

# 基隆市深美國民小學 103 學年度第一學期課程計畫

(一) 學習領域別：英語領域

(二) 實施時間：103.09.01~104.01.27

(三) 教學年級：六年級

(四) 教學節數：63 節(每週 3 節，其中 2 節英語、1 節彈性補救時數)

(五) 改編者：李欣蓉、潘翠淳(其中 70%引用吉的堡 Right On 7，30%自編)

說明：1.六年級每周3堂英語課程，每周第1,2堂以使用吉的堡 Right On 7 教材為主，第3堂課程則是以課程延伸以及進行英語閱讀為主，本學期隻閱讀課程中配合各單元內容進行延伸，從蕙本以及網站短片進行聽說讀寫的練習，增加學生對英語學習之興趣。

2.教材使用：The Little Red Hen, Rosa Goes to The City, If You're Going to San Francisco, Froggy Gets Dressed, Go Away! Big Green Monster, From Head to Toes

(六) 學習目標與相對應能力指標：

學期總目標	學習目標	相對應能力指標
1.培養學生基本英語溝通能力。	1-1能聽懂、辨識及唸出課堂中習得的字/詞彙。	1-1-3 能聽辨課堂中所習得的詞彙。 2-1-3 能說出課堂中所習得的詞彙。 3-1-2 能辨識課堂中習得的詞彙。 3-1-3 能看懂簡易的英文標示。 3-1-4 能辨識歌謠、韻文、故事中的常用字詞。  5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。 5-1-6 能運用字母拼讀法(phonics)。
	1-2能拼寫、應用課堂中習得的字/詞彙。	4-1-3 能臨摹抄寫課堂中習得的詞彙。 4-1-5 能拼寫一些基本常用字詞。 5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。 5-1-7 能依文字或口語提示寫出重要字詞。
	1-3能聽懂、讀懂、說出、書寫課堂中習得的句子。	1-1-7 能聽懂常用的教室用語及日常生活用語。 1-1-8 能聽懂簡易句型的句子。 1-1-9 能聽懂簡易的日常生活對話。 2-1-5 能使用所習得的教室用語。 3-1-5 能看懂簡單的句子。 3-1-6 能辨識英文書寫的基本格式。 4-1-4 能臨摹抄寫課堂中習得的句子。
	1-4能活用課堂中習得的句子。	1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。 2-1-8 能使用所習得的日常生活用語。 2-1-7 能以簡易的英語介紹家人和朋友。 2-1-9 能作簡單的提問、回答和敘述。 2-1-11 能根據圖片或提示作簡單的角色扮演。
2 學習英語的興趣與方法	2-1 能積極主動參與英語學習活動。	6-1-3 對於老師的說明與演示，能集中注意。 6-1-6 樂於接觸課外英語學習素材。 6-1-16 會在生活中或媒體上注意到學過的英語。
	2-2 能培養英語學習的習慣及方法。	3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。 6-1-4 主動溫習、預習功課。 6-1-5 能妥善運用情境中的非語言訊息，以幫助學習。 6-1-11 運用已學過字詞之聯想以學習新的字詞。
3.增進學生對外國文化習俗的認識	3 能瞭解中外節慶相關的英語表達方法及習俗。	7-1-2 能認識課堂中所介紹的國內主要節慶習俗。 7-1-3 能瞭解基本的國際社會禮儀規範。

(七)教學計劃

週次	實施日期	學校（或學年）重要行事	對應能力指標	學習目標	主要學習活動	節數安排	教學資源	議題領域
1	9.1-9.5	友善校園週 發點名簿、路隊調查表、註冊單、放學路隊練習	1-1-3 能聽辨課堂中所習得的詞彙。 2-1-3 能說出課堂中所習得的詞彙。 3-1-2 能辨識課堂中習得的詞彙。	1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。	<b>Get Ready~</b> <b>*Introduction of Classroom management &amp; Rules</b> <b>*Introduce the syllabus in the books.</b> <b>*Teach 200 vocs #1-10</b> <b>*Teach the words of body parts: arm, foot, head, hand, leg</b> <b>*Sing the song of puppet dance</b> <b>*Introduce puppet dance to Ss. Ask Ss sing the song with actions.</b> <b>*Phonics review</b>  彈性補救 <b>*Quiz 200 vocs #1-10</b> <b>*Read the story From Head to Toe</b> <b>*Complete a reading worksheet.</b>	3	Textbook, Workbook, CD, CD player, Vocab cards	
2	9.8-9.12 9.8	語文競賽區賽 秩序整潔 糾察隊訓練 午餐宣導 愛校巡守隊開始 9/13 親師生大掃除 中秋節放假一日	1-1-3 能聽辨課堂中所習得的詞彙。 2-1-3 能說出課堂中所習得的詞彙。 3-1-2 能辨識課堂中習得的詞彙。 4-1-3 能臨摹抄寫課堂中習得的詞彙。 1-1-8 能聽懂簡易句型的句子。	1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。 1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。	<b>★Weekly English: Are you happy? / Yes, I am./No, I am not.</b> <b>Unit 1 I'm Drawing.</b> <b>*Teach 200 vocs #11-20</b> <b>*Let's talk</b> ● Look at the pictures of the story. Then ask comprehensive questions to make students understand what they see on pages. ● Listen to CD. <b>*New words: reading, doing my homework, jogging, exercising, watching TV, drawing, mopping the floor, taking a shower</b> (動詞+ing ->現在進行式。 單音節動詞，且為 c.v.c.結構者，重複字尾再加 ing。 動詞字尾為 e，且 e 不發音者，去 e 加 ing) <b>*Vocabulary practice &amp; Sentence patterns (1).</b> ● Repeat the vocabularies after teacher. And Teacher uses "What	3	Textbook, Workbook, CD, CD player, Vocab cards	

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			<p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。</p> <p>1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p> <p>6-1-6 樂於接觸課外英語學習素材。</p> <p>3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。</p> <p>6-1-5 能妥善運用情境中的非語言訊息，以幫助學習。</p>	<p>1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。</p> <p>1-4 能活用課堂中習得的句子。</p> <p>1-4 能活用課堂中習得的句子。</p> <p>2-1 能積極主動參與英語學習活動。</p> <p>2-2 能培養英語學習的習慣及方法。</p>	<p>are you doing?" ask Ss, then have Ss use "I'm <u>jogging</u>." to answer.</p> <ul style="list-style-type: none"> <li>Teacher shows the action cards and ask Ss to answer with those cards.</li> <li>Game-Ask students to write down the words (one set for one group). Teachers do the actions and students guess them. Students who know the answer have to raise the word card and make a sentence.</li> <li>Have Ss make the sentence " He's/ She's _____ing." and the one who sitting beside them has to do the action they say.</li> </ul> <p><b>*Let's write</b></p> <ul style="list-style-type: none"> <li>Have Ss write Skill Builder 1.</li> <li>T goes around and check if every student can read aloud the sentence.</li> </ul> <p><b>*HW:</b></p> <p>1. Copy Unit1. vocs *5</p> <p>2. Prepare quiz 200 vocs #11-20 ~1st class finished~</p> <p><b>*Review 200 vocs #11-20</b></p> <p><b>*Vocabulary review &amp; song</b></p> <ul style="list-style-type: none"> <li>Game-Teacher says See if Ss can remember all Vocs.</li> </ul> <p><b>*Review Sentence 1:</b></p> <p>What are you doing? I am _____ing.</p> <p><b>*Sentence 1 practice</b></p> <ul style="list-style-type: none"> <li>Make four students as a group. Let Ss use sentence 1 to practice.</li> </ul> <p><b>*Sentence 2:</b></p> <p>Are you <u>doing your homework</u>? Yes, I am. I am <u>doing my homework</u>. Are you <u>doing your homework</u>? No, I'm not. I'm <u>watching TV</u>.</p> <p><b>*Sentence 2 practice:</b></p>			

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					<ul style="list-style-type: none"> <li>Each S write down an action word and uses sentence 2 to practice with the group member who is sitting next to. Eg. A asks B. B asks C. C asks D. D asks A. A: Are you _____ing? B: Yes, I am. I'm _____ing. / No, I'm not. I'm _____ing.</li> </ul> <p><b>*HW:</b> Copy Unit1. sentence patterns*3 ~2<sup>nd</sup> class finished~</p> <p>彈性補救</p> <p><b>*Quiz 200 vocs #11-20</b></p> <p><b>*Reading:</b>1st period of The Little Red Hen~</p> <p><b>*Ask students to guess what the story is about by looking at the keywords of the story.</b></p> <p><b>*Tell the story with picture only.</b></p> <p><b>*Ask comprehension questions.</b></p> <p><b>*Teach new vocabulary.</b> ~3<sup>rd</sup> class finished~</p>			
3	9.15-9.19	語文競賽市賽、全校防災演習 樹鳥蝶展覽 G5 愛滋病宣導 秩序整潔 評分開始 9.19 農場校外教學	3-1-4 能辨識歌謠、韻文、故事中的常用字詞。 3-1-5 能看懂簡單的句子。 2-1-11 能根據圖片或提示作簡單的角色扮演。 6-1-3 對於老師的說明與演示，能集中注意。  5-1-6 能運用字母拼讀法(phonics)。 2-1-9 能作簡單的提問、回答和敘述。	1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。 1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。 1-4 能活用課堂中習得的句子。 2-1 能積極主動參與英語學習活動。  1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。 1-4 能活用課堂中習得的句子。	<p><b>★Weekly English: What do you like?</b> <b><u>Unit 1 I'm Drawing.</u></b></p> <p><b>*Teach 200 vocs #21-30</b></p> <p><b>*Dialog</b></p> <ol style="list-style-type: none"> <li>Look at the pictures of the story. Then ask comprehensive questions to make students understand the story roughly.</li> <li>Listen to CD and point the sentences.</li> </ol> <p><b>*Let's talk.</b></p> <ol style="list-style-type: none"> <li>Repeat the dialog after teacher.</li> </ol> <p><b>*Skill Builder 2.</b></p> <ul style="list-style-type: none"> <li>Listen to CD</li> <li>T demos how to read the paragraph.</li> <li>T has 4Ss as a group and practice part A. (Teachers can prepare several adapted versions of the</li> </ul>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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			5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。 1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。 6-1-6 樂於接觸課外英語學習素材。 3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。 6-1-5 能妥善運用情境中的非語言訊息，以幫助學習。	1-4 能活用課堂中習得的句子。 2-1 能積極主動參與英語學習活動。 2-2 能培養英語學習的習慣及方法。	story, and ask students to act it out.) <b>*HW:</b> 1.Copy/ adapt the story of p.15 2.Prepare 200 vocs #21-30 ~1st class finished~  <b>*Review 200 vocs #21-30</b> <b>*Grammar Focus</b> ● Teacher shows the cards and explains the table on p.16. ● T has 11 Ss come out and give them a answering sentences. Other Ss ask the questions to them. The Ss in the front have to answer the right sentences. Other Ss have to write down the names of the answers on p.16. <b>*Phonics and workbook.</b> <b>*HW:</b> 1. Prepare quiz of Unit 1. ~2nd class finished~  彈性補救 <b>*Quiz 200 vocs #21-30</b> <b>*Reading:</b> 2nd period of The Little Red Hen~ <b>*Review the vocabulary</b> <b>*Retell the story with words</b> <b>*Teach new sentence patterns</b> <b>*Ask students to add "Not I. I'm _____ing." in the story. Then teacher and students retell the story together.</b> ~3rd class finished~			
4	9.22-9.26	（周五一年級）交通安全宣導、品格宣導 9.23 雲水書坊行動書車	5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。 5-1-6 能運用字母拼讀法(phonics)。 4-1-5 能拼寫一些基本常用字詞。 1-1-9 能聽懂簡易的日	1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。 1-2 能拼寫、應用課堂中習得的字/詞彙。 1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。	<b>★Weekly English: Go on.</b> <b>Unit 1 I'm Drawing.</b> <b>*Review Vocs and sentence patterns.</b> <b>*Correct the vocabularies.</b> <b>*Teach 200 vocs #31-40</b> <b>*Quiz of Unit 1.</b> <b>*HW:</b>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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			<p>常生活對話。 6-1-4 主動溫習、預習功課。</p> <p>5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。</p> <p>6-1-16 會在生活中或媒體上注意到學過的英語。</p> <p>5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。</p> <p>1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p> <p>6-1-6 樂於接觸課外英語學習素材。</p> <p>3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。</p> <p>6-1-5 能妥善運用情境中的非語言訊息，以幫助學習。</p>	<p>2-2 能培養英語學習的習慣及方法。</p> <p>1-2 能拼寫、應用課堂中習得的字/詞彙。</p> <p>2-1 能積極主動參與英語學習活動。</p> <p>1-4 能活用課堂中習得的句子。</p> <p>2-1 能積極主動參與英語學習活動。</p> <p>2-2 能培養英語學習的習慣及方法。</p>	<p><b>Prepare 200 vocs #31-40</b> ~1st class finished~</p> <p><b>*Quiz 200 vocs #31-40</b> <b>*Let's talk</b></p> <ul style="list-style-type: none"> <li>Review the dialog and pick up some students to read aloud.</li> </ul> <p><b>*Let's think</b></p> <ul style="list-style-type: none"> <li>Brain storming about the word web of action words and their progressive forms.</li> <li>Write down the words Ss say. Ask Ss to copy 10 words at least on their writing books.</li> </ul> <p><b>*HW: Correct workbook Unit 1.</b> ~2nd class finished~</p> <p>彈性補救 ~<b>Reading</b>: 3rd period of The Little Red Hen~ <b>*Review the story again</b> <b>*Make a book of their own.</b> ~3<sup>rd</sup> class finished~</p>			
5	9.29-10.3	防災演練 (防災計畫)	<p>1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>3-1-2 能辨識課堂中習得的詞彙。</p> <p>3-1-3 能看懂簡易的英文標示。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞</p>	<p>1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。</p> <p>1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。</p> <p>2-2 能培養英語學習的習慣及方法。</p>	<p>★Weekly English: Please do me a favor. <b>Unit 2 We're Going To The Bakery.</b></p> <p><b>*Teach 200 vocs #41-50</b> <b>*Let's talk</b></p> <ul style="list-style-type: none"> <li>Look at the pictures of the story. Then ask comprehensive questions to make students understand what they see on pages.</li> <li>Listen to CD.</li> </ul>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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			<p>彙。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p>6-1-11 運用已學過字詞之聯想以學習新的字詞。</p>	<p>1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。</p> <p>1-4 能活用課堂中習得的句子。</p>	<p><b>*New words: bookstore, bakery, flower shop, supermarket, library, hospital, park, zoo</b></p> <p><b>(compound words: 用兩個或兩個以上的詞組成一個新的詞，如 bookstore, supermarket 等)</b></p> <p><b>*Vocabulary practice &amp; Sentence patterns (1).</b></p> <ul style="list-style-type: none"> <li>● Repeat the vocabularies after teacher. And Teacher uses "Where are you going?" ask Ss, then have Ss use "We're going to the ____." to answer.</li> <li>● Teacher shows the word cards and ask Ss to answer with those cards.</li> <li>● Game-Ask students to write down the words (one set for one group). Teachers do the actions and students guess them. Students who know the answer have to raise the word card and make a sentence.</li> <li>● Game-蘿蔔蹲：Give each group a card. T ask one S, "Tommy, Tommy, where are you going?" The S has to answer "I am going to the ____." According to the card they have. Then ask another S of other group.</li> </ul> <p><b>*Let's write</b></p> <ul style="list-style-type: none"> <li>● Have Ss write Skill Builder 1.</li> <li>● T goes around and check if every student can read aloud the sentence.</li> </ul> <p><b>*HW:</b></p> <p>1. Copy Unit2. vocs *5</p> <p>2. Prepare quiz 200 vocs #41-50 ~1st class finished~</p> <p><b>*Review 200 vocs #41-50</b></p> <p><b>*Vocabulary review &amp; song</b></p> <ul style="list-style-type: none"> <li>● Game-Teacher says</li> </ul>			
			<p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p>	<p>1-4 能活用課堂中習得的句子。</p> <p>2-1 能積極主動參與英語學習活動。</p> <p>2-2 能培養英語學習的習慣及方法。</p>				
			<p>5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。</p>					

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			<p>1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p> <p>6-1-6 樂於接觸課外英語學習素材。</p> <p>3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。</p> <p>6-1-5 能妥善運用情境中的非語言訊息，以幫助學習。</p>		<p>See if Ss can remember all Vocs.</p> <p><b>*Review Sentence 1:</b> Where are you going? We're going to the ____.</p> <p><b>*Sentence 1 practice</b></p> <ul style="list-style-type: none"> <li>● Make four students as a group. Let Ss use sentence 1 to practice.</li> </ul> <p><b>*Sentence 2:</b> Are you going to the <u>zoo</u>? Yes, we are. We are going to the <u>zoo</u>. Are you going to the <u>zoo</u>? No, we're not. We are going to the <u>park</u>.</p> <p><b>*Sentence 2 practice:</b></p> <ul style="list-style-type: none"> <li>● Two Ss as a pair and write down a place word and uses sentence 2 to practice with the group member who is sitting near by. A: Are you going to the ____? B: Yes, we are. We're going to the ____. / No, we're not. We're going to the ____.</li> </ul> <p><b>*HW:</b> Copy Unit2. sentence patterns*3 ~2<sup>nd</sup> class finished~</p> <p>彈性補救</p> <p><b>*Quiz 200 vocs #41-50</b></p> <p><b>*Reading:</b> 1st period of Rosa Goes to The City~</p> <p><b>*Ask students to guess what the story is about by looking at the keywords of the story.</b></p> <p><b>*Tell the story with the film on Youtube.</b> <a href="http://www.youtube.com/watch?v=614ERmb5KjA">http://www.youtube.com/watch?v=614ERmb5KjA</a></p> <p><b>*Ask comprehension questions.</b></p> <p><b>*Have Ss to complete a worksheet.</b> ~3<sup>rd</sup> class finished~</p>			



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6	10.6-10.10 10.10	收 10 月份午餐費 國慶日放假一日	<p>3-1-4 能辨識歌謠、韻文、故事中的常用字詞。</p> <p>3-1-5 能看懂簡單的句子。</p> <p>2-1-11 能根據圖片或提示作簡單的角色扮演。</p> <p>6-1-3 對於老師的說明與演示，能集中注意。</p> <p>5-1-6 能運用字母拼讀法(phonics)。</p> <p>2-1-9 能作簡單的提問、回答和敘述。</p> <p>5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。</p> <p>1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。</p> <p>6-1-6 樂於接觸課外英語學習素材。</p> <p>3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解簡易故事及兒童短劇中的大致內容。</p> <p>6-1-5 能妥善運用情境</p>	<p>1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。</p> <p>1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。</p> <p>1-4 能活用課堂中習得的句子。</p> <p>2-1 能積極主動參與英語學習活動。</p> <p>1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。</p> <p>1-4 能活用課堂中習得的句子。</p> <p>1-4 能活用課堂中習得的句子。</p> <p>2-1 能積極主動參與英語學習活動。</p> <p>2-2 能培養英語學習的習慣及方法。</p>	<p>★Weekly English: Watch out.</p> <p><b>Unit 2 We're Going To The Bakery.</b></p> <p>*Teach 200 vocs #51-60</p> <p>*Dialog</p> <p>1. Look at the pictures of the story. Then ask comprehensive questions to make students understand the story roughly.</p> <p>2. Listen to CD and point the sentences.</p> <p>*Let's talk.</p> <p>3. Repeat the dialog after teacher.</p> <p>*Skill Builder 2.</p> <ul style="list-style-type: none"> <li>Listen to CD</li> <li>T demos how to read the paragraph.</li> <li>T has 4Ss as a group and practice part A. (Teachers can prepare several adapted versions of the story, and ask students to act it out.)</li> </ul> <p>*HW:</p> <p>1.Copy/ adapt the story of p.29</p> <p>2.Prepare 200 vocs #51-60 ~1st class finished~</p> <p>*Review 200 vocs #51-60</p> <p>*Grammar Focus</p> <ul style="list-style-type: none"> <li>Teacher shows the cards and explains the table on p.30.</li> <li>T has 11 Ss come out and give them a answering sentences. Other Ss ask the questions to them. The Ss in the front have to answer the right sentences. Other Ss have to write down the names of the answers on p.30.</li> </ul> <p>*Phonics and workbook.</p> <p>*HW:</p> <p>1. Prepare quiz of Unit 2. ~2nd class finished~</p>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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			中的非語言訊息，以幫助學習。		彈性補救 <b>*Quiz 200 vocs #51-60</b> <b>*Reading:</b> 2nd period of <i>Rosa Goes to the City</i> <b>*Review the story</b> <b>*Read the story in text.</b> <b>*Rearrange the story.</b> <b>*Adapt the story. Ss can make a new story with their group member together.</b> ~3rd class finished~			
7	10.13-10.17	高年級線上校園生活問卷施測 10.21 雲水書坊行動書車	5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。 5-1-6 能運用字母拼讀法(phonics)。 4-1-5 能拼寫一些基本常用字詞。 1-1-9 能聽懂簡易的日常生活對話。 6-1-4 主動溫習、預習功課。 5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。 6-1-16 會在生活中或媒體上注意到學過的英語。 1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。 6-1-6 樂於接觸課外英語學習素材。 3-1-8 能藉圖畫、圖示等視覺輔助，閱讀並瞭解	1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。 1-2 能拼寫、應用課堂中習得的字/詞彙。 1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。 2-2 能培養英語學習的習慣及方法。 1-2 能拼寫、應用課堂中習得的字/詞彙。 2-1 能積極主動參與英語學習活動。 1-4 能活用課堂中習得的句子。 2-1 能積極主動參與英語學習活動。 2-2 能培養英語學習的習慣及方法。	<b>★Weekly English: Don't do it again.</b> <b><u>Unit 2 We're Going To The Bakery.</u></b> <b>*Review Vocs and sentence patterns.</b> <b>*Correct the vocabularies.</b> <b>*Teach 200 vocs #61-70</b> <b>*Quiz of Unit 2.</b> <b>*HW: Prepare 200 vocs #61-70</b> ~1st class finished~  <b>*Quiz 200 vocs #61-70</b> <b>*Let's talk</b> <ul style="list-style-type: none"> <li>Review the dialog and pick up some students to read aloud.</li> </ul> <b>*Let's think</b> <ul style="list-style-type: none"> <li>Brain storming about the word web of places in the neighborhood of school.</li> <li>Write down the words Ss say. Ask Ss to copy 10 words at least on</li> </ul>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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			簡易故事及兒童短劇中的大致內容。 6-1-5 能妥善運用情境中的非語言訊息，以幫助學習。		<p>their writing books.</p> <ul style="list-style-type: none"> <li>● Have 2 Ss make an English map in the neighborhood of school together.</li> </ul> <p><b>*HW:</b> Correct workbook Unit 2. ~2nd class finished~</p> <p>彈性補救 ~<b>Reading:</b> 3rd period of Rosa Goes to the City~ *Review the story again. *Adapt the story continuously. *Share the story with whole class. ~3rd class finished~</p>			
8	10.20-10.24	（周五二年級）交通安全宣導、品格宣導 G6 直道接力賽（學活）	<p>3-1-4 能辨識歌謠、韻文、故事中的常用字詞。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p>3-1-5 能看懂簡單的句子。</p> <p>6-1-6 樂於接觸課外英語學習素材。</p> <p>5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。</p>	<p>1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。</p> <p>1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。</p> <p>2-1 能積極主動參與英語學習活動。</p> <p>1-2 能拼寫、應用課堂中習得的字/詞彙。</p>	<p>★Weekly English: Show me your homework.</p> <p><b>1st period of 彈性補救-If You're Going to San Francisco</b> *Teach 200 vocs #71-80 *Introduce the song- If You're Going to San Francisco *Translate the song with Ss together. *Sing the song together.</p> <p><b>2nd period of 彈性補救-If You're Going to San Francisco</b> *Review 200 vocs #71-80 *Review the song- If You're Going to San Francisco *Adapt the song to If You're Going to "Shen-Mei School" or "Class 601" or "喜羊羊 Family" with group members. *HW: 1. Prepare Quiz 200 vocs #71-80 2. Prepare the new song demo.</p> <p><b>3rd period of 彈性補救-If You're Going to San Francisco</b> *Quiz 200 vocs #71-80 *Have Ss practice the new song of their</p>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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					own. Then share with whole class. Ss keep note in a worksheet.			
9	10.27-10.31	G3 競走接力賽（學活）	<p>4-1-5 能拼寫一些基本常用字詞。</p> <p>1-1-8 能聽懂簡易句型的句子。</p> <p>5-1-6 能運用字母拼讀法(phonics)。</p> <p>6-1-4 主動溫習、預習功課。</p> <p>5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。</p>	<p>1-2 能拼寫、應用課堂中習得的字/詞彙。</p> <p>1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。</p> <p>1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。</p> <p>2-2 能培養英語學習的習慣及方法。</p> <p>1-2 能拼寫、應用課堂中習得的字/詞彙。</p>	<p>★Weekly English: That's all right.</p> <p><b>1<sup>st</sup> period of Review 1.</b></p> <p><b>*Teach 200 vocs #81-90</b></p> <p><b>*Review the vocabulary of Unit 1. ~ 2.</b></p> <p><b>*Play the game on P.34</b></p> <p><b>*Review the sentence pattern of Unit 1.~ 2.</b></p> <p><b>*Play the game on p.35~36</b></p> <p><b>*HW: Write down the answers on p.35~36</b></p> <p><b>2<sup>nd</sup> period of Review 1.</b></p> <p><b>*Review 200 vocs #81-90</b></p> <p><b>*Review phonics of Unit1.~ 2.</b></p> <p><b>*Play the game on p.37</b></p> <p><b>*Complete the workbook of Review 1.</b></p> <p><b>*HW: Prepare 200 vocs #81-90</b></p> <p>彈性補救</p> <p><b>3<sup>rd</sup> period of Review1.</b></p> <p><b>*Quiz 200 vocs #81-90</b></p> <p><b>*Review Unit 1.~ Unit 2.</b></p> <p><b>*自由進度闖關活動</b></p> <p>1. Design 3 levels of worksheets. Part A is test for vocabulary. Part B is test for reading sentence patterns. Part C is test for writing sentence.</p> <p>2. Students complete the worksheets according to the procedure below.</p> <p>A → B → C → Angel</p> <p>↓ ↗ ↓ ↗ ↓ ↗</p> <p>A2 B2 C2</p> <p><b>*HW: Prepare oral test of midterm exam.</b></p>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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10	11.3-11.7	收 11 月份午餐費 11.3 廣達游於藝   黃公望富春山居圖展開幕 體適能檢測開始 期中考週	1-1-3 能聽辨課堂中所習得的詞彙。 2-1-3 能說出課堂中所習得的詞彙。 3-1-2 能辨識課堂中習得的詞彙。 5-1-7 能依文字或口語提示寫出重要字詞。 4-1-5 能拼寫一些基本常用字詞。 1-1-7 能聽懂常用的教室用語及日常生活用語。 3-1-5 能看懂簡單的句子。 3-1-6 能辨識英文書寫的基本格式。 2-1-8 能使用所習得的日常生活用語。	1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。 1-2 能拼寫、應用課堂中習得的字/詞彙。 1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。 1-4 能活用課堂中習得的句子。	★Weekly English: What's the matter? *Oral test of Midterm Exam *Paper test of Midterm Exam (include listening, reading, and writing test)  彈性補救 *Quiz 200 vocs #91-100 *Correct the test paper of Midterm Exam.	3	Midterm exam, CD, CD player, Textbook, Workbook.	
11	11.10-11.14	陸泳課開始 G1 拍球接力賽（學活）	1-1-3 能聽辨課堂中所習得的詞彙。 2-1-3 能說出課堂中所習得的詞彙。 4-1-5 能拼寫一些基本常用字詞。 5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。 6-1-3 對於老師的說明與演示，能集中注意。 6-1-4 主動溫習、預習功課。 6-1-11 運用已學過字詞之聯想以學習新的字詞。	1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。 1-2 能拼寫、應用課堂中習得的字/詞彙。 2-1 能積極主動參與英語學習活動。 2-2 能培養英語學習的習慣及方法。	★Weekly English: See you later. <u>Unit 3 He's wearing a T-shirt and jeans.</u> *Teach 200 vocs #101-110 *Let's talk ● Look at the pictures of the story. Then ask comprehensive questions to make students understand what they see on pages. ● Listen to CD. *New words: a T-shirt, a shirt, a dress, a jacket, a skirt, pants, shorts, jeans *Vocabulary practice & Sentence patterns (1).  ● Repeat the vocabularies after teacher. And Teacher uses "What is Jacob wearing?" ask Ss, then have Ss use "He's wearing a red T-shirt and a yellow shirt" to answer. ● Teacher shows the clothes cards	3	Textbook, Workbook, CD, CD player, Vocab cards	

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					<p>and ask Ss how to describe them, ex. A pink skirt, a yellow T-shirt.</p> <ul style="list-style-type: none"> <li>● Game-Make Ss 2 as pairs to collect the clothes of whole class today (on workbook).</li> <li>● Have Ss use the sentence " He's/ She's wearing ..." to describe the one is sitting next to.</li> <li>● Teacher asks Ss "Is she wearing a yellow T-shirt?" to test Ss and have Ss to practice.</li> </ul> <p><b>*Let's write</b></p> <ul style="list-style-type: none"> <li>● Have Ss write Skill Builder 1.</li> <li>● T goes around and check if every student can read aloud the sentence.</li> </ul> <p><b>*HW:</b></p> <p>1. Copy Unit3. vocs *5 2.Prepare quiz 200 vocs #101-110 ~1st class finished~</p> <p><b>*Review 200 vocs #101-110</b></p> <p><b>*Vocabulary review &amp; song</b></p> <ul style="list-style-type: none"> <li>● Game-Teacher says See if Ss can remember all Vocs.</li> </ul> <p><b>*Review Sentence 1:</b> What is he wearing? He's wearing ____ and ____.</p> <p><b>*Sentence 1 practice</b></p> <ul style="list-style-type: none"> <li>● Make four students as a group. Let Ss use sentence 1 to practice.</li> </ul> <p><b>*Sentence 2:</b> Is she/he wearing a yellow T-shirt? Yes, she/he is. She's/He's wearing a yellow T-shirt. No, she 's/he's not. She's wearing ____.</p> <p><b>*Sentence 2 practice:</b></p> <ul style="list-style-type: none"> <li>● Each S uses sentence 1 to practice with the one who is sitting next to.</li> </ul>			

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					<p>Ex. A is next to B. B is next to C. C is next to D. A points C then ask B A: Is he wearing a blue skirt? B: Yes, she is wearing a blue skirt. The B points A to ask C the questions etc..</p> <p><b>*HW: Copy Unit3. sentence patterns*3</b></p> <p>~2<sup>nd</sup> class finished~</p> <p>彈性補救</p> <p><b>*Quiz 200 vocs #101-110</b></p> <p><b>*Reading:</b> 1st period of Froggy Get Dressed~</p> <p><b>*Ask students to guess what the story is about by looking at the cover.</b></p> <p><b>*Tell the story with picture only.</b></p> <p><b>*Ask comprehension questions.</b></p> <p><b>*Teach new vocabulary</b></p> <p>~3<sup>rd</sup> class finished~</p>			
12	11.17-11.21	(周五中年級)交通安全宣導、品格宣導 G2、G4 健身操比賽(學活)	<p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。</p> <p>6-1-3 對於老師的說明與演示，能集中注意。</p> <p>6-1-4 主動溫習、預習功課。</p>	<p>1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。</p> <p>1-2 能拼寫、應用課堂中習得的字/詞彙。</p> <p>2-1 能積極主動參與英語學習活動。</p> <p>2-2 能培養英語學習的習慣及方法。</p>	<p><b>★Weekly English: Are you kidding?</b></p> <p><b><u>Unit 3 He's wearing a T-shirt and jeans.</u></b></p> <p><b>*Teach 200 vocs #111-120</b></p> <p><b>*Dialog</b></p> <ul style="list-style-type: none"> <li>Look at the pictures of the story. Then ask comprehensive questions to make students understand the story roughly.</li> <li>Listen to CD and point the sentences.</li> </ul> <p><b>*Let's talk.</b></p> <ul style="list-style-type: none"> <li>Repeat the dialog after teacher.</li> </ul> <p><b>*Skill Builder 2.</b></p> <ul style="list-style-type: none"> <li>Listen to CD</li> <li>T demos how to read the paragraph.</li> <li>T has 4Ss as a group and practice</li> </ul>	3	Textbook, Workbook, CD, CD player, Vocab cards	

週次	實施日期	學校（或學年）重要行事	對應能力指標	學習目標	主要學習活動	節數安排	教學資源	議題領域				
					<p>part A.</p> <p><b>*HW:</b> <b>1.workbook p.15-16</b> <b>2.Prepare 200 vocs #111-120</b> ~1st class finished~</p> <p><b>*Review 200 vocs #111-120</b> <b>*Grammar Focus</b></p> <ul style="list-style-type: none"><li>● Teacher shows the cards and explains the table on p.48.</li><li>● T has 2Ss as pairs. Both of them draw pictures and write down the description. Then they use the sentence patterns on p.48 to ask each other.</li></ul> <table border="1"><tr><td>Draw 5 persons and decorate their clothes.</td><td>Draw one person and decorate his/her clothes.</td></tr><tr><td>Write down the description.</td><td>Write down the description.</td></tr></table> <p><b>*Phonics and workbook.</b></p> <p><b>*HW:</b> 1. Prepare quiz of Unit 3.</p> <p>~2nd class finished~</p> <p>彈性補救</p> <p><b>*Quiz 200 vocs #111-120</b> <b>*Reading:</b>2nd period of Froggy Get Dressed~ <b>*Review the vocabulary</b> <b>*Retell the story with words</b> <b>*Teach new sentence patterns</b> <b>*Ask students to retell the story by looking at the pictures.</b> <b>*Activity: Simon says(Prepare some</b></p>	Draw 5 persons and decorate their clothes.	Draw one person and decorate his/her clothes.	Write down the description.	Write down the description.			
Draw 5 persons and decorate their clothes.	Draw one person and decorate his/her clothes.											
Write down the description.	Write down the description.											

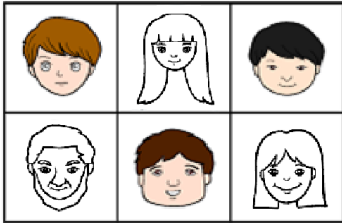
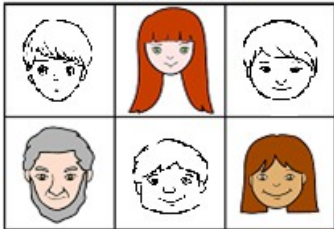


週次	實施日期	學校（或學年）重要行事	對應能力指標	學習目標	主要學習活動	節數安排	教學資源	議題領域										
					clothes. Teacher say, Put on.../ Take off... and students have to follow the direction what teacher says.)  ~3rd class finished~													
13	11.24-11.28	體適能檢測結束 二年級國語朗讀觀摩賽	1-1-8 能聽懂簡易句型的句子。 2-1-5 能使用所習得的教室用語。 6-1-4 主動溫習、預習功課。	1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。 2-1 能積極主動參與英語學習活動。 2-2 能培養英語學習的習慣及方法。	<p>★Weekly English: Well done. <u>Unit 3 He's wearing a T-shirt and jeans.</u></p> <p>*Review Vocs and sentence patterns. *Correct the vocabularies. *Teach 200 vocs #121-130 *Quiz of Unit 3. *HW: Prepare 200 vocs #121-130 ~1st class finished~ *Quiz 200 vocs #121-130 *Let's talk</p> <ul style="list-style-type: none"><li>Review the dialog and pick up some students to read aloud.</li></ul> <p>*Let's think</p> <ul style="list-style-type: none"><li>Brain storming about the word web of clothes.</li><li>Choose a teacher then make records about what he's/she's wearing a week.</li></ul> <table><tr><td>Mon.</td><td>Tue.</td><td>Wed.</td><td>Thr.</td><td>Fri.</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table> <p>*HW: Correct workbook Unit 3. ~2nd class finished~ 彈性補救 ~Reading: 3rd period of Froggy Get Dressed~ *Review the story again *Group reading *Summarize the story with students together and draw it.</p> <p>~3rd class finished~</p>	Mon.	Tue.	Wed.	Thr.	Fri.						3	Textbook, Workbook, CD, CD player, Vocab cards	
Mon.	Tue.	Wed.	Thr.	Fri.														

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14	12.1-12.5	收 12 月份午餐費 三年級母語朗讀觀摩賽。 教師會年度改選	1-1-3 能聽辨課堂中所習得的詞彙。 2-1-3 能說出課堂中所習得的詞彙。 4-1-5 能拼寫一些基本常用字詞。 5-1-4 口語部份至少會應用 300 個字詞，書寫部份至少會拼寫其中 180 個字詞，以應用於簡易的日常溝通中。 6-1-3 對於老師的說明與演示，能集中注意。 6-1-4 主動溫習、預習功課。 6-1-11 運用已學過字詞之聯想以學習新的字詞。	1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。 1-2 能拼寫、應用課堂中習得的字/詞彙。 2-1 能積極主動參與英語學習活動。 2-2 能培養英語學習的習慣及方法。	<p>★Weekly English: Hold on.</p> <p><b>Unit 4 She has long and big eyes.</b></p> <p><b>*Teach 200 vocs #131-140</b></p> <p><b>*Let's talk</b></p> <ul style="list-style-type: none"> <li>● Look at the pictures of the story. Then ask comprehensive questions to make students understand what they see on pages.</li> <li>● Listen to CD.</li> </ul> <p><b>*New words:</b> long hair, short hair, blond hair, black hair, big eyes, small eyes, blue eyes, brown eyes.</p> <p><b>*Vocabulary practice &amp; Sentence patterns (1).</b></p> <ul style="list-style-type: none"> <li>● Repeat the vocabularies after teacher. And Teacher uses "What does your brother look like?" ask Ss, then have Ss use "He has <u>blond hair and blue eyes.</u> " to answer.</li> <li>● Teacher draws a person on blackboard and names part of body. And encourages Ss to think more adjectives about how to describe a boy or a girl.</li> </ul> <div data-bbox="858 1317 1082 1697" style="border: 1px solid black; height: 170px; margin: 10px 0;"></div> <ul style="list-style-type: none"> <li>● Game- Teacher make Ss 2 as pairs and have Ss use the sentence "He has <u>blond hair and blue eyes.</u>" to describe the one is sitting next to.</li> <li>● Teacher asks Ss "What does she/he look like?" to test Ss and</li> </ul>	3	Textbook, Workbook, CD, CD player, Vocab cards	


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					<p>have Ss to practice.</p> <p><b>*Let's write</b></p> <ul style="list-style-type: none"> <li>● Have Ss write Skill Builder 1.</li> <li>● T goes around and check if every student can read aloud the sentence.</li> </ul> <p><b>*HW:</b></p> <p>1. Copy Unit3. vocs *5</p> <p>2.Prepare quiz 200 vocs #131-140 ~1st class finished~</p> <p><b>*Review 200 vocs #131-140</b></p> <p><b>*Vocabulary review &amp; song</b></p> <ul style="list-style-type: none"> <li>● Game-Big blow</li> </ul> <p>See if Ss can remember all Vocs.</p> <p><b>*Review Sentence 1:</b></p> <p>What does your <u>brother</u> look like ?</p> <p>He has <u>blond hair and blue eyes</u>.</p> <ul style="list-style-type: none"> <li>● Have Ss to think more to substitute. Ex. mother, teacher, friend</li> </ul> <p><b>*Sentence 1 practice</b></p> <ul style="list-style-type: none"> <li>● Make four students as a group. Let Ss use sentence 1 to practice.</li> </ul> <p><b>*Sentence 2:</b></p> <p>Does your friend have long hair?</p> <p>Yes, She does.</p> <p>No, she does'nt. She has <u>blond short hair and blue eyes</u>.</p> <p><b>*Sentence 2 practice:</b></p> <ul style="list-style-type: none"> <li>● Have 2Ss(A and B) as pairs and back to back.</li> <li>● Both of them draw a boy or a girl on workbook</li> <li>● One of them(A) use <b>Sentence 2</b> to ask another(B), then draw the one B who describes, after that, then check if it is as the same as B.</li> </ul> <p><b>*HW:</b></p>			

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					<p>1.Copy Unit3. sentence patterns*3 2.Prepare Quiz vocs #131-140</p> <p>~2<sup>nd</sup> class finished~</p> <p>彈性補救</p> <p>*Quiz 200 vocs #131-140</p> <p>*Reading: Go Away, Big Green Monster! *Ask students to guess what the story is about by looking at the cover. *Tell the story with picture only. *Ask comprehension questions. *Teach new vocabulary</p> <p>~3<sup>rd</sup> class finished~</p>			
15	12.8-12.12	四年級英語歌謠觀摩賽	<p>1-1-8 能聽懂簡易句型的句子。 1-1-9 能聽懂簡易的日常生活對話。 2-1-5 能使用所習得的教室用語。 6-1-16 會在生活中或媒體上注意到學過的英語。 6-1-4 主動溫習、預習功課。</p>	<p>1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。 2-1 能積極主動參與英語學習活動。 2-2 能培養英語學習的習慣及方法。</p>	<p>★Weekly English: No pains, no gains. <u>Unit 4 She has long and big eyes.</u> *Teach 200 vocs #141-150 *Dialog</p> <ul style="list-style-type: none"> <li>Look at the pictures of the story. Then ask comprehensive questions to make students understand the story roughly.</li> <li>Listen to CD and point the sentences.</li> </ul> <p>*Let's talk.</p> <ul style="list-style-type: none"> <li>Repeat the dialog after teacher.</li> </ul> <p>*Skill Builder 2.</p> <ul style="list-style-type: none"> <li>Listen to CD</li> <li>T demos how to read the paragraph.</li> <li>T has 4Ss as a group and practice part A.</li> </ul> <p>*HW: 1.workbook p.21-22 2.Prepare 200 vocs #141-150 ~1st class finished~</p> <p>*Review 200 vocs #141-150</p>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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					<p><b>*Grammar Focus</b></p> <ul style="list-style-type: none"> <li>Teacher shows the cards and explains the table on p.62.</li> <li>T has 2Ss as pairs. T gives them a worksheet(information gap)and ask Ss to use the sentence patterns on p.62 to ask each other. Then find the correct picture.</li> </ul> <p>A gets</p> <p>What does he/she look like?</p>  <p>B gets</p> <p>What does he/she look like?</p>  <p><b>*Phonics and workbook.</b></p> <p><b>*HW:</b></p> <p>1. Prepare quiz of Unit 4.</p> <p>~2nd class finished~</p> <p>彈性補救</p> <p><b>*Quiz 200 vocs #141-150</b></p> <p><b>*Reading:</b> 1st period of From Head to Toe~</p> <p>*Ask students to guess what the story is about by looking at the cover.</p> <p>*Tell the story with picture only.</p> <p>*Ask comprehension questions.</p> <p>*Teach new vocabulary</p> <p>~3rd class finished~</p>			

週次	實施日期	學校（或學年）重要行事	對應能力指標	學習目標	主要學習活動	節數安排	教學資源	議題領域
16	12.15-12.19	五年級英語念謠觀摩賽（周五高年級）交通安全宣導 G5 樂樂棒球比賽（泳課）	1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。 2-1-11 能根據圖片或提示作簡單的角色扮演。	1-4 能活用課堂中習得的句子。	<p>★Weekly English: You can do it. <u>Unit 4 She has long and big eyes.</u></p> <p>*Review Vocs and sentence patterns. *Correct the vocabularies. *Teach 200 vocs #151-160 *Quiz of Unit 4. *HW: Prepare 200 vocs #151-160 ~1st class finished~ *Quiz 200 vocs #151-160 *Let's talk ● Review the dialog and pick up some students to read aloud. *Let's think ● Brain storming about the word web of teacher's description.</p> <p>*HW: Correct workbook Unit 4. ~2nd class finished~ 彈性補救 ~<u>Reading</u>: 2nd period of From Head to Toe~ *Review the vocabulary *Retell the story with words *Teach new sentence patterns *Ask students to retell the story by looking at the pictures. *Activity: Simon says ~3<sup>rd</sup> class finished~</p>	3	Textbook, Workbook, CD, CD player, Vocab cards	
17	12.22-12.26	歲末感恩嘉年華會 G5 樂樂棒球比賽（泳課）	1-1-11 能聽懂簡易兒童故事及兒童短劇的大致內容。 2-1-11 能根據圖片或提示作簡單的角色扮演。	1-4 能活用課堂中習得的句子。	<p>★Weekly English: Spell the word. <u>Review 2</u></p> <p>*Teach 200 vocs #161-170 *Activity A ● Review vocs of Unit 3-4. ● Make an example for item 1. ● Let Ss practice, and T goes around to check if there's someone who doesn't understand. *Activity B ● Teacher reads aloud Box 1 and Ss</p>	3	Textbook, Workbook, CD, CD player, Vocab cards	

週次	實施日期	學校（或學年）重要行事	對應能力指標	學習目標	主要學習活動	節數安排	教學資源	議題領域
					<p>write the right answer down.</p> <p><b>**Activity C</b></p> <p>Game on p.67-68</p> <ul style="list-style-type: none"> <li>● Put Ss into 6 groups.</li> <li>● Give them the dices and explain the rules then let Ss play.</li> </ul> <p><b>*HW:</b></p> <p>1.Worksbook p.25&amp; p.26</p> <p>2. Prepare quiz 200 vocs #161-170</p> <p>~1st class finished~</p> <p><b>*Review 200 vocs #161-170</b></p> <p><b>*Activity D</b></p> <ul style="list-style-type: none"> <li>● Separate Ss into 2 groups.</li> <li>● One give the clues and the other guess.</li> </ul> <p><b>*HW:</b> Prepare Quiz 200 vocs #161-170.</p> <p>~2nd class finished~</p> <p>彈性補救</p> <p><b>*Quiz 200 vocs #161-170</b></p> <p><b>*Reading:</b> 3rd period of From Head to Toe~</p> <p><b>*Review the story again</b></p> <p><b>*Group reading</b></p> <p><b>*Summarize the story with students together and draw it.</b></p> <p><b>*HW:</b> Correct the workbook Unit3-Unit4.</p> <p>~3rd class finished~</p>			
18	12.29-1.2 1.1	G5 樂樂棒球比賽（學活）元旦放假一日	6-1-5.能妥善運用情境中的非語言訊息，以幫助學習。 6-1-11.運用已學過字詞之聯想以學	2-2.能培養英語學習的習慣及方法。 1-4.能活用課堂中習得的句子。	<p><b>★Weekly English: Study hard.</b></p> <p><b>*Teach 200 vocs #171-180</b></p> <p><b><u>Writing</u></b></p> <p><b>*Let's Talk</b></p> <ul style="list-style-type: none"> <li>● Teacher uses the web and</li> </ul>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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			習新的字詞。 2-1-7 能以簡易的英語介紹家人和朋友。		<p><b>sentence pattern of unit3-4 to help Ss think more about how to describe a person.</b></p> <ul style="list-style-type: none"> <li>● <b>Encourage Ss to choose a friend or family member and finish the web.</b></li> </ul> <p><b>*Hw. Finish the web.</b> ~1st class finished~</p> <p><b>*Review 200 vocs #171-180</b> <b>*Let's Talk</b></p> <ul style="list-style-type: none"> <li>● Try to share the web with classmates.</li> <li>● Teacher makes an example of people description about Ss' homeroom teacher.</li> <li>● Let Ss finish the worksheet.</li> </ul>  <p><b>Encourage Ss to free writing.</b></p> <p><b>*HW: Prepare quiz 200 vocs #171-180</b> ~2nd class finished~</p> <p><b>*Quiz 200 vocs #171-180</b> <b>*Each student makes an art work with the teacher description and let Ss guess.</b></p> <p><b>*HW. Finish the art work.</b> ~3rd class finished~</p>			



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19	1.5-1.9	收 1、2 月份午餐費 秩序整潔評分結束	7-1-2 能認識課堂中所介紹的國內主要節慶習俗。 7-1-3 能瞭解基本的國際社會禮儀規範。	3 能瞭解中外節慶相關的英語表達方法及習俗。	<p><b>★Weekly English: Happy New Year!</b></p> <p><b>*Teach 200 vocs #181-190</b></p> <p style="text-align: center;"><b><u>Culture and Festivals</u></b></p> <p><b>*Story time(p.70-72)</b></p> <ul style="list-style-type: none"> <li>● Look at the pictures of the story. Then ask comprehensive questions to make students understand the story roughly.</li> <li>● Listen to CD.</li> <li>● Repeat the story after teacher.</li> </ul> <p><b>*Brain Storming</b></p> <ul style="list-style-type: none"> <li>● Let Ss collect the word web of New Year.</li> <li>● Share the web to class, the make a thank card to friend, family, teacher.</li> </ul> <p><b>*HW:</b></p> <p>1.Finish thank card.</p> <p>2.Prepare 200 vocs #181-190</p> <p style="text-align: center;">~1st class finished~</p> <p><b>*Review the story</b></p> <p>1. Review the story.</p> <p>2.Have students give the thank card to friends.</p> <p><b>Hw. Prepare quiz 200 vocs #181-190</b></p> <p style="text-align: center;">~2nd class finished~</p> <p>彈性補救</p> <p><b>*Quiz vocs#181-190</b></p> <p><b>*Remedy of unit3-4(自由進度)</b></p> <p><b>*Hw. Prepare final exam of Unit 3-Review2</b></p> <p style="text-align: center;">~3rd class finished~</p>	3	Textbook, Workbook, CD, CD player, Vocab cards	

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20	1.12-1.16	G5 樂樂棒球比賽（學活） 期末考週 愛校巡守隊結束	1-1-3 能聽辨課堂中所習得的詞彙。 2-1-3 能說出課堂中所習得的詞彙。 3-1-2 能辨識課堂中習得的詞彙。 5-1-7 能依文字或口語提示寫出重要字詞。 4-1-5 能拼寫一些基本常用字詞。 1-1-7 能聽懂常用的教室用語及日常生活用語。 3-1-5 能看懂簡單的句子。 3-1-6 能辨識英文書寫的基本格式。 2-1-8 能使用所習得的日常生活用語。	1-1 能聽懂、辨識及唸出課堂中習得的字/詞彙。 1-2 能拼寫、應用課堂中習得的字/詞彙。 1-3 能聽懂、讀懂、說出、書寫課堂中習得的句子。 1-4 能活用課堂中習得的句子。	<b>★Weekly English: Take care.</b> <b>~Final exam~</b> <b>~1st class finished~</b> <b>~Final exam-Oral test~</b> <b>~2nd class finished~</b> <b>~Review~</b> <b>*Correct Final exam.</b> <b>*Teach 200 vocs #191-200.</b> <b>*HW: Prepare quiz 200 vocs #191-200</b> <b>~3rd class finished~</b>	3	Textbook, Workbook, CD, CD player, Vocab cards	
21	1.19-1.20	實施第2學期課程	7-1-2 能認識課堂中所介紹的國內主要節慶習俗。	3 能瞭解中外節慶相關的英語表達方法及習俗。	<b>★Weekly English: Knowledge is power.</b> <b>~Review~</b> <b>*Quiz 200 vocs #191-200</b> <b><u>Culture and Festivals 2</u></b> <b>*The origin and story of Chinese New Year.</b> <b>*Story reading</b> <b>*Discuss the time, place, characters and vocabulary in the story.</b>  <b>*HW:</b> 1. Bring an A4 size card, color pens, scissors, and glue. 2. Prepare Quiz 200 vocs #191-200 <b>~1<sup>st</sup> and 2nd class finished~</b>  彈性補救  <b>*New Year's Card</b> 1. Teach students how to write a short letter. 2. Students design and write a card by	3	Textbook, Workbook, CD, CD player, Vocab cards	

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					<p>themselves.</p> <p><b>*HW:</b> Read the card to parents. ~3rd class finished~</p>			