

105 學年宜蘭縣課室英語融入閱讀教學共備共學工作坊



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時間：105 年 8 月 18 日

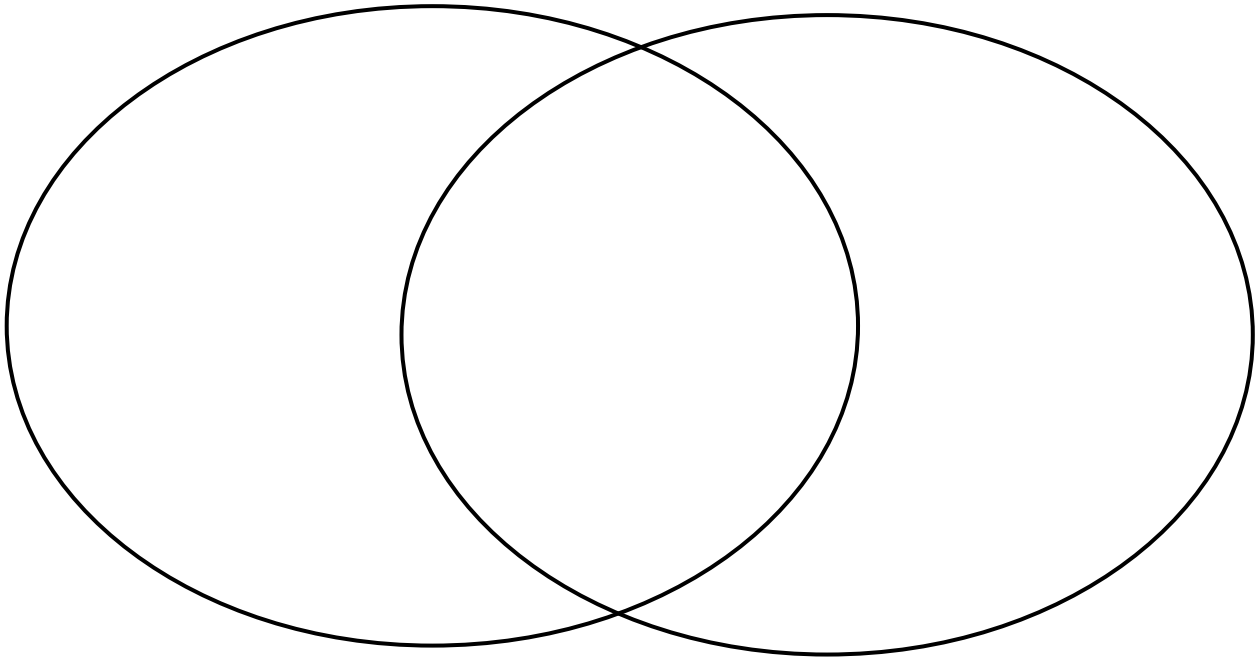
講師：桃園市青溪國中許綉敏

I. Classroom Language

Teacher's language

Teacher's or learners' language

Learners' language



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課程設計:英國文化協會師訓講師 Steven Murray

- | | |
|----------------------------------|---------------------------------|
| a. Good morning. How are you? | n. Why did you write that? |
| b. Pens down and listen, please. | o. Any volunteers? |
| c. Are you ready? | p. Do you know what this means? |
| d. Stand up, please. | q. It's a kind of food. |
| e. Can I borrow your dictionary? | r. It's another word for |
| f. Next, please. | s. Now do the same. |
| g. How do you spell it? | t. Turn to page 20. |
| h. Where's the chalk? | u. It's very dangerous. |
| i. That's not right. Try again. | v. Will you please help me? |
| j. Whose turn is it? | w. Try your best. |
| k. Stop talking. Don't talk. | x. Who wants to be A? |
| l. Be quiet, please. | y. Please put away your things. |
| m. Could you say that again? | z. Sorry. Can you help me? |

Our classroom language

Greeting	Doing pair work
Getting learners' attention	Playing a game
Asking for permission	Giving feedback
Asking for clarification	Saying goodbye

Procedural Language	Functional language	Target language

II. What is the skill of reading?

※ _____

- ✓ decoding
- ✓ focusing on vocabulary or grammar

※ _____

- ✓ using prior content knowledge
- ✓ using knowledge of the genre (textual schemata)
- ✓ using knowledge of language

III. Reading Activities

※ _____

Words and pictures
Word association
Listen and speak

※ _____

scanning
skimming
Intensive reading

※ _____

Comprehension question review

Cartoon strip

Running dictation

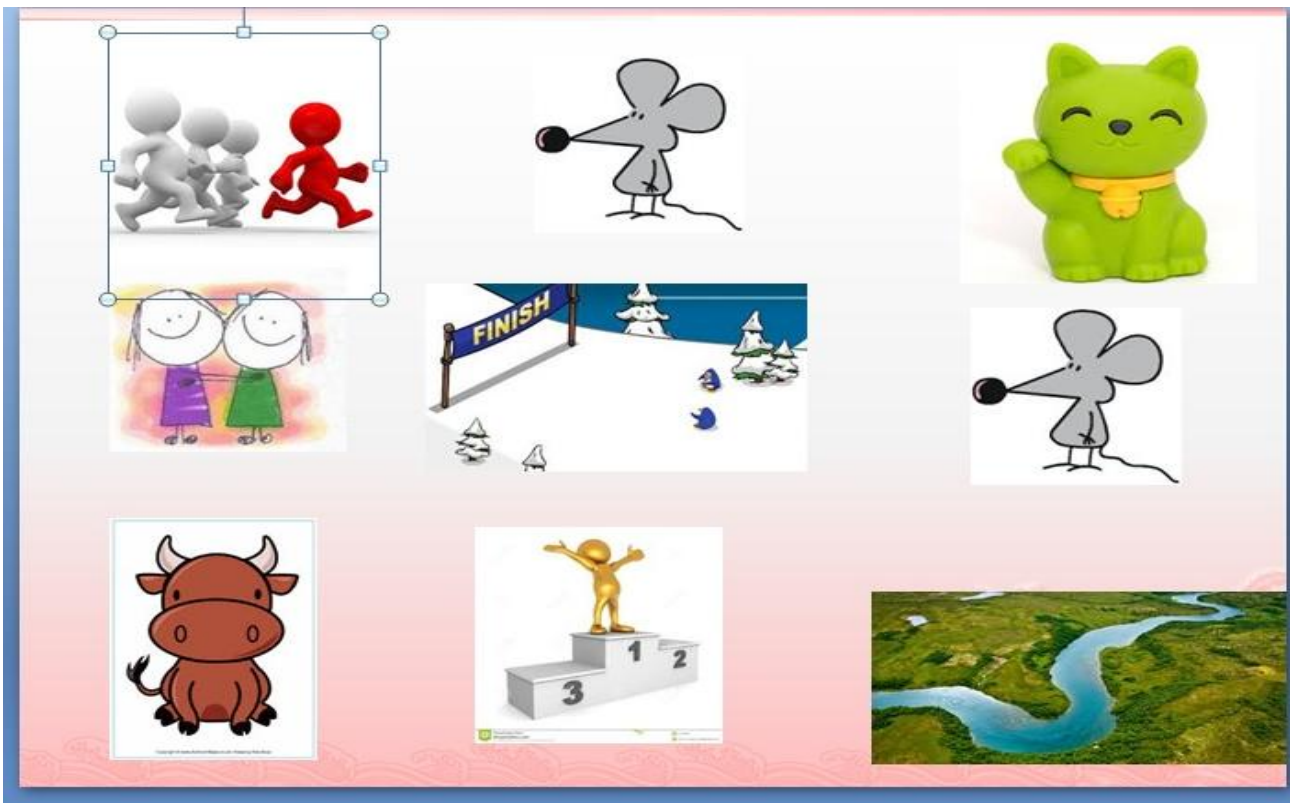
Board games

IV. Tips for Teaching Reading Strategies

- ✪ Systematically plan strategies into instruction.
- ✪ Model new strategies and “think aloud” as you use them.
- ✪ Make connections between new strategies and what the children already know.
- ✪ Apply strategies to different genres, across different subject areas.
- ✪ Start with one or two strategies, then gradually build your repertoire.
- ✪ Use the correct terms for strategies, even with emerging readers.
- ✪ Provide extended chunks of time each day for independent practice.
- ✪ Keep strategy groups flexible.
- ✪ Use a variety of grouping formats, including whole- and small-group instruction.
- ✪ Use complete, authentic pieces of text for modeling and independent practice.
- ✪ Keep records of individual student’s strategy use.
- ✪ Provide opportunities for students to reread familiar texts to build fluency and automaticity.
- ✪ Integrate strategies throughout instruction, across the day.

Adopted from Bette S. Bergeron and Melody Bradbury-Wolff, 2002, Teaching Reading Strategies in the Primary Grades

Words and pictures



Think Big. Start Small.

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Main task: Find out the missing information (A)

1. What do Chinese people like to talk about during Chinese New Year?
3. What had trouble Jade Emperor for weeks?
5. Who came up with the idea of asking Ox for help?
7. What was Rat thinking about when the finish line was in sight?
9. What happened to Cat?

Main task: Find out the missing information (B)

2. Who was having a meeting with all animals somewhere above the clouds?
4. What would the Jade Emperor do to make the Chinese Zodiac?
6. What was Cat's problem?
8. Why did Cat and Rat ask Ox for help?
10. How was the race when Cat swam to the river bank?

Re-order these sentences

1. Jade/ had/ meeting?/ before/ troubled/ What/ Emperor/ for/ the/ he/ had/ weeks/ the

2. Rat/ poor/ he/ was/ been/ Cat/ that/ told/ swimmer./ always/ he/ worried/ had/ because/ a

3. What/ Rat/ when/ Cat/ in/ sight?/ finish line/ did/ was/ the/ to/ do

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Write your own questions

Q1:

Q2:

Start Small. Think Big.

- Why does Meg ask the Thinker “ Are you OK?”
- How does John feel when he sees the dinosaur?
- How do you know?
- Is this a real story? State your reason(s).
- Why do people go to museums? What can we do in museums?

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Dialogue

(In the museum)

Meg: Are you OK, sir?

The Thinker: I'm fine. Please don't ^①

touch me!

Meg: Sorry!

Amy: Look over there, John!

John: Wow! It's a mummy!

Mummy: Hi there. Please be quiet. ^②

Amy: Oops! Sorry, sir. ^③

Vocabulary

museum 博物館

please 請

me 我 (I的受格)

quiet 安靜的

sir 先生 (對男性的尊稱)

don't 別; 不 (do not 的縮寫)

mummy 木乃伊

oops 噢 (表抱歉、驚訝等)

The Thinker 沉思者

touch 摸; 碰觸

be 是; 當 (be 動詞原形)

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John: I'm hungry. ^④

Meg: I'm hungry, too. Let's eat these apples. ^{⑤ ⑥}

John: Let's not eat here. Let's go to the snack bar over there. ^{一字多義}

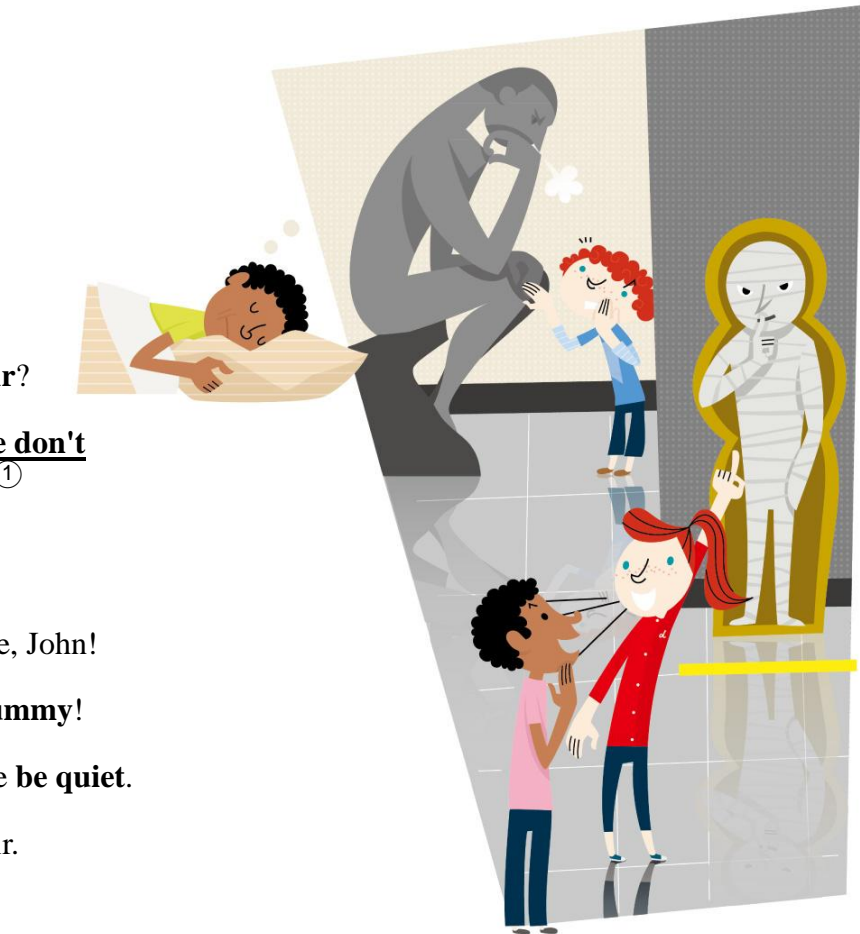
Amy: Wait! There's a dinosaur BEHIND you! ^{⑦ ⑧}

John: What?!

Meg: Let's run... NOW!

Dinosaur: Don't run in the museum.

John: Ahh...



示範選文 2：翰林第六冊第 1 課

During Chinese New Year, Chinese people like to talk about the animal sign for that year. However, not everyone knows how the twelve signs of the Chinese zodiac came to be. Here is one story.

Somewhere above the clouds, the **Jade Emperor** was having a meeting with all the animals. "Naming the Chinese zodiac has troubled me for weeks, but now I know what to do!" The Jade Emperor rose from his seat and **continued**, "I will hold a swimming race for you, and the first twelve to cross the river will be the signs."

After the meeting, Cat told his best friend, **Rat**, that he wanted to win the race, but he had always been a poor swimmer. Rat, however, told him not to worry. "**Ox** is strong and swims fast. Let's ask him for help!" Rat said.

The day of the race finally came. When the race started, Cat and Rat jumped onto Ox's back. Thanks to Ox, they were able to cross the river **ahead of** the others. When the finish line was in sight, Rat was only thinking about winning. He suddenly pushed Cat into the river, **hopped** off Ox's head, and won first place.

Poor Cat almost **drowned**. When he made it to the river bank, the race had already ended. Since then, cats have stopped being friends with rats. This is why they are always waiting for a chance to get even.

Classroom Language Planning Template

Group Members: _____

Teaching Unit: _____

Class Size: _____

Language Skill Objectives: _____

Life Skill Objectives: _____

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Lesson Stage	Activity	Procedural Language	Target Language	Materials and Equipments

References

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