

# 教學建議 2.10



# 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

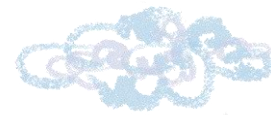
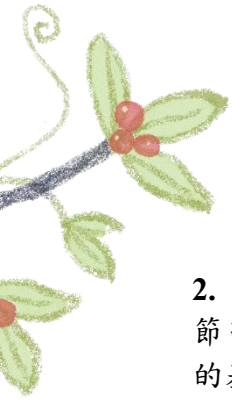
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

## ✚ 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

### 2.10-1 Huge and Tiny 故事翻譯



P4-P5 「我是一頭大犀牛。給我讓開！」犀牛說。  
「救命啊！」兔子說。

P6-P7 「我是一頭大犀牛。給我讓開！」犀牛說。  
「救命啊！」小鹿說。

P8-P9 「我是一頭大犀牛。給我讓開！」犀牛說。  
「救命啊！」斑馬說。

P10-P11 「我是一頭大犀牛。給我讓開！」犀牛說。  
「救命啊！」大水牛說。

P12-P13 犀牛停了下來。「好癢！」犀牛說。

P14-P15 一隻小小的蒼蠅在犀牛的耳朵裡。「我是一隻很小很小的蒼蠅，但我能讓一頭大犀牛停下來！」蒼蠅說。所有的動物都笑了！

### Q & A

pp. 4-5

Q: Who is the big animal in the picture?

A: The big animal is a rhino.

Q: Who is the small animal in the picture?

A: The small animal is a rabbit.

Q: What does the rhino say? A: The rhino says, "I am a huge rhino. Get out of my way!"

pp. 6-7

Q: What color is the rhino?

A: The rhino is blue.

Q: Is the rhino huge or small?

A: The rhino is huge.

Q: What does the deer say?

A: The deer says, "Help!"

pp. 8-9

Q: Who is the small animal in the picture?

A: The small animal is a zebra.

Q: What does the zebra say?

A: The zebra says, "Help!"

Q: How does the zebra feel?

A: The zebra feels scared.

pp. 10-11

Q: Who is the other animal in the picture?

A: The other animal is a buffalo.

Q: How does the buffalo feel?

A: The buffalo feels scared.

Q: What is the buffalo doing?

A: The buffalo is running away.

pp. 12-13

Q: What does the rhino say?

A: The rhino says, "That tickles!"

Q: What animal is hiding behind the grass?

A: The rabbit is hiding behind the grass.

Q: What color is the zebra?

A: The zebra is black and white.

pp. 14-15

Q: What is in the rhino's ear?

A: A tiny fly is in the rhino's ear.

Q: Which animals are laughing?

A: The rabbit, deer, zebra, and buffalo are laughing.

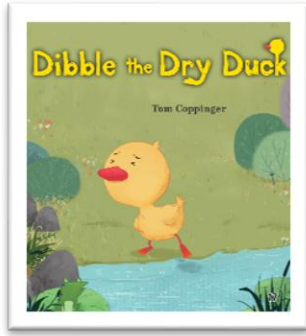
Q: Is the fly big or tiny?

A: The fly is tiny.

**活動建議** 鼓勵學生將書中的動物按照從大到小或從小到大的順序排列，並用英文依次說出這些動物的名稱。然後讓學生從 tiny, small, middle-sized, big 和 huge 這些單字中，選擇適當的單字來描述每種動物的大小。



## 2.10-2 Dibble the Dry Duck 故事翻譯



P18-P19 Dibble 從不在池塘裡游泳。他不喜歡把自己弄得濕濕的。一個下雨的早上，Dibble 穿上了靴子、雨衣，戴上了一頂大大的棕色帽子。

P20-P21 「和我一起到池塘裡游泳吧！」媽媽說。  
「不。我喜歡羽毛乾乾的。」 Dibble 說。

P22-P23 「和我一起在水坑裡跳吧！」小狗說。  
「不。我喜歡羽毛乾乾的。」 Dibble 說。

P24-P25 「和我一起到雨中跳舞吧！」  
松鼠說。「不。我喜歡羽毛乾乾的。」 Dibble 說。

P26-P27 松鼠掉進了池塘裡。「救命！」她喊道，「我不會游泳！」  
撲通！Dibble 跳進了水裡。

P28-P29 他把松鼠背出了池塘。現在松鼠安全了，Dibble 很高興。  
Dibble 說：「身上濕了也沒有關係。」

## Q & A

### pp. 18-19

- Q:** Does Dibble like getting wet?                   **A:** No, Dibble doesn't like getting wet.  
**Q:** What are the other ducks doing?           **A:** The other ducks are swimming and playing.  
**Q:** What is Dibble wearing on his feet?       **A:** Dibble is wearing a pair of boots.

### pp. 20-21

- Q:** What does Mom say?                           **A:** Mom says, "Swim in the pond with me!"  
**Q:** Does Dibble like to swim?  
**A:** No, Dibble does not like to swim.  
**Q:** What does Dibble like?  
**A:** Dibble likes dry feathers.

### pp. 22-23

- Q:** Who is jumping in the puddle?  
**A:** The puppy is jumping in the puddle.  
**Q:** What does the puppy say?  
**A:** The puppy says, "Jump in the puddle with me!"  
**Q:** What does Dibble say?  
**A:** Dibble says, "No. I like dry feathers."

### pp. 24-25

- Q:** Who is on the tree?  
**A:** The squirrel is on the tree.  
**Q:** What does the squirrel say?  
**A:** The squirrel says, "Dance in the rain with me!"  
**Q:** What is Dibble wearing?  
**A:** Dibble is wearing a pair of boots, a raincoat and a big brown hat.

pp. 26-27

Q: What happens to the squirrel?

A: The squirrel falls into the pond.

Q: What does the squirrel say?

A: The squirrel says, "Help! I can't swim!"

Q: Why does Dibble jump into the water? A: Dibble jumps into the water to help the squirrel.

pp. 28-29

Q: What is Dibble doing?

A: Dibble is carrying the squirrel out of the pond.

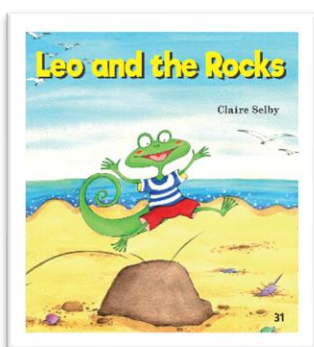
Q: Is the squirrel safe now?

A: Yes, the squirrel is safe now.

Q: How does Dibble feel now?

A: Dibble feels very happy now.

**活動建議** 準備鴨子、小狗、松鼠以及學生之前學過的，能說出英文名稱的動物圖片。先讓學生回憶書中都出現了哪些小動物，然後讓學生在動物圖片中指出這幾種動物。讓學生觀察所有的動物圖片，說說哪些動物會游泳。哪些動物不會游泳，給動物圖片分類，並說出每種動物的英文名稱。



### 2.10-3 Leo and the Rocks 故事翻譯

P32-P33 蜥蜴 Leo 喜歡跳。他從一塊石頭跳到另一塊石頭上。  
「1、2、3、4、5！」他數道。

P34-P35 Linda 和 Liam 走過來。「我們可以和你一起跳嗎？」  
他們問。「可以！」Leo 說。於是他們一起跳起來。

P36-P37 「.....6、7、8、9、10！」「我喜歡這樣跳！」Linda  
笑起來。「那兒有更多的石頭。我們再來跳一跳！」

P38-P39 但 Leo 停了下來。Liam 問：「你為何停下來，Leo？」

P40-P41 Leo 說：「我只能數到 10。」

Liam 笑起來：「我能幫你！我們一起跳一起數數吧！」

P42-P43 於是三隻蜥蜴跳起來，繼續數數：「11、12、13、14！」

然後三隻蜥蜴一路往回跳。「14、13、12、11、10……」

## Q & A

pp. 32-33

Q: What does Leo like to do?

A: Leo likes jumping.

Q: Where is Leo jumping?

A: Leo is jumping on the beach.

Q: What does Leo jump on?

A: Leo jumps from rock to rock.

### pp. 34-35

- Q:** Who comes to play with Leo? **A:** Linda and Liam come to play with Leo.  
**Q:** What do Linda and Liam ask Leo? **A:** They ask, "May we join you?"  
**Q:** What are Leo, Linda, and Liam doing? **A:** They are all jumping together.

### pp. 36-37

- Q:** What are the lizards doing? **A:** The lizards are jumping.  
**Q:** What are the lizards counting? **A:** The lizards are counting rocks.  
**Q:** What does Linda want to do? **A:** Linda wants to jump more.

### pp. 38-39

- Q:** Who stops in the picture? **A:** Leo stops in the picture.  
**Q:** What is Leo standing on? **A:** Leo is standing on a rock.  
**Q:** What does Liam ask Leo? **A:** Liam asks, "Why do you stop, Leo?"

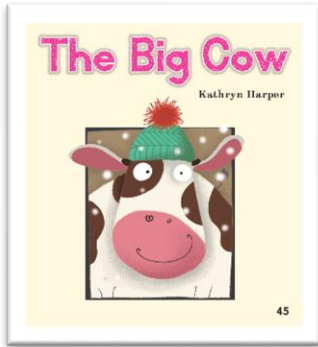
### pp. 40-41

- Q:** What does Leo say? **A:** Leo says, "I can only count to ten."  
**Q:** Who can help Leo? **A:** Liam can help Leo.  
**Q:** What can Liam and Leo do? **A:** They can jump and count together.

### pp. 42-43

- Q:** What are the lizards doing? **A:** The lizards are jumping and counting numbers.  
**Q:** Can you say the numbers they are counting? **A:** They are counting eleven, twelve, thirteen, fourteen.  
**Q:** What are the lizards doing? **A:** The lizards are jumping back.

**活動建議** 老師和學生在操場一起玩「跳房子」遊戲。老師在地上用粉筆畫出 14 個逐一往上疊加的方格。方格裡依次寫上數字 1~14。老師和學生透過「剪刀、石頭、布」來決定每輪誰能往前跳一格。老師先示範，在每次起跳前說：“Jump!” 每跳一格就用英文說出格子裡的數字，譬如：“Five”，並鼓勵學生也這樣做。最先跳到格子中寫 14 的人獲勝。學生分成兩人一組，每次只有一組人玩。



## 2.10-4 The Big Cow 故事翻譯

P46-P47 我們的叔叔有一座農場。我們喜歡農場的貓、狗、母雞和豬，但我們不喜歡那頭大奶牛！

P48-P49 我們餵貓、狗、母雞和豬，但我們不餵那頭大奶牛！我們摘蘋果。

P50-P51 大奶牛向我們靠近！快跑！我們穿過田野。我們跑向穀倉。「叔叔！」我們大喊。

P52-P53 叔叔抱住了我們。「出什麼事了？」他問。「是奶牛怪物！」我們喊道。

P54-P55 叔叔笑了。「她不是怪物。她是一頭漂亮的奶牛。

她想吃蘋果。看！」叔叔給大奶牛擠奶。她很溫順。

P56-P57 現在我們喜歡農場的貓、狗、母雞和豬，我們也喜歡大奶牛！

## Q & A

### pp. 46-47

**Q:** Who has a farm?

**A:** Our uncle has a farm.

**Q:** What animals do the children love?

**A:** The children love the cats, the dogs, the hens, and the pigs.

**Q:** Do the children love the big cow?

**A:** No, the children don't love the big cow.

### pp. 48-49

**Q:** What animals do the children feed?

**A:** The children feed the cats, the dogs, the hens, and the pigs.

**Q:** Do the children feed the big cow?

**A:** No, the children don't feed the big cow.

**Q:** What are the children doing?

**A:** The children are picking apples.

### pp. 50-51

**Q:** What animal is running towards the children? **A:** The big cow is running towards the children.

**Q:** Where are the children running through?

**A:** The children are running through the fields.

**Q:** Where are the children running to?

**A:** The children are running to the barn.

### pp. 52-53

**Q:** Who is hugging the children?

**A:** Their uncle is hugging the children.

**Q:** What does the uncle ask the children?

**A:** The uncle asks, "What's wrong?"

**Q:** What do the children call the cow?

**A:** The children call the cow the "cow monster."

pp. 54-55

Q: What does the uncle say about the cow? A: The uncle says she is a beautiful cow.

Q: What does the cow want? A: The cow wants apples.

Q: What is the uncle doing? A: The uncle is milking the big cow.

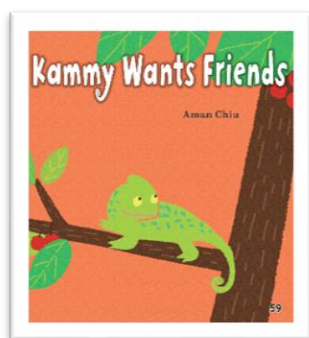
pp. 56-57

Q: Which animals do we love in the picture? A: We love the cats, dogs, hens, pigs, and the big cow.

Q: What are the pigs doing? A: The pigs are playing in the mud.

Q: What are the children doing with the cow? A: The children are hugging the cow.

**活動建議** 老師拿出幾個動物玩具（最好是農場動物玩具），和學生一起玩「照顧動物」的遊戲。老師說出指令，學生做出相應的動作。譬如說，老師拿出小狗玩具說：“The dog is hungry. Can you feed it?” 拿出母雞玩具說：“The hen is sleepy. Let it go back to the barn.” 拿出綿羊玩具說：“The little sheep is very mild. Can you hug it?” 學生熟悉和掌握相關語言後，和學生交換角色，或是學生們互相交換角色，繼續遊戲。



## 2.10-5 Kammy Wants Friends 故事翻譯

P60-P61 變色龍 Kammy 是動物園的新成員。

她想交新朋友，於是她去拜訪鄰居們。

P62-P63 她去拜訪青蛙。「你好，青蛙！」「是誰啊？」

但青蛙看不見 Kammy。他只看見一些青草。

P64-P65 Kammy 很難過。她去拜訪蛇。「你好，蛇！」「是誰

啊？」但蛇看不見 Kammy。他只看見一些黃色的樹葉。

P66-P67 Kammy 很難過。她去拜訪大烏龜。「你好，大烏

龜！」「是誰啊？」但大烏龜看不見 Kammy。他只看見一些灰色的石頭。

P68-P69 Kammy 很難過。她去拜訪鱷魚。「你好，鱷魚！」

「是誰啊？」但鱷魚看不見 Kammy。他只看見一些五顏六色的花。

P70-P71 「沒有人能看見我。」Kammy 感到很孤單。

這時，變色龍 Kenny 來了。「你好，我能看見你。」

## Q & A

### pp. 60-61

**Q:** Who is new to the zoo?

**A:** Kammy the chameleon is new to the zoo.

**Q:** What does Kammy want to do?

**A:** Kammy wants to make new friends.

**Q:** Where is Kammy going?

**A:** Kammy is going to see her neighbors.

### pp. 62-63

**Q:** Who does Kammy go to see?

**A:** Kammy goes to see Frog.

**Q:** Where is Frog?

**A:** Frog is in the pond.

**Q:** Can Frog see Kammy?

**A:** No, Frog cannot see Kammy.

### pp. 64-65

**Q:** Who does Kammy go to see?

**A:** Kammy goes to see Snake.

**Q:** Why can Snake not see Kammy?

**A:** Snake cannot see Kammy because she looks like yellow leaves.

**Q:** What color is Kammy now?

**A:** Kammy is yellow now.

### pp. 66-67

**Q:** Why is Kammy sad?

**A:** Kammy is sad because no one can see her.

**Q:** Who does Kammy go to see?

**A:** Kammy goes to see Big Tortoise.

**Q:** What does Big Tortoise see?

**A:** He just sees some gray rocks.

### pp. 68-69

**Q:** How does Kammy feel?

**A:** Kammy feels sad.

**Q:** Who does Kammy go to see?

**A:** Kammy goes to see Crocodile.

**Q:** What does Crocodile see?

**A:** Crocodile just sees colorful flowers.

### pp. 70-71

**Q:** How does Kammy feel?

**A:** Kammy feels very lonely.

**Q:** Who comes to see Kammy?

**A:** Kenny the chameleon.

**Q:** Can Kenny see Kammy?

**A:** Yes, he can see Kammy.



**活動建議** 老師和學生一起玩「尋找變色龍」的遊戲。找出一些和學校的教室用品顏色相近的衣物，讓學生穿上或戴上，假扮變色龍，並借助顏色的掩護「藏」起來。然後引導學生說：“I’m a little chameleon. Come find me!” 老師一邊「找」一邊說：“I cannot see you. I just see red bookshelf / brown desk...” 然後利用學生露出的破綻找到他/她。可以互換角色，繼續遊戲。



## 2.10-6 Lost 故事翻譯

P74-P75 「我們去尋寶吧。」 Tim 說。「我們去樹林裡找找吧。」 Sally 說。「不要啦，我們會迷路的。」 James 說。

P76-P77 「看！一隻綠色的鸚鵡！」 Sally 說。「我們跟著它吧。」 Tim 說。「不要啦，我們會迷路的。」 James 說。

P78-P79 「我們到灌木叢下面找找吧。」 Sally 說。「不要啦，我們會迷路的。」 James 說。

P80-P81 「岩石！」 Sally 說。「我們爬上去吧！」 Tim 說。「不要啦，我們會迷路的。」 James 說。

「我們在哪兒？」 Tim 問。「我們迷路了！」 James 說。

P82-P83 「問問她吧。」 Tim 說。「不要和陌生人說話！」 James 說。

「那不是陌生人！那是 Tim 的媽媽！」 Sally 喊道。

P84-P85 「你們在找什麼？」媽媽問。「寶藏。」 Tim 說。

「那這是寶藏嗎？」媽媽問。「是的！」孩子們喊道，「好吃！」

## Q & A

### pp. 74-75

**Q:** What does Tim want to do?

**A:** Tim wants to find treasure.

**Q:** What does Sally want to do?

**A:** Sally wants to look in the forest.

**Q:** What does James say?

**A:** James says, “No, we’ll get lost.”

### pp. 76-77

**Q:** What does Sally see?

**A:** Sally sees a green parrot.

**Q:** What does Tim want to do?

**A:** Tim wants to follow the green parrot.

**Q:** Is James happy to follow the parrot?

**A:** No, James is not happy to follow the parrot.

pp. 78-79

Q: What does Sally want to do?

A: Sally wants to look under the bushes.

Q: Who is holding binoculars?

A: Sally is holding binoculars.

Q: Who looks worried?

A: James looks worried.

pp. 80-81

Q: What does Sally say when she sees the rocks? A: She says, "Rocks!"

Q: Who wants to climb the rocks? A: Tim wants to climb the rocks.

Q: What does Tim ask when they are on the rock? A: Tim asks, "Where are we?"

pp. 82-83

Q: What does Tim want to do when he sees the woman?

A: Tim wants to ask her for help.

Q: Why does James not want to talk to the woman?

A: James thinks it's not safe to talk to strangers.

Q: Who is the woman the kids see?

A: She is Tim's mom.

pp. 84-85

Q: What is Tim looking for?

A: Tim is looking for treasure.

Q: What is inside the bag Mom is holding?

A: The bag is full of colorful candy.

Q: Why do the children think the candy is a treasure? A: Because it's yummy and fun like treasure.

**活動建議** 和學生一起討論，如果不小心與父母走散了該怎麼辦。可以問學生：

“Should you ask a stranger / shout for help / hide in the bush / find a policeman?” 讓學生自己想想該怎麼做，然後鼓勵學生用完整的句子回答，譬如說：“No, I shouldn't ask a stranger.” 可以利用這個機會，給學生進行一次安全教育。



## 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.

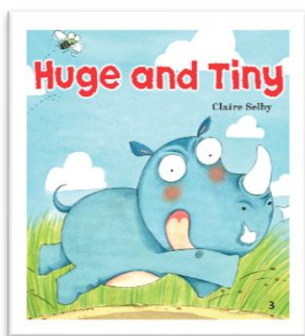
---

### 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

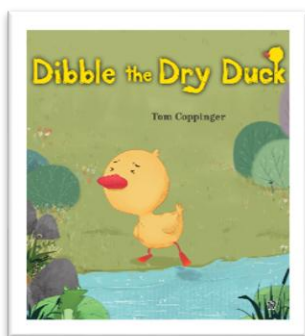


### 2.10-1 Huge and Tiny

#### Activity Suggestion

Encourage students to arrange the animals from the story in order from biggest to smallest or smallest to biggest. Then, have them say the names of these animals in English, one by one. Next, ask students to choose the appropriate size words — *tiny*, *small*, *middle-sized*, *big*, and *huge* — to describe the size of each animal.

---

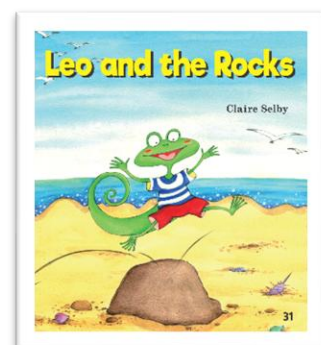


### 2.10-2 Dibble the Dry Duck

#### Activity Suggestion

Prepare pictures of animals such as a duck, a puppy, a squirrel, and other animals students have learned and can name in English. Begin by asking students to recall which small animals appeared in the story. Then, ask them to identify those animals in the pictures. Have students observe all the animal images and discuss which animals can swim and which cannot. Help students sort the animals into two groups and say the English names of the animals as they classify them.

---



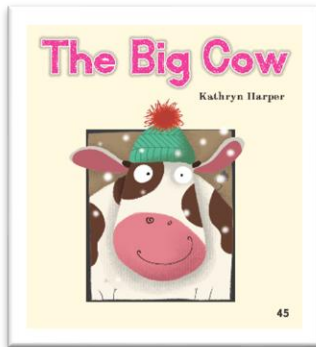
### 2.10-3 Leo and the Rocks

#### Activity Suggestion

Play a game of hopscotch with the students on the playground. Use chalk to draw 14 connected boxes on the ground and number them from 1 to 14. Use “rock-paper-scissors” to decide who jumps forward in each round. Demonstrate how to say “Jump!” before hopping and say the number in English for each square

landed on, for example, “Five.” Encourage students to do the same. The first student to reach square 14 wins. Divide students into pairs — only one pair plays at a time.

---



### 2.10-4 The Big Cow

#### Activity Suggestion

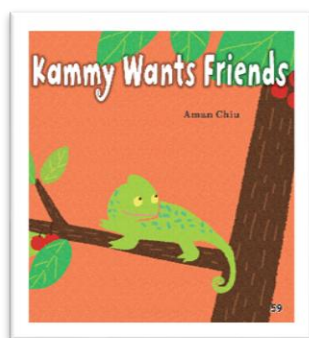
Use a few animal toys (preferably farm animals) to play a “Take Care of the Animals” game. The teacher gives commands, and students act them out.

For example, holding up a toy dog, say: “The dog is hungry. Can you feed it?”

Holding up a hen: “The hen is sleepy. Let it go back to the barn.”

With a sheep: “The little sheep is very mild. Can you hug it?” After students are familiar with the language, switch roles with them or let students take turns being the teacher and giving commands.

---



### 2.10-5 Kammy Wants Friends

#### Activity Suggestion

Play a “Find the Chameleon” game. Find some clothing items that match the colors of classroom furniture or supplies. Let students wear them to pretend to be chameleons hiding in plain sight. Guide them to say: “I’m a little chameleon. Come find me!” As you search, narrate: “I cannot see you. I just see a red bookshelf.. a

brown desk...” Then find the student by spotting a part that gives them away. Switch roles and continue the game.



## 2.10-6 Lost

### Activity Suggestion 6

Discuss with students what to do if they get separated from their parents. Ask questions like: “Should you ask a stranger? Shout for help? Hide in the bushes? Find a policeman?” Let students think and respond, encouraging full sentences like: “No, I shouldn’t ask a stranger.” Use this as an opportunity to teach safety awareness and good decision-making.