

彰化縣2025課程博覽會

表1、國小英語專長教師公開授課 - 觀察前會談紀錄表

回饋人員	黃瓊嬋、楊子葳	授課教師	鍾鎮遠
觀課老師	黃瓊嬋、楊子葳	教學單元	U3 Where Are You?
觀察前會談 (備課)日期及時間	114年 4 月 21 日 8 :30至 8 :40	地點	教務處
預定入班教學觀察/公 開授課日期及時間	114年 4 月 21 日 9 :30至10 :10	地點	多功能教室二

一、學習目標(含核心素養、學習表現與學習內容)：

- 能夠知道目標單字的發音及意思 (bathroom, bedroom, dining room, living room, kitchen, yard)
- 能夠知道目標句型的發音、意思及 He, She 在句型中的用法

(Where's _____? He's/ She's in the _____.)

二、學生經驗(含學生先備知識、起點行為、學生特性...等)：

- 已學過bathroom, bedroom, dining room, kitchen
- 學生能靜能動，上課秩序良好
- 班上有一特殊生(輕度智能障礙)

三、教師教學預定流程與策略：

1. Review-1 Body Percussion:

The teacher has students do body percussion and read the words aloud.

2. Review-2 Spell & Match:

- (1) The teacher slowly and randomly writes down letters until the students guess the word.
- (2) The teacher picks students at random to match the pictures.
 - room
 - bathroom
 - bedroom
 - dining room
 - kitchen

3. Vocabulary Presentation:

- (1) The teacher shows pictures that represent the target words.
- (2) The teacher has students look at their textbooks and spell the words aloud.
- (3) The teacher teaches students how to spell the words by applying phonics rules.
 - living room
 - yard

4. Vocabulary Practice:

- (1) The teacher takes down the pictures that represent the target words and shuffles them.
- (2) The teacher assigns a number to each word written on the whiteboard.
- (3) The teacher asks the students to look at the pictures he shows and use their fingers to show the corresponding number.

5. Sentence Review-1:

- (1) The students look at the picture on page 46 and guess what is happening.
- (2) The teacher asks "Who are in the picture?"
- (3) Single-slot substitution: "Where are you?" "I'm in the _____."

6. Sentence Presentation:

- (1) The students look at the picture on page 47 and guess what is happening.
- (2) The teacher asks “Who are in the picture?”
- (3) The teacher explains the sentence pattern and helps students understand the apostrophe—what it means and why it’s used.
- (4) Single-slot substitution: “Where’s your grandma?” She’s in the ____.”
“Where’s Teddy?” He’s in the ____.”

7. Sentence Practice-1 The Big Wind Blows:

- (1) The teacher leads a game called “The Big Wind Blows.”
- (2) One student stands in the middle. The rest of the students form a circle and sit on chairs with pictures that represent the target words.
- (3) Everyone says, “Where are you?”
- (4) The student in the middle says, “I’m in the ____.” The students who have the corresponding picture run and change seats.

8. Sentence Practice-2 Do Paper, Scissors, Stone & Say:

- (1) Everyone gets a picture that represent the target words.
- (2) The teacher plays a song. Then, everyone mingles around the classroom.
- (3) When the song stops, everyone pairs up with the nearest person and plays Paper, Scissors, Stone.
- (4) The winner asks the question “Where’s _____?” first. The loser answers, “He’s/She’s in the _____.” After finishing the Q&A, they switch roles.
- (5) After both people finish Q&A, exchange their pictures. When the music starts, they begin the next round.

9. Wrap-up Activity Survey:

- (1) Ask three people randomly, “Where’s Mia?”, “Where’s Rocky?”, and “Where’s Mr. Zhong?”, then fill in the places in the chart.
- (2) Finish the sentences based on the information from the chart.

10. Homework:

- U3 P94單字、句子X3

四、學生學習策略或方法：

- 單字教學: 拆解音節(找母音、聽音拍手法)、利用拼音原則拼讀
- 句型教學: 拍手數字
- Multimodality

五、教學評量方式 (呼應學習目標，說明使用的評量方式)：

- 形成性評量: 遊戲化評量-隨機寫字母，學生猜單字，藉由活動，老師隨機書寫並排列某單字字母，學生在教師完成整體單字書寫前，要猜出單字為何，藉以檢驗整體學生上週單字之學習與複習成效。
- 形成性評量: 遊戲化評量-Big wind blows，藉由活動，引導學生說出句型及單字，藉以觀察檢驗每位學生學習成效。
- 形成性評量: 遊戲化評量-Do Paper, Scissors, Stone & Say(Q-Q-T)，藉由配對-猜拳-問答-交換字卡-持續重新配對與換字卡的練習模式中，老師到各組中評量學生產出句型與單字的成效。
- 口頭評量: 藉由課堂中詢問PPT主角人物或抽到的學生性別為何，來讓學生回答該使用He/She當主詞，老師也藉此評量學生學習成效。

六、觀察工具(可複選)：

☒ 表2-1、觀察紀錄表

☐ 其他

