

114.03.04

13:15-14:00 說課會議紀錄

一、課程主題

- 教學內容：月份（**Months**）、季節（**Seasons**）、星期（**Days of the Week**）
 - 教學目標：學生能聽說讀寫基本時間相關詞彙，並能以簡單句子描述與自己生活相關的活動。
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二、教學重點與策略

- 透過情境連結與個人化句子，提升單字記憶。
 - 運用範例句子示範如何將字詞融入真實語境。
 - 強調口說與寫作並重，透過 **Guided Practice** 引導學生造句。
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三、活動設計討論

- 導入活動：以小遊戲或快速問答複習已學時間詞彙。
 - 主要活動：學生選擇與自己有關的「月份／星期／季節」，寫出個人化句子。
 - 延伸活動建議：可設計配對卡牌或口說練習，增進互動。
 - 文化補充：結合「**December-Christmas**」、「**July-Summer vacation**」等文化背景知識。
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四、教學資源建議

- 善用圖片閃卡或小白板寫作活動提高參與度。
 - 準備可上台分享的句子展示卡，鼓勵學生上台朗讀。
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五、教學評量與回饋

- 教師觀察學生參與情況與造句正確度。
- 可收集學生造句作為形成性評量資料。
- 課後安排學生互評或小組回饋時間。

Teaching Plan

Lesson Plan – Learning Strategy for Vocabulary Building and Motivation

Demonstrator: Stacy Wu

Grade Level: 9th Grade Junior High School

Duration: 45 minutes

Student Level: Low-achieving English learners

Main Goal: Help students learn effective vocabulary memorization strategies and spark interest in learning English.

Objectives

By the end of the lesson, students will be able to:

1. Identify and apply at least two vocabulary learning strategies.
 2. Memorize 6–8 new English words using visual and association techniques.
 3. Express a positive attitude toward learning English through a class reflection activity.
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Materials

- Flashcards with vocabulary (word + image)
 - Whiteboard and markers
 - Sticky notes
 - Worksheets with a vocabulary strategy chart
 - A short motivational English video clip (with Chinese subtitles)
 - Speakers/projector
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Target Vocabulary (example set):

- Apple
- Banana
- Cat
- Dog
- Happy
- Sad
- Run
- Sleep

Target Vocabulary (Months, Seasons, Days of the Week):

- Monday
- Friday
- Sunday
- January
- July
- December
- Spring
- Summer
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Lesson Procedure

1. Warm-up & Motivation (5 minutes)

Activity: *"Guess the Word"*

- Teacher draws simple pictures on the board (e.g., a cat, apple).
- Students guess the English word.

- Purpose: Activate prior knowledge, engage students with visuals.

2. Introduction to Vocabulary Learning Strategies (10 minutes)

Teacher Talk & Demonstration:

- Introduce two simple strategies:
 - **Visual Association:** Connecting the word with a picture.
 - **Personal Connection:** Making a sentence about yourself using the word (e.g., “I like apples.”).
- Use two vocabulary words to model each strategy with the whole class.
- Distribute a worksheet showing examples and space to try their own.

3. Guided Practice (15 minutes)

Activity: *"Flashcard and Personal Story Match"*

- Students work in pairs.
- Each pair gets flashcards (word + picture).
- Step 1: One student shows the picture; the other says the word.
- Step 2: Switch roles.
- Step 3: Each student chooses 3 words and writes simple sentences about themselves using them.

Example:

Word: Dog

Sentence: “I have a dog.”

- Teacher walks around and gives feedback and encouragement.

4. Motivation Booster (5 minutes)

Activity: *Short Video Clip*

- Play a short, fun motivational video about how practice helps improve English (around 1–2 minutes, with Chinese subtitles).

- Ask students:
 - "What did you learn from the video?"
 - "Do you think you can get better at English?"

5. Vocabulary Game – Sticky Note Relay (5 minutes)

Activity: *"Find and Stick"*

- Write vocabulary words on the board.
- Place matching pictures around the room.
- In groups, students race to find and stick the correct word to the right picture.
- This encourages movement, team collaboration, and fun repetition.

6. Reflection & Wrap-Up (5 minutes)

Activity: *"Today I learned..." Sticky Notes*

- Each student writes one thing they learned and one word they remember.
- Stick it on the board as they leave.
- Teacher gives quick oral feedback and praise.

Assessment (Formative)

- Observation during activities
- Sentence writing during practice
- Participation in game and discussion
- Reflection note at the end

Differentiation Strategies

- Allow students to use L1 (Mandarin) when necessary to express ideas.

- Give extra scaffolding or sentence frames to students who struggle with writing.
 - Praise effort more than accuracy to build confidence.
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Homework (Optional)

- Choose 3 new words at home. Draw pictures and write a sentence for each.
- Prepare to share with a classmate next time.

議課資料

114.03.07

15:15-16:00

課主題：Months, Seasons, Days of the Week

一、教學亮點

- 學生能夠理解並正確使用目標詞彙（如：Monday, July, Summer）造句。
 - 個人化句子活動設計具高度參與度，學生樂於分享自己的經驗。
 - **視覺輔助（圖卡與白板練習）**成功幫助學生理解詞義並維持注意力。
 - 範例句簡單清晰，能有效引導學生模仿與創作。
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二、觀課回饋與建議

項目	正向回饋	改進建議
教學引導	問句設計能引發學生思考自身經驗（如：「What do you do in July?」）	可預先設計更多引導句，協助語言程度較低的學生回答。
學生參與	學生主動舉手分享句子，展現良好學習動機。	可加入配對活動或小組任務，讓較內向學生也能參與。
教學資源	圖片與單字卡設計清晰、色彩鮮明，有效吸引學生目光。	建議未來可加入節慶相關小動畫或歌曲，豐富文化連結。

三、學生表現觀察

- 多數學生能正確使用「月份」、「星期」、「季節」詞彙。
- 在口說練習中，部分學生能自由延伸句子，例如 “I go swimming in summer with my family.”
- 少部分學生在拼寫「Wednesday」、「February」等詞彙時出現困難，可

於後續加強拼讀教學。

四、後續教學建議

- 可設計補充練習，如：
 - 季節與天氣連結（e.g., “It’s hot in summer.”）
 - 月份與節日配對活動（e.g., “Halloween is in October.”）
- 鼓勵學生將句子發展成簡短小日記，逐步培養寫作能力。
- 可與自然科、生活課合作，擴展時間概念的跨領域應用。

