

# New Taipei City English Wonderland GuangFu Campus

## 新北市英速魔法學院課程設計表

### Lesson Plan

單元主題 Unit Theme	Gymnastics	領域 Subject	Balance	
教學對象 Target Audience	5 <sup>th</sup> Grade English Campers (20-30)	設計者 Course Planner	Teacher Krystle	
任教班級 Class	Day Two/Lesson Two	教材來源 Source of Class Materials	Google Images	
教學時間 Course Duration and Time	This course will take 45-50 minutes			
教材分析 Resources Analysis	N/A			
單元目標 Course Objective	<p>2-1-3 能說出課堂中所習得的詞彙。 Be able to pronounce the vocabularies taught.</p> <p>1-1-3 能聽辨課堂中所習得的詞彙。 Be able to comprehend the vocabularies taught in class.</p> <p>1-1-5 能聽辨課堂中所習得的字詞、片語及句子的重音。 Be able to understand the vocabularies, phrases and sentences taught in class.</p> <p>6-1-12 樂於參與有助提升英語能力的活動。 Actively participate in English activities</p>			
教學目標 Teaching Objective	<ul style="list-style-type: none"> <li>-I will give students examples of balance body positions</li> <li>- I will give the students examples of the body positions in multiple platforms: video, picture, and physical demonstrations</li> <li>- I will constantly reiterate the vocabulary words said</li> <li>-I will create stations where the students can demonstrate their understanding of balance and directions given</li> </ul>			
教學資源 Teaching Materials	- Polyspots, PowerPoint, Whistle, Jerseys, Balance Beam, Hopscotch Spots, Two Large Spots, Foam Dice			
具體目標 Objective	教學過程及活動 Class Activities	教學資源 Teaching Materials	時間 Duration	備註 Notes

<p>6-1-3 對於老師的說明與演示，能集中注意力。</p> <p>Be able to concentrate on the teacher's class materials.</p> <p>6-1-5 能妥善運用情境中的非語言訊息，以幫助學習。</p> <p>Be able to utilize non-verbal messages presented in the environment to help English learning.</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>Be able to pronounce the vocabularies taught.</p> <p>1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>Be able to comprehend the vocabularies taught in class.</p> <p>1-1-5 能聽辨課堂中所習得的字詞、片語及句子的重音。</p> <p>Be able to understand the vocabularies, phrases and sentences taught in class.</p> <p>6-1-12 樂於參與有助提升英語能力的活動。</p> <p>Actively participate in English activities</p>	<p>We will begin the lesson by first going back over the meaning of Safety First and reiterating its importance.</p> <p>_____</p> <p>We will also go over a couple of examples of balance/unbalance.</p> <p>Next, I will teach the 8 balance body positions (what they look like/how to correctly do them/how to pronounce them) with my demonstration and position cards. I will show pictures that relate to the position first to see if the students can guess what they look like first.</p> <p>_____</p> <p>The students will stand on their polyspot to ensure that they have space to do the activities. Together, we will go over each body position, allowing the students to complete them with me as I call out the names.</p> <p>_____</p> <p>Once the students got the hang of the body positions, we will then play a game where the students have to hold the balance body position as long as they can.</p> <p>_____</p> <p>Lastly, the students will complete four stations, all dealing with balance: walk on balance beam, hopscotch, handstands, and practicing the position card</p>	<p>PPT/TV/Whistle</p> <p>_____</p> <p>PolySpots</p> <p>_____</p> <p>Balance Beam, two large mats, foam dice, number cards with body positions, and hopscotch spots</p>	<p>10 minutes</p> <p>_____</p> <p>15 min</p> <p>_____</p> <p>10 min</p> <p>_____</p> <p>10 min</p> <p>_____</p> <p>5 min</p>	<p>I will make sure the students are following the 4 rules as best as possible and reiterate the point system throughout the course of the class.</p> <p>_____</p> <p>I will personally select the all-stars this time</p> <p>_____</p>
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------