

教學建議 3.8



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

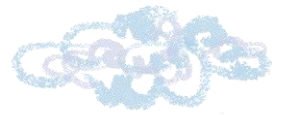
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。

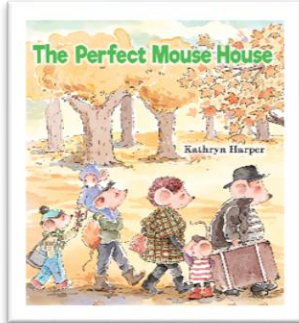
拓展活動

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



3.8-1 The Perfect Mouse House 故事大綱

- P4 老鼠一家正在尋找新家。「我們要找個大大的、溫暖的、安全的房子。」鼠媽媽說。
- P5 「穀倉看上去不錯。」鼠爸爸說。他們從門進去了。
- P6 穀倉特別大。「呵，穀倉裡太冷了。」爸爸說。「我們要凍、凍、凍、凍僵了！」小老鼠們說。
- P7 「我們走吧！別忘了 Freddy！」鼠媽媽不想住在穀倉裡。
- P8 他們找到了一幢不錯的大房子。「房子看上去又暖和又漂亮。」Lacey 說。他們從窗子爬進去。
- P9 「扶手椅上是什麼？」Lacey 喊道。「是貓！快跑！」鼠爸爸大喊。「別忘了 Freddy！」媽媽喊道。鼠媽媽不想住在穀倉裡，也不想住這個房子裡。
- P10 「這根大木頭看上去很安全。」Casey 說。「沒有貓。」Lacey 說。「也不冷。」Billy 說。
- P11 媽媽、爸爸、Billy 和 Casey 鑽進大木頭裡。
- P12 「木頭裡太小了。住不下！」Lacey 說。鼠媽媽不想住在穀倉、房子和大木頭裡。
- P13 「Freddy 在哪兒？」鼠爸爸問。原來 Freddy 正在挖洞呢。「我們可以挖個洞做家啊！」鼠媽媽說。
- P14 於是，媽媽、爸爸、Billy、Casey、Lacey 和 Freddy 一起造了一個超棒的洞。
- P15 這才是一個完美的家啊。

Q & A

pp. 4-5

- Q:** Who is looking for a new house? **A:** The Mouse family is looking for a new house.
- Q:** What kind of house do they need? **A:** They need a big, warm, and safe house.
- Q:** What are the mice doing? **A:** The mice are going through the door of the barn.

pp. 6-7

- Q:** What does Daddy Mouse say about the barn? **A:** He says the barn is too cold.
- Q:** How do the little mice feel? **A:** The little mice feel freezing.
- Q:** Why does Mommy Mouse want to leave? **A:** Mommy Mouse does not want to live in the barn.

pp. 8-9

- Q:** What do the mice find? **A:** The mice find a nice big house.
- Q:** How do the mice enter the house? **A:** The mice go through the window.
- Q:** What does Daddy Mouse see on the armchair? **A:** He sees a cat on the armchair.

pp. 10-11

Q: What do the mice find?

A: The mice find a log.

Q: What does Billy say about the log? A: Billy says it isn't cold.

Q: Who gets into the log? A: Mommy, Daddy, Billy, and Casey get into the log.

pp. 12-13

Q: What problem do they have? A: The log is too small for the whole family.

Q: What is Mommy Mouse thinking? A: Mommy Mouse does not want to live in the barn, the house, or the log.

Q: What is Freddy doing? A: Freddy is digging a hole.

pp. 14-15

Q: What are the mice doing? A: The mice are making a wonderful hole.

Q: What is Daddy Mouse doing? A: Daddy Mouse is sawing a log.

Q: Why is this a perfect mouse house? A: It is warm, safe, and has space for everyone.

活動建議

指著故事中穀倉、房子、原木和地洞的圖片，或者找到相應的圖片，讓學生用英文說出圖上是什麼，如：“This is a barn/house.”等。讓學生想一想，並說出什麼動物會住在穀倉、房子、木洞和地洞裡，再和學生一起查看答案是否正確。如果學生對動物的居所感到有興趣，可以再找一些其他動物的圖片，如 tiger, lion, hedgehog, squirrel, rabbit, fox 等，與學生一起查閱，探究這些動物通常居住在哪裡，並鼓勵學生用完整的句子表達，如：“Foxes live in holes.”



pp. 26-27

Q: What does Frankie pull?

A: Frankie pulls on the stick.

Q: What is happening to Frankie?

A: Frankie is falling.

Q: What do the birds do?

A: The birds lift Frankie out of his machine.

pp. 28-29

Q: Who saved Frankie?

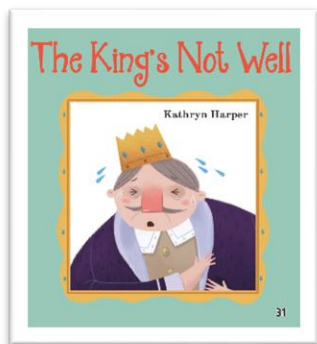
A: The birds saved Frankie.

Q: What does Frankie say to the birds?

A: He says, "You saved me! Oh, thank you!
Thank you!"

Q: What does Frankie say about birds now? A: Frankie says birds are not lunch; they are his new friends.

活動建議 老師讓學生想想平時在馬路上會看到哪些東西，並在畫紙上畫出來，如：trash can, light pole, traffic lights, car, tree...等。畫完後，讓學生用英文說出自己所畫的事物，然後讓學生根據所畫的內容，編一個簡單的故事。



3.8-3 The King's Not Well 故事大綱

P32 國王每天都吃大魚大肉。但是有一天，他感覺不舒服。他什麼也吃不下。

P33 「請尝尝這個大火腿。」廚師說。「不，謝謝。」國王說，「我吃不下。」

P34-35 「請尝尝這個美味的披薩。」公主說。「不！不！我不想吃披薩。」國王說，「拿走！」

P36-37 「請尝尝香噴噴的烤火雞。」王子說。「不！不！不！不要火雞。」國王說，「我討厭這個味道。」國王捏住鼻子。

P38-39 「請尝尝好吃的蛋糕。」王后說。「哦不，我不要蛋糕。」國王說，「太甜了。」

P40 王后、王子和公主都很擔心。他們向民眾求助。

P41 一位老婦人來到皇宮。她帶來了一小碗粥。「請尝尝這碗粥。」老婦人說。

P42 「好吧。」國王說，「我尝尝看。」國王嘗了嘗。然後把粥全喝光了！

P43 「為什麼這麼一碗簡單的粥讓我感覺好多了？」國王問。「簡簡單單總是好的！」老婦人說。

Q & A

pp. 32-33

Q: What did the King have every day? **A:** The King had a lot of rich food every day.

Q: How is the King feeling? **A:** The King is not feeling very well.

Q: What does the cook bring to the King? **A:** The cook brings a huge ham to the King.

pp. 34-35

Q: What is the Princess asking the King to do? **A:** She is asking the King to try the pizza.

Q: What food is it? **A:** It is a big pizza.

Q: What does the King say about the pizza? **A:** The King says, "No! No! I don't want the pizza. Take it away!"

pp. 36-37

Q: Who is asking the King to eat the turkey? **A:** The Prince is asking him to eat the turkey.

Q: What kind of food is on the tray? **A:** There is a roast turkey on the tray.

Q: Why does the King not want to eat the turkey? **A:** The King does not like the smell of the turkey.

pp. 38-39

Q: Who is offering the cake to the King? **A:** The Queen is offering the cake to the King.

Q: What does the Queen say? **A:** The Queen says, "Please have this wonderful cake."

Q: What does the King say about the cake? **A:** The King says, "Oh no, not the cake. It's too sweet."

pp. 40-41

Q: Why were the Queen, Prince, and Princess worried? **A:** They were worried because the King did not want to eat.

Q: What did they decide to do to help the King? **A:** Ask the people for help.

Q: What did the old woman bring? **A:** She brought a small bowl of porridge.

pp. 42-43

Q: What did the King say about the porridge? **A:** The King said, "I'll try it."

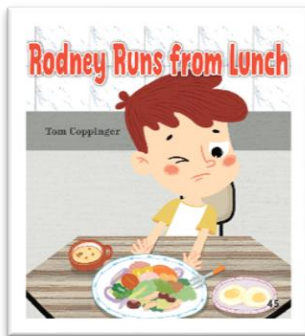
Q: What happened after the King tasted the porridge? **A:** He ate it all up.

Q: What did the old woman say? **A:** She said, "Simple things are always good!"

活動建議 老師找出幾種食物的圖片，如故事中提到的：ham, pizza, turkey, cake,

porridge 等。還可以找一些學生吃過的其他食物的圖片，如：bread, ice cream, salad, sausage, beefsteak, roast duck 等。先讓學生看圖說出英文單字，然後將圖片反扣在桌子上，跟學生玩「我說你猜」的遊戲。讓學生自己選一張圖片，老師拿起圖片，然後描

述該圖片上食物的特徵，讓學生猜。譬如說，老師說：“It’s sweet.” “Is not mentioned in this story.” “It’s your favorite in summer.” 如果猜：“It’s ice cream.” 則猜對了，可繼續猜下一張圖片。老師還可追問：“Do you like ice cream?” 引導學生用完整的句子回答：“Yes, I like ice cream.”



3.8-4 Rodney Runs from Lunch 故事大綱

- P46 「Rodney，吃午飯了！」「好的，媽媽！」Rodney 飛進屋裡。
- P47 Rodney 看了看午餐。「雞蛋和沙拉，我不喜歡！」
- P48 「Rodney，很好吃的。」媽媽說，「對你身體有好處。」
「不！我想吃點別的！我要去泥瓜星球找 Moray！」
- P49 Rodney 跳上他大紅火箭。他朝泥瓜星球飛去。
- P50 他把火箭降落在 Moray 家旁邊。「Rodney！」Moray 喊道，「正好趕上吃午飯！」
- P51 Moray 遞給 Rodney 一個盤子。「泥瓜和苔蘚！還有一大杯月亮奶昔！」「我吃不下這個！」Rodney 說，「看上去好難吃！」
- P52 Rodney 跳上火箭。他朝果凍泡泡星球飛去，去找他的朋友 Jexter。
- P53 他把火箭降落到 Jexter 的氣球屋屋頂上。「Rodney！」Jexter 喊道，「正好趕上吃午飯！」
- P54 Jexter 遞給 Rodney 一個盤子。「新鮮的水母和黑檸檬水！」Rodney 不喜歡這些食物。「對不起，我不餓。」
- P55 Rodney 跳上火箭，飛向地球的家。
- P56 「Rodney！你回來了！」他媽媽說。「我餓了！」Rodney 說，「有什麼吃的嗎？」
- P57 「雞蛋和沙拉？」「我喜歡雞蛋和沙拉！」Rodney 吃得乾乾淨淨。

Q & A

pp. 46-47

Q: What did Rodney’s mom say to him?

A: She said, “Rodney! Lunch!”

Q: Where is Rodney running?

A: Rodney is running into the house.

Q: What is Rodney looking at?

A: Rodney is looking at his lunch.

pp. 48-49

Q: What does Rodney's mom say about the food? **A:** She says, "It's nice. It's very good for you."

Q: Where does Rodney say he is going? **A:** Moray of Mudmelon.

Q: What did Rodney jump into? **A:** Rodney jumped into his big red rocket.

pp. 50-51

Q: Where did Rodney land his rocket? **A:** He landed his rocket next to Moray's house.

Q: What did Moray say to Rodney? **A:** Moray said, "Just in time for lunch!"

Q: What did Moray give Rodney to eat? **A:** Moray gave Rodney mud melon and moss.

pp. 52-53

Q: Where did Rodney go after leaving Mudmelon? **A:** He flew to the planet Jellypop.

Q: Why did Rodney go to Jellypop? **A:** Rodney went to Jellypop to visit his friend Jexter.

Q: Where did Rodney land his rocket? **A:** Rodney landed his rocket on top of Jexter's balloon house.

pp. 54-55

Q: What did Jexter give Rodney to eat? **A:** Jexter gave Rodney fresh Jellypop jellyfish and black lemonade.

Q: Did Rodney like the food? **A:** No, Rodney did not like the food.

Q: Where is Rodney flying to? **A:** Rodney is flying home to the Earth.

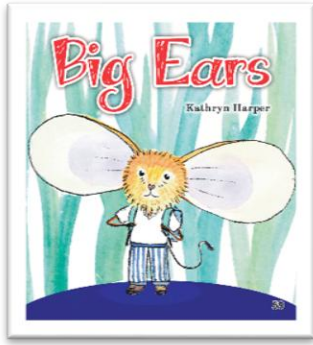
pp. 56-57

Q: Where is Rodney now? **A:** Rodney is at home.

Q: How does Rodney feel? **A:** Rodney feels hungry.

Q: What is Rodney eating? **A:** Rodney is eating eggs and salad.

活動建議 老師將故事中出現的食物寫在小卡片上：eggs, salad, mud melon and moss, moon milkshake, jellyfish, black lemonade。讓學生嘗試認讀這些單字，並在故事中找到對應的食物。然後問問學生喜歡或不喜歡吃哪個星球的食物，並試著用英文表達。如：“I like moon milkshake.” “It looks nice.” / “I don't like moss.” “It looks awful.” 也可以讓學生說說平時喜歡吃和不喜歡吃的食物都有哪些。



3.8-5 Big Ears 故事大綱

P60 「Billy 是新來的同學。大家和他打個招呼吧！」老師說。
「嗨，Billy。」小老鼠們說。

P61 但是他們都不想坐在他旁邊。「你的耳朵太大了。我們都看不到黑板了。」他們說。Billy 很難過。

P62 Lily 給了 Billy 一張紙條。「這兒有個座位，過來坐我這邊吧。」Lily 說。

P63 操場上，Billy 很想踢足球。「大耳朵 Billy 來啦！」小老鼠們嘲笑他。

P64 「我討厭這裡。」Billy 說。「別哭。」Lily 說，「你很特別的。」

P65 突然，開始下雨了。大雨點掉下來。「哦不，我們會被淋濕的。快跑！」Lily 說。

P66 「到我耳朵下面來。」Billy 說。「你的大耳朵真是太棒了。」Lily 說。

P67 「我也能躲在你耳朵下嗎？」Sammy 問。「當然可以。」Billy 說，「快來吧。」

P68 從那之後，Billy 的同學發現 Billy 的大耳朵很有用。他的耳朵可以接球。天熱的時候，Billy 的大耳朵可以扇扇子。

P69 它們可以像翅膀一樣幫助 Billy 飛起來。游泳時它們也很有用。

P70-71 所有的老鼠都喜歡 Billy 的大耳朵。現在他們也想像 Billy 一樣有一對大耳朵！

Q & A

pp. 60-61

- Q: What does the teacher ask the students to do? **A:** Say hello to Billy.
Q: What do the mice say to Billy? **A:** The mice say, "Hello, Billy."
Q: Why don't the mice want to sit next to Billy? **A:** The mice don't want to sit next to Billy because his ears are too big.

pp. 62-63

- Q: Who gives Billy a note? **A:** Lily gives Billy a note.
Q: What does the note say? **A:** The note says, "Here is a seat. Come and sit by me."
Q: What does Billy want to do? **A:** Billy wants to play football.

pp. 64-65

- Q: How does Billy feel? **A:** Billy feels sad.
Q: What does Lily say to Billy? **A:** Lily says, "Don't cry. You are just special."
Q: What is falling from the sky? **A:** Big raindrops are falling from the sky.

pp. 66-67

- Q: What does Billy say to Lily? **A:** Billy says, "Come under my ear."
Q: What does Lily say about Billy's ears? **A:** Lily says, "Your big ears are great."
Q: What does Billy say to Sammy? **A:** Billy says, "Sure. Come on under."



pp. 68-69

Q: How do Billy's ears help in the game? **A:** His ears help him catch balls in the game.

Q: What are Billy's ears used for on a hot day? **A:** His ears are used as fans on a hot day.

Q: What can Billy's ears do? **A:** Billy's ears can fly like wings.

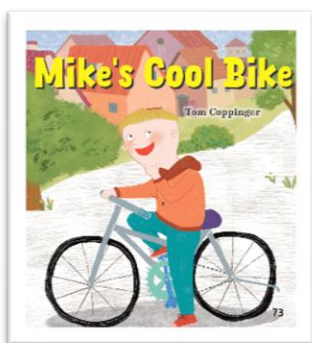
pp. 70-71

Q: What kind of party are the mice having? **A:** The mice are having a big ears party.

Q: How do the other mice feel about Billy's ears now? **A:** They love Billy's big ears and want big ears too.

Q: Why do the mice want big ears? **A:** They see that big ears are special and useful.

活動建議 讓學生回憶故事中都提到了大耳朵有什麼用處，並儘量使用原句進行複述，如：“Bill's big ears can catch balls in the game.” 然後引導學生進行腦力激蕩，想一想除了故事中提到的好處，大耳朵還有什麼作用。



3.8-6 Mike's Cool Bike 故事大綱

P74 一天下午，Mike 正在院子裡擦洗自己的自行車。爸爸走了過來。「Mike，你能把這些舊東西丟掉嗎？」

P75 Mike 想，「這些舊東西曾帶給我那麼多歡樂，如果扔掉，多可惜啊！」

P76 「我有個好主意，不僅能留下喜歡的東西，還能讓我的自行車變得酷酷的。」Mike 自言自語。

P77 Mike 找來了一些工具。「我需要一把螺絲刀，一把鋸，一個小刀和一管膠水。」

P78 Mike 小心翼翼地旋下木質鐘錶的螺絲，然後取下了鐘錶的時針和分針。

P79 Mike 用鋸鋸掉了鐘錶上帶有數位的木塊，讓它們更容易裝在車輪的輻條上。

P80 Mike 仔細將鐘錶的兩隻走針和數字木塊卡在了輪輻上——車輪上有個鐘錶！

P81 完成了一個輪子。還有一個需要裝飾。

P82 Mike 收集好裝飾另一個車輪的材料。他把自己的想法畫在了紙上。

P83 Mike 切開小球，把它們嵌在了輻條上。車輪上有個太陽系：中心是小太陽，其他的小球都圍著它。

P84 Mike 給爸爸看這輛裝飾了舊東西的新自行車，爸爸很驚訝：「實在太聰明了！」

P85 「嘿，看那輛酷酷的自行車！」確實很聰明。Mike 的自行車成了街上矚目的焦點。

Q & A

pp. 74-75

- Q:** What is Mike doing in the yard? **A:** Mike is cleaning his bike in the yard.
Q: Who comes outside to talk to Mike? **A:** Mike's dad comes outside to talk to him.
Q: What does Mike think about the old things? **A:** Mike thinks they gave him a lot of happy times.

pp. 76-77

- Q:** What is Mike's great idea? **A:** Use the old things to make his bike cool.
Q: What does Mike want to keep? **A:** Mike wants to keep his dear old things.
Q: What tools does Mike need? **A:** A screwdriver, a saw, a knife, and a tube of glue.

pp. 78-79

- Q:** What tool is Mike using? **A:** Mike is using a screwdriver.
Q: What is Mike removing from the clock? **A:** Mike is removing the screw of the clock.
Q: What is Mike using to cut the numbers from the clock? **A:** Mike is using a saw to cut the numbers.

pp. 80-81

- Q:** What is Mike doing? **A:** Sticking the clock hands and numbers onto his bike wheel.
Q: What tool is Mike using? **A:** Mike is using the glue.
Q: What does the bike wheel look like now? **A:** The bike wheel looks like a clock.

pp. 82-83

- Q:** What is Mike doing? **A:** Mike is drawing a plan on paper.
Q: What is he using to draw? **A:** He is using a pencil.
Q: What is Mike doing? **A:** Mike is decorating the other wheel of his bike.

pp. 84-85

- Q:** What is Mike showing to his dad? **A:** Mike is showing his dad his new bike.
Q: What is special about Mike's bike? **A:** Mike decorated his bike with old things.
Q: Why is Mike's bike a highlight on the street? **A:** Mike's bike is special and different from other bikes.

活動建議 讓學生按自己想要的樣式畫一輛創意自行車，並塗上喜歡的顏色。然後讓學生用英文簡單介紹自行車的各個部分是什麼，以及自行車的顏色。譬如說：“This is a handlebar.” “I paint it orange.” “I like orange.” 鼓勵學生發揮想像力設計自行車，如雙人協力車、各種動物騎的自行車等。



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.

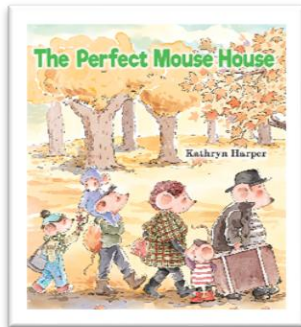
Extension Activities

- **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



3.8-1 The Perfect Mouse House

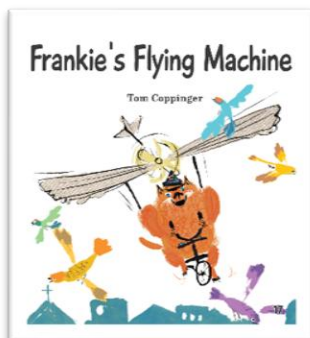
Activity Suggestion

Point to the pictures of the barn, house, log, and hole in the story, or find matching pictures. Ask students to say what they see in English, such as, “This is a barn/house.”

Then ask students to think about and say which animals might live in a barn, a house, a hollow log, or a hole in the ground. Check the answers together with the students.

If students are interested in animal homes, you can find pictures of other animals, such as **tigers, lions, hedgehogs, squirrels, rabbits, and foxes**. Look them up together and explore where these animals usually live. Encourage students to answer in complete sentences, such as:

“Foxes live in holes.”

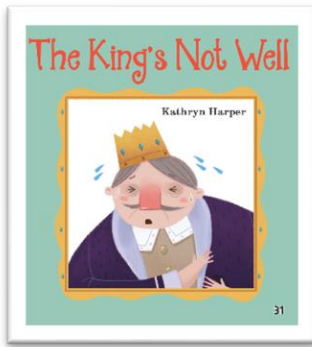


3.8-2 Frankie's Flying Machine

Activity Suggestion

Ask students to think about the things they usually see on the road. Then have them draw these things on a piece of paper, such as a **trash can, light pole, traffic lights, car, tree**, and so on.

After they finish drawing, ask students to say the names of the things they drew in English. Then have them use their pictures to make up a simple story.



3.8-3 The King's Not Well

Activity Suggestion

Prepare pictures of several foods, including the foods mentioned in the story, such as **ham, pizza, turkey, cake, and porridge**.

You can also prepare pictures of other foods students may have eaten before, such as **bread, ice cream, salad, sausage, steak, and roast duck**.

First, ask students to look at the pictures and say the English words. Then place the pictures face down on the table and play a guessing game.

Ask a student to choose one picture. The teacher picks up the picture and describes the food without showing it to the students. The students then guess what it is.

For example, the teacher may say:

“It’s sweet.”

“It is not mentioned in this story.”

“It’s your favorite food in summer.”

If a student guesses, “It’s ice cream,” the answer is correct, and the game can continue with the next picture.

The teacher can also ask follow-up questions, such as:

“Do you like ice cream?”

Guide students to answer in complete sentences:

“Yes, I like ice cream.”





3.8-4 Rodney Runs from Lunch

Activity Suggestion

Write the foods from the story on small cards: **eggs, salad, mud melon and moss, moon milkshake, jellyfish, and black lemonade.**

Ask students to try to read the words and find the matching foods in the story.

Then ask students which planet's food they like or do not like, and encourage them to express their ideas in English, such as:

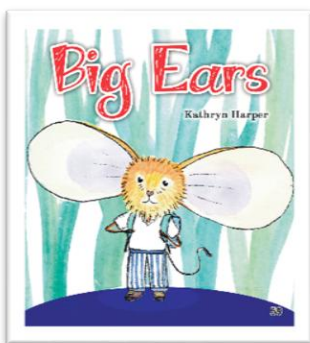
“I like moon milkshake.”

“It looks nice.”

“I don't like moss.”

“It looks awful.”

You can also ask students to talk about the foods they usually like and dislike.



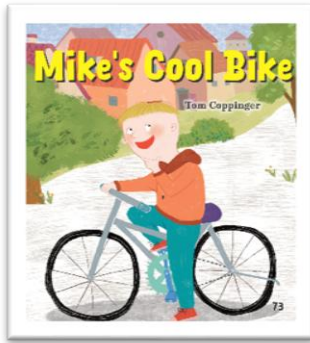
3.8-5 Big Ears

Activity Suggestion

Ask students to recall the uses of big ears mentioned in the story. Encourage them to retell the ideas using the original sentences as much as possible, such as:

“Bill's big ears can catch balls in the game.”

Then guide students in a brainstorming activity. Ask them to think of other possible uses for big ears besides the ones mentioned in the story.



3.8-6 Mike's Cool Bike

Activity Suggestion

Ask students to draw a creative bicycle in any style they like and color it with their favorite colors.

Then ask students to briefly introduce the different parts of their bicycle in English and talk about its colors. For example:

“This is a handlebar.”

“I paint it orange.”

“I like orange.”

Encourage students to use their imagination when designing their bicycles, such as a tandem bicycle or bicycles for different animals.

