

生活英語動起來教學活動設計

設計者 / 服務學校	曾燕玲 and Richard Chao 新北市三峽區民義國小	教學年級	國小一二三四五六 年級
活動名稱	生活英語動起來 英語挑戰English Challenge	教學時間	週二週四運動時間 3 month
學生先備經驗	一到六年級的先備經驗不同，所以挑戰均不同 “ABCDEFGG...” “I love my <u>green/blue...</u> shoes!” “Is that a <u>dog</u> ?” “Yes, it is/No, it isn’t/No, it’s not.” “Where were you last weekend?” “How do you go to the <u>museum</u> ?” “Are you ok?” “No, I’m not/Yes, I am/I’m ok”		
具體學習目標	能聽懂並說出日常常用句型 Vocabulary: red, orange, yellow, green, blue, purple, pink, brown, black, white, dog, bird, cat, fish, museum, movie theatre, home, school, mall, restaurant, train station. Sentence patterns/challenges: G1: “ABCDEFGG...” G1: Students will draw a word that starts with the first letter of their name (EX: A student named Lucy could draw a lion, leopard, or lily). G1, G2: Students will finish a comic with the given daily talk (EX: Are you ok? I’m ok). G2: “I love my <u>green/blue...</u> shoes!” G2: “Are you ok?” “No, I’m not/Yes, I am/I’m ok” G2, G3: Tongue twister—“She sees cheese.” G3: “Is that a <u>dog</u> ?” “Yes, it is/No, it isn’t/No, it’s not.” G4, G5: Tongue twister—“She sells seashells by the seashore.” G4, G5: Reading challenge—students will be given a short passage and must answer the multiple-choice questions on the back. G6: “Where were you last weekend?” G6: “How do you go to the <u>museum</u> ?” G6: Tongue twister—“Big black bug, big blue bug.”		
教學資源/ 設備需求	Realia (color board, smart board, instruction ppt, animal flashcards, ping pong balls with phonics sounds, comic worksheets, reading worksheets, English Challenge progress chart, English Challenge notice board)		
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教學活動流程步驟 Procedure	教師語言	使用的策略
Warm up 1-5 minutes	Greetings: Good afternoon Angela and Teacher Richard, Good afternoon everybody, ‘How are you, I’m fine, thank you, and you,’ I’m amazing/terrific/good/great, How’s the weather, Is it hot/cold, Is it sunny/rainy/snowy/cloudy, what day is it, it’s Monday/Tuesday/Wednesday/Thursday/Friday, Hi Teacher Richard/Angela Vocabulary on the blackboard	Visual learning: realia poster Visual learning
Assessment 25 minutes	Students read the instructions. Students practice sentence structure/challenge while waiting for their turn. Students take turns completing their grade-specific challenge. Challenges G1: “ABCDEFGH...” G1: Students will draw a word that starts with the first letter of their name (EX: A student named Lucy could draw a lion, leopard, or lily). G1, G2: Students will finish a comic with the given daily talk (EX: Are you ok? I’m ok). G2: “I love my <u>green/blue...</u> shoes!” G2: “Are you ok?” “No, I’m not/Yes, I am/I’m ok” G2, G3: Tongue twister—‘She sees cheese.’ G3: “Is that a <u>dog</u> ?” “Yes, it is/No, it isn’t/No, it’s not.” G4, G5: Tongue twister—‘She sells seashells by the seashore.’ G4, G5: Reading challenge—students will be given a short passage and must answer the multiple-choice questions on the back. G6: “Where were you last weekend?” G6: “How do you go to the <u>museum</u> ?” G6: Tongue twister—‘Big black bug, big blue bug.’	Visual learning: Sentence PPT Body language: gesture and point Use different tones Speak slowly and clearly