

基隆市 100 學年度國民小學提昇英語閱讀教學成效推動計畫

各校推動英語閱讀成果資料

學校名稱: 七堵國小	
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六年級學生數: 2 班、49 人	
書籍封面照片	<p>書籍介紹連結</p> <p>http://www.jacketflap.com/bookdetail.asp?bookid=0859533077</p> <p>書籍簡介(可 copy 網路上的簡介資料)</p> <p>書 名: A peacock on the roof 屋頂上的孔雀</p> <p>作 者: Paul Adshead</p> <p>輔助作者: 光復書局編輯部</p> <p>出 版 社: 臺北市 光復書局 1996</p> <p>叢 書 項: 新魔法雙語圖畫書; 4</p> <p>I S B N: 9574212718(精裝)</p> <p>附 註 項: 中英文對照</p>

閱讀教學流程: (可用文字敘述，或照片說故事)

一.The goals : The students will...

Learn new words.

Pronounce new words correctly.

Make new endings by combining clues.

Be able to retell the story.

Be able to reset new puzzles in the pictures.

二.Pre-assessment :

Engage the students by flashing those beautiful pictures in the book.

Students make inferences by looking at the pictures.

Encourage students to tell what they see.

Make sure students can use the right vocabulary.

Overcome limitations in speaking and writing.

Sequencing.

Students know what they are reading and able to retell the story.

三.Introduction Process :

A. The cover page.

1. Showed the cover page and the title.
2. Asked students to speak out what they saw.
3. Wrote down new words on the board.
4. Made sentences orally with the new vocabulary.

B. Examples of inference questions.

1. How do you call this animal?
2. What does “on the roof” mean?
3. The peacock has a fight with his owner. Why?
4. What do you think is the peacock going to do?
5. What will happen next?

C. Answering the questions.

1. The students answered all the inference questions.
2. I helped them with the new words and the spelling.
3. Asked those stronger students helped or spelled the words for the weaker students.

Such as : fascinated , fluttery, important, surprising, wellingtons, instead of, fan out, majestic...

4. Answers were done orally.

D. Listened to the CD.

1. Imitated the tone of the narrator.

2. Repeated the words they recognized.
3. Tell what the story was about.

E. Group reading.

1. Students read the story as a group.
2. The students who can read and pronounce all the words are appointed as the group leaders.
3. Students read to each other (pair reading) .
4. Students also read to other students in the group.
5. Group members helped each other to improve their pronunciation and tone.
6. Recorded the group reading voices by their cell phones.

F. Reset new puzzles in the pictures.

1. Remind Students the little puzzle in page 17.
A shape of cat hidden in the leaves.
That is one of our writer' s characters.
Can you find it?
2. Asked students to choose their most favorite page.
3. They copied the picture of the most favorite page.
4. Reset the new puzzle (s) in the picture as the writer did.
5. Students had to write down why it was their favorite page.

G. A warning to beware of strangers.

1. Do not answer the door when the parent' s are not home.
2. Call the police.
3. Ask your neighbors for help.

四. Retell the story.

1. Students had to summarize the story.
2. Gave students the sentence structures :

A cat named Timothy _____

The owner took care of the little peacocks but the Prince _____

Prince fanned out his majestic tail feathers, but the owner _____

Prince fled away and landed _____

The owner wanted to take Prince home but the children didn' t believe him and called the police.

Timothy ran up on the roof and found Prince.

Timothy forced Prince to flap his wings and _____

Later that night. Prince told his wife Pavlova _____

3. The stronger students had to add their own sentences.
4. The weaker students used the sentences that were given to them.
5. Students had to memorize the sentences and retell the story.

五. Comprehension questions.

1. Why did the peacock want to fly away?

- a. He wanted to go for a walk.
- b. He wanted his owner to take more notice on him.
- c. He wanted to look for more food.

2. Did the owner feel sorry for the peacock?

- a. Yes, he did.
- b. No, he didn't.

3. Where was the peacock hidden himself?

- a. The roof.
- b. The chimney.
- c. The bicycle.

4. What was the name of the peacock?

- a. Timothy.
- b. Prince.
- c. Little Prince.

5. Why did the peacock go back to bed?

- a. He was caught by his owner.
- b. He was caught by the police.
- c. There's no place like home.