

C-5、加強英語文方案

1. 福星國小加強學生英語能力方案實施計畫

福星國小提升學生英語能力方案實施計畫

壹、依據：

1. 國民中小學九年一貫課程綱要
2. 臺北市國民小學英語課程綱要
3. 市長施政白皮書



貳、目的：

1. 增加英語學習節數，增進學生英語學習能力。
2. 提供英語聽說練習機會，加強學生英語生活會話。
3. 推動英語閱讀教學活動，活化學生英語學習興趣。

參、實施原則：

一至二年級維持國小英語教學於彈性學習節數中，每週實施兩節，三至六年級每週增加一節，以實施每週三節為原則。

肆、實施內容與課程安排：

1. 校內統整規劃各年級英語學習課程內容。
2. 各校選擇最適當之方案進行課務安排與調配。
3. 增加英語節數以不增加內容及進度為原則，教師視學生實際英語學習情況，設計英語閱讀、聽說能力等延伸課程。

伍、師資安排：

1. 英語教師 4 位：本校英語文領域課程均由具備英語專長的 4 位教師教授。
2. 外籍教師 1 位：本校申請「106 學年度補助國民小學試辦設置外籍英語教師」1 位。

陸、實施時間及調整

1. 經由課發會決議通過，每週五上午 8：00 至 8：40 分排課，進行英語或其他課程教學。
2. 一、二年級安排每週 2 節的英語課程，三至六年級每週則安排 3 節的英語課程。
3. 三至六年級除了每週由校內英文老師進行 2 節的英語課程外，另外 1 節則由外籍老師與校內英文老師進行協同教學。

陸、福星國小 107 年度英語教學概況：

107 學年度，規劃英語專科教室 3 間，積極購買英語相關書籍及共讀書籍，徵選英語外籍教師，英語師資及軟、硬體設備的擴充及投入並於每週四定期舉行英語教學會議，彙整英語教學活動設計，規劃本校英語科教學發展方向，積極推動英語教學及閱讀活動。本校英語教學的教育目標為 (1) 增進學生英語學習興趣，彌平弱勢學習落差 (2) 營造優質英語學習情境、開拓培養學生國際視野 (3) 活化利用校園教室空間，優化精緻學校學習環境，使英語教學環境全面提升，進

2. 福星國小加強學生英語能力方案實施時間


福星國小加強學生英語能力方案上課時間表

	星期一	星期二	星期三	星期四	星期五
0800-0825	兒童朝會	教師晨會	國語課 (一~四年級)	兒童朝會	英語或其他課程 (三~六年級)
0825-0840	導師時間	導師時間		導師時間	
0840-0920	第一節	第一節	第一節	第一節	第一節
0920-0930	下課	下課	下課	下課	下課
0930-1005	第二節	第二節	第二節	第二節	第二節
1005-1020	下課	下課	下課	下課	下課
1020-1100	第三節	第三節	第三節	第三節	第三節
1100-1110	下課	下課	下課	下課	下課
1110-1150	第四節	第四節	第四節	第四節	第四節
1150-1230	導師時間 & 午餐 (12:30 放學)				
1230-1310	午休		教師研習	午休	
1310-1320	下課	下課		下課	下課
1320-1400	第五節	第五節		第五節	第五節
1400-1410	下課	下課		下課	下課
1410-1450	第六節	第六節		第六節	第六節
1450-1500	下課	下課		下課	下課
1500-1540	第七節	第七節		第七節	第七節
1540-1600	打掃&放學	打掃&放學		打掃&放學	打掃&放學

臺北市福星國小 109 學年度國民小學二年級英語圖書閱讀教學活動設計

教學活動名稱	閱讀、悅讀	教學時間	160 分鐘
使用版本教材	No, David!		
教學目標	To know things not to do at home or school and the love of a mother' s		
教學資源	班級共讀書		
教學活動	時間	教學資源	教學評量
Pre-reading 1. Give out story books, one for each. 2. Ask students to look at the pictures in the book. 3. Ask students what bad things they see in the book.	20 min	Story book	Q' s and A' s
While-reading 4. Discuss the related information students can guess from the cover. 5. Play story CD and ask the students to read silently and look at the pictures. 6. Read the story to the students and stop to let the students say, "No, David!" loudly. 7. Ask volunteers to read the story, one sentence each. 8. Ask content questions after each page, also appreciate the illustrations.	80 min	Story book	Free talk Listen to the students' pronunciation Q' s and A' s
Post-reading 9. Give out worksheets. 10. Let students complete the handout by themselves. 11. Discuss the answers to the worksheet.	40 min	Worksheet	
Wrap-up 12. Listen to the story again. 13. Appreciate the students' worksheets.	20 min	Story book	Check the writing

臺北市福星國小 109 學年度國民小學二年級英語圖書閱讀教學活動設計

書名	Feeding Time		作者	Elspeth Graham
出版社	East & West Book		出版日期	96 年 12 月
ISBN、ISSN	978-986-183-202-9		分類號	
適用年級	<input type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input checked="" type="checkbox"/> 低年級		設計者	學校：萬華區福星國小 姓名：甘秀琪
教學時間	120 minutes (3 periods)		教學主題	Food & Animals
七大學習領域	<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			
Key Words 關鍵詞	1. fish	1. banana	1. bone	1. ant
	5. seal	5. monkey	5. lion	5. anteater
Sentences 句型	1. It's time to feed animals.			
	2. I have some _____.			
	3. These _____ are for you.			
摘要大意	It's time to feed animals. Stan, a zoo keeper, takes turns to feed animals, such as seals, monkeys, lions, birds, etc. Yet, when feeding the anteater, Stan finds nothing to feed it. What will he do in the end of the story?			
設計理念				
	1. Language Focus: Key words and sentence patterns	2. Science: Food & Animals	3. Art: Create storybooks	
具體目標	1.Cognition 1-1 Students will be able to say the main point of the story. 1-2 Students will be able to realize and say the meaning of the key words. 1-3 Students will be able to say the sentences repeated in the story. 1-4 Students will be able to foster their knowledge about science. 2.Affection 2-1 Students will be able to enjoy acting out the story. 2-2 Students will be able to read the story with confidence. 3.Skills 3-1 Students will be able to cooperate with others to accomplish the task. 3-2 Students will be able to act out the story.			

教學活動流程

達成目標	教學內容	教學媒體	評量	時間
<p>1-1 Students can say the main point of the story.</p> <p>1-2 Students can realize and say the meanings of the key words.</p>	<p style="text-align: center;">【The First Class】</p> <p>I Warm-up & Review</p> <p>1. <u>Greeting</u>: Say hello to students.</p> <p>2. <u>Guessing Time</u> Teacher shows the cover of the storybook to let students guess the plot of the story.</p> <p>II Development & Practice</p> <p>1. <u>Story time</u></p> <p>(1)Teacher distributes the storybooks to students and each student has one copy.</p> <p>(2)Teacher tells the story by using the storybook.</p> <p>(3)While telling the story, teacher invites students to predict what kind of food Stan would feed animals.</p> <p>(4)Teacher introduces the author, the illustrator, and the publisher.</p> <p>2. <u>Memory-chasing</u> Teacher asks some questions about the story.</p> <p>3. <u>Let's learn!</u></p> <div style="border: 1px dashed black; padding: 5px; margin: 5px 0;"> <p>Key words: fish, banana, bone, ant, seal, monkey, lion, anteater</p> </div> <p>(1)Teacher teaches the key words by using the realia or some picture cards.</p> <p>(2)Bingo</p>	<p>one storybook</p> <p>30 storybooks</p> <p>the realia, picture cards, chalks</p>	<p>Students can guess the plot of the story.</p> <p>Students can listen to the story and answer questions.</p> <p>Students can answer questions.</p> <p>Students can say the key words.</p>	<p>5 min.</p> <p>8 min.</p> <p>4 min.</p> <p>8 min.</p>

教學活動流程

達成目標	教學內容	教學媒體	評量	時間
1-3 Students can say the sentences repeated in the story.	<p>4. <u>Let's sing!</u></p> <div style="border: 1px dotted black; padding: 5px;"> <p>The song / Sentence patterns: 【Tune: The farmer in the dell】 It's time to feed animals. (x 2) I have some <u>fish</u>. These <u>fish</u> are for you.</p> </div> <p>Teacher and students sing the song above to practice the sentence patterns.</p> <p>III <u>Wrap-up</u> <u>Retell the story</u> Teacher and students retell the story with the storybook.</p> <p style="text-align: center;">【The Second Class】</p> <p>I <u>Warm-up & Review</u> <u>Let's sing.</u> Teacher and students sing the song learned in the prior class to review what students have learned.</p>	Sentence strips	Students can sing the song together.	10 min.
1-4 Students will be able to foster their knowledge about science.	<p>II <u>Development & Practice</u> 1. <u>Matching activities: Food & Animals</u> Different animals eat different kinds of food. Teacher lets students find out the right food for different animals, such as seals, monkeys, lions, birds, rabbits, anteaters, etc.</p>	Picture cards	Students can engage in the activities.	6 min.
2-1 Students can enjoy acting out the story. 3-2 Students can act out their story.	<p>2. <u>Role Play</u> Teacher divides students into groups. Each group has to act out the story with the realia or picture cards.</p>	the realia, picture cards	Students can act out the story.	24 min.
	<p>III <u>Wrap-up</u> 1. <u>Feedback</u></p>			5

教學活動流程

達成目標	教學內容	教學媒體	評量	時間
<p>3-1 Students can cooperate with others to accomplish the task.</p> <p>2-2 Students can read the story with confidence.</p>	<p>Teacher and students give positive feedback to each other.</p> <p>2. <u>We are what we eat.</u> To be healthy, we should eat the right food.</p> <p style="text-align: center;">【The Third Class】</p> <p>I Warm-up & Review <u>Let's sing.</u> Teacher and students sing the song learned in the prior class to review what students have learned.</p> <p>II Development & Practice 1. <u>Reading Notes</u> Students finish the worksheet, "Reading Notes." (see Appendix A)</p> <p>2. <u>Create storybooks.</u> (1) Teacher brainstorms with students to prompt students to use their imagination to create their own books. (2)Teacher divides students into groups. (3)<u>Time for Group Discussion:</u> Students can change the animals, the food, and the outcome of the story. (4)Teacher distributes some paper, markers, scissors, glues, and staplers to students to allow them to create their storybooks. Teacher assists students. (5)Clean the classroom.</p> <p>2. <u>Show Time!</u> Each group has to be on stage to demonstrate their storybook and to read aloud their story.</p> <p>III Wrap-up</p>	<p>sentence strips</p> <p>worksheets</p> <p>some paper, markers, scissors, glues, staplers</p> <p>students' storybooks</p>	<p>Students can sing the song.</p> <p>Students can finish the worksheet.</p> <p>Students can create their own storybooks.</p> <p>Students can read aloud.</p>	<p>min.</p> <p>2 min.</p> <p>5 min</p> <p>20 min.</p> <p>10 min.</p>

教學活動流程				
達成目標	教學內容	教學媒體	評量	時間
	<p><u>Feedback</u></p> <p>Teacher and students give positive feedback to each other.</p>			3 min.

臺北市福星國小 109 學年度國民小學三年級英語圖書閱讀教學活動設計

教學活動名稱	閱讀、悅讀	教學時間	160 分鐘
使用版本教材	The Sly Fox and the Red Hen		
教學目標	1. To know the animals and the sounds they make 2. To help the weak		
教學資源	班級共讀書		
	教學活動	時間	教學資源
	<p>Pre-reading</p> <p>1. Play the song "Old McDonald Had a Farm".</p> <p>2. Ask students what animals they know on the farm.</p> <p>3. Let students make the sounds the animals make.</p> <p>4. Give out story books, one for each.</p> <p>5. Let students look at the pictures through the books and guess the story.</p> <p>While-reading</p> <p>6. Discuss the related information students can get from the cover.</p> <p>7. Write down the related information on the worksheet 1.</p> <p>8. Play the CD and ask the students to follow along.</p> <p>9. Lead the students to read the story page by page.</p> <p>10. Write down the new words on the blackboard while the class read.</p> <p>11. Practice the new words.</p> <p>Post-reading</p> <p>12. Listen to the story again.</p> <p>13. Ask individual student to read the story, one line per student.</p> <p>14. Give out Activity Sheet.</p> <p>15. Let students complete the handout by themselves.</p> <p>16. Discuss the answers to the activity sheet.</p> <p>Wrap-up</p> <p>17. Scan the story again.</p> <p>18. Assign homework. (Write a reading report.)</p>	20 min	Music CD
		80 min	Story book
		40 min	Worksheet 1
			Story CD
			Activity Sheet
		20 min	Story book
			Q's and A's
			Q's and A's

臺北市福星國小 109 年度國民小學四年級英語圖書閱讀教學活動設計

書名	New Girl in School		作者	Christine Lindop	
出版社	Oxford University Press 出版社		出版日期	2005 年	
ISBN、ISSN	0194401014		分類號		
適用年級	<input type="checkbox"/> 高年級 <input checked="" type="checkbox"/> 中年級 <input type="checkbox"/> 低年級		設計者	學校：萬華區福星國小 姓名：楊采茹	
教學時間	200 分鐘 (5 節課)		教學主題	School Life	
七大學習領域	<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 type="checkbox"/> 健體 <input checked="" type="checkbox"/> 綜合				
Key Words 關鍵詞	1. painting	2. fold	3. guitar	4. drums	
	5. flute	6. paste	7. piano	8. sweep	
Stances 句型	1. I'm <u>painting</u> .				
	2. Let's <u>play some music</u> .				
	3. I can play the <u>flute</u> .				
摘要大意	Linda is a girl who can do magic tricks. She goes to a new school and meets new friends. With her magic tricks, she brings a lot of fun and surprises to her friends at the new school. Do you want to know what Linda can do? Read this book!				
設計理念	1. To improve students' comprehension of the story 2. To help students model the sentence structures 3. To improve students' reading comprehension and reading fluency 4. To develop students' oral language skills 5. To help students understand the importance of making new friends at new school				
具體目標	1. Students will be able to read, write and say the key words. 2. Students will be able to understand the story. 3. Students will be able to read the story after the teacher. 4. Students will be able to model the sentence structures and write their own sentences. 5. Students will be able to make a friendship mailbox and to improve their relationships with their classmates. 6. Students will be able to create their own scripts from the story and to take turns doing role-play.				

教 學 活 動 流 程

達成目標	教 學 內 容	教學媒體	評 量	時 間
<p>To express experience</p> <p>To brainstorm and predict</p> <p>To express ideas orally</p>	<p>Pre-reading activities:</p> <ol style="list-style-type: none"> Show students the cover of the story book and introduce the title of the book to them. Ask students questions about their experience being in a new environment or school to activate students' interests in the story. Introduce the characters in the story to the students. Have students brainstorm and predict what might happen in the story. Group students and have them make a list of their ideas and thoughts. Have each group talk about their ideas. Introduce the key words to students by using phonics rules. Vocabulary drills. 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. Homework—Worksheet 1 	<p>the story books</p> <p>Character puppets</p> <p>Flash Cards</p> <p>A few set of Word cards</p>	<p>Check students' response to the questions Monitor and facilitate group work</p> <p>Vocabulary drills</p> <p>Worksheet 1</p>	<p>80 min.</p>
<p>To listen to the story</p> <p>To read the key words aloud</p> <p>To complete the task assigned</p> <p>To read the story</p>	<p>While-reading activities:</p> <ol style="list-style-type: none"> Have a quick review of the vocabulary from the previous lesson with students. Have students listen to the teacher reading the book page by page. Have students read the key words aloud before the teacher reads them. Ask questions to check students' comprehension of the content. Have students read the story after the teacher sentence by sentence. 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. Have each group read aloud their answers. Have students listen to the story again to check if they get their answers correct. Have students do group reading. Explain how to do Worksheet 2 to students. Homework—Worksheet 2: Have students share the story with their parents at home. 	<p>Flash cards</p> <p>The story book</p> <p>Character puppets</p> <p>Worksheet 2</p>	<p>Observe to see students' comprehension of the story</p> <p>Questions & Answers</p> <p>Monitor students while doing group reading</p> <p>Worksheet 2</p>	<p>40 min.</p>

教 學 活 動 流 程

達成目標	教 學 內 容	教學媒體	評 量	時 間
<p>To read the story</p> <p>To Model the sentence patterns and write their own sentences</p> <p>To organize sentences into a play</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. I'm _____. Let's _____. I can play the _____. 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 play. 6. Homework—Have students practice their own parts in the play at home and prepare props they need for the next class. 	<p>The story book</p> <p>Sentence pattern strips</p> <p>Model the sentence patterns and write their own sentences</p>	<p>Q & A</p> <p>Check students' substitution drills</p> <p>Monitor students' work</p>	<p>40 min.</p>

臺北市福星國小 109 學年度國民小學五年級英語圖書閱讀教學活動設計

教學活動名稱	閱讀、悅讀	教學時間	160 分鐘
使用版本教材	The Chinese New Year		
教學目標	To know the origins of the Chinese Animal Years		
教學資源	班級共讀書		
教學活動	時間	教學資源	教學評量
<p>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</p> <p>While-reading 4. Give out story books, one for each. 5. Discuss the related information students can guess from the cover. 6. Ask individual student to read the story, one sentence each. 7. Ask content questions after each page, also appreciate the illustrations.</p> <p>Post-reading 8. Give out Activity Sheet. 9. Let students complete the handout by themselves. 10. Discuss the answers to the activity sheet.</p> <p>Wrap-up 11. Scan the story again. 12. Assign homework. (Write a reading report.)</p>	20 min	Reading Notes	Q's and A's
	80 min	Story book	
	40 min	Activity Sheet	
	20 min	Story book	

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: _____

Worksheet

The Chinese New Year

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 109 學年度國民小學六年級英語圖書閱讀教學活動設計

書名	Bugs, Beetles, and Butterflies			作者	Harriet Ziefert	
出版社	East & West Book Co., Ltd. 出版社			出版日期	1998 年	
ISBN、ISSN	9867054784			分類號		
適用年級	<input checked="" type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input type="checkbox"/> 低年級			設計者	學校：萬華區福星國小 姓名：楊采茹	
教學時間	200 min.			教學主題	Insects	
七大學習領域	<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					
Key Words 關鍵詞	1. bug		2. beetle		3. butterfly	
	4. creep		5. crawl		6. smell	
Stances 句型	7. flit					
	8. caterpillar					
	1. Some <u>bugs swim</u> .					
摘要大意	2. Butterflies can be <u>as yellow as</u> butter.					
	3. It changes into a _____.					
	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.					
設計理念	1. To enhance students' phonemic awareness 2. To improve students' reading comprehension and reading fluency 3. To develop students' language skills such as listening, speaking, writing and reading skills 4. To elevate students' interest in reading 5. To categorize insects and animals 6. To identify the facts about certain insects					
具體目標	1. Students will be able to classify words that have the same rhyme. 2. Students will be able to read and write the key words. 3. Students will be able to understand and read the story. 4. Students will be able to classify insects and animals. 5. Students will be able to create an insect poster with some simple facts about the insect.					

教學活動流程

達成目標	教學內容	教學媒體	評量	時間
<p>To read the key words</p> <p>To read the chant</p> <p>To read, write and say the key words</p>	<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. "Some bugs are pretty. Some bugs are ugly. 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> <p>3. Have students work in groups and practice the chant.</p> <p>4. All the students in each group read the chant together, and the best group gets the most points.</p> <p>5. Homework—Have students do Worksheet (1) as their homework.</p>	<p>Flash cards</p> <p>Observe students' performance</p> <p>Monitor group work</p>	<p>Questions & Answers</p>	<p>40 min.</p>
<p>To listen to the story</p> <p>To read the story</p> <p>To write key sentences</p>	<p>While-reading activities:</p> <p>1. Have students point out the names of the author and the illustrator in the book.</p> <p>2. Have students listen to the story and point to the sentence they hear.</p> <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>6. Homework—Have students do Worksheet (2) as their homework.</p>	<p>The storybooks</p> <p>CD CD player</p> <p>Worksheet (2)</p>	<p>Observe students' performance</p> <p>Monitor group work</p> <p>Worksheet (2)</p>	<p>40 min.</p>

教學活動流程

達成目標	教學內容	教學媒體	評量	時間
<p>To understand the advantages of insects</p> <p>To write facts about insects</p> <p>To make a poster of insects</p>	<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>The advantage chart of insects</p> <p>Markers Poster paper</p>	<p>Questions & Answers</p> <p>Monitor group work</p> <p>Observe students' performance</p>	<p>80 min.</p>

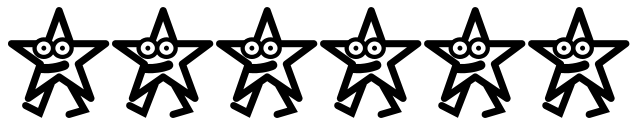
Worksheet 1

Class: _____ Name: _____ Number: _____

Read the story and categorize the words with the same rhymes.

pretty	bite	fat	thin	smell

I give myself _____ stars.



Parent's Signature: _____

Worksheet 2

Class: _____ Name: _____ Number: _____

Date 日期: _____

Title 書名: _____

Author 作者: _____

Illustrator 插畫家: _____

Publisher 出版商: _____

Five new words I learn from this book:

1.	2.	3.	4.	5.

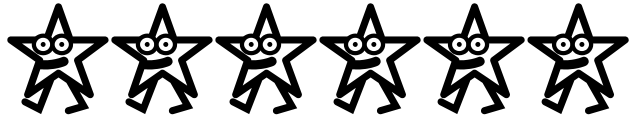
The key sentences in this book:

1. _____

2. _____

3. _____

I give myself _____ stars.



Parent's Signature: _____