

Ten Apples Up On Top

Numbers

一、圖書簡介

教學重點 : Phonics and Vocabulary

適用年段 : 低年段

作者 Author : Theo. LeSieg (作者 LeSieg 是筆名,就是把原來自己的姓氏 Geisel 倒過來拼。事實上他更為世人所知的筆名是 Dr. Seuss 蘇斯博士)。

繪圖者 Illustrator : Roy McKie

出版者 Publisher : Random House, Inc.

主題 Subject : Numbers

要旨 Main Idea / Theme : Let's share happiness with everybody.

背景場合 Setting : In the house

主要角色 Main Characters : a lion, a tiger, a dog.

英文大意 : This is one of Dr. Seuss best-selling books for beginning readers. There are lots of rhyming words and sight words for children who have started learning phonics and numbers. It's a counting up to 10 book where the animal characters compete with one another to put one more apple on top of their heads as they hop, drink milk, walk on the tight rope, and skate.

中文大意 : 簡易本：只有 37 頁，適合低年級學生練習基本唸讀。
無聊的午後，獅子先生玩起頭頂一顆蘋果的平衡遊戲。正當他愛現地頂兩顆蘋果在頭上時，狗先生也自信地頂者兩顆蘋果走過來，之後最愛現的老虎也加入競爭行列，三個傻子甚至比賽是否可以一邊喝水一邊溜滑輪和頂蘋果。

全真本：適合低中年級。從第 38 頁開始用字稍微難一點，但故事發展情節很有趣。正當三個傻子得意地玩著頂蘋果遊戲時，被屋主熊媽媽撞見他們偷拿冰箱裡的蘋果在玩把戲。於是一場全鎮民追趕三傻的故事開始！但是就在快要追到時，眼見大家都要撞上前面一輛載滿幾千個蘋果的大卡車了！天啊！這該怎麼辦啊？接下來會發生甚麼事情呢？

二、閱讀前提問設計與參考答案

(T 代表老師 S 代表學生，若學生無法回答，由老師引導或示範。)

- 01 T Look at the book cover. What do you see here?
S I see a lion, a tiger and a dog. All of them have apples on top of their heads.

- 02 T Can you balance things on your head? Let me put a pencil on my head, and two, then three..., and walk!
老師可以先問全班是否能頭頂放東西不會掉下來，然後把一根鉛筆放在自己頭頂上嘗試平衡，甚至往前走幾步。老師示範之後可以讓大家都試試看，但必須注意控制好時間和秩序。這個 warm-up 活動可以挑戰學生開始思考怎樣體積或面積的東西比較容易平衡，並帶領大家進入這繪本的故事情節發展。

- 03 T Look at the book cover again, and let's read together the book title.
S "Ten Apples Up On Top".

- 04 T Look at the title carefully. What's special?
S 每個字的字首都大寫。
T 對！英文書名通常每個字的字首都大寫。

三、閱讀中提問設計與參考答案

老師唸故事時應善用手勢比出數字和肢體動作 (look, see, hop, top) 幫助初學英語學生理解故事內容。有時句子快要唸到數字時，可停頓先比出手指頭數目，暗示小朋友說出那個 number，增加參與感。

- T (P.8) Look (手放眉頭四處看), see, I can do (比出 3 根手指頭)..?
01 S Three!
T (P.22) Five, Six, seven! (記得每個數字都比手勢)..Wow, now Tiger is going to count down from 7 to 1. Let's count together. 大家可以幫老虎倒數嗎?
S Seven, six, five, four, three, two, one!
T Very good!

Accentuate your voice 加強語調唸出押韻字...

Accentuate your voice when you come to the rhyming words in the middle and at the end of the storyline. 唸到句中及句尾押韻字時，可以加強語調唸出訓練孩子聽出相同韻母字。

02

(T) (page11) “You can do three but I can do more.(在黑板寫 “more”) You have three but I have four”(在黑板寫 “four”). 小朋友，你聽出來剛剛老師唸的句子有兩個英文字押韻喔！我再唸一次請你注意聽喔！

(S) More 和 four.

(T) Excellent! More and four.

(T) Wow, look at the dog!

“Look! See, now. I can hop with four apples up on top.”

Wow, he is good! 噢？這裡樣有兩個押韻字耶！我再唸一次看看你聽出來沒有？

(S) hop and top!

善用“猜測技巧”帶領學生想像接下來會發生的事...

01 P.1-37 Encourage students to predict what the next number apple will be on top before you turn to the next page.

When you get to the next page and read how many apples are on top.

02 Count the apples on top and point out to your child that the picture matches the words you are reading. Print has meanings! 證明圖文相應可以激勵初學兒童想要認字。

03 (T) In page 37, guess what will happen next? Will these apples fall?

(S) Yes!/ No!

03

04 (T) In page 38, Oh, no, a big angry mama bear is here! What will happen to the dog, the lion and the tiger?

(S) They will be fine./ The apples will fall down./ They will run away.

05 (T) In page 40-41, will the apples stay on top?

(S) They will be fine./ The apples will fall down./ They will run away.

06 (T) In page 46-47, what do you think the birds will do?

(S) They will eat the apples.

07 (T) Page 58-59, o-oh, a super big cart! 小朋友你們覺得接下來會發生甚麼事？可怕的大車禍嗎？那3個主角會怎樣？其他人會怎樣呢？

(S) Yes, accident./ Nothing./ 一定是 happy ending.

Paired Reading/ Shared Reading Strategy

共讀唸唸看：唸過幾頁或幾遍後，若是程度好的學生已經可以跟著老師唸出內容，老師可以嘗試讓幾位學生跟老師輪流唸某幾頁，或是每當唸到大多數同學已經會的句子，邀請大家一起唸出來。

04

經驗分享：只請他們唸短短幾句就好，以免學生注意力失焦，影響聽說故事的流暢度，甚或讓低成就小孩感覺挫敗，其實孩子們更喜歡聽老師比他們更活潑生動的說故事！

四、閱讀後提問設計與參考答案

After you have read the book a number of times...

01

T Why does the writer make the print large on the last pages of the book on page 37, 56, 62, 63(老師唸到這幾頁時要加重興奮的語氣)

S Because everybody is happy! 或 The writer wants us to pay attention.

02

T This is a happy-ending story. Why is everybody happy at the end?

S Because everybody gets 10 apples on top.

T Now let's look at the final pages again, Do they fight or share the apples?

S Share.

T Right. They share all the apples, and that's why everybody is happy at the end. When we fight, there is always somebody getting hurt but when we share, everybody is always happy.

03

T Can you find all the word "apples" in the book? How many are there in this book?

S 15/ 16 (there's one on the book cover).

04

T In page 19, there are two rhyming words "stop" and "top". Can you find out other "-op" words in this book?

S Hop, drop, mop.

05

T I'm going to give you 5 word cards: apples, Ten, on, up, and top.

I'm going to read this book title again. Please put the 5 cards in the right order. Ready? The title is: Ten apples up on top.

S Ten apples up on top.

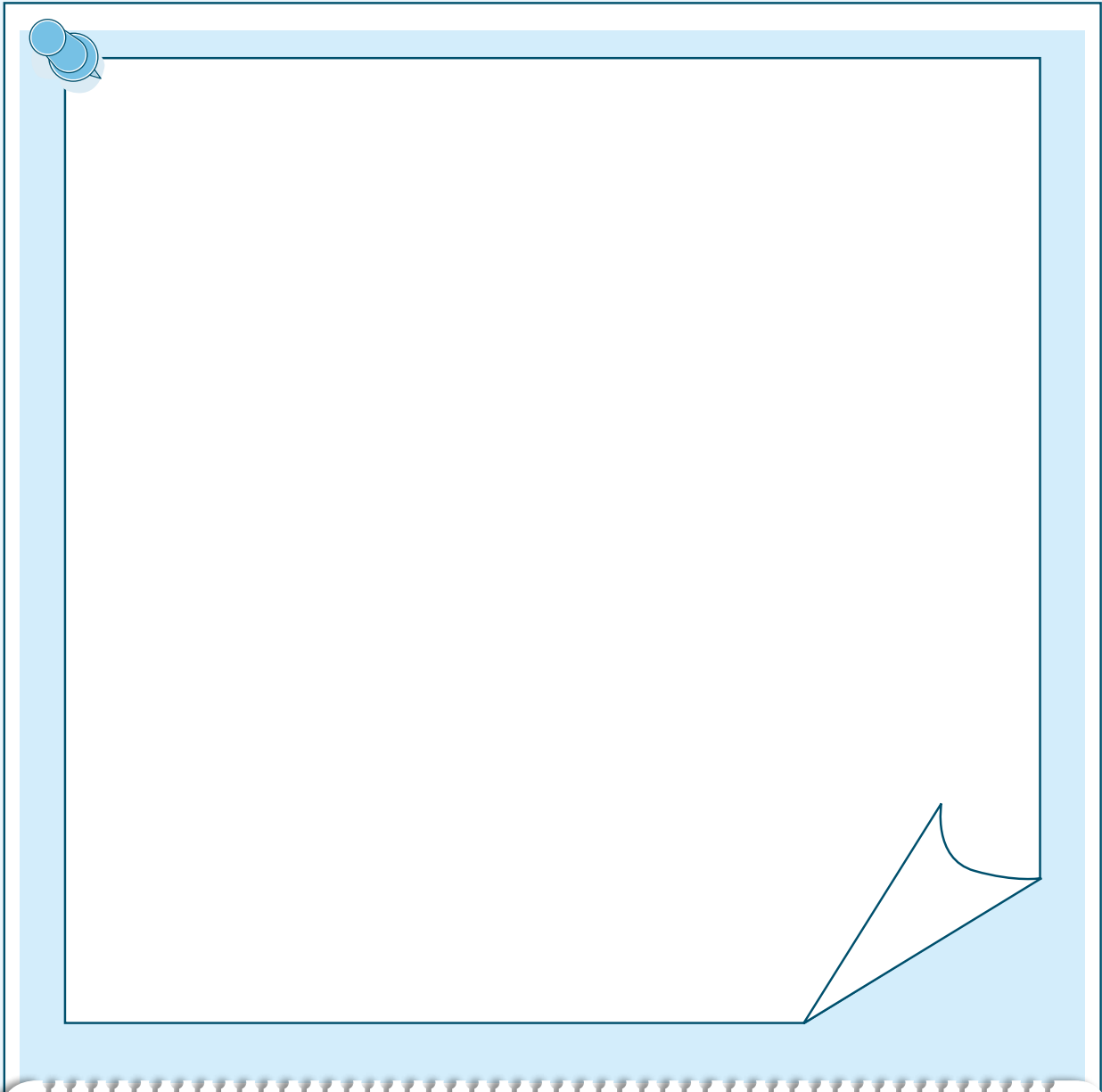
06

老師可把學生學過的字依短母音 short vowel 分類事先寫成字卡，凌亂貼在黑板兩側，然後請小朋友到黑板上依照指示分類排列 1) 相同短母音類 2) 押韻字類。

Class _____ Number _____ Name _____

Fun Activities

Draw or paste your picture (size: head to shoulder) below and draw numbers of apples you like on top of your head! 在框框下半邊貼或畫出你的大頭照，然後在頭頂畫 1-20 顆蘋果，最後請正確完成填空。



_____ has _____ apples up on
(student's name) (number)
top, and he/she (circle one answer) will not let them
drop!

Class _____ Number _____ Name _____

Ten Apples Up On Top!

Find, circle & read "OP" words.

Z	K	D	U	T	H	O	P	G
V	G	M	A	I	O	O	P	I
Z	F	T	O	V	H	P	X	G
N	Z	D	X	P	V	G	Y	V
F	B	Y	W	H	O	K	R	L
P	O	P	D	R	O	P	S	U
E	J	C	P	W	P	E	T	M
R	U	O	D	A	O	S	O	Q
U	B	P	I	P	W	E	P	W

說明：請從上面字陣中圈選出下列 7 個押韻 OP 的字，並試著唸唸看喔！

COP

STOP

DROP

MOP

HOP

POP

TOP