Emma and Jill are the second graders in a vocational high school. Both of them take the course of Early Childhood Education. They are quite interested in this course. So, they are willing to share their learning after school. As usual, Emma and Jill are on the same bus. As soon as they are seated, they begin to share their ideas about today’s learning with each other.

Emma: Jill, did you notice that Ms. Chen brought a lot of things to the class today. At first, I thought they were just toys for kids. Later, she called them Froebel Gifts. Why did she call them “Gifts”? To me, I think they are ordinary toys.

Jill: Ms. Chen told us that Froebel considered these Gifts to be the presents from God. These Gifts are made of simple materials, but they can be used to develop and stimulate children’s creativity.

Emma: I noticed that Ms. Chen brought two different Froebel Gifts.

Jill: That’s right. Gift One is called Yarn Balls. Gift Two consists of one 2-inch cube, one 2-inch cylinder and one 2-inch sphere. I like Gift One, Yarn Balls. They are easy to make. I can make them by myself. They come in six colors: red, yellow, blue, orange, green and purple. Ms. Chen said that the colors of Yarn Balls were eye-catching and
could be divided into the **primary** colors and the secondary colors. The former ones are red, yellow and blue. The latter ones are orange green and purple.

Emma: Ms. Chen explained that for Froebel, a ball is often a first or favorite toy of **infants** and it is lightweight and easy to grasp or hold. In Froebel’s opinion, the ball **symbolized unity** because it is a complete whole, a pure form.

Jill: Emma, you have such a good memory.

Emma: So do you, Jill.

Jill: How about Gift Two?

Emma: Gift Two is quite different from Gift One. Gift Two contains a cube, a cylinder and a sphere. Ms. Chen **emphasized** that a sphere represents nature, a cube represents artificiality and a cylinder represents the combination of nature and artificiality.

Jill: I noticed that the cube, the cylinder, and the sphere could be spun on the sticks. Ms. Chen said that children could see the shape of another by spinning one solid. Thus, I gave it a try. I found that spinning a cylinder produced a sphere. That was very interesting.

Emma: I am so happy to learn of Froebel Gifts today.
Jill: So am I. I can’t wait for Ms. Chen’s class tomorrow.

Emma: I’m afraid that I have to end our talk. I’m going to get off the bus at next stop. See you tomorrow.

Jill: Bye.

Vocabulary
1. Froebel Gifts 〔fɔribl ˈɡɪfts〕 (n.) 福祿貝爾恩物
   Have you ever heard of Froebel Gifts?
2. ordinary 〔ˈɔrdn, ˈerri〕 (adj.) 一般的；普通的
   I don’t want to be somebody. I am just an ordinary person.
3. stimulate 〔stimjəˌlet〕 (v.) 刺激；激勵
   The coach’s encouragement stimulated the players who won the game the next day.
4. creativity 〔ˈkriəˈtivəti〕 (n.) 創造力
   This famous artist’s paintings are full of creativity.
5. Yarn Balls 〔jɔrn ˈbɔls〕 (n.) 六色球
   Yarn Balls come in six colors.
6. sphere 〔sfɪr〕 (n.) 球體
   A baseball is a sphere.
7. cylinder 〔ˈsɪlɪndər〕 (n.) 圓柱體
   Can you draw a cylinder on the paper?
8. cube 〔kjub〕 (n.) 立方體
   Sugar cubes are in the shape of a cube.
9. primary 〔ˈprəʊrɪˈmɛri〕 (adj.) 首要的；主要的
   The primary goal for John is to earn his first one million dollars.
10. infant 〔ˈɪnfənt〕 (n.) 嬰兒
    Infants are vulnerable.
11. symbolize 〔ˈsɪmbəˌzaɪ〕 (v.) 象徵
    Doves symbolize peace.
12. unity 〔ˈjuːniəti〕 (n.) 統一性；單一性
    When writing a composition, one should pay attention to the unity of it.
13. emphasize 〔ˈɛmfaˌsaɪə〕 (v.) 強調
    The importance of following the traffic rules should be emphasized.

Idioms & Phrases
1. as usual 一如往常
As usual, John gets up at 6:00 a.m., and goes to work at 7:00 a.m.

2. be made of
   This beautiful chair is made of a piece of wood.

3. consist of
   The whole class consists of twenty boys and twenty two girls.

Activity Time ----- Identify the Items
Emma and Jill are the second graders in a vocational high school. Both of them take the course of Early Childhood Education. They are quite interested in this course. So, they are willing to share their learning after school. As usual, Emma and Jill are on the same bus. As soon as they are seated, they begin to share their ideas about today's learning with each other.

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At first, I thought they were just toys for kids. Later, she called them Froebel Gifts. Why did she call them “Gifts”? To me, I think they are ordinary toys.

Jill: Ms. Chen told us that Froebel considered these Gifts to be the presents from God. These Gifts are made of simple materials, but they can be used to
develop and **stimulate** children’s **creativity**.

吉兒： 陳老師說福祿貝爾將這些禮物認為是上天所賜予的。這些恩物是由簡單的材料所做成，但是它們可以被用來發展及刺激孩童的創造力。

Emma:   I noticed that Ms. Chen brought two different Froebel Gifts.

愛瑪： 我注意到陳老師帶來兩種不同的福祿貝爾恩物。

Jill:     That’s right. Gift One is called Yarn Balls. Gift Two **consists of** one 2-inch **cube**, one 2-inch **cylinder** and one 2-inch **sphere**. I like Gift One, Yarn Balls. They are easy to make. I can make them by myself. They come in six colors: red, yellow, blue, orange, green and purple. Ms. Chen said that the colors of Yarn Balls were eye-catching and could be divided into the **primary** colors and the **secondary** colors. The former ones are red, yellow and blue. The latter ones are orange green and purple.

吉兒： 沒錯。恩物一叫做六色球。恩物二是由一個二英吋大的立方體，一個二英吋大的圓柱體以及一個二英吋大的球體所組成。我喜歡恩物一六色球。它們容易製作。我自己就會做。它們有著六種顏色。顏色為紅色、黃色、藍色、橙色、綠色和紫色。陳老師說六色球的顏色十分吸引人的目光而且這些顏色可以區分成主要的顏色和次要的顏色。前者為紅色、黃色和藍色。後者為橙色、綠色和紫色。
Emma: Ms. Chen explained that for Froebel, a ball is often a first or favorite toy of

*infants* and it is lightweight and easy to grasp or hold. In Froebel’s

opinion, the ball *symbolized unity* because it is a complete whole, a pure

form.

愛瑪： 陳老師解釋說對於福祿貝爾而言，球通常是嬰兒第一個或是最喜歡的玩具

而且它很輕容易抓住或握住。依福祿貝爾的看法，球象徵著統一因為它是

是完整的，一個完美的形體。

Jill: Emma, you have such a good memory.

吉兒： 愛瑪，妳的記性真好。

Emma: So do you, Jill.

愛瑪： 吉兒，妳也是。

Jill: How about Gift Two?

吉兒： 那恩物二呢？

Emma: Gift Two is quite different from Gift One. Gift Two contains a *cube*, a

*cylinder* and a *sphere*. Ms. Chen *emphasized* that a sphere represents

nature, a cube represents artificiality and a cylinder represents the

combination of nature and artificiality.

愛瑪： 恩物二和恩物一相當地不同。恩物二包含一個立方體，一個圓柱體和一個

球體。陳老師強調說球體代表自然，立方體代表人工；圓柱體代表自
Jill: I noticed that the \textbf{cube}, the \textbf{cylinder}, and the \textbf{sphere} could be spun on the sticks. Ms. Chen said that children could see the shape of another by spinning one solid. Thus, I gave it a try. I found that spinning a cylinder produced a \textbf{sphere}. That was very interesting.

吉兒：我注意到了立方體，圓柱體和球體可以掛在小柱子上旋轉。陳老師說孩子們可以藉著旋轉某個物體而看到另一個物體的形狀。因此，我就試試看。我發現旋轉圓柱體而它產生了球體的形狀。真的非常有趣。

Emma: I am so happy to learn of Froebel Gifts today.

愛瑪：我非常高興今天知曉了福祿貝爾恩物。

Jill: So am I. I \textit{can’t wait for Ms. Chen’s class tomorrow.}

吉兒：我也是。我等不及想上明天陳老師的課了。

Emma: I’m afraid that I have to end our talk. I’m going to get off the bus at next stop. See you tomorrow.

愛瑪：我恐怕要結束我們的談話了。我即將在下一站下車。明天見。

Jill: Bye.

吉兒：再見。

\textbf{Vocabulary}

1. \textbf{Froebel Gifts} (n.) 福祿貝爾恩物

Have you ever heard of Froebel Gifts?

\textbf{愛瑪}：你曾聽說福祿貝爾恩物嗎？

2. \textbf{ordinary} (adj.) 一般的；普通的
I don’t want to be somebody. I am just an ordinary person.
我不想成為大人物。我只想當個普通人。

3. stimulate  (v.) 刺激；激勵
The coach’s encouragement stimulated the players who won the game the next day.
教練的鼓勵刺激了球員於隔日就贏得比賽了。

4. creativity  (n.) 創造力
This famous artist’s paintings are full of creativity.
這位有名藝術家的畫作充滿著創造力。

5. Yarn Balls  (n.) 六色球
Yarn Balls come in six colors.
六色球有著六種顏色。

6. sphere  (n.) 球體
A baseball is a sphere.
棒球是個球體。

7. cylinder  (n.) 圓柱體
Can you draw a cylinder on the paper?
你可以在紙上畫個圓柱體嗎？

8. cube  (n.) 立方體
Sugar cubes are in the shape of a cube.
方糖的形狀是個立方體。

9. primary  (adj.) 首要的；主要的
The primary goal for John is to earn his first one million dollars.
約翰的首要目標就是賺得第一個一百萬元。

10. infant  (n.) 嬰兒
Infants are vulnerable.
嬰兒是容易受傷的。

11. symbolize  (v.) 象徵
Doves symbolize peace.
鴿子象徵著和平。

12. unity  (n.) 統一性；單一性
When writing a composition, we should pay attention to the unity of it.
當書寫作文時，我們應當要留意作文的統一性。

13. emphasize  (v.) 強調
The importance of following the traffic rules should be emphasized.
遵守交通規則的重要性應該要被強調。

Idioms & Phrases
1. as usual  一如往常
As usual, John gets up at 6:00 a.m., and goes to work at 7:00 a.m.
一如往常，約翰早上六點起床，七點去上班。

2. be made of 由...所做成
This beautiful chair is made of a piece of wood.
這張漂亮的椅子是由一塊木頭所製成的。

3. consist of 由...所組成
The whole class consists of twenty boys and twenty two girls.
這整個班由二十位男孩及二十二位女孩所組成。

Activity Time ----- Identify the Items

Gift One -- Yarn Balls
Gift Two -- Sphere, Cylinder and Cube
一、單字練習（請寫出下列中文字詞的英文單字）

1. 六色球 ___________________________ (Yarn Balls)
2. 球體 ___________________________ (sphere)
3. 圓柱體 ___________________________ (cylinder)
4. 立方體 ___________________________ (cube)
5. 象徵 ___________________________ (symbolize)
6. 一般的 ___________________________ (ordinary)
7. 主要的 ___________________________ (primary)
8. 統一性 ___________________________ (unity)
9. 刺激 ___________________________ (stimulate)
10. 創造力 ___________________________ (creativity)

二、問答題（根據對話內容，詳答下列問題。）

1. According to the dialogue, what does the word “Gifts” mean?
   (Gifts mean the presents from God.)
2. What is Gift One?
   (Gift One is called Yarn Balls.)
3. How many colors are there in Yarn Balls?
   (There are six colors.)
4. Write down the colors of Yarn Balls.
   (They are red, yellow, blue, orange, green, and purple.)
5. According to Froebel, what does a ball symbolize?
   (A ball symbolizes unity.)
6. What is Gift Two?
   (Gift Two consists of one cube, one cylinder and one sphere.)
7. What do a sphere, a cube and a cylinder represent respectively according to Froebel?
(A sphere represents nature, a cube represents artificiality and a cylinder represents the combination of nature and artificiality.)

三、句型翻譯

句型  As soon as + S₁ + V₁…. , S₂ + V₂……

eg.  As soon as we arrived at the gym, we began to warm up.
     As soon as John was seated, he began to study.

1. 這小偷一看見警察就馬上跑走。
   (As soon as the thief saw a police officer, he ran away.)

2. 學生們一看見老師就馬上安靜下來。
   (As soon as the students saw the teacher, they kept quiet at once.)
| 單元名稱 | The Introduction of Froebel Gifts ---- Gift One And Gift Two
福祿貝爾恩物的介紹--恩物一與恩物二 | 教材來源 | 家政專業英文 |
| 教學日期 | 月 日 | 教學時間 | 50 分鐘 |
| 教學年級 | 二年級 | 教學設計者 | 羅靜如 |

### 教材研究分析
(1)二年級幼教教育概論課程正在學習學前教育學者，藉由課程的介紹讓學生對福祿貝爾恩物有更清楚的認識。
(2)課程中搭配恩物的提供，以引起學生的學習興趣與動機。
(3)課程對話給予情境說明，讓學生能迅速融入對話中。

### 學生學習經驗分析
(1)學生對福祿貝爾有基本的認識與了解。
(2)學生了解福祿貝爾的教育理念。
(3)能了解一般的問候語，和上課用語。

### 教學方法
TPR(Total Physical Response)教學法、溝通式教學法

### 教學資源
1. 設備: 黑板、粉筆、磁鐵、電腦、投影機
2. 教具: 福祿貝爾恩物、單字卡
3. 場所: 教室

### 教學目標

#### 單元目標

**【認知】**
1. 能熟記本單元英語單字
2. 能了解本單元對話
3. 能應用本單元對話

**【情意】**
1. 樂於積極參與教室活動。
2. 欣賞並學習表現好的同學。
3. 與同學完成活動，表現自信。

**【技能】**
1. 能聽說讀寫完成本單元的對話。
2. 能將此對話或其中所學的福祿貝爾恩物運用於課堂的實物創作上。

#### 具體目標（能力指標）

**【聽】**
1-1. 能聽辨課堂中所學習的字彙。
1-2. 能聽懂簡單的對話句子。
1-3. 能聽懂福祿貝爾恩物相關對話。

**【說】**
2-1. 能說出課文中所學習的詞彙。
2-2. 能以正確的語調說出對話。
2-3. 能學習用提問、回答和敘述方式對話。

**【讀】**
3-1. 能完整了解對話的句子。
3-2. 能將對話的句子以中文翻譯出來。
3-3. 用其他的單字或片語替換對話內容。

**【寫】**
4-1. 能書寫印刷體大小的對話句子。
4-2. 能臨摹抄寫課文中所學習句子。
<table>
<thead>
<tr>
<th>教 學 目 標</th>
<th>教 學 活 動</th>
<th>教 學 資 源</th>
<th>時 間</th>
<th>形 成 性 評 量</th>
</tr>
</thead>
<tbody>
<tr>
<td>壹、準備活 動</td>
<td>暖身 / Warm-up</td>
<td>福祿貝爾恩物（實體）</td>
<td>5'</td>
<td>實物分享</td>
</tr>
<tr>
<td>1. 和學生相問候。</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. 詢問同學是否聽過福祿貝爾恩物。</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. 展示福祿貝爾恩物，引發學習興趣。</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>壹、發展活動</td>
<td>單字教學</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-1</td>
<td>單字卡展示及教學</td>
<td>單字卡</td>
<td>15'</td>
<td>能了解各 個單字的 意義和字音。</td>
</tr>
<tr>
<td></td>
<td>1. 老師講解並帶著學生朗讀各個單字，使學生了解</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. 任選單字卡或恩物實體，以點名及抽籤方式選取</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. 老師以”Show me the card of …”請同學指</td>
<td>TPR Approach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>出正確的單字字卡。</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>練習 / Practice</td>
<td>能辨別並念出老師所指的單字。</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-1</td>
<td>小組活動</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. 分組，每一小組四人。(於課前先進行分組)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. 分發每組單字卡。請組員利用字卡相互練習發音及認字。(一位同學拿出字卡，另一位同學念</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>出字卡單字。)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-1</td>
<td>學習單</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. 分發學習單。</td>
<td></td>
<td>20'</td>
<td>能了解對話的內容。</td>
</tr>
<tr>
<td></td>
<td>2. 請每組成員共同完成學習單的 A 部分。</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-2</td>
<td>Dialogue</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2-3</td>
<td>呈現 / Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-1</td>
<td>對話解析</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. 老師以 ppt 呈現對話內容。</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. 老師帶領學生朗誦對話。</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. 老師解釋對話內容。
4. 老師講解句型並帶領學生練習句型造句。
5. 請每組成員自行練習對話。
6. 請每組成員共同完成學習單 B 部份。
7. 請每組派員上台分享討論的結果。

【結尾】
1. 老師分發作業單。
2. 老師給予作業說明。

相關網站
www.froebelgifts.com/gifts.htm
Part A

Match up (配合題)

___  1. Yarn Balls                      A. 圓柱體
___  2. sphere                         B. 立方體
___  3. cylinder                        C. 球體
___  4. cube                           D. 六色球
___  5. symbolize                     E. 統一性
___  6. emphasize                     F. 強調
___  7. creativity                       G. 象徵
___  8. unity                         H. 創造力
___  9. stimulate                      I. 首要的
___ 10. primary                       J. 刺激

Part B

The association of the six colors of Yarn Balls
When you see the following colors, what will you associate them with? Please write down the answers of your group members in the table.

<table>
<thead>
<tr>
<th>color</th>
<th>associations</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td></td>
</tr>
<tr>
<td>yellow</td>
<td></td>
</tr>
<tr>
<td>green</td>
<td></td>
</tr>
<tr>
<td>blue</td>
<td></td>
</tr>
<tr>
<td>purple</td>
<td></td>
</tr>
</tbody>
</table>
二、單字練習（請寫出下列中文字詞的英文單字）

1. 六色球 ________________________
2. 球體 ________________________
3. 圓柱體 ________________________
4. 立方體 ________________________
5. 象徵 ________________________
6. 一般的 ________________________
7. 主要的 ________________________
8. 統一性 ________________________
9. 刺激 ________________________
10. 創造力 ________________________

二、問答題（根據對話內容，詳答下列問題。）

1. According to the dialogue, what does the word “Gifts” means?

2. What is Gift One?

3. How many colors are there in Yarn Balls?

4. Write down the colors of Yarn Balls.

5. According to Froebel, what does a ball symbolize?

6. What is Gift Two?

7. What do a sphere, a cube and a cylinder represent respectively according to Froebel?
三、 句型翻譯

<table>
<thead>
<tr>
<th>句型</th>
<th>As soon as + S1 + V1, , S2 + V2………</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg.</td>
<td>As soon as we arrived at the gym, we began to warm up.</td>
</tr>
<tr>
<td></td>
<td>As soon as John was seated, he began to study.</td>
</tr>
</tbody>
</table>

1. 這小偷一看見警察就馬上跑走。

_________________________________________________________________

2. 學生們一看見老師就馬上安靜下來。

_________________________________________________________________
Next morning, Emma and Jill come to Ms. Chen’s class. Ms. Chen is in the classroom. She is going to get started for the class.

Ms. Chen: In the class yesterday, I briefly introduced Froebel Gift One and Gift Two. Is there any question?

Emma: I have a question, Ms. Chen. Why do some of Yarn Balls have lines with them, and the others don’t?

Ms. Chen: Very good, Emma. You notice the differences between Yarn Balls. There are Yarn Balls with lines and without lines. Children can hold, press, and roll Yarn Balls without lines. They can spin Yarn Balls with lines. This motion brings much fun for them. Besides this, Yarn Balls with lines provide more associations for them.

Emma: I see. Thank you, Ms. Chen.

Ms. Chen: Today, I’m going to introduce you Froebel Gift Three to Gift Six. Gift Three is called The Divided Cube. Gift Three divides the two-inch cube into eight one-inch cubes. Children can observe the faces, the edges and the corners of each cube. They can also use the eight cubes to arrange patterns. Gift Four contains Rectangular Prisms. In Gift Four, the two-inch cube is divided into 8 oblong blocks. Children can
view them as bricks, tiles, or things that they are familiar with. These rectangular prisms bring more possibilities for children.

Jill: Does it mean that if I use Froebel Gift Three along with Gift Four, I can create more different patterns?

Ms. Chen: That’s right. Gift Five includes Cubes & Triangular Prisms. In Gift Five, there are 21 small cubes, 6 bigger triangular prisms, and 12 smaller triangular prisms. The new triangle pieces will allow for more realistic buildings and structures for children. Gift Six contains Classic Building Blocks. They include 18 oblong blocks, 12 caps, and 6 narrow columns.

Emma: These Froebel Gifts remind me that I had played with these things when I was in preschool.

Ms. Chen: Great. Each of Froebel Gifts represents a special meaning. We can let children play with them. Children can use the blocks to inspire their sense of beauty by forming symmetrical designs. They can either form a plain pattern or a three-dimensional figure. They can even use the caps or columns in Gift Six to create a house or a castle. These Gifts not only bring fun to them but also help them to develop their concept of space. What’s more, they can stimulate children’s
creativity.

Emma : Can we give them a try?

Ms. Chen : Sure. We have groups here. All of you can arrange patterns or create everything you like by using Froebel Gift Three to Gift Six. After you accomplish, please demonstrate your works to the class. So, let’s do it now.

When the class comes near the end, all the students have demonstrated their works in front of the whole class. They seem to enjoy the class very much.

**Vocabulary**

1. **briefly** (ˈbrɪflɪ) (adv.) 簡短地
   Our principal briefly introduced the new teachers to all of the students.

2. **arrange** (əˈrɛndʒ) (v.) 安排；編排
   We try very hard to arrange everything for the party.

3. **oblong** (ˈəblɔŋ) (n.) 長方形；矩形
   How many oblongs are there in this picture?

4. **rectangular** (rɛkˈtæŋɡjələr) (adj.) 長方形的；矩形的
   Bricks are rectangular.

5. **triangular** (traiˈæŋɡjələr) (adj.) 三角形的
   These cookies are triangular.

6. **realistic** (rɪˈlɪstɪk) (adj.) 逼真的；寫實的
   The wax statue looks very realistic.

7. **structure** (ˈstrʌktʃər) (n.) 結構
   The structure of the house is very complicated.

8. **symmetrical** (sɪˈmɛtrɪkl) (adj.) 對稱的
   Look at the patterns. They are symmetrical.

9. **three-dimensional** (ˈθri diˈmɛnsənl) (adj.) 立體的
   I don’t like three-dimensional movies.

10. **concept** (ˈkɑnsɛpt) (n.) 概念
    It is hard for the ancients to accept the concept that the earth is round.
Idioms & Phrases

1. what's more 還有....
   Mary is very talented. She can sing and dance beautifully. What’s more, she can write poems.

Activity Time

Please identify Froebel Gifts used in the following pictures:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________
6. __________________________
Next morning, Emma and Jill come to Ms. Chen's class. Ms. Chen is in the classroom. She is going to get started for the class.

Ms. Chen: In the class yesterday, I briefly introduced Froebel Gift One and Gift Two. Is there any question?

Emma: I have a question, Ms. Chen. Why do some of Yarn Balls have lines with them, and the others don’t?

Ms. Chen: Very good, Emma. You notice the differences between Yarn Balls. There are Yarn Balls with lines and without lines. Children can hold, press, and roll Yarn Balls without lines. They can spin Yarn Balls with lines. This motion brings much fun for them. Besides this, Yarn Balls with lines provide more associations for them.

Emma: I have a question, Ms. Chen. Why do some of Yarn Balls have lines with them, and the others don’t?
Emma : I see. Thank you, Ms. Chen.

愛瑪：我懂了。陳老師，謝謝妳。

Ms. Chen : Today, I’m going to introduce you Froebel Gift Three to Gift Six. Gift Three is called The Divided Cube. Gift Three divides the two-inch cube into eight one-inch cubes. Children can observe the faces, the edges and the corners of each cube. They can also use the eight cubes to arrange patterns. Gift Four contains Rectangular Prisms. In Gift Four, the two-inch cube is divided into 8 oblong blocks. Children can view them as bricks, tiles, or things that they are familiar with. These rectangular prisms bring more possibilities for children.

陳老師：今天，我將向你們介紹福祿貝爾恩物三至恩物六。恩物三又稱為立方體(The Divided Cube)。恩物三將一個二英吋大的立方體分為八個一英吋大的立方體。孩子們可以觀察每一立方體的面、邊和角。他們也可以利用這八個立方體排出圖案。恩物四包含立方體 (Rectangular Prisms)。在恩物四中，這個二英吋大的立方體分為八個長方體。孩子們可以將它們看成是磚塊，磁磚或是他們所熟悉
Jill : Does it mean that if I use Froebel Gift Three along with Gift Four, I can create more different patterns?

吉兒 : 意思是說如果我利用福祿貝爾恩物三和恩物四，我可以創造出更多不同的圖案出來？

Ms. Chen : That’s right. Gift Five includes Cubes & Triangular Prisms. In Gift Five, there are 21 small cubes, 6 bigger triangular prisms, and 12 smaller triangular prisms. The new triangle pieces will allow for more realistic buildings and structures for children. Gift Six contains Classic Building Blocks. They include 18 oblong blocks, 12 caps, and 6 narrow columns.

陳老師 : 沒錯。恩物五包括立方體(Cubes & Triangular Prisms)。在恩物五中，有二十一個小的立方體，六個較大的三角柱，和十二個較小的三角柱。這些新的三角柱將讓孩子能創作出更多逼真的建築物以及結構。

恩物六包含立方體(Classic Building Blocks)。它們包括十八個長立方體，十二個柱台和六個長柱。

Emma : These Froebel Gifts remind me that I had played with these things when I was in preschool.

愛瑪 : 這些福祿貝爾恩物讓我想起了我在幼兒園時也玩過。
Ms. Chen: Great. Each of Froebel Gifts represents a special meaning. We can let children play with them. Children can use the blocks to inspire their sense of beauty by forming symmetrical designs. They can either form a plain figure or a three-dimensional figure. They can even use the caps or columns in Gift Six to create a house or a castle. These Gifts not only bring fun to them but also help them to develop their concept of space. What’s more, they can stimulate children’s creativity.

Emma: Can we give them a try?

愛瑪: 那我們可以試試看嗎？

Ms. Chen: Sure. We have groups here. All of you can arrange patterns or create everything you like by using Froebel Gift Three to Gift Six. After you accomplish, please demonstrate your works to the class. So,
let’s do it now.

陳老師：當然。我們現在已分好組了。你們可以利用福祿貝爾恩物三至恩物六排出你們所喜歡的圖案和任何東西。在你們完成創作之後，將你們的作品說明展示於全班面前。所以，讓我們現在就開始。

When the class comes near the end, all the students have demonstrated their works in front of the whole class. They seem to enjoy the class very much.

當這堂課快要結束時，所有的學生已將他們的作品展示於全班之前。他們似乎都很享受這堂課。

Vocabulary

1. briefly (brifli) (adv.) 簡短地
   Our principal briefly introduced the new teachers to all of the students.
   我們校長簡短地向所有學生介紹新老師。
2. arrange (əˈrendʒ) (v.) 安排；編排
   We try very hard to arrange everything for the party.
   我們很努力地為此派對安排好每件事。
3. oblong (ˈəblɔŋ) (n.) 長方形；矩形
   How many oblongs are there in this picture?
   這張圖中有多少個長方形？
4. rectangular (ˈrekˈtæŋgjələr) (adj.) 長方形的；矩形的
   Bricks are rectangular.
   磚塊是矩形。
5. triangular (ˈtraɪəŋɡjələr) (adj.) 三角形的
   These cookies are triangular.
   這些餅乾是三角形的。
6. realistic (rəˈlɪstɪk) (adj.) 逼真的；寫實的
   The wax statue looks very realistic.
   這尊蠟像看起來很逼真。
7. structure (ˈstrʌktʃə) (n.) 結構
   The structure of the house is very complicated.
   這棟房子的結構很複雜。
8. symmetrical  [ˈsɪmɛtrɪk]  (adj.) 對稱的
看看這圖案。它們是對稱的。

9. three-dimensional  [ˈθriː dɪˈmɛnʃən]  (adj.) 立體的
我不喜歡立體電影。

10. concept  [ˈkɒnsɛpt]  (n.) 概念
古代的人很難去相信地球是圓的這個概念。

11. demonstrate  [ˌdɪməˈstreɪt]  (v.)示範；演示
能否請你再次演示這個步驟？

Idioms & Phrases
1. what’s more 還有……
瑪麗很有天份。她歌唱及跳舞得很美。還有，她會寫詩。

Activity Time
Please identify Froebel Gifts used in the following pictures.

Gift Five  Gift Three

Gift Four  Gift Six

Gift Five  Gift Three
作業解答

一、 單字練習（請寫出下列英文單字的中文並配對其字義解釋）

<table>
<thead>
<tr>
<th>代號</th>
<th>詞語</th>
<th>中文</th>
<th>代號</th>
<th>詞語</th>
<th>中文</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>briefly</td>
<td>簡短地</td>
<td>F</td>
<td>arrange</td>
<td>編排</td>
</tr>
<tr>
<td>D</td>
<td>triangular</td>
<td>三角形的</td>
<td>B</td>
<td>rectangular</td>
<td>長方形的</td>
</tr>
<tr>
<td>H</td>
<td>structure</td>
<td>結構</td>
<td>E</td>
<td>realistic</td>
<td>逼真的</td>
</tr>
<tr>
<td>A</td>
<td>concept</td>
<td>概念</td>
<td>G</td>
<td>demonstrate</td>
<td>示範</td>
</tr>
</tbody>
</table>

A. a general idea or notion
B. shaped like a rectangle
C. in a few words
D. shaped like a triangle
E. showing people or things as they really are
F. to put in order
G. to show and explain
H. mode of building, construction, or organization

二、 專有名詞

1. Froebel Gift Three  The Divided Cub
2. Froebel Gift Four  Rectangular Prisms
3. Froebel Gift Five  Cubes & Triangular Prisms
4. Froebel Gift Six  Classic Building Blocks

三、 克漏字

Each of Froebel Gifts represents a special meaning. We can let children play with them. Children can use the blocks to __1__ their sense of beauty by forming symmetrical designs. They can __2__ form a plan figure __2__ a three-dimensional figure. They can even use the caps or columns in Gift Six to create a house or a castle. These Gifts __3__ bring fun to them but also help them to develop their concept of space. __4__, they can stimulate children’s creativity.

C 1. (A) show      (B) bring      (C) awaken      (D) observe
D 2. (A) both ..and (B) neither…nor (C) not…but      (D) either …or
A 3. (A) not only   (B) neither      (C) either      (D) both
B 4. (A) What’s worse             (B) What’s more
    (C) Therefore                    (D) However
四、句型翻譯

<table>
<thead>
<tr>
<th>句型 1. either …. or may</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg. I drink either milk or coffee for breakfast.</td>
</tr>
<tr>
<td>It is easy for me either to sing or to dance.</td>
</tr>
</tbody>
</table>

1. 你可以搭飛機或搭船到那個島。
   (You can go to that island either by airplane or by ship.)
2. 瑪麗可以獨自一人或是和他人來參加派對。
   (Mary can go to the party either by herself or with others.)

<table>
<thead>
<tr>
<th>句型 2. not only …… but also</th>
</tr>
</thead>
<tbody>
<tr>
<td>eg. Exercising regularly not only is good for your health but also helps you keep a good shape.</td>
</tr>
<tr>
<td>Janet not only sings beautifully but also dances wonderfully.</td>
</tr>
</tbody>
</table>

1. 他不僅是位作家而且還是個演員。
   (He is not only a writer but also an actor.)
2. 他們不僅完成作業而且還將教室打掃乾淨。
   (They not only finished the homework but also cleaned up the classroom.)
### 教學教案

<table>
<thead>
<tr>
<th>單元名稱</th>
<th>The Introduction of Froebel Gifts ---- Gift Three to Gift Six 數倒福勒恩物的介紹---恩物三至恩物六</th>
</tr>
</thead>
<tbody>
<tr>
<td>教材來源</td>
<td>家政專業英文</td>
</tr>
<tr>
<td>教學日期</td>
<td>月 日</td>
</tr>
<tr>
<td>教學時間</td>
<td>50 分鐘</td>
</tr>
<tr>
<td>教學年級</td>
<td>兩年級</td>
</tr>
<tr>
<td>教學設計者</td>
<td>羅靜如</td>
</tr>
</tbody>
</table>
| 教材分析 | (1)二年級幼教概論課程正在學習學前教育學者，藉由課程的介紹讓學生對福祿貝爾恩物有更清楚的認識。
(2)課程中搭配恩物的展示，引起學生的學習興趣與動機。
(3)課程對話給予情境說明，讓學生能迅速融入對話中。 |
| 學生學習經驗分析 | (1)學生對福祿貝爾有基本的認識與了解。
(2)學生了解福祿貝爾的教育理念。
(3)能了解一般的問候語，和上課用語。 |
| 教學方法 | TPR(Total Physical Response)教學法、溝通式教學法 |
| 教學資源 | 1. 設備：黑板、粉筆、磁鐵、電腦、投影機
2. 教具：福祿貝爾恩物、單字卡
3. 場所：教室 |

### 教學目標

<table>
<thead>
<tr>
<th>單元目標</th>
<th>具體目標（能力指標）</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>【認知】</strong></td>
<td></td>
</tr>
<tr>
<td>1. 能熟記本單元英語單字</td>
<td></td>
</tr>
<tr>
<td>2. 能了解本單元對話</td>
<td></td>
</tr>
<tr>
<td>3. 能應用本單元對話</td>
<td></td>
</tr>
<tr>
<td><strong>【情意】</strong></td>
<td></td>
</tr>
<tr>
<td>1. 樂於積極參與教室活動。</td>
<td></td>
</tr>
<tr>
<td>2. 欣賞並學習表現好的同學。</td>
<td></td>
</tr>
<tr>
<td>3. 與同學完成活動，表現自信。</td>
<td></td>
</tr>
<tr>
<td><strong>【技能】</strong></td>
<td></td>
</tr>
<tr>
<td>1. 能聽說讀寫完成本單元的對話。</td>
<td></td>
</tr>
<tr>
<td>2. 能將此對話或其中所學的福祿貝爾恩物運用於課堂的實物創作上。</td>
<td></td>
</tr>
<tr>
<td><strong>【聽】</strong></td>
<td></td>
</tr>
<tr>
<td>1-1. 能聽辨課堂中所學習的字彙。</td>
<td></td>
</tr>
<tr>
<td>1-2. 能聽懂簡單的對話句子。</td>
<td></td>
</tr>
<tr>
<td>1-3. 能聽懂福祿貝爾恩物相關對話。</td>
<td></td>
</tr>
<tr>
<td><strong>【說】</strong></td>
<td></td>
</tr>
<tr>
<td>2-1. 能說出課文中所學習的詞彙。</td>
<td></td>
</tr>
<tr>
<td>2-2. 能以正確的語調說出對話。</td>
<td></td>
</tr>
<tr>
<td>2-3. 能學習用提問、回答和敘述方式對話。</td>
<td></td>
</tr>
<tr>
<td><strong>【讀】</strong></td>
<td></td>
</tr>
<tr>
<td>3-1. 能完整理解對話的句子。</td>
<td></td>
</tr>
<tr>
<td>3-2. 能將對話的句子以中文翻譯出來。</td>
<td></td>
</tr>
<tr>
<td>3-3. 用其他的單字或片語替換對話內容。</td>
<td></td>
</tr>
<tr>
<td><strong>【寫】</strong></td>
<td></td>
</tr>
<tr>
<td>4-1. 能書寫印刷體大小的對話句子。</td>
<td></td>
</tr>
<tr>
<td>4-2. 能臨摹抄寫課文中所學習句子。</td>
<td></td>
</tr>
</tbody>
</table>
## 教學目標

### 壹、準備活動

**暖身 / Warm-up**

- **【暖身】**
  1. 和學生相問候。
  2. 以單字卡複習上一節課的單字。
  3. 展示福祿貝爾恩物，引發學習興趣。

### 貳、發展活動

**單字教學**

- **呈現/ Presentation**
  - **【呈現單字】**
    1. 老師講解並帶著學生朗讀各個單字，使學生了解其意義和字音。
    2. 任選單字卡或恩物實體，以點名及抽籤方式選取學生念出單字/恩物的發音及說出單字/恩物的意思。
    3. 老師以”Show me the card of...”請同學指出正確的單字字卡。

- **練習/ Practice**
  - **【小組活動】**
    1. 分組，每一小組四人。(於課前先進行分組)
    2. 分發單字卡。請組員利用字卡相互練習發音及認字。(一位同學拿出字卡，另一位同學念出字卡單字。)

**對話解析**

- **【對話解析】**
  1. 老師以 ppt 呈現對話內容。
  2. 老師領導學生朗讀對話。
  3. 老師解釋對話內容。
  4. 老師講解句型並帶領學生練習句型造句。
  5. 請每組成員自行練習對話。

### 教學資源

- 單字卡
- 福祿貝爾恩物
- 恩物（實體）
- 學習單
- 留物
- ppt

### 時間

- **形成性評量**
  1. **1-1**
  2. **2-1**
  3. **2-2**
  4. **2-3**
  5. **3-1**
  6. **3-2**
  7. **3-3**

### 能力評量

- 能了解各個單字的意義並念出其字音。
- 能辨別並念出老師所指的單字。
- 能了解對話的內容。
- 能了解句型的意義並念出。
【學習單】
1. 分發學習單。
2. 請每組成員共同完成學習單。
3. 展示每一小組所完成之恩物組合圖形。

【結尾】
1. 老師分發作業單。
2. 老師給予作業說明。

相關網站
www.froebelgifts.com /gifts.htm
Part A
Please form two different patterns by using Froebel Gift Three to Gift Six. Please take the pictures, and then paste them up in the following boxes.

(1)

(2)

Part B
Please demonstrate the creations of your group to the whole class.
作業單

一、單字練習（請寫出下列英文單字的中文並配對其字義解釋）

___ 1. briefly （中文_________）   ___ 2. arrange （中文_________）
___ 3. triangular（中文_________）    ___ 4. rectangular（中文_________）
___ 5. structure （中文_________）    ___ 6. realistic （中文_________）
___ 7. concept （中文_________）    ___ 8. demonstrate （中文_________）

<table>
<thead>
<tr>
<th></th>
<th>A. a general idea or notion</th>
<th>B. shaped like a rectangle</th>
<th>C. in a few words</th>
<th>D. shaped like a triangle</th>
<th>E. showing people or things as they really are</th>
<th>F. to put in order</th>
<th>G. to show and explain</th>
<th>H. mode of building, construction, or organization</th>
</tr>
</thead>
</table>

二、專有名詞

1. Froebel Gift Three       ______________________
2. Froebel Gift Four         ______________________
3. Froebel Gift Five         ______________________
4. Froebel Gift Six          ______________________

三、克漏字

Each of Froebel Gifts represents a special meaning. We can let children play with them. Children can use the blocks to ___1___ their sense of beauty by forming symmetrical designs. They can ___2___ form a plan figure ___2___ a three-dimensional figure. They can even use the caps or columns in Gift Six to create a house or a castle. These Gifts ___3___ bring fun to them but also help them to develop their concept of space. ___4___, they can stimulate children’s creativity.

___ 1. (A) show      (B) bring        (C) awaken     (D) observe  
___ 2. (A) both ..and  (B) neither…nor  (C) not…but   (D) either …or  
___ 3. (A) not only   (B) neither       (C) either       (D) both  
___ 4. (A) What’s worse               (B) What’s more       (C) Therefore                  (D) However  


### 句型翻譯

<table>
<thead>
<tr>
<th>句型 1. either …. or……</th>
</tr>
</thead>
<tbody>
<tr>
<td>I drink either milk or coffee for breakfast.</td>
</tr>
<tr>
<td>It is easy for me either to sing or to dance.</td>
</tr>
</tbody>
</table>

1. 你可以搭飛機或搭船到那個島。

2. 瑪麗可以獨自一人或是和他人來參加派對。

<table>
<thead>
<tr>
<th>句型 2. not only …… but also</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercising regularly not only is good for your health but also helps you keep a good shape.</td>
</tr>
<tr>
<td>Janet not only sings beautifully but also dances wonderfully.</td>
</tr>
</tbody>
</table>

1. 他不僅是位作家而且還是個演員。

2. 他們不僅完成作業而且還將教室打掃乾淨。