新北市立明志國民中學公開授課觀課記錄表(觀課者)

語文領域 領域 英語科　　授課教師：王孟潔

觀課班級： 7 年 11 班　　觀課日期： 115 年 9 月 11 日

教學主題： Unit 1 This Is My Family　　觀課教師：陳文龍 林美智

【Reading】pp. 19–21

※觀課重點:

面向	1.全班學習氣氛	2.學生學習動機與歷程	3.學生學習結果
參考要項	1-1 是否有安心學習的環境? 1-2 是否有熱中學習的環境? 1-3 是否有聆聽學習的環境? 1-4 其它	2-1 教師是否關照每個學生的學習? 2-2 是否引發學生學習動機? 2-3 學生學習動機是否持續? 2-4 學生是否相互關注與傾聽? 2-5 學生是否互相協助與討論? 2-6 學生是否投入參與學習? 2-7 是否發現有特殊表現的學生? 2-8 其它	3-1 學生學習是否成立?如何發生?何時發生? 3-2 學生學習的困難之處是什麼? 3-3 挑戰伸展跳躍的學習是否產生? 3-4 學生學習思考程度是否深化? 3-5 其它

※學生學習記錄 (請參考上表記錄)

陳: Students in Class 711 showed remarkable focus and curiosity during the reading lesson. In the Before-Reading stage, students actively interpreted the pictures on page 19 and eagerly volunteered their predictions. During the While-Reading segment, the classroom maintained a productive, quiet reading environment where students annotated keywords alongside the guiding questions. When discussing the "main idea" in After You Read (A), several student pairs engaged in vibrant discussions to justify their answers. In the family introduction segment, even reticent students willingly shared with their partners.

林: The classroom atmosphere was warm, structured, and conducive to learning. Teacher Wang skillfully guided students through reading difficulties during the comprehension confirmation phase (step 3), patiently explaining vocabulary in context. During the paragraph structure exercise (step 5), students demonstrated high concentration in cross-referencing the reading text to identify topic and supporting sentences. The final vocabulary flashcard review effectively consolidated students' pronunciation and lexical memory.

觀課者從這堂課學到的理念、教學方法、個人收穫、省思……等
王: Teacher Wang's lesson demonstrated exemplary implementation of reading strategy scaffolding. Breaking down reading comprehension into pre-reading predictions, guided in-reading verification, and structured post-reading synthesis provides a clear roadmap for junior high English teachers. The integration of reading analysis with personalized oral production was especially inspiring for communicative competence cultivation. 林: This observation highlighted the effectiveness of explicit reading strategy instruction for Grade 7 students. Teaching students "how to find the topic" and "how paragraphs are structured" equips them with transferable literacy skills that extend beyond this single unit. Teacher Wang's patient questioning and clear visual cues created a highly supportive learning environment for young adolescents.
給教學者的建議與回饋
王: Brilliant reading instructional design and superb classroom management! The step-by-step guidance allowed every student to follow along smoothly. As a minor suggestion, setting a visual countdown timer during the 8-minute silent reading stage might help students develop a better sense of reading pace. Outstanding performance overall! 林: An exceptionally well-organized reading lesson! The students were engaged, confident, and actively reading and speaking throughout the 45 minutes. The scaffolding for paragraph structure was particularly praiseworthy. Kudos to Teacher Wang on a splendid open class!

課堂觀察紀錄

陳老師： 711 班的學生在閱讀課中展現出極佳的專注力與好奇心。在「讀前階段」，學生積極解讀第 19 頁的圖片，並熱烈主動地提出自己的預測。在「讀中環節」，教室維持了高效且安靜的閱讀氛圍，學生一邊對照引導問題，一邊標註關鍵字。而在「讀後（A 部分）」討論「主旨」時，好幾組學生展開了熱烈的討論以論證自己的答案。在最後的家庭介紹環節中，連平時較為內向寡言的學生也願意敞開心胸與同儕分享。

王老師： 課堂氛圍溫馨、井然有序且非常有利於學習。王老師在理解確認階段（步驟三）巧妙地引導學生克服閱讀難關，並耐心地在語境中解說單字。在段落結構練習（步驟五）中，學生在對照文本、找出主題句與支持句時展現了高度專注。最後的單字圖卡複習，也有效鞏固了學生的發音與字彙記憶。

觀課者從這堂課學到的理念、教學方法、個人收穫、省思……等

陳老師： 王老師的課堂完美示範了閱讀策略鷹架的實踐。將閱讀理解細分為「讀前預測」、「讀中引導驗證」與「讀後結構化統整」，為國中英語教師提供了一套清晰明確的教學藍圖。將文本閱讀分析與個人化口語產出相互結合，對於培養學生的溝通能力尤其深具啟發性。

王老師： 這次觀課彰顯了對國一學生進行顯性閱讀策略教學的成效。教會學生「如何找出主旨」與「段落如何構成」，能賦予他們超越單一課次的遷移性讀寫能力。王老師耐心的提問引導與清晰的視覺提示，為這群國中新生打造了極具支持性的學習環境。

給教學者的建議與回饋

陳老師： 極為精彩的閱讀教學設計與出色的班級經營！循序漸進的引導讓每位學生都能順暢跟上節奏。提一個小建議：在 8 分鐘的默讀階段若能設置視覺化倒數計時器，或許能進一步協助學生掌握閱讀節奏。整體表現相當優異！

王老師： 一堂架構極其嚴謹扎實的閱讀課！整整 45 分鐘內，學生全神貫注、充滿自信，並積極投入閱讀與開口表達。段落結構的鷹架搭建尤其令人讚賞。向王老師獻上喝采，這是一場極為精彩成功的公開課！