

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 Longxing Elementary School		
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 Book 1
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	第六&七節 好朋友 拍拍拍 Section 6 &7 Good friend, clapping (textbook p.14-p.15)	教學時間 Teaching time	80. mins
Section 6 Teaching design			
教學方法 The Method of Teaching	唱跳 sing and dance、遊戲 play game		
教學目標 Teaching Objectives	<p>1. Learn to sing (where is my friend). 學會唱歌（我的朋友在哪裡）。</p> <p>2. Can change the lyrics into the names of good friends. 能把歌詞換成好朋友的名字。</p>		

<p>教材分析</p> <p>Textbook analysis</p>	<p>1. A series of activities and games, some students have become good friends.</p> <p>一連串的活動和遊戲，有些同學已經成為好朋友。</p> <p>2 Through singing, singing and greeting friends, everyone can open their hearts. 透過歌唱，邊唱邊跟好朋友打招呼，大家更能敞開心胸。</p>		
<p>英語詞彙， 短語和句型</p> <p>English Vocabulary, Phrase and Sentence Pattern</p>	<p>* Vocabulary</p> <p>歌 Song, 唱 sing, 拍子 beats, 節奏 rhythm, 型 type, 練習 practice</p> <p>拍 clap, 跟著 follow</p> <p>* Phrase</p> <p>Rhythm practice 節奏練習, " Please clap this with me. 請跟我拍 hands-on rhythm 手拍節奏.</p>		
<p>Teaching activity</p> <p>教學活動</p>	<p>Teaching aids</p> <p>教學資源</p>	<p>Time (min.)</p>	<p>Teaching assess-ment</p>

<p>1.Preparation activities</p> <p>#Teacher preparation</p> <p>Students name tag 學童姓名掛牌。</p> <p>Music CD and player 音樂 CD 及播放器</p> <p>#Ask the students to prepare</p> <p>No.</p> <p>2.Development activities</p>			
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(1) 引起動機 Giving motivation

▲Play music

老師播放音樂—「我的朋友在哪裡」

S : Free singing

音樂 CD 及
播放器

5

attract
attention
引起關
注

(2) 課程發展 Curriculum development

▲ Song analysis 歌曲分析

1. Four and four beats, rhythm type

四四拍曲子，節奏型



2. F major F 大調，

1. The range from the central 「Do」 to the
treble 「Jue」 音域從中央 do 到高音 jue

Oral
State-
ment

15

Learn to
doing

▲Rhythm practice 節奏練習

" Please clap this with me. " The teacher do
a rhythm pattern, students follow. Practice
two rhythms until you are proficient.

「請你跟我這樣拍」教師手拍一種節奏型，學童
跟著拍；練習兩種節奏至熟練為止。

clapping

Learn to
doing



Clapping once 拍一下



Clapping once, 拍一下

Second, open your hands. 第二下張開雙手。

▲Practice singing songs 歌曲習唱

① Teacher use chanting methods saying the lyrics, hands-on rhythm, and one sentence at a time, the students follow the teacher. 教師以唸謠方式，口唸歌詞，手拍節奏，一次一句，學生跟著仿做。

② The teacher sings the lyrics, clap the rhythm, one sentence at a time, the students followed the singer. 教師清唱歌詞，手拍節奏，一次一句，學生跟著模唱。

③ Follow the music or teacher playing, practice singing the whole song to the proficiency. 配合音樂 CD 或教師彈奏，練唱整首歌曲至熟練。

Saying & Clapping

Learn to doing

singing & Clapping

Learn to doing

singing & Clapping

Learn to doing

<p>④ When singing the second lyric, <input type="text"/> this place can be changed to the name of a good friend. ° 換唱第二段歌詞，<input type="text"/>處改成一位好朋友的姓名。</p>	singing & Clapping		Learn to doing
<p>▲Two-person rhythm interaction 雙人節奏互動</p> <p>Step 1</p> <p>① Grouping: a group of two 分組： 兩人一組</p> <p>Step 2</p> <p>② Students practice two clapping actions—Clap your own hands, and two people taking each other. 學生練習兩種拍手動作—自拍，兩人互拍。</p> <p>Step 3</p> <p>③ According to the workbook, the students discussed how to pair the lyrics and actions, and put the sticker on the corresponding position. 配合習作，學生討論歌詞與動作的搭配方式，</p>	singing & Clapping	10	Learn to doing
	Observation and discussion		group discussion

並將貼紙貼在相對應的位置上。

Step 4

- ④ Students show design actions follow music. 配合音樂，表演設計的動作。

3. 總結活動 Summary activity

Work guide:

workbook : L.1-1-3 Good friend, clapping

習作 : 三 好朋友，拍拍拍

-----Ending-----

show

10

work-
book

Section 7 Teaching design

Teaching activity 教學活動	Teaching aids 教學資源	Time (min.)	Teaching assess- -ment
<p>▲Rhythm time律動時光</p> <p>1. Practice decomposition 練習分解動作</p> <p>2. Follow music, happy rhythm! 配合音樂，愉快的律動吧!</p> <p>-----Ending-----</p>		40	
<p>評議 Comment</p>			