

附件四：

新北市 113 年度教師跨領域全英語授課教案設計
(課程實施後)

設計者 / 服務學校	曾沛育、劉美玲、陳世倫/新北市板橋區中山國民小學	
教案名稱	Jingle Bells	
教學年級：國小 <u>六</u> 年級	課程上使用之英語比例：70-80 % (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：24 人	教學總節數： <u>3</u> 節	公開授課內容為第 <u>1</u> 節
公開授課之時間： 113/10/14(一) 說課 09:00-09:25 觀課 09:35-10:15 議課 10:30-11:10	公開授課之地點： 新北市板橋區中山國小 說課：校史室 觀課：歷史建物 議課：校史室	公開授課之教師： 姓名：劉美玲 服務學校：中山國小 專長領域：藝術(視覺/表藝)

核心素養	總綱	<u>英語領域</u> A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作 <u>藝術領域</u> A1 身心素質與自我精進 B1 符號運用與溝通表達 C3 多元文化與國際理解
	領綱	英-E-A2 具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。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。 藝-E-A1 參與藝術活動，探索生活美感。 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-C3 體驗在地及全球藝術與文化的多元性。

學習重點	學習表現	<p><u>英語領域</u></p> <p>2-III-10 能聽懂簡易句型的句子。</p> <p>◎ 5-III-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>◎ 2-III-6 能以正確的發音及適切的語調說出簡易句型的句子。</p> <p>◎ 1-III-3 能聽辨字詞是單音節或多音節，並辨識重音的音節。</p> <p>*◎ 9-III-2 能綜合相關資訊作簡易的猜測。</p> <p>6-III-7 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、說故事、讀者劇場等活動）。</p> <p><u>藝術領域</u></p> <p>1- III-1 能透過聽唱、聽奏及讀譜，進行歌唱及演奏，以表達情感。</p> <p>2- III-4 能探索樂曲創作背景與生活的關聯，並表達自我觀點，以體認音樂的藝術價值。</p> <p>3- III-4 能與他人合作規劃藝術創作或展演，並扼要說明其中的美感。</p>
	學習內容	<p><u>英語領域</u></p> <p>Ac-III-3 第三學習階段所學字詞</p> <p>Ad-III-2 簡易、常用的句型結構。</p> <p>*◎Ae-III-1 簡易歌謠、韻文、短文、故事及短劇。</p> <p>◎D-III-1 所學字詞的簡易歸類。</p> <p><u>藝術領域</u></p> <p>音 E-III-2 樂器的分類、基礎演奏技巧，以及獨奏、齊奏與合奏等演奏形式。</p> <p>音 A-III-2 相關音樂語彙，如曲調、調式等描述音樂元素之音樂術語，或相關之一般性用語。</p> <p>音 P-III-2 音樂與群體活動。</p>
具體學習目標	<p style="text-align: center;">設計理念</p> <p>理解和體會英語中的音節可融入節奏性的音樂，將鈴與鐘敲出節奏感知。</p> <p>期許本單元課程能有助學生將英語與音樂的結合，展現聖誕節慶的節奏饗宴</p> <p>達成具體的學習目標如下：</p> <ol style="list-style-type: none"> 1. 能說出、認、讀及書寫目標樂器單字和相關句型。 2. 能理解音樂三要素之一的節奏型態（Rhythmic Element）。 3. 能使用行動載具、運用應用軟體練習和熟悉聖誕歌之曲風與旋律。 4. 能運用先備知識英語句型或聖誕歌詞結合節拍和節奏的呈現。 5. 能積極和小組成員合作，參與課內英語文學習活動。 6. 進行敲擊鈴與鐘融入聖誕節慶歌曲的音樂性展演活動。 7. 能欣賞他組展演並給予簡易回饋。 <p>應用字彙：ring, bell, handbell.</p> <p>認識字彙：instrument, rhythm, syllables.</p> <p>應用句型：The bell sounds like _____.</p> <p style="padding-left: 40px;">It makes me feel _____.</p>	
與其他領域/科目/議題的連結	藝術領域-音樂/ 英語閱讀素養議題	
教學資源/設備需求	<ol style="list-style-type: none"> 1. 節奏樂器：手搖鈴、color handbells(八音階手鐘)。 2. iPad、earphone、App"完美鋼琴"、電腦、投影設備。 3. worksheet. 	

各節教學活動設計

	教學流程及活動設計	時間	教學資源	教師語言
第一節	<p style="text-align: center;">【引起動機 Warm-Up】</p> <p>【Guess What - The Theme】</p> <p>※Activity1: Quick Quiz</p> <p>1.Tr. begins to discuss what festival represents to Ss.</p> <p>2.Tr. shows flash cards with images related to Christmas</p> <p>*Christmas tree</p> <p>*Santa Claus</p> <p>*gifts</p> <p>*snowflakes</p> <p>3. Play snippets of Christmas music as below:</p> <ul style="list-style-type: none"> - Jingle Bells - Deck the Halls - We Wish You a Merry Christmas <p>4. Tr. encourages Ss to predict the theme based on the music and flash cards.</p> <p>5.Tr. announces that the theme is “Christmas.”</p>	5分鐘	<p>※Activity 1</p> <p>1.Flash cards: Christmas tree, Santa Claus, gifts, snowflakes</p> <p>2.Festival Music: We Wish You a Merry Christmas:</p> <p>https://www.youtube.com/watch?v=MpY-rL2ql7o</p> <p>Jingle Bells: https://www.youtube.com/watch?v=3CWJNqyub3o</p> <p>Deck the Halls: https://www.youtube.com/watch?v=dpTeAuwLx-0</p>	<p>1. Good morning, class!</p> <p>2. Guess what?</p> <p>※Activity1</p> <p>1) Today, we’re going to explore a festive topic related to the holiday season.</p> <p>Can anyone guess what it might be?</p> <p>2) Let’s think about a special occasion that involves joy, celebration, and giving.</p> <p>Any ideas?</p> <p>3) I will show you the flash cards.</p> <p>4) And then I will play music, please listen very carefully.</p> <p>5) What kind of festival do you think these images and music represent?</p> <p>6) Today’s theme is Christmas.</p>

【發展活動Presentation & Practice】

※Activity 2: Mystery Sounds

- Tr. plays different ringtones music as below:
 - church bells
 - MIDI (Musical Instrument Digital Interface)
 - handbells
- Tr. asks Ss to guess what kind of bells they hear.
- Tr. asks Ss to use the following sentence patterns they have learned:
 - What do you hear? "I hear the jingle bells."
 - How do you feel? "I feel happy."
- After each guess, Tr. asks Ss that how can these bells be related to Christmas?

Church bells call for Christmas service.
Jingle bells create a festive mood.
Handbells are played in carols.
- Tr. reveals that the Christmas music just heard is associated with bells.

※Activity 3: The Power of Bells at Christmas

- Tr. briefly discusses why bells are connected to Christmas.
 - In many cultures, church bells ring on Christmas Eve. The bells ring out to spread Christmas cheer, joyful and peaceful.
 - Church bells traditionally call people to Christmas Eve service. The bell announces the birth of Jesus.
- Tr. describes Christmas Bells:
 - During Christmas, you often hear the delightful sound of jingle bells. The sound of them symbolizes peace and goodwill.
 - People gather in churches to listen to the beautiful chime of Christmas bells. The ringing of bells creates a festive atmosphere.
 - Bells are an essential part of Christmas decorations.
- Ss come to front to take the iPad. Turn on the iPad and open the App "Perfect Piano." Let's practice playing the Christmas songs.

15分
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※Activity 2

- Different ringtones music as below:
 - church bells
<https://www.youtube.com/watch?v=K7qGNooU0Cw>
 - jingle bells
<https://www.youtube.com/watch?v=NtiYXddz2Lk>
 - handbells
<https://www.youtube.com/watch?v=pW5jTQt-WiM>

※Activity 2

- I will play music with different ringtones, first.
- Listen very carefully, the sound of bells creates a festive atmosphere.
- Can you think of a sound associated with Christmas?
- What kind of sound can be heard during Christmas?
- Bells play a significant role in Christmas traditions.

※Activity 3

- At the holiday season, do you see bells on the Christmas tree or decoration anywhere.
- Can anyone know about how can these bells be related to Christmas?
 - We will brief discussion and description why bells are connected to Christmas
 - Turn on the iPad and open the App "Perfect Piano." Let's practice playing the Christmas songs.

【統整與總結 Reinforcement and Wrap-Up】

※Activity 4-A: Hear my feelings

1.Tr. divides into 3 groups.

-Group 1 - Bell Ringers

◎ Amazing Grace – Handbell

◎The Lion King – Handbell

◎Twinkle Twinkle Little Star - Bells

-Group 2 - Listeners & Guessers

-Group 3 – Write down the feeling.

2.Tr. introduces different bell ringing patterns

i. The handbells are ringing steadily.

ii. The bells are ringing slow.

iii. The bells are ringing rhythmic.

3.Tr. teaches basic sentence patterns as below:

i. The bells sound like Twinkle Twinkle Little Star.

ii. They sound joyful.

iii. They make me feel happy.

iv. The bells sound like church bells. I think it's because they are ringing in a slow and rhythmic pattern.

※Activity 4-B: Show my handbells

1.Tr. divide the class into 6 groups and give each of group a set of color handbells.

i. Ss practice the rhythm by the YT videos.

ii. Ss practice the Jingle bells by the YT video.

iii. Ss practice the Jingle bells by the worksheet of “Handbells Sheet Music.”

iv. Each group come to stage to perform the music.

v. Tr. invite every group to give feedback to former group’s performance.

【Homework】

Please discuss your thoughts with a partner as following question:

1.What do you associate with Christmas bells.

2.Each pair shares your ideas with the whole class next time.

20分
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※Activity 4-

A

1. Different bell ringtone list as below:

■Amazing

Grace - handbell

<https://www.youtube.com/watch?v=A8ye7iqfcOA>

■ The Lion

King –

Handbell

<https://www.youtube.com/watch?v=MDDFAb1899w>

■Twinkle

Twinkle Little Star - Bells

<https://www.youtube.com/watch?v=nnN7j1WNt9Y>

※Activity 4-

B

Handbells (Color) - Rhythm

<https://www.youtube.com/watch?v=AaVhXUXLRiw>

Handbells (Color) - Rhythm

<https://www.youtube.com/watch?v=q8CPLZ7JqbA>

Xylophone - Jingle Bells

<https://www.youtube.com/watch?v=7yX6O99xhfw>

※Activity 4-A

1.I will divide into three groups for bell ringers, listeners and writer

2. Introduce different bell ringing patterns (e.g., steady, rhythmic, slow, fast).

3. I will teach basic sentence patterns to you as following:

i) The bells are ringing _____

ii) They sound _____

iii)They make me feel _____

iv) The bells sound like _____.

I think it's because they are ringing in a _____ pattern.

4. Have you ever participated in bell-ringing during Christmas caroling experience or any associate with Christmas bell? Share with us for your homework.

※Activity 4-B

1. Choose two handbells by the color you like.

2. Practice the rhythm by the YT videos.

3. Exchange the color handbells.

4. Enjoy the music!

5. Share your feeling .

【引起動機 Warm-Up】

※ Activity 1: Enjoy the Bells Music

1. Tr invites Ss to enjoy the music of bells:

- i. Start with a festive, high-pitched bell sound associated with Christmas. (e.g. Joy to the World)
- ii. Play a deeper, more solemn bell sound used in churches. (e.g. Carol of the Bells)
- iii. Introduce a unique handbell sound for variety. (e.g. Scottish Festival Dance)

2. Tr asks students to discuss in group for some questions as below:

A) Can you imagine that bells can be turned into a musical instrument? Is it amazing?

B) What else can you do with bells?

C) Has anyone ever heard music played with bells before?

3. Ss answer the question by using some sentence pattern.

◎ Yes, Bells can be use as a musical instruments

◎ It's amazing. We also heard that the loud ringing of bells is believed to ward off negativity

◎ We matched ringing bells with spreading Christmas cheer.

◎ When I hear bells, I know Christmas is just around the corner

【發展活動 Presentation & Practice】

※ Activity 2: Application of bells in countries or culture

The ancient Chinese bells were divided into as following points:

1) Musical bells: Musical instrument.

2) Buddhist bells and Taoist bells: A bell is struck at a Buddhist or Taoist temple to draw the devotion of worshippers and the awe of ghosts and gods.

3) Bells at the imperial court: Bells served as musical instruments, sacrificial vessels and musical instruments during the pre-Qin period and the Sui, Tang, Song and Yuan dynasties.

4) The ship's bell: Sound the time on board ship by striking each half hour of a watch. Also the bell is

5分鐘

※ Activity 1

■ Joy to the World

<https://www.youtube.com/watch?v=7r3VVMUhAxU>

■ Carol of the Bells

<https://www.youtube.com/watch?v=crk8bNfdD08>

■ Scottish Festival Dance

<https://www.youtube.com/watch?v=YDsYd1q1U8o>

15分鐘

※ Activity 2:

■ Musical bells

<https://www.youtube.com/watch?v=Lg9bSbfFV1Y>

■ Buddhist bells

<https://www.youtube.com/watch?v=DavwISlyVhE>

■ Taoist bells

<https://www.youtube.com/w>

※ Activity 1

1. I play recordings of three kinds of bells music.

2. I will ask you following some questions: a)

Can you imagine that bells can be turned into a musical instrument? Is it amazing?

b) What else can you do with bells?

c) Has anyone ever heard music played with bells before?

d) These bells sound quite different, don't they?

3. I am so happy that you guys give me some feedback.

※ Activity 2:

1. I would like you to listen carefully and identify the country or culture associated with each bell sound.

used as a warning during fog and at other times, this is a fire signal.

5) Ringing the bell has always been a form of expression and communication in Spain and serves several social functions, including sharing information, collaborating, providing protection and promoting solidarity.

【統整與總結 Reinforcement and Wrap-Up】

※Activity 3: The Bells around the World

Tr introduces the bells of each country:

1) Taiwan monks ring temple bell to mark Lunar New Year.

2) In Japan, after they ring bells all over 108 times, they celebrate New Year and pray for all the best in the new year.

3) In Spain, they have dinner with their family on New Year's Eve. Then they wait for the bell to ring and eat twelve grapes; one grape for each chime of the clock. Happy New Year!

4) "New Year's Eve Bell" will ring 33 times in Korea. The reason why it rings 33 times is related to the Buddhist world view. It means to hope that the 33 days will be safe, and it also hopes that people will have all the best and good health in the new year.

5) On July 4th, many activities are held across the United States, the most important of which is the ringing of the Liberty Bell in Philadelphia. Many celebrations are also held in other places, such as festival parades, fireworks, etc.

【Homework】

Please ask Ss to discuss with groups and ring bells to create own music together. Each group performs in next class.

[atch?v = MrU2fn2FY94](https://www.youtube.com/watch?v=MrU2fn2FY94)

■Bells at the imperial court
[https://www.youtube.com/watch?v = Jr9bh3bKGss](https://www.youtube.com/watch?v=Jr9bh3bKGss)

■The ship's bell
[https://www.youtube.com/watch?v = XRqfkBY-7Fs](https://www.youtube.com/watch?v=XRqfkBY-7Fs)

※Activity 3

◆Temple bell in Taiwan.
[https://www.youtube.com/watch?v = DavwISlyVhE](https://www.youtube.com/watch?v=DavwISlyVhE)

◆Japanese New Year's Eve Bell Rings 108 Times
[https://www.youtube.com/watch?v = 4JC-q12ANI](https://www.youtube.com/watch?v=4JC-q12ANI)

◆Bell in Spain
[https://www.youtube.com/watch?v = tFoMETGUNPw](https://www.youtube.com/watch?v=tFoMETGUNPw)

◆Bell in Korea
[https://www.youtube.com/watch?v = cUIQr88iWb8](https://www.youtube.com/watch?v=cUIQr88iWb8)

◆Liberty Bell
[https://www.youtube.com/watch?v = Sgy0UMsNBbY](https://www.youtube.com/watch?v=Sgy0UMsNBbY)

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※Activity 3

Today, we'll take a journey around the world to explore how bells are used in different cultures.

And then, the end of the class, I would like you to ring the bell with your own music in groups for group homework.

【引起動機 Warm-Up】

※Activity1: Magic Syllables

- 1.Tr explains to students that a syllable is like a beat in a word. Every syllable must contain a vowel or a vowel-like sound (short or long) that makes it a beat.
- 2.Breaking words into syllables helps us with both reading, writing and speaking
- 3.Tr. asks Ss to try clapping the syllables in teacher's name Elaine
 - i. Divide Elaine into syllables: E-laine
 - ii. How many syllables in Elaine? 2 syllables
- 4.Tr. asks Ss to work with a partner saying their names and clapping the number of beats (syllables) in their names.
- 5.Tr walks around the room to check Ss responses.

【發展活動Presentation & Practice】

※Activity2: Syllables with the Bell

◎Tr plays a simple game of identifying sound around the classroom

- 1.Place numbers 1, 2, 3, and 4 around the classroom.
- 2.Ss will stand on the numbered signs representing their name's syllables (1 for one syllable, 2 for two syllables, etc.) Say the word slowly, stretching out the vowel sound.
- 3.And then Ss will be able to identify and ring the number of syllables in spoken their names with the bell.

◎ Tr discusses with Ss as following questions:

- 1) Which name has the most syllables?
They found that Elizabeth has four-syllable of name. But it's not common name in Taiwan, because it's too long for writing.
- 2) Which name has the least syllables?
A very interesting thing is that Taiwanese people prefer English names with only one syllable because they are easier to pronounce and speak out. (e.g., Ann, Ben, Claire, Eve, Grace, Jack, Kateso on)

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※Activity1:

Materials:

Bell
whiteboard
Markers
(optional)

manipulatives
of familiar
objects
(optional)

※Activity1:

1. I will say a word and clap my hands around the classroom. ("apple" claps twice.)
- 2.Please take a guess. What am I doing, now?
- 3.Then, I say a word with tapping the pencil what a sound is.
- 4.I am doing syllable clapping
- 5.Can you find out that every syllable must contain a vowel or a vowel-like sound?
6. Let's try clapping the syllables in my name Elaine
7. How many syllables in Elaine?
- 8.My name is 2 syllables for Elaine
9. Please work with a partner clapping you guys names and say it loudly.

※Activity2:

- 1.I ask one student to place numbers 1 to 4 on the corner in the classroom.
- 2.Please work in a pair for identify and ring the number of syllables in spoken your names with the bell.
- 3.Finally, please stand on the

15分
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- 3) Can students think of different names that have the same number of syllables as their own names?
- 4) Can they think of other names with more or fewer syllables than their own names?

Tr walks around the room to check Ss understanding syllables, which is crucial for spelling and decoding unfamiliar words.

【統整與總結 Reinforcement and Wrap-Up】

※Activity3: Ring out the Bells for Christmas

Let's spread some festive cheer with a delightful Christmas bell ringing song.

1. Introduction to Handbells:

Tr. begins by introducing the handbells to Ss.

2. Parts of the Bell:

Before diving into ringing techniques, familiarize Ss with bell parts.

3. Basic Ringing Technique:

Tr. teaches Ss how to hold and ring the handbells.

4. Now, let's incorporate a song:

Here are the lyrics:

It can be sung as a round.

- Ring, ring, ring the bells,
- Ring them loud and clear,
- To tell the children everywhere,
- That Christmas time is here!

It's good to try where different groups start singing at different times.

5. Group Practice:

- 1) We'll use the handbells to play a simple melody.
- 2) Follow the sheet music and ring the bells at the right time.
- 3) Remember the basic technique we learned earlier.

Let's learn how to create magical sounds with these handbells! Tr. divides Ss into 4 groups

6. Practice Sentences for Ringing:

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※Activity3: handbells

Christmas
Time Is Here
Lyric Video
<https://www.youtube.com/watch?v=R4LFyiPdd2I>

numbered sign on your name's syllables. Who goes faster who is winner.

4. After checking and discussion, we can find that Taiwanese people don't like names with too many syllables and difficult to pronounce when choosing English names.

※Activity3:

1. Today, we'll explore the wonderful world of handbells!

Handbells are musical instruments that produce beautiful tones when rung.

2. Now, please place one handbell on the table in front of you, with the bell symbol facing up.

3. And then rest the handguard on the plateau between your thumb and fingers.

4. Close your index finger around the handle.

5. Finally keep other fingers relaxed, lightly touching the handle.

6. We can divide 4 groups and singing at different times.

7. Let's do our best.

Tr. would encourage Ss to practice ringing with sentences like:

- i. Ring the bell gently.
- ii. Give the bell a long ring
- iii. Keep ringing the bell until I tell you to stop.

✂️Activity4:Bonus Idea: Jingle Bells:

Jingle Bells captures the fun, festive mood of the holiday season. This classic Christmas song is perfect for teaching bell ringing.

1.Tr. divides Ss into 4 groups

Group 1 starts singing from the beginning.

Group 2 joins after the first verse.

Group 3 joins after the second verse.

Group 4 joins after the chorus.

2. Tr. asks Ss to work together to create harmonious bell sounds.

3.Tr. tells Ss to practice coordinate their ringing.

4.Tr. asks Ss for listening to each other and adjusting as needed.

Because Tr. wants to do different groups start singing at different times.

【Homework】

Students search for Christmas music featuring bells (1 song each).

Now, please practices ringing with sentences patterns.

✂️Activity4

handbells

✂️Activity 4

“Jingle Bells” is a traditional song at holiday season.

I would like you to ring the bells while singing along.

1. Especially that I want you to start singing at different times with different groups. Do your best. Let’s try it.

2.I would like to say happy bell ringing, and may our classroom be filled with holiday.

The music makes me feel happy. The bells add a festive touch to the song

Discussion Worksheet

Direction: Participate in group discussion. Follow agreed-upon rules. Use this to take notes of other's ideas, your own thought and when you learned.

I wait my turn to speak.

I ask meaningful questions

I respect others' idea.

I stay on topic

I listen when others talk

I offer ideas and suggestions

■ What others are saying.....	■ My thoughts about topic

■ What I learned from this discussion:

【Handbells Sheet Music】



JINGLE BELLS

JIN-GLE BELLS, JIN-GLE BELLS,

E E E E E E

JIN-GLE ALL THE WAY.

E G C D E

OH WHAT FUN IT IS TO RIDE

F F F F F E E

IN A ONE HORSE OP-EN SLEDGE.

E E E D D E D G

JIN-GLE BELLS, JIN-GLE BELLS,

E E E E E E

JIN-GLE ALL THE WAY.

E G C D E

OH WHAT FUN IT IS TO RIDE

F F F F F E E

IN A ONE HORSE OP-EN SLEDGE.

E E G G F D C