

九年級閱讀教學社群：共備共學

壹、方案主題名稱：悅讀閱樂—共譜閱讀教學

Fun Reading - TEAM (Teachers Excel As Members)

貳、閱讀教學設計及實施之理念

一、因應會考，設計文本，教導閱讀策略

英語閱讀一直是英語學習的重點與目的之一，希望學生從 learn to read English 到 read English to learn。以往國中基測考試題型也反應閱讀的重要性，以主旨大意、6w details、推論為閱讀理解重點，在 103 年首次的國中教育會考中，試題的題型和著重點，與基測時代並無二致，但其實質內容，無論是閱讀文本的廣度與深度、主題與體裁的多樣性，以及題幹與選項的複雜度，都讓親、師、生非常的「有感」。凸顯「大量閱讀」，以及靈活運用「閱讀策略」的重要性。然而，在教學現場，老師有進度壓力，教科書中閱讀材料的質與量是否能跟得上會考的腳步？在有限的課堂時間中，又該如何擴展孩子的閱讀量？如何引導孩子有意識地運用閱讀策略將其融入課堂的閱讀活動中？上述問題在在都是挑戰，都是教學現場的困境。

本社群的目的即在透過共同備課的歷程，腦力激盪，研發各種教學活動，將閱讀策略融入課堂的閱讀活動，教導學生閱讀技巧，同時改寫課文、撰寫文章及搜尋整理更多加深加廣的長篇文章，供學生閱讀練習的機會，增加閱讀量，內化閱讀策略。

二、透由觀課、議課，檢視學習成效，建立教師開放教室信心

教育部擬於 107 年度推動新課綱，規定校長及每位教師每年至少公開授課一次，並進行專業回饋。為能順利接受此一挑戰，本社群教師在共同備課，完成學習單後，並討論教學流程，互相觀課，不同於以往教師專業發展評鑑的觀課重點，我們鎖定學生的學習為主軸，以檢視學習單的設計能否達到教學效果，在觀課後的回饋議課中進行討論省思及修正，作為下一課備課的方向。本社群教師在互相觀課中，互相學習，由於教學流程已討論過，教師們更有信心，藉由觀課頻率增加，讓開放教室成為常態，相信面對學校教師、家長的公開授課將不再是難題。

三、善用教學資源，活化教學素材

多元的教學素材及活動設計，能引起學生的學習興趣、強化其學習動機，進而促進目標知識的建構。因此，在教學過程中，運用動畫電子書引導閱讀理解；運用教師從電子書擷取的圖片進行 visualizing the story，以檢視閱讀理解；運用「讀者劇場」及「角色扮演」整合聽、說、讀、寫等語言能力，提供孩子展演的舞台。

四、合作學習，培養學習者積極的人際互動技巧

現代幾乎所有工作場域所需要的人才，都必須具備「與人合作」的能力。因此，實施合作學習，不僅僅是在促進知識的建構及提升學習成效而已，過程中「合作技巧」的教導，與「合作態度」的培養，也很重要。「與人合作」的能力，已經是國民的核心素養。本教案教學活動的設計，透過各種 pair work、group work 及 class work，從做中學 (learning by doing)，讓學習者藉由與配對夥伴、小組成員或老師之間的互動，經由聽、說、讀、寫等各項任務的完成，共同合作以達成學習目標。

參、教師專業社群共同備課運作模式

(一)背景

早在社群共備共學的意識興起之前，本校的英語科教師即有形成「段考共同命題」的小組團體，運作模式行之有年，以任教該年級的教師群形成小組，選出每次段考的負責人，聯合命題、審題，利用教學研究會的時間，共同討論段考試題，提升段考試題品質，試題參賽也屢獲肯定，各年級教師群組多次榮獲優良試題競賽特優、優等及佳作。



因此，共備共學的社群意識及互動模式，在本校段考共同命題的氛圍之下，我們小組很快的組成了！另一方面，小組成員中有活化教學的種子老師，拍攝過一系列活化教學的影片，觀課、議課的經驗豐富，更是社群運作的最佳推手；社群的運作模式基本架構如下：



(二)實施模式

本社群成員約六人，每週一次，每課的共備閱讀教學實作模式以課程內容的討論設計出發，小組成員分別提出對本課的教學目標及教學活動設計的想法，分享教學經驗及各自的創意發想，討論教學活動實施的流程及注意事項，共同設計學習單，規劃課程進度；課程實施之後，由共備成員公開授課，實際操作；觀課後再給予回饋，針對課堂進行時的發生的問題進行討論，完整地為一課的教學實施畫下句點。

以下紀錄以康軒版第五冊第五課的共備閱讀教學實作內容：

次	內 容
第 1 次	<p>共同準備教學內容及討論閱讀策略教學重點</p> <ol style="list-style-type: none">1. Warm-up & 對話教學：Predicting, Previewing, Skimming& Scanning 的策略使用設計討論。 (Andrea):以給予學生更多文化知識為閱讀重點。2. 間接問句文法教學：討論文法教學方法流程— (Gladys):以學生有興趣的提問開始，如：當你看到心儀的女(男)生出現，會問他什麼問題？ T: What would you like to ask when you see a girl/boy you like? S: How old is she? What' s your name? T: Now, you can make a sentence like “ I’ d like to know how old you are.3. 閱讀教學：強化學生運用閱讀策略 (Sonia):學習單設計活潑化、結構化，讓學生有更多運用閱讀策略的機會。4. 延伸閱讀：以結合課本的內容出發 (Judy):可參考其他版本的課文內容，結合閱讀策略及句型結構學習。5. 社群運作模式：討論後形成共識 (Grace):以強化閱讀策略的教學內容為主軸。 
第 2 次	<p>觀課：Andrea 的 Warm-up 與 Dialog 教學</p> 

議課：Andrea 的觀課後回饋討論分享

Peer Observation-Stolen goods 紀錄

第
3
次



Peer Observation Stolen Goods

The teacher: Andrea Observer: Grace Date: 2018.11.16

Name several things that you would like to "steal" from the teacher and the lesson. Finally, choose something you feel you would like to give the teacher in return.

Stolen Item 1
Description of the item: the pace of the class is slow, but the students don't seem to mind it, they should be doing a better job!
I stole this item because long student buy time on learning.

Stolen Item 2
Description of the item: she always asks the names in groups and then she asks the teacher.
I stole this item because students can check the names quickly, teacher can have student's names only and she will.

Stolen Item 3
Description of the item: she has created a get up poster.
I stole this item because students will go to the poster and read it.

Stolen Item 4
Description of the item: she always asks the students to read and then she asks the students to write the names of the items.
I stole this item because she always asks the students to read and then she asks the students to write the names of the items.

Gift
I'd like to give you: she always asks the students to read and then she asks the students to write the names of the items.
I think you'd like this because: she always asks the students to read and then she asks the students to write the names of the items.

adapted from Newman (1999)

Peer Observation Stolen Goods

The teacher: Andrea Observer: Sonia Date: 2018.11.16

Name several things that you would like to "steal" from the teacher and the lesson. Finally, choose something you feel you would like to give the teacher in return.

Stolen Item 1
Description of the item: She act out the dialog.
I stole this item because it helps to reading comprehension.

Stolen Item 2
Description of the item: She asks in groups talking about the big parts in the dialog.
I stole this item because by doing out the big parts themselves, so have to think the dialog very carefully.

Stolen Item 3
Description of the item: She ask students with other partners, talking and writing their names on the story.
I stole this item because she ask helps to connect the context to themselves.

Stolen Item 4
Description of the item: She asks other roles about the story with the small work books.
I stole this item because she ask helps to know the characters and their roles about the story as well.

Gift
I'd like to give you: she always asks the students to read and then she asks the students to write the names of the items.
I think you'd like this because: she always asks the students to read and then she asks the students to write the names of the items.

adapted from Newman (1999)

Sonia: 學生演出對話內容，能幫助學生理解，加強學習。

Grace: 在學生小組討論的過程當中，小組成員能幫助彼此完成問題。

Sebrina: 學生在小白板上寫下答案，清楚有效率！

Gladys: 在學生呈現答案時，或許可以讓學生自己發現錯誤。

Judy: 能給予學生多一些時間討論及分享。

第
4
次

觀課：Sonia 的閱讀教學

第
5
次

議課：Sonia 的觀課後回饋討論分享



Peer Observation **Stolen Goods**
 The teacher: Grace Observer: Andrea Date: Apr 11
 Note several things that you would like to "steal" from the teacher and the lesson.
 Finally, choose something you feel you would like to give this teacher in return.

Stolen Item 1
 Description of the item: St. has to answer the questions in the whole group. The whole group has to stand up and answer together.
 I stole this item because It can give every student a chance to participate. It makes other St. to read the answer together!

Stolen Item 2
 Description of the item: After review what St. work toward, St. work together to ask about their prediction about the reading.
 I stole this item because It allows St. to raise in the reading and to get a chance to share their ideas.

Stolen Item 3
 Description of the item: Encourage different predictions after reading/reading at the phrases.
 I stole this item because St. get the chance to think more answers apart from the reading itself?

Stolen Item 4
 Description of the item: St. act out their prediction. They work together to talk about the paragraphs, first how they can act out together.
 I stole this item because St. can understand the content more thoroughly.

Gift
 I'd like to give you if time allowed, there can be more groups sharing their ideas' or let me group to show another group their idea.
 I think you'd like this because St. are so witty to act. They are all creative!

adapted from Neuman (1999)

Peer Observation **Stolen Goods**
 The teacher: M. L. Pan Observer: Sebrina Date: Apr 11th
 Note several things that you would like to "steal" from the teacher and the lesson.
 Finally, choose something you feel you would like to give this teacher in return.

Stolen Item 1
 Description of the item: lots of Q & A in a well-designed energetic worksheet related to standards pictures
 I stole this item because

Stolen Item 2
 Description of the item: all English, different ways to say kick/drove/get rid of bad luck away!
 I stole this item because funny tempo

Stolen Item 3
 Description of the item: prefers debating brainstorming - something fluffy, fox tail? anyway, you have your own idea...
 I stole this item because

Stolen Item 4
 Description of the item: St. get stimulated, love enjoyed to read aloud and think gestures
 I stole this item because eye caught time to group work. St. love doing their peer performance.

Gift
 I'd like to give you many thanks!
 I think you'd like this because -

adapted from Neuman (1999)

Andrea: 學生以小組一起起立回答問題的方式，讓學生更能專心。

Grace: 學生能將他們對閱讀文本的預測演出來，強化使用閱讀策略。

Judy: 大量問答的方式，學習單設計充實。

Sebrina: 若時間允許，可讓更多小組有機會表演。

Gladys: 學生有許多機會展現自己的創意。

- 第 6 次
- 討論決定文本呈現順序及各項工作確定
- (1) 理念及學習單確定—Gladys
 - (2) 學生回饋單—Grace
 - (3) 共備共學模式—Andrea
 - (4) 實施成效及省思—Judy
 - (5) 影片剪輯—Sebrina



共備共學計畫執行後問題與討論

- 第
7
次
- (1)運作模式的可實行性—2人一組的討論模式
 - (2)學習單設計的心得分享
 - (3)模式確立—

Step 1:教學活動設計前的對話

Step 2:各課閱讀策略及教學主軸的確立並分工製作學習單

Step 3:觀課

Step 4:議課，問題討論與教學成效檢討

肆、使用之教科書版本及延伸教材或配合運用之教學資源

使用教科書版本為康軒版第五冊，延伸及補充文章來源自網路文章改寫。

資料來源：

Four-leaf clover:

<http://www.bhg.com/holidays/st-patricks-day/traditions/fun-facts-about-four-leaf-clovers/>

Water Festival:

<http://songkran2014.com/songkran-review-enjoy-to-thailand-water-festival-2014/>

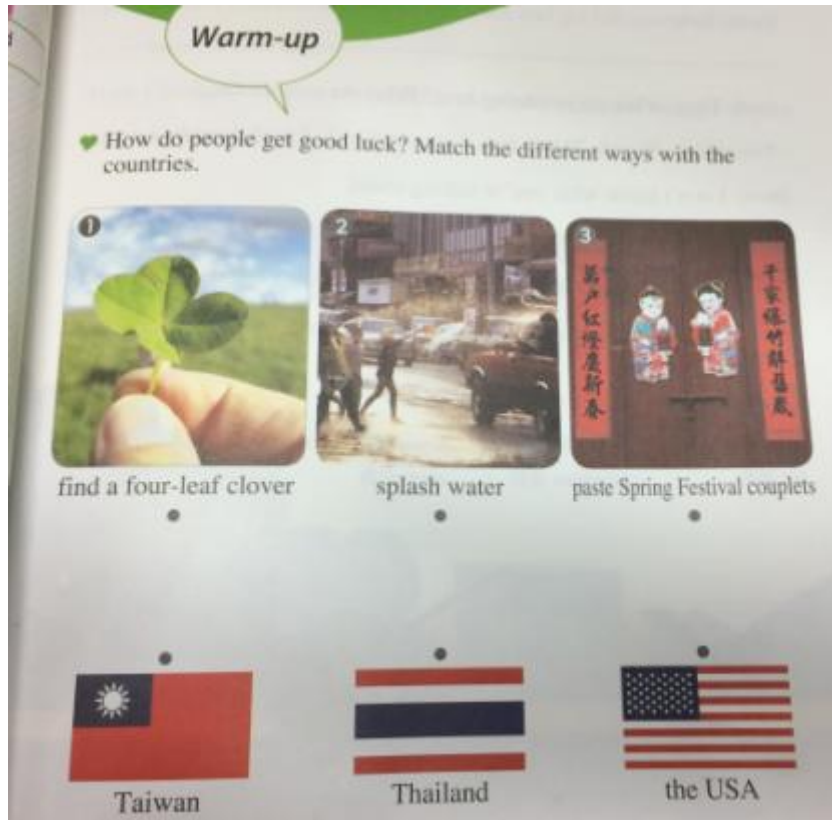
Spring couplet:

<http://traditions.cultural-china.com/en/14Traditions8010.html>

伍、活動進行步驟

第一部分：Warm-up 教學

(一)課文內容



(二)教學流程

階 段	Warm-up
學 習 目 標	1. 連結舊經驗 (Connecting)：從課本的圖片引起學生興趣，連結學生生活經驗。 2. 導入新內容 (Leading-in)：看課文標題及插圖預測課文內容 (Predicting)，提供更多準確的文化知識，透過閱讀及小組活動，加廣學生學習。
教學資源	課本、學習單、投影片
教學評量	口頭問答、小組發表
時 間	45 分鐘

教學活動	閱讀策略
<p>1. 連結舊經驗</p> <p>①從課本的圖片引起學生興趣，連結學生生活經驗。</p>  <p>T: Look at the pictures. How do you usually get good luck? How do we get good luck during Chinese New Year?</p> <p>T: Do you know about four-leaf clover? What do people in Thailand celebrate</p>	<p>Questioning / Connecting</p> <p>*3-1-8</p> <p>*3-1-9</p>

their New Year?

2. 引出新知識：從課文「標題」和「插圖」預測文本內容

① 老師以口頭問答的方式引導學生從課本的標題和插圖中找線索，預測即將閱讀的文本內容。

② 引導學生在小組中閱讀討論，從上下文中猜測字義。

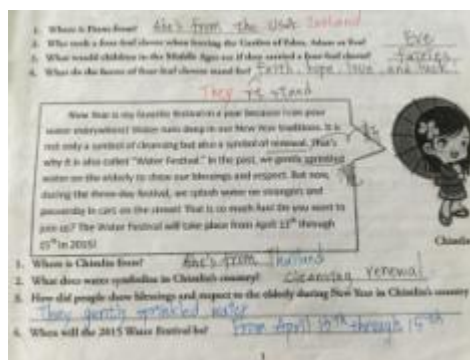
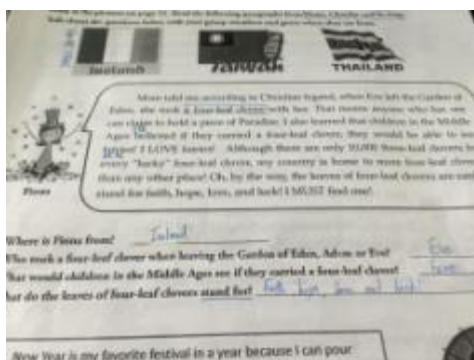
③ 小組組員輪流在小白板上寫下段落簡答，掃描(Scanning)細節答案，獲得更多文化知識。

Questioning /
Predicting
Guessing new
words

3-2-7

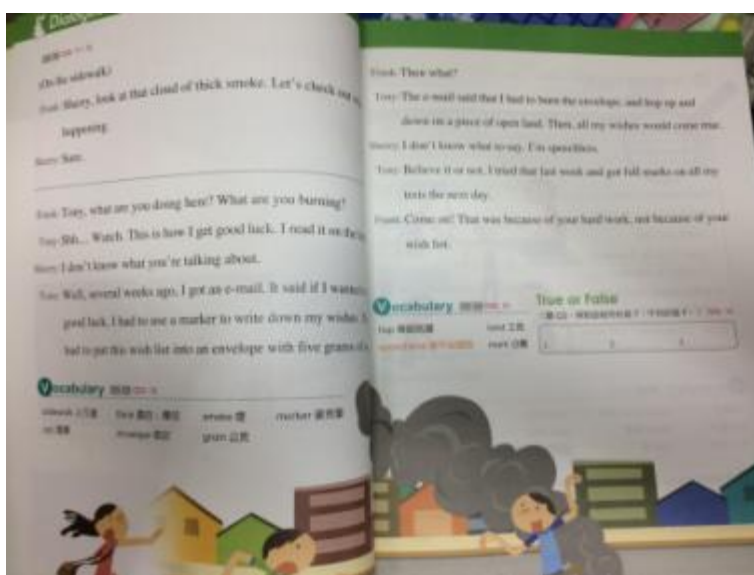
Scanning

5-2-4



第二部分：Dialog 教學


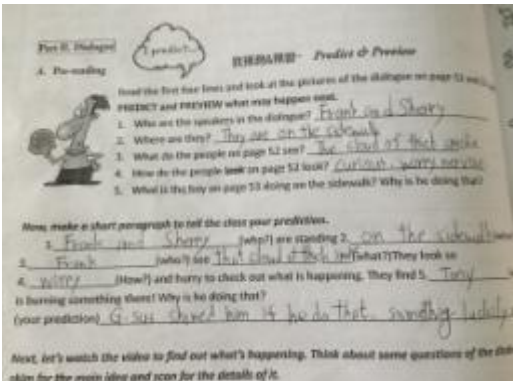
(一)課文內容



(二)教學流程

1. Pre-reading

階段	Pre-reading
學習目標	1. 延續 warm-up,請學生由課本的圖片開始,鼓勵學生發揮想像力及創造力。 2. 導入新內容 (Leading-in):看課文標題及插圖預測課文內容 (Predicting)
教學資源	課本、學習單、投影片
教學評量	口頭問答、小組發表
時間	10 分鐘

教學活動	閱讀策略
<p>1.延續暖身活動</p> <p>①從課本的圖片引起學生興趣，請學生討論發表對話內容的預測。</p> <p>T: How does the boy in the picture get good luck?</p> <p>2. 引出新知識：從課文「標題」和「插圖」預測文本內容</p> <p>① 老師以口頭問答的方式引導學生從課本的標題和插圖中找線索，預測即將閱讀的文本內容。</p> <p>② 鼓勵學生在小組內討論，發揮想像力及創意，預測課文內容。</p>	<p>Questioning / *3-1-8 *3-1-9 3-2-6 Questioning / Predicting 3-2-7</p>
 	

2. During-reading

階段	During-reading
學習目標	1. 掌握文本主旨 (Getting the main idea of the reading) 2. 精熟內容細節 (Scanning for the details) 3. 寫出文本摘要 (Making a summary)
教學資源	課本、學習單、投影片、課文動畫影片、小白板 (每一組 1 張)
教學評量	口頭問答、學習單填答 (matching each paragraph with its main ideas)、摘要寫作
時間	20 分鐘

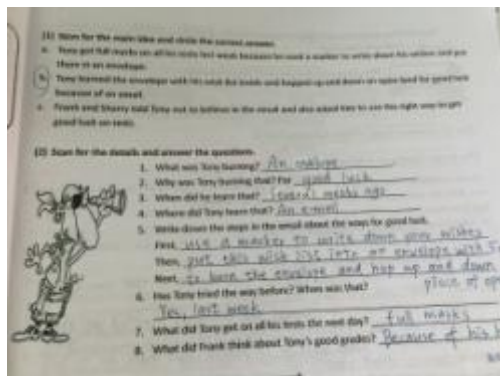
教學活動

閱讀策略

1. 掌握文本主旨 (Getting the main idea of the reading)

學生在完成 pre-reading 階段的「預測文本內容」活動後，老師播放課文動畫，學生在觀看後，檢視自己對文本內容的預測是否正確。

Questioning
Skimming



2. 學生在小組中運用 scanning 的策略，找出細節問題的答案。

3. 最後學生須將對話內容，填入老師設計的改寫段落中，精熟對話文本的學習。

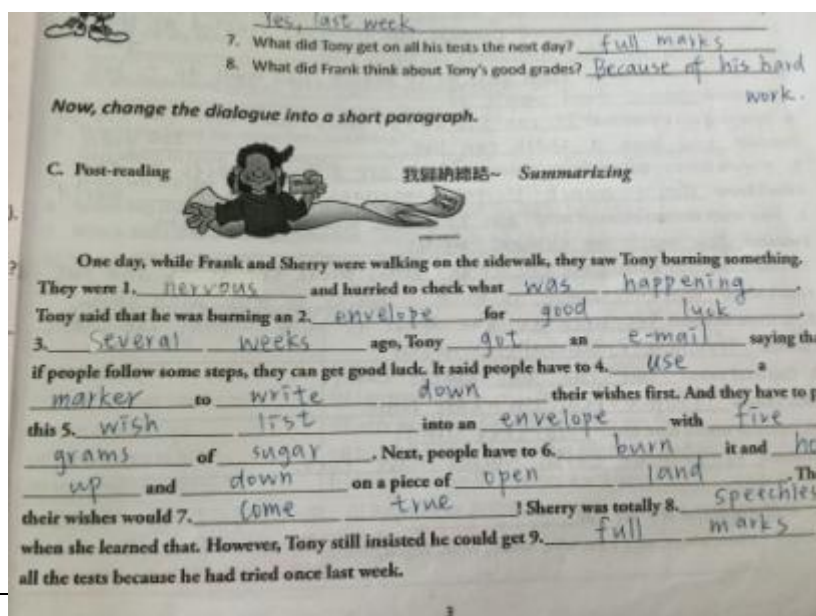
Questioning
Skimming

Finger
reading/

3-1-7




3-2-5

5-1-3



3. Post-reading:

階	段	Post-reading
學習目標		1. 學生能將其對課文內容的了解，用小組表演的形式展現出來。 2. 學生能應用所學，小組討論將對對話的心得感想寫下來發表。
教學資源		課本、學習單、小白板
教學評量		小組表演對話、心得分享

教學活動	閱讀策略
<p>1. 小組練習對話內容，能演出配合對話內容的肢體動作，加深對話學習。</p> <p>2. 發表學習心得，應用所學句型。</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Scanning</p> <p>Group</p> <p>Performance</p> <p>3-1-7</p> <p>*3-1-8</p> <p>3-2-6</p> <p>*3-2-9</p> 

Worksheet:

B5L5 This Is How I Get Good Luck

Class: _____ **Name:** _____ **NO.** _____

Part I: Warm-up

Look at the pictures on page 51. Read the following paragraphs from Fiona, Chimlin and Ya-ting.

Talk about the questions below with your group members and guess where they are from.



Fiona

Mom told me according to Christian legend, when Eve left the Garden of Eden, she took a four-leaf clover with her. That means anyone who has one can claim to hold a piece of Paradise. I also learned that children in the Middle Ages believed if they carried a four-leaf clover, they would be able to see fairies! I LOVE fairies! Although there are only 10,000 three-leaf clovers for every "lucky" four-leaf clover, my country is home to more four-leaf clovers than any other place! Oh, by the way, the leaves of four-leaf clovers are said to stand for faith, hope, love, and luck! I

1. Where is Fiona from? _____
2. Who took a four-leaf clover when leaving the Garden of Eden, Adam or Eve? _____
3. What would children in the Middle Ages see if they carried a four-leaf clover? _____

4. What do the leaves of four-leaf clovers stand for? _____

New Year is my favorite festival in a year because I can pour water everywhere! Water runs deep in our New Year traditions. It is not only a symbol of cleansing but also a symbol of renewal. That's why it is also called "Water Festival." In the past, we gently sprinkled water on the elderly to show our blessings and respect. But now, during the three-day festival, we splash water on strangers and passersby in cars on the street! That is so much fun! Do you want to join us? The Water Festival will take place from April 13th through 15th in 2015!



Chimlin

1. Where is Chimlin from? _____
2. What does water symbolize in Chimlin's country? _____
3. How did people show blessings and respect to the elderly during New Year in Chimlin's country before?

4. When will the 2015 Water Festival be? _____



Ya-ting

Before the Spring Festival arrives, my grandpa will write couplets and I will help to paste them on each side of the door. The spring couplets are always red because they stand for passion and good fortune! The words are written in calligraphy(書法) to express the feeling of life's renewal and the return of spring! In fact, Chinese people started the custom in the Song Dynasty(960-1279)! It's really cool, isn't it? Next year, I'll try to write my own couplets!

1. Where is Ya-ting from? _____
2. Where does Ya-ting paste the spring couplets? _____
3. When did Chinese people start the custom of writing spring couplets? _____

Part II. Dialogue



A. Pre-reading

我預測&預習~ Predict & Preview

Read the first four lines and look at the pictures of the dialogue on page 52 and 53. **Let's PREDICT and PREVIEW what may happen next.**

1. Who are the speakers in the dialogue? _____
2. Where are they? _____
3. What do the people on page 52 see? _____



4. How do the people on page 52 look? _____
5. What is the boy on page 53 doing on the sidewalk? Why is he doing that?

Now, make a short paragraph to tell the class your prediction.

1. _____ (who?) are standing 2. _____ (where?).
 3. _____ (who?) see _____ (what?) They look so
 4. _____ (How?) and hurry to check out what is happening. They find 5. _____ (who?) is burning something there! Why is he doing that?
- (your prediction) _____

Next, let's watch the video to find out what's happening. Think about some questions of the dialogue, skim for the main idea and scan for the details of it.

B. During-reading

我略讀&掃描~ Skimming & Scanning



(1) Skim for the main idea and find the correct answer.

- a. Tony got full marks because he used a marker to write down his wishes and put them in an envelope.
- b. Tony burned the envelope with his wish list inside and hopped up and down on open land for good luck because of an email.
- c. Frank and Sherry told Tony not to believe in the email and also asked him to use the right way to get good luck on tests.

(2) Scan for the details and answer the questions.

1. What was Tony burning? _____.
2. Why was Tony burning that? For _____.
3. When did he learn that? _____
4. Where did Tony learn that? _____
5. Write down the steps in the email about the ways for good luck.
First, _____
Then, _____
Next, _____
6. Has Tony tried the way before? When was that?

7. What did Tony get on all his tests the next day? _____
8. What did Frank think about Tony's good grades? _____



Now, change the dialogue into a short paragraph.

C. Post-reading (I)



我歸納總結~ Summarizing

One day, while Frank and Sherry were walking on the sidewalk, they saw Tony burning something. They were 1. _____ and hurried to check what _____. Tony said that he was burning an 2. _____ for _____. 3. _____ ago, Tony _____ an _____ saying that if people follow some steps, they can get good luck. It said people have to 4. _____ a _____ to _____ their wishes first. And they have to put this 5. _____ into an _____ with _____ of _____. Next, people have to 6. _____ it and _____ and _____ on a piece of _____. Then their wishes would 7. _____! Sherry was totally 8. _____ when she learned that. However, Tony still insisted he could get 9. _____ on all the tests because he had tried once last week.

How did Tony get good grades? Was it because of his 10. _____ or _____? What do you think?



Write down your thoughts about Tony's story here.

C. Post-reading (II): Visualizing the story 教學活動步驟(20 分鐘)

一、教學流程

1. 進行活動前，老師利用電子書的 dialogue 動畫擷取九張圖片，學生根據文章內容排出圖片順序，黏貼在學習單上，並找出相對應的句子填入圖片下方。
2. 經教師確認後，小組練習唸讀。



小組合力讀文章排圖片順序。

二、 Visualizing the story 學習單

1. Put the pictures in the order of the story.
2. Write down the sentence(s) to retell the story.

Class: _____	Name: _____
1	2
3	4
5	6
7	8
9	10
11	12
13	14
15	16





第三部分：Reading 教學

CO: 25 CO2: 17-18

What Do People Do to Get Good Luck?

People all over the world want to know how to become lucky. They use different ways to get good luck and to drive bad luck away.

In the United States, many people think a rabbit's foot is a symbol of good luck. So they often carry a man-made one with them in order to get good luck. Also, when they don't want to lose their good luck, they will say "Knock on wood" and do that at the same time. They believe the wood spirits will keep them safe.

In Taiwan, the number 4 and the word for death sound similar. This is why some people don't want to live on the fourth floor of an apartment building. What's more, most Taiwanese think it's important to tidy up their houses before the Chinese New Year. They believe they can keep bad luck away all year around by doing so.

Some people like to do these above things. They make people feel safe. However, does their good luck come from what they do? Or does it come from what they believe in?

Vocabulary CO: 26 CO2: 19

symbol 象徵	wood 木頭	spirit 靈魂
death 死亡	similar 相似的	apartment 公寓
tidy up 清潔	above 上述的；在……的上面	

in order to 為了…… what's more 而且

(二) 教學流程：

1. Pre-reading

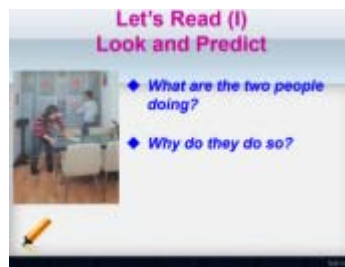
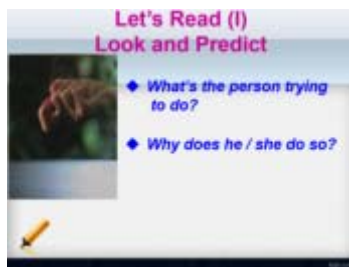
階 段	Pre-reading
學 習 目 標	1. 連結舊經驗 (Connecting)：複習課名頁的情境圖與對話課文中所學過的相關內容。 2. 導入新內容 (Leading-in)：看課文標題及插圖預測課文內容 (Predicting)，並用小短劇演出小組對課文插圖意涵的預測 (Acting out the prediction)。
教學資源：	課本、學習單、投影片
教學評量：	口頭問答、短文寫作、小組發表
時 間	25 分鐘

教學活動	閱讀策略/ 能力指標
<p>3. 連結舊經驗</p> <p>① 以 PPT 呈現課名頁及對話課文中的情境圖，並用口頭問答的方式讓學生複習在 warm-up 階段及對話教學階段所學過的相關內容。</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Review (I) The American, Thai, and Taiwanese Ways to Get Good Luck</p> </div> <div> <p>T: Remember the three pictures on page 51? What are the American, Thai and Chinese ways to get good luck or to get rid of bad luck?</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;">  <p>Review (II) Tony's Way to Get Good Luck</p> </div> <div> <p>T: How about the boy, Tony, in the dialog? What did he do to wish himself a good luck?</p> </div> </div> <p>4. 引出新知識：從課文「標題」和「插圖」預測文本內容</p> <p>① 老師以口頭問答的方式引導學生從課本的標題和插圖中找線索，預測即將閱讀的文本內容。</p>	<p>Questioning Connecting / 3-1-8 3-1-9</p> <p>Questioning</p>

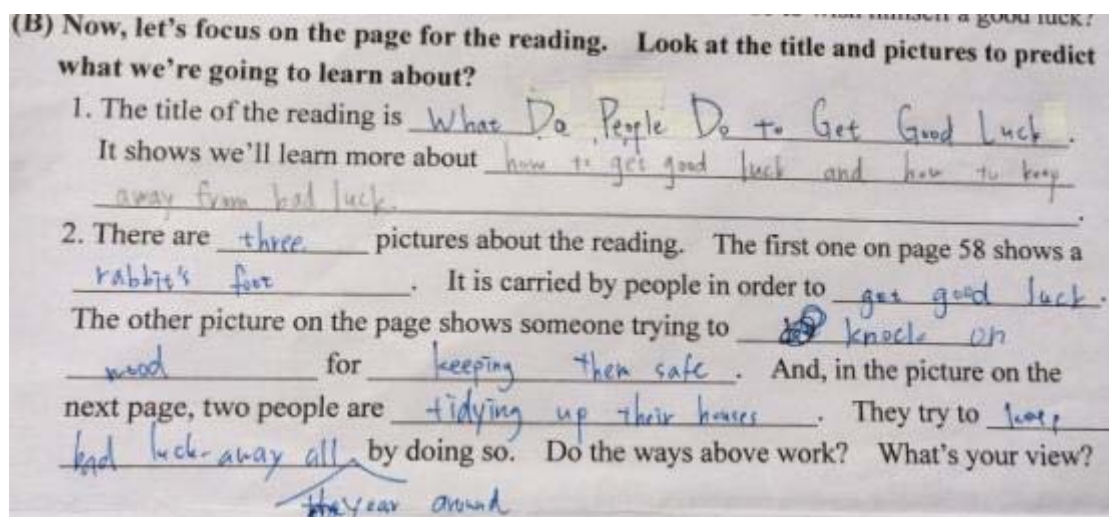
Predicting /

3-1-8

3-1-9



② 小組合作，將標題與插圖所呈現的訊息和從中預測的內容，填入老師事先設計好的段落中，完成一篇描述標題和插畫，以及陳述預測的短文。



③ 小組練習以唸讀和表演的方式，呈現短文內容，並上台發表。



Acting out the


prediction /

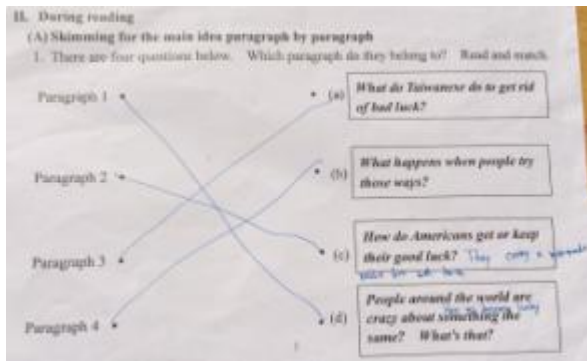
3-2-4



2. During reading:

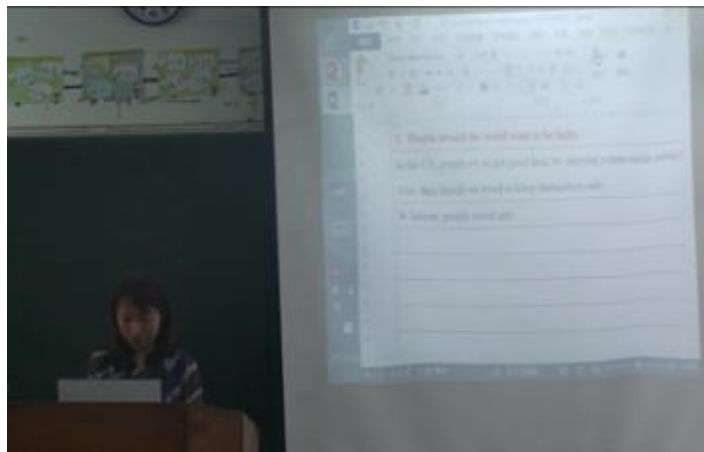
階 段	During-reading
學 習 目 標	1. 掌握文本主旨 (Getting a whole picture of the reading) 2. 找出段落大意 (Skimming the main idea paragraph by paragraph) 3. 寫出文本摘要 (Making a summary) 4. 精熟內容細節 (Scanning for the details)
教學 資 源 :	課本、學習單、投影片、課文動畫影片、小白板 (每一組兩張)
教學 評 量 :	口頭問答、學習單填答 (matching each paragraph with its main ideas)、摘要寫作、設計 detailed questions
時 間	50 分鐘

教學活動	閱讀策略
<p>1. 掌握文本全貌</p> <p>學生在完成 pre-reading 階段的「預測文本內容」活動後，老師播放課文動畫，學生在觀看後，檢視自己對文本內容的預測是否正確。</p>  <p>T: Is your prediction right? Let's watch the video of the reading to find out!</p>	<p>Questioning Skimming</p>
<p>2. 找出段落大意 (Skimming for the main idea paragraph by paragraph)</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">活動設計理念</p> <p>老師在學習單中設計引導學生找出段落大意的問題，以(a)、(b)、(c)、(d) 標號呈現，這四個問題的答案則是課文中四個段落的 topic sentence，將其組合起來並加上適當的 transition words，就是課文的「摘要」(summary)。</p> </div> <p>① 學生以小組為單位用「指讀」的方式 (finger reading) 朗讀課文，每唸完一段，就要討論該段可以提供 (a)、(b)、(c)、(d) 哪一個段落大意問題的答案。</p>	<p>Questioning Skimming Finger reading/ 3-1-7 3-2-5 5-1-3</p>



T: Read aloud the reading paragraph by paragraph in groups. After reading each paragraph, stop to think whether it can be the answer to question (a), (b), (c), or (d)?

② 檢視答案時，首先全班必須再一次以「指讀」的方式共同朗讀課文，每唸完一段就停下來，確認該段落與問題的配對是否正確，接著小組合作在該段落中找出與其配對之問題的答案，並在課本中標示和唸讀出來，老師則將學生唸讀出來的內容，利用電腦打字，並用投影設備呈現。



Summarizing/
3-2-5
5-2-4

3. 寫出文本摘要 (Making a summary)

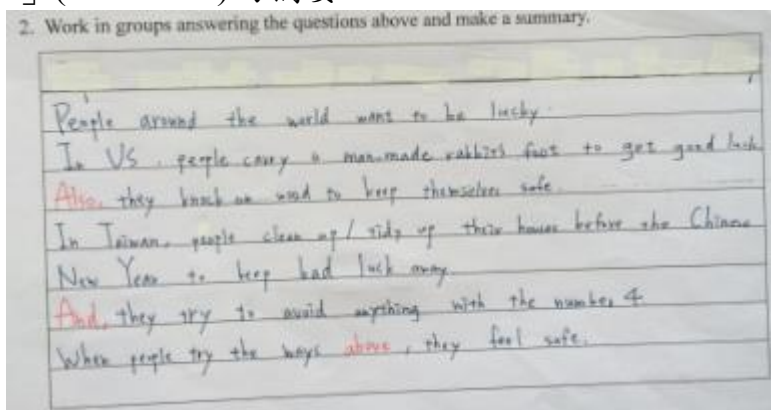
活動設計理念

藉由找出文本中各段的主旨並加上合適的轉折字 (transition words) 的策略，讓學生學會書寫摘要的方法。

① 小組觀察並討論這四個問題的答案在其所屬的段落中扮演什麼樣的角色，進而引出組合各段之 topic sentence 以形成文本摘要的概念。



- ② 小組討論要加上那些轉折字，讓文本中四個段落的 topic sentence 能組合成一篇文章充分「聚焦」(cohesion)，又能環環相扣、展現「連貫性」(coherence)的摘要。



Questioning
Scanning
Monitoring

3-1-7

3-2-4

3-2-6

*3-2-8

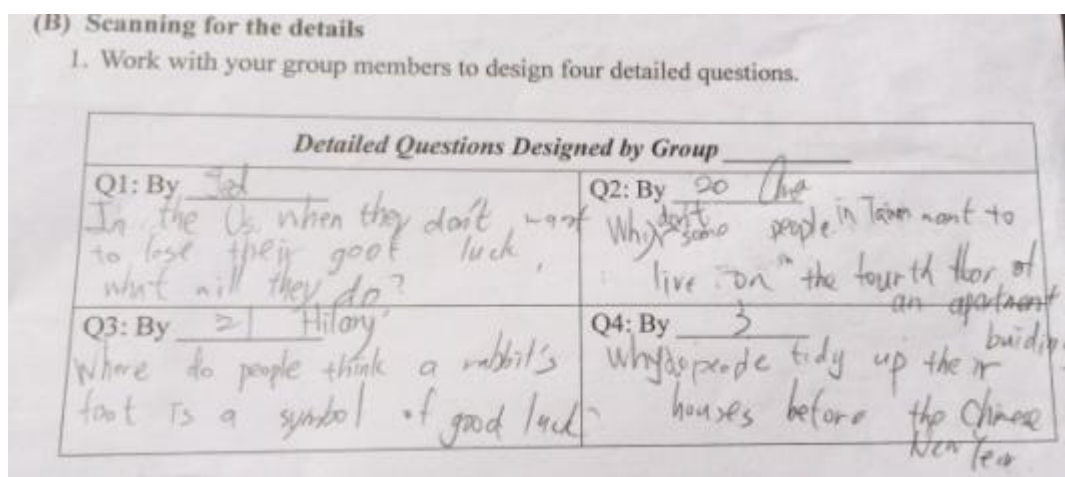
*3-2-9

4. 精熟內容細節 (Scanning for the details)

活動設計理念

在 dialog 教學階段是由老師針對課文細節設計問題，學生回答。在 reading 教學階段，則改變形式，由小組討論、設計課文細節問題，鄰近的兩個小組間互相提問，並在課文中找出答案。

- ① 學生兩人配對，唸讀課文給對方聽，唸讀的過程中，在課本上標記出不懂的字句，請對方幫忙解答，若兩人都不會，則請教其他組員。
- ② 小組合作，針對課文的內容細節設計問題，並將問題寫在學習單上。



- ③ 將八個小組分成四隊，每一隊的 A、B 兩個小組以朗讀問題的方式相互提問。A 組提問時，B 組須仔細聆聽，並將他們在課文中找

到的答案，由小組成員輪流書寫在小白板上；B 組提問時，則換 A 組須仔細聆聽，並輪流在小白板上書寫答案。



④ 接著，每一隊的 A、B 小組交換書寫好答案的小白板，相互檢視答案是否正確。



3. Post-reading:

階 段	Post-reading
學 習 目 標	1. 學生能應用其對課文及本課目標句型的理解，在老師根據課文改寫的讀者劇場劇本中正確、合宜地填入缺空的訊息。 2. 學生能將其對課文內容的了解，用讀者劇場的形式展現出來。
教 學 資 源	課本、學習單
教 學 評 量	學習單填答、讀者劇場
時 間	劇本填答時間（25 分鐘） / 小組練習演出（25 分鐘）

教學活動	閱讀策略/ 能力指標		
<table border="1" style="width: 100%;"> <thead> <tr> <th>活動設計理念</th> </tr> </thead> <tbody> <tr> <td> 老師根據課文內容，以自家的 family talk 為背景，架構「讀者劇場」劇本，劇本中缺空的部分，則是課文中的重要字彙、訊息及本課的重點句型（間接問句），學生一邊閱讀一邊填答，以完成劇本的撰寫。接著，用「讀者劇場」的模式，以小組為單位或全班一起進行演出。這樣的設計，能將本課的主題、字彙及文法整合在以「劇本」形式呈現的閱讀素材中，達到複習本課重點內容，以及增加閱讀量的目的。此外，融合聲音表情、面部表情、簡單肢體動作，來呈現文本內容的劇場演出，更能清楚反映學生的閱 </td> </tr> </tbody> </table>	活動設計理念	老師根據課文內容，以自家的 family talk 為背景，架構「讀者劇場」劇本，劇本中缺空的部分，則是課文中的重要字彙、訊息及本課的重點句型（間接問句），學生一邊閱讀一邊填答，以完成劇本的撰寫。接著，用「讀者劇場」的模式，以小組為單位或全班一起進行演出。這樣的設計，能將本課的主題、字彙及文法整合在以「劇本」形式呈現的閱讀素材中，達到複習本課重點內容，以及增加閱讀量的目的。此外，融合聲音表情、面部表情、簡單肢體動作，來呈現文本內容的劇場演出，更能清楚反映學生的閱	Scanning Reader Theater (Acting out the script) / 3-1-7 3-2-4 3-2-6 3-2-9
活動設計理念			
老師根據課文內容，以自家的 family talk 為背景，架構「讀者劇場」劇本，劇本中缺空的部分，則是課文中的重要字彙、訊息及本課的重點句型（間接問句），學生一邊閱讀一邊填答，以完成劇本的撰寫。接著，用「讀者劇場」的模式，以小組為單位或全班一起進行演出。這樣的設計，能將本課的主題、字彙及文法整合在以「劇本」形式呈現的閱讀素材中，達到複習本課重點內容，以及增加閱讀量的目的。此外，融合聲音表情、面部表情、簡單肢體動作，來呈現文本內容的劇場演出，更能清楚反映學生的閱			

讀理解成效。

① 小組共同唸讀劇本並討論答案，完成劇本填空。

② 進行讀者劇場演練

* 以小組為單位



* 以全班為單位

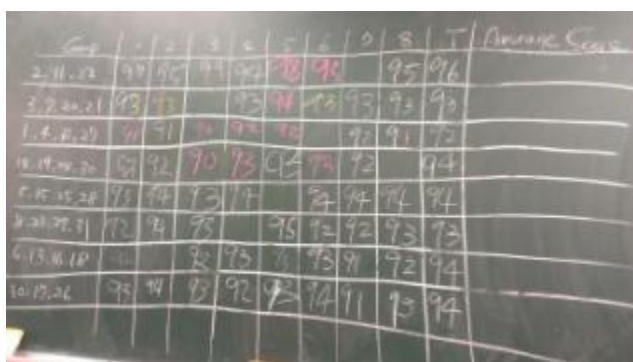


③ 小組表演，並進行教師評分、小組自評與他評

* 老師和小組先根據下面的評分表對各組進行評分

Criteria/ Group	Volume (20%)	Intonation (20%)	Reads with expression (20%)	Works well with group members (20%)	Accuracy and fluency (20%)	Total points
Group 1						
Group 2						
Group 3						
Group 4						
Group 5						
Group 6						
Group 7						
Group 8						

* 每一小組表演完後，老師、其他組和表演的小組就要把利用上表對表演組的評分寫在黑板上，最後計算平均成績(成績缺空的是在外面準備演出，而無法進行評分的小組)



(三) 學習單

I. Pre-reading

(A) Before we start the reading, let's have a review about what we've learned.

- Remember the three pictures on page 51? What are the American, Thai and Chinese ways to get good luck or to get rid of bad luck?
- How about the boy, Tony, in the dialog? What did he do to wish himself a good luck?

(B) Now, let's focus on the page for the reading. Look at the title and pictures to predict what we're going to learn about?

- The title of the reading is

_____.

It shows we'll learn more about _____.

2. There are _____ pictures about the reading. The first one on page 58 shows a _____ . It is carried by people in order to _____ .

The other picture on the page shows someone trying to _____ for _____ . And, in the picture on the next page, two people are _____ . They try to _____ by doing so. Do the ways above work? What's your view?

*** Is your prediction correct? Let's watch the video of the reading to find out!**

II. During reading

(A) Skimming for the main idea paragraph by paragraph

1. There are four questions below. Which paragraph do they belong to? Read and match.

Paragraph 1 •

- (a) ***What do Taiwanese do to get rid of bad luck?***

Paragraph 2 •

- (b) ***What happens when people try those ways?***

Paragraph 3 •

- (c) ***How do Americans get or keep their good luck?***

Paragraph 4 •

- (d) ***People around the world are crazy about something the same? What's that?***

2. Work in groups answering the questions above and **make a summary.**

(B) Scanning for the details

1. Work with your group members to design four detailed questions.

<i>Detailed Questions Designed by Group</i> _____	
Q1: By _____	Q2: By _____
Q3: By _____	Q4: By _____

2. Listen to the group next to you for their detailed questions and take turns writing down the key answer on the answer board.
3. Exchange the answer board with your partner group and check the answers.

III. Post reading

With the details of the reading, let's work together on the RT script (劇本) below.

Title: Ways to get good luck in different culture

Characters (角色): narrator (N), Sonia (S) --- the mother, Erik (E) --- the father, Lucas (L) --- the son

N: After dinner today, Lucas didn't turn on the TV watching his favorite cartoon. He didn't take out his Lego box building his dream house, either. He just grabbed his schoolbag quietly getting into the study room. Sonia saw that, and followed him to see _____ 【What was he going to do?】

S: Lulu!

L: Oh, Mom, you scare me.

S: Sorry, son. You're so different today. I just want to know _____ 【Is there anything wrong with you.】

L: There's nothing wrong, Mom. I just want to ---- give you a surprise.

N: Suddenly, Erik rushed into the room and loudly spoke up ~

E: Surprise!

S & L: Oh, honey / Daddy, you scare us.

E: Sorry, I just want to give you a -----

S & L: Surprise. Right?

E: That's right.

S: OK, Lulu, what's your surprise for me?

E: I am curious (好奇) about _____ 【What does my son carry in his hand?】 , too.

L: Here, a special gift for you, Mom!

S: Wow! What a lovely fluffy (毛茸茸的) thing!

L: It's a _____ !

S: What?! Are you kidding?

E: It's not a real one, _____ ?

L: _____, it's a _____ one.

S: But, I still wonder _____

【Why do you give it to me as a gift?】 What's so special about it?

E: Don't you know that a rabbit foot is thought to be a _____

in the United States.

L: That's right! I just want to wish you a good luck, Mom.

S: Oh, what a sweet gift! Thank you, son.

N: Then, Erik took out a box from a bag and said ----

E: Well, now, it's my turn to show a surprise to my son.

L: Wow, a gift for me! Dad, can I open the box right now? I can't wait to see _____ 【what's inside?】

Dad: Sure! Go ahead!

L & S: Wow, it's "Uno cards"!

N: Erik and Lucas played the card game for an hour. Lucas was always the winner.

During the games, Erik kept sighing (嘆氣) while Lucas kept saying " _____ " in a soft quiet voice and doing that at the same time.

S: You two made lots of noises when playing the games. I can understand _____ 【Why did Erik keep sighing?】

But, how about you, Lulu? Why did you keep murmuring to yourself and _____ on the table?

E: I wonder _____ 【Why did he do that?】, too.

L: I just tried to _____. It's said in the US that by doing so, the _____ will keep me from _____ good luck.

E: Now, I see _____ 【Why did I keep losing the games?】

Lulu, let's play one more round.

L: We have played three rounds. It's not good to play one more.

E: Why not? Tell me _____ 【Why can't we go on playing?】

S: I think our son is afraid playing " _____ " rounds may bring bad luck. Right?

L: Yes, Mom. You got it!

E: But, I still don't know _____ 【why do you think so】

L: Dad, just think about _____ 【Which word sounds similar to "four" in Chinese】

E: You mean ----- " _____ "?

S & L: Bingo!

S: And, that is

【Why didn't we buy the "fourth" floor of this apartment building】 even though it was cheaper.

E: Now I see. But being a loser makes me feel really bad. What can I do to _____ the bad luck _____?

S: Honey, I have a good idea!

N: Sonia went to the balcony and got Erik a mop.

E: What's the mop for?

S: For _____ the house, of course!

L: Dad, remember _____ 【What do we do before the Chinese New Year】?

E: You mean by doing so, I can _____ my bad luck _____ and win the card game?

S & L: You can say that again!

N: People _____ the world want to be lucky. Some people try the ways _____ to _____ and to _____.

Take Lucas for example. Does his good luck come from _____

_____ 【What does he do】or _____

【What does he believe in?】 What's your view?

IV. Extensive Reading


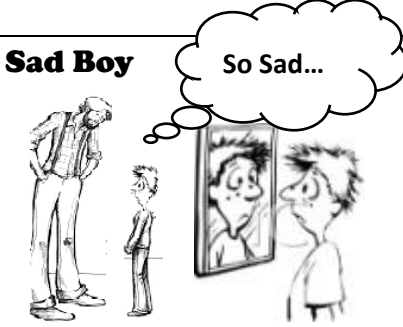
階段	Extensive Reading
學習目標	<ol style="list-style-type: none">1. 運用所學的閱讀策略(Application): 將本課所學的閱讀策略運用至延伸閱讀教材。2. 綜合分析閱讀教材(Synthesis): 藉由所提供的延伸教材之圖像、標題及提問, 分析適用之閱讀策略。3. 評量學習成效(Evaluation): 藉由學生勾選所運用之閱讀策略, 複習並檢視對各策略的理解及運用是否恰當。
教學資源	學習單(延伸閱讀文章取材自朗文版九年級文章改編)
教學評量	藉由自我監測(self-monitoring)的閱讀策略達到自評

教學活動


<p>1. 引導學生瀏覽延伸閱讀教材，仿效課間之閱讀策略。將閱讀分為 Before, While, After 三部分。</p> <p>2. 藉由所提供的圖片、標題、問題思考閱讀教材之內容。</p> <p>3. 提醒學生於各閱讀階段結束後皆於下方選出所運用之閱讀策略。</p> <p>4. 請同學於下一堂課分享此延伸閱讀教材。</p> <p>(文章如下:)</p>	
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Worksheet: Outside Reading (with reading strategies)

A. Read the following article and select the reading strategy code(s) for each part from the bottom.

<p style="text-align: center;">Do you need advice? Ask Dr. M!</p> <p style="text-align: center;">Tell Dr. M what is troubling you.</p> 	<p>Reading Strategy e.g. (a) (c) (d)...</p>
<p>Sad Boy</p> 	<p>Before reading...</p> <ol style="list-style-type: none"> 1. Look at the title above. What's this article about? _____ 2. Where may you see this? _____ 3. What may Dr. M do? (job) _____ 4. Look at picture. What may Sad Boy's problem be? _____
<p>Dear Dr. M:</p> <p>I'm fourteen. I don't like myself very much because I'm short and have acne. Also, I'm afraid to talk to girls; I think they will laugh at me when they see my face. Am I thinking too much? I want to be more confident. Can you tell me what to do? Thanks.</p> <p style="text-align: right;">--- Sad Boy</p>	
<p>Dear Sad Boy:</p> <p>Don't worry about how tall you are. Being confident is more attractive than being tall. Find out what you are good at, and you'll be more confident. As for your skin problem, you can take action to solve it. Try washing your face often or go to see a doctor for help. Remember, appearance isn't everything. Be yourself and love yourself.</p>	
<p>While reading...</p> <ol style="list-style-type: none"> 1. What is Sad Boy's problem? a. _____ b. _____ c. _____ 2. What is Dr. M's advice? a. _____ b. _____ c. _____ 3. What tone did Dr. M use for Sad Boy's problem? <input type="checkbox"/> Encouraging <input type="checkbox"/> Consolation <input type="checkbox"/> Blame <input type="checkbox"/> discouraging 	

<p>After reading...</p> <ol style="list-style-type: none"> Do you have the same problem as Sad Boy's? _____ Do your friends have similar problem to Sad Boy's? _____ How would you help them? _____ 	
<p>a) previewing b) predicting c) skimming d) scanning e) inferring f) main idea g) comparing & contrasting h) identifying purpose i) word meaning in context j) understanding the sequence</p>	

<p>Rainy Girl</p> 	<p>Before reading...</p> <ol style="list-style-type: none"> Look at the picture. How do the girls look? _____ What might happen to the two girls? _____ 	
---	--	--

<p>Dear Dr. M:</p> <p>I'm fifteen. My best friend, Betty, stopped talking to me last Friday. She appears to be angry with me, but she won't tell me what's wrong. I feel really down. I've always wanted to make more friends, but I don't know how to open up to anyone except Betty. I feel lonely without her. What should I do?</p> <p style="text-align: right;">---- Rainy Girl</p>	
---	--

<p>Dear Rainy Girl:</p> <p>Tell Betty how you feel. If you are shy, perhaps you could drop her a note first. If she's a true friend, she'll understand how you feel, and you two can work the problem out together. Making friends is important for a teenager. Always smile when you talk to others. I'm sure you'll make new friends soon.</p>	
--	--


<p>While reading...</p> <ol style="list-style-type: none"> What's wrong with Rainy Girl? _____ How does Rainy Girl feel? _____ What's Rainy Girl's problem about making friends? _____ 	
--	--

<p>After reading...</p> <ol style="list-style-type: none"> Do you have any problem about making friends? _____ What do you think the reason(理由) is? _____ 	
--	--

3. If your friend has this problem, how will you help him/her?

- a) previewing b) predicting c) skimming d) scanning e) inferring f) main idea
- g) comparing & contrasting h) identifying purpose i) word meaning in context
- j) understanding the sequence

B.

<p>— August 6, 2014 —</p> <p>I have a problem that I think is very common, but I still have no answer so far. I have grown up in an Asian family in Colorado, USA. My parents have always had high expectation on me. I was asked to get full marks on each test; what's more, there's even a 9 p.m. <u>curfew</u> by them. Because of that, I hardly can join any night-party with my friends.</p> <p>My dad has always had a bad temper. He becomes angry easily even over the smallest things. These days, I have to prepare for a trip, so I <u>slacked off</u> slightly on my study. When he knew this, he was mad about it and said some mean words to me and Mom. Although Dad never hurt us physically, we are under high pressure now. What can/should I do?</p> <p style="text-align: right;">— Confused J, 15</p>	
<p>Dear Confused J,</p> <p>I have two advices (you're right; there's no good answer to this), and both are not easy.</p> <ol style="list-style-type: none">1. If your dad is really harsh, then you shouldn't face him right after he comes back. He might have no place to release his unhappiness or frustration. Try to leave him alone. It will give him more time and space to calm down and change the feelings.2. I think you can talk to your mom about it. She might understand that your dad doesn't mean it. You can try to say the following: "Mom, I think Dad gets mad too quickly. I am worried, and you are probably more worried than me. I think we need to talk to Dad because I know none of us can put up with it." That way, your mom is more likely to agree with you and try to help fix the problem, rather than shut down. <p style="text-align: right;">- Anil</p>	
<p> slack off 鬆懈 physically 身體上 harsh 嚴厲的 frustration 挫折</p>	
<ol style="list-style-type: none">1. What is Confused J's problem? _____2. What does "curfew" means? (explain in Chinese or English) How do you know that? _____3. What does "<u>slacked off</u>" mean? _____ (a) Harder (b) Lazier (c) Angrier (d) Easier4. Who helped Confused J with his problem? _____5. What's Anil's advice for J? _____	

陸、實施成效

本教案為康軒版英語科第五冊第五課 (This Is How I Get Good Luck) 之課程學習，最大特色為每堂課均設計小組學習活動，並嘗試將閱讀策略(predicting, skimming, scanning, summarizing, questioning..... 等)融入課堂的閱讀活動，教導學生閱讀技巧，同時改寫課文、撰寫文章及搜尋整理更多加深加廣的長篇文章，供學生閱讀練習的機會，同時讓孩子在教師的引導下，透過包含 pair work / group work / class work 等不同的學習任務，以及不同規模的互動形式，從做中學，以建構相關的語言知識、培養聽、說、讀、寫全方位的語言能力。在課程結束後，我們針對教學目標及教學活動設計回饋表，以驗收學習成效與檢視學生反應。整理如下：

一、學生普遍同意「透過老師所設計的 Warm-up 短文學習單，能幫助我了解與掌握本課課文主題。」

- *藉由學習單，能讓我對課程有進一步了解。(Candy)
- *可以吧!更容易看懂文章(方慈)
- *整理出重點(佳均)
- *I think that we can learn more words and knowledge by learning from the worksheet.(宥勛)
- *能夠先大略知道接下來要讀的內容，還能做心理準備。(宜倫)
- *內容用完整的文章編寫，可以訓練閱讀能力。(靖雯)

二、學生普遍同意「透過看圖預測(picture prediction)，我能大致勾勒出對話或文章的內容大綱。。」

- *圖片很淺顯易懂(佳綾)
- *因為人是感官動物，圖比文字更能引起我們注意，所以先用圖來了解大概，再用文字加以補充。。(靖雯)
- *從圖片表情可以知道可能的情境。(婷筠)
- *有些單字就算不清楚，但透過圖更明瞭(佳均)
- *看圖說故事，能加深印象(方慈)
- *看圖學習能加深印象，並勾勒出文章大意。(Candy)
- *From the picture, we can predict the paragraph. (宥勛)

三、學生普遍同意「老師提問以及小組合作完成學習單問題，使我能清楚地明白文章內容。」

- *老師的提問能夠讓我們知道重點在哪裡，再透過跟同學的討論更了解這課重點。(靖雯)
- *有不清楚的，在課堂就可以直接詢問小組同學。(佳均)
- *可以更了解文章，猜測問題(方慈)
- *提問及小組合作能讓我明白文章內容(Candy)
- *Discussing the question by group is better than we solve the question alone. (宥勛)
- *小組活動能讓我學到更多(佳綾)
- *提出問題→ 思考 →討論，不斷反覆，愈加熟悉(宜倫)

四、學生普遍同意「小組合作演出對話內容，能幫助我融入對話情境中以及掌握對話人物的心境。」

- *感受對話人物當下的感受。(琮閔)
- *可以，知道啥話要啥表情(方慈)
- *能融入到課文情境中(Candy)
- *可以設身處地，了解其心境及掌握對話的關鍵。(宥勛)
- *會希望必要求小組成員將台詞詮釋到位，所以能更融入(宜倫)
- *唸的時候並不會仔細思考，當演的時候才會了解。(婷筠)

五、學生對「小組合作設計問題、並回答其他組的問題」此活動的看法。

- *自我學習成效沒有比小組來的好。(宥勛)
- *可以讓自己和別人知道是否以了解課程。(哲丞)
- *可以看出大部分人抓得出題方向，在讀書時比較可以抓到出題老師可能會考的題目。(家儀)
- *Some questions ask details, some ask main idea. The more questions we think, the more answers we find, and the more success we make.(欣庭)
- *設計問題比回答問題更難，學習設計問題是很好的。(文慈)
- *能夠讓腦袋去運作，而不是像鸚鵡一樣跟大家一起唸，腦中一片空白。(浩煒)
- *設計問題能從 detail, main idea 出，也能知道出題老師的方向。(婷筠)
- *出題可以練習文法，答題可以明白自己是不是真的了解了。(琮閔)
- *設計問題較吃力，不過也提升思考的能力。

六、學生對「小組練習彩排 RT 劇本以及上台演出的過程中，對於劇本的理解有何影響?」的看法。

- *臉部表情及手勢和動作，都需要對劇本、角色性格、新奇等等瞭若指掌，才能把 RT 演好，因此有助於了解劇本。(宜倫)
- *過程中，每一句都有不同的情緒，也讓我們模擬說話的口氣(佳均)
- *因 RT 須融入文章情境，因此，對於劇本理解會更深刻。(Candy)
- *RT 是可以讓我了解英文的一個方法。(文謙)
- *大家共同討論出來的劇本，可以更加瞭解角色，並知道如何藉由語言的表達及情緒來揣摩這個角色。(奕汝)

七、學生對「閱讀策略 *Predicting, Previewing, Scanning, Skimming, Summarizing, Questioning* 和

Visualizing 這幾項，對你在閱讀文章時運用的情況如何?哪個用得最多?哪個最有幫助?」的看法。

- *從預測中更方便知道問題(佳均)
- *在遇到長篇文章時，能利用閱讀策略來簡化，並快速掌握文章重點。(Candy)
- *Scanning 及 previewing 能有效先行掌握。(宥勛)
- *我覺得最常用到 predicting, skimming, questioning, visualizing 這幾個，尤其是看多了之後，有時幾乎可以預測題目會問什麼，又能進而了解文章的細節，甚至在腦中生成圖像，very helpful!
(宜倫)
- *Visualizing 最有幫助:透過圖像化能讓自己更懂內容大意。(靖雯)

- *我覺得 summarizing 最有幫助，能讓我們快速的了解文章內容，在每一次的考試，有限時間內，可以馬上掌握重點，並了解每段的精華。(巧琳)
- *Visualizing:老師說閱讀要有想像力，心中有畫面，幫助理解，我最愛。
Summarizing:摘要出段落重點，有條理的閱讀，有幫助。(羽滋)
- *對於文章運用，我發現 scanning, skimming 和 summarizing 是主要的閱讀重點，summarizing 的幫助最大。(賀絮)
- *scanning:找出重點，對解答很有幫助。(友愷)
- *Visualizing 用最多，summarizing 最有幫助，內容摘要可幫助了解文章各段的主旨，圖像可以讓自己更了解文章結構。(欣庭)
- *skimming 和 summarizing:先了解文章大意再了解細節。(明真)

八、學生對「經過這幾堂課的學習，對於自己的閱讀能力，是不是更有信心了?」的看法。

- *是，在面對各種文章時，能更有信心去答題。(Candy)
- *現在考試重點的改變，閱讀能力真的很重要，每次課堂上老師都會給我們很多的文章，並引領我們閱讀的方向，每一次的練習，都讓我們學到更多不同的方法，且培養我們閱讀的經驗。(巧琳)
- *以前只會下意識地想著「答案好像是這個」，不會去想為什麼，但現在明白要從前後文觀察。(婷筠)
- *覺得自己好像真的越來越強了，也會開始在文章上做記號、畫線，然後發現題目剛好都只問我畫的地方，感謝老師的教導。(宜倫)
- *是。因為經過幾堂課下來，每次在文章上做註記，可以減少回去看的時間。(珈儀)
- *有，現在我比較會判斷文章中的文法，做 cloze tests 的時候，也比較有判斷依據，不只是憑語感選擇。(涵庭)
- *養成了閱讀的習慣，讓我們在長篇的閱讀上，可以更快的了解重點，增加閱讀速度。(奕汝)
- *是，有效率的閱讀，對於理解力以及答題正確率皆有正向成效。(羽滋)
- *經過這幾次的閱讀練習，我們熟讀閱讀技巧，在考試中較有更多信心。(賀絮)

柒、實施省思

一、給魚吃，不如教學生釣魚

從頭讀到尾是一般學生的閱讀習慣，逐字翻譯是很多老師的閱讀教法，在有限時間內要閱讀長篇、處理訊息複雜的文章，凸顯閱讀策略的重要性，從學生的回饋中，老師平日閱讀教學的引導確實能影響學生的閱讀技巧，其中以 scanning, skimming, summarizing, predicting, visualizing 幫助最大。從上下文情境搜尋克漏字測驗的線索也已內化為學生的閱讀策略。

Questioning 也是我們採用的閱讀教學策略之一，由老師提問的方式，引導孩子找出文章的關鍵，進而了解全篇內容，我們亦設計讓孩子以小組方式出題，再由其他小組回答問題，發現孩子們會模仿老師的模式，設計 main idea 及 6wh detail questions，目的在讓學生知道出題方向，也讓他們掌握閱讀的重點；此外也訓練孩子動腦思考，連結生活經驗來提問，老師亦可藉此了解孩子的想法；同

時，藉由造問句可以訓練學生的語句結構。學生反應問問題比回答問題困難。

另一策略 Visualizing，我們設計 Visualizing the story 的活動，目的在藉由排圖片順序檢視學生對文章內容的理解，學生對於圖片非常喜愛，分工良好，學生在排圖片及填入相對應的句子時，需反覆讀文章，藉由圖像化的過程理解文章內容。

建議：

考試領導教學，會考題目變長、變深、變複雜，不失為一種改變英文閱讀教學的契機，教閱讀策略取代中翻英，帶領學生 get the whole picture and then find the details，利用圖片預測內容或將文章圖像化，幫助理解；可藉機改變孩子學習英語的方向，能重視閱讀，大量閱讀文章以提升閱讀力而非鑽研文法。希望本教案的作法及孩子們的回饋能產生影響。

二、 孩子演出文章，勝過老師講解

給孩子演出對話的任務或以 RT 方式表現劇本，孩子們自然需掌握文章的情境、角色的性格、情緒，再透過聲音語調、動作表情來呈現，演出前的討論就是最好的理解。幼教專家蒙梭利女士說過：I hear and I forget. I see and I remember. I do and I understand.從學生的回饋發現與此名言不謀而合，「唸的時候並不會仔細思考，當演的時候才會了解。(婷筠)」所以透過表演，真的能幫助理解文章，增進閱讀力。

建議：

英語老師，常受限進度壓力，由老師一直講課，忘了給學生表演的舞台，忘了留時間，給孩子思考揣摩人物情緒，透過角色扮演，更深刻理解閱讀內容，也能看到孩子的創意與多元智慧，所以課堂時間的安排應留給孩子有表現的機會。

三、 共同備課，塑造高效能多元化教學品質，樹立合作典範

本教案由六位英語老師齊力完成，我們採共同備課的方式，想出各種教學活動，融入閱讀策略，再分配工作，撰寫暖身活動、閱讀、對話學習單、搜尋相關文章或改寫課文為閱讀測驗題目，提供大量閱讀的機會，集眾人之力，省時省力，所呈現的活動非常多元有趣，讓孩子在活動中也學到閱讀策略，內化為閱讀技巧。老師們再透過互相觀課的歷程，給予回饋與省思，互相成長，亦為孩子合作學習的模範。本次社群模式為六人一組，固定於每週二第五節討論，人數多想法多，但缺點是不易騰出共同時間，有些老師自行調課配合。

建議：

社群的專業對話可安排於共同領域時間，但因本校段考試題採聯合命題方式，領域時間即是討論試題時間，需再協調其他共同的空堂，實為不容易，為使社群持續進行，我們改採二人一組，有些是三人一組，共同備課，目前仍持續進行中，再藉由彼此觀課、議課，提高教學效能，提早為 107 學年度公開授課做準備，增強信心。

老師不願意開放教室最大的原因之一，就是害怕自己的課程設計不夠完整或有創意。然而，經由共備的過程所產出的教學設計，是大家集思廣益的結果，老師對於公開授課則少了上述的憂慮，會比較有信心。在本校，有夥伴們共同命題的深厚經驗作基礎，如果能讓老師專心於課程的研討，那麼共備對大家而言絕對是件自然且愉快的事。

-Sonia

加入共備共學的社群，透過與夥伴們的討論，常能激發出創意點子，課程活動的設計更為多元，自己上課的教材更豐富，分工書寫學習單，更能減輕負擔，在備課的過程，自己更清楚教學流程及教學核心，尤其是閱讀策略。面對會考題型的深度，在指導學生英語閱讀有了明確的方向與做法。公開授課雖然有很大的壓力，但事後的回饋檢討，卻是收穫滿滿，感謝夥伴們的邀約與陪伴。我很喜歡共備、共學的感覺。

-Gladys

剛從事教職時，經驗不足但勇於嘗試與學習。漸漸地，摸索出適合自己的教學模式，在課堂上與學生互動以及教學成效上，也頗為有些成就感。因此，成功方程式就此不斷開始複製了。或許是身為教師的自覺，感受到身處的教學環境，時時刻刻都在變化，同一個或類似的模式已跟不上變化的腳步，是必須改變了。和同領域的老師們一同備課觀課以及議課的歷程裡，不吝分享自身教學經驗與方法，讓我學到了不同的教學思維與模式。又透過彼此腦力激盪，拋光琢磨，產生了新的火花，翻轉已經正在進行了。學生是學習的主角，透過集思廣益的備課，學生在課堂上進行著更有系統、更有節奏、更有效學習的學習活動。共備共學是一個師生雙贏、師生互惠的歷程，更是提升教學效能和學習效能的好模式。

-Grace

在共備共學的過程中，夥伴們可以截長補短，互相腦力激盪，豐富教學活動，增加教學的活潑性，加強學生的學習。觀課時，也能從夥伴的教學方式和教學內容，觀摩學習到自己不足的地方，得以加強，議課時的檢討，也能幫助自己調整上課的方式及內容，讓自己能提升上課的效率。更重要的是，夥伴們間感情的支持，互相打氣，互相學習的模式，讓教學生涯更加的充實！

-Andrea

共備共學是個夥伴們彼此交流分享互助的過程。在有著共同目標的前提下，藉由分工合作及討論，不僅讓易流於一成不變的教學過程變得多元豐富，也讓學生的學習多了分趣味及挑戰性。本次共被共學著重於閱讀策略的教導，藉由學習單的產出、觀課、議課，讓我學習到：原來從一開始的暖身到對話、文法、閱讀，皆能以強調閱讀策略的方式帶出。緊緊相扣的教學流程讓我對閱讀策略的教學有更清楚的認知；也讓學生在閱讀不同題型的文章時，能自我檢視所運用之閱讀策略。感謝夥伴們的分享，受益良多！

-Judy