

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	一年級 1 班 The first grade class 1	教學設計者 Teaching designer	李美嬌 Candice Lee
科目名稱 Subject	生活領域 Life field	教材來源 Teaching material	南一版生活 第1冊 Nanyi Edition Life Book 1
單元名稱 Unit	第一單元 我上一年級了 Unit one: I am in the first grade.		
章節名稱 Section	第二章 學校的一天 Section two: A Day At School		
章節子題 Topic	L.1-2-3 愛整潔 Love Neat (textbook p.27)	教學時間 Teaching time	80 mins.
課程架構 Course structure			

<p>簡要教學理念</p> <p>Brief Teaching Concept</p>	<p>本課程設計，1 “屬於我的教室空間” 在讓小朋友確認自己的責任空間，2 “我要怎麼保持整潔” 告訴小朋友不同空間整潔的要領，3 “我是一個整理大師” 提供小朋友體驗與學習的機會，4 透過“觀察省思回饋分享” 幫助小朋友了解自己與同學實踐體驗的結果，期能養成好習慣。</p>
<p>The Method of Teaching</p>	<p>Discussion 討論, Learning by doing 做中學, Observing 觀察, Thinking 省思, Sharing 分享, Providing feedback 回饋。</p>
<p>教學目標</p> <p>Teaching Objectives</p>	<p>1. Let students learn to tidy up their own drawers, and keep a good way of cleaning around the seat, and hands-on finishing.</p> <p>讓學生學會整理自己的抽屜，及保持座位周圍清潔的好方法並動手整理。</p>
<p>教材分析</p> <p>Textbook analysis</p>	<p>1. In kindergarten, students' school supplies are almost all in the cabinet or shared by teachers, so they have less experience in tidying up their things.</p> <p>在幼兒園時，學生的學用品幾乎都是在櫃子中或是由老師提供大家起共用，所以較缺乏整理自己物品的經驗。</p> <p>2. Use your own seat and drawer as an exercise for tidying up items, and then as a preparatory ability for cleaning the classroom in the future. 以自己的座位及抽屜做為整理物品的練習，繼而做為將來打掃教室的先備能力。</p>

生活課程核心素養	生活課程學習重點	
Core literacy of life course	學習表現	學習內容
<p>生活-E-A1</p> <p>透過自己與外界的連結，產生自我感知並能對自己有正向的看法，進而愛惜自己，同時透過對生活事物的探索與探究，體會與感受學習的樂趣，並能主動發現問題及解決問題，持續學習。</p> <p>生活-E-B1</p> <p>使用適切且多元的表徵符號，表達自己的想法、與人溝通，並能同理與尊重他人想法。</p> <p>生活-E-C1</p> <p>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，</p>	<p>1-I-1探索並分享對自己及相關人、事、物的感受與想法。</p> <p>2-I-5運用各種探究事物的方法及技能，對訊息做適切的處理，並養成動手做的習慣。</p> <p>3-I-3體會學習的樂趣和成就感，主動學習新的事物。</p> <p>4-I-3運用各種表現與創造的方法與形式，美化生活、增加生活的趣味。</p> <p>6-I-2體會自己分內該做的事，扮演好自己的角色，並身體力行。</p> <p>7-I-1以對方能理解的語彙或方式，表達對人、事、物的觀察與意見。</p>	<p>A-I-3自我省思。</p> <p>B-I-3環境的探索與愛護。</p> <p>C-I-3探究生活事物的方法與技能。</p> <p>D-I-3聆聽與回應的表現。</p> <p>D-I-4共同工作並相互協助。</p> <p>E-I-1生活習慣的養成。</p> <p>F-I-4對自己做事方法或策略的省思與改善。</p>

<p>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。</p>	<p>7-I-5透過一起工作的過程，感受合作的重要性。</p>	
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Section 1-2-3 Teaching design

<p style="text-align: center;">Teaching activity 教學活動</p>	<p style="text-align: center;">Teaching aids 教學資源</p>	<p style="text-align: center;">Time (mins.)</p>	<p style="text-align: center;">Teaching assessment</p>
<p>1.Preparation activities</p> <p>#Teacher preparation</p> <p>① Dishwashing soap or soap 洗碗精或香皂</p> <p>② rag 抹布</p> <p>#Ask the students to prepare</p> <p>① Each student must bring a rag to school.</p> <p>2.Development activities</p> <p>(1) Giving motivation</p> <p>The teacher goes around the classroom to check the student seats and drawers, and the students who keep it tidy give extra points.</p> <p>老師繞教室一圈，檢查學生座位和抽</p>		5	attract attention

<p>屨，保持整潔的學生給加分。</p> <p>T: Look at your drawer, is it neat or dirty? Why? 看看你的抽屨是整潔的，還是髒亂的呢？為什麼？</p> <p>S : Free discussion.</p>			
<p>(2) Curriculum development</p> <p>The teacher opened the page 27 of the e-textbook and asked the students to open the page 27 of the textbook,too. 老師打開電子書第 27 頁並請學生也翻開課本第 27 頁。</p>	<p>Computer & player</p> <p>E-textbook</p>		
<p>▲Discussion and sharing</p> <p>※Observe the surroundings of the seat, and the drawer. 觀察座椅周圍和抽屨</p> <p>§ Activity1 –屬於我的教室空間</p>			
<p>T Question 1 Where is the longest time you stay at school? 在學校你待的時間最長的地方是哪裡呢？</p> <p>S : Free discussion. (Ans. Classroom)</p> <p>T Question 2</p>		<p>10</p>	<p>Oral sharing</p>

<p>Where is the space that belongs to you in the classroom? 教室裡屬於你自己的空間又是哪裡呢?</p> <p>S : Free discussion.</p> <p>(Ans. Seat and reading corner. 座位和讀書角)</p> <p>T Question 3 Is your seat and drawer clean? 你的座位和抽屜乾淨嗎? Do you need to tidy up? 需要整理一下嗎?</p> <p>S : Free discussion.</p>			<p>Oral sharing</p>
<p>§ Activity 2 – 我要怎麼保持整潔</p> <p>T Question 4 What can I do to keep the drawers and seats clean ? 要怎麼做才能讓抽屜和座位保持乾淨呢?</p> <p>S : Free discussion.</p> <p>老師歸納 (The teacher concludes /kən'klu:d/) :</p> <ul style="list-style-type: none"> * Clean up the garbage. 把抽屜垃圾清乾淨 * The books are neatly arranged. 書本排齊 * Back of the books in the same direction. 書背同方向 (书的背面朝着相同的方向) * Don't put too many things in the drawer. 		<p>25</p>	<p>Oral sharing</p> <p>Listening</p>

抽屜不要放太多東西

T Question 5

What should I pay attention to when tidying up the reading corner?

整理圖書角要注意甚麼？

S : Free discussion.

老師歸納 (The teacher concludes /kən'klu:d/) :

* Division of labor and cooperation to complete the task together.

分工合作，一起把任務完成。

* The books are neatly arranged. 書本排齊

* Back of the books in the same direction.

書背同方向 (书的背面朝着相同的方向)

* Books to be classified. 書本要分類

* Things go home. 物歸原位

T Question 6

Can you do it about the methods discussing above?

上面討論出的方法，你能做到嗎？

S : Free discussion.

T: Let us try. 讓我們試試看吧!

-----Period 1 end-----

Speaking

Listening

Speaking

第二節 (Continue to Period 1)

§ Activity 3—I am a master of tidying up.

我是一個整理大師

※Hands-on tidy 動手做 (老師協助指導)

Step 1

- i. Tidy up the table, seat around, and the drawer.

整理桌子、抽屜、和座位周圍。

- ii. Each group leader selects out the three cleanest students in the class.

各組組長選出全班最乾淨整齊的三位同學。

Step 2

- i. Clean the cabinet. 清潔櫃子

- ii. Each group leader selects out the three cleanest students in the class.

各組組長選出全班最乾淨整齊的三位同學。

Step 3

- i. Tidy up the reading corner.

整理圖書角 (以分工合作方式完成。)

- ii. Each group leader selects out the three cleanest students in the class.

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Learning by doing

classmates evaluation

/ˈɪ.væl.ju. eɪ.fən/

同儕互評

10

Learning by doing

classmates evaluation

/ˈɪ.væl.ju. eɪ.fən/

同儕互評

10

Learning by doing

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<p>各組組長選出全班最乾淨整齊的三位同學。</p> <p>3. Summary activity</p> <p>§ Activity 4--</p> <p>Observing, Thinking, Providing Feedback, Sharing. 觀察、省思、回饋、與分享</p> <p>T Question 1 Which one do you think the drawer and seat are tidying up very well? Talk about their strengths.</p> <p>你覺得誰的抽屜和座位整理得很好？</p> <p>說說他們的優點。</p> <p>S : Free discussion.</p> <p>T Question 2 How is your own tidying up ?</p> <p>你自己的整理得如何呢？</p> <p>(老師請幾位同學做心得報告)</p> <p>S : Free discussion.</p> <p>※writing worksheet</p> <p>Give the student two pieces of worksheet. (Teacher's Handbook p.97,98)</p> <p>-----Ending-----</p>		10	<p>同儕互評</p> <p>Sharing</p> <p>Report</p> <p>worksheet</p>
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*Vocabulary

1. space 空間
2. seat 座位
3. drawer 抽屜
4. cabinet 櫃子
5. clean 清潔
6. tidy 整齊的；整潔的，有條理的

*Phrase

1. Tidy up 整理
2. Clean up 打掃
3. the reading corner 圖書角
4. Things go home. 物歸原位
5. Back of the books 書背

*Sentence Pattern

1. Tidy up the ~ 整理
Ex. Tidy up the reading corner.
整理圖書角

▲Classroom Language

1. Eyes on me ! 盯著我!
2. Sit still! 請坐好 !

<p>3. Straighten up, please. 挺直</p> <p>4. Pay attention! = Attention 注意!</p> <p>5. Good job! 做的真棒!</p> <p>6. Clap your hands together. 一起拍手</p> <p>7. Louder, please. 請大聲一點.</p> <p>8. Pack things on the table. 收拾桌子上的東西</p>			
<p>評議</p> <p>Comment</p>			