

# 英語閱讀差異化 教學策略

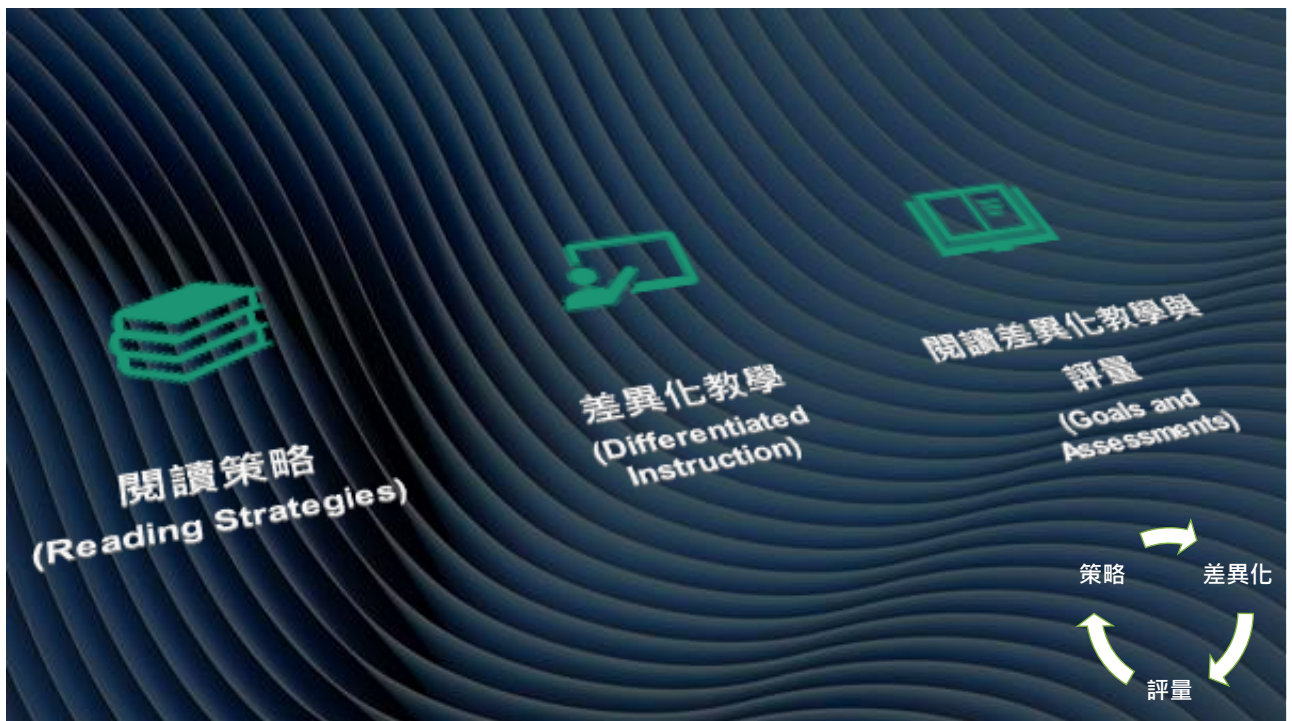
瑞芳分區輔導

新北中英輔導員 淡水國中陸韻萍

貢寮國中，與您共學 2022.03.07



1








2

# Learning Strategies

## Reading Strategies

3

**HIGH 5!**  
Comprehension Strategies

- 1 Activating  background knowledge
- 2 Questioning  ? ?
- 3 Analyzing text structure 
- 4 Creating mental images 
- 5 Summarizing 

**Ex:**  
**“Hi 5!” Comprehensive Strategies**


<https://www.dentonisd.org/cms/lib/TX21000245/Centricity/Domain/1614/High%20Five.pdf>

4

# Let's Go Experience!

5

## Skimming & Scanning




Now I'm going to show you how to work with chocolate. I'll do it in a "bain-marie," or, well, some people call it "water bath." I myself love the name "bain-marie." To make a "bain-marie," you need two pots, one bigger than the other.

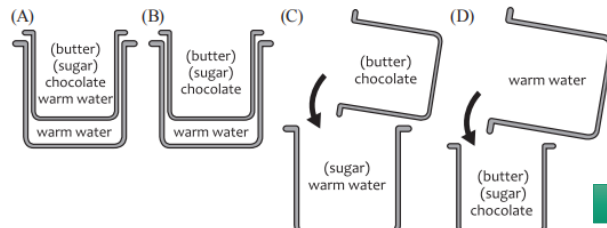
First, break the chocolate into small pieces and put them in the smaller pot. Usually when making chocolate desserts, you'll need to mix chocolate with butter and sugar. So if you do, put them in the pot too.

Now, half fill the bigger pot with warm water. Put the smaller pot over the bigger one, and start to slowly mix the chocolate, the butter, and the sugar together. Keep the water under 50°C, or the chocolate may lose its shine. And make sure that no water goes in the smaller pot, or the chocolate will become hard and cannot be used.

Keep mixing for about five to ten minutes, and the job is done. Easy, right?

 mix 混合

22. From the reading, which picture best shows the "bain-marie" way of working with chocolate?



109-24

6

# Highlighting

## [Chunk the text] and Underline the main ideas

### Café Terrace at Night

Café Terrace at Night is a painting by Vincent van Gogh. The name shows two important parts of the painting, the coffee shop and the night sky.

In the painting, some people are having drinks at the coffee shop. And on the street nearby, some people are walking. This part of the painting is bright yellow. The other part, the night sky, is dark blue. There are some houses under the sky, and they are in dark colors, too.

The two parts, the bright yellow coffee shop and the dark blue night sky, are perfect together. They create a good balance.

7

25.-28.

105-35-38

It was 11 p.m. and Molly walked out of her bakery. She turned and looked at her store one last time. She wanted to remember what it 25 at the moment. A few hours later, people would come and clean out everything in the store. A young man had bought it. He 26 it into a flower shop.

Before it was a bakery, this place 27 a small coffee shop. Molly worked in the shop as a waitress. But taking orders was never Molly's dream; baking was. When she knew her boss planned to sell the shop, she borrowed money and bought it.

Her bakery had been open for thirty years. Thirty very wonderful years. However, it would all come to an end tonight. Molly 28 the bakery to be a family business. But her daughter was never interested in baking. Molly did not want her business in a stranger's hands, so after some serious thinking, she decided to close it.

"Goodbye, my dear old friend," Molly looked at the store, whispering.

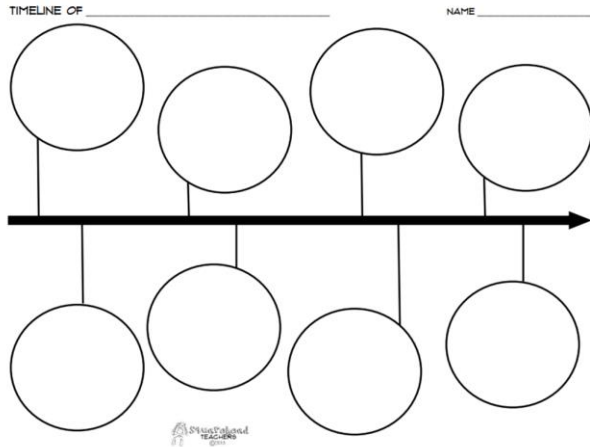
 whisper 低語

- |                                 |                 |                         |                     |
|---------------------------------|-----------------|-------------------------|---------------------|
| 25 <b>B</b> (A) had looked like | (B) looked like | (C) would look like     | (D) has looked like |
| 26 <b>C</b> (A) had changed     | (B) changed     | (C) was going to change | (D) has changed     |
| 27 <b>A</b> (A) used to be      | (B) would be    | (C) has been            | (D) is              |
| 28 <b>A</b> (A) had wanted      | (B) has wanted  | (C) would want          | (D) will want       |

## Summarizing

8

# These Can Help Reading



## Somebody, Wanted, But, So, Then

 Who is the story about?	
 What does she/he want to do?	
 What happens?	
 What did she/he try to do?	
 How was the problem solved?	

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## Which GO?

1 African elephants are different from Asian elephants. African elephants are big, and their ears are big, too. Asian elephants are smaller, and their ears are smaller, too. What about their lifespans?

5 Asian elephants' lifespans are short, but African elephants' lifespans are long. Asian elephants live to about 48 years old. African elephants live to about 70 years old... [Read More >>](#)

10

\* African 非洲的 Asian 亞洲的

different 不同的 smaller 較小的 lifespan 壽命 live 活著

( ) 點擊 [Read More >>](#) 你可能會看到什麼內容?

(A) tusks

a male African elephant a female African elephant

(B) tusks

a female African elephant a female Asian elephant

tusk 象牙 male 公的 female 母的

Activity 填入 African elephants 和 Asian elephants 的相異處。 [解答](#)

	African elephants	Asian elephants
size:	_____	_____
ears:	_____	_____
lifespan:	_____	_____

10



agreed in principle to pay power
are also talked to abroad. That
is condition, it's because it is so
for the program to be completed, which is in line with financing

## NOlympics in Munich

11/11/2013

People in the city of Munich have spoken their mind: they do not want to host the Winter Olympics in 2022. To the cities that fight for this chance, 38. The Olympics usually do a lot of good to the host city. The Games bring in jobs, visitors, and, most important of all, money. So why did people in Munich say no?

The Olympics 39 for people in Munich. For them, the world's biggest sports festival could invite serious trouble. There would be a lot of building work before the Games, and during the Games, too much traffic and too many visitors. Life would become terrible and nature would be hurt. And 40: Munich hosted the 1972 Summer Olympics, and its neighbor, the mountain town Garmisch-Partenkirchen, hosted the 1936 Winter Olympics.

Still, the heavy price Munich paid does not worry the cities that are in the race to get the 2022 Winter Olympics. 41, they are happy that Munich said no to the Olympics—their chances of getting the Games have become higher.

**A** 38. (A) this is surely a surprise  
(B) this sounds like a good idea  
(C) this is perhaps a smart answer  
(D) this is old news they have heard

**B** 39. (A) had given hopes  
(B) are a different story  
(C) bring a bright future  
(D) have been a great plan

**D** 40. (A) this will not go away; it will stay  
(B) they are not just saying it; they are going to do it  
(C) they do not speak for others; they only speak for themselves  
(D) this is not a guess; it is a lesson they learned from hard experience

**A** 41. (A) In fact (B) If so (C) However (D) Finally

### Which Can Help?

會考不考時事, 但是考真實事件(2013年)

<https://www.thenewslens.com/article/31758>

host 舉辦 Olympics 奧運 visitor 遊客
109-38-41

11

## T charts

Dos	Don'ts

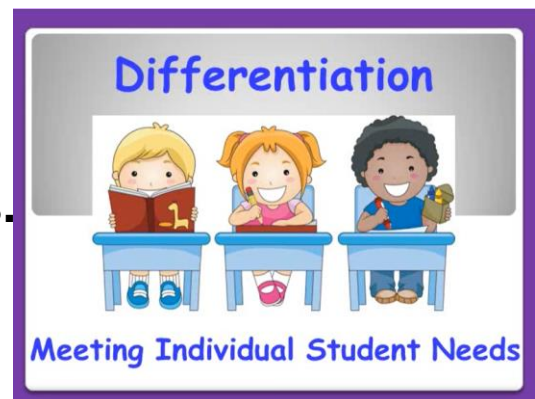
12

# Differentiated Instruction

13

## What is Differentiated Instruction?

- Teaching the same material to all students using **a variety of instructional strategies**.
- Teachers deliver lessons at **varying levels of difficulty** based on the **ability** of each student.

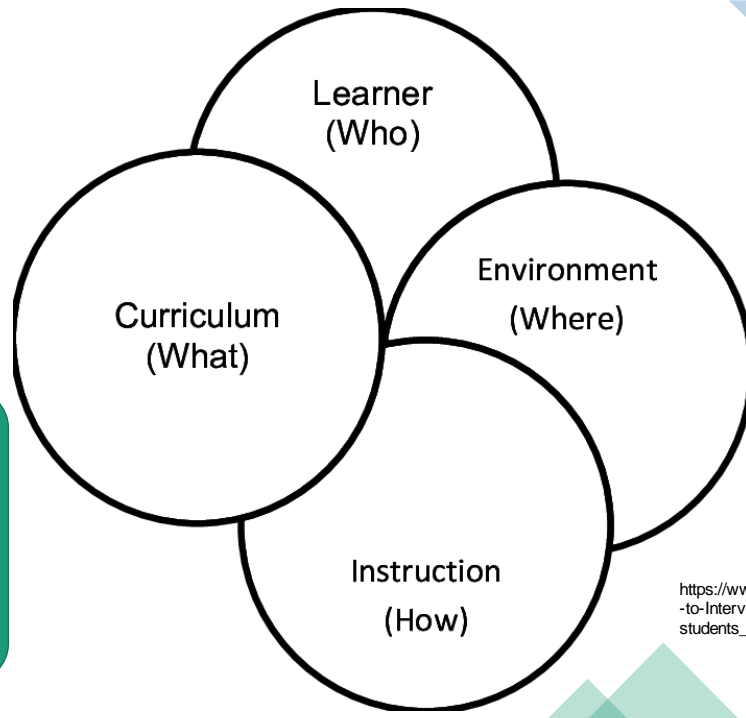


<https://youtu.be/mVRYSC8YyYA>

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RTI模式和DI  
可同工同效  
(王明泉,2019)

RTI-有效教學  
DI-因材施教



[https://www.researchgate.net/figure/Response-to-Intervention-RTI-model-and-MLD-students\\_fig2\\_271314749](https://www.researchgate.net/figure/Response-to-Intervention-RTI-model-and-MLD-students_fig2_271314749)

15

## Ways to Differentiate

- ✓ Presentation
  - *How it is taught*
- ✓ Process
  - *How it is done*
- ✓ Product
  - *How to demonstrate knowledge*



## Process

*How it is done*

- Traditional pencil/paper
- Cooperative groups
- Stations
- Compacting
- Independent contracts
- Choice opportunities

## Presentation

*How it is taught*

Teacher or student centered

- Whole class instruction
- Small group instruction
- Stations
- Cooperative groups

## Product

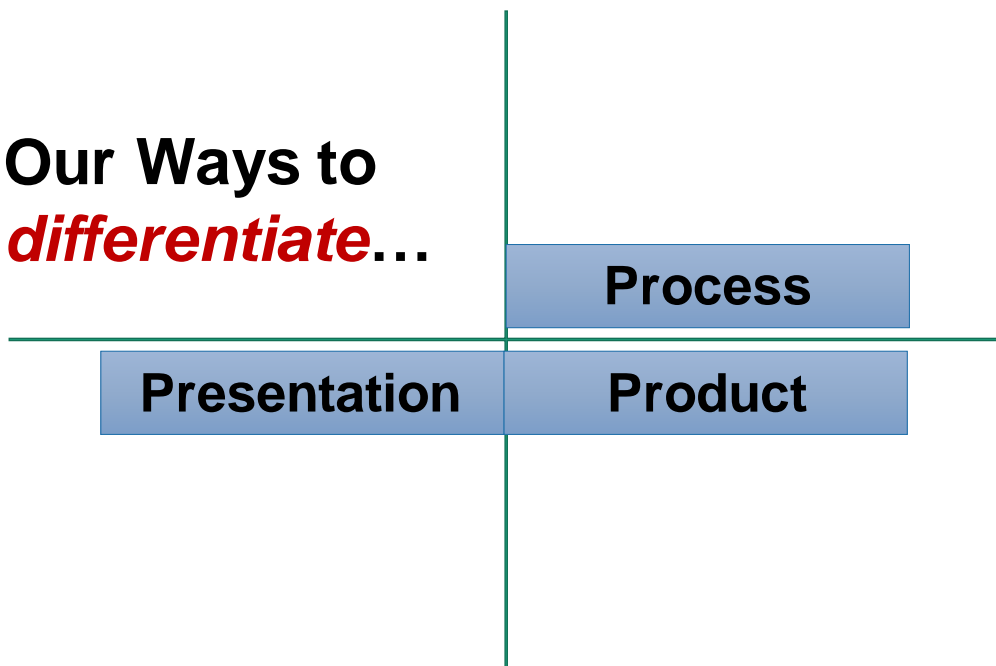
*How to demonstrate knowledge*

- Traditional assessments
- Written reports/papers
- Art/video projects
- Oral reports/presentations
- Power Point Presentations
- Skits/Songs/Dances

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# Our Ways to *differentiate...*



17

<https://youtu.be/dbofSpSQR3c>

## Classroom Strategies



15 Differentiated Instruction  
Strategies

18

# LITERATURE CIRCLE

## Literature Circle Roles & Responsibilities

### Summarizer

1. Create a summary. Don't tell everything that happened, only the main ideas!
2. Read your summary to your team
3. Help your team write their own summaries.

### Vocabulary Finder

1. Find words that you need to know to understand the text.
2. Write the words and their meanings down.
3. Teach the words to your group and help them write it down.

### Question Writer

1. Write 3-5 questions that can be answered by reading the text.
2. Write down the questions and their answers.
3. Discuss the questions with your group.

### Story Mapper


1. Pick a Graphic organizer.
2. Use the organizer while you read.
3. Explain your organizer to your group and help them write it down too.

When we get wet, we need a towel to get ourselves dry. When a dog gets wet, all it needs is to shake its body. A study in 2010 showed that a wet dog can throw off half the water on its body by shaking for less than a second. In fact, this common act of dogs works better than a washing machine.



The study found that animal shaking begins with the head and ends with the tail. During a shake, the animal's head, body and skin all move. Smaller animals must shake faster than bigger animals to get water off. For example, in one second, a rat can shake 18 times, a dog 6 times, and a bear 4 times. Bigger animals can get their bodies dry with fewer shakes.

For animals, shaking is not just about getting themselves dry. It is also about saving their lives. Being wet makes animals heavier, and that makes it harder to run. In the animal world, how fast an animal can run often decides whether it will live or not. Maybe that's why the "wet-dog shake" has become a common habit of many animals.

 skin 皮膚

107- 29-31

Summarizer

Voc Finder

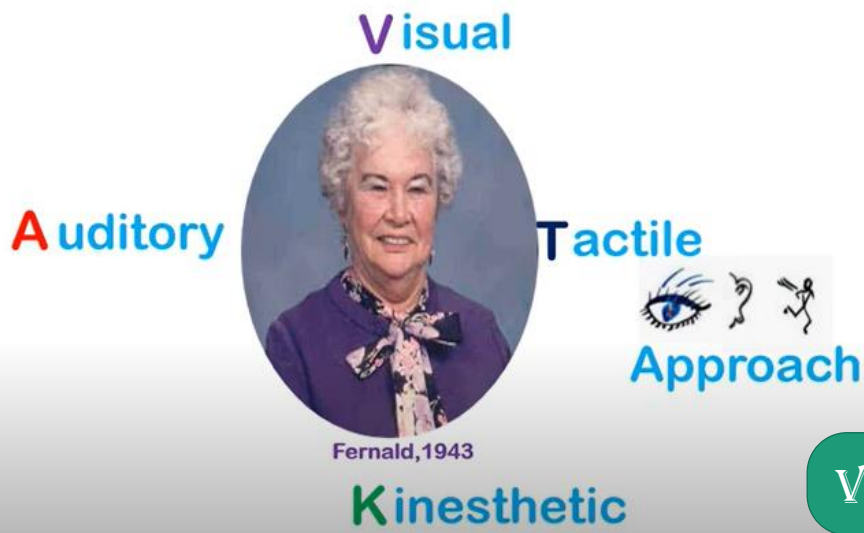
Question Writer

Story Mapper

# NewScientist

Wet dog shake

21



22

# 18?

短期記憶只有18秒

# 8?

學習活動至多8分鐘

23

## What learning activities do your Ss do in class?

About the  
**Vocabularies**  
or **Chunks**

About the  
**Sentence**  
**Patterns**

About the  
**Texts**

24

# What learning activities do your Ss do in class?

About the  
**Whole  
Lesson**

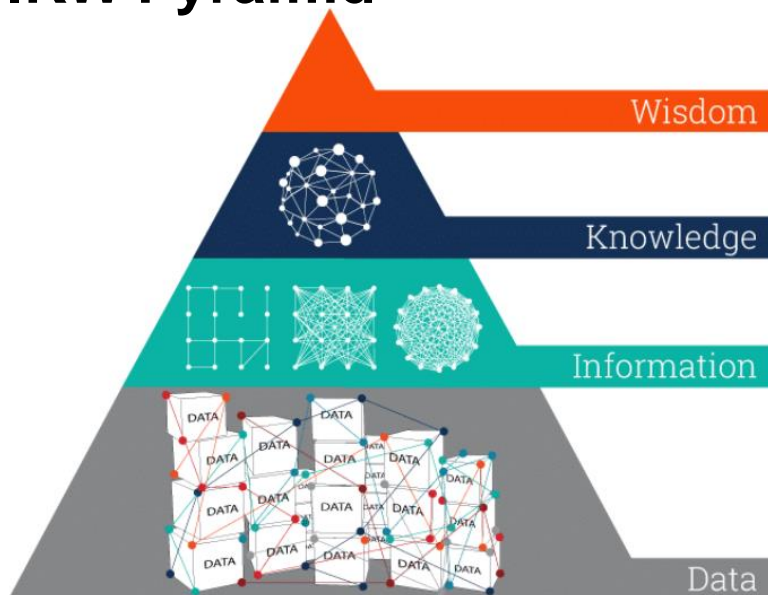
About the  
**Assessments**

About the  
**Learning  
Strategies**

25

## DIKW Pyramid

<https://www.ontotext.com/knownledgehub/fundamentals/dikw-pyramid/>



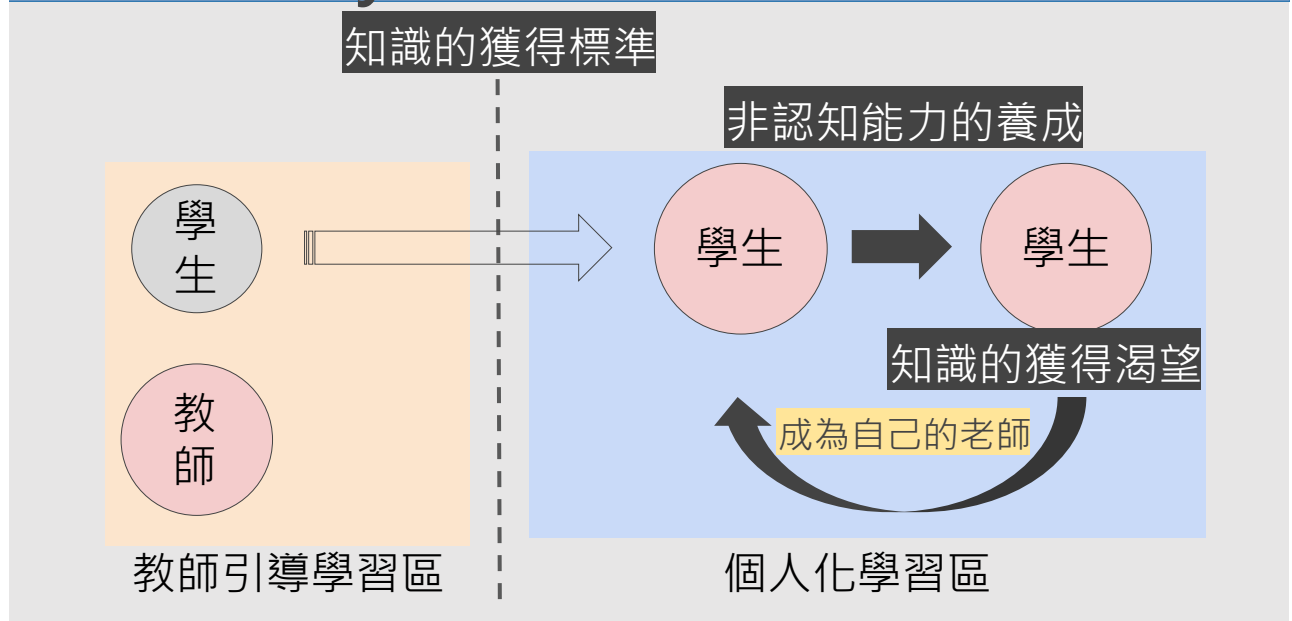
Each step up  
the pyramid  
answers  
questions  
about and  
**adds value**  
to the initial data.

26

Topic: _____		Name: _____	
<b>K</b> What I Know	<b>W</b> What I Wonder	<b>L</b> What I Learned	

27

## Students not only learn from teachers but...



28





29

How about your Ss' BASIC skills goals?

**A**

**B**

**C**

30

Insure these types of goals are addressed in learning plans...

**Acquisition**  
(習得)

**Meaning**  
(意義)

**Transfer**  
(轉換)

31

## An Example of AMT

學習本單元Can, can't的相關意義

**A**

能正確運用can進行問答

**M**

延伸與情意學習(在其他文本理解can的使用)

**T**

32

0:17

<https://wordwall.net/resource/10350492>

## Acquisition



◀ 1 of 20 ▶



33

## Meaning



He **is using** it.



Fans **are waiting** in line.

What is missing?



I **am following** her.



I **am studying** English.



She **is eating** and **drinking**.

34

eat and drink → Can I eat or drink?



Yes, you can.

No, you can't.

Meaning  
Transfer

35

Can I eat or drink here?



Yes, you can.

No, you can't.

Transfer

36

## How about A-M-T goals in different levels?(Another Example)

### Acquisition

**A**

熟悉並運用單元所有字彙, 句型, 延伸文本(課文內容)

**B**

熟悉本單元重要字彙和句型

**C**

聽懂本單元重要字彙+句型

### Meaning

**A**

達成本單元的學習內容並自主完成加深加廣的作業  
教導BC同學理解本單元  
探究隱含的寓意

**B**

自主完成習作和課內習題  
畫Graphic Organizers  
正確回答問題

**C**

完成簡單的指定任務

### Transfer

**A**

閱讀指定的文本或自主閱讀  
從本單元出發自進行創作

**B**

完成引導練習  
閱讀酷英繪本

**C**

能回應真實生活中類似字句

37

## How about your Ss' A-M-T goals in different levels?

**A**

**B**

**C**

38

# Different Ss, different goals, Different assessments

39

## H版差異化學習單

**Book 2 Unit 1 Worksheet A**

**Dialogue**

**Pre-reading Questions**

Answer the question before you read the dialogue.

Questions	Answers
1. Look at the pictures on page 5. A boy is walking by a shop. Talk about his appearance.	
2. Look at the picture on page 6. What is the boy doing?	

**Book 2 Unit 1 Worksheet B**

**Dialogue**

**Pre-reading Questions**

Answer the question before you read the dialogue.

Questions	Answers
1. Talk about the boy's appearance. (根據他的外表) a. He is _____. b. He wears a _____. c. He has black _____. He is playing the _____ and the _____.	
2. Look at the picture on page 6. What	

**Book 2 Unit 1 Worksheet C**

**Dialogue**

**Pre-reading Questions**

Answer the question before you read the dialogue.

Questions	Answers
1. Look at the picture on page 5. Does the boy have a baseball? (請看第 5 頁上的圖片，男孩有顆棒球嗎?)	_____ (He has a baseball.)
2. (a) Is the boy tall? (b) Does the boy have brown hair?	(a) _____ (He is _____)

**Book 2 Unit 1 Worksheet D**

**Dialogue**

**Pre-reading Questions**

Answer the question before you read the dialogue.

Questions	Answers
1. Look at the picture on page 5. Does the boy have a baseball? (請看第 5 頁上的圖片，男孩有顆棒球嗎?)	(a) Yes, he does. (b) No, he doesn't. Answer: _____ (不，他沒有。)

40



# K版差異化學習單

Book 1 Lesson 1 Worksheet B

## Dialogue

### Pre-reading Questions

Answer the questions before you read the dialogue.

讀對話前，請先回答以下問題。

Questions	Answers
★ 1. Look at the pictures on p. 11. Are Bella and Scott at school?	No, they're at home.
★★ 2. Look at the pictures on p. 11. What is in Paul's hand?	It's a _____.
★★★ 3. What do you want for your birthday?	_____.

### While-reading Notes

Fill in the blanks when you are listening to the dialogue.

聽對話時，請將以下空格的字填入適當的字詞。

(At Bella's home)

Bella: Happy \_\_\_\_\_, Dad!

Paul: \_\_\_\_\_, Bella. Hey, \_\_\_\_\_ this \_\_\_\_\_?

Bella: He's my friend Scott.

Scott: \_\_\_\_\_, Mr. Lin.

Paul: Nice to meet you, \_\_\_\_\_.

Bella: Dad, this \_\_\_\_\_ is \_\_\_\_\_ you.

Paul: Is it a watch?

Bella: No, \_\_\_\_\_.

Book 1 Lesson 1 Worksheet A

## Dialogue

### Pre-reading Questions

Answer the questions before you read the dialogue.

讀對話前，請先回答以下問題。

Questions	Answers
★ 1. Look at the pictures on p. 11. Are Bella and Scott at school?	_____.
★★ 2. Look at the pictures on p. 11. What is in Paul's hand?	_____.
★★★ 3. What do you want for your birthday?	_____.

### While-reading Notes

Fill in the blanks when you are listening to the dialogue.

聽對話時，請將以下空格的字填入適當的字詞。

(At Bella's home)

Bella: \_\_\_\_\_, Dad!

Paul: \_\_\_\_\_, Bella. Hey, \_\_\_\_\_ this \_\_\_\_\_?

Bella: \_\_\_\_\_, Scott.

Scott: \_\_\_\_\_, Mr. Lin.

Paul: \_\_\_\_\_.

Bella: Dad, \_\_\_\_\_.

Paul: \_\_\_\_\_?

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# N版差異化學習單

### 1 Warm-up Questions

Please answer the following questions before you listen.

Questions	Answers
1. Do you like to stay in a hotel when you travel?	_____.
2. Do you know about the robot hotel?	_____.
3. As far as you know, what can a _____.	_____.

### 1 Warm-up Questions

Please answer the following questions before you listen.

請在聆聽課文前回答以下問題。

Questions	Answers
1. Do you like to stay in a hotel when you travel? (你旅行時喜歡住飯店嗎?)	_____.
2. Do you know about the robot hotel?	_____.

### 1 Warm-up Questions

Please answer the following questions before you listen.

請在聆聽課文前回答以下問題。

Questions	Answers
1. Do you like to stay in hotels when you travel? (你旅行時喜歡住飯店嗎?)	_____ (是), _____ (我有 + ) _____ (不), _____ (我沒有 + )
2. Do you know about the robot hotel?	_____ (是), _____ (我知道 + ) _____ (不), _____ (我不知道 + )

### 1 While-reading Notes

Please circle the correct words while you are listening to the dialogue.

根據對話內容，邊聽邊圈出正確字詞。

(Josie and Sandy are talking on the phone.)

Josie: It's 1. \_\_\_\_\_ painting / raining (下雨) here. How's the 2. \_\_\_\_\_ weather / teacher (天氣) over there?

Sandy: It's sunny here. Come and 3. \_\_\_\_\_ visit / invite (拜訪) me. We can go to the new 4. \_\_\_\_\_ robot / rainbow (機器人) 5. \_\_\_\_\_ school / hotel (飯店)!

Josie: A robot hotel? Tell me more!

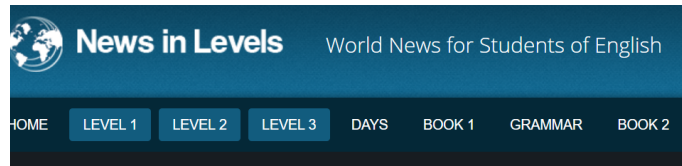
42

# Once Upon A Picture      News in Levels

## GIRL AND DRAGON



[https://www.onceuponapicture.co.uk/portfolio\\_page/girl-and-dragon/](https://www.onceuponapicture.co.uk/portfolio_page/girl-and-dragon/)



### Gossip is Good – level 1



26-03-2020 15:00

Level 1

Level 2

Level 3

Some people think that **gossip** is bad. But scientists say that it is good. We gossip to get important information. The gossip tells us who to **trust**. This helps us because we live in very big groups.

Gossip also helps us to live longer. When we gossip, we **bond** with our family. We bond with our friends. If we bond, we can know more people. If we know a lot of people, we can live longer.

People think gossip is bad now. But this idea is new. It used to be a good thing. It still is good!

Difficult words: **gossip** (to talk about someone who is not with you), **trust** (when you think something is safe), **bond** (to feel good around people).

You can watch the original video in the Level 3 section.

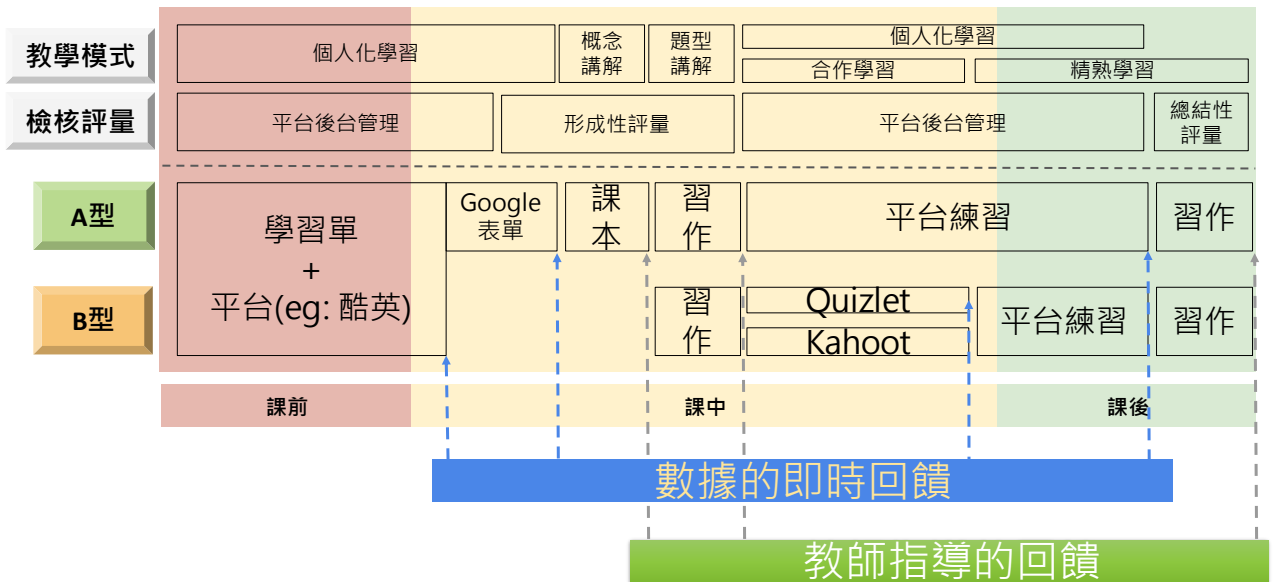
<https://www.newsinlevels.com/products/gossip-is-good-level-1/>

43

**Ss learn in their own pace  
and get their own feedback**

44

## 如果是線上的課堂回饋，還可以有：



45

## 設定各層級的適當目標, 選擇適當的資源 (以下資源均可用縣市帳號登入)

- 學習吧 [Let's Do It!](#) (邀請碼010831(可先用訪客登入))
- 酷英體驗 國中區(需登入)
- 因材網 中小學數位教材(免登入)



⚠ 請使用Chrome瀏覽器觀看影片  
教材由各出版社或平台依不同方式授權使用



教育部因材網

中小學數位教材

46

除了幫學生搭**求知**的鷹架  
也要幫學生搭**求助**的鷹架

47

**Help Ss in different levels  
learn spontaneously and  
confidently**

48

**Dream big,  
plan carefully,  
and act fast!**