新北市海山國民小學115學年度四年級第1學期英語課程計畫

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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：

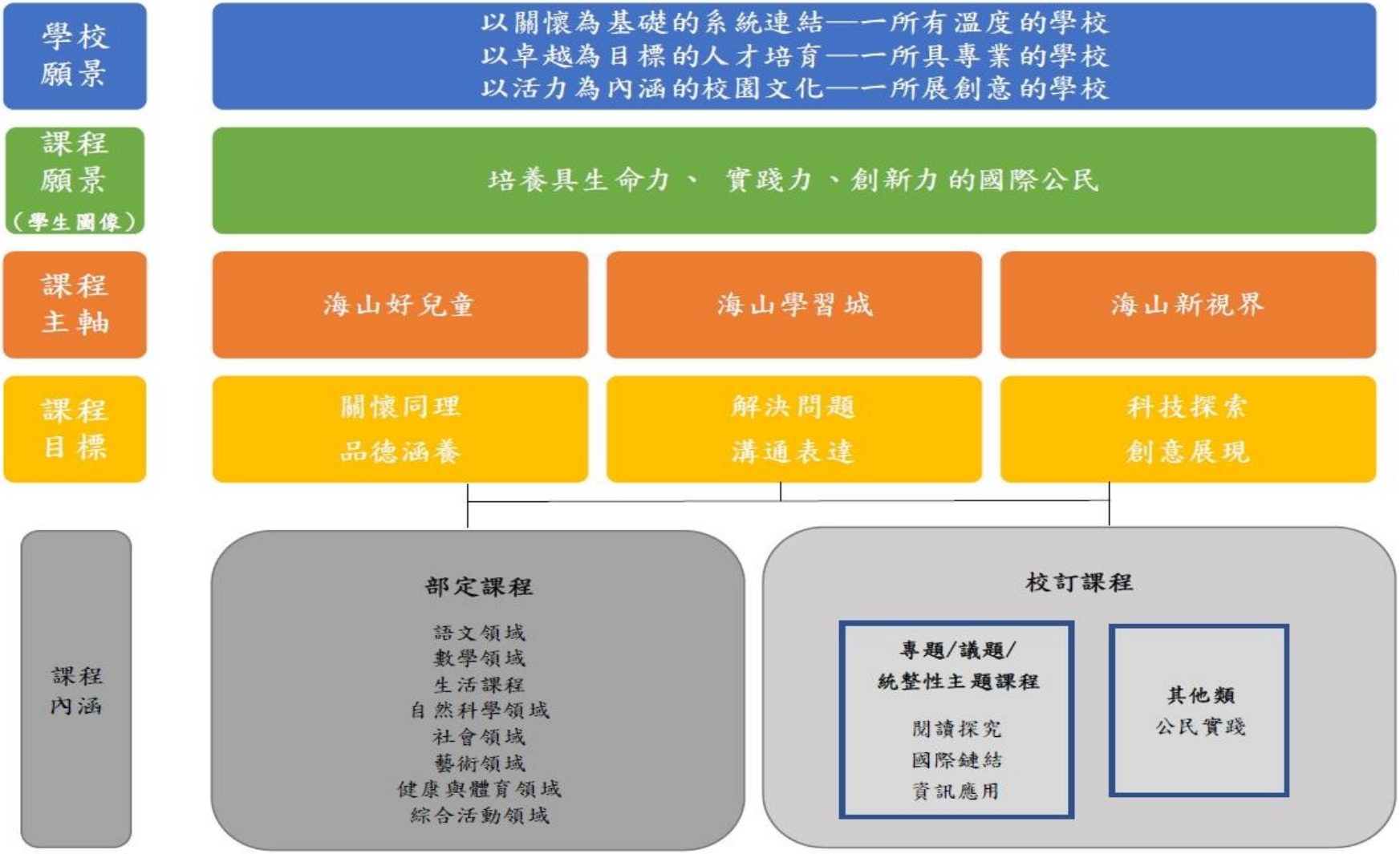
總綱核心素養	■ A1身心素質與自我精進 ■ A2系統思考與解決問題 □ A3規劃執行與創新應變 ■ B1符號運用與溝通表達 ■ B2科技資訊與媒體素養 □ B3藝術涵養與美感素養 □ C1道德實踐與公民意識 □ C2人際關係與團隊合作 ■ C3 多元文化與國際理解	**領域核心素養**	**英語領域** **英-E-A1** 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 **英-E-A2** 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 **英-E-B1** 具備入門的聽、 說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 **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。

			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。 **自然科學領域** **自-E-A1** 能運用五官，敏銳的觀察周遭環境，保持好奇心、想像力持續探索自然。 **健康與體育領域** **健體-E-A1** 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運與保健的潛能。
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。 **閱 II-E11** 能在一般生活情境中，懂得運用文本習得的知識解決問題。
其他議題實質內涵			**資訊教育** **資 E6** 認識與使用資訊科技以表達想法。
具體學習	**部定課程** 1. 能聽辨及運用字母拼讀法唸出以 b- / p- / d- / t- / g- / c- / v- / f- / z- / s-所組成的單字，並能聽讀字母拼讀韻文。 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(sixteen, seventeen, eighteen, nineteen, twenty)與應用句型(Is he a driver? Yes, he is. / No, he's not.)。 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 Weather 相關字彙(sunny, rainy, cloudy, windy, hot, warm, cool, cold)與應用句型(How's the weather? It's sunny. It's hot.)。		

目標	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 Feelings 相關字彙(angry, happy, sad, tired, full, hungry, thirsty)與應用句型(Are you hungry? Yes, I am. / No, I'm not. Is he / she tired? Yes, he / she is. No, he / she isn't.)。 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 Food & Fruit 相關字彙(apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches)與應用句型(What are these / those? They're oranges. Do you like apples? Yes, I do. No, I don't. I like bananas.)。 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 Food & Drinks 相關字彙(juice, milk, tea, water, cake, ice cream, pizza, rice)與應用句型(Do you want some juice? Yes, I / we do. No, I / we don't. I / We want some milk.)。 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 My Class Party 活動中，分享開同學會的真實經驗。 9. 能聽懂並說出課室用語(Are you ready? / Go! / Let's count. / Stop. / Let's play. / Time's up. / Please repeat after me. / Read aloud.)及生活用語(I have an idea. / Let's have fun! / Watch out! / Are you OK? / Here you are. / How about you? / Which one? / This one. / That one. / Me, too.)，並做出相對應的動作。 10. 能透過講解及練習活動，理解英語文法基本概念並應用：單字音節之區分方法與聽辨音節數；wh 問句與 Yes / No 問句語調的不同；英語縮寫的規則；指示代名詞(this / that / these / those)的使用時機；some 的使用規則。 11. 能經由認識 Moon Festival 節慶文化及相關習俗，熟練 Moon Festival 相關用語(Look at the Moon. Let's eat moon cakes.)及字彙(eat, a moon cake, a pomelo, Chang-O, Jade Rabbit)。 **校訂課程(英閱繪)** 1. 能透過繪本"How Do You Feel?"主題討論、歌曲情境的連結，達到熟悉及應用主題"Feelings"相關字彙(bored, sad, angry, happy, lonely, guilty, curious, surprised, confident, shy, worried, silly, hungry, full, sleepy)與句型(How do you feel? I feel _____.)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. 能藉由創作"Feeling Facebook"的內容，與同學分享表達自身情緒及與情緒共處經驗，達到覺察接納自身和他人情緒與合適地應對的學習目標，結合英語與綜合活動領域，以建立自我價值觀與培養尊重他人態度之素養。 3. 能透過繪本"The Very Hungry Caterpillar" 主題討論、歌曲情境的連結、健康餐盤設計等活動，達成熟悉及應用主題"Healthy Diet"相關食物字彙(apple, pear, plum, strawberry, orange, chocolate cake, ice cream cone, pickle, Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon)、運用句型(I eat _____ in the morning/ afternoon/ evening.)與理解食物金字塔分類的目標，以展現將食物分類所學應用實踐於日常生活的健康飲食之素養。 4. 能透過繪本文本引導，應用閱讀學習策略(Picture Clue, QAR, Finger Point, Cover Talk)，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

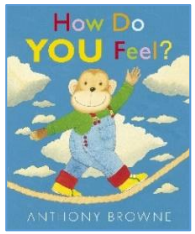
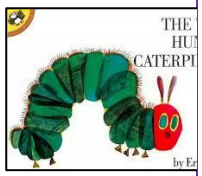
（三）校訂課程架構表

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 3 (翰林版)							
週次	單元	主題	學習內容				核心素養/議題融入
			字母拼讀	單字	句型	日常用語	
1	Starter	Numbers	b- / p-	sixteen, seventeen, eighteen, nineteen, twenty	•Is he a driver? Yes, he is. / No, he's not.		英-E-A2 英-E-B1
2-5	Unit 1 How's the Weather?	Weather	d- / t-	sunny, rainy, cloudy, windy, hot, warm, cool, cold	•How's the weather? It's sunny. It's hot.	I have an idea. Let's have fun!	英-E-A1 英-E-A2 英-E-B1 英-E-B2
6-9	Unit 2 Are You Thirsty?	Feelings	g- / c-	angry, happy, sad, tired, full, hungry, thirsty	•Are you hungry? Yes, I am. / No, I'm not. •Is he / she tired? Yes, he / she is. No, he / she isn't.	Watch out! Are you OK?	英-E-A1 英-E-A2 英-E-B1 英-E-B2
10	Review 1	All the above.					
11-14	Unit 3 What Are These?	Food & Fruit	v- / f-	apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches	•What are these / those? They're oranges. •Do you like apples? Yes, I do. No, I don't. I like bananas.	Here you are. How about you?	英-E-A1 英-E-A2 英-E-B1 英-E-B2
15-18	Unit 4 Do You Want Some Pizza?	Food & Drinks	z- / s-	juice, milk, tea, water, cake, ice cream, pizza, rice	•Do you want some juice? Yes, I / we do. No, I / we don't. I / We want some milk.	Which one? This / That one. Me, too.	英-E-A1 英-E-A2 英-E-B1 英-E-B2
19	Review 2	All the above.					
20	Festival	Moon Festival		eat, a moon cake, a pomelo, Chang-O, Jade Rabbit		Look at the Moon. Let's eat moon cakes.	英-E-C3
21	Final Review	All the above.					

(四) 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			
1-11	Feelings	How Do You Feel?		bored, sad, angry, happy, lonely, guilty, curious, surprised, confident, shy, worried, silly, hungry, full, sleepy	How do you feel? I feel _____.	海山好兒童(生命力) 海山學習城(實踐力) 海山新視界(創新力)	英-E-A1 英-E-B1 英-E-B2 綜-E-A1	閱 II-E1 閱 II-E3 閱 II-E11
12-21	Healthy Diet	The Very Hungry Caterpillar		apple, pear, plum, strawberry, orange, chocolate cake, ice cream cone, pickle, Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon	•On _____, he ate through _____. •I eat _____ in the morning/ afternoon/ evening.	海山好兒童(生命力) 海山學習城(實踐力) 海山新視界(創新力)	英-E-A1 英-E-B1 英-E-B2 自-E-A1 健體-E-A1 資 E6	閱 II-E3

六、本課程融入議題情形

1. 是否融入安全教育(交通安全)：☐是(第____週)　☑否
2. 是否融入戶外教育：☐是(第____週)　☑否
3. 是否融入性別平等教育議題：☐是(第____週)　☑否
4. 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：**自編教材(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。 ◎➢1-II-7 能聽懂課堂中所學的字詞。	**英語** ◎Ac-II-2 簡易的生活用語。 B-II-1 第二學習階段所學字詞及句型的生活	**部定：Starter** **I. Classroom English** 1. The teacher leads students to learn some common classroom English (Are you ready?/ Go!/ Let's count./ Stop. / Let's play./ Time's up. / Please repeat after me./ Read aloud.) with *Total Physical Response (TPR)* method. 2. The teacher has students read the sentences above and do *Activity: Listen & Number*. (Listen to some classroom English and put them in the correct order.) **II. Story Time** 1. The teacher leads students to read aloud the story, guides them to learn the target sentences, and asks students some questions. ■ Sentences: Is he a drive? Yes, he is/ No, he's not. ■ Questions: Who do you see? Where are they? What are they doing? Who is the driver? 2. The teacher guides students to read the story again and do *Activity: Listen & Check*. (Listen to the teacher and check	1	E-book Here We Go 3 pp. xix~xx Here We Go 3 Workbook pp. 38 E-book Here We Go 3 pp.1~3 E-book Here We Go 3 pp.1~3	*形成性-習作評量* 能將聽到的教室用語正確排序。 *形成性-習作評量*		

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						
	◎➢1-II-10 能聽懂簡易句型的句子。 ➢1-II-2 能聽辨英語的子音、母音及其基本的組合。	溝通。 ◎Ab-II-1 子音、母音及其組合。	the correct picture.) **III. Phonics** 1. The teacher leads students to learn the sound of the consonants b- and p-, the words that start with b- and p-, and the concept of syllables and guides students to read the phonics chant. 2. The teacher guides students to do *Activity: Read & Say* (Read the words and practice saying them.) and *Activity: Listen & Circle*. (Listen and circle the correct sound of the first letter of each word.) 3. The teacher assigns homework and explains how to do it.		Here We Go 3 Workbook pp. 1 E-book Here We Go 3 pp. 4~5 E-book Here We Go 3 pp. 5 Here We Go 3 Workbook pp. 2 Here We Go 3 Workbook pp. 3	能依聽到的內容勾選正確的圖片。 *形成性-習作評量* 能依聽到的單字圈選出正確的首字母。		
Week 1 (2~3)			**校訂：How Do You Feel?** **I. Feeling Song 1** 1. The teacher plays a song *If You're Happy, and You Know It!* , introduces the content of the song, and guides students to sing the song.	2	Song: *If You're Happy, and You Know It!*  https://reurl.cc/oV2Loq			

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						
	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 160 字詞，其中必須拼寫 100 字詞）。	2. The teacher introduces the feeling word *happy* and asks students: What will you do when you are *happy*? 3. The teacher leads students to review the body parts and learn the phrases in the song and: clap your hands/ stomp your feet/ turn around/ wiggle your hips/ stretch your arms/ shout hello. 4. The teacher guides students to say the phrases and do the movements.		Slides: *If You're Happy, and You Know It!* Slides: *If You're Happy, and You Know It!*	*形成性-實作評量* 能唸出所學片語，並做出對應的動作。		
Week 2 (1)	**英語**	**英語** ◎Ab-II-2 單音	**部定：Starter/ Unit 1 How's the Weather?** **IV. Kung Fu Abu** 1. The teacher leads students to read aloud the paragraph and then introduces syllables are small groups of sounds that are heard in each word and each syllable must have a vowel sound. 2. The teacher guides students to do *Activity: Say & Circle* (Read each word	1	E-book Here We Go 3 pp. 8 E-book Here We Go 3	*形成性-習作評量*		

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	學習表現	學習內容						
	◎1- III-2 能聽辨字詞是單音節或多音節，並辨識重音的音節。	節、多音節，及重音音節。	and circle the correct number of syllables) and *Activity: Listen & Circle*. (Listen and circle the correct number of syllables.) **V. Numbers** 1. The teacher leads students to learn the meaning, pronunciation, and spelling of number words through flashcards. ■ Words: sixteen, seventeen, eighteen, nineteen, twenty		pp. 8 Here We Go 3 Workbook pp. 2 Flashcards (pictures and words)	能依聽到的單字圈出所含的音節數量。		
	◎➢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。	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 numbers 16~20 and do *Activity: Listen & Mark a-d* (Listen to the numbers and put them in the correct alphabet order *a-d*.) and *Activity: Add to 20*. (Read the questions, write down correct answers, and say the answers.) 3. The teacher has students trace and write numbers 16~20. **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		E-book Here We Go 3 pp. 6~7 Here We Go 3 Workbook pp. 4 E-book Here We Go 3 pp. 9	*形成性-口語評量* 能說出寫下的數字。		

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						
	＊◎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。	＊◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。	next? 2. The teacher leads students to read aloud the story and asks students the following questions. ■ Questions: Who do you see? What are they doing? Where are they? How's the weather? What is Mia buying? Where will they visit? 3. The teacher guides students to read the story again and do *Activity: Read & Check* (Read the sentences, look at the pictures, and check the correct answers.) and *Activity: Role Play*. (Assign roles to students and has them read the lines with proper intonation.)		E-book Here We Go 3 pp. 10~13 E-book Here We Go 3 pp. 9~13	*形成性-口語評量* 能聽懂故事內容並回答教師提問。		
Week 2 (2~3)			**校訂：How Do You Feel?** **II. Feeling Song 1 Group Performance** 1. The teacher leads students to review the learned words and phrases. 2. The teacher guides students to sing the song *If You're Happy, and You Know It!* again. 3. The teacher gives students time to come up with the movements for the song with their group members and practice	2	Slides: *If You're Happy, and You Know It!* Song: *If You're Happy, and You Know It!* https://reurl.cc/oV2Loq			

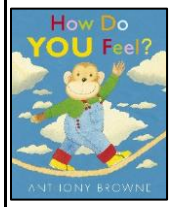
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	英語 ◎5-II-4 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。	**英語** ＊◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。	singing the song with movements. 4. The teacher has students take turns giving their performance on stage. 5. The teacher gives students feedback about the performance.		Song: *If You're Happy, and You Know It!* https://reurl.cc/oV2Loq	*形成性-實作評量* 能跟小組成員合作完成歌曲表演。		
Week 3 (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。	**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。	**部定：Unit 1 How's the Weather?** **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: sunny, rainy, cloudy, windy, hot, warm, cool, cold ■ Sentences: How's the weather? It's sunny. It's hot. 2. The teacher guides students to read	1	E-book Here We Go 3 pp. 14~15 E-book	*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。 *形成性-習作*		

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	學習表現	學習內容						
	◎➢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。	B-II-1 第二學習階段所學字詞及句型的生活溝通。	aloud the words and sentences and do *Activity: Listen & Number* (Listen to the words and number the correct order.), *Activity: Listen, Number, & Write* (Listen to the sentences, number the correct order, and write down the words.), and *Activity: Listen & Check*. (Listen to the sentences and check the correct answers.) 3. The teacher assigns homework and explains how to do it. **III. Listen and Try** 1. The teacher shows the map of Taiwan, has students listen to the weather forecast, and guides them to answer the questions.		Here We Go 3 pp. 14~15 Here We Go 3 Workbook pp. 5~6 Here We Go 3 Workbook pp. 8 E-book Here We Go 3 pp. 16	*評量* 能將聽到的句子正確排序。		
Week 3 (2~3)			校訂：**How Do You Feel?** **III. Feeling Song 2** 1. The teacher plays a song *If You're Happy, and You Know It!* , introduces the content of the song, and guides students to sing the song. 2. The teacher introduces the feeling words *(happy)/ angry/ scared/ sleepy* and asks students: What will you do when you are *angry/ scared/ sleepy*?	2	Song: *If You're Happy*  https://reurl.cc/DK2d1R			

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	學習表現	學習內容						
	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 160 字詞，其中必須拼寫 100 字詞）。	3. The teacher leads students to review the learned phrases and learn the phrases in the song: (clap your hands)/ (stomp your feet)/ (turn around)/ (wiggle your hips)/ (stretch your arms)/ (shout hello)/ say “Oh, no!”/ take a nap. 4. The teacher guides students to say the phrases and do the movements.		Slides: *If You're Happy* Slides: *If You're Happy*	*形成性-實作評量* 能唸出所學片語，並做出對應的動作。		
Week 4 (1)			**部定：Unit 1 How’s the Weather?** **IV. Daily Talk** 1. The teacher guides students to look at the pictures, read aloud the sentences, and talk about the content and the timing and situation of saying “I have an idea./ Let’s have fun!” 2. The teacher guides students to do *Activity: Act It Out!* (Students create a scenario for saying “I have an idea./ Let’s have fun!” and act it out in groups.)	1	E-book Here We Go 3 pp. 16			

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						
	英語 ➢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。	**V. Song** 1. The teacher plays a song *How's the Weather?*, leads students to review the learned words and sentences, and guides students to sing the song. **VI. Phonics** 1. The teacher leads students to learn the sound of the consonants d- and t-, the words that start with d- and t-, and the concept of syllables and guides students to read the phonics chant. 2. The teacher guides students to do *Activity: Read & Say* (Read the words and practice saying them.), *Activity: Listen & Circle*. (Listen and circle the correct sound of the first letter of each word.), and *Activity: Listen, Match, & Write.* (Listen to the teacher, match the letters, and write the words correctly.) 3. The teacher assigns homework and explains how to do it.		E-book Here We Go 3 pp. 17 E-book Here We Go 3 pp. 18~19 E-book Here We Go 3 pp. 18~19 Here We Go 3 Workbook pp. 7 Here We Go 3 Workbook pp. 9~10	*形成性-習作評量* 能依聽到的單字圈選出正確的首字母。		
Week 4 (2~3)	**英語**	**英語** Ac-II-3 第二學習階段所學字	**校訂：How Do You Feel?** **IV. Matching Game** 1. The teacher leads students to review the learned words and phrases and asks them to say and match the action pictures	2	Slides: *If You're Happy*	*形成性-實作評量* 能說出描述		

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	學習表現	學習內容						
	◎➢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。	詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。	to the feelings according to the song, e.g. happy→clap hands/ angry→stomp your feet/ scared→say, "Oh no!"/ sleepy→take a nap. 2. The teacher guides students to sing the song *If You're Happy* again and invites students to come to the front to sing with movements.		Song: *If You're Happy* https://reurl.cc/DK2d1R	情緒的字詞，並正確將情緒及相對應的動作圖卡配對。		
Week 5 (1)	**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** ◎Ab-II-3 片語及句子的重音。	**部定：Unit 1 How's the Weather?** **VII. Kung Fu Abu** 1. The teacher leads students to read aloud the paragraph and introduces two types of intonation in questions: rising intonation (Yes/No questions) and falling intonation (Wh- questions). 2. The teacher guides students to do *Activity: Read to Your Friends*. (Lead students to read the sentences, give students time to practice, and has students read the sentences to others.) **VIII. Discover** 1. The teacher has students think about the following questions: How do you	1	E-book Here We Go 3 pp. 22 E-book Here We Go 3 pp. 22	*形成性-口語評量* 能以正確的發音與適切的聲調唸出句子。		

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						
			decide what kind of clothes you will wear? How do you know the weather? 2. The teacher plays the video *Weather Forecast* and guides students to discuss their experience of watching the forecast and what information they may get from the weather forecast. 3. The teacher has students take turns to be a weatherman and give the weather forecast.		Video: *Weather Forecast*  E-book Here We Go 3 pp. 20~21			
Week 5 (2~3)			**校訂：How Do You Feel?** **V. Storybook Time** Before Reading: Cover Talk 1. The teacher shows students the cover of the picture book *How Do You Feel?* and asks them the following questions. ■ Questions: What do you see on the picture? What is the book title and the author? What color is the book title? How does the chimpanzee feel? What's the book about? While Reading: Part 1 Feelings1-8 1. The teacher reads aloud the story. 2. The teacher guides students to use reading strategy (picture clue) to guess the words meaning and read the story.	2	Slides: *How Do You Feel?*  Strategy: *Cover Talk* Slides: *How Do You Feel?* Strategy: *Picture Clue*		**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	

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	學習表現	學習內容						
	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。	3. The teacher shows students feelings 1-8 of the story and uses the question-answer relationship (QAR) strategy while telling the story. ■ Questions: Why does the monkey feel _____? When do you feel _____? What happens to you? What will the monkey do? What can the monkey do? 4. The teacher leads students to discuss about the story pictures and the relations with word font (color, word's size, word's type...), e.g. angry is shown as capital letters (ANGRY) / shy is shown as smaller size (I feel shy). 5. The teacher has students share their thoughts about the fonts and the feelings.		Strategy: *QAR*	*形成性-口語評量* 能聽懂故事內容並回答教師提問。	略。 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。	
Week 6 (1)			**部定：Unit 2 Are You Thirsty?** **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?	1	E-book Here We Go 3 pp. 23			

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	學習表現	學習內容						
	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。	2. The teacher leads students to read aloud the story and asks students the following questions. ■ Questions: Who do you see? What are they doing? Where are they? Is Abu thirsty? What do people have to say if they want to get into the cave? How does Rocky feel? What is the name of the store? 3. The teacher guides students to read the story again and do *Activity: Read & Circle* (Read the sentences and circle the correct pictures.) and *Activity: Role Play*. (Assign roles to students and has them read the lines with proper intonation.)		E-book Here We Go 3 pp. 24~27 E-book Here We Go 3 pp. 23~27	*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)	**英語**	**英語**	**校訂：How Do You Feel?** **V. Storybook Time** While Reading: Part 2 Feelings 9-15 1. The teacher reads aloud the story. 2. The teacher guides students to use reading strategy (picture clue) to guess the words meaning and read the story. 3. The teacher shows students feelings 9-	2	Slides: *How Do You Feel?* Strategy: *Picture Clue* Strategy: *QAR*	*形成性-口語*	**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	

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	學習表現	學習內容						
	＊◎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。	＊◎Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。	15 of the story and uses the question-answer relationship (QAR) strategy while telling the story. ■ Questions: Why does the monkey feel _____? When do you feel _____? What happens to you? What will the monkey do? What can the monkey do? 4. The teacher leads students to discuss about the story pictures and the relations with word font (color, word's size, word's type...), e.g. angry is shown as capital letters (ANGRY) / shy is shown as smaller size (I feel shy). 5. The teacher has students share their thoughts about the fonts and the feelings. **VI. Finger Point Reading** After Reading 1. The teacher leads students to read aloud the whole story. 2. The teacher asks students to point word by word in every page and read with the teacher.		Slides: *How Do You Feel?* Strategy: *Finger Point*	*評量* 能聽懂故事內容並回答教師提問。	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。	

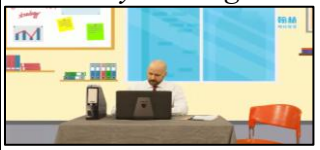
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
Week 7 (1)	**英語** ◎➢2-II-3 能說出課堂中所學的字詞。 ◎➢3-II-2 能辨識課堂中所學的字詞。 ◎➢2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎➢3-II-3 能看懂課堂中所學的句子。 ◎➢1-II-7 能聽懂課堂中所學的字詞。 ◎➢1-II-10 能聽懂簡易句型的句子。	**英語** Ac-II-3 第二學習階段所學字詞（能聽、讀、說 160 字詞，其中必須拼寫 100 字詞）。 ◎Ad-II-2 簡易、常用的句型結構。 B-II-1 第二學習階段所學字詞及句型的生活溝通。	**部定：Unit 2 Are You Thirsty?** **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: angry, happy, sad, tired, full, hungry, thirsty ■ Sentences: Are you hungry? Yes, I am. No, I am not./ Is he tired? Yes, he is. Is she sad? No, she isn't. 2. The teacher guides students to read aloud the words and sentences and do *Activity: Listen & Number* (Listen to the words and number the correct order.), *Activity: Listen, Number, & Write* (Listen to the sentences, number the correct order, and write down the words.), and *Activity: Listen & Check*. (Listen to the sentences and check the correct answers.) 3. The teacher assigns homework and explains how to do it.	1	E-book Here We Go 3 pp. 28~29 E-book Here We Go 3 pp. 28~29 Here We Go 3 Workbook pp. 11~12 Here We Go 3 Workbook	*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。 *形成性-習作評量* 能將聽到的句子正確排序。		

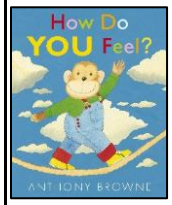
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			III. Listen and Try 1. The teacher shows a picture of a fair, has students listen to the conversation between the customers, and guides them to answer the questions.		pp. 14 E-book Here We Go 3 pp. 30			
Week 7 (2~3)	**英語** ◎➢1-II-7 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	**校訂：How Do You Feel?** **VII. Words Practice** 1. The teacher teaches the feeling words. (bored, sad, angry, happy, lonely, guilty, curious, surprised, confident, shy, worried, silly, hungry, full, sleepy) 2. The teacher has students listen, point at the picture, and say the words. 3. The teacher uses the target words to teach the initial sounds, e.g. happy, hungry (Hh) / silly, sleepy (Ss), etc.	2	Slides: *Words and Sentences*	*形成性-口語評量* 能用字首音聽辨並說出心情相關單字。	**閱讀素養** 閱 II-E1 認識一般生活情境中需要使用以及學習學科基礎知識所應具備的字詞彙。 閱 II-E1 認識一般生活情境中需要使用以及學習學科基礎知識所應具	

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						
	◎➢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。	詞）。 B-Ⅱ-1 第二學習階段所學字詞及句型的生活溝通。	**VIII. Sentence Practice** 1. The teacher shows the slides of sentences and teaches them. (How do you feel? I feel *feeling words*.) 2. The teacher has students look at the pictures and say the sentences.		Slides: *Words and Sentences*	*形成性-口語評量* 能依據圖片說出表達心情的句子。	備的字詞彙。 閱 II-E1 認識一般生活情境中需要使用以及學習學科基礎知識所應具備的字詞彙。	
Week 8 (1)			**部定：Unit 2 Are You Thirsty?** **IV. Daily Talk** 1. The teacher guides students to look at the pictures, read aloud the sentences, and talk about the content and the timing and situation of saying “Watch out!/ Are you OK?” 2. The teacher guides students to do *Activity: Act It Out!* (Students create a scenario for saying “Watch out!/ Are	1	E-book Here We Go 3 pp. 30			

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						
	英語 ➢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。	you OK?" and act it out in groups.) **V. Song** 1. The teacher plays a song *Are You Hungry?*, leads students to review the learned words and sentences, and guides students to sing the song. **VI. Phonics** 1. The teacher leads students to learn the sound of the consonants g- and c-, the words that start with g- and c-, and the concept of syllables and guides students to read the phonics chant. 2. The teacher guides students to do *Activity: Read & Say* (Read the words and practice saying them.), *Activity: Listen & Circle*. (Listen and circle the correct words.), and *Activity: Listen, Match, & Write.* (Listen to the teacher, match the letters, and write the words correctly.) 3. The teacher assigns homework and explains how to do it.		E-book Here We Go 3 pp. 31 E-book Here We Go 3 pp. 32~33 E-book Here We Go 3 pp. 32~33 Here We Go 3 Workbook pp. 13 Here We Go 3 Workbook pp. 15~16	*形成性-習作評量* 能依聽到的單字圈選出正確答案。		
Week 8 (2~3)			**校訂：How Do You Feel?** **IX. Story Review**	2				

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						
	英語 ◎➢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）。	1. The teacher leads students to use the strategy (finger-point) to read the whole story. 2. The teacher shows students pictures and sentences of the story, and students come to the front to match the picture to the sentence. 3. The teacher guides students to discuss how they know the answers while matching the picture to the sentence. **X. Feeling Worksheet 1** 1. The teacher gives students the worksheet *How Do You Feel (Part 1)*. 2. The teacher guides students to read the sentences and finish the worksheet: circle the feeling words, number the pictures, write the words, and draw 3 feeling stickers.		Slides: *How Do You Feel?* Strategy: *Finger Point* Pictures Sentence strips Pictures Sentence strips Worksheet: *How Do You Feel (Part 1)*	*形成性-學習單評量* 能圈出心情單字，並將與單字相符的圖片標號配對。	**閱讀素養** 閱 II-E3 熟悉與學科學習相關的文本閱讀策略。	

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 9 (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 2 Are You Thirsty?** **VII. Kung Fu Abu** 1. The teacher leads students to read aloud the paragraph and introduces one kind of punctuation: apostrophe ('). 2. The teacher guides students to do *Activity: Look and Write*. (Lead students to read the sentences and has students fill the correct words in the blanks.) **VIII. Discover** 1. The teacher asks students the following questions: How do you feel now? Why? 2. The teacher plays the video *My Feelings* and guides students to discuss the feeling of the boy in the video, what happened to the boy, what the boy did, and the good ways to deal with the feelings. 3. The teacher has students think about what they can do when they feel bad and share their answers with the class.	1	E-book Here We Go 3 pp. 36 E-book Here We Go 3 pp. 36 Video: *My Feelings*  E-book Here We Go 3 pp. 34~35	*形成性-課本練習* 能使用縮寫符號正確將兩個字縮寫為一個字。		
Week 9 (2~3)			**校訂：How Do You Feel?** **X. Feeling Worksheet 2**	2	Worksheet: *How Do You Feel (Part 2)*			

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						
	英語 ◎➢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）。	1. The teacher gives students the worksheet *How Do You Feel (Part 2)*. 2. The teacher guides students to read the sentences and finish the worksheet: circle the feeling words, number the pictures, write the words, and draw 3 feeling stickers. **XI. Feeling Facebook** 1. The teacher shows the picture book *How Do You Feel?* and leads students to discuss about the feeling word font, color, and size. 2. The teacher guides students to make their “Feeling Facebook” by using different color, size, or font to express their feeling words. Also, draw the face or emoji about feelings on each page.		Picture Book: *How Do You Feel?*  Paper Markers	*形成性-學習單評量* 能圈出心情單字，並將與單字相符的圖片標號配對。		
Week 10 (1)			**部定：Review 1** **I. Vocabulary & Sentence Land** 1. The teacher guides students to review the learned words and sentences (Starter	1	Flashcards (pictures, words, and sentences)			

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						
			~ Unit 2) through flashcards. 2. The teacher leads students to do *Activity: Listen, Circle, & Match* (Listen to the teacher, circle the correct words, and match to the correct pictures.), *Activity: Circle the Odd One Out* (Listen to the teacher and circle the different word.), *Activity: Listen & Check* (Listen to the teacher and check the correct answers.), *Activity: Listen & Number* (Listen to the teacher and put the sentences in the correct order.), and *Activity: Listen, Number, & Choose* (Listen to the teacher, put the sentences in the correct order, and choose the correct response to the sentences.)		E-book Here We Go 3 pp. 37 Here We Go 3 Workbook pp. 17~18			
	英語 ◎➢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。 ➢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）。 ◎Ad-II-2 簡易、常用的句	**II. Weather and Me** 1. The teacher guides students to do *Activity: Listen & Check* (Listen to the and circle the answers.), *Activity: Listen, Read, & Circle* (Listen to the teacher, read the passage, and circle the answers.), *Activity: Read & Write* (Read the passage and fill in the correct answers), and *Activity: Think & Check* (Read the clues and check the correct answer.)		E-book Here We Go 3 pp. 38~39	*形成性-課本練習* 能讀懂段落內容，將正確單字填入空格中。		英語檢測改善策略

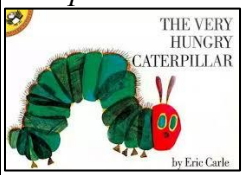
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	➢1-II-2 能聽辨英語的子音、母音及其基本的組合。 ＊◎➢5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。	型結構。 ◎Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。	**III. Phonics Land** 1. The teacher guides students to do *Activity: Listen & Write* (Listen and write down the letters the teacher said.), *Activity: Listen & Circle* (Listen to the teacher and circle the correct answers.), and *Activity: Listen, Circle, & Write* (Listen to the teacher, circle the letters, and write the words correctly.) 2. The teacher assigns homework and explains how to do it.		E-book Here We Go 3 pp. 40 Here We Go 3 Workbook pp. 19 Here We Go 3 Workbook pp. 20	*形成性-習作評量* 能圈選聽到的音組，並寫出單字。		
Week 10 (2~3)	**英語** ➢4-II-3 能臨摹抄寫課堂中所學的字詞。 ◎4-II-6 能依圖畫、圖示填寫簡單字詞。	**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）。	**校訂：How Do You Feel?** **XI. Feeling Facebook** 1. The teacher has students keep making their “Feeling Facebook” by using different color, size, or font to express their feeling words. Also, draw the face or emoji about feelings on each page. 2. The teacher asks students to take turns introducing their masterpieces to the class. 3. The teacher gives students feedback.	2	Paper Markers Students’ masterpieces	*形成性-實作評量* 能變換字型及顏色，加上圖案，設計出獨特的心情臉書。		

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 11 (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 3 What Are These?** **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? What are they doing? Where are they? Is Edison tired? Does Rocky like hot dogs? What fruits can they buy? Does Abu like oranges? 3. The teacher guides students to read the story again and do *Activity: Read & Circle* (Read the sentences and circle the correct pictures.) and *Activity: Role Play*. (Assign roles to students and has them read the lines with proper intonation.)	1	E-book Here We Go 3 pp. 41 E-book Here We Go 3 pp. 42~45 E-book Here We Go 3 pp. 41~45	*形成性-口語評量* 能聽懂故事內容並回答教師提問。		
Week 11 (2~3)			**校訂：How Do You Feel?** **XII. Emotions & Action** 1. The teacher plays a song *Feelings and Emotions Song*.	2	Song: *Feelings and Emotions Song*			■實施跨領域

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						
	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。	2. The teacher shows the lyrics and introduces the content. 3. The teacher has students read the lyrics, say, and find the words about feelings. 4. The teacher leads students to discuss about the song: What do you do when you're _feeling_? 5. The teacher has students sing the song with the actions. **XIII. How to Deal with Your Feelings?** 1. The teacher shows some pictures of actions. 2. The teacher guides students to discuss if the action in the picture is suitable to express the feeling, e.g. angry: (picture) kick somebody→ unsuitable/ hungry: (picture) eat lunch →suitable, etc. 3. The teacher guides students to come up with the suitable ways to express feelings.		 https://www.youtube.com/watch?v=eMOnyPxE_w8 Slides: *How to Deal with Your Feelings*	*形成性-口語評量* 能搭配音樂唱歌並做動作。	**閱讀素養** 閱 II-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。	

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						
	英語 ◎6-II-2 積極參與各種課堂練習活動。 **綜合** 1d-II-1 覺察情緒的變化，培養正向思考的態度。	**英語** B-II-1 第二學習階段所學字詞及句型的生活溝通。 **綜合** Ad-II-1 情緒的辨識與調適。 Ad-II-2 正向思考的策略。	**XIV. Class Interview: Emotion Toolbox** 1. The teacher distributes the "Emotion Toolbox Worksheet" and guides students to complete their own emotional coping strategies. 2. Students move around the classroom to interview at least 2 classmates using target sentence patterns (e.g., "How do you feel when you have a test? What do you do?"). 3. Students record their peers' responses on the worksheet and return to their seats to share what they have discovered with their group members.		"Emotion Toolbox Worksheet"	*形成性-實作評量* 能運用情緒句型完成教室內的同學訪問，並確實記錄於學習單中。		
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	**部定：Unit 3 What Are These?** **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: apples, bananas, oranges, watermelons, hamburgers, hot dogs, sandwiches ■ Sentences: What are these? They're oranges. What are those? They're	1	E-book Here We Go 3 pp. 46~47	*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。		

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						
	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。	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。	hot dogs./ Do you like apples? Yes, I do. No, I don't. I like bananas. 2. The teacher guides students to read aloud the words and sentences and do *Activity: Listen & Number* (Listen to the words and number the correct order.), *Activity: Listen, Number, & Write* (Listen to the sentences, number the correct order, and write down the words.), and *Activity: Listen & Check.* (Listen to the sentences and check the correct answers.) 3. The teacher assigns homework and explains how to do it. **III. Listen and Try** 1. The teacher shows a picture of different kinds of food, has students listen to the conversation between the customers, and guides them to answer the questions.		E-book Here We Go 3 pp. 46~47 Here We Go 3 Workbook pp. 21~22 Here We Go 3 Workbook pp. 24 E-book Here We Go 3 pp. 48	*形成性-習作評量* 能將聽到的句子正確排序。		
Week 12 (2~3)			**校訂：The Very Hungry Caterpillar** **I. Storybook Time** Before Reading: Cover Talk	2	Slides: *The Very Hungry*		**閱讀素養** 閱 II-E3 熟	

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						
	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。	1. The teacher shows students the cover of the picture book *The Very Hungry Caterpillar* and asks them the following questions. ■ Questions: What do you see on the picture? What is the book title and the author? Why is the caterpillar very hungry? What will the caterpillar eat? What's the book about? While Reading 1. The teacher reads aloud the story. 2. The teacher uses the question-answer relationship (QAR) strategy while telling the story. ■ Questions: What came out of the little egg? Why did the caterpillar look for some food? What did the caterpillar eat on _____? How did the caterpillar feel after eating a lot of food? What made the caterpillar feel much better? How long did the caterpillar stay in the cocoon? How did the caterpillar get out of the cocoon? What did the caterpillar become? *The teacher reminds students to use the reading strategy (picture clue) to		*Caterpillar*  Strategy: *Cover Talk* Slides: *The Very Hungry Caterpillar* Strategy: *QAR, Picture Clue*	*形成性-口語評量* 能聽懂故事內容並回答教師提問。	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。	

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						
			understand the story and answer the teacher's questions.					
Week 13 (1)	英語	英語 ◎Ab-II-1 子	**部定：Unit 3 What Are These?** **IV. Daily Talk** 1. The teacher guides students to look at the pictures, read aloud the sentences, and talk about the content and the timing and situation of saying "Here you are./ How about you?" 2. The teacher guides students to do *Activity: Act It Out!* (Students create a scenario for saying "Here you are./ How about you?" and act it out in groups.) **V. Song** 1. The teacher plays a song *What Are These?*, leads students to review the learned words and sentences, and guides students to sing the song. **VI. Phonics** 1. The teacher leads students to learn the sound of the consonants v- and f-, the words that start with v- and f-, and the concept of syllables and guides students to read the phonics chant. 2. The teacher guides students to do *Activity: Read & Say* (Read the words	1	E-book Here We Go 3 pp. 48 E-book Here We Go 3 pp. 49 E-book Here We Go 3 pp. 50~51 E-book Here We Go 3	形成性-習作		

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						
	➢1-II-2 能聽辨英語的子音、母音及其基本的組合。	音、母音及其組合。	and practice saying them.), *Activity: Listen & Circle*. (Listen and circle the correct words.), and *Activity: Listen, Match, & Write.* (Listen to the teacher, match the letters, and write the words correctly.) 3. The teacher assigns homework and explains how to do it.		pp. 50~51 Here We Go 3 Workbook pp. 23 Here We Go 3 Workbook pp. 25~26	*評量* 能依聽到的單字圈選出正確答案。		
Week 13 (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-1 簡易歌謠、韻文、短文、故事及短劇。	**校訂：The Very Hungry Caterpillar** **I. Story Time** While Reading 1. The teacher uses the question-answer relationship (QAR) strategy while telling the story. ■ Questions: What came out of the little egg? Why did the caterpillar look for some food? What did the caterpillar eat on _____? How did the caterpillar feel after eating a lot of food? What made the caterpillar feel much better? How long did the caterpillar stay in the cocoon? How did the caterpillar get out of the cocoon? What did the caterpillar become?	2	Slides: *The Very Hungry Caterpillar* Strategy: *QAR, Picture Clue*	*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。	

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						
	◎➢1-II-7 能聽懂課堂中所學的字詞。	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）。	*The teacher reminds students to use the reading strategy (picture clue) to understand the story and answer the teacher's questions. After Reading 1. The teacher leads students to read aloud the whole story again. 2. The teacher asks students to point word by word in every page and read with the teacher. 3. The teacher has students work in groups to make question sentences about the story and asks students to pass the sentences to other groups, and students in other groups try to answer the questions. **II. Listen and Draw-Food** 1. The teacher leads students to learn the meaning and pronunciation of food words in the story through flashcards. 2. The teacher says the food words, and students draw what the teacher says on the paper.		Slides: *The Very Hungry Caterpillar* Strategy: *Finger Point* Flashcards (pictures and words) Exercise Book	*形成性-實作評量* 能聽懂並畫出故事中的食物字詞。	閱 II-E3 熟悉與學科學習相關的文本閱讀策略。	

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						
			3. The teacher has students read out their answers to check if they're correct.					
Week 14 (1)	**英語** ◎➢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：Unit 3 What Are These?** **VII. Kung Fu Abu** 1. The teacher leads students to read aloud the paragraph and introduces the difference among "this, that, there, those." 2. The teacher guides students to do *Activity: Look and Circle*. (Lead students to look at the pictures, read the sentences, and circle the correct words.) **VIII. Discover** 1. The teacher asks students the following questions: What fruits do you like? Why? 2. The teacher plays the video *Where Do Fruits Grow?* and guides students to discuss where the fruits grow (on trees, on vines, on bushes).	1	E-book Here We Go 3 pp. 54 E-book Here We Go 3 pp. 54 Video: *Where Do Fruits Grow?*  E-book	*形成性-課本練習* 能正確圈出與圖片相符的字詞。		

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						
			3. The teacher asks students the following question: Where does your favorite fruit grow?		Here We Go 3 pp. 52~53			
Week 14 (2~3)	**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）。	**校訂：The Very Hungry Caterpillar** **III. Listen and Write-Days of the Week** 1. The teacher leads students to learn the meaning, spelling, and pronunciation of days of the week words through flashcards. 2. The teacher reads the sentence and asks students to write the name of the days on the picture that they've drawn last period. **IV. Sequencing the Story** 1. The teacher divides the class into 6 groups and gives each group the pictures from the story. 2. The teacher has students put the pictures in order. 3. The teacher has students paste the pictures on a piece of paper and then use	2	Flashcards (pictures and words) Exercise Book Story Pictures	*形成性-書寫評量* 能聽辨並抄寫出星期的字彙。		

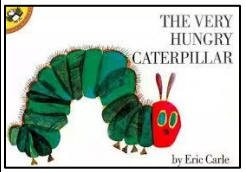
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			the sentence pattern (On _____, he ate through _____.) to tell the story according to the sequence. 4. The teacher asks students to work in groups to retell the story.					
Week 15 (1)	**英語** ＊◎1-II-12 能聽懂簡易故事及短劇的主要內容。 ◎6-II-3 樂於回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 Do You Want Some Pizza?** **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? What are they doing? Where are they? Do they like ice cream? Does Teddy want some pizza? What does Edison want? Does Abu help at the end of the story? 3. The teacher guides students to read the story again and do *Activity: Read & Circle* (Read the sentences and circle the	1	E-book Here We Go 3 pp. 55 E-book Here We Go 3 pp. 56~59 E-book Here We Go 3 pp. 55~59	*形成性-口語評量* 能聽懂故事內容並回答教師提問。		

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						
			correct pictures.) and *Activity: Role Play*. (Assign roles to students and has them read the lines with proper intonation.)					
Week 15 (2~3)	**自然** tm-Ⅱ-1 能經由觀察自然界現象之間的關係，理解簡單的概念模型，進而與其生活經驗連結。 **英語** ◎➢2-II-3 能說出課堂中所學的字詞。	**自然** INd-Ⅱ-3 生物從出生、成長到死亡有一定的壽命，透過生殖繁衍下一代。 **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）。	**校訂：The Very Hungry Caterpillar** **V. The Life Cycle of a Butterfly** 1. The teacher plays the video *Life Cycle of a Butterfly* and guides students to learn the 4 stages of the butterfly life cycle. 2. The teacher uses the online game for students to read and say the 4 stages of the butterfly life cycle well. 3. The teacher leads students to discuss what other insects also have the 4 stages and how about those insects' life cycle.	2	Video: *Life Cycle of a Butterfly*  https://www.youtube.com/watch?v=PWi-dQ-FMB8 Online Game: *Life Cycle of a Butterfly*  https://wordwall.net/resource/50946/science/life-cycle-of-a-butterfly Slides: *Life Cycle of Insects*	*形成性-口語評量* 能辨識並說出蝴蝶生命週期變化的生字。		■實施跨領域

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						
	◎➢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。	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）。	**VI. Nature Detectives: Real-World Life Cycle Diary** 1. The teacher guides students to brainstorm other real creatures that experience dramatic life cycles (e.g., frogs, ladybugs, beetles). 2. In groups, students choose one real animal/insect and cooperatively draw its 4 growth stages on a poster or worksheet, creating a "Growth Diary." 3. Students apply and adapt learned vocabulary to label each stage (e.g., Egg, Tadpole/Larva, Pupa, Adult frog/beetle). 4. Groups present their real-world life cycle diaries to the class using target structures (e.g., "This is a ladybug. First, it's an egg. Next, it's a larva...")		poster	*形成性-口語評量* 能呈現海報，並與組員合作用基礎英文句型進行口語介紹真實生物的生命週期日記。		

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 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。	**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。 B-II-1 第二學習階段所學字詞及句型的生活溝通。	**部定：Unit 4 Do You Want Some Pizza?** **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: juice, milk, tea, water, cake, ice cream, pizza, rice ■ Sentences: Do you want some juice? Yes, I do. No, I don't. I want some milk./ Do you want some pizza? Yes, we do. No, we don't. We want some cake. 2. The teacher guides students to read aloud the words and sentences and do *Activity: Listen & Number* (Listen to the words and number the correct order.), *Activity: Listen, Number, & Write* (Listen to the sentences, number the correct order, and write down the words.), and *Activity: Listen & Check*. (Listen to the sentences and check the correct answers.) 3. The teacher assigns homework and explains how to do it.	1	E-book Here We Go 3 pp. 60~61 E-book Here We Go 3 pp. 60~61 Here We Go 3 Workbook pp. 27~28 Here We Go 3 Workbook	*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。 *形成性-習作評量* 能將聽到的句子正確排序。		

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						
			III. Listen and Try 1. The teacher shows a picture of the cafeteria, has students listen to the conversation between the customers, and guides them to answer the questions.		pp. 30 E-book Here We Go 3 pp. 62			
Week 16 (2~3)			**校訂：The Very Hungry Caterpillar** **VI. Why Is the Caterpillar So Hungry?** 1. The teacher plays the video *Why Is the Very Hungry Caterpillar So Dang Hungry?* and guides students to talk about: Why is the caterpillar hungry? What does it eat? 2. The teacher leads students to review the story T*he Very Hungry Caterpillar* and discuss what food is good for a caterpillar's growth. **VII. Food Sorting-Group Discussion** 1. The teacher gives each student the picture book T*he Very Hungry Caterpillar*. and has students read the story by themselves silently.	2	Video: *Why Is the Very Hungry Caterpillar So Dang Hungry?*  https://www.youtube.com/watch?v=el_lPd2oFV4 Picture Book: T*he Very Hungry Caterpillar*			■實施跨領域

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						
	英語 ➢4-Ⅱ-3 能臨摹抄寫課堂中所學的字詞。 **健體** 2a-II-2 注意健康問題所帶來的威脅感與嚴重性。	**英語** B-II-1 第二學習階段所學字詞及句型的生活通。 **健體** Ea-II-3 飲食選擇的影響因素。	2. The teacher divides the class into six groups and has students in groups discuss: Is the food in the story good for a caterpillar's growth or not? How about the food for people? Good or not? 3. The teacher asks students try to sort out different kinds of food into healthy or unhealthy and write their answers on the exercise book.		 Slides: *Food Sorting* Slides: *Food Sorting* Exercise Book	*形成性-實作評量* 能根據食物健康或不健康做分類出並寫在練習簿上。		
Week 17 (1)			**部定：Unit 4 Do You Want Some Pizza?** **IV. Daily Talk** 1. The teacher guides students to look at the pictures, read aloud the sentences, and talk about the content and the timing and situation of saying "Which one? That one./ I like storybooks! Me, too." **V. Song** 1. The teacher plays a song *Do You Want Some Pizza?*, leads students to review the	1	E-book Here We Go 3 pp. 62 E-book Here We Go 3			

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						
	英語 ➢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。	learned words and sentences, and guides students to sing the song. **VI. Phonics** 1. The teacher leads students to learn the sound of the consonants z- and s-, the words that start with z- and s-, and the concept of syllables and guides students to read the phonics chant. 2. The teacher guides students to do *Activity: Read & Say* (Read the words and practice saying them.), *Activity: Listen & Circle*. (Listen and circle the correct words.), and *Activity: Listen, Match, & Write.* (Listen to the teacher, match the letters, and write the words correctly.) 3. The teacher assigns homework and explains how to do it.		pp. 63 E-book Here We Go 3 pp. 64~65 E-book Here We Go 3 pp. 64~65 Here We Go 3 Workbook pp. 29 Here We Go 3 Workbook pp. 31~32	*形成性-習作評量* 能依聽到的單字圈選出正確答案。		
Week 17 (2~3)			校訂：**The Very Hungry Caterpillar** **VII. Food Sorting-Show and Tell** 1. The teacher invites each group to come out and share the sort of different kinds of food to the class. 2. The teacher leads students to make a poster about the healthy and the	2	Exercise Book Paper Markers			

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						
	英語 ◎6-II-2 積極參與各種課堂練習活動。	**英語** B-II-1 第二學習階段所學字詞及句型的生活溝通。	unhealthy food after they share the result of discussion. **VIII. Worksheet-Food Sorting** 1. The teacher leads students to review all of the food words (apple, pear, plum, strawberry, orange, chocolate cake, ice cream cone, pickle, Swiss cheese, salami, lollipop, cherry pie, sausage, cupcake, watermelon) on the slides. 2. The teacher leads gives each student the worksheet *The Very Hungry Caterpillar* and guides them to finish it (Read and Draw Out the Food/ Write the Plural Nouns/ Write and Say).		Slides: *Food Sorting* Worksheet: *The Very Hungry Caterpillar*	*形成性-學習單評量* 能寫出自己想要的三種食物。		
Week 18 (1)	**英語** ◎➢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、	**部定：Unit 4 Do You Want Some Pizza?** **VII. Kung Fu Abu** 1. The teacher leads students to read aloud the paragraph and let students know that the word “some” can be used before “countable” and “uncountable” nouns. 2. The teacher guides students to do Activity: *Look and Circle*. (Lead students to read the sentences and circle the correct words.)	1	E-book Here We Go 3 pp. 68 E-book Here We Go 3 pp. 68	*形成性-課本練習* 能正確圈出與符合文法		

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						
		讀、說 160 字詞，其中必須拼寫 100 字詞）。	**VIII. Discover** 1. The teacher asks students the following questions: Do you like frozen desserts? What kind of frozen desserts did you try before? 2. The teacher plays the video *Frozen Desserts Around the World* and guides students to discuss their experience of joining Ice Cream Festival, their favorite kind of frozen desserts, and the features of the frozen desserts that are mentioned in the video. 3. The teacher asks students the following question: Do you know other kinds of frozen desserts?		Video: *Frozen Desserts Around the World*  E-book Here We Go 3 pp. 66~67	的字詞。		
Week 18 (2~3)			**校訂：The Very Hungry Caterpillar** **IX. The Food Pyramid and Nutrition** 1. The teacher introduces the food pyramid: Fats and Sweets, Proteins, Dairy, Fruits and Vegetables, and Carbohydrate on the slides.	2	Slides: *Food Pyramid and Nutrition* Video: *The Food Pyramid*			■實施跨領域

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						
	英語 ◎6-II-2 積極參與各種課堂練習活動。 **健體** 1a-II-2 了解促進健康生活的方法。	**英語** ◎ D-II-1 所學字詞的簡易歸類。 **健體** Ea-Ⅱ-1 食物與營養的種類和需求。	2. The teacher plays two videos below: *The Food Pyramid* and *Food Groups and Nutrition*. 3. The teacher leads each student to finish the worksheet *Food Pyramid* and guides them to finish it (Cut and paste the food into the correct chart).		 Video: *Food Groups and Nutrition*  Worksheet: *Food Pyramid*	*形成性-學習單評量* 能將食物圖片剪下，正確分類後貼在相對應的格子中。		
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	1	Flashcards (pictures, words, and sentences) E-book			

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						
	英語 ◎➢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。 ➢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）。 ◎Ad-II-2 簡易、常用的句型結構。	*Activity: Listen, Circle, & Match* (Listen to the teacher, circle the correct words, and match to the correct pictures.), *Activity: Circle the Odd One Out* (Listen to the teacher and circle the different word.), *Activity: Listen & Check* (Listen to the teacher and check the correct answers.), *Activity: Listen & Number* (Listen to the teacher and put the sentences in the correct order.), and *Activity: Listen, Number, & Choose* (Listen to the teacher, put the sentences in the correct order, and choose the correct response to the sentences.) **II. Food I Like** 1. The teacher guides students to do *Activity: Listen & Check* (Listen to the and circle the answers.), *Activity: Listen, Read, & Circle* (Listen to the teacher, read the passage, and circle the answers.), *Activity: Read & Write* (Read the passage and fill in the correct answers), and *Activity: Look and Circle* (Look at the pictures, read the clues, and circle the correct answer.) **III. Phonics Land**		Here We Go 3 pp. 69 Here We Go 3 Workbook pp. 33~34 E-book Here We Go 3 pp. 70~71	*形成性-課本練習* 能讀懂段落內容，將正確單字填入空格中。		英語檢測改善策略

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						
	➢1-II-2 能聽辨英語的子音、母音及其基本的組合。 ＊◎➢5-II-8 能運用所學的字母拼讀規則拼寫英文字詞。	◎Ab-II-4 所學的字母拼讀規則（含看字讀音、聽音拼字）。	1. The teacher guides students to do *Activity: Listen & Write* (Listen and write down the letters the teacher said.), *Activity: Listen & Circle* (Listen to the teacher and circle the correct answers.), and *Activity: Listen, Circle, & Write* (Listen to the teacher, circle the letters, and write the words correctly.) 2. The teacher assigns homework and explains how to do it.		E-book Here We Go 3 pp. 72 Here We Go 3 Workbook pp. 35 Here We Go 3 Workbook pp. 36	*形成性-習作評量* 能圈選聽到的音組，並寫出單字。		
Week 19 (2~3)			**校訂：The Very Hungry Caterpillar** **X. My Day** 1. The teacher asks students to write down what they eat for a day on the worksheet *My Food Diary*. 2. The teacher asks students to sort out the food into the correct chart (food pyramid) according to their records. 3. The teacher asks each student to take a picture of the food pyramid and upload to Padlet.	2	Worksheet: *My Food Diary* Worksheet: *My Food Diary* Worksheet: *My Food Diary* Website: *Padlet*  https://padlet.com/		**資訊教育** 資E6 認識與使用資訊科技以表達想法。	

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						
	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** B-II-1 第二學習階段所學字詞及句型的生活溝通。	**XI. Show and Tell** 1. The teacher invites students to talk about their food pyramids in front of their classmates, and students give their feedback on Padlet. ■ I eat ____ in the morning. I eat ____ in the afternoon. I eat ____ in the evening. 2. The teacher leads students to discuss if those foods they ate were healthy or unhealthy.		Website: *Padlet*	*形成性-口語評量* 能上台報告自己一天三餐所吃的食物。	**資訊教育** 資E6 認識與使用資訊科技以表達想法。	
Week 20 (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-Moon Festival** **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: eat, a moon cake, a pomelo, Chang-O, Jade Rabbit ■ Sentences: Look at the Moon. Let's	1	E-book Here We Go 3 pp. 73 E-book Here We Go 3 pp. 74~77	*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。		

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						
			eat moon cakes. ■ Questions: Who can the Jade Rabbit see on Earth? Where does Rocky want to go? What fruit is the Jade Rabbit cutting up? What are they eating? What do you do on the day of the Moon Festival? 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.)		E-book Here We Go 3 pp. 74~77			
Week 20 (2~3)	**英語** ◎6-II-2 積極參與各種課堂練習活動。	**英語** B-II-1 第二學習階段所學字詞及句型的生活溝通。	**校訂：The Very Hungry Caterpillar** **XII. Food Detectives: Weekdays vs. Weekends** 1. Students use "My Food Diary" to record their real meals: tracking "Healthy Food" from school lunches on weekdays, and reflecting on "Unhealthy Food" eaten during the weekend. 2. In groups of 6, students peer-review each other's diaries, counting who ate the healthiest options and discussing areas for improvement. 3. Students use a structured speaking frame to present their reflection to the class (e.g., "On weekdays, I eat rice	2	Exercise Book/worksheet	*形成性-實作評量* 能透過真實生活飲食紀錄，運用核心英語句型口頭發表、自我檢視個人平日與假日的營養均衡狀況。		

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						
			and vegetables. They are healthy. On weekends, I eat ice cream. It is not healthy. I need more fruit!").					
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。 ◎➢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-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。	**部定：Final Review** **I. Let's Read-Happy Class Party** 1. The teacher leads students to read aloud the passage about *Happy Class Party* and guides them to review all the sentences they've learned this semester. 2. The teacher has students discuss the underlined words that they're going to rewrite in pairs. 3. The teacher gives students time to practice reading aloud the rewritten passage in pairs and asks them to read loud in front of the class.	1	E-book Here We Go 3 pp. 80~81	*總結性-口語評量* 能兩人一組介紹開同樂會的真實經驗。		英語檢測改善策略 英語檢測改善策略

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						
	◎➢3-II-3 能看懂課堂中所學的句子。							
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。 ◎6-II-2 積極參與各種課堂練習活動。	**英語** B-II-1 第二學習階段所學字詞及句型的生活溝通。	**校訂：The Very Hungry Caterpillar** **XIV. Presentation** 1. The teacher gives each group enough time to practice reading aloud the text on the poster and discussing how to introduce the pictures on the poster. 2. The teacher has each group takes turns coming out to do the oral presentation with their posters.	2	Posters Posters	*總結性-口語評量* 能和組員一起介紹小組設計的健康餐盤海報。		

八、本課程是否有校外人士協助教學

■否，全學年都沒有(以下免填)

□有，部分班級，實施的班級為：_____

□有，全學年實施

教學期程	校外人士協助之課程大綱	教材形式	教材內容簡介	預期成效	原授課教師角色

		□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		
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		
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		