



嘉義縣
大林鎮

三和國小
Sun-Hope Elementary School



108學年度學習扶助實施方案

國小英語教師學習扶助專業知能 研習課程工作坊（第一場）

指導單位：教育部國民及學前教育署

主辦單位：嘉義縣政府

承辦單位：嘉義縣國教輔導團國小英語學習領域

嘉義縣英語資源中心

嘉義縣大林鎮三和國民小學

協辦單位：大林國小、中林國小

研習日期：109年5月22日



Global Reading
全球 閱讀
English Attitude Technology
英語 品格 科技

A school with magic power



嘉義縣政府 函

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受文者：嘉義縣大林鎮三和國民小學

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密等及解密條件或保密期限：

附件：如主旨 (376500000A_1090096770_ATTACHMENT1.doc)

主旨：檢送本縣「108學年度辦理學習扶助實施方案國小英語教師學習扶助專業知能研習課程工作坊實施計畫(第一場)」，請鼓勵教師踴躍參加，並惠予公(差)假，請查照。

說明：

一、依據本縣108學年度學習扶助整體行政推動計畫辦理。

二、研習相關資訊如下：

(一)研習日期：109年5月22日(五)。

(二)研習地點：嘉義縣大林鎮三和國小體育館。

(三)參加人數及對象：各校(國小)務必派一名英語教師參與研習活動。

(四)報名時間及方式：請於109年5月20日前上教育部全國教師在職進修資訊網 <http://www3.inservice.edu.tw/>報名。

(五)因應新冠肺炎疫情，本研習參加人員一律量體溫、配戴口罩，請與會人員自備口罩，研習會場保持空氣流動暢

嘉義縣大林鎮三和國民小學



通。

正本：嘉義縣各國民小學

副本：嘉義縣政府教育處

電 2020/09/04 文
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嘉義縣 108 學年度辦理學習扶助實施方案國小英語教師學習扶助專業知能研習課程工作坊實施計畫(第一場)

一、依據：

- (一) 教育部國民及學前教育署補助辦理補救教學作業要點。
- (二) 嘉義縣 108 學年度推動扶助學習整體方案。

二、目的：

- (一) 提供學習成就低落之弱勢國小學生課業補救教學及適性多元學習機會。
- (二) 提昇老師補救教學專業知能，進而提高學童學習效果，增進學習之自信心。
- (三) 有效解決地區性教育問題，平衡城鄉教育差距，彰顯教育正義。

三、需求評估：配合縣內學力檢測結果，辦理分析診斷報告，及協助學校找到對症下藥良方，確實提升學生學力。

四、辦理單位：

- (一) 指導單位：教育部國民及學前教育署
- (二) 主辦單位：嘉義縣政府
- (三) 承辦單位：嘉義縣國教輔導團國小英語學習領域、嘉義縣英語資源中心、嘉義縣大林鎮三和國民小學。
- (四) 協辦單位：大林國小、中林國小。

四、研習日期：109 年 5 月 22 日(五)

五、研習地點：嘉義縣大林鎮三和國小體育館。

六、參加人數及對象：

各校(國小)務必派一名英語教師參與研習活動。

七、課程內容：課程表如附件一。

八、研習講師：如附件一。

九、報名時間及相關事宜：

- (一) 為避免資源浪費，凡報名參加研習應全程出席，如有特殊理由無法出席，最遲應於活動辦理前三天於網路取消報名。
- (二) 報名時間及方式：請於 109 年 5 月 20 日前上教育部全國教師在職進修資訊網 <http://www3.inservice.edu.tw> 報名。

十、全程參與研習課程人員核發研習時數 6 小時。

十一、因應新冠肺炎疫情，本研習參加人員一律量體溫、配戴口罩，請與會人員自備口罩，研習會場保持空氣流動暢通。

十二、經費：由教育處補助。

十三、研習完畢，請填寫教師研習問卷調查表。

十四、預期效益：

（一）增進教學人員專業人員運用正確的概念及技巧，提高學童學習效果，增進學習成功之信心。

（二）提升教師提供學習成就低落之弱勢國小學生課業補救教學及適性多元學習機會。

（三）建立本縣補救計畫課後扶助方案補救教學人力資料庫。

嘉義縣 108 學年度辦理補救教學實施方案

國小英語教師學習扶助專業知能研習課程工作坊實施計畫(第一場)

◎研習日期：109 年 5 月 22 日(星期五) 9:00~17:00(全天)

◎研習地點：大林鎮三和國小體育館

時 間	課程內容	主講(持)人/單位	備註
08：30~09：00	學員報到、領取相關資料	國小英語輔導團 三和國小	
09：00~09：10	開幕式~長官致詞	教育處	
09：10~10：40	學習扶助：教學策略	中央團輔導員 盧炳仁老師	
10：40~11：00	~茶敘時間~Break Time	國小英語輔導團 三和國小	
11：00~12：00	學習扶助：診斷分析	中央團輔導員 盧炳仁老師	
12：00~13：30	~午餐/休息~Lunch Time	國小英語輔導團 三和國小	
13：30~15：00	學習扶助：課程設計	中央團輔導員 盧炳仁老師	
15：00~15：10	~休息. 茶敘~Break Time	國小英語輔導團 三和國小	
15：10~16：00	學習扶助：評量實務	中央團輔導員 盧炳仁老師	
16:00~16:20	綜合座談	中央團輔導員 盧炳仁老師	
17:00~	~賦 歸~		

【附件二】

國小英語教師學習扶助專業知能研習課程工作坊實施計畫
(第一場)工作人員名單

職 稱	姓 名	服務單位職稱	工作內容
總 幹 事	蔡明昇	三和國小校長	承辦研習各項事宜
副總幹事	謝金能	大林國小校長	承辦研習各項事宜
副總幹事	尤建順	中林國小校長	承辦研習各項事宜
課務組	江明洲	黎明國小教導主任	講師講題海報製作、製作簽到表、課程規劃、講師接送
	林冠州	朴子國小教師	
	林珮秀	內埔國小教師	
	潘珍琪	竹崎國小教師	
行政組	賴信宏	三和國小教務主任	辦理研習會各項行政事務、講師鐘點費印領清冊、經費核銷、播放簡報、研習手冊、成果製作及敘獎事宜
	曾世維	三和國小教學組長	
	劉有修	三和國小事務組長	
	劉心瑜	三和國小教師	
報到、攝影組	陳文騫	三和國小學務主任	辦理研習報到事宜、分發資料、協助研習場地佈置、攝影、上課海報更換
	王錫龍	三和國小訓育組長	
	王盛冬	三和國小體衛組長	
	林秀珠	三和國小行政人員	
庶務組	陳琍芬	三和國小總務主任	研習交通、研習場地佈置、準備講師茶水、製作場地引導指示、廚餘處理、場地整理
	黃君境	三和國小教師	
	阮郁芬	三和國小約聘僱人員	

嘉義縣三和國小
學習扶助工作坊
【國小英語】

盧炳仁 Ben Lu
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0953-503-928

Today's Rundown

- 字母拼讀法/音韻覺識 Phonics/ Phonemic Awareness
- 背單字 Vocabulary Recitation
- 第三人稱動詞變化
- 時態 Tense
- 差異化教學 Differentiated Instruction
- 分站學習 Station Learning

Why Teach Phonics

- ✓ Learn letter forms, names and sounds
- ✓ Must help students connect letter with sound
- ✓ Decoding (reading)
- ✓ Encoding (spelling)
- ✓ Teaching Order
 - ☐ Consonants – initial sounds, final sounds
 - ☐ Vowels – long and short vowels

Ways to Maximize Phonics Instruction

- Teach letter forms, names and sounds
- Post letters as they are taught
- Post pictures to go with letters
- Teach Chants
 - daily review of old letters
 - add new letters
- Add vocabulary word cards (picture and TPR)
 - Review during alphabet chant
- Add sight words (words that do not follow rules)
- Use activities to reinforce skills

Techniques for Teaching Phonics

- First sound, ending sound, middle sound (CVC)
- **Blending:** s-i-x, six
- **Decoding:** cat, c a t
- **Delete:** card, delete d, car
- **Add:** ink, add p, pink
- **Replace:** boat, goat, coat
- **Reverse:** top, pot; dog, God; desserts, stressed
- **Rhyme:** oat=>boat/coat/float

Single Letter Sounds

Phonics Chants (letter name + sound)

letter name, sound and vocabulary (A, a, apple, A,a, apple)

ABC Phonics - Phonics for Kids - ELF Learning - YouTube

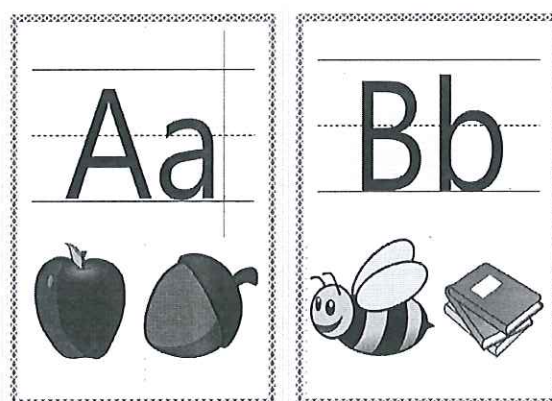
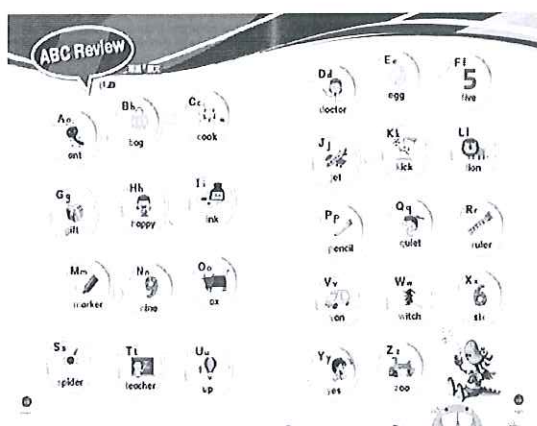
sound +vocabulary (a-a-a-a-a-aaaa-apple+alphabet reviewed at the end)

Phonics Song - YouTube

sound + letter name +vocabulary (a-a-a-a/b-b-b-b...A is for apple-a-a-apple...)

Phonics Song A-Z - YouTube

Phonics Chants, Posters and Wall Cards



Aa, Bb, Cc Memory

PowerPoint or Paper-based

Students flip over a card and say the letter **name and sound**.

Students flip another card and say the name and sound. If it's a match, they get to keep the match(paper), or get points (PPT)

Tip: Remember to back your cards to make them last and hard to read through.

A	e	C	d
f	g	F	h
B	D	a	H
c	b	G	E

Initial Letter-Sound Dominoes

Focus: Phonics-Initial letter-sound identification

SWBAT: Ss will identify initial letter-sound relationships by matching letters with corresponding sounds (w/pictures)

How could you use this in your classroom? Whole Class? Small Group? Station?

What adaptations or extra support would you need?

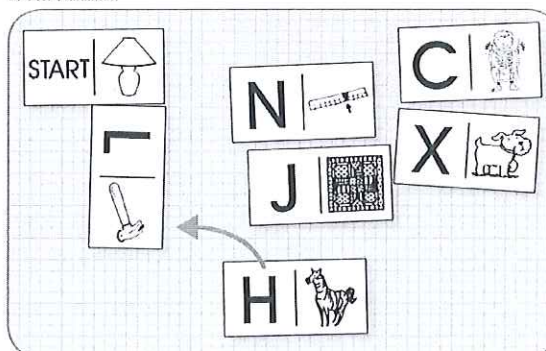
Source:

http://www.ferr.org/studentactivities/P_016a.pdf

Activity

Students match initial sounds of pictures to letters while playing a domino game.

1. Scatter domino picture cards face up on a flat surface.
2. Taking turns, student one places the START domino on the table, names the picture on the other side of the domino, and says its initial sound (i.e., "lamp, /l/").
3. Looks for a domino with the letter that corresponds to the initial sound, names it, and says its sound (i.e., "l, /l/"). Connects the two dominoes.
4. Student two names the picture on the other side of the domino (i.e., "hammer"), says its initial sound (i.e., "/h/"), and finds the domino with the corresponding letter. Names the letter and says its sound (i.e., "h, /h/"). Connects it to the domino.
5. Continue until all dominoes are connected.
6. Peer evaluation



Extensions and Adaptations

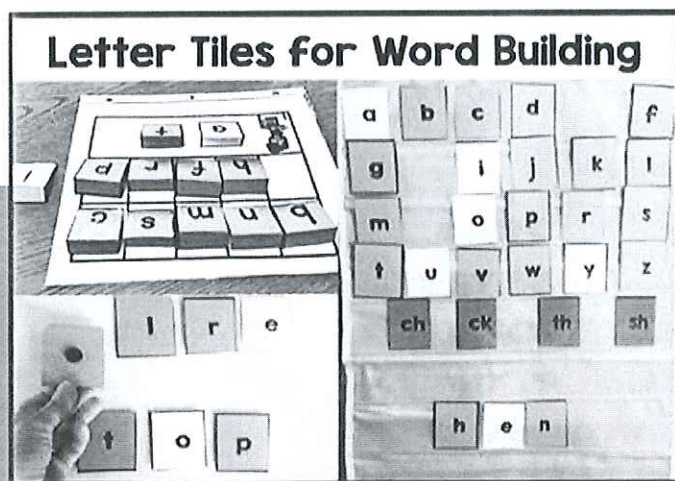
- ▶ Make and use final sound picture/letter domino cards (Activity Master P016.AM2).
- ▶ Make and use medial sound picture/letter domino cards (Activity Master P016.AM2).
- ▶ Make and use upper- and lowercase letter domino cards (Activity Master P016.AM2).

Basic Blends and Spelling Patterns

Phonics Teaching Sequence (General)

1. **Single Letter Sounds** (Vowels and Consonants)
2. **Blending**
 - a. 2 letters (VC* like an, as, it, etc.)
 - b. 3 letters (CVC such as cat, pig, dog, etc.)
3. **Consonant Clusters** (patterns such as CCVC or CVCC with br, cl, gr, pl, sp, st, etc.)
4. **Vowel Digraphs** (oo, oa, ai, ou, etc.)
5. ***Consonant Digraphs** (sh, ch, th, etc.)
6. ***Long Vowel Sounds** (a_e, i_e, o_e, u_e, etc.)

Letter Tile Games



Listen and write the words.

Pattern Practice (ex: CVC)

- Consonant switch
- Vowel switch
- Mixed

*Use real known and unknown words

Phonics Time

A. Listen and Chant

-en

hen
pen
ten

This is a hen.
The hen has a pen.
Oh! The hen has ten pens.

B. Listen, Point, and Say

pen
bell

B

-ell

bell
sell
yell

He has a bell.
He can yell.
He can yell and sell the bell.

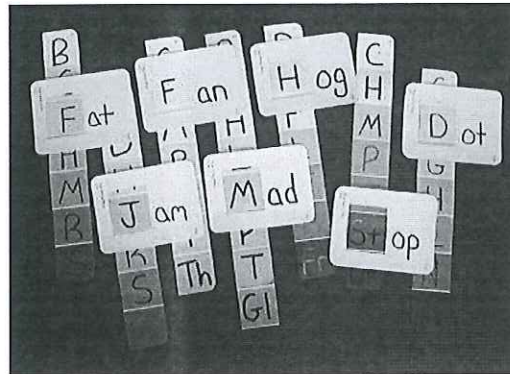
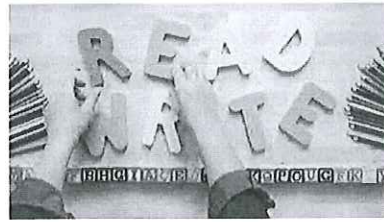
C. Listen and Circle

pen
bell
yell

d	e	n
k	e	n
m	e	n
p	e	n
t	e	n
h	e	n
B	e	n
b	e	ll
s	e	ll
y	e	ll
y	e	n

Word Families and Basic Patterns

Practice and Manipulation!



Whole Group Activities

Kind witch, kind witch, zooming around.

Can you find the _____ sound?

Practice: Short vowel sounds (a, e, i, o, u)



Rhyming (Phonological Awareness)

Word Families- Rime House

Focus: Phonological Awareness-Onset and Rime/Word Families

http://www.fcrr.org/documents/sca/GK-1/PA_Final_Part2_Onset_and_Rime.pdf

Phonological Awareness



Onset and Rime

PA.022

Rime House

Objective

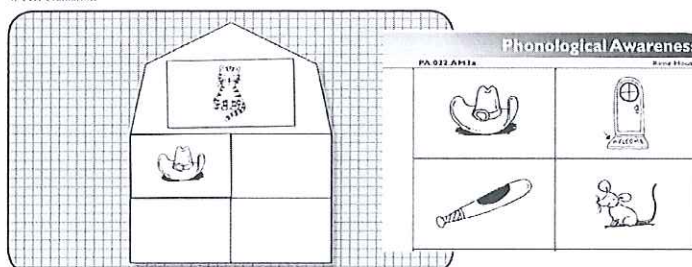
The student will segment, blend, and match onsets and rimes in words.

Materials

- ▶ Rime House work board (Activity Master PA.022.AM1)
- ▶ Copy six times on card stock and laminate
- ▶ Rime picture header cards (Activity Master PA.022.AM2)
- ▶ Glue one header card in the top section of each of the six Rime House work boards.
- ▶ Onset and rime picture cards (PA.022.AM3a - PA.022.AM3c)

Activity

- Students match rime picture cards to corresponding Rime House.
1. Place the six Rime House work boards and the onset and rime picture cards face down in a stack on a flat surface.
 2. Taking turns, students name each picture header card, and segment the onset and rime (e.g., "cat, /k/ /at/").
 3. Repeat the rime (i.e., "at/"), select the top card, look at the target rime pictures, and place the picture on the matching Rime House.
 4. Continue until all rime cards are sorted onto corresponding Rime House.
 5. Peer evaluation



Matching Rhyme Time (Card Game)

Focus: Phonological Awareness (Rhyme)

- When would it be appropriate to use this set?
- How might you modify these materials?
 - Ex: Use "word family" cards

Source: http://www.fcrr.org/documents/sca/GK-1/PA_Final_Part1_Rhyme.pdf

Phonological Awareness

PA.002

Rhyme

Matching Rhyme Time

Objective

The student will recognize rhyming words.

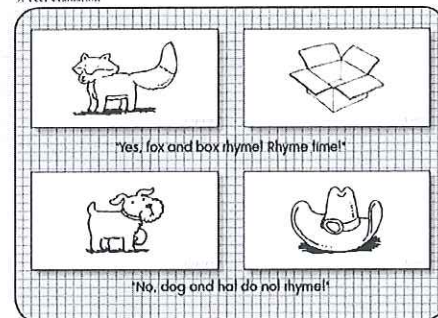
Materials

Rhyme and time picture cards (Activity Master PA.002-AM1a - PA.002-AM1f)
Select target rhymes.

Activity

Students match rhyming picture cards.

1. Separate and place the rhyme and time picture cards face down in two stacks on a flat surface.
2. Working in pairs, student one selects the top card from each stack and names the pictures (e.g., "fox, box").
3. If a match is made, says "rhyme time" and keeps the pair. If a match is not made, returns the cards randomly to the appropriate stack and student two takes a turn.
4. Continue until all matches are made.
5. Peer evaluation.



Extensions and Adaptations

- State a word or draw a picture that rhymes with the match.
- Match words with the same initial sound.

But wait, we've got more...flashcards!

Match and Say


Practice vocabulary with focus on phonics, reading and spelling

Introduce the new words first with a 'notice, wonder and try' activity.

Then the review words can be added to check and review later (preferably with games or center/station work along with class book and workbook activities.

Source: Follow Me (8)

ai	ay	oi	oy
train	hay	oil	boy
rain	play	coin	Joy
mail	bay	noisy	toy
sail	day	soil	coy
paint	say	voice	Roy
review		new	

 Sound it out.

oi



oil



coin



noisy

oy



boy



Joy



toy

ai



rain



mail

ay



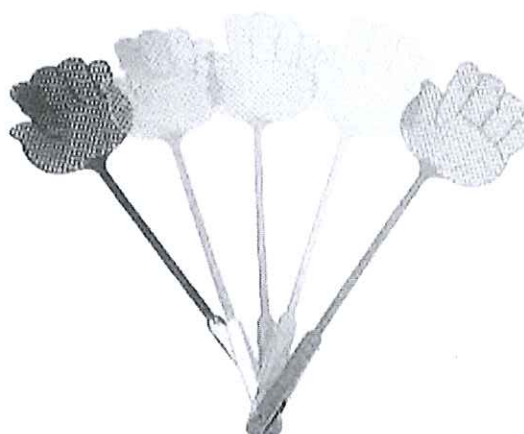
hay



play

Slam

On the board or on the table
(small group)



And now, a couple more spelling games!

Write It, Quick!

Materials:

- Word Cards (targets)
- Scraps of paper (large enough to write a word on it, can be reused and/or recycled, 6/8 scraps per student)
- pencils
- a “base” board (target zone)

Variation: Use whiteboards instead of scraps of paper. Teams compete against each other rather than within smaller groups (1 board + marker per team)

Basic Directions:

1. Group students into groups of 4-8. Students should be seated equally distant from a central hub/base.
2. Pass out scraps of paper to students. Each student will need a pencil as well.
3. Teacher holds the word cards and calls out one word. “Pail!”
4. Students write out the word, **pail** on the card. Then slam it down in the middle on the “base.”
5. The first student to write the word correctly ‘wins’. **Tip:** Writing has to be legible!

Variation: Students write the target sound (**ai**) instead of the word.

Vocabulary Extension: Cut-up Words: Match and Spell

Focus: Practice vocabulary with focus on phonics, reading and spelling.

What phonics are practiced with this vocabulary activity?

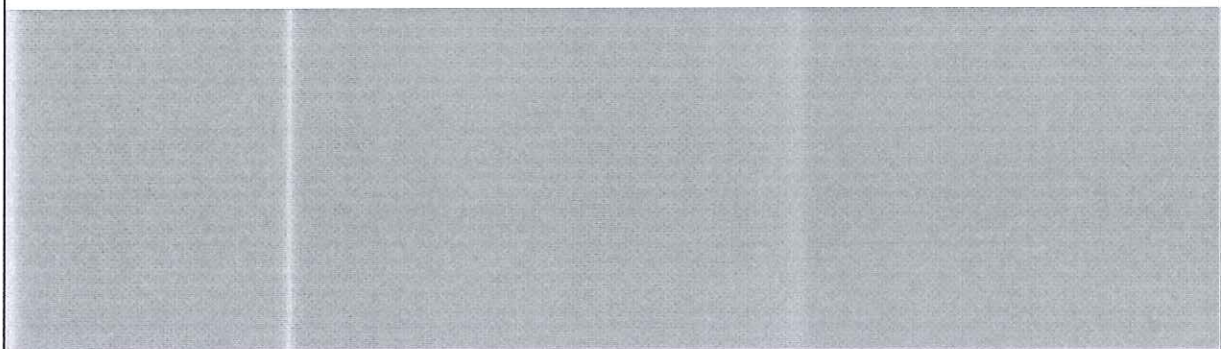


Optional: Complete the word, then match the word with the topic.

Clothes

sh	orts
dr	ess
gl	ove
sk	irt

Reading DEAR: Drop Everything and Read



Chants



Phonics Time

跟读

A. Listen and Chant (2, 375)

Book Chants

-ug



bug



mug



rug



跟读 (2, 375)

This is a bug.
The bug is in the mug.
The mug is on the rug.

-un



fun



run



sun



跟读 (2, 375)

I like the sun.
I like to run.
It's fun to run in the sun.

Traditional Tongue Twisters

- Can you can a can as a canner can can a can?
- She sells seashells by the seashore.
- A skunk sat on a stump and thunk the stump stunk, but the stump thunk the skunk stunk.
- I saw a kitten eating chicken in the kitchen.
- Peter Piper picked a peck of pickled peppers. A peck of pickled peppers Peter Piper picked. If Peter Piper picked a peck of pickled peppers, where's the peck of pickled peppers Peter Piper picked?

Adapted Tongue Twisters and Readings

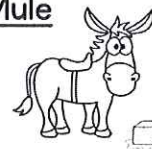


y_e

Name:

Tule the Mule

My mom and dad got me a gift. It is a pet. They got me a mule! He is huge. I named my mule Tule. Today I gave him some ice cubes. My mule was licking the ice cubes. It was so cute. I am glad my mom and dad gave me a gift I can use!



Tule makes me smile!



- ① What did mom and dad get her?
.....
- ② What did she give her mule?
.....
- ③ What does Tule make her do?

Picture Books

Picture books can play a very valuable role in your English class and are easily adapted to phonics/phonemic awareness aspects of developing literacy.



Sight Words

Dolch Sight Words List (220 words)

Students are often encouraged to learn these commonly used words by *sight* since they can't be 'sounded out.'

Pre-primer		Primer		First		Second		Third	
a	look	all	out	after	let	always	or	about	laugh
and	make	am	please	again	live	around	pull	better	light
away	me	are	pretty	an	may	because	read	bring	long
big	my	at	ran	any	of	been	right	carry	much
blue	not	ate	ride	as	old	before	sing	clean	myself
can	one	be	saw	ask	once	best	sit	cut	never
come	play	black	say	by	open	both	sleep	done	only
down	red	brown	she	could	over	buy	tell	draw	own
find	run	but	so	every	put	call	their	drink	pick
for	said	came	soon	fly	round	cold	these	eight	seven
funny	see	did	that	from	some	does	those	fall	shall
go	the	do	there	give	stop	don't	upon	far	show
help	three	eat	they	going	take	fast	us	full	six
here	to	four	this	had	thank	first	use	got	small
I	two	get	too	has	them	five	very	grow	start
in	up	good	under	her	then	found	wash	hold	ten
is	we	have	want	him	think	gave	which	hot	today
it	where	he	was	his	walk	goes	why	hurt	together
jump	yellow	into	well	how	were	green	wish	if	try
little	you	like	went	just	when	its	work	keep	warm
		must	what	know		made	would	kind	

High Frequency Words

These are some of the first 300 most commonly used words in US English students will see when reading.

The first 300 High Frequency Words, sorted Phonically

Simple Spellings

VC am on at if in	CVC /a/ but can cot run	CVC /e/ bed get let men well yes	CVC /i/ big did sit him miss	CVC /o/ box dog mom not	CVC /u/ but fun cut run	/z/ as is has his
V a	CVCC best last help just jump land left went	CCVC from still spot step	/th/ that the this them with	/wh/ when which	/ck/ back duck black	/v/ give have live of
VCC and its end			/ch/ much such	/sh/ fish wish	/ng/ along long bring sing king thing	

Complex Spellings

/ael/ cake came give late made make name take day	/eel/ be he me she we even these feel feet green	/er/ her after better ever father letter never over paper	/ool/ river under water were birds first girl picture work	/ool/ moon do to into who together cool new	/ul/ mother come does some	/ol/ was what went watch
---	---	---	--	--	---	---

Snowball: Write and say nonsense* words

b	a	n								
b	a	n	i	t						
b	a	n	i	t	e	d				
b	a	n	i	t	e	d	o	l		
b	a	n	i	t	e	d	o	l	u	p

Nonsense Words: Use this activity *sparingly*! It is fun and it can help reduce anxiety about trying to have to figure out the meaning (as students just focus on playing and experimenting with the sounds).

如何背英文單字---1.核心擴散

- 每個字都有它最核心的意義，一直往外延成引申的意思，我們看單字的時候，不要只知道它的核心意思，要連延伸意思一併記住。例如："Say" 這個字，它的核心意思是「說」，但是從「說」向外延伸，就有：
- 假設
- Say we leave by 5 p.m., will we be able to make it to the panel?
- 估計、約莫
- You may learn to speak English fluently in, say, 2 years.
- 意見 (n.)
- I've had my say. (我該講的都講了。)

如何背英文單字---2.垂直擴散

- 垂直擴散指的是一個字的詞性擴散，但這裡要特別提醒的不是像communicate到communication這類正常變化的字，大家要記的是詞性變化了，意思也有衍生性變化的例子，例如：
- refresh（重新提起精神）→ refreshments（茶點）
- commence（開始）→ commencement（畢業典禮）
- expect（期待）→ expecting（懷孕）
- resource（資源）→ resourceful（機智）
- mouth（嘴巴）→ mouthful（很拗口、很少）
- derive（來自）→ derivatives（衍生性金融產品）

如何背英文單字---3.平行擴散

平行擴散指的是同義字或反義字。幾乎每一個字都有它的同義字，大意相近，細節卻不盡然一樣。開始體會它們中間的程度上的差別，用字就會越來越精準。舉例來說，nice和sad的同義字：

Nice	Sad
Enjoyable	unhappy
Pleasurable	Cheerless
Thoughtful	Gloomy
Admirable	Upset
Considerate	Somber

形容一個人好，我們大部份會說"He is nice."現在有了平行字彙選擇，說他enjoyable/pleasurable表示他帶給人愉悅感，說considerate/thoughtful表示他人體貼設想周到。同樣地說一個人sad，到底有多傷心呢，臉色難看用gloomy，悶悶不樂是somber。

三-單-現

在現在簡單式中，動詞的使用上有些許的變化。Be動詞就是跟著人稱加上am, are, is；而一般動詞則是在主詞是第一人稱、第二人稱及複數的時候加上原形動詞。但若遇上第三人稱，單數，現在式同時出現(俗稱三單現)，就必須要把動詞作一些修改(與名詞單數變複數的規則大致相同)。

一般直接字尾加s

run – runs; jump – jumps; hope -- hopes

o, x, s, ch, sh, z結尾的字加es

do – does; fix – fixes; pass – passes; watch – watches; wash – washes; buzz – buzzes

子音+y結尾的字去y加ies

study – studies; fly – flies; worry – worries

練習題 -- 依提示填入適當的動詞型態

1. My brother and I _____ (do) the dishes after dinner.
2. Ben _____ (go) to school with Tammy every morning.
3. Karen _____ (be) a tiger mom.
4. The sun _____ (rise) in the east.
5. My sister _____ (get) home around 10 o'clock every day.
6. Chinese people _____ (use) chopsticks to eat.
7. Tammy _____ (study) Japanese with me after school.
8. Juliet _____ (enjoy) playing computer games with Karen.
9. They _____ (go) to Hualien for vacation every summer.
10. Grandma _____ (watch) TV at night.

Tenses 時態

英文的時態有四類，包括簡單式(simple tense)、進行式(progressive tense)、完成式(perfect tense)、完成進行式(perfect progressive tense)。每類時態中又各可包括三種時間狀態，分別為現在(present)、過去(past)、未來(future)。所以加總起來一共有12種時態，這對於不習慣時態用法的中文使用者聽起來似乎很複雜。但Huckin和Olsen(1991)的研究指出，其實在英文論文寫作常用的時態只有五種：簡單現在(simple present)、簡單過去(simple past)、現在完成(present perfect)、現在進行(present progressive)、未來(future)。

簡單現在式(simple present tense)

簡單現在式通常用來表達一般性的真理(general truths)、普遍接受的事實(accepted facts)、或習慣性的動作(habitual actions)，並不用來指特定的時間點(particular time frame)。只有是科學性的真理、公式、定理和定義、普遍性為眾人所接受的既成事實、或經常習慣性發生的事件才是用簡單現在式表現。

The Earth revolves around the Sun on its year long journey.

English is the dominant language of international conferences.

It is often possible to foresee areas of interference from the native language.

簡單過去式(simple past tense)

簡單過去式是用以報告過去某時曾經發生過的事件或狀態，而且要注意的是那些事件或狀態到目前已經不再存在。

Ioup and Moselle (1998) examined the acquisition process of two native speakers of English who had achieved nativelike proficiency in Arabic. According to two paired-sample t-tests, students' pretest-to-posttest gains on the vocabulary measures were statistically significant.

現在完成式(present perfect tense)

現在完成式是描述於過去發生，但直到目前為止仍在進行或仍有影響力的事件或狀態。很多人常把現在完成式和過去式視為差不多的用法，其實兩者的義涵還是有別。過去式強調的是過去的一個時間點，而現在完成式是強調從過去一直到現在都仍存有的過程。

Researchers such as Myers (1985), Huckin (1995, 1998), and Prior (1999) have demonstrated how the process of gaining entry into the community and maintaining membership occurs.

現在進行式(present progressive tense)

現在進行式表示現在正在進行或反覆進行的動作或事情，時間點集中在現在。而論文寫作時所用的現在進行式主要還是指正在進行中的研究或發展中的趨勢。例句如下：

The researcher is developing materials for use in advanced writing courses for graduate students at U.S. universities.


未來式(future tense)

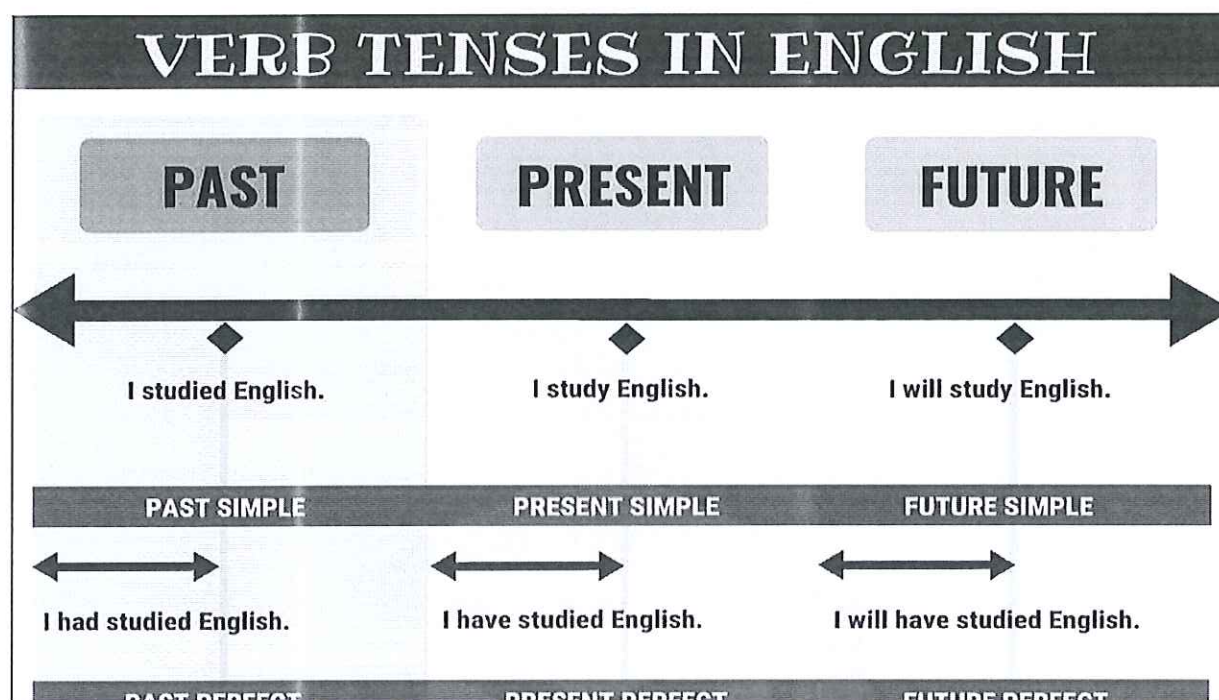
未來式通常表未來即將發生的事件或存在的狀態，但在論文寫作中，未來式的will常作為助動詞來使用，重點不在表達某種事實，而是傳達作者推測或可能性(probability)極高的一種主觀判斷。例句如下：

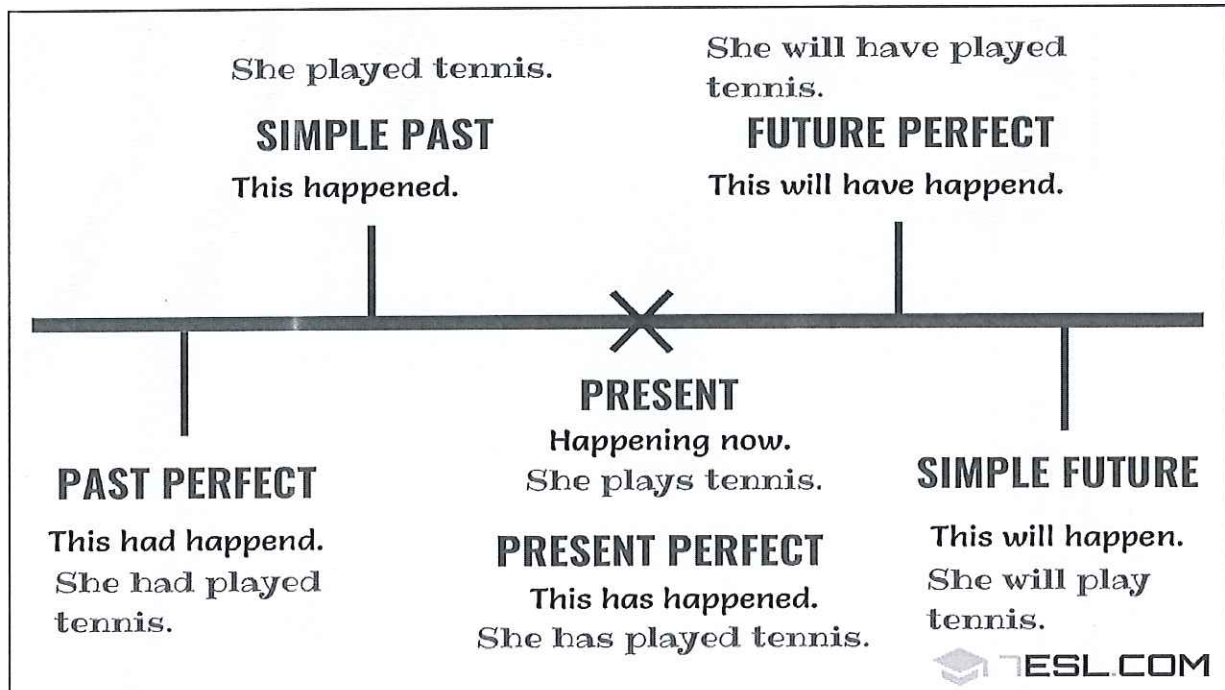
Once demonstrated, the superiority of the best method will lead to its widespread acceptance in the profession.

(一旦證實，這個最佳方法的優勢將會為整個業界所普遍接受吧。)

另外，be going to 比will有較高的可能性。

 16 Tenses in English	
Tense	Example
Simple Present	I play basketball every week.
Present Progressive	I'm playing basketball now.
Simple Past	I played basketball yesterday.
Past Progressive	I was playing basketball the whole evening.
Present Perfect	I have just played basketball.
Present Perfect Progressive	I have been playing basketball for 3 hours.
Past Perfect	I had played basketball before Mary came.
Past Perfect Progressive	I had been playing basketball when Mary came.
Future – will	I will play basketball next week.
Future – going to	I'm going to play basketball this afternoon.
Future Progressive	I will be playing basketball next Sunday.
Future Perfect	I will have played basketball by tomorrow.
Conditional Simple	I would play basketball.
Conditional Progressive	I would be playing basketball.
Conditional Perfect	I would have played basketball.
Conditional Perfect Progressive	I would have been playing basketball.

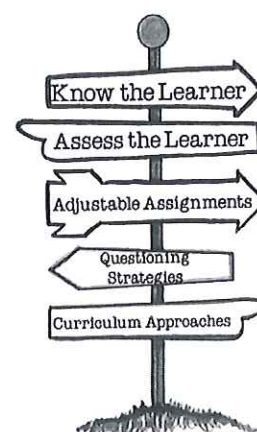


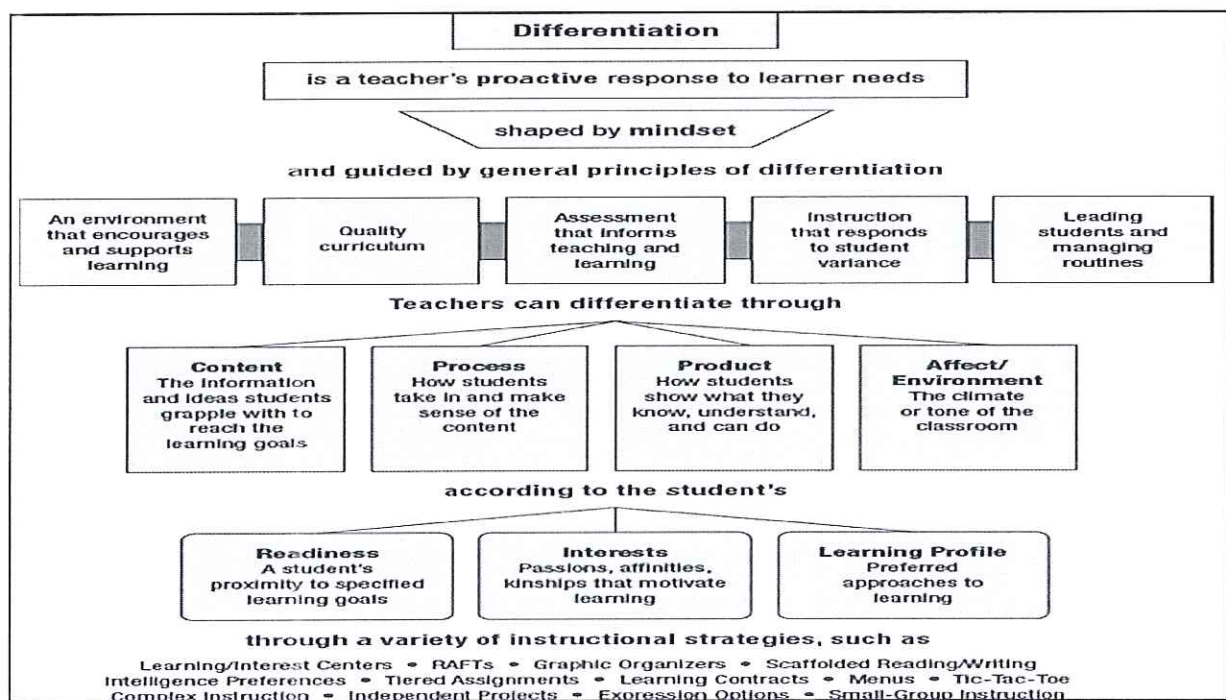
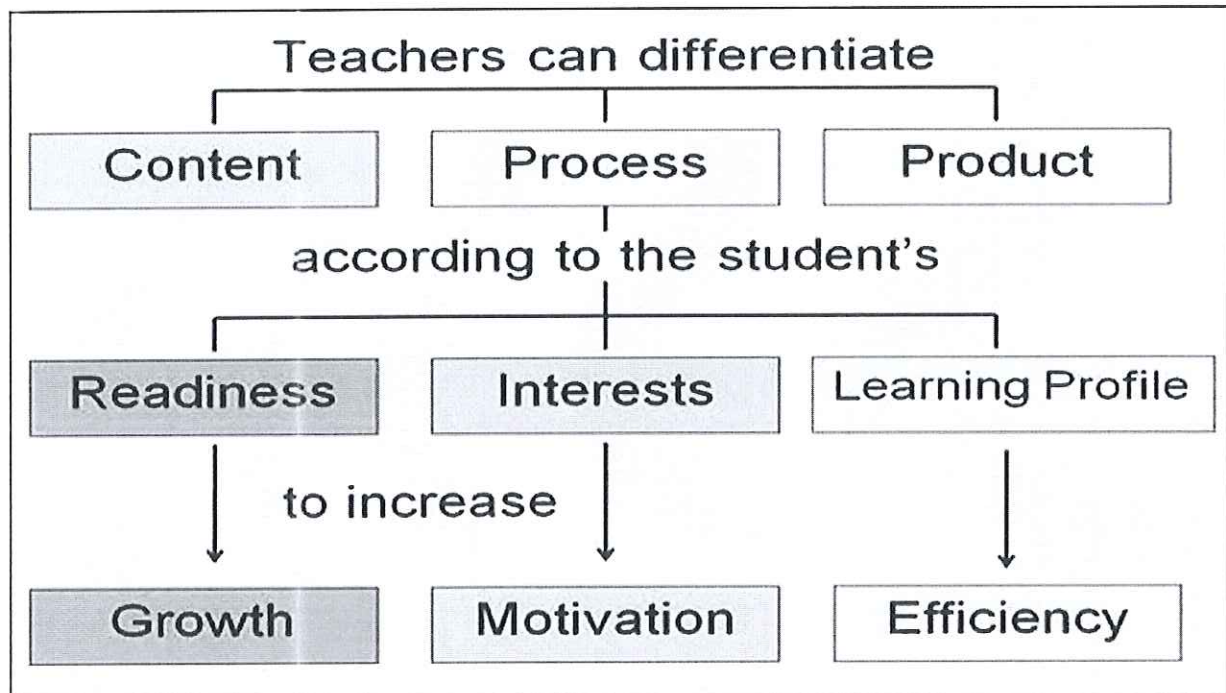


What is DI (Differentiated Instruction)

Differentiation is an instructional process in which teachers proactively accommodate curriculum, instruction, learning activities, and student products to maximize each student's growth and individual success by meeting their learning needs.

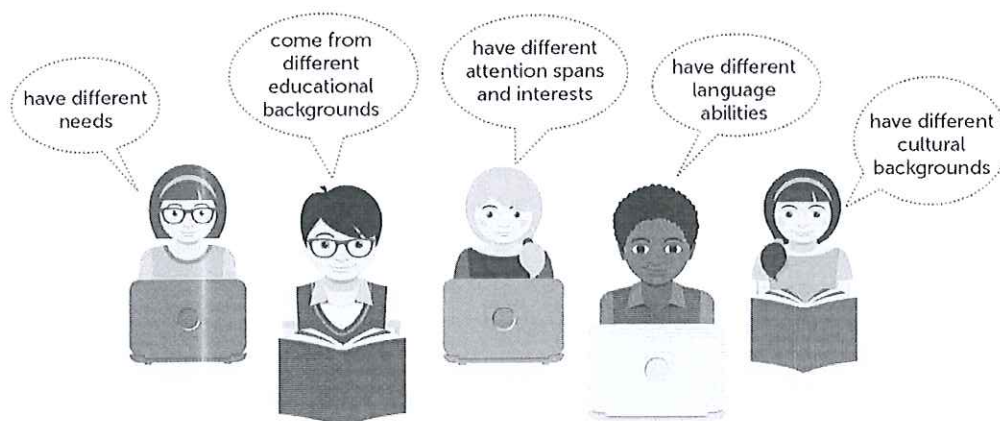
What is Differentiation?











WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:



Learning Styles

Visual  * You prefer using pictures, images, and spatial understanding.	Musical/Auditory  * You prefer using sound and music.	Verbal  * You prefer using words, both in speech and writing.	Physical/Kinesthetic  * You prefer using your body, hands and sense of touch.
Logical/Mathematical  * You prefer using logic, reasoning and systems.	Social  * You prefer to learn in groups or with other people.	Solitary  * You prefer to work alone and use self-study.	What is your learning style?

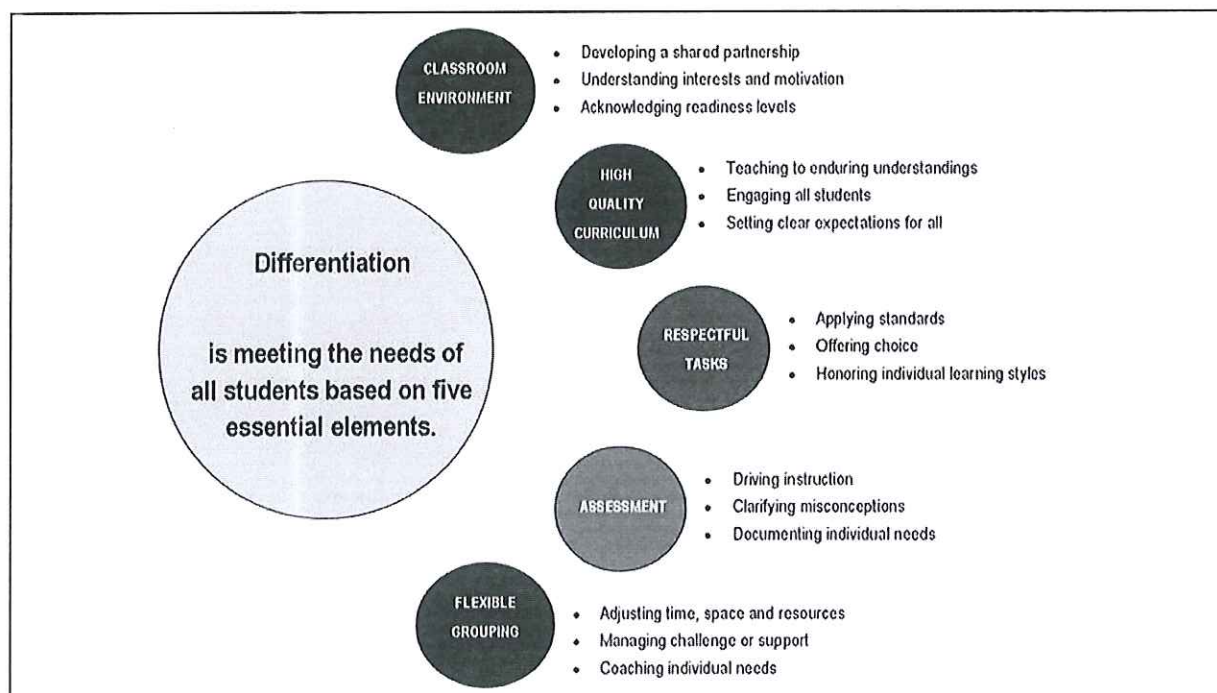
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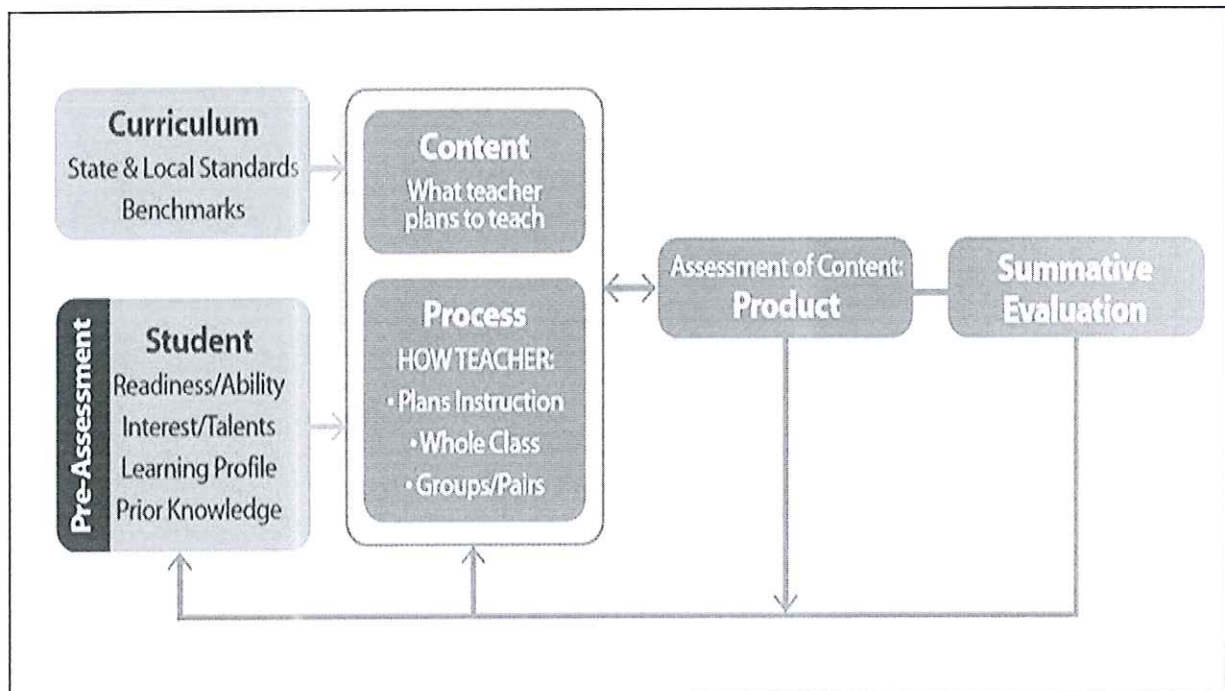



DIFFERENTIATED INSTRUCTION

STRATEGIES TO DIFFERENTIATE INSTRUCTION

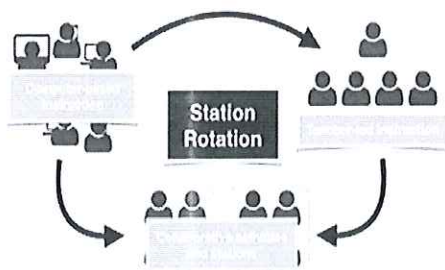
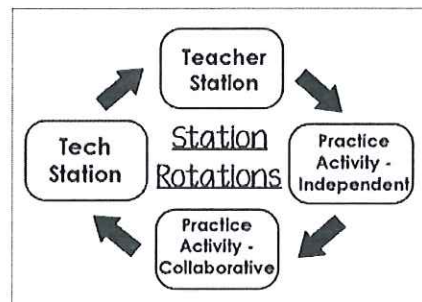
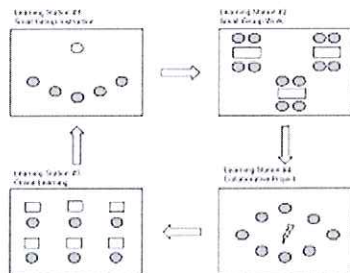
	CONTENT	PROCESS	PRODUCT
WHAT IT IS	What the teacher plans to teach. What the students need to learn.	How the students will access the information. Activities in which the students engage in order to make sense of or master the content.	How the student will demonstrate what s/he has learned.
WHAT IT COULD LOOK LIKE	<ul style="list-style-type: none"> ▶ Determined through formative assessment ▶ Using reading materials at varying readability levels ▶ Putting text materials on tape/CD ▶ Using spelling/vocab lists at readiness level of students ▶ Presenting ideas through auditory, visual, kinesthetic, & tactile means ▶ Using reading buddies ▶ Flex grouping ▶ Compacting ▶ Meeting with small groups to reteach idea/skill, or to extend the thinking/skill ▶ Multi-leveled questions ▶ Modeling 	<ul style="list-style-type: none"> ▶ Tiered activities through which all learners work with the same information, understanding, & skills, but proceed with different levels of support, challenge, or complexity. ▶ Centers/Stations ▶ Developing personal agendas ▶ Manipulatives ▶ Varying the length of time a student may take to complete a task ▶ Cubing ▶ Learning logs or journals ▶ Note-taking organizers ▶ Graphic organizers ▶ Highlighted materials ▶ Jigsaw ▶ Think, Pair, Share ▶ Learning Menus ▶ Webquests ▶ Labs ▶ Role Play / Simulations 	<ul style="list-style-type: none"> ▶ Choice boards ▶ Podcast ▶ Blog ▶ Presentation ▶ Quiz/Test ▶ Using rubrics that match and extend students' varied skill levels. ▶ Encouraging students to create their own product assignment as long as it contains required elements. ▶ Enabling students to use contemporary media/technology as tools to demonstrate knowledge and understanding





 Differentiation Across Subject Areas			
<u>Reading</u> <ul style="list-style-type: none"> • Leveled Texts • Guided Reading Groups • Strategy Focus Groups • Word Study Groups • Oral Language Dev. Groups <ul style="list-style-type: none"> • Daily 5 Tasks • Book Clubs • Reader's Theatre • Tumble Books • Wordless Books • Books on CD • Buddy Reading • Link to Writing/Content 		<u>Writing</u> <ul style="list-style-type: none"> • Writers' Workshop • Conferencing • Sentence Starters • Paragraph Frames • Graphic Organizers • Modeling/Visual Aides • Free Choice • Language Experience Approach • Oral Dictation • Manipulatives/Tools • Writing Paper Options • Writing Offices • Sound/Syllable Spelling 	
<u>Math</u> <ul style="list-style-type: none"> • Guided Math/Small Group Instruction • Manipulatives (Base-10 Blocks, Abacus, etc) • Number Chart/Lines • Various strategies to solve problems • Student developed problems <ul style="list-style-type: none"> • Songs/TPR • Games • Strategic Math Stations • IXL/iPad Apps/Webistes 		<u>Science/ Social Studies</u> <ul style="list-style-type: none"> • Level Texts • Different Desired Outcomes • Personal Copy of Notes • Hands on Activities/Investigations - Students Assigned Roles • Leveled Experiments • Performance Based Assessment (Choice) <ul style="list-style-type: none"> • Draw instead of write • Oral-based assessments • Experts/Leaders • Journaling Options 	

The Differentiated Classroom



"If a child cannot learn in the way we teach, we must teach in a way the child can learn."

- Unknown



**TEFL
ADVISOR
WEBSITE**




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**Dr. T's
Book
Of The
Week**




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