

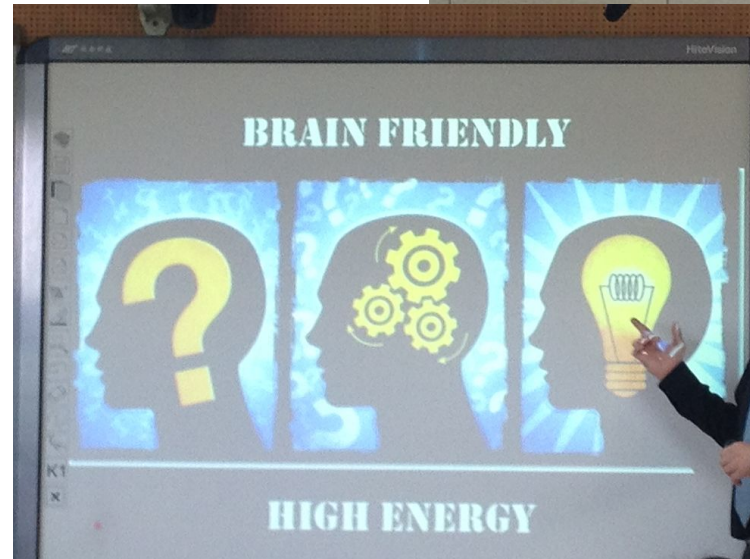
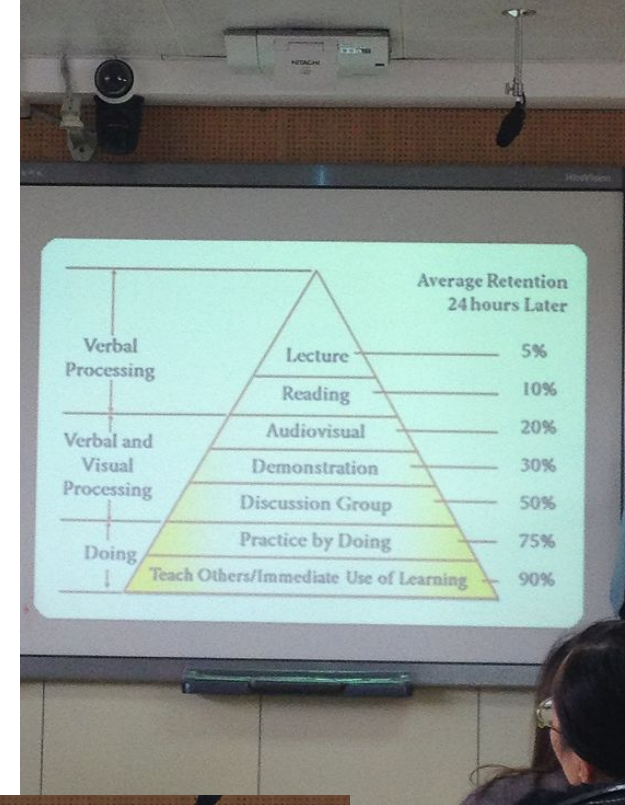
# 关于小组合作学习

小组合作学习是目前世界上许多国家普遍采用的一种富有创意的教学理论与方略。由于其实效显著，被人们誉为近十几年最重要和最成功的教学改革。各国的小组合作学习在其具体形式和名称上不甚一致。如欧美国家叫“合作学习”，在前苏联叫“合作教育引”。综合来看，小组合作学习就是以合作学习小组为基本形式，系统利用教学中动态因素之间的互动，促进学生的学习，以团体的成绩为评价标准，共同达成教学目标的教学活动。

合作是指两个或两个以上的学生或群体，为了达到共同的目的而在行动上相互配合的过程。小组合作学习是在班级授课制背景上的一种教学方式，即在承认课堂教学为基本教学组织形式的前提下，教师以学生为学习小组为重要推动性，通过指导小组成员展开合作，发挥群体的积极功能，提高个体的学习动力和能力，达到完成特定的教学任务的目的，改变了教师垄断整体课堂的信息源而使学生处于被动地位的局面，从而激发了学生的主动性、创造性，也因此得以充分的发挥。

- 实施“小组合作学习”的教学过程
- 我们把全班学生按“组内异质、组间同质”的原则，根据性别比例、兴趣倾向、学习水准、交往技能、守纪情况等合理搭配，分成学习小组，每组6人，按长方形围坐，以便启发引导之后，学生面对面地进行小组讨论。
- 小组人员分工及分工标准：根据每个人的特长不同进行不同的分工。善于组织活动的学生为组长；善于记录的学生为记录员；善于表达的学生为中心发言人。为了让每一名学生都得到锻炼，定期轮换主发言人，每人都有发言的机会，在主发言人表达之后，如有遗漏，中心发言人可以补充。
- 小组合作学习中教师的角色定位。教师是全班小组合作学习的组织者和掌控者；是组内研讨的参与者；是小组研讨的引导者。

# 大卫的小组合作学习



# 教师体验小组合作学习







2008.06.17 21:59



2008.06.17 22:33



2008.06.17 23:05



2008.06.04 22:32



2008.06.19 22:31

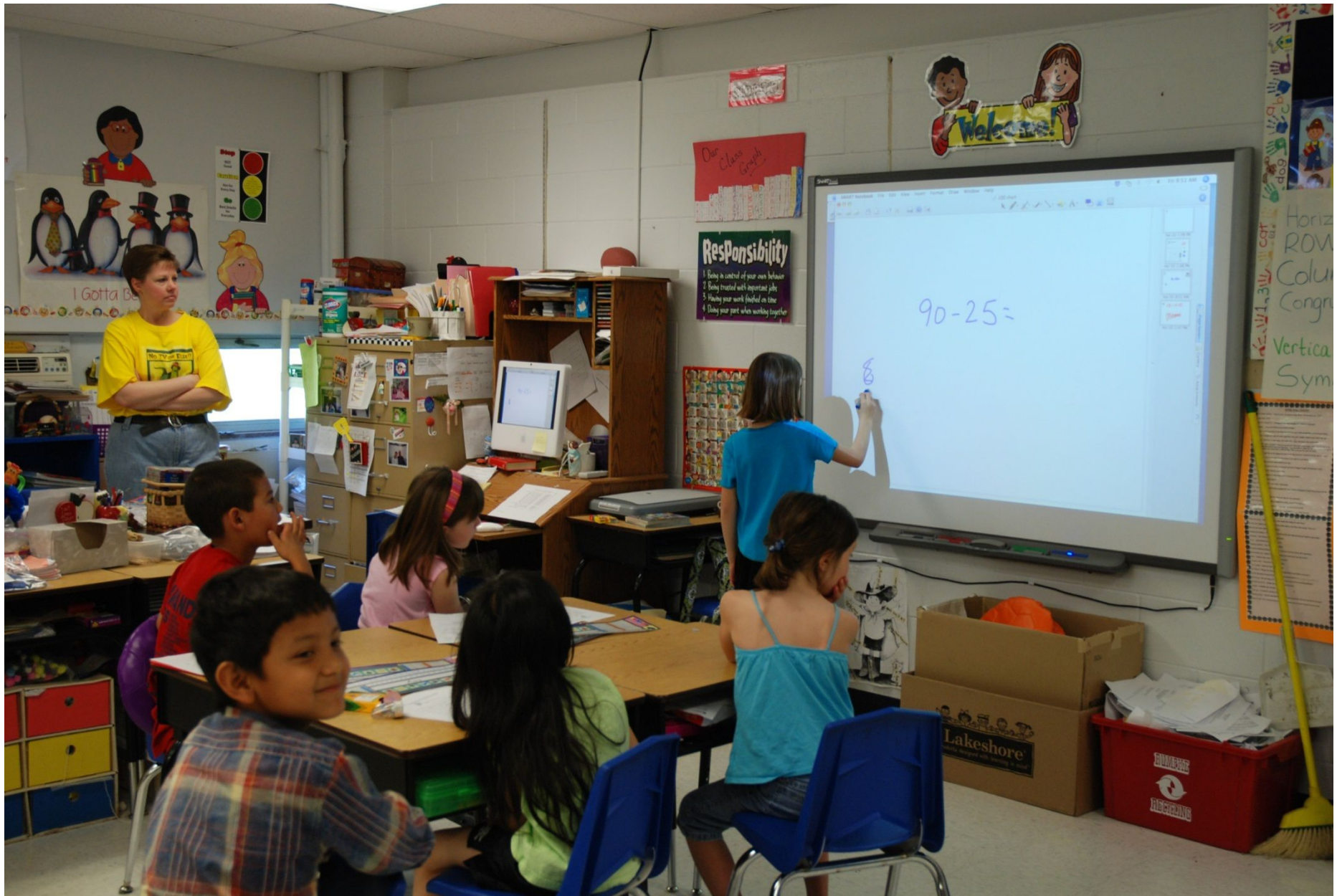


2008.06.11 22:48

|     |     |     |     |                                                                                    |
|-----|-----|-----|-----|------------------------------------------------------------------------------------|
| (P) | (N) | (D) | (Q) | <div style="border: 1px solid black; padding: 2px; display: inline-block;">①</div> |
| 1¢  | 5¢  | 10¢ | 25¢ | 4 Q                                                                                |

|     |     |     |   |           |   |   |
|-----|-----|-----|---|-----------|---|---|
| (N) | (D) | (P) | = | <u>16</u> | ¢ | ✓ |
| (Q) | (N) | (N) | = | <u>35</u> | ¢ | ✓ |
| (D) | (P) | (P) | = | <u>12</u> | ¢ | ✓ |

2008.06.11 22:54



$$90-25=$$

**Responsibility**

- 1. Being in control of your own behavior
- 2. Being treated with important jobs
- 3. Having your work finished on time
- 4. Doing your part when working together

Horiz  
ROW  
Colu  
Congr  
Vertica  
Sym

# Responsibility

1. Being in control of your own behavior
2. Being trusted with important jobs
3. Having your work finished on time
4. Doing your part when working together

$$90 - 25 =$$

85

# Responsibility

1. Being in control of your own behavior
2. Being trusted with important jobs
3. Having your work finished on time
4. Doing your part when working together

$$90 - 25 =$$

$$90 - 20 = 70$$

$$70 - 5 = 65$$

Horizontal  
ROW

Column  
Congruent

Vertical  
Symmet

# Responsibility

1. Being in control of your own behavior
2. Being trusted with important jobs
3. Having your work finished on time
4. Doing your part when working together

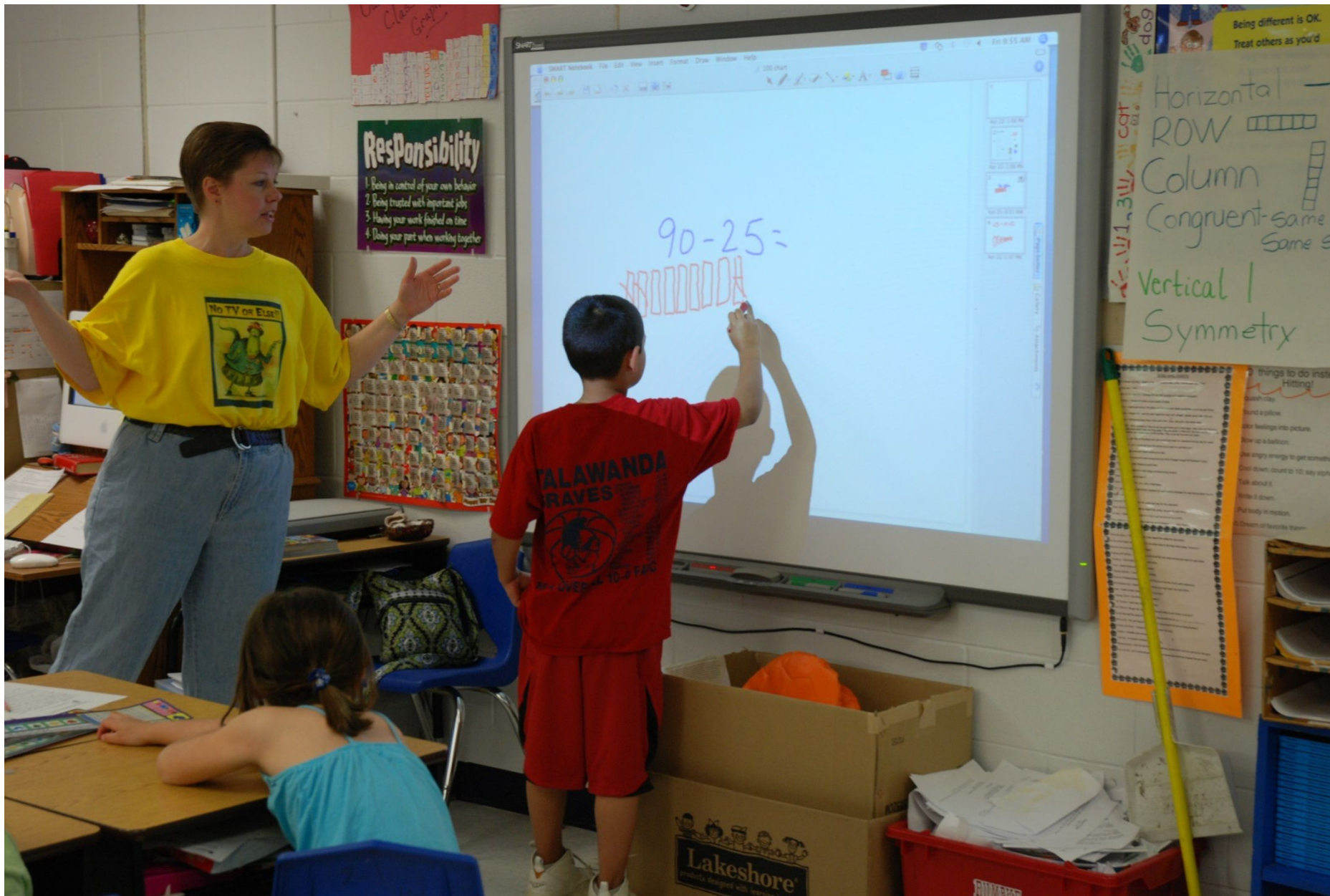
$$90 - 25 =$$

$$90 - 20 = 70$$

$$70 - 5 = 65$$

Horizontal  
Row  
Column  
Cong  
Vertical  
Sym

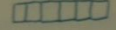




## Responsibility

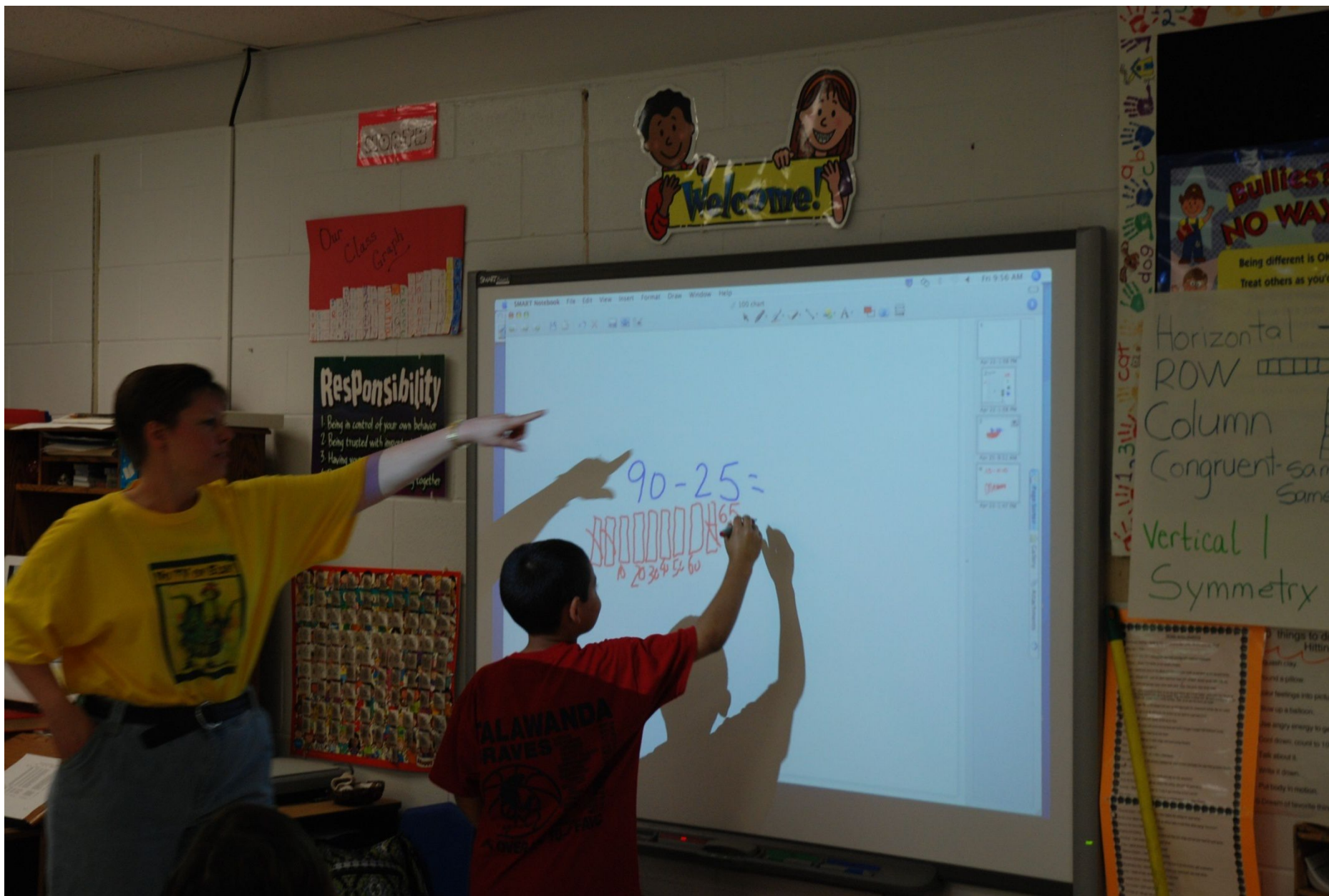
1. Being in control of your own behavior
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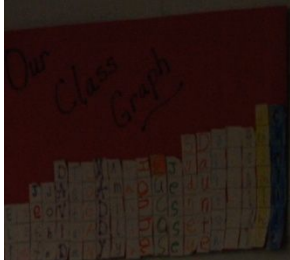


Horizontal ROW   
Column   
Congruent-same  
Symmetry

things to do inside  
Hitting!  
Brush city  
Bend a pillow  
Color feelings into picture  
Blow up a balloon  
Use angry energy to get something  
Close down, count to 10, say all the  
I ask about it  
Write it down  
Put body in motion  
All Dream of favorite them

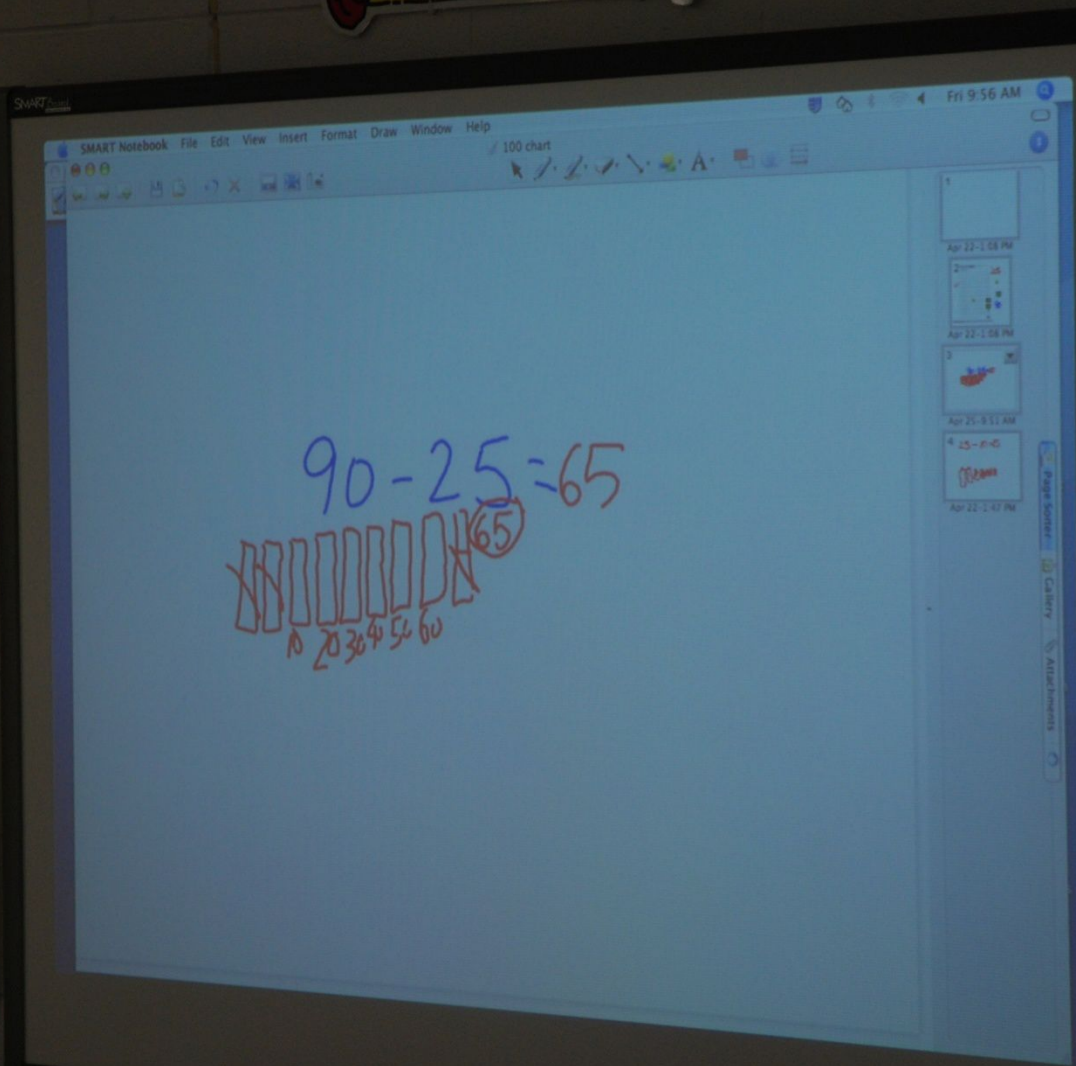
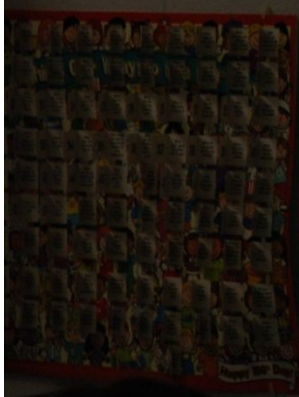
Lakeshore  
privately designed with...





### Responsibility

1. Being in control of your own behavior
2. Being trusted with important jobs
3. Having your work finished on time
4. Doing your part when working together



### Bullies NO WAY

Being different is  
Treat others as you

Horizontal  
ROW

Column  
Congruent-same  
Symmetry

Vertical

things to  
H  
squish clay  
round a pillow  
your feelings into  
blow up a balloon  
use angry energy  
Goat down, count  
Talk about it  
Write it down  
Put body in motion  
Cream of tartar



2008.06.17 22:43

# The Scientific Method...

Information?

Various Earth layer diagrams and a small model of a house.



## Inquiring about our Earth to its core...

Weather-related diagrams and drawings including clouds, rain, and a rainbow.



Workbook and Answer Key

### Features of Non-fiction...

- captions
- illustrations
- photographs
- table of contents
- index
- glossary
- purpose statements
- interviews
- bibliography
- graphing

### Various forms of non-fiction

- biographies
- autobiographies
- diaries/journals
- newspaper articles
- magazines
- historical documents
- encyclopedias
- scientific documents
- science non-fiction
- textbooks
- recipes
- historical non-fiction
- geographical
- laboratory studies

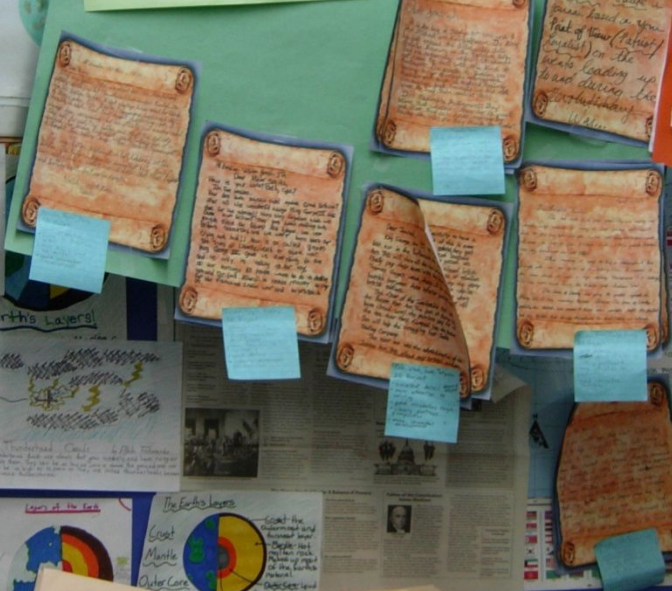
### Strategies/Skills that are creative

- understanding cause/effect
- making inferences
- understanding fact/opinion
- making inferences
- drawing conclusions
- context clues

## Various perspectives on events leading to

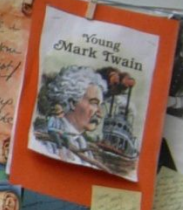
### The American Revolution...

Handwritten notes and drawings related to the American Revolution, including a map of the Eastern United States.



### Social Studies

Young Mark Twain



Who?  
What?  
Where?  
Why?  
How? Which?

### Prewriting

Journal Writing

Brainstorming

### Drafting

Mapping

Various colorful cards and drawings, including one titled 'MY POETRY BOOK'.



2008.06.17.21.49

apples & chalkdust



The York Public Library's Guide to Research

Word Study

Units of Study...

Math

## 4-Step Method for Problem Solving

**Step 1** Understand the problem.  
What is it that you need to solve?

**Step 2** Find the helpful Information.  
Underlining helps. Not all information is relevant.

**Step 3** Make a plan. What operation(s) do you need to use. Why?

**Step 4** Solve and check.  
Work carefully and be sure to check your work and final answer. **Show Your Work!**

2008.06.17 22:31

## Reading Strategies

- **Making Connections** - Good readers connect their reading to themselves, other text, and the world.  
(Text-to-Self <sup>T-S</sup>, Text-to-Text <sup>T-T</sup>, Text-to-World <sup>T-W</sup>)
- **Questioning** - Good readers pose questions as they read and seek out answers to deepen their comprehension.  
Q
- **Visualizing** - Good readers use text details to make pictures in their minds as they read.  
V
- **Inferring** - Good readers use their background knowledge and text clues to draw conclusions as they read.  
I
- **Determining Importance** - Good readers make decisions about what information is important.  
D.I.
- **Synthesizing** - Good readers have new perspectives and thoughts that grow out of their reading.  
S.

Good readers read to make meaning!

2008.06.19 22:26

挥洒青春 放飞梦想

齐心协力 共创佳绩

# 4 眼镜蛇

文明的起源

得天独厚的  
大河文明

古埃及 BC3500  
古巴比伦 BC3500  
古印度 BC2500  
古代中国 BC2070

自然 经济 政治

早期国家的  
形成

城市开始出现 — 乌尔城 摩亨佐达罗  
二里头文化遗址  
王权神圣  
分化的社会  
军队与刑法

告别野蛮

文字  
建筑和工艺  
科学技术  
宗教

第五组

文明  
的  
起  
源  
大河文明



中国 { 青铜文化 (黄河中下游) 产生时间 BC2070年  
甲骨文  
佛教 (印度河、恒河) BC650年  
古印度 { 种姓制度  
空中花园 (新月地带)  
古西亚 { 楔形文字  
《汉谟拉比法典》  
古埃及 { 太阳历 (尼罗河的赠礼)  
象形文字  
金字塔

2012.11.01

形式的  
东西过多，  
看似热闹，  
实则学生收  
获很少。







