新北市板橋區區 板橋 國民小學115學年度 五 年級第一學期英語課程計畫 設計者：化一正

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

			其他領域 **社會領域** 社-E-B3 體驗生活中自然、族群與文化之美，欣賞多元豐富的環境與文化內涵。 社-E-C3 了解自我文化，尊重與欣賞多元文化，關心全球議題
閱讀素養議題 **（請參閱「新北市國小英語領域課程綱要暨補充規定」第 55~64 頁撰寫）**			閱 III-E1 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。 1. 能辨識第三學習階段英語文本（繪本）中的關鍵字詞。 2. 能辨識第三學習階段英語文本（繪本）中的主要句型。 3. 能知道第三學習階段英語文本（繪本）之書名、作者及繪者。 閱 III-E7 展詮釋、反思、評鑑文本的能力。 1. 能用自己的話概略重述英語文本（繪本）的內容。 2. 能說出作者所欲傳達的訊息。 3. 能透過不同形式（如：角色扮演、讀者劇場等）詮釋英語文本（繪本）中的角色或情節。 閱 III-E12 培養喜愛閱讀的態度。 1. 能透過閱讀多元的英語文本（繪本），體會閱讀的樂趣。 2. 能運用圖書館、科技或網路，結合自己的特長和興趣，主動找尋閱讀材料。 閱 III-E14 喜歡與他人討論、分享自己閱讀的文本。 1. 樂於對同儕或教師分享的英語文本（繪本）提問或回應，並進行討論。
其他議題實質內涵			國 E1 了解我國與世界其他國家的文化特質。 國 E2 表現具國際視野的本土文化認同

具體學習目標	1. 能聽辨、認讀生活用語及教室用語，連結生活情境，培養基本對話能力。 2. 能預測課文故事，引發其生活中或學習經驗，來主動思考，或是作提問，養成思考的好習慣。 3. 能做故事摘要，用英語說出課文故事的主旨大意，以及主角、時間、場景，和故事發生的順序。 4. 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。 5. 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。 6. 能利用課堂活動，進行口說練習，並藉由同儕間的學習與模仿，以達熟練語句節奏、斷句、重音、語調和速度。 7. 能夠與團隊合作，從雙向互動與討論的過程中，提升思辨與解決問題的能力。 8. 能透過繪本”Pinkalicious and the Pink Drink”理解故事內容，並能使用英文進行成果發表。 9. 能透過繪本”Handa’s Surprise”理解故事內容，並能用英語表達自己的想法。 10. 能透過繪本”Today Is Monday” 理解故事內容，並能認識五大類食物的英文。 11. 能透過繪本” The Pigeon Has to Go to School” 理解故事內容，比較美國小學和在地校園生活的之異同。

五、課程架構：

學校願景	~板橋國小教育願景~《全人教育》人文、精緻、多元、創新		
核心概念	人文、精緻		
學期	上　學　期		
學校主題	科學板橋	品德板橋	文化板橋
課程內涵	資訊創新多元開放	人本關懷文化素養	
實施節數	高年級 63 節		
五年級	繽紛世界:飲料與水果篇	星期與科目	
英閱繪	**Pinkalicious and the Pink Drink** **Handa's Surprise**	**Today Is Monday** **The Pigeon Has to Go to School**	

六、本課程融入議題情形(若有融入議題，教學規劃的學習重點一定要摘錄實質內涵)

1. 是否融入安全教育(交通安全)：c 是　√否

2. 是否融入戶外教育：c 是(第____週)　√否

3. 是否融入性別平等教育議題：c 是　√否

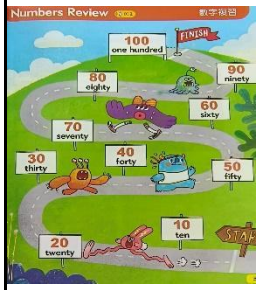
4. 其他議題融入情形(有的請打勾)：c 生命教育、c 人權、c 環境、c 海洋、c 品德、c 法治、c 科技、c 資訊、c 能源、c 防災、c 家庭教育、c 生涯規劃、c 多元文化、√閱讀素養、√國際教育、c 原住民族教育

□STEAM

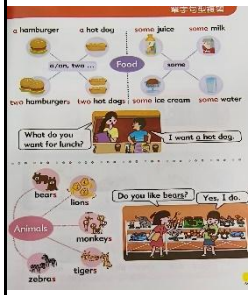
七、素養導向教學規劃：

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	【英語領域】 ➢1-Ⅲ-1 能聽辨英語的子音、母音及其不同的組合。 ◎➢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-1 能念出英語的語音。	【英語領域】 ◎ 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。 Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須	Topic 1: Getting Started! 1. Making Name Cards New semester. New friends. Time to get to know the names of your new classmates. Each student is given a small card and they need to write down their names and numbers on the cards. Teacher collects the cards, randomly picks a card, and reads out loud the name on the card.	9	電子書 空白小卡 口說策略：利用課堂活動，進行口說練習，並藉由同儕間的學習與模仿，以達熟練語句節奏、斷句、重音、語調和速度。	1.觀察記錄 2.參與態度		

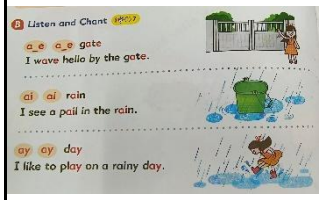
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	學習表現	學習內容						
	◎➢2-Ⅲ-2 能說出課堂中所學的字詞。 ◎➢3-Ⅲ-1 能辨識課堂中所學的字詞。 ◎➢3-Ⅲ-4 能看懂課堂中所學的句子。 ➢4-Ⅲ-1 能抄寫課堂中所學的字詞。 ➢4-Ⅲ-2 能抄寫課堂中所學的句子。 ＊➢4-Ⅲ-6 能書寫課堂中所學的句子。 ◎5-Ⅲ-2 在聽讀時，能辨識書本中相對應的寫文字。 ◎➢5-Ⅲ-5 能以正確的發音及適切速度朗讀簡易句型的句子。	拼寫 180 字詞）。 ◎ Ad-Ⅲ-2 簡易、常用的句型結構。 ＊◎Ae-Ⅲ-1 簡易歌謠、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。	When a student hears his/her name, he/she needs to raise his/her hand. Teacher then writes the name on the board and asks everyone to repeat saying the name several times. After all names are written on the board, it's time to play Listen & Point. Teacher says a name and everybody points to that student. Students need to fill out the blanks and turn in the homework by the end of Week 2.  2. Numbers Review (Page 5)					

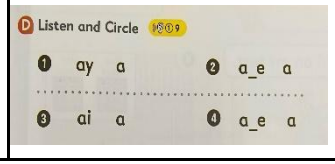
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	學習表現	學習內容						
	◎➢5-Ⅲ-9 能運用所學的字母拼讀規則讀出英文字詞。		 Use Page 5 to help students review the numbers we have learned. Repeat and point. Teacher says some numbers and ask students to write down the numbers on the board. Ask students to take out their exercise books, and time to solve some simple math problems. Teacher asks the following questions and ask students to write down their answers on the exercise book. Teacher demonstrates first on the board with this statement : “Twenty plus forty is sixty (20+40=60).” 1 What is thirty plus thirty? 2 What is fifty plus twenty? 3 What is ten plus seventy? 4 What is thirty plus sixty? 5 What is sixty plus forty?					

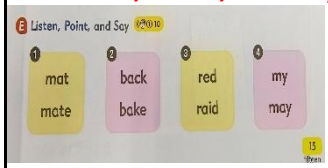
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	學習表現	學習內容						
			Teacher collects the exercise books and checks students' answers. 3. Vocabulary & Sentence Review  3-1 Rooms Use the picture on page 6 to ask students to share what they see. Teacher can start by saying : "Who is in the bedroom?" "Who is sleeping in the bedroom?" Ask students in groups to come to the front and say the names of the rooms. 3-2 Actions Teacher asks all students to stand up. When the teacher says, "I'm reading", all students need to pretend that they are reading.					

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	學習表現	學習內容						
			 3-3 Food Teacher asks students to look at the picture on page 7 and invites students to talk about what they see. Teacher can start by saying, “I can see a hamburger. What can you see?” Check for understanding. See if students can match the words with the pictures of the food. 3-4 Animals Review words of animals and watch this video together. After watching it, ask students to talk about what animals are in this video. Alphabet Animals by Bounce Patrol					

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	學習表現	學習內容						
			https://www.youtube.com/watch?v=_Wp0vZnR_FM  4. Phonics Review  Listen & Touch Ask students to come to the front. When the student hears the teacher say a word, he/she touches that word. Everyone then repeats after the E-book. 5. Get Ready Phonics **A. Sound It Out**					

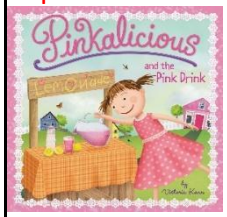
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	學習表現	學習內容						
			 Teacher asks students to repeat the sounds for a_e, ai and ay. Ask students to say the words: gate / wave / pail / rain / day / play **B. Listen and Chant**  Ask students to talk about what they see on the pictures. Listen and repeat after the E-book. Read the following sentences out loud. - I wave hello by the gate. - I see a pail in the rain. - I like to play on a rainy day. **C. Listen and Say**					

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	學習表現	學習內容						
			 Ask students to talk about what they see on the picture. Ask students to listen to the chant and then say it in groups. Also ask them to find words from the chant with the “a_e, ai, ay” sound! Use this fun video to strenthen students’ knowledge about these sounds. https://www.youtube.com/watch?v=ghd898RDjEM  **D. Listen and Circle** 					

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	學習表現	學習內容						
			Ask students what sounds “ay / a / a_e / ai” make. Check for understanding. Make sure kids find the right sounds. Point at a sound and ask students to give examples. Teacher needs to put down the words on the board and asks everyone to repeat. **E. Listen, Point, and Say**  Ask students to listen, point, and say. Teacher says “m-a-t” and students say “mat.” Teacher says “m-a_e-t” and students say “mate.” Teacher says “b-a-ck” and students say “back.” Teacher says “b-a_e-k” and students say “bake.” Teacher says “r-e-d” and students say “red.” Teacher says “r-ai-d” and students say “raid.” Teacher says “m-y” and students say “my.” Teacher says “m-ay” and students say “may.”					

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	學習表現	學習內容						
			Topic 2: Story, Vocabulary, and Sentences Wonder World 5 Unit 1 The Best Drink  1. Warm up Ask students to talk about P.17, the first page of Unit 1. ① What do you see here? ② What's the title? ③ Who are on this picture? ④ What are they doing? 2. Vocabulary & Story Use flashcards to introduce the words to the stuents : coffee, cola, soda, tea, bubble tea, hot chocolate, soy milk. And help students learn to remember these words with the phonics rules. Ask students what are the drinks they drink often / sometimes / rarely and what drinks are healthy to the body.					

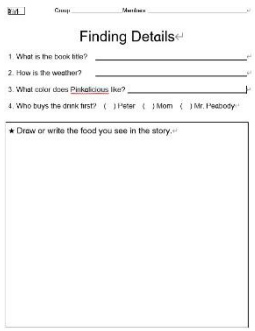
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	學習表現	學習內容						
			 Read the story on page 18 and 19 together with students. Discuss what students learn from the story. Ask questions like: “What does Kevin like?” “What does Boka like?” “Does Amy like water?” 3. Sentence A & B Use the sentence pattern students learned during the previous semester to practice the new words: Do you like cola? Yes, I do. Do you like bubble tea? No, I don’t. I like soy milk. Put students in pairs and finish the chart on page 22. Use the number picker to find a student and ask the student what his/her friend likes. The					

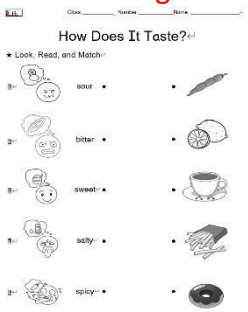
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			student will answer with the information he/she collects on page 22. Listen to the E-book and find out what Danny / Vicky / Eric / Kate likes. 4. Wrap up Who likes _____? Teacher says, “Who likes tea?” Students whose friends like tea need to come to the front and write down their answers in complete sentences: “Peter likes tea.” Or “Danny likes tea.” The first three students finish the sentences will get stamps from the teacher.					
Week 4~6	【英語領域】 ➢1-Ⅲ-1 能聽辨英語的子音、母音及其不同的組合。 ◎1-Ⅲ-4 能聽辨課堂中所學的片語、句子及其重音。	【英語領域】 ◎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。	Topic 1 : Pinkalicious and the Pink Drink  ★ Before Reading 1. Picture Walk	9	電子書 電腦設備 網路資源 口說策略：利用課堂活動，進行口說練習，並藉由同儕間	1.觀察記錄 2.學習單 3.參與態度 4.合作能力	閱讀素養教育	

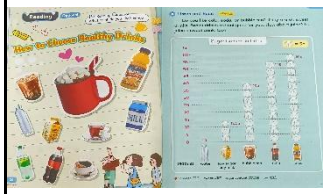
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	學習表現	學習內容						
	◎➢1-Ⅲ-6 能聽懂課堂中所學的字詞。 ◎➢1-Ⅲ-9 能聽懂簡易句型的句子。 ◎➢2-Ⅲ-1 能念出英語的語音。 ◎➢2-Ⅲ-2 能說出課堂中所學的字詞。 ◎➢3-Ⅲ-1 能辨識課堂中所學的字詞。 ◎➢3-Ⅲ-4 能看懂課堂中所學的句子。 ➢4-Ⅲ-1 能抄寫課堂中所學的字詞。 ➢4-Ⅲ-2 能抄寫課堂中所學的句子。 ＊➢4-Ⅲ-6 能書寫課堂中所學的句子。 ◎5-Ⅲ-2 在聽讀時，能辨識	Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。 ◎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。	Teacher shows students the cover of the book and ask students the following questions: 1 What do you see on the book cover? 2 What's the book title? 3 Who's the author? 4 Do you like the picture? Why or why not? 5 What color do you see? 6 Take a guess. What is the girl doing? 2. Predicting Ask students to predict the story of the book with the following questions: ① Who's the main character? ② What will you see in this picture book? ★ During Reading 3. Story Telling Teacher shows students the story on the big screen and reads the story with students. Students repeat after teacher and practice saying words, such as, "lemonade, lemon, water, pitcher, stir, pitcher, grapefruit, watermelon, strawberries, toy store, gumball." ★ After Reading 4. Discussion Discuss the following questions with students: 1 What does Pinkalicious want to buy? 2 Why does Pinkalicious need money?		的學習與模仿，以達熟練語句節奏、斷句、重音、語調和速度。			

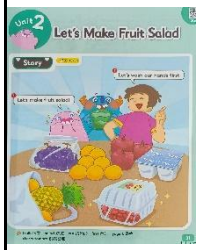
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
	書本中相對應的文字。 ◎➢5-Ⅲ-5 能以正確的發音及適切速度朗讀簡易句型的句子。 ◎➢5-Ⅲ-9 能運用所學的字母拼讀規則讀出英文字詞。		3 Do you like pink? 4 What other colors do you like? 5 Do you like lemons? 6 Do you know how to make lemonade? 7 What does Mommy give to Pinkaliciuos? (Sugar and lemon) 8 How many gumballs does Pinkalicious have? (nine) 9 What is the color of the gumballs? (pink) 10 How many gumballs does Pinkalicious give to Peter? (four) 11 What does Pinkalicious want to sell next time? (cupcakes) 5. Phonics (e_e / ea / ee) Ask students to sound out the words : Eve / these / peach / tea / green / tree Students need to identify the letters that make the vowel sound. Show students words on the big screen and ask students to point out words with the vowel. Put students into groups and give each group a piece of papar. Students write down words with the vowel, and teacher checks words.					

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						
			Ask students to find out words from the book that contain the e_e/ea/ee sound, and share the words with everybody. 6. Finding Details Watch the video together with the students. Pause to check students' understanding. https://www.youtube.com/watch?v=Sfz-FZZcgws Encourage students to say the following words: an empty piggy bank / let's have a lemonade stand. / Put all of the pink things in the pitcher. / Missing something. / The sweeter, the better. / Just put one thing to make it pink this time. / Sold out. / Go to the toy store. / Share gumballs with Peter.  Put students into groups and give each group a piece of the worksheet. Watch the video again and pause at certain points to help students find the answers.					

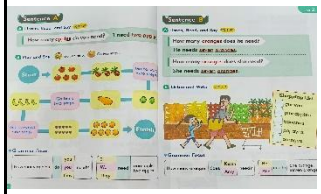
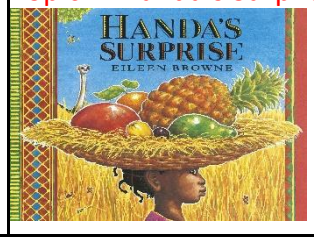
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			 7. How Does It Taste? Watch the video with students and encourage students to say these adjectives: cold / hot / sweet / bitter / salty / sour / good / cruncy / delicious / spicy https://www.youtube.com/watch?v=yVQg5UL1tgc  Encourage students to say the following sentences: 1 Chili peppers are spicy. 2 Lemon juice is sour. 3 Coffee is bitter.					

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						
			4 French friends are salty. 5 Donuts are delicious. 6 Bananas are sweet. Ask if anyone could come up with similar sentences to describe the things they eat/drink. Put students in pairs. Give each pair a piece of the following worksheet.  How Does It Taste? ★ Look, Read, and Match sour bitter sweet salty spicy Ask students to stand in the front of the class and share their worksheet with everybody by reading out loud the sentences. 8. My Special Drink Put students in groups and ask each group to design their own drink. What are the ingredients? And what is the color of the drink?					

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	學習表現	學習內容						
			 Topic 2 : Reading (Page 26~30) 1. How to Choose Healthy Drinks (Page 26)  Read about Sugar Content in Drinks. Finish the chart on page 29 and ask students if they know how to choose a healthy drink. 2. More to Learn (Page 30) 					

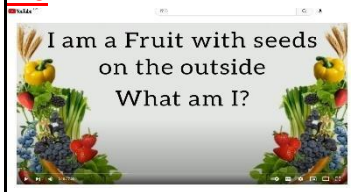
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	學習表現	學習內容						
			Learn to appreciate the culture of other parts of the world. Learn about the Dos and Don'ts. Thank and share whether or not students like afternoon tea. Why or why not?					
Week 7~9	【英語領域】 ➢1-Ⅲ-1 能聽辨英語的子音、母音及其不同的組合。 ◎➢1-Ⅲ-6 能聽懂課堂中所學的字詞。 ◎➢1-Ⅲ-9 能聽懂簡易句型的句子。 ◎➢2-Ⅲ-1 能念出英語的語音。 ◎➢2-Ⅲ-2 能說出課堂中所學的字詞。 ◎➢3-Ⅲ-1 能辨識課堂中所學的字詞。 ◎➢3-Ⅲ-4 能看懂課堂中所學的句子。	【英語領域】 ◎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。 Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。 ◎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。	Topic 1: Story, Vocabulary, and Sentences Wonder World 5 Unit 2 Let's Make Fruit Salad  1. Warm up Ask students to talk about P.31, the first page of Unit 2. ① What do you see here? ② What's the title? ③ Who are on this picture? ④ What are they doing? ⑤ What are the colors of the fruits on the table? 2. Story	9		1.觀察記錄 2.學習單 3.參與態度 4.合作能力	閱讀素養教育 國際教育	

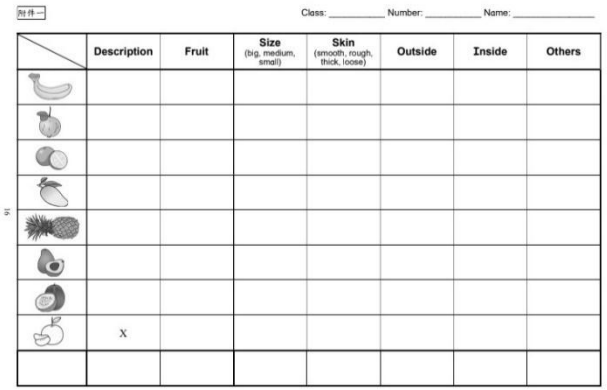
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	➢4-Ⅲ-1 能抄寫課堂中所學的字詞。 ➢4-Ⅲ-2 能抄寫課堂中所學的句子。 ＊➢4-Ⅲ-6 能書寫課堂中所學的句子。 ◎5-Ⅲ-2 在聽讀時，能辨識書本中相對應的文字。 ◎➢5-Ⅲ-5 能以正確的發音及適切速度朗讀簡易句型的句子。 ◎➢5-Ⅲ-9 能運用所學的字母拼讀規則讀出英文字詞。	B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。	 Ask students to talk about the two pages. Inspire the kids to talk with the following questions: 1 What do you see here? 2 Who are on these 2 pages? ③ What are they doing? 3. Vocabulary  Use flashcards to introduce the words to the stuents : apples, bananas, grapes, guavas, oranges, papayas, pineapples. Help students learn to remember these words with the phonics rules. Remind students the difference between the singular form and the plural form of these words.					

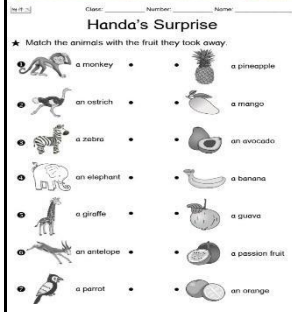
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	學習表現	學習內容						
			Learn about how to make clearner with orange peel and discuss what other fruit we can use to make cleaner 4. Sentence A & B  5. Wrap up Ask 7 students to come to the board and draw the amount of fruits (apples / bananas / grapes / guavas / oranges / papayas / pineapples) they need. Put students into groups and ask each group about the quanity of fruits each student need. Using questions like: How many _____ does _____ need? Topic 2: Handa's Surprise 					

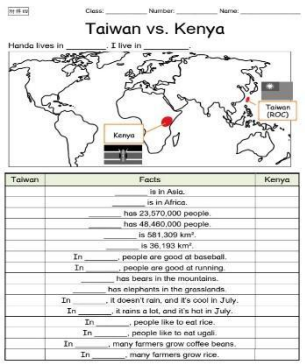
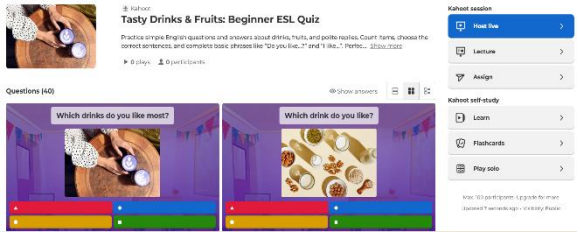
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	學習表現	學習內容						
			★ Before Reading 1. Picture Walk Teacher shows students the cover of the book and ask students the following questions: 1 What do you see on the book cover? 2 What's the book title? 3 Who's the author? 4 Do you like the picture? Why or why not? 5 Take a guess. What is the girl doing? 6 How does the girl hold the basket? 2. Predicting Ask students to predict the story of the book with the following questions: 1 Who's the main character? 2 What will you see in this picture book? 3 Try to guess what the surprise might be. ★ During Reading 3. Story Telling Teacher shows students the story on the big screen and reads the story with students. Students repeat after teacher and practice saying words, such as, "kiwi, strawberry, avocado, passion fruit, mango."					

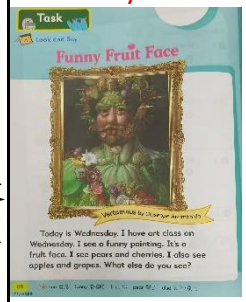
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	學習表現	學習內容						
			★ After Reading 4. Discussion First, watch the story again: Handa's Surprise 中英文字幕 - YouTube  Discuss the following questions with students: 1 What is the title of the picture book? 2 What is the story about? 4 How many fruits are there in the story? Can you name all the fruits? 5 Do you remember all the animals in the story? 6 What is the first animal? 7 What fruit did the monkey take away from Handa's basket? 8 What does Mommy give to Pinkaliciuos? 9 What is the surprise? 5. Phonics (i_e / ie / igh) Ask students to sound out the words : bite / rice / pie / tie / light / night					

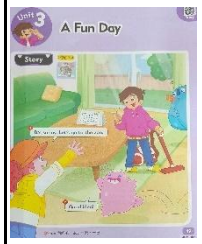
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	學習表現	學習內容						
			Students need to identify the letters that make the vowel sound. Show students words on the big screen and ask students to point out words with the vowel. Put students into groups and give each group a piece of papar. Students write down words with the vowel, and teacher checks words. Vowel Bingo Game! Ask students to find out words from the picture book that contain the i_e/ie/igh sound, and share the words with everybody. 6. Fruit Riddle Game Put students into groups and give each group a piece of paper. Watch the video and pause every time when students need to write down their answers. https://www.youtube.com/watch?v=BzG9N3r8EIo 					

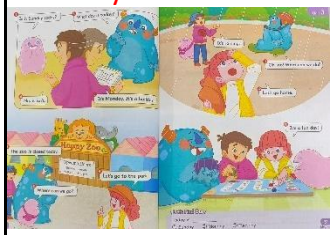
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	學習表現	學習內容						
			Take a guess! Each group picks a fruit and writes down characteritics of that fruit. Each group sends a representative to the front and provides students with hints written down on the paper for guessing. At the end of the activity, each group needs to fill out the blanks and turn in the worksheet.  附件一 Class: _____ Number: _____ Name: _____ Description / Fruit / Size (big, medium, small) / Skin (smooth, rough, thick, loose) / Outside / Inside / Others X 7. Match the Animals with the Fruit Use the Powerpoint file to read the students again with the students and watch the video again. Pause at certain points to show students what fruit the animal took away. https://www.youtube.com/watch?v=rlcngSNi7-k					

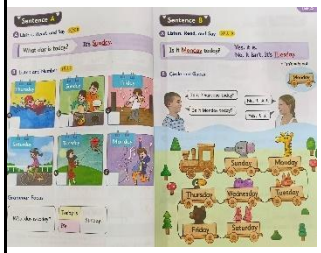
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	學習表現	學習內容						
			  8. Taiwan VS Kenya Use the worksheet to discuss the differences between Taiwan and Kenya. Help students learn more about this amazing world.					

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	學習表現	學習內容						
			 Topic 3: Reading 1. Eating Smart with Fruit. 2. More to Learn – They Are Apples, Too?					
Week 10	【英語領域】 ➢1-Ⅲ-1 能聽辨英語的子音、母音及其不同的組合。 ◎➢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。	【英語領域】 ◎ 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。 Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須	**期中考** **Kahoot Time** Using a Kahoot game to help students review words / sentences they have learned from Unit 1 and Unit 2. 	3		1.觀察記錄 2.學習單 3.參與態度 4.合作能力		

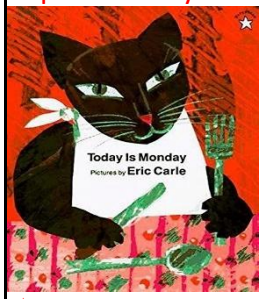
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	◎➢2-Ⅲ-1 能念出英語的語音。 ◎➢2-Ⅲ-2 能說出課堂中所學的字詞。 ◎➢3-Ⅲ-1 能辨識課堂中所學的字詞。 ◎➢3-Ⅲ-4 能看懂課堂中所學的句子。 ◎5-Ⅲ-2 在聽讀時，能辨識書本中相對應的文字。 ◎➢5-Ⅲ-5 能以正確的發音及適切速度朗讀簡易句型的句子。 ◎➢5-Ⅲ-9 能運用所學的字母拼讀規則讀出英文字詞。	拼寫 180 字詞）。 ◎ Ad-Ⅲ-2 簡易、常用的句型結構。 ＊◎Ae-Ⅲ-1 簡易歌謠、韻文、故事及短劇。 B-Ⅲ-2 國小階段所學字詞及句型的生活溝通。	Topic 1: Task (Page 88) 1. Funny Fruit Face  Read together with students about the famous aritist, Giuseppe Arcimboldo. Ask students to find vegetables or fruits from the painting. 2. Make Your Own Fruit Face  - Put students into groups and give each group a piece of paper. - Ask students to use vegetables/fruits to create a fruit face of their own.					

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						
			- Share the picture each group creates. - Ask students to say the names of vegetables/fruits used on the faces.					
Week 11~14	【英語領域】 ➢1-Ⅲ-1 能聽辨英語的子音、母音及其不同的組合。 ◎1-Ⅲ-4 能聽辨課堂中所學的片語、句子及其重音。 ◎➢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-1 能念出英語的語音。	◎Ac-Ⅲ-3 簡易的生活用語。 Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。 ◎ 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。	Topic 1: Story, Vocabulary, and Sentences Wonder World 5 Unit 3 A Fun Day  1. Warm up Ask students to talk about P. 49, the first page of Unit 3. 1 What do you see here? 2 What's the title? 3 Who are on this picture? 4 What are they doing? 5 Where are they going?	12		1.觀察記錄 2.學習單 3.參與態度 4.合作能力	閱讀素養教育	

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-Ⅲ-2 能說出課堂中所學的字詞。 ◎➢3-Ⅲ-1 能辨識課堂中所學的字詞。 ◎➢3-Ⅲ-4 能看懂課堂中所學的句子。 ➢4-Ⅲ-1 能抄寫課堂中所學的字詞。 ➢4-Ⅲ-2 能抄寫課堂中所學的句子。 ＊➢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文字。 ◎➢5-Ⅲ-5 能以正確的發音及適切速度朗讀簡易句型的句子。		2. Story  Ask students to talk about the two pages (P. 50 & P. 51). Inspire the kids to talk with the following questions: 1 What do you see here? 2 Who are on these 2 pages? 3 What are they doing? 3. Vocabulary  Use flashcards to introduce the words to the stuents : Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday. Help students learn to remember these words with the phonics rules.					

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	學習表現	學習內容						
	◎➢5-Ⅲ-9 能運用所學的字母拼讀規則讀出英文字詞。		Look at the Weekly Housework Plan. Ask students to draw their own Weekly Housework Plan on the exercise book. Use the following sentence patterns to check students' plans: Do you sweet the floor on _____? Do you wipe the table on _____? Do you make the bed on _____? 4. Sentence A & B  - Look at the sentence patterns. Ask students to read out loud the sentences. - Talk about the pictures students see on these 2 pages. - Use the listening activity on P. 54 to see if students can number the pictures in the correct order. - Use a real calendar. Show students the calendar. Point at a certain date and ask students the following questions :					

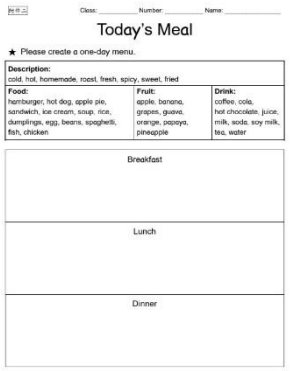
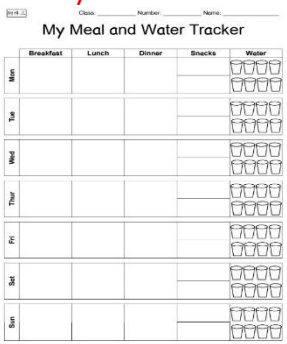
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			What day is today? Is it _____ today? Ask students to write down their answers on the exercise book. Exchange with parners and check answers. 5. Sing and Learn Use the following video to teach students the song: https://www.youtube.com/watch?v=LIQsyHoLudQ  Ask students to sing in groups in the front. Use the calender on the screen to ask students the following questions: What day is today? Is it _____ today?					

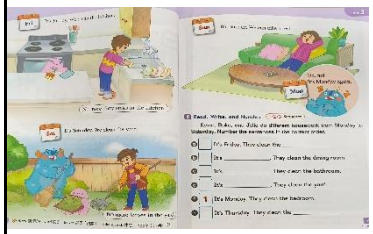
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			Topic 2: Today Is Monday  ★ Before Reading 2. Picture Walk Teacher shows students the cover of the book and ask students the following questions: 1 What do you see on the book cover? 2 What's the book title? 3 Who's the author? 4 Do you like the picture? Why or why not? 5 What animal do you see? 2. Predicting Ask students to predict the story of the book with the following questions: 10 Who's the main character? 11 What will you see in this picture book? 12 Try to guess what the story might be. ★ During Reading					

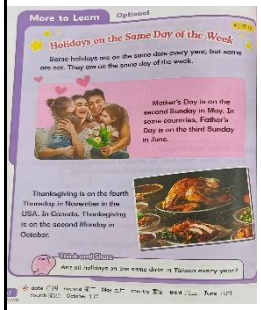
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	學習表現	學習內容						
			3. Story Telling Teacher shows students the story on the big screen and reads the story with students. Students repeat after teacher and practice saying words, such as, “cat, elephant, fox, monkey, pelican, porcupine, snake, chicken, fresh fish, ice cream, roast beef, soup, spaghetti, string beans.” ★ After Reading 4. Information Gap First, watch the story again: https://www.youtube.com/watch?v=QcR2_Y0FMuM  Put the students in pairs and hand out the worksheets.					

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						
			Student A Class: Number: Name: Animal / Day / Food cat / Thursday elephant / Wednesday fox / Saturday porcupine / Monday pelican / Friday snake / Tuesday monkey / Sunday Student B Class: Number: Name: Food / Day / Animal chicken / Saturday fresh fish / Friday roast beef / Thursday soup / Wednesday spaghetti / Tuesday string beans / Monday ice cream / Sunday - Ask students to fill in the blanks while watching the video. - Ask students to use the information they gather together and tell the story in their own words. 5. Phonics (o_e / oa / ow) Ask students to sound out the words : hole / mole / boat / goat / snow / yellow  Students need to identify the letters that make the vowel sound. Show students words on the big screen and ask students to point out words				

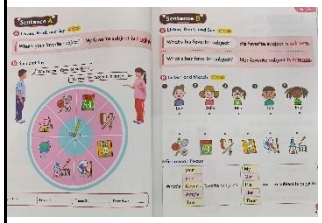
教學期程	學習重點		單元/主題名稱與活動內容	節數	教學資源/學習策略	評量方式	融入議題	備註
	學習表現	學習內容						
			with the vowel. Put students into groups and give each group a piece of papar. Students write down words with the vowel, and teacher checks words. Vowel Bingo Game! Ask students to find out words from the picture book that contain the o_e/oa/ow sound, and share the words with everybody. Play a bingo game with nine of the words with this vowel. 6. Encyclopedia of Pasta There are hundreds of pasta shapes. Spaghetti is just one of them. Spaghetti is long and thin. Watch this video to learn about why pasta comes in all shapes and sizes: https://www.youtube.com/watch?v=yyVMZHjaY40 					

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						
			7. Today's Meal  Put students into groups and ask them to design their meals of the day. Ask them to share the meals they come up with and vote for the best meals. 8. My Week 					

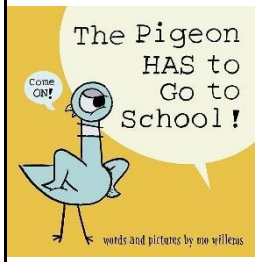
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	學習表現	學習內容						
			Give students the worksheet and ask them to keep a record of their meals for the coming week. Share the meals with others and discuss what an ideal meal should be like. Topic 3: Reading 1. A Busy Week Read the story about Kevin, Boka, and Jello. Find out what they do from Monday to Saturday. Ask students to share what they do from Monday to Saturday.   2. Holidays on the Same Day of the Week					

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						
			 Read about the holidays that fall on the same day of the week. Learn about the words, “first, second, third, fourth.” And discuss with students when these words are used. A question to think about : Are there any other holidays that fall on the same day of the week?					
Week 15~18	【英語領域】 ➢1-Ⅲ-1 能聽辨英語的子音、母音及其不同的組合。 ◎1-Ⅲ-4 能聽辨課堂中所學的片語、句子及其重音。 ◎➢1-Ⅲ-6 能聽懂課堂中所學的字詞。	◎Ac-Ⅲ-3 簡易的生活用語。 Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。 ◎ Ad-Ⅲ-2 簡易、常用的句型結構。	Topic 1: Story, Vocabulary, and Sentences Wonder World 5 Unit 4 My Favorite Subject  1. Warm up Ask students to talk about P. 63, the first page of Unit 4.	12		1.觀察記錄 2.學習單 3.參與態度 4.合作能力	閱讀素養教育 國際教育	

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-Ⅲ-9 能聽懂簡易句型的句子。 ◎➢2-Ⅲ-1 能念出英語的語音。 ◎➢2-Ⅲ-2 能說出課堂中所學的字詞。 ◎➢3-Ⅲ-1 能辨識課堂中所學的字詞。 ◎➢3-Ⅲ-4 能看懂課堂中所學的句子。 ➢4-Ⅲ-1 能抄寫課堂中所學的字詞。 ➢4-Ⅲ-2 能抄寫課堂中所學的句子。 ＊➢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文字。	＊◎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。	What do you see here? What's the title? Who are on this picture? What are they doing? How do they feel? 2. Story  Ask students to talk about the two pages (P. 64 & P. 65). Inspire the kids to talk with the following questions: What do you see here? Who are on these 2 pages? What are they doing? 3. Vocabulary 					

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-5 能以正確的發音及適切速度朗讀簡易句型的句子。 ◎➢5-Ⅲ-9 能運用所學的字母拼讀規則讀出英文字詞。		Use flashcards to introduce the words to the students : art, Chinese, English, math, music, PE, science, social studies. Help students learn to remember these words with the phonics rules. Look at My Dream Job. Discuss with students what the key elements for a dream job are. Ask students to think and share what their dream jobs are. 4. Sentence A & B  - Look at the sentence patterns. Ask students to read out loud the sentences. - Talk about the pictures students see on these 2 pages. - Spin and say. Ask students to spin the wheel and say the words.					

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						
			  - Use the listening activity on P. 69 to help students find the favorite subjects of Ben, Bella, Mia, Dan and Kay. 5. Sing and Learn Use the following video to teach students the song: https://www.youtube.com/watch?v=JoDm0RC5gk8  Ask students to sing with the video. Ask students the following questions after singing out loud together: What's your favorite subject? What's his / her favorite subject? Topic 2: The Pigeon HAS to Go to School!					

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						
			 ★ Before Reading 1. Picture Walk Teacher shows students the cover of the book and ask students the following questions: 1 What do you see on the book cover? 2 What's the book title? 3 Who's the author? 4 Do you like the picture? Why or why not? 5 What animal do you see? 2. Predicting Ask students to predict the story of the book with the following questions: 1 Who's the main character? 2 What will you see in this picture book? 3 Try to guess what the story is about. ★ During Reading 3. Story Telling					

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						
			Teacher uses PPT to show students the story on the big screen and reads the story with students. Students repeat after teacher and practice saying words, such as, “late, rats, have to, already, everything, ask, question(s), almost, start, because, wish, chick, what if, pigeon, stuff, learn, pop off, alphabet, heavy, backpack, paint, stick, feather, unknow, stress out, dude, practice, expert, playground, step aside, coming through.” ★ After Reading 4. Talk About the Story First, watch the story again: https://www.youtube.com/watch?v=Yi74vIakXbo  Ask students the following questions: 1 Does the Pigeon like school at first? Why not? 2 How does he feel about school? 3 What is he worried about? 4 In the end, does the Pigeon go to school?					

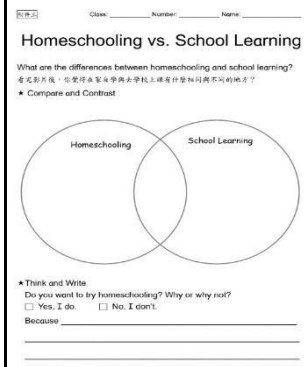
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	學習表現	學習內容						
			5 What kinds of birds are in the classroom? 6 Who is the teacher in the classroom? 7 Does the Pigeon answer the question? 8 Do you like school? 5. Phonics (u_e / u_e / ue / ui) Ask students to sound out the words : cute / tube / flute / Luke / blue / glue / juice / suit  Students need to identify the letters that make the vowel sound. Show students words on the big screen and ask students to point out words with the vowel. Put students into groups and give each group a piece of papar. Students write down words with the vowel, and teacher checks words. Vowel Bingo Game! Ask students to find out words from the picture book that contain the u_e/ue/ui sound,					

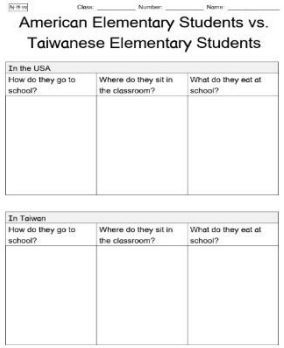
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	學習表現	學習內容						
			and share the words with everybody. Play a bingo game with nine of the words with this vowel. 6. Reading A Busy Week Read the story about Kevin, Boka, and Jello. Find out what they do from Monday to Saturday. Ask students to share what they do from Monday to Saturday.   					

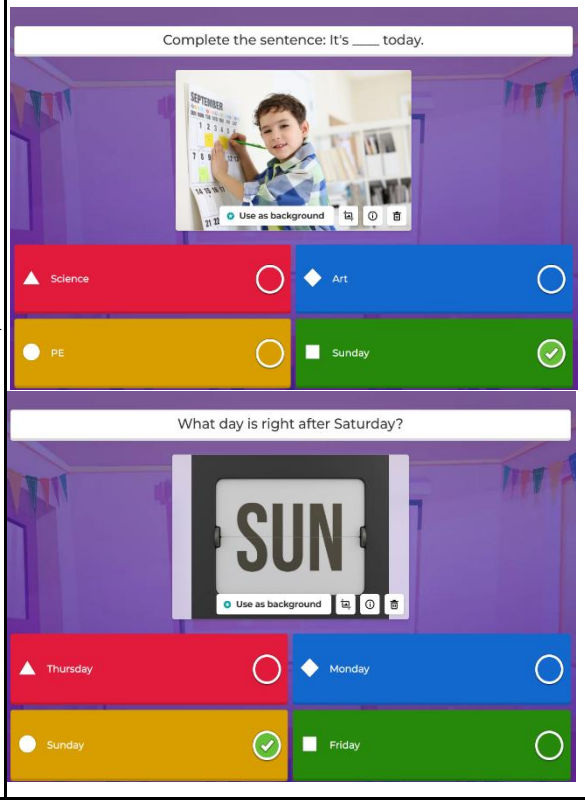
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	學習表現	學習內容						
			7. What If…? Ask students whether or not they like school. And what are you worried about school? Hand out the worksheet to students and ask them to write down how the pigeon feels before going to school and after being there.  What If …? ★ Part A lunch / finger paint / other birds / heavy backpack / math Before Going to School / After Going to School He feels _____. He's worried about _____. He feels _____. ★Part B Example: What if I don't have a friend? I don't get 100% in the exam / I get sick the teacher doesn't like me / I have no friends Encourage the students to use "What if…." to talk about their worries about being at school. 8. Do You Like School? Ask students the following questions: 1 Why did the Pigeon not like school? 2 How did the Pigeon feel about school in the end? 3 Do you like to go to school? Why and why not?					

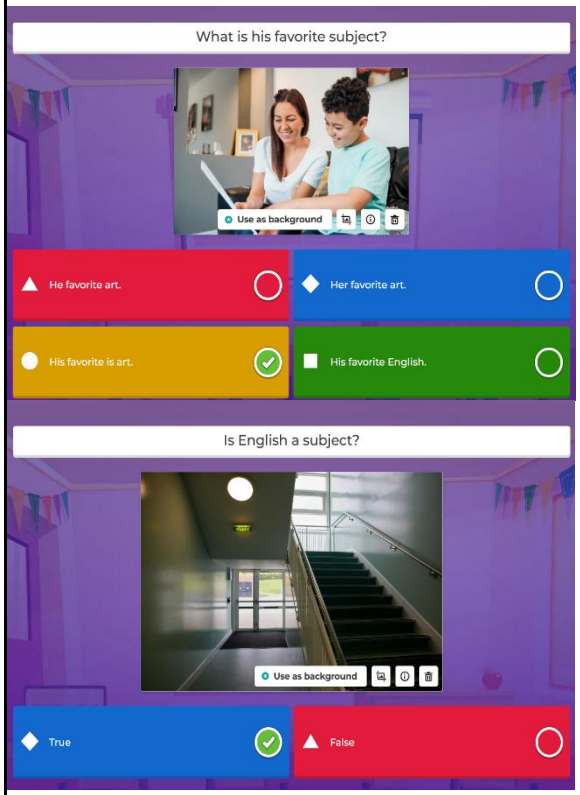
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	學習表現	學習內容						
			Provide students with the worksheet and ask them to write down the reasons they like or dislike school.  What Do You Like and Dislike About School? ★ Let's Think What do you like about school? Why? I like _____ because _____ What do you dislike about school? Why? I don't like _____ because _____ I think we could _____. ★ Advice for Pigeon Dear Pigeon, You can _____ Ask students to discuss what they could do to make themselves enjoy school more. Ask students to write down their advice for the pigeon, advice that would help the pigeon enjoy school more. 9. Homeschooling VS School Learning Watch the video to get an idea of what homeschooling is like: https://www.youtube.com/watch?v=-zKS46qrOL4					

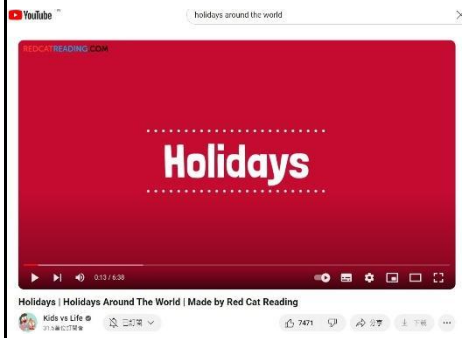
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	學習表現	學習內容						
			 Ask students to compare Homeschooling and School Learning. What is good about Homeschooling? And what is good about School Learning? What is not good about Homeschooling? And what is not good about School Learning? Put students into groups and provide each group with the worksheet and ask them to write down their opinions. Each group needs to send a representative to present their ideas about this specific topic – Homeschooling or School Learning?					

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						
			 10. A Day of An Elementary School Student Teacher starts the class by asking, “What do you do at school?” After discussion, watch this video together: https://www.youtube.com/watch?v=MlNNGeusB7M  After watching the video, ask students: 1 What do you see in this video? 2 How do they go to school?					

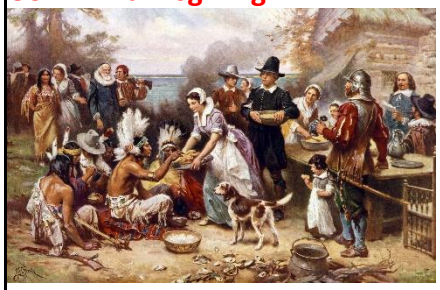
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	學習表現	學習內容						
			3 What do they eat at school? 4 What do they do at school? Use this video to show students what school lunches in other countries look like: https://www.youtube.com/watch?v=pD9mk0Y_pyo  Class: _____ Number: _____ Name: _____ American Elementary Students vs. Taiwanese Elementary Students In the USA How do they go to school? / Where do they sit in the classroom? / What do they eat at school? In Taiwan How do they go to school? / Where do they sit in the classroom? / What do they eat at school?					

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 19~21	【英語領域】 ➢1-Ⅲ-1 能聽辨英語的子音、母音及其不同的組合。 ◎1-Ⅲ-4 能聽辨課堂中所學的片語、句子及其重音。 ◎➢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-1 能念出英語的語音。 ◎➢2-Ⅲ-2 能說出課堂中所學的字詞。 ◎➢3-Ⅲ-1 能辨識課堂中所學的字詞。 ◎➢3-Ⅲ-4 能看懂課堂中所學的句子。	◎Ac-Ⅲ-3 簡易的生活用語。 Ac-Ⅲ-4 國小階段所學字詞（能聽、讀、說 300 字詞，其中必須拼寫 180 字詞）。 ◎ 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。	**Final Exam** **Using a Kahoot game to help the kids review what they have learned from Unit 3 and Unit 4.** 	9		1.觀察記錄 2.學習單 3.參與態度 4.合作能力	國際教育	

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	學習表現	學習內容						
	➢4-Ⅲ-1 能抄寫課堂中所學的字詞。 ➢4-Ⅲ-2 能抄寫課堂中所學的句子。 ＊➢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文字。 ◎➢5-Ⅲ-5 能以正確的發音及適切速度朗讀簡易句型的句子。 ◎➢5-Ⅲ-9 能運用所學的字母拼讀規則讀出英文字詞。							

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	學習表現	學習內容						
			 https://www.youtube.com/watch?v=3Sv0ac-W8Vc Use this YouTube video to learn more about holidays around the world. Ask children to share what they have learned about different holidays here in Taiwan. **Warm-up Question**: “What is your favorite holiday and why?” Teacher: “Today we’ll travel around the world and discover how different countries celebrate special days.”					

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	學習表現	學習內容						
			Show a world map and explain the concept of holidays being cultural and/or religious celebrations. **Holiday Tour – Around the World (30 minutes)** Visit 4 countries: **Mexico – Día de los Muertos**  **India – Diwali**  **China – Chinese New Year**					

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	學習表現	學習內容						
			 **USA – Thanksgiving**  **For each holiday:** Show on the map where it is celebrated. Share a picture, short video, or story. Highlight 2–3 key facts: what it celebrates, how people celebrate, special foods or symbols.					

			Group Activity – Holiday Match Distribute **Holiday Cards** (each with facts, pictures, or symbols). Students work in pairs or small groups to match cards to the correct holiday. Then briefly share what they matched with the class. **Wrap-Up & Sharing** Invite a few students to share something they learned. Review the holidays briefly and emphasize respect for all cultures.  https://www.youtube.com/watch?v=_ztsyv0WLWE					

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	學習表現	學習內容						
			Let's read together. Use this online book and read together with the students. Learn more about special days around the world. Students will be given white boards and they could write down things they learn from the book. Afterwards, they share what they learned with their classmates.					

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