

教學建議 1.8



三個階段（讀前、讀中、讀後）

閱讀前

在教室裡佈置一個舒適、溫馨的角落，作為 Reading Corner（閱讀角）。

1. 老師讀前預習

- 看 **故事大綱或故事翻譯**，瞭解故事大意。
- 看每本書後的圖畫詞典 (Picture Dictionary)，瞭解每課的重點字彙。
- 如果對某些單字的發音不確定，可以先聽音檔確認。

和學生們一起在閱讀角舒適地坐下，開始享受老師說故事的時光。

2. 看封面並提問

跟學生一起仔細看封面圖片。老師可以用 **中文** 描述圖片，引導學生注意有助於理解故事大意的細節。老師可以運用「推論」的閱讀策略，引導小朋友一起讀圖，預測故事內容，譬如說，老師可以提問：『你覺得這個故事在講什麼？』

3. 瞭解書名和作者名

大聲讀出書名，並解釋書名的意思；指出作者名的位置，提示學生注意作者是誰。

4. 瀏覽圖片

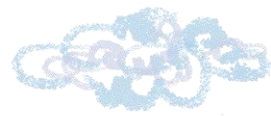
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

閱讀中

1. **老師為學生朗讀故事**，同時用手指出圖片裡相應的角色或物品。譬如，讀到貓的時候就用手指著貓，讀到老鼠的時候就用手指著老鼠，還可以通過學動物的叫聲來輔助理解。老師要善於運用肢體語言，可用「全身反應法 (TPR)」展示動詞，即用肢體語言做出相應的動作。譬如，讀到 shrug 這個詞，就誇張地聳聳肩。可嘗試戲劇性地變化語音、語調和朗讀的節奏，讓學生在聽英語故事的過程中感受到樂趣。老師也可以和學生一起聽故事音檔，同時用上面提到的方法，來幫助學生理解故事。

特別提示：書中大部分詞彙都可以通過圖畫來理解，對於個別有難度的新詞，可以用中文解釋。





2. 通過提問的方式引導學生瞭解故事內容，明確人物動機或預測故事發展，將故事情節串聯起來，譬如，老師可以問：『他為什麼不高興了？』如果學生有一點發音和閱讀的基礎老師還可用 **Q&A** 的問題來問他們。

3. 講完故事後，和學生一起看封底圖片，並討論故事的結尾，譬如，老師可以問：『如果你是故事中的小狐狸，你會怎麼辦？』或者引導學生表達自己的觀點和態度，譬如，老師可以問：『在這個故事裡，你最喜歡哪個角色？為什麼？』

特別提示：回答沒有對錯之分，重點是引導學生進行獨立思考。

4. 翻到圖畫詞典頁 (Picture Dictionary)，通過播放音檔、為學生朗讀的方式複習單字，幫助學生建立聲音和圖畫之間的聯繫。

閱讀後

1. 為學生再講一遍故事，或再聽一次故事錄音。

2. 參考**活動建議**，和學生進行遊戲互動，將所學的詞彙運用到實際生活中。

拓展活動

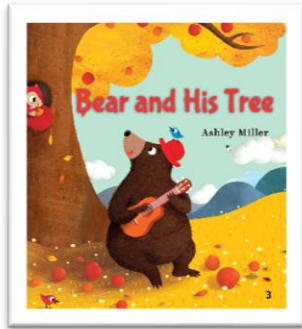
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做**單字小遊戲**。

特別提示：遊戲的過程中，不要求學生認讀或拼出單字，只需學生能看圖說出對應的英文單字，或能聽懂單字的意思即可。





故事翻譯、Q&A、活動建議



1.8-1 Bear and His Tree 故事翻譯

- P4-P5 大熊找到一顆種子。
P6-P7 『我要有一棵自己的樹。』大熊說。
P8-P9 他給小樹苗讀書。
P10-P11 他為小樹苗唱歌。
P12-P13 他等啊，等啊，等啊。
P14-P15 現在，大熊有了一棵屬於自己的樹！

Q & A

pp. 4-5

- Q: What does Bear find?
Q: What color is Bear's hat?
Q: Who is watching Bear?

- A: Bear finds a seed.
A: Bear's hat is red.
A: The owl is watching Bear.

pp. 6-7

- Q: What does Bear say he will have?
Q: What animal is on Bear's hat?
Q: What is Bear planting?

- A: Bear says he will have his own tree.
A: A blue bird is on Bear's hat.
A: Bear is planting a seed.

pp. 8-9

- Q: What is Bear doing?
Q: Who is Bear reading to?
Q: Where is Bear lying?

- A: Bear is reading.
A: Bear is reading to his plant.
A: Bear is lying on the grass.

pp. 10-11

- Q: What is Bear holding?
Q: What is Bear doing?
Q: Who is Bear singing to?

- A: Bear is holding a guitar.
A: Bear is singing.
A: Bear is singing to his plant.

pp. 12-13

Q: What is Bear holding?

A: Bear is holding a watering can.

Q: What is Bear doing with the watering can? A: Bear is watering the plant.

Q: What is Bear doing with the blanket? A: Bear is covering the plant with a blanket.

pp. 14-15

Q: What does Bear have now?

A: Bear has his own tree now.

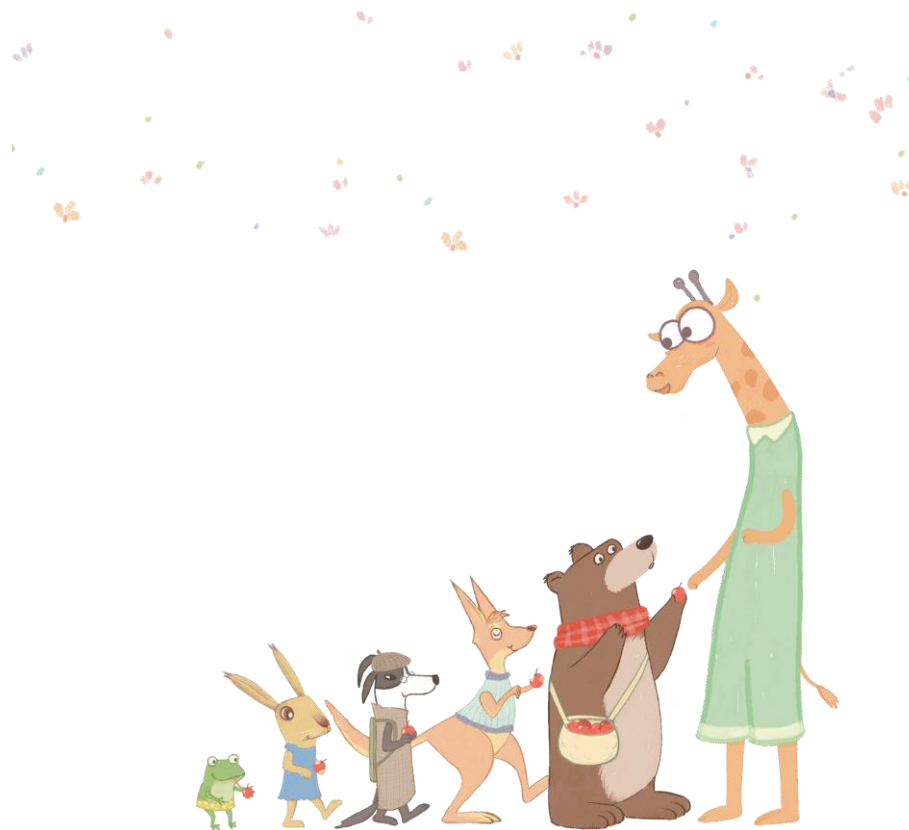
Q: What is the hedgehog holding?

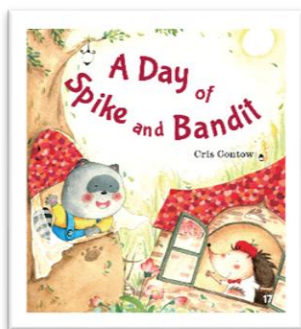
A: The hedgehog is holding an apple.

Q: What does the sign on the tree say?

A: The sign on the tree says "Bear's Tree."

活動建議 老師可以買一些容易發芽的植物種子，種在花盆裡。讓學生觀察種子在泥土裡發芽的過程，教學生如何定期給植物澆水和鬆土，鼓勵學生對著小綠芽讀書，唱歌。老師也可以和學生一起做植物的成長記錄，共同分享植物成長的喜悅。告訴學生參天大樹也是由一顆小小的種子長成的。





1.8-2 A Day of Spike and Bandit 故事翻譯

P18-P19 該起床了。

P20-P21 該吃早飯了。

P22-P23 該吃午飯了。

P24-P25 該吃晚飯了。

P26-P27 該睡覺了。

Q & A

pp. 18-19

Q: What is the little raccoon doing? **A:** The little raccoon is yawning.

Q: What is the hedgehog wearing? **A:** The hedgehog is wearing a green and yellow shirt.

Q: What time does the clock show? **A:** The clock shows seven o'clock.

pp. 20-21

Q: Who is eating breakfast? **A:** The raccoon and the hedgehog are eating breakfast.

Q: What fruit is on the table? **A:** There are strawberries on the table.

Q: What is on the hedgehog's plate? **A:** There is an egg on the hedgehog's plate.

pp. 22-23

Q: What time is it in the picture? **A:** It's time to have lunch.

Q: What is the raccoon holding? **A:** The raccoon is holding a big slice of pizza.

Q: What is beside the hedgehog? **A:** There is a picnic basket beside the hedgehog.

pp. 24-25

Q: What time is it in the picture? **A:** It's time to have supper.

Q: Who is serving the food? **A:** The fox and the wolf are serving the food.

Q: What is the fox holding? **A:** The fox is holding a tray with a cover.

pp. 26-27

Q: What time is it in the picture? **A:** It's time to go to bed.

Q: What is the raccoon doing? **A:** The raccoon is yawning and rubbing his eye.

Q: What color is the raccoon's pajama? **A:** The raccoon's pajama is white with blue and green dots.

pp. 28-29

- Q:** What time is it in the picture? **A:** It's nighttime.
- Q:** What is the raccoon dreaming about? **A:** The raccoon is dreaming about sweets, like cakes, cupcakes, and candy.
- Q:** What is beside the hedgehog in bed? **A:** There is a teddy bear beside the hedgehog in bed.

活動建議 老師可以選擇在學生起床、吃早飯、吃午飯、吃晚飯和上床睡覺這五個時間點，用英文說出相應的句子, “It's time to...” 提醒學生關注日常作息的時間，培養良好的日常生活習慣。



1.8-3 Cross the River 故事翻譯

- P32-P33 四個朋友去郊遊。
P34-P35 他們來到一條河邊。
P36-P37 這棵樹可以幫他們過河！
P38-P39 他們一個一個地去推樹。
P40-P41 他們一起推樹。
P42-P43 他們現在能過河了。

Q & A

pp. 32-33

- Q:** How many friends are going on an outing? **A:** Four friends are going on an outing.
- Q:** What is the gorilla wearing? **A:** The gorilla is wearing blue overalls.
- Q:** Who is walking with the little pig? **A:** The rhino is walking with the little pig.

pp. 34-35

- Q:** Where do the friends arrive in this picture? **A:** They arrive at a river.
- Q:** What animal is in the water? **A:** A fish is in the water.
- Q:** What is the rhino wearing? **A:** The rhino is wearing a red shirt.

pp. 36-37

- Q:** Who is pointing at the tree? **A:** The gorilla is pointing at the tree.
Q: Where are the friends standing? **A:** The friends are standing by the river.
Q: What are the friends planning? **A:** The friends are planning to cross the river with the help of the tree.

pp. 38-39

- Q:** What are the friends trying to do? **A:** They are trying to push the tree.
Q: Who is pushing the tree first? **A:** The little pig is pushing the tree first.
Q: Who is the last friend to push the tree? **A:** The rhino is the last friend to push the tree.

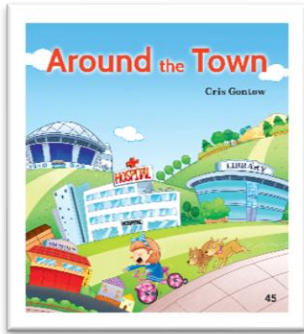
pp. 40-41

- Q:** What are the friends doing together? **A:** They are pushing the tree together.
Q: What happens to the tree after they push it? **A:** The tree falls across the river.
Q: Why is the tree helpful to the friends? **A:** The tree helps them cross the river.

pp. 42-43

- Q:** What can the friends do now? **A:** They can cross the river now.
Q: What are the friends using to cross the river? **A:** They are using the fallen tree as a bridge.
Q: What is the gorilla doing on the tree? **A:** The gorilla is following behind the little pig.

活動建議 老師可以和學生一起做「過河」的遊戲。在教室的地板上鋪一條長浴巾，告訴學生這是一條「河」。另一個老師站在「河」的這邊，扮演一棵大樹。學生想要過河，需要先推倒「大樹」。學生一個人沒法推倒「大樹」，需要邀請老師一起來推。把「大樹」推倒後，扮演大樹的第二個老師要弓起身子，像一座橋一樣跨過「河」，讓學生在第一個老師的保護下，從第二個老師的背上爬過去，完成遊戲。



1.8-4 Around the Town 故事翻譯

- P46-P47 這裡是消防站。
 P48-P49 這裡是醫院。
 P50-P51 這裡是圖書館。
 P52-P53 這裡是劇院。
 P54-P55 這裡是公園。
 P56-P57 我們在這裡玩兒吧！

Q & A

pp. 46-47

- Q:** Who is coming out of the fire station? **A:** The firefighters are coming out of the fire station.
Q: What is the girl pointing at? **A:** The girl is pointing at the fire truck and the firefighters.
Q: What are the dogs doing? **A:** The dogs are running towards the fire station.

pp. 48-49

- Q:** What is this place? **A:** This is the hospital.
Q: What color is the ambulance? **A:** The ambulance is white with a red cross.
Q: How many dogs are with the girl? **A:** There are two dogs with the girl.

pp. 50-51

- Q:** What is this place? **A:** This is the library.
Q: Are there computers in the library? **A:** Yes, there are computers in the library.
Q: What color is the girl's dress? **A:** The girl's dress is blue.

pp. 52-53

- Q:** What is this place? **A:** This is the theater.
Q: What are the musicians playing on stage? **A:** One musician is playing a cello, and another is playing a violin.
Q: What is hanging in the sky on stage? **A:** A moon is hanging in the sky on stage.

pp. 54-55

Q: What is this place?

A: This is the park.

Q: What is in the pond?

A: There are two ducks in the pond.

Q: What color are the ducks?

A: The ducks are yellow.

pp. 56-57

Q: What are the dogs doing?

A: One dog is rolling on the ground, and the other dog is running.

Q: What is next to the bench?

A: The girl's bicycle is next to the bench.

Q: What color are the flowers in the park?

A: The flowers are red, yellow, and blue.

活動建議 老師可以和學生們一起做「看圖猜地點」的遊戲。老師在網路上搜索出消防隊、醫院、圖書館、劇院和公園的照片，可以把照片都列印出來。老師展示消防隊的照片時，要模仿消防隊員滅火的樣子，鼓勵學生說：“This is the fire station.” 當老師展示醫院的照片時，模仿醫生給病人看病的樣子，並鼓勵學生說：“This is the hospital.” 老師一個接一個展示照片，並做出相應動作讓學生猜，必要時可以借助一些道具。如果學生無法出完整的句子，也可以用英文說出相應地點的單字。老師也可以和學生互換角色，讓學生說出單字，讓老師來猜。



1.8-5 A Visit to Grandpa 故事翻譯

P60-P61 我們去看望爺爺。

P62-P63 我們坐地鐵。

P64-P65 我們看到了很多人。

P66-P67 我們坐公車。

P68-P69 我們看見了大卡車。

P70-P71 您好，爺爺！

Q & A

pp. 60-61

Q: Where are they going?

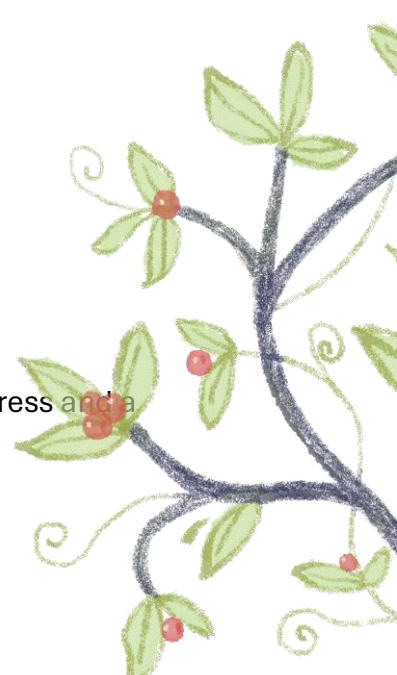
A: They are going to see Grandpa.

Q: What is the man holding?

A: The man is holding a blue bag.

Q: What is the woman wearing?
white hat.

A: The woman is wearing a purple dress and a



pp. 62-63

- Q: What is the boy in yellow overalls holding? A: The boy in yellow overalls is holding a basketball.
- Q: What color are the little girl's shoes? A: The little girl's shoes are red.
- Q: What is the little girl doing? A: The little girl is going towards the subway.

pp. 64-65

- Q: Where is the family? A: The family is in a subway station.
- Q: Who is reading a newspaper? A: A man in a black hat and coat is reading a newspaper.
- Q: What is the woman holding? A: The woman is holding a red handbag.

pp. 66-67

- Q: Where is the family? A: The family is at the bus stop.
- Q: What is the boy with the blue shirt holding? A: He is holding a fishbowl.
- Q: What are they waiting for? A: They are waiting for the bus.

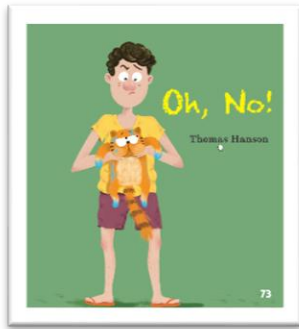
pp. 68-69

- Q: What color is the truck? A: The truck is yellow.
- Q: What color hat is the driver of the yellow truck wearing? A: The driver is wearing a red hat.
- Q: What type of trees are along the road? A: There are pine trees along the road.

pp. 70-71

- Q: Who is the family visiting? A: The family is visiting Grandpa.
- Q: What is Grandpa doing? A: Grandpa is smiling and opening his arms.
- Q: What color is Grandpa's house? A: Grandpa's house is brown with a blue door.

活動建議 老師在一張白紙上簡單地畫出自己的家到爺爺家的路線圖、並標出捷運、公車搭乘的地點和卡車，然後讓學生按照故事的順序把這些圖畫連起來，用英文說出自己如何搭乘不同交通工具到達爺爺的家。最後，老師和學生一起複述這個故事。



1.8-6 Oh, No! 故事翻譯

P74-P75	哦，不！
P76-P77	從冰箱上下來！
P78-P79	從微波爐上下來！
P80-P81	從冷氣機上下來！
P82-P83	從洗衣機上下來！
P84-P85	你需要洗個澡！

Q & A

pp. 74-75

Q: What is the boy holding in his hand?	A: The boy is holding a paintbrush.
Q: What color is the paint?	A: The paint is blue.
Q: What color is the path?	A: The path is yellow.

pp. 76-77

Q: Where is the cat?	A: The cat is on top of the fridge.
Q: What color is the fridge?	A: The fridge is blue.
Q: What is beside the fridge?	A: There is a green plant in a pot beside the fridge.

pp. 78-79

Q: Where is the cat sitting?	A: The cat is sitting on top of the microwave.
Q: What is inside the microwave?	A: There is a bowl of food inside the microwave.
Q: What does the cat have on its paws?	A: The cat has blue paint on its paws.

pp. 80-81

Q: Where is the cat hanging?	A: The cat is hanging from the air-conditioner.
Q: What is below the air-conditioner?	A: There is a green sofa below the air-conditioner.
Q: What color is the cat's fur?	A: The cat's fur is orange with black stripes.

pp. 82-83

Q: Where is the cat sitting?	A: The cat is sitting on the washing machine.
Q: What color are the boy's shorts?	A: The boy's shorts are purple.
Q: What color are the boy's sandals?	A: The boy's sandals are orange.



pp. 84-85

Q: Where is the cat sitting?

A: The cat is sitting in a sink.

Q: What color is the soap bottle?

A: The soap bottle is yellow.

Q: What is the cat's tail like?

A: The cat's tail is fluffy with black stripes.

活動建議 老師可以在白紙上畫幾隻貓咪，然後剪下來，做成貼紙（可以在後面塗膠水，也可以用雙面膠來黏）。準備一張房子裡不同房間的大圖，把這些貓咪貼紙給學生，讓學生在大圖上找到書中提到的家用電器，鼓勵學生說出與這些電器相應的英文單字。老師也可以說出英文單字來提醒學生，讓他們指出來，並幫助學生貼貓咪貼紙在這些電器上。

互動單字小遊戲

1. **找相同圖畫。**讓學生拿著單字卡，試著在書裡找一找這些單字卡上的圖畫，找到後大聲說出單字。
2. **翻翻碰。**將單字卡放在桌子上，有圖的一面朝上。讓學生看圖片，盡可能地記住每張單字卡的位置。然後將單字卡全部翻轉過來。老師說出其中任意一個單字，讓學生憑記憶快速找到這張單字卡，並翻過來，看看找的對不對。
3. **記憶王。**將單字卡放在桌子上，有圖的一面朝上。讓學生看圖片，盡可能地記住每張單字卡的位置。然後讓學生閉上眼睛，老師拿走任意一張或多張單字卡，再讓學生睜開眼睛，說說哪張或哪些單字卡不見了。
4. **找同類。**每讀完一本書，老師可以將這本書的單字卡與之前學過的單字卡混在一起。老師說出一個類別名稱，例如：數字、日常用品、顏色、水果等，讓學生根據指示將這一類的單字卡挑出，並看圖說單字。
5. **我說你猜。**將單字卡放在桌子上，有圖的一面朝上。老師對其中任意一張單字卡上的內容進行描述（可用中文），或做動作表示，讓學生猜是哪一張單字卡，並說出相應的英文單字。



6. **指一指**。將單字卡隨機放在桌子上，有圖的一面朝上。老師說單字或者播放音檔，讓學生根據聽到的內容指出相應的單字卡。
7. **排排序**。將單字卡隨機放在桌子上，有圖的一面朝上。老師說單字或者播放音檔，讓學生根據聽到單字的先後順序給單字卡排序。
8. **猜猜看**。隨機拿起一張單字卡片，有圖的一面朝上。用一張白紙蓋住圖片，只露出一小部分。讓學生根據局部看到的圖，猜一猜卡片上是什麼，並用英語說出來。
9. **快閃**。隨機拿起一張單字卡片，在學生面前快速地晃一下，然後問學生剛才看到的是什麼，並讓學生用英語說出來。
10. **這是什麼？**將單字卡放在桌子上，有圖的一面朝下，讓學生隨機選一張。這個過程中不要讓學生看到單字卡上的圖片。老師將單字卡藏到背後，問：“What is it?” 讓學生猜一猜。老師用 Yes 或 No 來回答，直到學生猜出正確答案。



The Three Phases of the Reading Process

Before Reading

Create a cozy, welcoming corner in the classroom to serve as your **Reading Corner**.

1. Teacher's Pre-Reading Preparation

- Review the Story Outline or Translation: Look over the story outline or its translation to grasp the main idea.
- Examine the Picture Dictionary: Go through the picture dictionary at the end of each book to familiarize yourself with the key vocabulary for the lesson.
- Check Pronunciations: If you're unsure about the pronunciation of certain words, listen to the corresponding audio files for confirmation.

Then, sit comfortably with the students in the Reading Corner and enjoy the storytelling time together.

2. Look at the Cover and Ask Questions

- Examine the Cover Image: Review the cover image carefully with your students.
- Use Inference Strategies: Guide the students in interpreting the picture and predicting the story content. For example, you might ask, "What do you think this story is about?"

3. Understand the Title and Author

- Read and Explain the Title: Read the book's title aloud and explain its meaning.
- Identify the Author: Point out the author's name on the cover so that students know who wrote the story.

4. Browse Through the Illustrations

- Quickly Flip Through the Pictures: Allow students to quickly flip through the illustrations in the book and guess what the story might be about.
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During Reading

1. Read Aloud and Use Visual Cues

- Point to Characters or Objects: As you read the story aloud, point to the corresponding characters or items in the pictures. For instance, when you mention a cat, point to the cat; when you mention a mouse, point to the mouse.
- Incorporate Animal Sounds: Use animal sounds where appropriate to aid understanding.
- Use Body Language (TPR): Employ Total Physical Response (TPR) by using your body to demonstrate verbs. For example, when you come to the word “shrug,” exaggerate by shrugging your shoulders.
- Vary Your Voice and Pace: Experiment with dramatic changes in your tone, intonation, and reading pace to make the storytelling enjoyable.
- Utilize Audio Files: You can also listen to a story audio file together, using these techniques to help students understand the story.

2. Guide Understanding Through Questions

- Ask Guiding Questions: Encourage students to understand the story by asking questions that clarify characters’ motives or help predict the story’s development. For example, you might ask, “Why did he become upset?”
- Use Q&A for Basic Readers: If your students have some basic reading and pronunciation skills, incorporate a Q&A session to further engage them.

3. Discuss the Story’s Ending

- Review the Back Cover: After finishing the story, look at the back cover image with the students and discuss the ending. For instance, ask, “If you were the

little fox in the story, what would you do?”

- Encourage Personal Opinions: Invite students to express their views, such as asking, “Which character do you like best in this story? And why?”

Note: There are no right or wrong answers—the goal is to encourage independent thinking.

4. Review Vocabulary with the Picture Dictionary

- Link Sounds and Images: Turn to the picture dictionary page and review the vocabulary by playing the audio files or reading the words aloud, helping students connect the sounds with the images.

After Reading

1. Reinforce the Story

- Retell or Replay: Tell the story again or listen to the audio recording one more time to reinforce comprehension.

2. Interactive Activities

- Engage in Games: Use suggested activities and games to help students apply the vocabulary in real-life contexts.

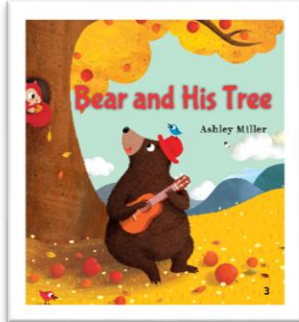
Extension Activities

- **Story Retelling and Role Play:** If students have mastered the above steps and fully understand the story, guide them to retell the story in their own words or even perform it.
- **Vocabulary Games:** You can also print out flashcards of the lesson’s vocabulary and play word games with the whole class.

Note: During these games, do not require students to read or spell the words correctly. The focus should be on having them recognize and say the corresponding English words when they see a picture, or understand the meaning when they hear the word.



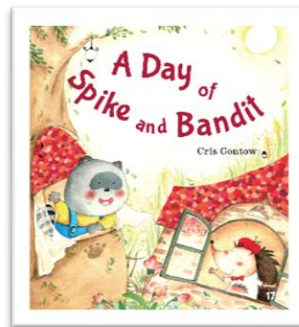
Story Summary and Activity Suggestions



1.8-1 Bear and His Tree

Activity Suggestion

Teachers can buy some easy-to-sprout plant seeds and plant them in flower pots. Let students observe how the seeds sprout in the soil. Teach them how to water and loosen the soil regularly. Encourage students to read and sing to the little green sprouts. Teachers can also help students create a plant growth journal and share the joy of watching the plant grow. Remind students that even a tall tree starts from a small seed.



1.8-2 A Day of Spike and Bandit

Activity Suggestion

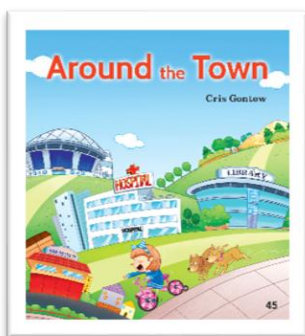
Teachers can use the phrase “It’s time to...” during five key times of the day: waking up, eating breakfast, eating lunch, eating dinner, and going to bed. This helps students pay attention to their daily routines and develop good daily habits.



1.8-3 Cross the River

Activity Suggestion

Teachers can play a “crossing the river” game with the students. Lay a long towel on the classroom floor to represent a river. One teacher stands on one side of the river and plays a “big tree.” A student who wants to cross the river must try to push the tree down. Since one student can’t do it alone, they have to invite the teacher to help. After pushing the “tree” down, the second teacher (playing the tree) arches their back like a bridge over the river. Under the first teacher’s protection, the student crawls over the second teacher’s back to cross the river and complete the game.



1.8-4 Around the Town

Activity Suggestion

Teachers can play a “guess the place” game with students. Search online for photos of a fire station, hospital, library, theater, and park. Print out the photos and use them during the game. When showing the fire station photo, act like a firefighter putting out a fire and encourage students to say, “This is the fire station.” When showing the hospital photo, pretend to be a doctor checking on a patient and guide students to say, “This is the hospital.” Continue with the rest of the photos, using actions and props to help students guess the place. If students can't say the full sentence, they can say just the English word. Teachers and students can also switch roles—students say the word, and teachers guess.

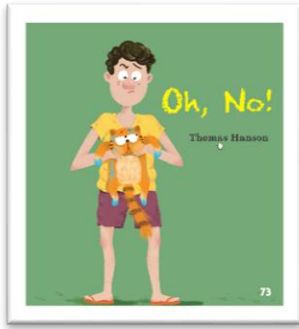


1.8-5 A Visit to Grandpa

Activity Suggestion

Teachers can draw a simple map from their home to grandpa's house on a piece of paper. Mark the MRT station, bus stops, and trucks. Then ask students to connect the pictures according to the story and explain in English how they travel using different kinds of transportation to get to grandpa's house. Finally, review and retell the story together with the students.





1.8-6 Oh, No!

Activity Suggestion

Teachers can draw several cats on paper, cut them out, and turn them into stickers (using glue or double-sided tape). Prepare a large picture showing different rooms in a house. Give students the cat stickers and ask them to find the household appliances mentioned in the book. Encourage them to say the English words for each appliance. Teachers can also say the English words and let students point to them, helping them stick the cats on the matching appliances.

