

新北市112學年度第一學期國中英語專輔公開課  
A Star Is Born教學設計

教案設計者/ 服務學校 Teacher's Name / Affiliation	<b>Grace Tsai</b> 蔡鈺伶 New Taipei Municipal Yonghe Junior High School 新北市立永和國民中學		
教學單元 Topic of the Lesson	<b>A Star Is Born</b>		
教材來源 Source of Teaching Materials	Book 5, Unit 5, Hanlin Publisher		
教學節數 Class Periods	本閱讀單元共 <u>3+1</u> 節授課時間，本份教案針對第 1 節詳述 This unit will need <u>3+1</u> class periods. This lesson plan will focus on the ( <u>first</u> ) period.		
教學學校/年級 School/ Grade	Guang Rong Junior High School Grade 9	學生人數 Number of Students	23
學校地區 School Area	<input checked="" type="checkbox"/> 都會地區 Urban Area <input type="checkbox"/> 其他地區 Other: _____ <input type="checkbox"/> 偏遠地區 Remote Area		
學生特質 Student Characteristics	The class's English proficiency is a little above the average level. However, students' abilities vary from high to low, and they are heterogeneously grouped. Most of them enjoy interactive activities with the teacher and peers.		
教案設計亮點 Highlights of the Lesson Plan	Through reading the success story of Shinkai Makoto, a famous Japanese anime artist, students can learn how Makoto chose his career and how he worked hard to get it. Students then read further differentiated stories about occupations to help them think about and share their own dream jobs in groups, and create posters.		

<p>教學策略 (可複選) Teaching Strategy (multiple choices)</p> <p>*鷹架策略介紹請見 附錄 *Please refer to the appendix for an introduction to the scaffolding strategies.</p>	<p>口語鷹架 Verbal Scaffolding</p>	<p><input checked="" type="checkbox"/>第一語言 First Language <input checked="" type="checkbox"/>簡易英語 Simplified English <input type="checkbox"/>其他 Other: _____</p>
	<p>程序鷹架 Procedural Scaffolding</p>	<p><input checked="" type="checkbox"/>合作學習 Cooperative Learning <input type="checkbox"/>漸進釋放責任 Gradual Release of Responsibility <input checked="" type="checkbox"/>任務型教學 Task-Based Learning <input type="checkbox"/>探究式教學 Inquiry-Based Teaching <input type="checkbox"/>其他 Other: _____</p>
	<p>教學鷹架 Instructional Scaffolding</p>	<p><input checked="" type="checkbox"/>差異化教學 Differentiated Instruction <input checked="" type="checkbox"/>多模態教學 Multimodality <input checked="" type="checkbox"/>學生作業樣品 Student Work Samples <input checked="" type="checkbox"/>圖像式組織圖 Graphic Organizers (e.g., a Venn diagram, a mind map) <input type="checkbox"/>科技化融入英語教學 Technology-Assisted Instruction <input type="checkbox"/>學習輔助(如模板) Learning Support (e.g., templates) <input type="checkbox"/>其他 Other: _____</p>
<p>核心素養 Core Competency</p>	<p>總綱 General Guidelines :</p> <p>A1-Physical and Mental Wellness and Self-Advancement A2-Logical Thinking and Problem Solving B1-Semiotics and Expression C2-Interpersonal Relationships and Teamwork</p>	
	<p>領綱 Subject Area Guidelines :</p> <p>J-A1 Possess favorable attitude and knowledge of physical and mental development, unleash potential talents, examine human nature, explore self-worth and meaning in life, and actively realize one's goals. J-A2 Possess the ability to understand the entirety of a situation as well as the knowledge and ability to conduct independent thinking and analysis, and employ appropriate strategies in tackling and solving problems in daily life. J-B1 Possess the ability to use symbols of all types to express one's feelings and ideas; feel empathy for and interact with others; and understand mathematical science, aesthetics, and other basic concepts that can be used in daily life. J-C2 Possess altruistic knowledge and attitude, and demonstrate the ability to develop mutual cooperation and harmonious interaction with others.</p>	
<p>學習重點 Learning Focus</p>	<p>學習表現 Learner Performance :</p> <p>*3-IV-14 Can skim a reading passage to learn about its mains points, and apply this skill to more extensive reading. 5-IV-2 Can demonstrate a firm grasp of vocabulary and sentence patterns of junior school level, and use them properly in everyday communication. 7-IV-2 Makes good use of background knowledge relevant to the topic of a given reading/listening passage to aid comprehension. 9-IV-2 Can compare, classify or sequence two to three pieces of information.</p>	

	<div>學習內容 Learning Content：</div> <div>Ae-IV-6 Settings, characters, conflicts and resolutions of simple stories.</div> <div>B-IV-2 Everyday communication achievable with the vocabulary and sentence structures of junior high level.</div> <div>D-IV-2 Ways to compare, classify and sequence two to three pieces of information.</div>
<div>教學重點說明</div> <div>Course Summary</div>	<div>1<sup>st</sup> period: Reading Warm up</div> <div>(Details are contained in the following lesson plan.)</div> <div>2nd period: Reading Comprehension</div> <div>1. Vocabulary Review: Try Your Luck</div> <div><div>(1) Students read aloud the vocabulary learned in the last period.</div><div>(2) Students answer the questions on the “Try Your Luck” template.</div><div>Students at Levels C and D, slower learners, read out both the Chinese and English for each word. Students at Levels A and B, more advanced learners, make a sentence using the word.</div></div> <div><div><div><div>2</div><div>Points</div></div><div><div>1</div><div>Point</div></div><div><div>1</div><div>Point</div></div><div><div>1</div><div>Point</div></div><div>不陌生的</div></div><div><div>lately</div><div>墜入情網</div><div>anime</div><div>middle school</div><div>although</div></div><div><div>發行</div><div>attention</div><div>著名的</div><div>獎品</div><div>...迷</div></div><div><div>家族企業</div><div>好幾個</div><div>from then on</div><div>take over</div><div>有史以來</div></div></div> <div>2. During Reading: Mind mapping</div> <div><div>(1) Students read the second half of the reading silently.</div><div>(2) They work in pairs using a whiteboard or device to draw a mind map. For example, they may draw one using the app XMind.</div><div>(3) The teacher gives suggestions and comments.</div><div>(4) The teacher goes through the passage and highlights the keywords and grammar focus.</div></div> <div>3. After Reading: Jeopardy Game</div> <div>The teacher edits the Jeopardy Game template with questions about and answers from the reading.</div> <div><div>(1) Student D of each team chooses a question worth \$100 (easier ones) to answer.</div><div>(2) Student C chooses a question worth \$200.</div><div>(3) Student B chooses a question worth \$300.</div><div>(4) Student A chooses a question worth \$400.</div></div> <div>If someone can’t answer the question correctly, other teams can raise their hands to answer.</div>

#### 4. Grammar Review

The teacher reviews adjective clauses. Have students practice some more.

#### 3<sup>rd</sup> period: Extensive Reading

##### 1. Grammar Review: Making a sentence about a job using an adjective clause

Students practice using an adjective clause describing a job in their group.

Each student has to make a sentence, such as:

An astronaut is a person who travels to outer space.

##### 2. Differentiated Reading: Jobs

- (1) Students get a differentiated reading sheet (easy or challenging) according to their levels.

Easy story: "Fighting Fires"; challenging story: "Portrait of an Artist."

(from <https://www.readworks.org/>)

- (2) The whole class reads their differentiated reading sheet silently. The teacher encourages them to take notes or mark words or sentences they don't understand.

DI Reading

**ReadWorks®**

##### Fighting Fires

by ReadWorks



This photo shows a fire  
working to stop a fire.



##### Portrait of an Artist

by ReadWorks



##### 3. Pair-share:

Students work in pairs. They find a partner of the same level (A, B, C or D) from another team. They discuss the story they read and answer the questions on the worksheet together.

#### 4<sup>th</sup> Period: My Dream Job (Optional)

##### 1. Pair-share:

- (1) The teacher has students think about their dream jobs and share them in the group.

What is your dream job? Why?

How can you make your dream come true?

- (2) Students share the above messages in the group.

##### 2. My Dream Job:

- (1) Teacher shows the dream job posters created by other students.
- (2) They make a poster of their dream job with a description and a drawing.

##### 3. Scaffolding:

Teacher offers level C and D students scaffolding as follows:

- (1) interest: I like animals.
- (2) talent: I'm good at taking care of my pets.
- (3) future job: I want to be a zookeeper when I grow up.
- (4) hard work: I need to get more knowledge about animals to become a good zookeeper. So, I need to study biology.

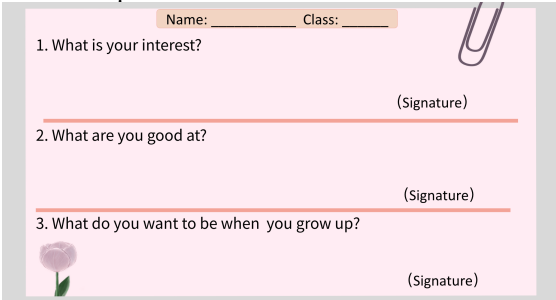

Level B and A students write at least five sentences; the above four along with a sentence including an adjective clause.


##### 4. Art Gallery:

Students walk around the classroom and appreciate each other's dream jobs.

本節學習目標 Learning Objectives of this Class Period	(1) Students will be able to understand the success story of Shinkai Makoto with the help of the timeline. (2) Students will be able to sequence the story from general to specific after reading. (3) Students will be able to use the vocabulary and sentence patterns they learned to discuss and present. (4) Students will be able to collaborate and help each other to complete the tasks. (5) Students are encouraged to discover their dream jobs.																					
議題融入 (若有) Critical Issues (if any)	<table><tr><td><input type="checkbox"/> 性別平等教育 Gender Equality</td><td><input type="checkbox"/> 人權教育 Human Rights</td><td><input type="checkbox"/> 環境教育 Environment</td></tr><tr><td><input type="checkbox"/> 海洋教育 Global Ocean</td><td><input type="checkbox"/> 品德教育 Morality</td><td><input type="checkbox"/> 生命教育 Life</td></tr><tr><td><input type="checkbox"/> 法治教育 Rule of Law</td><td><input type="checkbox"/> 科技教育 Technology</td><td><input type="checkbox"/> 資訊教育 Information</td></tr><tr><td><input type="checkbox"/> 能源教育 Energy</td><td><input type="checkbox"/> 安全教育 Security</td><td><input type="checkbox"/> 防災教育 Disaster Prevention</td></tr><tr><td><input type="checkbox"/> 家庭教育教育 Family Education</td><td><input checked="" type="checkbox"/> 生涯規劃教育 Career Planning</td><td><input type="checkbox"/> 多元文化教育 Multiculturalism</td></tr><tr><td><input checked="" type="checkbox"/> 閱讀素養教育 Reading Literacy</td><td><input type="checkbox"/> 戶外教育教育 Outdoor Education</td><td><input type="checkbox"/> 國際教育 International Education</td></tr><tr><td><input type="checkbox"/> 原住民族教育 Indigenous Education</td><td></td><td></td></tr></table>	<input type="checkbox"/> 性別平等教育 Gender Equality	<input type="checkbox"/> 人權教育 Human Rights	<input type="checkbox"/> 環境教育 Environment	<input type="checkbox"/> 海洋教育 Global Ocean	<input type="checkbox"/> 品德教育 Morality	<input type="checkbox"/> 生命教育 Life	<input type="checkbox"/> 法治教育 Rule of Law	<input type="checkbox"/> 科技教育 Technology	<input type="checkbox"/> 資訊教育 Information	<input type="checkbox"/> 能源教育 Energy	<input type="checkbox"/> 安全教育 Security	<input type="checkbox"/> 防災教育 Disaster Prevention	<input type="checkbox"/> 家庭教育教育 Family Education	<input checked="" type="checkbox"/> 生涯規劃教育 Career Planning	<input type="checkbox"/> 多元文化教育 Multiculturalism	<input checked="" type="checkbox"/> 閱讀素養教育 Reading Literacy	<input type="checkbox"/> 戶外教育教育 Outdoor Education	<input type="checkbox"/> 國際教育 International Education	<input type="checkbox"/> 原住民族教育 Indigenous Education		
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<input type="checkbox"/> 原住民族教育 Indigenous Education																						
教學設備/學習資源 Teaching Facility/Learning Resources	<ol style="list-style-type: none"><li>Textbook: “A Star Is Born,” Hanlin Book 5 Unit 5</li><li>Interview Activity Worksheet</li><li>1 Minute Countdown Timer <a href="https://www.youtube.com/watch?v=J5xSLTK5LFw&amp;ab_channel=CountdownTimer">https://www.youtube.com/watch?v=J5xSLTK5LFw&amp;ab_channel=CountdownTimer</a></li><li>Timeline Differentiated Worksheets</li><li>Song: Be What You Wanna Be <a href="https://www.youtube.com/watch?v=w0eKzj2agZc&amp;t=1s&amp;ab_channel=TXMusicChannel">https://www.youtube.com/watch?v=w0eKzj2agZc&amp;t=1s&amp;ab_channel=TXMusicChannel</a></li><li>Vocab Template, “Try Your Luck,” edited from <a href="https://tekhnologic.wordpress.com/">https://tekhnologic.wordpress.com/</a></li><li>Jeopardy Game Template edited from <a href="https://kidsocialstudies.com/powerpoints.html">https://kidsocialstudies.com/powerpoints.html</a></li><li>DI Reading: Fighting Fires <a href="https://www.readworks.org/article/Firefighters-Fight-Fires/17764f6f-51a4-405b-856f-5473e41a40f0#!articleTab:content/">https://www.readworks.org/article/Firefighters-Fight-Fires/17764f6f-51a4-405b-856f-5473e41a40f0#!articleTab:content/</a></li><li>DI Reading: Portrait of An Artist <a href="https://www.readworks.org/article/Portrait-of-an-Artist/b1df82ab-caf0-4829-a000-3acbeec5599d#!articleTab:content/">https://www.readworks.org/article/Portrait-of-an-Artist/b1df82ab-caf0-4829-a000-3acbeec5599d#!articleTab:content/</a></li><li>Self-made slides</li></ol>																					

## 教學活動設計 Lesson Design

教學流程 Teaching Procedure 請對應課室英語參考手冊書目	所需時間 Time (mins)	教學步驟 Teaching Steps	教學策略與注意事項 Teaching Strategies/Special Notes
1. 暖身活動 Warm up	12	<p><b>Before Reading</b></p> <p><b>A. Interview Activity</b> Students get given a worksheet with three interview questions. The teacher asks a student to demonstrate one interview question.</p>  <p>(1) For the first round, they interview a classmate in their group. They can ask any question they like. After the interview, they sign their names on each other's sheet.</p> <p>(2) For the second round, they invite a classmate in another group.</p> <p>(3) For the third round, they can ask the question of any classmate.</p> <p>(4) The teacher asks three volunteers to share their partners' answers.</p> <p><b>B. Anime Q &amp; A</b></p> <p>(1) Students work in groups.</p> <p>(2) They listen to five questions about anime. They think and discuss in groups.</p> <p>(3) Each team writes down five answers.</p> <p>(4) They give the whiteboard to the next team.</p> <p>(5) They correct the answers and get points.</p> <p>Example: Q1</p>  <p>1. Which Pokémon keeps <b>electricity</b> (電力) on its <b>cheeks</b> (臉頰)?</p> <p>_____</p>	<p><b>Verbal Scaffolding:</b> simplified language</p> <p><b>Procedural Scaffolding:</b> Modeling and partnering</p> <p><b>Instructional Scaffolding:</b> multimodality</p>

2. 課程教學 Presentation	20	<p><b>While Reading</b></p> <p><b>A. Timeline Worksheet</b></p> <p>(1) The teacher reviews discourse learned in the previous units: <u>cause and effect</u> and <u>example-definition-future</u>.</p> <p>(2) The teacher introduces the <b>timeline</b>.</p> <p>(3) Every student gets a DI worksheet, that is Easy or Challenging, according to the student's level.</p> <p><b>Easy Worksheet:</b> Fill in the blanks. Slow learners can use the translation of the reading.</p> <p><b>Challenging Worksheet:</b> Summarize each period of Makoto's life.</p> <div data-bbox="555 528 1046 828"> <p><b>What happened?</b></p> <p><b>Easy Worksheet</b> Fill in the blanks. Student C &amp; D</p> <p><b>Challenging Worksheet</b> Write complete sentences. Student A &amp; B</p> </div> <p>(4) Students read silently and complete the worksheet.</p> <p>(5) They work in pairs and discuss their answers.</p> <p><b>B. Teacher's Presentation</b></p> <p>(1) The teacher introduces the story of Shinkai Makoto, goes through the meaning, and explains the new words.</p> <p>(2) The teacher corrects the DI worksheets.</p> <p>(3) The class reads the passage together.</p>	<p><b>Verbal Scaffolding:</b> paraphrasing</p> <p><b>Procedural Scaffolding:</b> pair work</p> <p><b>Instructional Scaffolding:</b> Multimodality &amp; Graphic Organizers</p>
3. 學生練習 Practice	8	<p><b>After Reading</b></p> <p><b>A. Pair Up</b></p> <p>(1) Each student gets a strip from the envelope.</p> <p>(2) Everyone gets half a sentence, and needs to find the other half.</p> <p>(3) They cannot show the strip to others. They read their half of the sentence out loud to each other.</p> <p>(4) Students stand up and find their matching pair.</p> <p>(5) Students should sit down once they have matched their pair.</p> <p><b>B. Story Order (optional)</b></p> <p>(1) Let students make a circle from the first sentence until the last one.</p> <p>(2) They take turns reading aloud their half sentences.</p>	<p><b>Verbal Scaffolding:</b> using read- and - think-aloud</p> <p><b>Procedural Scaffolding:</b> cooperative learning</p> <p><b>Instructional Scaffolding:</b> modeling</p>
4. 結束活動 Wrap up	5	<p><b>Vocab Wrap-up</b></p> <p>(1) The teacher highlights how the vocabulary is used.</p> <p>(2) Students practice and make sentences with the new words. Example: born</p> <p><b>Vocab Learning</b></p> <div data-bbox="542 1724 1037 1971"> <p><b>born</b> [bɔːrn] adj. 出生的</p>  <p>What month were you <b>born</b> in?</p> <p>I was <b>born</b> in January.</p> </div>	<p><b>Verbal Scaffolding:</b> simplified language</p> <p><b>Procedural Scaffolding:</b> guided and independent practice</p> <p><b>Instructional Scaffolding:</b> multimodality</p>

## 參考資料

### References

- (1) Textbook: "A Star Is Born," Hanlin Book 5 Unit 5
- (2) Minute Countdown Timer  
[https://www.youtube.com/watch?v=J5xSLTK5LFw&ab\\_channel=CountdownTimer](https://www.youtube.com/watch?v=J5xSLTK5LFw&ab_channel=CountdownTimer)
- (3) Song: Be What You Wanna Be  
[https://www.youtube.com/watch?v=w0eKzj2agZc&t=1s&ab\\_channel=TXMusicChannel](https://www.youtube.com/watch?v=w0eKzj2agZc&t=1s&ab_channel=TXMusicChannel)

## 附錄

### Appendix

#### 附件一 Timeline Differentiated Worksheets



#### What happened?

**Easy Worksheet**  
Fill in the blanks.  
Student C & D

1 in middle school	2 after college	3 in 2016
He started to draw _____ and fell in love with _____.	He chose not to take over the _____ and became an _____.	He got his success with <i>Your Name</i> because the _____ was touching, and the _____ looked real.

#### Challenging Worksheet

Write complete  
sentences.  
Student A & B

1 in middle school	2 after college	3 in 2016



## 附錄

### 鷹架策略介紹

以下為 Echevarría, J., Vogt, M., & Short, D. J. (2017). *Making content comprehensible for English learners: The SIOP model* (5<sup>th</sup> ed.). Pearson. 一書中第 131、132 頁就三種教學鷹架的說明，包括口語鷹架（Verbal scaffolding）、程序鷹架（Procedural scaffolding）、教學鷹架（Instructional scaffolding）。

1. **Verbal Scaffolding.** Teachers who are aware of English learners' existing levels of language development use prompting, questioning, and elaboration to facilitate students' movement to higher **levels of language proficiency**, comprehension, and thinking. The following are examples of verbal scaffolding:
  - ◆ Paraphrasing: Restating a student's response in another form or in other words to clarify and model correct English usage aids students' language development and comprehension.
  - ◆ Using think-alouds: These structured models of how effective strategy users think and monitor their understandings usually are provided by the teacher, but they can also be modeled by other students.
  - ◆ Reinforcing contextual definitions: An example is "Aborigines, the people native to Australia, were being forced from their homes." The phrase "the people native to Australia" provides a partial definition of the word "Aborigines" within the context of the sentence.
  - ◆ Providing correct pronunciation by repeating students' responses: When teachers repeat English learners' correct responses, enunciating carefully and naturally, students have an additional opportunity to hear the content information, pronunciation, and inflection. Saunders and Goldenberg (2010) also suggest that dedicating time to work on pronunciation may be beneficial.
  - ◆ Eliciting more language and information from students: Rather than accepting one- or two-word responses, ask students to add on, tell more, or explain their ideas more fully, giving them the chance to advance their language skills.

- 2. Procedural Scaffolding.** Effective teachers also incorporate instructional approaches that provide *procedural scaffolding*. Examples include:
- ◆ Using an instructional framework, such as GISI (Figure 5.1) that includes explicit teaching, modeling, and guided and independent practice, with an expectation of eventual student independence.
  - ◆ Small-group instruction, in which students practice a newly learned strategy with another more experienced student.
  - ◆ Partnering or grouping students for reading and content activities, with more experienced readers assisting those with less experience.
- 3. Instructional Scaffolding.** Teachers use *instructional scaffolding* to provide English learners with access to content and language concepts. Examples include:
- ◆ Graphic organizers are used as a prereading tool to prepare students for the content of a textbook chapter. The organizer can also be used to illustrate a chapter's text structure, such as comparative or chronological order (Vogt & Echevarría, 2008).
  - ◆ Models of completed assignments are instructional scaffolds, too. Teachers can show students sample products, such as posters, booklets, podcasts, and the like, to give them a clear picture of their goal.