

時間: 103 年 03 月 17 日 (星期一) 14:00~16:00

地點: 3F 簡報室

主題: 英文繪本於高中英文教學的應用

Play and Learn with Picture Books: When three little pigs go to high school!

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出席人員: 16 人, 如簽到表所示

## 內容摘要

### 1. 繪本是什麼?

- (1) 繪本是一個閱讀經驗, 可以鼓勵學生透過自身經驗與讀本的連結, 創造的閱讀經驗。
- (2) My favorite Picture book is... : 與同事分享自己印象最深刻的繪本或讀本。
- (3) 沒有文字, 僅是圖像的力量也是很大的, 能讓大人與小孩同理。
- (4) 繪本中常有許多簡單的訊息但深含寓意的內容, 但大人要帶讀小孩才能理解繪本中的文字遊戲。
- (5) So what is a picture book?  
--It is...
  - (A) 圖畫的比例較多。
  - (B) 圖與圖間有連貫性。通常是 32 頁。與插畫書不同的是, 繪本的圖本身是有故事性的。
    - A book with a series of connected and “talking” pictures.
    - A book that that tells a story with both words and pictures.
    - A book with a shorter length of words and often with repetitive patterns.
  - (C) Some examples: Rosie’s Walk / Zoo
  - (D) 有些故事情結以圖像呈現, 而非文字。
  - (E) 透過文字跟圖像傳達訊息。

### 2. Reasons for Reading Picture Books.

- (1) Children are visually oriented and pictorial images play an important role in their reading.
- (2) Children are more involved in the reading process.
- (3) Develop thinking ability.
- (4) Expand children’s knowledge.
- (5) Language and literacy development.
- (6) Think outside of the box and develop creative imagination.

### 3. Reading Picture Books:

- (1) The Content (2) The pictorial elements (3) The design and arrangement ... (4) Color (5) The Artistic Styles...

### 4. 適合高中生的繪本

- (1) 看另類的繪本可以激發學生的想像力, think outside of the box。
- (2) Why bother to use picture books?
  - 可以吸引學生; 可以讓學生印象深刻, 協助學生發揮想像力; 文字少, 容易入手, 了解內容並討論; 可以激發學生思考, 藉由很少的文字, 讓學生去思考。

- Authentic materials : 提供了很好的架構及文字。

- 無字書是很好訓練思考及寫作的繪本。

“Educators today, ... agree that all students benefit from opportunities to read and respond to a wide variety of literature. Yes, contrary to popular...”

- 會根據自己的自身經驗，對繪本會有不同的詮釋。

### (3) How to choose picture books for high school students.

- Density of the Language
- Complexity of the plot (Voices in the Park)
- sophistication of the theme (Zoo)
- Room for Discussion and personal input

## 5. Picture Books and Reading

(1) Making connection: text to self, text to text and text to the world.

(2) Activating background knowledge, prediction, visualization, identifying text structures, inferencing and monitoring comprehension....

- Inferencing: read between lines, even without lines.

(4) Synthesizing: train students to summarize and to evaluate

(5) Some useful reference: some reading strategies that are useful.

- Reading strategies can be combined with topics.

(6) Thematic discussion: what makes picture books valuable materials to practice reading comprehension strategies.

## 6. Picture Books and Writing

(1) Narrative Structure:

- Narrative elements: story, setting main characters...

(2) Characterization: Physical appearance; actional speech, and behaviors; and interactions with others.

- authorship

- 讀完後可以兩兩一組。

(3) Setting: place, time, and environment; building up “descriptors”; ex cloudy with a chance of meatballs;

- 對大部的學生最困難的部分：字彙不夠多。

- setting comparison

(4) Authorship: ex Wait, No Paint

(5) Voice and Perspectives:

- How do the characters feel?

- Multiple perspectives: ex. voices in the park

(6) The multi-perspective texts:

- Visiting commonly known stories from a different perspective.

- Critical thinking and critical literacy.

(7) Picture books that offer sophisticated storyline: Jigsaw writing (Black and White)

(8) Picture books that offer open-ended ending: Creativity

(9) The multicultural texts

- Expand learners' knowledge; cultural competency

- Visiting commonly known stories from a different perspective

- Critical thinking and critical literacy

## 7. Use of unique types of picture books

(1) Wordless picture book

- Unconventional “reading”

- Develop creative imagination

- Provide structures for writing development
- Literacy development.

8. 不同題材的繪本：

- (1) Meerkat Mail
- (2) Into the Forest