新北市 莒光 國民小學115學年度 五 年級第1學期英語課程計畫　設計者：林佳瑾

一、學習節數：

(一)部定課程：每週(2)節，實施(21)週，共(42)節。

(二)校訂課程：每週(1)節，實施(21)週，共(21)節。

二、校訂課程類別：(請勾選並於所勾選類別後填寫課程名稱)

1.□統整性主題/專題/議題探究課程：＿＿＿＿＿＿＿＿　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：

<table>
<tr>
<td rowspan="2">總綱核心素養</td>
<td rowspan="2">■ 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</td>
<td rowspan="2">領域核心素養</td>
<td>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-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。</td>
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<tr>
<td>其他領域
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，發展運動與保健的潛能。</td>
</tr>
<tr>
<td colspan="3">閱讀素養議題</td>
<td>閱 III-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。</td>
</tr>
</table>

	閱 III-E3 熟悉與學科學習相關的文本閱讀策略。 閱 III-E6 發展向文本提問的能力。 閱 III-E7 發展詮釋、反思、評鑑文本的能力。 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。 閱 III-E14 喜歡與他人討論、分享自己閱讀的文本。
其他議題實質內涵	**環境教育** 環 E2 覺知生物生命的美與價值，關懷動、植物的生命。 **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。 國 E6 發展學習不同文化的意願。

具體學習目標	1. 能透過繪本《Potter the Otter: A Tale About Water》詢問及分享飲料喜好、認識水對健康的重要、培養健康飲食與飲水的觀念。 2. 能透過繪本《Handa's Surprise》認識不同國家的水果種類及數量，並了解食物里程、食物浪費等議題，進而培養惜食的態度。 3. 能透過繪本《Today Is Monday》認識星期名稱及各類食物的英文，設計簡單健康、營養均衡的飲食菜單。 4. 能透過繪本《The Pigeon Has to Go to School》分享對上學的感受與經驗，認識面對新環境時可能產生的情緒，並設計理想中的學校，進而培養正向學習態度及英語表達能力。 5. 能聽辨、認讀字母拼讀規則，並運用拼讀規則唸讀及拼寫單字。 6. 能聽辨、認讀各課英文字彙及句型，做出相關的回應，並了解使用情境及語意應用於日常生活溝通。

五、課程架構：

莒光國小課程總體架構圖

願景：人教人使成為【人】 ⟷ 兒童圖像：活潑/有禮 樂群/上進



目標

自尊自重	心懷他人	善盡責任	追求美善

內涵

了解自我	關懷同理	關心萬物	開發潛能
覺察自省	尊重他人	熱情矯健	涵養美感
端正自律	重視多元	服務人群	積極創新
寬容自信	和諧相處	永續生命	提升生命

課程主軸：綠色學校 ｜ 社區有教室 ｜ 傳統活動

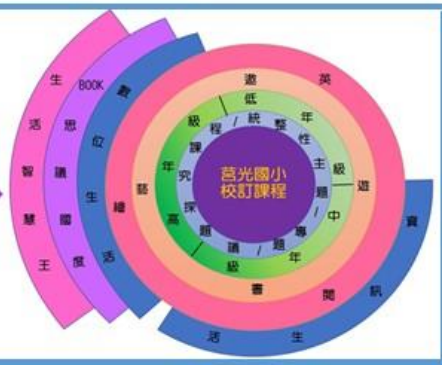
課程類型

部定課程

語文/數學/自然科學/社會/生活課程/藝術/健康與體育/綜合活動(校本自編)

校訂課程

主題探究課程
1. 英閱繪(英轉)
2. 數位生活(資轉)
3. 遨遊書藝
4. BOOK思議國度
5. 生活智慧王



其他類
1.教育政策
2.重大議題
3.學校特色活動
田徑對抗賽/莒光論笛/校慶美展/校慶藝文風/語文展/巡迴美讀/國際交流/資訊融入/植書之美/莒光之星/莒光紅人榜

社團活動
★籃球 ★排球
★書法社★田徑
★合唱團★足球
★桌球 ★童軍團
★科學社★美術
★兒童樂隊
★直笛團
★程式設計

新北市板橋區莒光國民小學「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
綠色學校	• 能從大自然生命網中認識各種生命的相互依存，並瞭解人的存在價值，體認自己的生命角色與定位。(A1) • 能善用人的特質，在生命網中扮演重要角色，持續對生命關心、觀察、紀錄與照顧；發揮良知良能，力行簡樸生活、健康飲食、綠色消費、惜福愛物。(A2) • 能心懷謙卑，向大自然學習，激發創意行動，鍛鍊實現理想的意志力，開啟良善循環，充實生命內涵。(A3.B2)	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
社區 有教室	• 能瞭解個體是社區有機網絡中的重要成分，用尊重、積極的態度面對社區中的所有。能體認自己與社區每一份子之間彼此影響，願意主動參與社區的發展活動。 (B1) • 能善盡一己之力，影響周遭的人共同關注社區，以具體、積極的行動策略，喚起社區住民的主體意識與在地情懷，共同參與社區總體營造。(C2) • 能掌握社區脈動，深化與社區的情感連結，願意傳承社區文化，挹注社區生命力，為創造優質社區及其永續發展而努力。(A3)	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
傳統活動	• 能了解自己是團體重要的一環，發掘自己的長處，肯定自我的價值，體認並珍惜自我存在的意義。(A1) • 能覺察團體中所有成員的重要性，從中學會同理、體諒與感恩他人，並相互瞭解、欣賞與關懷，願意與人合作完成團體的共同任務。(C2) • 能認同學校，融入團體，樂於擔任團體所分配的角色，以體貼無私的心奉獻專長，在團體中發揮良善潛能，能參與團隊學習，建構與團體成員榮辱與共的信念，一起面對挑戰與挫折，共同享受成就與榮耀。(B2.B3)	A3 規劃執行與創新應變

五年級英語部定與校訂課程				
校本課程目標:自尊自重、心懷他人、善盡責任、追求美善				
校本課程主軸:綠色學校、社區有教室、傳統活動				
校訂課程主題	**學習主題**	**繪本融入**	**部定課程內容**	**融入議題與領域**
Healthy Choices, Happy Life	飲料	Potter the Otter: A Tale About Water 	Do you like cola? Yes, I do. / No, I don't. Does he/she like tea? Yes, he/she does. /No, he/she doesn't.	閱讀素養 健康與體育
	水果	Handa's Surprise 	How many apples do you need? I need two apples. How many oranges does he/she need? He/ She needs seven oranges.	閱讀素養 國際教育 環境教育 校本課程:綠色學校-健康飲食、惜福愛物。
My Wonderful Week	星期	Today is Monday 	What day is today? It's Sunday. Is it Monday today? Yes, it is. / No, it isn't. It's Tuesday.	閱讀素養
	科目	The Pigeon Has to Go to School 	What's your favorite subject? My favorite subject is English. What's his / her favorite subject? His/ Her favorite subject is science.	閱讀素養 國際教育

本課程依據五年級學生的生活經驗與英語學習需求所設計，並以繪本閱讀為教學活動結合日常生活，規劃四大主題式閱讀單元。主題一以繪本 Potter the Otter: A Tale About Water，透過故事內容學習相關英語詞彙與句型，並能簡單描述喝水、洗手與清潔等生活行為，再引導認識水與日常生活的關聯，並建立正確的生活用水概念。主題二 Fruits，以繪本 Handa's Surprise 為教學文本，引導認識常見水果名稱與簡單描述方式，

學生能以英語說出水果名稱與基本特徵，並練習表達喜好與分享。主題三 Days of the week，以繪本 Today is Monday 為學習內容，引導認識星期與食物的英文說法，並以簡單的日常生活英語表達。主題四 School Life，以繪本 The Pigeon Has to Go to School 學習表達上學的想法與感受，分享學校生活相關的英語字詞與句型。課程中透過認識芬蘭學校在戶外學習的特色，引導學生思考與分享自己喜歡學習的方式，並融入 Dream School 設計活動中。

六、本課程融入議題情形

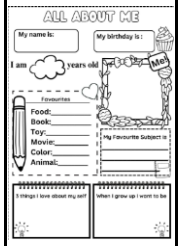
1. 是否融入安全教育(交通安全)：□是(第____週)　■否

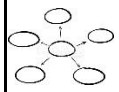
2. 是否融入戶外教育：□是(第____週)　■否

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、■國際教育、□原住民族教育
□STEAM

七、素養導向教學規劃：出版社(黑)、改編教材(紅)、議題融入(藍)、校本課程(紫), 跨域（綠）

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 1-3	1-Ⅲ-1 能聽辨英語的子音、母音及其不同的組合。 ◎1-Ⅲ-9 能聽懂簡易句型的句子。 ◎2-Ⅲ-1 能念出英語的語音。 ◎3-Ⅲ-4 能看懂課堂中所學的句子。 5-Ⅲ-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。 ◎5-Ⅲ-9 能運用所學的字母拼讀規則讀出英文字詞。	◎Ab-Ⅲ-1 子音、母音及其組合。 ◎Ab-Ⅲ-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ac-Ⅲ-3 簡易的生活用語。 B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。	**1. Back to school:** 1. Select class helpers and divide the class into groups. 2. a. Share your summer break with your classmates by using Wh- and How questions: - Introduce your family members. - Where did you go during summer break? - Who did you see? - What did you do? - What's your favorite time? - When did you (visit relatives in Kaohsiung, Japan, go to bed, get up…) - How was your summer break? b. Write and share: All about me worksheet. **2. Class preview** 1.Lead the students to preview the book about what we are going to learn for this	部 6 校 3	wonder world 5 white board activity sheet sorting 	Class Participation Group Work Oral Presentation Student Book Workbook Quiz		8/31 開學

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						
			semester. 2.Review the class rules and regulations. **3. Words and sentences review:** a_____(hamburger, hot dog) two (hamburgers, hot dogs) some (juice, milk, ice cream, water) What do you want for lunch? **4. Phonics Review** 1.Each group gets a diagram.  2.In the middle of the diagram fills in with phonics: th&th, ng&nk, wh&ph, sh&ch 3. Each group fills in the words into the diagram. The group which fills in the most correct words wins the phonics review competition. **5. Get ready-starter unit** Long A sound: a_e, ai, ay- Find Your Family					

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						
			 -Give each student one word card. -Students walk around the classroom and ask classmates : What word do you have? classmates : I have _____. -Students read the words and find classmates with the same Long A spelling pattern. When students find their family members, they sit together as a group. Each group reads their words aloud. The teacher checks the answers. **6. Write the student book p.16 and workbook p2-3.**					

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						
Week 4-7	◎1-Ⅲ-6 能聽懂課堂中所學的字詞。 ◎1-Ⅲ-9 能聽懂簡易句型的句子。 ◎2-Ⅲ-2 能說出課堂中所學的字詞。 ◎2-Ⅲ-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎3-Ⅲ-4 能看懂課堂中所學的句子。 ◎3-Ⅲ-5 能看懂課堂中所學的簡易對話。 ◎4-Ⅲ-3 能拼寫國小階段基本常用字詞 ＊4-Ⅲ-6 能書寫課堂中所學的句子。 ◎5-Ⅲ-2 在聽讀時，能辨識書本中相對應的寫文字。	◎Ab-Ⅲ-1 子音、母音及其組合。 ◎Ab-Ⅲ-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ac-Ⅲ-3 簡易的生活用語。 ◎Ad-Ⅲ-2 簡易、常用的句型結構。 ＊◎Ae-Ⅲ-1 簡易歌謠、韻文、故事及短劇。 B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。 D-Ⅲ-2 故事發展的排序。	**Unit 1 The Best Drink** **1.Q&A** -What's your favorite drink? -What do you drink after P.E class? -What is the best drink for you? -Is milk / juice good for your body? -Why is Boka still thirsty? -Why the water is important for health? **2. Theme words learning:** coffee, cola, lemonade, tea, bubble tea, hot chocolate, soy milk **3. Teaching the story of the lesson:** 1.Watch the story on the e-book. 2. Read the story aloud with the e-book. 3. Q&A of the textbook story. 4. Using the lesson content to review the unit's vocabulary, sentence structures, and grammar points. **4. Reader's theater:**	部 8 校 4	wonder world 5 white board	Class Participation Group Work Oral Presentation Student Book Workbook Quiz		

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						
	◎5-Ⅲ-4 能聽懂日常生活應對中用語句，並作適當的回應。	◎D-Ⅲ-3 依綜合資訊做簡易的猜測。	Divide the class into nine groups. Each group performs the roles and dialogues from the lesson on stage. **5. Teaching target sentence patterns:** Explain the Rules: *-I / You→Do* Do you like cola? Yes, I do! No, I don't. I like ___. *-He / She→Does* Does he like tea? Yes, he/ she does! No, he / she doesn't. He/ She likes ___. **6. Target sentence activity:** -學生與學生互動與訪問。 -A: Do you like cola? B :Yes, I do! /No, I don't. I like tea.) A 在表格上畫 o 或 x 記錄同學 B 的喜好。 -小組核對 (用 He / She 問與答), 4 人一組，互相核對收集到的資料。 A: Does Leo like cola? B: (查表格): Yes, he does! /No, he doesn't. He likes tea.					

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						
			-以蒐集到最多同學的喜好組別為優勝。 **7. Phonics learning: e_e, ea, ee** - Listen and repeat the phonics. -Explain the rules. -List the examples of the phonics. -Long E Bingo bingo: 1.請學生畫出 3x3 方格。 2.請學生發言，教師在黑板寫 20 個 e_e, ea, ee 的單字（*these, Pete, tea, meat, beach, see, tree, meet, sleep*）。 3.學生隨機挑選 9 字填入自己 Bingo。 4.老師唸讀音（/m/-/i/-/t/）或舉例（例如：*You do this when you are tired… "Sleep!"*）。 5.連成 3 條線的學生說出 "Long E" 獲勝。 **8. Write Unit 1 workbook p.4-p.9** **9. Quiz Unit 1.**					

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	學習表現	學習內容						
			Picture book reading: **Potter the Otter: A Tale About Water** **Before Reading** Introduce the title, the cover and ask: -What do you see? -What do you think the story is about? -What do you drink every day? -Why water is important? **While Reading** - Students read the story aloud and look at the pictures. -Ask simple questions during reading: What does Potter drink? Is water healthy? **Reading Comprehension & Discussion** -What does Potter like to drink? -Why is water good for us? -What drinks are not healthy?				閱讀素養 閱讀歷程 閱 III-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 III-E3 熟悉與學科學習相關的文本閱讀策略。 能知道構成故事的元素，如：人物、場景、時間及故事情節。	

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	[健康與體育] 4a-Ⅲ-2 自我反省與修正促進健康的行動。	[健康與體育] Ea-Ⅲ-2 兒童及青少年飲食問題與健康影響。	-What do you drink after playing? -Do you drink enough water every day? -What is your favorite healthy drink? -What should we drink when we are thirsty? **After Reading** My Healthy Drink Drawing -Students draw and create their favorite healthy drink. Add more details like cup/bottle, fruit, ice, small / medium/ large) -Write five sentences: This is my healthy drink. It has apple and grapes. It looks colorful. It is sweet and cool. I like it very much! -Share their drawings with classmates and read the sentences aloud. -Other students in class give simple feedback and appreciation.					

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	學習表現	學習內容						
Week 8-11	◎1-Ⅲ-6 能聽懂課堂中所學的字詞。 ◎1-Ⅲ-9 能聽懂簡易句型的句子。 ◎2-Ⅲ-2 能說出課堂中所學的字詞。 ◎2-Ⅲ-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎3-Ⅲ-4 能看懂課堂中所學的句子。 ◎3-Ⅲ-5 能看懂課堂中所學的簡易對話。 ◎4-Ⅲ-3 能拼寫國小階段基本常	◎Ab-Ⅲ-1 子音、母音及其組合。 ◎Ab-Ⅲ-5 所學的字母拼讀規則（含看字讀音、聽音拼字）。 ◎Ac-Ⅲ-3 簡易的生活用語。 ◎Ad-Ⅲ-2 簡易、常用的句型結構。 ＊◎Ae-Ⅲ-1 簡易歌謠、韻文、故事及短劇。 B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。	Unit 2 Let's make fruit salad **1.Q&A** -What are they going to make? -What fruits do they need for the fruit salad? -How many bananas do they need? -Where are the oranges? -Who helps make the fruit salad? -What does Mom ask the children to do first? -Can the children make the fruit salad by themselves? -Is the fruit salad healthy? -Do they enjoy the fruit salad at the end? **2. Theme words learning:** apples, bananas, grapes, oranges, papayas, pineapples **3. Teaching the story of the lesson:** 1.Watch the story on the e-book.	部 8 校 4	wonder world 5 white board worksheet	Class Participation Group Work Oral Presentation Student Book Workbook Quiz		

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	學習表現	學習內容						
	用字詞 ＊4-Ⅲ-6 能書寫課堂中所學的句子。 ◎5-Ⅲ-2 在聽讀時，能辨識書本中相對應的書寫文字。 ◎5-Ⅲ-4 能聽懂日常生活應對中用語句，並作適當的回應。	◎D-Ⅲ-3 依綜合資訊做簡易的猜測。	2. Read the story aloud with the e-book. 3. Q&A of the textbook story. 4. Using the lesson content to review the unit's vocabulary, sentence structures, and grammar points. **4. Reader’s theater:** Divide the class into nine groups. Each group performs the roles and dialogues from the lesson on stage. **5. Teaching target sentence patterns:** 1. Warm-up Song Sing the song: Do You Like Broccoli Ice Cream? by Super Simple Songs. 2. Ask and answer: -How many apples do you need? I need two apples. -How many oranges does he /she need? He /She needs seven oranges. *Students learn: How many + plural noun + do you need?					

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			I need + number + plural noun. How many + plural noun + does he/she need? He/ She needs + number + plural noun. **6. Target sentence activity:** Fruit Thief-Students work in groups of 2. -Each group receives a limited set of fruit cards: like apples, oranges, bananas, guavas, tangerines, peaches… -Each group receives a fruit salad recipe card: 2 apples,1 banana, 3 peaches. -Students complete the task through speaking, asking, and interacting with other groups. And each group takes turns sending one representative to speak and interact with other groups: **How many** apples does he need? He need**s** five apple**s**. How many oranges does she need? She need**s** six orange**s**. -When a group needs fruit, they must					

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	學習表現	學習內容						
			negotiate using English. **7. Phonics learning: i_e, ie, igh** -Listen and repeat the phonics. -Explain the rules. -List the examples of the phonics. *Phonics fun: Long I Detective -學生拿一張 Long I 的圖片，只能用英文提示：I can ride it.、It is in the sky at night.、You can fly it. 分組猜答案: bike、light、kite -猜對組別加分，以總分高者贏得比賽。 8. Write Unit 2 workbook page 10-15. 9. Quiz Unit 2. 10.Review 1 -Review words and phonics of Unit 1 &2 by spelling competition / phonics dictation contest 11. Write Review 1 workbook page 16-19. **Midterm Test**			紙筆測驗		11/5 11/6 期中考

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	學習表現	學習內容						
			Picture book reading: Handa's Surprise **Before reading:** 1. Introduce the story -Show the cover of Handa's Surprise Ask students: Where do you think the story takes place? What fruits do you know? Have you ever carried food for someone? 2. Vocabulary teaching: mango, banana, pineapple, guava, avocado, passion fruit **While Reading:** 1. Listen to the story then teacher reads aloud with students. 2. Pause & Ask Questions -What is Handa doing? -What fruits does she put in the basket? -What animal takes the bananas?				閱讀素養 閱讀歷程 閱 III-E6 發展向文本提問的能力。 閱 III-E7 發展詮釋、反思、評鑑文本的能力。 環境教育 環 E2 覺知生物生命的美與價值，關懷動、植物的生命。	

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			Reading Comprehension & Discussion -What did Handa carry? -What would you do if you were Handa? -Have you ever shared food with friends? **After Reading: Activity1 Food Journey** -Explain how fruit is grown and transported. Introduces the food journey: Farm → Truck → Market → Home → Table. 【Food Miles Investigation】 Students work in groups. Each group chooses one fruit and investigates: -Where does it come from? Is it local or imported? How does it travel to Taiwan? -How far does it travel before reaching consumers? Students share their findings with the class. 【Waste Audit】 Students observe and record food waste				校本課程: 綠色學校-健康飲食、惜福愛物。	

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			after lunch time and record: -How much fruit is left after lunch time? -What food is wasted the most? Discussions: -Why is food wasted? -How can we reduce food waste? -What can we do to appreciate food more? **2. Activity2: World Fruit Culture Fair** Research Fruit Origins-Work in groups of four, and find out where each fruit is commonly grown, and locate the countries on a world map. -Group Presentation: Each group introduces: fruit name, country of origin, major growing regions, How people eat or use the fruit in that culture. For example: Mango, grown in Kenya, India, and Thailand. Eaten fresh, made into juice, or used in desserts.				國際教育 國 E4 了解國際文化的多樣性	

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	學習表現	學習內容						
Week 12-15	1-Ⅲ-10 能聽懂簡易的日常生活對話。 ◎1-Ⅲ-12 能聽懂簡易故事及短劇的主要內容。 ◎2-Ⅲ-2 能說出課堂中所學的字詞。 2-Ⅲ-7 能作簡易的回答和描述。 ◎2-Ⅲ-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎3-Ⅲ-6 能看懂課堂中所學的簡易短文之主要內容。 ◎3-Ⅲ-7 能看懂繪本故事的主要	◎Ab-Ⅲ-1 子音、母音及其組合。 ◎Ab-Ⅲ-5 所學的字母拼讀規則(含看字讀音、聽音拼字)。 ◎Ac-Ⅲ-3 簡易的生活用語。 ◎Ad-III-2 簡易、常用的句型結構。 B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。	**Unit3 A Fun Day** **1.Q&A** -How is the weather? -Where do they want to go? -What do they see when they arrive at the zoo? What is their final decision? **2. Theme words learning:** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday **3. Learn the story of the lesson:** -Watch the story on the e-book. -Read the story aloud with the e-book. -Explain the textbook story and share the experience. -Using the lesson content to review the unit's vocabulary, sentence structures, and grammar points. **4. Reader’s theater:** Divide the class into nine groups. Each group performs the roles and dialogues	部 8 校 4	wonder world 5 white board worksheet	Class Participation Group Work Oral Presentation Student Book Workbook Quiz		

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	學習表現	學習內容						
	內容。 ◎4-Ⅲ-3 能拼寫國小階段基本常用字詞。 ＊4-Ⅲ-6 能書寫課堂中所學的句子。		from the lesson on stage. **5. Teach target sentence patterns:** -What day is today? It's Sunday. -Is it Monday today? Yes, it is. / No, it isn't. It's Tuesday. **6.Target sentence activity: Guess the day** *Team Competition -Divide the class into 9 groups. -The teacher gives clues based on the class schedule. For example: We have 2 English classes,1 math class today, no P.E class today. Students discuss with their teammates and guess the day. -Each round, a different team member writes the complete dialogue on the whiteboard: *A: What day is today? B: It's Thursday.* When finished, groups hold up their whiteboards. -Correct day+1, correct sentence pattern+1, correct spelling and punctuation+1.The group with the highest score at the end of the game wins.					

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	學習表現	學習內容						
			7. Phonics learning: o_e, oa, ow -Listen and repeat the phonics. -Explain the rules and list the examples of the phonics. -Phonics bingo: Write phonics words that include o_e, oa, ow. Call out the words, and students will mark them on books. The first student to get five full rows or columns shouts Bingo! 8. Write Unit 3 workbook p.20-p.25. 9. Quiz Unit 3. **Picture book reading: Today is Monday.** **Before Reading:** Days of the Week Challenge -puts the days of the week on the board and ask: What is your favorite day? Why? What do you like to eat? Which foods are healthy? Which foods have you never tried before? **While Reading:**				閱讀素養 閱讀歷程 閱 III-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。	

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			Read the story together and look at the pictures *Reading Comprehension -What do they eat on Monday? /Tuesday/ Friday/ Saturday? Which day do they eat ice cream? Which day's food do you like the most? -Matching Activity Print the days of the week and food cards separately. Students work in groups to match the days with the correct foods. **After Reading: My Weekly Menu** -Students draw their favorite food for each day of the week. For example: Monday: fried rice and chicken, Tuesday: beef noodles, Wednesday: Spaghetti with meat sauce. They can also add: drinks, fruits, desserts. -Write five sentences about my weekly menu. For example: My favorite food is Spaghetti with meat					

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	學習表現	學習內容						
			sauce. I eat it on Monday. I like strawberry and guava juice. My menu is healthy and colorful. I enjoy my weekly menu very much. *Students share the work with the class.					

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	學習表現	學習內容						
Week 16-19	1-Ⅲ-10 能聽懂簡易的日常生活對話。 ◎1-Ⅲ-12 能聽懂簡易故事及短劇的主要內容。 ◎2-Ⅲ-2 能說出課堂中所學的字詞。 2-Ⅲ-7 能作簡易的回答和描述。 ◎2-Ⅲ-9 能以正確的發音及適切的語調說出簡易句型的句子。 ◎3-Ⅲ-6 能看懂課堂中所學的簡易短文之主要內容。 ◎3-Ⅲ-7 能看懂	◎Ab-Ⅲ-5 所學的字母拼讀規則(含看字讀音、聽音拼字)。 ◎Ac-Ⅲ-3 簡易的生活用語。 ◎Ad-Ⅲ-2 簡易、常用的句型結構。 ＊◎Ae-Ⅲ-1 簡易歌謠、韻文、故事及短劇。 ＊◎Ae-Ⅲ-2 繪本故事、兒童短劇。 B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。	Unit 4 My Favorite Subject **1.Q&A** -What is your favorite subject? - What subject do you have on Monday? - Do you like math? - Is P.E. your favorite subject? **2. Theme words learning:** art, Chinese, English, math, music, PE, science, social studies **3. Teaching the story of the lesson:** -Watch the story on the e-book. -Read the story aloud with the e-book. -Q&A of the textbook story. -Using the lesson content to review the unit's vocabulary, sentence structures, and grammar points. **4. Reader's theater:** Divide the class into nine groups. Each group performs the roles and dialogues	部 8 校 4	wonder world 5 white board worksheet	Class Participation Group Work Oral Presentation Student Book Workbook Quiz		

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	學習表現	學習內容						
	繪本故事的主要內容。 ◎4-Ⅲ-3 能拼寫國小階段基本常用字詞。 ＊4-Ⅲ-6 能書寫課堂中所學的句子。 5-Ⅲ-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。	◎D-Ⅲ-3 依綜合資訊作簡易猜測。	from the lesson on stage. **5.Teaching target sentence patterns:** -What's your favorite subject? My favorite subject is_____. -What's his/ her favorite subject? His/ Her favorite subject is_____. **6.Target sentence activities:** Part 1: Group Practice -Students work in groups of four. Ask and answer: What's your favorite subject? My favorite subject is _____. Students choose one group member and describe him or her without saying the name: His favorite subject is science. Her favorite subject is art. Other group members guess: Is he Kevin? Is she Amy? The student who guesses correctly takes					

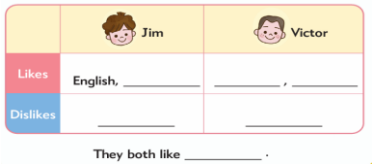
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	學習表現	學習內容						
			the next turn. Part 2: Whole Class Activity Each group chooses one representative. The representative describes a group member without saying the name: His favorite subject is P.E. Her favorite subject is English. The class guesses: Is he Ben? Is she Lily? The student who guesses correctly earns a point and gives the next description. **7. Phonics learning: u_e, u_e, ue, ui** -Listen and repeat the phonics. -Explain the rules. -List the examples of the phonics. *Be the Teacher -Students work in pairs. -Student A picks a word card and reads the word aloud. -Student B identifies the spelling pattern: Is it u_e, ue, or ui? Student B says the					

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	學習表現	學習內容						
			answer. Students switch roles and continue with other word cards. 8. Write Unit 4 workbook p.26-p.31. 9. Quiz Unit 4. **Picture book reading: The Pigeon Has to Go to School** **Before Reading** Introduce the title and the cover of the book, and ask students: -What do you see on the cover? -How does the pigeon look? -Why do you think the pigeon looks unhappy? -What do you think the story is about? -Do you like going to school? Why or why not? -How do you feel before the first day of school? **While Reading** -The teacher guides students to read the				閱讀素養 閱讀態度 閱 III-E13 願意廣泛接觸不同類型及不同學科主題的文本。 閱 III-E14 喜歡與他人討論、 分享自己閱讀的文本。	

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			story and observe the pictures and characters' expressions. Pause during reading and ask simple questions: -Does the pigeon want to go to school? -What is the pigeon worried about? -What excuses does the pigeon make for not going to school? -If you were the pigeon, what would you do? 💬Reading Comprehension & Discussion -Why doesn't the pigeon want to go to school? -What is the pigeon afraid of? -How do you feel on the first day of school? -What is your favorite thing at school? -What can you learn at school? **After Reading** Activity 1: Schools Around the World Teacher introduces a special school				國 E1 了解我國與世界其他國家的文化特質。	

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			activity in Finland: Students often have lessons in forests, parks, using nature as their classroom instead of staying indoors all day. Discussion: -What can students learn outside the classroom? -What are the good things about learning outside? -What are the problems of learning outside? - In Finland, students learn in forests and parks. Do you like this? -If you could have a class outside, where would you go? What would you learn there? Activity2: The Coolest School Ever! If you could design a school to make the pigeon happy, what would it look like? For examples: healthy food cafeteria, healthy drinks station, free snack and fruit area, robot pets, basketball court,				國 E6 發展學習不同文化的意願。	

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	學習表現	學習內容						
			dodgeball area, swimming pool… Students learn about outdoor learning in Finland and use this idea in their dream school design. **【Writing Task】** Write five sentences to describe your dream school. For example: -My dream school is big and beautiful. -There are robot pets in every classroom. -Students can have classes in forests and parks like in Finland. -We can learn science outside in nature like students in Finland. -Our school has outdoor classrooms like schools in Finland. **【Presentation】** Students present their ideas to the class: “Welcome to my school!”					

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	學習表現	學習內容						
Week 20-21	1-Ⅲ-10 能聽懂簡易的日常生活對話。 ◎2-Ⅲ-2 能說出課堂中所學的字詞。 2-Ⅲ-7 能作簡易的回答和描述。 ◎4-Ⅲ-3 能拼寫國小階段基本常用字詞。 ＊4-Ⅲ-6 能書寫課堂中所學的句子。 5-Ⅲ-3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。	◎Ab-Ⅲ-5 所學的字母拼讀規則(含看字讀音、聽音拼字)。 ◎Ac-Ⅲ-3 簡易的生活用語。 ◎Ad-Ⅲ-2 簡易、常用的句型結構。 B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。	Wrap up and Final Exam 1. Review vocabulary and sentence patterns of Unit 3 and 4. *Sentence scramble: -Divide the class in to nine. -Give the students pictures with different parts of speech (subjects, verbs, objects, adjectives, etc.). -Each student makes the cards into meaningful sentences. 2. Review phonics of Unit 3 &4 by phonics dictation contest. 3. Read and Compare -Read the letters and discover what subjects Jim and Victor like and dislike. -Compare their favorite subjects, class days, and activities.  	部 4 校 2	wonder world 5 pictures worksheet	class participation group participation workbook exam		

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			4. Activity: My Dream School Schedule Students design their own dream class schedule for the week. They choose their favorite subjects and arrange them from Monday to Friday. *Writing Task Students write 3 sentences about their schedule. For example: My favorite subject is PE. I have PE class on Monday. I also have PE class on Wednesday. I have English class on Tuesday. English is fun and interesting. I have art class on Thursday. Art is easy for me. I have music class on Friday. *Presentation Students share their dream schedules with the class and explain why they like those subjects. 5. Write workbook p.32-35. **6. Final Exam**			紙筆測驗		1/12 1/13 期末考

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	學習表現	學習內容						
			7. Chinese New Year **1.Q&A** -What do you do /eat during Chinese New Year? What do you say to your family and friends? What is the most important tradition for you? **2. Theme words learning** firecrackers, lion dance, lucky money, rice cake, spring couplet, tangerines. **3. My New Year Wish Tree** Students write one New Year wish on a paper card. For example: -I want to be healthy and happy. -Study hard and get better grades. - Make new friends, help others and be kind. -Eat healthier food every day. -Good luck in the new year. Students decorate their cards and hang them on a classroom Wish Tree.					

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	學習表現	學習內容						
			4. Cultural Connections Teacher introduces different New Year traditions -In Japan, people visit shrines and pray for good luck in the new year. -In Spain, people eat twelve grapes at midnight for good fortune. -In Italy, people wear red underwear to bring luck.					□實施跨領域或跨科目協同教學(需另申請授課鐘點費) 1.協同科目： _____ 2.協同節數：

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