

<p><b>通過遊戲幫助孩子學習拼音</b></p> <p>適用年齡：5-8 歲</p> <p>建議程度：歐洲共同語言參考架構 CEFR Pre-A1 至 A1 水平</p> <p>學習重點：字母名稱、字母發音及基礎詞彙</p>
<p><b>學習目標</b></p> <p>活動結束時，您的孩子將能夠：</p> <ul style="list-style-type: none"> <li>• 認識指定字母名稱（例如 L、M、N）</li> <li>• 準確讀出字母的自然拼讀音（例如 /l/、/m/、/n/）</li> <li>• 將發音與簡單的單詞聯繫起來（例如 leg、moon）</li> <li>• 自信地回應英語口語指令</li> </ul>
<p><b>核心詞彙重點</b></p> <ul style="list-style-type: none"> <li>• 字母名稱：L、M、N（可根據需要調整）</li> <li>• 字母發音：/l/、/m/、/n/</li> </ul> <p>詞彙示例：leg（腿）、moon（月亮）、nose（鼻子）</p>
<p><b>家庭活動步驟指引（10-15 分鐘）</b></p> <p>本活動採用英語教學 TESOL 溝通式多感官教學法，結合肢體活動、聆聽與口語練習元素。</p> <p><b>第一步：環境佈置</b></p> <ul style="list-style-type: none"> <li>• 在地上放三張紙，每張紙上清晰地寫上一個大寫字母（例如 L、M、N）</li> <li>• 可以的話請使用不同顏色的紙</li> <li>• 給孩子一個小毛絨玩具</li> </ul> <p><b>第二步：示範引導（支架式教學）</b></p> <ul style="list-style-type: none"> <li>• 清晰而緩慢地說：             <ul style="list-style-type: none"> <li>○ 「L - /l/ - leg」</li> </ul> </li> <li>• 請孩子跟讀</li> <li>• 示範將玩具扔到對應的字母上</li> </ul> <p><b>第三步：引導練習</b></p> <ul style="list-style-type: none"> <li>• 說出以下內容：             <ul style="list-style-type: none"> <li>○ 字母名稱（「字母 L」）</li> <li>○ 一個單詞（「moon」）</li> <li>○ 字母發音（「/n/」）</li> </ul> </li> <li>• 鼓勵孩子將玩具扔到對應的字母上</li> <li>• 及時給予讚許，需要時可溫和地糾正             <ul style="list-style-type: none"> <li>○ 「聽對了！」</li> <li>○ 「我們再試一次，moon 的開頭發音是 /m/。」</li> </ul> </li> </ul>

#### 第四步：獨立練習

- 讓孩子扮演「小老師」
- 由孩子說出發音或單詞，家長來扔玩具
- 這能增強孩子的自信心並鞏固學到的知識

#### 聽力與發音練習

- 誇張地發出單詞的第一個音：「L-l-l-leg」
- 鼓勵孩子在您發音時觀察您的嘴巴
- 問孩子「這是 /l/ 還是 /n/?」然後說出一個單詞

練習盡量於短時間內完成，並保持正向的氣氛

#### 簡單理解性問題

遊戲結束後，可以問：

- 哪個字母發 /l/ 音？
- 你能再想出一個以 /m/ 開頭的單詞嗎？
- 今天你最喜歡哪個發音？

盡可能鼓勵孩子用完整句子回答：

- 「Moon 以 /m/ 開頭。」

#### 延伸活動（選擇性進行）

- 請孩子為每個字母寫出一個單詞
- 為以目標發音開頭的單詞畫一幅圖畫
- 玩「我發現」遊戲：「我發現一樣以 /n/ 開頭的東西。」

#### 本方法為何有效（TESOL 教學法）

本活動：

- ✓ 結合肢體動作（動覺學習）
- ✓ 鼓勵在實用場景中重覆練習
- ✓ 建立聲音與字母之間的聯繫
- ✓ 培養聽音辨音能力
- ✓ 互動式溝通學習

短時間、規律的練習（每次 10 分鐘，每週 3 次）比長時間學習更有效

## Parent Resource Guide

<p><b>Helping Your Child Learn Phonics Through Play</b></p> <p>Target age: 5–8 years</p> <p>Suggested level: CEFR Pre-A1 to A1</p> <p>Focus: Letter names, letter sounds and simple vocabulary</p>
<p><b>Learning Objectives</b></p> <p><b>By the end of the activity, your child will be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognise selected letter names (e.g. L, M, N)</li> <li>• Produce the correct phonics sounds (e.g. /l/, /m/, /n/)</li> <li>• Connect sounds to simple vocabulary words (e.g. leg, moon)</li> <li>• Respond confidently to spoken instructions in English</li> </ul>
<p><b>Key Vocabulary Focus</b></p> <ul style="list-style-type: none"> <li>• Letter names: L, M, N (adapt as needed)</li> <li>• Letter sounds: /l/, /m/, /n/</li> </ul> <p>Vocabulary examples: leg, moon, nose</p>
<p><b>Home Activity: Step-by-Step Guide</b> (10–15 minutes)</p> <p>This activity uses a communicative, multi-sensory TESOL approach — combining movement, listening and speaking.</p> <p><b>Step 1: Prepare the Space</b></p> <ul style="list-style-type: none"> <li>• Place three pieces of paper on the floor with capital letters written clearly (e.g. L, M, N).</li> <li>• If possible, use different colours.</li> <li>• Give your child a small soft toy.</li> </ul> <p><b>Step 2: Model First</b> (Scaffolding)</p> <ul style="list-style-type: none"> <li>• Say clearly and slowly:       <ul style="list-style-type: none"> <li>○ “L – /l/ – leg.”</li> </ul> </li> <li>• Ask your child to repeat.</li> <li>• Demonstrate throwing the toy onto the correct letter.</li> </ul> <p><b>Step 3: Guided Practice</b></p> <ul style="list-style-type: none"> <li>• Call out:       <ul style="list-style-type: none"> <li>○ The letter name (“Letter L”)</li> <li>○ A vocabulary word (“moon”)</li> <li>○ The letter sound (“/n/”)</li> </ul> </li> <li>• Encourage your child to throw the toy onto the correct letter.</li> <li>• Provide immediate praise and correction gently if needed.       <ul style="list-style-type: none"> <li>○ “Great listening!”</li> <li>○ “Let’s try again. Moon starts with /m/.”</li> </ul> </li> </ul> <p><b>Step 4: Independent Practice</b></p> <ul style="list-style-type: none"> <li>• Let your child become the “teacher”.</li> <li>• They call out the sound or word, and you throw the toy.</li> <li>• This builds confidence and reinforces learning.</li> </ul>
<p><b>Listening &amp; Pronunciation Practice</b></p> <ul style="list-style-type: none"> <li>• Exaggerate the initial sound: “L-l-l-leg.”</li> <li>• Encourage your child to look at your mouth when you pronounce sounds.</li> <li>• Ask: “Is this /l/ or /n/?” and say a word.</li> </ul>

Keep practice short and positive.

### Simple Comprehension Questions

After playing, ask:

- Which letter makes the /l/ sound?
- Can you think of another word that starts with /m/?
- Which sound was your favourite today?

Encourage full-sentence answers where possible:

- “Moon starts with /m/.”

### Extension Activities (Optional)

- Ask your child to write one word for each letter.
- Draw a picture of a word beginning with the target sound.
- Play “I Spy”: “I spy something that starts with /n/.”

### Why This Works (TESOL Approach)

This activity:

- ✓ Uses physical movement (kinaesthetic learning)
- ✓ Encourages repetition in meaningful contexts
- ✓ Builds sound-symbol awareness
- ✓ Develops listening discrimination
- ✓ Makes learning communicative and interactive

Short, regular practice (10 minutes, 3 times per week) is more effective than long sessions.