

教學建議 3.10



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

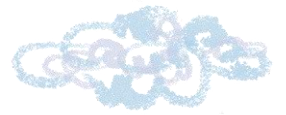
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

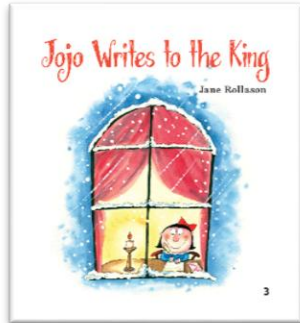
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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



3.10-1 Jojo Writes to the King 故事大綱

- P4 「我想見國王。」Jojo 說，「我要給他講故事。」「國王很忙的。」媽媽說，「他不可能來聽你講故事。」
- P5 「你在做什麼，Jojo？」媽媽問。「我在給國王寫信。」Jojo 說，「我可以把故事寫進信裡。」
- P6 Jojo 寫好故事。把故事放進粉紅色的信封，再寄給國王。
- P7 一周過後，來信了。「看啊，媽媽！」Jojo 大喊，「國王的來信！」
- P8 「國王說他喜歡我的故事。」Jojo 說，「我要每個星期給他寫一個新故事！」「這個主意真棒！」媽媽說。
- P9 每個星期，Jojo 都給國王寫一個新故事。
- P10 一天，Jojo 感冒了。「躺在床上。」醫生說。
- P11 「我可以給國王寫信嗎？」Jojo 問。「不行，Jojo。」媽媽說，「你需要睡覺。」「如果國王收不到我的信，他會擔心的。」Jojo 說。
- P12 然後她就睡著了。
- P13 兩周之後，Jojo 好多了。一天早上，媽媽來到她臥室。「Jojo！你看誰來了！」
- P14 「兩個星期都沒有收到故事了。」國王說，「你還好吧，我的小 Jojo？」
- P15 「我很好！」Jojo 說，「我給你講一個新故事吧！」

Q & A

pp. 4-5

- Q:** Who does Jojo want to meet? **A:** Jojo wants to meet the King.
- Q:** Why does Jojo want to meet the King? **A:** Jojo wants to tell the King a story.
- Q:** What is Jojo doing? **A:** Jojo is writing a letter to the King.

pp. 6-7

- Q:** What does Jojo do with the letter? **A:** Jojo puts the letter in a pink envelope.
- Q:** Where does Jojo post the letter to? **A:** Jojo posts it to the King.
- Q:** Who is the letter from? **A:** The letter is from the King.

pp. 8-9

- Q:** What did the King say about Jojo's story? **A:** The King said he loves Jojo's story.
- Q:** What does Jojo want to do next? **A:** Jojo wants to write a new story every week.
- Q:** What does Jojo do every week? **A:** Jojo writes a new story to the King every week.

pp. 10-11

Q: What is wrong with Jojo?

A: Jojo has the flu.

Q: What does the doctor say to Jojo?

A: The doctor says, “Stay in bed.”

Q: Why does Jojo want to write to the King? **A:** Jojo thinks the King will worry if he does not get her letter.

pp. 12-13

Q: What happens to Jojo?

A: Jojo falls asleep.

Q: How long was Jojo sick?

A: Jojo was sick for two weeks.

Q: What does Mom say to Jojo?

A: Mom says, “Jojo! Look who’s here!”

pp. 14-15

Q: Who comes to visit Jojo?

A: The King comes to visit Jojo.

Q: What does the King ask Jojo?

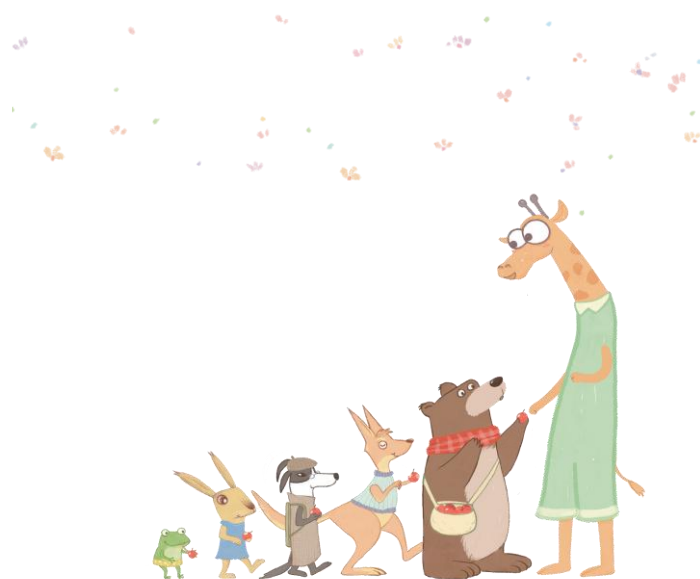
A: The King asks if Jojo is OK.

Q: What does Jojo say to the King?

A: Jojo says, “I’m fine. Let me tell you a new story!”

活動建議

和學生一起討論 letter (信) 這個單字，做一個簡單的心智圖：在紙上寫下單字 letter，然後發散出很多線條，看看學生能想到什麼相關的單字，如 pen, paper, stamp, envelope, post office 等等。和學生一起討論一下這個故事發生的年代，在那個年代大家的溝通方式有哪些，如 talk, letter 等，進而說說現在大家常用的溝通方式又有哪些，如 text message, phone call, Line app 等。和學生聊聊各自喜歡的溝通方式和原因。





3.10-2 The Magic Bubble 故事大綱

P18 Emily 和全班同學一起去城市公園。「大家要一起走。」
老師大聲說，「不要走丟了！」

P19 很多人在公園表演，孩子們又拍手又笑。一個男人在用
橘子彈鋼琴。一個女人在跳火圈。

P20 Emily 停下來看一個老爺爺吹大泡泡。她落隊了。

P21 Emily 轉過身。「哦，不！其他人都去哪兒了？」Emily 在
哪兒都找不到同學們了。她大哭起來。

P22 「怎麼了？」吹泡泡的老爺爺問。「我迷路了！」Emily 說，「我找不到老師了！」

P23 「我能幫你。站著別動。這是魔法泡泡。」老爺爺吹出巨大的泡泡，罩住 Emily。

P24 「帶這個小女孩回老師身邊！」魔法泡泡帶著 Emily 飄了起來。

P25 Emily 飄過樹、鴨子池塘和遊樂場。

P26 她在找學校的同學們。她看到了。「那兒！泡泡，請下去！」

P27 Emily 落在一個長長的滑梯上。泡泡破了！她的同學們都很驚訝。

P28 Emily 從滑梯上滑下來，又和大夥兒在一起了。

P29 「對不起！」Emily 說，「我走丟了！」「我們把你弄丟了！」老師說，「不過你現在安全啦。」

Q & A

pp. 18-19

Q: Where does Emily go with her class? **A:** Emily goes to the city park with her class.

Q: Who is telling the students to stay together? **A:** The teacher is telling the students to stay together.

Q: What are the children watching? **A:** The children are watching park performers.

pp. 20-21

Q: What is the old man doing? **A:** The old man is blowing giant bubbles.

Q: Is Emily staying with her class? **A:** No, Emily is not staying with her class.

Q: What does Emily do when she cannot find her class? **A:** Emily bursts into tears.

pp. 22-23

Q: What does the old man ask Emily? **A:** The old man asks, "What is wrong?"

Q: What does Emily say? **A:** Emily says, "I am lost! I cannot see my teacher!"

Q: What does the old man do for Emily? **A:** He blows a giant bubble around Emily.

pp. 24-25

Q: What does the old man say to the bubble? **A:** Carry this girl back to her teacher!

Q: What happens to Emily inside the bubble? **A:** The bubble floats up, carrying Emily inside.

Q: What is under Emily? **A:** There are trees, a duck pond, and a playground under Emily.



pp. 26-27

Q: What is Emily doing in the bubble? A: Emily is looking for her school friends.

Q: Where are the children playing? A: The children are playing at the playground.

Q: Where does Emily land? A: Emily lands on a long slide.

pp. 28-29

Q: What is Emily doing? A: Emily is sliding down the slide.

Q: Who is waiting for Emily at the bottom? A: Her school friends are waiting for her.

Q: What does Emily say to her friends? A: Emily says, "I am so sorry! I lost you!"

活動建議 和學生一起回顧一下故事中小女孩遇到的問題，說一說 get lost 的意思；

然後分析問題產生的原因，找到句子：“She does not stay with her class.” 並讀一讀；最後討論一下解決問題的辦法，讀一讀：“The old man blows a giant bubble around Emily.” 和學生討論一下現實生活中，如果走丟了該怎麼辦。可以和學生一邊討論，一邊一起繪製一個防止走失的指南。



3.10-3 Freddy the Free Fish 故事大綱

P32 Freddy 是一條非常小的小魚。他住在非常大的大海裡。

P33 Freddy 總能看見其他的魚兒成群結隊地游。但他不一樣。

P34 Freddy 喜歡一個人自由自在，想去哪兒就去哪兒，想什麼時候去就什麼時候去。大千世界，任他探索！

P35 不過海裡也有危險。那些大魚就愛吃像 Freddy 這樣的小魚。一天，他遇到了一條鯊魚。「鯊魚！」

P36 Freddy 找不到藏身之處。他這裡游，那裡竄，可鯊魚緊隨其後。「救命啊！」

P37 就在這時候，一群小魚聽到了 Freddy 的呼救。他們迅速游過來幫忙。

P38 他們圍著鯊魚游。鯊魚把注意力轉到了魚群上。

P39 「快游！到隊伍裡來！」 Freddy 身邊的一條魚輕聲說。Freddy 加入了魚群。

P40 魚群繞著鯊魚越游越快。鯊魚開始頭暈眼花。

P41 突然，魚群調轉方向，趁鯊魚還沒有反應過來，就游走了。

P42 游在隊伍中的 Freddy 安全了。所有的魚兒為他們的勝利歡呼。

P43 現在，Freddy 知道了，有時候，和大家在一起是很重要的。

Q & A

pp. 32-33

Q: Who is Freddy?

A: Freddy is a very tiny fish.

Q: Where does Freddy live?

A: Freddy lives in a very large ocean.

Q: What does Freddy see in the ocean?

A: Freddy sees other fish swimming together in groups.

pp. 34-35

Q: What does Freddy like to do?

A: Freddy likes to be free to go where he wants, when he wants.

Q: How does Freddy feel when he swims alone?

A: Freddy feels free.

Q: What does the shark want to do?

A: The shark wants to eat Freddy.

pp. 36-37

Q: Can Freddy find a safe place to hide?

A: No, he cannot find a safe place to hide.

Q: What word is in the bubble near Freddy?

A: The word in the bubble is "Help!"

Q: What do the fish do when they hear Freddy's cry?

A: They move quickly to help out.

pp. 38-39

Q: What do the fish do to help Freddy?

A: They swim around the shark.

Q: What happens when the fish swim around the shark?

A: The shark shifts his attention to the fish group.

Q: What does Freddy do after the fish talks to him?

A: Freddy joins the group of fish.

pp. 40-41

Q: What is happening to the shark?

A: The shark feels dizzy.

Q: Why does the shark feel dizzy?

A: The fish group is swimming around him very fast.

Q: What does the fish group do?

A: The fish group changes its direction.

pp. 42-43

Q: Where is Freddy now?

A: Freddy is inside the fish group.

Q: How does Freddy feel now?

A: Freddy feels safe.

Q: What does Freddy learn?

A: He learns that sometimes it is important to stay in a group.

活動建議 和學生一起再看一遍 Freddy 從鯊魚口中脫險部分，邊看邊讓學生說說

Freddy 是如何脫險的，其他小魚是怎麼幫助他的。讓學生讀出故事的最後一句話：

“...sometimes it’s important to stay in a group.” 和學生一起討論，對於魚來說，什麼時候集體行動是必要的（可以和學生一起查閱百科全書）。進而可以再深入討論對於人來說，什麼事情適合單獨行動，什麼事情大家一起集體行動更好。



3.10-4 The First Flight in Space 故事大綱

P46 在她生日那天，Zozo 的爸爸送她一個小型飛行器。她迫不及待地想要試試。

P47 「要小心！」Zozo 的爸爸說，「別飛太遠！」Zozo 太興奮了，沒聽見爸爸的話。

P48 「好棒！」她在星星之間穿行。真是太有趣了！她夢想要成為一名太空探險家。

P49 突然，一塊石頭砸中了飛行器。「哦，不！」

P50 指示燈在閃，警報響起。Zozo 明白她必須降落——馬上！雷達顯示最近的星球是地球。

P51 Zozo 降落在地球上的一處院子裡。她看見一個男孩在房子前。

P52 「你好，我叫 Zozo。我是從別的星球來的。」Zozo 說。「哇，不敢相信！我是 Eric 歡迎來到地球。」Eric 說。

P53 「我的飛行器壞了。你知道怎麼修理嗎？」「我不確定，但我可以試試。」Eric 說。他也是個太空愛好者！

P54 他們仔細檢查了損傷。他們找到一片金屬、一個錘子和幾個釘子。

P55 他們把金屬片固定到飛行器上。飛行器又可以運行啦！

P56 Zozo 該回家了。「你想和我一起去太空旅行嗎？」Zozo 問。「現在不。」Eric 說，「要等你飛行技術更好了才行！」他笑道。

P57 他們相約再見面……當他們成為真正的太空探險家時。

Q & A

pp. 46-47

Q: What did Zozo get for her birthday? **A:** Zozo got a mini flying machine for her birthday.

Q: What does Zozo want to do with the flying machine? **A:** Zozo wants to fly the machine.

Q: What does Zozo’s dad say to her? **A:** He tells her to be careful and not to go too far.

pp. 48-49

Q: What is Zozo dreaming about? **A:** She dreams of becoming a space explorer.

Q: Why is Zozo having fun? **A:** She is flying past stars.

Q: What happened to Zozo's flying machine? **A:** A rock hit her flying machine.

pp. 50-51

Q: What happened to Zozo's spaceship? **A:** Lights flashed and an alarm rang.

Q: What did Zozo see on the radar? **A:** It showed that the nearest planet was Earth.

Q: Where did Zozo land? **A:** She landed in a yard on Earth.

pp. 52-53

Q: Where did Zozo come from? **A:** Zozo came from another planet.

Q: Who did Zozo meet on Earth? **A:** She met a boy named Eric.

Q: Does Eric know how to fix the flying machine? **A:** No, but he wants to try.

pp. 54-55

Q: What did Zozo and Eric do first? **A:** They carefully examine the damage.

Q: What did Eric find inside the toolbox? **A:** He found a sheet of metal, a hammer, and some nails.

Q: What did Zozo and Eric do with the metal? **A:** They fastened it on the flying machine.

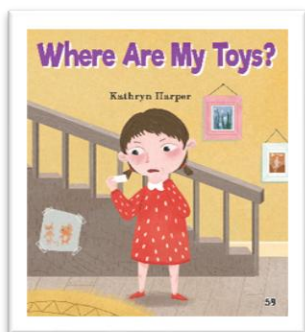
pp. 56-57

Q: What did Zozo ask Eric before leaving? **A:** She asked if he wanted to travel in space with her.

Q: Why do you think Eric didn't want to go with Zozo? **A:** Maybe he was not ready for space travel.

Q: What promise did Zozo and Eric make to each other? **A:** They promised to visit each other once they became real space explorers.

活動建議 和學生一起玩「抽籤說故事」的遊戲。將本故事的核心單字 alarm, radar, examine, damage, a sheet of metal, hammer 分別寫在六張紙條上。把紙條揉成小團，老師和學生輪流隨意抽取一個紙團。抽到哪個單字，就要找到故事中對應的頁面，然後說一說這一頁的情節。最後讓學生把所有單字按照在故事中出現的順序排列，根據這些單字，把故事的主要情節複述出來。



3.10-5 Where Are My Toys? 故事大綱

P60 我的小猫和泰迪熊不见了！它们在哪兒？我四处看，只看到小猫椅子上的一张纸条。「去你的臥室看看。」

P61 我上楼，发现臥室的地上有张纸条。「去厨房看看。」

P62 「我的小猫和泰迪熊不见了！」我对哥哥说。「你为什么照着纸条上写的找找看？」哥哥说。

P63 于是我下楼来到厨房，看到另一张小纸条在等著我。「去花园看看。」

P64 我的小猫和泰迪熊不见了！我要跟它们玩。我看了看外面。它们在哪兒？

P65 我走到外面的花园裡，但滑梯和秋千旁都没有我的玩具。

P66 我的小猫和泰迪熊不见了！这可不妙！姐姐说：「你看看提示！」「看看树下。」

P67 我的小猫和泰迪熊在这里！它们正在喝茶。橡树下，一个派对正等著我。

P69 我坐下来。我们一起吃了蛋糕和奶油草莓。这真是個最棒的惊喜！

P70 我的哥哥姐姐也加入了。我们一起吃好吃的。

P71 我把我的夥伴們抱上床，對它們說：「派对很棒，但別再玩失蹤啦！」

Q & A

pp. 60-61

Q: What is missing?

A: The kitten and teddy bear are missing.

Q: Where does she look for her toys?

A: She looks all around.

Q: What does she find in her bedroom?

A: She finds another note on the floor.

pp. 62-63

Q: What does the girl say to her brother?

A: She says, "My kitten and teddy bear are missing!"

Q: How does the brother say?

A: He tells her to follow the note.

Q: What does she find in the kitchen?

A: She finds another small note on the floor.

pp. 64-65

Q: Where does the girl go after reading the note in the kitchen?

A: She goes outside to the garden.

Q: Why does she go to the garden?

A: Because the note in the kitchen tells her to look in the garden.

Q: Are her toys in the garden?

A: No, they are not there.

pp. 66-67

Q: Who does the girl talk to in the garden?

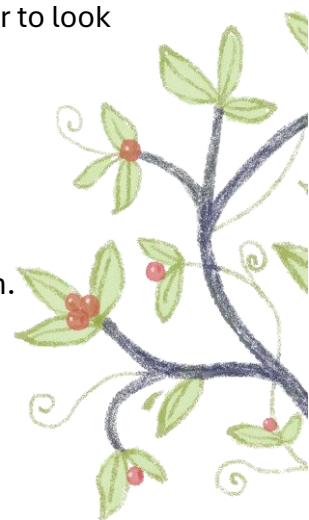
A: She talks to her sister.

Q: What does the sister tell her to do?

A: She tells her to look at the sign.

Q: What are the kitten and teddy bear doing?

A: They are having tea.



pp. 68-69

Q: What does the girl do?

A: She sits down at the table with her toys.

Q: What kind of food are they eating?

A: They are eating cakes and strawberries with cream.

Q: Who is sitting at the table with the girl?

A: Her kitten and her teddy bear.

pp. 70-71

Q: Who joins the girl at the table?

A: Her brother and sister join her.

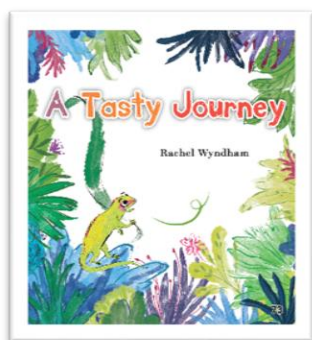
Q: What are they doing together?

A: They are all enjoying the food.

Q: What does the girl do after the party?

A: She put her toys to bed.

活動建議 和學生一起玩“Where is the ...?”的遊戲。老師給學生一件學過對應英文名稱的物品，譬如說：pen, cell phone, key 等，讓學生把物品藏起來。然後由學生根據藏物品的位置寫出或說出線索，譬如說：“Look in the kitchen/living room/your bedroom” “Look under the sofa/desk/pillow” 等，幫助老師找到這件物品。也可以由老師來藏物品、寫出或說出線索，讓學生來找。



3.10-6 A Tasty Journey 故事大綱

- P74 一天，蜥蜴坐在一大片綠葉上。一陣大風吹來，蜥蜴和葉子被吹得越飛越高。
- P75 風把樹葉上的蜥蜴吹了很遠。「來吃點咖喱飯吧！」蛇在下面叫道。「哦，謝謝你！但我在風中飛呢！」
- P76 蜥蜴被風吹著飛啊飛。「你想來點壽司嗎？」狗在下面問。「我是想……但我在風中飛呢！」
- P77 蜥蜴被風吹著越飛越遠。「來點墨西哥薄餅！」狐狸在下面喊道。可是風太大了。蜥蜴說不了話。
- P78 風慢慢小了。蜥蜴降落在沙漠裡。「我餓了。我能和你一起吃嗎？」「當然，來個大漢堡！」馬大笑道。
- P79 他們圍著火堆吃。漢堡包很棒、很美味。夜晚，風又來了。蜥蜴該走了。
- P80 蜥蜴被風吹著飛啊飛。他看到了一隻烤好的火雞。貓邀請蜥蜴。可他停不下來。
- P81 風又停了。又累又餓的蜥蜴降落在一個洞旁邊。一股香味從裡面飄出來。食物！
- P82 蜥蜴進到洞裡。往下走啊走啊，他在洞的盡頭發現了一扇門。
- P83 熱情友好的兔子很歡迎他。兔子正在烤比薩餅。「請坐，和我一起吃些披薩吧。」兔子說。
- P84 晚飯後，兔子用小車將蜥蜴送到地面上。這時風來了，帶蜥蜴回家。「這是給你的禮物！旅途愉快！」兔子揮手道別。
- P85 回家的路很長。蜥蜴又餓了。他打開禮物，是一根法式麵包。多麼美味的驚喜！

Q & A

pp. 74-75

- Q:** What is Lizard sitting on? **A:** Lizard is sitting on a big, green leaf.
Q: What happened when the big wind came? **A:** The big wind made the leaf go up.
Q: What did Snake offer to Lizard? **A:** Snake offered some curry to Lizard.

pp. 76-77

- Q:** Who invited Lizard to eat? **A:** Dog invited Lizard to eat.
Q: What did Dog offer to Lizard? **A:** Dog offered some sushi to Lizard.
Q: What did Fox offer to Lizard? **A:** Fox offered a taco to Lizard.

pp. 78-79

- Q:** What happened to the wind? **A:** The wind slowed down.
Q: Where did Lizard land? **A:** Lizard landed in a desert.
Q: How did the hamburger taste? **A:** The hamburger was nice and juicy.

pp. 80-81

- Q:** What did Lizard see? **A:** Lizard saw a roast turkey ready to eat.
Q: Who invited Lizard? **A:** Cat invited Lizard.
Q: What came from the hole? **A:** A nice smell came from the hole.

pp. 82-83

- Q:** Where did Lizard go? **A:** Lizard went into the hole.
Q: What did lizard find at the end? **A:** Lizard found a door at the end.
Q: What was Rabbit cooking? **A:** Rabbit was cooking a pizza.

pp. 84-85

- Q:** What did Rabbit do after dinner? **A:** Rabbit gave Lizard a ride up to the ground.
Q: Where did the wind take Lizard? **A:** The wind took Lizard home.
Q: What was the gift? **A:** It was French bread.

活動建議 和學生一起繪製一張美食地圖。先從網上列印出一張世界地圖，和學生一起回憶一下故事中蜥蜴去過的地方，用筆在地圖上做標記。然後一起繪製美食小卡片，畫出食物並且標上其英文單字，如：sushi, taco 等。把這些美食小卡片貼在地圖相應的位置上。問問學生最想吃這裡面的哪些食物，有機會的話，校外教學時，帶學生去異國餐廳嚐嚐。





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.

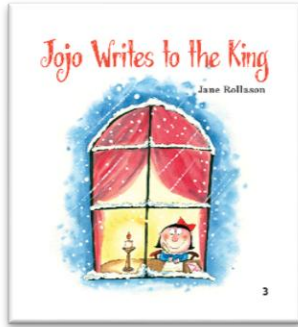
Extension Activities

- **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



3.10-1 Jojo Writes to the King

Activity Suggestion

Discuss the word “letter” with the students and make a simple mind map. Write the word “letter” on a piece of paper, then draw lines branching out from it. Ask students what related words they can think of, such as “pen, paper, stamp, envelope, post office”, and so on.

Talk with the students about the time period of the story. Discuss how people communicated in that time, such as by “talking” or writing “letters”. Then talk about common ways people communicate today, such as “text messages, phone calls, and the LINE app”.

Finally, ask students to share their favorite ways to communicate and explain why.



3.10-2 The Magic Bubble

Activity Suggestion

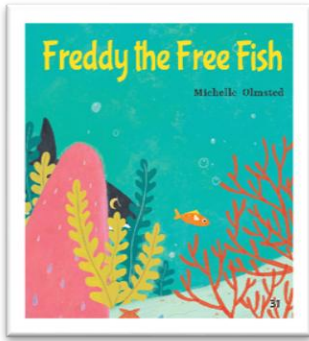
Review the problem the little girl faces in the story. Talk about the meaning of “get lost”.

Then help students analyze the cause of the problem. Find and read the sentence: “She does not stay with her class.”

Next, discuss how the problem is solved. Read the sentence:

“The old man blows a giant bubble around Emily.”

Then talk with students about what they should do if they get lost in real life. While discussing, you can create a simple guide together on how to avoid getting lost.



3.10-3 Freddy the Free Fish

Activity Suggestion

Read again the part where Freddy escapes from the shark. As you read, ask students to explain how Freddy gets away and how the other little fish help him.

Ask students to read the last sentence of the story:

“...sometimes it’s important to stay in a group.”

Discuss with students when it is necessary for fish to move in groups. You can also look this up together in an encyclopedia.

Then extend the discussion to people. Ask students what activities are better to do alone and what activities are better to do as a group.



3.10-4 The First Flight in Space

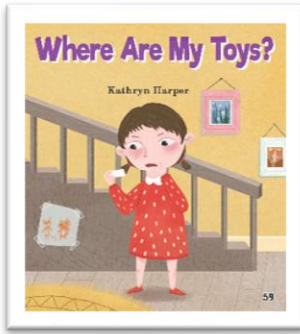
Activity Suggestion

Play a “Draw a Word and Tell the Story” game with the students.

Write the key words from the story on six small pieces of paper: “alarm, radar, examine, damage, a sheet of metal, hammer”.

Crumple the papers into small balls. The teacher and students take turns choosing one paper ball at random. After choosing a word, students find the matching page in the story and talk about what happens on that page.

Finally, ask students to put all the words in the order they appear in the story. Then have them retell the main events of the story using these words.



3.10-5 Where Are My Toys?

Activity Suggestion

Play a “Where is the ...?” game with the students.

Give students an object whose English name they have learned, such as a “pen, cell phone, or key”. Ask them to hide the object.

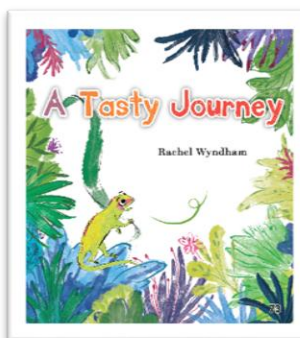
Then students write or say clues based on where they hid it. For example:

“Look in the kitchen/living room/your bedroom.”

“Look under the sofa/desk/pillow.”

The clues should help the teacher find the object.

You can also let the teacher hide the object and give the clues, while the students try to find it.



3.10-6 A Tasty Journey

Activity Suggestion

Create a food map with the students.

First, print out a world map from the Internet. Review the places the lizard visited in the story and mark them on the map.

Then make small food cards together. Ask students to draw the foods and label them with English words, such as “sushi” and “taco”.

Stick the food cards onto the correct places on the map.

Finally, ask students which foods they would most like to try. If possible, take the students to an international restaurant during a field trip so they can taste some of the foods.

