附件三：

新北市108年度教師跨領域全英語授課教案設計

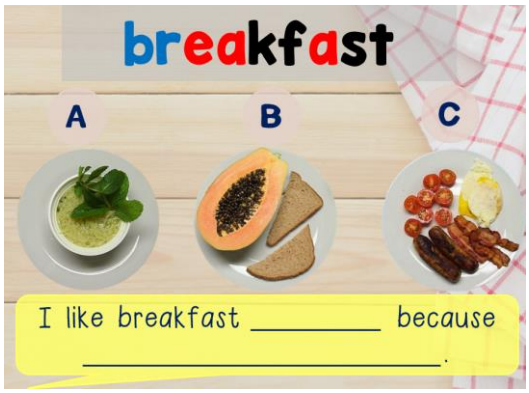
設計者 / 服務學校	許家菁、楊京儒、彭雅君/新市國小	
教案名稱	Food, food, bad or good?	
教學年級：國小_三_年級	預計課程上使用之英語比例： 90 %	
學生人數:__34__人	教學總節數:_3_節	預計公開授課內容為第_3_節
預計公開授課之時間： _108_年__11__月__29__日 _11_時_20_分至_12_時_00_分 （第_4_節課）	預計公開授課之地點： 新北市_淡水_區新市_國小 __班級__教室	預計公開授課之教師： 姓名：_____許家菁____ 服務學校：_新市國小__ 專長領域：__英語____

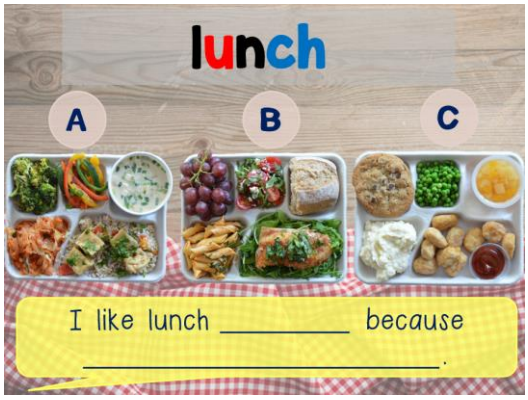
核心素養	**總　綱**	A1 身心素質與自我精進 B1 符號運用與溝通表達 C2 人際關係與團隊合作	
	領　綱	英語	英-E-A1 具備認真專注的特質及良好的學習習慣，嘗試運用基本的學習策略，強化個人英語文能力。 英-E-B1 具備入門的聽、說、讀、寫英語文能力。在引導下，能運用所學、字詞及句型進行簡易日常溝通。 英-E-C2 積極參與課內英語文小組學習活動，培養團隊合作精神。
		綜合	綜-E-C2 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。
		健體	健體-E-A2 具備探索身體活動與健康生活問題的思考能力，並透過體驗與實踐，處理日常生活中運動與健康的問題。
學習重	**學習表現**	英語	◎1-Ⅱ-10 能聽懂簡易句型的句子。 ◎2-Ⅱ-6 能以正確的發音及適切的語調說出簡易句型的句子。 ◎3-Ⅱ-4 能看懂課堂中所學的簡易對話。

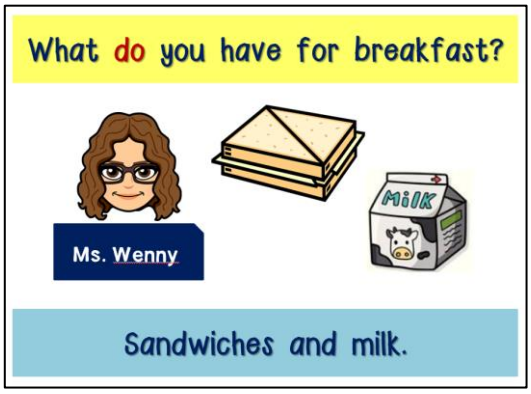
<table>
<tr><td rowspan="5">點</td><td rowspan="3"></td><td></td><td>◎3-Ⅱ-5 能看懂課堂中所學的簡易短文之主要內容。
◎4-Ⅱ-5 能拼寫國小階段基本常用字詞。
◎4-Ⅱ-6 能依圖畫、圖示填寫簡單字詞。
◎6-Ⅱ-2 積極參與各種課堂練習活動。
◎6-Ⅱ-3 樂於回答老師或同學所提的問題。
◎6-Ⅱ-4 認真完成教師交待的作業。
◎7-Ⅱ-2 能妥善運用情境中的非語言訊息以幫助學習。</td></tr>
<tr><td>綜合</td><td>1a-II-1 展現自己能力、興趣與長處，並表達自己的想法和感受。
2b-II-1 體會團隊合作的意義，並能關懷團隊的成員。</td></tr>
<tr><td>健體</td><td></td></tr>
<tr><td rowspan="2">學習內容</td><td>英語</td><td>◎Ac-Ⅱ-2 簡易的生活用語。
◎Ae-Ⅱ-1 簡易歌謠、韻文、短文、故事及短劇。
B-Ⅱ-1 第二學習階段所學字詞及句型的生活溝通。</td></tr>
<tr><td>綜合</td><td>Aa-II-1 自己能做的事。
Bb-II-2 關懷團隊成員的行動。</td></tr>
<tr><td colspan="2">健體</td><td></td></tr>
<tr><td colspan="2" rowspan="3">具體學習目標</td><td>Teaching goals</td><td>・ Students will be able to talk about their three meals.
・ Students will be able to read the paragraphs.
・ Students will be able to get the main ideas from the reading materials.
・ Students will be able to share their personal life experience.
・ Students will be able to work with peers.
・ Students will be able to share and appreciate others' work.</td></tr>
<tr><td>Target vocabulary</td><td>meat. rice. chicken. cheese. tomato(es). sandwich(es). chips. bananas. beans. spaghetti. milk. orange juice. donuts. vegetables. candy. soda. fruit. salad. cereal. hamburger. bread. breakfast. lunch. dinner</td></tr>
<tr><td>Target sentence</td><td>・ What do you have for (breakfast / lunch / dinner)?
I have (milk)and (cereal) for (breakfast / lunch / dinner).
・ It's (good / bad) for you.</td></tr>
<tr><td colspan="2">與其他領域/科目/議題的連結</td><td colspan="2">➢ 綜合領域
➢ 閱讀素養教育
閱 II-E3 熟悉與學科學習相關的文本閱讀策略。
閱 II-E11 能在一般生活情境中，懂得運用文本習得的知識解決問題。</td></tr>
</table>

教學資源/ 設備需求	ppt, video, worksheet, markers, mini-whiteboards, erasers

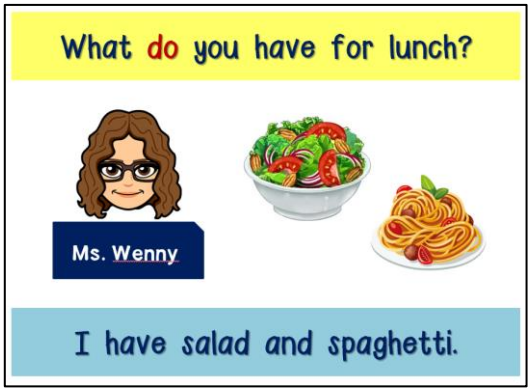
各節教學活動設計

節次	教學活動流程	時間	教學資源	教師語言
第一節	[Pre-task] **I. Get ready for the class** • Teacher greets with the students and makes sure they are ready for the class. **II. Review target vocabulary** • Teacher shows the ppt and students read the words and clapping their hands according to the syllables. [Main task] **I. Meals around the world** • Teacher shows the meals from different countries to introduce the idea of "three meals." • When the teacher shows the pictures, students can choose their favorite ones and share their reasons.  	5 10	ppt ppt	•Pre-task -Good morning, everyone! -First, you have two missions. One, put away everything on the desk. Two, put your hands on the desk. -What's out topic for today? -Let's review the words! -How many syllables? -Everyone, read together! -Wow! You did a good job. •Main task -Everyone, what do you eat in the morning? -Let's what people around the world have for breakfast! -Which one do you like? Can you tell me why? - I need two teams. You are team A and

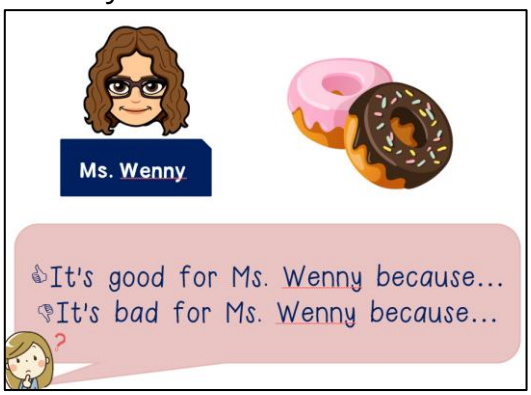
	 **II. Teacher's three meals** • Teacher shares her three meals and leads the students to do the oral practice. • Students work in two teams. • In the first round, students ask the questions and turn around. Then, teacher shows the pictures and students have to look at the pictures and shout out one word. • For the second round, students have to shout out two words.	10	ppt	you are team B. -Ok! Let's ask the question! -Turn around, please. -Later, I'll show you the pictures. You have to look at the pictures and shout out the answers. -In this round, you need to tell me one word. -This time, you have to shout out two words. -Ok! Here's the sentence. This time, try to tell me the answer as a sentence. -Is it good for me? Is it bad for me? -Now, you know what kind of food can be good for you! -For your first mission, you have to design your healthy meals. -Now, go to your partners. Ask them the questions.



- For the third and the fourth round, students have to answer the questions as a whole sentence.



- In each round, after students answer the questions, they can think about whether the food is good for the teacher or not. Then. they can share their ideas.



III. My healthy meals

- Students first design their healthy meals and write them down on the worksheet
- Then, students can go to different partners and share their healthy meals.

10

Worksheet
(Appendix A)
ppt

•**Post task**

-Ok. Let me see! Who's the lucky one?

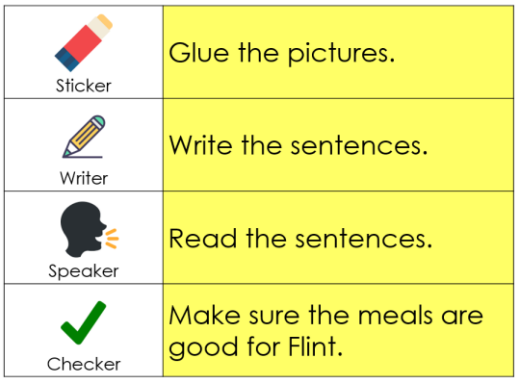
-Everyone, let's ask the question.

-What's your answer?

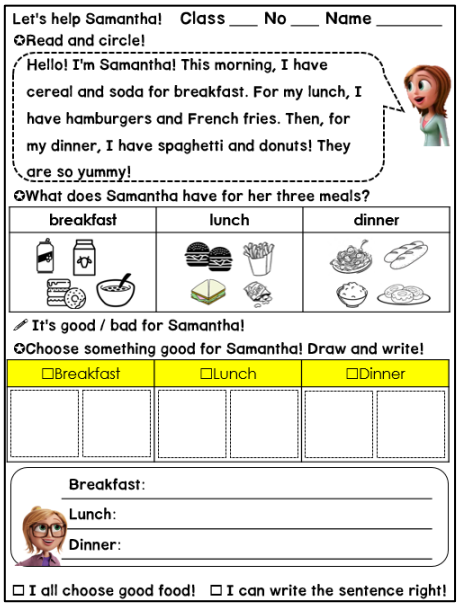
-Alright! Do you think

	• When students find the partners who are having the same food with them, they can ask them to sign the names on the worksheet. [Post task] I. **Lucky man!** • After students finish their worksheet, teacher can randomly pick some students to share their meals. • First, the students have to ask the question and the lucky one has to answer it. • Then, the students can think about whether the meal is good or not. II. **Homework time** • For students' homework, they have to write down the questions and answers according to "My healthy meals" worksheet.	5	Number lots Notebooks Worksheet	the meals are good? -So, what can we say? -Well down. -Louder, please. -Give him / her a big hand! -Alright! For your homework, please look at your worksheet and write down the questions and answers. -That's all for today! Thank you, everyone!
第二節	[Pre-task] I. **Get ready for the class** • Teacher greets with the students and makes sure they are ready for the class. II. **What's wrong?** • On the ppt, teacher first shows a character. • Students have to ask the questions, get the picture clues and answer the questions. • After students answer the questions, they need to share their whether the meal is good or not, and their reasons. [Main task] I. **Food, food, bad or good?** • Teacher tells the story which is adopted from the textbook. • While telling the story, teacher can keep asking students some	5 10 15	ppt Story ppt (Appendix B) Mini-whiteboards Markers Erasers	•Pre-task -Good morning, everyone! -First, you have two missions. One, put away everything on the desk. Two, put your hands on the desk. -What's out topic for today? -Let's ask the question! -How can you answer? -Do you think it's good or bad? -So, you can say… •Main task -Today, I'm going to share a story with you!

	comprehension questions or ask them to make prediction to get students involved in the story. • Teacher stops the story at Flint's bad dream. Then, students have to work in small groups and think about the question: 1. Why does Flint have the bad dream? • Students can discuss within their groups and write down their ideas on the mini-whiteboards. [Post task] **I. Sharing time** • Each team can share their ideas of Flint's dream. • After each team share their ideas, the other team can give them some feedbacks. 	10	Students' works ppt	-Who's the character? -What else can you see? -Ok! Let me stop here. Flint has a really bad dream… -Now, I want four people in a group. -Please talk to your friends and think about his dream. -You can start! If you need any help, don't forget to raise your hands! -What do you think? -Wow. You have a really cool idea. -It's really creative! -I love your idea! -How can you say that in English? -Repeat after me! •Post task -You all did a good job. -I love your your ideas. -Next time, you can share your idea with the class. So now, you can practice reading the sentences together. -That's all for today! Thank you, everyone!
第三節	[Pre-task] **I. Get ready for the class** • Teacher greets the students and makes sure they are ready for the class. **II. Story retelling**	5	ppt	•Pre-task -Good morning, everyone! -First, you have two missions. One, put away everything on

	• Teacher guides the students to retell the story. **[Main task]** **I. Let's help Flint!** • Teacher quickly reviews students' ideas of Flint's bad dream. • From the story, students will know that the food that Flint has it's bad for him. So, students have to discuss within their groups and design better meals for Flint. • While students are designing the meals, each one of them has their own job missions.  **[Post task]** **II. Preview for the next lesson** • For the next lesson, students will do the sharing of their work. • Teacher can walk around to check students' work and see if they need any help. • Each team can also practice the sharing for the next lesson.	10 10 10	Worksheet (Appendix C) ppt ppt Students' work	the desk. Two, put your hands on the desk. -What's out topic for today? -Last time, we had a story. I need your help. Please help me tell the story. **•Main task** -Today, we need to help Flint. He had a bad dream because he didn't eat good meals. Your mission is to choose some good food for him. -How can we help him? Let me show you a tip! -I want four people in a group. -So, later, your group has to design Flint's meals by looking at the food groups. -Now, look at your job. -Ok! Let's start! -What do you think? -Which one is good for Flint? -Is this good for Flint? -Do you have the food from every groups? **•Post task** -Next time, you can share your idea with the class. So now, you can practice reading

				the sentences together. -That's all for today! Thank you, everyone!
第四節	[Pre-task] **I. Get ready for the class** • Teacher greets the students and makes sure they are ready for the class. **II. Story review** • Teacher shows the pictures of the story, students can read aloud. **[Main task]** **I. Let's help Flint!- Work sharing** • Each team get on the stage and share the meals they've designed for Flint. • After the team does their sharing, the other team can give them some feedbacks as encouragement. **II. What's wrong with Samantha's meals?** • Teacher sets up the context. • Each students can get a piece of worksheet. • Students first read the paragraph and figure out what Samantha just had for her three meals. • Teacher can invite students to share their ideas. • Then, students have to work individually and design new meals for Samantha.	3' 6' 8'	PPT PPT Students' Worksheet (Appendix C) PPT Worksheet (Appendix D)	·Pre-task -Good morning, everyone! -Let's quickly review the food groups. -Can you try to think about any food in this group? -Great! Can you try more? - Last time, you did a good job about helping Flint. -Today, you're going to share your ideas to every group. -When you read the work, what should you do? - When you listen to the speakers, what should you do? - Speakers, stand up and bring your work, please. -Time is up, go to the next group. ·Main task -I heard someone read very well. -I like the way ___ listens to the speakers quietly. -First, read what Samantha said. Second, circle the food

	 **[Post task]** **I. Reflection** • After the group sharing, teacher give every student a reflection form. • Teacher explains the statements, and let student do the self-reflection.	8' 10' 5'	PPT Worksheet (Appendix D) PPT Worksheet (Appendix D) PPT Worksheet (Appendix E)	she ate. -Let me read again, please check your answer. -Look at the food groups, who can circle out the food that Samantha ate. -Look at these pictures, what's wrong with Samantha's eating? - How can we help Samantha? -Now, try to think about how are you going to change her eating habit? **-Post task** -I can see almost everyone finished the job. -Now, you're going to work in four. -Team A raise your hands. Team B raise your hands. -Share your worksheet with each other. -When you listen to them, what should you do? -I need you check two things. One is does their work have four groups? The other one is do they write the sentences correctly? -Great! I saw many groups did a good job. -Everyone, pass the

				worksheets. -This is reflection form, and you're going to think about your work and your partners. -If you think you did an excellent job, then color the happy face. -If you think you did it ok, then color the second face. -If you think you didn't do it, then color the sad face.

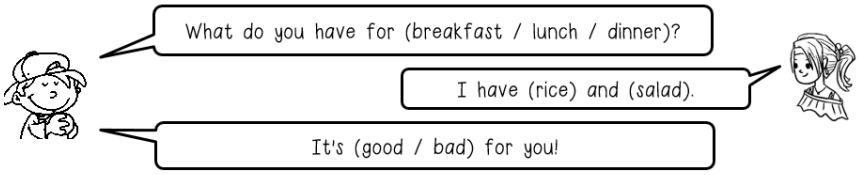
附錄（學習單或其他教學相關資料）

Appendix A: My healthy meals

My healthy meals Class _____ No ____ Name _____

French fries / bread / meat / rice / chicken / cheese / tomatoes / sandwiches / chips / bananas / beans / spaghetti / milk / orange juice / donuts / vegetables / candy / soda / fruit /salad / cereal / hamburgers

	My Healthy Meals	My friends' Name
breakfast		
lunch		
dinner		



Appendix B: Story "Food, food, bad or good?"

Appendix C: Flint's three meals

Flint's three meals We are _____, _____, _____ and _____.

	Breakfast	Lunch	Dinner
Before	chips soda	hamburgers French fries	donuts candy
After	☐Breakfast	☐Lunch	☐Dinner

Write the sentences.

Breakfast: _____

Lunch: _____

Dinner: _____

Checklist☑

- ☐ We all choose good food!
- ☐ We can write the sentences correctly!

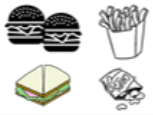
Appendix D: Samantha's Eating Habit

Let's help Samantha! Class ___ No ___ Name _____

✪Read and circle!

Hello! I'm Samantha! This morning, I have cereal and soda for breakfast. For my lunch, I have hamburgers and French fries. Then, for my dinner, I have spaghetti and donuts! They are so yummy!

✪What does Samantha have for her three meals?

breakfast	lunch	dinner
		

It's good / bad for Samantha!

✪Choose something good for Samantha! Draw and write!

☐Breakfast	☐Lunch	☐Dinner

Breakfast: _____

Lunch: _____

Dinner: _____

☐ I all choose good food! ☐ I can write the sentence right!

Appendix E: Reflection Form

Class _____ No ____ Name _____

Reflection Form

I know which food is **good** or **bad**.	☺ 😐 ☹
I know **how** to eat healthy.	☺ 😐 ☹
I **finish** my mission.	☺ 😐 ☹
I **help** my partners.	☺ 😐 ☹
I **like** our work.	☺ 😐 ☹