



Unit 1 What Day Is Today?

Vocabulary	Sunday / Monday / Tuesday / Wednesday / Thursday / Friday / Saturday
Sentences	What day is it / today? It's <u>Friday</u> . Is it <u>Monday</u> today? Yes, it is. / No, it isn't. It's <u>Tuesday</u> .
More to Learn	go biking / go camping / go swimming / play dodgeball / play soccer / play tennis
	What do you do every Sunday? I <u>go biking</u> every Sunday.
差異化教學 Differentiated Instructions	
差異化面向	☒ Content 學習內容 ☐ Process 練習歷程 ☒ Product 學習成果
差異化根據	☒ Readiness 起始點 ☐ Interest 興趣 ☐ Learning Profile 學習風格



教學資源

本課單字圖卡、字卡。



課堂暖身

1. 教師將單字圖卡和字卡隨機傳給每排第一位學生，拿到的學生說出該單字後，往後傳給下一位。
2. 學生傳遞過程中，教師隨機說出一個單字。
3. 拿到該單字圖卡或字卡的兩位學生需站起來，並念出該單字。
4. 教師也可將全班分成兩組，一組傳遞圖卡，一組傳遞字卡，優先站起並正確念出的組別獲勝。



教學步驟

1. 教師在黑板上畫出一個月曆，並指出一個日期，詢問 **What day is today?**
學生們回答 **It's ____.**。
2. 教師將全班分為數組，並將組員編號，再次指月曆上的日期，換全班學生問 **What day is today?**。
3. 教師說一個號碼，如：**Number 1**，各組一號的學生站起來回答 **It's ____.**。
4. 待全組學生都輪過後，教師指出一個日期，改問 **Is it ____ today?**，全班學生回答 **Yes, it is.** 或是 **No, it isn't.**。
5. 熟練此句型後，教師再指定組員號碼，請各組學生搶答。
6. 最快且正確回答的組別可得一分，得分最高的組別獲勝。



教學步驟 More to Learn

1. 教師將 **More to Learn** 的單字和句型寫在黑板上，並帶學生練習至熟練。
2. 將全班分為數組，各組派出一位組員（例如：學生 **A**、**B**、**C**）上臺背對黑板。
3. 教師另指定一位學生 **D** 上臺，面向學生 **A**、**B**、**C** 和黑板。
4. 請臺下學生問 **What do you do every Sunday?**。
5. 教師指一個黑板上的單字，請學生 **D** 做出動作。
6. 學生 **A**、**B**、**C** 依據學生 **D** 的動作舉手搶答，回答 **I ____ every Sunday.**
7. 最快且正確回答的組別可得一分，得分最高的組別獲勝。



學習單-學習目標

組別	學習目標	搭配學習單
Team A 基礎	能辨識星期週期及正確寫出單字。	消失的星期
Team B 中階	能看懂月曆對應的星期，並回答問題。	蒐集情報中
Team C 進階	訪問同學，並完成資料蒐集。	超級星期天



學習單解答

Team A

- ① Thursday
- ② Saturday
- ③ Sunday
- ④ Tuesday
- ⑤ Wednesday
- ⑥ Friday
- ⑦ Saturday
- ⑧ Monday

Team B

- ① It's Sunday.
- ② It's Saturday.
- ③ No, it isn't.
(It's Thursday.)

Team C

學生自行作答



學習單 Team A

消失的星期

新的一年，Terry 買了一份新的日曆，但發現其中幾天的星期漏印了！請幫 Terry 填上正確的星期。

March 15 Wednesday	March 16 ① _____	March 17 Friday	March 18 ② _____
May 8 ③ _____	May 9 Monday	May 10 ④ _____	May 11 ⑤ _____
June 23 ⑥ _____	June 24 ⑦ _____	June 25 Sunday	June 26 ⑧ _____



學習單 Team B

蒐集情報中

間諜Sophia正在蒐集敵人Paul家中的情報，牆上的月曆記錄著Paul 一家人的行事曆。請根據月曆上的線索，幫 Sophia 完成筆記。

May						
S	M	T	W	T	F	S
		1 	2	3	4 	5
6 	7	8	9 	10	11	12
13	14	15	16	17 	18	19
20 	21	22	23	24	25	26
27	28 	29	30	31		

Sophia's Notes

1. Paul's sister is tired. She sleeps a lot today. What day is it?

2. Paul is hungry today. He eats three hamburgers. What day is today?

3. It's hot today. Paul's brothers want some juice. Is it Tuesday today?



學習單 Team C

超級星期天

先寫下自己星期天會做的事情，再訪問班上其他人，記下大家星期天都在做什麼。

What do you do every Sunday?

I _____ every Sunday.

Activity	Names of my classmates	Total
go biking		
go camping		
go swimming		
play dodgeball		
play soccer		
play tennis		

* total 總數

Most of my classmates _____ every Sunday.

* most of 大多數



Unit 2 Do You Have PE Class on Monday?

Vocabulary	art / Chinese / English / math / music / PE / science / social studies
Sentences	Do you have <u>math</u> class on Monday? Yes, I do. / No, I don't. Does he / she have <u>art</u> class on Monday? Yes, he / she does. / No, he / she doesn't.
More to Learn	draw pictures / read Chinese poems / sing English songs / solve math problems / play the recorder / play sports / grow plants / understand culture
	What subject do you like? I like PE because I can <u>play sports</u> .
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教學資源

本課單字圖卡。



課堂暖身

1. 全班分為數組，每組派一位同學上臺，背對黑板，教師將本課單字圖卡貼在黑板上。
2. 教師將黑板的單字圖卡隨機取走一個，並喊 1, 2, 3, Go!。
3. 臺上的學生轉身，並尋找被取走的單字。
4. 最快正確說出該單字的學生，該組可得一分，積分最高的組獲勝。



教學步驟

1. 教師將本課的兩組句型寫在黑板上，並利用單字圖卡帶學生複習。
2. 教師將全班分為數組，隨機請一位學生上臺，選一張單字圖卡。
3. 教師輪流點各組的一位學生，利用句型一詢問 **Do you have ____ class on Monday?** 來猜臺上學生手上的單字圖卡。
4. 臺上學生須回答 **Yes, I do.** 或是 **No, I don't.**，猜中的組別可得一分。
5. 待句型一練習熟練後，教師在黑板畫一男一女，以相同方式練習句型二，最後積分最高的組別獲勝。



教學步驟 More to Learn

1. 教師將 **More to Learn** 的單字寫在黑板上，教導學生這些單字所對應的科目。如下方所示：

art	draw pictures
Chinese	read Chinese poems
English	sing English songs
math	solve math problems
music	play the recorder
PE	play sports
science	grow plants
social studies	understand culture

2. 請每位學生準備 8 張小紙片，每張寫上一個科目單字。
3. 請學生兩人一組，將兩人的紙片放在一起蓋住並打散。輪流翻開單字紙條，並念出句子，如：**I like PE because I can play sports.**，正確即可得到該紙條。
4. 連續翻開兩個相同單字時，學生需搶答，較快且正確說出句子者，可得到該單字紙片，並繼續遊戲。最後得到最多單字紙片者獲勝。
5. 教師可請學生找數個同學進行遊戲，獲勝最多次者，教師可給予獎勵。



學習單-學習目標

組別	學習目標	搭配學習單
Team A 基礎	能看懂並擷取資訊，再完成范氏圖。	憂鬱星期一
Team B 中階	能看懂對話，並完成填空。	美人魚回家囉！
Team C 進階	能自行設計課表，並調查、記錄他人設計的課表。	你朋友忙嗎？



學習單解答

Team A

- ① science
- ② English
- ③ PE
- ④ math
- ⑤ music
- ⑥ art
- ⑦ Chinese
- ⑧ math

Team B

- ① Chinese
- ② science
- ③ PE
- ④ math
- ⑤ art

Team C

學生自行作答

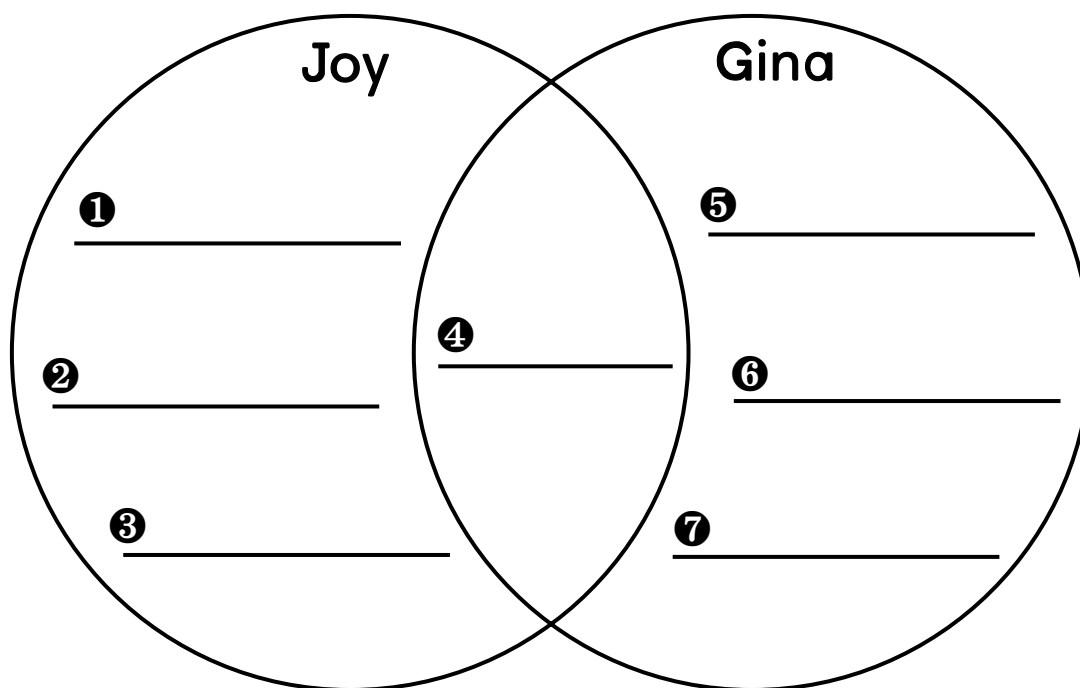


學習單 Team A

憂鬱星期一

以下是 Joy 和 Gina 星期一的課表，請整理到范氏圖中，再回答問題。

Joy's Class Schedule			
1	2	3	4
Gina's Class Schedule			
1	2	3	4



★ Both Joy and Gina have ⑧ _____ class on Monday.



學習單 Team B

美人魚回家囉！

美人魚 Ariel 到人類世界學了很多知識，今天回海裡跟朋友聊天。請根據聊天的內容，寫出 Ariel 的課表。

Friend: Ariel, welcome back! What do you do at school every week?

Ariel: I learn a lot! I have Chinese class on Monday.

Friend: How about Tuesday?

Ariel: I have science class on Tuesday. It's cool!

Friend: How about Wednesday?

Ariel: I have PE class on Wednesday. I like PE because I can swim and dance with the prince.

Friend: Do you have music class on Thursday?

Ariel: No, I don't. I have math class on Thursday.

Friend: Does the prince have math class on Thursday, too?

Ariel: No, he doesn't. We have art class on Friday together.

Look at this picture!

Friend: Great! But who is he? Your grandfather?

Ariel: No! He's the prince. He's only thirty years old.

*prince 王子

Ariel's Schedule				
Mon.	Tue.	Wed.	Thu.	Fri.
①	②	③	④	⑤



學習單 Team C

你朋友忙嗎？

請設計你想要的一週課表，記得每個科目都要上到，再找一位同學詢問他設計的課表，並記錄下來。

This is _____'s class schedule.

	Mon.	Tue.	Wed.	Thu.	Fri.
1					
2					
3					
4					

This is _____'s class schedule.

	Mon.	Tue.	Wed.	Thu.	Fri.
1					
2					
3					
4					



Unit 3 Where Are You Going?

Vocabulary	bank / bookstore / hospital / library / museum / park / post office / supermarket
Sentences	Where are you going? I'm going to the <u>supermarket</u> . We're going to the <u>library</u> . Where's the <u>park</u> ? It's on <u>Blue Street</u> .
More to Learn	airport / beach / mall / movie theater / police station / restaurant / sports center / train station
	Where's he / she / <u>Mike</u> going? He's / She's going to the <u>restaurant</u> .
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教學資源

本課單字圖卡。



課堂暖身

1. 將全班分成三至四組，在黑板前排隊。
2. 教師高舉單字圖卡，請第一位學生在黑板上寫下該單字。
3. 完成後，教師換單字圖卡，並請下一位學生寫下單字。
4. 最後統計，拼出最多正確的單字的組別獲勝。



教學步驟

1. 教師將全班分為二組，請每組在黑板上畫出一個簡易地圖。要包含本課的全部場所和路名，並畫 5 個圓圈，圓圈內寫上 I, He, She, We, they。
2. 請各組派一位學生上臺，背對黑板。
3. 教師站在代表後方，舉起單字圖卡給臺下學生看，如：park，臺下學生提問 Where's she going?。
4. 臺上學生轉頭看教師舉的圖卡，把 She 的圓圈連到 park，並回答 She's going to the park. It's on Green Road。
5. 最快畫出路線且正確說出答案者，可得一分。累積最多分的組別獲勝。



教學步驟 More to Learn

1. 教師留下剛才活動用的地圖，修改成有 More to Learn 場所單字的版本，並畫出 8 個圈圈寫上名字，例如：Bill、Ted、Cindy……等等。
2. 教師一邊幫每個人物畫路線圖到指定地點，一邊帶學生練習 More to Learn 的句型，如：Where's Bill going? He's going to the airport. 直到學生熟練。
3. 教師指定人物的順序，如：第一個詢問 Bill，第二個詢問 Ted，第三個詢問 Cindy，依此類推。
4. 教師請全班八個人一組，至黑板前排成一列，看著地圖進行問答接龍：第一個人問第二個人 Where's Bill going?，第二個人正確回答後，轉身問第三個人 Where's Ted going?，第三個人回答正確後，轉身問第四個人 Where's Cindy going?，依此類推。
5. 每組學生問答時，教師需計時。最快且正確問答所有人物的組別獲勝。
6. 教師每回問答可更換人物與路線，以增加活動難易度及答案多元性。



學習單-學習目標

組別	學習目標	搭配學習單
Team A 基礎	能看懂圖表線索，完成拼字及句子問答。	字母解碼高手
Team B 中階	能依照地圖提示，完成句子。	忙碌的 Lulu
Team C 進階	能讀懂短文，找到場所正確的位置。	你要去哪裡？



學習單解答

Team A

- | | |
|---------------|------------------------------------|
| ❶ bookstore | 1. post office |
| ❷ library | 2. hospital |
| ❸ bank | 3. We're going to the supermarket. |
| ❹ post office | 4. He's going to the library. |
| ❺ supermarket | |
| ❻ hospital | |

Team B

1. park, White Road
2. post office, White Road
3. supermarket, Green Road
4. hospital, Red Street
5. library, Green Road
6. zoo, Blue Road

Team C

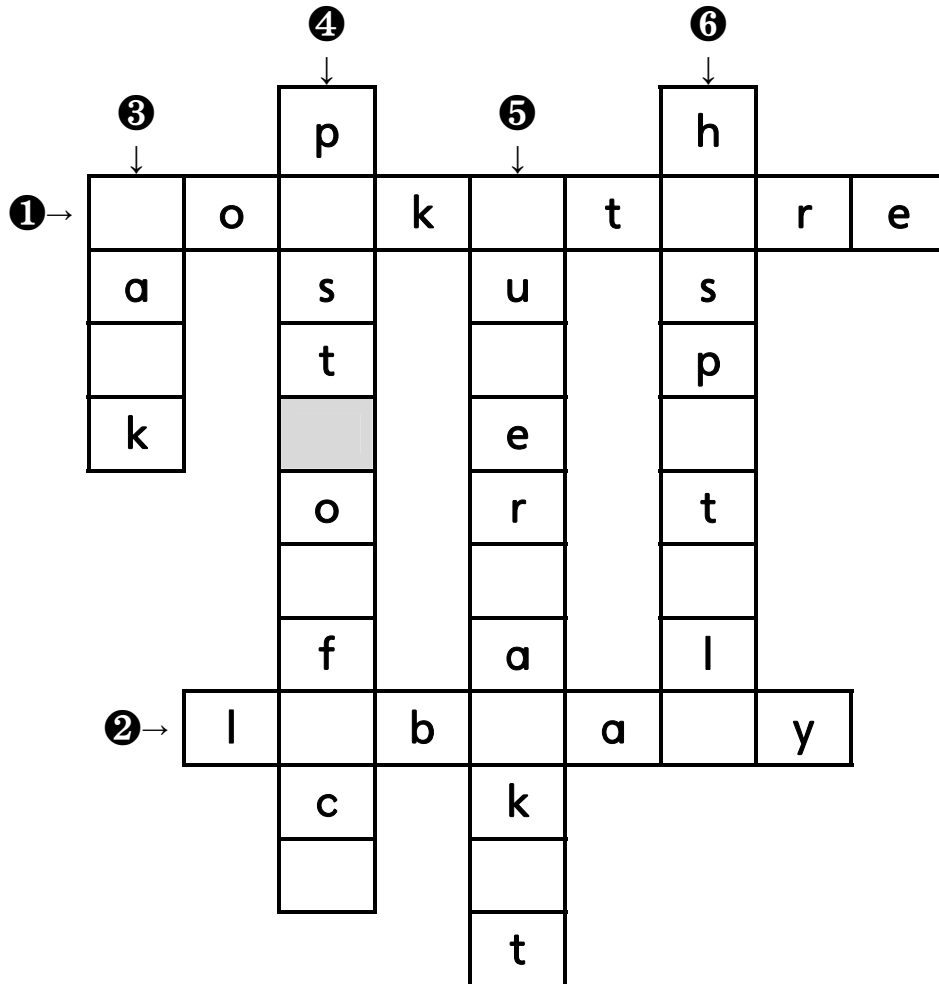
- ❶ post office
- ❷ park
- ❸ supermarket
- ❹ bookstore
- ❺ museum
- ❻ It's on Red Street.



學習單 Team A

字母解碼高手

請利用字母線索，拼出單字；再根據單字線索，完成句子。



1. Where are you going? I'm going to the ④_____.

2. Where's the ⑥_____? It's on Blue Street.

3. Hi, Betty and Fred. Where are you going? ⑤

4. Where's Michael going? ②

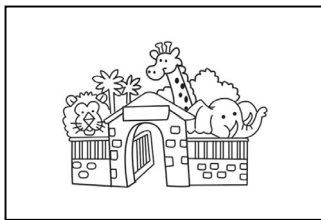


學習單 Team B

忙碌的 Lulu

請依照 Lulu 的筆記本中記載的事項，寫出 Lulu 的行程。

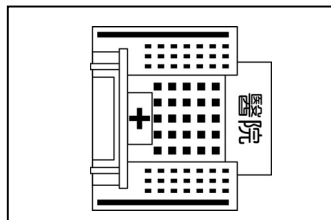
7:00	8:00	9:00	10:00	11:00	14:00



Blue Road



Green Road



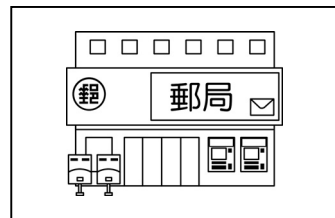
Blue Road



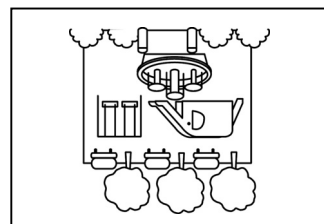
Green Road

Red Street

Yellow Street



White Road



Lulu's Schedule

1. At 7:00, Lulu is going to the _____. It's on _____.
2. At 8:00, she's going to the _____. It's on _____.
3. At 9:00, she's going to the _____. It's on _____.
4. At 10:00, she's going to the _____. It's on _____.
5. At 11:00, she's going to the _____. It's on _____.
6. At 14:00, she's going to the _____. It's on _____.



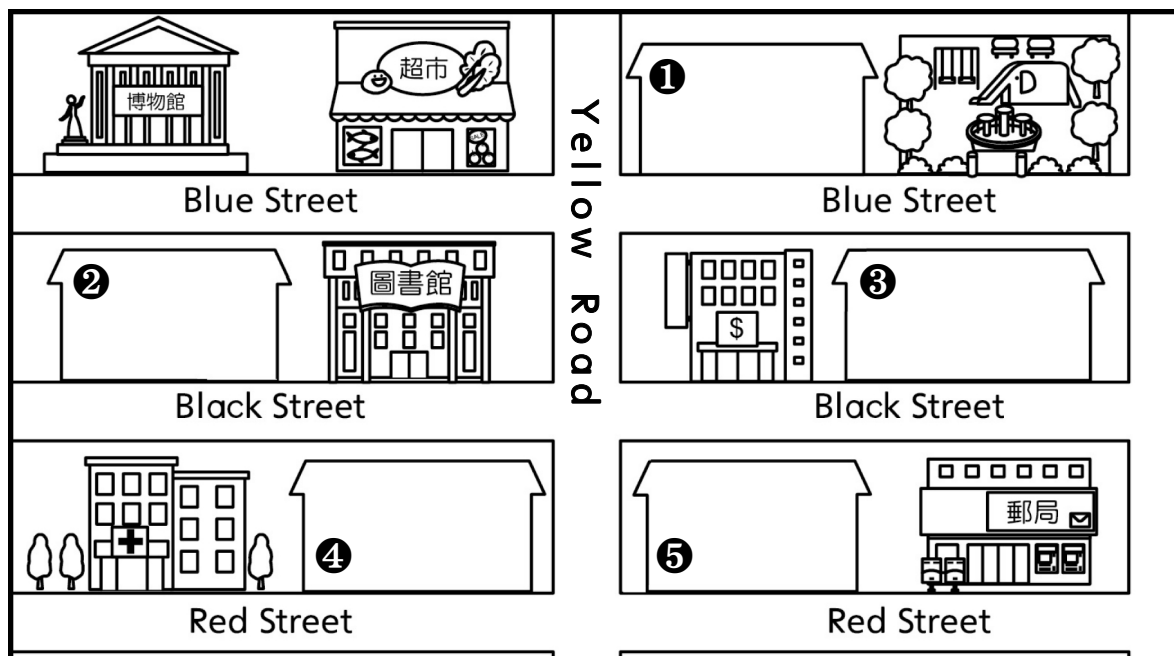
學習單 Team C

你要去哪裡？

請依文章的提示，在地圖上寫出正確的地點。

Mr. White is a busy man. In the morning, he walks his dog in the park. The park is on Black Street, by the library. Later, he is going to the post office. He wants to send a card to his sister. The post office is on Blue Street. After that, he is going to the hospital. His father is sick. The hospital is on Red Street.

In the afternoon, he is going to the bookstore with his friends. It's by the hospital. Then, he is going to the supermarket. He needs some milk. The supermarket is by the bank. At night, he's going to the museum on Red Street. There's a show tonight. What a day!



⑥ Where's the bookstore? _____



Unit 4 How Many Koalas Are There?

Vocabulary	elephant / horse / lion / monkey / tiger / turtle / zebra / koala
Sentences	How many <u>lions</u> are there? There's <u>one lion</u> . / There are <u>nine lions</u> . Does he / she like <u>horses</u> ? Yes, he / she does. No, he / she doesn't. He / She likes <u>zebras</u> .
More to Learn	bear / fox / giraffe / kangaroo / ostrich / panda
	Are there any <u>foxes</u> in the zoo? Yes, there are some <u>foxes</u> in the zoo. No, there aren't any <u>foxes</u> in the zoo.
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教學資源

本課單字圖卡。



課堂暖身

1. 全班分成兩組，每組派一人上臺，兩人背對背站著，各抽一張圖卡不讓對方看見。
2. 教師喊 1, 2, 3, Go!，兩人同時轉身並將圖卡放在頭上，先念出對方單字並拼出來的人獲勝，如：tiger, t-i-g-e-r。
3. 贏家可留在臺上，輸的組再派出下一位進行挑戰。
4. 以此方式持續進行活動，直到學生熟悉每種動物名稱的說法。



教學步驟

1. 教師將句型 **How many _____ are there? There is / are _____.** 寫在黑板上。
2. 請一位學生上臺，抽一張單字圖卡，教師依照圖卡提問 **How many tigers are there?** 請全班依照圖卡上的動物數量回答，如：**There are three tigers.**。
3. 教師再指著臺上的學生，問全班 **Does he / she like tigers?** 請臺上學生以點頭或搖頭表示，臺下學生回答 **Yes, he / she does.** 或 **No, he / she doesn't.**。
4. 若臺上學生搖頭，請他從圖卡中找出喜歡的動物給臺下學生看，全班一起說出 **He / She likes koalas.**。
5. 教師也可將學生分成數組進行活動，由組員輪流擔任抽卡人，最快輪完全組並完成練習的組別獲勝。
6. 以此方式進行練習，直到學生熟悉本課單字及句型為止。



教學步驟 More to Learn

1. 教師在黑板上畫一個大圈，代表動物園。
2. 抽點六位學生上臺，每人負責畫一種動物單字（熊、狐狸、長頸鹿、袋鼠、鴛鴦、貓熊），可畫在圈內或圈外，注意不要都畫在圈內。
3. 教師在動物圖下方寫出單字 **bear / bears**，並帶學生跟念，以此方式熟悉六種動物的說法。提醒學生 **fox, ostrich** 的複數要加 **es**。
4. 教師用句型 **Are there any foxes in the zoo?** 問臺下學生，若狐狸圖在圈內，就回答 **Yes, there are some foxes in the zoo.**，在圈外則答 **No, there aren't any foxes in the zoo.**。
5. 以此方式練習完所有動物，直到學生熟悉單字與句型。
6. 教師亦可請學生兩人一組，以黑板上的圖互相提問，練習問答完所有動物。



學習單-學習目標

組別	學習目標	搭配學習單
Team A 基礎	能辨識動物的名稱及數量，看圖寫出正確的答案。	動物園之旅
Team B 中階	能寫出動物的名稱，並完成句子。	動物大調查
Team C 進階	能完成短文，訪問同學並做口語發表。	園長參訪去



學習單解答

Team A

- ❶ is, koala
- ❷ are, bears
- ❸ are, turtles
- ❹ foxes
- ❺ ostriches
- ❻ likes, six
- ❼ doesn't, pandas, six

Team B

(上方表格由學生自行作答)

1. 學生自行作答
2. horses, tigers, elephants
3. likes monkeys, zebras, and 學生自行作答
4. likes lions, turtles, and 學生自行作答
5. likes koalas, 學生自行作答, and 學生自行作答

Team C

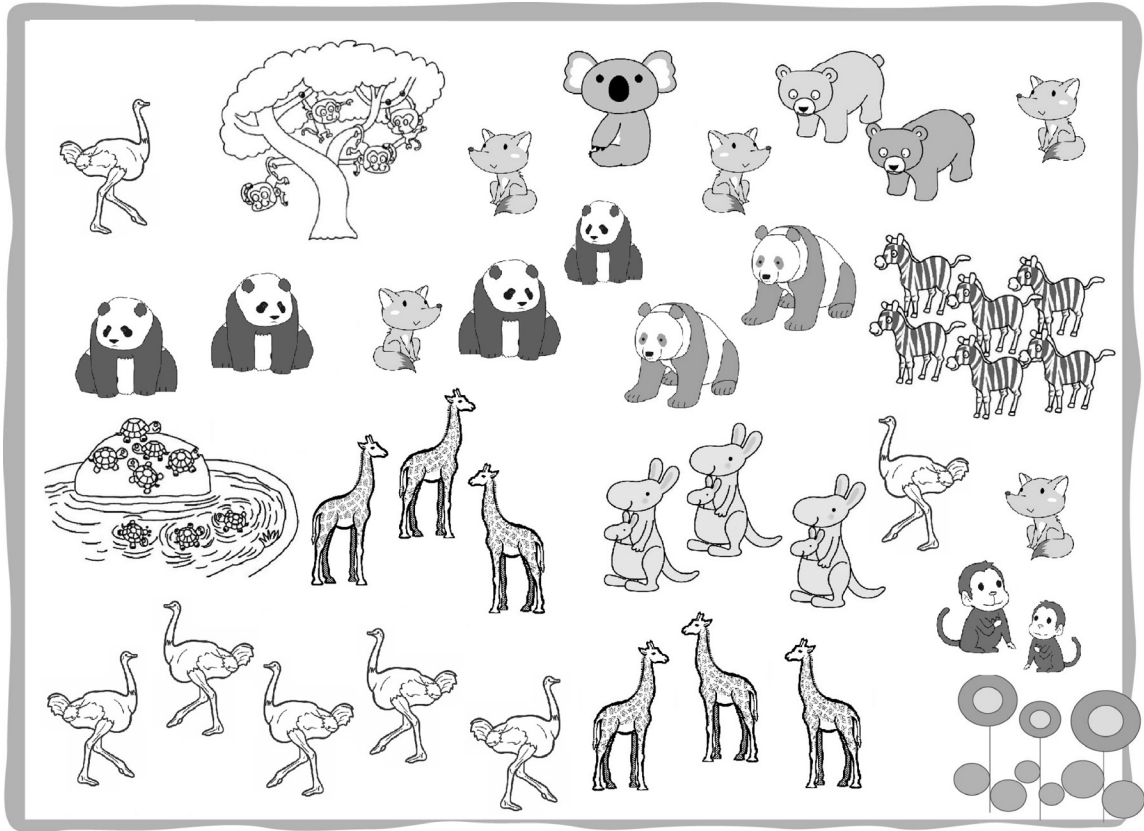
學生自行作答



學習單 Team A

動物園之旅

Eric 和朋友一起去動物園玩，請看圖完成句子。



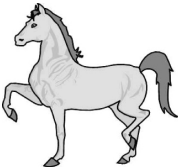
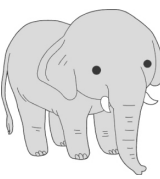
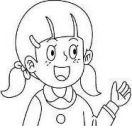
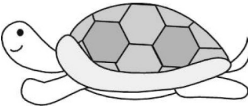
1. There _____ a _____ in the zoo.
2. There _____ two _____ in the zoo.
3. There _____ eight _____ in the zoo.
4. There are five _____ in the zoo.
5. There are seven _____ in the zoo.
6. Eric _____ giraffes. There are _____ giraffes in the zoo.
7. Janet _____ like zebras. She likes _____.
There are _____ pandas in the zoo.



學習單 Team B

動物大調查

請在表格內寫出自己最喜歡的三種動物，並幫你的朋友們完成表格，再寫出下方的句子。

Who	Favorite Animals		
Me			
 Nick			
 Ross			
 Cindy			
 Emma			

1. I like _____, _____, and _____.
2. Nick likes _____, _____, and _____.
3. Ross _____.
4. Cindy _____.
5. Emma _____.



學習單 Team C

園長參訪去

請寫出你的動物園有的動物和數量並完成短文，再訪問其他同學的動物園，並記錄下來。

My Zoo

Animals					
Quantity					

There is a _____ in the zoo. It's _____ and _____.

There are _____ in the zoo.

They are _____.

A

How many monkeys are there in your zoo?

There are five monkeys in my zoo.

B

_____’s Zoo

Animals	monkeys					
Quantity	5					

There are _____ in _____’s zoo.

