

Grade 1



Teaching/Learning focuses - Grade 1

- 26 alphabets (uppercase & lowercase) 字母書寫
- Classroom language 教室用語
- Basic vocabulary & sentence patterns 字彙與句型
- Daily conversation/Daily talk 日常會話/生活用語
- Phonics (letter sounds and blending) 自然發音/拼讀
- Songs & chants 歌謠韻文 ← Repetition is magic!!!
- Stories (for whole language inputs) 故事繪本

Grade 3



Teaching/Learning focuses - Grade 3

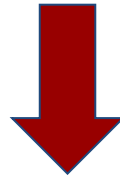
- **Basic vocabulary** (decode the words & word recognition) 字彙
- **Sentence patterns** (practice in meaningful and interesting ways) 句型
- **Sentence making** (guided writing with given sentence patterns) 造句
- **Daily conversation** (talk to your partner, discuss in groups, find someone who) 會話
- **Phonics** (letter-sound correspondence: to sound out words and learn to spell) 拼讀
- **Basic reading ability** (reading comprehension and reading strategies) 閱讀
- **Stories** (related to unit topic or festivals) for whole language inputs 故事繪本

My Belief/Teaching Philosophy

comprehensible input

可理解的輸入

(listening/reading)



meaningful production

有意義的產出

(speaking/writing)

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語言輸入假說(Input hypothesis) by Stephen Krashen↵

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語言輸入為克拉申的核心思想。他強調學生不需過度注重口說或寫作(「輸出」)，而必須通過閱讀和聽力吸收、「輸入」語料；而該材料必須是略微超過學子目前的水平，但又不至於讓學生無法理解。假設學習者目前的水平為*i*，又假設 **1** 為適當的挑戰難度，那教學者應給予的閱讀和聽力難度即應是「*i+1*」；換言之，若太簡單則成為 *i-1* 或 *i+0*，皆無法使學習者成長，而太難如 *i+2* 又會挫折學生。由此可知，教學者應深入了解教材進度與學生程度 (*i*)，才能給出 (對學生而言) 可理解的輸入 (comprehensible input) 。↵

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Stephen Krashen: American linguist, educational researcher and activist, who is Emeritus Professor of Education at the University of Southern California.↵

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That's what and why we often do the following in class:



- **Last 3 minutes' YouTube/Video Time**
Songs/stories for **listening** and **reading** input.
- **Classroom language in English**
Speak English as much and often as we can:
listening and **speaking** practice.
- **Reading corner**
Free reading activity for **reading** input.