

# 分層課業

## 甚麼是分層課業？

- 分層課業是教師為「混合能力分組」班內學生而設計，務求照顧學生的不同需要。
- 教師設計不同程度的學習活動，讓學生能按照本身已掌握知識，以適當的程度學習，進深探究。

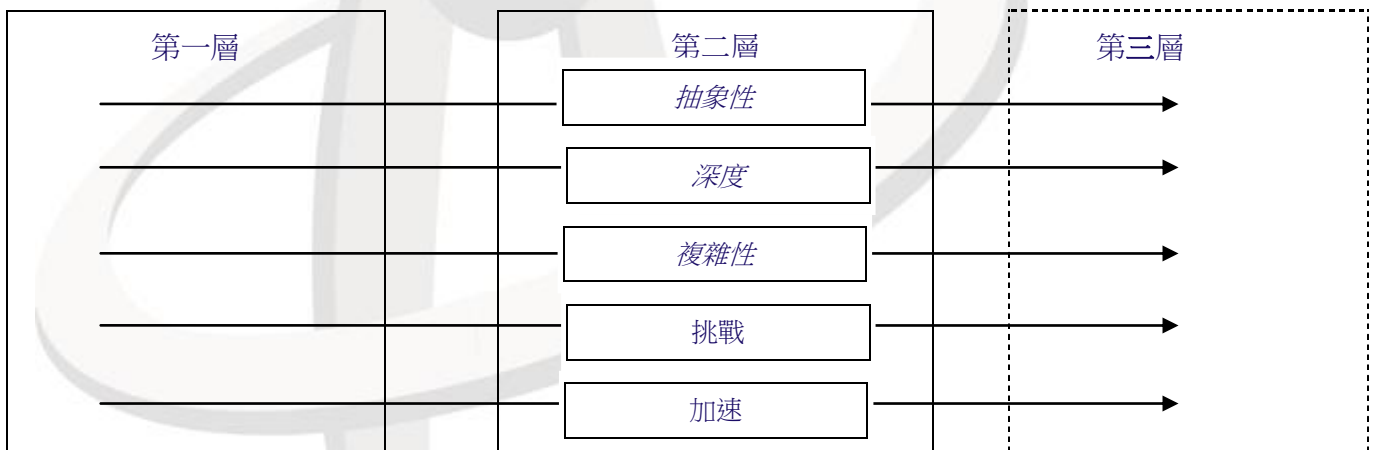
## 為何採用分層課業方法? (Tomlinson, 2004)

運用分層課業可以：

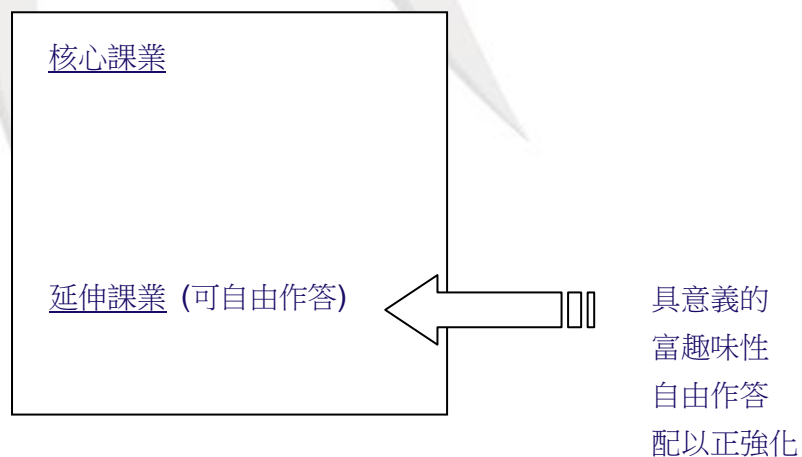
- ✓ 容許不同學習進度
- ✓ 容許學生接受挑戰
- ✓ 提升學生成功感，起激勵作用
- ✓ 將評估與教學整合
- ✓ 切合不同起步點的學生

## 如何設計？（兩種參考方式）

1. **分開層階的課業**：先設計一個學習活動或課業作為基礎課業，然後設計一個較複雜或具挑戰性的課業，作為進階課業，亦可按相反次序設計（先設計進階課業，然後設計基礎課業）。



2. **核心+延伸課業**：設計核心課業以涵蓋核心課程內容，繼而增添選答部分（例如：「額外挑戰題」）作延伸活動，供高能力學生選擇回答(配以正強化)。



例子

方式 1 : (分開層階的課業)

P.6 English

<i>Basic Tier</i>	<i>Advanced Tier</i>
<p><b>Level 1:</b> Choose and write the correct words. You may also use other words with “-ing” and “-ed”.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;">                     bored disappointed excited interested                      boring disappointing exciting interesting                 </div> <ol style="list-style-type: none"> <li>Sam got 20 marks in the Maths test. His result was _____. I was _____.</li> <li>This is a _____ film. I felt asleep when I was watching it. I was so _____.</li> <li>The story was very _____. All the children were _____ in it. They all listened quietly.</li> <li>I was _____ to see the magic tricks. The performance was _____.</li> </ol>	<p><b>Level 2:</b> Fill in each blank with an “-ed” or “-ing” adjective.</p> <ol style="list-style-type: none"> <li>Sam got 20 marks in the Maths test. His result was _____. I was _____.</li> <li>This is a _____ film. I felt asleep when I was watching it. I was so _____.</li> </ol> <p>Explore the interesting patterns.</p> <ol style="list-style-type: none"> <li>Read the sentence. Why is “interesting” (-ing adjective) used to describe a person?  <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">                     Simon is an interesting boy.                 </div>                     _____</li> <li>What is the difference between these two sentences?  <div style="border: 1px solid black; padding: 5px; margin: 5px 0;">                     Mrs. Choi is frightened.                      Mrs. Choi is frightening.                 </div>                     _____</li> <li>Use an “-ing adjective” to write a sentence that describes people.                      _____</li> <li>What do you discover from the following?</li> </ol> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>Rules</b></p> <p>(i) “<b>-ed adjective</b>”: feelings that someone has/had about something.</p> <p>(ii) “<b>-ing adjective</b>”: effects that something has/ had about something.</p> <p>(iii) <b>I discovered...</b></p> <p>When “-ing adjective” is used to describe a person, it is about _____.</p> </div>

方式 2：(核心+延伸課業)

小六 常識

<核心課業>

課題：食物網

「一個食物網是由兩個以上的食物鏈組成，它包含了某特定群落中各種生物互為食物的關係。」

瀏覽網站 [http://www.harcourtschool.com/activity/food/food\\_menu.html](http://www.harcourtschool.com/activity/food/food_menu.html)

先選定生境：草原或北極區或池塘。

在以下空位中，清晰標示你所製成的食物網。

<延伸課業>

常識挑戰題 (可自由作答)

食物網遊戲

1. 瀏覽網站 <http://vtaide.com/png/foodchains.htm>
2. 進入網頁末端的「自擬食物網」。
3. 根據遊戲規則去自編一個食物網。
4. 列印完成的食物網，並製作一張海報或單張。
5. 寫出你學到的新知識。

參考資料

Heacox, D. (ed.) (2002). *Differentiating instruction in the regular classroom*. Minneapolis: Free Spirit Publishing, Inc.

Tomlinson, C. (2004). *How to differentiate instruction in mixed ability classrooms* (2nd ed). Alexandria, VA: ASCD.