


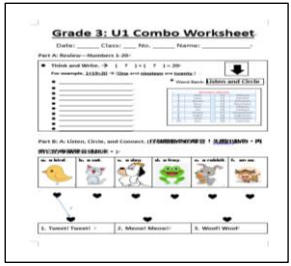
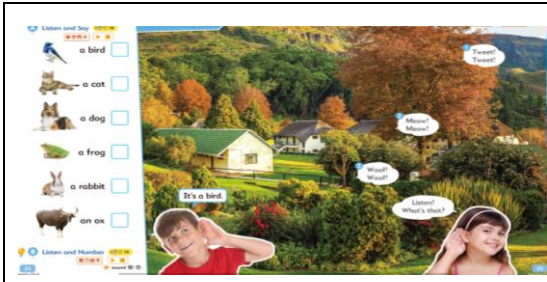
## 基隆市立八斗國民小學公開備觀議課紀錄表

### 一、基本資料：

|      |                 |      |  |
|------|-----------------|------|--|
| 教學科目 | English (英文)    | 教學單元 | Wonder World (2), KNSH<br>Unit 1: Funny Animals~<br>6 Animal Names (P. 24-P. 25) |
| 授課日期 | 112 年 03 月 02 日 | 授課時間 | 11:20-12:00 AM/ 40 分鐘  |
| 授課教師 | 林玉齡 (Roxy)      | 實施班級 | 三年 仁 班   |
| 觀課教師 | 詹佳宜 (Joy)       |      |  |

### 二、授課前的準備(共同備課)

|   |  |
|---|--|
| <p>共同備課：</p>   | <p>Date: 112 年 3 月 01 日</p> <p>Time: 12:00- 12:40 PM</p> <p>Co-Planning Teachers:<br/>Roxy &amp; Roy</p>   |
| <p>教學目標：Teaching Goals</p> <ul style="list-style-type: none"> <li>● <b>Review:</b> Get Ready Classroom English, 5 Vowels, and Numbers 1-20</li> <li>● <b>Teach:</b> Unit 1<br/>3 Animal Sounds from 6 Animals<br/>(1) 3 Sounds:<br/>    tweet, meow, woof<br/>(2) 6 Animals:<br/>    a bird, a cat, a dog, a frog, a rabbit,<br/>    an ox</li> </ul> | <p>教學內容：Teaching Procedures/ Activities 40 分鐘</p> <ol style="list-style-type: none"> <li>1. <b>Review:</b> Get Ready P. 11-P. 13 (20M)</li> <li>2. <b>Warm-up:</b> Unit 1- 3 Animal Sounds P. 25 (5M)</li> <li>3. <b>Teach:</b> Unit 1-6 Animal Names P. 25 (10M)</li> <li>4. <b>Wrap-up:</b> Q&amp;A “What have you learned?” (3M)</li> <li>5. <b>Homework:</b> WB (P. 8) (2M)</li> </ol> |
|    |    |
| <p>說明：教室座位說明 (排列方式: X)</p> <p>(L1) Team 2                (R1) Team 4<br/>(L2) Team 1                (R2) Team 3</p>   | <p>說明：Copies from WW (2), Get Ready</p> <p>(L) Review Classroom English. (P. 12~ P. 13)<br/>(M) Review 5 Vowel Sounds. (P. 10~ P. 11)<br/>(R) Review Numbers from 1 to 20. (P. 18)</p>   |



説明：A Copy from WW (2), Unit 1

- 3 Animal Sounds (P. 25)
- 6 Animal Names (P. 24)

説明：

- (L) The QR Code of the Lesson Plan
- (R) The Combo Worksheet

三、教學觀察(觀課)

基隆市 111 學年度八斗國民小學辦理校長及教師公開授課

觀課紀錄表

觀課科目: 英語文

授課教師: 林玉齡

觀課班級: 三年忠班

授課內容: B2 U1

觀課日期: 112.03.02

觀課者: 詹佳宜

觀課重點

| 面向  | 1.全班學習氛圍  | 2.學生學習動機與歷程  | 3.學生學習結果  |
|-----|---|--|---|
| 觀點點 | 1-1 是否有安心學習的環境?<br>1-2 是否有熱衷學習的環境?<br>1-3 是否有聆聽學習的環境? | 2-1 老師是否關照每個學生的學習?<br>2-2 是否引發學生學習動機?<br>2-3 學生學習動機是否持續?<br>2-4 學生是否相互關注與傾聽?<br>2-5 學生是否互相協助與討論?<br>2-6 學生是否投入和參與學習?<br>2-7 是否發現有特殊表現的學生?(如(學習停滯、學習超前和學習具潛力的學生)) | 3-1 學生學習如何發生?何時發生?<br>3-2 學生學習的困難之處是什麼?<br>3-3 學習挑戰是否發生,學生學習的樣貌是什麼?<br>3-4 學生學習思考程度是否深化?<br>3-5 學生是否能進行反思或後設思考? |

課堂軼事紀錄

| 時間  | 教師學習引導  | 學生學習行為(請參考上表記錄)   | 備註 |
|---|---|---|----|
| 11:22~11:26<br>11:27<br>11:30<br>11:33<br>11:39 | Review a~z phonics<br>Cont 1-20. (For → backward)<br>Find what's missing.<br>Worksheet A<br>listen and circle<br>( ) + ( ) = 20<br>Worksheet B: | 1. 教師提供安心且豐富的學習環境,讓學生專注學習。<br>2. 豐富的教學題材維持學生的學習專注度。<br>3. 透過念讀、聽辨、書寫等活動讓學生進行學習。 |    |
| 觀課的學習   | (觀課者從這堂課學到的理念、教學方法、個人收穫、省思……等)<br>11:42: animals.<br>1. 教師充份備課,教學流暢。<br>2. 用豐富的圖像讓學生專注。<br>3.   |   |    |
| 給教學者建議與回饋                                       | 1. worksheet 字体要放大。<br>2. ox → o x (letter sound → letter name)   |   |    |

授課教師簽名: \_\_\_\_\_

觀課教師簽名: 詹佳宜

四、專業回饋(議課)

|                              |  |
|------------------------------|--|
| 議課日期：                        | 112 年 03 月 02 日 時間: 12:40- 13:20 PM  |
| 回饋重點：                        | 1. Worksheet 字體要放大 (Word Bank)<br>2. /ox/ → ox (Try to use the sounds of the word to teach the letters.) |
| 教<br><br>學<br><br>相<br><br>片 |                       |

## 五、反思(約三百字)

### 1. 學生上課狀況:

Before: (觀課前)

- (1) Some Ss are always late for class due to helping with their class lunch delivery.
- (2) 3-4 lower learners are sluggish and seldom arrive the English class on time.

Today: (觀課日)

- (1) Most Ss of the class can stay focused and engage themselves in their learning process.
- (2) Most of them were on their best behaviors today.

### 2. 師生互動情形:

Before: (觀課前)

- (1) Most students of the class love to try something new and can express themselves well.
- (2) Several lower learners are easily distracted by tiny things so they have less ability to answer any questions in class.

Today: (觀課日)

- (1) The interaction between the teacher and students is excellent.
- (2) The interaction between pairs, groups, and the whole class is great.

### 3. 知識學習的情形:

Today: (觀課日)

- (1) 學生在課堂中對哪一個部分感到興趣?

Ss are interesting in guessing “the sound of the animal” activity by films.

- (2) 學生在學習中有沒有困難之處?

Most of them can reach their learning goals of this lesson.

有同學需協助，才能跟上班上進度?

Yes! There is one autism kid in class, but his mom is always in class to help him.

- (3) 真正有效的學習發生在什麼情境?

Have Ss think and write down numbers related to the Math question:  $(?) + (?) = 20$

Under such of the thinking way, Ss are easily surrounding themselves with the learning fun of the English world.

### Reflection: (反思)

佳宜老師觀課建議: (1) 將 Worksheet 的字體再放大些

(2) 教單字亦可由發音(sounds) 反思字母 (letter names) 之教法

感謝佳宜老師專業的反饋與教學建議!

自己將在未來的教學過程中，適度調整學習單中 Word Bank 的字體大小。

另外單字教學由發音反思字母的教學順序，則會視三年級學生音韻整合之學習狀況，再循序漸進放入未來的教學教案中。