

綜合領域沉浸式英語教學教案設計-主題一

主題名稱	看看我自己	教學設計者	林慧萍
教學對象	三年級	教學節次	2個單元(8節課/每週一節40分鐘)
能力指標	1-2-1 欣賞並展現自己的長處，省思 並接納自己 1-2-2 參與各式各類的活動，探索自己的興趣與專長		
學習目標	1. 學生能了解自己和他人的優點。 2. 學生能說出自己和他人的優點 3. 學生能說出相關的英語單字或句子。 4. 學生能了解相關的英文單字，並做出適當的回應。		
設計理念	透過課堂活動，學生能了解自己的優點，並能欣賞身邊同學朋友的優點，藉由優點的分享，讓學生能以正向的態度，欣賞自己，也誇獎別人，讓生活更加快樂。		
教學方法	合作學習法、實作教學		
英語學習 Content vocabulary /sentence patterns	<p>單元名稱與英語單字：</p> <p>1. 優點大發現: I am good. He (She) is good. 2. 好表現大搜索: I can _____. I am good. (jump, dance, draw, swim, hop, walk) He (She) can _____. He (She) is good.</p> <p>教室用語：</p> <p>認真聽 Listen carefully. 看 Look! 安靜 Be quiet! 稱讚(太厲害了!) Good job! Excellent! Awesome! 準備好了嗎? Are you ready? 倒數計時 Ten, nine.....one. 時間到 Time is up! 換你了 It's your turn.</p> <p>句子：</p> <p>1. I am good. He (She) is good. 2. I can _____. I am good. (jump, dance, draw, swim, hop, walk) 3. He (She) can _____. He (She) is good. (jump, dance, draw, swim, hop, walk)</p>		

教學活動	教具	評量
<p style="text-align: center;">第一單元(第1-4週)</p> <p>[教學準備]教師- 單字圖卡</p> <p>[引起動機]</p> <ul style="list-style-type: none"> ■ 教師: What can you do? (你會什麼?) ■ 學生: jump、跳舞..... (自由回答,中英文皆可) ■ 教師: In this unit, we are going to learn what you are good at. ■ 教師 Are you ready? ■ 學生: Yes! <p>[發展活動]</p> <ul style="list-style-type: none"> ■ 教師: I am good. (帶唸句子並做動作) ■ 學生: I am good. (唸句子並做動作) ■ 教師: When will you say "I am good."? ■ 學生: 玩電動、play basketball... (自由回答,中英文皆可) ■ 教師: Now let's have an activity. Everyone needs to say what you are good at. For example, <u>I can dance.</u> (中英文皆可) I am good. (英文) (活動:I Am Good, 每人說出自我的優點) ■ 學生: I can swim. I am good. ■ 教師: Now you know your classmates and yourself are good at. Let's see if you were listen carefully to what your classmats have said. (活動:He (She) is Good, 也了解別人的優點) You need to say one of your classmates is good at. ■ 教師: First, let's learn to say "He (She) is good." (帶唸句子並做動作) ■ 學生: He (She) is good. (唸句子並做動作) ■ 教師: For example, you can say, <u>He can jump.</u> (中英文皆可) He (She) is good. (英文) OK? ■ 學生: OK! She can draw. She is good. (Every student needs to take turns to say the target sentences) <p>[總結活動]</p> <ul style="list-style-type: none"> ■ 教師: You all did a great job. Give yourself a big hand. Everyone has strengths and weakness. We need to understand what we are good at. Always look at the bright side. (多看自己的優點, 正面看世界) 	單字圖卡	<p>口說分享 學生能了解單元主題</p> <p>實做 學生能聽懂說出英語, 並做出動作</p>

教學活動	教具	評量
<p style="text-align: center;">第二單元(第5週)</p> <p><u>Holiday Event : Easter (第6-7週)(活動準備週)(詳如附件)</u></p> <p>第二單元(第8-11週)</p> <p>[教學準備] 教師- 圖卡、PPT 檔案</p> <p>[引起動機]</p> <ul style="list-style-type: none"> ■ 教師: Last time, we learned that everyone is good at something. In this unit, we are going to learn how to say what you can do in English. (我會~) Are you ready for the class? ■ 學生: Yes! <p>[發展活動]</p> <ul style="list-style-type: none"> ■ 教師: I can _____. (jump, dance, draw, swim, hop, walk) (老師帶唸，並加動作) ■ 學生: I can _____. (學生跟著唸，並加動作) <ul style="list-style-type: none"> ■ 教師: Now, we are going to have an activity. When I say one-two, three, we need to do one of the actions. The person who does the same with me is out of the game. When you are out of the game, you need to sit down. (活動: Be Different, 做和老師相同的動作便出局) ■ 教師: One, two, three, "draw" (with the action) ■ 學生: walk, swim..... (with the actions) <ul style="list-style-type: none"> ■ 教師: I can _____. I am good. He (She) can _____. He (She) is good. (帶唸) ■ 學生: I can _____. I am good. He (She) can _____. He (She) is good. (跟著唸) <p>[總結活動]</p> <ul style="list-style-type: none"> ■ 教師: Don't forget to know that you are good, Your classmates or friends are good as well. (多看自己和別人的優點) <p>Assignment: I Am Good. (我最棒!把會做的是做給家長看，並請家長認證與簽名)</p> <p>Bonus (Elective) Activity : Talent Show 嘉北才藝表演</p>	<p>圖片 PPT 檔案 單字圖卡</p> <p>學習單 1</p>	<p>口說分享 學生能了解單元主題</p> <p>實做 學生能聽懂說出英語，並做出動作</p> <p>書寫 口說 (家人分享)</p> <p>表演</p>

綜合領域沉浸式英語教學教案設計-主題二

主題名稱	生活調味料	教學設計者	林慧萍
教學對象	三年級	教學節次	2個單元(8節課/每週一節40分鐘)
能力指標	1-2-3 辨識與他人相處時自己的情緒 3-2-1 參加團體活動，並能適切表達自我、與人溝通。		
學習目標	1.學生能了解自我的情緒。 2.學生能說出自我的情緒。 3.學生能展開情緒管理的計畫與行動。 4.學生能說出相關的英語單字或句子。		
設計理念	情緒智商很重要，若能讓學生從了解情緒開始，讓學生說出自我的情緒，學會表達自己的情緒，進而能處理情緒，能讓學生體會成長的喜悅，也能透過這樣的過程，更了解自己，讓自己的生活更加開心。		
教學方法	合作學習法、實作教學		
英語學習 Content vocabulary /sentence patterns	<p>單元名稱與英語單字：</p> 1. 心情氣象臺: I'm _____. (happy, sad, mad, surprised, excited, touched) 2. 心情好料理: I'm not _____. <sad/mad> (I'm _____.) I feel better. <p>教室用語：</p> 來這裡 Come here! 回座位 Go back to your seat. 翻開課本 Open your book. 課本合起來 Close your book. 站起來 Stand up! 坐下 Sit down. 掌聲鼓勵 Give him (her) a big hand. 轉身 Turn around. 停 Stop! <p>句子：</p> 1. I am _____. (happy, sad, mad, surprised, xcited, touched) 2. I'm not _____. <sad/mad> (I'm _____.) I feel better.		

教學活動	教具	評量
<p style="text-align: center;">第一單元(第12-15週)</p> <p>[教學準備]教師- 單字卡, 圖卡, PPT檔案</p> <p>[引起動機]</p> <ul style="list-style-type: none"> ■ 教師: <i>How many feelings do we have?</i> ■ 學生: <i>A million, 幾百個.....</i>(自由回答,中英文皆可) ■ 教師: <i>How do you feel now?</i> ■ 學生: <i>happy, 難過.....</i>(自由回答,中英文皆可) ■ 教師: <i>We are going to learn how to express our feelings in this unit. Feel free to express your opinions and feelings . Your expression and participation are highly welcomed.</i> <p>[發展活動]</p> <ul style="list-style-type: none"> ■ 教師: <i>These are the emotions that we might have in our daily life, happy, sad, mad, surprised, excited, touched Let's go through these main feelings. Happy! (with action <加動作>)</i> ■ 學生: <i>Happy!</i> ■ 教師: <i>Sad!</i> ■ 學生: <i>Sad!.....</i> ■ 教師: <i>I'm _____. (happy, sad, mad, surprised, excited, touched)</i> ■ 學生: <i>I'm _____. (happy, sad, mad, surprised, excited, touched)</i> ■ 教師: <i>Now, we are going to have an activity. One student would be here. He or She will show you the feelings with his or her facial expression without actions. The person who guesses the right answer can get one point for your group. (活動: Can You Feel How I Feel? 感同身受)</i> ■ 學生: <i><Use his or her facial expression to let the others guess his or her feeling.></i> <p>[總結活動]</p> <ul style="list-style-type: none"> ■ 教師: <i>It's important to understand your own feelings . In order to getting along with others, we need to learn how to express our feelings when it is necessary.</i> 	<p style="text-align: center;">圖卡 單字卡</p>	<p>□說分享 學生能了解單元主題</p> <p>□說 學生能聽懂動作英語單字，做出動作並說出單字和句子</p>

教學活動	教具	評量
<p style="text-align: center;">Holiday Event : Internation Children's Day (第14-15週) (活動準備週)(詳如附件)</p> <p style="text-align: center;">第二單元(第16-19週)</p> <p>[教學準備] 教師- 圖卡、PPT 檔案</p> <p>[引起動機]</p> <ul style="list-style-type: none"> ■ 教師: What do you do when you are in a bad mood? Is there anything that you like to do to make yourself feel better? (心情不好時, 你都做些什麼, 讓心情變好?) ■ 學生: 我喜歡玩電動, Working out.....(自由回答, 中英文皆可) ■ 教師: In this unit, we are going to discuss what we can do to cheer us up. <p>[發展活動]</p> <ul style="list-style-type: none"> ■ 教師: What do you usually do when you are sad? ■ 學生: 我喜歡畫畫讓自己冷靜下來, Go walking!..... (自由回答, 中英文皆可) ■ 教師: These are good methods. Anything that you like to do that is good to your mood is great. You might like to do exercise, ... After doing these activities, you can say, "I'm not _____. <sad/mad>. (I'm _____.) I feel better." ■ 學生: "I'm not _____. <sad/mad>. (I'm _____.) I feel better." ■ 教師: Everyone needs to tell others what you do to make yourself feel better by using the following sentences, 玩電動後 (After playing video games) <中英文皆可>, I'm not sad. I feel better. <英文> ■ 學生: <Take turns to say the sentences> <p>[總結活動]:</p> <ul style="list-style-type: none"> ■ 教師: It's great to see that even when we are in a bad mood, we can still do something to make ourself feel better. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Assignment: Me in Seven Days (每天的我) (記錄下每天的心情, 各找一位家人和朋友分享, 並請他們簽名)</p> </div>	<p style="text-align: center;">圖卡 單字卡</p> <p style="text-align: center;">學習單 2</p>	<p style="text-align: center;">口說分享 學生能了解單元主題</p> <p style="text-align: center;">口說 學生能聽懂英語句子, 並說出句子</p> <p style="text-align: center;">書寫 口說分享</p>

教學活動	教具	評量
<p style="text-align: center;">總複習 Final Review (第20週)</p> <p>[教學準備] 教師- 圖卡、單字卡、PPT 檔案</p> <p>[引起動機]</p> <p>■ 教師: Let's reivew what we have learned in the last couple of weeks.</p> <p>[發展活動]</p> <p>■ 教師: * I am good. He (She) is good. * I can _____. I am good. (jump, dance, draw, swim, hop, walk) * He (She) can _____. He (She) is good. (jump, dance, draw, swim, hop, walk) * I am _____. (happy, sad, mad, surprised, xcited, touched) *I'm not _____. <sad/mad> (I'm _____.) I feel better. (複習帶唸)</p> <p>■ 學生: * I am good. He (She) is good. * I can _____. I am good. (jump, dance, draw, swim, hop, walk) * He (She) can _____. He (She) is good. (jump, dance, draw, swim, hop, walk) * I am _____. (happy, sad, mad, surprised, xcited, touched) *I'm not _____. <sad/mad> (I'm _____.) I feel better. (跟著唸)</p> <p>■ 教師: Let's watch some videos realted to what we have learning in this semester. <Video-watching></p> <p>[總結活動]:</p> <p>■ 教師: It's a wonderful jouney. I do have a great time in teaching. Hope you feel the same way. Thank your for being with me for the entire year. Wish you the best in the next semester. (預祝大家下學期更順利)</p>	<p>圖卡 單字卡 PPT 檔案 影片</p>	<p>口說 學生能聽 懂英語句 子，並說 出句子</p>