

到校輔導教學 SPA 歡喜成長多 頂溪國小 林妙英

抱著誠惶誠恐的心情終於要面對進入輔導團的必經考驗：到校輔導教學觀摩。由於和學生完全未接觸過，如何設計 “Student-Centered Activities” 就成了最大的考驗。這時在美國研究所修課學到的 Howard Gardner's Theory of Multiple Intelligences 直接跳入腦海中，因此我決定以多元智慧為主，希望設計出能協助坐在課室中的學生皆有所學習的課程及活動。



這堂課所設計的多元智慧活動如下（參考附件一教案）：

**Visual/ Spatial Intelligence**：將圖片閃示卡做成拼圖，以加深學生對單字的印象。

**Bodily/ Kinesthetic Intelligence**：利用 TPR 練習句型，並用玩偶和學生互動對話，增加趣味性。

**Verbal/ Linguistic**：不論 target language 或 Classroom Language 皆盡量使用英語，讓學生有足夠的 English Input，以增進語言的學習。

**Musical Intelligence**：最後將此刻之主要句型及對話配上學生熟悉的旋律，編成易唱好記的歌曲，有助學生朗朗上口。

**Logical/ Mathematical Intelligence**：由於知道學生前一單元學過數字加法，因此小組合作得分方式以『撲克牌』抽取加分，最後學生需用學過的英語句型加出得分，巧妙結合數學計算。

**Interpersonal and Intrapersonal Intelligence**：加入小組合作問答練習，並在教師提問時可互相支援提供答案，協助學生有團體隸屬感，更樂於參與和勇於回答。

重陽國小的可愛孩子們真的以熱情和認真的參與學習，讓我有如吞下定心丸。但最重要的是要感謝輔導團伙伴們的支持和陪伴。感謝一君老師和麗娟老師陪伴我齊赴重陽，並在教學前和教學後予以真誠的分享和提醒

**(Sincerity)**，並在教學中紀錄下真實的剎那，因有時那些孩子的笑容、表情、互動是文字無法形容的！而對於我這個教學者，這些影像最能快速憶起當時的動機和理想。感謝美江主任提供我實用易懂的教案設計表格，和麗玲老師效率極高地提供教具分享 **(Practicality)**，幫助我在準備過程中省時又省力。最後要感謝重陽國小劉校長的重視，馮主任全程陪伴及回饋、鼓勵，邱老師事前謹慎的聯繫和安排 **(Action)**，使我在未來教學的路途上，更具行動力去做一位歡喜做、甘願受並持續成長的人師。



有人愛這麼說：「凡走過，必留下痕跡。」的確，點滴的紀錄，些許的自省，能幫助自己不忘記原來的一些堅持與理想。輔導團整個團體氣氛充滿難以言喻的活力及赤子之心的愉悅，讓我對這個園地多了一些認同和感動，因為我認識了一群如此充滿魅力和潛力的工作伙伴，讓我趁此機會好好的做個『**教學 SPA**』！

## 附件一： Lesson Plan

Chong Yang Elementary School

課程設計(designer) 教學者 (instructor)	林妙英(Mia Lin) Tingshi Elementary School		
教學日期 (date)	October 25,2010	時間 (time)	1:30~2:10 p.m. (40 minutes)
教學對象 (students)	四年級 學生____人 4 <sup>th</sup> graders, ____students		
單元名稱 (topic)	Where's David?	教材來源 (teaching material)	Hello, Darbie! Book 3, Unit 4
教學目標 (language focus)	<p>1. 能聽、說、並認讀單字 (Vocabulary): home, park, school, supermarket, bookstore</p> <p>2. 能聽、說、並認讀句型 (Sentence Patterns):</p> <p style="padding-left: 20px;">(1) Where's <u>David</u>/ <u>Judy</u>?</p> <p style="padding-left: 20px;">(2) He's / She's in the <u>supermarket</u>.</p> <p style="padding-left: 20px;">(3) He's / She's at <u>home</u>.</p> <p>3. 能跟讀並運用會話短句 (social phrase): See you later. Bye.</p>		
使用教具 (teaching aids)	CD, laptop, projector, flashcards (word cards & picture cards), song poster, Bingo worksheet		

### 第一節課 教學活動設計

	Stage	Activity / Methodology	Time
暖 身 活 動	Warm Up	<p>1. Greetings</p> <p>2. Activities: <i>Guess and Match</i></p> <p style="padding-left: 20px;">* Copy the picture cards and cut it into several pieces to make picture puzzles.</p> <p style="padding-left: 20px;">* Divide students into teams to finish the puzzles.</p> <p style="padding-left: 20px;">* Discuss the picture to help students match the word cards and picture cards.</p>	7 mins

發展活動	Presentation	1. Teach New Vocabulary: home, park, school, supermarket, bookstore	9 mins
	Practice	2. Activity: Fast Eyesight—Hold up the poster and talk about the places they see on the cards.	
	Presentation	3. Teach Sentence Patterns: (1)Where's <u>David</u> / <u>Judy</u> ? (2) He's/ She's in the <u>supermarket</u> . (3) He's / She's at <u>home</u> .	9 mins
	Practice	Have students try to make sentences using the places they see on the poster. 4. Activity: Q and A Chain. * Divide the class into groups of 4-6. * Have them do the drill practice in the group. * Ask the groups to report back to demonstrate their chains to the rest of the class, and see which group can finish it as quickly as possible.	
	Presentation	5. Teach the two social phrases: See you later./ Bye. Every student repeats the sentences with gestures.	9 mins
	Practice	6. Activity: Let's Sing. Where's Judy? X2                      She's at home? X2 Thank you very much.              You're welcome. See you later.                              Bye, Ms. Mia.	
綜合活動	Production Wrap up	1. Activity: Song Time~ Where's My Idol? *Divide Students into small teams. *Have students substitute the idols' names to make new songs as a team. 2. Show Time: * Invite Students to perform the song in front of others. * Remind students to encourage classmates by clapping their hands.	6 mins
	Homework	1. Ask students to listen to their CDs at home. 2. Have students fill in the Bingo worksheet.	