

Class Observation Report

Class Observation Report
Name of English Teacher: Anghay, Racelmae Belar
The teacher observed: 蕭婷之
School of the teacher observed: Keelung Municipal of Badou Elementary School
Class: Grade 2
Number of students in class: 22
Lesson Topic: Colors
Date of observation: March 12, 2025
1. Lesson Plan
(Please find the attached file for your reference.)
2. Suggestions
(1) Teaching highlights: <ul style="list-style-type: none">• The teacher effectively utilized videos that entertained the students and maintained their focus.• Her instructions were clear, concise, and easy to follow.• She encouraged student participation by allowing them to share their favorite colors.
3. Students' overall level of engagement and learning outcomes
(1) <input type="checkbox"/> Very low <input type="checkbox"/> Low <input type="checkbox"/> Moderate <input checked="" type="checkbox"/> High <input type="checkbox"/> Very High
(2) Suggestions for enhancing student's level of engagement and learning outcomes: <ul style="list-style-type: none">• To enhance students' exposure to the English language, it would be beneficial to incorporate more English translations throughout the lesson, helping students become more acquainted with the language.• To ensure a better understanding of the color mixing rules, it may be helpful to revisit and clarify the guidelines with the students.• To improve the balance in color mixing, consider using cotton balls alongside pastel colors to control the intensity of the colors and create a more balanced mixture.• Encouraging peer review could be a valuable strategy, where students check each other's work after completion, allowing them to assess and reinforce their understanding of correct color mixing.
4. Personal reflections upon the class observation

As a foreigner teaching English in Taiwan, observing a local teacher conduct an English lesson on colors was an insightful experience. I was impressed by her engaging approach, particularly in using videos to capture the students' attention and maintain their focus. It was clear that her instructions were easy for the students to follow, which is crucial for language acquisition, especially for young learners.

However, reflecting on the lesson, I noticed a few areas that could be improved to further enhance the students' English exposure. As the lesson primarily used Chinese, it might be beneficial for the teacher to incorporate more English phrases or translations to help the students become more familiar with the language. By reinforcing English through more consistent usage, the students could gain a better grasp of vocabulary and sentence structures.

Another observation I made was that some students created their own rules when mixing colors. This showed their creativity, but it might also be important to revisit the guidelines to ensure all students have a consistent understanding of the task. A clearer reinforcement of the instructions could prevent confusion and improve the overall learning experience.

Additionally, I noticed that pastel colors were used for the color mixing activity. While this was effective, incorporating cotton balls could provide a better balance of colors, allowing the students to achieve a more controlled mix. This small adjustment could enhance the quality of the activity and help students better understand the concept of color blending.

Finally, I would suggest incorporating peer reviews into the lesson. Having students assess each other's work could foster collaboration and provide them with the opportunity to apply what they've learned. This would not only help them improve their own skills but also reinforce their understanding of the lesson content.

Overall, this observation provided me with a deeper understanding of how local teachers engage students in Taiwan. It also allowed me to reflect on how I can improve my own teaching practices and adapt them to the local context.

Date of Completion: March 13, 2025

113 學年度基隆市八斗國小教師公開授課教學活動教案

領域/科目		彈性英語課程	設計者	蕭婷之	
實施年級		二年級	總節數	共 1 節，40 分鐘	
單元名稱		Colors			
核心素養		Knowing colors 認識三原色及其他 10 種顏色，並能運用三原色的混合創造出不同的顏色，認識其豐富的多樣化。			
學習重點	學習內容	Primary colors 三原色:red, blue, yellow。			
	學習表現	Colors mixing 將三原色進行不同的混合，進行顏色變化的探究與實作看最後變成麼顏色。 What colors do you like?			
教材來源		康軒課本 Super starter4 線上資源			
教學設備/資源		1. 自製簡報 2. 蠟筆 3. 學習單			
學習目標					
1. 能透過兩種(或以上)不同顏色的混和創造出新的顏色，增進對顏色的認知。 2. 能在活動中和旁邊同學互相觀摩彼此合作，一同完成任務。 3. 能藉由口頭對答練習的形式，培養學生口頭發表的能力。					
教學活動設計					
教學活動內容及實施方式			時間	教學資源	評量方式
【引起動機】 1、教學生認識課文中的 10 種顏色，並搭配歌曲，引發學生對顏色混搭的興趣，進而熟悉更多顏色。 2、問學生有誰能說中其中一種顏色？然後由其他學生逐一說出其他顏色。			3 分 2 分	康軒教材	學生能踴躍參與發表。



【發展活動】

活動一：認識顏色

利用顏色的歌曲引發學習興趣；並教學生認識 3 原色。

“What color is it?”

<https://www.youtube.com/watch?v=wmsjmTUVHmc>

“Color mixing”




<https://www.youtube.com/watch?v=ybt2jhCQ31A>




活動二：學習單及著色活動




每人一張學習單，2 人一組偕同完成各自的學習單。




Fun with colors

Class(班級): _____ Number(座號): _____ Name(姓名): _____

1.  +  = 

 and  make 

2.  +  = 

 and  make 

3. A: What colors do you like?

B: I like _____ and _____.

【綜合活動】

- 1、 複習今日所學顏色及句子。Ex: Blue and yellow make green.
- 2、 問學生喜歡什麼顏色? What colors do you like?
讓學生回答 2 種自己喜歡的顏色。

5 分

教學簡報
線上資源

學生能說出三
原色。

20 分

學習單

學生能依指令
進行活動並完
成學習單。

5 分

5 分

學生能專心
聆聽並參與
回答問題。

基隆市 113 學年度學校辦理校長及教師公開授課

共同備課紀錄表

教學時間：3/12 第四節 教學班級：203 教學領域：英語 教學單元：U1 colors

教 學 者：蕭婷之 觀 察 者：Rae 觀察前會談時間：3 月 11 日

教材內容：康軒課本 Super starter4

學習目標：

認識顏色及三原色

學生經驗：

無，僅少數學生知道部分顏色。

學習活動：

線上歌曲、混色操作實驗。

學習評量方式：

學習單，及口頭回答。

觀察的工具和觀察焦點：

透過手機拍照及錄影紀錄學生的學習狀況，及觀察學生是否能透過兩種顏色的混和創造出第三種不同的顏色，進而認識該顏色。

回饋會談時間和地點：

3 月 12 日下午於教師辦公室

授課教師簽名：



觀課教師簽名：



基隆市 113 學年度學校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： 蕭婷之 教學班級： 203 教學領域： 英語教學單元名稱： Fun with colors

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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	運用有效教學技巧	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	應用良好溝通技巧	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	運用學習評量評估學習成效	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	維持良好的班級秩序以促進學習	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	營造積極的班級氣氛	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	其他：	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

◎教學省思：

*從課本內容教學延伸到線上歌曲及實際操作，讓學生在塗鴉之餘並能認識顏色及混色的結果，除了學習到英語外，更增加了學習過程的樂趣及成效。

*透過學習單及口頭問答練習，讓學生可以認知及說出自己喜歡的顏色。

*由於是操作混色且看到結果變化，讓學生驚訝好奇，期間難免造成些許嘈雜，但並不影響學生學習的興趣及成效，甚而可以加深對顏色的認識及印象。

*因為是用蠟筆著色，較容易弄髒學習單，爾後在顏色材料的選用方面可以多加注意。

授課教師簽名：



觀課教師簽名：



Discussion Before the Observation



See Pictures for Reference: Observing a Local English Teacher in Taiwan











Discussion After the Observation: Sharing Insights with the Teacher

