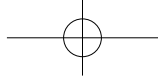


Unit 1

Introduction to preschool picture books 幼儿绘本介绍





★ Learning Goals

At the end of this unit, students will be able to

- ▶ have a basic understanding of preschool picture books;
- ▶ get an overview of the basic process of preschool picture books teaching;
- ▶ know about diverse teaching methods to teach preschool picture books.

1.1 About picture books

- ★ “绘本”通常是指书中内容通过图画和文字的结合或者只利用图画来传达一定的故事价值或者介绍某类概念的书籍。大多数的绘本是为儿童编写的，因为绘本不仅可以用来讲故事、讲知识，还可以激发儿童的视觉、听觉和想象空间，建构多元化的智能空间。

- “绘本”一词是外来语，取自日语中图画书的叫法“えほん”的汉字写法“絵本”，顾名思义就是“画出来的书”。

- ★ 绘本根据不同标准可以有多种分类，比如按照主题内容分为人物类、动物类、情感类、艺术类、自然科学类、自然拼读类等；按照体裁分为小说类（fiction books）和非小说类（non-fiction books）。特殊材质的绘本有纸板书（board books）、布书（cloth books）、折叠书（folding books）以及针对低龄幼儿的无字书（wordless books）等。

💡 Your Turn

Group discussion: find some picture books and tell which categories they belong to.

1.2 About preschool English picture books

幼儿绘本自身的特性

- ▶ 故事情节有趣；
- ▶ 图画绘制精美，人物和动物卡通化；
- ▶ 旨在激发和提高幼儿的想象力、认知力、理解力等多元智能；
- ▶ 适合各类幼儿差异化学习。

幼儿英语绘本独具的特色

- ▶ 认知英语字母和单词的形状；
- ▶ 提供大量的主题情境词汇；
- ▶ 呈现英语的多种时态和句式；
- ▶ 培养幼儿英语的听、说、读技能；
- ▶ 增强幼儿对于文化差异的学习和理解。

幼儿英语绘本的选择标准

语言级别	词汇的丰富程度和句式的复杂度适合该语言学习阶段的幼儿；
话题内容	话题贴近幼儿的生活，内容能够吸引他们的兴趣；
故事寓意	宣扬合作、互助、乐观、自尊自爱等积极的精神；
绘本样式	插图精美，易于幼儿对故事的理解，图片和文字足够吸引幼儿的兴趣，样式具有可折、可剪、可翻等互动性功能。



利用“手指法”检查绘本的语言难度

1. Pick one page and have children read the whole page.
2. Have children hold out a finger every time they see a word that they do not know or cannot pronounce.
 - *No fingers raised—the book is probably not challenging enough.
 - *If children have 5 fingers raised—the book is probably too difficult and is likely to cause frustration.
 - *Somewhere in the middle (1–4 fingers) is usually the best choice.The goal is exposure to new words.

Your Turn

Group discussion: select a certain picture book and explain in groups why you choose the book.

1.3 Methods of teaching picture books

Pre-reading activities

▶▶ **热身 (Warm up)** : 教师可以先跟幼儿用母语或简单英语聊天, 比如问昨天做了什么、天气怎么样等, 或者利用游戏、儿歌等常规活动来开始一堂课。

▶▶ **复习 (Review)** : 复习上一次课的内容。可通过提问来了解幼儿对上次课印象最深的内容是什么, 也可重复上次课做过的游戏或情景剧, 来训练所学单词和句式。

▶▶ **告知 (Inform)** : 告知幼儿本次课要做什么以及为什么要这么做, 但不用过多叙述细节, 仅说明总体目标和将要展开的活动名称即可。

▶ **设置场景 (Set up the scene)** : 根据绘本的主题内容, 设置故事场景。教师可用语言描述某一场景, 或利用视频、歌曲、服装、道具等导入和搭建故事场景。

 Your Turn

Pair work: choose one of the four teaching activities above and practice it with your partner.

Learn More

常见课前热身歌曲、儿歌

1. Hello Song
2. Do It
3. You Can Clap Your Hands
4. Wake Up Your Muscles
5. Boogy Woogy Shake
6. Stand Up, Sit Down
7. Fingers, Nose and Toes
8. Head, Shoulders, Knees and Toes

ABC Song



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While-reading activities

▶ **介绍封面 (Introduce book cover)** : 教师手拿绘本, 向幼儿展示绘本封面, 并通过问题和手势引导幼儿了解绘本的名称、作者和主题内容。

▶ **学习词汇 (Pre-teach new words)** : 教师按照绘本主题或故事情节选取关键词汇设计活动。

▶ **朗读绘本 (Read the book)**: 教师声情并茂地朗读绘本, 并随时与幼儿互动。

 Your Turn

Pair work: choose one of the three teaching activities above and practice it with your partner.

Learn
More

朗读绘本的技巧

- ▶ 如果幼儿以前没有接触过绘本，那么教师应选少量的页数来朗读。
- ▶ 尽可能让幼儿围绕着教师坐。
- ▶ 不要读太快，给幼儿足够时间来理解故事里的图片、词汇和观点。
- ▶ 通过拍手或敲击帮助幼儿辨别出单词各个音节。
- ▶ 让幼儿轮流大声朗读。轮流朗读很有趣，可以减少朗读时的恐惧。
- ▶ 让幼儿成为明星。把故事里的英雄变成幼儿的名字，提升幼儿的参与感。



Post-reading activities

- ▶ **总结 (Sum up)**：通过各种活动回顾和总结绘本故事。
- ▶ **作业 (Assign homework)**：布置课后活动，比如回家后寻找特定的物品，或者搜集某些物品为下次课做准备。
- ▶ **结束 (Cool down)**：通过常规进行的歌曲或活动来结束本次课。

 Your Turn

Pair work: choose one of the three teaching activities above and practice it with your partner.

Learn
More

常见课程结束前进行的歌曲、儿歌

1. Butterfly Quiet Down Song—Stephanie Burton
2. The Caterpillar—Margie La Bella
3. Cool Down—*Exercise Your Smarts*
4. Dynamic Stretch—*Exercise Your Smarts*
5. Rest Awhile—Bobby Susser
6. Static Stretch—*Exercise Your Smarts*
7. Way, Way Deep—Demi Mays
8. Wave Goodbye—Colleen and Uncle Squaty



