

單元一【基本教學原則及策略】

單元二【識字】

單元三【閱讀理解和寫作】

單元四【Fun with Reading and Writing】

讀寫等

前言

繼出版「香港小學生特殊學習困難行為量表」和《幫助有特殊學習困難的學童—教學建議》之後,教育署心理輔導服務組設計了這輔助學習中文和英文的教材套,以進一步支援全港小學教導有特殊學習困難的學童。

這教材套的編寫,旨在方便教師在初步甄別有特殊學習困難的學童後, 能選取適當的教材,以教導學生。

本教材套附有一隻多媒體光碟和一隻教材光碟,內容包括:「基本教學原則和策略」、「識字」、「閱讀理解和寫作」及「英文讀寫」四個單元。

本教材套是根據教育署過往為家長及學生舉辦「讀寫困難輔導小組」時 所累積的本地經驗,以及參考各國有關特殊學習困難的研究而編寫的。此 外,亦參考了本港十多所學校試用這教材後的回饋,而加以修訂。

有讀寫困難的學生需要清楚明確的教學步驟及生動有趣的教學活動,以 減輕他們在學習語文時所遇到的困難;本教材套亦因而命名為「讀寫樂」。

不少研究發現,對有特殊學習困難的學生有效用的教學法,對一般學生亦有幫助。教師可以按學生的需要修改這套教材的工作紙或活動,用以輔導有讀寫困難的學生,或應用於一般課堂的教學。

此教材套只是初版,在編寫上或有未盡完善之處,盼望教師能與我們分享使用心得和意見,以作日後修訂的參考。

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鳴謝

本教材套是由教育署心理輔導服務組製作,由 Ian Smythe 博士出任顧 問,並編寫「英文讀寫」單元及負責多媒體光碟的製作。

本教材套得以順利製作,端賴各有關方面給予我們的支持和指導。我們 非常感謝教育署課程發展處小學校本課程發展組的同事和基本能力評估(輔 導支援)組中文科的同事,為我們審閱教材並給予指正。我們亦感謝鍾貴武 老師在百忙中負責本教材套的插圖和美術設計;臻美教育機構的楊師義先 生,為我們提供技術支援;以及衛生署兒童體能智力測驗中心職業治療師方 健嫻女士,就《坐姿和執筆姿勢》部分為我們提供專業的意見。

我們非常感謝下列學校及機構為我們試用教材及提供寶貴意見,部分學 校的教師、家長及學生更參與多媒體光碟的拍攝。雖然參與拍攝的學生未必 是有讀寫困難的,但是他們的示範,使光碟內容更豐富和充實。由於篇幅所 限,特此一併申謝:

屯門官立下午小學 元朗官立下午小學 天水圍官立小學 北角官立下午小學 東華三院王余家潔紀念小學 東華三院港九電器商聯會下午小學 (學生輔導)陳淑明女士 東華三院黃士心下午小學 柏立基教育學院校友會何壽基 下午小學 香港道教聯合會石圍角上午小學 伍敏夫同學的家長 香港道教聯合會石圍角下午小學

浸信宣道會呂明才上午小學

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讀寫樂 小學生讀寫輔助教材 總目錄

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Module 4: Fun with Reading and Writing

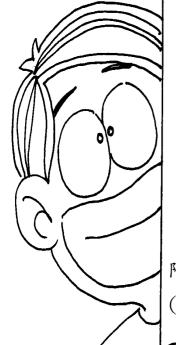
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【基本教學原則及策略】

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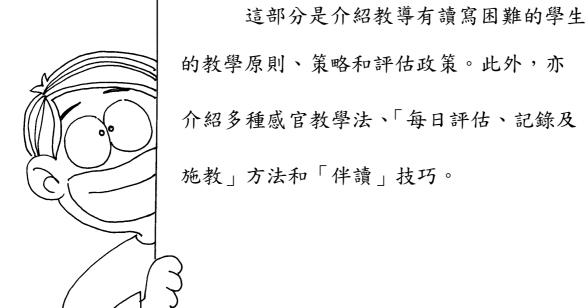
什麼是讀寫困難?

讀寫困難是一種最常見的特殊學習困難。有讀寫困難的學童,雖然有常規的學習經驗,卻有閱讀和書寫的困難。一般來說,他們記憶力較弱,信息處理的速度也較慢。他們的語音處理、視覺及聽覺認知能力、專注力、分辨左右、列序或組織等能力都可能較弱。這些學童的智力正常,他們在學習上的問題,並不是由於任何感官或腦部損傷而引致。

特徵

- 口語表達能力比文字表達能力為佳;
- 閱讀時欠流暢,並時常錯讀或忘記字詞讀音;
- 儘管努力學習,仍然未能默寫已學的字詞;
- 抄寫時經常漏寫或多寫了筆畫或文字;
- 把文字的部件左右倒轉或寫成鏡像倒影;
- 較易疲倦,需要更多的專注力去完成讀寫的作業;或
- · 即使能認讀文字,在學習句子結構、理解文字和寫作方面有 困難。

輔導原則及策略



一般輔導原則

◆ 加強教師與家長之間的聯繫

協助家長了解子女的強項及學習困難,共同磋商輔導學生的方法;

◆ 加強學生對學習的興趣和自信心:

- 對學生的努力和取得的進步,多加讚賞;
- 了解學生的興趣和強項,提供機會讓他們發展所長(例如: 上課時讓他們多以口頭回答問題,或安排他們承擔一些適當 的責任等);
- 盡量給予正面評語,以增強學生的成功感;及
- 建立朋輩間的支援網絡。

◆ 在教學方面作出調適

- 進行多元化的教學活動(例如協作學習、角色扮演等),讓不同能力的學生可以互相配合,各展所長;
- 教導學生學習方法及記憶策略,鼓勵他們使用電腦輔助學習,以加強學習效果;
- 時間安排要充裕,好讓學生能充分了解課堂內容,進行討論和完成課業;由於有讀寫困難的學生容易疲累,在學習過程中讓他們稍事休息會有幫助;
- 安排多元化的課業(例如專題研習);
- 家課應是學生能力範圍以內的:對他們的智能發展要有較高的期望,但對文字表達的要求則應合理;
- 審視學生的作業時,不只給予分數,更嘗試了解他們出錯的原因,以便訂定下一個教學目標;
- 無須指出學生每個錯處,集中指出有待改善的三數個重點, 效果會更佳;
- 批改學生的作業時,宜安排學生在身旁,讓他們有機會解釋 在做作業時所遇到的困難;
- 安排這些學生坐近教師,使他們較容易留心聽書和抄寫黑板上的資料;及
- 如有需要,可讓他們複印需要抄寫的家課記錄或筆記;縮窄 默書範圍,並給予較長的默寫時間。

◆ 彈性處理家課或習作

- 如果學生抄寫有困難,可減少抄寫或默書改正的份量。
- 容許學生以其他方式作答,如重組句子時以數目字顯示次序;回答理解題時把課文適當部分圈起來等;及
- 容許學生利用電腦處理文字,代替抄寫。

教學原則

◆ 直接而明確地施教

一般學生可能從學習經驗中掌握語文基本知識和學習技巧;有讀寫困難的學生未必會自然而然地學會一些細微但卻相當重要的技巧,他們需要老師直接而明確的教導。舉例來說,教導學生認識組成文字的規則(例如筆順、字形結構)和句子結構,可以幫助他們認字和造句。

◆ 把學習內容細分,按部就班地施教

有讀寫困難的學生需要有系統、循序漸進的教導。幫助學生掌握 寫作的技巧,先讓他們了解字詞和句子,以至段落和文章。由於 聆聽理解和口頭表達能力是閱讀理解和寫作的基礎,教師不妨先 與學生進行口頭或聆聽練習,然後再進行寫作練習。

◆ 運用多種感官方法

認字包括字形辨認、字音辨讀和字義搜尋。研究指出,教導學生 運用不同的感官(看、聽、說、寫,觸摸、動作或嗅覺),把資訊 連繫起來,可以加強對學習內容的記憶。

◆ 減少強記

由於不同的學生有不同的學習方式,教師若能協助學生認識及運用自己擅長的學習方法,有助提高他們的學習效能。教導學生運用口訣、兒歌、視像法、視覺組織圖表和「六何法」等,有助他們整理資料和加強記憶。

◆重複學習

這些學生需要重複學習以鞏固所學,教師可採用不同的方法講解,避免要求學生作過量的機械式抄寫。

◆利用實際經驗和遊戲,提高學習興趣

透過遊戲方式學習,並把所學的東西應用在日常生活中,可提高學生的學習動機和興趣。

課堂策略

♦ 課堂策略反思

教師可以利用以下問題,反思自己的課堂策略:

上課前
我有否把教學內容分為大小適中的小節,讓學生更容易掌握?
我講授的內容能否與學生已有的知識和熟悉的教材銜接?
我的課堂教學策略有否加入視覺、聽覺和運動覺的多種感官活動?
上課時
學生是否容易取得所需的用具?
學生可以清楚地聽到我說的話和看到我嗎?
學生是否明白課堂上的學習目標?
學生能否複述我要求他們所要做的事情?
學生是否跟得上我的教學速度和要求?
我有否採用不同的方式,向學生重複講解課題,務求他們明白?
我有否直接教導學生掌握一些細微,但重要的學習技巧?
我有否清楚明確地總結重點?
學生是否知道哪些是關鍵字詞?他們能否掌握?
我有否教授學生一些記憶方法,使他們容易記憶或回想起學習的內容?
課堂上,是否有一些愉快的時刻?
有否中途休息片刻或讓學生有一些肢體活動的機會?
在課堂上,學生是否有機會發揮和獲得成功感?
在課堂上,我給予學生的支持和肯定是否足夠?
我是否容許學生採用適當的方式,記錄自己的功課?
在批改學生的課業時,我能否給予一些正面評語?

◆ 工作紙的設計

教師可以利用以下問題,幫助自己為學生設計更合用的工作紙:
工作紙的目的是讓學生練習新的內容,還是複習已學的知識?
擬題是否與兒童真實生活有關(是否具有意義)?
是否配合兒童的年齡和能力?
指示是否清楚,容易明白?
有否由淺入深?
是否有色彩及設計吸引?
有否利用圖像/視覺提示?
是否包括一些動作 (即需要學生作肢體的活動)?
一 若我是學生,能否提起勁完成工作紙?
學生是否需要先進行口語練習?
是否已保留工作紙的正本,以供日後複印?

評估政策

◆ 校內評估的基本原則

- · 學校應檢討校內評估的方法,以確保能夠達到評估的目的。 如果評估旨在協助學生檢討本身的學習進度和訂出日後的學 習目標,學校可按個別學生的情況制定評估方法,而毋須採 用劃一的評估方法。這類為個別學生制定的評估方法可包括 學習歷程檔案評估、口頭測驗或口試,以及用圖畫或圖表代 替書面答案等;
- · 學校應避免過分依靠背誦資料的方式來考核學生能否掌握所 學的內容,也不應偏重以閱讀或書寫的方式來進行評估;
- · 學校課程如已按學生的特殊需要加以剪裁,則評估的內容及 方法亦應作出相應的調整;及
- 部分學生雖能達到課程的學習要求,但以劃一的方法來評估 其學業成績會對他們構成障礙。學校應考慮作出特別安排, 例如給予額外時間,使這些學生能在測驗和考試中顯示所達 到的學業水平。

◆ 有讀寫困難的學生在評估時或會遇到的困難:

- 閱讀的準確程度—或會影響學生對所讀內容的理解;
- · 閱讀速度—學生或會無法明白所讀的內容,亦可能會影響作 答的速度;
- · 拼寫/默書—或會大大減慢作答的速度,導致他們選擇拼寫 較易的字詞,甚至無法在拼寫/默書方面取得任何分數;
- 書寫速度慢;
- · 字體的工整程度或會影響所寫文字的可讀性;及
- · 其他方面的困難—例如缺乏專注力及集中力,肢體運動笨拙和欠缺組織能力,以致妨礙學生在考核中的表現。

◆ 調整校內測驗及考試:

- · 時間上的安排—大部分有讀寫困難的學生在測驗或考試時只要有最多25%的額外時間作答,便可完成試卷;及
- · 閱卷方式—如果學生的閱讀能力較理解能力為差,可批准由 他人向學生讀出題目。

◆ 答題方式及評分:

- 容許學生利用電腦作為書寫工具(但不得使用拼字 檢查、同義詞查詢或同類的電子工具);
- 如學生有某些字體難以為主考人員所辨認,則可安排他人代為謄寫答案;
- 學生如有嚴重的書寫困難,可讓他們口述答案,然 後由他人記下;
- 提供其他答題方式 (例如重組句子時以數字顯示次序;答理解題時把文章的適當部分圈起來或以間線顯示答案);及
- 如果學生作答的內容正確,不應因錯別字或字體欠 佳而扣分。

◆ 試卷的設計或編排:

- 一 可按學生的需要,把試卷的字體放大;
- 給學生足夠的空位作答;
- 一 把整項問題和填寫答案的空位印在同一頁,避免另 頁作答。另頁作答對於年紀較小的學生來說,尤為 不宜;
- 指示清晰,凸顯重要字眼,並提供例子;
- 一 容許學生用熒光筆在試卷上作標記;及
- 當(年紀較小的)學生似乎無法專注,或因一時疏忽而漏答若干頁測驗卷或試卷時,主考人員可提示他們專心完成試卷。

多種感官認字法 看、讀、臨摹、蓋、寫、校對

(look-say&trace-cover-write-check)

+1 1-	-	14	•
施行	Ŋ	冮	•

<i>∕</i> ,7€	211 /1 / 1/2 .	
1.	選出要默寫的字詞,寫在字卡上;	
2.	向學生示範如何用手指臨摹時,把字讀出來;	
3.	把字卡派給學生;	
4.	讓學生把字卡看一遍;	(看)
5.	用手指在字卡上臨摹時,一面讀出筆畫或部件組合	(讀和臨摹)
	(可重複進行數次);	
6.	把字卡蓋著;	(蓋)
7.	把字寫出來;	(寫)
8.	與字卡對一對,看看所寫的字是否正確;	(校對)
9.	如果是對的,老師應給予讚許;及	

10. 如果不對,請學生再用手指在字卡上臨摹,直至默寫正確。

看、讀、臨摹、蓋、寫、校對

(look-say&trace-cover-write-check)

1. 看清楚 LOOK



2. 臨摹時,讀出聲 SAY & TRACE



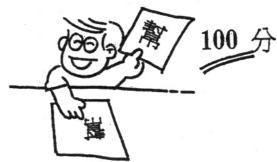
3. 蓋一蓋,想一想 COVER



4. 寫一寫 WRITE



5. 對一對 CHECK



多種感官默寫法 (Drill for Dictation)

教師可利用以下方法來幫助學生默寫句子:

- 1. 教師讀出整句句子;(如學生感到困難,可把句子分拆為短節。)
- 2. 請學生複述一次;
- 3. 教師再把句子讀出,並清楚地讀出每一個字;
- 4. 讓學生一面默寫句子,一面把句子清楚地 讀出來;
- 5. 請學生大聲讀出自己所寫的句子;及
- 6. 如學生未能自行找出錯處,則向學生建議作出修改。不要告訴學生應怎 樣寫,而應給予適當的提示,讓其自行改正。
- 註: 以上方法較適用於個別或小組教學。

多種感官的課堂活動舉隅

- 1. 把筆順原則及字形結構張貼於課室壁報板上;
- 2. 每天用數分鐘練習筆順原則 (例如:口訣、書空、遊戲);
- 當教授新字詞時,唱出筆順口訣,講述字形結構,以幫助學生了解字詞的意思;
- 4. 「每星期一部首」 ("Radical of the week");
- 5. 多用聆聽和口語練習作為讀寫的基礎:
 - ♦ 說故事
 - ◆ 角色扮演
 - ◆ 口頭填充 (Oral Cloze)
- 6. 用動作或圖畫表達字詞和句子的意思;
- 7. 教導學生利用「看、讀、臨摹、蓋、寫、校對」的方法記認生字; 及
- 8. 為學習能力較弱的學生進行個別或小組輔導,例如進行「每日評估 記錄及施教」練習。

「每日評估、記錄及施教」

- ◆每日讀
- ◆每日默
- ◆每日寫

原則:

- 1. 對記憶力弱的學童來說,每天進行短暫的練習, 較間歇性的長時間練習有效。
- 這活動的設計是透過每日練習來鞏固詞彙;跟從 「默」先於「寫」的次序,使學童不能依賴先抄 寫而留下的短暫記憶來默字。

輔導時注意事項:

- 1. 時間要短〔宜在15至20分鐘內完成〕;
- 2. 目標要小〔按學童能力,每周學習5至10個詞語〕;
- 3. 由淺入深〔先學少筆畫或常用的字詞〕;
- 4. 訂定明確的成功標準〔例如:孩子能夠在連續 3 天內正確讀出、默出及抄寫某個詞語〕;
- 5. 施行時留心觀察及分析學童的錯誤,然後作針對 性的教導;
- 6. 利用多種感官方法施教,避免機械式的重複抄寫;
- 7. 可由家長、教師、兄姐或高年級同學施教。

施行方法:

每周的第一天:

- 1. 與學童共同從課文挑選 5 至 10 個詞語作教學目標 [可選擇一些已認識的詞語,以增成功感];
- 2. 把詞語抄寫在記錄表〔「詞語」欄〕;
- 3. 評估 着學童把詞語讀出、默寫,然後抄寫一次;
- 4. 記錄 把成績記錄在記錄表〔「訓練前」欄〕:

做得到: ✓

做不到: ○

5. 施教 — 把學童未能正確讀/默/寫的詞語,加以 重複訓練。

第二至五天:

- 1. 重複第一天的步驟 3 至 5 〔即評估、記錄及施教〕;
- 2. 如達到成功標準,學童可在翌日停止讀、默及寫該 詞語;
- 3. 如未達成功標準,則須再行練習,例如學童已能讀出詞語,但未能默寫,便把訓練重點放在默寫方面;
- 4. 把學童在訓練前後的表現作一比較,讓他看到自己的進度,因而增強學習動機;
- 5. 學童經訓練後仍未能掌握的詞語,可列為下周的教學目標。

「每日評估、記錄及施教」記錄表

目標:讀默寫十個詞語 姓名: 何 玲 玲

日讀				默								寫										
詞語	期	訓練前	26/ /3	27/	28/ /3	29/ /3	30/	訓練後	訓練前	26/ /3	27/	28/ /3	29/ /3	30/	訓練後	訓練前	26/ /3	27/	28/ /3	29/ /3	30/	訓練後
芬	芳		1	О	О	\checkmark	√	1	О	1	О	О	1	1	1	√	√	√	1	1	√	1
支	持		1	V	V			V	О	V	1	V			V		V	1	V			V
寒	冷	О	1	О	1	V	V	1	О	О	1	О	1	1	1	V	О	1	1	1	1	1
護	士	√	1	1	√	V	√	V	О	V	О	V	1	V	V	О	V	V	О	V	1	V
鋼	琴	О	О	V	V	V	V	V	О	О	V	0	1	V	V		V	О	V	О	V	V
稻	米	О	1	1	V	V	V	1	О	1	О	1	1	1	1		V	1	1	1	1	V
釣	魚		1	V	V	V	V	V	О	О	1	V	О	1	V	О	1	1	1	1	1	V
漂	亮	О	1	V	V	V		V	V	V	1	V	1		V		О	1	1	1		V
蝸	牛	О	О	V	V	V		V	О	О	1	V	1		V	О	О	1	V	1		V
聰	明		1	1	√	√		V	О	О	√	1	1		1	√	О	√	1	1		√
	總分	5/10					6			5/10				6	10/		6 / 10	9 /		8 / 9		10/

沒有記號的詞語表示已達成功標準,可於第四天停止讀默寫該詞語。

√ 做得到 O 做不到

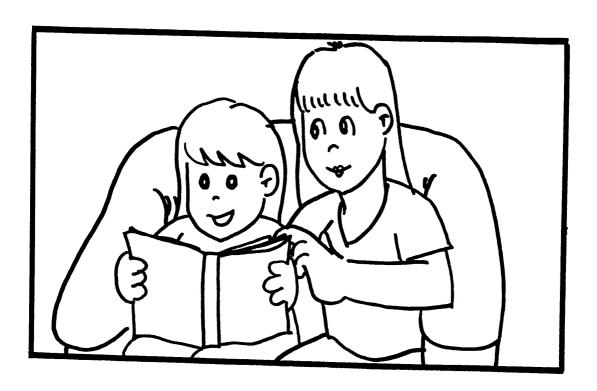
「每日評估、記錄及施教」記錄表

目標:	姓名:
-----	-----

日	吉貝						默					寫									
	訓練前						訓練後	訓練前						訓練後	訓練前						訓練後
總分				/	/					/			/				/	/			
₩© <i>/</i> J																					

√ 做得到 ○ 做不到

伴讀(Paired Reading)



目的:

- 即時了解文章的意思;
- 重溫已學過的字詞及認識生字;及
- 培養閱讀興趣。

形式:

- 可安排在課前或課後的五至十分鐘進行,或在分組活動時間進行;
- 教師為個別有讀寫困難的學生伴讀;及
- 教師亦可邀請「大哥哥、大姐姐」或家長與學生伴讀。

注意事項:

- 1. 讓學生選擇喜愛的讀物,例如故事書、報紙、漫畫書等;
- 2. 所選擇的讀物應是學生能讀 70-80% 的字詞 (教師可着學生讀出首兩 行,看看深淺程度是否合適);
- 3. 教師與學生一起閱讀(同步閱讀);
- 4. 教師稍後淡出,讓學生繼續朗讀下去(獨立閱讀);
- 5. 若學生不懂讀時,教師應讓他想一想(Pause),盡量鼓勵他猜測字的讀音;
- 6. 若學生在五秒內仍未能讀出該字詞,教師可根據字形或句子的意思給予 提示(Prompt);
- 7. 當學生經過嘗試後能夠讀出該字詞,教師應加以讚賞(Praise);及
- 8. 若學生試讀兩次後,也不能正確地把該字詞讀出來,教師應告知正確的 讀音。

伴讀指示:

『而家我哋開始讀呢篇文。開頭嘅時候,我會同你一齊讀,等到你有信心自己讀嘅時候,可以俾個信號我 [例如拍一吓張檯],我就俾你自己讀落去。當你讀到某一個字唔識嘅時候,你可以諗一吓,猜吓嗰個字嘅讀音,如果真喺諗唔到,我會提你,唔使擔心。好啦,我哋依家就開始喇。』

伴讀日記 - 記錄表 (學生用)

日記

竺	Æ
弗	后

山力	•	
姓石	•	

日期	書本名稱	頁數	誰與你伴讀	有趣嗎?
日				◎ ◎ ◎ ◎ ◎
_				© © © ©
				© © © ©
三				© © © ©
四				◎ ◎ ◎ ◎ ◎
五				© © © ©
六				© © © ©

The Hong Kong Specific Learning Difficulties

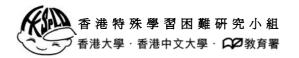
Behaviour Checklist

(For Primary School Pupils)

學生姓名 :	性別:	學生編號:							
學校名稱 :		塡表日期:	年	月	且				
班 級 :	(上午/下午/全日制)	出生日期:	年	月	且				
填表人姓名 :		學生年齡:	歲	個月					
教師選擇「有時」或「經常」的題數									
語文部分:	題 認知及其他部分:題	共:是	頁						
甄別結果(請在適當	的方格內加上「√」號)								
□ 小一 :	請參閱《香港小學生特殊學習困難行標準版本及簡短版本的甄別題數 — 第		使用手冊》						
口 小二至小四 :	請參閱《香港小學生特殊學習困難行標準版本的甄別題數 - 第8頁表3.1 簡短版本的甄別題數 - 第9頁表3.2		} »						
經初步甄別爲有特殊學習困難 □是 □ 否									

塡表須知

- 1. 這份量表適用於 6 歲 1 個月至 10 歲,以及在本港小學就讀至少有四個月的學童。
- 2. 這份量表須由教師填寫。填寫量表的教師必須對受評估的學童有一定的認識。
- 3. 教師應盡量完成整份量表,以便對學童作出全面的評估。若時間不許可,教師可填寫簡短版本,即「語文部 分」。
- 4. 填表者應根據日常觀察,以決定學生出現各項行為的頻率。 可選擇的頻率依次為「從不」、「很少」、「間中」、「有時」及「經常」五項。填表者須根據學童在某項行為的 出現頻率,在方格內加上「√」號。每題只可選擇一個答案。
- 5. 由於這些題目涉及學童在校內不同科目(例如:中文、數學、體育、美勞及音樂)的表現,若塡表者不能肯定 學童某些行為的出現頻率,請與任教該科目的教師商討。若在商討後仍無法作出決定,可選擇「不知道/不 適用」。
- 6. 表內合共有65條問題,不適用於小一及小二學童的題目已用 ② 及 ② 表示。
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語文部分

		從不	很少	間中	有時	經常	不知道/
		1	2	3	4	5	不適用
閱	遺						
1.	理解文字比理解說話的能力差很多。						
2.	對於經常遇到的字也不能認讀。						
3.	閱讀句子後,不能理解內容。						
4.	閱讀時很難找出文章的重點。						
5.	朗讀時讀錯字。						
6.	朗讀時因不懂讀字而常常停頓。						
7.	朗讀時不理會標點符號。						
8.	混淆讀音相近的字,例如「波子」及「多士」。						
9.	閱讀表現較同齡的學生差很多。						
10.	檢查自己的功課時,察覺不到做錯的地方。						
寫	字和默書						
1.	默書常常不及格,寫錯字或交白卷。						
	寫字常犯錯,例如漏寫筆畫,字體的結構不勻稱,常寫出 界等。						
	比一般學生需要較長的時間抄寫。						
4.	抄寫黑板時會漏字,或需要望淸楚每一筆每一畫才抄寫。						
	同一字在同一篇文章有多種不同寫法,例如「我」、 「 我 」、「 我 」。						
寫	<i>(</i> /E						
		П					
	書寫能力比口語表達差很多。						
	漏寫或錯誤地運用標點符號。	П					\Box
4.	對於重組句子的練習有困難。	\Box	\Box		\Box	\Box	Ä
5.	作文時思維組織紊亂。	\Box	\Box	\Box	\Box	\Box	\Box
6.	作文/作句只能勉強達意,文法上有錯誤。	$\overline{\Box}$	\Box	$\overline{\Box}$	$\overline{\Box}$	$\overline{\Box}$	\Box
7.	寫漏字,例如「這很玩」〔漏去"好"字〕;寫上多餘的字,	\Box	\Box			\Box	\Box
	例如「這很 <u>非常</u> 好玩」;或次序混亂,例如「今天上學不	. —					
	用」。						
	教師在此頁(語文部分)選擇「有時	 f _ 或	 「經常	 纟_的	題數	:	題

認知及其他部分

			從不 1	很少 2	間中 3	有時 4	經常 5	不知道/ 不適用
	 ;	般表現						
	1.	常在功課簿上留下很多擦膠的痕跡,或因過度修改而把 簿畫花或弄皺。						
	2.	功課及行爲表現,時好時壞。						
	3.	課堂表現不錯,但考試成績差。						
	4.	家長表示學生曾經溫習,但考試成績仍然很差。						
	5.	家長表示學生已熟讀默書範圍,但默書成績仍然很差。						
	數	學能力						
	1.	計算簡單數學題(如 $3+6$),需要數手指或在紙上畫記號輔助。						
	2.	不懂解題。						
\odot	3.	不明白數字的數值,例如把 160 讀作"十六"。						
\oslash	4.	分不清楚「+」、「-」、「x」、「÷」等符號。						
22	5.	花很多功夫仍未能記好乘數表。						
	語	言能力						
	1.	口語答題時反應較慢。						
		用口語表達意思時不暢順,如詞不達意。						
0	3.	口語表達時語法錯誤。						
\heartsuit	4.	發音不正確。						
	記	憶能力						
	1.	常遺失個人物件,如文具、課本作業;又或者忘記做功課 或帶作業。						
	2.	難以跟隨一連串的指示。						
	3.	需要別人不斷地重複同一個信息才能記得,如測驗日期。						
	4.	記人名或地名感到困難。						
	5.	記一些朗朗上口的兒歌或短詩也感到困難。						
	6.	不能牢記較複雜的時間表。						
\otimes	7.	記不起有關自己的資料,如生日、電話號碼及地址等。						
	專	注力						
	1.	很容易分心。						
	2.	不能長時間專心做一件事,例如做作業不久便會停筆、離						
	3.	開座位跟別人談話或看電視。 不能複述剛聽過的資料,如電話號碼、姓名、故事內容等。						
	\oslash	代表小一不適用 ② 代表小二不適用						

					有時 4	經 吊	不適用
石门	序能力	1	2	3	4	3	小週用
79. 1.	河(1827) 寫字的筆順錯誤。						
② 2.	寫日期有困難,如把 1984 年 6 月 21 日寫成 6.12.48。	\Box			H		
∅3.	時間觀念十分薄弱,分不清「昨天」、「今天」或「明天」。	\Box	\Box		\Box		Ä
	常背錯一些順序的字詞或數字,例如春夏秋冬的次序、乘						
	數表、或同學的電話號碼。	Ш		Ш		Ш	
⊘ ⊘ 5.	花很多功夫才學會說出時鐘上的時間。						
大	小肌肉及協調能力 〔填寫這部分時,請與體藝科教師商	動討。)				
1.	填色時常填出界。			П			
② 2.	對於跑和跳比較笨拙,例如常跌倒或弄傷自己。				H	\Box	
∅3.	參與活動量大的遊戲 (如跳繩或踢波) 時,容易感到疲累。	\Box	\Box		\Box		
<a>∅ 4.	體育課表現差,例如做老師指定的體能動作時會有困難。						
⊘ 5.	跳繩、拋波、接波或踢波有困難。						
② 6.	上音樂課時不能依一些簡單的拍子打節拍。						
⊘7.	與同齡學生比較,綁鞋帶或扣鈕有困難。						
₫ ₫	間及方向感						
② 1.				П			
⊘ 2.	方向感較差,需要較長時間才懂得怎樣前往校內的特別						
	室,如教員室、音樂室。		Ш	Ш	Ш	Ш	Ш
情	緒及社交適應						
1.	逃避學習。						
2.	和別人相處有困難,例如常跟兄弟姊妹或同學吵架。						
∅3.	自我形象差,例如覺得自己很愚蠢。						
_	很容易沮喪或放棄。						
∅ 5.	當感到壓力時會有頭痛、胃痛、腸抽筋、急躁或發脾氣,而這些情況在上學時較明顯。						
②	代表小一不適用 ②代表小二不適用						
	教師在第三及第四頁(認知及其他部分)選擇「有時	」或	「經常	」的	題數	:	題
教師意見	L:						



教學建議

幫助有特殊學習困難的學童

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前言

爲配合「香港小學生特殊學習困難行爲量表」的使用,教育署特別編輯了這本《教學建議》,供教師參考。《教學建議》的內容就協助有讀寫困難學生在多個範疇的發展,例如認字、抄寫、閱讀理解、寫作、組織能力及自尊感等,輯錄了一些具體的建議,方便教師按學生的需要選取使用,爲有讀寫困難的學生提供輔助及調適。

《教學建議》的初稿已於二零零零年十月二十八日「香港小學生特殊學習困難行爲量表簡介會」當日派發。這冊《教學建議》修訂本,除重新修訂初稿的組織及部分內容外,還附加了兩所學校代表在簡介會當天所分享的經驗,這些寶貴的實際經驗有很高的參考價值。

《教學建議》的內容是由教育署心理輔導服務的同工編錄,內容或有未盡善之處,歡迎各教育界同工給予寶貴意見。

不少研究發現,對有特殊學習困難的學生有顯著效用的教學法,對於其他普通學生亦有幫助。讓我們共同努力,設計及使用多元的教學方法,使這些學習上有不同需要的學生得到適切的教導,有發展潛能的機會。

這本《教學建議》得以印製,有賴經由優質教育基金資助的「香港特殊學習 困難研究計劃」協助,謹此致謝。

教育署

二零零一年二月



第一章:特殊學習困難的定義

甚麼是特殊學習困難?

特殊學習困難 (specific learning difficulties) 是泛指一系列學習異常的表現,即在聆聽、說話、閱讀及寫作等方面有顯著困難。常見的特殊學習困難有:讀寫障礙 (specific learning difficulties in reading and writing or dyslexia)、數學運算障礙 (dyscalculia)及語言障礙 (dysphasia)等,其中以讀寫障礙最爲普遍。

甚麼是讀寫障礙?

讀寫障礙是一種最常見的特殊學習困難。有讀寫障礙的學童,雖然有常規的學習經驗,但卻有閱讀和書寫困難。一般來說,他們的記憶力較弱,訊息處理的速度也較慢。他們的語音處理、視覺及聽覺認知能力、專注力、分辨左右、列序或組織等能力可能較弱。這些學童的智力正常,而他們在學習上的問題,並不是由於任何感官或腦部損傷所引致的。

特徵

- 說話能力比文字表達能力爲佳;
- ◇ 容易忘記已學的字詞;
- ଛ字時經常漏寫或多寫了筆劃或文字;
- 書寫時,把文字的部件左右倒轉或寫成鏡像倒影;
- ◇ 較易疲倦,需要更多的專注力去完成讀寫的作業;或
- 即使能認讀文字,未能完全理解文章的內容。



第二章:一般輔導原則

◎ 有耐心

- 由於學生的記憶力較弱,所以他們未必能把即日所學懂的知識牢 記到明天;
- 幫助學生掌握學習原則和方法,減少強記。

● 善用方法

- 用多種感官方法和實際經驗,去加強學生的記憶;
- 有系統地把學習內容細分,按部就班地協助學生掌握技巧。

€ 全校政策

由校長帶領教師建立兼容的校園文化:教師間有共識,並會因應 學生的特殊需要盡力協助學生。

፟ 家長參與

經常與家長溝通及通力合作,共同輔導學生。

我們相信,所有學生都有他們的天賦才能和強項,都能從教育中獲益,雖然 有些學生會因各樣的障礙而影響學習。這些障礙可能源自學生本身,亦可能是包 括社會、家庭、課程、學校等因素。因此,教師不妨分析及改變以下一些因素, 從而提高教與學的效果。

我可以改變以下哪些因素,以提高學生的學習效果?				
課程	教學	課室	家庭	
廣度	授課語言	課室管理	家校溝通	
深度	表達方式	學習氣氛	家長期望	
趣味	回饋	學習動機	關注	
習作	時間運用	師生關係	對學生的支援	

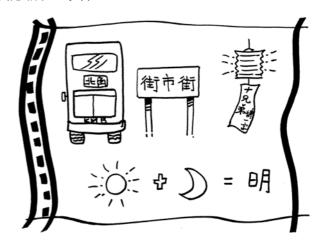
第三章: 教學策略

認字

- № 加強學生對中文字部首、偏旁的認識,例如:
 - 從部首猜字義
 - 從偏旁記字音
- 新字(word-in-word),例如:

明 = 日+月

蝴 = 虫+古+月 或 虫+胡



№ 將文字圖像化, 例如:

 \exists

水

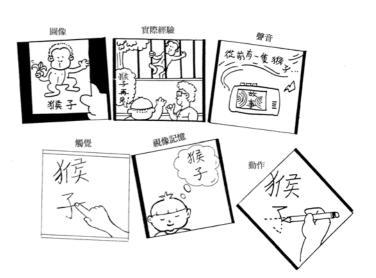
Bed







- № 利用兒歌和謎語學生字;
- 把每周所學的生詞張貼在課室;
- 採用多種感官學習法,透過視覺、聽覺、觸覺等來記字。例如 鼓勵學生閱讀附有錄音帶的圖書,一 邊看書,一邊收聽錄音帶;



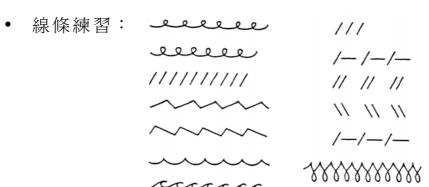
- 進行伴讀(paired reading),以提高學生的閱讀興趣,並幫助他們 熟習已學過的詞彙;及
- ⑥ 避免過量或重複的抄寫和背誦。



抄寫

፟ 基本訓練

透過剪貼、連點、連線等活動,加強手眼的協調;



- 利用筆膠改善執筆的方法;
- 利用自製「間隔尺」(如圖示), 幫助學生在書寫時,保持字與字間 的適當距離;及



若學生在小肌肉協調方面有困難,可建議家長尋求職業治療師的幫 助。

ὧ 掌握字形

利用大、中、小的方格,幫助學生控制運筆及逐步將字體縮細;



協助學生掌握字形架構的規律,例如:

上下(昌冒) 左右 (林明) 外內 (回 區) 品字形 (森蟲)

- 用不同的顏色筆來突出字體的某部分或筆畫,使學生倍加注意;及
- 用記號(如紅點、箭咀等)提示學生寫字的落筆位置。



🌢 多種感官學習

- 教師作筆順示範,著學生一邊讀一邊用手在空中 書寫,加強記憶;
- 教導學生學習筆順口訣或筆順歌;
- 放大字體,著學生用手指在字卡上臨摹;
- 教師示範,著學生輕握教師的手背,一面寫字, 一面說出筆劃;及
- 著學生閉上眼睛,記憶某字的筆順,然後在空中書寫字。



◎ 課堂調適

- 減少學生抄寫的份量,例如只 抄寫課文其中一段或常用的詞 彙;
- 為減少學生從黑板抄寫時所遇到的困難,教師應採用較大的字體,並留意字與字之間要有適當距離;
- 容許學生以其他方式作答,如 重組句子時以數目字顯示,回 答理解題時把課文適當的部分 圈起來等;
- 容許學生把要抄寫的資料影印,或由同學利用炭紙爲他們多預備一份;及
- 容許學生利用電腦處理文字, 代替抄寫。



書繯

- № 給予較長的默書時間;
- 的 酌量減少默書的份量;
- ↓ 提早給予默書範圍;
- ♪ 默書範圍可包括部分已學過的詞語,以減輕難度;
- 彭勵學生訂立個人的目標,求取進步;
- ☆ 採用「每日評估、記錄及施教」的方法:

選擇5-10個詞語,每天替學生進行約十五分鐘的「讀、默、寫」練習, 待他/她熟悉該組詞語後,才訂立新的學習目標,按部就班地加強識字能力。

♦ 教授學生「Look, Say, Cover, Write, Check」的溫習方法:



(看一看 - 唸出來 - 把字蓋著 - 寫一遍 - 對一對)的方法預備默書;

- 默詞語時,要給予例句,如「寒冷 冬天天氣寒冷」;
- 业 批改默書時用給分制以取代常用的扣分法;及
- ◎ 減少改正次數,集中改正部分詞語。

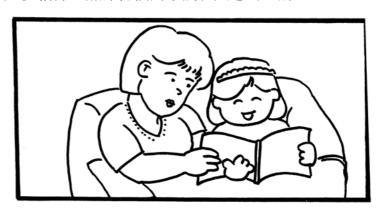


閱讀理解

- 供學生閱讀的文章,宜字體大小適中,段落分明,有清楚的標題及分題,並按 需要附有插圖以助解說;
- ♦ 教導學生找出重要的詞語和主句,用螢光筆把它們顯示出來;
- 閱讀前,向學生提供有關課文內容的討論題目;
- ♪ 引導學生掌握閱讀技巧,例如:
 - 先閱讀標題及題目,從題目或封面猜測故事內容;
 - 讀到故事結局的前一頁,猜測故事的結局;及
 - 閱讀後,著學生設計一些與內容相關的問題。



- ♦ 教導學生利用「五指」掌握故事內容;
- 進行伴讀 (paired reading),或由老師或家長把故事錄音,使學生閱讀時較流暢,不會因忙於記取字詞讀音而影響對內容的理解;
- ♦ 鼓勵學生用自己的文字把內容複述一遍;及
- 彭勵學生扮演故事的人物或重要情節,加深他們對字詞和文意的理解。





寫作

- \$\infty\$ 爲有需要的學生提供大綱及詞彙;
- ◇ 容許他們用錄音機口頭作文;
- 谷 容許學生用圖畫代替不會寫的字詞;



- 推行協作學習(collaborative learning) 讓有讀寫困難的學生口頭作文,由寫作較佳的同學代筆,再由學生抄寫一次;
- 讓學生體會寫作的功用,例如每天寫一句簡單句子作爲日記、給爸媽寫便條、列購物淸單、寫短詩、設計廣告等;
- 利用生活照片啓發寫作興趣;
- № 利用6W方法引導學生作文:

時間 (When)	人物 (Who)	地點 (Where)		
每天早上	公公	到公園		
活動情況 (What)	為甚麼 (Why)	怎麼樣 (hoW)		
要太極	健身	風雨不改地		

- 並勵學生製作字庫 (word bank),供寫作時參考,例如:節日(端午節/中秋/...)、 食物(米飯/粉麵/...)、情緒(快樂/憤怒/...)、連接詞(然後/所以/...);
- 完成作文後,鼓勵學生把文章唸給同學聽,一起嘗試找出錯漏的地方;
- 為學生提供一張「校對清單」,例如格式、標點符號、錯字、漏字、分段、對題等;
- 於 評分時,著重內容及創意,不要純粹因錯別字多而給予學生很低的分數。



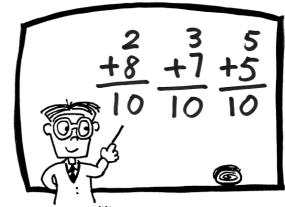
數學

有讀寫困難的學生可能在以下方面遇到困難:

- 1. 由於記憶力的問題,掌握基礎數學知識或背乘數表有困難;
- 2. 因運作記憶差,心算有困難,計算速度較其他學生慢;
- 3. 因爲認識的字很少,理解文字題有很大的困難;
- 4. 對於理解和分辨數學符號可能有困難,例如不大明白 '+' 和 'x' 的分別;
- 5. 由於分辨方向能力較差,會混淆 '6' 和 '9' 或把 '23' 寫成 '32' 等;
- 6. 由於列序能力較弱,容易忘記運算程序,例如忘記先乘除後加減等;
- 7. 由於空間感弱,計算時會出現對錯位、弄錯橫直式或寫錯答案的情況;
- 8. 學生在做家課時欠缺條理,常弄錯格式或抄錯題目;及
- 9. 由於他們缺乏自信,寧採取「不做不錯」的策略而不肯嘗試,給人的印象是缺乏學習動機或懶惰。

輔導方法

- 幫助學生掌握基礎數學知識,例如:
 - 利用多種感官教學,利用實物如用數粒、錢幣等;
 - 教學生如何分解和組合數字,例如'10'的不同組合;
 - 協助學生明白數字之間的變化和規律,例如
 10, 20, 30...與13,23, 33...同樣是以10遞增; 5+8=13, 0.5+0.8=1.3 等;
 - 教導學生掌握易於記憶的部分,例如先熟習 2、5 和 10 的乘數表;





- 教導學生明白不同運算方法的關係,如 9+7=10+7−1=16;
 2×7=2×5+2×2;及
- 嘗試了解學生爲何出錯,以便給予適當的回饋和輔導。例如:透過觀察,發現學生算出56-28=32,是因未掌握減法,只曉得把大的數字減去小的數字 (5-2=3; 8-6=2)。

◎ 減輕學生的記憶負荷,例如:

- 利用數線、提示卡、乘數表等;
- 以特別的方法來記9的乘數表;
- 把例題寫在咭紙上,提醒學生運 算的步驟;及
- 若學生已充分明白運算原則,可考慮容許他們使用計算機。
- 不要經常強調計算的速度,以免增加學生不必要的壓力。



- ◆ 教導學生核對答案的方法和培養核對答案的習慣。例如:兩數相減的差必須較原來兩數的數值小;29×29的積接近但小於900(因爲30×30=900)。
- 需要的話,給學生較長的作答時間;或考慮容許他們只做雙數或單數的習題,習作重質不重量。

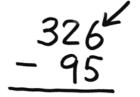


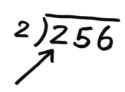
◎ 減輕因語言或文字而構成的困難,例如:

- 向學生解釋數學科常見的用語,例如:餘下、分給、相差等詞語的意思;
- 减少抄寫方面的要求,例如不用學生重抄題目和以句子總結;及
- 教授數學概念時,輔以日常生活的例子,並鼓勵學生就算式(如5+7=12)擬故事題,加深對數學符號的理解。

心 加強視覺效果,例如:

- 工作紙的設計須簡潔易明,必要時可把字體放大,使學生不會容易弄錯,例如 把 '-' 號看爲 '+';
- 給予視覺提示,例如以箭咀提示減數是由個位開始, 計算除數是由左至右;
- 教導學生運用輔助符號,減少運算上的錯誤。例如進位、退位時以輔助符號提示;
- 在習作紙上以例子引導學生明白所要求的格式;及
- 容許學生用格仔紙計算,避免計算直式時錯把十位與 百位相加。





№ 增強自信心,例如:

- 教導新課題的時候,以較容易的數字入手,例如剛開始教三位數加三位數時, 採用數值較小而不用進位的數字;及
- 鼓勵學生以不同的方法來計算答案,例如以數手指來輔助計算,以 10×7-7 的方法來計算 9×7 等。



考試及評估

給予學生較長的時間答題;



- 如有需要,可爲學生放大試卷的字體和加闊行距;
- 容許學生在閱讀試卷時用螢光筆間下重點;
- 利用不同的方法,例如:口頭答問、繪圖等,評估學生的成績;
- 如學生能正確答題,可在批改錯別字方面作較寬鬆的處理;及
- 如學生在抄寫方面有特殊困難,教師可降低字體工整方面的要求; 或容許學生用電腦打字。



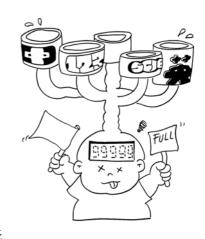
第四章:學習能力的培養

專注力

- 營造一個寧靜而有規律的學習環境;
- 強調在學習過程中主動參與;
- 安排學生坐近教師,方便給予指示;
- 教師給予簡單淸晰的指示,並讓學生複述一次;
- 》 將習作分拆成較小的項目,以便易於完成;及
- 有讀寫困難的學生特別容易疲勞,教師應避免在他們疲倦狀態下,勉強他們學習。

記憶力

- 把資料圖象化或形象化,加強記憶;
- 用錄音機將課文重點錄下來,讓學生重複聆聽;
- ♪ 用螢光筆顯示重點;
- 教導學生自我複述重要的資料或指示,以加深記憶;
- 》用顏色分類,將重點寫下來以方便學習,如藍色圈出形容詞,紅色圈出動詞;
- 也 把公式或常用詞彙寫在卡上,以便隨時參考和溫習;
- № 把個人重要或常用的資料寫在日記簿/小冊子上;及
- 教學生寫下自己要做的事,按緩急輕重把要完成的工作寫在黏貼便條紙上, 藉以提醒自己,完成後便在旁邊畫上 ✓ 號。





組織能力

- \$\text{ \$\text{\$\ext{\$\text{\$\exitt{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\exittit{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\exittit{\$\text{\$\exittitt{\$\text{\$\exittit{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\}\exittit{\$\text{\$\text{\$\text{\$\exitt{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\text{\$\e
- 心 把重要事項張貼在課室內容易看到的地方;
- 觀察學生處事的方式及步驟,並給予適當的指引;
- 讓學生交流處事或做功課的方式和步驟;及
- 與家長配合,讓學生在家採用一套合適而有效的方法來處理家課(例如:用不同顏色的「簿皮」、「文件夾」來識別及整理不同科目的功課)。

書寫/工作速度

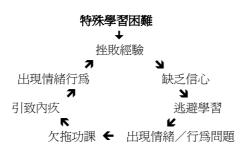
- 酌量減輕學生的家課量,如容許學生只做單數或雙數的題目,並根據學生完成的功課項目評分;
- 容許學生用較大格的練習簿和把答案寫在較大的空間;
- № 給予學生較長的時間抄寫黑板上的資料;
- 他們未必能分心同時兼顧聽講、 抄筆記和思考,避免要求學生同 時進行多項活動。需要的話,容 許他們影印同學或教師的筆記;
- 讓學生用簡單快捷的方法來記錄家課,例如在家課冊內已印備好詳細的功課項目;及
- ◇ 容許學生用較長的時間來完成堂課。

		家調	月 記	ŗ. F	第	ì	周		
日期		月	H		月	日		月	日
星 期 科目		(—)			(二)		(三)		
	生	字/抄書		生	生字/抄書		生	生字/抄書	
中	作	業/工作紙		作	作業/工作紙		作業/工作紙		
文	補	充		補	充		補充		
		riting/Copy Book			riting/Copy Bool	k		riting/Copy Book	
英		E./Workbook			G.E./Workbook		G.E./Workbook		
		ork Sheet			Work Sheet		Work Sheet		
文	T.0	LAN. PRAC		T.0	LAN. PRAC		T.0	LAN. PRAC	
	0.C.	SKILL BOOK		0.C.	SKILL BOOK		0.C.	SKILL BOOK	
		T & P BOOK			T & P BOOK			T & P BOOK	
數學	練	習/工作紙		練	習/工作紙		練	習/工作紙	
字	作	業/補充		作	業/補充		作	業/補充	
常	生	字/作業		生	字/作業		生	字/作業	
識	單	元活動冊		單	元活動冊		單	元活動冊	
	工.	作紙/資料搜集		I.	作紙/資料搜集	É	工.	作紙/資料搜集	
其									
他									
	1111	青參閱第	頁	請	參閱第	頁	請	參閱第	頁
通告									
家長									
簽署	L								
	•								



提升自信心和自尊感

- 利用單獨與學生相處的時間,幫助學生明白自已的特殊學習困難,但無須當眾宣布;
- 給予學生機會回答一些他能力可以應付的問題;
- 給予學生機會做一些可以應付得來的工作,如値日生、清潔組長等;
- ② 認同學生的努力和進步,並多給予口頭鼓勵 和讚賞;
- 協助學生訂立個人成功指標,避免和別的同 學作出比較;
- 找出影響學生情緒或行爲問題背後的原因, 並給予適當的輔導;



惡性循環

- 建立朋輩間的支援網絡;
- 6 作出特別協助或安排前,先取得學生的同意,以発學生感到尷尬;及
- 加強教師、學生輔導主任/教師和家長間的溝通和合作。















第五章:經驗分享

(一) 家長老師伴學計劃

天主教佑華小學學生輔導教師楊佩玲女士及家長代表楊太向與會者介紹了「家長導師伴學計劃」。她們的經驗分享令人雀躍,原來每所學校都有豐富的資源—家長。 透過悉心的安排和短時間的培訓,家長可以是教師的好伙伴,是校方上佳的「額外 人手」,協助教師加強學生的讀寫能力。

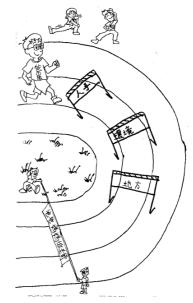
> 分享嘉賓: 楊佩玲女士 天主教佑華小學學生輔導教師

構思過程

會影響到他們日後的小學生活。

這個家長導師伴學計劃是由幾個小一的個案而開始。開學時我們發現了一些新入學的學童仍未有達到小一的程度,例如他們的認字能力較弱,執筆的姿勢亦不正確。當時我們未能斷定這些學童是否能力較弱或是有學習障礙,但可以肯定他們的起步點比別人慢,若不加以處理,一定

學校的資源和老師的時間實在有限。我們不能等待學生 升上小三才轉介他們到啓導班,亦不希望他們多花一年時間留 級重讀。反覆思量下,我們考慮到學校內也有一些熱心的家 長,他們不一定是有學習困難的學童父母,但他們仍肯付出時 間教導自己和其他家庭的學童。若能給他們有系統的培訓及增 加他們對特殊學習困難的認識,他們也會是很好的導師。



計劃內容

這個計劃主要是幫助一些學校成績稍遜的小一學童。他們不一定是評估為有學習障礙的學童,但他們的認字能力普遍地較低。我們不希望這是一個以教功課爲主的活動,而是按學童個別的能力而剪裁設計,令他們在讀、寫、默三方面有所進步。



計劃共分爲三個部分:

- (1) 由老師推薦一些讀寫能力較低的小一學生參加。我們故意選編一些程度相若的學生爲一小組,以免家長感到困難,亦能增加參與學童的成功感。
- (2) 我們準備了兩節工作坊給家長,讓他們更深入認識學習困難,並提供了一些具體的教學方法,如伴讀指引、遊戲活動等。
- (3) 家長參加了工作坊以後,會爲學童作爲期五星期,每星期三次的課後輔導,內容詳見附表一及二。家長會因應學童的表現調節活動及教學方法。

	◎我也能做到!	8 均:	
			嘉許欄
1.	準時出席。		
2.	寫齊手冊。		
3.	交齊功課。		
4.	功課答問表現好。		
5.	朗讀課文。		
6.	能記認詞語。		
7.	能默寫詞語。		
8.	小組時專心聽講。		
9.	肯嘗試參與。		
10.	態度認真。		

附表一



99至00年度农民分享小組(2) 「家長業時件學計劃」 竹輪 会 家長 東師 5 作指引 る



輔掌服務通訊第18號

2000年4月11及12日

「家長導師伴學計劃」誠邀已完成工作坊之家長參與,此計劃為期五週,每週提供兩次伴學指導,這計劃旨在讓家長把所學技巧實踐、應用於本校小一及小二同學身上。

日期:2000年5,10,12,17,19,24,26,31日及6月2,7日(逢星期三、五)

時間:12:00至12:35pm或1:00至1:35pm(每節35分鐘)

	指導範圍		步驟建議
1		一 一	
1.	檢查手冊	依學生已有表現	
	(約5分鐘)		力課項目、✓功課
		,, ,, , , , ,	7一科或一天,再設訂要求
		有好表現時在紙	2錄冊上「加許欄」加✓
2.	教導功課	由學生選擇一項	功課求教,亦可由家長從手冊找出最常欠
	(約10分鐘)	的功課了解困難	
		鼓勵學生試解題	1目,肯定其知道功課做法
		(若學生不明白	便直接教做一題)
		由學生重述其例	部份的做法
		有好表現時在紅	2錄冊上「加許欄」加✓
3.	中文學習活動	依學生能力設定	[學習目標至何種程度(認字、書寫、默書)
	(約15分鐘)	伴讀新教課文	
		(一人一句輪讀	兩次;如學生2-3秒仍未能講出字詞便教
		讀;完全未能	掌握課文者,可先抽詞語教或選讀一段)
		選教3至5個詞語	(同部首字或較常用字)
		(讀、拆字-字	形組合、用字咭示範筆劃,學生默寫出來)
		翌日可先重溫字	:詞再讀新授課文,亦可以運用字咭作其他
		活動(例如:釣	魚)
		有好表現時在紙	心錄冊上「加許欄」加✓
4.	總結	依據學生準時、	學習態度各方面作品評鼓勵
	(約5分鐘)	有特別表現時可	」 填寫家長推薦榮譽獎及訂立目標

附表二



遇到的困難及解決方法

(1) 時間

有些家長因時間問題而不能參與這個計劃。從我們分析所得,家長在下課後要 處理學童的功課,較難撥出額外時間教導其他學童,但在學童上課的時段家長會比較 空閒。我們於是決定由下午班的家長於下午時教導上午班的學童,下午班的學童則交 由上午班的家長於早上負責教導。

(2) 人手

計劃開始時我們作了一對一的輔導安排。後來我們觀察到家長的適應能力很強,很快就能同時教導兩名學童。有些組別因爲學生的配搭得宜,家長能作出一對三的輔導。

(3) 環境

學校能提供的資源有限,遇到房間不夠的情況時,便需要改往禮堂外的空地繼續輔導,噪音會較大。起初我們也擔心這情況,但經過一段時間,我們觀察到學童已能適應,專注在家長的教授上。

成效

學童方面

雖然這計劃不能完全改善學童的問題,但他們會有一定程度的進步:

- 比較開心;
- 投入感及主動性增強,上堂時願意試讀的情況增多;
- 認字方面有進步,拆字技巧增強了;及
- 其中幾位同學的默書成績進步了。



學童家長方面

以往當教師向家長提及學童的讀書問題時,他們便會愁眉苦臉。計劃中旬,我們看到一些家長對子女的讀書問題有更正面的看法。

家長導師方面

通過這個計劃,一些家長表示學會了靈活變通和變得更有耐性,他們也能利用 計劃中使用的教學方法教導自己的孩子。學童知道父母要抽空幫助他人,亦學會了獨 立和自律地處理自己的功課。

一位家長的回應

敬爱的楊姑娘:

今次有機會參加「家長做老師」的計劃,感到非常榮幸與高興,多謝您和 張太的指導。在學校裏我和小朋友相處十分開心,好像自己子女一樣,請容我 說出感受和您一起分享。其實我覺得每個小朋友他們各有不同的性格。每位的 表現也有不同,但是我深深感受到他們已有進步。

在認字方面:用字咭是有效的方法,比較容易記於腦裏

態度方面:由很內向不願說話,轉變為開朗

朗讀方面:第一堂開始,差不多每個字也不曉得去讀,但逐漸可以朗讀大部份,甚至<u>兆榮</u>可以朗讀全課。

而有些地方其實可以改善一下就好些:

- 1. 地方 一如果兩組可以分開房,我想噪音會減少。
- 2. 人數 一小玲因專注力比較差,如可以的話一對一(但我又怕她問)
 - 而兆榮和家傑一對二也可以
- 3. 日數 一如可一、三、五,我想效果會更好。(我可以來)
- 4. 時間 -安排得很好

楊姑娘,請不要怪我咁長氣!Bye Bye!一齊努力!

楊太敬上 10-6-2000

(信內提及的學童名稱爲假名)



(二)如何輔導有讀寫困難的學生

仁濟醫院蔡衍濤學校的學生輔導教師潘婉文女士及教師關秀玲女士,在簡介會中分享了輔導一名有讀寫困難學生的經驗。得到校長的支持,潘姑娘邀請任教該名學生的教師一起開會,了解學生的學習困難並共同商討輔導的方法。班主任關老師深深地體會到,只有透過對該名學生的功課作出「大膽」修訂,輔導才見突破:學生的默書有進步,學習興趣提高了,情緒行為問題也相應減少了。她為學生的改變感到欣喜,亦肯定自己的付出是有回報的。

學生輔導教師的角色

分享嘉賓: 潘婉文女士 仁濟醫院蔡衍濤學校學生輔導教師

(1) 個案發現

班主任發現一名學生寫字常常漏筆劃,上課情緒不穩定,且在課室中有違規行為,於是與學生輔導教師商計學生的情況。

(2) 學牛輔導教師的初步跟淮

- (i) 接見學生:透過與學生閱讀圖書,發現學生語言表達能力高,但對文字的記認 及理解出現困難。
- (ii) 與校長商討如何協助學生學習:得到校方的同意及支持,學生輔導教師邀請班 主任及各科任教老師開會,檢討學生的功課量並作出剪裁。
- (iii) 轉介學生往教育署心理輔導組作評估。

(3) 跟進

- (i) 收到教育署心理學家的報告後,學生輔導教師再與各科任教老師商討學生的 學習情況(見附表三)。
- (ii) 約見家長,讓家長明白學生的學習需要及校方對學生在學習安排方面的特別 處理;並提供資源給家長,協助學生在家中溫習。



- (iii) 學生輔導教師與各科任教老師於適當時間再召開會議,並爲學生作功課修 訂,檢討教學成效。
- (iv) 學生輔導教師定期接見學生,鼓勵學生學習,提升學生自信。

仁濟醫院蔡衍濤小學 處理讀寫困難學生小組會議紀錄

日期:12-10-99

出席:3B 班班主任、中文科教師、英文科教師、數學科教師及輔導老師

討論內容:

(1) 學生經教育署心理輔導組教育心理學家評估後,指學生有讀寫障礙,故就學生 學習需要邀請中、英、數老師及班主任討論,如何協助學生學習的方法。

(2) 中文科:

2.1 抄寫功課: 老師議決中文抄寫功課只需做每次總數的 1/3。若有錯字,只 需學生改正一次。

2.2 作業: 學生需依照老師指示的範圍完成;若有錯誤,老師會為學生提

供答案,以方便學生回家溫習。

2.3作文: 老師提供作文內容前部份,後部份由學生接著完成。

2.4 默書: 學生可照老師選定的內容以背默形式默書。(由於學生背默方

面容易達到理想效果,故在這方面,學生可獲得學習上滿足

感。)

(3) 英文科:

3.1 抄生字、句子: 學生只需要做該次功課總數的 1/3,若有錯漏,只

需改正一次。

3.2 作業: 學生需依照老師指示範圍完成;若有錯誤,老師會為學生提

供答案,以方便學生回家溫習。

3.3 默書: 學生可照老師選定的內容以背默形式默書。

(4) 數學:

4.1 格式題: 學生在格式題方面表現困難,故這部份功課,學生只需完成

每次總數的 1/3。

4.2 堂課: 學生只需在書本上完成。

學生需依照老師所指示的範圍完成;若有錯誤老師會填上答 4.3 作業:

案,方便學生回家溫習。

- (5) 老師贊成需要讓全班同學了解學生的困難並加以鼓勵及支持。
- (6) 老師提議學生亦要培養對自己功課的盡責態度。

(附表三)



輔導方法及教師心得

分享嘉賓: 關秀玲女士 仁濟醫院蔡衍濤學校學生輔導教師

經過細心觀察,我認爲這位有讀寫困難的同學有以下的特徵:

- (1) 口語表達能力比文字表達能力爲佳。
- (2) 認字速度快,但不久就忘記了。
- (3) 學習的表現時好時壞。
- (4) 情緒在一天內的波動很大。
- (5) 與同學相處時常有爭執。

作為他的班主任及中文科老師,我認為應在幫助他建立自信心,和替他解決難題兩方面著手。我的做法是:

- (1) 給他一些班務職責,如當"摘名"員。
- (2) 常聆聽他的投訴, 替他解決與同學的紛爭。
- (3) 由於他口語能力較佳,在課堂上我常給予他發表意見的機會。
- (4) 減少功課量和每次中默的字數。

我試行了這些建議達半年之久,可是發現收效並不大,

- (1) 他仍然被投訴騷擾其他同學上課,亦持續有過位的行為。
- (2) 可能因爲受到更多管制的關係,他的情緒波動更大。
- (3) 上課不專心,欠交功課的情況仍然嚴重。
- (4) 我曾多次為他準備好功課手冊,但他仍然忘記交功課。這令我懷疑他是否說謊 把手冊藏起來。
- (5) 功課方面仍然做得不理想,每次批改他的作業時,我需要像寫「血書」似的爲他指出錯處。



後來,我與友人談起這事,勾起了這個念頭:「一般學童在做功課時已有很大的壓力,對有讀寫困難的學童來說,他們所感到的壓力應會更大。若能減低他們在功課上受到的壓力,他們的行為可能會有相應的改善。」因此我再和學校的學生輔導教師商討,再訂定一些幫助這位學童的方法:

(1) 大膽爲他的中文功課作修訂,並就他的程度作合適的 剪裁。平日我會給他一份生詞及詞語的習作,將小 一、小二的常用字用部首歸納起來,再由部首到字、 由字到詞的方法讓他逐步認字。我亦會在過程中矯正 他的字形,令他對這些常用字更熟悉.。 假()() 假期 ()() 信()() 修理 ()() 修()() 修理 ()()

例 我 小 們 朋 生 友 到 到 學 到 爸爸帶我們到 地 公園 操場 校 遊 休息 玩 海洋公園 海 公園 玩 耍遊 玩

- (2) 由課本找出例句,分析句子的結構,用循序漸進的方法讓他知道句子的結構,再由單句到複句。 這個做法能重整他已有的知識,並爲他建立更鞏 固的基礎。
- (3) 找一些有圖畫的作業和課文,提高他的閱讀興趣。
- (4) 作文課時盡量減少大綱指引和提示字,亦不作即時的特別輔導,讓他更自由地 寫作。
- (5) 進一步減少背默的字數,由一百字減至五十字左右。



經過細心的觀察,我發現這些新建議有一定的成效:

- (1) 默書方面有所進步,有幾次取得及格分數,最高曾拿到八十七分。
- (2) 抄寫詞語時字形正確,字體稍端正。
- (3) 作句能力增強,由只能作單句進步至能作複句,句中用詞亦增多。
- (4) 對作文的興趣增大了,可以完成整篇作文,並減少用提示字。
- (5) 雖然間中仍受家庭問題困擾,但情緒和行爲再整體上有所改善。我觀察到他比以前開心,很多時候能交齊功課,減少了忘記帶簿的次數。

看到這位同學在學業成績及人際關係方面的進步,令我感到大家的努力並沒有白費。最使我欣慰的,是他告訴校長他現在上課比以前開心多了。



第六章:總結

隨著時代變遷,人們對特殊學習困難有較正面的看法。人類的腦袋是非常奇妙的:如果它的其中一部分功能較弱,其他部分便會強化起來以作補償。有特殊學習困難的人,雖然讀寫能力較弱,但在他們當中不乏有設計、創新發明、視覺藝術、資訊科技等才能的人。踏進電子數碼年代,影像傳訊將會較文字扮演一個更重要的角色。有特殊學習困難的人士所擁有的才能,正好配合這方面的發展,有一展所長的機會。

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- (二) <家課與測驗指引> 教育署學校課程通告第 5/2000 號 -

插圖 :教育署學校發展主任朱玲志

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http://www.literacyhour.co.uk	Sunshine Online (shared reading)
http://www.dyslexia-teacher.com	Dyslexia Teacher
	Sharing information about helping dyslexic
	pupils and students
http://www.ldonline.org	LD OnLine
	Website on learning disabilities for parents,
	teachers and other professional.
http://www.interdys.org	International Dyslexia Association
	國際閱讀障礙協會網站
http://www.schoolexpress.com	School Express (phonological awareness)
http://www.magickeys.cojm/books/index.html	Children's Storybooks Online (shared
	reading)
http://www.bda-dyslexia.org.uk	British Dyslexia Association
integration and a special and	英國閱讀障礙協會網站
http://www.dyslexia-inst.org.uk/	Dyslexia Institute, U.K.
http://hkedcity.net	香港資訊教育城
http://www.cbooks.org/main.asp?urlpage=wgame.asp	華文字句搜尋網—別字擂台
http://sn.polyu.edu.hk/mccsld	香港理工大學宏利兒童學習潛能發展中心
http://asld.org.hk	香港特殊學習障礙協會
http://serc.ed.gov.hk	教育署特殊教育資源中心
http://www.chineseedu.hku.hk	香港大學中文教育網
http://www.dn.ks.edu.tw/4/class/know.htm	識字教學小偏方
http://ed.gov.hk/lrc	語文資源中心(中、英文科)
http://www.ied.edu.hk/creative/main.htm	創意教學網上行
50	*

讀寫等

小學生讀寫輔助發材



【識字】

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識字困難及教學策略對照表

學習範疇	識字困難	教學法/策略
基本筆畫	● 視覺上容易混淆筆畫	直接教導筆畫名稱
	● 方向感較弱	多種感官學習
筆順	● 列序能力較弱	 筆順歌
	● 方向感較弱	筆順練習
字形結構	● 視覺上難以分拆部件的組	直接教導
	合難以分辨筆畫的長短、方	分割文字
	向、交疊、數目	特製字帖
認讀	● 難以記憶字形字音的聯繫	熟習基本獨體字
	● 混淆字形相似的字	重複學習、多感官教學法、字卡、拆字
		聯想、認識文字來源、運用
		聲旁、伴讀、「每日評估、記錄
		及施教」(讀、默、寫)」、「看、
		讀、臨摹、蓋、寫、校對」
默字	● 容易忘記已學的字詞	文字的起源
	● 提取速度慢	明確教導部首、偏旁
	● 混淆形音義近似的字	 文字圖像化、「字中字」
	● 混淆部件	形聲字的分析和練習

正確坐姿

- 頭及軀幹在中線
- 脊骨挺直
- 雙腳平放在地上
- 雙手活動時,仍能保持身體平衡

如下圖: 正面



側面



使用<u>左手書寫</u>時,紙張可向 右傾斜約 10°至 20°,以便看 到筆尖的活動情況。把需要 抄寫的課文放在右方,以便 清楚看到需要抄寫的文字。

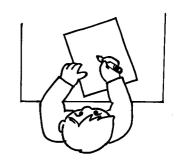
如圖示



資料提供:衛生署兒童體能智力測驗服務(職業治療)

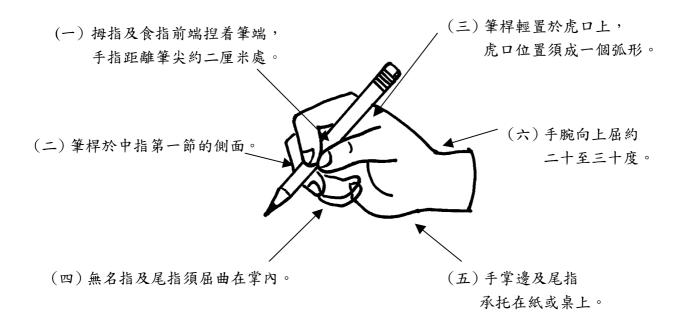
使用<u>右手書寫</u>時,紙張可向 左傾斜約 10°至 20°,以便看 到筆尖的活動情況。左手則 按紙以固定位置。

如圖示



正確執筆方法

一個良好的執筆方法,須具備以下條件:



注意

- 1. 以上執筆方法最為理想,但須視乎學生寫字的能力(包括字體、速度及耐力)而考慮是否需要糾正。
- 2. 如學生有手腕向下屈,拇指及食指間缺乏弧形或伸出後二指 (即無名指及尾指)的情況,則須多加留意,甚至尋求專業意見。

資料提供:衛生署兒童體能智力測驗服務 (職業治療)

觀察學生書寫表現時應注意的事項:

坐姿是否正確
學生的執筆〈鉛筆 / 鋼筆〉姿勢是否正確、自然
字體的大小是否適中
字體的工整程度〈可讀性〉
抄寫〈黑板 / 課文〉是否正確
抄寫〈黑板 / 課文〉速度是否適中
抄寫時能否跟隨格式
書寫時能否確定如何把整個字寫出來

左手書寫時要注意的事項:

- 1. 選擇適合學生高度的桌椅。
- 2. 坐近書枱右邊,預留足夠空間讓手臂在身體中線的左面活動。
- 3. 書寫的紙張擺放在中線的左邊。
- 4. 選用筆尖圓滑的書寫工具。
- 5. 避免選用金屬或滑手的筆。
- 6. 右手輕按紙張,使紙張不會移動。
- 7. 用拇指、食指、中指自然地捏住筆的下端,使筆杆傾斜地放在虎口上。
- 8. 筆杆不要握得太直。
- 9. 書寫時,前臂要與紙邊保持平衡。
- 10. 執筆時,手與筆尖要保持適當的距離(約2厘米至2.5厘米), 以便看到要書寫的字體。

基本筆畫

點	横	直	撇	捺	趯	鈎		
	_		ノ	/	1	166		

這部分的練習,是透過多種感官學習法, 例如大動作在空氣中書寫,口唱書空,用手指臨 摹,用熒光筆找出指定的筆畫,填寫漏空的筆畫 等,直接而明確地教導學生辨認及書寫不同的筆 畫。除了使用附上的工作紙,教師也可利用課本 的文章進行上述練習。

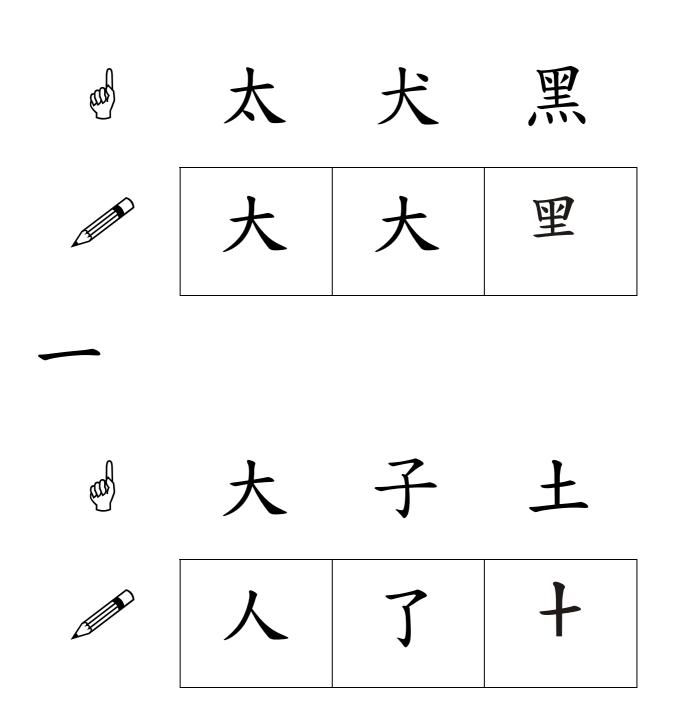
教師只要讓學生認識筆畫名稱(如點、橫、直、 撇、捺等),無須要求學生認讀或默寫。



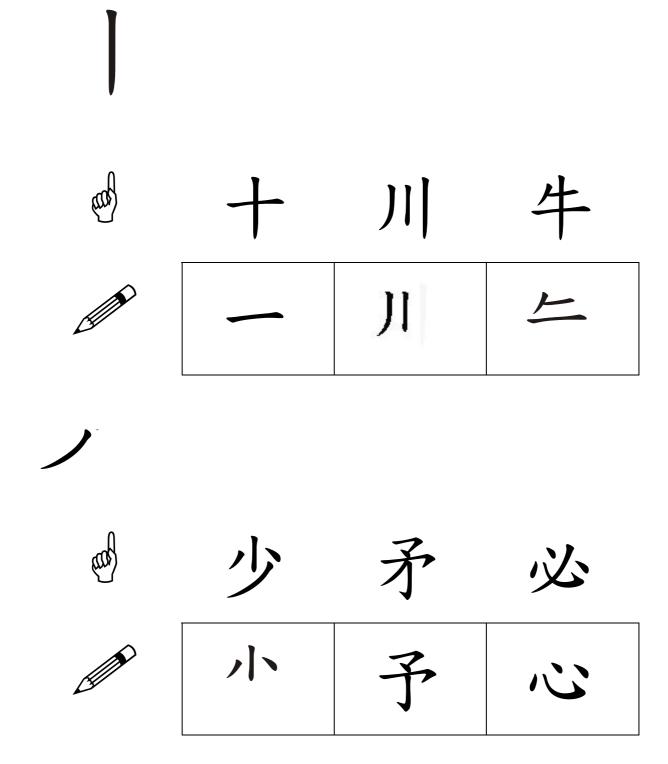
漢字基本筆畫

點	
横	-
直	
撇	
捺	
趯	1 .**
鈎	リーししんにい

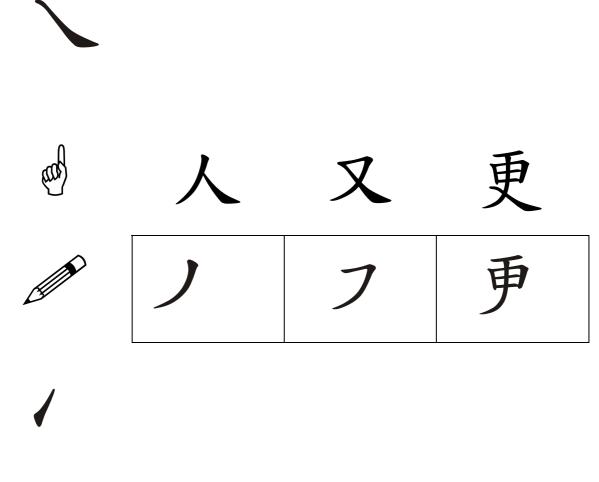
說明:着學生用手指臨摹,然後在空氣中用大動作寫一次。



說明:先用手指 在點或橫上臨摹,然後在空格加上點或橫

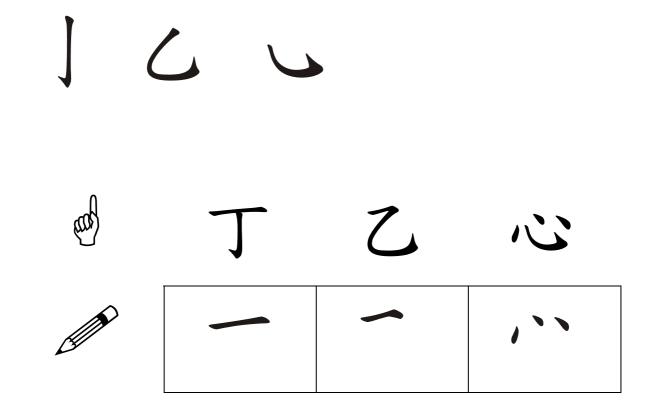


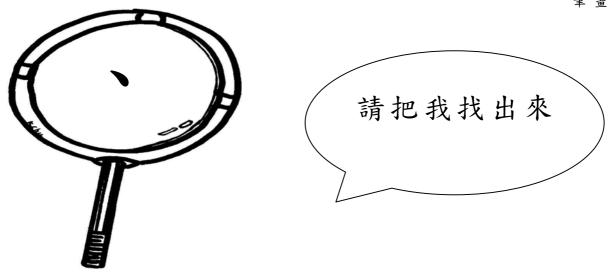
說明:先用手指 在直或撒上臨摹一遍,然後在空格加上直或撒人。



江打地

說明:先用手指 在捺或趯上臨摹,然後在空格加上捺或趯入。





三 土 我 你 太 你 你 不 不 不 不 不 不 不 不 不 不 不 的

說明:把點找出來,然後用熒光筆在點上臨摹。



說明:把橫找出來,然後用熒光筆在橫上臨摹。



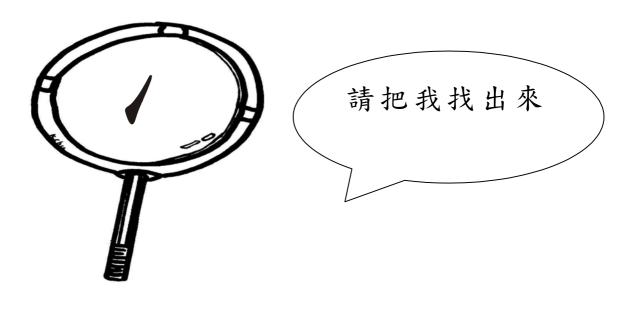
說明:把直找出來,然後用熒光筆在直上臨摹。

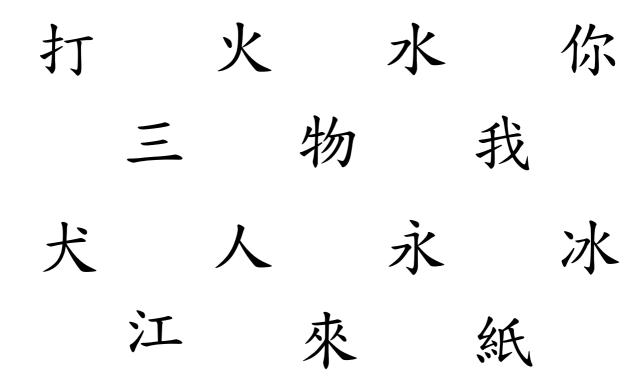


說明:把撇找出來,然後用熒光筆在撇上臨摹。

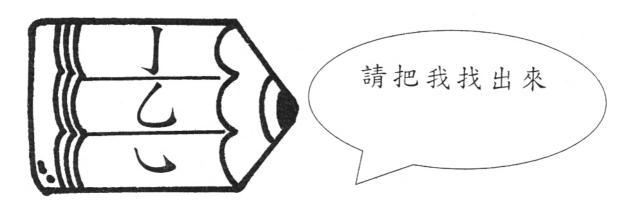


說明:把捺找出來,然後用熒光筆在捺上臨摹。



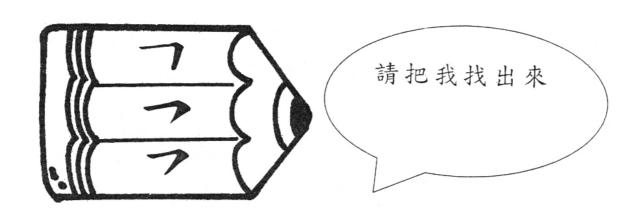


說明:把趯找出來,然後用熒光筆在趯上臨摹。



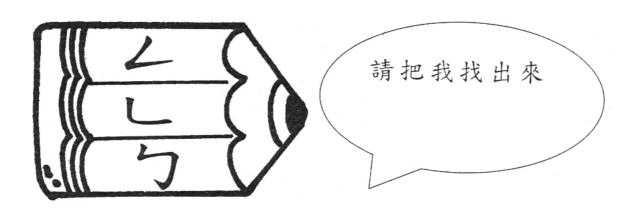
人火水纸你公子系紙公

說明:把鈎(包括直鈎和彎鈎)找出來,然後用熒光筆在上面臨摹。



也。 書。 会 会 会 会 会 会 会

說明:教導學生認識 7/→ /→ 只當作一筆。把它們 找出來,然後用熒光筆在 7/→ /→ 上臨摹。



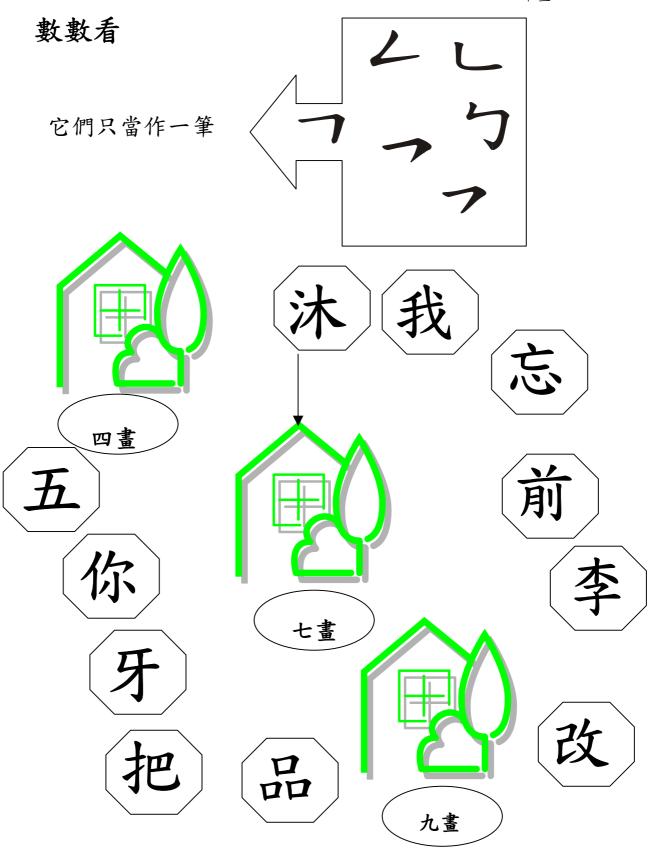
世。 書。 会 等 分 后 子

說明:教導學生認識 七/ L/ 与 只當作一筆。把它們找出來, 然後用熒光筆在 七/ L/ 与 上臨摹。

筆畫 - 16

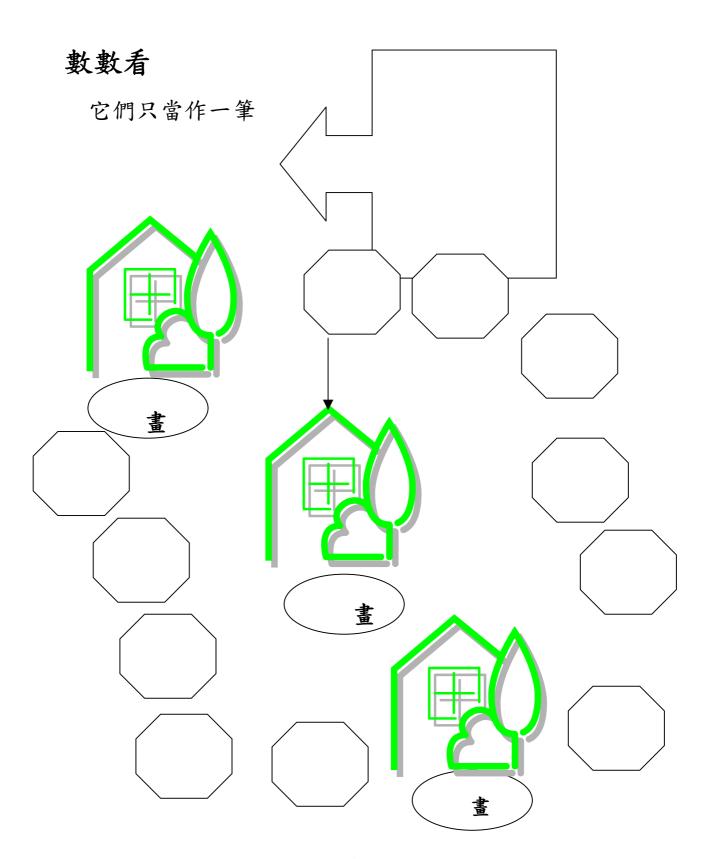


說明:教師可利用這範本,填上不同的字,着學生找出某些筆畫, 然後用熒光筆在上面臨摹。



說明:教導學生留意筆畫,並着學生用線把字與筆畫數目連接起來。

筆畫 - 18



說明:教師可利用這範本,填上不同的字,着學生用線把字與筆畫數目連接起來。

基本筆順

先横後直	先撇後捺	從上而下	先外後內	從左到右	先進入後 關門	先中央後 雨邊	底横畫 最後
+	人	=	月	江	日	小	王

這部分提供一些練習,幫助學生認識及運用基本 的筆順,使他們可以有系統地記憶文字的寫法。

教「筆順歌」時,着學生配合寫字的動作,以加 強記憶。

「請把我找出來」的練習可以容許多個答案,宜鼓勵學生討論。

對於記筆順有極大困難的學生,教師可製作「空 心字」(見筆順-5及6),讓學生在沙/鹽/米/絨布上依





說明:利用兒歌幫助學生來記筆順;着學生一邊唱,一邊用大動作把字「寫」 出來(例如:十、人、三、月、江、日、小)。

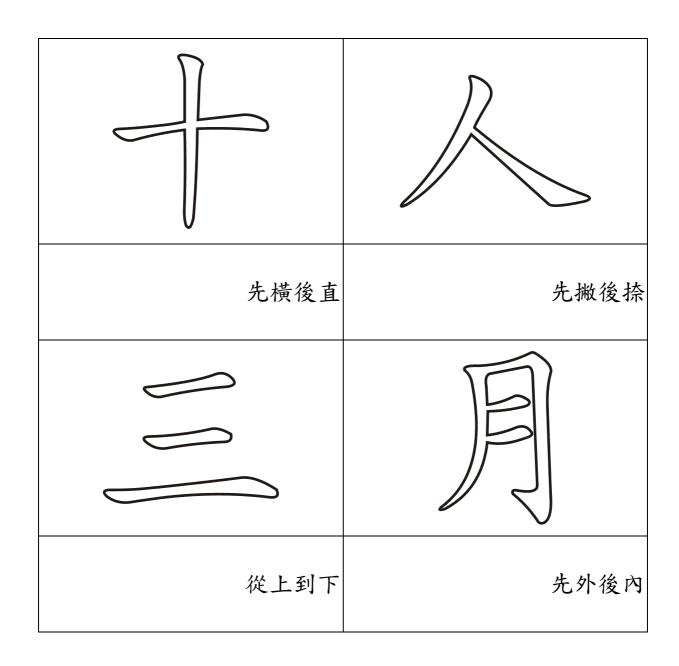
筆順歌



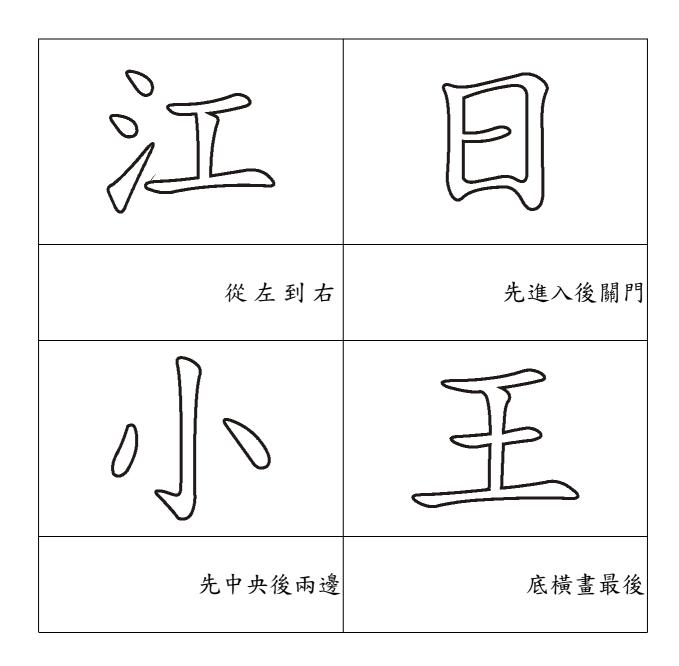
說明:利用兒歌幫助學生來記筆順;着學生一邊唱,一邊用大動作把字「寫」 出來(例如:十、人、三、月、江、日、小)。

+	汁
先横後直	從左到右
	H
先 撇 後 捺	先進入後關門
月	
先外後內	先中央後雨邊
	王
從上到下	底横畫最後

說明: 教 導學生基本筆順,着學生用手指臨摹。

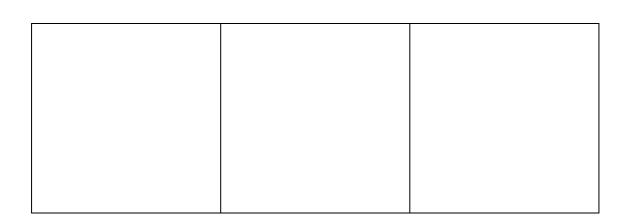


說明: 着學生用熒光筆填上每個字的第一畫。教師可先把字放大,然後雕空字體,讓學生在沙或沙紙上臨摹。



說明: 着學生用熒光筆填上每個字的第一畫。教師可先把字放大,然後雕空字體,讓學生在沙或沙紙上臨摹。

請寫出你的名字,看看有多少個筆順原則:



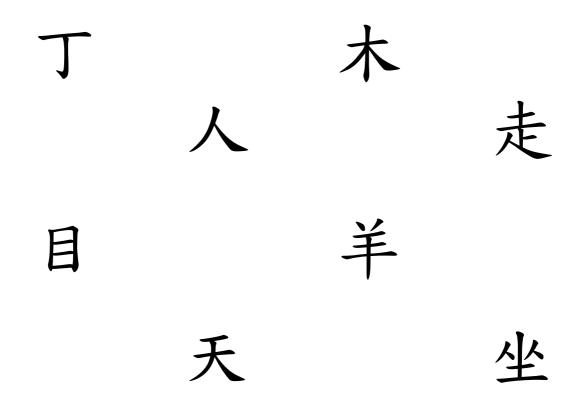
說明:教師邀請一位同學在黑板上寫出自己的名字,然後請其他同學說出該名字的 筆順原則。



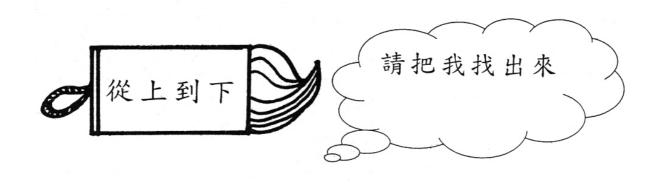
大 大 人 丰 坐

說明:着學生找出『**先橫後直』**的字。

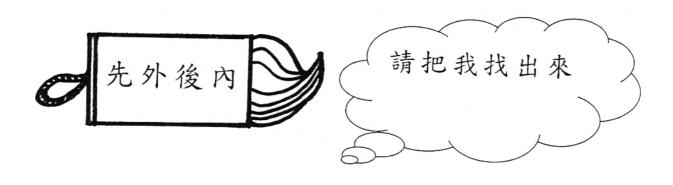


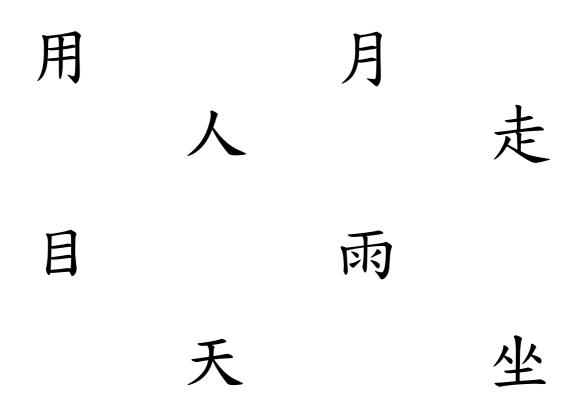


說明:着學生找出『先撇後捺』的字。



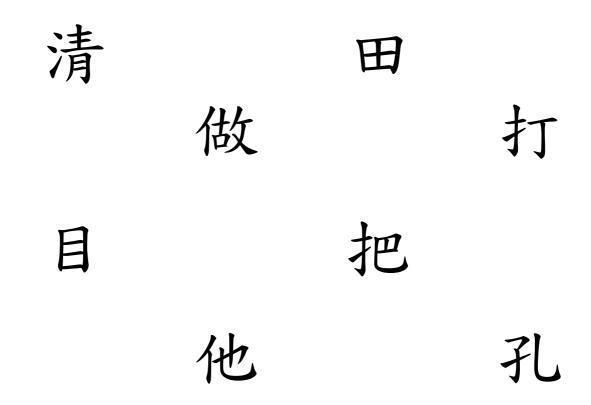
說明:着學生找出『從上到下』的字。





說明:着學生找出『先外後內』的字。





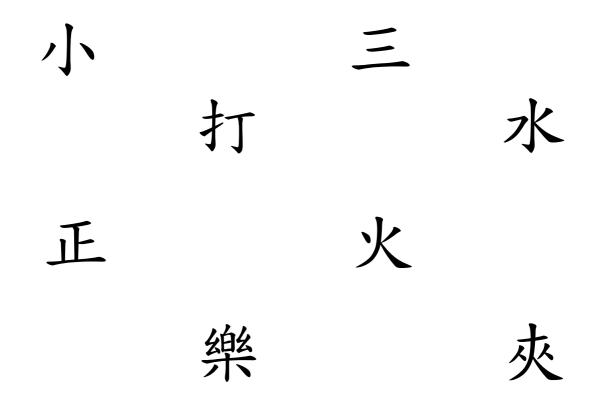
說明:着學生找出『從左到右』的字。





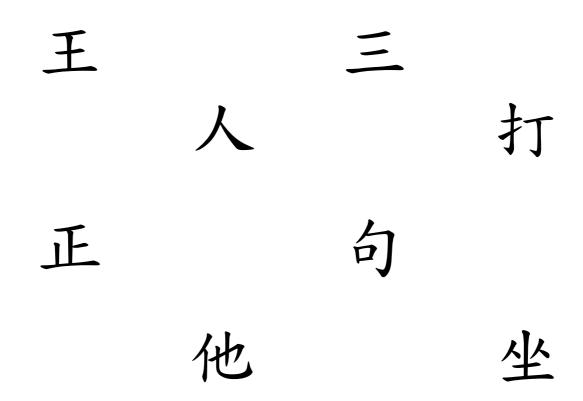
說明:着學生找出『先進入後關門』的字。





說明:着學生找出『先中央後兩邊』的字。





說明:着學生找出『底橫畫最後』的字。

筆順 - 16

找出下列字的筆順

足

- a. 從上而下 b. 先撇後捺 c. 從左到右

球

- a. 底橫畫最後 b. 從左到右 c. 先外後內

來

- a. 先横後直 b. 先中央後兩邊 c. 先外後內

回

- a. 先中央後兩邊 b. 從上而下 c. 先進入後關門

乘

- a. 先撇後捺 b. 底橫畫最後
- c. 先外後內

坐

- a. 先外後內 b. 底橫畫最後 c. 先橫後直

汽

- a. 先中央後兩邊 b. 從左到右 c. 先橫後直

水

- a. 先中央後兩邊 b. 先橫後直 c. 先進入後關門



說明:由老師讀出生字及各項選擇,着學生圈出答案。

字形結構

	上下相等	上小下大	上大下小	上中下相等	
字形尺」	左右相等	左小右大	左大右小	左中右相等	
	全包圍	上包下	左上包	左下包	

認識字形結構可以幫助學生在視覺上把文字分割為有意思的單位(部件),無須一筆一畫地強記, 減輕記憶文字的負荷。教師可利用以上的「字形 尺」,引導學生在課本或課室環境找出合乎某一類結 構的字,以提高學習趣味。若學生書寫時未能掌握 字形結構,教師可利用由大至小的方格(結構 9-14),幫助學生控制運筆。



漢字的基本結構(一)



字形結構		字例	争	<u> </u>	順
		朵	几	朵	
		忠	中	忠	
		乞	上	乞	
上下結		官	1	官	
結構		黑	里	黑	
117		益	兴	益	
		莫	44	甘	莫
		鼻	自	畠	鼻

上下結構:上下相等、上小下大、上大下小、上中下相等。(教具 12-19)

說明: 着學生說出上面四類字形結構有甚麼不同。可複印「字形尺」給學生,引導他們辨別不同的字形結構。

漢字的基本結構(二)

字形結構		字例		筆)	順
		北	1	北	
		林	木	林	
		河	į	河	
左右		拍	扌	拍	
結構		到	至	到	
(11,1)		都	者	都	
		樹	木	趌	樹
		謝	三百	鴶	謝

左右結構:左右相等、左小右大、左大右小、左中右相等。(教具20-27)

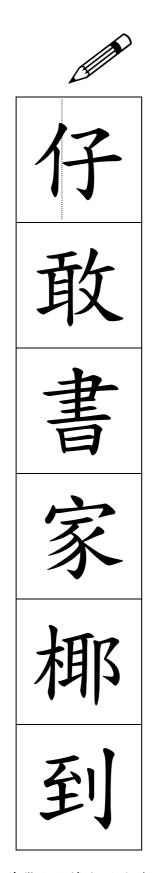
說明:着學生說出上面四類字形結構有甚麼不同。可複印「字形尺」給學生,引導他們辨別不同的字形結構。

漢字的基本結構(三)

字形結構		字例	ŽĮ.	鱼 順	
		回	П	回	回
		園		ໄ	園
	·	周	刀	月	周
內外		單	P	門	開
結構		石		ア	石
1 17		疾	扩	产	疾
		起	走	起	起
		通	甬	诵	通

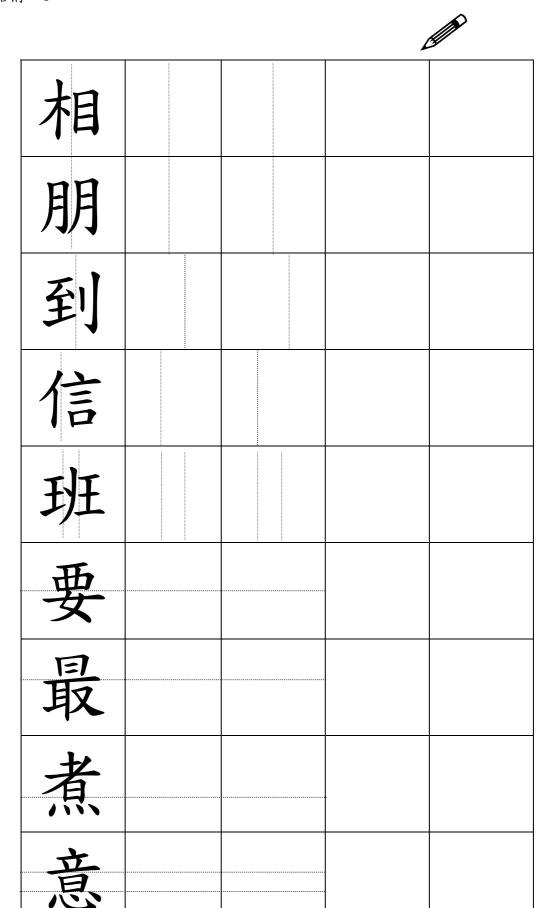
內外結構名稱:全包圍、上包下、左上包、左下包。(教具 28-35)

說明:着學生說出上面四類字形結構有甚麼不同。可複印「字形尺」給學生,引導他們辨別不同字形結構。





說明:着學生根據字形結構,用顏色筆把文字分割成若干部分。



說明:1. 着學生留意字形結構,把字正確地抄寫在方格內。

2. 教師亦可着學生把其他字形結構相同的字抄寫在方格內。

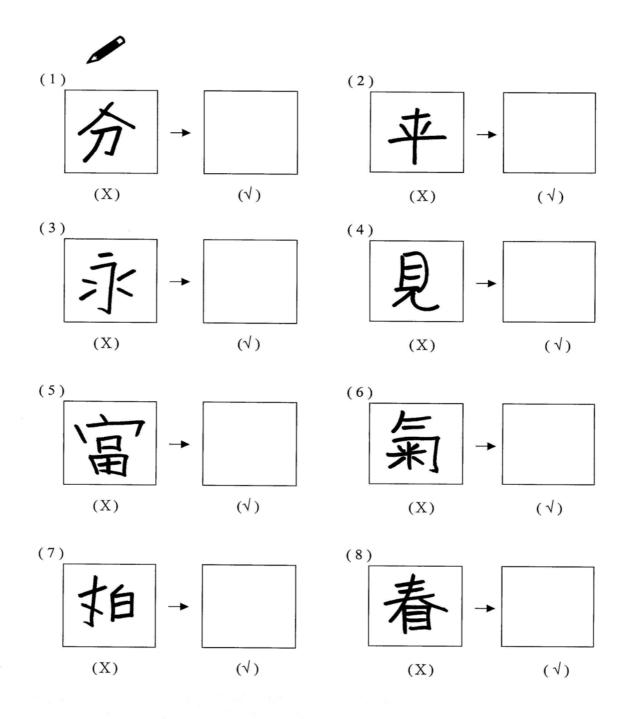


因		
用		
同		
同近起		
起		
石		
度		

說明:1. 着學生留意字形結構,把字正確地抄寫在方格內。

- 2. 教師亦可着學生把其他字形結構相同的字抄寫在方格內。
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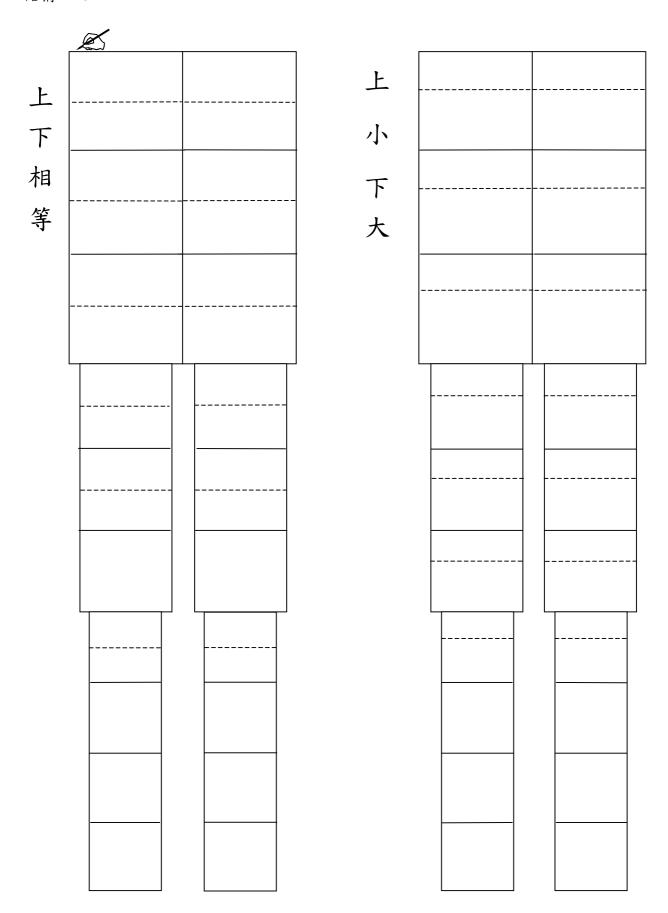
齊做小老師

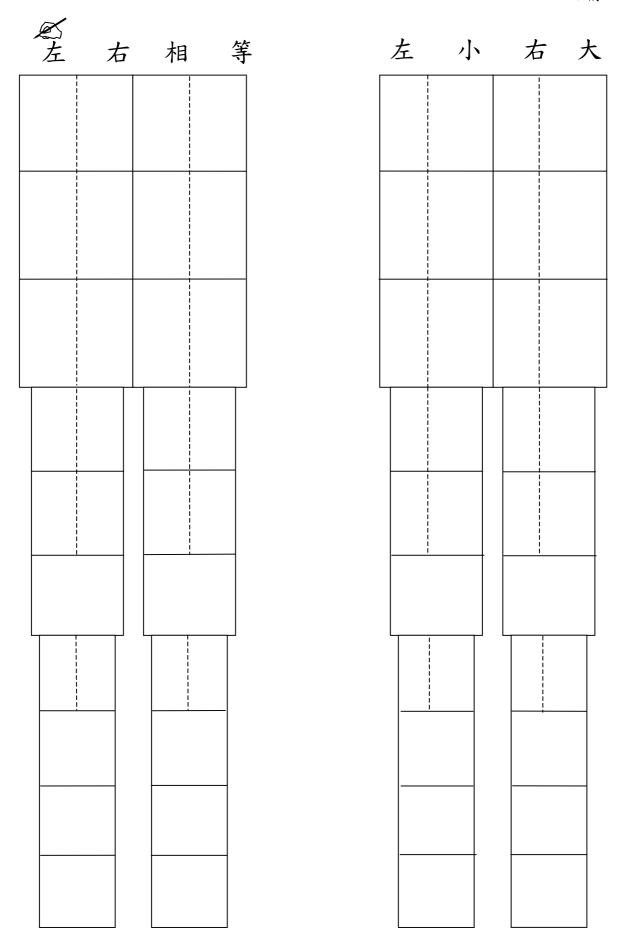


說明:1. 請學生圈出各字的錯誤部分,然後改正。

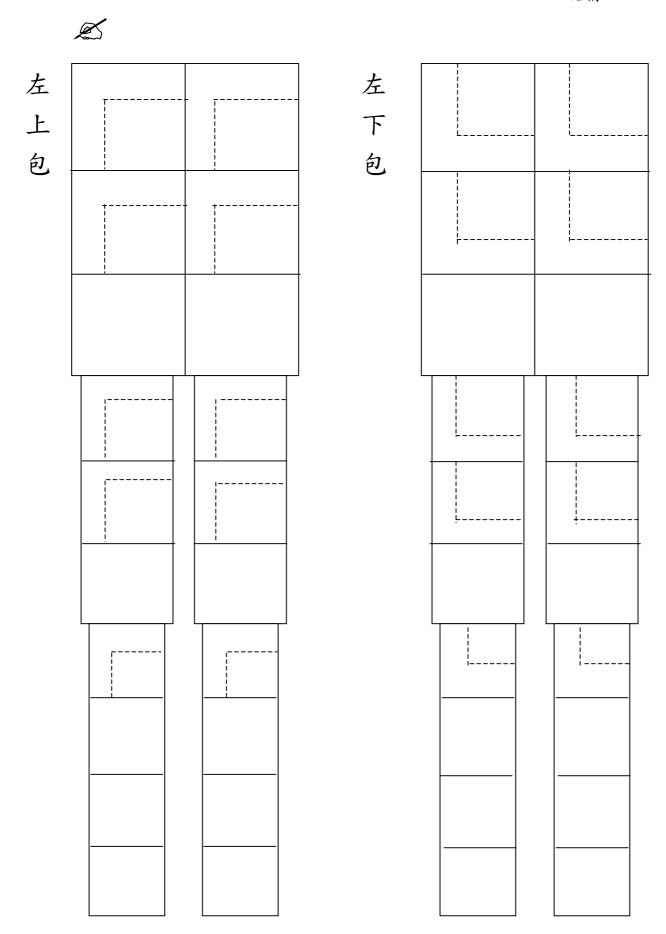
2. 提醒學生在抄寫時要字體端正,無須讓學生重複操練太多的改錯練習。

	F.	
	上 中 下	
	' 下	
	相	
	相 等	

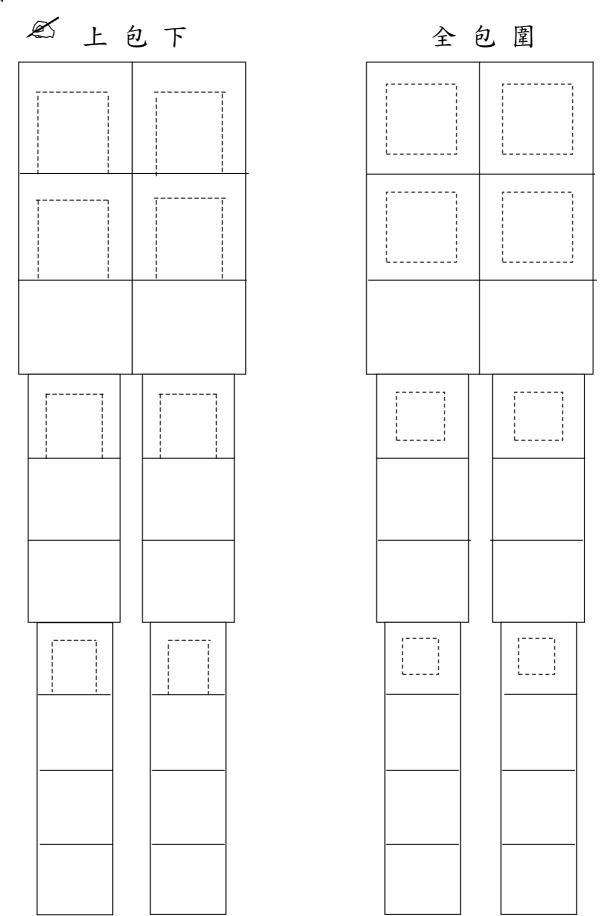




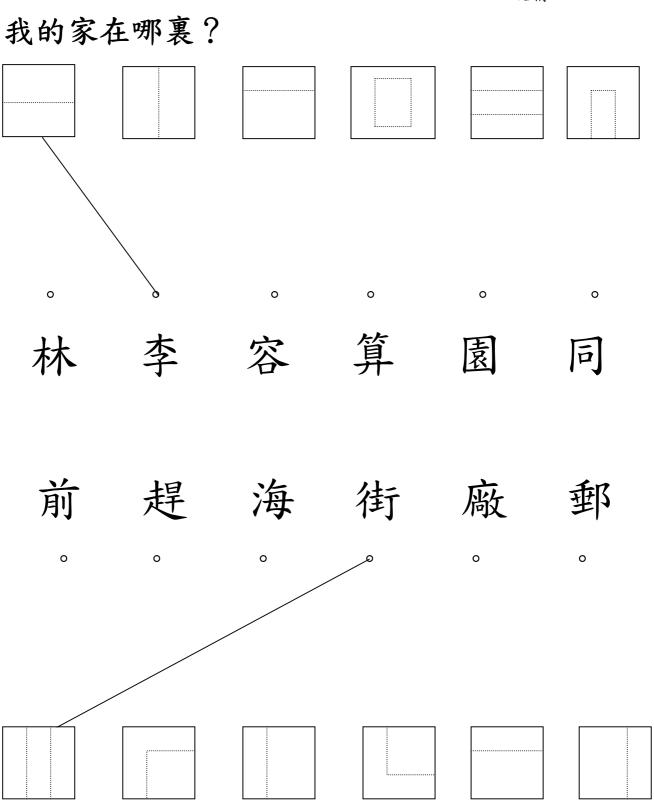
Z 左大右小 左中右相等



說明:若學生未能掌握字形結構,教師可利用由大至小的方格,幫助學生控制運筆。



結構- 15

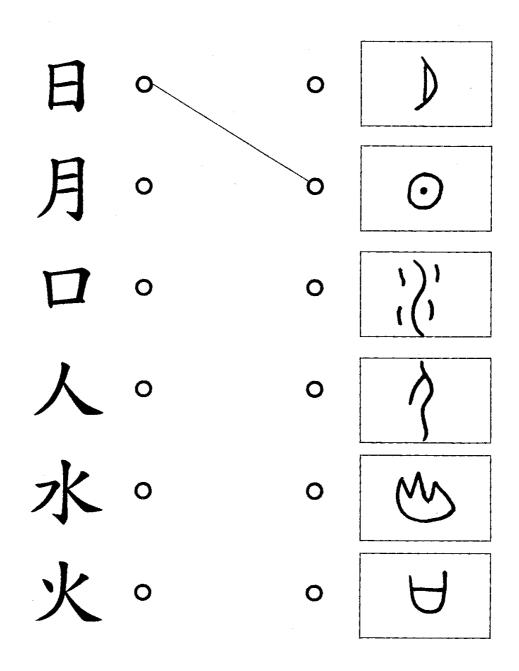


說明:着學生用線把字與字形結構連接起來。

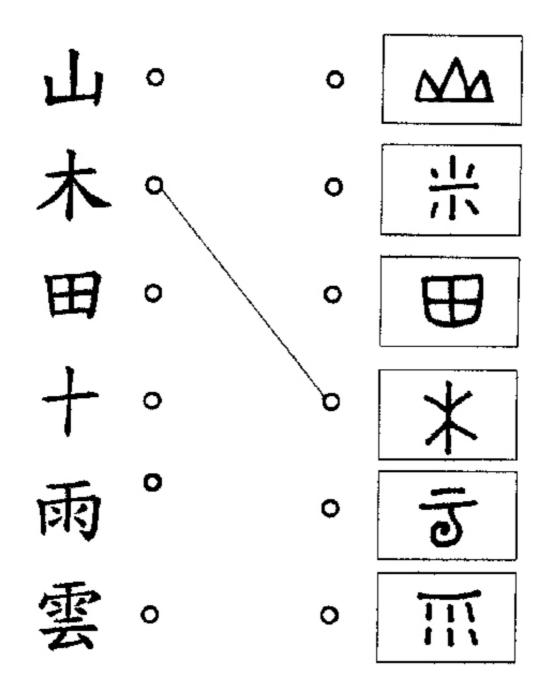
認識部首及偏旁

記認文字可從「形、音、義」入手,教師可利用文字來源的故事及圖畫來幫助學生記認象形字。至於形聲字,教師可教導學生利用部首來猜想字意,聲旁來記字音。漢字由筆畫和部件組成,教師可引導學生比較不同文字的部件和結構的異同,以幫助學生記認生字。教師無須太過側重抄寫,宜透過朗誦歌謠、拆字遊戲、部件砌字遊戲、給指定字加偏旁等遊戲來增加學生的識字量。

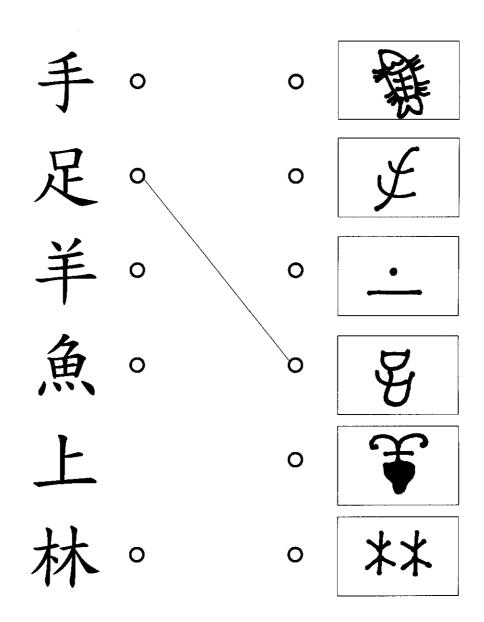




說明:着學生猜一猜這些字在古代的形狀,再用線連接起來。

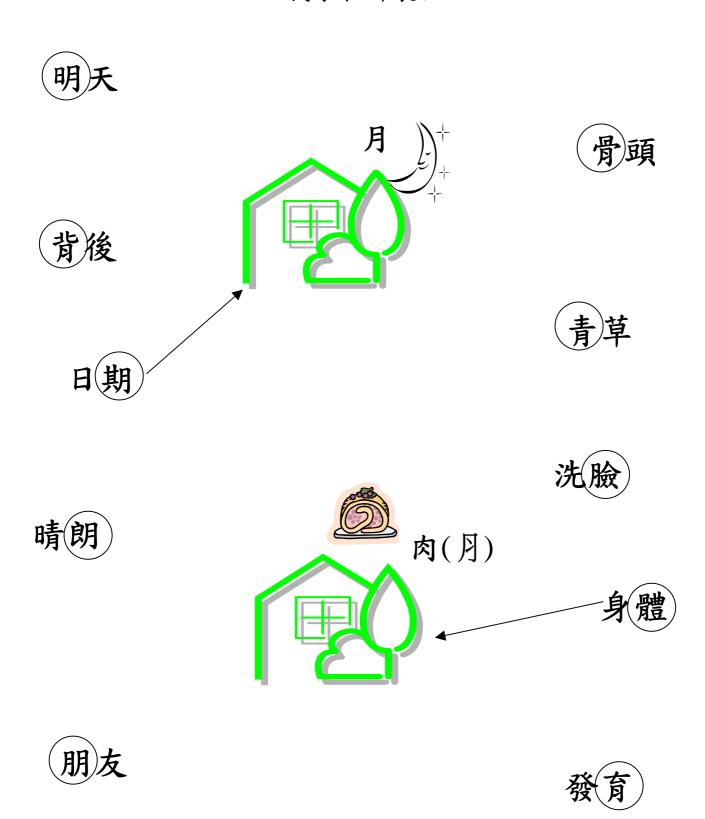


說明:着學生猜一猜這些字在古代的形狀,再用線連接起來。



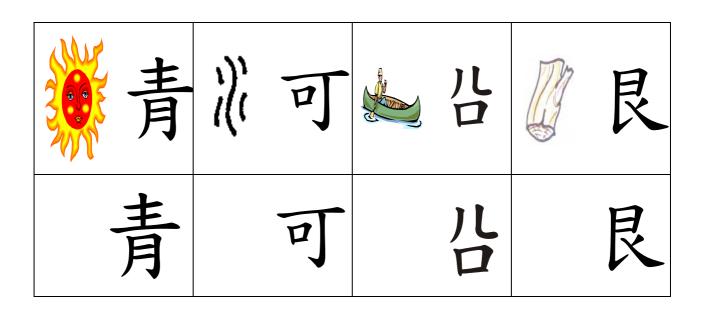
說明:着學生猜一猜這些字在古代的形狀,再用線連接起來。

我家在哪裏?



說明:教導學生從文字來源辨別 '月' 和 '月'並把'月'字 和 '月'字分家。(可鼓勵高年級的學生翻閱字典來查考答案)。





說明:着學生從圖畫中猜想漏去的偏旁,然後填寫在下格文字的適當位置。

寫出下列字的部首

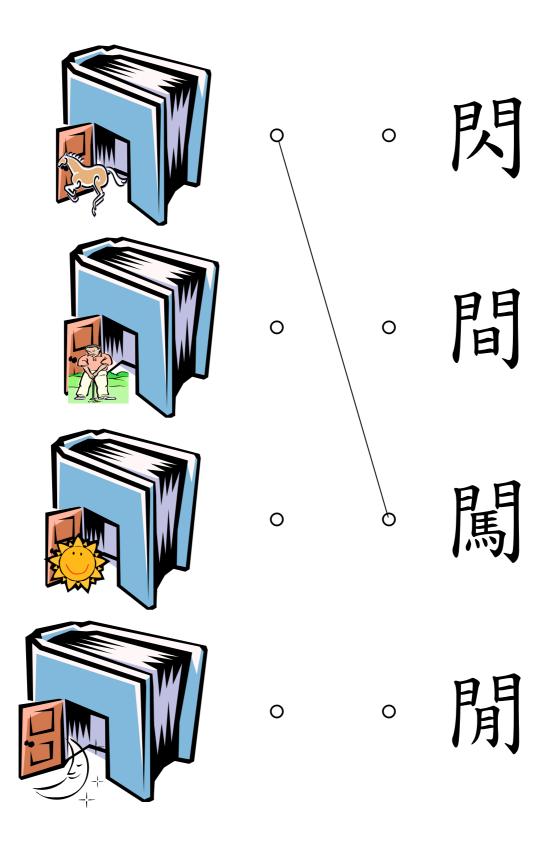
例: 聲	(耳)	9
幇	()	
椅	()	Wy The second se
照	()	
漁	()	
草	()	
映	()	200 8

說明:透過圖畫加深對部首的認識;着學生把上列字的部首填在()內。

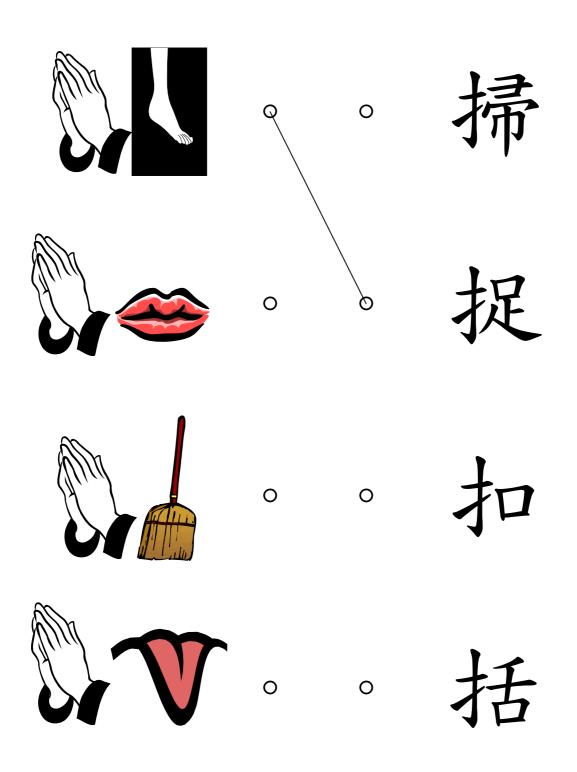
寫出下列字的部首

例: 聲	(耳)	9
打	()	
筆	()	
錢	()	
運	()	No service de la constante de
家	()	
地	()	

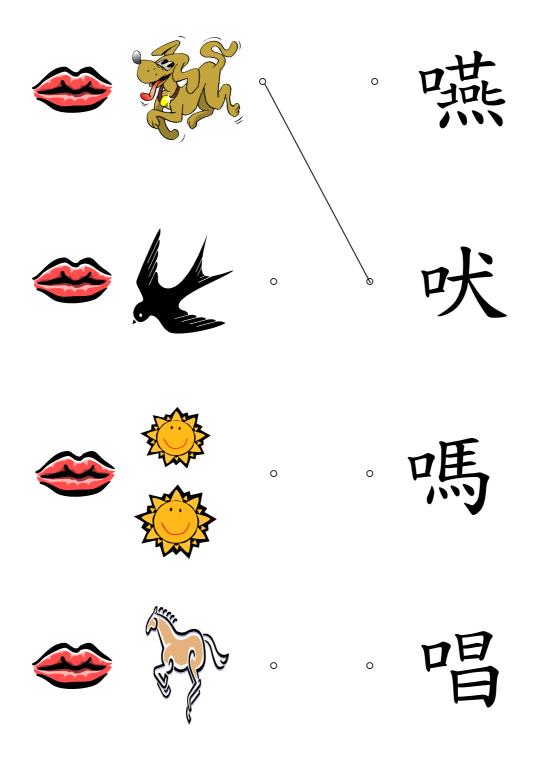
說明:透過圖畫加深對部首的認識;着學生把上列字的部首填在()內。



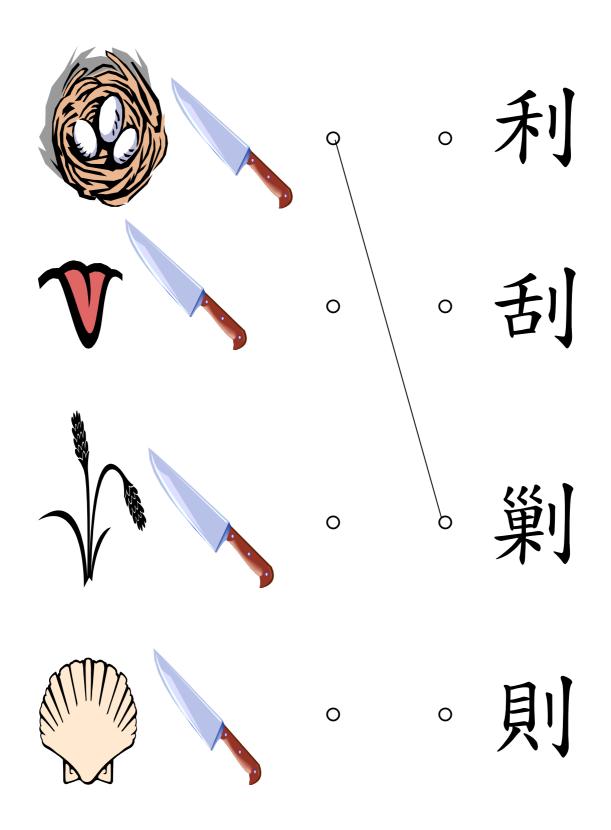
說明:透過圖畫學習部首相同的字。着學生猜一猜,再用線把字與圖畫連接起來。



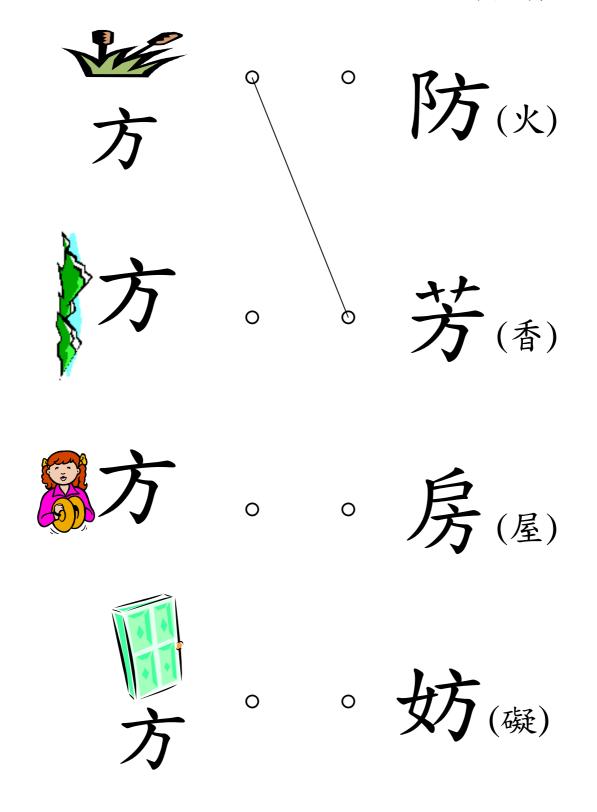
說明:透過圖畫學習部首相同的字。着學生猜一猜,再用線把字與圖畫連接起來。 66 © 香港特別行政區政府 教育署心理輔導服務組 2002



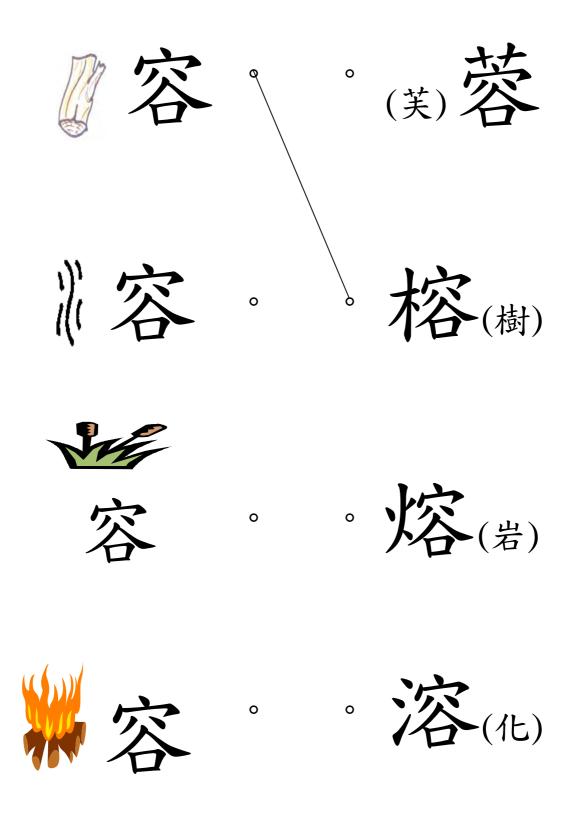
說明:透過圖畫學習部首相同的字。着學生猜一猜,再用線把字與圖畫連接起來。



說明:透過圖畫學習部首相同的字,着學生猜一猜,再用線把字與圖畫連接起來。



說明:透過圖畫學習聲旁相同的字。着學生猜一猜,再用線把字與圖畫連接起來。



說明:透過圖畫學習聲旁相同的字。着學生猜一猜,再用線把字與圖畫連起來。



請你到我家玩耍,好(馬)?



我是一隻(馬)蟻。







我有爸爸和(__馬__馬)。

說明:着學生猜一猜,這些形聲字應配上的部首,然後填寫在 上。



竹籬笆

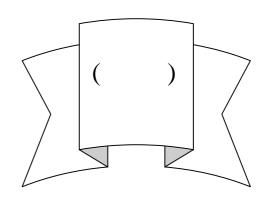




賊亞<u>爸</u>



疤狠





芭蕾舞

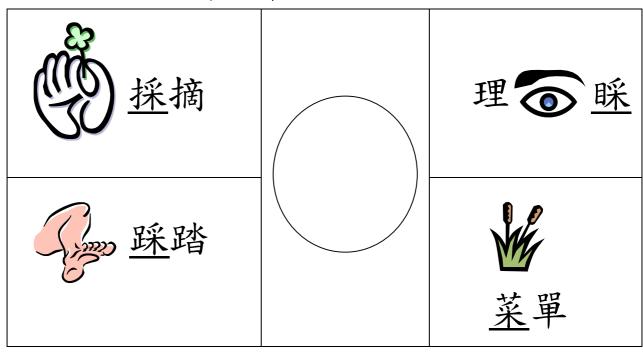


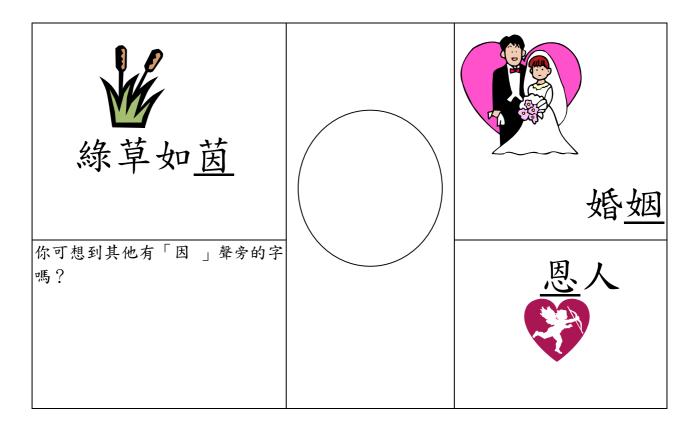


箭靶

說明:着學生讀出所有詞語,然後說出有間線的字的聲旁,並填寫在(∑□)。

你能找出它們的聲旁嗎?





說明:着學生讀出所有詞語,然後說出有間線的字的聲旁,並填寫在()。

青字歌

藍天白雲高山青



太陽高掛天色晴



看看風景用眼睛



魚兒游泳河水清



玩玩遊戲好心情





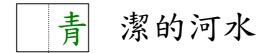
要吃東西說聲請

填填看

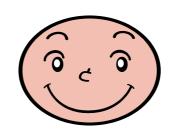




綠的高山







朗的天氣 愉快的心







用眼

看景物



給我吃東西

堯字歌



東方日出天



破「曉」……





喬字歌

河上有座小



木橋

高高架在半山腰。



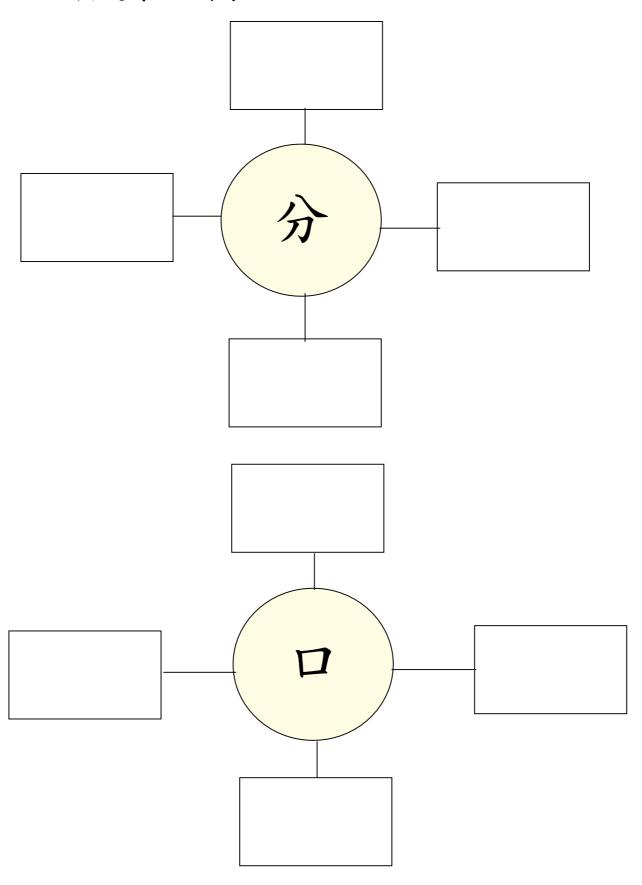
嬌 女喬裝大將軍,

不要車子不要轎。

驕 傲將軍騎白馬,

神氣過橋哈哈笑。

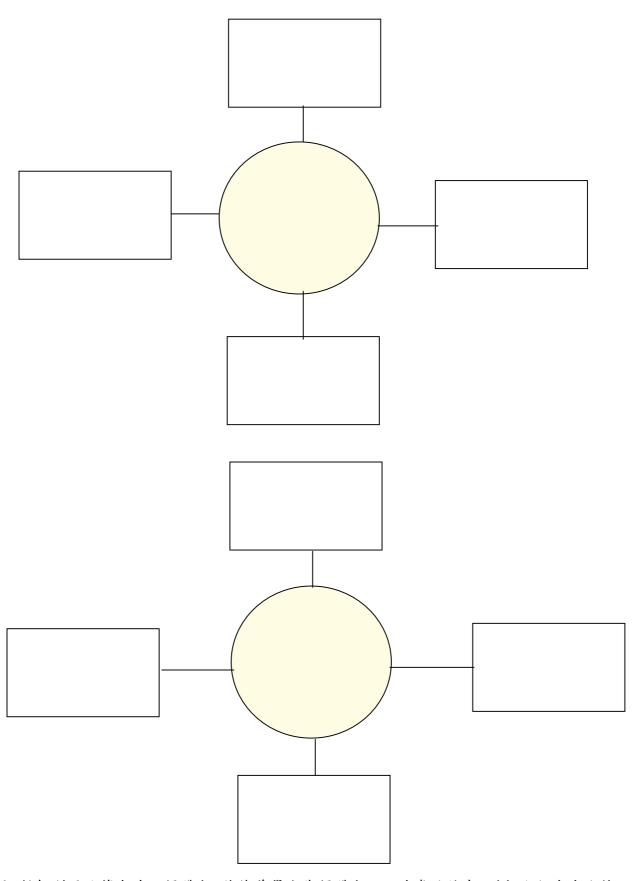
給指定字加偏旁



說明:着學生為以上的獨體字加上適當的偏旁,並把它們寫在方格內。

部首及偏旁 - 23

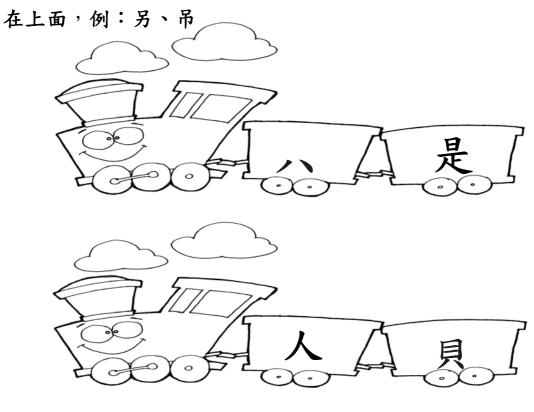
給指定字加偏旁

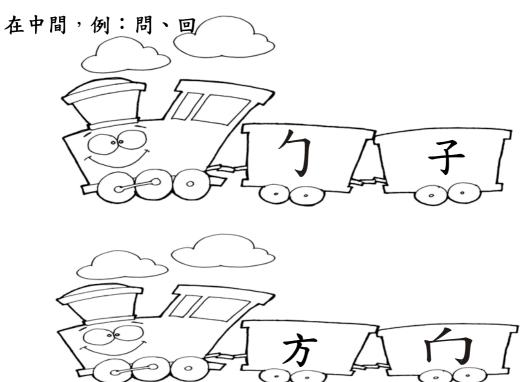


說明:教師利用這範本填上獨體字,然後着學生為獨體字加上適當的偏旁,並把它們寫在方格內。



「口」的變化 (把「口」填在適當的地方)



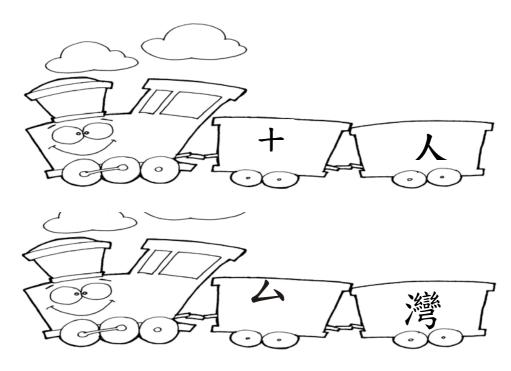


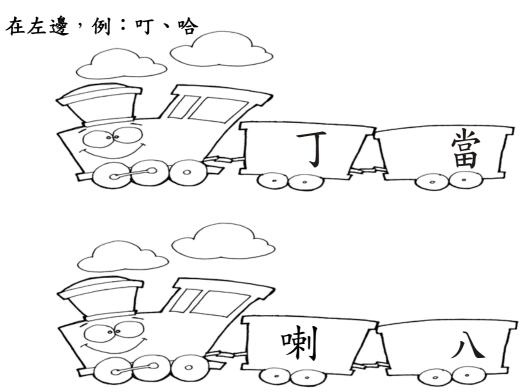
說明:教導學生以適當的大小比例填上文字漏寫的部分,以配成詞語。可先着學生從課文中找出有「口」部的字,並留意該部件的位置和所佔的比例。



「口」的變化 (把「口」填在適當的地方)

在下面,例:舌、苦

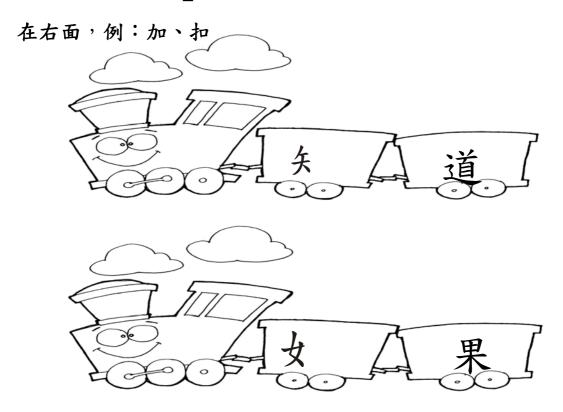




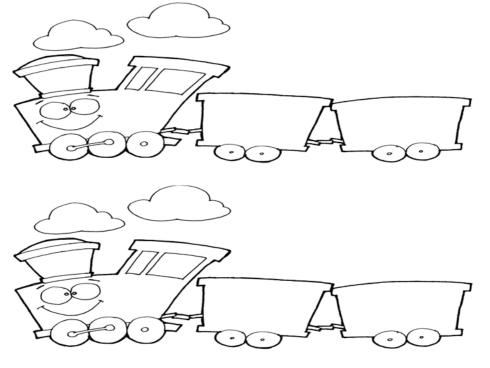
說明:教導學生以適當的大小比例填上文字漏寫的部分,以配成詞語。可先着學 生從課文中找出有「口」部的字,並留意該部件的位置和所佔的比例。



「口」的變化 (把「口」填在適當的地方)



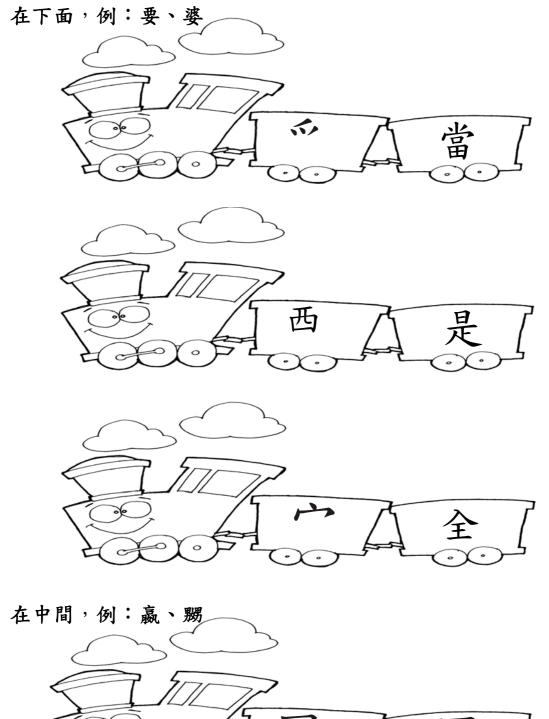
你可想到其他有「口」的字嗎?



說明:教導學生以適當的大小比例填上文字漏寫的部分,以配成詞語。可先着學 生從課文中找出有「口」部的字,並留意該部件的位置和所佔的比例。



「女」的變化 (把「女」填在適當的地方)

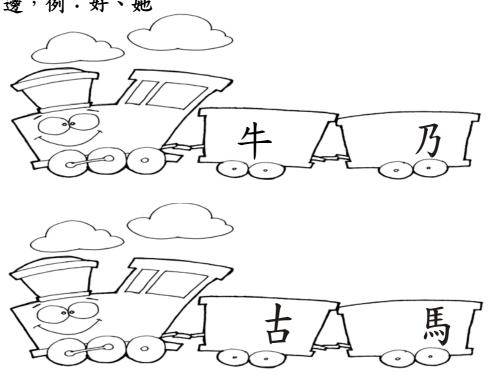


說明:教導學生以適當的大小比例填上文字漏寫的部分,以配成詞語。可先着學生從課文中找出有「女」部的字,並留意該部件的位置和所佔的比例。

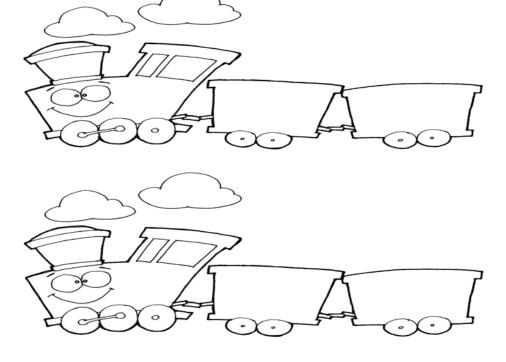


「女」的變化 (把「女」填在適當的地方)

在左邊,例:好、她



你可想到其他有「女」的字嗎?

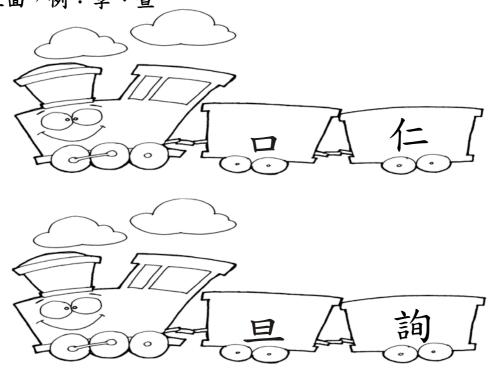


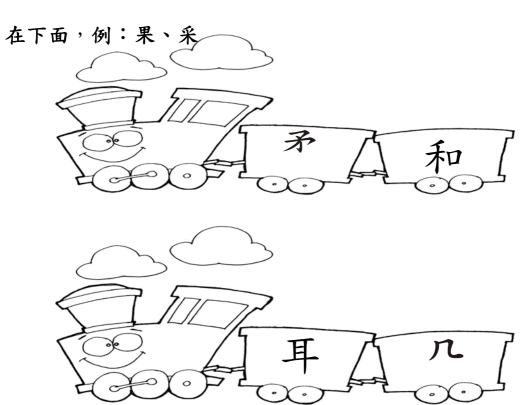
說明:教導學生以適當的大小比例填上文字漏寫的部分,以配成詞語。可先着學生從課文中找出有「女」部的字,並留意該部件的位置和所佔的比例。



「木」的變化 (把「木」填在適當的地方)

在上面,例:李、查



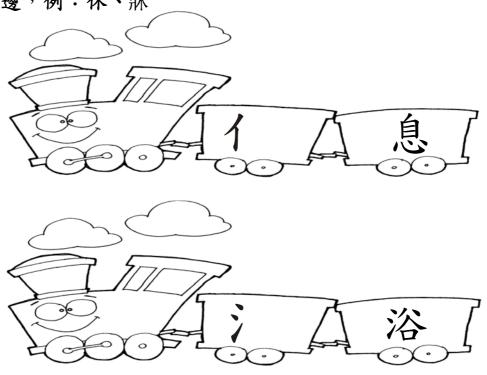


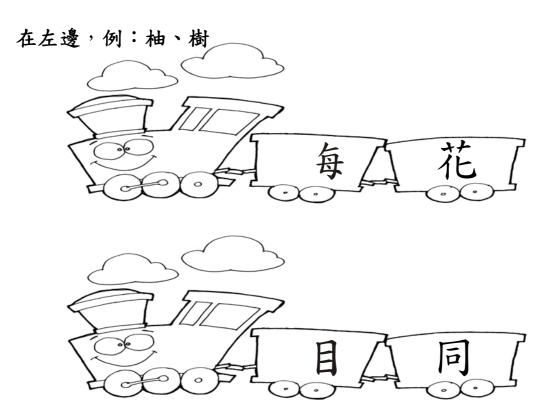
說明:教導學生以適當的大小比例填上文字漏寫的部分,以配成詞語。可先着學生從課文中找出有「木」部的字,並留意該部件的位置和所佔的比例。



「木」的變化 (把「木」填在適當的地方)

在右邊,例:休、牀

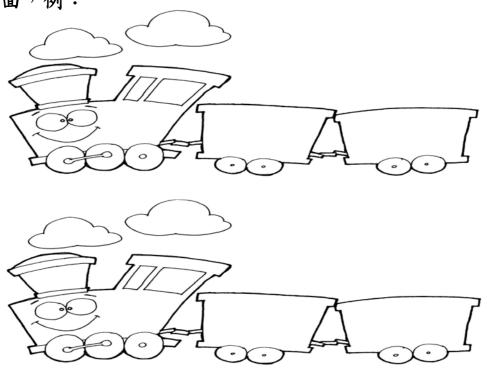




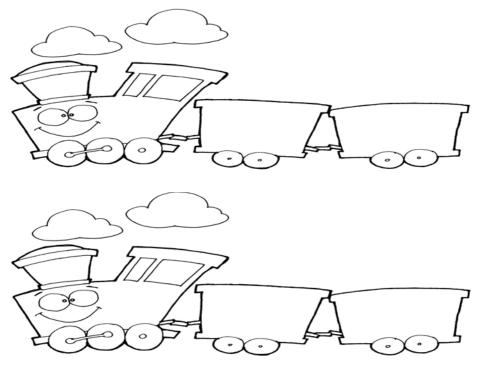
說明:教導學生以適當的大小比例填上文字漏寫的部分,以配成詞語。可先着學生從課文中找出有「木」部的字,並留意該部件的位置和所佔的比例。

「」的變化 (把「」填在適當的地方)

在 面,例:

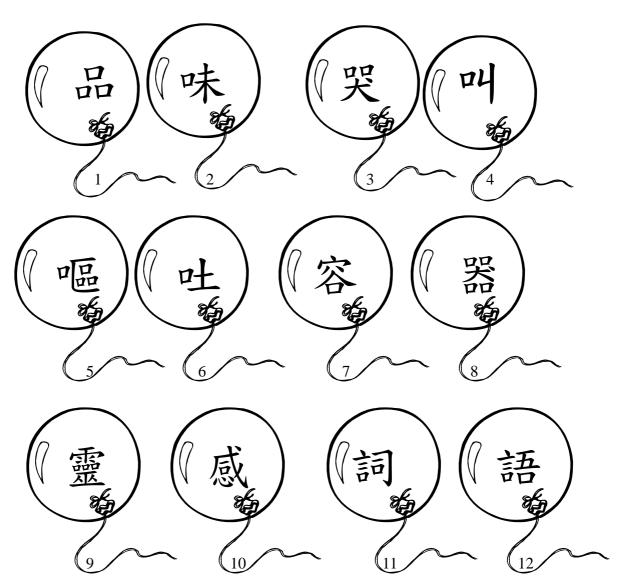


你可想到其他有「」的字嗎?



說明:教導學生以適當的大小比例填上文字漏寫的部分,以配成詞語。可先着學 生從課文中找出有()部的字,並留意該部件的位置和所佔的比例。

部首及偏旁-32



我有「口」

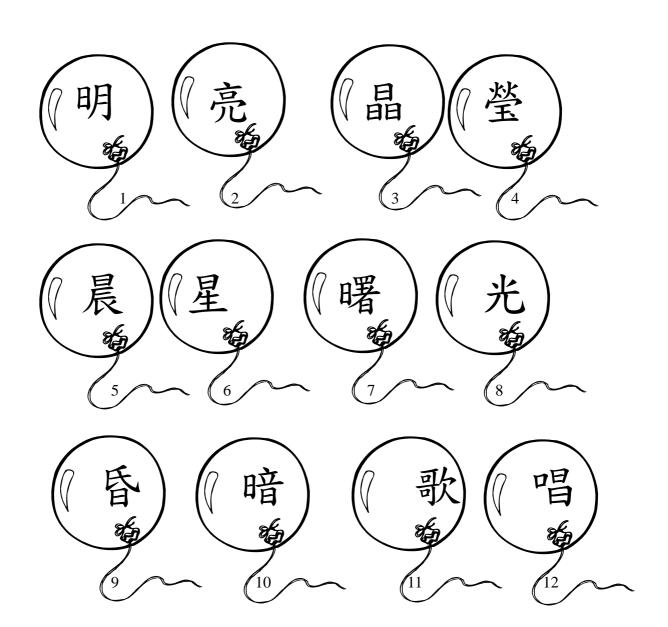
1個:2,

2 個:3,

3 個:1,_____

4 個:_____

說明: 教導學生留意部件組合; 着學生觀察圓圈內的字, 有多少個「口」字, 然後 把代表該字的數字填在適當的位置。



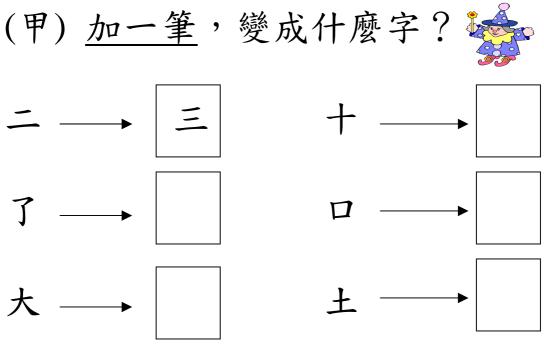
我有「日」

1 個:1,

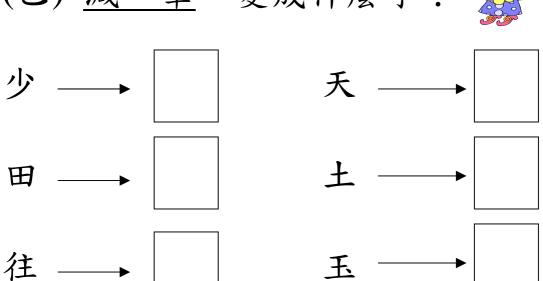
2 個:7,

3 個:

說明:教導學生留意部件組合;着學生觀察圓圈內的字,有多少個「日」字,然後 把代表該字的數字填在適當的位置。 部首及偏旁-34

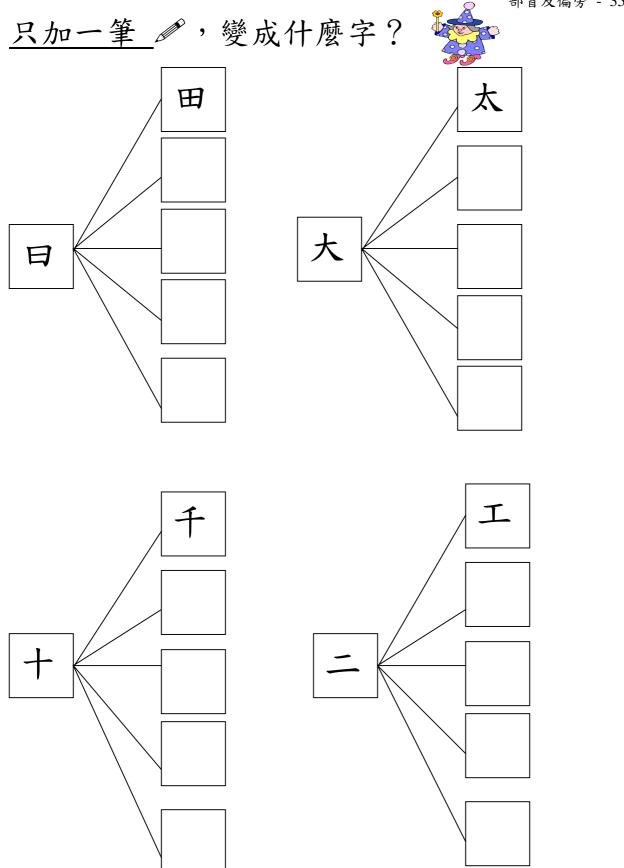


(乙) <u>減一筆</u>,變成什麼字?



說明:教導學生留意字形結構,讓他們明白一個字若多寫一筆或少寫一筆,便 會成為另一個字。

部首及偏旁 - 35



說明:教導學生留意字形結構,讓他們明白一個字若多寫一筆或少寫一筆,便會成為另一個字。

部首及偏旁 - 36

只改寫一個筆畫 ▲,變成什麼字?



1. 中 <u>午</u>

午十十

牛肉

2. 工 人

人

十八

3. 手腳

手

巾

4. 土 多

士 →

地

5. 左 左

右 →

頭

6. 出入

→

們

說明:教導學生留意字形結構,讓他們明白一個字的筆畫長短或方向不同,便會 成為另一個字。

只改寫一個筆畫 ≥,變成什麼字?



1. 中 午

午一牛

牛肉

配詞

2. 工作

エーナ

士多

3. <u>力</u> 量

カー

叉

4. <u>已</u> 經

린 -

自

5. 丈 夫

丈 一

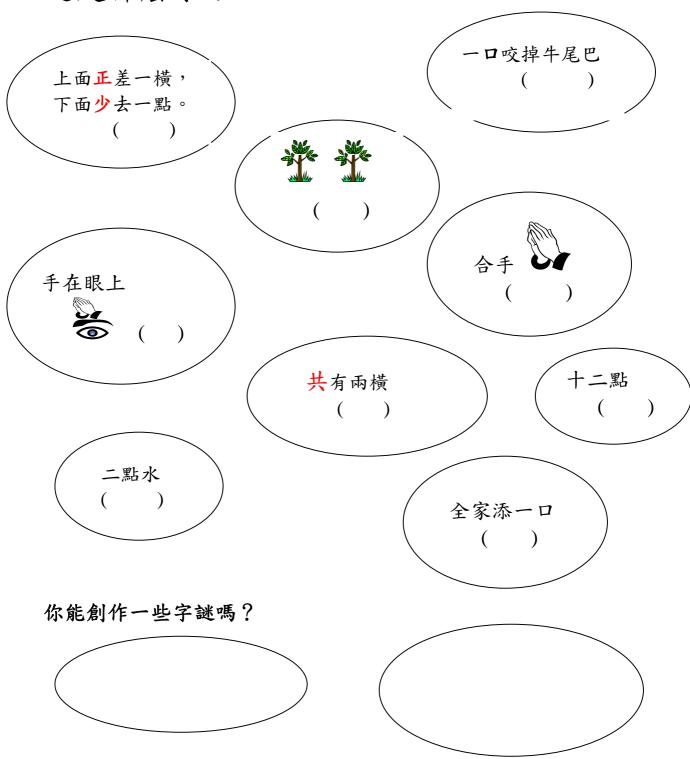
家

6.

→

說明:教導學生留意字形結構,讓他們明白一個字的筆畫長短或方向不同,便會 成為另一個字。

這是什麼字?



說明:教師可利用字謎,幫助學生加強記憶文字。

找首領(部首)

禾		
虫		
石		
木		
門		
火		

說明:把學生分組,每組找出有上列指定部首的字,並寫在方格內。可讓學生翻閱課本。 (此頁亦可作「找首領」遊戲的答案紙。)

找首領(部首)

1		
III		
吉		
足		
才		

說明:把學生分組,每組找出有上列指定部首的字,並寫在方格內。可讓學生翻閱課本。 (此頁亦可作「找首領」遊戲的答案紙。)

找首領(部首)

不		
大大		
ン		
4+		
3		
巾		

說明:把學生分組,每組找出有上列指定部首的字,並寫在方格內。可讓學生翻閱課本。 (此頁亦可作「找首領」遊戲的答案紙。)

識字遊戲

(I) 找首領

目的:加深學生對部首的認識

材料: 教具 34-37, 部首及偏旁 39-41

遊戲方法:

(1) 教師把常見的部首寫在字卡上,如:

(手)部 如:打、抹、拍

(火)部 如:燈、熄、燃

(木)部 如:河、海、清

(2) 出示字卡給參賽者,然後着每一參賽者,在五分鐘內從課本中找出有該部首的字來;

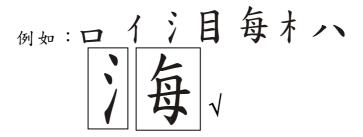
- (3) 將所找出的字,寫在方格紙上;
- (4) 讀寫皆對的得1分;
- (5) 以分數最多者為勝。

(II) 化零為整

目的:幫助學生認識文字的部件組合。

遊戲方法:

- (1) 由教師把一個字寫在字卡上,然後把它剪開,分 成幾個部件;
- (2) 由學生把部件砌回一個完整的字;
- (3) 着學生讀出該字,並抄寫一次,若能正確地讀出, 可得一分,以分數最多者為勝。



(III) 盲眼智多星

目的:加深學生對字形和筆畫的記憶遊戲方法:

- (1) 由教師把字寫在紙卡上;
- (2) 讓學生仔細看清楚該字約五秒鐘;
- (3) 然後着學生閉上眼睛,把字默寫在白紙上;
- (4) 若筆畫準確,部件的上下左右位置擺放正確, 便得1分。

(IV) 把字在沙上寫出來

目的:加深學生對字形和筆畫的記憶遊戲方法:

- (1) 在碟上放上薄沙;
- (2) 着學生用手指把字寫在沙上;
- (3) 注意學生所寫的字,錯了便加以改正。

(V) 跟著寫

目的:增加學生抄寫的準確性

遊戲方法:

- (1) 把學生常常寫錯的字放大寫在白紙上;
- (2) 然後在白紙上面放上一張透明薄膠;
- (3) 着學生用手指在薄膠上跟著筆畫寫出來;
- (4) 再用不同顏色的水筆在薄膠上摹寫該字。

遊戲 - 3

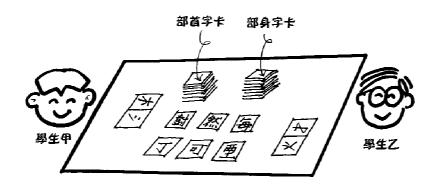
(VI) 一拍即合

目的:幫助學生認識字的結構和組合

人數:兩個或以上

遊戲方法:

- (1) 着學生從已認識的字詞中,每人寫出 10 個字,把每個字的部首及部身分別寫在 2" X 2" 的字卡上,部首和部身卡各成一疊;
- (2) 先派給每人部首卡 2 張,用手拿著,桌上則放著揭開的部身卡 6 張,其餘部首及部身卡則分兩疊覆蓋在桌面上;
- (3) 先由其中一人開始,盡量把手上的部首卡與桌上的部身卡合併成字,若學生能正確地把該字讀出,則可擁有該等字卡;
- (4) 學生用去了手上的部首後,可從桌上那疊部首卡抽取一張拿在手中,並揭開另一張部身卡放在桌面上;
- (5) 若學生手上的部首卡不能與桌面上的部身相配,則可把手上的部首卡與桌上的那疊部首卡交換一張,如果仍不能配字,便要暫停,由另一位學生繼續遊戲;
- (6) 依上述方法比賽,直至所有字卡配完為止;
- (7) 點算各人所得字卡數目,以多者為勝。



答案 (只供參考)

筆順-16

(足: a) (球: b) (來: a/b) (回: c) (乘: a) (坐: b) (汽: b) (水: a)

部首及偏旁-7

答案: (巾) (木) (灬) (氵) (艹) (日)

部首及偏旁-8

答案: (手) (竹) (金) (辶) (穴) (牛)

部首及偏旁-24及26

上面:只是、人員

中間: 句子、方向

下面: 古人、台灣

左邊:叮噹、喇叭

右邊:知道、如果

部首及偏旁--27-28

下面:妥當、委任

中間: 囡囡、安全

左邊:牛奶、姑媽

部首及偏旁-29-30

上面:杏仁、查詢

下面:柔和、耳朵

右邊:休息、沐浴

左邊:梅花、相同

部首及偏旁—34

(甲) 二 → 三

了 → 子

大 → 天

(乙) 少 → 小

田 → 日

往 → 住

十一土、士、干

 $D \rightarrow \Phi$

土 → 王

天 🗕 大

上 → 十

玉 🗲 王

部首及偏旁—35

曰:由、甲、申、旦

大:天、犬、夫、夭

答案 - 2

十:干、士、土、

二:三、工、干、土

部首及偏旁—36

3.毛 → 毛巾

4.土 → 土地

5.石 → 石頭

6.人 → 人們

部首及偏旁—37

3.刀 → 刀义

4.己 → 自己

5.大 → 大家

部首及偏旁-238

上面正差一横,

下面**少**去一點。 (步) 一口咬掉牛尾巴 (告)

手在眼上



(看)



(林)

合手 (拿)

共有兩橫(其)

二點水 (冰)

十二點 (斗)

全家添一口 (豪)

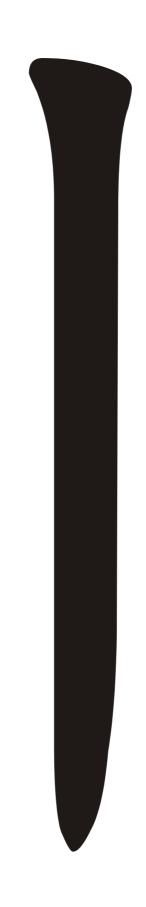
教具

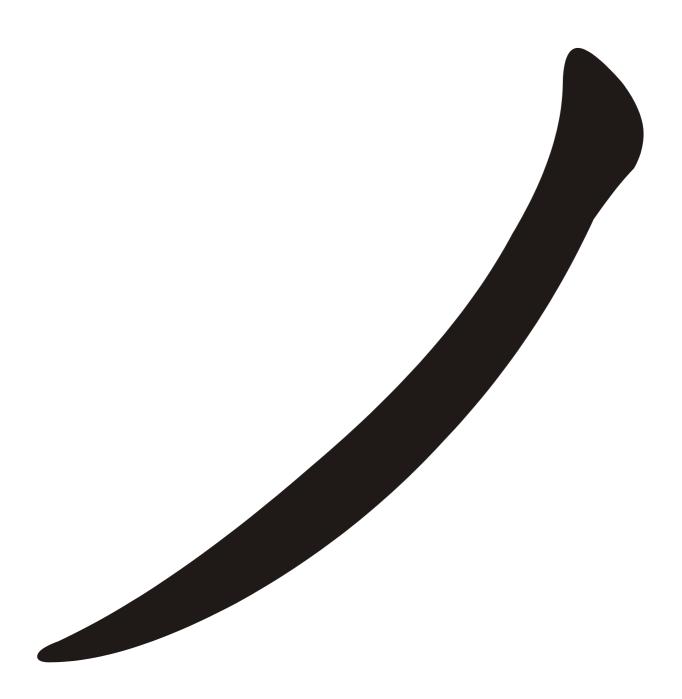
這部分的教材可供教師製成教具或張 貼在課室內,幫助學生記認漢字。

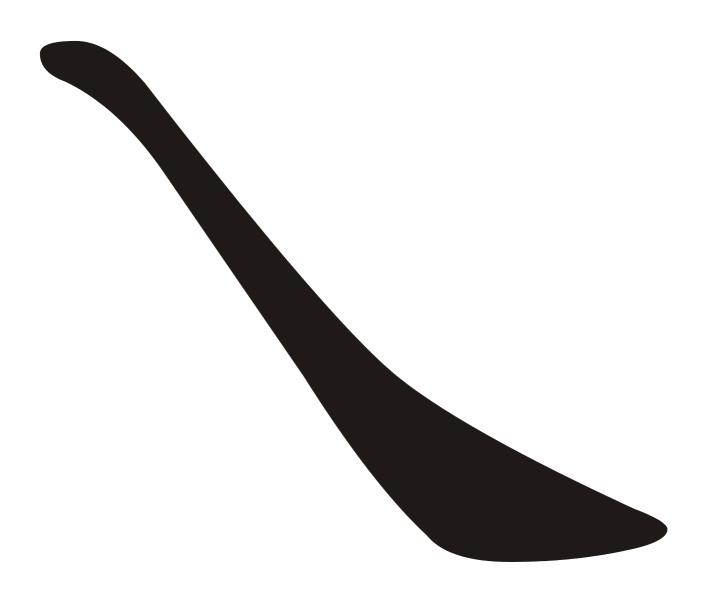




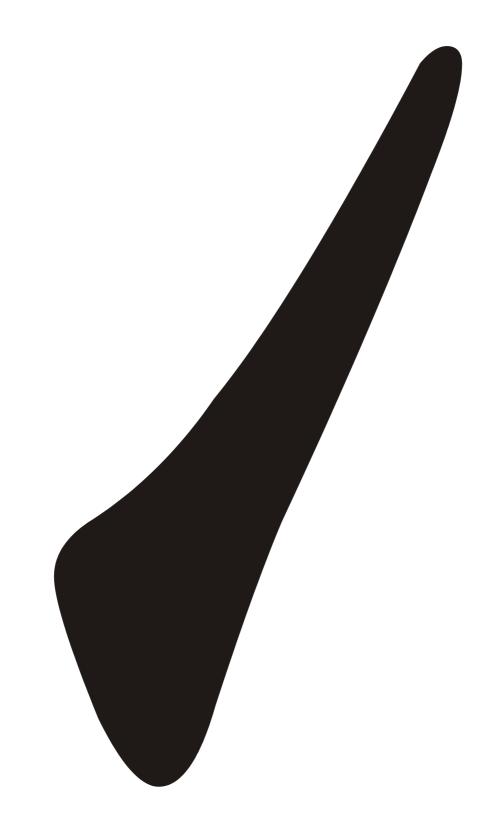


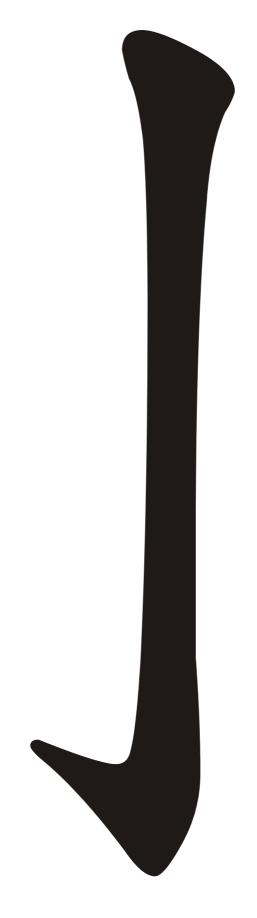


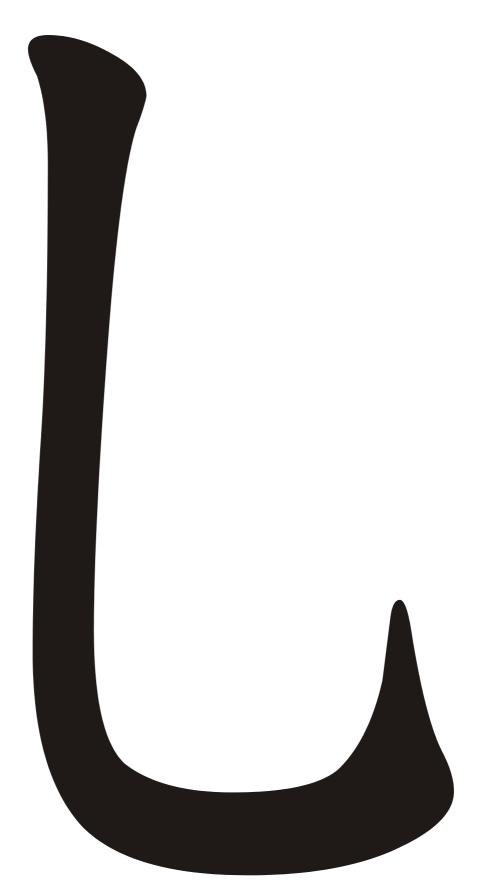




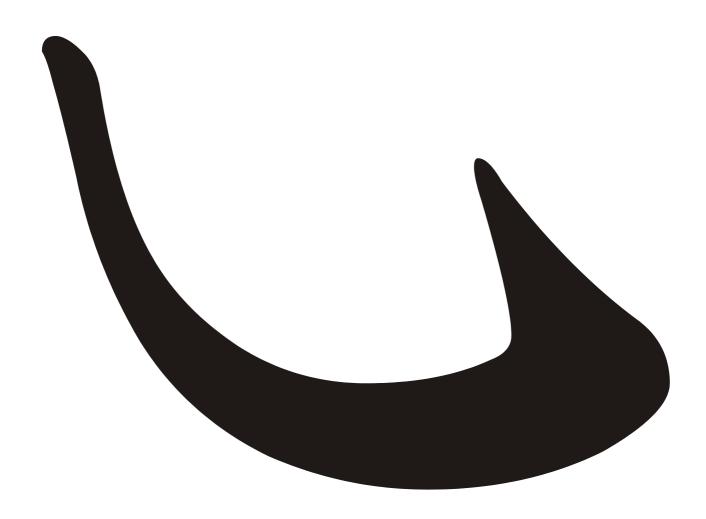
108







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	•••••	

上下相等

上小下大

 	•••••	

上大下小

上中下相等



上下相等

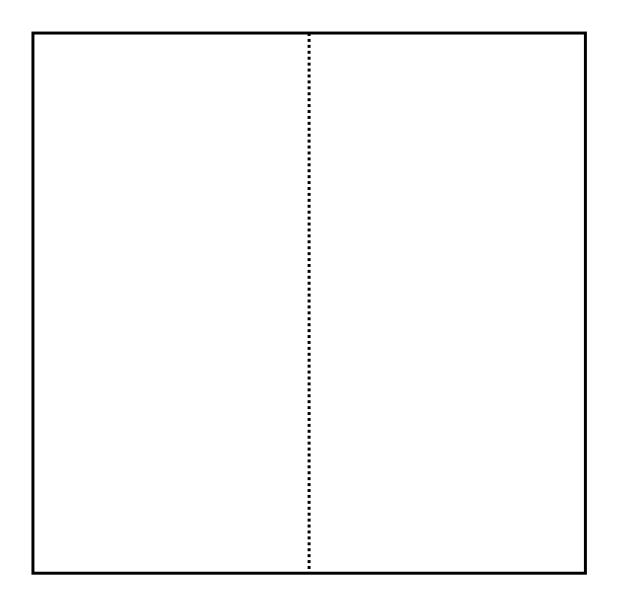


上大下小

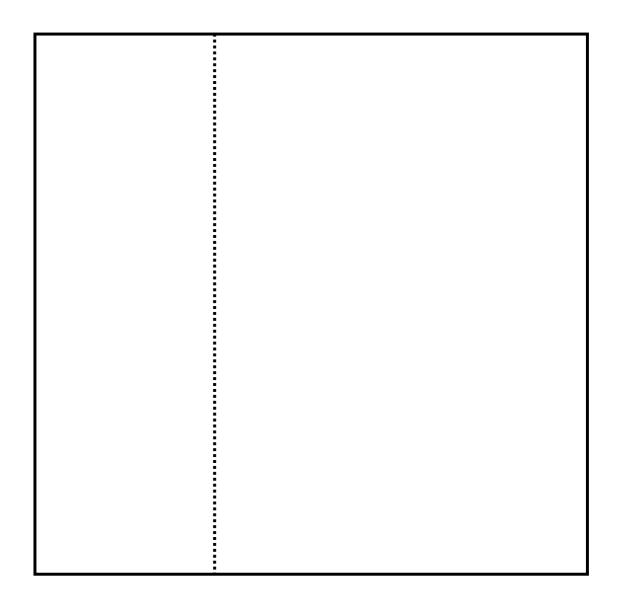




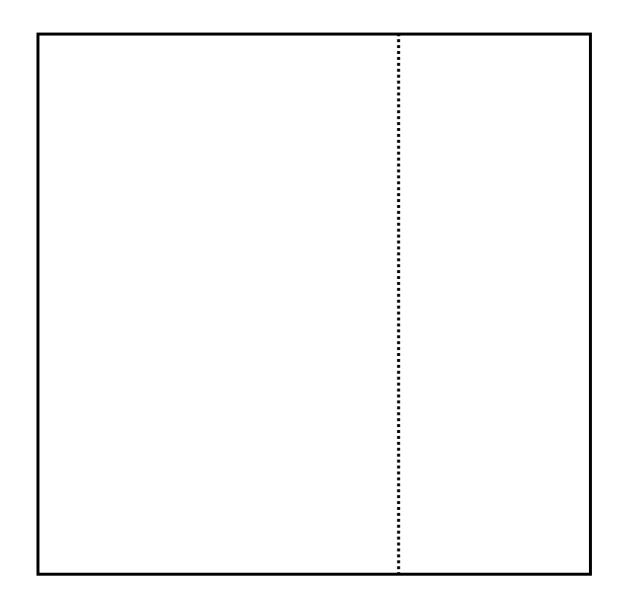
上中下相等



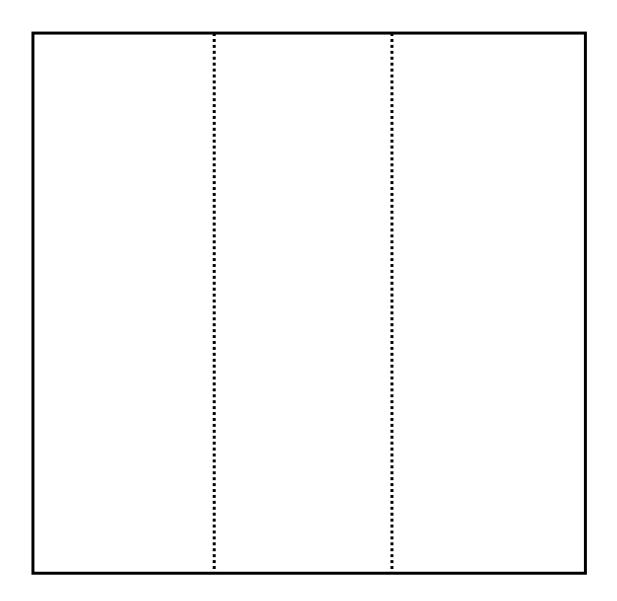
左右相等



左小右大



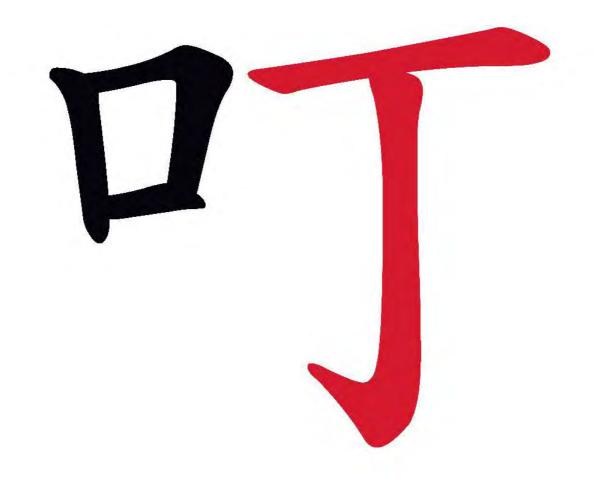
左大右小



左中右相等

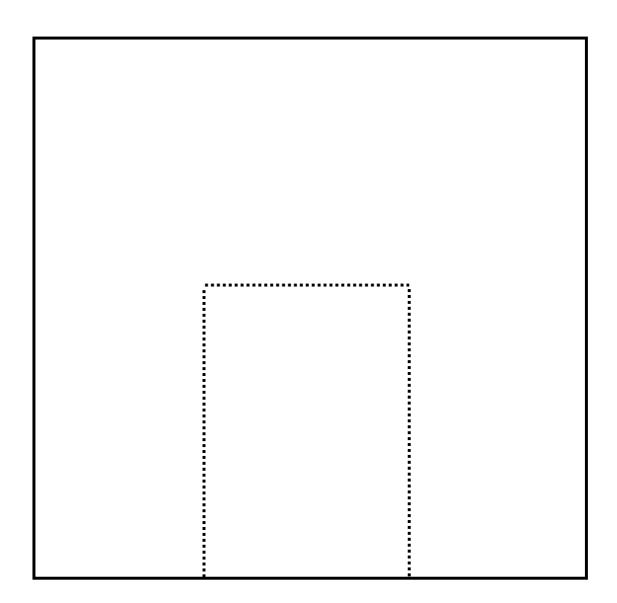


左右相等

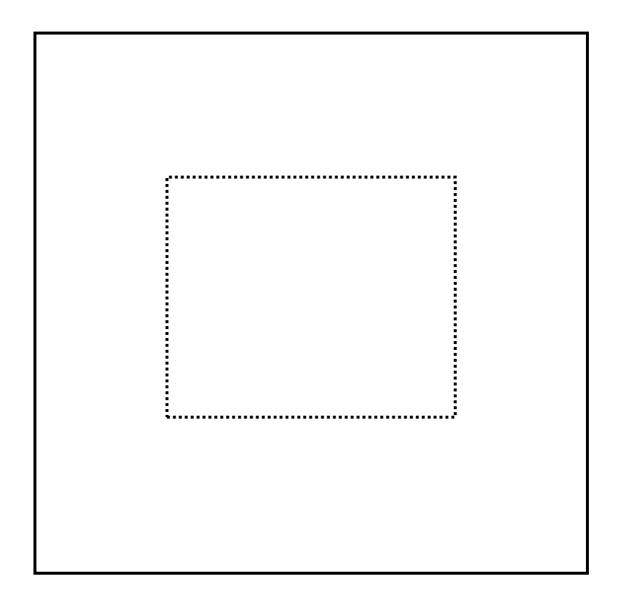




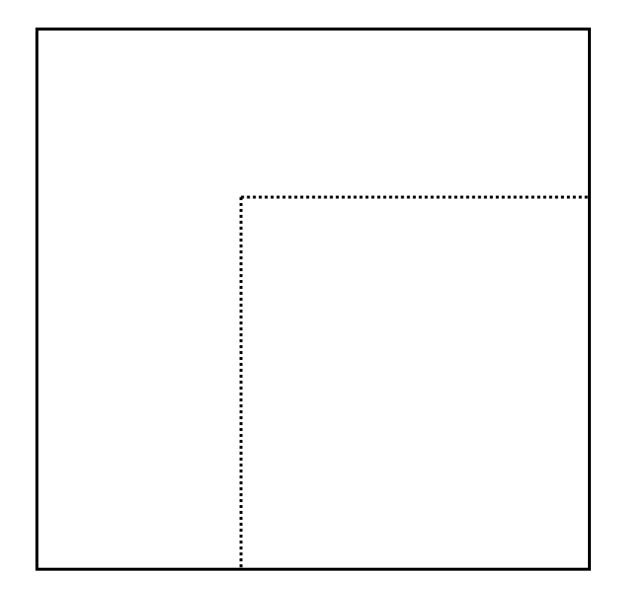




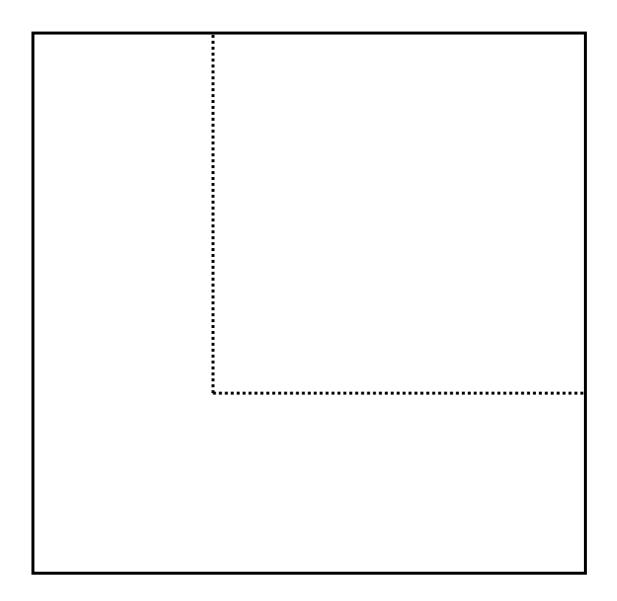
上包下



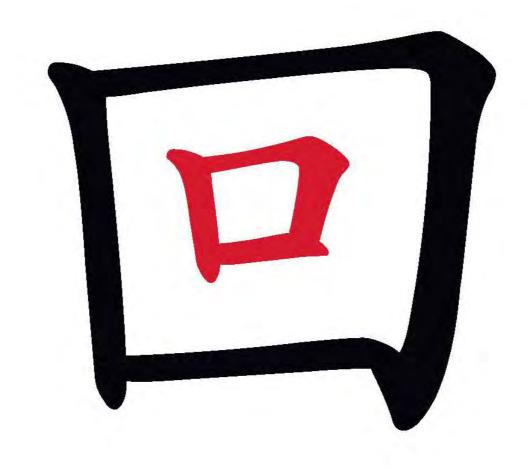
全包圍



左上包



左下包



全包圍

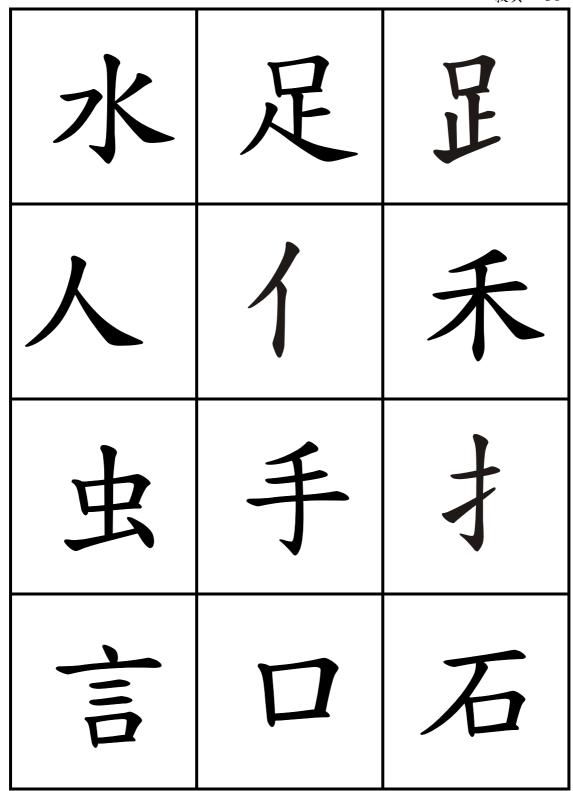


上包下

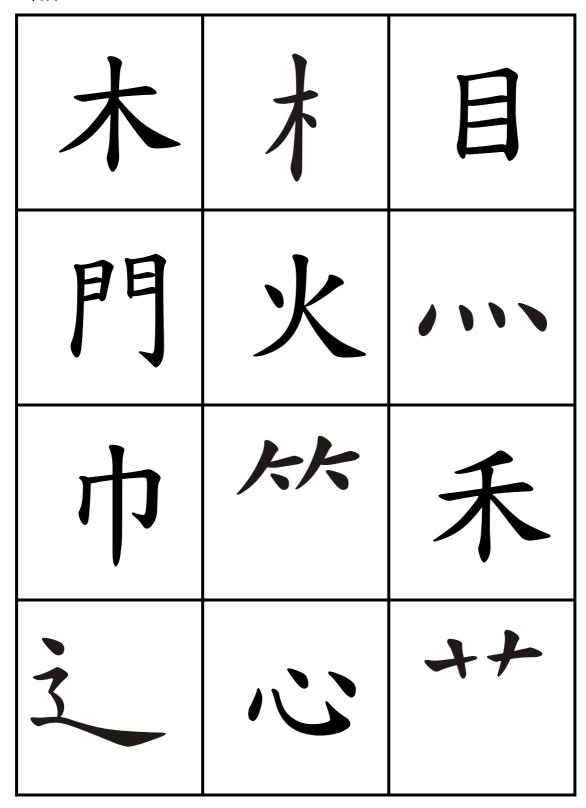




左上包



說明:老師把上列部首剪下貼在紙卡上,(足/足、人/イ、手/扌)則分別貼在 三張紙卡的正/背面,與學生進行「找首領」遊戲。



說明:老師可把上列部首剪下貼在紙卡上, (水/>、火/灬、木/木)則分別貼在 三張紙卡的正/背面,與學生進行「找首領」遊戲。

B	白	也
胡	少	火
青	艮	皮
支	I	尭

說明:老師可把上列偏旁剪下,與學生進行「找首領」遊戲。

条	里	舌
馬	昔	肖
東	采	舌
占	隹	青

說明:老師可把上列偏旁剪下,與學生進行「找首領」遊戲。

字形結構

全包圍	左右相等	上下相等
上包下	左小右大	上小下大
左上包	左大右小	上大下小
左下包	左中右相等	上中下相等

字形結構

上下相等	上小下大	上大下小	上中下相等	
左右相等	左小右大	左大右小	左中右相等	
全包圍	上包下	左上包	左下包	

說明:老師可用高影片複印此表,讓學生分辨字形結構的類別。

基本筆畫

點	横	直	撇	捺	趯	鈎
	_		ノ		1	160

基本筆順

先横後直	先撇後捺	從上而下	先外後內	從左到右	先進入	先中央	底橫畫
					後關門	後兩邊	最後
+	人	111	月	江	日	小	王

字形結構

上下相等左	上小下大左	上大下小	上中下相等 左中	
左右相等	左小右大	左大右小	左中右相等	
全包置	上包下	左上包	左下包	

說明: 複印此表給學生製成個人字典,幫助他們辨別不同的筆畫、肇順和字形結構。

扩形尺

讀寫等

小學生讀寫輔助發材

閱讀理解初寫作

【閱讀理解和寫作】

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教學策略一覽表

閱讀理解

內容	有讀寫困難的學生所遇	教學法 / 策略
	到的困難	
閱讀前階段	口語發展遲緩	"沒有意思的句子"
聆聽理解		(分辨句子是否合理)
		口語是非題
		口語填空格
詞彙	● 有限的詞彙	有系統而直接的教學法,從部首、
識字量		聲旁入手。
	● 倒轉字詞的次序	拆字-例如:警 →「敬」(字音)
		尊「敬」警察(字義)
	例如:玩耍→ 耍玩	用第一個字配詞(找伴侶)
	警察→ 察警	
字義		
	● 提取已認識的字詞有	用字卡訓練認字速度;
Į	困難	
	● 理解抽象概念時有困	採用多種感官方法、角色扮演、
	難	遊戲、給予大量的例子。
掌握文章	● 不能記憶所閱讀的內	從題目和插圖預先猜測文章內容、
重點	容(記憶能力較弱/	利用六何法及視覺組織圖表、
理解內容	閱讀速度緩慢/詞彙	用熒光筆顯示重要的詞語和主
重點	有限)	句、採用提問方式、給予例題、
]		把閱讀視像化、進行閱讀後活動
1	● 列序及組織能力弱	(例如畫畫、角色扮演、填充)、
		伴讀。
		1
回答課文	● 不懂解題	教導學生認識問題中的關鍵
問題		字詞;
		着學生設計一些與內容有關的問題。
		}

教學策略一覽表

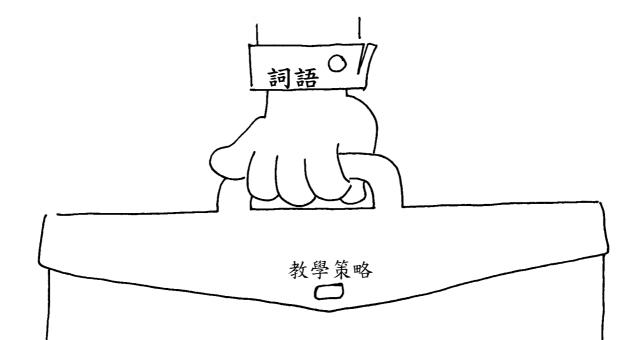
閱讀理解

	l	
推論	不能意會「弦外之音」欠邏輯	提問、訓練思考能力、着學生留 意詞彙含義。
閱讀動機	累積失敗經驗而產生逃避 態度	用適合學生程度而富有趣味性 的閱讀材料、由聆聽故事入手、 推行口語練習、遊戲和多種感官 的閱讀活動。
閱讀的 視覺要求	● 混淆字形相似的字	用不同的顏色突出字體的某部 分、放大字體、注意版面的設計 (例如:行距、行的長度、頁邊 空白等);利用插圖、標題、 副標題、段落等清楚列出內容。
	● 跳行	用間尺或手指幫助閱讀;把課 文及問題放於同一頁。
	● 容易感到疲倦	採用顏色柔和的紙張(例如: 米白色),避免用反光的白紙。

教學策略一覽表

寫作

內容	有讀寫困難的學生所遇	教學法 / 策略
	到的困難	
詞彙	● 字詞提取緩慢	多種感官學習、字彙庫、教師提供字
	● 有限的識字量	詞、用圖畫去代替文字、用錄音機口
		頭造句/作文。
文法	● 不能憑直覺學習句子	明確直接地教導句子結構、利用遊戲、
句子結構	結構	以口語練習作起步,例如:口頭
主要句式		填充、重組句子、句子毛毛蟲、口頭
連接詞		作文;教導學生如何運用標點符號。
標點符號		
書面語		
構思	● 想不到要寫什麼	伙伴寫作、討論、角色扮演、視覺輔
	● 提筆把意思寫下時有	助、五指法、寫作框、腦海地圖、六
	困難	何法、有創意的寫作題目。
組織	● 不懂組織意念	組詞成句、組句成段、利用視覺組織
	● 欠缺條理	圖表、腦海地圖。
寫作動機	● 累積失敗經驗而產生	寫作題目應與學生的日常生活有關,
	逃避的態度	例如利用生活照片或寫作框;評分
		時着重內容及創意。
校對	● 不能辨認錯誤的地方	利用「校對清單」、學生交換文章評
		改。
مد. مد		
書寫	● 手眼協調問題、視覺	
	空間問題、未能依從	
	預設的書寫格式。	時間。
(
		J



- 1. 教導學生認識詞語的類別和功用,豐富學生的詞彙。
- 2. 以多種感官學習方法,幫助學生理解較抽象的詞語。
- 3. 教導學生留意口語和書面語不同之處。
- 4. 透過遊戲幫助學生鞏固所學的詞語。
- 5. 鼓勵學生製作字詞庫,供寫作時參考。

認識詞語類別

目的:教導學生以顏色或符號代表不同類別的詞語。

方法:

- (1) 教導學生以顏色或符號代表一個詞語類別,每次只選一類。
- (2) 可参考下列以顏色或符號分類的方法:
 - 名詞-藍色(間____線);
 - 動詞--紅色(畫圓圈);
 - 形容詞-綠色(畫三角形);
 - 副詞—橙色(間、、、、線);
 - 量詞—紫色(畫方形);
 - · 連接詞—黃色(加[])等。
- (3) 在教學時,教師可使用上述分類法所採用的顏色或符號,顯示詞語的類別,或着學生用顏色筆從課文圈出某一類詞語,使他們留意到句子 是由不同類別的詞語所組成,以及各類詞語的功用。
- (4) 在謄文課時,教師選取一些學生所作的句子,抄在黑板上,並把某一 類詞語(如形容詞)圈起來,着學生說出/寫出不同的詞彙(但須屬同 一類別)以作替代。

認識名詞

目的: 教導學生認識不同類別的名詞。

步驟:

- (1) 教導學生句子陳述的對象(「主角」或「配角」)可以是:
 - i. 一些人物、地點或事物(普通名);
 - ii. 一些特定的人名、地名或事物,通常會加上專名號(專有名詞);
 - iii. 抽象的詞語,如某些概念、情緒或感覺(抽象詞語)。
- (2) 透過下列活動,讓學生留意「名詞」:
 - 想像外星人登陸地球,而學生想教他認識地球。最簡單的方法就是 指着某樣物品,然後說出它的名稱。
 - · 把學生分為兩人一組或若干小組,進行記憶力遊戲,每人輪流說「我 到超級市場買.....」,每次加上一件東西。例如:

甲:我到超級市場買椰菜。

乙:我到超級市場買椰菜和西瓜。

丙: 我到超級市場買椰菜、西瓜和牛肉。

- (3) 透過下列活動,讓學生認識「專有名詞」:
 - · 請學生在課室望望四周,然後說出看見誰人。他們的答案應該全是 人名。教導學生由於名字對個人來說有特殊意義,書寫時應加上專 名號。同樣地,國家、城市、河流和街道等名稱都有特殊意義,要 加上專名號。
 - · 着學生為下列各項舉例:

演員	<u>周星馳</u>
歌手/樂隊	古巨基
卡通片集	叮嗤
亞洲國家	<u>中國</u>

- (4) 透過下列活動,讓學生認識「抽象名詞」:
 - · 教導學生認識有些事物是可以看得見或觸摸到,例如人物和地方, 但有些東西是看不見,也觸摸不到。抽象名詞是指無法看得見或觸 摸的東西。我們可以看見老師、書本,但無法看見或觸摸「愛」、「快 樂」、「饑餓」、「勇氣」或「恐懼」。
 - · 向學生描述一些情況,然後詢問他們主人翁需要些甚麼。
 - · 小寧快要上台表演了,他需要...(勇氣)
 - 小明很容易就灰心,他需要...(安慰/毅力)
 - · 小清是一名新同學,他需要...(關心/幫助)
 - 王先生剛下班回家。他很累,他需要...(休息)
- (5) 在教授過各類名詞後,把學生分組,着每組從課文找出一些普通名詞、專有 名詞和抽象名詞的例子。

認識名詞-香港三天遊

目的:(一)透過活動,讓學生認識名詞是表示人或事物的名稱。

(二)幫助學生掌握常用的名詞。

材料:1. 香港名勝圖片(見教具-2-1 至 2-7)

2. 工作紙

活動:

- 1. 外星人來到香港,他們想認識香港的名勝,然後遊覽一番。
- 2. 由同學介紹香港的代表名勝,先用口頭說出,再把名稱寫下來。
- 3. 延伸活動:

鼓勵學生介紹那些名勝有甚麼好看、好玩和方便吃喝、購物的好地方。

香港三天遊

第一天行程

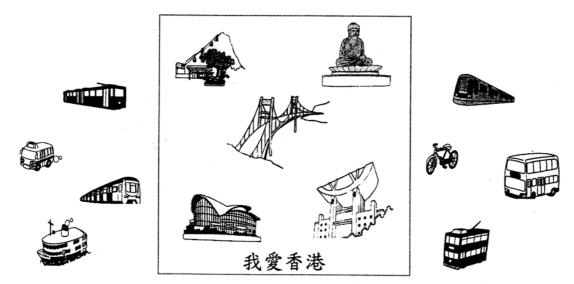
- 1. 乘搭 ___ 巴士 __ 到 __ 淺水灣海灘 ___
- 2. 乘搭_____ 到 _____

第二天行程

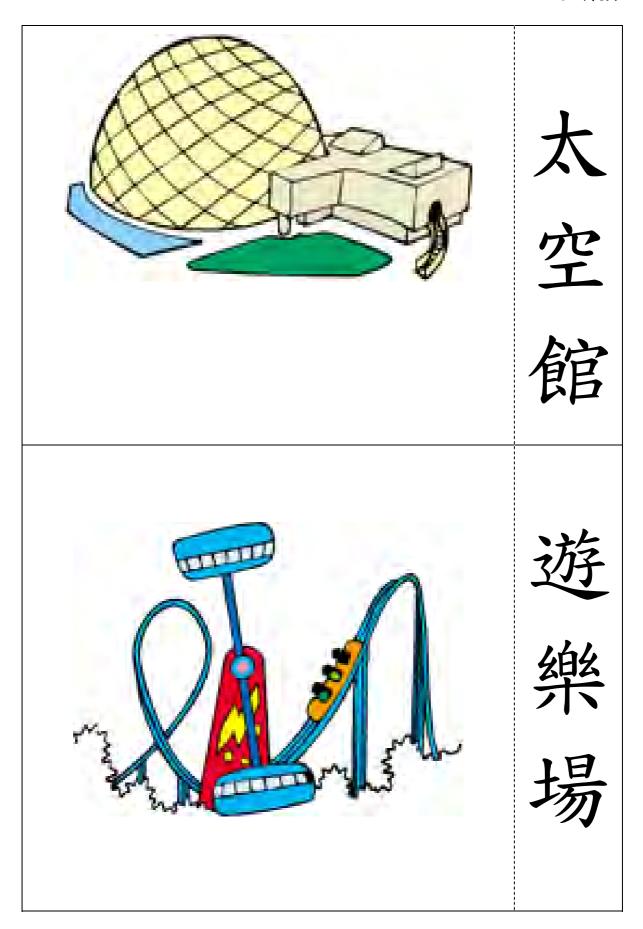
- 1. 乘搭_____到_____到_____
- 2. 乘搭_____ 到_____

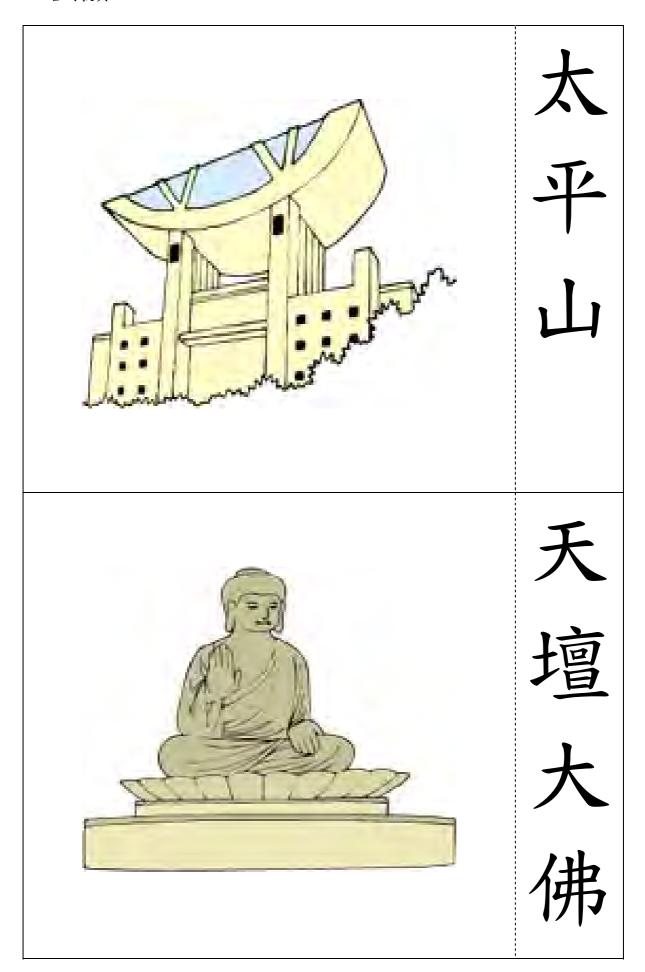
第三天行程

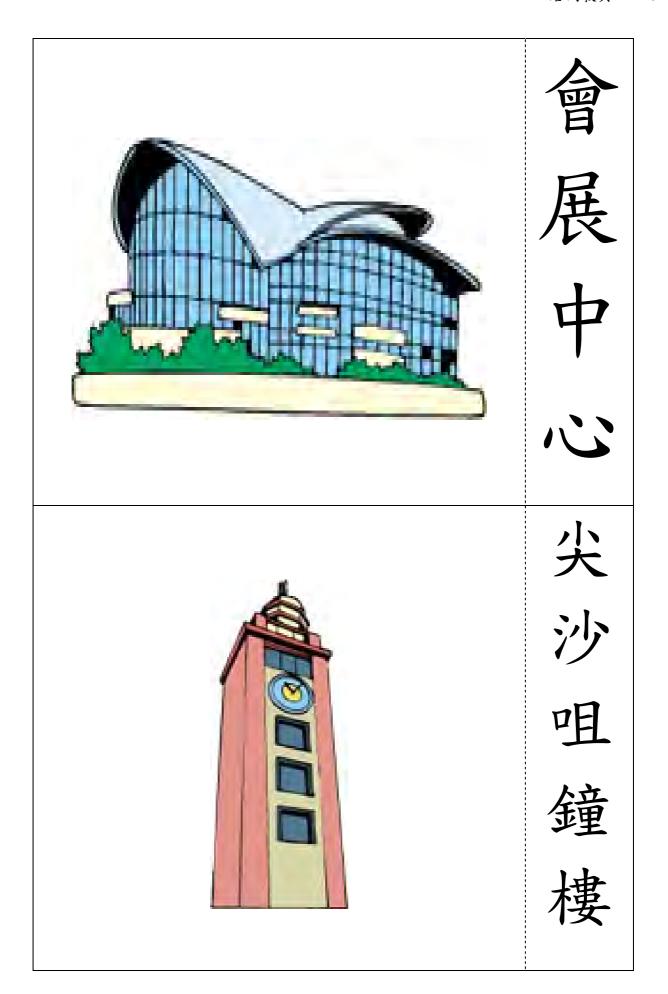
- 1. 乘搭_____ 到_____
- 2. 乘搭 到

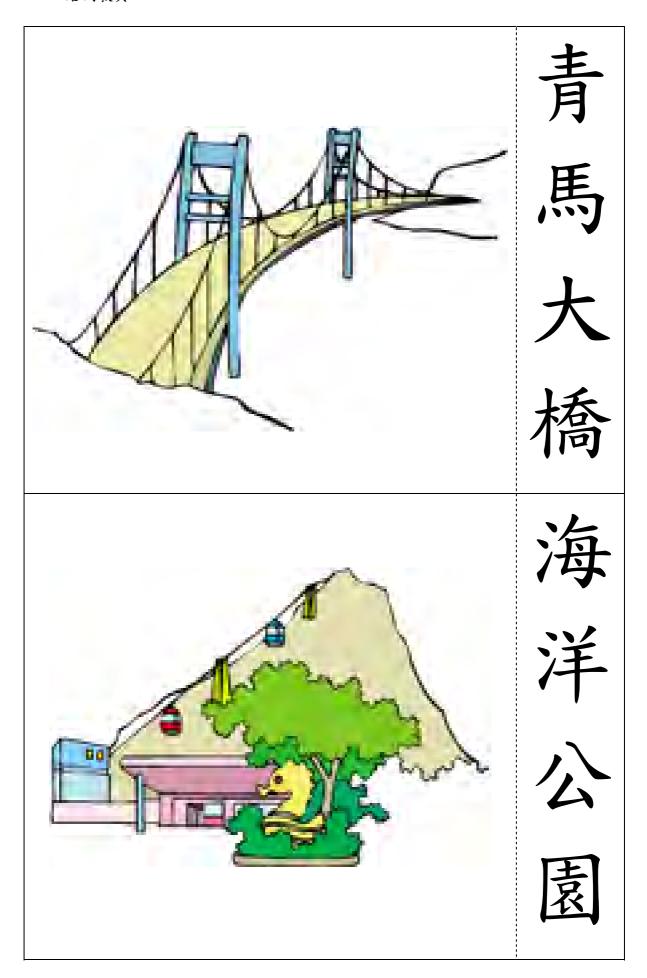


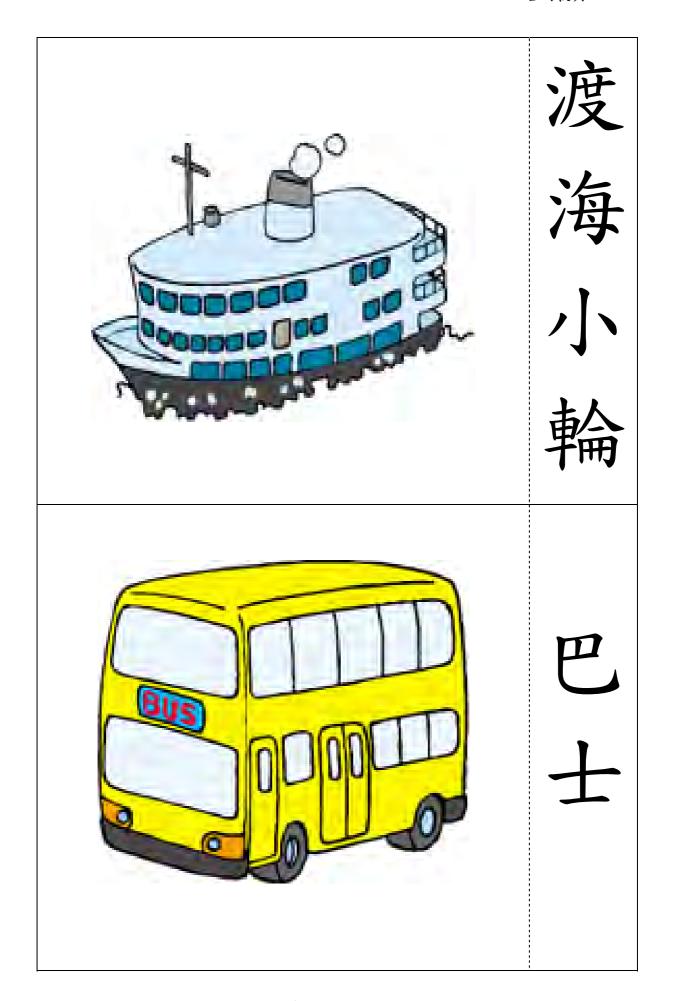
說明:鼓勵學生自由創作,不用受圖畫限制。

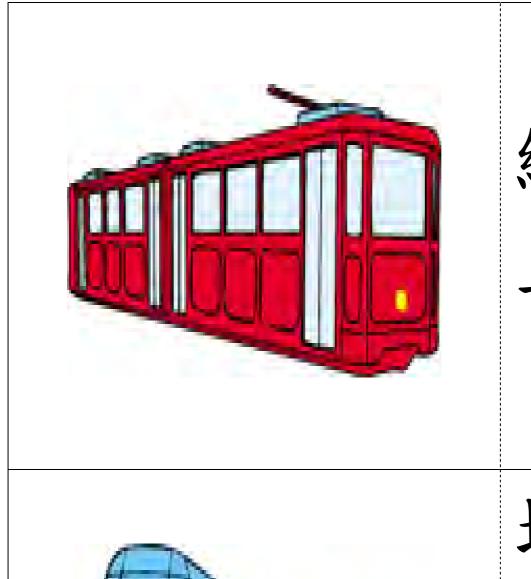




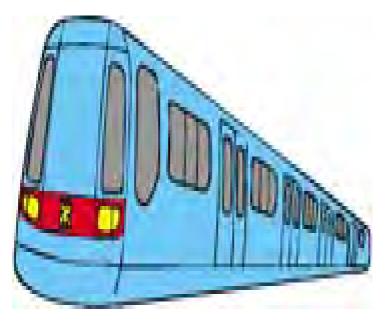




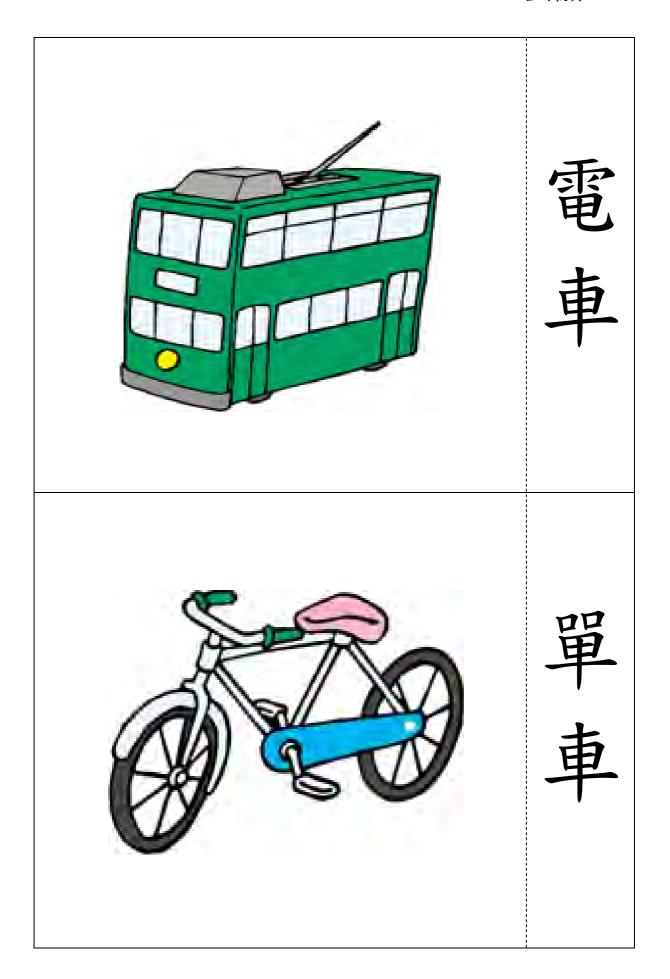




纜車



地下鐵路



認識動詞--我做得到!

目的: 透過活動,從自己的身體開始,讓學生學習有關的動詞。

材料: 1. 腦 眼 口 手 腳 的圖畫或字卡(教師自備)

2. 工作紙(動詞-1-3 至 1-5)

方法: 活動(一)

分組比賽

- 1) 把學生分組,各組代表從「腦」、「眼」、「口」等的圖畫或字卡中 抽取一張。
- 2) 組員根據所抽取的圖畫,討論和記錄它們可以做的動作。
- 3) 由組員輪流做出動作。
- 4) 另一組組員猜想該動作的名稱。
- 5) 教師板書有關的動作詞彙 (參閱動詞-1-2), 請全體同學讀出。
- 6) 猜對較多「動作」的一組勝出。

活動(二)

分組比賽

- 1) 各組代表從「手」或「腳」的圖畫抽取一幅。
- 2) 組員可利用工作紙 (動詞-1-3 及 1-4),藉圖畫或文字來記錄「手」或「腳」可以做的動作。五分鐘後,由組員匯報。
- 3) 能說出較多「動作」的一組勝出。
- 4) 教師板書有關詞彙,着全體學生讀出。

活動(三)

教師分派工作紙「我做得到!」(動詞-1-5):

- 1) 問學生平日喜歡用腦子、眼睛、耳朵、口、鼻子、手和腳做什麼, 並把它們寫下來。
- 2) 鼓勵學生在家裏認讀和默寫有關詞彙,以鞏固對詞彙的認識。

腦子、眼睛、耳朵、口、鼻子、手和腳的功用:

4				-n -h · · ·	
1.	腦子可以:		2.	眼睛可以:	
	記憶	回憶		看電視	注視
	思想	想像		瞪着	閱讀
	感受	指揮工作		眺望	仰望
	計算	猜測			
3.	口可以:		4.	鼻子可以:	
	吃東西	喝水		呼吸	聞(嗅)東西
	說話	唱歌			
	讀/唸書	責罵			
	稱讚	講故事			
	吹口哨	哈哈笑			
5.	耳朵可以:		6.	手可以:	
	聆聽	聽音樂		寫字	繪畫
	聽課	聽指示		彈琴	拍球
				握手	指示
				觸摸	擁抱
				拿東西	做手工
7.	腳可以:				
	跑步	走路			
	踢球	站立			
	跳舞	踏單車			
	跳高	跳飛機			
	跳繩	穿鞋子			

說明:上述各動詞只供教師參考用。

手可以.....



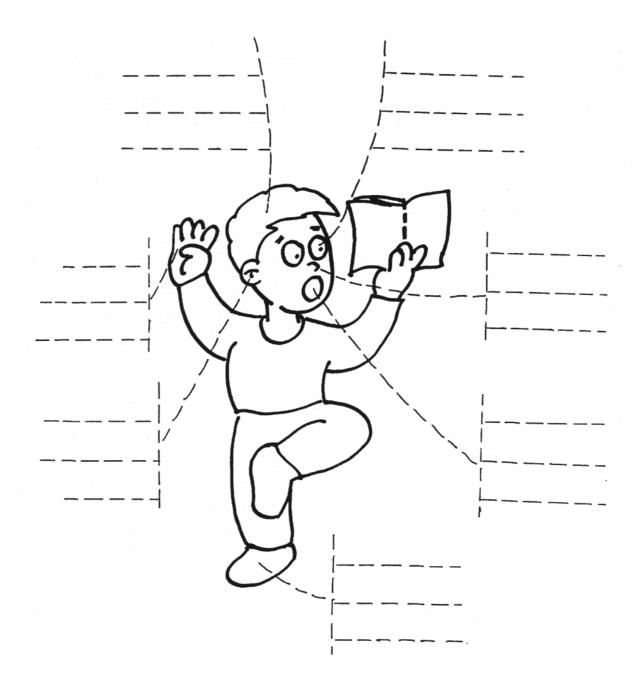
寫字	

腳可以.....



踢球	

我做到了!



說明:教師鼓勵學生把用自己的腦子、眼睛、耳朵、口、鼻子、手和腳做的事寫下來。

動詞練習--動物嘉年華

目的: 透過遊戲活動,讓學生學習有關的動詞。

材料: 1. 動物圖畫和名稱卡(見動詞教具 2-1 至 2-10)

- 食物名稱卡(學生可從教師已預備好的字詞卡作出選擇或自行創作, 由教師協助書寫。)
- 3. 工作紙 (動詞 2-2)

方法: 遊戲活動

- 1. 老師告訴大家森林裏將舉行嘉年華,赴會的動物需要帶同一類自己喜 歡吃的食物和別人分享。
- 2. 學生互相認讀動物和食物的名稱後,各自把動物卡戴在額頭前。
- 3. 學生各自扮演該動物「走出來」的動作,然後出示請大家分享的食物。
- 4. 全體學生旁述一遍:

「<u>猴子</u>(動物名)<u>跳</u>(動作)出來, 請大家吃<u>香蕉</u>(食物名)。」 (教師先把上述句式貼出或板書)

- 5. 教師分派工作紙(動物嘉年華),讓學生把「嘉年華」的盛況書寫或 用圖畫表達出來。
- 6. 教師可根據學生程度作延伸活動,引導學生學習:
 - (1) 量詞:

如:一頭牛步行出來,請大家吃一束青草。

(2) 形容詞:

如:(老黃)牛步行出來,請大家吃(綠油油的)青草。

(3) 副詞:

如:牛大哥慢慢地步行出來,請大家吃青草。



動物嘉年華



















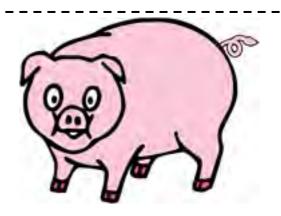




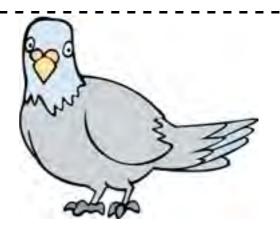
- 1. 猴子 跳 出來,請大家吃 香蕉。
- 2._____出來,請大家吃____。
- 3.____。 ___出來,請大家吃____。
- 4.____。 ___出來,請大家吃____。
- 5.____。 ___出來,請大家吃____。

說明:教師鼓勵學生把「動物嘉年華」的盛況寫下來。(學生可自由創作;若有書寫困難,可 用圖書來表達)。教師可把工作紙略作修改,以配合延伸活動的需要。

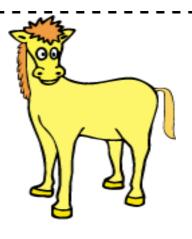
豬



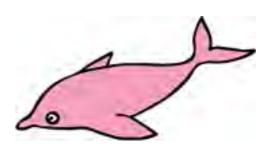
白鴿



馬



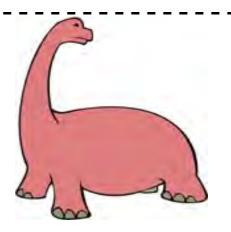
海豚



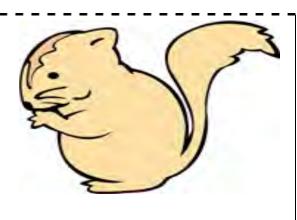
猴子



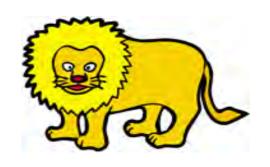
恐龍



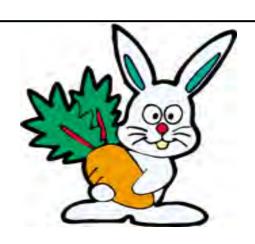
松鼠



狮子



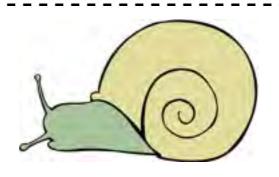
白兔



狗

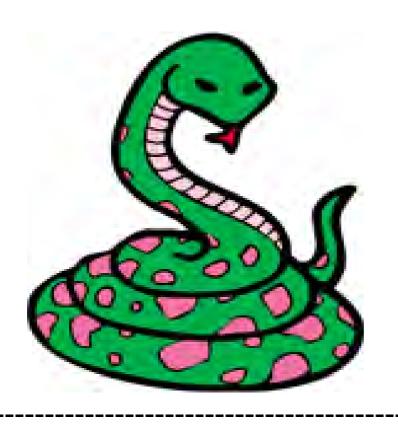


蜗牛



熊貓



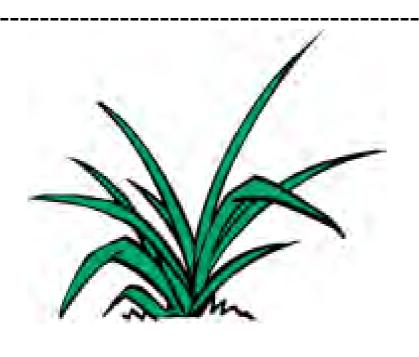


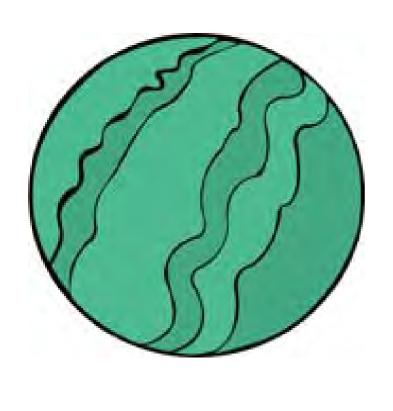
蛇



榴

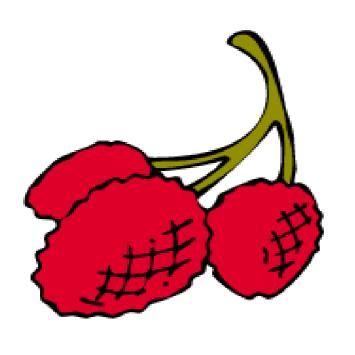
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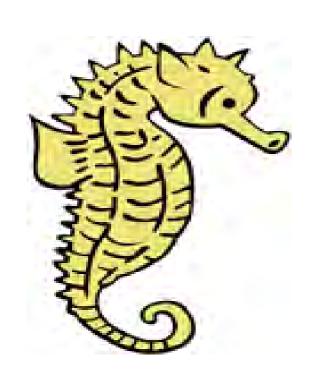




扬枝

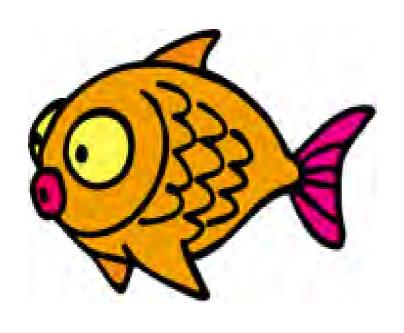


竹業



海

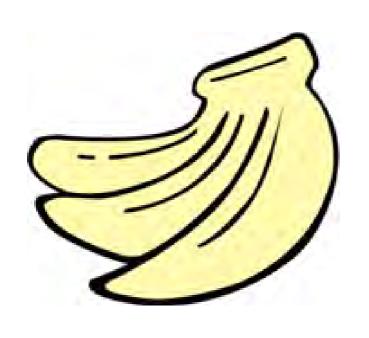
馬





魚





33



塘

果



薄

餅

形容詞練習—畫怪獸

目的: 透過聆聽及繪畫等練習,讓學生掌握更豐富的形容詞。

材料: 形容詞字卡(形容詞-1-2)

「畫怪獸」習作紙(形容詞-1-3)

方法:

活動 (一):

1) 教師描述一隻怪獸,着學生細心聆聽: 「從前有一隻頭大身小的怪獸,牠有三隻綠色的眼睛, 一對又圓又多毛的耳朵,兩隻短小的腳,一隻長長的腳, 一條又紅又尖的尾巴。」

2) 學生按照教師的描述,輪流在黑板上用顏色筆畫出怪獸的樣子。

活動(二):

- 1) 教師把形容詞的字卡放大,貼在黑板上。
- 2) 教師教導學生有關形容詞的意思。
- 3) 教師在黑板上畫出一隻怪獸,着學生口頭描述,然後把字卡貼在適當的位置;
- 4) 延伸活動:教師着學生抽取一張字卡,想想字詞的意思可用於怪獸的哪一部分(例如:「大」--大腳),然後繪畫。

活動(三):

1) 讓學生構思怪獸的樣子,然後完成習作紙。

形容詞 - 1-2

長	短	大	√
3	少	黑	白
高	矮	老	少
粗	幼	尖	圓
直	曲	強	壯
肥	胖	瘦	弱

說明:把字卡剪下,供「畫怪獸」活動使用。(可先按需要放大。)

畫怪獸

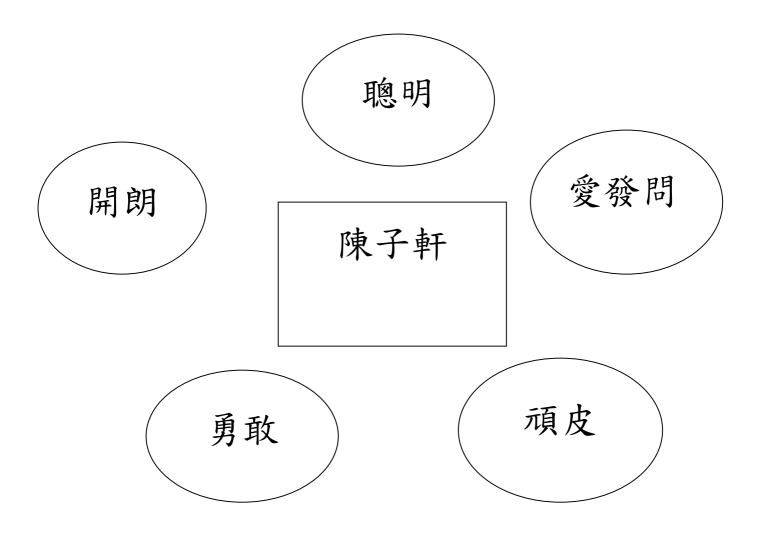
牠是一隻頭___身___的怪獸,牠有_三_隻___色的眼睛,一對又___又__毛的耳朵,___隻___的腳, 一隻___的腳,一條又___又___的尾巴。

說明:讓學生先構思怪獸的樣子,填寫空格,然後繪畫怪獸。

 是個:	怎樣的孩子?
(請填寫同學的姓)	名)

說明:着學生先在圈圈內寫下一位同學的特徵,然後寫成句子。 教師可先進行以下活動:把學生的名字寫在卡上,請一名同學抽取一張卡,然後 由其他同學透過提問是非題來猜想卡上的人物。(例如:他是不是男的?/他是不 是樂於助人的?.....)

__陳子軒__ 是個怎樣的孩子?



陳子軒是個聰明和愛發問的孩子。他有開朗的性格,有時表現 得很頑皮。

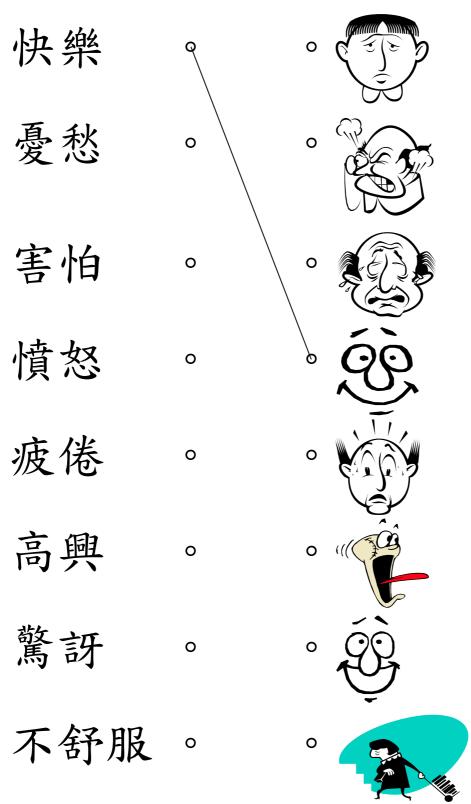
說明:着學生先在圈內寫下自己或一位同學的特徵,然後寫成句子。(供教師參考)

我感到.....

		1	
快樂	90	憂愁	
害怕		憤怒	
不舒服		驚訝	
高興		疲倦	

說明:着學生依「感受卡」的形容詞,扮演給其他同學猜,學習描述感覺的形容詞。

我感到.....



說明:學生依「感受卡」的形容詞扮演後,配對詞語及圖畫。

我感到.....

宫	14	- 4未	· 33	•
馬	71	- ※	習	•

- 我弄壞了姊姊心愛的音樂盒, 姊姊感到_很憤怒__。
- 我弄壞了哥哥心愛的模型,
 他感到_____。
- 3. 小明迷路了, 他感到_____。
- 4. 王先生找不到工作,
 他感到_____。
- 老師稱讚小丁樂於助人,
 小丁感到_____。

說明:着學生做寫作練習前,先與他們一起作口頭練習,並把有關詞語寫在黑板上。

認識形容詞:我最喜愛的食物

目的:

- 1. 教導學生從不同的角度描述事物;
- 2. 教導學生有關食物的形容詞。

方法:

- 1. 着學生把喜愛的食物圖片帶回學校。
- 2. 教師着學生透過提問,猜想其他同學喜愛什麼食物,並引導學生以適當 的形容詞來描述該樣食物。

例如:一名學生帶回一張「西瓜」 的圖片:

問:「那樣食物看起來是怎樣的?」

答:「外面綠綠的/內面紅紅的/圓圓的...」

問:「那樣食物嗅/聞起來是怎樣的/它的味道是怎樣的?」

答:「香甜的/.....」

問:「那樣食物摸起來是怎樣的?」

答:「硬硬的/滑溜溜的.....」

問:「那樣食物吃起來是怎樣的?」

答:「多汁的/美味的/清甜的.....」

問:「吃完了你感到怎樣?」

答:「很解渴/很涼快/暑氣全消.....」

3. 利用工作紙(形容詞-4-2) 鞏固所學的詞語。

我最喜爱的食物

看起來◎	嗅起來如
吃起來◆	吃完了,我感到♥

說明:着學生描述自己喜愛的食物,並把食物圖片貼出或繪畫在 〇內。

副詞練習--猜猜看

目的: 透過扮演,讓學生學習運用副詞。

材料: 1. 「副詞」卡 (參閱副詞 1-2 及 1-3)

2. 「句子」卡 (參閱副詞 1-4)

方法:

- 1) 分別把「句子」卡和「副詞」卡剪開,並把「副詞」卡張貼在黑板上。
- 2) 着學生抽取一句簡單句子後朗讀出來,然後用動作表示心中所選取的 副詞,讓其他同學猜猜看。
- 3) 猜中後,着學生一起說出擴張後的句子。

猜猜看-「副詞」卡

静悄地地 凡速地 匆忙地 愉快地 鬧哄哄地

猜猜看-「副詞」卡

驕傲地

慢慢地

依依不捨地

悲傷地

悠閒地

專心地

猜猜看「句子」卡

我看書。 我回家。 我把錢包拾起來。 我請求老師取消下 星期的測驗。 我吃薯條。 我参加歌唱比賽。

副詞練習—想想看

目的: 透過擴句練習,讓學生掌握更豐富的副詞。

方法:

1) 給學生一句簡單的句子,請學生閉上眼睛,想像每句句子所展示的圖書。

例一:教師說:「小明走路」。然後問學生:「小明如何走路?」

(學生可能回答:小明<u>迅速地</u>走/小明<u>慢慢地</u>走/小明<u>悄悄地</u>走/小明小心地走/小明輕鬆地走) -- <描述走路的狀態>

- 2) 口頭練習後,教師把基本句子及學生提及的副詞寫在黑板,然後着學生利用「^」的標記,把副詞加在適當的位置。
- 3) 利用例二及例三重複教學步驟1及2。

例二:教師說:「小明到來」。然後問學生:「小明在何時到來?」

(學生可能回答:小明<u>最早</u>到來/小明<u>昨天</u>到來/小明<u>稍後</u>到來/小明<u>最後</u>到來) -- <描述到來的時間>

例三:教師說:「小明走了」。然後問學生:「小明走到甚麼地方?」

(學生可能回答:小明<u>走開了/小明向前</u>走/小明<u>走得很遠</u>/小明 走出去了/小明走回去了) -- <描述走的<u>地點</u>>

4) 進行寫作練習(參閱副詞 2-2)

填寫句子

	如何		何時		何地
•	迅速地	•	最早	•	這裏
•	慢慢地	•	較早	•	外面
•	愉快地	•	遲些	•	上面
•	急忙地	•	岡 岡	•	到處
•	依依不捨地	•		•	
•	雀躍地	•		•	
•					
•					

1.	他	走	0
----	---	---	---

- 2. 他______ 走了。
- 3. 她_____ 到來。
- 4. 他______ 離去。
- 5. 他們在_____ 吃飯。
- 6. 他們 上體育課。

說明:口頭活動後,着學生把新學的副詞寫在表內,然後填寫句子。

量詞練習

目的: 透過小組活動,教導學生使用量詞。

方法:

活動(一):「考記憶」

- 1)教師展示一張圖片,着學生觀看一分鐘後,說出所見的東西及其數量(例如: 一張桌子/兩本書/四枝鉛筆/一台電腦/......)。
- 2) 教師把學生的答案以「物品:數量」的方式寫在黑板上(例如:書:2;筆:3)。
- 3) 透過提問,教師/學生在黑板的適當位置加上量詞 (例如:書:2本)。
- 4) 着學生填寫工作紙。(參閱量詞-1-2及1-3)

活動(二):「我們的早餐」

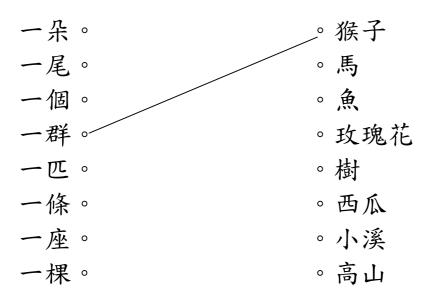
- 1) 着學生分組,統計同學在早上吃過的東西。
- 2) 學生口頭報告時,教導他們使用適當的量詞。
- 3) 着學生填寫工作紙。(參閱量詞-2-1 及 2-2)

活動(三):「到超級市場去」

1) 着學生帶回一張超級市場發出的單據,讓學生作口頭報告,藉此教導學生學習常用的量詞。(例如:一卷保鮮紙/一盒洗衣粉/兩塊肥皂....)

量詞練習

(一) 把答案連起來。



(二) 填上適當的答案。

(個 / 本 / 件 / 張 / 段 / 封 / 支)

- 1) 一 _個_ 籃球
- 2) ___ 衣服
- 3) ____ 課文
- 4) ____ 信
- 5) ____ 椅子

量詞練習

選擇題:把對的答案(書面語)圈起來。

- 1) (a. 隻 b(顆))牙
- 2) 兩 (a.隻 b.根) 手
- 3) (a.粒 b.顆) 星
- 4) 三 (a.輛 b.架) 車
- 5) (a.支 b.瓶) 水
- 6) (a.支 b.面) 旗
- 7) (a. 齣 b. 場) 電影
- 8) (a.副 b.台)機器
- 9) (a.串 b.抽) 鑰匙
- 10) (a.圍 b.桌) 酒席
- 11) 幾 (a.味 b.道) 菜
- 12) (a.盒 b.餅) 影帶

我們的早餐

我們	吃了	• • •	我們喝了	•••
例:	碗	粥	杯	清水
	碟	腸粉	杯	果汁
	碗	粉/麵/米飯	瓶	牛奶
	碗	麥片		
	條	油條		
	個	漢堡包/麵色	<u>L</u>	
	份	三文治		
	件	多士		
		我喜歡的早餐		
1.				
2.				
	_			

- 說明:1. 學生分組統計同學在早上吃過的東西,待口頭報告後填寫工作紙。
 - 2. 着學生寫出自己喜歡的早餐。 (低年級學生用)

我們的早餐

我們吃 例:	了粥腸粉麥油漢三多 %粉粉	我們喝	了 清果 牛	
我長	喜歡的早餐:			

說明:1. 學生分組統計同學在早上吃過的東西,待口頭報告後填寫工作紙。

2. 着學生寫出自己喜歡的早餐。

(高年級學生用)

認識抽象詞語

目的:幫助學生理解較抽象的詞語,例如「作弄」、「妒忌」等。

教學方法:

- (1) 示範(例如:「作弄」-- 教師請學生吃一粒用糖紙包着紙屑的「假」糖; 「堅持」-- 教師請學生單腳站立,看他能堅持多久);
- (2) 着學生角色扮演;
- (3) 着學生舉例;
- (4) 教師把句子寫在黑板上;
- (5) 以填充題的方式(口頭或書寫),考查學生是否掌握該詞語;及
- (6) 與學生討論詞語的性質是正面還是負面的。(參閱抽象詞語-2)



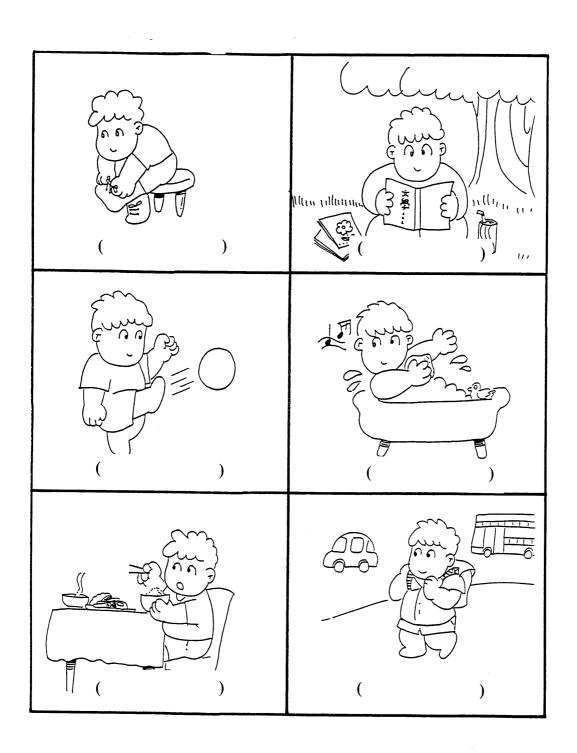
把含有正面意思的詞語填上綠色或◎,負面意思的填上紅色或◎。

Click to word format

希望		刻板		簡單	
	規律	-	簡陋		奢望
堅固		妄想		夢想	
	自誇		固執		自信
建議		屈服		毅力	
	吝嗇	-	妒忌		佩服
節儉		羡慕		挑剔	
	浪費		挑選		使用

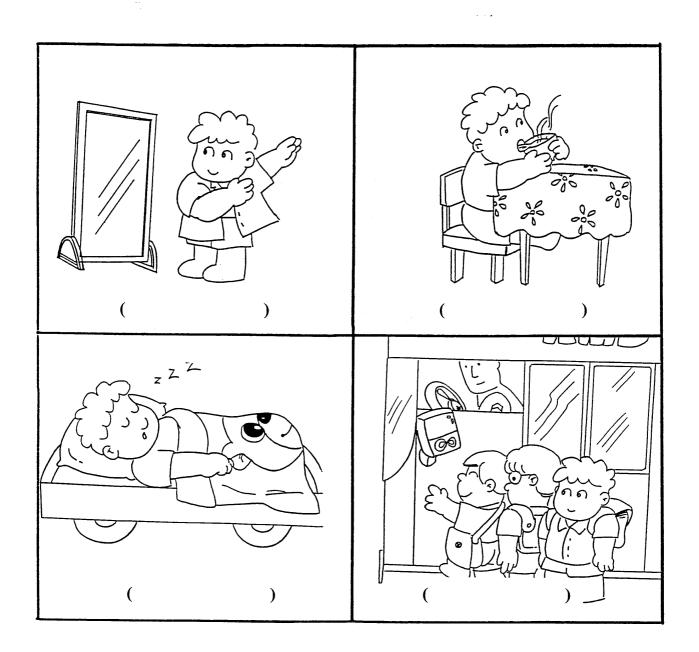
說明:教師列出一些抽象詞語,着學生討論上述詞語的性質是正面還是負面的,然後 為有正面意思的詞語塗上綠色,負面意思的塗上紅色。(高年級學生適用)

小明的一天 (一)

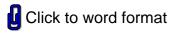


說明:教導學生認識口語與書面語的分別。着學生說出日常活動,然後問他們造句或作文時應怎樣寫。

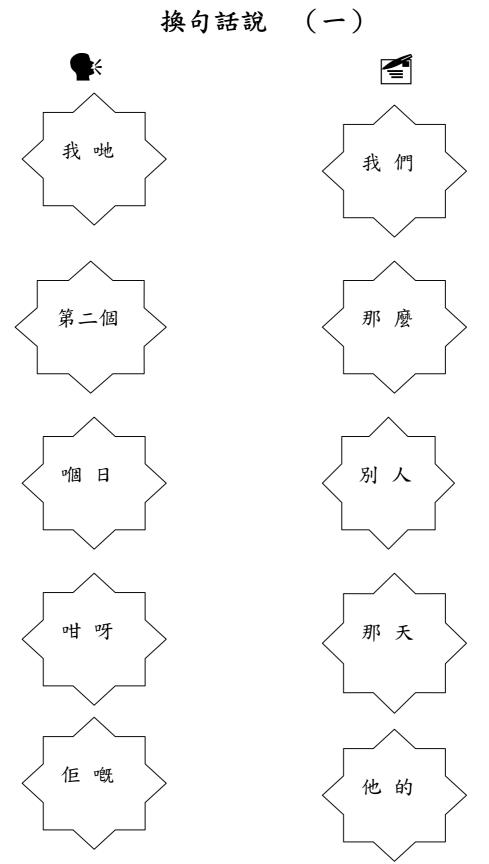
小明的一天 (二)



說明:教導學生認識口語與書面語的分別。着學生說出日常活動,然後問他們造句或作文時應怎樣寫。

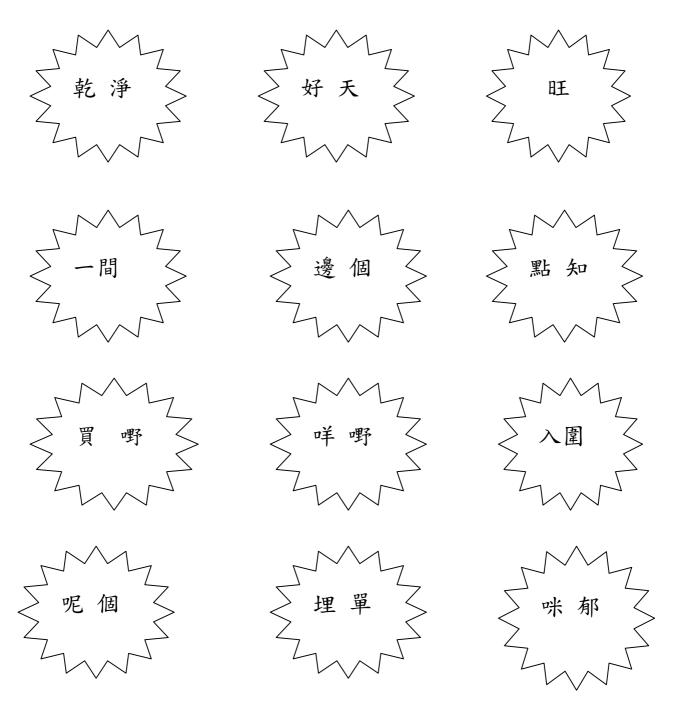


書面語 - 2



說明:把字卡分給學生,每人一張,持「口語」卡與「書面語」卡的學生組成一組, 可着手持「口語」卡的學生利用卡上的詞語造句,然後由另一同學用書面語說出。

換句話說 (二)

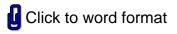


說明:把字卡剪下(可先行放大),讓學生分組,抽卡後以書面語說出來。

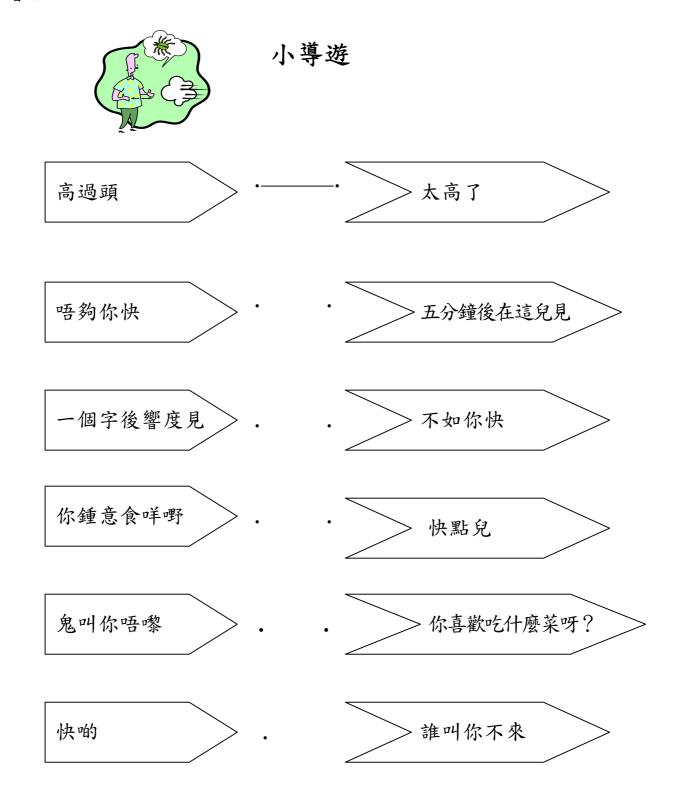
(答案參考:乾淨 - 整潔;好天 - 晴天;旺 - 繁榮;一間屋 - 一間房子;

邊個 - 誰/哪個;點知 - 怎麼知道;買嘢 - 買東西;咩嘢 - 什麼;

入圍-入選;呢個 - 這個;埋單 - 結帳;咪郁 - 不要動)



書面語 - 4



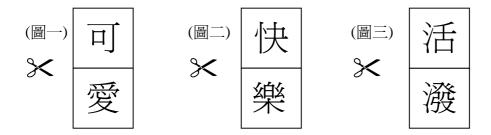
說明:把學生分為「廣州」和「北京」兩組,「廣州」組讀出他們所持的句卡,「北京」 組找出對應的句卡;兩組輪流發問。

找同伴

目的:加深學生對詞語的認識

人數:不限

- (1) 着學生把十個已認識的詞語,分別寫在 2.5" X 5"的紙卡上;
- (2) 然後把每個詞語剪開,把字卡混在一起;
- (3) 着學生正確地把詞語配對起來;
- (4) 學生如果能讀出並默寫該詞語,便可擁有該對字卡;如果學生不能讀默該 詞語,便把詞語放回,由另一參賽者繼續比賽。



成雙成對

目的:加深學生對詞語的認識

人數:2個或以上

- (1) 把學生已認識的十個詞語,分別寫在 2.5" X 5"的紙卡上;
- (2) 着學生根據紙卡,重寫該十個詞語在另一組紙卡上;
- (3) 把所有的紙卡混合後,逐一覆蓋在桌面;
- (4) 先由第一參賽者隨意揭開兩張卡,如果是相同的,而參賽者又能正確讀出該詞語,便可擁有該對卡;如果不成對,便把卡覆蓋放回桌面,然後由另一參賽者繼續比賽,直至所有的詞語卡都被拿走為止;
- (5) 點算各人所得詞語卡的數目,以多者為勝。

拈烏龜

目的:加深學生對詞語的認識

人數:2個或以上

- (1) 把學生已認識的十個詞語,分別寫在 2.5" X 5"的紙卡上;
- (2) 着學生根據紙卡,重寫該十個詞語在另一組紙卡上;
- (3) 把所有的紙卡混合後,抽出其中一張,並收藏起來;
- (4) 把其餘十九張紙卡,依次派給各學生;
- (5) 着學生將手上相同的詞語讀出,然後把該兩張紙卡放在桌上;
- (6) 學生依次序抽取隔鄰的詞語卡,若取得相同的詞語而又能夠讀出,就可以 把該對卡放在桌上;
- (7) 手持最後一張詞語卡的學生便是「烏龜」。

打擂台

目的:加深學生讀默詞語的能力

人數:不限

- (1) 把學生分為兩人一組;
- (2) 着每個學生把自己認識的十個詞語寫在小卡上;
- (3) 然後把詞語卡逐一覆蓋在桌面;
- (4) 甲方揭示其中一張詞語卡給乙方觀看三秒鐘,再把它蓋起來;
- (5) 乙方將詞語讀出及默在紙上:若能讀默正確,就可以擁有該卡;如有錯誤, 把詞語卡放回原位,由乙方揭示給甲方讀默;
- (6) 能擁有較多詞語卡的一方為勝。

詞語遊戲教具 - 2-1

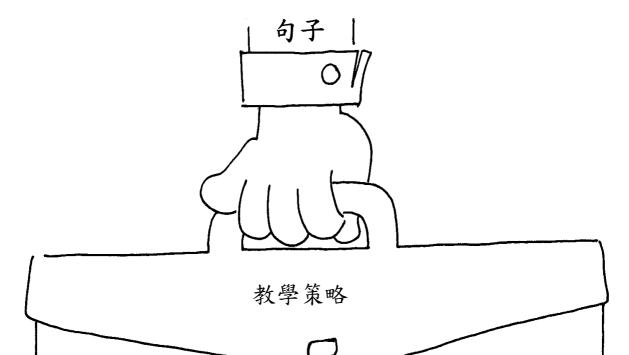
同學	拍 并
注射	養成
分享	習慣
松拾	著條

說明:可複印此頁並把詞語剪開,讓學生進行詞語遊戲。

詞語遊戲教具 -2-2

記號	説明
玩具	拿心
拉開	高興
如果	工作

說明:可複印此頁並把詞語剪開,讓學生進行詞語遊戲。



- 1. 以大量的口頭練習作起步。
- 協作學習 鼓勵有讀寫困難的學生口頭作答, 由較擅長書寫的組員負責記錄。
- 3. 直接的教導 別以為學生透過多讀多寫便能自動掌握寫作的竅門,他們需要直接的教導。
- 有系統地教導學生 認識句子的基本結構、擴 句、連接詞、句子類別及使用標點符號。
- 5. 採用多種感官學習法,利用遊戲和具體的教材 來教導學生。

句子結構

目的:教導學生認識句子的基本結構。

方法:

活動(一):「它們是不是句子?」(請參閱句子結構 - 2)

- 1) 教導學生:
 - 句子必須能夠表達完整的意思,不在乎字數的多少。例如: 「媽媽買紅花。」是句子,意思完整。
 - 詞組的意思並不完整,例如:「紅色玫瑰花」只是詞組,因為不清楚作者要表達什麼意思:有人買了一枝「紅色玫瑰花」?我看見一盆「紅色玫瑰花」?「紅色玫瑰花」的售價很貴?
- 2) 着學生分辨哪些是句子。
- 3) 着學生分組,把詞組改寫為句子。

活動 (二):「寫短句」(請參閱句子結構 -3)

- 教導學生:最簡單的句子有主角(主語/陳述對象)和動作兩部分。
 例如:小貓叫。
- 2) 着學生做填句練習。

活動 (三):「誰是主角?」(請參閱句子結構 -4至5)

- 教導學生認識句子的重要部分:主語、動詞和賓語。
 (註:教師以淺易的方式解說,無須提及「主語」、「動詞」及「賓語」等名稱)。
- 給學童一些句子,着他們指出哪個詞組是「主角」(主語),哪個是動詞。
- 3) 讓學童明白不少動詞須有「配角」(賓語)才能表達完整的意思。 例如:我住…(住在哪兒?)
- 4) 派發工作紙,着他們用藍筆找出「主角」(主語),紅筆找出動詞,然後做續句練習。

活動(四):「造句糖黐豆」(請參閱句子結構 -6至7)

活動 (五): 句子練習 (請參閱句子結構 -8至9)

它們是不是句子?

填	(x) 或 (√):		把有(*)的詞組改為句子
1.	紅花(*)	紅花開了。
2.	乘車()	
3.	紅色玫瑰花 ()	
4.	爸爸乘車 ()	
5.	紅花開了 ()	
6.	公共汽車 ()	
7.	我買花 ()	
8.	_很多車輛()	
9.	_我種花()	
10.	馬路上有很多車()	

說明:口頭練習後,着學生在()內加 ✓或 ×;着學生為句子加上句號,並把詞組改寫為句子。

短句練習

填句練習(一)

- 1. ___ 吠。
- 5. ___ 飛。
- 2. ___ 哭。
- 3. ___ 笑。
- 7. ___ 奔跑。
- 4. ___ 吹。
- 8. ___ 睡覺。

填句練習(二)

- 1. 小鳥 _____。
- 2. 弟弟 。
- 3. 爸爸 _____。
- 4. 老師 _____。

說明:着學生分別用主語及動詞填寫句子,無須規限字數。

誰是主角?

(一) 用藍色筆圈出主語,用紅色筆圈出動詞。

1.	妹妹笑。	
2.	小兔跳。	
3.	哥哥吃雪糕。	
4.	小強講故事。	
5.	媽媽打掃睡房。	
6.	老師稱讚學生。	
(二) 續	句練習 (先用藍色筆圈出主語	吾)
1.	我喜歡	0
2.	小貓吃	0
3.	他們買	0
4.	小朋友玩	0
5	我看見	0

6. 我的禮物是_____

句子填充

例:馬兒在馬槽內个。

(睡覺 / 住)

- 1. 小明那本書。
- (喜歡/ 閱讀 /掉了)

2. 小強球。

(打 / 踢 / 取了)

3. 小狗小貓。

(看着/向...狂吠)

4. 小傑我的玩具。 (拿走 / 藏起 / 喜歡)

5. 鳥兒在屋頂上。 (歌唱/飛/坐着)

- 6. 汽車和貨車在高速公路上。 (行駛 / 飛馳)

8. 小玲河邊。

(站在 / 坐在 / 跑到)

說明:學生從右邊的詞語圈選一個,然後以▲標示加插在適當的位置。可先與學生作 口頭練習。

造句糖黐豆

目的:練習以正確的句子結構造句

材料: 1. 顏色紙卡 (約8"x5")

2. 膠紙

3. 箱頭筆

方法:

- 1. 預備一些符合學生程度的句子, 並將每一句子拆開成幾個部分: 主語、動詞、賓語等。(參閱句子結構-7)
- 2. 把句子的部分寫在不同顏色的紙卡上(例如:主語一藍色;動詞一紅色;賓語 一綠色)。
- 3. 着每一學生抽出一張紙卡,並用膠紙貼在胸前,貼好後可自由走動。
- 4. 當教師一聲號令「造句」時, 同學們盡快按胸前的句子部分依次序排在一起。
- 5. 着學生把排好的句子朗讀出來。

Click to word format

句子結構 - 7

「造句糖黐豆」- 造句卡

主語	動詞	賓語
他	喝	水
我	看	書
小羊	吃	草
小朋友	拍	皮球
我們	買	汽水
李先生	建	房子
小販	賣	報紙

說明:按需要放大此頁;把句子部分剪開,然後貼在不同顏色的紙卡上

(例如:主語-藍色;動詞-紅色;賓語-綠色),供遊戲時使用。

重組句子(一)

3

例: 吃草 小羊。

- 1. 水 喝 我。
- 2. 書 我 看。
- 3. 拍 小強 皮球。
- 4. 小羊 獅子 吃。
- 5. 李先生 房子 建。
- 6. 我 買 一枝 鉛筆。
- 7. 寫信 小明 給 我。

說明:引導學生先決定哪一個詞語為主角(主語);重組句子時只須把數字寫在詞組的上方,無須抄寫。

重組句子 (二)

1.	爱	我	媽媽

我愛媽媽。

- 2. 玩耍 爱 小芬
- 3. 一隻 小明 小狗 有
- 4. 哥哥 漢堡飽 吃 喜歡
- 5. 到了 春天

6. 是 好孩子 小明 一個

說明:着學生先把數字寫在詞組的上方,然後依詞組次序抄寫句子。

擴張句子

目的: 教導學生以形容詞及副詞擴張句子。

方法:

活動 (一): 以形容詞擴張句子

1) 着學生閉上眼睛,想像面前有一個箱子。教師每次讀出一個形容詞時,着他們根據教師所說的去想像箱子是怎樣的。

例: 一個巨大的箱子

- 一個粉紅色的箱子
- 一個長方形的箱子
- 一個破舊的箱子
- 一個皮箱子
- 2) 教師說出一句簡單句子(例如:「我有一輛車」),着學生閉上眼睛想像,然後告訴教師那輛車是怎樣的。着學生以「我有一輛 _____的車」的方式作答。
- 3) 着學生做擴句練習。(參閱擴張句子-2)

活動 (二):以副詞擴張句子

- 1) 透過提問, 着學生更準確地描述動作的狀態。例如: 教師說: 小明走了。他如何走?
 - 上學前媽媽給小明十元零用錢→小明愉快地走了。
 - 小明在表哥家玩了一整天→小明依依不捨地走了。
 - 校車快到了→小明匆忙地走了。
 - 小明與小強理論,但小強仍然不肯作出賠償→小明<u>忿忿不平</u> 地走了。/小明憤怒地走了。
- 2) 口頭練習後,教師把有關詞語寫在黑板上。
- 3) 着學生做擴句練習。(請參閱擴張句子-3至4)

活動(三):「句子列車/句子毛毛蟲」(請參閱擴張句子-5至6)

擴句練習(一)

例:小狗吠。> ——	可爱的 小狗吠。
1. 弟弟哭了。>	<u> </u>
2. 同學在大笑。>	<u>的</u> 同學在大笑。
3. 小寶寶睡覺了。>	小寶寶睡覺了。
4. 小鳥飛上天空。>	小鳥飛上天空。
5. 花兒開了。>	花兒開了。
6. 風正在吹。>	
7. 小朋友在奔跑。>	小朋友在奔跑。
說明:着學生加上適當的形容詞。	

擴句練習(二)

例	:弟弟哭。>弟弟偷偷地	哭。
1.	同學笑。>同學	<u>b</u> 笑。
2.	小寶寶睡覺。>小寶寶	<u>地</u> 睡覺
3.	小鳥飛。> 小鳥	_ 飛。
4.	花兒開了。> 花兒	開了。
5.	風正在吹。> 風正在	吹。
6.	小朋友奔跑。> 小朋友	奔跑。

說明:着學生加上適當的副詞。

	擴句練習(二)
(-)	選用下列字詞填句:
	十分/非常/很/頗/有點/不
	常常/間中/有時
1. 秉	戈 喜歡看電視。
2. 手	战 到公園散步。
3. 手	戈 希望快點長大。

- 4. 我_____ 同意你的看法。
- 5. 我_____ 到海灘游泳。
- (二) 試想想小明是如何走的?
- 1. 小明______ 走了。
- 2. 小明______ 走了。
- 3. 小明______ 走了。
- 4. 小明______ 走了。

說明:以副詞擴句;着學生做寫作練習前,與他們一起作口頭練習,並把有關詞語 寫在黑板上。

句子列車/句子毛毛蟲

目的:練習以形容詞及副詞擴張句子

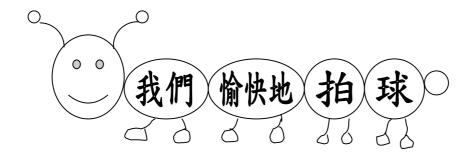
材料: 1. 颜色卡纸

2. 白色卡紙

3. 魔術貼

方法:

- 1. 用卡紙剪成火車頭和火車卡的形狀(或用紙碟作毛毛蟲的頭和一節節的身體)。
- 2. 把句子部分寫在顏色卡紙上(例如:主語一藍色;動詞一紅色;賓語一綠色; 擴句詞組-白卡)。(可參閱擴張句子-6)
- 3. 着學生利用基本的句子部分造句,然後取出擴句的詞組,着學生把適當的白 卡加貼在火車卡/毛蟲身體上,使句子加長。
- 4. 着學生讀出自己所造的句子,並將句子抄寫在習作簿上。



擴張句子 - 6

基本句子:

老師	走到	課室
小明	閱讀	圖書
小羊	吃	草
小朋友	玩	遊戲
媽媽	買	水果

擴句詞組:

辛勤的	用心地	大
可爱的	静悄悄地	小
和藹的	匆忙地	很多
活潑的	慢慢地	青綠的
勤奮的	愉快地	安静的

說明:按需要把此頁放大。把詞組剪開,然後貼在紙碟/火車卡上,供遊戲時使用。

連接句子

目的: 教導學生以連接詞來連接句子。

方法:

1. 向學生解釋連接詞的功用:

「連接詞用來連接句子,作用與迴旋處把通往不同地點的道路連接起來一樣。迴旋處設有路標,連接詞就與路標的作用相若。我們需要了解路標的指示,否則容易迷路。」 透過遊戲幫助學生明白連接詞的意思。(請參閱連接句子-2)

- 2. 着學生利用連接詞來續句。為免學生感到混亂,不宜在同一課節教 授過多連接詞。(請參閱連接句子-3至6)
- 3. 若學生對不同的連接詞已有一定的認識,提供連句或填充練習,以 幫助他們應用有關詞語。(請參閱連接句子-7至8)
- 4. 提供一些連接詞和一些短句,着學生以不同的方法把它們連起來。 例如: 因為、所以、不但、而且、如果、然後 完成工作---去看電影
 - >我們完成工作,然後去看電影。
 - >我們去看電影,因為我們已完成工作。
 - >我們已完成工作, 所以去看電影。
 - >如果我們完成工作,便會去看電影。

 - b. 打破了花瓶---把它修補。
 - c. 喝完茶, 餵小貓。
 - d. 踢足球,吃飯。

"點解你?"

目的:練習使用連接詞「因為...所以」。

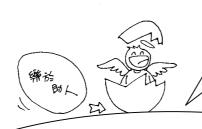
材料: 白卡八張

方法:

- 1. 先在四張卡上寫上「點解你……?」,另外四張卡上寫上「因為我……。」。
- 2. 每次邀請八名學生參與,每人抽卡一張,以卡上的提示想出一個問題或句子, 並在心中牢記着卡紙上的提示。
- 3. 教師請手持提示卡「點解你……?」和「因為我……。」的學生分成兩隊,面對面站着。
- 4. 每對同學逐一將自己的問題或句子大聲說出來。
- 5. 全體同學投票選出最合理的問答組合。 如:"點解你想睡覺?""因為我吃得很飽。"......比較合理 "點解你想睡覺?""因為我喜歡數學。"......不合理
- 6. 同學將最合理的句子,以「因為...所以」的格式來改寫。

延伸活動:教師可將此遊戲加以變化,例如:用「雖然...但是」或「如果...我會」來造句。

因為....所以

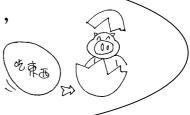


例: 因為珊珊樂於助人,

所以同學都很喜歡她。

I. 因為小強很喜歡吃東西,

_____ 他長得很胖。



2. <u>因為</u>小美在演講比賽中 有良好的表現,所以



3. 因為王太太_____

所以她生病了。



4. 因為 ______,

所以_____。

雖然....但是

例:<u>雖然</u>李先生很貧窮, 但是他活得很快樂。

1. 雖然小明已吃得

很飽,____他仍要

吃甜品。

2. <u>雖然</u> 小安在比 賽中落敗了,但是

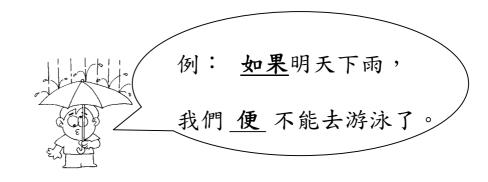


3. 雖然_____

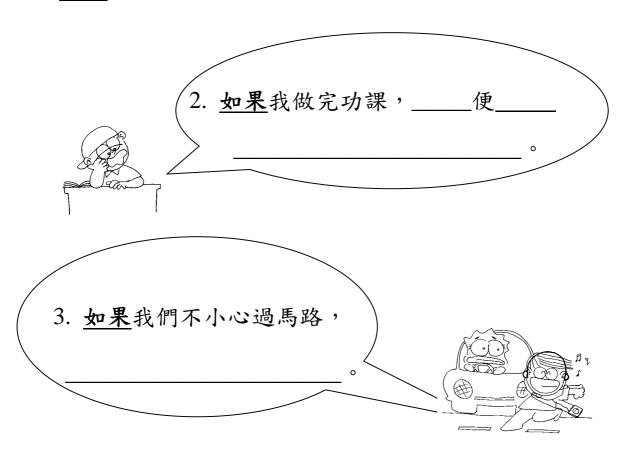
但是他並不高興。

但是____。

如果....便

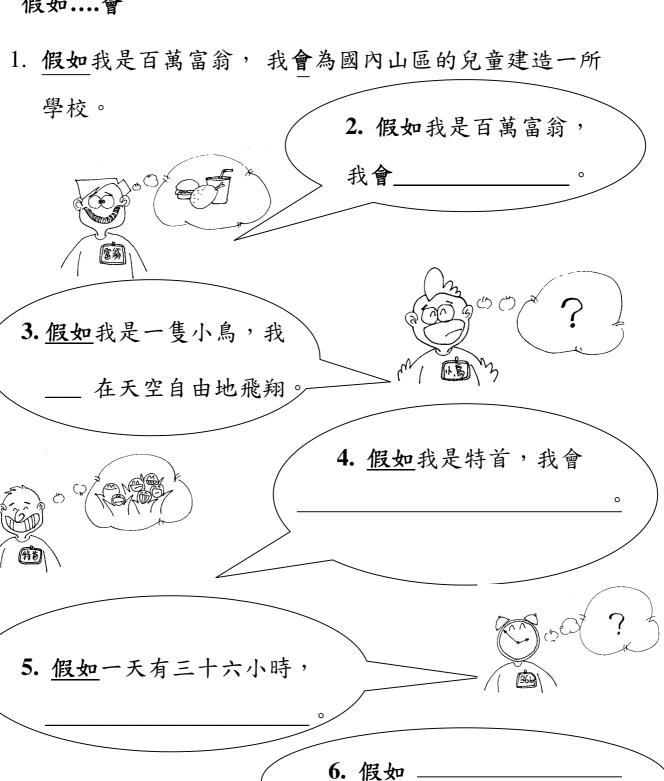


1. 如果小明上課不留心, ____ 聽不清楚老師的講解。



4. 如果

假如....會



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連句練習(一)

- 1. 如果我是神仙,。 否則你便不能把 模型砌好。
- 2. 因為妹妹要參加。 。 我會游到深海去 生日會, 探險。
- 3. 雖然天氣寒冷,。 。我會使世界變得更 美好。
- 4. 除非你和哥哥。 。 但是他仍然到海灘 合作, 游泳。
- 5.小玉不但長得。 所以穿上美麗的裙 美麗, 子。
- 6. 假如我是一條 。 而且性格活潑開朗。 鯨魚,

說明:着學生在連句前先把連接詞圈起來。

連句練習(二)

填上適當的連接詞:

因為......所以, 不但......還, 雖然......但是,

假如......會, 除非......否則

例句:

- 1. 弟弟因為努力練習,所以在水運會取得好成績。
- 2. _____ 天氣突然轉涼,_____小明患了感冒。
- 3. _____ 弟弟打破了爸爸的花瓶, _____ 爸爸並沒有責罰他。
- 4. 頑皮的小狗______ 弄破了爸爸的花瓶, ______ 吃掉了我的糖果。
- 5. ____你好好休息,____ 便不能打退「病魔」!
- 6. ____ 我是一隻小鳥,我____ 每天為你歌唱。



句子類別

目的: 教導學生不同的句子類別。

方法:

1) 教導學生:根據語氣劃分,句子可以分為

陳述句:述說一件事 疑問句:提出問題

祈使句:提出命令或要求 感歎句:表達強烈的感情

2) 分辨陳述句和疑問句

着學童把句末的標點圈起來(句號:□/問號: Δ),然後由教師用適當的語氣讀出,讓學童指出它們是陳述句還是疑問句。(請參閱句子類別-2及-3)

3) 應用陳述句和疑問句

「問答遊戲」:着一名學生心裏想出一件物件,另一學生問問題,再猜出哪是 什麼物件。除了回答「是」或「不是」以外,必須以完整句子說出來:

問:那件東西是否在這個房間內?

答:不是,那件東西不在這個房間內。

問:那件東西是否生物?

答:是,那件東西是生物。

4) 應用祈使句

着學生想像自己是下列人物,每人發出五項命令:

a.警察 b.足球教練 c.教師 d.家長

5) 綜合練習(請參閱句子類別-3及-4)

分組給學童一些片語或短句,着他們從「陳述句」、「疑問句」、「祈使句」、「感數句」等四張卡中抽取一張,然後用適當的語氣口頭造句。例如:

鉛筆: 「陳述句」--我有一枝鉛筆。

「疑問句」--你有多少枝鉛筆?

「祈使句」--給我一枝鉛筆!

「感歎句」--這枝鉛筆真特別!



句子練習(一)

例:你去過深圳嗎/

(陳述句/疑問句)



- 1. 我們在動物園裏看見獅子。(陳述句/疑問句)
- 2. 我喜歡這種顏色。

(陳述句/疑問句)

3. 小明和小傑去了哪裏?

(陳述句/疑問句)

4. 他們在早上六時離去。

(陳述句/疑問句)

5. 他們跑上樓梯。

(陳述句/疑問句)

6. 誰把香腸吃光了?

(陳述句/疑問句)

7. 妹妹喜歡閱讀圖書。

(陳述句/疑問句)

8. 你喜歡吃蘋果嗎?

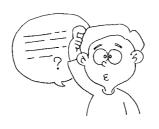
(陳述句/疑問句)

9. 我不知道誰把書包拿走。 (陳述句/疑問句)

說明:1.教師用適當的語氣朗讀句子。

2.着學生先把句末的標點圈起來(句號: \square / 問號: Δ),指出它們是陳述句 還是疑問句,並把正確的答案圈出來。

句子練習(二)





例:你去過日本嗎(?)

- 1) 我們在動物園裏看見什麼()
- 2) 我們在動物園裏看見很多猴子()
- 3) 小玲去了哪裏()
- 4) 起來()
- 5) 他們去海洋公園()
- 6) 不准吸煙()
- 7) 你的裙子真是漂亮極了()
- 8) 二加二是不是等於五()
- 9) 為什麼你要吃蘋果呢()

說明:教師用適當的語氣朗讀句子。着學生留心聆聽,然後按句子的性質填上適當的標點。

句子類別卡

陳述句

疑問句

祈使句

感歎句

說明:讓學生抽取一張句子類別卡及片語/短句卡,然後用適當的語氣來口頭造句。

片語/短句卡

老師來了

小明走了

一束花

一隻小狗

下課了

說明:讓學生抽取一張句子類別卡及片語/短句卡,然後用適當的語氣來口頭造句。

唱唱標點符號

句內停頓用逗號(,) 分開句子用句號(。)

並列詞語夾頓號(、) 排比長句用分號(;)

提示下文用冒號(:) 問個問題打問號(?)

表示感情感嘆號(!)省去可添省略號(.....)

書刊應加書名號(《》)

標點符號要記牢,寫作水平可提高。

說明:老師可用山歌對唱或朗誦的形式教授,讓學生一邊唱,一邊做律動,一邊 聽。透過多種感官學習來幫助記憶。 老師可把『**唱唱標點符號』**張貼於課室內。

參考書籍:新編小學語文發散思維訓練(四年級)(上海遠東出版社)

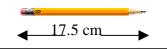
唱唱標點符號



說明:利用兒歌學習如何運用標點符號,着學生一邊唱,一邊用大動作把標點符號寫出來。

該加上什麼標點符號?

你知道嗎 即使沒有尺 也可利用身邊現有的物品 量出大約的長度 例如 鉛筆長 17.5cm 火柴棒長 5cm 等。





成龍是國際紅星拍過際紅星的電影有警察等他的電光拼時速等他

說明:由教師讀出短文,着學生在適當的地方加上標點符號。

該加上什麼標點符號?

皇帝的新衣和醜小鴨都是安徒生童話集內的故事

挑戰題

同樣一段文字,由於使用的標點符號不同,表示的意義就全不同。

1. 究竟誰贏了?試為下面四字加上兩個標點:

你赢他輸

- 留客還是不留?試為下面的句子加上適當的標點:
 「下雨天留客天留我不留」
 - i. 讓人看後快點離開

下雨天留客天留我不留

ii. 決定留客

下雨天留客天留我不留

3. 它說什麼?試為下面的句子加上適當的標點:

此路不通行不得在此倒垃圾

說明:着學生在適當的地方加上標點符號。

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答案(只供参考)

標點符號-3

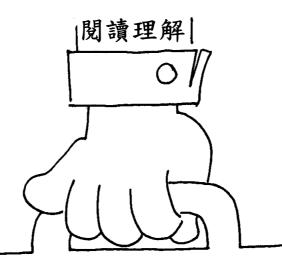
你知道嗎?即使沒有尺,也可利用身邊現有的物品,量出大約的長度。例如:鉛筆長 17.5cm、火柴棒長5cm···等。

成龍是國際紅星,拍過的電影有《警察故事》、《我是誰》、《火拼時速》 等,他的成名作是《醉拳》。

標點符號-4

《皇帝的新衣》和《醜小鴨》都是《安徒生童話集》內的故事。

- 1. 你贏他? 輸。//你贏,他輸。
- i. 下雨天留客,天留我不留。
 ii. 下雨天,留客天,留我不?留。
- 3. 此路不通行,不得在此倒垃圾。// 此路不通,行不得,在此倒垃圾。



教學策略

- 1. 增強學生聆聽理解的能力,作為閱讀理解的基礎。
- 供學生閱讀的文章,宜字體大小適中,段落分明, 有清楚的標題及分題,並按需要附有插圖,以助解說。
- 3. 教導學生從書名、插圖、標題、分題預測內容。
- 4. 教導學生利用標記或熒光筆勾畫重點。
- 5. 教導學生利用自我發問(例如:「六何法」和「五指法」)和 視覺組織圖表來理解文章。
- 6. 引導學生透過複述內容和角色扮演等方法,加深對 文意的理解。

聆聽理解

聆聽理解是閱讀理解的基礎。透過活動引導學生留心聽取別人的說話,以 及找出信息的意思。

教師可參考下列遊戲,以增強學生聆聽理解的能力。

- (一)「五十五十」(請參閱 聆聽理解 -2-1 及 2-2)
- (二)「小法官」(請參閱 聆聽理解 -3-1及3-2)
- (三)「口頭填充」(請參閱 聆聽理解 4)

五十五十

着學生小心聆聽下面的句子是否合理,然後說出它們是「合理」或「不合理」。

- 1. 弟弟的年紀比我大。
- 2. 小明在酒樓做早操。
- 3. 火是熱的。
- 4. 人有一隻眼。
- 5. 牛奶是可以飲用的。
- 6. 旺角是一個自然保護區。
- 7. 鴨子能夠游泳。
- 8. 夜深了,太陽高高掛在天上。
- 9. 十二月二十五日是聖誕節。
- 10. 冰淇淋是暖的。
- 11. 棉花是軟綿綿的。
- 12. 我帶小狗到圖書館看書。
- 13. 冬天使用熱水爐時要把窗門關上。
- 14. 一年有四季。
- 15. 農曆新年時,爸爸和媽媽給我紅封包。

聆聽理解 - 2-2

- 16. 奥運會每四年舉行一次。
- 17. 陳先生到警察局看醫生。
- 18. 流行性感冒是傳染病。
- 19. 小狗會看門口。
- 20. 英文的字母共有二十六個。

註:以上活動亦可以以遊戲方式進行

着學生留心聆聽以上句子,「合理」的請出示

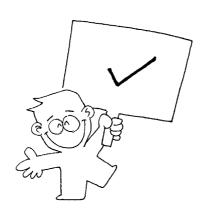


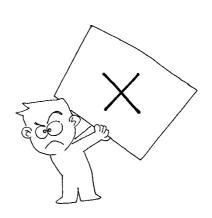
逸,

「不合理」的出示



(如果學生有足夠的閱讀能力,教師可以把這聆聽練習改為閱讀練習。)





小法官



小心聆聽下面的句子,把不合理的部分改為合 理。

- 1. 金魚正在閱讀報紙。
- 2. 孫中山是美國國父。
- 3. 七個小矮人是紅樓夢的主要人物。
- 4. 我穿睡衣上學去。
- 5. 火警時,請用升降機逃生。
- 6. 蘋果愛吃爸爸。
- 7. 一個星期有五天。
- 8. 小明乘電車到屯門去。
- 9. 鉛筆用我寫字。
- 10. 正方形有三條邊。
- 11. 現在已是深夜了,請把收音機音量放大。
- 12. 救護員把傷者送到學校裏醫治。

小法官



註: 以上活動亦可以遊戲方式進行:

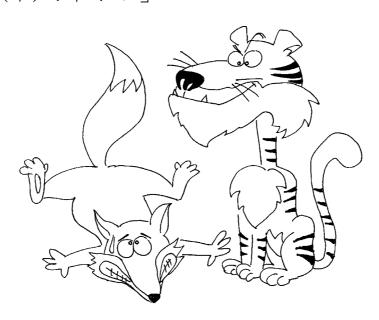
教師把學生分組,每組組員手持寫上自己姓名的發言牌,在聆聽老師讀出一些不合理的句子後,要搶先舉起發言牌,待聽到老師叫他們的組號,便指出那一部分不合理,並提出合理的說法。(為鼓勵團隊精神,如每一組員均使用過發言牌,可把得分加倍)。

口頭填充

老師讀出故事,每隔六個字便漏空第七個字。着學生留心聆聽,並猜測空格內應補上什麼字,然後口頭回答。

狐假虎威

從前,有一隻老(虎),在森林中遇見(一)隻狐狸,便猛撲(過)去,想吃掉牠,狡(猾)的狐狸一看,逃(跑)已經來不及了,(就)故作鎮靜地對(老)虎說:「我是天帝(派)到森林裏來做(獸)王的。你若吃了(我),就是違背了天(帝)的命令!」。



備註: 以上活動亦可以用下列遊戲方式進行:

- (一) 老師可漏空故事內所有動詞,然後着學生口頭回答。
- (二) 老師可從兒童雜誌或故事書選出有趣的部分,與學生做聆聽練習。

填空法--七步一跳

目的:訓練學生以填空法(cloze),利用上文下理來理解文章。

材料: 1. 一段文章,每隔六個字便漏空第七個字

2. 字卡

方法:

- 教師把學生分成二人一組,着學生依上文下理,猜測空格裏應填上什麼字。(請參閱填空法 -2 至 5)
- 2. 教師把字卡剪下,分發與各學生。看學生把字卡放回適當的空格。 例題: 本年度我最喜 ______ 的電視節目是『_____ 萬富翁』。

延伸活動

教師在使用「大圖書」作閱讀活動時,可以用告示貼把一些字詞蓋上,然後 着學生猜測蓋上的是什麼字詞。學生可以根據插圖及句子的上文下理猜測字 詞。此外,教師亦可因應某些教學重點(例如,運用適當的形容詞,練習某 些字母的拼音等)而使用這個方法。

填空練習

- 1. 如果學生未能想到答案,教師可作以下的提示:
 - 着他們把句子朗讀,當遇到要填空的地方便以「唔」或其他聲音替代, 這可幫助學生想出應填寫的字詞;
 - ▶ 提供字詞讓學生選取;
 - 提供詞語的第一個字或英文字的第一個字母等。
- 2. 教師可從學生喜愛的故事書抽取句子或段落,設計填空練習。

教師可從雜誌、廣告單張、食物包裝盒等剪下圖片,着學生說出圖意,再由 教師寫下,經整理後可作「七步一跳」的填空練習。這方法可幫助學生學習 怎樣把口語轉化為文字,加強他們的寫作能力。

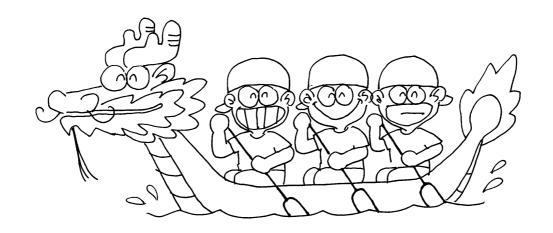
狐假虎威

	從育	前,有一	隻老	1 ,	在森林口	中遇見
2	隻狐狸,	便猛撲	3	<u>.</u> 去,想□	乞掉牠。	狡
4	的	狐狸一看	,逃	5	已終	坚來不及
了,	6	故作鎮	静地對_	7 虎	·說:「 非	戈是天帝
	8 到	森林裏家	交做 <u>9</u>	<u>) </u>	三的。价	r若吃了
10	_, 就;	是違背了	'天 _ 1	1的台	令!」	
「狐假虎原	威 」字卡			h		
	虎	-	過	猾	跑	
	就	老	派	獸	我	
	↔					

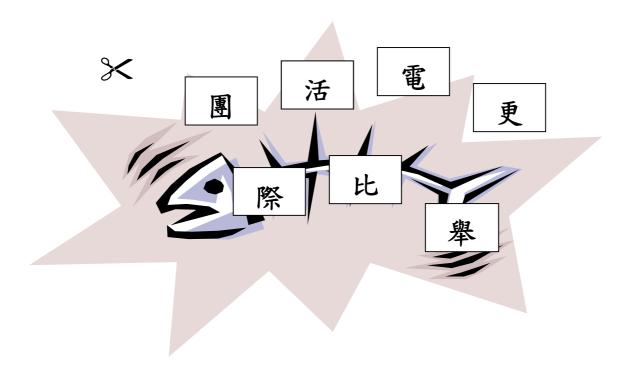
說明:教師着學生分組作答。

划龍船競賽

划龍船是表現 <u>1</u> 隊精神的最佳 <u>2</u> 動。香港每年都 <u>3</u> 辦划龍船比賽, <u>4</u> 視台都會轉播 <u>5</u> 賽盛況,近年來 <u>6</u>逐 漸發展成國 <u>7</u> 邀請賽。



「划龍船競賽」字卡



說明:教師着學生分組作答。

答案:

狐假虎威

1. 從前,有一隻老虎,在森林中遇見一隻狐狸便猛撲過去,想吃掉牠。狡猾的狐狸一看,逃跑已經來不及了,就故作鎮靜地對老虎說:「我是天帝派到森林裏來做獸王的。你若吃了我,就是違背了天帝的命令!」

划龍船競賽

2. 划龍船是表現**團**隊精神的最佳**活**動。香港每年都**舉**辦划龍船比賽,**電**視台都會轉播**比**賽盛況,近年來**更**逐漸發展成國**際**邀請賽。

預測故事及找出重點:「老鼠大會」

- 教師在黑板上寫上故事名稱及展示插圖,着學生猜測故事內容。(可使用「閱讀策略」表)。
- 派發故事,着學生閱讀,然後進行分組問答比賽。
 (請參閱預測故事 3至5)
- 3. 教導學生利用標記勾畫重點。

閱讀策略

		AL D
1.	題目是	
2.	人物(何人?)	
3.	地方(何地?)	
4.	時間(何時?)	
5.	問題(何事/做什麼?)	
6.	為什麼?(為何?)	
7.	解決方法(如何?)	

說明:訓練學生從書名、封面、標題、插圖等,對故事或文章內容作出預測。 着學生看看標題,想一想,依他的預測,回答上列各題。 在完成閱讀故事後,可更改答案。

老鼠大會

老鼠因為被貓捕殺得十分厲害,所以召集一次會議,以尋找一個最好的解決辦法。大會經討論後否決了很多方案。

最後,一隻小老鼠站起來建議說:「我們可以在貓的 脖子上掛一個鈴,這樣就會隨時得知貓的行蹤,可以及 時逃避。」這項建議贏得熱烈鼓掌,一致通過。

這時,一隻年邁的老鼠站起來說:「我認為這個辦法真是妙不可言!可是,還有一個簡單的問題,我們當中誰去給貓掛鈴呢?」

出主意是一回事,切實執行又是另一回事。



說明:着學生細閱故事,依提示在文章中勾畫標記幫助理解。 (如果學生在閱讀方面有困難,家長或教師可進行伴讀。)

「老鼠大會」分組問答比賽

- 1. 誰把小老鼠捕殺?
- 2. 小老鼠為什麼要集會?
- 3. 大會是不是只討論了一個方案?
- 4. 年邁的老鼠站起來說,意思是:
 - A) 一隻名為年邁的老鼠站起來發言。
 - B) 一隻年老的老鼠站起來發言。
 - C) 一隻年輕的老鼠站起發言。
- 5. 大會否決了很多方案,是因為:
 - A) 貓的出現
 - B) 老鼠很細小
 - C) 辦法不可行
- 6. 小老鼠的建議怎樣獲得通過?
 - A) 一致通過
 - B) 熱烈鼓掌
 - C) 少數服從多數
- 7. 小老鼠的建議是什麼?

預測故事-5

- 8. 小老鼠的建議被認為妙不可言,是因為:
 - A) 小老鼠肯站起來提意見
 - B) 貓會被纏着,走不動
 - C) 牠們從遠處也可聽到鈴聲,及早逃避貓的捕殺
- 9. 下列那一項,說明老鼠是很害怕貓:
 - A) 老鼠召開集會。
 - B) 沒有老鼠敢去給貓掛鈴。
 - C) 沒有老鼠發言。
- 10. 這個寓言說明一個什麼道理? 文中哪句話說明了這個意思?
- 11. 與同學一起討論,替老鼠們找出一個可行的辦法來。
- 12. 與同學一起討論有疑問的地方。

答案:(只供參考,可考慮不同的答案)

- 1. 貓
- 2. 想一個辦法來擺脫貓的捕殺。
- 3. 不是
- 4. B
- 5. C
- 6. A
- 7. 給貓的脖子掛一個鈴。
- 8. C
- 9. B
- 計劃與動作不配合,就不能成功。
 出主意是一回事,切實執行又是另一回事了。

說明:着學生分組把故事細閱,然後口頭回答問題。

勾畫標記

- 1. 學生在閱讀時勾畫重點,有助理解文章。
- 2. 教導學生可創造個人的標記或參考下列的記號:

單直線 (---)表示重要內容 三角號 (Δ)表示關鍵字詞 疑問號 (?)表示不明白或不同意 手指號 (Δ)表示特別欣賞

- 3. 着學生利用標記在課文找出重點。
- 4. 利用「老鼠大會」的範文讓學生進行練習:
 - 1. 小老鼠的建議是什麼?

(閱讀時可用單直線表示)

2. 小老鼠的建議妙嗎?

(閱讀時可給○表示)

- 3. 把不明白或不同意的地方畫上疑問號(?)
- 4. 把關鍵字詞標上三角號 (Δ)。

說明:教導學生建立個人的勾畫標記幫助閱讀。學生也可用顏色勾畫何人、何 時、何地、如何、做甚麼、為何。例如用藍色勾畫何人、紅色勾畫何地等。 這些記號可幫助記憶。

視覺組織圖表

視覺組織圖表能幫助學生整理資料,把結構、關係、過程等資訊有系統地 表達。這些圖表可用於輔助閱讀理解及寫作:

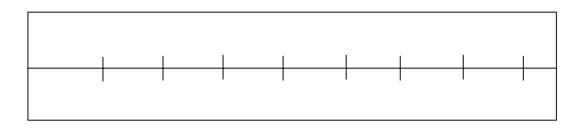
(一) 時序表/流程圖:用以表達事件發生先後次序。

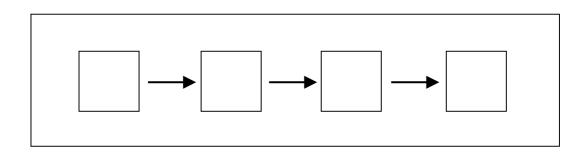
(二) 分類圖:用來描述事物的類別。

(三) 因果圖:用來表達事物的因果。

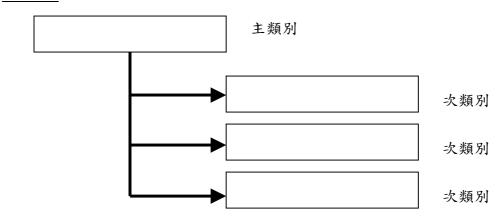
(四) 比較圖:用來表達異同。

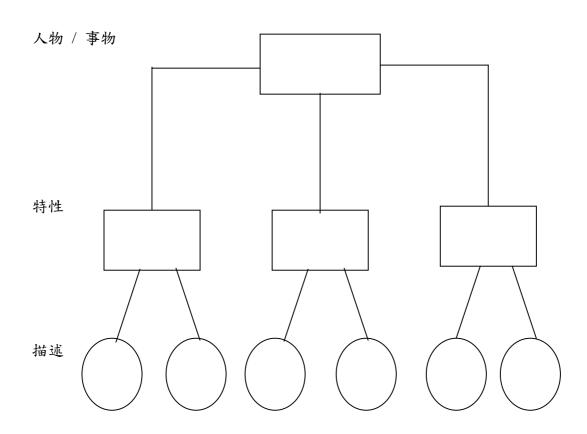
(一) 時序表/流程圖





(二) 分類圖

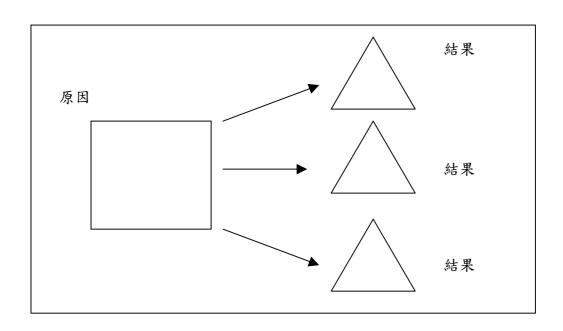




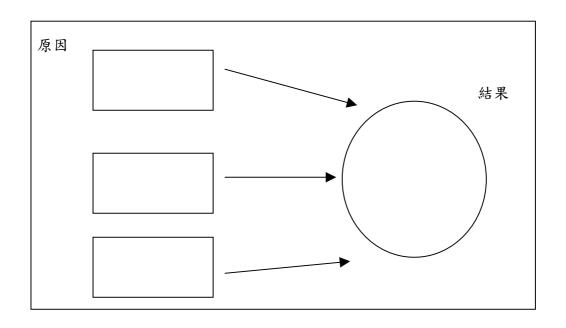
視覺組織圖-3

(三)因果圖

因果圖能簡要地表達事情發生的原因和結果,寫作時可加上連接詞, 例如:因為----所以

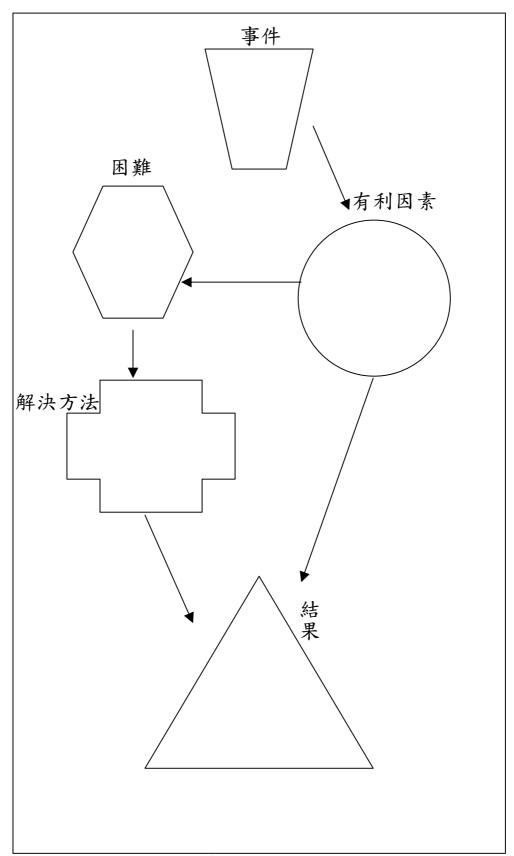


一個原因帶出不同結果。(把問題演繹)

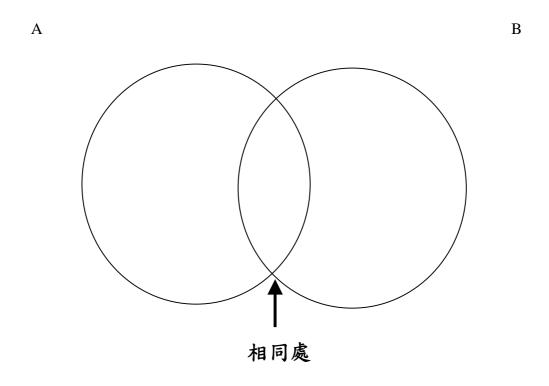


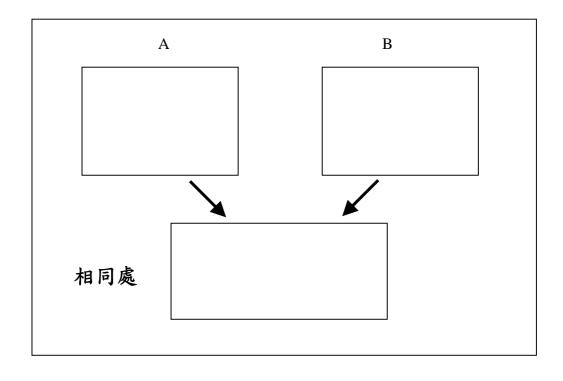
不同的原因引來同一結果。(把問題歸納)

(三) 因果圖 (續)

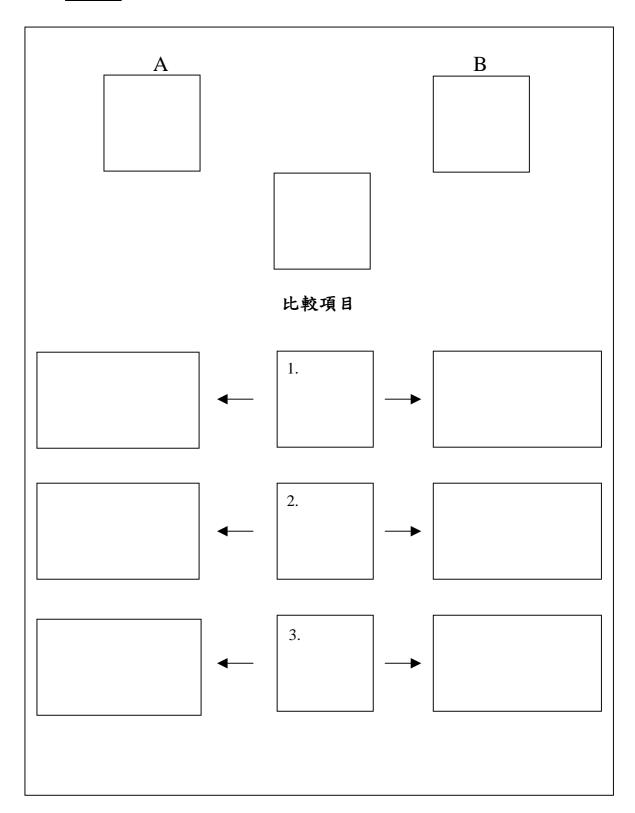


(四) 比較圖



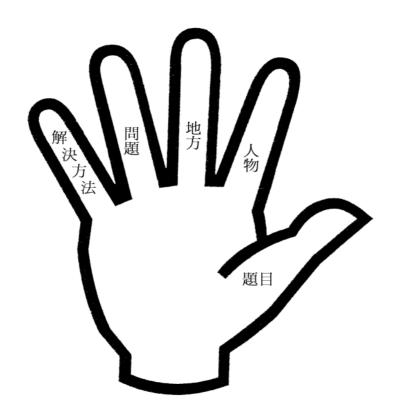


(四) <u>比較圖</u> (續)



五指法:「旅行記」

- 1. 教師把故事說一遍 —「旅行記」
- 2. 教師在黑板上繪畫五指並加以解釋。



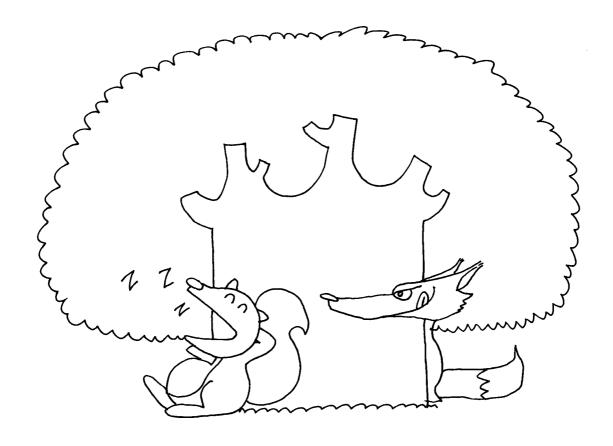
- 3. 派發故事,着學生利用「五指法」掌握故事內容。
- 4. 着學生把答案寫在黑板上適當的地方。

旅行記

小松鼠<u>嘉嘉</u>有一雙大眼睛,長長的尾巴,穿着一件很好看的棕色毛衣。他很頑皮,愛到處遊玩。昨天,他獨自一人到森林玩。

<u>嘉嘉</u>整天與其他動物玩耍,一直到天黑才回家。在回家途中,<u>嘉嘉</u> 因為太疲倦了,所以在大樹下睡覺。

有一隻狼路過,看見<u>嘉嘉</u>睡着了,便想把他吃掉。幸好,<u>嘉嘉</u>的爸 媽及時出現救了他,<u>嘉嘉</u>高高興興地與父母回家去。



六何 - 1

利用「六何法」幫助學生理解文章

- 1. 認識「六何」法:「外星人到地球」
- 2. 認識疑問詞:「小偵探」
- 3. 學習自我提問:「暑假中的一天」
- 4. 預測故事及扮演故事的情節:「小山羊遇險記」

認識六何法:「外星人到地球」

目的:讓學生認識六何法

材料:問題卡、「六何法」示範圖

方法:

1. 教師透過下列情景,讓學生認識「六何法」:

外星人坐飛船來到地球,初次踏入人類的課室。他十分好奇,正要 向基地匯報情況。

- 2. 着學生假設自己是外星人,教導他們以「六何法」來問問題(參閱 六何-2-2)。
- 3. 教師把學生的「六何」寫在黑板上(參閱六何-2-3)。

問題卡

- (I) 何人
- 1. 誰?
- 2. 人數? (男和女)?
- 3. 年龄?
- 4. 衣 ?
- (II) 何時



- 1. 時間?
- 2. 天氣?
- 3. 季節?
- (III) 何地



- 1. 地方?
- 2. 擺設(例如:牆身顏色、家具)?
- (IV) 何事



- 1. 發生什麼事情?
- 2. 做了什麼?

(備註:鼓勵學生以動作表示)

(V) 為何

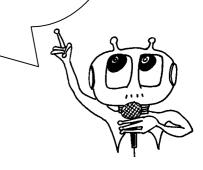


- 1. 為什麼發生這件事?
- (VI) 如何



- 1. 結果?
- 2. 心情?

(備註:鼓勵學生以表情或身體語言來表示)



「六何法」示範圖

何人	
何地	
大件事	
何事	
何時	
為何	
如何	

搜尋疑問詞:「小偵探」

活動 (一)

把疑問詞找出來,並指出它代表「六何法」中的哪一項。

A. 何人	B. 何地	C. 何事 大件事 へい
D. 何時	E. 為何	F. 如何

例:	小明 <u>什麼時候</u> 到海洋公園?	(D)
1.	為什麼他不高興?	()
2.	誰與媽媽到超級市場購物?	()
3.	他們到哪裡旅行?	()
4.	小強幫助姐姐做什麼?	()
5.	小芬不愛吃飯、瓜菜和肉,結果怎樣?	()
6.	你在什麼地方看見蝴蝶?	()
7.	什麼人怕警察?	()
8.	在公園裏發生什麼事情?	()
9.	你家平日有什麼客人來訪,誰招呼客人?	()
10.	如果你在街上看見一個小孩子跌倒,你會怎樣?	()
	為什麼?	()

搜尋疑問詞:「小偵探」

活動 (二)

教師利用活動(一)的問題,進行分組活動。教師說出句子後,學生舉起合適的「六何卡」,以最快的一組勝出。



六何 - 4-1

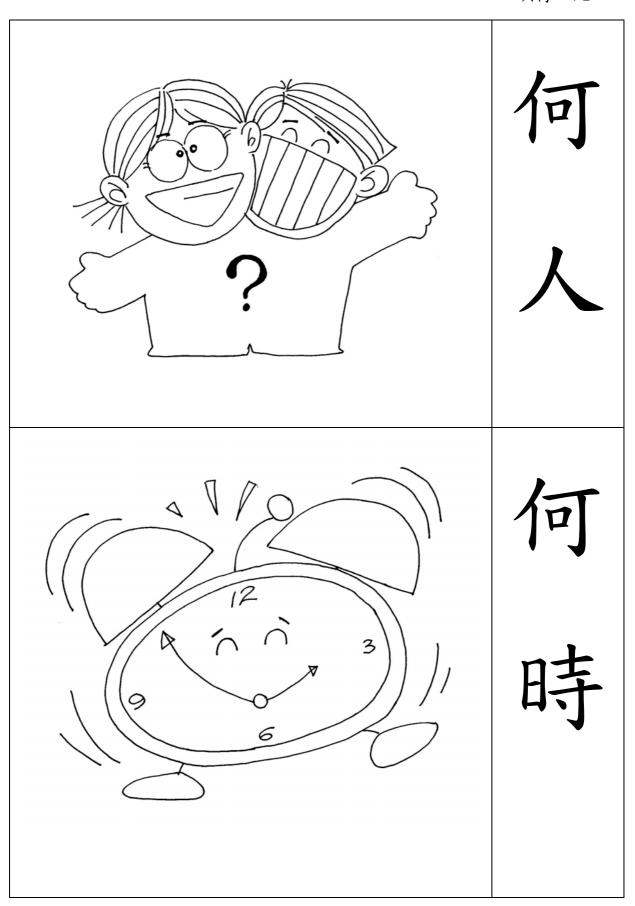
自我提問:「暑假中的一天」

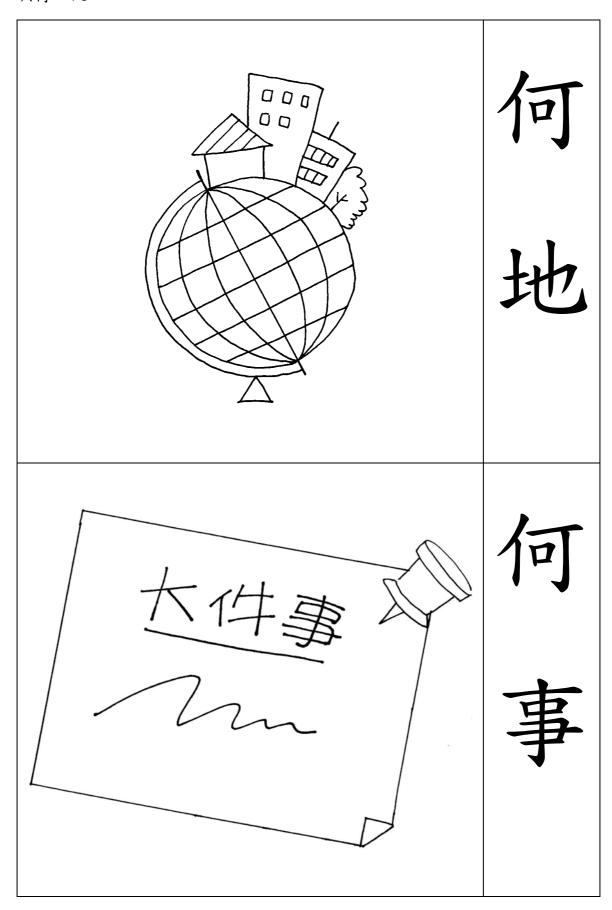
目的:讓學生以「六何法」自我提問,理解文章。

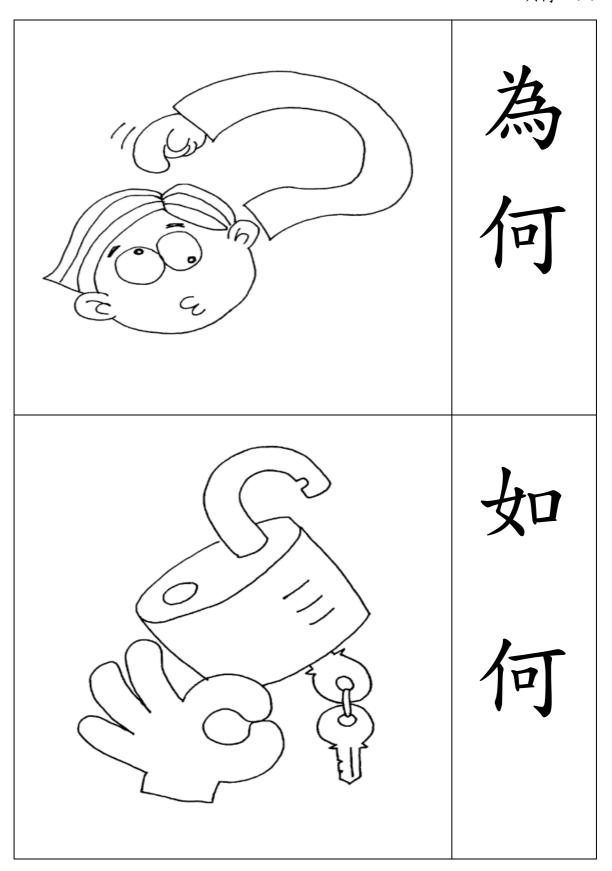
材料:故事原文、問題卡、「六何」卡

方法:

- 1. 教師說出故事題目---暑假中的一天。
- 2. 教師把「六何」卡張貼在黑板。(請參閱六何-4-2至4-4)
- 3. 教師以「六何」卡引導學生預測故事內容。
- 4. 教師派發故事原文並與學生一起閱讀。(請參閱六何-4-5)
- 5. 進行分組行動,着每組學生想出多條與故事有關的題目,互相發問。(教師可參考六何-4-6至4-8)







暑假中的一天

在暑假裏的一個星期天,因為爸媽不用工作,所以便帶我們到淺水灣去游泳。

我們在大清早出發。到了車站, 嚇了我一跳, 原來車站已擠滿了乘客, 我們要等半小時才可以上車。

到了淺水灣,只見沙灘上人山人海,水聲、風聲、遊人的笑聲,混成一片。我們換過了泳衣,就立刻飛奔到水裏,浮沉在綠波之間,心裏感到非常愉快。我看到遠處的青山,連接着天際的浮雲,十分美麗。我們在水裏游了一會,又回到沙灘上拾貝殼和砌沙堆。直到下午三時許,我們才依依不捨地踏上回家的路途。



暑假中的一天 (供教師參考)



在暑假裏的一個星期天,因為爸媽不用工作,所以便帶



我們到淺水灣去游泳。





我們在大清早出發。到了車站, 嚇了我一跳, 原來車站

已擠滿了乘客,我們要等半小時才可以上車。

到了淺水灣,只見沙灘上人山人海,水聲、風聲、遊人的笑

聲,混成一片。我們換過了泳衣,就立刻飛奔到水裏,浮沉



在綠波之間,心裏感到非常愉快。我看到遠處的青山,連接



着天際的浮雲,十分美麗。我們在水裏游了一會,又回到沙





灘上拾貝殼和砌沙堆。直到下午三時許,我們才依依不捨地

踏上回家的路途。

暑假中的一天 問題卡

- (I) 何人 1. 誰?
- 2. 人數? (男和女?)
- 3. 年龄?
- 4. 衣着?
- (II) 何時



- 1. 時間?
- 2. 天氣?
- 3. 季節?
- (III) 何地



- 1. 地方?
- 2. 面積大小?
- 3. 層數?
- 4. 環境嘈吵/寧靜?
- 5. 擺設 (例如:牆身顏色、家具)?
- (IV) 何事



- 1. 發生什麼事情?
- 2. 做了什麼?

(備註:鼓勵學生以動作表示)

- (V) 為何?
- 1. 為什麼發生這件事?
- (VI) 如何---結果/ 感想〈喜、怒、哀、樂〉



- 1. 結果?
- 2. 心情?

(備註:鼓勵學生以表情或身體語言表示)

預測故事及扮演故事情節:「小山羊遇險記」

目的:讓學生運用不同的方法,包括故事預測、六何法、角色扮演及找 出主句等方法來理解文章。

材料:故事原文(見六何-5-2至5-5)

方法:

- 1. 教師說出故事的名稱 「小山羊遇險記」。
- 2. 教師鼓勵學生預測故事內容。
- 3. 教師派發故事原文(請參閱六何-5-2至5-3),學生朗讀後由教師以「六何法」發問。例如: **為什麼**山羊媽媽吩咐小山羊不要隨便開門?

小山羊怎樣分辨山羊媽媽和狐狸?

狐狸以什麼方法欺騙小山羊開門?

- 4. 讓學生扮演狐狸怎樣欺騙小山羊開門。
- 5. 透過提問,教師引導學生找出每段的重點(請參閱六何-5-4至5-5)

第一段:為什麼山羊媽媽吩咐小山羊不要隨便開門?

第二段:小山羊怎樣分辨山羊媽媽和狐狸?

第三段:狐狸以什麼方法欺騙小山羊開門?

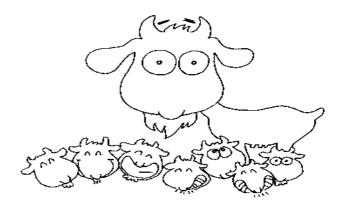
第四段:結局如何?

備註:

- 1. 教師可用學生熟悉的故事,以免學生因文字艱深或不熟悉內容,而不能專注理 解故事內容和寓意。
- 2. 如果學生能力較高,教師可着他們改寫故事結局,並進行角色扮演。

小山羊遇險記

從前,有一隻山羊媽媽,生了七隻小山羊,有一天,她要外 出找食物,便吩咐七隻小山羊不要隨便開門,因為森林裏有一 隻狐狸,如果他進了屋,便會把他們吃掉。



小山羊問山羊媽媽,他們怎樣知道拍門的是媽媽還是狐狸, 山羊媽媽告訴小山羊,狐狸的聲音和身體顏色都有所不同。狐 狸的聲音很沙啞,而且腳掌是灰黑色的。



不久,狐狸拍門,還說自己是山羊媽媽,叫小山羊開門,但小山羊聽到一把沙啞的聲音,便知道是狐狸拍門,所以,他們沒有開門。狐狸為了使自己的聲音變得好聽一點,便吃了一瓶蜂蜜,才去拍門。但這一次,小山羊看到了狐狸灰黑色的腳掌,知道拍門的是狐狸,所以也沒有開門。於是,狐狸在腳掌上撒了一層白麵粉,之後,牠再次拍門,叫小山羊開門,小山羊看到白色的腳掌,以為真是媽媽回來,於是打開了門。



最後,狐狸把小山羊一個個吞進肚子裏。

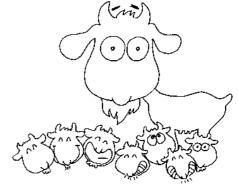
參考書籍:狼和七隻小山羊 (西泠印社出版社)

小山羊遇險記 (供教師參考)

從前,有一隻山羊媽媽,生了七隻小山羊,有一天,她要外出找食物,便吩咐七隻小山羊不要隨便開門,

因為森林裏有一隻狐狸,如果他進了

屋,便會把他們吃掉。



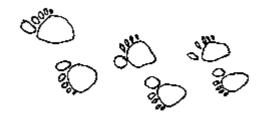
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一層白麵粉,之後,牠再次拍

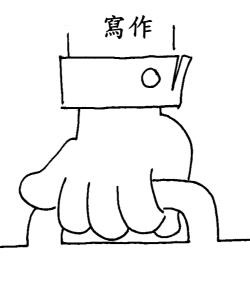


門,叫小山羊開門,小山羊看到白色的腳掌,以為真是媽媽回來,於是打開了門。



最後,狐狸把小山羊一個個吞進肚子裏。

參考書籍:狼和七隻小山羊 (西泠印社出版社)



教學策略

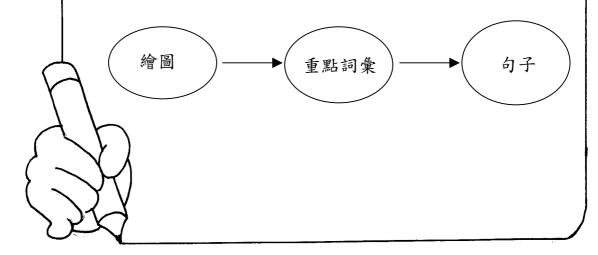
- 1. 透過有創意和生活化的活動,提高學生的寫作興趣。
- 2. 讓學生透過討論和匯報等活動,掌握口語表達的能力。
- 3. 引導學生用以下的方法構思及組織文章內容:
 - 寫作框
 - 六何法
 - 腦海地圖
 - 視覺組織圖
- 4. 教導學生校對文章。

『寫作框』

(低年級適用)

簡介

- 1. 『寫作框』(Writing Frame) 是一種運用多種感官、循序漸進的寫作訓練方法,引導學生從觀察、聆聽、口語表達、繪畫圖畫作起步,逐步學習運用重點詞語、句子和標點符號來表達意思。
- 2. 『寫作框』的主要功用,是讓學生獲得成功感,從而增強他們對寫作的興趣和自信。如果學生不能跟上進度,教師應檢討訓練步驟是否恰當和節奏是否太快。
- 3. 『寫作框』的訓練程序是:



方法

- (1) 為寫作主題準備視覺輔助教材,(例如:實物、模型、 照片、圖片、掛圖、海報、書本插圖和繪圖等。)
- (2) 引導學生觀察及觸摸教材。着學生運用多種感官來描述教材:顏色、光暗、聲音、觸覺,體積和重量等。
- (3) 着學生說出與主題有關的重要詞彙。

如學生未能提供詞語 □教師口頭提供字彙

- (4) 學生在寫作框繪圖。
- (5) 學生把重要字彙寫在橫線上。

如學生未能寫出詞語

- ⇒ 教師可代寫在橫線上
- ⇒ 教師可把詞彙寫在黑板讓學生抄寫
- (6) 學生根據圖意利用這些字詞造句

如學生未能獨立造句

- → 教師和學生討論他/她所繪畫的圖,鼓勵學生 說出圖書內容
- ➡ 教師從學生的口頭描述中找出合適的句子
- ⇒ 教師把句子寫在橫線上
- ⇒ 學生先把句子讀一遍,然後把它抄寫在教師的句子下面
- (7) 教師檢查及更正學生的句子(包括標點符號)。
- (8) 學生把正確的句子/詞語抄寫一遍,(教師亦可幫助學生用電腦把正確的句子打印出來)。
- (9) 讚賞學生:把學生作品張貼或展示給同學子及家長欣賞。
- (10) 着學生把完成的作品妥為保存(例如:可於日後編成一本「文集」)。

『寫作框』

жи		日期	
	題目:		
詞語			
句子			
\mathcal{M}			

『寫作框』 (高年級適用)

「寫作框」(Writing Frame)是一種寫作訓練方法,教師為學生提供循序漸進和明確的寫作程序,在已製定的寫作框架內進行漸進式的寫作活動,直到學生達到寫作的目標。教師與學生是學習夥伴,學生在寫作過程中出現問題,教師予以提示,協助解決困難。「寫作框」的主要目的是給予學生寫作經驗,從而提升他們對寫作的興趣。

「寫作框」有不同的模式,可用於程度不同的學生。以下介紹的「寫作框」適用於小學高年級或中學的學生,除了可用於創意寫作,也可用於其他學科,教導學生寫作不同類別的文體。

方法

- 1. 先採用口頭提問方法使學生掌握題目的重點。
- 2. 教師在黑板示範如何把重點列出,並介紹與主題有關的重要詞彙,引導 學生思考。
- 3. 根據寫作的目的,設計一個備有重點架構的寫作框,只需學生在空白的 地方寫作。
- 4. 引導學生在初步完成練習後,再把寫過的語句重新思考或把資料重組。

『寫作框』的好處

- 把寫作分為小步驟
- 使寫作目的更為明確
- 引導學生認識和運用與主題有關的詞彙
- 較使用白紙寫作更為吸引

『兩面睇』

姓名:		日期:	
主題:			
可以運用的詞語:			
赞	成	反	對
論點(一)	理據	論點(一)	理據
論點(二)		論點(二)	
論點(三)		論點(三)	
我認為	,		
因為			

閱讀報告



作者:	
書名:	
出版社:	
故事大綱:	
主角姓名:	
扼要描述:	
其他人物:	
姓名:	姓名:
扼要描述:	扼要描述:
我為什麼喜歡/不喜歡這個故事:	

閱讀報告 - 寫作提示

這篇文章是描	這一章是關	這個故事的主	這個故事是發
述	於	角是	生於
故事中的人物	這個人物令我	這部分令我想	我留意到
令我想起	感到	起	
我最喜歡的部	我最喜爱的情	使我感到驚奇	令我感到難忘
分是	節是	的地方是	的地方是
我認為	我想像	我預測	我覺得
我發現	我很佩服	我感到	我最欣賞
我懷疑	我不喜歡	故事中有一些	令我感到害怕
		情節交代得不	的是
		大清楚	
我想改變	其他聯想		

說明:學生可以運用上述的詞組作為句子的開始。

故事創作--「大作家」

目的:

 透過口頭作故事,讓學生掌握記敘文的基本要素:時間、地點、人物、 事件及結局。

材料:小卡片(分別寫上時間、地點、人物、事件及結局)(見寫作-1-2) 評分表(見寫作-1-3)、工作紙(見寫作-1-4)

- 1. 教師告訴學生:今天一起創作故事。
- 2. 教師把學生分組,每組分別從「時間」、「地點」、「人物」、「事件」及「結局」、「持期取一張,然後利用卡片上的資料串連成為一則故事。
- 3. 教師派發評分表,告訴學生分組創作故事後,各組須依評分表互相評分。
- 4. 各組輪流講故事並互相評分。
- 5. 教師計算最高分數的一組得勝,並作總結。
- 6. 教師引導學生認識記敘文的基本要素:時間、地點、人物、事件及結局。

延伸活動:教師可利用工作紙着學生寫故事。

小卡片

時間	人物	地點	事情	結果/感想
早上	老師	公園	發現老鼠	哭了
傍晚	警察	戲院	被小狗追趕	很可怕
黄昏	超人	溜冰場	找巫師	痛心極了
午夜	清道夫	郊野公園	失足跌倒	不知所措
清晨	醫生	超級市場	扮鬼臉	笑了
晚上	歌星	醫院	玩滑浪風帆	變得很自大

工作紙

時間	人物	地點	事情	結果/感想
上星期六	媽媽和我	公園	放風箏	很高興
晚上				

例:	上星期六	,媽媽和我郅	刘公園放風筝	,我感到很高	興,		

說明:着學生填寫上表,然後根據各項資料寫成一段短文。提醒學生加上適當的字詞和標點。可先與學生進行口頭練習。

故事評分表 1. 時間: 安排恰當 1 2 3 4 2. 地點: 清楚明確 1 3. 人物: 生動 4. 故事: 發展有條理 1 2 5. 結局: 有趣 6. 故事: 吸引 1 2 3

備註:

1分為最低;5分為最高

六何法--「旅行記」

目的:讓學生透過為故事補充資料,認識「六何法」的元素。

材料:工作紙(見寫作-2-2)、「六何法」圖卡(見寫作-2-3至2-5)

方法:

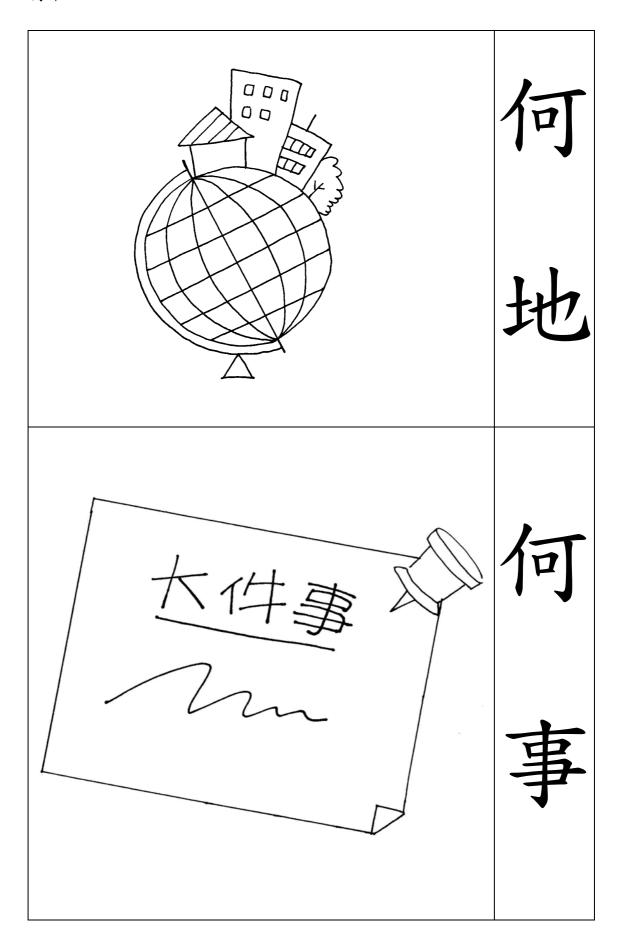
- 1. 教師派發工作紙-旅行記。
- 2. 教師在黑板上張貼「六何法」圖卡,告訴學生工作紙的故事漏去了很 重要的部分——人物、時間、地點、事情、原因、結果/感想。
- 3. 教師依工作紙把故事讀一次,然後着學生兩人一組,討論工作紙上空 白的地方該填上什麼。
- 4. 教師利用提問及高影片的輔助,與學生一起為故事補充資料,並填寫 工作紙以作示範。
- 5. 鼓勵學生兩人一組,另創故事,並填寫工作紙上空白的地方。

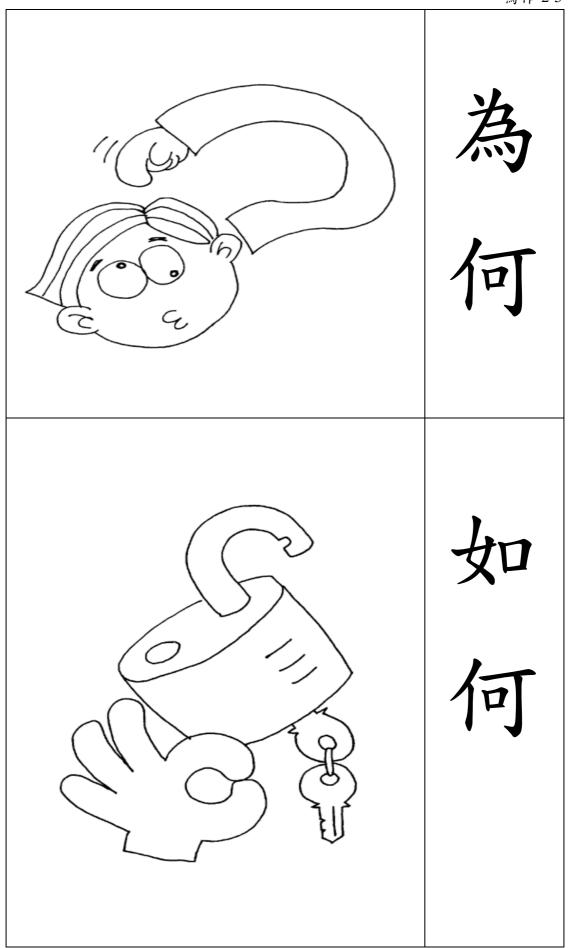
工作紙--旅行記

	?
_	
耍。	,他獨自到
	大件事が
遊玩	。他整天在
一直	玩至天黑才回家。在回家途中,因為
	所以。
最後	,
4~ 13	

備註:學生可分組或個人完成工作紙。







寫作-3-1

六何法--看圖作文

目的:讓學生練習以「六何法」作文

材料:

- 問題卡 (見寫作-3-2)、「六何法」視覺組織圖的高影片 (見寫作-3-3及3-4)
- 生活照片或圖片、高影機或實物投影機(教師自備)

方法:

- 1. 教師出示一張學校生活照片或其他圖片。
- 2. 教師根據圖片,依問題卡以「六何法」提問學生。
- 3. 利用高影機或實物投影機的輔助,教師把學生的答案寫在「六何法」視覺組 繼圖上。
- 4. 教師着學生利用上述資料口頭作文,並在黑板寫下重要的詞彙。
- 5. 學生獨自或集體寫下作品。
- 6. 學生朗讀自己的作品,讓其他同學欣賞。

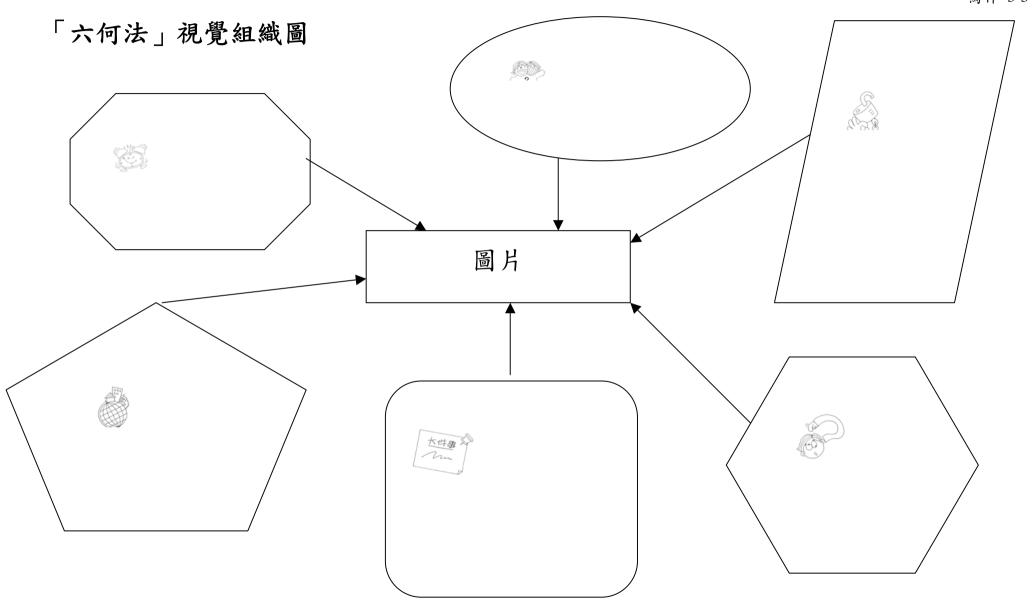
備註:

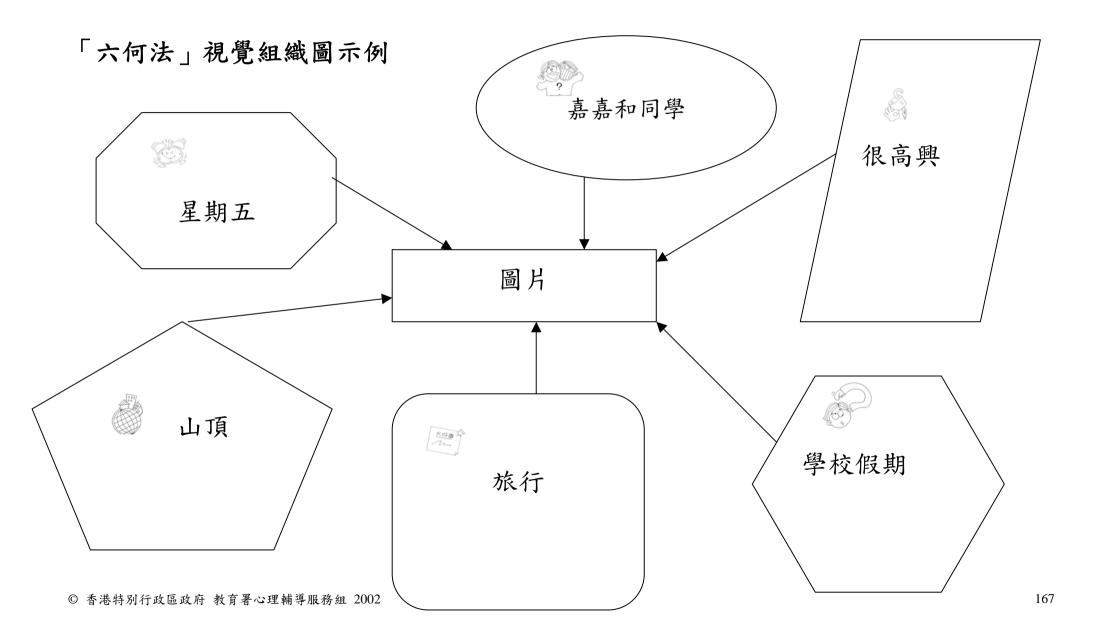
1. 教師可把「六何法」視覺組織圖放大,並張貼在壁報上。

問題卡



寫作-3-3





六何法--「我是小記者」

目的:

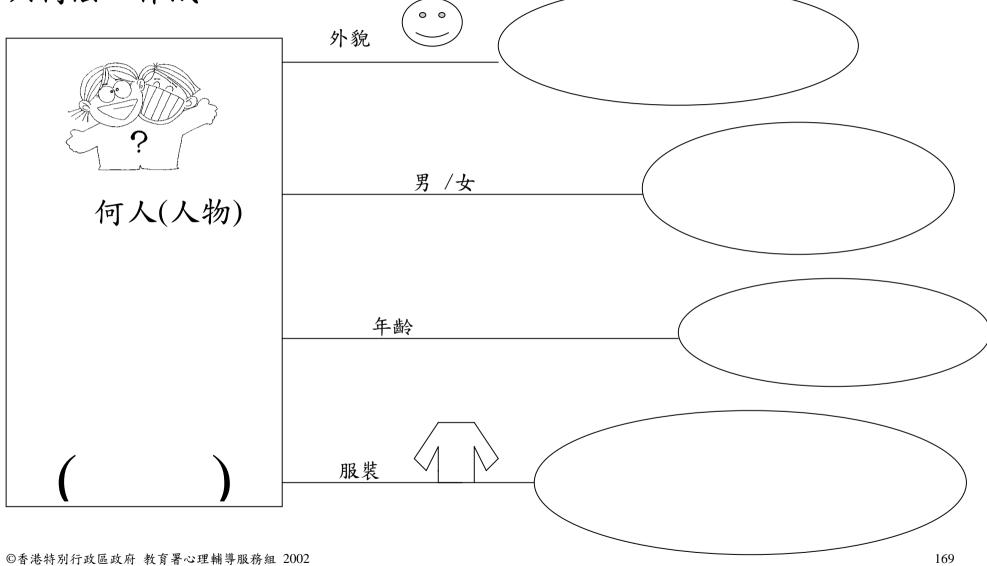
- 1. 讓學生認識記敘文的寫作方法:時間、地點、人物、事件及結局
- 2. 讓學生以「六何法」工作紙構思作文大綱

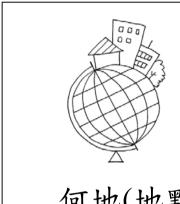
材料:

- 1. 「六何法」工作紙(見寫作-4-2至4-7)
- 2. 「六何法」視覺組織圖(見寫作-4-8至4-9)

方法:

- 1. 教師說明作文題目—新聞一則。
- 教師說出情景:一名市民被搶劫,着學生假設自己是記者,須搜集資料撰寫 新聞稿。
- 3. 學生分六組代表不同報社的記者,各報社輪流以「六何法」的其中一「何」去採訪,並填寫相關的工作紙。進行訪問時,可邀請一名(或多名)學生扮演「受害人」,接受訪問。
- 4. 各組把工作紙張貼在黑板,並向全班作簡報。
- 5. 教師引導學生根據分組匯報的資料,完成「六何法」視覺組織圖。
- 6. 教師與學生一起討論這篇文章的寫作大綱。
- 7. 學生分組或各自撰寫訪問稿一則。

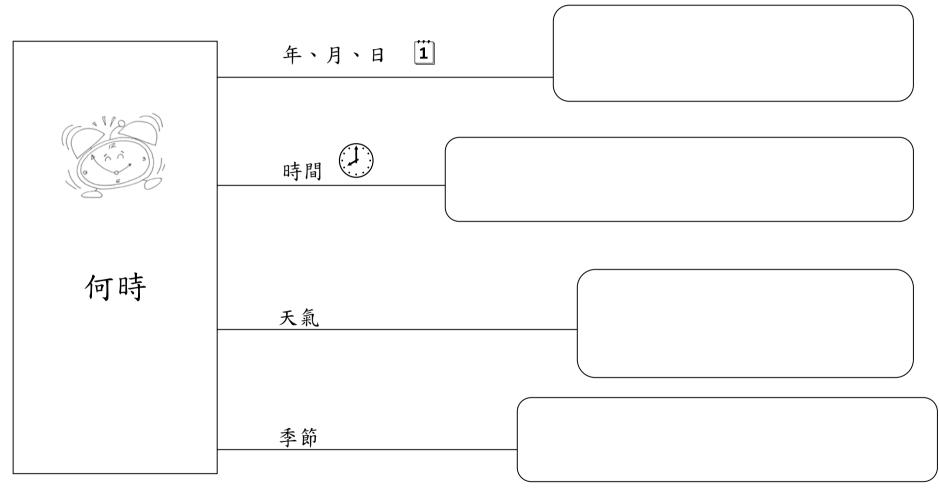


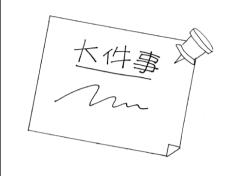


何地(地點)

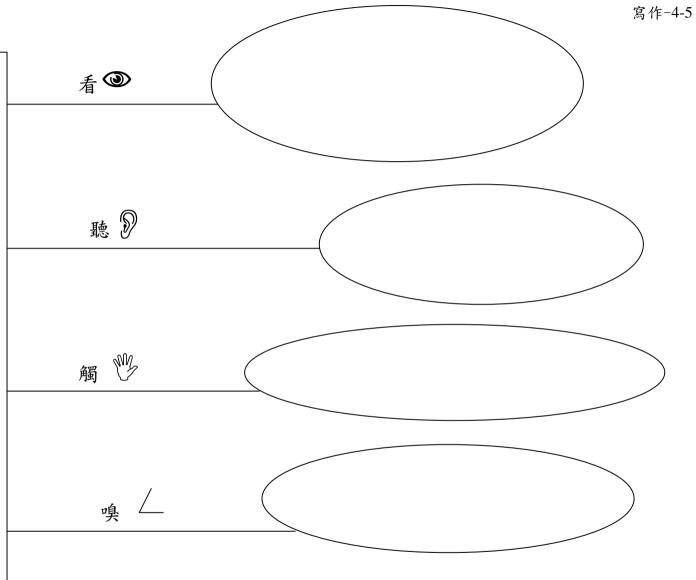
層數、環境嘈吵/寧靜

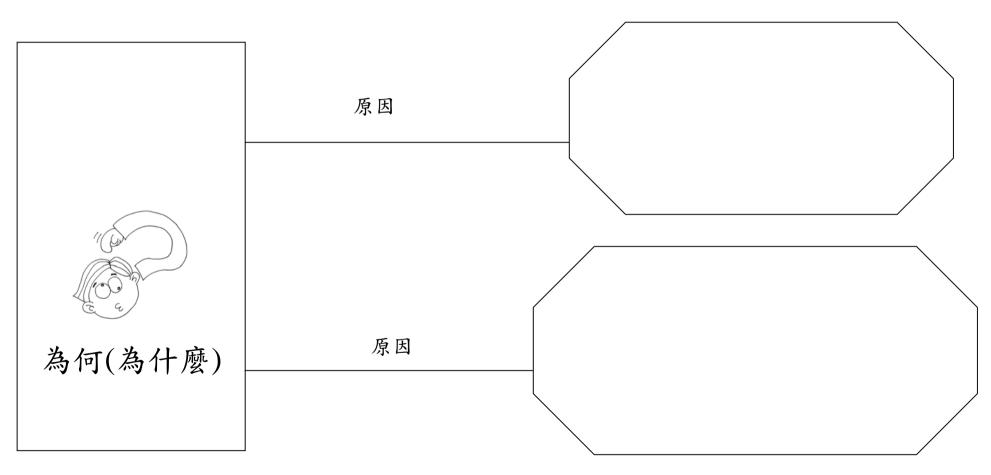
牆身顏色、家具

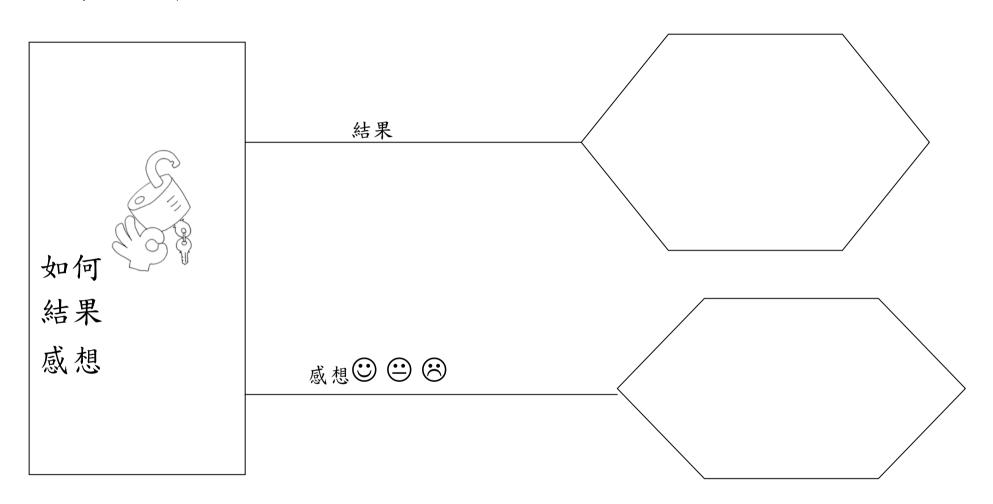


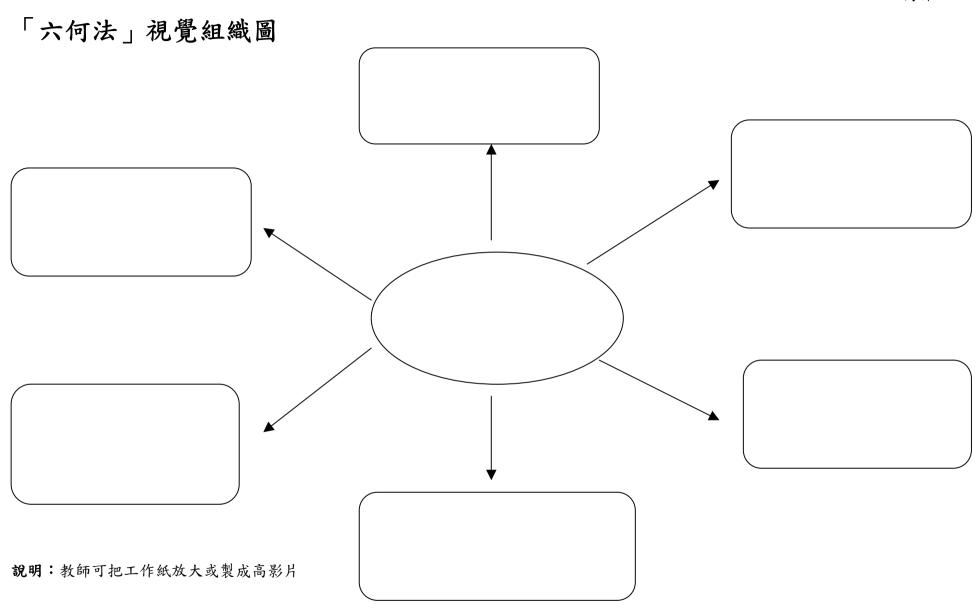


何事(做什麼)

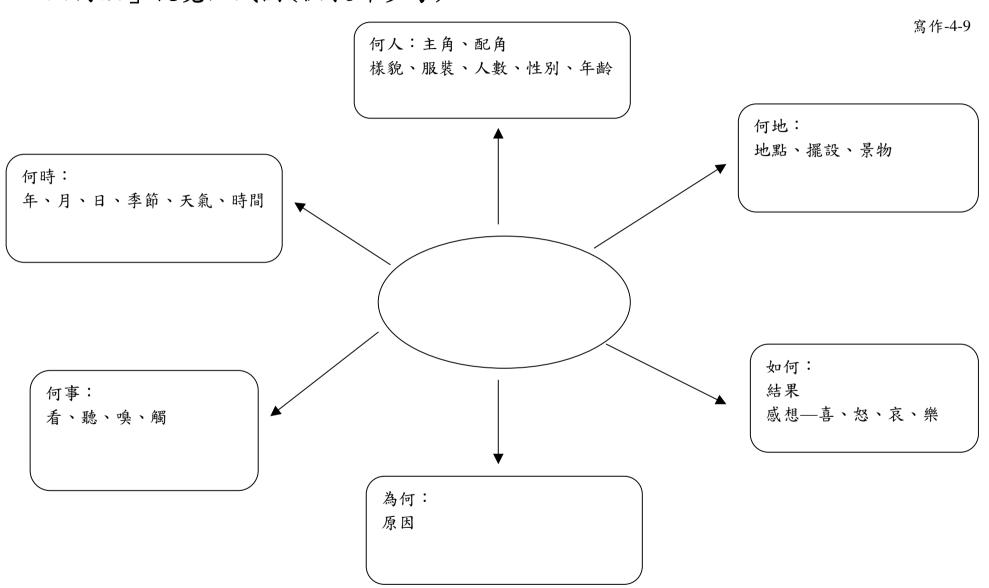








「六何法」視覺組織圖(供教師參考)



視覺組織圖表

視覺組織圖表能幫助學生整理資料,把結構、關係、過程等資訊有系統地 表達。這些圖表可用於輔助閱讀理解及寫作:

- (一) 時序表/流程圖:用以表達事件發生先後次序。
- (二) 分類圖:用來描述事物的分類。
- (三) 因果圖:用來表達事物的因果。
- (四) 比較圖:用來表達異同。

(請參閱「閱讀理解」的相關部分)

創意寫作活動

(一) 詩歌

第一行:隨意寫出一個詞語,例如:「四月」

第二行:寫出兩個有關的詞語,例如:「百花盛放」

第三行:寫出三個有關的詞語,例如:「蝴蝶在花間飛舞」

第四行:寫出原來詞語的同義詞,例如:「春天」

(二) 「老問題,新方法」

目的:鼓勵學生發表個人意見,而並不是只問事實,可以讓學生加強自發性和發揮自己的想法。

難題【一】: 馬路上的車子愈來愈多,除了減少車輛數目和建設道路以外,還有什麼方法減少道路擠塞的問題? 試用文字和插圖提供解決方法。

難題【二】:香港的垃圾堆填區愈來愈滿了,試想一想怎樣可以充分利用循環再造,減少廢物?

難題【三】:每年香港都會發生多宗火警。你可以想出一些減少火警的方法嗎?可以想出一些朗朗上口的廣告標語,加強人們的注意嗎?

(三) 問句練習

目的:練習運用問句

教師向學生展示一些常見物件的圖片或實物(例如鎚子、剪刀、橙子等)。請學生在十五分鐘內,分組比賽,盡量寫出他們對圖片或實物的問題。

(四) 看圖聯想



教師向學生展示一幅圖畫,表達了一個故事中段部分的情節,然後着學生說出這故事的開始、中間部分和結尾。

(五) 趣味作文題目

- 會說話的貓
- 會飛的猴子
- 一個愛踢足球的女孩子
- 如果我們沒有拇指......
- 如果世界上沒有金錢.......

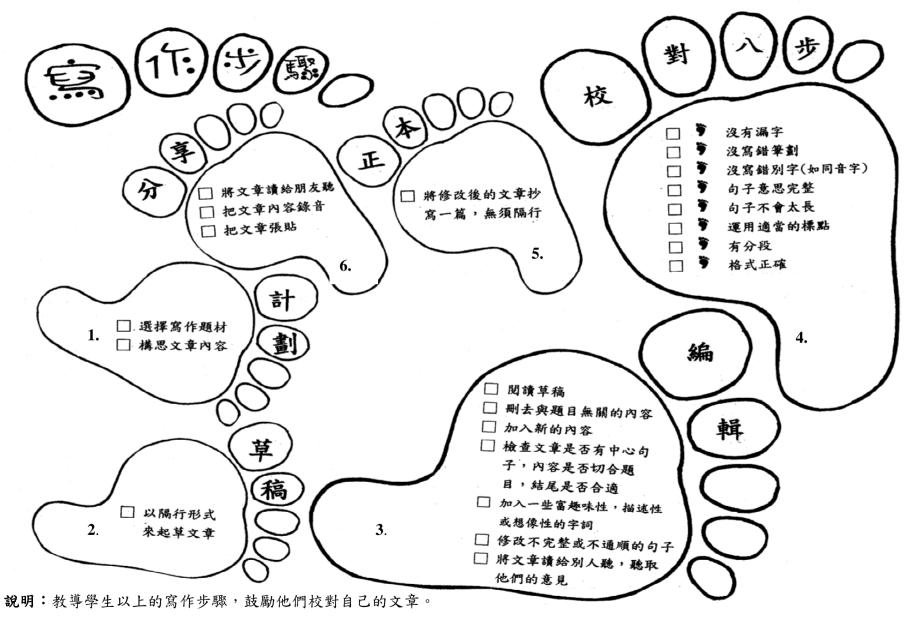
創意寫作 - 3

(六) 多元化的寫作活動

- 旅行攜帶物品清單
- 記錄天氣
- 設計一個烹飪食譜
- 編寫劇本(如話劇、木偶戲)
- 寫心意卡
- 一則廣告
- 一則新聞
- 投訴信
- 一種遊戲的玩法說明
- 設計海報
- 製作一本笑話書或漫畫書
- 短詩
- 為年幼的小朋友,寫一個有趣味的故事,並加上插圖。

(七) <u>嗜好</u>

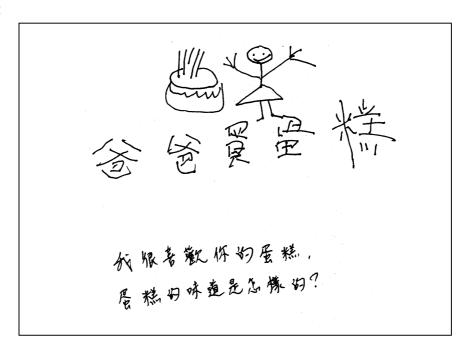
讓學生把自己最喜好的消閒活動帶回校,進行討論及寫作活動。例如,集郵的同學可以試把郵票根據不同的類別分類,如運動、歷史、花卉、雀鳥等。



如何批閱學生的作品

- 讓學生知道你對他的作品感到興趣,例如詢問他為何創作這個故事。
- 與學生一起閱讀他的作品。
- 先與學生討論值得讚賞的地方。
- 詢問學生是否想改用別的字詞替代或修改作品某些部分。
- 切勿同時指出學生太多的錯誤。
- 教師可用短句在對學生的文章作出回應,表示共鳴或作出相關的提問。教師亦可從中示範如何正確地書寫或運用某些字詞。

例子:



Fun with Reading and Writing

A Resource Pack for Primary School Pupils

Psychological Services Section Education Department HKSAR Government July 2002

Fun with Reading and Writing

by Ian Smythe, Ph. D.

for the
Psychological Services Section
Education Department
HKSAR Government
July 2002

Acknowledgements

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Ian Smythe, Ph. D. Consultant to the project

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Fun with Reading and Writing

This resource pack is available in paper version as well as in CD Rom. For the CD Rom, just click on the hyperlink below to go straight to the page you want, either in this document, or in the other resources.

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Please note that throughout this resource the term "their" has been used as a singular personal pronoun to replace the more cumbersome "his/her". This is in line with modern usage (e.g. in the UK government's Special Educational Needs Code of Practice).

Introduction

As the name of this resource suggests, learning to read and write can be fun. However, for some children these tasks are very difficult. They may not learn from the teaching methods used in their classroom, even though their classmates do. This does not mean they cannot learn - it just means that the teacher needs to find a way to teach that will help them to learn.

This may sound like extra work for the teacher, but it needs not be. Through careful application of some key principles, backed up by the materials in this resource, children with specific learning difficulties (SpLD) will begin to learn; furthermore, they will understand what they are learning, will become more active in the classroom and will start to enjoy learning.

The two key principles to remember when teaching children with SpLD are:

- 1. Differentiate where appropriate.
- 2. Use structured, sequential, multisensory techniques.

These principles will be discussed in more details later. For now, they remind us that children learn in different ways, and there is no reason why a child should not be allowed to learn in their own way. While some children learn patterns and rules implicitly, without the need for explanation and reinforcement, others need a more formal structure or framework within which to work.

Learning styles

The way we learn best will depend upon the way our brain works. The three main senses used for learning are seeing, hearing and touching. Everybody has personal preferences, and it is not an either/or situation but the combination of these which form the major component of what is referred to as the learning style. For example, some individuals like to receive instructions verbally, others prefer them written down. Some people can put together furniture from a simple diagram, while others need elaborate written instructions. That is, the ability of the writer to communicate with the reader will depend upon many factors, including the ability of the writer to express themselves in a manner the reader will understand.

This means that, while most children in a class will learn by a certain set of instructions, it does not mean this is the easiest way for everybody. Furthermore, the way a child likes to learn Chinese may not be the most appropriate way to learn English.

The principle of multisensory teaching is to use all the senses to reinforce the teaching. The most important part of this is to involve the child in the process, to make them an active rather than a passive learner. The activities included in this

resource are those which have been found to be very successful in teaching children with specific learning difficulties. The activities start by asking what is to be learnt in this lesson, has the child already failed to learn with one teaching method, and what other methods can be used to help that child learn. Thus the question for the teacher becomes "Can I teach the way the child learns?"

Differentiated teaching

The purpose of this resource is to provide materials which promote the involvement of every child in classroom literacy activities. This can be achieved by ensuring that the target for each individual is achievable. Many of the resources may appear to be similar to those generally available. However, these have been designed to allow the teacher to use the worksheets in different ways which may make them more suited to children with specific learning difficulties, who normally feel demotivated as they do not even know where to start the activity, let alone how to complete it.

There are many ways to differentiate within the classroom; the teacher needs to ask what is the objective of this exercise, and how they can involve the child in the work, at least at some level. Here are just some examples:

- 1) In dictation, try counting the words that are correct rather than take away points every time an error is made. That way the results become positive and motivating, and targets can be set, such as "try to spell as many of the three letter words as you can."
- 2) If the task is to write a short story, why not let them draw a mind map. This will demonstrate their ability to think without limiting the work by poor spelling or grammar.

Understand what they know - not what they do not know

It is very important to find out at what level the child is functioning. This means concentrating on what they know, not what they do not know. This resource is set out to provide support in all the key areas that are important for the Chinese child with specific learning difficulties learning English.

Oral vocabulary is very important, and so are conversations that draw on a small set of words. In this pack is a list of words which have been chosen as a basis for teaching English, providing the necessary vocabulary for these children to express themselves clearly. They have been chosen from a variety of sources, with reference to the word frequency, the functionality in the local context, and, as much as possible, the length of the words. As suggested throughout this resource, make the task suit the child. While you may accept from the child with SpLD a simple sentence with a subject, verb and object; from the more literate child you may ask for adjectives and adverbs. Thus the task is differentiated, and children can build upon what they know.

Many children with SpLD are moved on from understanding the alphabet to reading and writing words before they have understood the relationship between sounds and letters. When children start to learn to read and write, they remember words as a whole, and not on a letter by letter basis. Most children move on to understanding the relationship between sound and letter without difficulties. But those with SpLD will have greater problems learning these skills. They will not be able to read or spell these words unless they understand the sound to letter correspondence.

The resources as an introduction

It is impossible in just a few pages to cater for the diversity of styles and differences that may be encountered in the classroom. However, it is hoped that in providing a basic set of activities, it will be understood how classroom differentiation is possible, and how the teacher can cater for diversity.

In providing a framework and the basic building blocks it should be possible not only to work on the cornerstones of writing English, but also to use the resources as a basis for more extended exercises.

Do not be afraid to try new things, and take an activity suggested in one section over to another area. In producing this resource, we have been careful to include on the CD the original Microsoft Word documents, which you may use as templates to create other activities that may advance as your ideas develop, and the knowledge of the children you teach grows.

Make it colourful

One of the most important things to remember when using this pack is that children will learn more if it means something to them. This means using each resource in a way that allows them to remember each part. One way to do this is to encourage the use of colour. Let them draw things, encourage them to use colour codes wherever possible, and let them personalise everything. Some of the most ordinary pages can be transformed by the simple use of colour. For example, the SpLD child is more likely to remember how to write "a yellow banana" if they are asked to draw a picture of it, than if they just repeatedly write the words. Remember that this also provides a way for these children to demonstrate that they can be good at some activities, as often they can express themselves in drawings where words fail them.

Classroom management for primary school teachers

Below is a series of tips for primary school teachers on classroom management, and how to provide a better learning environment for pupils with specific learning difficulties.

- 1. SpLD pupils should always be sat facing the front, in a place you pass, or can see easily, so you may watch their progress and difficulties, including stress. These children find any copying from the board very difficult, so minimise that activity, or make appropriate provision.
- 2. When work is to be copied from the board, make sure they have done it correctly. Also ensure that the work stays on the board long enough for them to copy it down. Try to sit them directly in front of the board, not at an angle. Make sure there are no shiny reflections which make it difficult to see.
- 3. Over-teach things they are learning this week or last week, by writing a clue onto the back of their hand or on a memory card taped to their table (every time you pass remind and revise that point). See the memory cards in this resource.
- 4. Use a portable tape recorder ("Walkman") to tape short messages and instructions which they will be able to replay when needed. (See tips on using tape recorders.)
- 5. Gather as many interested adult helpers as you can; teach them together in a small group how to support children with SpLD (using blind-folds, sand trays, cursive handwriting, practice memory cards etc).
- 6. Make a short 'special' time as often as possible to see the child alone (five minutes before school, after school, before or after lunch can usually be arranged; mothers will usually cooperate with this sort of strategy and can often find that daily moment reassuring too, if they feel free to join in sometimes).
- 7. Ensure you have regular (at least every term) meetings with the parents. Involve them as much as possible as they can be a useful ally. Do not forget that the parents may also have SpLD.
- 8. Keep a record book that goes home each night and is signed by the parents.
- 9. Provide charts, memory cards and flash cards for items they are likely to forget, from homework to sports kit to vocabulary. Use colour to help the children's memories.

- 10. Arrange the class so that during lessons, the child with SpLD can sit near the front, preferably alongside well-motivated children or a 'study buddy' who can clarify instructions for them.
- 11. Equip the classroom with clearly marked and neatly arranged resources so that they can be found easily.
- 12. Avoid putting children in awkward or embarrassing situations, such as asking them to read aloud to the whole class, or enact a word they are unlikely to know.
- 13. Where appropriate, take time to talk to the entire class about individual differences. Many teachers will take the time to explain about those with physical differences, but not those with learning differences. Be careful to use appropriate terminology, and explain about role models, such as Leonardo da Vinci and Einstein.

Helping pupils with SpLD at school

- 1. Make expectations high for their intellectual stimulation but reasonable for their written response.
- 2. Try using two colours in marking one for content and another for spelling and presentation.
- 3. Try to understand the reasons for their mistakes and give them the chance to explain their difficulties to you.
- 4. Watch out for signs of tiredness and fatigue these children have to try harder than other pupils, which can be exhausting.
- 5. Be slow, quiet and deliberate when giving instructions, allowing time for the meaning of the words to 'sink in'. Consider giving instructions verbally and in writing.
- 6. Where possible, use multi-sensory methods of learning.
- 7. Give guidance about how to tackle all tasks systematically.
- 8. Watch out for signs of falling confidence and low self-esteem. Try to stimulate motivation by constant praise of progress and achievement, no matter how small.
- 9. Enable children to show their interest, knowledge and skills, despite their difficulties with writing. Often they will be able to 'shine' orally and teachers should encourage this.
- 10. Encourage the child by setting an appropriate level of difficulty so that they can finish in the allotted time.
- 11. However slow the child's progress, every day they must be able to see that they know something or can do something they could not do last week.
- 12. Try to challenge the child, remembering their intellectual ability may be far more than their literacy skills.
- 13. If the task in question is about demonstrating knowledge, and time is not the test, then allow more time for the task.
- 14. Encourage and promote strengths.

- 15. Mark positively and praise any progress, no matter how small.
- 16. Never assume that they know today what they knew yesterday.
- 17. Look to find different ways for them to learn, but also encourage them to find other ways to help themselves.
- 18. Encourage proofreading, and choose only a few items to concentrate on for any one exercise, such as capitals and full stops.
- 19. Wherever possible explain a few of the most important errors. Never highlight them all, and always praise what has been completed correctly.
- 20. Try to avoid setting work that is well beyond their capabilities.
- 21. These children tire easily, so give frequent breaks.
- 22. Help the child organise themselves, such as ensuring pencils are sharp at the beginning of the lesson, making sure they have an eraser, and that nothing needs to be borrowed from friends around the room.
- 23. Avoid having the child finish work in breaktime, as this becomes a punishment.
- 24. Make eye contact as often as possible, as that will give you a good idea if they have understood.

Multisensory teaching

Multisensory teaching involves using as many of the senses as possible to reinforce learning. This resource pack involves many of them, and gives ideas how they can be used in different ways. On the multimedia CD you will see some of the ideas in action, in photographs and in short videos.

Here are just a few of the ways in which multisensory techniques are used at different levels:

Use Plasticine or Playdoh to make letter shapes.

Do finger drawing, in sand trays, in salt, on carpet tiles and in the air.

Use songs to remember sequences.

Use nursery rhymes to develop rhyming skills.

Use wooden letters, which the child may feel with their eyes closed.

Let the child feel the puff of air that comes when saying 'p', but not 'b'.

Count syllables using clapping, tapping and stamping of the feet.

Use tape recorders for practising tasks that require memory, such as the alphabet.

Allow the child to enact a concept such as 'anger' to explain it, rather than use words.

Use drama with several children to act out ideas, concepts and stories.

These techniques can be combined to make a truly multisensory learning experience, such as singing songs while making letter shapes in the air, and allow different senses and actions to complement and reinforce each other.

Tips on using tape recorders

A tape recorder can be a very useful aid for the child with SpLD. Many of these children have short term memory problems, and will not be able to carry more than one or two instructions in their head at one time. Furthermore, they will find it difficult to write to help their memory. Therefore a tape recorder may be a very useful tool.

There are three ways the recorder may be used: 1) as a memory aid, 2) as a communication device and 3) as an activity which may help literacy skills. Examples of these are as follows:

- 1) As a memory aid
 - a) To record homework instructions.
 - b) To remember word lists.
 - c) To record and play back complicated instructions.
- 2) As a communication device
 - a) To allow the teacher to pass information to the parents.
 - b) To allow the parents to communicate with the teachers.
- 3) As an activity which may help literacy skills
 - a) Listen to word lists. Make them very short, perhaps only three words.
 - b) Let the child listen to the word lists, then let the child tape their own voice and compare the two.
 - c) Let the child say their story into the recorder, instead of writing it.
 - d) Let the child read short stories into the recorder which the teacher can check later.
 - e) Create paired activities, such as a news reporter and interview an Olympic sportsman.

There are many activities for which the recorder can be used, depending upon the level of the child. Be creative in your idea, and allow the child to use it to demonstrate that they can at least do part of the activity, either at home or in school, even if the written part may be beyond them.

Helping the child with specific learning difficulties – a review

Do

- Be enthusiastic about what you do
- Try to maintain the child's interest by varying resources
- Be flexible and willing to change your plans
- Keep each activity short and have variety in each session
- Have some extra activities in reserve
- Remember to talk over what you have done in previous sessions
- Repeat what has been learnt, perhaps in a different way
- Allow time to work out strategies
- Remember some people do not like to read aloud
- Give praise and encouragement
- Think about trying to set achievable targets with the child for one or more sessions
- Let the child feel in control and that you value his/her ideas
- Try to correct and criticise in a positive way
- Try to finish each lesson with the child feeling successful
- Be a good listener
- Take a break everyone needs it
- Relax and enjoy

Don't

- Be too ambitious
- Trv to rush
- Ignore the child's interests, hobbies and pastimes
- Compare your students to others
- Show surprise at what your student can't do
- Interrupt too quickly to correct reading
- Show your frustration if s/he gets it wrong
- Overload with too many activities in one session
- Pick out all errors only the important ones
- Panic if things go wrong change the activity and return later

Alphabet

How to use the CD Rom:

Just click on the hyperlink below to go straight to the page you want.

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Alphabet assessment

Alphabet matching template

Alphabet trace template

First letter template

Demonstration of letter sounds

Introduction

The alphabet consists of 26 letters which are the fundamental building blocks of reading and writing in English. From just these few symbols it is possible to represent all the sounds and words in the English language. However, although there are so few 'characters' compared to Chinese, they can still cause confusion.

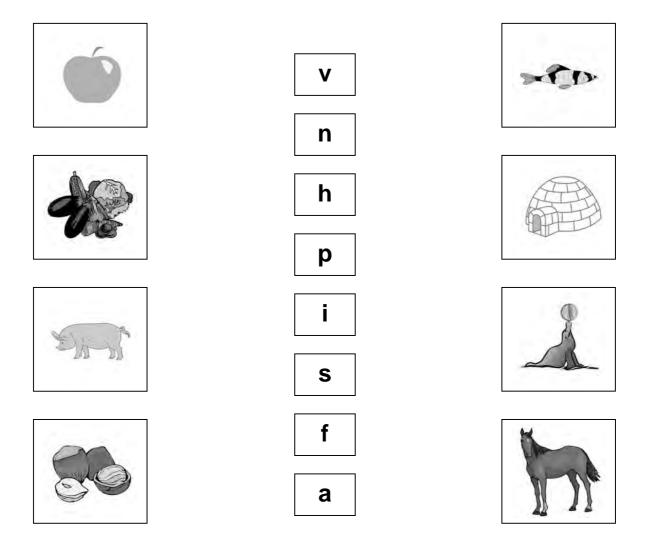
One of the principal problems is the confusion between letter sound and letter name. To minimise confusion, concentrate on the letter sounds. However, remember that letters can represent different sounds in different context. As an example, the sound of 'a' is short in cat, and in cake is long, due to the final 'e'. Always ensure that children are giving the correct response, and explain possible confusions.

While many children learn the alphabet easily, children with specific learning difficulties frequently have problems in remembering the relationship between sounds and letters, and as a consequence when the rest of the class moves on, decoding words on a letter by letter basis, the SpLD child is having to remember the word as a whole unit.

In this section there is a checklist which can be used to verify that the child can recognise each letter name and letter sound. Try to ensure that the children know these before they advance to more complex exercises.

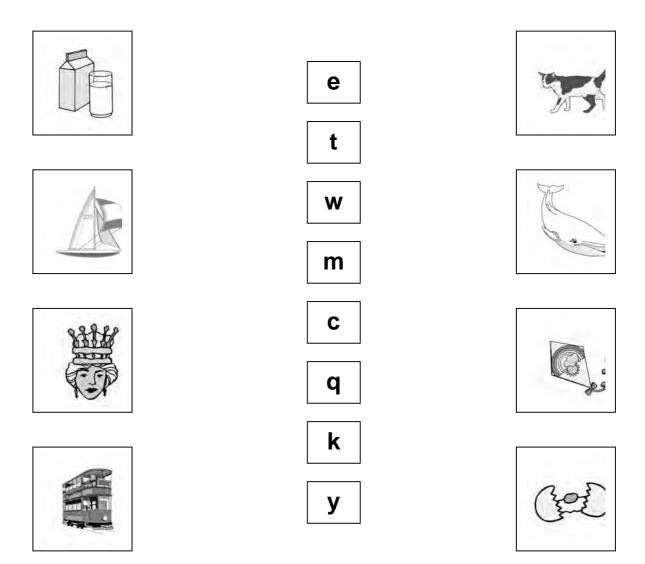
Alphabet matching 1

There are many games you can play with this worksheet. But make sure that the child knows how to name the objects in English. Game 1: First, ask the child to name the objects. Then ask them to name the letters, and the letter sounds. Once they have all those, then they can start to match the picture with the letter. Game 2: Cut out the pictures and the letters, and play a matching game. Game 3: You could stick the pictures onto one side of a small card and the letter on the reverse side, to create a flash card. Then you can hold up one side and ask the child to identify what is on the other side.



Alphabet matching 2

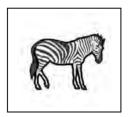
There are many games you can play with this worksheet. But make sure that the child knows how to name the objects in English. Game 1: First, ask the child to name the objects. Then ask them to name the letters, and the letter sounds. Once they have all those, then they can start to match the picture with the letter. Game 2: Cut out the pictures and the letters, and play a matching game. Game 3: You could stick the pictures onto one side of a small card and the letter on the reverse side, to create a flash card. Then you can hold up one side and ask the child to identify what is on the other side.



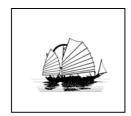
Alphabet matching 3

There are many games you can play with this worksheet. But make sure that the child knows how to name the objects in English. Game 1: First, ask the child to name the objects. Then ask them to name the letters, and the letter sounds. Once they have all those, then they can start to match the picture with the letter. Game 2: Cut out the pictures and the letters, and play a matching game. Game 3: You could stick the pictures onto one side of a small card and the letter on the reverse side, to create a flash card. Then you can hold up one side and ask the child to identify what is on the other side.









r









g

b

Z



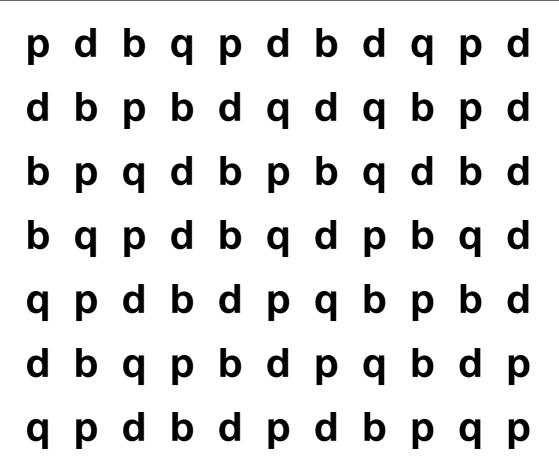






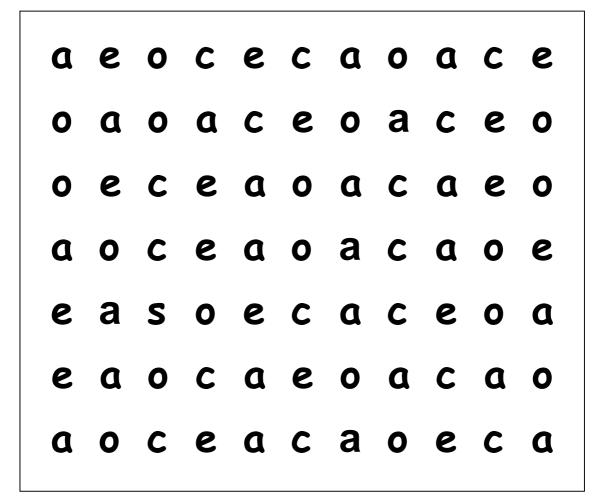
Identifying letters 1

Many children have difficulty telling the difference between letters of similar shape, but different orientation. The four letters 'b', 'd', 'p' and 'q' are frequently confused because of their letter shapes, but also because the sounds can sometimes appear to be the same. In this exercise, the child practises recognising the letter shapes. The easiest task is to ask the child to ring all the same letters in the same colour pencil. But you may also try other tasks, such as asking them to say them as quickly as possible. Try this yourself first, as it is not easy! You may like to try similar activities with 'u', 'n', 'm', and 'w' for example.



Identifying letters 2

Letters such as a, e, o and c have similarities, as they are all about the same size, and appear to be of very similar shape. Ask the child to identify the different letters by circling them with different colours, one for each letter. This exercise is designed to be difficult, since a typeface has been chosen (Comic Sans) in which the letter 'a' looks similar to the other letters. However, there are also some letters in another font (Arial). Another task could be to identify the number of a's of each type style.



Kinaesthetic input

Multisensory techniques may be used to help the child remember spellings. However, they are also useful exercises to improve kinaesmotor control. The following exercises are useful for both, and work well for both Chinese and English.

Playdoh

This will help strengthen small hands, and may be used to reinforce shapes, such as components of characters or whole characters. Think about how you could use different colours for different parts of the character.

Salt/sand trays

A shallow sand tray is a very cheap but effective way of building kinaesmotor skills, as the child simply draws characters and letters in the sand.

Wooden letters

Useful for the child to explore shape. Games can include 'guess the letter with your eyes shut'.

Writing practice

Just practising writing letter shapes can be very helpful. Start by using tracing methods. Although it may seem boring, have the child practise simple shapes, such as a line of letter 'c', all joined up. Try to use paper with 4 lines, getting the child to write letters such as 'a' and 'c' between the middle lines, using the upper line to show the top for 'd' and 'l', and the lower line for letters such as 'p' and 'g'.

Manipulation of objects

Play bricks (eg Lego) can be useful for developing thinking and planning skills, as well as hand control.

Exploring text

Below is a short extract from "Alice in Wonderland", but you can use any text for this exercise. Check that the child knows where the text starts, direction of reading and what to do when they get to the end of a line, as well as the significance of the punctuation. This text is too advanced for many children with specific learning difficulties to read. But they may understand the concepts. Try some simple exercises, such as circling all the vowels, or counting how many b's and p's there are.

Alice was beginning to get very tired of sitting by her sister on the bank, and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice, "without pictures or conversations?"

Alphabet Rainbow

Children need to know the alphabet in order to find words in a dictionary. If you do not know where in the dictionary the letter occurs, even roughly, then the search can take a long time. Try using letters on card or wooden letters, and ask the child to build a 'rainbow' of the letters. You may want to invent a system using colours. For example, each quarter of the alphabet could be coloured differently. This could be reinforced, if they have a personal dictionary, by colouring the pages in the same colour, reducing the time spent in searching for words.

derdhijklmnopgrstury 2

Alphabet sequence

Here is a sentence that contains all the letters of the alphabet. There are several activities which can be used with all levels of children.

Ask the child to identify each letter in order.

Have them draw a line that loops from one letter to the next letter of the alphabet.

Ask them to make their own short story, paragraph or sentence which contains every letter. This can be modified for the child's ability.

Draw the fox jumping over the dog.

The quick brown fox jumps over the lazy dog.

My alphabet sentence		

Use the alphabet here to check you have used every letter.

abcdefghijklmnopqrstuvwxyz

Alphabet trace

Letter formation is very important, as is letter recognition. Below are some exercises for the child to practise recognising the letters and making the shapes.

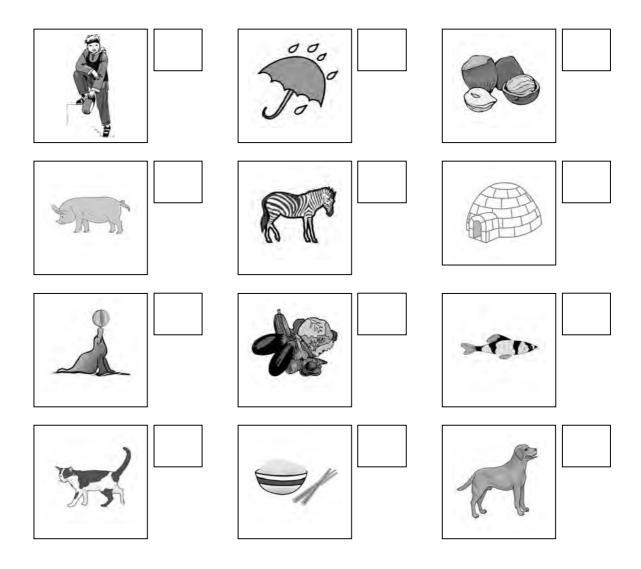
The exercises start with a simple colouring in of each letter. Parts of the letter are then removed, to make it more difficult. Letters are then shown out of alphabetic sequence, and finally some simple questions are asked, which they will need to fill in. Other exercises include colouring the vowels in one colour and everything else in different colours. Colour each quarter of the alphabet in a different colour to help remember the order.

abcdefghijklmnopgrstuvwxyz abcdefghijklmnopgrstuvwxyz abcdefghijklmnopgrstuvwxyz abcdefghijklmnopgrstuvwxyz awerrywobosdfghijklzxevbmm

How many colours in a rainbow? How reany stars in the sky? How raindrops fill the ocean? How can you see a fish cay?

First letter

This activity may be used in different ways. You could name the object, and the child has to find the picture, and fill in the first letter. So if you say fish, they would have to write the letter 'f' in the box alongside fish. An alternative is to ask the child to name the object, and then fill in the missing letter.

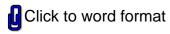


Alphabet Assessment

Use this page to confirm the child's knowledge. The five parts are as follows:

- 1) Show the child a card with the letter on it, and ask them to say the letter name.
- 2) Then ask them to say the letter sound.
- 3) Show the child a word, and ask them to say the first sound.
- 4) Ask them to name some other words that start with that letter sound.
- 5) Show them a picture from the alphabet series at random, and ask them to identify the sound of the first letter. You may want to check this ability using the other vocabulary pictures to be found in this resource.

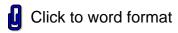
	1	2	3	4	5
	Can the child	Can the child	Can the child	Can the child	Can the child
	say the letter	say the letter	say the first	name a word	sound out the
	name?	sound?	sound in a	starting with?	first letter?
			printed word?	with?	
Α					
В					
С					
D					
Е					
F					
G					
Н					
ı					
J					
K					
L					
М					
N					
0					
Р					
Q					
R					
S T					
U					
V					
W					
Χ					
Υ					
Z					



Alphabet matching template

Use this page to create new exercises that will allow the child to build relationships between letters and words with the same first letter.

	1	
	<u></u>	



Alphabet

Alphabet trace template

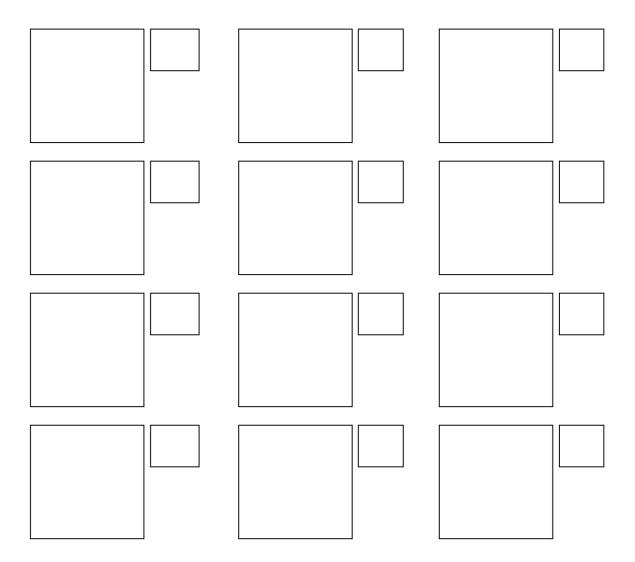
Use this template to produce more worksheets. Below are letters made using Comic Sans script, in outline. You may make your own words and sentence which the child can fill in.

abcdefghijklmnopgrstuvwxyz

Roses are red, Violets are blue, Dogs go woof, And cows go mool

First letter template

This activity may be used in several ways. You could name the object, and the child has to find the picture, and fill in the first letter. So if you say fish, they would have to write the letter 'f' in the box alongside fish.



Grammar and comprehension

How to use the CD Rom:

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Introduction

When teaching the child with specific learning difficulties (SpLD), it is important to remember what makes them different from other children. Many of the exercises in this resource will help most children, but it is the manner in which they are used that is important. Remember that it is curriculum differentiation – by task and by outcome - that will give the greatest opportunities to individuals with SpLD and help them to perform to the best of their ability. Differentiation by task means setting different activities for some children, while differentiation by outcome means setting the same task for all, but with different expectations/requirements. For example you may choose to accept work in different forms (bullet points, mind maps etc) or you may only mark certain spellings, rather than all errors.

This section deals with the principles of constructing and understanding written prose. Understanding individual words is only part of the process; just because a child can read all the words does not mean they can make sense of it. In the same way, being able to spell words does not mean the child can construct a sentence correctly.

One of the greatest difficulties for the child with SpLD is not that they fail to see a single pattern, but that they see too many patterns and cannot decide which one to use. The role of the teacher is to help them see the most important one, and guide them through the process.

Although these exercises will help all children, the exercises on the following pages are particularly useful for children with SpLD. In particular, these techniques will help them appreciate, practise and remember the principles which are often implicitly learnt by other children.

The guiding principles are:

Overlearning

Constant review opportunities to check retention of skills/information Small, clearly structured steps

Multisensory, using as many different approaches as necessary.

The principal parts in this section are:

Basic structure

Parts of the sentence

Rules

Tenses

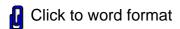
Punctuation

Children with SpLD frequently miss out on the foundations of what is required, and therefore never have a base on which to build. The worksheets in this section will concentrate on the foundations which will provide a basis for building a wider understanding, and extending their knowledge base.

Basic structure

English has certain rules which are fairly clear and easy to understand. It is therefore a good idea to teach children the basic structure of English. This will help both comprehension and writing skills. Knowing about the basic structure means they should be able to put ideas into the right order, and provide meaningful sentences. In reading they will start to relate words to each other, rather than seeing them as a string of independent words. In exercises like dictation, they will begin to use more sophisticated linguistic guessing games to work out the components they missed.

Remember that the key to successful teaching is to establish what these children already know, and build on that. This means great care has to be taken in assessing what knowledge they already have. Whilst many children acquire new knowledge and skills with ease, children with SpLD may fail at the lowest level, and frequently it is important to go right back to basics.



Grammar and comprehension

Sentence construction

Many sentences, particularly those used in the early stages of literacy acquisition, have a simple structure. Put in terms the child may understand, many sentences may be seen as

Who? or what?

Is doing what?

To whom/ with what/ where/ when/ how?

An understanding of this basic structure will make it easier to understand what they are reading, and what they are trying to write. Here is a simple exercise to practise this structure. Cut out the words, and ask the child to separate out the action words (the verbs). Then they can arrange them into sentences which make sense. Point out that each sentence will start with a capital letter, so they have some clues. Ask the child to say what each sentence means. For fun, you could ask them to make silly sentences. Eg "Tom swam along the road."

The ball	to the shop	walked
sat	the cat	the car
hit	swam	in the river
Tom	bounced	along the road
chased	goes	over the fence
stopped	The dog	A policeman
The man	The fish	the girl
The boy	The car	on the chair

Understanding the sentence

The child does not need to know the correct terms for each part of the sentence, but an understanding of them and how they are used can help improve comprehension and writing skills.

Nouns Things, persons or places

Verbs Action words
Adjectives Describing words

Articles 'A' or 'the'

Pronouns Words that replace nouns

Adverbs Words that describe action words

Prepositions Position words
Conjunctions Joining words

Try the following activities to help reinforce these.

1. Building sentences

This is an oral activity. Provide a starting point, and then ask for more words.

Example:

"Yesterday I" Now ask for an action word.

"Yesterday I went to" Now ask for a thing.

"Yesterday I went to Lantau to" Now ask for another verb.

"Yesterday I went to Lantau to walk." etc.

2. Questions

This activity is about making the child think about the construction of the sentence.

Who is the sentence about? – "The man."

What is the man doing? - "The man is walking."

Describe how the man is walking. - "The man is walking slowly."

Where is the man walking slowly? – "The man is walking slowly down the street."

Why is the man walking slowly down the street? – "The man is walking slowly down the street to catch a bus."

Remember that if this is a group activity, you can make this activity easy for the child with specific learning difficulties by priming them, or only asking them questions when you know they know the answer.

Understanding the sentence – Nouns

Children will often learn words or text without knowing what they mean. This activity helps to develop a deeper understanding of words and how they are used. It uses words listed in the vocabulary section, and allows the child to explore their environment and expand their vocabulary for their specific needs.

Activities

Many of these activities could be written activities as well as oral activities.

- 1. Name as many things as you can around the classroom.
- 2. Think of a thing beginning with each letter of the alphabet.
- 3. Choose a category, such as animals or transport, and ask the children to name as many things in that category as possible.
- 4. Arrange groups of children to play "I went to market". This involves starting with a single noun and adding more items to the list. This becomes a naming task and a test of auditory short term memory. Example: "I went to market and bought a banana." "I went to market and bought a banana and a chair." "I went to market and bought a banana, a chair and a dog."
- 5. Make word chains, where the last letter of one word becomes the first letter of the next. For example: apple, elephant, tap, pin, nut. Some children with greater difficulties could be allowed to repeat previously used words, whilst others may have to find a new word.
- 6. Play the alphabet sequence game using proper nouns, that is the names of people and places. There is no reason why you should start at the letter 'A' every time. For example: Kowloon, Lantau, Manchester, New York, Oliver. Make sure they realise that proper names always start with a capital letter.
- 7. Try to find an abstract noun for each of the letters of the alphabet. You may explain abstract nouns as things you cannot hold in your hand, such as love, hate, happiness, sadness, hunger, thirst, pleasure and pain.

Understanding the sentence – Verbs

The following activities are designed to help children understand the role of the verb and to make better use of them.

Find the verb

In each of these sentences, put a circle around the verb.

The dog chased the cat.

The boy walked quickly.

The teacher read the book.

He went home to bed.

Add the verb

Insert the appropriate word in each of the following sentences.

He his car. walks, drives, sings The lion fast. reads, runs, throws

My tea hot. is, drinks, sit
Fish slowly see, walk, swim

Remember that each activity should concentrate on one thing only, particularly for children with SpLD. Note that this exercise is about verbs, and not about getting the right form of the verb (eg ran/runs, is/are). That can be a separate exercise.

Replace the verb – what else could they do?

Many children will use the first word that comes into their head, making the activities simple. However, with a bigger vocabulary, they may be more adventurous. Here are a few sentences where the verb could be replaced by other verbs. This will help develop the verb store.

The boy ran to school. walked, cycled, hopped

The bird sits on the branch. sings, sleeps
I like my brother. hate, hit, feed
Tigers run quickly. eat, walk, drink

List all the verbs you have done today

All the child has to do is write down (or say aloud) what they have done today, such as sit, stand, swim, write, read, eat, drink etc. More able children can write short sentences around these words.

Understanding the sentence – Adjectives

Using adjectives can make a story more colourful, as well as allowing the child to make the story longer. It allows the writer to tell the reader exactly what sort of things they are talking about. You may like to remind the child that reading and writing are about communicating ideas from the person who does the writing to the person who does the reading. Only by using the right words to describe each part will the reader understand what the writer is trying to convey.

Character of ar	n object can	be conveyed	d by using	the following	categories:

	, , , , ,
Size	big, small, long, tall, as big as an elephant
Shape	square, round, thin, crumpled
Smell	horrible, sweet, fresh, sour
Texture	rough, smooth, crunchy, silky
Taste	sweet, bitter, smooth, yucky

Colour red, green, sky blue, black as the night

Encourage the use of comparatives, such as big as an elephant, and as black as the night.

Here are some sentences with blanks for adjectives. Fill in an appropriate word.

The house was
Chocolate is and
His trousers were and
The sea was a
The colour of the lion was
The food tasted like
The singer's hair was and
Her eyes were blue like

Understanding the sentence – Adjectives 2

This activity has two parts. Firstly, read (or let the child read) the brief description below. Then they must draw the monster. Afterwards they can draw their own monster, and then write the words to describe it.

Suddenly in front of me was a huge monster. It had two huge eyes, one on either side of its head, and a third one in the middle. It had long thin ears on the top of its head, which were green on the outside and red in the middle. Its nose was a strange shape. Its mouth was round, and the white pointed teeth had bright red blood on them. Its body was green and rough like wood. It was waving its six hairy arms as it walked on its four short, fat legs; and it was coming towards me!

The Monster					

Understanding the sentence – Pronouns

Pronouns are used instead of nouns. There are many ways they may be used, and here are some exercises based on the most common ones.

Pronouns can be used to replace nouns, so you do not keep repeating the same word.

Here is an example of a personal pronoun being used:

John likes to swim. John swims every day.

This can be replaced by:

John likes to swim. He swims every day.

For the person or thing that is doing the action (the subject) the pronouns are: I, you (singular), he, she, it, we, you (plural), they.

Example

The book sat on the table. It was closed.

But when the person or thing is the one receiving the action (the object) the pronouns are: me, you (singular), him, her, it, us, you (plural), them.

Example

John was given rice for dinner. *He* ate *it*. The girls looked at Michael. *They* liked *him*.

Possessive pronouns indicate what belongs to whom. For example:

The book belongs to John. It is his. I thought it was mine. It is not hers.

Discuss the relationship between the parts of the sentence clearly, and how, and then try this exercise. You can also do this as an oral exercise.

Exercise

Understanding the sentence – Articles

There are two kinds of a	article: definite (the) and indefinite (a, an).
The boy played with h	ed when referring to a specific noun, for example: is friends. eating their ice creams.
However, when referring article is omitted, eg: Children enjoy eating	to a noun generally, rather than specifically, the ice cream.
The indefinite article is use. He heard <u>a</u> dog bark is	sed to refer to a single, general noun, eg: n the night.
If the next word (noun or eg: an elephant an orange an open door	adjective) starts with a vowel, "a" becomes "an",
Have the child practise w "a" or "an" in front of each	hich indefinite article to use by writing or saying noun:
boy	girl
apple	cup
egg	chair
and in front of each adject	etive:
new toy	old man
red pen	orange drink
interesting story	
• .	the correct article, try giving some text with the the child to fill in the blanks.
Today he would be going	as happy when he remembered it was Saturday. to football match with his friends. Later they re going to cinema boy liked to have

.... ice cream at cinema.

Understanding the sentence – Adverbs

Adverbs describe, or add information, to verbs in a number of different ways, including:

how -

She ran quickly.

He walked slowly.

They played quietly.

where -

His friends live near.

The cat wandered away.

when -

They arrived late.

He caught the bus early.

Give simple sentences containing an adverb and ask the child to identify the adverb in each sentence. Note that adverbs usually follow the verb.

The teacher spoke clearly.

The children ran away.

The bus stopped suddenly.

They arrived late.

Try some more complicated sentences which contain an object. Note that the adverb usually comes after the object:

The grandmother opened the door slowly.

She welcomed her visitor politely.

He drank his tea quickly.

Give a list of adverbs and have the students make up a sentence using each one:

quickly, near, soon, slowly, far, early, often, pretty, gently

Understanding the sentence – Prepositions

A preposition shows the position of a noun, eg:

The shoe is under the bed.

The girl stood behind her brother.

or refers to time:

The boy arrived before his friend.

They left at two o'clock.

Some exercises to recognise and understand the use of prepositions:

Give sentences containing a preposition and ask the child to identify the preposition in each sentence. Use pictures or role play to reinforce the concepts.

The shoe is under the bed.

The girl stood behind her brother.

The boy arrived before his friend.

They left at two o'clock.

Give a list of prepositions and have the child make up a sentence using each one:

under, over, below, above, at, in, on, through

Understanding the sentence – Conjunctions

Conjunctions are used to join two parts of a sentence together; this could be:

two words, eg. rice or fish two phrases, eg. bright lights and tall buildings or even two sentences, eg. Jane was tired so she went to bed.

Common conjunctions are: and, or, but, so, yet, nor.

To build an understanding of how to use conjunctions, give pairs of simple sentences and ask the child to join the sentences together, eg:

Jenny likes rice. She ate all her dinner.

The children went to the zoo. They didn't see the lions.

The bus broke down. The children were late for school.

The clown was funny. He made everyone laugh.

The man found his tie. He could not find his jacket.

Another exercise is to get the child to decide which conjunction to use, eg:

The flowers were beautiful (and, so, but) they smelled lovely. It was John¹s birthday (and, so, but) he had a party.

More advanced students may be introduced to subordinating conjunctions, which join a simple sentence with further information, eg.

The children were late for school because the bus broke down.

Examples of subordinating conjunctions are: because, although, however, unless, when, where, if.

The following exercise can be given to practise using subordinating conjunctions:

Give a sentence and ask the child to insert the conjunction:

Keep writing I tell you to stop.

The children sang a song they were waiting.

They were allowed to stay up for the party it was late.

Colour coding parts of the sentence

Colour coding can be used to help the child to understand the parts of a sentence. Here is a suggested colour coding scheme:

Nouns Blue car, horse, trousers, girl
Verbs Red run, walk, sit, jump
Adjectives Green hot, windy, wet, blue

Articles Light blue a, the

Pronouns Orange he, she, you, it

Adverbs Pink quickly, softly, quietly

Prepositions Purple at, in, on, with Conjunctions Brown and, but, or

Do not try to do too many tasks at one time, remembering to progress in small steps in line with what the child can manage.

Give as many clues as are necessary, and do not forget to discuss the relationships between words. For example, how the pronoun replaces the noun, and its link to the verb. Also that adjectives are the words used to describe nouns, and that the adverbs describe verbs.

Colour coding passages

With the passage below, you may like to start by asking the child only to mark the verbs (in red). A separate exercise may be to mark the adjectives. Later you could introduce two or more parts in one piece of text. You can use any simple piece of text for this exercise. If this task appears too difficult, try simple sentences, such as "The house is big"; "He is my brother".

The story of Jack and Jill

Jack and Jill walked up the hill quickly. Jack carried a bucket. He wore a brown shirt and blue trousers. Jill wore a red dress. The sun shone brightly. It was warm. At the top of the hill was a well full of water. They wanted to get some water. But Jack fell over. He rolled down the hill. He hit his head on a large rock. Jill fell over and rolled down the hill too. At the bottom they got up and ran home quickly. At home their mother put bandages on their heads. They went to bed.

Phonics and spelling

How to use the CD ROM Just click on the hyperlink below to go straight to the page you want.

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Consonant Blends

Phoneme discrimination

Homophones

The Four Rules of Spelling

Identifying syllables - clapping the rhythm

Rhyming Games

The take away game (phoneme deletion)

Rhyming words

Rhyming test

Jumbled jungle

Introduction

This section on phonics and spelling is about ability to distinguish one sound from another, to separate words into sounds and to put sounds together to make words. It is also about how to transfer those sounds into a written form.

To teach all of these aspects fully would take a long time. Therefore the purpose of this section is to provide some basic principles, some ideas for activities, and the foundation skills upon which others may be built.

Used in conjunction with the other skills taught in this pack, it should be possible for most children, including those with specific learning difficulties, to start to develop literacy skills which allow them to communicate in English.

The activities provided here have been devised using a limited vocabulary. This takes into consideration the often restricted vocabulary commonly found in children in Hong Kong, who are learning English as a second language. However, by incorporating a careful selection of words and activities, it is possible to find fun learning activities which the child can build upon.

This section concentrates on the following principal issues:

- a) Developing the skills to distinguish sounds.
- b) Breaking the words down into smaller units.
- c) Building the relationship between sounds and letters.
- d) Knowing there are ways to help with spelling.
- e) Knowing that there are some simple rules, but also that there are many exceptions.

Checklist of basic sounds

Many children find it difficult to see the patterns in sounds, especially when the letter combinations make some letter sounds indistinct. However, until they have a firm understanding of the letter to sound and the sound to letter correspondence, they will not be able to advance to the more difficult skills. Here are some activities to help build that sound-letter relationship.

- 1. In the Alphabet section, use the "Alphabet Assessment" worksheet to check the child's knowledge of letter sounds.
- 2. In the Vocabulary section there is a set of pictures. Make cards with the picture on one side and the letter on the other. Show them the picture, and ask them to name the first sound. Also, show them the letter, and ask them to name as many words as they can that start with that letter sound.
- 3. Choose letter sounds at random, and get the child to identify the letters as quickly as possible in a passage. This activity could also be done in pairs in the classroom.
- 4. Play "I Spy", where the child is given the first letter sound of a visible object, and the child has to name that object. This also helps build vocabulary. Example: "I spy with my little eye something beginning with 'w" window.

Consonant blends

Once the single letter sounds are firmly established, try to move onto the blends. Here are the most common ones. Play the same games as used with single letters (see checklist of basic sounds). Be aware that sometimes the sounds of the letter blends will change, such as with 'th' and 'wh'. If using them in a classroom setting, you can choose the easy ones for those with specific learning difficulties (eg bl- and sh-) and the more difficult ones (eg sph- and squ-) for those with more advanced skills.

Double consonant blends	Examples
bl	blue, able
br	brick,
ch	church
-ck	pick
cl	cloud
cr	crack
-ct	act
dr	draw
dw	dwell
fl	flow
fr	front
-ft	lift
gl	glow
gr	grow
-mp	damp
-nd	band
-ng	sing
-nk	sink
-nt	mint
ph	photo
pl	plan
pr	price
sc	score

Double consonant blends	Examples
sh	ship
sk	skin
sm	smell
sn	snake
sp	spade
st	stairs
SW	sweep
th	that, thin
tr	train
tw	twig
wh	what, who
Triple blends	Examples
	=xap.00
-nch	branch
-nch sch	•
	branch
sch	branch school
sch scr	branch school scrap
sch scr shr	branch school scrap shrug
sch scr shr sph	branch school scrap shrug sphere
sch scr shr sph spl	branch school scrap shrug sphere splash
sch scr shr sph spl spr	branch school scrap shrug sphere splash spring

Phoneme discrimination

A phoneme is the smallest unit of sound that can affect meaning (within a word). There are 26 letters, but 44 phonemes.

Some children find it easy to distinguish between sounds when presented as separate sounds, but more difficult when they are within words. Only with practice will they be able to master these skills. The easiest way to do this is to find pairs of words which start off very dissimilar, and then which become more difficult to distinguish. Try to find words that are different in the beginning, middle and end of the word. Remember that the task is about sound, and not about spelling, so this means the child can give an oral response.

You can try different versions of these tasks.

- 1) The simplest task is to say two words and ask if they are the same. Say some simple ones just to explain the task, so that everybody can get some right.
- 2) A more difficult version is to ask the child to identify which part of the word is different, and to name the sounds that are different.
- 3) Another form of this is to tell them the meaning of the word.

Example	9		
Ca	at	pig	This helps the child understand the principle. The two words are very different in their sound.
Ca	at	cap	Now the child has to distinguish between 't' and 'p' at the end of the word.
Ca	ap	cup	The difference is in the vowel sound, which is in the middle of the word.
CI	ub	cup	This is a difficult word pair, as the difference in sounds is very small.
lip	0	rip	This is a particularly difficult word pair. Note that it is about sounds, and not spelling.

Although this is an auditory task, you may want to ask the child to write the answers on a piece of paper. Then you will have a record of their abilities. Try setting 50 word pairs, of which fifteen are the same and the rest are different. When marking the papers, look for patterns of errors, such as always confusing the same letters, having problems with middle vowels etc.

Homophones

Homophones are words that sound the same, but have different spellings and meaning. Each of the word pairs shown below should be pronounced the same.

ate eight eye be bee blew blue cell sell find fined flower flour for four hear here know no meet meat nose knows hours ours sun son to two whole hole won one wood would

Some activities include:

- 1) Provide sentences which contain the words and suggest their meanings, and ask if they are pronounced the same. Also use word pairs that are similar, but different, such as 'ship' and 'sheep', and 'top' and 'stop'.
- 2) Ask for suggestions as to how to remember which is which. For example the spelling of "wood" for a part of a tree could be drawn as a 'w' and the ends of three sticks (two 'o's and a 'd'). The 'u' in SUN could be remembered as the SUN is Up in the middle of the day. You can also draw the child's attention to the difference in the shapes of the words in the word pairs.
- 3) Try saying one of the words and its meaning, and ask for the meaning of another word that sounds exactly the same.

The Four Rules of Spelling

Below is The Four Rules of Spelling strategy devised by Neil Mackay, which works for around 80% of English words. By learning these few rules many words can be spelt.

Rule 1

All words are made up of syllables (beats), each containing a vowel (aeiou)

Rule 2

Single vowels in syllables can only make two sounds. They either say their names - as in <u>a</u>ce, <u>e</u>mu, <u>i</u>ce, <u>o</u>pen, <u>u</u>se or their sounds as in <u>a</u>t, <u>e</u>gg, <u>i</u>n, <u>o</u>n, <u>u</u>gly

Rule 3

Vowels say their sounds in closed syllables - syllables with a consonant after the vowel e.g. cat, ink, sock, umbrella

Rule 4

Vowels say their names in open syllables - syllables with a vowel on its own or ending in a vowel e.g. o/pen, ra/zor

Teaching the Four Rules

Successful application of the Four Rules implies the following knowledge and skills:

- Knowledge of vowel names and sounds
- Knowledge of the principles of open and closed syllables
- Segmentation/chunking skills

The process is best taught in a multi-sensory way, using letter tiles. In the early stages, choose phonically regular words. Focus on vowel sounds in "closed" syllables. Practise segmentation. Words like 'hospital' or 'fragment' are easily broken down into their constituent syllables – hos/pit/al, frag/ment - and rebuilt using the letter tiles.

Once the concept of closed syllables is firm, it is appropriate to move onto open syllables, in which vowels say their names. Asking learners to discuss the structure of words like 'o/pen' or 'u/nit' is a valuable exercise in understanding, and the use of letter tiles serves to reinforce the way the sound of the syllable changes. This will almost inevitably lead to discussions about other phonic conventions, especially "silent e."

The two principles of open and closed syllables now allow the learner to encode a significant number of complex words. In the early stages it is helpful to give the learner the appropriate letters to make a complex word and also to give certain clues. For example spelling the word "computer" can be supported by the following advice:

- "This is a three syllable word with one open syllable"
- "The 'ter' sound at the end rhymes with her"
- "It has eight letters"

This sort of advice sets the learner up to succeed, without trivialising the task, and can be reduced in detail as competence develops.

Supplementary strategies:

- Does it look right?
- Is it using familiar letter combinations?

When asked for a spelling try:

- Say, "You have a go and I'll help." Never say, "Look it up in a dictionary."
- Give words that rhyme light/right/tight
- Help break the word down into syllables, and then use similar words to spell each syllable.

Identifying syllables - clapping the rhythm

Syllables are the beats in a word. Words are like music, and the beats can be clapped or tapped, and counted. Once you have broken the words down into syllables, spelling becomes much easier, as all you have to do is spell the syllables.

Try starting with common words and work with the child to let them get used to the idea of clapping the beats. Example

Jan-u-ar-y

Feb-ru-ar-y

March

A-pril

May

June

Ju-ly

Au-gust

Sep-tem-ber

Oc-to-ber

No-vem-ber

De-cem-ber

Once they have been part of shared activities, let them try the activity themselves. There are several activities.

- 1. Write up words on the board, and ask them to say the word and write down the number of syllables.
- 2. Using words written on the board, ask the child to copy down the words, marking the syllable divisions.

Examples of words you can use with these children for syllable counting:

animal taking
elephant panda
Saturday drinking
twenty noodle
chicken Monday
football potato

Rhyming Games

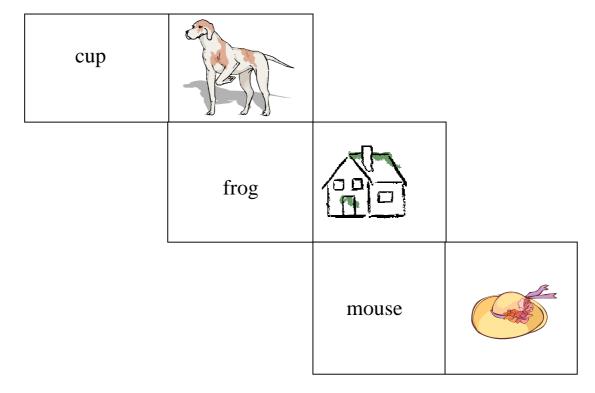
Make a set of cards which have rhyming words on them on one side. Lay them down on the table face down, and ask the child to pick a pair of rhyming words.

Another version of this is to use pictures, and the child has to be able to identify when they match. This becomes more difficult than the first task, since they have to know the name of the objects. Ask them to say the words out loud, and identify the rhyme units.

To make this game more competitive, try making a pack of cards and playing Snap. The cards could be a mixture of words and pictures. Children can play this game in pairs or in small groups.

The "I spy" game can be adapted to use with rhymes. For example, "I spy with my little eye something that rhymes with "where". In the classroom this could be 'chair' or 'hair', for example.

Rhyming dominoes can be an activity for a group of children, not only to play but to make. Provide the basic template (a rectangle divided into two squares) into which on one end the children have to draw a picture, and on the other side of the square there should be a word. When a set of (say 20) dominoes have been constructed, they can play the game, with each word or picture being matched to a rhyming word, or a rhyming picture.

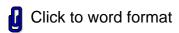


The take away game (phoneme deletion)

Ask the child to remove the first phoneme from a word, and say what remains. So if you say 'clap', they have to respond "lap".

Here are some other words to try, but remember these are for sounds, and not for spelling.

cat (at)
sit (it)
snow (no)
ground (round)
plate (late)
flight (light)
chair (air)
door (or)
bread (read)
flow (low)

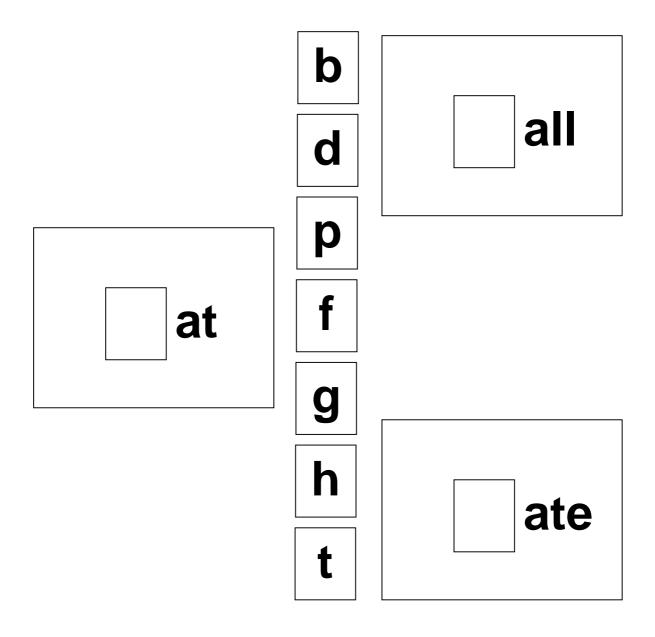


Phonics and spelling

Rhyming words

Games that teach rhyming skills can be fun, and can be used with more than one child. Try this game, where the children have to cut out the rectangles. Then they must try to put the letters in the boxes by the word ending, and see if they recognise the word. For example, 'b' in front of '-all' becomes 'ball'.

One variation of this game is to use the first letters, and try to match the endings to make words. This becomes an alliteration rather than a rhyme task. For example, "b-all", "b-at".



Rhyming test

Every child should be able to tell when words rhyme, as this will provide a first clue as to the spelling. Try the following task, which can be used with one child, or the whole class, but remind them this is about listening and not about spelling.

Difficulty with this task may help identify areas which need attention. Just a few examples are given here. Add ones which you think are appropriate. Note that the non-rhyming words should include difficult and easy examples.

Test examples

- 1. cap tap
- 2. big dig
- 3. pill pit
- 4. sat mat
- 5. wall war
- 6. now how
- 7. bright night
- 8. wood should
- 9. cake cape
- 10. bird heard

Jumbled jungle

Below are a lot of animals, and with them there are a series of small tasks using more than one sense. This task ensures that the child really understands the concept of syllables, from the basic rhythm within words, to the physical breaks within the written word.

- 1. Read the word, and tap the syllables.
- 2. Cut out the whole words.
- 3. Mark the syllables with a line.
- 4. Cut the words into syllables.
- 5. Mix up the syllables, and try to put them back together again.

elephant
lion
lion
zebra
Zebia
giraffe
9
eagle
snake
oroodilo
crocodile
gorilla
butterfly
antelope

Vocabulary

How to use the CD ROM

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Introduction

In order for the child to advance their literacy skills it is necessary to have at least a small selection of key words on which to build. These can become the foundation for more advanced skills. Therefore the starting point for any teaching programme for children with specific learning difficulties must be the development of vocabulary.

However, vocabulary should not be seen as a selection of words that are chosen at random as the need arises. By using a structured approach, where words are given a context, the child will maximise the learning. In this resource, which is provided as a starting point to stimulate ideas, a series of exercises is provided. Also, wherever possible, templates have been provided which may be used to develop further worksheets.

These worksheets have been set out in a basic, easy to use format, which will help the child learn. However, remember that multisensory approaches, that is using reinforcement in the form of sounds and pictures, should always be used, and that whilst some of the worksheets may be completed without additional assistance, in most instances the child will be more certain of learning the material if the exercise is discussed with them, and if they expand the exercise. Thus by generating more examples, including those made by the child, they will learn more effectively. By encouraging the child to use colours and add to the drawings, a greater understanding of the content will be ensured. That is, by personalising each page, the child will have a greater chance of remembering the lesson content.

Example: There is a page dedicated to learning parts of the body, and some games to help remember the words. Also ask the child to colour in the pictures, to make sentences with the words, and to point to the parts of the body.

Body parts and clothing

Below is a picture of a boy and a list of words. There are several exercises you can do with this worksheet. These include:

- 1. Read the words to the child, and then ask the child to read the words back to you.
- 2. Ask the child to draw a line from the written word to the appropriate part of the picture.
- 3. For clothing, ask the child to colour one piece of clothing, and colour the word box the same colour. If necessary, bring some extra items for further illustration and discussion.
- 4. Have the child say the words, and point to their own parts of the body or clothing.
- 5. Play "Simon Says", where you give an instance which the child has to follow the instruction, such as "Touch your left leg with your right hand."

head		shirt
face		trousers
arm		shoes
hand	A TOWN	socks
leg		headband
foot		сар

Clothing

Below is a picture of a girl and a list of words. Like the exercise with the boy, there are several lessons that can be used here. These include:

- 1. Read the words to the child. Then ask the child to read the words to you.
- 2. Ask the child to draw a line from the written word to the appropriate part of the picture.
- 3. For clothing, ask the child to colour one piece of clothing, and colour the word box the same colour.

You will also find some additional boxes so you can add extra words.

scarf	
sweatshirt	
]
skirt	
trainers	
socks	
hair	

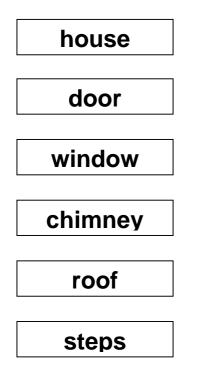


The house

When using pictures, try to make them exciting to the learner, or let the learner make them exciting. This picture of a house is used to learn parts of building. But you could also help the child learn other words which could be used in making exciting stories, such as trees, flowers, fence and curtains. Remember, they will not write the story unless they have the vocabulary. Activities include:

- 1. Read the words to the child, and then ask the child to read the words back to you.
- 2. Ask them to draw a line from the written word to the appropriate part of the picture.
- 3. Colour parts of the picture, and add extra items such as people and pets, as well as those suggested above.
- 4. Encourage them to use simple sentences to describe the scene, such as "The tree was behind the house" and "The dog was at the window."
- 5. Where possible, relate the words to the classroom, such as getting the child to point out the door and windows.

Children with more advanced skills could use this as the basis for a free writing exercise.

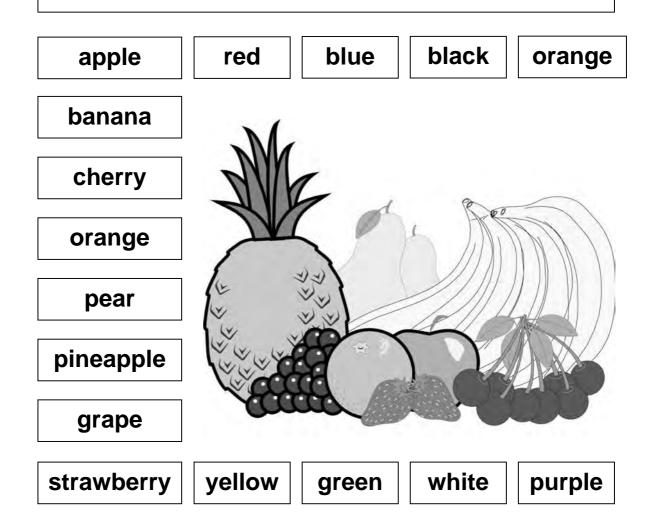




Fruit and colours

Names of fruit are important words to learn, and learning them also offers an opportunity to use colour as part of a multisensory approach because fruits are so colourful. Activities include:

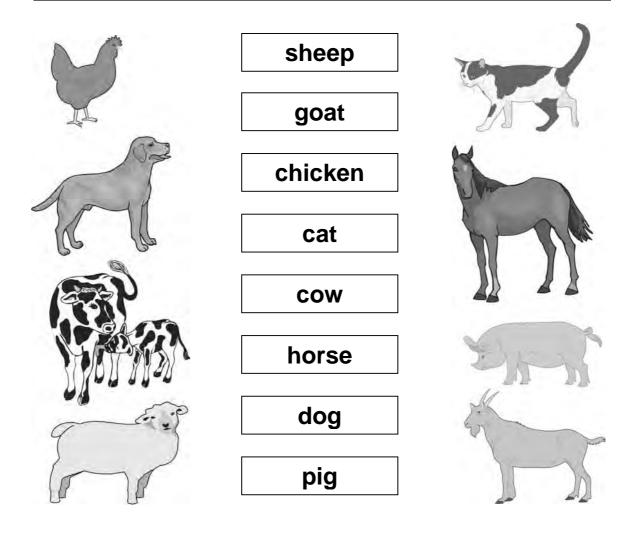
- 1. Read the words to the child. Then ask the child to read the words to you.
- 2. Ask them to draw a line from the written word to the appropriate part of the picture.
- 3. If real fruits are available, have the child put the labels on the fruit, and say the names of the fruits.
- 4. Cut out the words and match the fruit to the colours, and the colours to the fruits.
- 5. Make simple sentences which use describing words to match the fruit. For example, "This banana is yellow."



Domestic animals

Here are some common animals to be found in many stories. Activities include:

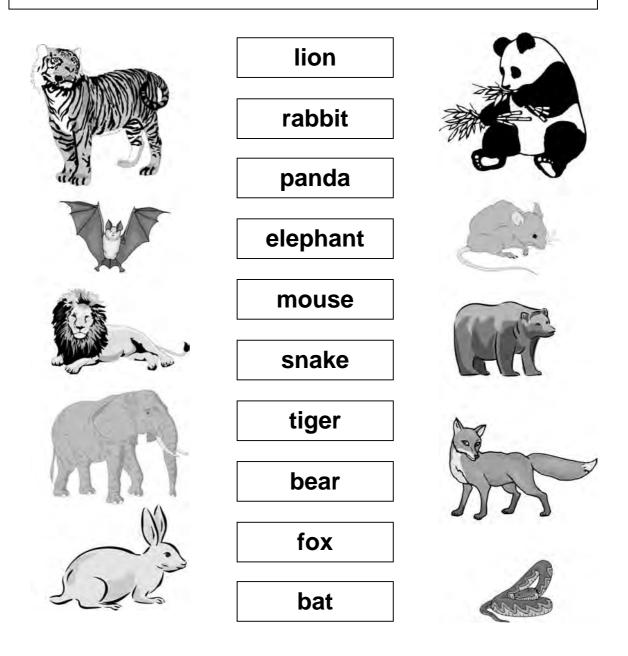
- 1. Read the words to the child, and then ask the child to read the words to you.
- 2. Ask them to draw a line from the written word to the appropriate picture.
- 3. Ask them to describe the animal using simple language, such as 'a cat has four legs, one head, one tail' etc.
- 4. Have the child cut out the word boxes, and then cut around the animal pictures. The child must then match the word to the picture. You could also try sticking the words and pictures to cards, put them face down, and the child has to pick up a card, and try to pick up its pair. If they fail, then both cards are put face down again. (See Card Games for a fuller explanation.)



Wild animals

Below are just some of the animals which can be included in stories. Encourage the child to think of others, but be careful to avoid the ones with difficult spellings unless they are for a specific interest. Activities may include:

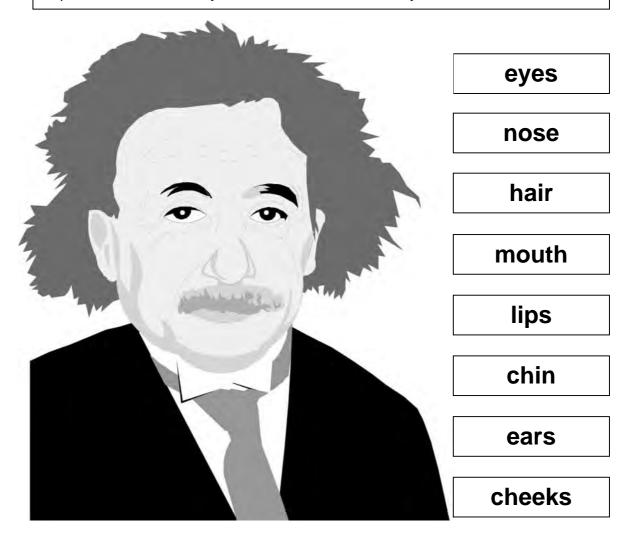
- 1. Read the words to the child, and then ask the child to read the words to you.
- 2. Ask them to draw a line from the written word to the appropriate picture.
- 3. Make flash cards, with the picture on one side, and the word on the other. Show the word, and ask them to describe the animal on the back of the card.



The face

The picture used here is that of Albert Einstein, a very famous scientist. He is chosen because he did not learn to read until he was nine. It is said that he had specific learning difficulties. But that did not stop him showing his strengths in other areas. There are many activities you can try, including:

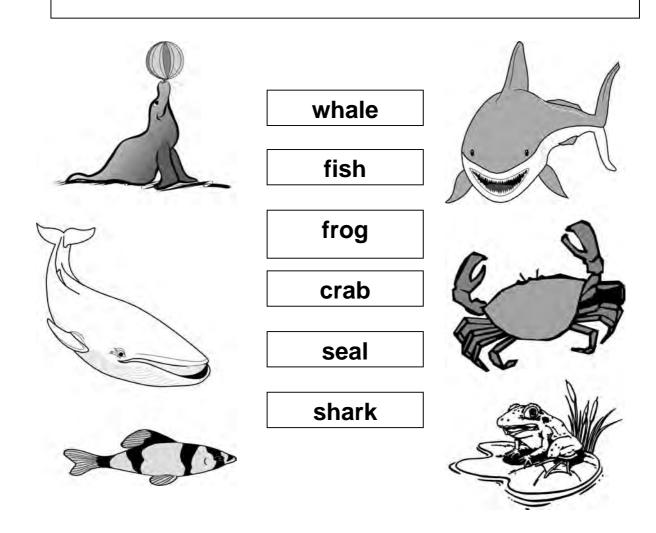
- 1. Read the words to the child, and then ask them to read the words to you.
- 2. Ask them to draw a line from the written word to the appropriate part of the picture.
- 3. Say one of the words, and get the child to touch that part of their face. Make the task quicker and quicker. Then reverse roles and have them say the word while you touch your face. Make mistakes for them to spot.
- 4. Depending on the ability of the child, you may wish to develop more sophisticated vocabulary, such as moustache and eyebrow.



Animals in the water

Below are some animals to be found in water. These are common words to be found in children's stories, which will be useful when children try to tell their own stories. Activities could include:

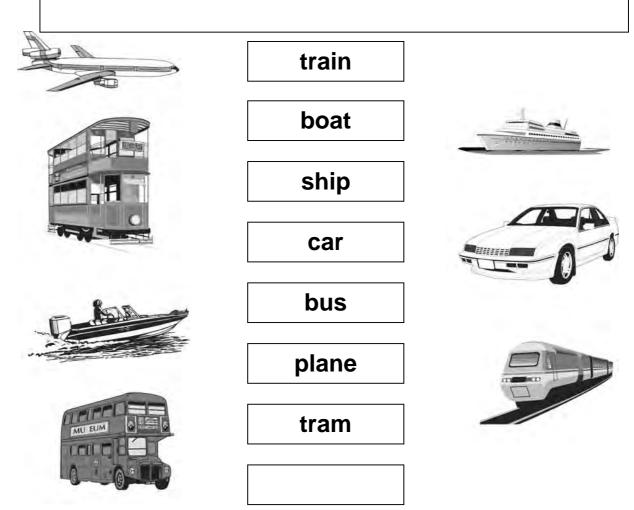
- 1. Read the words to the child, and then ask the child to read the words to you.
- 2. Ask them to draw a line from the written word to the appropriate picture.
- 3. Get them to draw a picture with two or more of the creatures shown. Use it as a discussion point to bring in other common words that you may find in this context, and try activities such as noting that sand, sea, salt and swim all start with the same sound.
- 4. Explore ways to discuss these, such as which you can eat, and where you can see these creatures.



Transport

Transport is part of our everyday lives, and development of the vocabulary of movement allows the child to have the words to move people around in their stories. Activities may include:

- 1. Read the words to the child, and then ask the child to read the words to you.
- 2. Ask them to draw a line from the written word to the appropriate picture.
- 3. Talk about other forms of transport, such as ferry, mini-bus and MTR, and get them to draw pictures to illustrate each type.
- 4. When out of school, ask them to look around and identify different types of transport.
- 5. Find magazines with transport pictures, and ask the child to find five pictures of each of the eight categories below. Stick the pictures to pieces of card to make playing cards. Then play 'Snap', where each player has to say out loud the category as they put the cards down.



Family

It is important to understand the family members, and their relationship to each other. For example, the girl can be described not only as a girl, but also the daughter of her parents, and the sister of her brother. Activities may include:

- 1. Read the words to the child, and then ask the child to read the words to you.
- 2. Ask them to draw a line from the word to the appropriate part of the picture.
- 3. For more complex relationships, such as uncle and aunt, ask them to make a family tree of their own family, or have them invent a family with famous characters.



mother

father

man

woman

boy

girl

sister

brother

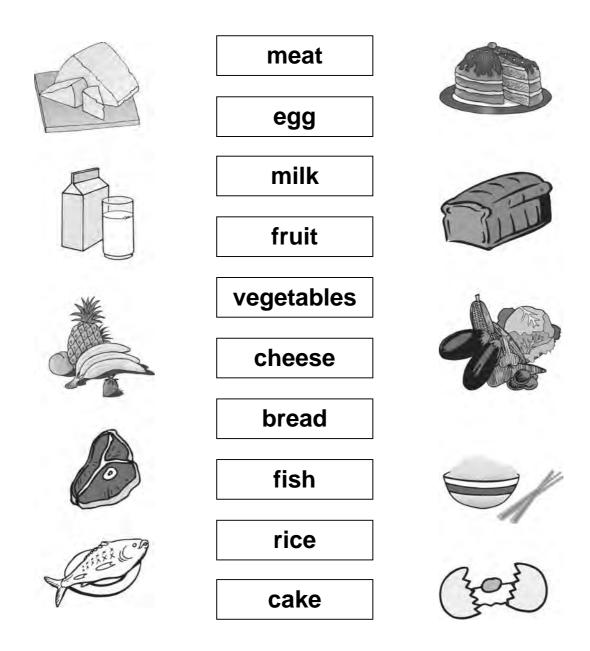
daughter

son

Food

Below are just some of the foods which can be used in conversations about, for example, what the child had for dinner. Activities may include:

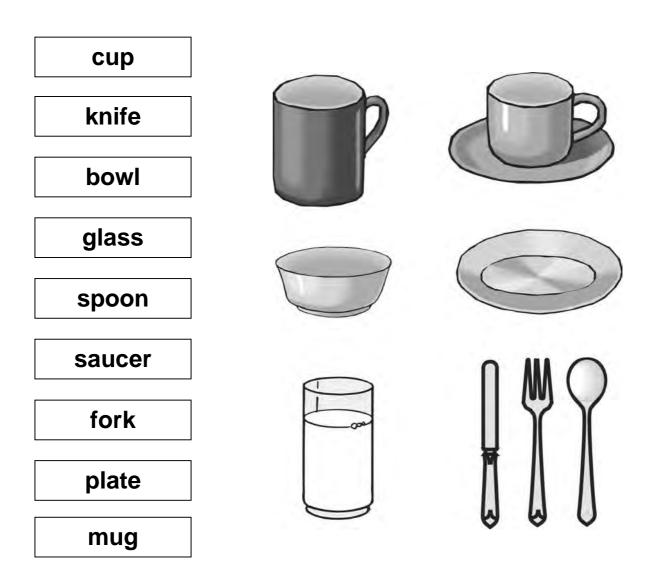
- 1. Read the words to the child, and then ask the child to read the words to you.
- 2. Ask them to draw a line from the word to the appropriate picture.
- 3. Make flash cards, with the picture on one side, and the word on the other. Show the word, and ask the child to describe the food on the back of the card.
- 4. Get them to think of more food, eg noodles, then spell and draw them.

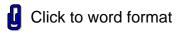


Utensils

Here are just a few of the household utensils a child may wish to use when telling a story. Try to use them creatively, such as asking how you would set a place for a guest coming to dinner. Talk about the difference between items, such as a cup and a mug. Here are a few activities:

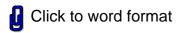
- 1. Read the words to the child, and then ask the child to read the words to you.
- 2. Ask them to draw a line from the written word to the appropriate picture.
- 3. Name an action, such as drinking coffee or cutting meat, and ask them to identify the utensils used.





Vocabulary

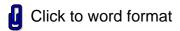
Drawing – adjectives and nouns				
Here are some nouns with a single describing word. Draw the picture in the box.				
a yellow banana	a red cup			
brown trousers	a blue car			
black shoes	a green frog			



Action words

Each box contains an action word. Discuss the word, and then the child has to write a sentence using the word, and then illustrate the sentence. This is a multisensory approach which helps reinforce the meaning of words.

run	walk
The boy runs fast.	
eat	drink
stand	sit



Vocabulary

Place words

Many children have difficulties with place words, such as up and down, in and out. Below are words carefully arranged in pairs. Having discussed the word pairs, and how they are used, ask the child to write a short sentence for each, eg "He walks up the hill", and then draw a picture which represents the sentence. Use the template to make more examples.

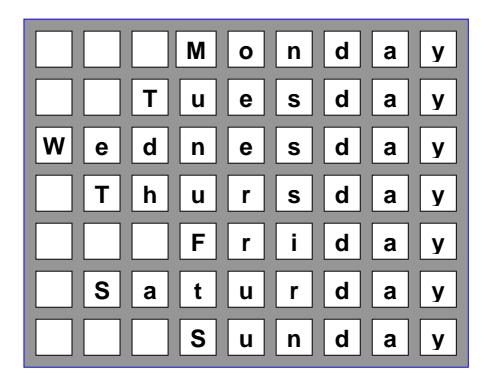
down
out
-
above

Days of the week

The grid below reminds the child that the days of the week always end in "day". You can also talk about other patterns, such as the weekend days start with an 's'. Perhaps you could suggest that the weekend is a time for sun, sand and sea, which start with the same letter as the names of the days at the weekend.

Use colour codes. For example, the child says that Monday is green. Fill in the grid with the word for Monday in green. To reinforce it, every time the child starts their work for the day, when they put the date, they should also write the day in appropriate colour.

As well as remembering the name of the day, the child should also learn the correct sequence. Try cutting up the grid into days, and on the back mark one activity that occurs on that day. For example, swimming on Wednesday.



Opposites

It is often easier to learn words if given in pairs or opposites. The following may be considered opposites, and can be used in many forms of games, including Snap, and Visual Matching games. Other activities include:

- 1. Read the words to the child, and then ask the child to read them to you.
- 2. Ask them to draw a line between opposites.
- 3. Try to use real objects in the classroom to illustrate how to use the words.

black	down
up	out
forward	from
to	go
in	backward
come	white
little	quiet
slow	big
full	dark
noisy	thin
fat	empty
light	fast

Cards for reminding

Here is a handy set of cards that you can cut out for the child to keep in their pencil case. Encourage the child to make some more helpful aids, such as using the other vocabulary exercises. Remember that the purpose is to help inspire creativity, without being limited by a lack of memory skills. Only with frequent use will they learn. These cards will give them the opportunity to use the words and to learn.

Days of the week

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Numbers

one two three four five six seven eight nine ten

Months

January
February
March
April
May
June
July
August
September
October
November
December

Time

second minute hour day week month year

Story plan

Title?
Where was it?
Who was in it?
What
happened?
How did it end?

Getting started

When ...
Last year ...
The first thing ...
A long time
ago...
It all began ...
There was a ...
Just as ...

The 'a' quiz

This quiz is based around the letter (and sound) 'a'. All the child has to do is work out the answer to each of the questions. Depending on the level of the child, they may be able to read the questions, or they may have to have the questions read to them. You can use the "Crosswords" template to make more examples, using a fibre tipped pen to fill in the unused squares.

A good follow up exercise is to ask the child to make some similar games, telling them that you want to have similar exercises for other children. Be sure they understand the exercise. *Make sure you discuss the sound of the letter 'a' in the last one, and what causes it to have a different sound.

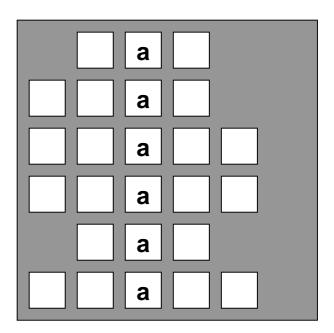
Δn	animal	taund	in the	hama
\neg ıı	allillai	IOUITU	11 11 11 12	, 1101116

A type of transport

A dark colour

The opposite of sit

You wear it on your head



^{*}You eat from this.

The 'e' quiz

This quiz is based around the letter (and sound) 'e'. All the child has to do is work out the answer to each of the questions. Depending on the level of the child, they may be able to read the questions, or they may have to have the questions read to them. You can use the "Crosswords" template to make more examples, using a fibre tipped pen to fill in the unused squares.

A good follow up exercise is to ask the child to make some similar games, telling them that you want to have similar exercises for other children. Be sure they understand the exercise. *Note that the first four words use a single letter 'e' to represent the vowel sound but the last two words use two letters.

You write with this	e
The colour of blood	e
Opposite of right	e
The number after 9	e
*A food made with flour	e
*It is on top of your neck	e

The 'i' quiz

This quiz is based around the letter (and sound) 'i'. All the child has to do is work out the answer to each of the questions. Depending on the level of the child, they may be able to read the questions, or they may have to have the questions read to them. You can use the "Crosswords" template to make more examples, using a fibre tipped pen to fill in the unused squares.

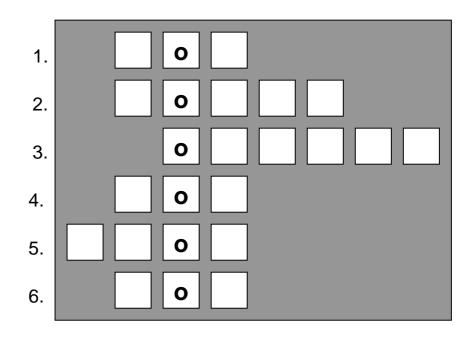
A good follow up exercise is to ask the child to make some similar games, telling them that you want to have similar exercises for other children. Be sure they understand the exercise. Note that sometimes there may be two answers, so always see if the child can provide an alternative. For those who may find this a little difficult, you could give additional clues such as writing in the first letter.

It swims in the sea	i
You can eat this bird	
At home you look out of this	
These are around your mouth	
You get meat from this animal	i i
Opposite of stand	i

The 'o' quiz

This quiz is based around the letter (and sound) 'o'. All the child has to do is work out the answer to each of the questions. Depending on the level of the child, they may be able to read the questions, or they may have to have the questions read to them. You can use the "Crosswords" template to make more examples, using a fibre tipped pen to fill in the unused squares.

A good follow up exercise is to ask the child to make some similar games, telling them that you want to have similar exercises for other children. Be sure they understand the exercise. For example, if this was only about letters, then the word 'foot' could be included. However, in this case, the exercise is to use the same sound in each word. Therefore even some simple words such as 'cow' would be excluded.



- 1. An animal found in the home
- 2. You wear them on your feet
- 3. A fruit

- 4. A wild animal, similar to a dog
- 5. An animal that likes to jump
- 6. Opposite of cold

The 'u' quiz

This quiz is based around the letter (and sound) 'u'. All the child has to do is work out the answer to each of the questions. Depending on the level of the child, they may be able to read the questions, or they may have to have the questions read to them. You can use the "Crosswords" template to make more examples, using a fibre tipped pen to fill in the unused squares.

A good follow up exercise is to ask the child to make some similar games, telling them that you want to have similar exercises for other children. Be sure they understand the exercise. For example, if this was only about letters, then the word 'house' could be included. However, in this case, the exercise is to use the same sound in each word. You may also wish to explore the similarities between words, such as 'sun' and 'Sunday'.

You drink from it

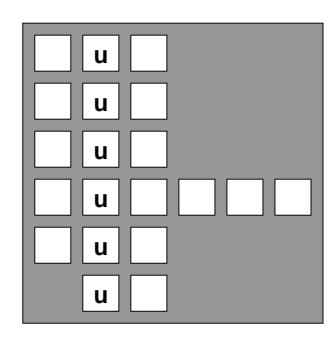
You use a knife to do this

It rises every morning

A day of the week

A type of public transport

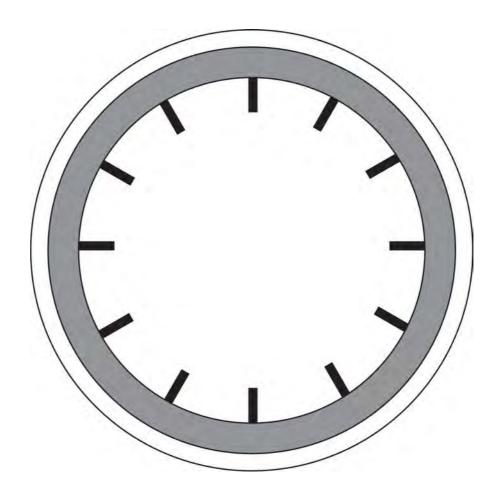
Opposite of down



The months – as a clock

You may want to use the clock to practise the sequence of the months, since the twelve months can be represented by the twelve hours. Ask the child to colour the months, and then place them in order around the clock. In this way they will see that not only does November follow October, but also that January follows December. You may like to use different colours for different months, possibly representing seasonal changes. Get them to write special dates, such as birthdays and Christmas on the back of the months.

January	February	March	April	
May	June	July	August	
September	October	November	December	



The diary

Diaries can be a good way to practise the days, but can also be used in other ways. For example, one exercise could be to write what the child had for dinner each day. Another activity, with a new worksheet, could be to write what they did, such as a sport, or what was on television. Accept work in note form. If you ask them to read what they wrote for, say, Tuesday, then check that it was Tuesday they read from.

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

Crosswords

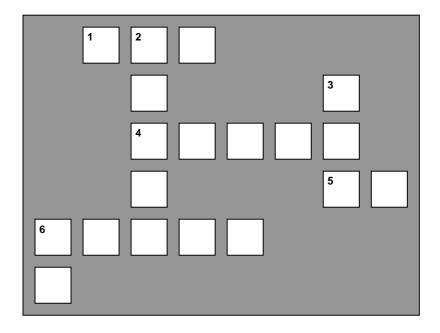
Explain how to do crosswords, including "Across" and "Down", and ask them to complete this crossword. You can make the task easier by supplying one or two answers. When they have finished, they can make their own, filling in the squares they do not need.

Across

- 1 An animal found in the home
- 4. What you eat from
- 5. Opposite of yes
- 6. The colour of grass

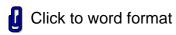
Down

- 2. A fruit
- 3. You write with this
- 6. Opposite of stop.



Crossword quiz for months

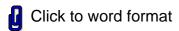
Below is a crossword with no clues. Each answer is a month of the year. All you have to do is work out which months goes where.



Directions

Here are some sentences to help with direction. The child has to choose the right word for each sentence. Against each sentence they can make a small diagram to illustrate and reinforce the idea.

up	down	behind	in	out
In the morn	ing the sun	came		
We went _	of o	ur home.		
We walked	to	the top of the hill.		
Our ball rol	led	_ the hill.		
At noon the	sun went _	the clouds.		
Later, we w	ent	_ the cave.		
At night the	sun went _	•		



Vocabulary

Directions – up, down, over, under

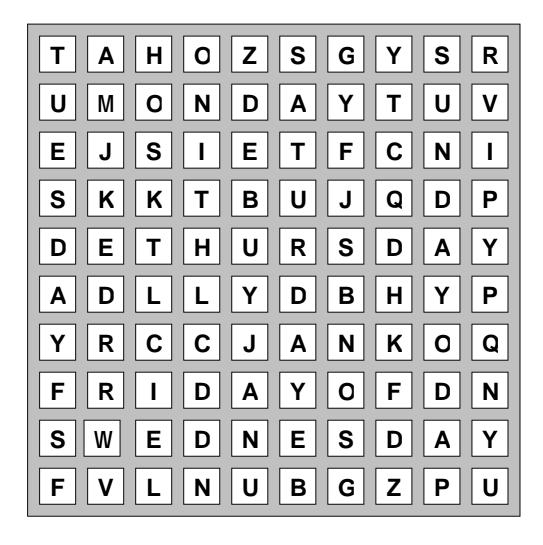
Here are some sentences to help understand direction. All the child has to do is to say if the sentence makes sense, and put a big tick or a cross in the box. Try similar exercises for in/out, to/from and similar word pairs.

You can make the task easier by providing cues such as pictures or gestures.

, i	
In the morning the sun went <u>down</u> .	
The lift went from the 6 th floor <u>up</u> to the 1st floor.	
The boy looked <u>up</u> at the moon.	
Whales live <u>over</u> the sea.	
The horse jumped <u>under</u> the fence.	
The man fell <u>down</u> stairs.	
To cross the river we walked <u>over</u> the bridge.	
He wore his best shirt <u>under</u> his coat.	
His brother will be tall when he grows down.	
She fell <u>up</u> and hurt herself.	

Word search – days of the week

Below you will find a grid of letters, and buried in the letters are the days of the week. Can you find them, and colour in each day of the week a different colour? If you finish quickly, you may like to find which letter of the alphabet does not appear here.



Flash cards

Flash cards can be used in many ways to help children learn. For vocabulary building, the simplest form of flash card is one which has the word on one side, and the picture on the other.

Making the cards

First, choose what is to be learnt. You could stick to just one set of vocabulary, such as the eight Transport words in this pack, or you could aim to build up a set of cards which gets longer as new exercises are learnt. Stick the pictures on one side of the card, and the words on the other side. (Writing them on may be quicker, but if you ask the child to do this part of the task, then sticking words on the card may be best.)

Playing the game

At random, show the child the picture on the card, and ask them to say the word.

Variations

Try showing them the word, and ask them to describe the object.

Do not hesitate to use hints, in English or Chinese, as it is important that the child feels a sense of achievement.

Visual memory

This is a simple card game designed here for the child to play by themselves.

The task is to match a pair of cards, one with the written word and one with the matching picture, from a set of cards placed face down on the table.

Making the game

First, choose the set of words to be learnt, eg Domestic Animals. There are eight animals and eight words, so you will need 16 pieces of card, about 8 cms by 5 cms. Take the Domestic Animals page, and cut out all the words, and all the animals, so you have 16 pieces of paper with words and animals. Stick one piece of paper to each piece of card, to give you a pack of 16 cards.

Playing the game

Now place all the cards face down on the table in a grid, in this case 4×4 . The child has to pick up one card, and then choose one that they think will be its pair. If they get it wrong, they replace the cards face down from where they came. Obviously the first one will be random choice. But as the game progresses the child should be able to remember where the pairs are.

This game is an excellent task for improving memory skills as well as vocabulary, as the child not only has to remember where the words and pictures appeared previously, but also to be able to read and understand the meaning of the words.

Variations

To make this truly multisensory, the child should say out loud what is in the picture, or read the word.

Snap

The game of Snap is a simple card game, which can be played with many players. The instructions here are designed for two players, and could be a child with the teacher or a parent, or two children.

Here is one example of how you can make your own games, which can be fun, and have lots of variations. You could even let the child do all the hard work, such as cutting out the shapes and sticking them onto card.

Making the game

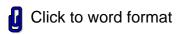
First, choose what is to be learnt, eg Wild Animals. There are ten animals and ten words, so you will need 20 pieces of card, about 8 cms by 5 cms. Take the Wild Animals page, and cut out all the words, and all the animals, so you have 20 pieces of paper with words and animals. Stick one piece of paper to each piece of card, to give you a pack of 20 cards.

Playing the game

One player has all the words, while the other has all the pictures. They take it in turns to reveal their cards, saying the word out loud as each card is turned over. Whoever puts down the matching word or picture gets to keep all the cards and put them in their "Win Box". Often there will be many cards still in the stack. You can try to share these cards again, with the player who had words before now getting the pictures. The winner is the one with the most cards in their "Win Box" at the end.

Variations

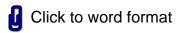
If the children are reasonably matched, the "winner" as each pair is found could be the one who says "Snap" first. You could use the vocabulary provided here, or generate your own words.



Template 1

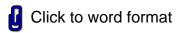
Use this template to write the words and have the child draw appropriate pictures. This could be used for a lesson, or as part of a test. You can also draw pictures and write words in the boxes, and have the child match them. Once made, you could also mount them on cards to use as flashcards.

]	
1	
 1	
-	



Vocabulary

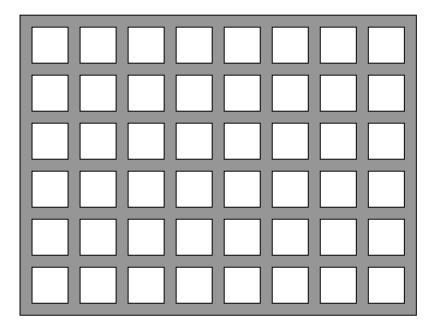
Action words - template				
In each large box write an action word (eg sleep). The child has to write a sentence using the word, and then illustrate the sentence. This is a multisensory approach which helps reinforce the meaning of words. For example, with "drink" the sentence may be "The boy drinks milk." with an appropriate picture. Make sure the right form of the verb (action word) is used.				
]			
	1			
	1			

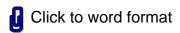


Crosswords template

Use the grid below to create more crosswords. Colour in black the squares that are not used.

Across Down





Vocabulary

Cards for reminding - template Here is the template for making more reminder cards.				

Writing at length

How to use the CD Rom:

Just click on the hyperlink below to go straight to the page you want.

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Introduction

Many children with specific learning difficulties have great difficulty writing at length, even if they have the vocabulary to tell a good story. This is because organisational difficulties are often present, as well as difficulties with spelling, vocabulary and grammar. That is, they need help in the planning, from the concepts that are necessary, to the execution.

This section will provide a series of exercises that have been proven to help these children to develop the necessary skills. It provides a step by step plan to move from the first idea, to supplying the words, and finally putting the story together.

Try always to look for improvement no matter how slight. See if there are alternative ways to present materials. For example, stories planned using visual organisers can be far more informative than a few lines on a piece of paper. Once they have confidence in building and submitting the idea, encourage them to start to write with the help of the visual organisers.

The six W's

The principles of writing can often be approached by answering the "6W" questions. In English there are six words with W in them that may be used to formulate the story. They are:

Who? What? Where? When? Why? How?

Example:

Who was involved in the plot? Who is the central character? Who are the other characters?

What are they doing?
What happened to cause them to do this?
What will be the consequence?

Where does the main action take place? (e.g. house, town, country?)

When does it happen? (e.g. time, date, future, past?)

Why are they doing it? (e.g. revenge, financial gain?)

How did they do it? How did they decide to do it? How did they achieve it?

In the following pages, one scenario, "The Birthday Party", is worked out to show how the "6W"s can help to develop a simple idea into a short story.

The Birthday Party

Good writing can often be achieved by using the "6W" questions. In English there are six words with "W" in them that may be used to formulate the story. Answer these questions, and the major parts of the story will fall into place. The questions are:

Who?

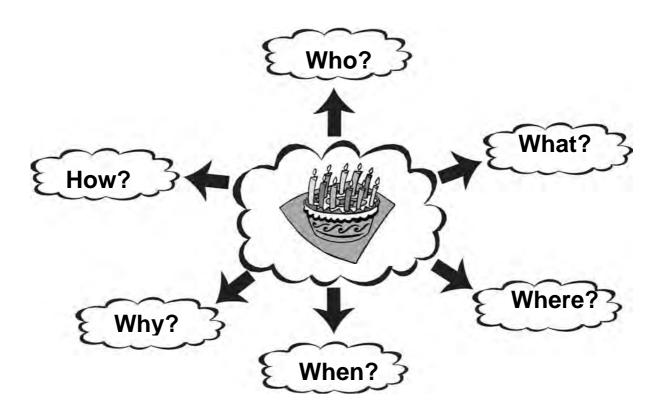
What?

Where?

When?

Why?

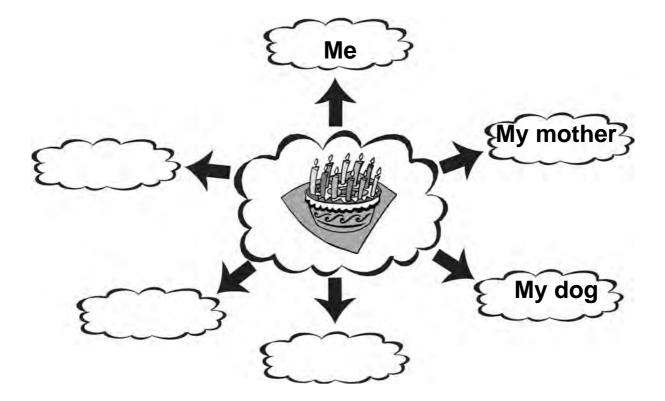
How?



The Birthday Party – Who?

The story must have characters, and by using these visual organisers you can help develop the story. These worksheets are based around the idea of The Birthday Party, with each developing a certain aspect. Three of the "thought bubbles" are filled. The exercise is to fill in the other three. If the child finds it difficult, they can fill in just one or two words. Use the exercise to discuss the difference between fiction and non-fiction. If the purpose of the task is to write fiction, explain that they can have a dog in the story even if they do not have one at home.

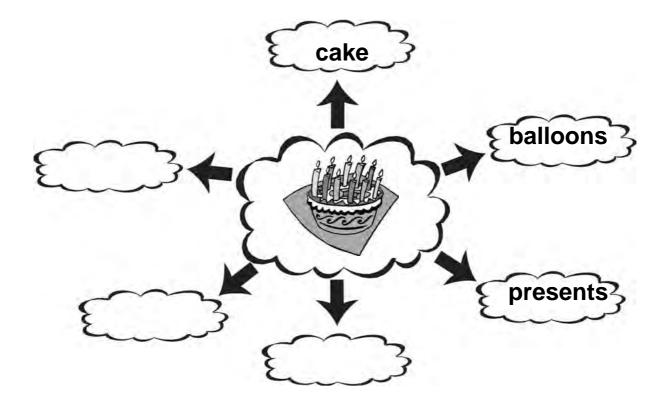
Who was at my birthday party?



The Birthday Party – What?

There are many "What" questions which could be asked, such as what each person is wearing, what they are doing etc. Here the "What" question is "What do I have with me?" Ask them to try to fill in the "thought bubbles" as you explain this example.

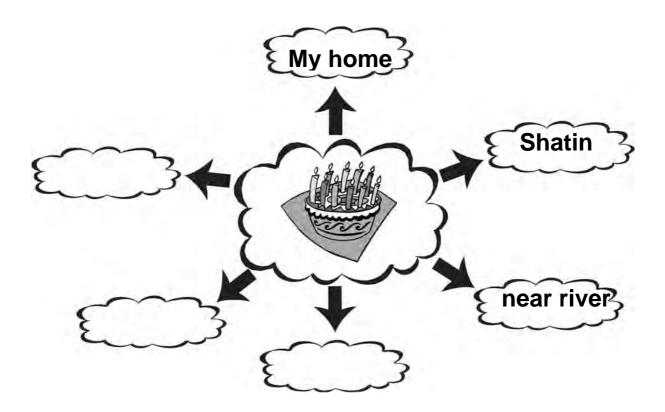
What special things were at my party?



The Birthday Party – Where?

The "Where" questions provide the details on location, and help set the scene. Explore the words with them, and explain how the location may be successively refined. Ask them to try to fill in the "thought bubbles" as you explain this example.

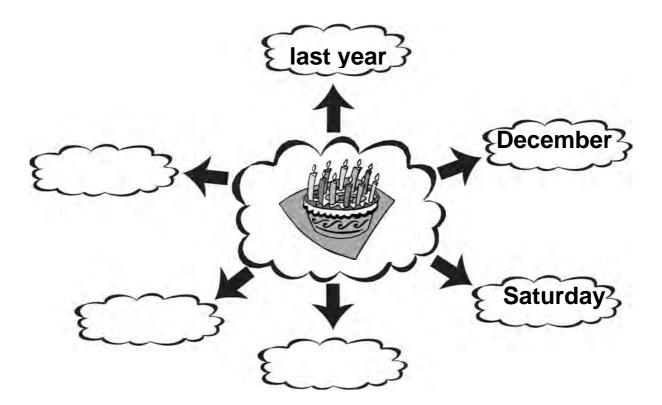
Where did the party take place?



The Birthday Party – When?

The "When" questions provide the details on time. Explore the words with them. Help them understand that each word carries with it something that helps our imagination, and to understand the feelings that they are trying to convey. Suggest how some words may give special meaning, such as 'late at night', or 'many years ago'. Ask them to try to fill in the "thought bubbles" as you explain this example.

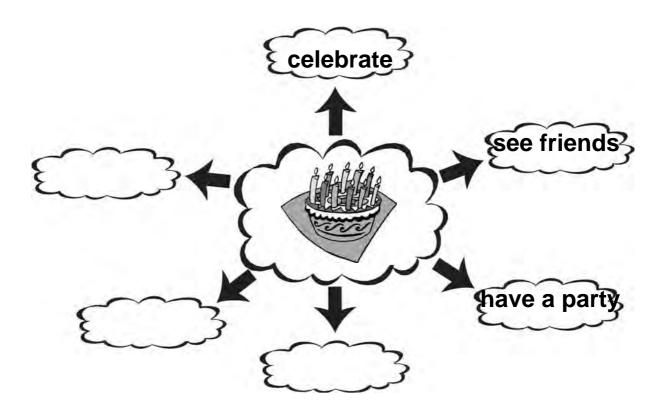
When did the party take place?



The Birthday Party – Why?

The "Why" questions provide the details on background of why something is happening. Explore the words with them. Help them realise that understanding why it is happening is crucial to the development of the story. Ask them to try to fill in the "thought bubbles" as you explain this example. Encourage pupils to use big words if they want to. Give them words as soon as they ask for them to keep the story flowing.

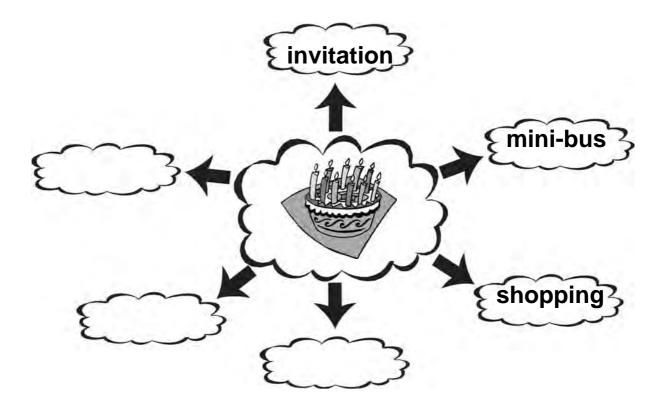
Why did I want to do this?



The Birthday Party – How?

The "How" questions provide the details on what happened in order for the main event to occur. Explore the words with them. If they want to use big words that they cannot spell, help them spell them, breaking the words into syllables to aid their understanding of the spelling.

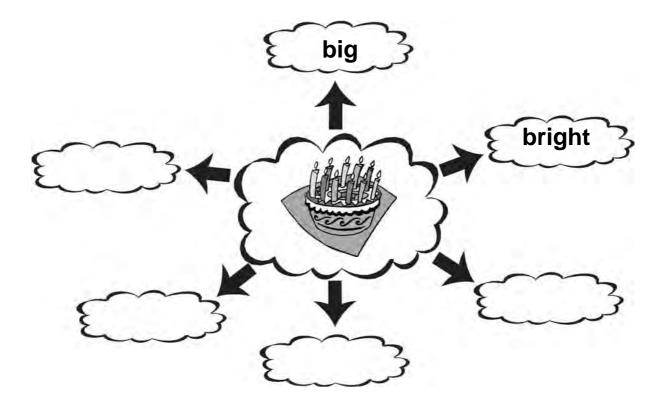
How did we arrange everything?



The Birthday Party – Adjectives

Visual organisers can also be used to help extend the describing words that can be used in a story. When children start to write, they will tend to use just nouns. Explain how adjectives are used to give a sense of feeling to an object, place or person. Also, adding adjectives provides a clearer picture of what they are talking about, as well as making their writing longer without having to add more ideas!

What was the cake like?



Starting the story

Starting a story can often be one of the most difficult parts. So a little help on the first line will often get them going.

Remind the child that to create a story they will need a beginning, a middle and an end. Set realistic targets; for example, you may ask them just to write three sentences for each of three paragraphs. For some that would be very easy, but for others it would be a major achievement.

Here are some suggestions that you can use with The Haunted House to explain how stories could start. Make sure they understand all the words, and how the words set the scene, and create feelings.

The Haunted House

It was a dark and windy night
There was no moon that night
Suddenly the torch went out
Something touched my arm
Suddenly there was a loud bang
Who would believe us when we tell them

Now ask them how they would start such a story. Ask them to draw pictures to develop their ideas and supply keywords where necessary. Encourage the use of describing words, and remind them of the "6W"s principle.

Proof reading

Many errors can be found by the children themselves if they proofread their own materials. Below is a short passage with a number of mistakes. The child has to read the passage carefully, and find as many errors as possible. One of the most common mistakes is to read what you think is there. To overcome this, one method is to read each sentence backwards. That way you take out the context, and are checking the spelling only. To make things easier, you could say how many errors there are, or tell those with literacy difficulties how many errors you expect them to find. You may want to remind some children that there may be errors in both spelling and punctuation. You may use the mnemonics COPS to remind the child to proofread different aspects, that is, Capital letter, Organization, Punctuation and Spelling.

The beech was crouded that day. the sun was hot, and all we wanted to do was swam. But their were to many people, and we could not fiind somewear to sit down Final we found a plase to put down our towels food basket. We quick changed and ran imto the see. it was very cool and we swim for a long time. Finaly we returned to things on a beach, and had your lunch.

Writing frames 1

Many children have difficulty writing because they do not know where to start. Using a writing framework such as this one allows them to use a structure to build a story. For some children, the task may be just to answer the questions provided, while for more advanced students they can use this as a starting point.

Title:			

How did the story begin?

Who was in the story?

Where and when did it take place?

What happened?

Why did it happen?

How did the story end?

Writing frames 2

There are many questions that could help to build a story. Here are a number that will help to form the basis of a good story.

What is the title?

Who are the most important people in this story?

Where does the story start?

What is happening at the beginning?

Where does the action take place?

What changes?

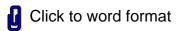
What caused the change?

How did it affect the people?

Did they expect it to happen?

How did they feel about it?

How did it all end?



Writing at length

Building a story

A story should have a start, a middle and an end. The picture here can be the central theme. The child should understand what is happening in the picture, and work out how they arrived to that position, and what happened afterwards. Having drawn the pictures, they should write one or two sentences to explain what happened.

1	The beginning
2	The middle
3	The end