

臺北市中正區東門國民小學

英語情境中心

111 學年度執行成果彙編

Accomplishments of the Dongmen English Wonderland, Taipei City (2022)



臺北市中正區東門國民小學 編印

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壹、英語情境中心簡介

一、設置緣起

臺北市從 98 年開始積極建置各行政區的英語情境中心，希望透過英語情境中心的硬體環境與課程規劃，提供臺北市的學生，體驗全英文的語文溝通學習的情境。

同時英語情境若展現在地文化特色，讓學生珍惜自己的文化也學習尊重世界各地不同的語言、文化，這樣一方面提升孩子學習英文的興趣，也能培養孩子們的國際視野。因此本校規劃英語情境中心時，將結合多媒體的方式，呈現臺北市的特色景點，在課程設計上，我們不只加入各國文化，也做跨領域課程活動讓學生有各種生活體驗，希望孩子能開心愉快使用英文互動溝通。111 學年度隨著疫情解封，實體課程也開放報名，本中心不只開放實體課程，也保留網路課程給不方便帶學生前往上課的學校單位報名，將情境中心的資源最大化。

二、空間規劃

(一) 外部空間

1. 英語情境中心入口意象和捷運車廂外觀
2. 走廊區：地面捷運路線圖
3. 樓梯走道牆面：英文動物和捷運路網的英文圖文

(二) 教學區

1. 創意遊戲世界教室：地面有黑白西洋棋格、世界地圖拼板門、七大洲主題拉簾、東門在地與國際接軌意象主題牆、沙發、茶几與火爐的溫馨家居角落。
2. 國際文化區：三組主題拉幕和世界地圖的地面彩繪。
3. 餐廳購物教室：兼具廚房與餐廳的多功能教室，教室內角落有購物課程使用的小雜貨舖。

三、目標與具體構想

(一) 中心願景

1. 供本校學生英語情境教學資源，培養學童的國際視野。
2. 提供全英語的生活化學習情境，培養學生樂於使用英語的態度。
3. 豐富多樣化的英語情境中心，提供本市國小體驗英語教學場所。
4. 設置英語學習情境教室，提供本市國小未來設置英語專科教室設施之參考

(二) 設置目標

1. 設置英語學習情境中心，推廣全英語教學與英語教學相關研究。
2. 辦理主題式英語學習情境體驗活動，提供學童實際體驗英語生活環境，提升英語學習效果和培養國際視野。
3. 聘任國外具語言教學專長之外籍教師，透過他們豐富的英語教學經驗，與學術交流觀摩，增進本市國小英語教師的專業知能。
4. 建置優質英語學習情境，提供本市國小英語教學資源缺乏學校之學生體驗學習，以達資源共享之目標。
5. 建立完善的外籍師資遴選、聘用及管理經營模式，做為未來長期穩定營運的基礎。
6. 運用多元化之英語教學媒體，透過網站建置與資源分享，達到以達資源共享之目標。

(三) 英語情境中心實驗計畫架構圖

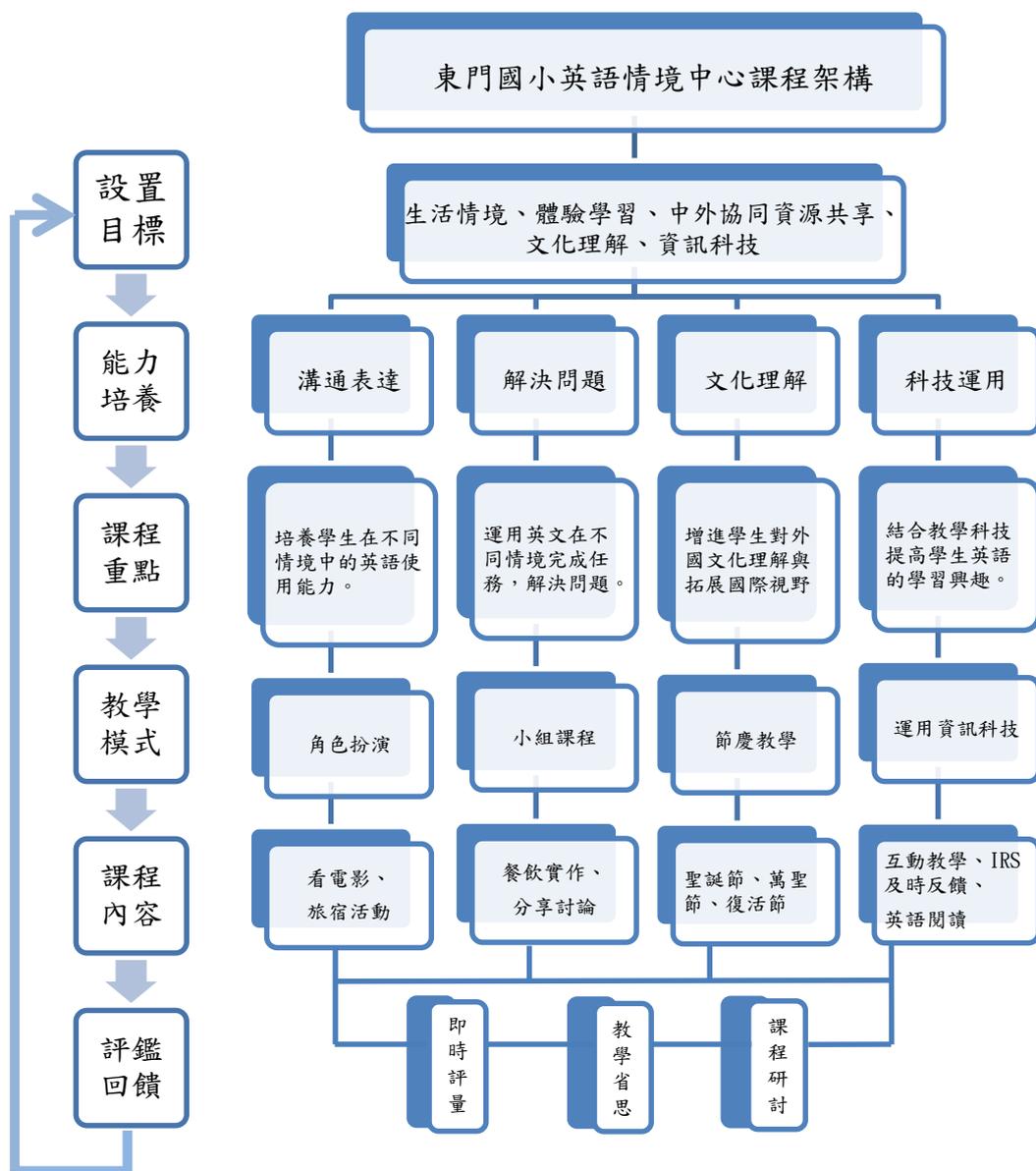


(四) 評鑑與考核

1. 定期召開工作會議，針對目前的課程與工作進行檢討與修訂的工作，對於待解決的問題與未來的工作提出期程與計畫。
2. 聘請台北市立教育大學蔡素薰教授參與觀課，給予課程修訂的建議。透過專業對談，掌握學生的學習狀況與需求，提升學習成效。
3. 學生來進行體驗課程時，運用平板或紙本進行前後測，根據前後測的成績來探討學生的學習狀況，做為教學歷程與方法的修正改參考。
4. 定期參加臺北市國民小學全面推動英語教學工作小組的督導會議，報告工作進度，提交營運統計資料。
5. 接受教育局外籍教師聘用管理訪視。

貳、課程架構

一、情境中心課程架構



二、外校體驗課程

(一)參加對象：開放臺北市各校四年級至六年級學生，以班級為單位，申請一節 50 分鐘的實體課程或是 40 分鐘的線上課程。

(二)課程時間：每週二、五上午 9:00~11:30 或下午 1:00~3:30，有兩個時段供選擇，線上課程可來電向本中心詢問空檔時段，每班一次可預約 1-4 節課。

(三)實施方式：本年度各大英語情境中心開放並鼓勵各校預約實體課程，但線上上課模式依舊開放給不方便前往上課的學校。

線上上課隨同教師需準備能進行 Google Meet 視訊的桌機或筆電一台，且能連結或投影至大螢幕，上課前 5 分鐘請先進入教室網址，確認攝影機、音響及麥克風功能皆正常。

(四)體驗課程安排

上學期		
一起購物趣	一日建築師-牙籤塔	紙牌屋
集合吧飛行器!	四大物質科學實驗	植栽美學工作坊

下學期		
撲克牌的世界	自製小錢包	英語籃球入門
集合吧飛行器!	四大物質科學實驗	植栽美學工作坊

參、執行成果說明

(一) 課程教案設計

1. 一日建築師-牙籤塔

Subject	Architectural Design in Zhongzheng District and Taipei City
Topic	Making a Toothpick Tower
Level	5 th and 6 th grade
# of Students	15
Instructor	Nick
Duration	40 minutes
Teaching Objectives	<ul style="list-style-type: none"> • To reinforce prior knowledge. • To make learning English fun. • To create a comfortable and enjoyable learning environment. • To introduce English words and facilitate English language learning/speaking as it relates to architectural design in Zhongzheng District and Taipei City. • To increase student confidence in conversational English. • To practice listening, reading, and speaking skills. • To participate in a task-based activity.
Target Vocabulary	architect, blueprint, design, marshmallow, model, National Performing Arts Center, Presidential Office Building, Taipei 101, toothpick, tower
Sentence Pattern	See Dialogue section below.
Dialogue	All the dialogue for this lesson will be unscripted and will take place as an informal conversation between teacher and students.

Teaching Materials	<p><u>Technology</u>: computer, PowerPoint, projector, screen, whiteboard, whiteboard marker</p> <p><u>Tower Materials</u>: toothpicks (approx. 400), re-sealable plastic bags (4), marshmallows (1 bag), small paper cups (8), trays (4), A4 size paper (4 sheets), pencils (15)</p>
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Time	Procedure	Teaching Material	Learning Expectation
15-20 min.	<p style="text-align: center;"><u>Introduction</u></p> <p>Begin the lesson with the PowerPoint presentation. Ask the students to identify the three buildings shown in the first slide: Taipei 101, The Presidential Office Building and the National Performing Arts Center.</p> <p>Discuss the local and cultural significance of each building. Next, discuss their commonalities and their differences. Focus on how each building has a unique “design.” Define this word. Ask students to identify the special name given to those individuals who design buildings i.e. “architect”.</p>	<p>ALL Technology materials listed above</p>	<p>Students will learn all the words listed in the Target Vocabulary section.</p>

	<p>Define the word, “tower.” Show the students the same three buildings they were shown in the first slide of the PowerPoint. Look at each building and discuss whether each can be classified as a tower. Show examples of different types of towers found throughout the World.</p> <p>For today’s activity, students will be designing their own tower. Discuss the different materials they will use (toothpicks and marshmallows).</p> <p>Before a building or structure is built, an architect must do two things. Show the students the slides of the blueprint and the model. Ask the students to identify both.</p> <p>First, students will need to draw a blueprint of their tower design, after which, they can build their tower out of toothpicks and marshmallows.</p>		
5 min.	<p><u>Step One - Draw The Blueprint</u></p> <p>Divide the class into 4 groups with 4 students in each group. Give each group one sheet of paper and 4 pencils.</p>	<p><u>Student Materials:</u></p> <p>blank A4 size paper (4 sheets), pencils (15)</p>	<p>Students will learn how to design a basic structural blueprint for their tower.</p>

	<p>At this time, groups have 5 minutes to draw up a basic blueprint of their tower.</p>		
15 min.	<p><u>Step Two - Build The Towers</u></p> <p>Give each group a tray. On each tray there should be a plastic bag containing approximately 100 toothpicks and two small paper cups filled with marshmallows. One cup of marshmallows is for building the tower and the other is for eating.</p> <p>At this time, groups can begin building their tower. As groups are building their towers, circulate around the classroom and assist as needed.</p>	<p>ALL <u>Tower Materials</u> listed above</p>	<p>Students will learn how to use good design to build a tower out of toothpicks and marshmallows.</p>
3-5 min.	<p><u>Closing – Discuss Follow Up Questions</u></p> <p>Using the last slide in the PowerPoint presentation, have a group discussion with your students and answer the following questions.</p>	<p><u>Technology:</u> computer, PowerPoint, projector, screen</p>	<p>Students will learn to reflect on this activity and be able to articulate their findings to the teacher through answering the follow up questions.</p>

Follow Up Questions

1. What problems did you have?

2. How did you fix these problems?

3. If you did this activity again,
would you build your tower the same
way?

2. 紙牌屋

Subject	Idioms
Topic	Building a “house of cards”
Level	5 th and 6 th Grade
# of Students	15
Instructor	Nick
Duration	40 – 50 minutes
Teaching Objectives	<ul style="list-style-type: none"> ▪ To provide students with a new and different learning experience than the one they normally receive in their Taiwanese English class. ▪ To reinforce prior learning/knowledge. ▪ To make learning English fun. ▪ To create a comfortable and enjoyable learning environment. ▪ To facilitate conversational speaking related to idioms. ▪ To stress the usefulness and commonality of idioms in everyday English conversation. ▪ To increase student confidence in conversational English. ▪ To practice listening, reading, and speaking skills. ▪ To facilitate cooperative learning strategies. ▪ To facilitate task-based learning activities.
Target Vocabulary	<p><u>General Vocabulary:</u> idiom, playing cards</p> <p><u>Specific Idioms:</u> Look before you leap / The early bird catches the worm / Practice makes perfect / It’s raining cats and dogs / Under the weather / A piece of cake / A house of cards</p>
Sentence Pattern	See Dialogue section below
Dialogue	All the dialogue for this lesson will be unscripted and will take place as an informal conversation between teacher and students.

Teaching Materials	<p><u>Technology</u>: computer, PowerPoint, projector, screen, <i>YouTube</i> videos (2)</p> <p>“How to Stack Playing Cards.” <i>YouTube</i>, uploaded by WIRED, 11th April 2020, https://www.youtube.com/watch?v=5F6j4e1C4Zk</p> <p>“How This Guy Stacks Playing Cards Impossibly High” <i>YouTube</i>, uploaded by WIRED, 2nd April 2020, https://www.youtube.com/watch?v=SEBBj2BIBm8</p> <p><u>Student Materials</u>: playing cards (20 decks), small foam mats (15)</p>
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Time	Procedure	Teaching Material	Learning Expectation
15 min.	<p style="text-align: center;"><u>Introduction</u></p> <p>Begin the lesson with the PowerPoint presentation. Introduce the word, “idiom.” Ask your students if they know what this word means (more than likely, they will not but that is ok! Do not define the word at this time).</p> <p>Using the PowerPoint, show them some examples of different idioms written in both Chinese and English languages. Do not discuss the meaning of each idiom at this time.</p>	<p>Technology: computer, projector, screen, PowerPoint</p>	<p>Students will learn what an “idiom” is.</p> <p>Students will learn the meanings of the different idioms discussed in class.</p>

<p>4 min.</p>	<p>Now that the students have seen a few examples of idioms written in both their native language and English, ask them to again define the meaning of the word, “idiom.” Accept all responses. At this time, you may discuss its actual meaning.</p> <p>Using the PowerPoint, display some other common examples of idioms and discuss their meanings. Ask the students if they know of any other idioms in the English language.</p> <p>Have those students share those idioms with the rest of the class and discuss their meanings.</p> <p>Introduce the idiom, “a house of cards.” First, ask the students to explain its meaning. Show the students two examples of how this idiom can be used in a sentence. Again, ask the students to define this idiom. Discuss its meaning.</p> <p style="text-align: center;"><u>Play Videos</u></p> <p>Play the <i>YouTube</i> videos of Bryan Berg, a professional card stacker and</p>	<p style="text-align: center;">All Technology Materials listed above</p>	<p>Students will learn how to construct the “4-card cell” which is the basic</p>
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	<p>world record holder for building structures out of cards.</p> <p>After the video, explain to your students that, for today’s lesson, they will be demonstrating their understanding of the idiom “a house of cards” by attempting to build their own house of cards using playing cards. Before they begin, go over the rules for building a house of cards.</p>		<p>building block used in professional card stacking.</p>
2 min.	<p><u>Rules for Building a House of Cards</u></p> <ul style="list-style-type: none"> ▪ Begin by using the “4-card cell” technique. ▪ You <i>cannot</i> bend, fold, or tear the cards. ▪ If you want to lay the cards down, numbers should be facing up. 	<p>Technology: computer, projector, screen, PowerPoint</p>	<p>Students will learn the rules for building a house of cards.</p>
2 min.	<p><u>Demonstrate the “4-Card Cell” Technique</u></p> <p>Demonstrate how to construct the 4-card cell. Remind your students</p>	<p>deck of playing cards (1), foam mat (1)</p>	<p>Students will learn how to properly build a 4-card cell.</p>

<p>17 min.</p>	<p>of the following key points when constructing the cell:</p> <ul style="list-style-type: none"> ▪ Do <i>not</i> let go of the first card until you have placed all 4 cards. ▪ The cards should be leaning slightly. They should <i>not</i> be straight up and down. ▪ Put the cards at right angles to one another at the halfway point. <p><u>Students Build Their Own House Of Cards</u></p> <p>Give each student (or pair of students) one deck of playing cards and one foam mat and allow them to build their own house of cards. Circulate around the classroom and assist as needed.</p>	<p>All Student Materials listed above</p>	<p>Students will learn the meaning of the idiom, “a house of cards.”</p>
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3. 一起造飛機

Subject	Aerodynamics
Topic	<i>Fight Design</i>
Level	5 th and 6 th Grade
# of Students	30
Instructor	Steve
Duration	40 minutes
Teaching Objectives	<ol style="list-style-type: none"> 1. To reinforce English knowledge using Aerodynamics. 2. To make English fun and engaging. 3. To practice listening, reading and speaking. 4. To increase English ability and confidence. 5. To increase English cognition through tasking. 6. To increase the understanding of the English language.
	Helicopter, hot air balloon, airplane, jet, wing, lift, propeller
Sentence Pattern	How do they go? Are they fast or slow? Which one is the fastest? _____ creates lift
Dialogue	The dialogues are based around the topic in a way which encourages informal and natural English usage.
Teaching Materials	<p>videos, whiteboard, computer, projector, screen, PPT</p> <p>https://www.foldnfly.com</p>

<p>10 min.</p>	<p>Introduction</p> <p>Introduce the vocabulary and sentence patterns with the students. Show PPT images of the different types of aircraft. Ask students, “how do aircraft fly?” to elicit responses. Ask students, “ what makes them go?” Prompt the students with <i>propellers and wings</i> if they need help. The Teacher should help students understand that wings and propellers create lift. Learning the importance of the wings will help students understand the principle behind paper air planes which is the activity that the students will do in the lesson. From the interactions with the students the teacher should get an idea of the students' English level</p> <p>Next, tell the students that we will create paper airplanes later in the lesson.</p>	<p>Whiteboard, props, PPT, projector, screen, marker, eraser</p>	<p>Students will learn new vocabulary words and some phrases associated with the lesson.</p>
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<p>10 min.</p>	<p>PPT and Video (listening and speaking)</p> <p>The PPT goes through the different images of aircraft including drones, helicopters, hot air balloons, airplanes</p>	<p>whiteboard, projector, computer,</p>	<p>The vocabulary words are reinforced while</p>
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<p>15 min.</p>	<p>and jets. Ask students questions about the shapes and size of the aircraft to elicit responses. Next the PPT attempts to explain “what makes aircraft go” To help with this explanation three words are used, propellers, wings and lift, along with the images. The teacher can use physical props and gestures to help better explain flight concepts to the young learners. The teacher can also ask questions about the movement of the aircraft since some can hover, others have different types of take off and landing etc...</p> <p>Airplane Design (listening and speaking)</p> <p>At the website there are different plane design that mimic airplanes and jet aircraft. Different students may want to design different types of air craft. Let the students decide</p>	<p>PPT, video, screen</p> <p>whiteboard note book paper scrap paper markers spoons</p>	<p>also exposing students to new words, phrases and the concept of aerodynamics.</p> <p>Students will understand step by step instruction. Students can practice</p>
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	<p>which aircraft they would like to design. After they decide they can watch the video and follow along to create the airplane. The teacher can also go through one design with all the students to acclimate students to the activity.</p>	<p>paper towels</p>	<p>listening and use their cognitive skills to follow instructions.</p>
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<p>5 min.</p>	<p>through one design with all the students to acclimate students to the activity.</p> <p>Conclusion</p> <p>Review all the vocabulary and phrases. Sum up today's activity and help students if they need any assistance.</p>	<p>whiteboa dmarkers</p>	<p>Students can listen to the summary for reinforcement of the words and phrases.</p>
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4. 植栽美學工作坊

Subject	Gardening
Topic	Plants and macramé
Level	5 th and 6 th Grade
# of Students	30
Instructor	Steve
Duration	40 minutes
Teaching Objectives	<ol style="list-style-type: none"> 1. To reinforce English knowledge using Horticulture. 2. To make English fun and engaging. 3. To practice listening, reading and speaking. 4. To increase English ability and confidence. 5. To increase English cognition through tasking. 6. To increase the understanding of the English language.
Vocabulary	macramé, seeds, sprouts, fruit, plant life cycle, spores, regrow vegetables,
Sentence Pattern	
Dialogue	The dialogues are based around the topic in a way which encourages informal and natural English usage.
Teaching Materials	<p>videos, whiteboard, computer, projector, screen, PPT</p> <p>https://www.youtube.com/watch?v=Jt8QdgxuAsQ</p> <p>http://youtube.com/watch?v=HZOVquCsU1s&t=5s</p> <p><i>Horticulture</i></p>

Time	Procedure	Teaching Material	Learning Expectation
15 min.	<p style="text-align: center;">Introduction (reading and listening)</p> <p>Introduce the plant life cycle, vocabulary and sentence patterns to the students. Show PPT images of the seeds and the life cycle as well as the spores that grow mushrooms. Ask students about vegetables to elicit responses. Ask students, “Can you name some vegetables?” Prompt the students with different image of vegetables if they need help. The teacher should help students pronounce the different types of vegetables listed in the PPT. The teacher can ask students about the different characteristics of the plants like, colors, shapes, size, taste, etc.... Learning about the different plants and that many can be regrown from the actual plant can help students understand the ecosystem better and that eliminating waste also helps to keep the waste levels down which keeps the environment cleaner and healthier. This is a kind of recycling.</p> <p>From the interactions with the</p>	Whiteboard, props, PPT, projector, screen, marker, eraser	Students will learn new vocabulary words.

<p>15 min.</p>	<p>students the teacher can get an idea of the students' English level. Next, tell the students that we will learn how easy it is to grow and regrow vegetables.</p> <p>PPT and Video (listening and speaking)</p> <p>The PPT goes through the different images of plants that can be regrown. The list includes potatoes, sweet potatoes, pineapples, and carrots. Also there are many other plants that can be regrown. Next there is a very short video that shows the students how to regrow vegetables. Next there is another super short video on creating a macramé plant holder so that students can hang their plants. The teacher can briefly stop the video in intervals to show students how to make the knots for macramé the strings. Show students the PPT slide on macramé.</p>	<p>whiteboard, projector, computer, PPT, video, screen, vegetables variety, containers, water, toothpicks, string, spoon, paper towels</p>	<p>The vocabulary words are reinforced while also exposing students to new words, phrases and also the concept of the life cycle from the video. Students will understand step by step instruction. Students can practice listening and use their cognitive skills to follow instructions.</p>
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<p>10 min.</p>	<p style="text-align: center;">Activities:</p> <p style="text-align: center;">plant potting and macramé (reading, speaking and listening)</p> <p>Re-growing vegetables in a container using water is very simple for students to do. They can also change the water every day or a few times a week if they like. After the plants grow roots they can be replanted into soil. Show students the PPT instruction on potting the regrow and growing seeds. Allow students enough time to do the potting activity before proceeding to the macramé, instruct students in how to create the macramé helping students as needed. The students can hang their macramé hangers with the plants inside in their classrooms or at their home. They will make nice decorations.</p> <p style="text-align: center;">Conclusion</p> <p>Review all the vocabulary and phrases. Sum up today's activity and answer any questions.</p>	<p>whiteboard, markers, PPT</p>	<p>Students will understand step by step instruction. Students can practice listening and use their cognitive skills to follow instructions.</p> <p>Students will listen to the summary for reinforcement of the words and phrases taught in the lesson.</p>
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5. 一起購物趣

Subject	Architectural Design
Topic	Making a Toothpick Tower
Level	5 th and 6 th grade
# of Students	15
Instructor	Nick
Duration	40 minutes
Teaching Objectives	<ul style="list-style-type: none"> • To reinforce prior knowledge. • To make learning English fun. • To create a comfortable and enjoyable learning environment. • To introduce English words and facilitate English language learning/speaking as it relates to architectural design and making a toothpick tower. • To increase student confidence in conversational English. • To practice listening, reading, and speaking skills. • To participate in a task-based activity.
Target Vocabulary	architect, blueprint, design, marshmallow, model, toothpick, tower
Sentence Pattern	See Dialogue section below.
Dialogue	All the dialogue for this lesson will be unscripted and will take place as an informal conversation between teacher and students.
Teaching Materials	<p><u>Technology</u>: computer, PowerPoint, projector, screen, whiteboard, whiteboard marker</p> <p><u>Tower Materials</u>: toothpicks (approx. 400), re-sealable plastic bags (4), marshmallows (1 bag), small paper cups (8), trays (4), A4 size paper (4 sheets), pencils (15)</p>

Time	Procedure	Teaching Material	Learning Expectation
15-20 min.	<p style="text-align: center;"><u>Introduction</u></p> <p>Begin the lesson with the PowerPoint presentation. Ask the students to identify the three buildings shown in the first slide. Discuss what all of these buildings have in common. Focus on how each building has a unique “design.” Define this word. Ask students to identify the special name given to those individuals who design buildings.</p> <p>One of the types of buildings that an architect designs is a “tower.” Define this word. Show the students the same three buildings they were shown in the first slide of the PowerPoint. Look at each building and discuss whether each can be classified as a tower. Show examples of different types of towers found throughout the World.</p> <p>For today’s activity, students will be designing their own tower. Discuss the different materials they</p>	ALL Technology materials listed above	Students will learn all the words listed in the Target Vocabulary section.

	<p>will use (toothpicks and marshmallows).</p> <p>Before a building or structure is built, an architect must do two things. Show the students the slides of the blueprint and the model. Ask the students to identify both.</p> <p>First, students will need to draw a blueprint of their tower design, after which, they can build their tower out of toothpicks and marshmallows.</p>		
5 min.	<p><u>Step One - Draw The Blueprint</u></p> <p>Divide the class into 4 groups with 4 students in each group. Give each group one sheet of paper and 4 pencils. At this time, groups have 5 minutes to draw up a basic blueprint of their tower.</p>	<p><u>Student Materials:</u></p> <p>blank A4 size paper (4 sheets), pencils (15)</p>	<p>Students will learn how to design a basic structural blueprint for their tower.</p>
15 min.	<p><u>Step Two - Build The Towers</u></p> <p>Give each group a tray. On each tray there should be a plastic bag containing approximately 100 toothpicks and two small paper cups filled with marshmallows. One cup</p>	<p><u>ALL Tower Materials</u></p> <p>listed above</p>	<p>Students will learn how to use good design to build a tower out of toothpicks and marshmallows.</p>

	<p>of marshmallows is for building the tower and the other is for eating.</p> <p>At this time, groups can begin building their tower. As groups are building their towers, circulate around the classroom and assist as needed.</p>		
3-5 min.	<p><u>Closing – Discuss Follow Up Questions</u></p> <p>Using the last slide in the PowerPoint presentation, have a group discussion with your students and answer the following questions.</p> <p><u>Follow Up Questions</u></p> <ol style="list-style-type: none"> 1. What problems did you have? 2. How did you fix these problems? 3. If you did this activity again, would you build your tower the same way? 	<p><u>Technology:</u> computer, PowerPoint, projector, screen</p>	<p>Students will learn to reflect on this activity and be able to articulate their findings to the teacher through answering the follow up questions.</p>

6. 四大物質科學實驗

Subject	Science
Topic	<i>The Four States of matter : Solids, Liquids ,Gasses & Plasma</i>
Level	5 th - 6 th grade
# of Students	15-30
Instructor	Steve
Duration	40 minutes
Teaching Objectives	<ol style="list-style-type: none"> 1. To reinforce English knowledge using science. 2. To make English fun and engaging. 3. To practice listening, reading and speaking. 4. To increase English ability and confidence. 5. To increase English cognition through tasking. 6. To increase the understanding of the English language.
Vocabulary	solids, liquids, gas, steam, cold, pressure, plasma
Sentence Pattern	Congregate: This is a <u>rock</u> , it is <u>solid</u> . Add <u>pressure</u> to change a <u>liquid</u> to a <u>gas</u> .
Dialogue	The dialogues are based around the topic in a way which encourages informal and natural English usage.
Teaching Materials	<p>videos, whiteboard, computer, projector, screen, PPT, container, air valve, air pump, alcohol, cap with hole, and a plasma ball.</p> <p>https://www.youtube.com/watch?v=S0wPXYV4yMo</p> <p><i>Creating a gas from a liquid,</i></p>

Time	Procedure	Teaching Material	Learning Expectation
10 min.	<p>Introduction</p> <p>Introduce the vocabulary and sentence patterns with the students. Show PPT images of the 4 types of matter. Ask students, “What are the 4 types of matter,” to elicit responses. The students should recognize water and its three states of matter. Ice (a solid), steam (a gas) and water (a liquid). Here the students are also introduced to plasma, the 4th state. The PPT should help students understand that matter is interchangeable. An example would be of how when ice, (a solid) melts it become a liquid. Interact with the students by asking questions from the PPT images about the different items and whether they are solid, liquid or gas.</p> <p>If the students find it fairly easy, the teacher can add more details. For example, for the milk</p>	Whiteboard, props, PPT, projector, screen, marker, eraser	Students will learn the (4) key vocabulary words and how they are applied to matter.

item, the milk carton is solid but the actual milk product is a liquid. Another example is the balloon. Although the rubber from the balloon is solid, the actual air inside the balloon is a gas. Next, the students can say whether the actual written items are solid, liquid or gas. Words like “ice cream” may be a little tricky for the students since it is more of a semi-solid. Next help the students understand that solids, liquids and gasses need a catalyst which can be heat, cold and/or pressure to transform.

<p>10 min.</p>	<p>Video Interactive</p> <p>Before playing the video the teacher can ask the students questions like how to make ice from water. Or, some other questions like how can you get steam from water. The students should respond with something like you can freeze water to get ice or you can heat water to get steam. Etc... Then the students can recognize that ice is solid and steam is a liquid both of which come from water. So there the students can see how the 3 states are interchangeable. In the short video students will see how pressure is used to transform a liquid alcohol into gas alcohol.</p>	<p>Whiteboard, projector, computer, PPT, video, screen</p>	<p>Students are expected to know that by adding pressure to liquid alcohol you get gas alcohol.</p>
<p>10 min.</p>	<p>Activity:</p> <p>Working with Pressure</p> <p>Then next will be the video on using pressure to turn liquid alcohol to gas particles which basically looks like smoke. Since the video also shows how to set up</p>	<p>whiteboard, container and cap with a hole for the air valve, air pump, rubbing alcohol,</p>	<p>Students will see and do the step by step instruction for changing the liquid alcohol to gas alcohol.</p>

<p>the activity, the teacher can use the video to show key concepts.</p> <p>Take a container and make a hole in the cap so that an air tube can be fitted into the cap. After the air tube has been fitted in the cap, next put some 91 percent alcohol into the container and rinse it around the container. Put enough alcohol in the container to where it can cover the inside of the container lining.</p> <p>Screw the cap on the container and use an air pump to pump no more than 20 psi into the container. It is said that a psi of 100 would make the bottle explode so be careful.</p> <p>Once there is 20 psi in the container the teacher can release the cap for the ‘pop’ sound.</p> <p>(students should pay attention and not stand in front of the cap) The students will see a miniature explosion where the alcohol is dispersed into a gas.</p> <p>Let students who are interested in doing the experiment get a chance</p>	<p>markers, computer, screen,</p>	
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	<p>to try. The activity will be repeated several times by the students who would like to try. For students who are less venturesome, let them play with the plasma ball as an introduction to plasma, the 4th state of matter.</p>		
5 min.	<p>Activity: Plasma Ball</p> <p>The students who did not want to try the pressure experiment should at least touch the plasma ball. If they touch the plasma ball they will see what looks like a miniature lightning strike. This light show is very low amps and doesn't cause any harm. The last part of the experiment is where the teacher lights a light bulb using the plasma ball.</p>	<p>markers, computer, screen, PPT plasma ball</p>	<p>The students are expected to get a basic understanding of the 4th states of matter which include plasma.</p>
5 min.	<p>Conclusion</p> <p>After the activity is finished, review all the vocabulary and phrases. Sum up today's activity and answer any questions and wish the students goodbye.</p>	<p>markers, computer, screen, PPT</p>	<p>Student should know that the four states are interchangeable and that these four states can be applied to any matter in the English language.</p>

7. 撲克牌的世界

Subject	Games & Strategy
Topic	Playing Cards
Level	5 th - 6 th Grade
Number of Students	15
Instructor	Jenny
Duration	40 minutes
Goals and Objectives	
Teaching Objectives	<p style="text-align: center;"><u>Goals and Objectives</u></p> <ul style="list-style-type: none"> • Students will learn how to talk about playing cards in English. • Students will learn the card names, card count, and card suits. • Students will be able to recite the card count and name any card in the deck with its corresponding suit. • Students will learn card game vocabulary and be able to play a card game in English. • Students will learn about game strategy/strategic thinking.
Content	
Target Vocabulary	playing cards, card game, deck, suits, spades, hearts, clubs, diamonds, joker, ace, jack, queen, king, shuffle, deal, strategy
Sentence Pattern	*See Dialogue section below
Dialogue	*All the dialogue for this lesson will be unscripted and will take place as an informal conversation between teacher and students.
Teaching Materials	<p><u>Technology:</u> Laptop, Projector, Screen, PowerPoint</p> <p><u>Materials:</u> Playing Cards, Whiteboards, Markers, Erasers,</p>

Time	Procedure	Teaching Material	Learning Expectation
5	<p style="text-align: center;"><u>Introduction</u></p> <p>Go over classroom rules and actions. Introduce myself, where I'm from (USA), and where I lived (Las Vegas). Introduce the city of Las Vegas and explain how people from all around the world will visit Las Vegas to play special kinds of games, like poker. Explain that poker is just one kind of <i>card game</i>.</p> <p>Activate students' background knowledge by asking who has played card games before. Then ask "What do you need to play a card game?... <i>Cards!</i>" Ask students what cards are called in Chinese and then ask them to guess what they think we call them in English. Explain that in English we actually say "<i>playing cards</i>" and not "<i>poker cards</i>" (even though that is the direct translation from Chinese). Tell students they will learn all about playing cards and how to talk about them in English.</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn what to call playing cards in English.</p>

<p>10</p>	<p style="text-align: center;"><u>Inside The Deck</u></p> <p>Hold up a box of cards and teach “<i>deck</i>” (also, <i>deck of cards</i> or <i>card deck</i>). Hold up a few decks and ask students to tell you how many “decks” you are holding. Tell students they will now look inside the deck of cards.</p> <p>Split students into groups of 3 or 4 and have them sort a deck of cards. Ask them to group the cards by shape and try to put each group of cards in sequential “order.” Give students 2 minutes to sort. They can raise their hands if they finish and the teacher can check the groupings.</p> <p>Ask students how many colors (<i>two, black and red</i>) and how many different shapes (<i>four</i>) they see inside the deck. Teach students about the four card “suits” (<i>spades, hearts, clubs, diamonds</i>). Then ask how many cards there are for each suit (<i>13 cards</i>) and how many cards are in the whole deck ($4 \times 13 = 52$, <i>plus two jokers</i>).</p> <p>Explain that “jokers” are special cards that were added to the deck later. They usually have a picture of a clown. Make connections to the Chinese translation/name of the card.</p> <p>Explain that all the cards have names and teach the card count, starting with <i>ace, two, three, ..., ten, jack,</i></p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn playing card vocabulary.</p> <p>Students will learn the four card suits.</p> <p>Students will learn the names of the cards and the card count.</p>
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	<p><i>queen, king</i>. Point out that the count does not start with “one” but with “A” for <i>ace</i>, then go through the number cards. After ten there is no “eleven” but rather “J” for <i>jack</i>, then “Q” for <i>queen</i> and “K” for <i>king</i>. Have students recite the card count a couple times.</p> <p>Show a card and ask students what card it is. Then ask what suit it is. Explain that every card actually has a special name that follows the pattern “<u>#</u> of <u>(suit)</u>.” For example, “ace of spades” or “two of hearts,” etc. Go through a few examples, then call out a few cards names and have students hold up the correct card to check for understanding.</p>		<p>Students will be able to name a card along with its corresponding suit.</p>
<p>15</p>	<p style="text-align: center;"><u>Let’s Play A Card Game</u></p> <p>Ask students to put all their cards into one pile (facing the same direction) and then “<i>shuffle</i>” the deck. Explain that shuffling means to mix up the cards. Show different ways to shuffle and give students a chance to try.</p> <p>Tell students we are going to play a card game. Ask for 1-2 volunteers to</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p> <p><u>Materials:</u></p> <p>Playing Cards (at</p>	<p>Students will learn card game vocabulary.</p>

	<p>help you do a demonstration. Explain that before you play any card game, you must <i>shuffle</i> and “<i>deal</i>” (or pass out) the cards. Deal the cards evenly, so that everyone has the same number of cards.</p> <p>Explain the rules of the game Heart Attack, which will help them review and practice the card names and card count in a fun and engaging way. They can play in groups of 2-4 people. Students take turns putting out a card while reciting the card count in order – i.e., <i>ace, two, three, four, five, ...</i> -- if the card they put down matches the card name that is called out, everyone must slap the pile in the middle. Whoever is the slowest to react takes the pile of cards and starts the next round. First player to get rid of all their cards wins.</p> <p>Explain that winning a card game sometimes requires “strategy” (an action plan or smart thinking). Ask students what kind of strategy they will need in order to win this game. Some examples could include paying attention, listening, sharp focus, quick reflexes, etc.</p> <p>Encourage students to pay attention to the card names – for example, if someone counts incorrectly and says “eleven” instead of “jack” then it counts as a fault and they take the</p>	<p>least 7-8 decks)</p>	<p>Students will be able to play a card game in English.</p> <p>Students will identify game strategies.</p>
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	<p>pile. This will motivate students to pay closer attention and use their listening skills as well as practice speaking.</p> <p>Remind students about safety rules and appropriate “slapping” behavior. Do a demonstration of the game and then let students play. Walk around during the game to assist students as needed and to ensure that students are practicing the correct card count and using English. Can also provide game cards (with the card names and card count) for lower level students to use as a reference guide during the game.</p>		
10	<p style="text-align: center;"><u>Review/Wrap-Up</u></p> <p>Clean up all card decks. Pass out whiteboards, markers, and erasers (one per pair of students). Play a few rounds of “What card is missing?” Show students three consecutive cards and ask them to write down the name of the missing card on the whiteboard, including the card suit. Writing down the names will help reinforce their learning. If they answer correctly, they get a point. Students take turns writing, but can help each other out.</p> <p>If there’s time (or for higher level students), can also play “What cards do you see?” Show students a picture and ask them to write down the names of as many cards as they can,</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p> <p><u>Materials:</u></p> <p>Whiteboards, Markers, Erasers (at least one per pair of students)</p>	<p>Students will be able to identify the name of the missing card and write its name and card suit.</p>

	<p>including the card suit, within the time limit (1 minute). Then ask students to share answers. They get a point for every card they named and wrote down correctly. Can do a couple rounds if time allows.</p> <p>Put away whiteboards and materials. Review the four card suits and all the card names. Have students chant the card count (from ace to king) and identify the joker. To end, hold up a deck of cards and ask students what we call these in English – “Do we call them <i>poker</i> cards?...No! We call them <i>playing</i> cards!”</p>		<p>Students will be able to talk about playing cards in English.</p>
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7. 自製小錢包

Subject	Finance
Topic	Money, Money, Money
Level	4 th Grade
Number of Students	15
Instructor	Jenny
Duration	50 minutes
Goals and Objectives	
Teaching Objectives	<p style="text-align: center;"><u>Goals and Objectives</u></p> <ul style="list-style-type: none"> • Students will learn about different types of money. • Students will learn what you can do with money. • Students will learn ways to spend, save, and give money. • Students will learn where you can put money. • Students will follow directions and learn how to make a duct tape wallet.
Content	
Target Vocabulary	coins, bills, cards, credit card, debit card, EasyCard, electronic money (e-money), spend/spending, save/saving, give/giving, bank, piggy bank, safe, wallet, duct tape, scissors, cutting mat
Sentence Pattern	*See Dialogue section below
Dialogue	*All the dialogue for this lesson will be unscripted and will take place as an informal conversation between teacher and students.
Teaching Materials	<p style="text-align: center;"><u>Technology</u>: Laptop, Projector, Screen, PowerPoint</p> <p style="text-align: center;"><u>Materials</u>: Match-Up Vocabulary Cards, Duct tape, Scissors, Cutting Mats, Paper, Markers</p>

Time	Procedure	Teaching Material	Learning Expectation
2	<p style="text-align: center;"><u>Introduction</u></p> <p>Go over classroom rules and actions. Show introduction video to get students interested in the topic. Ask students what they will learn about today -- <i>Money!</i></p> <p>Ask students if they need/like money and why. Ask students how they use money.</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn the importance of money.</p>
3	<p style="text-align: center;"><u>Types of Money</u></p> <p>Explain that there are different kinds of money. Go over “Types of Money” vocabulary (<i>coins, bills, cards – credit card, debit card, EasyCard, electronic money/e-money</i>). Ask questions as you go through each word to activate students’ background knowledge and assess familiarity with the different types of money.</p>	<p><u>Materials:</u></p> <p>Match-Up Vocabulary Cards</p>	<p>Students will learn about different types of money.</p>
5	<p style="text-align: center;"><u>What Can You Do With Money</u></p> <p>Ask students, “What can you do with money?” Tell students you can <i>spend</i> money, <i>save</i> money, or <i>give</i> money. Have students practice the sentence pattern, “You can ____ money.”</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn what you can do with money.</p> <p>Students will learn ways to</p>

	<p>Show pictures of different ways you can spend, save, and give money and ask students, “What are they doing?”</p> <p>As you go through each picture, ask students whether the picture shows people spending money, saving money, or giving money. Call on students to choose the correct word for each picture.</p>		<p>spend, save, and give money and be able to identify each.</p>
5	<p style="text-align: center;"><u>Where Can You Put Money</u></p> <p>Now ask students, “Where can you put money?” Practice the sentence pattern, “You can put money in a ____.” Use the sentence pattern to review the vocabulary words (<i>bank, piggy bank, safe, wallet</i>) and then ask students if they already have a wallet to keep their money in. Explain that they will make a wallet today!</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn where you can put money.</p>
30	<p style="text-align: center;"><u>Let’s Make A Wallet</u></p> <p>Go over the materials needed to make a duct tape wallet (<i>duct tape, scissors, cutting mat, paper</i>). Ask students the questions, “What do you need?”</p> <p>Students will practice responding</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will practice asking for materials.</p>

	<p>using the sentence pattern “I need ____.” After students respond, they can get one of each item. (Can have materials already set up at the tables to save time.)</p> <p>Then ask students, “What color tape do you want?” and have them answer with “I want ____ please.” Go around and ask each student what color they want and give them a chance to practice the dialogue. In order to get their materials, they must be able to respond in English.</p> <p>Once students have their materials, go through the directions for how to make a duct tape wallet and have students follow along. Students can read the directions aloud at each step or you can ask students to tell you what they need to do based on the video demo.</p> <p>Go around the room to help students in need. Encourage students to also help each other as they make their wallets. After students have finished, clean up and put away all materials.</p>	<p><u>Materials:</u></p> <p>Duct Tape (multiple colors) (15+), Scissors (15), Cutting Mats (15), Paper, Markers</p>	<p>Students will follow directions and learn how to make a duct tape wallet.</p>
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5	<p style="text-align: center;"><u>Wrap-Up</u></p> <p>Review the three things you can do with money (<i>spend, save, give</i>). Explain that it's a good idea to save money and put it in a safe place. Ask students to give examples of good places to put their money and review the vocabulary. Ask students what they made today (<i>a wallet</i>) and tell them now they have a safe place where they can keep their money. Review the different kinds of money they can put into their new wallet (<i>coins, bills, cards</i>).</p> <p>Students can take their wallets home and decorate with more duct tape or permanent markers if they want.</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	
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(二) 課程活動照片



一日建築師-牙籤塔



一日建築師-牙籤塔



紙牌屋



紙牌屋



一起造飛機



一起造飛機



一起購物趣



一起購物趣



植栽美學工作坊



植栽美學工作坊



四大物質科學實驗



四大物質科學實驗



撲克牌的世界



撲克牌的世界



自製小錢包



環保小錢包成品

(三) 彭博國際教育專案

110 學年度彭博國際教育課程主題<食物、城市、我們的未來>。兩位外師設計課程引導學生理解國際重要議題，進行深度討論。使學生能順利使用英語與他國學生交流對議題的看法及各國現狀。最後引導學生團隊合作，進行公民行動，培養問題解決之能力。

彭博國際教育課程

	
<p>Unit 1 相見歡、認識彭博計畫</p>	<p>認識夥伴學校的城市、寫信給各城市辦公室</p>
	
<p>在網路教室與他國學生互動前，教師和學生討論 分享内容</p>	<p>台北市翡翠水庫活動體驗</p>



專家講座：〈水生昆蟲的地位-劉岩青講師〉



專家講座：〈海龜怎麼消失了-戴宇陞講師〉



Unit 5 小公民行動〈水資源議題專頁網站〉：學生將這一年調查到台灣與世界面臨的水資源污染議題與奢去調查問卷等相關行動，蒐集相關文字及影音後架設網站、並利用 Scratch、Minecraft 等相關軟體製作小遊戲使民眾以更有趣方式體認此議題，製作海報向學校及居家社區宣導。

(四) 111 學年度體驗課程人數統計

日期	時段	體驗學校	日期	時段	體驗學校
11/29	下午	新生國小 504	3/23	上午	東園國小 604
12/6	下午	幸安國小 401	3/24	上午	東園國小 606
12/9	上午	幸安國小 402	3/28	上午	東園國小 506
12/16	上午	幸安國小 404	3/28	上午	東園國小 505
1/3	上午	幸安國小 405	4/28	上午	博愛國小 603
1/3	下午	新生國小 503	5/2	下午	幸安國小 406
3/14	上午	幸安國小 403	5/16	下午	幸安國小 407
3/17	上午	東園國小 602	5/19	上午	實踐國小 504
3/17	上午	東園國小 503	5/19	上午	實踐國小 505
3/17	上午	東園國小 603	6/6	上午	雙園國小 601
3/21	上午	東園國小 506	6/9	上午	百齡國小 511
3/21	上午	東園國小 505	6/9	下午	南門國小 6 乙
3/22	上午	東園國小 601	6/12	上午	南門國小 6 丁
3/23	上午	東園國小 601	6/12	上午	南門國小 6 丙
3/23	上午	東園國小 504	6/13	上午	南門國小 6 戊
			6/16	上午	百齡國小 606
112 學年度體驗人次總計：約 930 人					

校外體驗總人數: 930 人

校內體驗總人數: 4020 人

五、英語卓越夏令營

臺北市 112 年度邁向卓越學生英語夏令營實施計畫

一、依據：

1. 前瞻基礎建設-人才培育促進就業建設 2030 雙語國家政策
2. 教育部國民及學前教育署補助國民中小學推動英語教學實施要點
3. 臺北市 111 學年度提升國中小學口說英語展能樂學計畫

二、目的

1. 豐富學生英語學習機會，弭平學習落差。
2. 提供學生全英語學習環境及外師教導之體驗營。
3. 發揮本市英語情境中心設置效益，提供學生多樣化的學習課程。

三、辦理單位

1. 主辦單位：臺北市政府教育局
2. 承辦單位：臺北市士林區三玉國民小學
3. 協辦單位：濱江國小、蓬萊國小、三興國小、逸仙國小、民權國小、萬福國小、東新國小、老松國小、劍潭國小、大湖國小、古亭國小、東門國小

四、辦理方式：

1. 採不分區，家長衡酌填妥志願報名參加，請將報名表交由學生就讀學校，協助審核推薦及完成網路報名事宜；有疑問請逕洽該校承辦單位。
2. 各校「網路操作疑問」請洽詢三玉國小教務處 28751369 轉 711 吳先生。

五、活動日程：每梯每日 8:30~15:50，計 4 天。

承辦學校	濱江國小	蓬萊國小	三興國小	逸仙國小	民權國小	萬福國小	東新國小	老松國小	劍潭國小	大湖國小	古亭國小	東門國小
第一梯次	7/4	7/3	7/4	7/3	7/4	7/3	7/4	7/4	7/4	7/3	7/3	7/3
	7/7	7/6	7/7	7/6	7/7	7/6	7/7	7/7	7/7	7/6	7/6	7/6
第二梯次	7/10	7/10	7/10	7/10	7/10	7/10	7/10	7/10	7/10	7/10	7/10	7/10
	7/13	7/13	7/13	7/13	7/13	7/13	7/13	7/13	7/13	7/13	7/13	7/13

六、課程內容：以主題教學、體驗及實作課程為主，詳見課程表（附件 2~13）。

七、上課方式：採混齡分組方式上課，由英語教師進行分組教學。

八、參加對象及錄取名額

1. 設籍本市國小 111 學年度為五、四、三年級的學生(額滿時以高年級優先)，並具有下列身分之學生(由各校審核認定)優先錄取。

- (1) 原住民學生。
- (2) 身心障礙者子女。
- (3) 新住民子女。
- (4) 低收入、中低收入戶、家戶所得 30 萬以下且年度利息所得 2 萬元以下者。
- (5) 其他經學校認定有需要之學習成就低落或弱勢學生(如中輟學生、高風險學生、單親家庭、隔代教養、親子年齡差距過大、家庭功能不彰、學習成就低落(無特殊身分)等)。

2. 若上述 1 所述對象報名後尚有餘額，報名系統始提供給一般身分學生參加。若報名人數超過名額上限，篩選條件排序為(1)從未報名錄取學生(2)非往年報名同一情境中心學生(3)曾報名同一情境中心學生。

3. 一般身分學生報名人數，第一階段每校推薦最多 10 名，請各校先行篩選。第二階段則不設報名名額限制。

4. 錄取名額：每校每梯開辦 1 班，採混齡分組上課。

承辦學校	濱江國小	蓬萊國小	三興國小	逸仙國小	民權國小	萬福國小	東新國小	老松國小	劍潭國小	大湖國小	古亭國小	東門國小
開班方式	每梯次每班 45 人，採混齡分 3 組編班		每梯次每班 30 人，採混齡分 2 組編班									
合計	90 人	90 人	60 人	60 人	60 人	60 人	60 人	60 人	60 人	60 人	60 人	60 人
總計	780 人											

(一) 夏令營教學活動設計

2023 Dongmen Summer Camp Schedule

	7/3 (7/10) Day 1	7/4 (7/11) Day 2	7/5 (7/12) Day 3	7/6 (7/13) Day 4
8:25-8:30	報到簽名 Check in			
8:30-9:00	Intro. Make Teams Ice Breaker Activity	Limbo Dance Activity	Duck Duck Goose Activity	Morning Yoga Activity (8:30-8:40)
9:00-9:50	Pre-Test Draw Team Flags	Growing Sprouts & Macrame	Archery Intro (9:00-9:40)	Volcano Lesson 2 (8:40-9:30)
10:00-10:30	Paint Team Flags	Money + Wallets	Field Trip Archery Range	Baking Lesson (9:40-10:30)
10:40-11:40				Camp Review (10:40-11:40)
11:40-13:00	Lunch Break	Lunch Break	Lunch Break	Lunch Break
13:00-13:40	Exercise & Fitness	Volcano Lesson 1	Storytelling Oobleck	Cleaning Time
13:45-14:25	Playing Cards	Zumba Dance	Archery Craft	Movie Time
14:30-15:15	四足籃球 Crab Walk Basketball	團隊接力賽 Crab Volleyball	搶分競賽 Steal the Bacon	
15:25-15:55	快樂日記 Diary Count Team Points	快樂日記 Diary Count Team Points	快樂日記 Diary Count Team Points	結業考/頒發證書 Post-Test Closing Ceremony (Give certificates)

1. 植栽美學工作坊

Subject	Gardening
Topic	Plants and macramé
Level	5 th and 6 th Grade
# of Students	30
Instructor	Steve
Duration	40 minutes
Teaching Objectives	<ol style="list-style-type: none"> 1. To reinforce English knowledge using Horticulture. 2. To make English fun and engaging. 3. To practice listening, reading and speaking. 4. To increase English ability and confidence. 5. To increase English cognition through tasking. 6. To increase the understanding of the English language.
Vocabulary	macramé, seeds, sprouts, fruit, plant life cycle, spores, regrow vegetables,
Sentence Pattern	
Dialogue	The dialogues are based around the topic in a way which encourages informal and natural English usage.
Teaching Materials	<p>videos, whiteboard, computer, projector, screen, PPT</p> <p>https://www.youtube.com/watch?v=Jt8QdgxuAsQ</p> <p>http://youtube.com/watch?v=HZOVquCsU1s&t=5s</p> <p><i>Horticulture</i></p>

Time	Procedure	Teaching Material	Learning Expectation
15 min.	<p style="text-align: center;">Introduction (reading and listening)</p> <p>Introduce the plant life cycle, vocabulary and sentence patterns to the students. Show PPT images of the seeds and the life cycle as well as the spores that grow mushrooms. Ask students about vegetables to elicit responses. Ask students, “Can you name some vegetables?” Prompt the students with different image of vegetables if they need help. The teacher should help students pronounce the different types of vegetables listed in the PPT. The teacher can ask students about the different characteristics of the plants like, colors, shapes, size, taste, etc.... Learning about the different plants and that many can be regrown from the actual plant can help students understand the ecosystem better and that eliminating waste also helps to keep the waste levels down which keeps the environment cleaner and healthier. This is a kind of recycling.</p> <p>From the interactions with the</p>	Whiteboard, props, PPT, projector, screen, marker, eraser	Students will learn new vocabulary words.

<p>15 min.</p>	<p>students the teacher can get an idea of the students' English level. Next, tell the students that we will learn how easy it is to grow and regrow vegetables.</p> <p>PPT and Video (listening and speaking)</p> <p>The PPT goes through the different images of plants that can be regrown. The list includes potatoes, sweet potatoes, pineapples, and carrots. Also there are many other plants that can be regrown. Next there is a very short video that shows the students how to regrow vegetables. Next there is another super short video on creating a macramé plant holder so that students can hang their plants. The teacher can briefly stop the video in intervals to show students how to make the knots for macramé the strings. Show students the PPT slide on macramé.</p>	<p>whiteboard, projector, computer, PPT, video, screen, vegetables variety, containers, water, toothpicks, string, spoon, paper towels</p>	<p>The vocabulary words are reinforced while also exposing students to new words, phrases and also the concept of the life cycle from the video. Students will understand step by step instruction. Students can practice listening and use their cognitive skills to follow instructions.</p>
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<p>10 min.</p>	<p style="text-align: center;">Activities:</p> <p style="text-align: center;">plant potting and macramé (reading, speaking and listening)</p> <p>Re-growing vegetables in a container using water is very simple for students to do. They can also change the water every day or a few times a week if they like. After the plants grow roots they can be replanted into soil. Show students the PPT instruction on potting the regrow and growing seeds. Allow students enough time to do the potting activity before proceeding to the macramé, instruct students in how to create the macramé helping students as needed. The students can hang their macramé hangers with the plants inside in their classrooms or at their home. They will make nice decorations.</p> <p style="text-align: center;">Conclusion</p> <p>Review all the vocabulary and phrases. Sum up today's activity and answer any questions.</p>	<p>whiteboard, markers, PPT</p>	<p>Students will understand step by step instruction. Students can practice listening and use their cognitive skills to follow instructions.</p> <p>Students will listen to the summary for reinforcement of the words and phrases taught in the lesson.</p>
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2. 科學小教室 – 自製 Oobleck

Subject	Science
Topic	The Story of Oobleck
Level	3 rd and 5 th grade
# of Students	38
Instructor	Steve
Duration	40 minutes
Teaching Objectives	<ol style="list-style-type: none"> 1. To reinforce English knowledge using science and stories. 2. To make English fun and engaging. 3. To practice listening, reading and speaking. 4. To increase English ability and confidence. 5. To increase English cognition through tasking. 6. To increase the understanding of the English language.
Target Vocabulary	Corn-starch, Oobleck, solid, liquid, <i>Bartholomew and the Oobleck:</i> King, snow, fog, sunshine, rain
Sentence Pattern	Oobleck comes from cornstarch. <i>Bartholomew and the Oobleck:</i> 1. The king was (<u>happy/angry</u>) at the sky. 2. The king (<u>liked/didn't like</u>) the four seasons. 3. The king wanted something (<u>old/new</u>) to come from the sky. 4. The king called his royal (<u>workers/magicians</u>) to make something new. 5. What fell from the sky? (Oobleck / greenish peanuts) 6. They couldn't blow the horn or ring the bell because of the Oobleck. (True/False)

	<p>7. The captain (ate/didn't eat) Oobleck and then his mouth couldn't open.</p> <p>8. _____ Oobleck fell from the sky. (More/Less)</p> <p>9. When the king said, "I'm sorry" did the Oobleck start to go away? (yes/no)</p> <p>10. The king rang the bell because he wanted everyone to know about the seasons: rain, sunshine, snow and fog. (True/False)</p>
Dialogue	The dialogues are based around the questions from the sentence patterns.
Teaching Materials	whiteboard, computer, projector, screen, PPT, videos: <i>Bartholomew and the Oobleck</i> : https://www.youtube.com/watch?v=0OJ1B

Time	Procedure	Teaching Material	Learning Expectation
5 min.	<p>Introduction (reading and listening)</p> <p>Introduce the story, <i>Bartholomew and the Oobleck</i>. Ask students to name the four seasons. If they don't know them the teacher can spend a few minutes to talk about them. Draw images on the white board of rain, snow, fog and sunshine. The goal here is to draw out responses and get an idea of the students' English</p>	Whiteboard, props, PPT, projector, screen, marker, eraser	Students will learn new vocabulary words and have a chance to practice the English they already know.

<p>20 min.</p>	<p>ability. Introduce Oobleck. Tell students that Oobleck is made from cornstarch, water and food coloring. Let students know that this mixture has properties that make it both a liquid and a solid. Try to help students understand that most things are either a liquid, solid or a gas. Most substances exist in one state but not two like in the case of Oobleck.</p> <p style="text-align: center;">Video and PPT: <i>Bartholomew and the Oobleck</i> (listening and speaking)</p> <p><i>Bartholomew and the Oobleck</i> (15 min.) The video tells the story of a king who at first did not like the seasons nor anything that fell from the sky. As a result, he asked his royal magicians to create something new to fall from the sky. So, the magicians created the substance Oobleck. Eventually, the Oobleck began to fall from the sky. But as it fell, it started to cause problems for the king's kingdom. Soon too much Oobleck began to fall and eventually it was everywhere and afterwards</p>	<p>Computer, screen, PPT, projector</p>	<p>The vocabulary words are reinforced while also exposing students to new words and phrases. Students are expected to answer some questions from the video.</p>
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<p>10 min.</p>	<p>started to stick to everything. Eventually, the king wanted his magicians to stop the Oobleck from falling. The king’s servant who was called Bartholomew wanted the king to apologize to his kingdom for causing so much trouble. After some time, the king reluctantly apologized and thereafter, the Oobleck stopped falling and things return to normal along with the regular seasons. The king was so happy that he officially declared that the four seasons would become a holiday.</p> <p>Let the students, answer the associated questions as the teacher presents the video by stopping the video and answering the questions.</p> <p>Activity: creating Oobleck (Reading, listening and speaking)</p> <p>Now that students have listened to and answered questions from the</p>	<p>water whiteboard, markers, spoons, paper</p>	<p>Students will understand step by step instruction. Students can</p>
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<p>5 min.</p>	<p>Oobleck story, they will have the opportunity to make Oobleck. Have students read the directions from the PPT on how to create Oobleck. Show students the strange qualities of the Oobleck by squeezing and releasing it. The students should observe how when squeezing the Oobleck there is resistance and the Oobleck becomes semi-solid, and when releasing it, the hard substance begins to soften similar to a liquid and eventually starts to ooze downward like oil. After a few minutes of playing with the Oobleck the students can clean up.</p> <p>Conclusion (listening and speaking) Review what the students have learnt and sum up the activity then allow students to prepare to leave.</p>	<p>towels, green food coloring, cornstarch, containers</p> <p>whiteboard, markers, computer, screen,</p>	<p>practice listening and use their cognitive skills to follow instructions.</p> <p>Students can listen to the summary for reinforcement of the words and phrases.</p>
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3. 撲克牌的世界

Subject	Games & Strategy
Topic	Playing Cards
Level	5 th - 6 th Grade
Number of Students	15
Instructor	Jenny
Duration	40 minutes
Goals and Objectives	
Teaching Objectives	<p style="text-align: center;"><u>Goals and Objectives</u></p> <ul style="list-style-type: none"> • Students will learn how to talk about playing cards in English. • Students will learn the card names, card count, and card suits. • Students will be able to recite the card count and name any card in the deck with its corresponding suit. • Students will learn card game vocabulary and be able to play a card game in English. • Students will learn about game strategy/strategic thinking.
Content	
Target Vocabulary	playing cards, card game, deck, suits, spades, hearts, clubs, diamonds, joker, ace, jack, queen, king, shuffle, deal, strategy
Sentence Pattern	*See Dialogue section below
Dialogue	*All the dialogue for this lesson will be unscripted and will take place as an informal conversation between teacher and students.
Teaching Materials	<p><u>Technology</u>: Laptop, Projector, Screen, PowerPoint</p> <p><u>Materials</u>: Playing Cards, Whiteboards, Markers, Erasers,</p>

Time	Procedure	Teaching Material	Learning Expectation
5	<p style="text-align: center;"><u>Introduction</u></p> <p>Go over classroom rules and actions. Introduce myself, where I'm from (USA), and where I lived (Las Vegas). Introduce the city of Las Vegas and explain how people from all around the world will visit Las Vegas to play special kinds of games, like poker. Explain that poker is just one kind of <i>card game</i>.</p> <p>Activate students' background knowledge by asking who has played card games before. Then ask "What do you need to play a card game?... <i>Cards!</i>" Ask students what cards are called in Chinese and then ask them to guess what they think we call them in English. Explain that in English we actually say "<i>playing cards</i>" and not "<i>poker cards</i>" (even though that is the direct translation from Chinese). Tell students they will learn all about playing cards and how to talk about them in English.</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn what to call playing cards in English.</p>

<p>10</p>	<p style="text-align: center;"><u>Inside The Deck</u></p> <p>Hold up a box of cards and teach “<i>deck</i>” (also, <i>deck of cards</i> or <i>card deck</i>). Hold up a few decks and ask students to tell you how many “decks” you are holding. Tell students they will now look inside the deck of cards.</p> <p>Split students into groups of 3 or 4 and have them sort a deck of cards. Ask them to group the cards by shape and try to put each group of cards in sequential “order.” Give students 2 minutes to sort. They can raise their hands if they finish and the teacher can check the groupings.</p> <p>Ask students how many colors (<i>two, black and red</i>) and how many different shapes (<i>four</i>) they see inside the deck. Teach students about the four card “suits” (<i>spades, hearts, clubs, diamonds</i>). Then ask how many cards there are for each suit (<i>13 cards</i>) and how many cards are in the whole deck ($4 \times 13 = 52$, <i>plus two jokers</i>).</p> <p>Explain that “jokers” are special cards that were added to the deck later. They usually have a picture of a clown. Make connections to the Chinese translation/name of the card.</p> <p>Explain that all the cards have names and teach the card count, starting with <i>ace, two, three, ..., ten, jack,</i></p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn playing card vocabulary.</p> <p>Students will learn the four card suits.</p> <p>Students will learn the names of the cards and the card count.</p>
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	<p><i>queen, king</i>. Point out that the count does not start with “one” but with “A” for <i>ace</i>, then go through the number cards. After ten there is no “eleven” but rather “J” for <i>jack</i>, then “Q” for <i>queen</i> and “K” for <i>king</i>. Have students recite the card count a couple times.</p> <p>Show a card and ask students what card it is. Then ask what suit it is. Explain that every card actually has a special name that follows the pattern “<u>#</u> of <u>(suit)</u>.” For example, “ace of spades” or “two of hearts,” etc. Go through a few examples, then call out a few cards names and have students hold up the correct card to check for understanding.</p>		<p>Students will be able to name a card along with its corresponding suit.</p>
15	<p style="text-align: center;"><u>Let’s Play A Card Game</u></p> <p>Ask students to put all their cards into one pile (facing the same direction) and then “<i>shuffle</i>” the deck. Explain that shuffling means to mix up the cards. Show different ways to shuffle and give students a chance to try.</p> <p>Tell students we are going to play a card game. Ask for 1-2 volunteers to</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p> <p><u>Materials:</u></p> <p>Playing Cards (at</p>	<p>Students will learn card game vocabulary.</p>

<p>help you do a demonstration. Explain that before you play any card game, you must <i>shuffle</i> and “<i>deal</i>” (or pass out) the cards. Deal the cards evenly, so that everyone has the same number of cards.</p> <p>Explain the rules of the game Heart Attack, which will help them review and practice the card names and card count in a fun and engaging way. They can play in groups of 2-4 people. Students take turns putting out a card while reciting the card count in order – i.e., <i>ace, two, three, four, five, ...</i> -- if the card they put down matches the card name that is called out, everyone must slap the pile in the middle. Whoever is the slowest to react takes the pile of cards and starts the next round. First player to get rid of all their cards wins.</p> <p>Explain that winning a card game sometimes requires “strategy” (an action plan or smart thinking). Ask students what kind of strategy they will need in order to win this game. Some examples could include paying attention, listening, sharp focus, quick reflexes, etc.</p> <p>Encourage students to pay attention to the card names – for example, if someone counts incorrectly and says “eleven” instead of “jack” then it counts as a fault and they take the</p>	<p>least 7-8 decks)</p>	<p>Students will be able to play a card game in English.</p> <p>Students will identify game strategies.</p>
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	<p>pile. This will motivate students to pay closer attention and use their listening skills as well as practice speaking.</p> <p>Remind students about safety rules and appropriate “slapping” behavior. Do a demonstration of the game and then let students play. Walk around during the game to assist students as needed and to ensure that students are practicing the correct card count and using English. Can also provide game cards (with the card names and card count) for lower level students to use as a reference guide during the game.</p>		
10	<p style="text-align: center;"><u>Review/Wrap-Up</u></p> <p>Clean up all card decks. Pass out whiteboards, markers, and erasers (one per pair of students). Play a few rounds of “What card is missing?” Show students three consecutive cards and ask them to write down the name of the missing card on the whiteboard, including the card suit. Writing down the names will help reinforce their learning. If they answer correctly, they get a point. Students take turns writing, but can help each other out.</p> <p>If there’s time (or for higher level students), can also play “What cards do you see?” Show students a picture and ask them to write down the names of as many cards as they can,</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p> <p><u>Materials:</u></p> <p>Whiteboards, Markers, Erasers (at least one per pair of students)</p>	<p>Students will be able to identify the name of the missing card and write its name and card suit.</p>

	<p>including the card suit, within the time limit (1 minute). Then ask students to share answers. They get a point for every card they named and wrote down correctly. Can do a couple rounds if time allows.</p> <p>Put away whiteboards and materials. Review the four card suits and all the card names. Have students chant the card count (from ace to king) and identify the joker. To end, hold up a deck of cards and ask students what we call these in English – “Do we call them <i>poker</i> cards?...No! We call them <i>playing</i> cards!”</p>		<p>Students will be able to talk about playing cards in English.</p>
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4. 自製小錢包

Subject	Finance
Topic	Money, Money, Money
Level	4 th Grade
Number of Students	15
Instructor	Jenny
Duration	50 minutes
Goals and Objectives	
Teaching Objectives	<p style="text-align: center;"><u>Goals and Objectives</u></p> <ul style="list-style-type: none"> • Students will learn about different types of money. • Students will learn what you can do with money. • Students will learn ways to spend, save, and give money. • Students will learn where you can put money. • Students will follow directions and learn how to make a duct tape wallet.
Content	
Target Vocabulary	coins, bills, cards, credit card, debit card, EasyCard, electronic money (e-money), spend/spending, save/saving, give/giving, bank, piggy bank, safe, wallet, duct tape, scissors, cutting mat
Sentence Pattern	*See Dialogue section below
Dialogue	*All the dialogue for this lesson will be unscripted and will take place as an informal conversation between teacher and students.
Teaching Materials	<p style="text-align: center;"><u>Technology</u>: Laptop, Projector, Screen, PowerPoint</p> <p style="text-align: center;"><u>Materials</u>: Match-Up Vocabulary Cards, Duct tape, Scissors, Cutting Mats, Paper, Markers</p>

Time	Procedure	Teaching Material	Learning Expectation
2	<p style="text-align: center;"><u>Introduction</u></p> <p>Go over classroom rules and actions. Show introduction video to get students interested in the topic. Ask students what they will learn about today -- <i>Money!</i></p> <p>Ask students if they need/like money and why. Ask students how they use money.</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn the importance of money.</p>
3	<p style="text-align: center;"><u>Types of Money</u></p> <p>Explain that there are different kinds of money. Go over “Types of Money” vocabulary (<i>coins, bills, cards – credit card, debit card, EasyCard, electronic money/e-money</i>). Ask questions as you go through each word to activate students’ background knowledge and assess familiarity with the different types of money.</p>	<p><u>Materials:</u></p> <p>Match-Up Vocabulary Cards</p>	<p>Students will learn about different types of money.</p>
5	<p style="text-align: center;"><u>What Can You Do With Money</u></p> <p>Ask students, “What can you do with money?” Tell students you can <i>spend</i> money, <i>save</i> money, or <i>give</i> money. Have students practice the sentence pattern, “You can ____ money.”</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn what you can do with money.</p> <p>Students will learn ways to</p>

	<p>Show pictures of different ways you can spend, save, and give money and ask students, “What are they doing?”</p> <p>As you go through each picture, ask students whether the picture shows people spending money, saving money, or giving money. Call on students to choose the correct word for each picture.</p>		<p>spend, save, and give money and be able to identify each.</p>
5	<p><u>Where Can You Put Money</u></p> <p>Now ask students, “Where can you put money?” Practice the sentence pattern, “You can put money in a ____.” Use the sentence pattern to review the vocabulary words (<i>bank, piggy bank, safe, wallet</i>) and then ask students if they already have a wallet to keep their money in. Explain that they will make a wallet today!</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will learn where you can put money.</p>
30	<p><u>Let’s Make A Wallet</u></p> <p>Go over the materials needed to make a duct tape wallet (<i>duct tape, scissors, cutting mat, paper</i>). Ask students the questions, “What do you need?”</p> <p>Students will practice responding</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	<p>Students will practice asking for materials.</p>

	<p>using the sentence pattern “I need ____.” After students respond, they can get one of each item. (Can have materials already set up at the tables to save time.)</p> <p>Then ask students, “What color tape do you want?” and have them answer with “I want ____ please.” Go around and ask each student what color they want and give them a chance to practice the dialogue. In order to get their materials, they must be able to respond in English.</p> <p>Once students have their materials, go through the directions for how to make a duct tape wallet and have students follow along. Students can read the directions aloud at each step or you can ask students to tell you what they need to do based on the video demo.</p> <p>Go around the room to help students in need. Encourage students to also help each other as they make their wallets. After students have finished, clean up and put away all materials.</p>	<p><u>Materials:</u></p> <p>Duct Tape (multiple colors) (15+), Scissors (15), Cutting Mats (15), Paper, Markers</p>	<p>Students will follow directions and learn how to make a duct tape wallet.</p>
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5	<p style="text-align: center;"><u>Wrap-Up</u></p> <p>Review the three things you can do with money (<i>spend, save, give</i>). Explain that it's a good idea to save money and put it in a safe place. Ask students to give examples of good places to put their money and review the vocabulary. Ask students what they made today (<i>a wallet</i>) and tell them now they have a safe place where they can keep their money. Review the different kinds of money they can put into their new wallet (<i>coins, bills, cards</i>).</p> <p>Students can take their wallets home and decorate with more duct tape or permanent markers if they want.</p>	<p><u>Technology:</u></p> <p>Laptop, Projector, Screen, PowerPoint</p>	
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4. 自製小火山

Subject	Geology
Topic	Volcanology
Level	Dongmen Summer Camp
# of Students	15
Instructor	Steve
Duration	90 minutes
Teaching Objectives	<ul style="list-style-type: none"> • Understand the basic science behind volcanoes. • Describe the different parts of a volcano. • Create a model volcano using scrap paper and understand the chemical reaction between vinegar and baking soda to simulate an eruption. • Use appropriate vocabulary related to volcanoes.
	<p>Vocabulary: Top, middle, bottom, vinegar, baking soda, fire, mountain, Volcano</p> <p>Secondary words: see journal for parts of a volcano</p>
Sentence Pattern	The study of volcanos is called volcanology. The study of _____ is called _____ ology
Dialogue	The dialogues are based around the topic in a way which encourages informal and natural English usage.
Teaching Materials	<ul style="list-style-type: none"> • Whiteboard • Markers • Scrap paper

	<ul style="list-style-type: none"> • Plastic bottles • Vinegar • Baking soda • Food coloring • Goggles • Glue/ tape • Paint/brushes
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Time	Procedure	Teaching Material	Learning Expectation
7 min.	<p style="text-align: center;">Warm-up/Intro</p> <p style="text-align: center;">(reading and listening)</p> <p>Begin the lesson by engaging the students in a discussion about volcanoes. Show them pictures or videos of volcanoes erupting to capture their interest. Ask questions to assess prior knowledge: “What do you know about volcanoes? Have you ever seen a volcano before? Engage students in a conversation about what happens when a volcano erupts.</p>	Whiteboard, props, PPT, projector, screen, marker, eraser	Students will learn concepts related to volcanoes.

<p>8 min.</p>	<p style="text-align: center;">Vocabulary/ phrases</p> <p>Introduce relevant vocabulary words and have the students repeat after the teacher. Write the words on the board or use flashcards for better retention.</p> <p>Have students to repeat the words and use them in a sentence.</p>	<p>Whiteboard, props, PPT, projector, screen, marker, eraser</p>	<p>Students will learn words related to volcanos.</p>
<p>25 min.</p>	<p style="text-align: center;">Model Volcano Construction</p> <p>Divide the students into pairs or small groups and provide each group with the necessary materials.</p> <p>Instruct the students to cut a large circle from the scrap paper to serve as the base of their volcano. They can use the cardboard or a sturdy base for stability.</p>	<p>whiteboard, markers, scrap paper, paint, brushes, plastic bottles, vinegar, baking soda, food coloring, goggles, glue, tape</p>	<p>Students will receive step by step English instructions in a hands-on activity to create a volcano model.</p>

	<p>Help them form a cone shape with the scrap paper and secure it using tape or glue. This cone will represent the volcano.</p>		
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(三) 學習數據統計

1. 參與學生總人數共 60 人，第一梯次 30 人，第二梯次 30 人，弱勢身分學生共 18 人。
2. 學生參加夏令營前、後測成果的比對：第一梯次前測正確率為 61.39%，後測為 82.97%，進步 33.7%。第二梯次前測正確率為 60% (因夏令營工作人員確診活動暫停，第二梯次不克實施後測。)
3. 東門國小英語夏令營學生問卷調查結果

第二梯次					
題 目	非常不同意	不同意	無意見	同意	非常同意
1. 我喜歡每日早晨的暖身活動，使我身體健康，充滿活力。	0	0	0	5	25
2. 和伙伴一起完成各種學習任務讓我覺得很開心。	0	0	2	8	20
3. 我喜歡每天離營前，和大家一起在營隊手冊紀錄美好的一天。	0	0	0	4	26
4. 我學會做手工藝品，能成功自製膠帶錢包、迷你弓箭和麻繩編織。	0	0	0	2	28
5. 我喜歡 STEM 課程，我認識 oobleck(非牛頓流體)的緣由，還會自製 oobleck。	0	1	0	2	27
6. 我喜歡做美食，我學會做 chocolate chips cookies。	0	0	0	0	30
7. 我喜歡各種球類活動，讓我學會運動規則及和團隊合作。	0	0	0	0	30
8. 英語夏令營期間，我經常使用英文和大家交談。	0	4	0	8	18
9. 我喜歡戶外教學的射箭活動，讓我學會和射箭相關的英語及技巧。	0	0	0	2	30
10. 我喜歡英語夏令營，我覺得上課很開心，好玩又有趣。	0	0	3	3	24

我的心得：

1. 活動非常好玩，希望下次還可以再來東門。
2. 我覺得在夏令營很開心，可以交到好朋友！
3. 我喜歡和外國老師說英文，他們很有趣，老師們都很親切。

夏令營的課程由美國籍外師 Steven、Jenny，中師 Angel、Tiffany 共同討論設計，並邀請市北大蔡素薰教授指導課程設計流程。課程主軸可分為四大類，分別為運動、烹飪、科學以及藝術。活動內容活潑生活化，非常受到小朋友們喜愛。

從上述統計的資料來看，最受歡迎的部分是第5題動手做美食，這類型的活動搭配我們餐廳與廚房的情境教室，無論在校內或校外，一直都是學生非常喜愛的課程。此外，體育類課程例如四足籃球，也是學生非常喜歡的活動。

在夏令營期間，所有外師跟中師全程盡量使用英語跟學生互動。剛開始有少數學生不太敢開口說英文，且孩子仍在熟悉環境及人群，所以有時候還是會使用中文溝通。再經過四位老師的鼓勵跟教導之後，孩子們較能敞開心房漸入佳境。英語學習程度較落後的學生也在中師的協助下願意主動參與活動。到了第三天，大家都已進入狀況，使用英語跟同學及老師溝通時不再懼怕，也可以感受到學生很珍惜多多練習開口說英文的機會。從這些問卷中，我們可以了解學員都很肯定與喜歡我們的夏令營，覺得可以從手做和遊戲中學到很多，每天都玩得很開心也交到新朋友，大部分學生都很希望有機會可以再次參加我們的夏令營。

4. 夏令營活動照片



繪製隊旗



Ice breaker – 學生互相訪問活動



晨間活動



Zumba 舞蹈課程



校外教學-射箭課程



自然科學小火山課程



四足籃球賽



烘焙課-巧克力餅乾



最後頒發獎品與隊旗歡樂大合照

肆、省思及展望

一、省思

東門英語情境中心自 102 學年度開辦至今已有 9 年的時間，期待讓每個孩子都有難忘愉快的英語學習經驗。包括各項前置作業與當下的引導安排、行政與教學等細節與流程，我們都一次次的沙盤推演，希望學生進到教室後，每次都能收穫滿滿。除了現有的日常課程，多樣化豐富的教室佈置，陸續添購教具與教室設備，不斷地創新課程，激發想像與創意。對於東門自己校內的英語課程，我們想要深化教學與提升學生們的英語閱讀能力，期待能帶給師生們更多國際文化的實質交流。

外校體驗課程方面，在蔡素薰教授多年的指導與建議之下，外師一直在作改良與調整，增加更多讓孩子自己利用原有的英語背景知識，創造英語對話，與外師互動的練習。本年度美籍教師 Jenny 的加入，也讓本情境中心的課程增加更多變化，Jenny 老師清楚有條理的教學方式讓低成就的孩子能夠專心上課，廣受好評。中正區

英語情境中心將持續調整進步，豐富教學內容，提供所有的孩子們一次次精采豐富的英語體驗課程。

二、未來展望

英語情境中心這一年來，感謝校內外的支持。於校內每位孩子都有機會到情境中心體驗，校外 4 到 6 年級的學生，也踴躍來情境中心參訪，並於課後給予許多正向回饋。未來將持續邀請臺北市甚至歡迎跨區的各國小，使更多孩子從中正區英語情境中心如此珍貴的學習資源中受益。

臺北市中正區東門國民小學英語情境中心

111 學年度執行成果彙編

Accomplishments of the Dongmen English Wonderland, Taipei City (2023)

指導單位：臺北市政府教育局

執行編輯：臺北市中正區東門國民小學英語情境中心

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