

新北市103學年度
英語教師國際短期教育訓練
心得分享

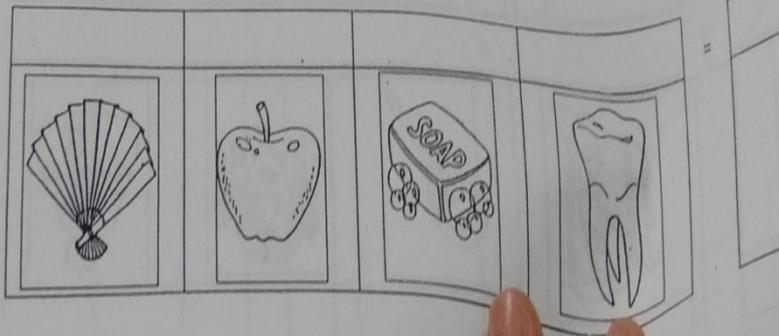
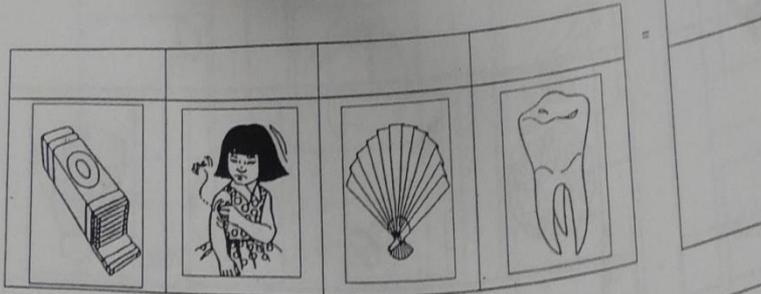
竹圍國小 葉筱梅老師



Outline

- ▶ Class Observation
- ▶ Teaching Vocabulary and Spelling
- ▶ (1) The Way I Teach Vocabulary
and Spelling
- (2) The Teaching Ideas I Acquired
and How They Can Be Applied
- (3) The Challenges and Difficulties
I Will Face

Blending with Action Reading



READING STRATEGIES

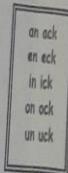


Look for picture clues.

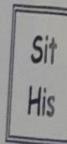


Look at the first sound.

Get your mouth ready.



Look for chunks in words.



Look for little words.



Use your thumbuddy.



Comprehension Strategies



Connect



Text-to-Text
Text-to-Self
Text-to-World

This reminds me of ...

Visualize



I picture ...

Question



I wonder ...

Infer (Predict)



The text says ... and I know ... so ...

Determine Importance



What is important?
What is not very important?

Synthesize

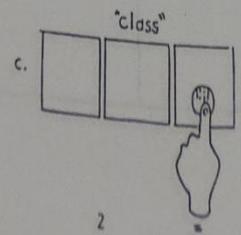
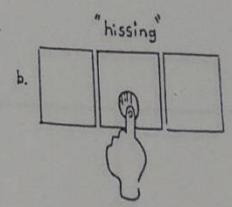
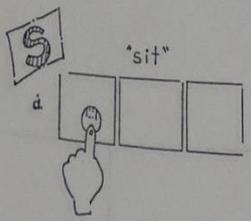


Now that I've read ... my thinking has changed because ...

Laura D'Piero 2010

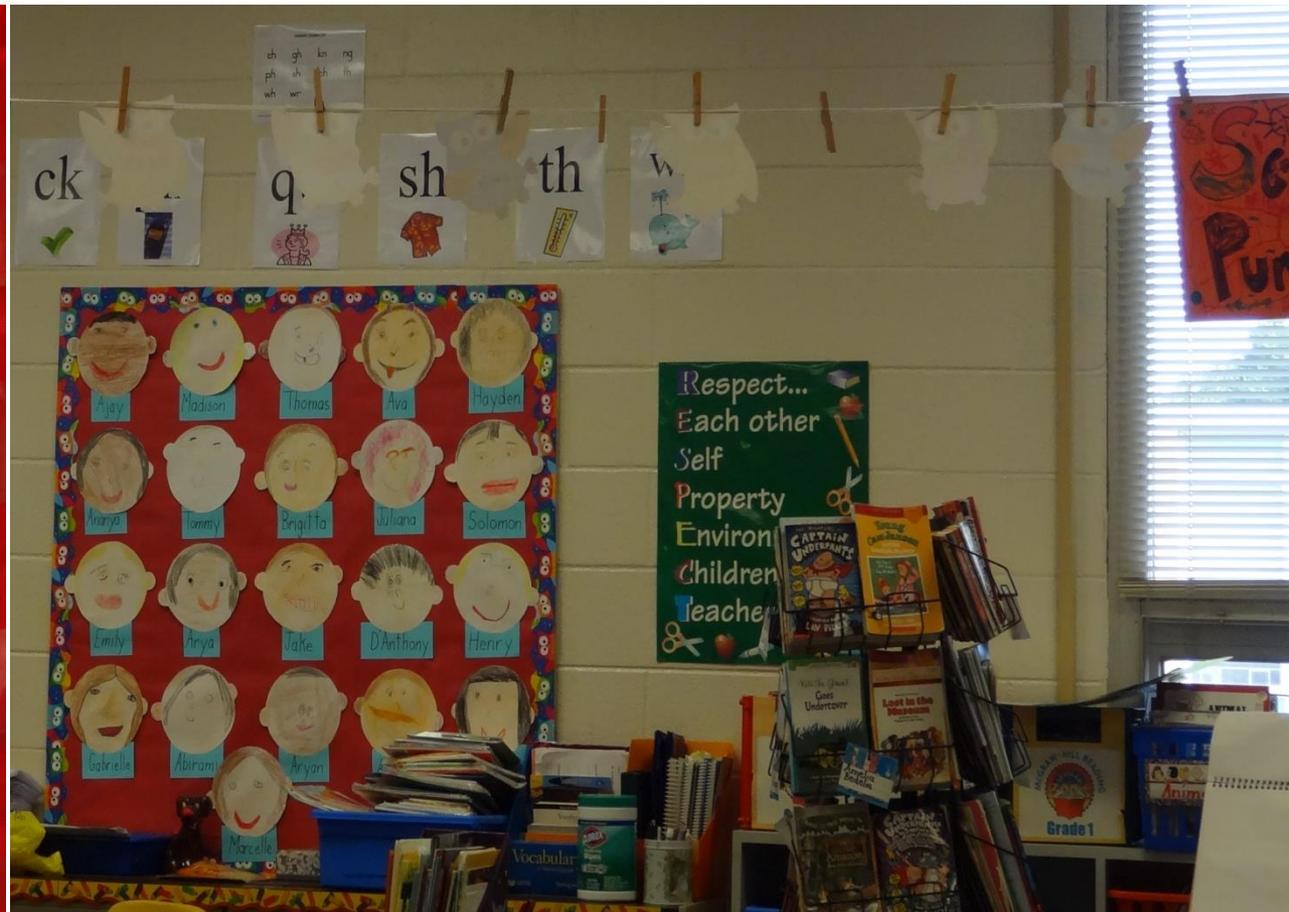
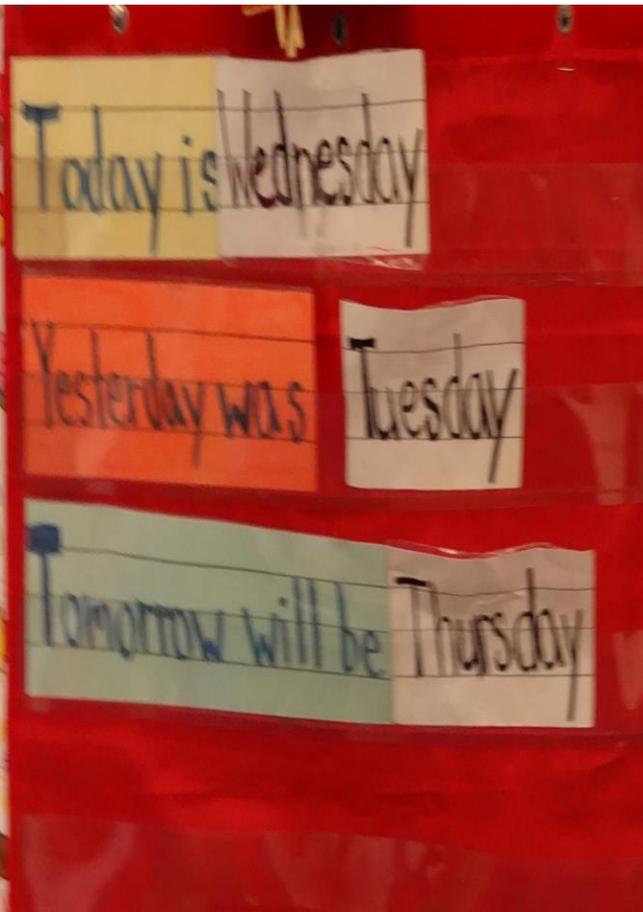
Push It Up

1. Decide on a targeted sound, for example /s/.
2. Tell your child that some words begin with the /s/ sound, some have the /s/ sound in the middle, and some end with the /s/ sound.
3. If the word begins with the /s/ sound, have your child push a chip or penny up into the first box. If the word ends with the /s/ sound, have your child push the chip up into the last box. If the /s/ sound is in the middle of the word, your child should push the chip into the middle box.



Class Observation

- ▶ Learning Vocabulary from Daily Routine



A blue fabric board with a grid of 28 light blue cards, each featuring a letter combination and a corresponding illustration. The cards are arranged in a 7x4 grid:

- Row 1: ch (house), sh (sheep), th (thumb), wh (wheel)
- Row 2: ch (child), sh (shelves), th (thistle), wh (whale)
- Row 3: ch (cheese), sh (shoe), th (thermometer), wh (wheelbarrow)
- Row 4: ch (chain), sh (shell), th (thumbtack), wh (whistle)
- Row 5: ch (chicken), sh (ship), th (13), wh (wheelbarrow)
- Row 6: ch (shirt), sh (showerhead)

Beginning Blends

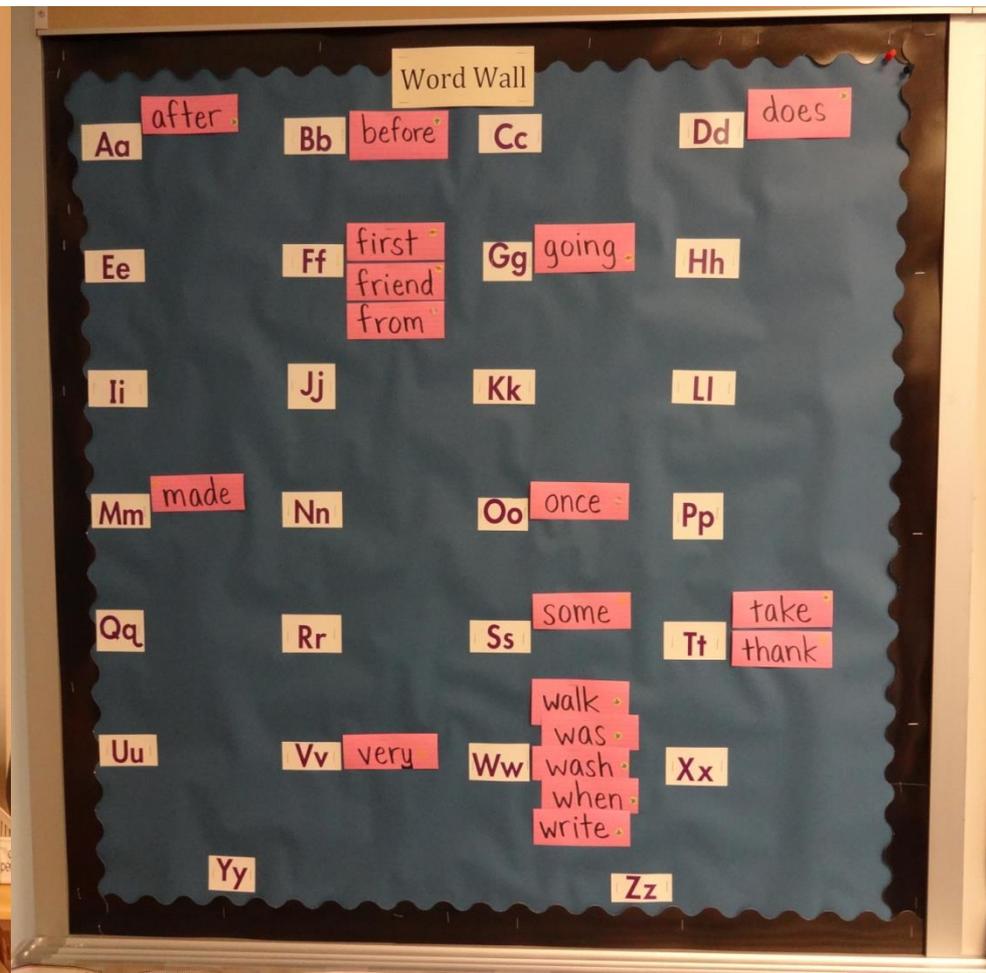
bl 	cl 	fl 	gl
pl 	sl 	br 	cr
dr 	fr 	gr 	pr
tr 	sk 	sm 	sn
sp 	st 	sw 	tw

Word Families

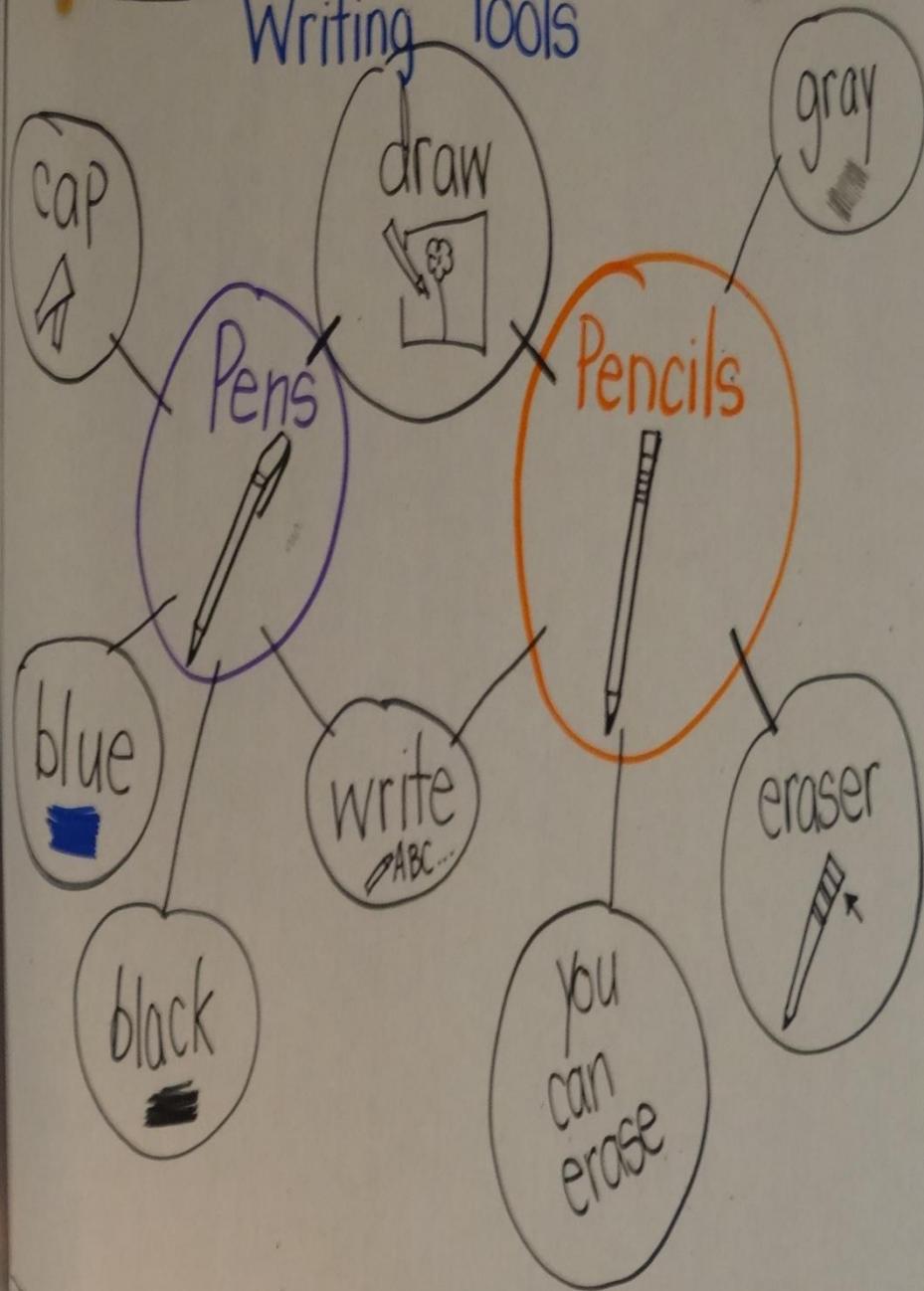
ab 	ad 	ag 	am 	an
ap 	ar 	at 	ed 	en
et 	as 	ag 	in 	er
ob 	og 	op 	ot 	
ub 	ug 	ur 	us 	

Class Observation

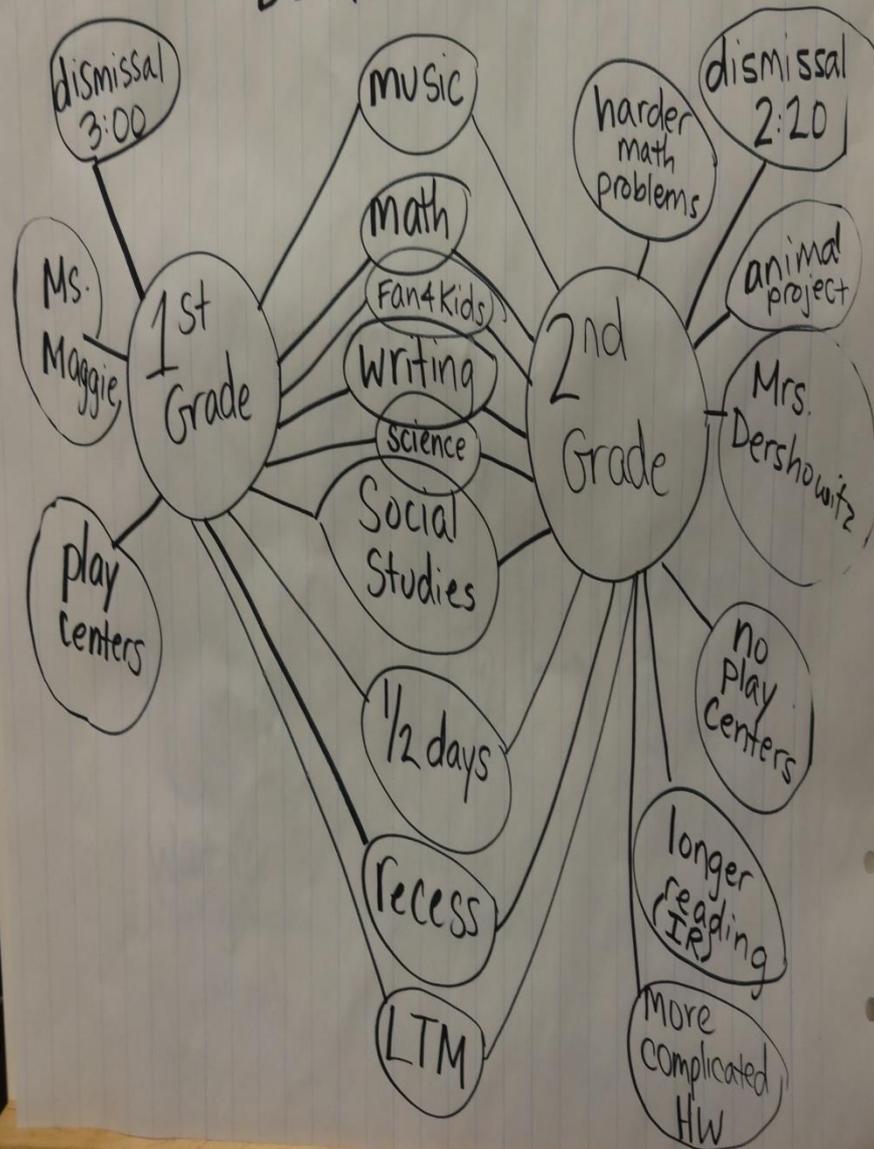
► Learning New Words from Word Walls



Writing Tools



Do we have ...?



Rock Sorting

Places	Size	Shape	Texture	Weight	Height	Look	Name	Color
River	Small	Sharp	Hard	Light	Tall	Shiny	Basalt	Blue
Mountain	Medium	Pointy	Soft	Heavy	Short	Dull	Scoria	Black
Ocean	Big	Thin	Rough				Tuff	Brown
Volcano		Long	Smooth					Gray
		Round	Wet					Green
		Skinny	Dry					Red

onomatopoeia

-sound effect words-

rumble
 shake
 bow-wow
 -clap!
 bang
 ding-dong
 zzzzzzz
 rustle
 drip drop
 drip drop

Kaboom
 RAP
 Neigh
 CHOMP
 Meow Wiggle
 POP
 cluck
 whistle
 CRASH
 BOOM
 BOO
 Quack
 Moo
 Crunch
 NOD
 Shhhhh
 Stomp
 woof
 snooze
 aink crack
 Springggg
 Smack

Class Observation

- ▶ Spelling Activity – Differentiation Learning
 - 3 as a group
 - An envelope stuck on the notebook
 - Leader reads the word
 - Different words for different groups
 - Teacher works with 1 group each time
 - New words are given when job is done

Class Observation

► Learning New Words – Using the Dictionary

Name _____

Vocabulary Topic: The Age of Reason

ESL World History: Reinfurt

WORD: Enlightenment

Definition: An age of Reason where people believed reason and logic could be used to study all areas of life, not just science.

Context (Sentence):

In English, can't copy from the dictionary (make your own sentence)

Translation:

In Spanish

Cognate?

西班牙意思为：像
字中之
table 桌子

Visual Representation
(drawing)



WORD: Logic

Definition: use the first definition you see in the dictionary

Context (Sentence):

Translation:

逻辑 逻辑；没？
Cognate?
Yes/No 同族. 同义词

Visual Representation

WORD: Govern

Definition:

Context (Sentence):

Translation:

Cognate?

Visual Representation

Class Observation

► Learning New Words from Visual Aids

Name _____

Date _____

Chemical vs Physical Changes Lab Stations

	Physical or Chemical Change	Explain observation	Is the change reversible
Station A Halloween glo-sticks	Chemical	Take one and bend it, Record your observation	No
Station B Tart Warmer		Observe the tart before and after.	
Station C Leaves		observe the leaf before & after	
Station D Pumpkin	physical	carve the pumpkin and observe	
Station E Strike the match			
Station F Alka seltzer		Place a piece of Alka-seltzer and place in water	

Class Observation

- ▶ Learning New Words from Daily Life



Subway



Class Observation

- ▶ Learning New Words by Making Students' Own Alphabet Chart
- High frequency words
- Meaningful words for students

Class Observation

- ▶ Learning New Words from Songs and Chants

RED

R-E-D, red.

R-E-D, red.

I can spell red

I can spell red.

Fire trucks are red,

Stop signs are red, too.

R-E-D,

R-E-D.



BLUE

B-L-U-E SPELLS BLUE

B-L-U-E SPELLS BLUE

HI-HO DID YOU KNOW

B-L-U-E SPELLS BLUE?

THE BIG SKY IS BLUE

THE OCEAN IS TOO

HI-HO DID YOU KNOW

B-L-U-E SPELLS BLUE?



Class Observation

- ▶ Learning Vocabulary from Highlight Tape

Second graders know that...

When rocks are washed in water, the colors look different than dry rocks.

Rocks can be rubbed together to make rock dust.

Geologists gather rocks from many places to make a rock collection.

Rocks can be sorted by their properties.

Teaching Vocabulary and Spelling

► Vocabulary Instruction

- What is a word?
- Long-term memory

Teaching Vocabulary and Spelling

► Presenting Vocabulary

Adopt and combine different techniques according to students' levels and the word types.

Teaching Vocabulary and Spelling

▶ Practicing Vocabulary

Activities and games to keep students' attention, interests and motivation

Teaching Vocabulary and Spelling

► Teaching Spelling

- 8 language-processing skills to learn words
- Phonics knowledge
- Syllable knowledge

Teaching Vocabulary and Spelling

► Spelling Activities

- Look, Say, Cover, Write and Check
(Griffith and Leavell, 1995)
- Plenty of activities and games

The Way I Teach Vocabulary and Spelling

- ▶ Unit by unit
- ▶ Phonics
- ▶ Activities
- ▶ Students listen to the CD

The Teaching Ideas I Acquired and How They Can Be Applied

- ▶ Daily routine sentences and using the dictionary
- ▶ Words from daily life and the way to school
- ▶ Making students' own alphabet chart
- ▶ Word walls, thinking maps and highlight tape

The Challenges and Difficulties I Will Face

- ▶ Differentiation teaching
 - Students are grouped randomly
 - Different tasks for different students
 - class by class, topic by topic, unit by unit
 - Time and energy consuming in curriculum design