

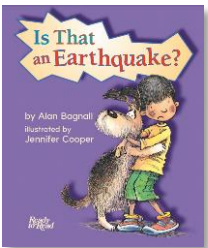




## 新北市111年度教師跨領域全英語授課教案設計

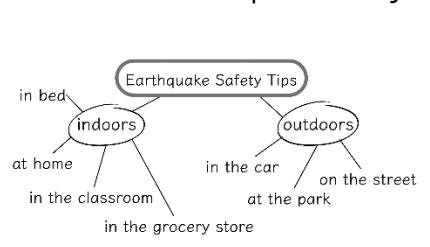



設計者 / 服務學校	張育綾/鄧公國小		
教案名稱	Surviving an Earthquake	領域	英語跨 <u>健體</u> 領域
教學年級：國小四年級	預計課程上使用之英語比例： 80 % (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)		
學生人數：_25_人	教學總節數：_4_節	預計公開授課內容為第 <u>2</u> 節	
預計公開授課之時間： 2022年11月24日 10時30分至11時10分 (第3節課)	預計公開授課之地點： 新北市淡水區鄧公國小 英語教室 1	預計公開授課之教師： 姓名：張育綾 服務學校：鄧公國小 專長領域：英語	

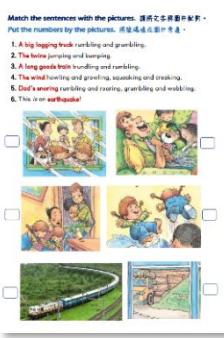

<b>核心素養</b>	<b>總 綱</b>	<b>健體領域</b> A2 系統思考與解決問題 <b>英語領域</b> A2 系統思考與解決問題
	<b>領 綱</b>	<b>健體領域</b> 健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。 <b>英語領域</b> 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。
<b>學習重點</b>	<b>學習表現</b>	<b>健體領域</b> 1b-II-2 辨別生活情境中適用的健康技能和生活技能。 <b>英語領域</b> ◎2-II-3 能說出課堂中所學的字詞。 ◎2-II-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎3-II-2 能辨識課堂中所學的字詞。 ◎3-II-3 能看懂課堂中所學的句子 ◎5-II-2 在聽讀時，能辨識書本中相對應的書寫文字。 6-II-1 能專注於教師的說明與演示。

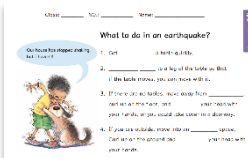


		<p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答教師或同學所提的問題。</p> <p>6-II-4 認真完成教師交待的作業。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p>
	<p><b>學習內容</b></p>	<p><b>健體領域</b></p> <p>Ba-II-1 居家、交通及戶外環境的潛在危機與安全須知。</p> <p>Ba-II-3 防火、防震、防颱措施及逃生避難基本技巧。</p> <p><b>英語領域</b></p> <p>◎Ab-II-4 所學的字母拼讀規則。</p> <p>◎Ac-II-1 簡易的教室用語。</p> <p>◎Ac-II-2 簡易的生活用語。</p> <p>Ac-II-3 第二學習階段所學字詞。</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><b>具體學習目標</b></p>		<p>1.能聽讀、認讀地震相關語詞與句型。</p> <p>單字：earthquake, shake(shaking), drop, cover, hold on, open space, go bag, first aid kit, flashlight, food, radio, water.</p> <p>句型：It's safe to <u>hide under a table</u>. /It's not safe to <u>take the elevator</u>.</p> <p>Do you need <u>water</u> in the go bag? Yes, we do. / No, we don't.</p> <p>We need <u>water</u> in the bag because <u>it's important</u>.</p> <p>2.能參與討論繪本。</p> <p>3.能依場所不同選擇適當避難位置。</p> <p>4.能說出地震來臨時如何選擇適當的保護措施。</p> <p>5.能了解緊急避難包的功能及所需準備的物品。</p>
<p><b>與其他領域/科目/議題的連結</b></p>		<p><b>綜合領域</b></p> <p>綜-E-A3 規劃、執行學習及生活計畫，運用資源或策略，預防危機、保護自己，並以創新思考方式，因應日常生活情境。</p> <p>學習表現：</p> <p>3a-II-1 覺察生活中潛藏危機的情境，提出並演練減低或避免危險的方法。</p> <p>學習內容：</p> <p>Ca-II-2 生活周遭危機情境的辨識方法。</p> <p>Ca-II-3 生活周遭潛藏危機的處理與演練。</p> <p><b>防災教育</b></p> <p>防 E4 防災學校、防災社區、防災地圖、災害潛勢、及災害預警的內涵。</p> <p>防 E5 不同災害發生時的適當避難行為。</p> <p>防 E8 參與學校的防災疏散演練。</p> <p>防 E9 協助家人定期檢查及救包及防災器材的期限。</p> <p><b>環境教育</b></p> <p>環 E37 培養對災害的警覺心及敏感度，對災害有基本的理解，並能避免災害的發生。</p> <p><b>閱讀素養議題</b></p> <p>閱 E3 熟悉與學科學習相關的文本閱讀策略。</p> <p>閱 E4 中高年級後需發展長篇文本的閱讀理解能力。</p> <p>閱 E13 願意廣泛接觸不同類型及不同學科主題的文本。</p>




<p>教學資源/ 設備需求</p>	<p>E-Book “Is That an Earthquake?”, 康軒 Wonder World 3 E-Book, PowerPoint, iPads, Liveworksheets activity (線上學習單), Wordwall Games, Seesaw App activities, Google Sites for this unit (<a href="https://reurl.cc/NGR595">https://reurl.cc/NGR595</a>), Disaster Preparedness Supply Kit Checklist(紙本)</p>			
<p>各節教學活動設計</p>				
節次	教學活動流程	時間	教學資源	教師語言
<p>第一節</p>	<p><b>【引起動機】</b>  <b>Warm-up:</b>            1. Show pictures or a video of a magnitude 6.9 earthquake occurred in Hualien on Sep. 18 this year.            2. Students describe what they see and what they might remembered.            3. Show a short clip of the video: “<b>Sound of an Earthquake</b>”. <a href="https://youtu.be/4JBIX-Tk-OM">https://youtu.be/4JBIX-Tk-OM</a>            4. Ask students if they’ve ever heard any sound before or during an earthquake. What was it sound like?            5. Remind students that the noise of an earthquake could be scary and the little boy in the upcoming story is the kind of kid who’s sensitive to sounds.</p> <p><b>【發展活動】</b>  <b>Presentation: E-Book Reading</b>  <b>Before Reading:</b>            1. Present the cover page of the book “<b>Is That an Earthquake?</b>” on the PowerPoint.            2. Have students talk about the information they can get from the cover.            3. Ask students to predict what’s going to happen in the story.  <b>While Reading:</b></p>	<p>5 mins</p> <p>5 mins</p> <p>15</p>	<p>Google Site:              News link:  <a href="https://reurl.cc/6L0pvZ">https://reurl.cc/6L0pvZ</a></p>  Video link: <a href="https://youtu.be/KSQQf5hVLLLE">https://youtu.be/KSQQf5hVLLLE</a> <p><b>Sound of an Earthquake.</b>  <a href="https://youtu.be/4JBIX-Tk-OM">https://youtu.be/4JBIX-Tk-OM</a></p>  E-Book: “Is That an Earthquake?” <a href="https://reurl.cc/Gx">https://reurl.cc/Gx</a>	<ul style="list-style-type: none"> <li>◆ Good morning, boys and girls. How are you today? Great!</li> <li>◆ Look at the pictures. What are they about?</li> <li>◆ What do you see? (the falling building, debris, dust, rescue personnel, fire fighters ...)</li> <li>◆ Do you know the word “earthquake”? What does it mean?</li> <li>◆ Earthquake is a sudden shaking of the ground.</li> <li>◆ Before or during the earthquake, have you ever heard any noise?</li> <li>◆ Let’s listen to the sound. How does it make you feel?</li> <li>◆ The sound of the earthquake could be scary, right? We’re going to read a story about a boy who is scared of the noise.</li> <li>◆ Look at the cover page of the book. What do you see? (a boy, a dog...)</li> <li>◆ What’s the story title?</li> <li>◆ Where’s the name of the author/ illustrator? What are their names?</li> <li>◆ Guess what is going to happen to the boy?</li> <li>◆ Good guess!</li> </ul>

	<p>1. Teacher reads the story through PowerPoint. Encourage students to read along.</p> <p>2. Repeat the repetitive text structure and emphasis on the use of rhyme. Invite students to repeat.</p> <p>3. Pause at various points for discussion or to clarify any difficulties with the reading.</p> <p><b>After Reading:</b></p> <p>1. Ask Ss to take out their iPads. Have students scan the QR code of the storybook.</p> <p>2. Ss read along with the story video which teacher plays on the big screen simultaneously. Draw their attention to the sound effects and the readers' use of expression.</p> <p>3. Have Ss work in pairs and reread the story together.</p> <p>4. Ss scan the QR code of the <a href="#">Wordwall game</a>. Ss put the illustrations and their descriptive phrases in order.</p> <p><b>【統整與總結】</b></p> <p>Wrap-up:</p> <p>1. Check Ss' results on the leaderboard. Praise the Ss who did a good job.</p> <p>2. Collect iPads.</p>	<p>mins</p> <p>7 mins</p> <p>8 mins</p>	<p><a href="#">2pKv</a> PowerPoint</p> <p>iPads</p> <p>Story Video: <a href="https://youtu.be/TRSvGEvwwT8">https://youtu.be/TRSvGEvwwT8</a></p> <p>Book information: <a href="https://reurl.cc/Gx2pKv">https://reurl.cc/Gx2pKv</a></p> <p><a href="#">Wordwall game</a></p> 	<ul style="list-style-type: none"> <li>◆ Let's read the book together.</li> <li>◆ Who is speaking here?</li> <li>◆ Why is the house shaking?</li> <li>◆ Who's answering the boy? How do you know?</li> <li>◆ What should they do?</li> <li>◆ Have you ever felt like this after an earthquake?</li> </ul> <ul style="list-style-type: none"> <li>◆ Now please take out your iPad.</li> <li>◆ Please scan the QR code for the book.</li> <li>◆ Please show me your index finger. Now let's listen to the story again with your finger pointing to the words.</li> <li>◆ Pay attention to the sounds.</li> <li>◆ Please scroll down to next page.</li> <li>◆ Do you remember these pictures? They are what happened in the story.</li> <li>◆ Please scan the QR code for the game.</li> <li>◆ After you're done with the game, please click on "Leaderboard" and enter your name. You can see the ranking.</li> <li>◆ Please close all the iPad windows and return your iPad.</li> </ul>
<p>第二節</p>	<p><b>【引起動機】</b></p> <p><b>Warm-up:</b></p> <p>1. Review the story by watching the story video.</p> <p>2. Teacher give the picture and sentences cards to random Ss. Have them put the cards on the blackboard in order.</p>	<p>5 mins</p>	<p>Story Video: <a href="https://youtu.be/fYYz1IjON4o">https://youtu.be/fYYz1IjON4o</a></p> 	<ul style="list-style-type: none"> <li>◆ Good morning, boys and girls.</li> <li>◆ Let's watch the video and review the story. If you can, read along with the story.</li> <li>◆ What's the question the boy keeps asking?</li> </ul>

<p>3. Ss read the sentences together.</p> <p><b>【發展活動】</b></p> <p><b>Presentation I:</b>  <b>Earthquake Safety Tips</b></p> <ol style="list-style-type: none"> <li>1. Watch the video from <i>Wonder World 3</i> E-book: “<b>Earthquake Safety Tips</b>”</li> <li>2. Pause at any time when any question is asked by Ss. Or check students’ comprehension by using mind mapping and questions asking. Questions can be: <ul style="list-style-type: none"> <li>◆ What’s the video about?</li> <li>◆ Where are the students?</li> <li>◆ What questions did the students ask to the teacher? What places did they mention?</li> <li>◆ So, what do you do during an earthquake when you are in the classroom?</li> <li>◆ Can you stay near the windows during an earthquake?</li> <li>◆ How about in bed? Can you run away?</li> <li>◆ Do you run into a house when you are outside during an earthquake?</li> <li>◆ What are the earthquake safety tips?</li> </ul> </li> </ol>  <ol style="list-style-type: none"> <li>3. Play the earthquake siren sound file and have Ss practice “drop, cover and hold on”.</li> </ol> <p><b>Presentation II:</b>  <b>Seesaw Activity--What Should You Do During an Earthquake?</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into 6 teams. Tell Ss that they will discuss about the safety tips for the following scenarios: <ol style="list-style-type: none"> <li>a. in the classroom</li> <li>b. in a car</li> <li>c. in the 7-11</li> <li>d. at home</li> </ol> </li> </ol>	<p>15 mins</p> <p>15 mins</p>	<p><b>(Appendix 1)</b></p>  <p><a href="https://youtu.be/JHcpcx3CBdw">https://youtu.be/JHcpcx3CBdw</a></p> <p>E-book</p>  <p>Earthquake siren sound:</p> <p><a href="https://youtu.be/Nki-hf1ZAm8">https://youtu.be/Nki-hf1ZAm8</a></p> <p>Seesaw QR code</p>  <p><b>(Appendix 2)</b></p>	<ul style="list-style-type: none"> <li>◆ How many times does the boy ask the question?</li> <li>◆ Please put the pictures in order according to the story.</li> <li>◆ Now, match the sentences with the pictures.</li> <li>◆ Let’s read the sentences together.</li> <li>◆ Now let’s watch the video and see if you know all the safety tips.</li> <li>◆ Any questions?</li> <li>◆ What do you learn from the video?</li> <li>◆ Can anybody come up and write the places we talk about on the mind map.</li> <li>◆ Well done on completing the mind map.</li> <li>◆ When you hear earthquake siren goes off, practice the three actions.</li> <li>◆ You will be doing an Seesaw activity with your team members.</li> <li>◆ Every team gets one location/place as the topic.</li> <li>◆ Read the signs in the template, discuss with your team members and drag the icons to</li> </ul>
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	<p>e. in bed f. at the park</p> <ol style="list-style-type: none"> <li>Assign one scenario to each team.</li> <li>Have Ss take out the iPads.</li> <li>Have Ss get the iPads and scan the QR code. Team members will discuss and add response to the activity: “What should you do during an earthquake?”</li> <li>Show students’ work on the big screen and have each team shares their work.</li> </ol> <p>【統整與總結】</p> <p>Wrap-up:</p> <ol style="list-style-type: none"> <li>Teacher gives comments on the group work and praise the group members who work well together.</li> <li>Teacher concludes that the safety tips are crucial for survival an earthquake.</li> <li>Today’s Assignment (Homework): <b>Liveworksheets Read and Number Activity.</b> (For whom who has trouble doing it online at home, give out paper worksheet.)</li> <li>Collect iPads.</li> </ol>	5 mins	 <p>Liveworksheets: <a href="https://www.liveworksheets.com/fx3113745tr">https://www.liveworksheets.com/fx3113745tr</a> (Appendix 3)</p>	<p>the column.</p> <ul style="list-style-type: none"> <li>You can also type, write or draw more answers.</li> <li>Now please take out your iPads.</li> <li>Scan the QR code, it will take you to Seesaw.</li> <li>Raise your hands if you have any question.</li> <li>Time’s up! Please save your work.</li> <li>Let’s take a look at your works.</li> <li>Excellent! Everyone did a wonderful job!</li> <li>Anyone wants to share your work?</li> </ul> <ul style="list-style-type: none"> <li>It’s important to know what to do before, during and after the earthquake.</li> <li>For today’s homework, please log into your Liveworksheets accounts and do the first worksheet in your workbook.</li> <li>If you want to do it on paper, come to me after class.</li> <li>Please line up and return your iPads.</li> </ul>
第三節	<p>【引起動機】</p> <p>Warm-up:</p> <ol style="list-style-type: none"> <li>Ask students what they remember from the previous class. Ask questions like: <ul style="list-style-type: none"> <li>-What should you do during an earthquake when you are at home?</li> <li>-What should you do when you are in bed?</li> <li>-What should you do when you are outside?</li> <li>-Is it safe to take an elevator? Stay near trees?</li> </ul> </li> <li>Watch the video “Earthquake Safety Tips”</li> </ol>	10 mins	 <p><a href="https://youtu.be/JHcpcx3CBdw">https://youtu.be/JHcpcx3CBdw</a> E-book</p>	<ul style="list-style-type: none"> <li>Hello, everyone!</li> <li>Do you remember the earthquake safety tips?</li> <li>Let’s practice: “drop, cover and hold on”.</li> <li>Let’s learn more about the earthquake safety tips.</li> </ul>

	<p>again.</p> <p>3. Practice “drop, cover and hold on”.</p> <p><b>【發展活動】</b></p> <p><b>Presentation: Group Discussion</b></p> <p>1. Give out worksheets: “<b>What to do in an earthquake?</b>” to Ss. Elaborate on the safety tips on p.12-13 of the picture book “<i>Is that an Earthquake?</i>”. Have Ss fill in the blanks:</p> <p>I. Get _____ a table quickly.</p> <p>II. _____ to a leg of the table so that if the table moves, you can move with it.</p> <p>III. If there are no tables, move away from _____, curl up on the floor, and _____ your head with your hands, or you could take cover in a doorway.</p> <p>IV. If you are outside, move into an _____ space. Curl up on the ground and cover your head with your _____.</p> <p>2. Invite students to review what they’ve learned, for example:</p> <ul style="list-style-type: none"> <li>◆ If you are in bed, cover your head with a pillow.</li> <li>◆ Stay away from the windows.</li> <li>◆ Don’t use the elevator.</li> <li>◆ Make a go bag.</li> </ul> <p>3. Pass out iPads to students.</p> <p>4. Play Wordwall Quiz “<b>Earthquake Safety Tips True or False</b>” to check students understanding about safety tips.</p> <p><b>【統整與總結】</b></p> <p><b>Wrap-up:</b></p> <p>1. Share students’ results, take students questions if there’s any. Discuss the meanings of some challenging words.</p> <p>2. Show the leaderboard and praise the students who do well.</p> <p>3. Collect iPads.</p>	<p>25 mins</p> <p>5 mins</p>	<p>Earthquake siren sound:  <a href="https://youtu.be/Nki-hf1ZAm8">https://youtu.be/Nki-hf1ZAm8</a></p> <p>PowerPoint/ Worksheets of “<b>What to do in an earthquake?</b>”</p>  <p><b>(Appendix 4)</b></p> <p>iPad  <a href="#">Seesaw link:</a></p>  	<ul style="list-style-type: none"> <li>◆ Everyone gets one worksheet please.</li> <li>◆ Please write down your class, number and name.</li> <li>◆ Now, listen to the audio and write down the words.</li> <li>◆ What else do you know about the safety tips?</li> <li>◆ Scan the QR code and join the game.</li> <li>◆ Click on the true or false bottom when you see the picture.</li> <li>◆ Please enter your name or number after the name if you want to see your ranking.</li> <li>◆ Here’s the result of the game. Nice work everyone!</li> <li>◆ Please return your iPad.</li> </ul>
<p>第四節</p>	<p><b>【引起動機】</b></p> <p><b>Warm-up:</b></p> <p>1. Review earthquake safety tips and have students perform “drop, cover and hold on”.</p>	<p>10 mins</p>	<p>YouTube link:  <a href="https://youtu.be/7diceQvTqE">https://youtu.be/7diceQvTqE</a></p>	<ul style="list-style-type: none"> <li>◆ Do you remember the earthquake safety tips?</li> <li>◆ Let’s practice: “drop,</li> </ul>

<p>2. Show the video: “<a href="#">What to pack in an emergency kit.</a>”</p> <p>3. Have students talk about what they see or hear in the video.</p> <p><b>【發展活動】</b></p> <p><b>Presentation: What to Pack in a Go Bag?</b></p> <ol style="list-style-type: none"> <li>1. Teacher passes out the iPads to student.</li> <li>2. Have students scan the QR code of the Seesaw classroom.</li> <li>3. Students can discuss with their partner about what they should put in the Go Bag using the sentence: “I need <u>water</u> in the bag because <u>it’s important.</u>”</li> <li>4. Teacher walks around and check students’ work.</li> <li>5. Ask students to turn in the iPads.</li> <li>6. Present some of the great works on the screen.</li> <li>7. Have volunteer Ss to talk about why he/she needs certain items. Use the sentence pattern: “We need <u>water</u> in the bag because <u>it’s important.</u>”</li> </ol> <p><b>【統整與總結】</b></p> <p><b>Wrap-up:</b></p> <ol style="list-style-type: none"> <li>1. Pass out “Disaster Preparedness Supply Kit Checklist” to students.</li> <li>2. Talk about the items on the list.</li> <li>3. Ask students to prepare a Go Bag using the checklist when they go home.</li> </ol>	<p>20 mins</p> <p>iPad for each team</p> <p>Seesaw QR code</p> <p>10 mins</p> <p>Checklist  <a href="https://cdn.teachertube.com/doc604/34381.pdf">https://cdn.teachertube.com/doc604/34381.pdf</a>  <b>(Appendix 6)</b></p>	  <p><b>(Appendix 5)</b></p> 	<p>cover and hold on”.</p> <ul style="list-style-type: none"> <li>◆ Let’s watch the video.</li> <li>◆ What was it about?</li> <li>◆ What did you see or hear in the video?</li> <li>◆ Do you have a go bag at home?</li> <li>◆ Do you need water in the bag?</li> <li>◆ Do you need food in the bag?</li> <li>◆ What else do you need? Talk with your team members and do the Seesaw activity together.</li> <li>◆ Please scan the QR code and do the Seesaw Activity.</li> <li>◆ Raise your hand if you have any question.</li> <li>◆ Time’s up. Please return your iPad.</li> <li>◆ Anyone wants to share? What item do you need to put in the bag and why?</li> <li>◆ Anyone wants talk about your work?</li> <li>◆ You all did a good job!</li> <li>◆ You will get a checklist now. It’s today’s homework. When you go home, you can prepare your family’s go bag.</li> </ul>
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附錄（學習單或其他教學相關資料）

Please refer to Appendix 1-6



**Appendix 1:**

Flashcards for the 1<sup>st</sup> Class Period



**A big logging truck**  
rumbling and grumbling.



**The twins** jumping and bumping.



**A long goods train** trundling and rumbling.



**The wind** howling and growling,  
squeaking and creaking.



**Dad's snoring** rumbling and  
roaring, grumbling and wobbling.



This *is* an **earthquake!**

## Appendix 2:

### Seesaw Activity for the 2<sup>nd</sup> Class Period

404 鄧公國小英語課  
November 20, 2022



Scan with Seesaw  
to add your response.



#### What should you do during an earthquake?

1. Get together with your team members. 找到你的組員。
2. △ your team number in the top left circle. 在左上角的圖圈內寫下你的組別。
3. 🗑️ your assigned senerio into the question. 根據你被分配到的問題，移動右上方的字詞至問句中。
4. Talk with your team members and 🗑️ the signs. 與組員們討論並移動標示至框框中。
5. You can also add more answers by using T or △. 也可以打字或寫下其他答案(中英文皆可)。
6. ✅ 完成。

**EARTHQUAKE!**

in the 7-11

at home

at the park

**KEEP DISTANCE FROM BUILDINGS**

**INSIDE**  
Stay away from furniture, windows and lamps.

**STOP**  
If you are driving, stop in a safe place, turn on the hazard lights, and stay inside the vehicle.

What should you do when you are \_\_\_\_\_?

I should ...

Please drag and drop the answers here, or type/ write down the ideas.

**CALM DOWN**  
Try to stay as calm as possible.

**DON'T PANIC**

**TURN OFF GAS AND ELECTRICITY**

**STAY AWAY FROM WINDOWS AND ANYTHING THAT CAN FALL**

**IN BED**  
Stay there, hold on, and protect your head with a pillow.

**DON'T TAKE ELEVATORS**

**DROP**

**COVER**

**HOLD ON**

If in bed, stay there.

If in a vehicle, pull over and stop.

Do not get in a doorway.

If outdoors, stay outdoors.

**Cover your head and neck**

Use the stairs  
Do not use use elevator

Stay away from potentially danger objects

**OUTSIDE**  
Stay away from buildings, walls and power poles.

Appendix 3:

Liveworksheets Homework for the 2<sup>nd</sup> Class Period: <https://www.liveworksheets.com/fx3113745tr>

**Match the sentences with the pictures.** 請將文字與圖片配對。  
**Put the numbers by the pictures.** 將號碼填在圖片旁邊。

1. **A big logging truck** rumbling and grumbling.
2. **The twins** jumping and bumping.
3. **A long goods train** trundling and rumbling.
4. **The wind** howling and growling, squeaking and creaking.
5. **Dad's snoring** rumbling and roaring, grumbling and wobbling.
6. This *is* an **earthquake!**



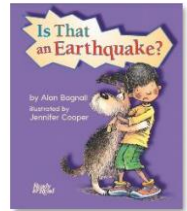
Appendix 4:

Worksheets of "What to do in an earthquake?" for the 3<sup>rd</sup> Class Period:

Class: \_\_\_\_\_ NO.: \_\_\_\_\_ Name: \_\_\_\_\_

## What to do in an earthquake?

open windows hold on under hands cover



P. 12, 13.

Our house has stopped shaking, but I haven't!



1. Get \_\_\_\_\_ a table quickly.
2. \_\_\_\_\_ \_\_\_\_\_ to a leg of the table so that if the table moves, you can move with it.
3. If there are no tables, move away from \_\_\_\_\_, curl up on the floor, and \_\_\_\_\_ your head with your hands, or you could take cover in a doorway.
4. If you are outside, move into an \_\_\_\_\_ space. Curl up on the ground and cover your head with your \_\_\_\_\_.

**Word Bank:** quickly 迅速的, if 如果, move 移動, curl up 蜷縮, floor 地板, take cover 找掩護  
doorway 門口, outside 外面, open space 空曠處, ground 地面



Read the Story



Watch the video on YouTube

## Appendix 5:

### Seesaw Activity for the 4<sup>th</sup> Class Period

404 鄧公國小英語課

November 15, 2022



Scan with Seesaw  
to add your response.



### Items in the Go Bag

If you can only pack 10 items in your go bag, what would you choose?  
如果你只能挑10樣物件放進緊急求生包，你會挑什麼？

1. 🖱️ Drag 10 items into the bag.
2. 🗣️ Choose 2 or more items in the bag and explain why you need them.  
選兩樣物品以上，解釋為什麼你需要它/它們。

Record the sentence: "I need \_\_\_\_\_ in the bag because \_\_\_\_\_."

(可以用這個句型，也可點選voice Instructions聽老師示範)

3. ✅

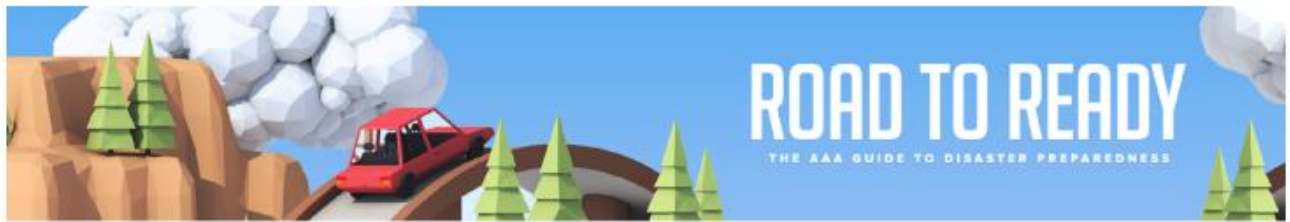
1. 🖱️ Drag 10 items into the bag.
2. 🗣️ "I need \_\_\_\_\_ in the bag because \_\_\_\_\_."
3. ✅



## Appendix 6:

Disaster Preparedness Supply Kit Checklist for the 4th Class Period:














<https://cdn.teachertube.com/doc604/34381.pdf>



### Disaster Preparedness Kit Supply Checklist

Take a quick pit stop on your Road to Ready and make sure you're equipped with all of the proper supplies you might need in the event of an emergency or disaster. Keep these supplies in an easy-to-carry Disaster Preparedness kit that you can use at home, work, and in your car.

Supplies for Home & Work

<input type="checkbox"/> <b>Water</b> One gallon per person, per day (3-day supply for evacuation, 2-week supply for home)		<input type="checkbox"/> <b>Radio</b> battery powered or hand-crank		<input type="checkbox"/> <b>Copies of Personal Documents</b> Medical information, proof of address, deed/lease to home, passports, birth certificates, insurance policies, family communication plan.	
<input type="checkbox"/> <b>Food</b> Non-perishable, easy-to-prepare items (3-day supply for evacuation, 2-week supply for home)		<input type="checkbox"/> <b>Emergency Blanket</b>		<input type="checkbox"/> <b>Extra Batteries</b>	
<input type="checkbox"/> <b>Flashlight</b>		<input type="checkbox"/> <b>Medications</b> (7-day supply) & medical items		<input type="checkbox"/> <b>Maps of the Area</b>	
<input type="checkbox"/> <b>Sanitation &amp; Personal Hygiene Items</b>		<input type="checkbox"/> <b>Extra Cash</b>		<input type="checkbox"/> <b>First-Aid Kit</b>	
<input type="checkbox"/> <b>Multi-purpose Tool</b>		<b>AAA Member Benefits</b> The same peace of mind you get from AAA roadside service can also be with you after a disaster. AAA members can benefit from home improvement and repair services, 24/7 emergency referrals, and vehicle accident assistance during these unexpected times of need. It's just another way we're always with you. Learn more today at <a href="http://calstate.aaa.com">calstate.aaa.com</a> .			

Supplies for Your Car

<input type="checkbox"/> <b>Road Flares</b>		<input type="checkbox"/> <b>Reflective Signage</b>		<input type="checkbox"/> <b>Cell Phone Charger</b>		<input type="checkbox"/> <b>Extra Clothing</b>	
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