# 嘉義縣102年度英語資源中心 外籍教師教學視導實施計畫

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### 嘉義縣 102 年度英語資源中心外籍教師教學視導實施計畫

一、 依據: 嘉義縣 102 年度英語資源中心運作計畫

#### 二、目的:

- (一) 瞭解外籍教師的教學情況,評估外籍教師的教學成效。
- (二)提供專業英語教學意見,協助實施有效的英語教學活動。
- 三、 承辦單位: 嘉義縣政府、嘉義縣英語資源中心(竹崎國小)
- 四、對象:本縣國中小依「教育部引進外籍英語教師專案」聘有外籍教師之學校。

#### 五、 視導方法:

- (一)現場觀察外籍教師教學情形:每位外籍教師進行一節英語教學演示,並提供教學演示內容之教學詳案一份(只提供該節教學演示內容的教案即可)。
- (二)座談會:教學演示結束,隨即進行座談會,針對教學內容由視導教授提供 回饋與建言。
- (三)教學視導教授對外籍教師教學結果完成視導報告,轉交學校與教育處作為 教學改進與聘任外籍教師之成效之參考。

#### 六、 日期與行程:

. , , , , , , , , , , , , , , , , , , ,				
日期	5月16日	5月30日	5月31日	6月6日
受訪對象	祥和國小	三興國小	新港國小	內埔國小
項目1	教學演示	教學演示	教學演示	教學演示
	9:30~10:10	14:30~15:10	9:30~10:10	9:30~10:10
項目2	座談會	座談會	座談會	座談會
	10:20~11:00	15:20~16:00	10:20~11:00	10:20~11:00

- 七、 教學視導人員:英語資中心計畫主持人嘉義大學陳炫任教授
- 八、 計畫連絡人:竹崎國小教務主任 陳耀欽 2611018#13
- 九、配合事項:請各校負責外籍教師事務之教師或行政人員,協助轉達外籍教 師教學視導內容,並惠予協助當日教學視導活動。
- 十、 獎勵:相關承辦人員依嘉義縣教育人員獎勵辦法規定予以敘獎。
- 十一、 經費來源:嘉義縣英語資源中心。
- 十二、 本計畫呈報縣府核可後施行,修正時亦同。

嘉義縣 102 年英語教學資源中心外籍教師教學視導會議簽到簿

日期:102、05、16

會議主持人: 飞飲鬼

會議記錄:

參加人員:

單位	職稱	姓名	簽名	備註
蒋和园小	村岩岩	飞歌器	已數點	
英餐中心	预務主之	《東源》	(東黎公	2
奉製	教務計五	盧铂宝	盧和空	
祥和国人	数學組長	徐龍綾	徐鹤袋	
不多和图中	MOE Teach	Kandy Luchney	Rarely	
州崎國小	教育	多种	公本 \$	-
存的例小	3263		724800	
祥和國小	\$259	花花桶	动家不能	1
海和風小	March - All mark	许秀态	许武芳	
	小教神	新菜子	方本来	
嘉義人營	外理教授	中東大京行	主原教	Ź

嘉義縣 102 年英語教學資源中心外籍教師教學視導會議簽到簿(併英資中心小組會議)

期:102.05.17

會議主持人: 那彩琴

參加人員:

單位	職稱	姓名	簽名	備註
嘉義大学	助理教授	東京往	中大至任	
如園園的	核色	专州等	\$ A 3	
7号海山	4	112 5-	3/2/25	
内埔園み	(1	調彩琴	謝彩琴	4.1
內埔國小	教師	林明秀	林明秀	
竹两関中山	主化	《東海》	(東郷魚	2

# 嘉義縣新港國小102年度英語教學資源中心外師教學視導

一、時間:102年5月31日

二、地點:本校校長室

三、主持人:校長 林灑津

紀錄:

四、出席人員:

單 位	職	稱	姓名	簽 名
嘉義大學	教	授	陳炫任	P車 大至 1年
輔導團	校	長	李淑惠	李 1 张 秀
竹崎國小	主	任	陳耀欽	連縄欽
新港國小	校	長	林灑津	我愿 建
新港國小	主	任	蔡政儒	82775
新港國小	組	長	連惠君	連集局
新港國小	2	<b>F6</b>	Theres G	- Hose al
五、油	- 半		×	1

五、決議

六、臨時動議

七、散會

		Ţ
	評估項目	看 課 觀 察
1.	明確指出教學目標及教學重點	以自編之餐廳與購物情境對話爲教材,培
		養學生的口說溝通能力。
2.	可以刺激學生對於課程內容的	教材內容貼近學生生活經驗,具實用性,
	興趣	可引發學習興趣。
	, <u>.                                  </u>	7,131,7 17,10
3.	針對教材內容提供清晰的解說	教師對於課堂活動能夠給予清楚的指令,
	DI DANCIATA DI DELI CITA DI CANTALI	學生們都能遵循指令,進行不同的練習。
		1 THE THE PROPERTY OF THE PROP
4.	對學生展現誠摯的關懷	教師會利用小組練習時間,在課堂走動,
'	レー・コープ・フロH/グリー・ロ J 19代 19公	關心學生練習的情況,並提供適當的個別
		指導。
		10-4
5.		   以聽力練習爲例,在聽完英語歌曲後,學
] .	答	生必須根據歌曲,回答問題,並在讀過歌
	Ħ	司後進行練習,整體流程的進行能有效引
		導學生學習。
6.		利用小組練習時間,和部分學生進行個別
0.	程步調	練習,有助於教師瞭解學習成效。
	1生少 岬	MT 目 / 「日 以川 、
7.	<u> </u>	   銀和內次脚官,太八座田粉字內之數石碑
/ .	看起來是「有備而來」的	課程內容豐富,充分應用教室內之軟硬體
		設備。
0	口先注吡 淼立堙淮	及立注林,立具语由 -
8.	口齒清晰,發音標準	發音清楚,音量適中。 
0	数斗 財職主印	此課室爲協同教學,除了外師之外,還有
9.	整體表現	
		一位台籍教師,有一半的時間由外師主
		教,另一半的時間由台籍教師主導,兩者
		之間主、副的角色搭配的很好。
	11. 1.1	
10.	其他建議	教師擅用互動式白板進行活動,也提供了
		學生個別在台上練習的機會,但是活動設
		計上可稍加調整,讓台下的學生更有參與
		感。如台上的學生在互動式白板上選對了

單字,完成任務時,可請台下的學生一起 把該單字唸一次,如此,可強化學習,也 避免台下的學生有閒暇的時間。

報告撰寫人:嘉義大學語言中心陳炫任教授

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	評估項目	看課觀察
1.	明確指出教學目標及教學重點	透過英語歌曲教學,使學生熟悉動物的說
		法,以及動物所發出的聲音,教學目標清
		楚。
2.	可以刺激學生對於課程內容的	肢體語言豐富,教材多樣化,有助於吸引
	興趣	學生之注意力。
		,
3.		外師雖然不諳中文,但多藉由範例,引導
	TIAVINI TITIVINI TITIVI	學生作口語練習,過程中有台籍教師、助
		理協助。生難的文法概念,台籍教師多會
		補充說明。惟結尾的活動,稍嫌複雜,光
		藉由教師的示範說明,難以釐清,恐怕需
		要一組的學生實際演示,方有助於學生理
		解活動程序。
4.	對學生展現誠摯的關懷	面帶笑容、親和力十足。
5.	有效引導並激勵學生提問和回	以英語歌曲教學而言,宜先撥放一次歌
	答	曲,讓學生有整體的了解,然後再進行細
		部的教學,如各動物的英語說法。如此引
		導的練習,較具意義,亦有助於學生理解。
6.	根據學生理解的程度而調整課	著重學生個別練習,設有額外加分機制,
	程步調	學生如果個別唸單字給助理聽,會另外加
		分,此舉鼓勵學生多練習。
		万
7.	<b>毛</b> 邦本具「右供而本 的	数材内次久元,1公了港域的郊 <u>公</u> ,护凯弘
' ·	看起來是「有備而來」的	教材內容多元,除了講授的部分,也設計
		讓學生小組練習的字卡及相關材料。
8.	口齒清晰,發音標準	口音稍重,但是音量足夠。
9.	整體表現	與半年前的訪視相較,教學信心大幅提
		升,教學的流程及活動安排,也流暢許多,
		整體表現可看出教師教學的熱忱與努力。
1		

10. 其他建議	上課時運用了紙本閃卡,在這科技時代,
	紙本閃卡的成本相對比較高,建議可將閃
	卡內容融入 ppt 的製作,如此亦可將圖片
	以及音效也都加入幻燈片中。

報告撰寫人:嘉義大學語言中心陳炫任教授

	評 估 項 目	看課觀察
1.	明確指出教學目標及教學重點	本課程著重句型練習及 phonics, 教學點明確, 並能輔以合適且多元的教材, 進行反覆而不枯燥的練習。
2.	可以刺激學生對於課程內容的興趣	<ol> <li>擅用教室內之設備,如互動式白板,增加學生參與度及學習興趣。</li> <li>課程設計多元而適當,歌唱、句型練習、字母小書的閱讀等,讓學生在不同的刺激下,專注於不同的學習活動。</li> </ol>
3.	針對教材內容提供清晰的解說	以英語歌曲教學爲例,教師輔以圖片、簡單的肢體動作、反覆強調重點生字,有助於學生對歌曲內容的理解。歌曲的難易度合適,學生多能跟著教師的語速,開口說英文。
4.	對學生展現誠摯的關懷	具親和力,上課非常有精神。
5.	有效引導並激勵學生提問和回 答	<ol> <li>利用互動式白板,教師設計的練習題, 結合了圖片與文字,儼然是有趣的遊戲,學生多保持高度的興趣參與。</li> <li>教師能留意到每次都有同樣的學生,舉 手回答問題,可是,教師會把機會平均 分配給其它較爲內向害羞的學生,並會 在過程中,協助他們回答問題,這有助 於學生排除語言學習的恐懼,並建立信 心。</li> </ol>
6.	根據學生理解的程度而調整課 程步調	利用學生個別回答的機會,教師會根據學 生程度,調整問題。
7.	看起來是「有備而來」的	上課教材豐富多元,將句型練習隱藏於不同的教學活動中,課程設計中富有巧思。
8.	口齒清晰,發音標準	發音清楚,語速適當,音量大小合宜。

9. 整體表現	課程環環相扣,教學流程順暢,除了講解及大班團體練習之外,給予學生適量的個別練習機會。
10. 其他建議	非常精彩的教學,希望有機會可以舉行更 大規模的教學示範,與更多的英語教學同 業進行分享。

報告撰寫人:嘉義大學語言中心陳炫任教授

# 外師教學訪視教案-祥和國小

Textbook: Where do you see?	Designer: Melody /Randy
Grade: 5	Time: 40 minutes
Week 11, 4 periods	Date:5/16

#### Objectives:

Listening: Students can understand the simple and easy dialogue.

Speaking: Students can use easy classroom English.

Students can say basic dialogs often used in classroom.

Reading: Ss can distinguish sigh words, short vowels and long vowels.

Ss can read an easy story book.

Writing: Ss can write letters based on sounds input.

#### Materials:

Student Textbook Darbie 6,
Sentence Pattern and Vocabulary Word Cards (located in the file)

• Teacher-Made Powerpoint presentation

Activity	Time	Note
Warm up	10	Randy
Greeting		
1. Teachers welcome students. Students greet teachers.		
2. Review restaurant and department store dialogues.	97	
Students repeat dialogues as a class.		
Students practice dialogues as boys and girls		
Students practice dialogues with a partner		
Teachers call on 4 pairs of students to demonstrate for the class. (2 pairs for each dialogue)	120	
3. Review lesson four vocabulary and sentence patterns.		
Pages 39 and 40 in the textbook (as a preview to Ms. Melody's part of the lesson)		
Procedure	20	Melody
Let's sing a song on p.43.		
1. Have students close their books and listen to the CD .		
2. Ask students to pay attention to the following questions.		
Q1: Who has a little farm?		
A1: Ali Baba has a little farm.		
Q2: What kinds of animals are on the farm?		
A2: There are 3 animals.		

Q3: What are these animals?	radW:	extbook
A3: They are cows, dogs, and goats.		C : aboni
3. Remind students to take notes on the bottom of the student book	one i	JI keev
while listening to the CD.		BELT DELGE
4. After listening to the CD, students will voluntarily raise their		
hands to answer teachers' questions.	out&	
5. There is an animal card on every desk. While singing the song	o sid sa	nileos A
together, students raise their card with the corresponding animals.	6 2	72
6. Introduce some sounds from animals.		nithW .
Ex: quack→duck, bow-wow→small dogs, woof→big dogs		rioireto/
Challenge Time on p.44.	s trisb	
1. Review "Work bank" on page 44 first. Then Ms. Melody will explain	A-18hou	
how to do this exercise.		YTIVITO
2. Ask students to look at the picture on page 44 and count how many		
kinds of animals.	w tenbalsi	
3. Mr. Randy and Ms. Melody will demonstrate the dialogue.		
4. Ask students to pair up to practice the dialogue.	239 MS	
5. Mr. Randy and Ms. Melody will go around the classroom and monitor	Studen	- Fo A
students' practice.	188 by 18-3/4	
Reinforce- Computer Memory Game-Zoo Animals	10	Randy
http://www.eslgamesworld.com/members/games/vocabulary/memor	tabet.	9
yaudio/zoo%20animals/	arlagas T	
Students will be divided into groups by rows.	.2001.	
• The teacher will call one student from each row.	lesi wai	
<ul> <li>The student must press one box to listen to the animal name and try to match it to the pictures below.</li> </ul>		
Each correct match earns one point.	tans Pf	Pages
• The group that gets the most correct matches is the winner.	(10223)	salt to
Wrap-up	2	Melody
<ul> <li>Students will practice saying goodbye to teachers in different</li> </ul>	d soud t	&
ways. d3 sht of restal bno bleed right sale	etnabut	Randy
Students need to stand, push in chairs quietly and reminded to	2 tyrobp	ta vizit
walk (not run) out of classroom	i zod of	witch
		I .
HOMEWORK:	el adp8	IA LA

Textbook: Where do you see?	Designer: Melody /Randy
Grade: 5	Time: 40 minutes
Week 11, 4 periods	Date:5/16
The state of the s	JUNE TO COUNTY OF STREET OF STREET

#### Objectives:

Listening: Students can understand the simple and easy dialogue.

Speaking: Students can use easy classroom English.

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Reading: Ss can distinguish sigh words, short vowels and long vowels.

Ss can read an easy story book.

Ss can write letters based on sounds input. Writing:

### Materials:

Student Textbook Darbie 6, Sentence Pattern and Vocabulary Word Cards (located in the file) Teacher-Made Powerpoint presentation

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Greetir	ng and the protuce on page 44 and count how many	15	2 Ast st
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2. F	Review restaurant and department store dialogues.	bito yo	3 Mr Ad
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	Students practice dialogues as boys and girls		nsbuta
yban	Students practice dialogues with a partner	Comps or Caled	Renforce Arts://ww
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Procedi	ire 13 teen	20	Melody >
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1. Have	e students close their books and listen to the CD .	20	DW
2. Ask	students to pay attention to the following questions.	e 2 ta : b:	
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1	Ali Baba has a little farm.  How man,  What kinds of animals are on the farm?	-289 5 101 101 5	NewEwo
A2:	There are 3 animals.		

	1	1
Q3: What are these animals?	nor/W	Hoodtxs
Q3: What are these animals?  A3: They are cows, dogs, and goats.	voje sa 1	17 May
3. Remind students to take notes on the bottom of the student book	200	hvitasid
while listening to the CD.	në :	pars teld
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hands to answer teachers' questions.	put?	8
5. There is an animal card on every desk. While singing the song	0 88 3	nibus 4
together, students raise their card with the corresponding animals.	55 9	- A - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3 - 3
6. Introduce some sounds from animals.	1 32 1	mittyW.
Ex: quack > duck, bow-wow > small dogs, woof > big dogs		aterials
Challenge Time on p.44.	of two	52 6
1. Review "Work bank" on page 44 first. Then Ms. Melody will explain	A-naria	21 -
how to do this exercise.		Ythur
2. Ask students to look at the picture on page 44 and count how many	2	Balking
kinds of animals.	a sal-	- C - C - C - C - C - C - C - C - C - C
3. Mr. Randy and Ms. Melody will demonstrate the dialogue.		
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http://www.eslgamesworld.com/members/games/vocabulary/memor	10)	Randy
yaudio/zoo%20animals/	and arrest	-
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Wrap-up	2	Melody
<ul> <li>Students will practice saying goodbye to teachers in different</li> </ul>	o Guos t	& Dandy
ways. (3) and of matell how exhault and a sola	a try <b>s</b> lour	Randy
<ul> <li>Students need to stand, push in chairs quietly and reminded to</li> </ul>	a mah	Ta AlaA"
walk ( <u>not run</u> ) out of classroom	o anni di	W 40
HOMEWORK:	n ocios	HA TA
• Study for quiz. (review vocabulary)	THE RESERVE OF THE PARTY OF THE	

Textbook: Where do you see?	Designer: Melody /Randy
Grade: 5	Time: 40 minutes
Week 11, 4 periods	Date:5/16

#### Objectives:

Listening: Students can understand the simple and easy dialogue.

Speaking: Students can use easy classroom English.

Students can say basic dialogs often used in classroom.

Reading: Ss can distinguish sigh words, short vowels and long vowels.

Ss can read an easy story book.

Writing: Ss can write letters based on sounds input.

#### Materials:

Student Textbook Darbie 6,
Sentence Pattern and Vocabulary Word Cards (located in the file)
Teacher-Made Powerpoint presentation

	Thinks the transmittent har to the respect to make	Time	Note
Warm up		10	Randy
Greeting	e look at the picture on page 44 and count how many	t atriab	ASIC STE
1. Te	achers welcome students. Students greet teachers.	E anima P	kinds o
2. Re	view restaurant and department store dialogues.	ono yb	Mr. Rat Ask stu
	Students repeat dialogues as a class.		
	Students practice dialogues as boys and girls	s' prac	studen
	Students practice dialogues with a partner	Compi estad	nforce p://ww
	Teachers call on 4 pairs of students to demonstrate for the class. (2 pairs for each dialogue)	MACOGNI Ludents	az/oibi
3. Re	view lesson four vocabulary and sentence patterns.	ie reache studer	
-	39 and 40 in the textbook (as a preview to Ms. Melody's part lesson)	natch it f sch oprre	3 .
			The state of the s
Procedur	e	20	Melody
Note: Note: Note: National of		20	Melody
Let's sing	g a song on p.43. Tib ni erishbet of sydboog pniyoz soitobra lliu	stnabildents	45 7
Let's sing	g a song on p.43. The mississipport of sydboog palyon southing the students close their books and listen to the CD.	etnabi	w St
Let's sing 1. Have 2. Ask s	students close their books and listen to the CD.  tudents to pay attention to the following questions.	ents i	ts w
Let's sing 1. Have 2. Ask s Q1: W	g a song on p.43. The mississipport of sydboog palyon southing the students close their books and listen to the CD.	etnabi	tS &
Let's sing 1. Have 2. Ask s Q1: W A1: A	a song on p.43.  students close their books and listen to the CD.  tudents to pay attention to the following questions.  /ho has a little farm?	ents i	ts w

Q3: What are these animals?	Where	Hoodba
A3: They are cows, dogs, and goats.		ade: 5
3. Remind students to take notes on the bottom of the student book	boinsq A	eek il,
while listening to the CD.	015 10	BYITOSLO
4. After listening to the CD, students will voluntarily raise their	put2 c	Speakin
hands to answer teachers' questions.	Stud	area and a
5. There is an animal card on every desk. While singing the song		Readin
together, students raise their card with the corresponding animals.	. Ss c	
6. Introduce some sounds from animals.	g: 5s c	nitinW
Ex: quack > duck, bow-wow > small dogs, woof > big dogs	13	alpinati
Challenge Time on p.44. A betacall about book yapludoook ban metto	dent Te l'ence f	· Stu
1. Review "Work bank" on page 44 first. Then Ms. Melody will explain	K-harlo	e Te
how to do this exercise.		rivity
2. Ask students to look at the picture on page 44 and count how many	1.5	43.03.23
kinds of animals.	u Sand	us.IT
3. Mr. Randy and Ms. Melody will demonstrate the dialogue.		
4. Ask students to pair up to practice the dialogue.	es wai	
5. Mr. Randy and Ms. Melody will go around the classroom and monitor	Studen	
students' practice.	ka hara 2	
Reinforce- Computer Memory Game-Zoo Animals	10	Randy
http://www.eslgamesworld.com/members/games/vocabulary/memor	Studen	
yaudio/zoo%20animals/	arlans T	
<ul> <li>Students will be divided into groups by rows.</li> </ul>	closs	
<ul> <li>The teacher will call one student from each row.</li> </ul>		
• The student must press one box to listen to the animal name and try to	iew less	V S04
match it to the pictures below.	bno 8	Pages
• Each correct match earns one point.  The group that gots the most correct matches is the winner.	(esson)	of the
The group that gets the most correct matches is the winner.  Wrap-up	2	Melody
	o song o	&
Students will practice saying goodbye to teachers in different ways.	rudents	Randy
	tetnsbi	re stea
Students need to stand, push in chairs quietly and reminded to  well (net run) out of classes.		
walk ( <u>not run</u> ) out of classroom		
HOMEWORK:		IIA IIA
• Study for quiz. (review vocabulary)	phi Xinq	W 146

## 外師教學訪視教案-內埔國小

#### Lesson Plan

#### Grade 3

May 17, 2013

1.	Wa	rm-	up
-			-

Review old vocabulary: incredible, wonderful, and unique Review newest vocabulary word: extraordinary

#### 2. Presentation

Animal Theme

Identify 13 animal pictures and the sounds associated with them.

Co-teachers model the sentence pattern:
What animal do you see?
I see a/an
What sound does it make?

The students model the sentence pattern.

#### 3. Practice

Powerpoint-20 Animals from the Song We Learned Last Week Students practice the sentence:

I see a/an \_\_\_\_\_\_.

(sound)

#### 4. Production

Small Group Activity

The student will complete a sentence by placing an animal picture on the blank line of a worksheet. (S)He will read the sentence to a peer. Points may be earned by the student.

#### 5. Wrap-Up

Sing the song from last week. The student stands up and makes the animal sound when the animal's name is announced.

<sup>\*\*</sup> Note: The co-teacher is on leave. Ms. Shelly will co-teach this class. \*\*

## 外師教學訪視教案-新港國小

Lesson Plan

Grade 3

May 17, 2013

1.	Warm-up
	Daviery of

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Review newest vocabulary word: extraordinary

#### 2. Presentation

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## 5. Wrap-Up

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<sup>\*\*</sup> Note: The co-teacher is on leave. Ms. Shelly will co-teach this class. \*\*

The following objectives are to be taught for two days learning.

#### Objectives:

We will use a variety of decoding strategies for phonemic awareness and word identification.

The students use spelling patterns and rules to recognize/read words. We also use the chants and songs to learn how to speak with the correct sentence structure.

The student will listen attentively to the teacher and read the decodable book for phonics, fluency, sturcture, and comprehension skillls.

### Target Area of Instruction:

Word Families: ug, -un

Decodable Book: My Pug Has Fun

Spelling the long vowel sound /o/: o-e, oa, ow, oe

Sentence Sturcture: Simple Present Tense

Past Tense

Materils: Power Point, Smart Board, flash cards

Activities: The smart board can accommodate different learning styles. The students show increased motivation and enjoy the interactive learning. I also will use the board as the tool for assessment as well.

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# 外師教學訪視照片-祥和國小



· 外師上課教學實況



· 中籍老師輔助說明



·外師與學生戶動



·課後與外師研討

# 外師教學訪視照片-內埔國小



·外師上課教學實況



·外師與學生互動



・上課教學實況



·課後與外師研討

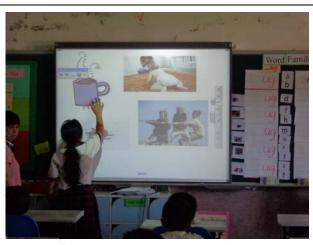
# 外師教學訪視照片-新港國小



·外師上課教學實況



·外師搭配影音教學



・請學生上台塡寫答案



·課後與外師研討