

# 教學建議 3.5



# 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

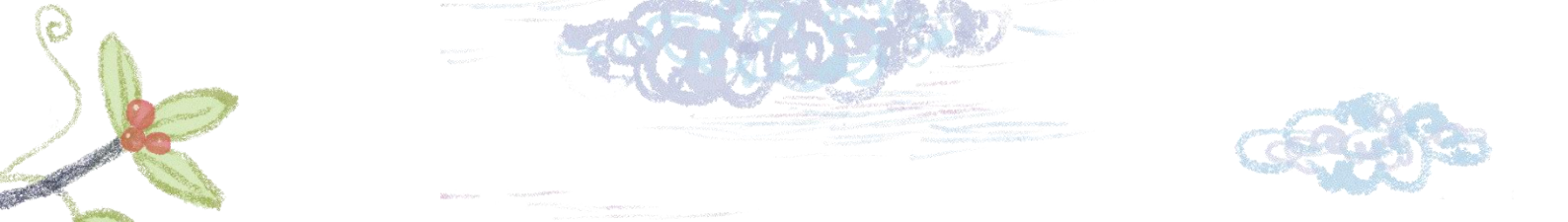
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

## ✚ 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。

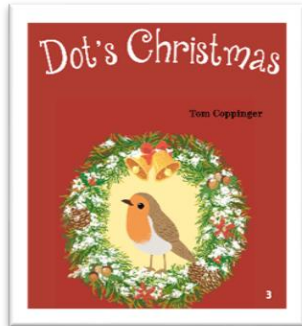
### 拓展活動

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



### 3.5-1 Dot's Christmas 故事大綱

- P4 這個冬天很糟糕，天氣寒冷，森林裡下著雪。知更鳥 Dot 睡在她的窩中。
- P5 Dot 的身體很虛弱，她沒有力氣飛，也沒力氣去找食物。
- P6 一天，森林裡來了一個人。「咚，咚，咚！」樹被砍倒了。Dot 和她的窩依然在樹上。
- P7 這個人和他的兒子把樹抬上一輛小卡車。他開車向一座大房子駛去。
- P8 房子裡很溫暖，並且被裝扮得五顏六色。
- P9 這家人把彩燈掛在樹上。爸爸把一顆星星放在樹頂。多麼漂亮的一棵聖誕樹啊！
- P10 「看！」男孩說道，「一隻聖誕知更鳥！」
- P11 四個人都湊過來看 Dot。Dot 很害怕。
- P12 但是，他們沒有傷害 Dot。他們把一個餵食器掛在了樹上。
- P13 Dot 有了食物吃，身體也暖和了，她漸漸強壯起來。
- P14 整個冬天，Dot 都居住在這一家的後院裡。
- P15 到了第二年春天，Dot 有了自己的家庭！

## Q & A

### pp. 4-5

- Q:** How is the weather in the forest? **A:** The weather is cold and snowy in the forest.
- Q:** Where does Dot the Robin sleep? **A:** Dot the Robin sleeps in her nest.
- Q:** Why can't Dot look for food? **A:** Dot can't look for food because she is too weak.

### pp. 6-7

- Q:** What does the man do? **A:** The man chops the tree.
- Q:** What happens to the tree? **A:** The tree falls down.
- Q:** Where is the man driving? **A:** The man is driving to a big house.

### pp. 8-9

- Q:** How does the house feel? **A:** The house feels warm and colorful.
- Q:** What is the family doing to the tree? **A:** The family is putting lights on the tree.
- Q:** What is the father putting on the top of the tree? **A:** The father is putting a star on the top of the tree.

### pp. 10-11

- Q:** What does the boy see in the tree?      **A:** The boy sees a Christmas robin in the tree.  
**Q:** How many heads are looking at Dot?      **A:** Four big heads are looking at Dot.  
**Q:** How does Dot feel?      **A:** Dot feels afraid.

### pp. 12-13

- Q:** Do the family hurt Dot?      **A:** No, the family do not hurt Dot.  
**Q:** What do they put into the tree?      **A:** They put a feeder into the tree.  
**Q:** How does Dot feel now?      **A:** Dot feels strong again.

### pp. 14-15

- Q:** Where does Dot live in the winter?      **A:** Dot lives in the family backyard all winter.  
**Q:** What are the children building?      **A:** The children are building a snowman.  
**Q:** What is inside Dot's nest?      **A:** There are eggs inside Dot's nest.

## 活動建議

老師帶著學生做「裝飾聖誕樹」的遊戲。老師用一張綠色的紙剪成聖誕樹的形狀，並將其貼在一張白紙上。然後，老師說：“Let's make our Christmas tree more beautiful.” 老師指導學生用彩色筆在聖誕樹上繪製裝飾品，譬如說：星星、彩球等，也可以製作或使用現成的裝飾品黏貼在上面。這個過程中，老師問：“What do you want to put on the Christmas tree?” 學生回答：“I'll put a star/ball/present/nest/robin on it.” 老師和學生輪流提問、回答和把東西畫上或貼上，直到將聖誕樹裝飾完畢。最後讓學生拿著這幅作品進行介紹：“This is my Christmas tree.” “Look, there is a... on it.”





### 3.5-2 The First Time on a Plane 故事大綱

- P18 David 和媽媽在機場。「那就是我們要坐的飛機！」媽媽說。「它看起來好大。」David 說。
- P19 「在裡面就感覺它小了很多。」David 說。
- P20 David 看見一個男孩繫上了安全帶，便也模仿他繫上了安全帶。「你好！我叫 Tom。」「你好！我叫 David。」
- P21 空姐送他們每人一袋小禮物。「謝謝！」David 驚訝說。
- P22 飛機起飛的時候，David 叫起來：「我耳朵疼！」「用力做吞嚥的動作！」媽媽說。
- P23 「吃一塊糖吧！」Tom 說，「這會讓你好受一點兒。」
- P24 Tom 點擊他前面的螢幕。David 也模仿他的樣子做。他們看著同一部卡通片，一邊看一邊笑。
- P25 空姐關上機艙裡的燈。機艙裡很暖和，光線昏暗，David 睡著了。
- P26 David 夢見自己和 Tom 成了飛行員。太陽升起來了。機艙裡亮起來。
- P27 David 醒了。機艙的燈都亮了。他們已經在降落了！
- P28 Tom 送給 David 一幅畫。畫上是一架飛機—飛行員正是 David！
- P29 「你的第一次飛行感覺如何，David？」媽媽問道。「棒極了！我還交了一位新朋友！」David 說。

## Q & A

### pp. 18-19

- Q:** Where is David? **A:** David is at the airport.
- Q:** Who is with David? **A:** David is with his mom.
- Q:** Where is David now? **A:** David is inside the airplane.

### pp. 20-21

- Q:** What is David watching? **A:** David is watching another boy fasten his seatbelt.
- Q:** What does David do after watching? **A:** David copies him and fastens his seatbelt.
- Q:** Who brings gift bags to the children? **A:** The stewardess brings gift bags to the children.

### pp. 22-23

- Q:** What is happening to the plane? **A:** The plane is taking off.
- Q:** What does Mom tell David to do? **A:** Mom tells David to swallow hard.
- Q:** What does Tom give to David? **A:** Tom gives David a sweet.

pp. 24-25

- Q: What does Tom do first?                   A: Tom touches his screen.  
Q: What does David do after Tom?        A: David copies him and touches his screen.  
Q: What does the stewardess do?         A: The stewardess turns off the lights.

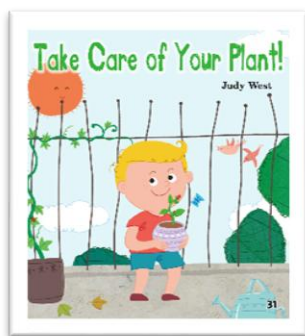
pp. 26-27

- Q: What is David dreaming about?       A: David is dreaming that he and Tom are pilots.  
Q: What are David and Tom wearing in the dream?   A: They are wearing pilot uniforms and headsets.  
Q: What does David see when he wakes up?        A: David sees that the lights are on.

pp. 28-29

- Q: What does Tom give to David?         A: Tom gives David a picture.  
Q: What is in the picture?                A: The picture shows a plane, and David is the pilot.  
Q: What is David holding in his hand?    A: David is holding the picture Tom gave him.

**活動建議** 老師帶著學生一起玩，用玩具飛機（也可以是折紙飛機）和一些玩具人偶（像是炭治郎、魯夫之類的）乘坐飛機的遊戲。可以用桌面作為機場。老師鼓勵學生一邊操縱飛機和玩具人偶，一邊用英文講個關於坐飛機旅行的故事。譬如說：“Jack is going to New York to see his uncle.” “He goes to the airport.”（說的同時，挪動玩具人進入“機場”）“He gets aboard.”（把玩具人放入機艙裡）“He fastens the seatbelt.” “The plane takes off.” “Jack’s ears hurt.” “He asks the stewardess for help...” 鼓勵學生儘量多多地使用故事裡學到的單字和句子。



### 3.5-3 Take Care of Your Plant! 故事大綱

- P32 Harry 舅舅送給 Pip 一株小小的花苗。「好好照顧它！」  
Harry 舅舅說。Pip 把花苗放進自己的遊戲房。  
P33 第二天 Pip 去看他的花苗。「哦，天哪。」他說，「我的花苗有一片葉子變黃了。」  
P34 「我該怎麼辦，媽媽？」「我們把它放在陽臺上吧。」媽媽說，「給它一些陽光。」  
P35 又過了一天 花苗變回了綠色。Pip 很高興

- P36 又過了一天 花苗有些枯萎。「你的花苗曬了太多太陽。」鄰居 Smith 先生說，「它會死的。」
- P37 下午，Pip 把花苗挪到屋子裡。很快，花苗的情況好多了。
- P38 又過了一天 「我的花苗又枯萎了，爸爸。」
- P39 「你得給它澆水啊。」爸爸說，「否則它會死的。」
- P40 Pip 給小花苗澆了好多好多水。
- P41 又過了一天 花苗的葉子又變黃了。Pip 很傷心。
- P42 「Pip，書上說你每週給它澆一次水就可以。」Pip 的哥哥說。
- P43 一周以後「看！我的花苗長得很好。它還長出了兩個花蕾！」Pip 開心極了。

## Q & A

### pp. 32-33

- Q:** What did Pip get from Uncle Harry?      **A:** Pip got a small plant from Uncle Harry.
- Q:** Where did Pip put the plant?              **A:** Pip put the plant in his playhouse.
- Q:** What does Pip see on his plant?          **A:** Pip sees that his plant has a yellow leaf.

### pp. 34-35

- Q:** What does Pip ask his mom?              **A:** Pip asks, "What can I do, Mom?"
- Q:** What does Mom tell Pip to do              **A:** Mom tells Pip to put the plant on the balcony and give it some sunshine.
- Q:** What happened to Pip's plant?          **A:** Pip's plant turned green again.

### pp. 36-37

- Q:** What happened to Pip's plant?              **A:** Pip's plant was wilting.
- Q:** What does Mr. Smith say about the plant?      **A:** Mr. Smith says the plant has too much sun and will die.
- Q:** What did Pip do to help his plant?          **A:** Pip moved his plant inside.

### pp. 38-39

- Q:** What happened to Pip's plant again?          **A:** Pip's plant is wilting again.
- Q:** Who is Pip talking to?                      **A:** Pip is talking to his dad.
- Q:** What does Dad tell Pip to do?              **A:** Dad tells Pip to water the plant.

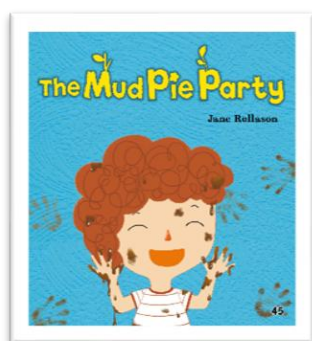
### pp. 40-41

- Q:** What is Pip doing?                          **A:** Pip is watering his plant.
- Q:** How much water is Pip giving the plant?      **A:** Pip is giving the plant lots and lots of water.
- Q:** What happened to Pip's plant the next day? **A:** The leaves turned yellow again.

pp. 42-43

- Q: What is Pip doing in the picture?      A: Pip is listening to his brother read a book.  
Q: How often should Pip water his plant?      A: Pip should water his plant once a week.  
Q: What is Pip showing to his brother?      A: Pip is showing his brother that his plant has two buds.

**活動建議** 老師帶著學生做「照顧植物」的遊戲。老師在紙上畫出一盆植物的三種狀態，分別是綠色健康的，葉子變黃的，和葉子枯萎的。然後，分別將其剪下備用。製作幾張紙條，上面分別寫著“Put it in the house.” “Put it on the balcony.” 和 “Water it.” 然後，老師拿起葉子變黃的植物圖片，擔心地說：“Oh, my plant has got a yellow leaf. What can I do?” 學生需要選擇正確的紙條，並大聲說出上面的內容：“Put it on the balcony.” 接著，老師拿起枯萎的植物圖片，說：“Oh, my plant is wilting. It has got too much sunshine.” 學生選擇對應的紙條：“Put it in the house.” 以此類推。待學生能熟練表達後，可以不用再借助紙條的幫助進行遊戲。



### 3.5-4 The Mud Pie Party 故事大綱

- P46 Jude 的生日快到了。他跟媽媽討論有關生日派對的事情。(Jude)「Jacob 過生日開的是海盜主題派對。」  
(媽媽)「海盜派對開銷太大了。」
- P47 (Jude)「Eleanor 過生日開的是童話故事派對。」  
(媽媽)「童話故事派對開銷太大了。」
- P48 (Jude)「馬戲團派對開銷也太大嗎？」(媽媽)「是的。」
- P49 (爸爸)「泥餅派對怎麼樣？」(媽媽)「哦，對，我們喜歡做泥餅，不是嗎？」
- P50 Jude 有點兒擔心。(Jude)「我的朋友們會喜歡泥餅派對嗎？」
- P51 派對時間到了！Jude 的朋友都來了。
- P52 他們踩得泥點四處飛濺。(Eleanor)「真有意思！我在家裡沒這麼踩過泥巴。」
- P53 他們一起做泥餅，玩得非常開心。(本)「我喜歡做泥餅！」(Jude)  
「我也是！」
- P54 他們做了一個大大的泥餅，上面還用鮮花、小樹枝和鵝卵石做了裝飾。每個人都咯咯地笑著。(Jude)「它看起來像一個巧克力蛋糕！」
- P55 午飯時間到了。孩子們都進到浴室裡把自己洗乾淨。
- P56 (媽媽)「這裡有一個你們可以吃的泥餅。」(孩子們)「哇，是一個巧克力派！生日快樂，Jude！」
- P57 (Jacob)「再見，Jude。明年我也要開個泥餅派對。」

## Q & A

### pp. 46-47

- Q:** What kind of party did Jacob have?     **A:** Jacob had a pirate party.  
**Q:** Why can't Jude have a pirate party?   **A:** Because a pirate party costs too much.  
**Q:** What kind of party did Eleanor have?   **A:** Eleanor had a fairy tale party.

### pp. 48-49

- Q:** What kind of party is Jude talking about? **A:** He is talking about a circus party.  
**Q:** How does the man suggest?           **A:** He suggests they should have a mud pie party.  
**Q:** What does the woman say?           **A:** She says they love making mud pies.

### pp. 50-51

- Q:** What is Jude worried about?       **A:** Jude is worried about his mud pie party.  
**Q:** What does Jude ask his mom?       **A:** Jude asks his mom if his friends will like the mud pie party.  
**Q:** What kind of party is in the picture? **A:** It is a mud pie party.

### pp. 52-53

- Q:** What are the children doing?       **A:** The children are splashing in the puddles.  
**Q:** How many children are playing in the mud? **A:** There are four children playing in the mud.  
**Q:** What are the children doing?       **A:** The children are making mud pies.

### pp. 54-55

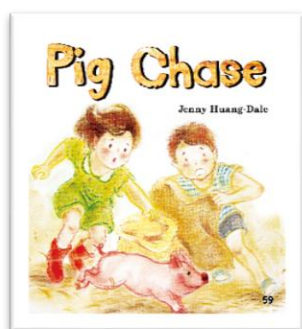
- Q:** What are the children doing?       **A:** The children are making a big mud pie.  
**Q:** What do they put on the mud pie?   **A:** They put flowers, twigs, and pebbles on the mud pie.  
**Q:** What are the children doing?       **A:** The children are cleaning themselves.

### pp. 56-57

- Q:** What is Mother holding?           **A:** Mother is holding a chocolate pie.  
**Q:** What does the mother say about the pie? **A:** The mother says, "Here's a mud pie you CAN eat."  
**Q:** What are the children doing in the picture? **A:** The children are saying goodbye.



**活動建議** 老師帶著學生一起用黏土或培樂多來製作泥餅。老師說 “Let’s make a mud pie.” 然後指導學生如何製作: “First, roll it into a ball. Then press it flat.” 老師可以一邊說，一邊自己先給學生做示範。基礎泥餅做完後，老師說: “Now let’s decorate our mud pie.” “What do you want to put on it?” 學生用下面句子表達: “I want to put... on it.” 在裝飾泥餅的過程中，可以複習一些以前學過的單字，如 candy, chocolate 等。



### 3.5-5 Pig Chase 故事大綱

P60 我是 Maya，這是 Tyler。今天有一場抓豬比賽。

P61 Tyler 和我來參加抓豬比賽。我已經迫不及待了！

P62 我們有 10 個人參賽。一共 9 頭豬。我們需要抓住這些豬，然後把它們裝進袋子裡。

P63 抓豬比賽開始了！

P64 我們所有人都在追趕著那些尖叫著的豬。

P65 我抓到了一頭！但是我摔倒在泥裡，豬跑掉了。

P66 Tyler 和另一個男孩在追同一頭豬。結果他們兩個撞在了一起，豬跑掉了。

P67 我又抓到一頭豬，但是它拼命地掙扎，逃跑了。

P68 抓豬好難啊！

P69 只剩下一頭豬了，不過也許我們可以互相幫忙。

P70 這次，Tyler 抓住了豬。

P71 豬裝進了袋子裡。現在它是屬於我們的了。

## Q & A

### pp. 60-61

Q: What event is happening today?

A: Today there is a Pig Chase.

Q: What time does the Pig Chase start?

A: The Pig Chase starts at 10 a.m. on Friday.

Q: Who is in the Pig Chase?

A: Maya and Tyler are in the Pig Chase.

### pp. 62-63

Q: How many children are in the Pig Chase? A: There are ten children in the Pig Chase.

Q: How many pigs are in the Pig Chase? A: There are nine pigs in the Pig Chase.

Q: What time is it?

A: It is time to catch pigs.

pp. 64-65

- Q: What are the children chasing?      A: The children are chasing the squealing pigs.  
Q: What does the girl catch?      A: The girl catches a pig.  
Q: What happens after she catches the pig?      A: She falls in the mud, and the pig runs away.

pp. 66-67

- Q: Who is running after the pig?      A: Tyler and another boy are running after the pig.  
Q: What happens when the boys run?      A: The boys bump into each other.  
Q: What does the pig do?      A: The pig struggles so much and escapes.

pp. 68-69

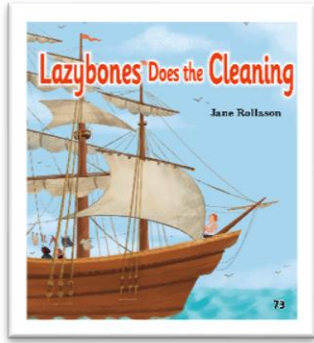
- Q: What is difficult?      A: Catching a pig is very difficult.  
Q: How many pigs are left?      A: There is only one pig left.  
Q: What are the children thinking about?      A: They are thinking about helping each other.

pp. 70-71

- Q: Who catches the pig this time?      A: This time, Tyler catches the pig.  
Q: Where is the pig now?      A: The pig is in the bag.  
Q: Whose pig is it now?      A: It is Tyler and Maya's pig.

**活動建議** 老師可以折紙和學生一起玩兒「東南西北」(finger snapper) 遊戲。老師找來一張較厚的紙，自己或指導學生製作成一個英文版的「東南西北」，在外側四個小正方形上分別寫上 East, South, West 和 North，在裡面 8 個小三角形上寫上 8 個表示動作的英文單字，分別是 chase, squeal, bump, struggle, fall, roll, climb 和 hop。兩個學生一組，一方操作，另一方選擇。先選擇一個方向，再說出開合的次數，最後確定的小三角形中是哪個英文意思，就要做相應的動作，並說出這個單字。然後輪換角色。





### 3.5-6 Lazybones Does the Cleaning 故事大綱

P74 一天，船長拿來一封信。「國王要來視察！」他說，「現在船上亂糟糟的。」

P75 「懶骨頭！把船上收拾乾淨！」廚師！去給國王做些餅乾。」

P76 「我覺得船上挺不錯的。」懶骨頭說。「不要偷懶。」船長說。

P77 懶骨頭想把酒瓶扔掉。「不許扔進海裡！」大副說。

P78 懶骨頭想把廢紙掃走。「不許弄到這裡！」廚師說。

P79 「那我能把這些東西放在哪兒呢？」懶骨頭想。「啊！我有辦法了。」

P80 很快，懶骨頭就收拾完了。「幹得很好！」船長對懶骨頭說。

P81 「歡迎來到我們船上！」船長鞠躬說道。「多整潔的船啊！」國王說。

P82 「去海上兜風怎麼樣？」國王問道。「當然可以。」船長說，「我們馬上出發！」

P83 「呃，船長……」懶骨頭說。他憂心忡忡。

P84 「出發！」船長命令道。懶骨頭想偷偷地溜走。

P85 「啊！」國王大叫。「懶骨頭！」船長大喊道。

## Q & A

### pp. 74-75

**Q:** What does the Captain say? **A:** The Captain says, "The King is coming to visit!"

**Q:** What is the problem with the ship? **A:** The ship is a mess.

**Q:** What does the Captain tell the chef to do? **A:** The Captain tells the chef to make biscuits for the King.

### pp. 76-77

**Q:** What is Lazybones doing with his hands? **A:** Lazybones is rubbing his eyes.

**Q:** What does the Captain say to Lazybones? **A:** The Captain says, "Don't be lazy."

**Q:** Where does Lazybones want to throw the bottles? **A:** Lazybones wants to throw the bottles into the sea.

### pp. 78-79

**Q:** What is Lazybones doing? **A:** Lazybones is sweeping the waste paper.

**Q:** Who is stopping Lazybones? **A:** The chef is stopping Lazybones.

**Q:** What is Lazybones thinking about? **A:** Lazybones is thinking about where to put all the things.



### pp. 80-81

Q: Who finishes cleaning the ship?

A: Lazybones finishes cleaning the ship.

Q: What does the Captain say to Lazybones?

A: The Captain says, "Well done!"

Q: What is the Captain doing?

A: The Captain is bowing to the King.

### pp. 82-83

Q: What does the King want to do? A: The King wants to go to sea and have some fun.

Q: What does the Captain say? A: The Captain says, "Of course. We'll set out at once!"

Q: How does Lazybones feel? A: Lazybones feels worried.

### pp. 84-85

Q: What is the Captain doing?

A: The Captain is pulling the ropes of the sail.

Q: What is Lazybones doing?

A: Lazybones is sneaking away.

Q: Why is the King crying out

A: The King is crying out because trash and broken things are falling on him.

**活動建議** 老師帶著學生一起整理教室。先來到準備好的教室（老師可以事先做些準備，讓教室看起來比較凌亂），老師說：“Oh, this classroom is a mess! Let's tidy up this classroom.” 如果學生不願意，老師可以說：“Don't be lazy. Come on!” 和學生一起收拾教室的過程中，老師把某些東西放在學生身邊的某個地方，鼓勵學生說出 “No, not there.” 或者 “Yes, please.” 或者，老師還可以徵求學生的意見，譬如說：“Where can I put these bottles/books/clothes?” 學生回答：“You can put them in the box/bookcase/wardrobe.” 收拾完後，老師可以說：“Well done!” 之後，可以換到其他教室，譬如：美術教室或烹飪教室，繼續和學生一同整理。這次，鼓勵學生多用上面的英文句型問老師問題，老師指導學生將物品放到合適的地方。



## 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.
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### **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.

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### 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

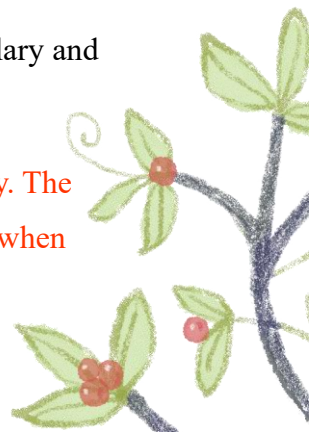
- Engage in Games: Use suggested activities and games to help students apply the vocabulary in real-life contexts.

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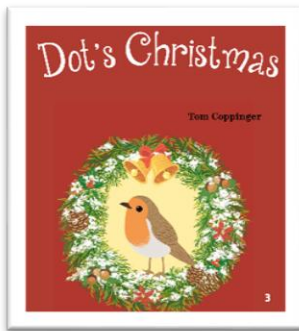
### Extension Activities

- **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



### 3.5-1 Dot's Christmas

#### **Activity Suggestion:** Decorating the Christmas Tree

The teacher guides students to play a “Decorate the Christmas Tree” game.

Prepare a green paper cut into the shape of a Christmas tree and stick it onto a white sheet.

Then the teacher says: “Let’s make our Christmas tree more beautiful.”

Students use colored pencils to draw decorations on the tree — for example, stars, balls, or other ornaments. They can also make or use ready-made decorations to stick on the tree.

During the activity, the teacher asks:

**Teacher:** “What do you want to put on the Christmas tree?”

**Student:** “I’ll put a star/ball/present/nest/robin on it.”

The teacher and students take turns asking, answering, and adding decorations until the tree is complete.

Finally, students present their work by saying:

“This is my Christmas tree.”

“Look, there is a ... on it.”



### 3.5-2 The First Time on a Plane

#### **Activity Suggestion:** Airplane Travel Game

The teacher and students play with a toy airplane (or a paper airplane) and small toy figures (such as characters like Tanjiro or Luffy) as if they are passengers on the plane.

A table can be used as the airport.

The teacher encourages students to tell a story in English while playing. For example:

“Jack is going to New York to see his uncle.”

“He goes to the airport.” (Move the toy figure toward the “airport.”)

“He gets aboard.” (Put the toy figure into the plane.)

“He fastens the seatbelt.”

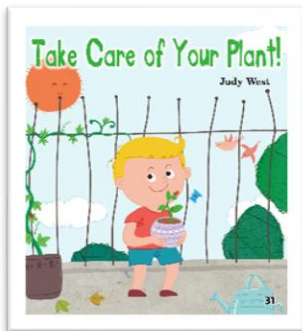
“The plane takes off.”

“Jack’s ears hurt.”

“He asks the stewardess for help...”

Encourage students to use as many words and sentences from the story as possible.

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### 3.5-3 Take Care of Your Plant!

#### **Activity Suggestion: Taking Care of Plants**

The teacher plays a “Take Care of the Plant” game with students. Draw three pictures of a potted plant showing different conditions: one healthy and green, one with yellow leaves, and one with wilted leaves. Cut out the pictures.

Prepare a few small paper strips that say:

- “Put it in the house.”
- “Put it on the balcony.”
- “Water it.”

Then the teacher picks up the picture of the plant with yellow leaves and says worriedly:

“Oh, my plant has got a yellow leaf. What can I do?”

Students choose the correct strip and read it aloud:

“Put it on the balcony.”

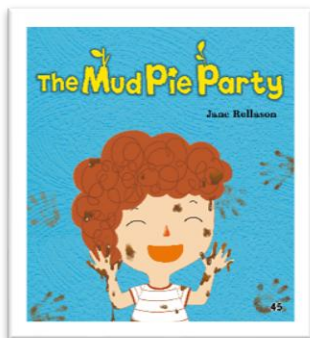
Next, the teacher picks up the wilted plant picture and says:

“Oh, my plant is wilting. It has got too much sunshine.”

Students respond:

“Put it in the house.”

Continue in this way. Once students can respond confidently, they can play the game without using the paper strips.



### 3.5-4 The Mud Pie Party

#### **Activity Suggestion:** Making Mud Pies with Clay or Playdough

The teacher and students use clay or Play-Doh to make mud pies. The teacher says: “Let’s make a mud pie.” and gives instructions: “First, roll it into a ball. Then press it flat.”

While speaking, the teacher demonstrates each step.

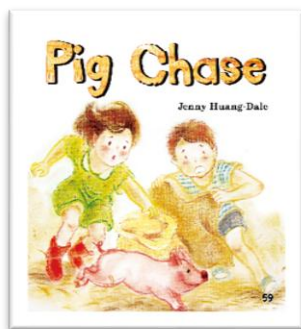
After the basic mud pie is made, the teacher says:

“Now let’s decorate our mud pie.”

“What do you want to put on it?”

Students reply using the pattern: “I want to put ... on it.”

During decoration, review vocabulary learned in previous lessons such as *candy*, *chocolate*, etc.



### 3.5-5 Pig Chase

#### **Activity Suggestion:** Finger Snapper Game (Cootie Catcher)

The teacher and students make and play an English version of the “finger snapper” or “cootie catcher” game.

Use a piece of thick paper to fold the toy. On the four outer squares, write **East, South, West, and North**.

Inside the eight triangles, write eight action words: **chase, squeal, bump, struggle, fall, roll, climb, and hop**.

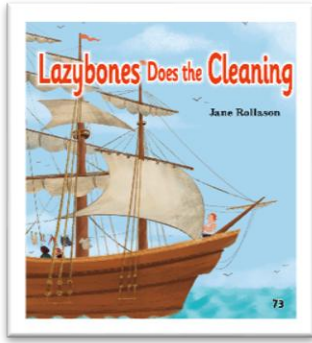
Students play in pairs — one operates the toy, the other chooses.

The second student first chooses a direction, then says how many times to open and close it.

When a final triangle is revealed, the student must perform the action and say the word aloud.

Then they switch roles.





### 3.5-6 Lazybones Does the Cleaning

#### **Activity Suggestion:** Tidying Up the Classroom

The teacher leads students to clean up the classroom together. Beforehand, the teacher can make the classroom look a little messy.

Then say: “Oh, this classroom is a mess! Let’s tidy up this classroom.”

If students are reluctant, the teacher can say playfully: “Don’t be lazy. Come on!”

During cleanup, the teacher places some objects near students and encourages them to respond with phrases like:

“No, not there.” or “Yes, please.”

The teacher can also ask for students’ opinions:

“Where can I put these bottles/books/clothes?”

Students reply: “You can put them in the box/bookcase/closet.”

When finished, the teacher says: “Well done!”

Then they can move to another room — for example, the art room or cooking room — and continue cleaning together.

This time, students are encouraged to ask the teacher questions using the same sentence patterns and guide where things should go.

