

教學建議 3.6



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

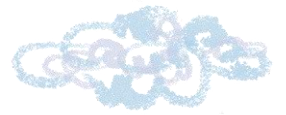
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。

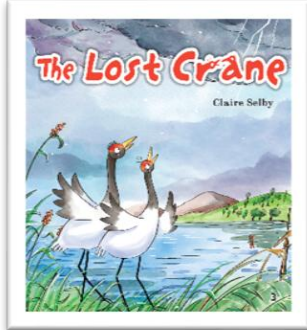
拓展活動

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



3.6-1 The Last Crane 故事大綱

P4 白鶴在涼爽的湖邊過了一個美好的夏天。現在秋天來了。
P5 「天氣要變冷了！」領頭的白鶴說，「我們必須飛到南方最大的湖去！」

P6 Carl 和 Clara 還有他們的兒子 Charlie 一起飛行。「一家人必須在一起！」Carl 說。

P7 他們飛過草地和湖泊。夕陽把他們的羽毛染成粉色。

P8 「看！湖在那兒！」Carl 說。但是暴風雨來了。狂風大作，他們飛得很吃力。

P9 突然，大風卷起 Charlie，把這只小鶴吹走了。

P10 「Charlie！你在哪兒？」他的父母飛回來。但他們找不到兒子了。

P11 Charlie 孤零零的，覺得很害怕。雷聲滾滾，閃電劃過。「哦，不！我迷路了！我該怎麼辦？」

P12 突然，Charlie 想起了什麼。「湖！我必須找到那個湖。」

P13 Charlie 繼續飛越群山。「一家人必須在一起！」他說。

P14 Clara 和 Carl 降落在湖邊。他們低頭看著湖水，哭了起來。

P15 在這時，他們聽到「媽！爸！」Charlie 落在他們旁。「家人終於又在一起了！」

Q & A

pp. 4-5

Q: Where do the cranes spend the summer? **A:** The cranes spend the summer by the cold water lake.

Q: What season is coming now? **A:** Now autumn is coming.

Q: Why do the cranes need to fly south? **A:** They need to fly south because it is getting cold.

pp. 6-7

Q: Who is flying together? **A:** Carl and Clara are flying with their son, Charlie.

Q: What does Carl say? **A:** Carl says, "The family must stay together!"

Q: What are the cranes flying over? **A:** The cranes are flying over the grasses and lakes.

pp. 8-9

Q: What is coming? **A:** A storm is coming.

Q: How is the weather? **A:** The wind is blowing, and it is hard to fly on.

Q: What happens to Charlie? **A:** The wind catches Charlie and blows him away.

pp. 10-11

Q: What are Charlie's parents doing? **A:** Charlie's parents are flying back to look for him.

Q: Can they find Charlie? **A:** No, they cannot find Charlie.

Q: How does Charlie feel? **A:** Charlie feels alone and scared.

pp. 12-13

Q: What does Charlie remember? **A:** Charlie remembers the lake.

Q: What does Charlie say? **A:** Charlie says, "The lake! I must find the lake."

Q: Where is Charlie flying? **A:** Charlie is flying on over the mountains.

pp. 14-15

Q: Where do Clara and Carl land? **A:** Clara and Carl land at the lake.

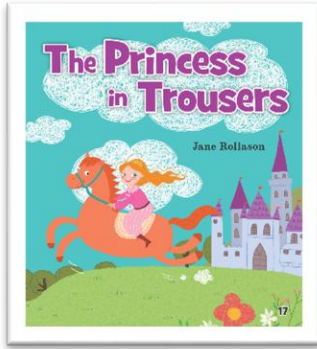
Q: What do they do at the lake? **A:** They look down at the water and cry.

Q: Who is flying down? **A:** Charlie is flying down beside his parents.

活動建議

老師可以準備3張大小不一的正方形的紙，分別折成三隻千紙鶴，按照大小順序，分別在紙上寫下爸爸 Carl，媽媽 Clara，寶寶 Charlie 的名字。老師可以用這三隻紙鶴和學生一起來表演故事中的主要情節。先讓紙鶴自我介紹，如：“I am Carl the Crane.” 然後，在表演過程中，可以使用以下句子：“It's getting cold!” “We must fly south to the biggest lake there!” “The family must stay together!” “Look! The lake is over there!” “Oh, no! I am lost!” “What can I do?” “The lake!” “I must find the lake.” “The family is together again—at last!” 老師也可以和學生嘗試為不同的角色配音。





3.6-2 The Princess in Trousers 故事大綱

P18 從前有位小公主。她不喜歡穿裙子，她也從不玩娃娃。

P19 她喜歡騎馬和爬樹。

P20 她喜歡在冬天打雪仗，她還有自己的足球隊。

P21 當國王和王后為她舉辦聚會時，她會表演倒立。

P22 「一位王子明天要來。」一天，王后說。「他想見見你。」國王說。

P23 「所以請穿上裙子！」國王大叫道，「公主都穿裙子！」

P24 第二天早晨……「去換衣服！王子就要來了！」王后說。

P25 公主穿著褲子下樓來。「不！要穿裙子！」王后說。

P26 「我的褲子比這個好！」公主不高興了。

P27 「我不喜歡穿裙子。」公主仍然穿著褲子。「哦！不！」王后說，「王子到門口了。我們該怎麼辦？」

P28 「哦！穿褲子的公主！你真特別！」王子說。

P29 王子和公主開心地一起玩起來。

Q & A

pp. 18-19

Q: What does the princess not like? **A:** The princess does not like dresses.

Q: What does the princess never play with? **A:** The princess never plays with dolls.

Q: What did the princess love? **A:** The princess loved riding horses and climbing trees.

pp. 20-21

Q: What did the princess love in winter? **A:** The princess loved snow fighting in winter.

Q: Did the princess like playing football? **A:** Yes, the princess liked playing football.

Q: What is the princess doing at the party? **A:** The princess is doing a handstand.

pp. 22-23

Q: What did the queen say? **A:** The queen said that a prince is coming tomorrow.

Q: What does the king say about the prince? **A:** The king says that the prince wants to meet the princess.

Q: Who is chasing the princess? **A:** The king is chasing the princess.

pp. 24-25

Q: What is the queen saying? **A:** The queen is saying, "Go and change your clothes! The prince is coming!"

Q: Where is the princess? **A:** The princess is walking up the stairs.

Q: Where is the princess? **A:** The princess is on the stairs rail.

pp. 26-27

Q: What is the princess holding?

A: The princess is holding a dress.

Q: How does the princess feel?

A: The princess feels unhappy.

Q: What does the princess say about dresses? A: The princess says she does not like wearing a dress.

pp. 28-29

Q: What is the princess wearing?

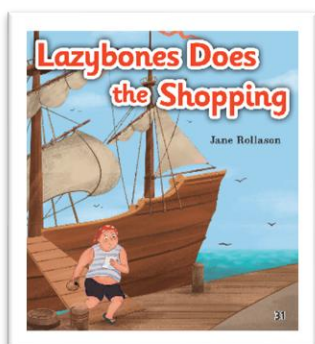
A: The princess is wearing trousers.

Q: What are the prince and princess doing? A: The prince and princess are playing a ball.

Q: What is the princess wearing?

A: The princess is wearing blue trousers and a green shirt.

活動建議 老師和學生玩 “I am a prince/princess + (自己名字)” 的遊戲。老師首先找來馬、大樹、雪(球)、洋娃娃、足球、裙子、褲子、倒立動作的貼紙或卡片，或者在白紙上簡單畫下這些物品或動作。接著在另一張白紙上再一個男孩/女孩。畫完後，老師拿著圖片自我介紹：“I am Prince/Princess (加上自己的名字).” 然後，老師可以使用句型 “I don’t like.../I love...” 來繼續介紹自己，可以使用片語/詞 riding horses, climbing trees, snow fighting, playing with dolls, playing football, dresses, trousers, handstand, 在說到相應片語/生詞時，老師也可以用動作表達出來。介紹完成後，老師鼓勵學生選擇以上片語/生詞來介紹自己。



3.6-3 Lazybones Does the Shopping 故事大綱

P32 船上的雜工正在做清潔。「你需要一個新桶。」大副說。

P33 船長正在擦靴子。「我需要一雙新靴子。」他說。

P34 廚師正在準備做午餐的豬肉。「我還需要豬肉。」他說。

P35 「懶骨頭！」船長大叫，「醒醒，去買東西！」

P36 「這是購物清單。」船長說。「桶、靴子、豬肉……好的。」懶骨頭說。

P37 來了一陣風。「哦不！」懶骨頭大叫。

P38 他記不起來清單的內容了。他買了一些釘子、幾塊木板和一個木塞。

P39 「這是你們要的東西！」懶骨頭說。大副、船長和廚師不高興了。這些不是他們想

要的。

P40 「船長！」勤雜工大叫，「船有個洞！」

P41 「我需要一個木塞堵住水……」船長說。「這兒有。」懶骨頭說。

P42 「我需要木板和釘子來固定它！」大副說。「給你。」懶骨頭說。

P43 「幹得漂亮，懶骨頭！」

Q & A

pp. 32-33

Q: What is the ship's boy doing?

A: The ship's boy is cleaning the ship.

Q: What is wrong with the pail?

A: The pail is leaking.

Q: What is the Captain doing?

A: The Captain is polishing his boots.

pp. 34-35

Q: What is the Chef doing?

A: The Chef is preparing pork for lunch.

Q: What does the Chef say?

A: The Chef says, "I need more pork."

Q: What is the Captain doing?

A: The Captain is shouting at Lazybones.

pp. 36-37

Q: What is the Captain giving to Lazybones? **A:** The Captain is giving a shopping list to Lazybones.

Q: What does Lazybones have to buy? **A:** Lazybones has to buy a pail, boots, and pork.

Q: What is happening? **A:** The wind is blowing hard, and the shopping list are flying away.

pp. 38-39

Q: What is Lazybones doing? **A:** Lazybones is buying things in the market.

Q: What does Lazybones buy? **A:** Lazybones buys some nails, some boards, and a cork.

Q: How do the Captain and the Chef feel? **A:** The Captain and the Chef feel unhappy.

pp. 40-41

Q: What is he shouting about? **A:** He is shouting that there is a hole in the ship.

Q: Who is he talking to? **A:** He is talking to the Captain.

Q: What does the Captain need to stop the water? **A:** The Captain needs a cork to stop the water.

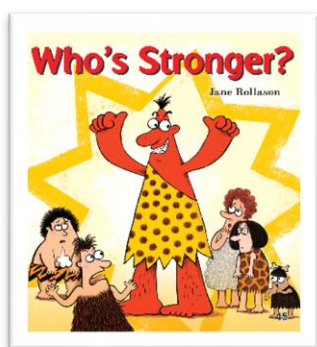
pp. 42-43

Q: What does the First Mate need to fix the ship? **A:** The First Mate needs some boards and nails to fix the ship.

Q: What tool is the First Mate holding? **A:** The First Mate is holding a hammer.

Q: What does the Captain say to Lazybones? **A:** The Captain says, "Well done, Lazybones!"

活動建議 老師和學生玩「根據指令購物」的遊戲。老師準備以下物品的卡片各兩張：小桶 (pail)、一雙靴子 (a pair of boots)、豬肉 (pork)、釘子 (nail)、木板 (board) 和軟木塞 (cork)，當作想要買的商品，有實物的話可以準備實物。由一名老師擔任裁判，來給兩名學生 (或更多學生) 分別下達不同的購物指令。第一次，裁判只要求購買一件物品，如：“I need a pail.” 購物員根據指令取回卡片或物品，然後說：“Here’s the thing you want.” 第二次，裁判要求購買兩件物品，如：“I need a pail and a pair of boots.” 購物員取回後說：“Here are the things you want.” 之後每次裁判在指令上可以要求多增加一件物品。購物員每取回一件指令要求的物品，即得一分。每局比賽中裁判可下達 5 次指令。購物 5 輪後，誰的得分多，誰便在此輪比賽中勝出。老師可以鼓勵學生也來擔任裁判，下達指令。



3.6-4 Who's Stronger? 故事大綱

- P46 一個村莊附近的大山裡住著一個紅巨人。他很強壯，而且喜歡炫耀自己。
- P47 這天是村裡趕集的日子。「我要讓他們見識見識我有多強壯！」紅巨人想。於是，他來到市集上。
- P48 幾個村民在賽跑。紅巨人加入比賽，跑贏了。「沒人比我跑得快。我跑得最快！」他向村民們炫耀。
- P49 紅巨人跟村民比賽跳高。他贏了。「沒人比我跳得高。我跳得最高！」他又一次向村民們炫耀。
- P50 紅巨人來參加抬石頭比賽。他又贏了！「哈哈哈哈哈。」他大聲喊道，「沒人比我強壯。我是最強壯的！」他不停地炫耀自己。
- P51 村民們不喜歡紅巨人，互相交頭接耳。這時，走來一個藍巨人。
- P52 「敢比試比試嗎？」藍巨人問道。
- P53 藍巨人比紅巨人跑得更快，跳得更高，也更加強壯。
- P54 村民們看著紅巨人笑了。紅巨人很羞愧。
- P55 此時，來了一個綠巨人。
- P56 「敢比試比試嗎？」綠巨人問道。

Q & A

pp. 46-47

Q: Where did the red giant live? **A:** The red giant lived in the big mountains near a village.

Q: What did the red giant love to do? **A:** The red giant loved showing off.

Q: Why did the giant want to go to the fair? **A:** The giant wanted to show how strong he was.

pp. 48-49

Q: What were the villagers doing? **A:** The villagers were having a running race.

Q: What did the giant do in the race? **A:** The giant ran with the villagers and won.

Q: Did the red giant win the high jump race? **A:** Yes, he won the high jump race.

pp. 50-51

Q: What race did the red giant join after the jump race? **A:** The red giant joined the rock lifting race.

Q: Did the red giant win the rock lifting race? **A:** Yes, he won the rock lifting race.

Q: How did the villagers feel about the red giant? **A:** The villagers did not like the red giant.

pp. 52-53

Q: What is the blue giant doing? **A:** The blue giant is asking the red giant to race.

Q: What does the blue giant say? **A:** The blue giant says, "Dare to race?"

Q: What did the blue giant do in the race? **A:** The blue giant ran faster than the red giant.

pp. 54-55

Q: How do the villagers feel about the red giant now? **A:** They laughed at the red giant.

Q: How does the red giant feel? **A:** The red giant feels ashamed.

Q: Who arrived in this picture? **A:** A green giant arrived.

pp. 56-57

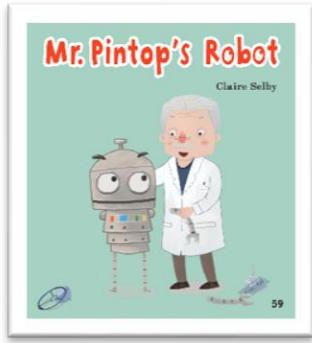
Q: Who is talking in this picture? **A:** The green giant is talking to the blue giant.

Q: What does the green giant ask? **A:** He asks, "Dare to race?"

Q: Who is behind the red giant? **A:** Many villagers are standing behind him.

活動建議 老師和學生玩「比比誰更強」的遊戲。老師準備一些有動物圖像的卡片，和學生一人分得一半。其中一人先選出一張卡片放在桌上，卡片中的動物代表自己。另一人選出的卡片中代表自己的動物「必須比桌上卡片中的動物更高，或更快，或更強」，並同時說出：“I am taller/faster/ stronger than you.” 例如，如果一人擺出的是烏龜卡片，另一人則可以擺出兔子的卡片，同時說：“I am faster than you.” 當後出卡片的一方卡片裡的動物已經無法比已擺出的卡片上的動物更高，或更快，或更強時，先出卡片的一方收走桌上所有的卡片，然後說：“I win.” 最後重新分配卡片，交換出卡片順序，開始新一輪比賽。





3.6-5 Mr. Pintop's Robot 故事大綱

P60 釘頭先生是一位發明家。他把一輛舊汽車改造成一個機器人。「這個機器人能幫助我！」他說。

P61 「幫我拿著這個。」釘頭先生說。但機器人很有勁兒。他捏碎了試管。

P62 「幫我掛上這幅畫！」釘頭先生說。但是機器人非常有勁兒。他在牆上鑿出了一個大洞。

P63 「給輪胎打氣！」釘頭先生說。但機器人太有勁兒了。輪胎爆炸了！

P64 「你什麼都幫不上我！」釘頭先生很失望。 P65 機器人傷心地離開了。

P66 「也許我能幫上忙。」機器人很有勁兒。他把校車推出了泥坑。

P67 機器人推走了倒在路上的大樹。現在汽車能通過了。

P68 一輛卡車失去了控制。機器人用盡全力阻止了它。他救了街上的人。

P69 機器人幫助了人們。人們為機器人歡呼。

P70 釘頭先生來找機器人。他的機器人是城裡的英雄了！

P71 「機器人能幫助我們。我們能留下你的有勁兒的機器人嗎？」市長問。「當然！幹得漂亮，機器人！」

Q & A

pp. 60-61

Q: What does Mr. Pintop make?

A: Mr. Pintop makes a robot.

Q: What does Mr. Pintop use to make the robot?

A: Mr. Pintop uses an old car to make the robot.

Q: What happens when the robot holds the test tube? A: The robot is too strong and breaks the test tube.

pp. 62-63

Q: What does Mr. Pintop ask the robot to do? A: Mr. Pintop asks the robot to put up a picture.

Q: What happens when the robot tries to put up the picture? A: The robot is too strong and makes a big hole in the wall.

Q: What happens when the robot pumps the tire? A: The robot is too strong, and the tire goes bang!

pp. 64-65

Q: What does Mr. Pintop say to the robot? A: Mr. Pintop says, "You cannot help me at all!"

Q: How does Mr. Pintop feel?

A: Mr. Pintop feels disappointed.

Q: What happens to the robot?

A: The robot leaves sadly.

pp. 66-67

Q: What do the people try to do? **A:** They try to push the bus out of the puddle.

Q: How does the robot help? **A:** The robot pushes the school bus out of the puddle.

Q: What does the robot do? **A:** The robot pushes away the fallen tree.

pp. 68-69

Q: What is happening in the picture? **A:** A truck is out of control on the street.

Q: What does the robot do? **A:** The robot stops the truck with all his strength.

Q: What does the robot do? **A:** The robot helps the people.

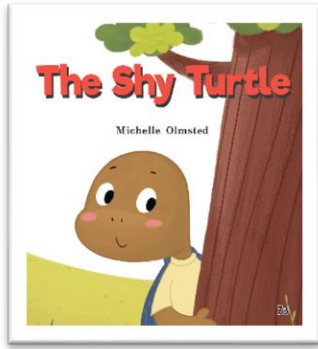
pp. 70-71

Q: What is Mr. Pintop doing? **A:** Mr. Pintop is looking for the robot.

Q: What do the people think about the robot? **A:** The people think the robot is a hero.

Q: Who asks for the robot? **A:** The Mayor asks for the robot.

活動建議 老師可以和學生玩 “We Are Inventors” 的遊戲。老師準備幾張厚紙板或白紙、膠棒、各種小零件，如鈕扣、小紙板，玩具汽車上小零件、木棒、線、碎布等。老師可以和學生各自製作一個機器人，黏貼在紙板或白紙上，然後互相展示並介紹自己機器人的能力。老師可以說：“I am the inventor. My robot...” 在介紹過程中，老師可以有意識地使用並提醒學生使用故事中的一些表達，如：“...is strong!” “...can help me.” “...can pump up the tire.” “...can push away a fallen tree.” “...can save the people.” 老師在用到這些句子時，可以做動作，幫助學生回憶句子的意思，鼓勵學生也一邊做動作，一邊說這些句子。



3.6-6 The Shy Turtle 故事大綱

- P74 其他動物都在課間休息時玩耍，只有烏龜獨自坐著。
 P75 烏龜想和大家一起玩，但他太害羞了，不敢加入大家。
 P76 突然，什麼東西砸到了烏龜的殼上。
 P77 「什麼東西？」烏龜從殼裡偷偷往外看。
 P78 「哦，不！為什麼大家都在看我？」烏龜想把腦袋縮回殼裡。
 P79 青蛙指著烏龜旁邊的棒球說：「請把球扔回來好嗎？」

- P80 烏龜看著球，猶豫要不要把球 扔回去。
 P81 「來個好球！」青蛙喊著。
 P82 烏龜撿起了棒球，投了個好球，球飛到了空中……
 P83...剛好落進青蛙的手套裡。「好球！」青蛙說道，「你要不要和我們一起玩兒？」
 P84 「我很想玩兒。」烏龜說，「可我跑不快。」「別擔心，你可以到我的隊裡來。」
 青蛙說。
 P85 烏龜笑了，他戴上帽子。他很開心自己不再縮在烏龜殼裡了。

Q & A

pp. 74-75

- Q:** What is Turtle doing? **A:** Turtle is sitting alone near a tree.
Q: What are the other animals doing? **A:** The other animals are playing.
Q: Why doesn't Turtle join the game? **A:** Turtle is too shy to join the game.

pp. 76-77

- Q:** What happens to Turtle? **A:** A baseball bumps into Turtle's shell.
Q: What does Turtle say? **A:** Turtle says, "Ouch!"
Q: What is Turtle doing? **A:** Turtle is peeking out and looking at the baseball.

pp. 78-79

- Q:** What does Turtle say? **A:** Turtle says, "Oh no! Why is everyone looking at me?"
Q: What does Turtle want to do? **A:** Turtle wants to pull his head back into his shell.
Q: What does Frog ask Turtle? **A:** Frog asks, "Can you throw the ball back, please?"

pp. 80-81

- Q:** What is Turtle looking at? **A:** Turtle is looking at the ball.
Q: What did Turtle do? **A:** Turtle hesitated to throw the ball back.
Q: What does Frog say? **A:** Frog says, "Just give it a good throw!"

pp. 82-83

Q: What did Turtle do? A: Turtle picked up the ball and gave it a good throw.

Q: Where is the ball going? A: The ball is flying through the air.

Q: Where did the turtle's throw go? A: The throw went right into Frog's mitt.

pp. 84-85

Q: What did Turtle say? A: Turtle said, "I'd love to play, but I cannot run very quickly."

Q: What did Frog say to Turtle? A: Frog said, "Don't worry. You can be on my team."

Q: What did Turtle do? A: Turtle smiled and put on his cap.

活動建議 老師和學生一起玩「害羞的烏龜剛剛在幹嘛？」的遊戲。老師準備一個小球、一頂鴨舌帽和幾張白紙。把紙裁剪成大小一致的紙條若干張，然後在每張紙條上分別用過去式寫上以下單字/片語：“sat”，“peeked out”，“threw a ball/cap”，“pointed to a ball/cap”，“put on a cap”，“looked at a ball/cap”，“picked up a ball/cap”。遊戲開始時，老師扮演『害羞的烏龜』，任意挑選一張紙條，然後根據紙條上的單字/片語，做出相應的動作，由學生來猜測『害羞的烏龜』剛剛在幹什麼，並說出完整的句子“The shy turtle sat.” 時間允許的話，老師可以和學生交換角色進行比賽，看誰猜對的多。

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.

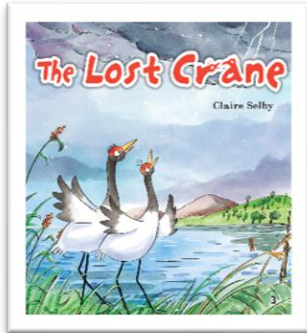
Extension Activities

- **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



3.6-1 The Lost Crane

Activity Suggestion

The teacher can prepare three square sheets of paper in different sizes, and fold each into a paper crane. On the cranes, write the names Dad Carl, Mom Clara, and Baby Charlie, following the order from largest to smallest.

The teacher can use these three cranes with the students to act out the main scenes of the story. Start by letting each crane introduce itself, for example:

“I am Carl the Crane.”

During the performance, the following sentences can be used:

“It’s getting cold!”

“We must fly south to the biggest lake there!”

“The family must stay together!”

“Look! The lake is over there!”

“Oh, no! I am lost!”

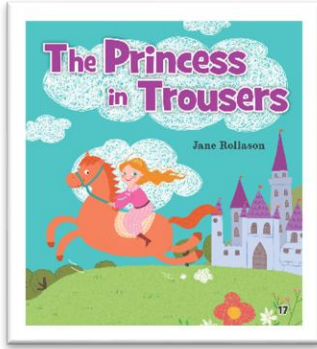
“What can I do?”

“The lake!”

“I must find the lake.”

“The family is together again — at last!”

The teacher and students can also try voice acting for different characters to make the story more vivid.



3.6-2 The Princess in Trousers

Activity Suggestion

Play the game “I am a Prince/Princess + (Your Name)” with the students.

First, the teacher prepares or draws stickers or picture cards showing: a horse, a tree, snow (ball), a doll, a football, a dress, a pair of trousers, and a handstand pose.

On another sheet of paper, draw a boy or girl.

The teacher begins by introducing themselves with a picture:

“I am Prince/Princess (name).”

Then, continue using the sentence patterns:

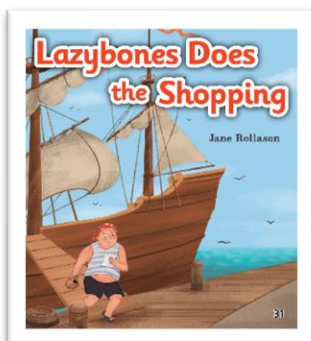
“I don’t like ...” / “I love ...”

The teacher can use these expressions with the phrases:

riding horses, climbing trees, snow fighting, playing with dolls, playing football, dresses, trousers, handstand.

As the teacher says each phrase, they can also act it out to show meaning.

After the demonstration, students take turns to introduce themselves using the same expressions and actions.



3.6-3 Lazybones Does the Shopping

Activity Suggestion

Play the game “Shopping by Instructions.”

The teacher prepares two cards each for the following items:

- a pail
- a pair of boots
- pork
- a nail
- a board

- a cork

If possible, real objects can also be used.

One student acts as the judge, giving shopping instructions to two or more students who act as shoppers.

- Round 1: The judge asks for one item.
Example: “I need a pail.”
The shopper finds the item and says:
“Here’s the thing you want.”
- Round 2: The judge asks for two items.
Example: “I need a pail and a pair of boots.”
The shopper finds both and says:
“Here are the things you want.”

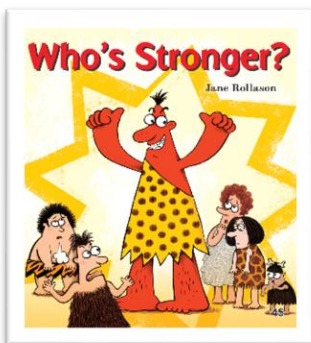
Each time, the judge can increase the number of requested items by one.

For every correct item retrieved, the shopper earns one point.

Each round includes five shopping instructions.

After five rounds, the student with the highest score wins.

The teacher can also encourage students to take turns being the judge and giving instructions.



3.6-4 Who's Stronger?

Activity Suggestion

Play the game “Who Is Stronger?”

The teacher prepares animal picture cards and divides them evenly between the teacher and the students.

One player starts by placing a card face up on the table. The animal on the card represents that player.

The other player must choose an animal from their cards that is taller, faster, or stronger than the one on the table, and say:

“I am taller/faster/stronger than you.”

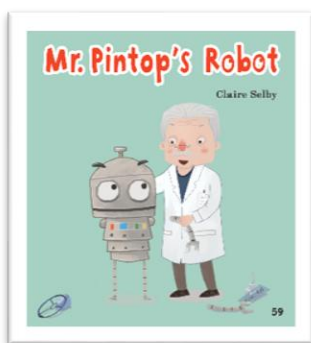
For example, if one player puts down a turtle card, the other can put down a rabbit card and say:

“I am faster than you.”

If a player can no longer play a card that beats the previous animal, the other player collects all the cards on the table and says:

“I win.”

Then the cards are redistributed, and the players switch turns to start a new round.



3.6-5 Mr. Pintop's Robot

Activity Suggestion

Play the game “We Are Inventors.”

The teacher prepares cardboard or thick paper, glue sticks, and small materials such as buttons, small cardboard pieces, toy parts, sticks, strings, and bits of cloth.

Each student makes their own robot by gluing the parts onto the board or paper.

After building, everyone takes turns to show and introduce their robots.

The teacher begins with:

“I am the inventor. My robot ...”

During the introductions, the teacher can use and highlight expressions from the story, such as:

“... is strong!”

“... can help me.”

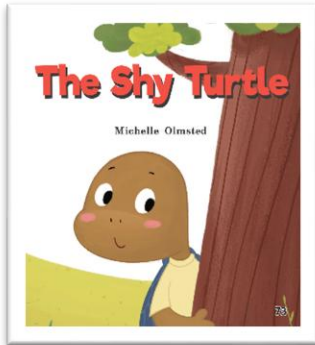
“... can pump up the tire.”

“... can push away a fallen tree.”

“... can save the people.”

While speaking, the teacher can use gestures or actions to help students remember the meanings.

Encourage students to do the same—say the sentences while acting them out.



3.6-6 The Shy Turtle

Activity Suggestion

Play the game “What Was the Shy Turtle Doing?”

The teacher prepares a small ball, a cap, and several slips of paper.

On each slip, write a past tense verb or phrase, such as:

“sat,” “peeked out,” “threw a ball/cap,” “pointed to a ball/cap,”

“put on a cap,” “looked at a ball/cap,” “picked up a ball/cap.”

At the start, the teacher plays the Shy Turtle, secretly choosing one slip and acting out the phrase without speaking.

Students then guess what the Shy Turtle was doing, saying a complete sentence such as:

“The shy turtle sat.”

If time allows, the teacher and students can switch roles and play multiple rounds to see who can guess correctly the most times.