

奶奶的手受伤了！ Grandma's Hand is Injured!



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序言

新加坡华族文化中心于2020年2月推出《新加坡华人·探索本土华族文化》展览(以下简称“展览”)。基于文化学习的延伸与推广,新加坡华族文化中心首次与义安理工学院中文系学生进行协作计划。此次的协作中,在义安理工学院中文系李高丰老师、黄志筠老师悉心指导下,学生自选与展览相关的主题,发挥独树一帜的创意,继而创作出别出心裁且适合本地学前儿童与小学生阅读的绘本及教案。最终,由导师遴选出十份别具一格的学生作品,并由新加坡华族文化中心教育组进行编辑、排版与印刷。值得一提的是,这些绘本的内容覆盖了多元的文化主题,其中包括了本地华族节庆习俗、本地饮食特色、早期华人下南洋的故事、华族所珍视的价值观等等。

《奶奶的手受伤了!》讲述了孝顺的小诚想方设法帮助奶奶减轻伤口痛楚的故事。一天,小诚发现奶奶的手受伤了,做起事来不是很方便,于是,他与朋友决定想办法帮助奶奶。开始的时候,他们每晚都会在奶奶手上的伤口吹气。虽然如此,奶奶手上的伤口并没有痊愈。接着,他们又想了另一个方法,那就是帮忙奶奶洗碗盘和洗衣服,可是小诚却帮了倒忙。因此,他们决定把钱存下来,给奶奶买一双手套。不料,小诚买到的手套太小了,奶奶的手根本戴不下。尽管如此,奶奶还是相当地感动。

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FOREWORD

In February 2020, the Singapore Chinese Cultural Centre launched its inaugural permanent exhibition, “**SINGAPOREAN: Discovering Chinese Singaporean Culture.**” To further promote the learning of culture, Singapore Chinese Cultural Centre collaborated with students from Ngee Ann Polytechnic Chinese Studies. Under the careful guidance of their lecturers, Mr. Lee Kow Fong and Ms. Grace Huang Chih-Yun, the students chose a theme from the exhibition and used their creativity to design picture books and lesson plans for preschool and primary school students. 10 unique works were chosen for publishing and printing after being vetted and edited by SCCC’s Education and Outreach Team. These 10 picture books cover themes such as multiculturalism, Chinese festival rituals, local food, stories about early migrants from China, and values cherished by the Chinese community.

Grandma’s Hand is Injured! tells a story of how Xiao Cheng realised that Grandma’s hand was injured. This made it inconvenient for her, so Xiao Cheng and his friends decided to find ways to help Grandma. In the beginning, they would blow on Grandma’s wound every night. However, the wound did not heal completely. Then, they thought of helping Grandma wash the dishes and clothes, but to no avail. Next, they decided to save money to buy a pair of gloves for Grandma. However, the gloves that Xiao Cheng bought were too small. Nevertheless, Grandma was moved by Xiao Cheng’s considerate and heart-warming behaviour.

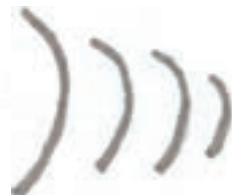
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小诚睡得正熟。

突然，客厅里传来“噹!”的一声把小诚吵醒了。

小诚决定去客厅看一看发生了什么事。

“噹!”



Xiao Cheng was in a deep sleep.

All of a sudden, a loud “DONG!” woke him up.

He decided to go to the living room to see what had happened.



小诚悄悄地走到了客厅。

他看见地上的药箱以及胶布，

抬头一看，发现奶奶正在涂药。

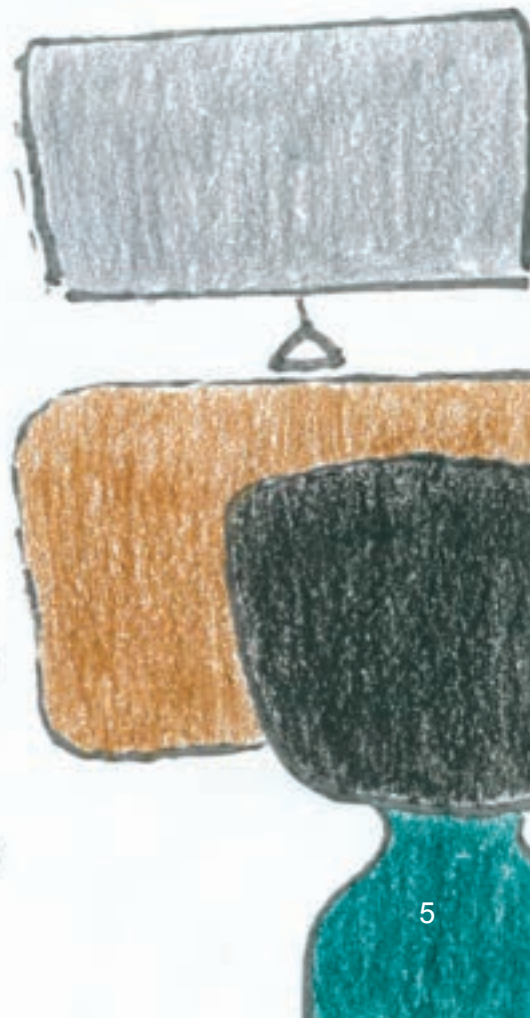
奶奶为了抚养小诚，她必须打两份工赚钱。

因为工作需要，奶奶得常常洗碗盘、洗抹布，

因此她的双手变得干裂。



Xiao Cheng tiptoed to the living room and saw the medicine box and bandages on the floor. He lifted his head and saw Grandma applying an ointment. To raise Xiao Cheng, she had to work two jobs. At work, she had to wash lots of dishes and clothes. It made her hands dry and cracked.



每次奶奶涂药时，小诚都会感到好心疼。
他想帮奶奶做点事，可是不知道自己可以为奶奶做些什么。
奶奶说涂了药，伤口就会慢慢好起来。
小诚只好默默地低着头，回到自己的房间。

Each time Grandma applied the ointment, Xiao Cheng would feel his heart ache.
He wanted to do something for her but had no idea what.
She said, "After applying the ointment, the wounds will slowly get better."
Xiao Cheng could only lower his head in silence and return to his room.



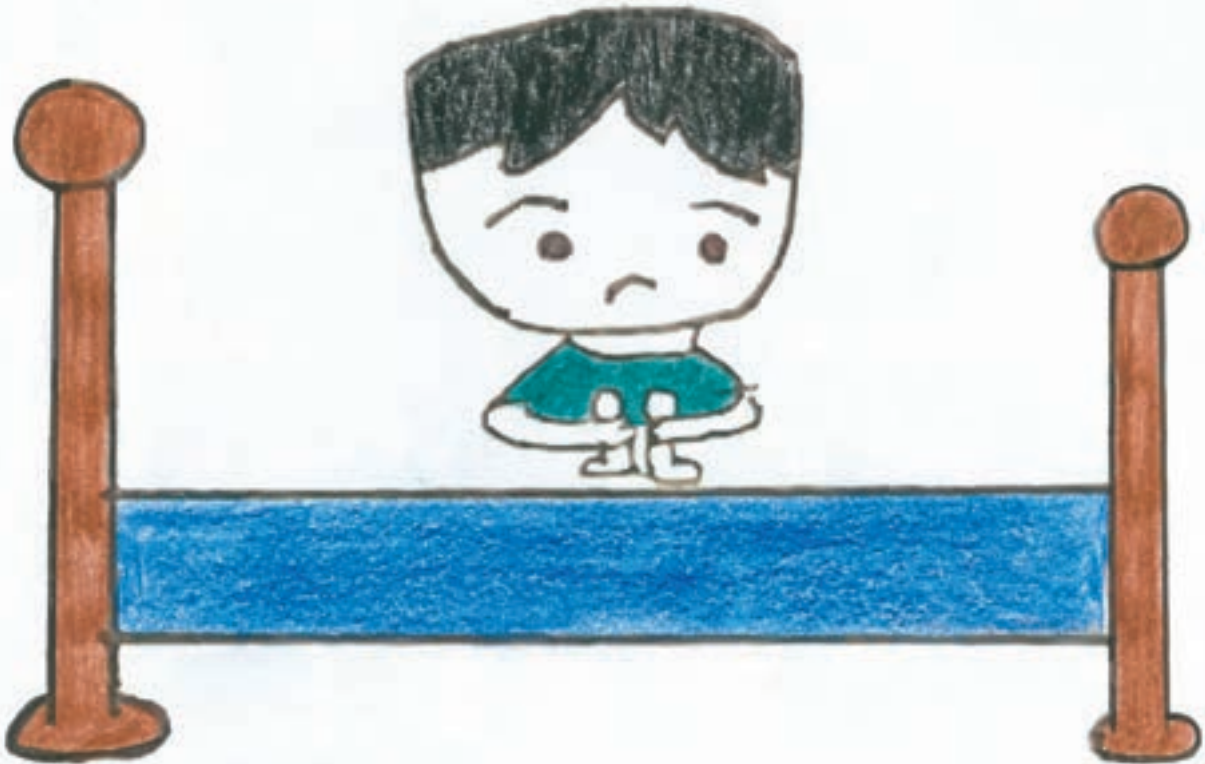


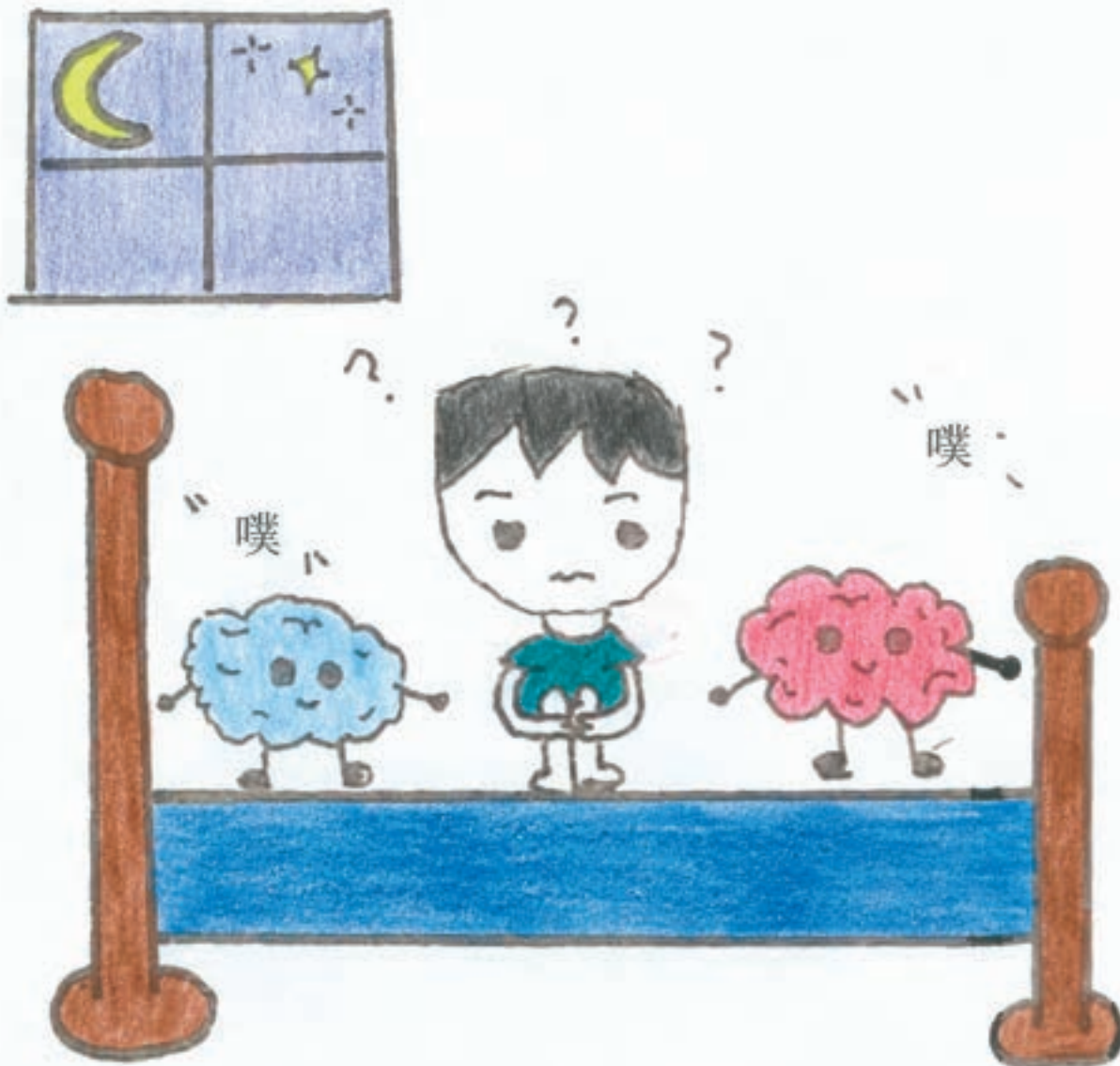
我可以做什么，才能让
奶奶的伤口不再疼痛呢？

What can I do so that
Grandma's hands would
not feel any more pain?

小诚翻来翻去，怎样都睡不着。
他的心里放心不下奶奶受伤的手。
他决定要帮奶奶想办法。

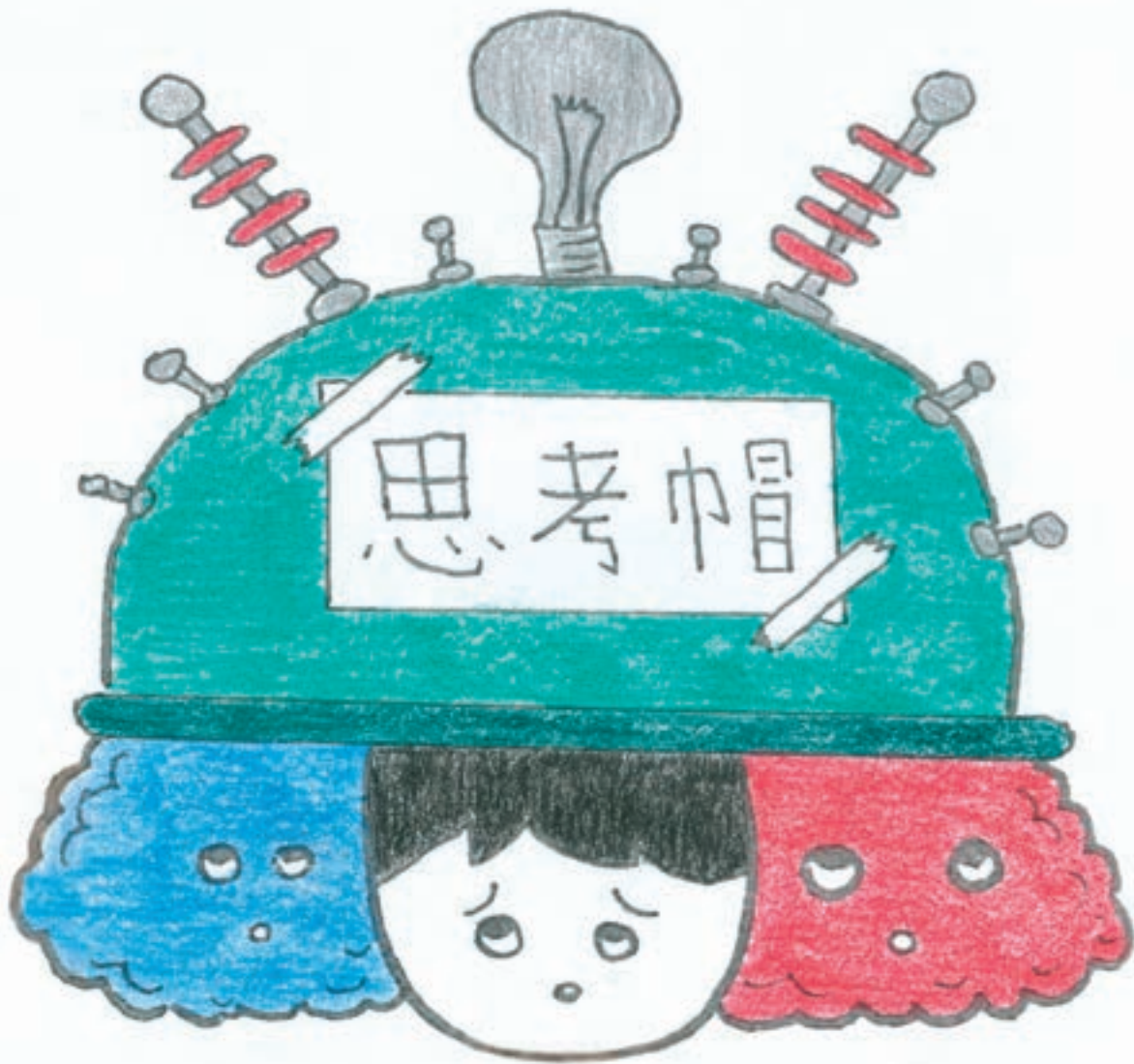
Xiao Cheng tossed and turned. He could not get to sleep.
He thought about Grandma's injured hands.
He must do something to help!





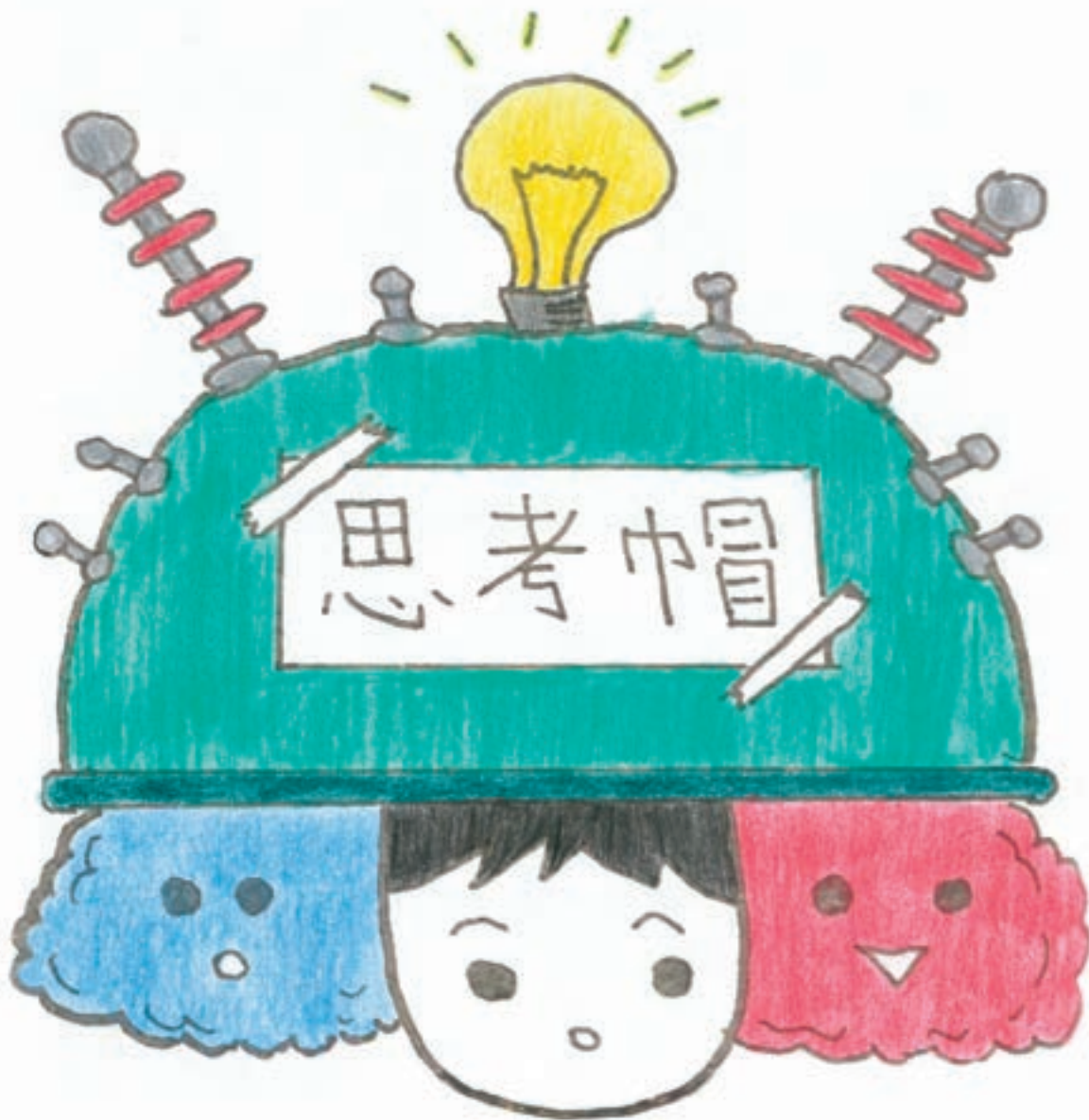
小诚想啊想啊，可怎么也想不出办法。这时，小诚听到了“噗! 噗!”的声音。是小诚的两个好朋友“左左”、“右右”来了。他们决定一起帮小诚想办法。

Xiao Cheng tried but could not think of what to do. Then, he heard: “Poof! Poof!”
It was his two buddies, “Lefty” and “Righty”! They had come to help him think of a solution.



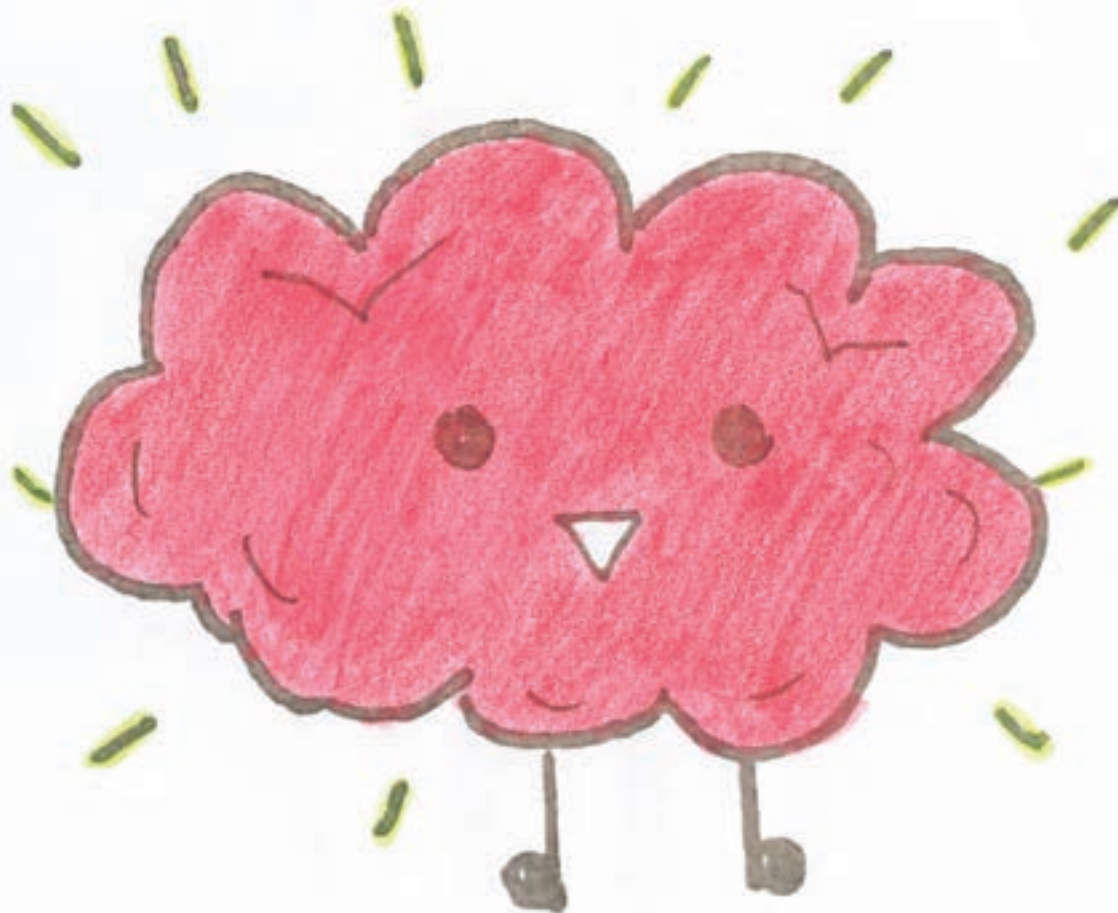
小诚、左左和右右带上了思考帽。他们绞尽脑汁，想了又想。

Xiao Cheng, Lefty, and Righty put on their thinking caps and racked their brains.



过了不久，右右想到了一个好办法!

After a while, Righty thought of an idea!



“我知道了！我们可以在奶奶的伤口上吹气，那奶奶就不会感觉到那么疼了！小时候，每当小诚跌倒时，奶奶都会在他的伤口上轻轻地吹一口气。奶奶在小诚的伤口上轻轻地吹了好几口气后，他的伤口就没那么疼了。”小诚想起了奶奶每次温柔地安慰自己的时候。于是，小诚决定试一试这个方法！

“I know! We could blow air on Grandma's wounds, then Grandma would feel less pain! When Xiao Cheng was little, Grandma would gently blow on his wounds, and they wouldn't hurt as much anymore!” Xiao Cheng remembered all the times Grandma had comforted him. He decided to give it a try!

隔天晚上，小誠跑到奶奶的房間里。

他握着奶奶受傷的手，輕輕地在傷口上吹了吹，
很開心地說：“每次你幫我‘呼呼’的時候，
我就覺得没那么痛了。”

接下来的好几天，小誠每天晚上都帮奶奶‘呼呼’。
可是，奶奶的手却还是又干裂又粗糙。
小誠決定再想想其他的办法。

The next night, Xiao Cheng ran into Grandma's room.
He held Grandma's hands, gently blew on the wounds,
and said, "Each time you helped me 'Hoo Hoo,' my
pain went away."

For the next few nights, Xiao Cheng helped
Grandma "Hoo Hoo." But Grandma's hands
were still dry and cracked and rough.
Xiao Cheng had to think of another solution!



小诚撅着嘴说：

“帮奶奶‘呼呼’吹伤口没有什么用。”

这时候，左左与右右又出现在小诚的肩膀上。

他们说：“别担心，我们再想想其他办法！”



Xiao Cheng frowned and said,

“Blowing on Grandma’s wounds isn’t helping.”

Then, Lefty and Righty appeared on Xiao Cheng’s shoulders again.

They said, “Don’t worry, let’s think of another solution!”



左左想到办法了!

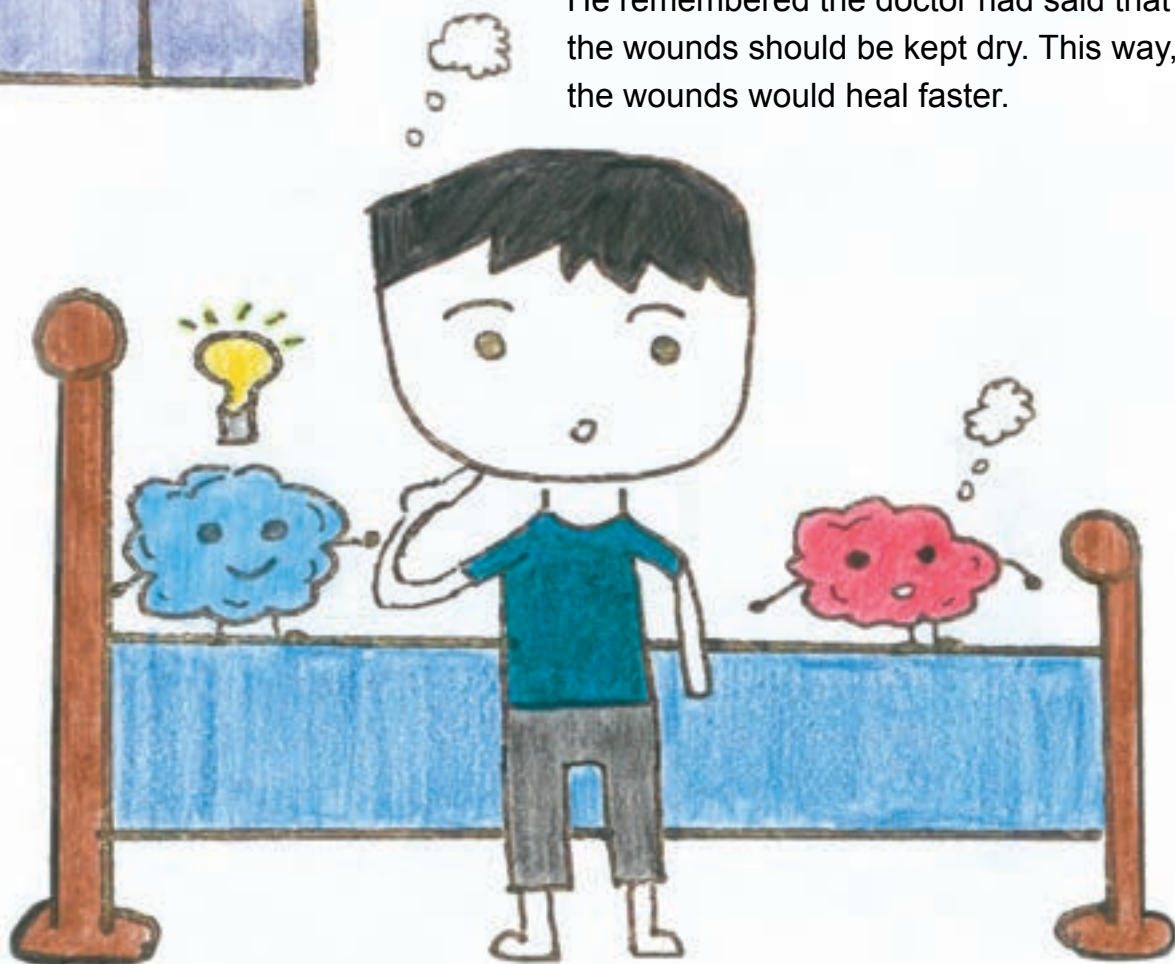
他建议帮奶奶洗碗!

他记得医生说过受伤的地方不能碰到水,
这样的话, 伤口会愈合得比较快。

Lefty thought of an idea!

Help Grandma wash the dishes!

He remembered the doctor had said that
the wounds should be kept dry. This way,
the wounds would heal faster.



小诚决定吃完饭后帮奶奶洗碗碟。

After dinner, Xiao Cheng helped
Grandma wash the dishes.





小诚也帮奶奶洗衣服。

Xiao Cheng helped Grandma wash the laundry too.



可是万万没想到……

But little did he expect...



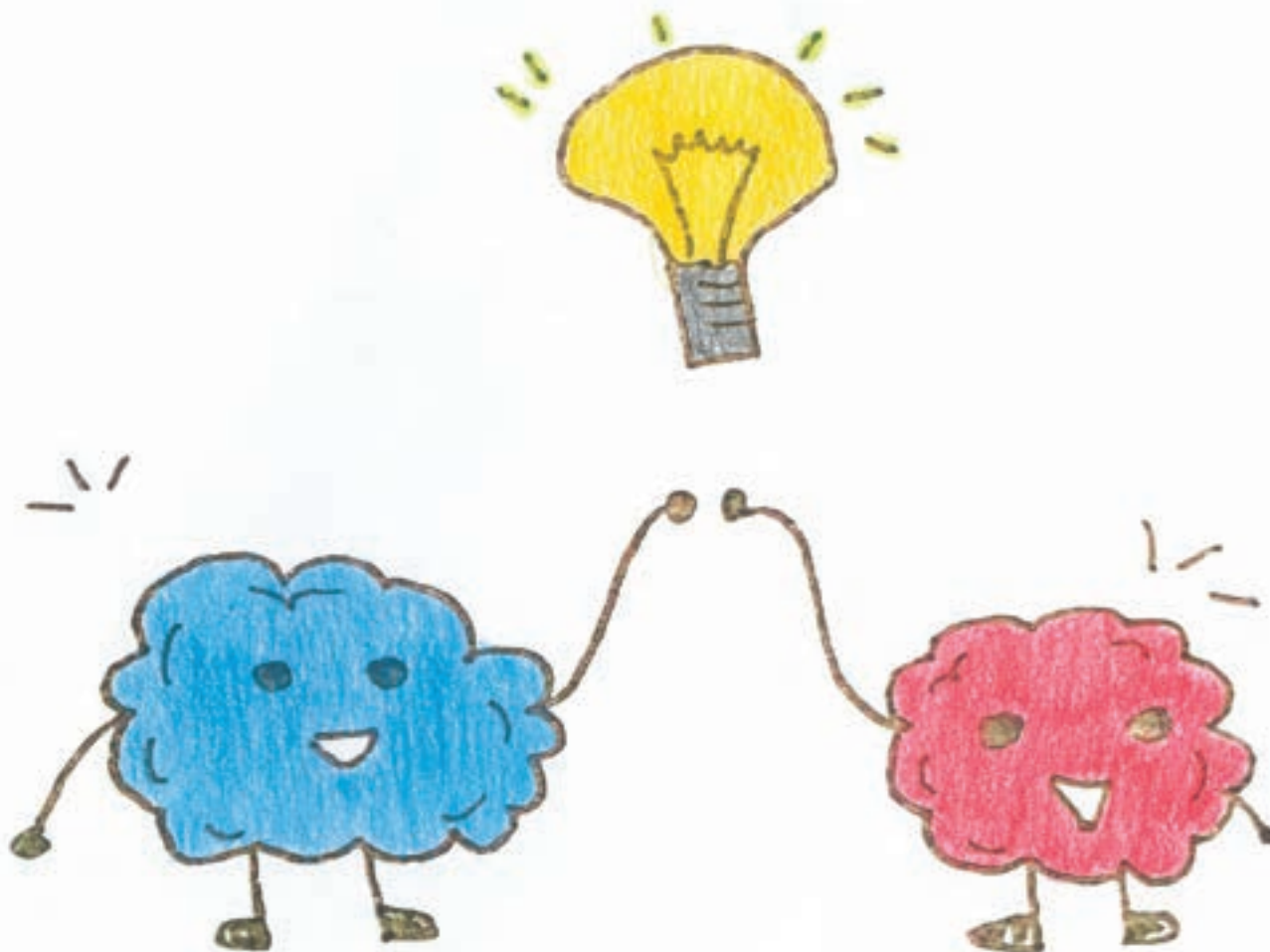
小诚居然越帮越忙。他把自己深绿色的衣服与奶奶浅紫色的衣服一起洗。结果，奶奶的衣服被染了色，这里青一块，那里青一块。

He had actually made things worse. He washed his dark green shirt with Grandma's light purple dress. In the end, Grandma's dress changed colours. There were green patches all over it.



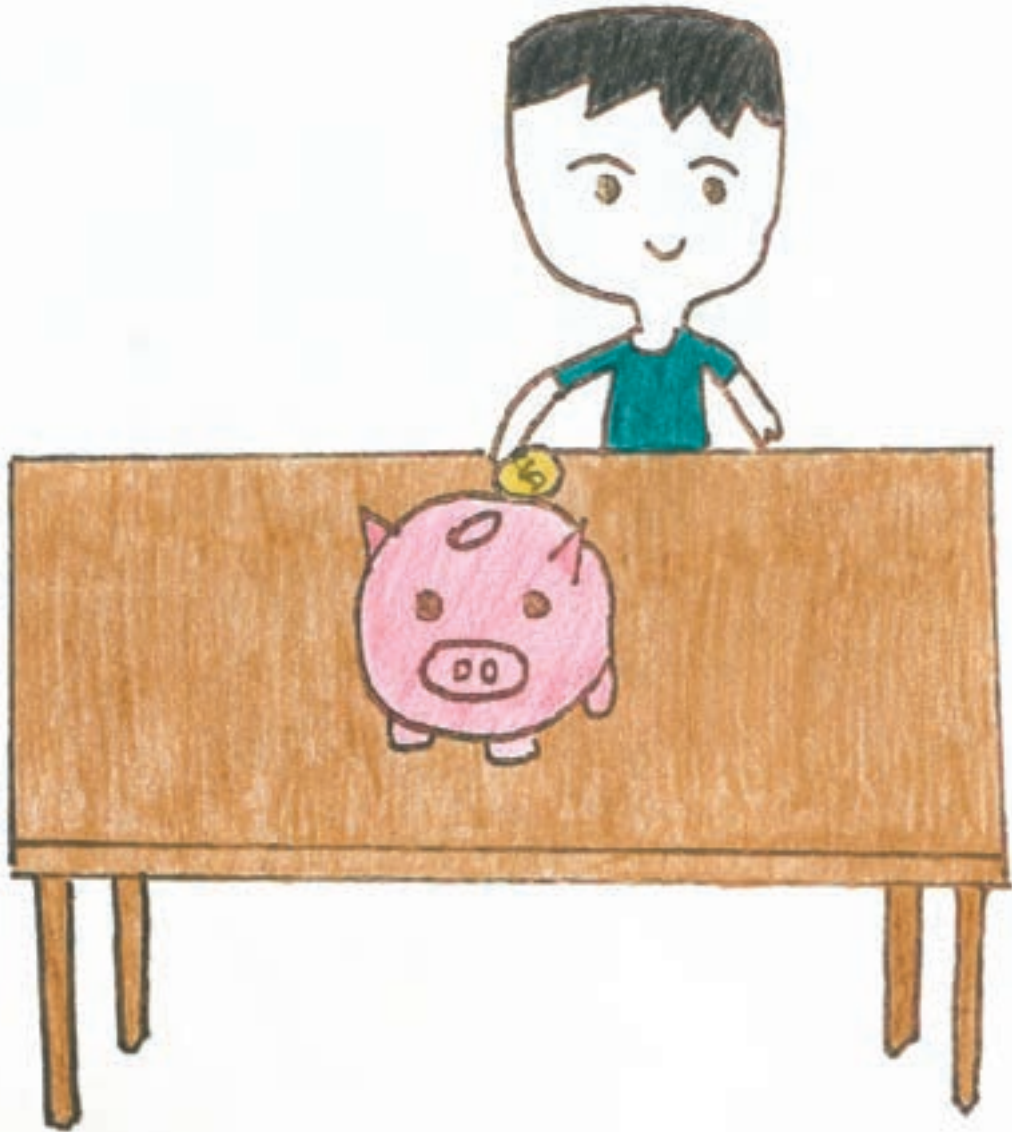
小诚感到力不从心，顿时又难过了起来。
左左与右右从小诚的表情中猜到了，这个办法不太适合小诚。

Xiao Cheng felt helpless and became sad again.
Lefty and Righty guessed from Xiao Cheng's expression that the
solution did not work.



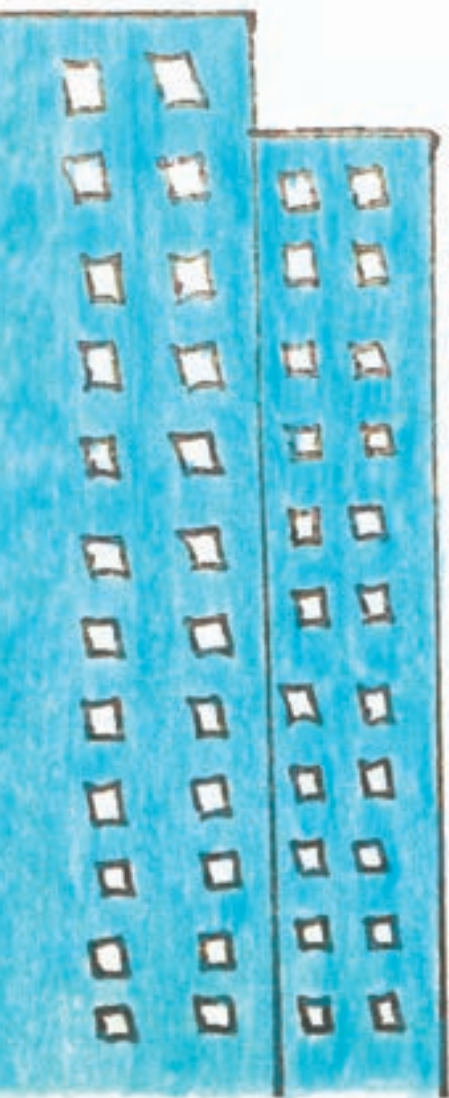
忽然! 左左与右右同声说道:“有了! 存钱买手套!” 他们跳起来欢呼!

Suddenly, Lefty and Righty said together, “We got it! Save money to buy gloves!”
They jumped up and cheered!



小誠省吃儉用，把零用钱存起来，为的是给奶奶买双好手套。

Xiao Cheng lived frugally and saved up his pocket money so that he could buy a good pair of gloves for Grandma.



几个星期过去了，小诚终于存够钱了。他拿着小猪扑满走到了家附近的便利商店。

After a few weeks, Xiao Cheng had finally saved enough money. He took his piggy bank to the convenience store.



小诚在店里走了一圈，他觉得找到了适合奶奶的手套。
他选了奶奶最喜欢的紫色。

Xiao Cheng walked around the store looking for the right gloves for Grandma.
He chose a pair in her favourite colour: purple!



小诚一到家就把手套拿给奶奶试戴。怎样也没想到买回来的手套居然太小了! 奶奶戴不了。小诚真的好气自己, 买之前没有先确认奶奶手掌的尺寸。现在已经没有钱可以再买第二双手套了。

Once he got home, Xiao Cheng gave Grandma the gloves. But the gloves were too small! Xiao Cheng was so mad at himself for not checking Grandma's size first. Now there was no money left to buy a second pair of gloves.



虽然手套太小，可是奶奶说她很开心。她紧紧地抱着小诚说：“奶奶非常感动。你为奶奶做的一切，奶奶都看在眼里。谢谢你这么体贴、这么爱我。我的手虽然痛，但是心里感觉好温暖。谢谢你，我的宝贝孙子！”

Although the gloves were too small, Grandma said she was happy. She hugged Xiao Cheng tight and said, “Grandma is so touched to see everything you’ve done for me. Thank you for being so considerate and loving. Even though my hands hurt, my heart feels warm. Thank you, my darling grandson!”



绘本教学之教案

PICTURE BOOK
LEARNING ACTIVITY PLAN

教学活动主题	大手拉小手	设计者	庄佳欣
绘本名称	《奶奶的手受伤了!》	教学对象	五至六岁学前儿童(建议)
活动时间	40分钟	学生人数	12
课前准备	1. 教师交代幼儿回家后,画下爷爷或奶奶(爸爸或妈妈)的手,然后将手的图案剪下来。 2. 教师交代幼儿在家中询问爷爷或奶奶(爸爸或妈妈)的成长故事,了解他们做了什么事,双手会变得如此干燥/充满伤痕。 3. 教师交代幼儿回家后,画下自己的手,画了以后将自己的手的图案剪下来。		
教学领域	语言能力、社会与情绪发展		
学习目标	认知: 幼儿可以说出三个形容爷爷或奶奶(爸爸或妈妈)的手的形容词。例如:干裂、粗糙和满手伤痕。		
	情感: 幼儿能够关心及了解爷爷或奶奶(爸爸或妈妈)过去的经历。		
教学资源	1. 黑色纸张、红色纸张、胶水、笔、纸条(见附录一) 2. 字词表(见附录二) 3. 拼图(见附录三) 4. 卡片样本(见附录四)		

Learning activity title	Big Hands Holding Little Hands	Activity Designer	Clarisa Chng
Picture book title	<i>Grandma's Hand is Injured!</i>	Recommended for	Preschool 5- to 6-year-olds
Activity duration	40 minutes	No. of students	12
Pre-lesson preparation	1. Teacher instructs students to draw Grandpa's or Grandma's (or Dad's or Mom's) hands at home and cut out the drawing of the hands. 2. At home, students must ask Grandpa or Grandma (or Dad or Mom) about their life story to understand what they have gone through to have such hands. 3. Students must draw their own hands and cut out the drawing of their hands.		
Learning areas	Language and literacy, social and emotional development		
Learning objectives	Cognitive: Students will be able to say three words to describe Grandpa's or Grandma's (or Dad's or Mom's) hands. For example: dry, rough, scarred.		
	Affective: Students will be able to show concern and understanding for Grandpa's or Grandma's (or Dad's or Mom's) life experience.		
Resources to prepare	1. Black paper, red paper, glue, pen, note paper 2. Word list (to be prepared by the teacher with reference to the picture book) 3. Jigsaw puzzle (see Annex 3) 4. Card sample (see Annex 4)		

时间	活动	教学步骤
10分钟	一起来拼图	<ol style="list-style-type: none"> 1. 教师将幼儿分为几个小组，一小组有四个学生。 2. 教师把尚未拼好的拼图（见附录三）派发给幼儿。 3. 教师交代幼儿协力拼好一幅含老年人的手的拼图。 4. 待幼儿把拼图完成后，教师询问幼儿以下问题： <ul style="list-style-type: none"> • 你们从这幅图中看见了什么？ • 这幅图里的手，跟你们的手有什么不同？ • 你们觉得这幅图的手是谁的？是小朋友的手，大哥哥大姐姐的手，爸爸妈妈的手还是老人家的手？ 5. 教师利用图片来介绍跟绘本内容有关的词汇：干裂、粗糙和满手伤痕。每一幅图都有一个相对应的形容词（见附录三）。
20分钟	制作感谢卡	<ol style="list-style-type: none"> 1. 教师指导幼儿制作一张卡片送给爷爷或奶奶（爸爸或妈妈）。 2. 教师向幼儿展示已经制作好的卡片（见附录四）并说明卡片上的字句。 3. 教师给每位幼儿派发所需要的材料（黑色纸张、红色纸张、胶水、笔、纸条-附录一）。 4. 教师向幼儿们解释制作卡片的流程如下： <ol style="list-style-type: none"> 4.1. 指导幼儿拿出在家里画好并剪好的爷爷或奶奶（爸爸或妈妈）的手的图画以及幼儿自己的手的图画。 4.2. 指导幼儿将爷爷或奶奶（爸爸或妈妈）的手的图画贴在黑色纸张上。 4.3. 指导幼儿把自己的手的图画，贴在爷爷或奶奶（爸爸或妈妈）的手的另一侧（可参考附录四）。 4.4. 指导幼儿将纸条贴在两张手的图画的下方。 4.5. 指导幼儿将自己以及爷爷或奶奶（爸爸或妈妈）的名字写在爱心形状的卡片上。 4.6. 指导幼儿将红色纸张剪成爱心形状，并把它粘在两张手的图画的中间。 4.7. 指导幼儿可在小纸条上填写跟爷爷或奶奶（爸爸或妈妈）的手有关的资讯（可参考附录二）。 <ol style="list-style-type: none"> A. 爷爷或奶奶（爸爸或妈妈）的职业 B. 形容爷爷或奶奶（爸爸或妈妈）的手的形容词。 C. 爷爷或奶奶（爸爸或妈妈）的手背后的故事（注：教师帮助幼儿写上所要表达的字词。）
10分钟	大家来分享	<ol style="list-style-type: none"> 1. 在学生完成卡片制作后，教师让幼儿分享自己的卡片及访问爷爷或奶奶（爸爸或妈妈）后所知道的故事。 2. 教师鼓励幼儿利用刚才所学的形容词（例：粗糙），向班上其他同学分享自己爷爷或奶奶（爸爸或妈妈）的手的故事。 3. 教师让幼儿分享自己可以用什么方法去照顾爷爷或奶奶（爸爸或妈妈）的手。 4. 教师提醒幼儿将感谢卡片带回家送给爷爷或奶奶（爸爸或妈妈）。 5. 教师可让幼儿回家记录爷爷或奶奶（爸爸或妈妈）看到了卡片后的表情及所说的话。

附录

欲进一步了解辅助资源，请点击链接查看附录：

<https://drive.google.com/file/d/1tpTIs-dBPjVxDrSaMg60oULxpYM-4LI/view?usp=sharing>

或扫一扫二维码



Duration	Activity	Step-by-step Instructions
10 minutes	Let's Make Pictures	<ol style="list-style-type: none"> 1. Teacher divides students into groups of four. 2. Teacher distributes the loose puzzle pieces (see Annex 3) to students. 3. Teacher instructs students to piece together a puzzle showing an old person's hands. 4. After the students have completed the puzzle, the teacher can ask: <ol style="list-style-type: none"> a. What do you see in this picture? b. How are these hands different from yours? c. Who do you think has these hands? Is it a baby's hands, a child's hands, an adult's hands, or an old person's hands? 5. Teacher uses the picture to explain terms related to the picture book: dry, rough, scarred. Each of these pictures has a matching adjective (see Annex 3).
20 minutes	Make a Thank You Card	<ol style="list-style-type: none"> 1. Teacher instructs students to make a card to give to Grandpa or Grandma (or Dad or Mom). 2. Teacher shows students an example of a completed card (see Annex 4) and tells them about the words on the card. 3. Teacher distributes materials to students. 4. Teacher instructs students on the process: <ol style="list-style-type: none"> 4.1. Take the cutouts of Grandpa's or Grandma's (or Dad's or Mom's) hands from the previous activity. 4.2. On the black paper, paste the cutout of Grandpa's or Grandma's (or Dad's or Mom's) hands. 4.3. Paste the cutout of your hands next to it (see Annex 4). 4.4. Paste note paper under the two hands. 4.5. On the heart-shaped card, write your own name and Grandpa's or Grandma's (or Dad's or Mom's) name. 4.6. Cut the red paper into a heart shape and paste it in the middle of the two hands. 4.7. On note paper, write down words related to Grandpa's or Grandma's (or Dad's or Mom's) hands (for example: dry, rough, scarred). <ol style="list-style-type: none"> 4.7.1. Grandpa's or Grandma's (or Dad's or Mom's) occupation 4.7.2. Words describing the hands' appearance 4.7.3. Grandpa's or Grandma's (or Dad's or Mom's) story (Note: teacher can help students write words they wish to express)
10 minutes	Group Sharing	<ol style="list-style-type: none"> 1. After students have finished making the cards, the teacher invites them to share about their process and what they learned about Grandpa or Grandma (or Dad or Mom). 2. Teacher encourages students to use the new words they learned (for example: rough) to describe the story of Grandpa's or Grandma's (or Dad's or Mom's) hands. 3. Teacher invites students to share ways they can help to care for Grandpa's or Grandma's (or Dad's or Mom's) hands. 4. Teacher reminds students to give their Thank You cards to Grandpa or Grandma (or Dad or Mom). 5. Teacher invites students to record what Grandpa or Grandma (or Dad or Mom) said or did in response.

Annex

To access the learning resources (in Chinese), please use the link below:

<https://drive.google.com/file/d/1tpTIs-dBPjVxDvrSaMg60oULxpYM-4LI/view?usp=sharing>

Or scan the QR code



奶奶的手受伤了!
Grandma's Hand is Injured!

作者、绘图
导师
翻译
责任编辑
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