附件四：

新北市112年度教師跨領域全英語授課教案設計

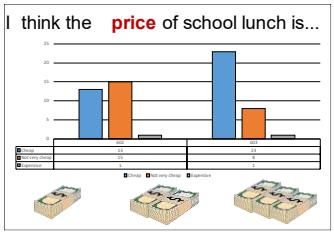
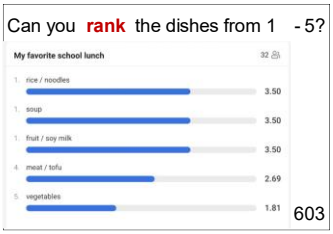
(參考範例-課程實施後)

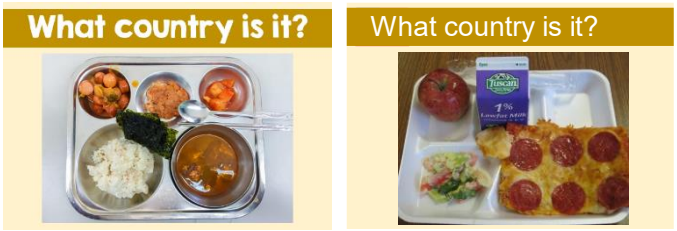
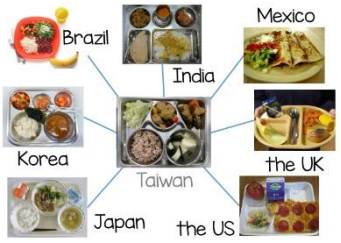
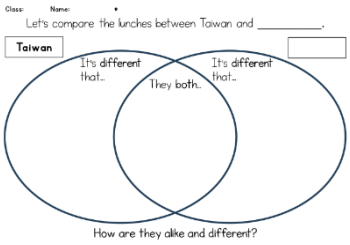
設計者 / 服務學校	楊京儒、尤曉雯、蘇香霓 /新市國小		
教案名稱	Food Waste in Xinshi 新市零剩食	領域	英語跨(綜合)領域
教學年級：國小六年級	預計課程上使用之英語比例：75% （使用英語比例係指教師以英語授課之時間佔總授課時間之比率）		
學生人數: 29人	教學總節數: 4節	預計公開授課內容為第 4 節	
預計公開授課之時間： 112年10月13日 11時10分至12時00分 (第四節課)	預計公開授課之地點： 新北市淡水區新市國小 英語教室 B	預計公開授課之教師： 姓名：楊京儒 服務學校：新市國小 專長領域：英語、綜合	

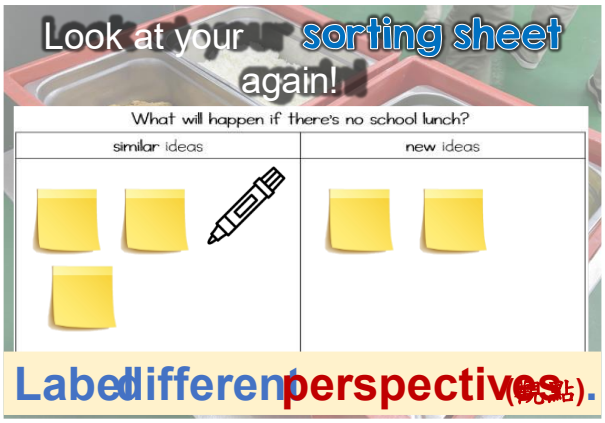
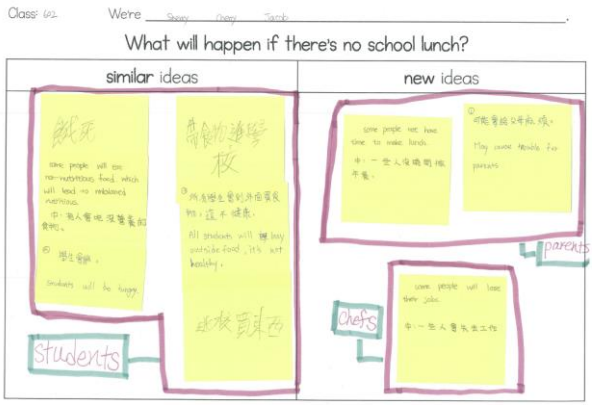
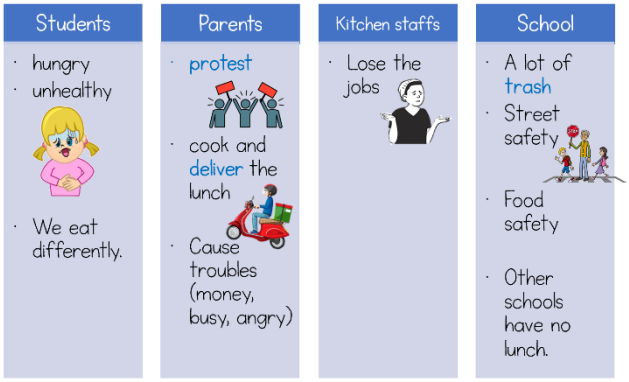
核心素養	總　綱	B1符號運用與溝通表達 C1道德實踐與公民意識 C2人際關係與團隊合作
	領　綱	**綜-E-B1** 覺察自己的人際溝通方式，學習合宜的互動與溝通技巧，培養同理心，並應用於日常生活。 **綜-E-C1** 關懷生態環境與周遭人事物，體驗服務歷程與樂趣，理解並遵守道德規範，培養公民意識。 **綜-E-C2** 理解他人感受，樂於與人互動，學習尊重他人，增進人際關係，與團隊成員合作達成團體目標。 **英-E-B1** 具備入門的聽、說、讀、寫英語文能力。在引導下 ， 能運用所學、字詞及句型進行簡易日常溝通。
學習重點	學習表現	**綜合** 3d-III-1 實踐環境友善行動，珍惜生態資源與環境。 **英語** 5-III-4 能聽懂日常生活應對中常用語句，並能作適當的回應。 7-III-3 在生活中能把握機會，勇於嘗試使用英語。
	學習內容	**綜合** Cd-III-2人類對環境及生態資源的影響。 Cd-III-4 珍惜生態資源與環境保護情懷的展現 **英語** B-III-2 國小階段所學字詞及句型的生活溝通。

具體學習目標	**Ss will be able to…** • talk about their preference for school lunch. • describe the differences between school lunches around the world. • discuss the reason why we need school lunch in different perspectives. • understand the relationship between school lunch and leftovers. • observe the school lunch leftovers and interpret the possible reasons • organize the results and classify the observations into different categories. • summarize the most common categories which cause the problem of leftovers.
與其他領域/科目/議題的連結	環境教育 環 E5 覺知人類的生活型態對其他生物與生態系的衝擊。 環 E6 覺知人類過度的物質需求會對未來世代造成衝擊。
教學資源/設備需求	What School Lunch Looks Like Around The World 自編學習單、自編簡報、便利貼、平板

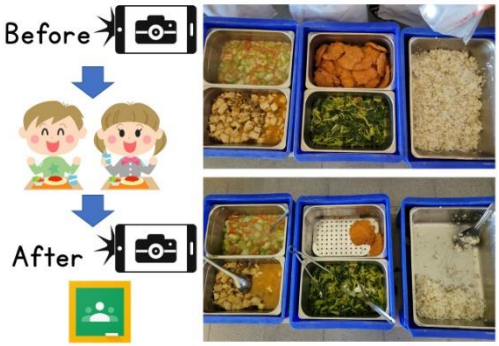
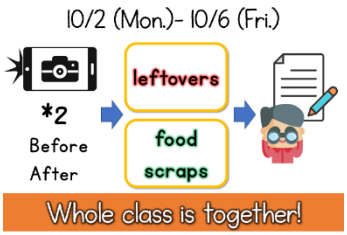
各節教學活動設計

節次	教學活動流程	時間	教學資源	教師語言
第一節	【引起動機】 **I. Greeting and Agenda** 1. T greets with Ss and introduces the agenda. **II. Our Summer Vacation HW** 1. T guides Ss to go through the summer vacation homework, lunch questionnaire. 2. Ss are invited to share their answers for each question. 3. T would use the bar chart to collect Ss' responses. 4. Ss could look at the chart and talk about the datas.   【發展活動】 **I. School Lunches Around the World** 1. After the lunch questionnaire, T shows the pictures of school lunch from different countries. 2. T guides Ss to guess what country it is. 3. Ss work in groups and use the mini whiteboards to write the answers.	10' 15'	PPT worksheet markers whiteboards	**Our Summer Vacation HW** ⊙ Now, take out your summer vacation homework. ⊙ Let's look at the questions. ⊙ Raise your hand if your answer is "yes." ⊙ How many people (eat) school lunch? **School Lunches Around the World** ⊙ In other countries, they have school lunch, too. ⊙ Let's see how many countries you can guess.

	4. Ss could describe the dishes they saw on the pictures.  **II. Let's compare and contrast the school lunches!** 1. After sharing different school lunches, Ss are guided to choose one of their favorite school lunches. 2. Ss are going to use the Venn Diagram to compare the difference and similarity between the school lunch they like and Taiwanese school lunch. 【統整與總結】 **I. Venn Diagram Sharing** 1. T invites few Ss to share their venn diagrams. 2. Ss could explain how the two school lunches are the same and different bilingually.  	10' 5'		⊙ Write down your answer, please. ⊙ What food do you see on this picture? **Compare and Contrast** ⊙ In different school lunches, which is your favorite? ⊙ Write down your favorite school lunch, where is it from? ⊙ How are they the same? ⊙ How are they different? **Venn Diagram Sharing** ⊙ Who wants to share your ideas? ⊙ Excellent! / Nice ideas!
第二節	【引起動機】 **I. Greeting and Agenda** 1. T greets with Ss and introduces the agenda. **II. My Impression of School Lunch** 1. T guides Ss to look at their summer vacation homework again. 2. T would use the word cloud generator to collect everyone's idea. 3. Ss use iPads to key in their answers. 4. Ss could look at the word cloud and talk about the result. 【發展活動】 **I. What if there's no school lunch?** 1. From the impression, T guides Ss to imagine the	10' 20'	PPT Worksheet iPads	**My Impression** ⊙ Let's look at your worksheet again. ⊙ What's your impression of Xinshi school lunch? ⊙ When we talk about Xinshi school lunch, I think of... ⊙ Please scan the QR code, and type in your ideas. ⊙ Eyes on the word cloud, what are the big words on the board? ⊙ Can you say the words for me? **School Lunch Discussion** ⊙ From your impressions, do you

	days without school lunch. 2. Ss would share the consequences if there is no school lunch. 3. Ss work in groups and write down their ideas. 4. T helps Ss to sort out the ideas, and guides Ss to think of whose perspective it is.   【統整與總結】 I. **Note-taking** 1. After sorting out different perspectives, Ss have to use the graphic organizer to take notes. 2. Ss would use the highlighter to highlight his/ her 3 impressive ideas and understand the importance of school lunch.  	10’		think they are positive or negative? ⊙ Here is a question for you. If there is no school lunch from now on, what will happen? ⊙ Talk to your partners and write down your ideas on the post-it. ⊙ One post-it, one answer. ⊙ Let’s see your ideas. Are the two ideas similar? Then we can put them together. ⊙ Look at the post-its here, who could have these ideas? **Note-taking** ⊙ We’ve sorted out different perspectives. Let’s write down the ideas on your worksheet. ⊙ Read the sentences again. What are the three ideas that you think are impressive? ⊙ Then use your highlighter to circle the impressive ideas.

第三節	【引起動機】 **I. Greeting and Agenda** 1. T greets with Ss and introduces the agenda. **II. The Problem of School Lunch** 1. T briefly reviews the concept of last session. 2. T guides Ss to think about the problem of eating school lunch at school. 3. Ss are encouraged to share their ideas. 4. T shows the target word "food waste" and talks about the negative impact. 【發展活動】 **I. Leftovers or Food Scraps** 1. After showing the concept, T explains the waste of school lunch would divided into two parts which are *leftovers* and *food scraps*. 2. T shows several images and guides Ss to identify whether leftovers or food scraps. 3. Ss have to summarize the definition of leftovers and food scraps. What are leftovers and food scraps? leftovers: The edible food that has not been used or eaten. food scraps: Parts of food that are inedible. 4. Ss work in pairs and look at the pictures. Use the color chips to recognize leftovers and food scraps. **II. School Lunch LeftoversObservation** 1. T asks Ss a question, "Why do we have to know what leftovers and food scraps are?" 2. T explains to Ss that they're going to do the lunch	10' 25' 5'	PPT Worksheet Color chips	**The Problem of School Lunch** ⊙ We've learned school lunch in very important in Taiwan, but there is a problem about school lunch. ⊙ Talk to your partners and think about what problem it is. ⊙ Did you make any food waste before? **Leftovers or Food Scraps** ⊙ Look at the food waste, is it edible? ⊙ There are two parts, leftovers and food scraps. ⊙ Are they leftovers or food scraps? ⊙ Can you tell me what are leftovers and food scraps? ⊙ Work with the partner, and take the color chips. Red is leftovers and green is food scraps. ⊙ Show me your color chips. **Lunch Leftovers Observation** ⊙ Do you have many lunch leftovers? ⊙ Why do you have leftovers every day? ⊙ Let's observe the lunch leftovers and take notes in a week. ⊙ First, you have to take two pictures,

	leftovers observation. 3. In a week, Ss are going to take the pictures of the school lunch and lunch leftovers. Based on the lunch menu, Ss can look at the two pictures and determine the amount of lunch leftovers. Ss should explain the reason why they have leftovers on that day.  4. Ss also need to learn the steps how Ss should separate the leftovers and food scraps. 【統整與總結】 I. **Mission Reinforcement** 1. T explains the observation worksheet again. 2. T assigns few Ss who are going to take pictures in a week. 3. T reminds Ss have to keep the record for a week.  			before lunch and after lunch. ⊙ Next, after taking pictures, let's practice how to separate the leftovers and food scraps. ⊙ Finally, look at the pictures and write the reason why you have the leftovers. ⊙ This is the lunch menu for next week. ⊙ Every day, look at the pictures, do you have few, some or many leftovers for each dish? Circle your ideas. ⊙ For example, if we have many rice leftovers on Monday, why is it? Is it about portion, flavor or other reason? Write down your observation. **Mission Reinforcement** ⊙ How many pictures? ⊙ How do we separate the food waste? ⊙ Do you circle every dish? ⊙ How many days do you do the observation?

第四節	【引起動機】 **I. Greeting and Agenda** 1. T greets with Ss and introduces the agenda. **II. My Lunch Leftovers Observation** 1. T asks Ss take out the observation sheet. 2. Ss work in groups and share their worksheet with partners. Ss switch and read each other's worksheet. 【發展活動】 **I. What did we notice from the observation?** 1. Ss carefully read the worksheet again, and find out the four major explanations of school lunch leftovers. 2. Ss have to write the ideas on each post-it, and stick on the desk. 3. Ss work in groups. Ss try to sort out the similar ideas together. Ss summarize how many categories they have in their groups. 4. T guides Ss to discuss how they name each category, and Ss have to write the names next to the post-its. 5. T takes pictures of each group's idea with iPad, and project the photo on the board. 6. T invites few teams to share their finding. 【統整與總結】 **I. Mind-mapping** 1. T draws the mind-map to organize every group's finding. 2. Ss have to copy down the mind map on their notebooks. **II. Leftovers Weighing** 1. After taking the note, T asks Ss, "If every class has some leftovers, so how many leftovers do we have in Xinshi?" 2. T leads Ss to come up with an idea of leftovers weighing.	10' 20' 10'	PPT Worksheet Post-it iPad	**My School Lunch Observation** ⊙ Do you complete your worksheet? ⊙ Switch your worksheet with partners and read carefully. **What did we notice?** ⊙ Look at your worksheet, what are the top four reasons you have on the worksheet. ⊙ Take the post-its and write your ideas. One for each. ⊙ Put your post-its on the desk. ⊙ Do you see some similar ideas? Put them into groups. ⊙ How many groups do you have? ⊙ How would you name the groups? ⊙ Do you have the same ideas with this team? ⊙ Why do we have the lunch leftovers? **Mind-mapping** ⊙ Look at all the reasons here, let's write them down on your notebook. **Leftovers Weighing** ⊙ If we only take pictures, we still don't know how many leftovers we have in Xinshi. ⊙ What can we do?

附錄（學習單或其他教學相關資料）

Summer Vacation HW

Summer Vacation Homework- School Lunch Questionnaire Class: Name: #

1 I eat school lunch. ☐ Yes ☐ No

2 I like school lunch. ☐ Strongly Agree ☺ ☐ Agree 😐 ☐ Disagree ☹

3 I think the price of school lunch is… ☐ Cheap $ ☐ Not very cheap $$ ☐ Expensive $$$

4 Can you rank the school lunch from 1-5? (1 is ♥♥♥♥♥, 5 is ♥) ☐ rice / noodles ☐ meat/ tofu ☐ vegetables ☐ soup ☐ fruit / soy milk

5 I can use three words to describe school lunch. _____, _____, and _____.

6 If one day there is no school lunch, what will happen?

① _____
② _____
③ _____

7 Two things I want to know about school lunch.

① _____
② _____

School Lunch Observation Sheet

From the lunch leftovers, what do you notice? ⚠
Did you have few / some / many leftovers today? Why?

few / some / many

Class:
Name:
#

	主食	主菜	副菜1	副菜2	青菜
10/2 (Mon.)	白飯 (few / some / many) leftovers I notice that…	針菇燉肉 (few / a few / many) leftovers I notice that…	芹菜干絲 (few / a few / many) leftovers I notice that…	木耳黃瓜 (few / some / many) leftovers I notice that…	有機蔬菜 (few / some / many) leftovers I notice that…
10/3 (Tue.)	麥片飯 (few / some / many) leftovers I notice that…	蔥油腿排 (few / some / many) leftovers I notice that…	咖哩凍豆腐 (few / some / many) leftovers I notice that…	紅蘿蔔高麗 (few / some / many) leftovers I notice that…	有機蔬菜 (few / some / many) leftovers I notice that…
10/4 (Wed.)	什錦烏龍麵 (few / some / many) leftovers I notice that…	滷蛋 (few / some / many) leftovers I notice that…	豆豉干丁 (few / some / many) leftovers I notice that…	彩繪黃豆芽 (few / some / many) leftovers I notice that…	有機蔬菜 (few / some / many) leftovers I notice that…
10/5 (Thurs.)	胚芽飯(few / some / many) leftovers I notice that…	打拋豬 (few / some / many) leftovers I notice that…	蔥燒豆腐 (few / some / many) leftovers I notice that…	絲瓜粉絲 (few / some / many) leftovers I notice that…	有機蔬菜 (few / some / many) leftovers I notice that…
10/6 (Fri.)	紅藜麥飯 (few / some / many) leftovers I notice that…	雞肉丼 (few / some / many) leftovers I notice that…	紅燒獅子頭 (few / some / many) leftovers I notice that…	紅白蘿蔔 (few / some / many) leftovers I notice that…	有機蔬菜 (few / some / many) leftovers I notice that…