

臺北市 108 學年度國民中小學英語融入領域教學素養導向教案設計

臺北市（_文山_區）_辛亥_國小

課程名稱	飲食面面觀(第一節)		融入學科領域	健康
教材來源	南一		教案設計者	王品儒
實施年級	四年級		授課時間	共_2_節，_80_分鐘
教學設計理念	將健康融入英語領域，透過圖片策略與情境短句讓學生了解飲食的分類，這些分類的食物能給我們身體哪些好處？且能知道哪些食物屬於哪些分類，並能運用所學，設計一份健康均衡的午餐，並能使用英語上台報告			
學科核心素養對應內容	總綱	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作		
	領綱	英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 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。		
學科學習重點	學習表現	[健體領域] 1a-II-1 認識身心健康基本概念與意義。 1a-II-2 了解促進健康生活的的方法。 1b-II-2 辨別生活情境中適用的健康技能和生活技能。 2b-II-2 願意改善個人的健康習慣。 2c-II-3 表現主動參與、樂於嘗試的學習態度。		
	學習內容	[健體領域] Ea-II-1 食物與營養的種類和需求 Ea-II-2 飲食搭配、攝取量與家庭飲食型態 Ea-II-3 飲食選擇的影響因素		
學生先備知識	學生已經會一些食物的英語:vegetable, fruit, milk, meat, rice			
學科單元學習目標	學生能了解攝取的食物可以分成幾類，而這些類別的食物對我們有哪些好處 學生能將食物依不同功能分類 學生能合作小組討論			

	<p>學生能依照老師給的語境回答關鍵字句</p> <p>學生能合作設計一份均衡營養的午餐</p>	
語言 學習目標	<i>Language of learning</i>	
	<p>學生能聽、說關鍵的單字例如: protein, grain, fat, dairy, fruit and vegetable</p> <p>學生能使用句子如 “<u>Apples and bananas</u> are in the fruit group.”, “<u>Vegetable and fruit</u> are healthy.” “<u>Donuts</u> are not good for us.”來表達</p> <p>學生能設計均衡的午餐，並能以英語上台報告</p>	
	<i>Language for learning (language skills)</i>	
	<p>學生能依食物的功能歸納分類</p> <p>學生能分析均衡營養的午餐</p> <p>I think eating _____ is good for us because _____.</p> <p><u>Eggs and meat</u> are in the <u>protein</u> group.</p> <p>I think this</p>	
	<i>Language through learning</i>	
<p>學生能聽懂簡單的用語如: “Can you group them?”、用 “We group <u>beef and fish into the protein group.</u>” 來表達如何分類，或用 We have <u>apples, yogurt, fish, broccoli, and nuts</u> for lunch. It’s healthy.</p>		
中文 使用時機	For teacher	For students
	<p>孩子有問題可以用提出，老師會依照學生的程度與狀況使用中文做解釋</p>	<p>對於學科以外的內容，卻不知如何表達，可以用中文表達</p>
與其他領域/ 學科的連結	健康	
議題融入 (無則免填)	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 原住民族教育	
學習情境與 動機引發	提問題讓學生思考、討論並將答案寫在小白板上	
教學策略	討論、實作、講述、小組合作	
特色教學	<input checked="" type="checkbox"/> 閱讀 <input type="checkbox"/> 實驗 <input checked="" type="checkbox"/> 美工(含繪畫等) <input type="checkbox"/> 田野調查 <input type="checkbox"/> 資訊融入 <input type="checkbox"/> 肢體(舞蹈、戲劇、體育…等) <input type="checkbox"/> 電影 <input type="checkbox"/> 其他，請說明_____	
教學資源及 器材	ppt、食物圖卡、小白板、電腦、海報紙	

教學流程 (第一節)

教師	學生	時間	評量方式
準備活動 (1) Teacher says hello to students and divide the class into four groups. (2) Teacher asks students to share their breakfast experience together. When the times is up, a student from each group can share what they've heard. The question is: "What do you eat for breakfast?" Do you eat healthily? Why or why not? (3) From students' sharing, teacher elicit the idea that some breakfast is healthier because they contain some nutrition: protein, grain, dairy, fats, fruit and vegetable.	準備活動 (1) Students say hello to teacher. (2) Students understand their mission and share their experience.	5 minutes for mini white board activity	活動評量

<p style="text-align: center;">發展活動</p> <p>(1) Teacher gives each group a set of food cards which includes <i>meat, chicken, fish, milk, nuts, yogurts, apples, broccoli, vegetable, noodle, potato or bananas</i>. Each team has to group the food and then tell the class why?</p> <p>(2) Teacher concludes and show the power point about food types: <i>protein, grain, dairy, fats, fruit and vegetable</i>. Also, teacher show some examples of food that belongs to each group. Besides, the benefits of grain, dairy , fats , and fruit and vegetable should be mentioned.</p>	<p style="text-align: center;">發展活動</p> <p>(1) Students group the food cards by team work.</p> <p>(2) Each team takes turn to report their grouping and explain how.</p>	<p>8 for grouping and reporting</p> <p>5 minutes for teacher to lead out the main idea</p>	<p>實作評量</p>
<p style="text-align: center;">綜合活動</p> <p>★Activity 1: Fill in the blanks Teacher says a context, students have to say the key word the fill the blanks</p> <p>★ Activity 2: Design a healthy lunch Teacher gives each team a poster. Each team has to discuss and make a balanced and healthy lunch.</p>	<p style="text-align: center;">綜合活動</p> <p>★Activity 1: Fill in the blanks Students listen carefully and say the correct answers. For example, “Grain can give us _____.” Students say “energy.” Then teacher says “So we can eat some _____ (teacher point to the pictures of rice, potato, and sweet potato).” Students say “rice, potato, and sweet potatoes”.</p> <p>★ Activity 2: Design a healthy lunch (1) Each team will get a poster and colorful markers. (2) Each team has to discuss a healthy and balanced diet for the lunch box and draw it on the poster.</p>	<p>7 minutes for activity1</p> <p>10 minutes for designing lunch</p>	<p>口說評量 活動評量</p>

	(3) Each team go on stage and share their healthy lunch. Other team can give feedback about whether it's healthy and balanced.	5 minutes for reporting	
Wrap up Teacher passes the worksheet for students' homework.	Wrap Up Students finish the homework.	1 minute	紙筆評量
參考資料	南一健康四上 朗文 Our Discovery Island 3		

Class: _____ Name: _____

FOOD GROUP

A. Match the following food with the right group

fish sushi cereal toast chicken salad eggs
strawberries milk bubble milk tea candy bananas
ice cream broccoli peas carrots pizza oranges

Fruit and Vegetable

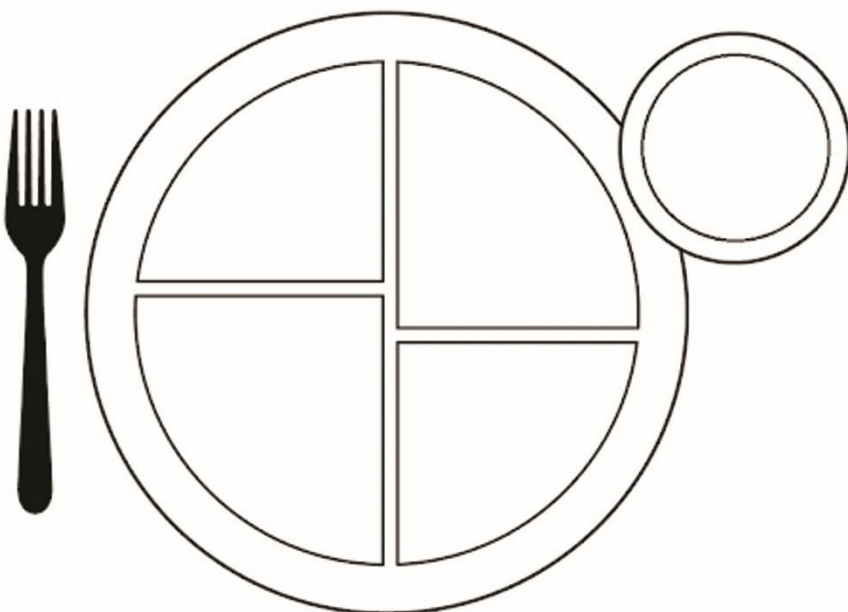
protein

dairy

Grain

Fat and sugar

B. Design a healthy and balanced lunch for yourself. Then check the boxes on the right



- There are proteins in my lunch.
- There are grains in my lunch.
- There is dairy in my lunch.
- There is carbohydrate in my lunch.
- There are fruit and vegetable in my lunch.

課程名稱	飲食面面觀(第二節)		融入學科領域	健康
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學科核心素養對應內容	總綱	A1 身心素質與自我精進 A2 系統思考與解決問題 B1 符號運用與溝通表達 C2 人際關係與團隊合作		
	領綱	英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-A2 具備理解簡易英語文訊息的能力，能運用基本邏輯思考策略提升學習效能。 英-E-B1 具備入門的聽、說、讀寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 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。		
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	學習內容	[健體領域] Ea-II-1 食物與營養的種類和需求 Ea-II-2 飲食搭配、攝取量與家庭飲食型態 Ea-II-3 飲食選擇的影響因素		
學生先備知識	學生已經會一些關於飲食的英語:vegetable, fruit, milk, meat, rice Carbohydrate, fat, water, protein, vitamin			
學科單元學習目標	學生能了解攝取的食物可以分成幾類，而這些類別的食物對我們有哪些好處 學生能將食物依不同功能分類 學生能分辨哪些餐點為均衡的飲食 學生能合作小組討論 學生能依照老師給的語境回答關鍵字句 學生能合作設計一份均衡營養的午餐			
語言	Language of learning			
	學生能聽、說關鍵的單字例如: Carbohydrate, fat, water, protein, vitamin,			

學習目標	grain, fat, dairy, fruit and vegetable 學生能使用句子如 “ <u>Apples and bananas</u> are in the <u>vitamin group</u> .” , “ <u>Vegetable and fruit</u> are healthy.” “ <u>Donuts</u> are not good for us.”來表達		
	Language <i>for</i> learning (language skills)		
	學生能依食物的營養功能歸納分類 <u>Eggs and meat</u> are in the <u>protein</u> group. 學生能分析均衡營養的午餐 It's a balanced diet. It is a <u>healthy</u> lunchbox because there are <u>fruit, meat, milk, and nuts</u> . It is not a healthy lunchbox because there are no meat.....		
	Language <i>through</i> learning		
學生能聽懂簡單的用語如: “Can you group them?” 、用 “We group <u>beef and fish into the protein group</u> .” 來表達如何分類, 或用 We have <u>apples, yogurt, fish, broccoli, and nuts</u> for lunch. It's healthy.			
中文 使用時機	For teacher	For students	
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學習情境與 動機引發	食物分類遊戲		
教學策略	討論、實作、講述、小組合作		
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教學資源及 器材	ppt、Lunchbox 討論單		
教學流程 (第二節)			
教師	學生	時間	評量方式

<p style="text-align: center;">準備活動</p> <p>(1) Teacher greets with students</p> <p>(2) Review 5 nutrition (protein, vitamins, carbohydrate, fat, water) that students just learned from the last lesson by playing a game:</p> <p>★teacher sticks five papers randomly on the wall. On the paper, students can see five different nutrition types on the wall (protein, vitamins, carbohydrate, fat, water).</p> <p>★each student will receive a picture of food. He or she might get a picture of bananas, fish, milk, nuts, ice cream...and so on. When they get the picture they have to cover it and so they don't know the food on their picture.</p> <p>★Once when teacher say "go", they have to uncover their card, look at their food, and think which nutrition type is this food belong to. After they figure out, they have to look around the classroom and search for the nutrition type that match their food and go to the right place.</p> <p>★ When times up, there will be five groups of students in the classroom. Each group has to introduce themselves. For example, "We are the vitamin group. You can see apples, bananas, ...and vegetable."</p>	<p style="text-align: center;">準備活動</p> <p>(1) Students say hello to teacher.</p> <p>(2) Students listen carefully to the rules of the games</p>	<p style="text-align: center;">7 minutes</p>	<p style="text-align: center;">活動評量</p>
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<p style="text-align: center;">發展活動</p> <p>(1) After the game, teacher conclude the five nutrition types and say “<i>Because they are so important, we need them in each meal so it can be a healthy and balanced diet.</i>”</p> <p>(2) Teacher then show a picture of breakfast, and ask students to share opinions: “Is it a healthy breakfast?”</p> <p>(3) Beside the picture, there are a checkbox of nutrition type as follows: <input type="checkbox"/> carbohydrate <input type="checkbox"/> protein <input type="checkbox"/> fat <input type="checkbox"/> vitamin <input type="checkbox"/> water</p> <p>(4) Give students some time to discuss with teams and check the box. If all the boxes are checked, it can be a balanced and healthy diet.</p>	<p style="text-align: center;">發展活動</p> <p>(1) Students listen carefully.</p> <p>(2) Students discuss with classmates</p>	15	活動與口說評量
<p>綜合活動</p> <p>★Activity</p> <p>(1) Teacher shows four pictures of lunchboxes on the ppt. Each team will be assigned to a lunchbox. They have to discuss whether it is a healthy and balanced diet or not by checking the nutrition boxes.</p> <p>(2) After the discussion, they have to practice how to report to other teams. Teacher will write the sentence patterns on</p>	<p style="text-align: center;">綜合活動</p> <p>(1) Students listen to the activity carefully.</p> <p>(2) Students work with teammates.</p> <p>(3) Students practice their reports together.</p>	15	口說評量 活動評量

<p>the whiteboard so that students can follow. (It's a healthy lunchbox because there are...../ It's an unhealthy diet because....) 3. When time up, each team have to go on stage and report their answer about their lunchbox.</p>			
<p>Wrap up Teacher concludes the main purpose of this lesson. That is, a healthy diet is important. And teacher can point to pictures of lunchboxes and ask students again. Is this a healthy lunchbox?</p>	<p>Wrap Up Students listen and answer to teacher.</p>	3	口說評量
<p>參考資料</p>	南一健康四上		

課程名稱	飲食面面觀(第三節)		融入學科領域	健康
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		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。
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學生 先備知識	學生已經會一些食物的英語: vegetable, fruit, milk, meat, rice Carbohydrate, fat, water, protein, vitamin	
學科單元 學習目標	學生能了解攝取的食物可以分成幾類，而這些類別的食物對我們有哪些好處 學生能將食物依不同功能分類 學生能分辨不同年齡層的人 學生能了解不同年齡層的人適合吃的食物 學生能合作小組討論 學生能依照老師給的語境回答關鍵字句 學生能合作設計一份均衡營養的午餐	
語言 學習目標	<i>Language of learning</i>	
	學生能聽、說關鍵的飲食單字例如: protein, grain, fat, vitamin, vegetable, milk, meat, chicken, fish, fruit..... 學生能聽、說關鍵的年齡層單字例如: baby, children, teenager, adult, elderly 學生能使用句子如 “ <u>Milk</u> are good for baby.” “ <u>Fried chicken</u> are not good for the elderly.”來表達 學生能為不同年齡的人設計均衡的午餐，並能以英語上台報告	
	<i>Language for learning (language skills)</i>	
	學生能依食物的功能歸納分類 學生能分辨不同年齡層的人，並能知道他們適合與不適合吃的食物 I think eggs and milk are good for baby. <u>The elderly</u> do not has strong teeth so they need <u>Babies</u> do not have many teeth so they need..... I think eating _____ is good for adults because _____.	
	<i>Language through learning</i>	
It's healthy. It's a balanced diet. It's not healthy. It's good for them.		
中文 使用時機	For teacher	For students
	孩子有問題可以用提出，老師會依照	對於學科以外的內容，卻不知如何表達，

	學生的程度與狀況使用中文做解釋	可以用中文表達
與其他領域/ 學科的連結	健康	
議題融入 (無則免填)	<input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input type="checkbox"/> 環境教育 <input type="checkbox"/> 海洋教育 <input type="checkbox"/> 品德教育 <input type="checkbox"/> 生命教育 <input type="checkbox"/> 法治教育 <input type="checkbox"/> 科技教育 <input type="checkbox"/> 資訊教育 <input type="checkbox"/> 能源教育 <input type="checkbox"/> 安全教育 <input type="checkbox"/> 防災教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 閱讀素養 <input type="checkbox"/> 戶外教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 原住民族教育	
學習情境與 動機引發	提問題讓學生思考、討論並回答	
教學策略	討論、實作、講述、小組合作	
特色教學	<input checked="" type="checkbox"/> 閱讀 <input type="checkbox"/> 實驗 <input type="checkbox"/> 美工(含繪畫等) <input type="checkbox"/> 田野調查 <input type="checkbox"/> 資訊融入 <input type="checkbox"/> 肢體(舞蹈、戲劇、體育…等) <input type="checkbox"/> 電影 <input type="checkbox"/> 其他,請說明_____	
教學資源及 器材	ppt, 人物卡, 討論單	

教學流程 (第三節)

教師	學生	時間	評量方式
準備活動	準備活動		
(1) Teacher greets to students. (2) Teacher shows a picture of milk and ask “ <i>Is it good for children?</i> ” Students might say “ <i>Yes</i> ” . (3) Teacher then ask, “ <i>Is it good for grandpa or grandma?</i> ” Students might say “ <i>Yes</i> ” . (4) Next, teacher show pictures of a lunchbox with a thick pork chop and asks “ <i>Is it good for your mom or dad?</i> ” Students might answer “ <i>Yes.</i> ” Then later teacher asks “ <i>Is it good for your grandpa and</i>	(1) Students say hello. (2) Students listen and answer to the questions.	7 minutes	活動評量

<p><i>grandma?”</i> Some students might say “<i>Yes</i>”, some might say “<i>No</i>”. Then teacher can elicit the main idea of this lesson: There are different types of food for different stages of people. Teacher doesn’t give the reasons why first. It’s for kids to discuss later.</p>			
<p style="text-align: center;">發展活動</p> <p>(1) Teacher shows the lesson content by ppt:</p> <ul style="list-style-type: none"> ★ baby~ age 6 : milk and food that easy to be digested ★ children (age 7-12): milk and balanced diet. Avoid trash food ★ Adolescent(age 13-18): balanced diet with more protein and mineral. For girls, they need food with iron. ★ Adult(age 19-40): balanced diet. Avoid oily food. ★ mid-age (age 41-64): balanced diet, more fruit and vegetable, less oily food. ★ elderly (age 65~): balanced diet, less oily food, easy-to-chew food <p>(2)Teacher requires students to discuss the reasons why people at different period eat different features of food. And later share their ideas with the class.</p> <p>(3) While students share their ideas, teacher can emphasize on the right answers. For example, when student say “<i>The reason</i></p>	<p style="text-align: center;">發展活動</p> <p>(1) Students pay attention and listen carefully.</p> <p>(2) Students work with teammates to discuss the questions teacher offer.</p>	15	活動與口說評量

<p><i>why the elder eat easy-to-chew food is because they are old”</i> Teacher can say “ <i>Yes, it’s because most of them don’t have strong teeth. So they have to eat food that is easy to be chewed.”</i></p>			
<p>綜合活動</p> <p>★Activity Help The Simpsons family design their lunchbox. (1) Each team will receive a paper with different character of the Simpsons. It might be grandpa, mom, Bart, or baby Maggie. (2) According to the character each team was assigned, they have to discuss, design and draw a healthy and balanced lunchbox for him or her. (3) When times up, each team have to report their lunchbox for the other teams.</p>	<p>綜合活動</p> <p>(1) Students discuss with teammates. (2) Students draw cooperate with each other and draw a healthy lunchbox for the character they were assigned. (3) Students report their ideas.</p>	15	口說評量 活動評量
<p>Wrap up Teacher concludes the main purpose of this lesson. Students answer to the questions.</p>	<p>Wrap Up Students listen and answer to teacher.</p>	3	口說評量