

Ginny the Green Witch



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臺北市97年度兒童英文圖書創作出版教學示例

書名 (含中文)	Ginny the Green Witch (環保綠精靈)		作者	學校：萬華區 福星國小 姓名：朱友琪
適用年級	<input type="checkbox"/> 高年級 <input checked="" type="checkbox"/> 中年級 <input type="checkbox"/> 低年級		教學時間	160 分鐘
教學主題	品格教育：寬恕 環境保護			
Key words 關鍵詞	1. as green as grass	2. green hand	3. magic	4. green thumb
	5. make mistakes	6. dump	7. feel blue	8. out of the blue
Sentence patterns 句型	1. We are in need of a <u>witch</u> .			
	2. She keeps <u>making mistakes</u> .			
	3. She hides <u>herself</u> in the garden.			
摘要大意	新手綠精靈要如何幫助灰色小鎮變綠呢？ 小鎮的人民會有什麼樣的改變呢？ 常常犯錯的綠精靈會成功嗎？ 這是綠精靈Ginny的第一個任務，加油，綠精靈			
設計理念	While writing the story, I have two purposes. The first is to plant in the minds of the youth the idea of environmental protection. The second is to show the youth that making mistakes is human nature and we need to forgive others' mistakes.			
學生背景分析	本校學生大部分是由臺北縣越區就讀，家長大部分忙於生計而較缺乏充分的時間協助孩子在校的學習，相較之下，學生較缺乏英語學習的環境與資源。因此學校及老師扮演相對重要的角色，希望藉由推廣英語閱讀活動，增進學童英語學習的深度及廣度，縮短英語程度的差異，並且培養學生閱讀的習慣及興趣。			
具體目標	1. Students will be able to read and understand the story. 2. Students will be able to read, understand and say the key words in the story. 3. Students will be able to share experience. 4. Students will be able to understand the importance of environmental protection. 5. Students will be able to understand the importance of forgiveness.			
對應能力指標	L-2-7能聽懂簡易兒童故事。 S-1-4能以正確的語調說出英語的句子。 S-2-6能以中年段簡易的句型做簡單的提問、回答。 R-2-8能讀懂簡易的兒童故事。 I-2-4能應用字母拼讀法(Phonics)。 A-0-1樂於參與課堂練習活動。 A-0-10樂於接觸課外英語素材。			

教學活動流程

達成目標	教學內容	教學媒體	評量	時間
<p>To predict and share experience</p> <p>To read and understand the story</p>	<p>1st period: Pre-reading activities:</p> <ol style="list-style-type: none"> Show students the cover of the storybook and have them guess what the story may be about. Ask questions to see if students know what environmental protection is about and have them talk about their experience regarding environmental protection. Ask questions to see if students have ever made mistakes and have them talk about their feelings about making mistakes. Ask questions to see if students know what forgiveness is and have them talk about their experience regarding forgiveness. Have students read the story after teacher. Clarifying activity: Have students read the story again and find the key words and phrases. 	<p>storybook</p>	<p>Questions & Answers</p> <p>Observe to see students' comprehension of the story</p>	<p>40 min.</p>
<p>To read the key words</p> <p>To listen to the story</p> <p>To understand the story</p> <p>To listen to and understand the story</p> <p>To listen to the story</p>	<p>2nd period: While-reading activities:</p> <ol style="list-style-type: none"> Have a quick review of the story. Introduce the meanings of the vocabulary to students. Have students highlight or underline the vocabulary. Read the story on page 1. Ask students to look at the pictures and tell what they see. Ask students if they like the color green and ask them what green stands for in Chinese. Compare the ideas of green in English and Chinese. Read the story on page 2. Explain the format of the poster (the title, the content and the signature). Read the story on page 3 Ask students to look at the pictures and tell what they see. Compare the color tones of this page with those on page one. 	<p>storybook</p>	<p>Observe to see students' comprehension of the story</p> <p>Questions and answers to check students' comprehension</p>	<p>40 min.</p>

<p>To clarify the idea of pollution</p> <p>To listen to the story</p> <p>To share experience</p>	<p>7. Ask students if they like to live in Grey Town and explain their reasons.</p> <p>8. Read the story on page 4.</p> <p>9. Ask students if they have ever seen a flower shop and a city dump. Ask them to tell the differences.</p>	<p>storybook</p>	<p>Questions and answers</p> <p>Questions and answers</p>	<p>40 min.</p>
<p>To review the story</p> <p>To listen to the story</p> <p>To associate students' experience</p> <p>To listen to the story</p> <p>To understand the story</p> <p>To listen to the story</p> <p>To share experience</p> <p>To listen to the story</p> <p>To understand the story</p> <p>To listen to the story</p> <p>To understand the meaning of forgiveness</p>	<p>3rd period: While-reading activities:</p> <p>1. Lead the class to read the story from page 1 to page 4.</p> <p>2. Read the story on page 5.</p> <p>3. Ask students if they have ever bought flowers from a flower shop and if they like to give/receive flowers as gifts.</p> <p>4. Read the story on page 6.</p> <p>5. Ask students if they know why Mr. White gets white lilies and Miss Rosy gets red roses.</p> <p>6. Read the story on page 7.</p> <p>7. Ask students to find Ginny on page 7.</p> <p>8. Ask students how they feel when making a mistake.</p> <p>9. Read the story on page 8.</p> <p>10. Ask students what "exchange" means by giving examples, such as "Mr. White gives Miss Rosy the lilies and Miss Rosy gives Mr. White the roses."</p> <p>11. Read the story on page 9.</p> <p>12. Ask students what the townspeople do, especially the mayor. Tell them what the townspeople do is forgiveness.</p>		<p>Questions and answers</p> <p>Questions and answers to check students' comprehension</p> <p>Questions and answers</p> <p>Questions and answers to check students' comprehension</p>	<p>40 min.</p>

<p>To listen to the story</p> <p>To understand the importance of environmental protection</p>	<p>13. Read the story on page 10.</p> <p>14. Ask students to compare the pictures on page 1 and page 10. Let them tell the differences.</p>			
<p>To read the story</p> <p>To read the key phrase</p> <p>To understand the key phrase</p> <p>To understand the importance of environmental protection and forgiveness</p>	<p>4th period: Post-reading activities:</p> <ol style="list-style-type: none"> 1. Divide the class into ten groups. Have each group read a page. 2. Ask one student to read an idiom on the page “More about ‘Ginny the Green Witch.’ ” 3. Have another student to explain the idiom and make a sentence. 4. Repeat steps 2 and 3 to clarify the meanings of the other two idioms. 5. Ask questions 1 to 3 to check students’ comprehension of the meaning of the story. 	<p>storybook</p>	<p>Listen to their pronunciation and intonation</p> <p>Listen to students’ oral presentation</p> <p>Listen to students’ oral presentation</p>	<p>40 min.</p>

