

教學建議 3.4



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

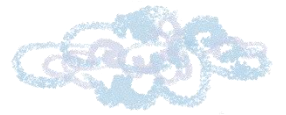
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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



3.4-1 The Leaf Leaves Home 故事大綱

- P4 一片葉子住在大楓樹的一根不起眼的樹枝上。他不想離開大楓樹。
- P5 「可是秋天時，我們必須離開大樹。」
- P6 一陣風吹過，葉子飛走了。
- P7 風把他帶到了河邊。
- P8 三隻螞蟻想過河。「你能幫我們過河嗎？」
- P9 「好的！我能當你們的船。」「謝謝你！」
- P10 開始下雨了。「你能為我擋雨嗎？」一隻倉鼠問。
- P11 「可以！在你回家的路上，我能一路為你擋雨。」「謝謝你！」
- P12 「你能在夜晚為我保暖嗎？」一隻麻雀問。
- P13 葉子不想再四處走了，但他還是幫忙了。麻雀帶他去自己的巢……
- P14 ……就在那棵大楓樹的那根不起眼的樹枝上！
- P15 麻雀溫暖了。葉子回家了。他們都睡得很香甜。

Q & A

pp. 4-5

- Q:** Where does the leaf live? **A:** The leaf lives on a quiet branch of a big maple tree.
- Q:** Does the leaf want to leave? **A:** No, the leaf doesn't want to leave.
- Q:** What do the leaves have to do in the fall? **A:** The leaves have to leave the tree in the fall.

pp. 6-7

- Q:** What season is it? **A:** It is fall.
- Q:** What is making the leaf fly away? **A:** The wind is making the leaf fly away.
- Q:** Where is the wind carrying the leaf? **A:** The wind is carrying the leaf to a river.

pp. 8-9

- Q:** What do the ants want to do? **A:** The ants want to cross the river.
- Q:** Who do the ants ask for help? **A:** The ants ask the leaf for help.
- Q:** What is the leaf doing? **A:** The leaf is taking the ants across the river.

pp. 10-11

- Q:** What is happening? **A:** It starts raining.
- Q:** What does the hamster want? **A:** The hamster wants to stay dry.
- Q:** Where is the hamster going? **A:** The hamster is going home.

pp. 12-13

Q: Why does the bird need the leaf? A: The bird needs the leaf to stay warm at night.

Q: What is the sparrow doing? A: The sparrow is taking the leaf to her nest.

Q: What is the leaf tired of? A: The leaf is tired of moving.

pp. 14-15

Q: Where is the leaf now? A: The leaf is in the bird's nest.

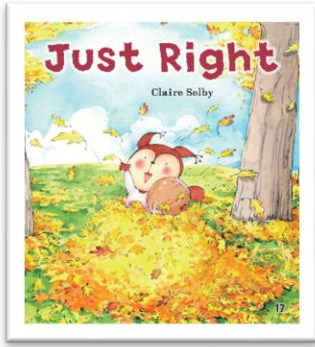
Q: How does the sparrow feel? A: The sparrow feels warm.

Q: What do the sparrow and the leaf do at night? A: They sleep well at night.

活動建議

老師和學生自製故事書。準備形狀大小相似的樹葉 5 片以上，螞蟻、倉鼠和小鳥圖片，大小相同的白紙 5 張（樹葉和小鳥圖片加起來的範圍不能超過紙張的 2/3 大小），膠水 1 根。老師先把螞蟻、倉鼠和小鳥圖片分別貼在三張白紙的中間，在另外兩張白紙上分別畫上一棵大樹，一棵樹上畫樹葉剩沒幾片，一棵畫枯樹上有一個鳥巢。然後，老師用書中的語言來描述故事，讓學生找出每句話對應的紙，並把一片樹葉貼在紙上合適的位置（譬如：樹葉貼在白紙中間的螞蟻腳下，或是貼在另一張白紙中間的倉鼠頭頂上）。老師也可以使用簡化的句子來引導，如：The leaf leaves the tree. The leaf helps the ant. The leaf helps the hamster. The leaf helps the bird. The leaf home. 樹葉貼完後，老師再一次按順序重複之前的句子，讓孩子按故事發展的順序把紙整理好，裝訂成故事小冊子。





3.4-2 Just Right 故事大綱

P18 秋天來了。松鼠一家建了個新的樹屋。

P19 「我能幫忙嗎？」小 Sally 問。「不用，Sally，你太小了。」爸爸說。

P20 「我能幫你摘黑莓嗎，Bob？」小 Sally 問。「不用，Sally，你太小了。」Bob 說。

P21 「我能幫你運榛果嗎，媽媽？」小 Sally 問。「不用，Sally，你太小了。」媽媽說。

P22 小 Sally 好沮喪。

P23 冬天到了，媽媽說：「Bob 和 Tim，去取些榛果回來吧。」

P24 但是冰太厚了，洞口太小了。

P25 Bob 和 Tim 一個榛果都沒帶回來。松鼠們都餓極了。

P26 小 Sally 跳了起來。「我能幫忙—我個子小啊！」她說。

P27 小 Sally 爬進了小洞。

P28 小 Sally 取回了一些榛果。

P29 「你真棒，Sally！」爸爸媽媽說，「你一點兒都不小—你剛剛好！」

Q & A

pp. 18-19

Q: What season is it?

A: It is autumn.

Q: What are the squirrels doing?

A: The squirrels are building a tree house.

Q: What does Sally want to do?

A: Sally wants to help.

pp. 20-21

Q: What is Sally asking Bob?

A: Sally is asking Bob if she can help pick blackberries.

Q: What does Bob say to Sally?

A: Bob says that Sally is too small to help.

Q: What does Sally ask her mom?

A: Sally asks her mom if she can help with the hazelnuts.

pp. 22-23

Q: How does Sally feel?

A: Sally feels upset.

Q: Where is Sally sitting?

A: Sally is sitting under a big tree.

Q: What does Mom ask Bob and Tim to do?

A: Mom asks Bob and Tim to fetch some hazelnuts.

pp. 24-25

Q: What is the problem?

A: The ice is thick, and the hole is too small.

Q: Where are Bob and Tim standing?

A: They are standing on a snowy tree branch.

Q: How do the squirrels feel?

A: The squirrels feel very hungry.

pp. 26-27

Q: What does Sally say?

A: Sally says, "I can help, I am small!"

Q: Why does Sally think she can help?

A: Sally thinks she can help because she is small.

Q: Why can Sally crawl into the hole?

A: Sally can crawl into the hole because she is small.

pp. 28-29

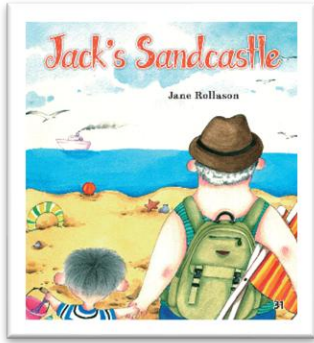
Q: What does Sally find inside the tree? A: Sally finds many hazelnuts inside the tree.

Q: Why can Sally get the hazelnuts? A: Because she is small and can crawl inside the hole.

Q: What are the squirrels carrying? A: The squirrels are carrying baskets of hazelnuts.

活動建議 老師和學生做實驗。找一個圓形底的直筒玻璃杯，在一張白色的西卡紙上剪一個和直筒玻璃杯底一樣大小的圓孔。找出一些比圓孔大的物品和比圓孔小的物品，試著試著將這些物品從紙的圓孔穿過，如果物品太大，穿不過圓孔，就和學生一起說：“The hole is too small.” 如果物品太小，可以輕鬆穿過圓孔，就和學生一起說：“The hole is too big.” 最後拿出玻璃杯，穿過紙上的圓孔，和學生一起說：“The hole is just right.”





3.4-3 Jack's Sandcastle 故事大綱

P32 Jack 和爺爺喜歡海灘。他們喜歡柔軟又溫暖的沙子。

P33 爺爺躺在椅子上。Jack 在建沙堡。

P34 「看我的沙堡，爺爺！」 Jack 說。「真是一個漂亮的沙堡啊！」 爺爺說。

P35 一個大浪沖過來。「小心！」 爺爺大喊。

P36 「哦，不！」 Jack 說，「我的沙堡！」 「來！」 爺爺說，「我們換個地方。」

P37 爺爺找了一些貝殼和海草。Jack 用它們建了一個新沙堡。

P38 兩隻狗過來了。「小心！」 爺爺大喊。

P39 「我的沙堡！」 Jack 大喊。Jack 很傷心。

P40 「來！」 爺爺說，「我們建個新的沙堡。」

P41 Jack 把旗子插在新沙堡上。幾個男孩在沙灘上玩球……

P42 「我的沙堡！」 Jack 大哭。男孩們很抱歉。「別哭！」 他們說，「我們會幫助你！」

P43 「多麼宏偉的沙堡啊！」 每個人都笑了。

Q & A

pp. 32-33

Q: Where are Jack and Grandpa? **A:** They are at the beach.

Q: What's Jack holding in his hands? **A:** Jack is holding a small shovel and a bucket.

Q: Jack is holding a small shovel and a bucket. **A:** Jack is building a sandcastle.

pp. 34-35

Q: Where is Grandpa sitting? **A:** Grandpa is sitting on a beach chair.

Q: What is Grandpa holding? **A:** Grandpa is holding a newspaper.

Q: What is coming towards Jack? **A:** A big wave is coming towards Jack.

pp. 36-37

Q: Why is Jack sad? **A:** Jack is sad because his sandcastle is gone.

Q: What is Grandpa doing? **A:** Grandpa is looking at the wet sand and holding seaweed.

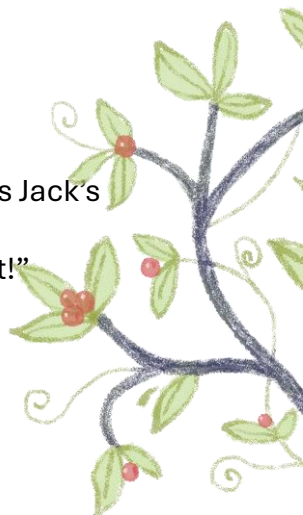
Q: What does Grandpa find? **A:** Grandpa finds some shells and seaweed.

pp. 38-39

Q: What is coming towards Jack's sandcastle? **A:** Two dogs are coming towards Jack's sandcastle.

Q: What does Grandpa shout? **A:** Grandpa shouts, "Watch out!"

Q: How does Jack feel? **A:** Jack feels sad.



pp. 40-41

Q: What is Grandpa doing? **A:** Grandpa is patting Jack's head and comforting him.

Q: What are the dogs doing now? **A:** The dogs are playing and running in the sand.

Q: What is Jack doing? **A:** Jack is putting a flag on the new sandcastle.

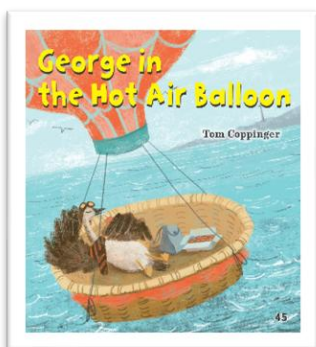
pp. 42-43

Q: Why is Jack crying? **A:** Because the soccer ball hit and broke his sandcastle.

Q: How do the boys feel? **A:** The boys feel very sorry.

Q: Who is taking the picture? **A:** Grandpa is taking a picture.

活動建議 和學生一起用積木搭建一個城堡，並在搭建的過程中引導學生使用故事裡的句子。如搭建城堡前，可以說：“Let's build a castle.” 在搭建城堡的過程中，可以製造一些小麻煩，反覆強調：“Watch out!” 在學生一個人無法獨立完成時，老師可以說：“I'll help you!” 城堡搭建好後，可以說：“What a beautiful castle!” 或者 “What a grand castle!”



3.4-4 George in the Hot Air Balloon 故事大綱

P46 冬天將來臨。大雁要飛往南方了。

P47 「為什麼要用翅膀呢？」大雁喬治對他的朋友們說，「我有一個簡單的方法。」

P48 喬治登上了大熱氣球。他升起來了！

P49 喬治高高地飄在大海上空。風吹著他向南飄去。

P50 三隻海鷗飛過。「喬治！我們能和你一起嗎？」

P51 「進來吧！」喬治大聲說。海鷗們進入了籃子。氣球下沉了一點兒。

P52 兩隻天鵝飛過。「喬治！我們能和你一起嗎？」

P53 「進來吧！」喬治大聲說。天鵝們進入了籃子。氣球下沉得更多了。

P54 一隻鵜鶘飛過。「喬治！我能和你一起嗎？」

P55 「進來吧！」喬治大聲說。但是鵜鶘太重了。熱氣球掉進了海裡。

P56 「太濕了！太濕了！」喬治的朋友們飛走了。

P57 喬治飛著加入了其他大雁的隊伍。「歡迎回來，喬治！」

Q & A

pp. 46-47

- Q:** What season is coming? **A:** Winter is coming.
Q: Where are the geese going? **A:** The geese are flying south.
Q: Where is George standing? **A:** George is standing in a hot air balloon basket.

pp. 48-49

- Q:** What is George doing? **A:** George is getting into the big hot air balloon.
Q: What happens to the balloon? **A:** The balloon starts to go up.
Q: Where is George now? **A:** George is floating high over the sea in the hot air balloon.

pp. 50-51

- Q:** Who is flying next to George? **A:** Three seagulls are flying next to him.
Q: What do the seagulls ask George? **A:** They ask, "George! Can we join you?"
Q: What do the seagulls do? **A:** The seagulls get into the basket.

pp. 52-53

- Q:** What is flying in the sky? **A:** A hot air balloon and two swans are flying in the sky.
Q: How many swans are flying by? **A:** Two swans are flying by.
Q: What do the swans do? **A:** The swans get into the basket.

pp. 54-55

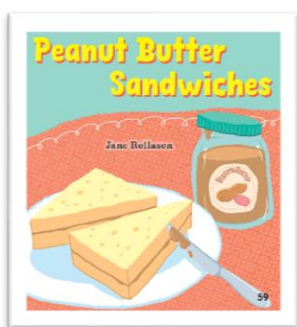
- Q:** Who is flying next to the hot air balloon? **A:** A pelican is flying next to the hot air balloon.
Q: What does the pelican ask George? **A:** The pelican asks, "George! Can I join you?"
Q: What happens when the pelican gets into the basket? **A:** The hot air balloon falls into the sea.

pp. 56-57

- Q:** Where is George now? **A:** George is sitting on a piece of the broken balloon.
Q: What are George's friends saying? **A:** They are saying, "Too wet! Too wet!"
Q: What is George doing now? **A:** George is flying to join the other geese.

活動建議 老師和學生將故事的情節簡單地表演出來。準備一排椅子連起來做為熱氣球，讓其它學生分別扮演要進入熱氣球的各位乘客。可以由一位學生來扮演大雁 George，面對椅背坐在椅子上，老師鼓勵學生說出：“This is my hot air balloon.” 請一個身材較小的學生說：“I am a goose. Can I join you?” 等學生回答 “Come in!” 後，請他坐

在第一個椅子上。其他的學生代表 seagulls, swans, pelican 或其他動物，繼續以上步驟。也可以讓學生決定什麼動物加入時熱氣球墜落，同時，鼓勵學生說出來，如：“The pelican is too heavy.” “We fall into the sea.” 一輪結束後，學生們可以互換角色繼續表演。



3.4-5 Peanut Butter Sandwiches 故事大綱

- P60 Jay 喜歡吃花生醬三明治。他早餐、午餐和晚餐都吃它。
(媽媽)「又是花生醬三明治？」(同學)「又是花生醬三明治？」(爸爸)「又是花生醬三明治？」
- P61 「吃點兒水果吧。」媽媽說。「尝尝雞蛋三明治。」爸爸說。「不，謝謝。」Jay 說，「我只喜歡花生醬三明治。」
- P62 就這樣，Jay 每天都吃花生醬三明治。
- P63 有一天，花生醬沒有了！罐子空了！

- P64 Jay 和媽媽去食品店。食品店關門了。
- P65 奶奶沒有花生醬。鄰居 Jones 太太也沒有。
- P66 沒有花生醬三明治，Jay 不想吃飯。「你得吃點兒東西。」爸爸說。「我不餓。」Jay 說。
- P67 晚上，爸爸做了雞湯麵。
- P68 湯聞起來很香。看起來很好吃。現在 Jay 餓了。
- P69 Jay 嘗了嘗湯。「嗯。」他說，「我喜歡！」
- P70 第二天一早，爸爸去了食品店。「早餐吃花生醬三明治！」媽媽說。
- P71 「可我想吃雞湯麵。」Jay 說。現在他早餐、午餐和晚餐都吃雞湯麵…每天都吃!

Q & A

pp. 60-61

- Q: What kind of food does Jay love? A: Jay loves peanut butter sandwiches.
- Q: How often does Jay eat peanut butter sandwiches? A: Jay eats peanut butter sandwiches for breakfast, lunch, and supper.
- Q: What does Mom want Jay to eat? A: Mom wants Jay to eat some fruit.

pp. 62-63

- Q: What did Jay eat every day? A: Jay ate peanut butter sandwiches every day.
- Q: What is on the plate in each picture? A: There is a peanut butter sandwich on the plate.
- Q: What happened to the peanut butter? A: The peanut butter was all gone.

pp. 64-65

Q: Where did Jay and his mom go? A: They went to the grocery store.

Q: Was the grocery store open? A: It says "CLOSED."

Q: Did Grandma have any peanut butter? A: No, she didn't have any.

pp. 66-67

Q: Why didn't Jay want supper? A: Because there were no peanut butter sandwiches.

Q: What did Jay say to Dad? A: He said, "I'm not hungry."

Q: What did Dad make that evening? A: He made chicken noodle soup.

pp. 68-69

Q: How did the soup smell? A: The soup smelled good.

Q: How did the soup look? A: It looked good.

Q: How does Jay feel about the soup? A: He loves it.

pp. 70-71

Q: Where did Dad go early in the morning? A: He went to the grocery.

Q: What is Mom holding? A: She is holding a jar of peanut butter.

Q: What did Jay eat every day? A: He had chicken noodle soup for breakfast, lunch, and supper.

活動建議 老師和學生玩「我是廚師」的遊戲。準備一些白紙和彩色筆。在白紙的左、中、右三個位置分別簡單地畫出三個太陽或鐘錶，表示早、中、晚三個時間段。示範的時候，老師扮演顧客說：“I want a peanut butter sandwich for breakfast.”讓學生扮演廚師，在紙上的早晨圖示下，簡單畫出花生醬三明治，表示製作食物，再完後說：“Here is your peanut butter sandwich.”老師接著用其他食物名詞完成句型：“I want...for lunch.”“I want ... for supper.”老師每說完一句，讓學生在紙上相應的地方畫出食物，並用英文說出：“Here is your...”一輪後，老師和學生交換角色，然後讓學生兩個兩個角色扮演。





3.4-6 The Magic Stone 故事大綱

- P74 從前，有一個好女巫。她住在海邊。
 P75 好女巫有一塊魔法石。她很喜歡這塊魔法石。
 P76 魔法石能幫好女巫做很多事。她用它來幫助窮人。
 P77 「請幫幫他們。」她請求魔法石，「阿布拉卡達布拉！」
 P78 一個壞女巫住在森林裡一座黑暗的小屋裡。她憎恨好女巫。
 P79 「我想要魔法石。」她對她的貓說。

- P80 一天晚上，她來到好女巫的家，拿走了魔法石。
 P81 壞女巫想用魔法石來幹壞事。
 P82 「阿布拉卡達布拉！把好女巫弄到月亮上去！」她大喊。
 P83 但魔法石喜歡好女巫。魔法石變熱了。「啊！我的手指！」
 P84 「怎麼回事？」壞女巫大喊。
 P85 魔法石飛回到好女巫身邊。那壞女巫在哪兒呢？

Q & A

pp. 74-75

- Q: Where did the nice witch live? **A:** She lived by the sea.
 Q: What animal is in the room? **A:** A black cat is near the fireplace.
 Q: What did the nice witch have? **A:** She had a magic stone.

pp. 76-77

- Q: What could the magic stone do? **A:** It could help the nice witch do many things.
 Q: How did the nice witch use the magic stone? **A:** She used it to help the poor.
 Q: What magic word did she say? **A:** She said, "ABRACADABRA!"

pp. 78-79

- Q: Where did the nasty witch live? **A:** She lived in a dark hut in the woods.
 Q: What did she think about the nice witch? **A:** She hated the nice witch.
 Q: What does the nasty witch want? **A:** She wants the magic stone.

pp. 80-81

- Q: What did the nasty witch do? **A:** She came to the nice witch's home and took the magic stone.
 Q: What did the nasty witch want to do? **A:** She wanted to do bad things with the magic stone.
 Q: What is glowing? **A:** The magic stone is glowing.

pp. 82-83

Q: What did the nasty witch shout? **A:** She shouted, “ABRACADABRA! Put the nice witch on the moon!”

Q: What happened to the magic stone? **A:** The magic stone turned hot.

Q: Why did the magic stone turn hot? **A:** Because the magic stone loved the nice witch.

pp. 84-85

Q: What is happening to the magic stone? **A:** The magic stone is glowing and shining a bright light.

Q: What happened to the magic stone? **A:** The magic stone flew back to the nice witch.

Q: Where is the nasty witch now? **A:** She is on the moon.

活動建議 老師和學生們玩「誰是好女巫？」的遊戲。用一個小石頭或其他球狀小物體當魔法石。老師先把魔法石藏在指定教室裡。演女巫的兩名學生一起去尋找魔法石，先找到魔法石的人將成為好女巫，並要大聲說：“I am the nice witch. I help the poor.” 沒找到魔法石的一方要大聲說：“I am the nasty witch. I want the magic stone.” 老師可以和學生反覆進行此遊戲，並有意識地暗示，讓學生輪流先找到魔法石，從而讓學生練習不同的句型。



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



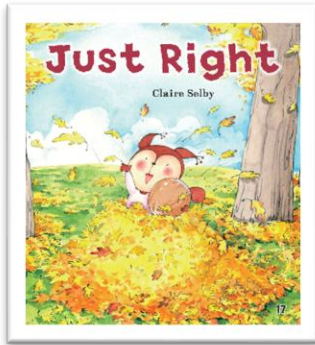
3.4-1 The Leaf Leaves Home

Activity Suggestion: Create a Storybook

Teachers and students make their own storybook.

- Prepare at least 5 leaves of similar size and shape, pictures of an ant, a hamster, and a bird, five sheets of white paper (all the same size), and one glue stick.
- The combined size of the leaves and animal pictures should not cover more than two-thirds of the paper.
- The teacher pastes the pictures of the ant, hamster, and bird each in the center of three separate sheets. On the other two sheets, draw a big tree: one tree has only a few leaves left, and the other is a bare tree with a bird's nest.
- Using sentences from the story, the teacher describes what is happening. Students then choose the correct sheet and glue a leaf in the right place (for example, under the ant's feet, or on top of the hamster's head).
- Teachers may use simple guiding sentences such as:
 - "The leaf leaves the tree."
 - "The leaf helps the ant."
 - "The leaf helps the hamster."
 - "The leaf helps the bird."
 - "The leaf comes home."
- After finishing, the teacher repeats the sentences in order. Students arrange the pages according to the story sequence and bind them into a small storybook.



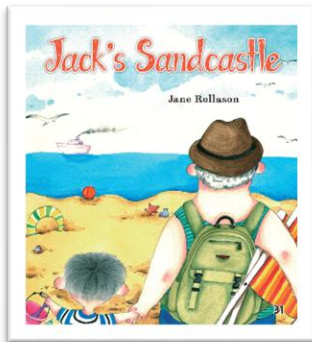


3.4-2 Just Right

Activity Suggestion: Hole Experiment

Teachers and students do a simple science activity.

- Prepare a straight glass cup with a round base. On a piece of white card, cut a round hole the same size as the glass base.
 - Collect some objects larger than the hole and some smaller than the hole.
 - Try passing the objects through the hole:
 - If the object is too large, it cannot pass through. Say together: “The hole is too small.”
 - If the object is too small, it goes through easily. Say together: “The hole is too big.”
 - Finally, place the glass cup through the hole. Say together: “The hole is just right.”
-



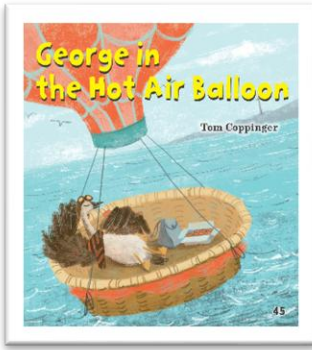
3.4-3 Jack's Sandcastle

Activity Suggestion 3: Build a Castle

Teachers and students build a castle using blocks.

- Before starting, the teacher says: “Let’s build a castle.”
- During the building, create small challenges and say: “Watch out!”
- When a student cannot finish alone, the teacher says: “I’ll help you!”
- When the castle is complete, say: “What a beautiful castle!” or “What a grand castle!”



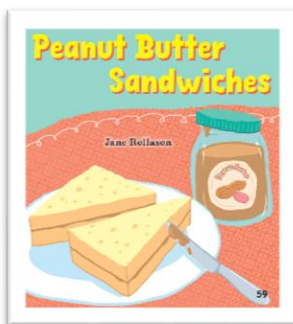


3.4-4 George in the Hot Air Balloon

Activity Suggestion: Role-Play Hot Air Balloon Story

Teachers and students act out part of the story.

- Line up several chairs to be a hot air balloon.
- One student plays George the goose, sitting on a chair facing backward. Encourage the student to say: “This is my hot air balloon.”
- Another smaller student acts as a goose and asks: “I am a goose. Can I join you?”
- After the answer “Come in!”, the student sits on the first chair.
- Other students play seagulls, swans, a pelican, or other animals. Repeat the steps.
- Students may also decide which animal causes the balloon to fall. Encourage them to say:
 - “The pelican is too heavy.”
 - “We fall into the sea.”
- After one round, students switch roles and perform again.



3.4-5 Peanut Butter Sandwiches

Activity Suggestion: “I Am the Chef” Game

Teachers and students play a restaurant game.

- Prepare white paper and colored markers. Draw three simple suns or clocks on the paper, one on the left, one in the middle, and one on the right, to show morning, noon, and evening.
- Teacher acts as the customer and says: “I want a peanut butter sandwich for breakfast.”
- Students act as the chef, draw the sandwich under the morning picture, and say: “Here is your peanut butter sandwich.”

- Continue with other foods:
 - “I want ... for lunch.”
 - “I want ... for supper.”
 - Students draw the foods in the correct place and say: “Here is your ...”
 - After one round, switch roles. Then let students play in pairs.
-



3.4-6 The Magic Stone

Activity Suggestion: “Who Is the Good Witch?” Game

Teachers and students play a role-play game.

- Use a small stone or ball as the magic stone. Hide it in the classroom.
- Two students play witches and search for the magic stone.
- The first to find it says: “I am the nice witch. I help the poor.”
- The other says: “I am the nasty witch. I want the magic stone.”
- Play the game repeatedly, letting different students find the stone first. This way, they can practice both sentence patterns.

