


聽說教學與評量_教學設計與省思

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Theme	weekdays	Grade	5th	
Time	80 minutes	Class size	34	
Teaching Aids	<ol style="list-style-type: none"> 34 pieces of blank paper class book and CD rubrics for teacher-led assessment rubrics for peer assessment 			
Teaching goal under the National Curriculum/ Stage Competency	<p>1-1-7 Able to understand common classroom and daily expressions.</p> <p>1-1-8 Able to understand simple sentences.</p> <p>1-1-9 Able to understand daily dialogues.</p> <p>2-1-4 Able to say questions and statements with the correct intonations.</p> <p>2-1-5 Able to say simple sentences with the correct stresses and intonations.</p> <p>2-1-13 Able to do simple role plays according to pictures and leads.</p>			
Procedure				
Warm-up		Teaching Aids	Time	Assessment (Competency)
<ol style="list-style-type: none"> Greet students and do daily routines (greetings, weekdays, weather) Give each a piece of paper to make a happy face and a sad face. Tell students to use the happy face ☺ and sad face ☹ as a way to show their answers. Demonstrate by saying, “Today is Monday.” Students listen and use the happy and sad face to indicate their answer. Use another example to check their understanding, such as “Miss Fang is beautiful.” (The 		34 pieces of blank paper	10’	<p>Ss can understand and answer questions.</p> <p>Ss can follow instructions.</p> <p>Ss can understand how to use the cards.</p>



answer should be ☺.)			
Presentation & Practice			
<ol style="list-style-type: none"> 1. Review the story of unit 1 and have each student write down three “True or False” statements in their notebook. 2. Invite students to use their statements to ask their classmates. Others show their answers according to the story of unit 1 by showing their ☺☹cards. 3. Observe students’ answers to check their listening comprehension. 4. Introduce unit 1 dialogue. <ul style="list-style-type: none"> ✓ picture talk ✓ read aloud the sentences ✓ discuss the emotions ✓ listen to the CD and repeat 5. Practice several times. 6. Pair students up and tell them to do role play the next time. Students could substitute some of the words, such as weekdays, food, or names. 7. Tell students how they will be evaluated about the rubrics. <ul style="list-style-type: none"> ✓ Volume ✓ facial expression and body language ✓ team spirit <p>Above items will be observed in peer assessment.</p> 	<p>Notebook</p>  <p>CD</p>	<p>15’</p> <p>15’</p>	<p>Ss can make their statements.</p> <p>Ss can read aloud their statements.</p> <p>Ss can understand others’ statements and respond correctly.</p> <p>Ss can talk about the pictures and say the sentences.</p> <p>Ss can find their partners and cooperate with them.</p>
Production			
<ol style="list-style-type: none"> 1. Put students in Groups and give each group peer assessment sheet (see Appendix A). 2. Give students a scoring standard (see Appendix B) and explain how to assess their classmates. 3. Give students time to do rehearsals and remind them of the rubrics. 4. Have volunteers do role play first (see sample video). 5. Use teacher-led assessment (see Appendix C) to observe students’ performance. 		<p>10’</p> <p>28’</p>	<p>Students know the scoring standard.</p> <p>Students participate</p>

- ✓ Pronunciation
- ✓ Fluency
- ✓ Attitude



actively.

Students can role play the dialogue.

Wrap-up & homework

1. Tell students how good they are and what improvement they can make in the future.
2. Ask students to listen to the CD and practice with three classmates.

2'

Students pay attention to what the teacher said.

Reflection

Happy and sad face making

1. For my students, it was really motivating to show their answers by using happy or sad faces.
2. I can also check their understanding of new vocabulary and sentences.

Unit 1 story comprehension

1. This practice really made my students practice their speaking and listening comprehension.
2. Since some of them are not so good at English, I asked them to write what they want to say first, which gave them some time to prepare.
3. When one student acted as the teacher and read aloud their “true or false” statements, I found more students participate in the activity.
4. However, it was hard for me to see everyone’ answer quickly at first.
5. Later on, I decided to focus on just a group of students instead, which made my observation less stressed.

Unit 1 role play

1. I found students paid more attention to their team cooperation and whether their voice can be heard or not

<p>because they are judges as well.</p> <p>2. Using rubrics helps me concentrate on which aspect I want to observe and keep a record on how well my students did. The documentation of those records could really show students' progress.</p> <p>3. Since it was a little bit time-consuming to have all students role play the same dialogs with just a few changes. I wonder if we could have students role-play different dialogues in different units at different time.</p> <p>4. In addition, I wonder whether I should take students' peer assessment into consideration when I gave scores at the end of semester. Though I have told students about the scoring system, students had different opinions on how good their classmates' performances are. Take student Ray and Johnson's role play for example (see Appendix D).</p>			
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Appendix A

Peer assessment

Date _____ Class _____ No. _____ Name _____

	3	2	1
Volume 音量			
Facial expression & body language 表情及動作			
Team spirit 團隊精神			

Appendix B

Scoring Standard for Peer assessment 評分標準

points	3	2	1
Volume 音量	Both can be heard clearly. 都很清楚且音量剛好	Only one is loud enough. 有一個人較小聲	Both can be heard barely. 都很小聲
Facial expressions & body language 表情及動作	Both did. 大家都有表情和動作	One did. 只有一個做到	Both didn't. 都沒有
Team spirit 團隊精神	Both cooperate well. 合作無間 表演順暢	Pause w/o reasons from time to time. 有些不流暢	Both need more time to practice. 沒有準備好

Appendix C

Teacher-led assessment

Date_____ Class_____ No._____ Name_____ Total points_____

	4	3	2	1
Pronunciation				
Fluency				
Attitude				

4: excellent 3: good 2: fair 1: need improvement

Appendix D—students' sample of peer assessment

