

# 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)

|                                     |  |                                     |   |
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| 學校<br>School                        | 龍興國小<br><b>Longxing Elementary School</b>                                |                                     |   |
| 教學年級<br>Grade & class               | 二年級 1 班<br>The first grade class 1                                       | 教學設計者<br>Teaching designer          | 李美嬌<br>Candice Lee                            |
| 主題名稱<br>Subject name                | 主題一 和樂在一班<br>Subject one<br>Harmonious And Happy In The Same Class       | 教材來源<br>Source of teaching material | 康軒版生活 第1冊<br>Kang Xuan Edition<br>Life Book 1 |
| 單元名稱<br>Topic name                  | 第二單元 大家都是好朋友<br>Topic Two Everyone Is A Good Friend.                     |                                     |   |
| 教學節數<br>Number of teaching sessions | 共9節<br>Total : 9 sections.   | 教學時間<br>Teaching time               | 共360分鐘<br>Total : 360 mins.                   |
|                                     | 第三節 和同學相處<br>Section 3 Get along with classmates<br>(textbook p.18-p.19) |                                     | 40 mins.                                      |
| <b>Section 3 Teaching design</b>    |  |                                     |   |
| The Method of                       | 遊戲或欣賞 Play game or appreciate、問與答 Question & Answer、                     |                                     |   |

|  |  |                   |                        |
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| Teaching<br>教學方法   | 討論 discussion。   |                   |                        |
| Teaching<br>Objectives<br>教學目標   | <p>1. Can describe the situation and feelings of getting along with classmates.<br/>能描述和同學相處的情形和感受。</p> <p>2. Know the solution to the problem with your classmates.<br/>知道和同學相處問題的解決方法。</p>   |                   |                        |
| 英語詞彙<br>短語和句型<br>English<br>Vocabulary<br>, Phrase<br>and<br>Sentence<br>Pattern | <p><b>* Vocabulary</b></p> <p>聊天 chat, 廁所 toilet, 喝水 drink, 場玩 playground,<br/>同學 classmates, 幫忙 help, 生氣 angry, 傷心 sad.</p> <p><b>* Phrase</b></p> <p>喝水 drinking water, 上廁所 going to the toilet,<br/>幫老師的忙 helping the teacher, 到操場玩 playing in the playground,<br/>在教室玩 playing in the classroom, 和同學聊天 chatting with classmates.</p> <p><b>* Sentence Pattern</b></p> <p>What do + N/NP + feel? 有甚麼感受呢?</p> <p>N/NP + play with + N/NP ~ 和 ~ 一起玩</p> |                   |                        |
| Teaching activity<br>教學活動  | Teaching aids<br>教學資源  | Time<br>( mins. ) | Teaching<br>assessment |
| <p>1.Preparation activities</p> <p>#Teacher preparation</p> <p>① Word card</p>   |  |                   |                        |

#Ask the students to prepare

No.

## 2.Development activities

### (1) Giving motivation

#### ▲ Discussion & Expression

##### T question 1

Say, what are the students doing during the class? (Example: drinking water, going to the toilet, helping the teacher, doing the work of the day, and classmates playing in the playground, playing in the classroom, chatting with classmates...)

說一說，下課的時候同學們都在做些甚麼?(例如:喝水、上廁所、幫老師的忙、做值日生的工作、和同學到操場玩、在教室玩、和同學聊天...)

##### T question 2

What do you do when you are after class?

下課的時候，你都做些甚麼事呢?

Oral  
question  
&  
Word card

5

Oral sharing

Oral  
question  
&  
Word card

|  |   |  |  |
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| <p>(2) Curriculum development</p> <p>The teacher opens the e-book page 18 and asks the students to open the textbook on page 18. 老師打開電子書第 18 頁，並請學生也翻開課本第 18 頁。</p> <p>▲Textbook content description 課本內容說明</p> <p>This cross-page presents the problems that students may encounter and possible solutions; page 18 is the situation in which students play the game together, and the 19<sup>th</sup> page is the solution to the problems encountered by students.</p> <p>本跨頁呈現學生相處可能遇到的問題及可能的解決辦法；第 18 頁是學生一起「玩鬼抓人」遊戲的情境；第 19 頁是學生遇到問題的解決方式。</p> <p>Step 1</p> <p>The teacher first takes the students to play</p> | <p>E-Textbook<br/>Computer &amp; Player</p> <p>Textbook</p> |  |  |
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| <p>"Ghosts Arrest" or play the "Play the game together!" animation.</p> <p>老師先帶學生玩「鬼抓人」或播放「一起玩遊戲吧!動畫」。</p> <p>Step 2</p> <p>★Teacher questions, group discussion and Sharing.老師提問，小組討論與分享。</p>  | <p>YouTube video</p> | <p>5</p>  |  |
| <p>T question 1</p> <p>Think about it, what do you feel when you play with your classmates? (eg.: happy, angry, sad...)</p> <p>想一想，和同學一起玩的時候，有甚麼感受呢?(例如:開心，生氣，傷心…)</p> <p>T question 2</p> <p>If you want to play with your classmates, but you won't play the games that your classmates play, what should you do?</p> | <p>Oral question</p> | <p>20</p> | <p>Oral sharing</p> <p>Group discussion &amp; expression</p> |

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| <p>(For example: angry or crying beside; deliberately tricky; wait for someone to find me to play; take the initiative to tell classmates that I also want to play, but this game I won't...)</p> <p>如果你想和同學玩，但是同學玩的遊戲你不會，你該怎麼辦？</p> <p>(例如:在旁邊生氣或哭鬧;故意搗蛋;等別人找我玩;主動告訴同學我也想玩，但是這個遊戲我不會...)</p> <p>What can students do? (For example: take the initiative to invite, ask him what he will play, change the game...)</p> <p>同學可以怎麼辦呢？（例如:主動邀請、問他會玩甚麼、換個遊戲...）</p> | <p>Oral question</p> |  | <p>Group discussion &amp; expression</p> |
| <p><b>T question 3</b></p> <p><b>Which method can solve the problem more?</b></p> <p><b>Why?</b></p> <p>哪個做法比較能夠解決問題呢？為什</p>  | <p>Oral question</p> |  | <p>Oral sharing</p>                      |

麼呢？

### Step 3

#### Teacher induction 教師歸納

- ① Play with your classmates at school and play with yourself. The way and feelings of the two will be different.

在學校和同學一起玩，和自己一個人玩，兩者的方式和感受都會不同。

- ② Learn how to discuss and collaborate with classmates.

要學習跟同學商量和合作的方法。

### Step 4

The teacher asked questions again, group discussion and sharing.

老師再提問問題，小組討論與分享。

#### T question 1

Think about it, what difficulties have you

Statement

Listening  
compre-  
hension  
聽力理解

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| <p>encountered when you get along with your classmates? (For example, some students are unreasonable, they will laugh at bullying, some will take my things away without my consent. When classmates are divided into groups in the class, there is no people want to be with me....)</p> <p>想一想，你和同學相處時還遇到了甚麼困難？(例如:有些同學不講理又會嘲笑欺負人、有人沒經過我的同意就拿走我的東西、上課分組玩遊戲的時候，沒有人要和我同組...)</p> <p>T question 2</p> <p>What are the possible ways to solve the problem? (For example: telling your own feelings and difficulties; listening carefully to your classmates' thoughts; when I am doing something wrong, I will say sorry right away; forgive him; ask the teacher to</p> | <p>Oral question</p> |  | <p>Group discussion &amp; expression</p> |
|  | <p>Oral question</p> |  | <p>Group discussion &amp; expression</p> |



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| <p>help persuade; take the initiative to find a classmate to divide into a group...)</p> <p>有哪些解決問題的可能方法？(例如:說出自己的感受和困難;仔細聽聽同學的想法;當我做錯了，會馬上說對不起;原諒他;請師長幫忙勸說;自己主動去找同學分成一組...。)</p> <p>T question 3</p> <p>Rethinking whether you have made others feel uncomfortable when you get along with your classmates?</p> <p>反思自己和同學相處時，是否曾經讓別人覺得不舒服？</p> <p>3. Summary activity</p> <p>▲Teacher induction 教師歸納</p> <p>① Remind students to learn how to get along with their classmates, and also consider the feelings of others.</p> | <p>Oral question</p> <p>Statement</p> | <p>10</p> | <p>Oral sharing</p> <p>Listening comprehension<br/>聽力理解</p> |
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提醒學生要學習和同學相處的方法，  
也要考慮別人的感受。

- ② When classmates make you unhappy, take the initiative to find a solution to the problem and try to improve.

當同學讓你不愉快時，要主動尋找解決問題的方法，並試著去改善。

▲ Workbook instruction 習作指導

Workbook L.1-2 (sixth page) <get along with classmates> Checklist for the first question (teacher can read <<teacher-only textbooks on pages 136 to 137, workbook answering , guide >>)

習作 L.1-2 (第六頁) <和同學相處>  
第一題的檢核表(老師可翻閱<<教師專用課本第136~137頁習作解答,進行指導>>)

- - - - -Ending- - - - -

Workbook

評議 Comment