

臺北市100年度國民小學英語教學觀摩暨研討會

2011 workshop of Elementary School English Teaching in Taipei



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壹. 英語教學觀摩暨 研討會實施計畫

- ★ 實施計畫
- ★ 研討會流程表
- ★ 報名表



臺北市 100 年度國民小學英語教學觀摩暨研討會實施計畫

一、依據

臺北市 100 年度國民小學全面實施英語教學計畫。

二、目標

- (一) 促進本市英語教育的健全發展，協助英語教師專業成長，提升英語教學品質。
- (二) 透過專家學者之分享與英語老師的研討，針對當前本市英語教學現況及政策、課程設計、教材教法、師資培訓等議題集思廣益，以提升英語教學效能。
- (三) 藉由參觀英語教學績效卓越之學校，進行英語教學觀摩，提升英語教學成效。

三、活動主題：英語教學的突破與挑戰

四、活動時間：100 年 11 月 28 日（星期一）全天

五、活動地點：臺中市明道普霖斯頓雙語小學（臺中市河北路三段 16 號）

六、辦理方式：藉由專題演講、教學觀摩、學校英語教學理念與經驗分享等方式進行。

七、參加對象：英語教學專家學者、臺北市國小英語輔導團、臺北市英語教師約 180 名，採取學校薦派、邀請參加等方式。

八、主辦單位：臺北市政府教育局

九、承辦單位：臺北市東門國小、臺北市天母國小

十、協辦單位：臺中市明道普霖斯頓雙語小學

十一、活動報名

- (一) 請本市公私立國民小學各推派一位英語教師，於 100 年 11 月 7 日（星期一）前逕登入臺北市教師在職研習網（<http://insc.tp.edu.tw>）報名，並填妥報名表（詳附件 1）傳真至東門國小。
- (二) 請於 100 年 11 月 14 日（星期一）至東門國小網站行政公告處查詢研習錄取名單，不另通知。

十二、活動經費：由教育局相關年度預算經費支應。

十三、獎勵：推動本活動工作有功人員報請教育局從優敘獎。

十四、其他配合事項

- (一) 凡參加本研討會之工作人員或研習教師，請准予公假派代，全程參與者核給六小時研習時數。
- (二) 為響應環保政策，敬請參加研習教師自行準備茶杯、筷子。
- (三) 請搭乘接駁遊覽車之研習教師，請於 100 年 11 月 22 日（星期二）至東門國小網站行政公告處查詢遊覽車編號；另請於 100 年 11 月 28 日（星期一）上午 7 時 15 分前至長春國小門口集合，請勿遲到，逾時不候。

十五、活動議程

時間：100年11月28日（星期一）

地點：臺中市明道普霖斯頓雙語小學（臺中市河北路三段16號）

時間	活動	人員	備註
07:00-07:15	報到	與會人士	長春國小門口集合
07:20-09:50	前往明道普霖斯頓雙語小學	與會人士	
09:50-10:00		大合照	
10:00-10:20	開幕式	教育局長官、黃啟誠創辦人、洪武吉校長、王慧珠校長、陳順和校長	演奏廳
10:20-12:00	專題演講	演講者：徐薇老師 主 題：聽說評量的理念與實務	
12:00-13:00	午餐	與會人士	
13:00-13:30	課程介紹	創辦人：黃啟誠先生 主 題：明道普霖斯頓雙語小學英語課程與教學現況	演奏廳
13:30-14:10	參觀學校英語情境佈置	校園參觀（分成5組）	
14:15-14:55	教學觀摩	由外師進行示範教學	
15:00-15:30	綜合座談	主持人：教育局長官	演奏廳
15:30	賦歸		

十六、本計畫經陳報教育局核准後實施，修正時亦同。

※附件一

臺北市 100 年度國民小學英語教學觀摩暨研討會報名表

行政區/學校	區 國小	職稱	
姓名		性別	<input type="checkbox"/> 男 <input type="checkbox"/> 女
		用餐	<input type="checkbox"/> 葷 <input type="checkbox"/> 素
聯絡電話		行動電話	
E-MAIL			
身分證字號		出生日期	民國 年 月 日
說明	<p>1.請搭乘接駁遊覽車之研習教師，於 100 年 11 月 28 日(星期一)上午 7 時 15 分前至長春國小門口前集合搭車。</p> <p>2.搭乘接駁遊覽車之研習教師，請於 100 年 11 月 22 日(星期二)至東門國小網站行政公告處查詢遊覽車編號。</p> <p>3.本表填妥後，請於 100 年 11 月 7 日(星期一)前傳真至東門國小 校長室 林宛榆教師處(傳真電話：2351-7673)。</p>		

填表者:

教務主任:

校長:

Notes





貳. 英語教學專題講座

主講者 徐薇

★聽說評量的理念與實務



聽說評量的理念與實務

主講人
徐薇老師

台灣與美國的環境不同

1. 二十分之一的真相
2. 接觸時間差距大,學習方法不同
- 3.全美語小學與一般公立小學有別

小學生的英文聽說能力=成年後的英文聽說能力?

- 1. 二十年高中英文老師的經驗談
- 2. 一位建中學生談911
- 3. 申請大學的面試挑戰
- 4. 英檢複試的聽力測驗
- 5. 職場的英文競爭力
- 6. 我在美國聽脫口秀的震撼經驗

迷思

- 多聽多說就夠了嗎?
- 敢開口說就沒問題了嗎?
- 真正好的英文程度是什麼?
- 台灣6到18歲的英文教育有連貫性嗎?
- 日韓的英文程度比台灣落後?
- 天才還是良才?

後有追兵!!

1. 海峽兩岸華人學子的英文程度有差別嗎?
2. 海峽兩岸的小學英語課程的比較

中國大陸小學畢業生
初一招生英文試卷的
真相!(2010年廣州)

您不可以不知道的事實!

- 每年大學聯考,英文科分數
- 考 90分以上,只有不到2%
- 考 39分以下,卻高達50%
- 作文拿零分近兩萬個!

劣

台灣體制內的學校
英文教學設計不良

高中
7000個單字
國中
1000個單字
國小
200個單字

徐薇UP學正確的英文
學習步驟



高中
4000個單字
國中
1500個單字
國小
2500個單字

高一新生的英文成績單
告訴我們的訊息!

台灣兒童美語與發展三十年的
教學成果:

1. 老外伴演的角色
2. 遊戲中學習的成效

- 遊戲 = 興趣?
- 程度 = 自信!

自然發音法? KK音標?

- | | |
|---------|-----------|
| 1. bus | 4. bull |
| 2. busy | 5. buoy |
| 3. bury | 6. bureau |

咬字發音的重要性!

- | | | | |
|-------|----|------|----|
| ●fool | 笨蛋 | four | 四 |
| ●full | 滿的 | tour | 旅行 |
| ●fall | 秋天 | sour | 酸的 |

- ear 耳朵
- year 年

ear	[ɪr]	耳(意)
year	[jɪr]	年(爺)

字源

- 字首
- 字尾
- 字根

薇

antidisestablishmentarianism

anti-dis-establish-ment-arian-ism

反廢除者主張

- bling
- darling
- duckling
- dumpling
- changeling
- weakling

-ling

- bling
- darling
- duckling
- dumpling
- changeling
- weakling

吸引學生注意力的教學

- Ruby - ruby red
- Jack - hijack
- John - Where is the john?
- Jay - jaywalk

Pokemon

pocket口袋 + monster怪獸

Snorlax

snore打鼾 + relax放鬆

Meowth meow喵 + th

Squirtle turtle龜

想盡辦法背起來!

●simple

●dimple

●pimple

親愛的,我把{背單字}變簡單了!

1	fair	公平的	f	+	air
2	broom	掃帚	b	+	room
3	glove	手套	g	+	love
4	stalk	跟蹤	s	+	talk
5	treat	招待	tr	+	eat

學生聽懂了嗎?

1. I woke up with a Charley horse.
2. He is a wet blanket.
3. She did the honors at the party.

Notes





參. 課程介紹

明道普霖斯頓雙語

小學的英語教學創新

與挑戰—創辦人 黃啟誠



明道普霖斯頓雙語小學的英語教學創新與挑戰——讓每個孩子天賦自由

文/明道普霖斯頓雙語小學 創辦人 黃啟誠

走進明道普霖斯頓雙語小學校園裡，你會訝異發現每個孩子都用英語對話交談，讓人彷彿有置身外僑學校的感覺。許多人問我究竟是如何做到讓孩子的英語朗朗上口？其實原因很簡單，就是在這裡工作的夥伴們目標一致地希望孩子開心學英語。

然而開心學英語聽起來很簡單，但執行上卻需要解決許多困難與挑戰。用心規劃的英語校園環境，是孩子們得天獨厚的資源，明道普霖斯頓小學的課程中英文並重，每週 27 節中文課、18 節英語課，半天中文、半天英文的學習方式，走出中文大樓便是「English Only」的環境，我們的孩子熟悉這樣的模式，也融入這東西方文化兼具的校園。此外，學校採三導師制，上中文課有中文導師，英文課程則採雙導師，一位外籍教師及一位 ESL 導師，孩子依英文能力分班，每班僅有 18 人小班教學。上英文課全程由外籍導師主教及 ESL 導師協助授課。相較於其他大部分的私立雙語小學做法則是，外籍教師採科任制，因此他們僅需聘用幾位外師跑堂，大幅降低人事成本。然而我們學校的外師擔任「Homeroom Teacher」，外師人數多達 35 人，占全校職員的三分之一，更是其他學校課任跑堂外師人數的 1.5 倍，這足以證明我校給予孩子專業英語教學的用心，以及多元精緻的師資團隊。每位外籍老師都像孩子們的大朋友，孩子們長時間上下課跟外師生活相處，因此自然而然的就會用英語思考問題，進而說出流利的英語。

除了三導師制及充分的英語授課堂數，讓我們的孩子能快樂學英語的最主要關鍵是每學期舉辦大大小小的活動，讓孩子們從活動中學習英語。我校外籍教師來自美國，加拿大、英國、愛爾蘭、澳洲、紐西蘭等西方國家，他們來自不同的文化背景，我們善用外籍教師資源的優勢，將他們的特色帶入課程，研發出一套獨一無二的世界之窗(WTW)課程。藉此課程讓孩子們認識更多元的文化、風俗民情及新聞時事等議題，讓孩子有更多機會掌握世界的脈動。

猶記得上學期學校舉辦「Knowledge Bowl」類似英語版的百萬小學堂，學生需透過團隊的合作回答五花八門的問題，其中一位獲勝的學生就表示：「比賽的題目問到高更代表作向日葵的畫，我們之所以能答對，是在上 WTW 課程，介紹到法國時，我們的導師 Neil 有法國人血統，而老師又喜愛藝術，所以特別秀了許多有名作家的作品，剛好能在答題時用上。」再再證明從課程到活動，每個細節都是環環相扣的，在這裡「英語」不再只是學習的科目，而是一種工具，讓他們透過各種活動展現英語力。

明道普霖斯頓的「自然課」，更是激發學生無限潛能的學習舞台。我們的自然課相當重視「參與」實驗的過程，西方人常說，“I hear and I forget. I see and I remember. I do and I understand.” 說明了「做中學」的重要。每週有六節自然課，其中三堂中文、三堂英文由專業的外師自然教師指導。我們的孩子從小一就開始進實驗室上課，學生不斷藉由實驗、觀察、好奇、提出問題、動手做找出答案等。除來學習科學知識外，也都是在運用英語思考及討論，他們的英語力又是在自然而然的的情境中發酵。學校每年舉辦的 Science Fair、Fun Science 等活動給學生完整的西方科學素養，讓孩子探究式學習，從小組討論中決定研究主題或是製造出最有創意的科學作品。其實更重要的是，我們培養孩子解決問題的能力。這也是我們的孩子每次參加對外的科學競賽都能致勝的原因。

我們的孩子們不僅英語力卓越，學校更培養這些國家主人翁擁有「同理心」、「世界觀」以及「與他人溝通的能力」，當英語已變成孩子生活的一部分，我們更希望孩子是用英語學習更多元的知識，並利用「活動」讓孩子學習與他人相處的能力。藉由小組合作、討論激盪出更多創意及多元思考。而舉辦「活動」，我想應該算是我校英語教學的一大挑戰，但我很有自信地說，我們學校應該是台中市每學期舉辦最多活動的小學，原因無它，就是要讓孩子多元學習，以及激發孩子各種潛能，讓他們的天賦自由。我也相信，孩子的學習不應該只侷限於課堂上或者書本裡。藉由「活動」可激發學生興趣，進而主動學習，唯有主動學習的力量才是無限大。舉辦「活動」也許是許多教育單位最不想碰觸的事情，然而我

校的同仁們都以辦活動為樂，每場活動從企劃、討論到執行，無不考驗著每個承辦者的細心及組織能力，更是培養明道普霖斯頓所有員工的默契與合作能力。雖然大家辛苦，但為了提供孩子多元學習的舞台，我們甘之如飴。這種滿足，在每個孩子露出陽光般笑容的臉上一一道盡，也只有在這裡工作的夥伴們能體會其中甜美滋味。

明道普霖斯頓創校至今已經九歲了！我們經歷從未有過的中英整合、雙語並重的校區經營模式，也在東西文化的融合中，培養出一屆又一屆品性、學識優秀兼具國際觀的世界公民，我們很開心地看到歷屆畢業生中已有就讀北一女、台中一中、台大、美國麻省理工、柏克萊等，他們都是面對兩種語言的挑戰與學習，在如此豐富的教育資源下有傑出的表現，接收雙倍課業的刺激成長。或許有的人會說，他們是一群贏在起跑點的孩子，但未必會贏在終點。然而我覺得他們不僅贏在起跑點，未來也肯定會贏在終點，因為從明道普霖斯頓雙語小學畢業的孩子都已經具備了與世界接軌的能力，都是未來世界期待的人才。

孩子的一小步，是明道普霖斯頓未來發展的一大步，因此我們盡心盡力地讓每一位孩子都具備有傲人的雙語能力，迎接未來全球化的挑戰。最後在此祝福本次參加研討會的老師們，在這趟明道普霖斯頓之旅都能滿載而歸；也殷切期盼您繼續給予我們掌聲與賜教。

Notes





肆. 教學經驗分享
增進孩子聽與說
的能力一

明道普霖斯頓雙語小學
教師 Jason Buddo



Improving Your Children's Listening and Speaking Skills

增進孩子聽與說的能力

文/ 明道普霖斯頓雙語小學 教師 Jason Buddo

At school, students have a lot of opportunities to communicate with teachers and classmates. In order to get ahead, though, students should also be learning more outside the classroom. This article offers a few suggestions on how you can improve your children's listening and speaking abilities.

在學校裡學生們有很多機會去聽老師和同學說英文。為了讓孩子提昇英語力,在教室以外也應該要有更多的英語學習。這篇文章提供了一些建議告訴您如何增進您孩子英文聽與說的能力。

秘技 1 有聲書 Audio Books

Find a book your children would enjoy reading and purchase the audio book online. By listening to an audio book while they read, their pronunciation and reading will improve dramatically, not to mention their vocabulary, grammar, listening, and writing. Later, your kids can listen to the book without the text. Encourage them to share audio books with their friends. Audio books like Diary of a Wimpy Kid, which provide vocabulary help, make it easier to read and learn more vocabulary. Magazines that come with CDs are also very beneficial.

找一本孩子會喜歡的書,可從網路上購買有聲書。當他們在邊聽邊讀的時候,他們的發音以及閱讀能力會有顯著的進步,同時字彙,文法,聽力和寫作能力的增進隨之而來!接著,孩子就可以不用看著課本單單聆聽 CD。鼓勵孩子和他的朋友們分享有聲書。像是 Diary of a Wimpy Kid 遜咖日記,它有單字注釋,使讀者更容易閱讀並且可以學到更多新的字彙。此外,一些附有 CD 的廣播教學雜誌,也非常有幫助。

Native English speakers grow up surrounded in an English environment. Consequently, knowing how to pronounce words comes naturally. To compensate for this lack of exposure, have your kids read along with audio books. They will get all the benefits of reading and more exposure to good pronunciation.

以英文為母語的人是生活在英文的環境中,當然他們的發音會非常地自然,為了彌補這個欠缺,讓孩子讀有聲書,使他們沉浸在道地的發音中,為他們帶來閱讀的益處。

秘技 2 電影和爆米花 Movies & Popcorn

Movies are an excellent way to improve your children's listening and speaking skills.

Rent a movie or watch one online, and instead of reading Chinese subtitles, try reading the English subtitles. By watching films from around the world, they can pick up a lot of useful idioms and familiarize themselves with different accents. Oh yeah, don't forget the popcorn!

看電影是個增進孩子聽與說能力的絕佳方式，租個電影或者在線上觀看，並以英文字幕取代中文字幕。藉由觀看各國的影片，孩子們可以學到許多有用的慣用語並熟悉各種不同的腔調。還有，別忘了來點爆米花喔！

祕技 3 電視節目 TV Shows

Like movies, TV shows offer the same benefits. I would recommend Sponge Bob Square Pants, Scooby Doo, and Naruto. Before you purchase anything, check out the highlights of each show on YouTube. Be sure to find a show your children would enjoy watching. Even if they watch just 15 minutes a day, you will be amazed at how much they can learn and use in their daily lives.

就像電影一樣，電視節目也能夠提供相同的好處。我會推薦像 Sponge Bob Square Pants, Scooby Doo, and Naruto。在購買任何節目帶之前，先在 YouTube 網站上檢視一下，確定孩子會喜歡觀看。儘管他們一天只看個 15 分鐘，你也會很驚訝的發現他們每天所學到的，甚至能夠運用出來！

祕技 4 網際網路 The Internet

Before your children check their blogs, play computer games, or chat online, have them spend 10 minutes practicing English online. Set your homepage to an English website. Here are a few websites they might enjoy. These sites are great for improving all four language skills: listening, reading, speaking, and writing.

在孩子瀏覽他們的部落格，玩電腦遊戲，或者在線上聊天之前，讓他們花十分鐘在線上練習英文。將你網路上的首頁設置為英文的網站。以下是一些孩子們可能會喜歡的英文網站，而這些網站能夠有效增進英文聽、說、讀、寫等四大技巧！

推薦網站：

<http://learnenglishkids.britishcouncil.org/en>

<http://www.timeforkids.com>

<http://kids.nationalgeographic.com/kids/>

<http://www.agkidzone.com/home>

<http://www.cartoonnetwork.co.nz/>

<http://www.kidsciencechallenge.com/>

<http://www.funology.com/>

祕技 5 音樂 Music

Also, find out what kind of music your children like and buy them a CD or download some songs from the Internet. Search the music video on YouTube and learn how to dance with your kids. If you type the name of the song followed by the word *lyrics* on any major search engine, you will be able to sing along to your favorite tunes.

同樣地，了解一下孩子所喜歡的音樂，給他們買些 CD 或從網路上下載一些歌曲來聽。在 YouTube 上找出音樂影片和孩子一起跳上一段。在你輸入歌曲名稱之後，打上 lyrics 字樣就會搜尋到歌詞內容，並能夠唱出你最喜歡的歌曲了。

祕技 6 未來的同步口譯員 Future Interpreters

When your children speak in their mother tongue, encourage them to think about whether or not they can interpret what they say into English. I often do this when I'm speaking English to friends in Taiwan. When I can't interpret what is being said into Chinese, I remember the word or phrase and look it up when I get home. Sometimes I ask my friends for help.

Even when family or friends are speaking, encourage your children to silently interpret what they hear into English. The language they use every day is the kind of language they need to learn.

當你的孩子說母語的時候，鼓勵他們想想，是否能夠以英文說出他們正在說的話。我在台灣跟朋友說英文的時候常常這麼想，當我不能將我所說的同步在心裏翻譯成中文的時候，我就將這個字或片語記下，當我回到家時再找出答案，或者請教朋友。

當家人或朋友在說話的時候，鼓勵孩子在心裡默默地將他們所說的話翻譯成英文，每天所使用的語言正是孩子們所需要學習的語言。

祕技 7 口袋中的小筆記 Pocket Notebooks

Encourage your kids to carry a small notebook with them. The next time their friend says, “活該” they should write this phrase down in their notebook. When they see their teachers, they can ask them how to say this phrase in English, or they can go home and look it up on the Internet. “You asked for it!”

鼓勵你的孩子隨身攜帶一本小筆記，下次當他的朋友說：「活該！」的時候，就可以把這個片語記在他的筆記中，看見老師的時候，可以問老師這句話英文怎麼說，或者可以回家從網路上找出答案是 “You asked for it!”

This notebook is like a set of flashcards. When they find themselves sitting on a train or waiting for a friend, they can whip out their notebook and review. They can also think of some new words or phrases they want to learn and write them down.

這本小筆記就會像是一套字卡。當他們坐火車或是等朋友的時候，他們可以打開筆記來瀏覽複習。同時也可以寫下一些他們想學的新字彙或片語。

Students need to be thinking of English outside the classroom. In order for them to get into the habit of doing this, they must first discover how fun and relevant English is to their lives. Find out what interests your kids and simply incorporate English. Their listening and speaking skills will certainly improve.

結論是，學生需要在教室以外也用英文來思考，為了使他們能夠養成用英文來思考的習慣，他們必須先發現英文是和他們的生活相關連的也是非常有趣的。找出孩子有興趣的事物，然後把它和英文相連結，那麼他們聽與說的技巧當然會有進步。



伍. 分組名單

- ★研習學員分組名單(遊覽車)
- ★演奏廳座位表
- ★校園參觀及教學觀摩學員
分組名單



臺北市 100 年度國民小學英語教學觀摩暨研討會 車次表 A

A	教師姓名	服務學校	A	教師姓名	服務學校
1	王藝霖	臺北市士林區士東國民小學	19	張莉玉	臺北市大安區古亭國民小學
2	陳美惠	臺北市士林區士林國民小學	20	柯思涵	臺北市大安區幸安國民小學
3	楊永馨	臺北市士林區文昌國民小學	21	謝欣芸	臺北市大安區銘傳國民小學
4	簡仔君	臺北市士林區百齡國民小學	22	何亭嫻	臺北市中山區大佳國民小學
5	賴雅慧	臺北市士林區社子國民小學	23	張美如	臺北市中山區中山國民小學
6	蔣昀璉	臺北市士林區富安國民小學	24	劉慧芬	臺北市中山區中正國民小學
7	賴玉倩	臺北市士林區葫蘆國民小學	25	施穆穆	臺北市中山區永安國民小學
8	吳忠訓	臺北市士林區劍潭國民小學	26	陳鳳姬	臺北市中山區永安國民小學
9	連偉蓉	臺北市大同區大同國民小學	27	王品心	臺北市中山區吉林國民小學
10	張美倫	臺北市大同區大橋國民小學	28	成進華	臺北市中山區長春國民小學
11	李淑華	臺北市大同區大龍國民小學	29	林盈妤	臺北市中山區濱江國民小學
12	莊宛琪	臺北市大同區太平國民小學	30	黃翠菊	臺北市中正區忠孝國民小學
13	張淑君	臺北市大同區日新國民小學	31	林涵西	臺北市中正區忠義國民小學
14	潘婉茹	臺北市大同區蓬萊國民小學	32	周宛亭	臺北市龍安國小
15	柯玟慧	臺北市大同區蓬萊國民小學	33	工作人員： 林宛榆	臺北市中正區東門國民小學
16	楊筱玲	臺北市大安區大安國民小學	34	工作人員： 凌瑋	臺北市中正區東門國民小學
17	何齊心	臺北市大安區仁愛國民小學	35		
18	莊潔	臺北市大安區公館國民小學	36		

臺北市 100 年度國民小學英語教學觀摩暨研討會 車次表 B

B	教師姓名	服務學校	B	教師姓名	服務學校
1	王默君	臺北市士林區士東國民小學	14	林淑惠	臺北市 龍山 國民小學
2	王慧珠 校長	臺北市士林區天母國民小學	15	張齡心	臺北市大安區仁愛國民小學
3	高婉妃	臺北市大同區大橋國民小學	16	東門國 小教務 主任	臺北市中正區東門國民小學
4	陳順和 校長	臺北市中正區東門國民小學	17	工作人員： 許家寧	臺北市士林區天母國民小學
5	楊珩	臺北市文山區萬興國民小學	18	工作人員： 黃雅苓	臺北市士林區天母國民小學
6	沈佩玲	臺北市文山區實踐國民小學	19	工作人員： 天母國小 老師	臺北市士林區天母國民小學
7	陳彥伶	臺北市北投區文化國民小學	20	教育局	馮副局長
8	張孝慈	臺北市國語實驗國民小學	21	教育局	謝科長
9	章菁	臺北市政府教育局督學室	22	教育局	譔股長
10	徐曼理 校長	臺北市大同區大同國民小學	23	教育局	朱老師
11	張秀潔 校長	臺北市士林區溪山國民小學	24	張文宏 校長	臺北市仁愛國小校長
12	陳健豪	臺北市仁愛國民小學	25	陳福源 校長	臺北市日新國小校長
13	黃心怡	臺北市 新民國小	26		

臺北市 100 年度國民小學英語教學觀摩暨研討會 車次表 C

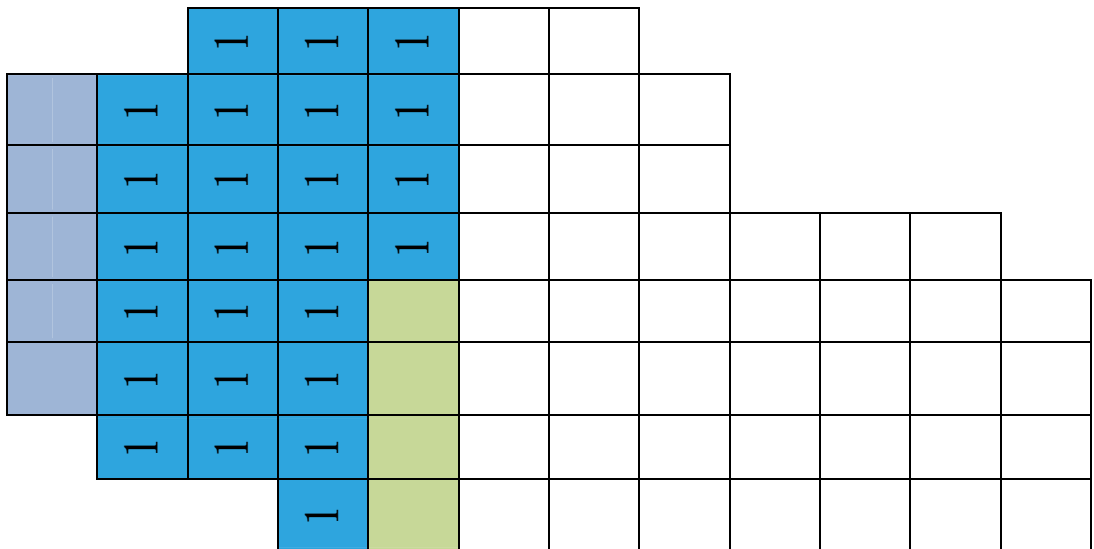
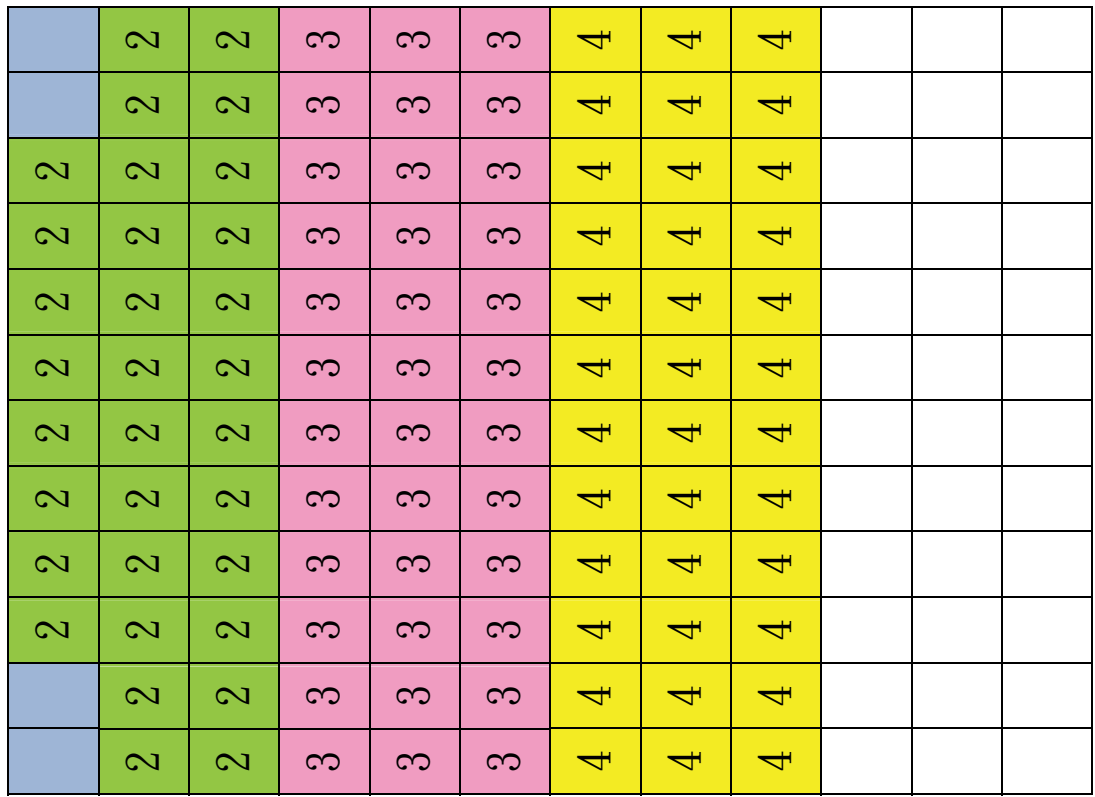
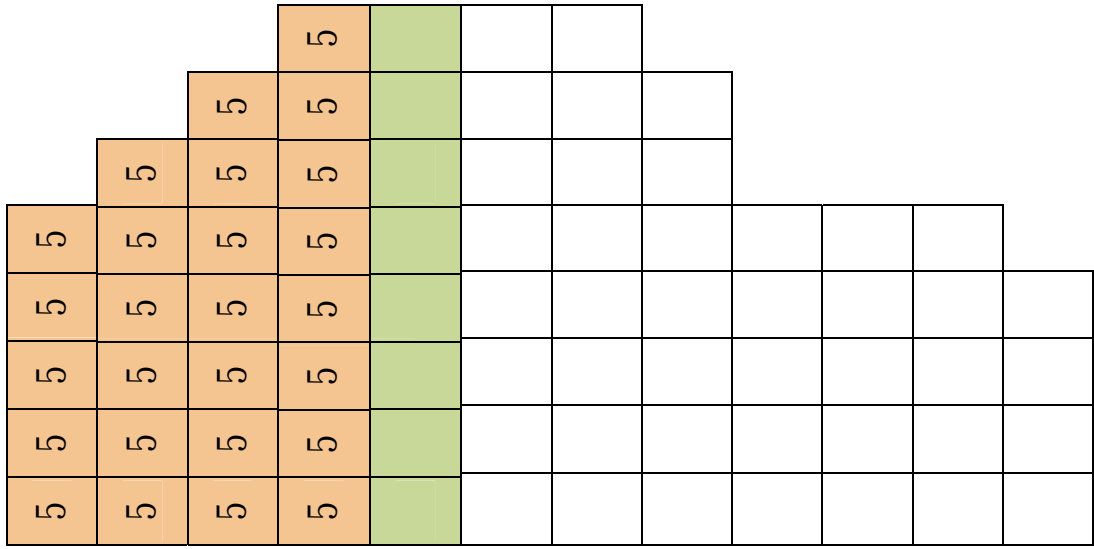
C	教師姓名	服務學校	C	教師姓名	服務學校
1	工作人員： 婕薇	臺北市中正區東門國民小學	19	林雅婷	臺北市文山區明道國民小學
2	工作人員： 懿瑩	臺北市中正區東門國民小學	20	鄭芸芸	臺北市文山區武功國民小學
3	鐘湘庭	臺北市中正區東門國民小學	21	王佐民	臺北市文山區景美國民小學
4	楊宜璋	臺北市中正區東門國民小學	22	施雅薇	臺北市文山區景興國民小學
5	李茵琦	臺北市中正區河堤國民小學	23	陳錦芬	臺北市文山區溪口國民小學
6	吳月燕	臺北市中正區南門國民小學	24	賴盈靜	臺北市文山區萬芳國民小學
7	蘇稚雅	臺北市內湖區大湖國民小學	25	李依蘋	臺北市文山區萬福國民小學
8	郭若蘭	臺北市內湖區內湖國民小學	26	吳香瑩	臺北市文山區萬興國民小學
9	方錦鳳	臺北市內湖區文湖國民小學	27	羅麗美	臺北市文山區萬興國民小學
10	蕭玫君	臺北市內湖區西湖國民小學	28	蔡惠如	臺北市文山區興隆國民小學
11	曾佩婷	臺北市內湖區明湖國民小學	29	尤曉雯	臺北市北投區大屯國民小學
12	黃宗卉	臺北市內湖區明湖國民小學	30	游淑梅	臺北市北投區文林國民小學
13	劉昱君	臺北市內湖區南湖國民小學	31	黃琬琪	臺北市北投區北投國民小學
14	陳宥琳	臺北市內湖區碧湖國民小學	32	阮玲	臺北市北投區立農國民小學
15	李宏婷	臺北市內湖區麗山國民小學	33	廖本森	臺北市北投區泉源國民小學
16	陳鈺雯	臺北市文山區力行國民小學	34	柯得明	臺北市北投區桃源國民小學
17	吳瑞芸	臺北市文山區永建國民小學	35	林佳吟	臺北市北投區清江國民小學
18	陳麗君	臺北市文山區辛亥國民小學	36		

臺北市 100 年度國民小學英語教學觀摩暨研討會 車次表 D

D	教師姓名	服務學校	D	教師姓名	服務學校
1	曹尹齡	臺北市北投區關渡國民小學	19	王姿惠	臺北市南港區成德國民小學
2	周秀珮	臺北市北投區關渡國民小學	20	江秀珠	臺北市南港區南港國民小學
3	楊濬瑜	臺北市北投區關渡國民小學	21	駱玉美	臺北市南港區南港國民小學
4	楊淑雯	臺北市松山區三民國民小學	22	張如蓮	臺北市南港區胡適國民小學
5	翁瑞苓	臺北市松山區民生國民小學	23	廖巧馨	臺北市南港區修德國民小學
6	洪宜紉	臺北市松山區民族國民小學	24	楊曉薇	臺北市南港區舊莊國民小學
7	陳伶芳	臺北市松山區民權國民小學	25	黃佳蓉	臺北市萬華區東園國民小學
8	許景舜	臺北市松山區西松國民小學	26	陳慧蘭	臺北市萬華區華江國民小學
9	黃澄芬	臺北市松山區松山國民小學	27	閻惠瑛	臺北市萬華區萬大國民小學
10	廖欣珮	臺北市松山區敦化國民小學	28	周季霖	臺北市萬華區龍山國民小學
11	孫繡麗	臺北市信義區三興國民小學	29	吳佳慧	臺北市萬華區雙園國民小學
12	張惠婷	臺北市信義區永春國民小學	30	羅彬如	台北市私立中山國民小學暨附設幼稚園
13	黃澤珍	臺北市信義區光復國民小學	31	黃麗晏	台北市私立再興國民小學
14	蔡詠暉	臺北市信義區光復國民小學	32	林珊吟	台北市私立靜心國民小學
15	林慶玲	臺北市信義區吳興國民小學	33	徐聖惠	台北市私立靜心國民小學
16	梁嘉菱	臺北市信義區信義國民小學	34	林慧慧	臺北市私立光仁小學
17	楊玉伊	臺北市信義區博愛國民小學	35	工作人員： 羅天伶	臺北市中正區東門國民小學
18	韓璧如	臺北市信義區興雅國民小學	36	工作人員： 林欣姿	臺北市中正區東門國民小學

演奏廳位置圖

舞台



校園參觀暨教學觀摩分組名單

演奏廳組別	教師名字	教學觀摩教室	演奏廳組別	教師名字	教學觀摩教室	演奏廳組別	教師名字	教學觀摩教室
1-001	王藝霖	4I(T. Nick)	2-001	王默君	2B(T. Domenic)	3-001	劉慧芬	3A(T. Scott)
1-002	陳美惠	4I(T. Nick)	2-002	東門國小教務主任	2B(T. Domenic)	3-002	施穆穆	3A(T. Scott)
1-003	楊永馨	4I(T. Nick)	2-003	高婉妃	2B(T. Domenic)	3-003	陳鳳姬	3A(T. Scott)
1-004	簡仔君	4I(T. Nick)	2-004	陳彥伶	2B(T. Domenic)	3-004	王品心	3A(T. Scott)
1-005	賴雅慧	4I(T. Nick)	2-005	楊珩	2B(T. Domenic)	3-005	成進華	3A(T. Scott)
1-006	蔣昀璉	4I(T. Nick)	2-006	沈佩玲	2B(T. Domenic)	3-006	林盈妤	3A(T. Scott)
1-007	賴玉倩	4I(T. Nick)	2-007	陳健豪	2B(T. Domenic)	3-007	黃翠菊	3A(T. Scott)
1-008			2-008	張孝慈	2B(T. Domenic)	3-008	林涵西	3A(T. Scott)
1-009	吳忠訓	4J(T. Gerald)	2-009	章菁	2B(T. Domenic)	3-009	鐘湘庭	3A(T. Scott)
1-010	連偉蓉	4J(T. Gerald)	2-010	徐曼理	2B(T. Domenic)	3-010	楊宜璋	3A(T. Scott)
1-011	張美倫	4J(T. Gerald)	2-011	張秀潔	2B(T. Domenic)	3-011	李茵琦	3A(T. Scott)
1-012	李淑華	4J(T. Gerald)	2-012		2B(T. Domenic)	3-012	吳月燕	3A(T. Scott)
1-013	莊宛琪	4J(T. Gerald)	2-013	陳順和	實驗室	3-013	蘇稚雅	3A(T. Scott)
1-014	張淑君	4J(T. Gerald)	2-014	黃心怡	實驗室	3-014	郭若蘭	3B(T. Jason)
1-015	潘婉茹	4J(T. Gerald)	2-015	葉美萍	實驗室	3-015	方錦鳳	3B(T. Jason)
1-016	柯玟慧	4J(T. Gerald)	2-016	林淑惠	實驗室	3-016	蕭玟君	3B(T. Jason)
1-017	周宛亭	4G(T. Steve)	2-017	張齡心	實驗室	3-017	曾佩婷	3B(T. Jason)
1-018	楊筱玲	4G(T. Steve)	2-018	王慧珠	實驗室	3-018	黃宗卉	3B(T. Jason)
1-019	何齊心	4G(T. Steve)	2-019	張文宏	實驗室	3-019	劉昱君	3B(T. Jason)
1-020	莊潔	4G(T. Steve)	2-020	陳福源	實驗室	3-020	陳宥琳	3B(T. Jason)
1-021	張莉玉	4G(T. Steve)	2-021	教育局官員	實驗室	3-021	李宏婷	3B(T. Jason)
1-022	柯思涵	4G(T. Steve)	2-022	教育局官員	實驗室	3-022	陳鈺雯	3B(T. Jason)
1-023	謝欣芸	4G(T. Steve)	2-023	教育局官員	實驗室	3-023	吳瑞芸	3B(T. Jason)
1-024	何亭嫻	4G(T. Steve)	2-024	教育局官員	實驗室	3-024	陳麗君	3B(T. Jason)
1-025	張美如	4G(T. Steve)	2-025		實驗室	3-025	林雅婷	3B(T. Jason)

演奏廳組別	教師名字	教學觀摩教室	演奏廳組別	教師名字	教學觀摩教室	演奏廳組別	教師名字	教學觀摩教室
4-001	鄭芸芸	2A(T. Simon)	5-001	廖欣珮	4-6(Jonathan)			
4-002	王佐民	2A(T. Simon)	5-002	孫繡麗	4-6(Jonathan)			
4-003	施雅薇	2A(T. Simon)	5-003	張惠婷	4-6(Jonathan)			
4-004	陳錦芬	2A(T. Simon)	5-004	黃澤珍	4-6(Jonathan)			
4-005	賴盈靜	2A(T. Simon)	5-005	蔡詠暉	4-6(Jonathan)			
4-006	李依蘋	2A(T. Simon)	5-006	林慶玲	4-6(Jonathan)			
4-007	吳香瑩	2A(T. Simon)	5-007	梁嘉菱	4-6(Jonathan)			
4-008	羅麗美	2A(T. Simon)	5-008	楊玉伊	4-6(Jonathan)			
4-009	蔡惠如	2A(T. Simon)	5-009	韓璧如	4-6(Jonathan)			
4-010	尤曉雯	2A(T. Simon)	5-010	王姿惠	4-6(Jonathan)			
4-011	游淑梅	2A(T. Simon)	5-011	江秀珠	4-6(Jonathan)			
4-012	黃琬琪	2A(T. Simon)	5-012	駱玉美	3I(Joe)			
4-013	阮玲	2E(T. Carmen)	5-013	張如蓮	3I(Joe)			
4-014	廖本森	2E(T. Carmen)	5-014	廖巧馨	3I(Joe)			
4-015	柯得明	2E(T. Carmen)	5-015	楊曉薇	3I(Joe)			
4-016	林佳吟	2E(T. Carmen)	5-016	黃佳蓉	3I(Joe)			
4-017	曹尹齡	2E(T. Carmen)	5-017	陳慧蘭	3I(Joe)			
4-018	周秀珩	2E(T. Carmen)	5-018	閻惠瑛	3I(Joe)			
4-019	楊濬瑜	2E(T. Carmen)	5-019	周季霖	3I(Joe)			
4-020	楊淑雯	2E(T. Carmen)	5-020	吳佳慧	3I(Joe)			
4-021	翁瑞苓	2E(T. Carmen)	5-021	羅彬如	3I(Joe)			
4-022	洪宜紉	2E(T. Carmen)	5-022	黃麗晏	3I(Joe)			
4-023	陳伶芳	2E(T. Carmen)	5-023	林珊吟	3I(Joe)			
4-024	許景舜	2E(T. Carmen)	5-024	徐聖惠	3I(Joe)			
4-025	黃滢芬	2E(T. Carmen)	5-025	林慧慧	3I(Joe)			

Notes





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Lesson Plan

Teacher: Carmen Carlson	Date: 28 November 2011
Subject Area: Windows to the World	Length of Lesson: 40 Minutes
Unit Title: People and Places.	Lesson Title: The New and Old Seven Wonders of the World.
Student Profile	
Grade Level: 1.5	Number of Students: 18
<p>Pre-requisites or Students' prior learning experience: In previous Windows to the World classes, the students have learned that the earth is made up of seven continents and five major oceans. Students are able to find different countries using a globe or a map by deciding if a country is in the Northern or Southern Hemisphere and on what continent.</p>	
<p>Objectives: After completion, students will be able to: Identify the New Seven Wonders of the world. Understand their significance in the past, present and future.</p>	
<p>Lesson Content: Main Concepts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Studying the New Seven Wonders of the World: Who built them and why <input type="checkbox"/> Learning that some till this day remain a mystery <input type="checkbox"/> Realizing their magnificence and magnitude <input type="checkbox"/> Gaining a little insight as to how these monuments of time increase tourism <p>Global Perspective:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Destinations around the world <input type="checkbox"/> Famous landmarks <input type="checkbox"/> Historical facts 	
Instructional Procedures	
Introduction	Story: The Magic School Bus... Forget Miss Frizzle, Teacher Carmen goes on a trip around the world.
Development	Power point presentation introducing the New Seven Wonders of the World.
Practice	<p>Pin the Wonder on the World game. Students will be divided up into seven groups. Each group will select...</p> <ol style="list-style-type: none"> 1) A leader who is in charge of giving instructions. E.g. Northern Hemisphere. In Europe. 2) A pilot who pins the Wonder on the World (blindfolded). 3) The flight control who corrects the pilot (if needed).

<p>Checking for Understanding (Formative Assessment)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Task <u>In groups decide which World Wonder they would like to visit.</u> <input type="checkbox"/> Questioning <u>Q and A throughout class.</u> <input type="checkbox"/> Observation <u>Examine students ability work in groups and participate in discussions about their choice of World Wonder .</u> <input type="checkbox"/> Discussion <u>Students discuss their choice of World Wonder with the rest of the class.</u>
<p>Closure</p>	<p>Discuss the importance of broadening our horizons and learning about places faraway from where we live.</p>
<p>Materials and Aids</p>	<p>PPT, Map of the World</p>

Observation form





Lesson Plan

Teacher: Domenic	Date: 28 th November, 2011
Subject Area: Reading	Length of Lesson: 40 mins
Unit Title: Around the Pond: Who's Been Here?	Lesson Title: Vocabulary: Multiple Meaning Words
Student Profile	
Grade Level: 2.1	Number of Students: 19
Pre-requisites or Students' prior learning experience: Students have experience with some of the new vocabulary introduced from their last 2 stories (pick, stick, bark, tie)	
Objectives: Students will be able to: <ul style="list-style-type: none"> • Recognize words with multiple meanings in their written form • Use context clues to tell them which meaning is indicated • Speak authentic sentences using target MMW (multiple meaning words). • Write novel sentences using target MMW. 	
Lesson Content: 1) Introduction to a) concept of MMW b) target MMW via power point. 2) Teacher-Teacher, Teacher-Student, S-T, S-S modeling of MMW Card activity. 3) Card activity 4) Individual Work (Student Book p.165)	
Instructional Procedures	
Introduction	Definition of a description and an example description for the students to try and guess.
Development	Go through the various stages of the worksheet: 1. Adjectives 2. Adverbs 3. Topic Ideas 4. Sensory words
Practice	Asking questions as we go on each area.
Checking for Understanding (Formative Assessment)	<input type="checkbox"/> Task :Listen, Read, Speak: Matching Meanings of Multiple Meaning words <input type="checkbox"/> Questioning During Vocab Introduction <input type="checkbox"/> Observation T will monitor s's independent work and performance in group activity <input type="checkbox"/> Discussion of original student sentences as a class.
Closure	Review Students' novel sentences as a class
Materials and Aids	MMW PowerPoint, MMW cards Practice Book page 165

Observation form





Lesson Plan

Teacher: Gerald	Date: 28th November
Subject Area: Writing	Length of Lesson: 40 minutes
Unit Title: Grandma's Record	Lesson Title: Proofreading
Student Profile	
Grade Level: 3	Number of Students: 16
Pre-requisites or Students' prior learning experience: Students need to speak and write at third grade level English according to a United States curriculum. They must have a good grasp of English grammar (especially knowledge of most of the elements used in this lesson) and spelling and, be able to write paragraphs and short stories.	
Objectives: After completion of the lesson, students will be able to gain a greater ability to proofread paragraphs and short stories by finding and correcting errors in their own stories.	
Instructional Procedures	
Lesson Content: Class discussion about proofreading and what it is and why we do it. Identify the kinds of elements proofreading can help make your writing better. In this lesson, those are spelling, correct use of plural and singular nouns, subject - verb agreements, punctuation, content, and correct placement of prepositions and articles. A short paragraph containing errors is written on the chalkboard. Class corrects the errors following the order of the checklist developed during our previous discussion. We will have a class discussion about procedures and a question and answer period. Students proofread and correct their own paragraphs from their free writing. When finished, if time allows, they exchange paragraphs with other students and check each other's work. Compare corrected paragraphs to original paragraphs. If time allows, corrected and original works will be read by students.	
Introduction	Read an anonymous free-writing story from another class. Q&A
Development	Paragraph from the previously read story is on chalkboard.
Practice	Students help correct paragraph on chalkboard using elements identified in lesson. Students then proofread their own free writing.

Checking for Understanding (Formative Assessment)	<ul style="list-style-type: none"> <input type="checkbox"/> Task: <u>Proofread own free writing.</u> _ <input type="checkbox"/> Questioning: <u>Q&A time preceding and during Task</u> <input type="checkbox"/> Observation: <u>Examine student work.</u> <input type="checkbox"/> Discussion <u>About free writing corrections</u> <input type="checkbox"/> Other: <u>Compare original paragraph to corrected paragraph.</u>
Closure	Review what has been learned emphasizing the value of proofreading.
Materials and Aids	Chalkboard, two pieces of student free writing each

Observation form





Lesson Plan

Teacher: Jason	Date: 28 November
Subject Area: Reading	Length of Lesson: 40 minutes
Unit Title: Boss of the Plains	Lesson Title: Story Review
Student Profile	
Grade Level: 4.1	Number of Students: 16
Pre-requisites or Students' prior learning experience: Students will have read the story before the lesson.	
Objectives: After completion of the lesson, students will be able to: identify key events in the story, use time order words, and write a story summary.	
Lesson Content: 1. Students piece together sentences using paper slips. 2. Then they put the sentences/events in correct order and read them aloud. 3. They study a sample PP summary and identify the five writing mistakes. 4. Students write their own summary. 5. Finally, they read their summary to classmates and make corrections if necessary.	
Instructional Procedures	
Introduction	Introduce and play the Sentence Puzzle Game
Development	Students put key events from the story in the correct order.
Practice	Students read a sample PP story summary and find the 5 mistakes.
Checking for Understanding (Formative Assessment)	<input type="checkbox"/> Task: Students write a story summary. <input type="checkbox"/> Questioning: Ask students if they can identify time order words. <input type="checkbox"/> Observation: See how students are progressing with their summaries. <input type="checkbox"/> Discussion: Students can discuss any problems they find with their story summaries. <input type="checkbox"/> Other
Closure	Students read their story summaries to classmates.
Materials/Aids	Paper Slips, PowerPoint Story Summary, Reading Report Books

Observation form





Lesson Plan

Teacher: JC	Date: Nov 28
Subject Area: Science	Length of Lesson 40 min
Unit Title: Kingdoms of Life	Lesson Title: Bottle Biology
Student Profile	
Grade Level: 5	Number of Students 17
<p>Pre-requisites or Students' prior learning experience: Students have learned about bacteria and fungus and how they work as decomposers.</p>	
<p>Objectives: After completion of the lesson, students will be able to: Know the steps involved in making their own compost container. Understand the processes involved in decomposition and the factors that can enhance or hinder decomposition.</p>	
<p>Lesson Content: Students will learn about process of composting and the benefits involved. In this lab students will build a few see-through compost containers. They will then place a variety of composting materials into the various containers and will observe, on a weekly basis, changes in compost temperature, structure height, compost tea formation as well as measuring changes in the pH levels of the compost tea. The goal is to try to find the optimal conditions for generating good compost.</p>	
Instructional Procedures	
Introduction	Introduce the students to the concept and benefits of composting your own waste vegetable matter.
Development	Build the Bottle Biology Decomposition container. Fill it with the right kind of compost material.
Practice	This lab is the practical application of what they have learned about fungus and bacteria and how they work as decomposers.
Checking for Understanding (Formative Assessment)	<ul style="list-style-type: none"> <input type="checkbox"/> Task: Observe how the students follow the given instructions as well as how well they cooperate to complete the experiment. <input type="checkbox"/> Questioning: Ask students cause and effect type questions concerning the method and procedure of the experiment. Ex: If we didn't poke any drainage holes in the bottom what are the likely consequences?

	<p>☐ Observation: Observe students while assessing the following: Who’s being proactive, who’s asking me questions (both experimental and theoretical), are they managing their time well and how are they dealing with problems that arise during the course of the experiment.</p> <p>☐ Lab Report: This is the formal report that the students will write up at the completion of the experiment. In this report they need to write a conclusion that explains the results they got (expected or not). Explain how this knowledge can be used in a “real-world” setting and what steps could they take to improve this experiment if they were to perform it again.</p>
Closure	<p>By the end of the experiment the students will have collected enough data to write up a report. We will then discuss the results that they obtain to see how they match with their original hypotheses. We will also compare their class’ results with those from other classes.</p>
Post Lesson	<p>Throughout the process I will engage the students in a weekly discussion of the changes and the progress of their compost.</p>
Materials and Aids	<p>Necessary materials to make the compost containers, vegetable waste material, thermometers and worms.</p>

Observation form





Lesson Plan

Teacher: Joe	Date: November 28 th , 2011
Subject Area: Windows to the World	Length of Lesson: 40 Minutes
Unit Title: Europe	Lesson Title: European Colonies Around the World
Student Profile	
Grade Level: 6	Number of Students: 15
Pre-requisites or Students' prior learning experience:	
<p>The students have learned about European demographics and the various counties that make up Europe. We began by studying the ancient cultures of Greece and Rome focusing on the impact that civilizations like these have had on the greater world. The students understand the influence that modern European countries have had on the world.</p>	
Objectives:	
<p>After completion of the lesson, students will be able to understand the extent of European colonization in the world between the years of 1492 and 2011. They will understand where in the world the different counties colonized during certain years, why the cultures in this area are similar to the various European nations and they will know more about the state of the world now.</p>	
Lesson Content:	
<p>Begin by teaching the students about colonization and then, using a Power Point demonstration, show them the extent of European colonization with respect to different dates in history. Once the lesson has been completed, the students will do an activity that involves coloring different maps of the world that represent colonization in different dates of history.</p>	
Instructional Procedures	
Introduction (5 minutes)	Explain the word "colonize" and discuss what it means to do so. Talk about how European countries have colonized different counties in the world. Ask them to tell me countries they know that have colonized different areas of the world. Use previous knowledge to give confidence to the students in the upcoming lesson.
Development (10 minutes)	Using a PowerPoint demonstration with various maps of the world with different dates, the students will visually see the different trends in colonization of various European nations between 1492 and 2011.
Practice (20 minutes)	Students will be assigned a color to correspond with a certain country and they will color in the different areas of the world that their country colonized in different dates. They will then produce, as a class, different maps of the world in color that show the colonization for different dates in history.
Checking for Understanding	<input type="checkbox"/> Task : Students are able to carry out the activity properly and understand what they

<p>(Formative Assessment)</p>	<p>are meant to do.</p> <ul style="list-style-type: none"> ❑ Questioning: Students can respond to questions asked to them about the topic and show understanding. ❑ Observation: Teacher observes the students working properly throughout the lesson. ❑ Discussion: Students have ideas that can be shared with classmates and show an interest in the topic. ❑ Other: Student have good teamwork and seriousness throughout the lesson.
<p>Closure (5 minutes)</p>	<p>Finish with a discussion of which counties were more influential in the world and about the cultures of those places now. Check students' understanding of the lesson.</p>
<p>Materials and Aids</p>	<p>Power Point Presentation. A3 maps of the world. Different colored pencils or markers.</p>

Observation form





Lesson Plan

Teacher: T. Jonathan K.	Date: 28 th November, 2011
Subject Area: Reading	Length of Lesson: 40 mins
Unit Title: Mariah Keeps Cool	Lesson Title: Problems, Solutions and Decisions
Student Profile	
Grade Level: 6	Number of Students: 10
<p>Pre-requisites or Students' prior learning experience: Prior work on problems and solutions. Prior reading of the story 'La Bamba'. First class read-through of 'Mariah Keeps Cool'</p>	
<p>Objectives: Students will be able to define the word 'evaluate' and evaluate decisions orally (average and more able students); Identify a problem and think of 2-3 solutions (all abilities); orally explain which solution they think is the best (less able with support)</p>	
<p>Lesson Content: 1. Review past work on problems and solutions. 2. Relate this to 'Mariah Keeps Cool'. 3. Extend this to include evaluating (definition & process). 4. Mixed ability group work to reinforce this practice. 5. Oral presentation explaining decision making process. 6. Review</p>	
Instructional Procedures	
Introduction (5 mins)	Review problem, solutions (La Bamba) and introduce evaluating (deciding) solutions. Define 'evaluate' and give example (5 mins).
Development (10 mins)	Identify a problem in Mariah Keeps Cool. Think of Mariah's possible solutions; which one she decides and why (evaluating).(10 mins)
Practice (20 mins)	In 3 groups class will be given a problem to do with stories previously read in class. They will think of 3 possible solutions for a problem (4 mins). Rotate papers between groups, evaluate possible solutions and decide on final solution (4 mins). Each person in each group will present to the class explaining why/why not that solution was chosen (3 x 4 mins).

Checking for Understanding (Formative Assessment)	<input type="checkbox"/> Task: Written solutions/evaluations (support for less able) <input type="checkbox"/> Questioning: Focus on average/more able English speakers during development <input type="checkbox"/> Observation: Ensure involvement of students in activity <input type="checkbox"/> Discussion: Focus on less able/ less involved in activity during closure <input type="checkbox"/> Other _____
Closure (5 mins)	Review problems, solutions and evaluating to make decisions.
Materials and Aids	3 x problems on paper

Observation form





Lesson Plan

Teacher: Nick	Date: 28th November
Subject Area: Reading and Writing	Length of Lesson: 40 minutes
Unit Title: Katie's Trunk	Lesson Title: Learning New Vocabulary
Student Profile	
Grade Level: Grade 6 level 5.1	Number of Students: 16
<p>Pre-requisites or Students' prior learning experience: Students need to have a FHBES 5.1 level vocabulary. They must have a good grasp of all word types. Through reading the story, the students must be able to decipher words unknown to them through context.</p>	
<p>Objectives: After completion of this weekly lesson, the students will be able to use new vocabulary to create sentences, use it in a conversation, and have a better understanding of the content in "Katie's Trunk".</p>	
Instructional Procedures	
<p>Lesson Content: A power point presentation containing the new vocabulary will be shown. Each slide contains the new vocabulary word, the word type, a simple definition, and an example sentence using the new word. I will give more sentence examples, teach all tenses of verbs, and singular and plural forms of nouns. Then, I will call on volunteers to give sentences using the new vocabulary word, as well as engage them in a short conversation where they have an opportunity to use their new word. This process will be repeated for all fifteen vocabulary words. When this is completed, they will write eight sentences, and use the remaining seven words for a paragraph, in their writing books.</p>	
Introduction	Inform students that they will be learning the new weekly vocabulary.
Development	Teach everything involved when learning new vocabulary.
Practice	Students will be asked to create sentences on the spot, and be able to use the new vocabulary in a short dialogue/conversation. The students will also complete their weekly vocabulary class work.
Checking for Understanding (Formative Assessment)	<ul style="list-style-type: none"> <input type="checkbox"/> Task: <u>Create sentences, use new vocabulary conversationally</u> <input type="checkbox"/> Questioning: <u>Q&A during the lesson</u> <input type="checkbox"/> Observation: <u>Examine student work.</u>

	<ul style="list-style-type: none"> <input type="checkbox"/> Discussion <u>The students need to use new vocabulary on the spot.</u> <input type="checkbox"/> Other:
Closure	The students will write eight sentences, and use the remaining seven words for a paragraph, in their writing books when the vocabulary teaching is completed.
Materials and Aids	Projector, projector screen, vocabulary power point, chalkboard

Observation form





Lesson Plan

Teacher: Scott	Date: 28 th November, 2011
Subject Area: Writing	Length of Lesson: 40 mins
Unit Title: Boss of the Plains	Lesson Title: Writing a description
Student Profile	
Grade Level: 4.1	Number of Students: 17
Pre-requisites or Students' prior learning experience: Students will have done basic descriptions before. They have been introduced to adjectives in grade 3.	
<p>Objectives: After completion of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Write a beginning to their description that tells what they are writing about. • Use their five senses to brainstorm details about their topic. • Include many details to give the reader a clear idea of what they are describing. • Use sensory words such as: <i>feels, tastes, sounds, and looks</i>. • Write details in an order that is easy to follow. 	
<p>Lesson Content:</p> <p>1. Description and example. 2. Go through guidelines giving examples. 3. Discussing and writing adjectives. 4. Discussing and writing adverbs. 5. Topic ideas 6. Sensory words. 7 A quick example paragraph.</p>	
Instructional Procedures	
Introduction	Definition of a description and an example description for the students to try and guess.
Development	Go through the various stages of the worksheet: 1. Adjectives 2. Adverbs 3. Topic Ideas 4. Sensory words
Practice	Asking questions as we go on each area.
Checking for Understanding (Formative Assessment)	<input type="checkbox"/> Task Fill in the description worksheet. <input type="checkbox"/> Questioning Asking questions as we go on each area. <input type="checkbox"/> Observation _____ <input type="checkbox"/> Discussion _____ <input type="checkbox"/> Other _____
Closure	Writing an example paragraph with students' help on the board.
Materials and Aids	Guidelines for Writing a Description Worksheet

Observation form





Lesson Plan

Teacher: Simon	Date: 28 th November
Subject Area: Reading/Science	Length of Lesson 40 minutes
Unit Title: Animal Adventures	Lesson Title: Red Eyed Tree Frog Story
Student Profile	
Grade Level: 1	Number of Students 18
Pre-requisites or Students' prior learning experience: 1) Students know the story 2) Grade One Reading Level 3) Phonetic knowledge	
Objectives: After completion of the lesson, students will be able to: 1) Identify certain rainforest animals 2) Understand the story 3) Turn the story into a drama	
Lesson Content: 1) Teacher reads story 2) Imitate animals as a group 3) Students recreate story in groups by first practicing then performing 4) Students answer questions about animals and story	
Instructional Procedures	
Introduction	Read story and imitate animals as a hook for their memory
Development	3 groups of 6 retell story using actions, 1 reads – 5 act
Practice	Each group acts out story with point given for accuracy
Checking for Understanding (Formative Assessment)	<input type="checkbox"/> Task - The created drama <input type="checkbox"/> Questioning – What am I review game <input type="checkbox"/> Observation - Accuracy of drama <input type="checkbox"/> Discussion – Answering questions about story <input type="checkbox"/> Other _____
Closure	What am I game (drawing/spelling/verbally describing animals)
Materials and Aids	Reading books, microphone.

Observation form





Lesson Plan

Teacher: Steve	Date: 28th November
Subject Area: WTTW	Length of Lesson: 40 minutes
Unit Title: Heroes	Lesson Title: Who is your hero?
Student Profile	
Grade Level: 3	Number of Students: 17
<p>Pre-requisites or Students' prior learning experience: All students have seen heroes in movies, cartoons or books. Therefore, students will use their knowledge of what makes someone a hero and apply it in a broader sense.</p>	
<p>Objectives: Students will be able to identify and describe at least four characteristics of a hero. They will also be able to extend their definition of what makes a hero, and explain the difference between 'real life' heroes and fictional ones.</p>	
Instructional Procedures	
<p>Lesson Content:</p> <ul style="list-style-type: none"> ● Students will be asked to name their 'traditional' hero by means of a Q&A discussion. ● PowerPoint presentation to discuss people in our community who can be regarded as heroes. ● Worksheets to reinforce key points. ● Prepare interviews of a hero in pairs. 	
Introduction (5 min)	Q&A Who is your favorite hero? What makes someone a hero? Write answers on board in 2 columns titled 'fictional' and 'real life'.
Development (10 min)	Use PowerPoint slides to discuss 'real life' heroes and what makes them such an important part of our community.
Practice (25min)	Complete worksheets and introduce 'interview a hero' writing task. To do this, elicit possible questions to the blackboard before students start writing. Explain that one person will be the interviewer, and the other will be the hero. Present oral interviews in front of the class and videotape each pair.
Checking for Understanding (Formative Assessment)	<ul style="list-style-type: none"> <input type="checkbox"/> Task: Students are able to follow instructions, work as a team, and complete the activity accurately and punctually. <input type="checkbox"/> Questioning: Q&A time during the introduction and PowerPoint presentation. <input type="checkbox"/> Observation: Assist students when they are completing their worksheets and offer

	<p>assistance as needed. Ensure that each team stays ‘on task’.</p> <ul style="list-style-type: none"> □ Discussion : Each student will have an opportunity to comment at the beginning of the lesson and during the slideshow. New ideas can be challenged by the students to encourage a deeper understanding of the topic. □ Other: Oral presentation at the end of the lesson will be a reflection of the understanding that each student has of this topic. It will also develop public speaking skills by means of an interview.
Closure	Review what has been learned by asking students what they have learned from the interview. (Follow up in the next class by viewing the video recordings and analyzing the content of the interviews)
Materials and Aids	Chalkboard, PowerPoint, worksheets, video camcorder and a red cape.

Observation form



Notes





柒. 綜合座談



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B樓平面圖

