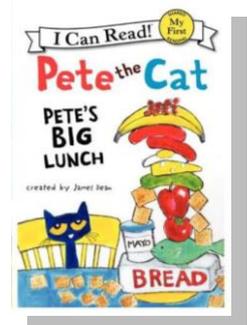


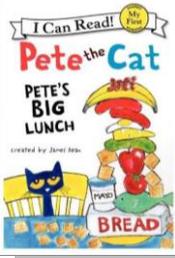
Word Recognition Strategies

識字教學策略

設計者	張育綾	服務學校	淡水區鄧公國小
教案名稱	Word Recognition Strategies Through Graded Readers		
適合人數	30人	演示日期	2014年4月25日(五)
適用年級	國小三年級	教學時間(節)	40分鐘(1節)
教學研究	教學理念	<ol style="list-style-type: none"> 1. 以學習共同體的理念，設計分組活動，達到學習目標。 2. 課堂活動以學生為中心(student-centered)，培養學生主動「思考」及「學習」的能力。 3. 以協同學習(collaborative learning)的方式，完成活動。 	
	教材重點	<ol style="list-style-type: none"> 1. 訓練學生運用音韻識覺能力(phonemic awareness)及自然發音原則(phonics rules)，完成單字認讀活動。 2. 經由分級讀本之文本可解碼(decodable)的特性，認識高頻率單字(high-frequency words)，並藉文字及圖像線索建構單字的語意。 3. 訓練學生運用閱讀策略中預測(prediction)的策略來理解內容。 4. 能閱讀故事，並了解故事內容，完成認字學習單。 	
	學生先備知識	<ol style="list-style-type: none"> 1. 已熟悉 26 個字母的語音；已能拼讀以短母音 a, e, i 為母音的 CVC 字彙。 2. 已大致了解單字、音節(syllable)、音素(phoneme)的概念，能聽聲音分辨單字的音節，並能經由提示分辨組成音節的音素。 3. 已藉由字母發音單字及新北市自編繪本補充教材，初步認識食物主題單字，如：apple, banana, egg, fish, ice cream...。 	
	教學設計說明	<p>本教材為期中考後之繪本閱讀課程，總教學時間為四節課，本節課為第二節課。各節重點如下：</p> <p>第一節：Picture walk & prediction, P4-10 Word recognition & story reading</p> <p>第二節：P.11-21 Word recognition & story reading</p> <p>第三節：P.22-32 Word recognition & story reading</p> <p>第四節：Whole book reading & reading comprehension check</p>	
	目標單字 Target words	tomato, cheese, pickle, hot dog, bean, cracker	
	文獻探討 Theoretical Framework	<ol style="list-style-type: none"> 1. Graded Readers are books that have been specially written for learners of English as a foreign or second language. ...they are graded into levels of language difficulty. This is done by means of controlled structures, vocabulary, grammatical features, information load and cultural background. (http://www.nkjociechanow.edu.pl/images/readers.pdf) 2. Word recognition is the process of determining the pronunciation and some degree of meaning of an unknown word. (Harris & Hodges, 1995) 3. The purpose of word recognition instruction is <u>to establish paths from the print to spelling, speech, meaning and context.</u> This can best be done when phonics 	

	<p>instruction is part of a reading program that provides ample practice in reading and writing. (Adams, 1990)</p> <p>4. Children learn to use their <u>sound and spelling knowledge</u> as a primary strategy for word recognition (Bay Area Task Force, 1997; Beck, 1998).</p> <p>5. Decoding words aids in the development of word recognition, which in turn increases <u>reading fluency</u>. Reading fluency improves <u>reading comprehension</u>. (Blevins, 2006)</p> <p>6. Word Recognition strategies include:</p> <ol style="list-style-type: none"> 1). Instant recognition: letter-sound correspondence, decoding, phoneme blending and segmentation (phonemic awareness), reading sight words, high-frequency words. 2). Using context clues : picture clues, semantic and syntactic clues. 3). Using word structure/morphemic clues: prefixes, suffixes, inflectional endings, and word roots.... 4). Using analogy clues: word family, initial consonant, onset and rime..... 5). Applying phonics rules. <p>7. Young EFL learners particularly rely on phonological strategy (than graphic or semantic strategy) to recognize English words. (Hsieh, 1995)</p> <p>8. <u>One major problem with slow reading</u> in L2 learners lies in their less developed word recognition skills.... The most common (approach) is to have the reader read a great amount of material so that <u>automaticity</u> in word recognition skills may be achieved naturally, through practice.(Taguchi & Gorsuch, 2002)</p> <p>9. Approximately 90% of the words in a story should be decodable (Anderson et al. 1985, Juel, 1994).</p>
<p>九年一貫對應能力指標</p>	<p>◎A1-1-2 能聽辨英語的語音。</p> <p>◎B1-1-3 能聽懂中年段所習得的詞彙。</p> <p>◎B1-1-7 能聽懂中年段的教室用語與日常生活用語。</p> <p>◎B1-1-8 能聽懂中年段所習得的句子。</p> <p>◎B2-1-2 能唸出英語的語音。</p> <p>◎B2-1-3 能說出中年段所習得的詞彙。</p> <p>B2-1-4 能以正確的語調說出英語的句子。</p> <p>◎B2-1-5 能使用中年段的教室用語與日常生活用語。</p> <p>◎B2-1-9 能以中年段簡易句型作簡單的提問、回答。</p> <p>◎B3-1-2 能辨識中年段所習得的詞彙。</p> <p>◎B3-1-5 能讀懂中年段所習得的句子。</p> <p>B3-1-6 能辨識英文書寫的基本格式。</p> <p>◎B4-1-3 能臨摹抄寫中年段所習得之應用詞彙。</p> <p>◎B4-1-5 能拼寫中年段所習得之應用字詞。</p> <p>◎B5-1-2 能聽懂及辨識中年段所習得的詞彙。</p> <p>◎B5-1-6 能使用字母拼讀法(phonics)。</p> <p>◎B5-1-7 能依文字或口語提示寫出重要字詞。</p>
<p>教學資源</p>	<p><i>Pete's Big Lunch</i> 讀本 30 本、圖片、字卡、小白板 15 片、學習單、電腦、單槍</p> <p>註: <i>Pete's Big Lunch</i> (My First I Can Read) (2013) created by James Dean, published by HarperCollins.</p>





Pete's Big Lunch (Part I)

Name & NO.: _____ & _____ Class: _____



Listen, circle, read and write. 請聽老師念，圈出指定單字，並寫出單字在書中出現的頁數，再將單字寫一遍。最後，與同學討論這些單字的中文意思。

	句子	Page/頁數	單字	中文意思
1.	 It is lunchtime.	<input type="checkbox"/>	<input type="text"/>
2.	 Pete wants a sandwich.	<input type="checkbox"/>	<input type="text"/>
3.	 Pete opens the fridge.	<input type="checkbox"/>	<input type="text"/>
4.	 He takes out a loaf of bread.	<input type="checkbox"/>	<input type="text"/>
5.	 He finds a yummy fish.	<input type="checkbox"/>	<input type="text"/>



加分題! Discuss and write down the meanings.

請與同學討論並寫出下列句子的出現頁數及中文意思。

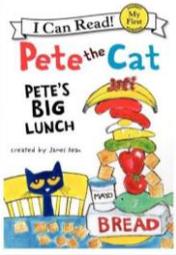
	Sentences/句子	Page/頁數	Chinese Meanings/中文意思
1.	Pete is ready to eat.		
2.	What should Pete eat?		

Self-Evaluation:

How well did we participate in this class? 這節課我們表現得如何?

Please color.





Pete the Cat



Pete's Big Lunch (Part II)

Name & NO.: _____ & _____ Class: _____

Let's Practice!

1. Read the sentences and write down their page numbers. 讀一讀句子，寫下它在書中的頁數。
2. Listen and circle the words. 請聽老師念，圈出指定單字。
3. Take turn and write the words. 輪流將單字寫一遍。

句子	Page/頁數	單字練習(A)	單字練習(B)
1.  He adds tomato and mayo.	<input type="checkbox"/>
2.  Pete adds a pickle.	<input type="checkbox"/>
3.  Pete adds cheese.	<input type="checkbox"/>
4.  Pete adds two hot dogs.	<input type="checkbox"/>
5.  Pete adds a can of beans.	<input type="checkbox"/>
6.  Crackers are crunchy.	<input type="checkbox"/>



加分題! Discuss and write down the meanings.

請與同學討論並寫出下列句子的出現頁數及中文意思。



	Sentences/句子	Page/頁數	Chinese Meanings/中文意思
1.	Something is missing.		
2.	Pete wonders what to do.		

Self-Evaluation:

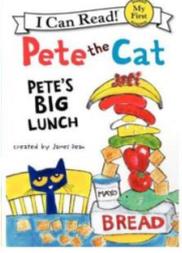
How well did we participate in this class? 這節課我們表現得如何?

Please color.





Pete the Cat



Pete's Big Lunch (Part III)

P.22-32

Name & NO.: _____ & _____ Class: _____



Let's Practice!

1. Read the sentences and write down their page numbers. 讀一讀句子，寫下它在書中的頁數。
2. Listen & circle the words. 請聽老師念，圈出指定單字。
3. Take turn and write the words. 輪流將單字寫一遍。

句子	Page/頁數	單字練習(A)	單字練習(B)
1. Pete calls all of his friends.	<input type="checkbox"/>
2. He asks them to come over.	<input type="checkbox"/>
3. Pete's friends are full.	<input type="checkbox"/>
4. Pete's sandwich is all gone.	<input type="checkbox"/>
5. Sharing is cool.	<input type="checkbox"/>



加分題! Discuss and write down the meanings.

請與同學討論並寫出下列句子的出現頁數及中文意思。

	Sentences/句子	Page/頁數	Chinese Meanings/中文意思
1.	I've got it!		
2.	Dig in!		
3.	You're welcome.		



Self-Evaluation:

How well did we participate in this class? 這節課我們表現得如何?

Please color.

