

教學建議 1.9



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

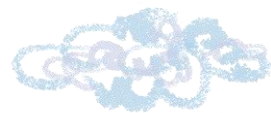
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

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

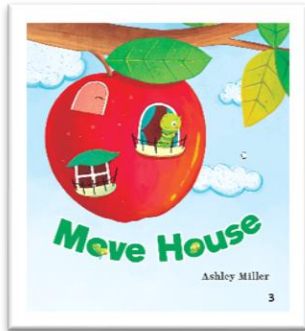
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做**單字小遊戲**。

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



1.9-1 Move House 故事翻譯

- P4-P5 毛毛蟲說：『我要搬家。』
P6-P7 蜜蜂說：『喝點兒這個！』
P8-P9 蜘蛛說：『堅持住！』
P10-P11 瓢蟲說：『到這裡來！』
P12-P13 毛毛蟲說：『我終於到了！』
P14-P15 毛毛蟲說：『這麼多大紅蘋果呀！』

Q & A

pp. 4-5

Q: Who is sitting with Worm?

A: Ladybug, Bee, and Spider are sitting with Worm.

Q: What is the Spider doing?

A: The Spider is pouring tea.

Q: What is Worm holding?

A: Worm is holding a cup.

pp. 6-7

Q: What is growing on the tree?

A: Apples are growing on the tree.

Q: Who is flying near the Worm?

A: Bee is flying near the Worm.

Q: What is Bee holding?

A: Bee is holding a leaf cup.

pp. 8-9

Q: What is Worm holding?

A: Worm is holding an orange bag.

Q: What is falling off Worm's head?

A: Worm's hat is falling off his head.

Q: What is happening in the sky?

A: There is a storm with clouds and lightning.

pp. 10-11

Q: Who is calling Worm?

A: Ladybug is calling Worm.

Q: What is the weather like?

A: The weather is rainy with lightning.

Q: What color is the scarf Worm is wearing?

A: Worm's scarf is blue.

pp. 12-13

Q: What is under the apple?

A: There is a rainbow under the apple.

Q: What is Worm doing inside the apple?

A: Worm is digging inside the apple.

Q: What tool is Worm using?

A: Worm is using a small shovel.

pp. 14-15

Q: What is Worm sitting on?

A: Worm is sitting on a couch.

Q: What is Worm eating?

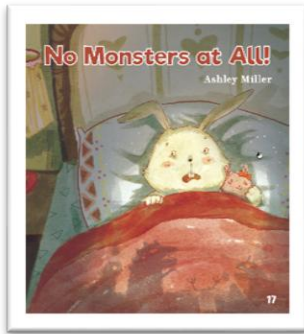
A: Worm is eating some snacks.

Q: Does Worm have curtains on his window?

A: Yes, Worm has blue curtains on his window.

活動建議 和學生一起玩「搬家」遊戲。找出一塊床單，告訴學生接下來要學小蟲蟲搬家了。讓學生找出幾件自己認為最重要的物品，放在床單上，學小蟲蟲的做法打成一個包裹，然後和學生一起玩扮家家酒，從一個教室「搬家」到另一個教室，中間可以遞給學生一杯水，說：“Drink this!” 等完全「搬」到「新家」後，和學生一起大聲說：“Here I am!”





1.9-2 No Monster at All! 故事翻譯

P18-P19 媽媽說：『晚安，湯米。』

P20-P21 媽媽關上燈。

P22-P23 有怪物！

P24-P25 湯米大叫：『媽媽，有怪物！』

P26-P27 媽媽打開燈。

P28-P29 哈哈，原來是我的玩具呀！

Q & A

pp. 18-19

Q: Who is in bed?

A: Tommy is in bed.

Q: What color is Tommy's blanket?

A: Tommy's blanket is red.

Q: What is on the table?

A: A lamp and a book are on the table.

pp. 20-21

Q: Who is turning off the lamp?

A: Mom is turning off the lamp.

Q: Is the room dark or bright?

A: The room is dark.

Q: Is there a book on the bedside table?

A: Yes, there is a book on the bedside table.

pp. 22-23

Q: What does Tommy see?

A: Tommy sees monsters.

Q: What kind of monsters are there?

A: There is a dinosaur and a giraffe monster.

Q: Where is the dinosaur monster looking? **A:** The dinosaur monster is looking up at Tommy.

pp. 24-25

Q: Where is Tommy?

A: Tommy is lying in his bed.

Q: What is on the floor beside the bed?

A: There is a rug on the floor beside the bed.

Q: Does Tommy have his blanket on?

A: Yes, Tommy has his blanket on.

pp. 26-27

Q: What does Mom do with the lamp?

A: Mom turns the lamp on.

Q: Where is the lamp??

A: The lamp is on the nightstand next to Tommy's bed.

Q: What is next to Tommy on the bed?

A: There is a stuffed toy next to Tommy on the bed.

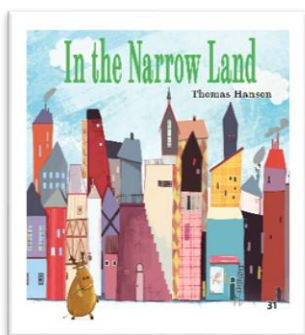
pp. 28-29

Q: What is Tommy's mother pointing at? **A:** Tommy's mother is pointing at his toys.

Q: What is hanging on the wall? **A:** A red fish decoration is hanging on the wall.

Q: Is there a picture on the table? **A:** Yes, there is a picture on the table.

活動建議 老師和學生一起玩「猜玩具」的遊戲。將檯燈放到學生構得著的地方，把絨毛玩具擺在學生面前。老師說“Turn off the light.”學生就關上檯燈，老師打亂絨毛玩具擺放的順序，打開手電筒，讓絨毛玩具的影子能夠投射，讓學生猜一猜牆上的影子分別是自己的哪個玩具。當老師說“on the light.”學生就打開檯燈，看看自己猜的對不對。



1.9-3 In the Narrow Land 故事翻譯

P32-P33 我在讀一本故事書。噢！

P34-P35 大門好窄。

P36-P37 街道好窄。

P38-P39 橋好窄。

P40-P41 溜滑梯好窄。

P42-P43 哎呀，我也好窄！

Q & A

pp. 32-33

Q: What is the title of the book? **A:** The title of the book is "The Fantastic Narrow Land."

Q: Where is the globe in the room? **A:** The globe is on top of the shelf.

Q: What is next to the telephone on the table? **A:** There is a cactus plant next to the telephone.

pp. 34-35

Q: What is the problem with the gate? **A:** The gate is very narrow.

Q: What is the moose wearing around his neck? **A:** The moose is wearing a yellow scarf.

Q: What color is the sign pointing to "The Narrow Land"? **A:** The sign is brown.

pp. 36-37

- Q: What is narrow in the picture? A: The street is narrow.
Q: Is there a traffic light on the street? A: Yes, there is a traffic light.
Q: What is the shape of the buildings? A: The buildings are tall and thin.

pp. 38-39

- Q: Who is driving the red bus? A: A horse is driving the red bus.
Q: What is the tall man riding? A: The tall man is riding a scooter.
Q: What color is the small car? A: The small car is blue.

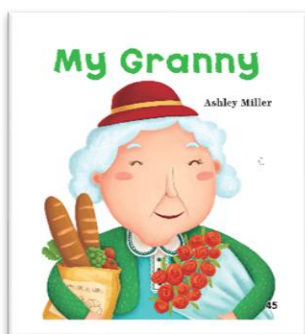
pp. 40-41

- Q: What are they doing? A: They are sliding down the slide.
Q: What color is the slide at the top? A: The slide at the top is red.
Q: Who is on the blue slide? A: A penguin and a girl are on the blue slide.

pp. 42-43

- Q: What is the name of the candy shop? A: The name of the candy shop is "Narrow Candy."
Q: How many candy shops are there? A: There are two candy shops.
Q: Who is playing an accordion? A: A tall man is playing an accordion.

活動建議 找出一個體型大一點的絨毛玩具帶到學校，告訴學生，絨毛玩具想玩躲貓貓了，它想藏起來。然後把它往教室儲櫃之間或是桌椅之間很窄的縫隙裡塞，邊塞邊模仿絨毛玩具變換聲調說：“It is so narrow.” 說幾次後，將絨毛玩具交給學生，讓學生重複剛才的動作，並邊做邊說：“It is so narrow.”



1.9-4 My Granny 故事翻譯

P46-P47 我奶奶很愛說話。

P48-P49 我奶奶很愛打掃家裡。

P50-P51 我奶奶很愛織毛衣。

P52-P53 我奶奶很愛買東西。

P54-P55 我奶奶很愛做菜。

P56-P57 我很愛我奶奶。

Q & A

pp. 46-47

Q: What is Granny doing in the rocking chair? **A:** Granny is reading a book and talking.

Q: What is the color of Granny's dress? **A:** Granny's dress is blue with a green sweater.

Q: Who is sitting next to Granny? **A:** A little girl is sitting next to Granny.

pp. 48-49

Q: Who cleans a lot? **A:** My granny cleans a lot.

Q: Who is helping Granny clean? **A:** A little girl is helping Granny clean.

Q: What is Granny cleaning on the refrigerator? **A:** Granny is wiping the refrigerator door.

pp. 50-51

Q: Who is knitting in the picture? **A:** My granny is knitting in the picture.

Q: What color is Granny knitting with? **A:** Granny is knitting with yellow yarn.

Q: Is the cat wearing anything? **A:** Yes, the cat is wearing a knitted sweater.

pp. 52-53

Q: What is Granny holding in her hand? **A:** Granny is holding a shopping list in her hand.

Q: What is the cashier scanning? **A:** The cashier is scanning a green box.

Q: Is there a plant in the shopping cart? **A:** Yes, there is a small plant in the shopping cart.

pp. 54-55

Q: Who is cooking in the picture?

A: My granny is cooking in the picture.

Q: Who is sitting at the table?

A: Grandpa is sitting at the table.

Q: Is there any tea on the table?

A: Yes, there is a teapot on the table.

pp. 56-57

Q: Who is hugging Granny?

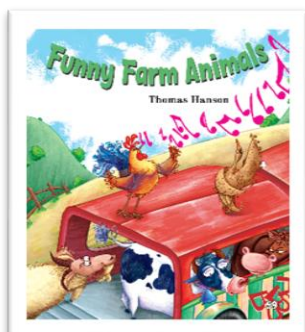
A: The little girl is hugging Granny.

Q: Are there any drinks on the table

A: Yes, there are cups and a teapot on the table.

Q: What color is the teapot on the table? A: The teapot is green with white dots.

活動建議 老師和學生一起玩「看動作，猜單字」的遊戲。根據故事中奶奶的動作，老師依次做出聊天、打掃家裡、織毛線、去超市買菜和炒菜的動作，讓學生根據動作說出單字。然後再和學生玩一遍，這次鼓勵學生說出完整的句子。



1.9-5 Funny Farm Animals 故事翻譯

P60-P61 一頭乳牛在跟一隻貓頭鷹說話。

P62-P63 一匹馬在玩球。

P64-P65 一隻大公雞在屋頂上唱歌。

P66-P67 一隻鴨子在卡車上跳舞。

P68-P69 一隻山羊跳向一艘小船。

P70-P71 糟糕！

Q & A

pp. 60-61

Q: Who is talking to the owl?

A: The cow is talking to the owl.

Q: What color is the cow?

A: The cow is black and white.

Q: Does the cow have horns?

A: Yes, the cow has horns.



pp. 62-63

Q: What is the horse playing with?

A: The horse is playing with a ball.

Q: Is the horse kicking or running towards the ball?

A: The horse is running towards the ball.

Q: What is behind the horse?

A: There is a cloud of dust behind the horse.

pp. 64-65

Q: What is the rooster doing?

A: The rooster is singing on the roof.

Q: Who is on the ground?

A: The hen and the chicks are on the ground.

Q: How many chicks are running around? A: There are four chicks running around.

pp. 66-67

Q: What is the duck doing?

A: The duck is dancing on the truck.

Q: Where is the duck standing?

A: The duck is standing on the top of the truck.

Q: How many chicks are watching the duck? A: There are four chicks watching the duck.

pp. 68-69

Q: What is the goat doing?

A: The goat is jumping to a boat.

Q: Where is the goat jumping from?

A: The goat is jumping from the dock.

Q: How many oars are in the boat?

A: There are two oars in the boat.

pp. 70-71

Q: Where is the goat now?

A: The goat is in the water.

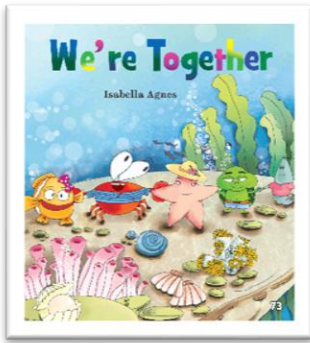
Q: How many fish are in the water?

A: There are three fish in the water.

Q: Are there bubbles in the water?

A: Yes, there are bubbles in the water.

活動建議 讓學生回憶一下書中出現了哪些農場動物，並學一學這些農場動物是怎麼叫的。然後和學生一起玩「聽叫聲猜動物」的遊戲。老師模仿一種農場動物的叫聲，讓學生猜一猜是哪種動物，並鼓勵學生大聲說出動物的英文名稱。老師也可以和學生互換角色，完成遊戲。



1.9-6 We're Together 故事翻譯

P74-P75 我們一個接一個地上了校車。

P76-P77 我們一起踢足球。

P78-P79 我們一個接一個地玩溜滑梯。

P80-P81 我們一起讀書。

P82-P83 我們一個接一個地盪秋韆。

P84-P85 我們一起吃午餐。

Q & A

pp. 74-75

Q: What does the school bus look like? **A:** The school bus looks like a big, spotted fish.

Q: What animal is wearing a hat? **A:** The starfish is wearing a hat.

Q: Is there a turtle in the picture? **A:** Yes, there is a turtle in the picture.

pp. 76-77

Q: What are the sea animals doing? **A:** The sea animals are playing soccer together.

Q: Who is standing near the goal net? **A:** The starfish is standing near the goal net.

Q: What is the turtle doing? **A:** The turtle is looking at the soccer ball.

pp. 78-79

Q: What are the sea animals doing? **A:** The sea animals are going down the slide one by one.

Q: Who is at the top of the slide? **A:** The starfish and the turtle are at the top of the slide.

Q: Who has claws? **A:** The crab has red claws.

pp. 80-81

Q: What are the sea animals doing? **A:** The sea animals are reading a book together.

Q: Who is holding the book? **A:** The crab is holding the book.

Q: What is the starfish doing? **A:** The starfish is reading the book with the others.

pp. 82-83

Q: Who is sitting on the swing? **A:** The turtle is sitting on the swing.

Q: Who is wearing a pink bow? **A:** The orange fish is wearing a pink bow.

Q: Who has green skin? **A:** The turtle has green skin.



pp. 84-85

Q: What are the sea animals doing?

A: The sea animals are having lunch together.

Q: Who has a fork in their hand?

A: The turtle has a fork in his hand.

Q: What kind of food is on the plates?

A: There are noodles and vegetables on the plates.

活動建議 告訴學生，排隊是一種有禮貌的表現。引導學生用英文說出日常生活中什麼情況下需要排隊，譬如說：上車、玩遊戲、換衣服、溜滑梯、盪秋鞦、領自助餐。教學生做一個有禮貌的小朋友。

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.
-

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.

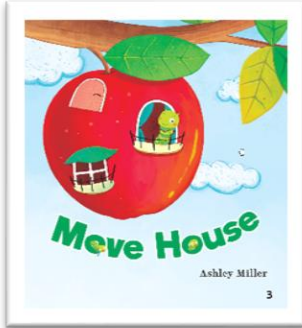
Extension Activities

- **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.



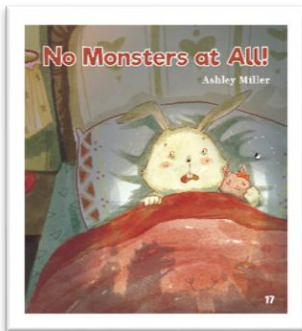
Story Summary and Activity Suggestions



1.9-1 Move House

Activity Suggestion

Play a "moving house" game with the students. Find a bed sheet and tell the students that they're going to learn how little bugs move to a new home. Ask them to choose a few items they think are most important and place them on the sheet. Bundle everything up like a little bug would do. Then, role-play moving from one classroom to another. Along the way, you can hand the students a cup of water and say, "Drink this!" Once everyone arrives at the "new home," say together, "Here I am!"

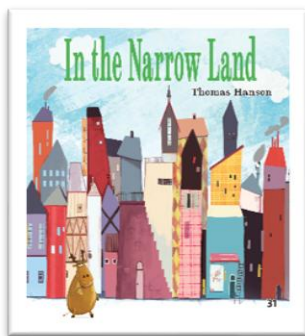


1.9-2 No Monsters at All!

Activity Suggestion

Play a "guess the toy" game with the students. Place a lamp where students can reach it and arrange some stuffed animals in front of them. Say "Turn off the light," and have the students turn off the lamp. Mix up the stuffed animals, then shine a flashlight to project their shadows on the wall. Ask the students to guess which toy each shadow represents. When you say "On the light," have the students turn the lamp back on and check if their guesses were correct.

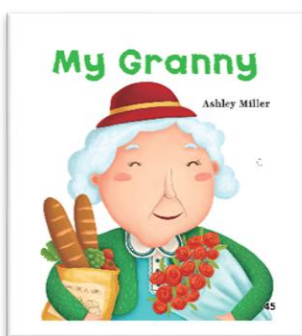




1.9-3 In the Narrow Land

Activity Suggestion

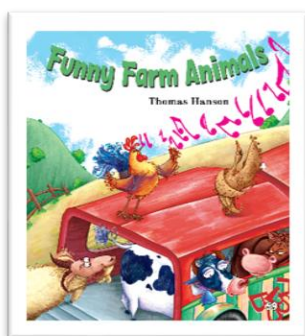
Bring a large stuffed animal to school and tell the students that it wants to play hide-and-seek. Pretend the toy is trying to hide by squeezing it into narrow spaces between cabinets or desks. As you do this, use a fun voice and say, "It is so narrow." Repeat the phrase several times. Then give the toy to the students and let them try hiding it themselves while saying, "It is so narrow."



1.9-4 My Granny

Activity Suggestion

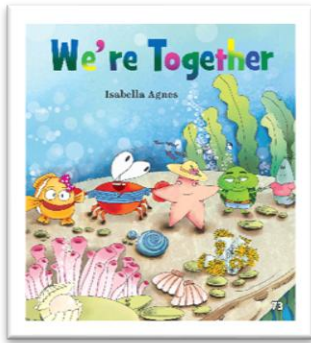
Play a "guess the word from the action" game. Based on actions from the story (e.g., grandma chatting, cleaning, knitting, grocery shopping, and cooking), act out each motion and have the students guess the word. Then play the game again, this time encouraging students to say full sentences based on the actions.



1.9-5 Funny Farm Animals

Activity Suggestion

Ask the students to recall which farm animals appeared in the book and learn the sounds those animals make. Play a "guess the animal from the sound" game. The teacher mimics the sound of a farm animal, and students guess which animal it is and say its English name out loud. You can switch roles and let students make the sounds while others guess.



1.9-6 We're Together

Activity Suggestion

Teach students that lining up is a polite behavior. Guide them to say in English the situations in daily life when lining up is important—such as getting on the bus, playing games, changing clothes, using the slide, swinging, or getting food at the cafeteria.

Encourage students to become polite little learners.

