

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>
--	--	------------------------------------	---	----------------------------

