

# My experience in LA Hacienda La Peunte & Bixby Elementary School

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Dafeng Elementary School

# Goals

- The goal of the visiting program is to enable we teachers to learn sufficient knowledge and use those so that to teach better.

## 臺北縣99學年度第1學期國民小學英語教師國際短期教育訓練計畫

- 一、依據：臺北縣政府99年施政計畫辦理。
- 二、目的：
  - (一) 辦理國小英語教師國際交流活動，協助本縣教師了解國際教育趨勢及特色，擴展教學視野。
  - (二) 進行國際教學交流，經由討論及研商，落實並延續教師教學及學校教育互動。
  - (三) 蒐集國際交流學校之教學及教育政策相關資訊(例如活動規劃、作業程序、交流心得、成效評估等資料)，並彙集參訪心得提供本縣研議教育政策參考及推動創新教學方案。

# 臺北縣99學年度第1學期國民小學 英語教師國際短期教育訓練計畫

- 十四、預期效益：

- (一) 提高教師教學知能，活化教學技巧。
- (二) 強化教師專業能力，提高教學成效。
- (三) 涵納國際教學資源，開啟課程活水。

# My believes and Goals

## My Believes:

- Experiences are meaningful.
- An experience is a complete experience.
- Feelings would melt into (bring out) actions.

## My Goals for observation:

1. Alphabetic-Phonics
2. Cooperative learning
3. Classroom English



As a Bixby school student. I know I am the main person in charge of my education.

Today is a new day, and I will do my best to act with responsibility. If I want to be respected, I know I

have to show respect to others.

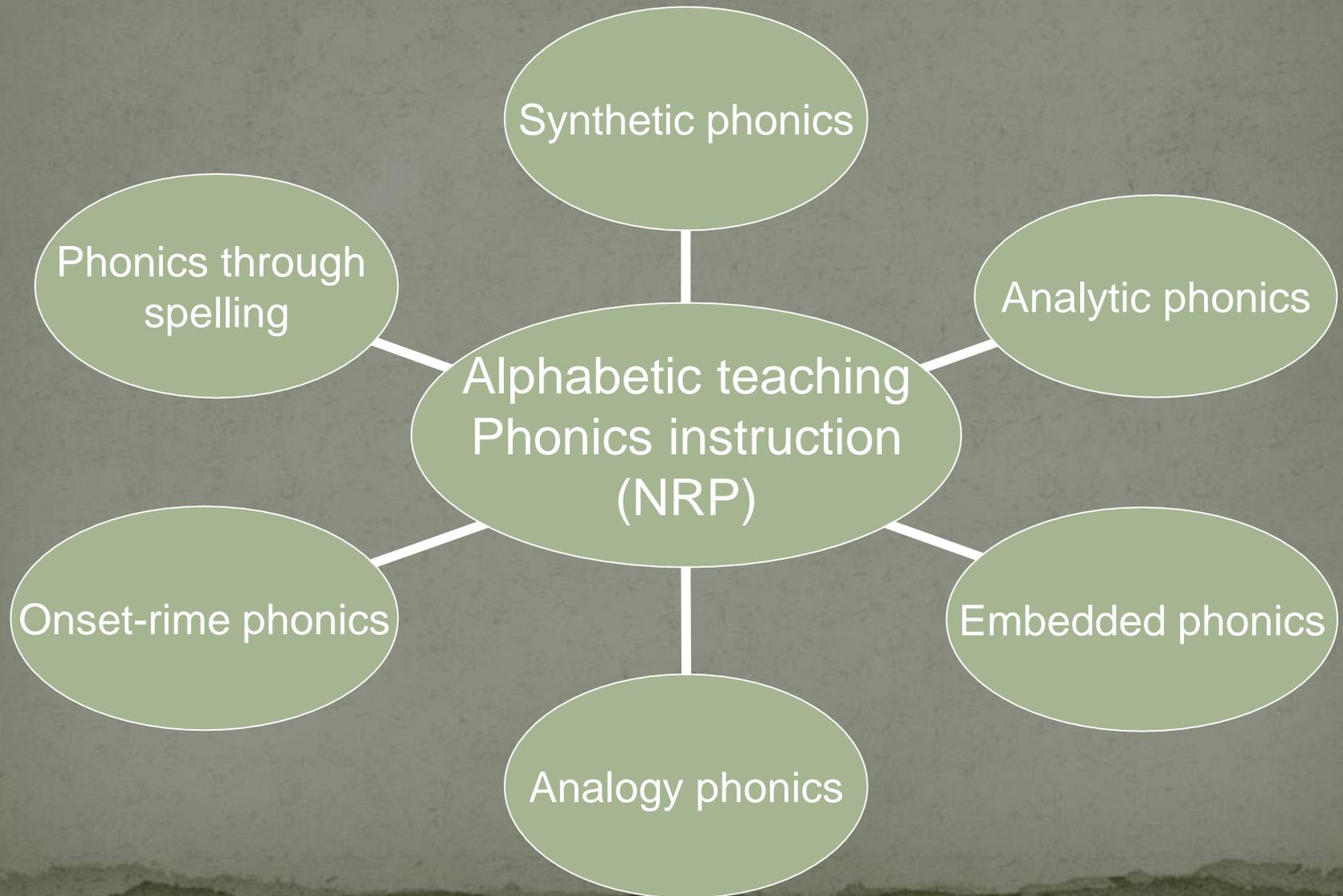
I am an important person with high goals for myself.

I will not let myself or my community down.

Determination plus discipline plus hard work will equal success.



# Phonics Teaching



# Synthetic phonics

- Teach children to convert letters into sounds or phonemes and then blend the sounds to form recognizable words. (NRP)
- Children learn how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words.

<http://www.education.com/reference/article/six-approaches-phonics-instruction/>

# Analytic phonics

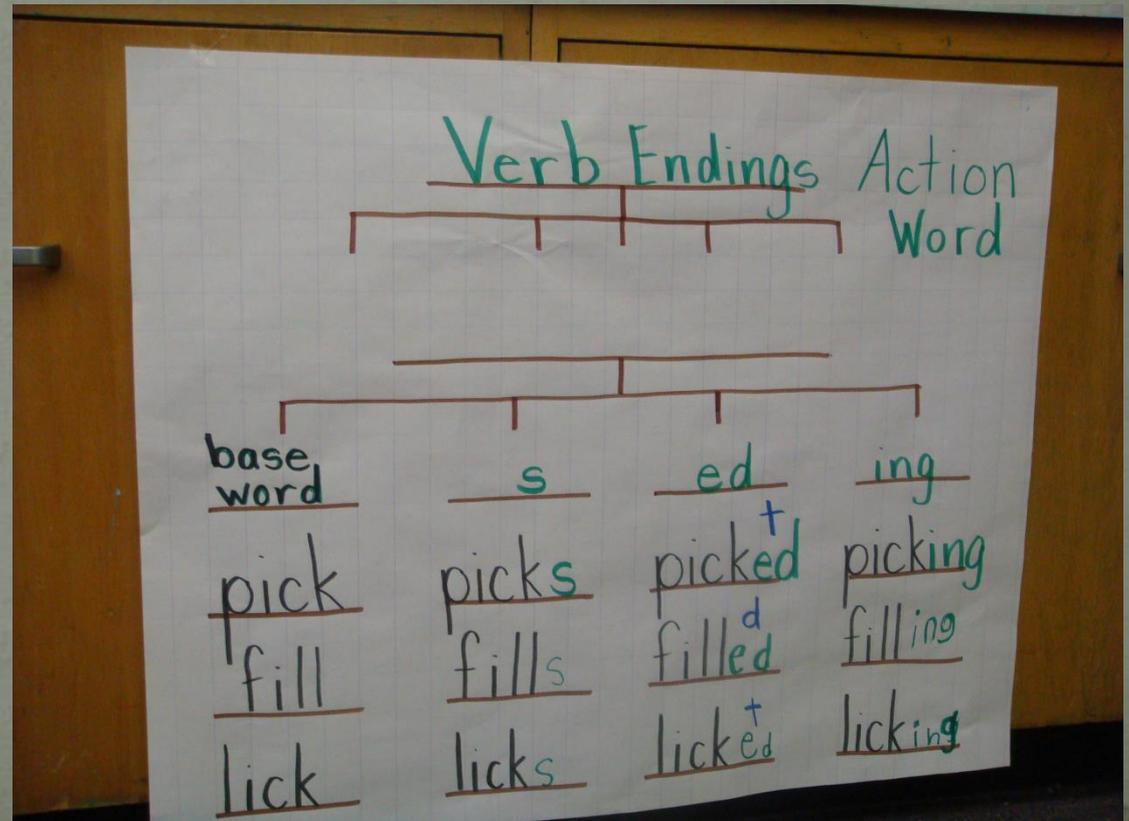
- Children are taught to analyze letter-sound relations once the word is identified. (NRP)
- Children learn to analyze letter-sounds relationships in previously learned words. They do not pronounce sounds in isolation. ([www.education.com](http://www.education.com))

# Embedded phonics

- Phonics in context approaches is to use sound-letter correspondences along with context cues to identify unfamiliar words they encounter in text.
- Children are taught letter-sound relationships during the reading of connected text. (Education.com)

# Analogy phonics

- Teach children to use parts of written words they already know to identify new words. (NRP)
- Word family



-ill

-ick

who is

Who's

grill

sick

he is

he's

krill

tick

where is

Where's

Jill

brick

what is

what's

pill

trick

it is

it's

kill

hill

ill

Analogy phonics-Mrs. Bower  
Room 5 for Gr. 1

# Onset-rime phonics

- Children learn to identify the sound of the letter or letters before the first vowel (the onset) in a one-syllable word and the sound of the remaining part of the word (the rime). (Education.com)

# Phonics through spelling

- Teach children to transform sounds into letters to write words. (NRP)
- Children learn to segment words into phonemes and to make words by writing letters for phonemes. (Education.com)



a

apple



b

bear



c

k

\_ck

cat



d

\_ed

duck



e

elephant



f

fish



g

goose



o

ostrich



p

pig



qu\_

queen



r

wr\_

rooster



s

ce

ci\_

seal



t

\_ed

tiger



u

umbrella



a

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sheep



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er

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bird



or

ore

orange

# Cooperative Learning

- “A extremely valuable tool in language acquisition.”
- “Allows a time and space for students to practice new concepts and vocabulary in a low anxiety environment.” (BRING IT ALL TOGETHER By MARCIA BRECHTEL)
- “A vehicle for scaffolding, negotiating for meaning, comprehensible output, and guided oral practice.” (BRING IT ALL TOGETHER By MARCIA BRECHTEL)
- **Kagen, Kishon, Johnson & Johnson**

(BRING IT ALL TOGETHER By MARCIA BRECHTEL)

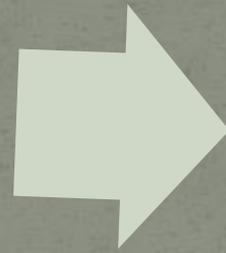


# Center Learning

Interaction  
by  
asking  
questions

Teachers'  
expectation

Students'  
achievement



# Comparison in creeds

- In Bixby Elementary

September: Integrity

October: Respect

November: Respect and  
Responsibility

December: Responsibility

January: Fairness

February: Fairness

March: Caring

- In Dafeng 大豐

中心德目

守時

負責

和平

勇敢

禮貌

愛國

友愛

寬恕

勤學

In Bixby Elementary

Caring

Learning

Responsible

Respectful

Slogans every corner

Expectations

In Dafeng 大豐:

願景：

快樂 尊重 卓越

School rules

Class rules

三字經

弟子規

靜思語



**BIXBY WILDCATS ARE CLEAR!**

**CARING**

**LEARNING**

**RESPONSIBILITY**

**RESPECT**



# Wildcat Cafeteria Expectations

b  
y  
E  
m  
i  
l  
y  
V  
a  
l  
e  
r  
a



Caring: Do not waste your food.

Learning: Use an inside voice.

Responsible: Keep the cafeteria clean.

Respectful: Listen to the noon aides.



# Wildcat Hallway Expectations

b  
y  
P  
r  
i  
s  
c  
i  
l  
l  
a  
G  
r  
e  
s  
h  
a  
m

A Perfect Wildcat in the  
Hallway



A Perfect Wildcat in the  
Hallway

Caring: Keep our halls clean.

Learning: Use the walls to learn what others are learning in class.

Responsible: Keep the halls clean and quiet.

Respectful: Walk nicely and safely in the hall.



# Wildcat Classroom Expectations



Caring: Help your peers and be kind to them in class.

Learning: Stay on task.

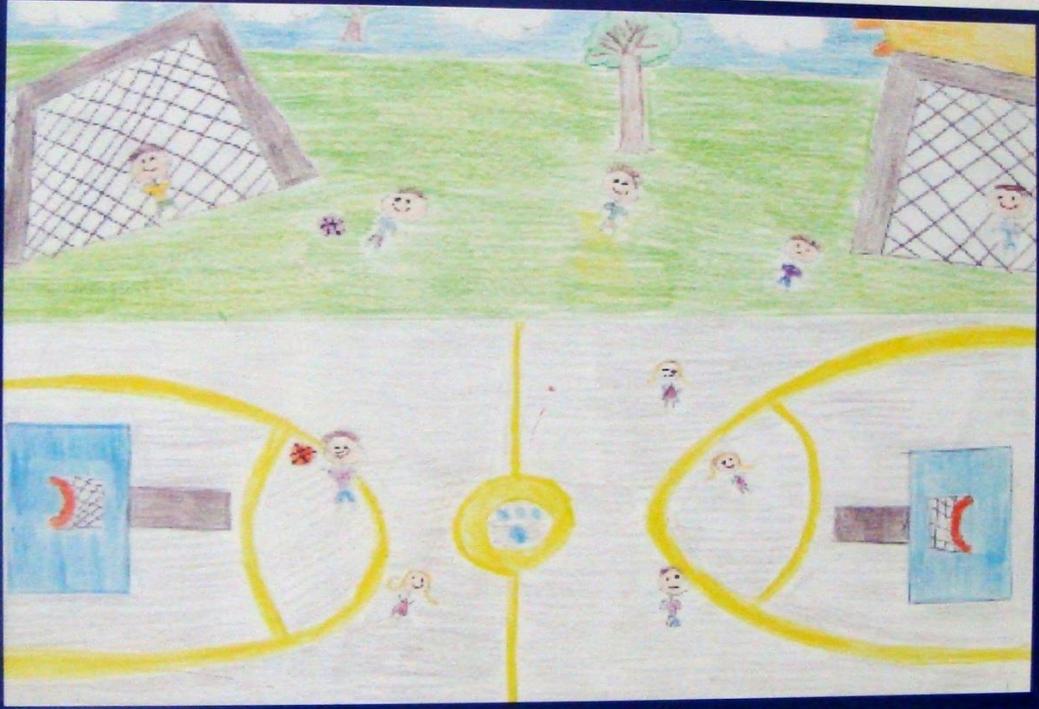
Responsible: Bring your homework and supplies daily.

Respectful: Listen to your teacher.



# Wildcat Playground Expectations

b  
y  
A  
u  
d  
r  
e  
y  
L  
o  
a  
i  
z  
a



Caring: Play with your peers in a friendly way.

Learning: Play the games as you were taught.

Responsible: Seek an adult when you need help.

Respectful: Follow the playground rules.



# Wildcat Bathroom Expectations

b  
y  
H  
a  
l  
e  
y  
A  
c  
o  
s  
t  
a



Caring: Tell an adult if something is wrong.

Learning: Use the bathroom at recess and lunch.

Responsible: Keep the restroom clean.

Respectful: Do not play in the restroom.

In the office



# In the Cafeteria



Be the **BEST**  
you can be....

Share

Respect Others

Keep Promises

Be Truthful

Play Fair

Show Kindness

Obey the Rules

Cooperate



Be a  
**STAR**  
Student

**S**how  
respect

**T**reat others  
with kindness

**A**lways  
be safe

**R**each for  
the stars

**Think**

**STRAIGHT A's**

**A**ttitude

**A**ttendance

**A**chievement

Sometimes  
**Honesty**

Takes Courage,

*But It's the Right Thing To Do*

# **A**ttitude

The Difference Between  
Winners & Losers

Respect

TRUST-  
WORTHINESS

Caring

Leadership

R

RESPONSIBLY

It's All About...

C

CITIZENSHIP

Attitude

Fairness

TOLERANCE

Honesty



**If You**  
**Dream It,**  
**You Can**  
**Achieve It**

# In the classrooms



# Class Rules

"Clearly" we are ...

**C**aring

**L**earning

**R**espectful

**R**esponsible

Catch a citation

Warning! Reel-in

Clearly a great day!

Too deep! Referral!

Going down, Call Home



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Mrs.  
Friend's  
Class  
Rules  
for 4<sup>th</sup>  
Graders

## Rm. 7 Classroom Rules

1. Keep hands, feet, and objects to ourselves.
2. Listen and follow directions from the teacher.
3. Raise your hand before speaking.
4. Treat others with respect.
5. Complete all homework and classwork.

Ms.  
Lee's  
Class  
Rules  
for  
2<sup>th</sup>/3<sup>rd</sup>  
Graders



# Writing Position

**Sit up tall**

**Feet flat**

**Hand on paper**

**Pencil ready!**

Ms. Lee's  
Class -  
Writing  
position  
for 2<sup>th</sup>/3<sup>rd</sup>  
Graders

# Writing Unknown Words

I say the word slowly  
and write down what I feel  
and hear.

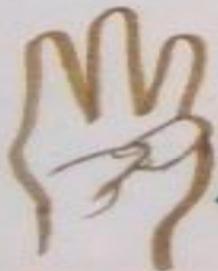
I checked the word to see  
if I wrote each sound I felt  
and heard.

Ms. Lee's  
Class  
Writing  
Unknown  
Words  
for 2<sup>th</sup>/3<sup>rd</sup>  
Graders

Line-up

 Quickly

 Quietly

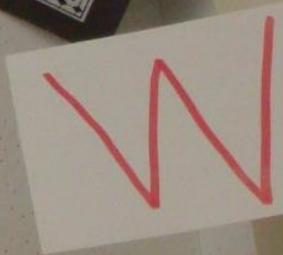
 Straight

 Facing  
Forward

Mrs.  
Friend  
Set  
Line-up  
Rules  
for 4th  
Graders



Character Counts



- Jaiden
- Alexander
- Richard
- Ever
- Josh
- Andrew
- Ryan
- Devin
- Chris
- Adam
- Eliseo



May I use the restroom?



Please wait.  
I'll be right with you.

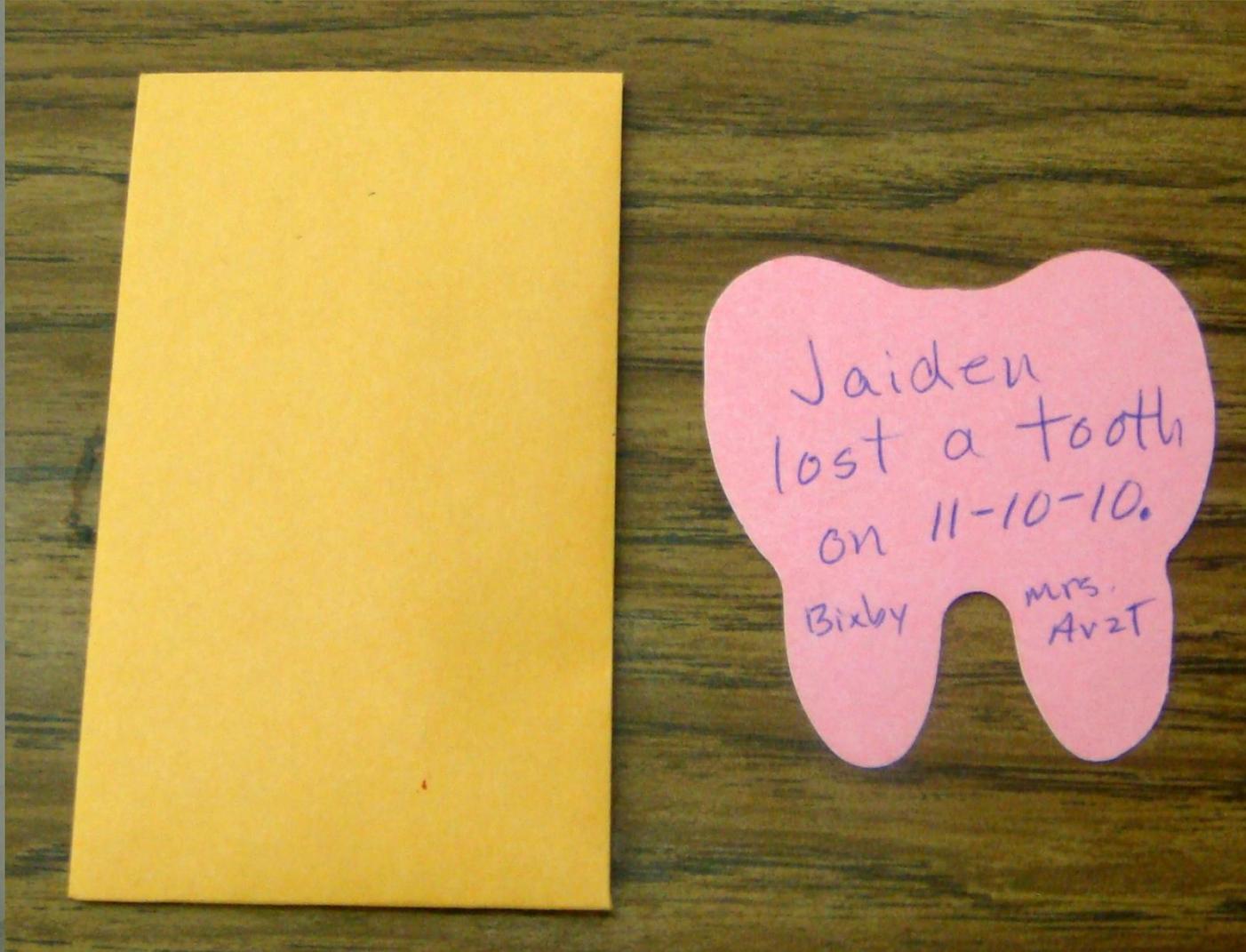
# Mrs. Artz Classroom for 1<sup>st</sup> Gr.

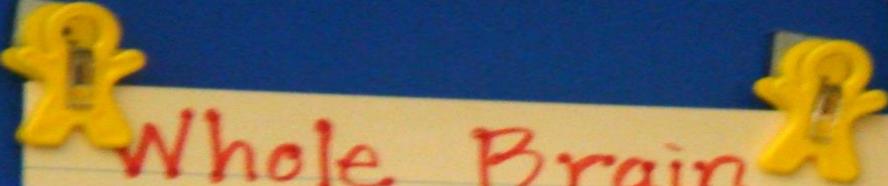
# What is our expectation?



Mrs. Artz  
Classroom  
1<sup>st</sup> Grader

What would we say and do  
when our kids lost their teeth?





Whole Brain  
Teaching!

Class / Yes

Rules

Eyes / Hands

Teach / Okay

Mirror

Switch

Ms. Artz  
(Gr. 1st)  
shared  
what she  
learned  
with her  
students

# Classroom English-Call attention

- Eyes and hands.(Gesture).
- Books flat.
- Hands together.
- You guys.
- Your eyes have to see.
- Come on guys.
- Hey, that's too much.
- Show me your hands.
- Let's give her quiet round applause.
- Put your chanting away.
- Everybody bottom down.
- You're learning right now.
- Hey guys, you have to be quiet.
- Hands on your head.
- Thank you for not chip-chatting.
- Thank you for not talking.

# Classroom English –teaching reading

- That's challenge.
- I'm gonna give you the sound.
- Keep going.
- Point to the title.
- Listen and point.
- Follow along the story.
- Books flat.
- What's this word "often"?
- Sometimes it's a story. Sometimes they are not.
- Yes, they are words. This is all information.
- We're gonna read.
- Who remember this word.
- Repeat after me. Stop there.
- Listen to what I read.
- You won't see this in a narrative book.
- Skip over.
- We're going to read chapter 3.

# Classroom English –teaching reading

- If you're ahead or slow, it's fine.
- But now we're going to read out loud.
- Read like you're talking.
- We read with our eyes.
- If you finish that part, please close your book.
- I need a reader. Can you read the first sentence again?
- Read the next sentence.
- I'll read with you.
- Does it help?
- I need a big idea.
- Here is a hard part.
- Listen to what I read.

# Classroom English –teaching reading

- What is the story about?
- Can you give a sentence?
- How do you know what letter follow the g?
- What did the story start with?
- Let's keep reading.
- See if he got it by accident.
- What's that picture about?
- What do you think the topic is?
- Show me the topic?
- What do you see at the bottom?
- Did we read this yet?
- Before we begin to read, what makes it a ...?
- Can you say captions?
- Read like you're talking.

# Classroom English-teaching writing

- What's the answer?
- Making words.
- Remember, complete sentence.
- If you did not pass, you can take it home.
- What can we say next?
- Shall we change it or leave it?
- Show me thumbs up if you like the sentence.
- Is it OK if we use ....?
- How about...? Now what can we say?
- What else can I say.?
- She's choosing the word I want.
- I need a big idea.
- How could I start a...
- Can we possibly write it all?
- Remember you guys bring me so many ideas!!!
- Before I write the topic I need...
- Why doesn't x x x be our topic?

# Classroom English-Useful sentences

- That's challenge.
- Captain, pass it.
- Add them on the board.
- What's wrong with it?
- Come on up.
- Come on up here.
- Don't raise your hand.
- I'll come back to you later.
- Keep going.
- Captain bring up the .....
- Let's move on.
- Your eyes have to see.
- I like the way you change...
- Come on guys.
- Switch in one minute.
- If you finish that part please close your book.
- If you have this, open it up.
- Ellen, can you read it for us?
- Come, sit down.
- Stay by the door.
- I need a teacher for Edward.
- Edward, can Christina be your teacher?

# Classroom English-Useful sentences

- You're learning right now.
- It's your responsibility ....
- Please stand, pushing your chair. Wait for your group's name.
- Here is a hard part.
- Go ahead, say it.
- I'm gonna give you back your folder.
- Here's your group.
- Sorry, wrong one.
- Let's go. Set it up.
- Wait for everybody in your group.
- Everybody bottom down.
- What do you need?
- Turn it over.
- Put your name on the top.
- Leader, count how many people.
- I don't see it.
- Well, what is this called?
- Teachers are still learning, which was good.
- Way to go.
- When Mom cooks, does she cook hard.
- They feel so great.
- That make teacher feel so happy.
- How does the game work?
- What somebody give you, what would you say?

# Final—Thank you!!!

- All distinctions between their teachings and ours are not absolute.
- Share, learn.

