110 學年度上學期國教輔導團國小組英語領域輔導團定點諮詢服務

(A3 差異化教學) 小組共備

2021/12/15 西門實小

Lesson/Topic:	
Group members:	
Background of students (English language proficiency level):	
Categories of Differentiation	Possible Scaffold
Instruction	☐Preidentified and pretaught vocabulary. ☐Concise instruction of learners prior knowledge ☐Reduce linguistic load ☐Repitition ☐Paraphrasing ☐Modeling
Students Grouping	☐Structured pair work ☐Structured small-group work ☐Teacher-led small-group work
Materials and resources	☐Graphic organizers ☐English or bilingual glossaries ☐English or bilingual dictionaries ☐Home language materials ☐Sentence frames, sentence stems ☐Paragraph frames ☐Visuals ☐Word banks ☐Word wall

110 學年度上學期國教輔導團國小組英語領域輔導團定點諮詢服務

(A3 差異化教學) 自我檢核

2021/12/15 西門實小

Name:	School:
Teaching experience: ☐ below 5 years, ☐6~10 years, ☐11~20 years, ☐ more than 20 years	
Types of Differentiation	Possible Scaffold
Instruction ☐ below 20% ☐ 60%~21% ☐ more than 60%	☐Preidentified and pretaught vocabulary. ☐Concise instruction of learners prior knowledge ☐Reduce linguistic load ☐Repitition ☐Paraphrasing ☐Modeling
Students Grouping ☐ below 20% ☐ 60%~21% ☐ more than 60%	☐Structured pair work ☐Structured small-group work ☐Teacher-led small-group work
Materials and resources ☐ below 20% ☐ 60%~21% ☐ more than 60%	☐Graphic organizers ☐English or bilingual glossaries or dictionaries ☐Home language materials ☐Sentence frames, sentence stems, paragraph frames ☐Visuals ☐Word banks or word wall
Reflection	