

教學建議 3.1



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

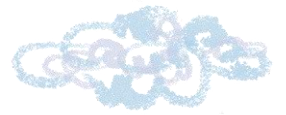
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

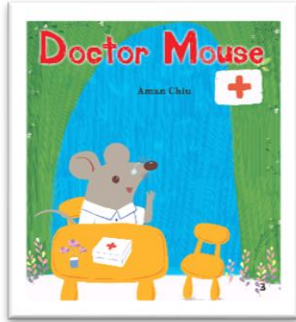
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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



3.1-1 Doctor Mouse 故事大綱

P4 一大早，老鼠醫生就開始工作了。

P5 (長頸鹿說)「幫幫我，老鼠醫生。我的脖子好疼。」

P6 (老鼠醫生說)「讓我看看，長頸鹿。哦，原來是根刺。」

P7 (長頸鹿說)「謝謝你，老鼠醫生。」

P8 (蝸牛說)「幫幫我，老鼠醫生。我的殼兒裂了。」

P9 (蝸牛說)「一個堅果砸到我了。」(老鼠醫生說)「別擔心，我會治好你的。」

P10 (蝸牛說)「謝謝你，老鼠醫生。」

P11 (河馬說)「幫幫我，老鼠醫生。我流鼻涕了。」

P12 (老鼠醫生說)「讓我給你量量體溫。哦，你發燒了。」

P13 (老鼠醫生說)「吃點兒藥，你很快就會好的。」

P14 老鼠醫生忙了一整天。他讓每個病人都感覺好多了。

P15 老鼠醫生在門口發現了一張卡片，上面寫著：「謝謝你，老鼠醫生！」

Q & A

pp. 4-5

Q: What time of day is it?

A: It is early in the morning.

Q: What is Doctor Mouse doing?

A: Doctor Mouse is beginning his day of work.

Q: What is wrong with the giraffe?

A: The giraffe's neck hurts.

pp. 6-7

Q: What is inside the giraffe's neck? **A:** There is a thorn inside the giraffe's neck.

Q: Why is the giraffe crying? **A:** The giraffe is crying because his neck hurts.

Q: What does the giraffe say? **A:** The giraffe says, "Thank you, Doctor Mouse."

pp. 8-9

Q: Who is asking for help? **A:** The snail is asking for help.

Q: What is broken? **A:** The snail's shell is broken.

Q: What is Doctor Mouse doing? **A:** Doctor Mouse is putting medicine on the snail's shell.

pp. 10-11

Q: What is on the snail's shell?

A: There is a bandage on the snail's shell.

Q: What is Doctor Mouse wearing?

A: Doctor Mouse is wearing a white coat.

Q: What is wrong with the hippo?

A: The hippo has a running nose.

pp. 12-13

Q: What is Doctor Mouse holding?

A: Doctor Mouse is holding a thermometer.

Q: What is wrong with the hippo?

A: The hippo has a fever and a runny nose.

Q: What is the hippo doing?

A: The hippo is opening his mouth to take the pills.

pp. 14-15

Q: How many animals is Doctor Mouse helping? **A:** Doctor Mouse is helping four animals.

Q: What do the animals feel now?

A: The animals feel better now.

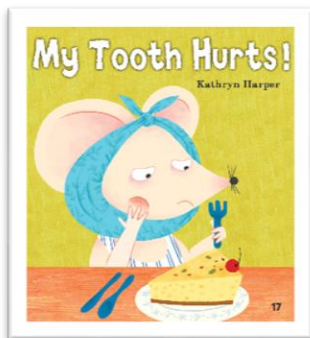
Q: Where does Doctor Mouse find the card?
door.

A: Doctor Mouse finds the card by his

活動建議

老師和學生一起玩醫生遊戲。老師當病人，學生當醫生（學生們也可以輪流當醫生和病人）。老師假裝成書裡的人物，做出生病或受傷的樣子，向「醫生」尋求幫助。鼓勵學生用書中的語言給「病人」看病。請注意，不需要表演出完整的故事，只要學生能說出一兩句英文，或者能說出相應的英文單字，就給予表揚。





3.1-2 My Tooth Hurts! 故事大綱

P18 小老鼠 Roy 早飯吃糖，午飯吃巧克力，晚飯吃餅乾。

P19 他吃啊吃啊，還不刷牙。

P20 (Roy 說)「哎喲，我的牙疼！」

P21 Roy 的牙一直在疼。

P22 (Roy 說)「你是誰？」(小仙女說)「我是小仙女。」

P23 (小仙女說)「你吃糖太多了，不過我能幫助你。」

P24 (小仙女說)「一、二，一、二。給 Roy 換顆新牙！」

P25 (Roy 說)「謝謝！我的牙不疼了！」

P26 (小仙女說)「少吃糖，勤刷牙。刷、刷、刷，刷刷牙。」

P27 現在 Roy 早飯吃豌豆，午飯吃生菜，晚飯吃花椰菜。

P28 有時候，他也吃糖……不過，他總會刷牙！

P29 看 Roy 大大的笑容！

Q & A

pp. 18-19

Q: What does Roy the Mouse eat for breakfast? **A:** Roy the Mouse eats sweets for breakfast.

Q: What does Roy the Mouse eat for dinner? **A:** Roy the Mouse eats biscuits for dinner.

Q: Does Roy brush his teeth? **A:** No, Roy does not brush his teeth.

pp. 20-21

Q: What is wrong with Roy? **A:** Roy's tooth hurts.

Q: Why does Roy's tooth hurt? **A:** His tooth hurts because he eats too many sweets and does not brush his teeth.

Q: What is wrong with Roy the Mouse? **A:** Roy the Mouse has a toothache.

pp. 22-23

Q: What does the fairy say? **A:** The fairy says, "I'm a fairy."

Q: What is Roy doing in the picture? **A:** Roy is sitting in bed and holding his cheek.

Q: What is the fairy holding? **A:** The fairy is holding a magic wand.

pp. 24-25

Q: What does the fairy say? **A:** The fairy says, "1, 2, 1, 2. Give Roy a new tooth!"

Q: What is the fairy doing? **A:** The fairy is using magic to give Roy a new tooth.

Q: How does Roy feel now? **A:** Roy feels OK now.

pp. 26-27

Q: What is Roy the Mouse doing?

A: Roy the Mouse is brushing his teeth.

Q: What is Roy holding in his hands?

A: Roy is holding a toothbrush and a blue cup.

Q: What does Roy the Mouse have for lunch? A: Roy the Mouse has lettuce for lunch.

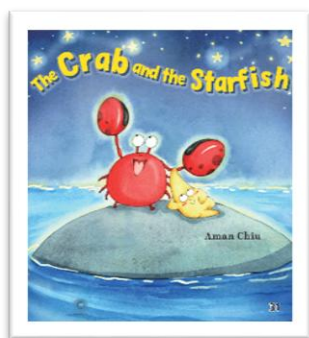
pp. 28-29

Q: What is Roy the Mouse eating in the first picture? A: Roy the Mouse is eating a lollipop.

Q: What is Roy doing in the second picture? A: Roy is brushing his teeth.

Q: What is Roy the Mouse doing? A: Roy the Mouse is smiling and giving the fairy a high-five.

活動建議 帶著學生們邊做刷牙的動作，邊唸故事中的兒歌：“Eat fewer, sweets, and brush your teeth. Brush, brush, brush, brush your teeth.” 提醒學生要少吃糖，勤刷牙，牙齒才能更健康。



3.1-3 Crab the Starfish 故事大綱

P32 螃蟹說：「我從來沒見過鯨魚，我真想看看。」海星說：「我們一起去找吧。」

P33 他們一起奔向大海。

P34 「那是鯨魚嗎？」螃蟹問。「不是，那是海豚。」海星回答。

P35 他們和海豚一起玩了起來。真開心！

P36 他們繼續前進。

P37 螃蟹問：「那是鯨魚嗎？」海星大叫：「哦，不！那是鯊魚！」

P38 他們害怕極了。他們藏在大海龜身後。

P39 「我們到水面上去吧！」海星說。

P40 他們來到了一座小島上。

P41 他們覺得累極了。

P42 「我們找不到鯨魚了。」螃蟹說。海星說：「也許下次我們能看到鯨魚。我們回家吧。」

P43 「好棒，我們就在鯨魚背上！」

Q & A

pp. 32-33

- Q:** What does the crab want? **A:** The crab wants to see a whale.
Q: What does the starfish say? **A:** The starfish says, "Let's find one."
Q: Where do the crab and the starfish go? **A:** The crab and the starfish go to the sea.

pp. 34-35

- Q:** Where are the crab and the starfish? **A:** The crab and the starfish are under the sea.
Q: What animal do they see? **A:** They see a dolphin.
Q: What are they doing? **A:** They are playing together.

pp. 36-37

- Q:** What animals are around them? **A:** There are many jellyfish around them.
Q: What animal do they see? **A:** They see a shark.
Q: How does the starfish feel? **A:** The starfish feels scared.

pp. 38-39

- Q:** How do the crab and the starfish feel? **A:** The crab and the starfish feel scared.
Q: Where do they hide? **A:** They hide behind a big turtle.
Q: Where are they going? **A:** They are going up.

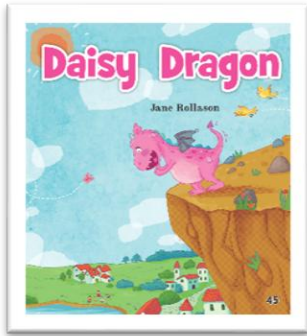
pp. 40-41

- Q:** Where do the crab and the starfish go? **A:** They go to an island.
Q: What time of day is it? **A:** It is nighttime.
Q: How do the crab and the starfish feel? **A:** They feel so tired.

pp. 42-43

- Q:** Where are they? **A:** They are on a big, gray rock.
Q: What does the crab say? **A:** The crab says, "We won't find a whale."
Q: Where are they? **A:** They are on a big, gray whale.

活動建議 和學生一起玩「做動作猜動物」的遊戲。老師先模仿書中的一種動物，譬如：像螃蟹一樣橫著走路，或者用手做出海豚躍出水面的動作，讓學生猜猜是什麼動物，並大聲用英語說出來。然後老師和學生交換角色，或是學生們一個個輪流模仿動物讓大家猜，來繼續遊戲。



3.1-4 Daisy Dragon 故事大綱

- P46 小龍 Daisy 和家人住在龍山上。
- P47 Daisy 看到孩子們，想跟他們一起玩。
- P48 「你們好！」 Daisy 說。「你好！你會釣魚嗎？」
一個男孩問道。
- P49 「我不會，但是我能噴火。」 Daisy 說。火從她的鼻子裡
噴出來。
- P50 孩子們害怕 Daisy。他們都跑開了。
- P51 Daisy 好傷心。「他們不喜歡我。」她說。「也許他們是害怕你噴的火。」
龍爸爸說。
- P52 第二天，湖邊有一個聚會。嗯！這肉聞著真香。
- P53 一會兒，天下起雨來。
- P54 「哦，不！」孩子們說。
- P55 Daisy 快速朝湖邊飛去。
- P56 「我的火能幫忙！」 Daisy 說。
- P57 「Daisy，你真棒！」孩子們說。

Q & A

pp. 46-47

- Q:** Where does Daisy Dragon live? **A:** Daisy Dragon lives on Dragon Mountain.
- Q:** Who does Daisy live with? **A:** Daisy lives with her family.
- Q:** What does Daisy want to do? **A:** Daisy wants to play with the children.

pp. 48-49

- Q:** What does the boy ask Daisy? **A:** The boy asks, "Hello! Can you fish?"
- Q:** Where is Daisy? **A:** Daisy is near the pond.
- Q:** Where does the fire come from? **A:** The fire comes out of Daisy's nose.

pp. 50-51

- Q:** How do the children feel about Daisy? **A:** The children are scared of Daisy.
- Q:** What do the children do when they see Daisy's fire? **A:** The children run.
- Q:** How does Daisy feel? **A:** Daisy feels sad.

pp. 52-53

- Q:** What is happening by the lake? **A:** There is a party by the lake.
- Q:** How does the meat smell? **A:** The meat smells nice.
- Q:** What happens in the picture? **A:** It starts to rain.

pp. 54-55

Q: Why are the children sad?

A: They are sad because the fire is gone.

Q: What happens to the fire?

A: The rain puts out the fire.

Q: Where is Daisy going?

A: Daisy is flying to the lake.

pp. 56-57

Q: What is Daisy doing?

A: Daisy is breathing fire on the meat.

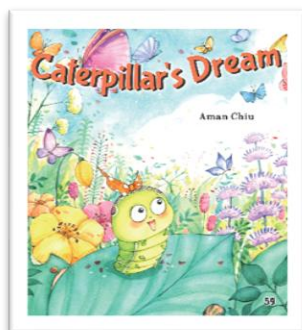
Q: What is Daisy doing?

A: Daisy is smiling and shaking hands with a boy.

Q: What do the children say to Daisy?

A: The children say, "Daisy, you're great!"

活動建議 告訴學生每個人都有自己的特點，無論高矮胖瘦、年齡大小，都能發揮自己的特長來幫助別人。每當學生在學校裡做了自己力所能及的事，就要及時表揚學生，說：“You are great!”



3.1-5 Caterpillar's Dream 故事大綱

P60 綠色的小毛毛蟲有個大大的夢想。

P61 她告訴甲蟲她的夢想：「我想飛！」

P62 甲蟲嘲笑她說：「毛毛蟲不會飛的！別傻了！」

P63 綠色的小毛毛蟲有些難過。

P64 她去問蜜蜂：「你能教我飛嗎？」

P65 「你沒有翅膀啊。你不能飛。」蜜蜂說。綠色的小毛毛蟲好沮喪。

P66 她又去找蝸牛博士。「蝸牛博士，我怎樣才能擁有翅膀呢？」

P67 「要有耐心，毛毛蟲！」蝸牛博士回答道，「你要吃得飽飽的，身體棒棒的，然後就等著那一天到來吧。」

P68 綠色的小毛毛蟲不停地吃呀吃，她長得越來越大了。

P69 現在，變化的時刻就要到來了……

P70 「看，現在我有翅膀了！」

P71 綠色的小毛毛蟲終於變成了一隻蝴蝶。她飛得好高啊！

Q & A

pp. 60-61

- Q:** What color is the caterpillar? **A:** The caterpillar is green.
Q: Who does the caterpillar talk to? **A:** The caterpillar talks to Beetle.
Q: What does the caterpillar say? **A:** The caterpillar says, "I want to fly!"

pp. 62-63

- Q:** What does Beetle say? **A:** Beetle says, "No caterpillar can fly! Don't be silly!"
Q: What is Beetle doing? **A:** Beetle is laughing.
Q: How does the little green caterpillar feel? **A:** The little green caterpillar feels sad.

pp. 64-65

- Q:** Who does the caterpillar ask for help? **A:** The caterpillar asks Bee for help.
Q: What is Bee doing? **A:** Bee is flying near a big flower.
Q: How does the caterpillar feel? **A:** The caterpillar feels very depressed.

pp. 66-67

- Q:** Who does the caterpillar go to see? **A:** The caterpillar goes to see Doctor Snail.
Q: What does Doctor Snail tell the caterpillar? **A:** Doctor Snail tells the caterpillar to be patient and eat a lot.
Q: Where are the caterpillar and Doctor Snail? **A:** They are on the ground near big mushrooms.

pp. 68-69

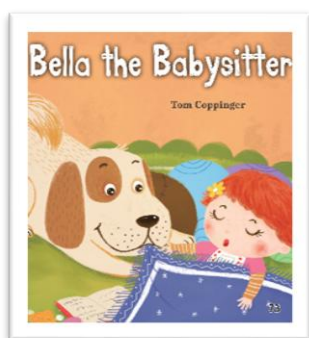
- Q:** What does the little green caterpillar do? **A:** The little green caterpillar eats and eats.
Q: What happens when she eats a lot? **A:** She grows bigger and bigger.
Q: What is happening to the caterpillar? **A:** The caterpillar is changing into something new.

pp. 70-71

- Q:** What does the caterpillar say? **A:** The caterpillar says, "Look, I have wings now!"
Q: What does the little green caterpillar become? **A:** The little green caterpillar becomes a butterfly.
Q: What is she doing now? **A:** She is flying high in the sky.



活動建議 老師在紙上畫一隻毛毛蟲和一隻蝴蝶的簡筆畫，讓學生給圖畫塗上自己喜歡的顏色，然後將塗好顏色的毛毛蟲和蝴蝶剪下來。打開書，結合書上的圖片，和學生一起進行角色扮演。當演到毛毛蟲說話的時候，就拿起毛毛蟲的剪紙，邊做動作邊模仿毛毛蟲說話的語氣；當毛毛蟲變成蝴蝶後，就拿出蝴蝶的剪紙，做出在天空中飛舞的樣子，和學生一起說：“The little caterpillar finally becomes a butterfly!” 也可以簡單說成：“A butterfly!”



3.1-6 Bella the Babysitter 故事大綱

- P74 「Melissa，看好寶寶。」「好的，媽媽。」
P75 Melissa 給寶寶讀書。
P76 Melissa 睡著了。寶寶從沙發上爬下來。
P77 寶寶去了廚房。Bella 跟在她後面。
P78 寶寶拽著一袋麵粉。撲！麵粉撒得到處都是！Bella 打了個噴嚏。

P79 Bella 叨來一條毛巾，給寶寶擦乾淨。

P80-81 Bella 把寶寶拉進臥室。寶寶咯咯地笑。Bella 和寶寶一起玩拋接球，然後他們又用毯子玩拔河遊戲。

P82 寶寶累了，睡著了。Bella 給她蓋上毯子。

P83 媽媽回來了。「Melissa，寶寶呢？」「對不起，我睡著了。」

P84 媽媽和 Melissa 來到寶寶的房間。「噓！寶寶睡著了。Bella 在照顧她呢。」

P85 Melissa 笑著對 Bella 說：「謝謝你，Bella！」

Q & A

pp. 74-75

Q: What is Melissa doing?

A: Melissa is playing with Baby.

Q: What is Baby doing?

A: Baby is lying on the green rug and playing with blocks.

Q: What is Melissa doing?

A: Melissa is reading a book to Baby.

pp. 76-77

Q: What is Melissa doing?

A: Melissa is falling asleep.

Q: What is Baby doing?

A: Baby is crawling off the couch.

Q: Where is Baby going?

A: Baby is going to the kitchen.



pp. 78-79

Q: What does Baby pull?

A: Baby pulls at the flour bag.

Q: What happens when Baby pulls the bag?

A: The flour spills everywhere.

Q: What does Bella do with the towel?

A: Bella cleans Baby with the towel.

pp. 80-81

Q: Where is Bella taking Baby?

A: Bella is taking Baby to the bedroom.

Q: What is Baby doing?

A: Baby is laughing.

Q: What game do Bella and Baby play first?

A: Bella and Baby play catch with a ball first.

pp. 82-83

Q: Why does Baby fall asleep?

A: Baby falls asleep because she is tired.

Q: What does Bella do for Baby?

A: Bella puts the blanket over Baby.

Q: What does Mom ask?

A: Mom asks, "Melissa, where is Baby?"

pp. 84-85

Q: Where do Mom and Melissa go?

A: Mom and Melissa go to Baby's room.

Q: Who is looking after Baby?

A: Bella is looking after Baby.

Q: What is Melissa doing?

A: Melissa is smiling at Bella.

活動建議 在教室裡找一塊開闊的地方，拿出一條床單或者長浴巾，說：“Let's play tug-of-war.” 和學生一起玩拔河遊戲。遊戲的過程中，一名老師和兩個學生拔河，另一名老師在旁邊保護。老師可以讓學生一點，讓學生感受到獲勝的樂趣，培養學生的自信心，贏了的人要說：“I won!”



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.

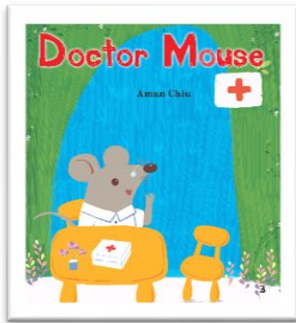
Extension Activities

- **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.



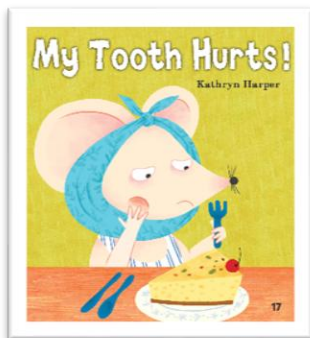
Story Summary and Activity Suggestions



3.1-1 Doctor Mouse

Activity Suggestion

Play a doctor role-play game with the students. The teacher can act as the patient, and students take turns being the doctor (students may also switch roles with each other). The teacher pretends to be a character from the story and acts as if they are sick or hurt, asking the “doctor” for help. Encourage students to use language from the story to “treat” the patient. Don’t worry about performing the whole story—praise students as long as they can say a simple sentence or even just the correct vocabulary word in English.



3.1-2 My Tooth Hurts

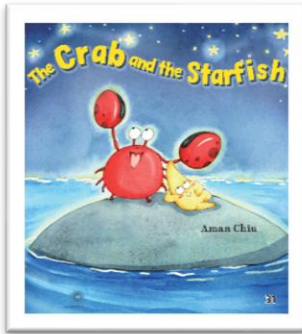
Activity Suggestion

Lead students in brushing movements while chanting the rhyme from the story:

“Eat fewer sweets, and brush your teeth.

Brush, brush, brush, brush your teeth.”

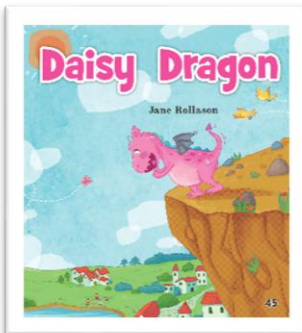
Use this opportunity to remind students to eat less candy and brush their teeth often to keep them healthy.



3.1-3 The Crab and the Starfish

Activity Suggestion

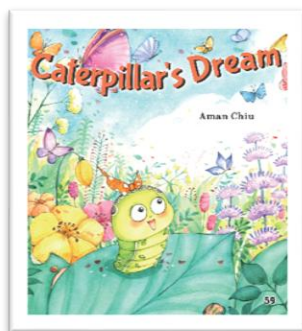
Play an animal-guessing game through actions. The teacher acts like an animal from the book—for example, walking sideways like a crab or using hands to mimic a dolphin jumping out of the water. Students guess the animal and say it out loud in English. Then, switch roles: let the students take turns acting like animals for the class to guess and say aloud in English.



3.1-4 Daisy Dragon

Activity Suggestion

Teach students that everyone has their own strengths, regardless of their size, age, or appearance. Emphasize that everyone can use their special abilities to help others. Whenever a student accomplishes something on their own or helps someone at school, praise them by saying: “You are great!”

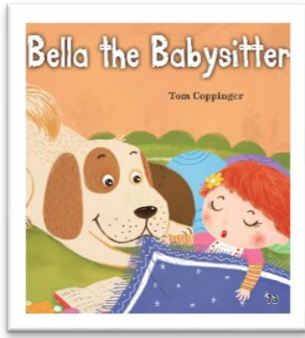


3.1-5 Caterpillar's Dream

Activity Suggestion

Draw a simple caterpillar and butterfly on paper. Let students color them using their favorite colors and then cut them out. Open the book and use the illustrations to do a simple role-play. When the caterpillar speaks, hold up the paper caterpillar and mimic its voice and movements. When it transforms into a butterfly, hold up the butterfly and pretend it's flying in the sky. Say together:

“The little caterpillar finally becomes a butterfly!”—or simply—“A butterfly!”



3.1-6 Bella the Babysitter

Activity Suggestion

Find an open space in the classroom. Take out a bedsheet or long towel and say: “Let’s play tug-of-war.” Play the game with students. One teacher and two students pull the cloth, while another teacher stands by to keep the game safe. Let the students win to help build their confidence. After winning, encourage them

to shout: “I won!”

