

臺北市文山區興德國民小學 108 學年度英語融入健康領域公開授課教學活動設計

主題/課程名稱 Topic/ Unit	Body Care/ Nose Care 一、保護身體好健康 (二) 五個好幫手	融入學科領域 Integrated Subject	健康與體育
教材來源 Teaching materials	1. 一下健康與體育—康軒版 2. 自編教材	教案設計教學者 Teacher	邱筠佳
實施年級 Target Students	一年級	授課時間 Time	2020/5/26(二) 9:30~10:10 (第二節)
單元節次內容 Lesson Content	第一節: 身體及五官健康 第二節: 五個好幫手--眼睛好健康 part1 第三節: 五個好幫手--眼睛好健康 part2 第四節: 五個好幫手--耳朵好健康 第五節: 五個好幫手--鼻子好健康 (此節為公開授課堂次) 第六節: 五個好幫手--嘴巴好健康 第七節: 五個好幫手--皮膚好健康		
核心素養 Core Competency	健體-E-A1 具備良好身體活動與健康生活習慣，以促進身心健全發展，並認識個人特質，發展運動及保健的潛能。		
學習內容 Learning Content	Da-I-2 身體的部位與衛生保健的重要性。		
學習表現 Student Performance	1a-I-1 認識基本的健康常識。 2a-I-1 發覺影響健康的生活態度與行為。 4a-I-1 養成健康的生活習慣。		
重大議題	安 E6 了解自己的身體。		
學習目標	1. 認識身體各部位 (鼻子) 的功能與重要性。 2. 說出愛護五官 (鼻子) 正確的方法。 3. 養成愛護五官 (鼻子) 的生活習慣。 4. 專心參與討論並聆聽發表。		

學科內容及學科語言學習目標 (公開授課第五節)

Content and Language Learning Objectives

Objective (4C's)	Content objectives	
	Prior knowledge	Subject-specific knowledge
	1 Students have knowledge about the name, features and functions of the nose. 2 Students have prior experiences of blowing nose, bloody nose, picking nose and sneezing. 3 Students might know correct ways to use their noses. 4 Students might know correct ways to protect their noses and keep good habits to maintain a healthy nose.	1. Students will learn more knowledge about how to use their noses. 2. Students will learn correct ways to protect their noses. 3. Students will learn how to keep good habits to maintain a healthy nose.
	Communication (Language objectives)	
	Language related to content learning	Language for communication
	1. New vocabulary or terms: nose/ mouth / tissue / booger / mask / sneeze	1. Languages for class/group discussion: Which body part do you use to smell things?

	/ ticklish 2. Key expressions or sentences: (Review) We can smell with your nose. My nose can smell. (Situation 1--Sneeze and blow your nose in a correct way) I catch a cold. Blow your nose and take turns. (Situation 2--Picking nose and bleeding) No picking nose. Clean it off with a tissue. If you pick too much, your nose will bleed. Tilt your head down. Cover your nose with a tissue. Breathe with your mouth.	What is this/that? What is the matter with him/her? Is it OK to do this? Is it good for your nose? Why? What will happen? What should you do? What does that mean in Chinese? 2. Classroom expressions: Eyes on me. Sit well. Hands back. Come over here. Say...with me. (e.g.Say “catch a cold” with me.) Repeat after me. Let’s read it aloud together. Clap your hands.
	Cognition	
	1. Students can understand the function of using nose. 2. Students know how to protect their nose. 3. Students know how to keep a healthy nose in daily life.	
	Culture	
	1. People living in different countries may have different ways to clean their noses. 2. People with different cultures may have different ways to smell things (e.g., foods).	
Use of L1 or other aids	Translanguaging (跨語言策略)	
	For Teachers 1. Using PPT pictures to help learners to understand 3 problem situations of incorrect use of nose. 2. Using tips to help students discuss on how to protect their nose in daily life by means of pair discussion. 3. Teacher demonstrates and share her good ideas of how to protect noses in daily life.	For students 1. Help students comprehend the 3 problem situations by acting the situations out by volunteer learners. 2. Help students comprehend Teacher’s target question. T will write them down with drawings on the whiteboard as example tips. (T’s drawings is essential for learner’s comprehension) 3. Help students put their ideas/answers on the whiteboard. T invites learners to say it/them aloud and try to discuss the ideas/answers with class. (L1 can be used if necessary.) Make kids express their life experiences. (If time is available, voluntary groups will be invited for demonstration.)
Lesson 5		
Teaching Procedures		Evaluation
Warm-up 5 minutes	【Greetings】 Teacher greets the students, invites learners to review eye care exercise together. Then, T will display today’s topic—nose care.	Students can do eye care exercise.
Presentation 15 minutes	【Review】	Students can

	<p>1. T presents PPT for kids to review the function of nose. 2. Invite learners to point to the nose when they read aloud its name.</p> <p>Teacher Dialog Where is your nose? Point to your nose. Which body part do you use to smell things?</p> <p>【Nose Problem Situation Discussion】 Teacher explains 2 problem situations of the nose (PPT) to the whole class, asks students whether it is good or not to do so, and makes kids express their thoughts and correct ways to deal with these two situation problems.</p> <p>Dialog (Situation 1) T: Let's take a look at situation 1. (T acts it out.) One day you catch a cold. You feel sick. So you sneeze. (Ah-Choo!!) Then, you blow your nose with a tissue, like this way. (T blows her nose hard but doesn't take turns.) Is it ok? S: No. T: Is it good (T thumbs up!) for your nose? S: No. T: Why? What will happen? S: 中文或英文回應。 T: So...what should you do? How to do is good to blow your nose? S: 中文或英文回應。(應該要兩邊鼻孔輪流擤，保護鼻子健康)</p> <p>Dialog (Situation 2) T: This is situation 2. (Volunteer kid acts it out.) One day you have a booger. You want to pick your booger. So you pick it again and again and again, like this way. (Volunteer kid keeps picking his booger.) But is it ok? S: No. T: Is it good (T thumbs up!) for your nose? S: No. T: Why? What will happen? S: 中文或英文回應。(會流鼻血) T: So...what should you do? S: 中文或英文回應。(拿衛生紙擤出來就好，保護鼻子健康) ★根據經驗，What should you do 太過抽象，孩子不一定了解教師此句提問意思，必要時需中文翻譯一次，幫助孩子順利接續討論。</p>	<p>produce their thoughts based on T's target question.</p> <p>Students can produce their thoughts based on T's question.</p> <p>Students can produce their thoughts based on T's target question.</p> <p>Students can produce their tips on whiteboards based on T's target question.</p> <p>Students can express the tips to protect nose in daily life.</p>
<p>Activity 15 minutes</p>	<p>【How to Protect your nose】 1. T displays PPT and shows the topic—How to protect noses in daily life 2. T passes little whiteboards and markers to kids, making kids discuss</p>	

	<p>only one tip for nose protection in pairs. (6 minutes for kids to discuss and put their ideas/answers on the whiteboards.)</p> <p>3. Kids' Chinese or English hand-writing or drawings are acceptable record production.</p> <p>4. S displays their ideas/answers on the class whiteboard for further discussion.</p> <p>5. T checks the answers with kids.</p>	
Wrap-up 5 minutes	Teacher helps students to finish nose care checklist on the book (p.15).	
Teaching resources	<p>1. Eye care exercise</p> <p>2. Nose Care Situation PPT</p> <p>3. Small Whiteboards x 15</p> <p>4. Whiteboards Markers x 15</p> <p>5. Magnets</p> <p>6. Nose Care Checklist on textbook p.15 (Chinese Version)</p>	
Evaluation	<p>Content: Ss know correct ways to protect noses (From Students' whiteboard production).</p> <p>Language: Ss can comprehend T's English questions and reply to it properly. (By giving scores individually)</p>	