新北市海山國民小學 115 學年度 三 年級第 1 學期英語課程計畫 設計者：[許盈惠、黃淑梅、莊淑姬、錢嬿竹、張維玲、曾若慈、陳姿因]

一、學習節數：

(一)部定課程：每週(1)節，實施(21)週，共(21)節。

(二)校訂課程：每週(2)節，實施(21)週，共(42)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：My Life-Growth　　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-C3** 認識國內外主要節慶習俗及風土民情。

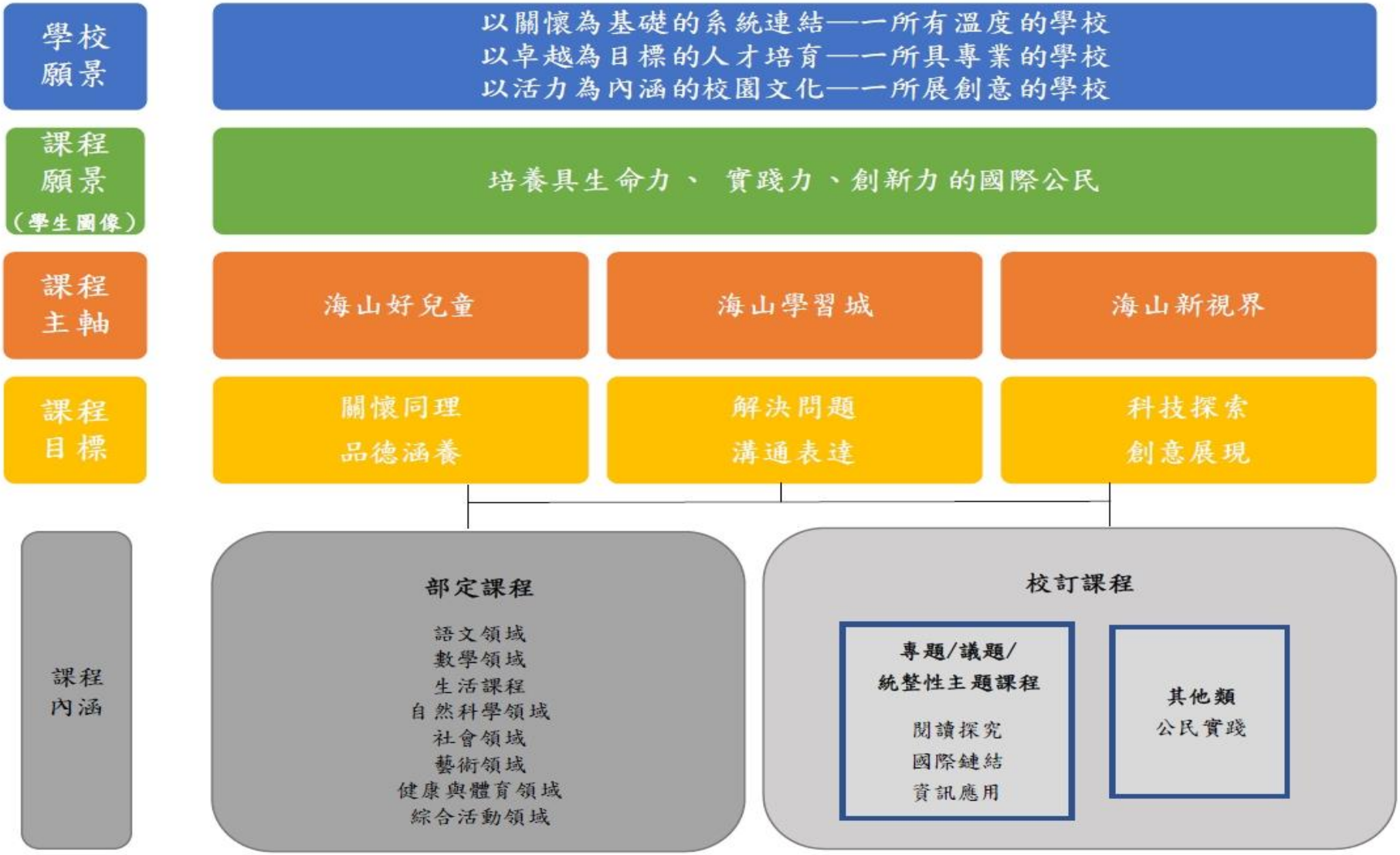
			社會領域 **社-E-B1** 透過語言、文字及圖像等表徵符號，理解人類生活的豐富面貌，並能運用多樣的表徵符號解釋相關訊息，達成溝通的目的，促進相互間的理解。 **社-E-C3** 了解自我文化，尊重與欣賞多元文化，關心本土及全球議題。
閱讀素養議題			**閱讀歷程** **閱 II-E1** 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。 **閱 II-E3** 熟悉與學科學習相關的文本閱讀策略。
其他議題實質內涵			**國際教育** **國 E1** 了解我國與世界其他國家的文化特質。 **國 E4** 了解國際文化的多樣性。 **資訊教育** **資 E2** 使用資訊科技解決生活中簡單的問題。 **資 E5** 使用資訊科技與他人合作產出想法與作品。

具體學習目標	**部定課程** 1. 能聽說讀寫 Aa-Zz 字母大小寫、熟悉 Aa-Zz 字音、聽辨字首音，並運用發音規則拼讀對應的例字。 2. 能聽懂課文故事內容，透過問答、朗讀故事、角色扮演等活動熟習內容，並搭配故事閱讀理解活動與練習，確認理解重點。 3. 能藉由故事、歌曲、遊戲、問答、習題練習等活動，認讀、辨識及拼寫主題 Starter 相關字彙(one, two, three, four, five)與應用句型(Hi/ Hello! I'm _____.)。 4. 能藉由故事、歌曲、遊戲、問答、習題練習等活動，認讀、辨識及拼寫主題 About Me 相關字彙(Abu, Amber, Edison, Mia, Rocky, Teddy)與應用句型(What's your name? My name is _____./ I'm _____.)。 5. 能藉由故事、歌曲、遊戲、問答、習題練習等活動，認讀、辨識及拼寫主題 Age 相關字彙(six, seven, eight, nine, ten)與應用句型(How old are you? I'm _____./ I'm _____ years old.)。 6. 能藉由故事、歌曲、遊戲、問答、習題練習等活動，認讀、辨識及拼寫主題 Stationery 相關字彙(a book, a pen, a pencil, an eraser, a ruler, a marker)與應用句型(What's this / that? It's a _____. It's an _____.)。 7. 能藉由故事、歌曲、遊戲、問答、習題練習等活動，認讀、辨識及拼寫主題 Color 相關字彙(blue, green, red, yellow, black, white) 與應用句型(What color is it? It's _____.)。 8. 能熟習本學期各單元主題相關字彙與句型，聽懂並透過聽說讀寫練習活動應用習得的單字與句型，最後能在 Mini Book: Me and My Favorite Thing 分享活動中，進行完整自我介紹(內容包括: English name, boy or girl, age, my favorite thing, color of the favorite thing)。 9. 能聽懂並說出課室用語(Stand up./ Sit down./ Listen./ Look at me./ Here./ Attention!/ Quiet, please./ Line up.)及生活用語(How are you? I'm fine./ Thank you./ You're welcome./ Good job!/ Thanks!/ Cool!/ Good morning./ Good afternoon.)，並做出相對應的動作。 10. 能透過講解及練習活動，理解英文句型書寫格式並應用：能注意句首、名字字首及第一人稱「我」(I)要大寫；在句子中，單字與單字間要留空格；在句子中，句號、問號、驚嘆號皆位在句尾，但所表達的語氣不同。 11. 能經由認識 Halloween 節慶文化及相關習俗，熟練 Halloween 相關用語(Happy Halloween!/ Trick or treat!)及字彙(a bat, a ghost, a pumpkin, a spider, a witch, a vampire)。 **校訂課程(英閱繪)** 1. 能透過繪本 "Carlo Likes Counting"主題討論、歌曲情境連結，達到熟悉及應用主題 Number 相關字彙(one to ten)與句型(I see _____ in the _____.)的目標，以展現日常生活溝通理解及強化個人英語文之素養。 2. 能透過教師引導全班討論社區中的常去的地方、在那能看到什麼、其數量是多少，以製作數字小書的方式，寫下與畫出自身的觀察與想法，並透過 Reading Booth 分享小書內容，達到運用所學分享想法與聆聽他人意見的目標，以展現人與人相互理解之素養。 3. 能透過繪本 "Red Rockets and Rainbow Jelly"主題討論、歌曲情境連結，達到熟悉及應用主題 Acceptance 相關字彙(red, green, yellow, orange, purple, blue, black, brown, white, pink, pears, socks, hair, flowers, bears, cars, dinosaurs, rockets)與句型(I like _____.)的目標，以展現日常生活溝通理解及強化個人英語文之素養。

	4. 能經由與小組成員用 Venn Diagram 將故事文本內容做對照分析，以及小組成員演練並完成 Reader's Theater 劇本合作展演，最後用同儕互評表回饋檢視，達到積極參與課內小組學習活動的目標，以展現團隊成員間合作精神之素養。 5. 能藉由影片引導全班討論不同國家文化對顏色理解差異，並用 Venn Diagram 記錄自身與同學想法，上台分享調查的結果，達到了解自身與他人共同與不同之處的目標，結合英語與社會領域，以展現欣賞與接納文化多樣性及尊重他人特質之素養。 6. 能透過繪本 "Hello World!" 主題討論、影片介紹、歌曲情境連結、小組歌曲展演、完成各組代表國家小組排練與介紹影片錄製 (姓名、居住國家、位於哪個洲、招呼語、文字等)，達成熟悉及應用主題 Appreciation 相關字彙(Taiwan, Korea, Japan, Russia, America, Germany)與句型(My name is _____. We live in _____. It's in _____. We say _____ for greetings.)的目標，結合英語與社會領域，以展現尊重國際文化多樣性及強化個人英語文之素養。 7. 能透過影片引導全班討論不同國家文化的差異、小組討論與線上蒐集資訊、合作錄製 Let's Meet the Friends!國家介紹影片上傳到 Padlet，達成運用所學分享臺灣與其他國家文化、欣賞與接納文化多樣性的目標，結合英語與社會領域，以展現團隊合作態度及強化個人英語文之素養。 8. 能透過繪本文本引導，應用閱讀學習策略(QAR, Prediction, Cover Talk, Finger Pointing, Picture Clue, Venn Diagram)，培養與加強學生的閱讀理解力，達成掌握繪本內容及重點的目標，以展現提升學習效能及增強個人英語文之素養。

五、課程架構：

(一)全校課程總體架構圖



(二)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

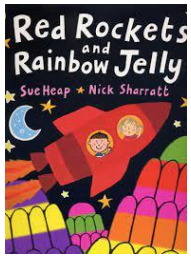
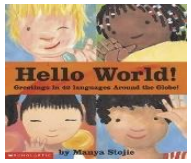
(三)校訂課程架構表

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

(四)部定課程

Here We Go 1 (翰林版)								
週次	單元	主題	學習內容				課程主軸	核心素養/議題融入
			字母	單字	句型	生活用語		
1	Starter	Numbers	Aa-Ee	one, two, three, four, five	Hi/ Hello! I'm Edison.		海山學習城(實踐力)	英-E-A2 英-E-B1
2-5	Unit 1 What's Your Name?	About Me	Ff-Jj	Abu, Amber, Edison, Mia, Rocky, Teddy	What's your name? My name is Abu. I'm Mia.	How are you? I'm fine.	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-C3
6-8	Unit 2 How Old Are You?	Age	Kk-Oo	six, seven, eight, nine, ten	How old are you? I'm ten. I'm ten years old.	Thank you. You're welcome.	海山學習城(實踐力)	英-E-A1 英-E-A2 英-E-B1 英-E-B2
9	Festival: Halloween	Halloween		a bat, a ghost, a pumpkin, a spider, a witch, a vampire	Happy Halloween! Trick or treat!		世界的海山（創新力）	英-E-C3
10	Review 1		All the above.					
11-14	Unit 3 What's This?	Stationery	Pp-Tt	a book, a pen, a pencil, an eraser, a ruler, a marker	What's this/ that? It's an eraser. It's a book.	Good job!/ Thanks!/ Cool!	海山學習城(實踐力)	英-E-A1 英-E-A2 英-E-B1 英-E-B2
15-18	Unit 4 What Color Is It?	Colors	Uu-Zz	blue, green, red, yellow, black, white	What color is it? It's blue.	Good morning. Good afternoon.	海山學習城(實踐力)	英-E-A1 英-E-A2 英-E-B1 英-E-B2
19	Review 2		All the above.					
20-21	Final Review		All the above.					

(五)校訂課程

英閱繪 (My Life－Growth)								
週次	主題	繪本		學習內容		課程主軸	核心素養/議題融入	閱讀素養
				單字	句型			
1-8	Number	Carlo Likes Counting		one, two, three, four, five, six, seven, eight, nine, ten	I see _____ in the _____.	海山學習城(實踐力)	英-E-A1 英-E-A2 英-E-B1	閱 II-E1 閱 II-E3
9-15	Acceptance	Red Rockets and Rainbow Jelly		red, green, yellow, orange, purple, blue, black, brown, white, pink, pears, socks, hair, flowers, bears, cars, dinosaurs, rockets	I like _____.	海山學習城(實踐力) 世界的海山(創新力)	英-E-A2 英-E-B1 英-E-B2 英-E-C3 國 E1 國 E4 社-E-B1	閱 II-E1 閱 II-E3
16-21	Appreciation	Hello World!		Taiwan, Korea, Japan, Russia, America, Germany	My name is _____. We live in _____. It's in _____. We say _____ for greetings.	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-B1 英-E-B2 英-E-C3 國 E4 資 E2 資 E5 社-E-C3	閱 II-E3

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(必勾選)、☑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)**、滾動修正(綠底黑字)

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)	**英語** ◎➢1-II-8 能聽懂簡易的教室用語。	**英語** ◎Ac-II-2 簡易的生活用語。	**部定：Starter** **I. Classroom English** 1. The teacher leads students to learn some common classroom English (Stand up./ Sit down./ Listen./ Look at me./ Here./ Attention!/ Quiet, please./ Line up.) with *Total Physical Response (TPR)* method. 2. The teacher has students read the sentences above and do *Activity: Listen and Number*. (Listen to some classroom English and put them in the correct order.) **II. Story Time**	1	E-book Here We Go 1 pp. xv~xvi Here We Go 1 Workbook pp. 42 E-book	*形成性-習作評量* 能將聽到的教室用語正確排序。		

	◎➢1-II-7 能聽懂課堂中所學的字詞。 ◎➢1-II-10 能聽懂簡易句型的句子。 ◎➢1-II-1 能聽辨 26 個字母。 ◎➢4-II-1 能書寫 26 個印刷體大小寫字母。	B-II-1 第二學習階段所學字詞及句型的生活溝通。 ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。	1. The teacher leads students to read aloud the story, guides them to learn the target sentences, and asks students some questions. ■ Sentences: Hi/ Hello! I'm Edison. ■ Questions: Who do you see? Where are they? What are their names? 2. The teacher guides students to read the story again and do *Activity: Listen and Number*. (Listen to the story and put them in the correct order.) **III. ABC Rocks** 1. The teacher leads students to learn the formation, sound, and words that start with the letters *Aa~Ee*. 2. The teacher guides students to do *Activity: Listen & Check* (Listen and check the letters the teacher said.), *Activity: Listen, Circle, & Write* (Listen to the teacher, and then circle and write the letters correctly.), and *Activity: Listen & Check* (Listen and check the words the teacher said.). 3. The teacher assigns homework and explains how to do it.		Here We Go 1 pp.1~3 E-book Here We Go 1 pp.1~3 Here We Go 1 Workbook pp. 1 E-book Here We Go 1 pp. 4~5 E-book Here We Go 1 pp. 5 Here We Go 1 Workbook pp. 2 Here We Go 1 Workbook pp. 3~6	*形成性-習作評量* 能將聽到的內容正確排序。 *形成性-習作評量* 能圈選聽到的字母，並寫出來。		
Week 1 (2~3)			**校訂：Carlo Likes Counting** **I. Places in the Community** 1. The teacher leads students to review the community helpers they've learned (mail carrier/ firefighter/ farmer/ cook/ painter/ doctor/ teacher/ police officer) and discuss where the helpers work and other places	2	Slides: *Jobs and Places*			

	英語 ◎➢1-II-7 能聽懂課堂中所學的字詞。 ◎➢2-II-3 能說出課堂中所學的字詞。	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	they may go in the daily life (e. g. school/ park/ library/ supermarket/ hospital/ toy store/ fire station/ police office/ post office) through *Jobs and Places* slides. 2. The teacher plays a song *In My Neighborhood*, introduces the content of the song (what the community helpers do), and guides students to sing the song. 3. The teacher leads students to learn the following words through *Jobs and Places* slides. ■ Words: school/ park/ fire station/ toy store/ supermarket/ police office 4. The teacher leads students to do *Activity 1: Listen & Match* and *Activity 2: Look & Say*. ■ Activity 1: The teacher says an example of the community helpers, and the chosen student matches the picture of the community helper and the picture of where the community helper works. ■ Activity 2: The teacher shows the pictures of the places, and the chosen student says the words of the places.		Song: *In My Neighborhood* Slides: *Jobs and Places* Slides: *Jobs and Places*	*形成性-實作評量* 能聽懂教師說的職業，並正確地將職業與地點配對。 *形成性-口語評量* 能正確說出看到的地點名稱。		
Week			**部定：Starter/ Unit 1 What's Your Name?** **IV. Numbers**	1				

2 (1)	**英語** ◎➢1-II-7 能聽懂課堂中所學的字詞。 ◎➢2-II-3 能說出課堂中所學的字詞。	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	1. The teacher leads students to learn the meaning, pronunciation, and spelling of number words through flashcards. ■ Words: one, two, three, four, five 2. The teacher guides students to read aloud the numbers 1~5 and do *Activity: Listen & Say* (Listen to the numbers and repeat after the teacher.) and *Activity: Count, Say, & Write* (Count the numbers of the items in the picture and write the numbers down.). 3. The teacher has students trace and write numbers 1~5. 4. The teacher leads students to review the numbers 1~5 through a song *Counting 1 to 5*. **I. Story Time** 1. The teacher guides students to talk about the unit page and asks students the following questions. ■ Questions: Who do you see? What do you see? Where are they? What are they doing? What may happen next?		Flashcards (pictures and words) E-book Here We Go 1 pp. 6 Here We Go 1 Workbook pp. 6 Song: *Counting 1~5* E-book Here We Go 1 pp. 7			
	＊◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回答老師	＊◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。	2. The teacher leads students to read aloud the story and asks students the following questions. ■ Questions: Who do you see? Where are they? What are they doing? Why does Rocky hide under the table? What does A-TEAM mean?		E-book Here We Go 1 pp. 8~11	*形成性-口語評量* 能聽懂故事內容並回答教師提問。		

	或同學所提的問題。		3. The teacher guides students to read the story again and do *Activity: Read & Match* (Listen to the teacher and match the picture to the sentences.) and *Activity: Role Play* (Assign roles to students and has them read the lines with proper intonation.).		E-book Here We Go 1 pp. 8~11			
Week 2 (2~3)	**英語** ＊◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。	**英語** ＊◎Ae-II-2 繪本故事、兒童短劇。 ◎Ad-II-2 簡易、常用的句型結構。	**校訂：Carlo Likes Counting** **I. Story Time: Carlo Likes Counting (pp. 2~7)** Pre-Reading 1. The teacher plays a song *Where Are You Going?* and leads students to review the place words they've learned through the song. While-Reading 1. The teacher shows students pp. 2~3 of the story and uses the question-answer relationship (QAR) strategy while telling the story. ■ What animal do you see? Where are they? What do you see? *The teacher guides students to use the sentence *I see one* ___. when they answer the question. **The teacher reads the sentence of pp. 2~3 "Carlo and Mom count one." and introduces what and who Carlo is. 2. The teacher shows students the partial pictures of pp. 4~5 and asks students to guess the key objects. ■ What is it? (swing/ seesaw) Where is it? (playground/ park)	2	Song: *Where Are You Going?* Slides: *Carlo Likes Counting* Strategy: *QAR* Slides: *Carlo Likes Counting*	*形成性-口語評量* 能聽懂故事內容並回答教師提問。	**閱讀素養** 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。	
	＊◎1-II-12 能聽懂簡易故事及短劇	＊◎Ae-II-2 繪本故事、兒童短劇。 ◎Ad-II-2	3. The teacher shows students pp. 4~5 of the story and uses the question-answer relationship (QAR) strategy while telling the story. ■ What do you see? How many ___ do you see?		Slides: *Carlo Likes Counting* Strategy: *QAR*	*形成性-口語評量* 能聽懂故事內容並	閱 II-E3 熟悉與學科學習相關的文本閱讀策略。	

	的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。 ＊◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。 ◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂中所學的字詞。	簡易、常用的句型結構。 ＊◎Ae-II-2 繪本故事、兒童短劇。 ◎Ad-II-2 簡易、常用的句型結構。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	*The teacher guides students to use the sentence *I see <u>two</u> ___*. when they answer the question. **The teacher reads the sentence of pp. 4~5 “Carlo counts two with his friend Nevil.” and talks about who Nevil is and the meaning of the word “count.” 4. The teacher shows students pp. 6~7 of the story and uses the question-answer relationship (QAR) strategy while telling the story. ■ Where is Carlo? What do you see? How many ___ do you see? *The teacher guides students to use the sentence *I see <u>three</u> ___ in the park*. when they answer the question. **The teacher reads the sentence of pp. 6~7 “Carlo counts three in the park.” Post-Reading 1. The teacher leads students to read aloud the story (pp. 2-7). 2. The teacher guides students to find and learn the following words. ■ Words: count/ one/ two/ three		Slides: *Carlo Likes Counting* Strategy: *QAR* Slides: *Carlo Likes Counting* Slides: *Carlo Likes Counting*	回答教師提問。 *形成性-口語評量* 能聽懂故事內容並回答教師提問。 *形成性-口語評量* 能辨識並說出所學單字。	閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。	
Week 3	**英語**	**英語**	**部定：Unit 1 What’s Your Name?** **II. Target Language** 1. The teacher leads students to read aloud the story	1	E-book	*形成性-口*		

(1)	◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂中所學的字詞。 ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-3 能看懂課堂中所學的句子。 ◎➢1-II-7 能聽懂課堂中所學的字詞。 ◎➢1-II-10 能聽懂簡易句型的句子。	Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用的句型結構。 B-II-1 第二學習階段所學字詞及句型的生活溝通。	again and guides them to learn the meaning, pronunciation, and spelling of target words and sentences with pictures. ■ Words: Abu, Amber, Edison, Mia, Rocky, Teddy ■ Sentences: What's your name? My name is Abu. I'm Mia. 2. The teacher guides students to read aloud the words and sentences and do *Activity: Listen & Number* (Listen to the sentences and number the correct order.) and *Activity: Listen & Circle* (Listen to each sentence and circle the initial letter of each name.). 3. The teacher assigns homework and explains how to do it. **III. Daily Talk**		Here We Go 1 pp. 12~13 E-book Here We Go 1 pp. 12~13 Here We Go 1 Workbook pp. 7~8 Here We Go 1 Workbook pp. 10	*語評量* 能觀察圖片，用所學的單字和句型回答教師提問。 *形成性-習作評量* 能將聽到的句子正確排序。		

			1. The teacher guides students to read aloud the comics and talk about the content and the timing and situation of saying “How are you? Fine./ Good./ I’m good.” 2. The teacher guides students to do *Activity: Act It Out!* (Students retell the comics and act it out in groups.).		E-book Here We Go 1 pp. 14			
Week 3 (2~3)	**英語** ＊◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。 ＊◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。 ＊◎1-II-12	**英語** ＊◎Ae-II-2 繪本故事、兒童短劇。 ◎Ad-II-2 簡易、常用的句型結構。 ＊◎Ae-II-2 繪本故事、兒童短劇。 ◎Ad-II-2 簡易、常用的句型結構。 ＊◎Ae-II-2	**校訂：Carlo Likes Counting** **I. Story Time: Carlo Likes Counting (pp. 8~13)** Pre-Reading 1. The teacher leads students to read aloud the story (pp. 2-7) again and review the learned words. While-Reading 1. The teacher shows students pp. 8~9 of the story and uses the question-answer relationship (QAR) strategy while telling the story. ■ What is the giraffe’s name? Where is the giraffe? What do you see? How many ___ do you see? *The teacher guides students to use the sentence *I see four ___*. when they answer the question. **The teacher reads the sentence of pp. 8~9 “Carlo and Crackers count four.”, discusses what and who Crackers is, and has students predict what may happen next. 2. The teacher shows students pp. 10~11 of the story and uses the question-answer relationship (QAR) strategy while telling the story. ■ What do you see? How many ___ do you see? *The teacher guides students to use the sentence *I see five ___ in the diner.* when they answer the question. **The teacher reads the sentence of pp. 10~11 “Carlo counts five in the diner.” and has students predict what may happen next. 3. The teacher shows students pp. 12~13 of the story	2	Slides: *Carlo Likes Counting* Slides: *Carlo Likes Counting* Strategy: *QAR, Prediction* Slides: *Carlo Likes Counting* Strategy: *QAR, Prediction* Slides: *Carlo Likes*	*形成性-口語評量* 能聽懂故事內容並回答教師提問。 *形成性-口語評量* 能聽懂故事內容並回答教師提問。 *形成性-口*	**閱讀素養** 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E3 熟悉	

	能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。 ◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-2 能辨識課堂中所學的字詞。	繪本故事、兒童短劇。 ◎Ad-II-2 簡易、常用的句型結構。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用的句型結構。	and uses the question-answer relationship (QAR) strategy while telling the story. ■ What do you see? How many ___ do you see? *The teacher guides students to use the sentence *I see six ___ over the stream*. when they answer the question. **The teacher reads the sentence of pp. 12~13 "Carlo counts six over the stream." Post-Reading 1. The teacher leads students to read aloud the story (pp. 8~13). 2. The teacher guides students to find and learn the following words and sentence. ■ Words: four/ five/ six ■ Sentence: I see (number) (thing).		*Counting* Strategy: *QAR* Slides: *Carlo Likes Counting* Slides: *Carlo Likes Counting*	*語評量* 能聽懂故事內容並回答教師提問。 *形成性-口語評量* 能聽懂故事內容並回答教師提問。	與學科學習相關的文本閱讀策略。 閱 II-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。	
Week 4 (1)			**部定：Unit 1 What's Your Name?** **IV. ABC Rocks**	1	E-book			

	英語 ◎➢3-II-1 能辨識 26 個印刷體大小寫字母。 ◎➢2-II-2 能唸出英語的語音。 ◎➢1-II-1 能聽辨 26 個字母。 ◎➢4-II-1 能書寫 26 個印刷體大小寫字母。	**英語** ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。 ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。	1. The teacher leads students to learn the formation, sound, and words that start with the letters *Ff~Jj*. 2. The teacher guides students to do *Activity: Listen and Cross Out* (Listen and cross out the letters the teacher said.), *Activity: Letter Spy* (Look for letters *Ff~Jj* in the story and talk about who has letters Ff~Jj in their names.), *Activity: Listen, Circle, & Write* (Listen to the teacher, and then circle and write the letters correctly.), and *Activity: Listen & Check* (Listen and check the letters the teacher said.). 3. The teacher assigns homework and explains how to do it.		Here We Go 1 pp. 16~17 E-book Here We Go 1 pp. 17 Here We Go 1 Workbook pp. 9 Here We Go 1 Workbook pp. 11~12	*形成性-口語評量* 能辨識並說出包含所學字母的名字。 *形成性-習作評量* 能圈選聽到的字母，並寫出來。		
Week 4 (2~3)	**英語** ＊◎1-II-12 能聽懂簡易故事及短劇	**英語** ＊◎Ae-II-2 繪本故事、兒童短劇。	**校訂：Carlo Likes Counting** **I. Story Time: Carlo Likes Counting (pp. 14~21)** Pre-Reading 1. The teacher leads students to read aloud the story (pp. 8-13) again and review the learned words and sentence. While-Reading 1. The teacher shows students pp. 14~15 of the story and uses the question-answer relationship (QAR) strategy while telling the story.	2	Slides: *Carlo Likes Counting* Slides: *Carlo Likes Counting* Strategy: *QAR*	*形成性-口語評量*	**閱讀素養** 閱 II-E3 熟悉與學科學習相	

	的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。 ＊◎3-II-8 能藉圖畫、標題、書名等作簡易的猜測。 ◎➢2-II-3 能說出課堂中所學的字	◎Ad-II-2 簡易、常用的句型結構。 ＊◎Ae-II-2 繪本故事、兒童短劇。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說	■ What do you see? How many ___ do you see? *The teacher guides students to use the sentence *I see seven* ___. when they answer the question. **The teacher reads the sentence of pp. 14~15 “Carlo and Dad count seven.” 2. The teacher passes 3 pictures (pp. 16~17, 18~19, 20~21) for each group (3~4 students per group). 3. The teacher has students discuss the pictures, predict what may happen, and share their possible answers with the whole class. 4. The teacher leads students to do *Activity: Match Sentences to Pictures*. (1) The teacher shows the sentences of pp. 16~21: Carlo counts eight in the toy store. Carlo counts nine at the farm. Carlo counts ten in the garden. (2) The teacher has students try to read the sentences and match them to the corresponding pictures. (3) The teacher checks the answers and talk about the three sentences. Post-Reading 1. The teacher leads students to read aloud the story (pp. 14~21). 2. The teacher guides students to find and learn the following words and sentence. ■ Words: seven/ eight/ nine/ ten ■ Sentence: I see (number) (thing) in the (place).		Flashcards (pictures) Flashcards (pictures) Strategy: *Prediction* Flashcards (pictures and sentences) Slides: *Carlo Likes Counting* Slides: *Carlo Likes Counting*	能聽懂故事內容並回答教師提問。 *形成性-實作評量* 能以小組方式，依圖片討論並預測故事內容。 *形成性-口語評量*	關的文本閱讀策略。 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E1 認識一般生活情境中需要使用的，以及學習	

	詞。 ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-2 能辨識課堂中所學的字詞。	160 字詞，其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用的句型結構。				能辨識並說出所學單字和句子。	學科基礎知識所應具備的字詞彙。	
Week 5 (1)	**英語** ◎➢4-II-7 能正確使用大小寫及簡易的標點符號。 ◎8-II-1 能了解國內外	**英語** ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。 ◎C-II-1 國內（外）招呼方式。	**部定：Unit 1 What's Your Name?** **V. Kung Fu Abu** 1. The teacher leads students to read aloud the paragraph and introduces that "I" is always capitalized when it is a personal pronoun, the first letter of a name is capitalized, and the first letter of the first word in a sentence is also capitalized. 2. The teacher guides students to do *Activity: Read and Circle* (Read sentences and circle "I"/ capital letters in those sentences.) **VI. Discover** 1. The teacher has students think about the ways to "say" hello if they can't talk and act the ways out. 2. The teacher plays the video *Ways to Say Hello*, guides students to discuss the ways to say hello with	1	E-book Here We Go 1 pp. 20 E-book Here We Go 1 pp. 20 Video: *Ways to Say Hello* E-book	*形成性-課本練習* 能圈出句子中字母需要大寫的部分。 *形成性-口語評量*		

	基本的招呼方式。		body language (shake hands/ high five/ wave/ fist bump), and do a survey on their ways to say hello with body language.		Here We Go 1 pp. 18~19	能說出非語言的打招呼方式。		
Week 5 (2~3)	**英語** ＊◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。 ◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢2-II-6	**英語** ＊◎Ae-II-2 繪本故事、兒童短劇。 ◎Ad-II-2 簡易、常用的句型結構。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，	**校訂：Carlo Likes Counting** **I. Story Time: Carlo Likes Counting (pp. 22~25)** Pre-Reading 1. The teacher leads students to read aloud the story (pp. 1-21) again and review the learned words and sentences. While-Reading 1. The teacher shows students pp. 22~23 of the story and uses the question-answer relationship (QAR) strategy while telling the story. ■ How does Carlo feel? Is he happy? Where is Carlo? What is Carlo going to do? 2. The teacher shows the last two pages (pp. 24~25), reads the sentence “And he loves splashing.”, and guides students to discuss why Carlo loves taking a bath. Post-Reading 1. The teacher shows students pictures of some places and has students talk about what they may see in those places. *The teacher guides students to use the sentence *I see (number) (thing) in the (place)*. during the discussion.	2	Slides: *Carlo Likes Counting* Slides: *Carlo Likes Counting* Strategy: *QAR* Slides: *Carlo Likes Counting* Flashcards (pictures)	*形成性-口語評量* 能聽懂故事內容並回答教師提問。 *形成性-口語評量* 能以所學單字和句	**閱讀素養** 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。	

	能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-2 能辨識課堂中所學的字詞。 ◎➢1-II-7 能聽懂課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂中所學的字詞。	其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用的句型結構。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	**II. Cover Talk** 1. The teacher shows students the cover of the picture book Carlo Likes Counting and asks them the following questions. ■ Who is the character? Where is Carlo? What does Carlo do? How does Carlo feel? What is the book title? What is the author? 2. The teacher passes worksheets to students and leads students to do finger-point reading. 3. The teacher divides students into 8 groups and gives them some time to practice finger-point reading. 4. The teacher reads the learned words (Carlo/ count/ one/ two/ three/ four/ five/ six/ seven/ eight/ ten) and has students highlight the learned words in different colors (Carlo- red / count- blue / Number words- yellow). 5. The teacher leads students to finish the rest of the worksheet (*Read & Number and Write & Say*).		Picture Book: *Carlo Likes Counting* Strategy: *Cover Talk* Worksheet: *Carlo Likes Counting* Strategy: *Finger Pointing* Worksheet: *Carlo Likes Counting* Worksheet: *Carlo Likes Counting*	子回答問題。	閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。	

Week 6 (1)	**英語** ＊◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。	**英語** ＊◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。	**部定：Unit 2 How Old Are You?** **I. Story Time** 1. The teacher guides students to talk about the unit page and asks students the following questions. ■ Questions: Who do you see? What do you see? Where are they? What are they doing? What may happen next? 2. The teacher leads students to read aloud the story and asks students the following questions. ■ Questions: Who do you see? Where are they? What are they doing? How old is Edison? How old is Rocky? Why does the nurse say “Stop!” to Rocky? 3. The teacher guides students to read the story again and do *Activity: Read & Circle* (Read the sentences and circle the correct answers.) and *Activity: Role Play* (Assign roles to students and has them read the lines with proper intonation.)	1	E-book Here We Go 1 pp. 21 E-book Here We Go 1 pp. 22~25 E-book Here We Go 1 pp. 22~25	*形成性-口語評量* 能聽懂故事內容並回答教師提問。		
Week 6 (2~3)			**校訂：Carlo Likes Counting** **I. Mini Book Making: *I See…*** 1. The teacher leads students to review the sentence *I see (number) (thing) in the (place)*. and the learned words. 2. The teachers guides students to talk about the places they may go in their community and what they may see in those places.	2	Flashcards (pictures and words)			

	英語 ➢4-II-3 能臨摹抄寫課堂中所學的字詞。	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說160 字詞，其中必須拼寫 100 字詞）。	3. The teacher explains how to write the cover and content of a mini book and demonstrates how to make the mini book through slides. ■ Steps: (1) Finish the cover page. (2) Choose 1 place and brainstorm. (3) Write down what they see in that place on each page in the sentence pattern *I see (number)*. (4) Draw the correct number of the things. 4. The teacher passes the mini book template to students and gives students enough time to make their own mini book.		Slides: *Mini Book Making* Mini Book Template	*形成性-實作評量* 能完成數字小書創作。		
Week 7 (1)	**英語** ◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂中所學的字詞。 ◎➢2-II-6 能以正確的	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說160 字詞，其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用	**部定：Unit 2 How Old Are You?** **II. Target Language** 1. The teacher leads students to read aloud the story again and guides them to learn the meaning, pronunciation, and spelling of target words and sentences with pictures. ■ Words: six, seven, eight, nine, ten ■ Sentences: How old are you? I'm ten. I'm ten years old.	1	E-book Here We Go 1 pp. 26~27	*形成性-口語評量* 能觀察圖片，用所學的單字和句型回答教師提問。		

	發音及適切的語調說出簡易句型的句子。 ◎➢3-II-3 能看懂課堂中所學的句子。 ◎➢1-II-7 能聽懂課堂中所學的字詞。	的句型結構。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	2. The teacher guides students to read aloud the words and sentences and do *Activity: Listen & Write* (Listen to the teacher and write down the correct age.), *Activity: Listen & Check* (Listen to the teacher and check the correct picture.), and *Activity: Listen & Circle* (Listen to the teacher and circle the correct age.). 3. The teacher assigns homework and explains how to do it. **III. Daily Talk** 1. The teacher guides students to read aloud the comics and talk about the content and the timing and situation of saying “Thank you. You’re welcome.” 2. The teacher guides students to do *Activity: Act It Out!* (Students retell the comics and act it out in groups.)		E-book Here We Go 1 pp. 26~27 Here We Go 1 Workbook pp. 13~14 Here We Go 1 Workbook pp. 16 E-book Here We Go 1 pp.28	*形成性-習作評量* 能圈選或勾選出聽到的數量或年齡。		
Week 7 (2~3)	**英語** ◎➢5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼	**校訂：Carlo Likes Counting** **I. Mini Book Reading Practice** 1. The teacher asks students to practice reading their mini books by themselves first and practice reading in pairs. *The teacher reminds students to give each other feedback: copy the words right / read the words right / read the words clearly / read the words fluently.	2	Students’ Mini Books	*形成性-口語評量* 能唸小書內容給組員聽。		

		寫 100 字詞)。 ◎Ad-II-2 簡易、常用的句型結構。	**The teacher walks around the class and gives students feedback when needed. 2. The teacher gives the whole class overall feedback. 3. The teacher tells students they are going to have the Mini Book Reading Booth activity in the next period and encourage them to practice more at home.					
Week 8 (1)	**英語** ◎➢2-II-1 能說出 26 個字母。 ◎➢1-II-1 能聽辨 26 個字母。 ◎➢4-II-1 能書寫 26 個印刷體大小寫字母。	**英語** ◎Aa-II-1 字母名稱。 ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。	**部定：Unit 2 How Old Are You?** **IV. ABC Rocks** 1. The teacher leads students to learn the formation, sound, and words that start with the letters *Kk~Oo*. 2. The teacher guides students to do *Activity: Tic-Tac-Toe* (Each player in the pair takes turns saying the letter before placing X or O. The one who draws three of the symbols in a row is the winner.), *Activity: Letter Spy* (Look for letters *Kk~Oo* in the story and talk about which items in the classroom have letters *Kk~Oo*.), *Activity: Listen, Circle, & Write* (Listen to the teacher, and then circle and write the letters correctly.), and *Activity: Listen & Check* (Listen and check the letters the teacher said.) 3. The teacher assigns homework and explains how to do it. **V. Kung Fu Abu**	1	E-book Here We Go 1 pp. 30~31 E-book Here We Go 1 pp. 31 Here We Go 1 Workbook pp. 15 Here We Go 1 Workbook pp. 17~18	*形成性-口語評量* 能說出所選字母。 *形成性-習作評量* 能圈選聽到的字母，並寫出來。		

	◎6-II-2 積極參與各種課堂練習活動。	◎Ad-II-2 簡易、常用的句型結構。	1. The teacher leads students to read aloud the paragraph and introduces that every word gets a single space in a sentence. 2. The teacher guides students to do *Activity: Read and Circle* (Read sentences and circle the spaces in those sentences.)		E-book Here We Go 1 pp. 34 E-book Here We Go 1 pp. 34	*形成性-課本練習* 能圈出句子中需要留空格的部分。		
Week 8 (2~3)	**英語** ◎➢5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。 ◎➢5-II-3 能以正確的	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用的句型結構。 Ac-II-3 第二學習階段所	校訂：**Carlo Likes Counting** **I. Mini Book Reading Booth** 1. The teacher explains how to do the Mini Book Reading Booth activity to students. 2. The teacher divides students into two groups-Group A and Group B. 3. The students in Group A stay in their booths and read their mini books I See… to the students in Group B. *Each student in Group B needs to listen to at least twelve students in Group A reading their mini books. Then, each student in Group B needs to finish the feedback sheets for the ones they listened to. 4. The students in Group B stay in their booths and read their mini books I See… to the students in Group A.	2	Students' Mini Books Students' Mini Books	*總結性-口語評量* 能介紹數字小書的內容。 *總結性-口語評量*		

	發音及適切的速度朗讀簡易句型的句子。	學字詞（能聽、讀、說160字詞，其中必須拼寫100字詞）。 ◎Ad-II-2 簡易、常用的句型結構。	*Each student in Group A needs to listen to at least twelve students in Group B reading their mini books. Then, each student in Group A needs to finish the feedback sheets for the ones they listened to. **The teacher walks around, listens to all students, and takes notes with rubrics during the whole activity. 5. The teacher invites students to give feedback to others first, and the teacher gives the whole class overall feedback.			能介紹數字小書的內容。		
Week 9 (1)	**英語** ◎➢8-II-3 能了解課堂中所介紹的國外主要節慶習俗。	**英語** ◎C-II-2 國內外主要節慶習俗。	**部定：Festival-Halloween** **I. Story Time** 1. The teacher guides students to talk about the unit page and asks students the following questions. ■ Questions: Who do you see? What do you see? What are they doing? What may happen next? 2. The teacher leads students to read aloud the story, guides them to learn the target words and sentences, and asks students some questions. ■ Words: a bat, a ghost, a pumpkin, a spider, a witch, a vampire ■ Sentences: Happy Halloween! Trick or treat! ■ Questions: Who do you see? Where are they? What are they doing? What do they dress up as? What holiday do they celebrate? 3. The teacher guides students to read the story again and do *Activity: Role Play* (Assign roles to students and has them read the lines with proper intonation.)	1	E-book Here We Go 1 pp. 71 E-book Here We Go 1 pp. 72~75 E-book Here We Go 1 pp. 72~75	*形成性-口語評量* 能聽懂故事內容並用所學字詞回答教師提問。		

			4. The teacher assigns homework and explains how to do it.		Here We Go 1 Workbook pp. 39~40			
Week 9 (2~3)	**英語** ◎➢2-II-3 能說出課堂中所學的字詞。	**英語** ◎Ad-II-2 簡易、常用的句型結構。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	**校訂：Red Rockets and Rainbow Jelly** **I. Recalling Colors** 1. The teacher leads students to review the background knowledge in colors through three songs. ■ Songs: Traffic Song/ Rainbow Song/ Brown Bear, Brown Bear, What Do You See? 2. The teacher guides students to learn the following words. ■ Words: red, green, yellow, orange, purple, blue, black, brown, white, pink. 3. The teacher leads students to do *Activity: Color Practice*. (1) Students randomly pick up the colors from the box and say the things with its color, e.g., red apple, yellow banana, green leaves. (2) Students look at the slides and speak out the color of the words.	2	Song: *Traffic Song* Song: *Rainbow Song* Song: *Brown Bear, Brown Bear, What Do You See?* Flashcards (pictures and words) A box Slides: *Color Practice*	*形成性-口語評量* 能說出抽選到顏色。		

	◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂中所學的字詞。	◎Ad-II-2 簡易、常用的句型結構。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	(3) Students look at the slides and speak out the words with different colors.		Slides: *Color Practice*	*形成性-口語評量* 能隨著變換的內容，說出正確的字彙和顏色。		
Week 10 (1)	**英語** ◎➢2-II-3 能說出課堂中所學的字詞。	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說	**部定：Review 1** **I. Vocabulary & Sentence Land** 1. The teacher guides students to review the learned words and sentences (Starter ~ Unit 2) through flashcards. 2. The teacher leads students to do *Activity: Listen & Write* (Listen and write down the age of each child.), *Activity: Listen & Check* (Listen to the teacher and check the correct answers.), and *Activity: Listen, Number, & Match* (Listen to the teacher, put the sentences in the correct order, and match the correct response to the sentences.) **II. All About Me** 1. The teacher guides students to do *Activity: Listen, Read, & Circle* (Listen to the teacher, read the sentences, and circle the answers.) and *Activity: Draw, Write, & Say* (Write down the information about herself/ himself, draw her/ his face and a birthday cake, and read loud in front of the class.)	1	Flashcards (pictures, words, and sentences) E-book Here We Go 1 pp. 35 Here We Go 1 Workbook pp.19~20 E-book Here We Go 1 pp. 36~37	*形成性-實作評量* 能運用所學單字和句型搭配		英語檢測改善策略

	◎➢3-II-2 能辨識課堂中所學的字詞。 ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-3 能看懂課堂中所學的句子。 ◎➢1-II-1 能聽辨 26 個字母。 ◎➢4-II-1 能書寫 26 個印刷體大小寫字母。	160 字詞，其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用的句型結構。 ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。	**III. Phonics Land** 1. The teacher guides students to do *Activity: Listen & Circle* (Listen and circle the letters the teacher said.), *Activity: Listen and Mark O or X* (Listen and draw O if the match is correct; draw X if the match is incorrect.), and *Activity: Listen, Circle, & Write* (Listen to the teacher, and then circle and write the letters correctly.) 2. The teacher assigns homework and explains how to do it.		E-book Here We Go 1 pp. 38 Here We Go 1 Workbook pp. 21 Here We Go 1 Workbook pp. 22	圖畫介紹自己。 *形成性-習作評量* 能圈選聽到的字母，並寫出來。		
Week 10 (2~3)			**校訂：Red Rockets and Rainbow Jelly** **I. Color Alphabets** 1. The teacher plays the song *Mix the Colors* and has students listen to it and write down how many colors	2	Song: *Mix the Colors*			

	英語 ◎➢2-II-1 能說出 26 個字母。 ◎➢1-II-1 能聽辨 26 個字母。 ➢1-II-2 能聽辨英語的子音、母音及其基本的組合。	**英語** ◎Ab-II-1 子音、母音及其組合。 ◎Ab-II-1 子音、母音及其組合。 ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。	there are in the song and how many times there are in the lyrics. 2. The teacher guides students to come up with the words they've learned before with these seven alphabets (Rr, Gg, Yy, Oo, Bb, Pp, Ww). 3. The teacher leads students to do *Activity: Alphabet Practice 1*. (1) The teacher tells the letter to the last one of each group and students pass the letter by writing down on the back of the one in the front until the first one points out the color with the correct first letter on the blackboard. (2) The teacher shows 3 pictures of the same first letters. Students write down the letter on their whiteboard and show to the teacher.		Slides: *Alphabet Practice 1* Whiteboard	*形成性-口語評量* 能用字首音字母辨識及說出相關單字。 *形成性-實作評量* 能與小組成員完成顏色傳達的任務，並選出正確字首音。		
Week 11 (1)	**英語** ＊◎1-II-12 能聽懂簡易故事及短劇	**英語** ＊◎Ae-II-1 簡易歌謠、韻文、短	**部定：Unit 3 What's This?** **I. Story Time** 1. The teacher guides students to talk about the unit page and asks students the following questions. ■ Questions: Who do you see? What do you see? Where are they? What are they doing? What may happen next? What is Project Pencil Case? 2. The teacher leads students to read aloud the story and asks students the following questions. ■ Questions: Who do you see? Where are they? What are they doing in the mall? Why does the	1	E-book Here We Go 1 pp. 39 E-book Here We Go 1 pp. 40~43	*形成性-口語評量* 能聽懂故事內容並		

	的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。	文、故事及短劇。	staff say “Stop!” to Abu? What are they doing at Edison’s home? Why do they do that? 3. The teacher guides students to read the story again and do *Activity: Number the Pictures in Order* (Look at the pictures and number them in the correct order according the story.) and *Activity: Role Play* (Assign roles to students and has them read the lines with proper intonation.)		E-book Here We Go 1 pp. 40~43	回答教師提問。		
Week 11 (2~3)	**英語** ＊◎3-II-8 能藉圖畫、標題、書名等作簡易的猜測。	**英語** ＊◎Ae-II-2 繪本故事、兒童短劇。	**校訂：Red Rockets and Rainbow Jelly** **I. Storytelling** Pre-Reading 1. The teacher has students guess the meaning of the words (rockets/ rainbow/ jelly) from the cover picture and asks them the following questions. ■ Who do you see? (The boy and the girl) Where are they? (In the rocket) Why are they in the rocket? What other colors they will see? Look at their clothes. What color do they like? What else things do they like? While-Reading 1. The teacher shows students each page of the story and uses the picture clue and question-answer relationship (QAR) strategies while telling the story. ■ What color do you see? What color does Nick/ Sue like? Post-Reading 1. The teacher leads students to learn the following words. ■ Words: red, green, yellow, orange, purple, blue, black, brown, white, pink, pears, socks, hair, flowers, bears, cars, dinosaurs, rockets.	2	Picture Book: *Red Rockets and Rainbow Jelly* Strategy: *Cover Talk, Picture Clue* Slides: *Red Rockets and Rainbow Jelly* Strategy: *Picture Clue, QAR* Slides: *Red Rockets and Rainbow Jelly*	*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 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 閱 II-E1 認識一般生活情境中需要使用的，以及學習	

	＊◎3-II-6 能看懂繪本故事的主要內容。 ◎7-II-2 能妥善運用情境中的非語言訊息以幫助學習。 ◎9-II-2 能綜合相關資訊作簡易的猜測。	＊◎Ae-II-2 繪本故事、兒童短劇。 ◎D-II-1 所學字詞的簡易歸類。 ◎D-II-2 依綜合資訊作簡易猜測。	2. The teacher leads students to do *Activity: Venn Diagram*. (1) The teacher shows the learned words on the blackboard and draws two big circles with an intersection in the middle. One circle as for Nick and the other one for Sue. (2) One student reads out the sentence in the story book and one other student puts the flashcards with color and stuff in the circle.		Slides: *Red Rockets and Rainbow Jelly* Strategy: *Venn Diagram*	*形成性-實作評量* 能用 Venn Diagram 統整 Nick 和 Sue 相同與不同之處。	學科基礎知識所應具備的字詞彙。 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。	
Week 12 (1)	**英語** ◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼	**部定：Unit 3 What's This?** **II. Target Language** 1. The teacher leads students to read aloud the story again and guides them to learn the meaning, pronunciation, and spelling of target words and sentences with pictures. ■ Words: a book, a pen, a pencil, an eraser, a ruler, a marker	1	E-book Here We Go 1 pp. 44~45	*形成性-口語評量* 能觀察圖片，用所學的單字和句型回		

	中所學的字詞。 ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-3 能看懂課堂中所學的句子。 ◎➢1-II-7 能聽懂課堂中所學的字詞。	寫 100 字詞）。 ◎Ad-II-2 簡易、常用的句型結構。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	■ Sentences: What's this / that? It's an eraser. It's a book. 2. The teacher guides students to read aloud the words and sentences and do *Activity: Listen & Number* (Listen and number the pictures in the correct order according to the sentences they heard.), *Activity: Listen & Mark O or X* (Listen and draw O if the match is correct; draw X if the match is incorrect.), and *Activity: Listen & Check* (Listen to the teacher and check the correct picture.) 3. The teacher assigns homework and explains how to do it. **III. Daily Talk** 1. The teacher guides students to read aloud the comics and talk about the content and the timing and situation of saying "Good job!/ Thanks!/ Cool!" 2. The teacher guides students to do *Activity: Act It Out!* (Students retell the comics and act it out in groups.)		E-book Here We Go 1 pp. 44~45 Here We Go 1 Workbook pp. 23~24 Here We Go 1 Workbook pp. 26 E-book Here We Go 1 pp. 46	答教師提問。 *形成性-習作評量* 能選出聽到的正確的答案。		
Week			**校訂：Red Rockets and Rainbow Jelly** **I. Stuff Alphabets**	2				

12 (2~3)	**英語** ◎➢3-II-1 能辨識 26 個印刷體大小寫字母。 ◎➢3-II-2 能辨識課堂中所學的字詞。 ◎➢3-II-3 能看懂課堂中所學的句子。	**英語** ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	1. The teacher leads students to review the learned words (pears, socks, hair, flowers, bears, cars, dinosaurs, rockets). 2. The teacher guides students to come up with the words they've learned before with these seven alphabets (Pp, Ss, Hh, Ff, Bb, Cc, Dd, Rr). 3. The teacher leads students to do *Activity: Alphabet Practice 2*. (1) The teacher guides students to match the pictures with the words and the alphabets. (2) The teacher hands out the worksheet with only sentences from the story book and has students put on the colors on the black-and-white picture according to the sentences.		Flashcards (pictures and words) Slides: *Alphabet Practice 2* Worksheet: *Alphabet Practice 2*	*形成性-實作評量* 能將字母、單字及圖卡正確配對。 *形成性-學習單評量* 能完成句型與故事圖片配對的學習單。		

Week 13 (1)	**英語** ◎➢1-II-1 能聽辨 26 個字母。 ◎➢3-II-1 能辨識 26 個印刷體大小寫字母。	**英語** ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。 ◎Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。	**部定：Unit 3 What's This?** **IV. ABC Rocks** 1. The teacher leads students to learn the formation, sound, and words that start with the letters *Pp~Tt*. 2. The teacher guides students to do *Activity: Letter Spy* (Look for letters *Pp~Tt* in the story and talk about where they can see letters Pp~Tt at school), *Activity: Listen, Circle, & Write* (Listen to the teacher, and then circle and write the letters correctly.), and *Activity: Listen & Circle* (Listen to the first letter sound of the word and circle the letter that has the same sound.) 3. The teacher assigns homework and explains how to do it.	1	E-book Here We Go 1 pp. 48~49 E-book Here We Go 1 pp. 49 Here We Go 1 Workbook pp. 25 Here We Go 1 Workbook pp. 27~28	*形成性-習作評量* 能圈選出與聽到的單字字首音相同的選項。		
Week 13 (2~3)			**校訂：Red Rockets and Rainbow Jelly** **I. Reader's Theater** 1. The teacher leads students to read aloud the story book words by words by finger pointing. 2. The teacher hands out the RT script, makes students into groups, and lets them choose their characters. 3. The teacher leads students to read the whole script first and the lines of each character with separated students later.	2	Picture Book: *Red Rockets and Rainbow Jelly* Strategy: *Finger Pointing* RT Script RT Script		**閱讀素養** 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。	

	英語 ＊◎2-II-8 能進行簡易的角色扮演。 ＊◎3-II-7 能看懂兒童短劇中的主要內容。 ◎5-II-6 能以正確的發音及適切的速度朗讀簡易故事及短劇。	**英語** ◎Ad-II-2 簡易、常用的句型結構。 ＊◎Ae-II-2 繪本故事、兒童短劇。	4. The teacher gives students enough time to practice reading the script in groups. * Remind students about the accuracy, fluency, and emotion when they are reading. 5. The teacher has groups take turns to perform on stage with others doing peer assessment by filling the form with the rubric (accuracy, fluency, creativity, and group work).		RT Script RT Script Peer Assessment Form	*形成性-實作評量* 能與小組成員進行角色扮演並合作朗讀故事劇本。	閱 II-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。	
Week 14 (1)	**英語** ◎6-II-2 積極參與各種	**英語** ◎Ad-II-2 簡易、常用	**部定：Unit 3 What's This?** **V. Kung Fu Abu** 1. The teacher leads students to read aloud the paragraph and introduces the timing of using the articles (a and an). 2. The teacher guides students to do *Activity: Read and Match* (Read the words and match the correct articles to the words.).	1	E-book Here We Go 1 pp. 52 E-book Here We Go 1 pp. 52	*形成性-課本練習*		

	課堂練習活動。	的句型結構。	**VI. Discover** 1. The teacher asks students to talk about their personal experience of going to the library and reading/ borrowing books. 2. The teacher plays the video *Parts of a Book*, introduces the parts of a book (title/ author/ illustrator/ ISBN) and how to find a book in the library, and guides students to discuss how to behave in the library.		Video: *Parts of a Book* E-book Here We Go 1 pp. 50~51	能將正確的冠詞和單字配對。		
Week 14 (2~3)	**英語** ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢8-II-2 能了解課堂中所介紹的國內主要節慶習俗。	**英語** ◎Ad-II-2 簡易、常用的句型結構。 ◎C-II-2 國內外主要節慶習俗。	**校訂：Red Rockets and Rainbow Jelly** **I. Culture Colors** 1. The teacher leads students to review the learned words (red, green, yellow, orange, purple, blue, black, brown, white, pink, pears, socks, hair, flowers, bears, cars, dinosaurs, rockets). 2. The teacher plays the videos (*Color Meanings in Different Cultures/ What's banned in Thailand's Culture?*) and guides students to discuss the meaning of the colors in different countries.	2	Flashcards (pictures and words) Video: *Color Meanings in Different Cultures* Video: *What's banned in Thailand's Culture?* Slides: *Culture Colors*	*形成性-口語評量* 能觀看影片並說出影片中各國對顏色的看法有不同的文化差異。	**國際教育** 國 E1 了解我國與世界其他國家的文化特質。 國 E4 了解國際文化的多樣性。	

	◎➢8-II-3 能了解課堂中所介紹的國外主要節慶習俗。		3. The teacher has students say the following sentences according to the pictures. ■ He/ She likes (color stuff). They/___ people like (color stuff).					
Week 15 (1)	**英語** ＊◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回答老師或同學所提的問題。	**英語** ＊◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。	**部定：Unit 4 What Color Is It?** **I. Story Time** 1. The teacher guides students to talk about the unit page and asks students the following questions. ■ Questions: Who do you see? Where are they? What are they doing? Whose bag is on the sofa? What color is the bag? What may happen next? 2. The teacher leads students to read aloud the story and asks students the following questions. ■ Questions: Who do you see? Where are they? What are they doing? Who lost the black bag? Why does Amber put a finger to her mouth? Does Teddy find his bag in the end? 3. The teacher guides students to read the story again and do *Activity: Read and Check* (Read the sentence and check the correct answer.) and *Activity: Role Play* (Assign roles to students and has them read the lines with proper intonation.)	1	E-book Here We Go 1 pp. 53 E-book Here We Go 1 pp. 54~57 E-book Here We Go 1 pp. 54~57	*形成性-口語評量* 能聽懂故事內容並回答教師提問。		

Week 15 (2~3)	**英語** ◎➢1-II-10 能聽懂簡易句型的句子。 ◎➢4- II-5 能拼寫國小階段基本常用字詞。 ◎➢1-II-10 能聽懂簡易句型的句子。 ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 **社會** 3c-II-1 聆聽他人的意見，並表達	**英語** ◎Ad-II-2 簡易、常用的句型結構。 B-II-1 第二學習階段所學字詞及句型的生活溝通。 B-II-1 第二學習階段所學字詞及句型的生活溝通。 **社會** Aa-II-2 不同群體（可包括年齡、	**校訂：Red Rockets and Rainbow Jelly** **I. Me and My Friend** 1. The teacher guides students to write down 4 "I like color stuff." sentences and draw 4 pictures on the left side of the worksheet. 2. The teacher leads students to do *Activity: Me and My Friend* Introduction. (1) On the right side of the worksheet, students need to ask one of their friends about their favorite things and write down in the blanks. "I am _____. This is _____. I like ___ ___. __ likes ___ ___. I like ___ ___. __ likes ___ ___. I like ___ ___. __ likes ___ ___. I like ___ ___. __ likes ___ ___. I like (friend's name). (friend's name) likes me." (2) The teacher gives students time to practice sharing in groups and has students take turns to share on stage. (3) Discuss the whole content with students and ask questions: *Do you find anything you like is the same as your friend?	2	Slides: *Me and My Friend* Worksheet: *Me and My Friend* Worksheet: *Me and My Friend*	*形成性-學習單評量* 能用學過的句型寫下自身和同學的想法。 *總結性-口語評量* 能與同學分享完成的學習單內容。		■實施跨領域

	自己的看法。	性別、族群、階層、職業、 區域或身心特質等）應受到理解、尊重與保護，並避免偏見。	*Do you find anything you like is different from your friend? *Do you think it's wrong to have different thoughts? *Did you ask others to have the same decision or thoughts as yours before? *What will you do if your friends and you like different things? 3. The teacher concludes the learning: "Every person is different. Nobody will have the same thing in everything. Acceptance is the ability to see that others have a right to be their own unique persons. Once you understand this truth, you can stop trying to change them into the people you want them to be and start accepting them for who they are."					
Week 16 (1)	**英語** ◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂中所學的字詞。 ◎➢2-II-6 能以正確的發音及適切	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用	**部定：Unit 4 What Color Is It?** **II. Target Language** 1. The teacher leads students to read aloud the story again and guides them to learn the meaning, pronunciation, and spelling of target words and sentences with pictures. ■ Words: blue, green, red, yellow, black, white ■ Sentences: What color is it? It's blue.	1	E-book Here We Go 1 pp. 58~59	*形成性-口語評量* 能觀察圖片，用所學的單字和句型回答教師提問。		

	的語調說出簡易句型的句子。 ◎➢3-II-3 能看懂課堂中所學的句子。 ◎➢1-II-7 能聽懂課堂中所學的字詞。	的句型結構。 Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	9. The teacher guides students to read aloud the words and sentences and do *Activity: Listen & Number* (Listen and number the pictures in the correct order according to the sentences they heard.) and *Activity: Listen & Check* (Listen to the teacher and check the correct picture.). 3. The teacher assigns homework and explains how to do it. **III. Daily Talk** 1. The teacher guides students to read aloud the comics and talk about the content and the timing and situation of saying "Good morning./ Good afternoon." 2. The teacher guides students to do *Activity: Act It Out!* (Students retell the comics and act it out in groups.)		E-book Here We Go 1 pp. 58~59 Here We Go 1 Workbook pp. 29~30 Here We Go 1 Workbook pp. 32 E-book Here We Go 1 pp. 60	*形成性-習作評量* 能選出聽到的正確的答案。		
Week 16 (2~3)			**校訂：Hello World!** **I. Say Hello to the World** 1. The teacher leads students to learn how to greet people in six different countries (France, the USA, Spain, Indonesia, South Korea, and Japan). **II. Story Time: Hello World!** Pre-Reading 1. The teacher shows students the cover of the picture book *Hello World!* and asks them the following questions.	2	E-book Here We Go 1 pp. 76~77 Picture Book: *Hello World!* Strategy: *Cover Talk*		**國際教育** 國 E4 了解國際文化的多樣性。 **閱讀素養** 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。	

	英語 ◎8-II-1 能了解國內外基本的招呼方式。	**英語** ◎C-II-1 國內（外）招呼方式。	■ Who do you see? What do they do? What is the book title? What is the author? While-Reading 1. The teacher shows students each page of the story and uses the question-answer relationship (QAR) strategy while telling the story. ■ How to say hello without words? How to say hello in (language)? Post-Reading 1. The teacher leads students to read aloud the story words by words by finger pointing. 2. The teacher divides the class into seven groups and each group picks a country and the "hello" poster to practice the greeting in the chosen language and the gesture as well. 3. The teacher invites some groups to greet with the gestures in the chosen languages.		Slides: *Hello World!* Strategy: *QAR* Picture Book: *Hello World!* Strategy: *Finger Pointing* Posters Posters	*形成性-口語評量* 能說出不同國家的招呼語。	閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 國 E4 了解國際文化的多樣性。 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 國 E4 了解國際文化的多樣性。	
Week 17 (1)	**英語**	**英語** ◎Aa-II-2 印刷體大小	**部定：Unit 4 What Color Is It?** **IV. ABC Rocks** 1. The teacher leads students to learn the formation, sound, and words that start with the letters *Uu~Zz*. 2. The teacher guides students to do *Activity: Letter Spy* (Look for letters *Uu~Zz* in the story and talk about where they can see letters *Uu~Zz* in their daily life.),	1	E-book Here We Go 1 pp. 62~63 E-book Here We Go 1 pp. 63	*形成性-習作評量*		

	◎➢1-II-1 能聽辨 26 個字母。 ◎➢3-II-1 能辨識 26 個印刷體大小寫字母。	寫字母的辨識及書寫。 ◎Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。	*Activity: Listen, Circle, & Write* (Listen to the teacher, and then circle and write the letters correctly.), *Activity: Listen & Circle* (Listen to the first letter sound of the word and circle the letter that has the same sound.), and *Activity: Match Letters* (Two students take turns to flip and match the letter cards. The student who has more cards is the winner.) 3. The teacher assigns homework and explains how to do it.		Here We Go 1 Workbook pp. 31 Letter Cards Here We Go 1 Workbook	能圈選出與聽到的單字字首音相同的選項。		
Week 17 (2~3)	**英語** ◎8-II-1 能了解國內外基本的招呼方式。	**英語** ◎C-II-1 國內（外）招呼方式。	**校訂：Hello World!** **I. Song: Hello to All the Children of the World** 1. The teacher plays a song *Hello to All the Children of the World* and talks about the content of the song. 2. The teacher passes *Hello to All the Children of the World* worksheets to students and leads them to read the lyrics words by words. 3. The teacher leads students to finish the worksheet. 4. The teacher guides them to sing the song with gestures. **II. Show Time** 1. The teacher leads students to review the song *Hello to All the Children of the World* with gestures. 2. The teacher divides students into 7~8 groups and	2	Song: *Hello to All the Children of the World* Slides: *Hello to All the Children of the World* Worksheet: *Hello to All the Children of the World* Worksheet: *Hello to All the Children of the World* Song: *Hello to All the Children of the World* Song: *Hello to All the Children of the World*	*形成性-學習單評量* *能完成關於不同國家的招呼語的學習單。*		

	◎5-II-4 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。	＊◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。	gives them time to practice singing with gestures. 3. The teacher has each group take turns to sing with gestures on stage. *The teacher takes notes with rubrics during the whole show time.		Song: *Hello to All the Children of the World*	*形成性-口語評量* 能小組合作搭配音樂唱歌並做動作。		
Week 18 (1)	**英語** ◎➢4-II-7 能正確使用大小寫及簡易的標點符號。	**英語** ◎Ad-II-1 簡易標點符號。	**部定：Unit 4 What Color Is It?** **V. Kung Fu Abu** 1. The teacher leads students to read aloud the paragraph and introduces there are 3 common punctuation marks that come at the end of a sentence: the period, the question mark, and the exclamation mark. 2. The teacher guides students to understand each of the punctuation marks above can be used to express different mood. 3. The teacher guides students to do *Activity: Read and Choose* (Read sentences and choose a suitable punctuation mark for each sentence.) **VI. Discover** 1. The teacher asks students to observe the pictures with color words and invites them to talk about the relationship between the picture and the color word. 2. The teacher plays the video *I Spy Colors* and guides students to find out some animals have natural camouflage and discuss why they need camouflage.	1	E-book Here We Go 1 pp. 66 E-book Here We Go 1 pp. 66 E-book Here We Go 1 pp. 64~65 Video: *I Spy Colors*	*形成性-課本練習* 能選出能適切表達句子語氣的標點符號。		

Week 18 (2~3)	**英語** ◎5-II-4 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。	**英語** ＊◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。	**校訂：Hello World!** **I. Me on the Map** 1. The teacher leads students to review the story *Hello World!* 2. The teacher guides students to learn how to find out the location of their hometown through Explore Google Earth. 3. The teacher leads students to learn more information about their hometown. **II. Seven Continents of the World** 1. The teacher plays a song *Seven Continents Song* and talks about the content of the song. 2. The teacher leads students to learn more information about the seven continents. 3. The teacher guides students to sing the song with the gestures of greeting.	2	Picture Book: *Hello World!* Website: *Explore Google Earth* iPads Slides: *Our Hometown* Song: *Seven Continents Song* Slides: *Seven Continents* Song: *Seven Continents Song*	*形成性-口語評量* 能唱歌並加上各國打招呼的動作。	資訊教育 資 E2 使用資訊科技解決生活中簡單的問題。	
Week 19 (1)			**部定：Review 2** **I. Vocabulary & Sentence Land** 1. The teacher guides students to review the learned words and sentences (Unit 3 ~ Unit 4) through flashcards. 2. The teacher leads students to do *Activity: Listen, Circle, & Match* (Listen to the teacher, circle the correct	1	Flashcards (pictures, words, and sentences) E-book Here We Go 1			

	英語 ◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂中所學的字詞。 ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-3 能看懂課堂中所學的句子。 ◎➢1-II-1 能聽辨 26 個字母。	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用的句型結構。 ◎Aa-II-2 印刷體大小寫字母的辨識及書寫。	word with the picture, and match the word to the correct category.), *Activity: Listen & Check* (Listen to the teacher and check the correct answers.), *Activity: Listen & Number* (Listen to the teacher and put the pictures in the correct order.), and *Activity: Listen, Number, & Match* (Listen to the teacher, put the sentences in the correct order, and match the correct pictures to the sentences.) **II. My School Bag** 1. The teacher guides students to do *Activity: Listen, Read, & Circle* (Listen to the teacher, read the sentences, and circle the answers.) and *Activity: Draw, Write, & Say* (Write down some items and the color of the items in his/ her school bag, draw the items and color them, and read loud in front of the class with his/ her school bag.) **III. Phonics Land** 1. The teacher guides students to do *Activity: Listen & Circle* (Listen and circle the letters the teacher said.), *Activity: Listen and Mark O or X* (Listen and draw O if		pp. 67 Here We Go 1 Workbook pp. 35~36 E-book Here We Go 1 pp. 68~69 E-book Here We Go 1 pp. 70	*形成性-實作評量* 能運用所學單字和句型搭配圖畫介紹自己的書包。 *形成性-習作評量*		英語檢測改善策略

	◎➢4-II-1 能書寫 26 個印刷體大小寫字母。		the match is correct; draw X if the match is incorrect.), and *Activity: Listen, Circle, & Write* (Listen to the teacher, and then circle and write the letters correctly.) 2. The teacher assigns homework and explains how to do it.		Here We Go 1 Workbook pp. 37 Here We Go 1 Workbook pp. 38	能圈選聽到的字母，並寫出來。		
Week 19 (2~3)	**英語** ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-2 能辨識課堂中所學的字詞。 ◎➢2-II-6 能以正確的發音及適切	**英語** B-II-1 第二學習階段所學字詞及句型的生活溝通。 ◎Ad-II-2 簡易、常用的句型結構。	**校訂：Hello World!** **I. Match the Countries** 1. The teacher has students stick the seven continents on the world map in groups. 2. The teacher guides students to mark the countries from the picture book *Hello World!* on the map and the names of the continents. 3. The teacher has each student choose a country and take turns making a sentence in the sentence pattern "*_(country)_ is in the _(continent)_*." **II. Same, Same but Different** 1. The teacher plays a video *Children Just Like Me*. 2. The teacher leads students to name the countries and greeting in the video and asks students the following questions.		World Maps World Maps Slides: *All About Countries* Video: *Children Just Like Me* Video: *Children Just Like Me*	*形成性-口語評量* 能看懂世界地圖並說出七大洲及其代表國家的位置。 *形成性-口語評量*		■實施跨領域

	的語調說出簡易句型的句子。 **社會** 2b-II-2 感受與欣賞不同文化的特色。	**社會** Af-II-1 不同文化的接觸和交流，可能產生衝突、合作和創新，並影響在地的生活與文化。	■ What's the child's name? Where does he/ she live? What food does he/ she like the best? What's your name? Where do you live? What food do you like the most?			能觀看影片並回答教師提問。		
Week 20 (1)			**部定：Final Review** **I. ABC Time** 1. The teacher leads students to review the 26 letters of English alphabet through a song *Animal Phonics Dance*. **II. I Can Read** 1. The teacher leads students to read aloud the story *What's Your Name?* and asks students the following questions. ■ Questions: Who do you see? Where are they? What are they doing? How old is the criminal? Who is the criminal? How do you know the fox is the criminal? 2. The teacher leads students to read aloud the story *What's This?* and asks students the following questions. ■ Questions: Who do you see? Where are they? What are they doing? Why do different ants have different answers to the problem? What is the thing that those ants are talking about?	1	Song: *Animal Phonics Dance* E-book Here We Go 1 pp. 80~81 E-book Here We Go 1 pp. 82~83			

	英語 ＊◎2-II-8 能進行簡易的角色扮演。 ＊◎3-II-7 能看懂兒童短劇中的主要內容。 ◎5-II-6 能以正確的發音及適切的速度朗讀簡易故事及短劇。	**英語** ◎Ad-II-2 簡易、常用的句型結構。 ＊◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。	3. The teacher divides students into groups and assigns the story to them. 4. The teacher gives students enough time to practice reading and has groups take turns to perform on stage.		E-book Here We Go 1 pp. 80~83	*形成性-實作評量* 能與小組成員進行角色扮演並合作朗讀故事。		
Week 20 (2~3)			**校訂：Hello World!** **I. Let's Meet the Friends Project-Think and Plan** 1. The teacher introduces the outline of *Let's Meet the Friends Project*. ■ We are Class _____. We are Team _____. My name is _____. We live in _(country)_. It's in _(continent)_. We say _____ for greetings. 2. The teacher divides the class into 8 groups, gives each group 2 iPads, and guides them to learn how to find out the greetings through Google Translate. 3. The teacher passes *Let's Meet the Friends* worksheets to students and has each group choose a country.	2	Worksheet: *Let's Meet the Friends* Website: *Google Translate* iPads Worksheet: *Let's Meet the Friends*			

	英語 ◎6-II-2 積極參與各種課堂練習活動。 ◎8-II-1 能了解國內外基本的招呼方式。	**英語** ◎C-II-1 國內（外）招呼方式。	4. The teacher has each group find out the greetings of the chosen country through Google Translate and finish the worksheet.		Worksheet: *Let's Meet the Friends* Website: *Google Translate* iPads	*形成性-實作評量* 能與小組根據線上蒐集的所選國家資訊，共同討論並完成學習單。	資訊教育 資 E2 使用資訊科技解決生活中簡單的問題。	
Week 21 (1)	**英語** ◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂中所學的字詞。	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	**部定：Final Review** **III. Mini Book: Me and My Favorite Thing** 1. The teacher leads students to review the sentences *My name is (name). I'm a (boy/ girl). I'm (number) years old. This is my favorite (item). It's (color).* and the learned words (Starter Unit ~ Unit 4). 2. The teacher explains what should be included in Me and *My Favorite Thing* mini book, demonstrates how to make the mini book, and gives students enough time to make it. 3. The teacher has students practice reading aloud their mini books in pairs and asks them to read loud in front of the class.	1	Flashcards (pictures, words, and sentences) E-book Here We Go 1 pp. 78~79 Paper Students' Mini Books	*總結性-口語評量* 能介紹自己(姓名、性別、年齡、最喜愛的物品)。		英語檢測改善策略 英語檢測改善策略

	◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-3 能看懂課堂中所學的句子。	◎Ad-II-2 簡易、常用的句型結構。						
Week 21 (2~3)	**英語** ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。	**英語** ◎Ac-II-2 簡易的生活用語。	**校訂：Hello World!** **I. Let's Meet the Friends Project-Create and Present** 1. The teacher tells students that they're going to record the content of *Let's Meet the Friends* worksheet with the iPad and upload the video to Padlet for sharing. 2. The teacher passes the iPads to each group and guides students to learn how to record and upload the video to Padlet. 3. The teacher gives each group time to practice oral presentation in their own groups, record, and upload the video to Padlet. 4. The teacher asks students to watch the videos and give feedback to each group on Padlet.	2	Website: *Padlet* iPads Worksheet: *Let's Meet the Friends* Website: *Padlet* iPads Website: *Padlet* iPads	*總結性-實作評量* 能以小組方式介紹國家並上傳到 Padlet 平台。	資訊教育 資 E5 使用資訊科技與他人合作產出想法與作品。	

八、本課程是否有校外人士協助教學（一定要勾！）

☑否，全學年都沒有(以下免填，表格勿刪！)

□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(表格每列勿刪!!)

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		
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	14、16	3
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		