fun 5 E-book pp. 74~77 Flash Cards Reading Strategy: Q&A CD (2: 48~49) Hess Student Book: Super Fun 5 E-book	形成性-口語評量/能辨識並讀出圖片的生字。 形成性-實作評量/ 1.能演出故	**閱讀素養** 閱 III-E3 熟悉與學科學習相關的文本閱讀策略。	

	易故事及短劇。 6-III-7 樂於參與有助提升英語能力的活動(如英語營、歌唱、朗讀、說故事、讀者劇場等活動)。 **英語** ◎➢1-III-6 能聽懂課堂中所學的字詞。 ◎➢1-III-9 能聽懂簡易句型的句子。 ◎➢2-III-2 能說出課堂中所學的字詞。 ◎➢2-III-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎6-III-2 樂	**英語** Ac-III-4 國小階段所學字詞(能聽、讀、說 360 字詞，其中必須拼寫 220 字詞)。 ◎Ad-III-2 簡易、常用的句型結構。 Ac-III-4 國小	(1) Students read pp. 78~79 first. (2) Discuss with students some questions like: What's the difference between these two countries (Japan and the UK)? What do you know about other countries' New Year activities? **校訂：Explore-My World** **Where Does Kitty Go in the Rain?** 1. ***Activity: Survey_What Do You Like to Do on a Rainy Day?*** (1) Teach and practice some theme words and the sentence pattern. What do you like to do on a rainy day? I like to _____. (read, draw, sing a song, make a paper kite, make a paper plane, surf the Net) (2) Students need to find 5 classmates to finish the survey. 2. ***Activity: Let's Make a Paper Plane*** (1) Discuss with students how to make a paper plane that can fly very far.	6	pp. 78~79 Flash Cards, Sentence Strips, Worksheet_Survey iPad	事的內容。 2.能讀出 pp. 78~79 的內容。 形成性-口語評量/能在 Survey 的活動中完成問與答的練習。 形成性-實作評量/能用	閱 III-E6 發展向文本提問的能力。	

	於參與課堂中各類練習活動，不畏犯錯。 6-III-5 樂於接觸課外英語學習素材。	階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫 220 字詞）。 ◎Ad-III-2 簡易、常用的句型結構。	(2) Students use the iPad to surf the Internet for information about making a paper plane. (3) Students make their own paper plane, draw some pictures on it, and name it. 3. ***Activity: Introducing My Paper Plane*** (1) Students write a short introduction about their own paper plane: This is my paper plane. Its name is _____. I draw _____ on it. It is _____. (beautiful/ cool/ cute…) It can fly very far. (2) Students show and tell other students about their paper plane. 4. ***Activity: Paper Plane Throwing Competition*** (1) Find a place where students can throw their plane without obstacles. (2) Mark a line for students to start to throw their airplane as far as they can.		paper, glue, scissors, color pens Exercise Book paper airplane	iPad 搜尋網路資料製作紙飛機。		
	◎➢2-III-2 能說出課堂中所學的字詞。 ◎➢2-III-9 能以正確的發	Ac-III-4 國小階段所學字詞（能聽、讀、說 360 字詞，其中必須拼寫	5. ***Activity: Draw and Write*** (1) After the race, students draw a picture about the competition and write a short essay about it: Today is Friday. It is sunny. (cloudy, rainy, windy, hot,		Exercise Book	總結性-實作評量/能讀、寫、說出紙飛機擲遠比賽的小短文。		

	音及適切的語調說出簡易句型的句子。 ◎➢3-III-1 能辨識課堂中所學的字詞。 ◎➢3-III-4 能看懂課堂中所學的句子。 ➢4-III-1 能抄寫課堂中所學的字詞。 ➢4-III-2 能抄寫課堂中所學的句子。	220 字詞)。 ◎Ad-III-2 簡易、常用的句型結構。	warm, cool…) I'm competing against Tom in the paper airplane throwing competition, and I win. The final winner of our class is Joyce. It's an exciting game! (2) Show and tell.					

八、本課程是否有校外人士協助教學

■否，全學年都沒有

□有，部分班級，實施的班級為：_____

□有，全學年實施

教學期程	校外人士協助之課程大綱	教材形式	教材內容簡介	預期成效	原授課教師角色
		□簡報□印刷品□影音光碟 □其他於課程或活動中使用之教學資料，請說明：			

*上述欄位皆與校外人士協助教學與活動之申請表一致

九、課程計畫，自編或改編之佔比為 100%

十、法律規定教育議題實施規畫

法律規定教育議題						
序號	**研習項目**	**時數**	**期程**	**公文/法規依據**	**實施週次**	**115 上實施節數**
1	性別平等教育	4 小時	每學期	性別平等教育法第 17 條		
2	性侵害防治教育	2 小時	每學期	性侵害犯罪防治法第 9 條		
3	環境教育	4 小時	每學年	環境教育法第 19 條	6、7、8、9	2.5
4	家庭教育	4 小時	每學年	家庭教育法第 12 條		
5	家庭暴力防治課程	4 小時	每學年	家庭暴力防治法第 60 條		
6	全民國防教育	不限	/	全民國防教育法第 7 條		
7	國際教育	4 堂課	每學年	109.02.20 新北教新字第 1090294487 號函	9	1

8	交通安全教育	4 小時	每學年	111 年 6 月 1 日新北教社字第 1111024582 號函 111.07.07 新北教社字第 111125737 號函		
9	其他安全教育議題	不限	/	111.02.25 新北教工環字第 1110333562 號函		
10	生命教育	不限	/	111.11.02 臺教學一字第 1112806266 號函		
11	戶外教育	不限	/	一般性補助款考核項目		
12	兒童及少年性剝削防治教育	不限	每學年	兒童及少年性剝削防制條例第 4 條		
13	防災教育課程	不限	/	98.02.17 北府教環字第 0980095022 號函		
14	品德教育	不限	/	94.12.06 北府教特字 第 0940840650 號函 107.05.03 臺教國署國字第		

				1070049374 號函		
15	資訊素養觀念宣導	不限	/	108.03.11 新北教研資字第 1080399532 號函		