

# ① Lesson 1: Unit Opener

I see a cat.

認識寵物

## 學習能力指標

句型

單字

I see a cat.

I see a big rabbit.

Walk like a cat.

How many cats do you see?

What do you have?

cat

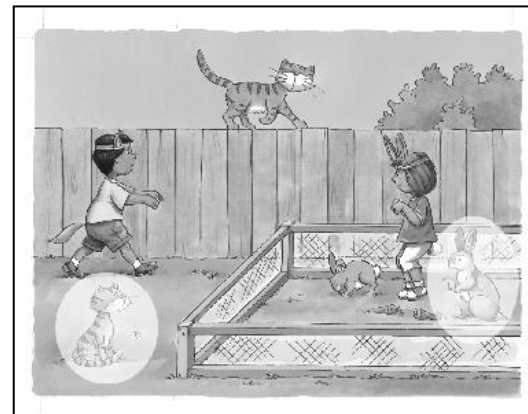
rabbit

walk

hop

big

little



## ♫ Song: Walk Like a Cat (Part 1)

### Verse 1

(Spoken): Look! I see a cat.

(Sung): Walk, walk, walk, walk.

Walk like a cat.

(Music for children to walk like a cat.)

### Verse 2

(Spoken): Look! I see a rabbit.

(Sung): Hop, hop, hop, hop,

Hop like a rabbit.

(Music for children to hop like a rabbit.)

## TPR 指令

利用 TPR 引導出大、小的概念

清楚分辨 big rabbit 和 little rabbit。

## 透過歌曲的學習

Look! I see a cat.

Walk like a cat.

Hop like a rabbit.

## ② Lesson 2: Conversation

會話

Where is the cat?

### 學習能力指標

句型	單字	
Where's the cat?	boy	girl
On the table.	table	bed
I see the cat.	bowl	on
	in	box
	rug	

### 會話

Boy: Where's the cat?

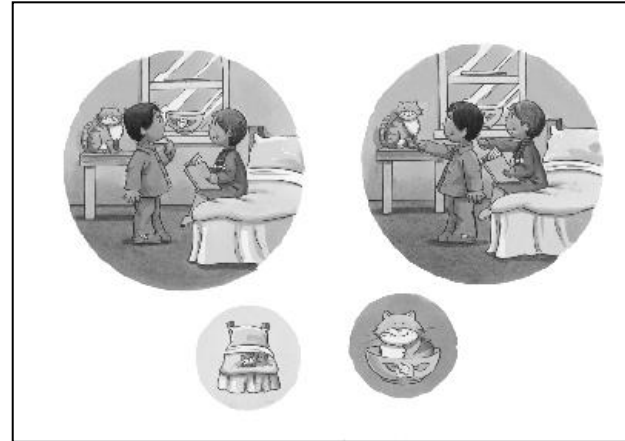
Girl: On the table.

Boy: I see the cat!

### 複習介系詞用法

On the table.

In the bowl.



### 韻文練習

**Chant: Where's the cat?**

*Verse 1*

Where's the cat? Where's the cat?

On the table. On the table.

Bad cat! Bad cat! No, no, no!

*Verse 2: On the bed.*

*Verse 3: In the bowl.*

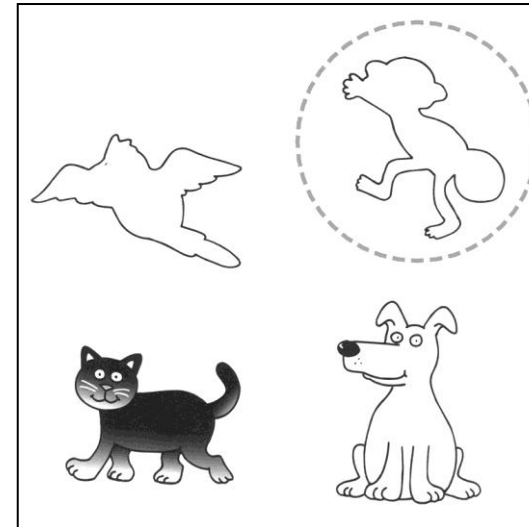
*Verse 4: Where's the cat? Where's the cat?*

(Insert your original line here.)

Good cat! Good cat! Purr, purr, purr.

節奏性的韻文、句型學習更容易

③ Lesson 3: Say and do  
 認識動物種類及顏色  
 I see an orange Monkey.



學習能力指標

句型	單字
What do you see?	monkey bird dog
What color do you see?	black fly climb

A. Animals and colors

模仿動物特徵

- Climb like a monkey.
- Fly like a bird.
- Sit like a dog.
- Walk like a cat.
- Hop like a rabbit.

Song: Walk Like a Cat (Part 2)

Verse 1

(Spoken): Look! I see a cat.

(Sung): Walk, walk, walk, walk,  
Walk like a cat.

Verse 2: Climb like a monkey.

Verse 3: Fly like a bird.

Verse 4: Sit like a dog.

旋律和肢體動作的結合，  
 強化學習成效。

B. Colors

大家來著色

- Show me an orange crayon.
- Circle the orange monkey.
- What do you see?
- I see a black cat.

C. 聽力測驗

- Point to the yellow dog.
- Circle the green bird.

#### ④ Lesson 4: Try this!

跨學科學習

美勞：製作動物頭套

#### 學習能力指標

句型

單字

I see a red bird.

I have two eyes.

eye, ear

cage



#### 認識寵物的特徵

製作動物頭套，經由做

中學，學習更有效率。

#### 延伸教學

A. Teacher: Do you want cat ears or rabbit ears?

Child: (Rabbit) ears, please.

Teacher: Here you are.

Child: Thank you.

Teacher: You're welcome! Green eyes or black eyes?

Child: (Black) eyes, please.

#### B. Poster: Animal

利用 Show & Tell 海報，複習本課所有句型

What do you see?

How many (dogs) do you see?

Where's the (red) bird?

(On the box)

What color is this dog?

Where's the (little) cat?

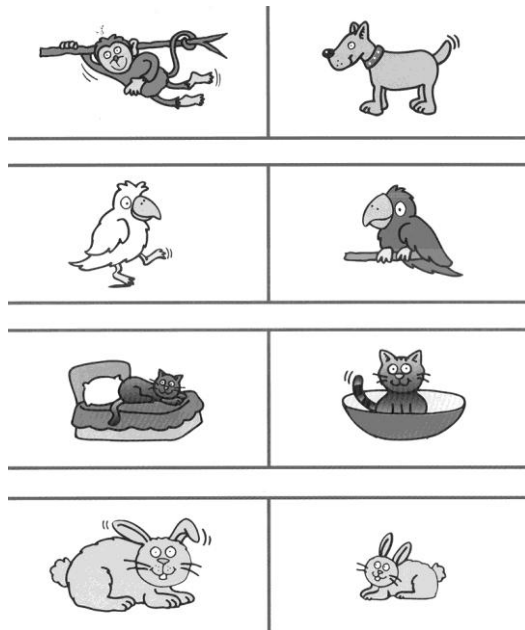
## ⑤ Lesson 5: Unit Review

### 聽力測驗

### Listening comprehension

單元複習為本課學習的整合，透過聽力，  
口語練習，更強化學習。

單元複習，聽力測驗，師生能更清楚學習成果



1. I see a monkey.
2. I see a yellow bird.
3. I see a cat in the bowl.
4. I see a little rabbit.

## ♪ Little Bird

Little bird, little bird, hop, hop, hop.

Little bird, little bird, stop, stop, stop.

Little bird, little bird, wave goodbye.

Little bird, little bird, fly, fly, fly

韻文中再讓小朋友學到二個動作用語，hop,  
stop 學習效用更寬廣。

# Level 1 Student Book

## Unit 6 : Pets

### Lesson 1 Unit Opener 單元介紹

教學目標：

Vocabulary

cat, rabbit, walk, hop  
big, little

Grammar

I see a cat.

#### ① I see

用手指做成眼睛樣，以練習 "I see ...." 的句型。讓全班小朋友重覆這樣的動作並練習句型。將閃卡 **貓** **兔** **狗** 貼在牆上，請小朋友看一看，指著圖片說：I see a (cat).

#### ② Sorting Game

- 請老師準備 3 個箱子，分別貼上小狗(dog)、小貓(cat)、小白兔(rabbit)的圖片。
- 將有小狗、小貓、小白兔及其他動物的圖片散落在地上，讓小朋友從中分類出 dog、cat、rabbit 的所有圖片。
- 讓一位小朋友舉出其中一張圖片，做問句練習：What's this? 全班小朋友一起回答問題，並請小朋友將此圖片放入正確的箱中。

#### ③ Song : Walk like a Cat (Part I)

【請見 fingerprints 歌詞本】

- 配合活動本第 45 頁一製作 2 張小單字卡，可讓小朋友利用毛線、棉花、棉線做成不一樣的單字卡。

### Lesson 2 Conversation 實用生活會話

教學目標：

Vocabulary

boy, girl

Grammar

Where's the cat?

#### ① boy, girl

請所有小朋友，排成一列。做序列練習：將小朋友分做一男一女，一男一女的排列方式。請小朋友練習：boy, girl, boy, girl。老師可問：What's next? 下一個是誰。

#### ② The conversation

懸掛本課會話掛圖，播放 CD，讓小朋友排成二行，以飾演 boy, girl，練習會話。

#### ③ Listening comprehension

- 利用會話海報做練習，引導小朋友們問：Where's the cat?
- 老師指出位置，例如老師說：On the bed. 小朋友指出 cat 的圖片並說出 "I see a cat!"

#### ④ Chant: Where's the cat?

【請見 fingerprints 歌詞本】

- 配合活動本第 48 頁一配對

### Lesson 3 Say and do

教學目標：

Vocabulary

monkey, bird, black, fly,  
climb

Grammar

I see an orange monkey.

#### ① Class mural 班級繪畫

- 利用蠟筆來複習顏色，並多教小朋友「黑色」的概念。
- 將小朋友聚攏圍在一張大壁報邊，再搭配音樂做遊戲。例如：老師說："Show me a green crayon." 小朋友各自拿起綠色的蠟筆，然後在壁報紙上畫出一個綠色的圓。老師可以撥放音樂，當音樂停止，小朋友也要停止動作。之後再換一種顏色，繼續活動。除了畫圖，也可讓小朋友畫曲線。
- 當活動結束後，老師可再利用這張壁報紙和小朋友複習顏色。問："What color do you see?" 也可問小朋友顏色，讓孩子們指出正確的顏色。

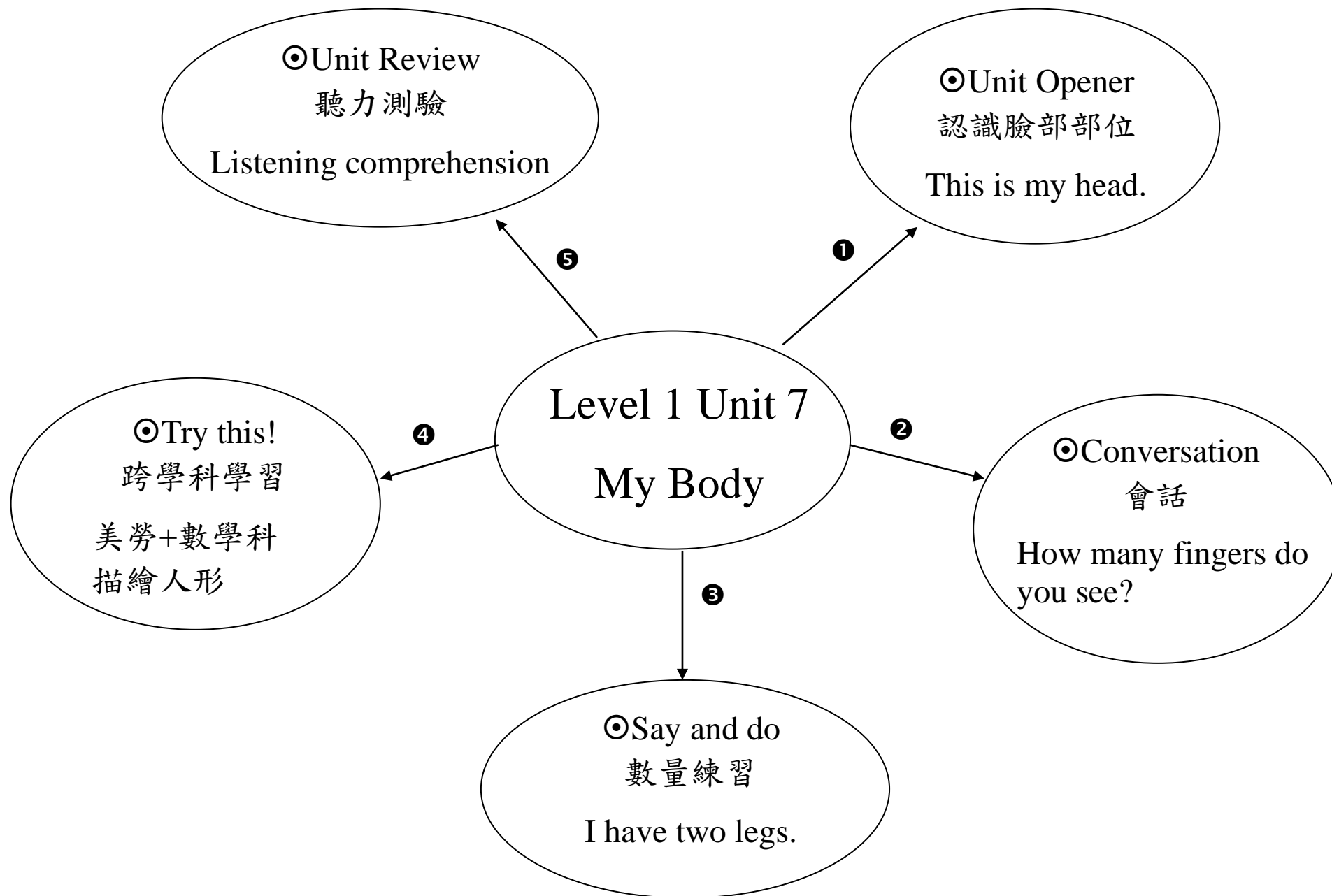
#### ② Song: Walk Like a Cat (Part II)

【請見 fingerprints 歌詞本】

- 配合活動本第 49, 51 頁一製作小單字卡

<p><b>Lesson 4 Try this</b></p> <p>教學目標：</p> <p><b>Vocabulary</b> eye, ear, cage</p> <p><b>Grammar</b> Review: I see a (red bird). I have (two eyes).</p>	<p><b>① Listen, point and say</b> 請小朋友翻開課本第 38 頁，指出玩具兔的耳朵及眼睛。 Teachers: Black eyes or green eyes? Students: Green eyes. Teachers: Black eyes or green eyes? Students: Black eyes. 請將頭套上的動物特徵依照上列句型，重覆與小朋友復習。</p> <p><b>② Make animal headbands</b> a. 將兔子、貓咪的耳朵和眼睛黏在頭套的帶子上。 b. 先圍繞在小朋友頭上，再用迴紋針固定帶子。</p> <p><b>③ 配合活動本第 52 頁—你看到幾隻猴子呢？</b></p>
<p><b>Lesson 5 Unit Review</b> 單元總複習</p> <p>教學目標：</p> <p><b>Vocabulary</b> Review</p> <p><b>Grammar</b> Review</p>	<p><b>① 複習 Lesson 1: Song: Walk like a cat. (Part I)</b> <b>② 複習 Lesson 2: Chant: Where is the cat?</b> <b>③ 複習 Lesson 3: Song: Walk like a cat. (Part II)</b> <b>④ 複習 Lesson 4: Chant: Ears and Eyes</b> 請小朋友一邊指著自己的耳朵及眼睛，一邊唸著這韻文 Ears, ears, ears, eyes! (×2) Ears, ears, ears, eyes! (×2)</p> <p><b>⑤ 複習 Lesson 5: Oral language review</b> 請配合課本第 39 頁，練習以下問句： 1. What's this?                      3. Where is it? 2. What color is this?</p>
<p><b>Interactive Bulletin Board</b></p> <p>互動式美語情境佈置</p>	<p>將本課所教到動物頭部及尾部分開。首先讓小朋友們先看到頭部，並練習問答：“What's this?” “It's a (rabbit).” 再讓小朋友配對正確的尾部圖片，以拼成完整的動物圖片。</p> <p>Show the picture of an animal's head. Ask: <i>What's this?</i> Encourage children to respond: <i>It's a (rabbit).</i> Ask: <i>Is it a big rabbit?</i> Have children attach the top of the rabbit to the bulletin board, matching it with the correct bottom.</p> 
<p><b>Strategy</b></p> <p>教學錦囊</p>	<p>小朋友的學習主要是透過親手操作。在 fingerprints 這套教材中，孩子可藉由簡單的顏色記憶，歌曲及朗文的方式，將所學的語言和動作做美術活動豐富語言學習，小朋友可經由操作自然地表達自己的慾望。</p>





# ① Lesson 1: Unit Opener

認識身體部位

This is my head.

## 學習能力指標

句型

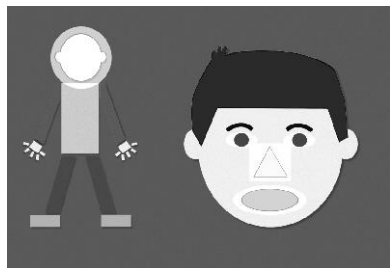
單字

Look at my (head).

This is my head.

head, hair,

mouth, nose



## Chant: Nose, Mouth, Hair

Nose, nose, nose, mouth!

Nose, nose, nose, mouth!

Mouth, mouth, mouth, hair!

Mouth, mouth, mouth, hair!

Hair, hair, hair, nose!

Hair, hair, hair, nose!

## Counting Poem

I have two eyes. One, two.

I have two eyes. So do you.

I have two ears. One, two.

I have two ears. So do you.

I have one nose, one mouth, one head.

Eyes, ears, nose, mouth, head!

## ♫ Song: Look at My Head

### Verse 1

Look at my head. Look at my head.

This is my head.

### Verse 2: hair

### Verse 3: mouth

### Verse 4: nose

### Verse 5: eye

### Verse 6: ear

## 團體創作、練習：

提供雜誌的圖片給孩子，讓他們

剪下頭部並貼在另外一張紙

上，練習下列句型：

Point to the (eyes).

Is this a (nose)?

What's this?

How many (heads) do you see?

## ② Lesson 2: Conversation

會話

How many fingers do you see?

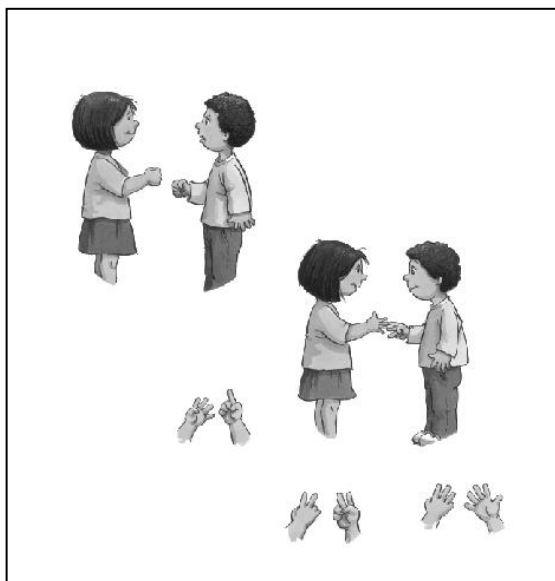
### 學習能力指標

句型

單字

How many fingers  
do you see?

finger



### The conversation

Boy and girl: One, two, three, go!

Girl: How many fingers do you see?

Boy: One, two, three. Three fingers.

Girl: One, two, three, four. Four fingers.

結合數數練習：

Show me your fingers.

How many fingers do you see?

One, two... five. Five fingers

延伸教學

形狀練習：

準備 4 個正方形、3 個三角形、  
2 個圓圈，讓孩子練習數數並  
練習：

What's this?

What color is this (square)?

③ Lesson 3: Say and do  
數量練習  
I have two legs.

學習能力指標

句型	單字
I have (two legs).	hand, arm, leg



Counting poem 數一數

I have two arms. One, two.  
I have two arms. So do you.  
I have two legs. One, two.  
I have two legs. So do you.  
I have two hands. One, two.  
I have two hands. So do you.

Show me your (legs).  
How many (legs) do you have?  
I have (two legs).

聽指令練習

Put you hand on your (head).  
Put your hand on your (ears).

練習身體部位活動

Hand on hand!  
Arm on arm.  
Head on head!  
讓學生兩人一組，聽以上指令做活動

#### ④ Lesson 4: Try this!

跨學科學習

美勞+數學科：描繪人形



#### Chant: Head, Arms and Legs

Head, arms and legs, (clap, clap)  
Head, arms and legs, (clap, clap)  
Nose and eyes, ears and mouth,  
Head, arms and legs. (clap, clap)  
Head, arms and legs, (clap, clap)  
Head, arms and legs, (clap, clap)  
Nose and eyes, ears and mouth,  
Head, arms and legs. (clap, clap)

從頭到腳，練習身體部位

#### 描繪人形

讓一位小朋友躺在一張全開的淺色壁報紙上，並描繪人形：

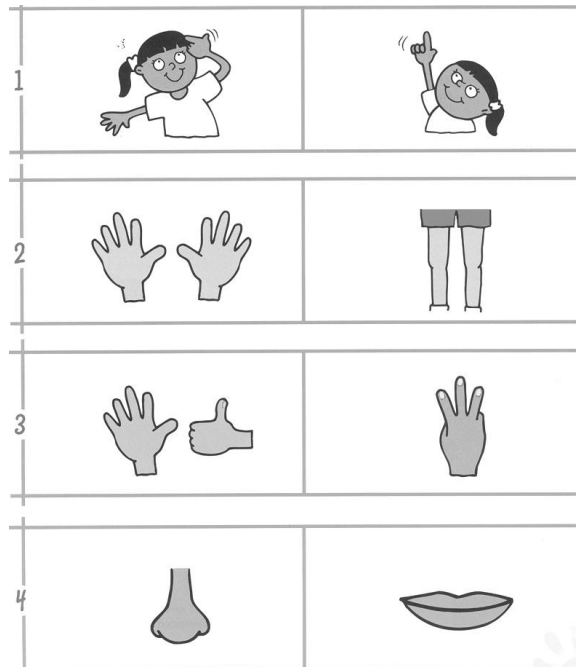
Head, head, head; arm, arm, arm;  
finger, finger, finger.

## ⑤ Lesson 5: Unit review

### 聽力測驗

### Listening comprehension

單元複習為本課學習的整合，透過聽力，  
口語練習，更強化學習。



1. This is my head.      2. I have two hands.  
3. Three fingers.        4. Mouth.

### 聽力練習

準備二張紙，讓孩子聽你所唸的，並圈出正確圖片：

(Arm)

(Four fingers)

This is my (nose).

I have (two legs).

### 延伸教學

準備一個放大鏡讓孩子練習句型：

Look at your (fingers).

Look at your (hands).

# Level 1 Student Book

## Unit 7 : My body

### Lesson 1 Unit Opener

#### 單元介紹

教學目標：

#### Vocabulary

Look at my (head).

Review: This is my (head).

#### Grammar

head, hair, mouth, nose

### ① Chant: Nose, mouth, hair

請小朋友用雙手指出韻文中的身體部位。

Nose, nose, nose, mouth! (×2)

Mouth, mouth, mouth, hair! (×2)

Hair, hair, hair, nose! (×2)

這首韻文亦可幫助老師為小朋友複習單字。

### ② Counting poem:

將第六課中學到的耳朵(ears)、眼睛(eyes)一起做為練習單字。

請小朋友確實指出所唸出的身體部位。

(第一段): I have two eyes. One, two.

I have two eyes. So do you.

(第二段): two ears.

(第三段): I have one nose, one mouth, one head.

Eyes, ears, nose, mouth, head!

### ③ Song: Look at my head.

【歌詞請參見 fingerprints 歌詞本】

老師可利用海報和小朋友一起歌唱並做活動，看看小朋友是否有指出正確的部位。

### ④ 活動本第 33、35 頁—製作單字卡，可用毛線裝飾 hair 的部份。

### ⑤ This is my nose:

利用小朋友做好的單字卡練習。請一位小朋友抽出其中一張，先不要讓其他小朋友看到圖片，只要說出單字，其餘的小朋友依指示指到自己的身體部位，並練習 "This is my (head)." 的句型。之後再讓小朋友看那抽中的圖片，是否符合。

### Lesson 2 Conversation

#### 實用生活會話

教學目標：

#### Vocabulary

How many fingers do you see?

#### Grammar

finger

### ① Teach the 1-2-3 game: 數指頭遊戲

a. 先請 2 位小朋友示範遊戲玩法。用右手出拳。當聽到其他全體小朋友說："1, 2, 3, go!" 時，2 位小朋友就出拳。(手指數不限)，出拳同時，一起練習 "How many fingers do you see?" 然後，一起來數 2 位小朋友所出的指頭數。

b. 可讓全班分組玩這樣遊戲，也宣導孩子們回家和家人一起同玩。

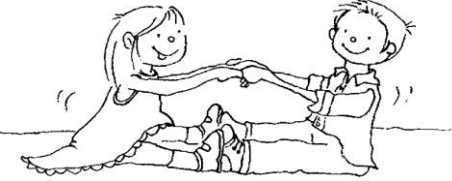
### ② Conversation

懸掛會話掛圖，播放 CD 讓小朋友練習對話。

### ③ 配合活動本第 57 頁—數一數

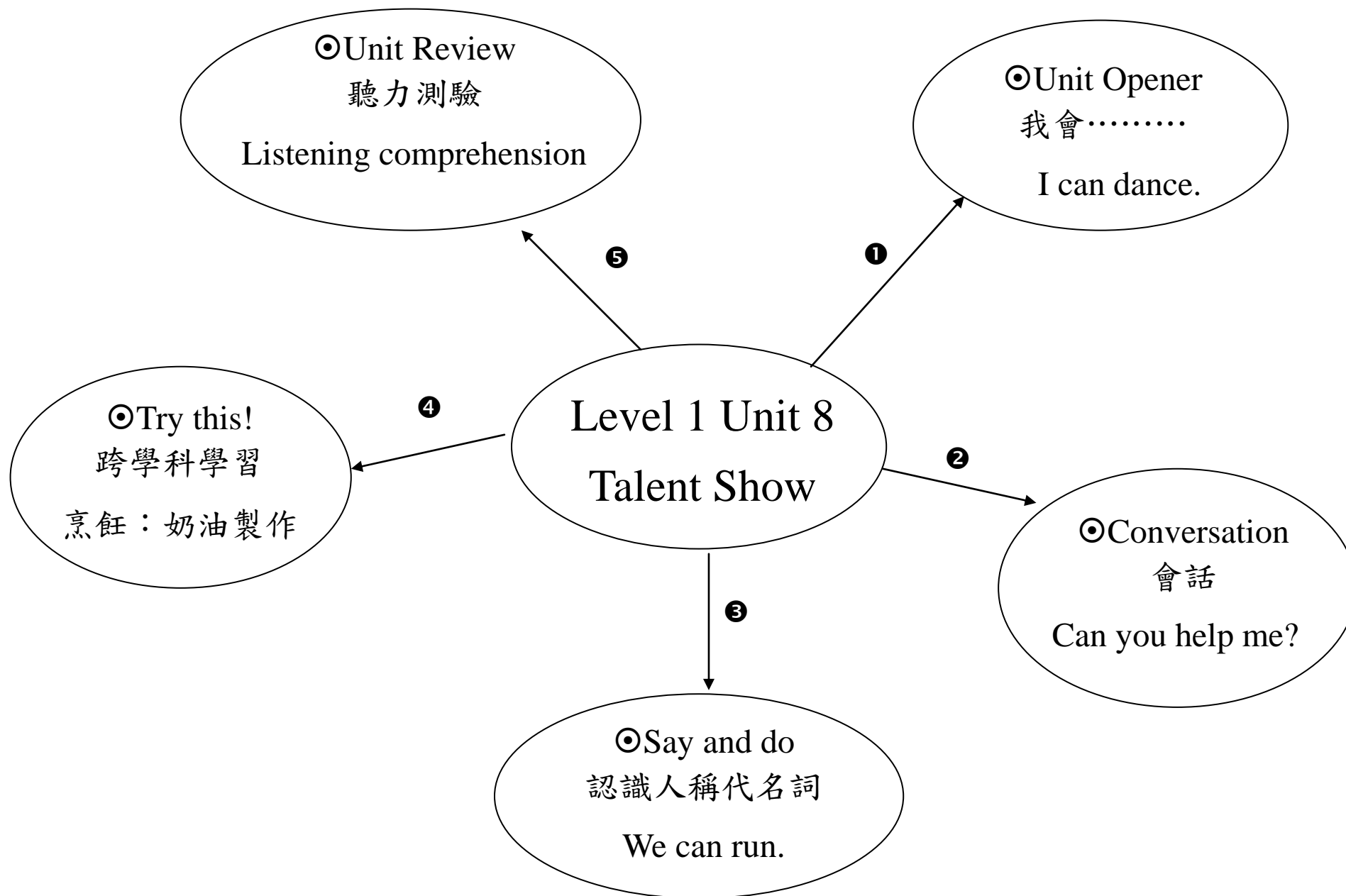
### ④ Shape collage—拼貼圖

讓每位小朋友拿 4 張正方形色紙，3 張三角形以及 2 張圓形。讓孩子們數一數各形狀有幾張色紙。再發給每人一張圖畫紙，讓小朋友們利用這些形狀拼貼成一張圖。完成後，請老師詢問孩子們作品內容。

<p><b>Lesson 3 Say and do</b></p> <p>教學目標：</p> <p><b>Vocabulary</b> hand, arm, leg</p> <p><b>Grammar</b> Review: I have (two legs).</p>	<p><b>①Point and Say</b> 指著自己的雙腿，並練習句型：“Legs Two legs. I have two legs.” 請小朋友和老師一起做，重覆練習這句型。將本課單字帶入句型中，讓小朋友將身體部位與單字做更好的學習。</p> <p><b>②Say and do</b> 請配合課本第 43 頁一起閱讀。先指出 baby 的身體部位，複習所有單字，再請小朋友將虛線描實，再以哥哥的身體做為所有單字複習。多練習一個句型：How many (hands) do you see?</p> <p><b>③</b>配合活動本第 58 頁—描虛線</p> <p><b>④Partner play—兩人遊戲</b> 將小朋友分成兩人一組，老師指令小朋友將指令中的身體部位一起靠緊。 例如 “head on head!” 就是兩人的頭互相靠在一起。速度越快訓練孩子們的專注力。</p> 
<p><b>Lesson 4 Try this</b></p> <p>教學目標：</p> <p><b>Vocabulary</b> Review</p> <p><b>Grammar</b> Review</p>	<p><b>①Chant: Head, Arms and legs</b> 【歌詞請參見 fingerprints 歌詞本】</p> <p><b>②Body tracing: 身體描繪</b> 懸掛 Try this 海報，一同進行描繪活動。請一位小朋友躺在一張大紙上，請另一位小朋友描畫出身體的輪廓，每畫到一個部位請小朋友以朗文方式唸出單字，例如 Head, head, head, arm, arm, arm, finger, finger, finger。當描畫完成後，請全體小朋友一起來裝飾這個人體圖畫：可用毛線當做頭髮，利用鈕扣、色紙、壁報紙等做五官及衣服。這樣的活動很適合在家長參觀日時舉行，由家長幫自己的小朋友描出輪廓，再裝飾之，是很好的親子活動。</p> <p><b>③</b>配合活動本第 59 頁—配對 讓小朋友複習動物名稱及臉部名稱。</p>
<p><b>Lesson 5 Unit Review</b> 單元總複習</p> <p>教學目標：</p> <p><b>Vocabulary</b> Review</p> <p><b>Grammar</b> Review</p>	<p><b>①</b>複習 Lesson 1: Song: Look at my head</p> <p><b>②</b>複習 Lesson 2: walk and count 請小朋友圍成一圈。老師說指令，例如：老師說 “walk”，小朋友就走 5 步，一邊走一邊數。老師說：“hop”，小朋友就單腳跳 5 下。</p> <p><b>③</b>複習 Lesson 3: Counting poem 【參見 Lesson 1 的幼教師手冊，將單字多加 arms, legs, hands】</p> <p><b>④</b>複習 Lesson 4: Chant: Head, Arms and Legs</p> <p><b>⑤</b>配合活動本第 60 頁—手掌印 讓小朋友雙手塗上顏料，在第 60 頁已畫好的手掌上蓋下手掌印。 練習句型：“I have 2 hands.”</p>



<p><b>Interactive Bulletin Board</b></p> <p>互動式美語情境佈置</p>	<p>❶ 本單元進行 Lesson 1, Lesson 2 後可製做一張佈告欄。</p> <p>材料：a. 一張全開的圓形海報，做為頭的部份。</p> <p>b. 用色紙、壁報紙、毛線或是彩色筆、臘筆，讓孩子們創造出不同的五官裝飾。</p> <p>❷ 當課程進行到 Lesson 3, Lesson 4 後，可再做一張大型海報。</p> <p>材料：各種形狀的色紙或壁報紙，讓孩子們利用不同的形狀組成完整的身體結構。將孩子們的作品全部黏貼在一張大壁報紙上作教室佈置。</p>
<p><b>Strategy</b></p> <p>教學錦囊</p>	<p>透過數學和自然科學活動是學習第二語言的一種好方法。在這個單元裡，孩子們辨認形狀、數量、配對和重組的活動中充分建構起良好的語言能力及數理能力。</p>

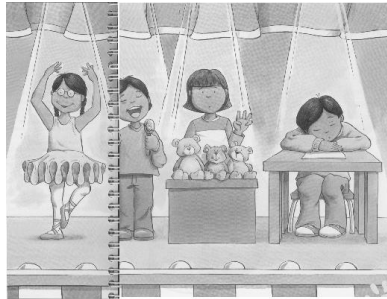


# ① Lesson 1: Unit Opener

我會……  
I can dance.

## 學習能力指標

句型	單字
I can (dance). What can you do? (Pete) can (sing).	dance, sing, count, sleep



## Words in motion

結合動作教字彙：  
walk, hop, climb, fly,  
dance, sing, count, sheep.  
I can (count).

## 問別人會做什麼？

Hello, (Tom).  
What can you do?  
I can (dance).  
What can (Pete) do?  
(Pete) can (count).

## TPR 活動

利用 TPR 指令做練習  
Stand up. Dance. Sit.  
Stand up. Dance. Sing. Sit.  
Stand up. Dance. Sing. Count. Sit.  
Stand up. Dance. Sing. Count.  
Sleep. sit.

## ♫ Song: I can dance

### Verse 1

Child: I can dance.

Group: I can, too.

Child: I can dance.

Group: I can, too.

Child: I can dance.

Group: I can, too.

All: What can you do?

### Verse 2: sing

### Verse 3: count

### Verse 4: sleep

### Verse 1 (Group 1)

I can dance. (Leader holds up picture and dances.)

I can, too. (Whole group dances.)

What can you do? (Point to Group 2.)

### Verse 2 (Group 2)

I can sing. (Leader holds up picture and sings.)

I can, too. (Whole group sings.)

What can you do? (Point to Group 1.)



## ② Lesson 2: Conversation

會話

Can you help me?

### 學習能力指標

句型

單字

Can you help me?

Yes, I can.

help



### The conversation

**Picture 1: Girl:** Oh, no! Sam, can you help me?

**Boy:** Yes, I can.

**Picture 2: Girl:** Thank you.

**Boy:** You're welcome.

### 請求幫忙 Asking for help.

Leah, can you help me?

Yes, I can.

Thank you!

You're welcome.

### ♪ Song: Please and Thank you.

練習有禮貌的語言。如果老師說的指令有說  
"please"，則學生要做這動作，否則就不必做。

Please sing.

Thank you.

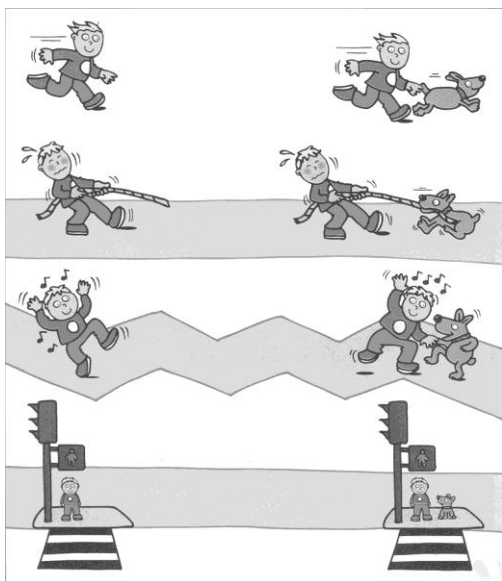
Please dance.

Thank you.

③ Lesson 3: Say and do  
 認識人稱代名詞  
 We can run.

學習能力指標

句型	單字
We can (run). I can (run).	run, pull, stop



人稱代名詞：I、We

I can pull.                  We can pull.  
 I can dance.                We can dance.



**Chant: Run, Hop, Dance and Stop**

**Teacher:** I can run.    **Children:** We can run.  
**Teacher:** I can hop.    **Children:** We can hop.  
**Teacher:** I can dance.    **Children:** We can dance.  
**Teacher:** I can stop.    **Children:** We can stop.

透過 Chant 的練習，很快就會把本單元的句型學得很快。

④ Lesson 4: Try this!

跨學科學習

烹飪：奶油製作

學習能力指標

句型	單字
I can shake my (head). Put the cream in the jar.	shake, cream, jar, butter



**Chant: I can shake.**

I can shake my head.  
I can shake my hands.  
I can shake my leg.

♪ **Song: Shake, Shake, Shake**

*Verse 1*

I can shake, shake, shake my head.  
Shake, shake, shake.

I can shake, shake, shake my head.  
Sing and dance with me.

*Verse 2: hands*

*Verse 3: leg*

讀食譜：

Put the cream in the jar.  
Shake, Shake, Shake.  
It's butter!

**Chant: I can shake.**

I can shake. Shake, shake, shake.  
I can shake. Shake, shake, shake.  
I can count. One, two, three, four, five, stop!

⑤ Lesson 5: Unit Review  
聽力測驗  
Listening comprehension

單元複習為本課學習的整合，透過聽力，  
口語練習，更強化學習。



1. I can dance.
2. What can you do? I can sing.
3. We can run.
4. We can sleep.

讓孩子學“老師”角色，並練習  
句型：

What's this?

What can you do?

**Fingerplay: Little bird**

Little bird, little bird, hop, hop, hop.

Little bird, little bird, stop, stop, stop.

Little bird, little bird, wave goodbye.

Little bird, little bird, fly, fly, fly.

讓小朋友運用手部動作，配合以上指令，  
練習內容。

# Level 1 Student Book

## Unit 8 : Talent Show

### Lesson 1 Unit Opener

#### 單元介紹

教學目標：

#### Vocabulary

dance, sing, count, sleep

#### Grammar

I can (dance). What can you do?

#### ① Roll a verb:

準備一個骰子或是密合的空箱子以做骰子用，將本單元的單字圖片貼在六面，由小朋友們以擲骰子方式活動。例如：擲到 sleep，先說出單字 sleep，全體小朋友做動作並練習 "I can (sleep)." 的句型。

#### ② What can you do?

全體小朋友圍成一圈，將單字閃卡放置圓圈內。先請一位小朋友到圈外，照順時針依序拍打其它小朋友的肩膀並數到 5。當數到 5 時，全體小朋友一起問被拍到的小朋友：Hello, (人名), What can you do? 這位小朋友找出他會的動作單字閃卡，秀給其他人看並練習："I can (dance)." 的句型。依此類推。

#### ③ Song: I Can Dance.

【歌詞請參見 fingerprints 歌詞本】

#### ④ 配合活動本第 61, 63 頁—製作小單字卡

### Lesson 2 Conversation

#### 實用生活會話

教學目標：

#### Vocabulary

help

#### Grammar

Can you help me?

Yes, I can.

#### ① Asking for help

設計不同的情境讓小朋友練習「尋求幫忙」。“Can you help me?” “Yes, I can.” 例如設計一個情境是一位小朋友手裡提滿了東西，欲要開門，必須請其他小朋友幫忙。練習以上句型，再加強禮貌句型：“Thank you.” you're welcome.”

#### ② 懸掛會話海報，設計同樣的情境，讓小朋友以角色扮演方式，練習對話。

#### ③ Song: Please and Thank you.

請播放 Unit 3 的第二課，讓小朋友再複習禮貌用語。

#### ④ Polite TPR Game

全班圍成圓圈，將單字閃卡散落地面上。由老師發指令，在指令後要加一句禮貌語 "Please." 例如：“Sing, please.” 小朋友就唱歌，只說 "sing.” 小朋友不做任何活動。可讓小朋友輪流當小老師發指令。

#### ⑤ 配合活動本第 65 頁—配對練習 "I can help." 的句型及圖片。

### Lesson 3 Say and do

教學目標：

#### Vocabulary

run, pull, stop

#### Grammar

I can (run).

We can (run).

#### ① Partner chant

請小朋友們兩人一組，坐在地板上。兩人面對而坐，雙腳打開相抵，雙手牽緊做推拉動作。練習句型：“I can pull.” “We can pull.” 做活動過程中，可帶領一首朗文：“Pull, pull, I can pull.”  
“Pull, pull, we can pull.”

#### ② Chant: Run, Hop, Dance and Stop

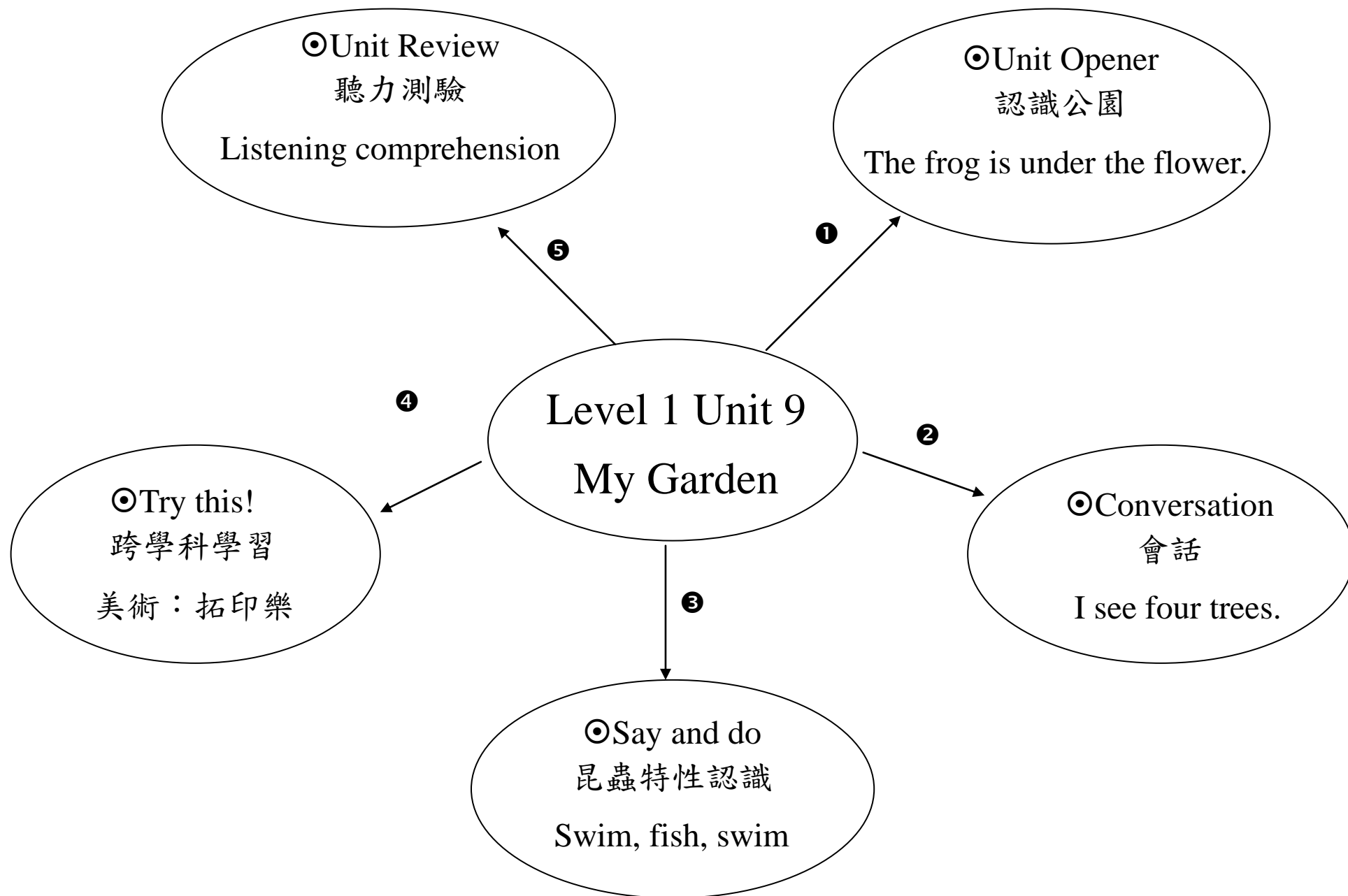
【歌詞請參見 fingerprints 歌詞本】

#### ③ 請配合活動本第 66 頁

請小朋友圈出有表示出 "I can pull." (我會拉) 的動作圖片。



<p><b>Lesson 4 Try this</b></p> <p>教學目標：</p> <p><b>Vocabulary</b> Shake, cream, jar, butter</p> <p><b>Grammar</b> I can shake my (head). Put the cream in the jar.</p>	<p><b>❶ Song: Shake, Shank, Shake</b> 【歌詞請參見 fingerprints 歌詞本】</p> <p><b>❷ Make butter—製作奶油</b> 懸掛 Try this 海報，播放 CD 於活動進行時。需要材料：液態鮮奶油、透明塑膠罐、蘇打餅乾。製作過程：將液態鮮奶油倒進透明塑膠罐中，請小朋友練習句型 “Put the cream in the jar.” 倒完後，蓋緊瓶蓋，開始搖一搖。老師問要回答 “I can shake.” 輪流讓孩子搖搖看。待變成固態奶油，即可將奶油塗餅乾上品嘗。</p> <p><b>❸ 配合活動本第 67, 68 頁—製作小書，將此二頁剪下對折，即成一食譜小書，請全班一起共讀。</b></p>
<p><b>Lesson 5 Unit Review</b> 單元總複習</p> <p>教學目標：</p> <p><b>Vocabulary</b> Review</p> <p><b>Grammar</b> Review</p>	<p><b>❶ 複習 Lesson 1: Song: I can Dance.</b></p> <p><b>❷ 複習 Lesson 2: Role play 練習會話</b></p> <p><b>❸ 複習 Lesson 3: Chant: Run, Hop, Dance and stop</b></p> <p><b>❹ 複習 Lesson 4: Song: Shake, shake, shake</b></p>
<p><b>Interactive Bulletin Board</b></p> <p>互動式美語情境佈置</p>	<p>請老師影印英文教師手冊後頁的動作圖片，做成閃卡後，將閃卡貼在佈告欄上。排列方式由左到右列成一排。複習單字時，結合數字編成一首朗詩：One, two, three. Walk, walk, walk. One, two, three. Fly, fly, fly. 用動作表現以上的朗詩，孩子會記憶得更好。</p>
<p><b>Strategy</b></p> <p>教學錦囊</p>	<p>透過遊戲學習法，孩子既能夠學得愉快，更是學得有效率。本單元中，運用多角色扮演的活動做為學習活動。孩子們對於扮演不同的角色會感到興奮及有趣，常常請小朋友當小老師，對於教學成效及教室管理都會有很大的幫助哦！</p>



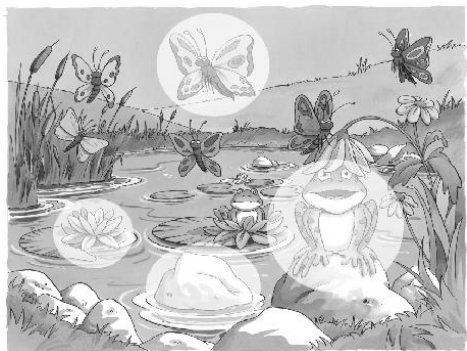
# ① Lesson 1: Unit Opener

認識公園

The frog is under the flower.

## 學習能力指標

句型	單字
The frog's under the flower. Put the (butterfly) under the (rock).	frog, flower, rock, butterfly



## TPR 指令教學

Put your hand under the book.

Put your finger in the book.

Put the book on your arm.

## ♪ Song: On and Under

### Verse 1

The frog's on the rock, on, on, on the rock.

The frog's on the rock, on the rock.

The flower's on the (frog), on, on, on the (frog).

The flower's on the (frog), on the (frog).

The butterfly's on the (flower), on, on, on the (flower).

The butterfly's on the (flower), on the (flower).



### Verse 2

The flower's under the butterfly, under, under, under the butterfly.

The flower's under the butterfly, under the butterfly.

The frog's under the (flower), under, under, under the (flower).

The frog's under the (flower), under the (flower).

The rock's under the (frog), under, under, under the (frog).

The rock's under the (frog), under the (frog).

Rabbit, rabbit, rabbit.

## 句型總複習

1. How many frogs do you see?
2. Where's the frog?
3. What color is this frog?
4. Is this frog big or little?

## ② Lesson 2: Conversation

### 會話

I see four trees.

### 學習能力指標

句型	單字
This is my friend, (Claudia). How many (trees) do you see?	tree, pond, friend, boy, girl



### 會話

Mom: How many trees do you see?

Boy: I see four trees.

Mom: How many ponds do you see?

Boy: I see one pond.

Mom: How many boys do you see?

Boy: I see three boys.

### 邏輯概念運用

結合數量和語言，增強學習及運用效益。

I see one pond.

I see three boys.

### Role-Play

#### 角色扮演

透過扮演不同的人物，提高學習興趣。

問句、答句皆能靈活運用於生活中。

③ Lesson 3: Say and do  
 昆蟲特性  
 Swim, fish, swim

學習能力指標

句型	單字
Swim, fish, swim.	fish, bee, swim

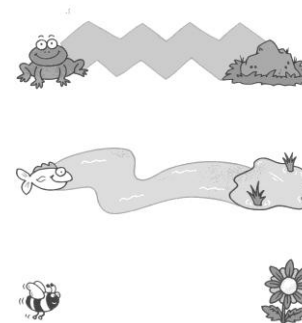
Verbs in motion

動詞大集合

Frogs can hop.  
 Fish can swim.  
 Bees can fly.

♫ Song: Hop, Frog, Hop

Hop, frog, hop.      Swim, fish, swim.  
 Hop, please, hop.    Swim, please, swim.  
 Fly, bee, fly.  
 Fly, please, fly.



Poster: Outdoors

利用 Show & Tell 海報，將所有單字  
 和句型串聯練習

#### ④ Lesson 4: Try this!

跨學科學習

美術：拓印樂

#### 學習能力指標

句型	單字
What do you see? How many (crayons) do you see?	leaf, paper, rub



### Make rubbings

#### 拓印樂

Put a leaf under the paper.

Rub the crayon on the paper.

What do you see?

用蠟筆將樹葉拓印於紙上，小朋友對於樹葉的構造、顏色印象更深，學習更好。

### Science activity

找新鮮樹葉做拓印。哇！好神奇的結果，請趕緊試試看吧！

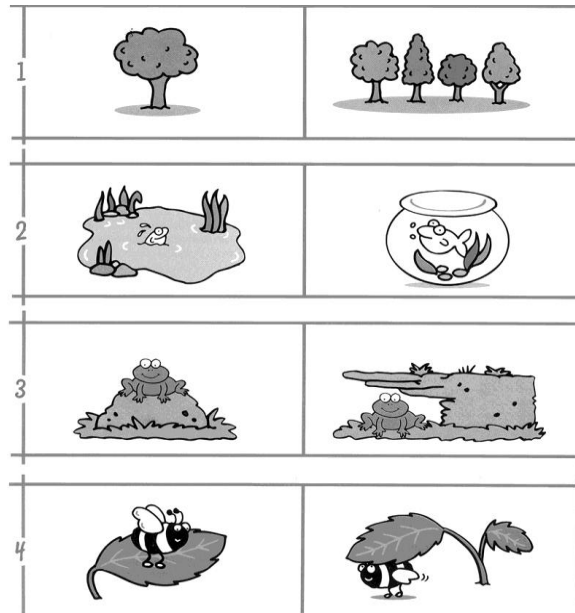
跨學科學習，幫助孩子語言能廣泛且靈活運用。

## ⑤ Lesson 5: Unit Review

### 聽力測驗

### Listening comprehension

單元複習為本課學習的整合，透過聽力，  
口語練習，更強化學習。



1. I see four trees.
2. The fish is in the pond.
3. The frog's on the rock.
4. The bee's under the leaf.

## ♪ Song: On and Under

### Verse 1

The frog's on the rock, on, on, on the rock.

The frog's on the rock, on the rock.

The flower's on the (frog), on, on, on the (frog).

The flower's on the (frog), on the (frog).

The butterfly's on the (flower), on, on, on the (flower).

The butterfly's on the (flower), on the (flower).



### Verse 2

The flower's under the butterfly, under, under, under the butterfly.

The flower's under the butterfly, under the butterfly.

The frog's under the (flower), under, under, under the (flower).

The frog's under the (flower), under the (flower).

The rock's under the (frog), under, under, under the (frog).

The rock's under the (frog), under the (frog).

Rabbit, rabbit, rabbit.

## TPR 指令複習

Put your finger under your nose.

Put your hand on your hair

動作練習，幫助孩子更了解

put on (in / under)的句型用法。

# Level 1 Student Book

## Unit 9 : My Garden

### Lesson 1 Unit Opener

#### 單元介紹

教學目標：

#### Vocabulary

frog, flower, rock,  
butterfly

#### Grammar

The frog's under the  
flower.

Put the (butterfly) under  
the (rock).

### ① Find the butterfly

請準備一本書，一個盒子，一顆真實的石頭和真實的花，放在桌上。讓小朋友先看著老師示範，將紙蝴蝶藏在物品下的動作。活動進行時，老師可帶領著唸：Where's the butterfly? Where's the butterfly?以有旋律的方式帶唸。再讓小朋友們練習回答問句。(Under the rock.)之後由小朋友輪流擔任老師的角色練習。

### ② Song: On and Under

【歌詞請參見 fingerprints 歌詞本】

### ③ 請配合活動本第 69 頁，71 頁—著色

### ④ Activity Card games

Game 1:

運用活動本中的小單字卡實際讓小朋友操作位置及句型的練習。

例如：“Put the butterfly on the flower.”

找出 butterfly 和 flower 的單字卡，再把 butterfly 卡放在 flower 卡上方，依此類推。

Game2:

將本單元的單字和 Unit 7 的身體部位單字做練習。

“Put the butterfly on your head.” 即是將 butterfly 卡放在頭上。

### ⑤ Song: On and Under

【歌詞請參見 fingerprints 歌詞本】

### Lesson 2 Conversation

#### 實用生活會話

教學目標：

#### Vocabulary

tree, pond, friend, boy,  
girl

#### Grammar

This is my friend,  
(Claudia).

How many (trees) do you  
see?

### ① This is my friend

這個遊戲是要教導孩子們介紹自己的朋友。首先由老師先做示範，和一位小朋友手牽手站在大家前面，和大家說明

“This is my friend, (人名).” 其餘小朋友要和他打招呼：

“Hello, (人名).” 之後，請小朋友兩人一組做練習。

### ② The conversation

懸掛會話海報，播放 CD，請和小朋友們一起做練習。

### ③ 請配合活動本第 73 頁—配對並練習 “How many trees do you see?”

### Lesson 3 Say and do

教學目標：

#### Vocabulary

Happy  
(Extra: monkey)

#### Grammar

I have (two bananas.)

### ① Song: Hop, Frog, Hop

【歌詞請參見 fingerprints 歌詞本】

### ② 請配合活動本第 74 頁

### ③ Poster: Outdoors

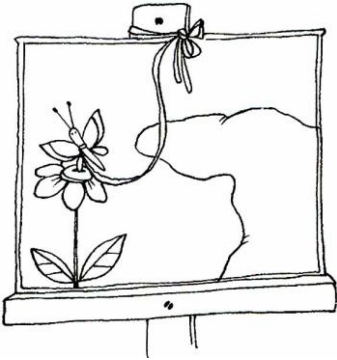
請懸掛 Show & Tell 「戶外」的海報，讓小朋友練習數量和位置觀念，“in”, “on” and “under” 句型練習。

1). What's this?

2). Where's the (yellow butterfly)?

3). How many (fish) do you see?



<p><b>Lesson 4 Try this</b></p> <p>教學目標：</p> <p><b>Vocabulary</b> leaf, paper, rub</p> <p><b>Grammar</b> Review</p>	<p><b>❶ Materials 準備材料：</b> 蠟筆，不同形狀的樹葉，紙張，不同形狀的花朵圖卡。</p> <p><b>❷ Demonstrate 示範教學：</b> 請老師先示範如何進行這項活動。 Put a leaf under the paper. 將一片樹葉放於紙張下。 Rub the crayon on the paper. 用蠟筆在紙張上描畫。 What do you see? 描畫完後，問問小朋友看到什麼呢？</p> <p><b>❸ Make rubbings 製作拓印：</b> 讓小朋友自己製作自己的樹葉拓印，當孩子在進行本活動時，請小朋友 習，rub, rub, rub 的動作單字。</p>
<p><b>Lesson 5 Unit Review</b></p> <p>單元總複習</p> <p>教學目標：</p> <p><b>Vocabulary</b> Review</p> <p><b>Grammar</b> Review</p>	<p><b>❶</b> 複習 Lesson 1: Song: On and under. <b>❷</b> 複習 Lesson 2: Chant: I See Four Trees. <b>❸</b> 複習 Lesson 3: Song: hop, Frog, Hop <b>❹</b> Poster: Outdoors.</p> <p>利用 Show and Tell 的 Outdoors (戶外) 的主題海報，老師可將本課教過的單字串成故事，利用海報和小朋友再複習一次。</p>
<p><b>Interactive Bulletin Board</b></p> <p>互動式美語情境佈置</p>	<p>在佈告欄上貼有一張全開壁報紙，畫上一顆大石頭和一朵大花。如附圖做有一隻活動式蝴蝶，讓小朋友練習 on, under 的位置概念。</p> 
<p><b>Strategy</b></p> <p>教學錦囊</p>	<p><b>Early literacy 學前閱讀</b></p> <p>本套教材注意培養孩子在學前閱讀的能力，建構孩子視覺辨別，由描繪動作培養由左到右，由上到下的位置概念。本冊開始，小朋友漸漸學習到單字是由字母組成，從說到寫單字的能力慢慢建構完成。本冊教材訓練孩子用肢體動作來呈現所學的內容，都是在培養閱讀的能力。</p>

# Level 1 Student Book

## Unit 10 : The Big Carrot

### Lesson 1 Unit Opener

#### 單元介紹

教學目標：

#### Vocabulary

carrot, together, rabbit  
one, two, three, pull

#### Grammar

Can you help me?

Yes, I can.

This is a big carrot.

### ①What's this?

上課前，老師拿出兩張紙，一張紙畫一顆紅蘿蔔，並剪出形狀，另一張紙折半，並剪一刀約 10 公分縫口(如圖下)，將蘿蔔放入紙縫中，並假裝要將它拉出來，請小朋友一起說：

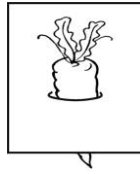
One, two, three, pull!

One, two, three, pull!

最後終於把紅蘿蔔拉出來了，再請小朋友一起說：

This is a carrot.

This is a big carrot.



### ②Puppet play

老師拿出一張小白兔的閃卡，為小白兔的角色，另一手拿紙紅蘿蔔示範一段會話：

Teacher: Hello, rabbit.

Rabbit: Hello, \_\_\_\_\_.

Teacher: This is my carrot.

Rabbit: I love carrots.

Teacher: Here you are.

Rabbit: Thank you. Thank you.

之後，請小朋友輪流練習這段會話。

### ③播放 CD，歌詞請參見歌詞本

### Lesson 2 Conversation

#### 實用生活會話

教學目標：

#### Vocabulary

Review

#### Grammar

Review

### ①A big carrot

小朋友們圍個圓圈，坐在地上，老師拿著一張紙紅蘿蔔說：

This is a big carrot. 說完，傳給另一位小朋友，也須說

This is a big carrot. 如此輪下去，直到每位小朋友完全練習為止。

### ②Come on, carrot!

老師拿一張紅蘿蔔放在地毯下，之後假裝要將它拔出來，老師與小朋友一起唱。

One, two, three, pull!

One, two, three, pull!

One, two, three, pull! Come on, carrot, Whew!

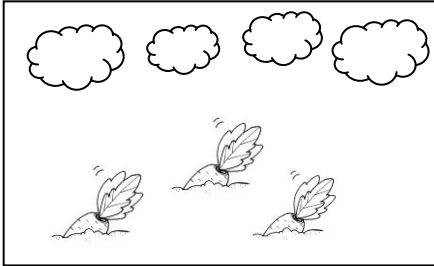
老師假裝蘿蔔拔不出來，並問小朋友：

Do you have the carrot?

小朋友回答：No, not yet.

老師再請一位小朋友上來一起幫忙拔蘿蔔：Can you help me?

反覆練習幾次直到蘿蔔拔出來為止。

<p><b>Lesson 3 Say and do</b></p> <p>教學目標：</p> <p><b>Vocabulary</b> Review</p> <p><b>Grammar</b> Review</p>	<p><b>① Song: Thank you.</b></p> <p>將小朋友分為四排(一排為 We can pull together. 二排為 We can sing together. 三排為 We can dance together. 四排為 We can help.)當老師播放這首歌時，小朋友們須手牽手，每一排的小朋友唱出自己的歌詞，增加小朋友的記憶力。</p> <p><b>② Casting 角色選擇</b></p> <p>本齣戲角色共有： 小白兔、小狗、小貓、青蛙、蝴蝶（人數可依班上人數作為斟酌考量）。</p> <p><b>③ 配合活動本第 77 頁。</b></p>
<p><b>Lesson 4 Try this</b></p> <p>教學目標：</p> <p><b>Vocabulary</b> Review</p> <p><b>Grammar</b> Review</p>	<p><b>① 複習 in, on, under</b></p> <p>請小朋友手上都拿著一張紙紅蘿蔔，聽著老師的指令做動作 ex：Put the carrot on your head. Put the carrot under your leg. Put the frog on you leg.</p> <p><b>② Big and small</b></p> <p>老師從班上找一些書、筆、蠟筆、樹葉等物，請一位小朋友幫老師拿東西，如：The (big book), please.小朋友找出較大的書本給老師後，老師說 Thank you.後再引導小朋友說：You are welcome.老師完成示範後，請小朋友上台互相練習。</p> <p><b>③ Oral language review 口語複習</b></p> <p>老師翻開課本，可問小朋友以下問題： Is it a big carrot? What color is the carrot? What do you see? Where's the rabbit?</p> <p><b>④ 配合活動本第 78~79 頁。</b></p>
<p><b>Interactive Bulletin Board</b></p> <p>互動式美語情境佈置</p>	<p>製作一張田園大海報，放幾張紙蘿蔔，除了讓小朋友練習 pull 的動作，也可當作會話練習的佈置圖。</p> 
<p><b>Strategy</b></p> <p>教學錦囊</p>	<p>戲劇表演是一種很自然的學習活動，並提供小朋友表達表情語言的運用。可以讓小朋友在期末做為成果發表的演出。</p>