

臺北市文山區興德國民小學 108 學年度英語融入健體領域公開授課教學活動設計

主題/課程名稱 Topic/ Unit	Color Collecting（繽紛採礦樂） 五、伸展跑跳樂（四）改編：用報紙玩遊戲	融入學科領域 Integrated Subject	健康與體育
教材來源 Teaching materials	1. 一下健康與體育—康軒版 2. 自編教材	教案設計教學者 Teacher	鄭名辰
實施年級 Target Students	一年級	授課時間 Time	2020/5/26(二) 10:30~11:10 (第三節)
單元節次內容 Lesson Content	第一節：用報紙玩遊戲—利用報紙練習快速跑、跳練習 第二節：用報紙玩遊戲—利用紙棒結合跑、跳動作練習 第三節：用報紙玩遊戲—利用紙棒結合跑、跳障礙練習 第四節：用報紙玩遊戲—利用紙棒進行擲遠與擲準練習 第五節：用報紙玩遊戲—改編：折返跑遊戲與競賽（此節為公開授課堂次）		
核心素養 Core Competency	健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。		
學習內容 Learning Content	Ab-I-1 體適能遊戲。 Ga-I-1 走、跑、跳與投擲遊戲。		
學習表現 Student Performance	3c-I-2 表現安全的身體活動行為。 4d-I-1 願意從事規律身體活動。		
重大議題	安 E7 探究運動基本的保健。		
學習目標	1. 認識正確與安全的運動方式。 2. 辨識並利用器具練習折返跑。 3. 願意合作完成折返跑比賽。 4. 願意在課後從事身體活動。		
Objective (4C's)	Content objectives		
	Prior knowledge	Subject-specific knowledge	
	1. Students can recognize pictures of diamond. 2. Students can recognize the names of different colors. 2. Students have experiences in jogging/running on the court.	1. Students will learn the specific names of different types of jumping and running, and get to know how to do these moves properly. 2. Students can collaborate with classmates in participating in games/activities.	
	Communication (Language objectives)		
	Language related to content learning	Language for communication	
	1. New vocabulary or terms: miners/diamond 2. Key expressions or sentences: Go around the cone.	Classroom expressions: Sit well Hands back Eyes on me (Eyes on you) Listen to me (Listen to you)	

	Pick it up. Put ____ on the cone. Is it safe?	Stand up/Sit down I'll give you ____ seconds to ____ Go drink some water Come over here. Spread out Get closer Quiet, please. Say it aloud with me./Repeat after me. Line up, please. Hands down Follow me (Follow you) Take turns Good morning, everyone.
	Cognition	
	1. Students know how to match their brain signals to their physical movements. 2. Students understand the importance of teamwork. 3. Students know how to keep themselves safe while running on the court.	
	Culture	
	Students learn how to collaborate with other group members with different strengths participating in games/activities.	
Use of L1 or other aids	Translanguaging (跨語言策略)	
	For Teachers	For students
	1. Show the pictures of peacock, rabbit, and crab forms of movements, or demonstrate, if necessary, to help learners know that animals may have different running forms. 2. Help learners understand the game rules using verbal, nonverbal, or even L1, if necessary, to enable more learners to perform successfully in the game/activity.	1. Students recognize names of color by watching teacher's gesture. If necessary, they can use any ways to make sure they understand everything. 2. Students can learn the running skills and meanings of different roles by watching teacher's acting and repeated practicing. 3. Students can ask questions, express their thoughts or reply to the teacher in Chinese, if necessary.
Lesson 5		
Procedures	Teaching Procedures	教學補充
Warm-up 8 minutes	【Greeting】 1. Teacher leads students to review the class rules. 2. Teacher reminds students that we are miners who want to collect diamonds (cones in different colors). 【Stretching】 1. Teacher arranges students in four lines, making sure they have enough distance or space from each other when they stretch both of their arms. 2. Follow teacher's instruction and then warm up: ◆ Stretch your neck-eyes up, eyes down, turn left, turn right	說明情境(大家都是礦工), 作為引起動機。 配合康軒課本模仿趣味多單元 Each movement is harder than the previous one until everyone of them is fully stretched

	<ul style="list-style-type: none"> ◆ Rotate your arms—front, back ◆ Rotate your waist ◆ Rotate your knees ◆ Rotate your wrists and ankles (in & out) ◆ Bow step—move downward ◆ Jumping jacks 	and ready for the next activity. (Scaffolding for physical readiness)
Jogging 6 minutes	<p>【Run like a ____】</p> <p>Teacher makes examples of how animals below run(jump): Peacock Rabbit Crab (Teacher shall arrange students in four lines to make sure they take turns)</p>	The same concept as the previous movement. But this time, the “running” is more energy consuming and more complicated.
Activity 23 minutes	<p>【Color collecting】</p> <p>Rules:</p> <ol style="list-style-type: none"> 1. Teacher assigns students into four lines. 2. Once teacher makes the order of color(s), the first student of each line shall run to get specific color cone back. 3. If the player has right color, the team gets two points. However, if the player has the wrong color, the team can only get one point. <p>Instructions:</p> <ol style="list-style-type: none"> 1. Teacher shall make a quick review of colors for students in the beginning. 2. Teacher shall illustrate the game rules step by step(listen-run-pick up-run) and then ask volunteers to show as a model. 	This activity involves more brain signals to be translated to physical movements, and students also need to complete a “mission” with the group members.
Wrap-up 3 minutes	<p>【Revising mistakes】</p> <p>Teacher makes a quick review of this lesson, and then point out the mistakes of moves that might happen today.</p> <p>【Rewarding】</p> <p>Teacher praises students for doing a great job in this lesson, and then encourage them to be better and better next time.</p>	Assessment will be made and the teacher will put down the records as references.
Teaching resources	Cones Whistle Hula hoop	
Evaluation	<p>Content: The teacher will check whether the students can do the warm-up movements, can run in safe mode, and can accomplish their mission in a proper way. The teacher will put down the excellent or poor performances of each student after the class and will help students in different ways accordingly.</p> <p>Language: The teacher will check, at any moment, to see if students can fully understand the teacher’s classroom language and the key words students need to learn for this lesson. For example, when teacher asks students to get specific color cone, student can follow the order. If not, the teacher will readjust the language by employing the strategy of translanguaging.</p>	