

# 復旦高中 104 學年度

高中部 277 班閱讀計畫

指導教師：董麗珠老師

共讀書籍：勇敢做唯一的自己、The Giver、轉山

## 復旦高級中學 104 學年度第一學期高中部一年級閱讀科教學計畫

一、教學目標	1. 提昇閱讀風氣，培養閱讀能力，擴大閱讀層面，養成主動學習的習慣，打造厚實的知識基礎。 2. 透過認證制度，鑑別學生閱讀能力，形成復旦教學特色。
二、評量方式	學習單、小組上台報告、課堂問答、期中及期末至少繳交 4 篇字數至少 500 字之心得報告、線上閱讀測驗
三、成績計算	1. 作業及繳交情形：70%。 2. 上台報告態度及認真程度：30%
四、對學生的期望	1. 明白如何利用工具使用圖書館資源。 2. 應用閱讀策略，強化語文讀寫能力。 3. 喜愛閱讀，並能提出個人見解、看法及體悟。 4. 學習以簡報進行報告及心得分享。

### 五、教學進度

每週時數	組別	任 課 教 師	書 單		
1		董麗珠	但願你 20 歲就懂的 18 件事、勇敢做唯一的自己、The Giver、轉山		
週次	日期起迄	章 節	課 程 內 容	作 業 進 度	備 註
1	08/31~09/04	圖書館利用教育			
2	09/07~09/11	課程說明：學期書單討論		暑假自由閱讀心得一篇	
3	09/14~09/18	生命教育指定閱讀	閱讀策略-檢索		畫重點與關鍵字 PPT
4	09/21~09/25	生命教育指定閱讀	閱讀策略-檢索		佳句分享
5	09/28~10/02	閱讀心得撰寫、討論		心得一篇	閱讀心得
6	10/05~10/09	青少年閱讀區塊選讀			
7	10/12~10/16	期中考			佳句分享
8	10/19~10/23	青少年閱讀區塊選讀			心得抽查 2 篇
9	10/26~10/30	青少年閱讀區塊選讀			
10	11/02~11/06	閱讀認證登錄			
11	11/09~11/13	英文閱讀分組練習	閱讀策略-檢索		重點與關鍵字分享
12	11/16~11/20	英文閱讀分組報告			分組簡報檔、摘要及學習單
13	11/23~11/27	英文閱讀分組報告		學習單兩篇	分組簡報檔、摘要及學習單
14	11/30~12/04	期中考			
15	12/07~12/11	中文文學作品賞析			分組簡報檔、摘要及學習單
16	12/14~12/18	中文文學作品賞析			分組簡報檔、摘要及學習單
17	12/21~12/25	閱讀心得撰寫		心得一篇	閱讀心得
18	12/28~01/01	閱讀認證登錄			心得抽查 2 篇
19	01/04~01/08	電影欣賞討論、自由閱讀討論			
20	01/11~01/15	期末考			

# 閱讀活動課程設計

授課時數:4 小時

設計者: 董麗珠

討論書籍	The Giver	融入議題	環境保護與人文關懷	適用年級	高一、二
閱讀策略發展	檢索—重點與關鍵字				
實施方式	<input checked="" type="checkbox"/> 分組討論 <input checked="" type="checkbox"/> 口頭報告 <input checked="" type="checkbox"/> 書面報告 <input type="checkbox"/> 角色扮演 <input type="checkbox"/> 採訪活動 <input type="checkbox"/> 資料收集 <input type="checkbox"/> 心得發表 <input type="checkbox"/> 其他：書籍影片欣賞				
教學目標	1. 認知：了解閱讀策略-檢索(畫重點)的不同方式與技巧。 2. 情意：透過檢索，仍能顧及到課文的完整性，並能欣賞作品所要傳達的意涵。 3. 技能：透過各組口頭報告，欣賞各組(依”幕”劃分)所畫的重點，並透過書面摘要及口頭簡報實際進行分享。				
教 學 活 動 設 計				所需用之教學資源	時間分配
一、 準備活動 二、 以 PPT 講授畫重點與關鍵字的閱讀技巧。 三、 活動 1： 全班同學分組進行報告、及摘要繳交。 (全班分四周將報告完成，每周上台三組，共十二組，每組報告一個章節。上台報告的組別需製作 PPT 以簡報方式進行報告、PPT 中並推薦同學們認識該章節二十個新的字詞，分享所畫的重點及關鍵字，並繳交電子檔。)				電腦及投影機 電腦及投影機	0.5 小時 3 小時
四、 活動 2:各組填寫學習單 各組依所分配的章節填寫不同內容學習單。				學習單	0.5 小時
五、 活動 3: 各組繳交英文摘要。					





## 復旦高中融入式課程教師實施心得回饋單

融入議題	<input checked="" type="checkbox"/> 生命 <input type="checkbox"/> 生涯 <input type="checkbox"/> 性別平等 <input type="checkbox"/> 其他:		
科部別	<input type="checkbox"/> 國中部 <input checked="" type="checkbox"/> 高中部		
年段	<input checked="" type="checkbox"/> 一年級 <input type="checkbox"/> 二年級 <input type="checkbox"/> 三年級		
科目	閱讀	融入單元	檢索—重點與關鍵字
活動名稱		實施時間	104 學年度 <input checked="" type="checkbox"/> 上學期 <input type="checkbox"/> 下學期    第 11 週

實施

實施心得：

1. 同學們對閱讀英文小說沒有信心，開始接觸時即略顯排斥。
2. 同學們對上台進行 PPT 簡報分享所看內容章節，顯得缺乏信心也缺凡經驗，後經一組一組上台並報告完後立即給予正面回饋及建議後，後面上台的組別有比較有概念如何以 PPT 方式進行報告。
3. 同學們對寫英文學習單缺乏信心，但經分組合作後，仍可完成老師所交代的作業。
4. 下次實施建議：
  - (1) The Giver 不適合高一，偏難，建議 *Number the Stars*
  - (2) 雖然以 PPT 進行簡報可以給同學們練習的機會，但因是閱讀課，且同學們有其他課業壓力，同學們較不積極用心準備報告，建議如要以相同方式進行，恐怕需用暑假進行較好。
  - (3) 學習單的填寫是可行的。
  - (4) 摘要的書寫是可行的。

照片：



照片：



學生學習單(一)

Worksheet of The Giver

Class: 297 Group no. 5 No. 24 Name: 李依庭

Scene Four

1. At what age would people have the freedom to choose their volunteer work?

People have the freedom to choose their volunteer work at eight years old.

2. Where did Jonas spend his volunteer hours in this scene?

He spent his volunteer hours in the House of the Old in this scene.

3. Try to describe the celebration of the release of the elderly in The Giver.

There was the telling of the elderly's whole life. That is always first. Then the toast. They raised their glasses and cheered. They chanted the anthem. The release of the elderly made a lovely good-bye speech, several of his/her friends made little speeches wishing him well.

4. Do you think being released is a proper way to end people's life? Why or why not?

(中文可)

我認為這樣的方法是 inappropriate 的，因為雖然書中所說的有點像「安樂死」，但二者還是有差別的。安樂死是得了某疾病或發生某意外，活在這世上那人會痛苦，不得已的情況下才選擇安樂死。但書中的「release」是只要到了一定的歲數就得「being released」。沒有要或不要的餘地可選。我覺得很殘忍... 雖然說人最後都該死，但或許那人還想體驗這世上的許多東西，還想多和家人相處久一點，還想看看各地的人，風景... 如果是發生在我身上我無法接受。

Worksheet of The Giver

Class: 297 Group no. 5 No. 24 Name: 李依庭

Scene Five

1. What's the standard phrase after someone's dream-telling?

Thank you for your dream, (someone's name).

2. At what age would dream-telling begin?

Dream-telling began with Threes.

3. Define the term "Stirring" in The Giver.

The wanting. Jonas knew that Fiona wouldn't. And he knew that she shouldn't. But Jonas wanted it so terribly.

4. What would people do when "stirring" happen to both males or females?

People swallowed the pills when "stirring" happened to both males and females.

5. Try to describe the dream Jonas told to his family in scene 5.

Jonas was in the bathing room at the House of the Old. There was a tub in the warm room. And he had taken off his tunic, but hadn't put on the smock, so his chest was bare. He was perspiring because it was so warm. Only Fiona and Jonas in the room, standing beside the tub. She was laughing. He was a little angry at her. Jonas wanted her to taken off her clothes and get into the tub, she wanted to bathe her. He had the sponge in his hand. But she wouldn't. She kept laughing and saying no.



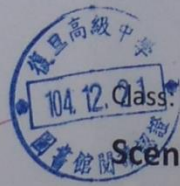
學生學習單(二)

Worksheet of The Giver

Class: 211 Group no. 4 No. 6 Name: 張楷如

Scene Three

1. What was the first thing Jonas noticed as he looked at Gabriel?  
Jonas noticed that his and Gabriel's eyes had the same color, gray. Though, the eyes in gray aren't usual.
2. What was Gabriel's comfort object?  
Gabriel's comfort object is a toy hippo.
3. Try to describe the life the Birthmothers lead in The Giver.  
In the Giver, birthmothers aren't a really good job. A woman can only ~~birth~~ <sup>deliver</sup> three times. Then you have to do your work with work force. The girl in the book says that birthmothers get wonderful food, and they have very gentle exercise periods and most of the time they just play games and amuse themselves while they're waiting. But after three births, they are laborers for <sup>the</sup> rest of their adults' life.
4. At what age can people start volunteer work?  
People can start volunteer work at eight. In the book, Lily's mother suggested Lily ~~to~~ <sup>that she</sup> try some ~~at~~ at the Nurturing Center.
5. In your opinion, why would Jonas take the apple home from the Recreation Area?  
There had been nothing special about it when he is playing throw, catch, throw catch. But suddenly Jonas figured out that the apple through the air with his eyes, a piece had changed so he take the apple back home try to create the <sup>look</sup> ~~look~~ <sub>situation again</sub>.



Worksheet of The Giver

Class: \_\_\_\_\_ Group no. \_\_\_\_\_ No. \_\_\_\_\_ Name: \_\_\_\_\_

Scene Four

1. At what age would people have the freedom to choose their volunteer work?  
When they turn to ~~eighteen~~, they have the freedom to choose their volunteer work.
2. Where did Jonas spend his volunteer hours in this scene?  
Jonas spent his volunteer hours in the House of the ~~Old~~ in this scene.
3. Try to describe the celebration of the release of the elderly in The Giver.  
~~Take an example in this book.~~ There was the telling of his life. ~~Then~~ they raised ~~raised~~ their glasses and cheered. They chanted the anthem. The people that ~~was~~ going to be released made a good-bye speech. Last, some of his friends ~~will~~ make some wishes to him or ~~she~~ <sup>her</sup> ~~could~~.
4. Do you think being released is a proper way to end people's life? Why or why not? (正反可)  
I think there isn't a proper way or an ~~no~~ improper way. I think "being released is a proper way to end people's life" ~~depends on the people.~~ <sup>person</sup> When ~~the~~ the ~~people~~ is seriously sick, ~~it is~~ ~~a proper way to end life.~~ In this book it seems that the main character and the old people ~~seem~~ that they don't know the truth about the celebration of the release. If they know the ~~truth~~ <sup>it</sup> they won't be happy. So sometimes ~~that~~ being released isn't a good way.



學生學習單(三)

Worksheet of The Giver

Class: 277 Group no. 13 No. 34 Name: 陳育嫻

Scene Twelve

1. What classes did Jonas have at school?

He had language and communications, commerce and industry, science and technology, civil procedures and government.

2. What did Fiona learn on her first day of training?

She learned about the administrative work, the dietary rules and punishment for disobedience, which they use a discipline wand (like treating children) and medications, etc.

3. Why would Jonas be late for the training in this scene?

Jonas was late because of the "seeing-beyond" skill. The Giver told him. He started to notice that things were starting to be seen differently, as usual through his eyes.

4. What color was Jonas beginning to see?

He was beginning to see the color red.

5. Why did colors disappear according to The Giver?

It was because the people made their own choices to achieve going to sameness, which means everyone feels the same things and lives their lives in the same way and looks things in the same way.

Worksheet of The Giver

Class: 277 Group no. 13 No. 34 Name: 陳育嫻

Scene Thirteen

1. What did Jonas mean when he said, "It isn't fair that nothing has color!"?

It's because if it means sameness and everything is the same, your choices couldn't vary, there's no need to decide.

2. Do you agree with the community that it's "safer" to protect people from making wrong choices?

No, I can't imagine a life without making decisions. Choices are important because they make our lives different from than others. Though it may be risky to have different choices, they are the things that make our lives adventurous and wonderful.

3. What's the first thing that Jonas violated the rules of training?

He gave his friend, Asher, awareness about the colors without The Giver's permission.

4. Can Jonas apply for a spouse? If yes, any difference from ordinary family units?

He can, but it would be difficult. His living arrangements would have to be different from other families, because the knowledge is forbidden to others.



學生學習單(四)

Worksheet of The Giver

Class: 2711 Group no. 3 No. 23 Name: 吳以祺

Scene Two

- At what age can the children in this community receive a bike and learn to ride?  
The children <sup>can</sup> receive their bicycles at nine. They weren't allowed to ride bikes before then.
- Define the term "The Receiver."  
The Receiver is the most important Elder.
- Define the term "The Ceremony of Twelve."  
The Ceremony of Twelve is the most important of the Ceremonies. It was a secret selection, made by the leaders of the community, who will decide ~~their~~ <sup>the</sup> Assignment.
- At what age, children's comfort objects will be taken away?  
At eight, children's comfort objects will be taken away.
- (修正) If you were a member of this community, would you be happy to be assigned a job?  
If I was a member of this community, I might be happy to be assigned a job. The leaders of the community will observe everyone when they are young, and choose the best job for them.

Worksheet of The Giver

Class: \_\_\_\_\_ Group no. \_\_\_\_\_ No. \_\_\_\_\_ Name: \_\_\_\_\_

Scene Three

- What was the first thing Jonas noticed as he looked at Gabriel?  
The first thing Jonas noticed as he looked at Gabriel is his eyes. The pale eyes are like Jonas's.
- What was Gabriel's comfort object?  
Gabriel's comfort object is a hippo.
- Try to describe the life the Birthmothers lead in The Giver.  
Birthmothers give three births in three years. After that they are Laborers for the rest of their lives until the day that they enter the House of the Old. They will have wonderful food and they can play games while they're waiting.
- At what age can people start volunteer work?  
People start volunteer work when they are eight.
- In your opinion, why would Jonas take the apple home from the Recreatio Area? (修正)  
When he throw the apple to Asher, he thinks that the apple had changed. But Asher didn't noticed, so Jonas take the apple home.

