**科目：英文**

**活動名稱：學校守則你要知**

*老師版*

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| 名字: | 班別：智齡5歲 | 日期: / | 時間: / |
| **班級簡介 :**  學生能回應並完成含兩個關鍵字、標誌及符號的指引，如把「湯匙放到盤子裏」、「給我那本書」等。學生可專心聆聽故事和大聲朗讀出資料，他們可口頭上或非口頭上分辨出關鍵資料和概念。 | | | |
| 主題：學校各個地方的規則 | | | |
| **目標：**   * 讓學生認識學校裏面不同場景的規則 * 讓學生了解規則是因應不同場景的特點而設 * 確保學生能夠朗讀和閲讀規則 | | | |
| **語言重點及分析：**  詞語:   |  |  | | --- | --- | | Rules | School Location | | Quiet | Library | | Walk Slowly | Corridor | | Nice | Playground | | Line Up | Playground | | Wash | Toilet | | Flush | Toilet | | Look | Classroom | | Properly | Classroom |   所有規則短句的結構均為「動詞」+「名詞」/「副詞」/「形容詞」：   1. Be Quiet 2. Be nice 3. Walk Slowly 4. Line up 5. Wash your hands 6. Flush the toilet 7. Look at the teacher 8. Sit properly | | | |
| **材料：**  4組已標籤的標誌圖片 （藍色、綠色、黃色、紅色）   * Library: Be quiet * Corridor: Walk slowly * Playground: Be nice, Line up * Toilets: Wash your hands, flush the toilet * Classroom: Look at the teachers, Sit properly | | | |

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| **時間分配** | **詳情** |
| 預備活動 （5 分鐘）  老師 - 全班 | *簡介：*  老師會問學生什麽是規則：  *老師：各位早安、午安！今天我們要學習學校規則。誰可以告訴我們規則是什麽意思？*  *老師：對！規則就是我們要遵守的指示。我們在學校不同的地方都需遵守規則，今天就讓我們去看看一些學校守則吧！*  （老師事先張貼一些標誌）  *老師：請跟我一起重覆！保持安靜 \*學生重覆\*，我們在哪裏要保持安靜？ \*學生回答\* 請慢慢走 \*學生重覆\*， 我們在哪裏要慢慢走？ \*學生回答\**  老師與學生重溫和再朗讀一次所有規則，然後老師問學生應該把規則的標誌貼在哪裏。  *老師：現在我們去學校不同的地方貼上標誌。如果你認爲那個地方應該遵守某個規則的標誌，請你把那個規則的標誌貼上去，然後拍照作爲記錄。* |
| 主要活動(20-25 分鐘)  老師 - 全班 (5 分鐘)  學生 - 學生 (10-15 分鐘) | *參觀學校和張貼規則：*  老師會先把學生分成不同顔色的組別，並派發相應顔色的材料給每一組。  *老師： 現在你們會和你的組員一起去到學校不同的地方並貼上適合的標誌。 然後拍一張照片！每組同學都要分享你們的照片和朗讀你們貼了的規則標誌。*  接着各組學生會離開教室，走遍學校不同地方，在合適的場所貼上適當的標誌，並拍照記錄。老師會到各個地方檢查各組進度，請各組同學讀出標誌上的英文字，以及解釋為何在這個地方需遵守某條規則。  老師會巡視學生是否正在完成任務。  *（引導性問題）老師：我們在這裏應該奔跑嗎？還是我們應該保持安靜呢？你們可以朗讀這句規則嗎？* |
| 活動總結 (10 分鐘)  老師 - 全班 | *鞏固學習：*  學生會一起回到課室。  老師會與學生重溫所有規則，並請他們朗讀規則及解釋他們將標誌放在不同地方的原因。  *老師：現在我們一起分享你們剛剛貼了什麽標誌在學校不同的地方吧。請問組別X可以分享一個規則及你們把它貼在哪裏嗎？*  *\*每組輪流分享\** |
| **家課**   * 選擇一條規則，並找出校外也需遵守此規則的地方，拍照或錄影以作記錄。   （如用影片記錄，學生需同時朗讀出標誌的英文） | |
| **課室佈置**   * 老師把規則貼在黑板上並逐一讀出 * 學生根據組別坐在一起 | |

**Selected subject: English**

**Pilot task: 學校守則你要知 School Rules in different places**

*For School Teachers*

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| Name: | Class: A9 | Date: / | Time: / |
| **Class Profile:**  They respond and carry out requests and instructions containing two keywords, signs or  symbols, for example, 'Put the spoon in the dish' 'Give the big book to me'. They listen attentively  to stories and information read aloud. They identify key details and concepts using verbal and  non-verbal responses. | | | |
| **Topic or theme**: School Rules in different places | | | |
| **Objectives:**   * To enable students to recognize certain school rules and where they should take place. * To encourage students to establish a connection between the location and rules. * To ensure students can both verbally (pronunciation) and non-verbally (reading) identify the rules learnt. | | | |
| **Language focus and analysis:**  Vocabulary:   |  |  | | --- | --- | | Rules | School Location | | Quiet | Library | | Walk Slowly | Corridor | | Nice | Playground | | Line Up | Playground | | Wash | Toilet | | Flush | Toilet | | Look | Classroom | | Properly | Classroom |   The use of verbs:  Every rule will start with a verb + noun/adverb/adjectives   1. Be Quiet 2. Be nice 3. Walk Slowly 4. Line up 5. Wash your hands 6. Flush the toilet 7. Look at the teacher 8. Sit properly | | | |
| **Materials:**  4 sets of pictures of signs with labels (in Blue, Green, Yellow, Red respectively)   * Library: Be quiet * Corridor: Walk slowly * Playground: Be nice, Line up * Toilets: Wash your hands, flush the toilet * Classroom: Look at the teachers, Sit properly | | | |

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| **Heading**  **Time, interaction** | **Procedure** |
| Pre-task (5 minutes)  T - Class | *Introduction:*  T will greet Ss and ask what rules mean:  *T: Good morning/afternoon everybody! Today we are going to learn about School rules. Can anybody tell us the meaning of rules?*  *T: Great! Rules are things we* ***follow and do.*** *In school we have rules in different places. Let’s go through some school rules together first.*  T sticks up the set of rules printed.  *T: Please repeat after me! Be quiet \*students repeat\*, Where should we be quiet? \*students answer\* Please walk slowly \*students repeat\*, Where should we be walking slowly? \*students answer\**  T goes through all the rules by saying them aloud together with students as well as **asking Ss where the rules should be stuck.**  *T: Now we are going to stick these rules around the school. If you think the rule should be followed in that place, please stick it and take a photo.* |
| Main task (20-25 mins)  T - Class (5 mins)  Ss - Ss (10-15 mins) | *School tour and rule sticking:*  T will divide students into different groups of colour and distribute the materials according to their group colour.  *T: Now, in groups you will walk around the school and stick the rule you think should be followed there. Please then, take a photo! Each group will share their photos and read aloud the rules.*  Ss will then leave the classroom in groups. They will walk around the school and stick the appropriate rule on the location and take a picture.  T will walk around the school and ensure that each group is on task and taking photographs. T can also ask each group to pronounce the words and explain why they stuck the rule in the certain location.  T will walk around and monitor the students on task.  *(Guiding questions) T: Should we be running here? Or should we be quiet? Can you pronounce the rule out loud? ….* |
| Post-task (10 mins)  T - Class | *Reinforcement of rules learnt:*  Ss will gather back into the classroom.  T will revise through the rules learnt by asking each group to read out one rule out loud and explain which location they put the rule.  *T: Now let’s share the rules with our class. Can group \_ please share one rule and tell us where they stuck this rule?*  *\*Sharing goes onto each group\** |
| **Assignment**   * To take a picture/video with the sign in a place (outside the school) that students find that sign is suitable to be put.   (For video, students should also read the sign aloud) | |
| **Board plan/ classroom organization etc.**   * T will stick the rules on the board to explain and read aloud each one. * Ss will sit in groups | |