

**彰化縣112學年度草湖國民中公開發課活動
教學活動設計單**

領域/科目	English		教學者	劉明達	
實施年級	7 th Grade		教學時間	1 節課 45 分鐘	
單元名稱	L4 – There Is a Playground at Robert's School.				
學校願景					
設計理念					
學習重點	學習表現	1. Vocabulary Learning. 2. Sentence Practice	核心素養	A 自主行動 <input type="checkbox"/> A1 身心素質與自我精進 <input checked="" type="checkbox"/> A2 系統思考與解決問題 <input type="checkbox"/> A3 規劃執行與創新應變 B 溝通互動 <input type="checkbox"/> B1 符號運用與溝通表達 <input checked="" type="checkbox"/> B2 科技資訊與媒體素養 <input type="checkbox"/> B3 藝術涵養與美感素養 C 社會參與 <input type="checkbox"/> C1 道德實踐與公民意識 <input checked="" type="checkbox"/> C2 人際關係與團隊合作 <input type="checkbox"/> C3 多元文化與國際理解	
	學習內容	1. Vocabulary of L4 2. Sentence Pattern: There is/are ...			
議題融入	Friendly Campus Issue				
教材來源	Textbook, Photos from Canva				
教學設備/資源	Projector, laptop				
學習目標	Vocabulary, Sentence Pattern				
教學活動設計					
教學活動內容及實施方式			時間	備註	
I. Warm up			5 mins	1. Campus Overview	
II. Vocabulary Learning					
(1) Vocabulary of L4			10 mins	2. Canva	
(2) Word Guessing Game			10 mins		
III. Sentence Pattern					
(1) There is/are ...			10 mins	3. Canva	
(2) Sentence Pattern Practice			10 mins		
參考資料：					

彰化縣 112 學年度草湖國民中學校長及教師公開授課活動

授課教師： <u>劉明達</u> 任教年級： <u>701</u> 任教領域/科目： <u>English</u>					
教學單元： <u>L4 – There is a playground at Robert's scholl.</u> 教學節次： 共 <u>1</u> 節，					
本次教學為第 <u>1</u> 節					
觀察日期： <u>112</u> 年 <u>11</u> 月 <u>14</u> 日 回饋人員： <u>邱惠雯</u>					
層 面	指標與檢核重點	事實摘要敘述 (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。		v		
	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，至少條列三項具體事實摘要) 1.Clear instructions for students to follow. 2.Funny game for the warm up. 3.Students can help each other.			
	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。		v		
	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，至少條列二項具體事實摘要) 1.Enough time for students to figure out what to do. 2.No students were left behind. 3.Funny pictures for students to get involved in class.			
	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。		v		
	A-4-1 運用多元評量方式，評估學生學習成效。	(請文字敘述，至少條列三項具體事實摘要) 1.Positive feedback when students got the answers right. 2.Positive feedback even if students gave the wrong answers.			
	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)	3.Students could correct the answers from teacher's instruction.
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觀課紀錄表

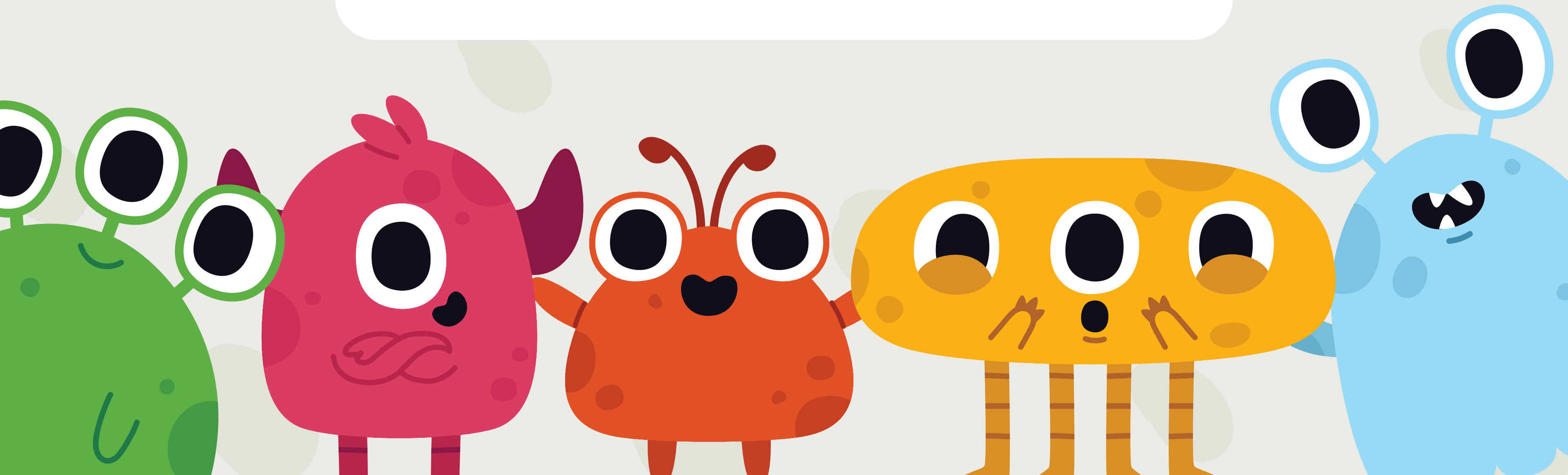
層面	指標與檢核重點	教師表現事實 摘要敘述	評量（請勾選）		
			優良	滿意	待成長
B 班 級 經 營 與 輔 導	B-1 建立課堂規範，並適切回應學生的行為表現。		v		
	B-1-1 建立有助於學生學習的課堂規範。	（請文字敘述，至少條列一項具體事實摘要） 1.Clear classroom rules. 2.Clear instructions and body language.			
	B-1-2 適切引導或回應學生的行為表現。				
	B-2 安排學習情境，促進師生互動。				
	B-2-1 安排適切的教學環境與設施，促進師生互動與學生學習。	（請文字敘述，至少條列一項具體事實摘要） 1.Alternative instructions for high lever and low level learners. 2.Students participated in class full-heartedly.			
	B-2-2 營造溫暖的學習氣氛，促進師生之間的合作關係。				

彰化縣112學年度草湖國民中學校長及教師公開授課活動
授課教師自評表

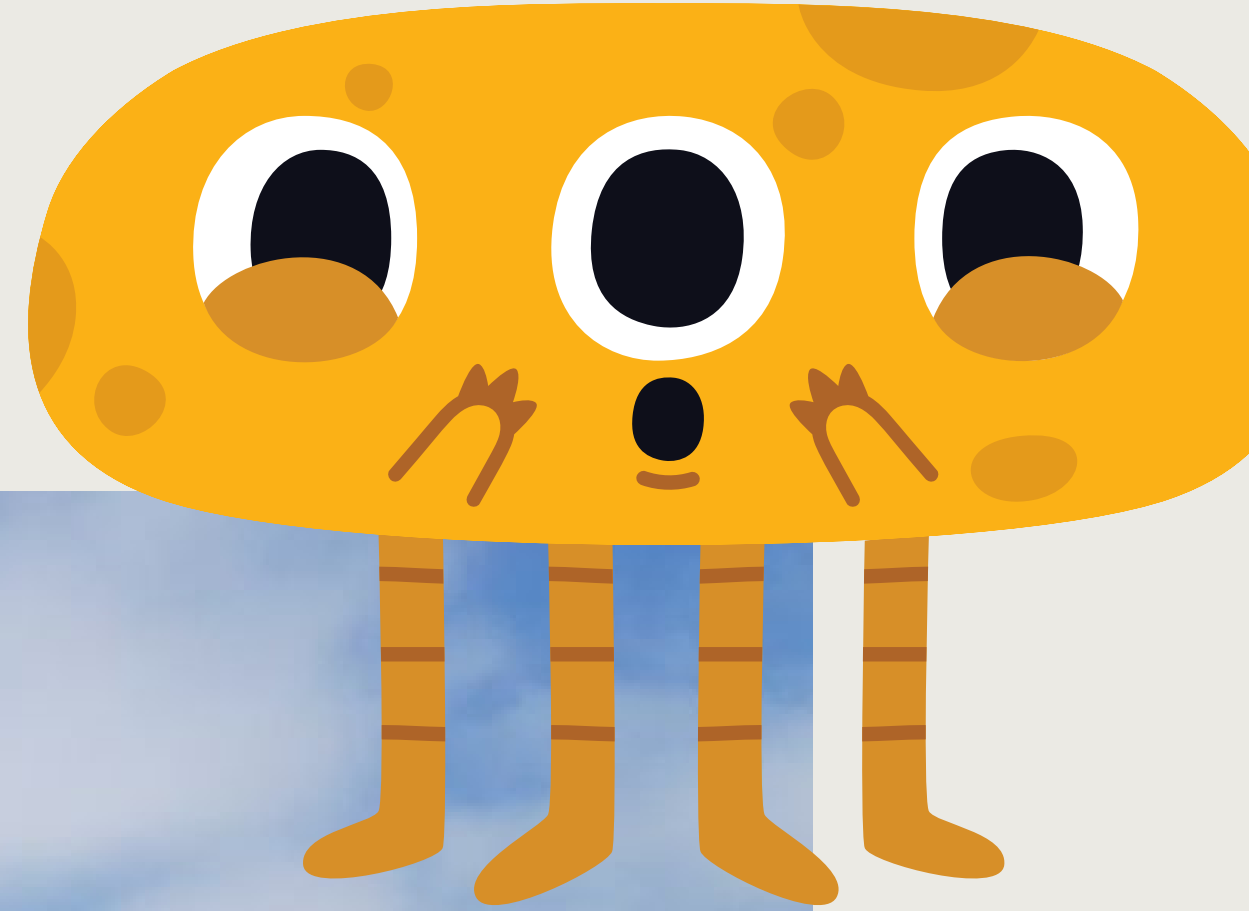
觀課教師	邱惠雯	觀課日期	112 年 11 月 14 日
授課教師	劉明達	教學年/班	701
教學領域 教學單元	L4 – There is a playground at Robert's school.		
實際教學 內容簡述	教學活動	學生表現	
	I. Warm up II. Vocabulary Learning (1) Vocabulary of L4 (2) Word Guessing Game III. Sentence Pattern (1) There is/are ... (2) Sentence Pattern Practice	Students can get involved in class. Though some vocabularies were harder for some low-achievement learners, they still could try to figure them out. Besides, other students were willing to help them. About the practice of sentence pattern, students needed to do more practice after class.	
學習目標 達成情形	1. Vocabulary learning was achieved. 2. Sentence pattern learning was achieved.		
自我省思	1. Funny game needs more time for students to enjoy more. 2. More practices are needed after class. 3. It is not easy to take care of both high-level and low-level learners at the same time, but it is still worth trying.		
同儕回饋 後心得	1. Thank Caroline for participating in the lesson plan design and the observation of teaching. 2. Time control is important.		

L4-WARM UP

CAMPUS REVIEW



WHAT DO YOU
SEE IN THE
PICUTURE?



I SEE

1. PLAYGROUND

2. BASKETBALL
COURT

3. BUILDING

4. GRASS

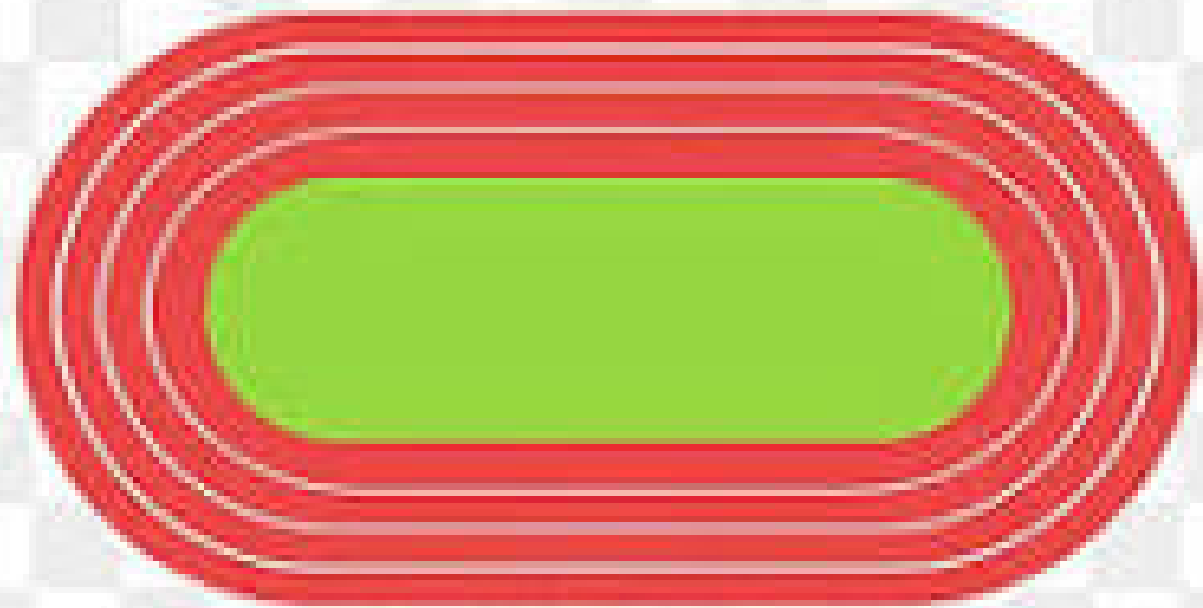
5. SKY

WARM UP

CAMPUS



WHAT IS IT?



VOCABULARY

GUESSING GAME

What is it about?

WHAT IS IT?



VOCABULARY

GUESSING GAME

What is it about?

WHAT IS IT?



VOCABULARY

GUESSING GAME

What is it about?

WHAT IS IT?



VOCABULARY

GUESSING GAME

What is it about?

LEARNING GOALS

Students can:

1. There is + 單n/nu.
2. There are + 複n.

SENTENCE PATTERN

MATERIALS

Use what we learned.
Vocabulary from book.



PARACTICE

1. There is a playground.
2. There is a basketball court.
3. There is a grass.
4. There are four trees.



READ TOGETHER

REMINDERS

Help each other.
Feel free to try.

YOUR TURN

There is/are

DESCRIBE

MATERIALS

Look at your
surroundings.



AGENDA

1. Share your sentences with other.
2. By turns.



PRESENTATION

REMINDERS

Do your best.
Be ready to learn.

SEE YOU!!!

