

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	一～二	任教領域/ 科目	英語				
教學單元(含標題)	U3 Mom was doing the dishes at half past twelve.								
觀察前會談 (備課)日期及時間	<u>112年10月24日</u> <u>12:30 至13:15</u>		地點	第3會議室					
預定入班教學觀察/公 開授課日期及時間	<u>112年10月25日</u> <u>10:15 至11:00</u>		地點	805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 能夠描述過去某個時間所正在進行的活動。</p> <p>B-IV-6 能夠用逆讀法描時間（圖片描述）。</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>									

、教師教學預定流程與策略：

1. 先引發動機。以課本第 45 頁的圖片，詢問學生半夜爬起來可能會做那些事？請學生討論。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 p47，p48 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 p48 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：112年10月26日12：30至13：15

地點：第3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	一～二	任教領域/ 科目	英語
教學單元	U3 Mom was doingthe dishes at half past twelve.	教學節次	共5節 本次教學為第2節		
公開授課 日期及時間	112年 10 月 25 日 10：15 至 11：00		地點	805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。		✓		
	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 P43 (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。		✓		
	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過去進行式句型，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)				

Book 3 Unit 3 Worksheet A

Dialogue

Pre-reading Questions

Answer the question before you read the dialogue.

Questions	Answers
1. Look at the pictures on page 47. (a) How does the girl on the left look? (b) What are the two girls doing?	(a) She looks mad/angry. (b) They are watching a video.
2. Look at the picture on page 48. Who broke the cup, the girl in pink or the girl in blue?	The girl in pink.

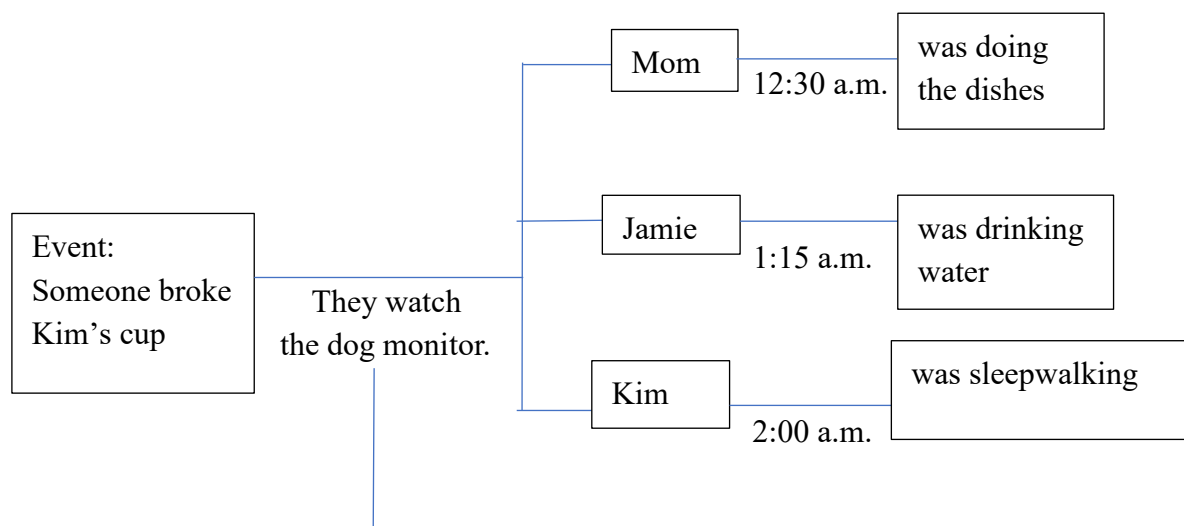
While Reading Notes

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

<p>(On Saturday morning)</p> <p>Kim: <u>Someone broke</u> my favorite cup.</p> <p>Jamie: Maybe Lucky did it.</p> <p>Kim: Let's check the video from the dog monitor.</p> <p>Jamie: Stop! Mom was <u>doing</u> the <u>dishes</u> at half <u>past</u> twelve.</p> <p>Kim: It was her. I knew it.</p> <p>Jamie: Take it easy, Kim. Look. The cup was fine when she <u>left</u>.</p> <p>Kim: All right.</p> <p>(Five minutes later)</p> <p>Kim: Hey, what were you doing in the kitchen at a <u>quarter</u> after one?</p> <p>It was you.</p> <p>Jamie: Cool down. I <u>was drinking</u> water, and I wasn't <u>even</u> close to the table. See?</p> <p>Kim: Then who broke my cup?</p> <p>Jamie: Er, look. You did. You were in the kitchen at 2 a.m.</p> <p>Kim: I was in the kitchen? I don't <u>remember</u> that at all.</p> <p>Jamie: Your eyes weren't open. What were you doing?</p> <p>Kim: Oh no! I was sleepwalking <u>when</u> I broke my cup.</p>

Dialogue Graphic Organizer

Finish the graphic organizer while you are reading the dialogue.



Who is the criminal: Kim

Post Reading Questions and Answers

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

Questions	Answers
1. Where is the dog monitor?	It is in the kitchen.
2. Who was doing the dishes in the midnight? 📖 midnight 午夜	Kim and Jamie's mom./ Kim's mom./ Jamie's mom.
3. How was Kim's cup after her mom left the kitchen?	It was fine.
4. Did Jamie get close to Kim's cup when she was drinking water?	No, she didn't.
5. Did Kim's family go to bed early on Friday night? Why or why not?	Reference Answer: No, they didn't. Her mom did the dishes after 12 a.m., and her sister was drinking water at 1 a.m.
6. Who broke Kim's cup?	Kim (herself) did.
7. Why didn't Kim remember she was in the kitchen?	She was sleepwalking and her eyes weren't open.
8. What may lead to sleepwalking? (A) Taking some medicine. (B) Eating some food. (C) Having bad sleeping habits. (D) Being under heavy pressure. (E) Going to bed too late. 📖 pressure 壓力	(A) (C) (D)

Reading

Pre-reading Questions

Answer the questions before you read the article.

Questions	Answers
1. The reading is about Kim's night last night. Look at the title and the pictures on pages 55 and 56. Did Kim have a good night?	No, she didn't.
2. What was Kim trying to do?	She was trying to fall asleep.

While Reading Notes

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

A Long Night

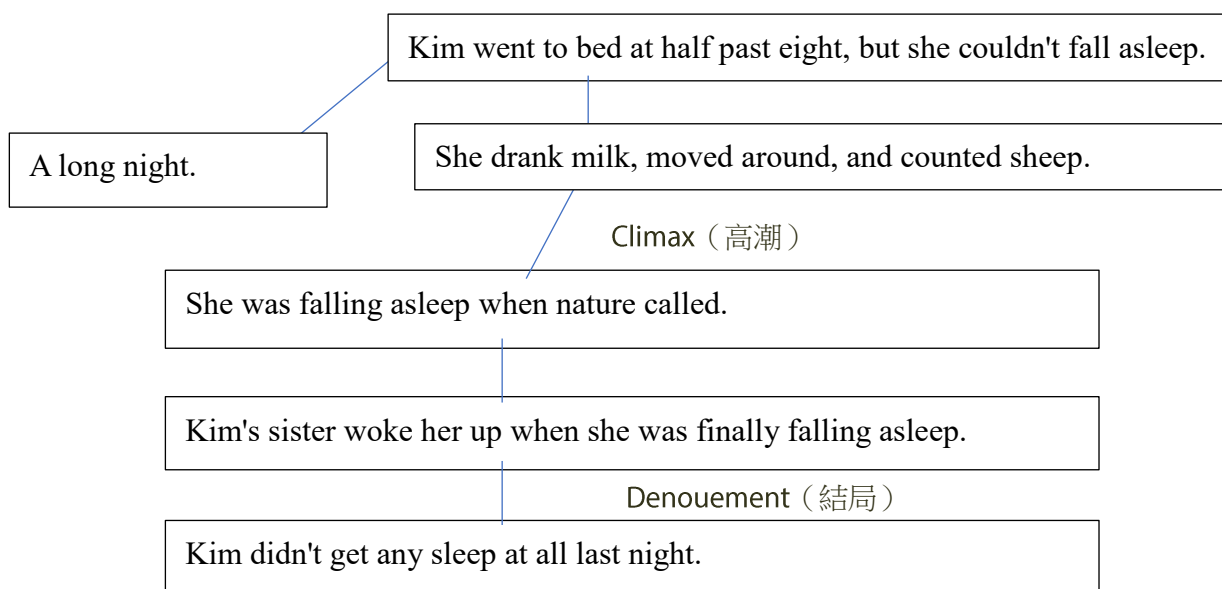
Kim had a terrible night last night. She was very tired, so she went to bed at half past eight. However, she couldn't fall asleep.

Kim tried many things. She went to the kitchen and drank some warm milk. After that, she went back to bed. She moved around in bed, but she just couldn't find a comfortable position. Then, she counted sheep. Kim was falling asleep when nature called. "Ah, I give up," she thought, and she got out of bed again.

When Kim got back, she tried for another two hours. She was finally falling asleep when she heard a voice. "Get up, Kim. Breakfast is ready," said her sister. It was morning, and she didn't get any sleep at all. What a long night!

Reading Mind Map

After you read the article, finish the mind map.



Post Reading Questions and Answers

After reading the article, please answer the questions.

Questions	Answers
1. What time did Kim go to bed? Could Kim fall asleep?	Kim went to bed at half past eight, but she couldn't fall asleep.
2. What did Kim try to fall asleep?	She drank milk, moved around, and counted sheep.
3. Why did Kim get out of bed after she tried those things?	She was falling asleep when nature called.
4. What happened when Kim was finally falling asleep?	Kim's sister woke her up when she was finally falling asleep.
5. Did Kim get any sleep last night?	No, she didn't get any sleep at all last night.

Dialogue

Pre-reading Questions

Answer the question before you read the dialogue.

Questions	Answers
1. Look at the pictures on page 47. (c) How does the girl on the left look? (d) What are the two girls doing?	
2. Look at the picture on page 48. Who broke the cup, the girl in pink or the girl in blue?	

While Reading Notes

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

(On Saturday morning)

Kim: _____ my favorite cup.

Jamie: Maybe Lucky did it.

Kim: Let's check the video from the dog monitor.

Jamie: Stop! Mom was _____ the _____ at half _____ twelve.

Kim: It was her. I knew it.

Jamie: Take it easy, Kim. Look. The cup was fine when she _____.

Kim: All right.

(Five minutes later)

Kim: Hey, what were you doing in the kitchen at a _____ after one?

It was you.

Jamie: Cool down. I _____ water, and I wasn't _____ close to the table. See?

Kim: Then who broke my cup?

Jamie: Er, look. You did. You were in the kitchen at 2 a.m.

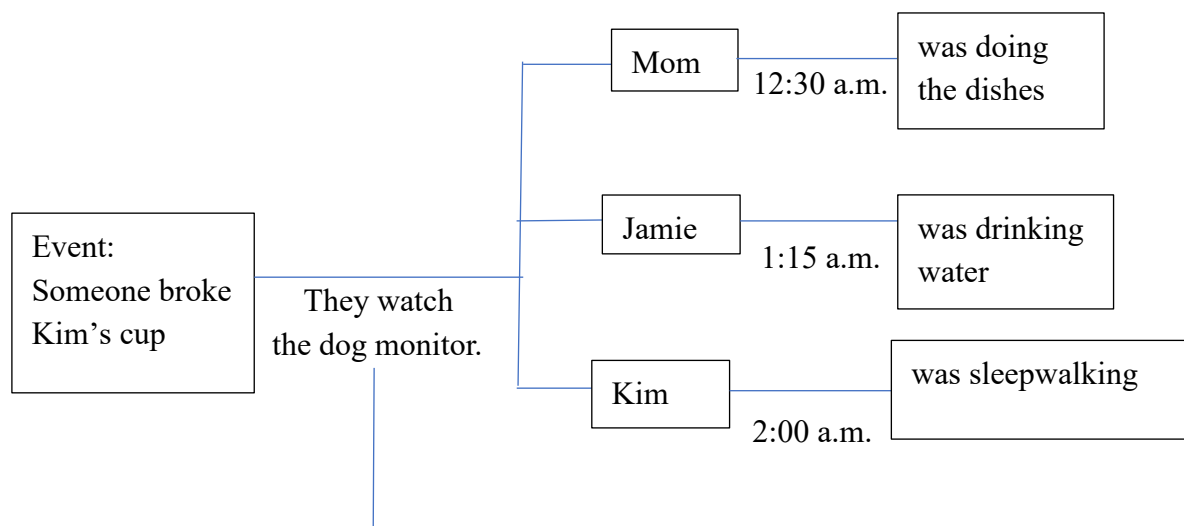
Kim: I was in the kitchen? I don't _____ that at all.

Jamie: Your eyes weren't open. What were you doing?

Kim: Oh no! I was sleepwalking _____ I broke my cup.

Dialogue Graphic Organizer

Finish the graphic organizer while you are reading the dialogue.



Who is the criminal: _____

Post Reading Questions and Answers

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

Questions	Answers
1. Where is the dog monitor?	
2. Who was doing the dishes in the midnight? 📖 midnight 午夜	
3. How was Kim's cup after her mom left the kitchen?	
4. Did Jamie get close to Kim's cup when she was drinking water?	
5. Did Kim's family go to bed early on Friday night? Why or why not?	
6. Who broke Kim's cup?	
7. Why didn't Kim remember she was in the kitchen?	
8. What may lead to sleepwalking? (F) Taking some medicine. (G) Eating some food. (H) Having bad sleeping habits. (I) Being under heavy pressure. (J) Going to bed too late. 📖 pressure 壓力	

Reading

Pre-reading Questions

Answer the questions before you read the article.

Questions	Answers
1. The reading is about Kim's night last night. Look at the title and the pictures on pages 55 and 56. Did Kim have a good night?	
2. What was Kim trying to do?	

While Reading Notes

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

A Long Night

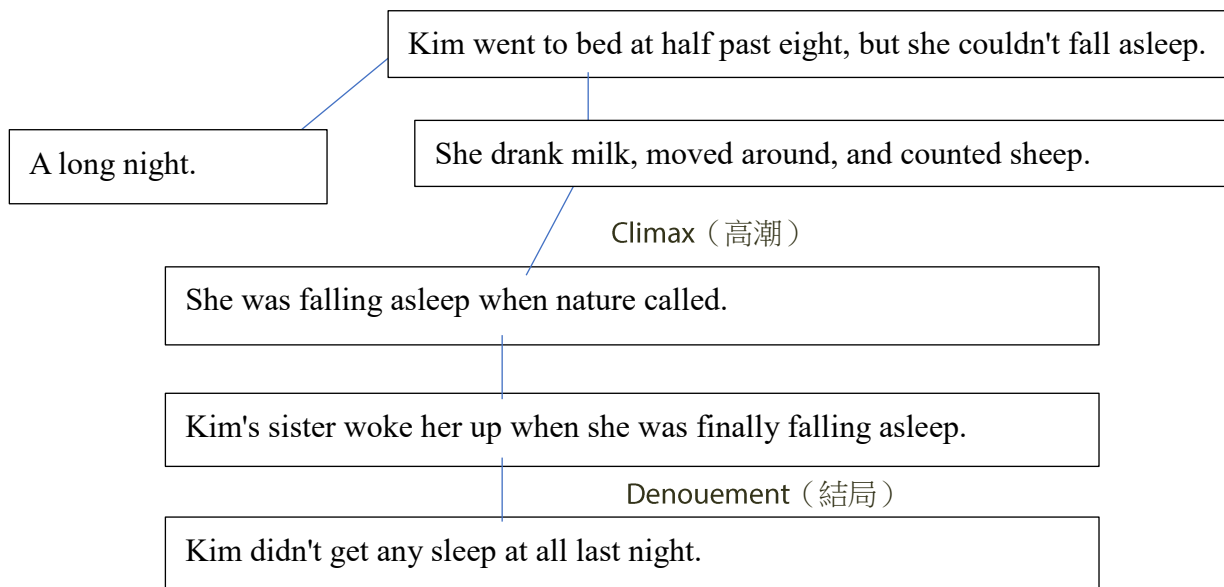
Kim had a _____ night last night. She was very tired, so she went to bed at half past eight. _____, she couldn't fall _____.

Kim _____ many _____. She went to the kitchen and drank some warm milk. After that, she went back to bed. She _____ around in bed, but she just couldn't _____ a _____ position. Then, she counted _____. Kim was falling asleep when _____ called. "Ah, I give up," she thought, and she got out of bed again.

When Kim got back, she tried for another two hours. She was _____ falling asleep when she heard a _____. "Get up, Kim. Breakfast is ready," said her sister. It was morning, and she didn't get any sleep at all. What a long night!

Reading Mind Map

After you read the article, finish the mind map.



Post Reading Questions and Answers

After reading the article, please answer the questions.

Questions	Answers
1. What time did Kim go to bed? Could Kim fall asleep?	
2. What did Kim try to fall asleep?	
3. Why did Kim get out of bed after she tried those things?	
4. What happened when Kim was finally falling asleep?	
5. Did Kim get any sleep last night?	

B3 U3 課後測驗(AB)

一、單字篇：

- _____ 1. My grandpa is very old, but he still re rs a lot of things, like our names, his birthday, and our cellphone numbers.
- _____ 2. This is a c _____ le sofa. Let's buy it.

二、句型理解篇

- () 1. Bruce: What _____ you _____ at a quarter to five yesterday evening?
Simon: I was sweeping the floor then.
(A) did; do (B) do; do (C) are; doing (D) were; doing
- () 2. When Simon walked out of the house, it _____ cats and dogs.
(A) was raining (B) rains (C) is raining (D) rain
- () 3. Peter: What time can we ride a bike at the park, Dad?
Dad: Well, it's only three. It's still hot. Let's go out at half _____ four.
(A) for (B) past (C) in (D) at
-

B3 U3 課後測驗(CD)

三、單字篇：從下面提供的單字中，填寫符合中文意思的字詞

sheep	voice	drawer	fall asleep
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1. 睡著	2. 聲音	3. 綿羊

二、句型理解篇

- () 1. Vicky _____ a card for Peter at three this afternoon.
(A) makes (B) was making (C) is making (D) made
- () 2. Mike watched TV at twenty _____ seven this evening.
(A) after (B) for (C) on (D) with
- () 3. Everyone was quiet when Mary _____ a beautiful song.
(A) sings (B) was singing (C) singing (D) sing