

附件四：

新北市 106 年度教師以全英語授課教案設計
(參考範例-課程實施後)

設計者 / 服務學校	Abbey Jane Haugen、王思涵/ 光復國小	
教案名稱	Food & Agriculture Content and Language Integrated Curriculum	
教學年級：國小四年級	課程上使用之英語比例： 95 % (使用英語比例係指教師以英語授課之時間佔總授課時間之比率)	
學生人數:25 人	教學總節數:4 節	公開授課內容為第 1 節
公開授課之時間： 106 年 11 月 14 日 13 時 30 分至 14 時 10 分(第 5 節課)	公開授課之地點： 新北市中和區光復國小 408 教室	
教學目標 (請具體寫出學生所須學習的單字或句型)	<p>✧ Learning Goals and Objectives : By the end of the unit, students will be able to 1. identify several common vegetables in English. Students will also be able to 2. make their own vegetable booklet with four parts about how vegetables grow.</p> <p>✧ Target Language : The target language includes the <u>vegetable names</u>, <u>seed requirements</u>, <u>parts of the plant</u>, and <u>the plant life cycle</u>.</p> <p>✧ Students' Background : Most students have some knowledge of how vegetables grow because of their fourth-grade science curriculum. Most students are unfamiliar with the vegetable names in English. Most students are unfamiliar with plant vocabulary words in English.</p>	
九年一貫對應能力指標 (請以本市頒布之英語課綱敘寫)	中年段-四年級 語言能力 1 聽 < Listening >	
	能力指標	重點意涵

B1-1-4 能聽辨句子的語調。	能聽辨句子的句尾語調是上揚或下降。
B1-1-6 能聽辨句子的節奏。	能聽辨句子中的字詞有強弱之分。
語言能力 2 說〈Speaking〉	
能力指標	重點意涵
B2-1-2 能唸出英語的語音。	<ol style="list-style-type: none"> 1. 能唸出英語的子音。 2. 能念出英語的母音。 3. 能唸出與英語字母相對應的語音。
B2-1-4 能以正確的語調說出英語的句子。	<ol style="list-style-type: none"> 1. 能正確複誦所聽到的句子的語調。 2. 能以正確語調說出直述句和問句。
語言能力-5 聽說讀寫綜合應用能力	
B5-1-6 能使用字母拼讀法	<ol style="list-style-type: none"> 1. 能了解字母語發音的對應關係。 2. 能運用字母拼讀法，嘗試將看到的字詞讀出。 3. 能運用字母拼讀法，嘗試將聽到的字詞拼出。
B5-1-7 能依文字或口語提示寫出重要的字詞。	能總和運用本指標所提之技能，如能依據口頭提示，寫出重要字詞；或能依據上下文提示，寫出重要字詞等。
各年段學習興趣、態度與方法指標 一到六年級	
能力指標	重點意涵

	D6-1-1 樂於參與各種課堂練習活動。	<ol style="list-style-type: none"> 1. 樂於參與教師在課堂上所安排的全體性練習活動。 2. 樂於在課堂上參與分組練習活動。 3. 樂於在課堂上參與個別練習活動。
	D6-1-2 樂於回答教師或同學所提的問題。	課堂上各類練習活動進行時，樂於聆聽教師或同學所提出的問題，並能做出適切的回應。
	D6-1-9 在生活中有使用英語機會時，樂於嘗試。	<ol style="list-style-type: none"> 1. 能在校園內主動與教師或同學以英語交談。

教案名稱： Food & Agriculture Content and Language Integrated Curriculum

	教學目標	教學流程及活動設計	時間	教學資源	教師語言
第一節 1st Period	<p><u>Goal:</u> Students will be able to identify several vegetable s and their favorite vegetable. My favorite vegetable is <u>carrots</u>. <u>Z</u> <u>vegetable</u> s: carrots, onions, beans, peas, peppers, tomatoes, lettuce</p>	<p>Warm-up:</p> <ul style="list-style-type: none"> ➤ T tells students: Today we are going to learn about vegetables. ➤ T says the vegetable names while students repeat. ➤ T tells students: I like tomatoes. If you like tomatoes, raise your hand! ➤ T repeats for all seven vegetables. ➤ T writes down how many students like each one next to the flashcard on the board. ➤ T asks: Which vegetable is the best? ➤ Present: ➤ T. explains the proper pronunciation of the mono-syllabic words: beans and peas. ➤ T models the “syllable hop” game with co-teacher (see attachment H). ➤ T draws Popsicle sticks for students to come to the front of the class and do the syllable hop activity. ➤ Each student has one syllable of the vegetable word. (Ex. let + tuce). ➤ Students stand on opposite sides of the class. ➤ Each student says the syllable once while hopping one time towards their partner. 	<p>5 min.</p> <p>10 min.</p>	<p>Vegetables ppt. Vegetables flashcards (7) Syllable flashcards, Heart Attack game cards, Heart Attack instructional video, My Vegetable Book (p.1) <u>How Does Your Salad Grow?</u> (Scholastic)</p>	<p>Stand up. Sit down. Listen. Raise your hand. Write your number. Draw. Color. Look at me! Look at you! Attention! 1,2! I say, you say! together everyone Are you ready? Go! group 1-6</p>

- When they meet each other in the center, they say the complete word.
- The rest of the students repeat the word.
- T repeats syllable hop activity for all five polysyllabic vegetables.

Practice:

- T shows the Heart Attack video to model the game for students.
- T leads students to chant the first four vegetable words from slow to fast: beans, peas, onion, pepper.
- Students play the "Heart Attack" game with small groups of four.
- Students take the four target word cards out and deal the cards to everyone. They slap the cards when their card matches the target word they say. The last student to slap the cards needs to take the pile. When all four players finish their cards, the game is over.
- T. circulates around the class to check for proper pronunciation and make sure the rules are followed.
- Students repeat the procedure for round 2 with the final three vegetables: tomato, lettuce, carrot.
- T stops the game and asks group leaders to bring her the cards.

**12
min.**

- **Production:**
- T introduces the question and answer structure: What is your favorite vegetable? My favorite vegetable is tomatoes.
- T models the correct question and answer with co-teacher.
- T passes out My Vegetable Book (Appendix A).
- Slow learners receive a simplified version of the vegetable book.
- T instructs students to ask five others in the class: What is your favorite vegetable? Then students write the vegetable and their classmate's number on their vegetable book.
- Students sit down when they finish asking five classmates.
- When finished, they can draw their vegetable on p.1 of My Vegetable Book.
- T circulates and focuses on students who need extra help.
- **Wrap-up/Evaluation:**
- T. assigns the completion of p. 1 of My Vegetable Book for homework.
- Each teacher takes one half of the class and asks them the question: What is your favorite vegetable?
- Teacher gives stamps to students when they can answer the question correctly.

10 min.

3 min.

		<ul style="list-style-type: none"> ➤ T will check students' vegetable books next time in the class. 			
<p>第二節 2nd Period</p>	<p><u>Goal:</u> Students will be able to say and identify three or more needs of the seed. What does the seed need? The seed needs <u>sun</u>. <u>Vocabulary:</u> <u>sun</u>, <u>water</u>, <u>soil</u>, <u>seed</u>, <u>a pot</u>, <u>garden</u>, <u>grow</u>, <u>row</u>, <u>7</u></p>	<p>Warm-up:</p> <ul style="list-style-type: none"> ➤ T reviews the vegetable words. ➤ T checks for completion of page 1 of My Vegetable book. <p>Present:</p> <ul style="list-style-type: none"> ➤ T. tells students today they will learn what vegetables need to grow. ➤ T. teaches the structure: The seed needs _____. ➤ T. asks each group of four to discuss what a seed needs to grow. Students choose one group leader to come to the board to draw pictures or write the words about what a seed needs to grow into a vegetable. ➤ T reviews the answers on the board group by group using the sentence structure: The seed needs_____. ➤ T teaches the vocabulary: sun, water, soil, garden, seed, and grow with students. <p>Practice:</p> <ul style="list-style-type: none"> ➤ T. explains the story sequence activity to students. ➤ Each small group is given a story sequencing activity with the cut-out pictures and words from the first five pages of the story and the sentence 	<p>5 min.</p> <p>10 min.</p> <p>17 min.</p>	<p>Vegetables ppt. <u>How Does Your Salad Grow?</u> (Scholastic) Vocabulary Flashcards, Story Sequence Paper, cut-out sentences and pictures, My Vegetable Book (p.2)</p>	<p>Stand up. Sit down. Listen. Raise your hand. Write. Draw. Color. Look at me! Look at you! Attention! 1,2! I say, you say! together everyone Are you ready? Go! group 1-6</p>

	<u>Vegetable</u> s	<p>sequence mat.</p> <ul style="list-style-type: none"> ➤ In their groups, students try to match the pictures and sentences and put them in the sequence they think they will be in the story. ➤ Each group presents their final sequence to the class. ➤ T. guides students to read the book (p. 2-6) and students can see which sequence is correct. Groups can change their sequence according to the book's sentences. <p>Production:</p> <ul style="list-style-type: none"> ➤ Students complete p. 2 of My Vegetable Book: What does the seed need? by circling the correct answers and writing the words. <p>Wrap-up/Evaluation:</p> <ul style="list-style-type: none"> ➤ T. asks students: What does the seed need? Students should answer with the proper structure and three or more target vocabulary words. (Ex. The seed needs sun, soil and water.) ➤ Students need to select which pictures on p. 2 of the vegetable book are appropriate for the seed needs. 	<p style="text-align: center;">5 min.</p> <p style="text-align: center;">3 min.</p>		
<p style="text-align: center;">第 三 節</p>	<p><u>Goal:</u> 1. Students will be able to</p>	<p>Warm-up:</p> <ul style="list-style-type: none"> ➤ T. reviews the seven vegetables from lesson 1 and asks students to stand up for their favorite vegetable. ➤ Present: ➤ T. explains the parts of the 	<p style="text-align: center;">5 min.</p>	<p>Vegetables ppt. <u>How Does Your Salad Grow?</u> (Scholastic) Vocabulary Flashcards</p>	<p>Stand up. Sit down. Listen. Raise your hand. Write. Draw. Color.</p>

3rd Period	<p>identify six parts of a vegetable plant. 2. Students will become familiar with different groups of vegetables.</p> <p><u>Parts of the plant:</u> leaf, vegetable, shoot, roots, flower, stem,</p> <p><u>Types of Vegetable</u></p> <p><u>s:</u> root, stem, tuber, leaf, flower,</p>	<p>plant using pictures from the ppt (Attachment A).</p> <ul style="list-style-type: none"> ➤ Students write the parts of the plant (leaf, vegetable, shoot, roots, flower, stem) in their vegetable books. ➤ T. asks students: Which part of the vegetable do we eat? ➤ T shows students the eight types of vegetables including: leaf, root, stem, flower, tuber, fruit, seed and bulb from the book: <u>Vegetables We Eat</u> (Attachment I ppt. p. 8-16) ➤ T gives an example of each with the sentence structure: A <u>carrot</u> is a <u>root</u> vegetable. Or: <u>Carrots are root</u> vegetables. <p>Practice:</p> <ul style="list-style-type: none"> ➤ T. gives students the <i>Types of Vegetables</i> (Attachment J) mat and the vegetables pictures (Attachment F). ➤ Students classify the vegetable pictures by putting them in the correct boxes on their types of vegetables mat. <p>Production:</p> <ul style="list-style-type: none"> ➤ Students raise their hands when they finish, and teacher asks each group member to say a sentence one by one. Ex. A <u>carrot</u> is a <u>root</u> vegetable. <p>Production:</p> <ul style="list-style-type: none"> ➤ Students complete p. 3 of the vegetable book. <p>Wrap-up/Evaluation:</p>	<p>10 min.</p> <p>10 min.</p> <p>5 min.</p>	<p>My Vegetable Book (p.3)</p>	<p>Look at me! Look at you! Attention! 1,2! I say, you say! together everyone Are you ready? Go! group 1-6</p>
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	<p>fruit, seed, bulb cut, wash, bring Z <u>Vegetable</u> s Sentence: <u>A carrot</u> is a <u>root</u> vegetable.</p>	<ul style="list-style-type: none"> ➤ T. explains the <u>Salad Making Activity</u> for the next class. ➤ Each group chooses one vegetable to cut, wash and bring to the next class. ➤ T. writes each group's vegetable on the board. ➤ Groups choose one or more group members to bring the vegetable. ➤ T. checks and stamps p. 3. ➤ T asks students one by one to say the parts of the plant in their vegetable books to receive the stamps. 	<p>2 min. 8 min.</p>		
<p>第 四 節 4th Period</p>	<p><u>Goal:</u> 1. Students will be able to identify four parts of the plant life cycle. 2. Students will be able to make and eat a class salad. <u>Plant Life Cycle words:</u> seed, sprout, adult plant,</p>	<p>Warm-up:</p> <ul style="list-style-type: none"> ➤ T. shows the video: Lima Bean Time Lapse. ➤ T asks students: What do you see? ➤ T. introduces the topic: Plant Life Cycle. <p>Present:</p> <ul style="list-style-type: none"> ➤ Teacher shows the steps of the plant life cycle with the vegetable ppt. ➤ Teacher teaches the sequence words first, next, then, last. <p>Practice:</p> <ul style="list-style-type: none"> ➤ Ss. draw the pictures and write the target vocabulary about the plant life cycle on p. 4 of My Vegetable Book. <p>Production:</p> <ul style="list-style-type: none"> ➤ Each group can choose a different vegetable and T gives them the pictures (out 	<p>5 min. 5 min. 5 min. 10 min.</p>	<p>Vegetables ppt. <u>How Does Your Salad Grow?</u> (Scholastic) Vocabulary Flashcards My Vegetable Book (p.4) Video: Lima Bean Time Lapse <u>Salad Making Materials:</u> large salad bowl, salad tongs, dressing, sponge, newspaper, one vegetable/group (6 total pre-washed</p>	<p>Stand up. Sit down. Listen. Raise your hand. Write. Draw. Color. Look at me! Look at you! Attention! 1,2! I say, you say! together everyone Are you ready? Go! group 1-6</p>

<p>vegetable <u>Other</u> <u>Vocabulary</u> y: first, next, then, last, cut, wash, mix, eat</p>	<p>of order) for that vegetable's life cycle.</p> <ul style="list-style-type: none"> ➤ Students glue the life cycle pictures in the proper order on their poster and complete sentences about their vegetable for next week's presentation. ➤ Each student will say one or more of the sentences for the presentation. ➤ Students complete their presentation poster with their groups for homework if necessary. <p>Production:</p> <p>Class Salad Making Activity</p> <ul style="list-style-type: none"> ➤ Each group of four puts their vegetable (pre-cut and pre-washed) inside the large salad bowl. ➤ Each group says the name of their vegetable. ➤ Ss. mix the salad. ➤ T. serves and dresses the salad in students' lunch bowls. ➤ Students eat their salad at their desks. <p>Wrap-up/Evaluation:</p> <ul style="list-style-type: none"> ➤ T. asks students follow-up questions: What vegetables are in the salad? Do you like the salad? Why/Why not? ➤ T. will collect completed My Vegetable Books the following week. ➤ T. will evaluate and stamp books. <p>Note:</p>	<p style="text-align: center;">12 min.</p> <p style="text-align: center;">3 min.</p>	<p>and pre-cut), student lunch bowls and utensils</p>	
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	<p><i>**Students will have a group presentation the following week according to their group's vegetable and poster. T will evaluate students individually. Students will evaluate each of the six groups using the rubric (Attachment K).</i></p>			
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參考資料 **Bibliography**

reference books, essays, editorials, on-line reference

How Does Your Salad Grow? by Francie Alexander Publisher: Scholastic

Vegetables We Eat by Gail Gibbons Publisher: Holiday House

The Needs of a Plant (song): by Harry Kindergarten Music Source: www.youtube.com
<https://www.youtube.com/watch?v=dUBIQ1fTRzI>

Lima Bean Time Lapse video: by David Marvin Source: www.youtube.com
<https://www.youtube.com/watch?v=iZMjBO6A7AE&t=17s>

Parts of a Plant: Videos for Kids by: Smart Learning For All Source: www.youtube.com
<https://www.youtube.com/watch?v=X6TLFZUC9gl>

附錄 **Appendix**

My Vegetable Book doc.

Story Sequence Paper

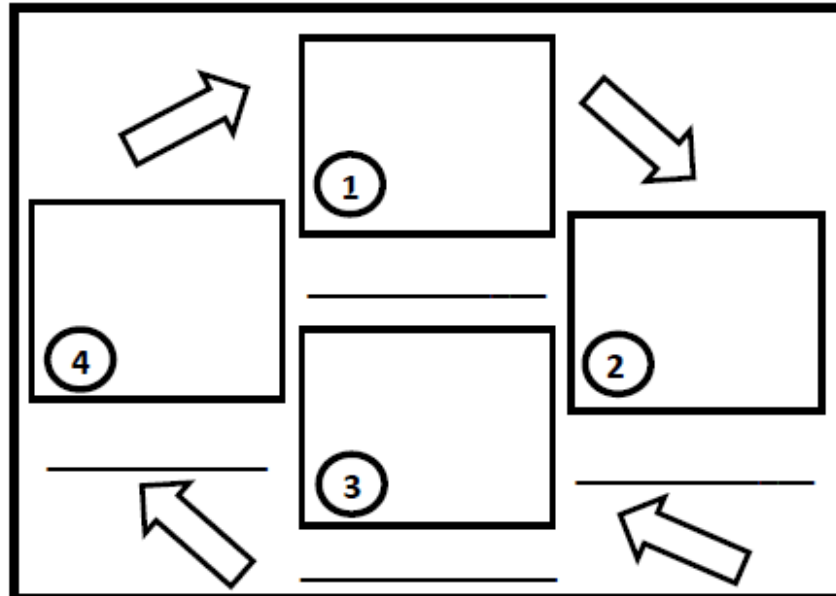
Attachment H: Syllable Hop Cards

Attachment I: Vegetables We Eat non-fiction book (scanned copy) (ppt. p. 8-16)

Attachment J: Types of Vegetables Classification mat

Attachment K: Presentation Rubric (for students and teachers)

Plant Life Cycle



First, _____

Next, _____

Then, _____

Last, _____

Name: _____ Class: _____

My Vegetable Book

A large empty rectangular box for drawing or writing.

My favorite vegetable is a

_____.

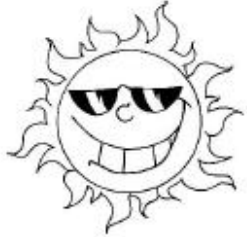
✓ Pairs Practice

A: What is your favorite vegetable?

B: My favorite vegetable is a(n)_____.

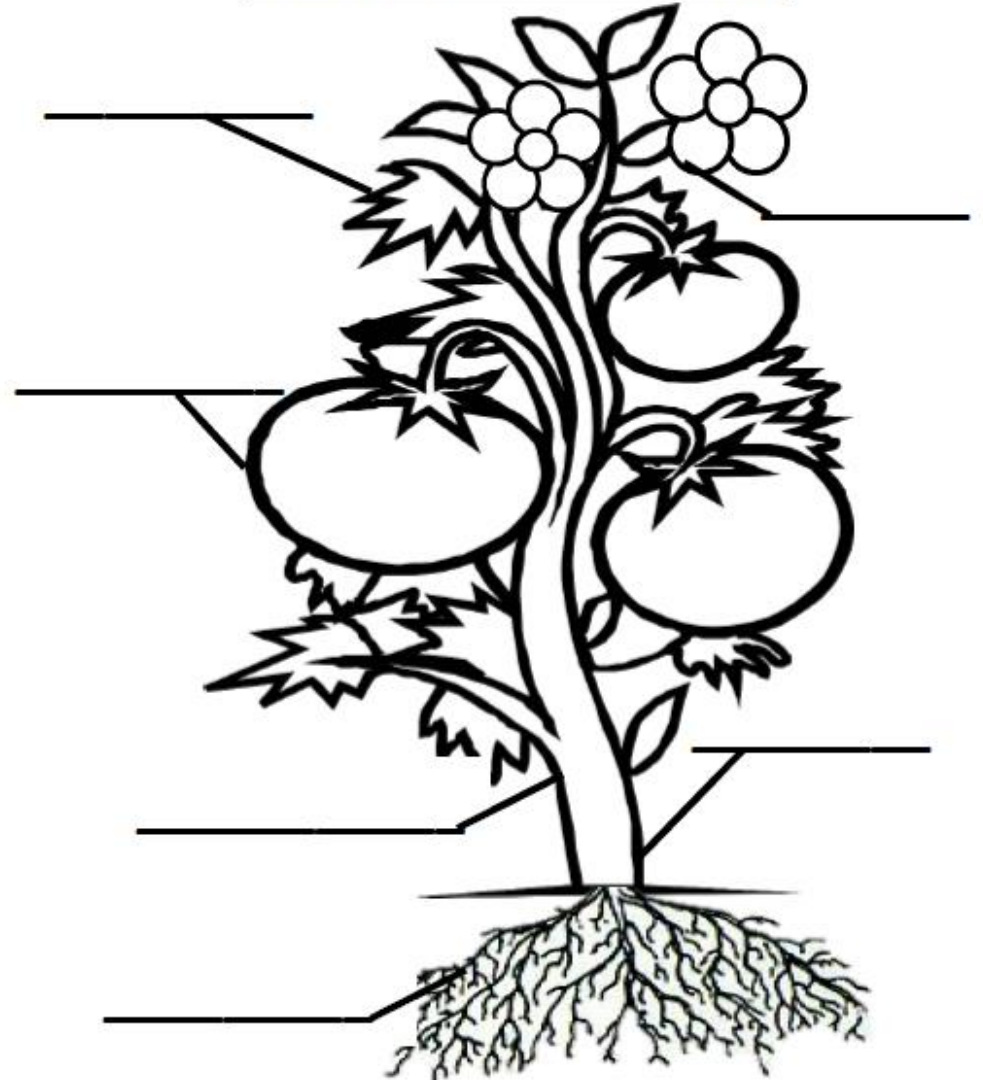
A row of five empty rectangular boxes with checkmarks above them.

What does the seed need?



The seed needs _____,
_____, and _____.

Parts of The Plant



How Does Your Salad Grow?:

Story Sequence

1.




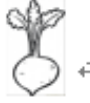
2.

3.

4.

5.

Vegetable Groups (Family)

leaf ↴	bulb ↴	flower bud ↴	root ↴
			
tuber ↴	stem ↴	fruit ↴	seed ↴
