





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。 |
|------|--|





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)

