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★ 教學指引手冊pdf電子檔請至光碟/pdf目錄下載





局長序 Preface

本市為符應全球國際化教育之脈動，自91學年度於國小一年級全面實施英語教學，並自100學年度起，國小三至六年級英語教學每週增加一節課，改為每週3節課，以加強英語閱讀學習及英語聽說練習作為教學主軸。

自100學年度增加英語學習節數後，教師有更充足的時間，針對學生實際英語學習情況，設計英語閱讀之延伸活動，透過英語閱讀教學活動，活化學生英語學習的內涵。

本次兒童英語圖書創作出版工作，延續自97年度起辦理之國小英語童書繪本創作競賽，由本市教師、學生共同創作繪本、設計英語故事及繪製插圖等，經本局聘請英語教學專家學者評選特優作品後，再由圖書創作之教師設計教學活動教案及學習單等資源匯集成教學指引手冊，並經專家學者們仔細編輯審定後印製出版，發送各校作為推動英語閱讀使用。

今年亦配合圖文朗讀的電子書版本，藉由教師教學時每位學生「人手一本」的英語圖書，除豐富學校英語圖書資源外，也提供學生自行進行聽讀學習，培養兒童英語閱讀習慣，以提升學童學習英語之興趣，建立屬於本市教師及學生共同創造英語教學資源的新風貌。

本系列圖書及教學手冊得以出版，特別感謝編審指導胡潔芳教授及吳孟均教授細心審閱，出版顧問袁瑞姝小姐、謝宛璇小姐及法律顧問彭國能律師之專業意見，以及本市英語教學工作小組文化國小、三玉國小之協力合作。期待本系列圖書可提供教師多樣化英語教學活動，並培養學童英語閱讀興趣，進一步延伸至家庭推動親子共讀活動，有效落實推動兒童深耕閱讀工作。

臺北市政府教育局局長

丁亞雯

謹識

民國102年1月



A

B beautiful

Campus



Written by Jill Illustrated by Bonnie
文·陳鳳姬 圖·王冠文





臺北市兒童英文圖書創作出版教學示列(99年得獎作品)

書名	A Beautiful Campus Y is for Yongan	作者	學校：永安國小 姓名：陳鳳姬、王冠文	
適用年級	<input checked="" type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	一節課	
教學主題	(1) Family (2) Phonics (rhyming words)			
Key words 關鍵詞	1. Alphabet	2. School related terms	3.	4.
	5.	6.	7.	8.
Sentence patterns 句型	There are no specific sentence patterns.			
摘要大意	<p>孩子開始學習英語階段最常接觸的圖畫書便是字母書繪本，其內容不單只是學習二十六個字母，每一本繪本，作者賦予每一個單字獨特的價值，用自己的語言來定義這些字彙(claim their own words)，繪者則用畫面呈現文字的生命力。</p> <p>A Beautiful Campus~Y is for Yongan描述永安國小的環境特色、文化傳統、還有孩子們在這裡學習的生活點滴。繪本中的角色，大多數是該字母開頭的昆蟲或動物，除了可以配合教學動物名稱，還代表了永安的學生各有各的特質與專長、臥虎藏龍。</p>			
設計理念	<p>九十八學年度我們為四年級的孩子進行一項延伸閱讀與創意寫作計畫，在兩個學期間，共同閱讀了十本不同主題且別具特色的Alphabet Books，讓孩子藉由廣泛的閱讀，吸取更真實(authentic)的語言內容、增加學習英語的興趣，並建構自己的字彙量、語料以及創作屬於自己的字母書。在孩子們的創作過程中，學校的場所、舉辦的活動、和老師同學的互動、生活點滴，都會引起強烈的學習動機，會主動學習如何用英語表達。</p> <p>感動於孩子們的敏銳觀察力與創意，身為老師當然也應身教與言教並重，在教學相長之中激發自己的想法與教學創意。希望這本圖畫書可以增加永安的孩子學習英語的興趣，並鼓勵孩子用自己的語言表達自己的想法。</p> <p>九十九年，永安十週年，也以這本書祝福永安生日快樂！</p>			





具體目標	<p>1. Help students improve reading comprehension 圖畫書中描述的都是校園生活，引起孩子們的學習動機，增加閱讀理解力的培養。</p> <p>2. Help students develop their senses of art appreciation 是繪本也是學習單，孩子們可以自己繪圖，完成獨一無二、屬於自己的圖畫書。</p> <p>3. Help students organize and review what they've learned 繪本中出現字彙或語詞，有些陌生、有些熟悉的，透過閱讀加深記憶與理解。</p> <p>4. Help students identify themselves with school 藉由繪本讓學生產生對學校認同與歸屬感（school spirits）。</p>			
教 學 活 動 流 程				
達成目標	教 學 內 容	教學媒體	評 量	時 間 (分)
1	<p>Warm-up activity — 將全班分成5組，小組成員一起閱讀（Scanning the book），分享有趣的部分以及討論不懂的單字。</p>	Story book	attention participation	5
1, 3	<p>Group-discussing — 將學校生活單字分成五大部分 (people, subjects, activities, occasions, places)，每組針對一個主題，先找出書裡面有提到的字彙，再共同討論、腦力激盪出可以包含在該主題的字彙或語詞。</p> <p>(1) People - teacher, student, volunteer...</p> <p>(2) Subjects - Chinese, math, music...</p> <p>(3) Activities - play basketball, take notes, study...</p> <p>(4) Occasions - mini concert, field trip, test ...</p> <p>(5) Places - library, secret garden, restaurant...</p>		recognize and read school-related terms Participation	20



4	<p>Presentation & Sharing & Giving opinions—</p> <p>每一組上台發表他們討論的主題與內容，請學生確實記錄大家發表的字彙和語詞於學習單上。鼓勵學生參與討論並能給予其它小組未提出的字彙。</p>	worksheet	attention write down school-related terms	10
2, 3	<p>Wrap-up activity —</p>		(Homework)	5
	<p>列印黑白版的繪本，讓學生塗上喜歡的顏色。鼓勵學生嘗試使用不同的媒材（如粉臘、水彩、拼貼）會出現不同的視覺效果和閱讀感受。</p>		(Homework) Finish the book	



Worksheet ~ School-related Terms ~ class: _____ Name: _____

about People



about Subjects ...



about Activities ...



about Occasions ...



about Places ...





veggie zoo

Written by Michelle Juan Illustrated by René Wang

文·阮玲 圖·王瑞華





臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	Veggie Zoo	作者	學校：北投區立農國小 姓名：阮玲/王瑞華	
適用年級	<input checked="" type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	二節課	
教學主題	蔬菜及動物			
Key words 關鍵詞	1. bitter gourd	2. pumpkin	3. onion	4. green pepper
	5. bean sprouts	6. potato	7. spoon cabbage	8. eggplant
	9. garlic	10. cauliflower	11. carrot	12. vegetable
Sentence patterns 句型	Try some _____. It's good for your health.			
	I hate _____. I like _____.			
摘要大意	<p>像許多小朋友一樣，Patrick不喜歡吃蔬菜。餐桌上總是將蔬菜挑到盤子的一邊，一點也不願嘗試。有智慧的媽媽像魔術師一樣，將很多種蔬菜依據外型及表面紋理，變成各種不同的動物。Patrick因而覺得非常有興趣，也願意嚐嚐看。Patrick最後也與蔬菜變成好朋友，不再抗拒。</p>			
設計理念	<p>不愛吃蔬菜似乎是許多小朋友的通病。報載台灣之子討厭蔬菜，兒福聯盟甚至調查小朋友不喜歡的蔬菜種類並做了排名。本書藉由媽媽的魔杖，將蔬菜變成意想不到的動物藉以吸引小朋友，讓小朋友不再畏懼蔬菜。以英語來說，小朋友對水果名稱說法較為熟悉，但對蔬菜卻不然。本書希望可以讓小朋友學會蔬菜的英語說法並激發小朋友的想像力。因為蔬菜英語說法較為困難，因此置於高年級的教學中。</p>			
具體目標	<p>學生能學會常食用蔬菜的英語說法。 學生能學會動物的英語說法。 學生能用英語表達自己對各種蔬菜的好惡。 學生能欣賞蔬菜變身的過程並發揮想像力。 學生能欣賞書中的圖片。</p>			





教 學 活 動 流 程				
達成目標	教 學 內 容	教學媒體	評量	時間 (分)
能道早安或 午安並用生 活用語對答 能說出以前 學過的單字 及句型	<p>~~ 第一節 ~~</p> <p>1. 暖身活動</p> <p>A. 向小朋友道好, “Good morning!” or “Good afternoon!”並利用之前所學的生活用語進行對答。</p> <p>B. 喚起舊經驗</p> <p>拿出之前所學的食物及水果字卡及其仿真模型。複習之前所學過的食物及水果字彙, 利用What’s this? Do you like ____?</p> <p>Yes, I do. No, I don’t. 來複習單字及句型。</p>	<p>圖卡、字卡 及仿真食物 水果</p> <p>模型</p>	<p>觀察</p> <p>觀察</p>	1
能表達自己 對蔬菜的好 惡	<p>2. 教學活動</p> <p>A. 單字活動</p> <p>拿出各種不同蔬菜的仿真蔬菜模型, 告訴小朋友今天的主题是蔬菜vegetables。用單槍投影機投射出各種蔬菜的實際照片。請小朋友拿著“O”和“X”的舉牌表示自己的喜好。舉“O”時要說出“Yummy! Yummy!”</p> <p>舉“X”時要說出“Yuck! Yuck!”其間做spot check, 即隨機問個別學生“Do you like it?” 由學生回答“Yes, I do.” 或“No, I don’t.”</p>	<p>仿真 蔬菜模型 PPT檔案</p> <p>“O”及“X” 舉牌</p>	觀察	5
能用學過的 句子及蔬菜 單字進行對 答	<p>B. 對答練習</p> <p>再次播放PPT檔案, 並顯示與圖片相對應的蔬菜英語說法。每一slide重覆讀數次。尤其是Veggie Zoo書上的蔬果種類。</p> <p>加上問句“Do you like (蔬菜名稱)?” 請小朋友根據自己喜好回答“Yes, I do.”或“No, I don’t.” 稍微粗估小朋友喜歡及不喜歡的比例。問小朋友, 媽媽會不會要求他們吃蔬菜。如果自己不喜歡, 會怎麼做呢?媽媽又會怎麼做呢? 告訴小朋友這裡有一位小朋友跟他們一樣不怎麼喜歡蔬菜。可是他的媽媽有妙招哦!</p>	PPT 檔案		5



達成目標	教 學 內 容	教學媒體	評量	時間 (分)
<p>能用學過的句子進行對答</p> <p>能用學過的蔬菜單字進行對答</p>	<p>C. 進入故事</p> <p>Slide 1 指著圖告訴小朋友，“This is Patrick.” 繼續問How old is he? Is he fat or thin? (比出fat and thin)，指著媽媽問，“Who’s she?” 小朋友回答“She is Patrick’s mom.” T: Look at Patrick again. Is he happy? Ss: No, he isn’t. He’s angry. T: Why? Ss: 他不想吃蔬菜。 T: That’s right. He doesn’t want to eat the vegetables. (Turn to the next page.)</p> <p>Slide 2 Point to the picture of bitter melon on the right and ask students what it is. Ss: bitter melon or “苦瓜” T: Patrick’s mom says, “Eat some bitter melon.” Patrick says, (停頓一下，由學生接續) “No, I hate bitter melon.” T: Now what to do? (聳肩攤手) Look, Patrick’s mom is just like a magician. Abracadabra ~ (Do some gestures as a magician would do.) Wow! Amazing! It’s a crocodile.</p>	<p>故事PPT</p> <p>故事PPT</p>	<p>觀察</p> <p>觀察</p>	<p>3</p> <p>3</p>
<p>能踴躍說出自己對蔬菜和動物的認知及其英語說法。</p>	<p>Slide 3~13 同上做法，邀請小朋友參與說出蔬菜的名稱及猜看Patrick’s mom會將蔬菜變成什麼樣的動物。用“What color is ____?” “Look at this part. Is it long? Imagine it’s a _____.”提醒小朋友蔬菜的顏色及特徵讓小朋友可以做連結以便猜測。</p> <p>3. Wrap-up 請小朋友回想剛剛的故事，媽媽將何種蔬菜變成何種動物。回家想一想自己可以如何將任何一種蔬菜變成動物及其理由。回家準備任何一個量販店、超市或百貨公司的DM以供下次上課使用。</p>	<p>故事PPT</p>	<p>觀察</p>	<p>18</p>





達成目標	教學內容	教學媒體	評量	時間 (分)
能唸出大部分的內容	<p>～～ 第二節 ～～</p> <p>1. Warm-up 再次放映故事的PPT檔案，老師隨著每張投影片的放映再說一次故事。 利用故事中蔬菜及動物圖片所製作PPT複習單字。 Let half of the class be Patrick and half of the class be Patrick's mom and practice the dialogue.</p>	故事PPT	觀察	8
能用學過的蔬菜單字進行對答	<p>2. 發展活動</p> <p>A. 訪問活動 黑板放著句條， Do you like _____ ? 讓學生代換練習說每個蔬菜單字的問句並根據自己的喜好回答Yes, I do. / No, I don't. 發下訪問單(附件一)，說明每一項蔬菜必須找到一位喜歡的人，並寫下他/她的座號。</p>	訪問單 (附件一)	觀察 訪問單完成度	8
能以英文說出訪問結果	<p>B. 活動檢核 隨機抽幾位小朋友根據手上訪問單的結果報告 T: _____, what do you have? S: __ (同學名) __ likes __ (蔬菜名) __.</p>	訪問單 (附件一)	觀察	2
能說出此種蔬菜的名稱能與同學討論聆聽並發表意見	<p>3. 綜合活動</p> <p>A. Vegetable collage 將小朋友分為數組(6人一組)，每組發下海報紙一張及蔬菜單字表(附件二)。請小組在海報紙的上端寫出"Vegetables"標題。請每位組員在帶來的量販店、超市或百貨公司的DM上找到蔬菜的頁面並將蔬菜圖片剪下，貼於海報紙上，根據蔬菜單字表在圖片下或旁邊寫出單字。</p>	海報紙 DM數份 單字表 (附件二)	觀察 海報完成度	14
能說出蔬菜名稱	<p>B. Presentation 請每一組派兩位小朋友上台介紹該組的剪貼及內容，不會的字由老師協助說明。結束後將海報貼於教室以布置情境。</p>			
能寫出蔬菜名稱並畫出自己的創作	<p>4. Wrap-up 發給每位小朋友附件三。將故事做一個總結及將自己的創作簡單畫出。</p>	(附件三)	觀察	8



Do you like onion?










Yes, I do. / No, I don't.












示例

Do you like onion?

Yes, I do. / No, I don't.

空白

		Yes, I do.
onion		14
carrot		8
garlic		2
pumpkin		27
potato		5
eggplant		24
cauliflower		28
green pepper		7
bitter melon		
bean sprouts		
spinach		

		Yes, I do.
onion		
carrot		
garlic		
pumpkin		
potato		
eggplant		
cauliflower		
green pepper		
bitter melon		
bean sprouts		
spinach		



Vegetable Glossary

asparagus 蘆筍	green pepper 青椒
aubergine, eggplant 茄子	lettuce 生菜/萵苣
baby corn 玉米筍	leeks 大蔥
bamboo shoot 竹筍	loofah 絲瓜(菜瓜)
bean sprouts 綠豆芽	lotus root 蓮藕
beet 甜菜	mushroom 蘑菇
bitter melon 苦瓜	mustard leaf 芥菜
broccoli 綠花椰菜	needle mushroom 金針菇
button mushroom 草菇	okra 秋葵
cabbage 包心菜	onion 洋蔥
carrot 紅蘿蔔、胡蘿蔔	pea 豌豆
cauliflower 白花菜	potato 馬鈴薯
celery 芹菜	pumpkin 南瓜
chilli 辣椒	radish 小紅蘿蔔
Chinese chive 韭菜	red pepper 紅椒
Chinese mushroom 香菇	salted vegetable 雪裏紅
Chinese radish 白蘿蔔	spinach 菠菜
corn 玉米	sweet potato 蕃薯
cucumber 黃瓜	taro 芋頭
dried mushroom 乾香菇	tomato 番茄
dwarf bean 四季豆	water convolvulus 空心菜
edamame 毛豆	white mushroom 白木耳
garlic 蒜頭	white gourd 冬瓜
ginger 薑	yam 山芋
green onion 蔥	yellow leek 韭黃
















Class: _____ Number: _____ Name: _____

veggie Zoo

How many names of vegetables do you remember from the story book?

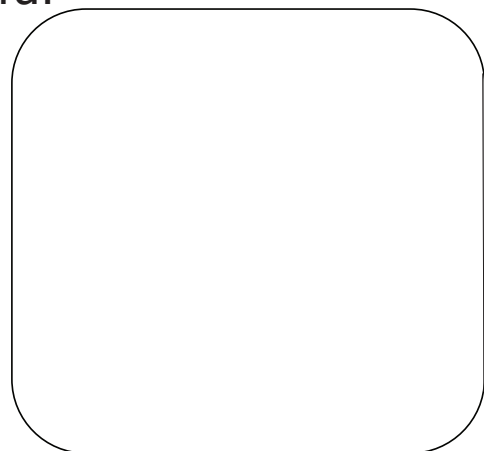
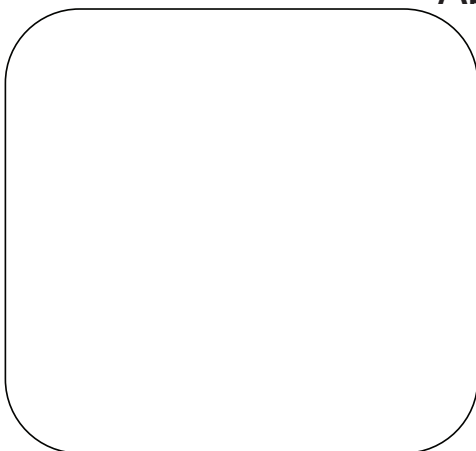
Vegetable	Name	Mom turns it into	I like it. I don't like it.
			
			
			
			
			
			



Vegetable	Name	Mom turns it into	I like it. I don't like it.
			
			
			
			
			

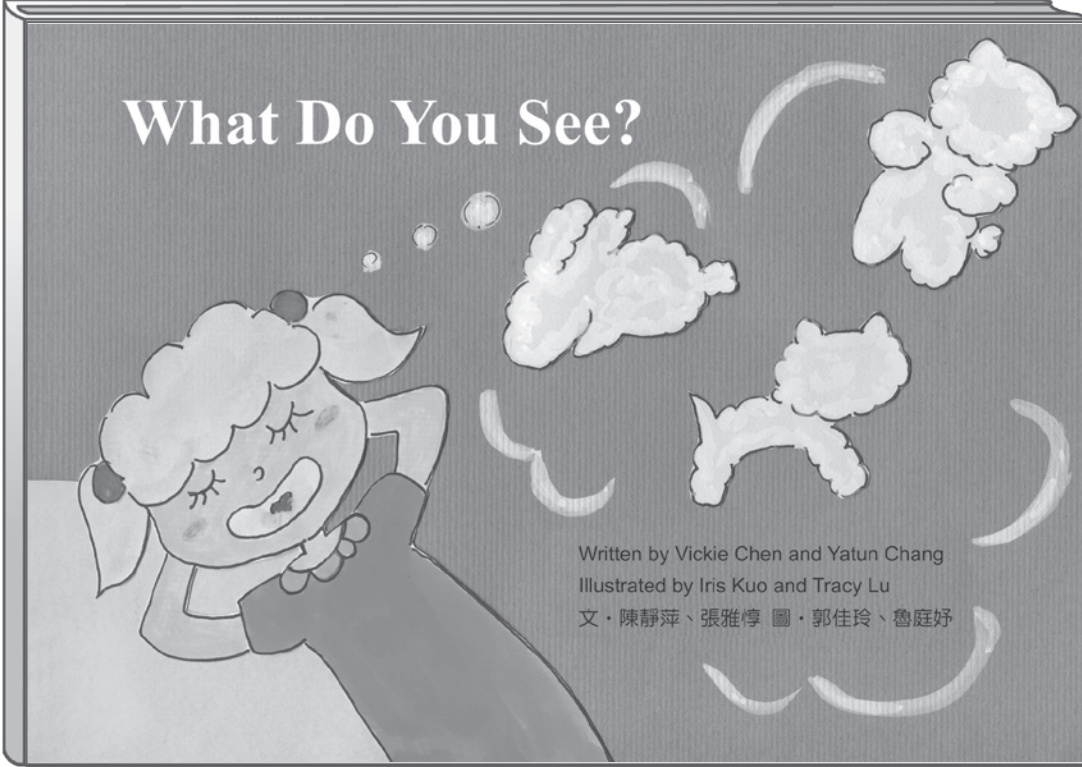
小朋友，請在下面的框框中畫出一種你不喜歡的蔬菜，並發揮你的想像力將它變成一種你喜歡的動物。

Abacadabra!





What Do You See?



Written by Vickie Chen and Yatun Chang
Illustrated by Iris Kuo and Tracy Lu
文·陳靜萍、張雅婷 圖·郭佳玲、魯庭好





臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	What Do You See?	作者	學校：福林國小 姓名：陳靜萍	
適用年級	<input type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input checked="" type="checkbox"/> 低年級	教學時間	一節課	
教學主題	Phonics			
Key words 關鍵詞	1. cat	2. rat	3. bat	4. hat
	5. hen	6. pen	7. pig	8. wig
Sentence patterns 句型	I see a cat. I see a rat. I see the cat chasing the rat.			
摘要大意	我有翅膀可以飛翔，每天都能看到許多有趣的事物，例如：貓追老鼠、狐狸彩繪箱子、小豬戴假髮...，還能看到哪些其他新鮮的事物呢？何不趕快加入我的行列，一起去看看這個奇妙世界所發生的各種事物呢？			
設計理念	低年級的學生開始學習基本的Phonics規則。透過簡單有趣的故事，希望學生能對字母拼讀法有更深刻的印象，同時學到一些與字母拼讀法相關的英語字彙。 故事的內容呈現力求圖文的搭配，以加深學生學習之印象，並提昇學生基本Phonics的學習成效。			
具體目標	<ol style="list-style-type: none"> 1. Students will learn to read and understand the story. 2. Students will learn to say and write the key words in the story. 3. Students will be able to enhance their phonemic awareness and learn the basic sounds of a, e, i, o, u. 4. Students will participate in class activities. 5. Students will complete the worksheet. 			





教 學 活 動 流 程				
達成目標	教 學 內 容	教學媒體	評量	時間 (分)
To read and understand the story.	<p>Warm-up :</p> <ol style="list-style-type: none"> 1. Ask students to look at the cover of the storybook and read aloud the book title. 2. Ask students questions such as “What do you see?” on the cover and ask them to guess what the story may be about. 	<p>Computer Projector WhatDoYouSee.ppt</p> <p>Storybooks</p>	<p>問答</p> <p>參與度</p>	4
<p>To enhance phonemic awareness.</p> <p>To learn the basic sounds of a, e, i, o, u.</p> <p>To say and write key words.</p>	<p>Presentation :</p> <ol style="list-style-type: none"> 1. Teacher reads aloud the story page by page, and pauses in the middle of the story to ask questions such as : Q: What do you see on page one? 2. Ask students to find rhyming words such as cat/rat, hen/pen and fish/dish, etc. on each page and make sure they know the meanings of these words. 3. Show students the flash cards of the keywords to enhance their memory. 4. Ask students to write down the key words on the blank paper. 5. Teacher finishes reading the story. 	<p>Storybooks</p> <p>Flash Cards</p> <p>Blank Paper</p>	<p>學習態度</p> <p>問答</p> <p>互動回應</p> <p>學習態度</p> <p>字彙學習</p> <p>聆聽度</p>	22





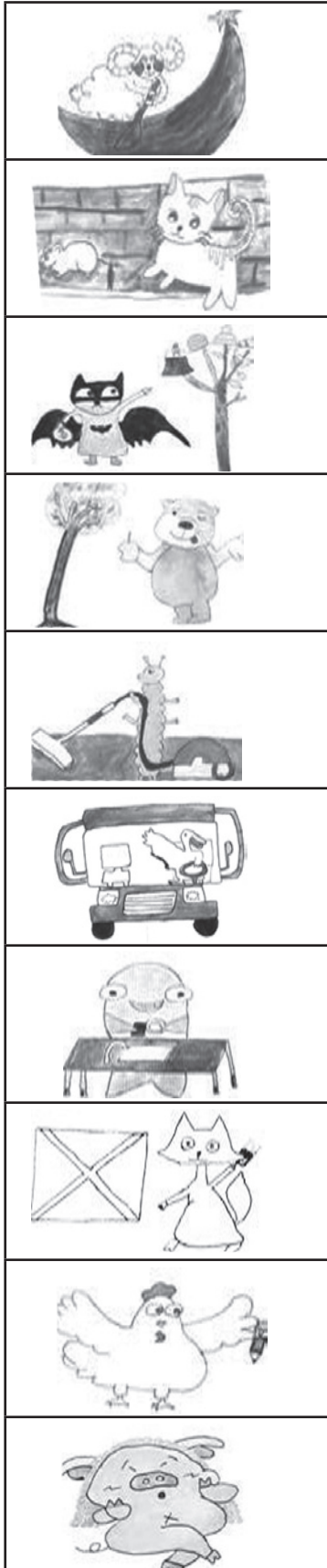
<p>To participate in class activities.</p> <p>To read and understand the story.</p> <p>To complete the worksheet.</p>	<p>Wrap-up :</p> <ol style="list-style-type: none">1. Lead the students to read the whole story again.2. Ask students questions such as : Q: Who is chasing the rat? Q: Who is carrying the pen? Q: Who is wearing the wig? Q: Who is painting the box? Q: Who is driving the truck? Q: Who is buying the hat? Q: Who is eating the pear? Q: Who is washing the dish? Q: Who is rowing the boat? Q: Who is vacuuming the rug? Q: Who can fly and is telling this story? Q: Do you like this story? Why? <p>Assignment : Finish the worksheet at home.</p>	<p>Storybooks</p> <p>Posters</p> <p>Worksheet</p>	<p>跟讀 專心度</p> <p>分享討論</p> <p>回答發表</p> <p>學習單</p>	<p>4</p> <p>6</p> <p>4</p>
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Class : _____ Name : _____ Number : _____

Connect the picture with the correct sentence.



A cat is chasing a rat.

A goat is rowing a boat.

A bat is buying a hat.

A bear is eating a pear.

A bug is vacuuming a rug.

A fish is washing a dish.

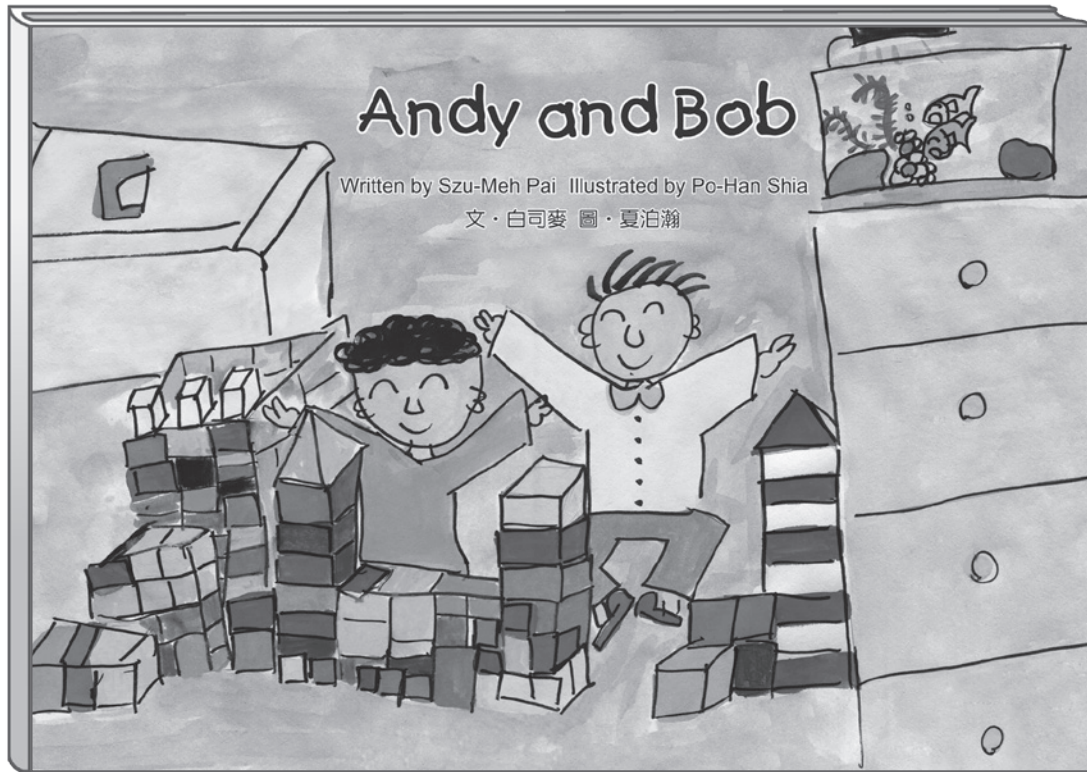
A duck is driving a truck.

A fox is painting a box.

A pig is wearing a wig.

A hen is carrying a pen.







臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	Andy and Bob	作者	學校：內湖國小 姓名：白司麥
適用年級	<input type="checkbox"/> 高年級 <input checked="" type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	兩節課
教學主題	利用學生學習過的句型“Can I _____, too?”“No, you can't. You're too_____”及各個動詞片語“playing cards”, “riding his bike”等，引出與學生生活經驗相關的事件。 文中兩種“too”的用法，還有不同的空間場所名稱，如:living room, study, park...均為學生學習過得單字，可讓學生再次複習，以收溫故知新之效。		
Key words 關鍵詞	1. play cards / playing cards	2. ride a bike / riding a bike	3. draw a picture / drawing a picture
	4. watch TV / watching TV	5. build with blocks / building with blocks	
Sentence patterns 句型	“Andy is playing cards with his father/in the living room.” (底線部分表示可以代換其他詞語) “Can I _____, too?” “No, you can't. You're too_____.” “You/We can _____ him. Can't you/we?”		
摘要大意	每當Andy正在享受他的消遣或活動時，甚麼都不會又愛說話、問問題的Bob總愛來湊熱鬧、參一腳。這讓Andy困擾不已，所以他的第一個反應就是拒絕。你說，這能怪Andy嗎？玩得正高興卻被硬生生打斷，不管是誰都會發火吧？ 不過，Andy真的很了不起，願意接受家人的意見，學習當一個最棒的哥哥喔！		
設計理念	“兄友弟恭”一直是天下父母衷心企盼的境界！其實，透過家人之間的不斷的磨合、包容與學習，達到這個理想並非難事喔。 本書透過兩位小兄弟與家中成人之間的互動情境，真實呈現出小哥哥百般委屈的情緒與小弟弟天真渴望的心情！為人家長如何有耐性、富智慧的適切引導，才能成功地讓小哥哥學習分享與包容，讓小弟弟學習溝通與合作呢？ 期盼小朋友們能透過本故事的啟發，頓悟出屬於自己的問題解決方式，進一步找出與家人或朋友之間的最佳相處之道！		





具體目標	<p>L2-7 能聽懂簡易兒童故事。</p> <p>S2-1 能以正確的重音說出字詞及片語。</p> <p>S2-2 能有節奏的說出句子。</p> <p>R2-7 能讀懂簡易兒童故事。</p> <p>W2-2 能依英文書寫格式抄寫中年段所習得的句子。</p> <p>I2-2 能聽懂、讀懂中年段的生活用語，並能做回應。</p> <p>A0-1 樂於參與各種課堂練習活動。</p> <p>A0-2 課堂中樂於溝通、表達意見，並不畏犯錯。</p> <p>A0-4 能專注於教師的說明及演示。</p> <p>A0-5 能主動向老師或同學提出問題。</p>
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教 學 活 動 流 程

達成目標	教 學 內 容	教學媒體	評量	時間 (分)
【第一節】				
<p>A0-1 A0-2 A0-4</p>	<p>一、介紹繪本</p> <p>老師手持本書並請學生大聲念出老師手中繪本封面的書名。先勿發下本書，以免學生分心。</p> <p>教師提問: What's the title of this book? 讓學生猜猜看本書大意，並鼓勵說出來。老師可將學生猜測內容寫在黑板上。</p> <p>教師提問: What's the story about?</p>	<p>本書、 實務 投影機、 黑板</p>	<p>能專注於 教師的說 明及演示</p>	<p>5</p>
<p>A0-5 R2-7 L2-7</p>	<p>二、導讀本書</p> <p>老師翻開書本第一頁，可遮住文字部分，先讓學生看圖說話，並預測接下來的發生的地點與情節。</p> <p>教師提問: What do you see on this page? What are they doing? Where are they? Do they look happy? 讓孩子們看著圖畫和字句，大聲唸出內容。</p> <p>進入第二頁時，老師可遮住文字部分，先讓學生由圖片中預測Andy的反應，並猜測Bob的可能行為。</p> <p>教師提問: Who comes into the living room? Who is he? What does he want? Is Andy happy to see Bob? Why doesn't Andy let Bob play cards?</p>		<p>課堂中樂 於溝通、 表達意見 ，並不畏 犯錯</p>	<p>20</p>





	<p>學生猜測並討論結果後，老師再帶領唸出內容。</p> <p>翻到第三頁，老師範讀句子並請孩子們跟念並猜測爸爸可能的說法。</p> <p>教師提問：</p> <p>What would Father do or say?</p> <p>If you were Andy, what would you do?</p> <p>翻到第四頁，一樣讓學生先看圖猜測</p> <p>教師提問：</p> <p>How does Andy feel now?</p> <p>How about Bob?</p> <p>Why can Bob play cards now?</p> <p>最後，再讓學生唸讀第四頁的文字。</p> <p>老師翻開書本第五頁，同樣遮住文字部分，先讓學生看圖說話及討論，並預測接下來的發生的地點與情節。</p> <p>教師提問：</p> <p>Who is Andy with?</p> <p>Where are Andy and his grandpa?</p> <p>What is Andy doing?</p>			
<p>A0-1</p> <p>A0-2</p> <p>A0-4</p> <p>A0-5</p> <p>R2-7</p> <p>L2-7</p>	<p>Can you ride a bike? Do you have a bike?</p> <p>老師範讀第五頁句子並請孩子們跟念後，再翻到第六頁，同樣讓學生看圖猜測對話內容後再唸讀文本。</p> <p>教師提問：</p> <p>Why is Andy unhappy?</p> <p>What does Bob say to Andy this time?</p> <p>Will Andy let Bob ride his bike?</p> <p>Why can't Bob ride the bike?</p> <p>讓學生唸讀第六頁文字後再翻到第七頁，同樣讓學生唸讀文本。並請學生發表自己的看法與做法。</p>	<p>本書、</p> <p>實務</p> <p>投影機、</p> <p>黑板</p>	<p>能專注於</p> <p>教師的說</p> <p>明及演示</p>	





教師提問：

What will grandpa say to Andy and Bob?

What would you say/do if you were Andy?

讓學生看第八頁圖片後，用自己的話說說看。之後再唸讀文本。

教師翻到第九頁，一樣先將文字遮住，讓學生由圖片猜測、推論。

教師提問：

What is Andy doing now? Drawing? Making a birthday card? How do you know?

Who is with him? Where are they?

Do you like drawing or making cards, too?

Why?

教師帶念文本，並解釋生字。並翻到第十頁進行提問。

教師提問：

What does Bob want to do this time?

What do you think will happen next?

Why can't Bob draw?

老師範讀第十一頁句子並請孩子們跟念，再次提問。

教師提問：

What does Grandma say to Andy and Bob?

What would you do if you were Andy?

翻到第十二頁，同樣讓學生看圖猜測對話內容後再唸讀文本。教師翻到第十三頁，一樣先將文字遮住，讓學生根據圖片進行討論。

教師提問：

What is Andy doing now?

Who is Andy with? Where are they?

What time is it?

What's your favorite TV program? Why?

教師帶念文本。翻到第十四頁進行依據圖片提問。

教師提問：

What does Bob want to do this time?

What do you think will happen next?

Why can't Bob watch TV?

課堂中樂於溝通、表達意見，並不畏犯錯





教 學 活 動 流 程

達成目標	教 學 內 容	教學媒體	評量	時間 (分)
<p>A0-1 A0-2 A0-4 A0-5 R2-7 L2-7</p>	<p>教師帶念第十四頁文本。翻到第十五頁帶念並做提問。 教師提問： What will Mother say? 教師翻到第十六頁，並帶念文本。 教師提問： Is Bob quiet now? Is Andy happy? Why is he still happy? 教師翻到第十七頁，一樣讓學生先看圖猜測。 教師提問： What is Andy doing? Where is he? How does Andy feel ? 教師帶念文本，並解釋生字。 教師翻到第十八頁，一樣讓學生先看圖猜測。 教師提問： What could Bob possibly say? What will Andy say to Bob this time? 教師翻到第十九頁帶念。再翻到第二十頁帶學生念文本並解釋生字。 教師提問： Who do you think Bob is? Are they happy now? Why? Do you like this story? Why or Why not? 三、發表討論</p>	<p>本書、 實務投影機 、黑板</p>	<p>能專注於 教師的說 明及演示</p> <p>課堂中樂 於溝通、 表達意見 ，並不畏 犯錯</p>	<p style="text-align: center;">10</p>
<p>S2-1 S2-2 R2-7</p>	<p>最後老師可以和學生一起討論本書主角的做法，並提出自身的經驗及解決方式。 教師提問： Do you think Andy is a good brother? Why or Why not? Why is Andy always mean to Bob at first? Do you have little brothers or sisters? Do you like them?</p>	<p>本書</p>	<p>能大聲完 整念出本 繪本</p>	<p style="text-align: center;">5</p>



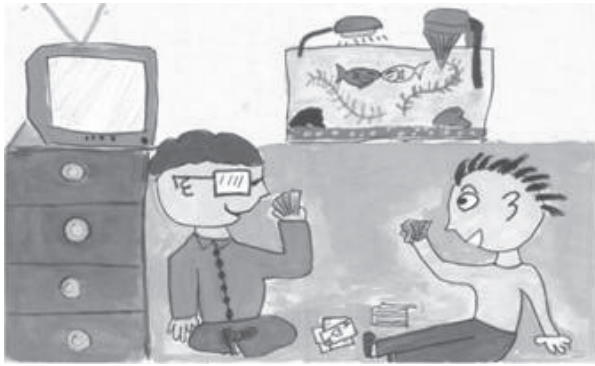


	<p>How do you feel if your brother or sister or best friend keeps saying “No” to you? What’s the author’s intension? 最後發下繪本，讓學生自行翻頁，全班由第一頁再次唸讀本書。下課前收回本書。</p> <p>【第一節結束】</p>			
教 學 活 動 流 程				
達成目標	教 學 內 容	教學媒體	評量	時間 (分)
S2-1 S2-2 R2-7 A0-1	<p>一. 複習本書 教師手持本書，請學生大聲讀出本書書名。然後發下本書人手一本，並複習本書內容。 將學生分若干組，發下故事卡，請每組志願者回憶述說故事內容。並依本書中事件的順序將圖卡排序。再將圖卡依序貼在黑板上。 請各組孩童依排列順序，輪流再次說出故事內容。 (注意聲音表情及語調的呈現喔！)</p>	<p>本書、影印放大本書故事圖卡(第1,2,4,5,6,8,9,10,12,13,14,16,17,18,20頁，共十五頁)、軟性磁鐵或磁鐵條數支。</p>	<p>能大聲完整念出本繪本</p>	10
S2-1 S2-2 R2-7 A0-1 W2-2	<p>二、小書製作 發下附件的學習單，可依學生程度作塗色活動，或延伸自己的經驗多寫一至兩頁！或發下白紙讓學生自行發揮創作，寫出自己的小書喔！</p> <p>三、好戲上場 最後請學生唸出自己的書或分組上台做角色扮演。票選最佳創意、最美小書、最棒的演戲小組等等！</p> <p>【第二節結束】</p>	<p>附件一、附件二學習單 影印數份、彩色筆、鉛筆、剪刀、釘書機、演戲小道具(撲克牌、電視圖卡、積木等等)</p>	<p>能專心製作書寫小書</p> <p>能欣賞別人作品演出並給予合適的評價</p>	15 15





附件一：Andy and Bob 小書製作。填寫完空格中的字後，請由虛線剪下，並按頁碼裝訂。



Andy and his father
are _____ at home.



Bob comes in and asks, "Can I play cards, too?"
Andy says, "No, _____. You're too young."



"Perhaps..." Father says,
"We can teach him, can't we?"



Andy is _____ his _____ at the park.



Bob shows up and asks,
"_____ ride a bike, too?"
Andy says, "No, _____. You're too short."



"Well..." Grandpa says,
"You can take him for a ride, can't you?"





Andy is _____ a _____ in the study.



Bob comes in and asks, "_____ draw, too?"
Andy says, "No, you can't. You're too slow."



"Maybe..." Grandma says, "You can help him,
and he can learn from you."



Andy and his mother _____
in the living room.



Bob pops up and asks, "Can I watch TV, too?"
Andy says, "_____, _____."
You're too noisy."



"I think..." Mother says,
"If we're quiet, he will be quiet, too."



Andy is _____
on the floor.



Bob walks in and asks, "Can I build with those blocks,
too?" "_____, _____!"



"But ..." Andy says, "You can give me a hand!"
Together, they built a big and cool castle.
Andy and his little brother, Bob, are very happy.



Andy and Bob

Class: _____ No: _____ Name: _____

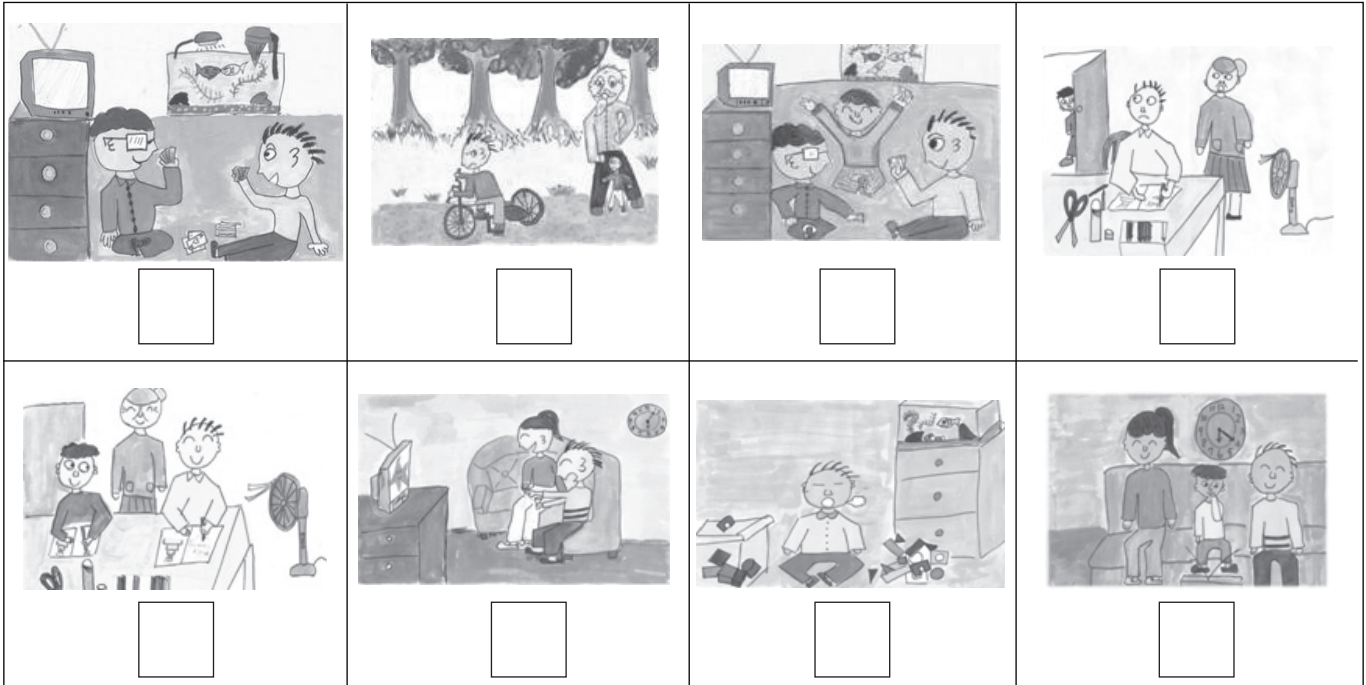
Date of reading: _____

Do you like this book? Yes, I do. No, I don't.

I don't know.

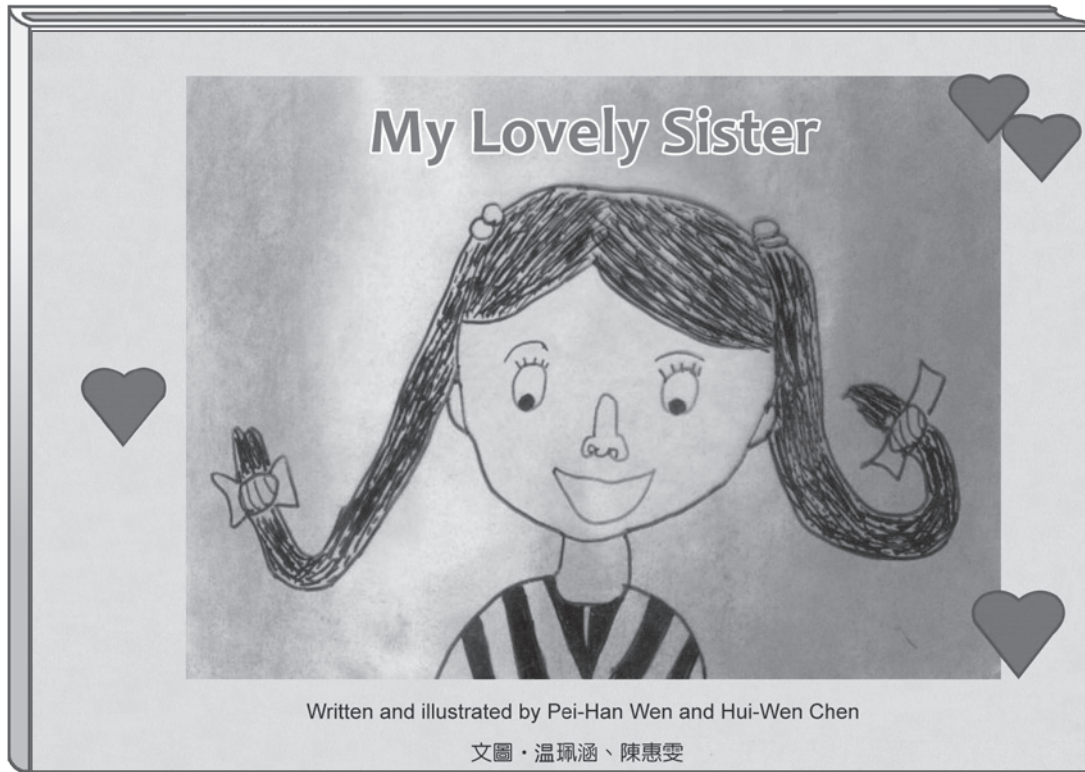


附件2：看圖找句子，並將句子代號填入空格中



- | |
|---|
| 1. Andy and his father are playing cards at home. |
| 2. Bob shows up and asks, "Can I ride a bike, too?" Andy says, "No, you can't. You're too short." |
| 3. "I think..." Mother says, "if we're quiet, he will be quiet, too." |
| 4. "Perhaps..." Father says, "We can teach him, can't we?" |
| 5. Andy is building with blocks on the floor. |
| 6. Bob gets in and asks, "Can I draw, too?" Andy says, "No, you can't. You're too slow." |
| 7. Andy and his mother are watching TV in the living room. |
| 8. "Maybe..." Grandma says, "You can help him, and he can learn from you." |







臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	My Lovely Sister 我可愛的妹妹	作者	學校：台北市內湖國小 姓名：溫珮涵、陳惠雯	
適用年級	<input type="checkbox"/> 高年級 <input checked="" type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	兩節課	
教學主題	親情			
Key words 關鍵詞	1. dance dancing	2. draw drawing	3. read reading	4. jump jumping
	5. reply	6. happily	7.	8.
Sentence patterns 句型	1. Q: What do you like? A: I like _____. 2. He/She likes _____ with _____.			
摘要大意	<p>這是一本專門為中年級學童設計的英語小書，內容樸實且生活化，是一本容易閱讀、輕鬆又溫暖的小品。</p> <p>故事發生在一個三代同堂的家庭裡，主要角色是家中年紀最小的成員—Selina，而故事的敘述者是Selina的哥哥Sam。Selina今年六歲，是個小女孩，童言童語的她總是能帶給家人無限的喜悅，是家人的開心果，更是全家的寶貝。</p> <p>一日，這家人和往常一樣晚飯後在客廳聊天，突然間，大家有默契地開起Selina的玩笑，年紀小的Selina不以為意，反而十分認真回應家人的問題，出乎意外的是她的回應隱隱約約透露出她對家人的關心與重視！就請讀者細細品味書裡隱含的親情默契吧！</p>			
設計理念	<p>這本書的英文學習重點是“個人的喜好”，描述個人喜歡的休閒活動，所以單字與句型編寫以基本常用為主，內文則強調淺顯易懂，容易學習、容易記憶，透過重複性的敘寫原則，幫助讀者對單字、句型與內容有深刻的記憶。</p> <p>這本書的故事鋪陳像似一個“圓”，前後內文相呼應，代表著三代同堂和樂融融，生活幸福且圓滿。而文字敘述搭配活潑生動插圖，相信可以給予讀者閱讀時輕鬆溫馨的氛圍，也願將書中甜蜜的溫暖與讀者分享。</p>			



具體目標	<p>1-1-3 能聽辨課堂中所習得的詞彙。</p> <p>1-1-7 能聽懂常用的教室用語及日常生活用語。</p> <p>1-1-8 能聽懂簡單的句子。</p> <p>2-1-3 能說出課堂中所習得的詞彙。</p> <p>2-1-10 能作簡單的提問、回答和敘述。</p> <p>2-1-12 能以簡易英語看圖說話。</p> <p>3-1-2 能辨識課堂中習得的詞彙。</p> <p>3-1-6 能看懂簡單的句子。</p> <p>3-1-8 能跟著老師或錄音帶正確地朗讀課本中的對話和故事。</p> <p>3-1-9 能藉圖畫、圖示等視覺輔助，閱讀並了解簡易故事及兒童短劇中的大致內容。</p> <p>3-1-11 能活用字母拼讀法(phonics)的規則讀出單字。</p> <p>4-1-3 能臨摹抄寫課堂中習得的詞彙。</p> <p>4-1-4 能臨摹抄寫課堂中習得的句子。</p> <p>5-1-2 能聽懂及辨識課堂中所習得的英語詞彙。</p> <p>6-1-1 樂於參與各種課堂練習活動。</p> <p>6-1-2 樂於回答老師或同學所提的問題。</p> <p>6-1-3 對於老師的說明與演示，能集中注意。</p> <p>6-1-7 不畏犯錯，樂於溝通、表達意見。</p> <p>6-1-9 在生活中有使用英語機會時，樂於嘗試。</p>
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教學活動流程

達成目標	第一節課教學活動流程	教學媒體	評量	時間 (分)
準備階段				
1-1-3 1-1-8 6-1-7 6-1-8	<p>(一) 課堂準備 老師準備英語小書、學習單、電腦與單槍設備、海灘球，並製作繪本ppt教學檔，製作單字卡、圖卡與句型條。</p> <p>(二) 引起動機--比手畫腳 老師只比畫動作不出聲以吸引學生注意力，並請學生猜猜看老師比畫的動作代表什麼意思。 T: What am I doing? S: You are singing. T: What am I doing? S: You are dancing. T: What am I doing? S: You are reading.</p>		學生能回答老師的提問 學生使用英文回答	2
發展階段				
3-1-11 6-1-2	<p>(一) 達成目標 學習英語小書裡的主要單字與句型</p> <p>(二) 主要教學內容與活動</p> <p>(I) 單字教學 1. 教師逐一揭示單字卡，教導學生小書裡的主要單字。 dance—dancing draw—drawing read—reading jump—jumping 2. 老師範唸、領唸，學生試唸。老師注意學生發音是否正確。</p>	單字卡	學生大聲的認真跟讀 學生們能認讀單字	5 2





綜合階段				
1-1-3 1-1-8 2-1-3 3-1-6	1.單字複習：利用單字卡複習字彙的唸法。老師揭示單字卡由學生唸，並注意學生發音是否正確。 2.句型複習：利用圖卡複習句型。 ---第一節課完---	單字卡 句型條	學生大聲 讀出字彙 學生大聲 讀出句型	2 3
達成目標	第二節課教學活動流程	教學媒體	評量	時間 (分)
3-1-11	(一) 課堂準備 老師準備英語小書、學習單、電腦與單槍設備、海灘球，並製作繪本ppt教學檔，製作單字卡、圖卡與句型條。 (二) 暖身活動 單字複習：利用單字卡複習字彙的唸法。老師揭示單字卡由學生唸，並注意學生發音是否正確。	單字卡	學生大聲 讀出字彙	2
發展階段				
	(一) 達成目標 閱讀英語小書，理解故事內容。 (二) 主要教學內容與活動			
3-1-8 3-1-9 3-1-5 5-1-2	(I) 英語小書導讀 1. 老師介紹小書書名、作者與繪者。 2. 老師播放小書ppt教學檔。 3. 老師範唸、領唸，配合故事的情節發展，老師要注意聲音與表情，並請學生試唸。老師要注意學生發音是否正確。	英語小書 電腦 單槍設備	學生能跟 著老師閱 讀	1 2 2





<p>1-1-3 1-1-7 2-1-10 6-1-2 6-1-7</p>	<p>4. 老師提問，請學生嘗試說明所理解的故事內容。 T: How many people are there in Sam's family? S: There are six people in his family.</p> <p>T: Who is Sam's sister? S: Selina.</p> <p>T: After dinner, where are they? S: They are in the living room.</p> <p>T: When Sam asks Selina what she likes to do, what does she say? S: She likes playing the piano.</p> <p>T: ... S: ...</p>		<p>學生認真發表</p> <p>學生認真發表</p> <p>學生認真發表</p> <p>學生認真發表</p>	<p>3</p>
<p>6-1-3</p>	<p>5. 老師簡介故事內容。 The narrator in this story is Sam. There are six people in his family. His sister is Selina. One day, ... (II) 學習單書寫 1. 老師發下學習單。學生準備文具用品以及著色工具。</p>	<p>學習單</p>	<p>學生認真聆聽</p>	<p>5</p>
<p>6-1-3 4-1-3 4-1-4</p>	<p>2. 老師講解學習單學習重點： 連連看：仔細閱讀左邊的圖片，再與右邊單字作連結。 勾一勾：再將小書讀一讀，並回答下列三題勾選題。 3. 學生書寫學習單</p>	<p>學習單</p> <p>學習單</p>	<p>學生認真聆聽</p> <p>學生認真完成學習單書寫</p>	<p>4</p> <p>15</p>





綜合階段

6-1-1 6-1-7 6-1-9	心得分享：學生拿著學習單上台分享所知。對於上台發表的學生給予鼓勵或加分，而台下學生亦能專心聆聽。若學生嘗試以英語表達，師生應給予更高肯定。 ---第二節課完---	學習單	學生認真發表 學生認真聆聽	5
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~My Lovely Sister~

(A) Read and Match

Read the pictures. What are they doing?

- | | | | |
|----|---|---|---------------------|
| 1. |  | ◆ | ◆ drawing |
| 2. |  | ◆ | ◆ dancing |
| 3. |  | ◆ | ◆ reading |
| 4. |  | ◆ | ◆ jumping rope |
| 5. |  | ◆ | ◆ playing the piano |

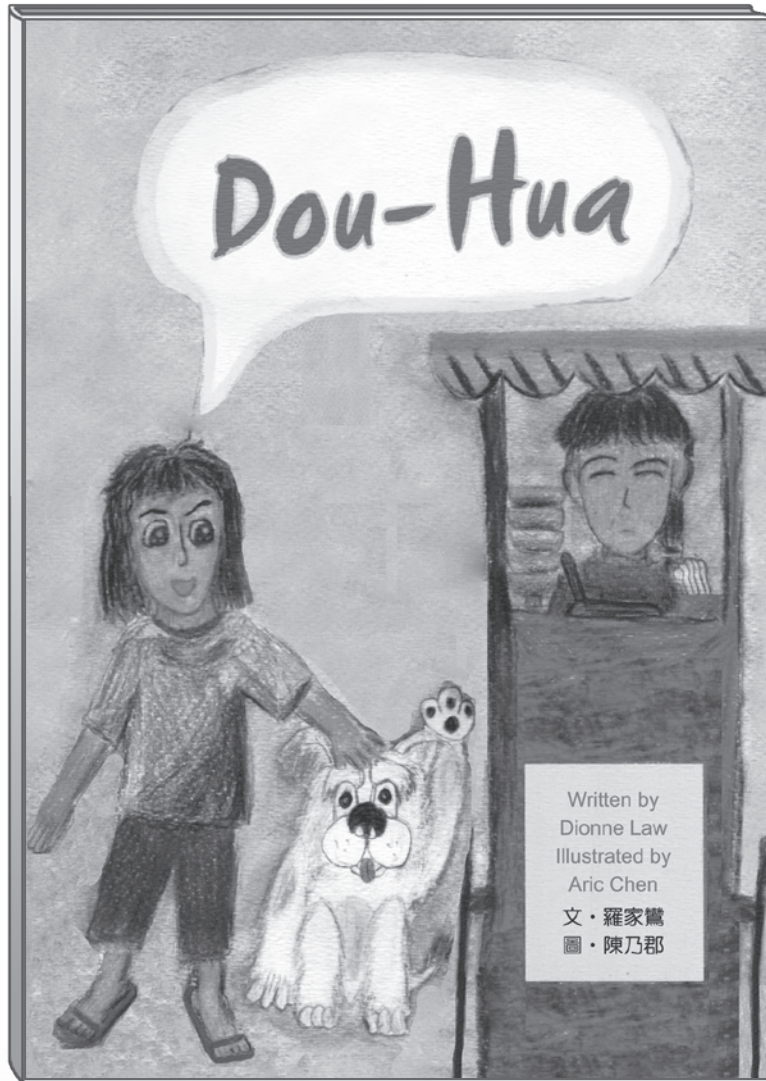
(B) Read and Check.

Read the story again, and check the answer.

- | | |
|-------------------------------------|--|
| 1. Q : Does Father like reading? | Ans : <input type="checkbox"/> Yes. <input type="checkbox"/> No. |
| 2. Q : Does Grandma like drawing? | Ans : <input type="checkbox"/> Yes. <input type="checkbox"/> No. |
| 3. Q : Does Selina like her family? | Ans : <input type="checkbox"/> Yes. <input type="checkbox"/> No. |









臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	DOU-HUA 豆花	作者	學校：文山區 興隆國小 姓名：羅家鸞	
適用年級	<input checked="" type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	四節課	
教學主題	1. five senses 2. decision making 3. power of love			
Key words 關鍵詞	1. smell	2. taste	3. hear	4. touch
	5. speak	6. love	7. decide	8. find out
Sentence patterns 句型	<p>Of all the smells I had ever smelled, I had never smelled any as good.</p> <p>Of all the touches I had ever been touched, I had never felt any as soft.</p> <p>Of all the words I had ever heard, I had never heard any as kind.</p> <p>Of all the healthy foods we had tasted, we had never tasted any as good.</p> <p>Of all barks I'd barked, I'd never barked any as loud.</p>			
摘要大意	<p>透過感官的發現之旅敘述大街小巷裡的生命故事：無名狗終日遊手好閒，感到生命慵懶、了無新意。直到吃了一碗豆花後，牠的決定促使牠改變了一生；攤販媽媽因為給出了一碗豆花，為家庭帶來了希望；小學老師對她學生的主動關懷，感動了學校與社區；城市舉辦了健康美食網路票選活動，激起了愛的聯結。無名狗有了家、有了名字、還意外的變成了一隻當紅豆花狗。愛所釋放出來的力量是無遠弗屆的。</p>			
設計理念	<ol style="list-style-type: none"> 1. 本書藉著一隻穿梭巷弄間的流浪狗的原始感官，啟動人類的善念和與生俱有的互助精神、凝聚團體力量去做心靈改造，同時幫助了弱勢家庭走出艱難的歲月、擁抱豐沛的人生。 2. 故事的主軸環繞於五種感官的發現之旅和意外發現生命真正的意義：愛。繁忙都會的物質誘因與工作壓力鈍化了人類的感官，在我們的心靈築起了一道高牆，阻隔了我們對「愛」的原始感動，對擦身而過的微小生命選擇「漠不關心」。 3. 本書藉每頁全彩圖文引導學生與文字搭配，進入故事情境，激發閱讀的興趣。 4. 有聲書概念製作，期以學生對照文字與發音，能並做同步讀與說之練習。 5. 電子書概念製作E-book，期以學生透過電子書媒材，能對照文字與發音並做同步朗讀練習。 6. 藉讀者劇場方式呈現，引導學生以合作學習方式演練內文中重覆出現的句型。 			



具體目標	<ol style="list-style-type: none">1. 學生能瞭解運用感官去發現周遭環境的人事物。2. 學生能尊重每個同儕家庭的尊嚴。3. 學生能透過圖畫與基礎字彙去推敲故事的上下文意。4. 學生能發揮同理心主動釋放愛與關懷。5. 學生能透過閱讀教學、學習單、讀者劇場，達到聽說讀寫的語言訓練。
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教 學 活 動 流 程

達成目標	教 學 內 容	教學媒體	評量	時間(分)
<p>1. 學生能瞭解運用感官去發現周遭環境的人事物</p> <p>2. 學生能尊重每個同儕家庭的尊嚴</p> <p>3. 學生能透過圖畫與基礎字彙去推敲故事的上下文意</p> <p>4. 學生能發揮同理心主動釋放愛與關懷</p> <p>5. 學生能透過閱讀教學、學習單、讀者劇場的演練達到聽說讀寫的語言訓練</p>	<p>以下教案說明：T簡稱教師、Ss簡稱學生。劃底線部分為本書關鍵字。透過問答討論與學生共同進行閱讀活動(Conferences)。參考提問編號如下：</p> <p>【第一節】</p> <p>Pre-reading 閱讀前活動</p> <p>Activity 1:</p> <p>Warm up Ss' knowledge and language skills on five senses and body parts.</p> <p>1. T: What do we use to smell? Ss: We use our nose to smell.</p> <p>2. T: What do we use to hear? Ss: We use our ears to hear.</p> <p>3. T: What do we use to taste? Ss: We use our tongue to taste.</p> <p>4. T: What do we use to speak? Ss: We use our mouth to speak.</p> <p>5. T: What do we use to touch? Ss: We use our hands to touch.</p> <p>6. T: Is life good enough if we can smell, hear, taste, speak and touch? Ss: Yes. / No. (Answers may vary.)</p> <p>7. T: Is there any other ways to make life better? Ss: (Answers may vary.)</p> <p>Activity 2:</p> <p>Have Ss participate in discussion of the book title 'Dou-hua' and its connection with the Taiwanese local food 'soybean pudding'.</p>	<p>1. Copy of Dou-Hua Book</p> <p>2. Ss' note-pad</p> <p>3. Black-board</p> <p>4. Pencil</p> <p>5. Over-head projector</p> <p>6. Computer</p> <p>7. Access to website</p> <p>8. CD player</p> <p>9. screen</p>	<p>1. 活動評量</p> <p>2. 紙筆評量</p> <p>3. 課堂觀察</p> <p>4. 口語評量</p> <p>5. 作業評量</p> <p>6. 發表評量</p>	<p>提問與作答時間應就各學習者溝通能力與語言能力調整</p>





8. T: Maybe this book can help us find out.

T holds up a copy of 'Dou-hua' book. T points to the word 'Dou-hua' on the cover page and observe the Ss' response. Some Ss will be able to say '豆花' immediately.

9. T: What does 'Dou' mean and what does 'hua' mean?

S: 'Dou' means soybean. 'Hua' means flower?

10. T: What does 'Dou-hua' mean to you? (Ss' answers vary)

T summarizes that Dou-hua is a very common kind of soybean food like pudding.

During Reading 閱讀中活動

Activity 3

Distribute the books of 'Dou-hua' and prompt Ss to look at the front and the back endpapers with questions as:

11. T: What is the color of the endpapers?

S: Pinkish red.

12. T: How does this color make you feel?

13. T: It makes you feel loved. 'Love' can make life better, and this is to answer question No. 7, too.

14. T: What are the things you see on the endpapers?

S: A food cart and a dog.

15. T: OK. Let's see where they take us from here.

Activity 4

Let Ss read the copy independently, with a partner, or in small groups.

Activity 5

Play CD and let Ss read aloud a page at a time. (30 pages including pictures)

Activity 6

Wrap up and give instruction for Worksheet 1 (Take-Home Letter) as homework. Ss take home 'Dou-hua' book.



【第二節】

Activity 7

T plays CD for the entire book and conducts a shadow-reading with Ss.

Activity 8

T conducts a brainstorm Q & A for pages 1-14.

After every two pages are read, T checks S comprehension in a conference format. Samples for pages 1 to 4 are presented as follows:

P.1 & P.2

16. T: In the book, it says, "Something was in the air."

Why is it printed in an Italic font?

S: (Some Ss know Italic means to highlight the text.)

17. T: Do you know what was in the air?

S: No.

18. T: Read the following. "Of all the smells I had..."

That "something" might be a kind of smell. Now, tell me, do dogs have good sense of smell?

S: (All Ss agree that dogs have great sense of smell.)

19. T: The dog didn't know what the smell in the air was, so he decided to find out. Was it because he was curious?

S: (Some Ss will answer that the dog feels hungry when he smells something good.)

20. T: Take a look at the background. Is the background a rich area or a poor area? (T points to the picture on p.2)

S: A poor area.

21. T: Now, let's chant the text a couple of times. "Of all the smells I had ever smelled, I had never smelled any as good .

S: (Ss chant two times accordingly.)

P.3 & P.4

After Ss listen to CD for pages 4 and 5, T & Ss proceed a discussion as follows:

22. T: Now, let's read the text on page 3 together.

S: Wow, a food cart! My tail wagged.





23. T: Have you ever seen a dog wag its tail?
S: (All Ss will say yes.)
24. T: Have you ever seen a tail wag a dog?
S: (Most Ss will hesitate to answer.)
25. T: Can you tell whether the dog is happy or not?
S: The dog's tail wags when it's happy.
26. T: Now, you get the picture. This dog was happy when it saw a food cart. And his tail... Can you finish the sentence for me.
S: (Most Ss are able to answer "wagged".)
27. T: You are so smart. Do you think the dog had found out where the smell came from?
S: (Yes or No answers are expected.)
28. T: Let's continue reading page 4. It reads here, "the lady vendor". Why did the dog call the woman a lady? Does "lady" indicate anything?
S: (Some Ss are able to say that "lady" is a polite way to address a woman.)
29. T: So, if the woman vendor is called a lady vendor, do you think the dog was showing respect to her?
S: Yes.
30. T: What did the lady vendor give to the dog?
S: A bowl of something.
31. T: Did the dog eat it up?
S: Yes.
32. T: How was the taste of "the bowl of something"?
S: It was tasty.
33. T: Was it the reason for the dog to make his second visit and third visit?
S: Yes.
34. T: Are you ready to read these two pages aloud with me?
S: (Ss read aloud together with T.)

Homework: Wrap up and give instruction for Ss to take home 'Dou-hua' book to share with parents.



【第三節】

Activity 9

T plays the CD for every two pages and stops for brainstorm Q & A. Sample questions for last four pages (Pages 25 - 28) are presented as follows:

P.25 & P.26

35. T: Why did the Mayor put a bowl of meat in front of the dog?

S: Meat is dog's favorite.

36. T: Did the dog eat it?

S: No.

37. T: Why was everybody mute except the lady vendor when the Mayor asked a question?

S: Because she knew what the barking meant.

38. T: What did the lady vendor replace the meat with?

S: A bowl of the thing.

39. T: Do you know by now what the thing was?

S: A bowl of dou-hua.

40. T: So, what is the other name for dou-hua?

S: Soybean pudding.

41. T: Was the dog happy about the bowl of dou-hua?

S: Yes.

42. T: How can you tell ?

S: Its tail wagged.

P.27 & P.28

43. T: Can you see the wings of the dog?

S: Yes.

44. T: Where do you think he was?

S: In the sky.

45. T: So, he was on cloud nine. It's an expression for someone when he is very happy.

46. T: What did the dog find in the air?

S: Love. (T draws a heart on the blackboard to elicit the word.)

47. T: Now, please turn back to page 1, where it reads, "Something was in the air."

48. T: Now, we all know what the 'something' is. It is love. It's love that makes our life good.





Activity 10

Homework Instruction.

T announces a “Reader’s Theater” project for the 4th session and asks Ss to read aloud ‘Dou-hua’ book to get prepared. Ss take home ‘Dou-hua’ book.

【第四節】

During Reading 閱讀後活動

As an extension activity, T conducts a reader’s theater activity.

Activity 11

Group Ss into 4 teams to role-play the reader’s theater.

Activity 12

Ss stay together with their own teams and practice their script.

Activity 13

T presents E-book on the screen through the overhead projector. Ss read the text and listen to the narrator and chant the script when it’s their turn.

Team A Script:

Of all the smells I had ever smelled, I had never smelled any as good.

Of all the touches I had ever felt, I had never felt any as soft.

Of all the words I had ever heard, I had never heard any as kind.

Of all the healthy foods we had ever tasted, we had never tasted any as good.

Of all barks I’d barked, I’d never barked any as loud.

Team B Script:

‘Ah’

My tail wagged.

‘Dou-hua’

“How much?”

I barked.

“Dou-Hua”, “Dou-Hua” everywhere, but not any “Dou-Hua” was shouted out by Maria.





Team C Script

I decided to find out what it was.

I decided to stay longer.

I decided to go with them.

I decided to get help.

Team D Script

Maria started to run, I ran after her, and Ms. Lee ran after me.

I started to run. Maria ran after me. Ms. Lee ran after Maria. The Principal, the guards and the crowd ran after Ms. Lee.

I started to run. The crowd, with flashing cameras, ran after me. The Mayor ran after the crowd, the Principal ran after the Mayor, yet Ms. Lee and Maria strolled behind.

Activity 14

Ss return 'Dou-hua' books to the school library.

【課程結束】





WORKSHEET (1)



Class : _____ Name : _____ Number : _____

Dear _____,

I have taken home a book called _____. In the story,
a no-named _____ smelled something in the _____, and he
decided to find out what it was. A lady vendor saw him. She said
“Ah” and gave him a bowl of _____ and ...

Do you like to read the book with me?



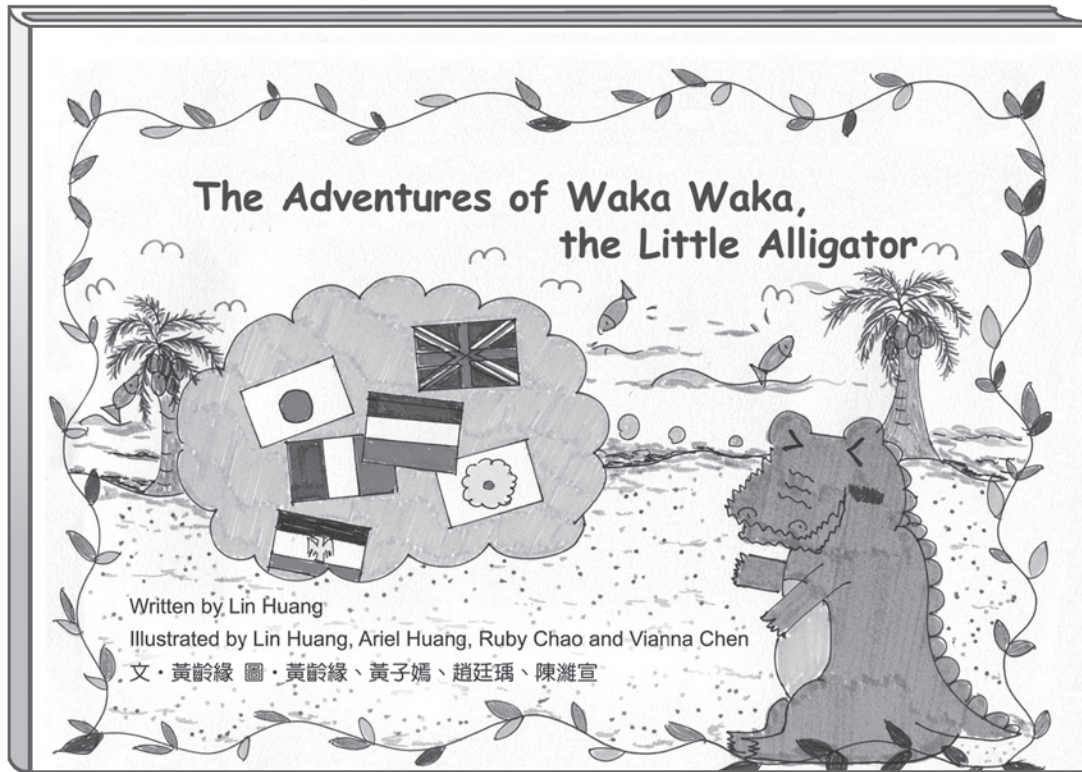
Love,

Answer from parents:

- () Yes, I would love to. Let's read it together.
- () No, I don't have time tonight. Maybe, tomorrow.

Signed by _____ (Dad / Mom / Caretaker)

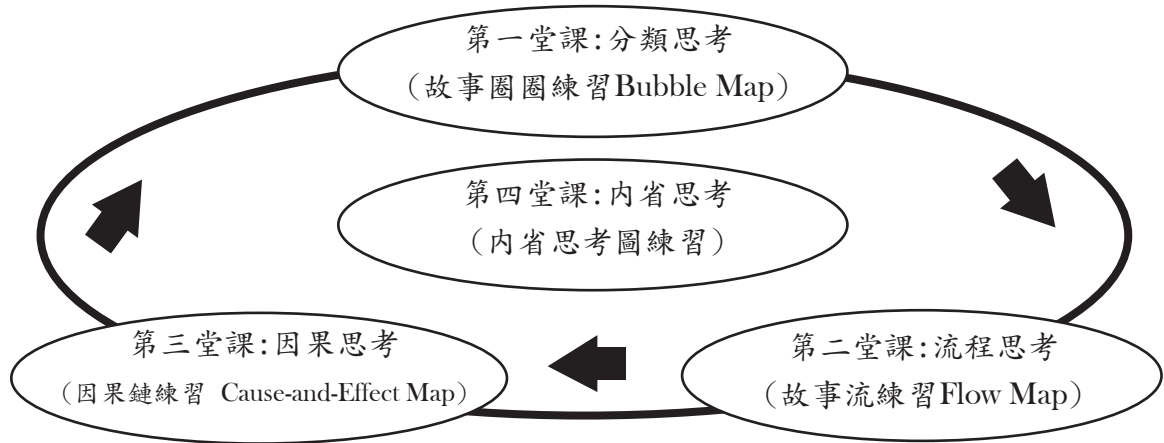






臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	The Adventure of Waka Waka, the Little Alligator	作者	學校：薇閣小學 姓名：黃齡緣, 黃子嫣, 趙廷瑀, 陳濶宣 Authors: Lin Huang, Ariel Huang, Ruby Chao and Vianna Chen	
適用年級	<input checked="" type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	四節課	
教學主題	自信、夢想、友誼、國家			
Key words 關鍵詞	1. alligator	2. Chinese	3. India	4. New Zealand
	5. Egypt	6. England	7. Japan	8. friend
Sentence patterns 句型	1. He liked <u>eating salad</u> . / He didn't like <u>meat</u> . 2. He went to <u>Japan</u> . 3. He didn't make any friends in <u>Japan</u> .			
摘要大意	Waka Waka是一隻小鱷魚。他不喜歡吃肉，喜歡唱歌跳舞。因為跟其他鱷魚不太一樣，Waka交不到朋友。有一天一位印度象神到他夢裡來，給了他實現環遊世界、交朋友的夢想寶盒。小Waka是否能藉著寶盒順利完成他的夢想？			
設計理念	1. 以學生在英文課上學習過的課程單元(“動物”與“國家”)作延伸，提升學生對世界上其他國家的認識與興趣。 2. 運用擬人的鱷魚角色及夢想世界的故事引發學生閱讀動機。 3. 運用繪本閱讀培養學生聆聽思考、看圖說話、朗讀讀本、進而書寫創作的的能力。 4. 鼓勵學生在閱讀過後能更欣賞自己與他人的不同，把自己的缺點變為優點，建立自信，堅持理想。			



具體目標

- 第一節課: 能練習把已知的知識做分類、製作故事圈圈。
- 第二節課: 能讀懂故事大意, 並把故事排成故事流。
- 第三節課: 能思考故事因果, 並找出故事因果鏈。
- 第四節課: 能運用思考圖內省思考。





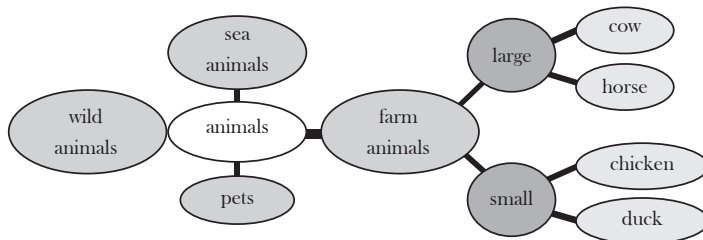
教 學 活 動 流 程

達成目標	教 學 內 容	教學媒體	評量	時間(分)
<p>1-1-8 2-1-9 4-1-5 4-1-6 6-1-7 6-1-11 6-1-12</p>	<p>第一節 分組 讓學生自己找組員，每組3-4人。</p> <p>活動1: 動物腦力激盪</p> <p>1.每小組發15-20張小紙，每張紙寫下一個所知道的動物(建議其中的一、兩個小組寫alligator)。鼓勵學生不知道英文怎麼說的，可舉手問老師。</p> <p>2.請學生把所寫的小紙分類(Ex:可分海洋動物、野生動物、農場動物等等)。</p> <p>3.在分類的紙條上寫上小標題(Ex: shark, dolphin前面寫下 sea animals)。</p> <p>4.請問每個小組把小紙分為哪幾類。</p> <p>教學英文: Each group will get 15-20 pieces of paper. Write down the animals you know on the paper. Only write down one animal's name on each paper. Raise your hand if you need to know how to spell the animal. Categorize the cards into different groups. Name a title for each category.</p>	<p>小紙卡 20X 小組數</p>	<p>大部分小組能寫出15個動物名稱</p> <p>大部分學生能分類</p>	<p>10</p>
<p>4-1-6 4-1-5 *5-1-7 6-1-7 6-1-11 6-1-12</p>	<p>活動2: 故事圈圈大考驗</p> <p>1. 在黑板上畫故事圈圈的樣本圖(bubble mapping)，請小組學生提供小標題。組員輪流到台前在小標題後寫上細項(Ex: farm animals 後寫下 horse, cow 等)。</p> <p>2. 讓全班一起討論哪一些分類可再細分(動物的顏色或大小)。</p>		<p>大部分學生能獨立拼出2-3個動物名稱</p>	<p>8</p>





Bubble mapping example:



教學英文:

Tell me the titles you named for to your categories. Now, every group member needs to come to the front by taking turns, and write down the animals of each category. Can you categorize the animals under the “farm animals” again? Think about their color or size.

	<p>Bubble mapping example:</p>  <p>教學英文: Tell me the titles you named for to your categories. Now, every group member needs to come to the front by taking turns, and write down the animals of each category. Can you categorize the animals under the “farm animals” again? Think about their color or size.</p>			
<p>3-1-4 4-1-6 4-1-5 *5-1-7</p>	<p>活動3: 動物圈圈自創篇</p> <ol style="list-style-type: none"> 1. 兩人一組，自己把動物的故事圈圈再畫一次。可參考黑板上的圖形，但不可與黑板上的圖形相同。 2. 至少要4個小標題+15個動物名稱。 <p>教學英文: Do bubble mapping with your partner. You may check the bubble map on the blackboard, but can't just copy it. You should have at least 4 categories and 15 animals.</p>	<p>空白紙 X 小組數</p>	<p>大部分小組 能把15個動物名稱分類 學生能用心參與活動</p>	<p>15</p>
<p>1-1-9 1-1-8 2-1-9 3-1-4 6-1-7 6-1-8 6-1-9 6-1-10 6-1-12</p>	<p>活動4: 動物猜一猜</p> <ol style="list-style-type: none"> 1. 請全班猜哪一個動物將會是今天故事的主角。 2. 教導學生看PPT上的問題發問，如果學生程度較高則僅提供提示(Ex: 看到“color”問“<i>What color is the animal?</i>”)。 <p>教學英文: Can you guess which animal is the leading character in the story we are going to read? You may ask me the questions by looking at the PPT.</p>		<p>大部分學生 能試著問問題</p>	<p>3</p>





<p>2-1-8 2-1-11 3-1-6 *3-1-9</p>	<p>活動5: 看封面說故事</p> <p>1. 全班猜出後把故事的封面放在PPT上，請學生看故事封面猜猜看書名為何，猜猜故事內容，討論封面的資料(作者、插畫家)。</p> <p>2. 預告學生下一次開始會閱讀此書。</p> <p>教學英文： Take a look at the cover of the book. Guess what the name of the book is. What's the story about? Who is the author? Who is the illustrator?</p>	<p>電腦、 單槍 投影機</p>	<p>學生能專心聽解</p>	<p>4</p>
<p>第二節</p>				
<p>1-1-5 2-1-9 3-1-4</p>	<p>活動1: 單字預覽</p> <p>1. 把故事內容會出現的生字運用PPT預覽。 生字: alligator, different, meat, salad, hunt, wear, stay, muddy river, dreamed, traveling around, town</p> <p>教學英文： Let's take a look at some words you may see in the story and categorize these words.</p>	<p>電腦、 單槍 投影機</p>	<p>大部分學生能看圖理解並念出單字</p>	<p>5</p>
<p>1-1-8 3-1-7 *3-1-8</p>	<p>活動2: 故事導讀 (P. 1-10)</p> <p>1. 運用PPT放映故事內容，先撥放圖片，讓學生討論故事內容，再撥放文字。</p> <p>2. 問學生主角Waka是否跟其他alligator真的不一樣。</p> <p>教學英文： Now, let's take a look at the story. What's the picture about? / Is it about all the Chinese alligators or just the special one? / Is Waka really different from others?</p>	<p>電腦、 單槍 投影機</p>	<p>大部分學生能瞭解故事</p>	<p>15</p>
<p>*1-1-11 2-1-11 3-1-7</p>	<p>活動3: 回音朗讀</p> <p>1. 從頭撥放PPT。請學生跟著老師朗讀。老師改變聲音的情緒。</p> <p>教學英文： Take a look at the PPT. Read along the story with me.</p>	<p>電腦、 單槍 投影機</p>	<p>大部分學生能朗讀故事</p>	<p>2</p>





2-1-11 3-1-7	<p>活動4: 競賽朗讀</p> <p>1. 快速男女生競賽，老師念到“boys”男生便念一段，老師念到“girls”則換女生。</p> <p>教學英文： Let's have two teams, the boy's and the girl's. Boys and girls take turn. When I say “boys”, all the boys read. When I say “girls”, then all the girls read.</p>	電腦、 單槍 投影機	大部分學生 能朗讀故事	2
3-1-7 *3-1-8 6-1-7 6-1-8 6-1-11 6-1-12	<p>活動5: 故事大拼湊活動單(Worksheet 1)</p> <p>1. 全班自由選組，每組2-4人。</p> <p>2. 每組發下活動單(Worksheet 1)。學生須將十張圖片及句子排列組合，貼在A4紙上，並編號(1-10)。</p> <p>教學英文： 1. Now, each one of you will have ten pieces of paper. Arrange the paper in order and paste them on A4 paper, and write down the number for each piece of paper. 2. The way you paste on the A4 activity sheet is the story flow. It's also one of the ways of showing the story.</p>	活動單+ A4紙 X小組數	大部分學生 能看插圖重 組故事內容 的順序	16
第三節				
2-1-11 3-1-7 *3-1-8	<p>活動1: 故事大回顧 (P. 1-10)</p> <p>1. 放映PPT，快速讓學生看過P.1-10的圖片，讓學生回顧之前的故事內容。可請學生看圖再把故事說一次。</p> <p>教學英文： Take a look the story again, and retell the story.</p>	電腦、 單槍 投影機	大部分學生 能看圖說出 故事內容	3
2-1-11 *3-1-8 *3-1-9 4-1-6	<p>活動2: 故事圖片大考驗 (P. 11-12)</p> <p>1. 每組發一個小白板、白板筆及板擦。</p> <p>2. 看看第11頁圖片問問題(P.11):</p> <p>1) 猜猜看象神的出現對Waka有甚麼幫助。</p>	小白板、 白板筆及 板擦	大部分學生 能聽懂問題 並簡答	5





<p>4-1-7 6-1-7 6-1-8 6-1-11 6-1-12</p>	<p>2) 猜猜看Waka許了什麼願望。 3. 請小組討論把答案寫(畫)在小白板上。 每個小組投票看哪個小組幫助Waka的方式最好。 4. 看看第12頁圖片公佈答案(P. 12)。 猜中的小組得100分。 教學英文： 1. Now, each group will get a set of a small whiteboard, a marker and an eraser. 2. Take a look page 11 and guess: 1) How would the Elephant God help Waka? 2) What wishes did Waka make? 3. Write down the answers on the whiteboard, and show your answer to others. Let's vote for the most helpful way. 4. Take a look page 12. If your way of helping is the same as the story's, your team will get 100 points!</p>	<p>電腦、 單槍投 影機</p>		
<p>1-1-5 2-1-9 3-1-4</p>	<p>活動3: 單字預覽 1. 把故事內容會出現的生字運用PPT預覽。 生字: on top of, a wool coat, New Zealand, in a sheep's coat, poor, took out a crown, Egypt, touch, England, sumo outfit, Japan 教學英文： Let's take a look at some words you may see in the story</p>	<p>電腦、 單槍 投影機</p>	<p>大部分學生 能看圖理解 並念出單字</p>	<p>5</p>
<p>1-1-8 3-1-7 *3-1-8</p>	<p>活動4: 故事導讀 (P. 13-20) 1. 運用PPT放映故事內容，先撥放圖片，讓學生討論故事內容，再撥放文字。 2. 問學生主角Waka去了那些地方，發生什麼事。 教學英文： Now, let's take a look at the story. What's the picture about? / Where did Waka go? / What happened to Waka?</p>	<p>電腦、 單槍 投影機</p>	<p>大部分學生 能瞭解故事</p>	<p>7</p>





<p>2-1-8 2-1-11 3-1-5 6-1-7 6-1-11 6-1-12 *6-1-14</p>	<p>活動5:因果活動卡 (Review P. 1-20)</p> <p>1. 把因果(Cause & Effect)兩字寫在黑板上。舉例(下雨了>帶雨傘或頭痛>吃藥)給學生聽，讓學生瞭解兩字的意思。</p> <p>2. 念下列5個句子(Cause)，請小組討論它們的“果”(Effects)。請小組搶答。</p> <table border="1" data-bbox="361 520 885 757"> <tr><td>Waka made a wish to an Indian god.</td></tr> <tr><td>Waka was different from others.</td></tr> <tr><td>Waka did everything alone.</td></tr> <tr><td>Waka put on a wool coat.</td></tr> <tr><td>Waka put on a Queen's Guards' hat.</td></tr> </table> <p>教學英文:</p> <p>1. Take a look at these two words - cause and effect. What do they mean? If you don't know, that's okay! Here are the examples. If it rains, what do you do? Yes, you bring your umbrella. If you feel headache, what do you do? Yes, you go to see a doctor. These two are the examples of cause and effect.</p> <p>2. Now, here are five sentences. They are all causes. Discuss their effects with your teammates. Raise your hand and answer.</p>	Waka made a wish to an Indian god.	Waka was different from others.	Waka did everything alone.	Waka put on a wool coat.	Waka put on a Queen's Guards' hat.	<p>故事 圖片 X6組</p>	<p>大部分學生能理解何謂因果並能找出書上的因果</p>	<p>5</p>
Waka made a wish to an Indian god.									
Waka was different from others.									
Waka did everything alone.									
Waka put on a wool coat.									
Waka put on a Queen's Guards' hat.									
<p>2-1-8 2-1-11 3-1-5 6-1-7 6-1-11 6-1-12 *6-1-14</p>	<p>活動6:因果連連看活動單(Review P. 1-20) (Worksheet 2)</p> <p>1. 請學生兩人一組完成活動單。(Worksheet 2)。</p> <p>2. 全班一起對答案。小組搶答。</p> <p>教學英文:</p> <p>1. Now, get your partner and finish the worksheet.</p> <p>2. Let's check the answer together. Raise your hand if you know the answer.</p>	<p>活動單X 小組數</p>	<p>大部分學生對故事因果有所理解並能用心參與活動</p>	<p>15</p>					






<p>2-1-11 3-1-7 *3-1-8</p> <p>1-1-5 2-1-9 3-1-4</p>	<p>第四節</p> <p>活動1: 故事大回顧 (P. 11-20)</p> <p>1. 放映PPT, 快速讓學生看過P. 11-20的圖片, 讓學生回顧之前的故事內容。可請學生看圖再把故事說一次。</p> <p>教學英文: Take a look at the story again, and retell the story.</p> <p>活動2: 單字預覽</p> <p>1. 把故事內容會出現的生字運用PPT預覽。 生字: disappointedly, colorful, grass skirt, Hawaii, sky, joined, give up, dream, come true</p> <p>教學英文: Let's take a look at some words you may see in the story.</p>	<p>電腦、 單槍 投影機</p> <p>電腦、 單槍 投影機</p>	<p>大部分學生能看圖說出故事內容</p> <p>大部分學生能看圖理解並念出單字</p>	<p>3</p> <p>5</p>
<p>1-1-8 3-1-7 *3-1-8</p> <p>4-1-7 6-1-9 6-1-10 6-1-12 6-1-13</p>	<p>活動3: 故事導讀 (p. 21-26)</p> <p>1. 運用PPT放映故事內容, 先撥放圖片, 讓學生討論故事內容, 再撥放文字。</p> <p>2. 問學生Waka到了甚麼地方。猜猜Waka會遇到誰。</p> <p>教學英文: 1. Now, let's take a look at the story. What's the picture about? / Where did Waka go? / Who will Waka see in Hawaii?</p> <p>活動4: 許願瓶(Worksheet 3)</p> <p>1. 每個學生發一張小卡紙(許願瓶的模樣), 請學生寫上一個願望並將許願瓶圖色。鼓勵學生不會寫的可問老師。</p> <p>2. 如果可能, 做一顆許願樹貼在教室的角落, 讓學生把許願瓶黏在樹上。</p> <p>教學英文: 1. Each of you will get a piece of paper. Write down your wishes on the paper. You may color the paper. Feel free to ask me if you don't know how to say the wishes in English. 2. (Paste/hang your wishes on the wishing tree at the corner.)</p>	<p>電腦、 單槍 投影機</p> <p>許願卡X 全班人數 (許願樹)</p>	<p>大部分學生能瞭解故事</p> <p>大部分學生能書寫或在問老師後寫出自己的願望</p>	<p>5</p> <p>15</p>





<p>1-1-8 2-1-9 4-1-7 6-1-9 6-1-10 6-1-12 6-1-13</p>	<p>活動5: 故事思考圖活動單</p> <p>1. 把願望類型相同的學生分為同組，每組選一個願望，運用思考圖寫下選的願望需要做什麼樣的努力。Example: 考第一名</p>  <p>教學英文:</p> <p>1. Now, get an A4 paper. Create a bubble map to show what you have to do to fulfill the wish your team wants to talk about.</p>	<p>空白A4 X 學生人數</p>	<p>學生能反 身思考</p>	<p>15</p>
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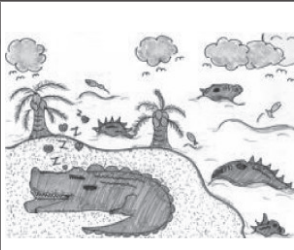
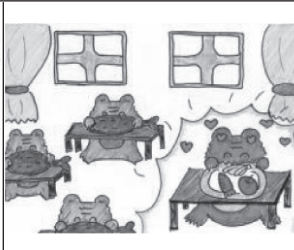
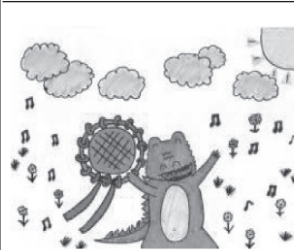

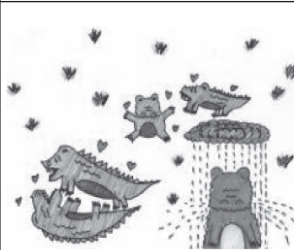

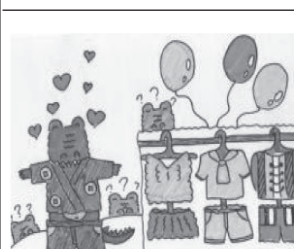



Worksheet 1 The Adventure of Waka Waka, the Little Alligator

(p.1~10)

Lesson 2: Flow Map Class: _____ Student: _____ No.: _____

1. Work with your partner. Cut off the following pictures and sentences.
2. Match the pictures and the sentences.
3. Re-organize the pictures and the sentences into a flow map.
4. Paste the pictures and the sentences on an A4 paper.
5. Retell the story to your partner.

			
			
		Waka waka was a Chinese alligator. Unlike other alligators, Waka was a bit ...different.	He didn't like meat. He liked eating fruit salad.
1	2	3	4
He didn't like to hunt. He liked salsa dancing.	He didn't like to be green. He loved wearing colorful clothes.	He didn't like to stay in the muddy river. He dreamed of traveling around.	Since Waka was so different from other alligators, he had no friends in his old river town.
5	6	7	8
He sang the song "Sorry Sorry" alone.	He played the tambourine alone.	He juggled alone.	Waka was always alone. He felt upset sometimes. He wanted to make friends.
9	10		



Worksheet 2 The Adventure of Waka Waka, the Little Alligator



(p.1~20)

Lesson 3: Cause-and-Effect Map Class: _____ Student: _____ No.: _____

1. Matching: Match the cause with the effect.

Cause		⇒	Effect	
Ex:	Waka made a wish to an Indian god.		*	He got no friend from his old river town.
1.	Waka was different from others.	↘	*	He got a magic box.
2.	Waka did everything alone.		*	He felt upset sometimes, and wanted to make friends.
3.	Waka put on a wool coat.		*	He got to New Zealand.
4.	Waka put on a Queen's Guards' hat.		*	He got to England.

II. Find a cause and its effect in the story, write or draw the cause and the effect down.

Cause		⇒	Effect	
EX:	 <p>Waka made a wish to an Indian god.</p>	⇒	 <p>He got a magic box.</p>	
1.				

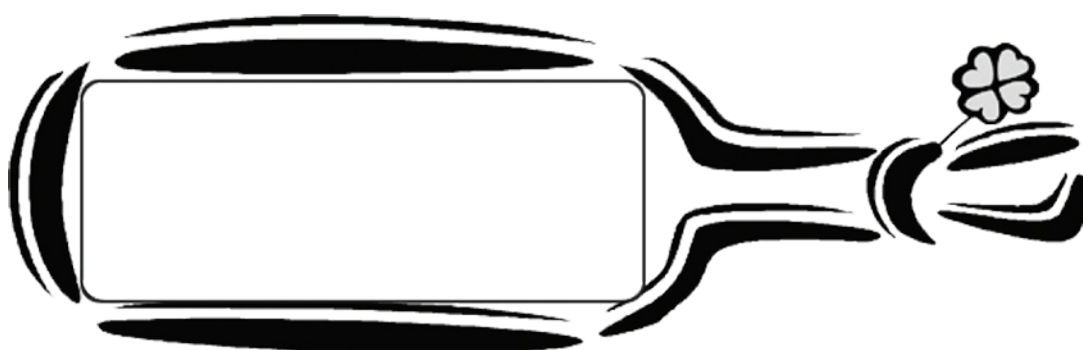
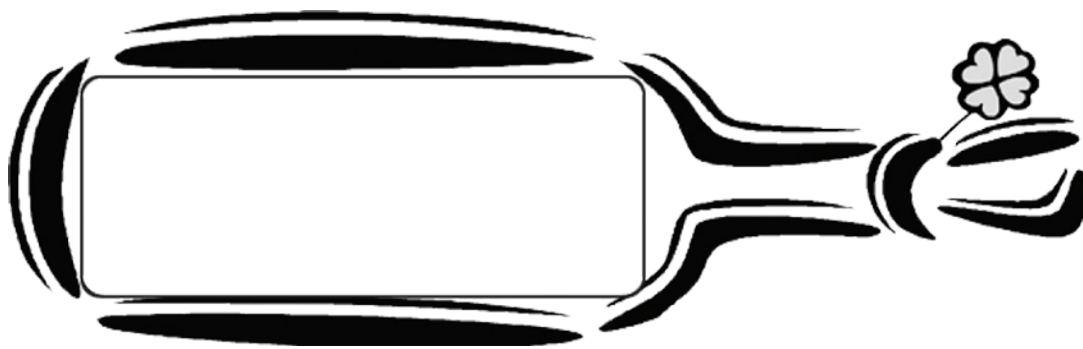
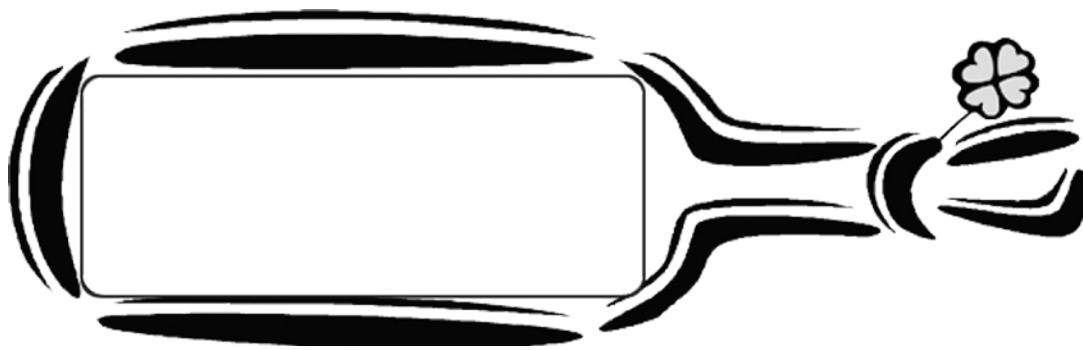
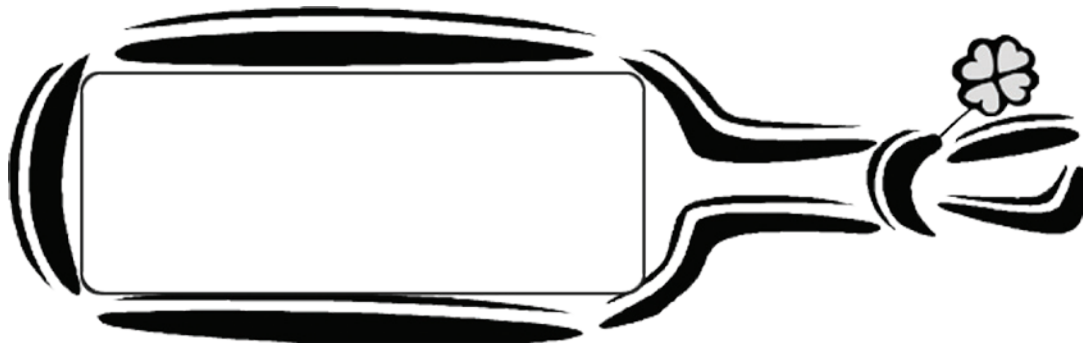




Worksheet 3 The Adventure of Waka Waka, the Little Alligator

Lesson 4: Wishing Bottle

Cut off the following pictures. Each student gets one piece. Ask ss to write down their own wishes on the wishing bottle.



The True Story of Chang-O Flying to the Moon

Written by Hiu-Hung Chen

Illustrated by Pei-Tzu Tu and Yu-Mo Tsai

Edited by Tzu-Hua Wang

文·陳秋紅 圖·杜沛慈、蔡宇默

美術指導·王慈華





臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	The True Story of Chang-O Flying to the Moon 嫦娥奔月的真實故事	作者	學校：大同區 日新國小 姓名：陳秋紅、王慈華 蔡宇默、杜沛慈	
適用年級	<input checked="" type="checkbox"/> 高年級 <input checked="" type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	二節課	
教學主題	以節慶教學為出發點，選擇最具代表性的本國節日中秋節為主題，發揮想像力構築另一段趣味性現代版的嫦娥奔月故事，啟發孩子對節慶由來及故事傳說的想像探索空間。			
Key words 關鍵詞	1. spaceship	2. alien	3. earth	4. pomelo
	5. shoot	6. fail	7. pill	8. Moon Goddess
Sentence patterns 句型	1. Because..., 2. After ..., 3. Finally, ...			
摘要大意	如果傳說中后羿射下的不是十個太陽，那會是什麼？遠古時代，地球上空聚集了十艘太空船，由於太空船大又亮，人們都以為那是十個太陽。太空船上的外星人在討論是否移民地球，卻因為看到后羿一直射不中柚子，而失望地離開。人們誤以為后羿射下太陽，就擁戴他為皇帝，從此苦不堪言。此外，長生不老藥實際上是嫦娥要吃的，她卻誤吞外星人給的抗重力藥丸，而一路飛向太空船，從此被稱為月神（因為人們誤把太空船當月亮）。			
設計理念	中秋節是本國重要的節慶，也是教材單元之一。作者以現代、幽默的角度，改編最有名的嫦娥奔月故事，希望孩子於熟悉傳統的故事之後，能欣賞有趣的新版嫦娥奔月，以引導孩子想像及創造的能力。			
具體目標	1. 能熟悉書中的主要常用英語字彙。 2. 能了解書中的簡易句型和基本對話。 3. 能藉由圖片輔助及教師導讀以閱讀兒童英語故事。 4. 能樂於接觸英語課外讀物。 5. 能從不同的觀點解讀及改編故事。			





教 學 活 動 流 程				
達成目標	教 學 內 容	教學媒體	評量	時間(分)
能熟悉書中的主要常用英語字彙。	<p>第一節課</p> <p>一、引起動機</p> <p>問與答:以月亮之照片,引導學生說出本國重要節慶-中秋節。鼓勵學生發表中秋節相關習俗及活動。舉例如下:</p> <p>T: What do you do on Moon Festival?</p> <p>S1: I look at the moon.</p> <p>S2: I eat moon cakes.</p>	<p>投影機</p> <p>電子白板</p> <p>教學圖片</p>	口語評量	3
	<p>二、中秋節基本字彙及活動用語介紹</p> <p>藉由相關圖片,教師示範及引導學生練習中秋節相關英語用語:例如: Moon Festival (中秋節)、make a pomelo hat (做柚子帽)、have a barbecue (烤肉)等等。</p> <p>T: Do you make a pomelo hat on Moon Festival?</p> <p>S: Yes, I do./No, I don't.</p>	<p>投影機</p> <p>電子白板</p> <p>教學圖檔</p>	口語評量	7
	<p>三、介紹嫦娥奔月的故事</p> <p>1. 鼓勵學生分享中秋節的傳說故事。</p> <p>T: Do you know any stories about Moon Festival?</p> <p>2. 以圖片引導學生說出嫦娥奔月的故事。</p> <p>T: Who is she? What is she doing?</p> <p>3. 欣賞嫦娥奔月動畫影片: (點選以下網址) http://children.cca.gov.tw/garden/animation.php?id=200209A01</p> <p>4. 引導學生以現代科學的角度,思考嫦娥奔月故事裡的相關問題:例如:天空裡可能有十個太陽嗎?如果不是太陽,那可能是什麼?</p>	<p>投影機</p> <p>電子白板</p>	<p>課堂觀察</p> <p>口語評量</p>	15
能從不同的觀點解讀及改編故事。			口語評量	



<p>能藉由圖片輔助及教師導讀以閱讀兒童英語故事。</p>	<p>T: Do you think it's possible to see ten suns in the sky? Why? T: If they had not been ten suns, what do you think they might have been? 5. 鼓勵學生針對故事內容，提出更多相關問題，並討論可能之答案。 T: What else do you think is not possible in the story? Why? How could you adapt the story to make it closer to reality?</p>	<p>投影機 電子白板 教學圖片 繪本 之簡報檔</p>	<p>課堂觀察 口語評量</p>	<p>15</p>
<p>能樂於接觸英語課外讀物。</p>	<p>四、繪本故事導讀：嫦娥奔月的真實故事 1. 以繪本故事圖檔，導讀嫦娥奔月故事的改編版：嫦娥奔月的真實故事。 2. 以問答方式確認學生理解故事內容。 T: What were the ten suns? S: Ten spaceships. T: What are aliens? S: Living creatures from outer space. 3. 引導學生提出與故事內容相關之問題。 T: Do you have any questions about the story?</p>			
<p>能熟悉書中的主要常用英語字彙。</p>	<p>第二節課 一、引起動機 以問題引導學生回憶上堂課繪本導讀之內容。 T: Did Houyi shoot down the nine suns? S: No. T: Why were they gone? S: The spaceships flew away.</p>	<p>投影機 電子白板 教學圖檔 故事繪本</p>	<p>口語評量</p>	<p>5</p>
<p>能熟悉書中的主要常用英語字彙。</p>	<p>二、介紹及帶唸本主要單字 教師以圖片及照片，介紹並帶唸繪本之常見基本字。例如spaceship, alien, earth等等。</p>		<p>口語評量</p>	<p>10</p>









臺北市99年度兒童英文圖書創作教案

書名	Dreams of Dodo and Her friends 多多和朋友們的夢想	作者	學校：內湖區內湖國小 姓名：丁海玲/林貞秀/ 許如一
適用年級	<input type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input checked="" type="checkbox"/> 低年級	教學時間	三節課
教學主題	職業及相關句型介紹		
Key words 關鍵詞	1. doughnut	2. dream	3. listener
	4. princess	5. crown	6. superstar
	7. dancer	8. lifebelt	9. waterproof
Sentence patterns 句型	1. I want to be a/an _____.		
	2. I could even be a/ an _____.		
摘要大意	小點心們各自擁有自己的夢想。然而主角小甜甜圈Dodo卻擁有一個不平凡的夢想。最後在朋友的協助及鼓勵下，終於完成了她的心願。		
設計理念	孩子們的想像力，使得他們夢想可能是多采多姿，也可能是天馬行空，不著邊際；而如何協助他們為自己的夢想建立起信心及勇氣，則是大人們該學習的課題。		
具體目標	認識並會使用本書內容的關鍵詞 了解並會使用本書句型 認識本書內容文法		



對應能力 指標	<p>L2-2 能聽辨課堂中所習得的詞彙。</p> <p>L2-4 能聽懂簡單的句子。</p> <p>L-2-7 能聽懂簡易兒童故事。</p> <p>S2-3 能說出課堂中所習得的詞彙。</p> <p>S2-6 能作簡單的提問、回答和敘述。</p> <p>S3-5 能以簡易英語看圖說話。</p> <p>R2-1 能辨識課堂中習得的詞彙。</p> <p>R2-5 能看懂簡單的句子。</p> <p>R2-8 能藉圖畫，閱讀並了解簡易故事的大致內容。</p> <p>W2-1 能拼寫課堂中所學的應用字詞。</p> <p>W2-3 能運用所學，依圖片或文字提示拼寫出重要字詞。</p> <p>I2-3 能聽懂、讀懂、並說出或抄寫中年段所習得的句子。</p>
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教 學 活 動 流 程

達成目標	教 學 內 容	教學媒體	評量	時間(分)
L2-2	<p>第一節課</p> <p>1. 引起動機 / 比手畫腳</p> <p>—老師只比畫動作，請學生猜猜看動作的意思。</p>	圖卡	學生觀察並回答老師的提問	5
S2-3	<p>2. 發展活動 Part1 / 單字教學</p> <p>—教師逐一揭示單字卡，教導學生繪本裡的主要單字。</p>	單字卡		10
L2-4				
S2-6	<p>—活動一：冰山一角</p> <p>A4色紙護貝後剪洞蓋住部分圖卡，讓學生猜單字。</p>			
R2-1	<p>3. 發展活動 Part2 / 句型教學</p> <p>“I want to be a/an_____.”</p>	句型條圖卡	學生皆能認讀單字及句子	10
R2-5		單字卡		
W2-1	<p>—老師揭示句型條並舉例 “I want be a dancer.”</p> <p>—請學生練習用不同的單字帶入句型。</p> <p>—活動二：轉轉樂</p> <p>將圖卡或字卡放入插卡式的大骰子。分組競賽，請學生將骰子所示單字帶入句型中唸出。</p>	插卡式骰子	小組競賽	8 7
S2-3	<p>第二節課</p> <p>1. 暖身活動</p> <p>—用單字卡、句型條複習上一節所學之句型。</p>	句型條 照片 或圖片	口頭問答	5
L2-2	<p>2. 發展活動 Part1 / 句型教學</p> <p>“I would even be a/an_____.”</p>			
L2-4	<p>—老師揭示句型條並舉例</p> <p>請學生練習用不同的單字帶入句型中。</p>	圖卡	小組競賽	12
S2-6	<p>—活動：超級明星</p> <p>數字卡1至10與十種不同職業配對，學生先選擇心目中的夢想職業後，再抽一張數字卡。</p>	單字卡		





<p>L2-7 S3-5 R2-1 R2-5 R2-8 W2-3 I2-3</p>	<p>將抽出數字對照職業，唸出. 如“ I would even be a/an_____.” 正好是心目中的夢想職業，則可多得一分。</p> <p>3.發展活動 Part2 / 繪本教學</p> <p>—介紹繪本書名。播放繪本ppt教學檔。</p> <p>—老師範唸，請學生猜猜故事的發展及結局。</p> <p>—老師領唸，學生試唸。</p> <p>—老師提問，請學生嘗試說明所理解的故事內容。</p> <p>—活動二：角色扮演</p> <p>請學生分飾故事中的角色，並練習唸出兩者的對話。</p> <p>4.學習單書寫—指導學生完成學習單一。</p>	<p>數字卡 (1-10) 句型條</p> <p>繪本 電腦 單槍設備</p> <p>學習單一</p>	<p>學生認真 跟著老師 閱讀 口頭問答</p> <p>學生完成 學習單</p>	<p>15</p> <p>8</p>
<p>S2-3 S2-6</p> <p>L2-2 L2-4</p> <p>W2-3 I2-3</p> <p>A0-1 A0-3</p>	<p>第三節課</p> <p>1. 暖身活動</p> <p>—用單字卡、句型條複習上兩節所學之句型。</p> <p>—帶唱“I want to be”歌謠 (Tune: The Muffin Man?)</p> <p>Oh, I want to be a policeman A policeman , a police man Oh, I want to be a police man How happy I can be. I could even be a superstar A superstar, a superstar I could even be a superstar How happy I could be.</p> <p>2. 發展活動 Part 1 /故事改編</p> <p>—老師對故事內容提問，鼓勵學生改編故事情節，並針對情意的部分進行討論。</p> <p>3. 發展活動 Part 2 /故事改寫</p> <p>—指導學生完成學習單二。</p> <p>4. 心得分享 / 學生上台分享第一節的回家作業。內容為介紹與自己的夢想有關人物照片或圖片。</p>	<p>歌謠海報 CD播放機</p> <p>學習單二</p>	<p>學生認真 跟唱 口頭問答</p> <p>學生認真 發表聆聽</p> <p>學生完成 學習單</p>	<p>8</p> <p>8</p> <p>14</p> <p>10</p>





"I Want to Be" Worksheet 1

Class & Number: _____ Name: _____

Match and Write

1. I want to be a



2. I could even be
a superstar.



3. I want to be a



4. I could even be
a _____.



5. I want to be a
doctor.



6. I could even be
a policeman.



Word Bank:

crown

lifebelt

dancer



"I Want to Be" Worksheet 2

• Class & Number: _____ Name: _____

• Write and Draw



I want to be _____.



I could even be _____.





Birthdays All Year Round



Written by Sharon Su
Illustrated by Andrew Hsu
文·蘇敬如 圖·許詠鈞





臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	Birthdays All Year Round	作者	學校：臺北市內湖國民小學 姓名：蘇敬如、許詠鈞	
適用年級	<input checked="" type="checkbox"/> 高年級 <input type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	二節課	
教學主題	月份			
Key words 關鍵詞	1. January	2. February	3. March	4. April
	5. May	6. June	7. July	8. August
	9. September	10. October	11. November	12. December
Sentence patterns 句型	I was born in...(August...) (My brother)... was born in ...(December)			
摘要大意	生日派對總是充滿了快樂的驚喜，書中的小朋友突發奇想的許了個生日願望，他希望一年中除了自己生日的月份之外，也能夠在其他每一個月份舉辦生日派對。雖然這個艱難的任務不是那麼容易達成，但他很努力的發揮創意，找到十二個不同的理由慶祝生日，實現了他的願望。			
設計理念	<p>閱讀趣味的故事內容，作為教授十二個月份的延伸閱讀活動，讓學生更加熟悉月份的說法，也能學會簡介自己或他人出生月份的句型說法。</p> <p>將閱讀理解策略運用在英語教學上，例如：閱讀前的picture walk、prediction和discussion，閱讀中的read-aloud demonstration、question、connection及illustration，閱讀後的text discussion和evaluation，引導學生了解故事書的內容，連結自己的生活經驗，體會出故事書主角的想法，進而學習表達對他人的愛與關懷。</p> <p>設計相關學習單，讓學生更加熟悉十二個月份的單字、學習月份相關的節日，也透過訪問同學和家庭成員的活動，練習課本句型的問答說法。培養小朋友閱讀課外讀物的興趣。</p>			



具體目標	<p>(1)聽 (Listening)</p> <p>L-4-3能聽辨課堂中所教的字彙。</p> <p>L-4-4能聽懂簡易的生活用語暨簡易句型。</p> <p>(2)說 (Speaking)</p> <p>S-4-1能以簡易英語介紹家人和朋友。</p> <p>S-4-4能說出課堂中所教的字彙。</p> <p>S-4-5能說出生活用語暨簡易句型。</p> <p>(3)讀 (Reading)</p> <p>R-4-1能辨識課堂中習得的詞彙。</p> <p>R-4-4能看懂簡單的句子。</p> <p>R-4-5能由教師帶領閱讀簡易讀本。</p> <p>R-4-7能藉圖畫、圖示等視覺輔助，閱讀並了解簡易故事及兒童短劇中的大致內容。</p> <p>(4)寫 (Writing)</p> <p>W-3-2能寫出高年段所習得的句子。</p> <p>W-4-1能拼寫一些基本常用字詞。</p> <p>(5)綜合應用能力 (Integration)</p> <p>I-4-2在聽讀時，能辨識課程中讀本相對應的書寫文字。</p> <p>I-4-3能聽懂日常生活應對中常用語句，並能作適當的回應。</p> <p>(6)興趣與方法 (Affection)</p> <p>A-0-2 樂於回答老師或同學所提的問題。</p> <p>A-0-3 對於老師的說明與演示，能集中注意。</p> <p>A-0-6 樂於接觸課外英語教材。</p> <p>A-0-9 在生活中有使用英語機會時，樂於嘗試。</p> <p>A-0-13具有好奇心，並對老師或同學討論的內容能舉出示例或反例。</p> <p>A-0-21能於課後閱讀童書、圖畫書(pleasure reading)。</p>
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教 學 活 動 流 程

達成目標	教 學 內 容	教學媒體	評量	時間(分)
L-4-3 L-4-4 S-4-4 S-4-5 I-4-2 I-4-3 A-0-2 A-0-3	<p>SESSION ONE</p> <p>【Warm Up】：</p> <p>1. Review the names of the months.</p> <p>2. Review the sentence pattern.</p> <p style="padding-left: 20px;">T: When's your birthday?</p> <p style="padding-left: 20px;">Ss: It's in June.</p> <p>Read & match --T asks Ss to match word cards with right pictures.</p> <p>3. Play the Concentration game.</p> <p>Put a set of number cards (1-12) and a set of month cards (Jan. - Dec.) facing down in random order on the board.</p> <p>One at a time, students turn over two cards and try to find the matching pair.</p>	word cards number cards	發表 自我評量	10
L-4-3 L-4-4 S-4-5	<p>【Presentation】</p> <p>1. Show the book to the students.</p> <p>2. Prediction/Discussion</p>	picture book	發表 鑑賞	15
R-4-5 R-4-7 I-4-3 A-0-2 A-0-3 A-0-6 A-0-9	<p>1. Ask Ss about the book title and have them look at the cover page and think or guess what this book is about.</p> <p>Q1: What do you see? (Elicit the words, birthday, balloons, birthday cake, etc.)</p> <p>Q2: What is the title of the book? (Elicit the answer, "Birthdays All Year Round.")</p> <p>Q3: What is the book about?</p> <p>2. Browse the pictures. Read the story to the class.</p> <p>✓ elaborating/rephrasing</p> <ul style="list-style-type: none"> ● unfamiliar words ● difficult concepts ● important text events <p>✓ pointing to the words and pictures</p>			





<p>S-4-5 A-0-2 A-0-6 A-0-13</p>	<p>【Practice and Production】 Close the book. Encourage Ss to say what they just read and saw in the story. Discuss the thoughts and feelings of the characters.</p>	<p>picture book</p>	<p>發表鑑賞</p>	<p>10</p>
<p>R-4-1 R-4-4 W-4-1 A-0-3 A-0-6 A-0-21</p>	<p>【Wrap Up: Homework】 1. Distribute the worksheet (“Months of the Year”) to Ss. 2. Introduce briefly the content on the worksheet and ask Ss to preview the key words and sentences. THE END OF SESSION ONE</p>	<p>worksheet</p>	<p>自我評量</p>	<p>5</p>
<p>L-4-3 R-4-4 W-4-1 I-4-2 A-0-3</p>	<p style="text-align: center;">SESSION TWO</p> <p>【Warm Up: Scrambled Months】 Write the twelve months on board with scrambled letters in random order. For example, August becomes guusAt. Prepare a handout with twelve scrambled months. Students unscramble the letters and write the months on paper. Then students put the months in the correct order. (Unscrambling letters can be difficult and confusing to many EFL learners, though some L1 teachers, but not all, like to use it as a spelling activity. Perhaps a better way is to start with unscrambling syllables like Au/gust or cem/De/ber, which would make it easier for Ss to see the spelling pattern of a syllable.)</p>	<p>word cards handout</p>	<p>發表 實作 自我評量</p>	<p>5</p>
<p>S-4-5 R-4-5 R-4-7 I-4-3 A-0-6 A-0-13</p>	<p>【Presentation: Reread and Review】 1. Reread the story. Encourage Ss to repeat as much as they can. 2. Encourage and recognize children’s comments about the story.</p>	<p>picture book</p>	<p>發表鑑賞</p>	<p>10</p>





<p>S-4-1 S-4-5 A-0-2 A-0-9</p>	<p>【Practice】 Close the picture book. Show Ss some illustration printout(s). Ask Ss to describe them by referring to the sentence strips and key word cards on the blackboard.</p>	<p>word cards sentence strips</p>	<p>發表</p>	<p>5</p>
<p>L-4-4 S-4-1 S-4-5 W-3-2 I-4-3 A-0-2 A-0-9 A-0-13</p>	<p>【Production: Reflection/Group Discussion】 Divide the class into groups of four or five. Group members work together to make a list of some important dates in their lives, such as their own birthdays, family members' birthdays, holidays or other seasonal activities. Students say why these dates are important. Groups then read their lists to the class. Discussion ✓ When is your birthday? Ask students to raise their hands in order of their birthdays, starting from January. Are there any months with no birthdays? ✓ Ask Ss to talk about their unforgettable experiences of birthday parties. ✓ What's your birthday wish?</p>		<p>發表實作</p>	<p>15</p>
<p>S-4-5 W-4-1 A-0-21</p>	<p>【Wrap Up: Homework】 ✓ Distribute the worksheet ("Birthday Search") to Ss and introduce briefly the content on the worksheet. ✓ Ss finish the worksheet 'Birthday Survey' for additional practice at home. THE END OF SESSION TWO</p>	<p>worksheet</p>	<p>紙筆設計 實作</p>	<p>5</p>





Class _____ Number _____ Name _____

Months of the Year

3 **HAPPY EASTER!**
A _____

11 **Teacher's Day**
S _____

4 **Happy Halloween**
O _____

5 **Thanksgiving**
N _____

⊕ Fill in the words.
⊕ Finish the word puzzle.

9
J _____

4 **Happy Birthday USA!**

8 **Happy Saint Patrick's Day**
M _____

10
J _____

7 **Across →:**
3, 4, 5, 8, 9, 10, 11

9 **Down ↓:**
1, 2, 6, 7, 12

7 **HAPPY FATHER'S DAY!**
A _____

12 **MOM Happy Mother's Day!**
M _____

1 **Happy Valentines Day**
F _____

2 **MERRY CHRISTMAS**
D _____

6 **Happy New Year**
J _____

by 內湖國小 Sharon Su



Class _____ Number _____ Name _____

Ask your friends and family members.

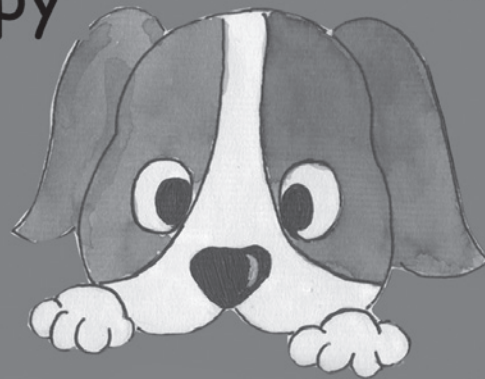
Birthday Survey



<p>January</p> <p>name:</p>	<p>February</p> <p>name:</p>	<p>March</p> <p>name:</p>
<p>April</p> <p>name:</p>	<p>May</p> <p>name:</p>	<p>June</p> <p>name:</p>
<p>July</p> <p>name:</p>	<p>August</p> <p>name:</p>	<p>September</p> <p>name:</p>
<p>October</p> <p>name:</p>	<p>November</p> <p>name:</p>	<p>December</p> <p>name:</p>

by 內湖國小 Sharon Su

Lucky, the Puppy



Written by Vickie Chen and Yatun Chang

Illustrated by Minnie Chang and Iris Kuo

文·陳靜萍、張雅惇 圖·張舜舜、郭佳玲





臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	Lucky, the Puppy	作者	學校：福林國小 姓名：陳靜萍	
適用年級	<input type="checkbox"/> 高年級 <input checked="" type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	一節課	
教學主題	Animals			
Key words 關鍵詞	1. three	2. tree	3. bee	4. knee
	5. tea	6. coffee	7. see	8. flea
Sentence patterns 句型	Let's climb up the tree. They are going to the sea.			
摘要大意	小狗來福跟著主人李先生和李太太正要出海去遊玩，可是牠卻遇上了麻煩，到底發生了什麼事呢？誰能幫牠解決問題呢？			
設計理念	低年級的學生曾學過基本的Phonics規則。編寫此篇故事乃是希望學生可以在閱讀故事的過程中，去複習ee/ea的發音、加深Phonics的基本概念，同時可以學習與ee/ea字母拼讀相關的英語字彙。 故事的內容呈現力求圖文的搭配，以加深學生學習之印象，並提昇學生閱讀英語故事之興趣。			
具體目標	<ol style="list-style-type: none"> 1. Students will learn to read and understand the story. 2. Students will learn to say and write the key words in the story. 3. Students will be able to enhance their phonemic awareness and learn the digraphs 'ee' and 'ea'. 4. Students will participate in class activities. 5. Students will complete the worksheet. 			





教 學 活 動 流 程

達成目標	教 學 內 容	教學媒體	評量	時間 (分)
To read and understand the story.	Warm-up : 1. Ask students to look at the cover of the storybook and read aloud the book title. 2. Ask students questions such as “What do you see?”, “What’s a puppy?”, “What’s the name of this little dog?” and ask them to guess what the story may be about.	Computer Projector Lucky, the Puppy.ppt Storybooks	問答 參與度 專心度	3
To participate In class activities. To enhance phonemic awareness. To say and write keywords	Presentation : 1. Teacher reads aloud the story page by page, and pauses in the middle of the story to ask questions such as : Q: Do the pictures tell you anything? Q: What might happen next? 2. Ask students to find the words with the digraphs ‘ee’ and ‘ea’ on each page and make sure they know the meaning of each word. 3. Show students the flash cards of the keywords to enhance their memory. 4. Ask students to write down the key words on the blank paper. 5. Teacher finishes reading the story.	Storybooks Flash Cards Blank Paper	問答 互動 回應 學習 態度 字彙 學習 配合度 專心度	15
To read and understand the story To complete worksheet.	Wrap-up : 1. Lead the students to read the whole story again. 2. Ask students questions such as : Q: Who will climb up the tree? Q: Who are going to the sea? Q: Who’s chased by a bee? Q: Why does the puppy need to scratch his knee? Q: Who are drinking coffee and tea? A: Mr. and Mrs. Lee. Q: Who wants to save the poor puppy? Q: Do you like this story? Why? Assignment : Finish the vocabulary worksheet at home.	Storybooks Worksheet	跟讀 回答 發表 分享 討論 學習單	3 3 5 3





Rhyming Words

Class : _____ Name : _____ Number : _____

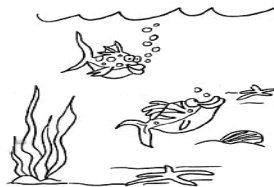
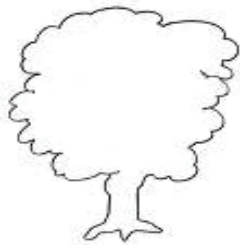
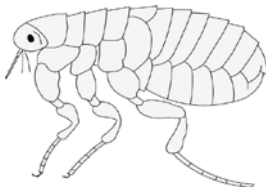
Word Box

three
tree
knee

see
bee
coffee

tea
sea
flea

3



Silly Billy

Written by Vickie Chen and Yatun Chang

Illustrated by Steven Ho and Iris Kuo

文·陳靜萍、張雅婷 圖·何欣晏、郭佳玲





臺北市兒童英文圖書創作出版教學示例（99年得獎作品）

書名	Silly Billy	作者	學校：福林國小 姓名：陳靜萍	
適用年級	<input type="checkbox"/> 高年級 <input checked="" type="checkbox"/> 中年級 <input type="checkbox"/> 低年級	教學時間	一節課	
教學主題	Clothes			
Key words 關鍵詞	1. shirt	2. pants	3. sweatshirt	4. sweatpants
	5. vest	6. jacket	7. jeans	8. T-shirt
Sentence patterns 句型	<p>On Monday morning he sees Spiderman on television, he then makes a decision. He will go to school dressed as Spiderman. So he has to put on his school sweatshirt, sweatpants and sneakers.</p>			
摘要大意	<p>Silly Billy不喜歡學校的制服。他一天到晚幻想著有一天可以穿成超人、蜘蛛人…等明星的樣子去上學。但是媽媽總是告訴他學校的校規有服裝的限制，所以他得乖乖穿上制服去學校。然而Silly Billy卻越來越不喜歡上學，他的媽媽也開始憂心了起來。到底Silly Billy的媽媽會想出什麼好方法來解決這個問題呢？</p>			
設計理念	<p>學生曾在低年級時學過星期一至星期日的英文，也會在中年級時學到衣服的生字。希望學生可以透過閱讀Silly Billy的故事，複習這些曾經學習過的英語字詞。故事內容利用相同句型重覆出現的安排，除了提供學生預測故事發展的機會外，也能加深學生學習之印象。</p>			
具體目標	<ol style="list-style-type: none"> 1. Students will learn to read and understand the story. 2. Students will learn to say and write the key words in the story. 3. Students will be able to understand the importance of obeying school regulations. 4. Students will participate in class activities. 5. Students will complete the worksheet. 			





教 學 活 動 流 程				
達成目標	教 學 內 容	教學媒體	評量	時間 (分)
To read and understand the story.	<p>Warm-up :</p> <ol style="list-style-type: none"> Show students the cover of the storybook and read aloud the book title. Ask students to guess what the story may be about. <p>Teacher may ask questions such as:</p> <p>Q: What do you see? A: A boy.</p> <p>Q: What does he look like? A: A superman.</p> <p>Q: What do you think this story is about? A: A boy becomes a superman.</p>	<p>Computer Projector Silly Billy. ppt</p> <p>Flash Cards</p>	<p>Q & A</p> <p>Learning Attitude</p> <p>Interaction and Participation</p>	3
<p>To participate in class activities.</p> <p>To say and write the key words in the story</p>	<p>Presentation :</p> <ol style="list-style-type: none"> Teacher reads aloud the story page by page, and invites students to read the words they've learned with the teacher. Pause in the middle of the story so students can guess what might happen next and show the flash cards of the keywords to enhance students' memory. Ask students to write down the key words on the blank paper. Teacher finishes reading the story. 	<p>Poster Flashcards</p> <p>Blank Paper</p> <p>Storybooks</p>	<p>Concentration</p> <p>Interaction and Participation</p> <p>Cooperation</p> <p>Listening concentration</p>	22





<p>To understand the importance of obeying school regulations.</p> <p>To finish the worksheet.</p>	<p>Wrap-up :</p> <ol style="list-style-type: none">1. Lead the students to read the story again.2. Ask them questions such as: Q: Do you like this story? A: Yes, I like the story. / No, I don't like this story. Q: Why do you like this story? / Why don't you like this story? Q: Do you like to wear school uniform? A: Yes. / No. Why? Q: Why do you need to obey school rules even if you don't like them?3. Students complete the worksheet.	<p>Storybooks</p> <p>Worksheet</p>	<p>Reading aloud</p> <p>Q & A</p> <p>Interaction and Participation</p> <p>Correctness</p>	<p>5</p> <p>6</p> <p>3</p>
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圖書創作
教學指引手冊



臺北市99年度
推動兒童英語
圖書設計系列

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編審小組：鄒彩完、黃維瑜、陳書民、郭保松、謝宛璇
袁瑞姝、陳彥伶

地址：臺北市信義區市府路1號

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