

嘉義縣龍崗國小 110 學年度校訂課程教學內容規劃表

年級	三年級	年級課程 主題名稱	趣味生活英語會話	課程 設計者	林芳式	總節數 /學期 (上/下)	20/上學期
符合 彈性課 程類型	<input type="checkbox"/> 第一類 統整性探究課程 V 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題 <input type="checkbox"/> 第二類 <input type="checkbox"/> 社團課程 <input type="checkbox"/> 技藝課程 <input type="checkbox"/> 第四類 其他						
學校 願景	品德、健康、認同、樂學		與學校願景呼 應之說明	1. 透過學習英文字彙、句子及情境對話，引導學生展現學習興趣。 2. 透過角色扮演的的方式，讓學生融入學習情境並且發展簡易英語對話的技能。 3. 學生從生活經驗、感興趣的英語課程內容出發，培養學生學習的自信，達到活力樂學的教育目標。			
總綱 核心素 養	B1 符號運用與溝通表達 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。 C2 人際關係與團隊合作 E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。		課程 目標	1. 知識：能從各類的英語文本，讓學生學習生活中常用到的英語字彙與句型。 2. 技能：在多樣的活動與融入式的情境教學，學生能具備入門的聽、說、讀、寫英語文能力，並運用所學進行簡易日常溝通。 3. 態度：能透過英語繪本的學習，培養學生具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。			

教學 進度	單元 名稱	連結領域(議題)/學習表現	自訂 學習內容	學習目標	表現任務 (評量內容)	教學活動 (學習活動)	教學資源	節 數
Week1 - Week5	Make frie nds	英 1-II-9 能聽懂簡易的日常 生活用語。	打招呼生活 用語 Vocabulary	1. 能聽懂簡單的打招呼 生活用語	1. Have Ss listen and show the picture flash cards you say.	1.Ss identify how to greet somebody properly, introduce oneself/others.	1.Flashcards :打招呼生活 用語字卡	5

	<p>& Greeting S</p>	<p>英 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>綜 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。</p>	<p>: Good morning. / Good afternoon. / Good evening. / Good night. / Good bye. /name/ Nice to meet you. /too. 打招呼的簡單句型 Good morning/ Good afternoon. /What's your name? My name is___. / I'm ____</p>	<p>2. 能正確說出打招呼用語中的簡單句型</p> <p>3. 能運用角色扮演練習與搭招呼句型和朋友打招呼，展現合宜的互動。</p> <p>4. 能欣賞繪本 Story- The Tortoise and the Hare - Good morning (Greeting) - English Aesop's Fables for kids</p>	<p>2. Show Ss picture flashcards and have them say the words.</p> <p>3. Have Ss write the words you say on their test book.</p> <p>4. Have Ss read the picture flash cards you show.</p> <p>5. Ss will be assessed on successful completion of the worksheet and successful writing of 3 original problems.</p>	<p>2. Have Ss practice pronouncing the new words for this lesson.</p> <p>Vocabulary: Good morning. / Good afternoon. / Good evening. / Good night. / Good bye. /name/ Nice to meet you. /too. (2 節)</p> <p>3. Ss will greet friends by role playing. (Good morning/ Good afternoon. /What's your name? My name is___. / I'm ____ Nice to meet you, (too). (1 節)</p> <p>4. Story- The Tortoise and the Hare - Good morning (Greeting) - English Aesop's Fables for kids(1 節)</p> <p>5. Song- Hello Song for Kids Greeting Song for Kids The Singing Walrus(1 節)</p> <p>6. Assign Homework</p>	<p>2. Song : Hello Song for Kids :</p> <p>3. Book : The Tortoise and the Hare</p>	
<p>Week6 - Week10</p>	<p>Age & Numbers</p>	<p>英 1-II-9 能聽懂簡易的日常生活用語。</p> <p>英 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p>	<p>年齡句型: How old are you? I'm (number)</p>	<p>1. 能聽懂你幾歲的簡易英語句型。</p> <p>2. 能說出簡易句型生活會話 Happy birthday!、Thank you. You're welcome.</p>	<p>1. Have Ss listen and show the picture flash cards you say.</p> <p>2. Show Ss picture flashcards and have</p>	<p>1. Target Language: How old are you? I'm (number).(1 節)</p> <p>Vocabulary: Number1-10</p> <p>Have Ss practice pronouncing the new words for this</p>	<p>1. Flashcards: 數字 1-10</p> <p>2. nursery rhymes-</p>	<p>5</p>

		綜 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。	數字 1-10	<p>3. 能用生活英語與班上同學進行口語對話，覺察且展現合宜的互動與溝通。</p> <p>4. 能以正確的發音說出數字 1-10</p> <p>5. 能欣賞繪本故事</p>	<p>them say the words.</p> <p>3. Have Ss write the words you say on their test book.</p> <p>4. Have Ss read the picture flash cards you show.</p> <p>5.Ss will be assessed on successful completion of the worksheet and successful writing of 3 original problems.</p>	<p>lesson. (1 節)</p> <p>2.Game: Puppet show: Use puppets and do a little dialogue with the phrases.</p> <p>Mouthing words game: Mouth words without a sound and get the kids to guess what you are saying. (1 節)</p> <p>3.picture book- Ten black dots(1 節)</p> <p>4.nursery rhymes- Counting 1 to 10(1 節)</p> <p>5. Assign Homework : 1-10</p>	Counting 1 to 10 3.Picture book : Ten black dots	
Week11 - Week15	Stationery	<p>英 1-II-7 能聽懂課堂中所學的字詞。</p> <p>英 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>國 1-II-2 具備聆聽不同媒材的基本能力。</p>	<p>文具用品的字詞: pencil/ eraser/ ruler/ marker/ book/ bag</p> <p>物品 What's this/that? It's a pencil 簡易句型</p> <p>歌曲:What's in your</p>	<p>1. 能聽懂常用英語文具用品的字詞 a book, a marker, a pen, a pencil, a ruler, an eraser</p> <p>2. 能用英文正確地說出物品 What's this/that? It's a pencil 簡易句型</p> <p>3. 具備聆聽英語繪本故事能力。</p>	<p>1. Have Ss listen and show the picture flash cards you say.</p> <p>2. Show Ss picture flashcards and have them say the words.</p> <p>3. Have Ss write the words you say on their test book.</p> <p>4. Have Ss read the picture flash cards you show.</p> <p>5.Ss will be assessed on successful completion of the worksheet</p>	<p>1. Ss practice talking about classroom stationery and requesting things. (1 節)</p> <p>2.Target Language: What's this/that? It's a pencil. Vocabulary: pencil/ eraser/ ruler/ marker/ book/ bag Have Ss practice pronouncing the new words for this lesson. (1 節)</p> <p>3.Game: Play "What's Missing?" Play "Bring me the item" (1 節)</p> <p>4.Picture Book-There Was An Old Lady Who Swallowed Some Books! by Lucille Colandro</p>	<p>1.Flashcards : pencil/ eraser/ ruler/ marker/ book/ bag</p> <p>2.Stationery Picture book</p> <p>3.song: What's in your Bag</p>	5

			Bag		and successful writing of 3 original problems.	Illustrated by Jared Lee(1 節) 5. Sing the “What’ s in your Bag?” song(1 節) 6. Assign Homework		
Week16 - Week20	Colors	<p>英 1-II-7 能聽懂課堂中所學的字詞。</p> <p>英 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>綜 2b-II-2 參加團體活動，遵守紀律、重視榮譽感，並展現負責的態度。</p>	<p>常用的顏色 blue, yellow, green, red, white and black.</p> <p>句型:What color is it? It’s __</p> <p>Game: Play "Color Stand Up and Jump"</p>	<p>1. 能聽懂常用的顏色字詞:blue, yellow, green, red, white and black.</p> <p>2. 能用正確的發音說出 What color is it? It’s __句型</p> <p>3. 在英語遊戲 Game: Play "Color Stand Up and Jump" 中，能遵守紀律，有效學習。</p>	<p>1. Have Ss listen and show the picture flash cards you say.</p> <p>2. Show Ss picture flashcards and have them say the words.</p> <p>3. Have Ss write the words you say on their test book.</p> <p>4. Have Ss read the picture flash cards you show.</p> <p>5.Ss will be assessed on successful completion of the worksheet and successful writing of 3 original problems.</p>	<p>1. Ss practice talking about colors and requesting things.(1 節)</p> <p>2.Target Language: What color is it? It’s ____.</p> <p>Vocabulary: red/ yellow/ green/ blue/ pink/ black</p> <p>Have Ss practice pronouncing the new words for this lesson. (1 節)</p> <p>3.Game: Play "Color Stand Up and Jump"</p> <p>Play "Touch the Colors on Posters"(1 節)</p> <p>4. Picture Book -Brown Bear, Brown Bear, What Do You See by Bill Martin Jr. Illustrated by Eric Carle</p> <p>5. Sing "The Rainbow Song"(1 節)</p> <p>6. Assign Homework</p>	<p>1.Flashcards: blue, yellow, green, red, white and black.</p> <p>2.Picture Book -Brown Bear, Brown Bear, What Do You See by Bill</p>	5
教材來源		<input type="checkbox"/> 選用教材 () <input checked="" type="checkbox"/> 自編教材(請按單元條列敘明於教學資源中)						

<p>本主題是否融入資訊科技教學內容</p>	<p><input checked="" type="checkbox"/> 無 融入資訊科技教學內容</p> <p><input type="checkbox"/> 有 融入資訊科技教學內容 共()節 (以連結資訊科技議題為主)</p>
<p>特教需求 學生 課程調整</p>	<p>※身心障礙類學生：<input type="checkbox"/> 無 <input checked="" type="checkbox"/> 有-智能障礙()人、學習障礙()人、情緒障礙(1)人、自閉症()人、(/人數)</p> <p>※資賦優異學生：<input type="checkbox"/> 無 <input type="checkbox"/> 有- (自行填入類型/人數，如一般智能資優優異 2 人)</p> <p>※課程調整建議(特教老師填寫)：</p> <ol style="list-style-type: none"> 1. 內容調整:以孩子的生活經驗出發，並聯結課程的內容，同時增加孩子的學習動機。 2. 環境調整:調整到授課老師附近，方便老師掌握孩子學習情況，並適時給予各類提示。 3. 歷程調整:利用操作與體驗讓孩子理解概念，並大量參與各項活動，以促進理解層次。 4. 評量調整:利用多元評量，以實作、觀察與口述表達為主，增加孩子成功經驗。 <p style="text-align: right;">特教老師簽名：蘇品弘 普教老師簽名：林芳式</p>

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年級	三年級	年級課程主題名稱	趣味生活英語會話	課程設計者	林芳式	總節數 / 學期 (上/下)	20/下學期	
符合彈性課程類型	<input type="checkbox"/> 第一類 統整性探究課程 V 主題 <input type="checkbox"/> 專題 <input type="checkbox"/> 議題 <input type="checkbox"/> 第二類 <input type="checkbox"/> 社團課程 <input type="checkbox"/> 技藝課程 <input type="checkbox"/> 第四類 其他							
學校願景	品德、健康、認同、樂學	與學校願景呼應之說明	1. 透過學習英文字彙、句子及情境對話，引導學生展現學習興趣。 2. 透過英語活動，繪本欣賞和英語歌唱的方式，讓學生融入學習情境並且發展簡易英語對話的技能。 3. 學生從生活經驗、感興趣的英語課程內容出發，培養學生學習的自信，達到活力樂學的教育目標。					
總綱核心素養	B1 符號運用與溝通表達 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。 C2 人際關係與團隊合作 E-C2 具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。	課程目標	1. 知識：能將各課的主題故事，如：寵物、形容詞、家人、職業等，運用在生活對話中。 2. 技能：在多樣的活動與融入式的情境教學，學生能具備入門的聽、說、讀、寫英語文能力，並運用所學進行簡易日常溝通。 3. 態度：能透過英語繪本的學習，培養學生具備理解他人感受，樂於與人互動，並與團隊成員合作之素養。					
教學進度	單元名稱	連結領域(議題)/學習表現	自訂學習內容	學習目標	表現任務 (評量內容)	教學活動 (學習活動)	教學資源	節數
Week1 - Week5	pet	英 1-II-9 能聽懂簡易的日常生活用語。	1. 各種寵物的單字 2. 句型	1. 能以正確的發音說出寵物的單字	1. Have Ss listen and show the picture flash cards you say.	1.Ss practice talking about pet and requesting things. (1節)	1.Picture book: Some Pets	5

		<p>英 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>綜 2a-II-1 覺察自己的人際溝通方式，展現合宜的互動與溝通態度和技巧。</p>	<p>Do you have (any) ... " and "I have ...</p> <p>3. 歌謠 I Have A Pet</p> <p>4. 故事 Some Pets</p>	<p>2. 能用正確的發音說出句型” Do you have (any) ... " 聽懂並做出正確回應。</p> <p>3. 能用正確的發音，念出 I Have A Pet 歌謠。</p> <p>4. 在念歌謠 I Have A Pet 的過程中，能展現和同學合宜的互動，一同完成唸謠。</p> <p>1.</p>	<p>2. Show Ss picture flashcards and have them say the words.</p> <p>3. Have Ss write the words you say on their test book.</p> <p>4. Have Ss read the picture flash cards you show.</p> <p>5. Ss will be assessed on successful completion of the worksheet and successful writing of 3 original problems.</p>	<p>2. Have Ss practice pronouncing the new words for this lesson.</p> <p>Vocabulary: dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot, horse, elephant (1 節)</p> <p>Teach the structures "Do you have (any) ... " and "I have ... "</p> <p>"I have a pet (dog). His/ Her name is ... " (1 節)</p> <p>3. Game: Play the "Write vocab on the board race" game</p> <p>4. Do the "Your Pets Class Survey"</p> <p>5. Storytime: Some Pets by writer Angela DiTerlizzi(1 節)</p> <p>6. Song-I Have A Pet https://www.youtube.com/watch?v=pWepfJ-8XU0 (1 節)</p> <p>7. Assign Homework: "Pet" worksheets</p>	<p>2. Flashcards: dog, cat, hamster, rabbit, goldfish, mouse, turtle, parrot, horse, elephant</p> <p>3. Worksheets: Your Pets Class Survey</p> <p>4. Song-I Have A Pet</p>	
<p>Week6 - Week10</p>	<p>Adjectives</p>	<p>英 1-II-9 能聽懂簡易的日常生活用語。</p> <p>英 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>綜 2a-II-1 覺察自己的人際</p>	<p>1. 各種形容詞單字</p> <p>2. 句型 Is it ____? Yes, it</p>	<p>1. 能用正確的發音念出各種形容詞的說法</p> <p>2. 能用正確的發音念句型” Is it ____? " 聽懂並做出正確的回應。</p> <p>3. 能用正確的發音，念出</p>	<p>1. Have Ss listen and show the picture flash cards you say.</p> <p>2. Show Ss picture flashcards and have them say the words.</p>	<p>1. Introduce the adjectives Target Language: Is it ____? Yes, it is. /No, It isn' t. (1 節)</p> <p>2. Have Ss practice pronouncing the new words for</p>	<p>1. Flashcards: big, small, tall, short, fat, thin, strong, weak, fast, slow</p>	5

		溝通方式，展現合宜的互動與溝通態度和技巧。	is. /No, It isn' t. 3. 歌謠 Let' s Look at the Animals 4. 故事 Spot' s Opposites	Let' s Look at the Animals 歌謠。 4. 在念歌謠 Let' s Look at the Animals 的過程中，能展現和同學合宜的互動，一同完成唸謠。	3. Have Ss write the words you say on their test book. 4. Have Ss read the picture flash cards you show. 5. Ss will be assessed on successful completion of the worksheet and successful writing of 3 original problems.	this lesson. Vocabulary: big/small/tall/short/fat/thin/strong/weak/fast/slow (1 節) 3. Game: Play "Adjectives Pictionary" (1 節) 4. Storytime: Spot' s Opposites By Eric Hill Do the "Adjectives - Draw the Opposites" worksheet (1 節) 5. Sing "Let' s Look at the Animals (Adjectives Song)" (1 節) 6. Assign Homework: "Adjectives" worksheets	2. Worksheets: Adjectives- Draw the Opposites 3. Song: Let' s Look at the Animals 4. Picture book: Spot' s Opposites By Eric Hill	
Week11 - Week15	family	英 1-II-7 能聽懂課堂中所學的字詞。 英 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 國 1-II-2 具備聆聽不同媒材的基本能力。	1. 家人的英文單字 2. 句型 Who is he/ she? He/She is my _____. 3. 歌謠 The Family Song 4. 故事 The Monster	1. 能正確地唸出各個家人的英文單字 2. 能用正確的發音，念出句型” Who is he/ she?” 聽懂並做出正確回應。 3. 能用正確的發音，念出 The Family Song 歌謠。 4. 在故事 The Monster Family 的導聆中，學生可以具備聆聽英語媒材的基本能力。	1. Have Ss listen and show the picture flash cards you say. 2. Show Ss picture flashcards and have them say the words. 3. Have Ss write the words you say on their test book. 4. Have Ss read the picture flash cards you show.	1. Do "Students' Family Photos Time" activity Ss practice talking about different members of the family and requesting things. (1 節) 2. Target Language: Who is he/ she? He/She is my _____. Teach the members of the family vocabulary Vocabulary: father, mother, brother, sister, grandfather, grandmother, family	1. Flashcards: father, mother, brother, sister, grandfather, grandmother, family 2. "My Family Tree" Posters 3. Worksheets: My Family	5

			Family		5. Ss will be assessed on successful completion of the worksheet and successful writing of 3 original problems.	Have Ss practice pronouncing the new words for this lesson. (2 節) 3. Make "My Family Tree" Posters Storytime: The Monster Family http://www.kidenglish.net/upfile/201601/2016010546854697.pdf (1 節) 4. Sing "The Family Song" (1 節) 5. Assign Homework: "My Family" worksheets	4. Picture book: The Monster Family 5. Song: The Family Song	
Week16 - Week20	Jobs	英 1-II-7 能聽懂課堂中所學的字詞。 英 2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 綜 2b-II-2 參加團體活動，遵守紀律、重視榮譽感，並展現負責的態度。	1. 各個家人的英語單字 2. 句型 What do you do? 3. 歌謠 What do you do? 4. 故事 The Jobs Bus	1. 能知道各個家人的說法的 2. 能用正確的發音，念出句型” What do you do?” 聽懂並做出適切回應。 3. 能用適切的語調的發音，念出 What do you do? 歌謠。 4. 在 Game: Play "Missing Flashcards" Play "Paper, Rock, Scissors" 的過程中，學生可以在遊戲中遵守紀律、重視榮譽感。	1. Have Ss listen and show the picture flash cards you say. 2. Show Ss picture flashcards and have them say the words. 3. Have Ss write the words you say on their test book. 4. Have Ss read the picture flash cards you show. 5. Ss will be assessed on successful completion of the worksheet and successful writing of 3 original problems.	1. Introduce the Topic and Keywords. Have Ss practice pronouncing the new words for this lesson. Vocabulary: farmer, bus driver, doctor, teacher, dentist, police officer, chef, nurse, soldier, student 2. Teach the Key Expressions "What do you do?" "I'm a ..." "What does he/she do?" "He' s/She' s a ..." (2 節) Storytime: The Jobs Bus http://www.kidenglish.net/upf	1. Flashcards farmer, bus driver, doctor, teacher, dentist, police officer, chef, nurse, soldier, student 2. Story: The Jobs Bus 3. Worksheets: My Dream Job 4. Song: What do you do?	5

					ile/201603/2016031146686293.pdf 3. Listening Activity - Line Bingo(1 節) 4. Game: Play "Missing Flashcards" Play "Paper, Rock, Scissors" flashcards(1 節) 5. Sing "What do you do? (The Jobs Song)" (1 節) 6. Assign Homework: "My Dream Job" worksheets		
教材來源	<input type="checkbox"/> 選用教材 () <input checked="" type="checkbox"/> 自編教材(請按單元條列敘明於教學資源中)						
本主題是否融入資訊科技教學內容	<input checked="" type="checkbox"/> 無 融入資訊科技教學內容 <input type="checkbox"/> 有 融入資訊科技教學內容 共()節 (以連結資訊科技議題為主)						
特教需求 學生 課程調整	<p>※身心障礙類學生：<input type="checkbox"/>無 <input checked="" type="checkbox"/>有-智能障礙()人、學習障礙()人、情緒障礙(1)人、自閉症()人、(/人數)</p> <p>※資賦優異學生：<input type="checkbox"/>無 <input type="checkbox"/>有- (自行填入類型/人數，如一般智能資優優異 2 人)</p> <p>※課程調整建議(特教老師填寫)：</p> <p>1. 內容調整:以孩子的生活經驗出發，並聯結課程的內容，同時增加孩子的學習動機。</p> <p>2. 環境調整:調整到授課老師附近，方便老師掌握孩子學習情況，並適時給予各類提示。</p> <p>3. 歷程調整:利用操作與體驗讓孩子理解概念，並大量參與各項活動，以促進理解層次。</p>						

4. 評量調整:利用多元評量，以實作、觀察與口述表達為主，增加孩子成功經驗。

特教老師簽名：蘇品弘

普教老師簽名：林芳式