

雅慧的教育理念

我最喜歡的兩件事就是英語和舞蹈，所以能夠成為英語老師是我這輩子最幸運的事了。我承認我喜歡舞台，因此能站在講台上，規定學生都要看我表演有趣的英語教學，真是太適合我了。我喜歡將英文的「基本單字」和「句型」有效率、且有趣的快快教完，因為，學英文最好玩的地方就是把它用出來。

是的，語言學習就是得和真實世界作結合。我會讓中低年級的學生在最後的整合活動時，做一些與課本主題相關的小作品。對於忙碌的高年級學生而言，我更可以直接在 Youtube 上找到與課本主題相關的英語歌曲或影片。我希望學生在辛辛苦苦掙扎完單字和文法後，能夠用自己日漸茁壯的英語能力，看懂更多全英語的有趣內容：無論是新聞、照片、影片、或是歌曲...等等。

因此，無論學生喜歡的是 NBA 的球星、遠古的恐龍、無垠的太空、或是深海的巨無霸...等等，我期許我的學生像我一樣，能夠透過英文，更認識他們喜愛的事物，且得到更多的樂趣。





小字註第10101055號

國民小學教師證書



王雅慧
國民身分證統一編號：F221775484
民國62年5月18日生，依師資培育法施行
細則第7條規定合於國民小學教師加註英
語專長

部長蔣偉寧



中華民國 10 年 9 日



特殊教育教師證書

特中第八九〇〇二九七號

王雅慧，國民身分證統一編號：F221775484
六十二年五月十八日生，依高級中等以下學
校及幼稚園教師資格檢定及教育實習辦法檢
定合於身心障礙組中等學校教育階段教師資
格此證

教育部部長 **曾志朗**

中華民國八十年
年 月 日
十六日



雅慧的簡歷

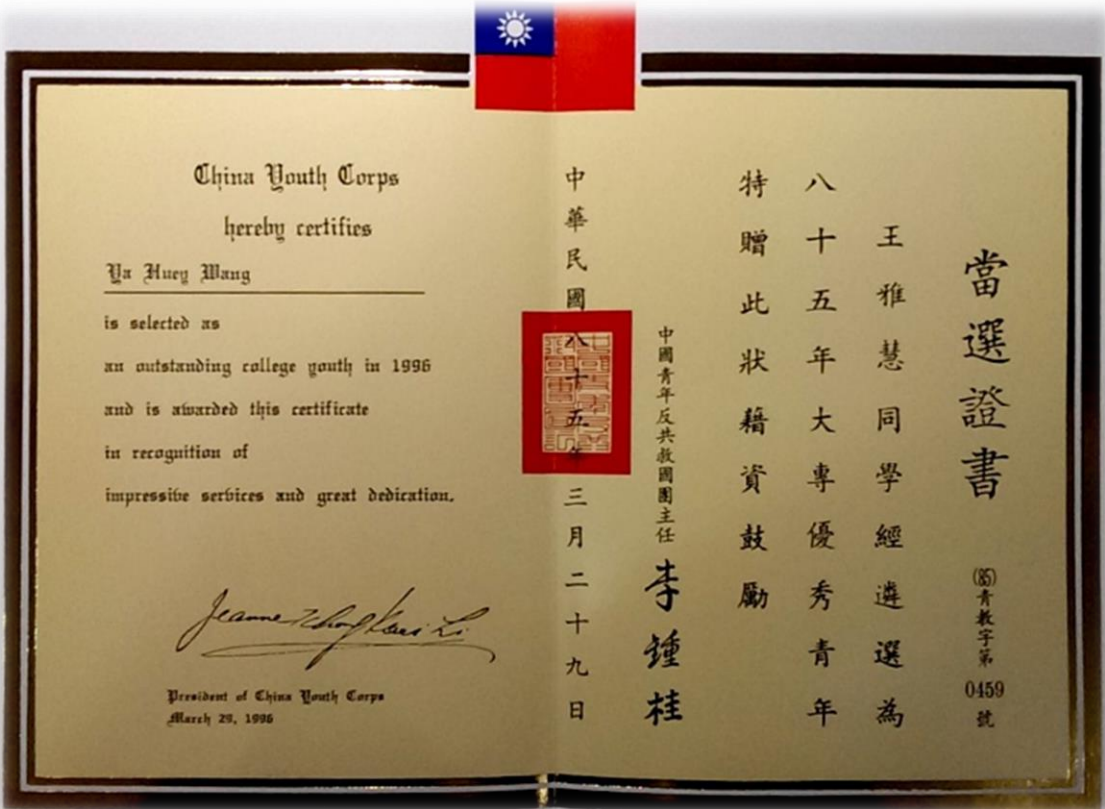
雅慧在文化國小的簡歷

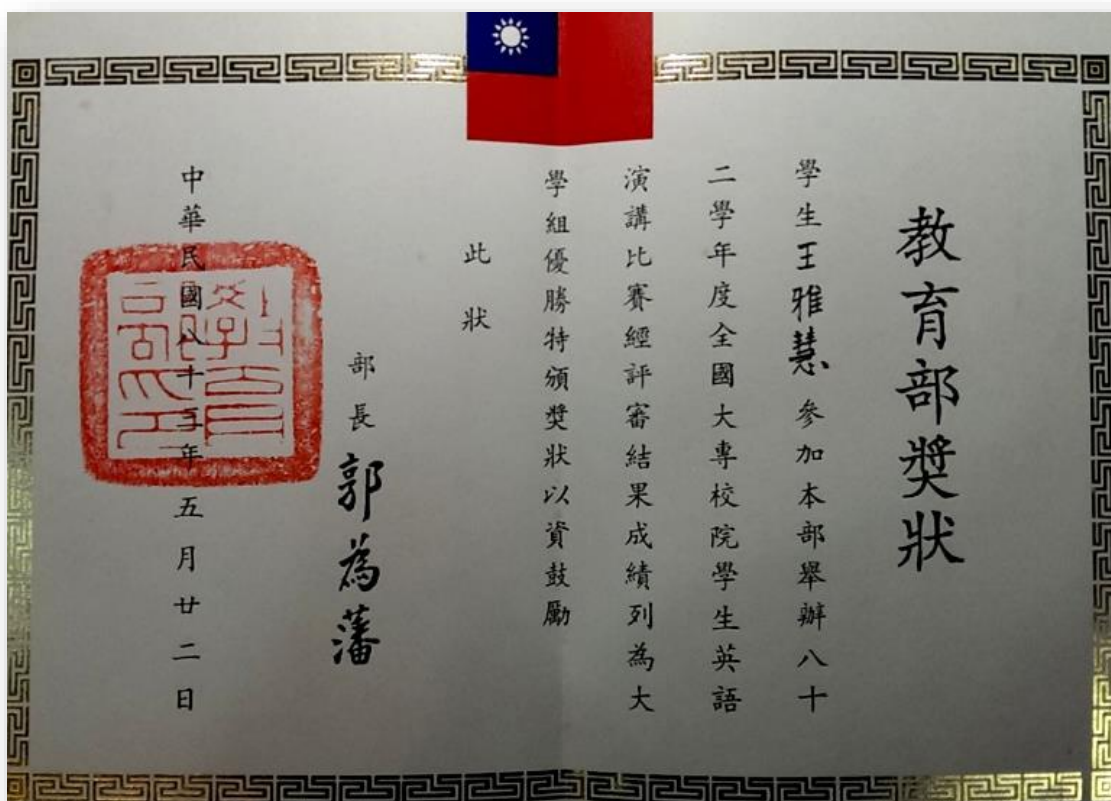
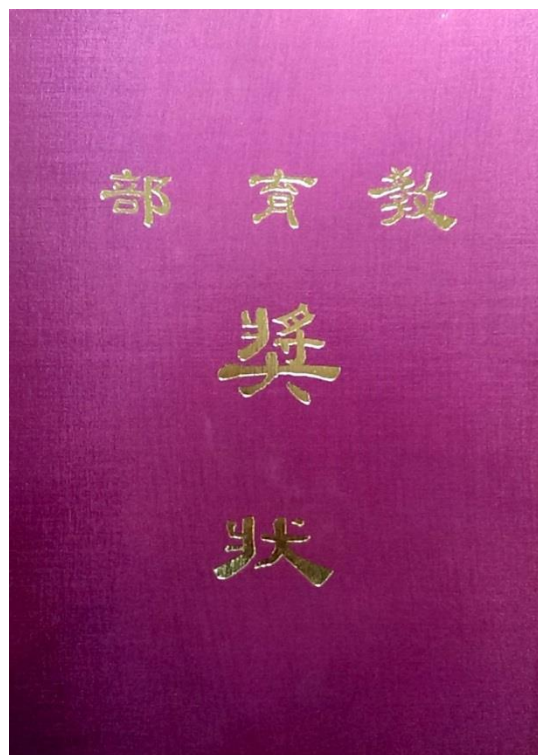
- 英語部主任兼領域召集人：5年 → 90, 91, 103, 104, 105學年度
- 雙語班主任：4年 → 94, 95, 96, 97學年度
- 英語課輔班主任：2年 → 99, 100學年度
- 晨光英語負責人：4年 → 92, 93, 98, 100

(於文化國小服務時之相關經歷及獎項，將在後續資料中詳述)

經歷	民 90.7 至今	北市文化國小	英語專任教師	
	民 89.7-民 90.7	北縣新莊國中	特教專任教師	
	民 88.8-民 89.7	北市士林國中	特教代理教師	
	民 87.2-民 87.7	北縣豫章工商	英文兼任教師	
	民 85.8-民 87.7	大時代美語 及 吉的堡	補習班兒童美語教師	
學歷	民 97 年 10 月	國立台灣科技大學	應用外語系 -- 碩士班	畢業
	民 89 年 6 月	台北市立師範學院	國小英語師資教育學分班	結業
	民 88 年 8 月	私立輔仁大學	英語教學能力班	結業
	民 88 年 4 月	教育部 88 年度國民小學 英語教師英語能力檢核測驗		通過
	民 88 年 6 月	國立彰化師範大學	特殊教育學分班	結業
	民 85 年 6 月	私立東吳大學	英國語文學系 -- 學士	畢業
大學 經歷	民 101.9 至今	親善舞團 3 次年度公演	舞者	
	民 89.7-民 91.12	親善舞團「紅樓新夢」巡迴舞展	舞者	
	民 85.2-民 85.4	大專優秀青年選拔	當選	
	民 84.9-民 85.5	英文系畢業公演 - 四川好女人	女主角	
	民 82.8-民 85.8	東吳親善舞團	幹部、團長、顧問	
	民 83.5	教育部大專盃英語演講比賽	優勝	

當選證書





National Taiwan University of Science and Technology

on the recommendation of the faculty of
the Department of Applied Foreign Languages
College of Liberal Arts and Social Sciences

has conferred upon

WAN, YA-HUI (王雅慧)

the degree of
Master of Arts

together with all the honors, rights and privileges belonging to that degree.
In witness hereof, this diploma is issued with the seal of the university.
Given in October, two thousand and eight.



Mao-yi Lin

Shi-Shun Chen

Reg. No. 0041 1982, Ser. No. 0001-0002

國立臺灣科技大學 碩士學位證書

臺科大(95)碩字第 0002 號

王雅慧

中華民國陸貳年伍月拾捌日生
於本校

人文社會學院應用外語系

研究期滿經碩士學位考試
依學位授予法之規定授

文學碩士學位

此證

院長 林茂松

校長 陳希舜



日
伍拾壹日

中華民國

第 號 M0817902

第 號 二 學 五 項

下頁將簡述當年我在「三三三精耕語文團隊」所負責的部分。



我所負責的部分如下：

95 年度教學卓越獎

臺北市北投區文化國民小學「三三三精耕語文團隊」

三 吉 校 長 卓 越 領 導

三種極致特色：極卓越 極專業 極創新

三語整合發展：國語、英語、鄉土語言

英語檔案 A: 英語課程規劃 (雅慧)

良好的課程規劃包括了不同項度的考量：教師人數、班級大小、節數多寡、中外師課程配套，及教材編選…等，都是在規劃英語課程前所需考慮的重點。本檔案將針對 1. 教師人數 2. 班級大小 3. 節數安排 4. 中外師課程配套 5. 教材編選及 6. 六年課程大綱 進行分析，並逐一闡述文化國小在「英語正規課程」、「英語課後輔導班」、及「自學方案」上所作的安排。

英語檔案 B: 英語學生學習評量 (雅慧)

儘管近年來在教學與評量上，總有不同觀點的熱烈討論，但，不可諱言的是，紙筆評量仍是能最快反應出學生學習成效，及教師教學成效的方式。所幸本校在教材選擇上，能夠六年一貫，使用同一套教材，因此可以投注足夠的精力在編製評量單上。在編製之前，達成共識是必須的：同學年老師先決定教學重點，教授一段時日，討論後，才編製試卷。因為是使用同一套教材，因此在使用後，發現的問題，將記錄下來，讓來年的編製者能夠避免重蹈覆轍。經過四年半的整理及編修，英語部的評量卷已有統一的標題、完整的電子檔、及書面留存。且每年期末都會將中、外師的評量單，連同活動照片及其他的血淚成果，一併燒成光碟，做資料備份。以下就是我們最近一學年的評量卷冊。

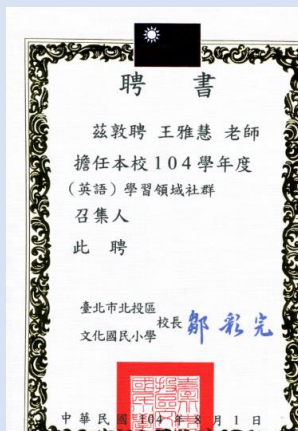
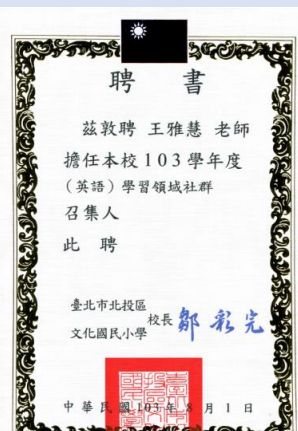
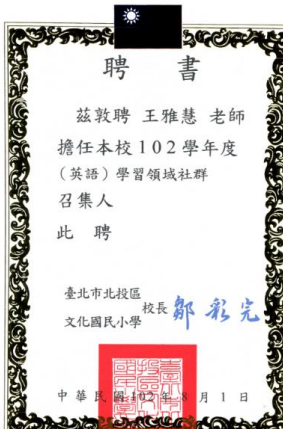
英語檔案 C: 中外師英語協同教學及合作 (雅慧)

中籍英師及外籍英師協同教學，聽起來是十分具有教學效果的設計。但礙於節數限制：中師滿節數高達 21 堂；外師滿節數高達 24 堂，在備課及作業批改上已十分勉強，無法對「正規課程」進行協同教學的討論。因此，本校將中師的角色設定在「讀」、「寫」的精熟練習；而外師負責的就是「聽」、「說」的部份。選擇教材時，外師的教材內容，比中師單純，如此才能進行聽、說的練習，可說是具有

特色的協同教學。此外，在英語部例行的活動中，晨光英語及之後的拍攝工作，更是中、外師共同聯手合作：從想點子、編劇、排練到演出，最後總有驚人的效果。

至於節慶教學，也是中、外師辛苦的成果。而最後的故事教學，是在本校決定購買外師教材之前，嘗試的中、外合作：中師選定適合學生的讀本，改編後，由外師於課堂上教學。雖然最後經過嚴謹的評估，不再繼續，但那辛苦的一段，仍是留下了血汗的記錄。

找不到民國 90 年的
英語部主任聘書，sorry



雅慧的英語相關得獎/嘉獎紀錄

藍色為英語學藝競賽獲獎紀錄

紫色為英語閱讀相關活動嘉獎紀錄

綠色為行動研究及教具教材研發嘉獎紀錄

棕色為課外英語教學之嘉獎紀錄

其他為協助校務行政之嘉獎紀錄

資料來源：文化國小人事室

事由	核定結果
指導學生參加 104 學年度臺北市多語文競賽，榮獲北區英語讀者劇場組優勝	已優勝，但尚未敘獎
A02 工作績優 102 年度協助師資培育大學辦理地方教育輔導工作，工作得力	嘉獎一次 4001
A02 工作績優 指導學生參加 102 學年度臺北市多語文競賽，榮獲英語演說優等，工作得力	嘉獎一次 4001
A02 工作績優 指導學生參加臺北市 100 年多語文競賽，榮獲英語演說優勝，工作辛勞得力	嘉獎二次 4002
A02 工作績優 協助推動臺北市 99 年度國民小學全面實施英語教學各項工作計畫-英語閱讀推動，工作得力	嘉獎一次 4001
A02 工作績優 指導本校學生參加本市 99 年度國民小學多語文學藝競賽，榮獲北區英語演唱(戲劇)組優等，辛勞得力。	嘉獎一次 4001

A02 工作績優 配合推動 臺北市 97 年度國民小學 全面實施英語教學計畫-協助辦理 英語閱讀推動與圖書採購業務 ，工作辛勞得力	嘉獎二次 4002
A02 工作績優 參加 臺北市 96 年度國民小學推動兒童英語閱讀徵稿活動 ，榮獲 團體特優 ，辛勞得力。	嘉獎一次 4001
A02 工作績優 指導本校學生參加 96 年度多語文競賽 ，榮獲 英語學藝競賽戲劇演說優等 ，辛勞得力	嘉獎一次 4001
A02 工作績優 協助辦理 96 年度邁向卓越學生英語夏令營業務 ，辛勞得力	嘉獎一次 4001
A02 工作績優 參加 臺北市 95 年度推動兒童英語圖書閱讀徵稿活動 ，榮獲 佳作 ，辛勞得力	嘉獎一次 4001
A02 工作績優 參加 教育部「95 年度教學卓越獎」評選 ，榮獲 金質獎 ，著有績效	記功一次 4010
A02 工作績優 參加「 臺北市 95 年度教學卓越獎 」榮獲 優選教學團隊 ，工作辛勞得力。	嘉獎二次 4002
A02 工作績優 辦理本市 94 年度國小全面實施英語教學工作-修編外籍教師協同教學教材 ，研發學生用書，著有績效。	記功一次 4010
A02 工作績優 指導學生參加 94 年度北區英語學藝競賽 ，榮獲 戲組特優 ，工作辛勞得力	嘉獎二次 4002
A02 工作績優 辦理 93 年度全面實施英語教學工作--關懷弱勢學生北區英語夏令營 ，工作得力	嘉獎一次 4001

A02 工作績優 參加 臺北市第五屆教育創新與行動研究 ，獲 教材教具實物展示類特優 ，工作辛勞得力	嘉獎二次 4002
A02 工作績優 指導學生參加 臺北市 93 年度國民小學多語文學藝競賽 ，獲 英語學藝競賽優勝 ，工作得力	嘉獎一次 4001
A02 工作績優 辦理本市 92 年度國小全面實施英語教學--外籍教師教學教案設計 ，著有績效。	記功一次 4010
A02 工作績優 辦理本市 92 年度國小全面實施英語教學-- 規劃教師研習進修(英語教師主題工作坊研習) ，工作辛勞得力	嘉獎二次 4002
A02 工作績優 參加本市 第四屆教育專業創新與行動研究成果發表會 榮獲 實物展示類特優 ，著有績效	記功一次 4010
A02 工作績優 辦理本市國民小學 91 年度全面實施英語教學— 行政規劃組 ，工作辛勞得力。	嘉獎二次 4002
A02 工作績優 辦理 臺北市 91 學年度全面實施英語教學 ， 分區觀摩 ，工作辛勞得力。	嘉獎二次 4002
A02 工作績優 辦理臺北市 91 學年度全面實施英語教學— 分散式研習 ，工作得力。	嘉獎一次 4001
A02 工作績優 辦理本市國民小學 91 學年度關懷弱勢學生英語冬令營 ，工作得力。	嘉獎二次 4002
A02 工作績優 辦理臺北市 91 學年度觀光外語終身學習 ，工作得力。	嘉獎一次 4001

<p>A02 工作績優 本校參與「臺北市第三屆教育行動發表」，榮獲團體績優，工作得力。</p>	<p>嘉獎一次 4001</p>
<p>A02 工作績優 參加第二屆教育行動研究成果發表國小組教學演示，工作辛勞得力</p>	<p>嘉獎二次 4002</p>
<p>A02 工作績優 辦理台北市(90學年度)國小一至六年級全面實施英語教學規劃與執行方案探討，工作辛勞得力</p>	<p>嘉獎二次 4002</p>
<p>A02 工作績優 承辦撰擬臺北市(90學年度)外語教學白皮書暨國小一至六年級全面實施英語教學之可行性評估，工作辛勞得力</p>	<p>嘉獎二次 4002</p>

雅慧的自傳

求學歷程：

我國中、小階段的成績十分平庸，因此選讀五專，不願意繼續升學。但專四時幸逢兩位英語教師——李家英老師及趙少珊老師額外的英語演講指導，使我對英文倍增興趣及自信，進而插班大學英語系。之後在東吳，大部份的課程都是自己喜歡的，每每上課都充滿了動力及熱情。同時也因為對戲劇的喜愛，獲得了演出英語系畢業公演女主角的機會。此外，我也加入了舞蹈性社團，在舞蹈老師汪屏的指導之下，逐年擔任了幹部、團長、及顧問；除了舞藝精進外，更是習得了許多經營社團的寶貴經驗。因此我的大學時期堪稱是求學歷程中最開心、最豐收的階段。

取得教職：

畢業後兩年在補習班擔任「兒童美語教師」，並將自己的戲劇、舞蹈專長發揮於年度的成果展中。第三年重拾學生身份，就讀於彰師大「學士後特殊教育學分班」，並於隔年在北市「士林國中」資源班代課抵實習。

同年因通過「教育部 88 年度國民小學英語教師英語能力檢核測驗」，因此於夜間修讀市北師的「學士後國小教育學分班」。隔年，在北縣「新莊國中」以合格教師身份取得特教教職。然而，我終究無法忘情英語教學，一年後，我取得國小教師資格，隨即考取文化國小英語教師。

文化國小：

初進文化國小即被黃校長指定擔任英語部主任，負責九位中籍英師及五位外籍英師的行政溝通及協調。文化國小是英語重點學校，在繁忙的上課、備課之餘，英師們得多花心神處理許多的專案及活動。而我身為新人接此重任，對內、對外全然陌生，挫折不已，甚至於校園角落中落淚。但也因此與幾位同甘共苦的行政同仁及同事結為好友。

第二年的英語部主任工作比較順利，因為分工模式已逐漸成熟。順利交接給下一

1. 課程發展與教學績效

雅慧的教學目標

英語學習在目前的台灣，仍然是門學科，我們不像香港或新加坡，英語為官方語言之一，因而能以母語教學模式，進行其英語教學。因此，如何能在有限的課室空間及時間內，讓學生做到最大量的吸收，而不是最大量的知識填塞，是我的教學目標。

我的英語教學是以 fluency 為導向，accuracy 為輔進行的。以聽、說、讀、寫的順序，讓學生先熟練生字、句型的口語問答後，再進行到書寫的層面。之後，每幾個單元，將有一份「整合活動」讓學生將所學習過的英語知識，與自己的生活經驗做整合，以個人或小組為單位，寫出小小的書面報告，並上台發表。鼓勵學生在英語造句上冒險，盡量整合他們所會的知識，是十分重要的；因為唯有如此，學生才能將知識轉化成自己的，否則教得再多，學生忘的也多，而事倍功半。

在學生完成以上這些學習活動後，我希望學生將來能被培養出自學的動機及能力。如何做到呢？當學生把英語學習，內化成對英語及其文化的好奇後，學生的英語就一定會持續的進步下去。舉凡街頭看板、產品包裝、電視廣告、卡通影片、英語歌曲...等等，都是很好的開始；某天，當學生能將自己的想法，嘗試以英語口語或書面的方式呈現時，學生即產生了自學的動機及能力。而我很高興的發現，在我現在的六年級班上，已經有了主動學習「課堂外」的英語資訊的孩子了。

雅慧的課程設計

身為英語教師是很幸福的，因為國內外有許多優質的英語教材可供選擇及使用。

生字

教學時，我習慣以實物、圖卡、TPR 連結聲音（sound）與意義（meaning），進行大量活動，讓學生熟悉新生字，並適時加入自然發音教學，讓學生能在家複習如何拼讀單字。

而現在因為班班有單槍，更可以使用 ppt 呈現出 key words 的圖片或影片，效果更好了。如右圖，學生對於“A caterpillar has 6 arms and 10 legs”的訊息感覺很新鮮。



句型

以新單字帶入舊句型，或以舊單字帶入新句型都是好方法。但最重要的是每個句型都要 contextualized。舉例如下

Ss make the language their own by playing games, for example:

Wh-Qs: Choose a volunteer and check what s/he does after school. Then T asks the class, “**What does s/he do after school?**” Ss raise hands to answer. The winner is the next volunteer.

對話

讓課本上的對話及背景音效，發揮最大功效。

我習慣讓學生直接配著插圖聽，但先不細讀文本。聽完後，問學生 Who are they? Where are they? What are they doing? 等問題。

因此聽完、討論完後再讀文本，整個聽、說練習就完成了。



故事

六年級課本上的 story 有一頁長，如右。我習慣引導學生先看圖片，而這兩個圖片就剛好符合 Story Map 的 Beginning, Middle, and End

之後

1. 讓學生先做 picture telling, 並猜測故事的可能走向
2. 配合著聲音檔聽讀，
3. 解釋較為複雜的文句，
4. 帶領學生用 Readers' Theater 的方式朗讀故事。
5. 我總是讓學生寫下自己的 Story Map 加強印象。因為我相信，閱讀後能否做出摘要，是自我確認是否讀懂的關鍵。

Lesson 3 Reading

A Talk about the story. Then listen and read.

A New Snowboard

In the winter, Danny goes snowboarding every Saturday. He wants to win a competition in February, but his snowboard is getting old. He needs to buy a new one.



Danny and Mike visit a sporting goods shop. The shop has all kinds of snowboards. Danny points to a colorful snowboard.

"I want that one," he says. "It's the most colorful one here!"

"It's the most expensive one here, too," says Mike. "Do you have enough money?"

Danny counts his money.

"No, I don't," he says.



Mike points to a gray snowboard. "How about this one, instead?" asks Mike. "It's plainer, but it's also cheaper. You could buy it today."

"I earn money helping my parents at home," says Danny. "I'll wait. I can buy it in three weeks."

Danny does his chores and saves his money. He sweeps the floor, washes the car, and takes out the garbage. In February, he buys the colorful snowboard and wins the competition. Danny's friends are excited!



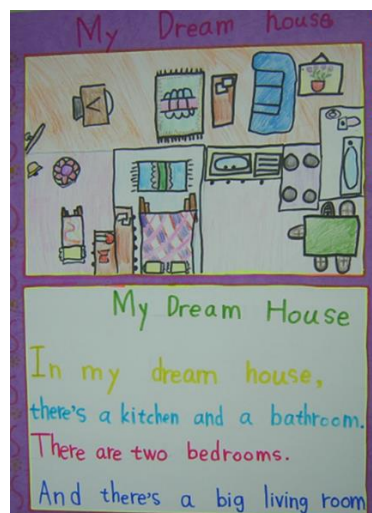
Be patient.

整合活動

每隔幾各單元，我會讓學生做一個 project。

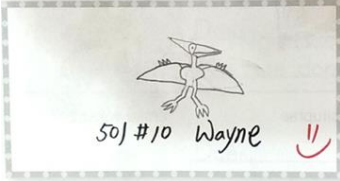
譬如，上完 My House 我就會讓學生畫自己家的平面圖；上完 Can...? 的句型後，讓學生做一本 Animal Book, 像是 → Brown bear, brown bear, can you swim? Yes, I can.

像這樣的活動的確可以讓學生把英文和自己的生活作結合，但一學期一至兩次即可，因為真的比較耗費時間。



2012年我們換教材後，發現習作設計上已有整合活動，因此若好好善用，學生一樣能 make the language their own.

Which dinosaur do you like? Draw.




501 #10 Wayne 😊

This is a picture of
Pterodactyl
It had wings

What do you always do at school?


When I see my friends, I always say hi!



501 #27

D Read and draw.


1. The lizard is the same color as the rock.
It isn't the same shape as the rock.




501 #25 Miffy

2. The snake is the same shape and color as the stick.

Great +2



3. The insect is the same shape and color as the leaf.



Lesson 4 29

延伸活動(自編教材)

我希望學生在辛辛苦苦掙扎完單字和文法後，能夠用自己日漸茁壯的英語能力，看懂更多全英語的內容：無論是新聞、照片、影片、或是歌曲...等等。以下為最近四年來我在五、六年級所補充的新聞、照片與歌曲...等等。

2013 年的世界棒球經典賽



2013 WBC (9%) 1% each

We spent some time talking about 2013 WBC in class. When Chinese Taipei advanced to the 2nd Round, everyone was excited. I hope you enjoyed it as much as I did. Now, you are going to see a scoreboard from the 2nd round. Please read carefully and answer the questions.

	1	2	3	4	5	6	7	8	9	R	H	E
JAPAN	0	0	0	0	0	0	0			0	7	0
CHINESE TAIPEI	0	0	1	0	1	0				2	5	0

- () 1. WBC means _____. (a) World Basketball Classic (b) World Balloon Classic (c) World Baseball Classic
- () 2. Chinese Taipei means _____. (a) China (b) Taiwan (c) Thailand
- () 3. The game was now in the _____ inning. (a) sixth (b) seventeenth (c) seventh
- () 4. Which team was winning so far? (a) Chinese Taipei (b) Japan (c) They were tied.

5. In the end, Japan won the game. **How did you feel** when the game was over?

6. Please write down the meanings of **R**, **H** and **E**. (You can use *English or Chinese*.)

R: _____ H: _____ E: _____

7. It is the baseball season now. **How often** do you watch *Taiwanese professional baseball games*?

_____ (Once/ Twice a week/ month/ year...)

2015.4.25 尼泊爾強震雅慧自製 ppt 的其中一頁

Dharahara, a tower dating back to 1832, was more than 60 meters tall. It collapsed in the earthquake on April 25th.



Youtube 優選影片之擷取畫面：

What Do You Want to be when You Grow up? (配合五年級課本句型)



► 延關於差異化教學

在公立國小中的確存在著程度不同的學生們。在 31 個人的班上，我盡可能地照顧到不同程度的孩子：

- 「生字」和「句型」，我列為基礎級，所有的學生都要精熟
- 「對話」及「故事」，班上約莫 3/4 左右的學生夠能回應，或聽得懂
- 至於「整合活動」，我並未強制要求，但學生多能盡力完成
- 而最後的「延伸活動」，就屬於英文程度好的學生的最愛。約 1/4 英文較好的同學，能直接從英語原文得到較完整的了解。一半的學生能在老師的引導下進一步的瞭解其原文。其他同學也能藉此欣賞圖片、聽聽音樂，仍然能與全班同樂。

年級	教學重點
一上	<ul style="list-style-type: none"> ■ 著重 Phonics。 ■ 教很多英語兒歌
一下	<ul style="list-style-type: none"> ■ 著重以 Phonics 學背單字。 ■ 寫的作業包含：單字抄寫(五次，邊寫邊背)，及句子摹寫 (要有標點符號、間隔、及大小寫的概念)。
二上	<ul style="list-style-type: none"> ■ 單字抄寫仍持續，但多加了 Let's Learn 及 Let's Learn Some More 的造句練習 (「一問一答」空一行。版面要清楚美觀)。
二下	<ul style="list-style-type: none"> ■ 單字抄寫練習停止，但 Let's Learn 及 Let's Learn Some More 的句型練習仍持續 (就是將「生字抄寫」變成「生字帶入句型」的造句練習) ■ 多加了 Let's Talk 的抄寫。要學習英文口語上常用到的 Great! Oh, no! OK!...等等 的拼法及用法。
三	<ul style="list-style-type: none"> ■ 「Let's Talk 的抄寫」及「生字帶入句型」的練習仍持續。 ■ Let's Talk 採用 Wh-Question 提問 (Who are there? What are they doing? Where are they? When is it?...) <p>將四格漫畫，在黑板上以十字隔出來，格內標示出 key words，讓學生以 key words 組合成原來的句子，加強句型的熟練度。</p> <ul style="list-style-type: none"> ■ 開始教比較多的英語繪本。
四	<ul style="list-style-type: none"> ■ 同三年級，但生字帶入句型的抄寫練習，可視學生熟練度停止。 ■ Let's Read 也是將「提示字」寫出，其餘由學生自行以該頁的句型「背」出整頁文章；因此一頁 16 句的文章可以很快地琅琅上口。 ■ 開始教英語流行歌曲，歌詞會貼在綠本上。

備註 (詳見下頁)

1. 二年級到四上，小考不單只考生字，而是生句，加強句型練習。(四下

因生字太多，句型多半為複習，而只考生字)

2. Let's Talk 為必背，考默寫時，有提示，讓學生熟練口語英文。
3. 習作從二上開始就是小考，若學生能聽能說，即使單字不熟，也可以考 90 分以上，可以了解學生基本的英文程度。
4. 每堂上課，英文小老師除了帶唸拼單字，也要帶唸課文及句型練習。對於四年級以前的學生，audio-lingual 的方式比文法講解重要，因此帶唸很重要。即使是四年級以上，講解完文法之後，也是要用 audio-lingual 的方式熟練句型，因此 speak out loud 永遠很重要。

附註 1：

文化國小中師的一年級的 Phonics，及字母習寫簿為自編教材。剛好兩年前，校內一位同事女兒也是英文老師，想了解文化國小一年級的教材，以下是我當時贈與他整套教材時，附註的內容。[剛好說明了文化國小英語部一年級共同教學重點](#)。

The following are the materials that Grade One English teachers (中師) use.

- Let's Go Starter (the blue textbook)
- Let's Go Starter CD (Audio only)
- Exercise Book (自編教材 --- 字母習寫簿)
- Phonics A (自編教材 --- 一上使用)
- Phonics B (自編教材 --- 一下使用)

The whole materials are used for a whole school year.

The only suggestion I will give is on Phonics Book A

因為 母音聽辨 as a short vowel and middle sound (p1-7) 是最難的

For example: **cat**

(c: beginning sound a:middle sound t:ending sound)

建議在 Phonics A and Phonics B 上完後，再回頭上 Phonics Book A(p1-7)

此外，Phonics A 及 Phonics B 只有 beginning sounds 和 短母音

缺少了 ending sounds，因此老師會上課補充；而 ending sounds 中的 l r m n 更是要特別注意。If kids learn the whole set well, then they can master how to spell English words successfully.

附註 2：

以下是我 10 年前交接給產假代課老師 Kelly 的筆記，剛好說明了低年級教學重點及注意事項。

我當時任教低年級，一、二年級較無進度壓力，因此更要善用時間，幫學生打好底子，之後中高年級跟著主教材走，學生就能循序漸進的學好英文。

Yvonne 一年級英語科產假代課提醒事項(to Kelly) 2005 年 9 月

必 每週課程分配：(一週 4 堂中師課) **主教材：Let's Go Starter**

1 st	2 nd	3 rd	4 th
檢查 1.Name card 2.Books 3.No water bottle ◆收作業/ 收考卷 ◆復習 (口訣/課文/字母) ★ Name + voc*3	檢查 1.Name card 2.Books 3.No water bottle ◆復習 (口訣/課文/字母) ★ dialogue ★ alphabet*3	檢查 1.Name card 2.Books 3.No water bottle ◆復習 (口訣/課文/字母) ★ weekly song ★ alphabet 分組競賽	檢查 1.Name card 2.Books 3.No water bottle ◆(發考卷) ◆復習(口訣/課文/字母) ★ HW 指導 ◎復習歌曲

🌀 例行事務↓

收作業	<ul style="list-style-type: none"> ● 一上課即確認缺交 Ss，寫號碼在黑板上，並提醒。 ● 缺交超過 3 次，寫聯絡本，請家長協助。 ● 若總是沒寫作業，下課時間留在班上寫完，方能下課。
發考卷	<ul style="list-style-type: none"> ● 請按考卷格式畫在黑板上講解，讓學生有跡可尋，方便擦掉訂正。 ● 第一大題字母部份，空白處訂正 5 次，(其餘擦訂即可)。
收考卷	<ul style="list-style-type: none"> ● 隔週(一)收回考卷時，請確認 Ss 有訂正 (字母 5 次) 再收。未完成者，站著訂正完後可坐下，T 畫一△(表示未在家完成訂正)，不給獎章。 ● 作業、考試一定要擦掉訂正；「家長簽名」盡量就好。 ● 考卷收回，訂正完成者，在成績冊分數上加圈，表示訂正完畢。 ● 獎勵：有訂正/ 100 分 → 1 stamp; 有簽名 → 1 stamp; 否則打「問號」。

復習	<ul style="list-style-type: none"> ● 口訣：帶動作 (→Yvonne 自製唱遊 DVD) ● 課文：開書，用手指 (or 閃卡) ● 字母：空中劃字
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🌀教學重點↓

Vocabulary	<ul style="list-style-type: none"> ● 生字遊戲：閃卡、four corners、擲骰子、音量、T/Ss 大小聲... ● 唱 Chant：T/Ss 輪唱→T 帶全班清唱→配 CD→分組(加分)唱→選一 S 上台打圖卡(T says "I need a good student. 學生就會坐正並安靜。)→全班開書用筆、尺、或指來比。
Dialogue	<ul style="list-style-type: none"> ● 帶句子。可將情境圖放在黑板上，問 Who, where, what, what color, how many...等句型。For example: What do you see? I see a tree.
Alphabet	<ul style="list-style-type: none"> ● 先用閃卡帶 phonics 口訣及例字(p58,59) ● ♪ 大寫媽媽一二樓 ♪ 矮胖寶寶在中間 ♪ 高個兒寶寶往上長 ♪ 長腿寶寶往下伸 ♪ (分為地下室、一樓、二樓) ● 空中劃字：Use your 1-4 fingers, hand, fist, elbow, mouth, head...(eg. Give me a big A/ small a...) ● 上台分組競賽(約一橫排 7 人/ 次)，T 幫「錯字」化妝 (訂正)。 ● 可教子母子拼音練習
Song	<ul style="list-style-type: none"> ● 教手勢+動作(含節奏)→中文確認→配樂比動作(間奏搖頭晃腦打拍子)→清唱正音(+動作)→配樂(動作+發音)→分組加分時間：T 比動作，Ss 唸句子
HW 指導 (每週 第四次 上課時)	<ul style="list-style-type: none"> ● 第一次作業前，先確認班級、姓名、座號已完成(英師名字請 609 學姐之後蓋章即可)。 ● 第一次作業指導會花較長時間做 individual check，建議先寫作業，再進行其他活動。 ● 發下作業後，先將錯誤「擦掉訂正」；一律發第一排往後傳。 ● 在班上做 Individual check 時，Ss 走「外環道」過來排隊，不能逆向行駛；隊伍中不能碰到排在前面的人。 ● 在班上做 Individual check 之前，順便先確認上一次的作業訂正；check 過的打小√；最後 T 確認全班都有√才算完成。

必 考試週課程分配：

1 st	2 nd	3 rd	4 th
Review	Review	作業本上複習考	考試

活動備註：

Unit 1-4:	<table border="1"> <tr> <td></td> <td style="text-align: center;">A</td> <td style="text-align: center;">B</td> <td style="text-align: center;">C</td> <td style="text-align: center;">D</td> <td style="text-align: center;">E</td> </tr> <tr> <td style="text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>		A	B	C	D	E	1						2						3						4						5					
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	1																																				
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5																																					
<ul style="list-style-type: none"> ● 中間放圖卡。T 說 apple, Ss 說 A1 → 之後師生交換 → 分組競賽 → 個人(先挑會的兩個，再挑需要加強的學生)。 																																					
Unit 5-7:	<ul style="list-style-type: none"> ● 延用上圖，但可將「合 phonics 規則的字」以 Spelling 出現。 ● 只剩 YZ 未教，可以開使辨認同學的名字 card 了 																																				
複 習 考	<ul style="list-style-type: none"> ● 用拆下的『1/2 英語紙』考。將 layout 劃在黑板上，標出寫<u>班級</u>、<u>座號</u>、<u>英名</u>的地方，再寫出<u>題號</u>。全班由 T 確認 OK 後，方進行「字母聽寫」考試 ● 現場批改時，一樣走「外環道」，改完的第一個 100 分同學(需認真者)，在講台上擔任「登記者」。「登記紙」請 T 劃好<u>班級</u>、<u>號碼</u>。成績登記只為了解是否全班改完，不列入成績冊平均。 ● Ss 登記完才能回座。需加強的，下課時將考紙訂在聯絡本上，加註『請家長協助復習明日的考試』。 																																				
考 試	<ul style="list-style-type: none"> ● 大考前，將課本收到書包，抽屜不能有英文相關的本子。 ● 將 layout 劃在黑板上，用「注音」標出寫<u>班級</u>、<u>座號</u>、<u>英名</u>、<u>中名</u>的地方，T 檢查完後，再考聽寫。 ● 時間很夠，慢慢考。很快就寫完、且檢查完的孩子，他們得以自由地將考卷的圖案上色。 																																				
其它 遊戲:	1. Charade(比手劃腳猜動物) 2. Mouth the words 3. Hitting Game 4. Listen and Do																																				

其他提醒：

1. 上課用**增強系統**，改作業也是 1—Good (90 分), 2—Very good (95 分), 3—Super good (100 分), 0—85 分。沒寫、遲交扣一個章。(學生幾乎都可拿到 2-3 個章)
2. **改作業**：①蓋獎章②日期③教師名字標示
3. 每週(四)早自習給導師『**作業通知條**』(因為導師一定在)，以便週(五)貼在聯本上。考試週要提早至週(一)發下。
4. 一年級不需再補充額外的綠本作業。
5. 教過的字，特別是歌曲的**句子**，**要多用多說**，Ss 若忘了，用唱的、或動作提醒。一上課讓學生有加分時間「Yvonne 最喜歡小朋友用 Yvonne 教過的句子和我聊天」。
6. 任何活動和遊戲均有教學目的，即使學生回家沒復習，也都跟得上。
7. 成績冊請每週清查，確認無缺交的空白欄。務必養成學生的好習慣。
8. 當學生有進步，像是終於按時交作業了，要大加讚揚。
9. 發現學生有特殊狀況時，可向導師聊聊。
10. 綠本不見了，請他自己買，但先給英文紙抄作業。超過兩週就送他一本算了。Name card 不見了，問導師有多的圖畫紙嗎？若無，再至教具室多拿幾張備用。

Yvonne 二年級英語科產假代課提醒事項(to Kelly) 2005年9月

書本

Let's Go Student Book, Let's Go Workbook,
Homework Notebook, Quiz Notebook, Communication Book

教背生字

生字+圖→活動→phonics 認字→教背→現場起立背→背好坐下
→T 遮眼抽背 (→抄聯本) →作業指導 →下次考(一次 5 個)

句型

請多帶句型活動→speaking 很熟後 →寫習作 →綠本上練習句子(作業指導一開始需花較長時間，特別是寫句子。格式一定要畫在黑板上。一組句型寫一面)

- 習作作業勿先收，先課堂「黑板訂正」完畢再現場收回。

改作業(習作 + 綠本) 要寫上↓

① A+(98分); A(95分); A-(90分); B+(87分); B(85分); B-(83分)...

習作

②簽日期

③教師名字標示

④折起有誤的頁數。之後，學生訂正完，老師用藍筆在訂正處打✓。

⑤每課結束「尾頁」寫 ok，表該課訂正完畢。

小考

Quiz 一樣在課堂改，但有男、女兩個小老師登記成績，「登記紙」由 T 準備，並寫好班級、號碼。Quiz 完畢後，為確認字跡清晰，順便宣佈 100 分成績。(T “Girls are the winners today.”)。錯的訂正 5 次。

聯絡本

每次上課後寫聯絡本。聯本寫完後，請小排長一個個檢查。

雅慧 5-6 年級的**正課**教學 (目前教材 Everybody Up)

since 2012

年級	教學重點
五年級 六年級	<ul style="list-style-type: none">■ 每堂上課，由中師帶唸單字表 (因為單字量較大，怕小老師無法負荷)，也要帶唸課文及句型練習。audio-lingual 的方式熟悉發音及音調很重要。即使是四年級以上，講解完文法之後，也是要用 audio-lingual 的方式熟練句型，因此 speak out loud 是必須的。■ 帶入大量的影音材料，讓學生能夠將課堂內的英文與真實世界的英文做連結。■ 文法越學越多，要記得隨時要幫學生複習舊的，再帶入新的，且對於某些有心學習但文法概念較吃力的同學，課後要隨時幫他們加油打氣。■ 將 Readers' Theater (英語讀者劇場) 的口說練習及比賽視為重點教學。畢竟英語要正確而清楚的上臺說出來，才能達到學外語重要的目的之一。

一年級英語兒歌教唱補充教材 (1)

一年級上學期的補充歌曲是由 **Sing, Chant & Play** 這一本書中節錄出來的。以下為我編輯「一年級上學期的教學計畫」時，搭配課本內容所選出來的「每週歌曲 (歌名將以紅字表示)」，歌曲前面的數字是 **Sing, Chant & Play** 中目錄上的號碼。

這本書是余麗雯老師在英語部第一年的時候帶入部門的。我們一聽就愛上了，也是部門中最愛使用這些歌曲的老師。

民國 94 年暑假的時候，因為準備在十月份請產假，還將下面的歌曲拍攝成教學光碟給代課老師 (如下圖)，聽說當時我產假時的午餐時間，中師們會把 DVD 播放在辦公室的電視上，大家一起當備課參考。我產假回來聽到的時候，差點兒昏倒。



「一年級上學期的教學計畫」

搭配課本內容所選出來的「每週歌曲 (歌名以紅字表示)」

週 Week	單元 Unit	主要句型 sentences	重要單字 Vocabulary	補充歌曲 及 Phonics Weekly Song and Phonics	當週 作業 HW
Week 1	準備週	(調查學生英文姓名) (Ss' English name Survey)			
Week 2	Unit 1 Aa	Hi! Hello!	Aa, Bb, Cc Alice, ant, alligator, apple	(做名卡) (Making name cards) phonics exercise : A	
Week 3	Unit 2 Ee	What's your name? I'm Sam. / I'm Ginger.	Dd, Ee, Ff Eddie, egg, elbow, elephant	Number Song (1-4) 自編* phonics exercise : E	Aa-Ff * 9
Week 4	Unit 3 Ii	Hi! How are you? I'm fine.	Gg, Hh, Ii Isabel, insect, igloo, ink	13. What's Your Name? phonics exercise : I	Dd-Ii * 9
Week 5	Unit 4 Oo	What is it? It's a <u>book</u> . (ball, jump rope, doll)	Jj, Kk, Ll Oliver, octopus, omelet, ostrich	2. The Greeting Chant phonics exercise : O	Gg-Ll* 9
Week 6	Review Test (1)		考試範圍—Unit 1-4 : Aa- Ll		
Week 7	Unit 5 Uu	What is it? It's a <u>balloon</u> . (bicycle, top, net)	Mm, Nn, Oo Uncle Jim, umpire, umbrella, upside-down	9. Spelling Chant phonics exercise :U, Short vowels	Jj-Oo* 9
Week 8	Unit 6 Bb	Let's count! OK! (Number:1-5)	Pp, Qq, Rr Beth, boy, bird, bag	20. What's This? phonics exercise : B	Mm-Rr * 9

Week 9	Unit 7 Cc	Let's count OK! (Number:6-7)	Ss, Tt, Uu Carol, car, cat, candy	25. Alligators! phonics exercise : C	Pp-Uu* 9
Week 10	Review Test (2) (期中評量) 10/31(四), 11/01(五)		考試範圍—Unit 1-7 : Aa- Uu		
Week 11	Unit 8 Dd	How many? 7!	Vv, Ww, Xx David, dog, desk, dinosaur	6. Pick It Up! phonics exercise : D	Ss-Xx* 9
Week 12	Unit 9 Gg	How old are you? I'm 7.	Yy, Zz Gail, girl, gorilla, game	40. Can I Come In? phonics exercise : G	Vv-Zz* 9
Week 13	Unit 10 Pp	What are they? They're <u>dogs</u> . (pigs, cows, ducks)	Peter, peach, pencil, picture	39. Can I Help You? phonics exercise : P	Aa-Zz* 1 (name) * 5
Week 14	Review Test (3)		考試範圍—Unit 1-10 : Aa- Zz		
Week 15	Unit 11 Tt	What are they? They're <u>cars</u> . (taxis, trucks, trains)	Tom, table, telephone, TV	4. Clap Your Hands phonics exercise : T	Aa-Zz* 1 (name)* 5
Week 16	Unit 12 Vv	What color is it? It's <u>blue</u> . (yellow, orange, red, green)	Vicky, vest, video, violin	5. Draw, Paint, Cut It Out! phonics exercise : V	apple, bird, cat, dog* 5 (name)* 5
Week 17	Unit 13 Zz	What color is it? It's <u>pink</u> . (brown, purple, white, black)	Zack, zebra, zero, zipper	Color Song 自編 ** phonics exercise : Z	egg, fan, girl, horse*5 (name)* 5
Week 18	Unit 1-13	Review	Review	8. Don't Do That!	insect, jet, kangaroo, lion* 5, (name)* 5

Week 19	Review Test (4) Final Exam (期末評量)	考試範圍—Unit 1-13 : Aa- Zz , 頭音辨音 s,m,t,p,n,c,h,d,z
Week 20	檢討考卷、期末活動【學校期末評量 1/7(二), 1/8(三)】	
Week 21	1/18 休業式 (Jan. 18: Last School Day)	

* Number Song: 一年級學生第一天上課，也許有孩子沒有學過英文，因此自編

One one one - the yellow sun

Two two two - I love you

Three three three - it's a tree

Four four four - open the door (用 This Old Man 的旋律)

加上動作，以 TPR 的方式，當作英文課第一首歌曲試學生的程度。

**Color Song: 沒有適合的歌曲，因此自編

Red red red – touch your head

Yellow yellow yellow – say “Hello”

Blue blue blue – see a kangaroo

Green green green – eat ice cream

Brown brown brown – touch the ground

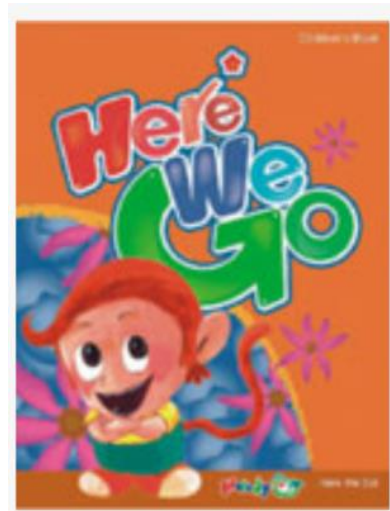
Purple purple purple eat an apple

White white white -- fly a kite

Black black black – bye-bye, Jack



我們當時使用的還是錄音帶，幾年後是余麗雯老師花三個小時幫我們轉成 CD，方便大家上課使用。



美樂蒂的幼兒美語教材，就像它的名稱 Melody 一樣，歌曲動感，音樂層次豐富，很好聽。我在 2008 年左右開始使用



一年級英語兒歌教唱補充教材 (2)

一年級下學期的補充歌曲是由 WeeSing 這一系列中節錄出來的。以下為我編輯一年級下學期的教學計畫時，搭配課本內容所選出來的「每週歌曲(歌名以紅字表示)」，歌曲後面的頁數是 WeeSing 系列的 Children's Songs and Fingerplays 上的頁數。這系列的歌曲書是在一場研習會上購買的。我最喜歡的是「手指謠」

「一年級下學期的教學計畫」

搭配課本內容所選出來的「每週歌曲 (歌名將以紅字表示)」

週 (W)	單元 (Unit)	主要句型 (Language Item)	重要單字 (Vocabulary)	補充歌曲 及 Phonics (Song & Phonics Book)	當週作業 (HW)
1	開學準備週				
2	14 Ff	What shape is it? It's a <u>circle</u> . (square, triangle, rectangle)	Fay, foot, fan, finger	*PB p.1; p.22 * Five Little Fishes (P17)	課文單字 *5
3	15 Ll	What shape is it? It's a <u>star</u> . (diamond, heart, oval)	Luke, lamb, lemon, lion	* PB p.2; p.3 * Round the Garden (P11)	課文單字 *5 p.33 句子 *5
4	16 Mm	Good morning! Good night!	Mary, moon, man, monkey	*PB p.4; p.5 * Three little monkeys (P12)	課文單字 *5 p.35 句子 *5
5	Review Test 1-16				
6	17 Nn	Thank you! You're welcome.	Nina, nut, notebook, nest	*PB p.6; p.7 * Starlight (p60)	課文單字 *5 p.37 句子 *5
7	18 Ss	This is my <u>body</u> . (head, face, mouth)	Sally, sandwich, seesaw, sun	*PB p.8; p.23 * This is the Way We Take a Bath (P40)	課文單字 *5 p.39 句子 *3

8	19 Xx	These are my <u>eyes</u> . (ears, fingers)	Mr. X, X ray, box, fox	*PB:p24 * Little Green Frog (P13)	課文單字 *5 p.41 句子 *3
9	Mid-term Exam 1-19				
10	20 Jj	These are my <u>arms</u> . (hands, legs, feet)	Jack, jam, juice, jet	*PB p.9; p.25 * Here is the beehive (P9) * Head shoulders Knees and Toes	課文單字 *5 P.43 句子 *3
11	21 Kk	This is my <u>left hand</u> . (left/ right: hand, foot)	Kim, kitten, kite, kangaroo	*PB p.10; p.26 (phonics spelling) * Looby Loo (P35)	課文單字 *5 P.45 句子 *3
12	22 Hh	Touch your <u>shoulders</u> . (elbows, knees, toes)	Henry, hat, horse, house	*PB p.11; p.27 (phonics spelling) * If you're happy (P42)	課文單字 *5 P.47 句子 *3
13	Review Test 1-22			*PB p.18(I have)	
14	英語日準備週				
15	23 Qq	Ouch! I hurt my knee! (nose, head)	Quinn, queen, quilt, question	*PB p.12-13; p.19(Big and Little) * Eentsy Weentsy Spider	課文單字 *5 P.49 句子 *3
16	24 Rr	Let's go! Up! OK! Down! Turn around! In! Out!	Roger, rocket, rabbit, radio	*PB p.14-15 * Rain, Rain, Go Away (P32)	課文單字 *5 P.51 句子 *2
17	25 Ww	I can <u>walk</u> . (run, skip, jump)	Wendy, water, watch, woman	*PB p.16; p.20 (Go to school) * Bingo	課文單字 *5 P.53 句子 *3
18	26 Yy	I can <u>swim</u> . (hop, sing, dance)	Yolanda, yak, yarn, yo-yo	*PB p.17;p21(I can) * 自編歌曲	課文單字 *5 P.55 句子 *3
19	Final Exam 1-26				

06/30 Monday 結業式

自編歌曲配合課本內容

Walking walking

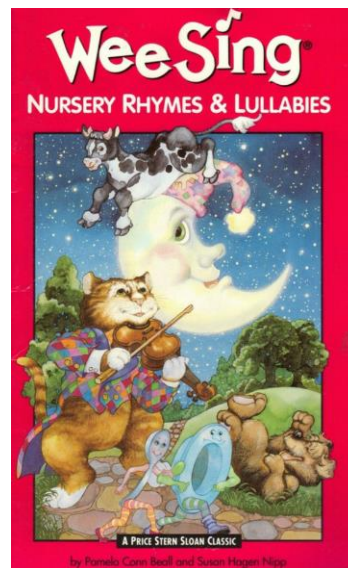
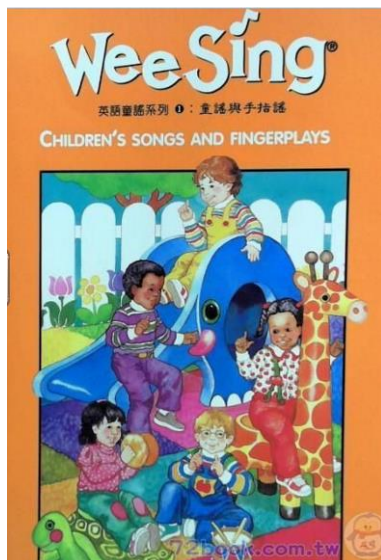
Walking walking

Hop hop hop

Running running running

Running running running

Now let's stop



這一系列的書現在都已經更新版本了，我最常使用的
是左上角的
Children's Songs and Fingerplays



2009 年 10 月一年級教學觀摩
歌曲 Hello



2010 年 10 月一年級教學觀摩
Phonics 口訣 A-O

文化國小一到三年級的 Phonics 教學

原本 phonics 的教學，包括我約有四位中師(當時全部共有 9 為中師)，長年來非常堅持要加入這份補充教材。而校長於 2013 年 4 月份左右，與英語部中師開會後，將之定為「必教課程」。因為學生若要會大量拼讀單字，基本 phonics 概念一定要有。

以下 Phonics 的講義是 2013 年，我將英語部之前十餘年的 Phonics 做統整，並首度統一系列為學生必修課程，且須於期末考完，由中師主導進行一對一口試。

「Phonics 能力指標」是由當時的英語部主任馨慧老師主筆。

根據台北市英語學習能力指標 94 年 7 月 20 日版本與教育部 95 九年一貫英語課程綱要版本編製

本校自然發音基本教學內容包含以下六項：

內
容：

- A. 「26 字母發音對應」、
- B. 「短母音與單一子音的混合」、
- C. 「基本長母音規則」(silent E)、
- D. 「其他常用長母音規則」(diphthongs)、
- E. 「常用子音的混合規則」(consonant blending)
- F. 「常用的複合子音規則」(consonant digraphs)
- G. 「帶 R 的母音規則」(R-controlled vowels)

以上所列常用規則應在課堂上循序教授，並根據不同期程於三年級結束時完整教授完畢，且進行學生能力評量 (詳見下頁起)。

1. 時間分項

一年級		二年級		三年級	
上學期末	下學期末	上學期末	下學期末	上學期末	下學期末
A	B	C、E	A、B、C、E	C、D、F、G	A~G

2. 分項教學內容

A. 26 字母發音對應

B. 短母音與單一子音的混合

C	D	E	F	G
基本 長母音規則 silent E	其他常用 長母音規則 diphthongs	常用子音的 混合規則 consonant blending	常用的 複合子音規則 consonant digraphs	帶 R 的母音規 則 R-controlled vowels
a-e, e-e, i-e, o-e, u-e	ai, ay ee, ea ie, igh oe, oa ue, ui	bl, pl, cl, gl, fl, sl, br, pr, cr, gr, fr, sm, sn, sc, sp, st, sw, squ	ch, sh, th, ph, gh, tr, dr, *tion, ce	ar, er, ir, or, ur

*tion: 並非複合子音，但有教學上的必要性，故於此先做教學

3. 評量參考:

(1) 時間：

- 每學期末期末測驗結束時的中籍教師課堂時間。
- 測驗結果將作為補救教學的參考，不列入學期成績計算。



























(2) 方式：

	上學期	下學期
一 年 級	能夠看著課本，念完 26 個字母以及其對應發音。R、M、N、L 應能夠念出其頭音與尾音。	能夠看著紙本題目念出 CVC 的組合。 如：bat - [b][æ][t] - bat
二 年 級	能夠看著紙本念出 C、E 兩部分口訣。如： b - l - [bl] - blue a - space - e [e] - cake	能夠看著紙本題目念出 CVC 的組合，以及 C、E 兩部分口訣。
三 年 級	能夠看著紙本念出 C、D、F、G 四部分口訣。	能夠看著紙本念出不熟悉的單字、以及包含各規則單字的簡易句子。


下列為雅慧編輯 -以「年級」及「學期- 所設計之講義：

一年級上學期，利用課本末頁的字母表作 letter and sound 教學。

(表格製作：文晶老師；資料來源：Let's Go Starter)

A a		B b		C c	
D d		E e		F f	
G g		H h		I i	
J j		K k		L l	
M m		N n		O o	
P p		Q q		R r	
S s		T t		U u	
V v		W w		X x	
Y y		Z z			



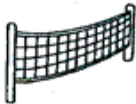








以下為文化國小一年級上學期 Phonics 口試單

	Taipei Municipal Wenhua Elementary School 一上 Phonics		
	Class : _____	My Number : _____	My English Name : _____
我的中文姓名 : _____			


Aa	Bb	Cc	Dd	Ee	Ff	Gg	Hh	Ii	Jj	Kk	Ll	Mm
Nn	Oo	Pp	Qq	Rr	Ss	Tt	Uu	Vv	Ww	Xx	Yy	Zz

一年級下學期，利用下表做「短母音與單一子音的混合」練習，並口試。





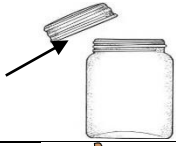
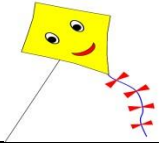




Short Vowels

 fan	 gas	 quack	 van
 net	 jet	 well	 pet
 lid	 zip	 dig	 kiss
 hop	 mop	 top	 box
 rug	 sun	 bus	 cup

一年級下學期 口試表格

 Taipei Municipal Wenhua Elementary School 一下 Phonics				
Class : _____	My Number : _____	My English Name : _____	Score (分數)	
A fan gas quack van		E net jet well pet		I lid zip dig kiss
O hop mop top box		U rug sun bus cup		

二年級上學期 之 Phonics 講義；期末將直接用這張邊指邊念做口試

Short Vowels	Long Vowels (Silent E)
<u>cat</u> 	<u>cake</u> 
<u>bed</u> 	<u>these</u> 
<u>lid</u> 	<u>kite</u> 
<u>mop</u> 	<u>rope</u> 
<u>nut</u> 	<u>Luke</u> 

Let's practice.

cap / cape pet / Pete rip / ripe rob / robe cut / cute

常用子音的混合規則 **Consonant Blending**




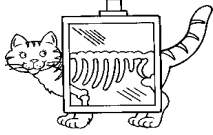




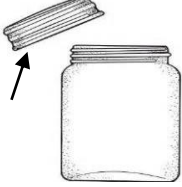
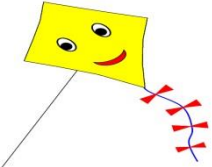


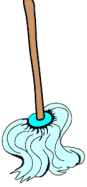







bl / blue , pl / play	cl / cloud , gl / glass	fl / fly	sl / slow
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br /brown, pr /prince	cr /crayon, gr / gray	fr / friend
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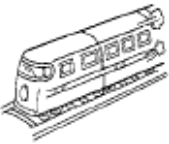



sm /small, sn /snake

sc / scarf	sp / speak	st / star	sw / swim	squ /square
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scr/ scream spr/ spring str/ strawberry

Short Vowels	Long Vowels		
	Silent E	Diphthongs	
 <u>cat</u>	 <u>cake</u>	 <u>rain</u>	 <u>X-ray</u>
 <u>bed</u>	 <u>these</u>	 <u>tree</u>	 <u>peach</u>
 <u>lid</u>	 <u>kite</u>	 <u>tie</u>	 <u>right</u>
 <u>mop</u>	 <u>rope</u>	 <u>toe</u>	 <u>boat</u>
 <u>nut</u>	 <u>Luke</u>	 <u>glue</u>	 <u>juice</u>

Consonant Digraphs

ch <u>watch</u> 	sh <u>fish</u> 	th <u>teeth</u> 	ph <u>phone</u> 	gh e <u>ight</u> 8 r <u>ight</u> 右邊
tr <u>train</u> 	dr <u>draw</u> 	tion <u>question</u> 	ce <u>juice</u> 	

R-controlled Vowels

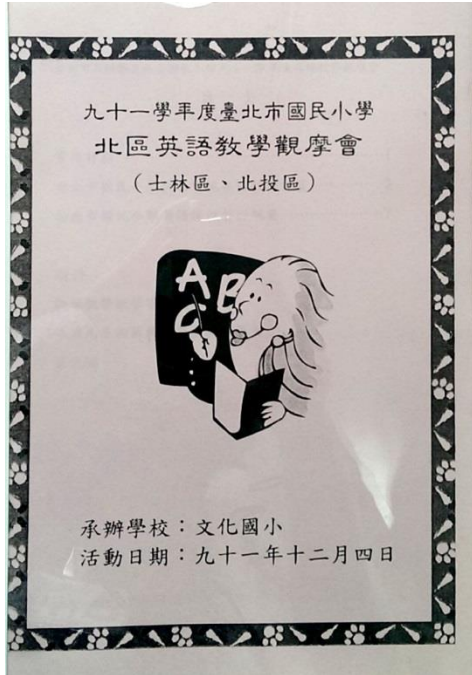
er <u>finger</u> 	ir <u>bird</u> 	ur <u>turn</u> 	or <u>horse</u> 	ar <u>car</u> 
---	---	---	---	--

oo

book / moon

雅慧的教案範例

2002 年 12 月 4 日：九十一學年度北區英語教學觀摩會(士林北投區)



三、主辦單位：台北市政府教育局
承辦單位：台北市北投區文化國民小學

四、參加對象：
北市士林、北投區各校現任國民小學合格英語教師(各校至少指派一名)

五、觀摩會時間與演示內容如下：

觀摩會日期	時間	內容	指導教授	主持	地點
(三)	12/04 13:10-13:30	報到			一樓川堂
	13:30-14:10	學校課程說明	國北師 陳錦芬	黃三吉校長	圖書室
	14:20-15:00	高年級教學演示： clothes	教授	王雅慧老師	404 教室
	15:00-16:30	教授指導及座談		陳錦芬教授	圖書室

English Lesson Plan

Unit	Clothes	30 students	Upper Grade
Date	Nov. 2002 (3 sessions)	Presenter	Yvonne Wang 王雅慧
Preparation	<p>◎Ss have learned :</p> <ol style="list-style-type: none"> 3 years of English (4 lessons/w, 40min/ lesson) Colors: What color is it? It's (green). What's this? It's a ~. What are they? They're ~s. <p>◎ Teaching Focus :</p> <ol style="list-style-type: none"> Vocabulary : a skirt, a T-shirt, a shirt, a sweater, a dress, a jacket, a hat, shorts, shoes, jeans, socks, pants Sentence Pattern : He's / She's wearing a ~/~s. 		

	<p>⊙ Teaching Resource ;</p> <ol style="list-style-type: none"> 1. Text Book: Smile 3, Unit 2 2. Picture cards, word cards, a doll, real clothes 3. Worksheet <p>⊙ Seat Arrangement:</p> <ol style="list-style-type: none"> 1. Ss sit in groups → 5 groups/ class , 6 Ss/ group 2 groups in the front; 3 in the second row.
<p>Session 1</p>	<div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> Meet the Language for the First Time </div> <p>☆ Vocabulary I</p> <ul style="list-style-type: none"> - Picture cards of <ul style="list-style-type: none"> “ a skirt, a T-shirt, a sweater, a dress, a jacket, a hat “ (T: What’s this? Ss: <u>It’s a ~.</u>) (T: What color is it? Ss: <u>It’s ~.</u>) (T: Am I wearing a skirt today? Ss: Recognizing by saying <u>Yes</u> or <u>No.</u>) - Introduce the words one by one by sound: <ul style="list-style-type: none"> Girl → ir => sh<u>ir</u>t, T-sh<u>ir</u>t She → sh => sh<u>ir</u>t, T-sh<u>ir</u>t - Mechanical practice: <ul style="list-style-type: none"> Ss Read the words with P cards → point to words without P cards → read the words without P cards (T must make sure Ss recognize the words.)
<p>Session 1</p>	<ul style="list-style-type: none"> - Words copying practice: <ul style="list-style-type: none"> (W cards on the board, T say the word → Ss look for the word, and copy down with a picture). Correct in class. - HW: Words*5.Spelling quiz. (Ss do HW in class if there’s extra time.)

☆ Vocabulary II

- Spelling quiz: a skirt, a T-shirt, a sweater, a dress, a jacket, a hat
- **Picture cards** of
 - “ shorts, shoes, jeans, socks, pants “
 - (T: What are they? Ss: They're ~s.)
 - (T: What color are they? Ss: They're ~.)
 - (T: Are you wearing jeans today?
Ss: Recognizing by saying Yes or No.)
- Introduce the **words** one by one by sound:
Girl → ir => (shirt, T-shirt), skirt
She → sh => (shirt, T-shirt), shoes, shorts
- **Mechanical practice:**
Ss Read the words with P cards → Point without P cards → read words
- **W cards & P cards matching** (all the 12words)
Give P cards to weak Ss when they answer correctly w/without help.
→ T: “ shorts!” S with the P card hold it up.
→ Ss come to the board, match with W cards.
- **Words copying practice:**
(W cards on the board, T say the word → Ss look for the word, and copy down with a picture). Correct in class.
- **HW:** Words * 5, spelling quiz next time.

Session 3	<p>☆ Sentence Pattern</p> <ul style="list-style-type: none"> - Spelling quiz: shorts, shoes, jeans, socks, pants <p style="text-align: center;">Manipulate the Language (Smile 3, page 20)</p> <ul style="list-style-type: none"> - Introduce by “ How many girls and boys are there?” “ Picture 1, who’s she?” →T: She’s wearing (a green hat, a yellow dress, and yellow shoes). Who’s he? <u>Ss: She’s (Kate).</u>
Session 3	<ul style="list-style-type: none"> - →T: What’s (Toby) wearing? <u>Ss: He/She’s wearing (a green hat, a T- shirt, and pants).</u> → Very difficult for Ss - “Guessing Game”: with a doll and real clothes Dress the doll w/o Ss’ seeing. (T: What’s she wearing? <u>Ss: She’s wearing (pants).</u> T: Yes, she’s wearing ~. Or No, she isn’t.) Put on the P cards or words Ss mentioned. → The purpose is to get Ss say the sentences as many as possible. - Worksheet: Make the language your own - Ss Listen to T and <input checked="" type="checkbox"/> → check the answers → draw the clothes → sentence writing (Ss hand in next time.)

Reflection:

- About the clothes teaching:

Because of our native tongue, students are easy to make mistakes like “a jeans, a socks...” when speaking. Teachers need to pay attention to that.

- 原始教案設計為 3 節課，但當天的教學觀摩是將三節濃縮成一節課。
- 錦芬教授當天對教學示範多有讚賞，特別是「幫假娃娃穿衣服」的活動（如下圖所示），有趣且貼近主題。



2003年10月28日課堂上以 clothes 為主題的教學，活動為「幫假娃娃穿衣服」



親手剪下的圖卡，可以做為紙娃娃般般的於課堂上使用
如：What's she wearing? She's wearing a dress and shoes.



若我現在再教 Clothes 得畫，我將把這份照片加入課程,引起學生話題。

What are they wearing? They wearing dresses.

The dresses are so pretty. Can you tell me what they are?

Yes, dress number one is strawberry....

What is this girl wearing?



She is wearing a purple dress.




scarves



之後教 Clothes 時，製作的 ppt

2003 年 8 月 30 日：九十二學年度工作坊「故事書教學」教案

文化國小 王雅慧

Grade <u>Three</u>	Number of Students: 35	40 Minutes	08/30/2003
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Book used : **Brown Bear, Brown Bear, What do you see?**

Procedures	Steps	Time	Teaching Aids
Warm-up	<p><u>Self-introduction:</u></p> <p>Good morning, every one. My name is _____. I'm your English teacher today. Do you like English?... We are going to read the book today? Are you ready? Let's go.</p>	4'	
Presentation	<p><u>Words:</u></p> <p>a brown bear, a red bird, a yellow duck, a blue horse, a green frog</p> <p>T: What is it?</p> <p>Ss: It's a <u>bear</u>/ <u>bird</u> / <u>duck</u> / <u>horse</u> / <u>frog</u>.</p> <p>T: What color is it? (Point to the bear)</p> <p>Ss: It's brown.</p> <p>T: Good. It's a brown bear. And this one is (a red bird...etc.)</p>	8'	Animal picture cards

Reinforce- ment	<p>Sentence Pattern:</p> <p>A: What do you see?</p> <p>B: I see a <u>red bird</u> looking at me.</p> <p>T: What do you see?</p> <p>Ss: I see a <u>brown bear</u> / <u>red bird</u> /</p> <p>T: Good. Now ask me. (mouth the word: Mr. Ma, what do you see?)</p> <p>Ss: Mr. Ma, what do you see?</p> <p>T: (Take out the bear card) I see a brown bear looking at me. (With strong gesture indicating “looking at”) And now, what do you see? (Take out the red bird card)</p> <p>Ss: (With the help from T) I see a red bird looking at me.</p> <p>(Go through the five animals)</p>	6’	Animal picture cards, Sentence pattern stripes
	<p>Picture book:</p> <p><u>Brown bear</u>, <u>brown bear</u>, what do you see? I see a <u>red bird</u> looking at me</p> <p>Then go through the book from <i>bear</i> to <i>frog</i>.</p>	6’	Picture book
	<p>Guessing Game:</p> <p>T take out a bear card and put it on the board, and pretend to ask him)</p> <p>T: Brown bear, brown bear, what do you see? (Then change to a bear voice) I see a...(showing a corner of the <i>bird</i> picture from the apron pocket)</p> <p>Ss: RED BIRD looking at me!!!</p> <p>T: Very good. Now, go on. (Take out the bird card and put it on the board, and indicate the Ss to say the sentences themselves)</p> <p>Ss: Red bird, red bird, what do you see, I see a (T shows a corner of the next animal...) BLUE HORSE looking at me.</p>	6’	Story-telling apron, Animal picture cards, Sentence pattern stripes on the board

	<p>Activity: 蘿蔔蹲。</p> <p>Divide the Ss in five groups: Bear, Bird, Duck, Horse, Frog. And give each group a flash card to mark it.</p> <p>Start from the first group. For example,</p> <p>Bear: Brown bear, brown bear, what do you see? I see a blue horse (their own chosen animal) looking at me.</p> <p>Horse: Blue horse, blue horse, what do you see? I see a yellow duck looking at me.</p> <p>(So on and so forth.)</p>	6'	Animal picture cards
Wrap-up	<p>Read the book all again (five animals).</p> <p>And encourage them to memorize the whole text by reciting out loud.</p>	4'	Picture book

中華民國九十二年八月二十一日至八月三十日，參加臺北市九十二年度北區英語教學「故事與繪本教學」主題工作坊研習進修計三十小時發給研習證明

文化國小 王雅慧 教師

臺北市北投區 文化國民小學 研習證書

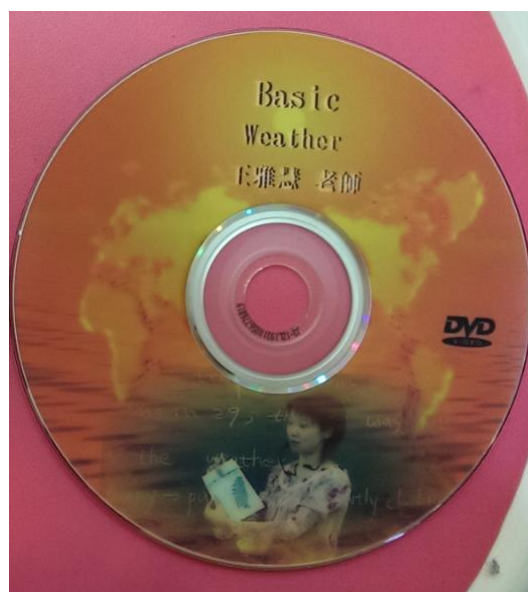
校長 黃三吉

中華民國九十二年十月十三日

研習證明	北市研習字第 0920625009 號	北區英語教學主題 工坊	2003-08-21 至 2003-08-30
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Brown Bear, Brown Bear, What Do You See? 是一本很有名的繪本，每年教一年級的時候，一定會帶到。

2003 年 11 月 18 日：英語教學光碟拍攝 (weather 初級)



Unit	Weather (Basic)	35 Students	40 Min
Date	2003/11/18	Presenter	王雅慧 Yvonne Wang
Preparation	<p>◎ Ss have learned :</p> <ol style="list-style-type: none"> 3 years of English (5 lessons/w, 40min/ lesson) I can (fly a kite, swim....) <p>◎ Teaching Focus :</p> <ol style="list-style-type: none"> Vocabulary : sunny / cloudy / windy / raining / snowing Sentence Pattern : How's the weather? It's (sunny). <p>◎ Teaching Resource ;</p> <ol style="list-style-type: none"> Weather picture cards Real clothes related with different weather Map of Taiwan posters and markers * 6 sets <p>◎ Seat Arrangement:</p> <ol style="list-style-type: none"> Ss sit in groups → 6 groups/ class , 6 Ss/ group 		

Meet the Language for the first time

Session
1

☆ Warm-up

T: How's the weather outside?

Is it (raining)? →

Bring out the topic, and introduce the five vocabularies

☆ Vocabulary + Sentence pattern

(Sentence pattern: How's the weather? It's sunny.)

Picture cards of weather Vocabulary

Ss listen, repeat →

Ss identify by pointing →

Ss identify by speaking out.

☆ Phonics

- Bring in the spelling techniques.

- Quiz: By providing the vowels, Ss spell out the rest. (eg. " _ _ o u _ y"

→ cloudy)

Session
2

Manipulate the Language

☆ Use real clothes to bring out the weather.

(eg. T: "How's the weather?" By raising up the sunglasses. Ss: It's sunny.)

<raincoat → raining; jacket and scarf → snowing...)

☆ Bring out real living experiences related with the weather.

(eg. T: "It's sunny. What can you do?" Ss answer.

T: "Yes, you can swim / eat an ice-cream cone / wear a hat.")

Make the language your own

☆Bring out the map of Taiwan

T demonstrate how to do a group weather report.

Here is Yushan.

It's snowing.

You can make a snowman.

- It's important to use the sentences taught before.

Assign group numbers →

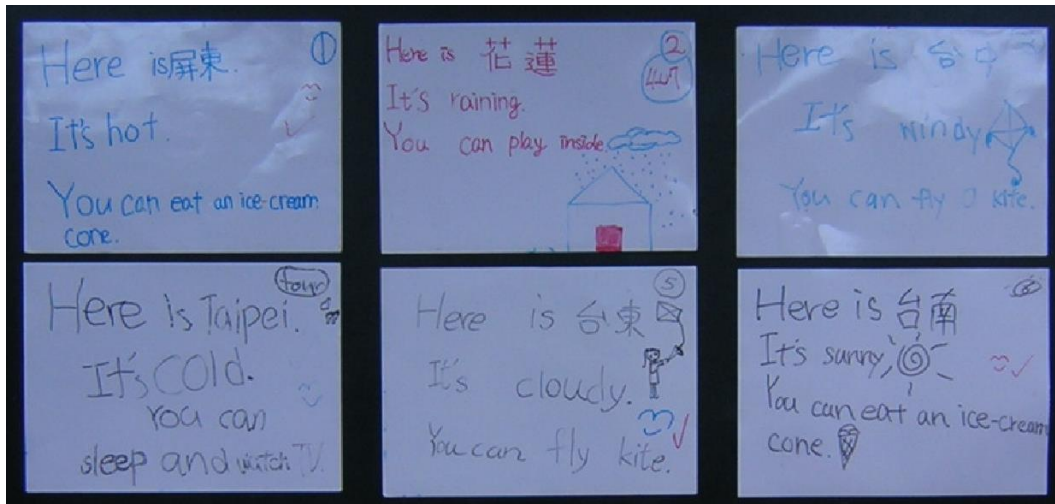
Assign cities by asking Ss "Where do you want to go?" →

Give Ss a set weather.

- T Hand out the posters and markers, Ss discuss and write.

- Post all the posters on the board.

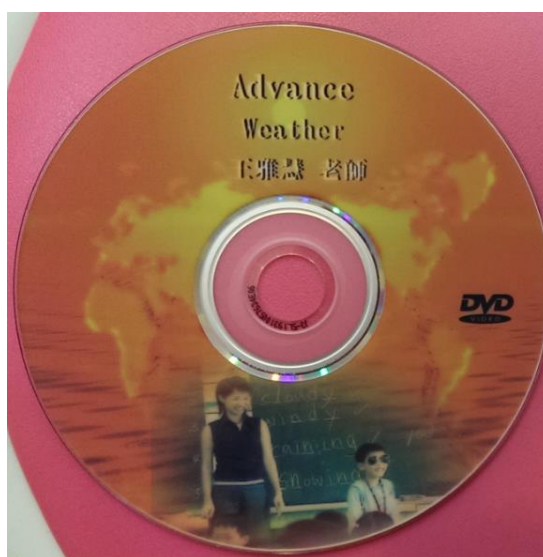
- T and Ss discuss the weather and where to go together based on the six posters on the board.



黑板上貼的白板紙，剛好是學生們的分組作品，也是教案上最後一段



2003 年 11 月 21 日：英語教學光碟拍攝 (weather 進階級)



Unit	Weather (Advanced)	36 Students	40 Min
Date	2003/11/21	Presenter	王雅慧 Yvonne Wang
Prepar- ation	<p>◎ Ss have learned :</p> <ol style="list-style-type: none"> 4 years of English (5 lessons/w, 40min/ lesson) sunny / cloudy / windy / raining / snowing How's the weather? It's (sunny). Related sentences patterns: He is tall/ thin/ strong... <p>◎ Teaching Focus :</p> <ol style="list-style-type: none"> taller/ smaller/ thinner/ stronger... & hotter/ colder Sentence Pattern : (John) is (taller) than (Mary). It is (colder) in (Taipei) than in (Kaohsiung). <p>◎ Teaching Resource ;</p> <ol style="list-style-type: none"> Newspaper Weather Forecast clip. Map of Taiwan Ss' notebooks 		

◎ **Seat Arrangement :**

Ss sit in groups → 6 groups/ class , 6 Ss/ group

Meet the Language for the first time

☆ **Warm-up**

T: How do you get the weather information?

Ss: From TV / newspaper.

☆ **Tell the weather**

- Hand out the copies of the weather forecast paper clip.

- Introduce the English-spelling cities in Taiwan.

- T: What was the temperature in (Taipei)?

Ss: The high was 24; the low was 19.

T: How was the weather?

Ss: It was (partly sunny).

Ss listen, identify and speak out.

- T: The high was 24; the low was 19. It was partly sunny.

What's the city?

Ss: Taipei.

- T: Arrange the order → Ss: Sunny, partly sunny, partly cloudy, cloudy, rainy...

☆ **Which city is hotter?**

- Taipei was hot; Kaohsiung was hot, too. Which city was hotter?

- Bring out the comparative grammar.

step
1

Manipulate the Language

Step
2

☆ **Learned words into new grammar**

taller/ smaller/ thinner/ stronger...

☆ **Activity—Casino**

- T is the banker. Divide the Ss into three groups with NT\$10,000 toy money.
- Choose two students, asking “Who is (thinner)?”
- Groups bet, winners get the toy money.

☆ **Writing practice**

After the activity, Ss write down the sentences
“(John) is (taller) than (Mary)”,
based on the outcome of the comparisons in the activity.

Make the language your own

Step
3

☆ **Bring out the map of Taiwan**

T demonstrate how to make another set of sentences.

It is colder in Taipei than in Kaohsiung.

☆ **Assign homework**

- Give out the word bank: seasons, months, cities.
- Ss can make the sentences they want, based on the truth.
Eg. It is colder in winter than in summer.
It is hotter in June than in July.



我們用「比較級」帶入 weather, 句型在黑板上。「比較級」用進 weather 的，在教案最後一段。



2004 年 4 月 2 日：師院生來訪之教學觀摩

English Teaching Observation in Classroom 601

by 王雅慧 Yvonne Wang

Grade Six	Number of Students: 17 (Because 601 has outing today.)	40 Minutes	04/02/2004
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Book used : **Let's Go 3 (Review Unit for U5 & U6)**

Procedures	Steps	Time	Teaching Aids
Warm-up	Orally individual check: . Let's Go 3: p40, 46, 48, 50	10'	SB Chalk
Presentation	Review unit p54, p55 . Activity A: Sentence making.---Writing. . Activity B: Which one do you like?---Guessing. . Activity C: What are you wearing today?---Writing. . Activity D: Listen and circle.---Mouth the words. . Activity E: Listen and read.--- Mouth the words.	15'	SB Chalk

	Chant: Do you ever wear boots in the bathtub?		Pencils, P cards, CD, player															
	. Vocab review: clothes . Draw a chart: <i>Do you ever ~? No, I never ~.</i> <table border="1" style="margin-left: 40px;"> <tr> <td>wear ~</td> <td></td> <td></td> <td></td> <td>skis</td> <td>10'</td> </tr> <tr> <td>~ my pig</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>place</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table>			wear ~				skis	10'	~ my pig						place		
wear ~				skis	10'													
~ my pig																		
place																		
Wrap-up	. Assign homework.	5'	Com. Book															



課本上的歌曲活動



短文背誦提示



學生背誦示範



交代作業

這是一堂課室教學觀摩。印象中最後在視聽教室座談時，師院學生們對於此場教學觀摩多有正面的評價，認為孩子的聽、說、及記憶力超強。我當時的六年級學生們也很懂事，我記得他們說：在客人面前他們會比平常更用心，很可愛。

2006 年 9 月：臺北市九十五年度推動兒童英語圖書閱讀教案設計



書 名	The KNIGHT and the DRAGON	作 者	TOMIE dePAOLA
		出版社	Paperstar
作 者 基本資料	第一作者	第二作者	
姓 名	王雅慧		
服 務 學 校	北投區 文化國小	區	國小
職 稱	教師		
聯 絡 箱 號 碼			

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E - m a i l	wyahuei@ms36.hinet.net	
傳真號碼	(02) 2896 - 1238	
備註	1.請詳閱實施計畫及徵件須知。 2.本報名表請連同作品於95年9月22日(週五)15:30前,專人送達文化國小教務處。 3.切結事項未簽具者一律不予評審。	
切結事項 (由所有作者簽具)	1.本人保證所列作者符合〔徵件參加對象〕。 2.本人保證著作無違反研究倫理事項。 3.本人已詳知徵件須知及實施計畫所列規範,倘違反規範而獲獎者,獎狀、獎金收回,並視情節輕重予以議處。 具結人:王雅慧	
承辦人:葉嶽雲 教務主任:陳書民 校長:黃三吉		

臺北市九十五年度推動兒童英語圖書閱讀教學簡案設計格式

書名	The KNIGHT and the DRAGON	作者	TOMIE DEPAOLA
出版社	Paperstar 出版社	出版日期	1980 年
ISBN、ISSN	0698116232	分類號	805
適用年級	<input type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input checked="" type="checkbox"/> 低年級	設計者	王雅慧
教學時間	二節課(80分鐘)	教學主題	knight and dragon
七大學習領域	<input checked="" type="checkbox"/> 語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然 <input type="checkbox"/> 藝文 <input type="checkbox"/> 健體 <input type="checkbox"/> 綜合		
Key Words 關鍵詞	1. knight 5. cave	2. dragon 6. library	3. fight 4. castle

<p>Sentences 句型</p>	<p>No main sentence patterns, but there are some book titles:</p> <ol style="list-style-type: none"> 1. HOW TO FIGHT DRAGONS 2. HOW TO FIGHT KNIGHTS 3. ARMOR BUILDING 4. THE ART OF TAIL SWISHING 5. THE OUTDOOR COOK BOOK 6. HOW TO BUILD A BAR-B-Q
<p>摘要大意</p>	<p>The knight and the dragon had never met before, but they dreamed about fighting with each other.</p> <p>The knight read a lot of books about dragon fighting in the library, and so did the dragon. Each of them practiced their fighting skills and then set a day to fight.</p> <p>On that day, they put in their best effort but only hurt themselves. The library lady lent them two books, wishing that they could work together.</p> <p>They opened a K & D restaurant, using their skill for peaceful purpose, serving customers now.</p>
<p>設計理念</p>	<p>本書的對象是具有 基本英語能力 的二年級小朋友。</p> <p>書中的文字為過去式，且偏難，因此困難度在於如何 將文字改編為簡易版，並針對 無文字的圖片 另編台詞。</p> <p>本書增加了許多的 口語音效 帶動氣氛，為的是讓小朋友喜歡上這簡單可愛的劇情，並進一步到圖書館借閱英文書。</p> <p>為加強教學效果，本書由兩位教師自製成可於電視及電腦上播放的有聲書(請見附件的 VCD，劇本附在教案之後)，可讓學生從不同的角度來欣賞它。</p> <p>本書亦屬為上學年本校「晨光英語」故事集的其中一本，因此有統一格式的學習單，分別讓一、二、三年級，及四、五、六年級學生自由參加投稿，在之後的週二學生朝會中，選出優秀作品授獎。</p> <p>這是本簡單，但本人極喜愛的故事書教學設計之一。</p>

具體目標	1. 學生能讀出六個關鍵字。 2. 學生能聽懂書中六本書名的意思。 3. 學生能由英語、音效、或動作欣賞並聽懂整個故事。			
教 學 活 動 流 程				
達成目標	教學內容	教學媒體	評量	時間
學生能讀出六個關鍵字	A. 將圖片掃描成圖卡，依序介紹 knight, dragon, fight, castle, cave, library (帶領句型：Who is the <u>knight/ dragon</u> ? Who lives in the <u>cave/ castle</u> ? Where is our <u>school library</u> ? Who is the <u>library lady</u> in our school? Do we have a <u>castle</u> in our school?.....)	黑板、字卡、圖卡	口頭詢問	15'
學生能聽懂書中六本書名的意思	B. 歌曲：Oh, no! Don't do that 加動作 Oh, no! Don't do that. *3 It's not okay. Now don't do that. Don't yell *3 in the classroom. Don't FIGHT *3 in the classroom.)	黑板、字卡、食譜書、圖卡	口頭詢問	5' 20'
第一堂結束				

學生能由 英語、 音效、或 動作欣賞 並聽懂 整個故事	A. 播放自製 DVD(如附件)，讓小朋友由電視上 觀賞。	電視		15'
	B. 之後以 全英的方式 將故事書打開，再帶讀 一次。並接受小朋友的發問。	故事書	口頭 詢問	15'
	C. 帶做 學習單。	學習單	書寫 練習	10'
第二堂結束				

這是一本我非常喜歡的繪本。很幸運能夠和當年的英語實習老師 Grace，把這本書融入到當時的「晨光英語」節目錄製中。錄製的劇本從下一頁開始。

我倆當時關在一間空教室中，鬼吼鬼叫的把節目錄製完，非常有趣。之後，和葉嶽雲老師將學習單 (分成兩類：1-3 年級，和 4-6 年級) 製作出來，放在圖書館供學生取拿，完成者可放在摸彩箱內，有機會抽中獎品。

後來，這份作品投稿至「臺北市九十五年推動兒童英語圖書閱讀教案設計」，得到了佳作，是意外的收穫。

The KNIGHT and the DRAGON

Where: castle, cave, library

Who: knight, dragon, library lady

Books:

- ♥ HOW TO FIGHT DRAGONS
- ♥ HOW TO FIGHT KNIGHTS
- ♥ ARMOR BUILDING
- ♥ THE ART OF TAIL SWISHING
- ♥ THE OUTDOOR COOK BOOK
- ♥ HOW TO BUILD A BAR-B-Q

Introduction

Yvonne : Good morning, everyone. It's our Morning English time I. My name is Yvonne.

Grace : My name is Grace. Teacher Yvonne, what's our story today?

Yvonne : (Dong! Dong!) 「The KNIGHT and the DRAGON」
(大字幕 + 封面) 。 It's a very interesting book.

Grace : What is DRAGON, Yvonne? And what is KNIGHT? (DRAGON + KNIGHT
於螢幕上晃動 + 冒泡泡問號)

Yvonne : (指著 DRAGON) This is a "dragon".是大恐龍、巨龍的意思。(指著 KNIGHT)
This is a "knight".指的是武士、或是騎士。

Grace : 「The KNIGHT and the DRAGON」? Are they going to fight?

Yvonne : Yes, they are. They are going to fight. "Fight" 就是打架! (字幕)

Grace : Cool! Who is the winner, Yvonne? The knight or the dragon?

Yvonne : I don't know. Let's read it together.

***** Part 1 *****

1.

Yvonne : Once upon a time, there is a knight. He lives in a castle.

Grace : Castle (畫面出現生字 castle)城堡

Yvonne : And in a cave, there is a dragon.

Grace : Cave (畫面出現 cave) 山洞

Yvonne : The knight lives in a castle; he never sees a dragon before. And the dragon lives in a cave; he never sees a knight, too.

Grace : 喔，他們都沒看過對方嘛！

Yvonne : Grace, you are right. But they want to fight to each other.

Grace : “Fight”打架喔？

2.

Yvonne : Yes. The knight goes to the castle library and reads many books about dragon fighting. For example, “HOW TO FIGHT DRAGONS” (字幕)

Grace : 怎麼和 DRAGON 打架喔！Wow! 耶？Yvonne, who is the lady in the library?

Yvonne : Oh, she is a library lady.

Grace : 就像圖書館的王小姐。

3.

Yvonne : Yes. And in the cave, the dragon is reading many books about knight fighting. For example: HOW TO FIGHT KNIGHTS (字幕)

Grace : 怎麼和 knight 打架喔！耶，Yvonne, 還是 library 的書比較多。

4.

Yvonne : Of course. Now the knight is reading a book called “ARMOR BUILDING”. He is building armors.

Grace : “ARMOR BUILDING”.(字幕)製作武器耶！好恐怖！

Yvonne : 嘶~~~~Wow, it is so hot!

5.

Yvonne : 鏘鏘鏘!!! What is it?

Yvonne : Oh~~~~! It is the body

6.

Grace : How about the dragon, Yvonne?

Yvonne : The dragon is reading a book about “ THE ART OF TAIL SWISHING”

Grace : (字幕)TAIL—尾巴。 TAIL SWISHING—甩尾巴。 “THE ART OF TAIL SWISHING” 就是「甩尾巴的秘訣」

Yvonne : Very good, Grace. Now the dragon is reading the book. Wow, the book is not easy.

7.

Yvonne : Ok, let me try. 咻! 咻! 咻!

Yvonne : Hey! Hey! Hey! I can do it now.

8.

Grace : And back in the castle....

Yvonne : Yes, the knight is still building the armor.

Grace : Look at these swords.

Yvonne : Look! The knight is cleaning them.

Grace : Wow! How dangerous they look!

9.

Yvonne : Look at the bows!!!

Grace : And the shields.

Yvonne : Dong! Dong! He has made it!

10.

Grace : And back in the castle....What is the dragon doing?

Yvonne : Oh, my God! I look so stupid!

Grace : 嘎!

Yvonne : Good! I look angry now.

11.

Grace : 嘎!

Yvonne : 嘎!

Grace : 嘎!

Yvonne : Oh, my God! Look at his eyes.

Grace : Yes, they are red. 嗚! The dragon looks angry and hungry.

12.13.

Yvonne : Now, watch me practice. Ok! Go!!!!

Grace : 哎呀! Oh, my god!

Yvonne : Now, watch me practice. Ok! Go!!!!

Grace : Ouch! My head~~~~~

14.

Yvonne : 但是一段時間以後.....

Grace : 匡啷啷!!!! 哈哈! I will win. 我會贏的!

15.

Yvonne : 咻! 咻! 咻! 哈!哈!哈! I will win. 我一定贏!

16.17.

Grace : So, are they ready to fight!? Yvonne

Yvonne : Yes, they are. They send letters to each other and set a time.... To fight.

18.19.

Grace : (雄壯的音樂) 搵囉! 搵囉! 搵囉!

Yvonne : 唉喲! They missed!

18.19.

Grace : Ok, one more time! Go!!!!

Yvonne : <<一!!!! <<一!!!! <<一!!!! 哈哈! They missed again!

20.21.

Grace : Ok! One more time!!!! Let's go!!!!!!!!!!!!!!!!!!!!

22.23.

Yvonne : (恐怖的碎裂爆破聲!!!!!!) Oh, look at the trees.

24.

Grace : Yvonne, it's the library lady!!!

Yvonne : Yes. She gives them two books. "THE OUTDOOR COOK BOOK" and "HOW TO BUILD A BAR-B-Q"

25.

Grace : (字幕) "THE OUTDOOR COOK BOOK" 是 "戶外食譜"。

Yvonne : (字幕) "HOW TO BUILD A BAR-B-Q" 就是 "如何烤肉"。

26.27.

Grace : 好好笑喔! dragon 用 knight 的盔甲來做烤肉架耶!

Yvonne : Yes~~~ Dragon 用鼻子烤肉, knight 的長槍變成了串肉用的工具ㄉㄟ

Grace : The knight is a waiter now. 店名叫 K&D? Teacher Yvonne, why?

Yvonne : (字幕) K is knight; D is Dragon

Grace & Yvonne : The End!!!!

Morning English (Grade 1, 2 and 3)

Worksheet for "The Knight And The Dragon"

Class_____ My Number_____ My Name_____

1. The name of the book is:

2. Rating



3. () Where does the knight live? He lives in a (1. cave 2. library 3. castle.)
4. () Where does the dragon live? It lives in a (1. cave 2. library 3. castle.)
5. () The knight and dragon don't know how to fight, so they both go to the
(1. cave 2. library 3. castle) to borrow books.
6. () The library lady stops the fighting by asking them to
(1. go back home 2. cooperate to open a restaurant together.)

Question: 小朋友: knight + dragon = restaurant 這真是個怎麼樣也猜不到的組合，你能想出其他絕妙的組合或是世界上還沒有的發明嗎？
你可以把你的發明用圖畫出來，再以簡單的英文加以說明

Morning English (Grade 4, 5 and 6)

Worksheet for "The Knight And The Dragon"

Class _____ My number _____ My name _____

1. The name of the book is:

2. Rating



outdoor

fight

library

castle

cave

3. Where does the knight live? He lives in a _____.

4. Where does the dragon live? It lives in a _____.

5. The knight doesn't know how to _____ a dragon, so he goes to the _____ to borrow a book about "How To Fight Dragons."

6. An _____ cookbook is to teach you how to cook outside in the open air.

7. () Both the knight and the dragon are lousy (糟糕的) fighters. What does the library lady suggest (建議) them? (1. To go on fighting till they die.

2. To go back home to take a rest.

3. To cooperate to open a restaurant together.)

Question: 小朋友: knight + dragon = restaurant 這真是個怎麼樣也猜不到的組合，你能想出其他絕妙的組合或是世界上還沒有的發明嗎？你可以把你的發明用圖畫出來，再以簡單的英文加以說明

2007 年 9 月：臺北市九十六年度推動兒童英語圖書閱讀教案設計

A02 工作績優 參加臺北市 96 年度國民小學推動兒童英語閱讀徵稿活動，榮獲團體特優，辛勞得力。	嘉獎一次 4001	379083200Y 臺北市北投區 文化國民小學
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這是最愛的教案，去越南胡志明市分享的時候，就是用這個教案教他們的一年級學生喔。

兒童英語圖書閱讀教學簡案設計格式

書 名	Tall	作 者	Jez Alborough
出版社	Walker Books	出版日期	2005 年
ISBN、ISSN	978-1-4063-0173-1	分 類 號	805
適用年級	<input type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input checked="" type="checkbox"/> 低年級	設 計 者	王雅慧
教學時間	二節課 (80 分鐘)	教學主題	
七大學習領域	<input checked="" type="checkbox"/> 語文 <input type="checkbox"/> 數學 <input type="checkbox"/> 社會 <input type="checkbox"/> 自然 <input type="checkbox"/> 藝文 <input type="checkbox"/> 健體 <input type="checkbox"/> 綜合		
Key Words 關鍵詞	1. small 2. tall 3. fall (phonics: -all) 4. Bobo 5. Mummy		
Sentences 句型	No sentence patterns.		
摘要大意	Bobo is a little chimp in a jungle. Everyone seems to be taller than him! But Bobo's friends help him see that the size you are is the size you're meant to be.		
設計理念	本書的對象是 一年級小朋友，也適合二、三、四年級的學生。 此本 picture book，共 32 頁，但書中的文字極簡單，共只有五個不同的字，重複出現的是 small 和 tall，剛好適合剛學完 Aa-Zz 的小孩，練習-all 的聲音。 本設計將針對無文字的圖片 另編台詞。因此也適合二、三、四年級的學生。		
具體目標	1. 學生能讀出五個關鍵字。 2. 學生能由教師的英語口述，聽懂、並愛上這個故事。		

教 學 活 動 流 程				
	教 學 內 容	教 具	評 量	時 間
Get Ready for the Story (Warm Up)	<p>A. Flip through the whole book and ask the <u>Ss</u> <u>what they can see in this book.</u> (animals.)</p> <p>B. Let <u>Ss speak out the animals they know</u>, and write down on the board. Then <u>show Ss the animals in the book</u>: a chimp, a chameleon, a lion, an elephant, and a giraffe.</p> <p>C. Put the five animals on the board and ask the <u>Ss which is small</u>, which is <u>big</u>, which is <u>short</u>, which is <u>tall</u>? And put them in order.</p> <p>D. Ask Ss, if they want to reach for something they want but <u>they are not tall enough</u>, <u>what will they do?</u> Will they be <u>sad</u>, and simply <u>give up</u>? (We can stand on a chair, use a long ruler...to get the things we need.)</p> <p>E. Let's <u>look at the chimp</u> in this book? Is he tall, short, big, or small? <u>Is he sad</u> for not being as tall as the others?</p> <p>F. Start reading the book.</p>	黑板 書本	Ask & Answer	15'
Story Reading	Look at the forest. Do you see a little chimp here? Is he big and strong? (No, he is small and short.) I think he wants to take a walk in the forest, but he is a little scared. Look! Everything is so big!	Story Book	Ask & Answer	5'
Rock	Now he is walking into the forest. Wow! The trees are so tall. His mouth is wide opened and says "Wow~~~!" Look! Here is a big rock. "Oh! It is so big! I am so small", says the chimp.		Story Telling	

	<p>“But (ha!), it’s ok. I can climb up there”. He is careful, very, very careful. “Look! I am tall now,” says the chimp.</p>			
Chameleon	<p>Yeah! He raises his hands up, and feels much taller. He yells “I’m tall”. Then a chameleon walks toward the chimp on his four legs. “Look! I’m standing on my two legs”, says the chameleon. He is taller than the chimp on the rock.</p>			
	<p>The chimp crosses his arms, sad, and says “I’m small”. But this chameleon is his friend. He says “Come on, climb up on my back, ride on my shoulders, and then you are tall”.</p>			
Lion	<p>The chimp is riding on the chameleon’s shoulders, and they sing and dance. Their friend, little lion is here. He is lying on the ground. But when he stands up...Oh, he is a lot taller and bigger. The chimp is sad. “We’re small”, says the chimp.</p>	Story Book	Ask & Answer	10’
	<p>“But it’s OK. You can climb up on me, and sit on my head.” “See? You are taller than me now.”</p>		Story Telling	
Elephant	<p>The little lion and the chameleon are happy for the chimp. Then the elephant sees them and he wants to play with them. But the little chimp, the lion, and the chameleon are all surprised to see the little elephant is so big and tall.</p> <p>The elephant wants to play the same game. He uses his long trunk to roll up the chimp. Ah~~! Be careful! What are you doing, Elephant? The elephant is smiling at the chimp; he wants to help, too. Look! The chimp is so small; he needs to use his arms and legs to hold tight to the long trunk. But the little chimp is not scared.</p>			

	<p>Now he is sitting on the head of the little elephant. "Look how tall I am", says the chimp. But look who is here? We can only see its long legs.</p> <p>Giraffe It is the giraffe! "We are all small", they think. It's true that the elephant is big and strong, but the giraffe is so tall! "I want to be that tall, too", thinks the chimp.</p> <p>So the elephant raises the chimp up, and the chimp reaches out his arm toward the giraffe.</p> <p>"Look! Look! I am tall, I am the tallest! But... Oh, oh. Ah~~~~~!!!"</p> <p>"I am falling!!!! Help!!!!!"</p> <p>Mummy "Bobo! I can catch you", says his mother. Look how fast she is. Mummy catches the little chimp.</p> <p>Phew! It was close! But now the chimp is safe. Look how small he is! He is only as big as his mummy's face.</p> <p>"I am lucky I am small so mummy can catch me", says the chimp. "Bye! Bye! Everyone. Let's play together next time."</p> <p style="text-align: center;">The END of the Story</p>	<p>Story Book</p>	<p>Ask & Answer</p> <p>Story Telling</p>	<p>10'</p>
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Wrap Up	<p>Reading Comprehension questions:</p> <ol style="list-style-type: none"> 1. What is the chimp's name? 2. Tell me who are Bobo's friends. 3. Can you put these five animals in order from small to tall? 4. Where do they live? 5. Who saved Bobo? 6. What would happen if Bobo's mom did not catch him? 	Story Book	Ask & Answer	10'
	<p>Extension Questions:</p> <ol style="list-style-type: none"> 1. ^{Were} Are you like the chimp when you were little? (Yes, Teacher Yvonne ^{was} is I would stand on the living room table, and ^{said} say to my mom "Look! I am tall".) 2. What else you would climb up to? (A desk, a chair, a tree, a kitchen counter...) 3. Is it a good idea to climb up so high without anyone around? 4. Will you feel sad if you are not tall enough? 			
	<p>Phonics Teaching:</p> <p><u>-all</u>: ball, call, fall, hall, mall, tall, wall</p>		Ask & Answer	5'

2007 年 12 月 13 日：師院生來訪之教學觀摩

以下的資料分別為當天兩位被觀摩的中外師的學生背景介紹。

- 五年級的這份是外師 Carey，是我一併完成的。
- 次頁一年級的這份是我的被觀摩班級的學生背景資料。

1. Background of our **grade five students**

- Five sessions each week: **two** for native speaker teachers; **three** for local teachers
- **Smile 4** is the textbook for the local teachers; **New Welcome To American English 4** is the textbook for the native speaker teachers.
- Today is a review lesson for unit 3, 4 and 5. All the sentence patterns will be listed for information.

2. Teaching Demonstration

- **Class: 503 (9:35 ~ 10:15)**
- **English Teacher: Carey Morrow**

▣ **Sentence Patterns:**

Unit 3

- Do you like melon ice cream? Yes, I do
- Which ice cream do you like best? I like strawberry ice cream best.

Unit 4

- What do you like doing?
I like listening to birds (smelling flowers). These things make me happy.
- What do your friends like doing?
Mary likes reading books. She likes eating ice cream.
Theses things make her happy.
Tom likes playing football. He likes singing songs.
These things make him happy.

Unit 5

- When do we get up? We get up at six thirty in the morning.
 - When do we brush our teeth?
We brush our teeth at seven o'clock in the morning.
(get up/ brush our teeth/ eat our breakfast/ go to school/ take a bath/ go to bed)
-

1. Background of our **grade one students**

- Five sessions each week: **one** for native speaker teachers; **four** for local teachers (today is the 3rd session of Class 107)
- Students have acquired alphabet.
- **Let's Go Starter** is the textbook; **Sing, Chant & Play** is one of the supplementary materials.
- In their second semester, grade one will learn how to spell so now they are learning how to sound the words out using phonic rules.

3. Teaching Demonstration

(Dec. 13th, 2007)

Class: 107 (10:30 ~ 11:10)

English Teacher: Yvonne Wang

Content	Time	Notes
1. Read out loud <ul style="list-style-type: none"> ● A routine, led by a student leader. 	5'	
2. Greetings	2'	
3. Sing, Chant & Play <ul style="list-style-type: none"> ● The Greeting Chant ● Pick It Up! ● Spelling Chant ● Alligators! ● Can I Come In? ● Can I Help You? (New song of the week) 	10'	
4. Let's Go Starter <ul style="list-style-type: none"> ● Lesson 11 (p24) Tt (Tom, table, telephone, TV) ● Phonics Review: ch, ck, tr Target: ph 	20'	
5. Christmas Song <ul style="list-style-type: none"> ● Oh, Christmas Tree 	3'	

師院生對於一年級以英語唱遊的方式教學，感到效果驚人。他們非常喜歡 Sing Chant and Play 這本補充教材上的歌曲和韻文，所以大家都把 Sing, Chant and Play 的相關資料抄回去，打算花錢買書了。

2011 年 11 月 17 日：給實習老師 Ann 的 Lesson Plan

目的是讓實習老師 Anne 看同樣的教材，在不同的班級，會呈現出什麼不同的教學氣氛。

科目	English	單元名稱	Unit 3 (p.23)	教學日期	Nov. 17 th , 2011
班別	406 (10:30) 408 (11:20)	教學設計者	Yvonne Wang	節次	the 3 rd / the 4 th
教學來源	Let' s Go 3		融入議題		
單元目標	Ss can spell days of the week and say the activities.				
教學活動				教學資源	教學時間
一、準備活動： 1. Review <u>Let's Talk</u> (p.20): Ask Wh-Qs and do role play. 2. Review days of the week (p.21): Ask Ss "What do you do on~?" 3. Review <u>Let's Learn</u> (p.22): Ask Qs and review verb conjugation.				Student Book CD	2' 3' 10'

<p>二、發展活動： p.23</p> <p>1. Meet the 6 verb phrases for the 1st time: watch(es) TV, take(s) a nap, play(s) outside, go to the bookstore, play(s) video games, practice(s) the piano</p> <p>2. Practice Wh-Qs: Using he/ she/ they to practice the verb conjugation and go into the 6 Wh-Qs.</p> <p>3. Practice Yes/ No Qs: Ss listen to the CD, take notes and then do the drills.</p> <p>三、綜合活動：</p> <p>Ss make the language their own by playing games:</p> <p>1. Wh-Qs: Choose a volunteer and check what s/he does after school. Then T asks the class, “What does s/he do after school?” Ss raise hands to answer. The winner is the next volunteer.</p> <p>2. Yes/ No Qs: Similar to the above.</p> <p>3. Ask Ss what they really do after school in their real lives.</p> <p>4. Assignment: Preview Workbook (p.20-23)</p>	<p>Student Book</p> <p>Picture Cards</p> <p>Blackboard CD</p> <p>Blackboard</p> <p>Workbook</p>	<p>7’</p> <p>8’</p> <p>3’</p> <p>3’</p> <p>1’</p> <p>3’</p>
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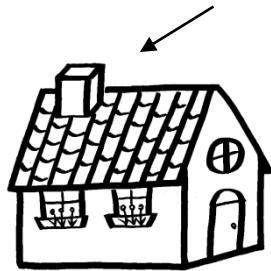
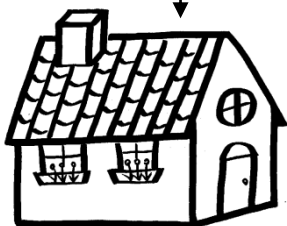




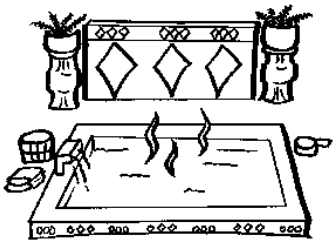
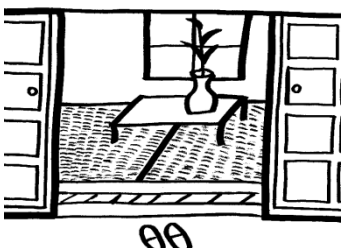
英語營隊課程設計 (含 worksheets)

Beitou Hot Spring Museum

北投溫泉博物館

同學們參觀過「北投溫泉博物館」嗎？讓我們一起來欣賞博物館的建築樣式，飛躍時空，一起想像數十年前的泡湯風情吧！

* Let' s learn some new words.

		
hot spring	chimney	roof
		
wall	door	window
		
yard	bathing pool	Tatami room

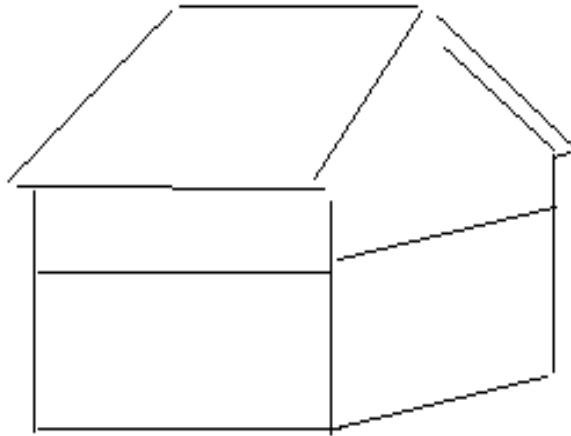
My Hot Spring Museum

Class: _____ Chinese Name: _____ English Name: _____



My Hot Spring Museum:

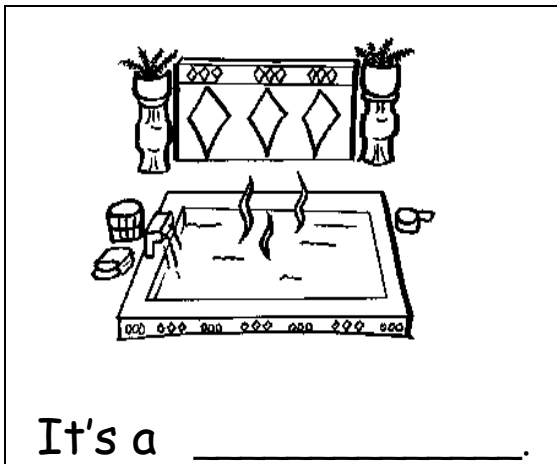
請設計自己心目中的博物館外型，並標示出 chimney, roof, wall, door, window, 及 yard 喔！



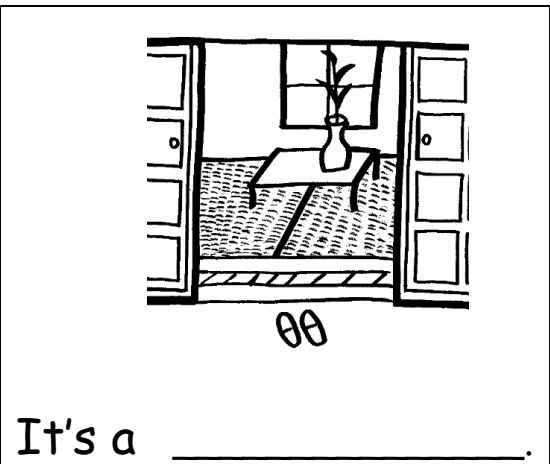
Built by _____



哪一個是 Tatami Room, 哪一個是 Bathing pool 呢？請寫出來。



It's a _____.



It's a _____.

Lesson plan ----- Peitou Hot Spring Museum

Designed by: Yvonne Wan

- A. Objective:** Ss can say the vocabulary taught in class.
1. **Vocab:** hot spring, chimney, roof, wall, door, window, yard, bathing pool, Tatami Room
 2. **Review:** colors
- B. Time:** 80 minutes
- C. Teaching aids:** P-cards*9, w-cards*9, color markers from Ss, brochures*30, photos of hot spring formation and bathing culture, Peitou Museum photos, construction paper*5, projector*1, computer*1
- D. Seating:** group seating (4 groups)

Steps	Classroom Activities	Time	Teaching Aids
Warm up	“How’s the weather? Is it cold? “ 1. Ss share their <u>hot spring</u> bathing experiences. 2. Present the word “ hot spring”. 3. T share the information of the formation of Hot Spring. (with photos shown through the projector) 4. T share the bathing culture with Ss. (with photos)	10’	1. hot spring p-card*1 2. projector*1, 3. computer*1 4. photos: 5. hot spring formation, bathing culture

Peitou Hot Spring Museum I ---- Outside	1. Quickly Showing P cards— <u>chimney, roof, wall, door, window, yard</u> T: “ What is it? A house? A western house? A Chinese house?” ANS→ It’s Peitou Hot Spring Museum.	1’	1. p-cards*6 2. p-cards*6 & w-cards*6
	2. Vocabulary Presentation ◆ P cards → W cards : Point, Matching, Snap (Suggested sentences: * What is it? It’s a <u>chimney</u> . *What color is it? It’s <u>green</u> . *Is it a <u>roof</u> ? Y/N)	19’	
	3. Show photo of Peitou Hot Spring <u>Museum</u> ◆ Identify each part of the museum (*What do you see? I see a red <u>chimney</u> .)	10’	3. museum appearance photos
	Break		10 minutes
	4. Our Peitou Hot Spring Museum Drawing Relay ● Number your students first. ● T: I see a <u>blue chimney</u> . No.3!! S3: Draw the item.	5’	1. B4 Construction paper*4
	5. Pictures appreciation and vocabulary review.	5’	

Peitou Hot Spring Museum II ---- Inside	1. Traditional flow line when bathing introduction. ● Show the inside of the museum to Ss. Ask Ss why it designed this way.	5'	2. projector*1, 3. computer*1
	2. Vocabulary: <u>bathing pool, Tatami Room</u>	5'	4. floor plan 5. photos of museum
	3. Discuss the building style of the Museum → western? Chinese? Japanese?	5'	6. p-cards*2
	4. Draw my own museum with bathing pool and Tatami room.	15'	7. worksheet A

*** Suggested song:**

There's a house with a wall, with a wall, with a wall. (window, chimney, door, roof)


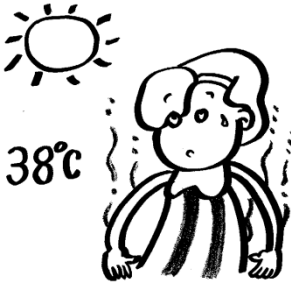
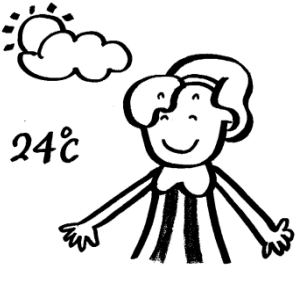
There's a house falling down, falling down, falling down.

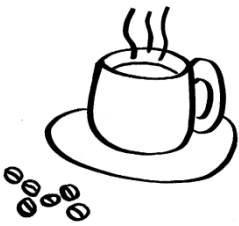



There's no house, no house, no more, no more. * 2

Is it Cold?

要去校外教學囉！同學們一路上會看到青翠的花草樹木，以及道路兩旁的潺潺流水。這麼冷的冬天裡，水溫是否也是冰冰冷冷的呢？嗯，如果冬天裡路旁的溪水像咖啡、牛奶般熱騰騰的話，一定很棒吧！

* Let's learn some new words.

		
cold	Hot	Warm





			
coffee	water	juice	Milk

* Let's learn some new sentences.

Is it cold? / Is it hot? / Is it warm?






Yes, it is. / No, it isn't.



The English words in Campus

<p>✓ I see it! </p> <p>✗ I can't see it! </p>	<p>The words I know: </p>
<p>1. <u>✗</u> chimney</p> <p>2. ___ roof</p> <p>3. ___ door</p> <p>4. ___ wall</p> <p>5. ___ window</p> <p>6. ___ yard</p> <p>7. ___ Tatami Room</p> <p>8. ___ bathing pool</p>	<p>1. <u>blackboard</u> 黑板</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p> <p>6. _____</p> <p>7. _____</p> <p>8. _____</p>
<p> My favorite English sign is ➔</p>	

Is it cold?



	A	B	C	D	E	F
Is it hot? 						
Is it cold? 						
Is it warm? 						
What is it? 						
Do you like it? 						

 I like it. , , , , ,   I don't like it. , , , , , 

Guessing Game:	A: Is it hot? B: Yes, it is. (No, it isn't.)	→	A: Is it coffee? B: Yes, it is. (No, it isn't.)	→	A: Is it A? B: Yes, it is. (No, it isn't.)
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Hot Spring Outing

→ Maze (防空戰壕)

Public Hot Spring (地熱谷溫泉)

Peitou Hot Spring Museum (北投溫泉博物館)

Please ✓	Drain 水溝	Public Hot Spring 地熱谷		Peitou Creek 北投溪
		水池	泡腳處	
Is it cold?				
Is it hot?				
Is it warm?				



Reflection:

請 寫下 或 畫下 你印象最深的景物。

戰壕？地熱谷？還是溫泉博物館的哪個部分？

Lesson plan ----- Hot Spring Outing

Designed by: Yvonne Wang


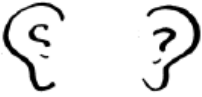



- A. Objective:** Ss can say the target vocabulary and sentences taught in the classroom about hot springs.
1. **Vocab:** cold, hot, warm, coffee, water, juice, milk, hot spring, chimney, roof, wall, door, window, yard, Tatami Room, bathing pool
 2. **Sentence pattern:** Is it cold / hot/ warm?
Yes, it is. No, it isn't.
- B. Time:** 145 minutes (round way traveling time 60 min are included)
- C. Teaching aids:** w-cards*16, p-cards*16, towels*2, stopwatches*2, whistles*2
- D. Seating:** group seating (4 groups)






Steps	Classroom Activities	Time	Teaching Aids
Maze	1. Rule explanation & words review ● A short stop on <u>Museum outdoor performance ground</u> .	5'	1. p-cards*16. 2. w-cards*16 3. stopwatch*2 4. whistles*2
	2. Matching search in <u>The Maze</u> ● Group 1, 2 hide the P cards; 3, 4 look for, match, and read them to the teacher pair by pair. (Time them) ● G3, 4 hide cards; G1, 2 find them.	15'	
	3. The <u>drain</u> on the side of the road ● Is the water cold?	5'	
Public Hot Spring	1. Is the water in <u>Public Hot Spring</u> hot? How? →It's hot by the bubbles from under the ground. →Small waterfall →Soak your feet.	10' 10'	1. towels*2
	2. <u>Peitou Creek</u> ● Is it cold? Is it hot?	5'	
Peitou Hot Spring Museum	1. <u>Peitou Hot Spring Museum</u> → appreciate from the appearance (take out worksheets) → go in and join the observation flow line → look for the words learned before (set a time, meet outside)	5' 20'	1. worksheet D
	2. <u>Outdoor performance ground</u> → Survey (Which part of the museum is my favorite?)	10'	

這是我第一個營隊課程設計。以「北投溫泉博物館」為主題，所設計出的三個課程。先從在教室中認識溫泉博物館的外型及內部設計開始，再對校外教學沿路的英語標示及溪流水溫...等等，做第二份課程設計；最後，徒步帶學生步行至北投溫泉博物館校外教學，並完成學習單，是一份完整的營隊課程設計。

FIVE SENSES.

* Let's learn some new words.

				
eyes	ears	nose	tongue	hand

				
to see	to hear	to smell	to taste	to feel

* Let's learn some new sentences.

- I use my eyes to see.
- I use my ears to hear.
- I use my nose to smell.
- I use my tongue to taste.
- I use my hands to feel.







* Let's learn the chant.




Two little eyes to look around.
 Two little ears to hear each sound.
 One little nose to smell what's sweet.
 One little tongue to taste what's good to eat.



FIVE SENSES -- EYES

EYES → Use your eyes to see.

			
apple	guava	kiwi	mango

		
banana	pineapple	watermelon

* Let's guess: What is it? Look and draw.





1	2	3	4	5	6	7





FIVE SENSES ... EARS





EARS → Use your ears to listen.

* How many sounds did you hear?

Listen and check ✓.




					
car	bell	piano	cell phone		
()	()	()	Yvonne's ()	Winnie's ()	Jannie's ()




					
door	bathroom	keys	paper		
()	()	()	()		

					
clapping	walking	singing	running		
()	()	()	()		

FIVE SENSES NOSE

NOSE → Use your nose to smell.

		
coffee	tea	butter


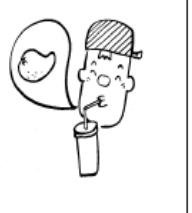



		
lemon	flower	baby powder

* Let's smell: What is it? Smell and draw.

1	2	3	4	5	6	7


FIVE SENSES TONGUE

TONGUE → Use your tongue to taste.

				
sour	sweet	bitter	spicy	salty




* Let's taste: How many did you taste?

Write and draw.

Bitter & sweet			
			

FIVE SENSES HANDS


TONGUE → Use your hands to feel.

		
smooth	rough	fuzzy

More: hot, cold, long, big, small, round,
shapes (circle, triangle, square, rectangle)

*** Let's feel:** How many did you feel?

Feel, write and draw.

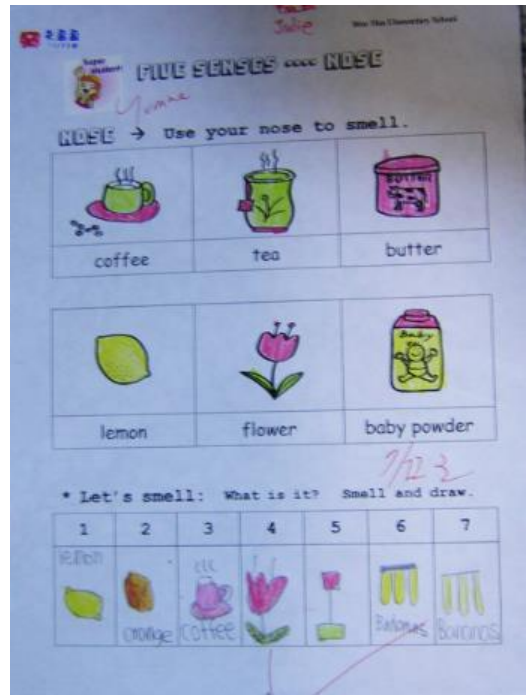
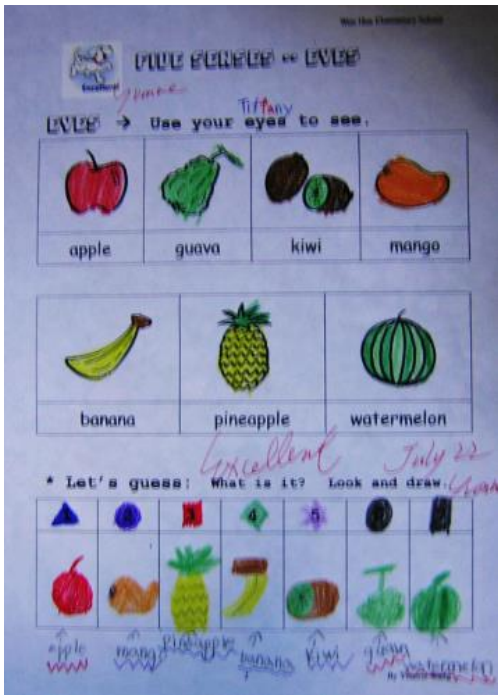
fuzzy			
			

Lesson Plan ---- Five Senses

Seating: group setting (3 groups)		
Steps	Classroom Activities	Sessions
A. Eyes-see	<ol style="list-style-type: none"> 1. Warm up (Chant) <ul style="list-style-type: none"> ● Two little eyes to see everything. Two little ears to hear each sound. One little nose that likes to smell. One little mouth to taste what’s sweet. 2. Vocabulary & Sentence <ul style="list-style-type: none"> ● Eyes, ears, nose, tongue, skin see, hear, smell, taste, feel (I use my eyes to see.....) ● See- apple, banana, guava, kiwi, lemon, mango, orange, pineapple, pear, watermelon (What is it? It looks like an apple...) 3. Activity—Look and Tell <ul style="list-style-type: none"> ● Shadow 	1
B. Ears-Hear	<p>B. Ears-Hear (I use my ears to hear.)</p> <ol style="list-style-type: none"> 1. Warm up: You use your eyes to see. <ul style="list-style-type: none"> ● Activity: Who is he/she? 1.Call out the names. 2. Cover with cloth 2. You use your ears to hear. <ul style="list-style-type: none"> ● Activity: Who is it? →Picked Ss shout “Who am I?” in the back. The rest face forward and answer “ You are ...”. 3. Listen to the tape. <ul style="list-style-type: none"> ● Activity: What can you hear? →Car, bathroom, money, piano, walking, baby crying, tearing paper, balloon, bell, keys, cell phone (Whose cell phone?) 	1

<p>C. Nose-smell</p>	<p>C. Nose-smell</p> <p>1. You use your nose to smell.</p> <ul style="list-style-type: none"> ● Activity: What can you smell? → coffee, tea, butter, lemon, orange, flower, baby powder <p>2. Vocabulary & Sentence</p>	
<p>D. Tongue-taste</p>	<p>1. You use your tongue to taste.</p> <ul style="list-style-type: none"> ● Activity: What can you taste? hot, cold, sour, sweet, bitter, spicy, salty ● Activity: What is it? coffee(hot/cold), tea(hot/cold), wasabi, lemon, orange, milk(hot/cold), chocolate(hot/cold), coke 	1
<p>E. Skin-feel</p>	<p>1. You use your skin to feel.</p> <ul style="list-style-type: none"> ● Activity: What can you feel? Smooth, rough, fuzzy, hot, cold Shapes: Circle, triangle, square, rectangle, pentagon, hexagon ● Activity: What is it? apple, banana, guava, kiwi, lemon, mango, orange, pineapple, pear, watermelon book, pen, eraser, hat, rock, octopus, rabbit, deer, rhino, tiger, 	1
<p>The End</p>		





Five Senses 是我最最喜歡的營隊課程設計，完全可以將英文用體驗的方式來上課，很高興學生也很融入其中。

老師你有很努力的教地理課程
謝謝

Yvonne老師最後一個禮拜您教我們食物的單字,謝謝您的教導!
Penny

Dear Yvonne:
謝謝你這三禮拜的教導,我覺得你教的Five sense課好好玩哦!
Lily

Dear Yvonne:
THANKS
感謝你的指導,或許我們有時很吵,讓你很不高興,不過真的非常感謝你!
Ruby

Dear Yvonne ♡♡
聽您叫我正多事情。
Julie

yvonne: 謝謝
謝謝讓我們有那麼多出去校外交學的時間。
Tracy 上

親愛的Yvonne老師謝謝
謝謝您的指導,您在上課的時候有點嚴肅,可是平常是可憐可親的,真心的謝謝您
老師我喜歡你們哦Sandy

Worksheet – Parachute

Class: _____ Chinese Name: _____ English Name: _____



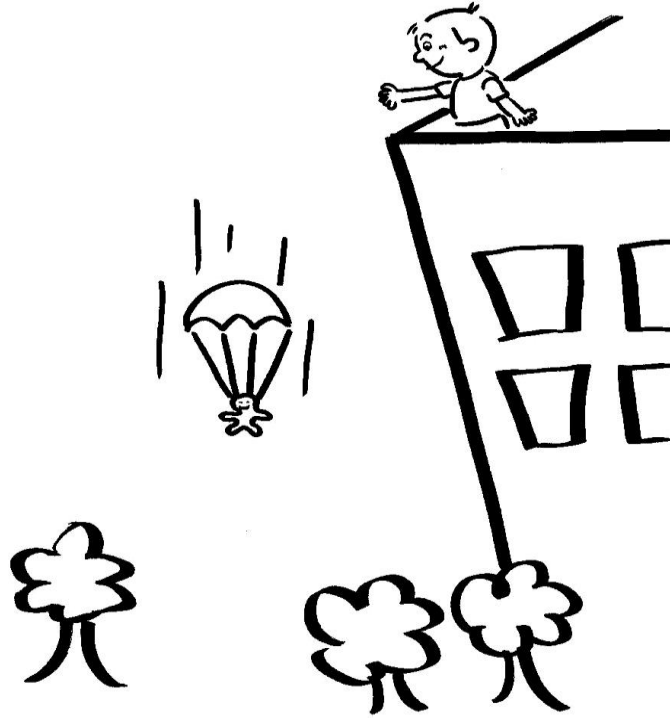
This is my parachute.

- Now I know:

Worksheet -- Parachute A.

The Height (降落高度)

Class: _____ Chinese Name: _____ English Name: _____



- My record.

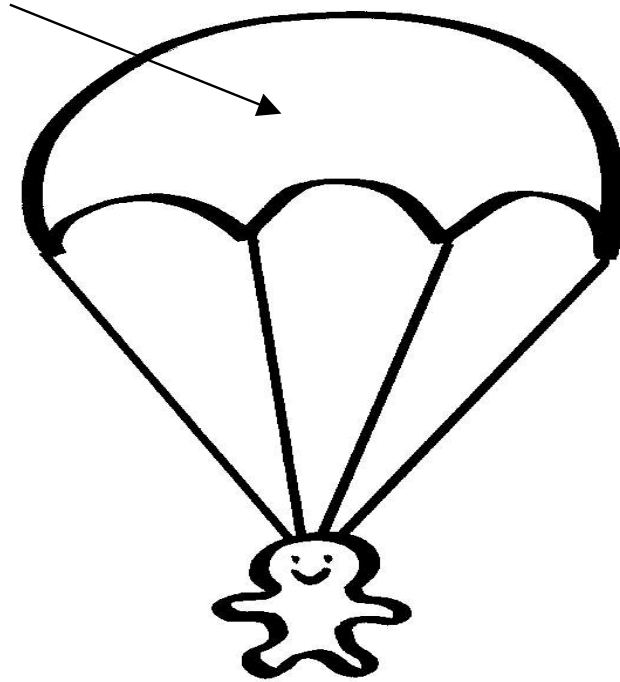
	1 st	2 nd	Average
High (the _____ floor)			
Higher (the _____ floor)			
The highest (the _____ floor)			

- Now I know:

Worksheet -- Parachute B.

The Size (伞面大小)

Class: _____ Chinese Name: _____ English Name: _____



- My record.

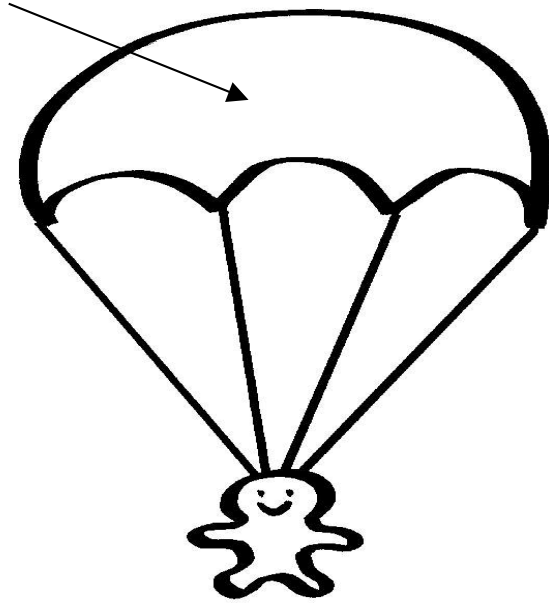
	1 st	2 nd	Average
Big			
Bigger			
The biggest			

- Now I know:

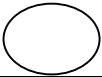
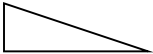
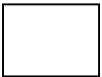
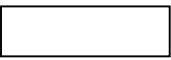
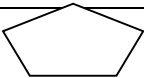
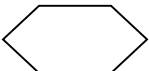
Worksheet -- Parachute c.

The Shape (傘面形狀)

Class: _____ Chinese Name: _____ English Name: _____



● My record.

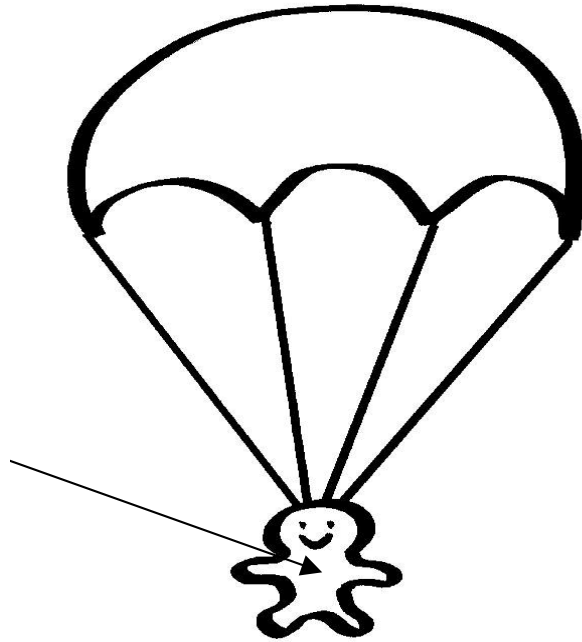
	1 st	2 nd	Average
			
			
			
			
			
			

● Now I know:

Worksheet -- Parachute D.

The Weight (垂掛物重量)

Class: _____ Chinese Name: _____ English Name: _____



● My record.

	1 st try	2 nd try	Average
Heavy (It is _____ grams.)			
Heavier (It is _____ grams.)			
The heaviest (It is _____ grams.)			

● Now I know:

Lesson Plan ---- Parachute

1. **Objective:** Ss can understand the reasons affecting the landing of the parachute--- the weight, the size, the shape, the height.
2. **Vocab:** (apart from the sentences) worksheet, plastic bags, Scotch tapes, scissors, the weight, stop watch, egg landing, the length of the strings, the 1st floor, the 2nd floor, the 3rd floor, the 4th floor
3. **Sentence pattern:** The (slower), the (better). — Parachute landing
 The higher, the longer it takes. – The height (high, higher, the highest)
 The heavier, the longer. —The weight (heavy, heavier, the heaviest)
 The bigger, the longer. – The size (big, bigger, the biggest)
 The rounder, the better. – The shape (triangle, square, rectangle, ...circle)
 How long does it take? It takes (30) seconds.
4. **Teaching aids:** erasable word cards and sentence strips, worksheet, plastic bags, Scotch tapes, scissors, strings, the weight, watches (prepared by students), uncooked eggs, markers
5. **Time:** 13 sessions
6. **Seating:** group setting (3 groups), 2 students when experimenting

Steps	Classroom Activities	Sessions
Warm-up	<ol style="list-style-type: none"> 1. Vocabulary (What is it? What are they?) <ul style="list-style-type: none"> ● Parachute landing, worksheet, plastic bags, Scotch tapes, scissors, string, the weight, watches 2. My dream parachute <ul style="list-style-type: none"> ● Ss draw their dream parachute on the board ● Discuss the shapes of the parachute 3. Reasons affecting the speed of parachute landing <ul style="list-style-type: none"> ● The height ● The size ● The shape ● The weight 	1

<p>A. The Height</p>	<p>4. What is to be tested? <ul style="list-style-type: none"> ● <u>The height</u> </p> <p>5. What should be remained the same? <ul style="list-style-type: none"> ● The size ● The shape ● The weight ● The length of the strings </p> <p>6. English Teaching <ul style="list-style-type: none"> ● <u>High, higher, the highest</u> (the 1st floor, the 2nd floor, the 3rd floor, the 4th floor) ● <i>How high is it? It's 2 floors high.</i> ● <i>How long does it take? It takes 30 seconds.</i> </p> <p>7. Experiment <ul style="list-style-type: none"> ● Two Ss as a group, take turns to do the timing (Take the average from the two tries) ● While experimenting, filling out the worksheet </p> <p>8. Outcome sharing / Conclusion Making <ul style="list-style-type: none"> ● <u>The higher, the longer.</u> </p>	<p>2</p>
<p>B. The Size</p>	<p>1. What is to be tested? <ul style="list-style-type: none"> ● <u>The size</u> </p> <p>2. What should be remained the same? <ul style="list-style-type: none"> ● The height ● The shape ● The weight ● The length of the strings </p> <p>3. English Teaching <ul style="list-style-type: none"> ● <u>big, bigger, the biggest</u> ● <i>How long does it take? It takes 30 seconds.</i> </p> <p>4. Experiment <ul style="list-style-type: none"> ● Two Ss as a group, take turns to do the timing (Take the average from the two tries) ● While experimenting, filling out the worksheet </p> <p>5. Outcome sharing / Conclusion Making <ul style="list-style-type: none"> ● <u>The bigger, the longer.</u> </p>	<p>1</p>

<p>C. The Shape</p>	<ol style="list-style-type: none"> 1. What is to be tested? <ul style="list-style-type: none"> ● <u>The shape</u> 2. What should be remained the same? <ul style="list-style-type: none"> ● The size ● The height ● The weight ● The length of the strings 3. English Teaching <ul style="list-style-type: none"> ● <u>The shape (triangle, square, rectangle, ...circle)</u> ● <i>What's your shape? It's a triangle.</i> ● <i>How long does it take? It takes 30 seconds.</i> 4. Experiment <ul style="list-style-type: none"> ● Two Ss as a group, take turns to do the timing (Take the average from the two tries) ● While experimenting, filling out the worksheet 5. Outcome sharing / Conclusion Making <ul style="list-style-type: none"> ● <u>The rounder, the better.</u> 	<p>2</p>
<p>D. The Weight</p>	<ol style="list-style-type: none"> 1. What is to be tested? <ul style="list-style-type: none"> ● <u>The weight</u> 2. What should be remained the same? <ul style="list-style-type: none"> ● The size ● The shape ● The height ● The length of the strings 3. English Teaching <ul style="list-style-type: none"> ● <u>Heavy, heavier, the heaviest</u> ● <i>How heavy is it? It is 90 grams.</i> ● <i>How long does it take? It takes 30 seconds.</i> 4. Experiment <ul style="list-style-type: none"> ● Two Ss as a group, take turns to do the timing (Take the average from the two tries) ● While experimenting, filling out the worksheet 5. Outcome sharing / Conclusion Making <ul style="list-style-type: none"> ● <u>The heavier, the longer.</u> 	<p>2</p>

<p>E. Egg Landing</p>	<ol style="list-style-type: none"> 1. What is to be tested? <ul style="list-style-type: none"> ● The egg 2. What should be considered? <ul style="list-style-type: none"> ● <u>The slower, the better.</u> 3. English Teaching <ul style="list-style-type: none"> ● <i>Wrap up the egg. Put the egg in the plastic bag.</i> ● <i>Can it work? Yes, it can. No, it can't.</i> 4. Experiment <ul style="list-style-type: none"> ● Wrap up the egg with different materials ● Each one takes turns to do the experiment in front of the class. Make a bet to see if he can make it. ● While experimenting, filling out the worksheet 	<p>2</p>
<p>Coloring my parachute</p>	<p>Draw my dream parachute.</p>	<p>1</p>
<p>Reflection</p>	<p>Talk about what activities they like the best, and fill out the form.</p>	<p>1</p>

3, what did I learn from the camp?
 1. ①做巧克力, 因為我以前不會做巧克力。
 ②做降落傘, 因為我以前都沒有玩過降落傘。
 ③做汽球, 因為我沒有做過, 而且我很怕汽球。

Jannice
 1. ♥ 我最喜歡的課程是做降落傘, 因為我可以
知道自已的平衡有多差。

降落傘課程是陳春梅老師的自然課程，我將他改為簡單版的英語營隊設計。但實驗過程不如想像中容易，不過只要能將東西從四樓明正言順的丟下來，學生都很開心。

Rock Climbing

1、What can help you to climb higher?

2、What are they?













3、How many kilograms can the main rope hold? (攀登主繩可以承受幾公斤的重量?)

4、When was the first pair of climbing shoes made? (全世界第一雙攀岩鞋是哪一年製造出來的?)

5、In rock climbing, which is more important, the hand or the foot?

6、What is rock holding? (什麼是抱石?)

7、How high is the rock climbing wall in Y17?

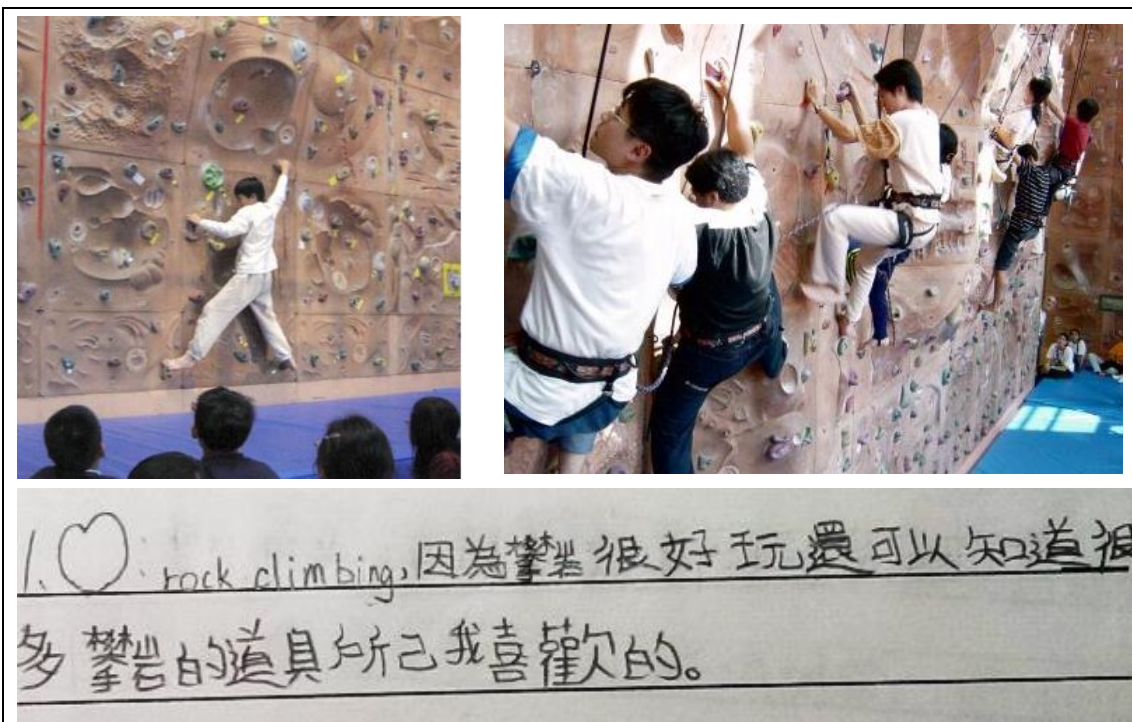
8、How do you like rock climbing? What do you do when you have difficulties? (你遇到難關時的解決方法。)

9、How's is your "egg landing"? Is it successful(成功)?

Why or why not?



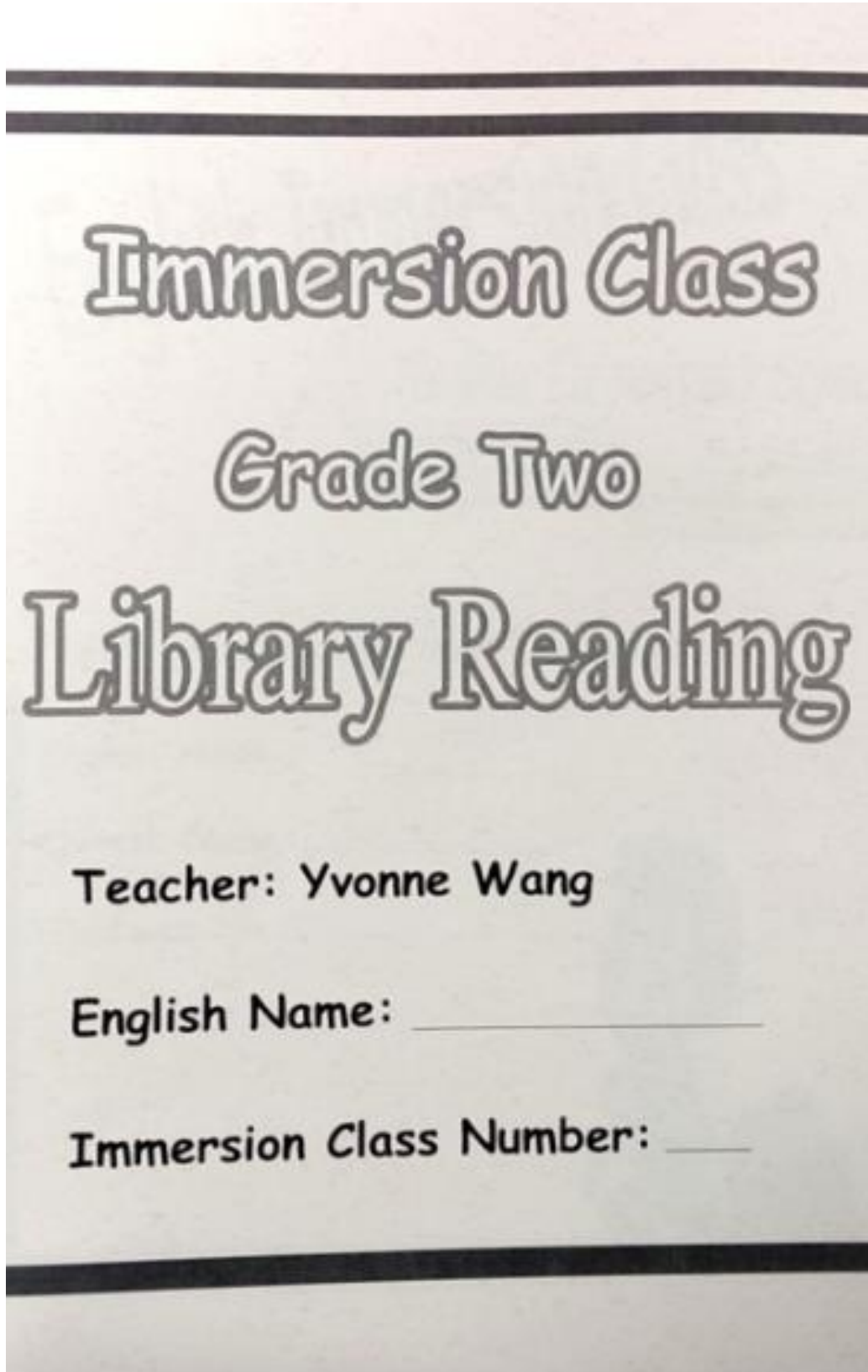
學生在 Y17 的攀岩場上



我曾經到 Y17 玩過攀岩體驗課程，非常喜歡，因此將攀岩結合進營隊課程，攀岩在當時對學生而言，十分新鮮有趣。

雙語班英語閱讀教學

(將選擇三份 worksheets 以供參考)



北市北投區文化國民小學九十七學年度
二年級雙語班 教學計劃表

- 英語繪本教學 (二下) 教師：Yvonne Wang
- Subject: **Library Reading (Grade Two → 2nd Semester)**

課程目的 Purpose of the curriculum		* 本課程的目的為協助學生善用圖書館的英語圖書，增加閱讀的機會。 The purpose of the curriculum is to increase students' reading opportunities with the picture books from the school library.	
授課時間 Teaching hours		* Every Wednesday afternoon	
教材來源 Materials		* 主教材：文化國小圖書館英語圖書 * 補充教材：Maisy Mouse—DVD 1-13 Waterford Early Reading Program—Level One DVD Collection	
Week	Date	Name of the Book	Number of copies
2	0215-0221	★ Five Little Ducks	14
		★ Clocks and More Clocks	22
		★ The Doorbell Rang	22
3	0222-0228	★ Ten In The Bed	14
		★ Down By The Bay	14
4	0301-0307	★ Spider On the Floor	14
5	0308-0314	★ I like Me	11
6	0315-0321	★ Maisy's First Flap Book	14
7	0322-0328	★ From Head To Toe	25
8	0329-0404	★ The Photo	14
9	0405-0411	★ Ten Dirty Pigs	14
10	0412-0418	★ Ginger	14
11	0419-0425	★ There's A Cow In The Cabbage Patch	14
12	0426-0502	★ How Big Is A Pig?	14
13	0503-0509	★ Toddlerobics	14
14	0510-0516	★ Who Hops?	12
15	0517-0523	Immersion Class—Talent Show	
16	0524-0530	★ Guess What I am	22
17	0531-0606	★ Washing Line	12
		★ Ten, Nine, Eight...	13
18	0607-0613	★ This Is The Bear	14
19	0614-0620	★ May Grandpa Is Amazing	14

- 因每本書冊數不同，因此仍須像上學期一樣，輪流借閱回家。



Taipei Municipal Wenhua Elementary School

Grade Two Immersion Class

Library Reading: **I Like Me**

Immersion Class Number: _____ English Name: _____

By Nancy Carlson, I LIKE ME, Puffin Books

I have a best friend.
That best friend is me!

**I have a best friend.
That best friend is me!**

I can do fun things with me.
I draw beautiful pictures.
I ride fast!
And I read good books with me!

I can do fun things with me.
.....
.....
.....

I like to take care of me.
I brush my teeth.
I keep clean
and I eat good food.

I like to take care of me.
.....
.....
.....

When I get up in the morning,
I say, "Hi, good-looking!"
I like my curly tail,
my round tummy,
and my tiny little feet.

**When I get up in the morning,
I say, "Hi, good-looking!"**
.....
.....
.....

When I feel bad, I cheer myself up.
When I fall down, I pick myself up.
When I make mistakes,
I try and try again!

**When I feel bad, I cheer myself up.
When I fall down, I pick myself up.
When I make mistakes,
I try and try again!**

No matter where I go, or what I do,
I 'll always be me, and I like that!!!

**No matter where I go, or what I do,
I'll always be me, and I like that!!!**



Taipei Municipal Wenhua Elementary School

Grade Two Immersion Class

Library Reading: **From Head To Toe**

Immersion Class Number: _____ English Name: _____



I am a penguin and I _____ my _____.

Can you do it? I can do it!

I am a giraffe and I _____ my _____.

Can you do it? I can do it!

I am a buffalo and I _____ my _____s.

Can you do it? I can do it!

I am a monkey and I _____ my _____s.

Can you do it? I can do it!

I am a seal and I _____ my _____s.

Can you do it? I can do it!

I am a gorilla and I _____ my _____.

Can you do it? I can do it!

I am a cat and I _____ my _____.

Can you do it? I can do it!

I am a crocodile and I _____ my _____s.

Can you do it? I can do it!

I am a camel and I _____ my _____s.

Can you do it? I can do it!

I am a donkey and I _____ my _____s.

Can you do it? I can do it!

I am an elephant and I _____ my _____.

Can you do it? I can do it!

I am I and I _____ my _____.

Can you do it? I can do it! I can do it!

By Eric Carle, FROM HEAD TO TOE, Harper Collins Publishers

How many more body parts do you know?

Write them down "From your head to your toe"

→	→
→	→
→	→
→	→
→	→



Taipei Municipal Wenhua Elementary School

Grade Two Immersion Class

Library Reading: **The Photo** --- Adapted Version

Immersion Class Number: _____ English Name: _____

Adapted from **The Photo** By Neal Layton

At the weekend, Mommy, Daddy and I went (go 過去式) to Planet Earth. I wanted to see a real live (活的) human (人類). We went to the zoo because the book said many animals lived there.

"You can have my camera and take some photos," said Dad.

We came to a big cage (籠子), and I said, "Hey, is that a human?"

But Mom said, "No, that is a kangaroo. Humans don't hop, they walk."

We came to a blue cage, and I said, "What about that? Is that a human, Dad?" But Dad said, "No, that is a tiger. Humans don't have tails."

I ran to a small pond (池塘), and said, "Are these humans?" Mom said, "No, they are penguins. Humans don't have wings."

"Up there, that really tall one. Is that a human?" I said.

"No, that is a giraffe. Humans are not that tall," said Mom.

We looked everywhere in the zoo. There was only one cage left (剩下).

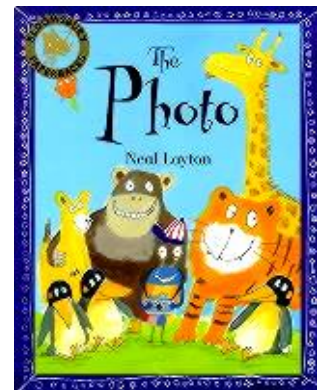
"It has no tails and no wings. It is not tall. It doesn't hop. Is this a human?"

Is it? Is it? Is it?"

"Yes, it is," Mom said.

I set up my camera and took my photo.

And here is my photo of a real live human!



這份閱讀學習單是配合當時課本上的歌曲(如本頁下半部所示)，我和葉嶽雲老師都認為課本上的歌與這本童書是絕配，因此我將兩者結合。

From Head to Toe

Class: _____ Name: _____

I am a penguin and I turn my head.
 I am a giraffe and I bend my neck.
 I am a buffalo and I raise my shoulders.
 I am a monkey and I wave my arms.
 I am a seal and I clap my hands.
 I am a gorilla and I thump my chest.
 I am a cat and I arch my back.
 I am a crocodile and I wriggle my hips.
 I am a camel and I bend my knees.
 I am a donkey and I kick my legs.
 I am an elephant and I stomp my foot.
 I am I and I wiggle my toes.

By Eric Carle, FROM HEAD TO TOE, Harper Collins Publishers

Let's Go Two (p. 65)

♪ What are you doing? I'm playing a game.

♪ Watch what I do, and then do the same. (x2)

(♪ Song ♪) Nod your <u>head</u> . Bend your <u>knees</u> . Stamp your <u>feet</u> . Now say "please."	(♪ Song ♪) Cover your <u>ears</u> . Count to four. Cross your <u>legs</u> . Touch the floor.
Clap your <u>hands</u> . Count to three. Wiggle your <u>toes</u> . Smile at me.	Touch your <u>nose</u> . Blink your <u>eyes</u> . Open our <u>mouth</u> . Shout "surprise."
Snap your <u>fingers</u> . Climb a tree. Raise your <u>arms</u> . Wave at me. (♪ Song ♪)	Stretch your <u>neck</u> . Brush your <u>hair</u> . Straighten your <u>shoulders</u> . Sit on your chair. (♪ Song ♪)

By Yvonne Wang

雅慧老師的教材教具

英語老師都有很多的教具，我的手不巧，只能從網站上找圖，或是請余麗雯老師幫我打稿，再自己上色和護背。以下是我自製的教具或是從家中帶來的道具。



早期歌曲教唱的教具，現在用 ppt 就好囉



自製字卡



增強系統（一年級在黑板上加分的用的）



時間教學



2015 年讀者劇場校隊的頭套



字母補救教學的教具

