

姓名 Name: [REDACTED]	學校 School: [REDACTED]
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教師姓名 (Name of Teacher): [REDACTED]

科目: **English**

Language

助理:

Topic 題目:					
Date 日期: 2024年3月6日		Time 時間: 下午1時25分 - 2時45分		Class 班別: P4 選擇一個項目。	Venue 地點: [REDACTED]
Lesson in Unit (e.g., 2 nd of 4) 單元教節 (例: 四教節之二):					
Previous knowledge: Students know 已有知識: 學生已懂得 1. Some basic punctuation rules 2. 3.					
Learning objectives: 預期學習成果: At the end of the lesson, students should be able to: 完成課堂後, 學生能夠: 1. Understand when and how to use quotation marks in speeches 2.					
Learning problems/needs/styles identified from the previous lesson (or expected if it is a new unit): 較早前的課堂中所發現到的學習困難/需要/形態 (如新單元: 可預見的學習困難/需要): ▪ This is a new unit. I foresee that students may find the rules of using quotation marks difficult to remember ▪ 型:					
Time (in mins) 時間	Purpose/Key Learning# 目的/學習重點	Student Activities 學生活動	Classifications of Learning Needs / Styles	Catering Diverse Learning Needs 照顧多元學習需要	Others 其他

(分鐘)			學習需要 / 型態分類				
Stage 1: Making clear the ‘gap’ for learning between what students know and what they will learn (e.g., activate previous knowledge / experience and inform students of learning objective(s)) 第一階段: 令學生清楚學習內容 (例如: 啟動學生已有知識 / 經驗並告知學生預期學習成果)							
10 mins	Warm-up game	Remember what the teacher said and fill in the gaps in the sentences provided					
Stage 2: Activities to support new learning (e.g., use clear logical sub-stages; explain new learning; promote active learning with interim student activities; check understanding all through) 第二階段: 學習活動以鞏固新學習成果 (例如: 使用清晰的小步驟; 清楚解釋; 通過階段性學習活動促進自主學習; 檢視學生的理解)							
30 mins	- use clear sub-stages - check understanding all through - co-operative learning		傳統/綜合型	H(高)	M(中)	L(弱)	
		Teacher introduces the four important rules when using quotation marks. Students will do a little exercise in pairs to check their understanding after each rule is introduced.	支援: social 型	lead the pair work, provide examples and help with proof-reading		watch first and try	
		Students will watch a video clip to consolidate what	支援: visual 型	Remember and apply the four rules		Can remember and apply the	

		they have learned. A little anchor chart that summarized what was taught will be given to each student after watching the video.		correctly		four rules by referring to the anchor chart given.	
			支援：型				
			支援：型				
			支援：型				
Stage 3: Consolidation of learning / Checking students' learning / Summary							
第三階段：鞏固學習／檢視學生學習進程／總結							
15 mins	- check understanding all through - co-operative learning - DI task	Students apply the four rules by writing what the characters are saying in a comic strip	支援：social 型	lead the pair work, provide examples and help with proof-reading		watch first and try	
15 mins		DI task: Students can choose to do a related homework exercise in their Spelling and Grammar Booklet or take up a challenge by writing a conversation	支援：advanced learners 型	write a conversation between different characters in a comic strip. Then,		do a related homework exercise in their Spelling and Grammar Booklet	

		in a comic strip and write what the characters are saying in a comic strip		apply the four rules by writing what the characters are saying in a comic strip			
			支援:	型			
			支援:	型			
Homework (if any): 功課(如有): Spelling and Grammar Booklet p. 19-21							

#Key Learning: When relevant, state what it is that you plan for students to learn in the step/activity that can help them achieve the learning objective(s) of the lesson. This is to ensure that your planning guides students, supporting them step-by-step towards achieving the overall learning objective(s) of the lesson.

#學習重點: 需要時, 說明你的教學計劃如何透過不同的步驟/活動, 以幫助學生實現課程預期學習成果。這確保你的設計能有效啟導學生, 並逐步建構他們達到課程的整體預期學習成果。

^Assessment: State how you will assess whether students are learning when it is relevant to a step (e.g., when students are doing activities). In-class assessment of students' learning is normally formative assessment (assessment for learning) and can take informal modes such as teacher's observation, students answering questions.

^評估: 說明你將如何評估學生於某階段能否跟隨(例如: 當學生進行活動時)。課堂上的學習評估通常是形成性評估(促進學習的評估), 並且可以採用非正式的評估, 例如老師的觀察、學生的回答。

Post-teaching reflection (strengths, weaknesses, ways to improve):

教學後反思(強項、弱項、改善方法)

Issues for reflection (strengths / weaknesses) 反思問題(強項/弱項)	Reflection (evidence; causes; consequences) 反思(證據、原因、結果)	Follow up actions (ways to improve) 跟進行動(改善方法)
1. Have students achieved the learning objectives? How many did, how many partially, how many not? 學生能否達到預期學習成果？有多少學生達到？有多少學生部分達到？有多少未能達到？	- In the grammar exercise, 85% of students could use quotation marks in dialogue	- some common mistakes are talked about in the following lesson
2.	- Some visual learners learn better when watching a video. However, the video and my PPT use different labelling and students may feel confused	- find another video or change the labelling of my PPT to make the teaching content matches with the video content