分館介紹-----中山分館

蔡琬如

臺北市立圖書館中山分館成立於民國72年9月1日，位於松江路367號中山區行政中心大樓八樓，館舍面積370坪，是中山區的社區公共圖書館。

館藏特色是企業管理，為民衆提供豐富的企管知識。

中山分館的英文說故事時間是：每個月的第二、四週的禮拜六14:30~16:00

我們說故事的主題大都以節慶爲主。目前有4位英文志工老師輪流在爲大家服務，歡迎大家來聽故事哩！

蔡琬如

94年分發實習、試用，95年正式服務到現在，從畢業就致力於教學的領域，是中山分館資深的英語志工。

喜愛英文教學是因爲喜歡別人家的小孩。看的英文故事書比自己該讀的書還多。夢想是除了當一位英文名師之外還要編一本遊戲書。

吳青玟

加入志工團隊已有兩年時間，非常喜愛與小朋友分享有趣故事，更愛延伸活動。

教學相長激發靈感，往往小朋友的一個問題或回答都可帶給大家無限的歡笑與深思，這也是每每鼓勵青玟準備更精彩故事的原動力
吳思宜(KiKi)

記得一年前，和一位好友聊天得知英語志工招募的消息，一開始，擔心自己無法勝任而遲遲不敢決定，由於朋友自己也是志工，分享許多經驗和歷程，這也鼓舞我開始踏入志工行列。

雖然自己本身工作是英語幼教老師，但是第一次在圖書館說故事的時候還是有許多緊張，面對每一位小朋友的家長，也要適當的給予互動，不免還是有些害羞與放不開，經過這一年的服務，也能漸入佳境，並且給自己更多的臨場經驗。

未來希望能繼續有機會服務，讓更多小朋友大朋友藉由圖書館的活動，閱讀到更多更好更有意義的英語圖書和繪本。

傅笑蘋

Feel like giving back to the society, I became a Taipei Public Library's volunteer to tell English stories to kids since 2009.

I have a BA degree from Mount St. Mary College at Los Angeles, CA USA.
Developmental psychologists define play as a pleasurable activity that is actively engaged in
on a voluntary basis, is intrinsically, and contains some nonliteral element (Hughes, 1999). In
plain words, play is something children (and older people) choose to do, on their own, for fun.
They do it for the enjoyment of the play itself, not for outside rewards or in response to outside
pressures. When children are truly “playing” baseball, for example, they are doing it because
they enjoy game. If they are doing it only to win a trophy or only because their parents made
them do it, then it doesn’t qualify as a play. Finally, most play involves a nonliteral component—
some element of make-believe, pretend, or symbolism. When children are playing, they pretend
that dolls can talk, toy cars can zoom around imaginary racetracks, and a stick can become a
powerful sword or a magic wand.

Play allows children to explore beyond the boundaries of reality. With imagination, fantasy,
and creativity, children transform the objects and people in the real world to suit their own playful
purposes. Through play children have opportunities to develop muscle coordination, social in-
teraction skills, logical reasoning and problem-solving skills, and the ability to think about the
world as it really is and it could be.

Play is more than just a social enterprise. Through play children learn a lot about the world
and about themselves. By pouring, stacking, banging, and throwing, infants and young children
explore the qualities of objects in their environments and learn concepts associated with gravity,
solidity, and motion. By learning and following the rules of formal games, children can develop
and apply their skills in logic. In play children also have opportunities to be creative, solve prob-
lems, and explore language. In addition to fostering these cognitive advances, play also can help
children develop physical skills such as running, jumping, climbing, and throwing. Children can
explore their own limits in play, a process that facilitates the formation of self-concepts. Addi-
tionally, they learn how to get along with others, solve disputes, and make and keep friends. In all
of these ways, play provides a rich context that drives the development of cognitive, physical,
and social skills. Across time, children’s play becomes more sophisticated, reflecting an in-
creasing maturity in all of these areas.

Table 1

<table>
<thead>
<tr>
<th>AGE</th>
<th>TRENDS IN PLAY</th>
<th>APPROPRIATE TOYS AND MATERIALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth to 3</td>
<td>Sensorimotor play focused on seeing, touching, hearing. Infant is not yet</td>
<td>Toys should provide varied</td>
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<tr>
<td>months</td>
<td>crawling or grasping objects.</td>
<td>sensory stimulation: colorful</td>
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<td></td>
<td></td>
<td>pictures, wallpaper, crib orna-</td>
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<td></td>
<td></td>
<td>ments, mobiles, musical toys,</td>
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<tr>
<td></td>
<td></td>
<td>rattles. Protect infant from</td>
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<tr>
<td></td>
<td></td>
<td>small objects that are choking</td>
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<tr>
<td></td>
<td></td>
<td>hazards.</td>
</tr>
<tr>
<td>3 to 12</td>
<td>Infants can now reach and grasp, so sensorimotor play expands to include these</td>
<td>Add toys that infants can grab</td>
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<tr>
<td>months</td>
<td>motor activities.</td>
<td>and manipulate with their hands,</td>
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<tr>
<td></td>
<td></td>
<td>squeeze, drop, stack, and put</td>
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<tr>
<td></td>
<td></td>
<td>in their mouths (avoid choking</td>
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<tr>
<td></td>
<td></td>
<td>hazards!): teething toys, balls,</td>
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<tr>
<td></td>
<td></td>
<td>blocks, picture books, and toys</td>
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<tr>
<td></td>
<td></td>
<td>with buttons and dials that</td>
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<tr>
<td></td>
<td></td>
<td>make sounds and motions.</td>
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<tr>
<td>Age Range</td>
<td>Description</td>
<td>Activities</td>
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<tr>
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<td>----------------------------------------------------------------------------</td>
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<tr>
<td>1 to 2 years</td>
<td>Walking and climbing extend motor activities. Symbolic play emerges with make-believe and pretend.</td>
<td>Provide riding toys, small climbing structures, push and pull toys, stacking blocks, simple puzzles, sandbox and water toys, dolls, stuffed animals, toy dishes, story-books.</td>
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<tr>
<td>3 to 5 years</td>
<td>Sociodramatic play emerges as children playact roles and characters. Imaginative play is important.</td>
<td>Add props for playacting such as clothes and costumes for dress-up. Offer art materials for coloring, painting, molding. Children enjoy puzzles and simple games (Candyland, Trouble, Old Maid) as well as swing sets, climbing structures, tricycles, and small bicycles.</td>
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<tr>
<td>6 to 10 years</td>
<td>Logical rules, reality-based play, physical skills, and sports become more predominant.</td>
<td>Games with structured rules (Monopoly, Stratego, card games) have appeal; also things that can be collected and organized (sports cards, action figures, dolls). Children master bicycles, skateboards, jump ropes, and sports equipment.</td>
</tr>
<tr>
<td>11 years and older</td>
<td>Leisure activities are central. Fantasy involves hypothetical and idealistic scenarios. Affiliation with peers is key.</td>
<td>Video and computer games, adventure games, movies, and music are popular. Teens tend to focus on a few sports in which they excel.</td>
</tr>
</tbody>
</table>

Here are some examples:

**A. Twister**
The last one standing wins!

**History**
Twister was submitted to be patented by Charles F. Foley and Neil Rabens in 1966, but it did not become a success until Eva Gabor played it with Johnny Carson on television’s Tonight Show on May 3, 1966.
Set up
1. Take the flying disc spinner out of the bag.
2. Spread the mat out on a flat surface on the ground.

How to play
1. Players
   ● More than 2 players: Choose a referee to spin the spinner and call out the moves.
   ● 2 players: Take turns to call out the moves without using the spinner. Make it as tricky as you like! Remove the spinner arrow before using the spinner as a flying disc.

2. Starting Positions: Stand in the color circle.
3. Get Twistin’: Spin the spinner, Ref! Call out the colour and which hand or foot to move as quickly as possible.

Rules
1. Only one hand or foot per circle! The first player to get there occupies the circle. If you can’t agree who got there first, the ref decides. The ref’s decision is final.
2. Once you’ve made your move, you can’t move again unless the ref gives you permission to move a limb to let another player’s limb through!
3. If all six circles of one colour are taken, spin again!
4. If the ref calls a hand/foot and color combination you’re already doing, you must move your hand or foot to a different circle of the same color. (If all six are taken, spin again).
5. If a knee or an elbow lands on the mat, or you fall over, you’re out!

Other Way to Play …

p.s. Suitable for children above 3 years.
**B. MONOPOLY**

**Aim of the game**

To be the only player left in the game after everyone else has gone bankrupt.

For sixty years, over 480 million players from around the globe have played this extraordinary game. But it takes more than just playing an occasional round to keep up on all the facts that surround the world's most popular game.

**Playing**

1. Roll both dice, the highest roller starts. Play continues clockwise.
2. On your turn, roll the dice and move that number of squares clockwise around the board. Two or more movers may rest on the same space at the same time. According to the space you land on either:
   - Buy the property (if it isn't owned by another player).
   - Get the banker to auction the property (if you don't want to buy it).
   - Pay rent (if the property is owned by another player)
   - Pay taxes.
   - Draw a Chance or Community Chest card
   - Go to jail.
3. Once you own a color group, build apartments or hotels on those sites.
4. If you run out of money, mortgage or sell property to pay off your creditors. If you cannot raise enough money to pay rent, tax or a bill, you are declared bankrupt and are out of the game.
5. No player may borrow money from, or lend money to another player. However, a player may choose to accept any of your property instead of money that is owed to them.
6. If you roll a double, take your turn as normal and roll again. Roll three doubles in one turn and you go to jail!
7. Continue until only one player is left in the game. This player is the winner!
If You Give a Mouse a Cookie  
Numeroff, Laura Joffe, 1953-  
ISBN:0694006300

Summary:  
It’s one kind of the delightful chain reaction story book, relating the cycle of requests a mouse is likely to make after a little boy offers a cookie to him.

Comments:  
This book might be the best one to be recommended, if you like some patterning books or some easy guessing for your readers. When a little boy gives a cookie to invite a mouse, he would ask some milk to go with it then ask a straw to drink the milk… After a cycle of requests, the mouse might get tired and want some milk. When a little boy gives him a glass of milk, and after all that, he’ll probably want another cookie. It is quite fun and repetitive sentences are suitable for all ages of groups, especially; the little mouse is always the most adorable creature in the world. It does not only give the logical thoughts but help the readers to create varied guessing for their own story.

The more you read the more you have lots of concepts to tell this book in different ways. Once, I heard from a teacher, who even thought kids math with this book. The illustration, indeed, is the best part of this book. Its bright color and vivid motions of little mouse attracts all readers as well. This is the one of those books you should introduce to your readers in your lifetime.

About the Author and Further Information  
Numeroff was born in Brooklyn, New York on 14th, July, 1953 and is the youngest of three girls. As a child, Numeroff was an avid reader and by the age of 9 had decided she wanted to be a writer when she grew up. Now she is a recognized author by people worldwide.

Laura Numeroff and Felicia Bond, this dynamic author-illustrator pair teamed up again for the beloved and best selling books as follows, and they are great read aloud to ages 4 to 8 even to all as well.

1. IF YOU GIVE A MOUSE A COOKIE  
2. IF YOU GIVE A MOOSE A MUFFIN  
3. IF YOU GIVE A PIG A PANCAKE  
4. IF YOU TAKE A MOUSE TO SCHOOL  
5. IF YOU TAKE A MOUSE TO THE MOVIES  
6. IF YOU GIVE A PIG A PARTY
What is the only key that can’t open any door?
A: Donkey.

What do you call a bear with no teeth?
A: Gummy bear.

What has teeth but won’t bite?
A: Comb.

What has 4 legs but can’t walk?
A: Table.

What has a neck, but no head- two arms but no hands?
A: Shirt.

1. 98年度英語志工觀摩大會將於9/27(日)下午1:30-4:30舉行，詳情請參閱市圖英語志工部落格: http://tw.blog.urlifelinks.com/blog/taipei.ev

2. ENVOL E-NEWS下期出刊日10月15日，截稿日9月30日。歡迎大家踴躍投稿！投稿信箱: envol.enews@gmail.com

活動花絮
總館 葛冰冰

感謝Julia和Debi在6月7日安排了一個南區聯誼的活動，不但有景美分館的April分享了一整套精彩、活潑、生動的教學示範，更有專業老師Julia和Debi分享了拿手的唱遊、手指謠、勞作及如何運用網路資源等等。

我非常有幸參加這次的活動，向這些熱心又慷慨的伙伴們（而且是前輩）吸取了許多寶貴經驗。其實參與志工行列已有3個年頭的時間，時常感恩自己何其有幸，能夠在人生的另一個階段貢獻自己的綿薄之力，但偶而因爲各種的個人因素，在面對說故事勤務時，缺乏能量或是靈感，經過了這次聯誼活動，著實給了我許多啓發，希望在未來的日子裡，期待有更多類似活動及更多更多的伙伴們一齊共襄盛舉，不僅聯絡感情，更可以讓大家交換心得與靈感。