

Area of Trapezium

平行四边形的面积

Good features in this lesson

本节课中好的方面：

- Lesson started with a song (Smile) – a nice way to settle the children down, and didn't take too much lesson time.
- 本节课在歌曲（微笑）中开始——这是一种非常好能帮助学生安静下来准备上课的好方法，且花费时间不多。
- Silent thinking set the scene for the lesson topic and related to the value of helping (ie if we can get the formula we can help the farmer)
- 为本节课的主题创设了静思的情境，体现了帮助他人的价值（例如，我们能懂得如何计算面积，我们就能帮助农民伯伯）
- Children had prepared their shapes before the lesson, which enabled them to settle down quickly to the active task of cutting and re-arranging
- 儿童在课前准备了自己的学具——各种图形的纸片，这就能使他们很快地开始学习活动——剪纸与重组图片
- Emphasis was on the children doing the thinking, eg through questions such as “Do you think the area of the shape has changed?”
- 重视学生的思维训练，例如，教师问：“你们认为图形的面积变化了吗？”
- Teacher encouraged children to use silent thinking to use their inner computers as a tool to recall the rectangle area formula
- 教师鼓励儿童运用静思、运用心智计算机这一工具来获得长方形的面积公式。
- Good example of values talk: “Whether it is a big or small rectangle, we still use the same formula – ie this formula is Truth that doesn't change. Some things about us should never change (e.g. as Chinese people we should love our country forever).
- 开展了十分好的价值对话。“不管长方形面积是大是小，我们都是使用同一个公式。这个公式就是真理，真理是永恒不变的。其实我们人类本身也有一些品质是永恒不变的，如作为中国人，我们都应该永远热爱我们的祖国。”
- Teacher re-worded the problem: “Can you help the farmer?”
- 教师重编了应用题：“你能帮助农民伯伯吗？”
- It was a nice activity to act out the explanation to the farmer about how he could find the area of his field, making sure he understood.
- 创设情境，让学生扮演向农民伯伯解释如何计算他的土地面积，并保证农民伯伯理解这一公式。
- Good example of Educare Groupwork talk: Teacher asked children to tell how they thought they had worked in the group, and whether anyone came across a problem of not helping. Teacher reminded them that, “A single person is not very strong but if we work together we can be strong.”

- 开展了十分好的关怀小组教学。教师要求学生来谈谈他们在进行小组教学中是如何思考的，是否有考虑到其他人如果没有得到帮助是否会遇到困难。教师提醒他们，“一个人的力量不是非常强大，但如果我们共同合作，我们就变得更为强大了。”
- Good example of co-operation in pairs – one child to write and the other to read. This means that everyone feels, “I have a purpose”.
- 其中有非常好的同伴合作的范例——一个孩子写，另一个孩子读。这就能让每个人都感觉到：“自己有一个目标。”
- Teacher asked children to pose their own problems related to environmental protection by using the formula for area.
- 教师请学生们自己来编要运用面积公式的有关环境保护的问题。
- When the children read out their own problems the teacher explored their values talk more deeply by asking questions such as, “Why did you choose the topic of planting trees?”
- 当学生阅读自己的问题时，教师通过提问来开发他们的价值对话，“你为什么选择植树的主题？”
- Silent thinking was used at the end to reflect on what they had learned: not only knowledge, but also values messages (how to help each other, how to protect the environment)
- 在一节课结束时又运用了静思来让学生反思他们学到了什么，不仅仅是知识，而且是价值信息（怎样互相帮助，如何保护环境）。

Suggestions

建议：

- How do you think the teacher could have introduced deeper “Educare Groupwork” talk – before, during and after the groupwork reporting?
- 在小组报告前、中、后，你认为教师是否已经开展了深层的“关怀教育对话”？