

試閱版



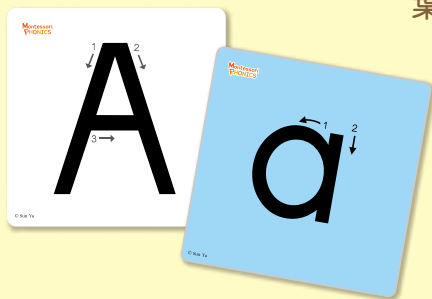
蒙特梭利

英文拼音 · 筆畫砂紙板

Montessori Phonics Sand Paper Letters

學習手冊

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## 作者簡介

葉惠儀女士為資深蒙特梭利幼教及培訓專家，獲得美國蒙特梭利協會（美國AMS）認證為持有碩士學位的蒙特梭利教師，並取得香港教育碩士、澳洲幼兒教育學士等資歷，於1988-1990年，葉女士擔任香港教育局課程發展議會委員（幼稚園組）。葉女士為教育不遺餘力，致力培訓專業教育人材。曾任香港公開大學（現稱「香港都會大學」）導師和視導導師多年。現擔任多間幼稚園蒙特梭利教育顧問及培訓導師（包括香港國際蒙特梭利學校）及香港教育大學兒童及家庭教育碩士課程的客席講師。



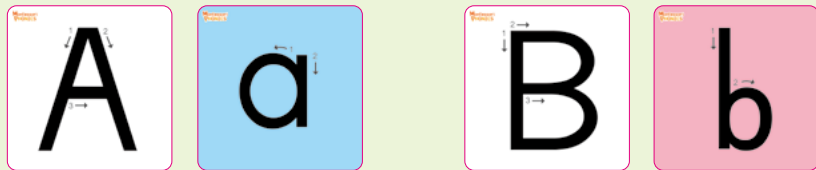


## 關於《蒙特梭利英文拼音・筆畫砂紙板》

《蒙特梭利英文拼音・筆畫砂紙板》根據蒙氏語言教學的理念，讓幼兒透過親手操作，了解英文字母符號及其發音。同時配合幼兒 2-6 歲的語言敏感期，給予幼兒聽覺、觸覺和視覺的感官刺激，進行小手肌訓練，透過肌肉記憶字形和筆順。當 4-5 歲的書寫敏感期來臨，幼兒就能爆發他們的書寫力和認字力，自然地拿起筆，愛上寫字。

本產品全套共 26 塊雙面英文字母砂紙板及一張雙面蒙特梭利英文拼音和筆順海報。具備以下特色：

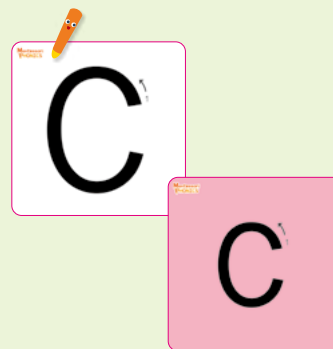
- 砂紙板含大寫 A-Z，學習英文字母的名稱和筆順；小寫 a-z 學習英文字母的發音和筆順。



- 英文小寫字母的砂紙板底色分為粉紅色和藍色，分別代表輔音和元音，讓孩子容易辨識。
- 英文字母具砂紙質感，每個英文字母均印有筆順，幼兒順着筆畫觸摸，刺激幼兒的觸覺。
- 附點讀功能，家長如另購新雅點讀筆，可讓幼兒點讀砂紙板來聆聽英文字母的名稱或發音。

蒙特梭利英文字母砂紙板和蒙特梭利英文海報設有點讀功能，本學習手冊第 39 頁亦提供 QR CODE，均可讓幼兒聆聽標準的英文字母發音，加強聆聽能力。而聆聽正確的發音，更可有錯誤訂正的作用，讓幼兒檢查自己的讀音是否正確。家長可翻至本手冊第 39 頁，掃描頁面上的 QR CODE，聆聽各砂紙板上英文字母的正確發音。

家長如另購新雅點讀筆，便可點選砂紙板及海報上 **Montessori PHONICS** 的圖示，啟動點讀功能，然後讓幼兒運用點讀筆自行點讀砂紙板上的字母和海報上的文字，培養自學能力。



- 雙面英文字母砂紙版

### • 雙面英文海報



另一面是英文字母（不含點讀功能）



## 進入蒙特梭利英文拼音的奇妙世界， 由字母砂紙板開始！

蒙特梭利認為觸覺和書寫（包括寫前準備活動）的敏感期始於 1 歲，直至 5 歲，而秩序感的敏感期是與生俱來的；故此，幼兒均喜歡觸摸砂紙板。這活動不但能加深他們對筆畫和筆順的記憶，也十分符合他們的心理和學習需要。

「手的運動是必不可少的。手的運動會刺激思維的發展。手是智慧的工具。孩子需要操弄物體並通過觸摸和處理來獲得經驗。」——蒙特梭利

### 筆順的重要性

英文字母的筆畫雖然比較少，但正確的筆順仍很重要。幼兒跟隨筆順的大原則如「由左至右、由上至下」，不但能幫助他們記憶，還能避免對一些字母產生混淆，例如 b 及 d，p 及 q。正確的筆順也是讓孩子將來學習草書或連筆的書寫作好準備。

### 蒙特梭利英文拼音由小寫開始！

英文字母分為大寫（upper case / capital letter）和小寫（lower case / small letter）。而蒙特梭利教學法學習拼音，是選用由學習小寫開始，原因是：

① 在閱讀或接觸英文字母時，小寫的出現率比大寫的高得多。

- ② 英文字母有分字母名稱或字母本身的讀音（letter name 有 26 個，例如：A /ei/、B /bi:/、C /si:/）和字母的發音（letter sound 有 44 個，先學 26 個，發音是 25 個，因 c 和 k 同是 /k/ 音）。幼兒先學習小寫和字母發音，既簡易又直接，與大寫（通常讀出字母名稱）有所分別。
- ③ 學習大寫 A 至 Z，幼兒會很自然地學到，例如在日常接觸到其他小朋友們的名字、字詞的第一個字母是用大寫。之後在學習造句時，句子的開始第一個字母也用大寫。在伴讀時，家長可藉此機會指出書名的大寫和小寫，並讀出其字母名稱和發音。

### 先動作（寫前準備）、後發音

幼兒觸摸砂紙板或用筆抄寫文字，因為是實體而且該文字已呈現在眼前，幼兒都能充滿自信地跟着做；而閱讀則是一個較為複雜的過程：包括認知、識字、記憶和發音，而發音準確與否，則要視乎聽力、記憶能力、口腔肌肉的發展、舌頭擺放的位置和唇齒的配合等，幼兒亦往往欠缺自信。

蒙特梭利認為真正的閱讀（total reading）是幼兒能自發地把每一個字拼讀出來和能理解該字或句子的意思。故此，我們會堅守這原則，就是讓幼兒先學拼音（phonics），繼而閱讀（reading）和學習文法（grammar）。

## 字母砂紙板進階玩法

### 拼音遊戲

在學習英文方面，蒙特梭利教學法既是學習拼音的方法（Phonetic Approach），又是全語文（Whole Language）取向的。全語文取向就是指「聽、說、寫、讀」每一個範疇都是相互緊扣，不能分割開的。我們想幼兒的學習來得自然和較有系統，故此把這兩種方法融會貫通地運用，可作為本產品的延伸活動，令幼兒感興趣之餘，又能大大提升學習效能。

#### 1. 眼明手快

先擺放 6-8 塊砂紙板在桌上（數量可以由幼兒自行決定），家長讀出其中一個字母發音，幼兒立即選出正確的砂紙板。如不對，請家長再唸一次，請幼兒重新找找看，直至完成所有的砂紙板為止。如有點讀筆，家長可唸出字母發音後，請幼兒運用點讀筆點選砂紙板，聽聽是否一樣，如是一樣，就取走該砂紙板，如是不相同，家長再讀出發音，直至完成所有的砂紙板為止。

#### 2. Kim's Game（哪個不見了）

請幼兒自選 3-4 塊砂紙板（當中最好有 1 塊是幼兒不太記得的），由幼兒自己讀出每塊砂紙板上的字母發音。用一條毛巾遮蓋着全部的砂紙板，請幼兒合上眼睛或轉身背向砂紙板，家長取走其中一塊砂紙板並把它藏起來。揭開毛巾，請幼兒猜出哪塊砂紙板不見了，並請幼兒讀出該字母的發音。可請幼兒自選 6-8 塊砂紙板，以增加趣味性和挑戰性。

#### 3. 親子拼音組合樂無窮

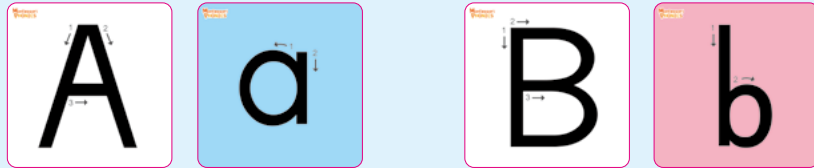
- ① 請幼兒從 a e i o u 五個元音中選出一塊砂紙板，並讀出其發音（可以用點讀筆作錯誤訂正）。家長從 21 個輔音選出一塊砂紙板，並讀出其發音。例如：幼兒先讀出 a 的字母發音，家長讀出 t 的字母發音，然後大家一起讀 at。家長用食指和中指在 a t 的砂紙板下面，從左至右輕輕劃一條橫線作示範及讓幼兒能以視覺跟隨。
- ② 再請幼兒從其餘 20 個輔音選出一塊砂紙板，並讀出其發音。把這塊砂紙板放到 a t 的前面作為首字母。例如是 c（幼兒已有經驗：當看到砂紙板 c 時，便能讀出 /k/ 音，並能聯想起一些以 c 為首字母的字詞如 cap、car、cat、cup 等，家長可把這些字與實物或小模型作配對），家長示範用食指及中指逐一指着每塊砂紙板，並讀出 c a t；然後用食指及中指在三塊砂紙板下面快速地劃一條橫線，一邊劃一邊讀出 c a t。
- ③ 請幼兒模仿家長的示範，讀出 c a t。家長可讓幼兒說出 cat 的意思，或給予提示，如：什麼動物的叫聲是 meow meow 聲的？請幼兒猜猜看。
- ④ 若幼兒選了一些首字母組成的字是沒有意思的，例如 gat，家長可取出元音 e 來代替 a，成為 get 字。（小提示：gat 是冰島文，家長也可在網上搜尋這字的讀音，讓幼兒聽聽其讀音，增添樂趣，從歡笑聲中學習拼音和增進親子關係。）

## Montessori Sand Paper Letters (SPL)

We teach children the English alphabet, pronunciation through hands-on activities based on the Montessori language teaching philosophy. At the same time, in conjunction with the sensitive period for language of the child, 2 to 6 years of age, children will be given sensory stimulation (audio, tactile and visual) to help train the small muscles to memorize the shape and stroke order of the letters. When the sensitive period of writing comes at 4 to 5 years, children can explore their writing ability and recognize words. Children will pick up the pen and naturally enjoy writing.

This set contains 26 double-sided Sand Paper Letters (SPL) and one double-sided Montessori Poster. It has the following features:

- SPL contains capital letters A-Z, which facilitates learning the letter names and stroke order; SPL also has small letters a-z to support learning letter sounds and stroke order.




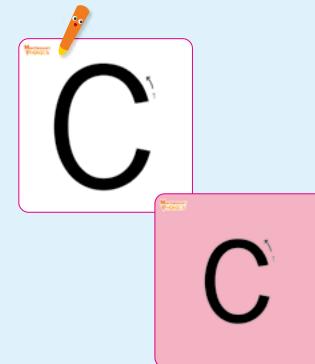
- The lower case SPL cards are divided into two colours, pink and blue, representing consonants and vowels respectively. The colours help children to discriminate more easily.
- The letters have a sandpaper texture and each letter is printed showing the stroke order.

- If parents purchase the Sun Ya talking pen, let the child point to the SPL to listen to the names or sounds of English letters.

The SPL and the Montessori Phonics Poster come with a point-to-read talking pen function, allowing children to listen to the standard pronunciation of the English alphabet and enhance their listening skills. Listening to the correct pronunciation can also correct errors, allowing children to check whether their pronunciation is correct.

Parents can turn to page 39 of this manual, scan the QR code on the page and listen to the correct pronunciation of the letter on the SPL.

Parents who have the Sun Ya talking pen can point to the icon  on the SPL and the Montessori phonics poster to activate the reading function and then let the child use the Sun Ya talking pen to read the letters themselves, to encourage independent learning.



- double-sided Sand Paper Letters

- double-sided Montessori Poster



The side of Montessori Alphabet (without talking pen function)





## Entering the Wonderful World of Montessori English Phonics Starts with The Sand Paper Letters (SPL)

Montessori believes that the sensitive period for touching and writing (including the pre-writing activities) starts at 1 year old and lasts until 5 years old. The sensitive period for order begins at birth. Thus children like to touch the Sand Paper Letters. This activity deepens their memory of strokes and stroke order and meets their psychological and learning needs.

*"Movement of the hand is essential. Little children revealed that the movement of the hands stimulates the development of the mind. The hand is the instrument of intelligence. The child needs to manipulate objects and to gain experience by touching and handling." - Maria Montessori*

### The Importance of Stroke Order

Although there are relatively few letter strokes in English, the correct stroke order is critical. Following the general principle for stroke order, such as **"from left to right, top to bottom"** helps children remember easily and avoids confusion about some letters, such as b and d, p and q. The correct stroke order also prepares children to learn cursive writing.

### Starting with Small Letters

English letters are divided into upper case / capital letters and lower case / small letters.

**The Montessori Method for learning phonics starts with learning small letters for the following reasons:**

- ① When reading English, small letters occur more frequently than capital letters.
- ② The English alphabet has 26 letter names and 44 letter sounds. Children first learn the 26 letter sounds (though c and k are pronounced in the same sound, /k/). It is more straightforward for children to learn the small letters and their letter sounds first as there are differences between them and the capital letters (which are usually pronounced with the letter names).
- ③ Children will learn the capital letters naturally through daily contact with them. For example, when seeing other children's names, the first letter is capitalized and then when learning to make a sentence, the first letter at the beginning of the sentence is also upper case. During shared book reading, parents can point out the capital letters in the book title and take the chance to pronounce the letter names and letter sounds.

### Action First (Pre-writing exercise), Pronunciation Later

Children who touch the SPL or use a pen to copy a word are full of confidence because the SPL or the word is presented in front of them. Reading, however, is a more complex process including cognition, recognition of words, memory and pronunciation. And the accuracy of pronunciation depends on hearing, memory ability, oral muscle development, the position of the tongue and the coordination of the lips and teeth, etc. Therefore, children often lack confidence.

## Advanced Methods to use the SPL

### Extended games for learning Phonics

The Montessori method adopts both the phonic approach and the whole language approach in learning English. The whole language approach means that each listening, speaking, writing and reading domain is closely intertwined and cannot be separated. We want children to learn more naturally and systematically. Therefore, we can apply these two methods in an integrated manner to make children interested and greatly enhance the effectiveness of their learning.

#### 1. Sharp Eyes Act Fast

First place 6-8 SPL cards (the child can choose the number of SPL) on the table. The parent reads the pronunciation of one of the letters and the child pick the correct SPL. If they are the same, take away the SPL. If they are not the same, the parent will reread the pronunciation and the child will look for it again until all the SPL are completed. This game can be played with the aid of the Sun Ya talking pen for control of error.

#### 2. Kim's Game (What is missing?)

Invite the child to choose 3-4 SPL cards (preferably with one that the child does not remember well) and let the child read the pronunciation of the letters on each SPL by himself. Cover all the SPL with a towel. Ask the child to cover his eyes or turn his back to the SPL. The parent removes one of the SPL and hides it. Uncover the towel, ask the child to guess which SPL is missing and

ask the child to read the pronunciation of the letter. Parents can ask the child to choose 6-8 SPL cards to increase the fun and challenge.

#### 3. Parent-Child Phonics with Fun

Ask the child to select a letter from the five vowels (a, e, i, o and u) of the SPL and pronounce the letter sound (the child can use Sun Ya talking pen if necessary). The parent then chooses a letter from the 21 consonants and pronounces the letter sound.

For example, the child reads the letter a, the parent reads the letter t, and then both read together "at" (parent uses his/her index and middle fingers to demonstrate drawing gently a horizontal line from left to right beneath the SPL cards a and t, allowing the child to follow visually).

Then ask the child to choose a letter from the remaining 20 consonants and pronounce the letter sound.

Put this SPL in front of a and t as the initial letter. For example, SPL 'c'. When the child sees the SPL 'c', he can pronounce the /k/ sound, and can think of some English words with c as the initial letter, such as cap, car, cat, cup, etc., since the child has matched the sound of the initial letter with real objects. The parent demonstrates by pointing to each SPL with their index and middle fingers, and reads c, a, t; then uses the index and middle fingers to draw a horizontal line beneath the three SPL cards quickly and read "cat" while tracing the letters.

Invite the child to imitate the parent's demonstration and read c, a, t, and they can read "cat" quickly. The parent can ask the child to explain the meaning of cat, or give the child hints such as asking "what animal makes the meow