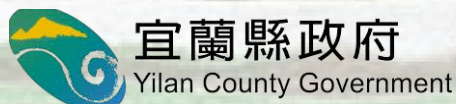


Picture Book Read-Aloud Guide

繪本共讀指引



Read. Think. Enjoy.

YILAN ETA Children's Book Series

A Tale of Two Tails

by Andrew Berglund & Sandhya L.Kumar

OVERVIEW

When learning a new language, students need a lot of language input. One of the ways teachers can accomplish that is through interactive read-alouds. Students whose teachers read-aloud regularly to them have better listening and comprehension skills. Through a dialogic approach, read-alouds can also foster critical thinking.

With these goals in mind, we have developed a set of teaching guides to help teachers engage in deeper thinking and discussions with their students. Each read-aloud takes about 5-10 minutes, and there are no worksheets necessary. Over the course of the series, students will see teachers model a broad range of strategies needed to become successful and motivated readers.

We especially love this set of picture books created by former Fulbright English Teaching Assistants because they showcase the unique beauty of Yilan. Students will be able to connect with places, characters, and culture they are familiar with. Using knowledge they already have about the world, these books support students in entering the exciting world of reading.

Dr. Agnes Tang, Dr. Ivy Hsieh, & Ms. Tiffany Hwang
2019-2020 Fulbright Advisory Team

簡介

學習新語言時，學生需要大量的語言體驗，而其中的一個方法就是老師可以透過互動的方式來唸故事書，讓學生有大量的語言體驗。老師定期為學生們唸故事書，除了能提高學生們的聽力和理解力，透過對話的方式，唸故事書的同時，還可以培養批判性思考。

於是，我們發展出一系列教學指引，來幫助教師跟學生進行更深入的思考和討論，老師每次大約花五到十分鐘唸故事，而且不需要做學習單。老師們經由教學指引，得以示範很多閱讀與思考的策略，這些策略除了可以提高學生的閱讀興趣，更可以讓他們成為具有批判性思考能力的讀者。

我們很喜歡由前傅爾布萊特英語教學助理（或稱外師）所創作的這套故事書，因為它們除了展現出宜蘭獨特之美外，也讓學生能夠與他們熟悉的景點、人事物以及文化有所連結。這些書使用了外師對宜蘭的認識，幫助學生進入令人興奮的閱讀世界。

2019-20學術交流基金會教學顧問團隊
鄧郭紫紅教授、謝顯音教授、黃子儀女士

EXTENSION ACTIVITIES

- Students can create maps of places they have been around Yilan and places they would like to go in the United States.
- Students can discuss how they would get to the places featured in the story and compare modes of transportation.

MORE



更多關於共讀的資料
請掃以下的行動條碼



PICTURE BOOK
READ-ALoud GUIDE
繪本共讀指引



ETA STORYBOOK SERIES
宜蘭ETA
英語繪本創作

Design & Layout | Kelly Lin, Henry Yang
Translator | Dr. Ivy Hsieh, Kelly Lin, Henry Yang
設計與編排 | 林綉雯、楊文豪(學術交流基金會)
譯者 | 謝顯音教授、林綉雯、楊文豪

ANTICIPATE

DAY 1

LESSON INTRODUCTION

- ☁ Introduce the sentence pattern, "I can go to the ____." Give examples of places you like to go (e.g., park, library, bakery).
- ☁ Ask students, "Where can you go in Yilan?" Allow turn-and-talk**.
- ☁ Show cover and read title.
- ☁ Ask, "I wonder where they are from. Do you think they are both from Yilan?" Students can vote using 👍👎.
- ☁ Say, "I wonder where they will go. Let's read and find out."

BUILDING KNOWLEDGE

ACTIVITY & DISCUSSION

- ☁ Begin reading. Pause on page 3, introduce vocabulary "mouse" and "anywhere"
- ☁ Ask, "Did anyone guess Sandy is from America? How did you know?"

- ☁ Pause on page 5, "Mei is from Taiwan. Sandy is from America. Do you think they will go to the same places?" Students can make their predictions by writing or drawing on sticky notes.

DAY 2

- ☁ Show the cover and review where Sandy and Mei are from. Ask, "Where do you think Sandy will go? Where do you think Mei will go?"
- ☁ Start reading from page 6. Pause on page 7, "Wow, look at how many people like to go watch baseball! Where is Sandy?"
- ☁ Pause on page 9, "Wow, look at how many people like to go to the night market! Where is Mei?"
- ☁ Ask, "Does this remind you of anywhere around Yilan? What do you like to buy at the night market?" Allow turn-and-talk.
- ☁ Pause on page 15, "Can anyone remember all the places that Sandy can go? Where can Mei go?" Make two lists to compare.
- ☁ Pause on page 16, "What do you think this means? This reminds me that sharing your favorite places with a friend is as special as sharing a favorite toy or food."

**Scan the QR code to learn more about these teaching strategies.

CONSOLIDATING

REFLECTION

DAY 3

- ☁ Re-read the story from start to end.
- ☁ Say, "Sandy and Mei are from different places, but in the end, they like to go to places together. If two people are from different places, do you think they can still be friends?" Allow turn-and-talk.
- ☁ Ask, "We can learn so much from our friends. If you made a new friend who has never visited Yilan before, where would you take them?" Students can respond orally or draw/write on a sticky note.
- ☁ Ask, "If you could go anywhere in the world with your friend, where would you go?"

HOW TO USE THIS GUIDE

- Set aside 5–10 minutes each day for a read-aloud
- Each book can be read in 2–3 days
- Practice using expressive voices, tones, and gestures when reading with lots of expression
- Explain difficult concepts, but do not translate as you read
- Read through the guide, mark pages in the book where you should pause
- Use the students' native language for discussion when necessary
- Leave the book on display in the classroom or in the library for students to browse when possible

如何使用繪本指引

- 每次運用五到十分鐘進行英語繪本閱讀
- 每本書大約需要 2–3 次/天完成
- 閱讀時練習運用富於表情的聲音、語調和手勢
- 對困難的概念加以解釋，但不提供翻譯
- 閱讀這本繪本指引，在書中標記該停下的地方
- 必要時可以使用母語討論
- 在教室或圖書館陳列繪本提供學生翻閱