

# 彰化縣私立精誠高中語文領域公開觀議課教案

|      |  |  |        |  |
|------|--|--|--------|--|
| 教學單元 |  | U1 Reading Meet the Future Meat  | 授課教師   | 葉宗憲  |
| 教學時間 |  | 2022/2/17 13:10~14:00  | 教學對象   | 201  |
| 教學研究 | 教學理念   | Communication first. Use questions to motivate students' desire to answer. |        |  |
|      | 教學目標   | Students know the main idea of the reading.                                |        |  |
|      | 教學方法   | KWL reading strategy.  |        |  |
|      | 評量方式   | Worksheet done and verbal answer or participation.                         |        |  |
| 教學活動 | 教學流程及內容設計  |  | 時間     | 教學資源   |
|      | I. Homework<br>Check previous homework and assign homework today   |  | 5 min  | Blackboard<br>Chalk<br>Laptop<br>Worksheet<br>TV<br>Big screen |
|      | II. Before Reading<br>There might not be enough meat.<br>When that day comes, what will you do?<br>Discuss with a partner for 3 minutes.<br>Pick two volunteers to share their opinions.<br>for 2 minutes.   |  | 5 min  |  |
|      | III. While Reading<br>Read the article for the first time      3 min<br>Introduce reading strategy KWL      5 min<br>Use artificial lab meat to replace real meat.<br>Or other choices?      5 min<br>How do scientists make it?      3 min<br>How does it taste?      3 min<br>Is it better than real meat?      3 min<br>Read the article again      3 min |  | 25 min |  |
|      | IV. After Reading<br>Review reading strategy KWL.  |  | 10 min |  |
|      | V. Q & A   |  | 5 min  |  |
|      |  |  |        |  |

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| 參考資料 翰林課本 直擊人造牛排產製流程【 <a href="#">FOCUS 新聞】細胞變牛排 直擊人造牛排產製流程 - YouTube</a> 人造肉掀飲食革命「 <a href="#">人造肉</a> 」掀飲食革命！口感同真肉？怎製作？ - <a href="#">李四端的雲端世界 - YouTube</a> |
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Class \_\_\_\_\_ Number \_\_\_\_\_ Name \_\_\_\_\_

Reading worksheet for Unit one from Book Four

Homework

Check previous homework

1. \_\_\_\_\_
2. \_\_\_\_\_

Assign homework today

1. \_\_\_\_\_
2. \_\_\_\_\_

Title: Meet the Future Meat

Before Reading

There might not be enough meat. When that day comes, what will you do?

Discuss with a partner for 3 minutes.

1. \_\_\_\_\_
2. \_\_\_\_\_

Pick two volunteers to share their opinions.

1. \_\_\_\_\_
2. \_\_\_\_\_

While Reading

Read the article for the first time

Introduce reading strategy KWL

K means \_\_\_\_\_

W means \_\_\_\_\_

L means \_\_\_\_\_

Use artificial lab meat to replace real meat. Or other choices?

How do scientists make it?

\_\_\_\_\_

How does it taste?

\_\_\_\_\_

Is it better than real meat?

\_\_\_\_\_

Read the article one more time

After Reading

Review reading strategy KWL.

K \_\_\_\_\_

W \_\_\_\_\_

L \_\_\_\_\_

Q & A

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Write down the vocabulary of the reading below:

|    |    |    |    |
|----|----|----|----|
| 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |

資料整理或省思

彰化縣私立精誠高級中學

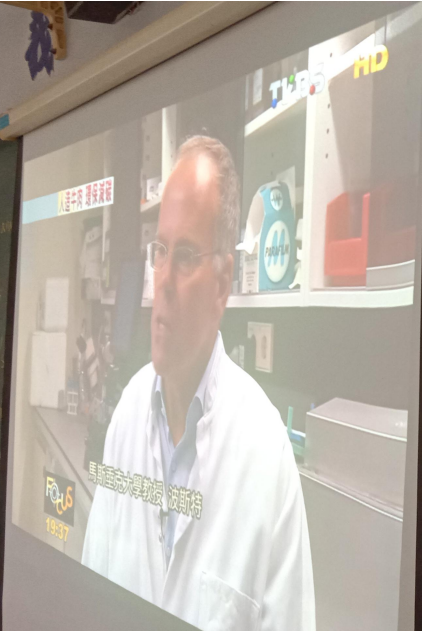
「學習共同體及授業研究」公開觀課紀錄表

觀課科目：數學 觀課教師：葉宗憲 觀課日期：111年2月17日

授課內容：Triangle Wong 授課教師：黃金成

| 觀課參考項目 | 紀錄內容（請以文字簡潔描述）                           |
|--------|--|
| 全體學習態度 | 1. 是否有專心的學習環境？ 有                         |
|        | 2. 是否有熱烈的學習氣氛？ 有                         |
|        | 3. 學生是否專注於學習的內容？ 有                       |
| 學生學習過程 | 1. 學生是否互相協助、討論和對話？ 有                     |
|        | 2. 學生是否主動回應老師的提問？ 同上                     |
|        | 3. 學生是否主動提問？ 有                           |
|        | 4. 學生是否能專注個人或團體的學習（如：學習單、分組活動等）？ 有       |
|        | 5. 是否發現有特殊表現的學生？（如：學習停滯、學習超前和學習具潛力的學生） 無 |
| 學生學習結果 | 1. 學生學習是否有成效？ 有                          |
|        | 2. 學生是否有學習困難？ 有                          |
|        | 3. 學生的思考程度是否深化？ 有                        |
|        | 4. 學生是否樂於學習？ 有                           |

| 議題   |   | 建議   |
|--|---|--|
| 優點   | Discussion makes students enjoy the lesson and become more motivated. | Guide students to transfer their learning into graphic organization would be better. |
| 教學的心得與學習   |   |  |
| <p>① 小組討論 活絡氣氛。</p> <p>② 產出放在學習單讓學生學會整理文章重點。</p> <p>③ 老師最後有協助檢查學生是否理解並將重點整理在黑板上。</p> |   |  |



馬斯達克大學教授 謝斯特

tastes like real meat.

now the price of future meat.

problem → Not enough meat.

solution → Dr. Post takes...

so

P111-118

② 翰 H

P36-40



### 省思

- 一、可以引導學生畫出 GO 圖。
- 二、討論可以引起學生的動機。
- 三、使用 KWL 閱讀策略。
- 四、重點整理在黑板上。
- 五、協助檢查學生的理解程度。