

Chinese Audio Picture Books for Non-Chinese Speaking Students (Primary 1 – 3)

Paired Reading Guide

This book has been developed with reference to the Hong Kong Education Bureau's *Promoting Reading across the Curriculum: A Resource Package (Concepts and Implementation)* (2021), particularly its recommendations on reading development. It is also aligned with the *Chinese Language Curriculum Second Language Learning Framework* and informed by the research findings of local scholars. Drawing on these foundations, we have created Chinese picture-book audio reading materials specifically designed for non-Chinese speaking junior primary students (Primary 1 to Primary 3).

At the back of the book, the vocabulary list is organised by parts of speech and colour-coded accordingly. Each word is accompanied by an illustration, an English explanation, Cantonese and Putonghua romanisation, and a model reading. Students can scan the QR code in the book to listen to the recordings and read along with the text and vocabulary. A version without romanisation is also provided to help non-Chinese speaking junior primary students develop the ability to read Chinese independently.

Teachers and parents are encouraged to use this series as supplementary Chinese reading materials outside regular lessons, according to students' Chinese proficiency levels and learning needs. By guiding students to read the picture books, adults can help them build up knowledge of Chinese characters, words, and sentence patterns, and enhance their interest and effectiveness in learning Chinese. The suggested paired reading procedures are as follows:

1. **Arouse Interest**

Use engaging, predictive questions to guide students to look at the cover illustration and guess what the story might be about.

2. **Read Through the Story**

Read the text aloud with the students, ask students pointing to each sentence as they go through the pages. Provide timely explanations and ask questions to help students grasp the main ideas, while nurturing their cognitive development and moral and affective growth.

3. **Learn Characters, Words, and Sentences**

Guide students to recognise characters, words, and sentences through the pictures, romanisation, and character components. Help them understand the meanings and learn Chinese pronunciation, vocabulary, and grammar.

4. **Consolidate Learning**

Use post- reading activities and worksheets to provide systematic practice in recognising character components, using vocabulary, making sentences, speaking, reading, and writing, so as to strengthen and extend what students have learned.

小一至小三非華語學生中文有聲繪本

伴讀指引

本書之編寫，是參考香港教育局（2021）《通學匯思：跨課程閱讀資源套（理念篇）》有關閱讀發展歷程的建議，並配合「中國語文課程第二語言學習 架構」和本地學者的研究成果，製作針對非華語初小（小一至小三）學生的中文繪本有聲閱讀材料。

書後的詞語表以詞性作分類，以顏色區分詞性，每個詞語配有圖片和英文解釋、粵語和普通話拼音及朗讀示範，可掃描書中的 QR code 聆聽錄音，認讀課文和字詞。另設無拼音版本，培養非華語初小學生獨立閱讀中文的能力。

建議教師和家長可因應非華語學生中文學習的能力和需要，把這套書作為學生的中文課外輔助教材，引導他們閱讀繪本，幫助學生積儲中文字詞句知識，提升其學習中文的興趣和成效。伴讀流程建議如下：

1. 引起興趣

通過有趣的提問，引導學生觀察封面圖畫、猜測故事內容。

2. 通讀故事

逐頁逐句指讀繪本文字，適時講解和提問，幫助學生理解內容大意，培養認知和品德情意。

3. 學習字詞句

引導學生透過圖畫、拼音、部件認讀字詞句，理解含義，學習中文語音、詞彙和語法。

4. 鞏固所學

透過讀後活動練習工作紙，系統訓練部件認知、詞語運用、造句、說話、閱讀、寫作等能力。