臺中市 109 學年度國民中小學推動雙語教學教案設計臺中市豐原區瑞穗國小

課程名稱		教案設計者	all 4本 FB 1 A4 45 FB 75	
Course Title	我是跑步高手	Designer	瑞穗國小雙語團隊	
融入學科領域 Integrated Domain Subjects	□藝術 ☑健康與體育□綜合活 □數學 □自然科學 □科技 備註:不包含語文及社會領域			
	□性別平等教育 □人權教育 □環	環境教育 □海洋教	女育 □品德教育	
議題融入 Integrated Issues	□生命教育 □法治教育 □科技	反教育 □資訊教育	「□能源教育	
(無則免填)	□安全教育 □防災教育□家庭教育□生涯規劃教育□多元文化教育			
	□閱讀素養 □戶外教育 □國際	於教育 □原住民族	美教育	
實施年級 Grade level	一、二年級	授課時間 Duration	共 10 節,400 分鐘	
	總網 General Guideline	A1 身心素養與 B1 符號運用與 C2 人際關係與	溝通表達	
學科核心素養 對應內容 MOE Core Competencies	領網 Subject-specific Guideline	對應之學科核心素養 Corresponding subject-specific guideline core competencies 健體-E-A1 具備良好身體活動與健康生活的習慣,以促進身心健全發展,並認識個人特質,發展運動與保健的潛能。健體-E-C2 具備同理他人感受,在體育活動和健康生活中樂於與人互動、公平競爭,並與團隊成員合作,促進身心健康。 英-E-A2 具備理解簡易英語文訊息的能力,能運用基本邏輯思考策略提升學習效能。 英-E-C2 積極參與課內英語文小組學習活動,培養團隊合作精神。		
學科學習重點 Essential Learning Focuses	學習表現 Student performance	1c-□-1 認識身體活動的基本動作。 1c-□-2 認識基本的運動常識。 3b-□-1 能於引導下,表現簡易的自我調適能。 3c-□-1 表現基本動作與模仿的能力。		
	學習內容 Learning content	習內容 Learning content Ga-□-1 走、跑、跳與投擲遊戲。		
學科單元 學習目標 Subjects Unit Learning Goals	1. 能夠跑在自己的跑道上 2. 30秒15公尺折返跑(最終 3. 避免跑步碰撞	冬評量)		

	語言學習內容 Language of	learning		
	1.目標字詞 Target vocabulary: run, bend, swing, leg, bend down, pick up, turn around	lift, pick up, turr	around, arm,	
語言學習目標 Language	2.目標句型 Target sentence-patterns: Ready, go!			
Learning Goals	High knees! Lift your legs!			
	Swing your arms!			
	Spread out! Stand up and go! Stand up, turn around, and go!			
	1. Running form			
	2. Run, run, move!3. Run, run, move!			
	4. 跑過來,跑過去 Treasure Hunt			
節次配置	5. 全身動一動 Move your body			
Title of Each	6. 跑步拼字(數字) Run and spell (numbers)			
Period	7. 跑步拼字(英文) Run and spell (letters) 8. 折返跑(1) Shuttle Run (1)			
	9. 折返跑(1) Shuttle Run (2)			
	10. 測驗 Test			
松朗比如次 证	diga cones (four colors) sport cones botons			
教學材料資源 及器材	disc cones (four colors), sport cones, batons			
Teaching				
materials and				
equipment				
	第一節 (40 分鐘)			
	能改正自己的跑步姿勢。			
Content goals	能在活動中避免與他人衝撞。			
	能遵守遊戲規則,共同合作學習。			
	1. 目標字詞 Target vocabulary: arm, leg, swing, lift			
2. 目標句型 Target sentence-patterns: Students will be able to res				
Language goals	commands targeting the running form content objectives (listening): So your arms! High knees! Lift your legs!			
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	一、暖身活動: 1.T: Center, hands up.	時間配置 Time	評量方式 Assessment	
	Ss: Hands up.	Allocation	1 155 Cosmicine	
教學流程 Procedures	T: Hands out.	10 .	能自己喊出	
	T: Attention! S:1, 2.	10min	動作名稱並	
Troccuires	2. Let's warm up! (如附件 1)		完成動作	
	3. Run one lap. Go!			
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二、發展活動	10min	聽口令並完
1. 跑步姿勢我最行 I have the best running posture.		成動作
(1) 擺臂 Arm swing.		
讓學生維持一腳前一腳後的站姿,進行擺臂		
動作,提醒學生將手肘彎曲90度,前後擺動,		
過程中注意身體不能晃動。		
Students stand with one foot in front of the other.		
Bend arms to 90 degrees and swing back and forth.		
Remind students to keep their bodies still when		
swinging.		
(2)抬腿 Leg lift.		
原地站立,手掌心朝下平放置肚臍位子,抬		
腿將腿碰至手掌心。		
Students stand and hold hands out in front, palms		
face down. Raise legs up and touch the palms of		
hands.		
(3)弓箭步 Forward lunge.		
以弓箭步站姿,擺臂數次,更接近跑步動作		
Students stand in a lunge with one foot in front of		
the other, knees bent. While lunging, practice arm		
swing.		
2. 跑一跑動一動 Run, run, move (Let's run!)		
(1) 排成跑步隊伍,進行30公尺短距離衝刺,		
並在過程中提醒學生的擺臂動作以及抬腿。		
Break up into running teams. Students practice		
running 30 meters, staying in their own lanes, one		
team at a time. Remind students of the arm swing		
and leg lift while they are running.		
3. 你爭我搶 You Fight For Me	15min	· 聽口令並完
		成活動,並
將班級分成四組,在中間區域放置圓盤,每組		遵守活動規
第一個人出發到中間搶奪圓盤,一次只能拿一		則。
個,折返回去以後和隊友擊掌,下一個才能再		X1
出發。。		
1. Divide the class into four groups, two		
groups each on either side of a number of		
discs in the middle area (see Figure 1).		
2. The first person in each group runs to grab a		
disc in the middle (can only take one disc at		
a time).		
3. Once the student returns to their team, they		
high-five the next person in line who runs to		
go grab a disc.		
4. Activity continues until all the discs are gone. The team with the most discs wins!		
gone. The team with the most dises wills:		
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	(Figure 1)		
	三、綜合活動 1. 依照今天上課學生所做的內容,來給予回	5min	能說出自己
	贯。		想法及感受
	1. I'm the best runner. (1) Swing arms Students stand with their running position (one foot front, one foot back), and swing their arms. Remind students to bend their elbows 90 degree and swing their arms forward and backward. Don't sway their bodies. (2) High knees Palms face down and bend your elbows		
	第一節 結束		
	第二節 (40 分鐘)		
Content goals	能做出正確的跑步姿勢 能在活動中避免與他人衝撞 能遵守遊戲規則,共同合作學習。		
Language goals	 目標字詞 Target vocabulary: arm, leg, swing, leg, swing,	will be able to u	
	一、暖身活動: 1.T: Center, hands up. Ss: Hands up. T: Hands out.	時間配置 Time Allocation	評量方式 Assessment
教學流程 Procedures	T: Attention! S:1, 2. 2. Let's warm up! (如附件 1) 3. Run one lap. Go!	10min	能自己喊出 動作名稱並 完成動作
1 Tocedules	二、發展活動 1.複習跑步姿勢 Review running posture. (1)擺臂:檢查學生的擺臂動作 Arm swing: check the students' arm swing. (2)抬腿:手掌心朝下平放置肚臍位子,抬腿將腿碰至手掌心。Leg lift: students hold arms out front, palms face down. Raise legs up to touch the	10min	聽口令並完 成動作

palms of hands. 2. 跑一跑動一動 Run, run, move! (1)高抬腿 10 次, 衝刺 Raise the legs up to the palms 10 times, then sprint. (2)小碎步跑,聽到哨聲後衝刺 Run in place using tiny steps, wait for the whistle, then sprint. (3)盤腿坐,聽到哨聲後起立衝刺 Sit crosslegged, wait for the whistle, then stand up and sprint. (4)坐姿雙腳伸直-正面,聽到哨聲後起立衝刺 Sit with legs straight out in front, wait for the whistle, then stand up and sprint. (5)坐姿雙腳伸直-背面,聽到哨聲後起立衝刺. Sit with legs straight out, facing away from the teacher. Wait for the whistle, then stand up, turn around, and sprint. 3. 小小接力賽 Little Relay Race 15min 聽口令並完 將隊伍分成兩組,拿著接力棒跑到圓盤區,依 成活動,並 序碰觸四個圓盤以後折返回去,將接力棒傳給 遵守活動規 下一個人。https://youtu.be/DG4XiPvyWeY 則。 1. Divide the team into four teams. Each team lines up behind the starting line. Give the first person in each team a baton. (could this be more teams?) (see Figure 2). 2. The first person in each team takes the baton and runs to the disc area. Student touches all four discs, turns back, and runs to pass the baton to the next person. 3. The first team to have all students run to touch the discs wins! (Figure 2) 說出自己 5min 三、綜合活動 想法及感受 1. 依照今天上課學生所做的內容,來給予回

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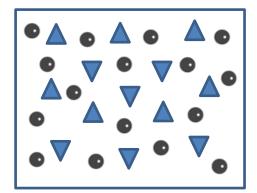
	第二節 結束		
	第三節 (40 分鐘)		
	能做出正確的跑步姿勢。		
Content goals	能在活動中注意安全,避免與他人衝撞。		
	能理解並遵守活動規範。		
	能與同學合作,多鼓勵同學。		
	1. 目標字詞 Target vocabulary: arm, leg, swing, l	lift	
	2. 目標句型 Target sentence-patterns:		
	a. Students will be able to understand	and respond to	sequences of
Language goals	commands (listening): ex. "Stand up a	_	-
	and go."		
	b. Students will be able to understand an	d react to the sug	gestion "Watch
	out!" 第三節		
	第二郎	時間配置	評量方式
	一、暖身活動:	Time	Assessment
	1.T: Center, hands up.	Allocation	
	Ss: Hands up.	10min	能自己喊出
	T: Hands out.		動作名稱並
	T: Attention! S:1, 2.		完成動作
	2. Let's warm up! (如附件 1)		
	3. Run one lap. Go!		
	二、發展活動	10 :	聽口令並完
教學流程	1.複習跑步姿勢 Review running posture.	10min	成動作
Procedures	(1)擺臂:檢查學生的擺臂動作. Arm swing:		
	check the students' arm swing. (2)抬腿:手掌心朝下平放置肚臍位子,抬腿將		
	腿碰至手掌心。Leg lift: students hold arms out		
	front, palms face down. Raise legs up to touch the		
	palms of hands.		
	2. 跑一跑動一動(複習) Run, run, move (review)		
	(1)高抬腿 10 次,衝刺 Raise the legs up to the		
	palms 10 times, then sprint. (2)小碎步跑,聽到哨聲後衝刺 Run in place		
	(4)/ いずツ 呼い、銅む お 「A 年 後 利 米」 NUII III DIACC	İ	1
	using tiny steps, wait for the whistle, then sprint.		

legged, wait for the whistle, then stand up and sprint.

- (4)坐姿雙腳伸直-正面,聽到哨聲後起立衝刺 Sit with legs straight out in front, wait for the whistle, then stand up and sprint.
- (5)坐姿雙腳伸直-背面,聽到哨聲後起立衝刺. Sit with legs straight out, facing away from the teacher. Wait for the whistle, then stand up, turn around, and sprint.

3. 佔領地盤 Occupied Territories

- 1. Evenly distribute the disc cones and sport cones in a marked out rectangular field (see Figure 3).
- 2. Divide students into four groups. Two teams will aim to turn the cones upside down, and two teams will aim to turn the cones right side up. One of each of the two teams in the two groups will be assigned the disc cones and the other will be assigned the sport cones.
- 3. The teacher will time for three minutes and then will count which team has the most cones in their team's position, right side up or upside down.
- 4. Remind students to pay attention to the people around them when turning over the cones to avoid collisions.
- (1)將場內的圓盤平均分配正面跟反面,隊伍分為四組,兩組兩組進行活動,圓盤放置散開一點,避免學生在場內活動時發生衝撞,一組隊伍要將圓盤翻至正面,一組隊伍要將圓盤翻製反面,計時三分鐘,時間到看正面跟反面的圓盤哪個比較多。
- (2)提醒學生翻圓盤時要注意身旁的人,不要發生衝撞。https://youtu.be/-ZcBQd3NafY



(Figure 3)

15min

聽口令並完 成活動,並 遵守活動規 則。

	三、綜合活動 1. 依照今天上課學生所做的內容,來給予回饋。 第三節結束	5min	能說出自己 想法及感受
	第四節 (40 分鐘)		
Content goals	能做出正確的跑步姿勢。 能理解並遵守活動規範。 能與同學合作,進行團隊活動。		
Language goals	1. 目標字詞 Target vocabulary: arm, leg, swing, leg. 2. 目標句型 Target sentence-patterns: a. Students will be able to respond to conform content objectives (listening): Lift your legs! b. Students will be able to understand an out!"	commands targeting Swing your arms	ng the running! High knees!
	一、暖身活動: 1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2. 2. Let's warm up! (如附件 1) 3. Run one lap. Go!	時間配置 Time Allocation 10min	評量方式 Assessment 能自己喊出 動作名稱並 完成動作
教學流程 Procedures	二、發展活動 1.複習跑步姿勢 Review running posture. (1)擺臂:檢查學生的擺臂動作. Arm swing: check the students' arm swing. (2)抬腿:手掌心朝下平放置肚臍位子,抬腿將腿碰至手掌心。Leg lift: students hold arms out front, palms face down. Raise legs up to touch the palms of hands.	10min	
	2.奪實大作戰 Treasure Hunt (1) 將學生分為四組 Split students up into four groups. Assign each group one color. (2) 告知只能搶奪寶物的組別 Students can only take "treasures" that correspond to their group color. (3) 一次一人出發,需擊掌後下一棒才能出發.	18min	聽口令並完 成活動,並 遵守活動規 則。

	One at a time, students from each team run forward to take a treasure from the next corner. The student then runs back to their own team. Once they put the treasure away in their corner, the student high fives the next person in line and that person can run to move a treasure. Continue until all the treasures are sorted. (See Figure 4)		
		•••	
	(Figure 4)	•••	
	三、綜合活動 1. 依照今天上課學生所做的內容,來給予回 饋。	2min	能說出自己 想法及感受
	第四節 結束		
	第五節 (40 分鐘)		
Content goals	能運用全身去模仿動物。 能跑步在自己的跑道上。 能清楚知道動物的英文。 能在活動中做出彎腰碰地板的動作。		
Language goals	1. 目標字詞 Target vocabulary: arm, leg, swing, l 2. 目標句型 Target sentence-patterns: a. Students will be able to respond to t "Bend down!", "High five!", and "Go b. Students will be able to respond to c form content objectives (listening): S Lift your legs!	the commands, "The back!" commands targeting	Furn around!",
教學流程 Procedures	一、暖身活動: 1.T: Center, hands up. Ss: Hands up. T: Hands out.	時間配置 Time Allocation 10min	評量方式 Assessment 能自己喊出
	<u> </u>		70 T O MA

T: Attention! 動作名稱並 S:1, 2. 完成動作 2. Let's warm up! (如附件 1) 3. Run one lap. Go! 二、發展活動 1.模仿動物 Animal Imitation (1) 讓學生散開 Students spread out. (2) 喊出動物的英文,讓他們模仿動物的動 作,鼓勵運用身體所有部位模仿,不只是用手 模仿。Call out the English names of an animal. Instruct students to use their bodies to imitate that animal. Encourage students to use their whole bodies to imitate the animal, not just imitate with their hands. 2. 一二三木頭人 1, 2, 3, Freeze! 13min 聽口令並完 (1)將學生分成四組,活動過程中,只能跑在 成活動,並 自己的跑道上。Split students up into four groups. 遵守活動規 Students line up in four lines, each group in one 則。 lane on the track. During the activity, each group can only run in their own lane! (see Figure 5) (2)老師站在終點處喊:「One Two Three Animal 」, 讓學生做出該動物的姿勢並停留在原 地。Teacher stands at the finish line and shouts "1, 2, 3, (animal) !" Students freeze and pose as that animal. When the teacher blows the whistle, the students can continue running. (3)學生跑至終點處,只有第一個到的組別可 以奪取圓盤,訓練學生只能跑在自己的跑道上. 14min 聽口令並完 When students arrive at the finish line, they bend down and pick up a disc and run back to the back of 成活動,並 their line. 遵守活動規 則。 (Figure 5) 3min 能說出自己 三、綜合活動 想法及感受 1. 依照今天上課學生所做的內容,來給予回 饋。 第五節 結束

第六節(40分鐘) 能友好的和同學共同討論並合作完成活動。 能在活動結束後改正缺失。 能理解並遵守活動規範。 能工確排出英文字母或數字。 1. 目標字詞 Target vocabulary: arm, leg, swing, lift, bend down, pick up 2. 目標句型 Target sentence-patterns: a. Students will be able to respond to the commands, "Turn around!", "Bend down!", "High five!", and "Go back!" b. Students will be able to respond to commands targeting the running form content objectives (listening): Swing your arms! High knees! 1.T. Center, hands up. Ss. Hands up. T. Hands out. T. Attention! S.1, 2. 2. Let's warm up! (如附件1) 3. Run one lap. Go! ニ、餐展活動 1.拼字我最行 Spelling Race! (1)將學生分為 3 細、每無學生發放圖盤,讓他們提到數字或美文單字,讓他們是討論5分鐘,要怎麼拼字。 1. Split students into three groups. Each group will be given a set of discs. 2. Ask the students to make a number or letter or word out of the cones. Give students 5 minutes to discuss which shape (letter, number, or word), the teacher will confirm. Each group puts their cones in a pile next to the start line. (2)將學生排成一直線、跑至 15 公尺處據放圖量,可去眼下一個同學學家交換。				
能在活動結束後改正缺失。 能理解進變守活動規範。 能正確排出英文字母或數字。 1. 目標字詞 Target vocabulary: arm, leg, swing, lift, bend down, pick up 2. 目標句型 Target sentence-patterns: a. Students will be able to respond to the commands, "Turn around!", "Bend down!", "High five!", and "Go back!" b. Students will be able to respond to commands targeting the running form content objectives (listening): Swing your arms! High knees! Lift your legs! 一、暖身活動: 1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2. 2. Let's warm up! (如附件 1) 3. Run one lap. Go! 一、發展活動 1.拼字我最行 Spelling Race! (1)楞學生分為 3 短、导定學生發放圖盤,讓他們提列数字或英文單字,讓他們先討論 5 分鐘,要怎麼拼字。 1. Split students into three groups. Each group will be given a set of discs. **数學流程**Procedures** **数學流程**Procedures** **数學流程**Procedures** **数學流程**Procedures** **数學流程**Procedures** **数學流程**Procedures** ***** ***** **** **** **** 25min **** **** *** *** 25min *** *** *** *** *** *** ***		第六節 (40 分鐘)		
2. 目標句型 Target sentence-patterns: a. Students will be able to respond to the commands, "Turn around!", "Bend down!", "High five!", and "Go back!" b. Students will be able to respond to commands targeting the running form content objectives (listening): Swing your arms! High knees! Lift your legs! 一、暖身活動: 1.T: Center, hands up. SS: Hands up. T: Hands out. T: Attention! SS:1, 2. 2. Let's warm up! (如附件 1) 3. Run one lap. Go! 二、發展活動 1.拼字我最行 Spelling Race! (1)將學生分為 3 組,每組學生發放圖盤,讓他們提列數字或英文單字,讓他們先討論 5 分鐘,要怎麼拼字。 1. Split students into three groups. Each group will be given a set of discs. 2. Ask the students to make a number or letter or word out of the cones. Give students 5 minutes to discuss which shape (letter, number, or word) they would like to make during the spelling race. 3. Once every team has decided on a shape (letter, number, or word), the teacher will confirm. Each group puts their cones in a pile next to the start line. (2)將學生排成一直線,跪至 15 公尺處擺放圖	Content goals	能在活動結束後改正缺失。 能理解並遵守活動規範。		
1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2. 2. Let's warm up! (如附件 1) 3. Run one lap. Go! 二、發展活動 1.拼字我最行 Spelling Race! (1)將學生分為 3 組,每組學生發放圓盤,讓他們規劃數字或英文單字,讓他們先討論 5 分鐘,要怎麼拼字。 1. Split students into three groups. Each group will be given a set of discs. 2. Ask the students to make a number or letter or word out of the cones. Give students 5 minutes to discuss which shape (letter, number, or word) they would like to make during the spelling race. 3. Once every team has decided on a shape (letter, number, or word), the teacher will confirm. Each group puts their cones in a pile next to the start line. (2)將學生排成一直線,跑至 15 公尺處擺放圓	Language goals	2. 目標句型 Target sentence-patterns: a. Students will be able to respond to t "Bend down!", "High five!", and "Go b. Students will be able to respond to c form content objectives (listening): Students your legs!	he commands, " back!" ommands targeting Swing your arms	Furn around!",
T: Hands out. T: Attention! S:1, 2. 2. Let's warm up! (如附件 1) 3. Run one lap. Go! 二、發展活動 1.拼字我最行 Spelling Race! (1)將學生分為 3 組,每組學生發放圖盤,讓他們擺列數字或英文單字,讓他們先討論 5 分鐘,要怎麼拼字。 1. Split students into three groups. Each group will be given a set of discs. 2. Ask the students to make a number or letter or word out of the cones. Give students 5 minutes to discuss which shape (letter, number, or word) they would like to make during the spelling race. 3. Once every team has decided on a shape (letter, number, or word), the teacher will confirm. Each group puts their cones in a pile next to the start line. (2)將學生排成一直線,跑至 15 公尺處擺放圓		1.T: Center, hands up.	Time	
1.拼字我最行 Spelling Race! (1)將學生分為 3 組,每組學生發放圓盤,讓他們擺列數字或英文單字,讓他們先討論 5 分鐘,要怎麼拼字。 1. Split students into three groups. Each group will be given a set of discs. 2. Ask the students to make a number or letter or word out of the cones. Give students 5 minutes to discuss which shape (letter, number, or word) they would like to make during the spelling race. 3. Once every team has decided on a shape (letter, number, or word), the teacher will confirm. Each group puts their cones in a pile next to the start line. (2)將學生排成一直線,跑至 15 公尺處擺放圓		T: Hands out. T: Attention! S:1, 2. 2. Let's warm up! (如附件 1)		動作名稱並
Teacher walks 15 m away and demonstrates the shape creation zone. Students line up in their groups behind the start line. One at a time, students pick up one cone and run it to the shape creation zone. After they place the cone, they run back and high five the next person in line. The next person		1.拼字我最行 Spelling Race! (1)將學生分為 3 組,每組學生發放圓盤,讓他們擺列數字或英文單字,讓他們先討論 5 分鐘,要怎麼拼字。 1. Split students into three groups. Each group will be given a set of discs. 2. Ask the students to make a number or letter or word out of the cones. Give students 5 minutes to discuss which shape (letter, number, or word) they would like to make during the spelling race. 3. Once every team has decided on a shape (letter, number, or word), the teacher will confirm. Each group puts their cones in a pile next to the start line. (2)將學生排成一直線,跑至 15 公尺處擺放圓盤,回去跟下一個同學擊掌交換。 Teacher walks 15 m away and demonstrates the shape creation zone. Students line up in their groups behind the start line. One at a time, students pick up one cone and run it to the shape creation zone. After they place the cone, they run back and	25min	成活動,並 遵守活動規

then picks up one cone and runs it to place in the shape creation zone. Continue until the shape has been created. At the end of the activity, students can walk down to the shape creation zone to view their artwork.

Repeat activity with a different shape if there is more time.

(3)活動結束讓學生看每一組的拼字。

(1)討論

(2)活動進行





(3)活動結束



三、綜合活動

1. 依照今天上課學生所做的內容,來給予回

5min

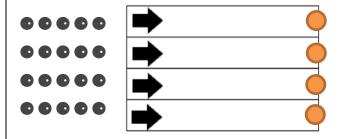
能說出自己

	hdr		おいりそん
	饋。 2 共同與八百人口糾中弘 57年		想法及感受
	2. 請同學分享今日排字的心得。		
	第六節 結束		
	第七節 (40 分鐘)		
	能友好的和同學共同討論並合作完成活動。		
Cantont made	能在活動結束後改正缺失。		
Content goals	能理解並遵守活動規範。		
	能正確排出英文字母或數字。		
	1. 目標字詞 Target vocabulary: arm, leg, swing, l	ift, bend down, pi	ck up
	2. 目標句型 Target sentence-patterns:		
Language goals	a. Students will be able to respond to t		'Turn around!",
0 0 0	"Bend down!", "High five!", and "Go		. ,1 .
	b. Students will be able to respond to c	_	
	form content objectives (listening): S Lift your legs!	Swillg your arm	s! High knees!
	一、暖身活動:		
	1.T: Center, hands up.	時間配置	評量方式
	Ss: Hands up.	Time	Assessment
	T: Hands out.	Allocation	Assessment
	T: Attention!	10min	能自己喊出
	S:1, 2.	10111111	動作名稱並
	2. Let's warm up! (如附件 1)		
	3. Run one lap. Go!		完成動作
	二、發展活動	25	
	1.拼字我最行 Spelling Race! (Same activity as	25min	聽口令並完
	above).		成活動,並
	(1)將學生分為3組,每組學生發放圓盤,讓他		遵守活動規
	們擺列數字或英文單字,讓他們先討論5分		則。
业组头和	鐘,要怎麼拼字。		
教學流程 Duandana	1. Split students into three groups. Each group		
Procedures	will be given a set of discs.		
	2. Ask the students to make a number or letter		
	or word out of the cones. Give students 5		
	minutes to discuss which shape (letter,		
	number, or word) they would like to make		
	during the spelling race. 3. Once every team has decided on a shape		
	(letter, number, or word), the teacher will		
	confirm. Each group puts their cones in a ile		
	next to the start line.		
	(2)將學生排成一直線, 跑至 15 公尺處擺放圓		
	盤,回去跟下一個同學擊掌交換。		
	4. Teacher walks 15 m away and demonstrates		
	the shape creation zone.		
	5. Students line up in their groups behind the		

	start line. 6. One at a time, students pick up one cone and run it to the shape creation zone. After they place the cone, they run back and high five the next person in line. 7. The next person then picks up one cone and runs it to place in the shape creation zone. 8. Continue until the shape has been created. At the end of the activity, students can walk down to the shape creation zone to view their artwork. 9. Repeat activity with a different shape if there is more time.			
		5min		
	三、綜合活動		能說出自己	
	1. 依照今天上課學生所做的內容,來給予回		想法及感受	
	饋。			
	2. 請同學分享今日排字的心得。			
	第八節 (40 分鐘)			
Content goals	能跑步在自己的跑道上。 能在活動中做出彎腰碰地板的動作。 能理解並遵守活動規範。 認真參與遊戲,表現互助合作的態度。			
Language goals	1. 目標字詞 Target vocabulary: arm, leg, swing, lift, bend down, pick up 2. 目標句型 Target sentence-patterns: a. Students will be able to respond to commands targeting the running form content objectives (listening): Swing your arms! High knees! Lift your legs! b. Students will be able to understand and react to the suggestion "Watch out!" c. Students will be able to understand and respond to sequences of commands (listening): ex. "Stand up and go.", "Stand up, turn around, and go."			
教學流程 Procedures	一、暖身活動: 1.T: Center, hands up. Ss: Hands up. T: Hands out. T: Attention! S:1, 2. 2. Let's warm up! (如附件 1) 3. Run one lap. Go! 二、發展活動 1.折返跑 Shuttle run. 在 15 公尺處放置圓盤,第一位學生跑過去拿起來,跑回來交給下一位同學,第二位學生跑	時間配置 Time Allocation 10min	評量方式 Assessment 能自己喊出 動作名稱 完成動作 聽口令並 成動作	

讓學生學習折返跑時要彎腰碰地板的動作。

- 1. Split students up into four teams. Students line up in lanes by team. Place the discs 15 m away from the start line (see Figure 9).
- 2. The first student in line runs to pick up the disc and run it back to the next person in line.
- 3. The next person in line takes the disc and runs it to the 15 m line to put it down and runs back to high five the next person in line.
- 4. Repeat until every student has run.
- 5. Encourage students to bend over and touch the ground when picking up and putting down the disc.



(Figure 9)

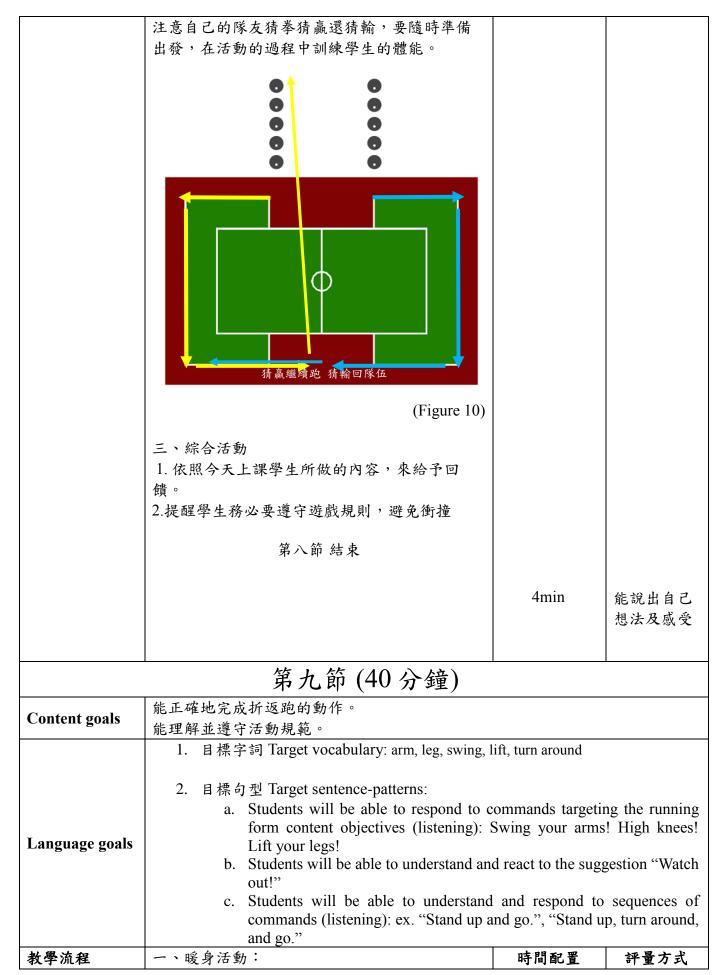
2.攻城略地

全班分成兩組,沿著躲避球場白線跑,兩兩相遇後猜拳,贏的繼續跑,輸的直接<u>切中間跑</u>回隊伍最後面,最後跑到別隊城堡裡得分。

- 1. Split students up into two groups. Assign each group one side of the court (see Figure 10).
- 2. On the whistle, the first students in line run in opposite directions around their side of the court.
- 3. When the students meet each other, they play rock, paper, scissors, shoot!
- 4. The winner keeps running around the court, the loser goes to the back of their line, running through the middle of the court (does not continue around the edge). (See Figure 10)
- 5. Remind students to slow down when they are approaching another runner so they don't run into each other.

□提醒學生快遇到人時要放慢速度,避免衝撞; 猜輸的同學要直接切中間回去,不能沿著線跑 回,避免撞到出發的隊友;等待出發的同學要 13min

聽口令並完 成活動,並 遵守活動規 則。



Procedures	1.T: Center, hands up.	Time	Assessment
	Ss: Hands up.	Allocation	
	T: Hands out.	10min	能自己喊出
	T: Attention!		動作名稱並
	S:1, 2.		完成動作
	2. Let's warm up! (如附件 1)		
	3. Run one lap. Go!		
	70 77 74 6	13min	聽口令並完
	二、發展活動	13mm	成動作
	1.折返跑 Shuttle run (w/o discs)		
	進行 15 公尺折返跑,跑至 15 公尺處折返回來		
	至起點再折返至15公尺處再折返回來起點至隊		
	伍最後面排隊		
	Students run 15 meters, turn around and run back to the starting line, turn around and run 15 meters again, and then		
	run back to the starting line and line up in the back of their		
	line (see Figure 11).		
	00000		
	00000		
	00000		
	00000		
	(Figure 11)		
		13min	聽口令並完
	2.種蘿蔔 Radish Race		成活動,並
	將班級分為四組,每個組別都有蘿蔔(三角錐),		遵守活動規
	跑到農田位置將蘿蔔放上去,30秒內看誰種的		則。
	蘿蔔最多。		
	1. Divide the class into four groups (see Figure		
	12).		
	2. Each group has x radishes (triangular		
	cones).		
	3. Students take turns running to the farmland and planting the radishes.		
	4. Teams compete to see who can plant the		
	most radishes in 30 seconds!		
	00000		
	00000		
	•••••		
	(Figure 12)		
	(115010-12)		能說出自己
	三、綜合活動	4min	想法及感受
	1. 依照今天上課學生所做的內容,來給予回		
	饋。		
	第九節 結束		
	17		

	1 第十節 (40 分鐘)		
C441-	能正確地完成折返跑的動作。		
Content goals	能欣賞同學的動作。		
	1. 目標字詞 Target vocabulary: review and test u	nit vocabulary	
Language goals			
	2. 目標句型 Target sentence-patterns: review an	d test unit senter	nce patterns
	一、暖身活動:	時間配置	評量方式
	1.T: Center, hands up.	Time	Assessment
	Ss: Hands up.	Allocation	Assessment
	T: Hands out.	10min	能自己喊出
	T: Attention!		動作名稱並
	S:1, 2.		完成動作
	2. Let's warm up! (如附件 1)		
	3. Run one lap. Go!		
	二、發展活動	25min	
	1. 複習折返跑的動作 Review turning around	2011111	能欣賞他人
业组 法和	1. 被自引 应地的 動作 Review turning around movement.		動,並安靜
教學流程 Procedures	2. 測驗 1 分鐘 15 公尺折返跑		等候測驗。
rrocedures	1-minute timed test of the 15 meter shuttle run.		
	Students try to see how many times they can run 15		
	meters in one minute.		
	三、綜合活動	5min	能說出自己
	1. 依照今天上課學生所做的內容,來給予回		想法及感受
	饋。		
	2. 告知學生測驗的結果		
	□ ★ ル +		
	第十節 結束		
	自編活動		
參考資料	Youtube		
Reference	https://youtu.be/DG4XiPvyWeY		
	https://youtu.be/-ZcBQd3NafY		