

## 高雄市雙語學校--生活領域沉浸式英語教學教案設計（主題一）

### Kaohsiung City Bilingual Schools--

#### Design of immersive English teaching plan in the field of life (Subject one)



學校 School	龍興國小 <b>Longxing Elementary School</b>		
教學年級 Grade & class	一年級 1 班 The first grade class 1	教學設計者 Teaching designer	李美嬌 Candice Lee
主題名稱 Subject name	主題一 我上一年級了 Subject one I am in the first grade.	教材來源 Source of teaching material	南一版生活 第1冊 Nanyi Edition Life Book1
單元名稱 Topic name	第一單元 上學了 Topic one Going to school (NP)		
教學節數 Number of teaching sessions	第四-五節 認識新同學-- 根據四拍子的語言節奏說出你的名字 Section4-5 Say your name according to the rhythm of four beats. (textbook p.11-p.13)	教學時間 Teaching time	80. mins
<b>Section 4 - 5 Teaching design</b>			
Brief Teaching Concept 簡要教學理念	<ol style="list-style-type: none"> <li>1. 透過四拍子語言節奏說出名字，容易琅琅上口，富趣味性，能激發學童的興趣。</li> <li>2. 藉由自我介紹、遊戲等多重活動設計，增進同學彼此的互動，促進友誼，認識更多好朋友並記住他們的姓名。</li> </ol>		

<p>The Method of Teaching</p> <p>教學方法</p>	<p>實作教學 Learn by doing、遊戲 play game、口頭報告 Oral report</p>
<p>Teaching Objectives</p> <p>教學目標</p>	<ol style="list-style-type: none"> <li>1. Can experience the rhythm of the four beats. 能體驗四拍子的語言節奏。</li> <li>2. Can say the name of yourself and your classmates in the rhythm of the four beats. 能在四拍子的語言節奏中，說出自己 and 同學的姓名。</li> <li>3. To be able to tell the names of the classmate you know. 能說出認識的同學的名字。</li> <li>4. To be able to tell the names of the students around you. 能說出周圍的同學的姓名。</li> <li>5 Can briefly introduce yourself to classmates. 能對同學做簡單的自我介紹。</li> </ol>
<p>Corresponding core literacy</p> <p>對應之核心素養</p>	<p>生活-E-B1 使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。</p> <p>生活-E-C1 覺察自己、他人和環境的關係，體會生活禮儀與團體規範的意義，學習尊重他人、愛護生活環境及關懷生命，並於生活中實踐，同時能省思自己在團體中所應扮演的角色，在能力所及或與他人合作的情況下，為改善事情而努力或採取改進行動。</p> <p>生活-E-C2 覺察自己的情緒與行為表現可能對他人和環境有所影響，用合宜的方式與人友善互動，願意共同完成工作任務，展現尊重、溝通以及合作的技巧。</p> <p>生活-E-C3 欣賞周遭不同族群與文化內涵的異同，體驗與覺察生活中全球關連的現象。</p>

<p>English Vocabulary, Phrase and Sentence Pattern 英語詞彙， 短語和句型</p>	<p><b>* Vocabulary</b></p> <p>左 left, 右 right, 去 go</p> <p>節拍 beats, 說 say, 名字 name, 拍手 clap, 好棒 good.</p> <p><b>* Phrase</b></p> <p>坐正 Sitting right. 看著你 Look at you. 盯著我 Eyes on me. 迴轉 Turn around. 一拍 a beat.</p> <p><b>* Pattern</b></p> <p>I am~ 我是~ ; You are~ 你是~ ;</p> <p>What' s your name? 你叫甚麼的名字?</p> <p>My name is _____. 我的名字叫 o o o</p> <p><b>※using language in class 課堂用語</b></p> <p>Answer me. 回答我</p> <p>Total four beats. 共四拍</p> <p>Keeping in your mind. 記住 記在你的腦海</p> <p>He/She/It is~他/她/它 是~</p> <p>Open your book to page oo. 打開你的書到第 N 頁</p> <p>Take out your book. 拿出你的書來</p> <p>Life book (textbook) .生活課本</p> <p>Put away~ 放好</p>
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	<p>Put away everything on the table.把桌上的東西收起來</p> <p>Straightened up 直起腰來／挺腰</p>		
<p>Teaching activity 教學活動</p>	<p>Teaching aids 教學資源</p>	<p>Time (min.)</p>	<p>Teaching assess- ment</p>
<p><b>1.Preparation activities</b></p> <p>#Teacher preparation Four beats of rhythm music. 四拍子的節奏音樂。</p> <p>#Ask the students to prepare No.</p> <p><b>3. Development activities</b></p> <p><b>(1) 引起動機 Giving motivation</b></p> <p>In the four-beat rabbit dance music, the teacher leads the students to dance and clap their hands and feel the rhythm of the four beats. 在四拍子的兔子舞蹈音樂中，老師帶領學生跳舞並拍手，感受四拍子的節奏。</p> <p>▲Know Quarter note and Eighth note. 認識四分音符和八分音符</p> <p>The teacher leads the students to recognize the quarter notes and eighth notes in a beat style. 老師以打拍子方式帶領學生認識四分音符和八分音符</p>	<p>youtube Music</p>	<p>10</p>	<p>attract attention &amp; Develop a sense of sound</p>





Step1 identify

四分音符  八分音符   
a beat hit one time. a beat hit two times.

Step2 Teacher demonstration students follow

老師示範學生跟著做

Ex.1 a beat a beat a beat a beat

     
Left Left Right Right

Ex.2 a beat a beat a beat a beat

     
Go Turn around GoGo Go

## (2) 課程發展 Curriculum development

### ▲Activity 1 : Rhythm practice 節奏練習

※I can say myself name :

我能說自己的名字

Each student says his/her name in four  
beats. 每個學生在四拍中說出自己的名字。

Write the  
Blackboard  
&  
description  
&  
Demon-  
-stration

5

sense of  
rhythm

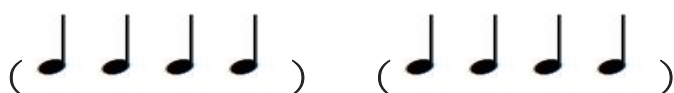
### #Teacher description

The name of the students is two words, three words, four words.

學生的名字有兩個字、三個字、四個字。

\* The rhythm types are as follows :

節奏型分別如下：



I am wen-dy

I am Tu



我 是 林柏均

I am Can-di-ce



I am Ch-ris-ti-na

Ss. Do it with the teacher

### ▲Activity 2 : To be able to tell the names of the classmate you know.

能說出認識的同學的名字。

Based on the previous activity, a group of two, say your name first, then say the name of the other partner. 用上一個活動為基礎，兩兩一組，先說

Write the Blackboard & description & Demonstration

10

Language rhythm beat

description & Demonstration

5

Oral speaking

出自己的名字，再說出對方的名字。

▲Activity 3 : Question and answer

T : What's your name ?

S : I am \_\_\_\_\_ .

S1 : What's your name ?

S2 : I am \_\_\_\_\_ .

▲Activity 4 : Sing the name show 唱名字秀

# Invite everyone to sing their own name to add action.

邀請大家唱自己的名字要加動作

\* The sentence pattern

I am \_\_\_\_\_ .

▲Activity 5 :

Use the workbook to collect the signatures of students and introduce yourself politely.

利用習作來收集學童的簽名，並且有禮貌的介紹自己。

T. Question  
Ss. Answer  
&  
Students  
practice on  
their own.

5

Oral  
speking

Leaning by  
doing

5

Oral  
speking  
show

E-Textbook  
Page 11  
&  
Workbook  
Page 5  
(L.1-2)

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Operation

**<1> Self-introduction signature activity:**

**自我介紹簽名活動**

Please introduce your name to the classmates around you, then ask him to introduce his name, and ask him to sign, paste name sticker or stamped on your workbook (meeting new friends).

請跟自己周圍的同學介紹自己的姓名，然後請他介紹自己的姓名，並且請他在你的習作（認識新朋友）簽名、貼姓名貼或蓋章。

**<2> Collecting signatures activity:**

Collect the signature of the classmate within the specified time.

規定時間內收集同學的簽名。

**<3> Workbook guide:**

L.1-2, Meet new friends

習作指導：L.1-2 認識新朋友（Page 5）

actual  
operating

Workbook

Workbook

Workbook

Workbook



<p>&lt;4&gt; oral report</p> <p>※Teachers lead students to share Through the results of their workbook activities.</p> <p>教師透過習作活動的結果，引發學童分享</p> <p>① How many signatures have been collected? Have you already remembered their names? 一共收集了幾個簽名？你已經記住他們的名字了嗎？</p> <p>② The person who can name the most classmates gives reward. 能說出最多同學的名字的人給予獎勵。</p>	<p>Oral question</p>	<p>10</p>	<p>Oral sharing</p>
<p>▲Activity 6:</p> <p><b>Name Solitaire game 名字接龍遊戲</b></p> <p>Starting from the teacher, the next student is facing the teacher and says the teacher's name, then tell his/her name to next classmate .</p> <p>從老師開始說，下一個學生面向老師，說老師的名字，然後再轉身面向下一個同學跟他說自己的名字，以此類推，依序傳說字自己遞下去。</p>	<p>Play game</p>	<p>5</p>	<p>Play game</p>

<p><b>4. 總結活動 Summary activity</b></p> <p>① What kind of feelings did this activity bring to you?</p> <p>這個活動，帶給自己甚麼樣的收穫與感受呢？</p> <p>② Are there other ways to know more good friends?</p> <p>還有其他方法還認識更多好朋友嗎？</p> <p>Ss. Free Answer.</p> <p>-----Ending-----</p>	<p>Oral question</p>	<p>5</p>	<p>Oral speaking</p> <p>Oral speaking</p>
<p>評議</p> <p>Comment</p>			