

附件三：

































## 新北市111年度教師跨領域全英語授課教案設計

設計者 / 服務學校	林明潔、周玉書、黃俊翔 新林國小		
教案名稱	Little Boxes	領域	英語、藝術
教學年級：國小三年級	預計課程上使用之英語比例：65% (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)		
學生人數：32人	教學總節數：3節	預計公開授課內容為第1節	
預計公開授課之時間： 111年11月24日 13時30分至14時10分 (第5節課)	預計公開授課之地點： 新北市林口區新林國小 音樂教室	預計公開授課之教師： 姓名：林明潔、周玉書 服務學校：新林國小 專長領域：英語、音樂	

<b>核 心 素 養</b>	<b>總 綱</b>	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達 B3 藝術涵養與美感素養 C2 人際關係與團隊合作	
	<b>領 綱</b>	英語領域	藝術領域
		英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。	藝-E-A1 參與藝術活動，探索生活美感。 藝-E-B1 理解藝術符號，以表達情意觀點。 藝-E-B3 善用多元感官，察覺感知藝術與生活的關聯，以豐富美感經驗。 藝-E-C2 透過藝術實踐，學習理解他人感受與團隊合作的能力。

<b>學習重點</b>	<b>學習表現</b>	<p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>3-II-2 能辨識課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>5-II-4 能以正確的發音及適切的速度朗讀或吟唱簡易歌謠韻文。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p>	<p>1-II-1 能透過聽唱、聽奏及讀譜，建立與展現歌唱及演奏的基本技巧。</p> <p>2-II-1 能使用音樂語彙、肢體等多元方式，回應聆聽的感受。</p> <p>2-II-4 能認識與描述樂曲創作背景，體會音樂與生活的關聯。</p>
	<b>學習內容</b>	<p>Ae-II-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>B-II-1 第二學習階段所學字詞及句型的生活溝通。</p>	<p>音E-II-2 簡易節奏樂器、曲調樂器的基礎演奏技巧。</p> <p>音E-II-4 音樂元素，如：節奏、力度、速度等。</p> <p>音A-II-3 肢體動作、語文表述、繪畫、表演等回應方式。</p>
<b>具體學習目標</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Read basic music notes and values</li> <li>2. Read 3/4 time signature</li> <li>3. Read the lyrics</li> <li>4. Sing the song on beat</li> </ol>		
<b>與其他領域/科目/議題的連結</b>	<p>Music: sense of rhythm</p> <p>Math: note value counting</p> <p>Science: sound and vibration</p>		
<b>教學資源/設備需求</b>	<p>Teaching slides, flashcards, lyrics, sheet music, wma or mp3 format of the song, laser-cut boards, string, jingles</p>		

各節教學活動設計

節次	教學活動流程	時間	教學資源	教師語言												
第一節	<p align="center"><b>Feel the Rhythm</b></p> <p><b>【Warm Up】</b></p> <ol style="list-style-type: none"> <li>Greet students, and have students stand up.</li> <li>Guide students to count 1, 2 and 3.</li> <li>Teacher claps on the beat, and students imitate.</li> <li>Count and clap with the music.</li> <li>Teacher changes gestures but still follows the rhythm, and students do the same.</li> <li>Have students sit down and think about how many beats they hear (3).</li> <li>Write down 1, 2 and 3, and present “3/4 time.”</li> <li>Have students recognize which beat is stronger (1).</li> </ol>	10’	piano  	Stand up. Count with me. Clap to the beat. Try this one. Sit down. How many beats do you hear?												
	<p><b>【Presentation】</b></p> <p>Activity 1: Note Names and 3/4 Time</p> <ol style="list-style-type: none"> <li>Clap 3/4 time with quarter notes, and introduce the note name.</li> <li>Clap 3/4 time with eighth notes, and introduce the note name.</li> <li>Clap 3/4 time with a half note and a quarter rest. Introduce the note name.</li> </ol>	10’	 quarter note  eighth notes  half note	What note is it? It is a _____ note.												
	<p>Activity 2: 3/4 Time in Little Boxes</p> <ol style="list-style-type: none"> <li>Introduce a new note (dotted eighth and sixteenth).</li> <li>Listen to teacher’s clapping and distinguish the longer one (dotted eighth) and the shorter one (sixteenth).</li> <li>Teacher claps the rhythm pattern, and students name the notes.</li> <li>Clap together.</li> </ol>	10’	 <table border="1" data-bbox="954 1355 1189 1534"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>													Look at the notes and clap with me.
																
																
																
																
<p><b>【Wrap Up】</b></p> <p>Sing on 3/4 Time</p> <ol style="list-style-type: none"> <li>Read the lyrics on the beat.</li> <li>Read and clap on the beat.</li> <li>Sing with the music.</li> </ol> <p align="center"><b>【End of Period 1】</b></p>	10’		Read and clap together. Sing on the beat.													

**Sing with the Rhythm**

**【Warm Up】**

1. Review note names (quarter, eighth, half).
2. Review 3/4 time signature with the notes.
3. Review the beats in Little Boxes.

**【Presentation】**

Activity 1: The Little Boxes

1. Get to know new vocabulary in the lyrics (Appendix 2).
2. Introduce the song lyrics (Part 1) and the meaning (Appendix 2).
3. Ask students what the “little boxes” are (house).

Activity 2: Rhythmic Patterns

1. Read sheet music and recognize rhythmic patterns.
2. Feel and practice the rhythm.
3. Listen and put lyrics on the corresponding notes.

Activity 3: Lyrics on the Beat

1. Teacher claps hands and reads the lyrics to the beat. Students imitate.
2. Teacher taps and reads the lyrics to the beat. Students imitate.
3. Tap and sing the song to the beat.


**【Wrap Up】**

1. Sing with the music.
2. Sing and tap with the music.

**【End of Period 2】**


10'

Little Boxes  
(wma or mp3)

 quarter note

8'

 eighth notes

 half note

lyrics sheet

teaching slides

9'



8'

5'

This is a (an) \_\_\_\_ note.

They are \_\_\_\_ notes.

Which note gets 1 beat?

Which note gets 2 beats?

What are the little boxes?

What looks all the same?

Look at the notes.

Listen to the beat.

Read to the beat.

Clap to the beat.

Tap to the beat.

Sing to the beat.

<b>Make the rhythm</b>			
<p><b>【Warm Up】</b></p> <ol style="list-style-type: none"> <li>1. Ask students to name instruments they know. (violin, flute, piano, drums, etc.)</li> <li>2. Ask students if they know how the instruments make sound. (strings, keys, striking the drum, etc.)</li> <li>3. Introduce the instrument we are making in class (tambourine).</li> </ol>	5'	teaching slides pictures of instruments	What instruments do you know? How do they make sound?
<p><b>【Presentation】</b></p> <ol style="list-style-type: none"> <li>1. Present a tambourine. Point out the parts: (1) head – it makes sound when you strike on it (2) jingles – they make sound when you shake the tamborine (3) rim – it holds the head and jingle bells together</li> <li>2. Introduce the ingredients.</li> <li>3. Present build instructions. (1) Tie the jingles to the rim. (2) Punch holes on the head. (3) Tie the rim and the head together.</li> <li>4. Teacher guides students to build step by step.</li> <li>5. Have students help each other.</li> <li>6. Try the DIY tambourine.</li> </ol>	25'	laser-cut boards jingles string hole punch	How does ___ make sound? It makes sound when you _____.  Punch holes on ____. Tie ___ to ____. Tie ___ and ___ together.
<p><b>【Wrap Up】</b></p> <ol style="list-style-type: none"> <li>1. Play the tambourine to the 3/4 time rhythm.</li> <li>2. Play the tambourine with Little Boxes music.</li> <li>3. Play the tambourine and sing Little Boxes.</li> </ol>	10'	Little Boxes (wma/mp3)	Tap on it. Shake it. Tap and shake.  Listen to the music and play the tambourine.
<b>【End of Period 3】</b>			

## Appendix 1 - Lyrics

### Little Boxes by Malvina Reynolds

#### Part 1.

Little boxes on the hillside

Little boxes made of ticky-tacky

Little boxes on the hillside

Little boxes all the same

There's a green one and a pink one

And a blue one and a yellow one

And they're all made out of ticky-tacky

And they all look just the same

#### Part 2.

And the people in the houses

All went to the university

Where they were put in boxes

And they came out all the same

And there's doctors and lawyers

And business executives

And they're all made out of ticky-tacky

And they all look just the same

And they all play on the golf course

And drink their martinis dry

And they all have pretty children

And the children go to school

And the children go to summer

camp

And then to the university

Where they are put in boxes

And they come out all the same

And the boys go into business

And marry and raise a family

In boxes made of ticky-tacky

And they all look just the same

There's a pink one and a green one

And a blue one and a yellow one

And they're all made out of ticky-tacky

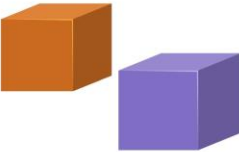
And they all look just the same

#### Part 3.


#### Part 4.

Appendix 2 – Lyrics Teaching


boxes




Little boxes  
on the hillside.




And they're all made  
out of ticky-tacky.



hillside




Little boxes  
all the same.




And they're all look  
just the same.




ticky-tacky




There's a green one.



same




And a pink one.



Little boxes  
on the hillside.




And a blue one.



Little boxes  
made of ticky-tacky.



And a yellow one.



Appendix 3 – Sheet Music

Little Boxes



Lit- tle box- es, on the hill- side, lit- tle box- es made of tic- ky tac- ky Lit- tle box- es on the



hill- side , Lit- tle box- es all the same, There's a green one and a pink one and a blue one and a



yel- low one And they're all made of tic- ky tac- ky and they all look just the same.



## Appendix 4 – Flashcards

