

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	主題一 我上一年級了 Subject one I am in the first grade.	教材來源 material	南一版生活 第1冊 Nanyi Edition Life Book 1
單元名稱 Topic	第一單元 上學了 Topic one Going to school (NP)		
教學節數 Number of teaching sessions	第八~十一 節 介紹我的好朋友 Section Introduce my good friend 8~11 (textbook p.16-p.17)	教學時間 Teaching time	共4節 160. mins
Section 8-11 Teaching design			
教學方法 The Method of Teaching	做中學 Learn by doing、觀察記錄 observing records、畫畫 drawing、 口頭報告 Oral report、欣賞 appreciate		
教學目標 Teaching Objectives	<ol style="list-style-type: none"> 1. Can draw good friends by observing, comparing, and recording. 能透過觀察、比較、記錄，把好朋友畫下來。 2. Learn how to use color pens or crayons. 學會彩色筆或蠟筆的使用方法。 3. By drawing and observing records, introduce your good friends to everyone on the stage. 藉由圖畫及觀察記錄，上臺介紹自己的好朋友給大家認識。 		

<p>教材分析</p> <p>Textbook analysis</p>	<p>p.16</p> <p>1. The first portrait after entering the school, by observing the record of the workbook, make your friend's image more specific, can help students to paint.</p> <p>入學後第一次畫人像，藉由習作的觀察紀錄表，將好友的形象更加具體化，有助學童作畫。</p> <p>2. The selection and use of color pens or crayons that is one of the key points of this lesson.</p> <p>彩色筆或蠟筆的選擇及使用，是本節課教學重點之一。</p> <p>p.17</p> <p>3. Drawings, workbook records, and the report of the platform, let the students fully express their specific observations.</p> <p>圖畫、習作紀錄配合上台發表，讓學童將自己具體的觀察充分表達。</p> <p>4. Through the oral report of the platform, the students' oral expression ability and platform demeanor will be cultivated.</p> <p>藉由上台發表，訓練學童口語表達能力及臺風。</p>
<p>Design Concept</p> <p>設計理念</p>	<p>首先老師引領學生透過觀察、比較、訪問和習作的學習記錄，將好友的形象更加具體化，以培養學童的觀察、比較、分析和記錄的能力；次者，跟小朋友介紹各類色筆種類和使用方法，並逐步介紹人像畫法，幫助學童認識色筆的種類和應用，俾益善用色筆作畫；最後，讓學童攜帶作品上臺介紹其好朋友，將自己具體的觀察充分表達，藉以培養其膽識與口才。</p>
<p>Corresponding core literacy</p> <p>對應核心素養</p>	<p>生活-E-A3</p> <p>藉由各種媒介，探索人、事、物的特性與關係，同時學習各種探究人、事、物的方法、理解道理，並能進行創作、分享及實踐。</p>

	<p>生活-E-B1</p> <p>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-C2</p> <p>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>單詞，短語和句型教學</p> <p>Words, phrase and sentence pattern to be taught</p>	<p>* words</p> <p>第八節</p> <p>比較高 taller, 比較矮 shorter, 眼睛 eye, 大的 big, 小的 small, 胖的 fat, 瘦的 thin,</p> <p>* phrase</p> <p>頭髮較長 longer hair, 頭髮較短 shorter hair,</p> <p>大眼睛 big eyes, 小眼睛 small eyes, 有人 Some people,</p> <p>第九~十節</p> <p>彩色鉛筆 colour pencil, 色筆 color pen, 蠟筆 crayon, 畫畫 draw</p> <p>* phrase</p> <p>一支色筆 a color pen, 一支色鉛筆 a color pencil, 好朋友 good friend,</p> <p>* sentence pattern</p> <p>有些人有～ Some people have _____. (long hair/ short hair....)</p> <p>有些人是～ Some people are _____.(tall/short)</p>

	<p>誰比較高? Who is taller?</p> <p>A: What is it? B: It's the <u>paper</u>(drawing paper) (color pen/color pencils/crayon.)</p>		
<p>Teaching activity 教學活動</p>	<p>Teaching aids 教學資源</p>	<p>Time (mins.)</p>	<p>Teaching assessment</p>
<p>1.Preparation activities</p> <p>#Teacher preparation</p> <p>教科書光碟</p> <p>#Ask the students to prepare</p> <p>No.</p> <p>2. Development activities</p> <p>(1) 引起動機 Giving motivation</p> <p>老師以生活課本第 16 & 17 頁做引導，請同學觀察回答好朋友的長相（外表）和你有甚麼不同的地方。</p> <p>T: What is the different between your good friend's appearance and you?</p> <p>S : Free speech. (both in English and Chinese)</p>	<p>Textbook CD</p> <p>Computer & player</p>	<p>3</p>	<p>Observation & sharing 觀察與分享</p>

(2) 課程發展 Curriculum development

▲Observation & sharing

※Teacher guide students to think about the feature of their good friends.

教師引導學生思考他們的好朋友有哪些特徵

T : Some people have longer hair.有人頭髮較長
(再三複述強調 longer hair)

Some people have shorter hair.有人頭髮較短
(再三複述強調 shorter hair)

並隨機指學生的頭髮介紹

Say: She has shot/long hair.
她有短/長頭髮。

She has shoter/longer hair.
她有更短/更長的頭髮。

Her/His hair is short / long.
她的頭髮短/長。

T : 還有甚麼不一樣?(What else is different?)

T : Some people are taller. 有人比較高

Some people are shorter . 有人比較矮

T : taller + 手勢 由學生說出中文意思

Shorter +手勢 由學生說出中文意思

Textbook
CD

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oral
speaking

listening

oral
speaking

speaking

<p>老師並請兩位高低懸殊的同學出來</p> <p>T: Who is taller? (由學生指認)</p> <p>Who is shorter? (由學生指認)</p>	<p>operation</p>		
<p>T : Some people have white skin. 有人白皮膚</p> <p>Some people have black skin. 有人黑皮膚</p>	<p>oral speaking</p>		<p>listening</p>
<p>T : Some people have big eyes . 有人大眼睛</p> <p>Some people have small eyes. 有人小眼睛</p>	<p>oral speaking</p>		<p>listening</p>
<p>老師請小朋友出來指著其眼睛介紹大小，並介紹自己的眼睛是小的。</p>	<p>operation</p>		
<p>T : Some people are fat . 有人是胖的</p> <p>Some people are thin. 有人是瘦的</p>	<p>oral speaking</p>		<p>listening</p>
<p>小結論:人有各種不同的特徵</p> <p>有人是瘦的/有人是胖的</p> <p>有人小眼睛/有人大眼睛</p>	<p>oral speaking</p>		<p>listening</p>

有人皮膚黑/有人皮膚白
有人比較矮/有人比較高
有人頭髮較短/有人頭髮較長等等

叮嚀:Description of making a profile.

(製作個人檔案說明)

T : We are making a good friend's profile,
and introduce to all classmates in this
afternoon.

(下午活動:我們要製作一張好朋友的個人檔案,並介紹給同學認識。)好朋友的個人檔案除了畫我的好朋友外,還包括好朋友最喜歡的顏色、食物、和休閒活動。

oral
speaking

listening

3. 總結活動 Summary activity

▲Observation & record

※Use the workbook to observe the shape of a good friend, and visit his preferences, etc., and record it. 利用習作觀察好朋友的外形,並訪問他的喜好等,把它記錄下來。

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① Workbook guidance 習作指導: L.1-1-4

<p>(Attachment 2, draw my good friend, do not draw for the time being.)</p> <p>(習作附件 2 ，畫我的好朋友，暫時不要畫)</p> <p>接下來，</p> <p>Step1.請同學 Take out your life workbook and Open page7</p> <p>Step2.Bring your workbook and go to visit a good friend.</p> <p>Step3. 隨老師步驟和好朋友合作完成習作作業</p> <p>-----Ending-----</p>	<p>oral speaking</p> <p>Work-book</p>		<p>workbook practics</p>
<p>評議</p> <p>Comment</p>			

Section 9~11 Teaching design

教學時間 Teaching time	Total 120 minutes		
Teaching activity 教學活動	Teaching aids 教學資源	Time (mins.)	Teaching assessment
<p>1.Preparation activities</p> <p>#Teacher preparation</p> <p>A4 drawing paper, color pens, or crayon.</p> <p>A4圖畫紙、色筆、或蠟筆。</p> <p>#Ask the students to prepare</p> <p>color pens or crayon. 色筆或蠟筆。</p> <p>2.Development activities</p> <p>(1) 引起動機 Giving motivation</p> <p>The teacher show several brushes and ask the students how to call them in English.</p> <p>老師展示幾款畫筆,問學生英文怎麼稱名</p> <p>(2) 課程發展 Curriculum development</p> <p>▲Draw my friend 畫我好友</p> <p>① Introduction and demonstration of how to use colored pencils and crayons.</p>	<p>Color pen、crayon & Color pencil</p> <p>Oral speaking</p>	<p>5</p>	<p>listening & Oral speaking</p>

介紹及示範彩筆及蠟筆的使用方法

▲使用句型

A: What is it?

B: It's the paper(drawing paper)
(color pen/color pencils/crayon.)

▲介紹筆的用法

畫邊或細線(edges or thin lines)可使用細的

色鉛筆(color pencils)

Draw edges or thin lines with colored pencils.

塗面可使用較粗的色筆或蠟筆(colored pens or crayons)。

When you draw thin lines, you have to use the color pencils. Draw large faces with colored pens or crayons.

▲畫筆必須要輕輕畫(draw gently)，不要太

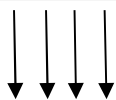
用力(Don't draw too hard.)，會壞掉。

Color pens must be draw gently, not too hard, otherwise it will be broken.

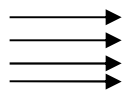
老師用手勢做輕輕畫和用力畫的動作，請

學生說出gently or hard.

▲使用彩色筆畫塗面積時，線條要同方向



(o)



(o)



(x)

Straight line Horizontal line graffito

Oral speaking & Hands-on drawing

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listening & Oral speaking

② 介紹人物畫法--

-同學邊學邊動手畫(Hands-on painting)

▲老師一步一步依序介紹

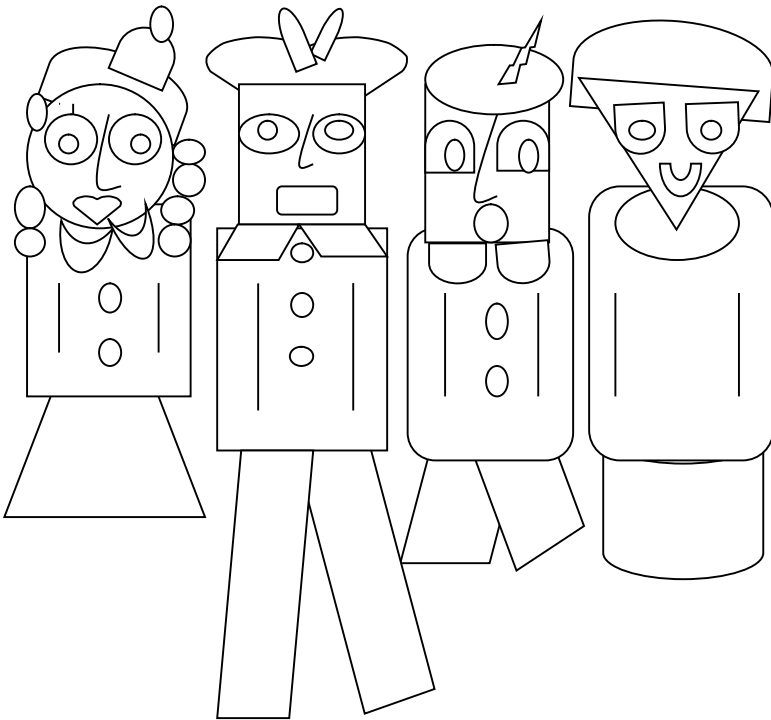
不同的臉型face →不同的眼睛eyes &eyebrow

→ 不同的嘴型mouth → 不同的頭髮hair

→ 不同衣領子collar → 衣服clothes&裝飾

→ 褲子&裙子

最後黑板成品如下



③ 訪問好朋友最喜歡的顏色食物和嗜好並

動手畫(Hands-on painting)

30

Drawing
paper
&
Oral
speaking
&
Hand-on
Drawing

Observe
&
Hand-on
Drawing

40

Visit
&
Hand-on
Drawing

<p>3. 總結活動 Summary activity</p> <p>The student took the painting to the stage and introduced it to everyone. 學生帶著作品上台跟大家作介紹。</p> <p>① 教學生如何介紹好朋友及應注意事項</p> <p>ㄅ. Good morning everyone, I am _____.</p> <p>ㄆ. _____ is my good friend.</p> <p>ㄇ. 介紹好朋友特徵如</p> <p>He/She has (longer/short) hair. He/She has (big /small) eye. He/She has (taller /shorter) mouth . He/She has a (big /small) mouth .</p> <p>ㄏ. 介紹好朋友最喜歡的顏色食物和嗜好</p> <p>_____ is his/her favorite color/food. 他/她的嗜好是 _____.</p> <p>② 同學上台介紹好朋友</p> <p>③ Teacher comment 老師講評</p> <p>-----Ending-----</p>	<p>Oral speaking</p> <p>Oral speaking</p>	<p>5</p> <p>12</p> <p>3</p>	<p>listening</p> <p>Oral report</p> <p>listening</p>
<p>評議</p> <p>Comment</p>			