

① Lesson 1: Unit Opener

認識班級教室

This is a book.

學習能力指標

句型	單字
What's this? A (table). This is a (table). It's a (table).	book, table, chair boy, girl, teacher one, two, three four, five

♪ Song: Hello, School

Verse 1

This is a chair. This is a chair.

This is a table. This is a table.

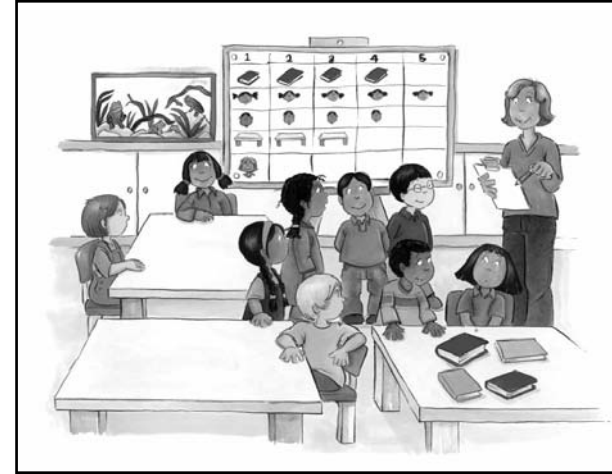
A chair, a table. A chair, a table.

A chair, a table. A chair, a table.

Hello, school!

Verse 2: boy, girl

Verse 3: book, teacher



生活化口語美語練習

A: What's this?

B: It's a chair. What's this?

A: It's a table.

延伸教學：What's next?

排序邏輯概念

Teacher: chair, book, chair, book.

What's next?

Student: Chair.

透過圖片或聽說的排序動作，讓小朋友建構更完整的邏輯思考。

② Lesson 2: Say and do

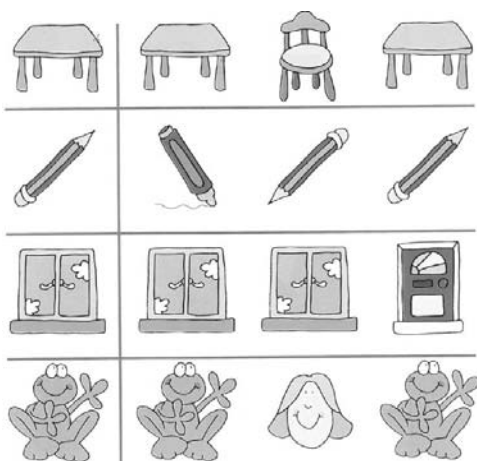
認識 Yes 與 No 的疑問句

Is this a table?

學習能力指標

句型	單字
Is this a (table)? Yes. No.	pencil, crayon window, door frog

利用不同的圖片的辨認，小朋友輕易回問 Yes, No 的不同



延伸教學：Poster: School

This is a (pencil).

What's this?

Is this a table? Yes. No.

♪ Song: In and out the window.

Go in and out the window.

Go in and out the window.

Go in and out the window.

Now stop and say "Hello."

這是一首傳統的美國民謠歌曲遊戲，選出兩位小朋友。手拉手，並舉高做成一個框，當音樂開始時，其它小朋友依序走進框內，當音樂一結束，站在框內的小朋友便與全班說“Hello。”



③ Lesson 3: Conversation

會話

Hello!

學習能力指標

句型	單字
What's your name? My name is (Joe).	hello, name

♪ Chant: Hello! Hello!

Verse 1

Hello! Hello!

Mary: My name is Mary.

Hello! Hello!

Hello, Mary!

What's your name?

Hello, Mary!

What's your name?

(clap, clap, clap, clap)

Verse 2: Sam

從韻文的朗誦，小朋友將很快速學習自我的介紹。

Conversation 會話

Tom: Hello, What's your name?

Mary: My name is Mary.

Tom: Hello, Marry. My name is Tom.

Mary: Hello. Tom.

Words in motion 肢體語言動作結合



④ Lesson 4: Numbers 1~5

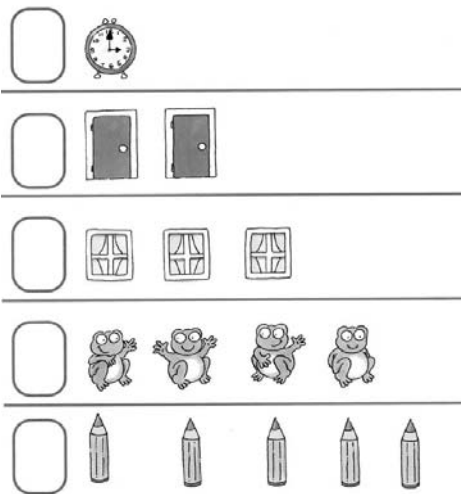
數字的學習

Number 1~5

學習能力指標

句型	單字
How many clocks? How many clocks do you see?	clock, one two, three, four, five

Listening activity: How many clocks?



將數數字的概念，運用於教學中，做為句型的練習。

How many clocks?

One, one clock.

How many 的句型延伸

How many clocks do you see?

How many clocks do you have?

How many clocks do you want?

Writing numbers 數字書寫練習

將數字利用空中的描繪方式，讓小朋友更熟悉數字的運筆方式。

㉕ Lesson 5: Chant

韻文欣賞

Run, run, run

學習能力指標

句型	單字
Look at the door.	knee, shoe, stop, run, touch, look, count

Chant: Run, Run, Run

One, one run, run, run

Two, two, touch your shoe.

Three, three, touch your knee.

Four, four, look at the door.

Five, five, count to five. 1, 2, 3, 4, 5!

利用押韻的方式，讓整首的韻文朗誦增添趣味性，也容易朗朗上口。

one → run

two → shoe

three → knee

four → door

five → five

TPR Activity 肢體語言

Touch your shoe.

Touch your knee.

Look at the door.

Count to five.

透過肢體語言的學習，小朋友更容易朗朗上口。

1, 1



2, 2



3, 3



4, 4



5, 5



⑥ Lesson 6: Try this!

跨學科學習
名牌製作

學習能力指標

句型

What's your name?

My name is _____.

從美勞的活動中，享受操作學習的樂趣，
並從中學習英文的操作用語。



延伸會話：自我介紹

What's this?

It's (Helen)'s name.

This is my name.

This is Laura's name.

小朋友帶上自己的名牌，互相認識班上的小朋友。

延伸會話：打招呼

Teacher: This is Alice.

Students: Hello, Alice.

Alice: Hello.

Poster : School

利用海報圖片，介紹圖片上小朋友的姓名，並
練複習學習過的句型。

⑦ Lesson 7: 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。

Listen and circle 聽一聽，圈一圈

This is a book.

How many clocks do you see? Four.

What's this? This is a crayon.

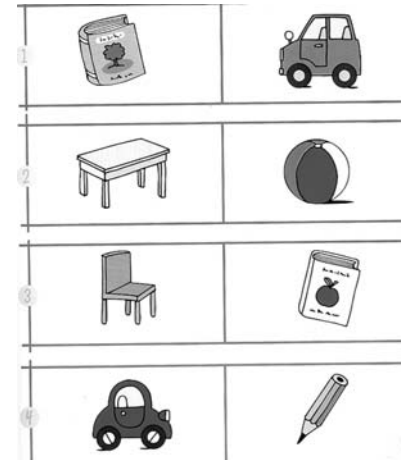
Find the 3.

Oral language review 口語練習

What's this?

Point to ...

How many?



Listening comprehension 聽力測驗

1. This is a teacher.
2. This is a boy.
3. How many chairs? One.
4. What's this? This is a pencil.

Level 2 Student Book

Unit 1 : Friends at school

Lesson 1 Unit Opener

單元介紹

教學目標：

Vocabulary

book	one
table	two
chair	three
boy	four
girl	five
teacher	

Grammar

What's this?

A (table). This is a (table).

It's a (table).

❶ Mystery words:

將本課的單字 book, table, chair, boy, girl, teacher 的閃卡放在桌上 (圖片朝下), 讓小朋友分二隊站在卡片的前面, 然後將一張閃卡翻過來, 問小朋友 "What's this?" 讓小朋友回答。

❷ Reading Match:

請小朋友在教室裡找出 book, table, chair, boy, girl 這幾個物品或人, 找到後要大聲地說出 This is a (table). 或 It's a (table).

❸ 請老師叮嚀小朋友回家利用活動本中的小閃卡與 Daddy、Mommy 玩數數的活動, 加強數字與單字的結合運用練習。

❹ Song: Hello, School! (請見 fingerprints 歌詞本)

Lesson 2 Say and do

實用生活會話

教學目標：

Vocabulary

pencil, window, frog,
crayon,
door, frog

Grammar

Is this a (table)?

Yes. No.

❶ Answering Question:

請老師指著教室裡的桌子、鉛筆、窗, 然後問學生 Is this a (table)? 並鼓勵小朋友點頭回答 Yes.

❷ 在黑板或白板上畫出與課本 P.7 一樣的圖, 第一次是一樣的排列順序中引導孩子圈出相同的圖片, 第二次再更換圖片的順序, 以訓練小朋友的邏輯數理概念, 當每次圈出一個圖片時, 就要說出 This is a (pencil).

❸ 請老師讓小朋友拿出活動本第 3 頁, 一邊播放 Song: In and out the windows. 一邊用蠟筆指出青蛙行走的小道。

Lesson 3 Conversation

教學目標：

Picture 1

Tom: Hello, What's your name?

Mary: My name is Mary.

Picture 2

Tom: Hello, Mary.

My name is Tom.

Mary: Hello, Tom.

❶ 將本課的會話海報貼於白板上, 播放 CD 先聽一次, CD 的內容老師帶領孩子比出 "What's your name?" TPR 的動作。

❷ 將班上的小朋友分成二人一小組, 互相詢問彼此的名字, 並互相打招呼。

❸ Chant: Hello! Hello!

播放本課 Chant 後在第 3 和第 4 段的地方, 讓孩子用自己的名字說出本課的 Chant。

叮嚀小朋友回去要和家人、親戚、朋友打招呼並詢問對方的名字。

Lesson 4

Early literacy and pronunciation

學前閱讀及自然發音

教學目標：

Vocabulary

clock, one, two, three,
four, five

Grammar

How many clocks do you see?

❶ Listen activity: How many clocks?

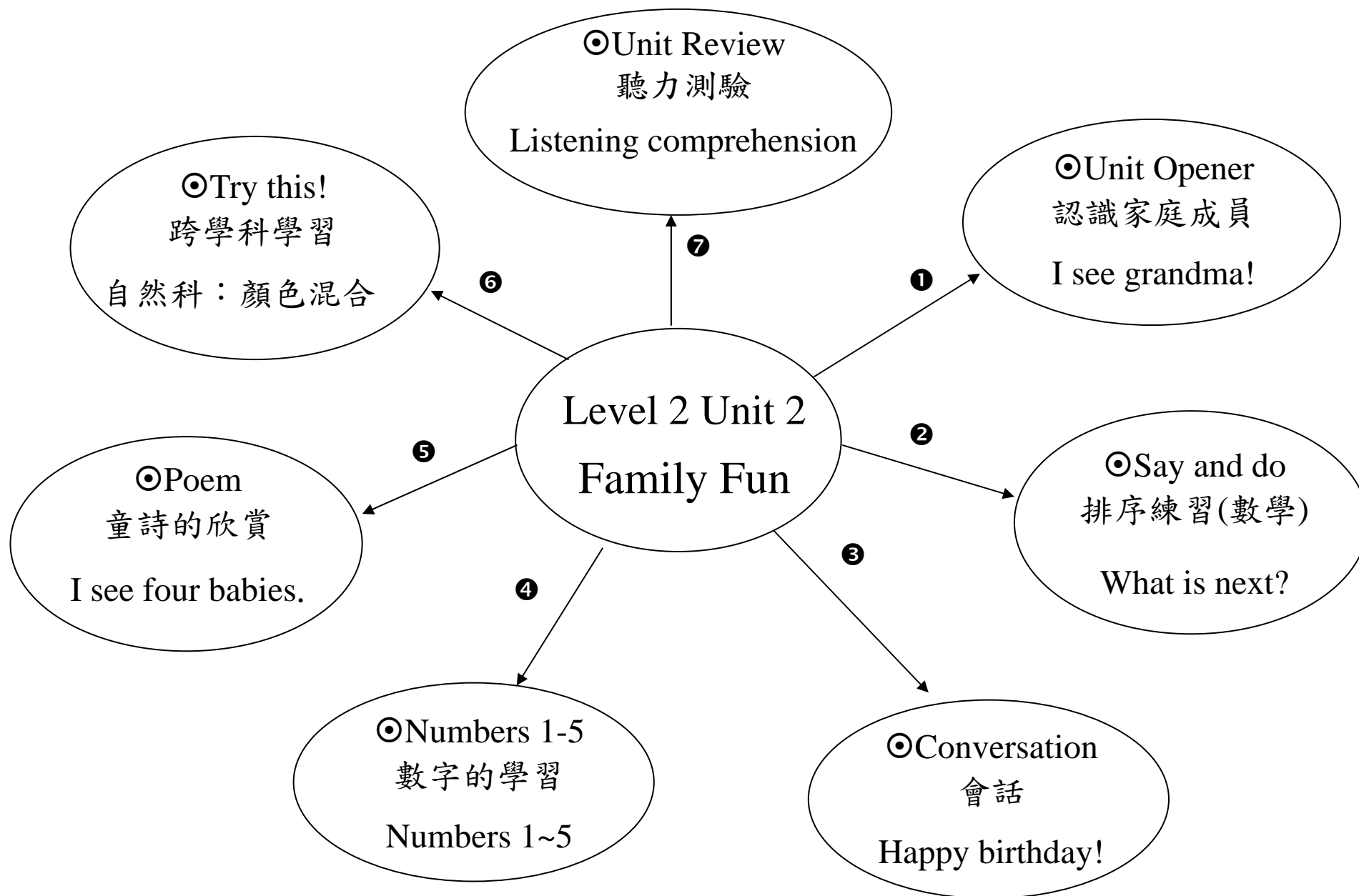
請老師依照歌詞的內容 (請見歌詞本) 將課本 P.8 的圖畫在黑板或白板上, 老師配合 CD 的播放先讓小朋友聽過二次之後, 老師當問的人, 小朋友當回答者, 之後再角色對調, 第三次是將小朋友分成二隊做問與答的練習, 只要是當問的人就要站起來說 How many (clocks?) 並要比出動作, 回答者亦是要比出動作。

❷ 配合活動本第 6、7 頁, 把數字與圖形剪下來, 之後混合在一起, 老師可以計時, 看哪一個小朋友先把數字與圖形拼起來, 則可得到較多的分數。

❸ 叮嚀小朋友回去要和家長玩拼圖的遊戲。

❹ 老師也可以把拼圖的紙張黏在珍珠板上, 可當成獎勵的用品, 每次表現不錯的小朋友就可以來玩拼圖的遊戲。

<p>Lesson 5 Song and Rhymes</p> <p>教學目標： Vocabulary Knee, shoe, stop (Extra: run, touch, look, count)</p> <p>Grammar Look at the door.</p>	<p>❶ Chant: Run, Run, Run 數來寶 第一次請老師播放 CD Chant 的內容給小朋友聽 第二次讓小朋友指出數字與圖片</p> <p>❷ 讓小朋友分組做律動（全部的人圍成一圈）按照歌詞的意思作出 TPR</p> <p>❸ 將小朋友分成二組，一組說出數字並用指頭比出正確數目，另一組說出並做出伴隨指令的手勢。 *此活動可用於晨操的帶動。</p>
<p>Lesson 6 Try This</p> <p>教學目標： Vocabulary</p> <p>Grammar Review: My name is (Joe). What's your name.</p>	<p>❶ 請於上本單元前於聯絡簿上告知家長幫自己的小朋友準備一張照片（做名牌用）</p> <p>❷ 準備不同顏色的西卡紙或厚紙卡及細繩，請見課本 P.10 的造型或善用自己的創意，讓孩子完成屬於他自己的名牌。</p> <p>❸ 小朋友完成後，把所有名牌放在桌上，老師指著其中的一張名牌，然後問大家 “What's this?” 讓孩子試著回答 It's (Laura)'s name or This is my name.</p> <p>❹ 本課上完之後，可將孩子的成品，佈置於教室的美語角裡一週後，放在小朋友的檔案評量裡。</p>
<p>Lesson 7 Review Board</p> <p>教學目標： Vocabulary Review</p> <p>Grammar Review</p>	<p>❶ 老師可以將本頁的圖畫於黑板或白板上，老師可以讓全班的小朋友站起來，並引導他們造出句子。句子造完後才可以坐下來。</p> <p>❷ 請老師準備一個空箱子及本課所學過在教室裡常見的實物，老師每次放不一樣的東西，小朋友就要把和實物一樣的图片與數字，結合在一起之後引導大家說出來。</p>
<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>用毛氈布蓋滿公佈欄，讓小朋友隨意佈置排格式把圖片貼上，可讓小朋友隨意設計圖片後黏上魔鬼粘。</p>
<p>Strategy</p> <p>教學錦囊</p>	<p>Fingerprints 運用 TPR 為主要教學策略，TPR 是孩子學習他們的第一語言時一個自然的方法，孩子透過肢體的動作，可以很直接瞭解字意，如 Stand up. 他們透過肢體的反應來表達他們的理理解。</p>



① Lesson 1: Unit Opener

認識家庭成員

I see grandma!

學習能力指標

句型	單字
I see (grandma). I love (grandma).	grandma, grandpa, mom, dad, sister, brother



♪ Song: I Love My Grandma

Verse 1

I love my grandma.

1, 2, 3

I love all my family.

Chorus:

Family, family.

I love my family.

Verse 2: grandpa

Verse 3: mom

Verse 4: dad

Verse 5: sister

Verse 6: brother

透過歌曲學習句型

A. I love my (grandma).

I love all my family.

B: I see (grandma).

Picture show

可讓孩子帶全家福照片做介紹

This is my family.

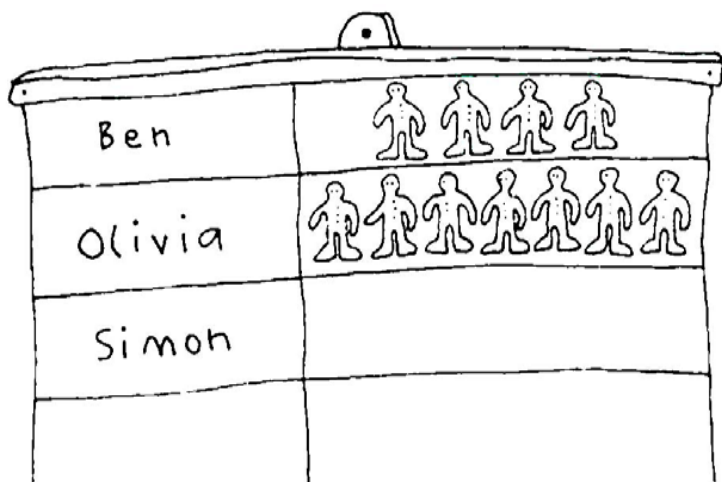
This is my (dad).

延伸教學：How many in your family?

Interactive bulletin board

互動式佈告欄

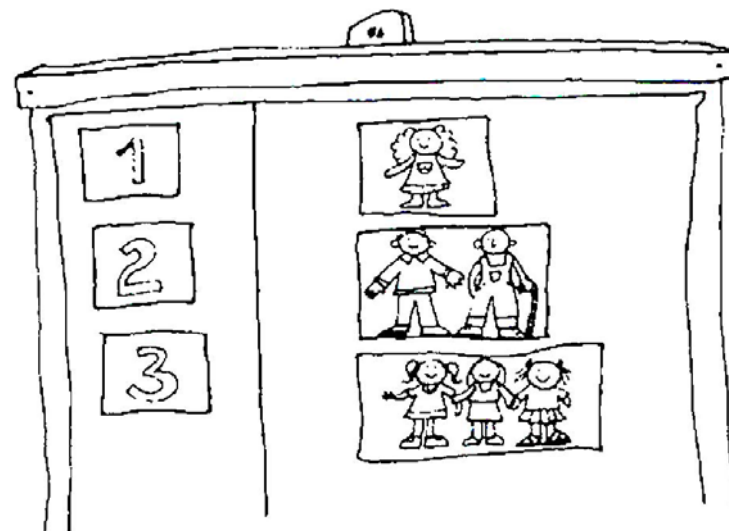
How many in your family?



利用圖表做統計家庭人數，並練習問句，
“How many in your family?”

How many sisters / brothers?

Four brothers



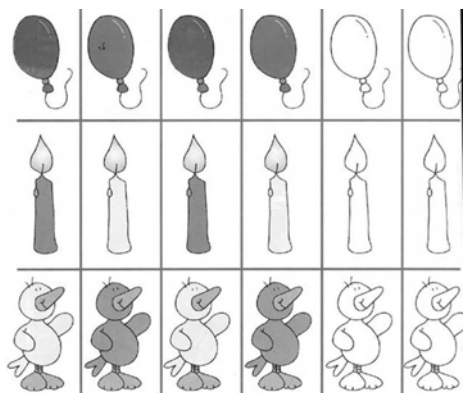
同樣運用圖表的方式，練習句型
“How many sisters / brothers?”

② Lesson 2: Say and do
排序練習(數學)
What is next?

A. What is next?

學習能力指標	
句型	單字
What's next? A (red balloon).	red, yellow, balloon, candle blue, green, bird

Red balloon, blue balloon, red balloon ...
What's next?



孩子透過排序練習，更加深印象，且學習效果自然而有效。

可以結合形容詞+名詞，再與動詞結合，做練習。

(Red) bird, (red) bird, hop, hop, hop.

(Red) bird, (red) bird, stop, stop, stop.

延伸教學

A: 利用TPR game

Red balloons, (hop).

Green balloons, (run).

配合動作指令的活動，更加鞏固學習成效。

B: 做分類練習

句型練習：What's this? A blue candle.

收集一些不同顏色，不同的物品讓孩子依顏色做分類練習。

如：red, green, yellow and blue balloons, birthday candles, crayons or pencils.

③ Lesson 3: Conversation

會話

Happy Birthday!

學習能力指標

句型	單字
Happy birthday! How old are you? Put (five) candles on the cake.	cake, one, two, three, four, five, six

♪ Song: Happy Birthday

Happy birthday, Linda.
Happy birthday to you.
Happy birthday, Linda.
Happy, happy birthday to you.
How old are you? (clap, clap)
How old are you? (clap, clap)
How old are you? (clap, clap)
Linda: Five.
Put five candles on the cake.
Happy birthday to you.
Put five candles on the cake.
Happy, happy birthday to you.

會話

Grandpa: Happy birthday, Linda.
Linda: Thank you.
Grandpa: How old are you?
Linda: Five.



Interactive bulletin board

互動式佈告欄

Three candles

Put three candles on the cake.

1, 2, 3, Happy birthday, Tina!



結合數字做練習

④ Lesson 4: Numbers 1-5
 數字的學習
 Numbers 1~5

♪ Song: How many Candles?

Verse 1

How many candles, how many candles,
 How many candles do you see?

Verse 2: babies Verse 3: cupcakes

Verse 4: birds Verse 5: balloons.

輕快的歌曲，可將單字、句型更易熟記

學習能力指標

句型

單字

How many (babies)
 do you see?
 I see (three babies).

baby, cupcake,
 one, two, three,
 four, five.

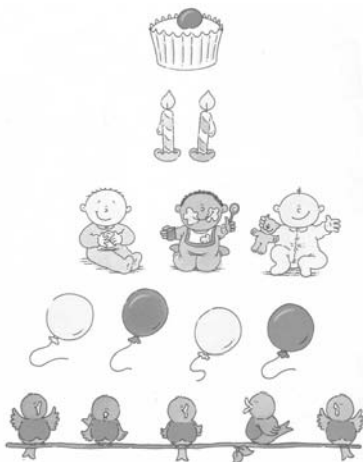
Let's count : 數數練習

How many babies do you see?

I see (three babies).

練習數數，並可代換不同名詞

加以反覆練習句型。



⑤ Lesson 5: Poem

童詩欣賞

I see four babies.

學習能力指標

句型

單字

What do you see?

duck, bee

Picture Talk：看圖說話

What do you see? (babies).

Let's count. (1, 2, 3, 4 Four babies.)

I see four babies.

並利用不同圖片做代換習句型。

Learn a Poem

I see four babies

L  k out the 

What do you see?

I see **4** 

L  king at me.

I see 

I see 

I see 

I see 

利用 Rebus (畫謎)的圖片，來練習童詩，並建構閱讀能力

⑥ Lesson 6: Try this!

跨學科學習

自然科：顏色混合



Do the experiment

Put yellow on the cupcake.

Put blue on the cupcake.

Mix yellow and blue.

What color do you see?

(Green)

學習能力指標

句型

單字

Put (yellow) on the cupcake.
What color do you see?

cupcake, frosting,
yellow, red, blue,
green

Color Mixing activities

顏色混合實驗透過動手操作，實驗而得出結果

- ◆ Mix yellow and red water or juice drink.
- ◆ Mix two colors of playdough, paint or colored glue.
- ◆ Place two colors of thick paint in a ziplock plastic bag.

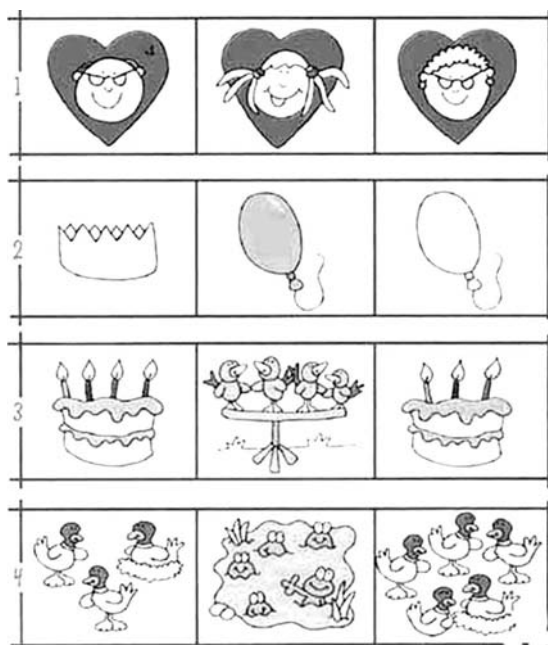
Let children squish and mix.

7 Lesson 7: 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 love my grandpa.
2. What's this? A green balloon.
3. Put four candles on the cake.
4. I see five ducks.

♪ Song: Five Baby Ducks

Five baby ducks went out to play,
Over the hill and far away.

Mommy duck said, "Quack, quack, quack, quack,"
But only four baby ducks came back.

Verse 2: four, three

Verse 3: three, two

Verse 4: two, one baby duck

Verse 5:

One baby duck went out to play,
Over the hill and far away.

Mommy duck said, "Quack, quack, quack, quack,"
But no baby ducks came back.

Then Mommy duck said, "Quack, quack, quack,
QUACK, QUACK, QUACK, QUACK,
And all five baby ducks came back!

再一次結合，用歌曲做呈現與練習。

Level 2 Student Book

Unit 2 : Family Fun

Lesson 1 Unit Opener 單元介紹

教學目標：

Vocabulary

Grandma, grandpa, mom, dad, brother, sister, family

Grammar

I see (grandma).
I love my (dad).

- ❶ 將本課的掛圖放在白板上。
- ❷ 老師拿著一個指揮棒，指揮圖上的單字，帶小朋友唸出單字。
- ❸ 套入句型 I see (grandma). 做不同的代換練習。
- ❹ 播放本課的歌曲，先讓孩子聽一次，第二次一邊聽一邊讓孩子指出課本上的圖。
- ❺ 找班上幾個小朋友來當 grandma, grandpa, mom, dad, sister, brother 聽歌唱到 1, 2, 3. I love all my family 時，其他全部的小朋友就把那幾個主角圍起來。

Lesson 2 Say and do 實用生活會話

教學目標：

Vocabulary

Balloon, candle, bird, red, blue, yellow, green
(Extra: hop, stop)

Grammar

What's next?
A red (balloon).

Following Rhyme

- ❶ 配合活動第 11 頁。
 - ❷ 讓孩子選一枝蠟筆。
 - ❸ 在開始畫畫前先教一首朗詩 (Red) bird, (Red) bird, hop, hop, hop (Red) bird, (red) bird, stop, stop, stop.
 - ❹ 第一次一邊唸一邊作出動作。
第二次一邊唸，小朋友一邊畫出活動本第 11 頁的小鳥。
- TPR Game
- ❺ 將不同的顏色加上不同的代表動作 ex: red—(hop) / green—(run) yellow—(stop) / blue—(jump)
 - ❻ 將小朋友圍成一圈，如果唸到 red-(balloon) 時，則全部的小朋友要單腳跳，依此類推。

Lesson 3 Conversation

教學目標：

Vocabulary

cake
(Extra: crown)

Grammar

Happy birthday!
How old are you?
Put (five) candles on the cake.

- ❶ 先放本課 **Song: Happy Birthday** 的歌，讓小朋友先聽過。
- ❷ 請小朋友圍成一圈，選一個很棒的小朋友，或是當月的壽星站在圓圈中央，邊唱歌問 How old are you? 站在中央的小朋友，則作回答，並點名其中一人去佈告欄貼上他所說的歲數，例如:5 歲即貼上五支 candles.
- ❸ **語言互動學習佈告欄—生日蛋糕**
 - a. 畫一個蛋糕，並且在頂端貼上魔術貼。
 - b. 準備六支紙製蠟燭，在背面貼上魔術貼。
 - c. 告訴小朋友放三支蠟燭在蛋糕上。
 - d. 然後說出 123 生日快樂。

Lesson 4 Early literacy and pronunciation

學前閱讀及自然發音

教學目標：

Vocabulary

baby cupcake

Grammar

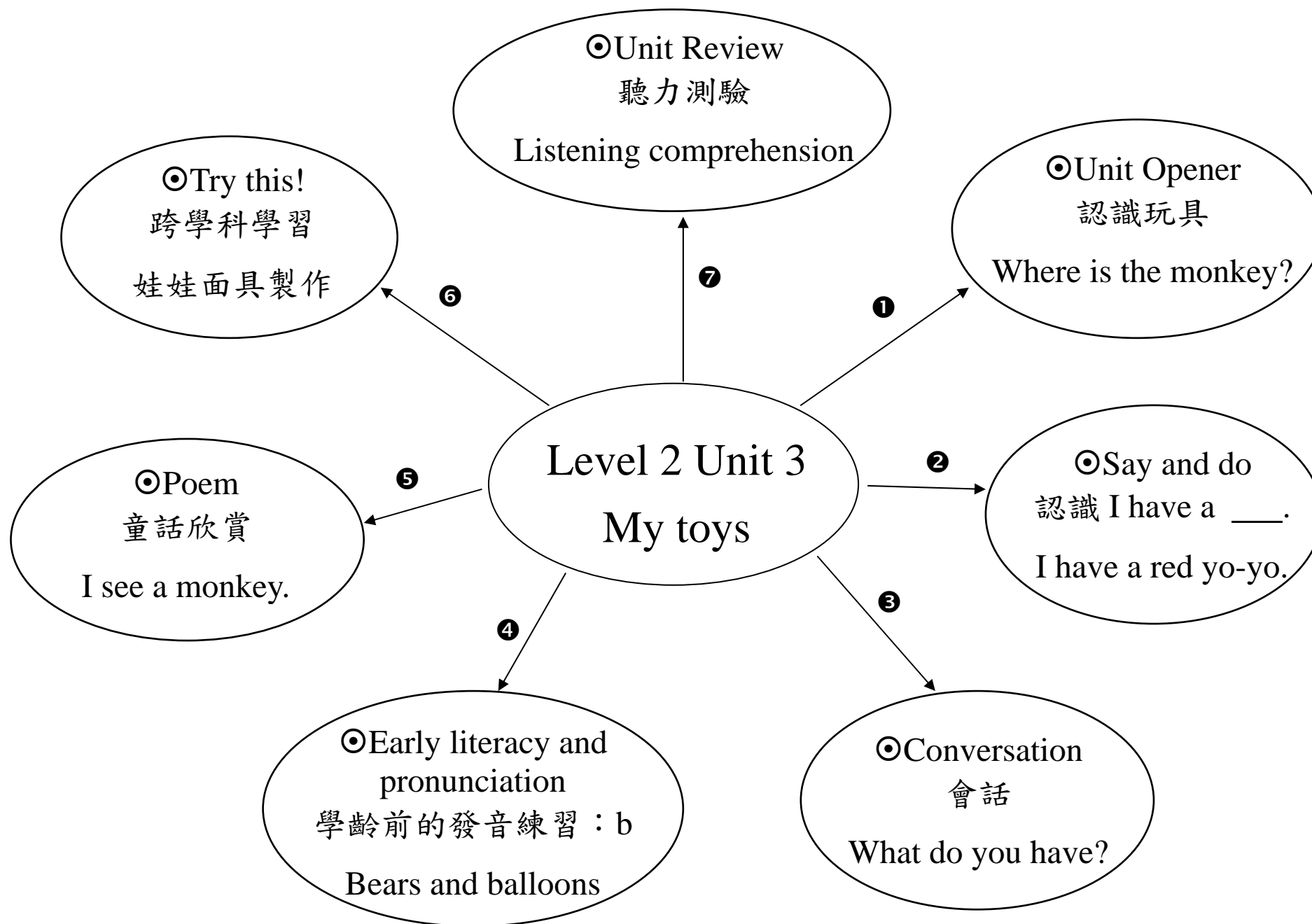
How many (babies) do you see?
I see (three babies).

Song: How Many Candles?

- ❶ 在聽歌曲之前，先讓小朋友翻到課本 P.16，先從 1 唸到 5 及其代表的單字。
- ❷ 播放 CD 的內容，讓孩子隨著歌曲的內容，去指不同的照片。
- ❸ 將本課幾個單字的圖卡放在魔術袋裡，將班上小朋友分成二組，A 組的小朋友其中一人可抽出卡片，全部的 A 組的小朋友則問 B 組的人 How many candles? How many candles? How many candles do you see? 之後再調換。

<p>Lesson 5 Song and Rhymes</p> <p>教學目標： Vocabulary duck bee</p> <p>Grammar What do you see?</p>	<p>Poem: Look out the Window.</p> <p>❶ 先把此首詩的每一段詞分別教給小朋友動作。</p> <p>❷ 第一次全部的小朋友跟著老師一起做，第二次一起唸出來，第三次聽 CD 老師不做只有小朋友做動作。</p> <p>❸ 讓小朋友看課本 P.17 的下半段，老師問小朋友 “What do you see?” 將小朋友分成數組後，讓不同組別的小朋友回答。</p>
<p>Lesson 6 Try This</p> <p>教學目標： Vocabulary (Extra: frosting)</p> <p>Grammar Put (yellow) on the cupcake. What color do you see?</p>	<p>❶ 準備數個杯蛋糕，數量足夠讓孩子操作即可。</p> <p>❷ 準備二種可食用的糖霜，讓孩子知道“顏色”英語的說法。</p> <p>❸ 當老師每次說 Put yellow on the cupcake.小朋友可以跟著 Put blue on the cupcake.</p> <p>❹ 秀出本課 try this 的海報，指者其中一個顏色問學生 “What color is this?”</p> <p>動手做實驗：</p> <p>a. 分給每一位小朋友蛋糕，橡膠製的刀子，兩個裝上藍色及黃色糖霜的大碗。</p> <p>b. 塗上黃色糖霜在杯裝蛋糕上。</p> <p>c. 塗上藍色糖霜在杯裝蛋糕上。</p> <p>d. 混合黃色與藍色</p> <p>e. 問小朋友 “看到什麼？”</p> <p>其他的動作 “顏色實驗遊戲”</p> <p>a. 混合黃色和紅色水或是果汁。</p> <p>b. 混合兩種顏色黏土、顏料或是有顏色的膠。</p> <p>c. 將兩種顏色的顏料放入在有拉鍊封口袋子，讓小朋友擠壓及混合。</p> <p>d. 準備黃色、藍、紅色玻璃紙，讓小朋友做美術拼貼。</p>
<p>Lesson 7 Review</p> <p>教學目標： Vocabulary Review</p> <p>Grammar Review</p>	<p>❶ Song: Five Baby Ducks. 五隻小鴨</p> <p>a. 播放音樂並且以戲劇表演呈現。</p> <p>b. 全班可以唱出歌曲，另外選出六位小朋友扮演鴨子。</p> <p>c. 分成五部份呈現。</p> <p>d. 第一部份由五隻小鴨子及母鴨表演，唱完此部份，一隻小鴨子躲起來，不要出現。</p> <p>e. 第二部份由四隻小鴨子及母鴨表演，唱完此部份，一隻小鴨子躲起來，不要出現。</p> <p>f. 第三部份由三隻小鴨子及母鴨表演唱完此部份，一隻小鴨子躲起來，不要出現。</p> <p>g. 第四部份由二隻小鴨子及母鴨表演唱完部份，一隻小鴨子躲起來，不要出現。</p> <p>h. 第五部份由一隻小鴨子及母鴨表演唱完部份，五隻小鴨子一起出現。</p>

<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>❶ 在公佈欄上列出班上小朋友的英文名字，並在後面貼上每個小朋友家裡的成員數。</p> <p>❷ 另外的佈告欄上可以在左邊寫上數字，右邊可以貼上符合該數字的家庭成員的照片，並可以讓孩子上台用手指認，並介紹自己的家人。</p>
<p>Strategy</p> <p>教學錦囊</p>	<p>孩子喜歡玩扮演的遊戲，經常假想是大人的角色，例如老師或父母。角色扮演能幫助孩子更加自在的學習日常生活會話，也幫助孩子學習禮貌性的語言。</p>



① Lesson 1: Unit opener

認識玩具

Where is the monkey?

學習能力指標

句型

單字

Where's the monkey?
On the bike.

bear, monkey
car, top

♪ Song: Toys, Toys

Chorus

Toys, toys, for girls and boys.
Toys in the toy store window.
Toys, toys, for girls and boys.
Toys in the toy store window.

Verse 1

Look, look!
Where, where?
On the bike.
On the bike.
Yes, What do you see?
I see a monkey on the bike.
On the bike, on the bike.
I see a monkey on the bike.

That's what I see.

Verse 2: boat, bear

Verse 3: table, top

Verse 4: chair, car



透過歌曲，學習新句型

What do you see?
I see a bear.
Where's the bear?
On the boat.

Extension (一) 延伸教學

玩具單字的延伸

robot, doll, ball, computer game, kite, puzzle

利用實物玩具，讓小朋友說出 I see a _____. 的句型、單字延伸，達到快樂中學習的目的。

Extension: Toy store 延伸教學(二)

Customer: A blue car, please.

Storekeeper: Here you are.

Customer: Thank you.

角色的扮演，可增加小朋友的學習動機，除享受購物的樂趣，也學習到社會禮儀的常規。

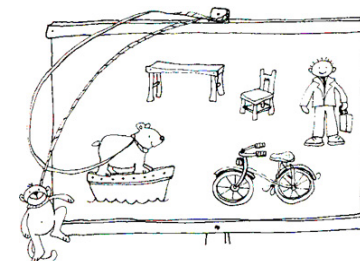
Extension: 互動式情境佈置

Interactive bulletin board

延伸教學(三)

Where's the bike?

On the bike.



② Lesson 2: Say and do

認識 I have a _____.
I have a red yo-yo.

學習能力指標

句型	單字
I have a red yo-yo.	yo-yo. ball turn, touch. goodbye

Say and do

Boy: I have a yo-yo.

Girl: I have a ball.

Baby: I have a bear.

Boy: I have a red yo-yo.

Girl: I have an orange ball.

Baby: I have a yellow bear.

小朋友透過聽與動手操作及描繪的同時進行，更能增進手腦的協調運作。

認識新句型

What do you have?

I have a book.

Chant: Teddy bear

Teddy bear, teddy bear, turn around.

Teddy bear, teddy bear, touch the ground.

Teddy bear, teddy bear, reach up high.

Teddy bear, teddy bear, wave goodbye. Goodbye!

透過韻文，加上動作的結合，小朋友馬上了解動作的意義。

turn around (轉一圈)

touch the ground (摸地上)

reach the high (手往上伸)

Extension 延伸教學

Stand up. Sit down.

Touch your shoe.

Hands up. Hands down. Hands back.

Turn right. Turn left

給予小朋友更多的動作指令。

③ Lesson 3: Conversation

會話

What do you have?

學習能力指標

句 型

單 字

What do you have?
I have a big puppet.

puppet, big, little

認識 big 及 little 大與小

This is a puppet.

Is this puppet big?

Yes. This is a big puppet.

Is this puppet small?

Yes. This is a small puppet.

利用兩個大小不同的布偶(puppet)，小朋友即容易了解大小不同的概念。

The Conversation 會話

Boy: What do you have?

Girl: I have a big puppet. What do you have?

Boy: I have a little puppet.

Role play 角色扮演

找出班上大小相對的東西：

a big book (↔) a little book.

a big crayon (↔) a little crayon.

a big toy car (↔) a little toy car.

變化出不同的會話延伸，獨立小朋友的思考能力

Extension 延伸教學(一)：rhyme 朗詩欣賞

A little ball, ... a big ball, ...

A great big ball. Do you see?

Can you count them? Can you count them?

1, 2, 3!

透過節奏性的朗詩，增加英文學習的成效。

Extension 延伸教學(二)：pattern 排序練習

big pencil, little pencil; big pencil, little, pencil, ...

秉持英文教學螺旋向上的觀念，做一個最有效率的整合複習。

④ Lesson 4: Early literacy and Pronunciation
學齡前的發音練習：b
Bears and balloons

學習能力指標

Words beginning with b
練習字母與其發音
建立拼字的基礎

♪ **Song: Five Big Bears**

One big, two big,
Two big bears.
Three big, four big,
Four big bears.
One two three four five big bears.
Five big bears on the bed.

當小朋友聽完言首歌時，再結合 B 的自然發音，做一個整合加強聽力的練習。

Picture talk 看圖說話

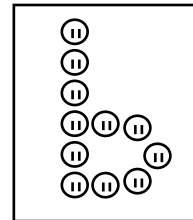
There are five bears.
There are five big bears.
There are five big bears on the bed.
There are five big brown bears on the bed.
利用故事圖片的連結，做一個“B”自然發音的整合

Extension (一) : Action rhyme 朗詩
延伸教學

Ball, ball, bounce the ball.
Bounce, bounce the big ball.

Extension (二) : Tactile letters

延伸教學 立體字母的製作



利用鈕扣，做出 B, b 的字母形狀，透過動作操作的方式，變化多樣的英文學習方式。

⑤ Lesson 5: Poem

童詩欣賞

I see a monkey.

學習能力指標

句型

I see a bird.

Where is the bird?

On the truck.

♪ Song: Where's the bear?

Verse 1

Where's the bear?

The bear's on the chair. The bear's on the chair.

Go round and round. (roll hands over each other)

Point up. Point down.

The bear's on the chair.

Verse 2: bird, truck

Verse 3: monkey, bed

Verse 4: balloon, book



Picture Search 看圖尋寶

Do you see a monkey? Yes, No.

Where is the monkey?

The monkey is on the bed.

What do you see?

I see a bear on the bed.



做一張如課本上的情境佈置海報，並貼上不同的圖卡，I see a 圖卡，做為單字的複習延伸。

Interactive bulletin board 情境佈置海報



童詩的架構，運用了許多畫謎 (Rebus) 的圖片，建構學齡閱讀能力，並創多想像空間的變化。

⑥ Lesson 6: Try this!

跨學科學習

娃娃面具製作

學習能力指標

句型

單字

Put eyes on the puppet.

eyes, nose,
mouth, hair

Make a puppet

Put two eyes on the puppet.

Put a nose on the puppet.

Draw a mouth on the puppet.

Put hair on the puppet.

小朋友透過英文的指令來學習美勞的製作，藉以提昇生活英文的能力。

Do you have eyes? Yes. No.

Point to your eyes.

How many eyes do you have?

複習身體部位及句型，做為一個螺旋向上的語文學習。



Extension : Puppet Sorting

延伸教學：娃娃分類

How many puppets have red hair?

How many puppets have blue eyes?

將不同顏色頭髮、眼睛的娃娃面具分類，讓小朋友不斷學習數字的邏輯觀念。

Hello, what's your name?

How old are you?

會話的延伸，鼓勵小朋友更多開口說的機會。

⑦ Lesson 7: 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。

Listen and circle 聽並圈出正確的圖片

I have a little monkey.

I see an orange truck.

The bear is on the bike.

This begins with “B”: boat, car



Oral language review 口語複習

問學生下列問題：

What's this?

Is this big or little?

What color is this?

Where is the bird?

Listening comprehension 聽力練習

1. Where is the bird? On the boat.

2. I have a big truck.

3. I have a red ball.

4. This begins with “b”: bear, monkey, grandma

Level 2 Student Book

Unit 3 : My Toys

Lesson 1 Unit Opener

單元介紹

教學目標：

Vocabulary

bear, monkey, car, top

Grammar

Where's the monkey?

On the bike.

① Where's the bear?

運用一隻小玩具來教導小朋友 on 的概念；讓小朋友練習下列的句子：

The bear's on the chair. 將玩具小熊放在椅子上。

The bear's on the table. 將玩具小熊放在桌子上。

The bear's on the teacher's head. 將玩具小熊放在老師自己的頭上。

The bear's on (the Bobby's head). 將玩具小熊放在小朋友 Bobby 的頭上。重覆上述這些動作，讓小朋友反覆練習學會用 on 造句。

② Where's the bear?

老師拿起玩具小熊放在書本上，然後用朗詩的節奏問 Where's the bear? Where's the bear? 小朋友要回答 on the book. On the book. 將玩具小熊放在椅子上、桌子上、玩具卡車上、某位小朋友的頭上...等。讓小朋友練習句型 On the _____. 如果哪一位小朋友的表現很棒就可以當小老師操作玩具熊並問全班同學 Where's the bear? Where's the bear?

③ 請老師拿著課本指著圖中的物品（以玩具汽車為例），並說 I see a (car). 小朋友也指著自己課本上汽車的圖並說 I see a (car). 練習表達自己所看到的物品。

④ **Song: Toys, Toys**（請見 Fingerprints 歌詞本）

⑤ 配合活動本第 18 頁－視覺辨認練習

Lesson 2 Say and do

實用生活會話

教學目標：

Vocabulary

yo-yo, ball

Grammar

I have a red yo-yo.

① Review color words

讓每位小朋友選一隻蠟筆（red, green 或 yellow）；給每位小朋友一張黑白小熊的圖（請老師影印教師手冊後面的黑白圖稿），引導小朋友用自己選的蠟筆將小熊塗上顏色，接著每位小朋友要說 I have a (red) bear，輪流介紹自己的小熊。



② Bear puppets

將小朋友已著色的小熊圖片貼在冰棒棍或竹筷上，並聽老師的指令作動作。例如老師指令：Red bears, stand up. Red bears, hop. Yellow bears, stand up. Touch your shoes.

③ Pick a toy

複習第一課所學過的單字（如：bear, car, bike, monkey, top, boat）並將其圖卡或實際玩具放入魔術袋中；再教二個新單字 yo-yo 和 ball，也將其放入魔術袋中。讓一位小朋友從魔術袋中抽出一個玩具，全班問他 What do you have? 小朋友回答 I have a (boat). 輪流讓小朋友抽玩具並練習對話。

④ **Say and do**—播放 CD 練習本課會話。

⑤ 配合活動本第 19-20 頁—小書製作 Teddy Bear, Teddy Bear

⑥ Chant: Teddy Bear

播放 CD 練習本課的朗詩，邊唸邊指著小書上的圖。接著小朋友可以站起來當 Teddy bear，邊唸朗詩邊做動作。

Lesson 3 Conversation

教學目標：

Picture 1

puppet, big, little

Picture 2

What do you have?

I have a big puppet.

① Big and little

準備一個大球，一個小球。指著大球並說 A big ball，指著小球說 A little ball. 用手掌做 big 的手勢，用手指做 little 的手勢。讓小朋友練習句型及手勢，使其了解大與小的概念。為增加趣味性，可以誇張的大聲及較低的音調來說“big”；用小的聲音或較高的音調來說“little”。

② What do you have?

請二位小朋友到台前來，一枝大鉛筆給其中一位小朋友，一枝小鉛筆給另一位，引導全班問這二位小朋友 What do you have? 小朋友舉起手中的物品並回答：I have a little pencil. 或 I have a big pencil. 利用許多大大小小的物品（如：Cars, books, crayons...）重覆練習句型。

③ The Conversation

懸掛本課會話掛圖，播放 CD 練習會話，並將小朋友分成二組練習對話。

④ New Conversation

將全班分成兩組，一組問 What do you have? 老師拿出一張“big puppet”的圖片，並引導另一組小朋友回答 I have a big puppet. 並回問 What do you have? 以此種方式作交叉式地回答練習。

Lesson 4

Early literacy and pronunciation

學前閱讀及自然發音

教學目標：

Vocabulary

bed

(Extra: bounce)

Grammar

Do you have a bird?

Yes. No.

① Guessing Game

利用閃卡複習單字 ball, balloon, bear, boat。將四張閃卡貼於白板上，並拿出實際的物品（球、汽球、玩具熊及玩具船），讓小朋友一一說出其美語名稱，老師將所有的物品放入魔術袋中。引導一位小朋友從魔術袋中抽出一個物品，並讓全班猜猜是什麼，利用句型 Do you have a (boat)? (Yes) 來作句型的練習。

② Song: Five Big Bears

（請見 Fingerprints 歌詞本）

③ 配合活動本第 21 頁

④ Bear bags

將豆子裝入襪子中做成小沙包；在地上放許多開頭字母是 b 的單字閃卡（如：ball, bed, bike, bird...），讓小朋友輪流投擲沙包，沙包若落在 ball 的閃卡上小朋友說 It's a ball.

⑤ Tactile letters

發給每位小朋友一張印有字母 B 或 b 的紙，讓小朋友沿著字母黏上豆子或鈕扣，之後可佈置於教室中。

Lesson 5
Song and Rhymes

教學目標：
Vocabulary

Grammar

Review: I see a bird.
Where is the bird?
On the truck.

1 I see a bird.

教一個新單字 bed，並將閃卡或影印的圖卡 (bed, book, monkey, bear, bird, balloon, boat, car, truck) 貼在教室四周的牆上。老師說 I see a bird. 小朋友要指出正確圖片並重覆句子 I see a bird. 以此方法練習 I see _____ 的句型。

2 Song: Where's the Bear?

(請見 Fingerprints 歌詞本)

3 配合活動本第 23 頁—辨認以 B 為字首的單字。

4 The poem

利用句型條及圖卡拼成一首詩，讓全班一起認讀 (參見下圖)
請老師有節奏地引導小朋友唸出這首詩：(可敲打桌子或拍手)

The bear is on the chair.

Go round and round.

Point up, point down.

The bear is on the chair. 可代換圖卡 bear 換成 duck, chair 換成 bed。



Lesson 6 Try This

教學目標：
Vocabulary
eyes, nose, mouth, hair

Grammar

Put eyes on the puppet.

1 eyes, ears, nose, hair

老師指著自己的五官教小朋友唸這首朗詩；請小朋友跟著一起唸、作動作，唸到 eyes 就指著自己的眼睛。唸到 nose 就指著自己的鼻子。

Eyes, eyes, eyes, nose ×2

Nose, nose, nose, mouth ×2

Mouth, mouth, mouth, hair ×2

Hair, hair, hair, eyes. ×2

2 Make a puppet

請老師準備給每位小朋友一個半的紙盤，一些鈕扣、小毛球、毛線、彩色筆、釘書機、漿糊、雙面膠、剪刀。老師說 put two eyes on the puppet. 並引導小朋友黏上兩個鈕扣在眼睛的部位。依此類推 Put a nose on the puppet. Put a nose on the puppet. Draw a mouth on the puppet. Put hair on the puppet. 最後將半個紙盤與已做好的紙盤面對面釘在一起，中間就會形成一個小空間可將手放大操作 puppet。

3 配合活動本第 24 頁—畫個小熊的臉。

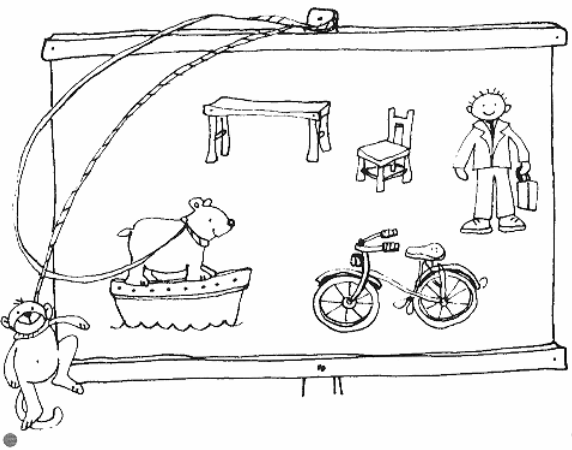
4 Puppet talk

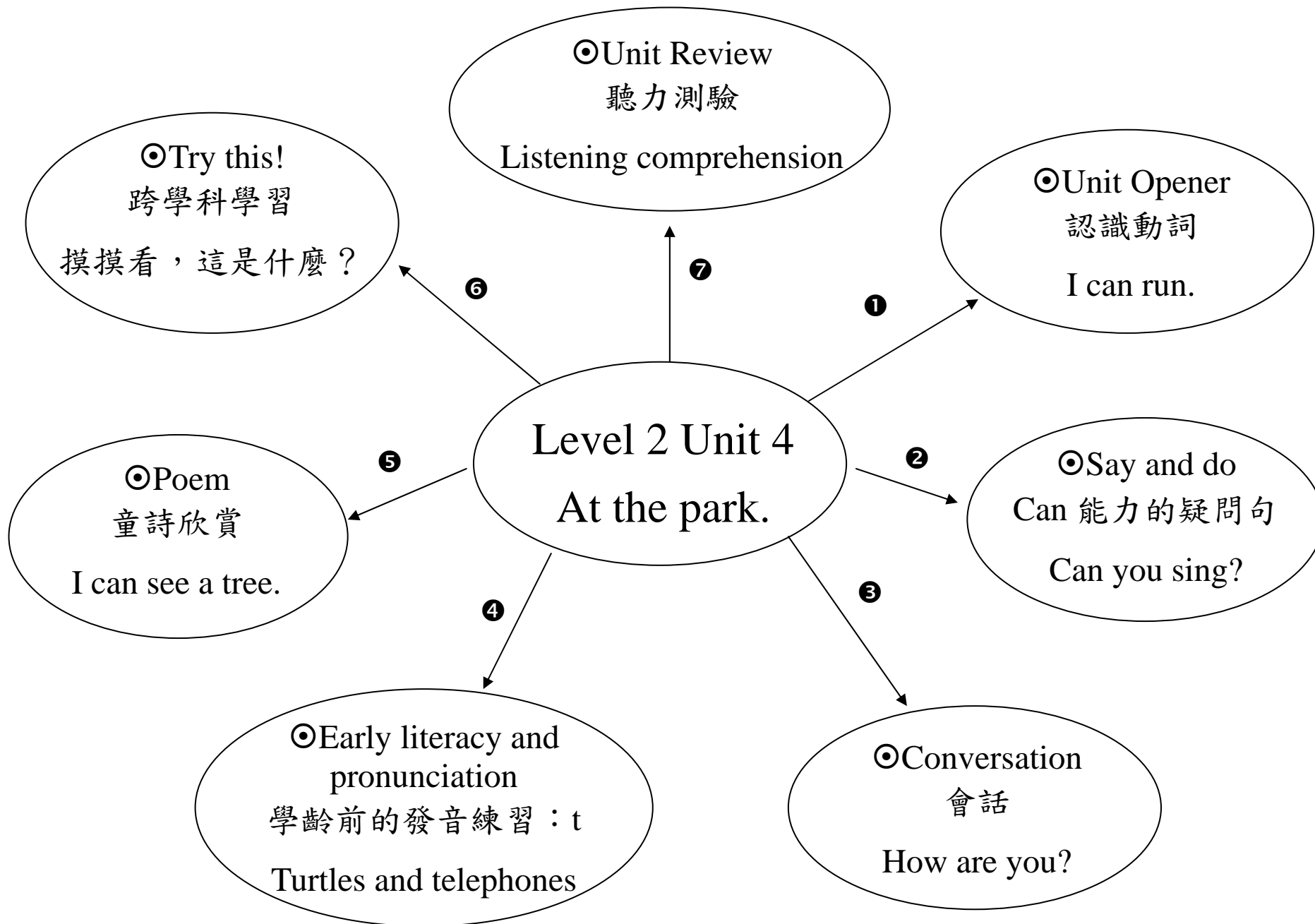
引導小朋友戴著自己做好的 puppet 互相打招呼

Hello! What's your name? (Paul)

How are you? (Fine)

並叮嚀回去後可以和家長作互動。

<p>Lesson 7 Review Board</p> <p>教學目標：</p> <p>Vocabulary</p> <p>Review</p> <p>Grammar</p> <p>Review</p>	<ul style="list-style-type: none"> ❶ 複習 Lesson 1: Song: toys, Toys ❷ 複習 Lesson 2: Rhyme: Teddy Bear ❸ 複習 Lesson 3 : The conversation: What do you have? ❹ 複習 Lesson 4: Song: Five Big Bears ❺ 複習 Lesson 5: Song: Where's the Bear? ❻ 複習 Lesson 6: Chant: Eyes, eyes, eyes, nose. ❼ 配合活動本第 25 頁－我的玩具
<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>Where's the bear?</p> <p>在佈告欄上貼上桌子、椅子、船、腳踏車及一位老師的圖，用硬紙做成一隻猴子並吊上一條繩子讓小朋友可以隨意放置猴子的位置。</p> <p>配合老師的指令 Put the monkey on the teacher's head.小朋友就要將猴子放在老師的頭上。</p> 
<p>Strategy</p> <p>教學錦囊</p>	<p>Fingerprints 利用圖片畫謎來學習歌曲或詩，提供給孩子學習字母及其音的對應關係，幫助孩子練習閱讀，練習會話的閱讀。孩子能運用語言及表達他們自己的相法。</p>



① Lesson 1: Unit Opener

認識動詞

I can run.

學習能力指標

句型	單字
Run. I can run. Joe can run.	run, hop, climb walk, drive, dance

♪ Song: Walk, walk, walk

Verse 1

Walk. Walk. Walk.

I can walk. I can walk.

I can walk. I can walk.

Walk. Walk. Walk.

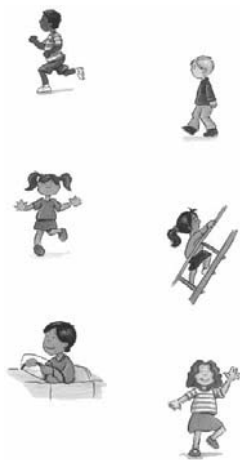
Verse 2: dance

Verse 3: run

Verse 4: climb

Verse 5: drive

Verse 6: hop



Who can run?

I can run.

Joe can jump.

透過歌曲的律動加上肢體動作的結合，即很快

Extension: Drive safely

延伸教學

I can drive. I can drive.

Red light, stop!

Green light, go!

透過 drive (開車) 的動作，延伸小朋友對交通常規的認識與學習。

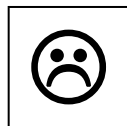
② Lesson 2: Say and do
Can 能力的疑問句
Can you sing?




學習能力指標

句型	單字
Can you sing? Yes, I can. No, I can't.	sing, swim, fly

Chant: Can you dance?

Can, can, can you dance?
Can, can, can you dance?
Yes, yes, yes, I can.
Yes, yes, yes, I can.
No, no, no. I can't.
No, no, no. I can't.



利用  及  的圖片再加上節奏性的朗
頌，當老師拿出  小朋友即可說 Yes. I can.
反之為 No, I can't. 小朋友很快學會 Can 的疑問
句及答句。

TPR game

run, hop, climb, walk, drive, dance
sing, swim, fly
配合動作指令的活動，更加鞏固學習成效。

Extension: Sorting

延伸教學：分類練習

Can you (climb)?

Yes

No

Yes.

No.

找出不同的動詞，做 Yes 與 No 的分類。

③ Lesson 3: Conversation
 會話
 How are you?

學習能力指標

句 型	單 字
How are you? Fine, thank you. Let's play.	Hi, play telephone

Conversation 會話

Ken: Hi, Jenny.
 Jenny: Hi, Ken.
 Ken: How are you?
 Jenny: Fine, thank you. Let's play
 Ken: OK!

Extension (一)：句型延伸

How are you?
 Fine. ☺
 So so. ☹
 Not so good. ☹

Extension (二)：Telephone game 電話遊戲

Child: Hello. This is Tom.
 Teacher: Hi, Tom. This is (Ms. Ann).
 How are you?
 Child: Fine, thank you.
 Teachers: Goodbye, Tom.
 建立小朋友如何電話溝通，並學習新句型。

④ Lesson 4: Early literacy and pronunciation

學齡前的發音練習：t

Turtles and telephones

Word beginning with t

練習字母與其發音

建立拼字的基礎

學習能力指標

句 型

單 字

Turtle, can you
(hop)?

turtle, tree, tiger
toes



♫ Song: Turtles, Can you hop?

Turtle, can you hop?

Please, Turtle, can you hop? (Group B hops)

Thank you, Turtle. Thank you!

Tiger, can you dance?

Please, Tiger, can you dance? (Group A dances)

Thank you, Tiger. Thank you!

Extension: Action rhyme

延伸教學：朗詩

Touch, touch, touch your toes.

Touch, touch, touch your nose.

利用朗詩，強化自然發音的學習。

⑤ Lesson 5: Poem

童詩欣賞

I can see a tree.

學習能力指標

句型	單字
I can see a tree.	triangle, circle, square

♪ Song: I can see a triangle

I can see a triangle.

I can see a tree,

I can see two tigers,

I can see a bee.

Picture talk : 看圖說話

What do you see?

Can you see a triangle?

Yes, I can.

No, I can't.

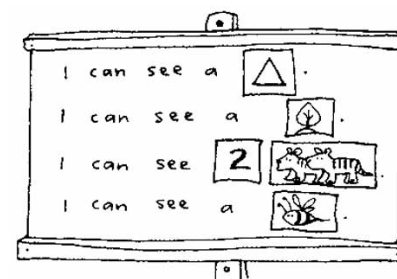
I can see two tigers.

I can see a cake on the table.

利用課本圖片引導小朋友句型的運用。

Extension: Interactive bulletin board

延伸教學 互動式佈告欄



利用不同的圖片做代換練習句型。

⑥ Lesson 6: Try this!

跨學科學習

摸摸看，這是什麼？

學習能力指標

句型	單字
What's in the box? A rock. Where's the rock? The rock's in the box. Put the flower in the box.	rock, flower



What's in the box?

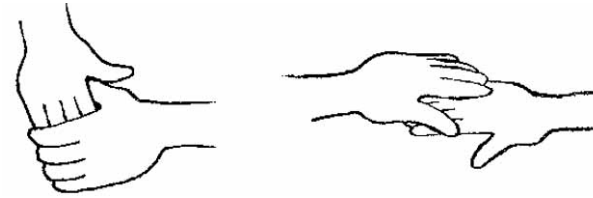
Show me the flower.

Put the flower in the box.

Where's the rock?

In the box? On the box?

The rock is in the box.



透過手勢動作來傳達 in, on 的位置概念，並看圖做為句型的練習。

實驗活動

Is it a pencil?

Yes.

No.

利用觸摸的感覺，來了解東西的形狀、大小及觸感，強化小朋友的觸覺發展。

7 Lesson 7: 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。



Listening comprehension 聽力練習

1. I can swim.
2. I can see a circle.
3. What's in the box? The tiger is in the box.
4. This begins with "t": turtle, bee, candle.

Oral language review 口語練習

- What's this?
- Is this a square?
- What's in the box?
- Can you swim?

Level 2 Student Book

Unit 4 : At the Park

Lesson 1 Unit Opener

單元介紹

教學目標：

Vocabulary

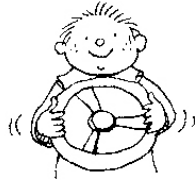
run, hop, climb, walk, drive, dance

Grammar

Run, I can run. Joe can run.

① Words in action

運用 TPR 活動複習本課所要教的動詞 run, walk, hop, climb, drive, dance. 老師說 run! 並做出跑步的姿勢，小朋友跟說及作動作。依此類推。當做 drive 的動作時，可在紙盤上畫個車子的方向盤說 drive 並轉動方向模仿開車的動作如圖：



② Song: Walk, Walk, Walk. 此歌播放時，可以請小朋友起來走走。（請見 Fingerprints 歌詞本）

③ 配合活動本第 26 頁

④ Dice Game

做兩個大骰子，其中一個骰子的六個面分別貼上英文版，教師手冊後面 walk, climb, dance, sing, hop, drive 的圖。（見圖一）

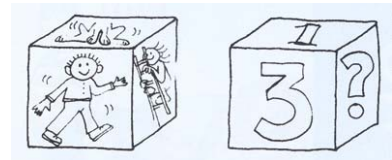
另一個骰子的六個面分別寫上 1-5 的數字及一個問號？（見圖二）

請兩位小朋友出來擲骰子，有動作圖案的骰子，若是 hop，全班要說 I can hop. 若數字骰子出現數字 5，兩位小朋友就要單腳跳（hop）5 下，全班一起數 1! 2! 3! 4! 5!。若出現問號小朋友可自己選擇跳幾下，全班數一數他們跳了幾下並回答。

（見圖一）



（見圖二）



Lesson 2 Say and do

實用生活會話

教學目標：

Vocabulary

sing, swim, fly

Grammar

Can you sing?

Yes, I can.

No, I can't.

① 準備本課動詞的閃卡(walk, climb, dance, sing, hop)及一個笑臉圖，一個哭臉圖全班分二隊練習問答句。（見圖一）

老師拿其中一張動作閃卡 walk，引導 A 隊問 Can you walk? 舉出笑臉讓 B 隊回答 Yes, I can. (哭臉：No, I can't.) 同樣方式練習其他的動詞。

② Chant: Can You Dance?

老師將笑臉、哭臉圖朝下放在桌上，並拿起一張動作圖卡 (Dance)，引導小朋友以朗誦的方式問 Can, can, can you dance? Can, can, can you dance? 讓一位小朋友選桌上其中的一張圖，若是笑臉圖，大家要一起說：Yes, yes, yes, I can. Yes, yes, yes, I can. 並做跳舞的動作。若是哭臉就說 No, no, no, I can't. No, no, no, I can't. 重覆練習其的動詞。

③ 配合活動本第 27 頁—你會做什麼？

Lesson 3 Conversation

教學目標：

Picture 1

Hi, Jenny.

Hi, Ken.

Picture 2

How are you?

Fine, thank you.

Let's play.

①用白襪子做成小玩偶套在手上，告訴小朋友他的名字是 Sam，以手上的小玩偶向全班說：Hi, children!引導全班回答 How are you? 全班回答 I'm fine. Thank you. 變換手上的玩偶並變換自己的音調、音色，重覆練習會話。若班上的小朋友也自己做個小玩偶即可互相練習對話。

② Let's Play

準備一個球，往上拋接住並說 Let's play!小朋友也說 Let's play!接著將球丟給 Amy 說 Let's play, Amy. Amy 要說 OK!並將球丟還給老師，輪流讓每位小朋友都有機會練習。亦可讓小玩偶當小朋友丟球給同學並說 Let's play!

③ The Conversation

懸掛本課會話海報，播放 CD 練習本課會話。

④配合活動本第 28 頁－電話

Lesson 4 Early literacy and pronunciation

學前閱讀及自然發音

教學目標：

Vocabulary

turtle, tree, tiger

(Extra: toes)

Grammar

Turtle, can you (hop)?

①利用閃卡複習單字 tree, tiger, turtle, truck。

②配合活動本第 29 頁－製作四張小閃卡。

③ Song: Turtles, Can You Hop?

(請見 Fingerprints 歌詞本)

④ Art and music activity

製作字母鈴鼓，引導小朋友在二個紙盤的中間分別寫上大寫的 T 及小寫的 t 並裝飾之。將紙盤面對面黏起來並於裡面放入豆子或米做成字母小鈴鼓。一邊唱歌 Turtles, Can You Hop? 一邊用字母鈴鼓打拍子。

Lesson 5 Song and Rhymes

教學目標：

Vocabulary

triangle, circle, square

Grammar

I can see a tree.

① Shapes

利用閃卡或有形狀的色紙 (○△□) 複習形狀的美語說法 circle, triangle, square, 並讓小朋友用手指在空氣中畫形狀。

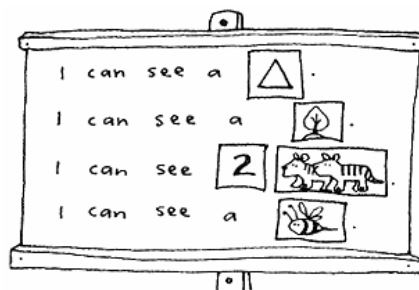
② I can see!

準備閃卡 (tree, tiger, bee, turtle, table, ball, balloon, bear, boat, truck) 先複習單字然後將閃卡貼於教室四周，用雙手握拳狀置於眼睛前如望遠鏡般，老師透過望遠鏡看閃卡並說：I can see a tree.小朋友要指出正確的閃卡並重覆 I can see a tree.接著讓小朋友當小老師說 I can see a _____.

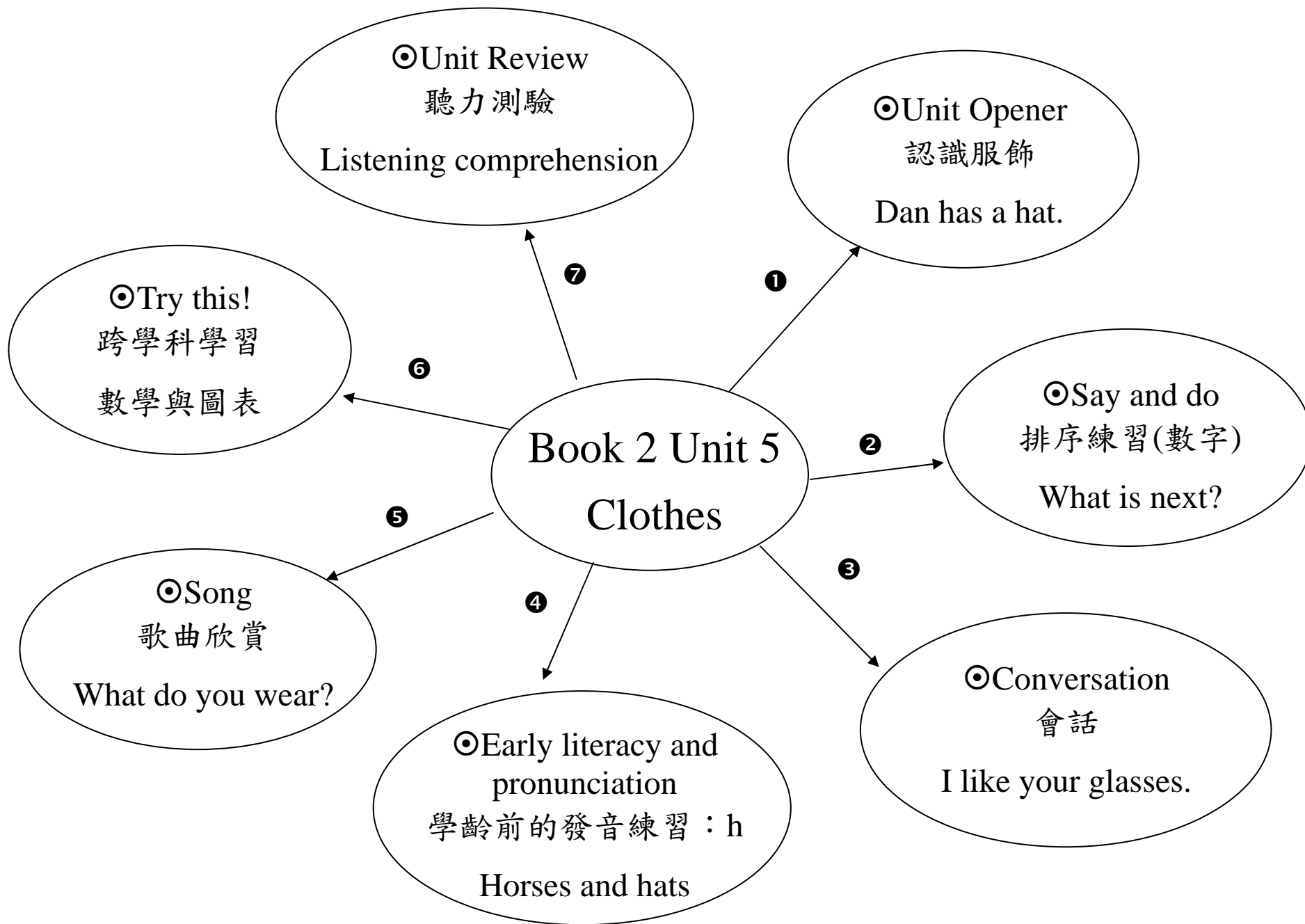
③ Song: I can see a triangle

(請見 Fingerprints 歌詞本) 請老師製作句型條並貼上圖卡如圖示。播放 CD 請小朋友一邊看著白板上的歌詞，一邊跟著唱。

④配合活動本第 31 頁。



<p>Lesson 6 Try This</p> <p>教學目標：</p> <p>Vocabulary rock, flower</p> <p>Grammar What's in the box? A rock. Where's the rock? The rock's in the box. Review: Put the flower in the box.</p>	<p>❶ Do the activity 準備一個箱子中間挖個洞（可將手伸入）如課本第 34 頁的圖。運用實際物品介紹 flower（花）及 rock（石頭）並複習之前學過的字（如：book, ball, pencil...），複習形狀；請一位小朋友矇住眼睛，摸一摸並猜猜看是什麼？Is it a (pencil)?其他的小朋友要回答 Yes / No。</p> <p>❷ 配合活動本第 32 頁</p> <p>❸ Make individual touch boxes 以廢物利用的方式製作。可用紙袋、小紙箱、面紙盒．．．引導小朋友做一個自己的 touch box 或 touch bag.小朋友也以裝飾自己的 touch box.並利用教室常用的物品讓同學猜一猜。</p>
<p>Lesson 7 Review Board</p> <p>教學目標：</p> <p>Vocabulary Review</p> <p>Grammar Review</p>	<p>❶ 複習 Lesson 1: Song: Walk, Walk, Walk</p> <p>❷ 複習 Lesson 2: Chant: Can You Dance?</p> <p>❸ 複習 Lesson 3: Song: Turtles, Can You Hop?</p> <p>❹ 複習 Lesson 4: Song: I Can See a triangle.</p> <p>❺ 配合活動本第 33 頁－形狀＋顏色的複習。</p>
<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<p>可利用本課的閃卡及自行製作出來的圖片，做成一幅大的圖謎，如下圖：</p> <div data-bbox="571 1167 837 1361" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>I can see a ○</p> <p>I can see a ○</p> <p>I can see 2 ○</p> <p>I can see a ○</p> </div> <p>圖片是可以隨時更換的</p>
<p>Strategy</p> <p>教學錦囊</p>	<p>孩子的發音發展比大人更容易像母語者的發音。每一單元的第四課幫助孩子發展他們的發音技巧，也幫助孩子正確的發音。你可以讓孩子對著鏡子看著嘴型發音練習，播放歌曲和韻文並鼓助孩子儘量模仿發音。</p>



① Lesson 1: Unit Opener

認識服飾

Dan has a hat.

學習能力指標

句型	單字
Who has a hat? Dan has a hat.	hat, pants skirt, jacket boots, shoes

♪ Song: Dan has a jacket.

Verse 1

Dan has a jacket, a green jacket.

Dan has a jacket, oh yeah.

Verse 2: a hat, a yellow hat.

Verse 3: pants, black pants.

Verse 4: boots, purple boots.

Verse 5

Lily has a jacket, a red jacket.

Lily has a jacket, oh yeah.

Verse 6: a skirt, a blue skirt

Verse 7: shoes, red shoes



透過歌曲學習句型

Dan has a green jacket.

Lily has a red jacket.

延伸教學

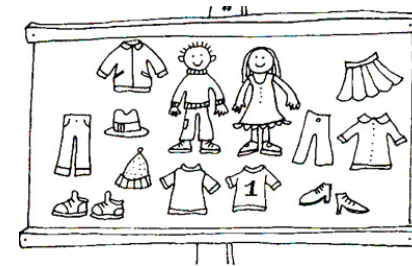
Interactive bulletin board.

互動式佈告欄

Find the blue hat.

Put the blue hat on the girl.

利用黏貼的遊戲活動，增加互動學習的機會。



② Lesson 2: Say and do
 排序練習(數學)
 What's next?

學習能力指標

句型	單字
The tiger has blue socks. What's next?	socks, mitten shorts

The tiger has socks.

The turtle has shorts.

The monkey has mittens.

透過圖片的排序，加深看圖造句的能力。



透過圖片的排序，加深看圖造句的能力。

Extension 延伸教學

① Help children create their own pattern.

結合小朋友的想像力，創造出屬於自己的排序規則。

② Create a sentence

引導小朋友看圖造句的能力。

③ Lesson 3: Conversation

會話

I like your glasses!

學習能力指標

句型

單字

I like your glasses!

Thank you.

T-shirt

sunglasses

Use The Poster 海報呈現

利用海報圖片，引導小朋友看圖說話的能力。

The girl has glasses.

The boy has a hat.

The T-shirt is yellow.

The hat is green.

Conversation 會話

Boy: I like your glasses.

Girl: Thank you.

Girl: I like your T-shirt.

Boy: Thanks

教導小朋友學會如何讚賞別人的生活禮儀。

♪ Song: I Like My Glasses.

Verse 1:

I like my glasses, I like my glasses.

My glasses are very, very cool.

I like my glasses, I like my glasses.

I wear my glasses to school.

Verse 2: socks

Verse 3: shoes

Verse 4: mittens



Extension 延伸教學

Role Play 角色扮演

Child 1: Your glasses are very cool.

I like your glasses.

Child 2: Thank you.

I wear my glasses to school.

I like your hat.

Child 1: Thanks.

I wear my hat to school, too.

④ Lesson 4: Early literacy and pronunciation

學齡前的發音練習：h

Horses and hats

Words beginning with h

練習字母與其發音

建立拼字基礎

學習能力指標

單字

hen, hammer, hot dog,
horse

Picture talk 看圖說話

This is Harry.

Say, "Hello, Harry."

How many hammers does Harry have?

Four hammers.

Harry has four hammers.

利用圖與故事的連結，增加自然發音的學習樂趣。

♪ **Song: Harry Has One Hammer**

Verse 1:

Harry has one hammer,
One hammer, one hammer.

Harry has one hammer,
Hello, Harry, hello!

Verse 2: two hammers

Verse 3: three hammers

Verse 4: four hammers



⑤ Lesson 5: Song

歌曲欣賞

What do you wear?

學習能力指標

句型

單字

What do you wear
on a hot day?
I wear a hat.

hot
cold

1. 認識 hot, cold

2. Clothes sort 服飾分類

Song: What Do You Wear?

Verse 1:

What do you wear on a hot, hot day?

Hot, hot day; hot, hot day.

What do you wear on a hot, hot day?

On a hot, hot day.

I wear a hat on a hot, hot day.

On a hot, hot day.

Verse 2: a T-shirt

Verse 3: shorts

Verse 4: What do you wear on a cold, cold day?


Verse 5: boots

Verse 6: mittens

Extension 延伸教學

Interactive bulletin board

互動式佈告欄

What do you wear on a   day?

I wear a  on a   day.

  day,   day.

I wear a  on a   day.

On a   day.

利用 Rebus (畫謎) 的图片，來練習童詩，建構閱讀能力，並另用互動式佈告欄，創造出不同童詩的變化。

⑥ Lesson 6: Try this!

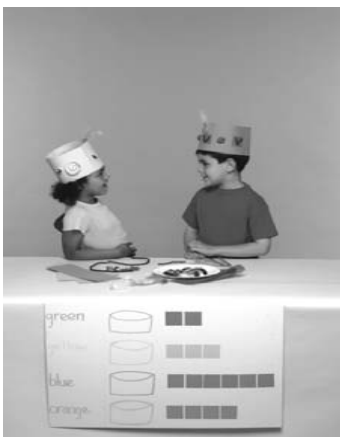
跨學科學習
數學與圖表

學習能力指標

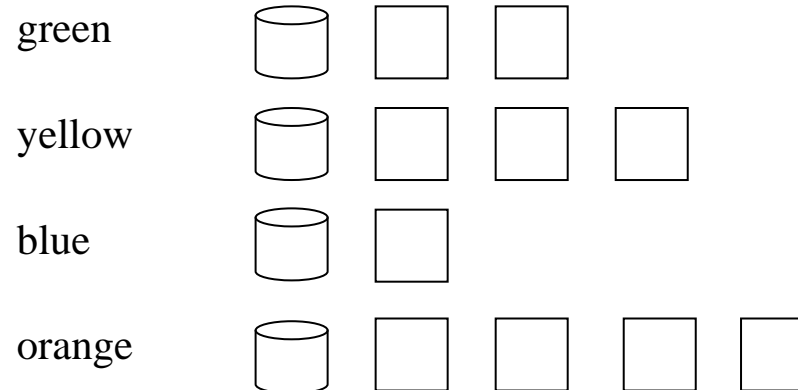
句型	單字
What color is your hat?	green, yellow
How many green hats?	blue, orange

Make hats-hands on approach

透過動手操作的樂趣，加深語言的學習效能。



Make a picture graph 圖表統計製作



從小朋友對顏色的喜好當中，歸類出一張統計圖表，並建構數理的基本邏輯概念。

Conversation Extension 會話延伸

Child 1: I like your green hat.

Child 2: Thank you.

I like your red hat.

Child 1: Thank you.

⑦ Lesson 7: 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。

Listen and circle 聽一聽、圈一圈

Dad has glasses.

I like my shoes.

Who has mittens? Mom has mittens.

I have red socks.

This begins with “h”: horse, bear



Listening comprehension 聽力測驗

1. This is a jacket.
2. Who has a hat? Dan has a hat.
3. Lily has yellow mittens.
4. This begins with “h”: beat, hammer, jacket.

Oral language review 口語複習

What's this?

Who has glasses?

Who has mittens?

What color is the jacket?

Level 2 Student Book

Unit 5 : Clothes

Lesson 1 Unit Opener

單元介紹

教學目標：

Vocabulary

jacket, hat, skirt, pants
shoes, boots
(Extra: clothes Review colors)

Grammar

Dan has a hat.
Who has a jacket?

① Teach clothes vocabulary

利用實物(外套、帽子、裙子、褲子...)複習本課單字

② Amy has a skirt

準備一些本課所教的衣物，讓小朋友可以不必脫衣服就可以直接穿上的。老師拿起一件裙子並問：What's this?小朋友回答 It's a skirt.老師請其中一位小朋友穿上大家就要說 Amy has a skirt.以同樣方式練習其他單字。

(David) has a (hat). (Jeremy) has a (jacket).

③ Song: Dan Has a Jacket

(請見 Fingerprints 歌詞本)

④ 配合活動本第 34 頁—衣物

Lesson 2 Say and do

實用生活會話

教學目標：

Vocabulary

socks, mitten, shorts

Grammar

The tiger has blue socks.
What's next?

① Mime Game

比手劃腳：將本課單字閃卡 (mittens, shorts, socks, hat, jacket) 貼於白板。老師比動作，例如假裝在穿襪子，小朋友要猜猜老師在穿什麼？

② Jim has mittens

讓其中一位小朋友選一張閃卡，但不能被看到，然後每位小朋友開始做動作，假裝正在戴(手套)，其他的小朋友要說 Jim has mittens.

③ New Song Verses

請三位小朋友上台穿上老師所戴來的衣物，並引導其他小朋友唸朗詩。

Jill has (shorts), (orange shorts)

Jill has (shorts), oh yeah.

Lesson 3 Conversation

教學目標：

Picture 1

t-shirt, glasses
(Extra: wear, thanks)

Picture 2

I like your hat!
I like my hat.

① 播放歌曲 Song: I like my glasses

Show 出你自己的眼鏡，告訴小朋友 I like my glasses.依此類推，Show 出手套、鞋子、襪子並讓小朋友跟著說出來。

② 一邊播放歌曲，一邊作出歌詞的律動動作，告訴小朋友 cool 的意思。

③ 請全班小朋友再一起唱一次歌。

④ 把班上的小朋友分成 2 組，一組是男生隊，一組是女生隊每次有 2 位小朋友做 role play 角色扮演練習。

<p>Lesson 4 Early literacy and pronunciation 學前閱讀及自然發音 教學目標： Vocabulary hen, hammer, hot dog, horse Grammar</p>	<p>❶ Hen, hen, hen, horse 大家圍個圓圈，請一位小朋友當鬼，走在圓的外圍，輕輕拍點每位同學的頭並唸 Hen, hen, hen, hen...horse!被點到是 horse 的小朋友要趕快站起來追當鬼的小朋友，當鬼的小朋友要趕快去坐在那位小朋友的位子上。若當鬼的小朋友被抓到了就繼續當鬼，反之那位位子被鬼搶走的小朋友就必須當鬼。</p> <p>❷ Tactile letters 在紙上寫個大寫 H，一個小寫 h。讓小朋友用小貼紙沿著 H 的形狀貼（要蓋住所寫的部分）。</p> <p>❸ Song: Harry Has One Hammer</p>
<p>Lesson 5 Song and Rhymes 教學目標： Vocabulary hot, cold Grammar What do you wear on a (cold) day? I wear a (hat).</p>	<p>❶ Dress for the weather 請老師準備一件 T 恤、短褲、遮陽帽、冬天戴的毛帽、手套及夾克，老師問：What do you wear on hot, hot day?請一位小朋友選一件衣服是大熱天在穿的並說 (A t-shirt)，引導全班說 I wear (a t-shirt)，請這位小朋友穿上，再多請二位小朋友上台重覆上述的方法，讓小朋友熟悉句型。</p> <p>❷ Song: What Do You Wear? (請見 Fingerprints 歌詞本)</p> <p>❸ 配合活動第 39 頁一字母練習 H/h。</p>
<p>Lesson 6 Try This 教學目標： Vocabulary Grammar Two green hats. What color is your hat?</p>	<p>❶ Make hats 請老師準備長條型的紙（藍色、黃色、綠色及橘色）數張。一一問小朋友 “Blue, yellow, green or orange.” 小朋友要回答 (Yellow), please.請老師準備一些這四種顏色的裝飾品，並依顏色不同分四桌擺放，讓小朋友到自己所選的顏色的桌子，開始製作自己的帽子。</p> <p>❷ Make picture graph 製作一張圖表如課本 42 頁所示，老師問 Justin, What color is your hat?小朋友回答 It's green.並拿一張綠色小方紙。重覆上述方式練習，小朋友亦可擔任老師的工作問小朋友：Amy, What color is your hat?最後老師問 How many (green) hats?</p> <p>❸ Chant 讓小朋友戴上自己所做的帽子，老師問 Who has a (green) hat?戴綠色帽子的小朋友要站起來並說 I have a green hat. I have a green hat.</p> <p>❹ 配合活動本第 40 頁一序列的練習。</p>

<p>Lesson 7 Review Board</p> <p>教學目標：</p> <p>Vocabulary</p> <p>Review</p> <p>Grammar</p> <p>Review</p>	<ul style="list-style-type: none"> ❶ 複習 Lesson 1: Song: Dan Has a Jacket. ❷ 複習 Lesson 3: Song: I Like My Glasses. ❸ 複習 Lesson 4: Song: Harry Has One Hammer. ❹ 複習 Lesson 5: Song: What Do You Wear? ❺ 配合活動本第 41 頁一分類
<p>Interactive Bulletin Board</p> <p>互動式美語情境佈置</p>	<ul style="list-style-type: none"> ❶ 可準備二個造型的男女，小朋友並有不同造型的衣服、褲子、鞋子、裙子放在小朋友的旁邊。 ❷ 老師可以給小朋友指令如：Find the blue hat. Put the blue hat on the girl's head. ❸ 依此類推，請小朋友上台，依照老師的指令將衣服黏在正確的位置上。
<p>Strategy</p> <p>教學錦囊</p>	<p>圖表的活動提供孩子很好的機會學習有意義的語言。孩子可以談論他們喜歡的顏色，並用一四方的紙貼在自己喜歡的顏色之處。他們也可以依照穿的襪子的顏色而排成列（人的圖表）。孩子可透過數每一列的數目而練習數數。</p>