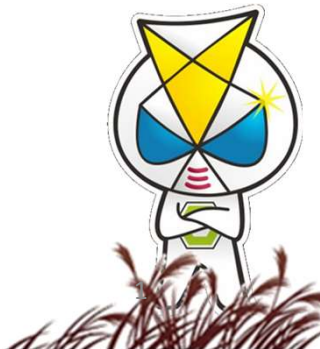


非華語幼兒的學與教－幼稚園教師 專業發展課程（進階課程）



林葦葉、許守仁
香港大學教育學院



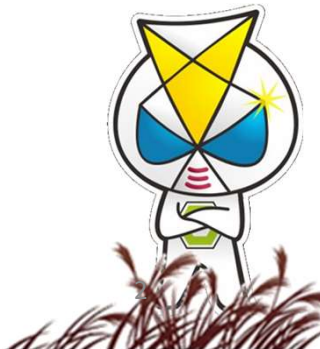
出發點：

非華語幼兒中文學習理念架構



林葦葉、許守仁

香港大學教育學院

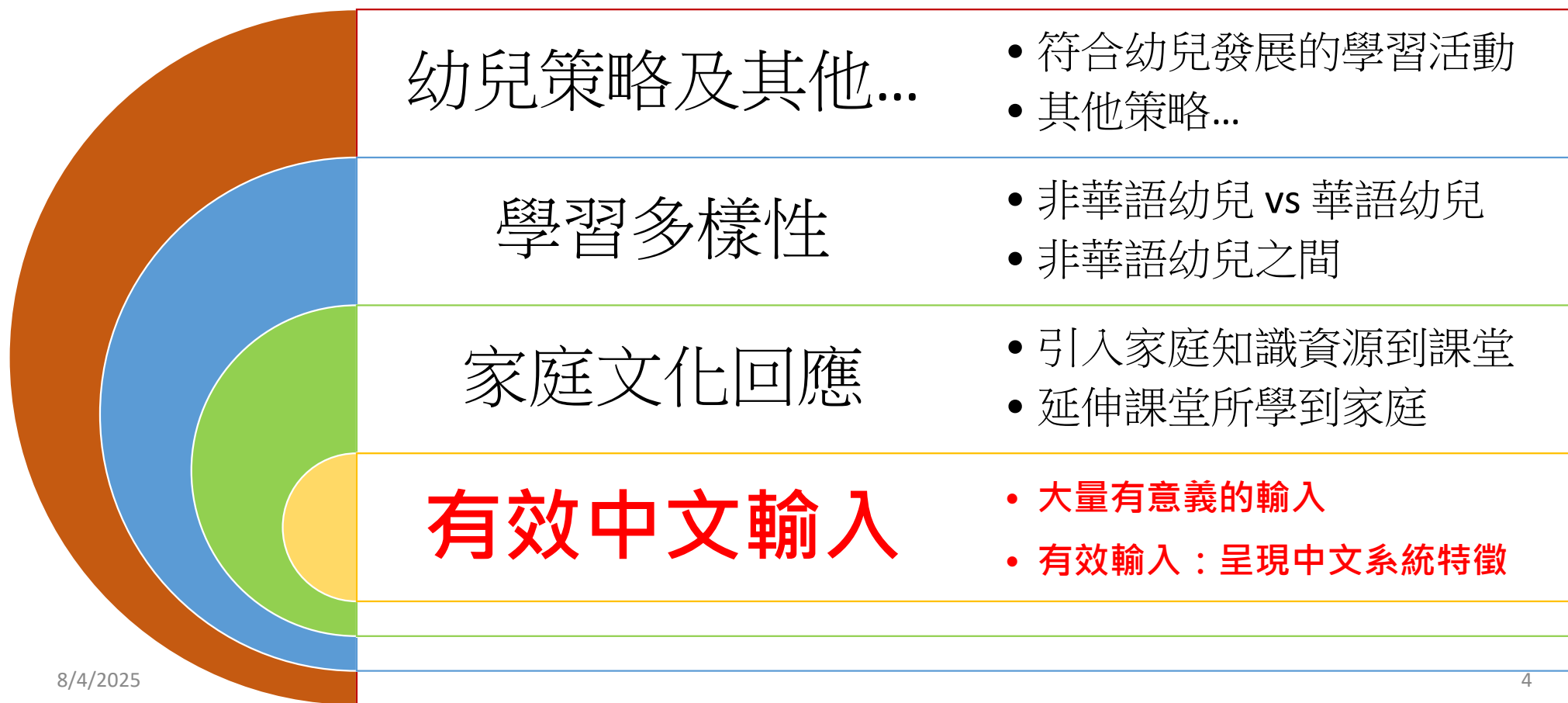


我們的 發點

聚焦語文的幼兒課程與學習

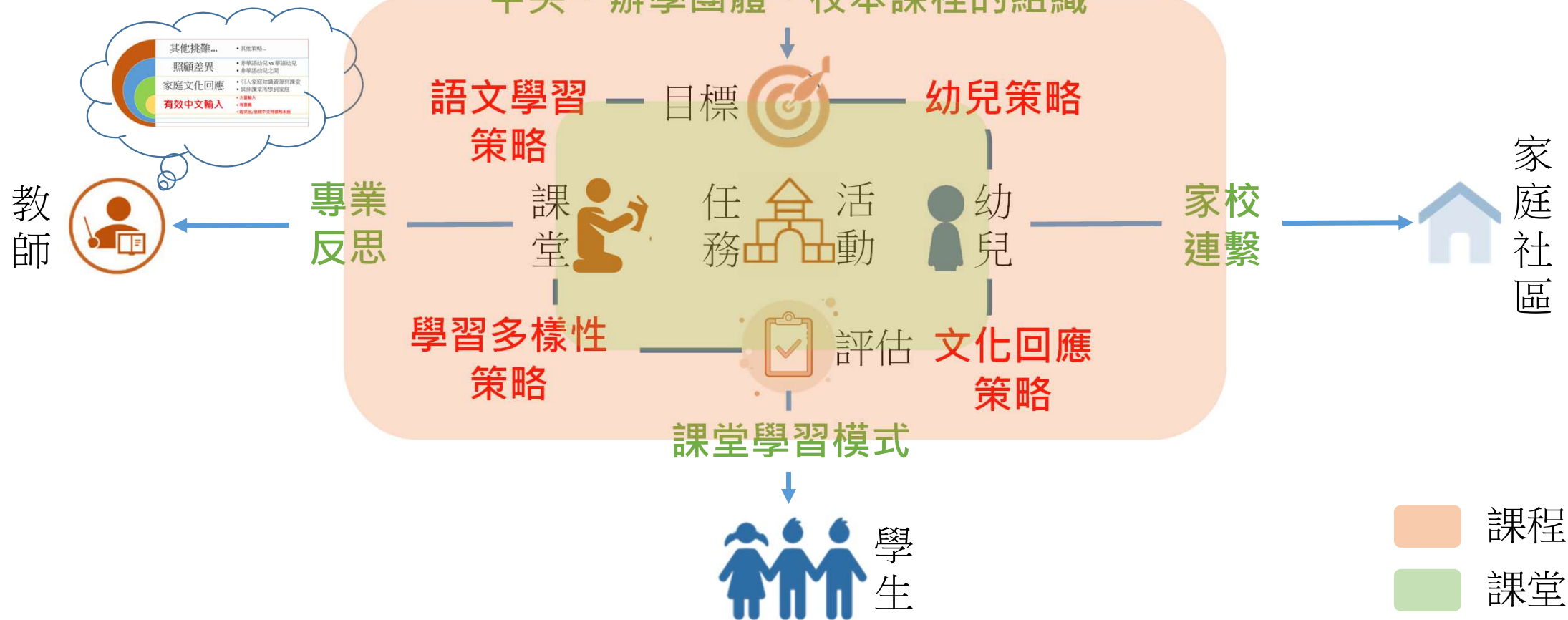
Language-Focused Early Childhood Education

支援非華語幼兒學習中文的重點和相應策略

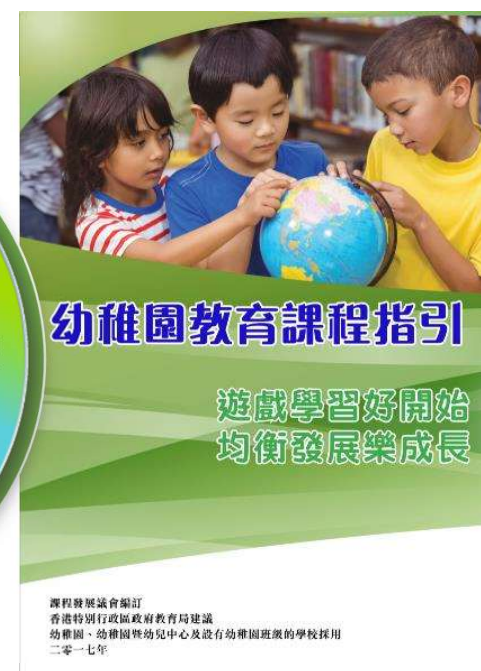
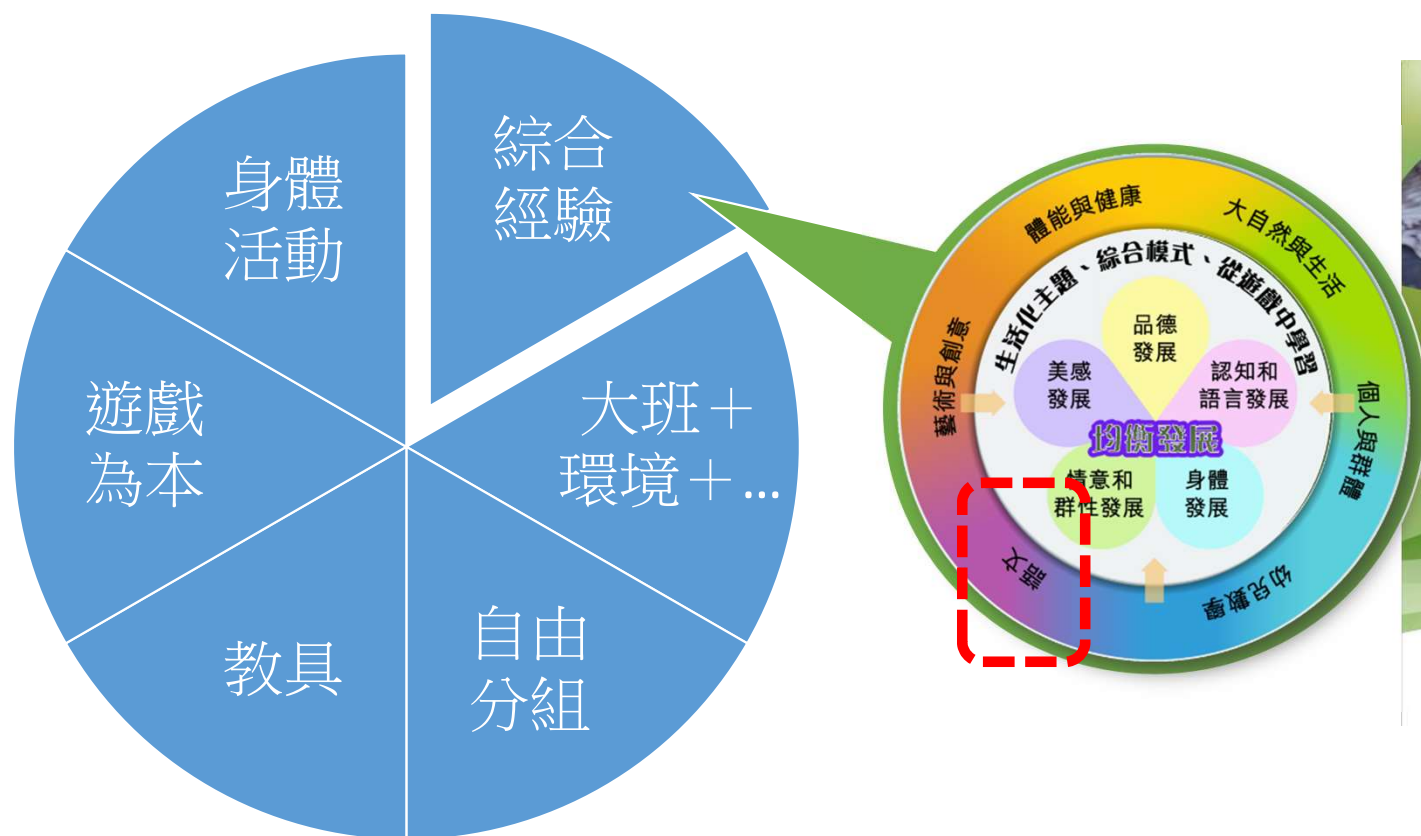




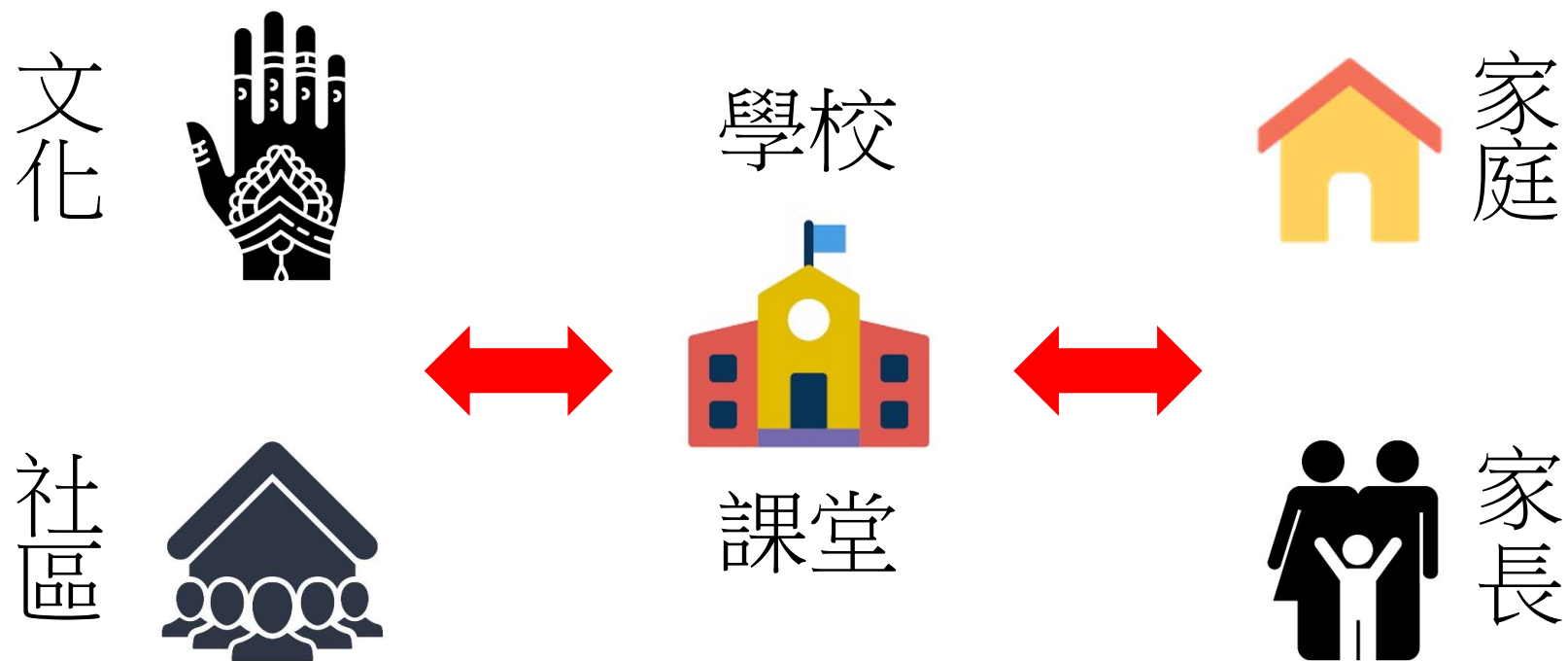
中央、辦學團體、校本課程的組織



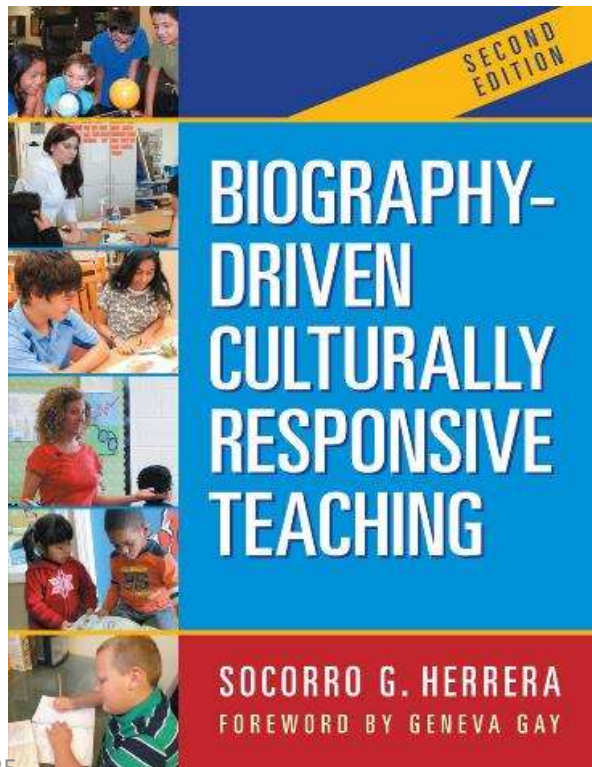
對幼兒教育的觀念：教育局、辦學團體與機構、校本、專業教師



家校關係



學生與家庭檔案 Profile




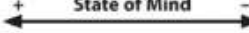


8/4/2025

APPENDIX C

CLD Student Biography Card: Template

For detailed instructions for filling out the Biography Card, see pages 62 and 63.

	Sociocultural Dimension Home + Community + School =  Background Knowledge
Name: _____	_____
Age: _____	_____
Grade: _____	_____
Country of Origin: _____	Linguistic Dimension Valuing L1 & L2
Time in USA: _____	_____
L1: _____	_____
R: _____	_____
W: _____	_____
L2 Proficiency (LAS/IPT/Other): _____	_____
O: _____	 Cognitive Dimension Implications for Practice
R: _____	_____
W: _____	_____
SLA: _____	_____
Student Processing: _____	_____
Learning Style: _____	_____
Prior Academic Experiences: _____	Academic Dimension State of Mind
Preferred Grouping: _____	
_____	_____
_____	_____
_____	_____
School-Situated	Biography-Situated

School/ Family/ Community Partnerships

CARING FOR THE CHILDREN WE SHARE



When schools form partnerships with families and the community, the children benefit. These guidelines for building partnerships can make it happen.

8/4/2025
By Joyce L. Epstein

Keys to Successful Partnerships: Six Types of Involvement



Type 1

家長教育
(Parenting)



Type 2

家長溝通
(Communicating)



Type 3

家長協作學校運作
(Volunteering)



Type 4

家長參與子女在家的學習
(Learning at home)



Type 5

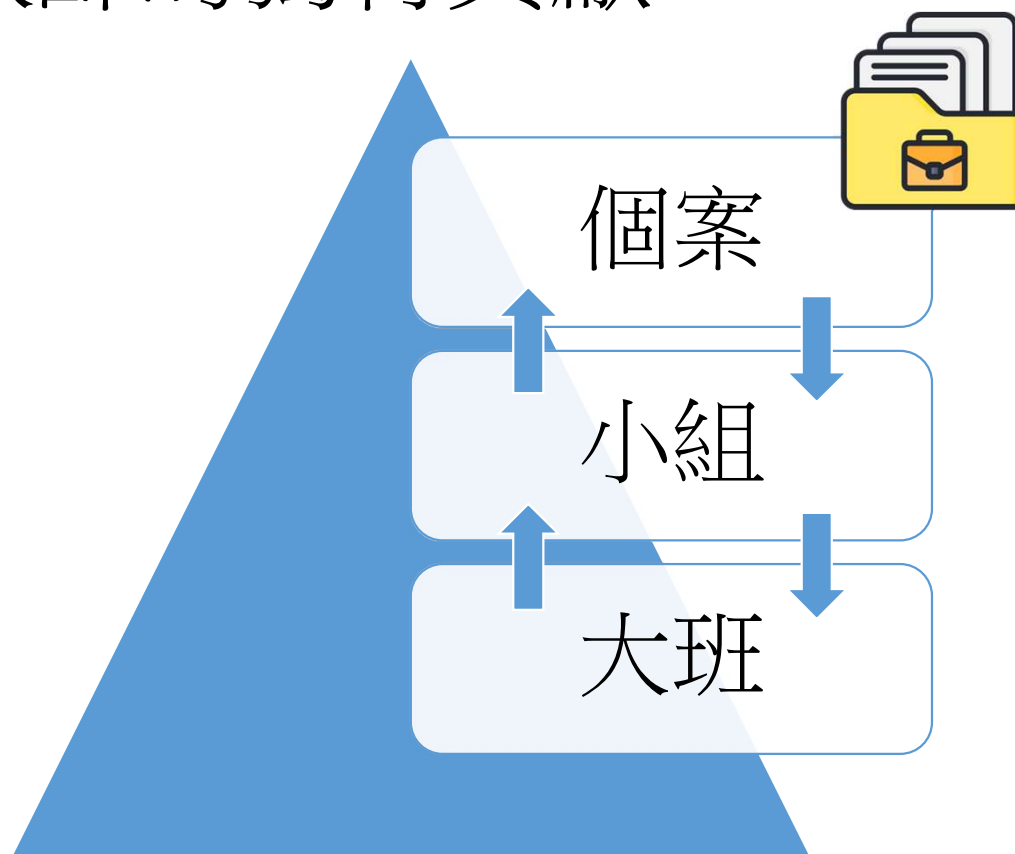
家長參與學校決策
(Decision making)



Type 6

社區參與
(Collaborating with
community)

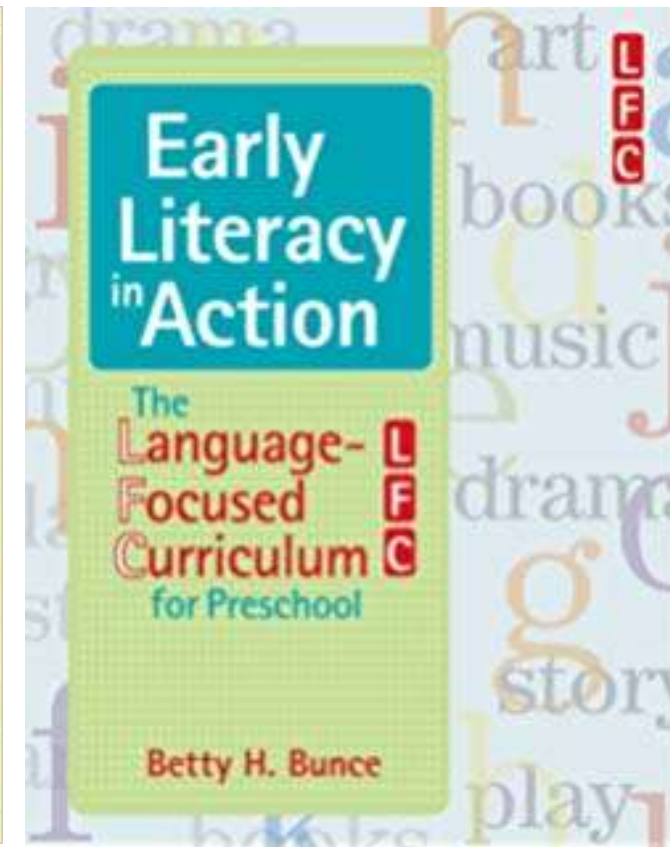
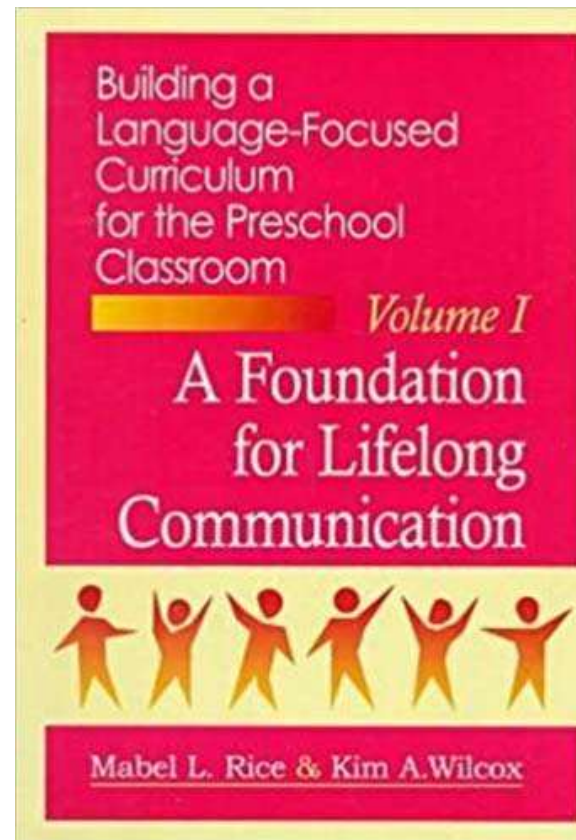
學習組織的三層架構 (three-tier model) ， 以及專職教師的獨特貢獻



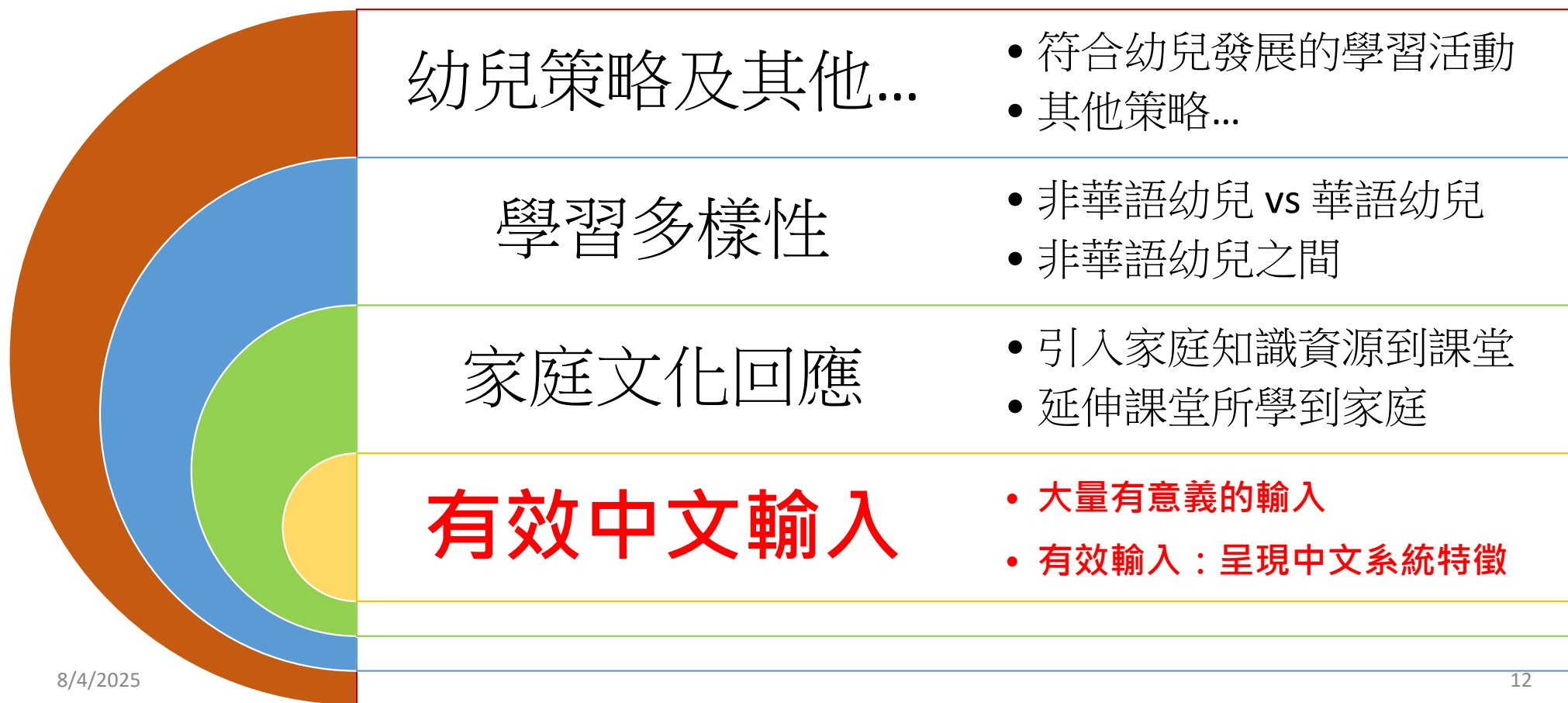
幼兒語言焦點課程 (ECE Language Focus Curriculum)

Specific emphasis placed on

- language and the need to highlight specific language skills
- in order for children to notice differences between language forms, as well as functional uses and outcomes of communication (Bunce, 1995, p.4)



支援非華語幼兒學習中文的重點和相應策略

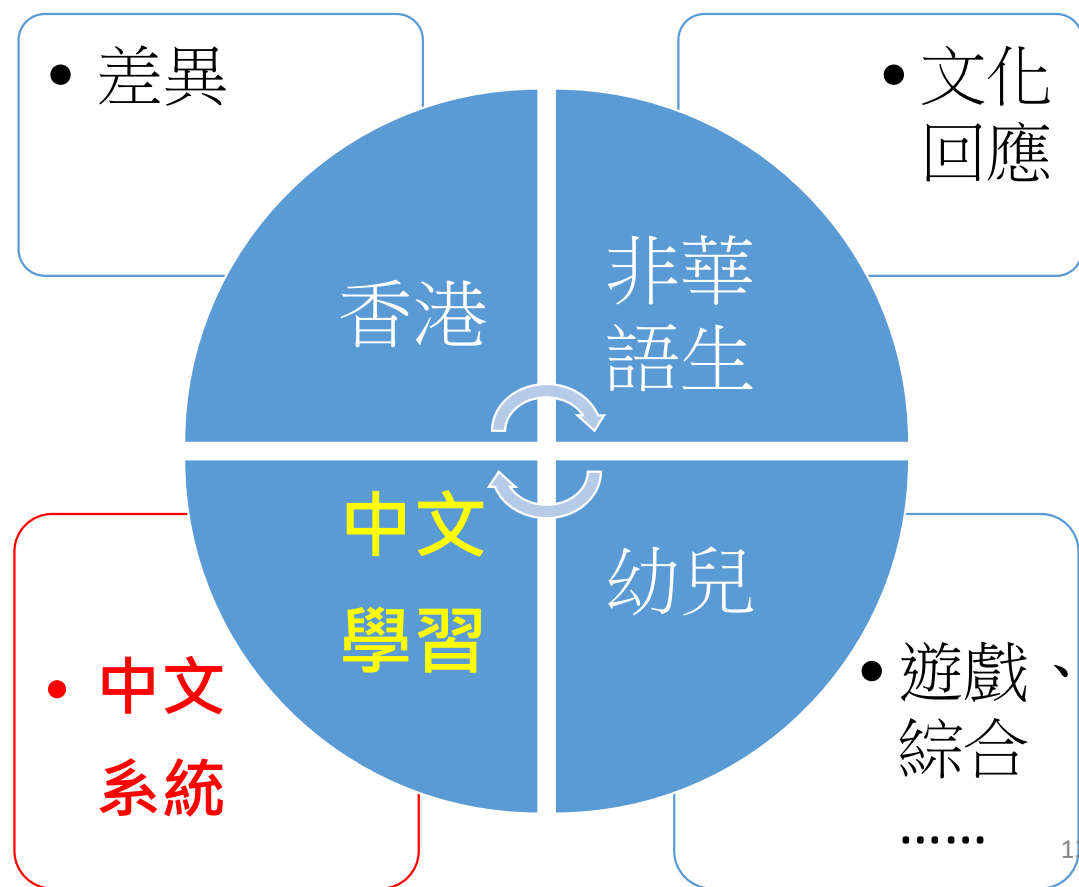



少數族裔幼兒中文教學能力

香港•非華語•幼兒• 中文學習

1. 香港：兼顧共融課堂
華語與非華語生差異
2. 非華語：連繫並回應
非華語生獨特生活文
化經驗
3. 幼兒：從遊戲中綜合
學習等
4. **中文學習：系統地學
習中文**

8/4/2025





語文學習的原則

L1-L4 課堂設計

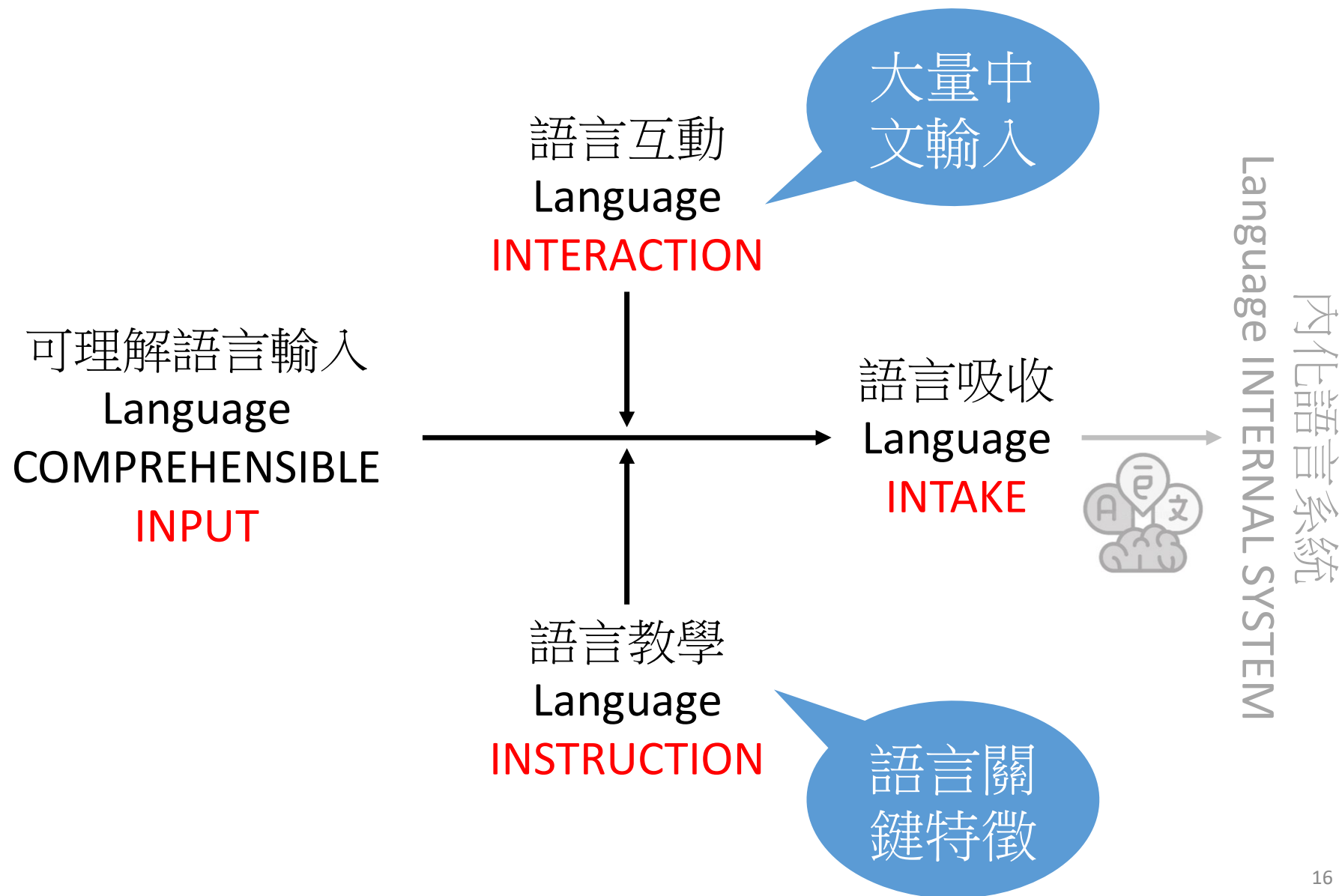
可理解語言輸入
Language
COMPREHENSIBLE
INPUT

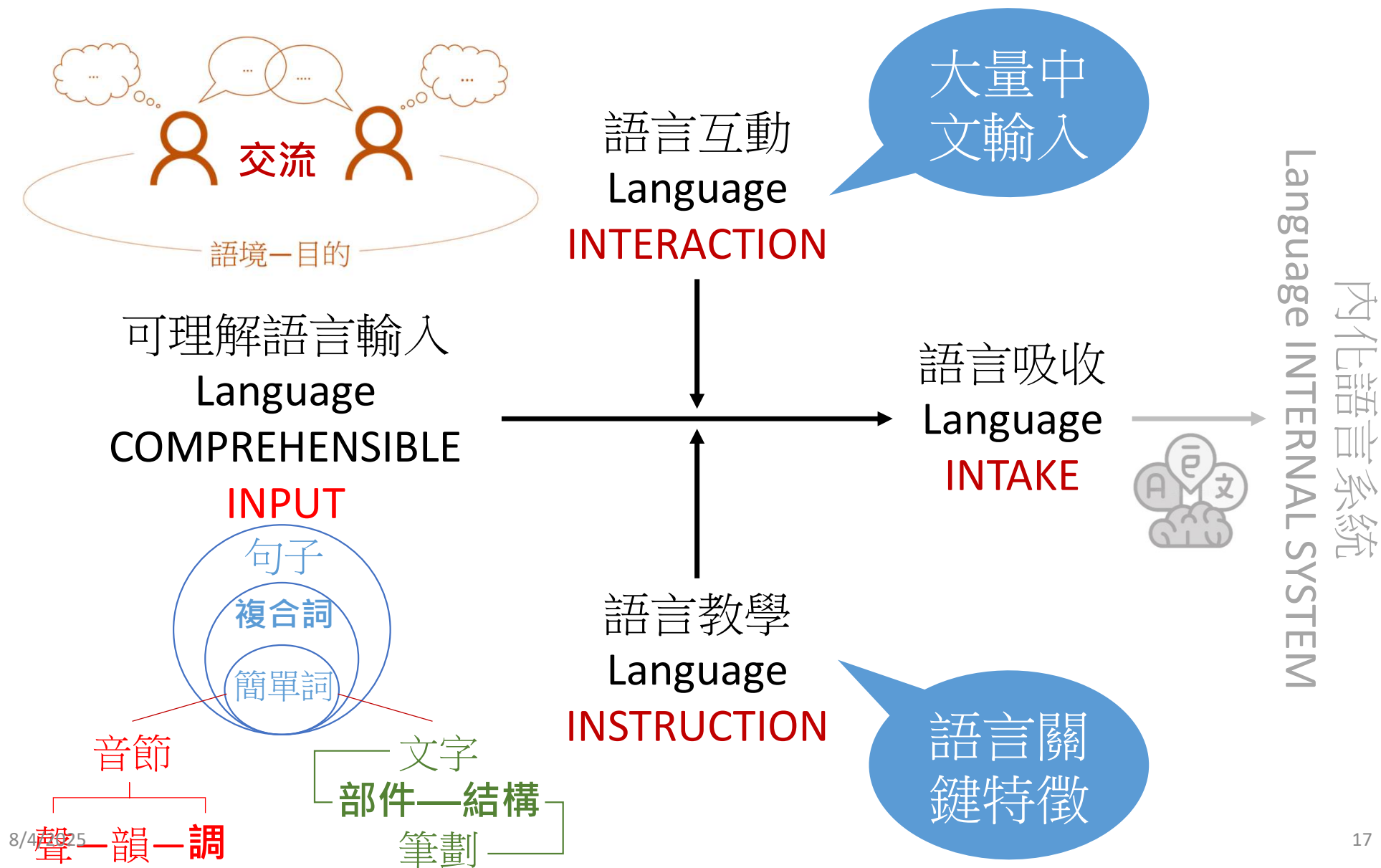


語言吸收
Language
INTAKE



Language INTERNAL SYSTEM
內化語言系統





語文學習的條件：輸入、互動、輸出，以協商意義

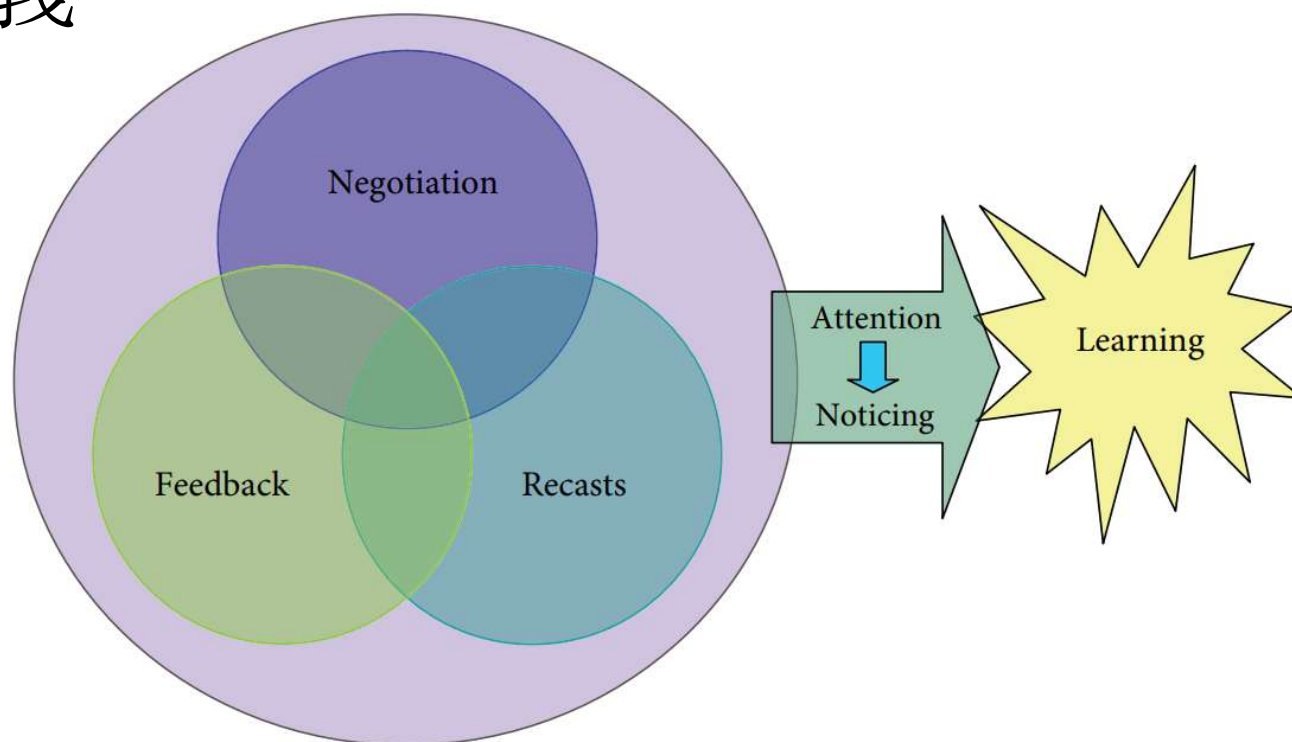


Figure 1. Model of Interaction and Learning

Source: From "Input, interaction and output: an overview" by S. Gass and A. Mackey, 2006. In K. Bardovi-Harlig and Z. Dörnyei (Eds.), *Themes in SLA Research*, *AILA Review*, 3–17. With kind permission by John Benjamins Publishing Company, Amsterdam/Philadelphia. www.benjamins.com.

協商意義 Negotiation for Meaning



Negotiation of meaning is a term related to conversations and interactions. Specifically, it refers to when there is a communication breakdown that triggers some kind of clarification of a speaker's intended message. That is, negotiation of meaning is triggered when there is a mismatch between a speaker's intended message and what the listener interprets as the intended meaning. The purpose of negotiation is to resolve the perceived mismatch, and such negotiations can occur in just about any kind of interaction.

Negotiation of meaning is deemed important not just for communicative reasons but potentially for acquisitional reasons. Negotiation of meaning provides indirect **negative evidence**, clues to the learner that he or she did something wrong. Thus, interaction potentially provides useful feedback about vocabulary, syntax, and so on. However, researchers are not in agreement

NNS: The windows are crosed.

NS: The windows have what?

NNS: Crosed.

NS: Crossed? I'm not sure what you're saying here.

NNS: Windows are closed.

NS: Oh, the windows are closed, oh, OK, sorry.

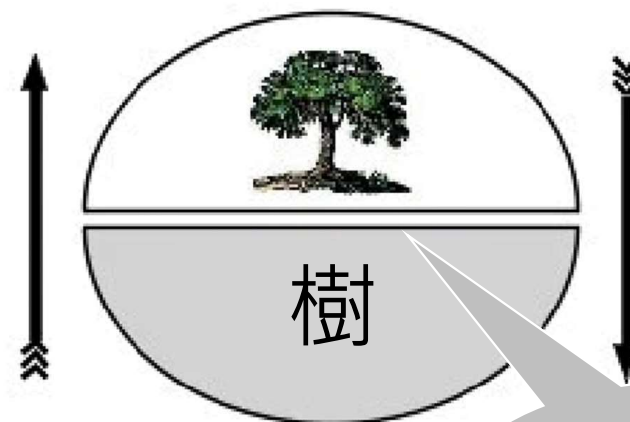
語言是什麼？其實也很簡單.....



現代語言學之父
索緒爾



不只詞彙，也
包括句子結構



意義與形式的
配對

3 話語
Discourse

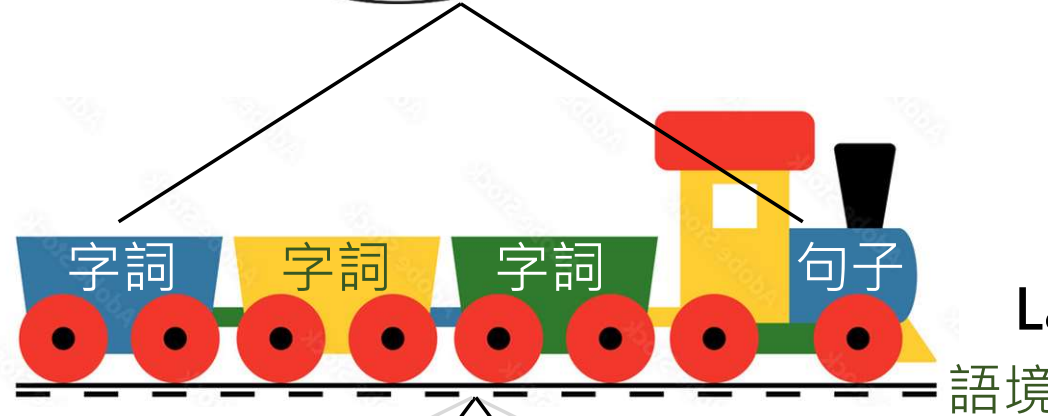
2 結構
Construction

= 形式 + 意義

1 表達
Expression



社群認知
Social cognitive
capability

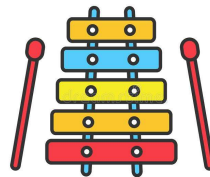


語言能力
Language ability

觸覺



聲音



文字

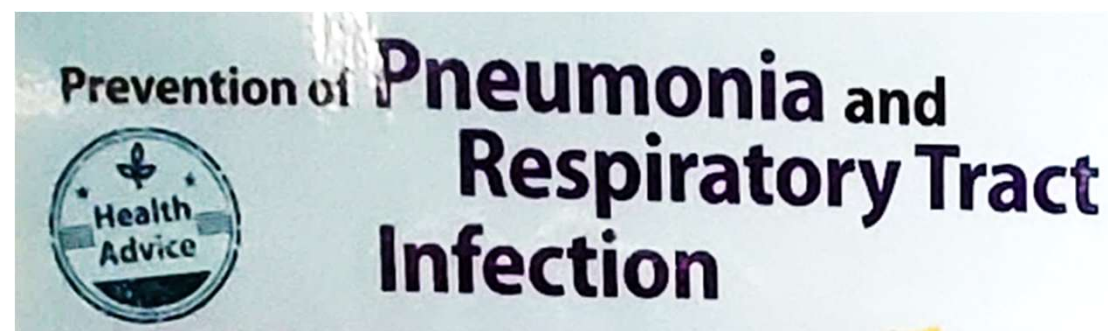
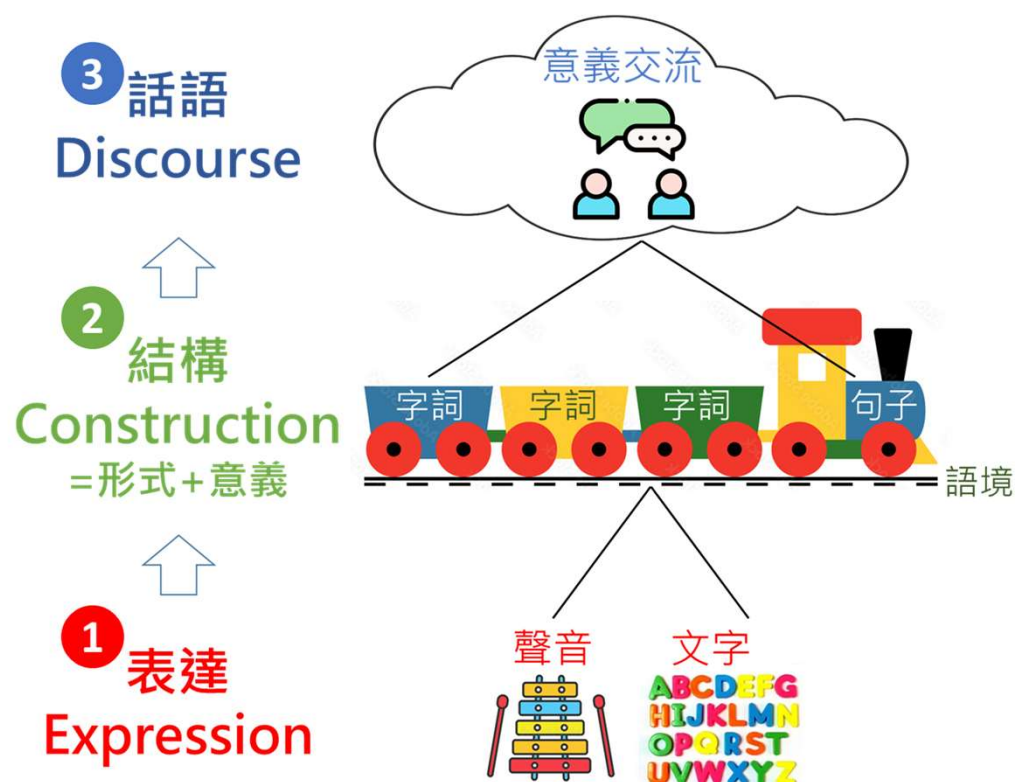


動作

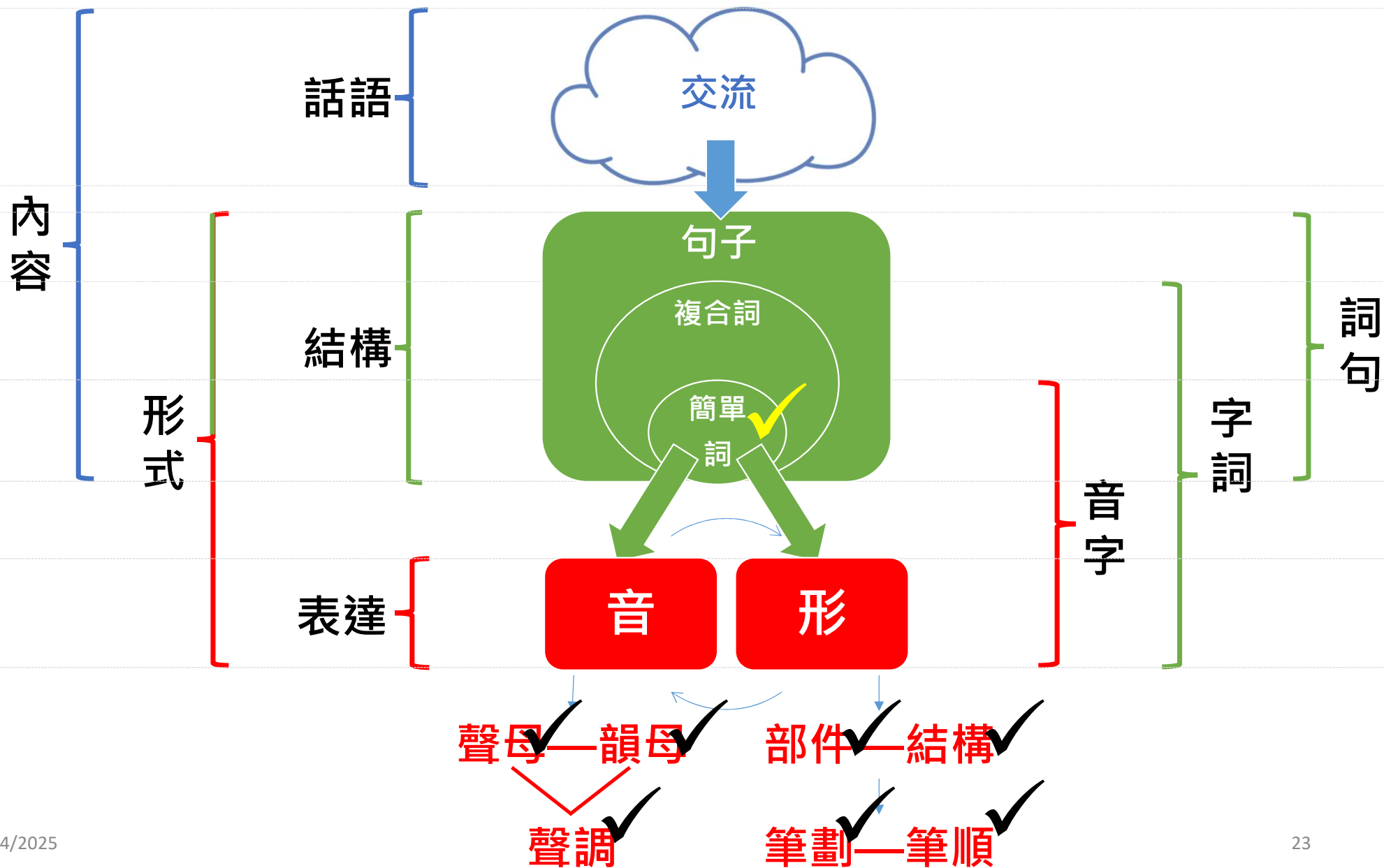


機體技能
Motor skills

語言結構



萌發中文系統特徵



金句一語道破：核心的外圍 vs 核心的內圍



8/4/2025

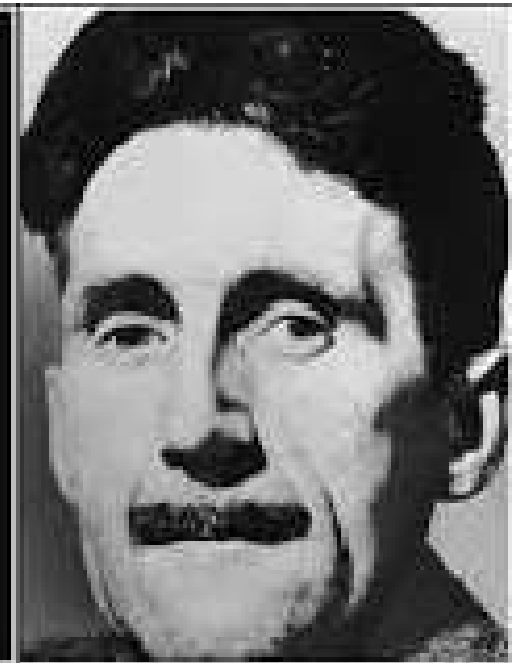
24



All animals are equal, but some
animals are more equal than others.

— George Orwell —

AZ QUOTES





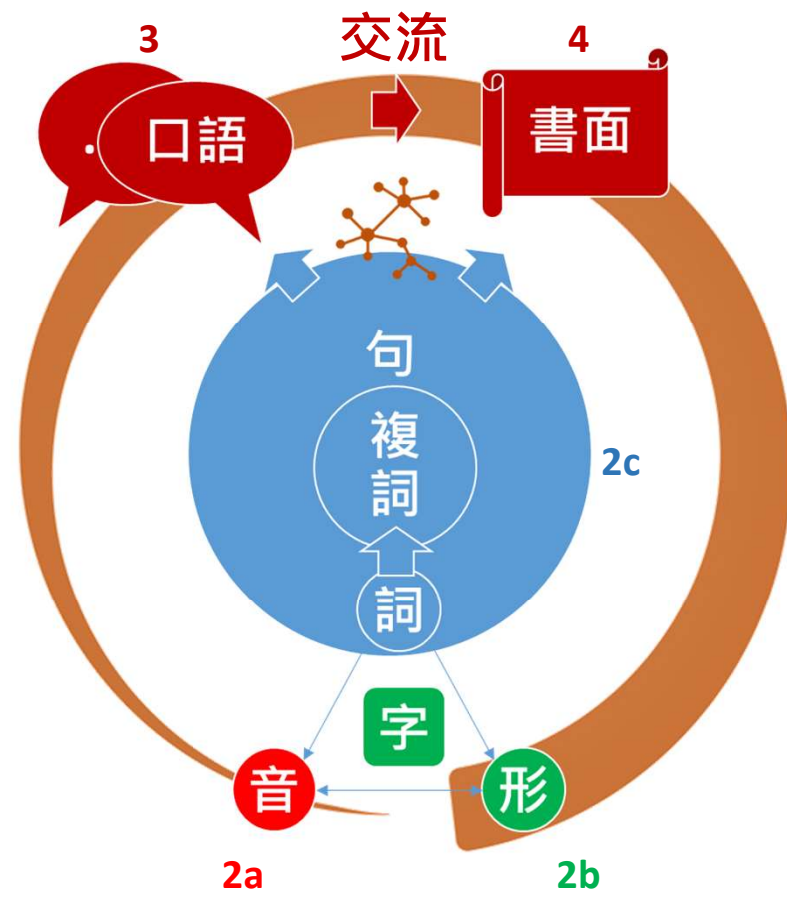
所有詞彙、漢字、部件、結構、筆劃一律平等，但有些詞彙、漢字、部件、結構、筆劃比其他更加平等。

葦葉

AZ QUOTES



	1	2a	2b	2c	3	4
	策略	發音	漢字	詞句	口語溝通	圖書閱讀
深入探討聽說教學的理念與教學策略	○	○		○	○	
深入探討識字教學的理念與教學策略	○		○	○		○
深入探討讀寫教學的理念與教學策略	○			○	○	○
探討調適或發展學習材料(如兒歌、故事書、教具等)的原則與策略	○			○	○	○



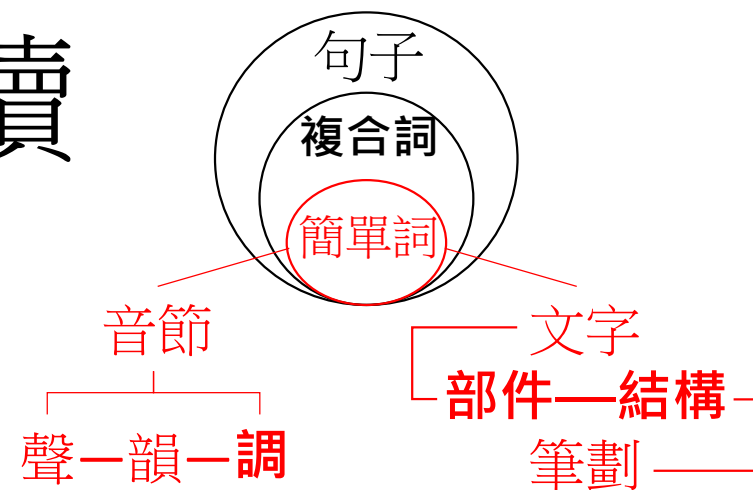
2. 中文的三 特點

聚焦語文的幼兒課程與學習

Language-Focused Early Childhood Education



暢朗讀



兒歌

擬聲詞

嗚嗚嗚

火車載住娃娃

甌過山窿

甌過水池

誇啦啦

押韻

一隻雞，兩隻雞

飛向東，飛向西

又跳高，又跳低

每天早上喔喔啼

高

低

8/4/2025



粵音六調

 <p>1</p>	 <p>2</p>	 <p>3</p>
 <p>4</p>	 <p>5</p>	 <p>6</p>

每日說聲調：善用晴雨表

	陰	陽
平	三 ¹ 一 ¹ 七 ¹	零 ⁴
上	九 ²	五 ⁵
去	四 ³ 八 ³	二 ⁶ 十 ⁶ 六 ⁶

註：紅色數字，是傳統所說的「入聲」音節，入聲，其實是韻母收音極短促的音節，與音高無關。

8/4/2025

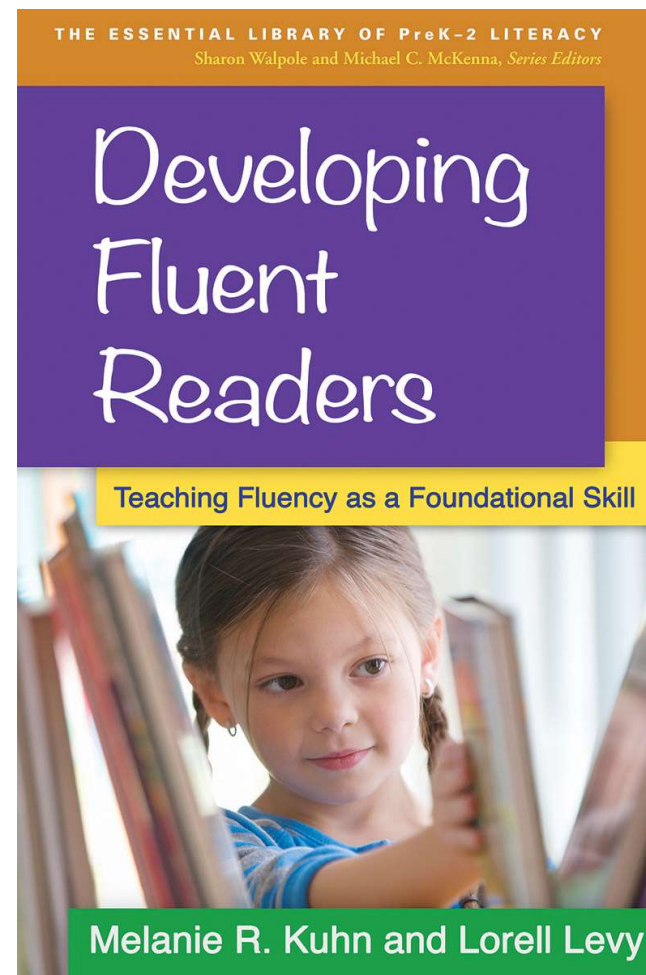


Fluency Oriented Reading Instruction (FORI)

FORI IN ACTION: WEEKLY LESSON PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday
FORI daily classroom plans	<ul style="list-style-type: none"> Teacher introduces the selection to the class using pre-reading activities. Teacher reads the selection to the class while the class follows in their individual copies. Teacher leads discussion of the selection to keep the focus on comprehension. 	<ul style="list-style-type: none"> Teacher and students echo-read the story Comprehension strategies should be infused throughout the selection (student questioning, vocabulary work, etc.). 	<ul style="list-style-type: none"> Teacher and students choral-read the selection. 	<ul style="list-style-type: none"> Students partner-read the selection. 	<ul style="list-style-type: none"> Students complete extension activities to broaden comprehension of text. Activities may include student-led discussions, written responses, construction of charts and diagrams, etc.
Home reading	<ul style="list-style-type: none"> Students read for 20–30 minutes a book of their own choosing. 	<ul style="list-style-type: none"> Students take home target selection and read it to a friend or family member. 	<ul style="list-style-type: none"> Students who need more practice read the target selection; others read a selection of their own choosing. 	<ul style="list-style-type: none"> Students who need more practice read the target selection; others read a selection of their own choosing. 	<ul style="list-style-type: none"> Students read a book of their own choosing for 20–30 minutes.

8/4/2025



Fluency Oriented Reading Instruction (FORI)

Paired Reading 輪讀

In partner reading, students choose or are assigned partners with whom they read or reread a text (depending upon the text's difficulty level). The students in the pair read the entire story or section of the story, taking turns by paragraphs or pages. As one partner reads, the other monitors the reading and helps when necessary. After the story is completed, a second reading can be initiated in which partners read opposite pages. (Ways to select partners and further discussion of this procedure can be found in Chapter 3.)

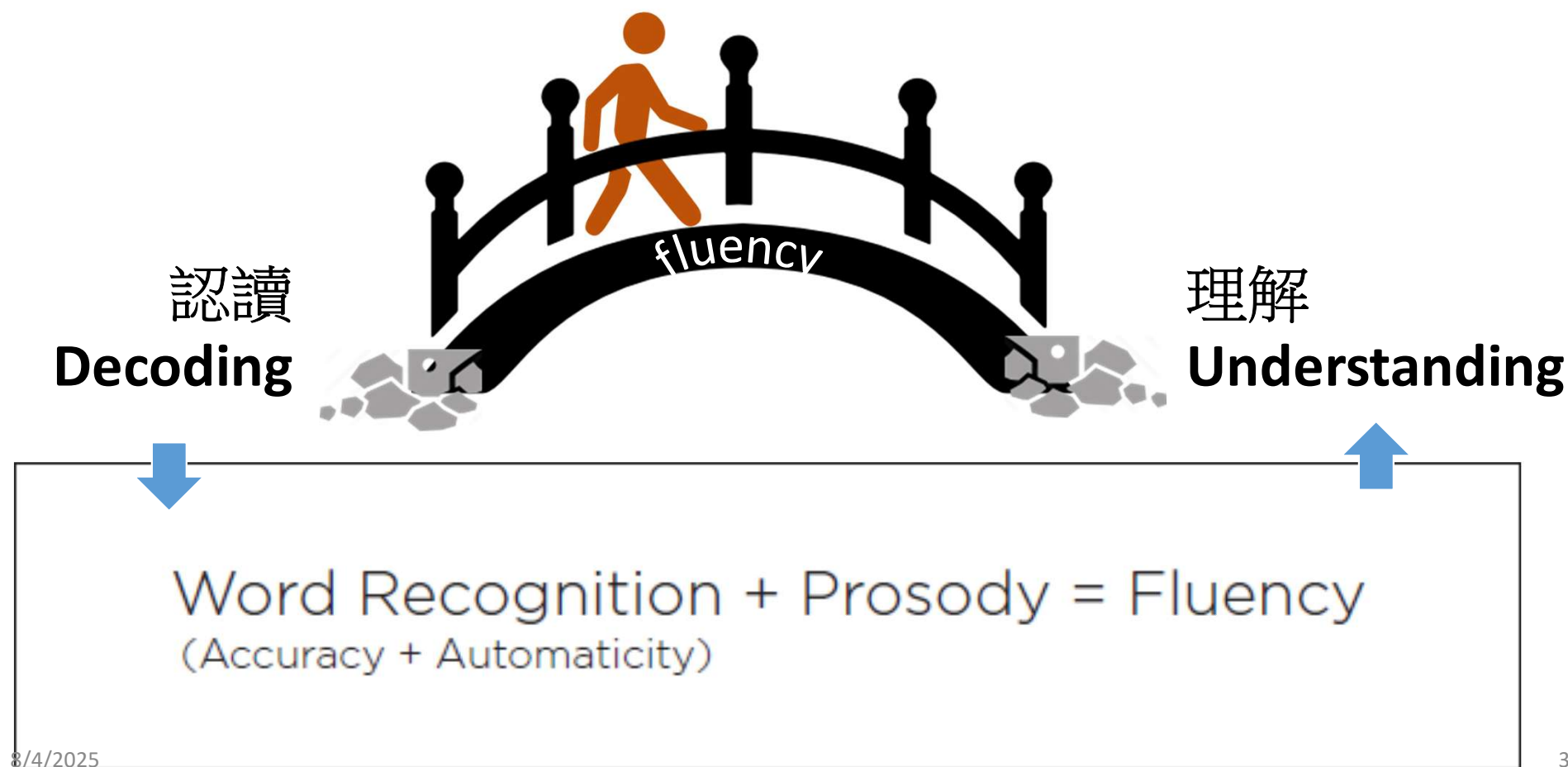
Choral Reading 領讀

Choral reading involves a simultaneous reading of the story by the teacher and the students. This approach provides students with support for word recognition and the use of expression, along with access to text they would not be able to read independently.

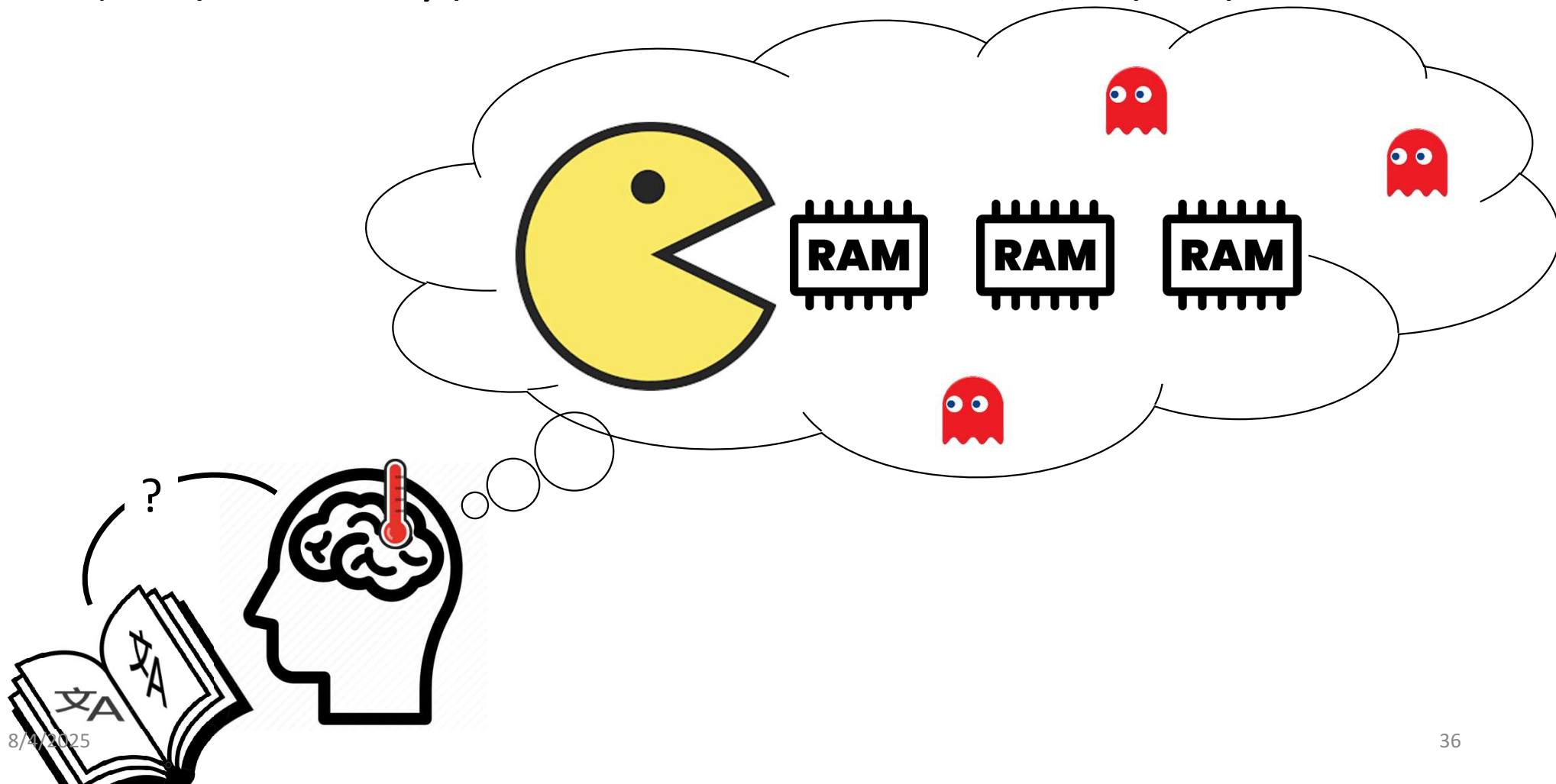
Echo Reading 帶讀

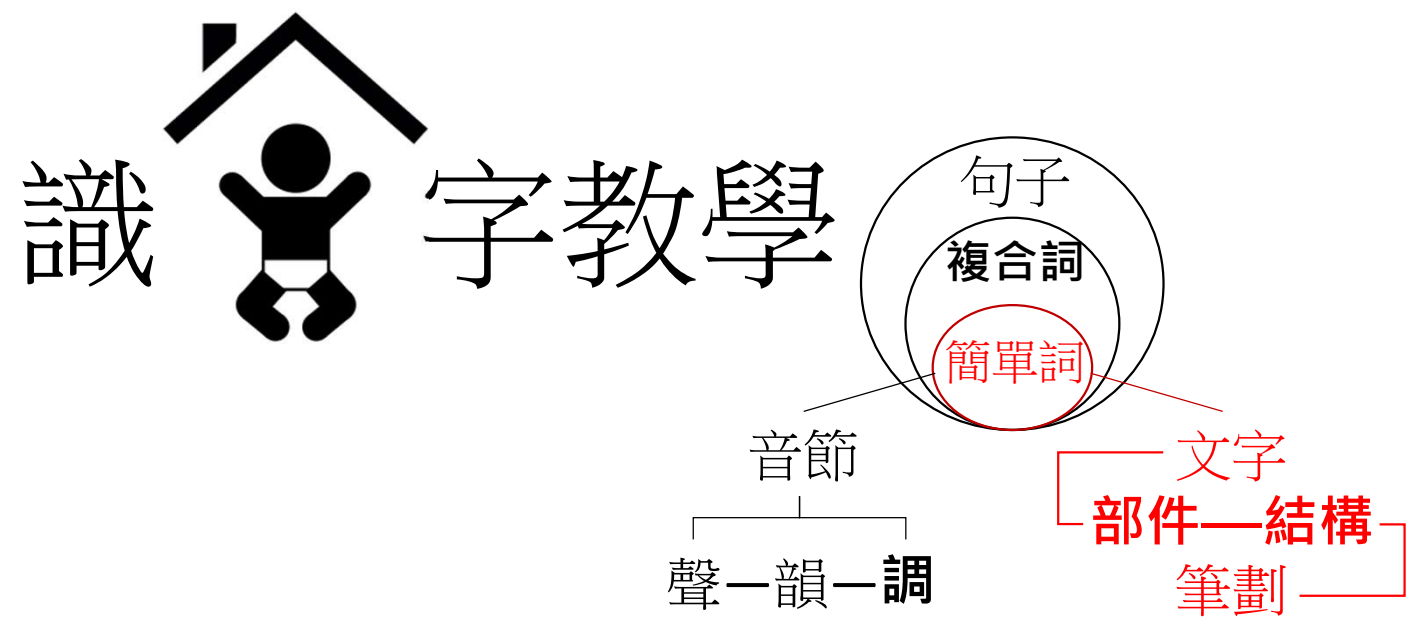
Echo reading consists of teachers reading a section of the text aloud and the students echoing that section back to the teacher as a group, tracking the text as they read it. It is important to start this process with a sentence or so. However, as students become more familiar with the technique and more competent with the material, it is important that the amount of text be extended into a paragraph or longer. This way, students are required to look at the words as they “echo” the selection back rather than just rely on their memory.

朗讀之必要 (Reading aloud as fluency instruction)



流暢 (Fluency) 不足：“認讀太食(耗) RAM”





從以下例子，你能指出漢字的要素嗎？

生字練習板 | 下載圖片 | 下載英文圖片



部 首： 艸

筆 畫： 13

結 構： 目

部 件： 艸 世 木

注 音： ㄧㄝˋ ㄕㄜˋ

拼 音： yè shè

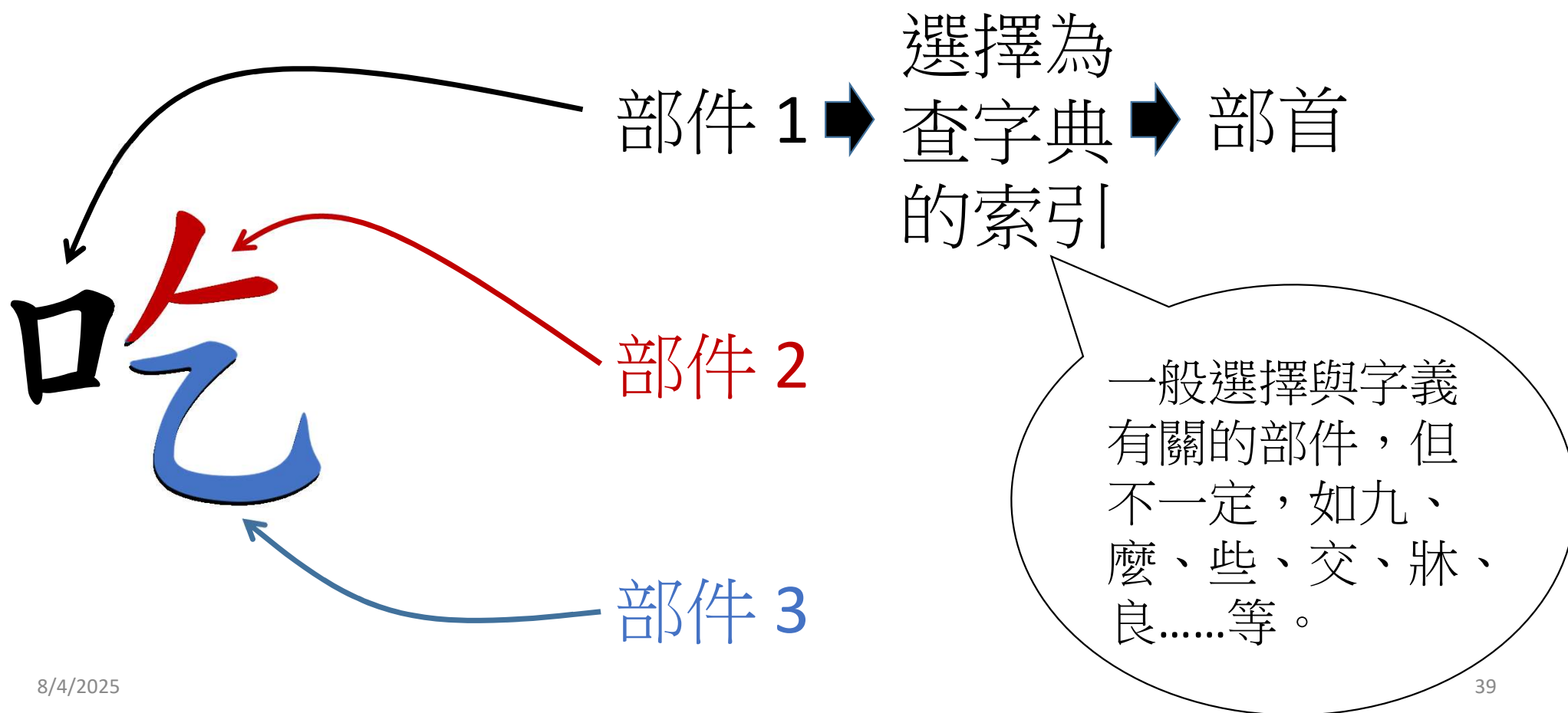
筆 順： 

1 ㄠ ㄠ ㄠ ㄠ ㄠ ㄠ ㄠ ㄠ ㄠ ㄠ ㄠ ㄠ

華 華 葉

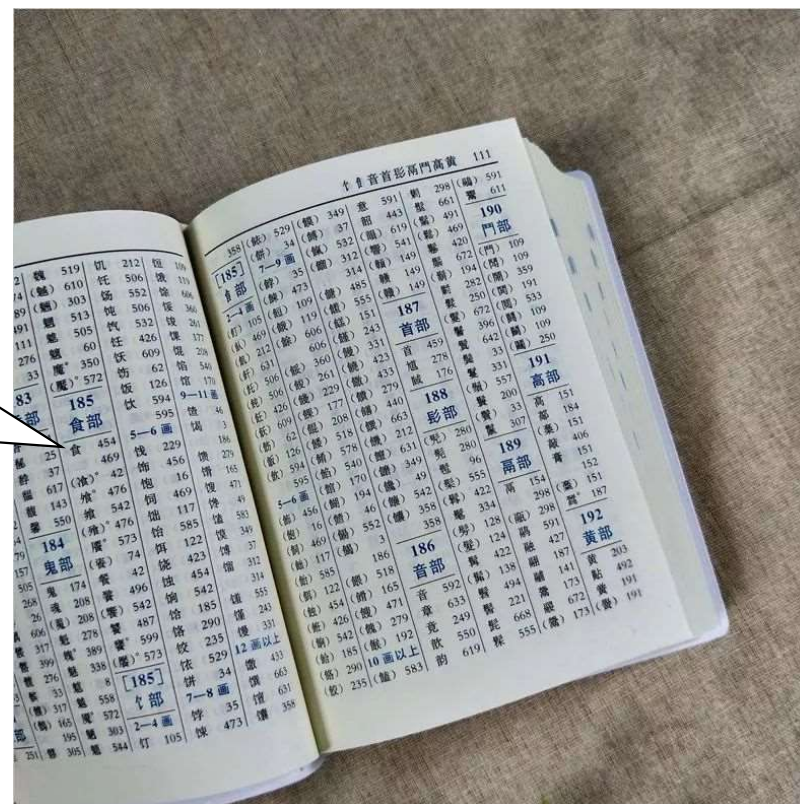
我會建議各要素
作不同排列。
為甚麼？

部件 vs 部首：部首是用來查字典的部件



部首已成傳統文化觀念，實際用途已式微，然而，
如果認為部首仍是重要文化學習內容，當然可沿用

想一想，你最近一次用部首查字典，是甚麼時候？



成字部件可讀，非成字部件不是字，所以沒有讀音。部首都發展為成字部件了，那些本來是非成字部件的部首，屬極罕用字。

《康熙字典》部首

下表粵語直音資料主要參考香港教育局（2007）：《香港小學學習字詞表》

漢字的部首和部件

（節錄自《中國語文課程補充指引（非華語學生）》）

部首和部件都是漢字的組成部分。部首是字典辭書根據字形結構編排字詞所分的門類。部件是組合成字的結構單位。掌握有關部首和部件的知識，有助識字、寫字和翻查字典辭書。

部首

東漢時代，許慎將當時蒐集到的文字分門別類，歸納為 540 部，編成《說文解字》。從此，中文字典辭書多用部首編排，以便查檢。到清朝，《康熙字典》的編排，將部首減少至 214 個。1983 年，中國文字改革委員會、國家出版局公布《漢字統一部首表(草案)》，列出部首 201 個。

根據字形結構的不同，將文字分門別類，在同一類字中，把筆形最簡單的字作為起頭，習慣上稱為「部首」。例如「口」、「木」、「日」均屬部首；「吃」、「唱」、「吹」等歸於「口」部，「林」、「樹」、「果」等歸於「木」部，「昨」、「晚」、「明」等歸於「日」部。

學生掌握部首，不僅有助查檢字典辭書，而且對理解字義詞義有所啟發，例如「木」部的字多與樹木有關，「水」部的字多與流水有關。辨清相似部首，對正確使用漢字很有好處。

畫數	部次	部首	粵語直音	漢語拼音	畫數	部次	部首	粵語直音	漢語拼音
1	1	一	[日 1]	yī	2	20	勹	[包]	bāo
1	2	丨	[滾]	gǔn	2	21	乚	[比]	bǐ
1	3	丶	[主]	zhǔ	2	22	匚	[方]	fāng
1	4	丿	[撇]	piě	2	23	匚	[係]	xì
1	5	乙	[月]	yǐ	2	24	十	[拾]	shí
1	6	冫	[決]	jué	2	25	卜	[僕 6]	bǔ
2	7	二	[義]	èr	2	26	冫/𠂇	[節]	jié
2	8	亠	[頭]	tóu	2	27	厂	[漢]	hǎn
2	9	人/亻	[人]	rén	2	28	厶	[私]	sī
2	10	儿	[人]	rén	2	29	又	[右]	yòu
2	11	入	[邑 6]	rù	3	30	口	[后 2]	kǒu



当前位置: 首页 > 文献

现代常用字部件及部件名称规范

2005-06-28

附件:  [现代常用字部件及部件名称规范.pdf](#)

语 言 文 字 规 范

GF 0014—2009

现代常用字部件及部件名称规范
Specification of Common Modern Chinese Character
Components and Component Names

2009-03-24 发布 2009-07-01 试行

中华人民共和国教育部 发布
国家语言文字工作委员会

8/4/2025

部件	序号	组号	部件名称	例字
卬	1	1	卬 (áng) / 昂 (áng) 字底	仰昂迎
凹	2	2	凹 (āo)	凹
𠂔	3	3	敖 (áo) 字旁	傲熬熬
𠂔	4	4	奥 (ào) 字头	奥澳懊粤
八	5	5	八 (bā)	叭分只俊
ㄣ	6	5	倒八 (dàobā)	兑尊幸屏
巴	7	6	巴 (bā)	吧爸疤爬
白	8	7	白 (bái)	柏皂貌
百	9	8	百 (bǎi)	陌宿
扌	10	9	拜 (bài) 字边	拜
办	11	10	办 (bàn)	协苏
半	12	11	半 (bàn)	判叛伴衅
宀	13	12	宝盖 (bǎogài)	安牢蓉蛇
卑	14	13	卑 (bēi)	碑牌
贝	15	14	贝 (bèi)	坝员婴赢
𠂔	16	15	贲 (bēn) 字腰	愤喷
本	17	16	本 (běn)	体笨
丌	18	17	鼻 (bí) 字底	鼻痹
匕	19	18	匕 (bǐ)	北此它化
𠂔	20	18	北 (běi) 字旁	北背冀燕
必	21	19	必 (bì)	秘瑟密

43

無法迴避的頭疼問題：電腦字體

- 骨 骨 骨 育 育 育
- 告 告 告
- 麻 麻 麻
- 溫 溫 溫 溫 溫 溫
- 花 花 花
- 地 地 地 林 林 林

底線：不要用任何藝術字體，如少女體！

唯一底线：不要用任何艺术字体

唯一底线：不要用任何艺术字体

唯一底线：不要用任何艺术字体

文字改革 . 1958,(03)

“☆🔗🖨️🔔

记笔记

常用汉字笔画统计

Y·N

摘要: <正> 《常用汉字表》 “共2000字,原来笔画总数是22375画,平均每一个字11.2画。根据《汉字简化方案》第一、二表,常用字应当简化的有367字,又根据《第一批异体字整理表》,应当简化(或合并) 30字,共计简化397字,占常用字表的19.8%(偏旁类推未计在内)。简化以后2000个常用字的总笔画是19560画,平均每一个字9.8画。在计算的时候,两个汉字合并成一个的仍旧按照两个计算,偏旁类推及现在印刷体中已采用而不是汉字简化方案第一、二表所规定的,一律按照原笔画计算。

DOI: 10.16412/j.cnki.1001-8476.1958.03.016

专辑:

专题:

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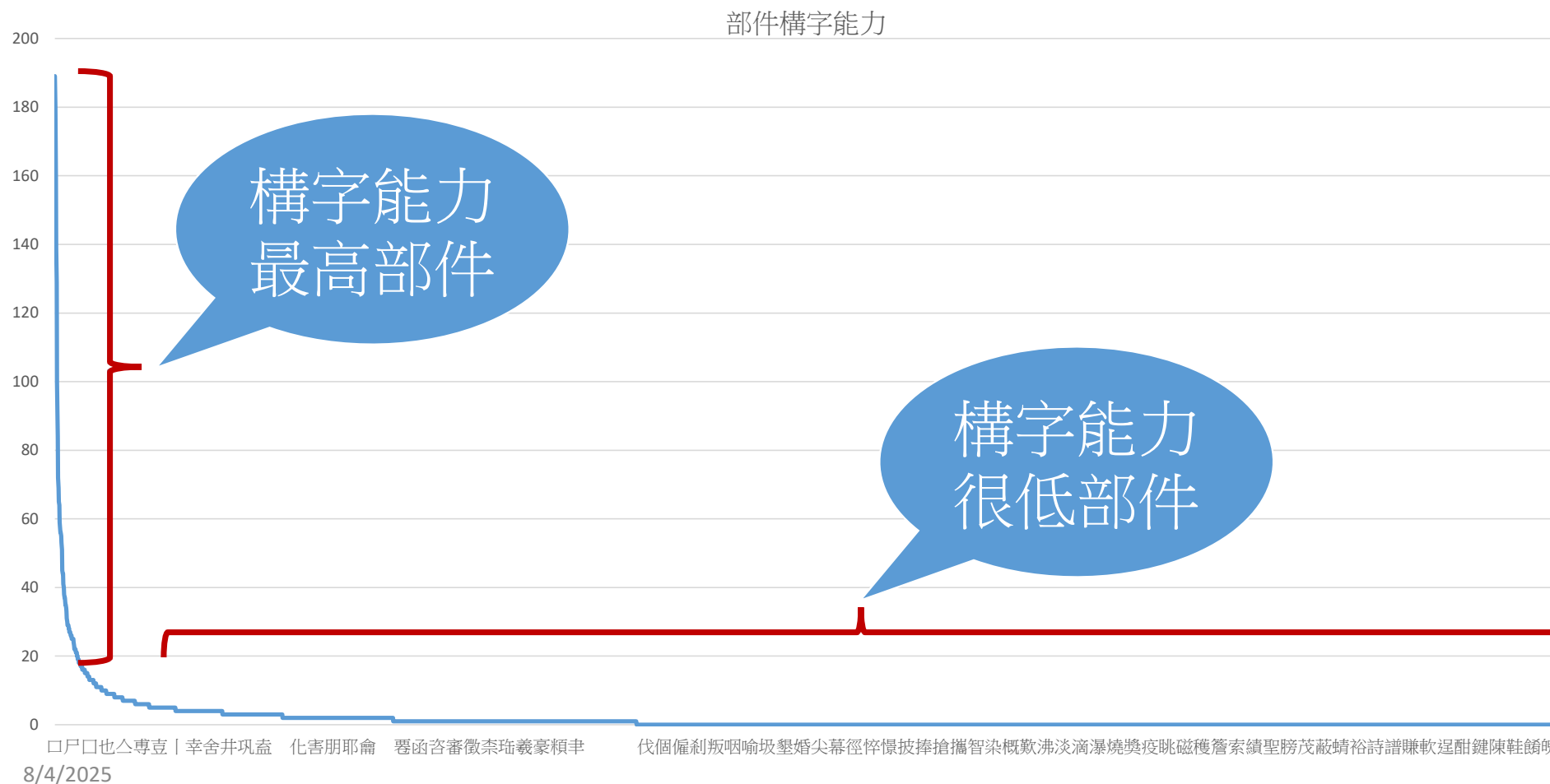
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部件構字能力：符合 Zipf's law



在以下首 100 個構字能力最高部件中，分辨成字與非成字部件

口 (189)
 𠂇 (100)
 乚 (65)
 心 (56)
 火 (44)
 王 (37)
 頁 (33)
 戶 (29)
 車 (27)
 人 (25)
 工 (23)
 子 (21)
 冫 (19)
 方 (18)
 耂 (17)
 月 (16)
 厶 (15)
 鳥 (15)
 豆 (14)
 皮 (13)

讠 (180)
 言 (89)
 貝 (64)
 虫 (55)
 隹 (44)
 力 (37)
 石 (31)
 彳 (28)
 尸 (26)
 儿 (25)
 夕 (22)
 欠 (21)
 衣 (19)
 酉 (18)
 止 (17)
 干 (16)
 分 (15)
 著 (13)
 者 (13)

耂 (159)
 耂 (84)
 禾 (59)
 金 (53)
 𠂇 (41)
 馬 (35)
 米 (30)
 疒 (28)
 巾 (26)
 冫 (25)
 門 (22)
 雨 (21)
 雨 (19)
 雨 (18)
 雨 (16)
 雨 (16)
 雨 (15)
 雨 (14)
 雨 (13)
 雨 (13)

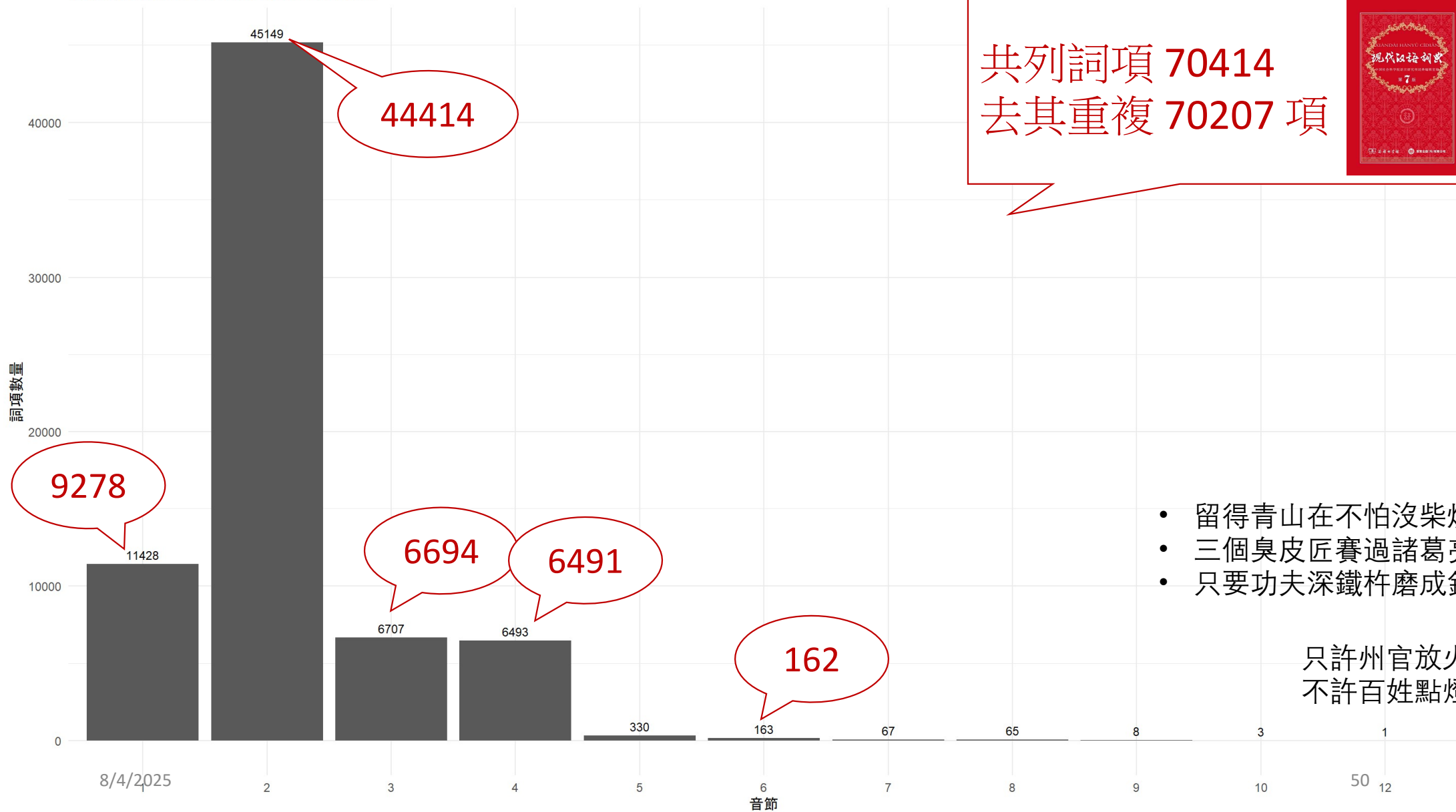
木 (139)
 系 (72)
 一 (57)
 冫 (51)
 禾 (40)
 文 (35)
 又 (29)
 冫 (27)
 冫 (26)
 冫 (25)
 冫 (22)
 冫 (20)
 冫 (18)
 冫 (17)
 冫 (16)
 冫 (16)
 冫 (15)
 冫 (14)
 冫 (13)
 冫 (13)

亻 (129)
 日 (69)
 女 (56)
 宀 (45)
 目 (38)
 山 (34)
 大 (29)
 田 (27)
 丁 (25)
 寸 (24)
 食 (22)
 耳 (20)
 戈 (18)
 犬 (17)
 刀 (16)
 厂 (15)
 羽 (15)
 弓 (14)
 弓 (13)

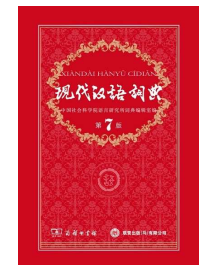
部件結構

結構	頻率	百分比	例字
左右	3836	52.21%	行
上下	2060	28.04%	分
向右下包圍	364	4.95%	友
獨體	201	2.74%	人
向右上包圍	199	2.71%	迎
上中下	165	2.25%	卒
向左下包圍	116	1.58%	可
向下包圍	113	1.54%	同
全包圍	94	1.28%	回
交疊	90	1.22%	來
左中右	72	0.98%	徹
向右包圍	24	0.33%	巨
8/4/2025 向上包圍	13	0.18%	凶

《現代漢語詞典(第七版)詞項音節分布》



共列詞項 70414
去其重複 70207 項



- 留得青山在不怕沒柴燒
- 三個臭皮匠賽過諸葛亮
- 只要功夫深鐵杵磨成針

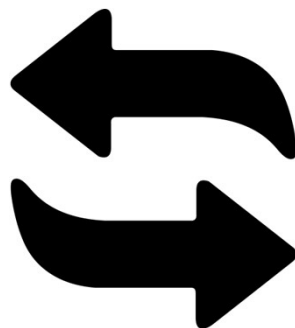
只許州官放火
不許百姓點燈

構詞能力——弱式、強式

弱式 weak form

- 中文哪些字詞，構詞（部份構詞）的能力最強？
- 兒→兒童
子→子女
- 學→學校
生→生活

傳統所謂構詞能力，指弱式構詞

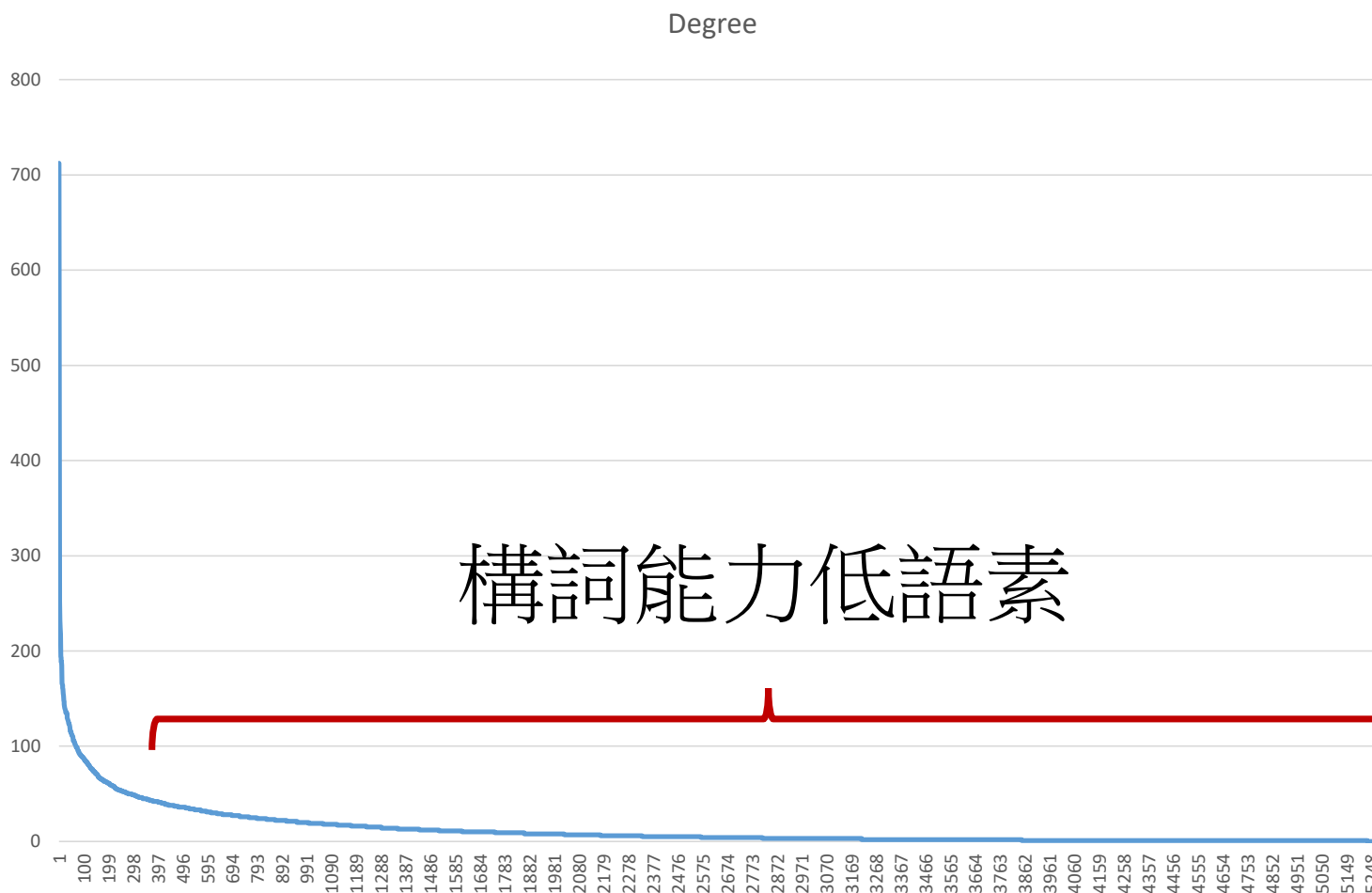


強式 Strong form

- 中文哪組字詞，完整構詞的能力最強？
- 兒→兒子
子→兒子
- 學→學生
生→學生

簡單詞（=字）構詞能力：符合 Zipf's law

構詞能力高語素



8/4/2025



首 100 構詞能力最高簡單詞（=字）

子	712	0.134	上	144	0.027	門	123	0.023	色	105	0.02	紅	93	0.018
頭	263	0.05	下	142	0.027	打	122	0.023	名	104	0.02	一	92	0.017
心	252	0.048	然	140	0.026	公	120	0.023	落	103	0.019	會	92	0.017
大	232	0.044	小	139	0.026	光	117	0.022	後	102	0.019	調	92	0.017
人	224	0.042	道	138	0.026	正	116	0.022	方	102	0.019	清	91	0.017
水	218	0.041	出	137	0.026	電	116	0.022	合	101	0.019	路	91	0.017
手	194	0.037	文	136	0.026	法	115	0.022	平	100	0.019	過	91	0.017
地	193	0.036	不	135	0.025	流	115	0.022	馬	100	0.019	失	90	0.017
氣	189	0.036	中	135	0.025	體	113	0.021	化	99	0.019	定	90	0.017
生	189	0.036	外	135	0.025	本	112	0.021	國	99	0.019	軍	89	0.017
行	185	0.035	開	135	0.025	通	112	0.021	山	99	0.019	當	89	0.017
花	166	0.031	面	134	0.025	眼	111	0.021	長	99	0.019	神	89	0.017
發	165	0.031	分	130	0.025	車	111	0.021	回	98	0.019	身	89	0.017
火	164	0.031	力	129	0.024	重	111	0.021	油	97	0.018	主	88	0.017
風	161	0.03	學	128	0.024	年	110	0.021	戰	96	0.018	無	88	0.017
口	160	0.03	家	127	0.024	時	107	0.02	實	95	0.018	日	88	0.017
天	155	0.029	情	126	0.024	意	106	0.02	點	95	0.018	相	88	0.017
白	153	0.029	書	124	0.023	音	106	0.02	老	95	0.018	筆	88	0.017
事	148	0.028	動	124	0.023	數	105	0.02	場	93	0.018	幹	87	0.016
工	147	0.028	海	124	0.023	自	105	0.02	明	93	0.018	成	87	0.016

排序

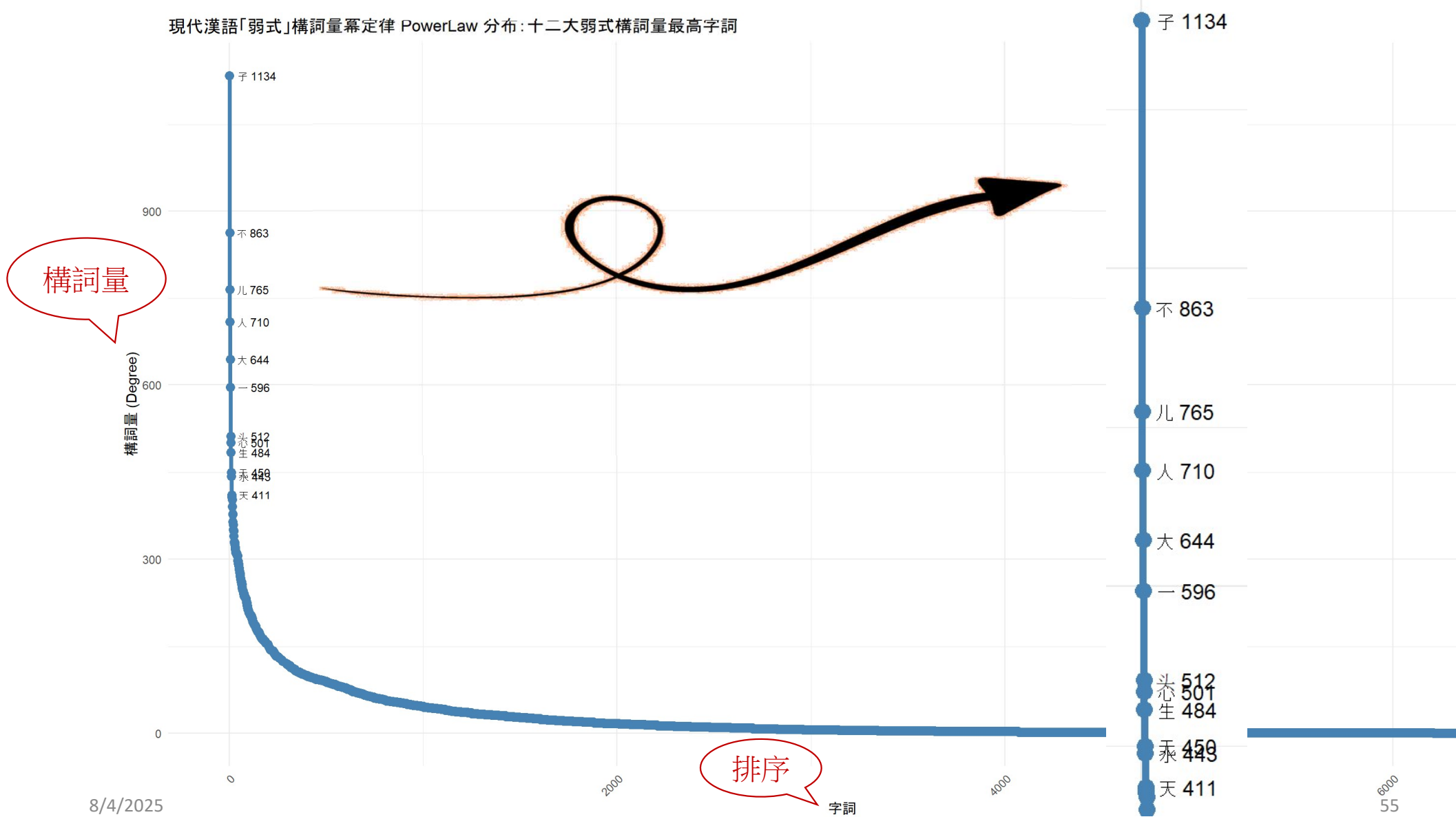
頻率

1	子	1134	18	手	376	35	口	310	52	成	282	69	流	247	86	经	232
2	不	863	19	小	364	36	马	310	53	国	279	70	重	246	87	性	231
3	儿	765	20	动	359	37	文	310	54	门	277	71	情	245	88	平	227
4	人	710	21	打	350	38	白	310	55	家	275	72	言	245	89	神	226
5	大	644	22	行	349	39	体	308	56	力	273	73	色	242	90	数	225
6	一	596	23	自	348	40	事	306	57	开	270	74	作	241	91	见	222
7	头	512	24	面	339	41	下	306	58	电	267	75	空	241	92	明	221
8	心	501	25	机	329	42	高	306	59	相	265	76	线	238	93	石	220
9	生	484	26	出	328	43	上	306	60	会	263	77	民	237	94	制	216
10	无	450	27	有	328	44	金	297	61	义	262	78	分	236	95	可	215
11	水	443	28	中	327	45	工	296	62	法	261	79	合	236	96	时	214
12	天	411	29	发	325	46	山	294	63	光	261	80	点	236	97	教	213
13	之	409	30	道	320	47	主	292	64	眼	257	81	海	235	98	名	212
14	地	406	31	火	318	48	老	291	65	日	257	82	本	235	99	过	211
15	风	402	32	三	317	49	化	289	66	长	252	83	然	234	100	路	210
16	气	390	33	物	312	50	外	285	67	公	250	84	后	234			
17	花	377	34	学	311	51	车	283	68	如	247	85	身	232			

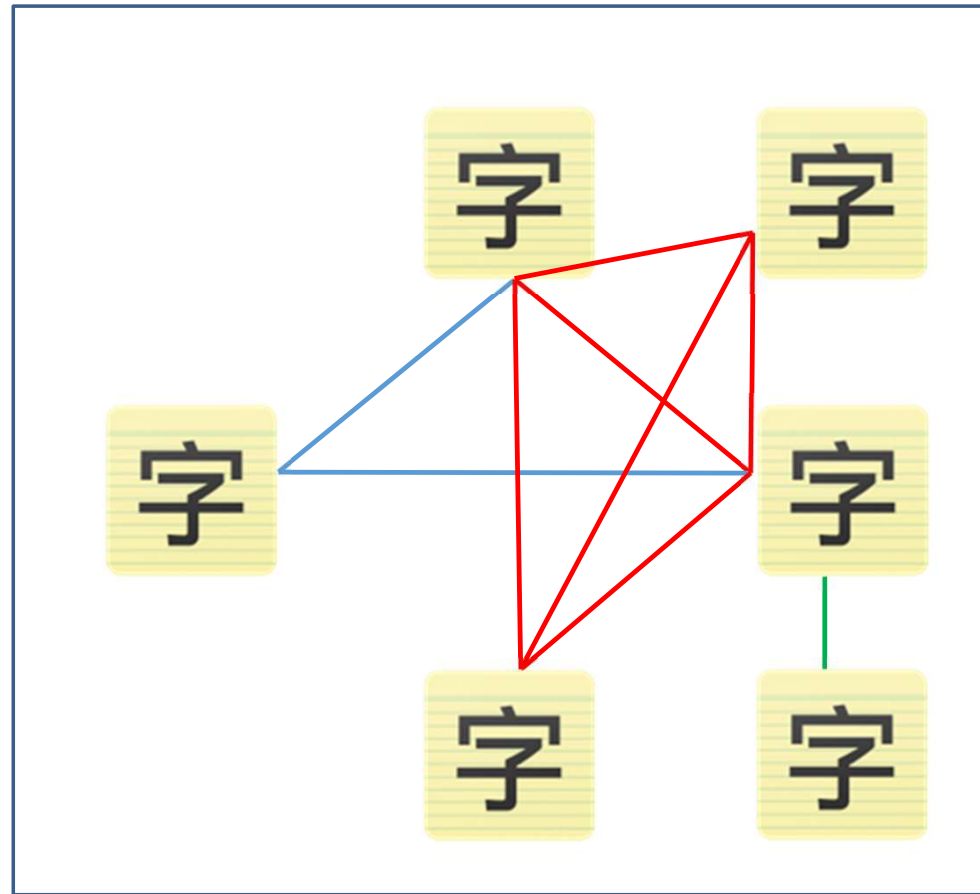
8/4/2025

NEW

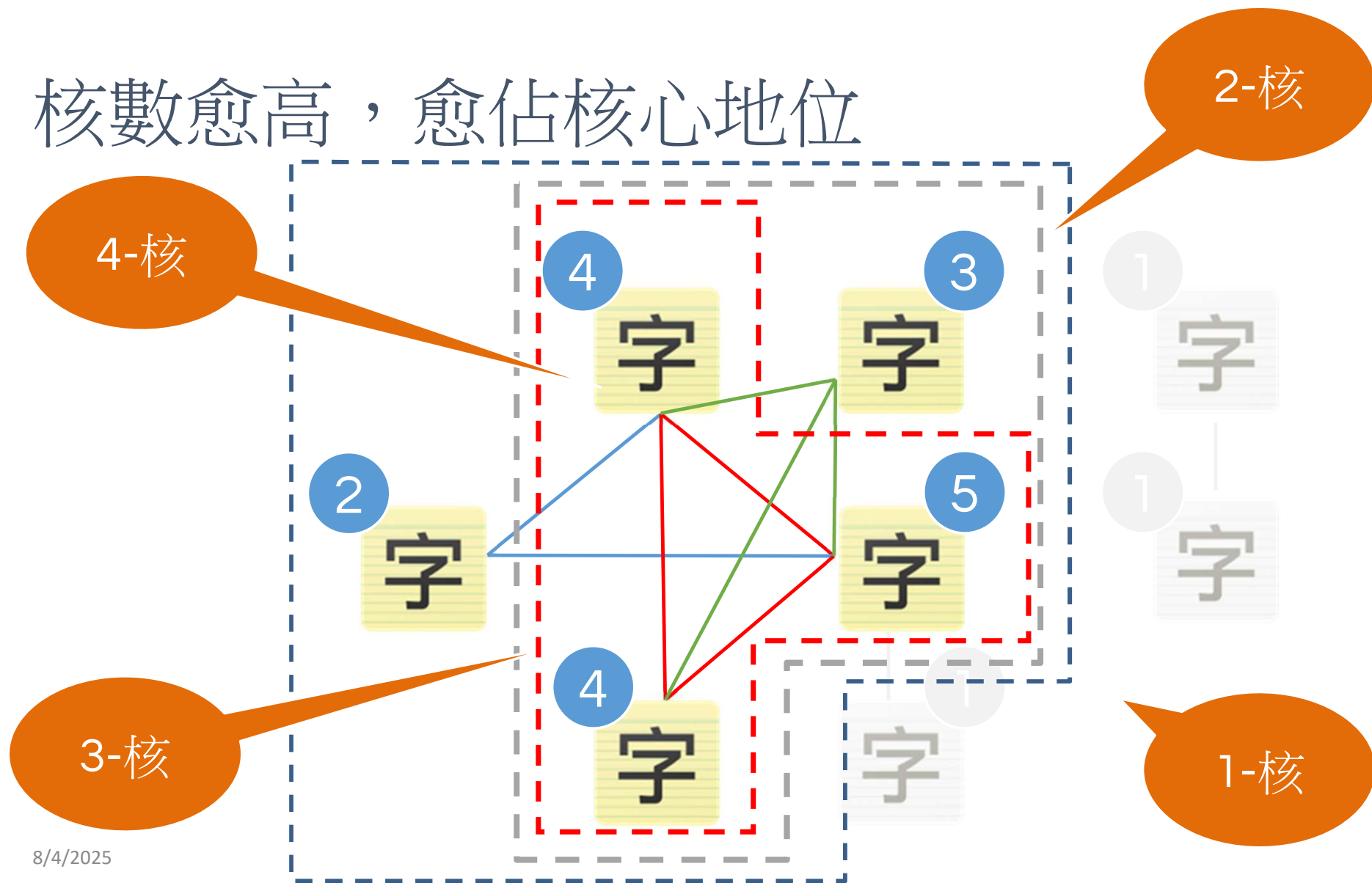
現代漢語「弱式」構詞量幕定律 PowerLaw 分布: 十二大弱式構詞量最高字詞



K 核 (K-core)



核數愈高，愈佔核心地位



Appearance x

Nodes Edges

Unique Partition Ranking

#c0c0c0

Apply

Layout x

Fruchterman Reingold

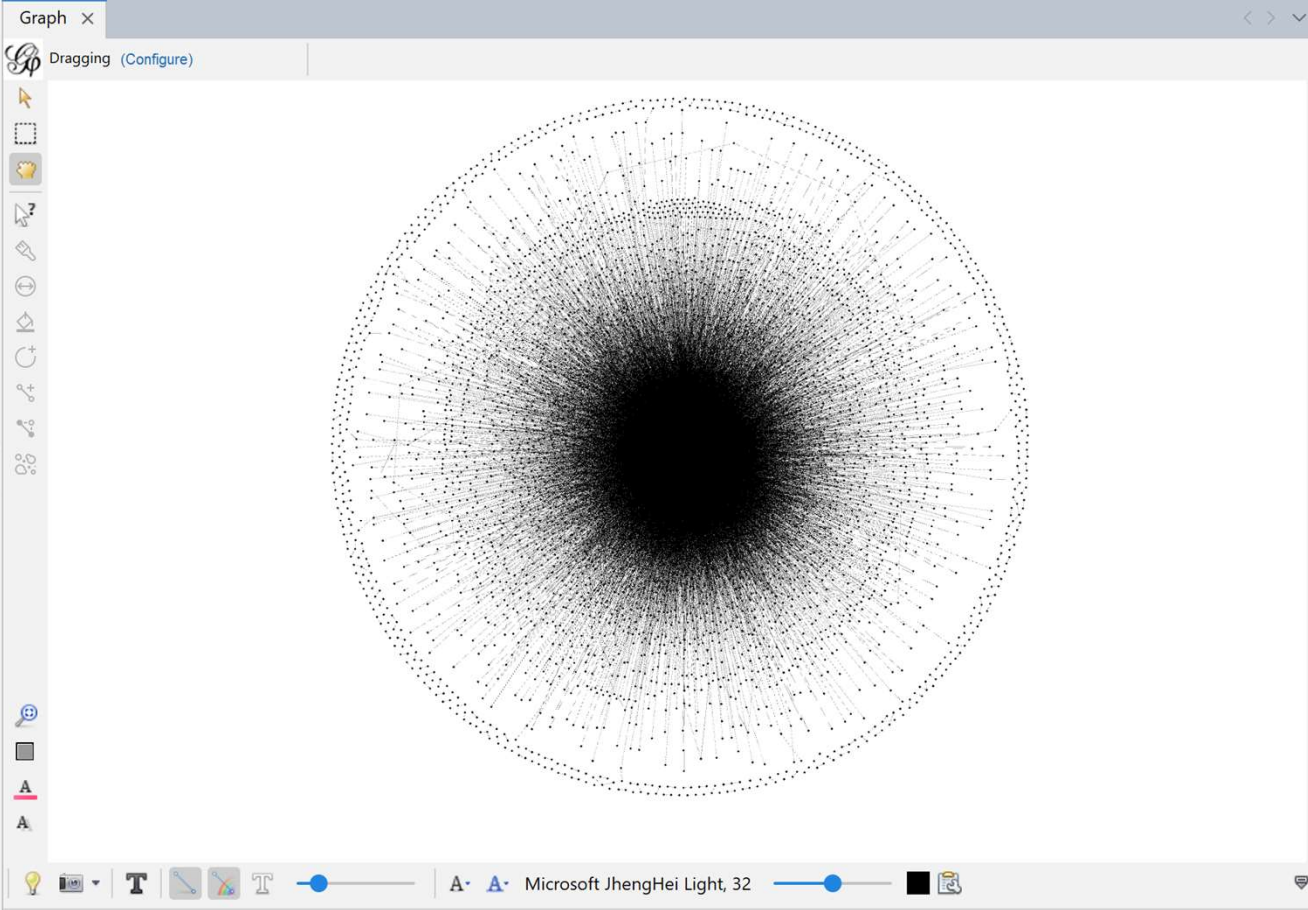
Stop

Fruchterman Reingold

Area	10000.0
Gravity	10.0
Speed	1.0

Fruchterman Reingold

Presets... 8/4/2025



Global Edges Labels

Background color: ☐ Zoom Highlight selection ☒

Autoselect neighbor ☒

Context x

Nodes: 6323

Edges: 80537

Undirected Graph

Filters x Statistics

Reset

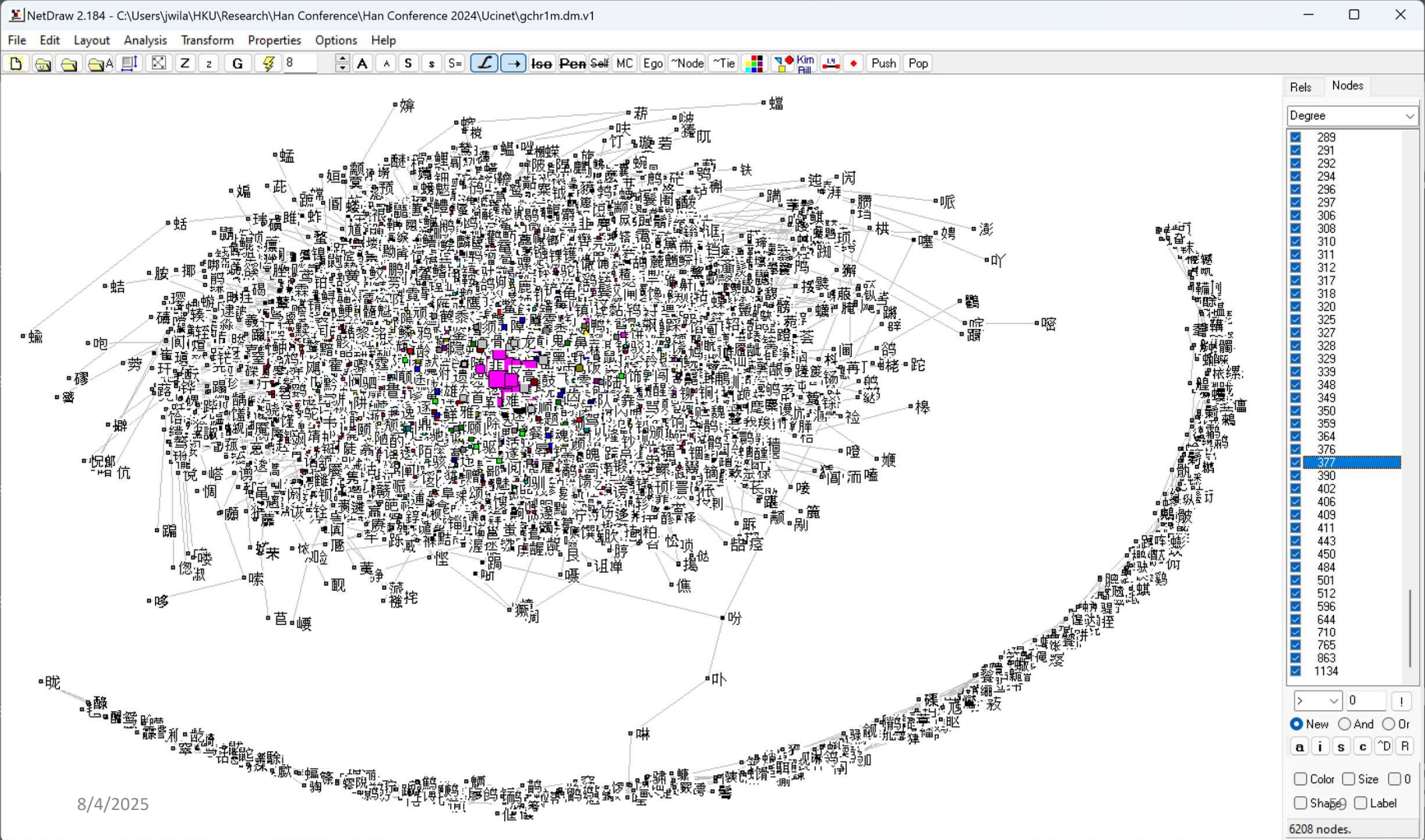
Library

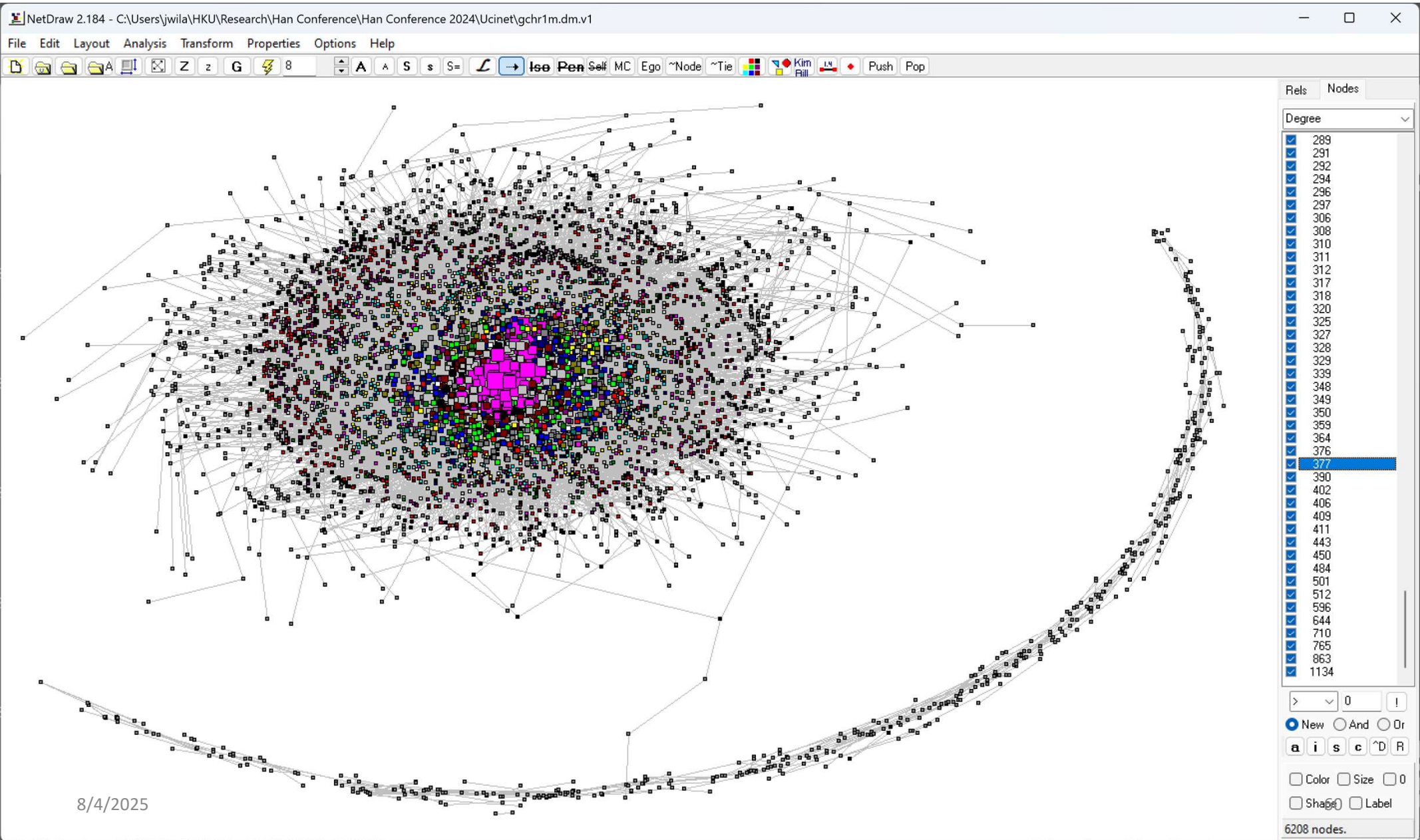
- Attributes
- Dynamic
- Edges
- Operator
- Topology
- Saved queries

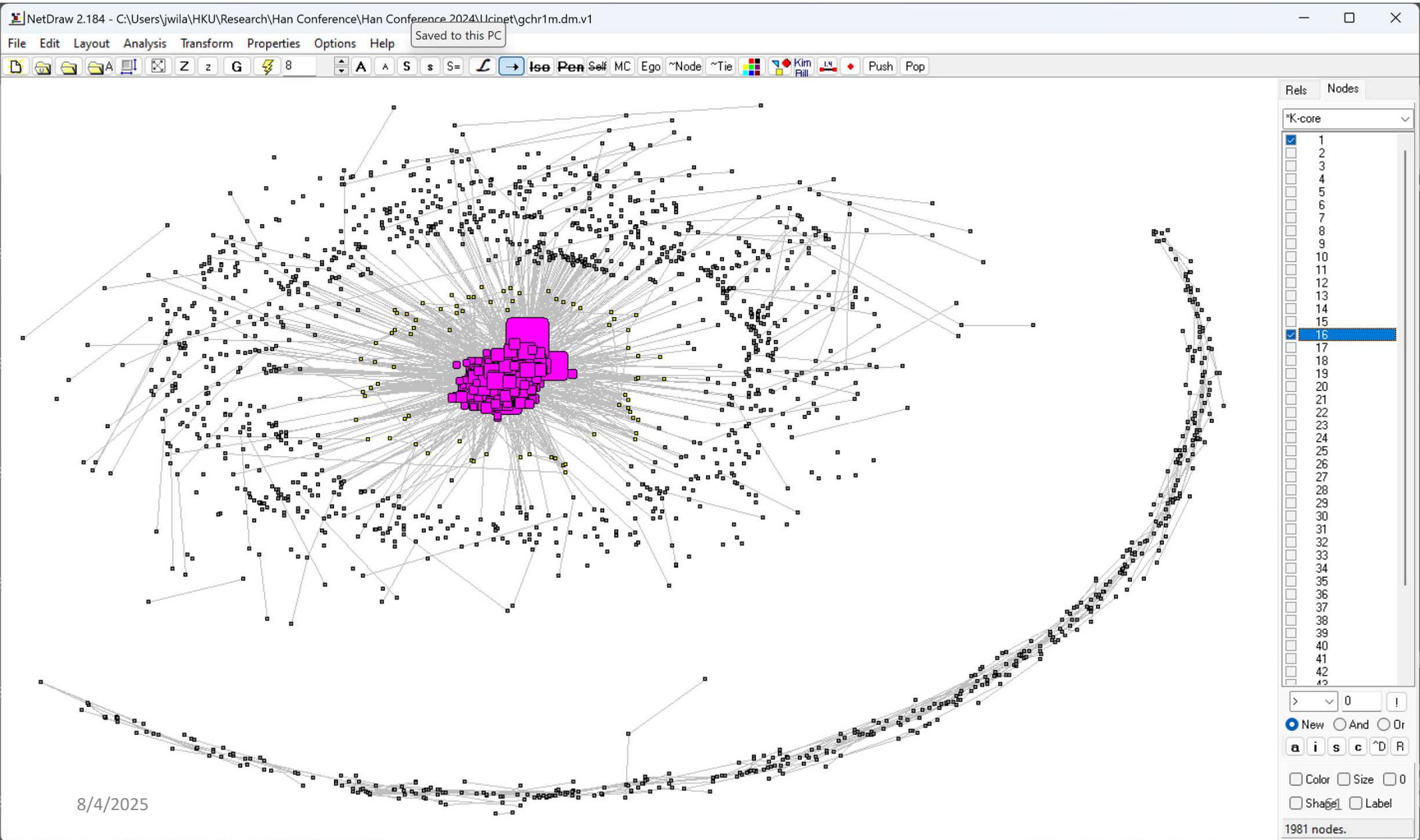
Queries

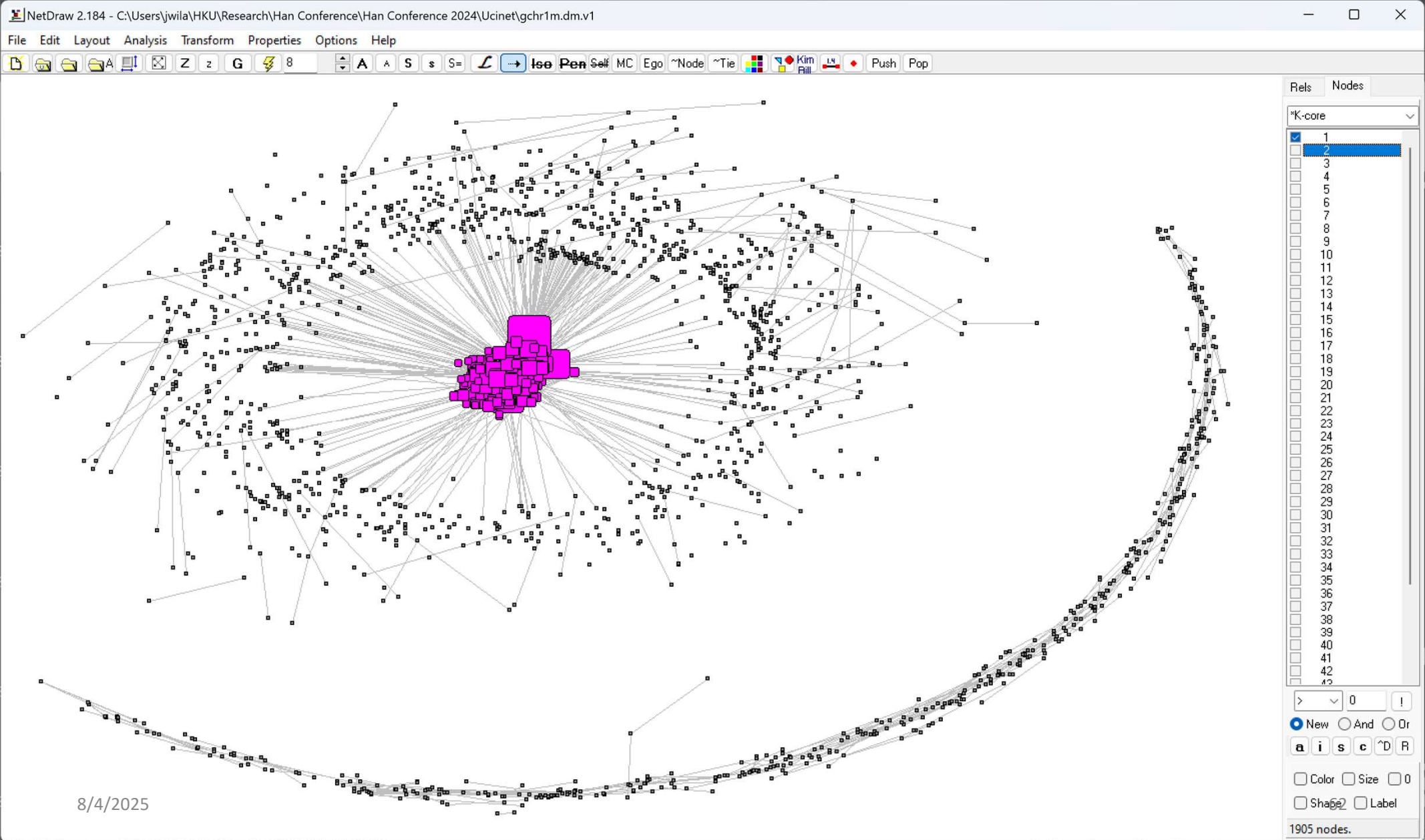
Drag filter here

Select 58 Filter









501 關鍵簡單詞 (=字)



子人心生大行頭地手事水氣學中外天道力下工風火文法上開發本通面出口正流
書分名家小情公年時門體色成數會動平意調方失理用白主場相路一國光海花實
物過音定日身長戰教電眼神量後報無信性點重軍當明綫白見不作號對機筆老話
交回打車前化合品月民起親兵制土落轉產單同度案紅語變複期來油節房熱表傳
聲好客洋病食幹收放清藥裝領高務活皮目空經言詞世內勢夜字權盤種程脚解論
業關利台應得血衣要運專價位引料有板標約結進難樂代例便假和師戲服條照部
間任保修圖市帳底政職草象貨馬義先官山指接望根特票絕西金順入具包印受導
散星比現知禮管質錢陰集題令切別功原安常支果班記試說退配余兒歷史命士布
帶感推斷新春曲木樣游球立精角選防從反取古告員在差式形影折排故舊景步毒
畫等能致補財費邊酒青聽味商套女容將局征托投提效敵格次武河演潮留真私稱
茶營講輪傷全養農刑勞醫參向堂處守寒昇急招改校漢治熟版看著石端背評裏野
鐵問閑預飯魚黃黑冷華就早雜毛求浮消靈粉美脫菜虛議資遠連銷首于五件興決
初半器團如存居操整族槍母燈稿航課謀走足近遺香骨東舉雲使倒元圓備密屬歸
快總戶極死派炮烟牙章級紙細耳苗苦觀視證輕造隊限院露麻習伏偏黨寫列劇南
唱婚態息想才拜插晚牌破離簡統考肉胎規計辭迹銀除雨韵 (然)

Kcore	Freq	Freq%	CumFreq	CumFreq%	Representative						
0	115	1.8188	115	1.8188	扈	26	43	0.6801	5039	79.693	哨
1	1681	26.586	1796	28.404	吖	27	46	0.7275	5085	80.421	默
2	531	8.3979	2327	36.802	恸	28	63	0.9964	5148	81.417	婆
3	431	6.8164	2758	43.619	噫	29	48	0.7591	5196	82.176	穴
4	301	4.7604	3059	48.379	鼬	30	29	0.4586	5225	82.635	兰
5	208	3.2896	3267	51.669	矜	31	53	0.8382	5278	83.473	怨
6	188	2.9733	3455	54.642	茨	32	40	0.6326	5318	84.106	批
7	134	2.1192	3589	56.761	剃	33	29	0.4586	5347	84.564	窝
8	129	2.0402	3718	58.801	乃	34	35	0.5535	5382	85.118	剂
9	126	1.9927	3844	60.794	敦	35	27	0.427	5409	85.545	阿
10	111	1.7555	3955	62.549	悼	36	28	0.4428	5437	85.988	示
11	106	1.6764	4061	64.226	挨	37	36	0.5693	5473	86.557	斯
12	85	1.3443	4146	65.57	戚	38	33	0.5219	5506	87.079	乌
13	86	1.3601	4232	66.93	堵	39	30	0.4745	5536	87.553	伏
14	75	1.1861	4307	68.116	伽	40	35	0.5535	5571	88.107	博
15	84	1.3285	4391	69.445	姨	41	20	0.3163	5591	88.423	室
16	76	1.202	4467	70.647	昌	42	34	0.5377	5625	88.961	痛
17	67	1.0596	4534	71.707	伯	43	56	0.8857	5681	89.847	尔
18	76	1.202	4610	72.908	绒	44	20	0.3163	5701	90.163	德
19	67	1.0596	4677	73.968	抚	45	40	0.6326	5741	90.796	狗
20	41	0.6484	4718	74.617	邦	46	40	0.6326	5781	91.428	助
21	49	0.7749	4767	75.391	怜	47	84	1.3285	5865	92.757	斗
22	56	0.8857	4823	76.277	狱	48	32	0.5061	5897	93.263	射
23	59	0.9331	4882	77.21	沟	49	202	3.1947	6099	96.457	族
24	54	0.854	4936	78.064	愁	50	224	3.5426	6323	100	地
25	60	0.9489	4996	79.013	后						

這些字，
常見嗎？

這些字呢？
常見嗎？

NEW

試比較 50 核和 1 核的字詞，哪組更常見？

50 核（這組字之間互相至少有 50 條邊線） **1 核（這組字之間互相最少只 1 條邊線）**

+ 224/6323 vertices

[1] 地海病法子线量公人数字门兵书号出热声气板变
半化小星行不手

[29] 如命理国主义好刀面能情神心重口路难事眼安定
保步当车度放分

[57] 家立业落死会民表计道儿全电无石山身生土日之
水马前后标动金

[85] 时说下起语发头工作场里房合花火间流器天物质
中转自年夜战世

[113] 视运八交成方打教军节十光风过一音月得相而高
长文关式点机笔

[141] 论权市白报价话开名单内见色入体铁老百制感千
本大新通万失回

[169] 足平走指非用四上实正学品两空力信三同明产词
知经以目外有应

[197] 对利政红性观多来位意原为调形资其所网程言态
反四传可在代五

+ 115/6323 vertices

[1] 卮爸羣儻瀟趵鰈燥涔滢愒淙汴忉摘髭谔狒玃汎呷
朶杲鶯嘿喑隍翊

[29] 岌亟戈諺啫潜炯踽睊矜恠騷粮嘞儼呖恨粼潏潏
潏嬖眈囡呶饶疑

[57] 芄伉萋駸倅倦冉穰穰毳姍僦诜駮莘牲琴僂谖踣咄
媿湑岢恫硃媿璽

[85] 霰觥晓忖讷姁栩泐嚔谗鬻奕鵠熠悒狷阄断愁嚶嚶
喁呦洳俟蛎沅韵

[113] 慥蓁諄

試比較 49 核和 2 核的字詞，哪組更常見？

49 核 1 核（這組字之間互相至少有 **49** 條邊線）
+ 202/6323 vertices

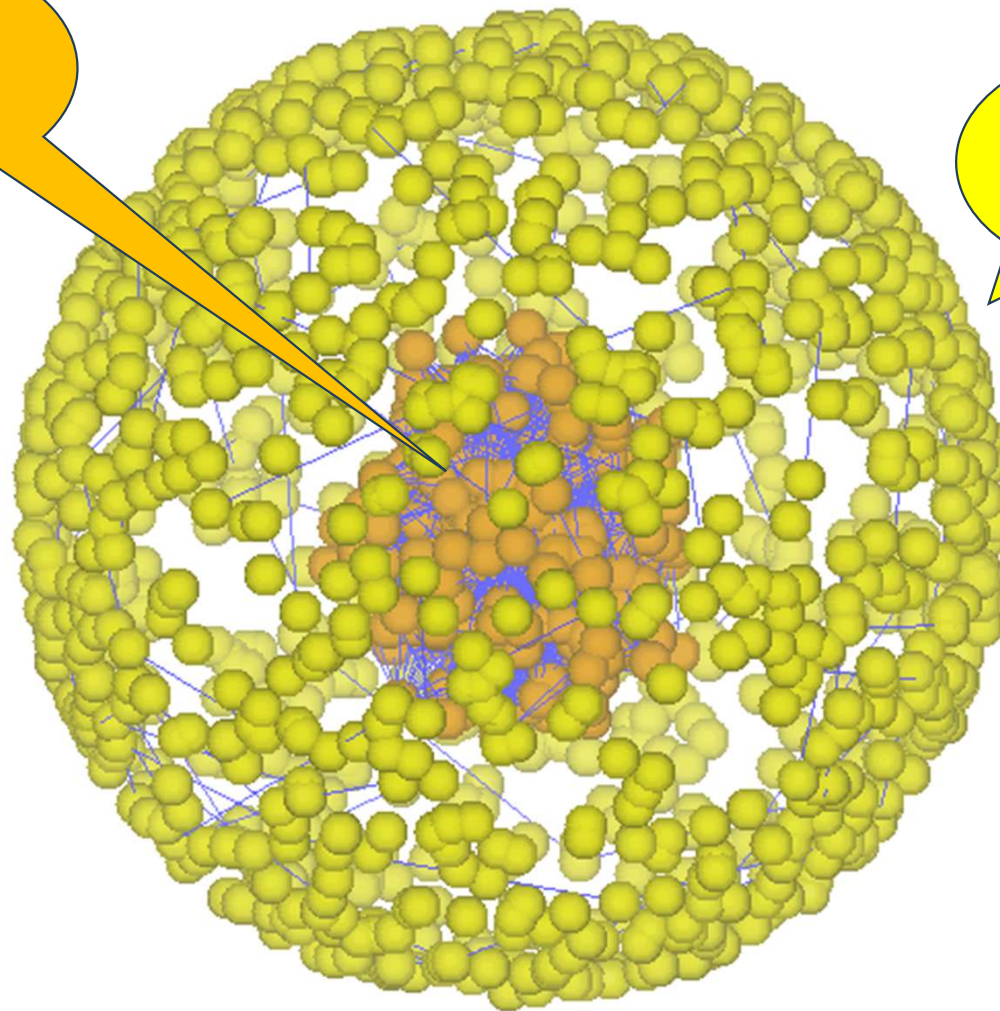
[1] 族飞常拉片是美思乐血边个近然虎财河将基毛
脚于户居药带系息
[29] 素装劳根期图照案底处记盘秋算影黑首格司
镜包游骨林着角九离
[57] 没结社士望皮女台势戏官细职条纸微灯费干
精果脸米木耳票区收
[85] 食球衣云鸡种术进归举争货科解顺油功龙样
治象因别倒客师识级
[113] 任员硬画差复活元唱随和派听管青雨存留险
育院真证母春到料务
[141] 效账鱼冷破背洋城投草源先牛接特武直谈要
绝清轻界远快急故卖
[169] 现异从枪古亲具看东强假众深黄等独断共济
尽想农阳核西商总坐
[197] 吃弹连太环软

2 核 1 核（這組字之間互相最少只 **2** 條邊線）
+ 1681/6323 vertices

[1] 吁	嗑	訇	Q	腌	贖	哎
[8] 呀	哟	嫉	馳	皑	欸	優
[15] 媛	璉	暖	瓠	嬗	婀	鸬
[22] 鸬	鮫	鰾	轡	鞞	铵	捺
[29] 肮	敖	遨	翱	鑒	恹	鏊
[36] 粃	菝	藝	刮	躄	醅	槎
[43] 罍	桦	鲢	莖	鹭	皙	鸬
[50] 芷	斓	蛰	编	癍	钣	样
[57] 哪	稭	龋	裸	鲍	玟	裨
[64] 碣	枊	钡	蓓	铤	莖	荠

+ ... omitted several vertices

最內層：
50-核



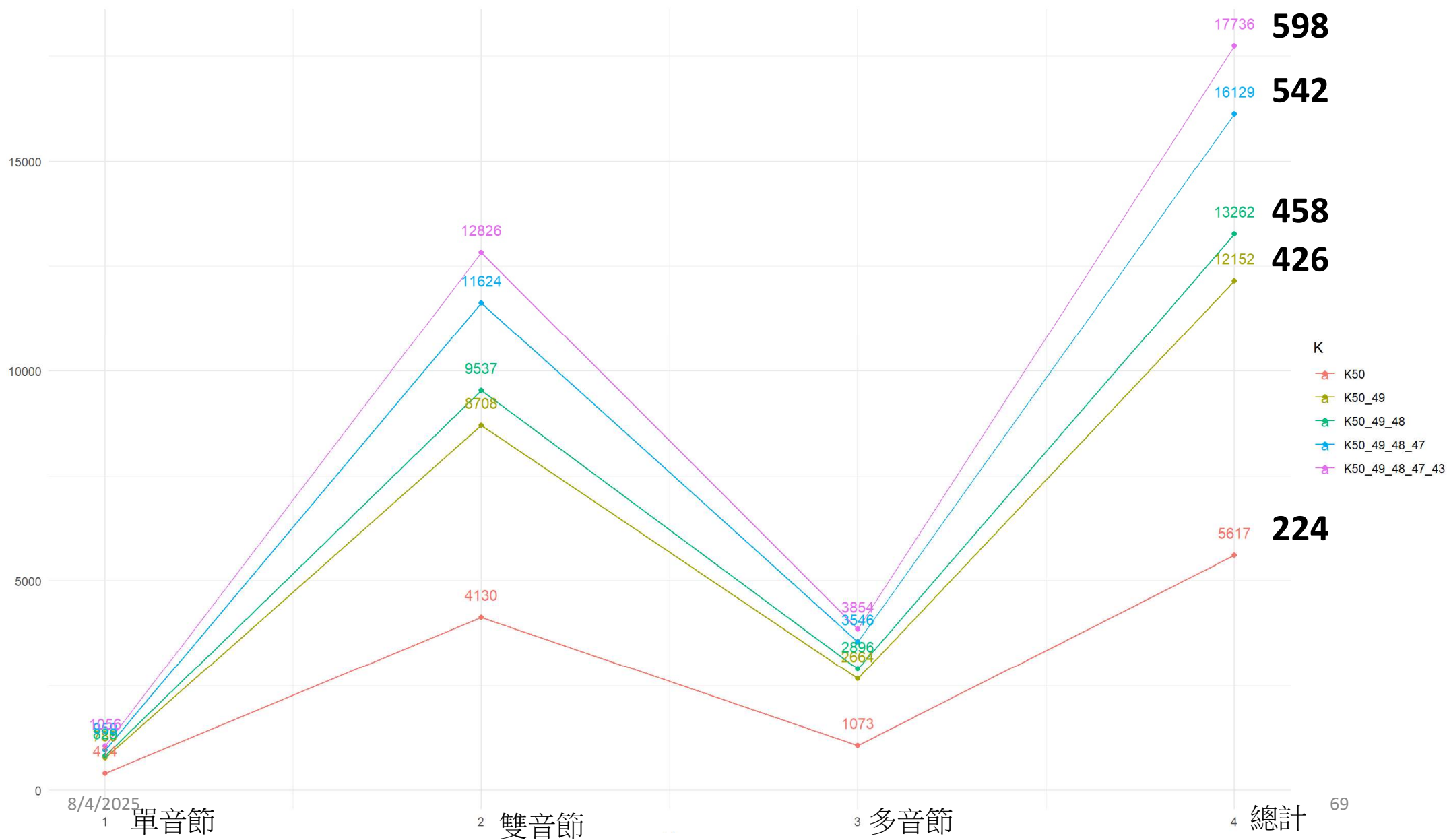
最外層：
1-核

8/4/2025

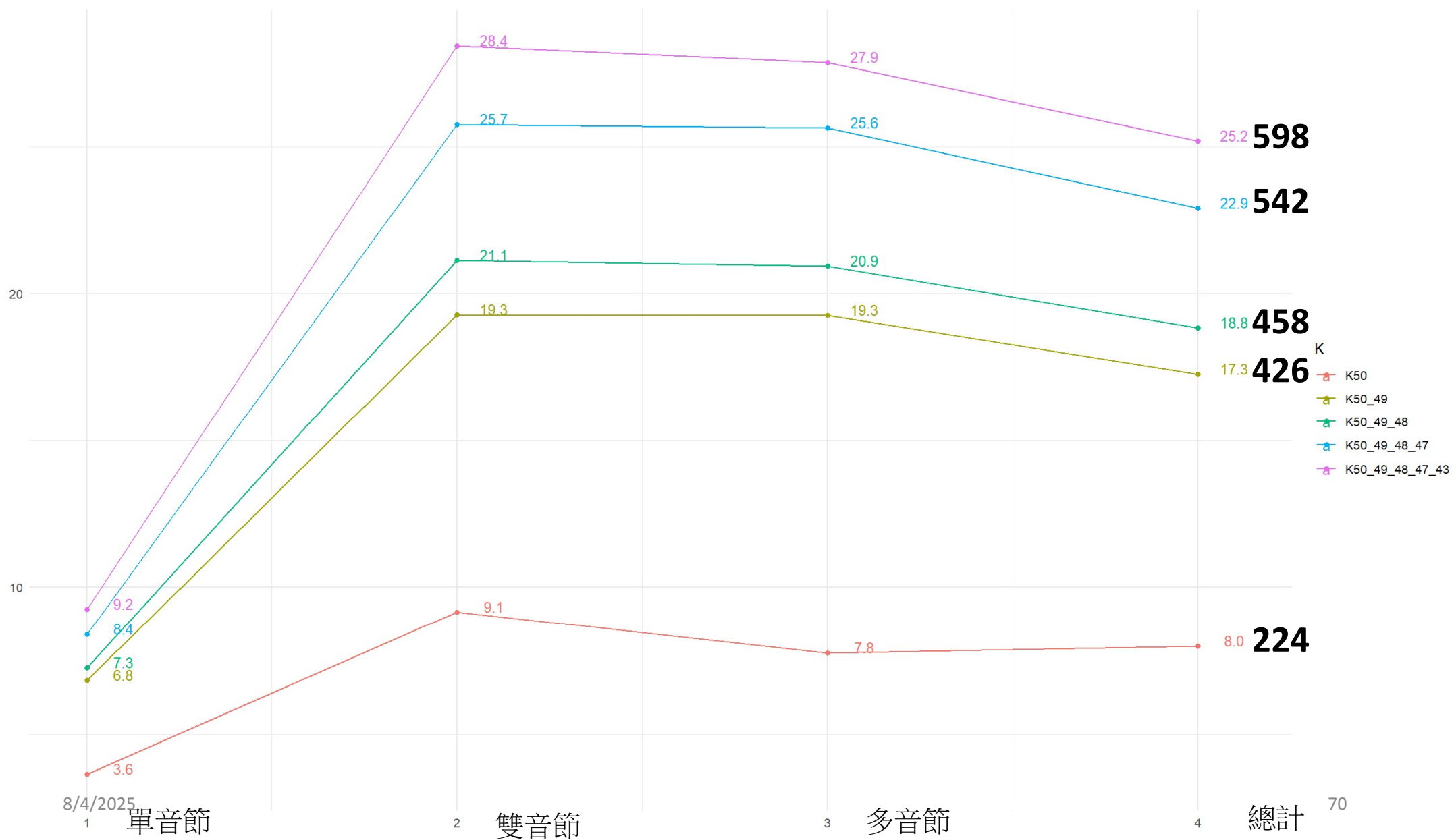


		全	K50	K50+49	K50+49+48	K50+49+48+47	K50+49+48+47+43
↻只需要↻			224	224+202= 426	426+32= 458	458+84= 542	542+56= 598
弱式構詞	單音節	11428	414	780	829	959	1056
	雙音節	45149	21405	29069	30141	32321	33498
	多音節	13837	11447	12755	12866	13088	13209
	總計	70414	33266	42604	43836	46368	47763
	百分比	100%	47.2%	60.5%	62.3%	65.9%	67.8%
強式構詞	單音節	11428	414	780	829	959	1056
	雙音節	45149	4130	8708	9537	11624	12826
	多音節	13837	1073	2664	2896	3546	3854
	總計	70414	5617	12152	13262	16129	17736
	百分比	100%	7.9%	17.3%	18.8%	22.9%	25.1%





完整構詞 %



50核 (K50)：224 字， 以及首 99 個構詞能力最強的字（套紅）

- [1] 地海病法子線量公人數字門兵書號出熱聲氣板變半化小星行不手
[29] 如命理國主義好刀面能情神心重口路難事眼安定保步當車度放分
[57] 家立業落死會民表計道兒全電無石山身生土日之水馬前後標動金
[85] 時說下起語發頭工作場裡房合花火間流器天物質中轉自年夜戰世
[113] 視運八交成方打教軍節十光風過一音月得相而高長文關式點機筆
[141] 論權市白報價話開名單內見色入體鐵老百制感千本大新通萬失回
[169] 足平走指非用四上實正學品兩空力信三同明產詞知經以目外有應
[197] 對利政紅性觀多來位意原為調形資其所網程言態反二傳可在代五

49核 (K49)：202 字， 以及第 100 個構詞能力最強的字（套紅）

- [1] 族飛常拉片是美思樂血邊個近 **然** 虎財河將基毛腳於戶居藥帶系息
- [29] 素裝勞根期圖照案底處記盤秋算影黑首格司鏡包遊骨林著角九離
- [57] 沒結社士望皮女台勢戲官細職條紙微燈費幹精果臉米木耳票區收
- [85] 食球衣雲雞種術進歸舉爭貨科解順油功龍樣治象因別倒客師識級
- [113] 任員硬畫差複活元唱隨和派聽管青雨存留險育院真證母春到料務
- [141] 效賧魚冷破背洋城投草原先牛接特武直談要絕清輕界遠快急故賣
- [169] 現異從槍古親具看東強假眾深黃等獨斷共濟盡想農陽核西商總坐
- [197] 吃彈連太環軟

50核 (K50) : 224 字

[1] 地海病法子線量公人數字門兵書號出熱聲氣板變半化小星行不手
[29] 如命理國主義好刀面能情神心重口路難事眼安定保步當車度放分
[57] 家立業落死會民表計道兒全電無石山身生土日之水馬前後標動金
[85] 時說下起語發頭工作場裡房合花火間流器天物質中轉自年夜戰世
[113] 視運八交成方打教軍節十光風過一音月得相而高長文關式點機筆
[141] 論權市白報價話開名單內見色入體鐵老百制感千本大新通萬失回
[169] 足平走指非用四上實正學品兩空力信三同明產詞知經以目外有應
[197] 對利政紅性觀多來位意原為調形資其所網程言態反二傳可在代五



49核 (K49)：202 字

[1] 族飛常拉片是美思樂血邊個近 **然** 虎財河將基毛腳於戶居藥帶系息
[29] 素裝勞根期圖照案底處記盤秋算影黑首格司鏡包遊骨林著角九離
[57] 沒結社士望皮女台勢戲官細職條紙微燈費 **幹** 精果臉米木耳票區收
[85] 食球衣雲雞種術進歸舉爭貨科解順 **油** 功龍樣治象因別倒客師識級
[113] 任員硬畫差複活元唱隨和派聽管青雨存留險育院真證母春到料務
[141] 效賧魚冷破背洋城投草原先牛接特武直談要絕 **清** 輕界遠快急故賣
[169] 現異從槍古親具看東強假眾深黃等獨斷共濟盡想農陽核西商總坐
[197] 吃彈連太環軟



48核 (K48)：32 字

[1] 射若求次克套犯笑令菜聯取酒服導推議銷警
陰曲問際餘速善虛展

[29] 超印私短

47核 (K47)：84 字

[1] 鬥勝告班愛護欲守壓堂炮就例由值暗樓喜待
項規南腦舞頂領做肉

[29] 座銀嘴興比率維退選鼓稅罪夫圓針滿溫修准
章團亂集寒極加題試

[57] 者造防低革換牌層提消雜彩引禮統招向支奇
舊散群惡念第改翻專

43核 (K43)：56 字

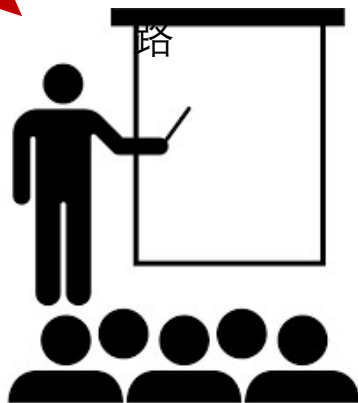
[1] 爾羅辭的切稱件卷陳揚股旗巴除絲粉詩靈托
史組移壁補終端審殘

[29] 救朝鄉跑勁致益易掛編像升張只承偏敵七迷
評察零怪眉刑巧橫預

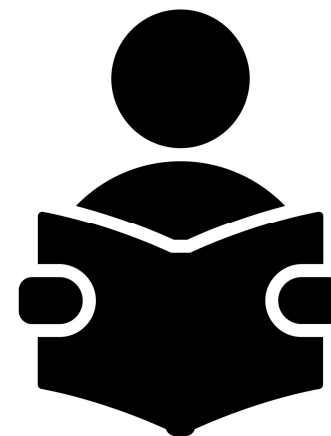
核心字詞 vs 漢字教與學

必需經
「直接教學」
(explicit
instruction)

核心字詞



非核心字詞，乃至邊緣字詞

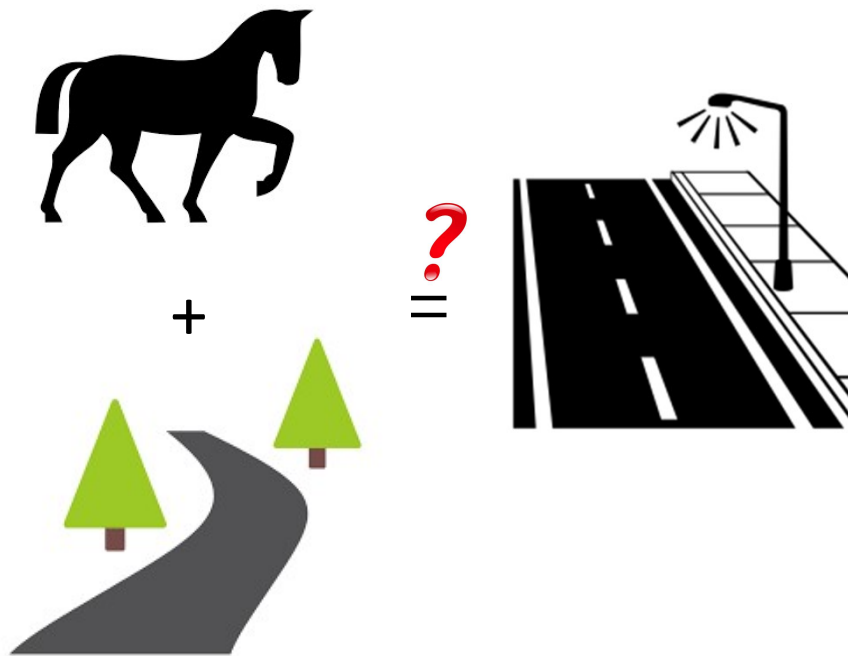


藉「隱含教
學」(implicit
instruction)，
如閱讀

任何事，必有限制，理解自身限制，不做 自身做不到的事情，方能善用

字詞 ≠ 詞語；但提供切入點

核心字詞 = 實字 ≠ 虛字；實字是開放系統 語言構式 = 共通生活經驗 ≠ 個人經驗





Combination 部件帶字 / 部件帶字

1



采

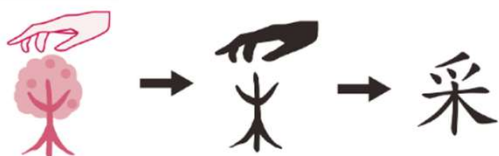
cǎi

to collect, to pick

多采多姿

duōcǎiduōzī

colorful and splendid



- “采” looks like a hand about to pick fruits from a tree.
- 「采」字像是頂部有一隻手，正要摘取樹上的果實。
- 「采」字像是頂部有一只手，正要摘取樹上的果實。



Writing Practice

采	采	采	采	采	采	采	采
采	采	采	采	采			

2



採

cǎi

to pick, to select

扌

採用 / 採用 cǎiyòng to adopt and use



- People use their hands(手) to pick stuff, so the character for “pick”(採) has the radical “手”(hand) which is altered to “扌”.
- 人們用「手」去採東西，所以「採」是「手」字旁(扌)。
- 人們用「手」去採東西，所以「採」是「手」字旁(扌)。



Writing Practice

採	採	採	採	採	採	採	採
採	採	採	採	採	採	採	採

2



氣

qì

air

天氣 氣 / 天气 tiānqì weather
生氣 氣 / 生气 shēngqì angry

滑梯 → 氣 → 氣

- “氣” looks like a kid playing on an inflatable slide.
- 「氣」字像是小孩在玩充氣的溜滑梯。
- 「氣」字像是小孩在玩充氣的溜滑梯。

Writing Practice

氣	氣	氣	氣	氣	氣	氣	氣
氣	氣	氣	氣	氣	氣	氣	

3



气

qì

air

天气 气 / 天气 tiānqì weather
生气 气 / 生气 shēngqì angry

滑梯 → 气 → 气

- “气” looks like a kid playing on an inflatable slide.
- 「气」字像是小孩在玩充氣的溜滑梯。
- 「气」字像是小孩在玩充氣的溜滑梯。

Writing Practice

气	气	气	气	气	气	气	气
气							



漢語多功能字庫

Multi-function Chinese Character Database

中文 ENG

字形

- 部首索引
- 筆畫索引
- 甲骨部件表
- 金文部件表
- 形義源流通解

字音

- 粵語音節表
- 粵語聲母表
- 粵語韻母表
- 粵語分類字表：
 - 總字表
 - 瀏覽
- 粵語注音系統對照表
- [聲母|韻母|聲調]
- 普通話音節表
- 其他方言讀音

工具

- 《說文》全文索引
- 《讀史方輿紀要》
- 成語彙輯

8/4/2025

气
84
0
(4)



"气"字連結: ▾

單讀音字

繁 簡 港

繁簡對應

繁 氣

簡

UTF-8 E6 B0 94

大五碼 C961

倉頡碼 人一弓

Matthews 552

漢語大字典 (一版) 2010 ; (二版) 2154

康熙字典 527

Unicode U+6C14


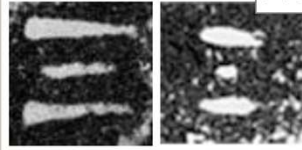
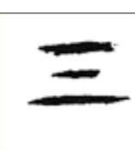



GB2312 3888

四角號碼 8001.7

頻序 A/B 0 5422

頻次 A/B 0 --

普通話 qì

小篆	金文	天亡簋[西周早期](CHANT:4261)	(部件樹)	簡帛文字	其他
					
字例: 2/2	字例: 5/6	字例: 1/1		字例: 5/5	字例: 2/2

《說文》	解釋	部居	相關異體
气	雲气也。象形。凡气之屬皆从气。〔去既切〕 (14 / 8)	气	

《廣韻》	頁碼	反切	註解	中古音	聲母	清濁	部位	聲調	韻攝	韻目	開合	等第
气	361	去既	▶	中古音	溪	次清	牙	去	止	微/未	開	三

形義通解

略說: 甲骨文象天上的雲氣。「气」是「氣」的古字。

詳解: 甲骨文從三橫，象天上的雲氣。「气」是「氣」的古字，本義是雲氣。《說文》：「气，雲气也。象形。凡气之屬皆从气。」今天「氣」的簡化字作「气」，是採用了古字。






因為字形和「三」相近，所以後來把上畫和下畫寫成彎曲之形，以作區別。

甲骨文多用為副詞，表示終究、最終、終竟(沈培)，《合集》12532正：「王占曰：『疑茲气雨。』之日允雨。」意謂王對着卜兆作出預測：

21 字

82

象形有助學生記憶筆劃，但是，不需列出歷史全部演變過程，否則或更混亂

甲骨文	金文	小篆	隸書	楷書
				

A green checkmark is placed below the Oracle bone script, and red X marks are placed below the Seal script and Clerical script.

選擇一個最相似的即可

符合象形規律下的美化、簡化、趣味化



幼兒原則＋語言原則：遊戲

你會如何安排遊戲學習部件？

「釣」



「土」



部件卡



On the Learning of Chinese

Ference Marton, Por Shek Kam Tse and
Wai Ming Cheung (Eds.)

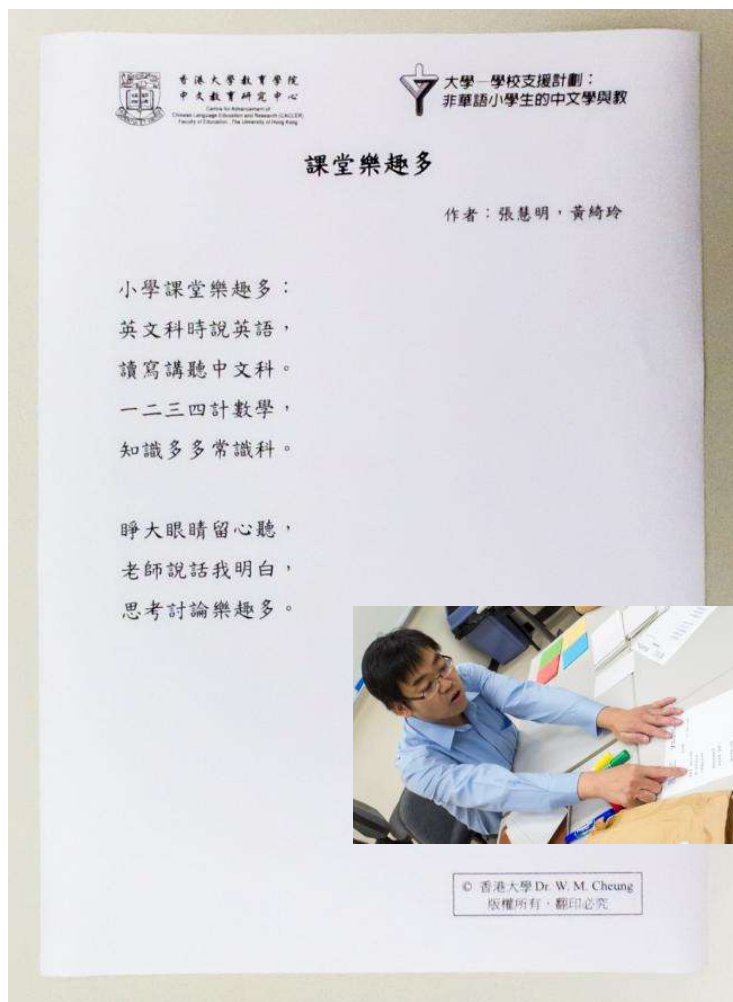


SensePublishers

識字 UNO



步驟 1: 準備教材



步驟 2: 把教材寫成字卡



步驟 3: 完成!



8/4/2025



https://glyph.iso10646hk.net/ccs/ccs.jsp?lang=zh_TW

- 一般資料
- 技術資料
- 漢字符
- 漢字查詢系統
- 香港增補字符
- 香港字型參考指引
- 相關連接 / 網站
- 下載區域 / 專區
- 常見問題
- 關於此網站
- 返回主頁
- English

漢字查詢系統

此漢字查詢系統, 能夠實現雙向的中文查詢, 即從部件到中文字, 或從中文字到其組成部件的查詢.

用戶指引

編碼:
☒ 統一碼 ☐ 大五碼 ☐ GB2312碼

查詢方式:
☒ 從部件查詢中文字
☐ 從中文字查詢部件
☐ 從中文字查詢部件(顯示結構)
☐ 康熙字典

輸入方式:
☒ 中文字 ☐ 內碼 ☐ 基本部件

☐ 過濾結果

發送 重設

查詢目標:
☒ 在統一碼中的「中日韓一致表意文字」及「中日韓一致表意文字擴充A區」的所有漢字
☐ 必須符合下列條件
N/A 大五碼(包括香港增補字符集)的漢字
N/A 香港增補字符集的漢字
N/A 香港常用字
N/A 國標碼的漢字
N/A 日文編碼的漢字
N/A 韓文編碼的漢字

變體種類:
☒ 變體 ☐ 相關 ☐ 形似

木

結果 (共有 2,060 項):

系統CIKV表
試用版

式:
☐ 字 ☐ 內碼 ☒ 基本部件

☐ 過濾結果

發送 重設

查詢目標:
☒ 在統一碼中的「中日韓一致表意文字」及「中日韓一致表意文字擴充A區」的所有漢字
☐ 必須符合下列條件
N/A 大五碼(包括香港增補字符集)的漢字
N/A 香港增補字符集的漢字
N/A 香港常用字

變體種類:
☒ 變體 ☐ 相關 ☐ 形似

木

結果 (共有 2,060 項):

(如要查閱部件資料, 請點擊部件右方的 按鈕。)

木	林	休	森	琳	寐	淋	麻	靡
𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟
𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟
𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟
𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟
𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟
𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟
𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟	𣏟

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 下一頁>>

筆劃總數:

發送

之	丰	丰	王	王	丰	丰
𠂇	𠂇	𠂇	𠂇	𠂇	𠂇	𠂇
不	犬	犬	歹	尸	牙	屯
日	日	日	月	月	丹	𠂇
丰	牛	手	𠂇	丰	手	毛

1 2 3 下一頁>>

<http://huayutools.mtc.ntnu.edu.tw/mtchanzi/PartsSearch.aspx>

ACCESS 全漢字檢索系統



首頁



漢字查詢



內容分析



部件檢索



技術支援

本系統提供教師依照部件進行漢字檢索，讓教師在漢字教學時可藉由部件延伸教學素材。

✔ 請先選擇左方部件筆劃數後，再由下方部件表中選出任一部件，並點選查詢：

1	○ 001. 一	○ 002. 丿	○ 003. 丨	○ 004. ノ	○ 005. 丶	○ 006. 丶	○ 007. 丶	○ 008. 乙	○ 009. 乚	○ 010. 丿
2	○ 011. ㇏	○ 012. ㇏	○ 013. ㇏	○ 014. ㇏	○ 015. ㇏	○ 016. ㇏	○ 017. ㇏	○ 018. ㇏	○ 019. ㇏	○ 020. 十
3	○ 021. ㇏	○ 022. ㇏	○ 023. ㇏	○ 024. ㇏	○ 025. ㇏	○ 026. ㇏	○ 027. ㇏	○ 028. ㇏	○ 029. ㇏	○ 030. 七
4	○ 031. ㇏	○ 032. ㇏	○ 033. ㇏	○ 034. ㇏	○ 035. ㇏	○ 036. ㇏	○ 037. ㇏	○ 038. ㇏	○ 039. ㇏	○ 040. ㇏
5	○ 041. ㇏	○ 042. ㇏	○ 043. ㇏	○ 044. ㇏	○ 045. ㇏	○ 046. ㇏	○ 047. ㇏	○ 048. ㇏	○ 049. ㇏	○ 050. ㇏
6	○ 051. ㇏	○ 052. ㇏	○ 053. ㇏	○ 054. ㇏	○ 055. ㇏	○ 056. ㇏	○ 057. ㇏	○ 058. ㇏	○ 059. ㇏	○ 060. ㇏
7	○ 061. ㇏	○ 062. ㇏	○ 063. ㇏	○ 064. ㇏	○ 065. ㇏	○ 066. ㇏	○ 067. ㇏	○ 068. ㇏	○ 069. ㇏	○ 070. ㇏
8	○ 071. ㇏	○ 072. ㇏	○ 073. ㇏	○ 074. ㇏	○ 075. ㇏	○ 076. ㇏	○ 077. ㇏	○ 078. ㇏	○ 079. ㇏	○ 080. ㇏
9	○ 081. 刀	○ 082. ㇏	○ 083. ㇏	○ 084. ㇏	○ 085. ㇏	○ 086. ㇏	○ 087. 乃	○ 088. ㇏	○ 089. ㇏	○ 090. 九
10	○ 091. ㇏	○ 092. ㇏	○ 093. ㇏	○ 094. ㇏	○ 095. ㇏	○ 096. ㇏	○ 097. ㇏	○ 098. ㇏	○ 099. ㇏	○ 100. ㇏

查詢

漢字古今字資料庫

[首頁](#) [簡介](#) [收錄現況](#) [凡例](#) [出處表](#) [使用說明](#) [參考書目](#) [聯絡信箱](#)

甲骨文 金文 戰國文字 ▼ 小篆

楷書

字號 字形 部首 筆畫 部件 國語注音 漢語拼音 中古聲調 中古韻目 中古字母 反切 上古韻部

選項>>

確定送出

重新設定

共搜尋到4907字／99頁，每頁50字；每列10字，每頁5列，字形大小：36點

最初頁 1 2 3 4 5 6 7 8 9 10 下一頁 最末頁

水 147	汁 256	汀 257	汜 258	冰 317	汝 405	汗 406	汙 407	江 408	池 409
汐 410	汕 411	污 412	汛 413	洿 414	汎 415	尿 565	汞 634	沙 635	沁 636
沈 637	沉 638	沅 639	沛 640	汪 641	決 642	沐 643	汰 644	沌 645	汨 646
沖 647	沒 648	汽 649	沃 650	汲 651	汾 652	汴 653	沆 654	汶 655	洹 656
沔 657	泚 658	沂 659	泣 660	注 661	泳 662	沱 663	泌 664	泥 665	⁹⁵ 河

In his classic etymological dictionary *Shuowen Jiezi* written nearly 2000 years ago, Xu Shen showed how every character can be analyzed by breaking it into component characters, which themselves can be broken down further, so that ultimately only a couple hundred root pictographs and ideographs (*wen*) generate all of the characters.

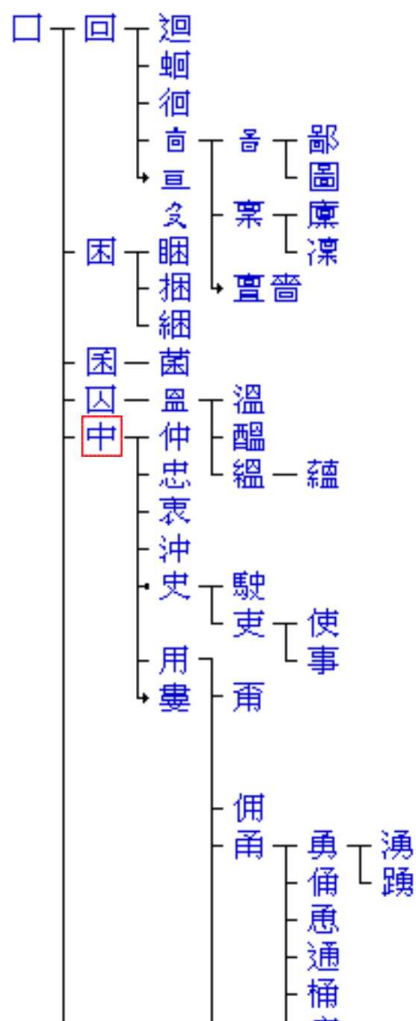
Zhongwen.com and its associated printed dictionary show this generation process graphically for over 4000 characters using a series of [zipu](#) or "character charts/genealogies" that each start with one of the *wen* from *Shuowen Jiezi*. Without any system for cross-referencing, Xu Shen had to break his dictionary into manageable sections, starting each one with a [bushou](#) or "section heading" (conventionally mistranslated as "radical") that was a component for other characters in that section but not always a root *wen*. This *bushou* system has been the organizing principle for almost all subsequent Chinese dictionaries, but it arbitrarily focuses on only a single component of each character. In contrast the [zipu](#) system allows any character to be found if the viewer knows any part of the character or knows any character

中 zhōng zhòng

Line | bisecting an enclosure 口.
zhōng: (名) center, middle (介) among
(形) medium (簡) China zhòng: (動)
strike, hit (a target) (動) be struck
⇔ 高中, 初中, 擊中, 途中,
國中, 其中, 空中, 地中海,
當中, 熱中, 之中, 暗中, 心
中, 手中, 集中

- + 中彩 zhòngcǎi (動) win a lottery prize
- + 中餐 zhōngcān (名) [普] Chinese food (名) lunch
- + 中東 zhōngdōng (地) Middle East
- + 中毒 zhòngdú (動) be poisoned
- + 中斷 zhōngduàn (動) break off
- + 中風 zhòngfēng (名) stroke (動) suffer a stroke
- + 中共 zhōnggòng (地) [國] Communist China
- + 中國 zhōngguó (地) Middle Kingdom, China: 中國大陸 mainland China; 中國人 Chinese person
- + 中華 zhōnghuá (地) China: 中華民國 Republic of China; 中華人民共和國 People's Republic of China

↩ 字譜 ↪





中文標準交換碼
CNS11643 / CNS14649 / CNS14754

快速查詢

中

EN

網站地圖

[最新消息](#) | [認識全字庫](#) | [字碼查詢](#) | [新增字申請](#) | [技術支援](#) | [應用工具下載](#) | [客戶服務](#)

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部件查詢

輸入符號：

清除

開始搜尋

特殊

| 特 |

| * |

1畫

一 乚 丨 丿 ㇏ 丶 ㇀ 乙 乚 丿 ㇏ ㇀ ㇁ ㇂ ㇃ ㇄ ㇅ ㇆ ㇇ ㇈ ㇉ ㇊ ㇋ ㇌ ㇍ ㇎ ㇏ ㇐ ㇑ ㇒ ㇓ ㇔ ㇕ ㇖ ㇗ ㇘ ㇙ ㇚ ㇛ ㇜ ㇝ ㇞ ㇟ ㇠ ㇡ ㇢ ㇣ ㇤ ㇥ ㇦ ㇧ ㇨ ㇩ ㇪ ㇫ ㇬ ㇭ ㇮ ㇯ ㇰ ㇱ ㇲ ㇳ ㇴ ㇵ ㇶ ㇷ ㇸ ㇹ ㇺ ㇻ ㇼ ㇽ ㇾ ㇿ

2畫

㇐ ㇑ ㇒ ㇓ ㇔ ㇕ ㇖ ㇗ ㇘ ㇙ ㇚ ㇛ ㇜ ㇝ ㇞ ㇟ ㇠ ㇡ ㇢ ㇣ ㇤ ㇥ ㇦ ㇧ ㇨ ㇩ ㇪ ㇫ ㇬ ㇭ ㇮ ㇯ ㇰ ㇱ ㇲ ㇳ ㇴ ㇵ ㇶ ㇷ ㇸ ㇹ ㇺ ㇻ ㇼ ㇽ ㇾ ㇿ



中文 ENG

字形

- 部首索引
- 筆畫索引
- 甲骨部件表
- 金文部件表
- 形義源流通解

字音

- 粵語音節表
- 粵語聲母表
- 粵語韻母表
- 粵語分類字表:
 - 總字表
 - 瀏覽
- 粵語注音系統對照表 [聲母|韻母|聲調]
- 普通話音節表
- 其他方言讀音

工具

- 《說文》全文索引
- 《讀史方輿紀要》
- 成語彙輯

漢語多功能字庫

Multi-function Chinese Character Database:

With Archaic Script Forms,

Componential Trees, Etymologies,

Shuowen Jiezi Full-text Search,

Du Shi Fangyu Jiyao, Idioms Collection,

English-Chinese Lookup, & Word-formations...



「人文電算研究中心」自1999年以來，先後開發《林語堂當代漢英詞典》網絡版、《粵語審音配詞字庫》、《香港、大陸、台灣 - 跨地區、跨年代：現代漢語常用字頻率統計》等網頁，深受使用者歡迎，使用頻次與日俱增。其中《粵語審音配詞字庫》更於2013年度香港優秀網站選舉中獲選為十大優秀網站之首。其後本中心於2014年夏推出了重點開發的《漢語多功能字庫》，於《字庫》舊有功能上增加了四項重要元素：即「古文字繫形」、「部件樹」、「形義通解」、「英漢索引」等，目的是從資訊角度為當代漢語教育提供更大的支援。經過了四年，本中心於2018年夏天進一步推出《漢語多功能字庫》加強版，除於「形義通解」部份增補了和修繕了大量詞條外，還把原有的功能重新組織，並新增了「其他方言讀音」、「《說文解字》全文索引」、「《讀史方輿紀要》」和「成語彙輯」等新功能。本中心的運作宗旨始終如一，就是竭盡所能，為未來的漢語漢字教育從事「基礎建設」工作。

本網頁「古文字繫形」方面的工作得以順利進行，首先應感謝本校中國文化研究所劉殿爵中國古籍研究中心主任何志華教授提供該中心開發的甲骨文及金文字形，以及睡虎地秦簡、馬王堆帛書中的完整的竹簡、帛書圖片和釋文。又本字庫自最早的開發階段起，一直受惠於曾任職浸會大學語言中心的范國教授提供的漢字音節表，當年的材料雖較簡單，但早期的資料庫骨架遂得以率先建立。後來哲學系何秀煌教授答允由本中心為其「字頻研究」之成果作電子加工處理，乃有上述《現代漢語常用字頻率統計》這雖曲高和寡，但實極重要的網頁的製作。近年本中心就歷史地理資料的整理與南京三江學院歷史與文化地圖中心許盤清教授取得聯繫，並在其支援下把《讀史方輿紀要》吸納作為字庫的一個組模，特此致謝。本校新雅中國語文研習所前導師陳京英女士曾義務參與本網頁之錄音工作。本中心特別感謝本校資訊科技服務處-ITSC同人（特別是教研支援及相關部門）自本中心創辦以還的全力支持。

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8/4/2025

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漢語多功能字庫

Multi-function Chinese Character Database:

With Archaic Script Forms,

Componential Trees, Etymologies,
Shuowen Jiezi Full-text Search,

Du Shi Fangyu Jiyao, Idioms Collection,
English-Chinese Lookup, & Word-formations...



工作坊

任務：運用所學，設計識字教學課程與課堂

1. 與組員整理 224 個 50 核漢字有多少部件
2. 參考「創意漢字串起每一天」，把 224 個 50 核漢字，分佈在 9/2024-6/2027 的 K1-K3 課程中
3. 選擇 6 個字，參考「創意漢字串起每一天」可取者，以及「漢語多功能字庫」資料，設計符合字理的創意漢字圖
4. 選擇 2 個合成字，設計學習這兩個漢字、以及其中部件的幼兒課堂活動
5. 反思設計的想法

心理詞句



絡

句子

複合詞

簡單詞

音節

聲—韻—調

文字

部件—結構

筆劃

何謂「識」字／詞？

Dale (1965)	Beck, McKeown, & Omanson (1987)
Stage 1: Never saw it before.	No knowledge
Stage 2: Heard it, but don't know what it means.	General sense; for example, <i>mendacious</i> has a negative connotation
Stage 3: Recognizes it in context as having something to do with _____.	Narrow, context-bound knowledge
	Has knowledge of a word but not able to recall it readily enough to use in appropriate situation
Stage 4: Knows it well.	Rich, decontextualized knowledge of a word's meaning, its relationship to other words, and its extension to metaphorical uses

從未
見過

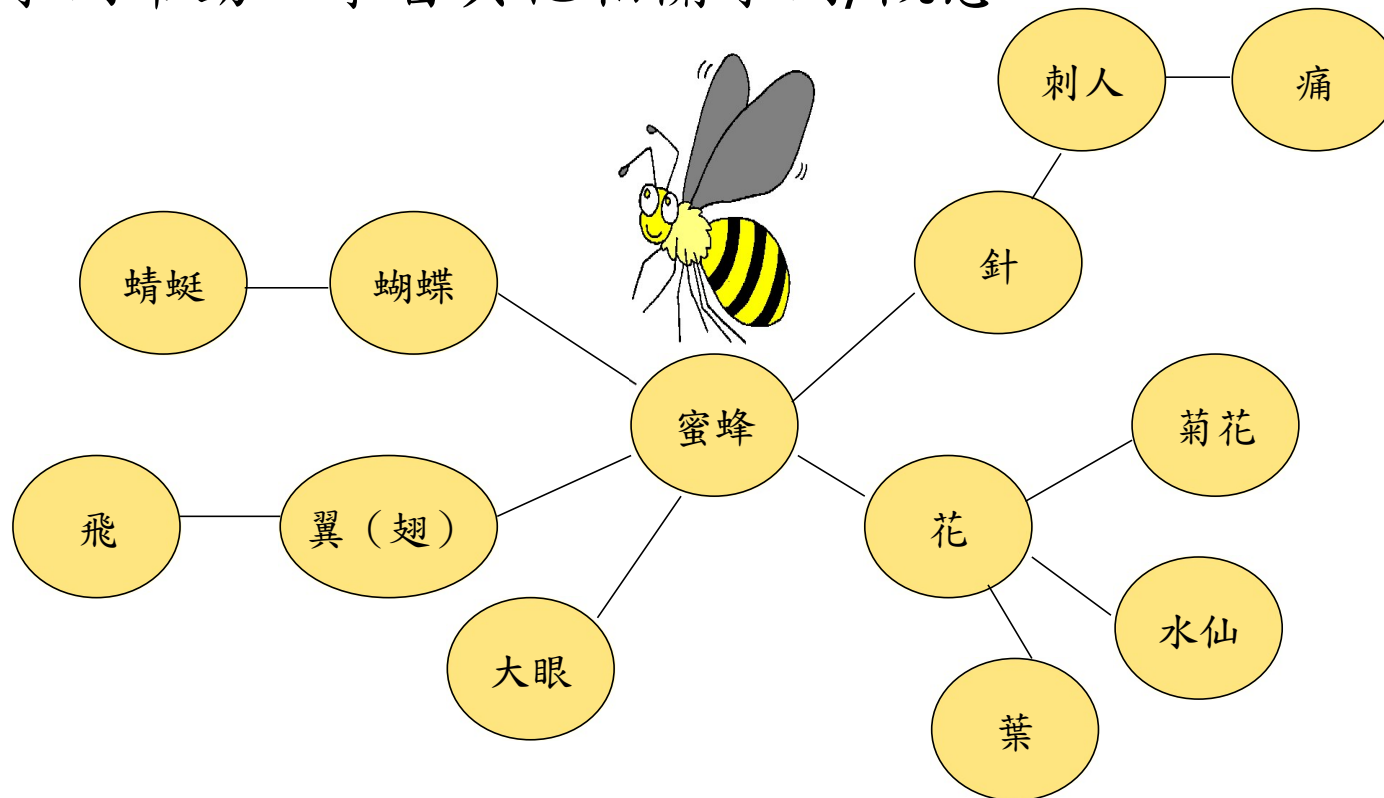
見過
聽過

在語境
中理解

知關係
能解釋

大家都熟悉的心理詞彙

- 由一個字詞帶動，學習其他相關字詞/概念



心理詞彙.....的邊界？

練習六：聯想字

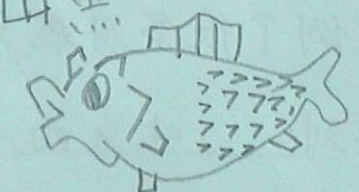
你見到「同伴」，會想起甚麼字或詞呢？請盡量寫下來。（如果不會寫，也可以用圖畫表示。）

朋友、同學、分享、分工合作、吃東西、友誼、
王元要、談話、約會、紀念、開心、遊戲、小朋友
游水、好同伴、好作伴、小動物、馬安林、黃美
希、黃凱、恨、李孝慈、

練習六：聯想字

你見到「魚」，會想起甚麼字或詞呢？請盡量寫下來。（如果不會寫也可以用圖畫表示。）

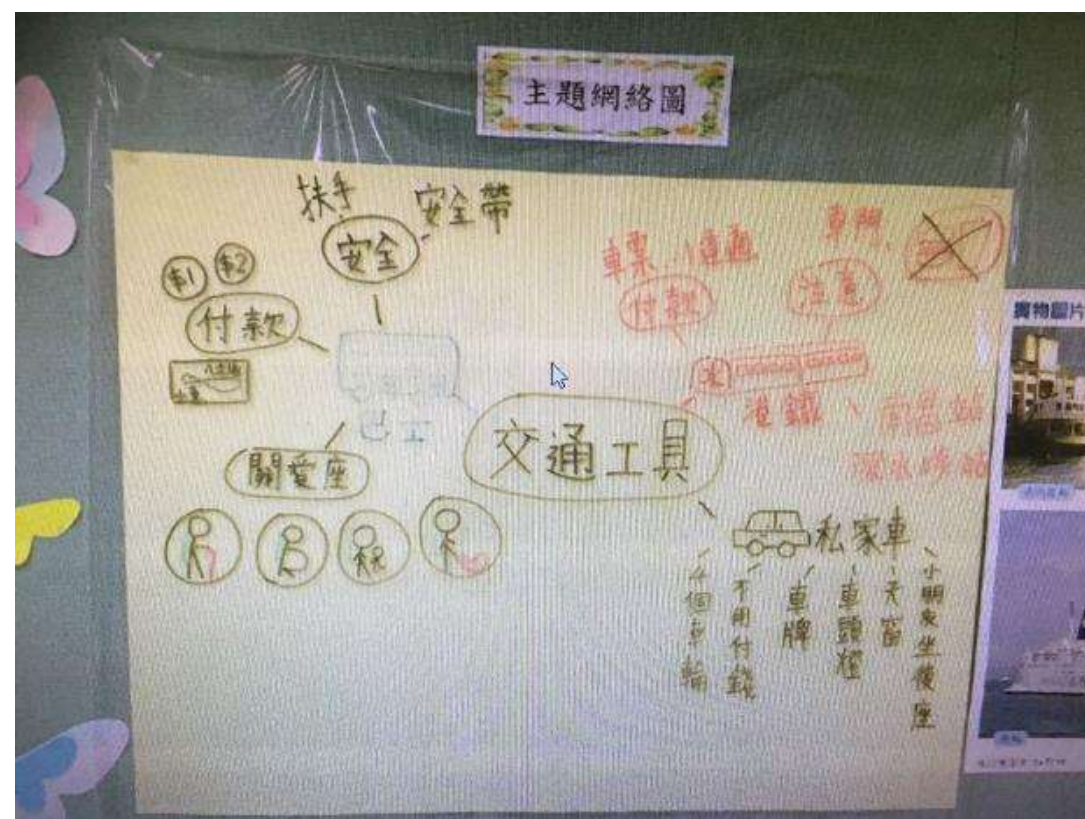
鮑魚、一條青龍、青口、魚蛋、鯨魚、
光白沙魚、魚鉤、海參、蟹、豚、蝦、
海藻、几爪魚、魚露、神仙魚



心理詞彙.....的邊界？



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由「我 / 身體」開始.....



Frame Index

ABCDEFGHIJKLMNOPQRSTUVWXYZ

[Abandonment](#)
[Abounding_with](#)
[Absorb_heat](#)
[Abundance](#)
[Abusing](#)
[Access_scenario](#)
[Accompaniment](#)
[Accomplishment](#)
[Accoutrements](#)
[Accuracy](#)
[Achieving first](#)

Body_parts

[Lexical Unit Index](#)

Definition:

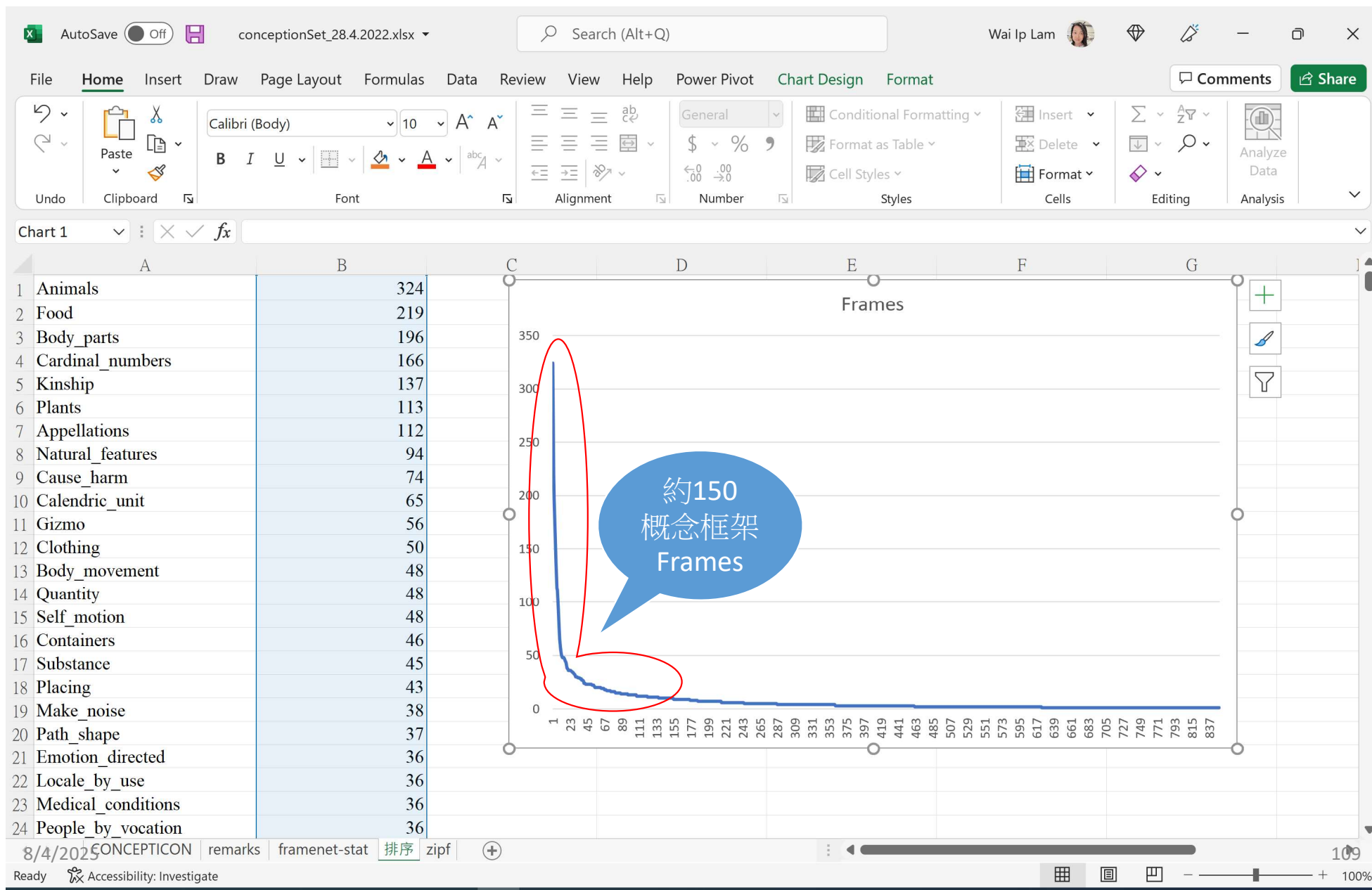
This frame covers words for **Body part**s belonging to a **Possessor**, which may be characterized by a **Descriptor**. The location of the **Body part** may be identified in terms of its **Attachment** or its **Orientational location**. A **Subregion** of a **Body part** may also be indicated.

He had to brace **his right ARM** against his leg in order to fight the roll.

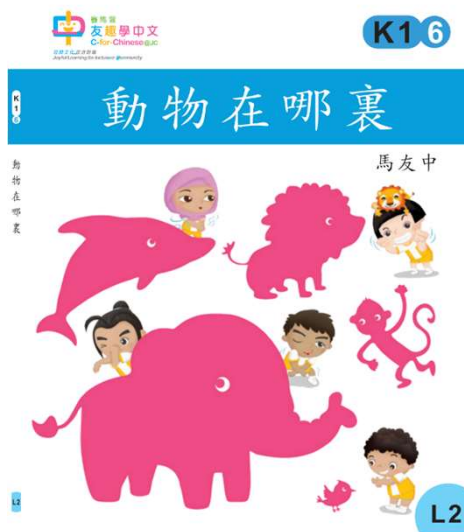
The dog measured **its blond BELLY** in the mud.

FEs:

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學生認識甚麼動物？要表達或理解動物有關的概念，他們須學習哪些詞彙和句式？



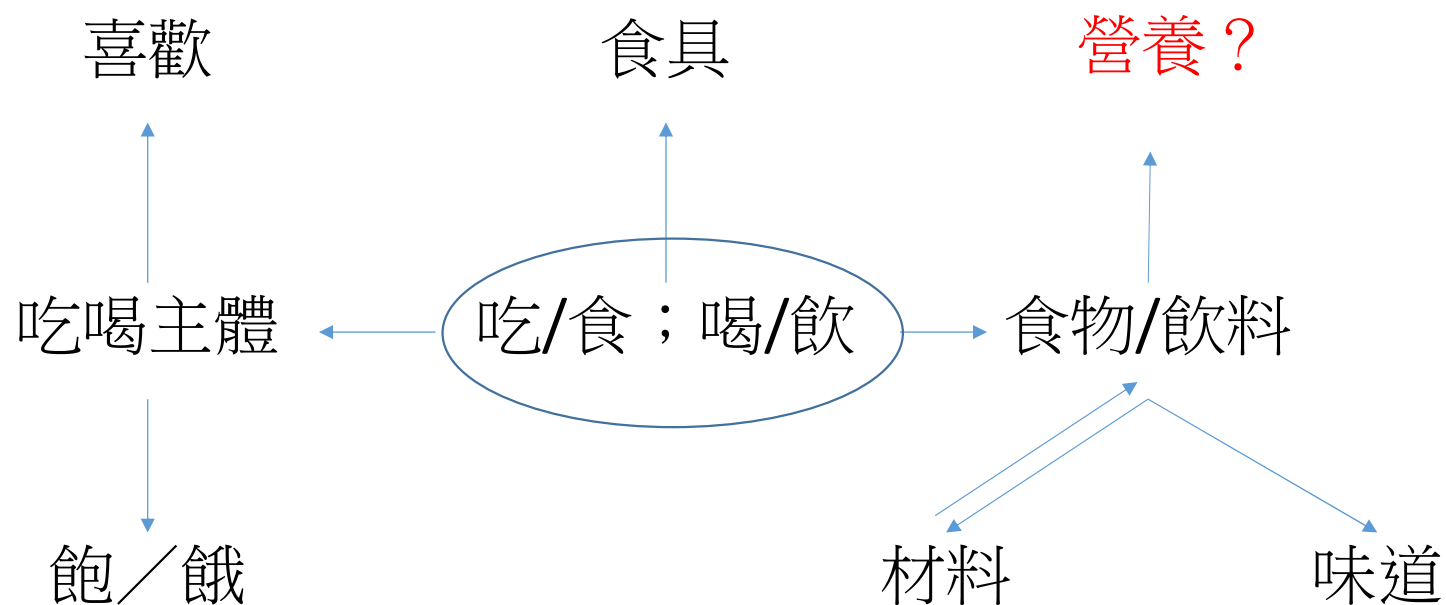
提到「交通工具」，你聯想到甚麼？（注意：想到甚麼，而不只是有甚麼交通工具）



你今天吃過東西嗎？

吃

「吃/食」的認知概念 (語義) 框架

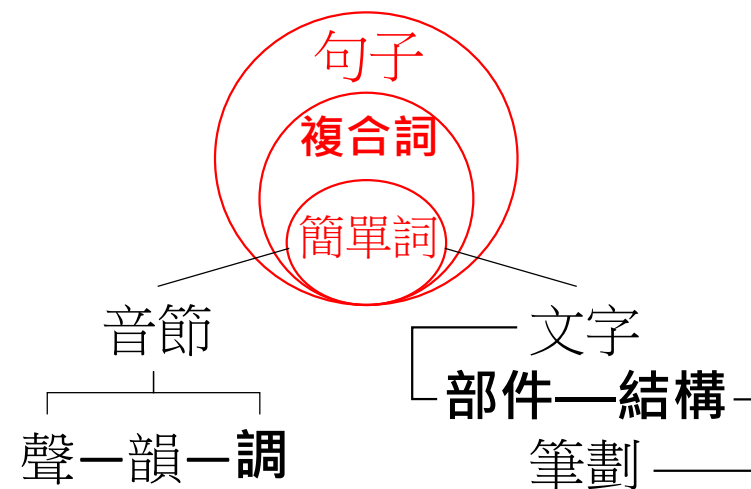


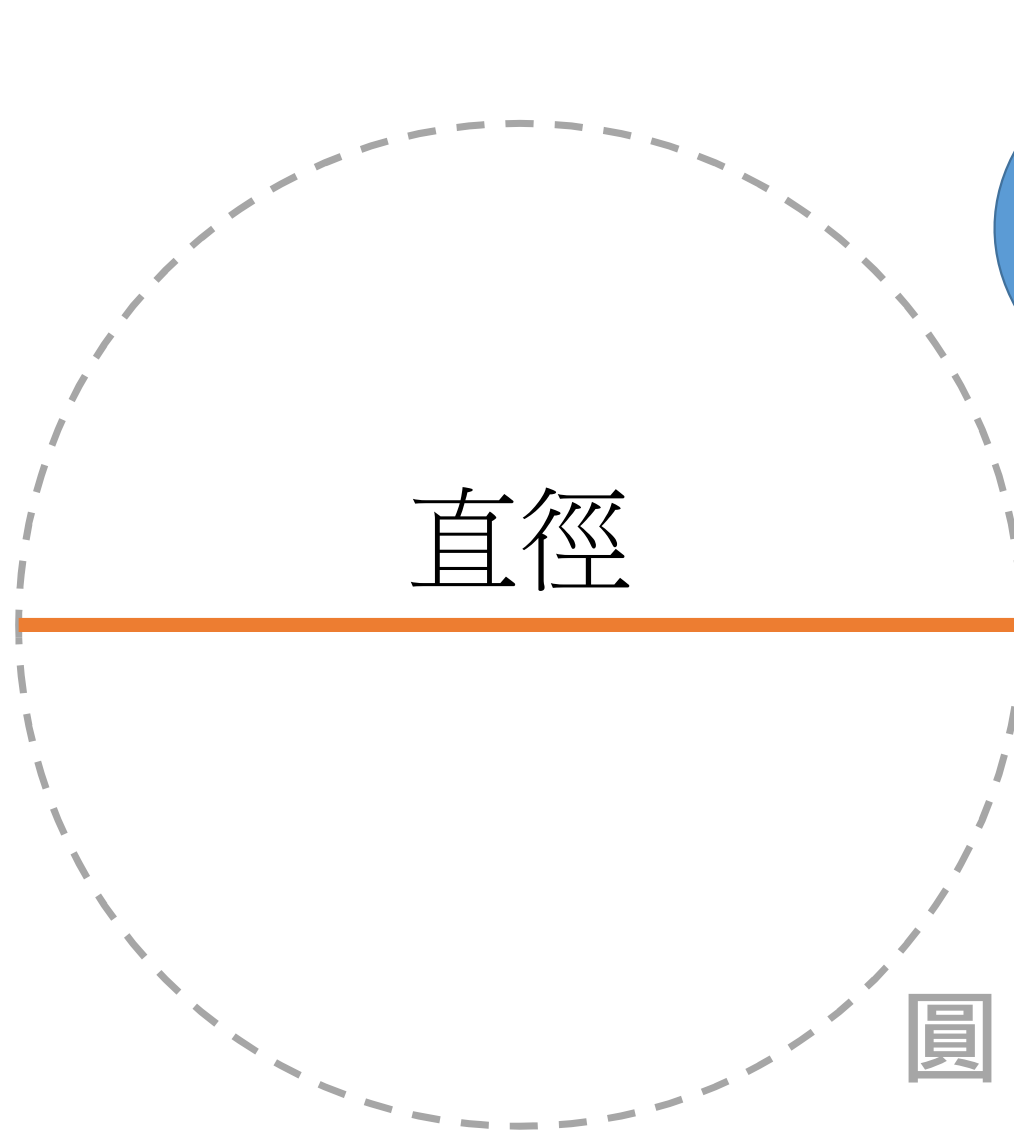
買東西



框架 (Frame)

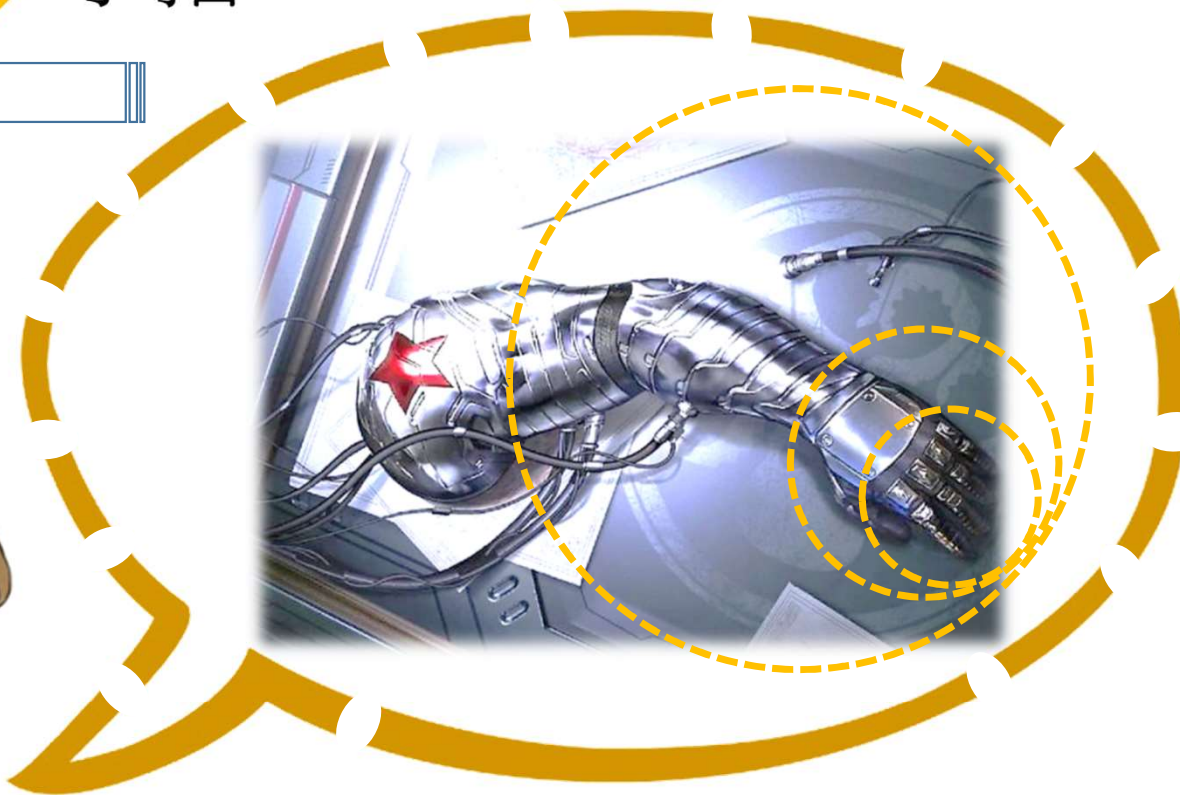
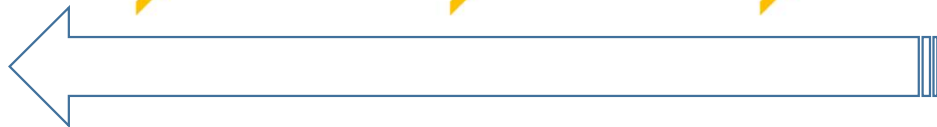
理解詞彙和句子，
其實是理解（激活）詞句所在的語義或概念框架





「直徑」一詞的
意義，必須放在
「圓」的**框架**中，
才能理解

身體 > 手臂 > 手掌 > 手指



教育部重編國語辭典修訂本
李榮芳 著

將軍

基本檢索 進階檢索 部首索引 辭典附錄

首頁 > 辭典檢視「將」

注音 回檢索結果列表 小 中 大 列 印 意見回饋

字 詞	將軍
注 音	ㄐㄩㄥ ㄐㄨㄣˋ
漢語拼音	jiāng jūn
相反詞	士兵
釋 義	<p>1. 職官名。春秋時代諸侯以卿統軍，故卿通稱為將軍。戰國時始為武官名。漢代置大將軍、驃騎將軍等。臨時出征的統帥則別加稱號，如樓船將軍、材官將軍。魏晉南北朝時，將軍名號很多，職權各不相同。唐代的將軍為環衛之官和武散官。宋、元、明多以將軍為武散官，而殿廷武士亦稱為將軍。清代的將軍為宗室爵號之一，或為駐防各地的八旗最高長官和臨時出征的統帥。目前我國武職高級將官統稱為將軍，分為一級上將、上將（二級上將）、中將、少將四級。</p> <p>2. 下象棋時，攻擊對方的將、帥，稱為「將軍」。後亦比喻為受制於對方。</p>

「建議增收字詞網頁」

8/4/2025

《重編國語辭典修訂本》臺灣學術網路第六版 中華民國教育部版權所有

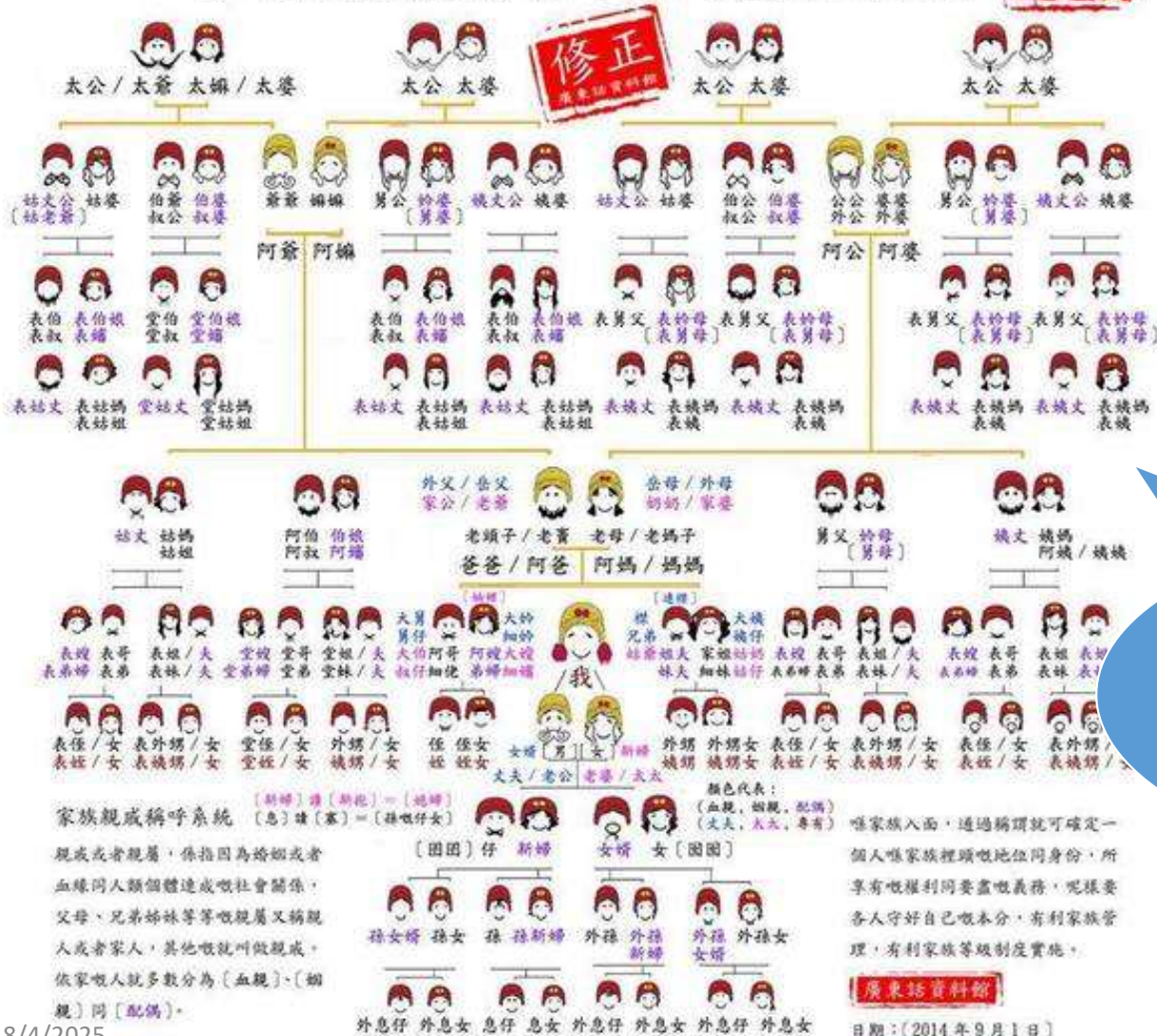
2. 下象棋時，攻擊對方的將、帥，稱為「將軍」。後亦比喻為受制於對方。

沒有整個下棋規則的框架，「將軍」一詞難以解釋



家族親戚關係稱呼表〔廣東話版〕

修正



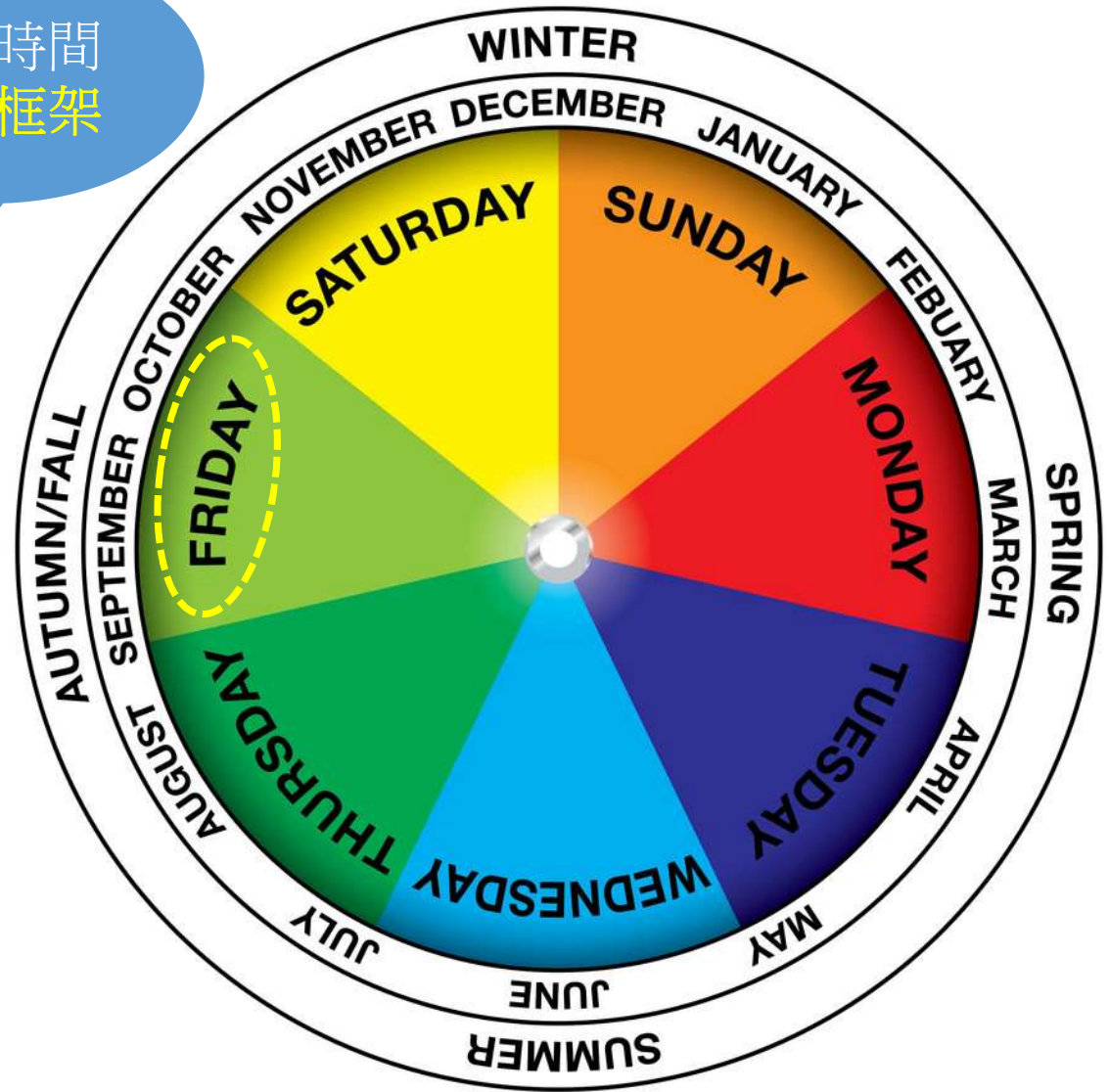
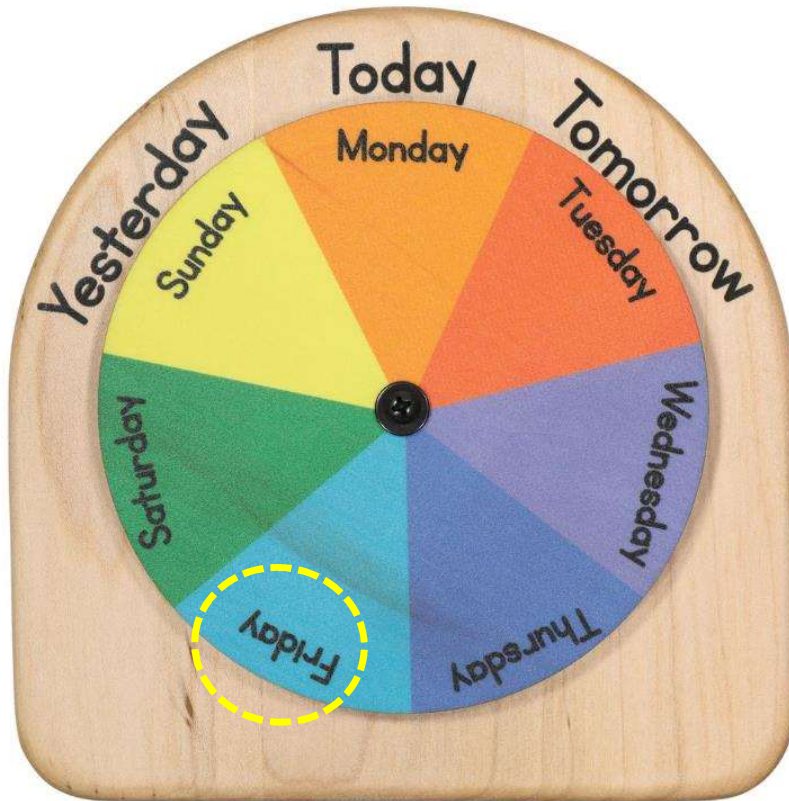
父親的父親的哥哥的兒子(比父親年輕)的妻子

堂嬸

沒有整個親屬關係的
框架為背景，任何一
個稱謂都難以索解

今天.....星期五

整個時間
循環框架





點甚麼菜？ Can I take your order?

I would like to have
some **meat**...
我想吃點**肉**.....

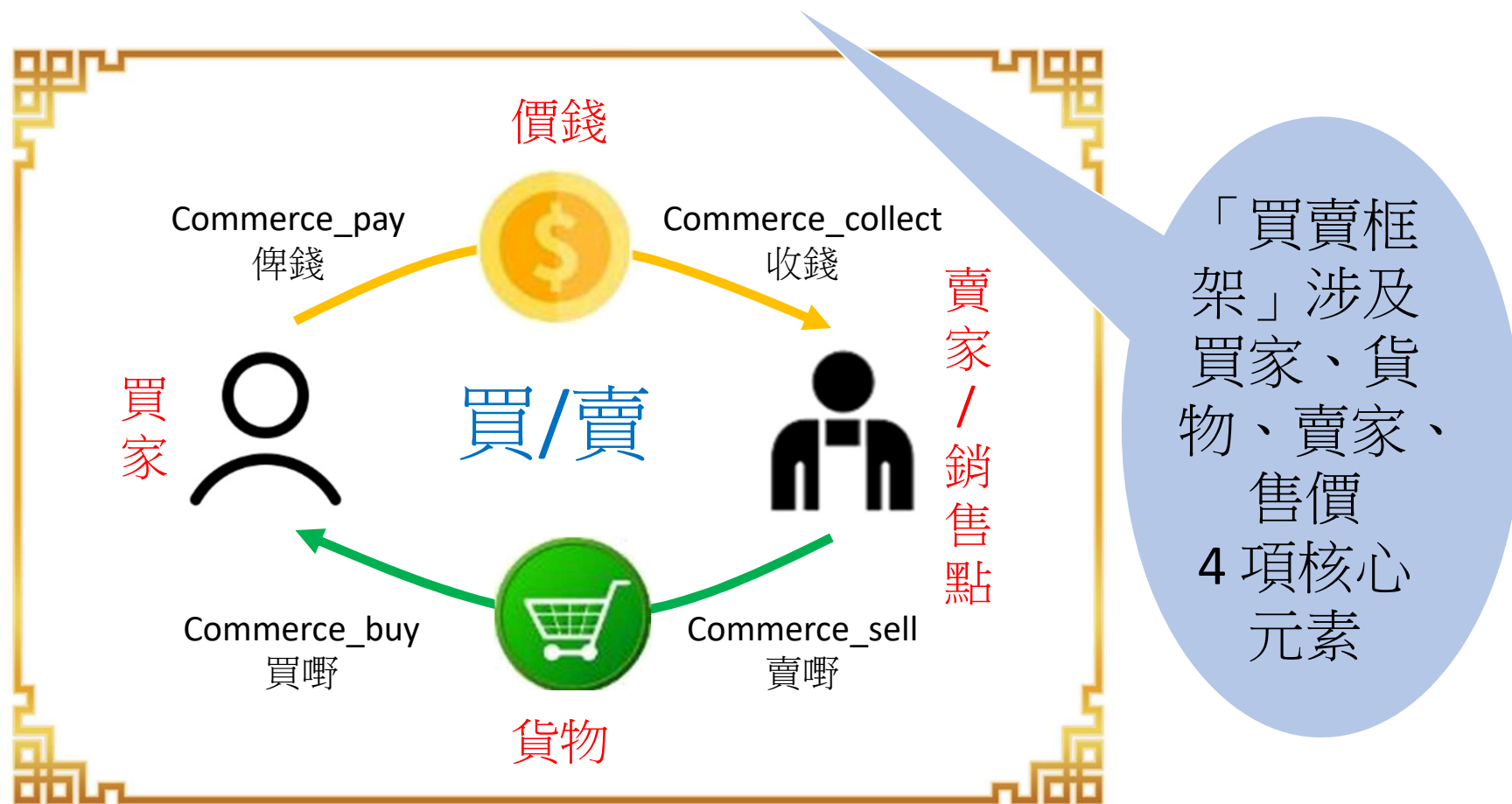
FOOD
Frame

I would like to have
some **flesh** too...
我也想吃點**肉**.....

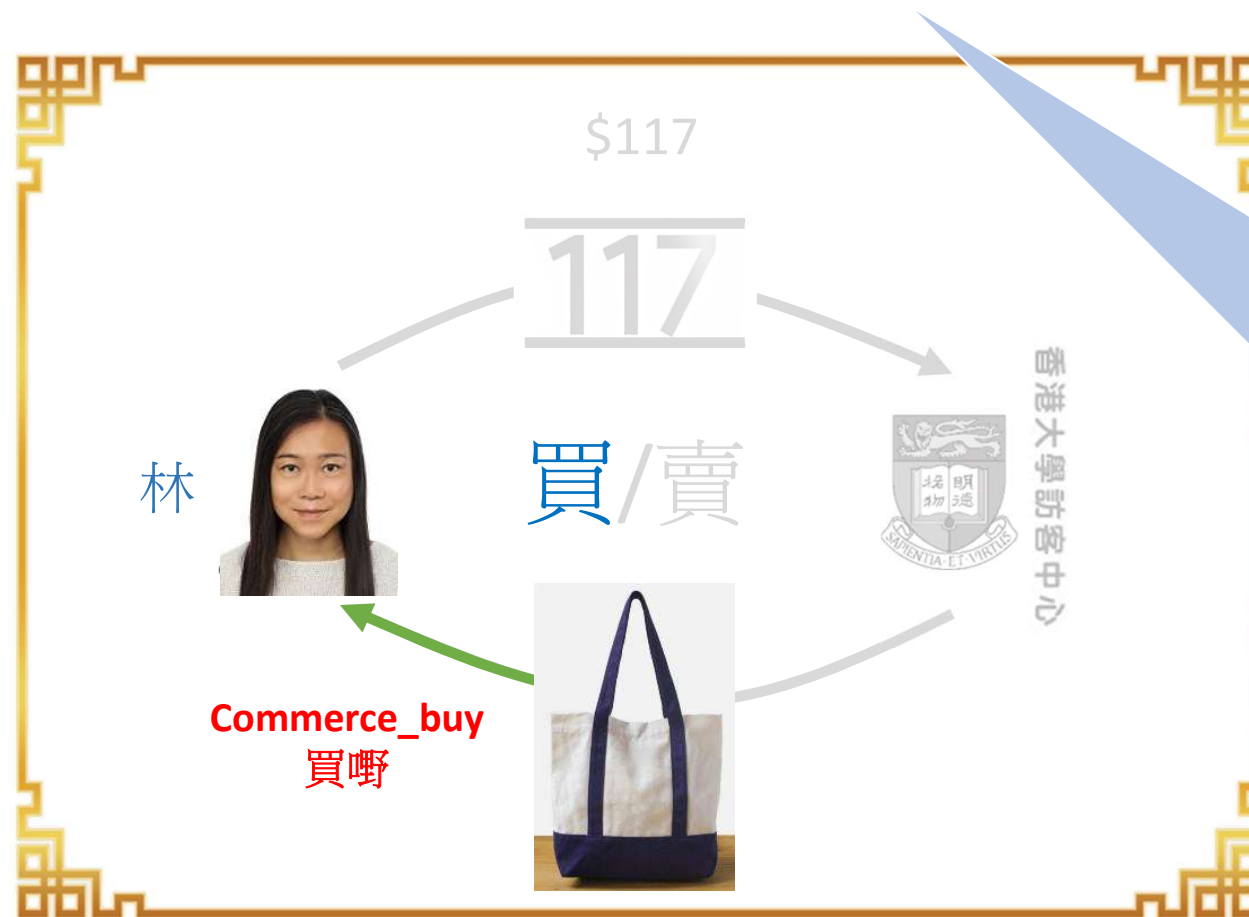
Body_
parts
Frame



買賣的概念框架 (conceptual frame) 及詞句網絡 (lexico-grammatical network)

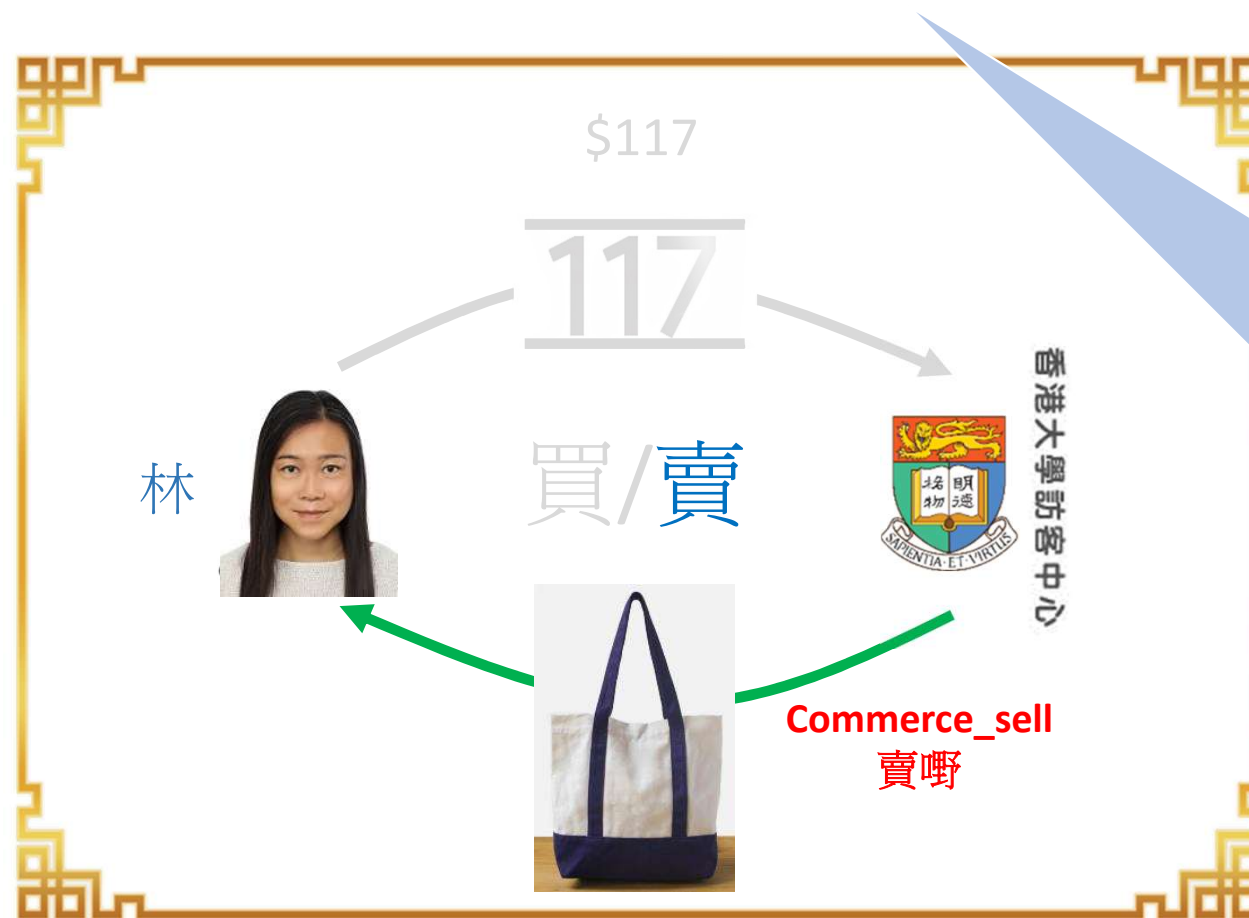


1. 林葦葉買了一個大帆布袋



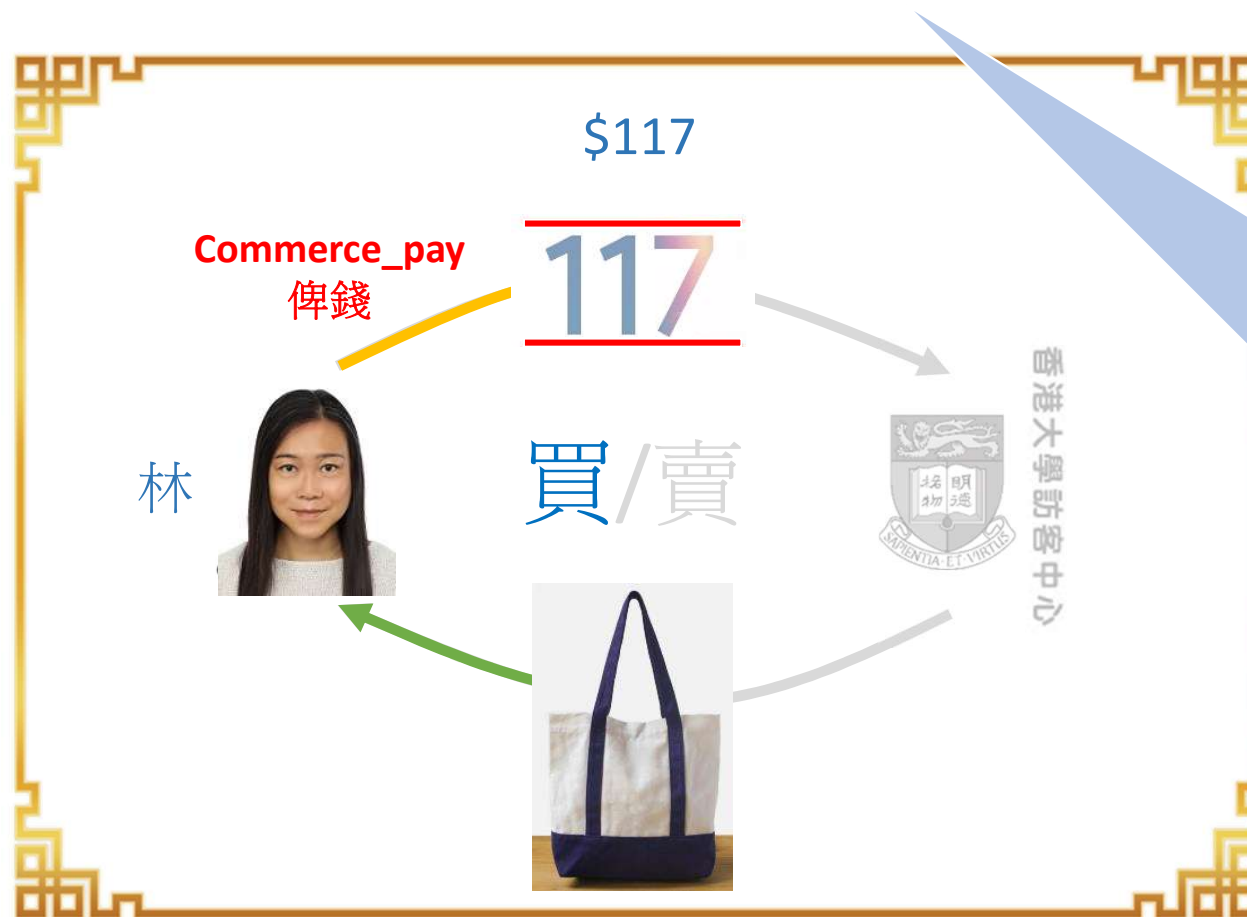
句子實現了「買賣框架」中
買家、貨物
2項元素

2. 港大訪客中心賣了一個大帆布袋給林葦葉



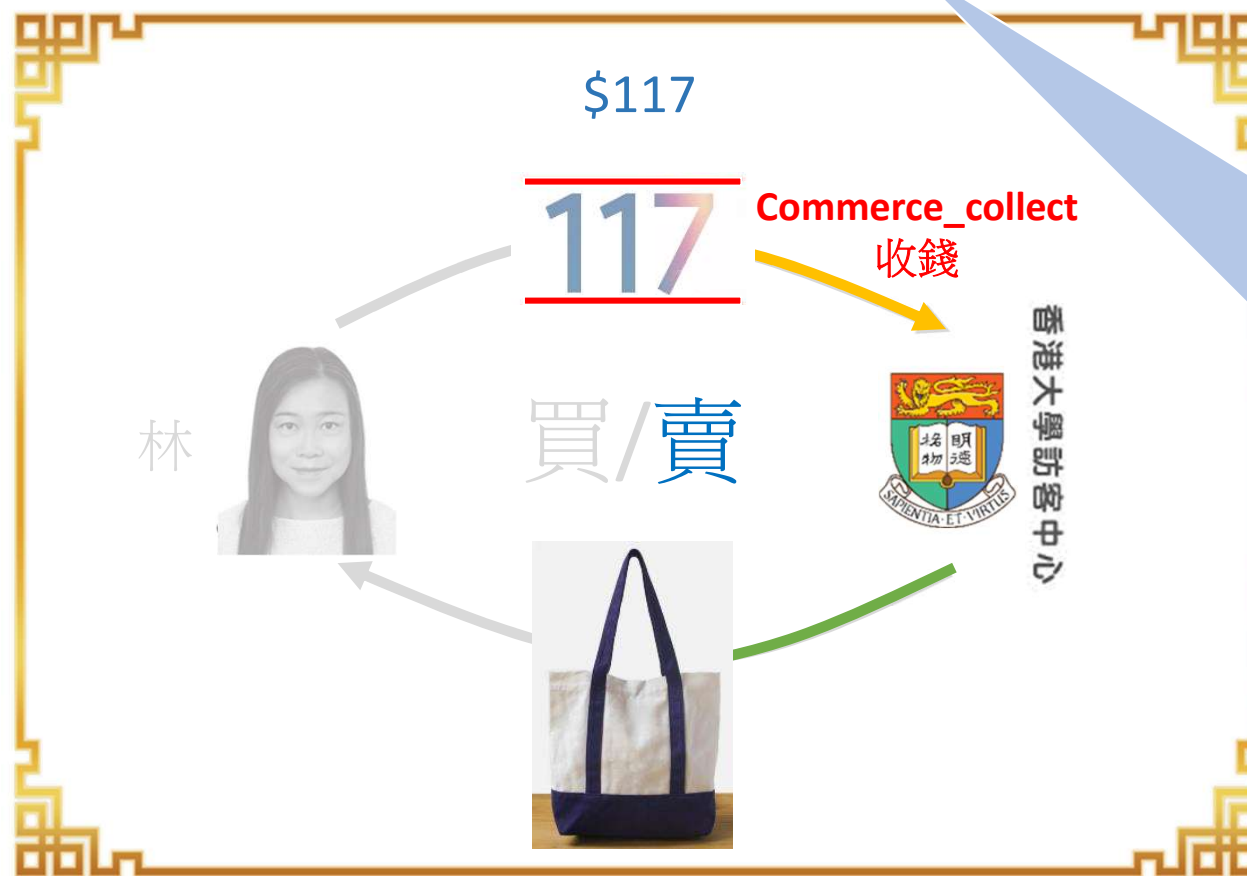
句子實現了「買賣框架」中買家、貨物、賣家3項元素

3. 林葦葉用\$117買一個大帆布袋



句子實現了「買賣框架」中買家、貨物、售價3項元素

4. (港大訪客中心的)大帆布袋賣\$117
(港大訪客中心的)大帆布袋售價\$117



句子實現了「買賣框架」中貨物、賣家、售價3項元素

5. 林葦葉用\$117向港大訪客中心買了一個大帆布袋



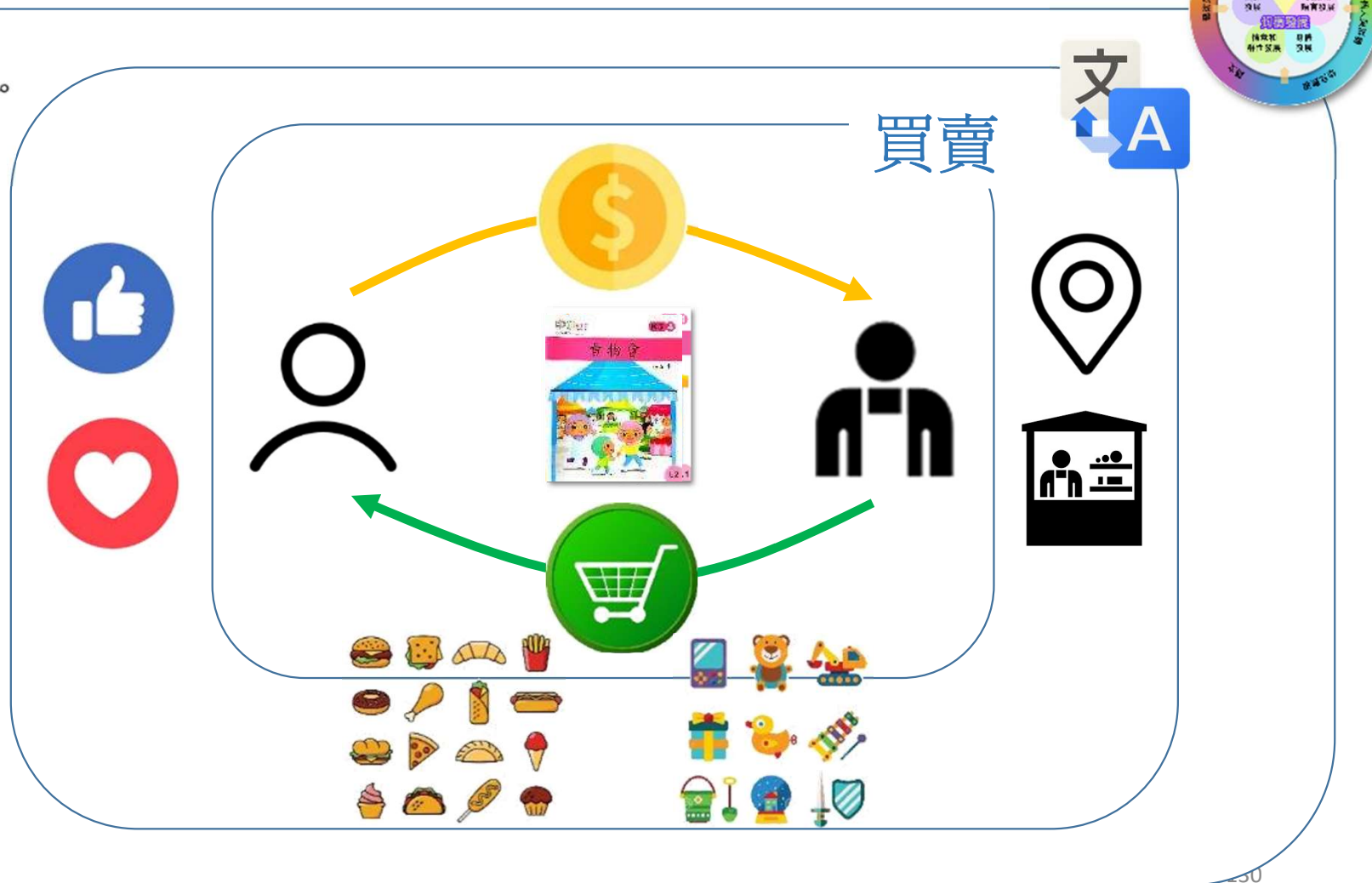
句子實現了「買賣框架」中全部買家、貨物、賣家、售價4項元素

1. 語文學習焦點：買賣概念框架／買賣詞彙網絡



2. 語文學習目標





賣物會買東西

馬友中



賣物會買東西

馬友中



賣物會買東西

馬友中



賣物會買東西

馬友中



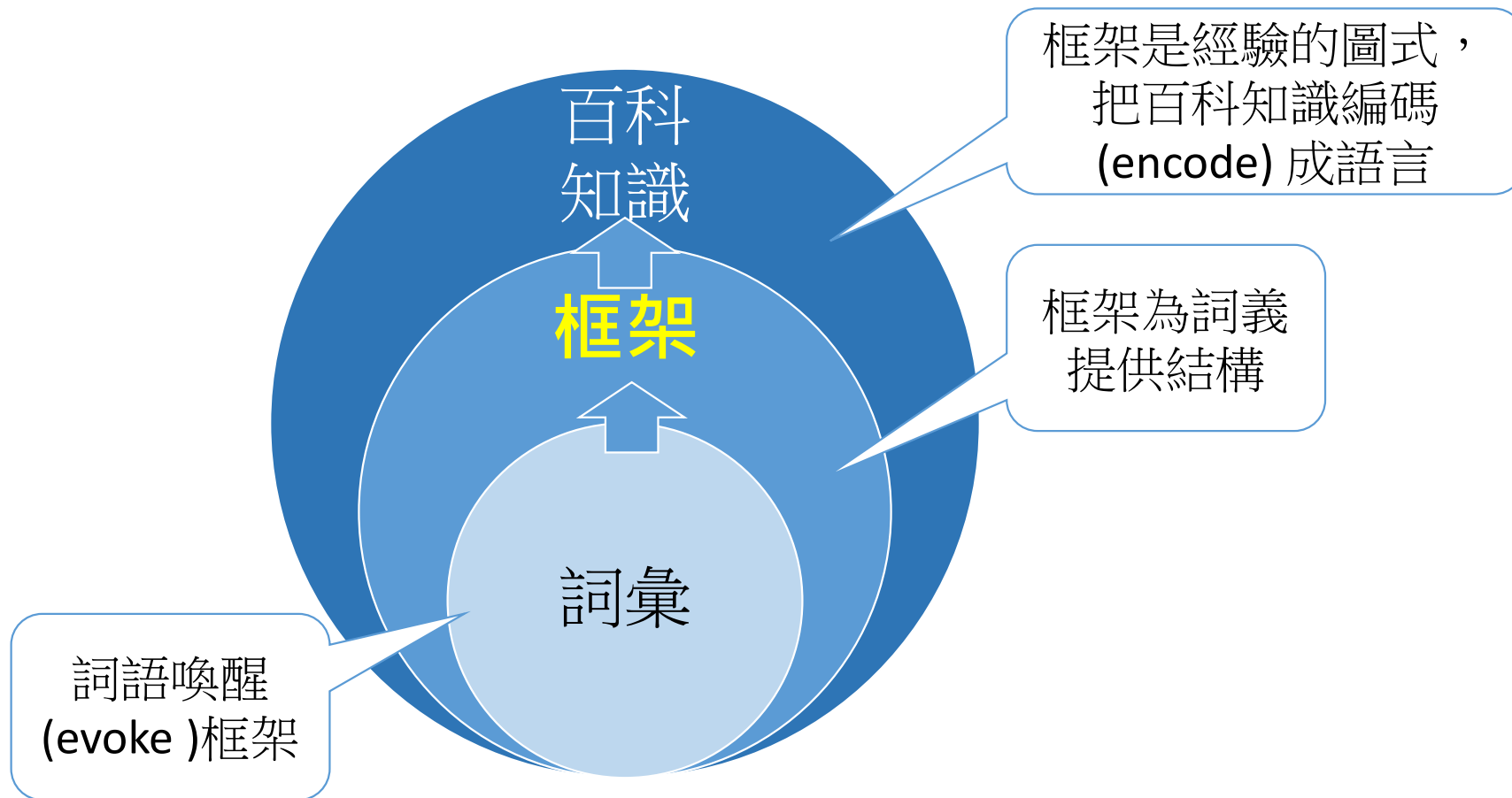
L2



檔主說：「這件衣服
四十元。」

三姐妹的金錢不夠。

詞彙（形式）→ 框架（意義）→ 百科知識（概念）



用基本詞彙尋找核心框架

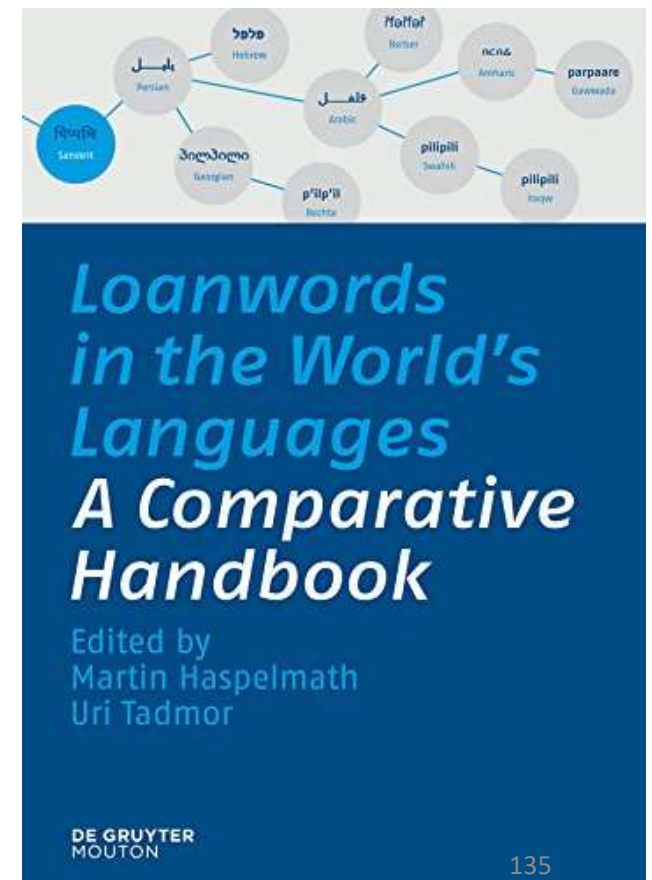
1. 分析 392 組來自 178 種語言的基本詞彙表 (word list)
2. 詞表共收詞彙 109,877 詞次 (token)、3908 詞項 (type)
3. 據 FrameNet 分析這近 4000 個詞項所涉及的概念框架
4. 辨識出一共有多少跨語言的基本框架

基本詞彙 (Basic Vocabulary)

Basic vocabulary as defined by stability, universality, simplicity, and resistance to borrowing is a useful concept for general cross-linguistic comparison, particularly for historical linguistics, where it is an invaluable tool for determining whether and how languages are related to each other. However, basic vocabulary is also relevant for synchronic language description. When setting out to study a previously undocumented language, eliciting the basic vocabulary is among the very first tasks. Indeed, no description of a language can be considered complete without at least some discussion of its basic vocabulary. It is hoped that the Leipzig-Jakarta list will prove useful to linguists in these endeavors.

- 語言之中較穩定的詞彙
- 一般不是借詞
- 文化意味一般較中性
- 跨語言中，一般有共同的基本詞彙

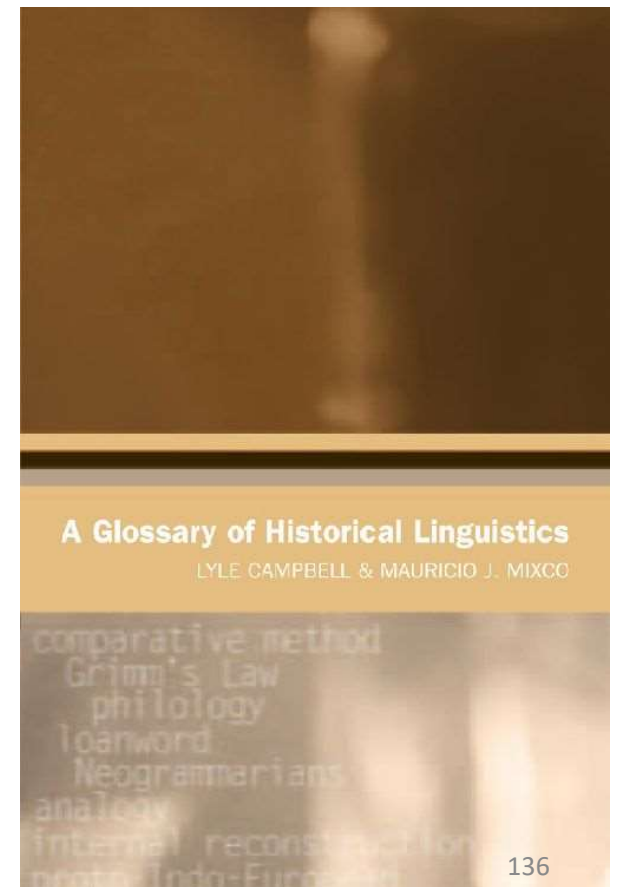
8/4/2025



基本詞彙 (Basic Vocabulary)

basic vocabulary Rarely defined explicitly, but understood intuitively to contain terms for common body parts, close kin, frequently encountered aspects of the natural world and low numbers. It is assumed that basic vocabulary is generally more resistant to borrowing and lexical replacement than other kinds of vocabulary, and hence basic vocabulary has played a significant role in **comparative linguistics**. Other terms for basic vocabulary sometimes seen are *core vocabulary*, ‘non-cultural’ vocabulary and occasionally in English also the terms from German or French *Kernwortschatz*, *characteristische Wörter*, *vocabulaire de base*.

- 基本詞彙的選擇很直觀
- 不同學者有不同的基本詞彙表





Welcome to the Concepticon

This resource presents an attempt to link the large amount of different concept lists which are used in the linguistic literature, ranging from [Swadesh lists](#) in historical linguistics to [naming tests](#) in clinical studies and psycholinguistics.

A Resource for the Linking of Concept Lists

This resource, our Concepticon, links [concept labels](#) from different [conceptlists](#) to [concept sets](#).

Each concept set is given a unique identifier, a unique label, and a human-readable definition.

Concept sets are further structured by defining different relations between the concepts, as you can see in the graphic to the right, which

displays the relations between concept sets

linked to the concept set [SIBLING](#). The resource

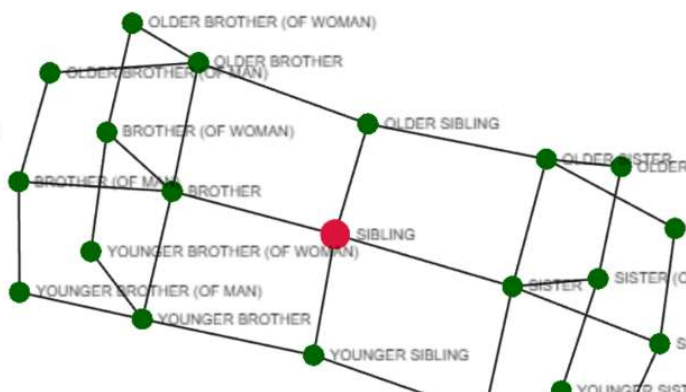
can be used for various purposes. Serving as a rich reference for new and existing databases in

diachronic and synchronic linguistics, it allows

researchers a quick access to studies on

semantic change, cross-linguistic polysemies,

and semantic associations.



Cite

List, Johann Mattis & Rzymiski, Christoph & Greenhill, Simon & Schweikhard, Nathanael & Panykh, Kristina & Tjuka, Annika & Hundt, Carolin & Forkel, Robert (eds.) 2021.

CLLD Concepticon 2.5.0 [Data set]. Zenodo.

<https://doi.org/10.5281/zenodo.4911605>

DOI [10.5281/zenodo.4911605](https://doi.org/10.5281/zenodo.4911605)

cite

Version

137

Concept lists

Showing 1 to 100 of 392 entries

← Previous | 1 | 2 | 3 | 4 | Next →

ⓘ ⬇

Note	Name	Compiler	Alias	Uniqueness	Year	Source languages	Target languages	Sources
	<input type="text" value="Search"/>		<input type="text" value="Search"/>	<input type="text" value="any--"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="--any--"/>	<input type="text" value="Search"/>
more	Zhao 2006 201	Zhào, Yànzhen 趙燕珍		201 basic	0.01	2006	chinese	Zhaozhuang Bai Zhào 2006
more	Savelyev 2020 254	Savelyev, Alexander and Robbeets, Martine		254 basic	0.01	2020	english	Turkic languages Savelyev and Robbeets 2020
more	Carling 2019 99	Carling, Gerd and Cronhamn, Sandra and Farren, Robert and Aliyev, Elnur and Frid, Johan		99 ranked lolo	0.04	2019	english	Global Carling et al. 2019
more	Ceolin 2019 168	Ceolin, Andrea		168 basic	0.01	2019	english	Altaic Ceolin 2019
more	Rojas 2019 5 8/4/2025	Rojas-Berscia, Luis Miguel and Roberts, Sean		5 specific	0.01	2019	english	Southern American Languages Rojas-Berscia and Roberts 2019

原始數據：
概念表
(concept lists)

Concepts

Showing 1 to 100 of 109,877 entries

← Previous 1 2 3 4 5 Next →



Id	Description	Concept set
<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>
Abraham-2018-307-1	1st pl. [english]	WE
Abraham-2018-307-10	above [english]	ABOVE
Abraham-2018-307-100	gold [english]	GOLD
Abraham-2018-307-101	good [english]	GOOD
Abraham-2018-307-102	green [english]	GREEN
Abraham-2018-307-103	hair [english]	HAIR (HEAD)
Abraham-2018-307-104	hammer [english]	HAMMER
Abraham-2018-307-105	hand [english]	HAND
Abraham-2018-307-106	head [english]	HEAD
Abraham-2018-307-107	heart (organ) [english]	HEART
Abraham-2018-307-108	heavy [english]	HEAVY
Abraham-2018-307-109	horn (of buffalo) [english]	HORN (ANATOMY)
Abraham-2018-307-11	all [english]	ALL

次 TOKEN :
概念
(concepts)

8/4/2025

139

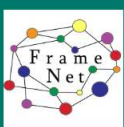
Concept sets

Showing 1 to 100 of 3,908 entries

類 TYPE :
概念組
(concept sets)

ID	Name	Definition	Semantic field	Ontological category	Representation
<input type="text" value="Search"/>	<input type="text" value="Search"/>	<input type="text" value="Search"/>	--any--	--any--	<input type="text" value="Search"/>
1248	EYE	The organ that is sensitive to light, which it converts to electrical signals passed to the brain, by which means animals and humans see.	The body	Person/Thing	292
948	WATER	Common liquid (H ₂ O) which forms rain, rivers, the sea, etc., and which makes up a large part of the bodies of organisms.	The physical world	Person/Thing	280
1380	TOOTH	A hard, calcareous structure present in the mouth of many vertebrate animals (including humans), generally used for eating.	The body	Person/Thing	280
1221	NOSE	The organ of the face used to breath and smell.	The body	Person/Thing	279
1247	EAR	The organ of hearing, consisting of the pinna, auditory canal, eardrum, malleus, incus, stapes and cochlea.	The body	Person/Thing	278
946	BLOOD	A fluid connective tissue consisting of the plasma and cells that circulate in the blood vessels.	The body	Person/Thing	275
1394	BONE	Any of the components of an endoskeleton, consisting mainly of calcium phosphate, collagen and cells.	The body	Person/Thing	275
2004/2035	DOG	A common four-legged animal, especially kept by people as a pet or to hunt or guard things.	Animals	Person/Thing	275





FrameNet maps meaning to form in contemporary English through the theory of Frame Semantics.

Recent News

- Deadline extended for submissions to "Dimensions of Meaning: Distributional and Curated Semantics" Workshop at NAACL!
- Semantic Alignments across Languages-- Upcoming FrameNet Tutorial at LREC June 20, 2022
- Multilingual FrameNet software and data RELEASED

Get the data

Welcome to FrameNet!



Frame Index

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

[Abandonment](#)
[Abounding_with](#)
[Absorb_heat](#)
[Abundance](#)
[Abusing](#)
[Access_scenario](#)
[Accompaniment](#)
[Accomplishment](#)
[Accoutrements](#)
[Accuracy](#)
[Achieving_first](#)
[Active_substance](#)
[Activity](#)
[Activity_abandoned_state](#)
[Activity_done_state](#)
[Activity_finish](#)
[Activity_ongoing](#)
[Activity_pause](#)
[Activity_paused_state](#)
[Activity_prepare](#)
[Activity_ready_state](#)
[Activity_resume](#)
[Activity_start](#)
[Activity_stop](#)
[Actually_occurring_entity](#)
[Addiction](#)

Abandonment

Definition:

An **Agent** leaves behind a **Theme** effectively rendering it no longer within their control or of the normal security as one's property.
Carolyn **ABANDONED** **her car** and jumped on a red double decker bus.

is crime in many jurisdictions.

FRAMENET 辨識了
1224個框架

Agent [Age]

The **Agent** is the person who acts to leave behind the **Theme**.

Theme [The]

The **Theme** is the entity that is relinquished to no one from the **Agent**'s possession.

Non-Core:

Degree []

The extent to which the **Agent** leaves the **Theme** behind.

Depictive []

The FE **Depictive** describes the **Agent** during the abandoning event.

I3916

=COUNTIF(I5:I3912, "food")

	B	C	D	E	G	H	I	J	K	L	M	N	O	P	Q
1	原文	代表性	semantic類屬	ontological類屬		中譯	framenet 1	framenet	framenet	framenet	framenet	framenet	framenet	framenet	framenet
2	EYE	292	The body	Person/Thing		眼睛	Body_parts	Percepti							
3	WATER	280	The physical world	Person/Thing		水	Food	on_activ	Natural						
4	TOOTH	280	The body	Person/Thing		齒	Body_parts	Substanc	features						
5	NOSE	279	The body	Person/Thing		鼻子	Body_parts	Seeking							
6	EAR	278	The body	Person/Thing		耳朵	Body_parts								
7	BLOOD	275	The body	Person/Thing		血液	Body_parts	來自mouth的類屬							
8	BONE	275	The body	Person/Thing		骨	Body_parts	來自mouth的類屬，原文只有emptying和sex兩個類屬							
9	DOG	275	Animals	Person/Thing		狗	Animals	Cotheme							
10	HEAD	274	The body	Person/Thing		頭	Body_parts	Leadershi	Self_motion						
11	TWO	274	Quantity	Number		二	Cardinal_num								
12	TONGUE	273	The body	Person/Thing		舌頭	Body_parts								
13	FIRE	272	The physical world	Person/Thing		火	Attack	Shoot_pr	Fire_burr	Use_fire	Firing				
	SUN	8/4/2022	The physical world	Person/Thing		太陽	Natural_featur	來自ocean的類屬						143	

1	框架	頻次	頻率	log (頻次)	log (頻率)
2	Animals	1	324	0	5.780743516
3	Food	2	219	0.693147181	5.38907173
4	Body_parts	3	196	1.098612289	5.278114659
5	Cardinal_numbers	4	166	1.386294361	5.111987788
6	Kinship	5	137	1.609437912	4.919980926
7	Plants	6	113	1.791759469	4.727387819
8	Appellations	7	112	1.945910149	4.718498871
9	Natural_features	8	94	2.079441542	4.543294782
10	Cause_harm	9	74	2.197224577	4.304065093
11	Calendric_unit	10	65	2.302585093	4.17438727
12	Gizmo	11	56	2.397895273	4.025351691
13	Clothing	12	50	2.48490665	3.912023005
14	Body_movement	13	48	2.564949357	3.871201011
15	Quantity	14	48	2.63905733	3.871201011
16	Self_motion	15	48	2.708050201	3.871201011
17	Containers	16	46	2.772588722	3.828641396
18	Substance	17	45	2.833213344	3.80666249
19	Placing	18	43	2.890371758	3.761200116
20	Make_noise	19	38	2.944438979	3.63758616
21	Path_shape	20	37	2.995732274	3.610917913
22	Emotion_directed	21	36	3.044522438	3.583518938
23	Locale_by_use	22	36	3.091042453	3.583518938
24	Medical_conditions	23	36	3.135494216	3.583518938
25	People_by_vocation	24	36	3.17805383	3.583518938
26	Change_position_on	25	35	3.218875825	3.555348061
27	Filling	26	34	3.258096538	3.526360525
28	Proper_reference	27	34	3.295836866	3.526360525
29	Stimulate_emotion	28	33	3.33220451	3.496507561

CONCEPTICON
remarks
framenet-stat
排序
zipf

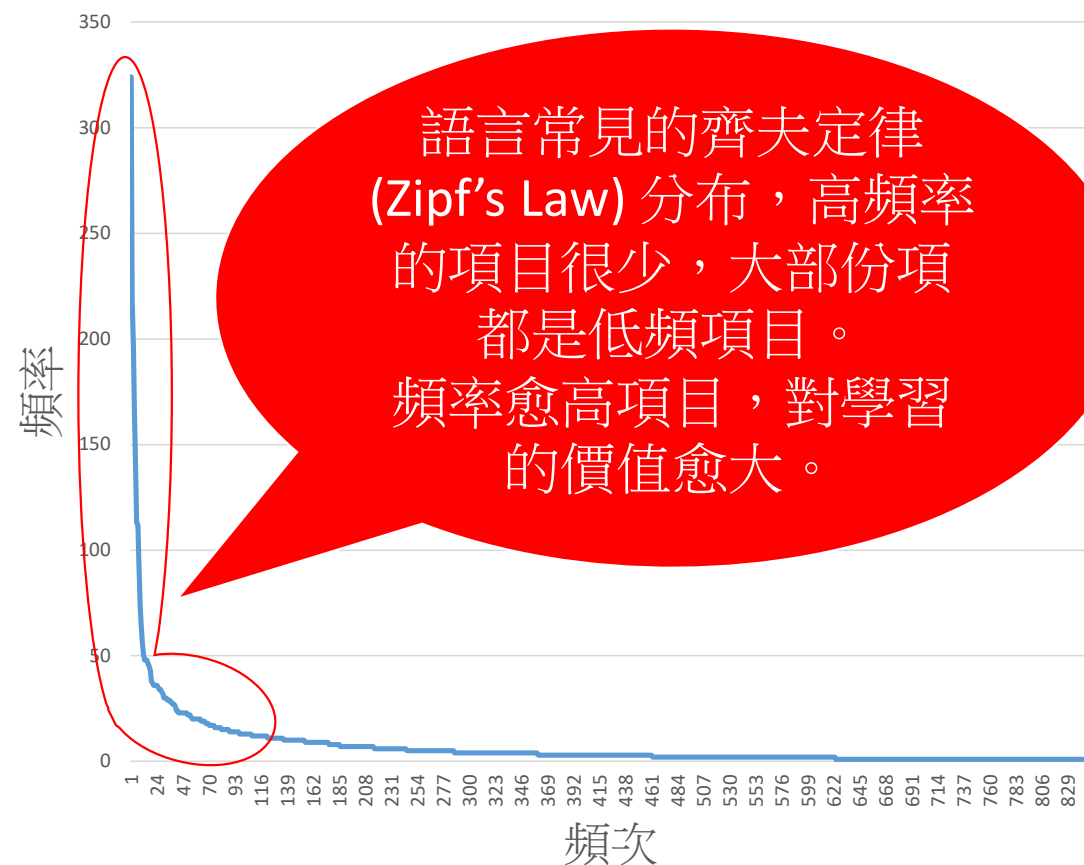
1	框架	頻次	頻率	log (頻次)	log (頻率)
827	Surviving	826	1	6.716594774	0
828	Suspicion	827	1	6.717804695	0
829	Telling	828	1	6.719013154	0
830	Temporal_pattern	829	1	6.720220155	0
831	Temporary_leave	830	1	6.721425701	0
832	Tool_purpose	831	1	6.722629795	0
833	Transition_to_a_qual	832	1	6.723832441	0
834	Transition_to_a_situa	833	1	6.725033642	0
835	Transition_to_a_state	834	1	6.726233402	0
836	Translating	835	1	6.727431725	0
837	Treating_and_mistrea	836	1	6.728628613	0
838	Trendiness	837	1	6.72982407	0
839	Typicality	838	1	6.7310181	0
840	Unattributed_informa	839	1	6.732210706	0
841	Undergo_transformat	840	1	6.733401892	0
842	Used_up	841	1	6.73459166	0
843	Using_resource	842	1	6.735780014	0
844	Vehicle_departure_in	843	1	6.736966958	0
845	Vehicle_landing	844	1	6.738152495	0
846	Version_sequence	845	1	6.739336627	0
847	Violence	846	1	6.74051936	0
848	Waiting	847	1	6.741700695	0
849	Waver_between_opti	848	1	6.742880636	0
850	Willingness	849	1	6.744059186	0
851	Withdraw_from_part	850	1	6.745236349	0
852					
853					
854					

CONCEPTICON
remarks
144

涉及 850 個
基本框架

1	框架	頻次	頻率	log (頻次)	log (頻率)
2	Animals	1	324	0	5.780743516
3	Food	2	219	0.693147181	5.38907173
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6	Kinship	5	137	1.609437912	4.919980926
7	Plants	6	113	1.791759469	4.727387819
8	Appellations	7	112	1.945910149	4.718498871
9	Natural_features	8	94	2.079441542	4.543294782
10	Cause_harm	9	74	2.197224577	4.304065093
11	Calendric_unit	10	65	2.302585093	4.17438727
12	Gizmo	11	56	2.397895273	4.025351691
13	Clothing	12	50	2.48490665	3.912023005
14	Body_movement	13	48	2.564949357	3.871201011
15	Quantity	14	48	2.63905733	3.871201011
16	Self_motion	15	48	2.708050201	3.871201011
17	Containers	16	46	2.772588722	3.828641396
18	Substance	17	45	2.833213344	3.80666249
19	Placing	18	43	2.890371758	3.761200116
20	Make_noise	19	38	2.944438979	3.63758616
21	Path_shape	20	37	2.995732274	3.610917913
22	Emotion_directed	21	36	3.044522438	3.583518938
23	Locale_by_use	22	36	3.091042453	3.583518938
24	Medical_conditions	23	36	3.135494216	3.583518938
25	People_by_vocation	24	36	3.17805383	3.583518938
26	Change_position_on	25	35	3.218875825	3.555348061
27	Filling	26	34	3.258096538	3.526360525
28	Proper_reference	27	34	3.295836866	3.526360525
29	Stimulate_emotion	28	33	3.33220451	3.496507561

基本詞框架的齊夫定律





1·Animals↵	↵	30·Cause_change_of_position_on_a_scale↵	↵	59·Communication_noise↵	↵
2·Food↵	↵	31·Cause_motion↵	↵	60·Desiring↵	↵
3·Body_parts↵	↵	32·Weapon↵	↵	61·Perception_body↵	↵
4·Cardinal_numbers↵	↵	33·Accoutrements↵	↵	62·Shapes↵	↵
5·Kinship↵	↵	34·Dimension↵	↵	63·Aggregate↵	↵
6·Plants↵	↵	35·Religious_belief↵	↵	64·Apply_heat↵	↵
7·Appellations↵	↵	36·Bringing↵	↵	65·Grooming↵	↵
8·Natural_features↵	↵	37·Removing↵	↵	66·Time_vector↵	↵
9·Cause_harm↵	↵	38·Color↵	↵	67·Change_direction↵	↵
10·Calendric_unit↵	↵	39·Measurable_attributes↵	↵	68·Cutting↵	↵
11·Gizmo↵	↵	40·Building_subparts↵	↵	69·Precipitation↵	↵
12·Clothing↵	↵	41·Buildings↵	↵	70·Absorb_heat↵	↵
13·Body_movement↵	↵	42·Quantified_mass↵	↵	71·Giving_birth↵	↵
14·Quantity↵	↵	43·Architectural_part↵	↵	72·Noise_makers↵	↵
15·Self_motion↵	↵	44·Attaching↵	↵	73·Relational_natural_features↵	↵
16·Containers↵	↵	45·Excreting↵	↵	74·Vehicle↵	↵
17·Substance↵	↵	46·Manipulation↵	↵	75·Age↵	↵
18·Placing↵	↵	47·Motion↵	↵	76·Awareness↵	↵
19·Make_noise↵	↵	48·Part_orientational↵	↵	77·Operate_vehicle↵	↵
20·Path_shape↵	↵	49·Sounds↵	↵	78·People↵	↵
21·Emotion_directed↵	↵	50·Stimulus_focus↵	↵	79·Perception_experience↵	↵
22·Locale_by_use↵	↵	51·Leadership↵	↵	80·Personal_relationship↵	↵
23·Medical_conditions↵	↵	52·Locative_relation↵	↵	81·Connectors↵	↵
24·People_by_vocation↵	↵	53·Sensation↵	↵	82·Forming_relationships↵	↵
25·Change_position_on_a_scale↵	↵	54·Experiencer_focused_emotion↵	↵	83·Mental_property↵	↵
26·Filling↵	↵	55·Body_description_holistic↵	↵	84·Moving_in_place↵	↵
27·Proper_reference↵	↵	56·Causation↵	↵	85·Part_inner_outer↵	↵
28·Stimulate_emotion↵	↵	57·Change_posture↵	↵	86·Perception_active↵	↵
29·Experience_bodily_harm↵	↵	58·Chemical-sense_description↵	↵	87·Statement↵	↵

88·Cause_to_move_in_place↵	↵	117·Morality_evaluation↵	↵	146·Measure_duration↵	↵
89·Cotheme↵	↵	118·Posture↵	↵	147·Motion_noise↵	↵
90·Hair_configuration↵	↵	119·Seeking↵	↵	148·Position_on_a_scale↵	↵
91·Impact↵	↵	120·Sex↵	↵	149·Relative_time↵	↵
92·Measure_volume↵	↵	121·Social_event↵	↵	150·Reshaping↵	↵
93·Motion_directional↵	↵	122·Cause_bodily_experience↵	↵	151·Rite↵	↵
94·Race_descriptor↵	↵	123·Change_operational_state↵	↵	152·Spatial_co-location↵	↵
95·Social_interaction_evaluation↵	↵	124·Clothing_parts↵	↵		
96·Text↵	↵	125·Condition_symptom_relation↵	↵		
97·Arriving↵	↵	126·Eclipse↵	↵		
98·Cooking_creation↵	↵	127·Fire_burning↵	↵		
99·Dead_or_alive↵	↵	128·Ingestion↵	↵		
100·Desirability↵	↵	129·Intentional_traversing↵	↵		
101·Emptying↵	↵	130·Judgment_communication↵	↵		
102·Ingest_substance↵	↵	131·Killing↵	↵		
103·Locale↵	↵	132·Render_nonfunctional↵	↵		
104·Temporal_subregion↵	↵	133·Request↵	↵		
105·Timespan↵	↵	134·Temporal_collocation↵	↵		
106·Undergo_change↵	↵	135·Traversing↵	↵		
107·Weather↵	↵	136·Ambient_temperature↵	↵		
108·Attack↵	↵	137·Bearing_arms↵	↵		
109·Biological_area↵	↵	138·Becoming_aware↵	↵		
110·Biological_urge↵	↵	139·Body_mark↵	↵		
111·Direction↵	↵	140·Cause_change↵	↵		
112·Expertise↵	↵	141·Cause_impact↵	↵		
113·Fluidic_motion↵	↵	142·Compliance↵	↵		
114·Give_impression↵	↵	143·Connecting_architecture↵	↵		
115·Location_of_light↵	↵	144·Intentionally_act↵	↵		
116·Mass_motion↵	↵	145·Judgment↵	↵		

如何開始：
首181個核心詞彙

1-20	21-40	41-60	61-80	81-100	101-120	121-140	141-160	161-181
water	tongue	ash	root	burn	you(sg)	back	cut	wash
fire	mouth	bird	red	not	heavy	worm	dull	wife
blood	dog	who	dry	walk	where	grass	if	smell
sun	tail	stand	small	full	five	river	sea	when
star	bone	come	horn	bite	warm	animal	push	blow
tooth	hear	knee	kill	this	year	sing	how	hunt
stone	eat	hair	earth	all	near	hit	snow	wood
ear	skin	louse	mountain	you	go	ice	pull	arm
rain	fish	neck	man	that	child	day	dust	dig
egg	black	sand	many	bark	fall	guts	take	rotten
eye	new	what	green	lie	four	rope	in	because
name	I	woman	say	fat(n)	sky	leg	smooth	stick
leaf	see	belly	sleep	meat	thin	thick	husband	spit
one	big	foot	cloud	wind	wing	narrow	suck	down
night	liver	sit	cold	road	old	sharp	dirty	up
two	long	drink	yellow	snake	laugh	wet	lake	correct
nose	heart	give	know	short	mother	fruit	count	stab
hand	moon	fly	smoke	salt	flower	father	vomit	navel
head	person	breast	white	far	bad	throw	he	do
tree	die	good	feather	three	wide	tie	live	other
								with

類別	生物	人	事物	性質	空間	時間	存現	生活	思維	意義	做事	關係
意義 網絡 (55)	動物 昆蟲 植物	人	物質 eg 水	數字	地方 位置	日曆	整體 部份	衣着	渴望	提問	做	指示
		身體	自然	大小	方向	時間 長度	擁有	吃食 營養	感覺	溝通	學習	否定
		姓名	天氣	形狀	內外	頻率	授受	醫療 衛生	情感	說寫	工作	比較 相似
		家庭	光	多少 量詞	距離	變化		知道	閱讀			對錯
		友誼	火	顏色	移動			能力				目的
		生死	聲音	年齡	交通			容許 拒絕				因果
				溫度								條件
8/4/2025												
157												

禮貌	生物	人	事物	性質	空間	時間	做事	生活	思維	語言意義	存在出現	關係
打招呼	動物	人人稱	自然	序數	地方	日曆 (循環)	做	衣着	渴望	提問 ask	整體	否定
	昆蟲		人造	數字	方向		學習	吃食	感覺 sense	溝通	部份	比較
	植物	人身 體/ 動物 身體	物質	多少	方位	時間	工作	營養	情感	說 tell	分合	相似 (ie.
		姓名	火/ 光	量詞	指示	長度	姿勢 (e.g. 坐立)	衛生	知道	寫 text	擁有	同與 不同)
		家庭	水	大小	距離	頻率 (次)	影響 (e.g. hit)	清潔	意識		授受	對錯 評價
		友誼	天氣	形狀	移動	變化		醫療		閱讀 read		目的
		生命	雨雪	體形	交通		發聲	建築	能力			因果
			聲音	顏色			聲音		可能			條件
				年齡					容許			連同
				溫度					拒絕			

吃蔬果可以保持腸胃健康？一起來看看吧！



8/4/2025



科學探究

* 你喜歡吃甚麼小食？請用吸油紙測試它們的油分量。

各種小食含多少油分？來測試一下吧！



把吸油紙放在薯條上印壓數次。



看，油分令吸油紙變色了！

測試大發現



有些小食的油分較多，有些較少，大家要小心選擇啊！

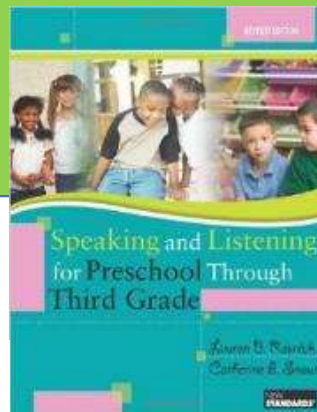
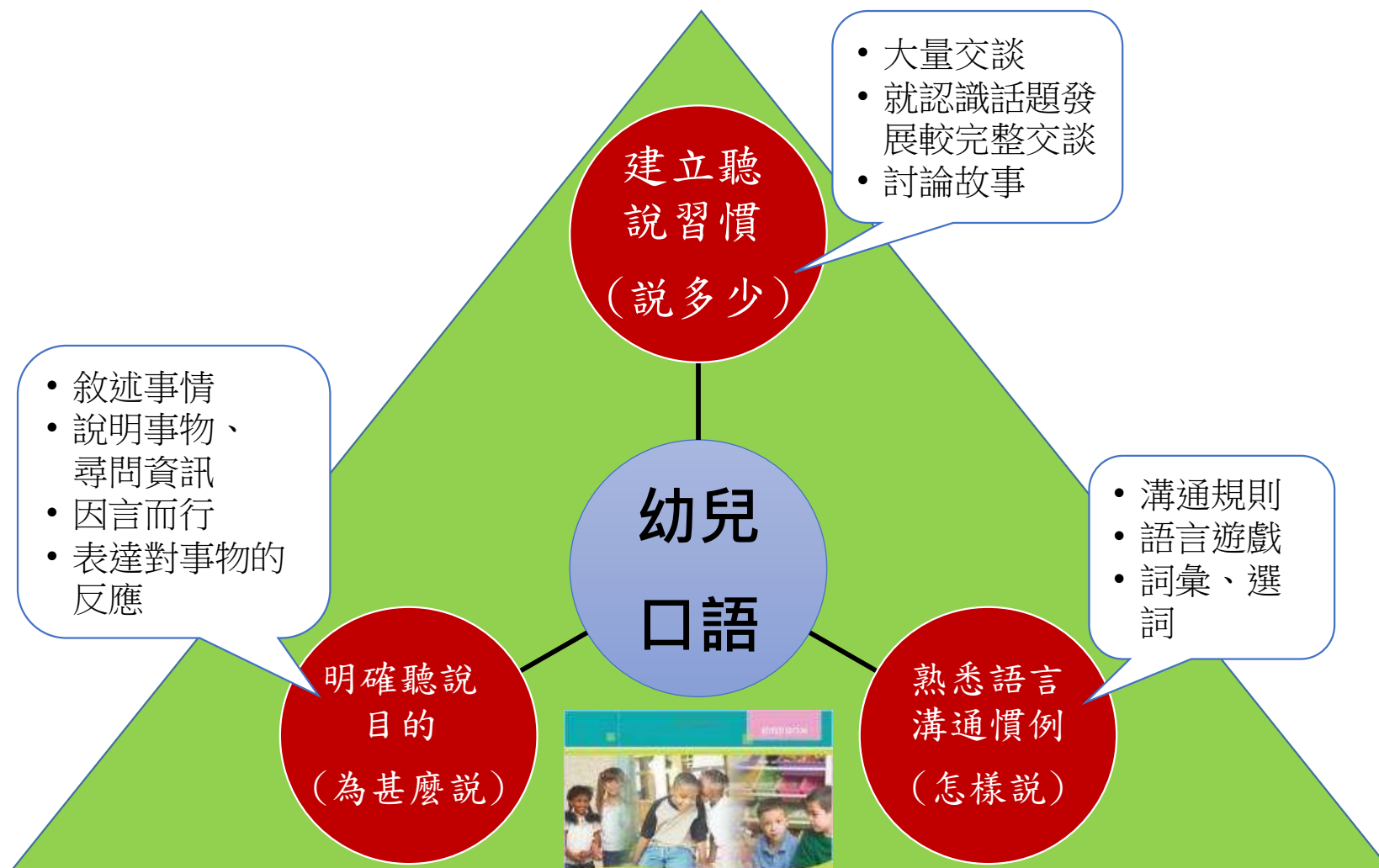
類別	生物	人	事物	性質	空間	時間	存現	生活	思維	意義	做事	關係
意義 網絡 (55)	動物 昆蟲 植物	人 身體 姓名 家庭 友誼 生死	物質 eg 水 自然 天氣 光 火 聲音	數字	地方	日曆	整體 部份	衣着	渴望	提問	做	指示
				大小	位置	時間	擁有 授受	吃食 營養 醫療 衛生	感覺	溝通	學習	否定
				形狀	方向	長度			情感	說寫	工作	比較
				多少 量詞	內外	頻率			知道	閱讀		相似
				顏色	距離	變化			能力			對錯
8/4/2025				年齡	移動				容許 拒絕			目的
				溫度	交通							因果
												條件
												連同

工作坊

任務：運用本講所學，設計一節約 30 分鐘以口語及詞彙學習為主的課節

1. 定年級
2. 選擇2-3個概念/詞彙網絡為學習目標，設計網絡中非華語幼兒須學習的詞彙和句子
3. 運用所學設計發音、識字、意義框架的學習過程和活動
4. 請運用您的創意，加入更多語文之外的學習範疇元素
5. 注意個別差異處理

3. 語 學習



Resnick & Snow

2009

「係乜嘢？」 “What is it?”

- 材料：書包中的東西，如鉛筆、書本、筆袋、膠擦、水杯、紙.....等
- 步驟：
 - 教師選上一件東西
 - 教師描述該東西，但不命名
例如說：這件東西很輕，不是硬的，大多是很便宜的，不昂貴，與鉛筆是好朋友.....
 - 教師請學生猜測
 - 請學生輪流嘗試
 - 低年級學生也可以只指出一項特徵 (如: 白色的)，讓其他同學猜測

「係乜嘢？」係乜嘢？
What is “What is it?”

怎樣形容這東西？



「係乜嘢？」係乜嘢？
What is “What is it?”

怎樣形容這東西？

它是白色的

...

「係乜嘢？」係乜嘢？ What is “What is it?”

怎樣形容這東西？

它是白色的

它很甜

小孩子通常很喜歡吃

它不是每天都可以吃到

有些有水果，有些沒有

它在餅店售賣

它的外層是忌廉

它上面寫了字

它上面插著洋燭

媽媽在我生日時買給我吃



它是生日蛋糕

「係乜嘢？」係乜嘢？

- 由「呢樣係乜嘢」開始，循序漸進，作不同層次的問答交談：

問：小朋友，呢個係乜嘢？

答：蘋果。

問：呢個蘋果係咩顏色㗎？

答：紅色。

問：咁呢個呢？

答：青色。

問：你想要邊個？

答：紅色個。

問：你想要紅色個，點解㗎？

答：因為紅色個甜㗎…

「係乜嘢？」教學設計示例－水果

第一課：蘋果

- 向幼兒展示一籃蘋果(包括不同大小、顏色、形狀的蘋果)，先用布蓋住
- 請幼兒猜測籃子裏有什麼
- 將布掀起，向幼兒展示蘋果，並讓幼兒觸摸實物
- 提問幼兒：
 乜嘢顏色？
 乜嘢形狀？
 (Level 2)



「係乜嘢？」教學設計示例－水果

第二課：蘋果和橙

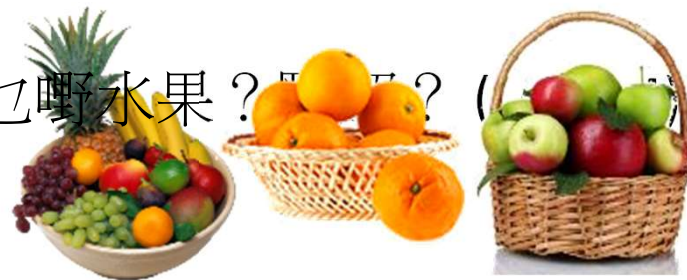
- 重溫第一課有關顏色、形狀的詞彙
- 向幼兒展示一籃蘋果和一籃橙。提問幼兒橙的形狀、顏色 (Level 2)
- 比較橙和蘋果，請幼兒說出兩者的不同之處 (Level 3)
- 請幼兒畫出橙和蘋果



「係乜嘢？」教學設計示例－水果

第三課：其它水果

- 介紹其它水果：士多啤梨、車厘子、香蕉、提子等，同時展示蘋果和橙
- 讓幼兒觸摸水果、聞水果的氣味
- 切開水果
- 比較各種水果的異同 (Level 3)
- 請幼兒製作水果沙律。過程中先由教師提問，再請同儕對答：
味道點樣？ (Level 2)
最鍾意邊樣？ (Level 3)
點解最鍾意呢樣？ (Level 4)
如果要整個水果沙律畀媽咪，你會用乜嘢水果？



4. 圖 閱讀

幼兒語文能力發展

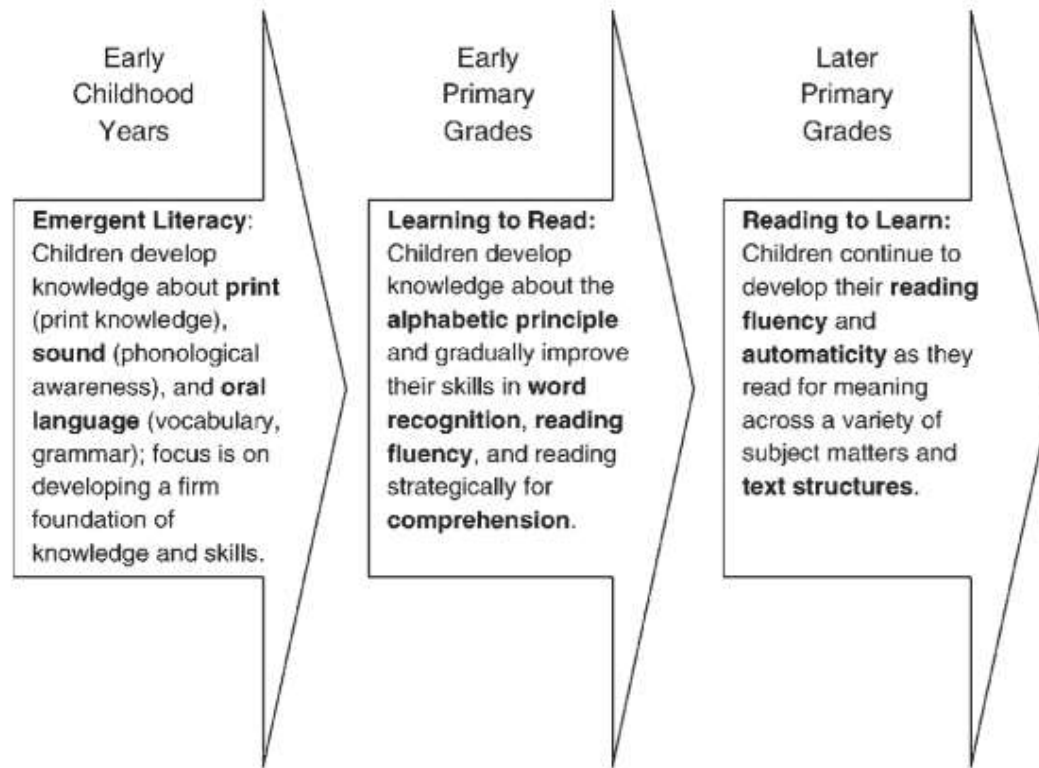
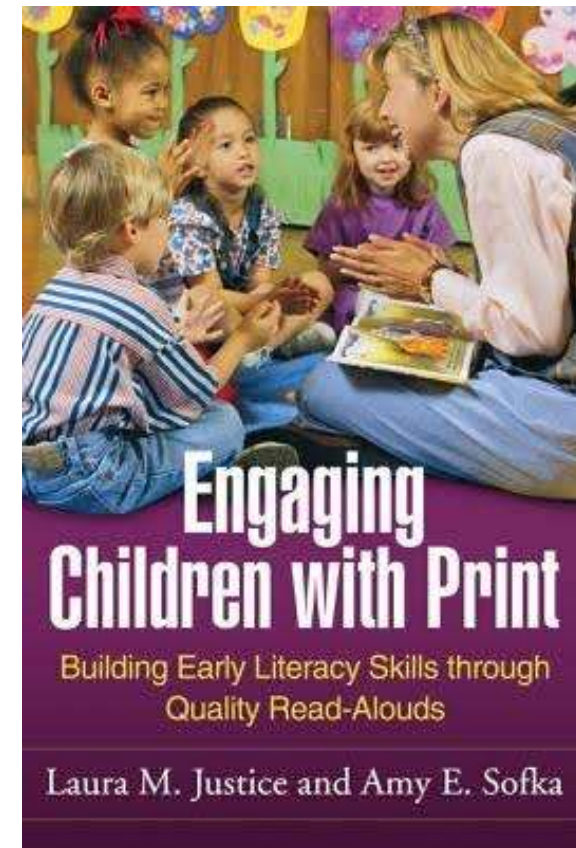


FIGURE 1.11. Literacy learning and teaching continuum.



幼兒語文能力發展

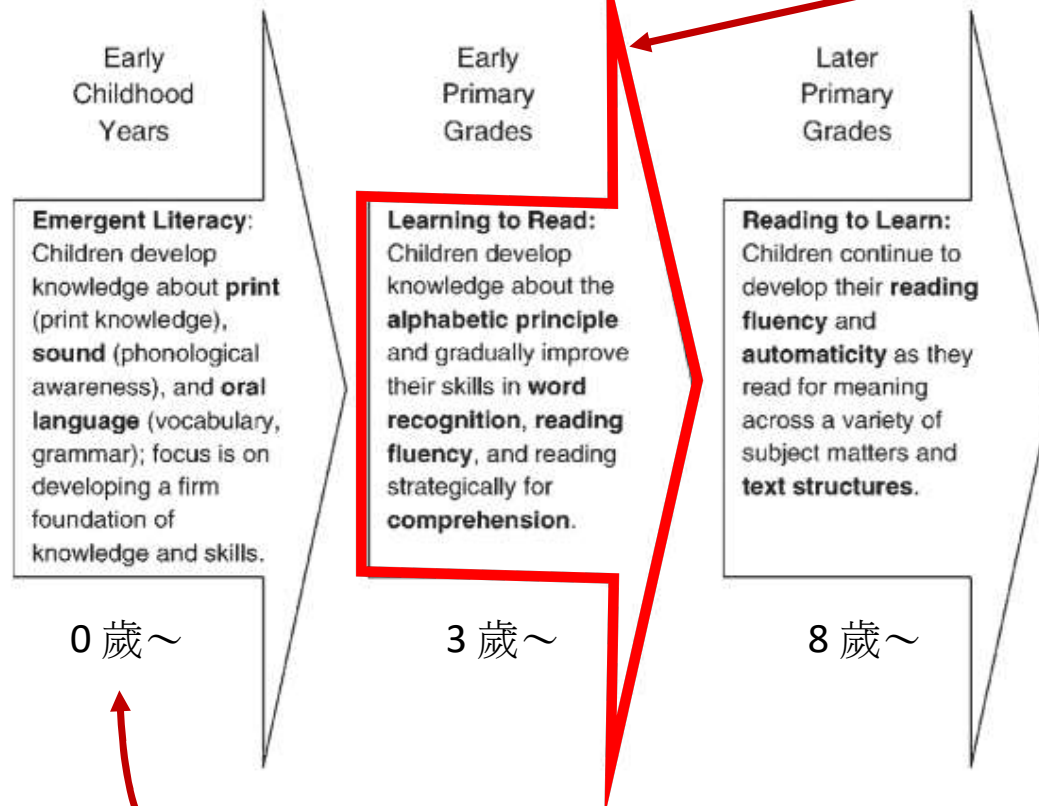
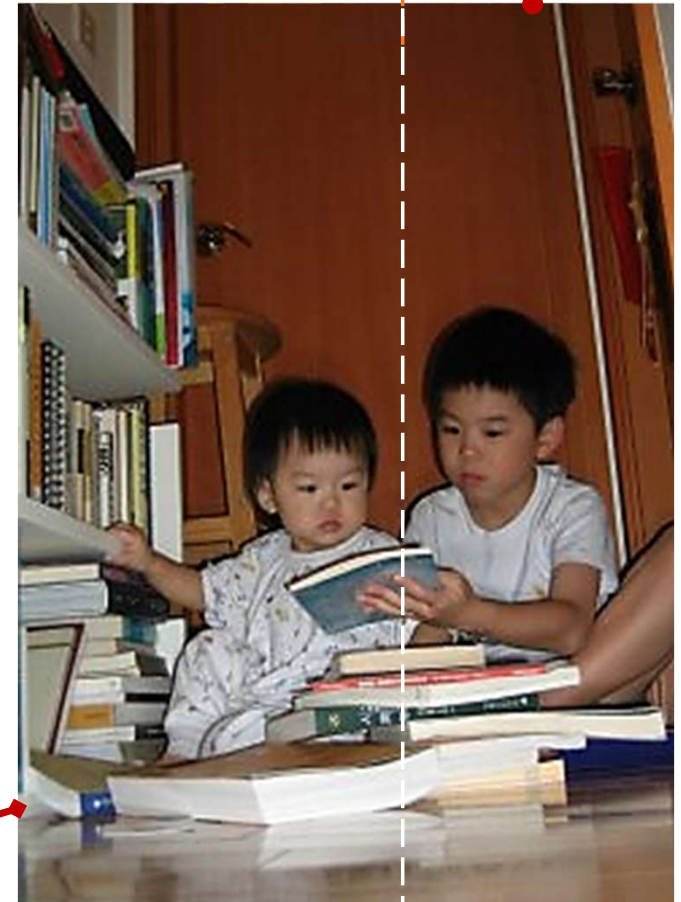


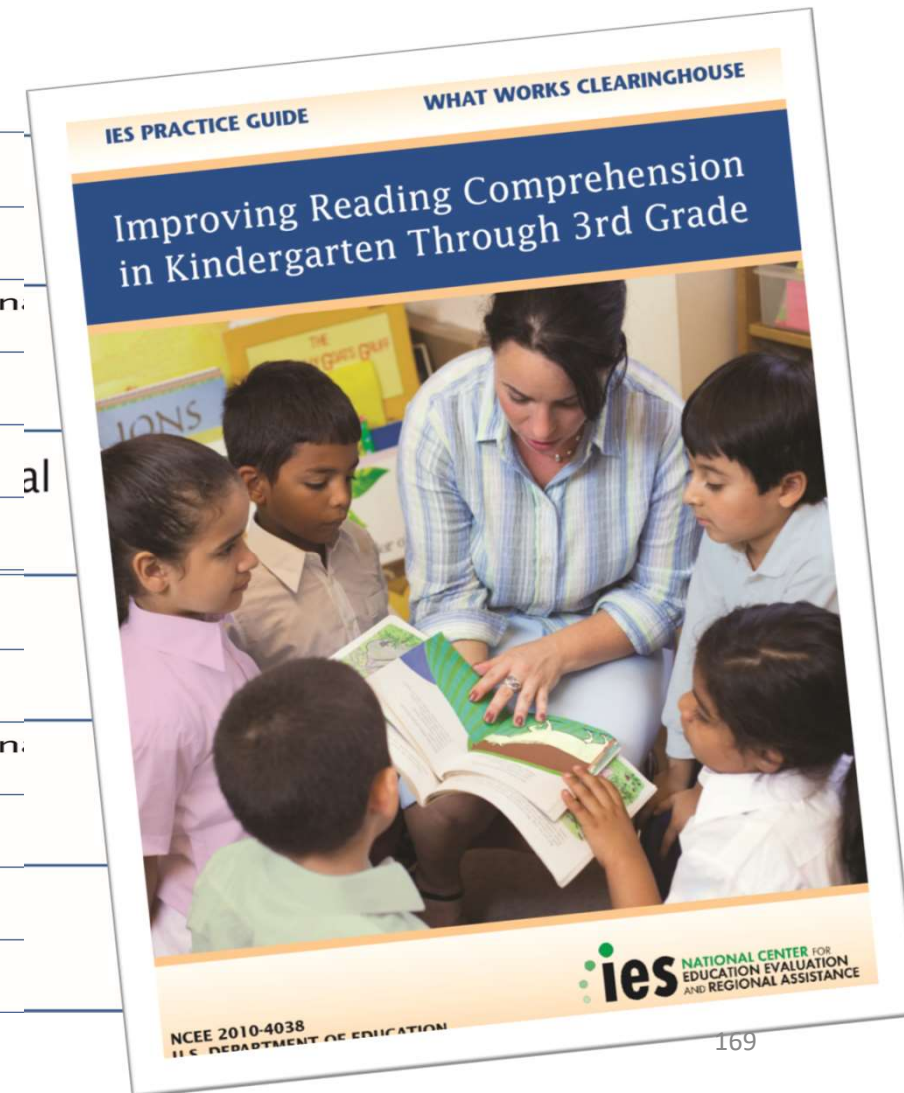
FIGURE 1.11. Literacy learning and teaching continuum.



幼兒閱讀策略，積極思考文本

Recommendation	
1. Teach students how to use reading comprehension strategies.	al
2. Teach students to identify and use the text's organization, structure to comprehend, learn, and remember content.	
3. Guide students through focused, high-quality discussion on the meaning of text.	
4. Select texts purposefully to support comprehension development.	
5. Establish an engaging and motivating context in which to teach reading comprehension.	
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8/4/2025



故事書閱讀 (Storybook Reading) 的三項目標



常見的有效閱讀策略

Effective Strategy	Description	Activities to Promote Strategy Practice ²⁹
Activating Prior Knowledge/ Predicting	Students think about what they already know and use that knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct.	<ol style="list-style-type: none"> 1. Pull out a main idea from the text and ask students a question that <i>relates the idea to their experience</i>. Ask them to predict whether a similar experience might occur in the text. 2. Halfway through the story, ask students to <i>predict what will happen</i> at the end of the story. Have them explain how they decided on their prediction, which encourages them to make inferences about what they are reading and to look at the deeper meaning of words and passages.
Questioning	Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as <i>where</i> or <i>why</i> to develop their questions.	<ol style="list-style-type: none"> 1. Put words that are used to formulate questions (e.g., <i>where, why</i>) on index cards, and distribute to students. 2. Have students, in small groups, ask questions using these words.
Visualizing	Students develop a mental image of what is described in the text.	<ol style="list-style-type: none"> 1. Explain to students that visualizing what is described in the text will help them remember what they read. 2. Have students examine objects placed in front of them, and later a picture depicting a scene. Remove the objects and picture, and ask students to <i>visualize and describe what they saw</i>. 3. Read a sentence and describe what you see to the students. Choose sections from the text and ask students to practice visualizing and discussing what they see.



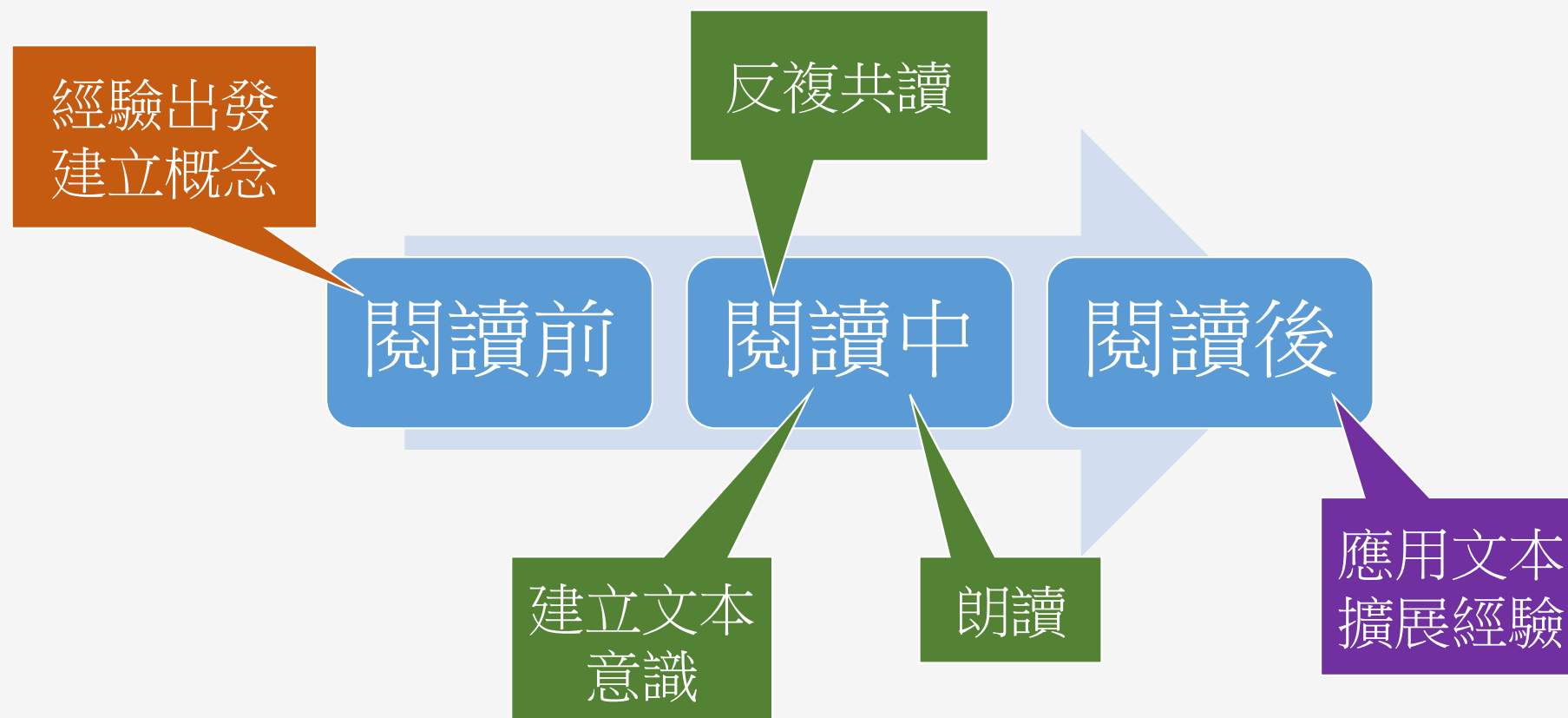
常見的有效閱讀策略



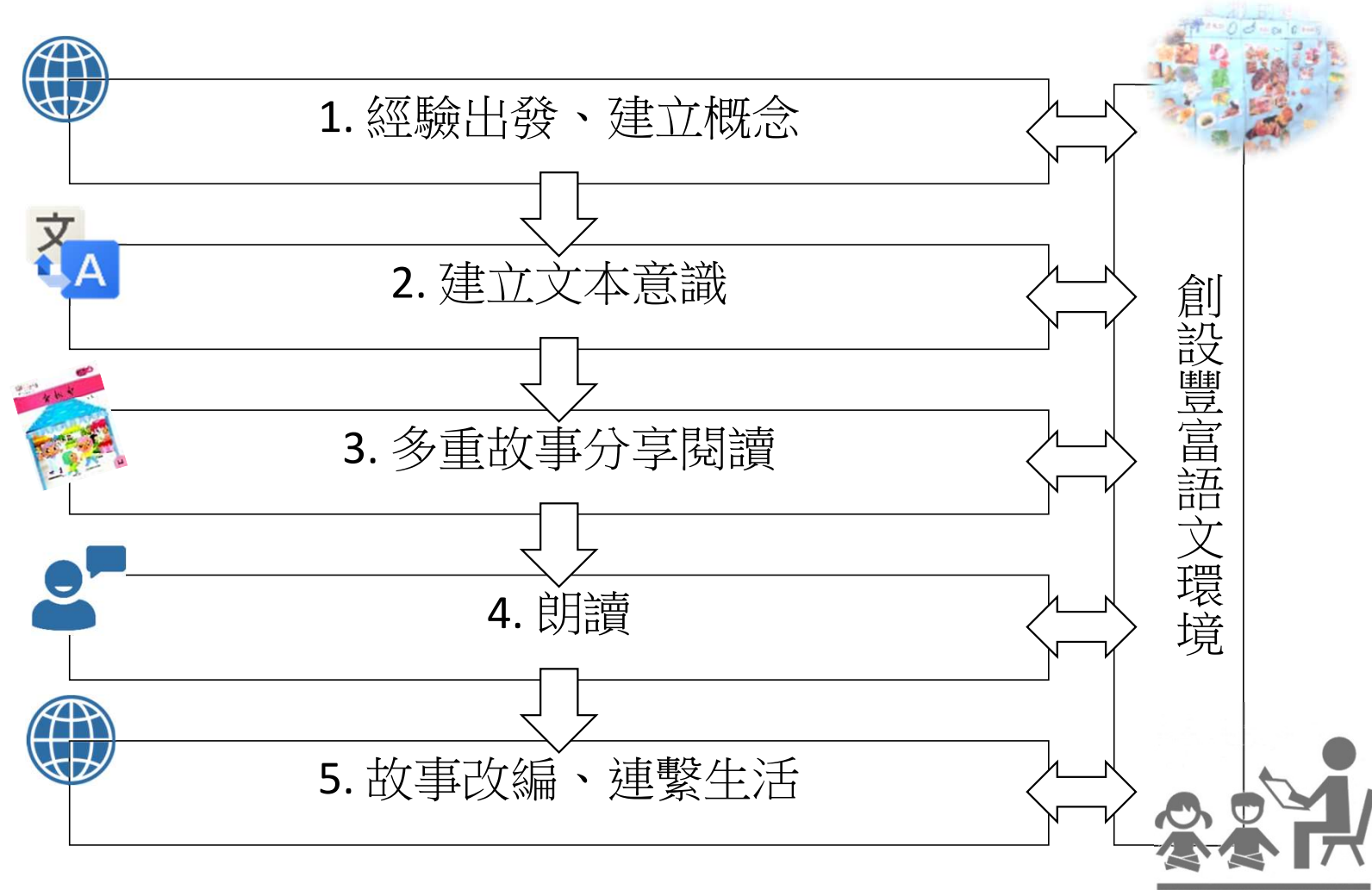
Effective Strategy	Description	Activities to Promote Strategy Practice ²⁹
Drawing Inferences	Students generate information that is important to constructing meaning but that is missing from, or not explicitly stated in, the text.	<ol style="list-style-type: none"> 1. Teach students how to look for key words that help them understand text, and demonstrate how they can draw inferences from such words. For example, a teacher might show that a passage that mentions “clowns” and “acrobats” is probably taking place in a circus. 2. Identify key words in a sample passage of text and explain <i>what students can learn about the passage from those words</i>.
Summarizing/Retelling	Students briefly describe, orally or in writing, the main points of what they read.	<ol style="list-style-type: none"> 1. Ask a student to describe the text in <i>his or her own words</i> to a partner or a teacher. 2. If a student has trouble doing this, ask questions such as “What comes next?” or “What else did the passage say about [subject]?”

Sources: Appendix D provides more details on studies that tested the effectiveness of these strategies: Beck, Omanson, and McKeown (1982); **Brown et al. (1995)**; **Center et al. (1999)**; **Hansen (1981)**; **McGee and Johnson (2003)**; **Morrow (1984, 1985)**; **Morrow, Pressley, and Smith (1995)**; Morrow, Rand, and Young (1997); **Paris, Cross, and Lipson (1984)**; **Williamson (1989)**. Several other studies were resources for illustrating how to teach these strategies but did not test their effectiveness: **Bramlett (1994)**; **Morrow (1985)**; Paris and Paris (2007); Vaughn et al. (2000).

不同閱讀階段的主要閱讀目標



不厭其煩：故事圖書取向的 5+1 教學流程

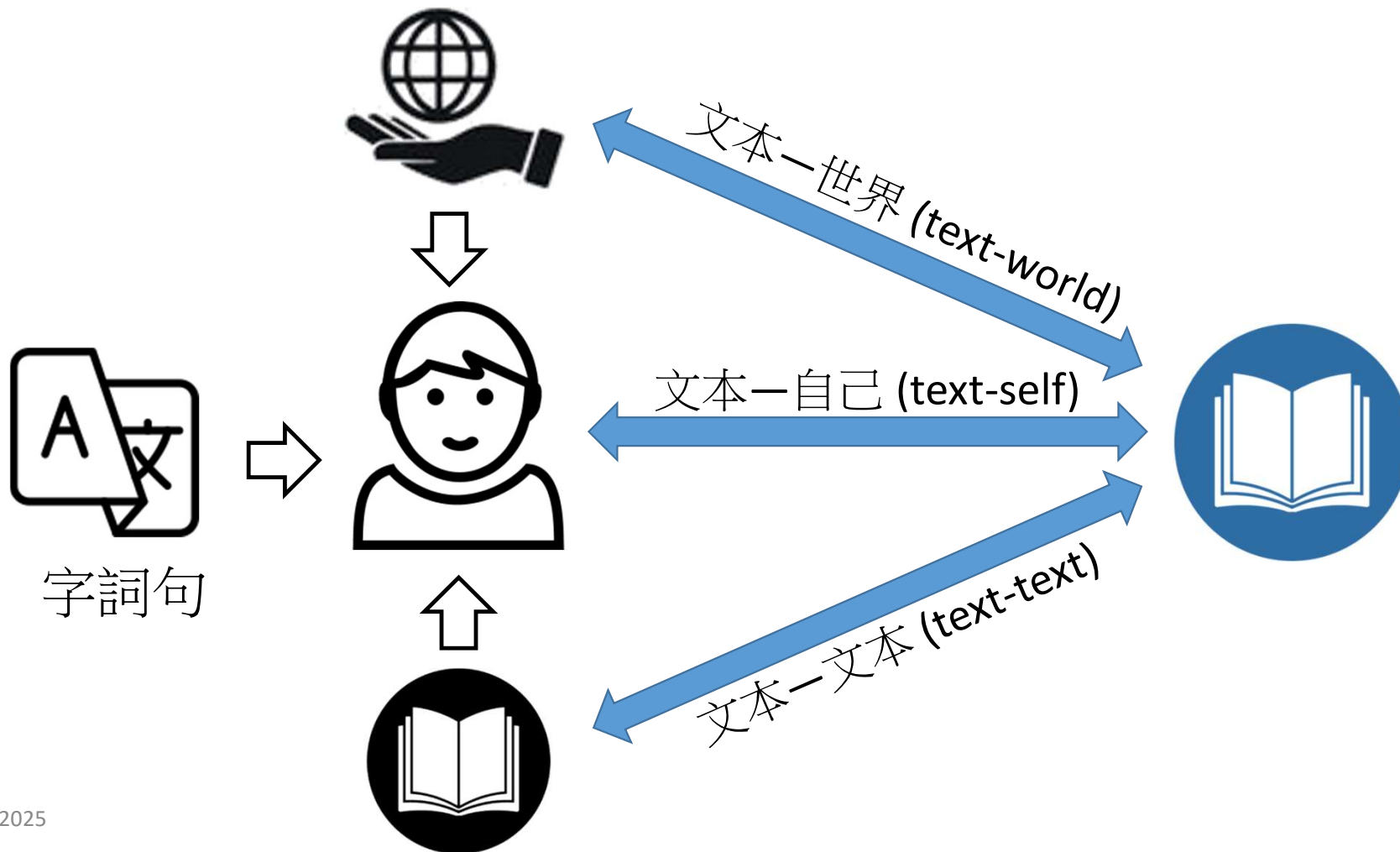


語言

讀者

閱讀活動

文本



對話式閱讀 (Dialogic reading)

Reading With Preschoolers

In addition to reading books to preschoolers while they listen, it is important to discuss the books with them. One program successfully taught child care providers and their parents a systematic way to discuss books. ❶

This method employs (1) a way of interacting with preschoolers while discussing books—called the PEER sequence—and (2) five types of prompts to use during the interactions—called CROWD. The PEER sequence and the CROWD principles always operate within the larger principles of following the child's interests, expecting slightly more of the child each time through the book, and keeping interactions light and fun.

In the PEER sequence:

- P Parent (or other adult) initiates an exchange about the book, and
- E Evaluates the child's response,
- E Expands the child's response, and
- R Repeats the initial question to check that the child understands the new learning.

For example, reading *A Mother for Choco*: ❶

Adult: "What is Mrs. Bear doing?" (Wh-prompt. See below)

Child: "Standing on her toes."

Adult: "Yes, she's standing on her toes and picking apples." (Evaluates and expands)

Adult (Next time through the book): "What is Mrs. Bear doing? Do you remember? (Repeats question)

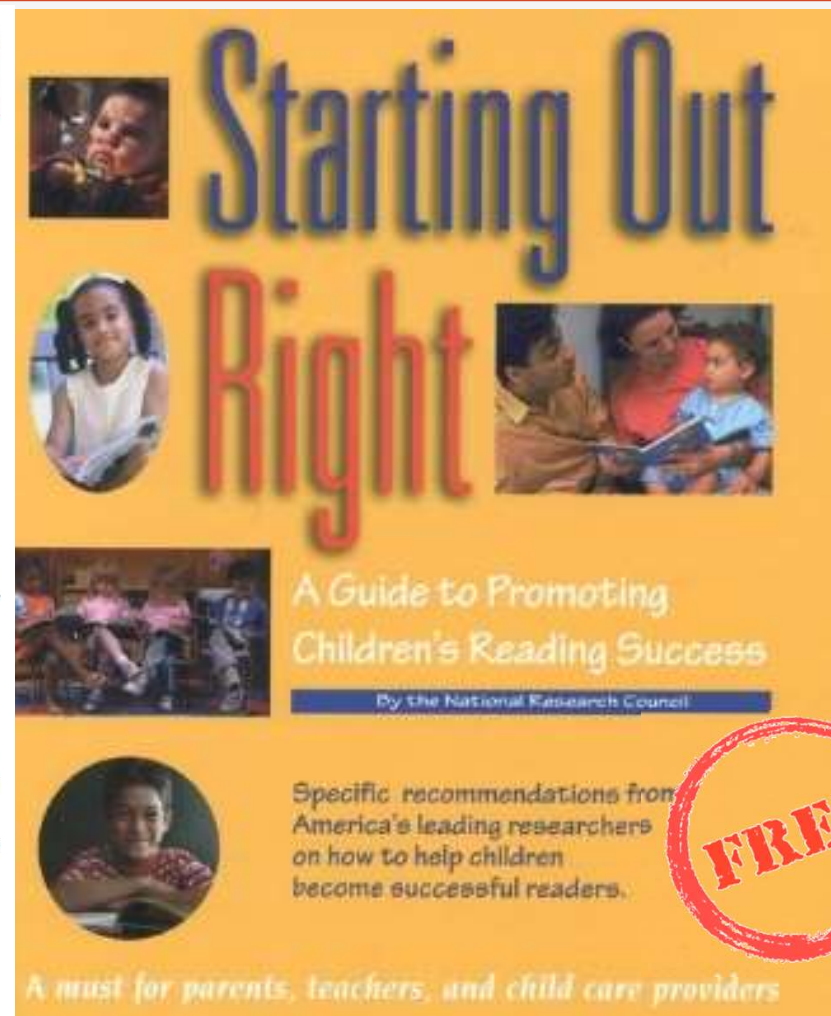
Child: "She's standing on her toes and picking apples."

Adult: "That's right, and she's putting them in her basket." (Evaluates and expands)

The CROWD questions* include:

- C Completion questions about the structure of language used in the book, for example, "When Choco talked with the Penguin, he cried 'you have _____ (wings) just like me!'" The child fills in the blank.
- R Recall questions relate to the story content of the book, for example, "Do you remember how this book ended for Choco?"
- O Open-ended questions to increase the amount of talk about a book and to focus on the details of the book, for example, "What is happening on this page?"
- W "Wh" questions to teach new vocabulary, for example, "No matter where Choco searched, he couldn't find a mother who looked just like him. What is a 'search'?"
- D Distancing questions that help the child bridge the material in the book to their real-life experiences, for example, "Does everyone in your family look the same? How do you think Choco felt about everyone in his family looking different?"

* The crowd questions are for older preschoolers. Use only "wh" questions and then open-ended questions for two-year-olds and early three-year-olds.





Grover J.
Whitehurst

對話式閱讀 (Dialogic reading) : PEER + CROWD

閱讀 對話

P : 提問，引發交談

E : 正面評價幼兒回應

E : 擴展幼兒的簡單回應

R : 要求幼兒複述擴展修訂

C : 填空，聚焦語言結構

R : 複述，聚焦故事內容

O : 開放提問，鼓勵交談

W : 具體提問，學習詞彙

D : 連結生活

Enhancing parent-child relationship through dialogic reading

Fraide A. Ganotice Jr., Kevin Downing, Teresa Mak, Barbara Chan & Wai Yip Lee



8/4/2025

Table 2. DR strategies.

DR strategy	Description	Example
<u>Completion prompts</u>	Fill-in-the-blank questions	This is a ____(tripod)._____
<u>Recall prompt</u>	Questions that ask a child to recall	What worried the father in the story? 故事中，什麼事情令父親擔憂？
<u>Open-ended prompts</u>	Statements that prompt the child to talk about the book	Oh! The brothers seemed frustrated. 噢！兩兄弟好像很沮喪。
<u>Wh-prompts</u>	What, where, who, when and why questions	<u>What</u> business did the brothers decide to do? 這兩兄弟決定做什麼生意？ <u>Where/When</u> did the story happen? 這故事在哪裡 / 何時發生？ <u>Who</u> was keeping the tripod? 誰人保管著寶鼎？ <u>Why</u> did the father give his son this challenge? 為什麼父親給兒子這個挑戰？
<u>Distancing prompts</u>	Questions that ask the child to link events in the book to his/her own life experiences	If you are the older brother, what will you do? 如果你是哥哥，你會做什麼？ Have you ever thought of doing your own business? 你有沒有想過自己做生意？
<u>Prompt</u>	Reminding the child to identify items in the book and talk about the book.	There were many cabinets and books in the room, where do you think they are in? 這間房有很多櫃和書，你認為他們在哪裡？
<u>Evaluate</u>	Statements that praise correct answers or correct child's incorrect responses.	(Correct) Exactly! Well done! (正確) 正是！很好！ (Incorrect) Hmnn...you are explaining the father's view, how about the relatives'? (不正確) 你正在解釋的，是父親的意見，那，親戚們的意見是什麼？
<u>Expand</u>	Repeating what the child says and providing additional information.	You've just said the brothers started a business in the market. As the younger brother is very active, what role do you think he would perform in the business? 好，是時候睡覺了。臨睡前，請(再次)告訴我父親的憂慮是怎樣解決的。
<u>Repeat</u>	Encouraging the child to repeat his/her response, as a recap and consolidation of the whole DR session	OK, time to bed. Before we go to sleep, please tell me how the father's worry was solved. 好，是時候睡覺了。臨睡前，請(再次)告訴我父親的憂慮是怎樣解決的。

Enhancing parent-child relationship through dialogic reading

Table 2. DR strategies.

DR strategy	Description	Example			
<u>Completion prompts</u>	Fill-in-the-blank questions	This is a __ (tripod). ____	<u>Prompt</u>	Reminding the child to identify items in the book and talk about the book.	There were many cabinets and books in the room, where do you think they are in? 這間房有很多櫃和書，你認為他們在哪裡？
<u>Recall prompt</u>	Questions that ask a child to recall	What worried the father in the story? 故事中，什麼事情令父親擔憂？			
<u>Open-ended prompts</u>	Statements that prompt the child to talk about the book	Oh! The brothers seemed frustrated. 噢！兩兄弟好像很沮喪。	<u>Evaluate</u>	Statements that praise correct answers or correct child's incorrect responses.	(Correct) Exactly! Well done! (正確) 正是！很好！ (Incorrect) Hmnn...you are explaining the father's view, how about the relatives'? (不正確) 你正在解釋的，是父親的意見，那，親戚們的意見是什麼？
<u>Wh-prompts</u>	What, where, who, when and why questions	<u>What</u> business did the brothers decide to do? 這兩兄弟決定做什麼生意？ <u>Where/When</u> did the story happen? 這故事在哪裡 / 何時發生？ <u>Who</u> was keeping the tripod? 誰人保管著寶鼎？ <u>Why</u> did the father give his son this challenge? 為什麼父親給兒子這個挑戰？	<u>Expand</u>	Repeating what the child says and providing additional information.	You've just said the brothers started a business in the market. As the younger brother is very active, what role do you think he would perform in the business? 好，是時候睡覺了。臨睡前，請(再次)告訴我父親的憂慮是怎樣解決的。
<u>Distancing prompts</u>	Questions that ask the child to link events in the book to his/her own life experiences	If you are the older brother, what will you do? 如果你是哥哥，你會做什麼？ Have you ever thought of doing your own business? 你有沒有想過自己做生意？	<u>Repeat</u>	Encouraging the child to repeat his/her response, as a recap and consolidation of the whole DR session	OK, time to bed. Before we go to sleep, please tell me how the father's worry was solved. 好，是時候睡覺了。臨睡前，請(再次)告訴我父親的憂慮是怎樣解決的。

Dialogic Reading Inventory – Parent-Child

Adult Behavior	Tally	Child Behavior	Tally
A. Print Awareness / Knowledge			
1. Asks child to locate book parts		1. Identifies book parts	
2. Asks child where you begin to read the story.		2. Identifies where the story begins.	
3. Asks child to identify a letter or a word.		3. Identifies a letter or word.	

B. Support Comprehension/Vocabulary

4. Asks open-ended questions or requests predictions about the story.		4. Responds to questions or makes predictions about the story.	
5. Points to pictures and words to help the child understand the story.		5. Responds to parent's picture or word cues or identifies cues on his or her own.	
6. Asks child to recall information from the book/story.		6. Recalls information from the book/story.	
7. Pauses to answer child's question.		7. Asks questions.	
8. Elaborates on or rephrases child's ideas.		8. Spontaneously offers ideas about the story.	
9. Relates the story to real life.		9. Relates story to real life.	

C. ~~Phonological~~ Component Awareness

10. Directs child's attention to repeated words or phrases.

10. Tries to repeat the common words or phrases

D. Attention to Text

11. Has child sitting near or on parent's lap

11. Sits near or on parent's lap.

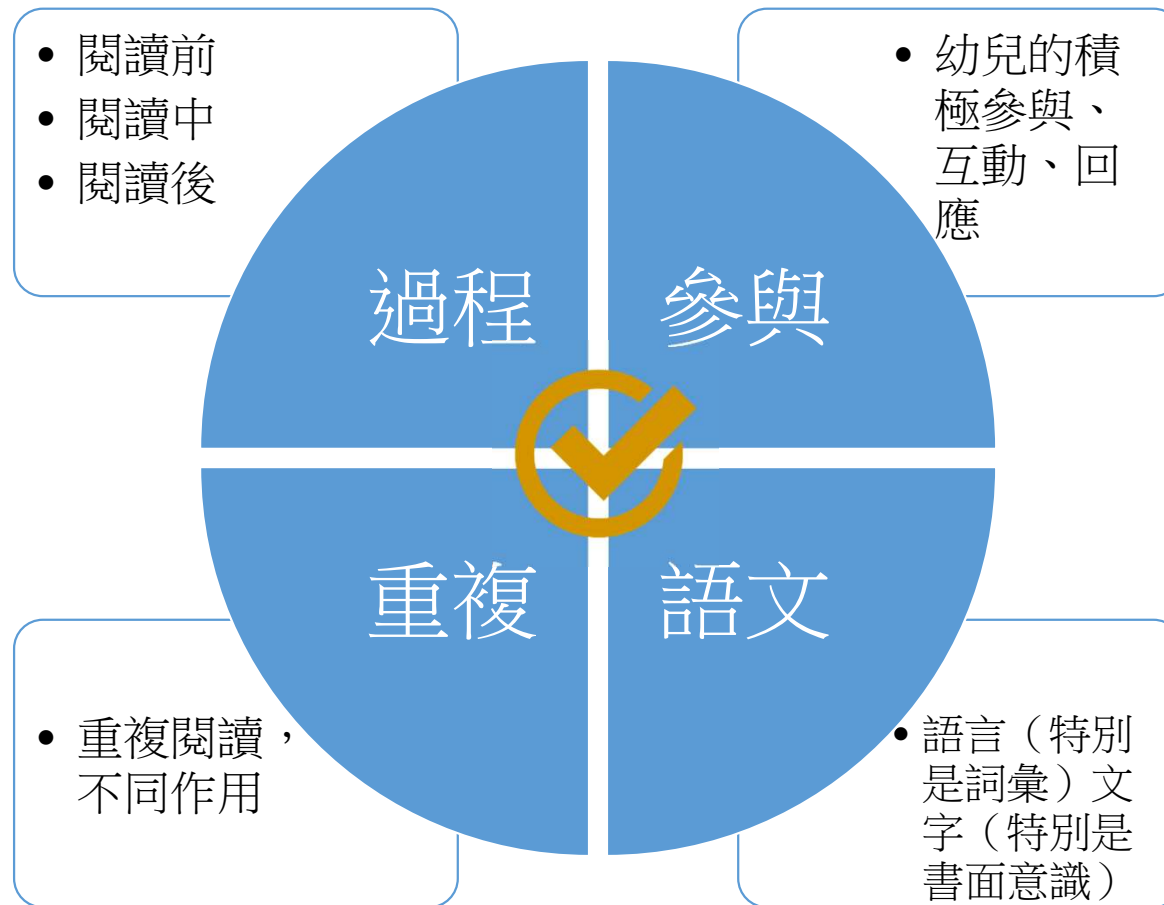
12. Uses storytelling voice/animation.

12. Responds to parent's voice tone by smiling, copying, gesturing, or paying close attention.

13. Gives child opportunity to hold book, touch book, or turn pages.

13. Holds book or turns pages on his or her own or when directed.

分享閱讀 Shared Book Reading 須：



Character & Print awareness

Book & Print organization 書籍及印刷

- Title of book
- Author of book
- Page order
- Page organization
- Print Direction

Print meaning 文字

- Function of print
- Environmental print
- Concepts of reading

Characters 中文字

- Character Name
- Concepts of letter character

Words 詞彙

- Concepts of words in print
- Short words and long words
- Characters and words
- Word identification

During early childhood years, children develop knowledge about print, sound, and oral language; focus is on developing a firm foundation of knowledge and skills.



Early
primary
years-
Learning to
read



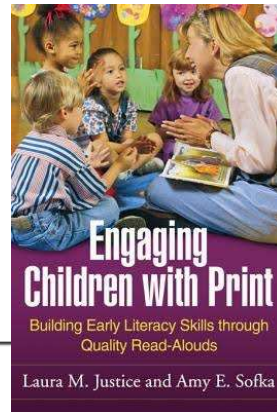
Later primary
years-
Reading to
learn

Table 4.1: Types of Knowledge Related to Concepts of Print

	Concept of Print	Description
Book-Related Knowledge	Book Handling	All books have covers and pages that people read in a specific order.
	Vertical Reading Direction	Reading in English goes from the top of the page to the bottom of the page.
	Horizontal Reading Direction	Reading in English goes from left to right, line by line.
	Page Order	People read book pages in a specific order.
Print-Related Knowledge	Print Function	The function of print is to carry meaning.
	Print-to-Speech Correspondence	One printed word corresponds to one spoken word.
	Role of Punctuation in Print	Punctuation signals types of sentences and the ends of sentences.
	Letter-Word Discrimination in Print	Words and letters are different; people use letters to make words.

書面意識 Engage Children with Print

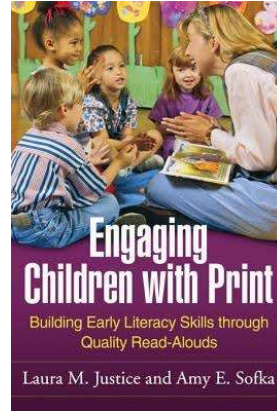
TABLE 1.1. Early Childhood Achievements in Four Dimensions of Print Knowledge



Book and print organization

Title of book	Knowledge of where the title is located in a book (on the cover and the title page, typically) and what the function of the title is
Author of book	Knowledge of what an author is and where the name of the author is located in a book (on the cover and the title page, typically); this category also includes children's knowledge of the role of the illustrator
Page order	Knowledge of how books are read from front to back and that pages are read from left to right in a two-page spread
Page organization	Knowledge of how a page with multiple lines of text is read from top to bottom
Print direction	Knowledge of how print moves from left to right

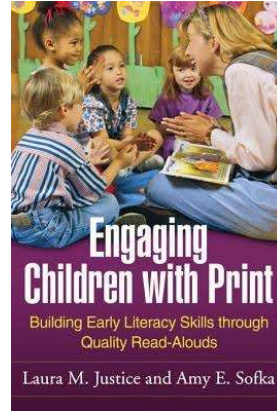
書面意識 Engage Children with Print



Print meaning

Function of print	Knowledge that the function of print generally is to convey meaning
Environmental print	Knowledge about the specific and varying functions served by print within the environment (on signs, logos, posters, etc.)
Concept of reading	Knowledge that reading is an act in which persons engage for various purposes

書面意識 Engage Children with Print



部件

Letters

~~Upper- and lower case forms~~

Knowledge that letters come in two analogous forms and that there are rules governing when the two forms are used

~~Letter names~~

Knowledge of the names and corresponding written symbols for the 26 individual letters

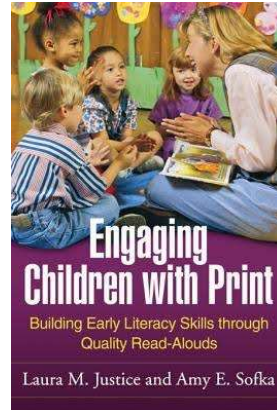
~~Concept of letter~~

Knowledge about the functions of letters: that these are units of print that correspond to sounds and are organized to build words

書面意識 Engage Children with Print

Words

Concept of words in print	Knowledge that written words, as a distinct unit of print, correspond to spoken words
Short words and long words	Knowledge that written words are a distinct unit of print that are composed of varying numbers of letters (some with many letters and others with few letters)
Letters and words	Knowledge that written words are distinct from the other salient form of print (letters) and that words have meaning
Word identification	Knowledge of some words in print, including one's own name and other high-frequency or high-function words

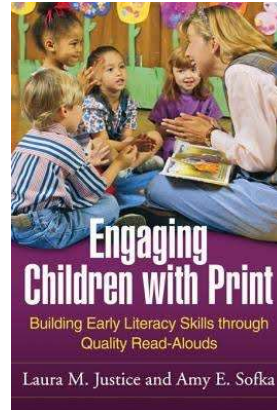


書面意識 Engage Children with Print

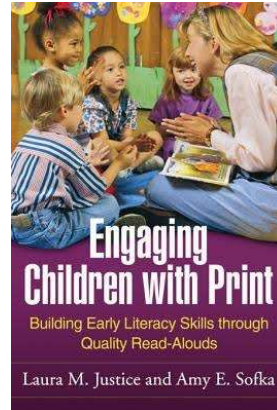
Teacher: This book is *Spot Bakes a Cake*. Sandi brought this to school today and said we could read it. This looks very good! It looks like Spot is going to make a cake in this one. Let's see what happens. (*Opens book to the first page and reads text on the first page.*) I was right. They are going to make a cake for Dad's birthday. What kind of cake do you think they'll make?

CHILDREN: (*Call out various options.*)

TEACHER: I think it will be chocolate. We'll have to find out. (*Turns the page and reads text on the next page.*)



書面意識 Engage Children with Print



MOTHER: This book is called *Spot Bakes a Cake*. We haven't read this one before.

SANDI (3 years): But we read a different one about Spot's school.

MOTHER: That's right. We have read the book about Spot going to school. This one's called *Spot Bakes a Cake*. That's the title right there. Do you know this word (*pointing to the word Spot*)?

SANDI: Yep, that says Spot (*pointing to the word Spot*).

MOTHER: Wow, you're right. I guess you've seen that word. Let's try to do all the words. Read them with me, OK?

SANDI AND MOTHER: (*in unison as the mother points to each word in the title*) *Spot ... bakes ... a ... cake.*

有哪些優秀的兒童圖書？



The CILIP Carnegie
& Kate Greenaway
Children's Book
Awards

英國凱特格林威獎
《 Bologna Children's Book Fair 》



美國凱迪克大獎
《 The Caldecott Medal 》



國際安徒生繪本大獎
《 Hans Christian Andersen
Awards
for illustration 》

凱迪克 繪本 - YouTube

https://www.youtube.com/results?search_query=%E!

凱迪克 繪本

About 529 results

FILTER

凱迪克獎繪本 A Sick Day for Amos McGee 麥基先生請假的那一天
酪梨壽司 6.7K views • 3 months ago
與4歲小寶哥的共讀記錄。2011年凱迪克大獎金牌得獎作品A Sick Day for Amos McGee (麥基先生請假的那一天)。影片中共讀的是精裝

綠-凱迪克大獎 (繪本閱讀)
RUTH H. • 256 views • 1 year ago
說明。

凱迪克大獎五冠王「大衛·威斯納」最新作品--《鬆餅先生》來了
MrGrimmpress • 2.8K views • 4 years ago
凱迪克大獎五冠王大衛·威斯納又來了☆ 繼《海底來的祕密》、《瘋狂星期二》、最新無字繪本大作獻給所有頭腦有翅膀、心裡有夢想的人...

無字繪本？怎麼看呀？讓凱迪克獎金牌獎《小西的球》告訴你！
MrGrimmpress • 3K views • 5 years ago
2012美國凱迪克獎金牌獎☆ 2011年紐約時報暢銷書小狗小西這天收到一個禮物，一個小紅球，她愛不釋手，去哪裡都在玩，有天卻被別的

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The Carrot Seed 60th Anniversary Edition

★★★★★ (9人评价)

作者: Ruth Krauss
出版社: HarperCollins
出版年: 2004-12-28

赞 回复

2015年8月26日

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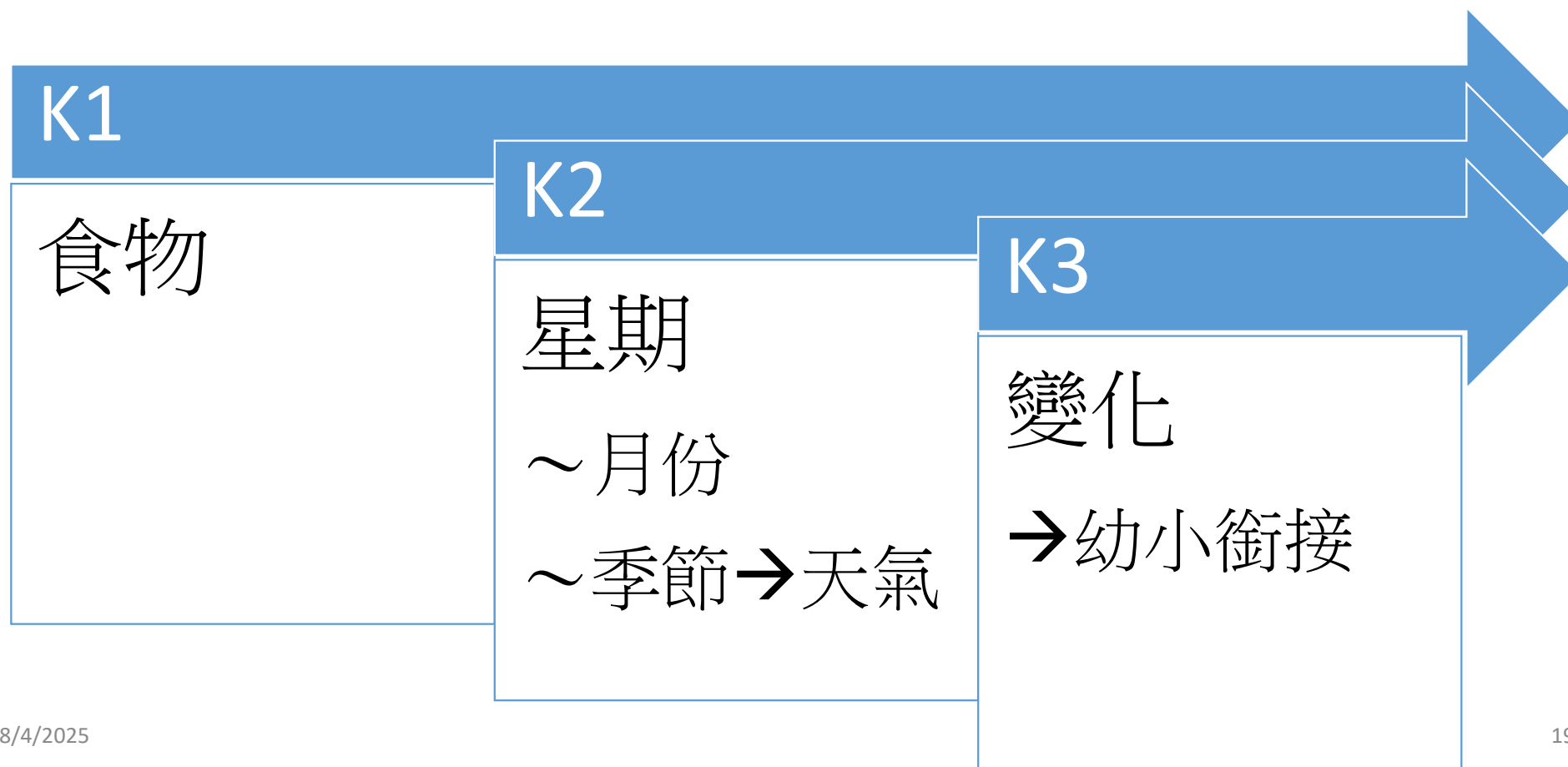
8/4/2025 194

	A	B	C	D	E	F	G	H	I	J
1	Booklist of The Caldecott Medal (1938-2017)									
2										
3	得獎年份		已買此圖書	未買此圖書	Book Name	中文書名	作者	中文版ISBN	英文版ISBN	Story in Youtube
4					(With link embedeed)					
5	1938		✓		Animals of the Bible: A Picture Book	聖經動物	LATHROP, DOROTHY P.	未有資料	9780397315369	Video or Pics Cannot be Found
6	1939		✓		Mei Li	美麗的新年	湯瑪斯 漢德福思	9787511358448	9780385076395	Video or Pics Cannot be Found
7	1940			✓	Abraham Lincoln	未有資料	Ingri d'Aulaire, Edgar P	未有資料		
8	1941		✓		They Were Strong	他們堅強而善良	羅伯特·勞森	9787506074834	9780670035380	Video or Pics Cannot be Found
9	1942		✓		Make Way for Ducklings	讓路給小鴨子	羅伯特·麥克洛斯基	9787543473577	9780670035380	https://www.youtube.com/watch?v=QZ6dcJzzcE
										

1938-2017共80年，至少有61本有中譯版本



可以運用《飢餓的毛毛蟲》教導學生哪些語義框架？





Premium^{HK}

飢餓的毛毛蟲



信誼



大一點的孩子，爸媽可以從旁示範引導

「讓孩子在模仿中，快樂學習「變字並用」的技巧喔！」



9:50 / 10:17

8/4/2023

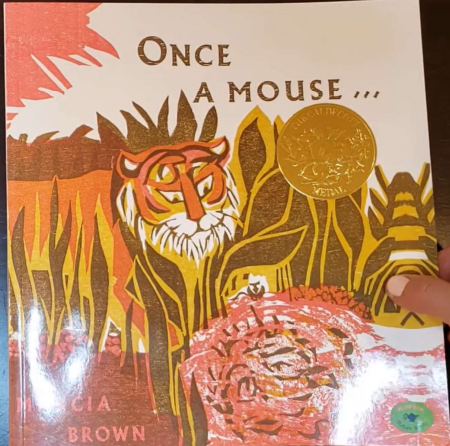


198



Once a Mouse - Read Aloud

youtube.com/watch?v=93hJ-qCH-el



Once a Mouse - Read Aloud

觀看次數：178次 · 2020年8月14日

2 0 分享 儲存 ...

Crow Boy Read Aloud


Dr. Mun

觀看次數：778次 · 9 個月前

7:15

从前有一只老鼠 - YouTube

youtube.com/watch?v=74VEblmJJZQ



从前有一只老鼠

觀看次數：30次 · 2020年5月17日

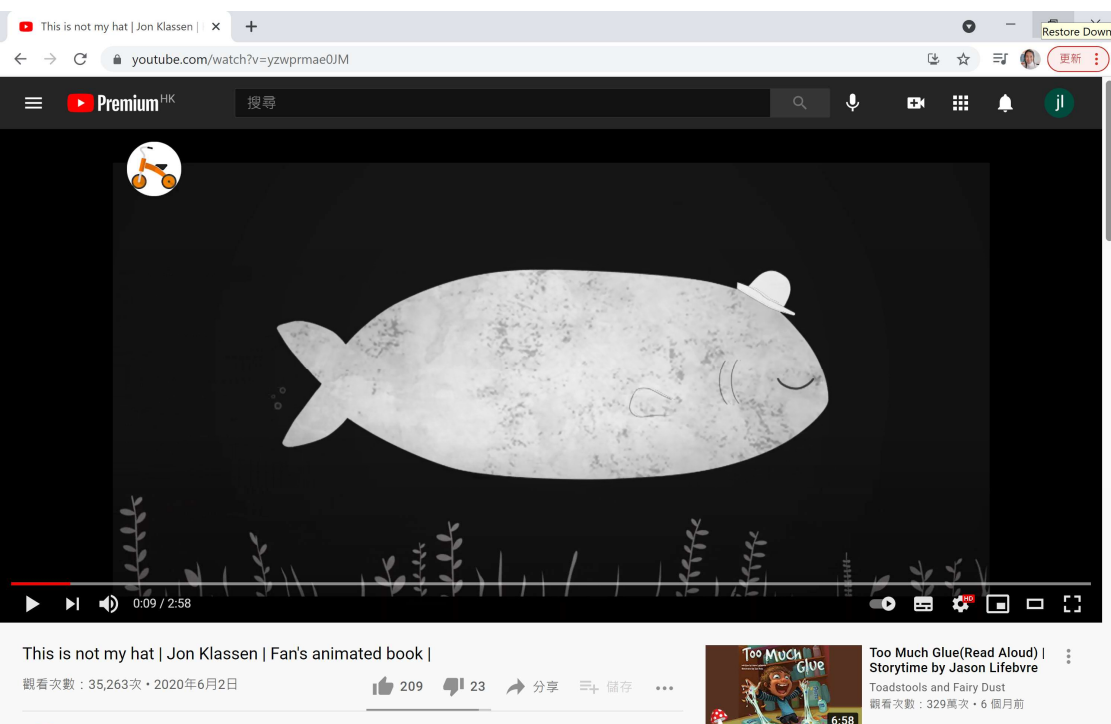
0 0 分享 儲存 ...

小鱈魚，最怕水 (粵語) [附字幕]

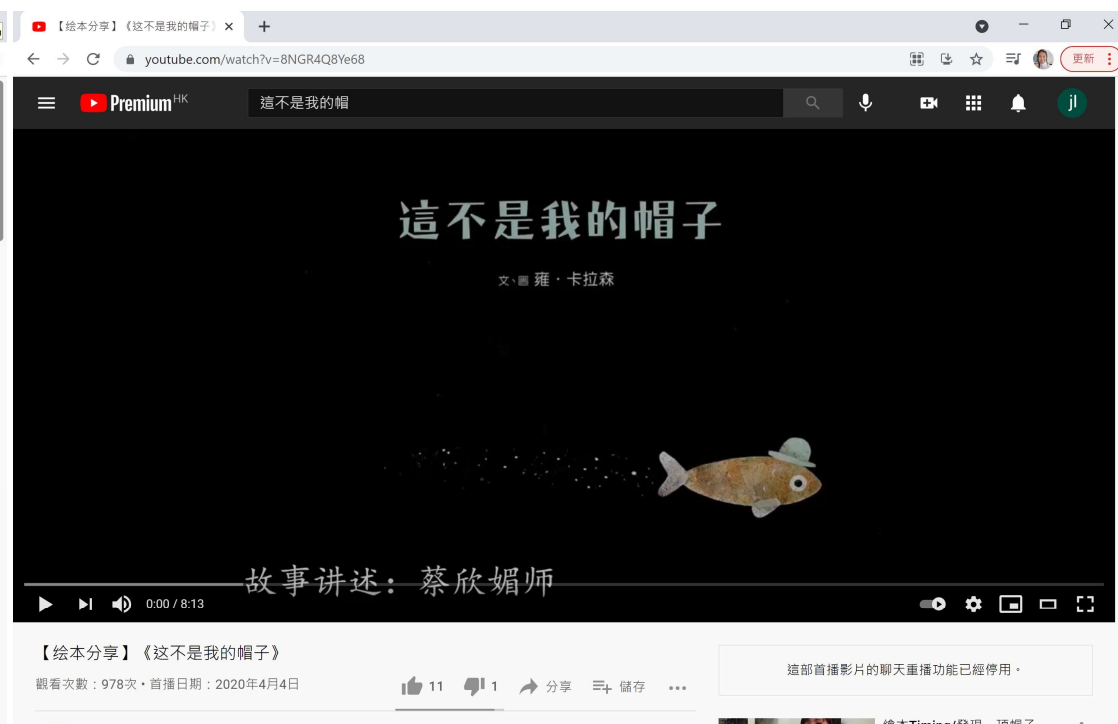
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觀看次數：2832次 · 2 年前

3:19



8/4/2025



200

兒童文學故事圖書

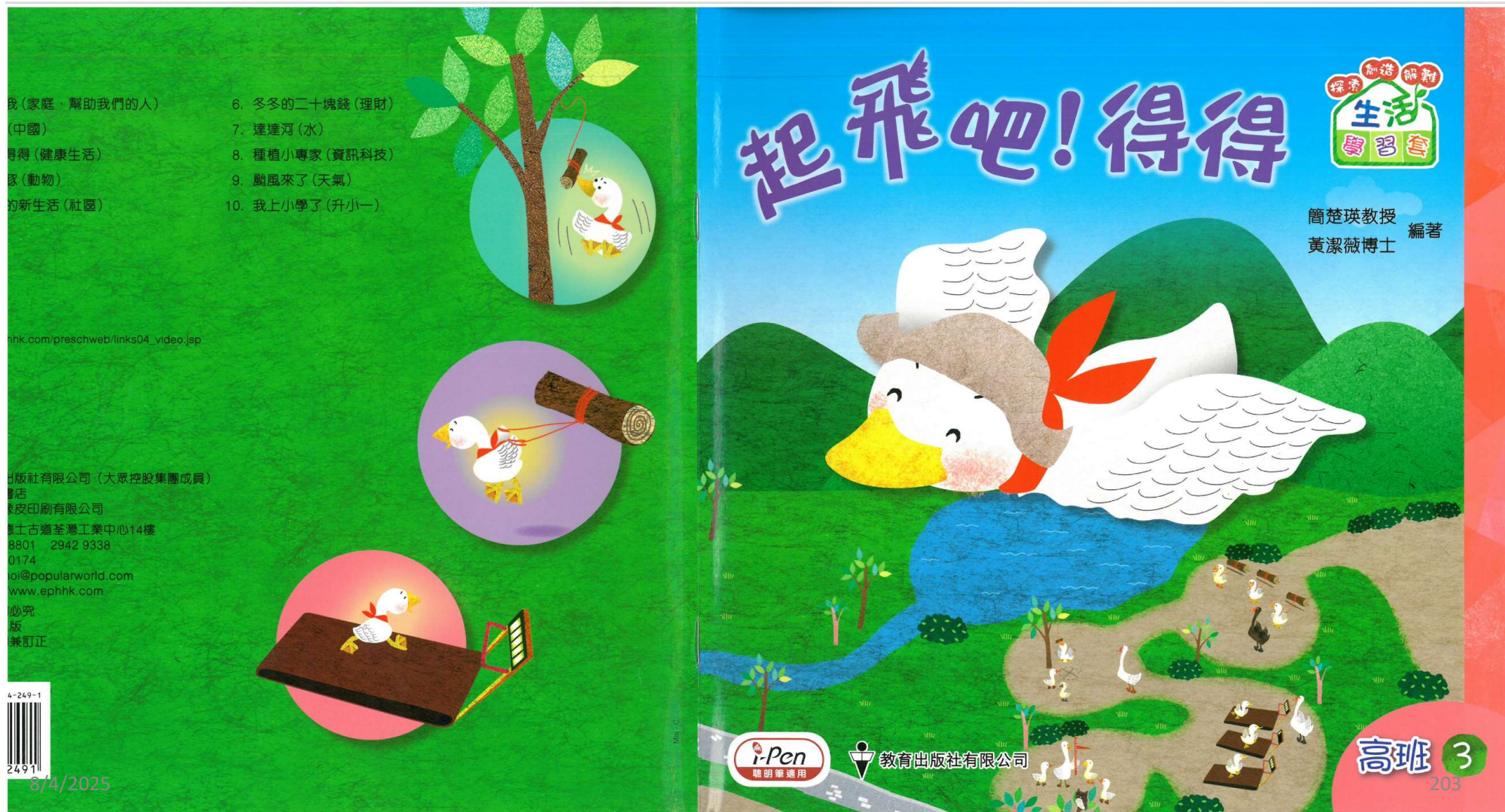


8/4/2025

<https://www.youtube.com/watch?v=gISomYasZBA>²⁰¹



主題書的調適



兒歌的調適

1、吃飯歌

我的小手真能幹，自己來喂自己飯。
吃青菜，剝雞蛋，身體健康多可愛。

2、喝水歌

我的小手真能幹，杯杯清水保平安。
你一杯，我一杯，多喝水身體棒。

3、穿衣歌

我的小手真能幹，自己的事情自己辦。
穿衣服，脫鞋襪，勤勞聰明人人愛。

7、愛玩具歌

我的小手真能幹，樣樣玩具我喜愛。
你不爭，我不搶，愛護玩具當模範。

4、穿衣脫衣

我是一個好孩子，自己穿衣穿褲子。
還會穿鞋穿襪子，媽媽伸出大拇指。

5、穿衣服

一件衣服四個洞，寶寶套進大洞洞。
腦袋鑽出中洞洞，小手伸出小洞洞。
小鈕扣，鑽洞洞，一二三，鑽出來。

6、哈巴狗（歌表演）

一隻哈巴狗，一隻哈巴狗，
坐在大門口，吃完肉骨頭
眼睛黑油油，尾巴搖一搖，
想吃肉骨頭，向我點點頭

最重要的幼兒閱讀經驗，是.....



Recommendation 5.

Establish an engaging and motivating context in which to teach reading comprehension.

- Help students discover the purpose and benefits of reading.
- Create opportunities for students to see themselves as successful readers.
- Give students reading choices.
- Give students the opportunity to learn by collaborating with their peers.

Shared Storybook Reading

Building Young Children's Language
& Emergent Literacy Skills

by

Helen K. Ezell, Ph.D., CCC-SLP
Department of Instruction and Learning
University of Pittsburgh

and

Laura M. Justice, Ph.D., CCC-SLP
Curry School of Education
University of Virginia, Charlottesville

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General Reading Strategies

These strategies have been shown by researchers to be useful for accelerating children's early language and literacy achievements. Some or all of these reminders could be incorporated into instructional material for a home reading program or in periodic newsletters to parents.

Have fun during shared reading.

Make shared reading an enjoyable experience for children. Adults should be warm, responsive, and sensitive to their children during the reading experience. Resist the temptation to be overly directive throughout the activity.

Follow the child's lead.

When reading with children, focus on the child's object of attention. Parents are reminded to resist the temptation to continually follow their own interests rather than their child's. Children are more likely to attend longer and engage in conversation when the topic is of interest to them.

Repeat children's utterances.

When reading with young children, repeat what they say. This confirms children's verbal participation in the reading interaction and provides an adult model of their own verbalizations. By repeating

what children say, parents follow the child's lead and focus on his or her object of attention.

Extend children's utterances.

In extending children's utterances, the parent provides a language model that is slightly advanced of the child's own production. In an extension, the parent repeats what the child says and adds just a little more grammatical or semantic information. When a child says "Fish," the parent can extend this by saying, "It's a big fish," "Yes, this is blue fish," or "That fish looks hungry!" Any information may be added; these examples are simply suggestions.

Balance questions and comments.

Providing both questions and comments keeps shared reading more balanced for children. Often parents reading with children ask too many questions, resulting in an imbalance in the amount and type of participation by the child. Parents can ask questions, but they can also make general observations and comments to share their own thoughts and feelings about the story.

Pause to let the child respond.

It is common for parents to expect young children to respond immediately when taking a conversational turn. Often parents fail to pause long enough for their children to make a comment or provide an answer. Pausing after making comments, asking questions, or reading the text on a page gives children time to process the story, make connections between book events and their own lives, and, if desired, share their own feelings and questions about the content. As a general guideline, pause at least 5 seconds for your child to take a conversational turn; pause even longer if your child has limited language abilities.

Share the book.

During shared reading, allow children to claim ownership of the activity by permitting them to choose the books and to turn the pages during reading. Allowing children to set the pace, turn the pages, and predict what might happen makes them active participants in shared reading.

Talk about print.

When reading with children, talk about the print in the storybook. Point to the print, track the print, ask questions about the print, comment about the print, and show children that print is an interesting part of the storybook—even as interesting as the pictures.

Elaborate on new words.

Stop and talk about words that are new or unfamiliar to the child. Ask the child to repeat the word and explain what it means. Also, link the word's meaning to the story. Use the word four or five times during the conversation to increase the child's familiarity with how the word sounds so it may be recognized when it is heard again.

Choose interesting books.

Choose storybooks that are interesting and motivating to the child. Also, give children opportunities to select their own books for shared-reading sessions. Try to read a variety of books. Have conversations about how the stories relate to experiences in children's lives.

Read the same books over and over.

Children enjoy reading the same books over and over—sometimes in a single reading session and sometimes over a period of weeks, months, or years. To learn new words and concepts, children will benefit from repeated exposure. Repeated reading of storybooks provides children with this exposure in a predictable, familiar, and entertaining context.