

基隆市 112 學年度八斗國民小學辦理校長及教師公開授課共同備課紀錄表

教學時間	112.10.19 Thurs. (1:20-2:00 PM)	教學班級	603
教學領域	英語	教學單元	Topic: The King of the Jungle
教學者	林玉齡	觀察者	詹佳宜
		觀察後會談時間	112.12.19 (Thurs.) (3:40-4:10 PM)

**教材內容：**

康軒 Follow Me (Book 7) P. 75- P. 79

**Topic: The King of the Jungle (Reader's Theater)**

**教學目標：**

1. **英語學習目標 (English) :** Animal Sounds

Students will learn common English animal sound vocabulary through a video and the guidance of the teacher. 透過影片及教師的引導，學生能學習一些常見動物聲音的英語字彙。

2. **跨學科學習目標 (Drama):** Sounds from daily Lives

Students will attempt to use different voices to interpret various objects or items in their daily lives with the guidance of the teacher and through discussions with their group members. 透過教師引導及小組成員互相討論，學生能嘗試用不一樣的聲音詮釋生活中熟悉的事、物聲音。

**學生先備知識： There are 5 periods in this Unit. (This is the period 3.)**

- **英語先備知識 (English) :** Students have already known the following key terms and sentences from the story.
  1. character (角色) 2. narrator (旁白) 3. chorus (歌詠隊) 4. father (父親) 5. Mama (母親)
  6. friend (朋友)

S.1 What time do you get up? (FM-7, Unit 1)  
S.2 What would you like to eat? (FM-7 Unit 2)
- **跨學科先備知識 (Content) :** Students have already known the following drama skills.
  1. Still Image (定格)
  2. Role-play (角色扮演)
  3. Working in role (進入角色)
  4. Thought tracking (思路追蹤)

**教學活動：**

**I. 暖身活動 Warm-up (10 minutes)**

Listen and Watch

- (1) Watch a short film: Sounds from the Animals
- (2) What can you hear from the film?

- 逐字稿(script) :
 

T: Good afternoon, everyone!  
Today we have a fun activity.  
We'll start by listening to a short film called "Sounds from the Jungle."  
Please listen and watch carefully.

Ss: (Watch the short film.)

T: Now, tell me, what animal sounds can you hear from the film?

S1: The bird's sound, tweet, tweet... (Ss can answer it in both Chinese and English.)

S2: The dog's sound, Woof, woof...(Ss can answer it in both Chinese and English.)

S3: The pig's sound, oink, oink...(Ss can answer it in both Chinese and English.)

T: Great! You've got good ears. Now, let's move on to the next part.

Close your eyes and think of one sound you really like.

It can be from people, things, or animals.

Take a minute. When you're ready, come to the stage and make that sound gently.

Use your body and hands to help.

Student 4: (Goes to the stage and imitates the sound of a clock.)

Student 5: (Goes to the stage and imitates the sound of a cat.)"

T: Great job, everyone! You're amazing! Clap for yourselves.

## II. 主題呈現 Presentation (5 minutes)

### 1. Sounds

(1) Diegetic sound (It can be heard.)

(2) Non-diegetic sound (It's hard to be heard.)

### 2. Monologue

(1) Narrator

(2) Self-talk

#### ➤ 逐字稿 (script) :

T: Next, we're talking about sounds in stories.

There are two types: some sounds you can hear, like footsteps, and sound sounds you can't hear, like background music.

Monologues are when characters share their thoughts and feelings.

There are two kinds: a narrator tells what's happening.

Self-talk is when characters talk to themselves.

We use these to make our stories interesting.

Let's practice in our next activity.

## III. 應用 Application (10 minutes)

Monologue from Tarzan (泰山的獨白)~ "Should I go back to the jungle?"

(Have students from each row share their thoughts in response to Tarzan's monologue. This format allows for discussion on the pros and cons of Tarzan's decision to go back to the jungle.)

(1) Stand in 2 rows: Face to face

(2) One row: Agree

(3) The other row: Disagree

(4) Sharing your thoughts

#### ➤ 逐字稿(script) :

T: Let's stand two rows, facing each other.

One row will represent "Agree."

The other row will represent "Disagree."

After taking your positions, share your thoughts and reasons for agreeing or disagreeing with the topic at hand.

Now, stand up and form two lines.

Ss: (Stand two lines, facing each other.)

Tarzan: (Standing in the center, thinking aloud) "Should I go back to the jungle?" (Pauses and looks at the two rows of students.)

S1: Yes! Jungle is your home. Your family is there. (Students can answer in Chinese.)

S2: No! You will make new friends at school in the city. (Ss can answer in Chinese.)

S3: Yes! Jungle is so much fun. (Students can answer in Chinese.)

S4: No! You can watch TV in the city. (Students can answer in Chinese.)

T: Tarzan, how about your decision?

Tarzan: I'm going back to the jungle.

T: Good choice, Tarzan. Well done, everyone! That's a monologue. Any questions?

Ss: No.

T: Great! Now, please go back to your seats.

#### **IV. 複習 Wrap-up: The Power of Sound (3 minutes)**

Review today's lesson.

##### **1. Diegetic Sound (敘事聲音)**

(1) People's/ Animal's Sounds (人、動物聲音)

(2) Object's Sounds (物體聲音)

(3) Some item's Sounds (物品聲音)

##### **2. Non-diegetic Sound (非敘事聲音)**

(1) Narrator (旁白)

(2) Self-talk (Monologue) (獨白)

##### ➤ 逐字稿(script) :

T: We have talked about the power of sound in class. Now, tell me, what have you learned through today's activities?

S1: Some animal sounds, like cat, meow...(Student can answer it in Chinese.)

S2: Sound in our daily lives, like clock, di-ta, di-da...

S3: Monologue, self -talk (獨白)

T: Correct! We talked about two sound types: one is diegetic sounds (It can be seen and heard.) and the other one is non-diegetic sounds (It can not be heard.) in drama.

Good job, everyone. Any questions for Today's lesson?

Ss: No.

T: Great! Let's move on to the next part!

#### **V. 學生反饋 Feedback with KWL Chart (10 minutes)**

1. What did you learn today?

(1) Think

(2) Write

2. Share your opinion with peers.

(1) Learned

(2) Want to learn more in the future...

Remarks:

Practice makes progress. If there's extra time left, students can keep practicing with the activities we just did.

25 Drama Games and Activities:

<https://www.signupgenius.com/groups/drama-games-activities.cfm>

教學評量方式：(形成性評量)

1. After Warm-up, students can share the various sounds they heard.
2. After Presentation, students will be able to understand the power of the different sounds on the stage.
3. After Application, students will better understand what a monologue is in drama.
4. After Wrap-up, the teacher will assess whether the students understand the concept of sound.
5. After Feedback time, students can share their thoughts and express what they want to learn more in the future with their peers.

觀察的工具和觀察焦點：

1. 觀課工具：觀課紀錄表
2. 觀察焦點：學生的參與度、優勢學生是否會主動幫助弱勢學生、弱勢學生是否會主動求助

Remarks

說明：說、備課及討論 (相片一、二)



說明：上課花絮 (相片三~五)



說明：議課與回饋 (相片六~七)



KWL Chart- Feedback from Students : (學生反饋學習紀錄)

Topic: **King of The Jungle**

Class: 603 No: 1 Name: Jerry 陳有傑  
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
定格	我想學到更多的動物叫聲。	知道了日叫聲能

Topic: **King of The Jungle**

Class: 603 No: 2 Name: Ben  
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
role-play 能叫 入戲	學習手錶的 學會定時	動物叫聲 = 定時

Topic: **King of The Jungle**

Class: 603 No: 3 Name: Andy  
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
1. Walk in role 2. 動物叫聲	1. 動物叫聲 2. 動物叫聲的聲色。	1. 動物叫聲 2. 動物叫聲。

Topic: **King of The Jungle**

Class: 603 No: 4 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
role-play walk in role	動物叫聲	動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 5 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
still image walk in role role-play	pb 角色	角色的聲音 入戲

Topic: **King of The Jungle**

Class: 603 No: 6 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
	角色	角色 動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 7 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
動物叫聲	動物叫聲的聲色	動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 8 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
	角色	動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 9 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
thought tracking 動物叫聲	動物叫聲	動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 10 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
walk in role	角色	動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 11 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
角色	角色	動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 12 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
動物叫聲	動物叫聲的聲色	動物叫聲的聲色、定時

Topic: **King of The Jungle**

Class: 603 No: 13 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
1. walk in role 2. role-play	1. music 2. plot	1. 動物叫聲的聲色 2. 動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 14 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
動物叫聲 動物叫聲的聲色	動物叫聲的聲色	動物叫聲 動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 15 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
入戲 角色、定時	動物叫聲的聲色	動物叫聲的聲色

Topic: **King of The Jungle**

Class: 603 No: 16 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
動物叫聲 動物叫聲	動物叫聲的聲色	動物叫聲的聲色

Topic: **King of The Jungle**

Class: 603 No: 17 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
1. 動物叫聲 2. 入戲	1. 入戲 2. 定時	1. 定時 2. 入戲

Topic: **King of The Jungle**

Class: 603 No: 18 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
1. Walk in role 2. thought tracking	1. music 2. plot	1. 動物叫聲的聲色 2. 動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 19 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
動物叫聲	角色的定時	1. 動物叫聲 2. 動物叫聲

Topic: **King of The Jungle**

Class: 603 No: 20 Name:   
(Date: Oct. 19, 2023)

K	W	L
What I know?	What I want to learn?	What I learned?
動物叫聲	動物叫聲的聲色	動物叫聲

授課教師簽名: 林玉齡

觀課教師簽名: 詹佳宜

附表 3 :

## 基隆市 112 學年度學校辦理校長及教師公開授課

## 觀課紀錄表

教學班級	六年仁班	觀察時間	112 年 10 月 19 日 第 5 節			
教學領域	英語文	教學單元	Follow Me B2. p.75-79			
教學者	林玉齡	觀察者	詹佳宜			
層面	檢核項目	檢核重點	優良	普通	可改進	未呈現
教師教學	1.清楚呈現教材內容	1-1 有組織條理呈現教材內容	✓			
		1-2 清楚講解重要概念、原則或技能	✓			
		1-3 提供學生適當的實作或練習	✓			
		1-4 設計引發學生思考與討論的教學情境	✓			
		1-5 適時歸納學習重點	✓			
	2.運用有效教學技巧	2-1 引起並維持學生學習動機	✓			
		2-2 善於變化教學活動或教學方法	✓			
		2-3 教學活動融入學習策略的指導	✓			
		2-4 教學活動轉換與銜接能順暢進行	✓			
		2-5 有效掌握時間分配和教學節奏	✓			
		2-6 使用有助於學生學習的教學媒材	✓			
	3.應用良好溝通技巧	3-1 口語清晰、音量適中	✓			
		3-2 運用肢體語言，增進師生互動	✓			
		3-3 教室走動或眼神能關照多數學生	✓			
4.運用學習評量評估學習成效	4-1 教學過程中，適時檢視學生學習情形	✓				
	4-2 學生學習成果達成預期學習目標	✓				
班級經營	5.維持良好的班級秩序以促進學習	5-1 維持良好的班級秩序	✓			
		5-2 適時增強學生的良好表現	✓			
		5-3 妥善處理學生不當行為或偶發狀況				✓
	6.營造積極的班級氣氛	6-1 引導學生專注於學習	✓			
		6-2 布置或安排有助學生學習的環境	✓			
		6-3 展現熱忱的教學態度	✓			

授課教師簽名：林玉齡觀課教師簽名：詹佳宜

附表 5：

基隆市 112 學年度學校辦理校長及教師公開授課  
議課紀錄表

教學時間	112.10.19		教學班級	六年仁班	
教學領域	英語文		教學單元	Follow me B7	
教學者	林玉齡	觀察者	詹佳宜	觀察後會談時間	10/19 15:40
<p>一、教學者教學優點與特色：</p> <ol style="list-style-type: none"> <li>1.教師有組織的安排教材內容，引導學生系統化的學習。</li> <li>2.教師在課程的尾聲能夠為學生歸納本堂課的學習重點。</li> <li>3.教師所規劃的學習活動多元且豐富，能夠維持學生的學習動機。</li> </ol> <p>二、教學者教學待調整或改變之處：</p> <ol style="list-style-type: none"> <li>1.由於教師的活動非常有趣，建議教師可以多留一些時間讓學生進行練習。</li> </ol> <p>三、對教學者之具體成長建議：</p>					

授課教師簽名：林玉齡

觀課教師簽名：詹佳宜

基隆市 112 學年度八斗國民小學辦理校長及教師公開授課

教學自我省思檢核表

授課教師姓名：林玉齡 教學班級：603 教學領域：英語

教學單元名稱：The King of the Jungle (Reader's Theater)

序號	檢核項目	優良	普通	可改進	未呈現
1	清楚呈現教材內容	■	□	□	□
2	運用有效教學技巧	■	□	□	□
3	應用良好溝通技巧	■	□	□	□
4	運用學習評量評估學習成效	■	□	□	□
5	維持良好的班級秩序以促進學習	■	□	□	□
6	營造積極的班級氣氛	■	□	□	□
7	其他：加強學生上台演出機會	□	□	■	□

◎教學省思：

1. Interdisciplinary learning is an excellent way for students to acquire knowledge and skills from different fields. Through this approach, I have found that in students' learning journeys, it not only enriches the breadth of their learning content but also helps them discover their future interests at an earlier stage. (跨學科學習是讓學生從不同領域獲取知識和技能的絕佳途徑。透過這種方法，我發現在學生的學習歷程中，不僅僅豐富其學習內容的廣度，還有助於他們提早發掘自己未來的興趣。)

2. Generally, Taiwanese students tend to feel shy and lack of confidence when it comes to getting on stage to present themselves. Therefore, in my future curriculum designs, there will be a greater emphasis on encouraging students to express themselves bravely and to be confident and unafraid when taking the stage. (一般而言，台灣學生通常在登台展現自己時會感到害羞且缺乏信心。因此在未來的課程設計中，自己將更著重鼓勵學生可以勇敢表達自己及在登台展現自己時，是充滿信心且不再畏懼與膽怯。)

授課教師簽名：林玉齡

觀課教師簽名：詹佳宜