

Task 1 (Lead-in)

5mins

1. Introduce the components of an western envelope.
Vocabulary: envelope, stamp, address...
2. Tell groups that Jesamine Lin is going to write a letter to Jeremy Lin.
They are going to help her to complete the format of the envelope and attach the names, addresses, and the stamp in the right place.
3. Check the answers.

Task 2 (10 Qs about Reading)

20mins

1. Vocabulary-Students learn how to say the words in the group.
2. Silent reading-Students read the article and underline words they don't know.
3. Q & A -Students ask questions and discuss the new words in the group.
4. Quiz-Students answers 10 comprehension questions about the article.
5. Check & calculate the efforts each student made.

Task 3 (Write a letter)

10mins

1. Tell the groups that they are the boys and girls who got the letter.
They are going to write a letter to the kids and the letter will include the assigned key sentence.
2. Each group member takes turns writing the letter.
3. Students prepare for their talk.

Task 4 (Report)

10mins

1. The teacher chooses a number from 1-4.
2. Students who represent that number come to the front and read the letter aloud.
3. Each group completes the evaluation form.

Dear Peter and Amanda,
Thank you for your visit every week. Every time you come, the kids are all very happy. They lost their families, but it is important for them to enjoy family life. Because of you, the kids have a big brother and sister. You bring joy and love. We can't thank you enough and hope to see you soon.

Best wishes,
Sister Mary

Dear Peter and Amanda,

Thanks to you, I finished my homework on time. My teacher was very happy. When I grow up, I want to help other people, too.

Mickey

Dear Linda,

We loved the show! The hen was funny. Can you come again soon? We miss you and thank you!

Rachel and Ashley

Read and Match

Thank you so much.
You are the kid's family.

My teacher was happy because
I did my homework. Thank
you for your help.

I loved your
show. It was
really funny.



TIME TO THINK

Q: What might Peter and Amanda write to the kids after they read their thank-you notes?

- (A) We can bring a hen next time.
- (B) To help people is not easy for us.
- (C) You should finish your homework alone.
- (D) We are very happy to be your friends and help you.

1. 請問這三封信的目的是為了表達什麼?

(a) To say sorry. (b) To tell their wish. (c) To say thank you.

2. Peter and Amanda 何時拜訪這間育幼院?

3. 請問文章第 3 行的句子 They lost their families, but it is important for them to enjoy family life. 中的 They 指的是誰?

4. 上句中的 it 指的是什麼?

5. What do Peter and Amanda bring to the kids?

6. 請翻譯此句。We can't thank you enough.

7. Who wrote a thank-you note?

(a) (b) (c) (d)

8. Who helped Micky finish his homework?

9. 課本 P59 Read and match.

10. 課本 P59 Time to think.

小組上台報告評分表

| 主題項目 | 組別 | G1 | G2 | G3 | G4 | G5 | G6 | G7 |
|------|----------|----|----|----|----|----|----|----|
| | 成員座號 | | | | | | | |
| | 簡報是否吸引人 | | | | | | | |
| | □說是否清楚流暢 | | | | | | | |
| | 總計 | | | | | | | |
| | 簡報是否吸引人 | | | | | | | |
| | □說是否清楚流暢 | | | | | | | |
| | 總計 | | | | | | | |
| | 簡報是否吸引人 | | | | | | | |
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| | 總計 | | | | | | | |
| | 簡報是否吸引人 | | | | | | | |
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| | 總計 | | | | | | | |
| | 簡報是否吸引人 | | | | | | | |
| | □說是否清楚流暢 | | | | | | | |
| | 總計 | | | | | | | |

各項評分：3-1 分

教師在職專業進修研習簽到表

研習名稱：國中英語學習領域-宜蘭縣入班觀課與觀課研習(四)

研習承辦單位：宜蘭縣 縣立中華民國

研習時間：2015/11/12 ~ 2015/11/12 ☐ 上午 ☐ 中午 ☒ 下午 ☐ 夜間

| 編號 | 服務學校 | 教師名稱 | 簽到 | 簽退 | 備註 |
|----|------|------|----|----|----|
|----|------|------|----|----|----|

宜蘭縣 宜蘭市

| | | | | | |
|---|--------|-----|-----|-----|--|
| 1 | 縣立中華民國 | 游瑋淳 | 游瑋淳 | 游瑋淳 | |
| 2 | 縣立中華民國 | 蘇昕聰 | 蘇昕聰 | 蘇昕聰 | |
| 3 | 縣立凱旋國中 | 許詩婷 | 許詩婷 | 許詩婷 | |

宜蘭縣 員山鄉

| | | | | | |
|---|-----------|-----|-----|-----|--|
| 4 | 縣立員山國中 | 高家強 | 高家強 | 高家強 | |
| 5 | 縣立內城國中(小) | 谷彬彬 | | | |

宜蘭縣 羅東鎮

| | | | | | |
|----|--------|-----|-----|-----|--|
| 6 | 縣立東光國中 | 林家怡 | 林家怡 | 林家怡 | |
| 7 | 縣立東光國中 | 游俊賢 | 游俊賢 | 游俊賢 | |
| 8 | 縣立東光國中 | 賴信宏 | 賴信宏 | 賴信宏 | |
| 9 | 縣立國華國中 | 李肇菁 | 李肇菁 | 李肇菁 | |
| 10 | 縣立國華國中 | 陳郁婷 | 陳郁婷 | 陳郁婷 | |
| 11 | 縣立國華國中 | 楊瑞惠 | 楊瑞惠 | 楊瑞惠 | |

宜蘭縣 三星鄉

| | | | | | |
|----|--------|-----|-----|-----|--|
| 12 | 縣立三星國中 | 陳于亭 | 陳于亭 | 陳于亭 | |
|----|--------|-----|-----|-----|--|

宜蘭縣 五結鄉

| | | | | | |
|----|--------|-----|-----|-----|--|
| 13 | 縣立五結國中 | 林立軒 | 林立軒 | 林立軒 | |
| 14 | 縣立五結國中 | 馬耀瑜 | 馬耀瑜 | 馬耀瑜 | |

宜蘭縣 冬山鄉

研習名稱：國中英語學習領域-宜蘭縣入班觀課與觀課研習(四)

編號 服務學校 教師名稱 簽到 簽退

宜蘭縣 冬山鄉

| | | | | | |
|----|----------------|-----|-----|-----|--|
| 15 | 縣立慈心華德福實驗國中(小) | 胡素月 | 胡素月 | 胡素月 | |
|----|----------------|-----|-----|-----|--|

宜蘭縣 蘇澳鎮

| | | | | | |
|----|--------|-----|-----|-----|--|
| 16 | 縣立蘇澳國中 | 賴愛菊 | 賴愛菊 | 賴愛菊 | |
| 17 | 縣立文化國中 | 陳怡伶 | 陳怡伶 | 陳怡伶 | |
| 18 | 縣立文化國中 | 楊家寧 | 楊家寧 | 楊家寧 | |
| 19 | 縣立文化國中 | 楊智媛 | 楊智媛 | 楊智媛 | |
| 20 | 縣立南安國中 | 林正璇 | 林正璇 | 林正璇 | |

| | | | | |
|----------|-----|-----|-----|--|
| 基隆市 武嘉國中 | 莊惠如 | 莊惠如 | 莊惠如 | |
| 基隆市 安樂高中 | 吳怡慧 | 吳怡慧 | 吳怡慧 | |
| 宜蘭 中華國中 | 吳麗宜 | 吳麗宜 | 吳麗宜 | |
| 宜蘭 中華國中 | 劉毅潔 | 劉毅潔 | 劉毅潔 | |
| " 國華國中 | 謝嘉芳 | 謝嘉芳 | 謝嘉芳 | |
| 國華國中 | 彭樹峰 | 彭樹峰 | 彭樹峰 | |
| 國華國中 | 廖元楓 | 廖元楓 | 廖元楓 | |
| 國華國中 | 傅雪吟 | 傅雪吟 | 傅雪吟 | |
| 五結鄉 五結國中 | 張芳莉 | 張芳莉 | 張芳莉 | |
| 三星鄉 三星國中 | 陳雨亭 | 陳雨亭 | 陳雨亭 | |

教師學習引導 Guided Learning of teacher

教師學習引導 Guided Learning of teacher

- 二、學生學習行為 Learning Behavior of students

- 三、教學觀察後的省思及學習 11. 教學觀察
Reflection and the things I've learned from the classroom observation

課室觀察記錄 Notes of the lesson

教師學習引導 Guided Learning of teacher

- ## 二、學生學習行為 Learning Behavior of students

- 三、教學觀察後的省思及學習
Reflection and the things I've learned from the classroom observation

- Reflection and the things I've learned from the classroom observation.
1. The teacher ~~has~~ arranged the process well. Time ^{English} was well controlled.
 2. The teacher had good relations with the students.
 3. The teacher used as much ^{English} ~~of~~ as possible.
 4. The teacher gave the students enough feedback.

課室觀察記錄 Notes of the lesson (X)

一、教師學習引導 Guided Learning of teacher

1. 靜等 (TPC) 8. 小組的進步
2. Look up (圖片與單字 TPC)
單貼紙 (TPC) 小組組
單人小組
3. 靜等 (TPC)
4. Reading
5. 單字練習, 單字, 靜等
6. 靜等 Reading 活動的步驟
7. 小組靜等

二、學生學習行為 Learning Behavior of students

1. 安靜, 靜等, 靜等, 靜等, 進入學習狀況
2. 靜等, 靜等, 靜等, 靜等
3. 靜等, 靜等, 靜等, 靜等
4. 靜等, 靜等, 靜等, 靜等
5. 靜等, 靜等, 靜等, 靜等
6. 靜等, 靜等, 靜等, 靜等
7. 靜等, 靜等, 靜等, 靜等

三、教學觀察後的省思及學習

Reflection and the things I've learned from the classroom observation.

1. 流暢的白話合作學習程序
2. 緊湊的活動, 是否程度差後的同学無法完成?
3. 程度低的同学如何增強他們的實力 (e.g. 閱讀理解, grammar...)
4. 全英文的學習環境營造非常成功, 值得學習。
5. 以因應目前會考的走向

課室觀察記錄 Notes of the lesson

一、教師學習引導 Guided Learning of teacher

使用 Jeremy Lin 照片引發學習動機。
單字練習, 十分有趣, 使用 3 次連續 repeat, 加深印象。
英文解釋簡單, 配上適當肢體動作幫助學生理解。
常使用時間限制。

二、學生學習行為 Learning Behavior of students

小組之間互相學習單字 (秩序十分良好)
學生舉手十分熱烈
Silent reading, 目標清楚, 引導自我學習

三、教學觀察後的省思及學習

Reflection and the things I've learned from the classroom observation.

使用限定時間, 目標明確
All English, 互動十分熱絡, 教室氣氛和協, 沒人呆坐無聊
10Q 設計內容切合, 很好的輔助 十分投入
非常棒的教學演示!

課室觀察記錄 Notes of the lesson

一、教師學習引導 Guided Learning of teacher

- △ slide - envelope
stamp
address
 - one related word, grown-up
 - 10 question
 - instruct Ss
 - guess quiz time.
 - count time
 - check ans together
 - correct
 - turn to the right page.
 - slow one -1.
- 10 + 5
9 + 3
8 + 1
70 - 1
60 - 3
↓ - 5

二、學生學習行為 Learning Behavior of students

3. raise hands.
- 1 | ~~stick~~ / stick, read out words, praise. explain what T said / answer ques?
- 2 | reference book / write the letter first (by I's instruction)
- 3 | repeat / ask sentence / presenter.
- 4 | repeat after / x3 times / raise hands.
stands quickly write down details

三、教學觀察後的省思及學習

Reflection and the things I've learned from the classroom observation.

Students are fully motivated and are ~~willing~~ willing to help others as well as learn from others.

Teacher got whole control of the classroom but left opportunities for Ss to reply and learn cooperatively.