

東海大學中等教育學程師資生實地學習紀錄表

學生姓名：黃于真	學號：1021812	科目：教材教法
日期時間：2017年12月19日(星期一) 8時00分至10時30分		
日期時間：2017年12月20日(星期二) 8時00分至10時30分		
實地學習學校及單位(班級)：東大附中		
實地學習項目： <input type="checkbox"/> 訪談中學教師 <input type="checkbox"/> 訪談中學學生 <input type="checkbox"/> 課室觀察 <input checked="" type="checkbox"/> 補救教學(課業輔導) <input type="checkbox"/> 其他：		
準備活動： <input type="checkbox"/> 拜會機構相關人員 <input type="checkbox"/> 場地探查 <input type="checkbox"/> 訪談大綱準備 <input checked="" type="checkbox"/> 教案/教材準備 <input type="checkbox"/> 其他：		

五、本單元第2節學習活動設計

流程	內容	時間	學習指導 注意事項
導入(引起動機或複習舊經驗)	<ol style="list-style-type: none"> 1. Give a vocabulary quiz of ten vocabulary words. 2. Introduce the basic relative pronoun: that, which, who by three sentences. 3. Check the homework of relative pronoun by asking students the answers. 	10' 15	Teacher collects the test paper.
開展(開始新概念的學習)	<ol style="list-style-type: none"> 1. Ask students if they have been to any Offshore Islands such as Peng-Hu. 2. Play the slide of pictures and ask student what does the picture mean. 3. Explain some important vocabulary words and ask students to take notes. Give some points like prefix, antonym or synonym of the vocabulary (usual – unusual / dis /in) 4. Introduce the text and ask student to translate the sentence. 	15'	Teacher asks the student to copy the vocabulary notes on their notes or textbooks.

挑戰(實現伸展跳躍的課題)	<ol style="list-style-type: none"> 1. Tell students we are going to have listening comprehension and let them know the main points first. 2. Play the CD of text and true and false. 3.— 	5'	<ol style="list-style-type: none"> 1. Teacher should check the CD before the class starts. 2. When the CD is playing, the teacher walks around the classroom.
總結(統整本節學習重點)	<ol style="list-style-type: none"> 1. Ask the students if there is any question of the text. 2. Ask students to hand in their worksheets. 	5	

Quiz

Name: _____ Number: _____

Please fill in the blank with the correct number.

1) stairs 2) light up 3) electricity 4) sunlight 5) chalk

6) biogas 7) unusual 8) dictionary 9) copy 10) quarter

1. When you don't know a word, look it up in a(n) _____.
2. Let's take the _____ to the 10th floor because it is good for our health.
3. Students sometimes like to draw pictures on the blackboard with _____.
4. She wants a pair of sunglasses so that she will not be blinded by the _____.
5. Could you please make a(n) _____ of this book for me?
6. Because of the plastic surgery, he has a nose of _____ size..
7. Please _____ the stage and let's practice again.
8. I pay my _____ bill by cash.
9. Please cut the pie into _____ so that we can share with our friends.
10. The _____ captured is a valuable energy source.

Worksheet

Exercise



Fill in the blank with the appropriate word. Change the word form if necessary.

stair copy dictionary chalk sunlight

11. When you don't know a word, look it up in a _____.
12. Let's take the _____ to the 10th floor because it is good for our health.
13. Students sometimes like to draw pictures on the blackboard with _____.
14. He helped her not to be blinded by the _____.
15. The book sold ten thousand _____ in a week.

Exercise



1. Emerald: Hey, I just got the _____ you sent when you went _____. Thanks!
嘿，我剛收到你出國時寄的名信片。謝謝！
2. Angelina: You're welcome. Those fireworks _____ up the _____ at the Times
_____ are so spectacular!
不客氣。那些照亮了時代廣場天空的煙火真是好壯觀！
3. Emerald: I think that's why the Times Square is _____ its New Year Countdown.
我想那就是為什麼時代廣場以跨年倒數聞名。
4. Angelina: That's true, the _____ of those fireworks is so wonderful!



1. Serena: What can I _____ my ill friend?
我能為我的朋友做什麼？
2. Daisy: Does she try to _____ a healthy _____?
她有試著過健康的生活嗎？
3. Serena: Of course! She has tried to drink _____ alcohol recently.
當然！她最近有試著喝少一點酒了。
4. Daisy: _____ eating _____ healthy _____, I think she will feel better.
藉由健康飲食方式，我想她會好轉的。

Reflection

Before the class, I have been already nervous for at least two weeks. When I knew that I needed to help teach about the grammar, I become very anxious. What's worse, the grammar skill I need to teach is about relative pronoun, the most difficult part for junior high students to understand. Because I always use the basic relative pronouns by my intuition, I really have no idea of explaining about them. After I discussed with my team members, I gained some confidences and found a way even though it is narrow. I started to revise my lesson plan when I finished all of my classes at about six. I tried to combine my original lesson with the new one but it is so hard that I was almost collapsed at the midnight. However, I knew that things have to go on no matter how anxious I was.

On the very day, I become extremely panic again. The first task I met is the use of the microphone which even shows my nerve to students. Fortunately, they encouraged me to calm down which somehow gave me some strengths to move on. When I finished both of the quiz and teaching grammar, there was still twenty-five minutes left. Thus, I started to introduce the text. However, after I introduced several sentences and vocabulary words, I found there were only fifteen minutes left. I needed to grab it up as soon as possible for the exercise before the class ended so I started to talk fast. Although I knew that it would be hard for students to absorb everything so I tried to slow down, it was still a mess. Eventually, the consequence is delay of class. Thus, what I felt the most disappoint is the time controlling.

After the meeting with their teacher, I realized that I should delete some vocabulary words because the important goal is their comprehension of the whole text. On the other hand, I spent too much time on vocabulary which somehow cut down the time of text. Thus, I should change the original plan even when I am on the stage. I learn that I should be calm enough to fix the problem as soon as possible so that I can complete the class without hastiness. In addition, I hope I can improve my grammar ability and perform well next time as well. Thanks for this experience and teacher's feedbacks, my first time of teaching relative pronoun and ninth-grade students teaches me a lot.

實地學習項目	時數	審核結果	總時數
訪談中學教師/主任	時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明:)	
訪談中學生	時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明:)	
課室觀察	5時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明:)	
補救教學/課業輔導	時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明:)	
其他	時	<input type="checkbox"/> 符合 <input type="checkbox"/> 不符合(說明:)	
		日期： 年 月 日	