

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	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.
	第五&六節 解決問題 Section 5&6 Solve the problem (textbook p.14-p.15)		80 mins.

Section 5 Teaching design

<p>The Method of Teaching</p> <p>教學方法</p>	<p>問與答 Question & Answer、</p> <p>觀察與討論 Observation & discussion。</p>		
<p>Teaching Objectives</p> <p>教學目標</p>	<p>1.Can share the experience and feelings of helping others to do things.</p> <p>能分享自己幫忙大家做事的經驗與感覺。</p> <p>2. Can tell the difficulties of serving others and think about possible solutions.</p> <p>能說出服務他人遇到的困難，並思考可能的解決方法。</p>		
<p>英語詞彙， 短語和句型</p> <p>English Vocabulary, Phrase and Sentence Pattern</p>	<p>* Vocabulary</p> <p>配合/合作 cooperate, 能 can, 改進 improve, 提醒 remind</p> <p>* Phrase</p> <p>太難了 too difficult. 能改進 can be improved</p> <p>同學不配合 classmates don't cooperate. 服務他人 serving others.</p> <p>想一想 Think about it. 互相 each other. 便利貼 a sticky note.</p> <p>* Sentence Pattern</p> <p>同學互相提醒 classmates remind each other.</p>		
<p>Teaching activity</p> <p>教學活動</p>	<p>Teaching aids</p> <p>教學資源</p>	<p>Time (mins)</p> <p>(.)</p>	<p>Teaching assessment</p>
<p>1.Preparation activities</p> <p>#Teacher preparation</p>			

No.			
#Ask the students to prepare			
No.			
2.Development activities			
(1) Giving motivation			
<p>▲ Share the actual situation and possible feelings that help everyone do things. 分享幫忙大家做事的實際情形和可能的感覺。</p> <p>※Teacher questioning, group discussion and Sharing. 教師提問，小組討論與分享。</p>		10	
<p>① The teacher clicked on the animation of "Environmental Protection of the Mind - Who is a Model Student". 老師點選「心靈環保—誰是模範生」動畫。</p>	The animation of E-textbook		appreciation
<p>② Say, what is the most impressive thing in the process of serving everyone?</p>	Oral question		Oral sharing
<p>說一說，你為大家服務的過程中，印象最深刻的事是甚麼？</p>	Oral question		Oral sharing

③ Share your happy experiences in the process of serving everyone. 分享你在服務大家的過程中，感覺快樂的經驗。

(2) Curriculum development

The teacher opens the e-book page 14 and asks the students to open the textbook on page 14. 老師打開電子書第 14 頁，並請學生也翻開課本第 14 頁。

★Textbook content description 教科書內容說明

This cross-page presents the problems and solutions that students may encounter during the process of helping others to do things. The left and right pages are examples and feelings of problems encountered. The left and right pages are the possible ways to solve the problem.

本跨頁呈現學生幫大家做事的過程中，可能遇到的問題和解決的方法；左右頁上圖是遇到問題的例子和感覺，左右頁下圖則

E-textbook,
Computer
& player

是討論解決問題的可能方法。

▲Share the problems that you have encountered, when you help everyone to do things, and the feelings of the time. 分享幫忙大家做事時，曾經遇到的問題和當時的感覺。

※The teacher asked questions, group discussions and sharing.

T Question 1

Did you really finish the responsible work?

你確實完成負責的工作了嗎？

S : Free discussion.

T Question 2

Why didn't you actually complete the responsible work? (For example: late, forgotten, no time, too difficult, classmates don't cooperate...) 為什麼沒有確實完成負責的工作？(例如:遲到了、忘記了、沒時間、太難了、同學不配合...)

S : Free discussion.

25

Oral question

Oral sharing

Oral question

Oral sharing

<p>T Question 3</p> <p>Think about it, how can it be improved?</p> <p>(For example: classmates remind each other, write a sticky note on the table to remind themselves, make a self-checklist.)</p> <p>想一想，可以怎麼改進呢？(例如:同學互相提醒、寫一張便利貼貼在桌上提醒自己、做一張自我檢核表)</p> <p>S : Free discussion.</p>	<p>Oral question</p>		<p>Oral sharing</p>
<p>3. Summary activity</p>			
<p>▲ Teacher summary 老師總結</p>			
<p>T Question 1</p> <p>Experience the joy of serving others.</p> <p>體會服務他人而有快樂的感覺。</p>	<p>oral Question</p>	<p>5</p>	<p>Listening</p>
<p>T Question 2</p> <p>I really finished the work I was responsible for.</p> <p>確實完成自己負責的工作。</p>	<p>Oral question</p>		<p>Listening</p>
<p>- - - - -Ending- - - - -</p>			
<p>(Continue to the next section)</p>			

<p>can read <<teacher-only textbooks on pages 134 to 135, workbook answering , guide >>)</p> <p>幫大家做事的時候是不是盡力而且認真？</p> <p>請學生自我檢核，記錄在習作一[為大家服務]第3題。(老師可翻閱<<教師專用課本第134~135頁習作解答，進行指導>>)</p> <p>③ Think about it, what are the ways to improve to help everyone do things? (For example: Sometimes it's a bit sloppy to finish it quickly; use the book as a Frisbee and throw it on the classmate's desk...)</p> <p>想一想，幫大家做事的方法有哪些地方需要改進？(例如:有時候為了快點完成，就有點草率;把本子當作飛盤，丟在同學桌上...)</p> <p>④ How can I improve the way I can do things for everyone? (For example: Do it slowly, don't worry, put the book on the classmate's desk...)</p> <p>可以怎麼改進幫大家做事的方法？(例如:慢慢做不要急、把本子好好地放在同學的</p>	<p>Oral question</p> <p>Oral question</p>		<p>Group discussion & expression</p> <p>Group discussion & expression</p>
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<p>our own work.</p> <p>教師歸納:幫大家做事雖然會犧牲自己的 休息時間,但是可幫助大家,讓班級更好, 而且我們也常接受別人的服務,所以要努 力做好自己的工作。</p> <p>(2) Encourage students to solve problems and find solutions. You can try different methods. 鼓勵學生遇到問題要想辦法解決,可以多 試試不同的方法。</p> <p style="text-align: center;">- - - - -Ending- - - - -</p>	statement		Listening
<p>評議 Comment</p>			