


## 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	向傳染病說不		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 4 節， 160 分鐘
教學設計理念	將健康融入英語領域，透過 ppt 圖片策略與情境短句讓學生了解，傳染病在生活中無所不在，這些傳染病有那些症狀，怎麼傳播，學生要怎麼做才能保護自己，讓自己遠離疾病。學生能透過老師的提問與同學進行討論，並能使用英語報告分享小組想法。			
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] Fb-II-2 常見傳染病預防原則與自我照護方法。		
學生先備知識	學生已經會一些關於身體感覺的英語:feel good, feel bad, sick, headache.....			
學科單元學習目標	學生能了解流感、登革熱與腸病毒的症狀 學生能知道對於流感、登革熱與腸病毒在生活中可以做哪些來防護自己 學生能知道洗手的重要性並能唱英語洗手歌 學生能合作小組討論與完成任務			

	學生能依照老師給的語境回答關鍵字句	
語言 學習目標	<i>Language of learning</i>	
	學生能聽、說關鍵的單字例如:fever, sick, flu, headache, rash, coughing, sneezing, symptoms, virus 學生能使用句子如 “I feel <u>well/ bad.</u> ”, “Flu is spread by.....” “I have a <u>headache.</u> ” “The symptoms are.....” “I/ He/She got enterovirus”來表達 學生能設計均衡的午餐，並能以英語上台報告	
	<i>Language for learning (language skills)</i>	
	學生能用以下簡單句型來表達自己對於本課程的想法 I think it’s okay to_____ I think we should stay at home for____days because_____ I think I can <u>drink enough water and take some rests</u> when I got a flu . I think we should wash our hands and.....	
	<i>Language through learning</i>	
學生能說簡單的用語如: “The symptom is...”, “We should stay at home if we got a flu.” “I don’t feel well when I got a flu.”, “We should wash our hands often.”		
中文 使用時機	For teacher	For students
	孩子有問題可以用提出，老師會依照學生的程度與狀況使用中文做解釋	對於學科以外的內容，卻不知如何表達，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、討論並上台發表小組想法	
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 checked="" 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、遊戲圖卡、小白板、ipad	

## 教學流程 (第一節)


教師	學生	時間	評量方式
<b>準備活動</b>	<b>準備活動</b>		
<p>(1) Teacher says hello to students.</p> <p>(2) Teacher shows a picture with conversation about some students discussing “<i>Is it okay to go to school if we got a flu?</i>”</p>	<p>(1) Students say hello to teacher.</p> <p>(2) Students understand their mission and discuss with teams.</p>	<p>3 minutes</p> <p>3 minutes</p>	<p>活動評量</p>
			
<p>Ask students to read aloud the conversation and then to discuss: “<i>Is it okay to go to school if we got a flu?</i>”</p> <p>(3) Times up! Each team shares the opinions and the reasons why. Then, teacher elicits the idea: flu is strongly contagious and it is not appropriate to go to school when you get a flu.</p>			

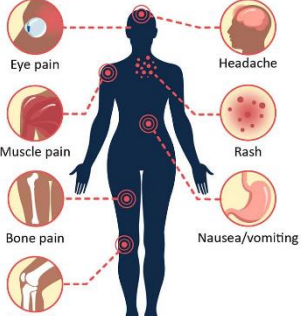
<p style="text-align: center;"><b>發展活動</b></p> <p>(1) Teacher offers question and let students share their ideas, for example: “<i>How does flu spread?</i>”</p> <p>(2) Teacher listens to students’ answers and also gives comment and encouragements. And then show answers with pictures to let students check the answers. Also, predict the words they don’t know by reading the pictures.</p> <div data-bbox="113 913 579 1234" style="border: 1px solid black; padding: 5px;"> <p>How does flu spread?</p>  <p>By sneezing</p> <p>By the air</p> <p>By coughing</p> <p>By touching dirty things</p> </div> <p>(3) Then, teacher offers other questions: “<i>How many days should we stay at home if we get a flu?</i>”and “<i>How do we protect ourselves from the flu?</i>”</p>	<p style="text-align: center;"><b>發展活動</b></p> <p>(1) Students listen to the questions carefully and also share their thoughts.</p> <p>(2) Students look at ppt and take a guess on the unknown words by predicting from the pictures.</p> <p style="text-align: center;">Students involve in the class and learn something.</p>	18 minutes	口說評量
<p style="text-align: center;"><b>綜合活動</b></p> <p><b>★Activity 1: Kahoot</b> Teacher asks students to line up and take their ipad. Students click <u>kahoot</u> app and enter the game code. By the results, teacher can assess students learning.</p>	<p style="text-align: center;"><b>綜合活動</b></p> <p><b>★Activity 1: Kahoot</b> Teacher starts the games and students respond to the questions.</p>	14 minutes for activity1	口說評量 活動評量

<b>Wrap up</b> Teacher concludes what students learned by asking questions.	<b>Wrap Up</b> Students answer the questions	2 minute	口說評量
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參考資料 | 南一健康四上

### 教學流程 (第二節)

教師	學生	時間	評量方式
<p style="text-align: center;"><b>準備活動</b></p> <p>(1) Teacher says hello to students.</p> <p>(2) Teacher shows a picture as below:</p> <p style="text-align: center;">Dengue <b>fever</b></p>  <p>Teacher says “Have you ever heard of Dengue fever?” Most of the students might not recognize this terms. Then teacher asks students to look at the picture and take a guess: “<i>What is Dengu fever?</i>” Some students might realize and say the correct answers. And teacher can give them positive encourage.</p> <p>(3) Teacher then lead out the main idea of this course: Dengue fever.</p>	<p style="text-align: center;"><b>準備活動</b></p> <p>(1) Students say hello to teacher.</p> <p>(2) Students look at the picture and take a guess.</p> <p>(3) Students listen carefully.</p>	<p style="text-align: center;">6 minutes</p>	<p style="text-align: center;">活動評量</p>

<p style="text-align: center;"><b>發展活動</b></p> <p>(1) Teacher offers a question and let students share their ideas, for example: <i>“Look at the picture. How does dengue fever spread?”</i> The answer is very clear because students can see a big mosquito on a person’s skin. They might say the correct answer <i>“By mosquitoes.”</i></p> <p>(2) Teacher says <i>“Yes, it is spread by mosquitoes.”</i></p> <p>(3) Teacher then says <i>“If you got dengue fever, you will feel very uncomfortable. So there might be some symptoms happened on your body. Look at the picture, what kind of symptoms could you have if you got dengue fever?”</i> And let students observe and say their guessings by saying <i>“The symptoms is <u>headache</u>.”</i></p> 	<p style="text-align: center;"><b>發展活動</b></p> <p>(1) Students listen to the questions carefully and also share their thoughts.</p> <p>(2) Students look at the pictures and answer the questions.</p> <p>(3) Students listen carefully and answer what they see in a sentence.</p>	<p style="text-align: center;">18 minutes</p>	<p style="text-align: center;">口說評量</p>
<p><b>綜合活動</b></p> <p>★Activity: Teacher offers a question and ask students to discuss with their teammates:</p>	<p style="text-align: center;"><b>綜合活動</b></p> <p>★Activity: Students understand the questions and discuss with the team cooperatively.</p>	<p style="text-align: center;">14 minutes for activity1</p>	<p style="text-align: center;">口說評量 活動評量</p>



“Look at the picture, where do you think the mosquitoes like to live in? The answer could be many. And what can you do so you can protect yourselves from the dengue fever? Discuss with your teammates and later I will ask you to share your opinions”.

Students share their discussion results and teacher

**Wrap up**  
Teacher concludes what students learned by asking questions.

**Wrap Up**  
Students answer the questions


2 minute

口說評量

參考資料 | 南一健康四上

**教學流程 (第三節)**


教師	學生	時間	評量方式
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<p style="text-align: center;"><b>準備活動</b></p> <p>(1) Teacher says hello to students.</p> <p>(2) Teacher shows a picture of enterovirus and asks students “<i>Do you know what happened to this kid?</i>”</p> <p>Have you got enterovirus before? How did you feel? Share with your friends</p>  <p>→ Students who got enterovirus before might say the correct answer. And teacher could offer further questions: “<i>How do you feel?</i>” Share with your team.</p> <p>→ Students can answer by using sentences like “<i><u>Tony and I</u> got this before. <u>We feel</u> <u>bad/uncomfortable</u>. <u>We don't feel well</u>. <u>Danny hasn't got this before</u>.</i>”</p>	<p style="text-align: center;"><b>準備活動</b></p> <p>(1) Students say hello to teacher.</p> <p>(2) Students listen carefully and answer to the questions voluntarily.</p> <p>Students discuss with team and are willing to share their opinions with the class.</p>	<p>3 minutes</p> <p>3 minutes</p>	<p>活動評量</p>
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<p style="text-align: center;"><b>發展活動</b></p> <p>(1) Teacher offers question and let students share their ideas, for example: <i>“Enterovirus is a type of strong virus. Do you know how strong it is?”</i>  →Teacher shows the ppt and asks students to read in turn.</p>  <p>(2) Then, teacher asks student: <i>“Because the virus is too strong, so if you get enterovirus do you still come to school?”</i> Students might say <i>“no”</i> and teacher keeps asking <i>“Then how many days should you stay at home? And why?”</i> Let students answer voluntarily. Students could say <i>“I think we should stay at home for 7 days.”</i>  And after you are healed, the virus can still be in your poo poo for 8-12 weeks. <i>“How do you do to stop the virus spreading?”</i> Students can answer in the sentence pattern like <i>“I think I can.....”</i> to answer the question.</p>	<p style="text-align: center;"><b>發展活動</b></p> <p>(1) Students listen to the questions carefully and also share their thoughts.</p> <p>(2) Students involve in the class and learn something.</p>	<p style="text-align: center;">18 minutes</p>	<p style="text-align: center;">口說評量</p>
<p><b>綜合活動</b></p> <p>★Activity:  <b>“How do we take care of ourselves if we got</b></p>	<p style="text-align: center;"><b>綜合活動</b></p> <p>★Activity:  Students work cooperatively and are</p>	<p style="text-align: center;">14 minutes f</p>	<p style="text-align: center;">口說評量  活動評量</p>

<p><b>enterovirus?”</b>  Teacher then pass a set of cards for each group. On the cards, students can read some ways to take care of themselves when they get enterovirus, such as: <i>drink enough water, wash your hands very often....</i>and also with some wrong answers like <i>drinking iced tea, bite my fingers or do not wash my hands....</i>  Students have to discuss and find out the correct answers. The fastest team gets ten points.</p>	<p>fully involved in the activity.</p>		
<p><b>Wrap up</b>  Teacher concludes what students learned by asking questions.</p>	<p><b>Wrap Up</b>  Students answer the questions</p>	<p>2 minute</p>	<p>口說評量</p>
<p>參考資料   南一健康四上</p>			
<p><b>教學流程 (第四節)</b></p>			
<p><b>教師</b></p>	<p><b>學生</b></p>	<p><b>時間</b></p>	<p><b>評量方式</b></p>
<p style="text-align: center;"><b>準備活動</b></p> <p>(1) Teacher says hello to students.</p> <p>(2) Teacher reviews what students have learned from the past about flu, dengue fever, and enterovirus by asking some quick questions.</p> <p>(3) Teacher asks students “<i>what is the most important things to do to protect ourselves from the virus?</i>”  Some students might say “<i>wash your hands</i>”. Then teacher can say “Yes,</p>	<p style="text-align: center;"><b>準備活動</b></p> <p>(1) Students say hello to teacher.</p> <p>(2) Students understand their mission and discuss with teams.</p>	<p>3 minutes</p> <p>3 minutes</p>	<p style="text-align: center;">活動評量</p>

<p>washing our hands is very important. So today we're going to sing a wash your hands song."</p>			
<p style="text-align: center;"><b>發展活動</b></p> <p>(1) Teacher plays the music video and let students listen.</p>  <p>(2) Teacher plays the music again. This time students can repeats some catchy lyrics part like "wash your hands, wash your hands, everybody come along and wash your hands."</p> <p>(3) Teacher pass down the lyrics to students and ask students to sing the lyrics with music together.</p> <p>(4) Teacher asks questions and students find the answer from the lyrics.  Q1: "When do you wash your hands?"  The answer from the lyrics are: before your eat, in the bathroom, when you came home, and after you play.  Q2: "How do you wash your hands?" the answer is "rub your hands with soap"</p>	<p style="text-align: center;"><b>發展活動</b></p> <p>(1) Students listen to the questions carefully and also share their thoughts.</p> <p>(3) Students look at ppt and take a guess on the unknown words by predicting from the pictures.</p> <p>Students involve in the class and learn something.</p>	<p>18 minutes</p>	<p>口說評量</p>
<p><b>綜合活動</b></p> <p>★Activity: Kahoot</p> <p>Teacher asks students to line up and take their ipad.</p>	<p style="text-align: center;"><b>綜合活動</b></p> <p>★Activity: Kahoot</p> <p>Teacher starts the games and students</p>	<p>14 minutes</p>	<p>口說評量 活動評量</p>

<p>Students click <u>kahoot</u> app and enter the game code.</p> <p>By the results, teacher can assess students learning.</p>	<p>respond to the questions.</p>	<p>for activity1</p>	
<p><b>Wrap up</b></p> <p>Teacher concludes what students learned by asking questions.</p>	<p><b>Wrap Up</b></p> <p>Students answer the questions</p>	<p>2 minute</p>	<p>口說評量</p>