


附件三：

新北市 108 年度教師跨領域全英語授課教案設計
(參考範例-課程實施前)

| | | |
|---|------------------------------------|--|
| 設計者 / 服務學校 | 王娣嫻、呂怡潔、蘇香霓 / 新北市淡水區新市國小 | |
| 教案名稱 | How do we preserve fruit? | |
| 教學年級：國小四年級 | 預計課程上使用之英語比例：90% | |
| 學生人數：32 人 | 教學總節數：4 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 生活美學教室 | 預計公開授課之教師： 姓名：蘇香霓 服務學校：新市國小 專長領域：英語領域 |

| | | 英語領域 | 綜合活動領域 |
|------|------|---|--|
| 核心素養 | 總 綱 | A2 系統思考與解決問題 C2 人際關係與團隊合作 | B1 符號運用與溝通表達 |
| | 領 綱 | 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。 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-E-B1 覺察自己的人際溝通方式，學習合宜的互動與溝通，培養同理心，並應用於日常生活。 |
| 學習重點 | 學習表現 | 1-II-4 能聽懂簡易的日常生活用語。 2-II-5 能使用簡易的日常生活用語。 3-II-5 能看懂課堂中所學的簡易短文之主要內容。 6-II-2 積極參與各種課堂練習活動。 9-II-2 能綜合相關資訊作簡易的猜測。 | 2b-II-1 體會團體合作的意義，並能關懷團隊的成員。 |

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|-----------------|---|---|--------------------------------------|--|
| | 學習內容 | 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。 D-II-2 依綜合資訊作簡易猜測。 | Bb-II-3 團隊活動的參與態度 | |
| 具體學習目標 | Students will be able to: 1. know different ways to preserve fruit. 2. know the steps of making jam and cleaner. 3. work as a team. 4. reflect on their teamwork. | | | |
| 與其他領域/科目/議題的連結 | 閱讀素養 閱讀媒材 閱 II-E10 中、高年級:能從報章雜誌及其他閱讀媒材中汲取與學科相關的知識。 | | | |
| 教學資源/設備需求 | 教學 PPT, 學習單, 廚房設備與用具, 食材, 調味品 | | | |
| 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 | <p>Pre-Task Brainstorming</p> <p>1. T asks students what fruit they usually see in November.</p> <ul style="list-style-type: none"> Do you remember what fruit do you usually see in the supermarket in November? Do you remember what fruit do you usually have in November?  <p>2. T asks questions to lead Ss to think about what can we do if we can't finish all the fruit?</p> <ul style="list-style-type: none"> Can you and your family finish all the tangerines at home? What do you and your family usually do with the tangerines that you can't finish at home? | 8 | PPT mini whiteboard markers | <ul style="list-style-type: none"> ◆ Good (<u>morning</u>), class! ◆ Any ideas? ◆ That's a good observation. ◆ That's a great idea! ◆ I love that idea! |

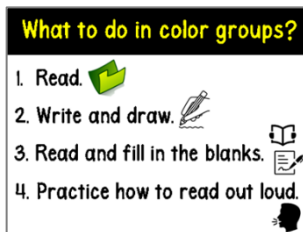


3. T divides Ss into groups of 4.
4. Ss work in a group and discuss what they can do at home.
5. T walks around and listens to Ss' ideas.
6. T asks Ss to share their ideas to the class.

Main Task

Task 1: Jigsaw Reading

1. T presents the question, "How do we preserve fruit?" on the board and tells Ss that they are going to learn different ways to preserve fruit through reading.
2. T assigns Ss different numbers and colors in group according to their ability levels.
3. T explains how to do the reading mission and gives each student a worksheet.



4. Reading Mission -color group

- 1) Ss go to their color groups with the worksheet.
- 2) T gives each group a folder with a short paragraph of a way to preserve fruit.
- 3) Ss in each group read the paragraph together and discuss the meaning.
- 4) T goes to the red group first to check Ss reading comprehension, then check the rest of the groups.
- 5) After reading, Ss have to write down the way to preserve fruit, draw a picture and discuss how to share the information.

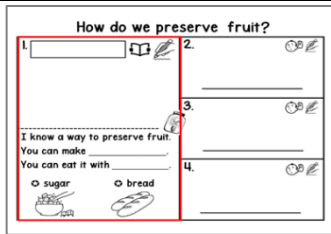
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PPT
reading
materials
workshe
et
folders

- ◆ Please turn around and talk to your friends.
- ◆ Please pay attention to your friends when they are talking.
- ◆ Time's up. Which group wants to share first?

10

- ◆ Please read the steps together.
- ◆ Please hand out the worksheet to your friends.
- ◆ Mission, mission, mission! It's group mission Time.
- ◆ Each of you has to do your work in color groups and home group.
- ◆ Please go to your color group in 20 seconds.
- ◆ Please move around quietly.
- ◆ Please read the paragraph with the



6) After Ss practice how to share their information, they go back to their home groups.

5. Sharing Mission-home group

1) Each S has five minutes to share a way to preserve fruit.



2) The group members need to listen first, then write down and draw on their worksheet.

3) T collects Ss' worksheet.

6. T goes through four ways to preserve fruit.



15

4

- inside voice together.
- ◆ Please work with your friends.
- ◆ If your group doesn't know what to do, please raise your hand and wait quietly.
- ◆ Make sure you finish writing, drawing and practicing!
- ◆ You still have (2) more minutes.
- ◆ 3, 2, 1. Time's up. Now, please go back to your home group.
- ◆ Let's start sharing from number__.
- ◆ Please pay attention to your friends when they are talking.
- ◆ Don't forget to write down different ways to preserve fruit!
- ◆ Number (2), please collect the worksheet in your group.
- ◆ Let's go through different ways to preserve fruit together!

第二節

Task 2: Learning how to make tangerine jam and cleaner.

1. T reviews the important concept taught in the 1st lesson.
2. T explains the group activity with power

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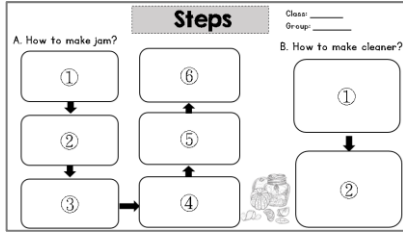
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PPT step cards

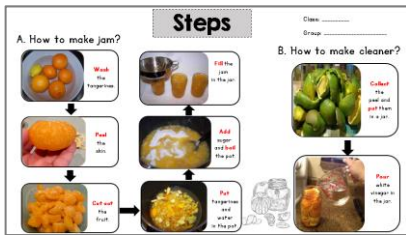
- ◆ Good (morning), class!
- ◆ Please pay attention to the

point.

3. T passes down worksheet and step cards for each group.



4. T plays the videos showing the steps of making jam and cleaner.
5. Ss work as a team, watch the videos and put the cards in order.
6. Ss glue the step cards on the worksheet.
7. Each group shares the result of their worksheet.
8. T uses PPT to review the steps of making jam and cleaner.



Task 3: Learning how to work together as a team.

1. T asks Ss what the important things are to work as a team.
2. T uses PPT to discuss how to work as a team with Ss.


Clear Goals 

*What are our goals?

1. tangerine jam
2. tangerine peel cleaner

Clear Steps

*Do you know all the steps?



Clear roles

*Who does what?



Ask for help **Show support**

I need help! Can you help me?

It's ok! No problem!



4. T presents the chart and asks Ss to plan how

workshe
et
glues
video
clips

steps.

- ◆ You need to watch the video, put the cards in order, and glue them on the worksheet.
- ◆ Please work together.
- ◆ Let's go over the steps together!

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PPT
workshe
et

- ◆ That's a great point!
- ◆ That's a good example!
- ◆ Can you give me some examples?
- ◆ Do you agree with him/her?
- ◆ Thank you for sharing.

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their team will work together in the next class.

| | | |
|---|--|--|
| Members | | |
| Our Goal | | |
| Steps | <input type="checkbox"/> We will make tangerine jam first, then make tangerine peel cleaner. <input type="checkbox"/> We will make tangerine peel cleaner first, then make tangerine jam. <input type="checkbox"/> We will make tangerine jam and tangerine peel cleaner at the same time. | |
| Jobs Write your name in front of the jobs. | | |
| Tangerine Jam | Tangerine Peel Cleaner | |
| _____ Wash the tangerines. _____ Peel the skin. _____ Cut out the fruit. _____ Put tangerines and water in the pot. _____ Add sugar and boil the jam. _____ Fill the jam in the jar. | _____ Collect the peel and put them in a jar. _____ Pour white vinegar in the jar. | |

5. T goes over to each group and discuss Ss' plan with them.

6. T collects Ss' teamwork plan.

3

- ◆ Choose your steps together.
- ◆ Talk to each other.
- ◆ Each group member needs to agree with the plan.
- ◆ Do you need any help?
- ◆ Would you listen to his/her ideas first?
- ◆ Now, it's your turn to share your ideas.

Task 4: Making tangerine jam and cleaner

1. Ss review their jobs in making jam and cleaner with their plans.

2. Ss check their equipment and tools.



3. Ss follow the steps to make jam and cleaner.

4. T walks around to give each team assistance.

5. After the jam and cleaner is done, Ss clean their tables and put the jam in the refrigerator.

6. T provides each student an exit card.

7. Ss reflect on their own jobs with the exit cards.

3

2

30

5

PPT
 cooking pot
 spoons
 sugar
 jars
 drinking water
 exit card

- ◆ Do you still remember your job in making jam and cleaner?
- ◆ Check your tools now!

- ◆ You can start to make jam and cleaner step by step.
- ◆ Be careful with the (fire).
- ◆ Follow the rules of school kitchen.
- ◆ Don' forget to use your inside voice.
- ◆ It's time to clean your table now.

第三節

| | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20%;">Name</td><td></td></tr> <tr><td colspan="2">My job was</td></tr> <tr><td colspan="2">I think I did a good / an okay / a bad job, because</td></tr> <tr><td colspan="2"><input type="checkbox"/> I finished my job.</td></tr> <tr><td colspan="2"><input type="checkbox"/> I didn't finish my job.</td></tr> <tr><td colspan="2"><input type="checkbox"/></td></tr> <tr><td colspan="2">Did you ask for help?</td></tr> <tr><td colspan="2"> </td></tr> <tr><td colspan="2">Did you show your support?</td></tr> <tr><td colspan="2"> </td></tr> <tr><td colspan="2">I think my team did a good / an okay / a bad job, because</td></tr> <tr><td colspan="2"> </td></tr> </table> | Name | | My job was | | I think I did a good / an okay / a bad job, because | | <input type="checkbox"/> I finished my job. | | <input type="checkbox"/> I didn't finish my job. | | <input type="checkbox"/> | | Did you ask for help? | | | | Did you show your support? | | | | I think my team did a good / an okay / a bad job, because | | | | | | |
|---|---|----------------------|--|------------|-------|---|-------|---|-------|--|--|--------------------------|--|------------------------------------|--|--|--|----------------------------|--|-----------------------|--|--|--|--|--|--|--|--|
| Name | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| My job was | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <input type="checkbox"/> I finished my job. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> I didn't finish my job. | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Did you ask for help? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Did you show your support? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| I think my team did a good / an okay / a bad job, because | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 第 四 節 | <p>Post Task</p> <p>Teamwork sharing party</p> <ol style="list-style-type: none"> T provides Ss' teamwork plan. Ss use a different color to check if they finished their jobs as planned. Each team come up to the stage and share their teamwork experience. The rest of the teams give feedback with rubric chart. <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr><th colspan="2" style="text-align: center;">Sharing Rubric Chart</th></tr> <tr><td style="width: 20%;">Teamwork</td><td style="text-align: center;">☆☆☆☆☆</td></tr> <tr><td>Eye contact</td><td style="text-align: center;">☆☆☆☆☆</td></tr> <tr><td>Volume</td><td style="text-align: center;">☆☆☆☆☆</td></tr> <tr><td colspan="2">What do you like about their sharing?</td></tr> <tr><td colspan="2"> </td></tr> <tr><td colspan="2">What can they do better next time?</td></tr> <tr><td colspan="2"> </td></tr> <tr><td colspan="2">Team members</td></tr> </table> <ol style="list-style-type: none"> T provides each team a loaf of toast and a bag of crackers, Ss celebrate their learning with tangerine jam. | Sharing Rubric Chart | | Teamwork | ☆☆☆☆☆ | Eye contact | ☆☆☆☆☆ | Volume | ☆☆☆☆☆ | What do you like about their sharing? | | | | What can they do better next time? | | | | Team members | | 5 25 10 | teamwor k plans markers rubric charts jars of jam toast crackers | <ul style="list-style-type: none"> ◆ Good (<u>morning</u>), class! ◆ Work with your friends, did you finish your jobs as planned? ◆ I love how you guys work together! ◆ You guys are a great team! ◆ You definitely will do better next time! ◆ Enjoy your jam! ◆ Let's party! | | | | | | |
| Sharing Rubric Chart | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teamwork | ☆☆☆☆☆ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Eye contact | ☆☆☆☆☆ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Volume | ☆☆☆☆☆ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What do you like about their sharing? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What can they do better next time? | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Team members | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 附錄 (學習單或其他教學相關資料) | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

A. Jigsaw Mission Reading materials

1. Do you like jam? If you like it and you have too much fruit like oranges in winter, you can cook orange with sugar. You can have it with bread for breakfast.







2. In summer, there are many different fruits in Taiwan. It's a good time for you to make juice like orange juice or apple juice. The great thing is that it can be canned. You can drink it with some soda. It's yummy.

3. Some canning fruit is sweet because it is covered with hot sugar syrup or juice. Sometimes, you can eat canning fruit on your birthday cake. What canning fruit do you like?

4. Drying fruit is a great way to preserve fruit. You can dry fruits in the sun or in heated wind. When you eat drying fruit, there is no water in the fruit. It can last about four months to a year. When you make cookies, you can add some dry fruit in it. They are yummy.

B. Jigsaw Mission Worksheet

How do we preserve fruit?

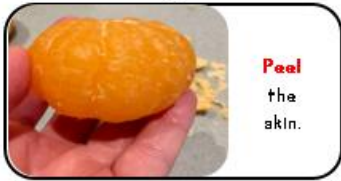
| | |
|---|---|
| <p>1. <input type="text"/> </p> <p>-----</p> <p>I know a way to preserve fruit. You can make _____. You can eat it with _____.</p> <p>★ sugar ★ bread</p>   | <p>2.  _____</p> <p>3.  _____</p> <p>4.  _____</p> |
|---|---|

Steps

Class: _____

Group: _____

A. How to make jam?





B. How to make cleaner?
























E. Exit Card

Exit card, Self - Evaluation

| | |
|---|---|
| Class: 40__ # Name: _____ | |
| My jobs were step 1 , _____ , _____ , _____ , _____ | |
| I think I did a (good / an okay / a bad) job , because | |
| <input type="checkbox"/> I finished my job. <input type="checkbox"/> I didn't finish my job. <input type="checkbox"/> _____ . | |
| Did you ask for help? <input type="checkbox"/> Yes, _____ help me.  <input type="checkbox"/> No, I didn't. | Did you help your partner? <input type="checkbox"/> Yes, I help _____.  <input type="checkbox"/> No, I didn't. |
| I think my team did (a good / an okay / a bad) job, because _____ . _____ . | |

F. Sharing Rubric Chart

Teamwork Sharing 40__ # Name: _____

| | | | |
|---|---|---|--|
| Teamwork  |   |   |   |
| Eye contact  |   |   |   |
| Volume  |   |   |   |
| What can they do better next time? _____ _____ _____ | | | |
| What do you like about their sharing? _____ _____ _____ | | | |