

附件三

嘉義縣 111 學年度全英語教學暨口說評量活動設計教案甄選

教案設計比賽甄選（封面）

主題名稱：**Be healthy Eat healthy! (健康好食在!)**

參賽組別：國小

適合年級：五年級

設計理念:

本單元內容以英語課程結合健康與體育，以「健康飲食」為主軸，從飲食為出發點，期望學生能從生活中體會健康的重要性，希望從生活中探究、嘗試解決較不健康飲食的問題，課程最後以設計健康盤餐為表現任務，除知識、英語理解的運用，學習人際溝通，以學生本位的學習模式，建立起英語與健康之間的關聯性，共創 **Be healthy Eat healthy! (健康好食在!)**。

作品編號：請勿填寫

# 附件四

## 全英語教學~教案設計

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| 單元名稱<br>Unit/Title  | Be healthy Eat healthy!<br>(健康好食在!)   | 適用年級<br>Grade | 5 |
| 配合融入之學科<br>領域(如無，可略)<br>Integrated Subjects                 | <input type="checkbox"/> 數學 <input type="checkbox"/> 自然科學 <input type="checkbox"/> 綜合活動 <input checked="" type="checkbox"/> 健康與體育<br><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)<br>備註：不包含語文領域   |               |   |
| 配合融入之議題<br>Integrated Issues                                | <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<br><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<br><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<br><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<br>領域)或領綱核心<br>素養(單領域)<br>MOE Core<br>Competencies | 學科領域素養 Core competencies of content learning<br><b>健體</b><br>A1 身心素質與自我精進<br>A2 系統思考與解決問題<br>健體-E- A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。<br>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。<br>英語文領域素養 Core competencies of language (English) learning<br>A2 系統思考與解決問題<br>B1 符號運用與溝通表達<br>C2 人際關係與團隊合作<br>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。<br>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。<br>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。   |               |   |



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| 單元目標<br>Unit Objectives  | 1. To tell healthy or unhealthy food.<br>2. To know and understand healthy or unhealthy food.<br>3. To tell traffic light food.<br>4. To realize the traffic light food.<br>5. To understand and read aloud the Picturebook.<br>6. To realize 6 Food Groups.<br>7. To design and report their own healthy meal.<br>8. To try and improve their unhealthy meals.   |
| 表現任務<br>Performance Tasks  | <b>Class1: Traffic Light Food</b><br>1. Be able to draw the breakfast menu and discuss it with the healthy meal.<br>2. Be able to sort green coins, red coins or red coins into traffic light food.<br>3. Be able to report traffic light food with a worksheet.<br><b>Class2: Food Groups</b><br>4. Be able to read the Picturebook.<br>5. Be able to sort six Food Groups with the Picturebook.<br><b>Class3:My Healthy Meal(Design your own meal)</b><br>6. Be able to draw and design about 6 Food Groups with healthy meals.<br>7. Be able to demonstrate “My healthy meal”. |
| Culture/<br>Community/<br>Citizen<br>情境脈絡<br>節次配置<br>Title of Each<br>Period | <b>Class1: Traffic Light Food</b><br>從生活中的早餐談論起健康及不健康食物，並帶入紅綠燈食物概念，並運用課堂活動及學習單，讓學生檢視自己的飲食習慣，進而自我反省並設法改變。<br><b>Class2: Food Groups</b><br>以繪本「The Very Hungry Caterpillar」為素材，與學生透過繪本內容問與答，在輕鬆無壓力的過程中增加口說表達能力，並將繪本內的單字導入食物六大類主題(fruit,vegetable,grain,protein,oils and nuts, dairy)。<br><b>Class3:My Healthy Meal(Design your own meal)</b><br>學生已具備「紅綠燈食物」及「六大類食物」概念後，學生設計屬於各組的健康餐盤並與全班分享 <b>Be healthy Eat healthy!</b> (健康好食在!)  |
| 第一、二、三節 First Period   |   |

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| <p>相關領域之學習<br/>表現或相關議題<br/>之實質內涵<br/>MOE Curriculum<br/>Guidelines</p> | <p>學科領域學習表現 Performance of content learning</p> <p><b>健體</b></p> <p>1a-I-1 認識基本的健康常識。</p> <p>1a-I-2 認識健康的生活習慣。</p> <p>2b-I-2 願意養成個人健康習慣。</p> <p>4a-I-2 養成健康的生活習慣。</p> <p>英語文領域學習表現 Performance of language (English) learning</p> <p>1-II-7 能聽懂課堂中所學的字詞。</p> <p>1-II-10 能聽懂簡易句型的句子。</p> <p>2-II-2 能辨識課堂中所學的字詞。</p> <p>2-II-3 能說出課堂中所學的字詞。</p> <p>3-II-3 能看懂課堂中所學的句子。</p> <p>5-II-3 能以正確的發音及適切的速度朗讀簡易句型的句子。</p> <p>5-II-4 能運用所學的字母拼讀規則讀出英文字詞。</p> <p>6-II-2 積極參與各種課堂練習活動。</p> <p>6-II-3 樂於回答老師或同學所提的問題。</p> <p>7-II-2 能妥善運用情境中的非語言訊息以幫助學習。</p> <p>9-II-1 能夠將所學字詞做簡易歸類。</p> |
| <p>學習目標<br/>Learning<br/>Objectives</p>                                | <p>學科學習內容 Content</p> <p>英語領域</p> <p>A 語言知識</p> <p>◎Ab-III-5 所學的字母拼讀 規則（含看字讀音、聽音拼字）。</p> <p>◎Ac-III-2 簡易的教室用語。</p> <p>◎Ac-III-3 簡易的生活用語。</p> <p>◎Ac-III-8 簡易生活用語。</p> <p>B 溝通功能</p> <p>B-III-2 國小階段所學字詞及句型的生活溝通。</p> <p>B-IV-3 語言與非語言的溝通策略（如請求重述、手勢、表情等）。</p> <p>D 思考能力</p> <p>D-III-1 所學字詞的簡易歸類。</p>   |

D-III-2 故事發展的排序。

D-III-3 依綜合資訊作簡易猜測。

### 健體

1a-I-1 認識基本的健康常識。

2a-I-2 感受健康問題對自己造成的威脅性。

2b-I-1 接受健康的生活規範。

2b-I-2 願意養成個人健康習慣。

3b-I-3 能對於生活中嘗試運用生活技能。

Ea-I-2 基本的飲食習慣。

### 語言學習內容 (Language of Learning) Communication

#### Class 1: Traffic Light Food

\* 目標字詞 Target vocabulary :

1. Review words: cake/pizza/ice cream/milk/juice/tea/water/cupcake

2. New Words: breakfast/lunch/dinner/soup/salad/a hamburger/cheese/  
rice/noodles/soup/a sandwich/tea/bread

\* 目標句型 Target sentences:

What do you have for breakfast?

I have some \_\_\_\_\_ for breakfast.

What color is your food?

Salad is green light food.

Cheese is yellow light food.

A hamburger is red light food.

#### Class2: Food Groups

\* 目標字詞 Target vocabulary :

1. Review words:

Sunday/Monday/Tuesday/Wednesday/Thursday/Friday/Saturday/hungry/  
little

2. New words: pears/pickle/salami/lollipop/cherry pie/sausage/watermelon  
cocoon/caterpillar/one piece of/one slice of/stomachache

\* 目標句型 Target sentences:

What day did the very hungry caterpillar eat one apple/two pears/three

plums/four strawberries/five oranges?

On Monday /Tuesday/Wednesday/Thursday/Friday/Saturday.

Was the hungry caterpillar still hungry?

Yes, he/it was.

What was wrong with the caterpillar?

He/It had a stomachache.

What is it?

It's a/an \_\_\_\_\_.

What food group does it belong to?

It belongs to vegetables/fruit/grain/protein/dairy/nuts and oils.

**Class 3:My Healthy Meal**

\* 目標字詞 Target vocabulary :

Food Groups/vegetable/fruit/grain/protein/dairy/meal/oils and nuts

\* 目標句型 Target sentences:

I have some \_\_\_\_\_in my meal.

There are some \_\_\_\_\_ in my meal.

## 第一節 First Period

|   | <div>步驟</div> <div>Procedures</div>   | <div>教學資源</div> <div>Teaching Resources</div>  | <div>認知能力</div> <div>Cognition</div>   |
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| <div>學習活動</div> <div>Learning Tasks</div> | <div>Class 1:Traffic Light Food</div> <div>《Warm up》 5mins</div> <div>1.Greetings and introduction.</div> <div>T: Do you have breakfast every day?</div> <div>Breakfast is very important.</div> <div>S: Yes, I do./No, I don't.</div> <div>T: What do you have for breakfast?</div> <div>S: I have some ____for my breakfast.</div> <div>《Presentation》 10mins</div> <div>1. Learn Traffic Light Food</div> <div>1.1 Show PPT to teach traffic light food.</div> | <div>PPT</div> <div>Projector,</div> <div></div> <div></div> <div></div> <div></div> <div></div> <div>PPT,</div> <div>Projector,</div> | <div>認識身心健康</div> <div>基本概念與意義。</div> <div>了解促進健康</div> <div>生活的方法。</div> <div></div> <div></div> <div></div> <div>認識紅綠燈食</div> <div>物的概念。</div> |

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|  | <p>T: Do you know what traffic light food is?</p> <p>Green light means go.</p> <p>Yellow light means to be careful.</p> <p>Red light means stop.</p> <p>T: What color is the <u>hot dog</u>?</p> <p>S: It's <u>red</u> light food?</p> <p>T: Bingo! And how about <u>an apple</u>?</p> <p>S: It's <u>green</u> light food.</p> <p><b>2. Learn new and review vocabulary about food. Students need to sort the traffic light food.</b></p> <p><b>2.1</b> Show PPT to learn about food vocabulary and ask students.</p> <p>cake/pizza/ice cream/milk/juice/tea/water<br/>cupcake/breakfast/lunch/dinner/soup/salad/<br/>a hamburger/cheese/rice/noodles/soup/tea/<br/>a sandwich/bread</p> <p><b>2.2</b> Ask students about traffic light food.</p> <p>T: What is it?/What are they?</p> <p>S: It's a/an _____. They're_____.</p> <p>T: What color is your breakfast?</p> <p>Is it green/yellow/red light food?</p> <p>Are they green/yellow/red light food?</p> <p>S: It's green/yellow/red light food.</p> <p>They're green/yellow/red light food.</p> <p><b>《Practic》 20mins</b></p> <p><b>1. Activity one: My Breakfast(Pairwork)</b></p> <p><b>1.1</b>Students draw their breakfast on the whiteboard.</p> <p><b>1.2</b>Students share their breakfast and say it with their partners.</p> | <p>PPT,<br/>Projector,</p> <p>PPT,<br/>projector,<br/>whiteboard,<br/>marker</p> | <p>理解紅綠燈食物的意義。</p> <p>了解促進健康生活的方法。</p> <p>辨識、理解紅綠燈食物。</p> |
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|  | <p>S: It belongs to vegetables/fruit/grain/protein/dairy/nuts and oils.</p> <p>《Practic》 8 mins</p> <p>1. Activity two:Practice Food Groups<br/>Website:bamboozle(Teamwork)</p> <p>1.1 What is it? What food group does it belong to?<br/>It's a/an _____.</p> <p>Fruit/Vegetable/Grain/Dairy/Oils and Nuts/Protein.</p> <p>《Wrap up》 7 mins</p> <p>1. Activity three: Read aloud(whole class)</p> <p>1.1 Students take out their picturebooks and read it aloud.</p> <p>2. Homework-Recording Homework 學習吧</p> <p>2.1 Students record the picturebook and hang it in 學習吧.</p> | <p>PPT,<br/>projector,<br/>baamboozle</p> <p>picturebook<br/>projector,</p> <p>學習吧<br/>picturebook</p> | <p>分辨六大類食物。</p> <p>分類並能造句詢問。</p> <p>認識健康技能和生活技能對健康維護的重要性。</p> <p>運用繪本、分析健康飲食及提升口說能力。</p> <p>運用錄音作業強化口語流暢度。</p> |
|  | <p><b>Class 3:My Healthy Meal</b></p> <p>《Warm up》 3mins</p> <p>1. Review 6 Food Groups</p> <p>《Presentation》 20mins</p> <p>1. Activity one: Design My Healthy Meal (Teamwork)</p> <p>1.1 Teacher explains how to design my healthy meal.</p> <p>1.2 Every team has one poster and some markers to design their healthy meal.</p> <p>1.3 Students need to draw food on the poster and color it.</p>  | <p>PPT,<br/>projector,<br/>poster,<br/>pencils,<br/>markers</p>  | <p>認識健康技能和生活技能對健康維護的重要性。</p> <p>辨別生活情境中適用的健康技能和生活技能。</p>   |



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|                               | <p>1.4 The meal must include 6 Food Groups.</p> <p>1.5 Finish it and share the poster with the whole class.</p> <p>《Practic》 12 mins</p> <p>1. Activity two: Report My healthy meal</p> <p>1.1 Every team takes turns reporting the poster in English.</p> <p>I have some _____ in my meal.</p> <p><u>Fish</u> is protein.</p> <p><u>Rice</u> is grain.</p> <p>《Wrap up》 5 mins</p> <p>1. Voting for best my healthy meal.</p> <p>1.1 Every student has two tickets for voting the best “My healthy meal”.</p>  | <p>PPT,<br/>projector,<br/>poster,<br/>pencils,<br/>markers</p> <p>poster</p> | <p>歸納、分辨六大類食物。</p> <p>認識健康技能和生活技能對健康維護的重要性。</p> <p>辨別生活情境中適用的健康技能和生活技能。</p> |
| 自編自選教材或學習單 Learning Materials |   |   |   |
|                               | <p><b>Class1: Traffic Light Food</b></p> <p>1. PPT- Be healthy Eat healthy! (健康好食在)</p> <p>2. Activity one: My Breakfast(Pairwork)</p> <div data-bbox="483 1198 823 1388"> </div> <p>3. Activity two: Check your breakfast with colored coins(Pairwork)</p> <div data-bbox="483 1444 823 1630"> </div> <p>4. Activity three: Wordwall(Spin it)-What color is the food?</p> <p><a href="https://wordwall.net/resource/55390850/what-color-is-the-food-its-green-yellow-red-light-food">https://wordwall.net/resource/55390850/what-color-is-the-food-its-green-yellow-red-light-food</a></p> <div data-bbox="746 1738 1029 1915"> </div> |   |   |

## 5. Worksheet-My breakfast



6. 翰林 Dino on the Go B6 U2- What do you want for dinner?
7. 康軒健康與體育-U2 健康飲食聰明吃
8. 十二年國民基本教育課程綱要-英語課程、健康與體育課程

### Class2: Food Groups

- 1.PPT- Be healthy Eat healthy! (健康好食在)
- 2.Picturebook: The very hungry caterpillar
- 3.Baamboozle 平台-Food Groups

<https://www.baamboozle.com/game/141470>



- 4.學習吧-Recording Homework
- 5.翰林 Dino on the Go B6 U2- What do you want for dinner?
- 6.康軒健康與體育-U2 健康飲食聰明吃
7. 十二年國民基本教育課程綱要-英語課程、健康與體育課程

### Class3: My healthy meal

1. Poster Report-My Healthy Meal



2. 翰林 Dino on the Go B6 U2- What do you want for dinner?
3. 康軒健康與體育-U2 健康飲食聰明吃
4. 十二年國民基本教育課程綱要-英語課程、健康與體育課程

|  | 語言使用 Use of Language  |  |  |
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|  | 課室語言<br>Classroom Language  | 授課語言<br>Instructional Language   | 互動語言<br>Interactional Language   |
|  | <b>Class1: Traffic light food</b><br>Good morning, everyone.<br>Let's call a roll.<br>Raise your hand.<br>How are you, today?<br>Let's take a look.<br>Please draw some pictures on the whiteboard.<br>Team leader, come here and take markers.<br>Team leader, please put away markers for me.<br>Is everybody ready?<br>You have five minutes<br>Show me your whiteboard.<br>Show me your marker.<br>Finger point.<br>Think about it.<br>Any questions? | <b>Class1: Traffic light food</b><br>What is it?<br>What's this?<br>What's that?<br>What are these?<br>What are those?<br>What do you have for breakfast?<br>I have ____for my breakfast.<br>What color is your breakfast?<br>Salad is green light food.<br>Cheese is yellow light food.<br>Hamburger is red light food. | <b>Class1: Traffic light food</b><br>Do you have breakfast every day?<br>What's the traffic light?<br>Is it healthy food?<br>Is it unhealthy food?<br>Is it green light food?<br>Is it yellow light food?<br>Is it red light food?<br>Do you like to eat it?<br>What about you?<br>Why do you like hamburgers?<br>Why don't you like salad?<br>Please put the coins on the whiteboard. |

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| <p><b>Class2: Food Groups</b></p> <p>What do you see in this picture?</p> <p>Let's take a look.</p> <p>What is it?</p> <p>What's the name of the story?</p> <p>What will happen?</p> <p>Read and point.</p> <p>Are you ready?</p> <p>Can you help me?</p> <p>Can you find out the strawberries?</p> <p>How many?</p> <p>How much?</p> <p>Let's count!</p> <p>The end.</p> <p>Good job!</p> <p>Excellent!</p> | <p><b>Class2: Food Groups</b></p> <p>The very hungry caterpillar.</p> <p>Where is the egg?</p> <p>It's on the leaf.</p> <p>What is it?</p> <p>What food group does it belong to?</p> <p>It's a/an _____.</p> <p>Fruit/Vegetable/Grain/Dairy/Oils and Nuts/Protein.</p> | <p><b>Class2: Food Groups</b></p> <p>Is it a caterpillar?</p> <p>What color is the caterpillar?</p> <p>Is it hungry?</p> <p>Are you hungry, too?</p> <p>What is it?</p> <p>Do you see a moon?</p> <p>Do you see an egg?</p> <p>When is the tiny and very hungry caterpillar out of the egg?</p> <p>What day did the caterpillar eat one apple?</p> <p>Was the caterpillar hungry?</p> <p>Did the caterpillar eat too much?</p> <p>How much food did the caterpillar eat?</p> <p>What was wrong with the caterpillar?</p> |
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|               | <p><b>Class 3:My Healthy Meal</b></p> <p>Do you remember?</p> <p>Can you tell me?</p> <p>What is it?</p> <p>What are they?</p> <p>Do you have any idea?</p> <p>Great!</p> <p>Raise your hands.</p> <p>It's your turn.</p>   | <p><b>Class 3:My Healthy Meal</b></p> <p>We are team 1.</p> <p>This is our healthy meal.</p> <p>Let me show you.</p> <p>I have some ____in my meal.</p> | <p>He had a stomachache.</p> <p>Who will be a beautiful butterfly?</p> <p><b>Class 3:My Healthy Meal</b></p> <p>Can you show me your poster?</p> <p>What is it?</p> <p>Does <u>the fish</u> belong to <u>protein</u>?</p> |
| 評量 Assessment | <p><b>Class1: Traffic Light Food</b></p> <p>學科內容學習評量</p> <p>1. 安置性評量:口說健康及不健康的飲食、學習單辨識紅綠燈食物分類</p> <p>2. 形成性評量:學習單歸納紅綠燈食物</p> <p>3. 實作評量:繪圖、三色小圓片操作、口頭發表</p> <p>英語口說學習評量</p> <p><b>Warm up:</b></p> <p>1. 1 能簡單回答早餐內容，中、英文表達均可，但鼓勵以英語進行。</p> <p><b>During lesson:</b></p> <p>2. 1 能以英語回答早餐為健康或不健康的飲食。</p> <p>2. 2 能以英語舉例說出紅綠食物單字及句型。</p> <p>2. 3 運用 Wordwall 平台，能以英語回答問題。</p> <p>2. 4 學習單評量書寫及口語回答的情形。</p> <p>2. 5 課堂觀察是否專注投入及參與活動。</p> <p><b>Class2: Food Groups</b></p> <p>學科內容學習評量</p> <p>1. 安置性評量:口說六大類食物</p> <p>2. 形成性評量: Baamboozle 平台-Food Groups 歸納六大類食物</p> <p>3. 實作評量:口頭發表</p> |   |   |

英語口說學習評量

**Warm up:**

1.1 能簡單回答繪本內容，中、英文表達均可，但鼓勵以英語進行。

**During lesson:**

2.1 能回答繪本內容，中、英文表達均可，但鼓勵以英語進行。

2.2 能以英語回答 WH 的問句。

2.3 能以英語說出繪本中食物單字及句型。

2.4 能口語回答 baamboozle 平台-Food Groups 的問題

2.5 能運用線上評量「學習吧」，錄製單字及句型。

2.6 課堂觀察是否專注投入及參與活動。

**Class3: My healthy meal**

1. 安置性評量:口說紅綠燈食物及六大類食物名稱

2. 形成性評量:海報餐盤設計

3. 實作評量:繪圖、口頭發表、餐盤設計操作

英語口說學習評量

**Warm up:**

1.1 能以英語回答紅綠燈食物及六大類食物的問題。

**During lesson:**

2.1 能以英語口頭報告活動設計 My healthy meal 內容。

2.2 課堂觀察是否專注投入及參與活動。

## 全英語教學~學習活動設計

|           |         |  |      |   |
|-----------|---------|--|------|---|
| 領域／科目／跨領域 |         | 英語科/健康與體育  |      |   |
| 實施年級      |         | 五年級  | 總節數  | 共 3 節， 120 分鐘   |
| (聚焦之)單元名稱 |         | My healthy meal.   |      |   |
| 設計依據      |         |  |      |   |
| 學習重點      | 學習表現    | 4a- I -2 養成健康的生活習慣。<br>4a- III -3 主動地表現促進健康的行動。<br>1a- III -2 描述生活行為對個人與群體健康的影響。<br>4a- I -2 養成健康的生活習慣。<br>4a- III -3 主動地表現促進健康的行動。<br>5- III -3 能聽懂、讀懂國小階段基本字詞及句型，並使用於簡易日常溝通。<br>7- III -1 運用已學過字詞之聯想以學習新的字詞。<br>9- II -1 能夠將所學字詞做簡易歸類。<br>6- III -4 會在生活中或媒體上注意到學過的英語。<br>6- III -7 樂於參與有助提升英語能力的活動（如英語營、歌唱、朗讀、說故事、讀者劇場等活動）。 | 核心素養 | 健體-E- A1 具備良好身體活動與健康生活的習慣，以促進身心健全發展，並認識個人特質，發展運動與保健的潛能。<br>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。<br><br>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。<br>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。<br>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。 |
|           | 學習內容    | Da- I -1 日常生活中的基本衛生習慣。<br>Ca- III -1 健康環境的交互影響因素。<br>B- III -2 國小階段所學字詞及句型的生活溝通。<br>D- II -1 所學字詞的簡易歸類。<br>Ae- III -2 繪本故事、兒童短劇。   |      |   |
| 議題融入      | 議題／學習主題 | 無  |      |   |

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|---|------------|--|
|   | 議題<br>實質內涵 | 無  |
| 與其他領域/<br>科目的連結   |            | 無  |
| 教材來源  |            | 1. PPT- Be healthy Eat healthy! (健康好食在)<br>2. Activity three: Wordwall(Spin it)-What color is the food?<br><a href="https://wordwall.net/resource/55390850/what-color-is-the-food-its-green-yellow-red-light-food">https://wordwall.net/resource/55390850/what-color-is-the-food-its-green-yellow-red-light-food</a><br>3. 翰林 Dino on the Go B6 U2- What do you want for dinner?<br>4. 康軒健康與體育-U2 健康飲食聰明吃<br>5. 十二年國民基本教育課程綱要-英語課程、健康與體育課程<br>6. Picturebook: The very hungry caterpillar<br>7. Baamboozle 平台-Food Groups<br><a href="https://www.baamboozle.com/game/141470">https://www.baamboozle.com/game/141470</a><br>8. 學習吧 |
| 學習目標  |            |  |
| 英語領域<br>A 語言知識<br>◎Ab-III-5 所學的字母拼讀 規則 (含看字讀音、聽音拼字)。<br>◎Ac-III-2 簡易的教室用語。<br>◎Ac-III-3 簡易的生活用語。<br>◎Ac-III-8 簡易生活用語。<br>B 溝通功能<br>B-III-2 國小階段所學字詞及句型的生活溝通。<br>B-IV-3 語言與非語言的溝通策略 (如請求重述、手勢、表情等)。<br>D 思考能力<br>D-III-1 所學字詞的簡易歸類。<br>D-III-2 故事發展的排序。<br>D-III-3 依綜合資訊作簡易猜測。<br>健體<br>1a-I-1 認識基本的健康常識。<br>2a-I-2 感受健康問題對自己造成的威脅性。 |            |  |



2b-I-1 接受健康的生活規範。

2b-I-2 願意養成個人健康習慣。

3b-I-3 能對於生活中嘗試運用生活技能。

Ea-I-2 基本的飲食習慣。

| 節數  | 學習活動設計   |   |    |
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|     | 學習引導內容及實施方式<br>(含時間分配)   | 學習評量  | 備註 |
| 第一節 | <p><b>Class 1:Traffic Light Food</b></p> <p><b>《Warm up》5mins</b></p> <p>1.Greetings and introduction.</p> <p>T: Do you have breakfast every day?</p> <p>Breakfast is very important.</p> <p>S: Yes, I do./No, I don't.</p> <p>T: What do you have for breakfast?</p> <p>S: I have some ____for my breakfast.</p> <p><b>《Presentation》10mins</b></p> <p><b>1. Learn Traffic Light Food</b></p> <p><b>1.1</b> Show PPT to teach traffic light food.</p> <p>T: Do you know what traffic light food?</p> <p>Green light means go.</p> <p>Yellow light means to be careful</p> <p>Red light means stop.</p> <p>T: What color is the hot dog?</p> <p>S: It's red light food?</p> <p>T: Bingo! And how about an apple?</p> <p>S: It's green light food.</p> <p><b>2. Learn new and review vocabulary about food. Students need to sore the traffic light food.</b></p> <p><b>2.1</b> Show PPT to learn about food vocabulary and ask students.</p> | <p><b>口說評量:</b></p> <p>說出 5 個早餐內容單字。</p> <p><b>聽力評量:</b></p> <p>能回答紅綠燈食物單字及句子。</p> <p><b>聽力評量:</b></p> <p>能回答紅綠燈食物單字及句子。</p> <p><b>課堂觀察</b></p> |    |

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| <p>cake/pizza/ice cream/milk/juice/tea/water<br/>cupcake/breakfast/lunch/dinner/soup/salad/a<br/>hamburger/cheese/rice/noodles/soup/tea/bread<br/>a sandwich</p> <p><b>2.2</b> Ask students about traffic light food.</p> <p>T: What is it?/What are they?</p> <p>S: It's a/an _____. They're _____.</p> <p>T: What color is your breakfast?</p> <p>Is it green/yellow/red light food?</p> <p>Are they green/yellow/red light food?</p> <p>S: It's green/yellow/red light food.</p> <p>They're green/yellow/red light food.</p> <p><b>《Practic》 20mins</b></p> <p><b>1. Activity one: My Breakfast(Pairwork)</b></p> <p><b>1.1</b> Students draw their breakfast on the whiteboard.</p> <p><b>1.2</b> Students share their breakfast and say it with their partners.</p> <p>Q: What do you have for breakfast?</p> <p>A: I have_____for my breakfast.</p> <p><b>2. Activity two: Check your breakfast with colored coins(Pairwork)</b></p> <p><b>2.1</b> Every student has green, red and yellow coins. Students need to check their breakfast with three color coins.</p> <p><b>2.2</b> Teacher explains about three color coins.</p> <p>Green coin means green light food.</p> <p>Yellow coin means yellow light food.</p> <p>Red coin means yellow light food.</p> | <p><b>口說評量:</b><br/>能說出單字。</p> <p><b>口說評量:</b><br/>能造出 5 個句子。</p> <p><b>口說評量</b><br/>能問與答。</p> <p><b>實作評量:</b><br/>三色小圓片</p> |  |
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|   | <p><b>2.3</b> Student needs to share their idea with their partner.</p> <p>Q: What color is _____(food)?</p> <p>A:The ____ is green/yellow/red light food.</p> <p><b>2.4</b> Teacher chooses four students to demonstrate. The other student checks their answers.</p> <p><b>《Wrap up》 5mins</b></p> <p><b>1.Activity three: Wordwall(Spin it)</b></p> <p><b>What color is the food?</b></p> <p><b>1.1</b>Wordwall practices and review all words about Traffic Light Food.</p> <p><b>1.2</b> Teacher spins Wordwall</p> <p><b>1.3</b> Students write down their answers and say it out.(Teamwork)</p> <p>Q: What color is the food?</p> <p>A: It's green/yellow/red light food.</p> <p><b>2.Homework(worksheet)-My breakfast</b></p> <p>Teacher assigned worksheet. And explain how to do it.</p> | <p><b>口說評量:</b></p> <p>能造出 3 個句子。</p><br><br><br><br><br><p><b>實作評量:</b></p> <p>Wordwall 回答句子。</p><br><br><br><br><br><p><b>學習單評量</b></p> <p><b>口說評量</b></p> |  |
| <b>教學設備／資源：PPT, projector, whiteboard, markers,worksheet,wordwall</b> |  |  |  |
| <b>第二節</b>  | <p><b>《Warm up》 10 mins</b></p> <p><b>1. Activity one-Tell the Picturebook</b></p> <p>【The very hungry caterpillar】</p> <p><b>1.1</b> Begin by reading the title of the book and showing the cover to the students.</p> <p><b>1.2</b> Ask students some questions about the picturebook.(5WH)</p>  | <p><b>聽力評量:</b></p> <p>能簡單回答 5WH 的問句。</p>  |  |

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| <p>T: What do you see in this picture?</p> <p>S: I see _____.</p> <p>T: Where is the little egg?</p> <p>S: It's on the leaf.</p> <p>T: When is the tiny and very hungry caterpillar out of the egg?</p> <p>S: On Sunday.</p> <p>T: What day did the caterpillar eat one apple?</p> <p>S: On Monday.</p> <p>T: How much food did the caterpillar eat?</p> <p>T: What was wrong with the caterpillar?</p> <p>S: He had a stomachache.</p> <p>T: Who will be a beautiful butterfly?</p> <p>S: The very hungry caterpillar.</p> <p><b>《Presentation》15mins</b></p> <p><b>1. Learn 6 Food Groups</b></p> <p><b>1.1</b>Show PPT to teach 6 Food Groups.<br/>fruit/vegetable/grain/dairy/oils and nuts/<br/>protein.</p> <p><b>1.2</b>Ask students about the caterpillar's meal.</p> <p>T: What food group does it belong to?</p> <p>S: It belongs to vegetables/fruit/grain/dairy/<br/>protein/nuts and oils.</p> <p><b>《Practic》8 mins</b></p> <p><b>1. Activity two: Practice Food Groups</b></p> <p>Website:bamboozle(Teamwork)</p> <p><b>1.1</b> What is it? What food group does it belong to?</p> <p>It's a/an _____.</p> | <p><b>口說評量:</b><br/>說出繪本內 7 個食物單字。</p> <p><b>聽力評量:</b><br/>能說出 6 個單字有關於六大類食物。</p> <p><b>口說評量:</b><br/>說出繪本中的食物，並依據六大類食物分類並說出。</p> <p><b>實作評量:</b><br/>bamboozle 回答句子。</p> |  |
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|   | <p>Fruit/Vegetable/Grain/Dairy/Oils and Nuts/<br/>Protein.</p> <p><b>《Wrap up》 7 mins</b></p> <p><b>1. Activity three: Read aloud(Whole class)</b></p> <p>1.1 Students take out their picturebooks and read it aloud.</p> <p><b>2. Homework-Recording Homework 學習吧</b></p> <p>2.1 Students record the picturebook and hang it in 學習吧.</p>  | <p><b>口說評量:</b></p> <p>能全班共讀，流暢度達 70%。</p> <p><b>口說評量:</b></p> <p>能錄製繪本內容。</p>              |  |
| 教學設備／資源：PPT, projector, whiteboard, markers,picturebook,baamoozle,學習吧 |  |   |  |
| 第三節   | <p><b>《Warm up》 3mins</b></p> <p><b>1. Review 6 Food Groups</b></p> <p><b>《Presentation》 20mins</b></p> <p><b>1. Activity one: Design My Healthy Meal (Teamwork)</b></p> <p>1.1 Teacher explains how to design my healthy meal.</p> <p>1.2 Each team has one poster and some markers to design their healthy meal.</p> <p>1.3 Students need to draw food on the poster and color it.</p> <p>1.4 The meal must include 6 Food Groups.</p> <p>1.5 Finish it and share the poster with the whole class.</p> <p>1.6 Finally! Let's vote for the best healthy meal.</p> | <p><b>聽力評量:</b></p> <p>能說出 10 個單字有關於六大類食物。</p> <p><b>實作評量:</b></p> <p>能根據六大類食物，以海報繪製餐盤。</p> |  |

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|  | <p><b>《Practic》 12 mins</b></p> <p><b>1. Activity two: Report My healthy meal</b></p> <p><b>1.1</b> Every team takes turns reporting the poster in English.</p> <p>I have some _____ in my meal.</p> <p><u>Fish</u> is protein.</p> <p><u>Rice</u> is grain.</p> <p><b>《Wrap up》 5 mins</b></p> <p><b>1. Voting for best “My healthy meal”.</b></p> <p><b>1.1</b> Every student has two tickets for voting the best “My healthy meal”.</p> | <p><b>口說評量:</b></p> <p>小組能以英語，介紹自行設計的「我的健康餐盤」</p> |  |
| <p><b>教學設備／資源：PPT, projector, markers, poster</b></p>  |  |   |  |
| <p>● <b>參考資料：</b></p> <p>一、翰林 Dino on the Go B6 U2- What do you want for dinner?</p> <p>二、康軒健康與體育-U2 健康飲食聰明吃</p> <p>三、十二年國民基本教育課程綱要-英語課程、健康與體育課程</p> <p>四、Picturebook: The very hungry caterpillar</p> |  |   |  |
| <p><b>附錄：</b></p>  |  |   |  |

(請自行增刪)

## 附件六

### 【實施成效】

| <ul style="list-style-type: none"> <li>● 領域/科目/跨領域：英語科 跨領域-健康與體育</li> <li>● 實施年級：五年級</li> <li>● 授課教師(作者1/2/3之一)：張寒芸</li> </ul> |    |  |  |
|--|----|--|--|
| 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                      | 面對高年級學生已具先備知識「健康飲食」概念，同時在全英教學環境中，需藉由更多的媒材及教學策略，如wordwall、baamoozle、因材網等數位多元學習媒材之融入，可以提升學生口說、聽力與閱讀之能力，並培養自主學習的習慣。課堂中常見的雙峰現象，以異質性「小組合作」學習，搭配課餘時間補救教學，運用多元學習方式，提高學習成就低落的學生之學習動機、學習專注力及學習成效。 |
|  | 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         |  |
|  | 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       |  |
|  | 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          |  |
| 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          | 面對學習低落的學生，最需要給予是自信心及成就感，因此在每個教學活動設計中，以口語評量、課堂觀察、數位化學習、操作評量至書寫評量，結合上述多元化評量，能關照學生整體學習狀況。   |
|  | 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  |  |
|  | 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 |  |
|  | 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  |  |



課程實踐歷程紀錄(課堂學習活動照片、學生成果照片)



**Class1:Traffic Light Food**

運用紅黃綠三色小圓片，檢試自己的早餐並介紹。

I have some \_\_\_\_\_ for breakfast.

It's green/yellow/red light food.



**Class1:Traffic Light Food**

二人一組上台分享自己的早餐，採一問一答。

Q: What do you have for breakfast?

A: I have some \_\_\_\_\_ for breakfast.

Q: What color is the food?

A: It's green/yellow/red light food.



**Class1:Traffic Light Food**

結合Wordwall平台以Spin it 的活動，各組讀題後造句並上台分享。

Q: What color is the yogurt?

A: The yogurt is yellow light food.



**Class1:Traffic Light Food**

學習單My breakfast，學生以自學的方式，運用網路搜尋食物單字並點選發音學習。

I have some \_\_\_\_\_ for breakfast.



**Class1:Traffic Light Food**

學習單完成批改後，上台全班發表。



**Class 2:Food Groups** 運用繪本The very hungry caterpillar為第二堂課暖身並與學生問與答。





### Class 2:Food Groups

以baamboozle平台，各組練習六大類食物的分類。



### Class 2:Food Groups 全班齊讀繪本。



### Class 3:Food Groups

結合六大類食物各組以海報設計屬於自己的健康餐盤。



### Class 3:My Healthy Meal

各組上台報告健康餐盤，最後票選最佳「Be Healthy Eat healthy!(健康好食在!)」作品張貼在英語教室。

### 課程實踐省思與回饋

#### 省思(教師)

民以食為天，學生在「食」的題材上有很大的興趣，能勇於表達，使課堂的學習更為活絡，增添一份輕鬆愉悅感，能在這氛圍中認識健康飲食並以英語表達，這也是身為教學者在教學活動內容中，期望能達成的部份，但想讓學生多學習及接觸的心太重，給予學生過多的任務，因此在活動進行時的時間分配需多加留意，以利於教學達到最大效益。

#### 回饋(學生-子麒、宸豪)

跟平時上英語課時的內容很不一樣，將以前學習過的健康課程內容，以畫圖及遊戲活動的方式且運用英語回答，還能用個人電腦練習課堂中所學的內容，可以與同學分享如何過關的秘訣，非常喜愛設計「My healthy meal」這個活動，喜歡小組一起合作完成並上台與大家分享，希望未來其他科目也能在英語課中出現喔！

Be healthy Eat healthy!  
(健康好食在!)

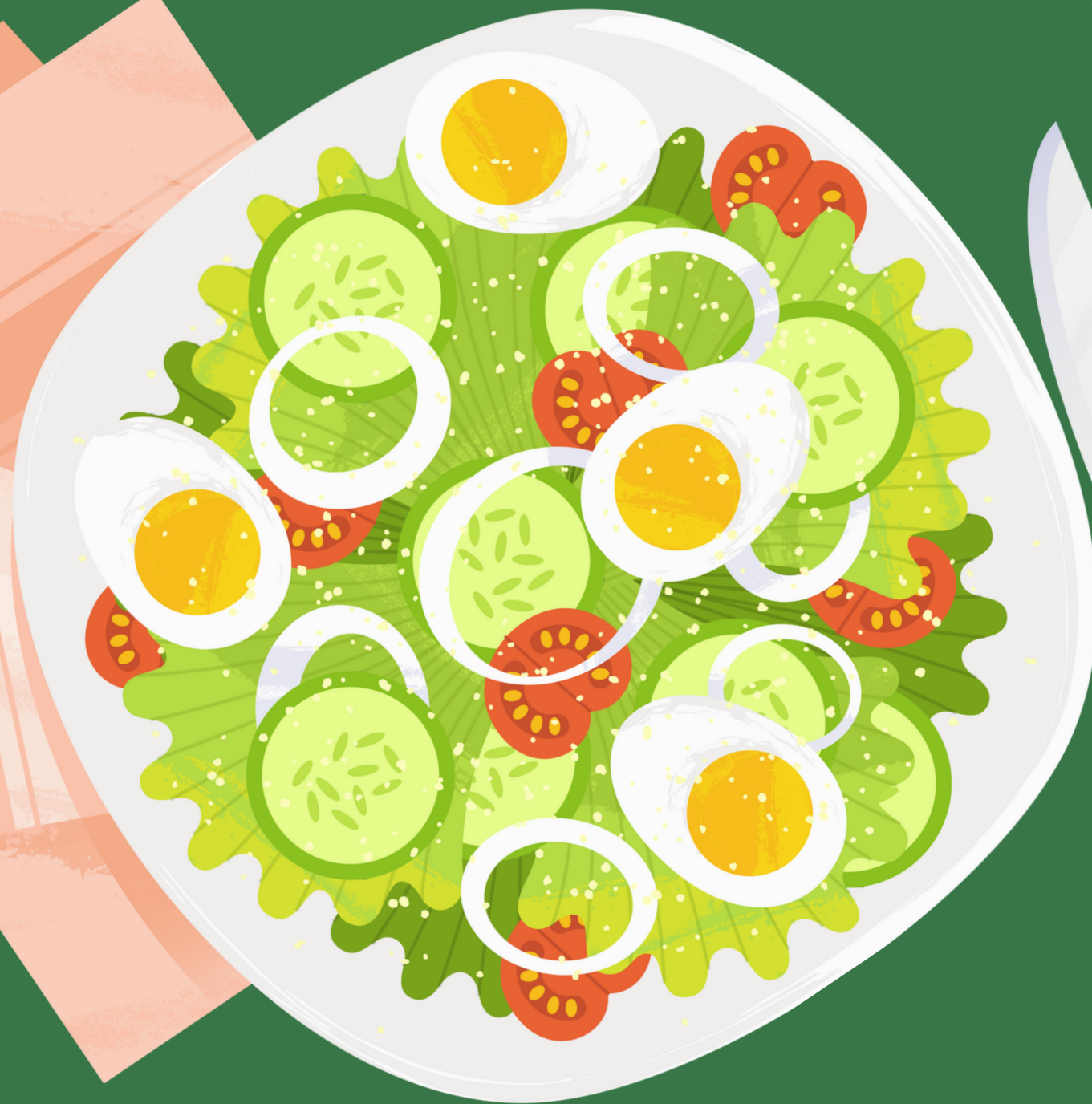




# HEALTHY

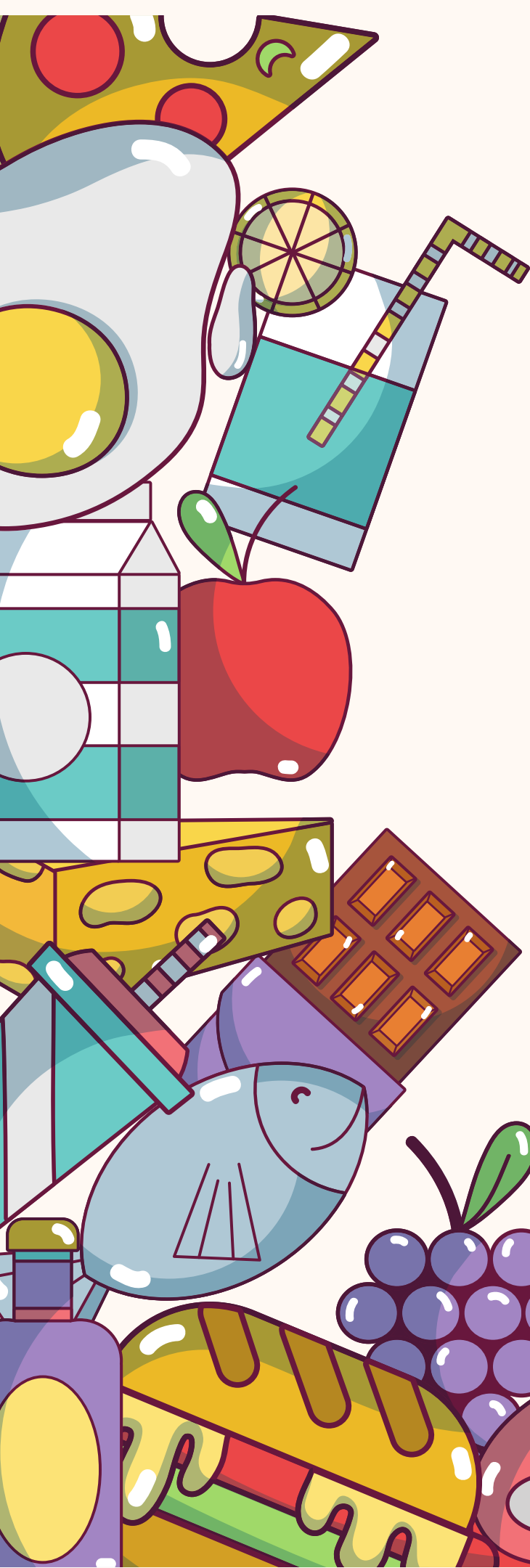


# FOOD



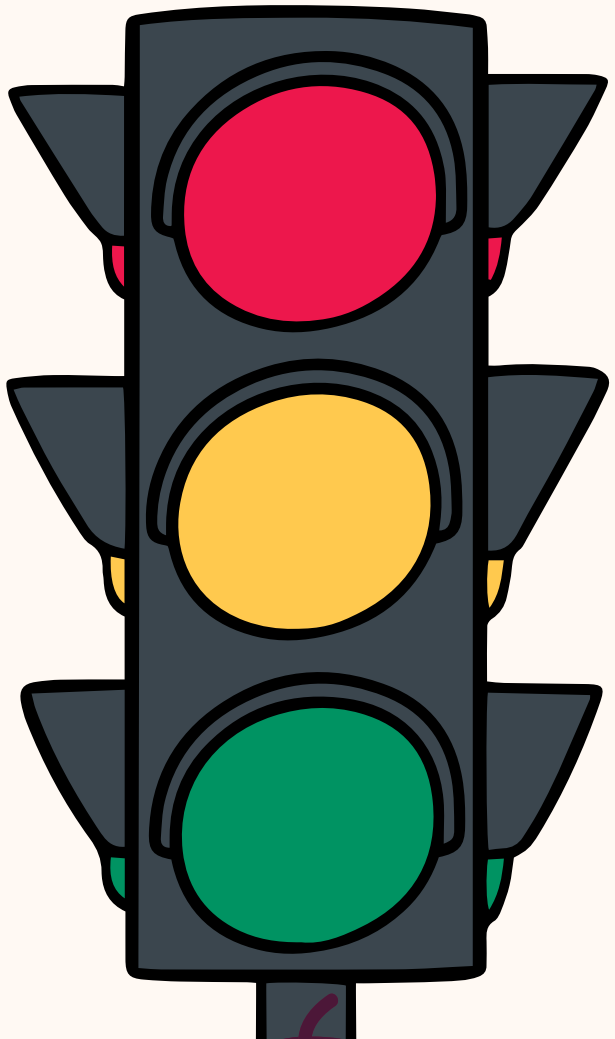
**HEALTHY  
AND  
TASTY**





# class 1

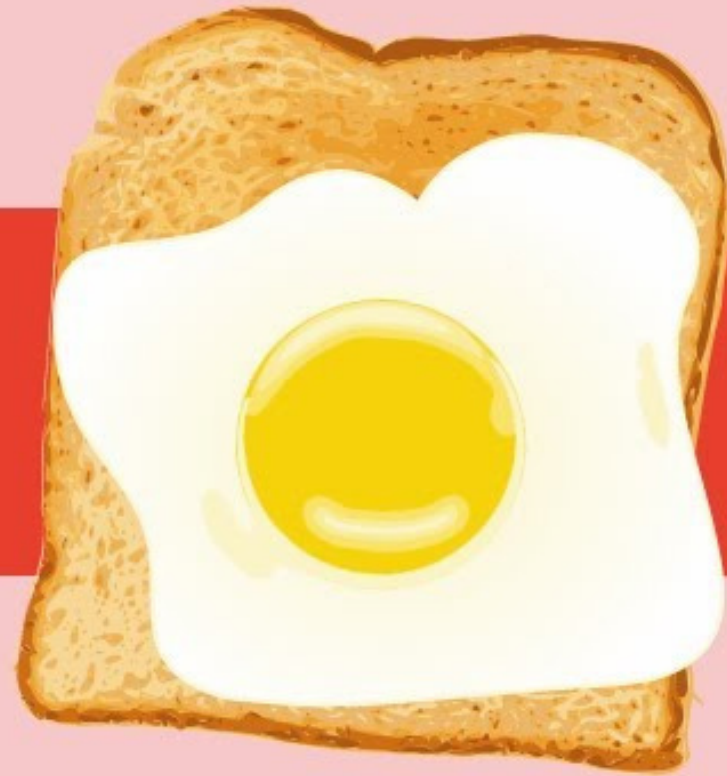
## Traffic Light Food





Do you have breakfast every day?

不吃早餐



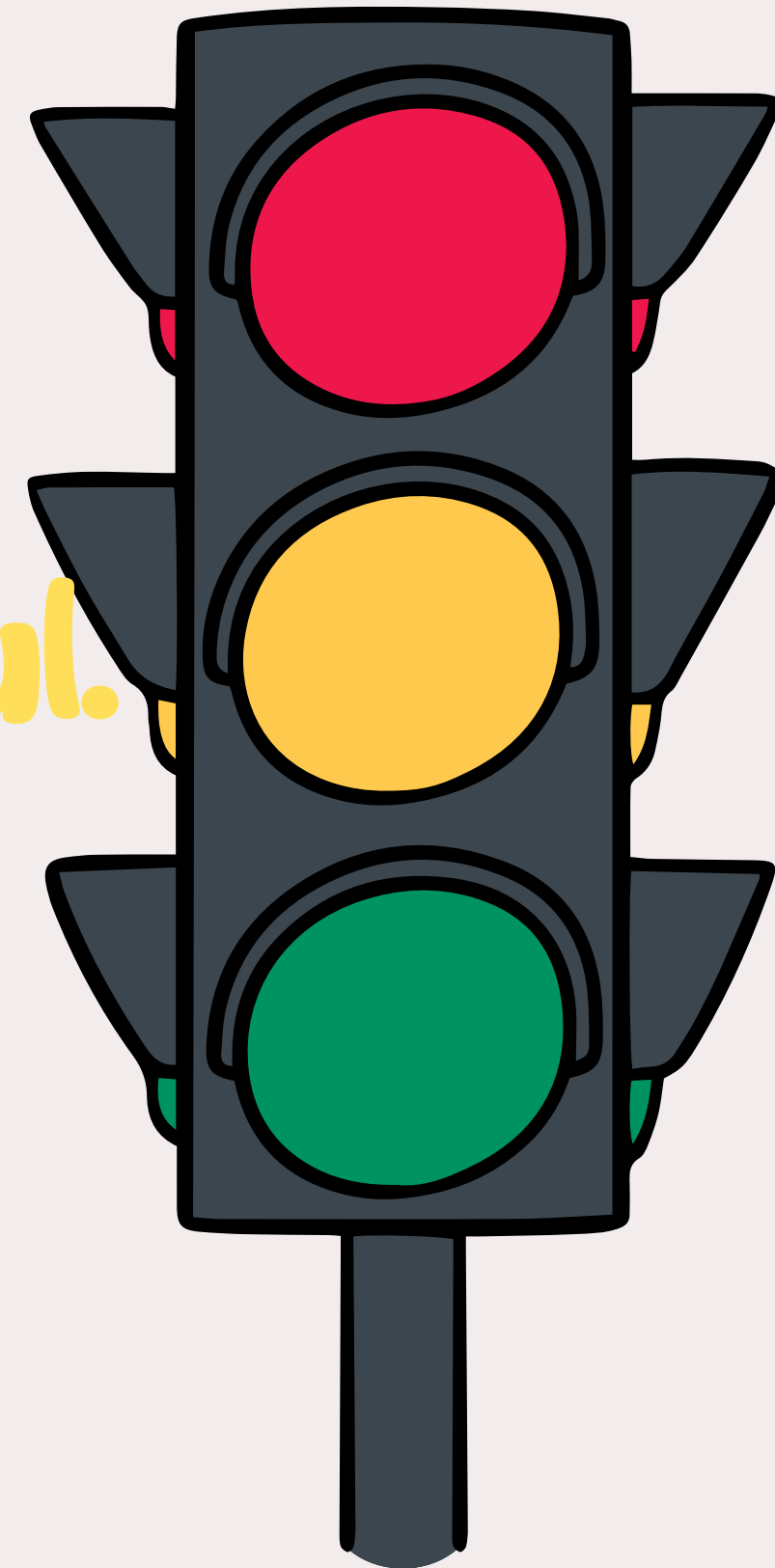
會變笨還會變胖!!

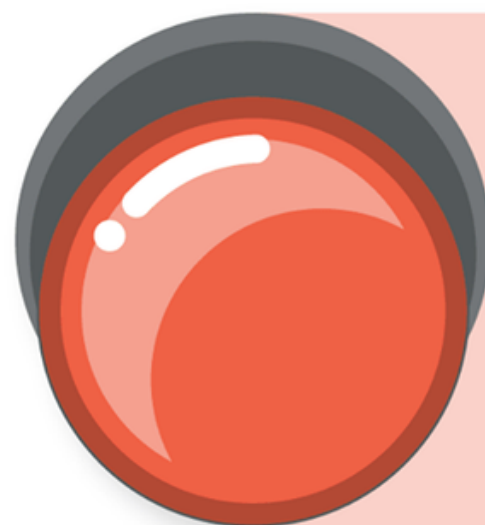


Red means stop.

Yellow means be careful.

Green means go.

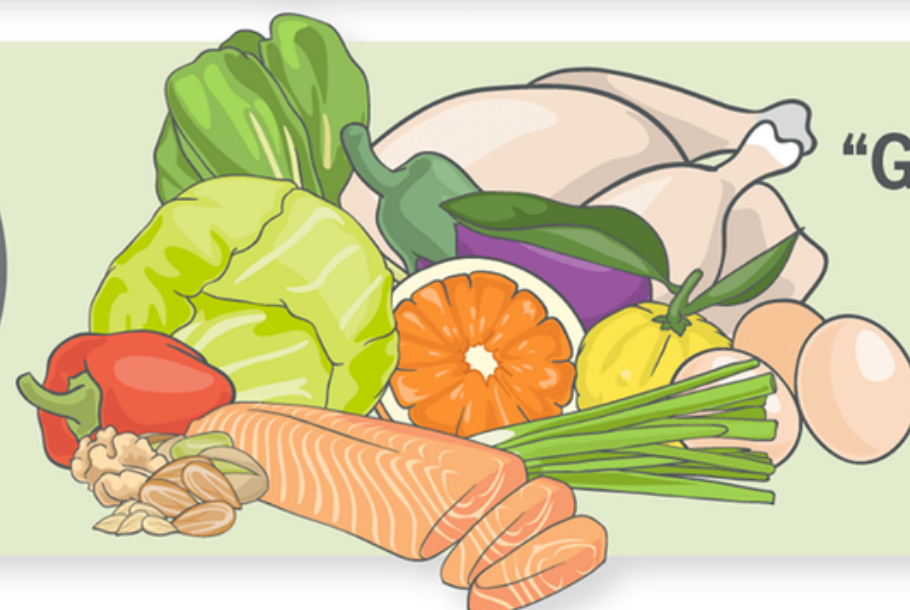




**“Red” foods** are “no-gos” that you tend to overeat, make you feel sick, or don’t help you meet your goals.



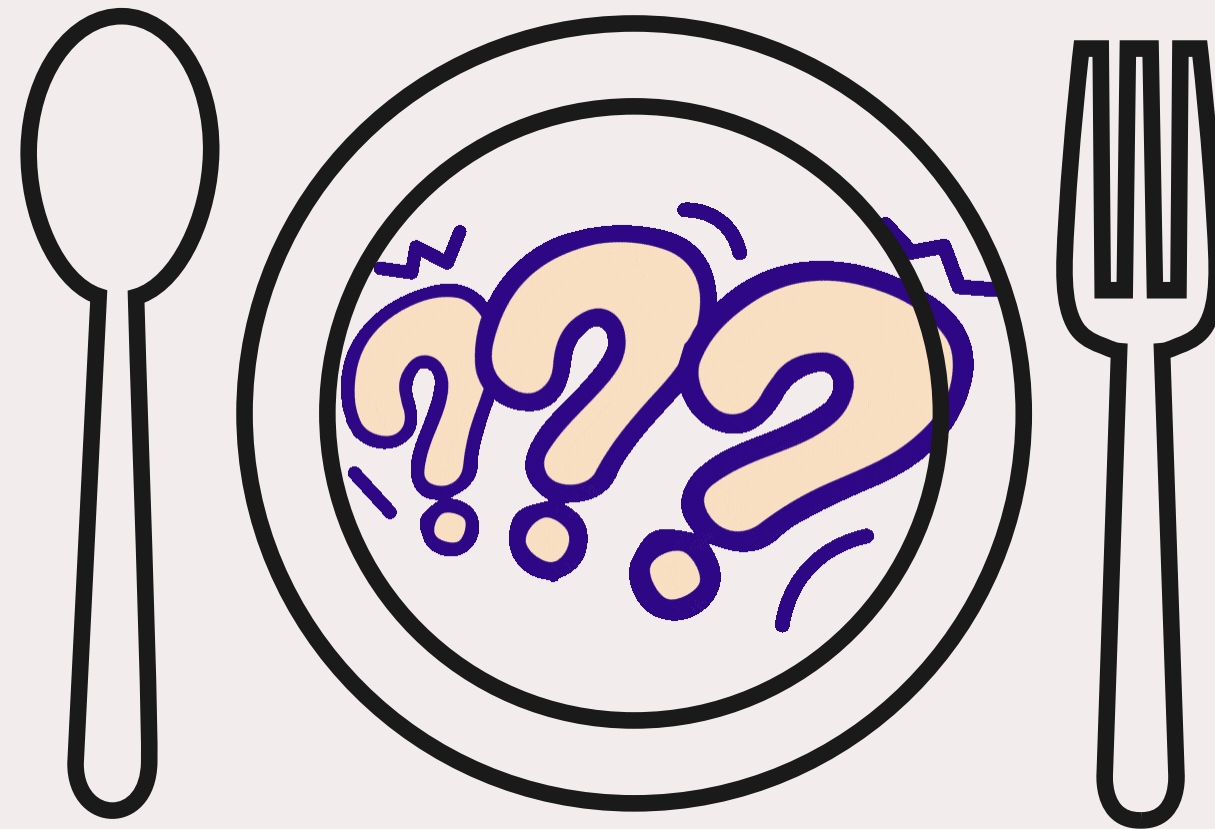
**“Yellow” foods** aren’t the worst choices, but if you eat too much of them you might have regrets.



**“Green” foods** are nutritious and make your body and mind feel good. Eat these whenever you want.



# Activity 1: My Breakfast(Pairwork)



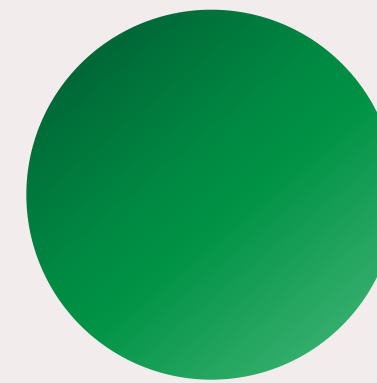
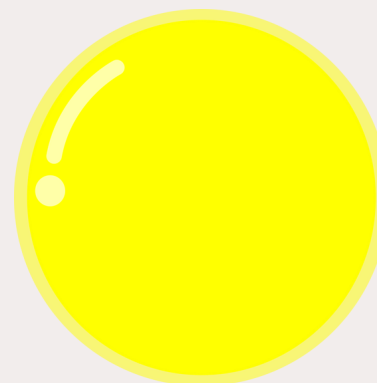
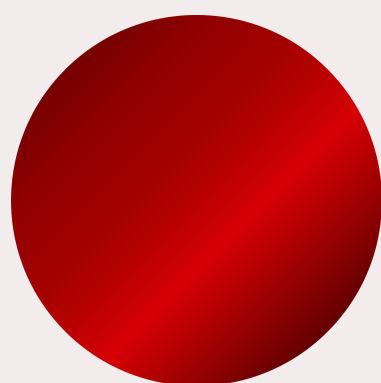
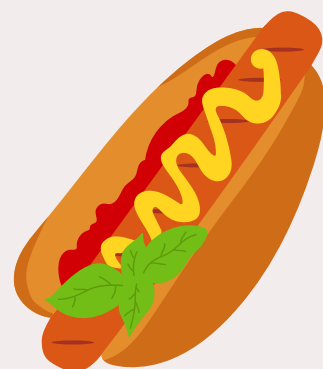
What do you have for breakfast?

I have \_\_\_\_\_ .



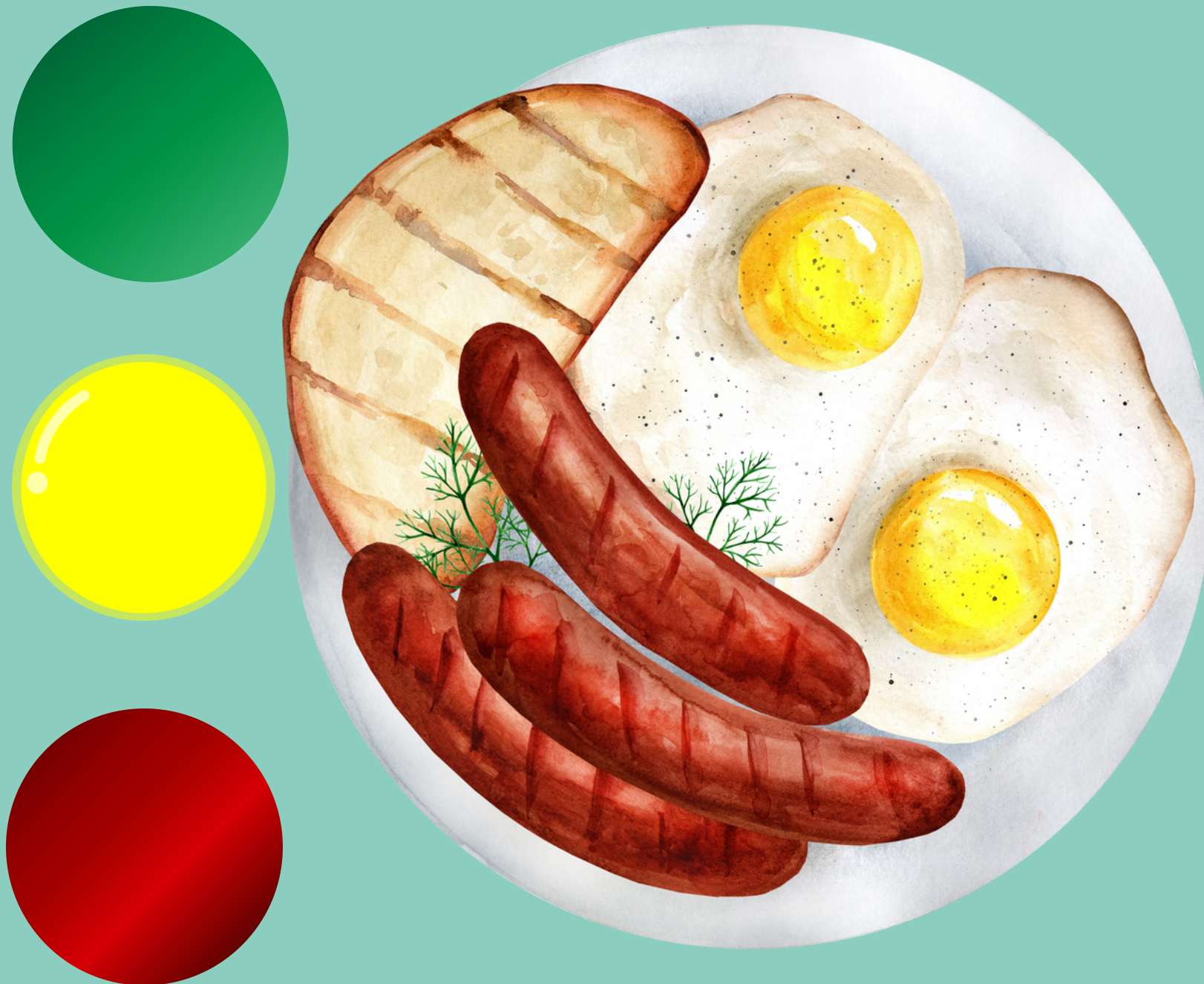


Please check your breakfast  
and put color coins on it.



# Activity 2: Check your breakfast with colored coins(Pairwork)

Green, yellow and red coins with my breakfast

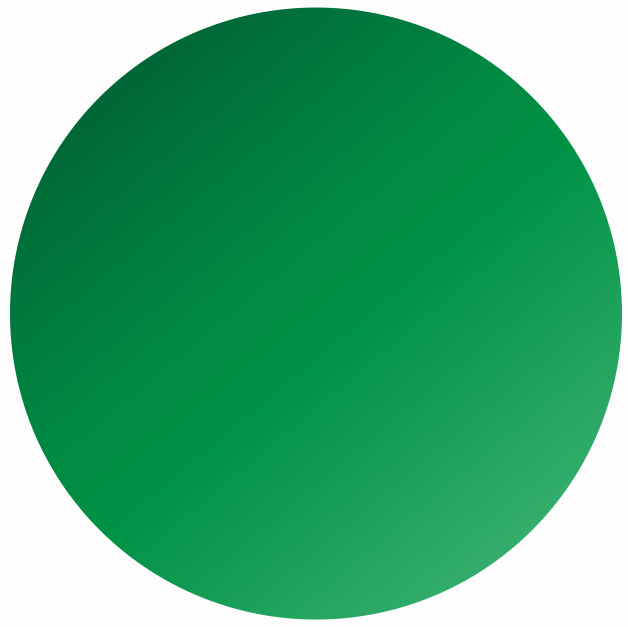


Q:What color is ?

A:It's green/yellow/red light.

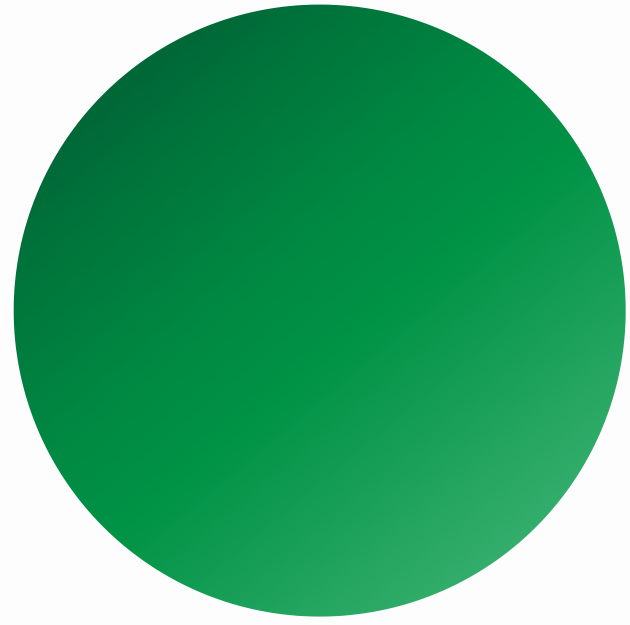






# salad

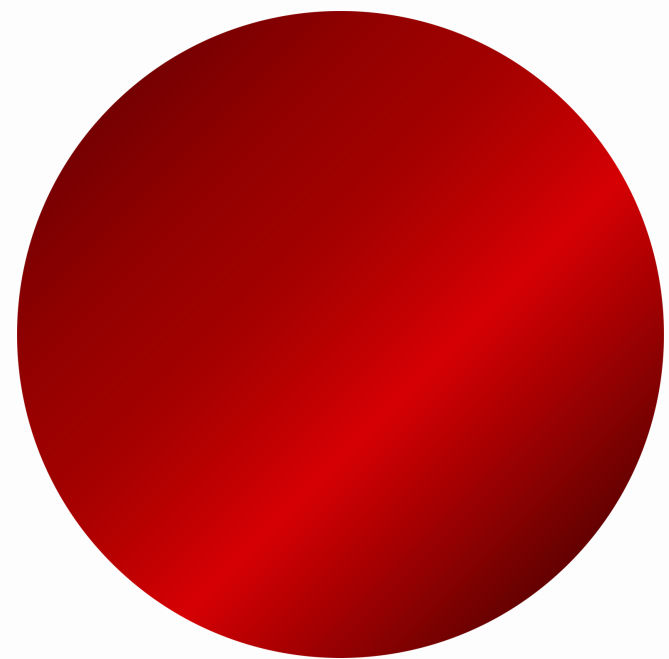




# rice

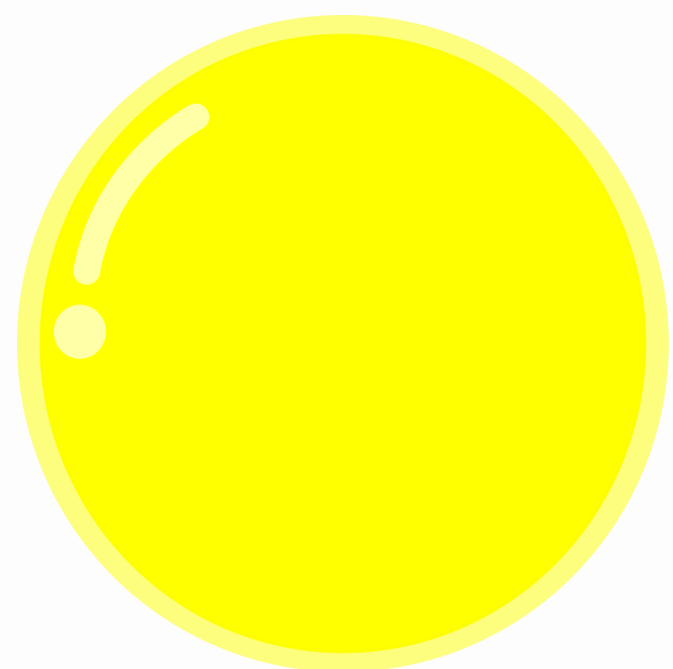
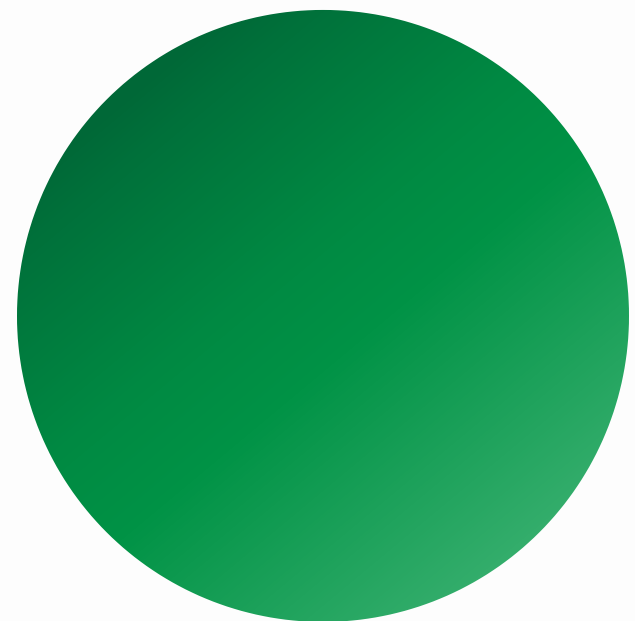






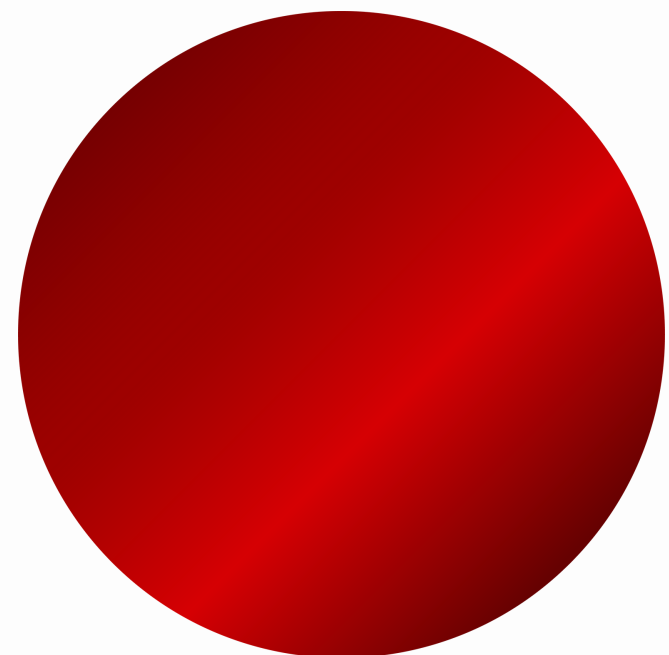
# pizza



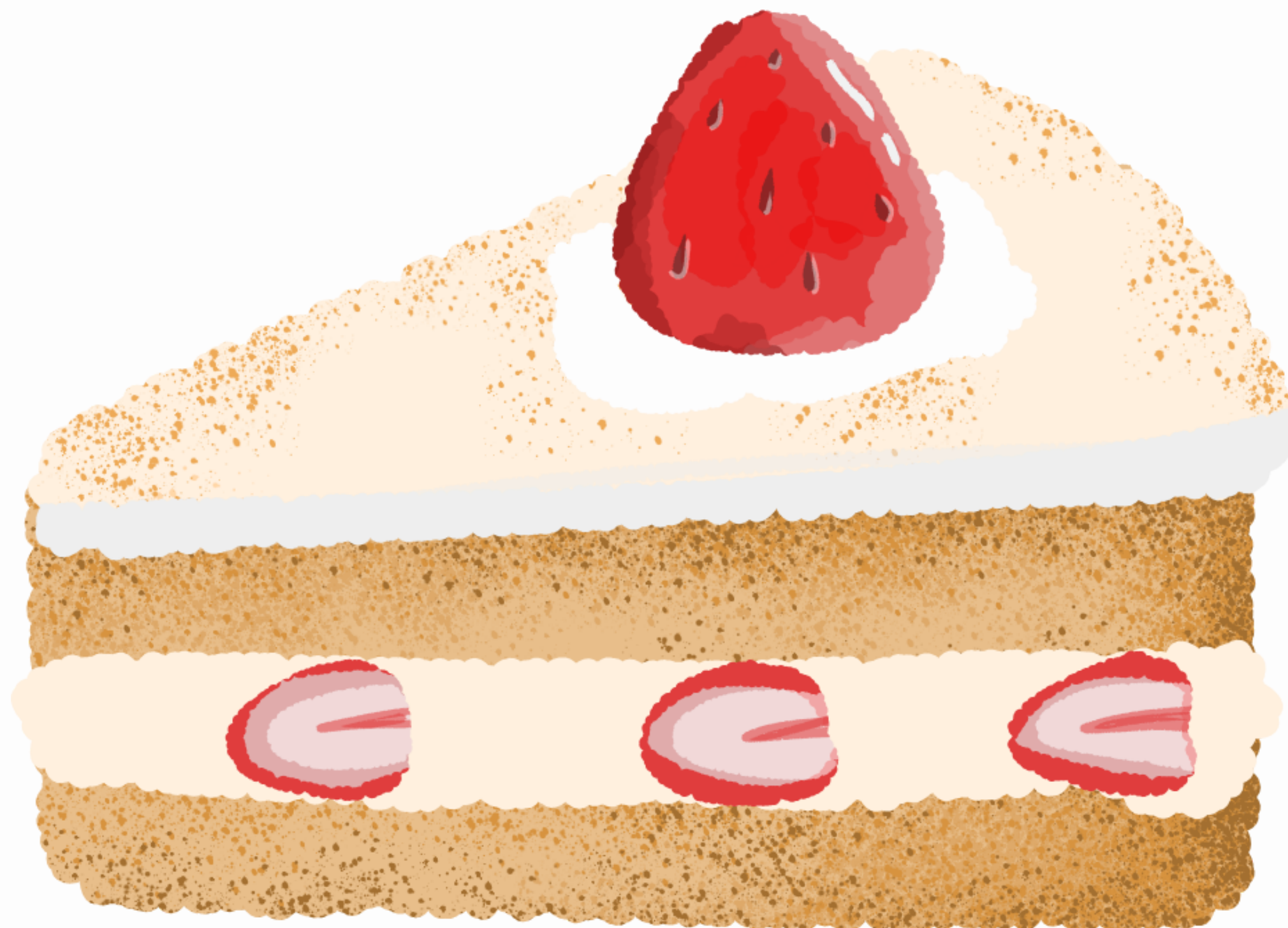


# juice

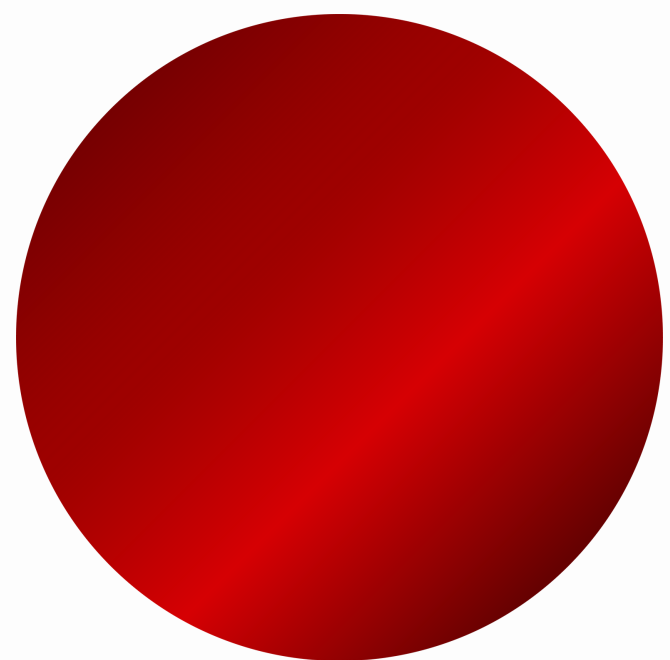




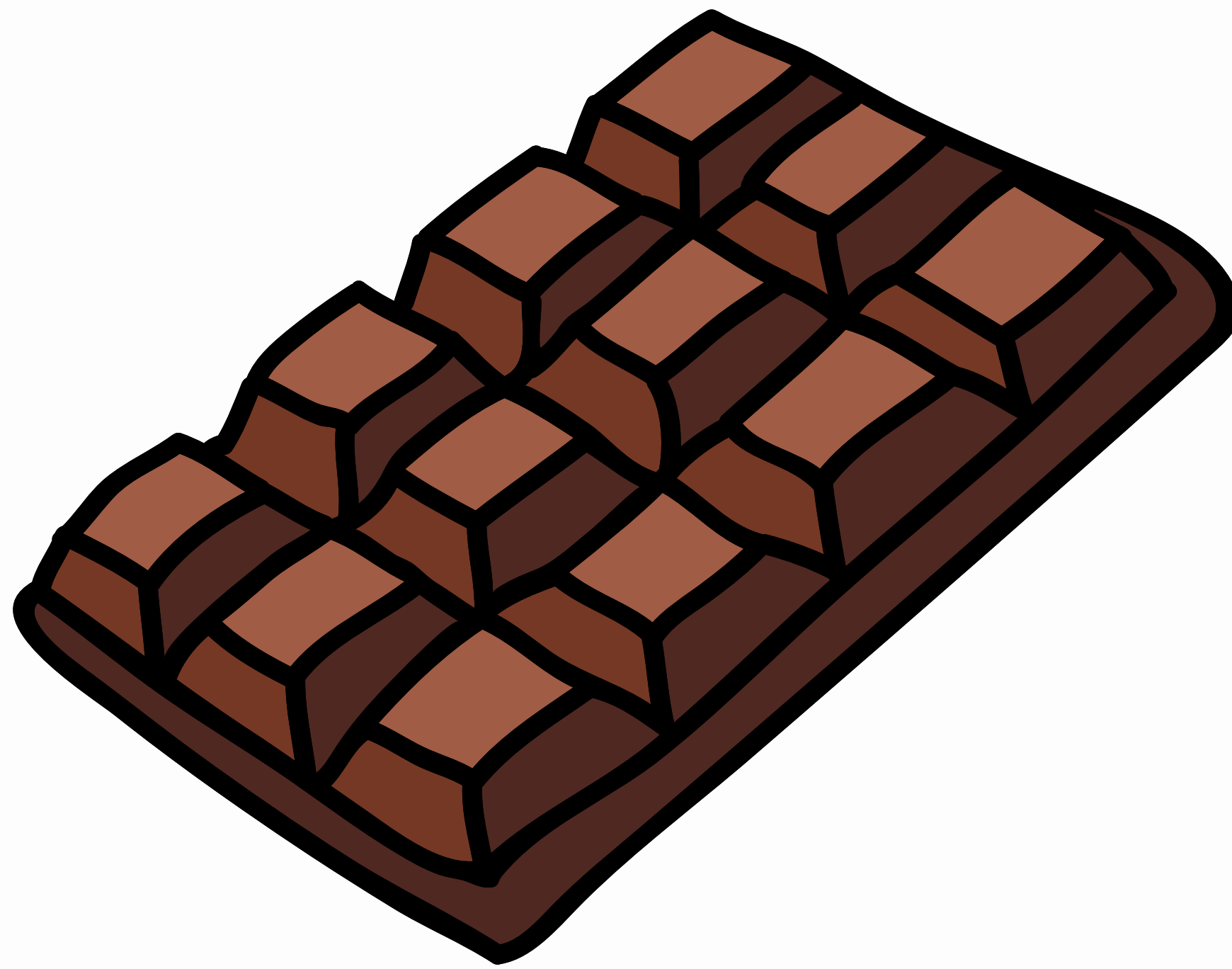
# cake



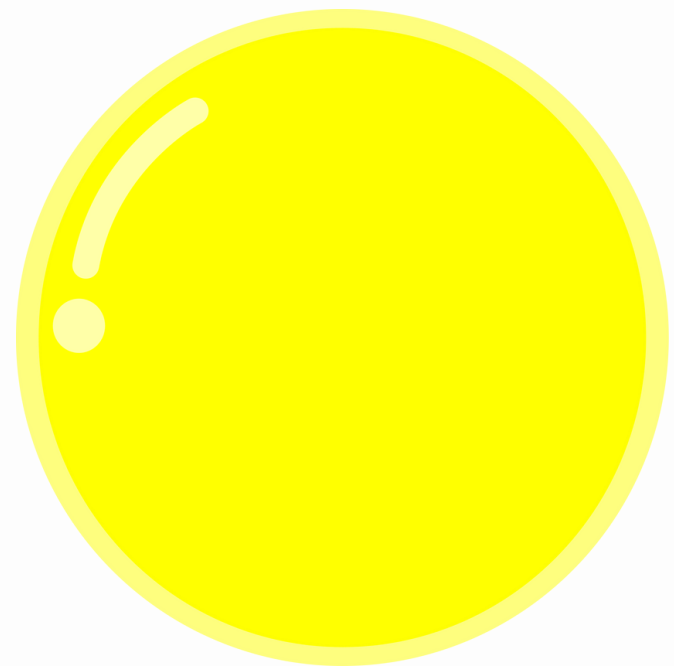




# chocolate

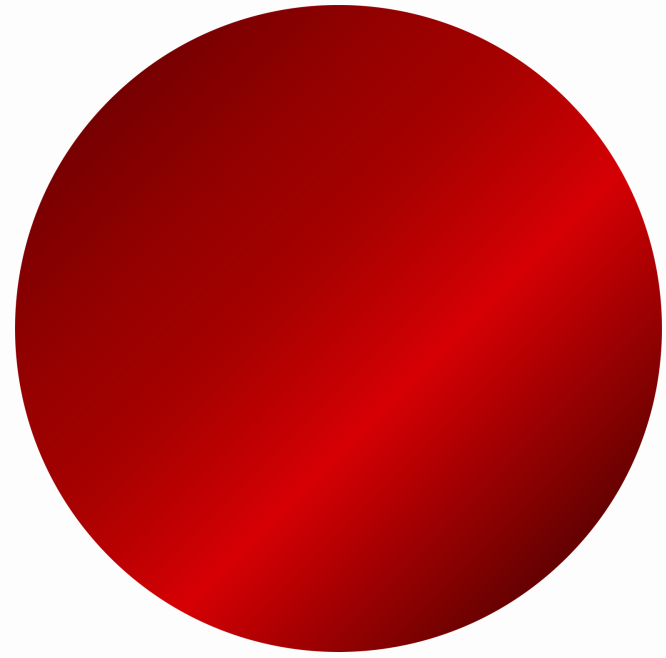




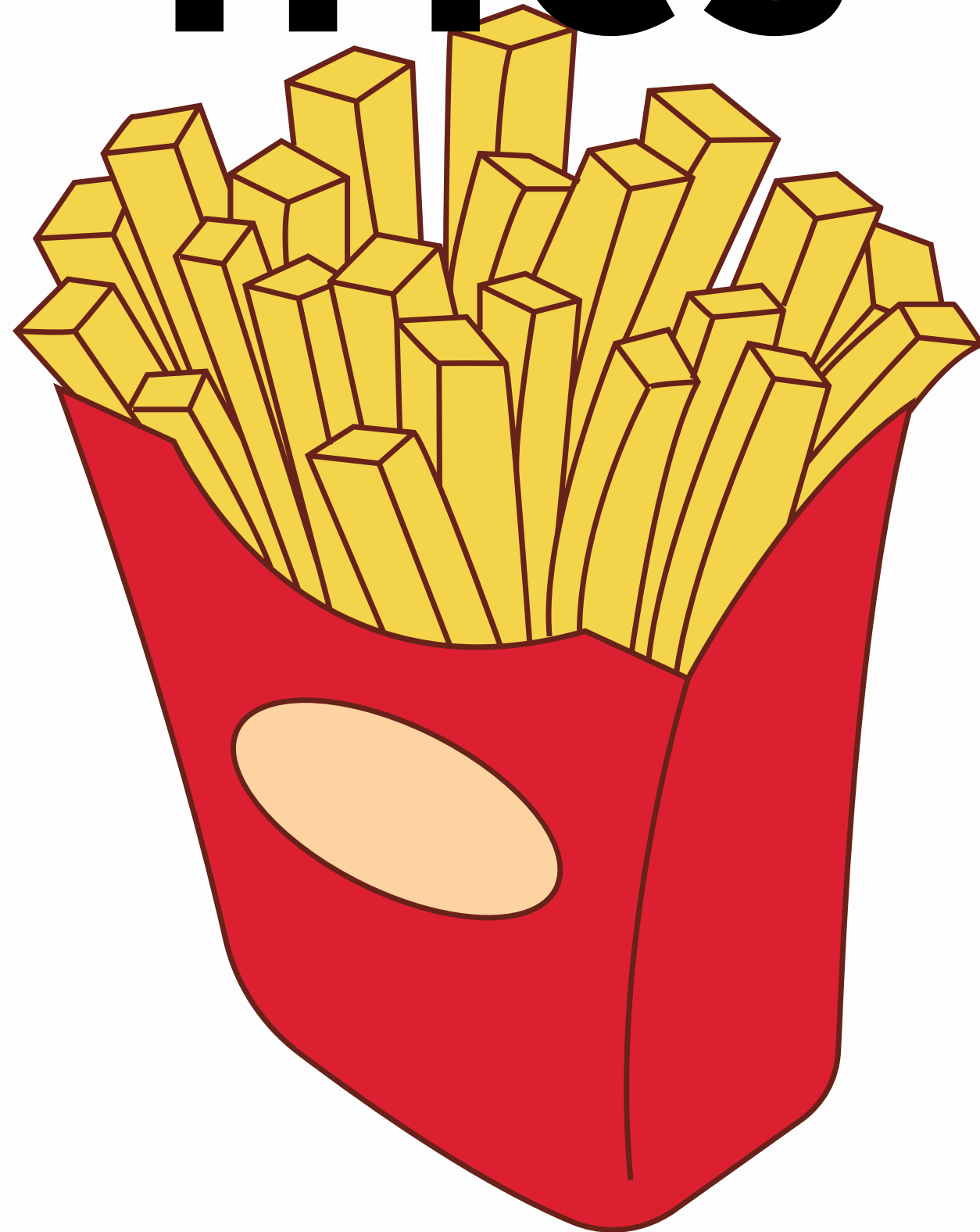


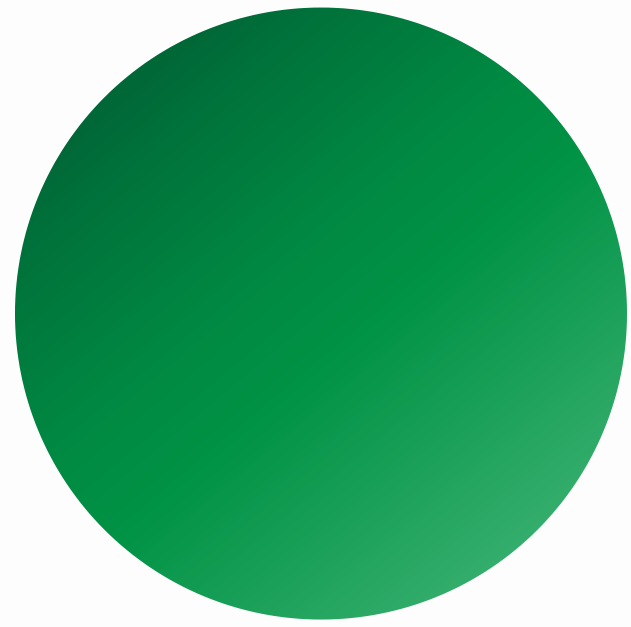
# cheese



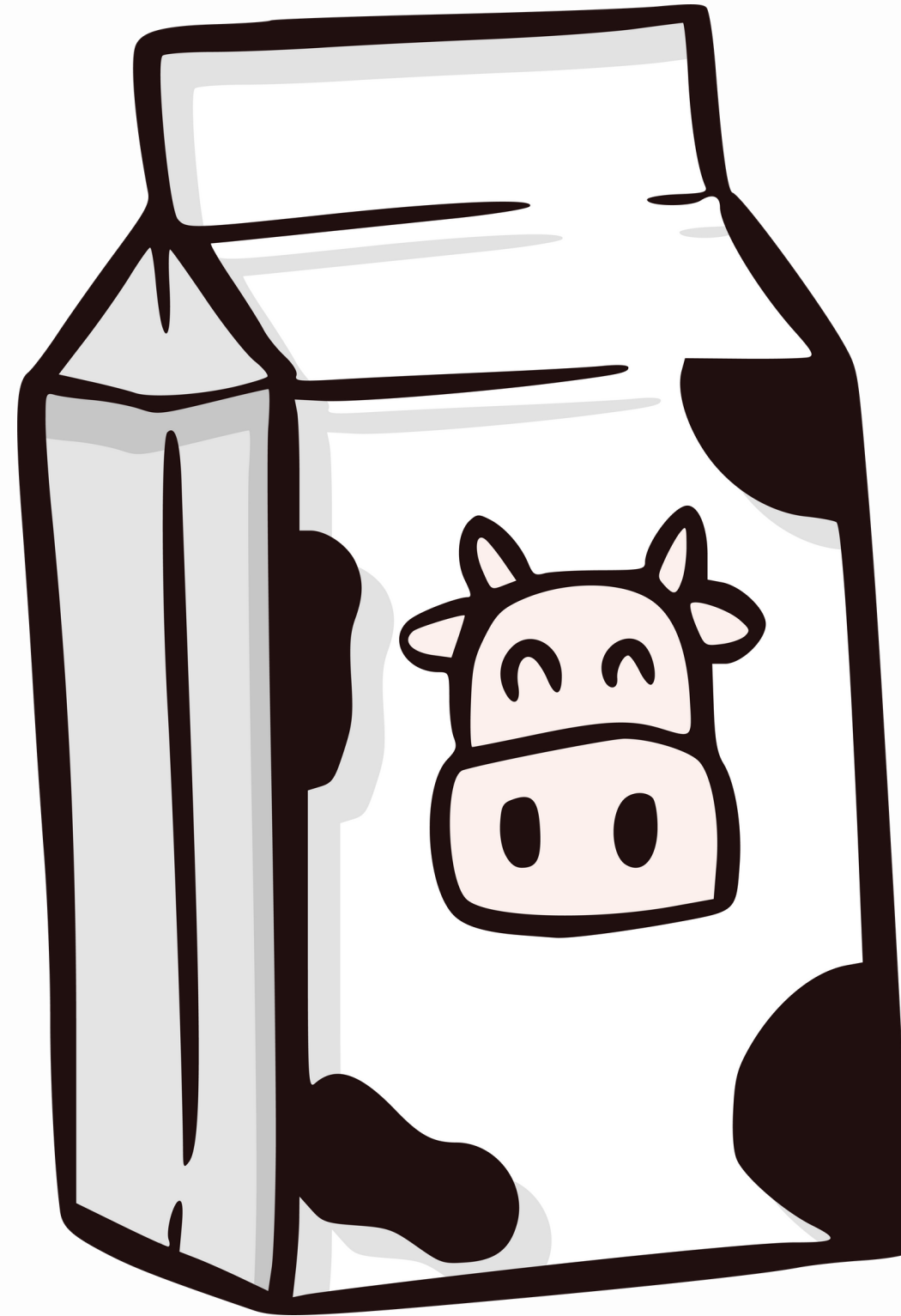


# fries





# milk



# Homework

## My breakfast



Date :

- Draw your Breakfast on the plate.

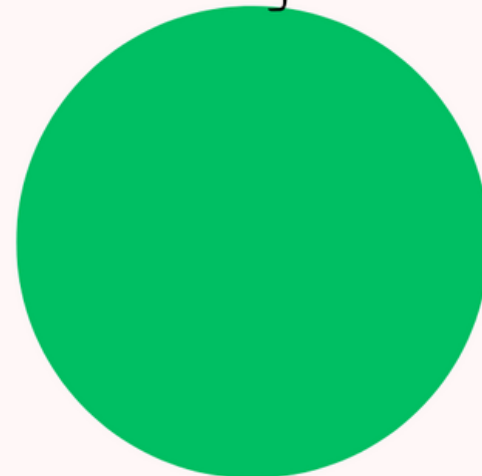
What do you have for breakfast?

A large, empty rectangular box with a thick green border, intended for the student to draw their breakfast.

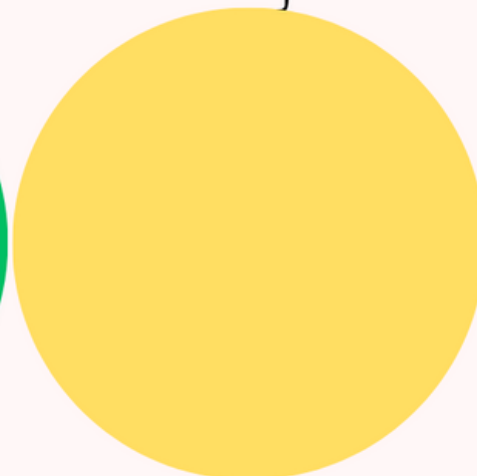
I have

- Traffic light food 請依據食物紅綠燈的概念,將早餐食物分類

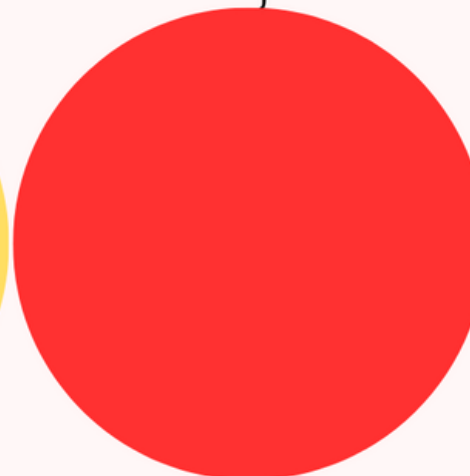
Green Light food



Yellow Light food



Red Light food





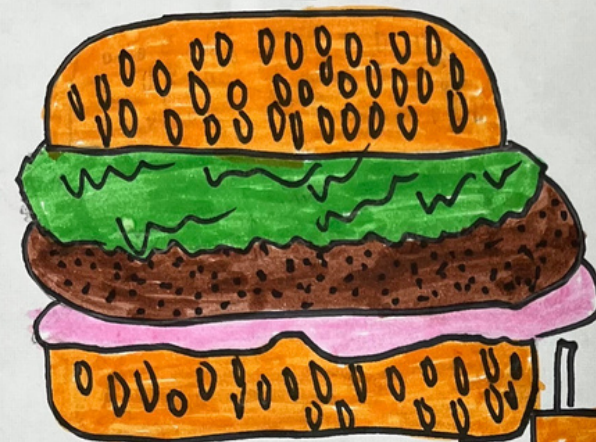
# My breakfast Scott

Date: 4/4

- Draw your Breakfast on the plate.

What do you have for breakfast?

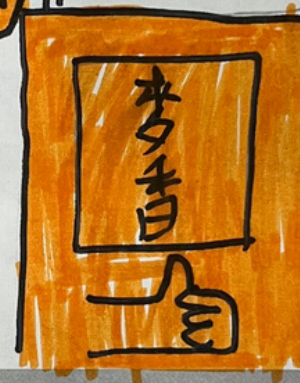
good!  
cute!  
So healthy!



hamburger



chicken



milk tea

I have some chicken, vegetable, bread, onion, cheese, hamburger, meat ham and milk tea for breakfast.

- Traffic light food 請依據食物紅綠燈的概念將早餐食物分類

Green Light Food

chicken  
vegetable  
bread  
onion

Yellow Light Food

cheese

Red Light Food

hamburger  
meat  
ham  
milk tea

A++ April. 14



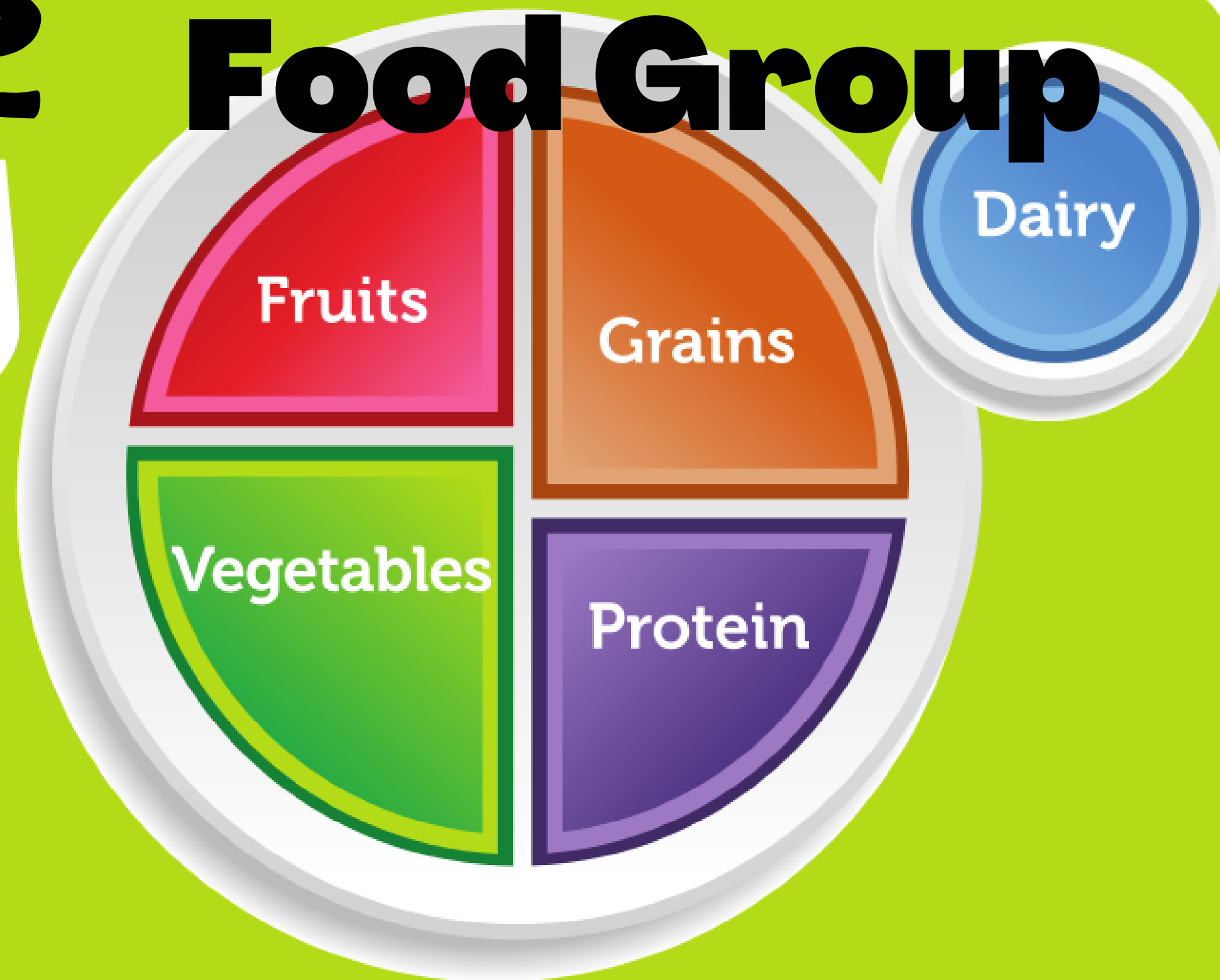
# class 2

## Food Groups

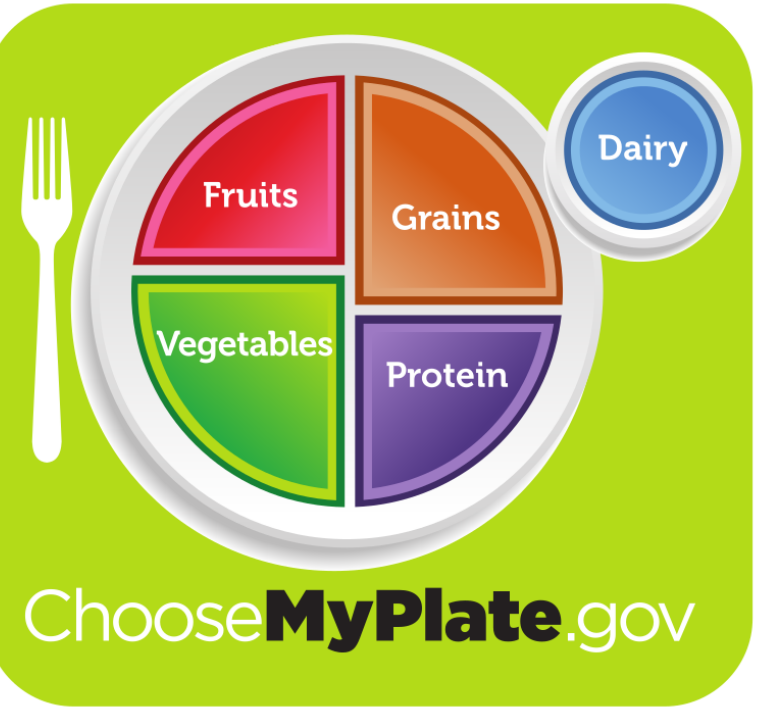




# class 2 Food Group



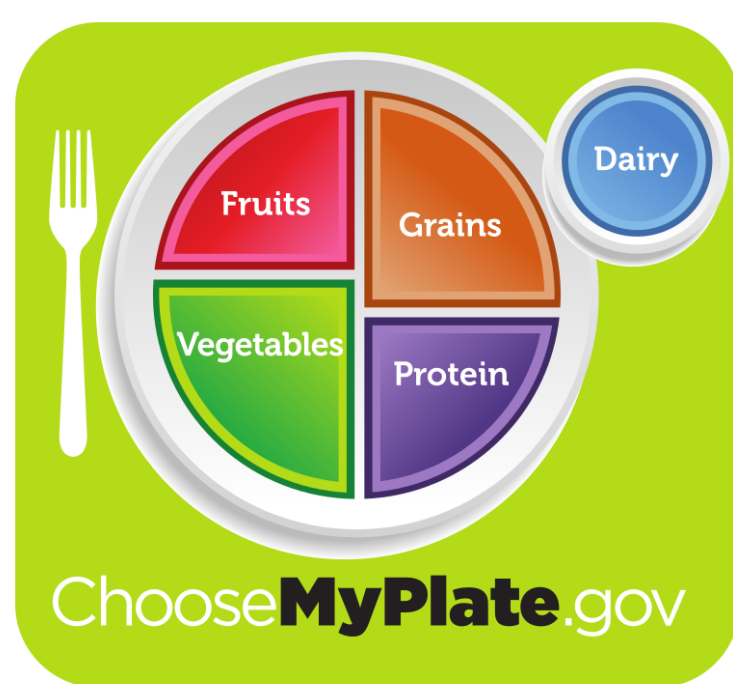
Choose**MyPlate**.gov



# fruit

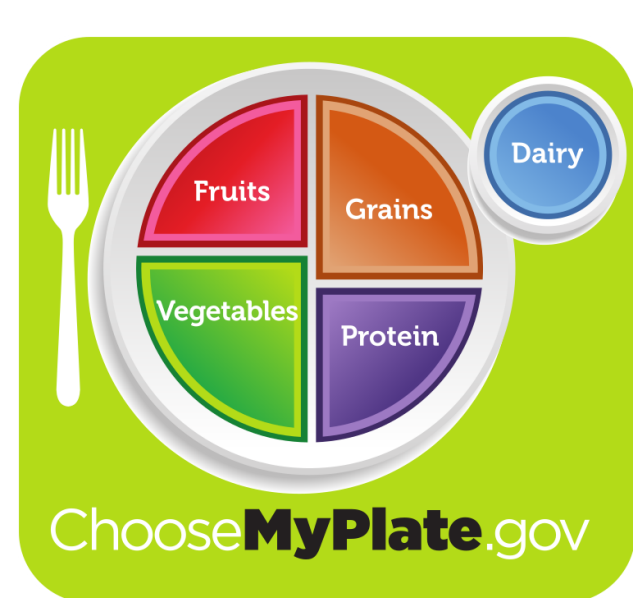




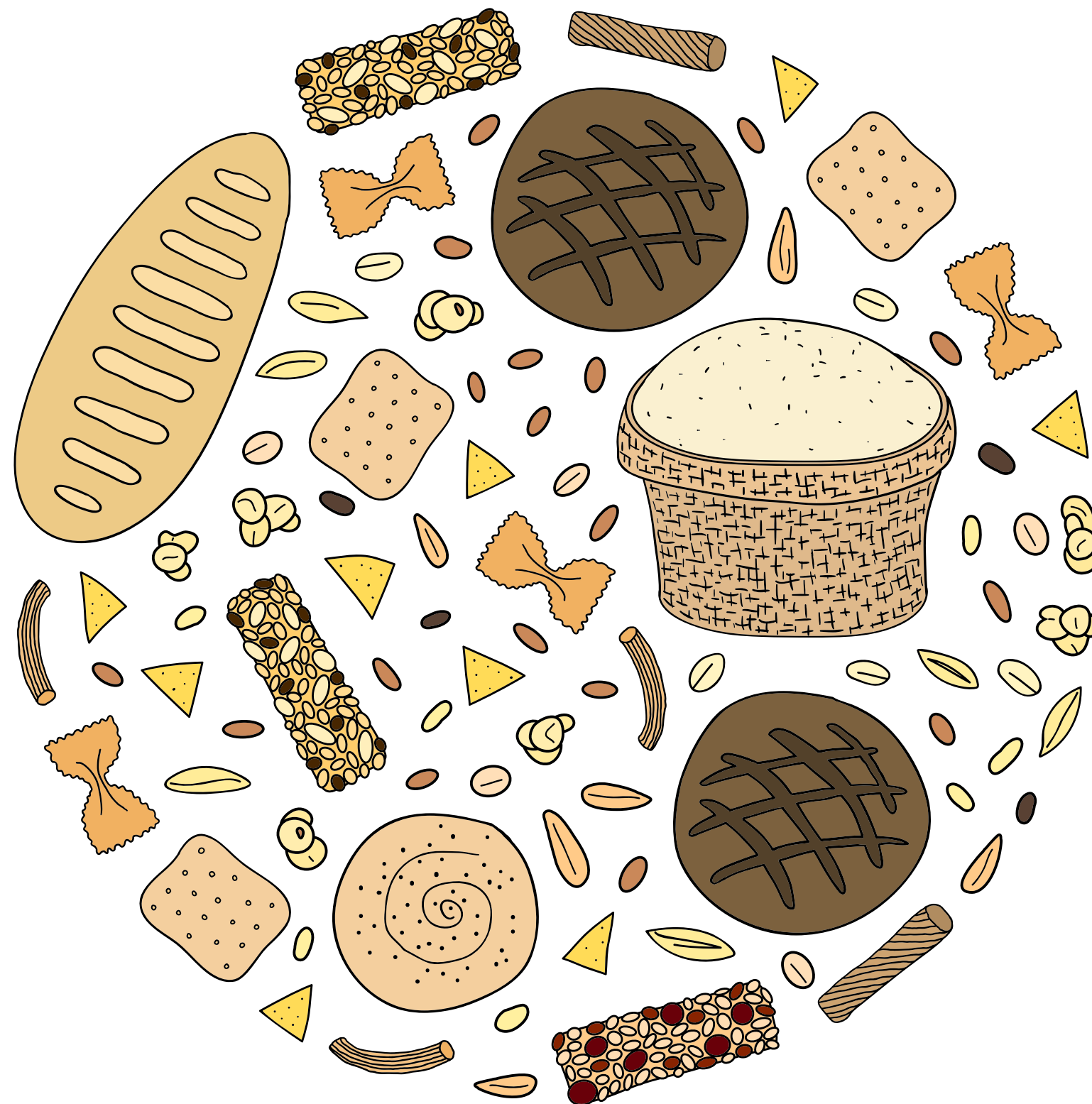


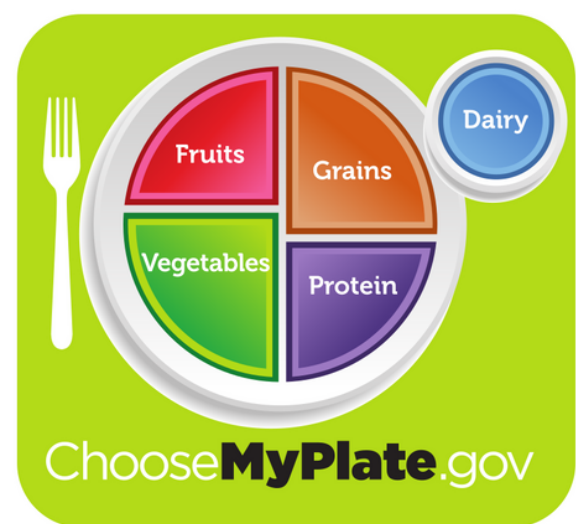
# vegetable



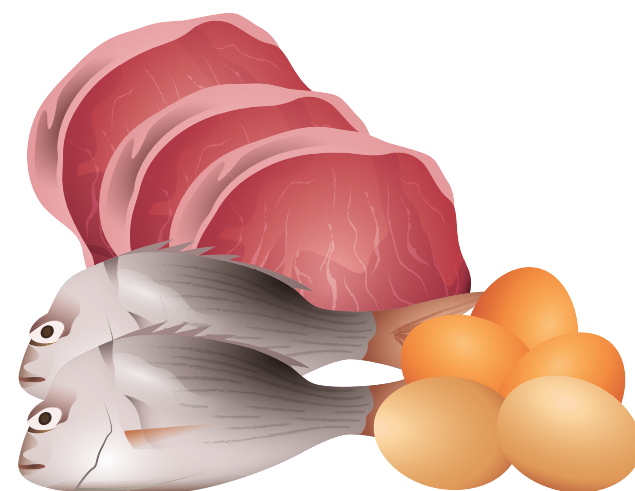
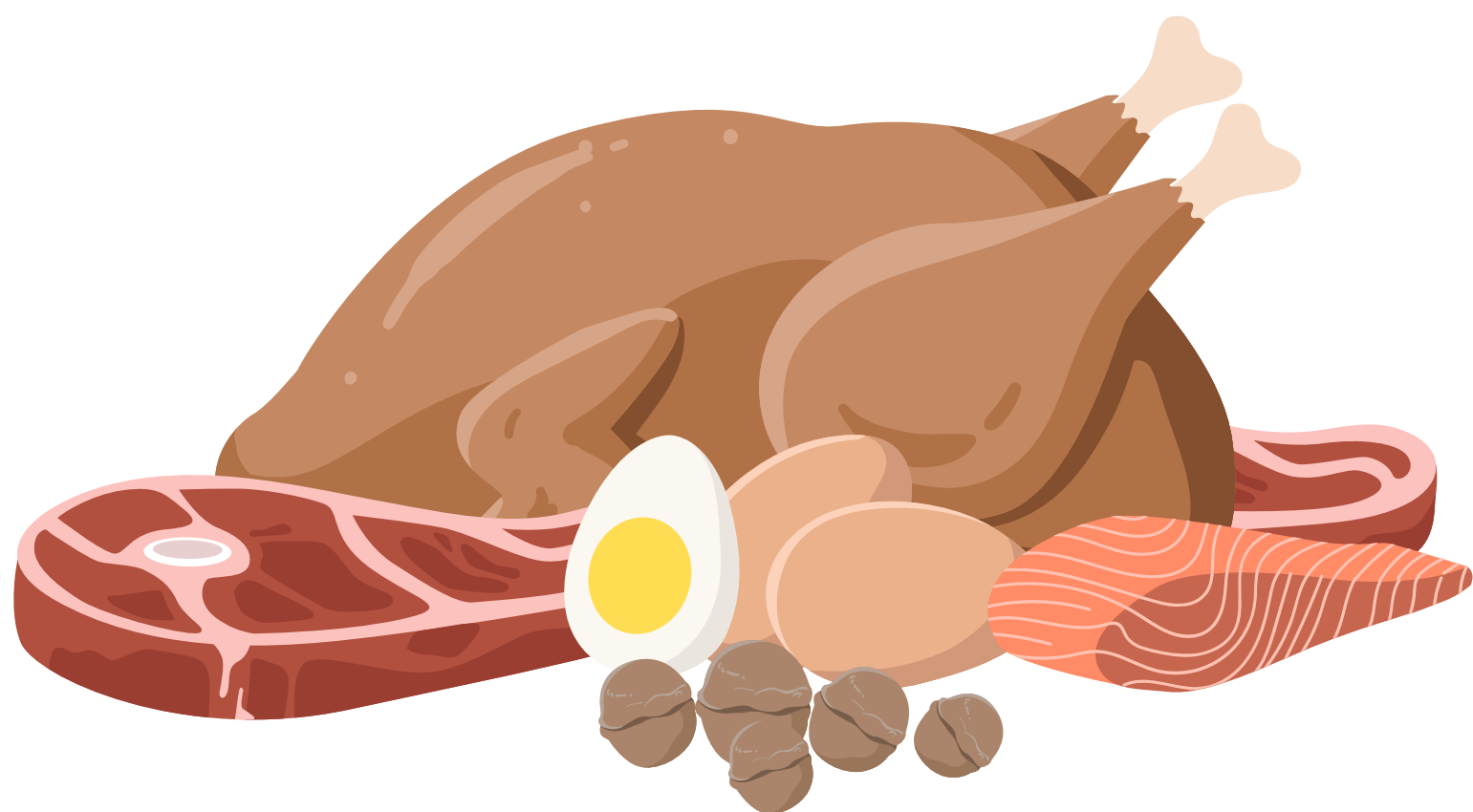


# grain

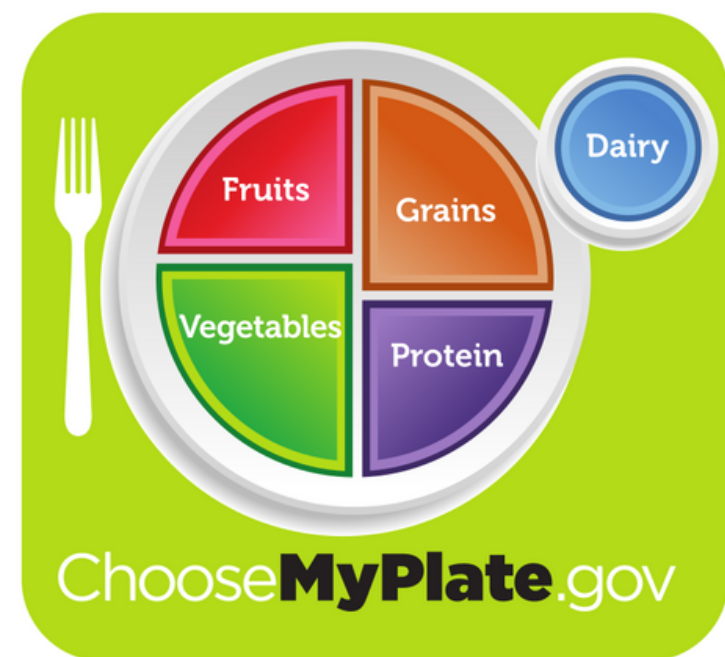




# protein

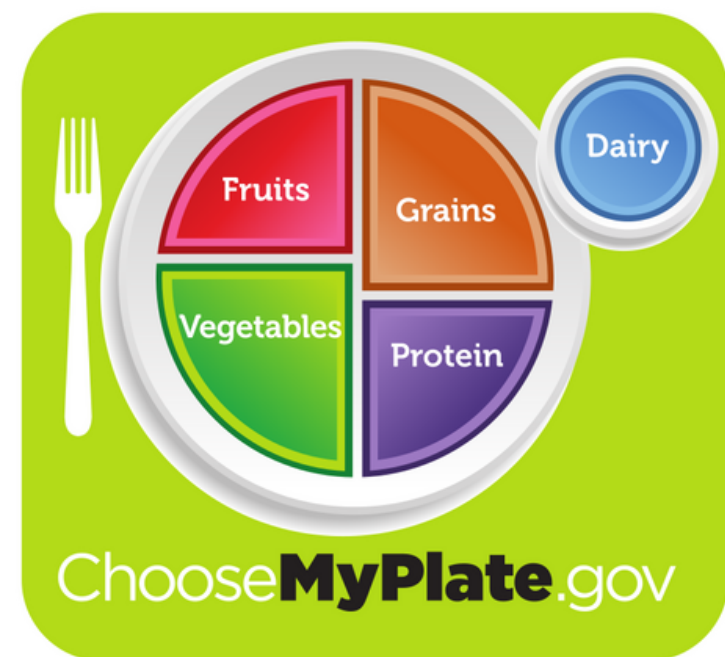






# dairy





# oil and nuts

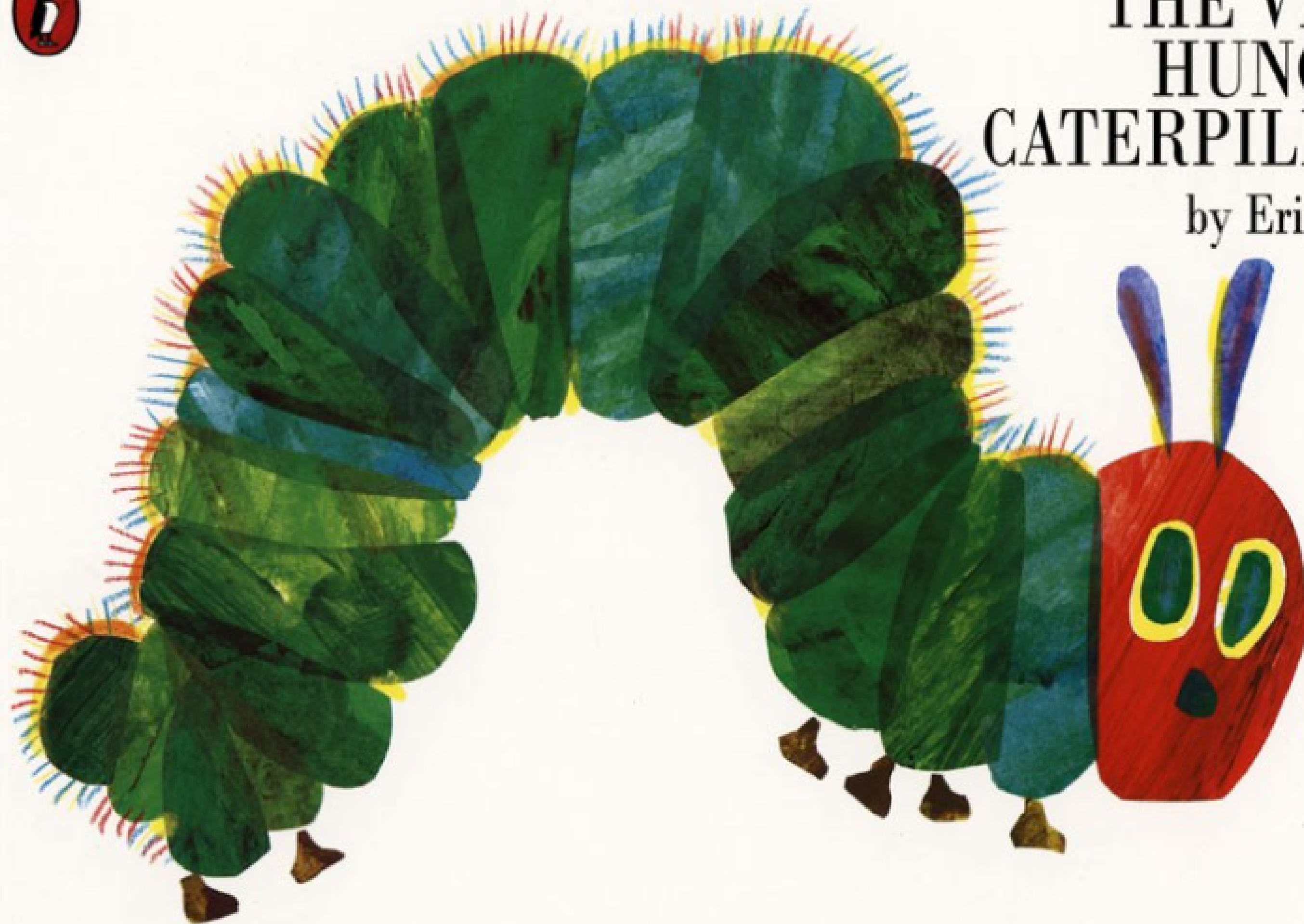






# THE VERY HUNGRY CATERPILLAR

by Eric Carle



 Where is the little egg lay on?



A In the leaf.

B In the tree.

C Under the tree.

D Under the leaf.

E On the leaf.

F In the sky.



The Very Hungry Caterpillar

# What color is the food?



It's green/yellow/red light food.



class 3



My Healthy Meal



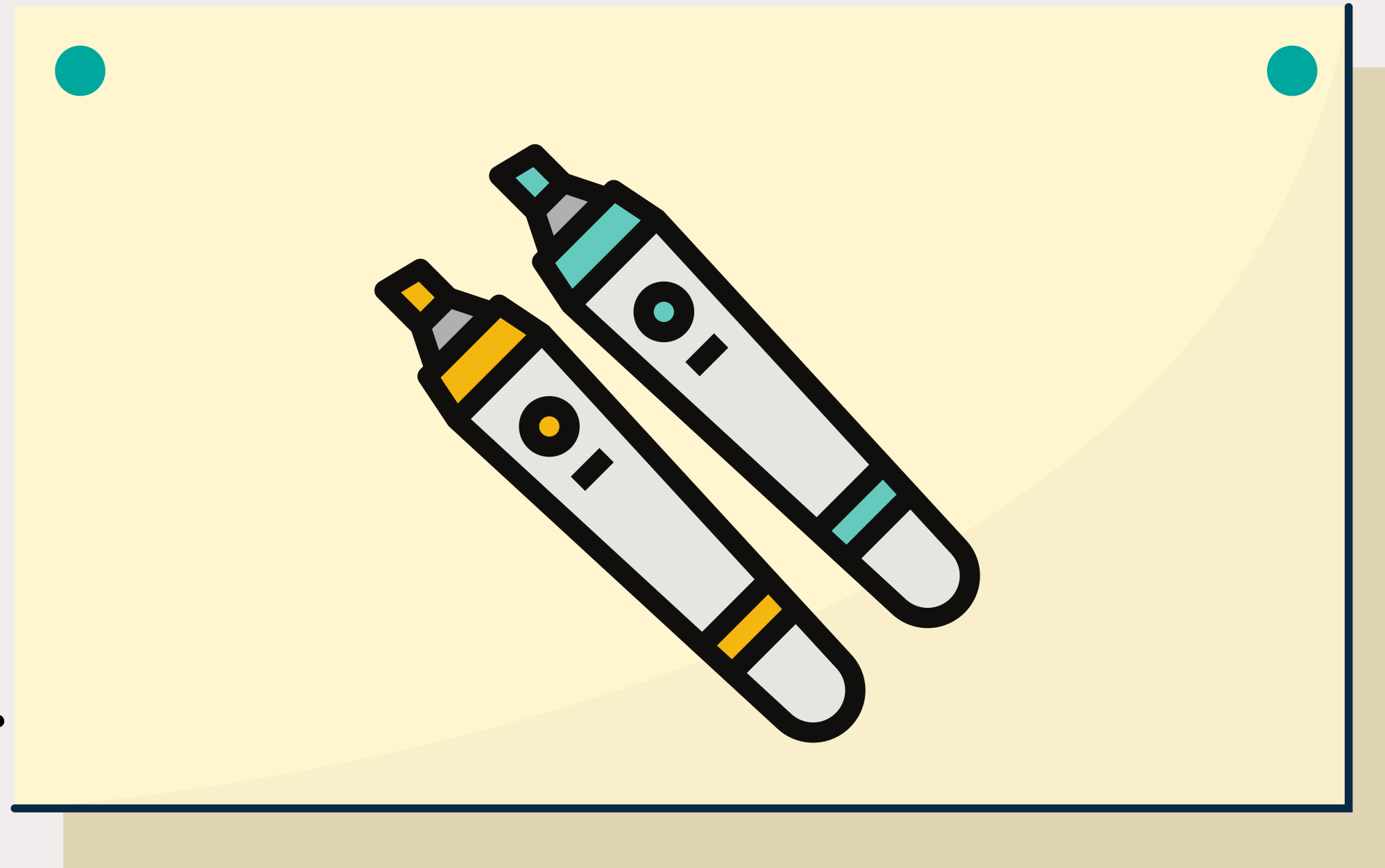
# Activity 1: My Healthy Meal



Please design your own healthy meal.



Draw on the poster.



I have some

in my meal.



Be healthy Eat healthy!  
(健康好食在!)

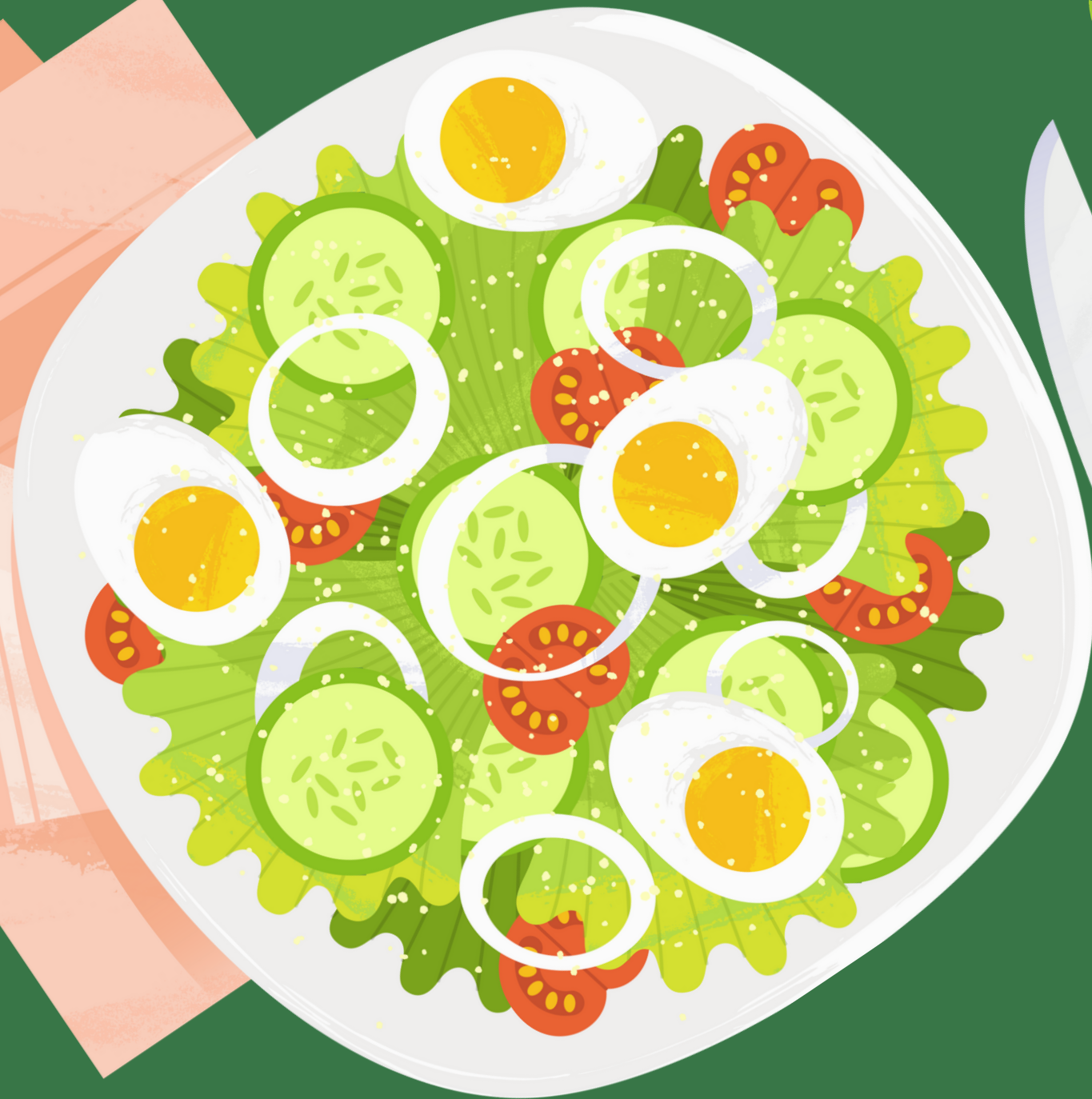




# HEALTHY

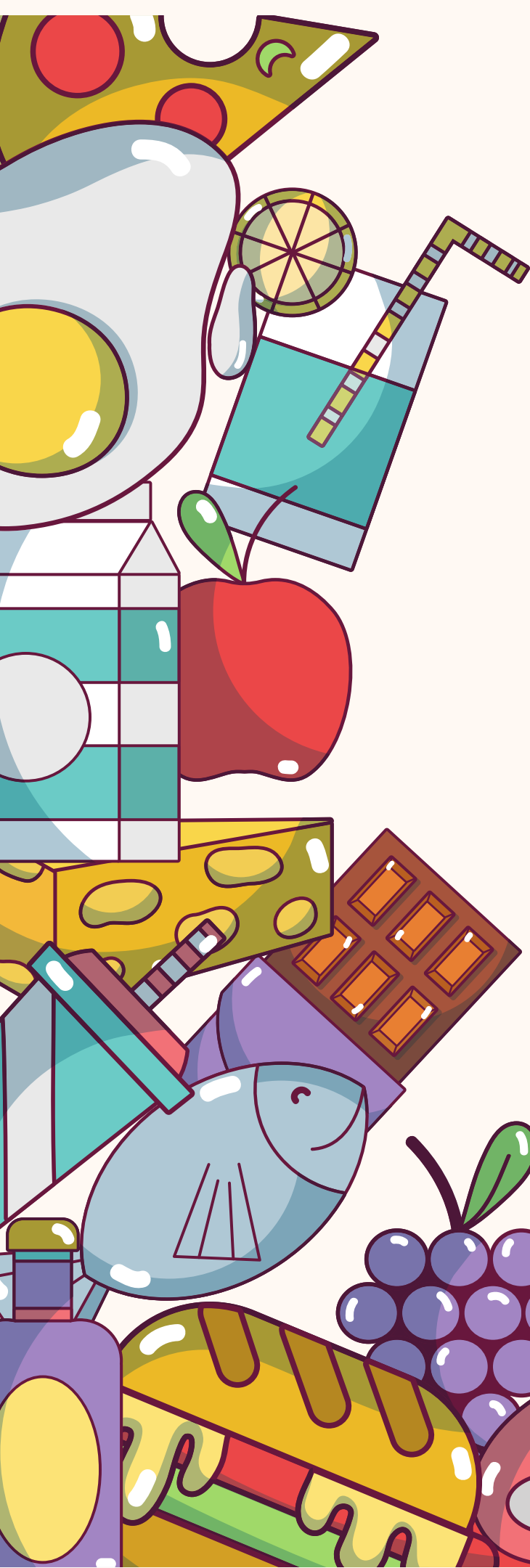


# FOOD



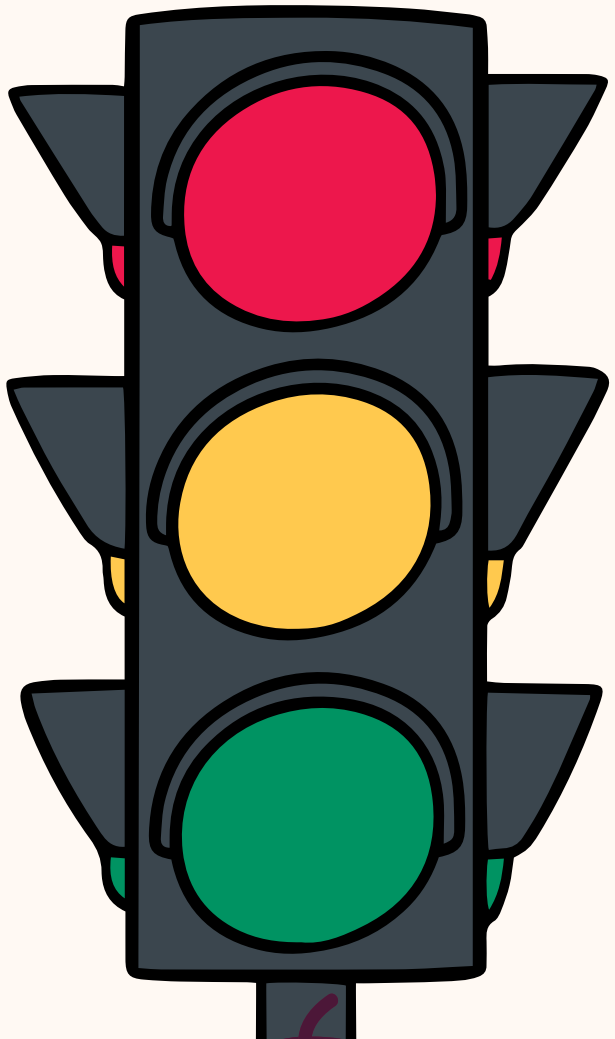
**HEALTHY  
AND  
TASTY**





# class 1

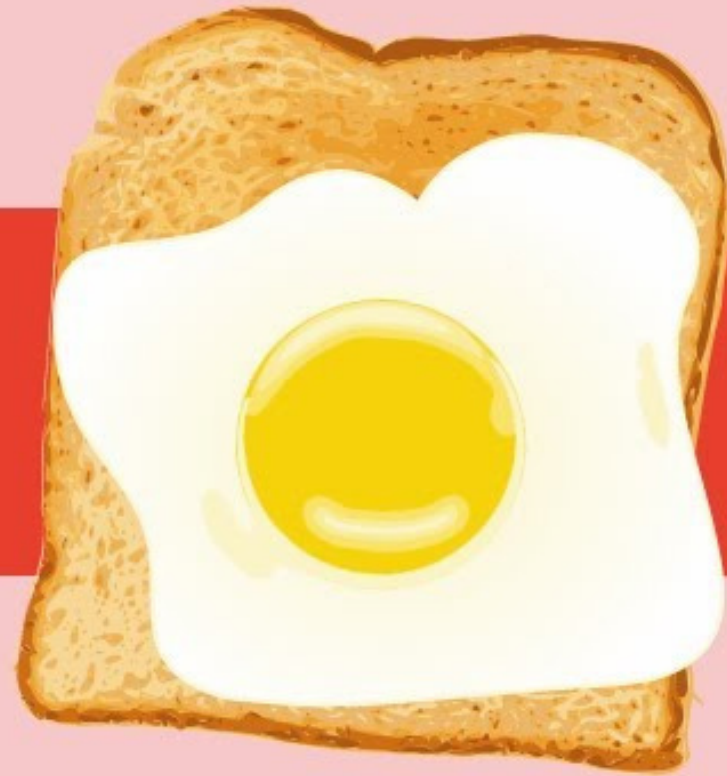
## Traffic Light Food





Do you have breakfast every day?

不吃早餐



會變笨還會變胖!!

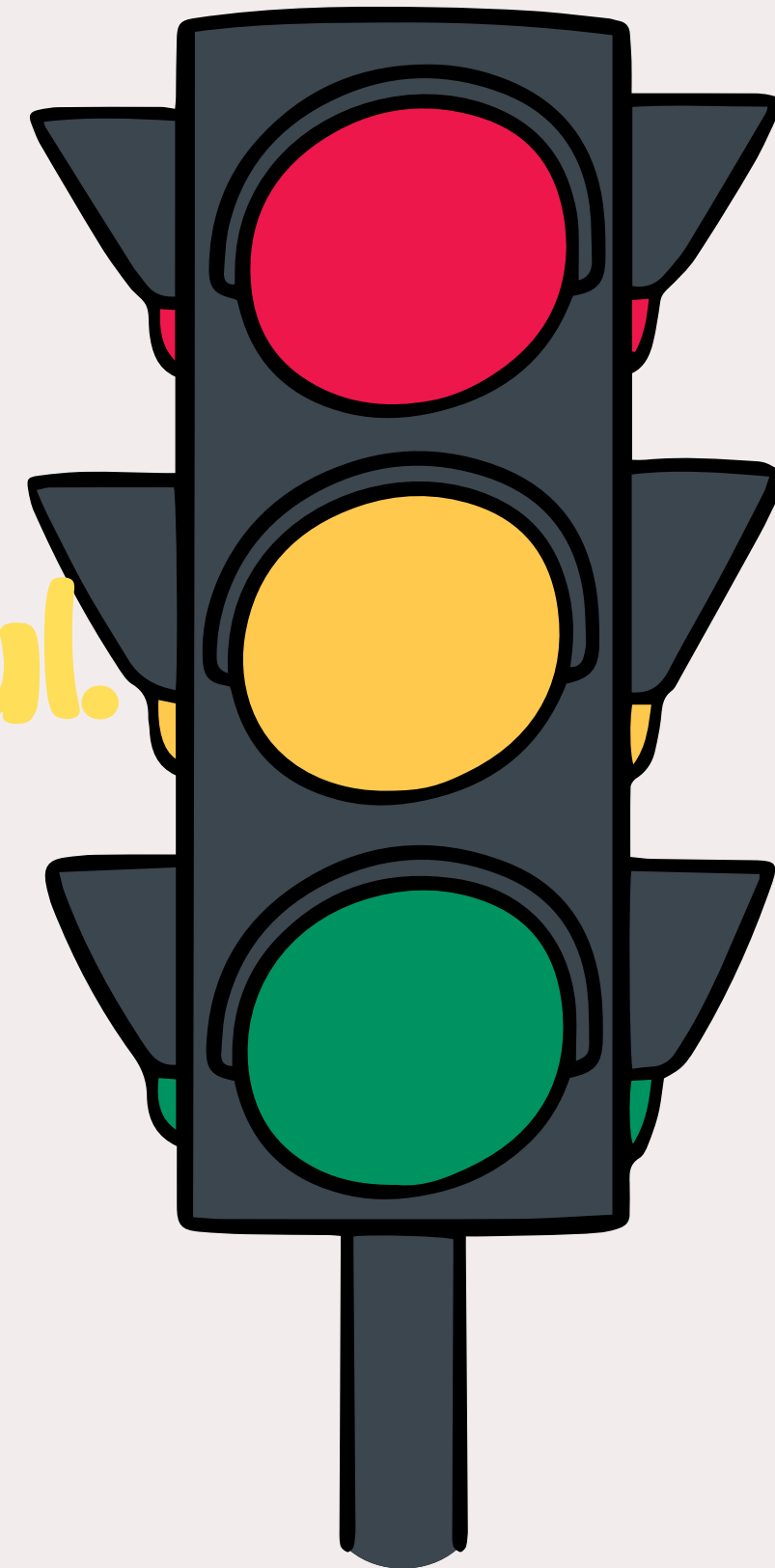


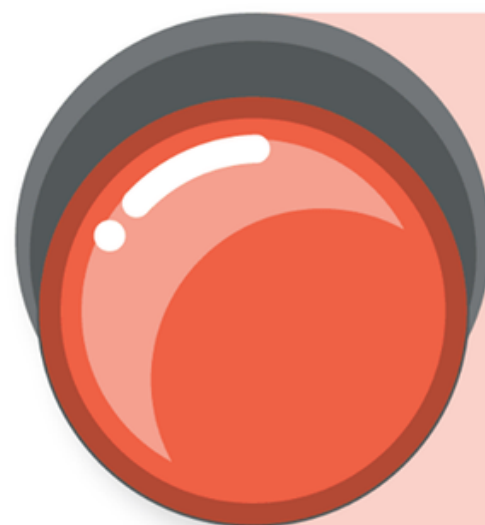


Red means stop.

Yellow means be careful.

Green means go.

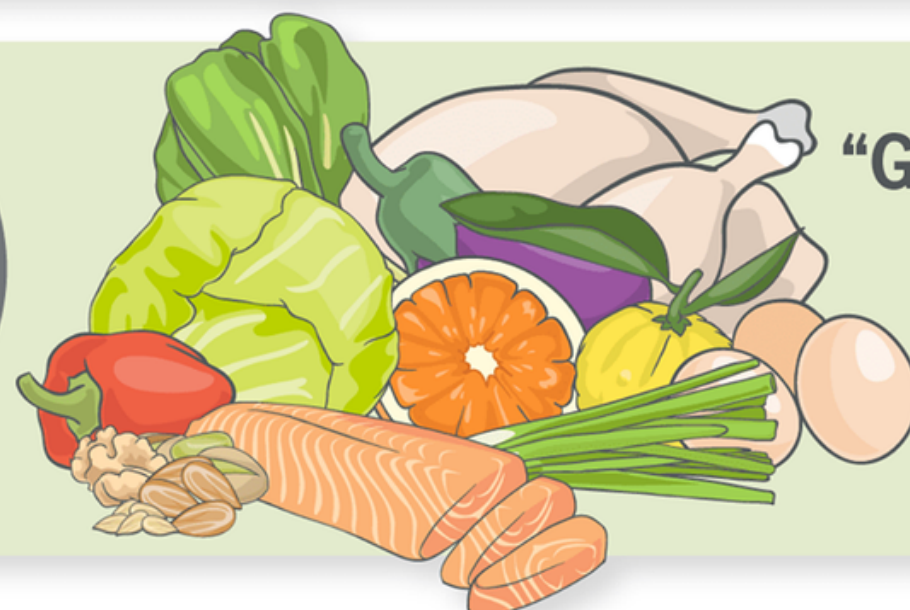




**“Red” foods** are “no-gos” that you tend to overeat, make you feel sick, or don’t help you meet your goals.

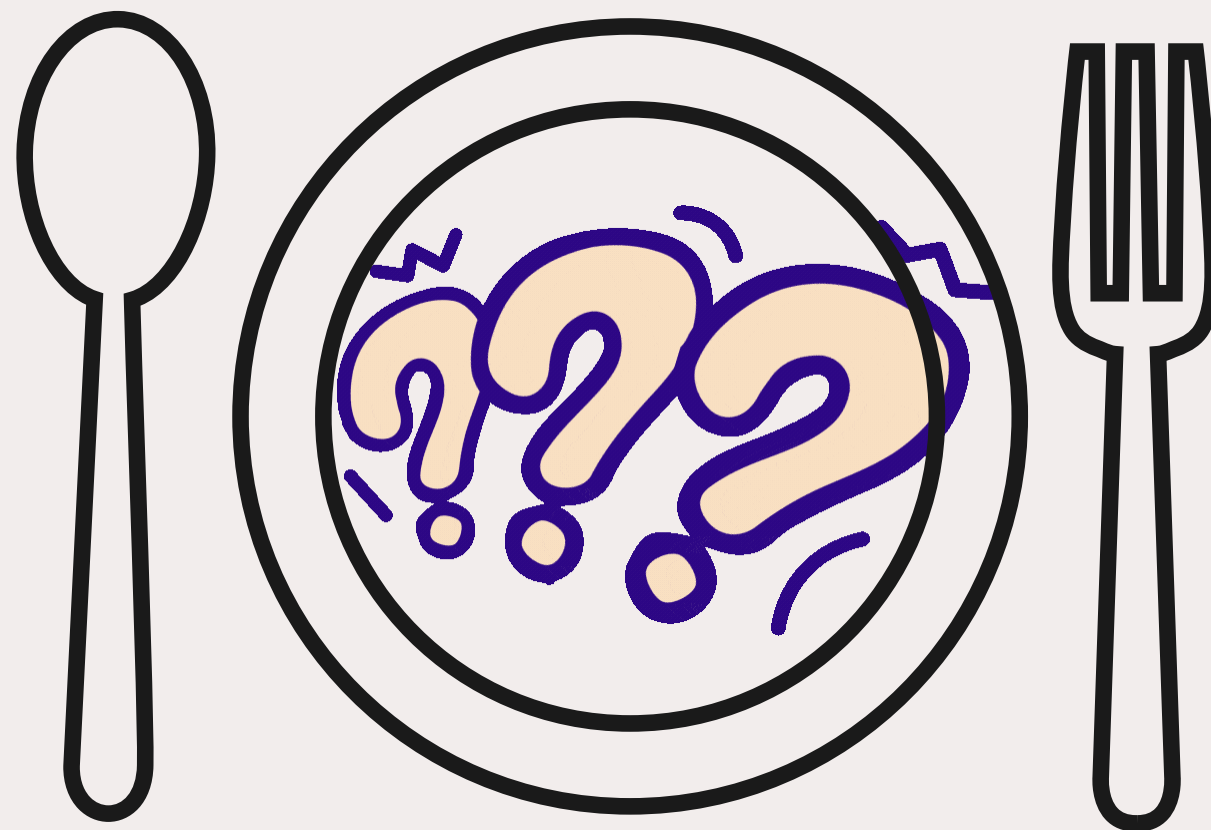


**“Yellow” foods** aren’t the worst choices, but if you eat too much of them you might have regrets.



**“Green” foods** are nutritious and make your body and mind feel good. Eat these whenever you want.

# Activity 1: My Breakfast(Pairwork)

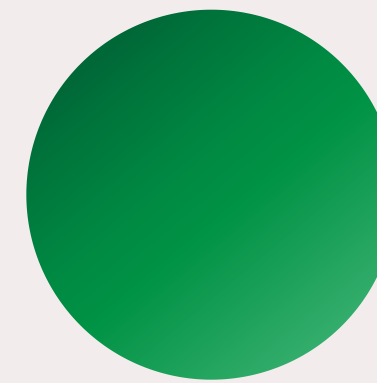
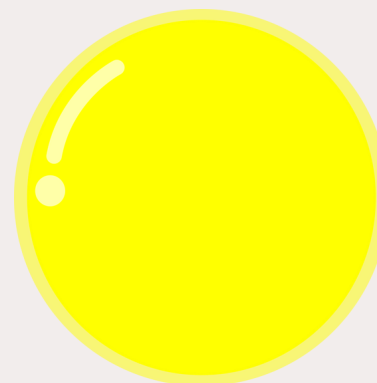
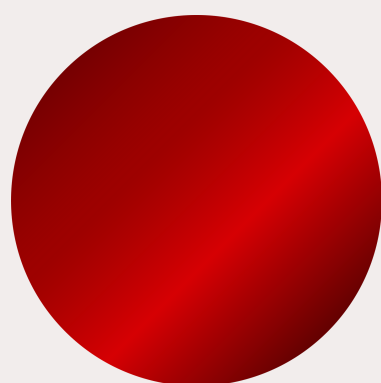
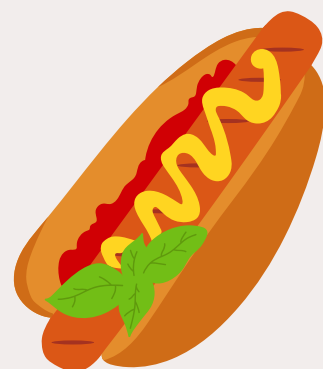


What do you have for breakfast?

I have \_\_\_\_\_ .



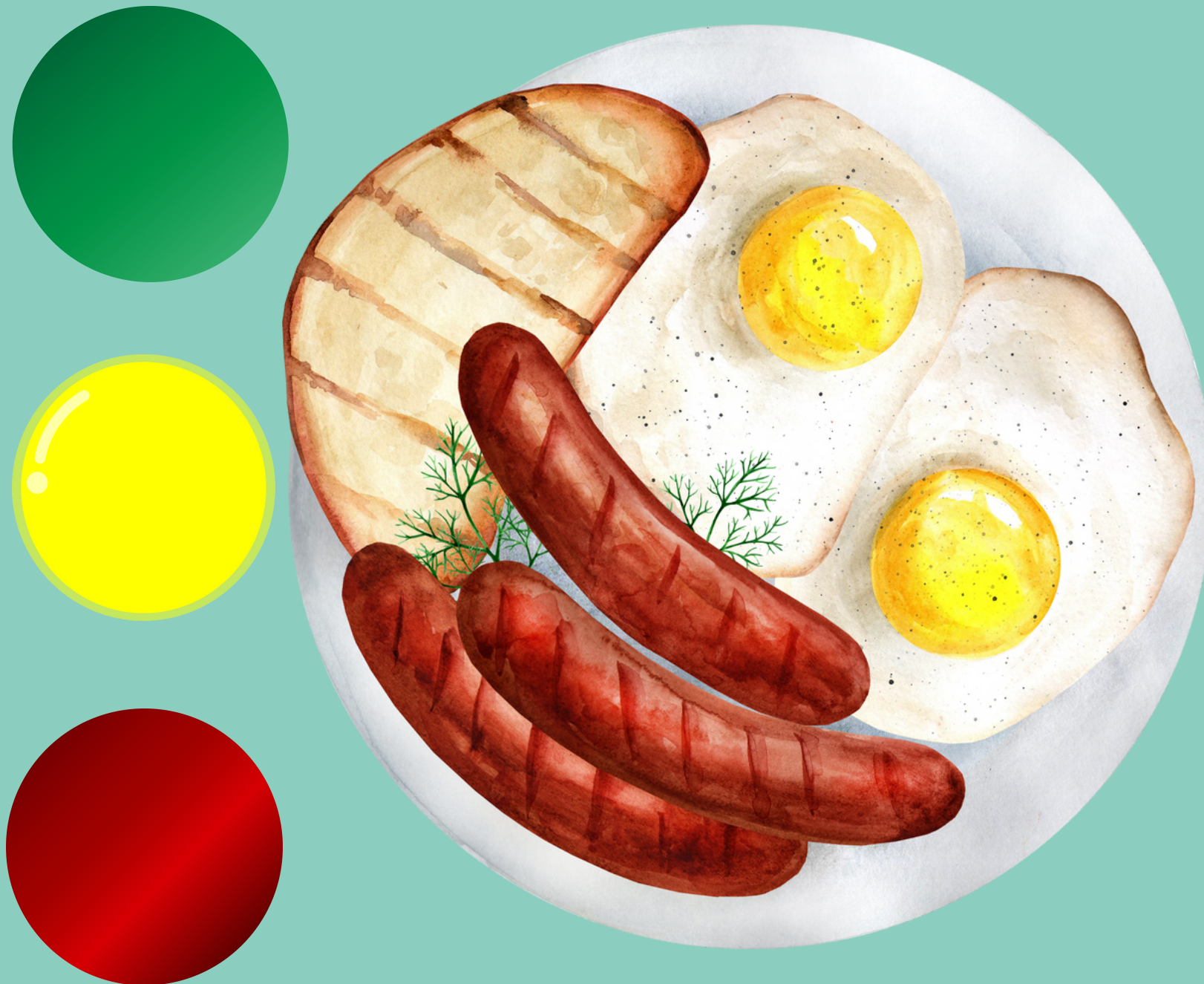
Please check your breakfast  
and put color coins on it.





# Activity 2: Check your breakfast with colored coins(Pairwork)

Green, yellow and red coins with my breakfast

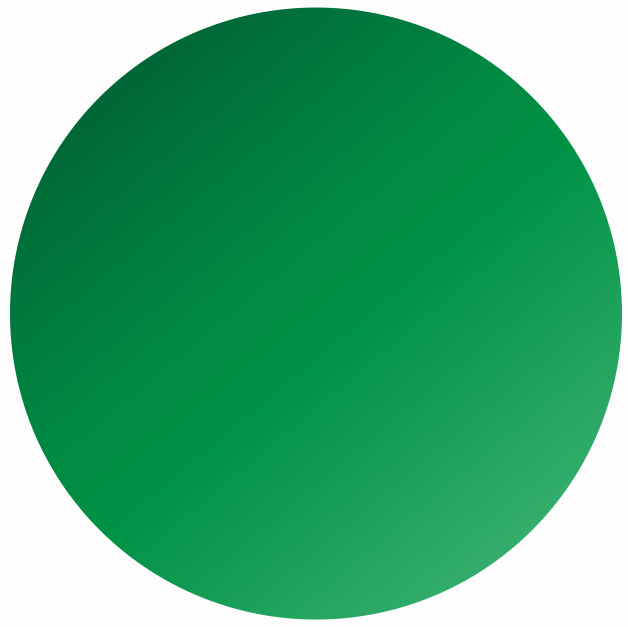


Q:What color is ?

A:It's green/yellow/red light.

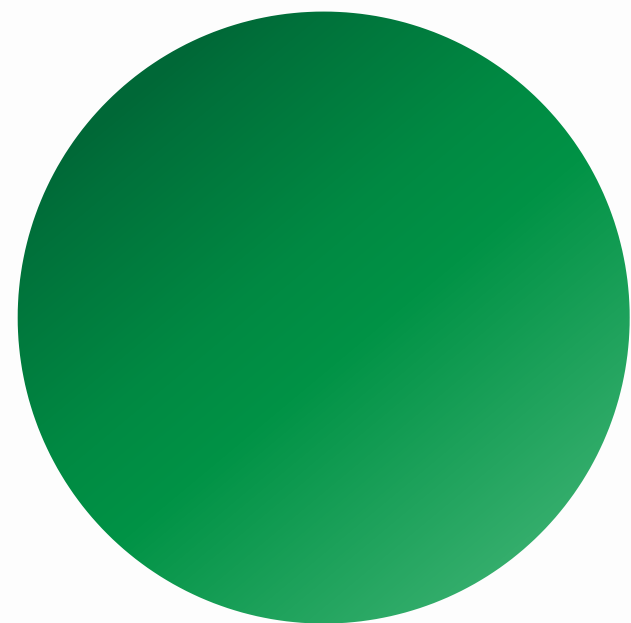






# salad

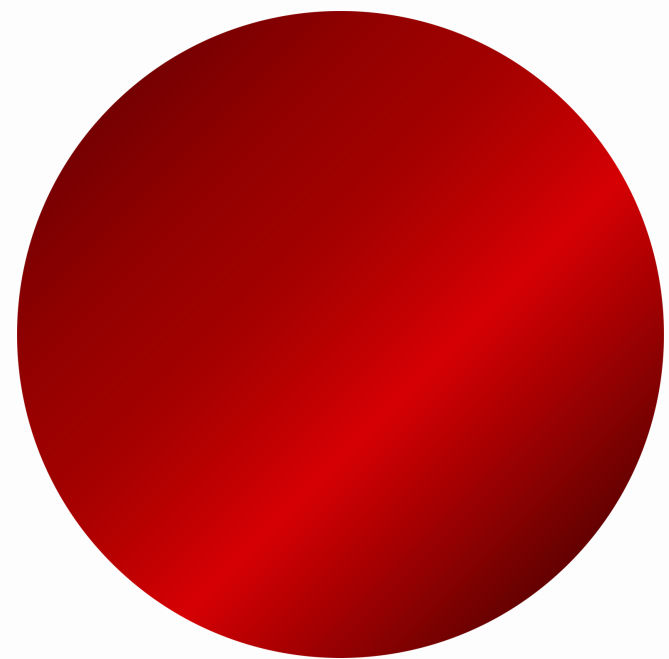




# rice



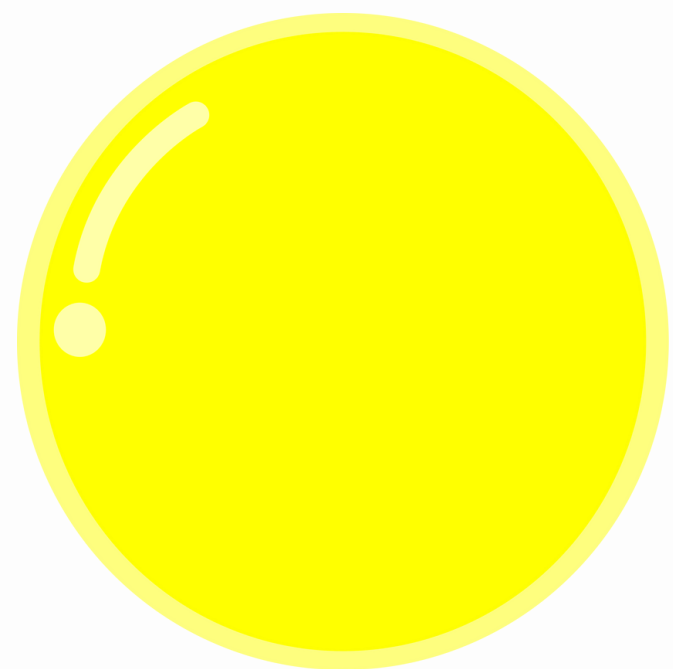
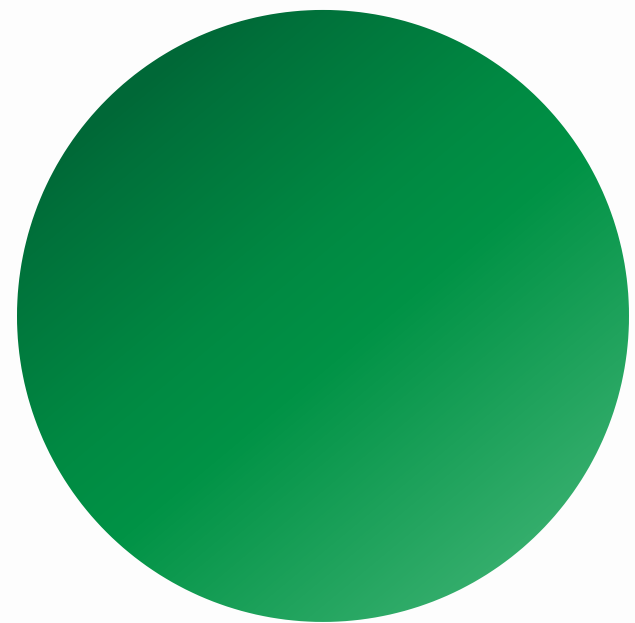




# pizza

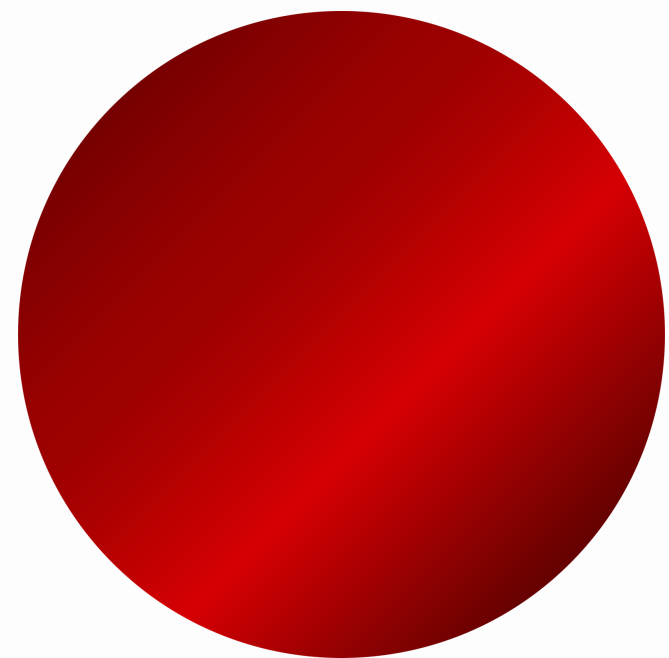


Be  
HEALTHY  
eat  
HEALTHY

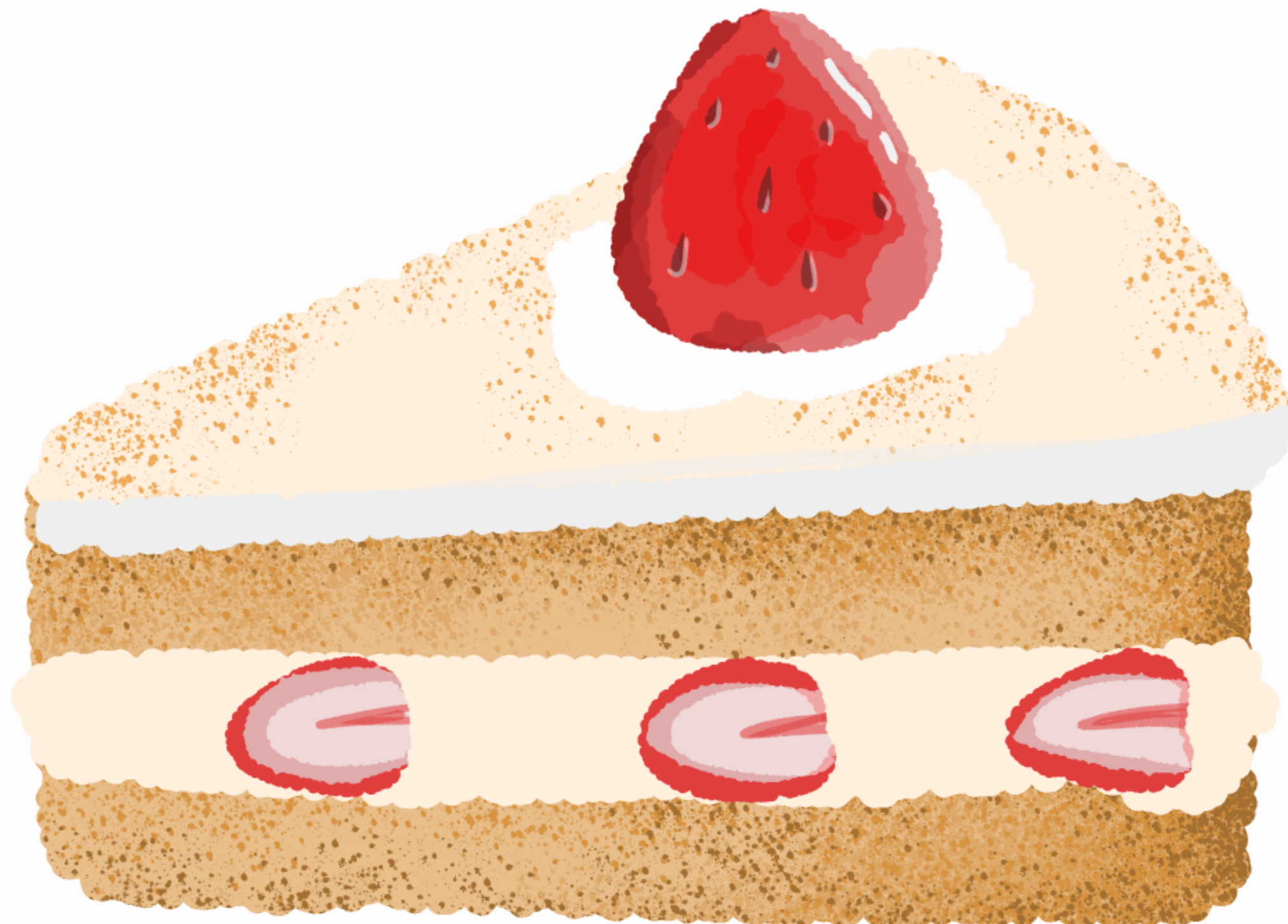


# juice

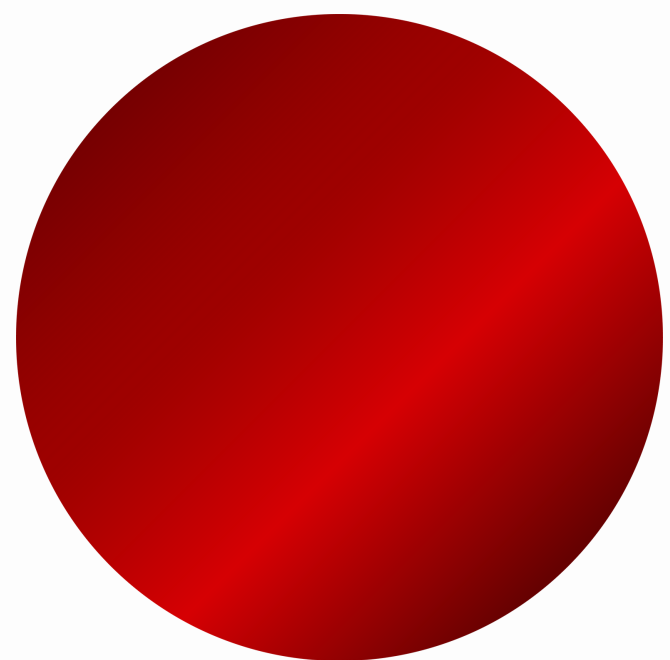




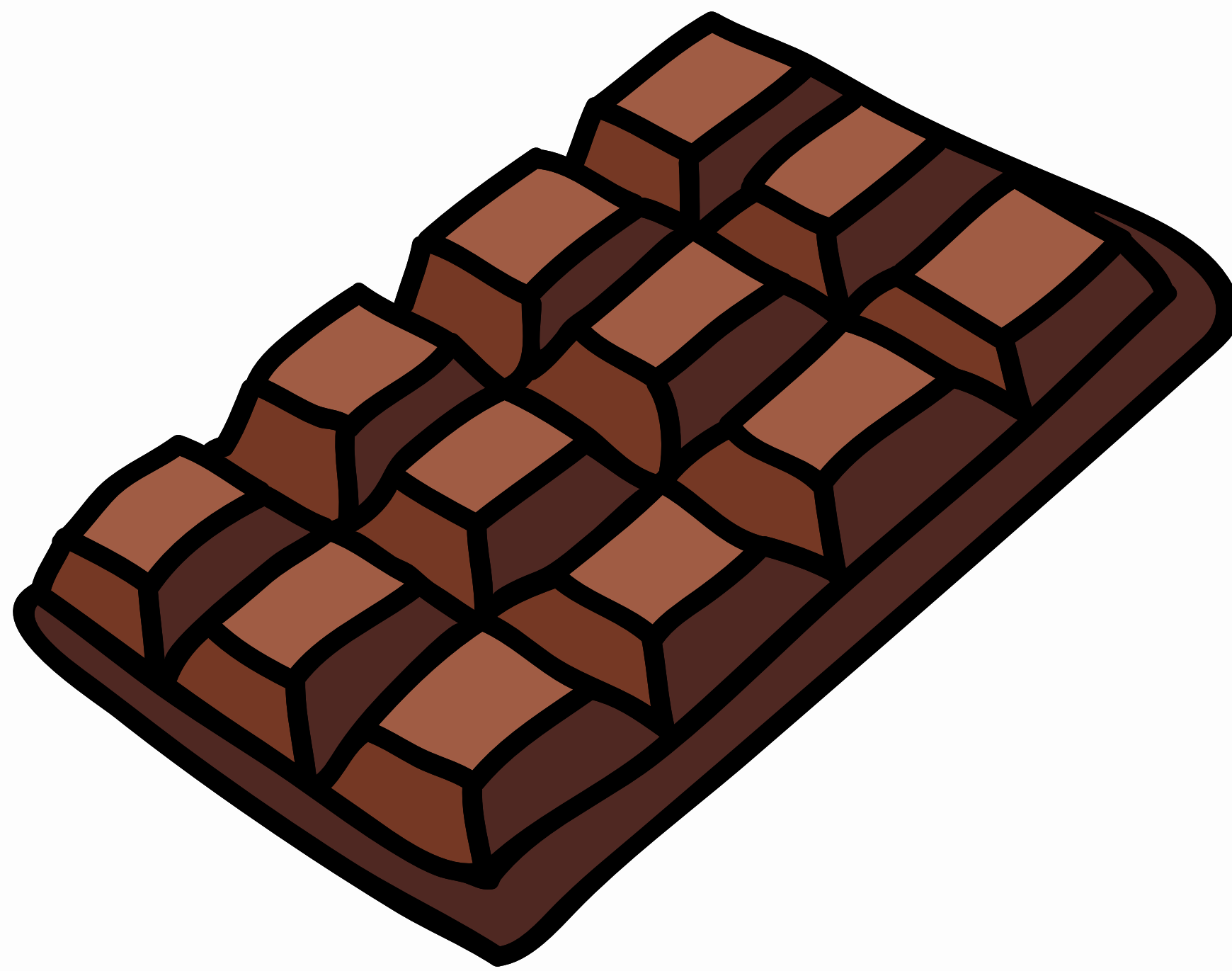
# cake

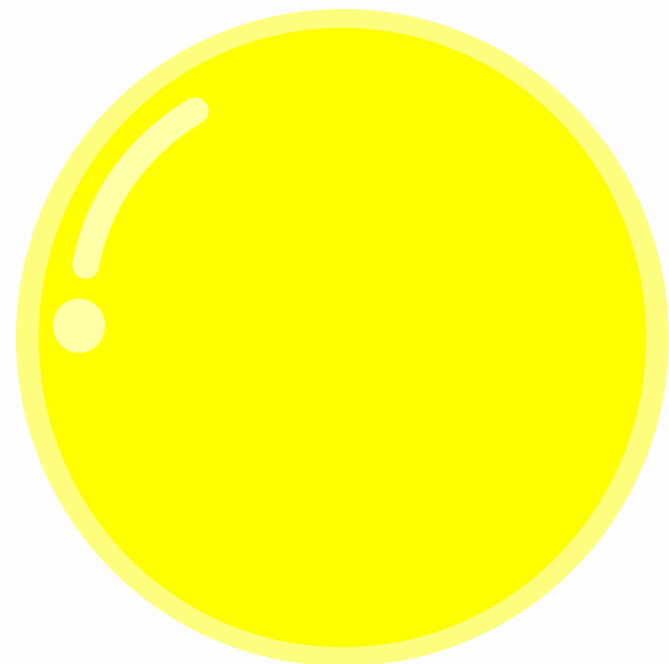






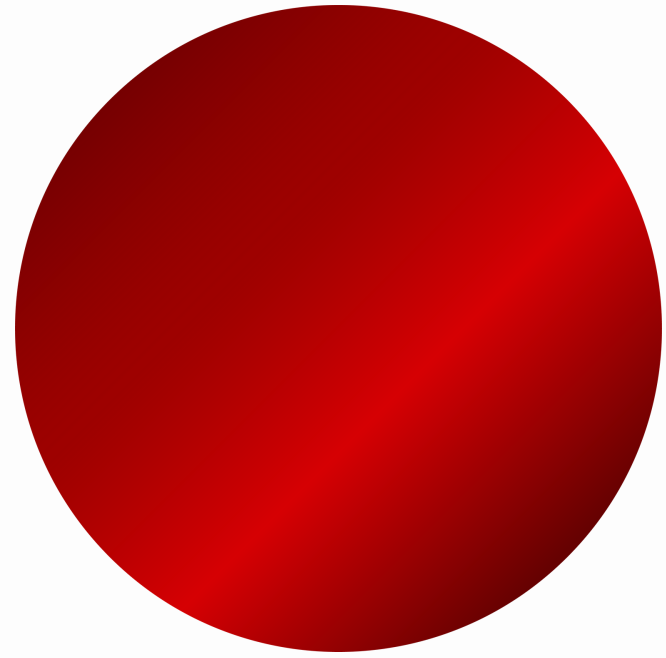
# chocolate



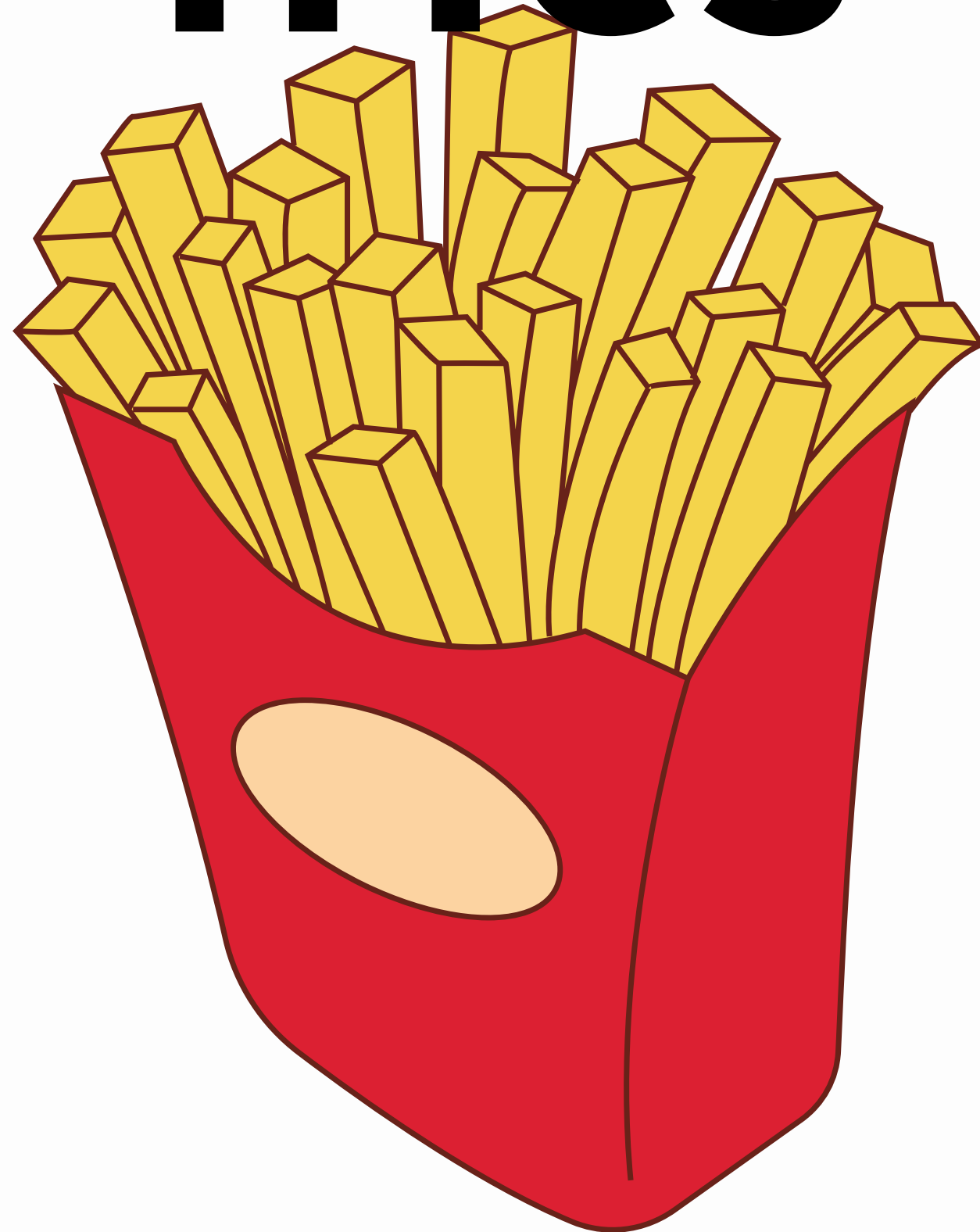


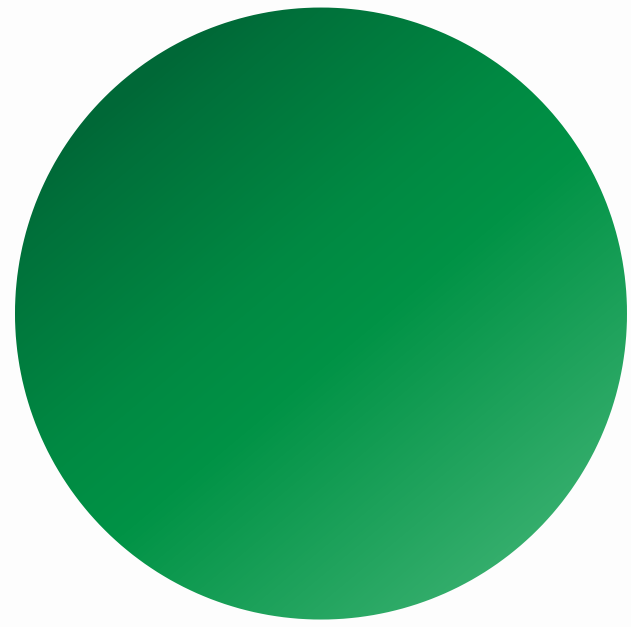
# cheese



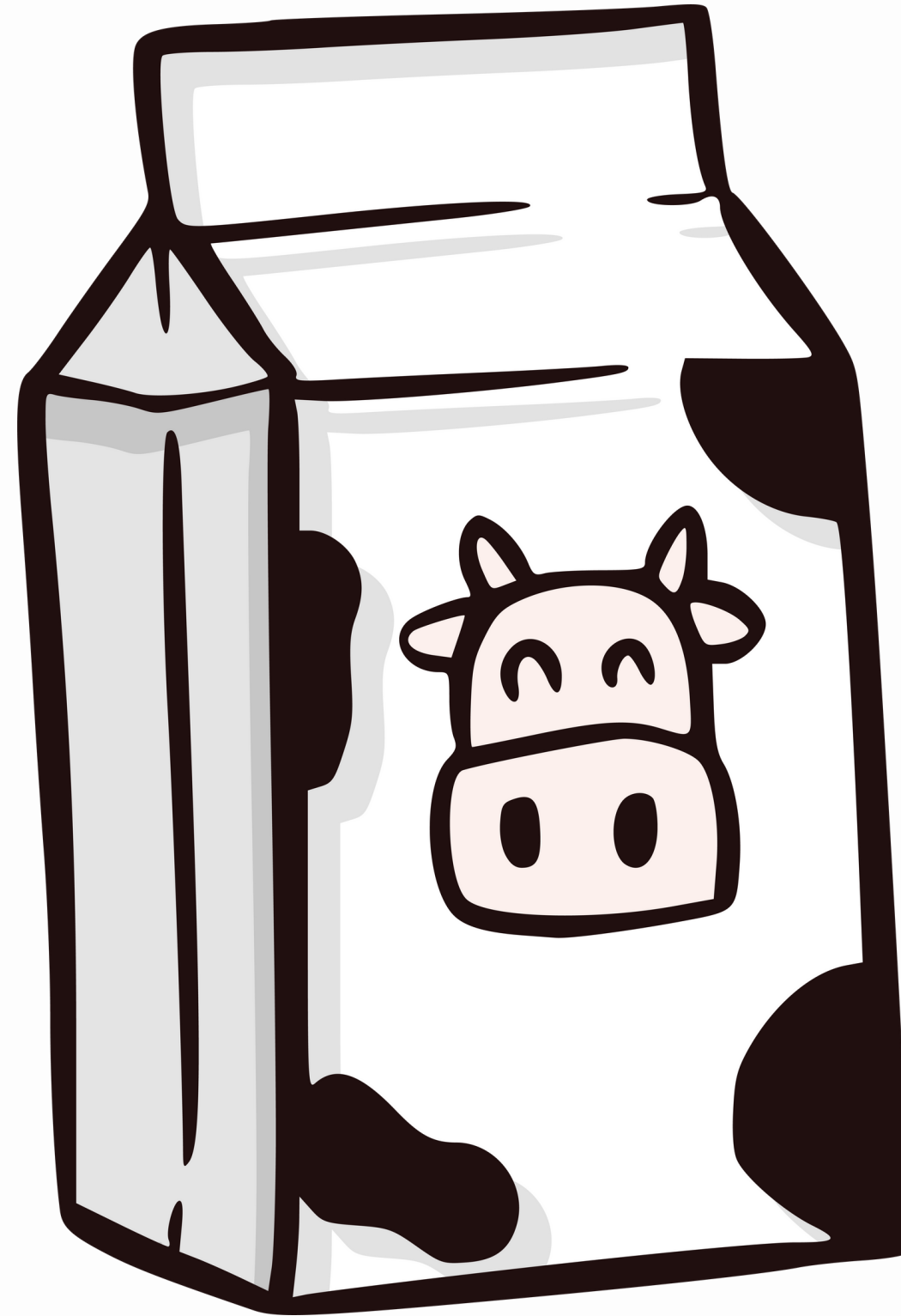


# fries





# milk





# Homework

## My breakfast



Date :

- Draw your Breakfast on the plate.

What do you have for breakfast?

A large, empty rectangular box with a green border, intended for drawing a breakfast plate.

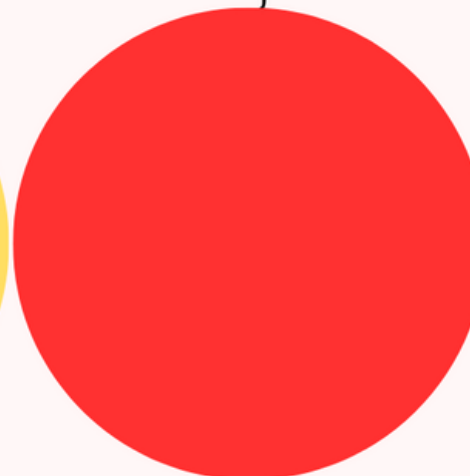
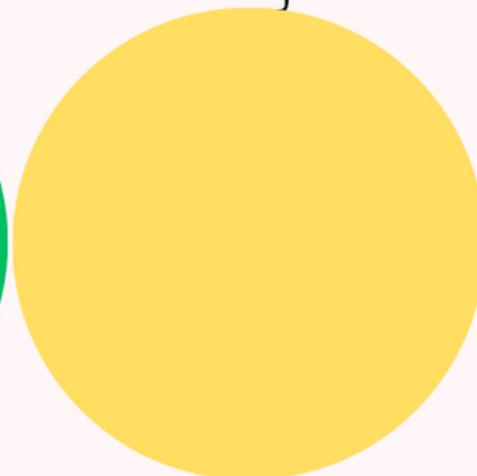
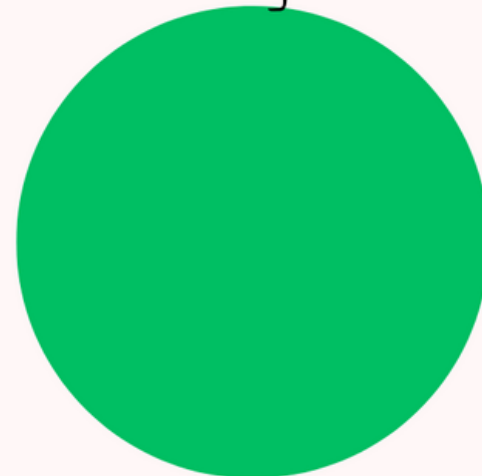
I have

- Traffic light food 請依據食物紅綠燈的概念,將早餐食物分類

Green Light food

Yellow Light food

Red Light food



# My breakfast Scott

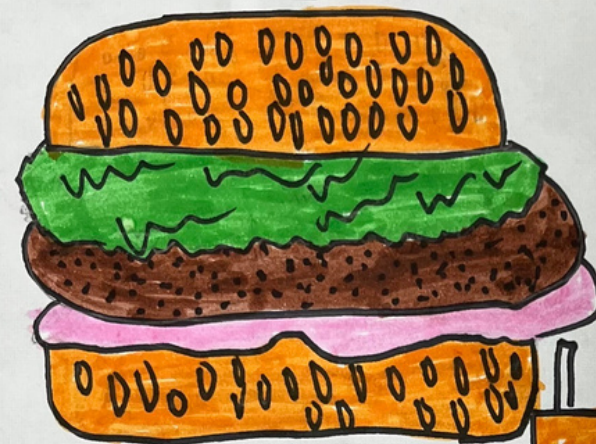
Date: 4/4

- Draw your Breakfast on the plate.

What do you have for breakfast?

good!  
cute!

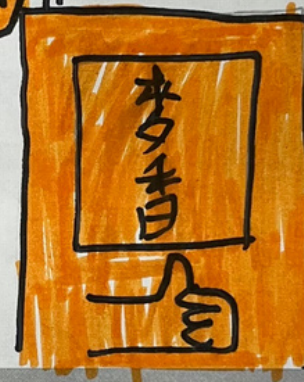
So healthy!



hamburger



chicken



milk tea

I have some chicken, vegetable, bread, onion, cheese, hamburger, meat ham and milk tea for breakfast.

- Traffic light food 請依據食物紅綠燈的概念,將早餐食物分類

Green Light Food

chicken  
vegetable  
bread  
onion

Yellow Light Food

cheese

Red Light Food

hamburger  
meat  
ham  
milk tea

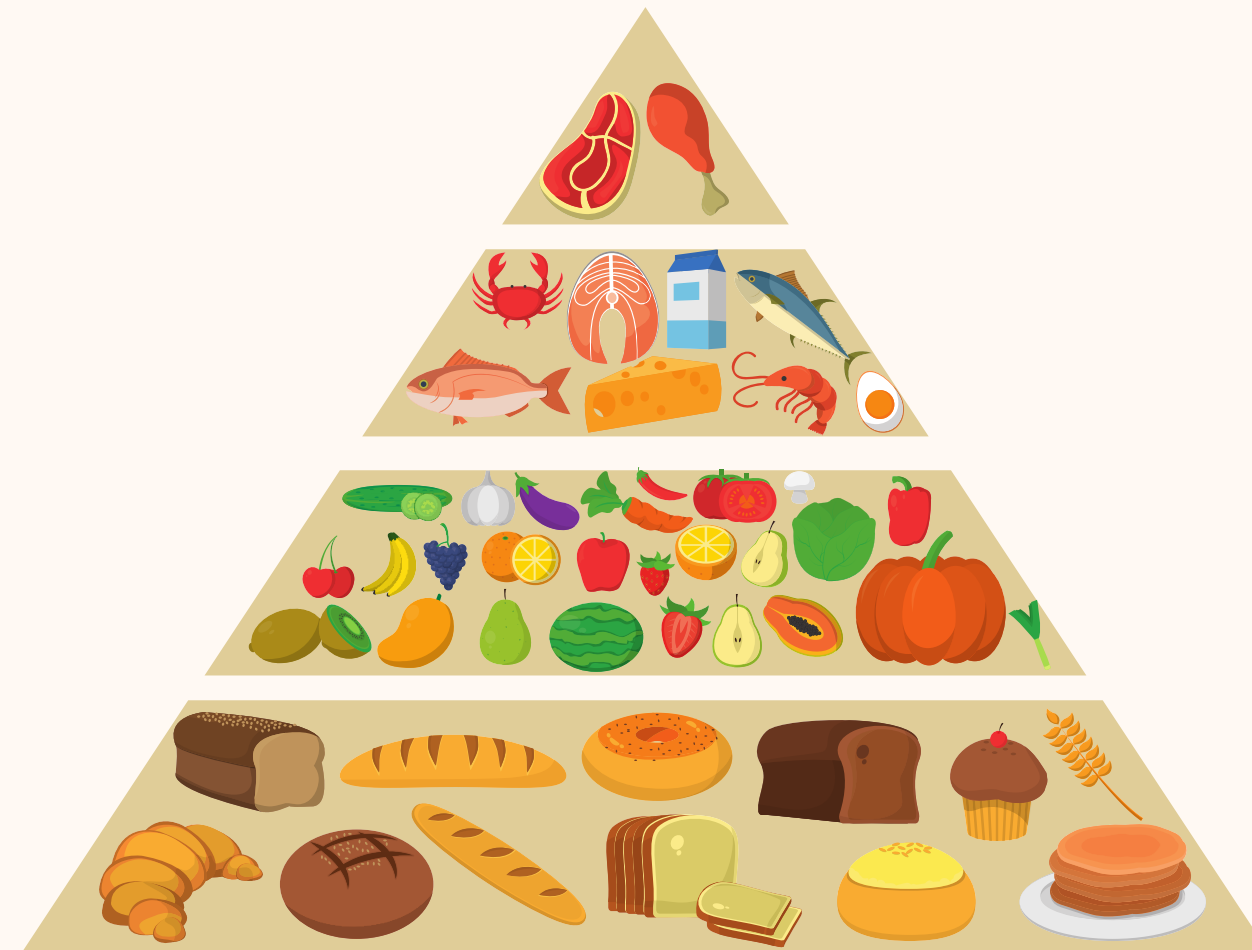
A++ April 14



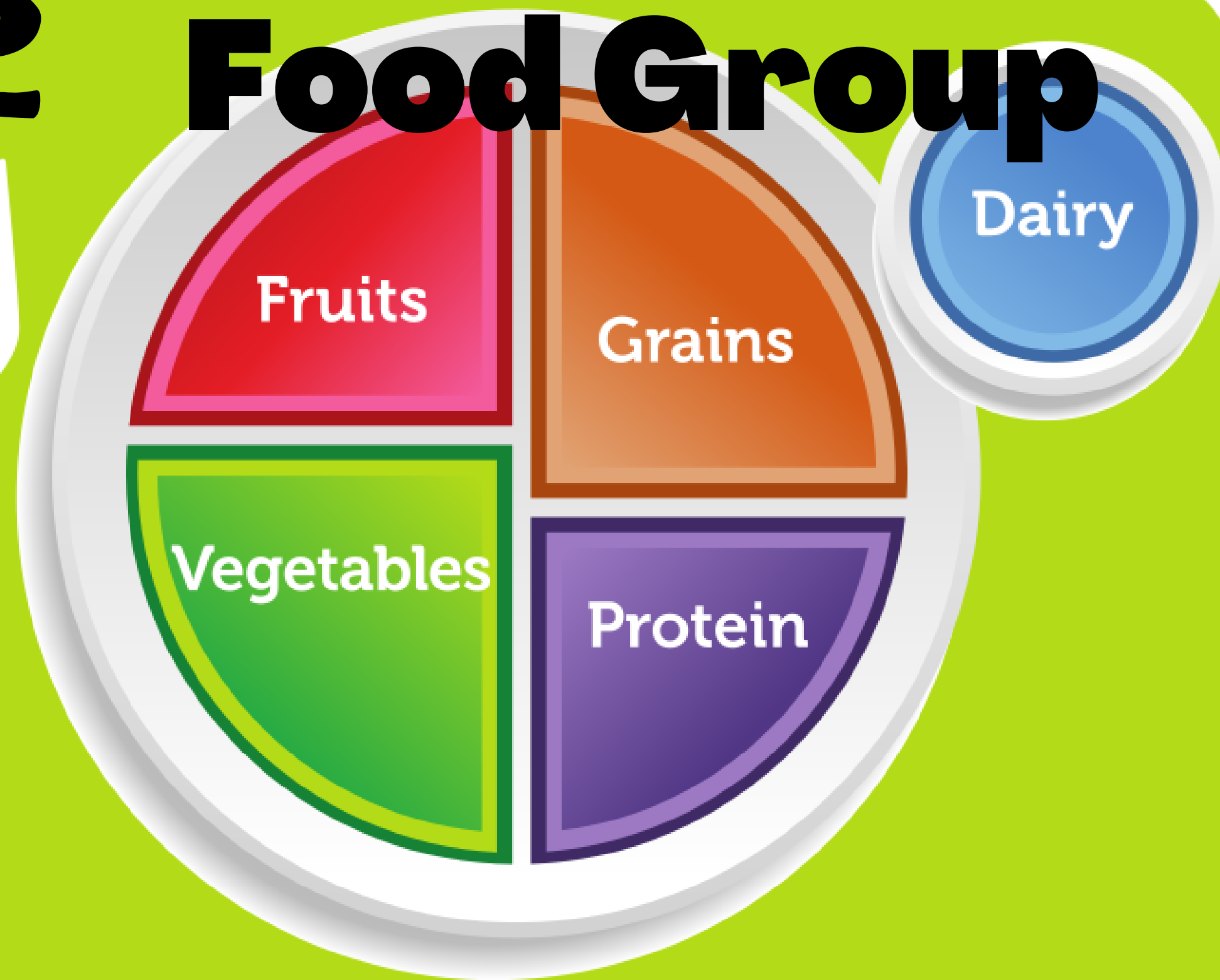


# class 2

## Food Groups

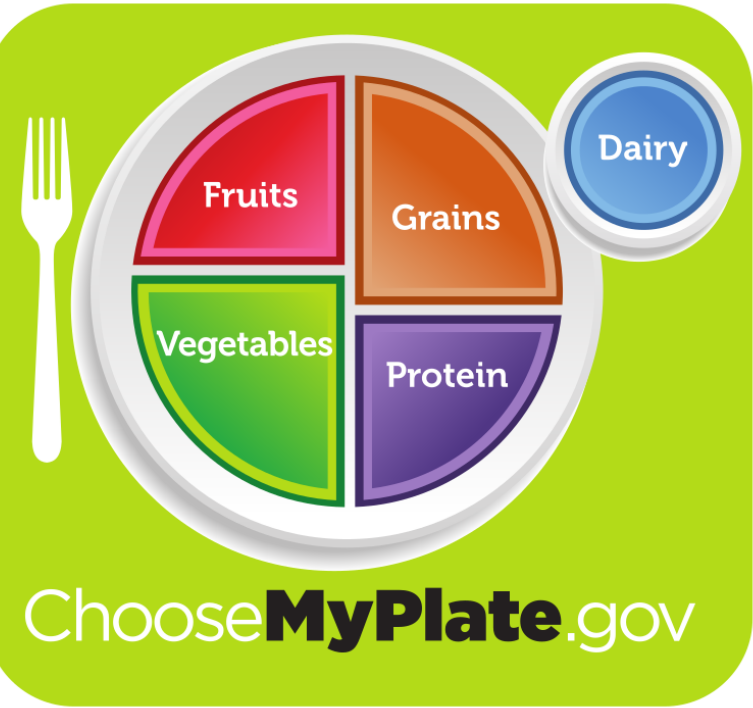


# class 2 Food Group



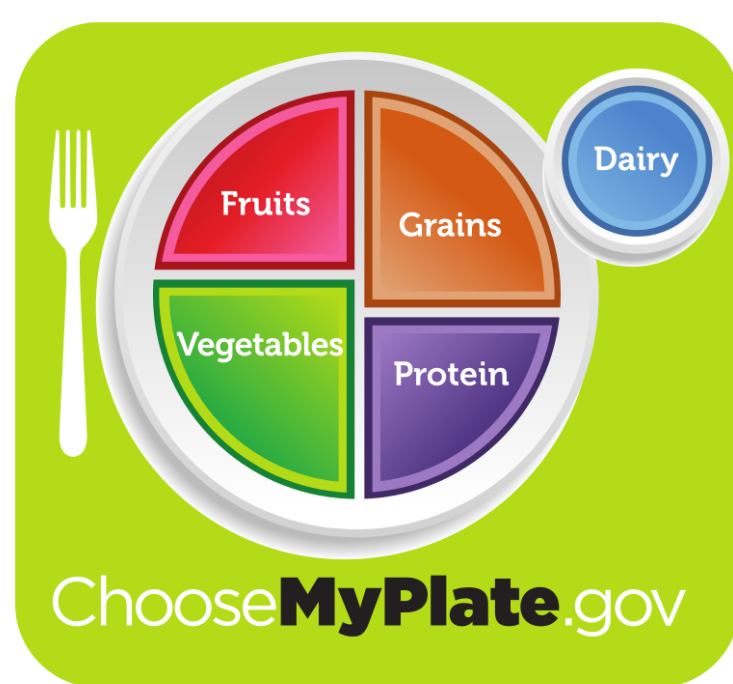
Choose**MyPlate**.gov





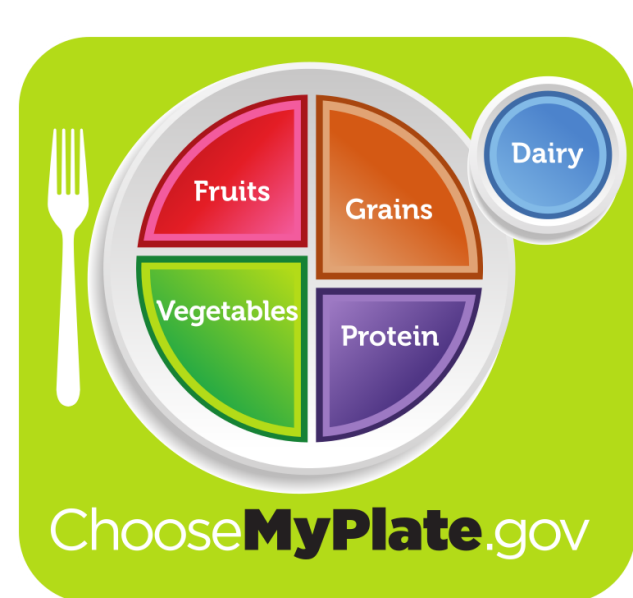
# fruit



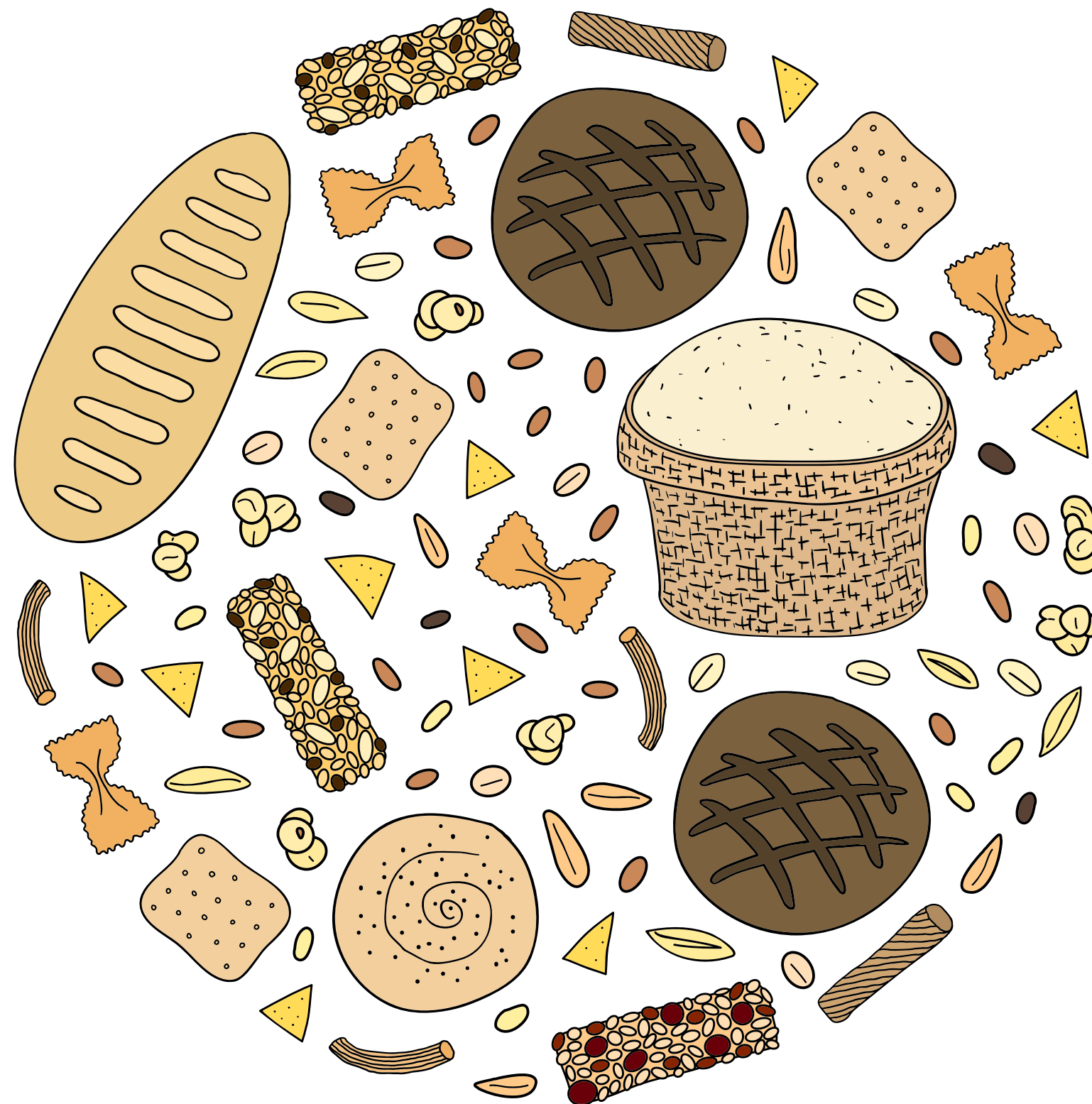


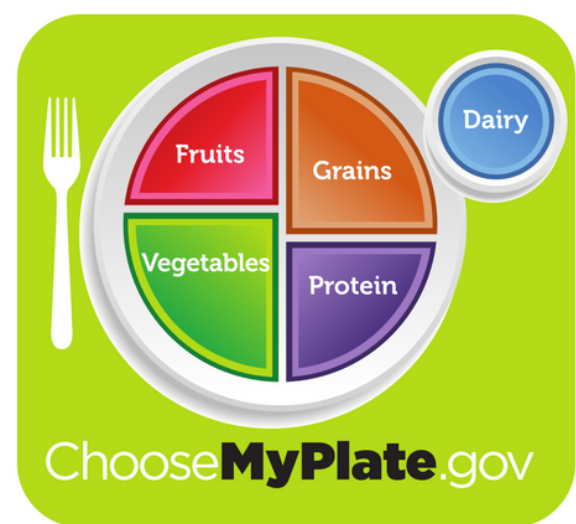
# vegetable



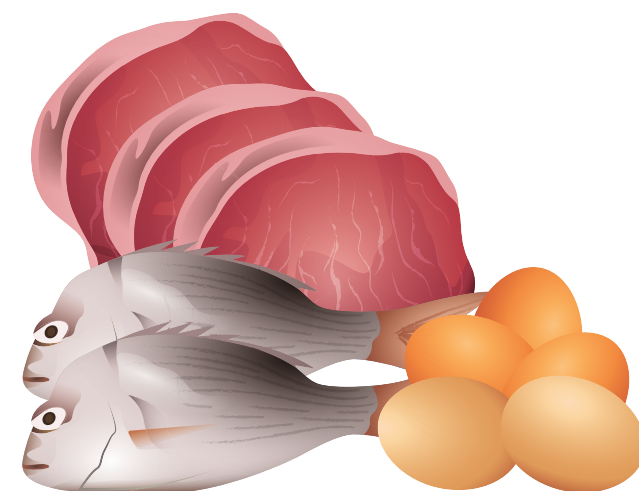
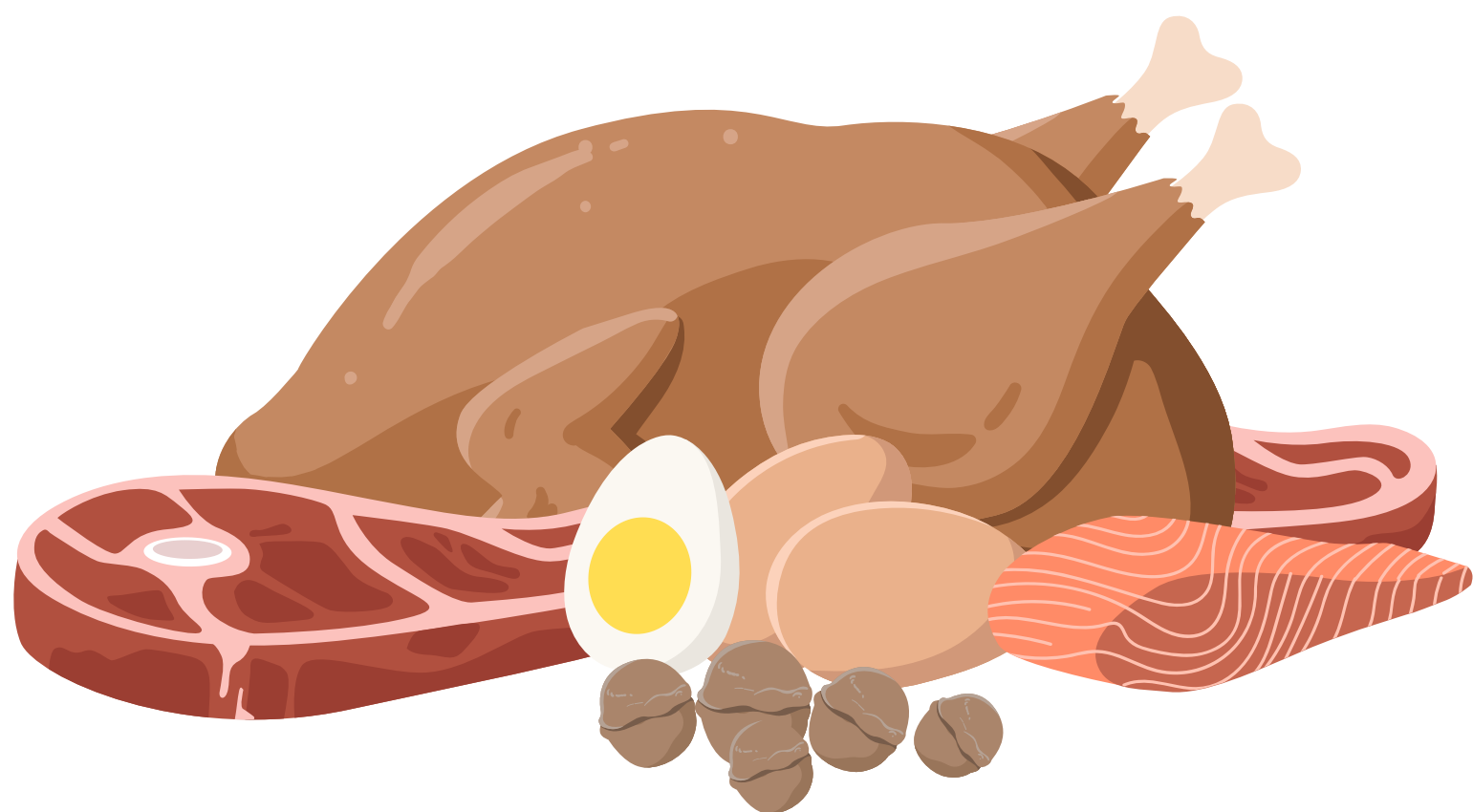


# grain

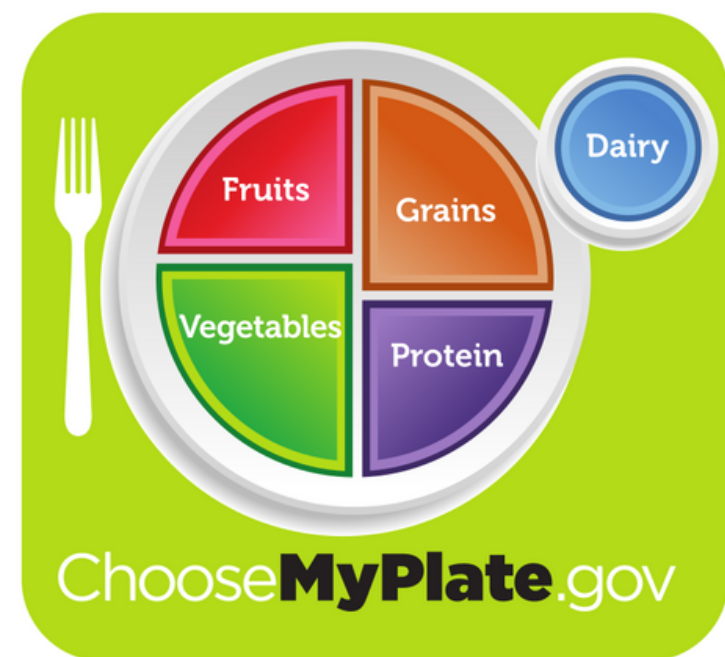




# protein

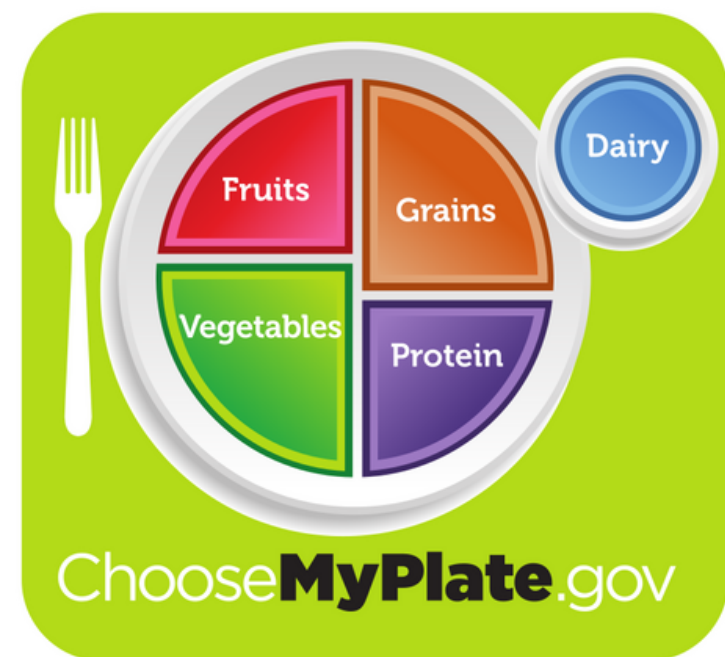






# dairy





# oil and nuts

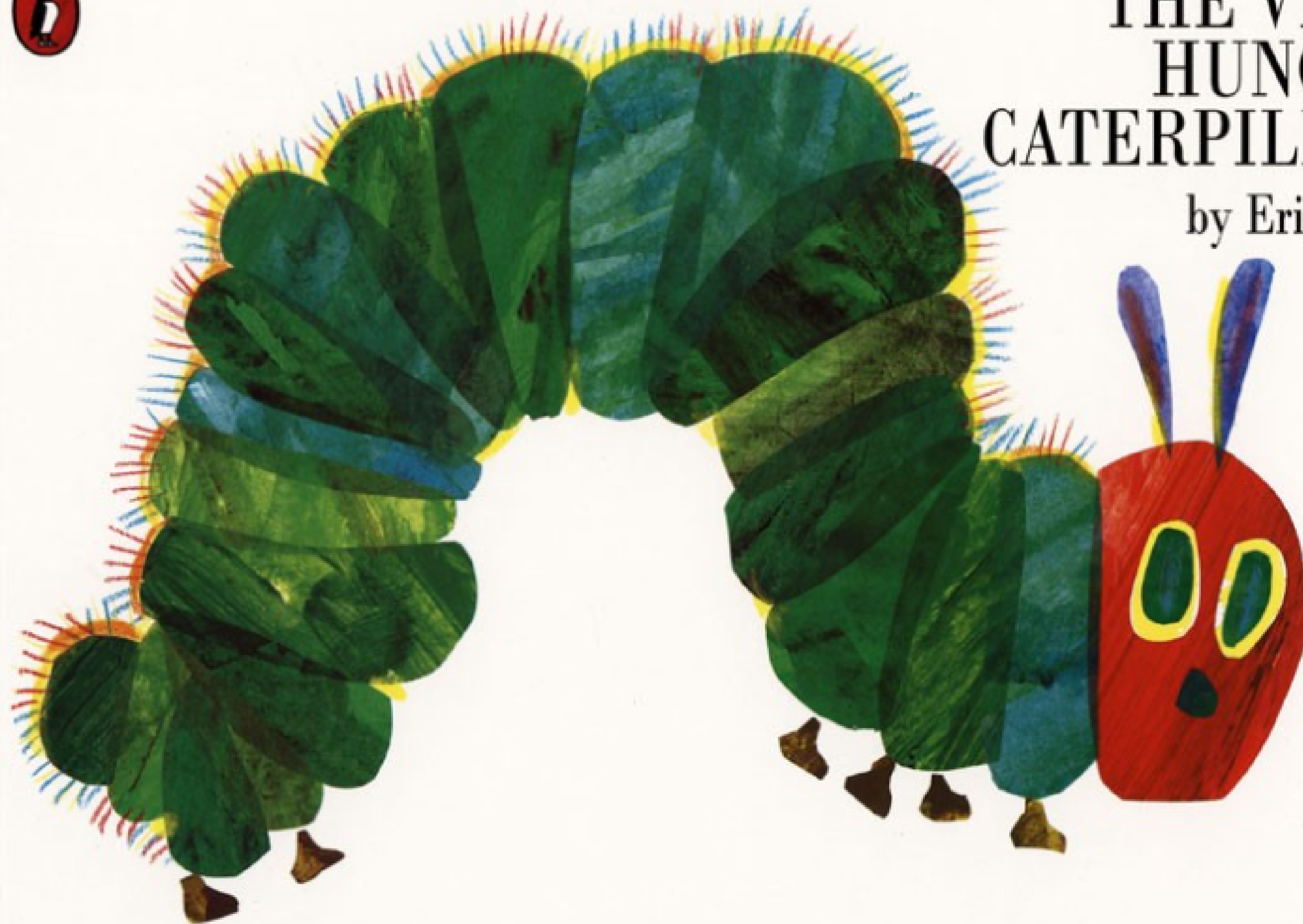






# THE VERY HUNGRY CATERPILLAR

by Eric Carle



 Where is the little egg lay on?



A In the leaf.

B In the tree.

C Under the tree.

D Under the leaf.

E On the leaf.

F In the sky.



The Very Hungry Caterpillar



# What color is the food?



It's green/yellow/red light food.

class 3



# My Healthy Meal



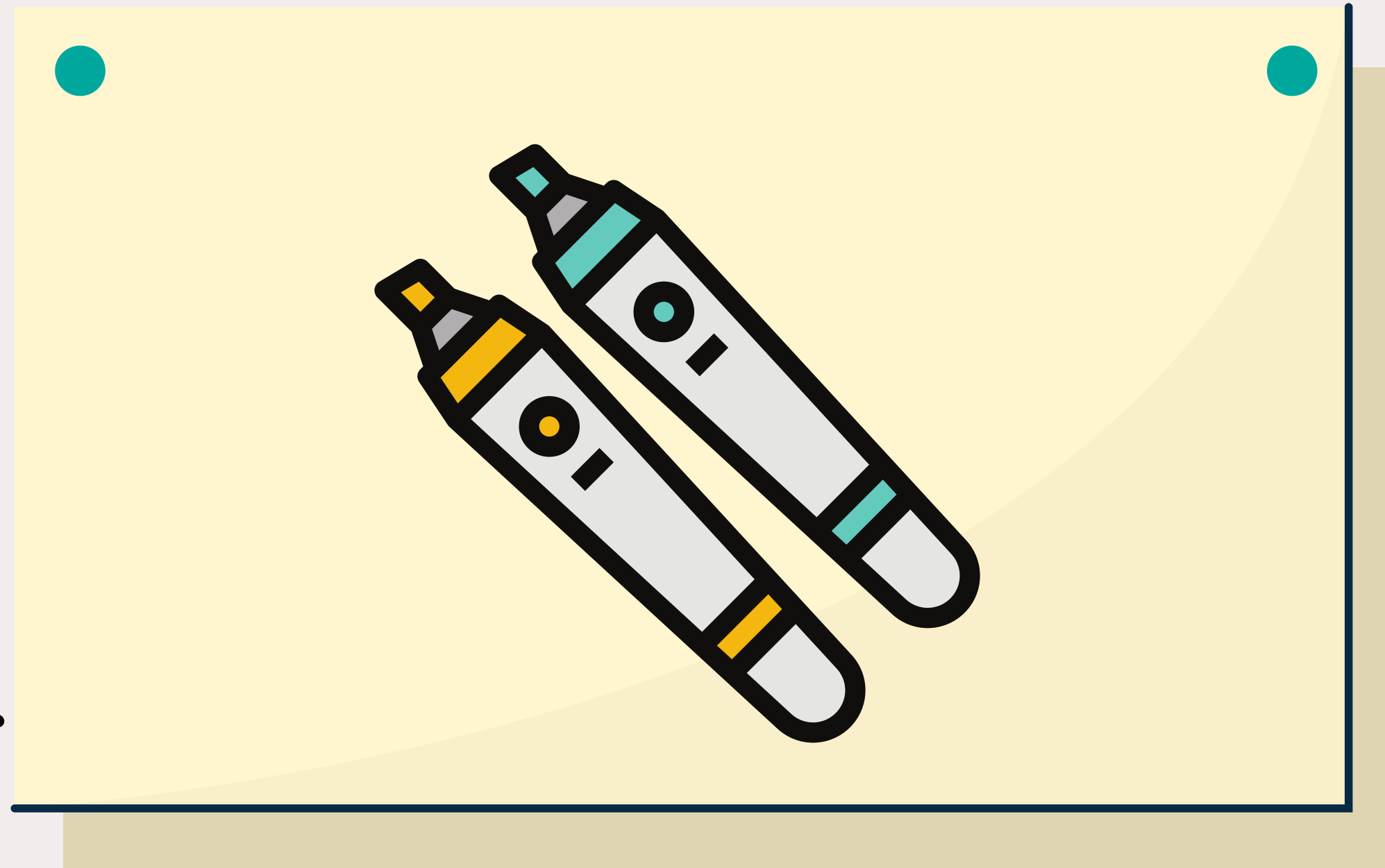
# Activity 1: My Healthy Meal



Please design your own healthy meal.



Draw on the poster.



I have some

in my meal.

