

表1、公開授課－觀察前會談紀錄表

共備人員	嚴嘉瑜	任教年級	一～三	任教領域/ 科目	英語
授課教師	黃勳傑	任教年級	一～三	任教領域/ 科目	英語
教學單元(含標題)	U3 The soldier was saved by a dog.				
觀察前會談 (備課)日期及時間	<u>110年10月25日</u> <u>12:30 至13:15</u>		地點	第三會議室	
預定入班教學觀察/ 公開授課日期及時間	<u>110年10月28日</u> <u>08:15 至9:00</u>		地點	910教室	
<p>一、學習目標(含核心素養、學習表現與學習內容)：</p> <p>1. 在核心素養上：</p> <p>總綱：B1：符號運用與溝通表達</p> <p>領綱：英-J-B1：能夠具備聽、說、讀、寫英語文的基本素養。而在日常生活情境中，能夠運用所學字詞及句型，進行適切合宜之溝通和素養。</p> <p>2. 在學習表現上，有三個目標：</p> <p>3-IV-7 可以了解對話主要內容。</p> <p>5-IV-4 可以用正確發音及適切語調及速度,朗讀課本及對內容。</p> <p>7-IV-4 能夠對於教師或同學討論的內容觸類旁通，舉一反三。</p> <p>二、學習內容有二：</p> <p>Ae-IV-17 能夠用被動語態描述人、事、物。</p> <p>B-IV-5 能夠根據課文內容，用 Wh-疑問詞(Who,When,Where,What,Why,How...)來進行提問及回答。</p>					
<p>二、學生經驗(含學生先備知識、起點行為、學生特性...等)：</p> <p>1. 上課前學生已經學過本課的單字，具備唸出和了解單字的能力。</p> <p>2. 學生基本常規良好。上課秩序不須過多額外要求。可順利進行課程內容。</p>					

三、教師教學預定流程與策略：

1. 先引發動機。以課本第 52 頁的圖片，詢問學生有沒有做過義工？請學生們先分享自己的志工經驗。然後老師接著詢問學生，跟同學們分享。
2. 發展活動。以提問法問學生在課本的 p52，p53 的課本圖片中看到什麼？並請學生觀察課文的影片，觀看後詢問學生關於影片內容相關問題。
3. 接著以小組討論的方式，發放學習單。播放課文錄音檔案，要求學生跟讀之後。請學生討論學習單內的內容，並將答案寫下，完成後由老師講解對答。
4. 然後老師再以講述法補充解釋課文重點以及關鍵句子。並帶領學生一起做課本的 p59，p60，p61 練習。
5. 最後由老師作總結。並指派作業和課後學習單（延伸學習）。

四、學生學習策略或方法：

1. 圖像組織-回答在圖片中看到什麼。
2. 關鍵字-聽關鍵字回答影片的相關問題。
3. 複誦-複誦課文對話。
4. 作筆記-記下課文解析重點。
5. 閱讀-摘要課文內容並填空。

五、教學評量方式（請呼應學習目標，說明使用的評量方式）：

（例如：實作評量、檔案評量、紙筆測驗、學習單、提問、發表、實驗、小組討論、自評、互評、角色扮演、作業、專題報告或其他。）

教學前的三個提問：

1. 以提問及學習單來確認學生是否了解對話的主要內容。
2. 以正確的發音及適切的語調朗讀課文對話,並確認學生是否能如要求完成。
3. 能以小組討論的方式，和同學們一起對於課文及對話的內容深入了解。
藉由討論以及學習單練習，運用過去進行式來表達適當的句子。最後確認學生是
否能在練習後習得應學能力。

七、回饋會談預定日期與地點：（建議於教學觀察後三天內完成會談為佳）

日期及時間：110年10月28日12：30至13：15

地點：第三會議室

表2、觀察紀錄表

回饋人員	嚴嘉瑜	任教年級	一~三	任教領域/科目	英語	
授課教師	黃勳傑	任教年級	一~三	任教領域/科目	英語	
教學單元	U3 The soldier was saved by a dog.	教學節次	共5節 本次教學為第2節			
公開授課日期及時間	110年10月28日 08:15至09:00	地點	910教室			
層面	指標與檢核重點	事實摘要敘述 (可包含教師教學行為、學生學習表現、師生互動與學生同儕互動之情形)		評量(請勾選)		
		優良	滿意	待成長		
A 課程 設計 與 教學	A-2掌握教材內容，實施教學活動，促進學生學習。			<input checked="" type="checkbox"/>		
	A-2-1有效連結學生的新舊知能或生活經驗，引發與維持學生學習動機。	(請文字敘述，至少條列一項具體事實摘要並對應一個檢核重點) A-2-1藉由觀看課本 P54 (圖示與文句的連結) 來引發學生的學習動機，並由新舊經驗的連結，帶入課本要介紹的主題。 A-2-2讓學生觀看課本對話的影片，播放內容以進入對話。 A-2-3; A-2-4看完影片後，問學生3個問題，以確認學生是否了解明白對話內容。				
	A-2-2 清晰呈現教材內容，協助學生習得重要概念、原則或技能。					
	A-2-3 提供適當的練習或活動，以理解或熟練學習內容。					
	A-2-4 完成每個學習活動後，適時歸納或總結學習重點。					
	A-3運用適切教學策略與溝通技巧，幫助學生學習。			<input checked="" type="checkbox"/>		
	A-3-1 運用適切的教學方法，引導學生思考、討論或實作。	(請文字敘述，至少條列一項具體事實摘要並對應一個檢核重點) A-3-1; A-3-2發放學習單。然後放對話錄音檔，讓學生一邊聽一邊跟著唸。並藉由問答學習單的內容，確認學生是否能夠經由思考和討論的過程，了解對話的重點以及文法。 A-3-3在討論的過程中，巡視各組討論的情況，並回應學生的問題，提供必要的協助和提示。				
	A-3-2 教學活動中融入學習策略的指導。					
	A-3-3 運用口語、非口語、教室走動等溝通技巧，幫助學生學習。					

A-4運用多元評量方式評估學生能力，提供學習回饋並調整教學。	√		
A-4-1運用多元評量方式，評估學生學習成效。	<p>A-4-1 以異質分組的方式，運用口頭提問的方式，讓每一組搶答，以激發學生的學習動機。然後老師在黑板上以板書替學生統整，建構，釐清，深化剛才在活動中所建立的概念。接著以學習單輔助，讓每一個同學可以自我學習，確認自己是否了解上課活動中，老師所傳達的學習內容。最後，再由老師提出更多深入的進階問題，並再次釐清易錯的觀念，為學習建立強力的正向連結。</p> <p>A-4-2 要求各組完成學習單，並再次拋出問題，請各組回答。然後根據學生的答案，提供適當的修正及建議。並把學習重點，再次整理在黑板上。並且，口頭再次講解提示重點，以提供學生必要的重點和回饋。</p> <p>A-4-3 帶完學習單後，再次要求各組學生討論對話內容，並運用課堂上所學的被動語態句型，寫下3個英文句子。</p>		
A-4-2 分析評量結果，適時提供學生適切的學習回饋。			
A-4-3根據評量結果，調整教學。			
A-4-4 運用評量結果，規劃實施充實或補強性課程。(選用)			

表3、教學觀察/公開授課－觀察後回饋會談紀錄表

回饋人員	嚴嘉瑜	任教年級	一～三	任教領域/ 科目	英語
授課教師	黃勳傑	任教年級	一～三	任教領域/ 科目	英語
教學單元	U3 The soldier was saved by a dog.	教學節次	共 <u>5</u> 節 本次教學為第 <u>2</u> 節		
回饋會談日期及時間	110年10月28日 12:30 至13:15	地點	第三會議室		

請依據教學觀察工具之紀錄分析內容，與授課教師討論後填寫：

一、教與學之優點及特色（含教師教學行為、學生學習表現、師生互動與學生同儕互動之情形）：

1. 上課開始時，老師先以遊戲的方式來引發動機。學生們也非常地投入其中，尤其是每一組的組員們都有認真參與，沒有在一旁陪別人上課的客人。值得嘉許！
2. 在每一個教學流程的進行當中，老師都會給予明確的指令。（ex：要求學生回答問題必須要先舉手。寫學習單的第幾部分，要花多少時間？是小組討論還是個別自主練習。）
3. 除了討論，講述外，也提供給學生學習單，給予更多的練習機會。同時事後，也可以藉此針對學生的個別問題，給予更多必要的協助。

二、教與學待調整或精進之處（含教師教學行為、學生學習表現、師生互動與學生同儕互動之情形）：

1. 由於教學時間有限，所以教學流程非常緊湊。因此每組當中較落後的組員，只能依靠組員間課堂，以及課後協助。團體動力的建立和連繫需要時間，並有其極限。這是教學的兩難，有待更進一步的教學安排，才能使其完善。
2. 有些學生基礎較差，甚至早已經放棄學習。因此在學習動機上非常薄弱。以分組討論的方式進行，或許可以增進其參與感。若能常態實施，相信對於孩子的學習必定有所幫助。
3. 老師在問問題時，除了對各組拋出問題外，也可以在最後統整的階段，給予少數學習狀況較跟不上的學生，以指定的方式，請這些學生回答。一方面給予他們參與的機會，另一方面也可以順便確認他們是否有需要給予協助的地

方。然後老師也可以藉此來釐清一些基本而易混淆的觀念或重點，一舉數得。

三、回饋人員的學習與收穫：

1. 看到老師用心地安排教學活動，並設計學習單。教學流程流暢且上課氣氛熱絡，非常地棒。
2. 分組活動設計，的確為大多數學生帶來了不同於平日講述法的教學感受和體驗。若是能夠兼顧教學進度和教學方式，或許可以為學習帶來不一樣的結果。
3. 大多數同學都積極參與，只有少數一二位同學沒有跟上。日後若能更針對少數學習緩慢的狀況，個別設計符合其程度的教學素材及方式，那就更完美了。

附件-觀課照片(兩張)



照片1說明：指導學生，回答問題。



照片2說明：學生認真聽講，做練習

Dialogue**Pre-reading Questions**

Answer the question before you read the dialogue.

Questions	Answers
1. Look at the picture on page 54. (a) What happened to the man? (b) What is the dog doing? (c) What is there in the picture in the newspaper?	(a) He got hurt. (b) He is trying to save the man. (c) A man is holding a dog in his hand.
2. Look at the pictures on page 55. Where is the man and what may happen to the man?	He is standing in front of some cars/ in the middle of the road. He may be hit by the car.

While Reading Notes

(A) Fill in the blanks when you are listening to the dialogue.

(Zac and Jamie are volunteering at a senior center.)

Jamie: Hi, Mr. Barr. Zac and I had a good time listening to your war stories last week. Could you tell us more?

Mr. Barr: With pleasure. See my right leg? It was injured during an attack one night. I also lost three toes on my left foot that night.

Zac: How did you get hurt?

Mr. Barr: A plane dropped a bomb, and it landed close by. It blew up, and I almost died.

Jamie: Wow! Who saved you?

Mr. Barr: A puppy. It saw me and began to bark. The sound led other soldiers to me.

Zac: You were saved by a dog!

Mr. Barr: The story was even reported in a newspaper.

Jamie: What a great story!

(The next day, Zac and Jamie couldn't find Mr. Barr at the center.)

Jamie: Excuse me, Ms. Lee. Where's Mr. Barr?

Ms. Lee: He's in the hospital. He was hit by a car yesterday.

Jamie: How did it happen?

Ms. Lee: Mr. Barr suddenly walked into traffic and stood in the middle of the road. The driver couldn't stop the car in time.

Zac: Why did he do that?

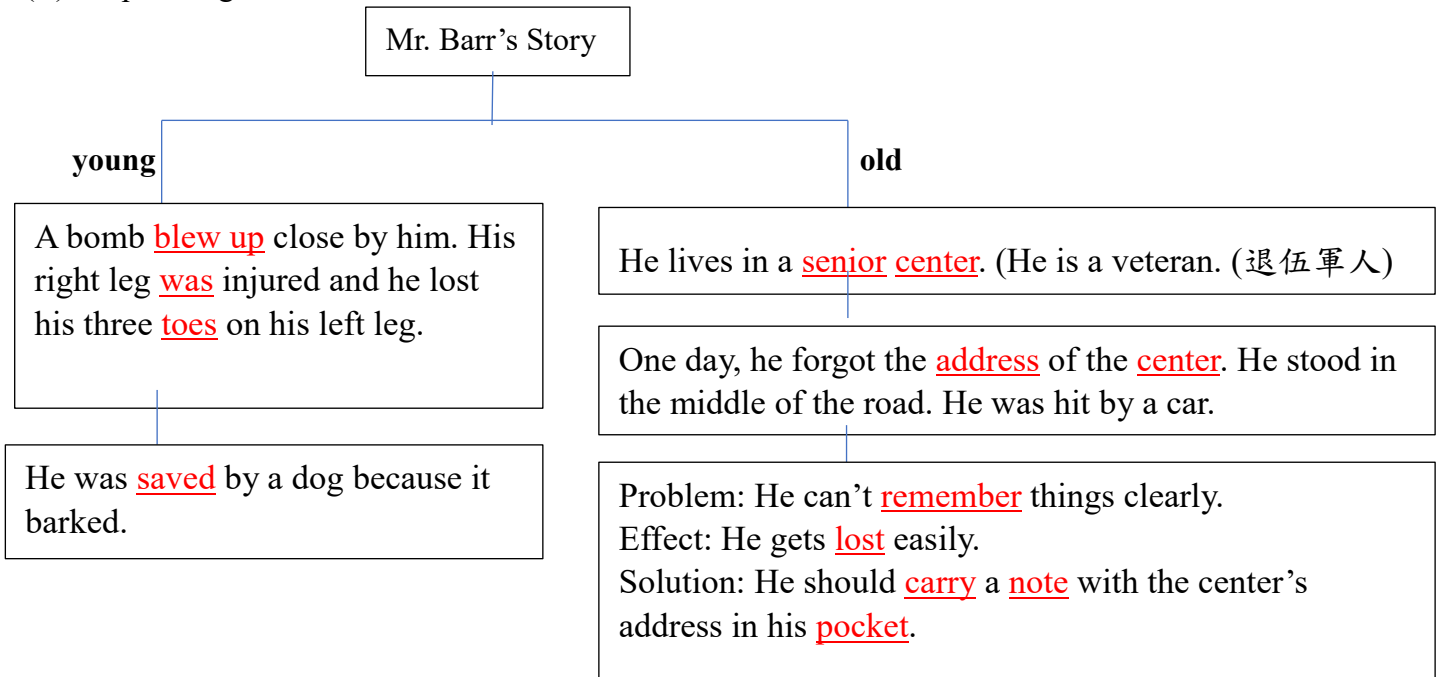
Ms. Lee: I guess he forgot the way to our center and got scared. He has problems remembering things, so he gets lost often.

Zac: I'm worried about him. Maybe he should carry a note with the center's address in his pocket.

Ms. Lee: Good idea. That way, people can help him find his way home.

Jamie: I pray it won't happen again.

(B) Graphic Organizer



Post Reading Questions and Answers

After reading the dialogue, find out the answers to the questions.

Questions	Answers
1. What can a volunteer do in a senior center? Write down at least four.	(a) Help clean the seniors' rooms. (b) Cook meals for the seniors. (c) Sing for the seniors. (d) Take the seniors to the hospital.
2. What did Mr. Barr use to be?	He used to be a soldier.
3. What happened to Mr. Barr's leg when a bomb from a plane fell off it?	His right leg was injured and he lost his three toes on his left leg.
4. How was Mr. Barr saved by a puppy?	It barked and the sound led other soldiers to him.
5. What happened to Mr. Barr the next day after Zac and Jamie visit him? How could that happen?	He was hit by a car. He forgot the way to the center and stood in the middle of the road. A car couldn't stop in time.
6. What can Mr. Barr do to help himself?	He can carry a note with the address of the center, so people can help him find his way home.
7. What does "With pleasure" mean?	Be glad to do something./ Do something happily.

Reading

Pre-reading Questions

Answer the question before you read the article.

Questions	Answers
1. What do you think "nail soup" is?	It's a kind of soup with love and sharing.
2. What may a stranger ask you for your help? (a) Ask for directions. (b) Ask for borrowing money. (c) Ask for carrying heavy things. (d) Ask for using the toilet. (e) Ask for using my smartphone.	(a), (b), (c), (d), (e)

While Reading Notes

Fill in the blanks when you are listening to the reading.

The Nail Soup

Once upon a time, there was a soldier. He traveled for many days, and he was very hungry. He had nothing in his pocket but a nail.

One evening, he came to a house and **knocked** on the door. A woman opened the door, and the soldier asked her for help.

"Excuse me. Could you let me stay for a night and give me something to eat?"

"Sorry. My family is not **rich**. We don't have much food," answered the woman.

"It's OK. Just let me use your kitchen. I can make myself a dish. It's called nail soup," the soldier said.

The woman led the soldier to the kitchen, handed him a pot, and helped start the fire. She was excited about the nail soup. When the water started **boiling**, the soldier dropped the nail into the pot. Then he asked the woman for some salt. She gave him some right away.

"The soup will taste better if we add some vegetables." Right after she heard that, the woman took out a big head of cabbage from a **basket**.

"Hmm... something is **missing** here," said the soldier.

"Eggs," the woman quickly said.

After eggs were added to the soup, it began to smell very good. The smell woke up the woman's husband and son. Soon everyone in the house took turns stirring the soup.

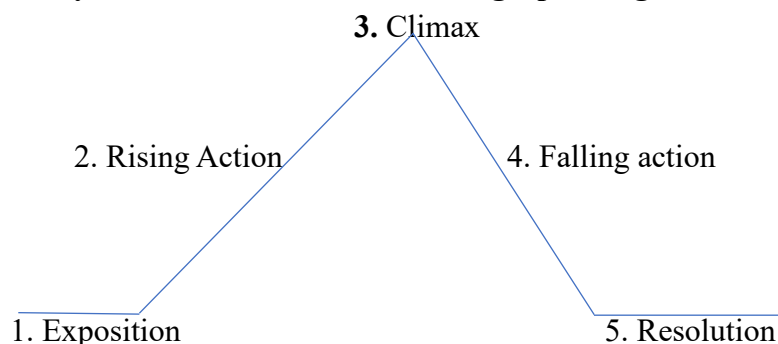
Finally, the soup was ready. The soldier **filled** everyone's bowl with soup, and they all enjoyed it. The big pot of soup was finished in a short time.

The woman then said, "Oh, my! That soup was really good! Was it because of the nail?"

The soldier **smiled**. "No. The taste came from **helping** people in need."

Reading Mind Map

After you read the article, finish the graphic organizer.



1. Exposition

A solider travelled for many days and he was hungry. There was only a nail in his pocket.

2. Rising Action

A woman said the soldier could use her kitchen to make nail soup. He started making nail soup by dropping a nail in the pot. Then the woman gave him salt, a big head of cabbage, and eggs.

3. Climax

The woman's family were woken up by the smell and took turns stirring the soup.

4. Falling Action

After the soup was ready, everyone enjoyed it very much.

5. Resolution

The soldier smiled and said the soup tasted good not because of the nail but because of helping people in need.

Post Reading Questions and Answers

After reading the article, please answer the questions.

Questions	Answers
1. What was there in the soldier's pocket?	A nail.
2. How did the woman's family help the soldier? List the correct order of the events. (a) Open the door. (b) Give him vegetables. (c) Take out a pot. (d) Give him salt. (e) Give him eggs. (f) Stir the soup.	(a) → (c) → (d) → (b) → (e) → (f)
3. (a) What may the nail mean in the article? (b) Can we use other things to take the place of the nail?	(a) It means love/ sharing/ co-working. (b) Yes, we can use anything else.
4. What does the writer would like to tell the readers?	Sharing is important. / Helping those in need brings true love. / Helping others bring joy and love to ourselves.

Dialogue

Pre-reading Questions

Answer the question before you read the dialogue.

Questions	Answers
1. Look at the picture on page 54. (a) What happened to the man? (b) What is the dog doing? (c) What is there in the picture in the newspaper?	
2. Look at the pictures on page 55. Where is the man and what may happen to the man?	

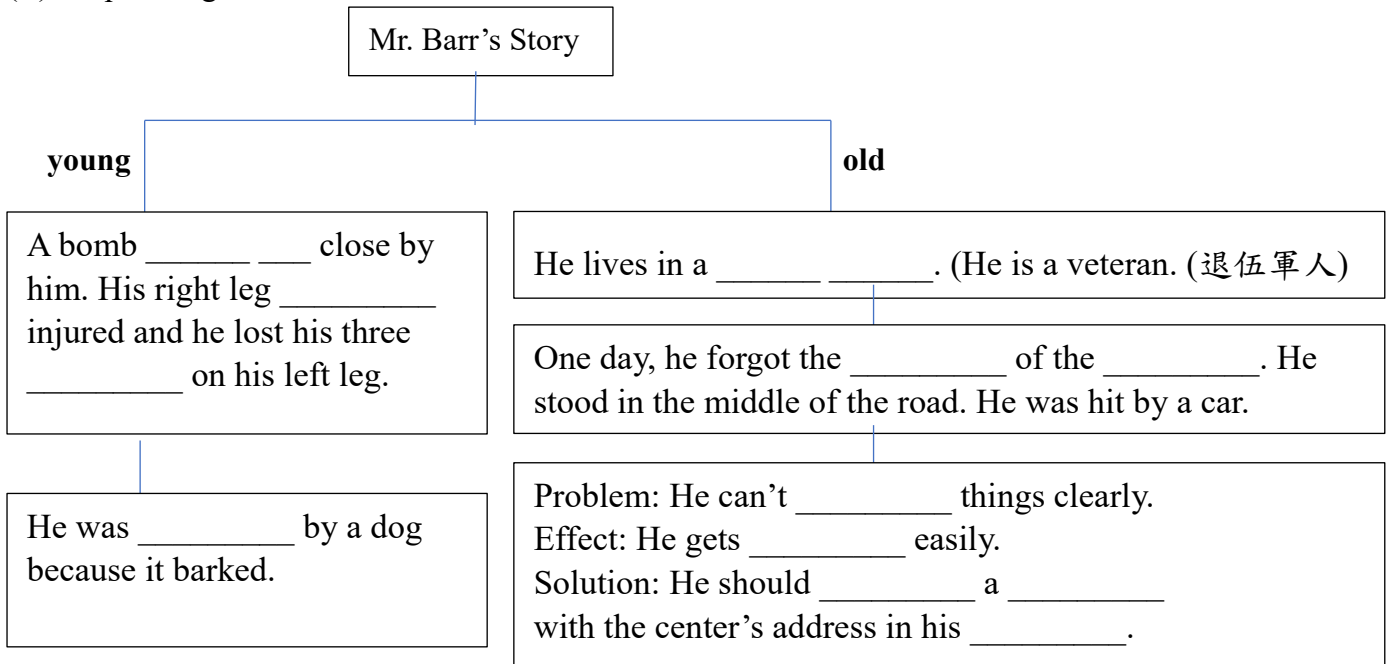
While Reading Notes

(A) Fill in the blanks when you are listening to the dialogue.

(Zac and Jamie are volunteering at a _____.)
 Jamie: Hi, Mr. Barr. Zac and I had a good time listening to your war _____ last week. Could you tell us more?
 Mr. Barr: With _____. See my right leg? It was injured during an _____ one night. I also lost three _____ on my left foot that night.
 Zac: How did you get hurt?
 Mr. Barr: A plane dropped a bomb, and it _____ close by. It _____ up, and I almost died.
 Jamie: Wow! Who saved you?
 Mr. Barr: A _____. It saw me and began to _____. The sound led other soldiers to me.
 Zac: You were _____ by a dog!
 Mr. Barr: The story was even _____ in a newspaper.
 Jamie: What a great story!

_____ (I couldn't find Mr. Barr at the center.)
 Jamie: Excuse me, Ms. Lee. Where's Mr. Barr?
 Ms. Lee: He's in the hospital. He was hit by a car yesterday.
 Jamie: How did it happen?
 Ms. Lee: Mr. Barr suddenly walked into traffic and stood in the _____ of the road. The driver couldn't stop the car in time.
 Zac: Why did he do that?
 Ms. Lee: I guess he forgot the way to our center and got scared. He has _____ problems remembering things, so he gets lost often.
 Zac: I'm worried about him. Maybe he should _____ a _____ with the center's address in his _____.
 Ms. Lee: Good idea. That way, people can help him find his way home.
 Jamie: I _____ it won't happen again.

(B) Graphic Organizer



Post Reading Questions and Answers

After reading the dialogue, find out the answers to the questions.

Questions	Answers
1. What can a volunteer do in a senior center? Write down at least four.	
2. What did Mr. Barr use to be?	
3. What happened to Mr. Barr's leg when a bomb from a plane fell off it?	
4. How was Mr. Barr saved by a puppy?	
5. What happened to Mr. Barr the next day after Zac and Jamie visit him? How could that happen?	
6. What can Mr. Barr do to help himself?	
7. What does "With pleasure" mean?	

Reading

Pre-reading Questions

Answer the question before you read the article.

Questions	Answers
1. What do you think "nail soup" is?	
2. What may a stranger ask you for your help? (a) Ask for directions. (b) Ask for borrowing money. (c) Ask for carrying heavy things. (d) Ask for using the toilet. (e) Ask for using my smartphone.	

While Reading Notes

Fill in the blanks when you are listening to the reading.

The Nail Soup

Once upon a time, there was a soldier. He traveled for many days, and he was very hungry. He had nothing in his pocket but a nail.

One evening, he came to a house and _____ on the door. A woman opened the door, and the soldier asked her for help.

"Excuse me. Could you let me stay for a night and give me something to eat?"

"Sorry. My family is not _____. We don't have much food," answered the woman.

"It's OK. Just let me use your kitchen. I can make myself a dish. It's called nail soup," the soldier said.

The woman led the soldier to the kitchen, handed him a pot, and helped start the fire. She was excited about the nail soup. When the water started _____, the soldier dropped the nail into the pot. Then he asked the woman for some salt. She gave him some right away.

"The soup will taste better if we add some vegetables." Right after she heard that, the woman took out a big head of cabbage from a _____.

"Hmm... something is _____ here," said the soldier.

"Eggs," the woman quickly said.

After eggs were added to the soup, it began to smell very good. The smell woke up the woman's husband and son. Soon everyone in the house took turns stirring the soup.

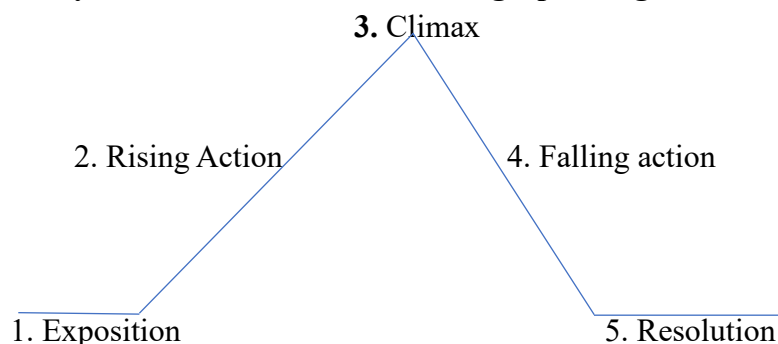
Finally, the soup was ready. The soldier _____ everyone's bowl with soup, and they all enjoyed it. The big pot of soup was finished in a short time.

The woman then said, "Oh, my! That soup was really good! Was it because of the nail?"

The soldier _____. "No. The taste came from _____ people in need."

Reading Mind Map

After you read the article, finish the graphic organizer.



1. Exposition

A _____ travelled for many days and he was hungry. There was only a _____ in his _____.

2. Rising Action

A woman said the soldier could use her kitchen to make _____. He started making _____ by dropping a _____ in the pot. Then the woman gave him _____, a big head of _____, and _____.

3. Climax

The woman's family _____ by the smell and _____ stirring the soup.

4. Falling Action

After the _____ was ready, everyone _____ it very much.

5. Resolution

The soldier _____ and said the soup tasted good not because of the _____ but because of _____ people _____.

Post Reading Questions and Answers

After reading the article, please answer the questions.

Questions	Answers
1. What was there in the soldier's pocket?	
2. How did the woman's family help the soldier? List the correct order of the events. (a) Open the door. (b) Give him vegetables. (c) Take out a pot. (d) Give him salt. (e) Give him eggs. (f) Stir the soup.	
3. (a) What may the nail mean in the article? (b) Can we use other things to take the place of the nail?	
4. What does the writer would like to tell the readers?	