

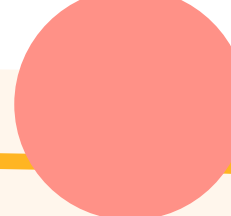
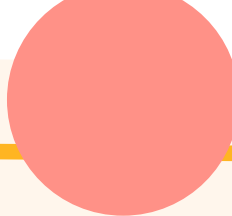

說課簡報



English Teaching Demonstration

2025.05.02

Design by Vicki
楊茵茹



Teaching
Material


Super Fun 2

Unit

Lesson 3 Is it a Bear?

Class

310 (26 students)



Lesson 3 Is it a Bear?

Review
w

vocabularies

a bear, a lion, a horse, a monkey,
a tiger, a goat

sentences

Is it a bear?

Yes, it is.

No, it isn't. It's a monkey.

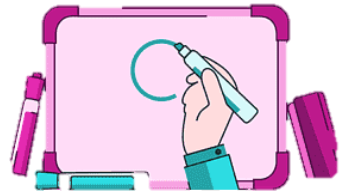


Students can

Learning Objectives

單元學習目標

- use the target vocabularies and sentence patterns.
- write down the sentence.
- do sentence practice with group members.



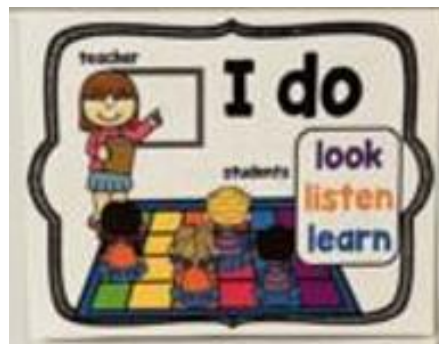
Teaching Strategies

教學策略

- Multimodality



- Scaffolding techniques



Warm up

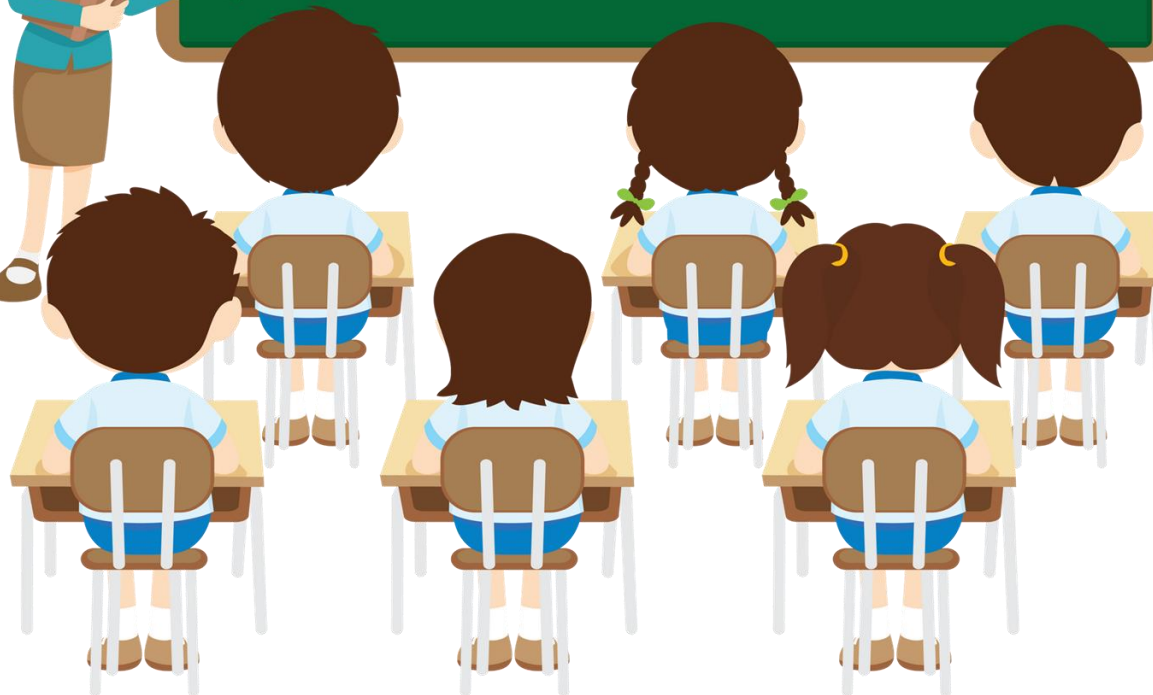





Presentation



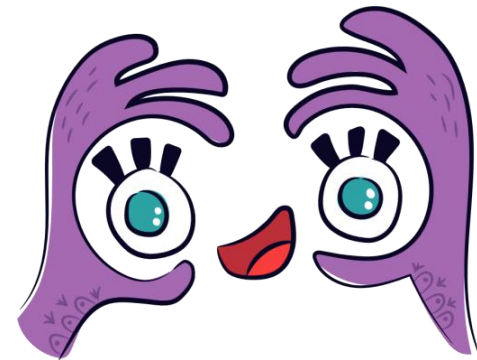
Is it a bear?
Yes, it is.
No, it isn't. It's a monkey.





Practice

Look



Listen



Let's guess



Guess My Animal Sticker

Practice





Thank you



上課簡報



LET'S GO TO THE ZOO

LIVE ACTION



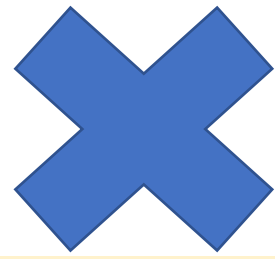


TRUTH
OR
FALSE





a monkey



a goat







a bear





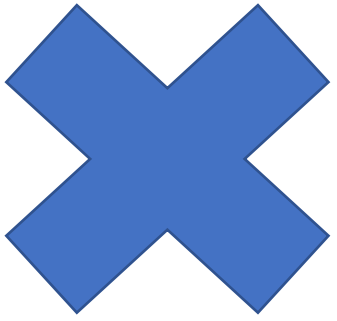
a lion





a tiger





a goat





a horse





Is it a bear?

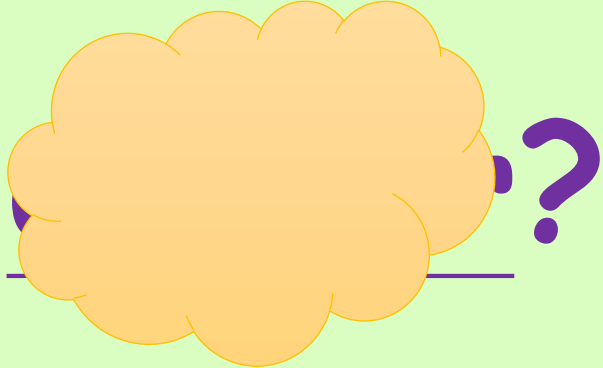
Yes, it is.



Is it a horse?

Yes, it is.



Is it ?

Yes, it is.



Is it ?

Yes, it is.




Review 

Is it a bear?

No, it isn't.

It's a monkey.

isn't =
is not



Is it a tiger?

No, it isn't.

It's a lion.



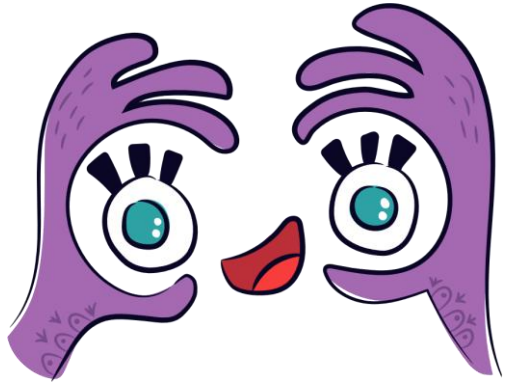
Is it a goat?

No, it isn't.

It's a horse.



Review



look



listen



write



Is it a tiger?

Yes, it is.



Is it a tiger?

Yes, it is.



Is it a lion?

No, it isn't.

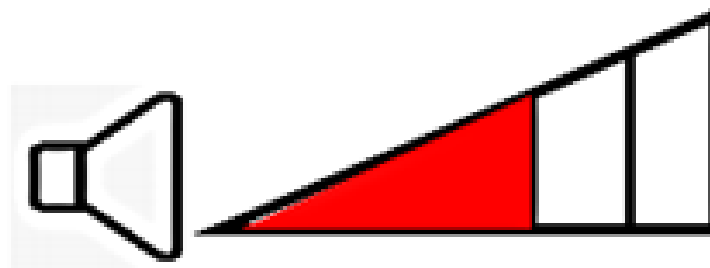
It's a tiger.





BE NICE TODAY.

HELPING EACH
OTHER



Check
your
answers
carefully.





Is it a bear?

Yes, it is.



Is it a goat?

Yes, it is.



Is it a bear?

No, it isn't.

It's a horse.



Is it a lion?

No, it isn't.

It's a monkey.



Is it a lion?

Yes, it is.





Guess My Animal



Review



Is it a bear?

Yes, it is.



Is it a goat?

No, it isn't.

It's a horse.



Review



LET'S GO TO THE ZOO

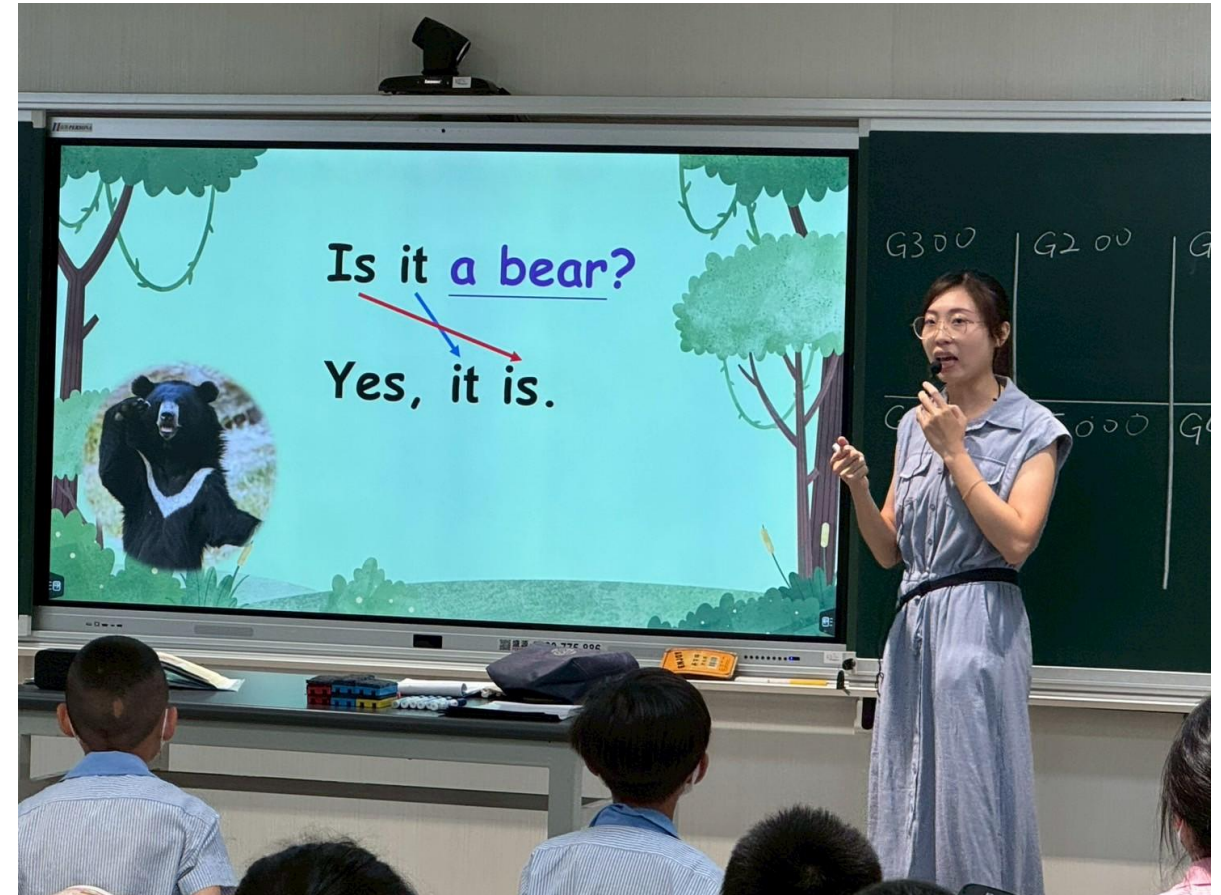
LIVE ACTION



說課照片記錄



上課照片記錄



上課照片記錄



議課照片記錄



觀課紀錄表

Teacher's Name: 楊國如老師 Date: 2025.5.2 Observation Sheet
Observer: 楊昭全

Topic	Observation	Yes N/A	Comments / Suggestions
Learning Objectives	Clear and appropriate		learning objectives were clearly defined, developmentally appropriate, and effectively communicated to Ss.
	Clearly conveyed to students		
Planning	Classroom environment was conducive to learning		the lesson was well-structured and demonstrated thoughtful planning. Each stage (warmup, presentation, practice, and wrap-up) transitioned smoothly.
	Room arranged in a suitable way		
	Smooth transitions between activities		
	Lesson was well structured and organized		
	Lesson was well paced		
Teaching Activities	Relevant, interesting and motivating		"I do, we do, you do" scaffolding technique was appropriately implemented, supporting gradual student independence.
	Clearly explained and/or well modeled		
	Allowed for differences in student levels		
	Teaching materials were well organized and distributed		
	Students who finished activities early were kept involved in the lesson		
	All activities matched the learning objectives		
Co-Teaching (if applicable)	Co-teacher's role was well planned and organized	N	use of group work encouraged peer interaction and supported collaborative learning.
	Co-teacher was used effectively	N	
Teacher Characteristics	Friendly, encouraging and accepting		teacher is very friendly, patient and approachable, creating a warm learning atmosphere.
	Created and maintained a positive atmosphere		
	Spoke in a clear, comprehensible voice and at an appropriate speed		
	Handwriting was easy to read		
	Appropriately dressed		teacher spoke clearly at an age-appropriate pace, using language that was easy for Ss to understand.
			Ss maintained neat handwriting which helped Ss follow instructions.

Teacher / Student Interaction	Interacted with students in an enthusiastic and positive manner		In today's class Ss have lots of opportunities to use the sentence patterns, and T also gave Ss time to practice.
	Good techniques for interacting with students of different levels		
	All students were kept actively engaged during all activities		
	Gave students many opportunities to speak		
	Gave students time to think and answer		
Classroom Management	Responded well to students' questions and responses		T acknowledged Ss contributions positively, which fostered a supportive environment.
	Corrected students' errors appropriately and positively		
	Evidence of effective behavior management system		
Assessment	Classroom rules and high expectations of behavior were apparent		T maintained a calm and orderly classroom. Clear expectations and consistent routines were evident.
	Used good classroom management techniques (eg. proximity, eye contact, praise)		
	Lesson ended with an effective review and plenary		
Homework (if applicable)	Learning objectives were clearly assessed		assessment was ongoing and formative. Ss. were observed, questioned, and given feedback in real time.
	Assessment results will be used in planning future lessons		
	Homework activities were well planned	N	
	Homework content matched and built on the lesson objectives	N	
	Homework content was appropriate for all levels of students	N	Workbook: Practice. Stick and Guess (Ss have finished this page before the class). In today's class have a brief discussion. T shows Ss workbook to others as an example. No homework today!

Additional observations, comments and suggestions:
Thank you so much for today's lesson!

Observer: 楊昭全

觀課紀錄表

全英公開授課

Teacher's Name: Vicky Date: 5/2/2025 Observer: Hui-i King

Topic	Observation	Yes N/A	Comments / Suggestions
Learning Objectives	Clear and appropriate		learning performance. 3-III-4 ...
	Clearly conveyed to students		for 5th/6th graders?
Planning	Classroom environment was conducive to learning	✓	2. ox activity may be used as a practice of activity after presentation of the 5 patterns
	Room arranged in a suitable way	✓	1. Students may have more oral practice before the writing activity
	Smooth transitions between activities		
	Lesson was well structured and organized	✓	
	Lesson was well paced	✓	
Teaching Activities	Relevant, interesting and motivating	✓	Warm up: song of animals.
	Clearly explained and/or well modeled	✓	1. 若按改變字幕, 不要所有字都大寫
	Allowed for differences in student levels		2. 同學在 E-I-E-I-O 比較大聲
	Teaching materials were well organized and distributed		works for animals and sounds of animals 都...
	Students who finished activities early were kept involved in the lesson		建議老師留其他部份同學聽故事注意
	All activities matched the learning objectives	✓	
	Learning objectives were met	✓	
Co-Teaching (if applicable)	Co-teacher's role was well planned and organized	N/A	
	Co-teacher was used effectively	N/A	
Teacher Characteristics	Friendly, encouraging and accepting	✓	Very good to remind sts of the importance of cooperation (helping each other, ...)
	Created and maintained a positive atmosphere	✓	
	Spoke in a clear, comprehensible voice and at an appropriate speed	✓	
	Handwriting was easy to read	✓	
	Appropriately dressed	✓	

Teacher / Student Interaction	Interacted with students in an enthusiastic and positive manner	✓	
	Good techniques for interacting with students of different levels	✓	
	All students were kept actively engaged during all activities	✓	
	Gave students many opportunities to speak	✓	
	Gave students time to think and answer	✓	
	Responded well to students' questions and responses	✓	
Classroom Management	Corrected students' errors appropriately and positively	✓	asked sts to clap to get their attention → great!
	Evidence of effective behavior management system	✓	
Assessment	Classroom rules and high expectations of behavior were apparent	✓	
	Used good classroom management techniques (eg. proximity, eye contact, praise)	✓	
	Lesson ended with an effective review and plenary	✓	
Homework (if applicable)	Learning objectives were clearly assessed	✓	no homework.
	Assessment results will be used in planning future lessons	✓	
Homework (if applicable)	Homework activities were well planned		
	Homework content matched and built on the lesson objectives	N/A	
Homework content was appropriate for all levels of students			

Additional observations, comments and suggestions:

若能“生生/組組”有平板, 也許 group work (writing) 可以用速速平板上傳, 讓每個同學都能清楚看到其他各組寫的句子 (或 reading sentences 練習)

用速速平板錄音/拍照可以讓大家一起看, 增加大家練習的機會

Observer: _____