

優秀教師選舉

2011

徐淑貞老師
(教學組)
五邑工商總會學校

主辦機構:



香港教育工作者聯會
Hong Kong Federation of Education Workers

鑽石贊助機構:



香島教育基金

贊助機構:



香港教育圖書公司
HONG KONG EDUCATIONAL
PUBLISHING CO.
<http://www.hkep.com>

et-learning 校園
A Member of HKET Limited 香港經濟日報



商務印書館(香港)有限公司
THE COMMERCIAL PRESS (H.K.) LTD.
<http://www.CommercialPress.com.hk>

MIRA
MIRA WATCH INTERNATIONAL LTD.
邁拿鐘表國際有限公司

Lesson Plan

Teacher:		Class:	5D
Time:	11:05~ 11:40a.m.	Duration:	35 minutes
Related Topic:	Chap.4 Advice on eating	Date:	25 th March, 2011

Learning Objectives:

- ① Students are able to talk about the food in the food pyramid.
- ② Students are able to use "should" and "shouldn't" to give advice on healthy eating.

Previous Knowledge:

- ① Students have learnt the names of some food and drinks.
- ② Students have learnt to use quantifiers such as "a lot of", "some", "a few" and "a little" to talk about quantities of food.

Language items:

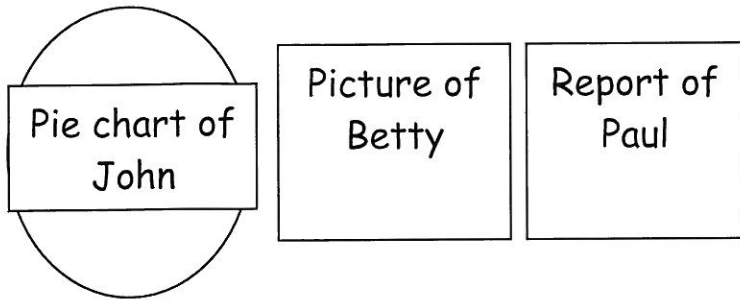
- ① We should eat plenty of vegetables.
- ② We should eat enough meat.
- ③ We shouldn't/should not eat too much fried food.
- ④ We shouldn't/should not eat too many sweets.

Teaching Procedures	Instructions/Activities	Teaching resources/ Worksheets
Motivation (3')	<u>Set the context</u> ① Introduces three little pigs to the students. They are John, Betty and Paul. They are chasing by a big bad wolf. They can't run away because they are not fit. Therefore, they want the students to give them some advice in order to be fit. ② Invites the students to help the three little pigs by giving them some advice on healthy eating. ③ Tell the students the learning objectives today.	

Teaching Procedures	Instructions/Activities	Teaching resources/ Worksheets										
Development I (15')	<p><u>Talk about the Food Pyramid</u></p> <p>❶ Introduce the Food Pyramid to the students. T: In order to be fit, the three little pigs should have a balanced diet. "Balanced diet" means to have the right amount of different food. Let's get some ideas from the food pyramid. There are four levels in the food pyramid. We should eat a lot of the food at the bottom and eat less of the food at the top.</p> <p>❷ Go through the Food Pyramid with the students.</p> <table border="1" data-bbox="411 728 1141 1489"> <thead> <tr> <th data-bbox="411 728 526 772">Level</th> <th data-bbox="526 728 1141 772">Details</th> </tr> </thead> <tbody> <tr> <td data-bbox="411 772 526 907">1</td> <td data-bbox="526 772 1141 907">Bread, cereals, rice and pasta (a lot of/plenty of) → give us energy</td> </tr> <tr> <td data-bbox="411 907 526 1041">2</td> <td data-bbox="526 907 1141 1041">Fruit and vegetables (a lot of/plenty of) → have lots of vitamins</td> </tr> <tr> <td data-bbox="411 1041 526 1220">3</td> <td data-bbox="526 1041 1141 1220">Meat, fish, eggs and milk (enough) → make our bones and teeth strong → too much meat makes us fat</td> </tr> <tr> <td data-bbox="411 1220 526 1489">4</td> <td data-bbox="526 1220 1141 1489">Fried food, salty food and sweets (not too much/not too many) → too much fried food and salty food will be bad for our health → too many sweets are bad for our teeth</td> </tr> </tbody> </table> <p>❸ Use some questions to guide the students.</p> <ul style="list-style-type: none"> ◆ Do you know what kinds of food are in this level? ◆ How much of the food in this level should we eat? A lot of? Some? A little or a few? ◆ Why do we need this kind of food? ◆ If we eat too much/too many of them, what will happen? 	Level	Details	1	Bread, cereals, rice and pasta (a lot of/plenty of) → give us energy	2	Fruit and vegetables (a lot of/plenty of) → have lots of vitamins	3	Meat, fish, eggs and milk (enough) → make our bones and teeth strong → too much meat makes us fat	4	Fried food, salty food and sweets (not too much/not too many) → too much fried food and salty food will be bad for our health → too many sweets are bad for our teeth	
Level	Details											
1	Bread, cereals, rice and pasta (a lot of/plenty of) → give us energy											
2	Fruit and vegetables (a lot of/plenty of) → have lots of vitamins											
3	Meat, fish, eggs and milk (enough) → make our bones and teeth strong → too much meat makes us fat											
4	Fried food, salty food and sweets (not too much/not too many) → too much fried food and salty food will be bad for our health → too many sweets are bad for our teeth											

Teaching Procedures	Instructions/Activities	Teaching resources/ Worksheets
Development II (5')	<p><u>The Three Little Pigs</u></p> <p>① Relate the food pyramid with the three little pigs. T: Now, let's use the food pyramid to help the three little pigs to have a balanced diet. They have written down what they had for their lunch. Let's look at their work together.</p> <p>② Teacher's demonstration Teacher talks about the pie chart of John with the students by asking questions.</p> <ul style="list-style-type: none"> ◆ What did John have for his lunch? ◆ What shouldn't he eat? Why? ◆ What should he eat? Why? 	Pie chart and sentence strips
Activity (10')	<p><u>Group Work and Presentation</u></p> <p>T: Very good suggestions. Now, how about Betty and Paul? Can you give them some suggestions too?</p> <p>① Students work in group of 4.</p> <p>② In groups, students have to give advice to Betty and Paul to help them eat healthier food.</p> <p>③ Students have 5 minutes for discussion.</p> <p>④ After 5 minutes, the teacher invites some groups to report what they have discussed.</p>	Pictures and reports
Conclusion (2')	<p>Teacher revises what the students have learnt in the lesson:</p> <p>① the food pyramid; and</p> <p>② use "should" and "shouldn't" to give advice.</p>	

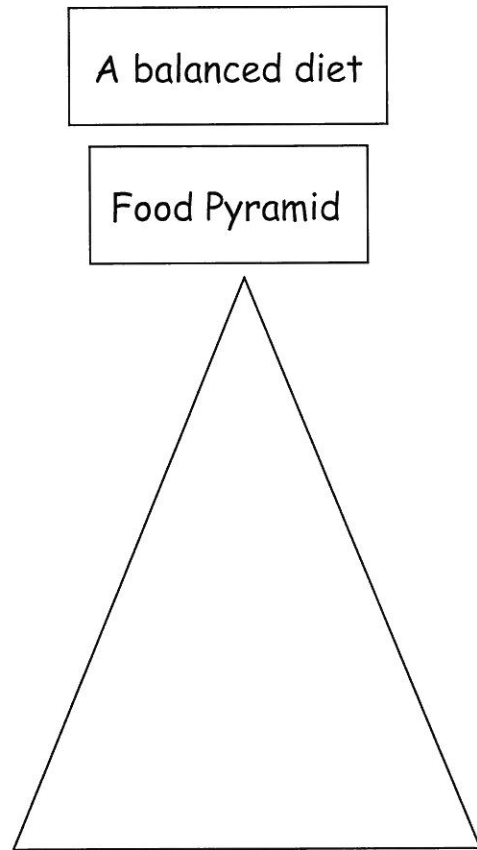
Blackboard Presentation:



What did ___ have for his/her lunch?

What shouldn't he/she eat? Why?

What should he/she eat? Why?



五邑工商總會學校
考績觀課紀錄表

授課者： <u>徐淑貞</u>	評核者： <u>黃景潮</u>
年級： <u>K1D</u>	日期： <u>25-3-2011</u>
科目： <u>英文</u>	教學時間： <u>35</u> 分鐘
課題： <u>Advice on eating</u>	

表現指標量表

* 評核者寫下要點時，只需根據該課堂的實際情況作出評核，毋須就以下所列重點逐一評述。(如觀課者超過一人，由負責的評核者填寫)

重點	表現指標									
	評估項目	表現優異標準 (6)	6	5	4	表現一般標準 (3)	3	2	1	憑證/備註
教學的策劃和組織	教學目標	1. 教師能訂定清晰的學習目標和重點	✓			1. 教師能訂定學習目標及重點				
	學習材料及內容	2. 教師能選取恰當的學習材料和內容。	✓			2. 教師能因應教學的需要選用學習材料				
	教學策略	3. 教師採用的教學策略切合教學目標				3. 教師採用的教學策略，尚能切合教學目標				
		4. 教學活動之間有緊密的聯繫及具推進性	✓			4. 教學活動之間略有聯繫				
	共通能力	5. 採用的教學策略有效地能培養共通能力，如溝通能力、批判性思考能力或創造力(請註明)			✓	5. 採用的教學策略尚能培養共通能力，如溝通能力、批判性思考能力或創造力(請註明)				
教學資源	6. 教師能妥善佈置環境和運用適當的教學資源給予學生豐富	✓			7. 教師能因應教學的需要運用教學資源					
四大關鍵項目的引入	7. 教師適當而有效地引入四大關鍵項目，如德育及公民教育、從閱讀中學習、專題研習或資訊科技學習(請註明)			✓	8. 教師曾嘗試引入四大關鍵項目(請註明)					
學習差異的照顧	學習內容和活動的調節	1. 教師能按學生的學習能力、興趣和需要，調節學習內容和活動，並適當地安排富挑戰性的課業，採用多樣化的教學策略和學習材料(例如分組學習活動、運用資訊科技和合作學習等)，誘發學生的學習潛能			✓	1. 教師按一般學生的水平設計合適的學習活動和內容				
	教學步伐的調節	2. 教師能因應學生的能力調節教學步伐，並給予明確的回饋，促使學生改善			✓	2. 教師因應情況需要調整教學步伐				

備註：如不適用填#

重點	表現指標									
	評估項目	表現優異標準 (6)	6	5	4	表現一般標準 (3)	3	2	1	憑證/備註
傳 意 技 巧	教學語言	1. 教師能熟練和準確地運用適當的教學語言	✓			1. 教師能運用適當的教學語言				
	講解及指示	2. 教師講解流暢生動、有條理，指示和示範清楚，能加深學生對課堂內容的理解	✓			2. 教師講解有條理，指示和示範清楚				
	提問技巧	3. 教師善用提問提高學生的專注力，啟發思考和引導他們表達意見。師生均能透過提問取得回饋，改善學與教的效果			✓	3. 教師能配合課題提問，幫助學生學習和專心上課				
	讚賞及鼓勵學生	4. 教師能適當地讚賞和鼓勵學生，強化學生的良好行為，增力他們的成功感和自信心	✓			4. 教師糾正學生的錯誤，並間有鼓勵和讚賞學生				
課 堂 互 動	課堂氣氛	1. 師生關係良好，能營造愉快及開放的學習氣氛	✓			1. 師生關係良，能營造學習氣氛				
	提供機會主動學習	2. 教師採用有效的教學方法(例如提問、聆聽、討論、分享等)和教學資源，鼓勵學生主動學習，互相尊重和合作，分享意見			✓	2. 教師提供機會讓學生互相合作和分享意見				
課 堂 管 理	課堂秩序	1. 教師妥善處理紀律問題及突發事件，使學習環境秩序井然	✓			1. 教師能管理課堂秩序，使學生專心上課				
專 業 知 識	掌握科目內容	1. 教師透徹掌握有關學習領域的內容和教學技巧	✓			1. 教師掌握有關學習領域的內容和教學技巧				
專 業 態 度	教學態度	1. 教師教學嚴謹認真，熱誠盡責，能反思和自我評鑑	✓			1. 教師教學態度認真，有責任感				
	對學生的期望	2. 教師對學生抱有期望，認同和重視學生的成就和潛能，鼓勵他們在已有的強項繼續發展，並在學習上探索冒險，追求卓越			✓	2. 教師對學生抱有期望，鼓勵他們努力學習				

備註：如不適用填#

重點	表現指標									
	評估項目	表現優異標準 (6)	6	5	4	表現一般標準 (3)	3	2	1	憑證/備註
學習態度	上課專注	1. 學生上課專注，態度認真	✓			1. 學生上課留心				
	學習動機和興趣	2. 學生具濃厚興趣和動機，能愉快地學習，對學習甚有自信	✓			2. 學生對學習有興趣，能應教師要求進行學習活動				
學習策略	協作學習	1. 學生能有效地與同學交流及分享，促進學習			✓	1. 學生曾與同學交流及分享，促進學習				
學習表現	掌握學習重點	1. 學生能掌握學習領域的重點，懂得在不同的情況下靈活運用所學的知識和技能			✓	1. 學生明白學習領域的重點				
	共通能力的運用	2. 學生能掌握和運用不同的共通能力(3C)，表現出良好的獨立學習能力			✓	2. 學生能大致運用不同的共通能力(3C)				
	課業質素	3. 學生按時完成課業。課業質素高、具創意			✓	3. 學生按指示完成課業				
	自信心	4. 學生表達能力佳，對學習甚具自信			✓	4. 學生對學習尚算有自信				

備註：如不適用填#

重點	表現指標									
	評估項目	表現優異標準 (6)	6	5	4	表現一般標準 (3)	3	2	1	憑證/備註
考績觀課整體表現			✓							

備註：

教學設計完整緊湊，能緊貼教學目標及推遷性。教師準備充足，善於運用教具及黑板佈置，亦能引導學生作高層次思考。教師與學生能建立良好關係，亦能適當鼓勵學生，使學生更投入學習。在一些較艱深的學習難點可再多加協助。

授課教師姓名：徐淑貞

評核主任姓名：黃景潮

授課教師簽署：徐淑貞

評核主任簽署：黃景潮

日期：14.4.2011

日期：14-4-11