

感
謝

新北市府教育局

新北市英語教學資源中心

洪專員、吳科員、陳校長、李主任

最有力的支持與協助



新北市112年度國小英語教師國際短期教育訓練
Reading Strategy Used in the Classrooms

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- 1. What?**
- 2. Why?**
- 3. How?**



“Beginning in the 2023–24 school year, we will be launching an initiative called **NYC Reads**.”



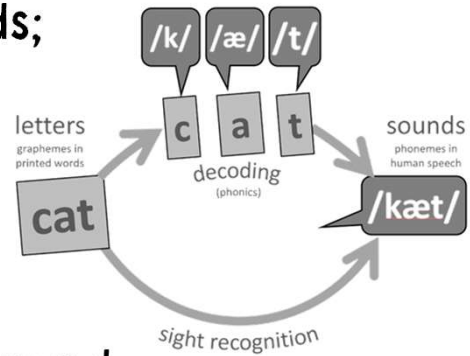
1. What is the **science of reading**?
2. **What is happening** in the classrooms?
3. Can we use the strategies **in Taiwan**?

WZ1 The goal is to ensure that all New York City students become strong readers, which is the single most important skill required for educational, career, and lifetime success. Based on extensive research, NYC Reads will ensure that pre-K and elementary school students receive the most effective reading instruction materials and methods.

Wanyi Zhang, 2023/12/1

1. What is the science of reading?

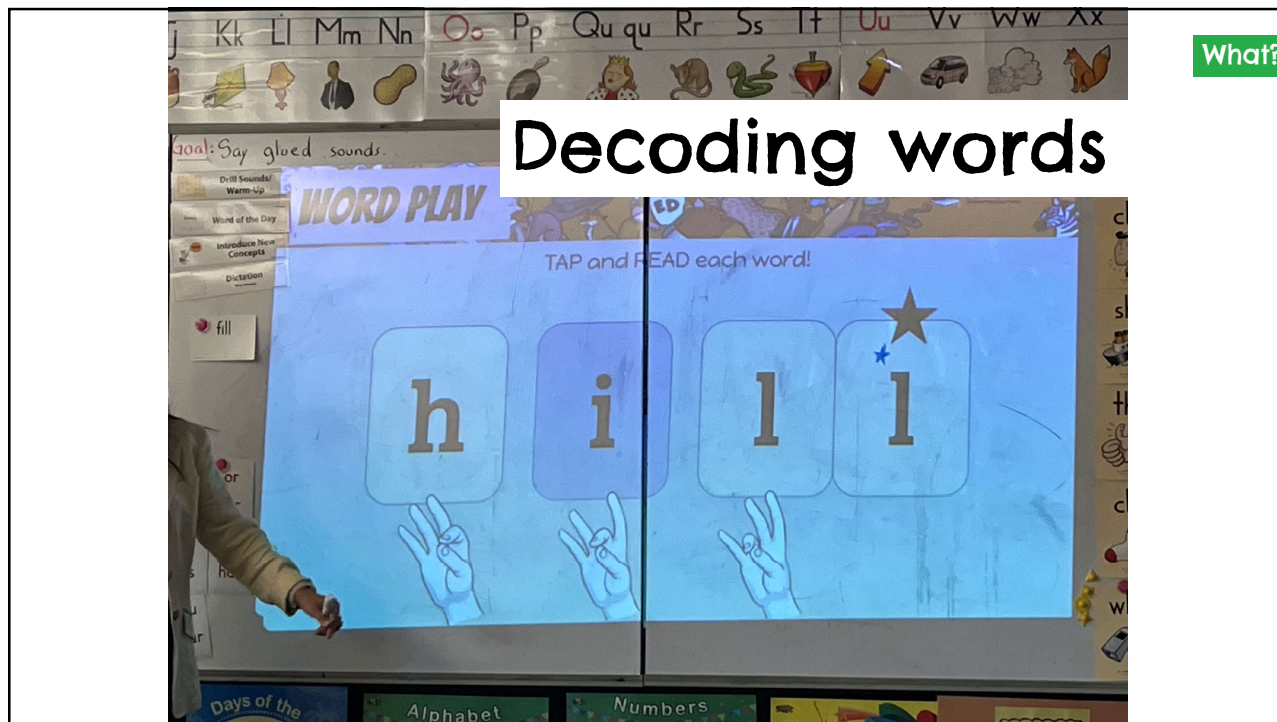
- understanding letter sounds;
- decoding words;
- building vocabulary;
- reading fluently;
- comprehending what you read.

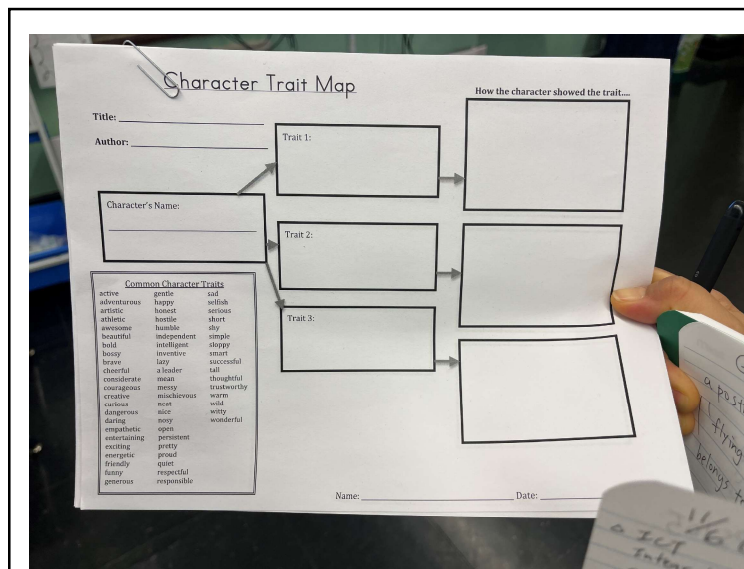


這一題等一下會考

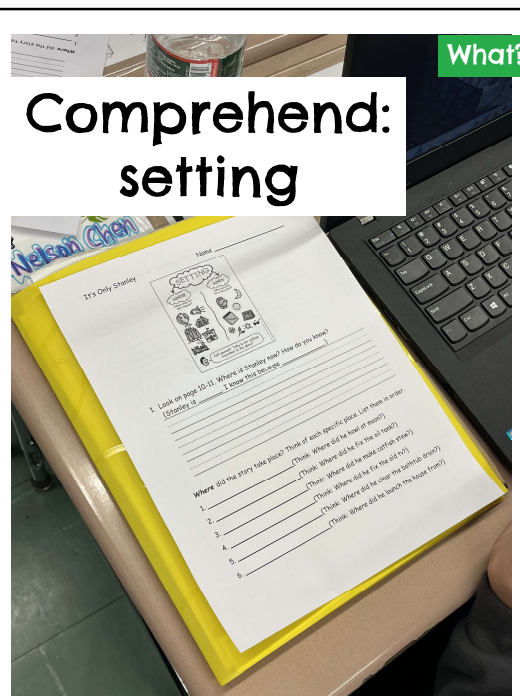
Understanding letter sounds







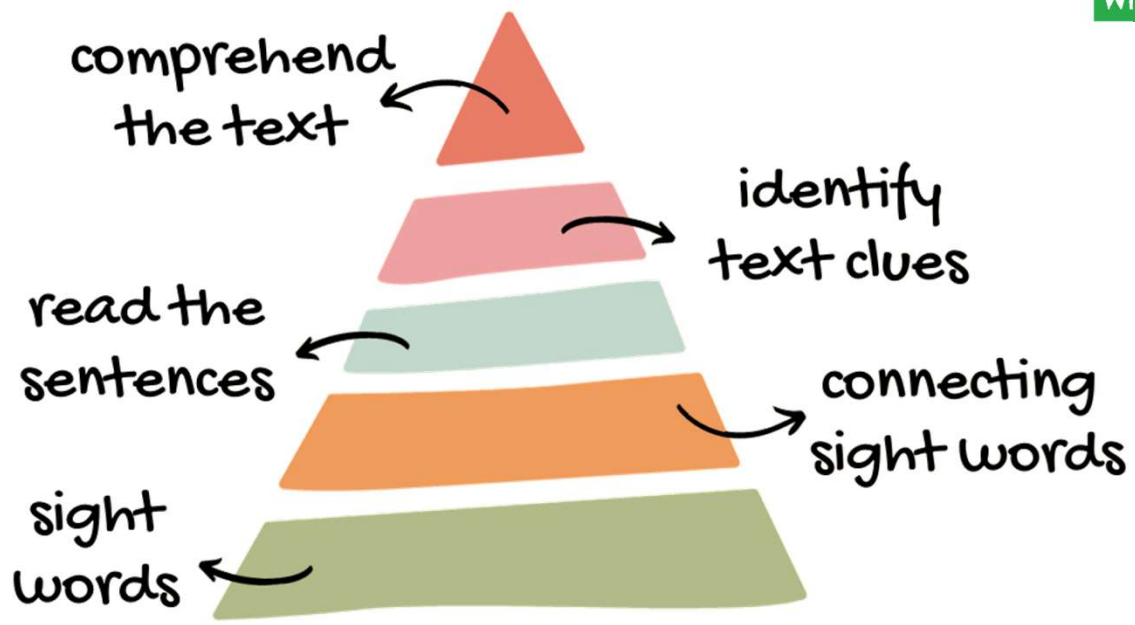
Comprehend: character



What?

I would like to use the term **“scaffolding”** to explain what I observed in the above three classes. The first tier of scaffolding involves teaching sight words in the 1st grade. Recognizing the sight words helps young readers read faster and more fluently because they don't need to pause and think. Connecting these sight words enables students to comprehend more complex sentences. The second tier is in the 2nd grade. Simply being able to read the sentences is not sufficient for understanding its content. It is crucial for young readers to identify context clues, whether they are words or pictures, in order to comprehend the context they are reading. This would be the third tier. Once the young readers are able to identify the context clues, they need to determine whether these clues are necessary for comprehending the context. This is what they learn in the 4th grade. Additionally, both the 2nd-grade and 4th-grade teachers scaffolded their teaching by asking questions to stimulate students' thinking. By building up the scaffolds, young readers can feel confident and secure in reading and that enables them to explore a wider and more diverse range of materials. Furthermore, the 4th-grade teacher encouraged her students to choose the animal of interest, forming a diverse set of subjects for exploration in the upcoming reading.

What?




What?



What?

Procedural Scaffolds

- Provide explicit modeling through visuals and gestures
- Allow for visual tools (organizers) as students manipulate information
- Use wait-time when asking questions to give all students an opportunity to respond
- Provide discussion prompts (sentence frames) to support discussions
- Allow students to collaborate with other students often as they discuss the learning



This support ensures that students are able to engage in meaningful conversations about the text.

What?

Can the reading strategies observed in New York classrooms be feasibly integrated into Taiwanese educational settings? In my opinion, yes. As cluster teachers without our own classrooms to hang the informative posters on the walls, and with only two or three English classes per week in an EFL country. The challenge seems significant. How is it possible? **From my perspective, a core principle of "scaffolding" involves establishing connections.** With respect to phonics, teachers could help students to build connections between letters and their sounds to foster the phonemic awareness. As to word spelling, teachers could assist students in connecting the new vocabularies with the ones they have already learned. In terms of reading, teachers could use a story map to help students comprehend the characters, settings and plots in the books. Facilitating these connections can enhance students' confidence in challenging diverse reading materials.





1. What?
2. Why?
3. How?

Why?

**“I have not told half of what I saw.”
- Marco Polo**

我所講述的事物，還不到我看見的一半。

這一題等一下也會考

Why?

「我擔心自費的費用。」

$100,000 / 10 = 10,000$ 元

還有考績獎金

Why?

「我擔心我的學生。」



Why?

「我擔心……」

1. What?
2. Why?
3. How?



各項事務期程因應當年度調整

九、工作分配(暫定)

(一) 出國期間：

序號	組別	工作內容
1	行政組	綜理教育參訪行政事務。
2	交通組 (1人)	負責旅遊期間交通相關事宜，諸如地鐵相關資訊調查、與司機聯繫。
3	餐食組 (2人)	負責旅遊期間餐飲資料蒐集與調查，並提供行政組建議。 協助禮品組將禮品帶至會場、拆封，讓局端人員頒贈，並協助解說 QR Code 動態影像及摺頁拼圖使用方式。
4	出納組 (2人)	負責經費控管、清點、記錄、發票收集等（提供帳務管理紙本使用）。 *註：發票除衣服、包裝、鞋以外，其餘提供出納組保管
5	禮品組 (4人)	負責禮品攜帶（包含禮品或感謝狀等），以及每日清點、發放等事宜。
6	影像組 (2人)	蒐集所有成員含團體照、動態影片及靜態照片拍攝（攜帶、保管布條），並依日期敘明圖說及主題分類，燒錄成光碟。
7	文書組 (2人)	座談會 / 研習之紀要。 每日行程以線上共編紀錄， 點我 進入。

是出差。 How?

功課
任務
作業

(二) 回國後：

序號	工作內容	說明	負責人員
1	中文報告撰寫	依據研考會格式撰寫 (格式見第 20 頁)	所有參與人員皆須撰寫 (每人撰寫 1 篇)
2	英文報告撰寫	依據預擬主題撰寫，約 2000 字 (格式見第 17 頁)	英語教師撰寫 (每人撰寫 1 篇)

1. 預擬 2-3 個主題。
2. 學校參訪後的紀錄盡量詳細。
3. 攜帶方便記錄的工具。

2nd grade: Reading (全英)

教學重點：Find the clues to support your reading

教師坐在前方，學生坐在地板上。View board上為繪本 It's Only Stanley。
每位學生桌上皆配置一部筆電和一副耳機。

教師右手邊有一個easel，上方有一張海報紙：標題為 Setting，左右分列
Where and When，下方有一問題 Why is the setting important to the
story?

教師唸讀內容，其中出現生字odd。

教師提問：「What does odd mean?」學生回答：「Something weird.」

畫面中的場景在臥室。

教師提問：「What clues here tell you it's a bedroom?」

學生回答聽不清楚。

教師提供句型 I know this because ...

各部電腦上已有繪本，學生回到各自的座位，自行閱讀該繪本並完成學習單。
學習單內容為引導學生從繪本內文中尋找clue。



Before today.



After today.

