

教學建議 3.2



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

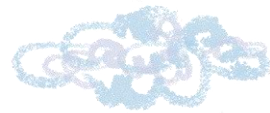
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

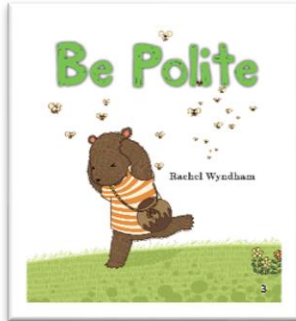
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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



3.2-1 Be Polite 故事大綱

- P4 Billy 在樹林裡尋找蜂蜜。
P5 他沿著蜂蜜的香味尋找。
P6 「蜂巢在這裡！」
P7 「給我蜂蜜！」 Billy 說。
P8 「你真沒禮貌！」蜜蜂們生氣地說。
P9 Billy 跑著躲開蜜蜂，跳進水裡。
P10 「你沒事吧？」 Polly 把 Billy 從水裡拉上來。
P11 「要有禮貌。我們給蜜蜂們送些花試試看。」 Polly 說。
P12 「能給我一些蜂蜜嗎？」 Polly 問。
P13 「好的，有禮貌的小熊。」蜜蜂們說。「謝謝你們。」 Polly 說。
P14 「對不起，請問能給我一些蜂蜜嗎？」 Billy 說。
P15 「可以，蜂蜜要給有禮貌的小熊。」蜜蜂們說。

Q & A

pp. 4-5

- Q: What is Billy looking for? A: Billy is looking for honey.
Q: Where is Billy? A: Billy is in the woods.
Q: What is Billy doing? A: Billy is following the smell of honey.

pp. 6-7

- Q: What does Billy find? A: Billy finds a beehive.
Q: What is flying around the hive? A: Bees are flying around the hive.
Q: What does Billy want? A: Billy wants the honey.

pp. 8-9

- Q: What is happening? A: Billy is running away from the bees.
Q: Why are the bees angry? A: The bees are angry because Billy wants their honey.
Q: What is Billy doing? A: Billy is running away from the bees and jumping into the water.

pp. 10-11

- Q: What does Polly say to Billy? A: Polly says, "Are you OK?"
Q: What is Polly doing? A: Polly is helping Billy get out of the water.
Q: What is Polly holding? A: Polly is holding some flowers.

pp. 12-13

Q: What is Polly doing?

A: Polly is giving flowers to the bees.

Q: How does Polly ask for honey?

A: Polly asks for honey politely.

Q: Why do the bees give Polly honey? A: The bees give Polly honey because she asks politely.

pp. 14-15

Q: Why does Billy say sorry?

A: Billy says sorry because he was rude before.

Q: What is Billy holding?

A: Billy is holding flowers.

Q: Why do the bees give Billy honey? A: The bees give Billy honey because he asks politely.

活動建議

與學生一起玩“Magic words”遊戲。告訴學生，英文中有一些話是有魔力的，使用這些有魔力的語言能使他們實現願望。這些有力的語言包括：“please”，“could you”，“would you”，“will you”，“may I”等等。老師準備幾件學生比較喜歡的玩具，比如小火車、玩具槍或洋娃娃，讓學生想一想，如果想拿走老師或其它同學手裡的玩具，用英文該怎麼說。鼓勵學生說出“Could I have...?”的句型，還可以適當引導學生思考除了使用 magic words 之外，如何用實際行動表達誠意，並用已學過的句子表達出來，比如：“Some flowers for you, Mom?” 或 “I have a/an ... You can have my ... Could I have ...?”





3.2-2 For Flora 故事大綱

P18 爸爸在花園裡幹活。「這些舊手套上有洞。」「請給我吧。Flora 需要它們。」Rosemary 說。「誰是 Flora？」

P21 奶奶有些舊東西。「沒人想要這些舊玩意兒。」「那麼我能把這副墨鏡給 Flora 嗎？」Rosemary 說。「給 Flora？」

P22 「我覺得 Flora 會喜歡這條牛仔褲的。」Rosemary 說。「哦，Flora 是你的朋友嗎？」女老闆問。

P24 「我要給 Flora 買靴子和帽子，」Rosemary 說。「哦，Flora 是你的表妹嗎？」懷特先生問。

P26 Rosemary 的媽媽說：「這件襯衫太小了。」

「Flora 還沒有襯衫呢，」Rosemary 說道。「誰是 Flora？」

P29 哦，Flora 是個稻草人！

Q & A

pp. 18-19

Q: Where is Dad working?

A: Dad is working in the garden.

Q: What is wrong with the gloves?

A: There are holes in the gloves.

Q: What is Dad holding in his hand?

A: Dad is holding old gloves in his hand.

pp. 20-21

Q: Who is sitting with Rosemary?

A: Grandma is sitting with Rosemary.

Q: What does Rosemary ask for?

A: Rosemary asks for the sunglasses.

Q: Who does Rosemary want the sunglasses for?

A: Rosemary wants the sunglasses for Flora.

pp. 22-23

Q: What is Rosemary holding?

A: Rosemary is holding a pair of blue jeans.

Q: Who does Rosemary think will like the jeans?

A: Rosemary thinks Flora will like the jeans.

Q: What is Rosemary holding?

A: Rosemary is holding a basket.

pp. 24-25

Q: Where is Rosemary?

A: Rosemary is at a yard sale.

Q: What else does Rosemary want to get? A: Rosemary wants to get boots and a hat for Flora.

Q: What is written on the sign?

A: The sign says "Yard Sale."

pp. 26-27

Q: What is Rosemary's mother holding?

A: She is holding a red shirt.

Q: What does Rosemary's mother say about the shirt?

A: She says, "This shirt is too small."

Q: What does Rosemary say about Flora?

A: Rosemary says, "Flora doesn't have a shirt."

pp. 28-29

Q: Where is Rosemary?

A: Rosemary is in the garden.

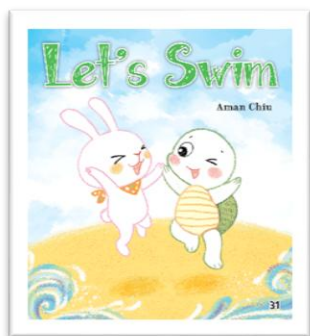
Q: Who is Flora?

A: Flora is a scarecrow.

Q: What is Rosemary putting on Flora?

A: Rosemary is putting sunglasses on Flora.

活動建議 老師請學生帶一些衣物來學校，如牛仔褲、襯衫、手套、靴子、太陽眼鏡等，並告訴學生不同的季節要穿不同的衣服，不同的裝扮適合不同的場合，穿對衣服很重要。老師對學生說出幾項活動，比如夏天去遊樂園、冬天去打雪仗，或參加幼稚園的畢業典禮，讓學生自己挑選出參加不同活動時想穿戴的衣物，並提醒學生注意季節。鼓勵學生在選擇時說出該衣物的英文單字，或用 "I'll get..... May I take....." 等句型表達。



3.2-3 Let's Swim 故事大綱

P32 這是一個炎熱的夏日。烏龜和兔子都覺得很熱。

P33 它們去海灘上玩。

P34 「我們去水裡游泳吧。」烏龜說。

「哦。」兔子說，「可是我不會游泳。」

P36 「看我，小兔子。」烏龜說，「我來教你怎麼游泳。」烏龜在大浪中游泳。看起來很好玩！

P38 「來和我一起玩！」烏龜說。「不，我害怕。」兔子說。

P39 「先把你的腳趾頭放進水裡。」烏龜說。

「水好涼。也許沒有那麼糟糕。」兔子說。

P40 「現在騎到我背上來。」烏龜說。兔子爬到了烏龜的背上。

P41 真涼快！真好玩！

P42 現在兔子想在海裡遊一整天。烏龜也是。

P43 「做你的朋友真好。謝謝你！」兔子說。

Q & A

pp. 32-33

- Q:** What season is it? **A:** It is summer.
Q: How is the weather? **A:** The weather is hot.
Q: Where do Turtle and Hare go? **A:** Turtle and Hare go to the beach.

pp. 34-35

- Q:** Where are the turtle and the hare? **A:** They are at the beach.
Q: What is the turtle doing? **A:** The turtle is swimming in the water.
Q: What does the hare say to the turtle? **A:** The hare says, "Oh, but I can't swim."

pp. 36-37

- Q:** What is the turtle riding? **A:** The turtle is riding the big waves.
Q: Does the hare go into the water? **A:** No, the hare stays on the sand.
Q: Is Turtle afraid of the water? **A:** No, Turtle is not afraid of the water.

pp. 38-39

- Q:** Who is sitting on the sand? **A:** The hare is sitting on the sand.
Q: What does the turtle say? **A:** The turtle says, "Come and join with me!"
Q: What does Hare do? **A:** Hare puts his toes in the water.

pp. 40-41

- Q:** What does Turtle say? **A:** Turtle says, "Now get on my back."
Q: What does Hare do? **A:** Hare climbs onto Turtle's back.
Q: Who is in the water? **A:** Turtle and Hare are in the water.

pp. 42-43

- Q:** What does Hare want to do? **A:** Hare wants to swim all day.
Q: What does Turtle want to do? **A:** Turtle wants to swim all day, too.
Q: What does Hare say? **A:** Hare says, "It's good to be your friend. Thank you!"

活動建議 和學生進行角色扮演，表演故事。老師拿出事先準備的一些海灘的圖片，對學生說：“It's a hot summer day. Let's go to the beach.” 然後與學生們每個人分別扮演一個角色，將故事表演出來，鼓勵學生使用故事中的句子完成表演。之後，邀請同學們一起觀看表演，評比出最佳演員。





3.2-4 Sarah and the Very Old Tree 故事大綱

P46 Sarah 很喜歡她家旁邊的那棵老樹。

P47 Sarah 在樹下蕩秋千，蕩得高高的。

P48 Sarah 在陰涼的樹蔭下讀書。

P49 Sarah 和樹上的小鳥一起唱歌。

P50 一天一陣大風刮來。嘩啦！一根大樹枝砸到了屋頂上。

P51 爸爸給消防站打電話。來了一輛消防車。

P52 消防員爬上樹，砍掉了大樹枝。

P53 「這棵樹很危險。」消防員對爸爸說，「它太老了。」

P54 消防員們砍倒了老樹。

P55 Sarah 非常傷心。

P56 但是爸爸用老樹的木頭給 Sarah 做了一個書架。

P57 Sarah 又可以在她的「樹」旁讀書了！

Q & A

pp. 46-47

Q: Where is the tree?

A: The tree is by Sarah's house.

Q: What is hanging from the tree?

A: A swing is hanging from the tree.

Q: What is Sarah doing?

A: Sarah is swinging high under the tree branch.

pp. 48-49

Q: What is Sarah doing?

A: Sarah is reading her books in the cool shade.

Q: Where is Sarah sitting?

A: Sarah is sitting under the big tree.

Q: What is Sarah doing?

A: Sarah is singing with the birds in the tree.

pp. 50-51

Q: What sound does the branch make?

A: The branch makes a "CRASH" sound.

Q: Where does the branch fall?

A: The branch falls on the roof.

Q: What comes to the house?

A: A fire truck comes to the house.

pp. 52-53

Q: What is the fireman doing?

A: The fireman is climbing up the tree and cutting off the big branch.

Q: Where are the other firemen?

A: The other firemen are on the roof.

Q: Why is the tree dangerous?

A: The tree is dangerous because it is too old.

pp. 54-55

Q: What do the firemen do? **A:** The firemen cut the old tree down.

Q: How many firemen are there? **A:** There are three firemen.

Q: How does Sarah feel? **A:** Sarah feels very sad.

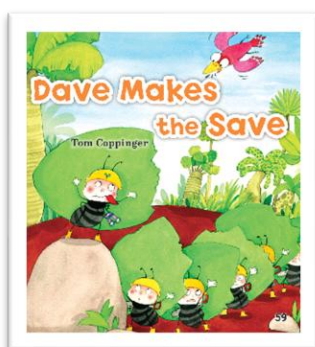
pp. 56-57

Q: What does Father do with the old tree? **A:** Father uses the wood of the old tree to build a bookcase for Sarah.

Q: What does the bookcase look like? **A:** The bookcase looks like a tree.

Q: What is Sarah doing? **A:** Sarah is reading next to her "tree" again.

活動建議 老師與學生玩「看圖說話」遊戲。老師從每頁中排選出一個核心單字，並遮住句子，讓學生根據畫面回憶內容，然後使用給出的核心詞彙，表達出該畫面的內容。儘量鼓勵學生重複繪本的原句，也可以只說出短語。比如，老師說“shade”，學生看著相應的畫面說出句子“Sarah reads her books in the cool shade.”或短語“read the book in the shade.”



3.2-5 Dave Makes the Save 故事大綱

P61 螞蟻們列隊出發去找樹葉，Dave 領著隊。

P62 「一，二！踢腿！」Dave 喊著。

「三、四！繼續！」螞蟻們回應。

P63 螞蟻們找到了很多綠葉子並把它們切成碎片。

P64 每個螞蟻拿了一片。它們列隊回家了。

P65 「抬頭看！在天上！」一隻螞蟻喊道。

P66 螞蟻們很害怕。鳥兒喜歡吃螞蟻。

P67 Dave 有了主意。

P68 「舉起你們的葉子！從前到後！擺成蛇形！」Dave 喊道。

P69 螞蟻們左右搖擺，好像一條蛇。

P70 鳥兒朝下看，看到了一條綠色的蛇在爬。

P71 鳥兒飛走了。「謝謝你，Dave！你救了大家！」螞蟻們歡呼起來。



Q & A

pp. 60-61

Q: What are the ants wearing on their heads? **A:** The ants are wearing yellow helmets.

Q: What is Dave holding in his hand? **A:** Dave is holding a red flag in his hand.

Q: What do the ants wear on their feet? **A:** The ants wear yellow boots on their feet.

pp. 62-63

Q: Who is calling out the numbers? **A:** Dave is calling out the numbers.

Q: What do the ants call back? **A:** The ants call back, “Three, four! Kick some more!”

Q: What are the ants doing? **A:** The ants are cutting green leaves into pieces.

pp. 64-65

Q: What is each ant carrying? **A:** Each ant is carrying a piece of a green leaf.

Q: Where are the ants going? **A:** The ants are marching back home.

Q: What do the ants see in the sky? **A:** The ants see a big bird in the sky.

pp. 66-67

Q: How do the ants feel? **A:** The ants are afraid.

Q: Why are the ants afraid? **A:** They are afraid because birds like to eat ants.

Q: Who has an idea? **A:** Dave has an idea.

pp. 68-69

Q: What does Dave tell the ants to do? **A:** Dave tells the ants to hold up their leaves and make a snake shape.

Q: Where is Dave standing? **A:** Dave is standing on a rock.

Q: What are the ants doing? **A:** The ants are making a snake shape with their leaves.

pp. 70-71

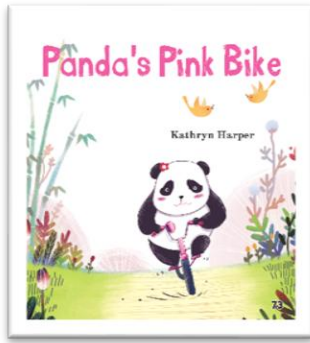
Q: What does the bird see? **A:** The bird sees a green snake crawling.

Q: What happens to the bird? **A:** The bird flies off.

Q: What do the ants say to Dave? **A:** The ants say, “Thank you, Dave! What a save!”

活動建議 提前準備好樹葉等道具，和學生一起玩 “I say, you do” 的遊戲。老師說指令，學生根據指令做動作。譬如說，老師大聲說：“One, two, kick your shoe.” 學生根據指令做踢腿的動作。鼓勵學生邊做邊重複句子。用同樣的方式，老師接著說 “Three, four, kick some more,” “Kick high, hold up your leaves,” “Do a snake, do a monkey, do a bird” 等，讓學生根據指令做出相應的動作。





3.2-6 Panda's Pink Bike 故事大綱

P75 Panda 有一輛新的粉紅色自行車。她把手放在車把上。她準備練習了。

P76 Panda 有一輛新的粉紅色自行車。她把腳放在腳踏板上。她準備騎了。

P77 Panda 有一輛新的粉紅色自行車。她按按鈴鐺，上路了。

P78 Panda 有一輛新的粉色自行車。她開始蹬車。騎得很好。

P79 Panda 有輛新的粉紅色自行車。她一直蹬著。她喜歡騎車。

P80 Panda 有一輛新的粉紅色自行車。她蹬車下坡。她騎得很快！

P81 「噢，不！」她騎得越來越快！

P82 小心！Panda 摔進了泥裡！

P83 Panda 粉紅色的自行車成棕色的了！

P84 看，Panda 和爸爸媽媽正在清洗自行車。

P85 現在 Panda 有一輛乾淨的粉紅色自行車了……她還有了新的輔助輪！

Q & A

pp. 74-75

Q: What is the little panda doing? **A:** The little panda is holding a pink bike.

Q: What does the little panda put her hands on? **A:** She puts her hands on the handlebars.

Q: Is the little panda ready to ride? **A:** Yes, she is ready to practice.

pp. 76-77

Q: What does Panda have? **A:** Panda has a new pink bike.

Q: Where does she put her feet? **A:** She puts her feet on the pedals.

Q: What does she do with the bell? **A:** She rings the bell.

pp. 78-79

Q: What does Panda start doing? **A:** Panda starts pedaling.

Q: What is Panda doing? **A:** Panda is pedaling her bike.

Q: Does Panda like cycling? **A:** Yes, Panda likes cycling.

pp. 80-81

Q: What is Panda doing? **A:** Panda is riding her bike down the hill.

Q: How fast is Panda going? **A:** Panda is going very fast.

Q: What is happening to Panda? **A:** Panda is going faster and faster down the hill.



pp. 82-83

Q: What happens to Panda?

A: Panda falls into the mud.

Q: Where does Panda land?

A: Panda lands in a big muddy puddle.

Q: What color is Panda's bike now?

A: Panda's pink bike is now brown.

pp. 84-85

Q: What are Panda and her parents doing?

A: They are cleaning the bike.

Q: Why are they cleaning the bike?

A: The bike is dirty from the mud.

Q: What is new on Panda's bike?

A: Panda has new training wheels.

活動建議 學生一起玩「說單字」的遊戲，讓學生說出腳踏車各個部位的英文名稱。

老師可以找一張兒童腳踏車的圖片，再準備一張白紙，在白紙上剪一個圓孔，將白紙覆蓋在腳踏車的圖片上，移動圓孔，讓學生說出圓孔部分露出的腳踏車部件的英文名稱。

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.

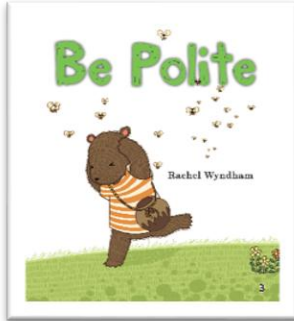
Extension Activities

- **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



3.2-1 Be Polite

Activity Suggestion: Magic Words Game

Play a game called “Magic Words” with your students. Tell them that in English, some words are like magic — using these polite expressions can help them get what they want. These magic words include: “please,” “could you,” “would you,” “will you,” “may I,” and so on.

Prepare some toys that students like, such as a toy train, toy gun, or doll. Have students think about how they can ask to take a toy from the teacher or another classmate using polite English.

Encourage students to use sentence patterns like “Could I have...?”

You can also guide them to think about how to show sincerity through actions, not just words.

Encourage them to use previously learned sentences like:

- “Some flowers for you, Mom?”
- “I have a/an ...
- You can have my ...
- Could I have ...?”





3.2-2 For Flora

Activity Suggestion: Dress for the Season

Ask students to bring some clothing items to class, such as jeans, shirts, gloves, boots, and sunglasses.

Tell students that different seasons require different clothes, and dressing appropriately for an event is important.

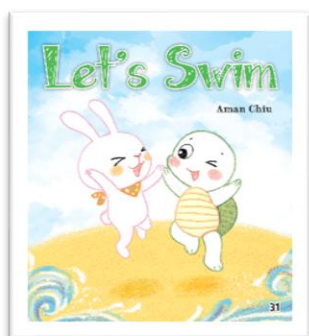
Present different situations, such as:

- Going to an amusement park in summer
- Having a snowball fight in winter
- Attending a kindergarten graduation ceremony

Have students choose what clothes they would wear for each situation and remind them to consider the season.

Encourage them to name the clothing items in English or use sentence patterns like:

- “I’ll get...”
- “May I take...”



3.2-3 Let's Swim

Activity Suggestion: Role Play – Beach Story

Do a role-play activity based on a beach story.

Show students some beach-themed pictures and say: “It’s a hot summer day. Let’s go to the beach.”

Assign roles to each student and act out the story together.

Encourage students to use the sentences from the story in their performance. Afterward, invite classmates to watch the performance and vote for the “Best Actor.”



3.2-4 Sarah and the Very Old Tree

Activity Suggestion: Picture Talk Game

Play a “Picture Talk” game with your students.

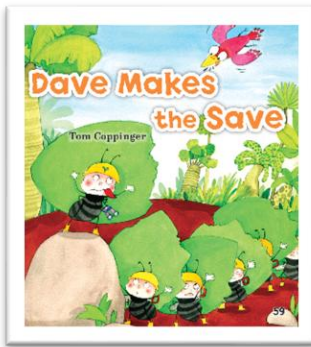
Choose one key vocabulary word from each page of a picture book and cover the sentence.

Ask students to recall the scene based on the picture and describe it using the given key word.

Encourage them to repeat the original sentence from the storybook if they can, or just say a phrase.

For example, if the teacher says “shade,” the student may respond:

- “Sarah reads her books in the cool shade.”
- or
- “Read the book in the shade.”



3.2-5 Dave Makes the Save

Activity Suggestion: “I Say, You Do” Game

Prepare props like leaves ahead of time and play the “I say, you do” game with your students.

The teacher gives commands and students respond with matching actions.

For example, the teacher says loudly: “One, two, kick your shoe.”

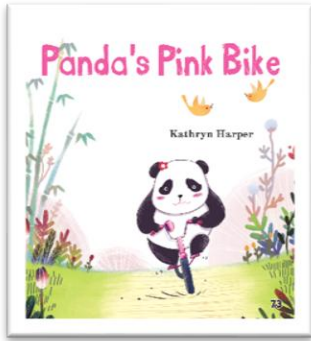
Students perform the kicking motion.

Encourage them to repeat the sentence while doing the action.

Continue with commands like:

- “Three, four, kick some more,”
 - “Kick high, hold up your leaves,”
 - “Do a snake, do a monkey, do a bird,”
- and so on.

Students should move and act according to the instructions.



3.2-6 Doctor Mouse

Activity Suggestion: Bicycle Parts Game

Play a vocabulary game where students name different parts of a bicycle in English.

Find a picture of a children's bicycle and cover it with a piece of white paper that has a hole cut out.

Move the hole around to reveal different parts of the bicycle one at a time.

Ask students to name the bicycle part shown through the hole, such as:

- pedal
- seat
- wheel
- handlebar

