

【附件1】【Attachment 1】

新北市114學年度國小外籍英語教學人員(TFETP)在職名單
暨研習參與情形

Currently Employed TFETP Foreign English Teachers and
Teaching Assistants for the 2025/2026 School Year in New Taipei City
and Their Workshop Participation

更新日期：2025.7.28

Updated on July 28th, 2025

編號 No.	服務學校 School	外籍英語教學人員 Foreign Teacher / Teaching Assistant	已通過 基礎研習 Complete the Stage 1	已通過 初階研習 Complete the Stage 2
1	大鵬國小 Dapeng Elementary School	Mr. Dwight Dave Pala Quino	✓ 2025.1.13~15	
2	和美國小 Hemei Elementary School	Ms. Akemie Melody Alonzo Capuyan	✓ 2025.1.13~15	
3	嘉寶國小 Jiabao Elementary School	Ms. Le Mariz Magugat Apostol	✓ 2025.1.13~15	
4	成福國小 Chenfu Elementary School	Ms. Delisa Tebenguni Simelane	✓ 2025.1.13~15	
5	吉慶國小 Jiqing Elementary School	Ms. Abeer Dela Cruz Ronquillo	✓ 2025.1.13~15	
6	淡海國小 Danhai Elementary School	Ms. Beverly Anne Reyes Garan	✓ 2025.1.13~15	
7	新埔國小 Sinpu Elementary School	Mr. Aldrin Dayag De La Cruz	✓ 2025.1.13~15	
8	後埔國小 Houpu Elementary School	Mr. Joshua Chandler Kugler	✓ 2025.1.13~15	
9	沙崙國小 Shalun Elementary School	Ms. Dhary Ann Albios Tadlip	✓ 2025.1.13~15	
10	文德國小 Wende Elementary School	Ms. Cristy Fannie Suarez Bonotan	✓ 2025.1.13~15	

編號 No.	服務學校 School	外籍英語教學人員 Foreign Teacher / Teaching Assistant	已通過 基礎研習 Complete the Stage 1	已通過 初階研習 Complete the Stage 2
11	山佳國小 Shanjia Elementary School	Ms. Florence Massagan Latawan	✓ 2025.1.13~15	
12	新店國小 Xindian Elementary School	Mr. Aaron Ycasas Masangkay	✓ 2025.1.13~15	
13	青潭國小 Qingtian Elementary School	Ms. Adel May Pompa Beringuel	✓ 2025.1.13~15	
14	雙城國小 Shuangcheng Elementary School	Mr. John Michael Tagayon Dela Paz	✓ 2025.1.13~15	
15	水源國小 Shuiyuan Elementary School	Ms. Andrea Esguerra Holgado	✓ 2025.1.13~15	
16	中泰國小 Zhongtai Elementary School	Mr. Max Gade Borling	✓ 2025.1.13~15	
17	國泰國小 Guotai Elementary School	Ms. Laarnie Reyes Tiongson	✓ 2025.1.13~15	
18	米倉國小 Micang Elementary School	Ms. Joyce Mesa Depositario	✓ 2025.1.13~15	
19	三重國小 Sanchong Elementary School	Mr. Jason Garcia Cena	✓ 2025.1.13~15	
20	三光國小 Sanguang Elementary School	Ms. Lady Ann Buenaflor Dimailig	✓ 2025.1.13~15	
21	安和國小 Anhe Elementary School	Ms. Anamie Handugan Caguisa	✓ 2025.1.13~15	
22	介壽國小 Jieshou Elementary School	Ms. Razel Tabanag Unabia	✓ 2025.1.13~15	
23	忠義國小 Zhongyi Elementary School	Mr. Lorlie Maglipas Abrogar	✓ 2025.1.13~15	

編號 No.	服務學校 School	外籍英語教學人員 Foreign Teacher / Teaching Assistant	已通過 基礎研習 Complete the Stage 1	已通過 初階研習 Complete the Stage 2
24	光華國小 Guanghua Elementary School	Mr. Richard Go Ong	✓ 2025.1.13~15	
25	中園國小 Zhongyuan Elementary School	Ms. Shi Yun Wang	✓ 2025.1.13~15	
26	永定國小 Yongding Elementary School	Ms. Hirene Fiesta Delos Santos	✓ 2025.1.13~15	
27	土城國小 Tucheng Elementary School	Ms. Christy Buyayo Bumilao	✓ 2025.1.13~15	
28	興仁國小 Xingren Elementary School	Ms. Wenelyn Flores Bayno	✓ 2025.1.13~15	
29	中湖國小 Zhonghu Elementary School	Ms. Cristy Ibanez Dacillo	✓ 2025.1.13~15	
30	三多國小 Sanduo Elementary School	Ms. Lovely Tibay Domanico	✓ 2025.1.13~15	
31	樹林國小 Shulin Elementary School	Ms. Sheila Mae Manoop Jardeloza	✓ 2025.1.13~15	
32	蘆洲國小 Luzhou Elementary School	Mr. Rafael Tadiwan Aguirre	✓ 2025.1.13~15	
33	新市國小 Xinshi Elementary School	Ms. Zanele Ziyane	✓ 2025.1.13~15	
34	十分國小 Shihfen Elementary School	Ms. Jacky Rose Miranda De Jesus	✓ 2025.1.13~15	
35	建國國小 Jianguo Elementary School	Mr. Benedict Caboteja Raras	✓ 2025.1.13~15	
36	東山國小 Dongshan Elementary School	Mr. Merlin Icasiano Cataluna	✓ 2025.1.13~15	

編號 No.	服務學校 School	外籍英語教學人員 Foreign Teacher / Teaching Assistant	已通過 基礎研習 Complete the Stage 1	已通過 初階研習 Complete the Stage 2
37	瑞柑國小 Ruigan Elementary School	Ms. Mary ann Adaci Lipang	✓ 2025.1.13~15	
38	裕民國小 Yumin Elementary School	Ms. Maritess Cepada Jemeniz	✓ 2025.1.13~15	
39	永和國小 Yonghe Elementary School	Ms. Xolile Antonatte Andile Nxumalo	✓ 2025.1.13~15	
40	新泰國小 Xintai Elementary School	Ms. Ma Cecilia Gonzales San Miguel	✓ 2025.1.13~15	
41	廣福國小 Guangfu Elementary School	Ms. I Pee Dignos Angca	✓ 2025.1.13~15	
42	興華國小 Xinghua Elementary School	Ms. Aileen Addatu Muñoz	✓ 2025.1.13~15	
43	金山國小 Jinshan Elementary School	Ms. Carolyn Caballero Calag	✓ 2025.1.13~15	
44	雙溪國小 Shuanxi Elementary School	Ms. Mariel Pagaddu Orpilla	✓ 2025.1.13~15	
45	北大國小 Beida Elementary School	Ms. Zamangwe Nana Mazibuko		
46	東湖國小 Donghu Elementary School	Ms. Karlene Savedra Savedra		
47	正義國小 Zhengyi Elementary School	Mr. Austin Jun Yan Yu		
48	光復國小 Kuangfu Elementary School	Ms. Von Jovie Kier Sagliba Samson		
49	光榮國小 Guangrong Elementary School	Ms. Julianne Antonette Erese Corpus		

編號 No.	服務學校 School	外籍英語教學人員 Foreign Teacher / Teaching Assistant	已通過 基礎研習 Complete the Stage 1	已通過 初階研習 Complete the Stage 2
50	板橋國小 Banqiao Elementary School	Ms. Ogbu Ogonna Mercy		
51	老梅國小 Laomei Elementary School	Mr. Mc Jeff Bugayong Guerra		
52	橫山國小 Hangshan Elementary School	Ms. Jackie Mae I Replan Divino		
53	仁愛國小 Renai Elementary School	Ms. Kanbra Jodie Aguayo		
54	榮富國小 Rongfu Elementary School	Ms. Mabelle Sagarino Dano		
55	五寮國小 Wuliao Elementary School	Ms. Denise Hazyl Garcia Fabrero		
56	和平國小 Heping Elementary School	Ms. Ruby Rose Traya Maque		
57	金美國小 Jinmei Elementary School	Ms. Claire Francis Birao Palitoc		
58	文林國小 Wenlin Elementary School	Ms. Jezrel Ann Catimbang Ante		
59	二橋國小 Erqiao Elementary School	Ms. Prenrose Deferia Pia		
60	福隆國小 Fulong Elementary School	Mr. Shervin Lawrence Marsh		
61	成功國小 Chenggong Elementary School	Mr. Radnie Eslabon De Joseph		
62	丹鳳國小 Danfeng Elementary School	尚未媒合		

編號 No.	服務學校 School	外籍英語教學人員 Foreign Teacher / Teaching Assistant	已通過 基礎研習 Complete the Stage 1	已通過 初階研習 Complete the Stage 2
63	積穗國小 Jisui Elementary School	尚未媒合		

備註：

- (一) 未參加或未通過本局113學年度辦理之「第一階段：基礎探索研習」者務必參加。
- (二) 已參加過本局113學年度辦理之「第一階段：基礎探索研習」、且欲溫故知新者，鼓勵參加。
- (三) 所有外師務必參加「第二階段：初階應用研習」。

Remarks:

1. Those who did not attend or did not pass the “Stage 1: Exploration Workshop” held by the New Taipei City Education Department in the 2024/2025 school year must attend.
2. Those who have already obtained the certificate for the "Stage 1: Exploration Workshop" in the 2024/2025 school year and wish to review and enhance their understanding are encouraged to attend.
3. All foreign teachers are required to participate in the “Stage 2: Application Workshop”.

【附件 2】【Attachment 2】

新北市 114 年度國小 TFETP 外籍英語教學人員在職培訓

【基礎探索研習 / 初階應用研習 報名表】

學校名稱	新北市_____區_____國民小學				
姓名 (外師全名， 請以名+姓方式填寫)	E-MAIL	葷素 情形	身分別	教學 年級	欲攜 帶教 科書 年級
		<input type="checkbox"/> 葷 <input type="checkbox"/> 素	<input type="checkbox"/> 全時外師 <input type="checkbox"/> 全時助理		
報名項目	<input type="checkbox"/> 基礎探索研習 Stage 1	<input type="checkbox"/> 初階應用研習 Stage 1		<input type="checkbox"/> 兩者都報名 Stage 1 and 2	

備註：

1. 請於 114 年 8 月 18 日(星期一)下午 4:00 前將報名表填畢經相關人員核章後，正本留校備查，**影本掃描後之 PDF 檔請連同報名表可編輯檔**一併 E-mail 寄至本市英語教育資源中心電子信箱：englishcenterntpc@gmail.com
【信件主旨：○○國小 TFETP 外師在職培訓研習報名表】
2. 報名表上的教學年級請填寫完整，跨年級教學者，請將教學年級全數填上。
3. 請協助提醒參加基礎探索研習 (Stage 1) 的外師於第三日 (8/27 星期三) 記得攜帶筆電以及其中一個授課年級的英語教科書 (以三到六年級為主)。
4. 請協助提醒參加初階應用研習 (Stage 2) 的外師於第二日 (8/29 星期五) 記得攜帶筆電以及其中一個授課年級的英語教科書及繪本 (以三到六年級為主)。
5. 可同步報名基礎探索研習 (Stage 1) 及初階應用研習 (Stage 2)，通過基礎研習取得證書後，即可接續參加初階應用研習。

承辦人：_____

(核章)

處室主任：_____

(核章)

【附件 3】 【Attachment 3】

**2025 New Taipei City In-Service Training for
TFETP Foreign English Teachers and Teaching Assistants**

**Stage 1 - Exploration Workshop
(Second Batch)**

1. Main organizer: The Education Department of New Taipei City Government
Assisting organizer: New Taipei City English Education Resource Center

2. Participants:
 - (1) Newly appointed personnel for the 2025/2026 academic year in New Taipei City under the Ministry of Education's Foreign English Teacher Program (TFETP), including Full-time Foreign English Teachers and Full-time Foreign English Teaching Assistants (hereinafter collectively referred to as "foreign teachers").
 - (2) Those who did not obtain the certificate for the "Stage 1: Exploration Workshop" held by the New Taipei City Education Department in the 2024/2025 academic year are required to attend. Please refer to **【Attachment 1】** for participation records.
 - (3) Those who have already obtained the certificate for the "Stage 1: Exploration Workshop" in the 2024/2025 academic year and wish to review and reinforce their knowledge are encouraged to attend.

3. Date: The training takes place over three days
Aug. 25~27, 2025 (Mon., Tue., Wed.).

4. Location: XiuDe Elementary School
(No. 3, Sec. 3, Chongyang Rd., Sanchong Dist., New Taipei City)
Google Maps Link: <https://goo.gl/maps/fvGKw5isDdnhNjyi8>
Dream Building B1

5. Notice:
 - (1) Schools will receive official work leave paperwork; however, teachers must remind their administration director of the need to apply for leave to attend the workshop.
 - (2) No parking is provided in Xiude Elementary School, please use public

transportation.

- (3) Please bring your own cup or water bottle.
- (4) The sign-in time is from 8:30am to 9:00am. The sign-in desk will accept participants during the first 20 minutes after the start of the course.
- (5) Those who do not sign in on time for each session will be deemed absent and no certificate will be issued.
- (6) English textbooks and a laptop computer or another electronic device to create lesson plans are needed on Day 3 (Wednesday, August 27th) of the In-Service training.

*Note:

- i. If you teach more than one grade level, please select one grade level and bring the textbooks for that grade level. Textbooks from Grade 3 to 6 are recommended.
 - ii. If you don't have a laptop computer, please ask your school to provide you one for the workshop.
- (7) The in-service workshops are divided into four stages. Please see **【Attachment 5】** for reference. Participants who attend each workshop on time and submit the required assignments will receive a certificate for that stage. Upon receiving the certificate, participants become eligible to attend the next stage of the workshop.
 - (8) Foreign teachers who complete all four stages and receive certificates for all workshops may be invited to serve as presenters in future training sessions.
 - (9) The dates of each workshop will be scheduled at a later time.

6. Workshop Schedule:

Day 1: Monday, August 25th, 2025		
Time	Topic	Host(s) / Presenter(s)
8:30~9:00	Sign-in	New Taipei City English Education Resource Center
9:00~9:50	English Education Policy of New Taipei City	Mr. Dwight Kilborn <i>(English Education Resource Center)</i>
9:50~10:00	Break	
10:00~12:00	English Curriculum Guidelines of New Taipei City	Mr. Dwight Kilborn <i>(English Education Resource Center)</i>
12:00~13:00	Lunch Break	

13:00~16:00	Classroom Management	Ms. Miao-Ying Lin (<i>Dingxi Elementary School</i>) Ms. Yu-Ling Chang (<i>Dengkong Elementary School</i>)
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Day 2: Tuesday, August 26th, 2025		
Time	Topic	Host(s) / Presenter(s)
8:30~9:00	Sign-in	New Taipei City English Education Resource Center
9:00~12:00	Listening and Speaking Teaching Strategies and Assessment	Ms. Miao-Ying Lin (<i>Dingxi Elementary School</i>) Ms. Yu-Ling Chang (<i>Dengkong Elementary School</i>)
12:00~13:00	Lunch Break	
13:00~16:00	Reading and Writing Teaching Strategies and Assessment	Ms. Tzu-Chun Chen Ms. Li-Chuan Ning (<i>English Education Resource Center</i>)

Day 3: Wednesday, August 27th, 2025		
Time	Topic	Host(s) / Presenter(s)
8:30~9:00	Sign-in	New Taipei City English Education Resource Center
9:00~12:00	Developing a Lesson Plan	Ms. Li-Chuan Ning Ms. Li-Ling Wu (<i>English Education Resource Center</i>)
12:00~13:00	Lunch Break	
13:00~13:50 13:50~14:40 14:40~15:30	Lesson Plan Design and Demonstration	Mr. Dwight Kilborn Ms. Li-Chuan Ning Ms. Li-Ling Wu Ms. Tzu-Chun Chen (<i>English Education Resource Center</i>)
15:40~16:00	Certificate Presentation Ceremony	Mr. Yi-Cheng Lin (<i>Education Department of New Taipei City Government</i>)

2025 New Taipei City In-Service Training for TFETP Foreign English Teachers and Teaching Assistants

Stage 2 - Application Workshop

1. Main organizer: The Education Department of New Taipei City Government
Assisting organizer: New Taipei City English Education Resource Center

2. Participants:
Foreign English teachers and teaching assistants under the TFETP program in New Taipei City for the 2025/2026 academic year (hereinafter collectively referred to as “foreign teachers”) who have obtained the certificate for Stage 1- Exploration Workshop are required to attend the Stage 2- Application Workshop. Foreign teachers may register for both the Stage 1- Exploration Workshop and the Stage 2- Application Workshop at the same time. Please refer to **【Attachment 1】** for participation records.

3. Date: The training takes place over two days: Aug. 28~29, 2025 (Thur., Fri.).

4. Location: XiuDe Elementary School
(No. 3, Sec. 3, Chongyang Rd., Sanchong Dist., New Taipei City)
Google Maps Link: <https://goo.gl/maps/fvGKw5isDdnhNjyi8>
Dream Building on B1

5. Notice:
 - (1) Schools will receive official work leave paperwork; however, teachers must remind their administration director of the need to apply for leave to attend the workshop.
 - (2) No parking is provided in Xiude Elementary School, please use public transportation.
 - (3) Please bring your own cup or water bottle.
 - (4) The sign-in time is from 8:30am to 9:00am. The sign-in desk will accept participants during the first 20 minutes after the start of the course.
 - (5) Those who do not sign in on time for each session will be deemed absent and no certificate will be issued.

- (6) Participants are required to bring English textbooks, picture books or storybooks, and a laptop or other electronic device for lesson planning on Day 2 (Friday, August 29) of the In-Service Training.

The recommended English picture book list can be found in **【Attachment 6】** .

*Note:

- i. If you teach more than one grade level, please select one grade level and bring the corresponding teaching materials for that grade level. Materials for Grade 3 to 6 are recommended.
 - ii. If you don't have a laptop computer, please ask your school to provide you one for the workshop.
- (7) The in-service workshops are divided into four stages. Please see **【Attachment 5】** for reference. Participants who attend each workshop on time and submit the required assignments will receive a certificate for that stage. Upon receiving the certificate, participants become eligible to attend the next stage of the workshop.
- (8) Foreign teachers who complete all four stages and receive certificates for all workshops may be invited to serve as presenters in future training sessions.
- (9) The dates of each workshop will be scheduled at a later time.

6. Workshop Schedule:

Day 1: Thursday, August 28th, 2025		
Time	Topic	Host(s) / Presenter(s)
8:30~9:00	Sign-in	New Taipei City English Education Resource Center
9:00~12:00	Teaching English Through English Strategies	Ms. Jia-Hui Zhong (<i>Deyin Elementary School</i>) Ms. Tzu-Chun Chen (<i>New Taipei City English Education Resource Center</i>)
12:00~13:00	Lunch Break	
13:00~16:00	Integrating Picture Books into English Teaching	Ms. Yu-Wen Lin (<i>Yonghe Elementary School</i>) Ms. Tzu-Chun Chen (<i>New Taipei City English Education Resource Center</i>)

Day 2: Friday, August 29th, 2025		
Time	Topic	Host(s) / Presenter(s)
8:30~9:00	Sign-in	New Taipei City English Education Resource Center
9:00~12:00	Creating Picture Book Learning Activities	Mr. Dwight Kilborn Ms. Li-Chuan Ning Ms. Li-Ling Wu Ms. Tzu-Chun Chen <i>(English Education Resource Center)</i>
12:00~13:00	Lunch Break	
13:00~13:50 13:50~14:40 14:40~15:30	Picture Book Learning Activities— Demonstration and Feedback	Mr. Dwight Kilborn Ms. Li-Chuan Ning Ms. Li-Ling Wu Ms. Tzu-Chun Chen <i>(English Education Resource Center)</i>
15:40~16:00	Certificate Presentation Ceremony	Mr. Yi-Cheng Lin <i>(Education Department of New Taipei City Government)</i>

【附件 5】【Attachment 5】

新北市國小外籍英語教學人員(TFETP)進修研習規劃

New Taipei City Four-Stage In-Service Training Program
for TFETP Foreign English Teachers and Teaching Assistants

114年1月1日起適用 (Effective on January 1st, 2025)

階段 (Stage)	參加對象 (Participants)	課程名稱 (Topic)	研習時數 (Hours)
第一階段： 基礎探索研習 (共 18 小時) Stage 1 Exploration Workshop (18 hours in total)	1. TFETP 全時外師 (Foreign English teachers in the TFETP program) 2. TFETP 全時教學助理 (Foreign English teaching assistants in the TFETP program)	新北市英語教育政策 (English Education Policy of New Taipei City)	1
		新北市英語課綱導讀 (English Curriculum Guidelines of New Taipei City)	2
		班級經營與管理 (Classroom Management)	3
		聽說教學策略與評量 (Listening and Speaking Teaching Strategies and Assessment)	3
		讀寫教學策略與評量 (Reading and Writing Teaching Strategies and Assessment)	3
		英語教案設計與撰寫 (Developing a Lesson Plan)	3
		教學活動設計與演練 (Lesson Plan Design and Demonstration)	3
第二階段： 初階應用研習 (共 12 小時) Stage 2 Application Workshop (12 hours in total)	取得第一階段基礎探索研習證書之 TFETP 全時外師及全時教學助理。 (Foreign English teachers and teaching assistants in the TFETP program who have obtained the certificate from the workshop of the previous stage, i.e. Exploration Workshop)	全英語教學策略 (Teaching English Through English Strategies)	3
		「英閱繪」教學 (Integrating Picture Books into English Teaching)	3
		繪本教學活動設計 (Creating Picture Book Learning Activities)	3
		繪本教學演練與回饋	3

		(Picture Book Learning Activities—Demonstration and Feedback)	
<p>第三階段： 進階融合研習 (共 12 小時)</p> <p>Stage 3 Integration Workshop (12 hours in total)</p>	<p>取得第二階段初階應用研習證書之 TFETP 全時外師及全時教學助理。 (Foreign English teachers and teaching assistants in the TFETP program who have obtained the certificate from the workshop of the previous stage, i.e. Application Workshop)</p>	英語歌謠韻文 (English Songs and Chants in the Classroom)	3
		英語讀者劇場 (Reader's Theater)	3
		多媒體與教具之應用 (Using Multimedia Tools and Teaching Aids in the Classroom)	3
		CLIL 教學法核心理念 (CLIL: Purpose, Pedagogy and Methodologies)	3
<p>第四階段： 高階創新研習 (共 12 小時)</p> <p>Stage 4 Innovation Workshop (12 hours in total)</p>	<p>1. 取得第三階段進階融合研習證書之 TFETP 全時外師及全時教學助理。 (Foreign English teachers and teaching assistants in the TFETP program who have obtained the certificate from the workshop of the previous stage, i.e. Integration Workshop)</p> <p>2. 該外師或外籍英語教學助理之協同中師，每校可薦派一至兩位共同出席。 (One or two co-teachers who collaborate with the TFETP teachers.)</p>	協同教學策略 (Co-teaching Strategies)	1
		協同教學實作 (Hands-on Co-teaching Practice)	2
		認識差異化教學 (Getting to Know Differentiated Instruction)	3
		定錨學習活動 (Anchor Activities)	3
		分層學習活動 (Tiered Activities)	3

第一學習階段（低年級） First Stage (Lower Grade)				
閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
閱讀歷程 Reading Process	<p>閱 I-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。</p> <ol style="list-style-type: none"> 能辨識第一學習階段英語文本（繪本）中的英文字母。 能辨識第一學習階段英語文本（繪本）中的關鍵字詞。 能知道第一學習階段英語文本（繪本）之書名。 <p>R I-E1 To learn general vocabulary in a daily context and for basic subject knowledge studies.</p> <ol style="list-style-type: none"> Be able to identify English letters learned from English texts (picture books) in the first stage. 	<p>1. <i>Good Night Gorilla</i>, by Peggy Rathmann, Scholastic (1995)</p>	動物、顏色、生活用語 Animals, Colors, Daily Phrases	生活-E-C2 LC-E-C2
		<p>2. <i>Alphabet City</i>, by Stephen T. Johnson, Viking (1995)</p>	字母 The Alphabet	生活-E-B3 LC-E-B3
		<p>3. <i>Food for Thought</i>, by Saxton Freymann, Scholastic (2005)</p>	數字、顏色、字母、 Numbers, Colors, The Alphabet	生活-E-B3 LC-E-B3
		<p>4. <i>Yo! Yes!</i> by Chris Raschka, Scholastic</p>	生活用語 Daily Phrases	生活-E-A1 LC-E-A1

【附件 6】 【Attachment 6】 Reading Literacy and Suggested Books

第一學習階段（低年級） First Stage (Lower Grade)				
閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	2. Be able to identify target words learned from English texts (picture books) in the first stage.	(1993)		
	3. Be able to know book titles learned from English texts (picture books) in the first stage.	5. <i>Alphabet Ice Cream</i> , by Sue Heap & Nick Sharratt, Puffin (2007)	字母 The Alphabet	生活-E-B3 LC-E-B3
閱讀歷程 Reading Materials	閱 I-E8 低、中年級以紙本閱讀為主。 能閱讀第一學習階段英語文本（繪本）。 R I-E8 Mainly paper reading for lower and middle graders. Be able to read first stage English texts (picture books).	6. <i>The Wheels on the Bus</i> , by Annie Kubler (illustrator), Child's Play (2001)	擬聲詞 Onomatopoeias	生活-E-B3 LC-E-B3
		7. <i>Old MacDonald Had a Farm</i> , by Pam Adams (illustrator), Child's Play (2002)	動物 Animals	生活-E-B3 LC-E-B3

第一學習階段（低年級） First Stage (Lower Grade)				
閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
閱讀態度 Reading Attitude	閱 I-E12 培養喜愛閱讀的態度。 1. 能專心聆聽英語故事。 2. 能樂於翻閱英語文本（繪本）。	8. <i>Five Little Monkeys Jumping on the Bed</i> , by Eileen Christelow, Scholastic (1989)	數字 Numbers	生活-E-A1 LC-E-A1
	R I-E12 To cultivate love for reading. 1. Be able to listen to an English story attentively. 2. Have a positive attitude toward reading through English texts (picture books).	9. <i>Five Little Ducks</i> , by Pamela Papparone, NorthSouth (1997)	數字 Numbers	生活-E-A1 LC-E-A1
		10. <i>No David</i> , by David Shannon, Scholastic (2000)	生活用語 Daily Phrases	生活-E-C2 LC-E-C2
	閱 I-E13 願意廣泛接觸不同類型及不同學科主題的文本。 樂於接觸第一學習階段各種不同類型及學科主題	11. <i>Carlo Likes Counting</i> , by Jessica Spanyol, Walker Books (2003)	數字 Numbers	數-E-B1 生活-E-B3 M-E-B1 LC-E-B3

第一學習階段（低年級） First Stage (Lower Grade)				
閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	的英語文本（繪本）。 R I-E13 Be willing to read various texts and subject themes. Have a positive attitude toward reading English texts (picture books) from the first stage of various genres and subject themes. 閱 I-E14 喜歡與他人討論、分享自己閱讀的文本。 1. 樂於參與小組的英文閱讀活動。 2. 樂於分享英語文本（繪本）。 R I-E14 Love to discuss and share readings with other people. 1. Have a positive attitude toward group reading activities.	12. <i>Monkey and Me</i> , by Emily Gravett, Macmillan Children's Books (2007)	動物 Animals	生活-E-B3 LC-E-B3
		13. <i>Brown Bear, Brown Bear, What Do You See?</i> by Bill Martin Jr. / Eric Carle, Henry Holt and Company (2007)	動物、顏色 Animals, Colors	生活-E-B3 LC-E-B3
		14. <i>Lemons Are Not Red</i> , by Laura Vaccaro Seeger, Roaring Brook Press (2004)	顏色 Colors	生活-E-B3 LC-E-B3
		15. <i>Who Took the Cookies from the Cookie Jar?</i> , by Rozanne Lanczak, Scholastic (1995)	韻文 Rhymes	生活-E-B3 LC-E-B3

【附件 6】 【Attachment 6】 Reading Literacy and Suggested Books

第一學習階段（低年級） First Stage (Lower Grade)				
閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	2. Have a positive attitude toward sharing English texts (picture books).			

第二學習階段（中年級） Second Stage (Middle Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
閱讀歷程 Reading Process	<p>閱 II-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。</p> <ol style="list-style-type: none"> 1. 能辨識第二學習階段英語文本（繪本）中的關鍵字詞。 2. 能辨識第二學習階段英語文本（繪本）中的主要句型。 3. 能知道第二學習階段英語文本（繪本）之書名、作者及繪者。 	<ol style="list-style-type: none"> 1. <i>Cows in the Kitchen</i>, by Airlie Anderson (illustrator), Child's Play (2007) 	動物 Animals	自-E-A1 NS-E-A1
	<p>R II-E1 To learn vocabularies and phrases in general daily context and for basic subject knowledge studies.</p> <ol style="list-style-type: none"> 1. Be able to identify target words learned from English texts (picture books) in the second stage. 2. Be able to identify target sentence patterns learned from English texts 	<ol style="list-style-type: none"> 2. <i>Ten Black Dots</i>, by Donald Crews, Scholastic (1992) 	數字 Numbers	藝-E-B3 A-E-B3

第二學習階段（中年級） Second Stage (Middle Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	(picture books) in the second stage. 3. Be able to know book titles, authors, and illustrators learned from English texts(picture books) in the second stage.	3. <i>From Head to Toe</i> , by Eric Carle, Harper Trophy (1997)	動物、 動作、 身體部位 Animals, Motions, Body Parts	健體-E-A1 HP-E-A1
	閱 II-E3 熟悉與學科學習相關的文本閱讀策略。 1. 能根據封面預測故事內容。 2. 能根據圖片線索 (picture clue) 理解故事內容。 3. 能知道構成故事的元素，如：人物、場景及時間。	4. <i>Red Rockets and Rainbow Jelly</i> , by Sue Heap & Nick Sharratt, Puffin Books (2004)	顏色 Colors	綜-E-A1 IA-E-A1
	R II-E3 Be familiar with reading strategies for subject related learning. 1. Be able to predict the story's content by using the cover. 2. Be able to understand the content's meaning based on picture clues.	5. <i>The Carrot Seed</i> , by Ruth Krauss, Scholastic (1945)	家人 The Family	自-E-A1 綜-E-A1 NS-E-A1 IA-E-A1

第二學習階段（中年級）

Second Stage (Middle Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	<p>3. Be able to know the story elements like characters, settings, and timelines.</p> <p>閱 II-E6 發展向文本提問的能力。</p> <p>1. 能運用 Who、What、Where、When 問句來自我提問，以提取文義。</p> <p>2. 能比較或對照文本(繪本)中兩個訊息（如：人物、事件、時間或地點……等）。</p> <p>R II-E6 Develop the ability to ask questions according to the text.</p> <p>1. Be able to use Who, What, Where and When questions to ask oneself and extract meaning.</p> <p>2. Be able to compare and contrast information in the text (picture book). For example, characters, events, time, and location.</p>			

第二學習階段（中年級） Second Stage (Middle Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
閱讀媒材 Reading Materials	閱 II-E8 低、中年級以紙本閱讀為主。 能閱讀第二學習階段英語文本（繪本）。 R II-E8 Mainly paper reading for lower and middle graders. Be able to read second-stage English texts (picture books).	6. <i>The Very Hungry Caterpillar</i> , by Eric Carle, Scholastic (1987)	食物、星期 Food, Days of the Week	自-E-B3 NS-E-B3
	閱 II-E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。 能運用已學過的單字、句型閱讀英語文本（繪本），並汲取與學科相關的知識。 R II-E10 Middle/ Higher grades: be able to learn subject-related knowledge from magazines, newspapers, and other reading materials. Be able to use previously learned vocabulary words and sentence patterns in reading English texts (picture books) and extract subject-related	7. <i>The Crocodile and the Dentist</i> , by Taro Gomi, Scholastic (1996)	情緒 Emotions	健體-E-A1 綜-E-B1 HP-E-A1 IA-E-A1
		8. <i>I Love You: A Rebus Poem</i> , by Jean Marzollo / Suse MacDonald, Scholastic (2000)	長母音 Long Vowels	綜-E-B3 IA-E-B3
	9. <i>Rosie's Walk</i> , by Pat Hutchins, Scholastic (1987)	介系詞 Prepositions	安-E2 綜-E-A3 S-E2 IA-E-A3	

第二學習階段（中年級） Second Stage (Middle Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	knowledge.			
閱讀 情境脈絡 Reading Context	<p>閱 II-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。 能連結英語文本（繪本）與個人經驗或生活情境，並進行比較。</p> <p>R II-E11 Be able to apply knowledge learned from texts to solve problems in daily scenarios. Be able to relate English texts (picture books) to personal experiences or daily scenarios and make a comparison.</p>	<p>10. <i>Bark, George</i>, by Jules Feiffer, HarperCollins (1999)</p>	動物 Animals	自-E-A1 NS-E-A1
	<p>11. <i>Dear Zoo</i>, by Rod Campbell, Puffin Books (1982)</p>	動物、 形容詞 Animals, Adjectives	自-E-A1 NS-E-A1	
閱讀態度 Reading Attitude	<p>閱 II-E12 培養喜愛閱讀的態度。</p> <p>1. 能主動接觸或借閱相關英語文本（繪本）。 2. 能積極參與閱讀的相關活動。 3. 能養成主動閱讀的習慣。</p>	<p>12. <i>Whose Mouse Are You?</i> by Robert Kraus & Jose Aruego, Scholastic (1970)</p>	家人 The Family	家-E6 F-E6
		<p>13. <i>David Goes to School</i>, by David Shannon, Scholastic (2001)</p>	生活用語 Daily Phrases	品-E1 品-E2

第二學習階段（中年級） Second Stage (Middle Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	R II-E12 To cultivate a love for reading. 1. Be self-motivated in reading or borrowing relevant English texts (picture books). 2. Be an active participant in reading-related events. 3. Cultivate active reading habits.			CE-E1 CE-E2
	閱 II-E13 願意廣泛接觸不同類型及不同學科主題的文本。 樂於接觸第二學習階段各種不同類型及學科主題的英語文本（繪本）。	14. <i>Go Away, Big Green Monster!</i> by Ed Emberley, Little Brown and Company (2005)	顏色、 身體部位、 形容詞 Colors, Body Parts, Adjectives	藝-E-B3 A-E-B3
	R II-E13 Be willing to read texts of various sorts and subject themes. Have a positive attitude toward reading English texts (picture books) of various sorts and subject themes from the second stage.	15. <i>Bear Hunt</i> , by Anthony Browne, Puffin Books (2010)	生活用語 Daily Phrases	綜-E-A3 安-E2 IA-E-A3 S-E2
	閱 II-E14	16. <i>Cat's Colors</i> , by Jane Cabrera, Puffin Books (1997)	顏色 Colors	藝-E-B3 A-E-B3
		17. <i>A Bit Lost</i> , by Chris Haughton, Walker Books (2011)	動物、 形容詞、 身體部位 Animals, Adjectives,	自-E-A1 NS-E-A1

第二學習階段（中年級） Second Stage (Middle Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	<p>喜歡與他人討論、分享自己閱讀的文本。</p> <ol style="list-style-type: none"> 能分享英語文本（繪本）中自己喜歡的內容或情節。 能專注聆聽同儕或教師分享的英語文本（繪本）。 <p>R II-E14 Love to discuss and share readings with others.</p> <ol style="list-style-type: none"> Be able to share one's favorite parts or plots in English texts (picture books). Be attentive in listening to English texts (picture books) when shared by classmates or the teacher. 		Body Parts	
		18. <i>My Green Day</i> , by Melanie Walsh, Walker Books (2010)	食物、飲料 Food, Drinks	自-E-C1 NS-E-C1 環-A2 EE-A2 環-E14 EE-E14 環-E15 EE-E15 環-E16 EE-E16 環-E17 EE-E17 能-E1 EN-E1 能-E2 EN-E2
		19. <i>Not a Box</i> , by Antoinette Portis, Scholastic (2006)	介系詞 Prepositions	藝-E-B3 A-E-B3
		20. <i>Little Blue and Little Yellow</i> , by Leo Lionni, Scholastic (1993)	顏色 Colors	藝-E-B3 A-E-B3
		21. <i>The Doorbell Rang</i> , by Pat Hutchins,	數字 Numbers	數-E-B1 品-E6

第二學習階段（中年級） Second Stage (Middle Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
		Scholastic (1987)		M-E-B1 CE-E6
		22. <i>Today Is Monday</i> , by Eric Carle, Scholastic (1993)	星期、 食物 Days of the Week, Food	健-E-A1 HP-E-A1
		23. <i>I Wish I Were a Dog</i> , by Lydia Monks, Egmont (1998)	動作、 能力 Motions, Capacities	綜-E-A1 IA-E-A1

第三學習階段（高年級） Third Stage (Upper Grade)

閱讀素養 Reading Literacy	建議書目 Suggested Books
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學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
閱讀歷程 Reading Process	<p>閱 III-E1 認識一般生活情境中需要使用的，以及學習學科基礎知識所應具備的字詞彙。</p> <ol style="list-style-type: none"> 能辨識第三學習階段英語文本(繪本)中的關鍵字詞。 能辨識第三學習階段英語文本(繪本)中的主要句型。 能知道第三學習階段英語文本(繪本)之書名、作者及繪者。 <p>R III-E1 To learn vocabulary and phrases in a regular daily context and for basic subject knowledge studies.</p> <ol style="list-style-type: none"> Be able to identify target words learned from English texts (picture books) in the third stage. Be able to identify main sentence patterns learned from English texts (picture books) in the third stage. Be able to know book titles, authors, and 	<ol style="list-style-type: none"> 1. <i>I am the Biggest Thing in the Ocean</i>, by Kevin Sherry, Scholastic (2008) 	海洋、動物 The Ocean, Animals	海-E-7 海-E-11 自-E-A2 ME-E-7 ME-E-11 NS-E-A2
		<ol style="list-style-type: none"> 2. <i>The Great Big Enormous Turnip</i>, by Alexei Tolstoy / Helen Oxenbury (illustrator), Mammoth (1998) 	家人 The Family	綜-E-C2 IA-E-C2
		<ol style="list-style-type: none"> 3. <i>Willy the Dreamer</i>, by Anthony Browne, Walker Books (1997) 	職業 Occupat-ions	綜-E-A1 涯-E9 IA-E-A1 CP-E-A1

第三學習階段（高年級） Third Stage (Upper Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	<p>illustrators learned from English texts (picture books) in the third stage.</p> <p>閱 III-E3 熟悉與學科學習相關的文本閱讀策略。</p> <ol style="list-style-type: none"> 1. 能藉由不同方式（如：圖片、上下文或查字典等方式），理解不懂的字詞。 2. 能在適當的地方（meaningful chunk）斷句。 3. 能知道構成故事的元素，如：人物、場景、時間及故事情節。 4. 能將事件依故事的發展加以排序。 5. 能運用策略找出文本（繪本）的大意。 	<p>4. <i>Eat Your Peas,</i> by Kes Gray / Nick Sharratt (illustrator), Red Fox (2000)</p>	<p>食物、飲料 Food, Drinks</p>	<p>健-E-A1 HP-E-A1</p>
		<p>5. <i>The Pigeon Finds a Hot Dog!</i> by Mo Willems, Walker Books (2005)</p>	<p>生活用語 Daily Phrases,</p>	<p>品-E6 CE-E6</p>

第三學習階段（高年級） Third Stage (Upper Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	<p>R III-E3 B Be familiar with reading strategies for subject-related learning.</p> <ol style="list-style-type: none"> 1. Be able to use different ways (e.g., pictures, related paragraphs, looking up words in the dictionary) to understand new words. 2. Be able to identify meaningful chunks when arriving at a break. 3. Be able to know the story elements, e.g., characters, settings, timeline, and plots. 4. Be able to sequence the events based on story's development. 5. Be able to use strategies to find the main idea from the texts (picture books). 	<p>6. <i>My Five Senses</i>, by Alikei, Harper Trophy (1989)</p>	<p>身體部位 Body Parts</p>	<p>自-E-A1 NS-E-A1</p>
		<p>7. <i>Dog Breath</i>, by Dav Pilkey, Scholastic (2004)</p>	<p>衛生習慣 Hygiene</p>	<p>綜-E-A1 IA-E-A1</p>

第三學習階段（高年級） Third Stage (Upper Grade)

閱讀素養 Reading Literacy		建議書目 Suggested Books		
學習主題 Learning Themes	實質內涵 Learning Content	書名/作者&繪者/出版社/出版年代 Title / Author & Illustrator/ Publisher / Year of Publish	搭配教學主題 Related Teaching Theme	搭配領域 / 議題 Related Domain/ Issue
	<p>閱 III-E6 發展向文本提問的能力。</p> <ol style="list-style-type: none"> 能運用Who、What、Where、When、Why和How問句來自我提問，以提取文義。 能比較對照文本（繪本）中多個訊息（如：人物、事件、時間、地點……等）。 <p>R III-E6 Develop the ability to ask questions according the text.</p> <ol style="list-style-type: none"> Be able to use Who, What, Where, and When questions to ask oneself and extract meaning. Be able to compare and contrast information in the texts (picture books). e.g.: characters, events, time, location, ... <p>閱 III-E7 發展詮釋、反思、評鑑文本的能力。</p> <ol style="list-style-type: none"> 能用自己的話概略重述英語文本（繪本）的內容。 	<p>8. <i>Handa's Surprise</i>, by Eileen Browne, Scholastic (1999)</p>	<p>水果、 動物 Fruit, Animals</p>	<p>綜-E-C3多 -E6 IA-E-C3 CD-E-C3</p>
		<p>9. <i>What Mommies / Daddies Do Best</i>, by Laura Numeroff / Lynn Munsinger (illustrator), Scholastic (2000)</p>	<p>動作、 家人 Motions, The Family</p>	<p>綜-E-C2 家-E3 家-E6 IA-E-C2 F-E3 F-E6</p>

第三學習階段（高年級） Third Stage (Upper Grade)

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	2. 能說出作者所欲傳達的訊息。 3. 能透過不同形式（如：角色扮演、讀者劇場等）詮釋英語文本（繪本）中的角色或情節。 R III-E7 To develop the ability to interpret, reflect, and evaluate texts.	10. <i>Joseph Had a Little Overcoat,</i> by Simms Taback, Scholastic (2003)	衣物 Clothing	自-E-C1 環-A2 環-E16 NS-E-C1 EE-A2 EE-E16
	1. Be able to use one's own words to generally retell the content of the texts (picture books). 2. Be able to express the author's messages. 3. Be able to apply different forms (e.g., role play and reader's theatre) to interpret the characters or plots in English texts (picture books).	11. <i>Seven Blind Mice,</i> by Ed Young, Puffin Books (1992)	顏色、 時間、 日期 Colors, Times, Dates	綜-E-A2 IA-E-A2

第三學習階段（高年級） Third Stage (Upper Grade)

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閱讀媒材 Reading Materials	<p>閱 III-E10 中、高年級：能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。 能運用已學過的單字、句型閱讀英語文本（繪本），並汲取與學科相關的知識。</p> <p>R III-E10 Middle/ Higher grades: be able to learn subject-related knowledge from magazines, newspapers, and other reading materials. Be able to use previous vocabularies and sentence patterns learned in reading English texts (picture books) and extract subject-related knowledge.</p>	<p>12. <i>Henny Penny</i>, by H. Werner Zimmermann, Scholastic (1989)</p>	動物 Animals	綜-E-A3 IA-E-A3
		<p>13. <i>Click, Clack, Moo, Cows That Type</i>, by Doreen Cronin / Betsy Lewin (illustrator), Scholastic (2001)</p>	動物 Animals	社-E-B1人-A2 人-E2 SS-E-B1 HR-A2 HR-E2
		<p>14. <i>The Gruffalo</i>, by Julia Donaldson / Axel Scheffler (illustrator), Macmillan Children's Books (1999)</p>	動物、 身體部位 Animals, Body Parts	綜-E-A3 安-E2 IA-E-A3 S-E2

第三學習階段（高年級） Third Stage (Upper Grade)

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閱讀 情境脈絡 Reading Context	<p>閱 III-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。 能連結文本（繪本）與個人經驗及生活情境，並找出解決問題的策略。</p> <p>R III-E11 Be able to apply knowledge learned from text to solve problems in daily scenarios. Be able to relate English texts (picture books) to personal experiences or daily scenarios and find strategies to solve problems.</p>	<p>15. <i>Piggybook</i>, by Anthony Browne, Walker Books (2008)</p>	家事 House Chores	性-A2 性-E3 家-E3 家-E14 GE-A2 GE-E3 F-E3 F-E14
		<p>16. <i>This Is the Way We Go to School</i>, by Edith Baer / Steven Björkman (illustrator), Scholastic (1990)</p>	交通工具 Transportation	社-E-C3多 -E6 SS-E-C3 CD-E6
閱讀態度 Reading Attitude	<p>閱 III-E12 培養喜愛閱讀的態度。</p> <p>1. 能透過閱讀多元的英語文本（繪本），體會閱讀的樂趣。 2. 能運用圖書館、科技或網路，結合自己的特長和興趣，主動找尋閱讀材料。</p>	<p>17. <i>The Giving Tree</i>, by Shel Silverstein, HarperCollins (1992)</p>	感恩 Apprecia-tion	生-E6 生-E15 LE-E6 LE-E15

第三學習階段（高年級） Third Stage (Upper Grade)

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	<p>R III-E12</p> <p>To cultivate a love for reading.</p> <p>1. To experience the pleasure of reading by reading a variety of English texts (picture books).</p> <p>2. Be able to use resources like the library, technology, or the Internet while combining one's strengths and interests to actively seek reading materials.</p>	<p>18.</p> <p><i>Love You Forever</i>, by Robert Munsch / Sheila McGraw (illustrator), Firefly Books (1986)</p>	<p>節慶 Festivals</p>	<p>綜-E-C2 家-E6 IA-E-C2 F-E6</p>
		<p>19.</p> <p><i>Inch by Inch</i>, by Leo Lionni, Scholastic (1994)</p>	<p>鳥類、動物 Birds, Animals</p>	<p>綜-E-A3 自-E-A1 IA-E-A3 NS-E-A1</p>
		<p>20.</p> <p><i>The Cow That Went OINK</i>, by Bernard Most, Scholastic (1990)</p>	<p>動物 Animals</p>	<p>人-A1 人-E5 綜-E-C2 HR-A1 HR-E5 IA-E-C2</p>
	<p>閱 III-E13</p> <p>願意廣泛接觸不同類型及不同學科主題的文本。樂於接觸第三學習階段各種不同類型及學科主題的英語文本（繪本）。</p> <p>R III-E13</p>			

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	<p>R III-E13 Be willing to read texts of various sorts and subject themes. Have a positive attitude toward reading English texts (picture books) of various sorts and subject themes from the third stage.</p> <p>閱 III-E14 喜歡與他人討論、分享自己閱讀的文本。 樂於對同儕或教師分享的英語文本（繪本）提問或回應，並進行討論。</p> <p>R III-E14 Loving to discuss and share readings with other people. Be willing to ask questions or respond to English texts (picture books) shared by classmates or teachers and discuss them.</p>	21. <i>When Sophie Gets Angry – Really, Really Angry...</i> , by Molly Bang, Scholastic (1999)	情緒 Emotions	綜-E-A1 IA-E-A1
		22. <i>Monkey Puzzle</i> , by Julia Donaldson /Axel Scheffler (illustrator), MacMillan Children's Books (2000)	動物 Animals	自-E-B3 NS-E-B3
		23. <i>A Color of His Own</i> , by Leo Lionni, Scholastic (1994)	動物、顏色 Animals, Colors	綜-E-A1 IA-E-A1
		24. <i>Me and my Family Tree</i> , by Joan Sweeney / Annette Cable (illustrator), Dragonfly Books (1999)	家人 The Family	社-E1-C2 SS-E1-C2