

# 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	二年級 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 和樂在一班 Subject one Harmonious And Happy In The Same Class	教材來源 Source of teaching material	康軒版生活 第1冊 Kang Xuan Edition Life Book 1
單元名稱 Topic name	第一單元 我願意為大家服務。 Topic one I am willing to serve everyone.		
教學節數 Number of teaching sessions	共6節 Total : 6 sections. (As detailed below)	教學時間 Teaching time	共240分鐘 Total : 240 mins. (As detailed below)
	第二節 發現大家的才能 Section 2 Discover the talents of everyone (textbook p.10-p.11)		40 mins.
<b>Section 2 Teaching design</b>			
Brief Teaching Concept 簡要教學理念	透過學生的觀察與討論，發現彼此的能力不同，發現班級裡需要大家共同完成的事情，並根據自己的才能和興趣，發表自己能為班級完成的事項，且願意為班級和他人服務，並讓學生了解認真負責的服務態度是非		

	常重要的。再者經由學生說明能力進步的方法，確認其是否理解會進步的原因。
The Method of Teaching 教學方法	問與答 Question & Answer、觀察與討論 Observation & discussion。
Teaching Objectives 教學目標	1. Can detect the growth of student abilities 能覺察（檢測）同學能力的增長。 2. Everyone can use different talents to serve everyone. 每個人可以運用不同的才能為大家服務。
Corresponding core literacy 對應之核心素	生活-E-A2 學習各種探究人、事、物的方法並理解探究後所獲得的道理，增進系統思考與解決問題的能力。 生活-E-B1 使用適切多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。 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。 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。
Learned English	* Vocabulary

<p><b>vocabulary</b> 學過的英語 詞彙</p>	<p>夏季 summer, 假日 vacation, 作業 homework, 讀 Read, 分享 share, 中文 Chinese, 英文 English.</p> <p><b>* Phrase</b></p> <p>暑假 summer vacation, 暑假作業 summer homework</p> <p>用中文讀 Read in Chinese. 用英文讀 Read in English.</p> <p><b>* Sentence Pattern</b></p> <p><b>I went to + 地點_____.</b> (我去... )</p>
<p>英語詞彙， 短語和句型 English Vocabulary, Phrase and Sentence Pattern</p>	<p><b>* Vocabulary</b></p> <p>拖把 mop, 地板 floor, 服務 serve, 學習 study</p> <p><b>* Phrase</b></p> <p>努力學習 study hard</p> <p>擦地板 Mop the floor</p> <p><b>* Sentence Pattern</b></p> <p>I would like to~ 我願意~</p> <p>※using language in class 課堂用語</p> <p>頁 page</p> <p>我的 my</p> <p>翻開書本 open book</p> <p>舉手 rais your hand</p> <p>生活課 life book</p> <p>安靜 Be quiet!</p>

說 say			
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>Group students into groups of four.</p> <p>將學生分組，每四人一組。</p> <p>#Ask the students to prepare</p> <p>No.</p> <p>2.Development activities</p> <p>(1) Giving motivation</p> <p>▲The teacher asks questions and the students can express themselves freely. 老師提問，學生自由發表分享暑假生活的回憶。</p> <p>① Say, what is the difference between your ability to do things and the first grade.</p> <p>說一說，你做事的能力和一年級有甚麼不一樣的地方。</p> <p>② Why is your ability to do things better than the first grade?</p> <p>為什麼你做事的能力比起一年級進步了？</p>		5	

## (2) Curriculum development

The teacher opens the e-book page 10 and asks the students to open the textbook on page 10.

老師打開電子書第 10 頁，並請學生也翻課本第 10 頁。

活動一

▲The teacher first led the students to browse the

Page 10 of the textbook.老師先帶領學生們

瀏覽教科書第 10 頁。

前言

老師請學生讀一遍「前言」

Ss. : 仔細觀察班上的同學，他們做事的能力和一年級有甚麼不一樣? (free read in Chinese or English.)

T : 用英文說一次

Observe the ability of the classmates to do things differently from the first grade?

圖一

Ss. : free read (read in Chinese or English)

雅利常主動把歪掉的桌子排好，她會把桌子排整齊。

T : 用英文說一次 (簡介)

The girl arranges messy tables.

Computer  
& player

E-textbook

10

Reading

Oral  
Speaking

Reading

Oral  
Speaking

圖二

Ss. : free read (read in Chinese or English)

芳芳認得好多字，她最喜歡說故事給大家聽。

T : 用英文說一次 (簡介)

芳芳 recognizes many words, say stories for everyone is her favorite.

Oral  
Speaking

Reading

圖三

Ss. : free read (read in Chinese or English)

哲民每次看到地板髒了，他會馬上動手把地板拖乾淨，他最喜歡拖地了。

T : 用英文說一次 (簡介)

哲民 mop the floor at once, when the floor is Dirty. mop the floor is his favorite.

Oral  
Speaking

Reading

圖四

Ss. : free read (read in Chinese or English)

彥豪常主動幫老師整理作業簿，他好會整理東西呵。

T : 用英文說一次 (簡介)

彥豪 often take the initiative to help the Teacher to clean up the workbook.  
He will clean things up very much.

oral  
speaking

Reading

活動二

Step1. Ask students to observe the ability of classmates to do things differently from the first grade.

請學生觀察同學做事的能力和一年級不一樣的地方。

Step2. Share observations 分享觀察結果

① Share your observations with classmates.  
把自己的觀察結果和同學分享。

② Ask the other person, why is his ability to do things improve?

問一問對方，為什麼他做事的能力進步了？

Step3. Ask students to come to the stage one by one.

請學生逐一上台發表

① Do you think that your ability to do things is the same as what your classmates said?

你認為自己做事的能力和同學觀察的一樣嗎？

② Give specific examples of which ones have the most improved ability to do things?

舉出具體的例子，說明自己哪一項做事的

10

Observed

Oral speaking

Oral Sharing

oral speaking

Question & Answer

Oral speaking

Oral Sharing

Oral speaking

Oral Sharing

能力進步最多？

**Step4. Teacher induction 老師歸納**

- ① I found that my and my classmates' ability to work has improved.

發覺自己和同學的做事能力都進步了。

- ② Knowing how to improve your ability to do things, in addition to increasing age, you must study hard and practice frequently.

知道增進自己做事能力的方法，除了年齡增加，還要努力學習、經常練習。

Oral speaking

Listening

Oral speaking

活動三

**Step1. Teacher questioning, group discussion and**

**sharing. 教師提問，小組討論和分享。**

- ① Who is this student who is often serving in the class? 常為班上服務同學是誰？

- ② Ask this classmate to take the initiative to volunteer? Did the classmates choose?

Or teacher assignment?

請問這位同學是主動自願服務

呢？同學推選的嗎？還是老師指派？

Oral question

Oral question

10

Group Discuss & Oral Sharing

Group Discuss & Oral Sharing



<p>③ Observe what is the ability of students who are often serving in the class? 觀察常為班上服務的同學，具有甚麼能力？</p> <p>④ Think about it, will his ability improve for the classmates who serve the class? Why? 想一想，為班上服務的同學，他的能力會因此有進步嗎？為什麼？</p> <p>⑤ Do you also want to serve the classmates? What do you want to do? 你也想為班上同學服務嗎？想做甚麼事呢？</p> <p>⑥ Think about it, is the ability of each classmate in the class the same? Is everyone's ability as good? Why? 想一想，班上每個同學的能力都一樣嗎？大家的能力都一樣好嗎？為什麼？</p> <p>3. Summary activity</p> <p>▲ Teacher induction 教師歸納</p>	<p>Oral question</p> <p>Oral question</p> <p>Oral question</p> <p>Oral question</p>	<p>Group Discuss &amp; Oral Sharing</p> <p>Group Discuss &amp; Oral Sharing</p> <p>Oral speaking</p> <p>Group Discuss &amp; Oral Sharing</p>
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<p>① Everyone has different abilities. 每個人都具有不同的能力。</p> <p>② Everyone can use different abilities to serve classmates. 每個人都可以運用不同的能力為班上同學服務。</p> <p>③ When serving a teacher or classmate, you must have a good ability to do things and a serious and responsible attitude. 為老師或同學服務時，要具有良好的做事能力和認真負責的態度。</p> <p>- - - - -Ending- - - - -</p>	statement	5	
<p>評議 Comment</p>			