

品德教育華語繪本

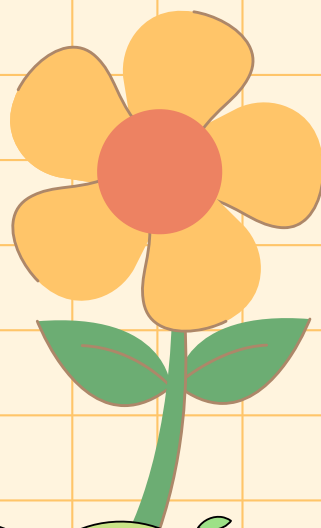
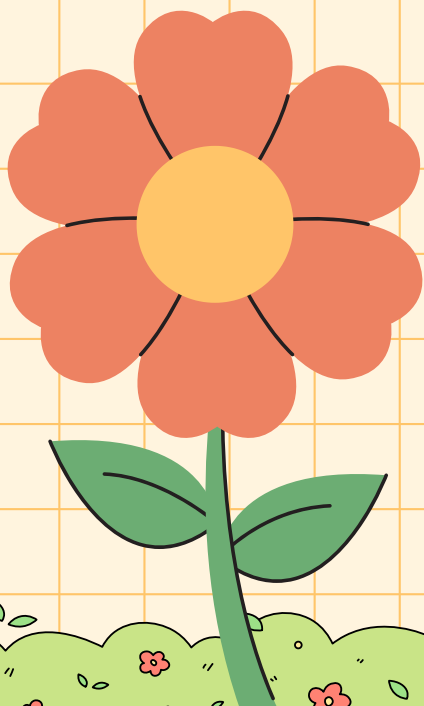
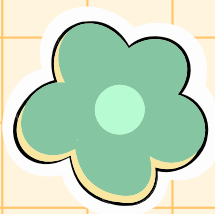
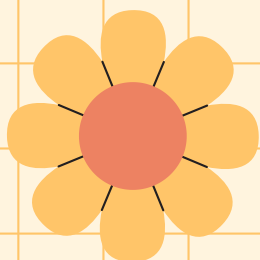
Moral Education Chinese Picture Books

小兒語

Wisdom for Children

活動指引

GUIDEBOOK





編者的話

本系列讀本透過現代生活故事詮釋古代經典，並融入臺灣孩子的在地經驗，希望能在經典與當代生活之間建立連結。本華語讀本專為以華語為外語的低幼兒設計，改編自原本以英文撰寫的故事。

讀本編寫以孩子能獨立閱讀或透過聆聽理解為原則，並附有活動指引，供父母或教師參考。透過引導回應與討論，幫助孩子探索經典如何與自身產生連結，並思考其在現代生活中的意義。



華語讀本之改寫原則

- 本系列讀本以詮釋古文原典的核心意義為原則，並配合既有的圖畫與故事邏輯進行編寫。
- 故事採用簡單易懂的語句書寫，其中部分內容以可預測書的形式呈現，使語言與閱讀體驗更貼近低年級學生。
- 書寫方式強調正向表達，發揮語言示範作用，幫助孩子學習並運用積極正向的語言。
- 優先使用常見詞彙與句型，並盡量避免專有名詞，以提升理解與學習的便利性。





活動指引之使用原則

本系列讀本以成人為主要使用對象，適用於父母及教師，特別是中文學校的老師。內容涵蓋以下項目：

- 古文白話解釋：幫助讀者理解原典核心意義。
- 閱讀討論問題：提供閱讀前、中、後可與孩子對話的話題與提問，引導思考與交流。
- 延伸活動：設計相關學習活動，讓孩子進一步探索經典內涵。
- 漢字認識：介紹關鍵漢字，幫助孩子掌握基本詞彙與字形意義。



基本理念：

- 本系列讀本透過生活事件介紹處世的態度與觀念，並鼓勵在對談中逐步累積理解與體會。經典的領悟需要時間與經驗，不是即學即知的，因此，一來一往的對話尤為重要。
- 我們重視讀者的回應，從讀者的理解與連結出發，引導他們透過文本中的事件與角色互動建構想法，深化理解。最終，讀者將在這樣的探索歷程中，逐步領會經典的核心意義。



互動原則：

本系列讀本與活動指引的設計，圍繞聽故事、讀故事、討論故事、討論意義四大互動架構，幫助孩子在對話與思考中逐步建構理解。



- 提供閱讀前、中、後可討論或回應的問題，從個人經驗出發，逐步連結故事與經典核心概念。
- 提問僅供參考，鼓勵依據孩子的經驗與興趣靈活選擇，而非逐一詢問。
- 以談書為主，引導孩子表達想法，並透過大人或其他孩子的回應，深化理解。
- 大人應傾聽並追問，透過對話引導孩子思考道德概念及處世態度。
- 重視個別回應，根據孩子的表達調整討論方向，確保概念的有效傳遞。
- 延伸活動以詮釋與深化核心概念原則，採步驟式設計，由大人帶領，讓孩子在無壓力的環境下參與。
- 活動後可邀請孩子分享心得，加強學習效果。
- 漢字學習提供認識漢文化的機會，選擇具象、容易與孩子經驗連結的字詞，而非僅以最早的字形演變為標準。

本系列華語讀本與活動指引由國立成功大學外語中心研究團隊與國立臺北教育大學畢業的現職教師合作編寫，旨在為不同地區的華語學習者提供深入認識中華文化與品德教育精神的機會。

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EDITORS' NOTE



This series of picture books brings ancient Chinese classics to life through relatable modern stories. Rooted in the experiences of Taiwanese children, it aims to bridge contemporary narratives from Taiwan with classical literature. These Chinese picture books are specifically designed for children learning Chinese as a foreign language and are adapted from stories originally written in English.

The books are designed for children to read independently or comprehend through listening. The accompanying guidebooks provide support for parents and teachers, helping children explore the connections between classical literature and their own lives, as well as the relevance of these stories in today's world, through guided responses and discussions.



Principles for Rewriting

- The books interpret the core meaning of original classical texts while aligning with established illustrations and storylines.
- Stories are rewritten in simple, easy-to-understand sentences and presented in a predictable storybook format, making language and experiences accessible to children.
- The writing is positive, demonstrating exemplary language use to promote the learning of constructive and appropriate language.
- Common vocabulary and sentence structures are prioritized, while technical terms are avoided whenever possible.





Guidelines for Using the Guidebook

This series of readers is primarily designed for adults, specifically parents and teachers, especially those teaching in Chinese language schools. The content includes the following components:

- Classical Texts in Vernacular Chinese: Helps readers understand the core meaning of the original texts.
- Discussion Questions: Provides topics and questions for discussion before, during, and after reading, guiding thinking and communication with children.
- Extension Activities: Designs relevant learning activities that allow children to explore the essence of classical texts further.
- Chinese Character Learning: Introduces key Chinese characters, helping children master basic vocabulary and understand the meanings of characters.



Fundamental Philosophy:

- The books introduce attitudes and concepts for navigating life events, gradually building understanding through dialogue. The exchange of ideas is essential, as grasping the meaning of classic texts requires time and experience; it cannot be learned instantly.
- The books emphasize the reader's response. Develop ideas and understanding based on the reader's interpretations and connections as they engage with events and characters in the text. This interaction leads to a deeper understanding of the core meaning of the classics.



Interaction Principles:

- Activities primarily involve listening to, reading, discussing stories, and exploring their meanings.
- The questions in the guidebook are for reference only; not every question needs to be asked. It is recommended to select questions based on the children's experiences and interests.



- Discussion or response questions are designed to be used before, during, and after reading. The aim is to gradually build important concepts and attitudes through simple personal responses, connecting stories with individual experiences and linking to core questions from classical texts.
- Responses to stories focus on book discussions. Adults can begin by inviting children to share their thoughts and then engage with those ideas, inviting other children to respond as well.
- It is beneficial to first listen to children's ideas, questioning and responding to their thoughts, to help them construct an understanding of stories and moral concepts.
- Individual children's experiences and responses are highly valued. Adults can communicate concepts and attitudes regarding behavior by listening and responding to children's insights.
- Post-reading extension activities aim to interpret or deepen understanding of core concepts. These activities should be presented step-by-step, with adults guiding children through listening, allowing activities to proceed without pressure. After the activities, children can be invited to share their insights and learning experiences.
- Chinese character learning offers opportunities to learn about Chinese culture. Characters are chosen based on their concrete nature and their ability to connect with children's imagination, rather than necessarily selecting the earliest evolved forms of the characters.

This series of Chinese picture books and guidebooks was developed through collaboration between the research team at the Foreign Language Center of National Cheng Kung University and current teachers who graduated from the National Taipei University of Education in Taiwan. The aim is to provide Chinese language learners from various regions with an understanding of the spirit of Chinese cultural and moral education.

Wenyun Lin

National Taipei University of Education, Taipei, Taiwan, R.O.C.

Wenli Tsou

National Cheng Kung University, Tainan, Taiwan, R.O.C.



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W1-1

好朋友



小兒語古文解釋

The Explanation of Wisdom for Children



要成好人，須尋好友，
引酵若酸，哪得甜酒。



想要成為一個好人，就應該交一些好的朋友。
就像是蔬菜、水果壞掉了，又怎麼能做成好吃的沙拉呢？

To be a good person, you should surround yourself with good people. It's like making a salad — if the veggies and fruits are rotten, there's no way the salad will taste good!





閱讀前，聊一聊



Before Reading

1.

閉上眼睛，在心裡想一想你的好朋友，你們正一起在做一件你最喜歡的事情！是什麼事情呢？

Close your eyes and think about your best friend. Imagine both of you doing something you love the most! What is it?

2.

你有好朋友嗎？是誰呢？你最喜歡和他一起做什麼事情呢？

Do you have a best friend? Who is it?
What do you love doing most with him or her?

你最喜歡和你的朋友一起做什麼事情呢？

What do you enjoy doing the most with your friends?

當他做了這樣的事情你的心情怎麼樣呢？

How do you feel when they do this?

3.

你覺得什麼是好朋友？我們可以怎麼選擇朋友？

What do you think makes a good friend?
How do we choose our friends?

閱讀中，聊一聊

During Reading

4.

P.14-15

哪頁是「好朋友」的行為呢？你喜歡你的朋友用哪種方式對待你？

Which page shows "good friend" behavior? How do you like your friends to treat you?

P.16

分享是什麼感覺？你的好朋友有跟你分享過他的東西嗎？

How does it feel to share? Have your friends ever shared something with you?

P.27

好朋友會說什麼呢？

What do good friends say to each other?

P.31

你有被安慰過的經驗嗎？

Have you ever been comforted by someone?

被安慰的心情怎麼樣呢？你喜歡嗎？

How does it feel to be comforted? Do you like it?

閱讀後，聊一聊

After Reading

5.

陪阿弟想一想

Let's think about it with A-Di!

你還想跟誰當朋友呢？為什麼你想跟他當朋友呢？

Who else would you like to be friends with? Why do you want to be their friend?

你會想要有很多朋友嗎？

Would you like to have lots of friends?

你想跟怎麼樣的人當朋友？你是這樣的人嗎？

What kind of person do you want as a friend? Are you that kind of person too?

我們怎麼知道我們的行為是在幫助自己變成更好的人？

How can we tell if our actions are helping us become better people?

6.

我學阿弟說話

Let's talk like A-Di

阿弟說：「好朋友在一起，一起聊天就很開心。」

你可以學看看阿弟的說話方式嗎？

好朋友在一起，一起_____就很開心。

好朋友毛線手鍊

Friendship Yarn Bracelets



好朋友間彼此鼓勵和分享，互相幫忙相互學習彼此的優點可以變得更好！

Good friends encourage and share with each other, help one another, and learn from each other's strengths to become better together!

拿兩條毛線，為彼此做一條友情象徵的手鍊吧！

Take two pieces of yarn and make friendship bracelets to celebrate your bond!

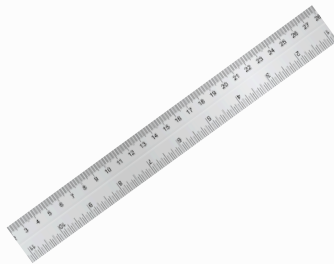
材料

Materials



毛線(兩種顏色)

Yarn (two colors)



R

Ruler



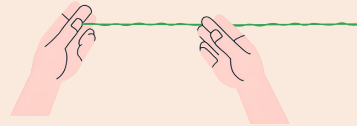
剪刀

Scissors

開始做囉！ Let's Get Started!

(1) 測量兩條50公分的毛線。

Measure two pieces of yarn, each 50 cm long.



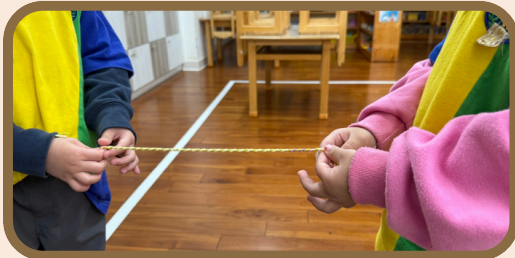
(2) 和你的朋友各拿著毛線的一頭。

You and your friend each hold one end of the yarn.



(3) 好朋友將毛線拉直，且用不同方向轉動毛線

Pull the yarn straight and twist it in opposite directions.



你轉左邊你的朋友就
轉右邊喔！

You twist to the left,
your friend twists to the right!

(4) 有發現毛線越來越緊了嗎？就像你們的友情一樣呢！

Notice the yarn getting tighter? Just like your friendship!

(5) 兩個好朋友互相靠近，你會發現毛線捲起來變成手鍊了。

Move closer to your friend, and watch the yarn twist itself into a bracelet.



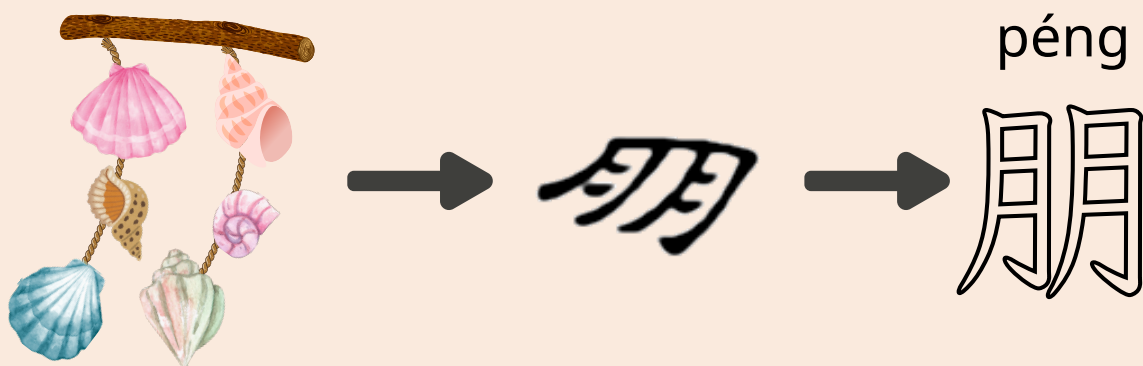
(6) 將手鍊的兩端打結就完成了！

Tie the two ends together, and your friendship bracelet is complete!



認識漢字

Learning Chinese Characters is Fun



「朋」這個字，就像是兩串貝殼掛在一起。

The character "朋" looks like two strings of shells hanging side by side.

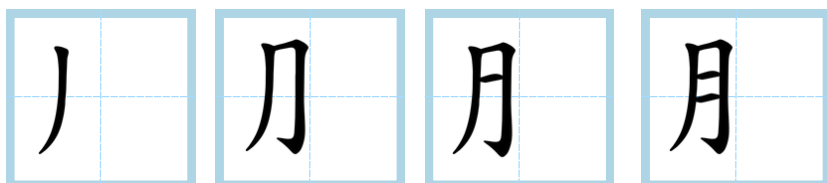
• 例如：朋友 • For example, Friend

練習

Practice

請小朋友照筆畫練習寫字：

Practice writing this character according to its stroke order.

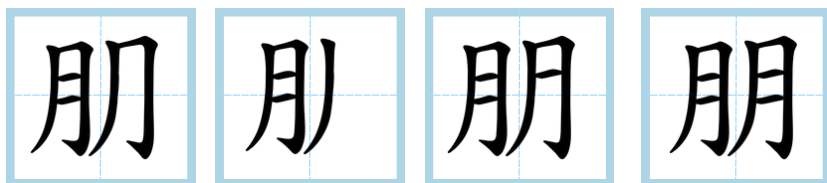


第1畫

第2畫

第3畫

第4畫

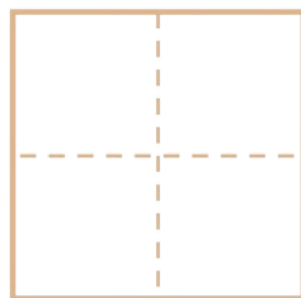


第5畫

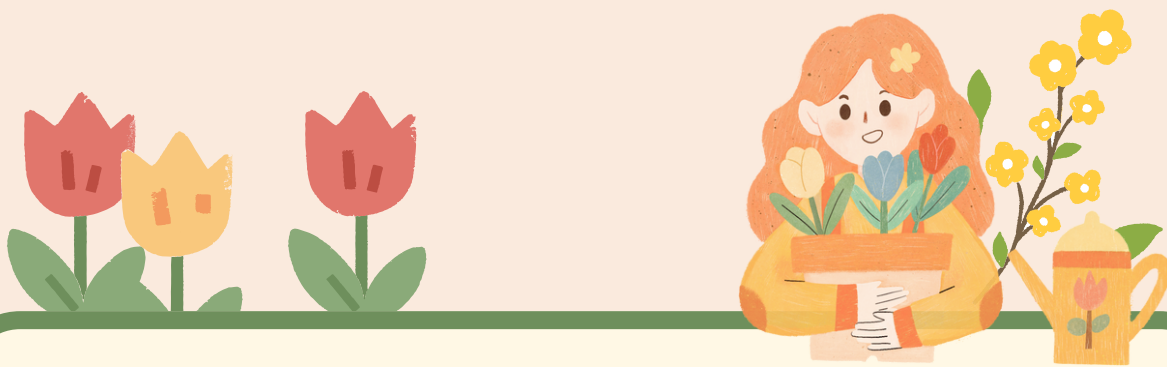
第6畫

第7畫

第8畫



• 筆順圖源自中華民國教育部「國字標準字體筆順學習網」：
<https://stroke-order.learningweb.moe.edu.tw/index.jsp>



姓名

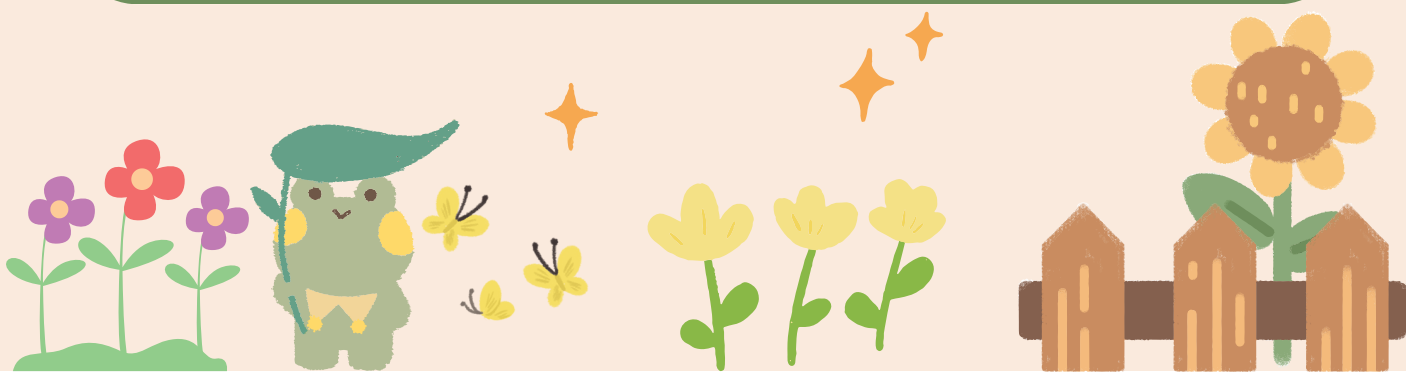
Name _____

學校

School _____

班級

Class _____





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品德教育華語繪本



