

彰化縣私立精誠高級中學

「學習共同體及授業研究」公開觀課紀錄表

2022-10-13 14:10~15:00

觀課科目: 英文

授課教師: 李宛真

觀課班級: 506

授課內容: Day of the Dead

觀課日期: 2022-10-13

觀課教師: 郭乃華

觀課參考項目		紀錄內容 (請以文字簡要描述)
全班學習氣氛	1. 是否有安心的學習環境? 是	學習氣氛輕鬆, 分組討論熱烈, 組員多能針對段落問題進行討論, 並深究課文。同學也能主動回答分組討論成果。
	2. 是否有熱烈的學習氣氛? 是	
	3. 學生是否專注於學習的內容? 是	
學生學習歷程	1. 學生是否互相協助、討論和對話? 是	異質化分組教學使學生能彼此互助、對話, 提升英文討論品質。
	2. 學生是否主動回應老師的提問? 是	同學能舉手回答老師提問。
	3. 學生是否主動提問? 是	未觀察到
	4. 學生是否能專注個人或團體的練習 (如: 學習單、分組活動等)? 是	學生分組能專注於問題討論
	5. 是否發現有特殊表現的學生? 否 (如學習停滯、學習超前和學習具潛力的學生)	無特殊發現
學生學習結果	1. 學生學習是否有成效? 是	同學樂於學習, 異質分組能提供同儕支持與相互協助。本課透過亡靈節的介紹, 讓同學們了解文化差異, 進而探討死亡和生命的意義
	2. 學生是否有學習困難? 未發現	
	3. 學生的思考程度是否深化? 未發現	
	4. 學生是否樂於學習? 是	

議課

優點

建議

1. 透過異質分組可以使學習成就高的孩子幫忙成就低者，讓學生們在回答問題的過程中練習正確表達並建立自信。
2. 學生能充分討論並回答問題，透過分享自己的生命經驗和想法，讓學生們嘗試討論如何面對死亡，而在生命終結之前，如何發現、發展自己的生命意義與價值。

1. 可以增加多媒體的使用，讓學生對節慶議題能有更立體的觀察與感知。

觀課的心得與學習

上課節奏分明，透過異質分組讓學生們在競賽與回答問題的過程中，練習正確的英文表達方式並建立自信，也讓學生們同步熟悉課文與單字片語的應用，將「聽、說、讀、寫」的能力整合並提升。此外，透過開放性的問題討論，帶入課本提出的文化差異議題，更進一步深化思考個人生命的意義。

彰化縣私立精誠高中英文科公開觀議課教案

教學單元		Day of the Dead	授課教師	李宛真
教學時間		2022-10-13 14:10~15:00	教學對象	高二 506 班
教學研究	教學理念	1. The teacher leads students to set up confidence, discussing issues with classmates in English by using “communicative approach”. 2. The teacher uses the method of “Heterogeneous grouping”, which can lead students to be familiar with the context through discussion and assistance within team members.		
	教學目標	1. Students can be familiar with vocabularies and phrases of the lesson. 2. Students can be familiar with the story line of “Day of the Dead”. 3. Students can use the vocabularies and phrases to discuss the story line and convey their opinions in English. 4. Students can develop confidence to speak English publicly by supportive discussion in groups.		
	教學方法	Communicative Approach		
	評量方式	Assessment on both oral and writing performance		
教學活動	教學流程及內容設計		時間	教學資源
	1. Warm up (1) Group Discussion What would you do if your life could last for only one day? (2) Answering Take a draw and ask students to answer the question.		5 mins 14 mins	worksheet
	2. Process A. Paragraph1 (1) Students read out paragraph 1 loud together. (2) Students have an English discussion about the question: ● When and where is the Day of the Dead celebrated? ● How do people welcome returning spirits into their homes on the Day of the Dead? ● What is the true meaning of the Day of the Dead? Each group should have a representative to answer the question about the story line. (3) The teacher explains the main idea, crucial vocabulary as well			

	<p>as grammars of this paragraph.</p> <p>B. Paragraph 2</p> <p>(1) Students read out paragraph 2 loud together.</p> <p>(2) Students have an English discussion about the questions:</p> <ul style="list-style-type: none"> ● The Day of the Dead originated with _____. ● The first day is for deceased _____. ● The second day is for departed _____. <p>(3) The teacher leads students to fill in the blanks of the questions above.</p> <p>(4) The teacher explains some crucial grammars about the paragraph.</p>	14 mins	
	<p>C. Paragraph 3</p> <p>(1) Students read out paragraph 3 loud together.</p> <p>(2) Students have an English discussion about the questions:</p> <ul style="list-style-type: none"> ● What do Mexicans do on the Day of Death to show their respect for their deceased loved ones? ● What would they do in graveyards to transform the originally horrible image of graves? <p>(3) The teacher leads students to answer the questions and share their feelings.</p> <p>(4) The teacher explains the cultural differences from Asian in the paragraph.</p>	14 mins	
	<p>3. Wrap up</p> <p>Please think about this question: If you had only one day to live, what is the most important thing to do? Who are the most crucial ones that you want to be with during the last period of your life? What would you tell them? share your ideas next time.</p>	3 mins	
	參考資料		

