

嘉義縣 110 學年度全英語教案甄選

教案設計比賽甄選

主題名稱：Vegetables

參賽組別：國中

適合年級：七年級

設計理念：

1. 與日常生活做結合，設計以「食用蔬菜」為主題的課程，透過此課程首先讓學生認識蔬菜的構造，並能分類其根、莖、葉、果實；進而融入生活情境以家庭晚餐及學校午餐內容進行討論，藉此除了增進學生英文聽說讀寫能力，更讓英語學習生活實用化。
2. 藉由分組海報設計繪畫與小組口頭報告，提升對蔬菜的認知，欣賞蔬菜之美，進而培養愛物惜物之心。

作品編號：

附件四

全英語教學~教案設計

| 單元名稱 Unit/Title | Vegetables | 適用年級 Grade | Grade 7 |
|---|--|---------------|---------|
| 配合融入之學科 領域(如無，可 略) Integrated Subjects | <input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 綜合活動 <input type="checkbox"/> 健康與體育 <input type="checkbox"/> 生活課程 <input type="checkbox"/> 藝術 <input type="checkbox"/> 社會 <input type="checkbox"/> 科技 (第四學習階段) 備註：不包含語文領域 | | |
| 配合融入之議題 Integrated Issues | <input type="checkbox"/> 性別平等教育 <input type="checkbox"/> 人權教育 <input checked="" 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"/> 閱讀素養 <input type="checkbox"/> 多元文化教育 <input type="checkbox"/> 國際教育 <input type="checkbox"/> 生涯規劃教育 <input type="checkbox"/> 家庭教育 <input type="checkbox"/> 原住民教育 <input type="checkbox"/> 戶外教育 | | |
| 總綱核心素養(跨 領域)或領綱核心 素養(單領域) MOE Core Competencies | 英語文領域素養 Core competencies of language (English) learning 英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用各種學習與溝通策略，精進英語文學習與溝通成效。 英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 英-J-B2 具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習素材與範疇、提升學習效果，同時養成資訊倫理素養。 英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。 | | |
| 單元目標 Unit Objectives | Pronunciation of vegetable names Understand the differences between a fruit and a vegetable Develop self-study and research skill Presentation of self-made poster to develop speaking skills Develop reading with understanding skill Develop writing skills with new vocabulary Develop listening skills Encourage enjoyment while learning English | | |

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| 表現任務 Performance Tasks | 1. Be able to read aloud → answer questions. 2. Be able to discuss school lunch menu. 3. Be able to draw a poster. 4. Be able to do oral presentation. |
| Culture/ Community/ Citizen 情境脈絡 節次配置 Title of Each Period | Period one: The food we eat Period two: School lunch menu and poster |
| 第一節 First Period | |
| 相關領域之學習 表現或相關議題 之實質內涵 MOE Curriculum Guidelines | <p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-IV-1 能聽懂課堂中所學的字詞。</p> <p>1-IV-2 能聽懂常用的教室用語及日常生活用語。</p> <p>1-IV-3 能聽懂基本或重要句型的句子。</p> <p>1-IV-4 能聽懂日常生活對話的主要內容。</p> <p>2-IV-1 能說出課堂中所學的字詞。</p> <p>2-IV-2 能依情境使用日常生活用語。</p> <p>2-IV-3 能依情境使用教室用語。</p> <p>2-IV-5 能以簡易的英語表達個人的需求、意願和感受。</p> <p>2-IV-6 能依人、事、時、地、物作簡易的描述或回答。</p> <p>2-IV-7 能依人、事、時、地、物作簡易的提問。</p> <p>2-IV-8 能以正確的發音、適切的重音及語調說出基本或重要句型的句子。</p> <p>2-IV-10 能以簡易的英語描述圖片。</p> <p>2-IV-13 能依主題或情境以簡易英語進行日常生活溝通。</p> <p>3-IV-2 能辨識課堂中所學的字詞。</p> <p>3-IV-5 能看懂簡易的生活用語。</p> <p>4-IV-2 能依圖畫、圖示書寫英文句子。</p> <p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>5-IV-1 能聽懂、讀懂國中階段基本字詞，並使用於簡易日常溝通。</p> <p>5-IV-3 能聽懂日常生活應對中常用語句，並能作適當的回應。</p> |
| 學習目標 Learning Objectives | 學科學習內容 Content |
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| | 語言學習內容 (Language of Learning) Communication | | |
|------------------------|--|--|---|
| | <p>目標字詞 Target vocabulary :</p> <p>Leaf, seed, flower, fruit, stem, bud, tuber, root, carrot, broccoli, cucumber, potato, pumpkin, corn, cabbage, daikon, cauliflower, mushroom, green peppers, red onion, green onion, asparagus, eggplant, sweet potato, peas.</p> <p>目標句型 Target sentences:</p> <p><u>Leaves</u> can be a <u>vegetable</u>.</p> <p><u>Pumpkins</u> are <u>fruits</u>.</p> | | |
| 學習活動 Learning Tasks | 步驟 Procedures | 教學資源 Teaching Resources | 認知能力 Cognition |
| | <ol style="list-style-type: none"> 1. Students (Ss) make list of what they ate last night and or this morning, share with groups/class. 2. Work through the ppt, with Ss guessing the names of so-called vegetables. Check pronunciation. Get feedback. 3. Hand out task 1, two per table, Ss given time to read by themselves underlining any unfamiliar words 4. Once completed, Ss ask others in their groups to assist with unfamiliar vocabulary. <p>Teacher then reads aloud and</p> | <p>PPT Task1 worksheet Markers White board</p> | <p>Categorize fruit and vegetables, parts of the plant.</p> |

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| | Ss follow. Emphasis placed on pronunciation and intonation. Then, 4-5 Ss are asked to read Task 1 aloud. The question part is completed and checked. | | | | |
| | 自編自選教材或學習單 Learning Materials | | | | |
| | Worksheet Vegetables Task 1 如附件 | | | | |
| | 語言使用 Use of Language | | | | |
| | 課室語言 Classroom Language | | 授課語言 Instructional Language | | 互動語言 Interactional Language |
| | Stand up. Sit down. Listen. Continue. Amazing. | | I read. You listen. Read aloud. Underline the word you don't know. Speak English. Read together. | | Q&A 1. What did you eat last night? 2. Do you like eating____? 3. What do you not eat? |
| 評量 Assessment | 語言學習評量 Oral presentation: 4 kinds of vegetables. Worksheet task1 | | | | |
| 第二節 Second Period | | | | | |
| 相關領域之學習表現或相關議題之實質內涵 MOE Curriculum Guidelines | 英語文領域學習表現 Performance of language (English) learning 1-IV-1 能聽懂課堂中所學的字詞。 1-IV-2 能聽懂常用的教室用語及日常生活用語。 1-IV-3 能聽懂基本或重要句型的句子。 1-IV-4 能聽懂日常生活對話的主要內容。 2-IV-1 能說出課堂中所學的字詞。 2-IV-2 能依情境使用日常生活用語。 | | | | |

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| | 2-IV-3 能依情境使用教室用語。 2-IV-5 能以簡易的英語表達個人的需求、意願和感受。 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。 2-IV-7 能依人、事、時、地、物作簡易的提問。 2-IV-8 能以正確的發音、適切的重音及語調說出基本或重要句型的句子。 2-IV-10 能以簡易的英語描述圖片。 2-IV-13 能依主題或情境以簡易英語進行日常生活溝通。 3-IV-2 能辨識課堂中所學的字詞。 3-IV-5 能看懂簡易的生活用語。 3-IV-6 能看懂基本的句型。 4-IV-2 能依圖畫、圖示書寫英文句子。 4-IV-5 能依提示寫出正確達意的簡單句子。 5-IV-1 能聽懂、讀懂國中階段基本字詞，並使用於簡易日常溝通。 5-IV-3 能聽懂日常生活應對中常用語句，並能作適當的回應。 | | |
| 學習目標 Learning Objectives | 學科學習內容 Content | | |
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| | 語言學習內容 (Language of Learning) Communication | | |
| | 目標字詞 Target vocabulary : Leaf, seed, flower, fruit, stem, bud, tuber, root, carrot, broccoli, cucumber, potato, pumpkin, corn, cabbage, daikon, cauliflower, mushroom, green peppers, red onion, green onion, asparagus, eggplant, sweet potato, peas. 目標句型 Target sentences: <u>Leaves</u> can be a <u>vegetable</u> . <u>Pumpkins</u> are <u>fruits</u> . | | |
| 學習活動 Learning Tasks | 步驟 Procedures | 教學資源 Teaching Resources | 認知能力 Cognition |
| | 1.The assignment [task 2] is explained, Ss are encouraged to make use of the web and the lunch menu in the classroom. 2.Groups make a vegetable poster, following the guidelines set in Task 3, the posters are used as an oral presentation, Ss make use of internet searches if required to complete the task. The rubric is used by groups to evaluate each other. | iPad Poster paper Markers PPT | Online search in English Classify parts of a plant. |

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| | 自編自選教材或學習單 Learning Materials | | |
| | <i>Vegetables Task 2 School lunches</i> <i>Vegetables Task 3 Make a vegetable poster.</i> | | |
| | 語言使用 Use of Language | | |
| | 課室語言 Classroom Language | 授課語言 Instructional Language | 互動語言 Interactional Language |
| | Stand up. Sit down. Listen. Continue. Amazing. | Draw your vegetables Color the pictures Google it | Q&A |
| 評量 Assessment | 語言學習評量 Task 3 Vegetable poster presentation rubric | | |

全英語教學~學習活動設計

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| 領域／科目／跨領域 | | 英語文領域 | | |
| 實施年級 | | 七年級 | 總節數 | 共 2 節， 70 分鐘 |
| (聚焦之)單元名稱 | | Vegetables | | |
| 設計依據 | | | | |
| 學習重點 | 學習表現 | 英語文領域學習表現 Performance of language (English) learning 1-IV-1 能聽懂課堂中所學的字詞。 1-IV-2 能聽懂常用的教室用語及日常生活用語。 1-IV-3 能聽懂基本或重要句型的句子。 1-IV-4 能聽懂日常生活對話的主要內容。 2-IV-1 能說出課堂中所學的字詞。 2-IV-2 能依情境使用日常生活用語。 2-IV-3 能依情境使用教室用語。 2-IV-5 能以簡易的英語表達個人的需求、意願和感受。 2-IV-6 能依人、事、時、地、物作簡易的描述或回答。 2-IV-7 能依人、事、時、地、物作簡易的提問。 2-IV-8 能以正確的發音、適切的重音及語調說出基本或重要句型的句子。 2-IV-10 能以簡易的英語描述圖片。 2-IV-13 能依主題或情境以 | 核心素養 | 英語文領域素養 Core competencies of language (English) learning 英-J-A1 具備積極主動的學習態度，將學習延伸至課堂外，豐富個人知識。運用 各種學習與溝通策略，精進英語文學習與溝通成效。 英-J-B1 具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情境中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。 英-J-B2 具備運用各類資訊檢索工具蒐集、整理英語文資料的能力，以擴展學習 素材與範疇、提升學習效果，同時養成資訊倫理素養。 英-J-C2 積極參與課內及課外英語文團體學習活動，培養團隊合作精神。 |

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| | | <p>簡易英語進行日常生活溝通。</p> <p>3-IV-2 能辨識課堂中所學的字詞。</p> <p>3-IV-5 能看懂簡易的生活用語。</p> <p>3-IV-6 能看懂基本的句型。</p> <p>4-IV-2 能依圖畫、圖示書寫英文句子。</p> <p>4-IV-5 能依提示寫出正確達意的簡單句子。</p> <p>5-IV-1 能聽懂、讀懂國中階段基本字詞，並使用於簡易日常溝通。</p> <p>5-IV-2 能掌握國中階段所學字詞及句型，適當地使用於日常生活之溝通。</p> <p>5-IV-3 能聽懂日常生活應對中常用語句，並能作適當的回應。</p> | | |
| | 學習內容 | <p>Pronunciation of vegetable names</p> <p>Understand the differences between a fruit and a vegetable</p> <p>Develop self-study and research skill</p> <p>Presentation of self-made poster to develop speaking skills</p> <p>Develop reading with understanding skill</p> <p>Develop writing skills with new vocabulary</p> <p>Develop listening skills</p> <p>Encourage enjoyment while learning English</p> | | |

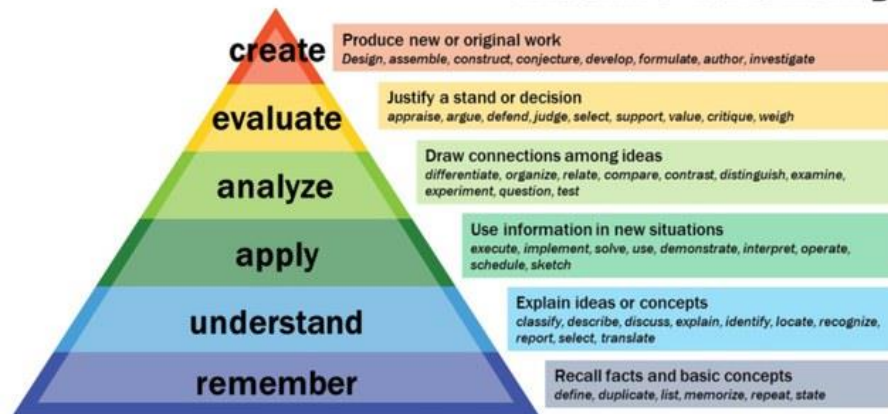
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| 議題 融入 | 議題／ 學習主題 | 環境教育/環境倫理 |
| | 議題 實質內涵 | 環 J1 了解生物多樣性及環境承載力的重要性。 環 J3 經由環境美學與自然文學了解自然環境的倫理價值。 |
| 與其他領域／ 科目的連結 | | 無 |
| 教材來源 | | 自編教材 |
| 學習目標 | | |
| <p>目標字詞 Target vocabulary :</p> <p>Leaf, seed, flower, fruit, stem, bud, tuber, root, carrot, broccoli, cucumber, potato, pumpkin, corn, cabbage, daikon, cauliflower, mushroom, green peppers, red onion, green onion, asparagus, eggplant, sweet potato, peas.</p> <p>目標句型 Target sentences:</p> <p>Leaves can be a vegetable.</p> <p>Pumpkins are fruits.</p> | | |

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| 節數 | 學習活動設計 | | |
| | 學習引導內容及實施方式 | 學習評量 | 備註 |

| | (含時間分配) | | |
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| 一節 | <p>Warm-up: 5-10mins</p> <p>Students (Ss) make list of what they ate last night and or this morning, share with groups/class</p> <p>Activity: 35 mins</p> <p>Work through the ppt, with Ss guessing the names of so-called vegetables. Check pronunciation. Get feedback.</p> <p>Hand out task 1, two per table, Ss given time to read by themselves underlining any unfamiliar words</p> <p>Once completed, Ss ask others in their groups to assist with unfamiliar vocabulary. Teacher then reads aloud and Ss follow. Emphasis placed on pronunciation and intonation. Then, 4-5 Ss are asked to read Task 1 aloud.</p> <p>The question part is completed and checked</p> <p>Conclusion: 5 mins</p> <p>Groups play a dictation game with the reading in Task 1. Teams listen and one Ss writes down the sentence, the rest are encouraged to assist but without writing. Turns are taken so each Ss gets a chance to write.</p> | <p>Read Task 1 aloud</p> <p>Circle T/F</p> <p>Q&A</p> <p>Formative- in class observation</p> <p>Summative-poster and oral presentation</p> | <p>Bloom's Taxonomy</p> <p>Remember Read task1 aloud. PPT words/pictures (memorize/repeat/list) ↓</p> <p>Understand Classify PPT categorize fruit and vegetables</p> <p>Explain PPT Concepts of plants Parts: root, leaf, fruit, seed, flower, tuber, bub. ↓</p> <p>Apply Use School lunch menu & dinner ↓</p> <p>Analyze Draw connections among ideas Compare School lunch menu and dinner Q&A ↓</p> <p>Evaluate Justify a stand Select 4 vegetables to draw a poster ↓</p> <p>Create Produce new work Vegetable poster and oral presentation</p> |
| 教學設備／資源：PPT Task1 worksheet Task2 worksheet Markers White board | | | |

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| <p>第二節</p> | <p>Warm-up: 5-10mins</p> <p>The assignment [task 2] is explained, Ss are encouraged to make use of the web and the lunch menu in the classroom.</p> <p>Activity: 35 mins</p> <p>Groups make a vegetable poster, following the guidelines set in Task 3, the posters are used as an oral presentation, Ss make use of internet searches if required to complete the task. The rubric is used by groups to evaluate each other.</p> <p>Conclusion: 5 mins</p> <p>Make a comparison of all the foods students wrote about.</p> | <p>Task 2</p> <p>School lunch & dinner</p> <p>Vegetable poster presentation rubric</p> <p>Formative- in class observation</p> <p>Summative- poster and oral presentation</p> | <p>Bloom's Taxonomy</p> <p>Remember Read task1 aloud. PPT words/pictures (memorize/repeat/list) ↓</p> <p>Understand Classify PPT categorize fruit and vegetables</p> <p>Explain PPT Concepts of plants Parts: root, leaf, fruit, seed, flower, tuber, bub. ↓</p> <p>Apply Use School lunch menu & dinner ↓</p> <p>Analyze Draw connections among ideas Compare School lunch menu and dinner Q&A ↓</p> <p>Evaluate Justify a stand Select 4 vegetables to draw a poster ↓</p> <p>Create Produce new work Vegetable poster and oral presentation</p> |
| <p>教學設備／資源：iPad Poster paper Markers PPT</p> | | | |

Bloom's Taxonomy



● 參考資料：

附錄：

Work on pronunciation correction, Ss try to make sentences with the new vocabulary, watch timing of lesson for each class and make adjustments, students make use of the internet to find names of vegetables in class and at home.

附件六

【實施成效】

| <ul style="list-style-type: none"> ● 領域/科目/跨領域： ● 實施年級： ● 授課教師(作者1/2/3之一)： | | | |
|---|----|--|--|
| 項目 | 項次 | 檢核指標 | 課程實施情形描述 |
| 課程實施 | 1 | 能依據課程計畫所訂定之各週進度實施課程 | 1. 達到 100%目標。 在 2 週內完成進度課程。 |
| | 2 | 能善用相關之教學資源、教具、器材等，充實課程內容，並豐富學習經驗 | 2. 能 100%善用教學資源： White board, iPad, Internet, Google home hub, PPT, markers. |
| | 3 | 課程實施之歷程，能落實差異化、適性化之原則，以符合不同學生之學習風格 | 3. 能達到 80%的適性化原則： one by one instruction for special students. |
| | 4 | 針對學習落後之學生，能於課中或課後進行補救教學，以減少學習落差 | 4. 能達到 90%的補救教學： Co-teacher helps less-able students. |
| 課程效果 | 5 | 能依課程內容及特性，採用最合宜之多元評量方式，評估學生學習成效 | 5. 100%多元評量方式： Oral presentation, worksheet, poster. |
| | 6 | 課程經實施及評量後，多數學生確實能達成該學習領域/科目核心素養，並精熟學習重點 | 6. 能達到 75%的精熟學習： 因有特教學生融入班級，包含學習及聽力障礙的學生，所以能達到精熟的百分比約佔 75%，再搭配利用補救教學時的酷英平台及張丁和計畫的課程再進行精熟學習。 |
| | 7 | 能依據評量結果，滾動式修正課程設計及規劃，調整教學策略，以促進有效教學目標之達成 | 7. 能達到 90%調整教學策略： 彈性調整授課內容，將其簡化更符合不同程度學生需求。 |
| | 8 | 面對教學目標與教學成效兩者之落差，能積極規劃自主性專業成長方案，以提升教學效能 | 8. 達到 90%的專業成長規劃，每月定期召開英文領域會議以進行共備課程及教學成效之檢視，此外，積極參加專業成長課程，本學期共同參加 12 次 |

| | | | |
|--|--|--|--------------------------------|
| | | | <p>的英文科雙語口說樂學及補救教學實體及線上研習。</p> |
|--|--|--|--------------------------------|

課程實踐歷程紀錄(課堂學習活動照片、學生成果照片)



說明1 : Discuss school lunch menu.



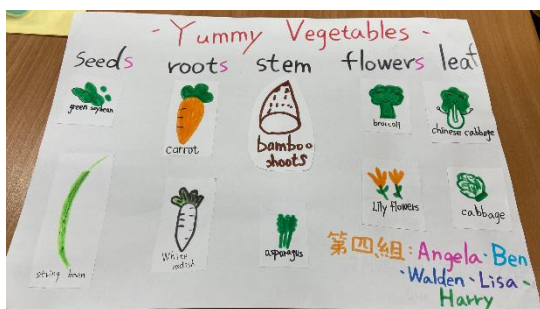
說明2 : Write down school lunch menu.



說明 3 : Oral presentation



說明4 : Oral presentation



說明 5 : Veg poster



說明6 : Veggies poster

課程實踐省思與回饋

1. Ss can tell the differences from vegetables and fruit.
2. Ss can speak about likes and dislikes.
3. Watching timing of lesson for each class and make adjustments.
4. Work on pronunciation correction.
5. Remind Ss to make use of the internet to find names of vegetables in class and at home.

Vegetables Task 1

Fruits and vegetables are different things. Fruits have seeds inside them.

Vegetables do not have seeds inside. Apples, oranges, bananas and strawberries all have seeds so they are fruits.

But vegetables are the leaves, stem, root, or the seeds of a plant. Cabbages are the leaves, and asparagus is the stem. Broccoli are the flowers, and potatoes are the tubers. Peas and corn are the seeds, and pumpkins are the fruits. Yes, pumpkins have seeds inside them so they are not vegetables, but are really fruit. So too is the tomato, the cucumber and the eggplant. People called these foods vegetables because of the way we cook and eat them.

Circle True or False

| | | |
|---|------|-------|
| 1. Fruits and vegetables are the same thing | True | False |
| 2. Fruits have seeds | True | False |
| 3. Leaves can be a vegetable | True | False |
| 4. Broccoli are flowers | True | False |
| 5. Tomatoes are vegetables | True | False |

Answer the questions

1. What part of the plant are cabbages?

2. What part of the plant are pumpkins?

3. Name four vegetables you like to eat.

4. Name two vegetables you do not like.

Vegetables Task 2

1. Look at the **school lunches** this week and write down the names of the vegetables.

| <i>Day</i> | <i>Lunch Vegetables</i> |
|------------|-------------------------|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |

2. Look at your **dinner** this week and write down the names of the vegetables.

| <i>Day</i> | <i>Dinner Vegetables</i> |
|------------|--------------------------|
| Monday | |
| Tuesday | |
| Wednesday | |

| | |
|----------|--|
| Thursday | |
| Friday | |

a. Where do you eat the most vegetables?

b. What are two others words for vegetables?

Vegetables Task 3

Make a vegetable poster

- Must have a title (poster name)
- Must have pictures
- Must have English names
- Must have 2 leaf vegetables
- Must have 2 flower vegetables
- Must have 2 stem vegetables
- Must have 2 root vegetables
- Must have 2 seed vegetables

Vegetable poster presentation rubric

| | | | |
|------------|---|---|---|
| Group ____ | 3 | 2 | 1 |
|------------|---|---|---|

| | | | |
|--------------|--|---|---|
| Poster Title | The title is great and tells us what the poster is about. | The title is the same as other groups | The is no title |
| Design | The pictures are colorful and looks great | The pictures are good, but not colorful | The pictures do not look like vegetables |
| Presentation | Everyone in the group spoke loud and clear. I enjoyed the presentation | Not everyone spoke. The presentation was boring. | I did not understand / could not hear what the group was saying |
| Overall | The group did a great job. Everybody helped to make the poster. | The group did a good job. One student did not help. | The group was okay. Two students were lazy. |
| Total: /12 | | | |

| | | | |
|--------------|--|---|---|
| Group 1 | 3 | 2 | 1 |
| Poster Title | The title is great and tells us what the poster is about. | The title is the same as other groups | The is no title |
| Design | The pictures are colorful and looks great | The pictures are good, but not colorful | The pictures do not look like vegetables |
| Presentation | Everyone in the group spoke loud and clear. I enjoyed the presentation | Not everyone spoke. The presentation was boring. | I did not understand / could not hear what the group was saying |
| Overall | The group did a great job. Everybody helped to make the poster. | The group did a good job. One student did not help. | The group was okay. Two students were lazy. |
| Total: /12 | | | |

| Group 2 | 3 | 2 | 1 |
|--------------|--|---|---|
| Poster Title | The title is great and tells us what the poster is about. | The title is the same as other groups | The is no title |
| Design | The pictures are colorful and looks great | The pictures are good, but not colorful | The pictures do not look like vegetables |
| Presentation | Everyone in the group spoke loud and clear. I enjoyed the presentation | Not everyone spoke. The presentation was boring. | I did not understand / could not hear what the group was saying |
| Overall | The group did a great job. Everybody helped to make the poster. | The group did a good job. One student did not help. | The group was okay. Two students were lazy. |
| Total: /12 | | | |

| Group 3 | 3 | 2 | 1 |
|--------------|--|--|---|
| Poster Title | The title is great and tells us what the poster is about. | The title is the same as other groups | The is no title |
| Design | The pictures are colorful and looks great | The pictures are good, but not colorful | The pictures do not look like vegetables |
| Presentation | Everyone in the group spoke loud and clear. I enjoyed the presentation | Not everyone spoke. The presentation was boring. | I did not understand / could not hear what the group was saying |
| Overall | The group did a great job. Everybody helped | The group did a good job. One student did | The group was okay. Two students were |

| | | | |
|------------|---------------------|-----------|-------|
| | to make the poster. | not help. | lazy. |
| Total: /12 | | | |

| Group 4 | 3 | 2 | 1 |
|--------------|--|---|---|
| Poster Title | The title is great and tells us what the poster is about. | The title is the same as other groups | The is no title |
| Design | The pictures are colorful and looks great | The pictures are good, but not colorful | The pictures do not look like vegetables |
| Presentation | Everyone in the group spoke loud and clear. I enjoyed the presentation | Not everyone spoke. The presentation was boring. | I did not understand / could not hear what the group was saying |
| Overall | The group did a great job. Everybody helped to make the poster. | The group did a good job. One student did not help. | The group was okay. Two students were lazy. |
| Total: /12 | | | |

| Group 5 | 3 | 2 | 1 |
|--------------|---|--|--|
| Poster Title | The title is great and tells us what the poster is about. | The title is the same as other groups | The is no title |
| Design | The pictures are colorful and looks great | The pictures are good, but not colorful | The pictures do not look like vegetables |
| Presentation | Everyone in the group spoke loud and clear. I | Not everyone spoke. The presentation was | I did not understand / could not hear what |

| | | | |
|------------|---|---|---|
| | enjoyed the presentation | boring. | the group was saying |
| Overall | The group did a great job. Everybody helped to make the poster. | The group did a good job. One student did not help. | The group was okay. Two students were lazy. |
| Total: /12 | | | |

| | | | |
|--------------|--|---|---|
| Group 6 | 3 | 2 | 1 |
| Poster Title | The title is great and tells us what the poster is about. | The title is the same as other groups | The is no title |
| Design | The pictures are colorful and looks great | The pictures are good, but not colorful | The pictures do not look like vegetables |
| Presentation | Everyone in the group spoke loud and clear. I enjoyed the presentation | Not everyone spoke. The presentation was boring. | I did not understand / could not hear what the group was saying |
| Overall | The group did a great job. Everybody helped to make the poster. | The group did a good job. One student did not help. | The group was okay. Two students were lazy. |
| Total: /12 | | | |