

僑仁國小 109 學年度下學期英語融入健康課程架構與教案

《LIVE 康樂行》

二年級英語融入健康課程之教學設計

| | | | |
|---|---|---|--|
| 主題名稱 | Live 康樂行 | 教學設計者 | 何侷聰、賴美靜 |
| 教學對象 | 二年級共 6 班 | 教學節次 | 第 2 節/共 4 節 |
| 核心素養 | | | |
| <input checked="" type="checkbox"/> A1 身心素質與自我精進 <input checked="" type="checkbox"/> A2 系統思考與解決問題 <input type="checkbox"/> A3 規劃執行與創新應變 | <input checked="" type="checkbox"/> B1 符號運用與溝通表達 <input type="checkbox"/> B2 科技資訊與媒體素養\ <input type="checkbox"/> B3 藝術涵養與美感素養 | <input type="checkbox"/> C1 道德實踐與公民意識 <input type="checkbox"/> C2 人際關係與團隊合作 <input type="checkbox"/> C3 多元文化與國際理解 | |
| 總綱 | | 領綱 | |
| A2 系統思考與解決問題 | | 健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。 | |
| 英語學習重點 | | | |
| ● Unit 2: What do you eat? I eat ____ (food group). I eat breakfast/lunch/dinner every day. | | | |
| 學習表現 | | 學習內容 | |
| 1a-I-1 認識基本的健康常識。 1a-I-2 認識健康的生活習慣。 2a-I-1 發覺影響健康的生活態度與行為。 3a-I-2 能於引導下，於生活中操作簡易的健康技能。 | | Ea-I-1 生活中常見的食物與珍惜食物。 Ea-I-2 基本的飲食習慣。 Eb-I-1 健康安全消費的原則。 | |
| 教學總目標 | | | |
| 1. 學生能夠聽懂教師使用的英語 2. 學生能夠完成教師指派的任務 3. 學生能以正確的方式回應教師指令 | | | |
| 節次及單元主題 | 教學活動 | 評量方式 | 教學目標與英語學習重點 |
| 第 6-8 節 單元二 飲食行動家 第 1 課 飲食密碼 | Session 1 六大類食物 (p18-21) 《Warm Up》Group the food (5 mins) 1. Teacher uses food pictures and ask students to divide into groups. 2. Teacher: "If we divide food into 6 groups, then tell me the food group names you know. " 《Presentation》Magic 6 (15 mins) | 分組報告 參與討論 實務操作 態度檢核 課堂問答 觀察記錄 | 教學目標 1. 認識六大類食物並舉例說明。(Session 1) 2. 區分日常生活中的食物，屬於六大類食物中的哪一類。(Session 2) |

1. Teacher introduces Magic 6 Food Groups through pictures in the video “Food Group and My Plate:

<https://www.youtube.com/watch?v=L7Q0UiQCb5E>

2. Teacher explains the functions of each food group:

- Grains: give body energy (picture of energy battery).
- Vegetables: fiber and vitamin
- Fruits: fiber and vitamin, too.
- Protein: grow muscles.
- Dairy: good for bones and teeth
- Fat: give body energy and good for skin and organs.

2. Teacher asks why we can't see fat in My PLATE: our body doesn't need not much fat.

《Practice》 Recognize 6 food groups. (10 mins)

1. Look and Say: look at the pictures in the PowerPoint and name the specific food group.
2. Game (find and match): Listen to the functions of the food group, find the right word of food group, and then stick the right food picture under the specific food group. The fastest group will be the winner.

《Production》 –worksheet (10 mins)

1. Go back to P18-19 and find out the missing food group in the secnerio.
2. Finish the food group worksheet.

3. 養成每天均衡攝取六大類食物的習慣。(Session 2-3)
4. 養成每天吃早餐的觀念。(Session 3)

英語學習重點

| Language for learning | Language of learning |
|---|--|
| Name of this food group. | Grains/Protein/Vegetables/Fruits/Dairy/Fat (food group). |
| What do you eat (for breakfast/lunch/dinner)? | I eat _____ (food group). |
| | I eat breakfast/lunch/dinner every day. |

4/7 教學演示課

Session 2 一日三餐 (p22-23)

《Warm Up》(2 mins)

Review the food groups and the function of each food group.

《Presentation》

Group the food (8 mins)

- 1 Teacher uses food pictures and ask students to divide into groups.
- 2 Teacher: “If we divide food into 6 groups, then show me the food group names you know.

Review food groups (10 mins)

1. Teacher uses the food group poster made last session to review 6 food groups.
2. Teacher asks 2 students make a team to use an ipad to finish the liveworksheet.
3. Teacher adds points for Ss who had finished the worksheet in time.

Eat healthy: we are what we eat. (5mins)

1. Discuss with students the pictures they see: We are what we eat.
2. Eat healthy from the day we get up from bed:
 - Breakfast
 - Lunch
 - Dinner

《Practice》

Healthy checkup of 3 meals (10 mins)

1. Teacher asks “What do we eat for breakfast/lunch/dinner?” and analyzes food groups in each meal.
2. Teacher takes pictures on p22-23 as an example to name the food groups in each meal.

3. Teacher explains the concept of a balanced diet: 6 food groups in 3 meals a day.

《Production》

Eat healthy (5mins)

1. Teacher uses the real pictures of 3 meals and a food-group checklist to help Ss examine a balanced diet or not.
2. Ss check pictures of dishes one by one to choose the most healthy one.

Session 3 飲食點點名(p24-25+p29)

《Warm Up》 –Which one is healthier?

1. We are what we eat: Which set of breakfast is healthier? (Look at the pictures and answer)
2. Healthy food, healthy body.
Unhealthy (Junk food), unhealthy body.

《Presentation》 –importance of breakfast

1. Teacher asks Ss to guess why breakfast is so important.
2. Ss finish p25 Match and Fill in: the food group of each dish in lunch and dinner.

《Practice》 –cook/buy a balanced meal (10 mins)

1. Cook or buy healthy meals for family: Each team chooses the best 3 meals (料理圖卡) and explain why.
2. Team assessment: Let' s see which team wins the most reward points







《Production》 –video

1. Teacher shows the video and asks Ss what you' ve learned.







<https://www.youtube.com/watch?v=iTvuMXWPpzs&list=PLBFtA8->

| | <p>v4yboXGFfWMkYRtLg2I8Vv_wUs&index=10 (我的餐盤:均衡飲食兒童篇)</p> <p>2. Teacher assigns Ss to finish P29 (read and check):look at the pictures of each meal and check the food group.</p> <p>3. Teacher asks Ss to share their meals of yesterday and check if they' re healthy or not.</p> | | | | | | | | | | |
|---|---|---|--|-----------------------|----------------------|----------------------|-------------------------------------|-----------------|--|---------------|--|
| <p>第 9 節</p> <p>單元二 飲食行動家</p> <p>第 2 課 健康飲食習慣</p> | <p>健康飲食習慣(p26-28)</p> <p>《Warm Up》 –ALL YOU CAN EAT BUFFET (5 mins)</p> <p>1. Watch the video and discuss if it' s healthy https://www.youtube.com/watch?v=RZ7egymmdJA&list=PLBFtA8-v4yboXGFfWMkYRtLg2I8Vv_wUs&index=19 (499 吃到飽)</p> <p>《Presentation》 –Keep a healthy habit. Eat healthy. (10 mins)</p> <p>1. Teacher explains eating too much is unhealthy and asks Ss to list down the reasons (p26).</p> <p>2. Teacher asks each team to share 3 good eating habits they know and then check with the student book. (It' s okay to repeat).</p> <p>《Practice》 –Odd one out (10 mins)</p> <p>1. Teacher assigns each team to find out the wrong/ odd food group on P28 and name the correct food group.</p> <p>2. Then each team shares their answer and say:<i>I eat <u>protein</u> every day.</i></p> <p>《Production》 –unit quiz (10 mins)</p> <p>1. Cavity experiment preparation: Put boiled eggs in the papercups filled with children' s favorite drinks, such as black tea, coke and juice. Next week the class will discuss what will happen to eggs.</p> <p>2. Do an A5-paper quiz.</p> | <p>分組報告</p> <p>參與討論</p> <p>實務操作</p> <p>態度檢核</p> <p>課堂問答</p> <p>觀察記錄</p> | <p>教學目標</p> <p>1. 覺察飲食過量對身體的影響。</p> <p>2. 能於引導下，於生活當中落實健康飲食習慣，實踐健康飲食原則。</p> <p>英語學習重點</p> <table border="1" data-bbox="1209 920 1481 1272"> <thead> <tr> <th>Language for learning</th> <th>Language of learning</th> </tr> </thead> <tbody> <tr> <td>Keep a health habit.</td> <td>Eat health. All you can eat buffet.</td> </tr> <tr> <td>Eat just right.</td> <td></td> </tr> <tr> <td>Not too much.</td> <td></td> </tr> </tbody> </table> | Language for learning | Language of learning | Keep a health habit. | Eat health. All you can eat buffet. | Eat just right. | | Not too much. | |
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Checklist 檢核表

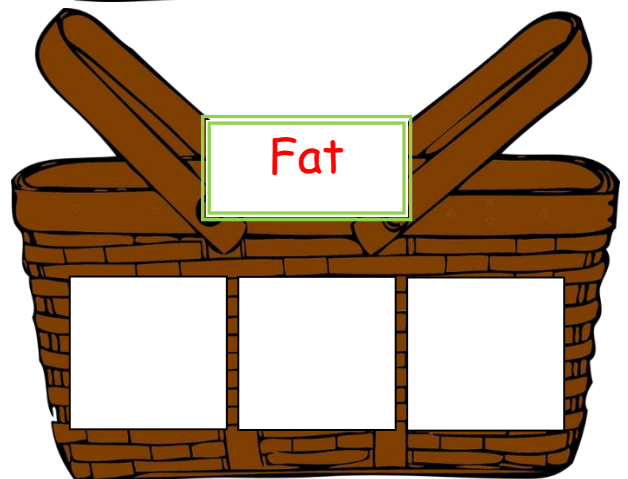
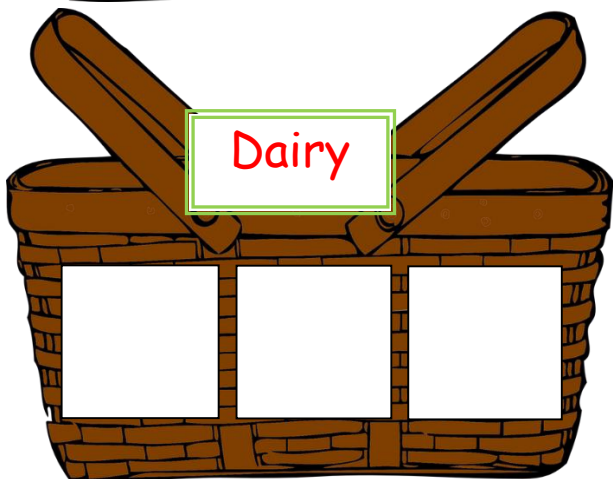
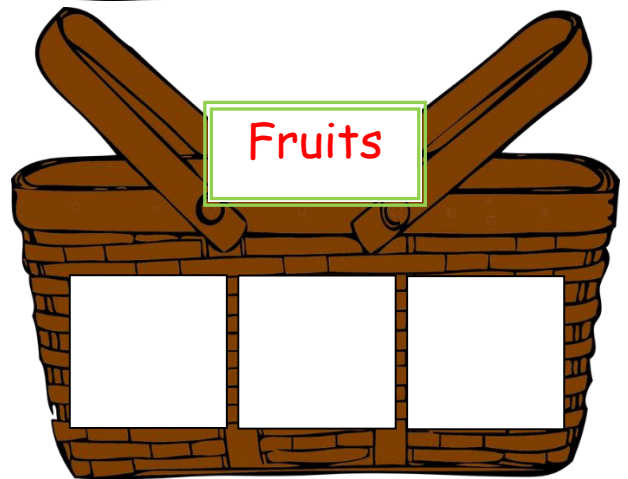
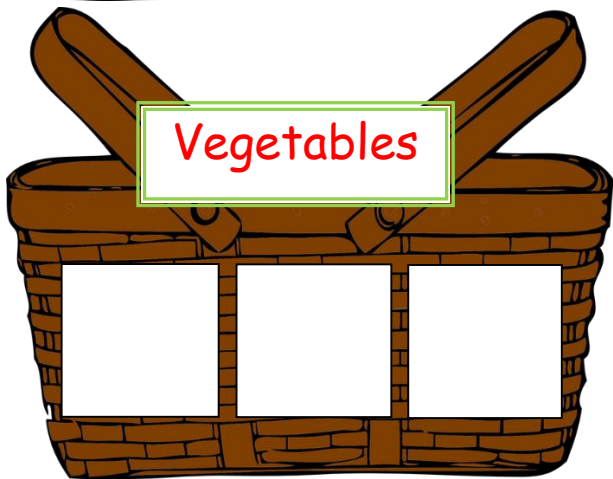
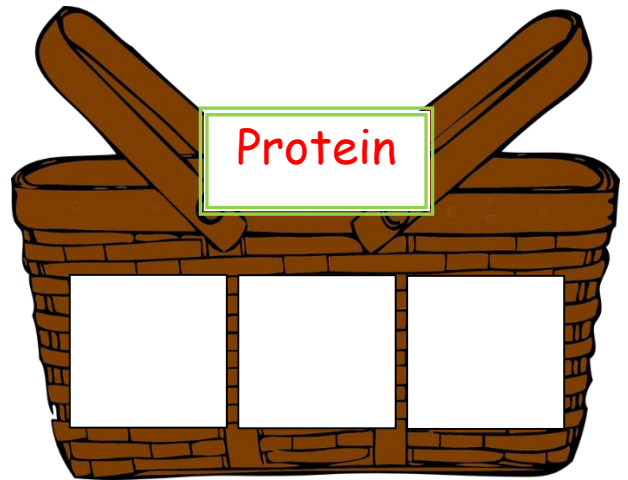
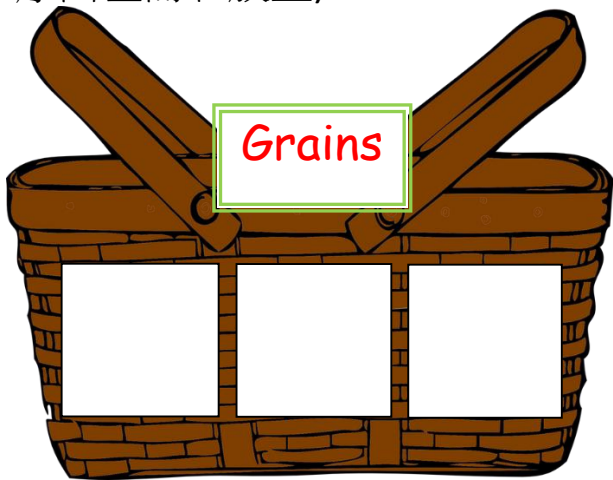
| Food Group/M meal | Breakfast | Lunch | Dinner |
|---|-----------|-------|--------|
|  Grains | | | |
|  Protein | | | |
|  Dairy | | | |
|  Vegetables | | | |
|  Fruits | | | |
|  Fats (Oils & Nuts) | | | |



















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Food Groups

➤ Read and drag the correct food to the right group. (請依照字數長短及字母順序由左而右放置)



| | | | | | |
|---|---|---|---|--|---|
|  EGG |  AVOCADO |  TOMATO |  PASTA |  CHEESE |  BEANS |
|  OLIVE OIL |  BROCCOLI |  APPLE |  NUTS |  SPINACH |  MILK |
|  STRAWBERRIES |  YOGURT |  SWEET POTATO |  CHICKEN |  RICE |  WATERMELON |