



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)
<b>【第一節】</b>				
<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>





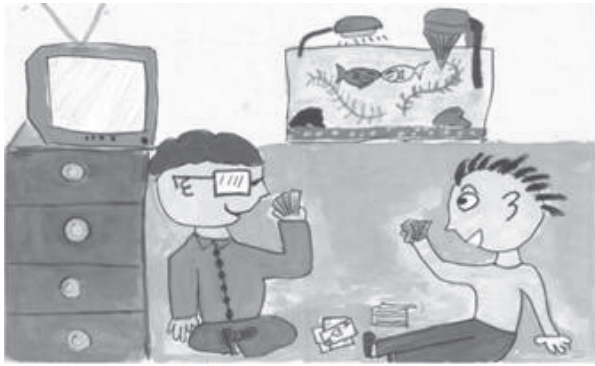
	<p>How do you feel if your brother or sister or best friend keeps saying “No” to you? What’s the author’s intension? 最後發下繪本，讓學生自行翻頁，全班由第一頁再次唸讀本書。下課前收回本書。</p> <p>【第一節結束】</p>			
<b>教 學 活 動 流 程</b>				
達成目標	教 學 內 容	教學媒體	評量	時間 (分)
S2-1 S2-2 R2-7 A0-1	<p>一. 複習本書 教師手持本書，請學生大聲讀出本書書名。然後發下本書人手一本，並複習本書內容。 將學生分若干組，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







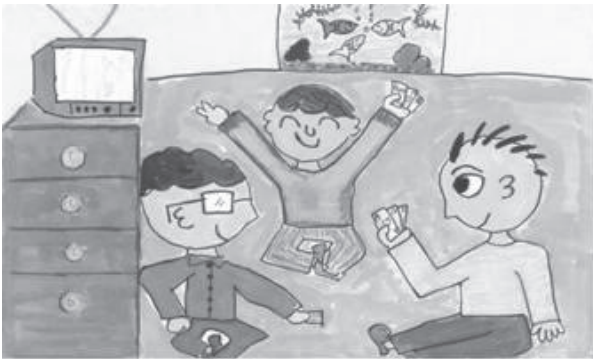
附件一：Andy and Bob 小書製作。填寫完空格中的字後，請由虛線剪下，並按頁碼裝訂。



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: \_\_\_\_\_

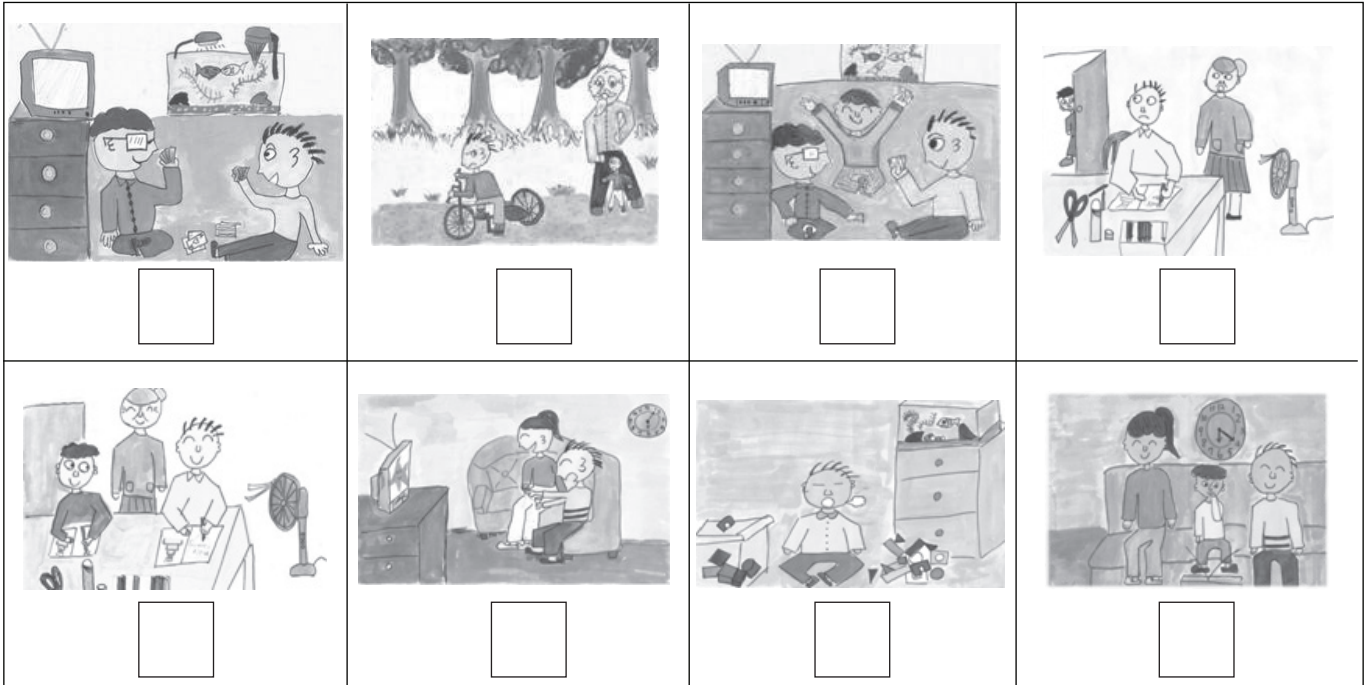
Date of reading: \_\_\_\_\_

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."                        |

