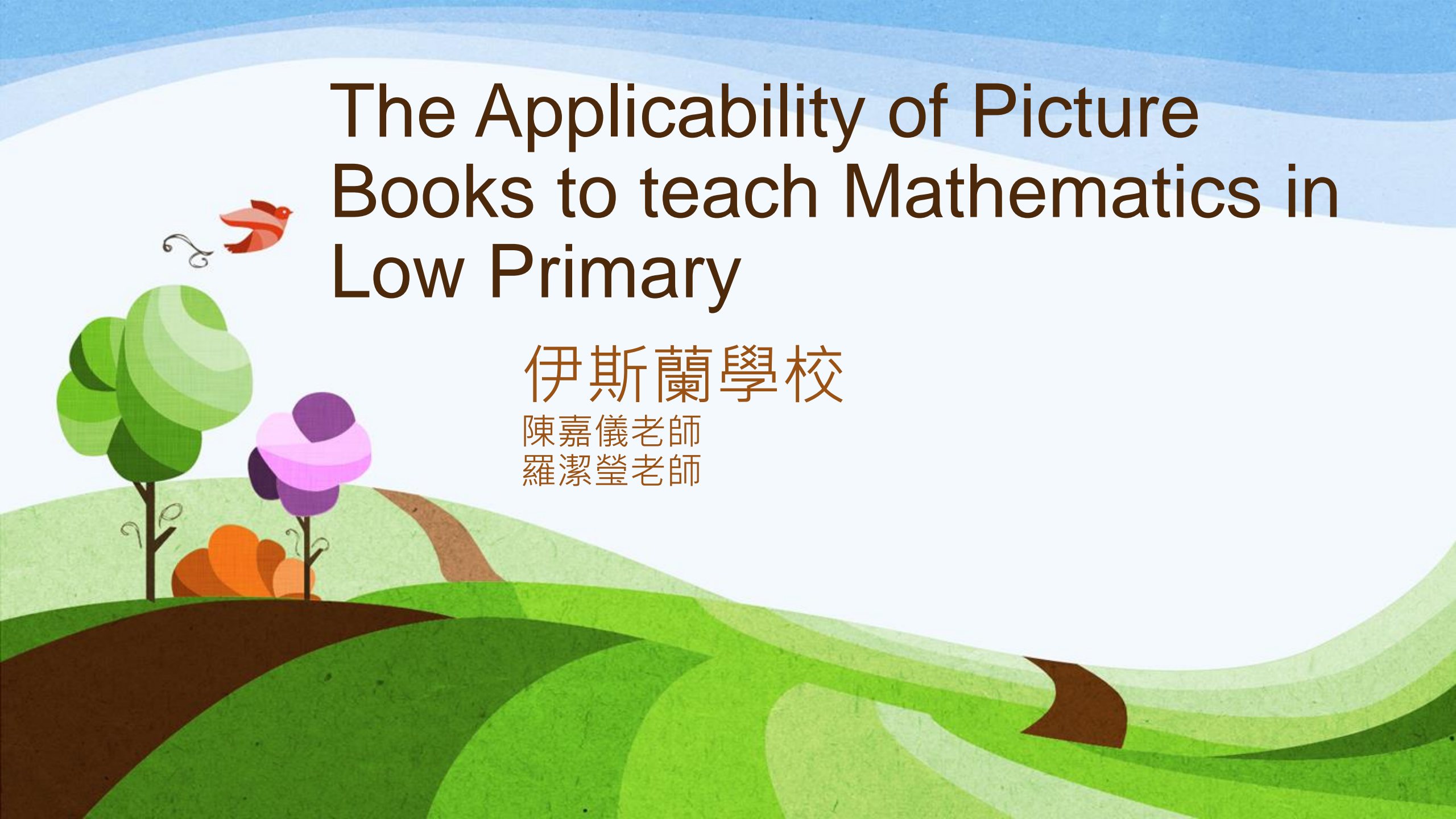


# The Applicability of Picture Books to teach Mathematics in Low Primary

伊斯蘭學校

陳嘉儀老師  
羅潔瑩老師

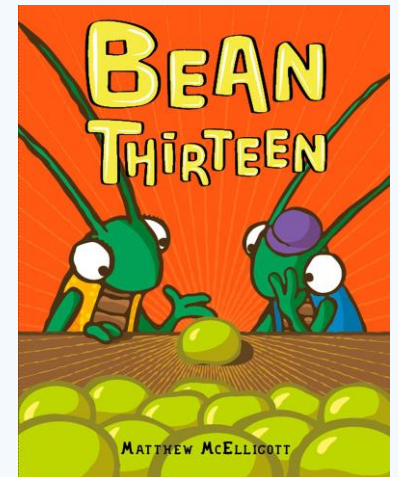
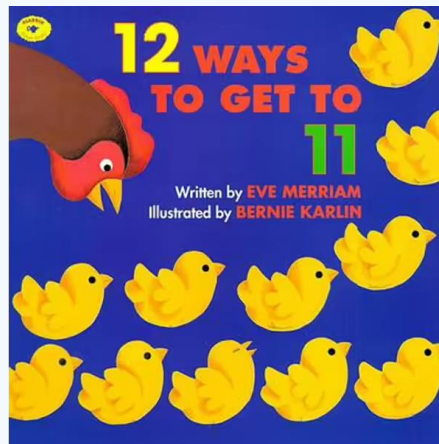


# 學校介紹

- 本校是由中華回教博愛社開辦
- 本校約有三分之二非華語學生，國籍包括巴基斯坦、印度、菲律賓.....
- 本校以英語作為教學語言
- 學生是以第二語言來學習數學
- 數學閱讀方面較弱
- 幼小銜接

# 2020-2021與港大合作進行故事教學

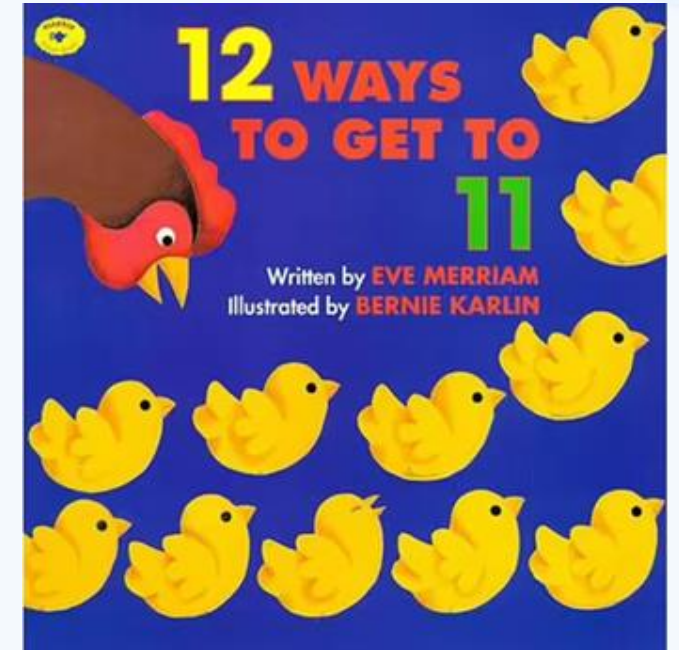
- P.1 (上) 數字組合
- P.1 (下) 厘米
- P.2 (下) 除法



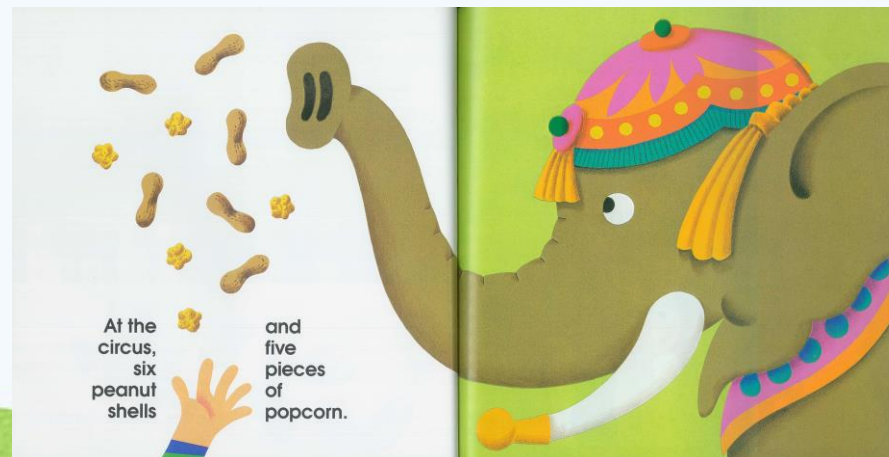


# P.1 數字組合

- 12 ways to get to 11
- 故事性不強, 但圖畫及文字簡單清晰
- 加入ten frame & cherry model, 期望學生對數字有更清楚的認識

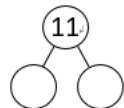
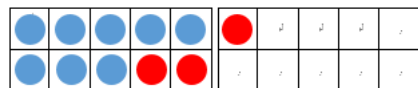


Six peanut shells, and five popcorn.

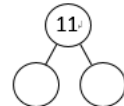
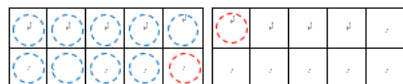
Class: \_\_\_\_\_ Name: \_\_\_\_\_

1. Mother buys 8 ice-creams for the children. To give ALL children how many ice-creams does she need to buy?



8 +  = 11

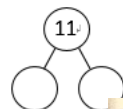
2. Mr. Mok gives the lollipops to 9 children. To give ALL children how many lollipops does he need to give?



9 +  = 11

Let's Make 11

3. \_\_\_\_\_ are boys, \_\_\_\_\_ are girls.



+  = 11

Let's Make 11

4. \_\_\_\_\_



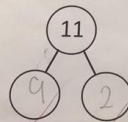
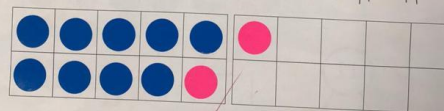
11

+  = 11

Let's Make 11

4. \_\_\_\_\_

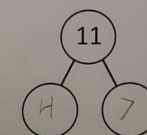
9 children do not have ties, 2 children have ties.



9 + 2 = 11

Let's Make 11

4. \_\_\_\_\_

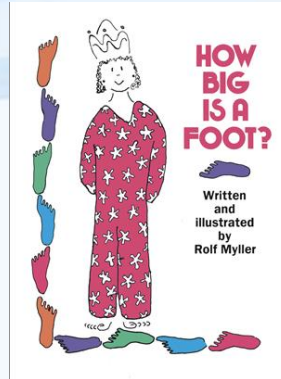


4 + 7 = 11



# P.1 (下) 厘米

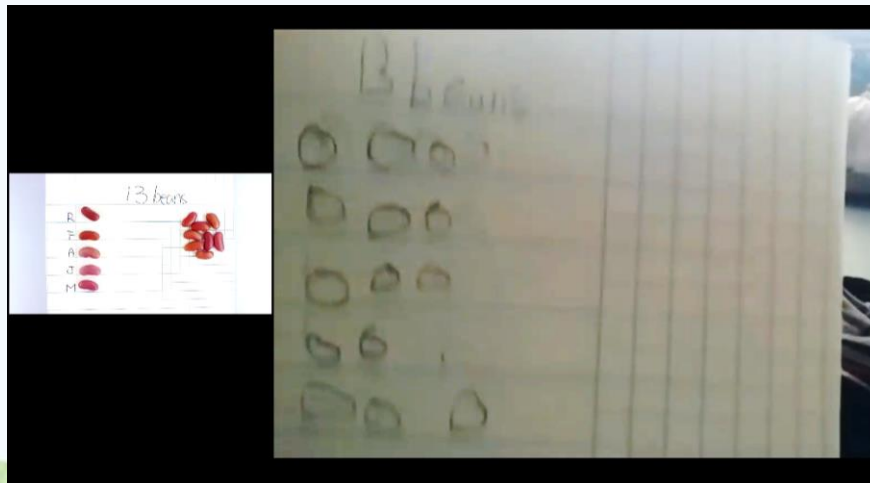
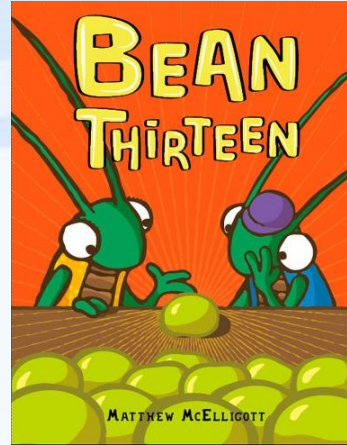
- How big is a foot?
- 一個有趣的故事, 引入standard unit
- 利用YouTube播放故事



影片時間	活動 / 提問
0:41	開始
1:19	<ol style="list-style-type: none"><li>1. Do you have bed at home?</li><li>2. How big is a bed?</li><li>3. How is your bed? What is the shape for your bed?</li><li>4. How big should it be to fit the queen?</li></ol>
3:16	Can this bed fit to the queen? Why?
3:30	Why? Not fit? How can we solve this problem?
4:37	Why does he need the King's foot?
5:05	Now, can this bed fit to the queen?
5:41	重複 "anyone who wanted to measure anything use a copy of the King's foot." Is this a good method? Why? Why not?
5:52	完結 But, we don't have a king. How can we measure?

## P.2 (下) 除法

- Bean Thirteen
- 一個有趣的故事, 學習除法分物的概念
- 自製影片
- 於zoom課堂進行



影片時間	活動 / 提問
0:41	開始
0:18	2 bugs are picking beans for dinner. Can you tell me how many beans do they have now?
0:37	Why does Ralph tell Flora not picking 13 beans?
1:00 (2 bugs)	After sharing , they got 6 beans each and 1 left. Do you know why?
1:20 (3 bugs)	Now they invite April to come. Do you think that they can share 13 beans equally ?
1:38 (4 bugs)	Absolutely it can't. So what do they do?
1:45 (5 bugs)	They still cannot share 13 beans equally. What do they do? (Draw the ideas on the classwork)
2:10 (6 bugs)	They still cannot share them equally? What do they do? (Draw the ideas on the classwork)
2:39	Can they share the beans equally? (No) Now let see the result at last.
3:56	完結 At last , the bugs eat the beans as much as they can , they eat all the beans. But actually they still cannot share 13 beans equally. If you were a bug , how do you solve the problem?

# 總結

- 在實體課堂中進行故事教學, 老師容易了解學生的情況, 但ZOOM課堂中, 老師難了解學生
- 但ZOOM的優點像播放卡通片, 他們願意看或留心看
- 故事教學是以引入為主, 增加學生的趣味性吸引繼續學習
- 但如何延續故事的模式? 由故事教學的模式怎樣轉回課本模式? 怎樣加入算式?

