概述訪美專業訓練三項專題
Sheltered Instruction Observation Protocol, Balanced Literacy Instruction, Quantum Learning

1.

Sheltered Instruction Observation Protocol (SIOP)

Sheltered Instruction Observation Protocol
(SIOP:庇護性教學觀察法)

Sheltered Instruction (SI, 庇護性教學法）

❖ SI is a teaching style founded on the concept of providing meaningful instruction in the content areas (social studies, math, science) for **transitioning** Limited English Proficient (LEP) students towards higher academic achievement while they reach English fluency. It was originally designed for content and classroom teachers who teach in English. (用英語教學科)

❖ Teachers adjust the language demands of the lesson in many ways, such as modifying speech rate and tone, using context clues and models extensively, relating instruction to student experience, adapting the language of texts or tasks, and using certain methods familiar to language teachers (e.g., demonstrations, visuals, graphic organizers, or cooperative work) to make academic instruction more accessible to students of different English proficiency levels.

Sheltered Instruction Observation Protocol (SIOP:庇護性教學觀察法)

Sheltered Instruction Observation Protocol (SIOP): (庇護性教學觀察法）

The SIOP is a research-based observation instrument that is used to measure sheltered instruction and provides a model for lesson planning and also implements that provides English learners access to grade-level content students. .

(Guarino, Echevarria, Short, Schick, Forbes, & Rueda, 2001)

In effective SIOP lessons, language and content objectives are systematically woven into the curriculum of one particular subject area. (Echevarria, Vogt,&Short,2008,pp.17)

SIOP: 8Components 30 features

1. Lesson Preparation

2. Building Background

3. Comprehensible Input

4. Strategies

5. Interaction

6. Practice/Application

7. Lesson Delivery

8. Review & Assessment

@ The eight components and 30 features of the SIOP Model can provide a useful tool for planning, implementing, assessing, and reflecting on your instruction as you work toward effectively educating all students.

<What is a Dragonfly? SIOP Lesson Plan >

This plan was created by Rebecca Iwasaki of South Street School, in Danbury, CT Public Schools, in collaboration with CAL SIOP.

❖ **Background**

First grade students were immersed in a month-long nonfiction reading unit of study that included a nonfiction reader's theater, *Are You a Dragonfly?* by Judy Allen.1

1 Allen, J. (2004). *Are You a Dragonfly*? New York, NY: MacMillan, 1-32.

English Proficiency Levels

beginning through advanced

Common Core State Standards

Grade 1 Reading Standards for Informational Text:

• Ask and answer questions about key details in a text.

• Retell key information from a text.

• Use the illustrations and details to describe the key ideas from a text.

Grade 1 Speaking and Listening Standards:

• Participate in collaborative conversations with diverse peers about the text.

• Add drawings to clarify ideas.

Grade 1 Writing Standards:

• Participate in shared writing projects.

Grade 1 Language Standards:

• Produce complete sentences.

❖ **Preparation**

Content Objectives (授課目標**)**

Students will be able to label the parts of a dragonfly.

Students will be able to identify important information about a dragonfly.

Language Objectives （語言目標）

Students will be able to listen to their partner's ideas about dragonflies.

Students will be able to write a descriptive sentence about dragonflies and decide (through turn and talk).

Key Vocabulary

insect, hunt

Materials

• dry erase boards

• markers

• dry erase markers

• chart paper

❖ **Motivation**

Remind the students that they have been studying dragonflies.

Ask students, "What is the most important fact that you have learned about dragonflies?"

❖ **Presentation**

Gather students on the floor in front of the easel containing a piece of chart paper. Divide the paper into four quadrants to create a Four Corners graphic organizer (photo enclosed in the back of this lesson).

Give each student a dry erase board and a dry erase marker.

Tell the students, "We are going to write about dragonflies. Using your marker, write what sounds or letters you hear at the beginning of the word, dragonfly."

After the students write the letter on their dry erase board, write "Dragonfly" on the top left corner of the Four Corners graphic organizer.

Say, "Now turn and tell your partner what a dragonfly is". Listen to partners explain their definitions. See if the partners can agree on a common definition.

Then write "A dragonfly is an…" on the top right square of the Four Corners graphic organizer. Next ask the students to write what sounds or letters that they hear in the word "insect". Ask a student who is working on short vowels in word work to come up to the Four Corner graphic organizer and write the beginning of the word. Then ask the students to turn to their buddy and tell him or her how to write the rest of the word. Let a few students answer for the class.

Then ask a student to come up to the Four Corners graphic organizer and draw a dragonfly on the box in the top left corner. Ask another student to draw a smaller dragonfly in the bottom left corner. As those students are drawing on the Four Corners graphic organizer the other students can practice drawing a dragonfly on their dry erase boards.

Read the chart as students read along as a shared reading text.

❖ **Practice/Application**

After the students read the chart as a whole group, explain that they will collaborate through writing to complete the Four Corners graphic organizer by labeling the parts of a dragonfly and by writing a sentence that contains important facts about dragonflies.

Ask the students to turn and tell the student next to them about the parts of a dragonfly. Listen to the students identify the parts of a dragonfly.

Next explain that they will be labeling the parts of a dragonfly on the Four Corners graphic organizer. Ask, "What should we write?"

Ask different student to share their ideas with the class and record for the whole class to see. Then call on a few students to label the dragonfly once the class has come to consensus on the different parts that the diagram should include. While those students label the dragonfly on the Four Corners graphic organizer, the other students can write the words on their dry erase boards.

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After the dragonfly is labeled, ask the students, "What is the most important fact that you have you learned about the dragonfly? Turn and tell your partner." Lean in and listen to partners conversing about what they think is most important.

As a whole group, discuss what the students think is most important and guide the students towards consensus on a sentence. Call up a few students to help write the sentence on the Four Corners graphic organizer. As those students write on the Four Corners graphic organizer the other students can be writing their sentences on their dry erase boards. If some students need assistance consider letting those students work with a buddy.

After the sentence is written, read it aloud as students read along out loud. Reread it again as a group.

❖ **Review & Assessment**

Ask the students, "What have we learned about dragonflies?"

Tell the students to think their answer in their head. Then, tell them to turn and tell their partner their idea.

Reread the chart aloud as a whole class and discuss what they have learned and how together they have designed a chart that tells important information about a dragonfly.
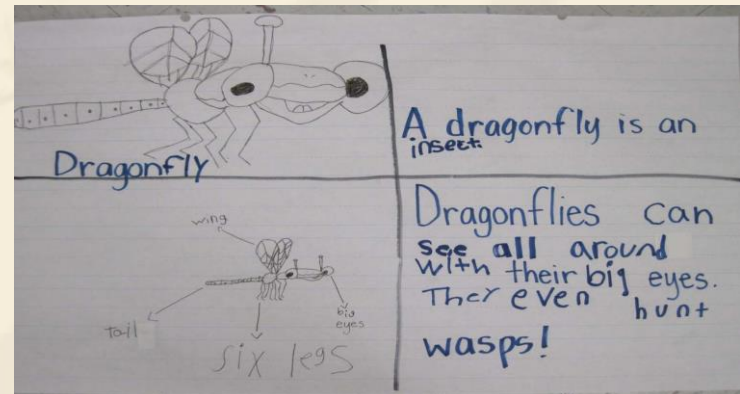
Reflection/ Review and Assessment

❖ 課程的收尾很重要，老師要能清楚的讓學生知道今天上的課程，而學生也要能清楚的表達出自己的心得與想法，讓老師能了解學生的理解吸收程度。

❖ By doing so…

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2.

Balanced Literacy Instruction

Balanced Literacy Instruction
(平衡閱讀教學法)

❖ 平衡閱讀教學是融合字母拼讀法教學和全語教學的教學取向，以學習者的需要為基礎，在全語的哲學和豐富的學習環境脈絡中，融合字母拼讀法的技巧教學、閱讀理解的策略訓練和全語教學的多元活動，因應學生的個別需要而進行技巧指導的 教學取向（柳雅梅、黃秀霜，2006a）。

實施

❖ 教室規劃是語文教學的重要環節，Fountas 和 Pinnell（1996）建議在教室中規畫大組討論區、小組論區和引導閱讀區，並設置英語學習角或閱讀角，放置英文圖書、各種類別的大書、各種不同語言程度和類別的書籍、字典等，以營造符號豐富的溫馨學習環境。
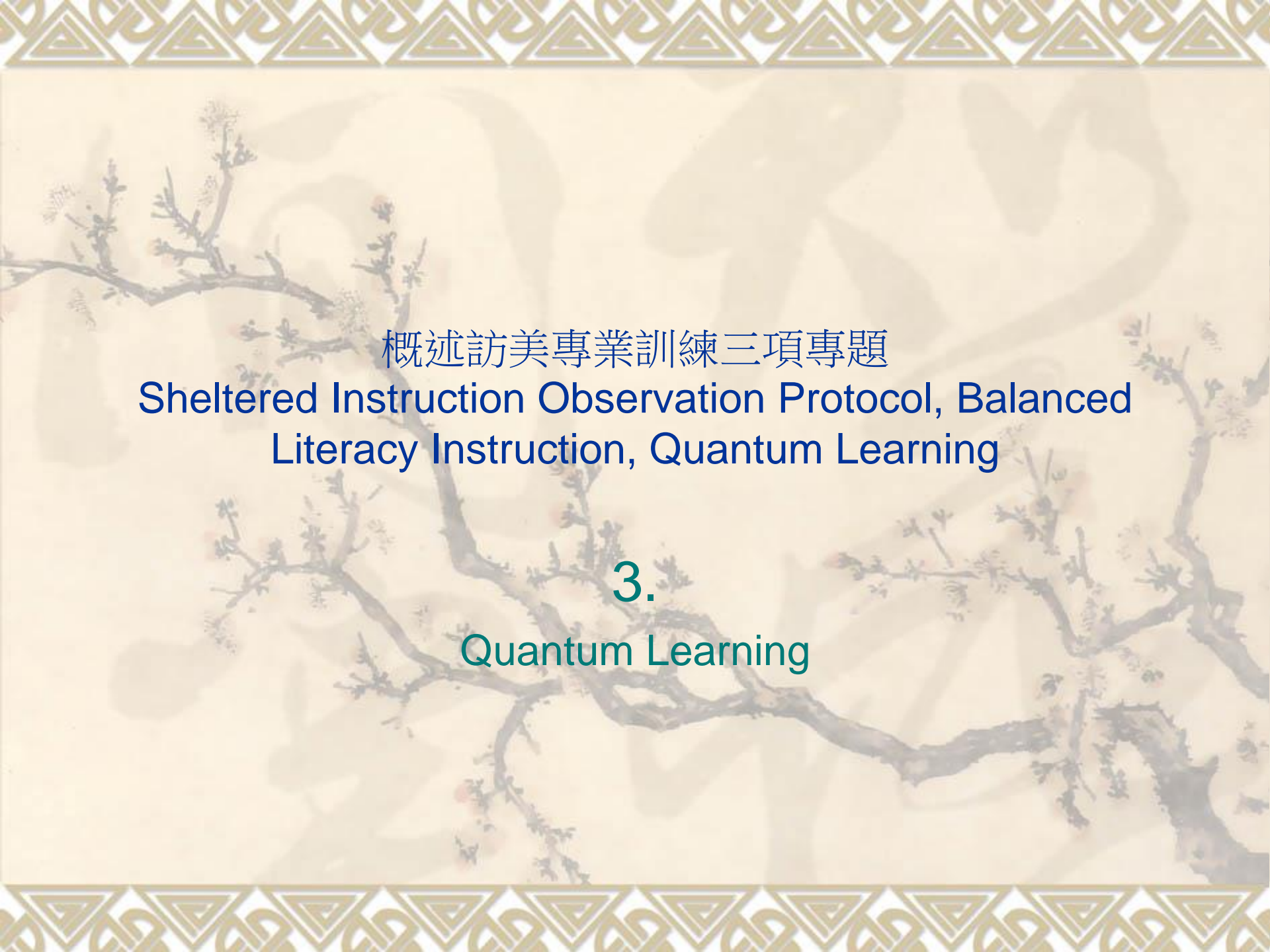
Components of Balanced Literacy

❖ 平衡閱讀教學的教學活動相當多樣化包含朗讀、分享閱讀、獨立閱讀、引導閱讀、討論、字母拼讀的練習活動、批判思考和各項寫作活動等。教學設計除了依節次安排朗讀、分享閱讀、引導閱讀、寫作、、、等活動的方式之外，Strickland（1998）的「整體-細部-整體」的架構提供老師們在教學設計與實施平衡閱讀教學時參考，這個教學架構是以故事書、知識書或詩的讀寫內容開始，提供技巧教學的背景，接著技巧教學，再回到有意義的文章脈絡中進行討論。

1. Reading Aloud: Whole Group Instruction
2. Shared Reading: Whole or Small Group/Individual Instruction
3. Guided Reading: Small Group/Individual Instruction
4. Independent Reading: Independent Practice
5. Word study: Phonemic Awareness Phonics Vocabulary Roots and affixes Word origins
6. Write Aloud: Whole Group Instruction
7. Shared Writing: Small Group/Individual Instruction
8. Guided Writing: Small Group/Individual Instruction
9. Independent Writing: Independent Practice
10. Sharing/Reflection
❖

Engagement and Motivation

❖ Engagement and motivation are crucial components for children as they learn to read. Adults must foster joy in and purposefulness

for reading because children will not become proficient readers if they do not enjoy the experience or see any value in it.

❖ Ps.discipline

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3.

Quantum Learning

Quantum Learning(量子學習/教學法)

Quantum Learning 介紹影片
http://www.youtube.com/watch?v=y83q_ODleKg

1981年於美國創立，由一群有熱忱的教育工作者組成，現已發展成全球性的教學組織。量子教學法是結合數種學習理論，精準有效的教學模式，旨在提供高品質學習和有效率的學習環境，激勵每一個人發揮自己的潛力，提高學術成果。

量子是最小的元素，雖然小卻足以啟動包括核彈或自然界的能量。QL它是一種「如何將教學理論轉化為教學行為的正確方式」。它需要特別學習，並運用自己的學習優勢，找到適合自己特質的全方位教育模組。*對教學者來說，量子教學法是要加強教學表現，進而提升學生的學習效果，找到自己的特質並發揮專長，讓現實與個人價值並重。*

教學目標

❖ 首要目標: 提昇生活技能(life skills)

❖ 次要目標: 提昇學校技能(academic skills)

❖ 激勵「小我」「小你」，培養「大我」「大你」正向積極、平等的人格特質和人際關係，不強調競爭、不比較。

基本教義

1.Everything Speaks：每件事都有其影響力
2.Everything is on purpose：根據要達成的目的來設計課程。讓每個設計都能發揮效用
3.Experience before Label：先體驗再下定義
4.盡心盡力就該鼓勵：尊重個體差異性，不強調競爭。
5.慶祝在每個值得學習的時刻：肯定每個學習經驗，加強學員的成就感及學習動機。(kiss my brain)

價值觀系統（卓越**10Keys**）

- 1. This is it：積極把握每個當下。**(生活態度)**
- 2. Speak with good purpose：永遠使用正向善意的語言。**(行為標準)**
- 3. Ownership：自主權－責任感－信任。做自己的主人，建立責任感，贏得別人的信任。
- **(行為標準)**
- 4. Failure leads to Success：相信每個失敗的經驗，都對我們邁向成功有正面的意義與價
- 值。**(信念)**
- 5. Integrity：誠正信實，知行合一，行為與價值觀必須相符。**(行為標準)**
- 6. Flexibility：保持彈性，願意調整自己以達成目標。**(生活態度)**
- 7. Commitment：一諾千金，全力以赴。**(行為標準)**
- 8. Balance：保持身心靈各方面均衡發展。**(行為標準)**
- **9. 孝順父母:** 百善孝為先，孝順是我們傳統優良美德，也是人格建立的基本課題。
- **10. 樂於助人:** 助人為快樂之本，有能力去幫助別人是讓社會成長的重點，人人有愛則處處有溫情。

執行方式

❖ 以教育為基礎理論，融合六種學習理論，應用活潑有趣的互動體驗教學，大量運用音樂、戲劇、遊戲，來引導學生學習。其間輔以適當的手勢，口號或鼓勵,支持,讚美的正向思考的話語，來營造一個更好的舒適歡樂的學習環境，降低學習障礙的教學方法。

❖ PS.大致用到的學習理論:
1. Howard Gardner 多元智能
2. John Grinder、Richard Bandler 神經語言程式學
3. Rosenthal 實驗學習法
4. Socratic 問答法
5. David Johnson、Roger T. Johnson 合作學習法
6. Colin Rose 加速學習法

量子教學的講師**Fcilitator**（引導者）

❖ 課堂環境中，所有的人事物就是一個交響樂團，講師就是交響樂團的指揮家。講師必須設定目標，在腦海中有清晰的願景，為達成目標而設計課程。

- Model 100% ：作真實的自己，謹言慎行，作為學習的典範，不戴面具。

- 結語:專業
- 　　熱忱
- 　　初衷

- 　　　　Thank You!!

- 　　Have a nice day!!!☺

References

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❖ ＃樂學堂量子教學簡介
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