




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	寶貝牙齒	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	Language of learning		
	學生能聽、說關鍵的單字例如:fever, sick, flu, headache, rash, coughing, sneezing,		

學習目標	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		
	Language <i>for</i> learning (language skills)		
	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.....		
	Language <i>through</i> learning		
	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

<p style="text-align: center;">準備活動</p> <p>(1) Teacher says hello to students.</p> <p>(2) Teacher shows a short story about baby teeth as warm up. Students have to read the story together.</p> <p>A. </p> <p>B. </p> <p>C. </p> <p>(3) Teacher asks students “<i>what is baby teeth? And why is this baby tooth has to be extracted?</i>”</p> <p>(4) Students can raise their hands and answer the question voluntarily.</p>	<p style="text-align: center;">準備活動</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 style="text-align: center;">發展活動</p> <p>(1) Some students might know what baby teeth is. Teacher can grab this chance to</p>	<p style="text-align: center;">發展活動</p> <p>(1) Students listen to the questions carefully and also share their thoughts.</p>		

explain that baby teeth is the teeth that you first have. But it will fall. "Have your baby teeth fallen before? Can you share your feeling about your fallen baby teeth? And what did you do after the teeth fall off?"

- (2) Than teacher shows a ppt as follow, and ask students to choose the correct picture:
Which picture is baby teeth?
What are the differences between these two pictures?

Which are the baby teeth?

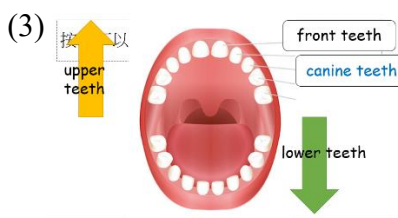
What are the differences?



baby teeth/ 20

permanent teeth
28-32

Students discuss and write the answer on the mini whiteboard.



Then teacher asks students to observe this picture, "How many teeth are there in this mouth? And are they all in the same shape? Why?" Ask students to discuss and write their answers on the mini whiteboard.

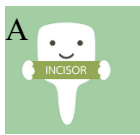
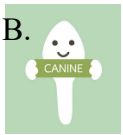




- (4) Teacher conclude that different shapes of teeth have different functions.

- (2) Students look at ppt and take a guess on the unknown words by predicting from the pictures.

18 minutes

口說評量

Students involve in the class and learn something.

<p>綜合活動</p> <p>★Activity: matching and discuss</p> <p>Teacher gives each team two sets of cards. The first set includes pictures of front teeth, canine teeth, and molar.</p> <div data-bbox="124 524 560 658" style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>A. INCISOR</p> </div> <div style="text-align: center;">  <p>B. CANINE</p> </div> <div style="text-align: center;">  <p>C. MOLAR</p> </div> </div> <p>The second set of pictures are as follows:</p> <div data-bbox="124 770 539 875" style="display: flex; justify-content: space-around;">    </div> <p>Each team has to match the two set of cards by the functions of the teeth. After matching the cards, each team has to give an example of the functions of different teeth shapes. For example, “Teeth A can cut off pizza.” “Teeth C can grind food like corns.”</p> <p>Times up! Each team shows their matching to teacher. And also share the examples they figure out to the class.</p>	<p>綜合活動</p> <p>★Activity:</p> <p>Teacher starts the games and students respond to the questions.</p>	<p>14 minutes for activity1</p>	<p>口說評量 活動評量</p>
<p>Wrap up</p> <p>Teacher concludes what students learned by asking questions.</p>	<p>Wrap Up</p> <p>Students answer the questions</p>	<p>2 minute</p>	<p>口說評量</p>
<p>參考資料</p>	<p>南一健康四上</p>		
<p>教學流程 (第二節)</p>			
<p>教師</p>	<p>學生</p>	<p>時間</p>	<p>評量方式</p>

準備活動

- (1) Teacher says hello to students.
- (2) Teacher shows a comic as follows:



- (3) Teachers asks students question: What happened to Dad? What is gum disease? Have you ever heard this before? Does anyone in your family have gum disease?


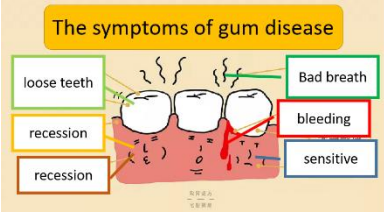
準備活動


- (1) Students say hello to teacher.
- (2) Students look at the picture and take a guess.

6 minutes

活動評量

- (3) Students listen carefully.

<p style="text-align: center;">發展活動</p> <p>(1) Teacher shows a picture as follows:</p>  <p>Teacher asks, do you find anything wrong? Some students might say “<i>the gum is red.</i>” Teacher can say “<i>it’s infected. It is called gum disease.</i>”</p> <p>(2) Teacher then shows picture of gum disease symptoms:</p>  <p>“Do you have these symptoms?” “Have you seen or heard anyone with these symptoms? How do they feel?”</p> <p>Share it with the class.</p> <p>(3) What causes gum disease? Teacher explains the cause of gum disease is because of the bad personal hygiene. And ask students to think what they can do to prevent themselves from gum disease. The correct answer is to brush your teeth and floss your teeth everyday!</p>	<p style="text-align: center;">發展活動</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>★Activity 1: Kahoot Teacher asks students to line up and take their ipad. Students click <u>kahoot</u> app and</p>	<p style="text-align: center;">綜合活動</p> <p>★Activity 1: Kahoot Teacher starts the games and students respond to the questions.</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>

enter the game code. By the results, teacher can assess			
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
<p style="text-align: center;">準備活動</p> <p>(1) Teacher says hello to students.</p> <p>(2) Teacher shows a picture and ask student to read the sentence. Most of the student do not know the word “cavity”. Let them read and look at the picture so that students can predict the meaning on their own.</p> <p>Oh no! I have a cavity. And it HURT!!!!</p>  <p>3. Teacher asks “Have you had cavity before? How do you feel when you got a cavity? Do you like the feeling?” Let students share their experience with the class.</p> <p>4.</p>	<p style="text-align: center;">準備活動</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>

<p style="text-align: center;">發展活動</p> <p>(1) Teacher then says so “<i>If we don’t want cavity in our mouth, we should.....</i>” Let students fill in the blank. The answer is “brush our teeth and floss our teeth.”</p> <p>(2) So today we are going to learn a song about how to brush your teeth.</p> <p>(3) Teacher plays the song for one time and ask students to listen carefully first</p> <p>(4) After listening to the song, teacher then asks some questions like...</p> <p>Q1: How do you brush your teeth? In the circle or square way?</p> <p>Q2: How much toothpaste do you need? (In the size of a pea).....</p> <p>Q3: Why do we brush our teeth, we need to brush off.....(germs)</p> <p>(5) After checking students’ comprehension about this song, teacher plays the song for a few times and students can follow the melody and sing the lyrics of the song.</p>	<p style="text-align: center;">發展活動</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>綜合活動</p> <p>★Activity: “sing and do the action” Students can sing and do the actions with teacher for many times so they can remember the lyrics and also the content of the song.</p>	<p style="text-align: center;">綜合活動</p> <p>★Activity: Students work cooperatively and are fully involved in the activity.</p>	<p style="text-align: center;">14 minutes f</p>	<p style="text-align: center;">口說評量 活動評量</p>

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 (第四節)			
教師	學生	時間	評量方式
準備活動 (1) Teacher says hello to students. (2) Teacher reviews what students have learned from the past about teeth hygiene and gum disease by asking some quick questions. (3) Teacher says by except for brushing our teeth, is there any other way to clean our teeth? “Yes, it’s flossing. Do you floss every day? Today we’re going to learn how to floss our teeth correctively.”	準備活動 (1) Students say hello to teacher. (2) Students understand their mission and discuss with teams.	3 minutes 3 minutes	活動評量

<p style="text-align: center;">發展活動</p> <p>(1) Teacher takes out a pack of floss and ask students to say “floss” again.</p> <p>(2) Teacher pull out a 45 cm long floss and wrap it on both middle fingers and say “middle fingers”.</p> <p>(3) Then teacher shows her index fingers and thumbs and says “they are index fingers and the thumbs. Show me your index fingers and the thumbs. Yes! Very good, we use our index fingers and thumbs to floss our teeth.”</p> <p>(4) Slide it up and down.</p> <p>(5) Teacher pass down a pack of floss for each team. Students practice with each other in pair.</p>	<p style="text-align: center;">發展活動</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 style="text-align: center;">18 minutes</p>	<p style="text-align: center;">口說評量</p>
<p>綜合活動</p> <p>★Activity: Students go wash their hands. 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;">綜合活動</p> <p>★Activity: Kahoot Teacher starts the games and students respond to the questions.</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>
<p>Wrap up Teacher concludes what students learned by asking questions.</p>	<p style="text-align: center;">Wrap Up</p> <p style="text-align: center;">Students answer the questions</p>	<p style="text-align: center;">2 minute</p>	<p style="text-align: center;">口說評量</p>