

109 學年度第二學期沉浸式英語教學教案設計-健康與體育領域(健康)

單元名稱	Unit 1 身體的成長 Body growth	教材來源	南一
年級	四年級	教學節數	共四節
學習目標	能體認身體發育與成長 能了解每個人成長的速度各自不同 能了解人在不同時期生長速度不同，但有一定的生長標準 能知道影響生長發育的因素 能養成好習慣以促進身體健康的成長發育		
學科內容及學科語言學習目標			
Content and Language Integrated Learning Objectives			
Content objectives			
Prior knowledge		Subject-specific knowledge	
1. 經由每學期量身高體重，知道自己不斷長高變重 2. 知道要均衡飲食和經常運動以促進身體健康		1. 能體認身體發育與成長 2. 能了解每個人成長的速度各自不同 3. 能了解人在不同時期生長速度不同，但有一定的生長標準 4. 能知道影響生長發育的因素 5. 能養成好習慣以促進身體健康的成長發育	
Communication (Language Objectives)			
Language related to content language		Language for Communication	
Growing up. Growing at different speeds. High, short, heavy, light, mature, gene, inherit, race, body type, habit, exercise		Do you also have the same experience? Do all people grow at the same speed? We should respect each other, no matter how tall or short, thin or fat. What factors may affect our growing? What good habits or behaviors can help children grow well?	
Cognition			
能了解身體發育的現象，及其影響因素 能了解日常生活的習慣會影響生長發育			
Culture			
能養成健康的生活習慣及態度			
Translanguaging (跨語言策略)			
For Teachers		For Students	
①老師在講解時可以利用圖片，肢體動作來幫助學生理解不懂的單字 ②做活動的時候會稍微使用中文解釋		學生可以用中文提問	
Teaching Plan			
Session one: Growing up			
教學流程 Teaching Procedures		評量方式 Evaluation	資源 Resource

<ul style="list-style-type: none"> ● 引起動機(Warm up) Teacher shows the picture as in the text book on whiteboard and asks students “What happened to Xiao Cheng?” ● Activity one: Q&A ① Why does Xiao Cheng’s clothes become tight and short? ② Do you also have the same experience like Xiao Cheng? ● Activity two: Discussion 1. Teacher shows ppt picture as in the textbook. 2. Teacher asks: ① “Why is Xiao Cheng not as tall as his brother at the same age of ten? ② “As we grow up, our bodies would change, and size would become bigger. But do we all grow exactly at the same speed? ③ “What would you feel as you are taller or shorter than other classmates? “ ● Wrap Up: ① Being tall or short is just for now, as each one of you might grow at a different speed, and at a different time, too. Some might grow earlier and some later. ② We should respect each other, no matter tall or short, thin or fat. ~ End of session one~ 	<p>學生能說出小辰的衣褲變小了。</p> <p>Students answer “He has grown taller and bigger.” Students share their experiences.</p> <p>Students answer “He might grow later.”</p> <p>Students answer freely.</p> <p>Students share their feelings.</p>	<p>ppt</p> <p>ppt</p>
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Session two: Speed of growing

教學流程 Teaching Procedures	評量方式 Evaluation	資源 Resource
<ul style="list-style-type: none"> ● 引起動機(Warm up) Teacher shows the ppt picture on whiteboard and asks students: “Do all of you grow at the same speed?” ● Activity one: Q&A Teacher shows the ppt pictures one by one on whiteboard and asks students accordingly: ① In which period do we grow faster? 	<p>Students answer freely.</p>	<p>ppt</p> <p>ppt</p>

<p>②Who mature earlier, boys or girls?</p> <ul style="list-style-type: none"> ● Activity two: Discussion <ol style="list-style-type: none"> 1. Teacher shows the picture as in the textbook on whiteboard. 2. Teacher says: <ul style="list-style-type: none"> ☺討論看看☺ 1. 你們的身高範圍應該是多少呢? 2. 你有超過標準嗎?還是低於標準?或是符合標準呢? 3. If you find yourself growing slowly, what should you do? <ul style="list-style-type: none"> ● Wrap Up: <ol style="list-style-type: none"> ① Being tall or short is just for now, as each one of you grow at a different speed, and at a different time, too. Some grows earlier and some later. ②We should respect each other, no matter tall or short, thin or fat. <p style="text-align: center;">~ End of session two~</p> 	<p>Students express their thinking.</p> <p>Students can answer questions.</p>	
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Session three: Factors affecting growing

教學流程 Teaching Procedures	評量方式 Evaluation	資源 Resource
<ul style="list-style-type: none"> ● 引起動機(Warm up) <p>Teacher asks students: Who in our class is high? Who is short? Who is heavy? Who is light?</p> <ul style="list-style-type: none"> ● Activity one: Discussion <p>Teacher shows the ppt picture on whiteboard and asks students:</p> <ol style="list-style-type: none"> ①What do you see? ②Discuss with your teammates. <ul style="list-style-type: none"> ● Activity two: Discussion <p>Teacher asks students read the page of the textbook and discuss: What factors may affect our growing?</p>	<p>Students answer freely.</p> <p>Students share their findings such as people of different races, colors, body sizes.</p> <p>Students report by teams.</p>	<p>ppt</p> <p>ppt</p>

<ul style="list-style-type: none"> ● Wrap Up: Human growth can be affected by genes, foods, exercises, habits, environments and so on. <p style="text-align: center;">~ End of session three~</p>		
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Session four: Ways to grow well

教學流程 Teaching Procedures	評量方式 Evaluation	資源 Resource
<ul style="list-style-type: none"> ● 引起動機(Warm up) Teacher shows the picture and asks students: Did you ever stay up late and so feel sleepy in the class next day? ● Activity one: Q&A Teacher asks students: Q: Why is it not good to stay up late and so cannot get enough sleep? A: If children cannot get enough sleep, they cannot grow well. They shall grow slowly. ● Activity two: Group Discussion Teacher asks students to read the page of the textbook and discuss with teammates: What good habits or behaviors can help children grow well? ● Wrap Up: Children would grow well if they <ol style="list-style-type: none"> 1. Sleep enough. 2. Eat healthily. 3. Keep a good mood. 4. Learn to express feelings. 5. Have good interpersonal relationships. 6. Exercise a lot! <p>~ End of session four~</p>	<p>Students answer freely.</p> <p>Students share their thinking.</p> <p>Each group send one representative to report.</p>	<p>ppt</p> <p>ppt</p>