

臺北市萬華區福星國小英語文推動實施計畫

壹、依據：臺北市111學年度國民小學英語工作推動小組年度工作計畫。

貳、目的

- 一、配合國家及本市教育政策，深化英語文學習教學綱要精神。
- 二、整合英語文教學現有資源，架構學校本位英語文學習系統。
- 三、培養全球視野世界小公民，涵泳學生理解國際文化之內涵。
- 四、落實學校英語文教學目標，活化學校辦理英語文學習策略。

參、實施對象：本校全體師生。

肆、實施方式及內容：

一、配合辦理教育局相關英語活動

積極推動臺北市政府教育局所指導之國小英語推動相關政策，配合規畫國際英語日及各項全市性英語教學活動，並辦理相關比賽活動，如：英語繪本教材徵件比賽、英語文學藝競賽活動、英語文讀者劇場…等。

二、學校實施方式及內容

活動名稱	實施內容	備註
英語推動小組	1. 成立英語推動小組，以英語領域教師為主，全體教師為輔。 2. 定期開會，討論、擬定學年度實施計畫、推動相關事宜及實施內容檢討與修正。	
英語日活動	1. 本校英語日訂於每年12月24日，配合學校節慶活動與感恩月生命教育活動。 2. 生活英語：校長、行政人員及各領域教師利用學生上放學、集會、課堂、下課及課間活動時間，以英語和學生及同仁互動與溝通，營造英文學習環境。	
兒童朝會 英語認證時間	利用每周兒童朝會，進行英語認證時間，增進學生對生活英語的熟稔度。	每週一、四 進行
收聽英語廣播	鼓勵學生收聽國教署委託 ICRT 製作的英語新聞廣播節目。	
建置校園英語 教學情境	利用校內空間，建立學童與環境互動的機制 1. 設置雙語走廊、階梯。 2. 於英語教室外牆面布告欄，配合課堂教學內容、節慶與時事，設置英語學習專欄。 3. 英語學習角，光輝樓電梯轉角，建置英語主題學習角落，並配合行動學習載具，學生可利用掃描 QR code 進行延伸學習。	
播放英語電子書	1. 加強學生英語聽讀能力，中午用餐時間播放英語課程 CD，配合上課進度，加深學生的學習效益。 2. 不定期配合節慶及活動播放英語歌曲。	配合學習進度與節慶活動

臺北市福星國小 111 學年度 英語圖書閱讀教學活動設計

教學活動名稱	The Chinese New Year	教學年級	五年級 上學期	
教學設計者	福星英語教學團隊	教學時間	80 min.	
教材說明	書名：The Chinese New Year 作者：Joanna Troughton 內容摘要：To know the origins of the Chinese Animal Years 教材來源：Cambridge University Press			
結合議題	<input checked="" type="checkbox"/> 環境教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 生涯教育 <input type="checkbox"/> 性別教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 家政教育	學習領域	<input checked="" type="checkbox"/> 語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然 <input type="checkbox"/> 藝文 <input type="checkbox"/> 健體 <input type="checkbox"/> 綜合	
教學目標		能力指標		
1. Students will be able to read and write the key words.		I3-4 在聽讀短文時，能辨識書本中相對應的書寫文字。		
2. Students will be able to understand and read the story.		R3-6 能讀懂簡易短文、故事。		
3. Students will be able to finish the worksheet.		I3-1 能聽懂、讀懂、說出並寫出所習得的字詞。		
4. Students will be able to know the origins of Chinese Animal Years.		A0-10 樂於接觸課外英語素材。		
教學活動設計		時間	教學資源	教學評量
Pre-reading 1. Give out Reading Notes. 2. Ask students what animals they know in the Chinese Year 3. Let students write down their answers		15 min.	Reading Notes	Questions & Answers
While-reading 1. Give out story books, one for each. 2. Discuss the related information students can guess from the cover. 3. Ask individual student to read the story, one sentence each. 4. Ask content questions after each page, also appreciate the illustrations.		40 min.	Story books	Reading notes Questions & Answers
Post-reading 1. Give out Activity Sheet. 2. Let students complete the handout by themselves. 3. Discuss the answers to the worksheet..		25 min.	Worksheet	Observe students' performance
Wrap-up 1. Scan the story again. 2. Assign homework. (Write a reading report.)			Story books	Worksheet

Reading Notes

閱讀筆記

Class: _____ Number: _____ Name: _____

Date 日期:

Title 書名:

Author 作者:

Illustrator 插畫家:

Publisher 出版商:

New words I learn from this book:

1.	2.	3.	4.	5.
6.	7.	8.	9.	10.

Key sentences in this book:

1.

2.

3.

4.

5.

I give this book _____ stars.

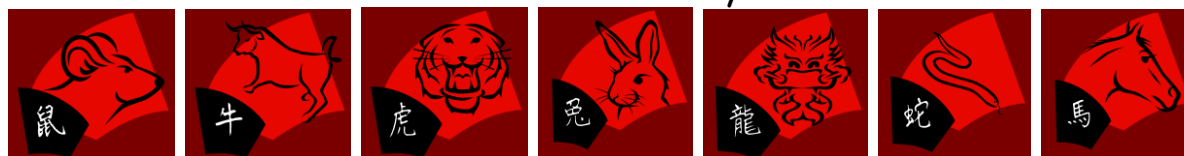


Parent's Signature:

The Chinese New Year Worksheet

Class: _____ Number: _____ Name: _____ Date: ___/___/___

A. Write down the names of the Chinese years.



B. Look for the words above and circle them.

e	d	j	y	u	w	s	k	i	t
s	o	r	l	b	g	f	q	a	h
r	s	n	a	k	e	h	r	v	x
n	h	b	l	g	e	r	a	h	k
m	h	v	a	m	o	z	m	y	o
p	o	d	i	o	r	n	r	t	p
q	r	u	s	q	o	e	m	i	r
x	s	t	t	x	i	l	g	c	u
y	e	k	n	o	m	p	o	i	g
r	s	l	e	q	u	k	a	h	t

C. What year were you born in?

I was born in _____. It is the year of _____.

臺北市福星國小 111 學年度 英語圖書閱讀教學活動設計

教學活動 名稱	Uncle Jerry's Great Idea	教學年級	五年級 下學期	
教學 設計者	福星英語教學團隊	教學時間	120 min.	
教材說明	書名：Uncle Jerry's Great Idea 作者：Norma Shapiro 內容摘要：Jim doesn't like to go out and play. He only likes to stay home and use the computer. Uncle Jerry's great idea helps Jim break his habits. 教材來源：Oxford University Press			
結合議題	<input type="checkbox"/> 環境教育 <input type="checkbox"/> 人權教育 <input checked="" type="checkbox"/> 生涯教育 <input type="checkbox"/> 性別教育 <input type="checkbox"/> 資訊教育 <input checked="" type="checkbox"/> 家政教育	學習領域	<input checked="" type="checkbox"/> 語文 <input type="checkbox"/> 數學 <input checked="" type="checkbox"/> 社會 <input type="checkbox"/> 自然 <input type="checkbox"/> 藝文 <input checked="" type="checkbox"/> 健體 <input type="checkbox"/> 綜合	
教學目標		能力指標		
1. Students will be able to read and write the key words.		I3-4 在聽讀短文時，能辨識書本中相對應的書寫文字。		
2. Students will be able to understand and read the story.		R3-6 能讀懂簡易短文、故事。		
3. Students will be able to name common sports.		I3-1 能聽懂、讀懂、說出並寫出所習得的字詞。		
4. Students will be able to establish daily schedule.		A0-10 樂於接觸課外英語素材。		
教學活動設計		時間	教學資源	教學評量
Pre-reading activities: 1. Ask students questions to activate their motivation. Do you like to go out with your family? What do you usually do on weekends? Do you play sports? 2. Introduce the key words to students. 3. Have students work in groups and practice the key words. 4. All the students in each group read the key words together, and the best group gets the most points.		40 min.	Flash cards Projector Computer Story books	Questions & Answers Observe students' performance Monitor group work
While-reading activities: 1. Have students point out the names of the author and the illustrator in the book. 2. Have students listen to the story and point to the sentence they hear.		40 min.		Observe students'

<p>3. Echo Game—Have students listen the first time. Then they can read along with the second voice and play the echo game.</p> <p>4. Team Reading—Divide students into two teams and the two teams take turns reading the story.</p> <p>5. Group Reading—Have students work in groups and read the story together.</p> <p>Post-reading activities:</p> <p>1. Guide students to answer questions about the story.</p> <p>2. Calling Names—Have students work in pairs and plan their daily schedule.</p> <p>3. Have students present their ideas orally.</p> <p>4. Work together as a class and have students write down their daily schedule.</p>	<p>40 min.</p>	<p>Story books CD CD player</p> <p>Story books Paper</p>	<p>performance Monitor group work</p> <p>Questions & Answers</p> <p>Observe students' performance</p>
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臺北市福星國小 111 學年度 英語圖書閱讀教學活動設計

教學活動 名稱	閱讀，悅讀！ Bugs, Beetles, and Butterflies	教學年級	六年級	
教學 設計者	福星英語教學團隊	教學時間	五節 200 分鐘	
教材說明	<p>書名：Bugs, Beetles, and Butterflies 作者：Harriet Ziefert 內容摘要 Bugs, beetles and butterflies are all insects. However, there are differences among them. Some are pretty; some are ugly. Some can fly, and some can crawl. Some are big, and some are small. No matter what they look like, they all play an important role in nature. 教材來源：East & West Book Co., Ltd. (ISBN: 9867054784)</p>			
結合議題	<input checked="" type="checkbox"/> 環境教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 生涯教育 <input type="checkbox"/> 性別教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 家政教育	學習領域	<input checked="" type="checkbox"/> 語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 社會 <input checked="" type="checkbox"/> 自然 <input checked="" type="checkbox"/> 藝文 <input type="checkbox"/> 健體 <input type="checkbox"/> 綜合	
教學目標			能力指標	
1. Students will be able to classify words that have the same rhyme.			1-2-4 能辨識對話或訊息的情境及主旨。	
2. Students will be able to read and write the key words.			2-2-2 能以簡易的英語參與課堂上老師引導的討論。	
3. Students will be able to understand and read the story.			3-2-7 能從圖畫、圖示或上下文，猜測字義或推論文意。	
4. Students will be able to classify insects and animals.			4-2-5 能依提示書寫簡短的段落。	
5. Students will be able to create an insect poster with some simple facts about the insect.			5-2-3 能聽懂日常生活對話、簡易故事或廣播，並能以簡單的字詞、句子記下要點。	
教學活動設計			時間	教學資源
<p>Pre-reading activities:</p> <p>1. Ask students the following questions to activate their motivation. <i>Have you ever seen a bug, a beetle, and a butterfly?</i> <i>Do you like them? Why? Why not?</i></p> <p>2. Introduce the key words to students with the following chant. <i>“Some bugs are pretty. Some bugs are ugly.</i></p>			40 min.	flashcards chant
			教學評量	
			Q's & A's	

<p>Some beetles eat mice. Some don't smell nice. What grows from an egg Changes into a caterpillar, a pupa, To a beautiful thing That flies like butter? It's the butterfly!"</p> <ol style="list-style-type: none"> Have students work in groups and practice the chant. All the students in each group read the chant together, and the best group gets the most points. Homework—Have students do Worksheet (1) as their homework. 			
<p>While-reading activities:</p> <ol style="list-style-type: none"> Have students point out the names of the author and the illustrator in the book. Have students listen to the story and point to the sentence they hear. Echo Game—Have students listen the first time. Then they can read along with the second voice and play the echo game. Team Reading—Divide students into two teams and the two teams take turns reading the story. Group Reading—Have students work in groups and read the story together. Homework—Have students do Worksheet (2) as their homework. 	40 min.	worksheet 1 storybooks CD storybooks storybooks storybooks worksheet 2	Observation Observation Writing Q's & A's Observation Observation Observation Writing
<p>Post-reading activities:</p> <ol style="list-style-type: none"> A butterfly's Life—Guide students to answer questions about the life cycle of a butterfly. Have students draw and write the life cycle of a butterfly: egg → caterpillar → pupa → butterfly. Divide students into groups and have them also do the life cycle of a beetle. Calling Names—Have students work in pairs and classify insects, mammals, and reptiles. Have students present their ideas orally. Work together as a class and have students write down the distinguishing features about insects and animals. 	40 min.	storybooks blank paper blank paper blank paper	Q's and A's Writing Writing Teamwork Speaking Writing

<p>Follow-up activities:</p> <ol style="list-style-type: none"> 1. People Need Insects—Discuss with students what insects do for nature and people. 2. Work with students as a class to complete part of the advantage chart of insects. 3. Have students work in groups and complete the chart. 4. Have each group talk about what they write about the advantages of insects. 5. Discuss with students what insects they are familiar with and they like most and some facts about them. 6. Distribute paper to students, have them draw pictures of insects, and write some facts about different insects. 7. The Insect World--Have students share their thoughts with other groups, and work together to make a giant poster of the Insect World. 8. Have students observe each other's work. 	<p>80 min.</p>	<p>chart chart blank paper poster</p>	<p>Q's & A's Writing Writing Speaking Q's & A's Observation Listening & Speaking</p>
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臺北市福星國小 111 學年度 英語圖書閱讀教學活動設計

教學活動 名稱	Festivals Around the World	教學年級	六年級	
教學 設計者	福星英語教學團隊	教學時間	四節 160 分鐘	
教材說明	<p>書名：Bugs, Beetles, and Butterflies 作者：Harriet Ziefert 內容摘要： This book tells readers a lot of different festivals from different countries in the world such as Chinese New Year in China, the carnivals in Brazil, Midsummer in Finland and so much more. 教材來源：Oxford University Press (ISBN: 9780194643825)</p>			
結合議題	<input checked="" type="checkbox"/> 環境教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 生涯教育 <input type="checkbox"/> 性別教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 家政教育	學習領域	<input checked="" type="checkbox"/> 語文 <input type="checkbox"/> 數學 <input checked="" type="checkbox"/> 社會 <input type="checkbox"/> 自然 <input checked="" type="checkbox"/> 藝文 <input type="checkbox"/> 健體 <input checked="" type="checkbox"/> 綜合	
教學目標		能力指標		
1. Students will be able to read, write and say the key words.		1-2-4 能辨識對話或訊息的情境及主旨。		
2. Students will be able to understand the story.		2-2-2 能以簡易的英語參與課堂上老師引導的討論。		
3. Students will be able to read the story after the teacher.		3-2-7 能從圖畫、圖示或上下文，猜測字義或推論文意。		
4. Students will be able to model the sentence structures and write their own sentences.		4-2-5 能依提示書寫簡短的段落。		
5. Students will be able to create a poster of their favorite festival from the book.		5-2-3 能聽懂日常生活對話、簡易故事或廣播，並能以簡單的字詞、句子記下要點。		
教學活動設計		時間	教學資源	教學評量
<p>Pre-reading activities:</p> <p>1. Show students the cover of the story book and introduce the title of the book to them.</p> <p>2. Ask students questions about what they do during Chinese New Year to activate students' interests in the story.</p> <p>3. Introduce the key words to students by using phonics rules.</p> <p>4. Vocabulary drills.</p>		40 min.	<p>storybooks</p> <p>flashcards</p>	Check students' response to the questions

<p>5. Vocabulary practice activity (Concentration)— Pair up the students and have them place several pairs of cards face down the table, and then take turns to turn over two cards. As they turn them over, they say what they are. If the cards are the same, they keep them and have another turn. The student who gets the most pairs of cards is the winner.</p>		<p>a few sets of word cards</p>	<p>Monitor and facilitate group work Vocabulary drills</p>
<p>While-reading activities:</p> <ol style="list-style-type: none"> 1. Have a quick review of the vocabulary from the previous lesson with students. 2. Have students listen to the teacher reading the book page by page. 3. Have students read the key words aloud before the teacher reads them. 4. Ask questions to check students' comprehension of the content. 5. Have students read the story after the teacher sentence by sentence. 6. Students work in groups and give each group a set of sentence strips copied from the story book and have them put the sentences in correct order. 7. Have each group read aloud their answers. 8. Have students listen to the story again to check if they get their answers correct. 9. Have students do group reading. 	<p>40 min.</p>	<p>flashcards storybooks</p>	<p>Observe to see students' comprehension of the story Monitor students while doing group reading</p>
<p>Post-reading activities:</p> <ol style="list-style-type: none"> 1. Have students read the story as a class. 2. Point out the main sentence patterns for the students. 3. Have students come up with their own answers and orally practice the patterns with substitution drills. 4. Divide students into groups and have them write their own sentences. 5. Have students organize what they write into a short essay for the poster that they are going to make. 6. Homework—Have students search and collect pictures related to their favorite festivals from newspapers or magazines and bring them to class next time. 	<p>40 min.</p>	<p>storybooks Sentence pattern strips Model the sentence patterns and write their own sentences</p>	<p>Q & A Check students' substitution drills Monitor students' work</p>
<p>Follow-up activities:</p> <ol style="list-style-type: none"> 1. Have students work in groups to make a poster of their favorite festival. 	<p>40 min.</p>	<p>Paper</p>	<p>Monitor students' work</p>

<ol style="list-style-type: none">2. Have each group do a presentation based on their poster and the rest of the students do peer-assessment at the same time.3. Put all posters on the wall and have students appreciate and share their opinions with each other.4. Award the top three groups for their performance.		Peer-assessment sheets	Peer-assessment
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