

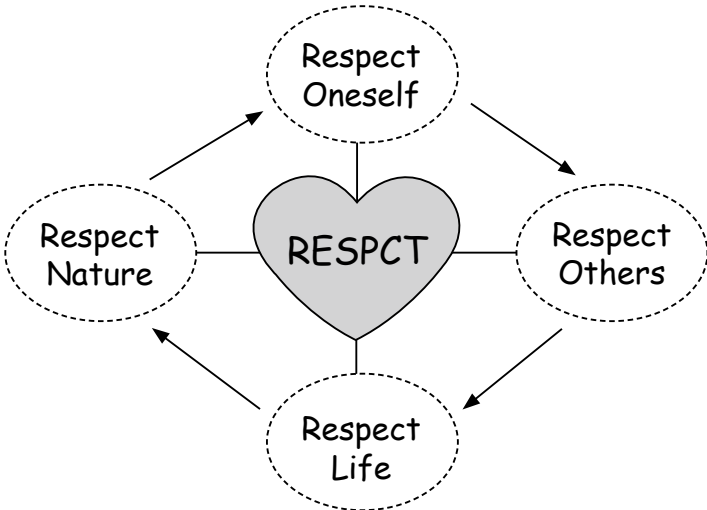
That's Respect!



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返回

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)	That's Respect! (那就是尊重!)	作者	學校：萬華區 福星國小 姓名：楊雪茹，甘秀琪，黃雅君	
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	120-160分鐘 (三-四節)	
教學主題	品格教育－尊重			
Key words 關鍵詞	1. respect	2. brave	3. share	4. smart
	5. protect	6. recycle	7. reuse	8. reduce
Sentence patterns 句型	1. I am not as <u>adj.</u> as my friends.			
	2. Do your best and that's respect!			
	3. I like to <u>verb</u> .			
摘要大意	<p>一個行動不便的小男孩，卻能努力做好自己分內的事，媽媽告訴他這就是<u>尊重自己</u>。雖然他和其他小朋友不一樣，但是他卻非常樂意幫助朋友，而且從不做別人不喜歡的事，媽媽告訴他這就是<u>尊重別人</u>。小男孩有一隻寵物狗，他每天都會用心照料牠的生活起居，並且陪伴牠，媽媽告訴他這就是<u>尊重生命</u>。媽媽告訴他一些愛護地球、保護大自然的方法，他也能確實做到因為他知道這就是<u>尊重大自然</u>。</p>			
設計理念	 <pre> graph TD R((RESPECT)) --- O1((Respect Oneself)) R --- O2((Respect Nature)) R --- O3((Respect Life)) R --- O4((Respect Others)) </pre> <p>This storybook aims to bring character education into English class, to help students learn the true meanings of respect and to foster their self-esteem. It includes four aspects. The first aspect is to respect oneself by trying his or her best in doing everything. The second aspect is to respect others through getting along well with friends. The third aspect is to respect life. The boy in this story learns to respect life by taking care of his own pet. The fourth aspect is to respect</p>			

	<p>nature by protecting nature (as the figure above).</p> <p>The philosophy of story design is shown as follows.</p> <ol style="list-style-type: none"> 1. To foster students' character of respect and self-esteem. 2. To help students understand the importance and the true meaning of respect. 3. To develop students' oral language skills. 4. To build students' phonemic awareness. 5. To help students learn the skills of how to learn such as classifying, brainstorming and concept-mapping.
學生背景分析	<p>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。</p>
具體目標	<ol style="list-style-type: none"> 1. Students will be able to read and understand the story. 2. Students will be able to read, write and say the key words in the story. 3. Students will be able to write their own sentences based on the sentence patterns in the story. 4. Students will be able to enhance their phonemic awareness. 5. Students will be able to understand the importance of respect. 6. Students will be able to classify, brainstorm ideas and do concept-mapping.
對應能力指標	<p>L-1-2 能聽辨英語的語音。</p> <p>L-2-6 能聽懂簡易韻文。</p> <p>L-2-7 能聽懂簡易兒童故事。</p> <p>S-1-4 能以正確的語調說出英語的句子。</p> <p>S-2-6 能以中年段簡易的句型做簡單的提問、回答。</p> <p>S-2-7 能吟唱簡易歌謠韻文。</p> <p>R-2-7 能讀懂簡易的歌謠韻文。</p> <p>R-2-8 能讀懂簡易的兒童故事。</p> <p>W-2-1 能拼寫所習得的應用字詞。</p> <p>W-2-3 能依提示填寫重要字詞。</p> <p>I-2-4 能應用字母拼讀法(Phonics)。</p> <p>A-0-1 樂於參與課堂練習活動。</p> <p>A-0-10 樂於接觸課外英語素材。</p>

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 build phonemic awareness</p> <p>To classify the vowels and brainstorm ideas</p> <p>To read and understand the story</p>	<p>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 respect is and have them talk about their experience regarding respect. Teacher reads the story page by page and reminds students to be aware of the following vowels: a, e, i_e. Introduce the letter chants to the students. Andy has an apple. (x2) A, a, Andy, Andy! A, a, apple, apple! Andy has an apple. (Also introduce e and i_e.) Activity: Have students take turns reading the chant and creating their own chants as a group. Have students read the story after teacher. Classifying activity: Have students read the story again and find the words with the vowels. Homework—Worksheet (1) 	<p>storybook</p> <p>Poster of the chant</p>	<p>Questions & Answers</p> <p>Observe students' pronunciation</p> <p>Monitor students while doing the activity</p> <p>Observe students' comprehension of the story</p> <p>Worksheet (1)</p>	<p>40 min.</p>

<p>To read the key words To read, write and say the key words</p> <p>To model the sentence patterns, brainstorm ideas and write their own sentences To listen to the story</p>	<p>While-reading activities:</p> <ol style="list-style-type: none"> 1. Have a quick review of the story. 2. Introduce the new words to students by using phonics rules. 3. Have students do vocabulary drills by using the following sentence patterns: (1) I am not as brave as my friends. (2) Do your best and that's respect! (3) I like to <u>share</u>. 4. Have students come up with their own answers and orally practice the patterns with substitution drills. 5. Students work in groups. Give each group a set of sentence strips copied from the story book and have the students put the sentences in correct order. 6. Have each group share their ordering of the sentences with the whole class. 7. Have students listen to the CD of the story 8. Have students do group reading. 9. Explain how to do Worksheet (2) to students. 10. Homework—Worksheet (2) 	<p>The story book</p> <p>Sentence strips</p> <p>CD CD player Worksheet (2)</p>	<p>Observe to see students' comprehension of the story</p> <p>Monitor students while doing group activity</p> <p>Worksheet (2)</p>	<p>40 min.</p>
<p>To brainstorm ideas</p> <p>To do concept mapping</p>	<p>Post-reading activities:</p> <ol style="list-style-type: none"> 1. Have students read the story as a class. 2. Group students and have them talk about one thing they have done, which shows their respect to themselves, friends, life, and nature. 3. Have students orally share their experience with the class. 4. Teacher helps students organize their ideas by a concept map on the board. 5. Homework—Worksheet (3) 	<p>Story book</p> <p>A sample of concept mapping</p>	<p>Monitor students while doing the group discussion Observe students' performance Listen to students' oral presentation Worksheet (3)</p>	<p>40 min.</p>

WORKSHEET (1)



Class: _____ Name: _____ Number: _____

Classify: Read the story again and find the words with the following sounds: a, e, i_e,

a	e	i_e
am	Ben	nice

I think I am.....

Excellent 

Good 

Fair 

Parent's Signature: _____

WORKSHEET (2)

Class: _____ Name: _____ Number: _____

Word Search Puzzle

A	T	R	P	O	C	E	R	F	G	Q	I	Z	M	A	S
R	A	D	V	E	R	E	C	Y	C	L	E	F	U	B	E
P	E	X	R	C	U	T	I	Z	P	I	F	Q	O	C	D
Q	C	U	O	R	E	S	P	E	C	T	K	N	E	B	M
E	M	W	S	O	Z	N	Y	A	N	T	L	C	I	A	W
F	E	L	C	E	Y	R	P	C	V	E	G	K	O	V	I
K	O	M	B	T	U	H	A	F	E	R	D	E	T	S	A
X	W	A	N	E	R	O	C	K	R	B	X	N	S	W	N
L	S	K	J	R	E	P	V	A	U	Y	F	T	A	S	O
O	H	G	U	A	D	K	E	Z	I	P	R	S	L	A	Z
W	A	D	E	G	U	C	N	I	P	R	T	O	V	J	R
I	R	E	N	O	C	Q	A	K	U	E	L	Z	U	D	E
S	E	V	Y	C	E	H	J	O	P	B	E	D	A	B	P
O	W	P	R	O	T	E	C	T	U	F	T	O	W	A	S
Word List															
RESPECT SHARE LITTER WASTE															
PROTECT RECYCLE REUSE REDUCE															

Look, say and write:

















Parent's Signature: _____

WORKSHEET (3)

Class: _____ Name: _____ Number: _____

Think and Write:

Think about one thing that you have done to respect yourself, your friends, life, and nature.



I respect my life when...

I can do better if...



I respect my friends when...

I can do better if...



I respect life when...

I can do better if...



I respect nature when...

I can do better if...

Respect yourself and everyone will respect you.

