

English Easy Go

國小英語補救教學教材



局長序

國際觀不等同於英語能力，但是英語的確是接軌國際化最重要的敲門磚。基此，英語的重要性不可言喻，優異之英語能力對即將進入 21 世紀的國民素質及國家發展極為重要，因為 21 世紀的世界不再是圓的，而是一個平的世界，人與人是在平的世界中競爭。擁有通暢的國際語言，無異是競爭的基本能力，也是社會、國家邁入世界舞台的必備條件。

臺北市近年來的教育力在國際間的評比與國內的調查結果均有優異的表現。2010 年遠見雜誌「臺灣 25 縣市總體閱讀競爭力大調查」，臺北市在「整體閱讀競爭力」奪得冠軍。掄元的臺北市長期是臺灣閱讀的領航角色，擁有率先擴大新住民關懷、嬰幼兒早讀、作家演講等多項先驅作為。此調查中，臺北市的每一項次指標成果都相當高，顯示本市的閱讀建設發展均衡，市民閱讀風氣佳，可以堪稱閱讀幸福城市的第一名。同時《親子天下》雜誌 2010 年針對全臺 25 縣市進行「教育力」大調查，臺北市亦位居龍頭，為排行榜第一名。

教育局 99 學年度為弭平本市學生英語學習雙峰現象，提升學生整體英語學習成效，全額補助英語學習成績為班級後 25% 之不具弱勢身分學生，免費參加英語激勵班課程。期待落實英語補救教學，達成英語教育無弱勢的理想，具體實現「把每一個孩子帶上來」的希望工程。

為落實各校英語補救教學，並結合 99 年度推動英語繪本及閱讀教學，今年出版 English Easy Go V，以繪本故事為素材，延伸學童常用單字、文法及會話，並鼓勵學童開放性思考，期待「English Easy Go V」的出版能夠繼續臺北市國小學童閱讀活動發光發熱，也希望本書成為第一線老師在英語閱讀教學時最佳、最簡便的資源用書，同時也是國內英語教學領域先驅的指標作為。本書承蒙臺北市立教育大學英語教育學系主任楊麗中教授於百忙中撥冗悉心指導與審查，以及臺北市天母國小王慧珠校長帶領國小英語輔導團夥伴們的精心規劃、製作與編輯而完成，特此謝忱。

臺北市政府教育局 局長

陳素霓 謹識

2010 年 11 月

主編序

語言是人際溝通的重要工具，在當前全球化、國際化、多元化、現代化等語言政策的推動下，許多企業徵才條件均強調外語能力的需求，促使「學習英語」成為全民運動風尚。所以讓英語教育自幼紮根，培養國民奠定良好的英語學習興趣與基本溝通能力，實是當前國小英語教育的重點。

臺北市政府教育局自 91 學年度起全面推展與落實英語教學，成立英語推動小組，整合為行政規劃組、課程教學組及師資資源組，分別進行行政規劃、研擬暫行綱要、進行教材研究、辦理師資培訓、進行訪視建立教學網站等工作。國小英語輔導團也負責巡迴到各區學校辦理教學演示、專題研討、教學經驗分享、諮詢輔導及探討英語教學疑難問題等服務，並對於共同關切的英語教學議題進行一系列研究，其中補救教學就是探討的主題之一。

即使在英語學習資源相對豐富的臺北市，仍有不少學童因為種種社會、經濟因素，在學習上仍需要專業教師的教導與指引。英語學習雙峰現象的事實，也正是英語教育工作者應該關心的問題；所以為了實踐臺北市教育 111 其中「一個不能少」的理想，補救教學在整個教育過程中，當然有其必要性。透過有系統的研發適合的教材，並廣為結合社會資源引入專業人力資源，透過個別化、生活化、趣味化的小班教學，提升孩子對英語的興趣與成就，進而建立學習英語的自信心，以期達到「把每一位孩子帶上來」的目標。

臺北市國小英語輔導團在 2006 年出版國小英語補救教學教材第一冊 -- 「English Easy Go」，是依據 91 年 9 月舊版臺北市國小英語課程綱要能力指標（暫行綱要），本教材可視為最基礎核心的調整式教材，不因暫綱廢止而過時，適合時間限制之短期補救使用。2007、2008、2009 年接續編印國小英語補救教學教材第二、三、四冊 -- 「English Easy Go II」、「English Easy Go III」、「English Easy Go IV」，則是依據 96 年 10 月現行臺北市國小英語課程綱要能力指標編纂，本系列教材編輯目標著重課程、教學、評量實際需求之整合。

第一到第四冊屬於調整式英語補救教材，主要使用對象為學生，以調整式英語補救教材的角度來檢視，第二冊、第三冊為主要基本內容，包括各種主題跨頁情境、關鍵句型、生活用語、應用字詞、生字習寫、字母習寫、基本應用練習、進階應用練習、給老師的話與延伸活動建議，第四冊是以二、三輯為基礎而設計的多元延伸練習活動。整體來說，二、三、四冊已涵蓋絕大部分現行臺北市國小英語課程綱要能力指標所規範之主題，可以說是抓住精髓的調整式教材。此教材深受英語老師們的喜愛與好評，同時亦授權為永齡希望小學英語補救教學之教材。

今年本團繼續研發第五冊「English Easy Go V」，以繪本故事閱讀教學為主，屬外加式英語補救教材；使用對象除了學生之外，亦兼顧指導者的教學引導需求，包含英語教師、級任教師、課後輔導教師與家長，特別針對教與學不同角度的互動加以編寫，幫助教學者發展提問技巧、提供學習鷹架，兼顧學生語言學習及思考訓練。

本教材依據臺北市國小英語課程綱要與英語能力指標之範圍編輯，共有 23 單元涵蓋 23 本繪本故事書的閱讀提問設計範例、參考答案及學習單；老師們可以就學生程度選擇適合單元直接 copy 使用。另外在附錄中增列常用的繪本故事書及建議使用的年級，提供給老師們實施英語閱讀教學時參考運用。這本教材經歷一再的修正與校對，就是期盼能呈現最實用、最好用的作品。

本教材能順利編輯完成，特別要感謝臺北市教育大學英語教學系楊麗中主任的悉心指導與審查、國小英語輔導團的全體好夥伴們共同參與撰稿，還有章菁老師、黃心怡老師及李奕寬主任鼎力協助編輯與校稿工作。這是一本集合眾人心力的智慧結晶，期盼這本書能成為老師們於英語閱讀教學時的好教材。

臺北市天母國小校長 王慧珠 謹識

2010 年 11 月

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Unit 01

My Dad People

一、故事概要

作者 Author : Anthony Browne

繪圖者 Illustrator : Anthony Browne

出版者 Publisher : Farrar Straus Giroux

主題 Subject : Family

要旨 Main Idea / Theme : Father is everything for children of all ages.

背景場合 Setting : everywhere 主要角色 Main Characters : Dad 爸爸

英文大意 : A boy describes the many wonderful things about “my dad,” who can jump over the moon, swim like a fish, and be as warm as toast.

中文大意 : 在孩子的心目中，爸爸是天，爸爸是地，爸爸是無所不能的保護神，爸爸是帶給全家人歡笑的超級大玩偶。在幼小的心靈深處，每個孩子都深愛著心中的巨人——爸爸，然而，更重要的是，爸爸也深愛著每個孩子，而且 ---- 永遠不變。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

01 T Look at the cover. What do you see?

S I see a funny man. I see a fat man.

補充說明：請看封面，故事的主角是一個喜感滑稽、帶給家人歡笑的爸爸。

02 T Look at the title “My Dad”. What is “Dad”?

S Dad means “father”.

補充說明：請注意看書名標題，Dad 就是爸爸，My Dad 就是我的爸爸。

03 T Take a guess. What funny things will happen to the boy’s dad?

S He can do anything impossible.

補充說明：猜猜看，故事將會發生什麼有趣的事呢？在孩子的心中，爸爸是無所不能的。

04 T Why is his dad so great?

S The boy loves his dad, and his dad loves him.

為什麼爸爸如此偉大？因為我愛我的爸爸，更重要的是，我的爸爸也愛我。

三、閱讀中提問設計與參考答案

01 T Look at this page (the first opening). Who is he? Who do you think he is?

S He is the boy’s dad.

T What is he doing?

S He is drinking something.

02 T Is it in the morning or at night?

S It is in the morning. (The sun is shining behind.)

- 03 T Look at this page (the first opening). Whom is dad shouting for?
S He is shouting for the Big Bad Wolf to get out the house.

- T Look at this page (the second opening). "He can jump right over the moon, and walk on a tightrope (without falling off)." 什麼是 jump right over the moon ?
S 從月亮上一躍而過 (比喻跳得很高) 。
- 04 T 什麼是 walk on a tightrope ?
S 走在繩索上。
T Will he fall off? 他會摔下來嗎 ?
S Answers may vary.

- T Look at this page (the third opening). My dad is all right, why ?
我的爸爸為什麼棒透了 ?
- 05 S He can wrestle with giants, or win the fathers' race on sports day easily.
他能和巨人拳擊對抗 · 輕易贏得運動會老爸組的跑步競賽。

- T Is there anything else that "my dad is all right"? What else does the boy say about his dad?
- 06 S He can eat like a horse, and he can swim like a fish.
S He's as strong as a gorilla, and as happy as a hippo.

- T 多才多藝的老爸還有什麼絕活兒 ? Above all, what else can he do?
- 07 S He is a great dancer, and a brilliant singer.
S He is fantastic at soccer, and he makes me laugh a lot.

- 08 T Why does the boy love his dad?
S His dad loves him and he always will.

四、閱讀後提問設計與參考答案

- 01 T The boy says, "He is all right, my dad." Why?
S His dad is not afraid of the big bad wolf.

- T What can his dad do? Why? 為什麼老爸如此無所不能 ?
- 02 S He can jump right over the moon, and walk on a tightrope (without falling off).
S He can wrestle with giants, or win the fathers' race on sports day.

- T 除了快樂得像河馬 · 大家想一想 · 還可以用什麼動物形容快樂的心情 ?
- 03 S He is as happy as a bird. 像小鳥一樣快樂。

- T Is his dad always as wise as an owl? 老爸總是像貓頭鷹一樣聰明嗎 ?
- 04 S Not really!

- T How do the father and son feel at the end of the story?
S They love each other. (And they always will.)

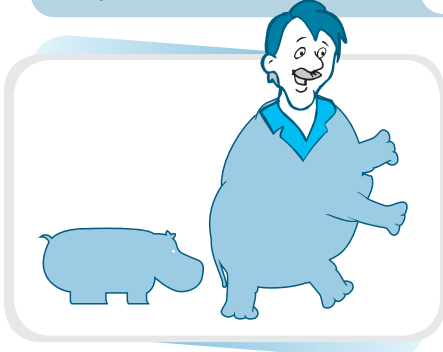
Class _____ Name _____ Number ()

Choose the adequate noun. 選出合適的字詞

01 horse 02 fish 03 gorilla

04 hippopotamus 05 owl 06 teddy 07 house

A My dad can eat like a _____.



B My dad is as happy as a _____.



C My dad can swim like a _____.



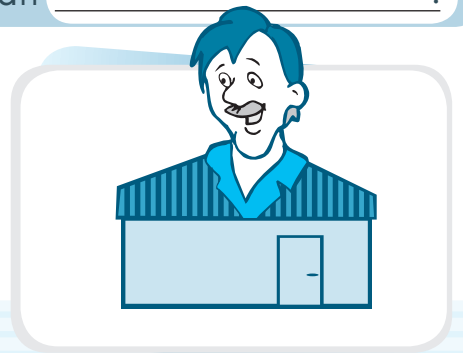
D My dad is as strong as a _____.



E My dad is as soft as my _____.



F My dad is as wise as an _____.



G My dad is as big as a _____.

Class _____ Name _____ Number ()

請寫出故事中的句子：

01 on a tightrope 02 with giants 03 the fathers' race on sports day, easily

04 right over the moon 05 sing and dance

A My dad can jump _____.

B My dad can wrestle _____.

C My dad can walk _____.

D My dad can win _____.

E My dad can _____.

Class _____ Name _____ Number ()

練習用英文句子 “I love...” 把故事中的角色人物替換成其他家人。

範例：I love my dad.

A I love _____.

B I love _____.

C I love _____.

D I love _____.

E I love _____.

Unit 02

Whose Mouse Are You? Family

一、故事概要

作者 Author : Robert Kraus

繪圖者 Illustrator : Jose Aruego

出版者 Publisher : Scholastic

主題 Subject : Family

要旨 Main Idea / Theme : You can save your family if you try hard.

主要角色 Main Characters : the mouse, his mother, father, sister, and brother

英文大意 : “Whose mouse are you?” “Nobody’s mouse.” The mouse’s mom was eaten by a cat. His dad was caught in a trap. His sister was far away. What can the poor little mouse do? He tried very hard to save his parents and find his sister. What a brave little mouse! And he had a new brother.

中文大意 : 本書透過作者與小老鼠一問一答之間，說出小老鼠的身世，“你是誰家的老鼠呢？”“沒人要的老鼠！”因為媽媽被花貓吃了，爸爸被籠子關了，姊姊離家出走，而他也沒有弟弟，這隻沒人要的老鼠真是可憐啊！怎麼辦呢？小老鼠決定化悲憤為力量，在他的努力下，讓一家人團圓，最後還多了個弟弟呢！

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

01 T Look at the cover. What do you see?

S A mouse. I see a little mouse.

補充說明：請看封面，故事的主角是一隻快樂的小老鼠。

02 T Is the mouse male or female? Is the mouse a “he” or a “she”?

S I don’t know. The author doesn’t tell us, so we can’t tell from the picture.

補充說明：這隻小老鼠是男生還是女生看不出來，所以都有可能。

T Look at the title “Whose mouse are you?”. The first word “Whose” is a wh-word. Please give me an example of a wh-question word.

03 S Who, what, when, where, and why (and don’t forget the word “how”).

T The word “whose” is similar to the word “who”, and so is the meaning.

補充說明：請注意看書名標題，“Whose mouse are you”，第一個字 Whose 是一個 wh- 開頭的疑問詞，我們還學過哪些 wh- 開頭的疑問詞呢？(何人 who，何物 what，何時 when，何地 where，為何 why，如何 how) whose(誰的) 和 who(誰) 不僅拼法類似，意思也相關。

三、閱讀中提問設計與參考答案

- 01 T Was the little mouse happy?
S No, he wasn't.
- 02 T Did the little mouse have a family?
S Yes, he did.
- 03 T What happened to his mother?
S She was inside the cat.
- 04 T What happened to his father?
S He was caught in a trap.
- 05 T What happened to his sister?
S She was far away from home.
- 06 T Did the little mouse have a brother in the beginning?
S No, he didn't.
- 07 T Did the little mouse have a brother in the end?
S Yes, he did. He had a brand new brother.
- 08 T What did the little mouse do to save his mother?
S The little mouse found the cat and shook his mother out of the cat.
- 09 T What did the little mouse do to save his father?
S The little mouse destroyed the trap with a saw and freed his father from the trap.
- 10 T What did the little mouse do to save his sister?
S The little mouse flew a hot air balloon to find his sister and brought her home.
- 11 T What did the little mouse get from saving his family?
S The little mouse got LOVE from the family.
- 12 T How did they show their love to the little mouse?
S His mother prepared lots of food. His father played with him. His sister drew beautiful pictures for the little mouse.

四、閱讀後提問設計與參考答案

- 01 T How do you feel when you face a big challenge?
S I feel scared, depressed, and nervous. I might want to run away from the challenge.
- 02 T When you have to face the challenge, what will you do to calm yourself down?
S I might talk to someone I trust. Sometimes crying helps me release my pressure.
S I feel better after crying, and I might find a solution.

Class _____ Name _____ Number ()

小老鼠的家人有麻煩了，請在空格內填入下列單字：

father sister mother


01 The little mouse's _____ was inside the cat.

02 His _____ was caught in a trap.

02 His _____ was far away from home.

小老鼠的弟弟出生了！請畫出老鼠弟弟並用以下單字介紹他的身體部位

eye nose mouth ear leg head tail



Class _____ Name _____ Number ()

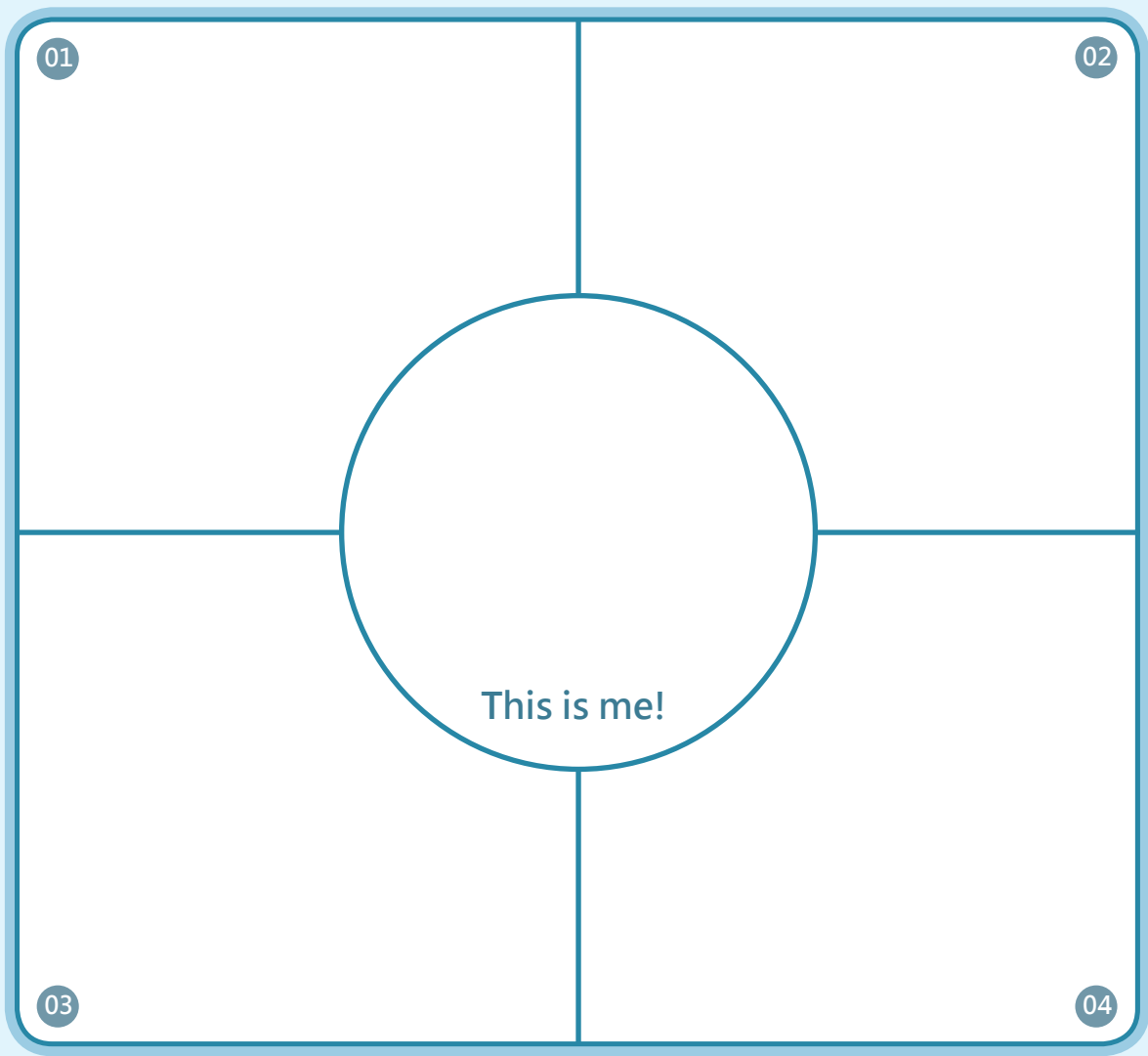
My Family

There are _____ people in my family.

- 01 My _____ is the tallest.
- 02 My _____ is the shortest.
- 03 My _____ is the youngest.
- 04 My _____ is the oldest.

Draw or paste the pictures of your family members below.

oldest 最老的 youngest 最年輕的 shortest 最矮的 tallest 最高的



Handa's Surprise

Food & Drinks

一、故事概要

作者 Author : Eileen Browne

出版者 Publisher : Walker Books

主題 Subject : Food & Drinks

要旨 Main Idea /Theme : Learn about patterned language, animals and fruits from an African country.

背景場合 Setting : The Lou tribe of south-west Kenya

主要角色 Main Characters : Handa and her friend, Akeyo; and also some African animals.

英文大意 : Handa, an African girl, who wanted to give her friend, Akeyo, a surprise by giving the best fruit to her. To Handa's surprise that all the fruits she had originally put into the basket were replaced with tangerines, which happened to be Akeyo's favorite fruit.

中文大意 : Handa 準備七種不同的水果，要送給好朋友 Akeyo，最後這些水果全變成了 Akeyo 最喜愛的橘子。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T What can you see? (指著封面)
S Fruits, a girl, an ostrich...

- 02 T What's the girl's name?
S Handa.

- 03 T What's the meaning of "surprise"?
S 驚喜 / 驚奇。

- 04 T How many kinds of fruits are there? Counting 1, 2...6.
S 6 種 (封面上只有 6 種水果，內文籃子裡才有 7 種)。

- 05 T What fruits are they?
S Pineapple, mango, avocado, passion fruit, guava and orange.
- 06 T What colors can you see?
S Yellow, red...orange.
- 07 T Where is the girl? In which place/ country(國家)? Taiwan? Africa(非洲)?
S 非洲 (Africa).
- 08 T Why does the girl put fruits on the basket over her head?
S 在非洲及亞洲有些種族的婦女習慣把東西放在頭上攜帶。
- 09 T Can you guess what the book is about?
S Fruits, animals, friendship (友誼) and surprise!
- 10 T Do you know any other fruits' names in English?
S Watermelon, orange, banana...
- 11 T Have you ever heard of anything about Africa?
S Safari(非洲草原), wild animals, World Cup(世界盃足球賽), hot, desert, 鑽石 (diamonds)...
- 12 T Have you ever seen any people from Africa? TV, newspaper? What do they look like? Hair style, skin color...?
S Curly hair, black skin color...
- 13 T Have you ever had any "surprises" before?
S Birthday surprise!

三、閱讀中提問設計與參考答案

- 01 T What did Handa put into the basket?(指著書上的圖。)
S Fruits.
- 02 T How many kinds of fruits are there?
S Seven.



- 03 T What are they?
S Banana, mango, pineapple, avocado, guava, orange and passion fruit(百香果)
- 04 T What was in Handa's mind while she was walking to Akeyo's village?
S Which fruit will Akeyo like best?(她一直想著 Akeyo 喜歡什麼水果。)
- 05 T What is the first animal coming out from the tree?(指著樹上)
S The monkey.
- 06 T What will the monkey take? Take a guess.
S The banana.
- 07 T What color are the banana and the monkey?
S Yellow.
- 08 T What is the long-neck animal?(老師指著駝鳥的圖頁。)
S An ostrich(駝鳥)。
- 09 T Can you guess what the ostrich is going to do?
S Eat the fruit in the basket.
- 10 T Which fruit will the ostrich take?
S The guava.
- 11 T How does the guava taste?
S Sweet-smelling.
- 12 T What is the animal with black and white stripes(黑白條紋)?(指著有斑馬的圖頁。)
S Zebra. (補充說明 Q: The word "zebra-crossing"(斑馬線) comes from the colors of a zebra—the black and white stripes.)
- 13 T How does the orange taste?
S Juicy.
- 14 T Can you see the animal with large ears and a long trunk? What is that?
(指著有大象的圖頁。)
S An elephant.
- 15 T What fruit will the elephant eat?
S The Mango.

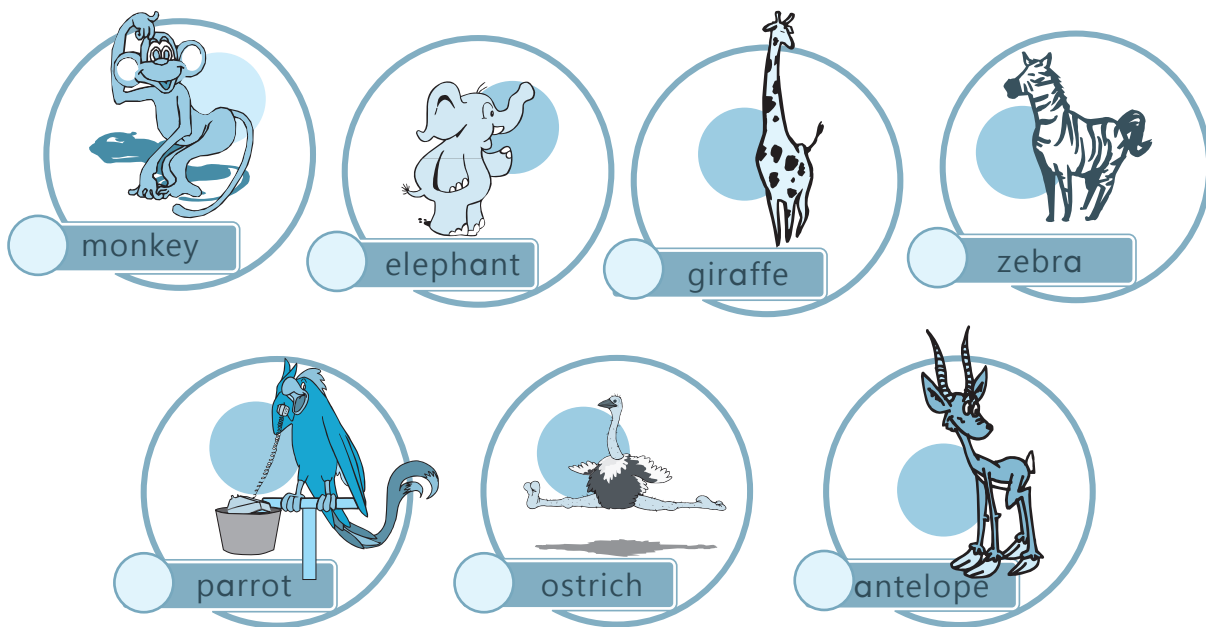
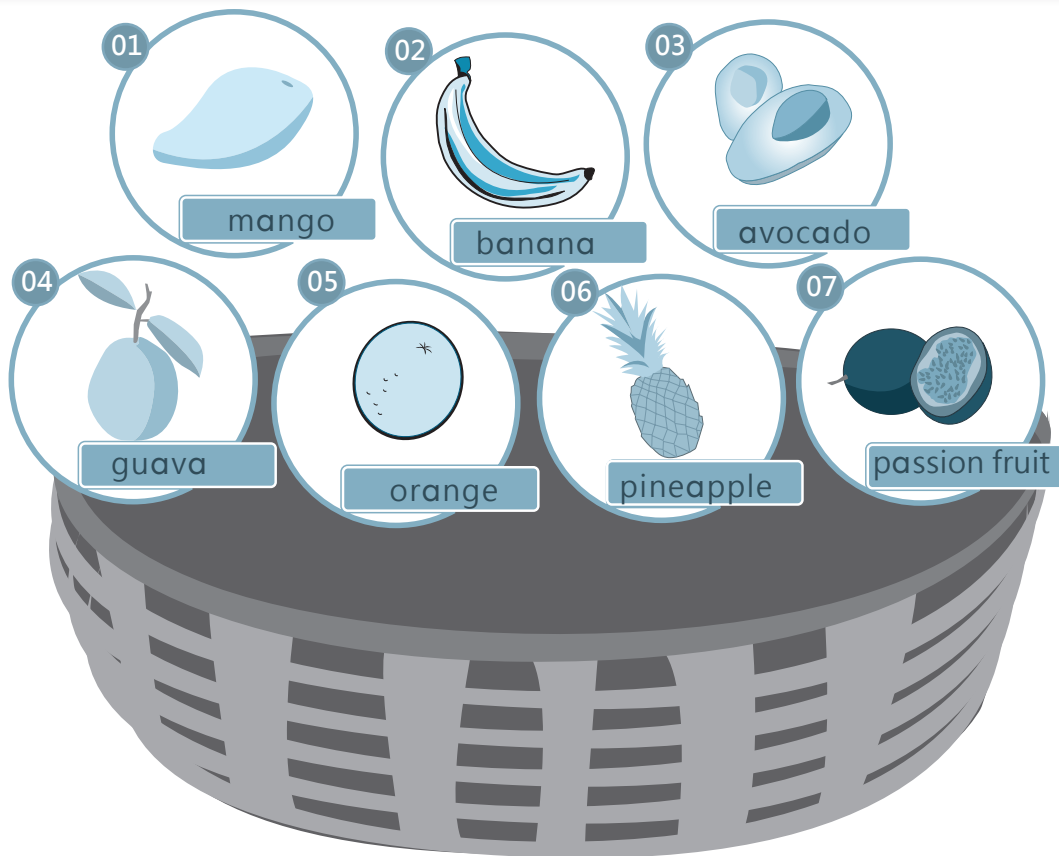
- 16 T What color is the mango?
S Red.
T Is it ripe(成熟) and good to eat?
S Yes.
- 17 T How do you describe a giraffe? 如何形容一隻長頸鹿?
S With long neck/ long legs/ long tongue/ tall...
- 18 T “Spiky-leaved” 是什麼意思?
S 葉子尖尖硬硬豎起的，如鳳梨葉。
- 19 T How do you describe the pineapple?
S Yellow/ spiky-leaved...
- 20 T Have you notice the animal with long and spiral horns? What is its name?
S An antelope(羚羊).
- 21 T The author describes the avocado(酪梨) as “creamy green”? Can you guess what does “creamy green” mean?
S 青綠的、像 ice cream...(讓自由發表後老師再解說—thick and milky, like ice cream.)
- 22 T What is the last fruit on Handa’s basket?
S The passion fruit.
- 23 T There is a bird on the tree. Do you know its name?(指著有鸚鵡的圖頁。)
S Parrot(鸚鵡).
- 24 T Passion fruit is a strong smell (tangy) fruit. How does it taste?
S Sweet and sour.
- 25 T Now that Handa’s basket is empty, what will happen next? Why Handa did not notice her basket was empty?
S (讓學生自由發表猜測，比如 Handa 太專心想 Akeyo 最喜歡的水果，沒有注意到頭頂上的水果一個個的被吃光了。)
- 26 T What animal is running away from the tied-up rope(拴住的繩子)?
S A goat.
- 27 T What happened to the fruit tree when the goat charged at it?
S Many tangerines fell down in Handa’s basket.
- 28 T Did Akeyo like tangerines?
S Yes, she did. She said, “My favorite fruit!”

四、閱讀後提問設計與參考答案

- 01 T What is Akeyo's surprise?
S (讓學生自由發表猜測。)
- 02 T What is Handa's surprise?
S (讓學生自由發表猜測。)
- 03 T The parrot ate the passion fruit with a very strange way. How strange?
S It ate the fruit by hanging itself upside down from the tree.
- 04 T Which animal would you like to be? Why?
S (讓學生自由發表猜測。)
- 05 T Have you ever eaten a guava? Was it sweet-smelling? Do you like guavas? 有吃過番石榴嗎? 味道香甜嗎?
S (無標準答案, 讓學生自由發表。)
- 06 T Do you like oranges? Why or why not?
S (讓學生自由發表。)
- 07 T Have you eaten any food made of pineapples?
S Pineapple cakes. (或讓學生自由發表。)
- 08 T Have you ever heard of anything about antelopes?
S They can run very fast.
- 09 T Can you remember the names of the animals or fruits of this story?
S (學生發表, 老師再澄清。)
- 10 T Can you match the animals with the fruits?
S (學生發表, 老師再澄清。)
- 11 T Can you order the sequence of the events?
S (學生發表, 老師再澄清。)
- 12 T Which animal would you like to be? Why or why not?
S (讓學生自由發表。)
- 13 T Which is your favorite fruit/ animal/ color...?
S (讓學生自由發表。)
- 14 T Have you noticed the small insects or animals on every page? Can you recognize them?
S (Butterflies, beetles, lizards, bees, flies, dragonflies, caterpillars, ants, grasshoppers...)

Class _____ Name _____ Number ()

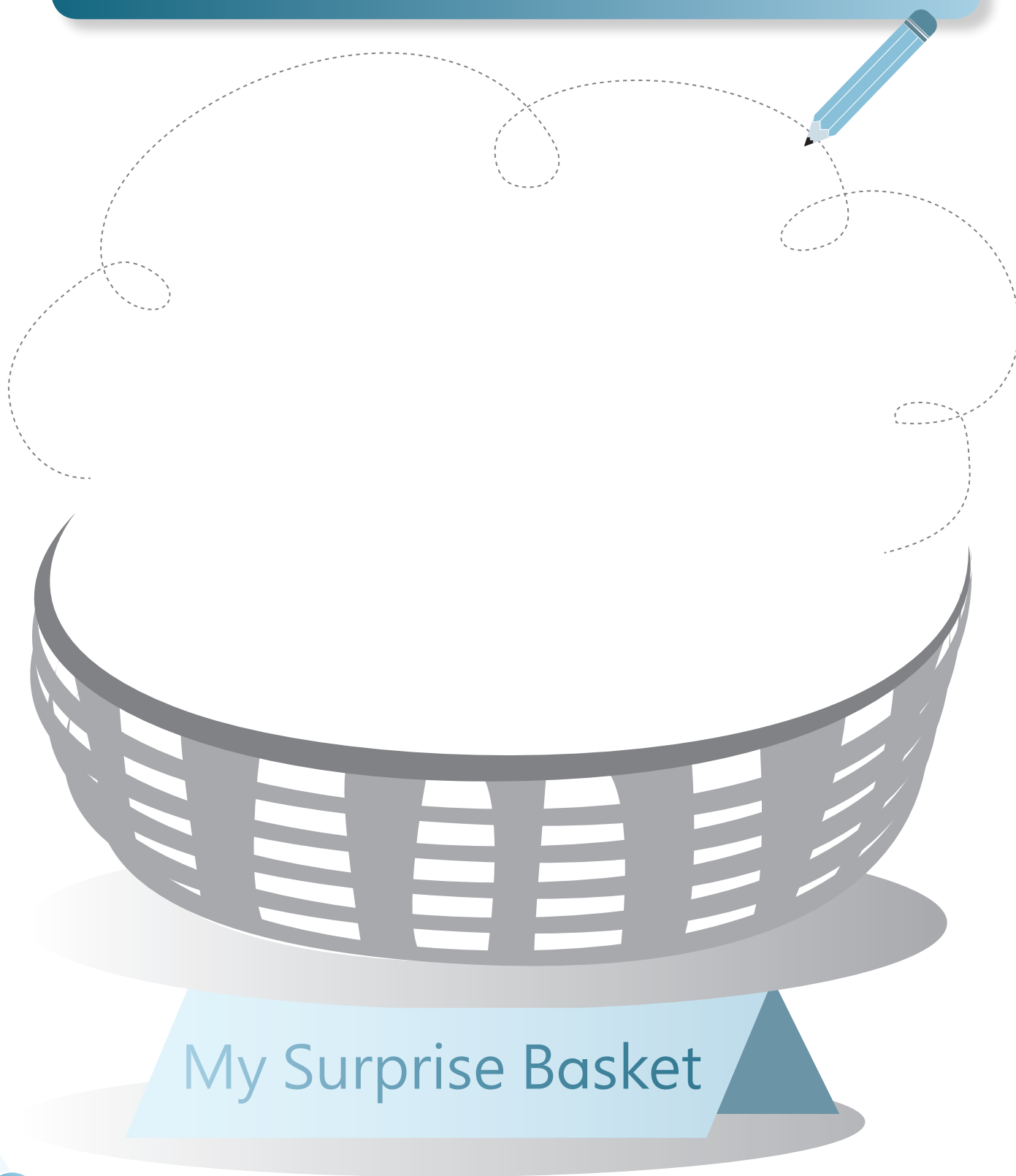
Match the right food to the right animals.
連連看，根據故事內容，不同的動物吃了什麼水果呢？



Class _____ Name _____ Number ()

My Surprise Basket

請在空籃子裡畫上你喜歡的水果 2-5 樣，並試試看標示出水果的英文名稱。



五、更多閱讀後的延伸活動

Matching game: Word and picture cards

01

Make flash cards of fruits and animals (老師可自行製作或請學生分組製作), with word and picture on separate cards. Then play games by matching the word to the picture. The teacher plays with the whole class or the students play in pairs. 老師也可以設計學習單讓學生連結配對, 如動物對水果、水果生字對圖卡、動物生字對圖卡、水果對顏色 / 形容詞等等。

02

Small Books:

Make small books about “My Favorite Fruit” (pictures and vocabulary)

03

What's missing?

老師將水果或動物圖卡 / 生字卡陳列在黑板上後, 請學生轉頭或閉上眼睛, 抽走其中一張卡片。然後請學生猜猜看少了那一張卡片。(With flash cards or real fruits, play

What's Missing with the students. The students can also play in pairs.)

Q Close your eyes and guess what's missing. (老師取走 apple 卡。)

A The apple's gone.

04

Re-drawing:

Have students redraw the pages and demonstrate the redrawing on bulletin board, and tell the story with word captions. 利用分組的方式共同完成一本書的畫圖, 每人負責不同的頁面和文字, 合併起來就可以上台作分組報告。

05

Story retelling:

Retell the story by using sentence strips I have a bag here...(taking out the re-tell strips) and the strip reads.

Q “I wonder which fruit she'll like best?... ”.

Let students draw out the stripes one by one, then have them to put the stripes on board. Have students figure out the right sequence of events.

06

Reader's Theater:

Have students play the parts of Akeyo, Handa and different animals (making animal noises).

Unit 04

Eat Your Peas! Food & Drinks

一、故事概要

作者 Author : Kes Gray

繪圖者 Illustrator : Nick Sharratt

出版者 Publisher : Random House Children's Book

主題 Subject : Food & Drinks

要旨 Main Idea /Theme : Eat healthy and think smart.

背景場合 Setting : in a dining room or a restaurant 在飯廳或餐廳

主要角色 Main Characters : Daisy and Daisy's mom

英文大意 : This story was about a girl named Daisy who didn't want to eat her peas and her mom tried very hard to convince her to eat them. And in the end they both got to eat their pudding.

中文大意 : Daisy 是個鬼靈精怪小女孩，可是她不愛吃豌豆，為了讓她吃豌豆，Daisy 媽媽想盡辦法，卻都不能說服 Daisy 吃豌豆，原來 Daisy 媽媽也有她自己不愛的蔬菜 -- 高麗菜芽，最後她們兩個到底吃了蔬菜沒有？先賣個關子，總之她們都吃了好吃的布丁。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T Look at the cover. What do you see?
S I see a little girl (some green peas, a fork, a knife, a plate, a table, and a chair).
- 02 T Does the little girl like peas?
S No, she doesn't. She doesn't like peas.
- 03 T How many peas can you see?
S There are 16 peas on the plate and seven more hidden in the title.

三、閱讀中提問設計與參考答案

- 01 T Was it lunch time or dinner time?
S It's dinner time.
- 02 T What was the girl's name?
S Her name was Daisy.
- 03 T What did her mom always say at dinner time?
S Eat your peas.

- 04 T Did Daisy like peas?
S No, she didn't.

- 05 T What colors can you see in these pages?

Orange	Green	Brown	Purple	Yellow
her mom's hair; Daisy's buttons	her mom's earrings, necklace, and peas	Daisy's hair and the chair	her mom's dress	Daisy's T-shirt and the floor
Pink	Blue	Red	White	Gray/silver
Daisy's T-shirt	The plate and the floor	The table	The table and the plate	The fork and the knife

- 06 T What was the first item Daisy's mom had offered if Daisy ate her peas?
S Pudding.

- 07 T What was the last item Daisy's mom had offered if Daisy ate her peas?
S A fluffy pencil case.

- 08 T What is Superland? (1) A country (2) A castle (3) An amusement park
S (3) An amusement park

- 09 T Why did Daisy's mom want to buy her Africa? Because Daisy liked...
(1) plants (2) animals (3) chocolate
S (2) animals

- 10 T What did they both like?
S They both liked pudding.

四、閱讀後提問設計與參考答案

- 01 T Did Daisy eat her peas or did her mom eat her Brussels?
S The author didn't tell us. But I don't think Daisy ate her peas nor her mom ate her Brussels.

- 02 T They had to eat their vegetables before they had their puddings. What could be the possible solution?
S Maybe Daisy ate Brussels and her mom ate peas. Maybe they just threw the food away, which was not good.

Class _____ Name _____ Number ()

Just like Daisy, there are many things that we have to do in our life. Can you give some examples of what you have to do?

我們跟 Daisy 一樣，每天有很多事情都必須完成，請將下列必須完成的事項填入適當的圖片空格內：

① go to bed

② take a bath (or a shower)

③ clean my teeth

④ brush my hair

⑤ go to school

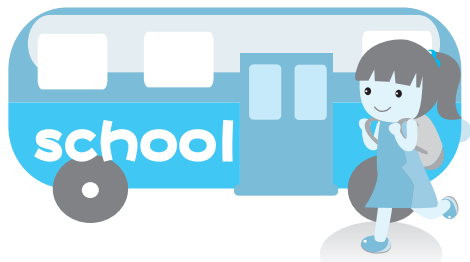
⑥ tidy my room



I have to _____



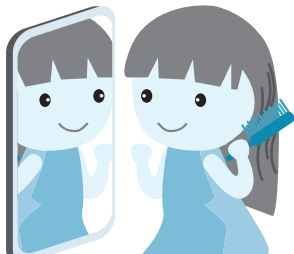
I have to _____



I have to _____



I have to _____



I have to _____



I have to _____

Class _____ Name _____ Number ()

Daisy's mom named lots of things that Daisy liked and disliked. Can you answer the following True/ False questions after reading the book?(對的寫 T , 錯的寫 F)

- A () Daisy liked pudding.
- B () Daisy liked bikes.
- C () Daisy liked animals.
- D () Daisy liked chocolate.
- E () Daisy liked Superland.
- F () Daisy liked space rockets.
- G () Daisy liked swimming.
- H () Daisy liked to take a bath.
- I () Daisy liked to go to school.
- J () Daisy liked to stay up late.
- K () Daisy liked to brush her hair.
- L () Daisy liked to clean her shoes.
- M () Daisy liked to tidy her bedroom.
- N () Daisy liked to clean her teeth.
- O () Daisy liked to put the videos in by herself.
- P () Daisy liked to get dressed.
- Q () Daisy liked the earth, the sun, the moon and stars.
- R () Daisy liked fluffy pencil cases.



What will you say to Daisy to ask her to eat her peas? Please write it down.

Dear Daisy:

If you eat your peas, I will _____

From _____

一、故事概要

作者 Author : Alan Baker

繪圖者 Illustrator : Alan Baker

出版者 Publisher : Scholastic Inc.

主題 Subject : Colors

要旨 Main Idea / Theme : White Rabbit explores the magic of color with surprising results.

主要角色 Main Characters : white rabbit/ 白兔

英文大意 : This story is about a white rabbit that found three tubs of paint, and started exploring the magic of mixing colors.

中文大意 : 小白兔找到裝有三種不同顏色的桶子，他跳進桶子中把自己染色，也因此發現原來兩種顏色混在一起會產生不同的效果。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01
- T Look at the cover. What do you see?
 - S I see a rabbit. / A white rabbit.
 - S I see three tubs.
 - S I see yellow, blue, red, orange, purple.

- 02
- T What do you think the rabbit is doing?
 - S It's playing. / It's jumping into the tub.

- 03
- T Take a guess. What will happen to the rabbit?
 - S It will be blue.

- 04 Let's read the story and find out. "White Rabbit's Color Book."

三、閱讀中提問設計與參考答案

- 01 T Which color tub do you think the rabbit like most, red, yellow, or blue?
S Red. / Yellow. / Blue.

- 02 T What will the rabbit do?
S Jump into a tub.

- 03 T What will happen to the rabbit?
S It will be _____. (red/blue/green...)

- 04 T What's the rabbit doing?
S Taking a shower.

- 05 T What color will it be?
S White.
(重覆 Q2~Q5)

- 06 T Oh, no! No more water. What can the rabbit do?
S Answers may vary.



四、閱讀後提問設計與參考答案

01 T What color do red and yellow together make?
S Orange.

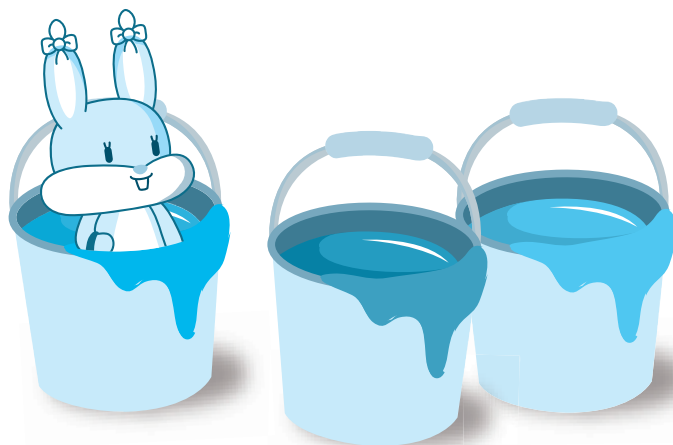
02 T What color do red and blue together make?
S Purple.

03 T What color do blue and yellow together make?
S Green.

04 T What color do blue, yellow and red all together make?
S Brown.

05 T Have you ever mixed different colors together?
S Yes or no.

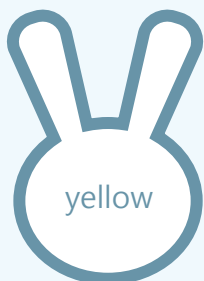
04 T What color do you like most? Why?
S Answers may vary.



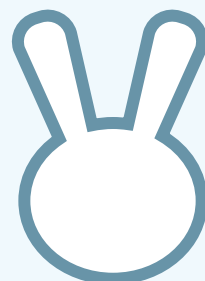
Class _____ Name _____ Number ()

Magic Color 魔法色彩

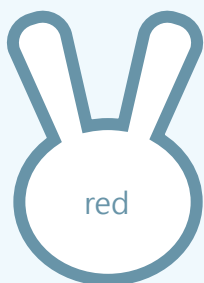
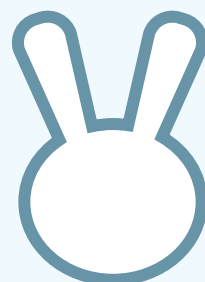
請依文字塗上正確的顏色



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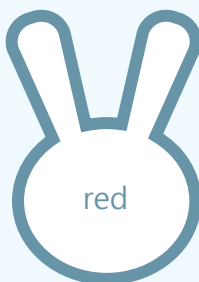
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One Yellow Lion

Colors

一、故事概要

作者 Author : Matthew Van Fleet

繪圖者 Illustrator : Matthew Van Fleet

出版者 Publisher : Dial Books for Young Readers

主題 Subject : Colors

要旨 Main Idea /Theme : Ten different kinds of animals with different colors join together to have fun.

背景場合 Setting : in the forest and at the beach

主要角色 Main Characters : There are swans, squirrels, roosters, whales, cats, lizards, bears, alligators, worms, and a lion in the story.

英文大意 : Each page reveals a number and a group of animals. They all join together and have fun at the end.

中文大意 : 本書以每頁呈現出一個數字及配合該數字數量的動物，最後全部的動物都開心的聚在一起。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 (T) What do you see on the cover picture?
(S) Answers may vary. Suggested: a lion, a bay lion, a yellow baby lion.

- 02 (T) What do you think the story is about?
(S) Answers may vary.

- 03 (T) Where do you think the story takes place?
(S) Answers may vary. Suggested: in the forest, in the wild.

三、閱讀中提問設計與參考答案

- 01 T What number do you see?
S One, two, three, four, five, six, seven, eight, nine, ten.

- 02 T Look at the picture, what do you think the animal will be?
S Bears, cats, whales, etc.

- 03 T Can you count the animals? Let's count together.
S (count the animals on the page.)

四、閱讀後提問設計與參考答案

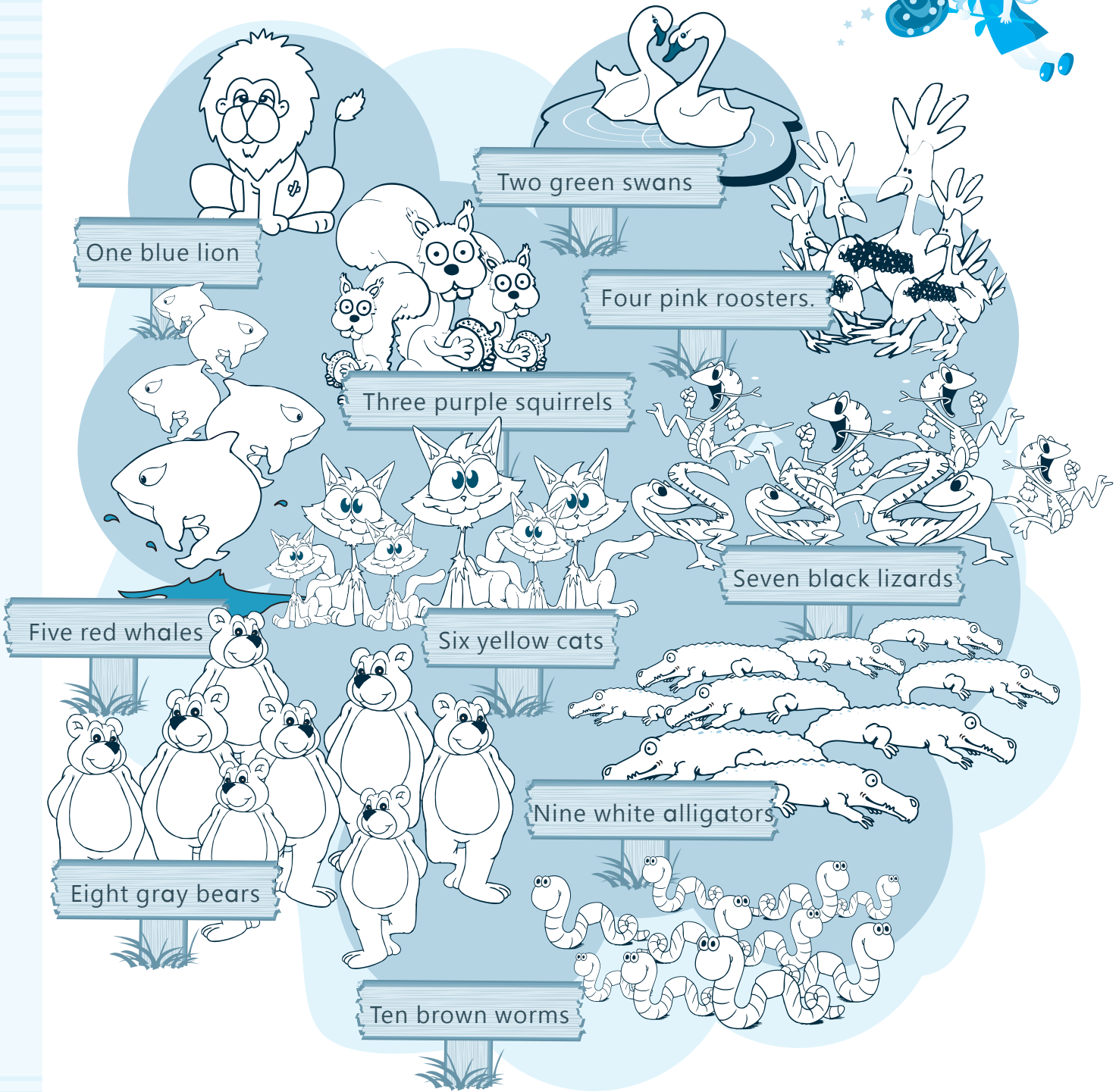
- 01 T What are the animals in the book?
S A lion, swans, squirrels, roosters, whales, cats, lizards, bears, alligators, and worms in the story.

- 02 T How many bears are there in the book?
S Eight bears. (There are eight bears.)

- 03 T If you were the author, what are the animals you would use in the book?
S Any animal names will apply.

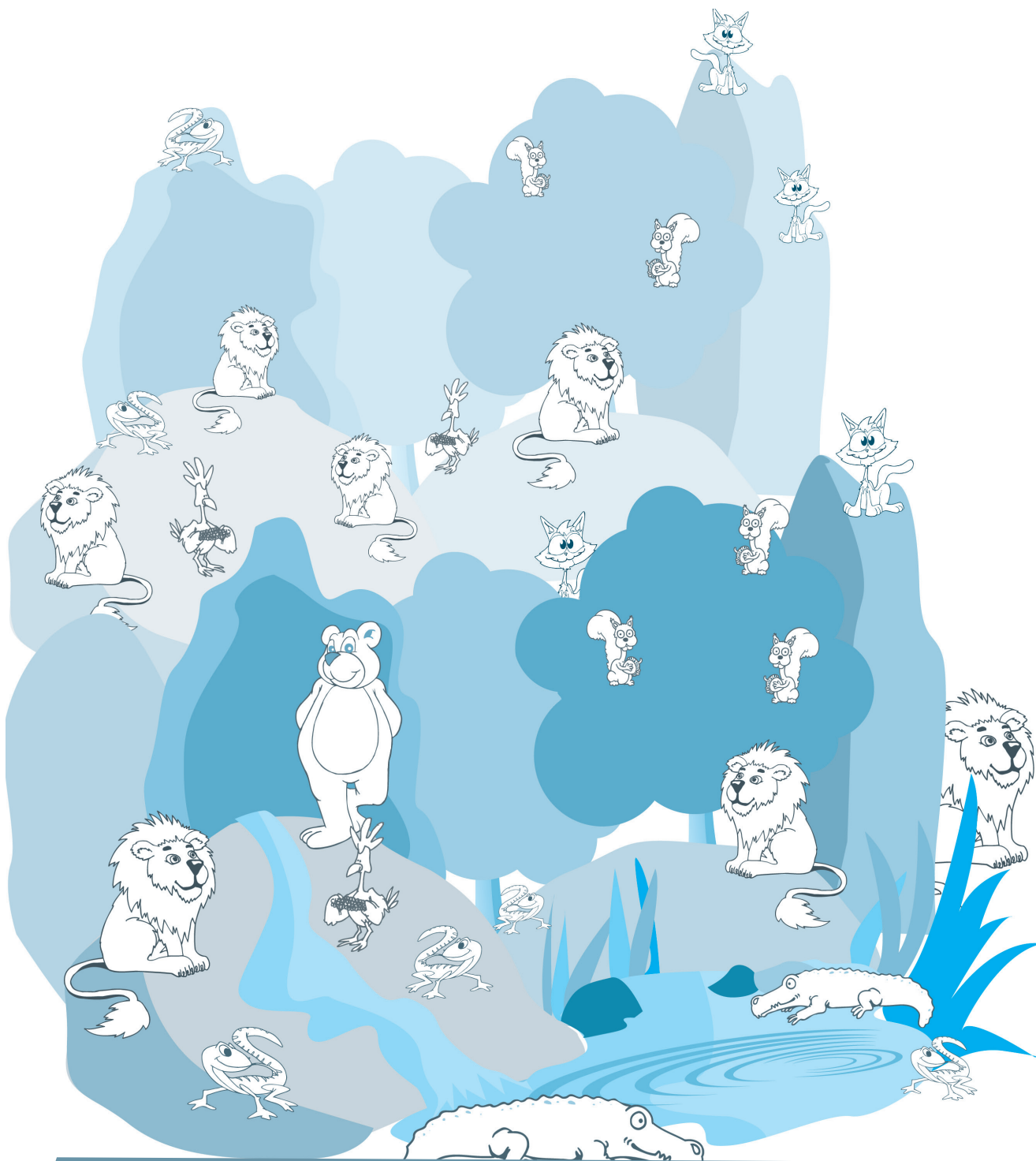
- 04 T If you were the author, would you change the colors of the animals?
S Any color will apply.

Class _____ Name _____ Number ()



魔法小天使在練習顏色魔法，天使棒一揮，動物們都變色了，請你依照文字提示幫忙畫出動物的顏色。

Class _____ Name _____ Number ()



• Can you find the animals?
One bear two alligators three roosters four cats
five squirrels six lizards seven lions
看看你是否能找到這些動物，請為牠們著上你自己設定的顏色，並且介紹給同學。

一、故事概要

作者 Author : Harriet Ziefert

繪圖者 Illustrator : Emily Bolam

出版者 Publisher : EW Publisher 東西圖書

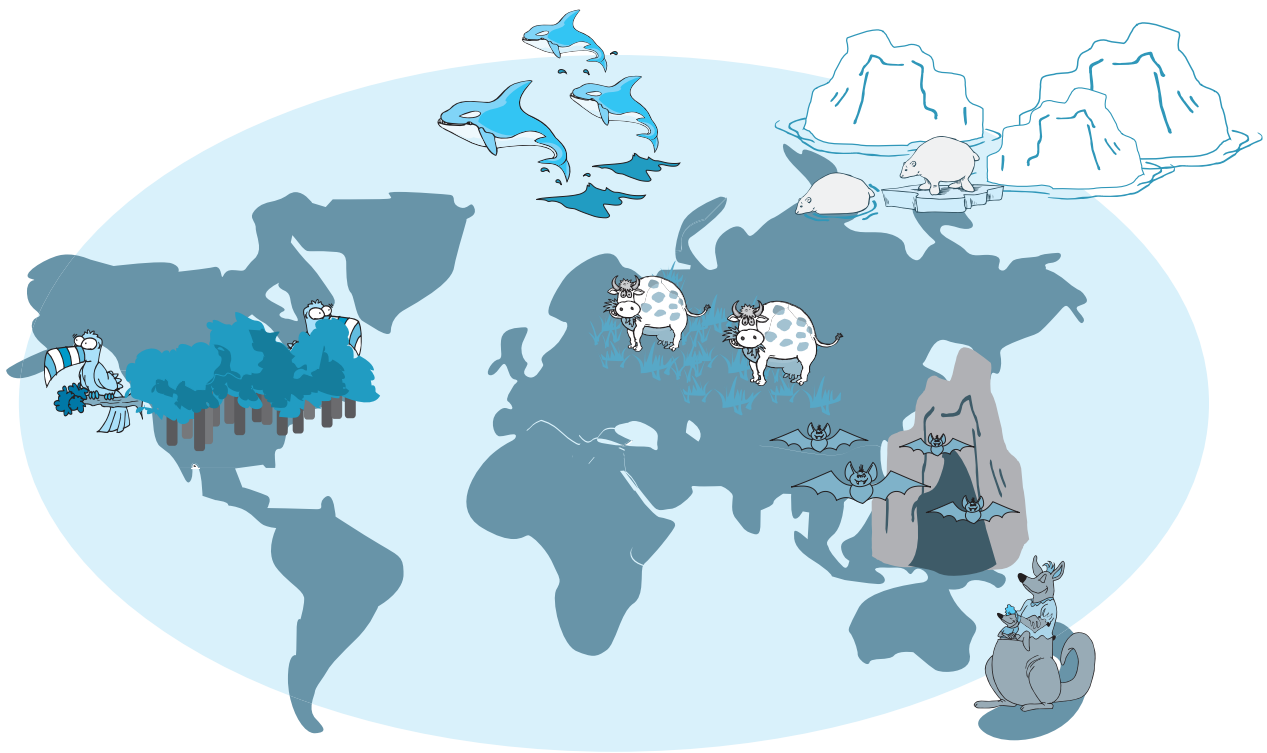
主題 Subject : Animals

背景場合 Setting : Animal habitat 不同動物的棲息地。

主要角色 Main Characters : Polar bear, bat, hummingbird, honeybee, cow, whale, kangaroo, toucan

英文大意 : The author introduces each animal by listing things it can do and one thing it can't do, which also leads to the next animal. This engaging chain of animals circles back to the beginning at the end of the book.

中文大意 : 介紹北極熊、蝙蝠、牛、鯨魚等許多囊括海陸空動物的能做與不能做的事，以及牠們獨特的特質與行為。



二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T What do you see on the cover picture?
S Answers may vary. Suggested answers are: A polar bear, ice, water.
- 02 T Can a polar bear swim?
S Yes, a polar bear can swim.
- 03 T What can't a polar bear do?
S Fly, sing, etc.
- 04 T What other animals can swim?
S Answers may vary. Suggested answers are: fish, a dog, a hippo, an elephant...

三、閱讀中提問設計與參考答案

- 01 T Can you think of other animals that can sing?
S Birds can sing.
- 02 T Where do you think this animal lives?
S Answers may vary. For example: Bats live in caves.

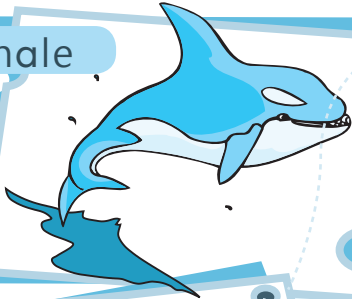
四、閱讀後提問設計與參考答案

- 01 T Which fact in the book surprises you the most?
S Answers may vary.
- 02 T Pick an animal. Tell us what the animal can do and can't do.
S For example: A toucan can fly. A toucan can't swim.

Class _____ Name _____ Number ()

Match the animals with the things they can do.
請依照書中內容，將動物與所能做的事連起來。

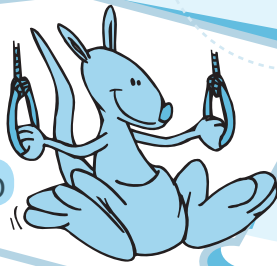
A whale



A toucan



A kangaroo



jump



swim

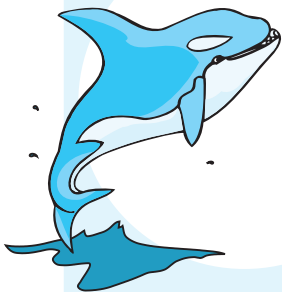


fly

can

Write for the animals. 請依照所連出來的內容，幫這些動物寫出自己能做的事！

A whale can swim.



Class _____ Name _____ Number ()

Venn Diagram

請依照書中學到的知識完成下表。

A bat can...

Both a bat and a hummingbird can...

A hummingbird can...

The diagram consists of three overlapping circles. The left circle is light blue and contains a cartoon bat. The right circle is light blue and contains a cartoon hummingbird. The intersection of the two circles is a darker blue. Below each circle is a white rectangular box with a light blue border. The left box has the text 'A bat can...' and three horizontal lines. The right box has the text 'A hummingbird can...' and three horizontal lines. The intersection box has the text 'Both a bat and a hummingbird can...' and three horizontal lines.

一、故事概要

作者 Author : Rod Campbell

繪圖者 Illustrator : Rod Campbell

出版者 Publisher : Campbell Books

主題 Subject : Animals

要旨 Main Idea / Theme : Introduce zoo animals and their appearances.

背景場合 Setting : 未說明 not specified (可能是一位小孩的家 Maybe a kid's home)

主要角色 Main Characters : 動物 animals/ 大象、長頸鹿、獅子、駱駝、蛇、猴子、青蛙、小狗
an elephant, a giraffe, a lion, a camel, a snake, a monkey, a frog,
and a puppy

英文大意 : This story is about a little kid who wanted a pet. The kid wrote to the zoo to send him/her a pet. The zoo kept sending him/her the zoo animals which were not suited for the kid. The kid sent back the animals one by one until he/she received a puppy which was a perfect pet for him/her.

中文大意 : 故事裡的主人翁寄信給動物園，他請求動物園送給他一隻動物當寵物。動物園送來了大象、長頸鹿、獅子、駱駝、蛇、猴子和青蛙，但都因為這些動物太大、太高、太兇猛、脾氣太古怪、太嚇人、太調皮、和太會蹦蹦跳跳而被主人翁送回動物園。直到最後動物園送來了一隻小狗，主人翁才有了一隻完美的寵物。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 (T) Look at the cover. What do you see?
(S) I see a lion in a cage.
(T) Take a guess. What is the story about?
(S) It's about animals.
① 補充說明：請看封面，故事的主角是關於獅子 / 動物。

- 02 (T) Look at the title "Dear Zoo". What is a zoo? What can you see in a zoo?
(S) A zoo is a place where we can see lots of animals.
① 補充說明：請注意看書名標題，zoo 就是動物園。Dear ... 就像是一封信開頭寫著親愛的某某人。Dear Zoo 就像是一封寫給動物園的信，開頭寫著親愛的動物園。

- 03 (T) Take a guess. Who would write to a zoo?
(S) A little kid. / A little boy or a little girl.
① 補充說明：猜猜看，是誰會寫信給動物園呢？可能是一位小孩 / 小男孩或是小女孩。

04 T Why did he/she write to a zoo?

S He/She wanted a pet.

📌 補充說明：想想看小孩為什麼會寫信給動物園呢？可能有各式各樣不同的答案。

T If you/he/she wrote to the zoo to send you/him/her a pet, would the zoo send you/him/her one?

05 S Yes. / No.

📌 補充說明：如果你或故事裡的小孩寄信給動物園請動物園送給你或他一個動物當寵物，想想看動物園會答應嗎？也許會，也許不會。

三、閱讀中提問設計與參考答案

T Look at this page (the first opening). What do you see?

S I see a (yellow) box.

01 T Look at the box. Is it big or small? Is it a big box or a small box?

S It's big. It's a big box.

T Look at the box. What's on the box?

S There are words, "From the Zoo" and "very heavy."

T The box is big. It's from the zoo and it's very heavy. Take a guess. What's in the box? What animal is big and very heavy?

02 S An elephant. (There is an elephant in the box.)

📌 補充說明：請學生試唸故事內容，因為內容有 "They sent me an ..."，學生可以猜猜看母音開頭的動物。

T Look at this page (the second opening). What do you see?

S I see a (green) box.

03 T Look at the box. How is the box? Is it tall or short? Is it a tall box or a short box?

S It's tall. It's a tall box.

T Look at the box. What's on the box?

S There are words, "From the Zoo" and "fragile."

T The box is big. It's from the zoo and it's fragile. Take a guess. What's in the box? What animal is tall and fragile?

04 S A giraffe. (There is a giraffe in the box.)

📌 補充說明：請學生試唸故事內容，因為內容有 "He was too tall!"，學生可以猜猜看動物園有哪些高的動物。

T Look at this page (the third opening). What do you see?

S I see a (red) box.

05 T Look at the box. How is the box? Is it big or small? Is it a big box or a small box?

S It's big. It's a big box.

T Look at the box. What's on the box?

S There are words, "From the Zoo" and "danger."

- 06 T The box is big. It's from the zoo and it's dangerous. Take a guess. What's in the box? What animal is big and dangerous?
S A lion. (There is a lion in the box.)
ⓘ 補充說明：請學生試唸故事內容，因為內容有 “He was too fierce!”，學生可以猜猜看動物園有哪些兇猛的動物。

- 07 T What will happen next? 預測一下，接下來動物園會怎樣？
S The zoo will send
ⓘ 補充說明：隨時可請學生猜猜看故事下一步的發展。

- 08 T Look at this page (the fourth opening). What do you see?
S I see a (blue) box.
T Look at the box. How is the box? Is it big or small? Is it a big box or a small box? Is it tall or short? Is it a tall box or a short box?
S It's big and tall. It's a big and tall box.
T Look at the box. What's on the box?
S There are words, “From the Zoo” and “with care.”

- 09 T The box is big and tall. It's from the zoo and it needs to be handling with care. Take a guess. What's in the box? What animal is big and tall?
S A camel. (There is a camel in the box.)
ⓘ 補充說明：請學生試唸故事內容，因為內容有 “He was too grumpy!”，學生可以猜猜看動物園有哪些脾氣古怪的動物。

- 10 T Look at this page (the fifth opening). What do you see?
S I see a/an (orange) basket.
T Look at the basket. How is the basket? Is it big or small? Is it a big basket or a small basket?
S It's small. It's a small basket.
T Look at the basket. What's on the basket?
S There are words, “From the Zoo.”

- 11 T The basket is small. It's from the zoo. Take a guess. What's in the basket? What animal is small and can be kept in a basket?
S A snake. (There is a snake in the basket.)
ⓘ 補充說明：請學生試唸故事內容，因為內容有 “He was too scary!”，學生可以猜猜看動物園有哪些嚇人的動物。

T Look at this page (the sixth opening). What do you see?

S I see a (yellow) box.

12

T Look at the box. How is the box? Is it big or small? Is it a big box or a small box? Is it tall or short? Is it a tall box or a short box?

S It's small and short. It's a small and short box.

T Look at the box. What's on the box?

S There are words, "From the Zoo."

T The box is small and short. It's from the zoo. Take a guess. What's in the box? What animal is small and short?

13

S A monkey. (There is a monkey in the box.)

📌 補充說明：請學生試唸故事內容，因為內容有 "He was too naughty!"，學生可以猜猜看動物園有哪些調皮搗蛋的動物。

T Look at this page (the seventh opening). What do you see?

S I see a (pink) box.

14

T Look at the box. How is the box? Is it big or small? Is it a big box or a small box? Is it tall or short? Is it a tall box or a short box?

S It's small and short. It's a small and short box.

T Look at the box. What's on the box?

S There are words, "From the Zoo."

T The box is small and short. It's from the zoo. Take a guess. What's in the box? What animal is small and short?

15

S A frog. (There is a frog in the box.)

📌 補充說明：請學生試唸故事內容，因為內容有 "He was too jumpy!"，學生可以猜猜看動物園有哪些會蹦蹦跳跳的動物。

T Look at this page (the eighth opening). What do you see?

S I see a (yellow) basket.

16

T Look at the basket. How is the basket? Is it big or small? Is it a big basket or a small basket? Is it tall or short? Is it a tall basket or a short basket?

S It's small and short. It's a small and short basket.

T Look at the basket. What's on the basket?

S There are words, "From all your friends at the Zoo."

T The basket is small and short. It's from all the friends at the zoo. Take a guess. What's in the basket? What animal is small and short?

17

S A puppy. (There is a puppy in the basket.)

📌 補充說明：請學生試唸故事內容，內容有 "They thought very hard, and sent me a ..." "He was perfect!"。學生可以猜猜看如果動物園裡的朋友們很認真的想完了以後，會送來甚麼樣的完美寵物呢？

18

T Did the kid get the perfect pet?

S Yes. (Yes, he/she did.)

四、閱讀後提問設計與參考答案

- 17
- T What happened when the zoo sent the kid an elephant?
 - S The kid sent him back.
 - T Why? Why did the kid send the elephant back?
 - S He was too big!

- 18
- T What happened when the zoo sent the kid a giraffe/a lion/a camel/a snake/a monkey/a frog?
 - S The kid sent him back.
 - T Why? Why did the kid send the giraffe/lion/camel/snake/monkey/frog back?
 - S He was too tall/fierce/grumpy/scary/naughty/jumpy!

- 17
- T What happened when the zoo sent the kid a puppy?
 - S The kid kept him.
 - T Why? Why did the kid keep him?
 - S He was perfect! A puppy is a perfect pet.

- 18
- T What is your perfect pet?
 - S My perfect pet is ... (a fish, a cat, a stag beetle, a guinea pig, ...)

Class _____ Name _____ Number ()

Match the sentences.

按照故事中的情節連連看。



01 They sent me an elephant.



02 They sent me a giraffe.



03 They sent me a lion.



04 They sent me a camel.



05 They sent me a snake.



06 They sent me a monkey.



07 They sent me a frog.



08 They sent me a puppy.

I wrote _____ to the zoo to send me a pet.

He was too tall.

He was too big.

He was too scary.

He was too grumpy.

He was too fierce.

He was too jumpy.

He was too naughty.

He was perfect.

Class _____ Name _____ Number ()

Read and Write.

請讀一讀並寫出的正確的單字：

01



It's an elephant . It's big.

02



It's _____ . It's tall.

03



It's _____ . It's fierce.

04



It's _____ . It's grumpy.

05



It's _____ . It's scary.

06



It's _____ . It's naughty.

07



It's _____ . It's jumpy.

08



It's _____ . It's perfect.

Word Bank

a camel

an elephant

a frog

a giraffe

a lion

a monkey

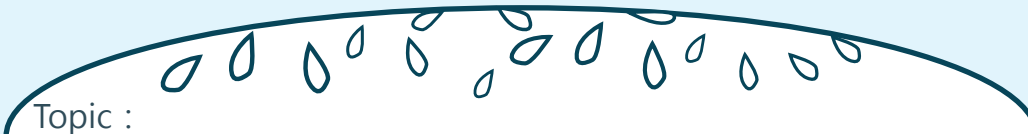
a puppy

a snake

Class _____ Name _____ Number ()

Make a Story Hamburger!

請用故事大綱製作一個故事漢堡。




Topic :



Detail :



Detail :



Detail :



Concluding Sentence :

Please make a Story Hamburger and share it with everybody how you feel about the story. 請完成“故事漢堡”並和大家分享你聽完故事後的心得。

Across the Stream

Animals

一、故事概要

作者 Author : Mirra Ginsburg

繪圖者 Illustrator : Nancy Tafuri

出版者 Publisher : Scholastic

主題 Subject : Animals

要旨 Main Idea / Theme : We should share about friendship and help our friends.

背景場合 Setting : on the farm 農場

主要角色 Main Characters : chickens and ducks 雞與鴨 / a hen, three chicks, a duck and three ducklings. 母雞 · 小雞 · 母鴨 · 小鴨

英文大意 : This story is about a bad dream and an amazing rescue. A hen and her chicks--with the help of a duck and her ducklings--find a way to put their bad dreams behind them!

中文大意 : 有一天晚上，在農場的雞舍裡，母雞和她的三隻小雞做了一個可怕的惡夢，接著，狐狸入侵雞舍，打算飽餐一頓，於是母雞帶著三隻小雞逃跑，她們來到一條又寬又深的河邊，看見一隻母鴨和三隻小鴨，心中暗自慶幸，鴨子們慷慨的讓母雞和小雞坐在她們背上安全渡河，至於像惡夢一樣叫人害怕的狐狸，因為不會游泳，就被留在河岸邊了。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

T Look at the cover. What do you see?

01 S I see a hen and three chicks. / I see four chickens.

T 補充說明：請看封面，故事的主角是一隻母雞和三隻小雞。

T Look at the title "Across the Stream". What is a stream?

02 S A stream is a small river.

T 補充說明：請注意看書名標題，stream 就是河流，across the stream 就是渡過河流。

T Take a guess. Who will go across the stream?

03 S A hen and three chicks (will go across the stream).

T 補充說明：猜猜看，是誰要過河呢？原來是一隻母雞和三隻小雞要過河。

T Will they make it?

04 S Yes. / No.

T 補充說明：母雞和三隻小雞要過河，想想看她們會成功嗎？也許會，也許不會。

三、閱讀中提問設計與參考答案

- 01 T Look at this page (the second opening). What is it?
S It's a hen.
T What is a hen?
S A hen is a mother chicken.
- 02 T How many chicks does the hen have?
S Three. (The hen has three chicks.)
- 03 T Look at this page (the third opening). What are the hen and the chicks doing?
S Sleeping. (They are sleeping.)
- 04 T Look at this page (the fourth opening). "They had a bad dream."
什麼是 bad dream?
S 惡夢。
T What will happen next? 預測一下，接下來母雞和小雞會怎樣？
S 逃走。
T Yes. They ran and came to a stream. 她們不會游泳，河水很深，怎麼辦？
S 找救兵。
- 05 T What does the hen see?
S She sees three ducklings and a duck.
- 06 T 因為有鴨子來救母雞和小雞，所以母雞說什麼？
S Cluck. We are in luck. 我們很幸運。
- 07 T 母鴨想出一個辦法，她對母雞說什麼 What does the duck say?
S Quack, get on my back. 爬到我背上。
- 08 T 小雞爬到小鴨的背上，母雞爬到母鴨的背上 Did they cross the stream?
S Yes. (Yes, they did.)

四、閱讀後提問設計與參考答案

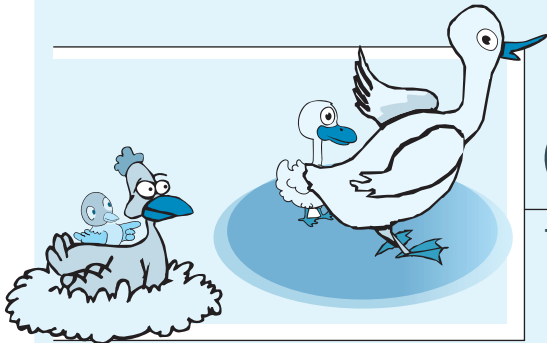
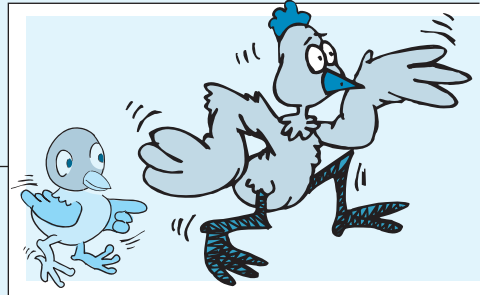
- 01 T 當母雞和小雞逃到河邊像要過河時，小雞會說什麼？
S I can't swim.
- 02 T Can the fox cross the stream? 狐狸能過河抓到母雞和小雞嗎？
S No, it can't.
- 03 T 大家想一想，母雞她們一開始的惡夢可能是什麼？
S 母雞和小雞夢到狐狸要來吃掉她們。
- 04 T Did the bad dream come true? 結果惡夢有沒有成真呢？
S No. (No, it didn't.)
- 05 T How do the chickens and the ducks feel at the end of the story?
S They feel happy.
- 06 T How does the fox feel at the end of the story?
S It feels sad (mad, angry, disappointed). 傷心失望。

Class _____ Name _____ Number ()

Number the sentences in the correct order.

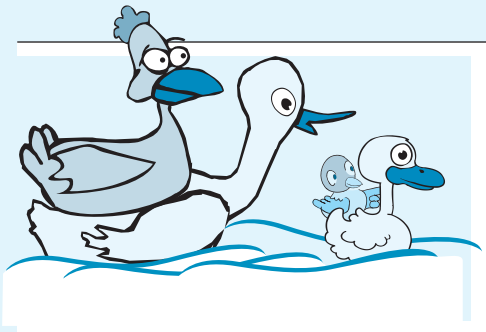
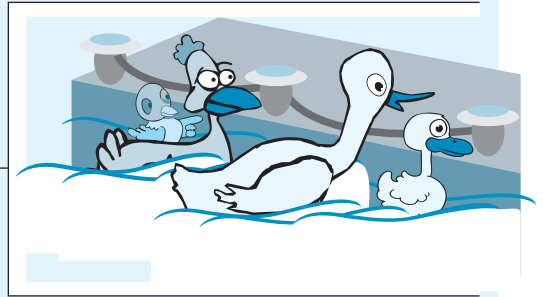
按照故事中的情節排列正確順序 1~6。

The chickens ran.



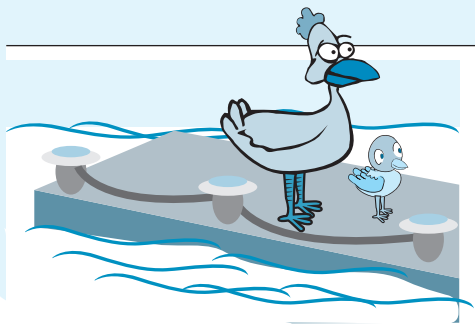
The chickens saw some ducks.

The chickens crossed the stream.



The chickens got on the ducks' backs.

The chickens had a bad dream.



The chickens came to a stream.

Class _____ Name _____ Number ()

Write the words in the word family. 請寫出故事中相同押韻的字：

01 -uck

<input type="text"/>	<input type="text"/>	<input type="text"/>
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02 -ind

<input type="text"/>	<input type="text"/>	<input type="text"/>
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03 -ack

<input type="text"/>	<input type="text"/>	<input type="text"/>
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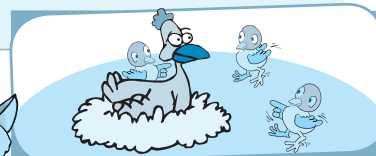
04 -eam

<input type="text"/>	<input type="text"/>	<input type="text"/>
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Class _____ Name _____ Number ()

Write the sentences. 練習用英文句子 "I see..." 把故事中看到的動物或東西寫下來。

01



02



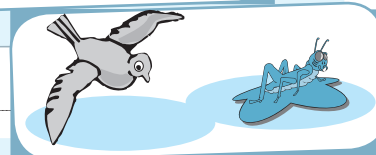
03



04



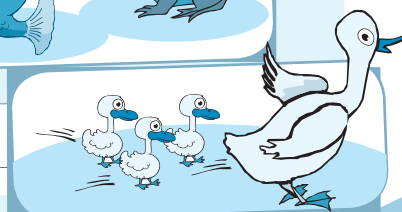
05



06



07



Unit 10

Have You Seen My Duckling? Animals

一、故事概要

作者 Author : Nancy Tafuri

繪圖者 Illustrator : Nancy Tafuri

出版者 Publisher : Scholastic

主題 Subject : Animals

要旨 Main Idea/ Theme : Someone or something missing isn't lost at all—just adventuring, and never far away.

背景場合 Setting : around the pond 池塘

主要角色 Main Characters : a duck and her ducklings 母鴨與小鴨 / a duck, eight ducklings, a butterfly, a night heron, a turtle, a beaver, a frog, a catfish, a newt, a crayfish, a water beetle, a grebe, four little grebes. 母鴨·小鴨·蝴蝶·夜鷺·烏龜·河狸·青蛙·鯰魚·蠓蟻·淡水螯蝦·水生甲蟲·鸕鶿

英文大意 : An anxious mother duck leads her brood around the pond as she searches for one missing duckling. She asks the other pond animals for help.

中文大意 : 有一天早上，鴨媽媽才出門，一隻調皮的小鴨就追著蝴蝶出去玩不見了，當其他小鴨子七嘴八舌告訴媽媽以後，鴨子媽媽問遍池塘邊的各種動物：你看到我的小鴨嗎？夜鷺·烏龜·河狸·鯰魚·鸕鶿都說沒看見。故事結局是烏龜陪著小鴨回來，小鴨和蝴蝶道別，然後回到窩裡和媽媽及其他小鴨酣睡入夢鄉。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T Look at the cover. What do you see?
S I see a mother duck and eight ducklings. / I see nine ducks.
① 補充說明：請看封面，故事的主角是一隻母鴨和八隻小鴨。

- 02 T Look at the title “Have you seen my ducklings?” What are ducklings?
S Ducklings are little baby ducks.
① 補充說明：請注意看書名標題，ducklings 就是小鴨子。“Have you seen my ducklings?” 意思就是我看到我的小鴨嗎。

03 T Take a guess. Who asks “Have you seen my ducklings?”

S The mother duck.

- 補充說明：猜猜看，是誰會問這句話“你看到我的小鴨嗎？”是鴨媽媽。因為有小鴨子走丟了。教師請學生看封底，指著句子唸“Have you seen my duckling?” asks Mother Duck. Can you find the missing duckling? 請學生注意，等一下閱讀時看看能不能找到走失的小鴨子。

04 T Where do ducks and ducklings live?

S Ponds, farms. (They live in ponds, on farms or by rivers.)

- 補充說明：鴨子會住在池塘附近，農場上，河邊。

05 T What other animals live in ponds, too?

S Frogs, birds, fish, turtles, beavers.

- 補充說明：除了鴨子，還有哪些動物會住在池塘和池塘附近？可能有青蛙，鳥類，魚類，烏龜，河狸。

三、閱讀中提問設計與參考答案

01 T Look at this page (the first opening). What do you see?

S A duckling and a butterfly.

- 補充說明：T Yes. “Early one morning”, Little Duckling was chasing the butterfly. Take a guess. What will the other seven ducklings say?

S Come back! Come back, Little Duckling! Where are you going? 小鴨鴨，回來！回來！你要去哪裡呀？

02 T Look at this page (the second opening). Here comes Mother Duck. What will the seven ducklings do? What will they say (指著第3頁窩裡的7隻小鴨)?

S Mother! Mother! Little Duckling is missing.

03 T Look at this page (the third opening). What else will they say?

- 補充說明：S Little Duckling likes butterflies. He's gone. Let's go find him. 我們一起出發去找他吧？

- 04
- T Look at Mother Duck (the fourth opening). How does she feel?
 - S She's worried. She feels anxious. She feels sad. 她很擔心・焦慮・悲傷。
 - T What will happen next? 預測一下・接下來母鴨和小鴨會怎樣?
 - S 她們一起出發去找小鴨鴨。They will go out and find the missing duckling.
 - T Yes. They try very hard to find the missing Little Duckling. 他們非常努力尋找那隻走丟的小鴨鴨。

- 05
- T Look at this page (the fifth opening). "Have you seen my duckling?" 母鴨問誰問題? Who does Mother Duck ask for help?
 - S A night heron. 一隻夜鷺。/ A bird. 一隻鳥。

- 06
- T Can you find the missing duckling?
 - S Yes. There! (學生會指著睡蓮蓮葉間的小鴨鴨。) He's inside a lily pad.

- 07
- T Look at this page (the sixth opening). "Have you seen my duckling?" 母鴨問誰問題? Who does Mother Duck ask for help?
 - S A turtle. 一隻烏龜。

- 08
- T Can you find the missing duckling?
 - S Yes. There! (學生會指著樹幹後面的小鴨鴨。) He's behind the tree trunk.

- 09
- T Look at this page (the seventh opening). "Have you seen my duckling?" 母鴨問誰問題? Who does Mother Duck ask for help?
 - S A beaver. 一隻河狸。

- 10
- T Can you find the missing duckling?
 - S Yes. There! (學生會指著岩石後面的小鴨鴨。) He's behind the rocks.

- 11
- T Look at this page (the eighth opening). "Have you seen my duckling?" 母鴨問誰問題? Who does Mother Duck ask for help?
 - S A catfish. 一隻鯰魚。

- 12 T Can you find the missing duckling?
S Yes. There! (學生會指著蘆葦叢中的小鴨鴨。) He's in the reeds.

- 13 T Look at this page (the ninth opening). "Have you seen my duckling?"
母鴨問誰問題? Who does Mother Duck ask for help?
S A grebe and four little grebes. 一隻鸕鶿和她的四個小孩。

- 14 T Can you find the missing duckling?
S Yes. There! (學生會指著碼頭甲板下的小鴨鴨。) He's under the dock.

- 15 T Look at this page (the tenth opening). What happened?
S Little Duckling came back.
T How does Mother Duck and the other ducklings feel?
S They feel happy.

四、閱讀後提問設計與參考答案

- 01 T Look at this page (the eleventh opening). Make an inference. What will Little Duckling say?
S Goodbye, Butterfly. Goodbye, Turtle. I must go home now. 蝴蝶再見，烏龜再見，我必須回家了。

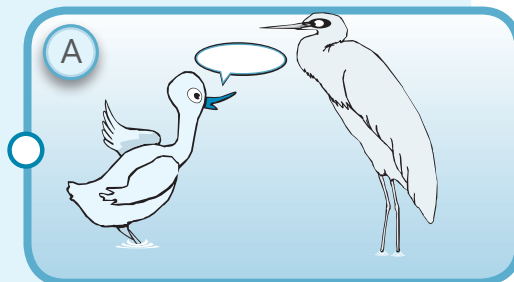
- 02 T Look at this page (the twelfth opening). Everyone gets into sleep. How do they feel?
S They feel happy and safe.

- 03 T 大家想一想，如果你有事要出門，該怎麼辦？
S 一定要告訴媽媽或是家人。如果是在學校班上，一定要告訴老師和同學，以免他們擔心。

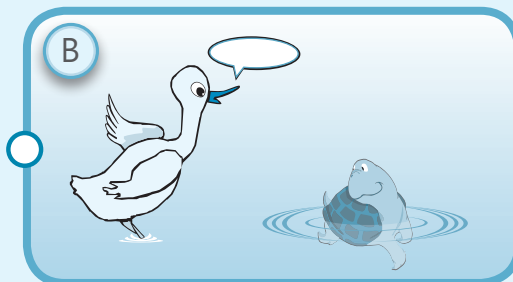
Class _____ Name _____ Number ()

Match the sentences and the pictures.
連連看，請將英文句子和適當的圖片連線。

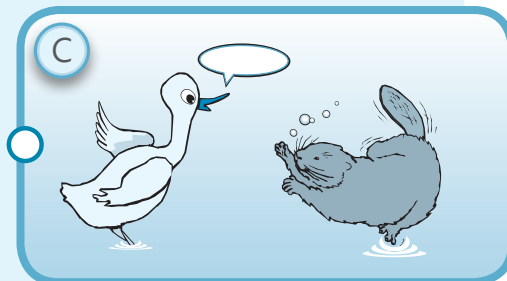
1 The duck asks a turtle for help.



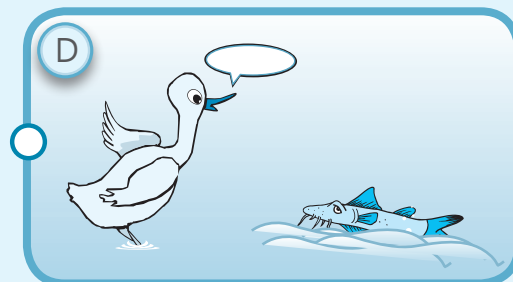
2 The duck asks a beaver for help.



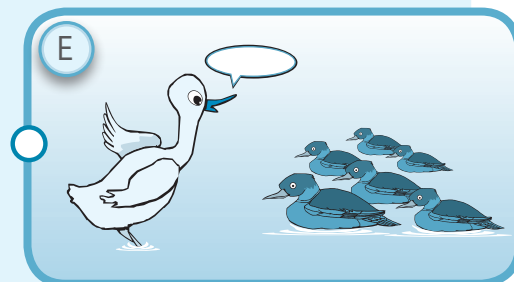
3 The duck asks a heron for help.



4 The duck asks a catfish for help.



5 The duck asks some grebes for help.

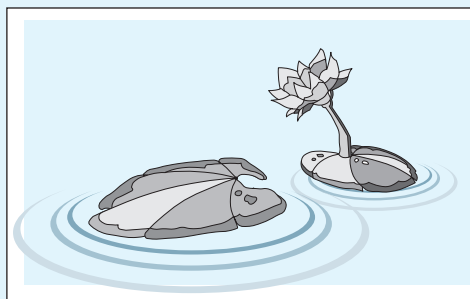


Class _____ Name _____ Number ()

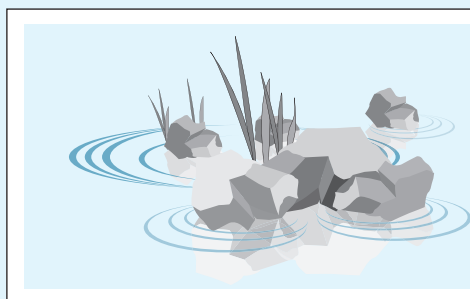
Draw the duckling 請根據英文句意畫出小鴨的位置。



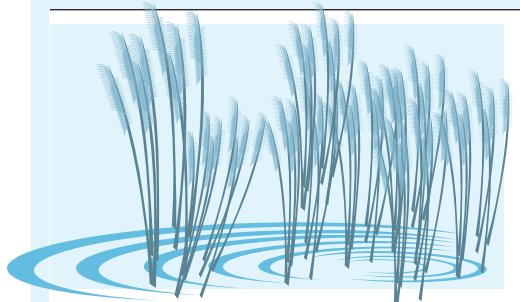
① The duckling is inside a lily pad.



② The duckling is behind the tree trunk.

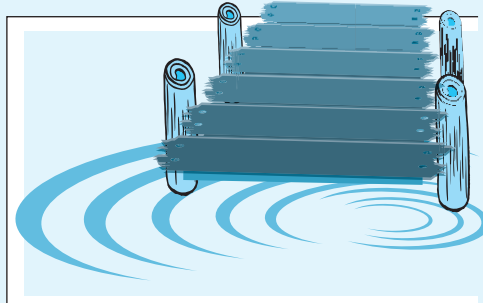


③ The duckling is behind the rocks.



④ The duckling is in the reeds.

⑤ The duckling is under the dock.



Unit 11

Does a Kangaroo Have a Mother, Too? Animals

一、故事概要

作者 Author : Eric Carle

繪圖者 Illustrator : Eric Carle

出版者 Publisher : Scholastic Inc.

主題 Subject : Animals

要旨 Main Idea / Theme : Animal mothers love their babies, just as parents love their children.

背景場合 Setting : Different animal habitats

主要角色 Main Characters : kangaroo, lion, giraffe, penguin, swan, fox, dolphin, sheep, bear, elephant, monkey, deer

英文大意 : The story shows children about different animal mothers and their babies. Animal mothers love their babies, just like we, human, do. The end of the book provides additional names of the animals, their babies and their groups.

中文大意 : 透過不同的動物，讓讀者們瞭解每一種動物都有媽媽。而不同的動物，在不一樣的階段會有不同的名稱，就連一群動物的總稱也不同。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

01 T Look at the cover. What do you see?

S I see two kangaroos.

02 T Are they mama kangaroo and baby kangaroo?

S Yes, they are. They are mama kangaroo and baby kangaroo.

T 袋鼠媽媽前面的育兒袋叫做 pouch。A kangaroo carries its baby in its pouch. Kangaroos carry their babies in their pouches. 袋鼠媽媽用 pouch 來裝她的 baby。

S 有沒有其他動物也會用 pouch 來裝 baby 呢？

03 T Papa seahorses carry their babies in their pouches. Mama koalas carry their babies in their pouches. 海馬爸爸和無尾熊媽媽也會用育兒袋來裝他們的 babies 喔！

S Interesting.

04 T What's the name of the book?

S Does a Kangaroo Have a Mother, Too?

05 T Who is the author?

S Eric Carle.

T Take a guess. Does a kangaroo have a mother, too?

06 S Yes, it does. A kangaroo has a mother, too.

T How about the others? Do animals have mothers, too?

S Maybe. / I don't know.

三、閱讀中提問設計與參考答案

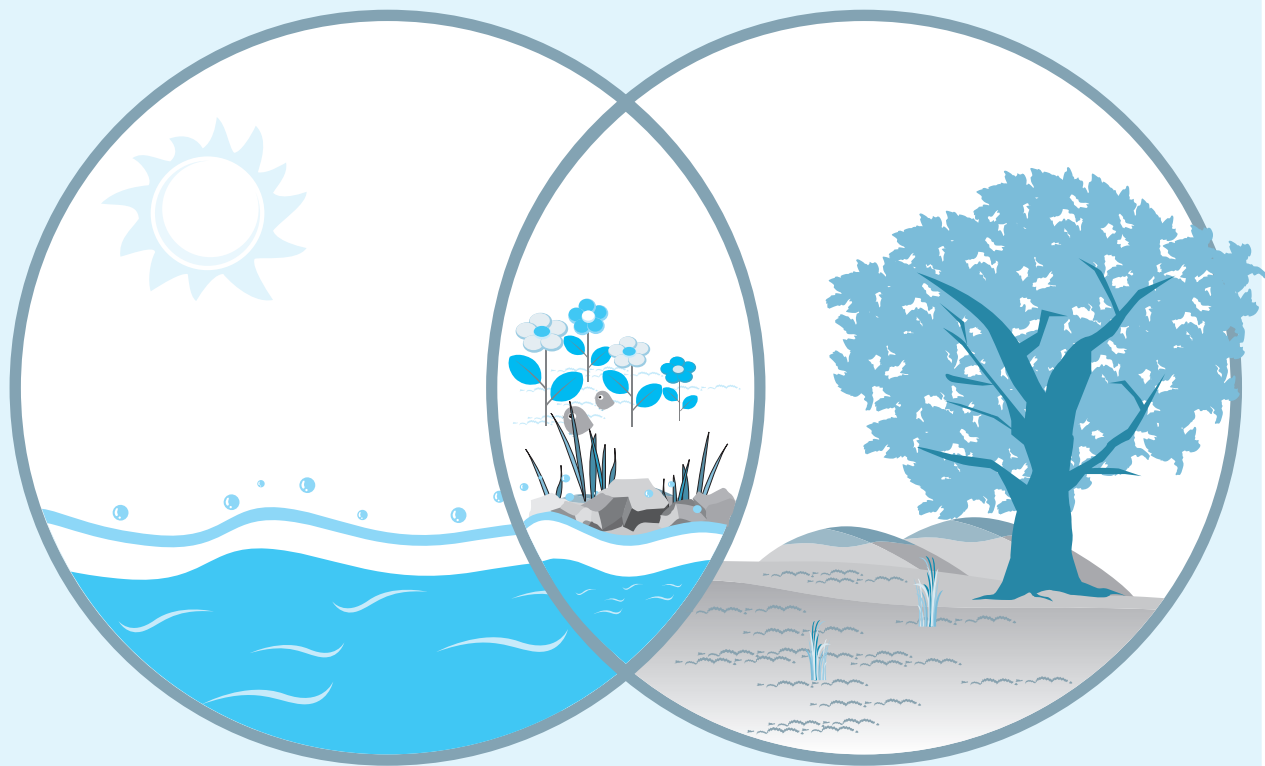
- 01 T Does a lion have a mother, too?
S Yes. A lion has a mother.
- T A baby lion is a cub. 小獅子 a young lion 叫做 “cub”
S 只有小獅子叫做 “cub” 嗎?
T “cub” 除了可以說是「小獅子」之外，還有好幾種動物的小 baby 也叫做 “cub”。
Can you name any other animals?
S A tiger.
T Good job.
- 02 S How about a cat?
T Why?
S 因為老虎和貓都是屬於貓科。
T Good guess, but no. A baby cat is a kitten. 貓咪的 baby 叫做 kitten。
S 還有沒有其他動物的 baby 是 “cub” ?
T A baby fox is a cub. A baby bear is a cub, too.
- 03 T Does a giraffe have a mother, too?
S Yes. A giraffe has a mother, too. What is a baby giraffe?
T A baby giraffe is a calf. A baby elephant is a calf. A baby cow is also a calf.
- 04 S A baby dog is a puppy. A baby duck is a duckling. A baby sheep is a lamb. A baby horse is a pony. A baby rabbit is a bunny. What about a baby penguin? What is a baby penguin called?
T A baby penguin is a chick. A baby chicken is a chick, too. How about monkeys?
S monkeyling?!
T No. A baby monkey is an infant. 猴子的小 baby 和我們人類一樣，叫做 infant，嬰兒。

四、閱讀後提問設計與參考答案

- 01 T Do animals have mothers, too?
S Yes, they do.
- 02 T From the story, can you name any animals that live on land?
S Kangaroos, giraffes, elephants, lions, foxes, monkeys, bears, penguins, swans, deer, sheep.
- 03 T From the story, which animals can swim?
S Dolphins, swans, bears, penguins.
- 04 T Tell me more animals that can swim.
S Whales, fish, polar bears.
- 05 T What animals can live on land and in water?
S Frogs, penguins, bears, swans, crabs, seals, crocodiles.

Class _____ Name _____ Number ()

Write or draw the animals in the right place. 請在適當的地方寫出或畫出下列的動物



Class _____ Name _____ Number ()

What are the babies?

A baby _____ is a kitten.

A baby _____ is a puppy.

A baby _____ is a chick.

A baby _____ is a bunny.

A baby _____ is a calf.

A baby _____ is a lamb.

A baby _____ is a pony.

A baby _____ is a duckling.

A baby _____ is a cub.

Animal Babies Picture Dictionary



Click, Clack, Moo Cows That Type

Animals

一、故事概要

作者 Author : Doreen Cronin

繪圖者 Illustrator : Betsy Lewin

出版者 Publisher : Simon & Schuster Children's / 格林文化 (中文版) 主題 Subject : Animals

要旨 Main Idea / Theme : The animals work very hard and get what they want.

背景場合 Setting : on the farm 農場

主要角色 Main Characters : Farmer Brown, cows, hens, ducks

英文大意 : Mr. Brown has a problem. His cows like to type. All day long, he hears "Click, Clack, Moo!" Thus, the story begins. However, it is not just typing they want. The cows want electric blankets.

中文大意 : 農夫布朗的問題有點複雜。他的牛不但會打字，而且還打了張紙條給布朗：「農舍晚上很冷，我們希望有電毯。」隨著事件的發展，不但雞也加入聲援的行列，動物們甚至還罷工，使得農場的營運陷入危機。但是布朗並不是可以接受威脅的。兩造對立，僵持不下。此時鴨子表達中立的立場，成為雙方的傳信者。最後牛願意放棄打字機來換取電毯，而農夫竟然同意了。從此，牛和雞夜裡在寒冷的農舍裡終於可以享受電毯的溫暖了。但是，「中立」的鴨子卻沒有依約完成所託，將打字機送還布朗。農夫所拿到又是一張紙條：「池塘挺無聊的，我們希望有跳板。」結果，「中立」的鴨子也得到了跳板。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T What do you see on the cover of this book?
S There are cows, hens and a type writer.
封面上有牛和雞。他們正專注地看著一台打字機。

- 02 T What's the title of this book?
S Click, Clack, Moo: Cows That Type.
書名是 Click, Clack, Moo: Cows That Type。

- 03 T What is "Click, Clack"?
S It's the sound of the type writer.
Click, Clack 是打字機的聲音

- 04 T What is "Moo"?
S It's the voice of cows.
Moo 是牛的叫聲。

- 05 T What are they doing?
S They are looking at a type writer.
這些牛在看一台打字機。

- 06 T Who are the author and the illustrator?
 S The author is Doreen Cronin and it's illustrated by Betsy Lewin.
 作者是 Doreen Cronin · 繪圖者則是 Betsy Lewin。

三、閱讀中提問設計與參考答案

- 01 T What is typing?
 S “typing” 就是打字
- 02 T Can you type? (open-ended question)
- 03 T What is a note?
 S 便條
- 04 T What do the cows and hens want?
 S They want electric blankets.
- 05 T What is an electric blanket?
 S 電毯
- 06 T Why do they want electric blankets?
 S Because it's cold at night.
- 07 T Does farmer Brown give the cows electric blankets?
 S No, he doesn't.
- 08 T What do the cows and hens do when farmer Brown says “no” to the cows?
 S They go on strike.
- 09 T What does “on strike” mean?
 S 罷工
- 10 T What does “run” mean?
 S 跑
- 11 T When you run a farm, what does “run” mean?
 S 營運
- 12 T What does “ultimate” mean?
 S 最後、終極
- 13 T What does “ultimatum” mean?
 S 最後通牒
- 14 T What does “change” mean?
 S 改變、替換
- 15 T What does “exchange” mean?
 S 交換
- 16 T What does “boring” mean?
 S 無聊
- 17 T What does “diving board” mean?
 S 跳板

四、閱讀後提問設計與參考答案

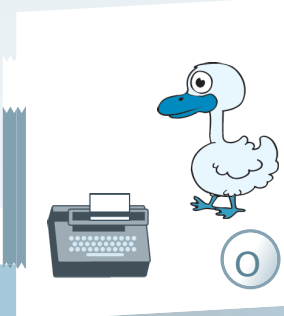
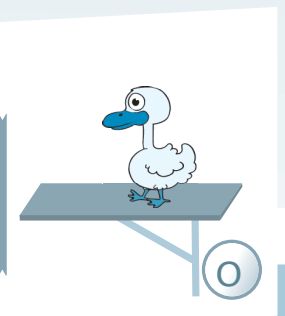
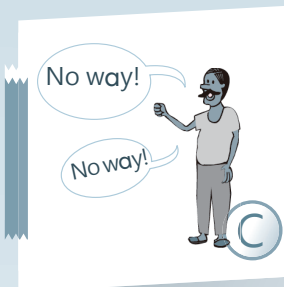
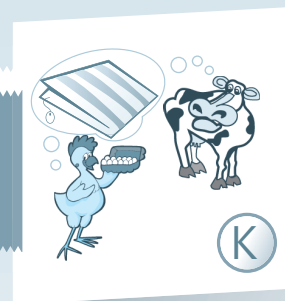
下列問題可以說完故事後再和學生討論，但是也可依個人習慣，在說故事的過程中，藉這些問題引導學生思考，同時提供與學生互動的機會。

- 01 **T** When the cows and hens want electric blankets, what would you do if you were Farmer Brown? (open-ended question)
如果你是布朗，當牛和雞希望農夫布朗提供電毯，你會怎麼辦？（我們來看看布朗如何處理。）
- 02 **T** When the cows and hens went on strike, what would you do if you were Farmer Brown? (open-ended question)
如果你是農夫布朗，當牛和雞罷工，拒絕提供牛奶和雞蛋時，你會怎麼辦？（我們來看看布朗如何處理。）
- 03 **T** Were the animals rude to the farmer when they wrote the notes?
S No, they weren't.
雖然布朗不回應動物的請求，在溝通的過程中，動物們有因此而使用不禮貌的語言或出現不理性的行為嗎？（沒有）
- 04 **T** The animals went on strike. Farmer Brown was furious. Was farmer Brown rude to the animals when he wrote the ultimatum?
S No, he wasn't.
對於動物們的罷工，布朗氣炸了，但是他有因此而使用不禮貌的語言或出現不理性的行為嗎？（沒有）
- 05 **T** Now, Farmer Brown will not give them (cows and hens) electric blankets, if you were the cows and hens, what would you do? (open-ended question)
布朗不受罷工的威脅，已經拒絕動物們的請求。如果你是牛和雞，你會怎麼做？（我們來看看動物們想到的方法是什麼。）
- 06 **T** Why was the duck neutral? (open-ended question)
鴨子也是布朗所飼養的動物，但是此時為何沒有和其反而變成「中立」呢？（注意故事中鴨子的動態。）
- 07 **T** Why did Brown want to exchange the old type writer with the electric blankets? (open-ended question)
布朗的舊打字機很值錢嗎？為何他願意接收動物們的提議，提供電毯給所有的牛和雞只為換回他的舊打字機？
作者註：布朗的舊打字機是動物們和飼主溝通的工具，放棄打字機也就代表放棄未來提出要求的權力。
- 08 **T** Duck did not return the type writer. What do you think about it? (open-ended question)
拿到電毯後，牛請鴨子將打字機送還布朗。鴨子卻將把打字機據為己用，這樣做應該嗎？為什麼？

Class _____ Name _____ Number ()

Find and Write

小朋友，請按照故事的次序，將圖右下角的字母依序填入下面的空格中。看看會出現什麼好玩的英文語句！



1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____ 11 _____ 12 _____ 13 _____

Mrs. Smith's Crocodile House

一、故事概要

作者 Author : Linda Dearsley

繪圖者 Illustrator : Frank Rodgers

出版者 Publisher : Prentice Hall

主題 Subject : House

要旨 Main Idea / Theme : Be careful when choosing a pet and knowing how to take care of a pet.

背景場合 Setting : in the house 家裡

主要角色 Main Characters : Mrs. Smith, her grandson, and the crocodile 史奶奶

英文大意 : This is a story about Mrs. Smith and her crocodile, Sweetypie. Mrs. Smith loves Sweetypie very much and takes very good care of him. She thinks he is too sweet to hurt anything. But Sweetypie grows bigger and bigger...

中文大意 : 寂寞獨居的史奶奶選了一隻可愛的小鱷魚當寵物，取名叫做 Sweetypie。奶奶深愛小鱷魚，對牠照顧無微不至，相信牠永遠那麼可愛不會咬人或傷害人，可是日子一天天過去，Sweetypie 越長越大，越長越大.....

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T Look at the cover. What do you see?
S I see Grandma and a big crocodile.

- 02 T Look at the title "Mrs. Smith's Crocodile". Who can tell me the animal that looks like a crocodile?
S Alligator.
ⓘ 補充說明：請注意看書名標題 Mrs. Smith's Crocodile 史奶奶的鱷魚，誰知道別種鱷魚的英文說法？Alligator。

- 03 T Do you think Grandma and the crocodile are good friends?
S Yes, they are.

- 04 T Is it possible in real life?
S Yes. / No.
ⓘ 補充說明：現實生活中我們可能跟鱷魚當好朋友嗎？也許會，也許不會。

三、閱讀中提問設計與參考答案

Read the first opening: Mrs. Smith wanted a pet. She had a bird called Gobbler but she wanted a more exciting pet.

- 01
- T Do you have a pet? And what is it?
 - S A dog./A cat.
 - T What is a pet?
 - S A pet is an animal you love and you keep at home.
 - T Do you name your pet? What's your pet's name?
 - S Yes. Its name is Mimi.
 - T What does "a more exciting pet" mean here?
 - S Grandma can play with it and take it everywhere.

- 02
- T What are the animals in the pet shop?
 - S Rabbits, dogs, cats, birds, and mice.
 - T Guess what Grandma bought?
 - S A rabbit/ a dog/ a crocodile.

- 03
- T So what did Mrs. Smith buy?
 - S She bought a crocodile.
 - T Look at page 4. Where is Sweetypie?
 - S He is in a shoe box.
 - T What's Mrs. Smith's grandson's name?
 - S Robert.
 - T What happened?
 - S Sweetypie bit Robert.
 - T Did Grandma believe Robert?
 - S No.
 - T How many things in the picture here can you name in English?
 - S Door, stove, pots, bowls, plates, sink, kettle, kitchen....

- 04
- T Look at this page (the third opening). What can you see in Grandma's bedroom?
 - S Mirror, bed, comb,...
 - T Where is Sweetypie?
 - S In a bigger shoe box.
 - T Is Sweetypie bigger here?
 - S Yes.
 - T Grandma fed him dog food and cat food, and Sweetypie grew.....?
 - S Bigger and bigger!

Ⓙ Look at this page (the fourth opening). Where is Sweetypie now?

Ⓢ It's in the living room.

05 Ⓙ They were in the kitchen, in the bedroom, in the living room, now where do you think it is in the house?

Ⓢ In the bathroom/dining room/yard/garage.

Ⓙ Read the fifth opening: Every day Mrs. Smith took him for walks in the park. And Sweetypie grew.....

06

Ⓢ Bigger and bigger!

Ⓙ What happened on this page?

07

Ⓢ Sweetypie ate the bird Gobbler.

Read the sixth opening: Sweetypie smiled. "Tweet," he said. And he grew...
(bigger and bigger!)

08

Ⓙ Why did he say "Tweet"? What does that mean?

Ⓢ He ate the bird, so he tweeted like a bird./ He ate the bird, and the bird was still in his mouth.

Ⓙ Look at this page (the seventh opening). What's missing?

09

Ⓢ The cat!

Ⓙ Where was the cat before?

Ⓢ It was sitting on the fence/wall.

Read the seventh opening: Sweetypie smiled. "Miaow" he said. And he grew...
(bigger and bigger!)

10

Ⓙ Do you think Sweetypie eat the cat? Why?

Ⓢ Yes, because he said "Miaow".

Ⓙ How did he feel?

Ⓢ He was very happy.

Ⓙ Look at this page (the ninth opening). What do you think will happen?

11

Ⓢ Sweetypie will eat the dog!

Ⓙ Do you really think so?

Ⓢ Yes.

Ⓙ Wow. Sweetypie was so big. Are you scared?

12

Ⓢ Yes, I am./No, I'm not.

Ⓙ After he said "Woof", Sweetypie grew.....?

Ⓢ Bigger and bigger.

Ⓣ Look at this page (the twelfth opening). Mrs. Smith wasn't there.
Where was Mrs. Smith?

Ⓢ She died./ Sweetypie ate her!

Ⓣ Did he eat Grandma ?

13 Ⓢ Yes.

Ⓣ Are you sure?

Ⓢ Yes, because he said, "Nonsense." Grandma always said that.

Ⓣ Oh, No. Do you think Sweetypie will eat Robert?

Ⓢ Yes/No.

14 Ⓣ What happened to Robert?

Ⓢ He ran away.

四、閱讀後提問設計與參考答案

01 Ⓣ 每當 Sweetypie 吃掉一隻動物，他會說什麼？

Ⓢ 他會發出被吃掉的那隻動物的叫聲。

02 Ⓣ Besides dog food and cat food, what did Sweetypie eat?

Ⓢ Grandma's bird, cat, dog, and Grandma.

03 Ⓣ How do you feel now after reading this story?

Ⓢ I am sad/scared/angry.

Ⓣ Why are you sad/scared/angry?

Ⓢ Grandma was so nice to Sweetypie, but he ate her! That is wrong/bad.

04 Ⓣ 真是可惡的鱷魚，他忘恩負義，我們應該怎樣對待愛我們的人？

So what do we do to people who are nice to us?

Ⓢ We should be nice to them./We should love them./We should thank them.

Ⓣ How do you choose a pet?

05 Ⓢ I will discuss with my dad and my mom first.

Ⓡ 補充說明：如何選擇寵物？可以先跟父母討論適合家中大小、照顧方便、瞭解照顧方式後再選擇寵物。

Class _____ Name _____ Number ()

Fun Activities after Reading the Story:

There are 7 animals hidden in the picture. Can you find them and write them down?
(請找出藏在圖中的七種動物，並寫出他們的英文名稱嗎?)



① _____

② _____

③ _____

④ _____

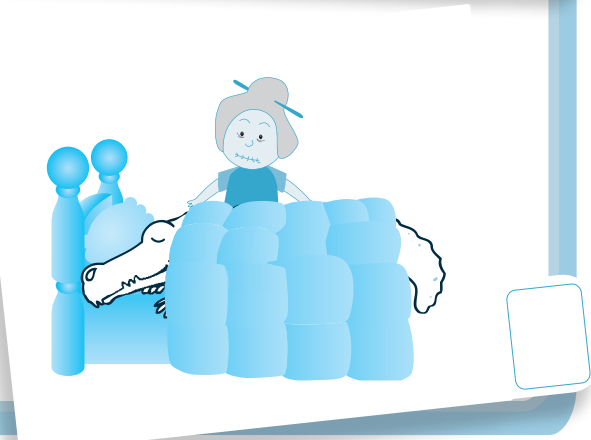
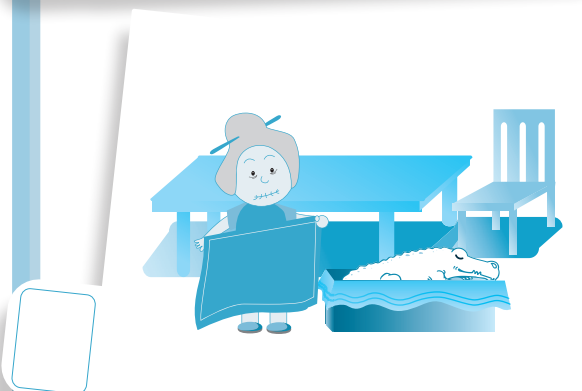
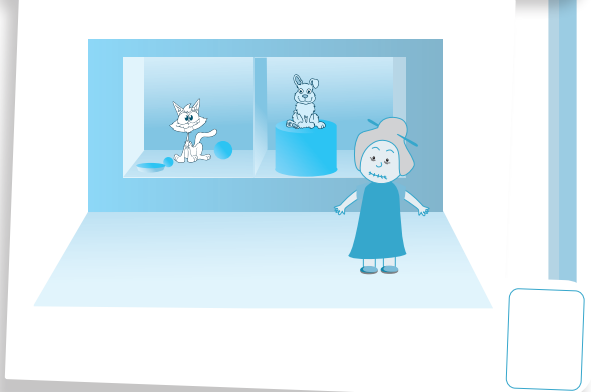
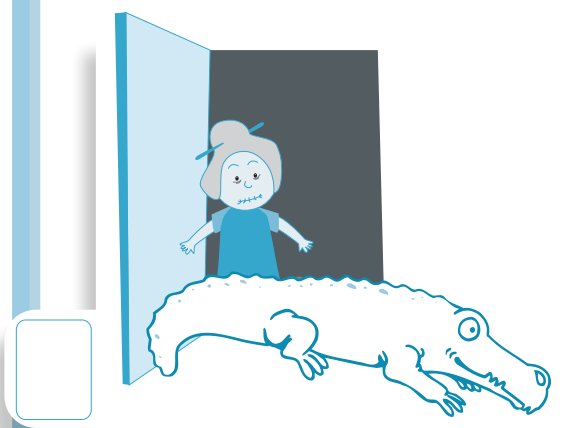
⑤ _____

⑥ _____

⑦ _____

Class _____ Name _____ Number ()

Number the sentences in the correct order.
按照故事中的情節排列正確順序 1~6。



Class _____ Name _____ Number ()

按故事情節次序，練習用英文句子“*He ate a...*”寫出 Sweetypie 吃掉了哪些動物。

1 He _____ (page 10)

Sweetypie smiled and he said, “ _____ ”.

2 He _____ (page 14)


Sweetypie smiled and he said, “ _____ ”.

3 _____ (page 14)

Finally, he ate Grandma! Sweetypie smiled and he said, “Nonsense!”

Class _____ Name _____ Number ()

請重組下列各題英文字母，寫出故事中出现過的字：

1 
 h i s f _____

3 
 t a c _____

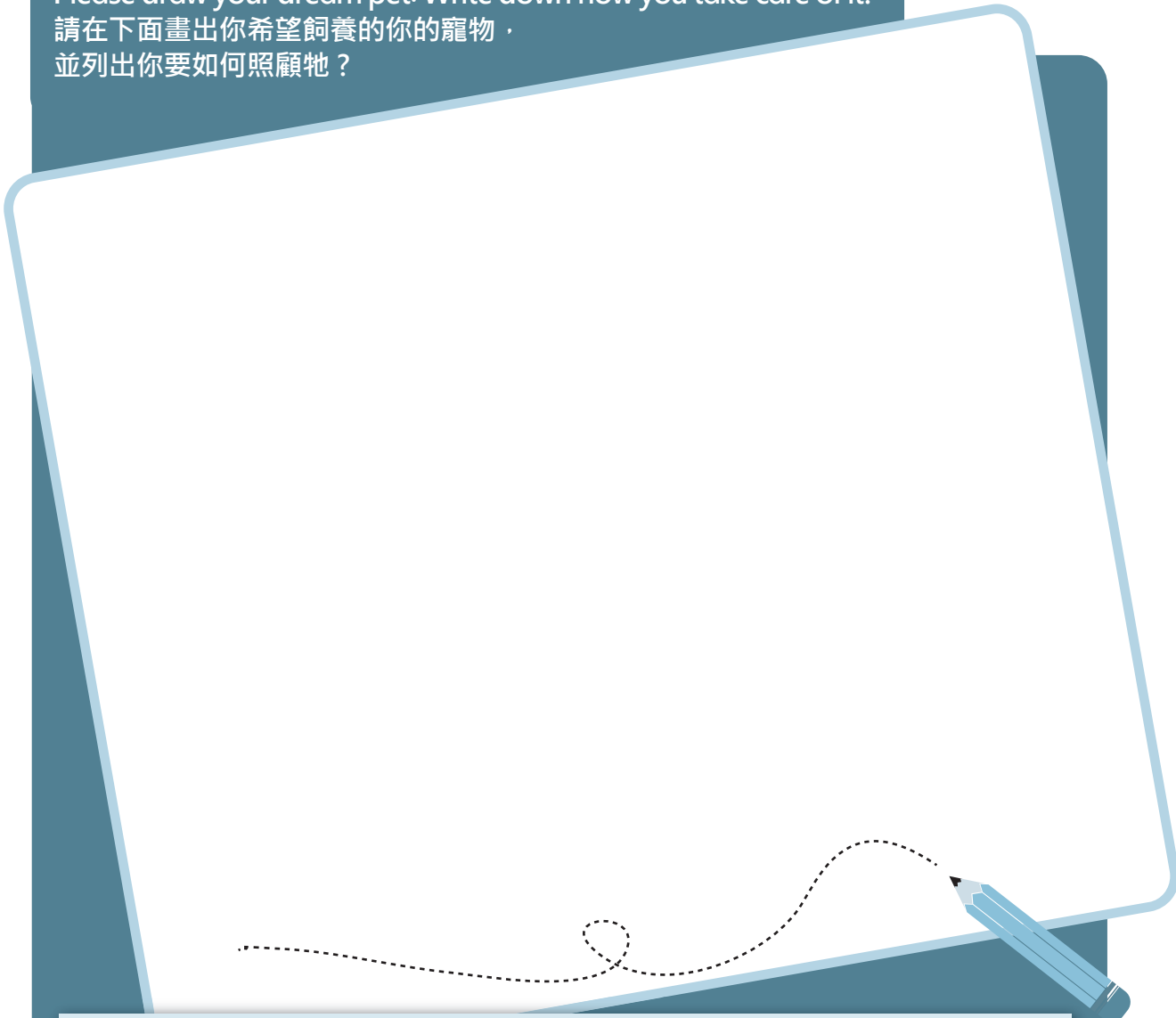
2 
 d b e _____

4 
 t e h e t _____

Class _____ Name _____ Number ()

Please draw your dream pet. Write down how you take care of it.

請在下面畫出你希望飼養的你的寵物，
並列出你要如何照顧牠？



If I can have a pet, I want a _____ .

I will call him/her _____ .

Things I can do to take care of my pet:

- 01 _____
- 02 _____
- 03 _____
- 04 _____

The Grouchy Ladybug

Time

一、故事概要

作者 Author : Eric Carle

繪圖者 Illustrator : Eric Carle

出版者 Publisher : Scholastic

主題 Subject : Time

要旨 Main Idea / Theme : We should be willing to share and be nice to others.
我們應該要學會分享並且友善對待別人。

背景場合 Setting : A place by the sea 海邊附近

主要角色 Main Characters : Grouchy Ladybug 愛生氣的小瓢蟲。
yellow jacket, beetle, praying mantis, sparrow, obster, skunk,
boa constrictor, hyena, gorilla, rhino, elephant, whale 黃蜂、甲
蟲、螳螂、麻雀、龍蝦、臭鼬、大蟒蛇、土狼、大猩猩、犀牛、大象、鯨魚。

英文大意 : This story is about a bad-tempered ladybug who wouldn't share. It thought it was more important than anyone else, and it was always ready to pick a fight, but it ended up saying, "You're not big enough." and flew away. Finally it met a big whale who did not answer it; instead, it sent it up in the air with its splashing tail. That's why the tired grouchy ladybug landed once again on the leaf where the friendly ladybug was. Until then, it started to see the importance of sharing and friendship.

中文大意 : Grouchy Ladybug 是一隻脾氣不好，不懂禮貌的瓢蟲。他不但不懂得如何和別人分享食物，還想找人打架。但是當對方準備好要和他打架時，他卻只說對方不夠大，就飛走了。在不同的時間，Grouchy Ladybug 遇見了不同的昆蟲及動物，他每遇見一隻動物就只想和人家打架，但是結果都是一樣的，他只丟下一句話：You are not big enough，就飛走了。最後他遇見了一隻鯨魚，他不自量力的想和鯨魚打架，但卻被鯨魚的尾巴大力一揮，飛回到原來的葉子上，這時又累又餓的他遇上了早上的那隻小瓢蟲，友善的小瓢蟲邀請他一起用晚餐。最後他終於學到分享的喜悅及禮貌的重要。故事中的對話簡單，教師可引導學生做角色扮演。本書以特殊的方式呈現圖文，更增加閱讀樂趣。教師可利用本故事與學生練習時間的說法，學生可事先用紙盤製作一個時鐘（分針和時針要用雙腳釘固定於中央），再於教師說故事時將時間轉出來。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T Look at the cover. What do you see?
S I see a bug.
S It is a ladybug.

📌 補充說明：請看封面，故事的主角是一隻小瓢蟲。

- 02 T Is it a happy ladybug?
S No, it isn't.
T Is it an angry ladybug?
S Yes, it is. / I don't know.

📌 補充說明：請看封面上的小瓢蟲，他快樂嗎？生氣嗎？

- 03 T Let's take a look at the title. What's the title of the book?
S The Grouchy Ladybug.
T So, it is a grouchy ladybug. What does grouchy mean?
S Grouchy is not friendly. Grouchy is

📌 補充說明：這是一隻愛抱怨、脾氣不好的小瓢蟲。

- 04 T Why do you think it is grouchy?
S Because...
T What do you think it is going to happen to this grouchy ladybug?
S 生氣、罵人、打架...

📌 補充說明：引導學生猜測有什麼事情會發生在壞脾氣的小瓢蟲身上。

三、閱讀中提問設計與參考答案

- * 教師帶領學生讀故事，透過提問及每頁的插圖讓學生了解字義及故事內容。
- * 教師亦可在朗讀中，請學生聽出時間並將自己的小時鐘設為故事中的時間。

- 01 T Look at this page (the first opening). What time is it?
S It's five o'clock.

- 02 T What are the ladybugs doing?
S They are eating.

📌 補充說明：現在是早上五點鐘，兩隻小瓢蟲們在吃蚜蟲 (aphids)。

- 03
- T Look at this page (the second opening). What did the left ladybug say?
 - S Good morning.
 - T What did the right ladybug say?
 - S Go away.
 - T Which one is the Grouchy Ladybug?
 - S The right one.

📌 補充說明：這兩隻小瓢蟲說了什麼，你覺得哪一隻是壞脾氣的小瓢蟲？

- 04
- T What did the Grouchy Ladybug want to do?
 - S It wanted to fight.
 - T Did they fight?
 - S No.
 - T Why not?
 - S It was not big enough, so the Grouchy Ladybug flew away.

📌 補充說明：小瓢蟲要找人打架，他們有打起來嗎？原來是小瓢蟲看不起大家，說別人不夠大就飛走了。

- 05
- T Look at the clock again. What time is it?
 - S It's six o'clock.
 - T What did the Grouchy Ladybug see?
 - S 黃蜂
 - T Yes, a yellow jacket. Look at this picture of a yellow jacket.

📌 補充說明：在早上六點，小瓢蟲遇見了一隻黃蜂。看看這個圖片，這就是黃蜂。

- 06
- T What did the Grouchy Ladybug say to the yellow jacket?
 - S Hey you. Want to fight?
 - T Did they really fight?
 - S No.
 - T Why not?
 - S Because the Grouchy Ladybug said, "You're not big enough."

📌 補充說明：小瓢蟲要和黃蜂打架，但最後他害怕了，就說對方不夠大。

07 故事內容重複，教師可依同樣的方式提問。教師亦可停下來讓學生猜猜看 Grouchy Ladybug 會遇到誰。

當 Grouchy Ladybug 遇到大鯨魚時，大鯨魚對於他的“Hey you, want to fight?”沒有任何回應，教師可以問學生：

- 08
- T Why didn't the whale answer?
 - S 由學生自由發揮。
 - T What do you think it is going to happen?
 - S 由學生自由發揮。

ⓘ 補充說明：小瓢蟲要和鯨魚打架，但是鯨魚為什麼不回應他？你覺得會發生什麼事情？

最後，當 Grouchy Ladybug 回到一開始的樹葉上時，教師可以問學生有關他的改變。

- 09
- T Was he still grouchy?
 - S No.
 - T What changed it?
 - S 友善的 ladybug 要和他分享蚜蟲吃，他很感動。

四、閱讀後提問設計與參考答案

引導學生討論 Grouchy Ladybug 的改變，討論後學生可以將想法記錄在第二張學習單：Character Feeling Chart.

- 01
- T Do you like the story?
 - S Yes. / No.
 - T What do you think of the Grouchy Ladybug? 你覺得這一隻小瓢蟲怎麼樣？
 - S

- 02
- T Did it change?
 - S Yes, it did.

03 引導學生說出每一頁的時間。

04 學生可分組，以角色扮演的的方式再將故事朗讀一次。

Class _____ Name _____ Number ()

Timeline

請依照故事內容分別將 Grouchy Ladybug 遇見昆蟲及動物的時間記錄下來。

Time

Event

5:00 am

At five o'clock, it met a friendly ladybug.

Class _____ Name _____ Number ()

Character feeling chart

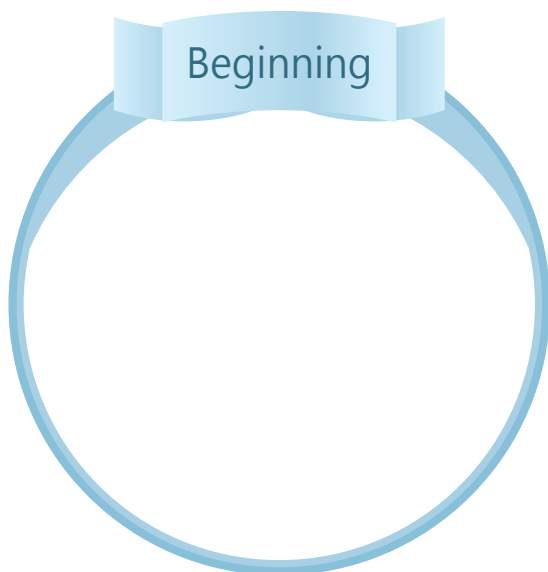
請仔細觀察故事中的主角，將他在故事中不同階段的樣子或心情畫出來，並以一、二句話描述。

Book title: _____

Author: _____

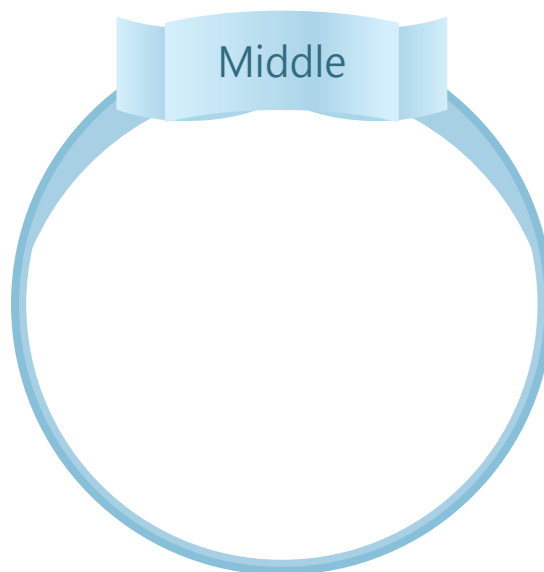
Main character: _____

Beginning



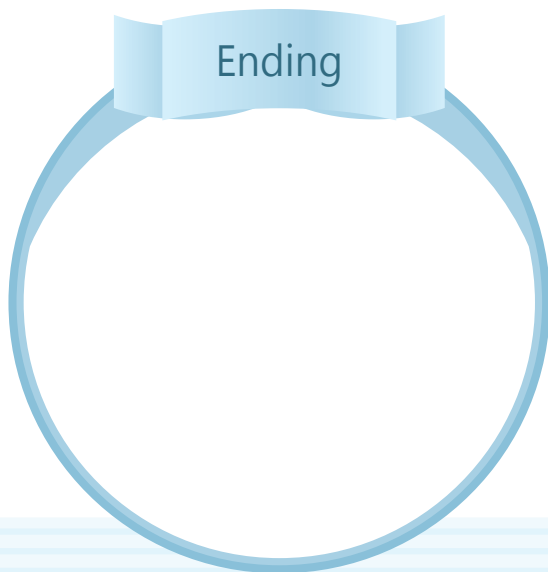
• _____

Middle



• _____

Ending



• _____

This Is the Way We Go to School

Transportation

一、故事概要

作者 Author : Edith Baer

繪圖者 Illustrator : Steve Bjorkman

出版者 Publisher : Scholastic

主題 Subject : Transportation

要旨 Main Idea /Theme : Children around the world travel to school in different ways.
世界各地的學生以不同的方式到達學校上課。

背景場合 Setting : Around the world 世界的各角落

主要角色 Main Characters : All the kids in the story. 故事中的每位小朋友。

英文大意 : Children around the world go to school, but they have their own ways of getting there. Some kids walk under the palm trees, some go on skis, some students even go by boat! This story makes the readers think of their own way of going to school and it opens their eyes to see other cultures.

中文大意 : 世界各角落的小朋友都要去上學，但是他們去學校的方式可都不一樣！有的學生可以走在椰子樹下，有的學生要滑雪去學校，甚至也有學生要搭船。這個故事可以讓讀者去注意自己去上課的方式和別人有何不同，並且看見不同的文化。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T Look at the cover. What do you see?
S I see a bike / ski / boat. I see two kids walking. I see a girl jumping rope..

- 02 T Where do you think they are going?
S To school. Go home. Go to the ...
T How do you know they are going to school?
S They have books. The title says "school".

- 03 T What's the title of the book?
S This is the way we go to school.
T Who's the author?
S The author is Edith Baer.

- 04
- T What is this book about?
 - S It's about how children go to school.
 - T Yes, you're right. Can we read the title and these purple words together?
 - S This is the way we go to school. A book about children around the world.

- 05
- T And you? How do you go to school?
 - S Bus / walk / car...
 - T 補充說明：所以我們去學校的方式都不太一樣，有誰是走路來的？Who walks to school? Please raise your hand. Who comes to school by bus? Who comes to school by car?
 - T 補充說明：引導學生發表自己如何來學校，並猜測還有什麼交通工具可以帶學生來學校。

三、閱讀中提問設計與參考答案

- * 教師帶領學生讀故事，透過提問及每頁的插圖讓學生了解字義及故事內容。
- * 教師可以慢慢的讀出故事內容，讓學生發現每一句句尾的押韻字。

- 01
- T Look at this page (the first opening). Where are they going?
 - S To school.

- 02
- T What is this girl doing?
 - S She's walking.
 - T Yes, she's walking. What is she holding?
 - S A book.
 - T So, she's going to ...
 - S school.
- 教師念出內容：Ellen takes it nice and slow, time to watch the flowers grow.
- T What does Ellen see as she walks?
 - S Flowers.
 - T Do you think she lives in a big city, like Taipei City?
 - S Yes / No..

- 03
- 教師以同樣的問答方式讓學生看著圖片去了解內容。每頁的內容不多，教師可將句子多念幾次，讓學生聽出押韻字。

- 04
- 教師可準備一張世界地圖，讓學生猜猜看故事中的小朋友住在哪裡。答案在故事書的倒數第四頁，接下來兩頁有世界地圖供學生參考。

四、閱讀後提問設計與參考答案

- 01
- Ⓙ Why do they go to school by different types of transportation?
 - Ⓢ They live in different places.
 - Ⓙ That's right. (Ask some students) Why do you walk to school?
 - Ⓢ I live nearby.
 - Ⓙ Why do you come to school by bus?
 - Ⓢ My house is far from school.
 - Ⓙ If you come to school by car, who drives you here?
 - Ⓢ My father / mother...
- 02
- Ⓙ Which is the most special type of transportation for you in this story?
 - Ⓢ (Students can express their own views.)
- 03
- Ⓙ Do you like this book?
 - Ⓢ Yes, I do. Because... / No, I don't. Because...
- 04
- 教師可帶領學生將故事再念一次並找出每句的押韻字。接下來再請學生完成第二張學習單 (Rhyming Bikes)。

Class _____ Name _____ Number ()

Kids around the world go to school
請依照國家地圖提示及交通工具圖完成句子



by bike

on skis

by cable

by vaporetto

walks

01



Ahmed lives in _____.
He _____ to school.

Mei and Ling live in _____.
They go to school _____.



02

03



Jack and Jill live in San Francisco, _____.
They go to school _____.

Bianca and Beppo live in Venice, _____.
They go to school _____.



04

05

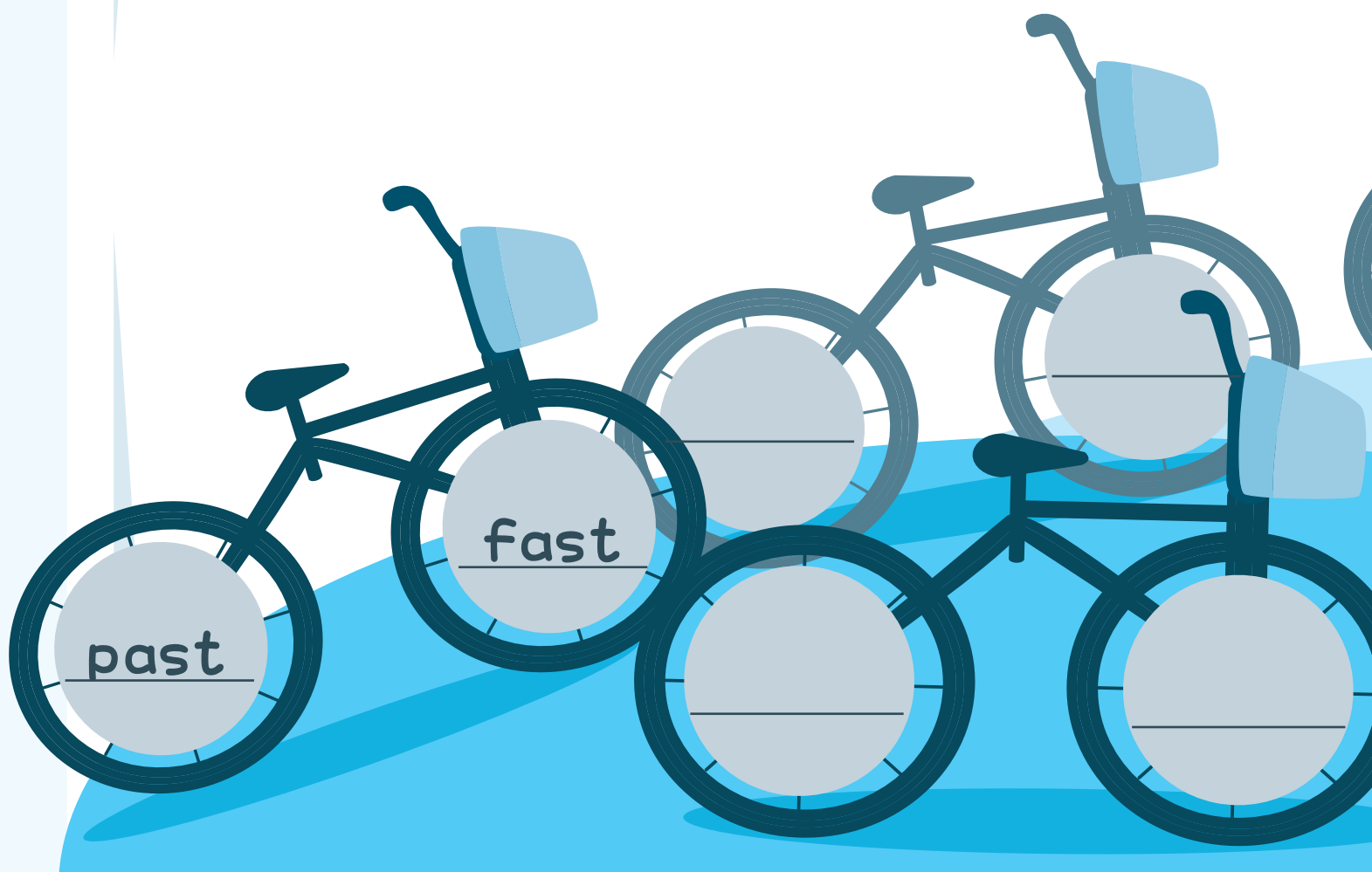


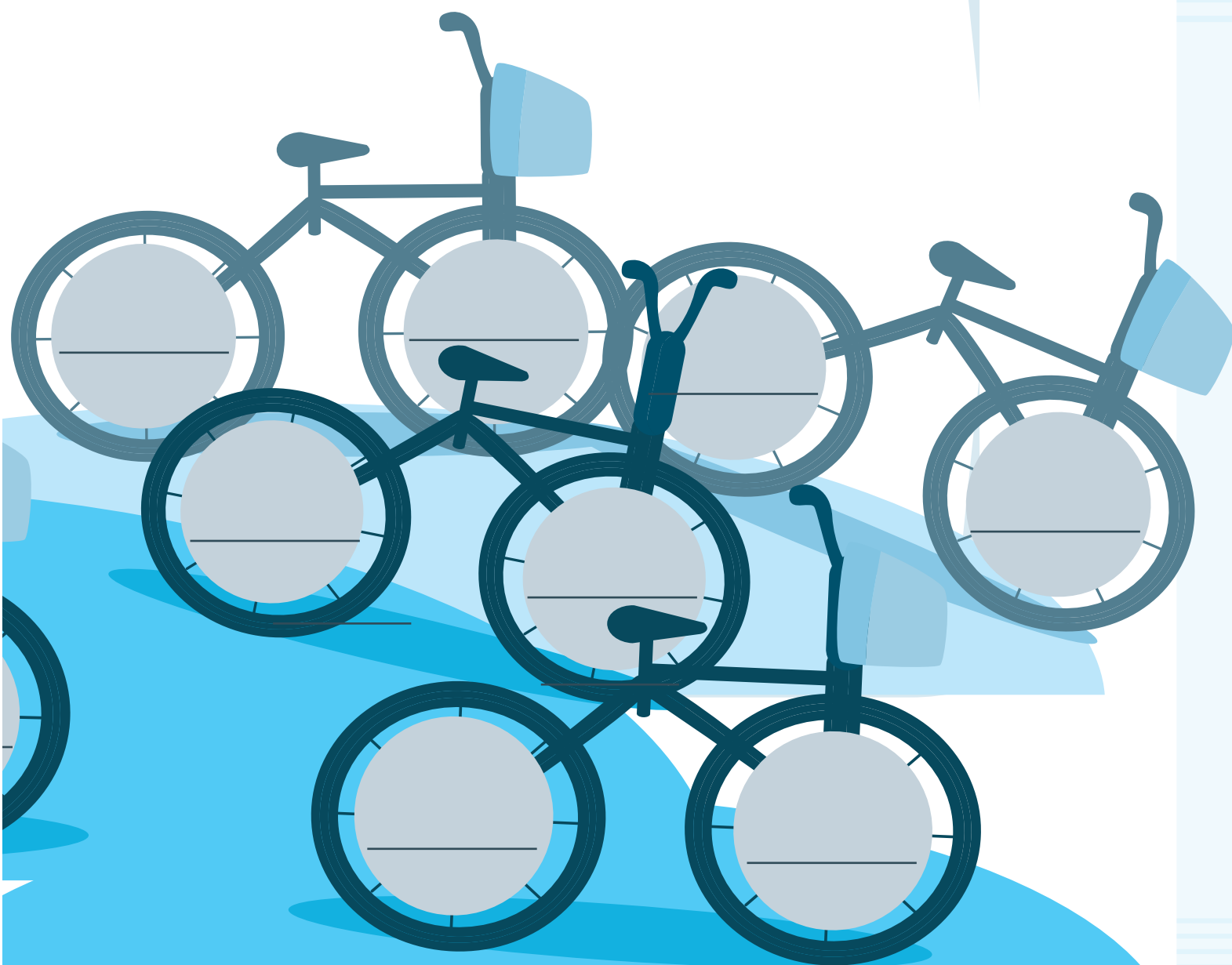
Niels and Solveig live in _____.
They go to school _____.

Class _____ Name _____ Number ()

Rhyming Bikes

仔細聽老師讀這個故事，或是你也可以自己讀讀看，除了豐富的內容，你還聽出了什麼呢？對了，有押韻！請你找出一對對的押韻字，再將它們填入腳踏車裡。





Love You Forever

Feelings & Emotions

一、故事概要

作者 Author : Robert Munsch

繪圖者 Illustrator : Sheila McGraw

出版者 Publisher : Firefly Books

主題 Subject : Feeling & Emotion

要旨 Main Idea / Theme : Parents always love their children unconditionally.

背景場合 Setting : In and around the house

主要角色 Main Characters : Mother and son

英文大意 : It's a story about a little boy going through the stages of his childhood and becoming a man. It's also a story about how parents love their children through generations.

中文大意 : 透過一首簡單的歌謠，串起生命中各個不同階段，媽媽對孩子毫無保留的愛。同時也藉由孩子長大後對媽媽唱同一首歌曲，表達出親情是一生中無可取代的聯繫。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T What's the name of the book?
S Love You Forever.
- 02 T Who is the author?
S Robert Munsch.
- 03 T Who is the illustrator?
S Sheila McGraw.
- 04 T Look at the cover, what do you think this book is about?
S A naughty boy in the bathroom.
- 05 T What's the little boy doing?
S He's playing with the toilet paper.
- 06 T What do you think the mother will teach her son?
S Clean up the mess. (Keep it tidy.) Be a good boy.

三、閱讀中提問設計與參考答案

- 01 T What is the Mom saying to her son?
S I'll love you forever,
I'll like you for always,
as long as I'm living
my baby you'll be.

- 02 T Why does the mother slip into the baby's room when it is already sleeping?
S She wants to show her love.
- 03 T What did he do to his mother when she was very old?
S He showed his love to his mother.
- 04 T Why do you think he does it to his own baby girl?
S He understands how mother and father love their children.

四、閱讀後提問設計與參考答案

- 01 T What do your parents do with you or your little brother/sister before you go to bed?
S Read me a story. Sing a lullaby (a song). 上床睡覺前，爸爸、媽媽有時候會讀故事書給我聽，或者是唱搖籃曲。
- 02 T Is there a special poem or story that your parents tell? 每天爸爸媽媽要你上床睡覺前，會不會念一首特別的詩或是講一個故事？
S Yes. / No.
- 03 T Do your parents sing to you? What songs do they sing?
S Yes, they do. They sing "Love You Forever" or "Teddy Bear".
- 04 T Do you drive your parents crazy sometimes? 有時候你有沒有做過讓爸爸媽媽很生氣、抓狂的事情？
S Yes, I do. I never eat vegetables. 有啊，像我不吃青菜這件事情，就讓爸爸媽媽很抓狂。
- 05 T Do your parents drive you crazy? 爸爸媽媽有沒有什麼事情讓你不舒服的呢？
S Yes, they do. They ask me to clean up my room. They ask me to get 100s on my tests. 他們總是叫我整理房間、考試要拿到滿分，讓我覺得很受不了。
- 06 T Do you say "I love you" to your parents?
S Always. / Sometimes. / Never.
- 07 T What lesson did you learn from this story? 從這個故事中，你有沒有學到什麼？
S Love my parents while I can. 要常常對爸爸媽媽說：「我愛你！I love you.」
- 08 T Love your parents while you still have the chance. 把握機會愛自己的爸爸、媽媽！

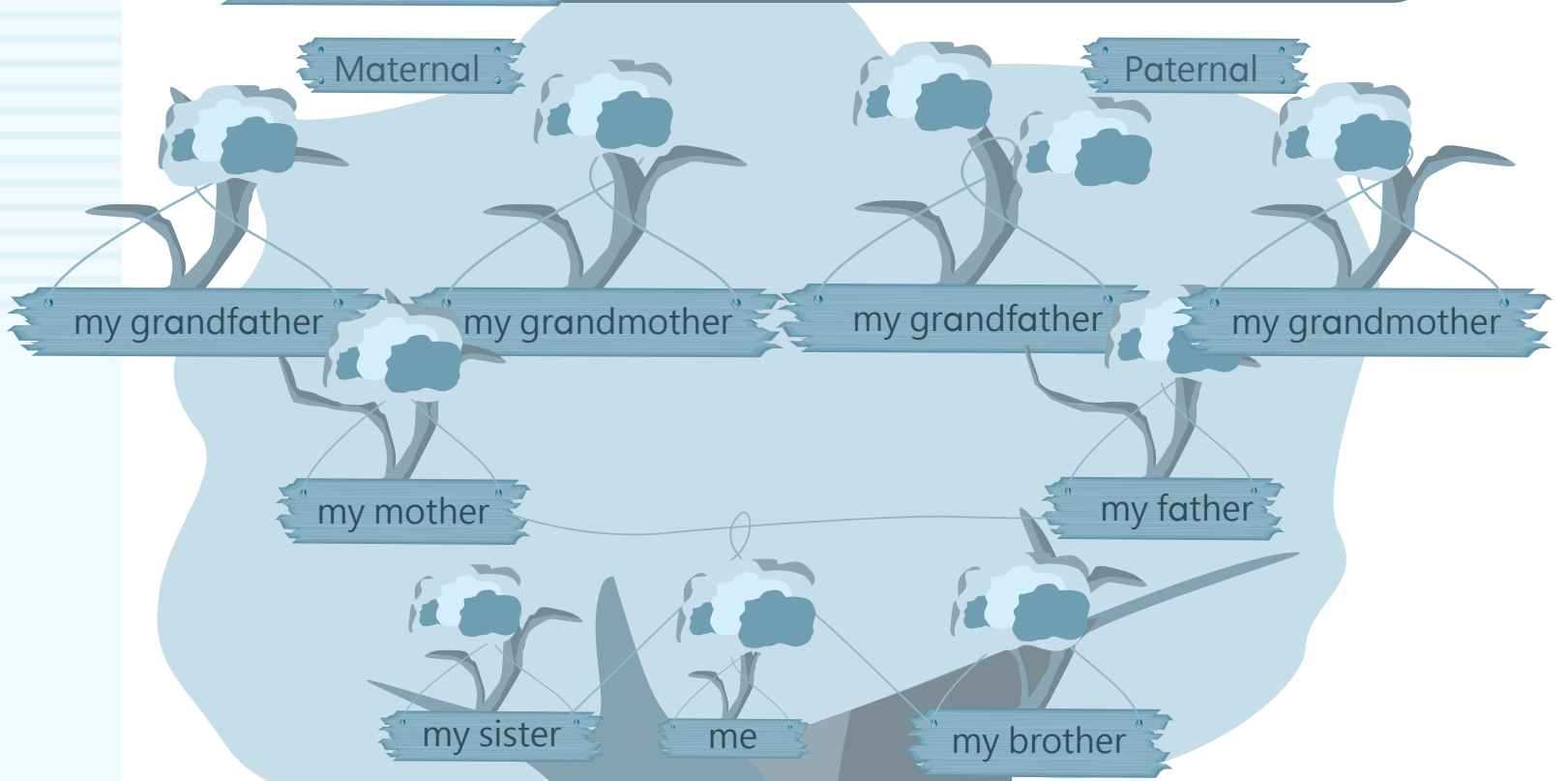
The Official Robert Munsch Site

<http://robertmunsch.com/love-you-forever/>

作者的官方網站上，可以聽到作者說 Love You Forever 這個故事，也可以聽到作者自己唱這個故事中，一直重複的那首歌曲。

Class _____ Name _____ Number ()

My Family Tree



About my mother 媽咪的小檔案

Name: _____

Brothers: _____

Sisters: _____

Schools: _____

Birth date: _____

Birth place: _____

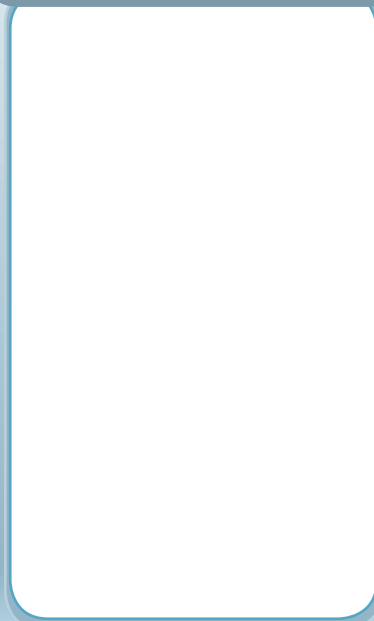
Favorite color: _____

Favorite food: _____

Her age when I was born: _____

Draw your mother here.

我眼裡的媽媽



Class _____ Name _____ Number ()

Read and Write

What can you do to make your mother happy? 我讓媽媽開心的方法

01

02

03

04

05

Sentence Bank

1. Write a card.

2. Tidy the room.

3. Set the table.

4. Do the dishes.

5. Water the plants.

6. Iron the clothes.

7. Sweep the floor.

8. Take out the trash.

9. Take care of my brothers or sisters.

10. Sing a song.

11. Read a poem.

12. Give kisses and hugs.

Ella Sarah Gets Dressed

Clothes

一、故事概要

作者 Author : Margaret Chodos-Irvine 繪圖者 Illustrator : Margaret Chodos-Irvine & Judythe Sieck

出版者 Publisher : Harcourt, INC. 主題 Subject : Clothes

要旨 Main Idea / Theme : Ella Sarah knows just what to do when it's time to get dressed.

背景場合 Setting : home 主要角色 Main Characters : Ella Sarah

英文大意 : Despite the advice of others in her family, Ella Sarah persists in wearing the striking and unusual outfit of her own choosing.

中文大意 : 儘管家人如何苦口婆心的給予 Ella Sarah 衣著搭配的建議，Ella Sarah 仍然堅持自己獨特風格的穿衣哲學，這就是 Ella Sarah，對於衣著、服飾、造型和顏色的選擇，Ella Sarah 永遠知道該怎麼做。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T Look at the cover. What do you see?
S I see a girl with a cat.
補充說明：請看封面，故事的主角是一個名叫 Ella Sarah 的女孩。
- 02 T Look the bottom of the cover. Who is Margaret Chodos-Irvine?
S Margaret Chodos-Irvine is the author of this book.
- 03 T Look at the sentence "For my own Ella Sarah-M. C.-I.". What does this mean?
S Ella Sarah is the daughter of the author.
補充說明：本書是作者為自己的女兒 Ella Sarah 所撰寫。
- 04 T Take a guess. What's going on to Ella Sarah?
S Ella Sarah likes to get dressed in her own way.
補充說明：猜猜看，Ella Sarah 將會發生什麼有趣的事呢？原來 Ella Sarah 有自己的一套穿衣哲學。
- 05 T Will she make it?
S Yes. / No.
Ella Sarah 能排除眾議堅持到底嗎？也許能，也許不能。

三、閱讀中提問設計與參考答案

- 01 T Look at this page (the first opening). What is Ella Sarah doing?
S She is looking for something.
T What is she looking for?
S She is looking for something to wear.
- 02 T What does Ella Sarah want to wear?
S Ella Sarah wants to wear pink polka-dot pants, dress with orange-and-green flowers, purple-and-blue striped socks, yellow shoes and red hat.
- 03 T Look at this page (the second opening). Ella Sarah's mother said, "That outfit is too dressy." What does "outfit" mean?
S "outfit" 就是全套用品，這裡指“整體服裝搭配”的意思。

- T Does Ella Sarah's mother like her outfit ? And why?
 S No, she doesn't like Ella Sarah's outfit. She thinks that outfit is too dressy.
- T What does mother's advice?
 04 S She suggests that blue dress with matching socks and white sandals would be better for Ella Sarah.
- T Does Ella Sarah accept her mother's advice?
 S No, Ella Sarah persists in wearing the outfit of her own choosing.
- T Look at this page (the fourth opening). Does Ella Sarah's father have any good idea?
 05 S He suggests that yellow T-shirt with white shorts and tennis shoes would be better for Ella Sarah.
- T Does Ella Sarah accept her father's advice?
 06 S No. Ella Sarah insists her decision very much. And we can tell that she feels a little angry.
- T Look at this page (the sixth opening). Ella Sarah's sister said "You should wear these overalls that are too small for me." What does "overalls" mean?
 07 S "overalls" 就是罩衫、工裝褲，也就是一般常說的吊帶褲。
- T Does Ella Sarah accept her sister's advice?
 08 S No. Ella Sarah shouts angrily.
- T Look at this page (the ninth opening). What is Ella Sarah doing?
 09 S She puts on her pink polka-dot pants, her dress with orange-and-green flowers, her purple-and-blue striped socks, her yellow shoes, and her red hat.
- T Look at this page (the eleventh opening). How does Ella Sarah think about her outfit?
 10 S She thinks that her outfit is just right.
- T Look at this page (the twelfth opening). "DING DONG"! Guess what?
 11 S Somebody's coming.
- T Look at this page (the thirteenth opening). What do you see?
 12 S There are three children who dress up just like Ella Sarah.

四、閱讀後提問設計與參考答案

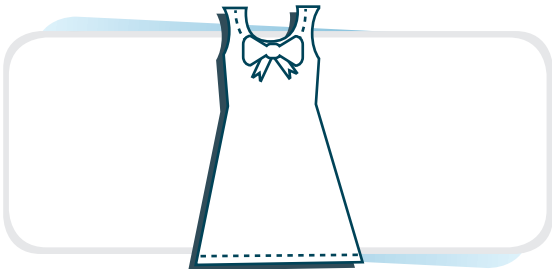
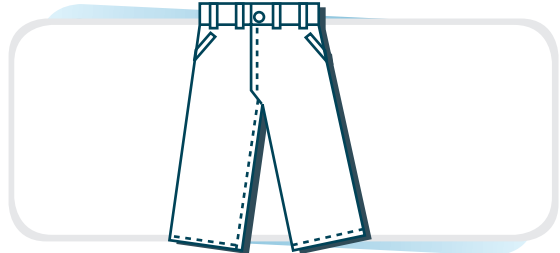
- 01 T What color does Ella Sarah like? And why?
 S She likes many kinds of colors because her outfit is so colorful.
- 02 T What does Ella Sarah like to wear, T-shirt or dress?
 S She likes to wear dress with flowers.
- 03 T Does Ella Sarah like to wear sandals?
 S No, she doesn't like to wear sandals.
- 04 T Who are coming to visit Ella Sarah?
 S They are friends of Ella Sarah.
- 05 T How does Ella Sarah feel at the end of the story?
 S She feels happy because she likes her outfit very much.

Class _____ Name _____ Number ()

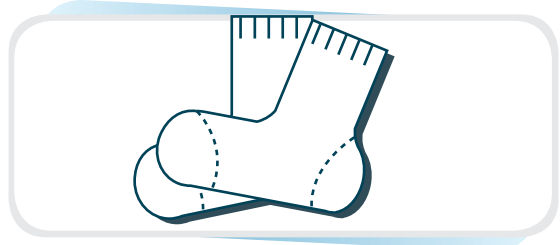
Color the pictures. 請依指示著上顏色。

- 01 yellow 02 blue 03 red 04 pink 05 purple
06 green 07 black 08 white 09 orange 08 brown

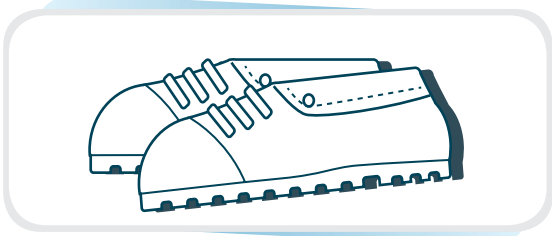
A I want to wear my blue pants.



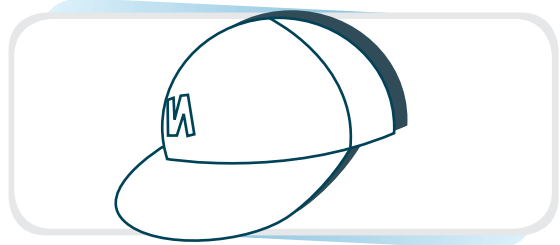
B A dress with pink flowers.



C A pair of green socks.



D A pair of red shoes.

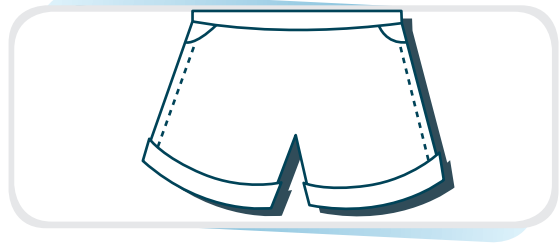


E A yellow hat.



F A purple T-shirt.

G I want to wear my orange shorts.



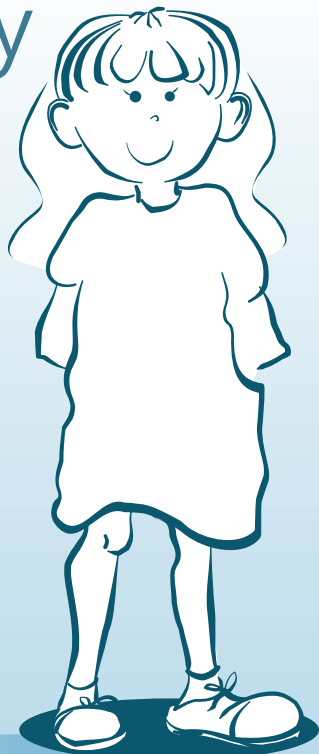
H I want to wear my black boots.

Class _____ Name _____ Number ()

Draw and Color

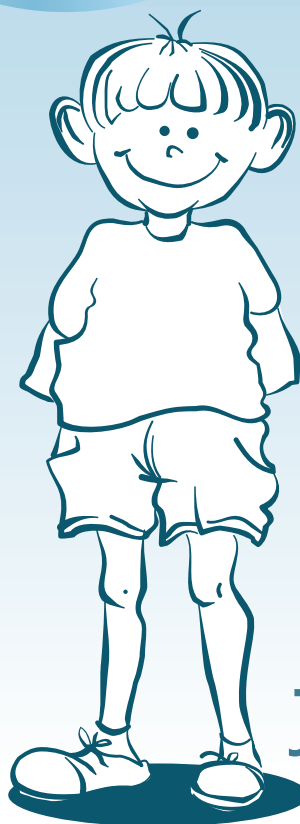
我是小小造型師，請為 Mary and John 搭配美麗又帥氣的服飾顏色。

Mary



with a blue hat, a dress with red flowers, a pair of green socks, a pair of pink shoes.

with a yeallow T-shirt, a pair of brown shorts, a pair of purple socks, a pair of black tennis shoes.



John

Joseph Had a Little Overcoat

Clothes

一、故事概要

作者 Author : Simms Taback

繪圖者 Illustrator : Simms Taback

出版者 Publisher : Scholastic

主題 Subject : Clothes

要旨 Main Idea / Theme : You can always make something out of nothing.

主要角色 Main Characters : Joseph

英文大意 : Joseph had a little overcoat. He wore it for a long time and then something happened to it. What did Joseph do with it?

中文大意 : Joseph 有一件又舊又破的長外套，他把外套做成一件夾克，繼續穿用。夾克破舊了以後，他又將舊衣做成其它有用的衣物。直到有一天，連最後舊布做成的鈕扣也不見了。Joseph 該怎麼辦呢？

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T What's the title of the book?
S Joseph had a little overcoat.

- 02 T Who's the author?
S Simms Taback. (讓學生根據字母拼讀規則發音，老師從旁協助)

- 03 T What else do you see on the cover?
S A duck, a rooster, and a man.

- 04 T Who's the man?/What's his name?
S Joseph.

- 05 T Where do you think Joseph lived, in the city or in the country? Why?
S He lived in the country, because there was a duck and a rooster.
S He lived on a farm, because there were farm animals.

- 06 T What did Joseph wear?
S He wore a shirt, an overcoat, a hat and boots.

- 07 T How does the overcoat look? Does the overcoat look new?
S It looks old (dirty, ugly)./No, it looks old.

- 08 T Did Joseph have a lot of money?/Why?
S No, he didn't./His clothes were old.

- 09 T Take a guess. What is the book about?
S It's about Joseph's overcoat./It's about Joseph's clothes.

三、閱讀中提問設計與參考答案

- 01 T Look at this page (the first opening). What do you see in the picture?
S Joseph, animals, flowers, and houses.

- 02 T How many roosters are there?
S There are four roosters.

- 03 T What other animals do you see?
S A duck, a turkey, a cat, and a mouse.

- 04 T Where did Joseph live?
S He lived on a farm.

- 05 T Look at Joseph's overcoat. Was it new? Why?
S No, it was old. 因為有很多補丁。

- 06 T What does "old and worn" mean?
S 很破舊。

- 07 T Guess what happened next?/What did Joseph do with the overcoat?
S He threw it away./He bought a new one./I don't know.

- 08 T Did he make something out of it? 他是不是把外套做成別的東西?
S Yes, he did. / No, he didn't.

- 09 T If he did. What did he make out of it?
S A shirt?/A hat?/A scarf? (He made a shirt./He made a hat.)

- 10 T Turn to page 27. Guess what Joseph did after he lost the button?
S He got a jacket from his friend./He made a jack with the rug.

四、閱讀後提問設計與參考答案

- 01 T What did Joseph do at the end?
S He made a book.

- 02 T Do you like the story? Why or why not?
S Yes, I do. Because Joseph used old clothes to make other useful things.
我喜歡這個故事，因為他用舊衣服做成有用的東西。
I like it because the pictures are funny. 我喜歡因為圖畫很好玩。

- 03 T What do you learn from this story?
S We can reuse old things./ 我們要愛惜東西，舊物利用。

- 04 T We all have old clothes. What do you do with your old clothes?
S I gave them to my younger sister/brother./My mom gave them away.

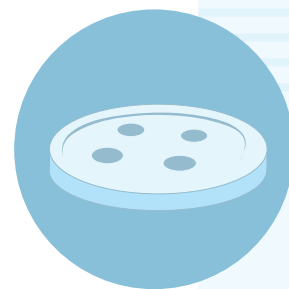
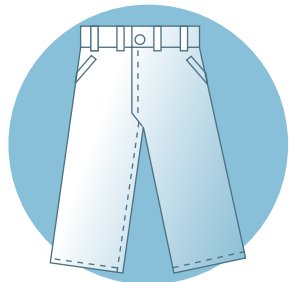
- 05 T What about other old things, such as old books, old notebooks,
and old pencil cases?
S Answers may vary.



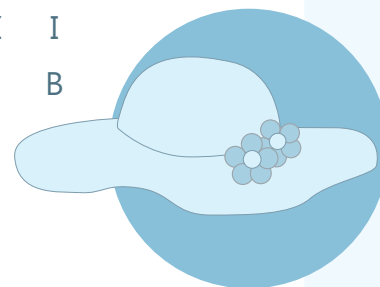
Class _____ Name _____ Number ()

Word Search

找出圖片的單字



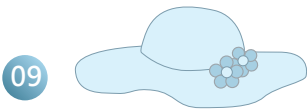
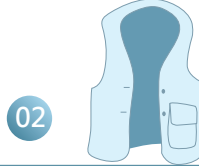
W I G J F T R I H S J J F S L
 H Y R O V E R C O A T R T A X
 O A Z Y B P T K T S A N Y H R
 F U N X T Q V J X C A O E A X
 W I J D S D T U S P V D B E A
 W T J B K G Q U V A L J F O R
 C D E W X E F P J D V C E D T
 Z T A K O I R I G Y A C U F V
 B E J F C A I C E J C L U A Z
 P U H Z A A F R H T A H J P O
 L R T A M N J E I I E M T K V
 Q S Z T G Y I V V A E W S I F
 N O Z R O F N F S F R F E N R
 V L R A L N X M I U H I V Z I
 E I T K C E N M P V Z A T I B



Class _____ Name _____ Number ()

Look and Write

依照圖示寫出故事中所看到的衣物單字



Please write the verbs in past tense.
請寫出動詞的過去式

01 have _____

02 is _____

03 dance _____

04 get _____

05 lose _____

06 visit _____

07 drink _____

08 make _____

09 use _____

10 sing _____

09 go _____

10 has _____

Class _____ Name _____ Number ()

Cloze

依照故事內容，填入適當的字句

01 Joseph had a little _____. It was _____ and worn.
So he made a _____ out of it and _____ to the fair.

02 Joseph had a _____. It got _____ and _____.
So he _____ a _____ out of it and _____ at his
nephew's wedding.

03 Joseph _____. It _____.
So he _____ and _____ in the men's chorus.

04 _____. It _____.
So _____ and _____.
_____.

05 _____.
So _____.

06 _____.
_____.

07 _____. One day, _____.
Now _____.

08 _____.
Which shows _____.

教學建議

03

本書結構簡單，繪圖內容豐富，適用於以衣物 (clothes) 為主題和簡單過去式的閱讀教學。除練習衣物單字外，也可用來練習動物，顏色，地方，季節等字彙。本書亦可用於道德教育，教導學童惜物、愛物、和舊物利用的節約環保觀念。

04

本書以過去式呈現，內容可用同一句型反覆提問，運用空間大。不但可用現在式進行教學，例如 **What does he do with the overcoat? Does he make a jacket out of it?** 或用過去式 **What did he do with the overcoat? Did he throw it away? Did he make a shirt out of it?** 也可用未來式，如 **What will he do? Will he make a shirt?** (劃線部份可用取代單字重複練習)。

03

聽與說的練習：閱讀過程中，為讓學生練習句型，老師可將學生分組，先示範前面兩句並用句型提問。進行下一頁前，各組派一組員上台。老師揭示下頁情節，請台上學生記住。然後，全班一起朗讀 **Joseph had a little _____ . It's old and worn. What did he do?** 台下學生分別舉手用句型 **Did he make a _____?** 猜測。台上學生則依序回答 **Yes, he did.** 或 **No, he didn't.**。台下猜對的組得分。此法不但能引起動機，學生也得充分運用英文句型練習提問和回答。

04

小書製作與延伸活動：閱讀後，各組再派一組員上台，老師發給每位組員一張衣物閃示卡。全班以台上第一位學生的名字，套用本書格式，開始說故事，照閃示卡所示衣物名稱造句，段落內容與長短可自行設計 (事先寫於黑板)，但須一致。例如：

_____ had a little _____. It was old and worn.

What did he/she do?

He/she made a _____ out of it.

第二段繼續用台上第二位組員名字開始造句，以此類推。結尾可以自由創新。說完故事後，發給各組一張空白小書樣本 (見前頁)，寫出剛才以自己組員名字開頭的段落。完成後，將各組的成品加上封面裝訂成本，成為班書。本延伸活動訓練學生說、讀與寫的能力。

Excuse Me!

Manners

一、故事概要

作者 Author : Karen Katz

繪圖者 Illustrator : Karen Katz

出版者 Publisher : Excuse Me!

主題 Subject : Manners

要旨 Main Idea / Theme : Good manners in different situations

背景場合 Setting : at home/ 家裡

主要角色 Main Characters : little boy/ 小男孩, Mommy/ 媽媽, Daddy/ 爸爸, sister/ 妹妹, Grandma/ 奶奶

英文大意 : This book provides different situations to learn manners. Kids can easily remember when to say “please”, “thank you”, and “excuse me”.

中文大意 : 本書以不同的情境介紹禮儀，讓孩子學會何時說「請」、「謝謝」、「對不起」。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T Look at the cover. What do you see?
S I see a little boy.

- 02 T What do you think the boy is doing?
S Using his hand to cover his mouth.

- 03 T Why does the boy cover his mouth?
S He burped.

- 04 T What do you think the book is about?
S Manners.
(Answers may vary.)

三、閱讀中提問設計與參考答案

- 01
- Ⓙ Does the girl like peas for breakfast?
 - Ⓢ No.
 - Ⓙ What would you say to Mommy if you were the girl?
 - Ⓢ No. / No, thanks.

- 02
- Ⓙ What do you say when you burp?
 - Ⓢ Excuse me.

- 03
- Ⓙ What's behind Daddy?
 - Ⓢ A lollipop.
 - Ⓙ Does the girl want the lollipop? Why do you think so?
 - Ⓢ Yes. The girl looks happy.
 - Ⓙ What would you say if you were the girl?
 - Ⓢ Yes. / Yes, please.

- 04
- Ⓙ What happened?
 - Ⓢ The boy took his baby sister's toy.
 - Ⓙ Is that right?
 - Ⓢ No.
 - Ⓙ What should he do?
 - Ⓢ Give it back to his baby sister.
 - Ⓙ What would you say if you did something wrong like the boy?
 - Ⓢ I'm sorry.

- 03
- T What do you see in the picture?
 - S Grandma, little girl, and a dog..
 - T When someone gives you a gift, what would you say?
 - S Thank you.

- 03
- T What is the girl doing?
 - S She is sleeping.
 - T Before you sleep, what do you say to Daddy and Mommy?
 - S Good night.

四、閱讀後提問設計與參考答案

- 01
- T If you break your friend's toy, what would you say?
 - S I'm sorry.

- 02
- T When you want someone to help you, what do you say?
 - S Please.

- 03
- T When do you need to say "Thank you"?
 - S My dad gives me a birthday gift. (Answers may vary.)

Class _____ Name _____ Number ()

請找出圖畫中發生的情況之下最適合說的一句話，並連起來。

Connect. 連連看

The exercise consists of six circular illustrations arranged in a circle, connected by a dark blue path. Each illustration depicts a social situation. Below the illustrations are five speech bubbles containing English phrases. The goal is to connect each illustration to the most appropriate phrase.

- Illustration 1:** A girl in a blue dress is offering a small object to another girl who looks sad.
- Illustration 2:** A boy in a blue shirt is talking to a smaller boy who looks thoughtful.
- Illustration 3:** A boy in a blue shirt is covering his mouth with his hands, appearing to be coughing or sneezing.
- Illustration 4:** An elderly woman in a blue dress is talking to a young girl in a blue dress.
- Illustration 5:** A boy in a blue shirt is talking to a girl in a blue dress who looks sad.
- Illustration 6:** A boy in a blue shirt is talking to a girl in a blue dress who looks sad.

The speech bubbles contain the following phrases:

- Please.
- I'm sorry.
- Thank you.
- No, thanks.
- Excuse me.

Willy the Dreamer

Occupation

一、故事概要

作者 Author : Anthony Browne

繪圖者 Illustrator : Anthony Browne

出版者 Publisher : Walker Books

主題 Subject : Occupation

要旨 Main Idea / Theme : When Willy dreams he became a singer, a dancer and many roles.

主要角色 Main Characters : Willy

英文大意 : This is about Willy who likes to dream. In his dream, Willy can be anyone, and do anything he wants.

中文大意 : Anthony Browne 筆下的 Willy 最愛做夢了，夢中的他有時候飛得高高的、有時卻被黏住，哪也去不了... 夢中的他隨心所欲，想做甚麼都可能，想變成誰都行，過去、未來是一道任意門隨他穿越！

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01
- T What is the gorilla doing?
 - S He is sleeping.
 - T Where does he sleep?
 - S On the sofa.

- 02
- T What is he holding?
 - S Banana. / A banana. / It's a banana.
 - T What are the color of his socks?
 - S One is red. One is green.

- 03
- T How come the sofa is on the air?
 - S He is dreaming.
 - T How to say “做夢” in English ?
 - S Dream. (讓孩子注意到書名)

- 04
- T What's the name of this book?
 - S Willy the Dreamer.
 - T So, can you tell me the name of the gorilla?
 - S Willy.

- 05
- T There is a long name on top of this book. (請老師們帶學生唸 Anthony Browne) Who is Anthony Browne?
 - S I don't know. / The author of this book.

T Who draw this picture?

06 S I don't know.

老師們可以讓小朋友猜猜 Anthony Browne 是怎樣的一個人！還可以介紹一下，一本書封面的四個成員：三個名字（書名、作者、繪者）和一張圖。

07 T What might happen to Willy in this story?

S Answers may vary.

三、閱讀中提問設計與參考答案

T What did Willy dream about?

01 S He dreamed about shooting a movie.

T What did he do in his dream?

S He was taking a photo.

02 T What did Willy become in his dream ?

S He was a movie star.

03 T Where was Willy?

S He was in the forest.

04 T Does anyone have the simliar dream before?

S I dreamed I was the king of the jungle.

四、閱讀後提問設計與參考答案

01 T Which page is your favorite?

S I like the painting page.

02 T What did Willy become in his dream? What did he want to do?

S He became a superman. / He wanted to fly in the sky.

03 T Do you notice that there is one thing always appear in Willy's dream ?

S Banana. / Bananas.

(老師們可以讓學生再「看」一次(數次)“Willy the Dreamer”，讓學生找答案。)

04 T What can the banana become in Willy's dream?

S shoes, leaves...

05 T What does this story want to tell us?

S Willy is a dreamer./Willy has many dreams. Willy likes to try different things...

06 T Would you like to share your dream with us?

S Answers may vary.

T What if Willy keep “dreaming”, will his dream ever come true?

07 S No.

所以，不管你的“夢”是什麼，都要努力去實現，才會有“美夢成真”的一天！

五、閱讀後活動

01 教職業這個單元時，是非常適合講“Willy the Dreamer”這個故事！除了可以讓學生認識不同的工作，還可以跟學生討論他們長大後想做什麼？要怎樣做才能讓自己的夢想成真，請利用學習單“**My Dream**”(句型可以先列印好，請學生貼上去)讓學生完成學習單，並上台發表。此外，學生們可能會用到的相關職業單字老師們可以先寫在黑板上。鼓勵班上同學勇於追求自己喜歡做的事，並要有始有終的把它完成。也許多少都會遇到一些挫折，但是當夢想實現時，就是最甜美的果實，給自己最多的滿足與快樂！

02 讓學生找出“Willy the Dreamer”這本故事書中，曾出現的職業單字。共有 14 個。(beggar, dancer, dream, explorer, film-star, giant, king, monster, painter, scuba-driver, singer, super-hero, wrestler, writer) 老師們可依學生程度、教學時間，讓學生以個人或小組合作的方式來完成這份學習單。或限時看哪一組學生或個人能找出最多的單字！也可投影在白板上，讓兩組學生比賽！如果學生對 Word Puzzle 不熟悉，建議從全班一起找，到小組，最後讓學生個別完成。

Class _____ Name _____ Number ()

小朋友請你動動腦！想一想你
印象中最深刻、最特別的夢，請把它畫下來，
然後在上面寫上 I am a _____。
記得學作者，在你的畫中也要出現一種水果，上台發表時，讓同學們找一找！

My Dream

I am a _____.

Class _____ Name _____ Number ()

Willy the Dreamer

小朋友請你動動腦！

找出“Willy the Dreamer”這本故事書中，曾出現的職業單字，總共有 14 個。

beggar

dancer

dream

explorer

film-star

giant

king

monster

painter

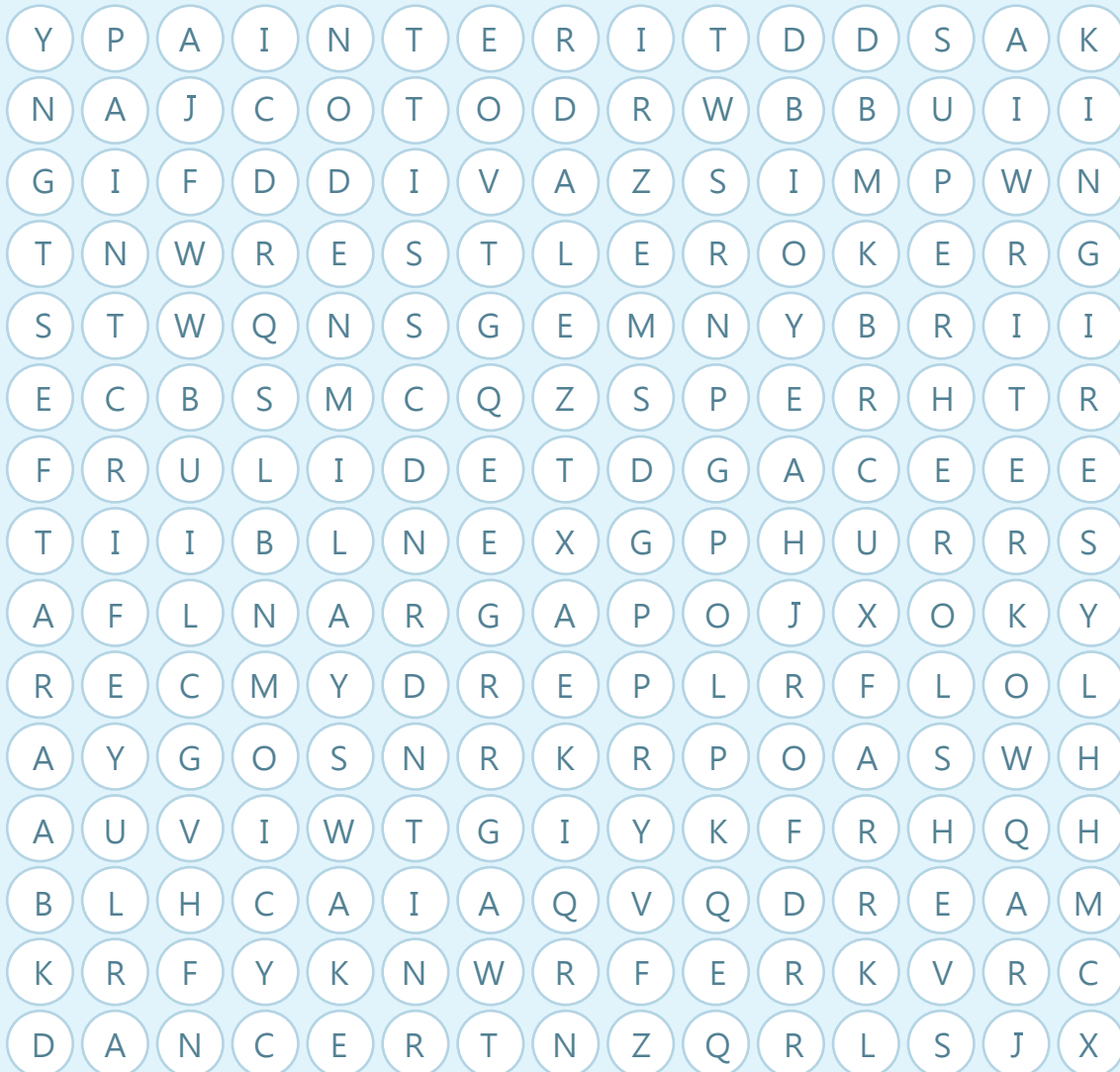
scuba-driver

singer

super-hero

wrestler

writer



Unit 21

The Crocodile and the Dentist Occupation

一、故事概要

作者 Author : Taro Gomi

繪圖者 Illustrator : Taro Gomi

出版者 Publisher : Scholastic / 上誼文化公司 (中文版)

主題 Subject : Occupation

要旨 Main Idea / Theme : Don't be afraid of the dentist. (Maybe they are afraid of you, too.)

背景場合 Setting : clinic 牙科診所

主要角色 Main Characters : the crocodile and the dentist

英文大意 : "I really don't want to see him." Crocodile has a toothache. He has to see the dentist but he is afraid and don't want to go. What he doesn't know is that the dentist doesn't want to see him, neither. All those teeth and the big mouth make the dentist afraid of him, too. Together, they go through this disturbance and both hope it is the last time to see each other. It is possible only if the crocodile brush his teeth every day.

中文大意 : 鱷魚寶寶又蛀牙了！他最怕去看牙醫了。但是牙齒好痛，不去看也不行。但是他可能沒想到，這位牙醫伯伯最怕的就是看到他。牙齒又多又不愛刷牙，要醫生看牙還要咬人。但是病人來了，不看也不行。終於來到了診所，最不想看到的人就在面前。深深地吸了一口氣，鼓起勇氣走上前。雖然心理很害怕，但是還是要面對。嘴巴張地好大，準備好要磨蛀牙了...。「啊！好痛！」最害怕的是還是發生了。可惡，但是還是要把蛀牙治好。雖然表面上說下次再見，其實一點都不想再見，所以最好天天乖乖把牙刷乾淨。

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

題目雖以英文呈現，但考慮學生程度，建議中文說明以中文提問，鼓勵學生嘗試用英語回答。教師可以完整英語句子示範所提問之回答，但是其中的關鍵字彙也建議要以中文確認學生都能了解。

- 01 T What do you see on the cover of this book?
S There are a crocodile and a dentist.

- 02 T What's the title of this book?
S The Crocodile and the Dentist
書名是 The Crocodile and the Dentist。

- 03 T What is a crocodile?
S 鱷魚

04 T What is a dentist?
S 牙醫

05 T How do their faces look? 他們的表情看起來如何?
S 擔憂

06 T 你有看過牙醫嗎？會不會擔心或害怕？ (open-ended question)

07 T 為什麼牙醫看起來也是一付擔心害怕的樣子？ (open-ended question)

三、閱讀中提問設計與參考答案

在說故事的過程中，要視學生需要輔以中文說明。建議以句子為單位，先以英文讀給學生聽，讓學生有機會聽辨故事中是否有認識的字彙或句型。但是要以中文說明並確認學生都能了解所讀的句子後，才讀下一句。若句子太長，也可分段處理。

01 T 知道“really”的意思嗎？直接說“I don’t want to see him.”「我不想要見他。」不是也可以嗎？為什麼要多加“really”這個字？請注意“really”印成斜斜的（斜體字）。
S “really”的意思是「真的」。當想要強調的時候，我們就會說「我真的...」

02 T “him”指的是他，可是卻沒有說「他」指的是誰。你覺得“him”指的是誰？ (open-ended question)

03 T 請看看鱷魚的手放在哪裡？（鱷魚摸著臉頰。）他有什麼需要？ (open-ended question)

04 T “but”的意思是「但是」，所以“but”後面所說的事情還會和前面所說的一致嗎？
S 不會，後面所說的事會和前面不同。

05 T What is an electric blanket?
S 電毯

- 06 T 鱷魚覺得 He must see him. 你覺得真的一定要嗎？為什麼？
(open-ended question)

the second opening

- 07 T 請看這一面的圖，鱷魚寶寶要看的是誰？
S 牙醫。

- 08 T 牙醫很高興看到鱷魚寶寶嗎？
S 不會，因為他也說 I really don't want to see him.

- 09 T 牙醫是第一次替鱷魚寶寶看牙嗎？（不是）為什麼？
S 因為牙醫光看到窗外鱷魚寶寶的影子就知道他是誰了。

- 10 T 醫生的工作就是要幫病人看病？這樣他才有收入（才可以賺錢）。但是這位牙醫伯伯卻不想幫鱷魚寶寶看病，你覺得原因是什麼？(open-ended question)

- 11 T 但是牙醫伯伯可不可以不幫鱷魚寶寶看病？
S 不行。牙醫伯伯自己也說 “but I must.”

the third opening

- 12 T 牙醫有沒有猜錯門外的人是誰？
S 沒有。

the fourth opening

- 13 T Shall I go through with it? 其中的 “it” 指的是什麼？
S 看牙。

- 14 T 他們兩個人有勇敢地面對這件事嗎？（沒有）為什麼？
S 鱷魚寶寶躲在樹後面，而牙醫躲在椅子後面。

the fifth opening

- 15 T 雖然兩人都說一定要勇敢，但是他們真的不怕嗎？
S 他們看起來還是很害怕。

the sixth opening

- 16 (T) 他們雖然還是很害怕，但是就不勇敢嗎？
(S) 不會。因為雖然心裡害怕，但是仍然鼓起勇氣面對害怕的事，才更是勇敢。

- 17 (T) 他們的有勇氣去做原本不敢做的事的原因是什麼？
(S) 因為他們心裡已經準備好要面對最糟糕的狀況了。

the seventh opening

- 18 (T) 最糟糕的狀況是什麼？（請小朋友依圖描述。）

the eighth opening

- 19 (T) 最糟糕的狀況真的發生了。如果是你的話，你的感覺是什麼？
(open-ended question)

the ninth opening

- 20 (T) 他們雖然生氣，但是生氣有用嗎？（沒有）你有沒有類似的經驗？
(open-ended question)

the tenth opening

- 21 (T) 能把一件討厭的事情做好，除了勇敢面對之外，還需要做到什麼？
(open-ended question)

the eleventh opening

- 22 (T) 鱷魚寶寶和牙醫都能把討厭的事情做好嗎？（有）你也可以嗎？
(open-ended question)

the twelfth opening

- 23 (T) 雖然發生的討厭又令人生氣的事，但是他們有沒有彼此體諒？（有）你是否也有類似的經驗呢？ (open-ended question)

the thirteenth opening

- 24 (T) 前面才說明年見，其實心裡實際上卻不想再見面。這樣算不算說謊？為什麼？
(open-ended question)

the fourteenth opening

- 25 (T) 你有每天刷牙嗎？ (open-ended question)

四、閱讀後提問設計與參考答案

下列問題可以說完故事後再和學生討論，但是也可依個人習慣，在說故事的過程中，藉這些問題引導學生思考，同時提供與學生互動的機會。

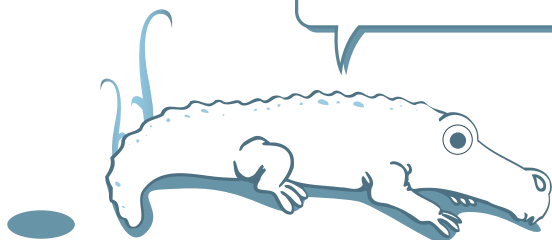
- 01 T Who likes to go to the dentist? Why? (It's an open-ended question.)
誰喜歡去看牙醫？為什麼？
- 02 T Who hates to go to the dentist? Why? (It's an open-ended question.)
誰不喜歡去看牙醫？為什麼？
- 03 T If you don't like to go to the dentist, what will you do on the dentist's chair? (It's an open-ended question.)
討厭去看牙醫的人，牙醫在幫你看牙的時候，你會怎麼辦？
- 04 T What kind of kids will you like if you are a dentist? (It's an open-ended question.)
如果你是牙醫的話，你會喜歡什麼樣的小孩？
- 05 T In the story, what kind of boys or girls will the dentist like to see? (It's an open-ended question.)
故事中的牙醫也很不想看到鱷魚，你覺得他會喜歡哪一種小孩呢？
T 作者註：孩子多數比較在意別人如何影響自己，較少注意到自己也會影響別人。因此這個故事提醒孩子，感受常常是相互的。和人長期相處的過程中，當我們喜歡某人，常常對方也可能喜歡我們；相對的，當我們覺得某人很討厭時，對方也可能不喜歡我們。
- 06 T If you don't want to see the dentist, what will you do? (It's an open-ended question.)
如果不想常常去看牙的話，應該要怎麼做？

Class _____ Name _____ Number ()

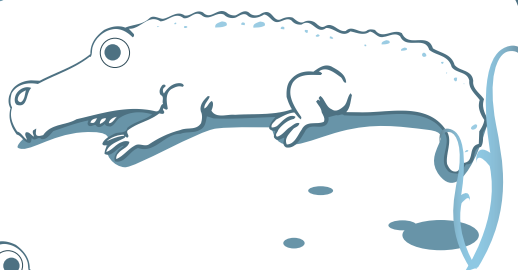
小朋友，鱷魚寶寶說什麼？請以單字庫中的單字完成這些句子。也請想想看當鱷魚寶寶說這些話的時候，他的表情是什麼？請你把他的表情畫出來。

Word Bank :
worst | brush | angry | forget | brave

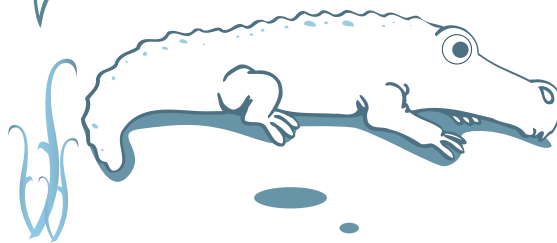
I must be _____.



I'm ready for the _____.

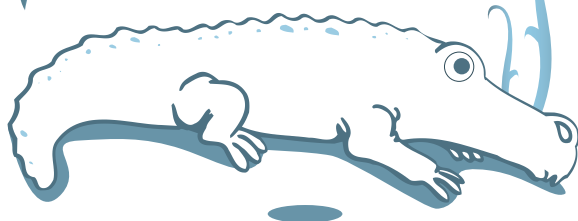
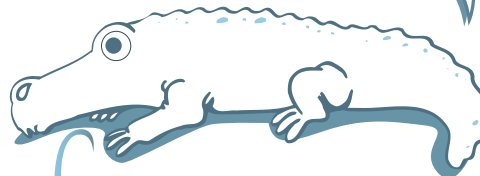


Ouch!



But getting _____
won't help.

So I must never _____
to _____ my teeth.



一、故事概要

作者 Author : David Shannon

繪圖者 Illustrator : David Shannon

出版者 Publisher : Scholastic

主題 Subject : Daily English

要旨 Main Idea /Theme : Kids often do things that are not allowed, but never forget to let them know we love them.

背景場合 Setting : home 家

主要角色 Main Characters : David and his mom David 和媽媽

英文大意 : This is about David who does all kinds of things that his mom does not allow him to do. However, what never changes is the love from his mom.

中文大意 : 以鮮豔豐富的色彩，簡單的筆觸畫出孩子各種不合宜的行為，爬得高高的、把自己弄得一身髒兮兮、滿地的玩具、在床上跳來跳去...而媽媽的反應可想而知，但不管 David 有多調皮，媽媽對孩子的愛還是永遠不變的！

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01
- T What is the little boy doing?
 - S He wants to get the fish tank.
 - T Is that OK?
 - S No.
 - T Why?
 - S Because it's dangerous.

- 02
- T How to say“ 不可以 ”in English?
 - S No. (讓孩子注意到書名)
 - T What's the name of this book?
 - S No, David!
(那下面好像也有一個 David 耶，但是他的名字比較長，帶學生唸 (David Shannon!)

- 03
- T Who is David Shannon?
 - S The one who writes this book. (帶出作者是 David Shannon !)

- 04
- T Who draw the picture?
 - S David Shannon.

- 05
- T 請小朋友猜猜 David Shannon 是怎樣的一個人？還可以介紹一下，書封面有四個基本成員：書名、作者、繪者和圖。

老師們在說 “No, David!” 這個故事的時候，聲調和語氣要隨著媽媽的感受做變化。在最後一頁，當 David 媽媽說 “Yes, David...I love you!” 記得聲調和語氣要換成柔和感性的聲音，相信會讓學生們更能融入故事的情境！

三、閱讀中提問設計與參考答案

在說 “No, David!” 這個故事時，老師們可以反覆問小朋友下面這幾個問題時，老師們可以反覆問小朋友下面這幾個問題（學生的回答以第一個情境為例）：

- 01 T What is David doing?
S He wants to get the cookie jar.
- 02 T Is that OK?
S No!
T Why?
S Because he might get hurt.
- 03 T What does David’s Mom say?
S No. David !
- 04 T Did you act like David, when you were little?
S Yes! When I was little, I like to jump on the sofa...

四、閱讀後提問設計與參考答案

- 01 T Which page is your favorite? Why?
S I like David jumping on the bed. Because I like to jump on the bed, too.
- 02 T Do you remember what David did in the story ?
S He broke the vase.
- 03 T Why did David sit in the corner at the end of the story?
S Because David was not a good boy.
T Did David do anything wrong?
S Yes. He played with his food.
- 04 T Why did David’s mom keep saying “No, David, No!”?
S Because what David did is not safe....
T Why did mom want David to behave himself?
S Because David is too naughty.
- 05 T What does this story want to tell us?
S Be a good kid. / Mom will always love us.

最後，請學生分享小時候有沒有類似 David 的成長經驗作結束。

在重唸 “No, David!” 時，可以請學生一起加入來說這個故事，每當學生看到你的手舉起來，就請他們說 “No, David, No!” 相信他們會聽得更起勁與投入。

五、閱讀後活動

01

剛開學接班級要訂定班規時，是非常合適講這個故事！和學生討論班規制定，完成學習單，並上台發表。讓班上同學瞭解，難免都會有同學像 David 一樣調皮忘記遵守班規，但是老師就像 David 的媽媽還是會原諒犯錯的小朋友！同學之間要互相友愛、包容、提醒！避免一直告狀、生氣。

02

請老師們先翻開 David 滿嘴都是食物的那一頁，再請學生看看 David 在家都愛吃哪些食物呢？請學生回家從報紙或雜誌上隨意剪一些食物的圖片，貼到 David 的嘴巴裡（附件二）。老師們可以讓學生以組為單位進行這個活動。請學生們分析一下各組的 David 吃的食物有沒有包括六大類食物呢？和學生一起討論哪些食物是只有熱量而營養價值低？哪些食物有營養，又對身體健康有幫助呢？

Class _____ Name _____ Number ()

No!

想一想發生甚麼事情
會讓老師抓狂呢？
把你印象最深刻
那一次畫下來，
然後在上面
寫上大大的
No!

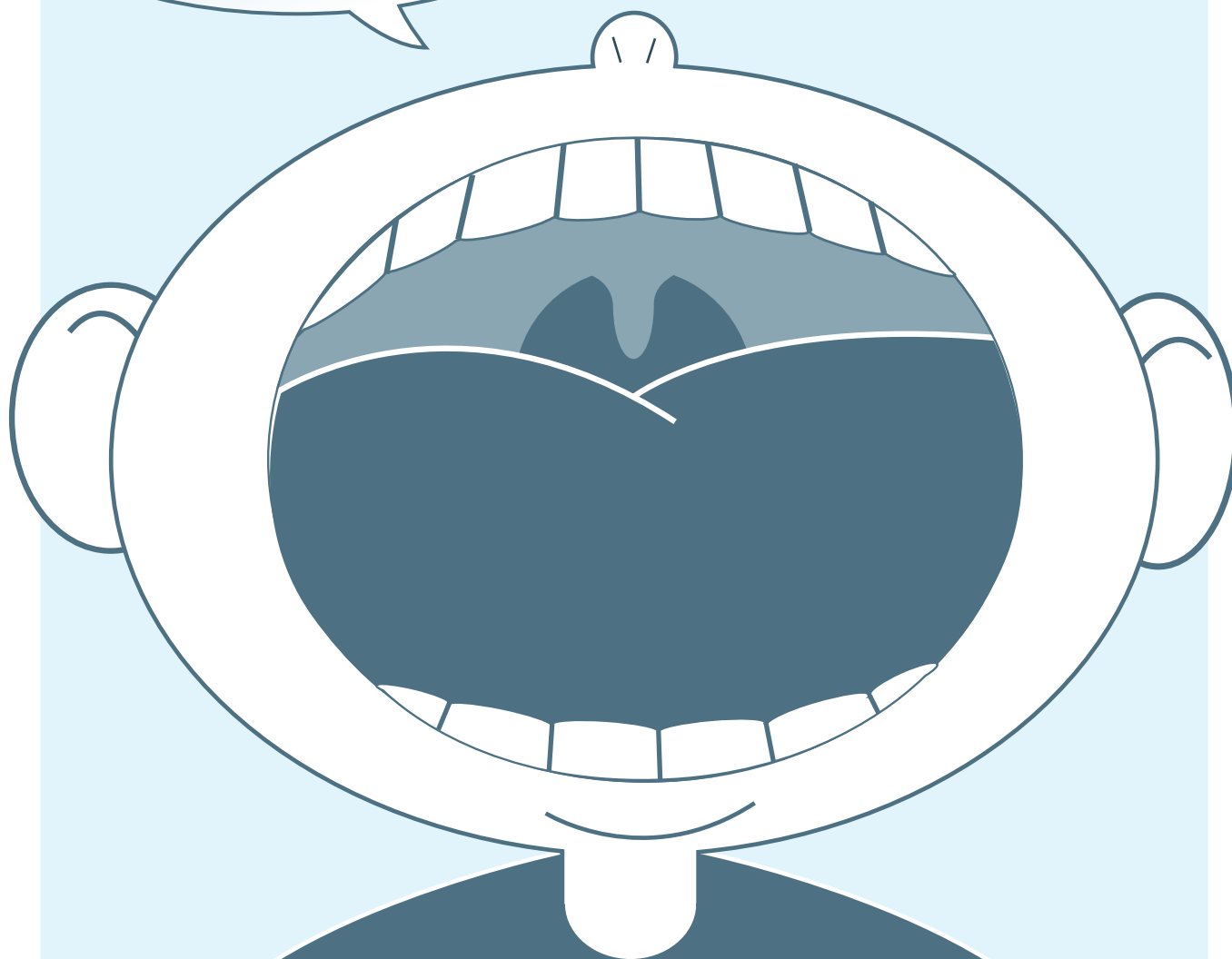
No, _____ !



Class _____ Name _____ Number ()

Food I like!

小朋友請你從報紙或雜誌上剪一些
食物的圖片，然後貼到 David 的大
嘴巴裡！



nutritious food: _____

junk food: _____

Unit
23

David Goes to School

Daily English

一、故事概要

作者 Author : David Shannon

繪圖者 Illustrator : David Shannon

出版者 Publisher : Scholastic

主題 Subject : Daily English

要旨 Main Idea / Theme : Proper behavior in school.

背景場合 Setting : school 學校

主要角色 Main Characters : David, his teacher, and his classmates

英文大意 : This is a sequel to “No, David”. David is old enough for school now. And it’s his teacher’s turn to say “No, David” as David learns the school rules. Will he behave himself, and be a model student in school?

中文大意 : 本書為“*No, David*”的續集。David 已經到了要上學的年紀了，可是調皮的他卻常做出違反學校規定的事情。這次換學校裡的老師開始對他說“不可以這樣”、“不可以那樣”了。David 能牢記學校的規矩，做個好學生嗎？

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T Look at the cover. What do you see?
S I see a boy playing with a paper airplane.

- 02 T Look at the title “David Goes to School”. Have you seen David before?
S Yes, as in “No, David” or “David Gets in Trouble”.

- 03 T Where is David? How do you know?
S He’s in school. / He’s in a classroom.
There is a blackboard. The word “School” in the book title is a clue.

三、閱讀中提問設計與參考答案

Page: "David's teacher always said...No, David!"

- 01 T Why can't you yell in class?
 S It's noisy.
- T Why can't you run in the halls?
 S It's dangerous. You may bump into others.

Page: "David! You're tardy!"

- 02 T Why is David hiding behind the door?
 S He's afraid to come in. He's shy.
- T "Tardy" means late. Have you been late for school?
 S Yes. / No.

Page: "Sit down, David!"

- 03 T What is David doing?
 S He's making funny faces.
- T See the piece of chalk in his hand? What do you think he should be doing?
 S He should answer the math questions on the blackboard.

Page: "Don't chew gum in class!"

- 04 T What is that pink stuff in David's mouth?
 S It's chewing gum.
- T What happens if you play with chewing gum like David?
 S Your hand gets sticky.

Page: "David, raise your hand!"

- 05 T What do you think just happened?
 S The teacher asked a question and David answered without waiting for his turn.
- T Why would you raise your hand in class?
 S To ask questions or to answer teacher's questions. To get teacher's attention.

Page: "Keep your hands to yourself!"

- 06 T What subject are they studying?
 S They're studying art.
- T What is David trying to do?
 S He's trying to pull the girl's hair.

Page: "Pay attention!"

- 07 T What is David doing?
 S He's watching the clouds. He's daydreaming.

Page: "Keep your hands to yourself!"

- Ⓙ What are they doing?
- 08 Ⓢ They are waiting for lunch.
- Ⓙ David didn't wait for his turn. What do you think the other kids feel about it?
- Ⓢ The other kids are angry.

Page: "I don't care who started it!"

- Ⓙ What just happened?
- 09 Ⓢ They had a fight. / They had a food fight.
- Ⓙ Why does the teacher say she doesn't care who started it?
- Ⓢ Because both boys are at fault.

Page: "David! Recess is over!"

- 10 Ⓙ What happened?
- Ⓢ David didn't hear the class bell. He's still playing after class starts.

Page: "Shhhhh!"

- Ⓙ Where are they?
- 11 Ⓢ They're in the library.
- Ⓙ Can you shout or make loud noises in the library?
- Ⓢ No, you have to be quiet in the library.

Page: "Again?!"

- Ⓙ What does David want?
- 12 Ⓢ He wants to go to the washroom.
- Ⓙ Why does the teacher say "again"?
- Ⓢ David doesn't go to the washroom during recess so he needs to go during class.

Page: "That's it, Mister! You're staying after school!"

- Ⓙ What is David doing?
- 13 Ⓢ He's drawing on the desk.
- Ⓙ How's the teacher feeling?
- Ⓢ She's very angry.

Page: "David, have you finished?"

- Ⓙ What did the teacher ask David to do?
- 14 Ⓢ The teacher asked David to clean all the desks in the classroom.
- Ⓙ Are the desks clean now?
- Ⓢ Yes, they are shiny.

Page: “Good job, David!”

- 15 T What does the teacher feel about David now?
 S She’s happy that David is a good boy now.
- T What did the teacher give David?
 S A sticker. / A cookie. / A reward.

Page: “Yes, David...You can go home now.”

- 16 T How does David feel?
 S He’s happy.
- T What are his classmates doing?
 S They are waiting for him.

四、閱讀後提問設計與參考答案

- 01 T Do you think David is a good student?
 S No, he’s not. / Yes, he is now.

- 02 T What do you think about David?
 S He’s funny. / He’s annoying. / He’s naughty.

- 03 T Take a closer look at the page when David is not paying attention in class. What is he thinking about?
 S Dinosaur. / Food. / Fried chicken.
- T Do you think the clouds really look like that?
 S No, it’s David’s imagination.

- 04 T Take a closer look at the page when the students are waiting in line for lunch. What are they having for lunch?
 S Spaghetti and meatballs. / Milk. / Mashed potato.

- 05 T Take a closer look at the drawings David made on his desk. What do you see?
 S A dog. / Alien and UFO. / David himself. / David’s classmate. (The girl who sits beside him in class.)

- 06 T What grade do you think David is in? Why?
 S He’s in grade one. He’s just learning the school rules. The math questions on the blackboard are easy.

Class _____ Name _____ Number ()

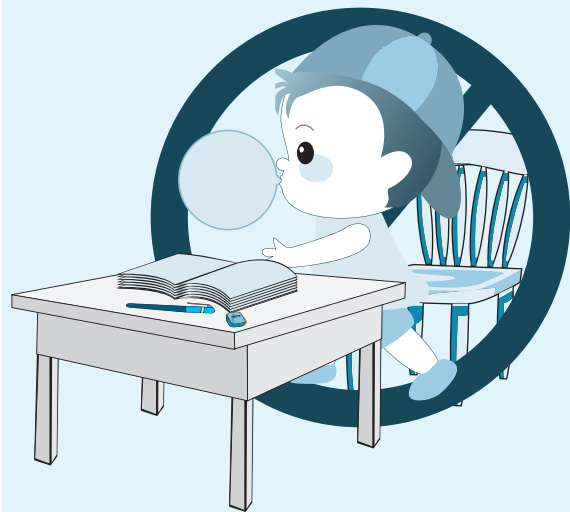
Read and Write 請依圖片內容，填寫適當的句子。

No running in the halls.

Raise your hand.

Don't chew gum in class.

No yelling.



Class _____ Name _____ Number ()

Unscramble the Sentences. 句子重組。

01

school to David goes .

02

in the No halls . running

03

Don't in gum chew class !

04

you ? Have finished

05

now home . You go can

Class _____ Name _____ Number ()

What are the rules in your class?
What does your teacher always say?

Write them down.

C I a s s R u l e s

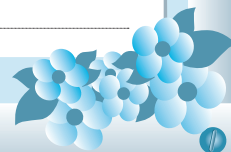
01

02

03

04

05



解 答 篇

unit.1

My Dad

- 01 Choose the adequate noun 選出合適的字詞 參考答案：1 4 2 3 6 5 7
- 02 請寫出故事中的句子 參考答案：4 2 1 3 5
- 03 練習用英文句子“I love...”把故事中的角色人物替換成其他家人
參考答案：1. I love my mother. 2. I love my sister. 3. I love my brother.
4. I love my grandfather. 5. I love my grandmother.

unit.2

Whose Mouse Are You?

unit.3

Handa's Surprise

- 01 Match the right food to the right animals 參考解答：2 1 6 5 7 4 3

unit.4

Eat Your Peas

unit.5

White Rabbit's Color Book

unit.6

One Yellow Lion

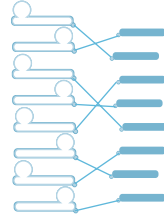
unit.7

A Polar Bear Can Swim

unit.8

Dear Zoo

- 01 Match the sentences 參考答案 :



- 02 Read and write 參考答案 : 1. an elephant 2. a giraffe 3. a lion 4. a camel
5. a snake 6. a monkey 7. a frog 8. a puppy

- 03 Make a Story Hamburger 參考答案 :

- ① Topic: Dear Zoo
- ② Detail: I wrote to the zoo to send me a pet. They sent me an elephant, a giraffe, a lion, a camel, a snake, a monkey, and a frog.
- ③ Detail: He was too big, too tall, too fierce, too grumpy, too scary, too naughty and too jumpy. I sent them back.
- ④ Concluding Sentence: They thought vary hard and sent me a puppy. He was perfect. I kept him.

unit.9

Across the Stream

- 01 Number the sentences in the correct order 參考答案 : 2 4 6 5 1 3

- 02 請寫出故事中相同押韻的字
參考答案 : 1. Cluck, luck, duck. 2. kind, mind. 3. Quack, back. 4. dream, strea

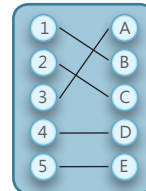
- 03 練習用英文句子 “I see...” 把故事中的動物或東西寫下來
參考答案 :

1. I see a hen and three chicks. 2. I see a fox. 3. I see a butterfly.
4. I see an owl. 5. I see a bird and a grasshopper. 6. I see a fish and a frog. 7. I see a duck and three ducklings.

unit.10

Have You Seen My Duckling?

01 Match the sentences and the pictures 參考答案 :



02 I've seen the missing duckling 參考答案 :



unit.11

Does a Kangaroo Have a Mother, Too?

unit.12

Click, Clack, Moo Cows That Type

unit.13

Mrs. Smith's Crocodile

01 Fun Activities after Reading the Story
參考答案 : 1.lion 2.monkey 3.dog 4.cat 5.pig 6.elephant 7.rabbit

02 Number the sentences in the correct order.
參考答案 :

6	4
5	1
2	3

03 參考答案 : 1. He ate a bird. 2. He ate a cat. 3. He ate a dog.

03 字母重組 參考答案 : 1. fish. 2. bed 3. cat 4. teeth

unit.14

The Grouchy Ladybug

unit.15

This is the Way We Go to School

01 Kids around the world go to school

- 參考答案：
- 01 Egypt , walks
 - 02 China , by bike
 - 03 U.S.A , by cable
 - 04 Italy, by vaporetto
 - 05 Norway, on skis

01 Rhyming Bikes 參考答案：

wo/do, slow/grow, rule/school, far/car, Perry/Ferry, Jill/hill, Miguel/El, plain/Jane, Molley/trolley, Benedetto/vaporetto, cool/school, play/away, sail/vale, train/chain, Joe/radio, Ling/Nanjing, sky/dry, boat/afloat, stride/countryside, line/fine



unit.16

Love You Forever

unit.17

Ella Sarah Gets Dressed

01 Color the pictures 參考答案：2 4 6 3 1 5 9 7

unit 18

Joseph Had a Little Overcoat

01 找出圖片所示的單字 參考答案：

- 01 (Over,Down,Direction)
- 02 BUTTON(1,9,SE)
- 03 HANDKERCHIEF(1,2,SE)
- 04 HAT(12,10,W)
- 05 JACKET(7,11,NW)
- 06 NECKTIE(7,15,W)
- 07 OVERCOAT(4,2,E)
- 08 PANTS(10,5,NE)
- 09 SCARF(9,5,NE)
- 10 SHIRT(10,1,W)
- 11 VEST(13,14,N)



02 依照圖示寫出故事中所看到的衣物單字 參考答案：

1. scarf 2. vest 3. necktie 4. handkerchief 5. jacket 6. button
7. overcoat 8. shirt 9. hat 10. boots

03 寫出下列動詞的過去式 參考答案：

1. had 2. was 3. danced 4. got 5. lost 6. visited 7. drank 8. made
9. used 10. sang 11. went 12. had

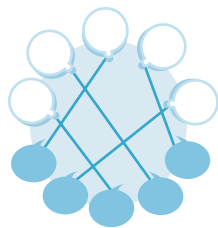
04 依照故事內容，填入適當的字句參考答案：

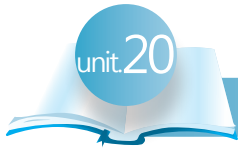
1. overcoat; old; jacket; went 2. little jacket; old; worn; made; vest;
danced 3. had a little vest; got old and worn; made a scarf out of
it; sang 4. Joseph had a little scarf; got old and worn; he made a
necktie out of it; went to visit married sister in the city(第五題以後答案
請參閱故事書內容)

unit 19

Excuse Me!

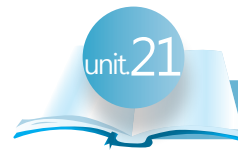
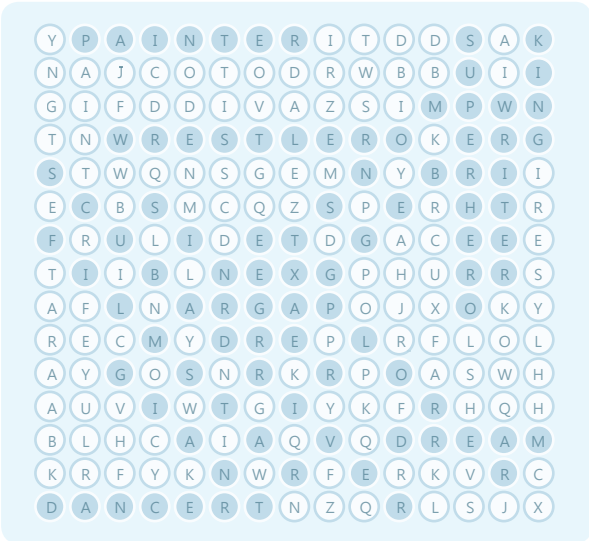
01 Connect 參考答案：





Willy the Dreamer

01 Willy the Dreamer 參考答案 :



The Crocodile and the Dentist



No, David!



David Goes to School

- 01 Unscramble the Sentences 參考答案 :
 1. David goes to school. 2. No running in the halls. 3. Don't chew gum in class! 4. Have you finished? 5. You can go home now.
- 02 Fill in the Blanks 參考答案 :
 1. David 2. No 3. David 4. gum 5. raise 6. hand 7. library 8. funny
 9. friends 10. school 11 art
- 03 Write them down. 參考答案 :
 1. Be on time. 2. Bring your book and pencil box. 3. No eating and drinking in class. 4. Raise your hand before you speak.

附 錄

附 錄

主題閱讀資源書介紹

許多相關文獻道出，一本優良的繪本圖書通常具有兒童性、藝術性、傳達性及趣味性等特點（林敏宜，2000；邱淑雅，1996；張秀娟，2003；曾琬雯，2003；謝素函，2004）。另外 Henry & Simpson（2001）與黃承諄（2006）也指出，繪本圖書的特性是：容易閱讀、主題廣泛、寫作風格多元及富涵視覺藝術等。因此，我們可以說繪本圖書是一種以圖畫為主、以文字為輔，圖文相互詮釋的書，而且圖與圖之間必須連貫表達成一個故事，並且相互呼應，以製造故事的連貫性與整體性。

透過「臺北市 98 年度國小英語圖書融入英語教學現況探討」研究統計資料顯示，本市各校的英語教師對於繪本圖書的使用，無論是在「近 2 年英語圖書融入英語教學情況」、「近 2 年推動英語閱讀教學、活動情形」或是計畫實施的「推動英語圖書融入英語教學策略」，均占有很大的比例，表示本市英語教師對於繪本圖書教學是有很大大需求的。本書特別依照主題分類整理出一些圖書資訊，提供在基層第一線教學的英語教師參考使用。

本書所摘錄的圖書計分成個 12 主題，分別是“Alphabet”、“Numbers”、“Animals”、“Colors”、“Food”、“Parts of the Body”、“Clothes”、“School Life”、“Feelings and Emotions”、“Culture”、“Environmental Protection”及“More Books”。每本圖書列出書名、作者、出版社和建議使用年段（每本書的使用年段只是初步建議，教師使用時，應依照實際教學需求衡量）的資料，詳細內容呈現於後：

主題

1

Alphabet

- | | | | |
|---|---|---|---|
| 1 | <p>書名 Chicka Chicka Boom Boom</p> <p>作者 Bill Martin Jr. and John Archambault Lois Ehler</p> <p>出版社 Simon & Schuster</p> <p>適用年段 ★低 ★中 ☆高 年段</p> | 2 | <p>書名 Dr. Seuss's ABC</p> <p>作者 Dr. Seuss</p> <p>出版社 Random House Children's Books</p> <p>適用年段 ★低 ★中 ☆高 年段</p> |
| 3 | <p>書名 The Very Busy Spider</p> <p>作者 Eric Carle</p> <p>出版社 Price Stern Sloan</p> <p>適用年段 ★低 ★中 ☆高 年段</p> | 4 | <p>書名 I Spy ABC</p> <p>作者 Vivian French and Sally Holmes Sally Holmes</p> <p>出版社 Candlewick Pr</p> <p>適用年段 ★低 ★中 ☆高 年段</p> |
| 5 | <p>書名 The ABC Bunny</p> <p>作者 Wanda Gag Howard Gag</p> <p>出版社 University of Minnesota Pr</p> <p>適用年段 ★低 ★中 ☆高 年段</p> | 6 | <p>書名 Tomorrow's Alphabet</p> <p>作者 George Shannon Donald Crews</p> <p>出版社 Harpercollins Children's Books</p> <p>適用年段 ☆低 ★中 ★高 年段</p> |

主題

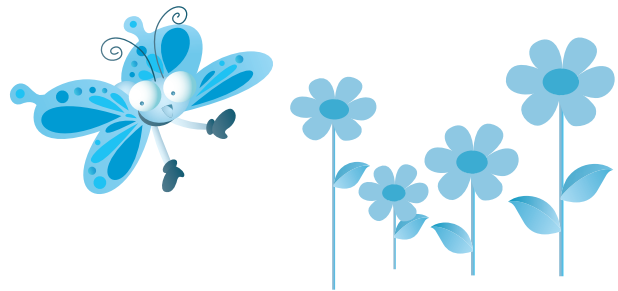
2

Numbers

- | | | | |
|---|--|---|--|
| 1 | <p>書名 Seven Blind Mice</p> <p>作者 Ed Young</p> <p>出版社 Penguin USA</p> <p>適用年段 ☆低 ★中 ★高 年段</p> | 2 | <p>書名 Who Stole the Cookies?</p> <p>作者 Judith Moffatt</p> <p>出版社 Bt Bound</p> <p>適用年段 ★低 ☆中 ☆高 年段</p> |
| 3 | <p>書名 Five Little Ducks</p> <p>作者 Penny Ives</p> <p>出版社 Child's Play Intl Ltd</p> <p>適用年段 ★低 ☆中 ☆高 年段</p> | 4 | <p>書名 Five Little Monkeys Jumping on the Bed</p> <p>作者 Eileen Christelow</p> <p>出版社 Houghton Mifflin</p> <p>適用年段 ★低 ★中 ☆高 年段</p> |
| 5 | <p>書名 What's the Time, Mr. Wolf?</p> <p>作者 Annie Kubler</p> <p>出版社 Child's Play Intl Ltd</p> <p>適用年段 ★低 ★中 ☆高 年段</p> | 6 | <p>書名 The Doorbell Rang</p> <p>作者 Pat Hutchins</p> <p>出版社 Bt Bound</p> <p>適用年段 ★低 ★中 ☆高 年段</p> |
| 7 | <p>書名 Numbers, Numbers Everywhere</p> <p>作者 Richard Northcott</p> <p>出版社 Oxford University Press</p> <p>適用年段 ★低 ★中 ☆高 年段</p> | | |

主題 3 Animals

- | | | | |
|----|---|----|--|
| 1 | <p>書名 Brown Bear, Brown Bear,
What Do You See?
作者 Bill Martin Jr. & Eric Carle
出版社 Henry Holt & Co
適用年段 ★低 ☆中 ☆高 年段</p> | 2 | <p>書名 Polar Bear, Polar Bear,
What Do You Hear?
作者 Bill Martin Jr. & Eric Carle
出版社 Henry Holt & Co
適用年段 ★低 ★中 ☆高 年段</p> |
| 3 | <p>書名 1,2,3 to the Zoo
作者 Eric Carle
出版社 Price Stern Sloan
適用年段 ★低 ☆中 ☆高 年段</p> | 4 | <p>書名 Walking Through the Jungle
作者 Julie Lacome
出版社 Candlewick Pr
適用年段 ★低 ☆中 ☆高 年段</p> |
| 5 | <p>書名 Dear Zoo
作者 Rod Campbell
出版社 Simon & Schuster
Children's Publishing
適用年段 ★低 ★中 ☆高 年段</p> | 6 | <p>書名 Does a Kangaroo Have a
Mother, Too?
作者 Eric Carle
出版社 Harpercollins Children's Books
適用年段 ★低 ★中 ☆高 年段</p> |
| 7 | <p>書名 The Mixed-Up Chameleon
作者 Eric Carle
出版社 Harpercollins Children's Books
適用年段 ☆低 ★中 ★高 年段</p> | 8 | <p>書名 Good Night, Gorilla
作者 Peggy Rathmann
出版社 Putnam Pub Group
適用年段 ★低 ☆中 ☆高 年段</p> |
| 9 | <p>書名 There Was an Old Lady
Who Swallowed a Fly
作者 Pam Adams
出版社 Child's Play Intl Ltd
適用年段 ★低 ★中 ★高 年段</p> | 10 | <p>書名 Click, Clack, Moo
Cows That Type
作者 Doreen Cronin Betsy Lewin
出版社 Simon & Schuster
適用年段 ☆低 ☆中 ★高 年段</p> |
| 11 | <p>書名 Cows in the Kitchen
作者 Airlie Anderson
出版社 Child's Play Intl Ltd
Children's Books
適用年段 ★低 ★中 ☆高 年段</p> | 12 | <p>書名 The Gruffalo
作者 Julia Donaldson Axel Scheffler
出版社 Putnam Pub Penguin USA
適用年段 ☆低 ★中 ★高 年段</p> |
| 13 | <p>書名 Do You Want to Be My Friend?
作者 Eric Carle
出版社 Bt Bound
適用年段 ★低 ★中 ☆高 年段</p> | | |



主題

4

Colors

- 1 **書名** Brown Bear, Brown Bear,
What Do You See?
作者 Bill Martin Jr. Eric Carle
出版社 Henry Holt & Co
適用年段 ★低 ☆中 ☆高 年段

- 3 **書名** Mouse Paint
作者 Walsh, Ellen Stoll
出版社 Harcourt Children's Books
適用年段 ★低 ★中 ☆高 年段

- 5 **書名** I Love Colors!
作者 Hans Wilhelm
出版社 Scholastic
適用年段 ★低 ☆中 ☆高 年段

- 2 **書名** Polar Bear, Polar Bear,
What Do You Hear?
作者 Bill Martin Jr.c Eric Carle
出版社 Henry Holt & Co
適用年段 ★低 ★中 ☆高 年段

- 4 **書名** Little Blue and Little Yellow
作者 Leo Lionni
出版社 Bt Bound
適用年段 ★低 ★中 ☆高 年段



主題

5

Food

- 1 **書名** The Very Hungry Caterpillar
作者 Eric Carle
出版社 Puffin
適用年段 ★低 ★中 ☆高 年段

- 3 **書名** Eat Your Peas
作者 Kes Gray Nick Sharratt
出版社 Harry N Abrams Inc
適用年段 ☆低 ★中 ☆高 年段

- 5 **書名** Handa's Surprise
作者 Eileen Browne
出版社 Candlewick Pr
適用年段 ☆低 ☆中 ★高 年段

- 2 **書名** Picky Nicky
作者 Cathy East Dubowski
Mark Dubowski
出版社 Price Stern Sloan
適用年段 ☆低 ★中 ☆高 年段

- 4 **書名** I Will Never Not Ever Eat a Tomato
作者 Lauren Child
出版社 Bt Bound
適用年段 ☆低 ★中 ★高 年段

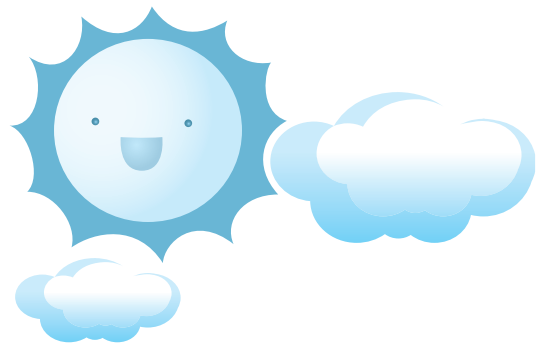


主題 6 Parts of the Body

1 書名 Go Away, Big Green Monster!
作者 Ed Emberley
出版社 Little Brown & Co
適用年段 ★低 ★中 ☆高 年段

2 書名 From Head to Toe
作者 Eric Carle
出版社 Harpercollins
適用年段 ★低 ★中 ☆高 年段

3 書名 The Gruffalo
作者 Julia Donaldson
Axel Scheffler
出版社 Penguin USA
適用年段 ☆低 ★中 ★高 年段



主題 7 Clothes

1 書名 Froggy Gets Dressed
作者 Jonathan London
Frank Remkiewicz
出版社 Penguin USA
適用年段 ☆低 ★中 ★高 年段

2 書名 Silly Willy
作者 Maryann Cocca-Leffler
出版社 Price Stern Sloan
適用年段 ☆低 ★中 ☆高 年段

3 書名 Joseph Had a Little Overcoat
作者 Simms Taback
出版社 Penguin USA
適用年段 ☆低 ★中 ★高 年段



主題

8

School Life

- 1 **書名** No, David!
作者 David Shannon
出版社 Scholastic
適用年段 ★低 ☆中 ☆高 年段
- 2 **書名** David Goes to School
作者 David Shannon
出版社 Scholastic
適用年段 ★低 ☆中 ☆高 年段
- 3 **書名** David Gets in Trouble
作者 David Shannon
出版社 Scholastic
適用年段 ★低 ☆中 ☆高 年段
- 4 **書名** This Is the Way We Go to School:
A Book About Children Around
the World
作者 Edith Baer & Steve Bjorkman
出版社 Bt Bound
適用年段 ☆低 ★中 ★高 年段
- 5 **書名** If You Take a Mouse to School
作者 Laura Joffe Numeroff Felicia Bond (ILT)
出版社 Harpercollins
適用年段 ☆低 ★中 ★高 年段

主題

9

Feelings and Emotions

- 1 **書名** How Are You Peeling?
Foods with Moods
作者 Saxton Freymann Joost Elffers
出版社 Scholastic
適用年段 ☆低 ★中 ★高 年段
- 2 **書名** I Love You Because You're You
作者 Liza Baker
David McPhail
出版社 Scholastic
適用年段 ☆低 ★中 ★高 年段
- 3 **書名** Guess How Much I Love You
作者 Sam McBratney
Jeram, Anita
出版社 Candlewick Pr
適用年段 ☆低 ★中 ★高 年段
- 4 **書名** Giving Tree
作者 Shel Silverstein
出版社 Harpercollins Children's Books
適用年段 ☆低 ☆中 ★高 年段
- 5 **書名** I'll Always Love You
作者 Hans Wilhelm
出版社 Bt Bound
適用年段 ☆低 ★中 ★高 年段
- 6 **書名** Love You Forever
作者 Robert N. Munsch
Sheila McGraw
出版社 Firefly Books Ltd
適用年段 ☆低 ★中 ★高 年段
- 7 **書名** When Sophie Gets Angry -
Really, Really Angry...
作者 Molly Bang
出版社 Scholastic
適用年段 ☆低 ☆中 ★高 年段

主題

10

Cultures

- 1 **書名** This Is the Way We Go to School: A Book About Children Around the World
作者 Edith Baer & Steve Bjorkman
出版社 Scholastic
適用年段 ☆低 ☆中 ★高 年段

- 3 **書名** Handa's Surprise
作者 Eileen Browne
出版社 Candlewick Pr
適用年段 ☆低 ☆中 ★高 年段

- 5 **書名** Hello! Good-bye!
作者 Alike
出版社 Harpercollins Children's Books
適用年段 ★低 ☆中 ☆高 年段

- 2 **書名** This Is the Way We Eat Our Lunch: A Book About Children Around the World
作者 Edith Baer & Steve Bjorkman
出版社 Scholastic
適用年段 ☆低 ☆中 ★高 年段

- 4 **書名** Yo! Yes?
作者 Christopher Raschka
出版社 Scholastic
適用年段 ★低 ★中 ★高 年段



主題

11

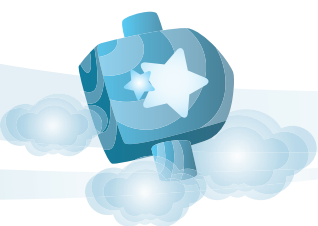
Environmental Protection

- 1 **書名** Recycle Every Day!
作者 Nancy Elizabeth Wallace
出版社 Scholastic
適用年段 ☆低 ☆中 ★高 年段

- 3 **書名** I Am Planet Earth
作者 Jean Marzollo
出版社 Scholastic
適用年段 ☆低 ★中 ☆高 年段

- 2 **書名** Dear Greenpeace
作者 Simon James
出版社 Walker Books
適用年段 ☆低 ☆中 ★高 年段

- 4 **書名** Let's Go to the Rainforest
作者 Fioma Kensol
出版社 Oxford University Press
適用年段 ☆低 ★中 ★高 年段



主題 12 More Books

- | | |
|--|---|
| <p>1</p> <p>書名 If You Give a Mouse a Cookie
作者 Laura Joffe Numeroff
Felicia Bond
出版社 Harpercollins Children's Books
適用年段 ☆低 ★中 ★高 年段</p> | <p>2</p> <p>書名 Too Noisy!
作者 Sonja Lamut
出版社 東西圖書
適用年段 ☆低 ★中 ☆高 年段</p> |
| <p>3</p> <p>書名 Today Is Monday
作者 Eric Carle
出版社 Putnam Pub Group
適用年段 ★低 ★中 ★高 年段</p> | <p>4</p> <p>書名 We're Going on a Bear Hunt Pop-Up Book
作者 Michael Rosen
Helen Oxenbury
出版社 Walker Books
適用年段 ★低 ★中 ☆高 年段</p> |
| <p>5</p> <p>書名 Piggybook
作者 Anthony Browne
出版社 Random House Children's Books
適用年段 ☆低 ★中 ★高 年段</p> | <p>6</p> <p>書名 Who Stole the Cookies from the Cookie Jar?
作者 Public Domain
Manning, Jane K.
出版社 Harpercollins Children's Books
適用年段 ★低 ☆中 ☆高 年段</p> |
| <p>7</p> <p>書名 Goodnight Moon
作者 Margaret Wise Brown
出版社 Harpercollins Children's Books
適用年段 ★低 ★中 ★高 年段</p> | <p>8</p> <p>書名 Whose Mouse Are You?
作者 Robert Kraus
Jose Aruego
出版社 Simon & Schuster
適用年段 ★低 ☆中 ☆高 年段</p> |
| <p>9</p> <p>書名 The Crocodile And the Dentist
作者 Taro Gomi
出版社 Millbrook Press
適用年段 ★低 ★中 ☆高 年段</p> | <p>10</p> <p>書名 Where the Wild Things Are
作者 Maurice Sendak
出版社 Harpercollins Children's Books
適用年段 ☆低 ★中 ★高 年段</p> |
| <p>11</p> <p>書名 The Snowman
作者 Raymond Briggs
出版社 Random House Children's Books
適用年段 ☆低 ★中 ★高 年段</p> | <p>12</p> <p>書名 It Looked Like Spilt Milk
作者 Charles G. Shaw
出版社 Bt Bound
適用年段 ☆低 ★中 ☆高 年段</p> |
| <p>13</p> <p>書名 Coco Can't Wait!
作者 Macmillian McGraw Hill
出版社 Scholastic
適用年段 ☆低 ★中 ☆高 年段</p> | |

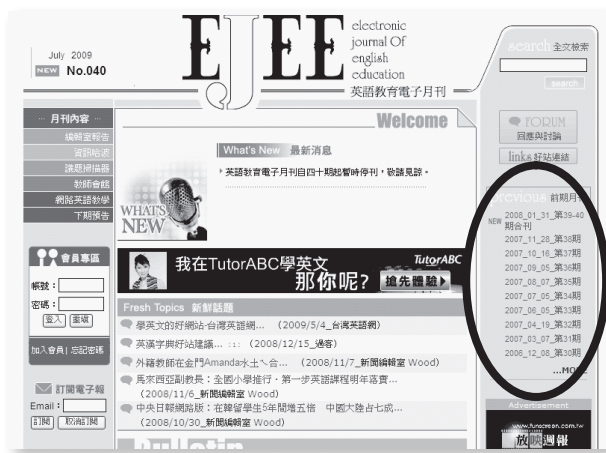
繪本資源網站介紹

不少學校的繪本閱讀推行計畫裡提到了學習單的製作，以及運用網路資源來豐富教學內容。在此提供一些繪本網站資源介紹，希望能助老師們一臂之力。網路資源不斷地在更新，連結也有可能異動，所以會不定時在「臺北益教網」提供更多、更新的英語教學相關網站資源給大家，請從首頁點選「教學資源」去做搜尋。也歡迎老師多利用「臺北益教網」這個平台，互相交換資訊，讓大家成為彼此在教育領域上的好夥伴。



EJEE 英語教育電子月刊

<http://ejee.ncu.edu.tw/index.asp>



EJEE 英語教育電子月刊由教育部研發會委託國立中央大學英文系林文淇副教授發行，雖然自四十期起因經費短缺的關係停刊，但是這四十期電子月刊所蒐集之英語教學相關資訊及討論議題相當豐富且多元，內容除了英語教育政策，還包含英語教學實務以及英語教學理論。因為要求投稿作者必須是現職英語教師，或具備國內英語教師資格者，所以實務性相當高，且不像國外發行的期刊文章會有因大環境背景不同，無法將教學方式直接如法炮製的遺憾。

要瀏覽前期月刊的話，請從首頁右側，框框圈起處去點選月刊，或利用右上角的全文檢索功能搜尋。例如，在第二十二期的文章裡，有篇專題訪問，「語言與文化的彩色世界 -- 專訪台南大學鄒文莉老師」，內容提及繪本裡簡潔且淺顯的文字，搭配豐富的插圖及故事性，可以大大提升學童的學習興趣。

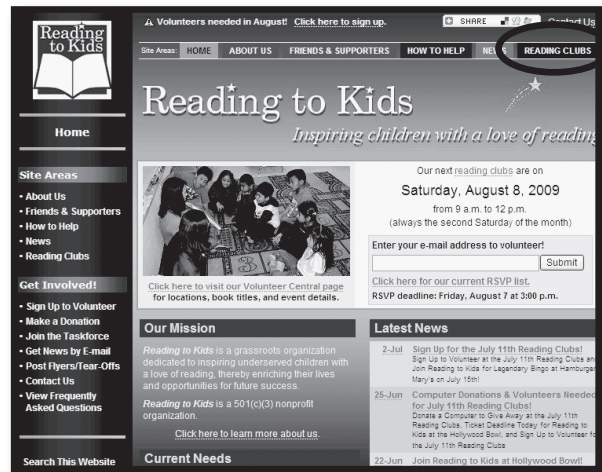




Reading to Kids

<http://readingtokids.org/Home/main.php>

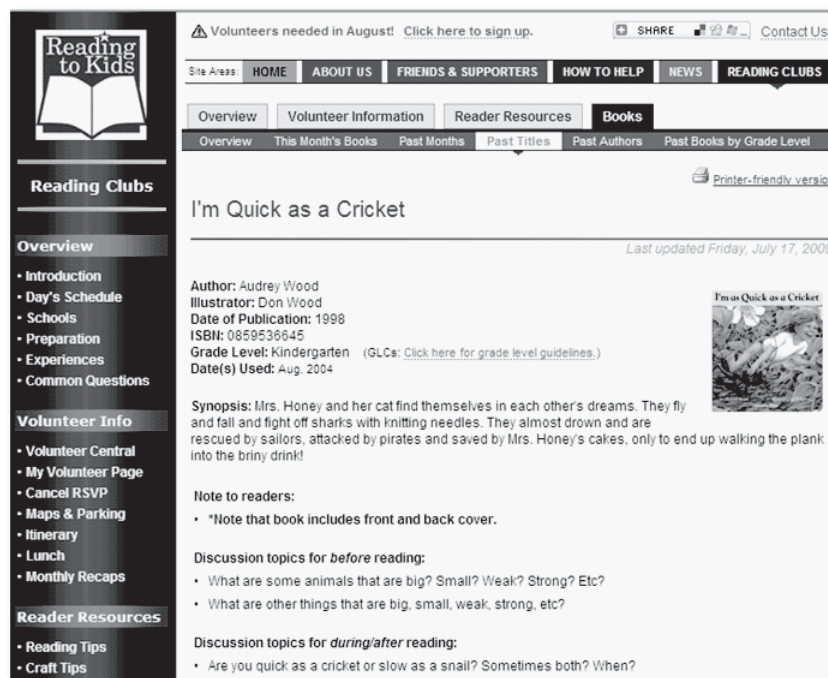
Reading to Kids 是美國洛杉磯地區正在推行的一個閱讀活動，該活動招募了資金及義工來替弱勢族群的孩子們講故事，也輔導這些孩子的父母如何鼓勵孩子閱讀，希望能藉此培養這些孩子對閱讀的興趣，進而提升這些孩子未來的競爭能力，讓他們能脫離貧困的生活。除了招募資金及義工，這個網站還兼具教導義工們如何讓孩子愛上閱讀的重責大任，所以提供了許多講故事的技巧及可以搭配閱讀的各類教學活動。



先點選首頁右上角的“Reading Clubs”按鈕，進入新畫面後再點選“Reader Resources”即可看到“Reading Tips”及“Craft Tips”等資訊。



也可以點選“Books”，再依作者或書名去尋找針對那本書的閱讀教學建議。例如，針對“I’m Quick as a Cricket”這本書，網站裡建議先引導孩子討論有哪些動物的體型較大或較小；讀完繪本後可以引導孩子依照繪本內容來形容自己。





Kiz Club

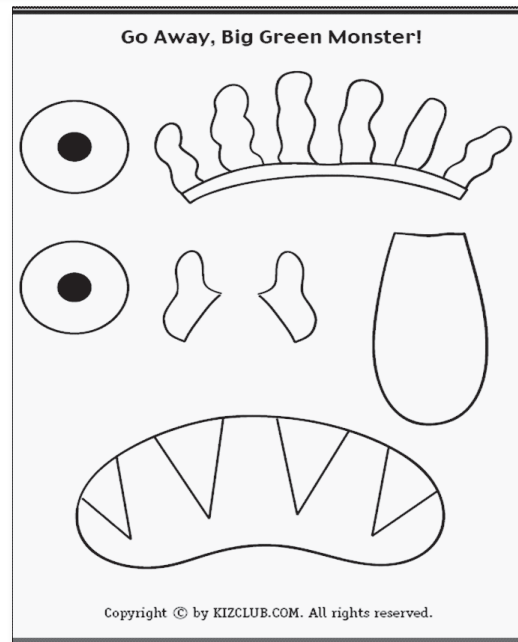
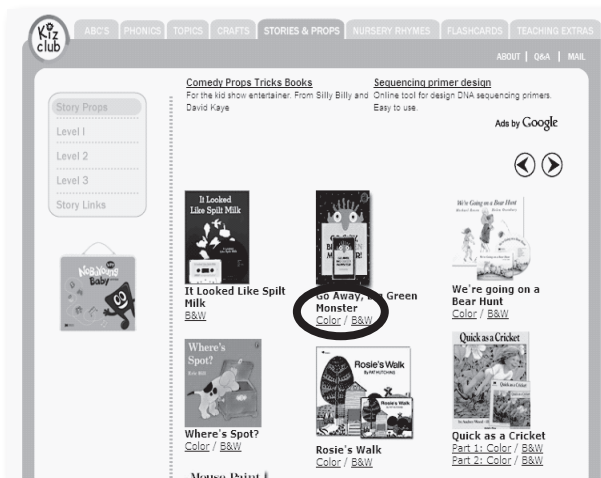
<http://www.kizclub.com/index.html>

Kiz Club 是一個韓國教學資源網站，裡面提供了不少英語課可利用的教材內容，例如：字母教學、自然發音法、主題活動學習單等。



和閱讀活動較相關的除了數十個電子讀本以外，最能搭配繪本教學的就非那些著名繪本的圖檔莫屬了！（請點選網站首頁的 Stories & Props 項目。）

而且，老師還可以選擇彩色或黑白列印，不論是閃示卡的製作或學習單的設計上都能幫老師省了不少麻煩。

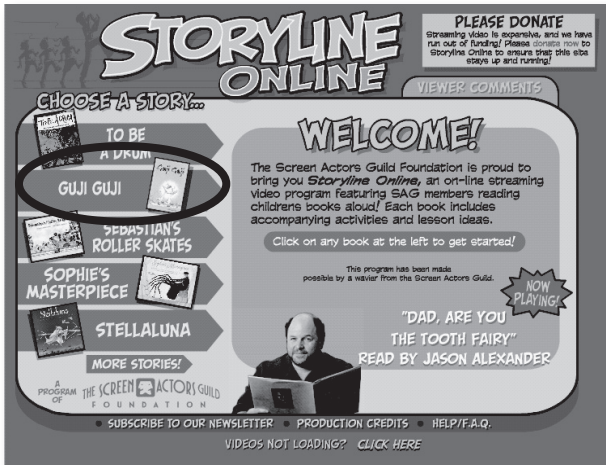


因為這些圖檔屬於 pdf 格式，老師除了要先安裝 Adobe Reader 程式，可能還要稍微等一下才看的到圖檔喔！沒有 Adobe Reader 的話，網站會先指示老師下載並且安裝該程式，請跟著步驟執行即可。



Storyline Online

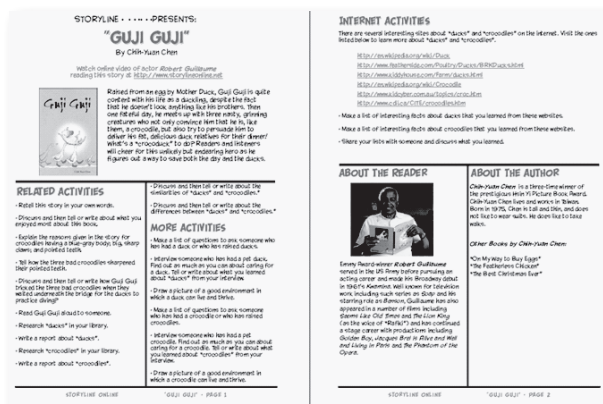
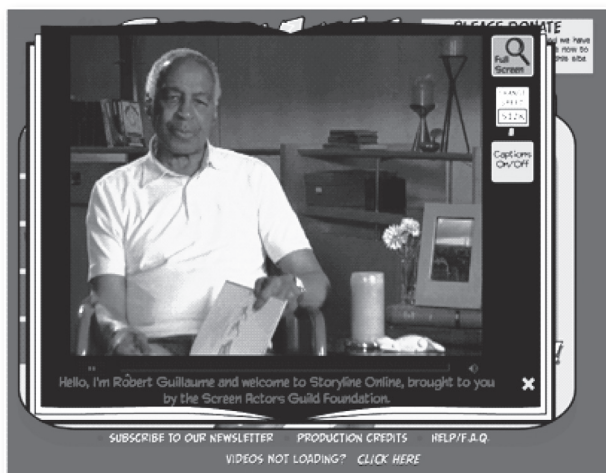
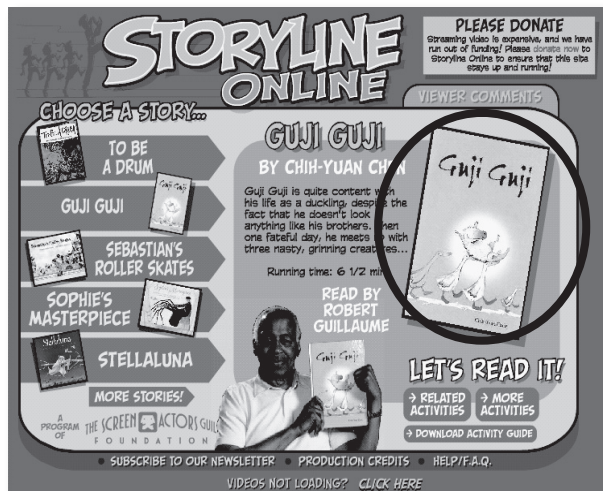
<http://www.storylineonline.net/>



這個網站是由美國的演員工會製作的，邀請眾多演員為孩子們說故事，並且提供了搭配的教學活動及指引。演員豐富的肢體語言及充滿情感的口語表達能力，讓繪本裡的角色從書裡跳脫出來。挑選好繪本後，請點選繪本封面，接著依照網路連線頻寬挑選影片畫質即可。

進入影片後，可以選擇是否要以全螢幕的模式播放，以及是否要有字幕出現等功能。故事影片可以隨時暫停，方便老師進行解說或教學活動。如果影片因頻寬不夠而有常中斷的現象，也可以隨時更換頻寬，讓影片進行的更順暢。

這個網站裡所收錄的繪本會陸續增加，所以別忘了常回來逛逛，看看添加了哪些繪本。不過，正如網站首頁的聲明，提供這類的線上影音服務需要不少資金，喜歡的話，不妨以實際行動贊助這個網站，好讓它能繼續經營下去。

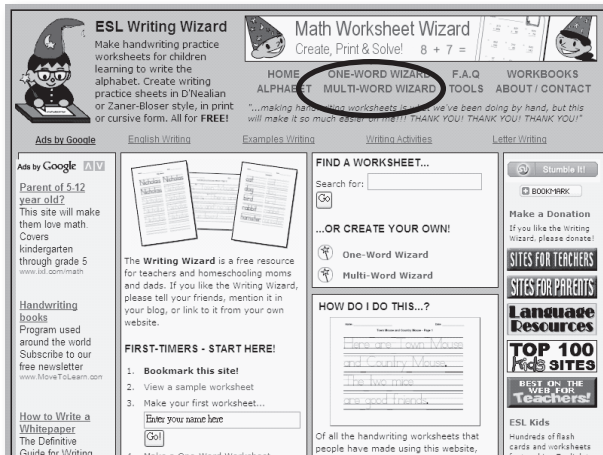




ESL Writing Wizard

<http://www.writingwizard.longcountdown.com>

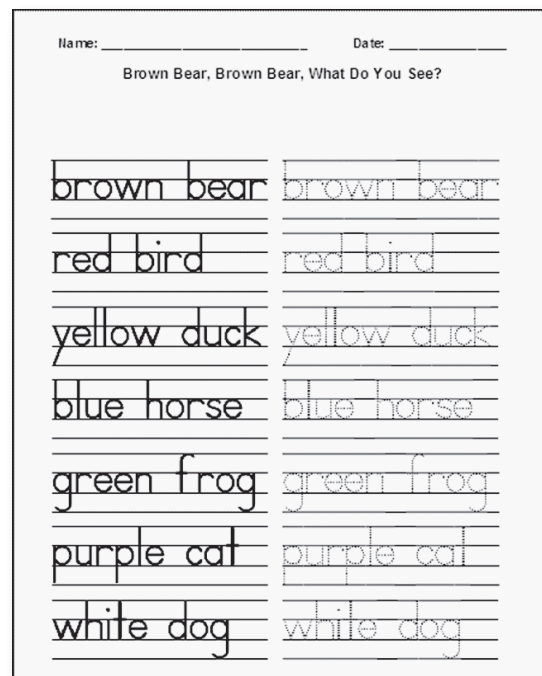
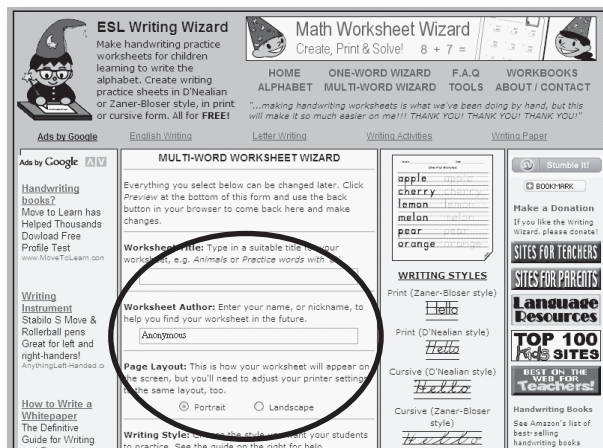
如果教學對象年紀較小，老師想在設計的學習單上提供描寫範例的話，這個 ESL Writing Wizard 可以幫老師解決不少麻煩。



第一步驟：先選擇學習單裡只要練習一個字或不只一個，前者的話請點選 One-Word Wizard，後者的話請點選 Multi-Word Wizard。

第二步驟：依序在欄位裡輸入學習單名稱及老師的大名，然後挑選學習單版面 (Portrait 直向或 Landscape 橫向)。接下來的選項請參考箭頭所指的範例自行選擇描寫字型、字體大小、及線條型式。

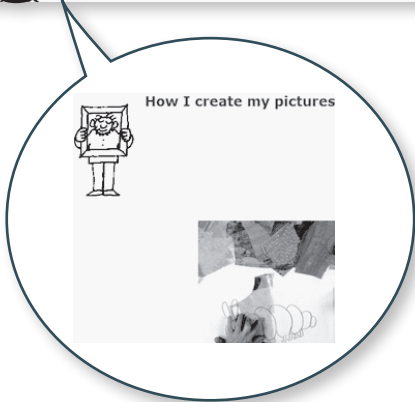
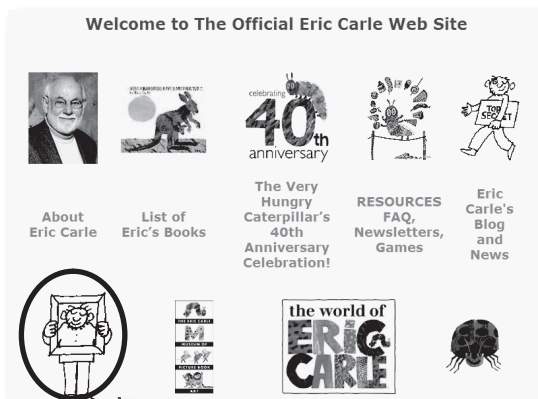
第三步驟：在接下來的欄位裡填入要學生練習描寫的單字或句子，再點選下方的“Preview or Finish” 按鈕就大功告成囉！如果老師選的是最大的字體，一張學習單裡可以放七行單字。





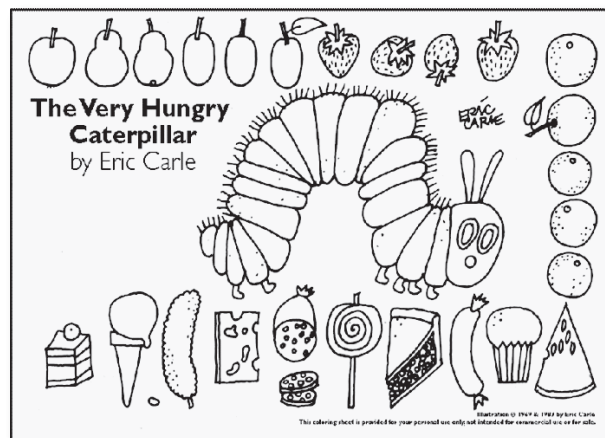
The Official Eric Carle Web Site

<http://www.eric-carle.com/home.html>



使用 “The Very Hungry Caterpillar” 繪本進行教學時，別忘了去 “Resources, FAQ, Newsletters, Games” 下載 coloring page 喔！

許多學校所提出的書單都有 Eric Carle 大師的作品，因為內容淺顯易懂、詞句重複性高、且色彩鮮艷，用在英語教學上，真是再適合不過了。大家知道 “The Very Hungry Caterpillar” 這本書已經有四十歲了嗎？而且它在全世界分別以 47 種不同語言發行喔！點選首頁左下角的 “Photo and Video Gallery” 可以連結到許多珍貴的照片喔！由大師親自介紹並示範這些繪本的製作過程。別忘了一窺 Eric Carle 大師的工作室喔！



另外，網路上還可以找到許多 Eric Carle 大師受訪的影片，甚至可以聽大師親自唸自己的作品給孩童聽喔！簡單幾個動作便可以請到 Eric Carle 大師來現身說法，只要在 YouTube 網站 (<http://youtube.com>) 輸入 Eric Carle 進行搜尋就行啦！



Education Place: Graphic Organizers

<http://www.eduplace.com/graphicorganizer/>

HOUGHTON MIFFLIN HARCOURT
Education Place
Educators Home > Resources: Graphic Organizers

Classroom Resources

Graphic Organizers

Help with Opening PDF Files

ESPAÑOL

Help your students children classify ideas and communicate more effectively. Use graphic organizers to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming. Select a Graphic Organizer from the following list of links.

Clock	Cluster/Word Web 1	Cluster/Word Web 2	Cluster/Word Web 3
Describing Wheel	E-Chart	Fact and Opinion	Five W's Chart
Flow Chart	Four-Column Chart	Garden Gate	Goal-Reasons Web
Ice-Cream Cone	Idea Rake	Idea Wheel	Inverted Triangle
ISP Chart (Information, Sources, Page)	KWL Chart	KWS Chart	Ladder
Problem-Solution Chart	Observation Chart	Persuasion Map	Planning Chart
Spider Map	Sandwich	Sense Chart	Sequence Chart
Story Map 3	Step-by-Step Chart	Story Map 1	Story Map 2
Time-Order Chart	T-Chart	Ticktacktoe	Time Line
	Tree Chart	Venn Diagram	

Graphic Organizer (閱讀網絡圖) 運用各類圖表來協助整理思緒及邏輯，非常適合運用在閱讀上。除了可以用來說明故事的發展程序，也可以用來做人、事、物的比較。圖表也可以運用在寫作上，協助學生擬定文章大綱。在這個網站提供了各類 Graphic Organizer 圖表供老師運用在教學上，而且操作簡單，只要點選圖表名稱就可以了。

在此提供幾個較常運用在閱讀教學上的圖表供大家參考。

1. Flow Chart: 說明事件發展先後順序。

Name _____ Date _____

Flow Chart
Write your topic at the top. List steps or events in time order.

Topic:

1.

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2. Story Map: 說明故事場景、時代、角色、及故事劇情。(網站裡有三種不同型式的 Story Map)
3. Five W's Chart: 簡單說明故事裡的五大元素 what, who, why, when, 以及 where
4. Venn Diagram: 說明兩項事物之間相同以及相異之處。

Name _____ Date _____

Story Map 1
Write notes in each section.

Setting:	Time:	Place:
2.		
↓		
Characters:		
↓		
Problem:		
↓ ↔		
Plot/Events:		
Resolution:		

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Name _____ Date _____

Five W's Chart
Fill in each row with details that answer the question.

What happened?	3.
Who was there?	
Why did it happen?	
When did it happen?	
Where did it happen?	

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Name _____ Date _____

Venn Diagram
Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

4.

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國小英語補救教學教材

出版者／臺北市政府教育局

發行人／康宗虎

指導委員／林信耀、曾燦金、馮清皇、謝麗華、諶亦聰

指導教授／楊麗中

輔導督學／湯瑞雪

編輯單位／臺北市士林區天母國民小學

臺北市國民教育輔導團國小英語組

總編輯／王慧珠

執行編輯／章菁、黃心怡、李奕寬

編輯群／王默君、沈佩玲、林淑惠、殷泰宜、高婉妃、張孝慈、張齡心、
陳幼君、陳健豪、楊珩、葉美萍、鄭茜文（依姓氏筆畫順序）

印刷／大鈺美術印刷有限公司

電話／02-2502-5196

出版日期／2010年11月

國家圖書館出版品預行編目資料

English Easy Go V : 臺北市國民小學
英語補救教材. 99年度 / 王慧珠總編輯
臺北市：北市教育局. 2010.11

面：公分

ISBN 978-986-02-5795-3 (平裝)

1. 英語教學 2. 小學教學

523.318

99023537