

## 教學建議 3.7



# 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

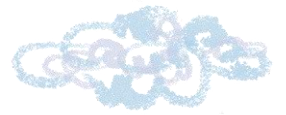
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

## ✚ 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



### 3.7-1 Fox Brothers Want a Playground 故事大綱

- P4 春天到了。狐狸兄弟有一個大計畫。他們想在樹林裡蓋一座遊樂場。
- P5 「這個地方蓋遊樂場最合適不過了。」Fred 說，「我們把這些樹和灌木叢都砍了吧。」
- P6 「看！野兔和松鼠正在這裡玩呢！」Simon 說。「你們好，狐狸們！」野兔說，「我們在玩捉迷藏呢，一起來玩吧！」「太好了！」狐狸們說。
- P7 他們玩得真開心。「我們現在還不能蓋遊樂場。」他們這樣想。
- P8 夏天，狐狸們回到了這裡。「嗨！」熊說，「我正在盪秋千呢。你們也想玩兒嗎？」「當然！」狐狸們說。
- P9 真是太有趣了！「我們現在還不能蓋遊樂場。」他們這樣想。
- P10 秋天，狐狸們回到了這裡。
- P11 「你們好啊，狐狸們！」獾說，「你們能幫我摘漿果嗎？」狐狸們很樂意幫忙。「我們現在還不能蓋遊樂場。」他們這樣想。
- P12 冬天，狐狸們又回來了。
- P13 「噓，安靜點兒！刺蝟正在睡覺呢。」本說。「我們現在絕不能蓋遊樂場。」他們這樣想。
- P14 狐狸們放下了斧頭。他們又仔細考慮了蓋遊樂場的計畫。
- P15 「我們不需要蓋遊樂場。這裡已經是大家的樂園了！」他們說。

## Q & A

### pp. 4-5

- Q:** What season was it? **A:** It was spring.
- Q:** What was their big plan? **A:** Their big plan was to build a playground in the woods.
- Q:** What are the fox brothers holding? **A:** The fox brothers are holding axes.

### pp. 6-7

- Q:** What are the hare and the squirrel playing? **A:** They are playing hide and seek.
- Q:** Where is the hare? **A:** The hare is behind some bushes.
- Q:** Where are the foxes hiding? **A:** The foxes are hiding behind bushes and trees.

### pp. 8-9

- Q:** When do the foxes come back? **A:** The foxes come back in summer.
- Q:** Who is on the swing? **A:** The bear is on the swing.
- Q:** What are the foxes doing? **A:** The foxes are playing on the swing and having fun.

### pp. 10-11

- Q:** When do the foxes come back? **A:** The foxes come back in autumn.
- Q:** What is the ground covered with? **A:** The ground is covered with yellow leaves and red berries.
- Q:** What are the foxes doing? **A:** The foxes are picking berries with the badger.

### pp. 12-13

- Q:** When do the foxes come back? **A:** The foxes come back in winter.
- Q:** What are the foxes wearing? **A:** The foxes are wearing scarves and warm clothes.
- Q:** Where is the hedgehog? **A:** The hedgehog is inside a tree, sleeping.

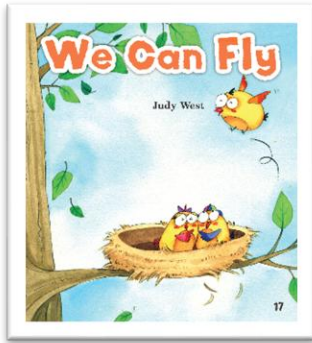
### pp. 14-15

- Q:** What do the foxes do with their axes? **A:** The foxes put down their axes.
- Q:** What are the foxes doing? **A:** The foxes are thinking over their plan.
- Q:** Why don't they need to build a playground? **A:** They think the forest is already a fun place for everyone.

## 活動建議

和學生一起回憶故事中都出現了哪些動物，他們在樹林中是怎樣度過快樂時光的。然後任意說出故事中一種動物的名稱，鼓勵學生說出它與狐狸們的對話。最後和學生一起討論，狐狸們最後為什麼放棄了砍樹就是為了建遊樂場的想法，如果學生是故事中的狐狸，他/她會怎麼做？





### 3.7-2 We Can Fly 故事大綱

P18 鳥媽媽有三隻鳥寶寶，Tom, Tim 和 Tiny。每天她都給寶寶們餵蟲子吃。

P19 一天早上，鳥媽媽外出覓食去了。「媽媽什麼時候回來啊？」Tiny 問道，「我好餓。」

P20 「可我們自己不會找蟲子。我們不會飛！」Tim 說。

P21 Tom 朝鳥窩外望去。糟糕！「有隻貓！」他悄聲告訴 Tiny 和 Tim。

P22 「貓吃鳥，媽媽說過。」Tim 說，「別出去。」

P23 貓離鳥窩更近了。鳥寶寶們害怕極了！

P24 Tom 站在鳥窩的邊緣。哦，不好了！他滑了一下，掉了下去！

P25 就在這時，鳥媽媽飛回來了。「揮動翅膀。」她朝 Tom 喊道，「快揮！」

P26 Tom 揮動翅膀！他做到了！他會飛了！

P27 「加油！你們也能飛起來！」Tom 對弟弟妹妹說。Tim 和 Tiny 也揮動了翅膀。

P28 「太神奇了。」他們說。「我為你們感到驕傲。」鳥媽媽說。

P29 第二天，鳥媽媽又出去覓食了。不過這一次，她後面跟著三隻鳥寶寶。

### Q & A

#### pp. 18-19

Q: How many baby birds does Mother Bird have?    **A:** Mother Bird has three baby birds.

Q: What is Mother Bird doing?    **A:** Mother Bird is feeding worms to the baby birds.

Q: Where did Mother Bird go?    **A:** Mother Bird flew out for food.

#### pp. 20-21

Q: What did Tim say? **A:** He said, "But we can't find worms by ourselves. We can't fly!"

Q: What did Tom see?    **A:** Tom saw a cat.

Q: Who did Tom whisper to?    **A:** Tom whispered to Tiny and Tim.

#### pp. 22-23

Q: What did Tim say about cats?    **A:** Tim said that cats eat birds.

Q: What did Tim tell his brothers to do?    **A:** Tim told his brothers not to go out.

Q: How do the baby birds feel?    **A:** The baby birds feel frightened.

#### pp. 24-25

Q: Where was Tom?    **A:** Tom was on the edge of the nest.

Q: What happened to Tom?    **A:** Tom slipped and fell off.

Q: What did Mother Bird tell Tom to do?    **A:** Mother Bird told Tom to flap his wings.

pp. 26-27

Q: What did Tom do when he was falling?

A: Tom flapped his wings.

Q: What happened after Tom flapped his wings?

A: He did it! He could fly!

Q: What did Tiny and Tim do?

A: Tiny and Tim flapped their wings.

pp. 28-29

Q: What did Mother Bird say to them?

A: Mother Bird said, "I'm so proud of you all."

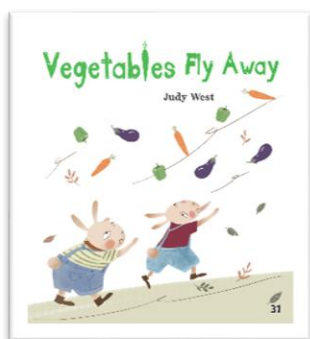
Q: How many baby birds are flying?

A: Three baby birds are flying.

Q: Who followed Mother Bird this time?

A: Her three baby birds followed her.

**活動建議** 鼓勵學生說一說，除了故事中的“starved”和“frightened”這兩個英文字，英文中還有哪些形容詞可以形容人的感受？引導學生回憶第一次做某件事情的經歷，讓學生說說當時的感受，並嘗試用英文完整地表達出來。老師也可以分享自己的經歷，告訴學生「感到害怕」並不是丟臉的事情，成年人在嘗試做一件事情的時候，也可能感到害怕或忐忑。只要邁出第一步，勇敢嘗試，就離成功不遠了。



### 3.7-3 Vegetables Fly Away 故事大綱

P32 整個春天，兔子兄弟都在菜園裡辛勤勞動。

P33 夏天來了，收穫的時間到了。

P34 兔子兄弟收穫了五個青椒、六個茄子和七根胡紅蘿蔔。

P35 蔬菜很重。但是他們很高興可以把蔬菜運回家。

P36 突然刮起一陣大風。哦，糟糕！可愛的蔬菜被刮走了！

P37 「哦，天哪！現在我們只剩下兩個青椒、三個茄子和四根胡蘿蔔了。」兔子兄弟傷心極了。

P38 大風把蔬菜刮到了小樹林裡。哎喲！一個青椒砸到了松鼠的腦袋。

P39 「發生什麼事？你從哪來？」小鹿和河狸問。知更鳥把事情的經過都告訴了他們。

P40 松鼠、小鹿和河狸把蔬菜撿了起來。「我們必須幫幫他們。」他們說，「我們要把這些蔬菜給兔子兄弟送回去。」

P41 知更鳥領著他們到了兔子的家。

P42 「這是你們的蔬菜！」他們說。「太感謝了！我們的蔬菜回來了！」兔子兄弟太開心了。

P43 現在，兔子兄弟又有了五個青椒、六個茄子和七根胡蘿蔔。

## Q & A

pp. 32-33

**Q:** What season is it?

**A:** It is spring.

**Q:** Who is working hard in the vegetable garden?

**A:** The rabbit brothers are working hard in the vegetable garden.

**Q:** What time of the year is it for the rabbits?

**A:** It is time for the harvest.

pp. 34-35

**Q:** How many green peppers do the rabbit brothers have?

**A:** They have five green peppers.

**Q:** How many eggplants do they have?

**A:** They have harvested six eggplants.

**Q:** Where are the rabbits going?

**A:** They are going home with their vegetables.

pp. 36-37

**Q:** What is happening?

**A:** A strong wind is blowing the vegetables away.

**Q:** What vegetables are flying in the air? **A:** Carrots, eggplants, and green peppers are flying in the air.

**Q:** How do the rabbit brothers feel?

**A:** They feel very sad.

pp. 38-39

**Q:** What is happening in the picture? **A:** The wind is blowing the vegetables into the woods.

**Q:** What happened to the squirrel? **A:** A green pepper dropped on the squirrel's head.

**Q:** Who tells them everything? **A:** The robin tells them everything.

pp. 40-41

**Q:** What are the animals doing? **A:** The animals are picking up the vegetables.

**Q:** Where are the animals taking the vegetables?

**A:** The animals are taking the vegetables back to the rabbit brothers.

**Q:** Where is the robin taking them? **A:** The robin is taking them to the rabbits' home.

pp. 42-43

**Q:** What is the squirrel holding?

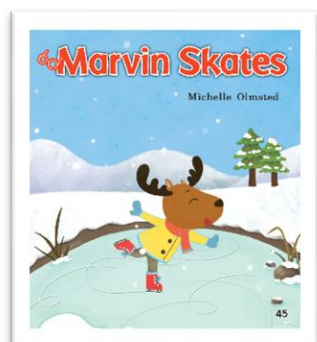
**A:** The squirrel is holding some carrots.

**Q:** How do the rabbit brothers feel?

**A:** The rabbit brothers feel very happy.

**Q:** What do the rabbit brothers have now? **A:** The rabbit brothers have five green peppers, six eggplants, and seven carrots.

**活動建議** 讓學生說出故事中出現的蔬菜的英文名稱，鼓勵學生說出其他蔬菜的英文名稱。然後從學校廚房找出故事中的三種蔬菜，每種拿幾個，並排放在桌子上。鼓勵學生用故事中的句型來描述桌上的三種蔬菜以及相應的數量，如：“I have got six carrots.” 然後讓學生轉過身去，老師迅速拿走其中幾個蔬菜，之後讓學生先觀察少了哪些蔬菜，還有少了幾個。然後用“I have got...”再次描述剩下的蔬菜和相應的數量。以此類推，繼續遊戲。



### 3.7-4 Marvin Skates 故事大綱

P46 又到冬天了。Marvin 很開心，因為他喜歡溜冰。

P47 一天，Marvin 的朋友 Mary 邀請他一起去城裡溜冰。

P48 Marvin 迫不及待地想向大家展示一下他溜得有多棒。

P49 冰上有很多麋鹿。Marvin 把每隻麋鹿都撞了。

P50 其他麋鹿都覺得 Marvin 溜冰很糟糕。沒有人想和他一起溜了。

P51 Marvin 非常灰心。他的朋友 Mary 走了過來。

P52 「怎麼回事？」Mary 問，「去年冬天你還溜得非常棒呢。」「我也不想撞上他們。」Marvin 說，「我看見他們的時候已經來不及了。」

P53 「你自己一個人溜的時候，溜得好嗎？」Mary 問。「溜得好啊。」Marvin 說。「那麼問題可能不是出在你的溜冰技術上，而是出在你的眼睛上。」Mary 說。Marvin 想了想。「也許你說得對。」他說。

P54 Marvin 去了城裡的一家眼科診所。

P55 離開診所的時候，他多了一副眼鏡。現在他能看清所有的東西了！

P56 第二天，Marvin 回到了溜冰場。其他麋鹿都閃開了。「小心那個傢伙！他會撞到每一個人！」他們大聲說。

P57 但是 Marvin 給了大家一個驚喜。他在冰面上溜來溜去，一隻麋鹿都沒有撞到！

### Q & A

pp. 46-47

Q: What season is it?

A: It is winter.

Q: Why is Marvin happy?

A: Marvin is happy because he loves ice skating.

Q: Where did they go ice skating?

A: They went ice skating in town.

pp. 48-49

Q: What is Marvin doing?

A: Marvin is putting on his ice skates.

Q: Who is sitting next to Marvin?

A: Mary is sitting next to Marvin.

Q: What happened when Marvin skated?

A: He bumped into every moose on the ice.

pp. 50-51

**Q:** How does Marvin feel? **A:** Marvin feels sad because no one wants to skate with him.

**Q:** Why do the skaters not want to skate with Marvin? **A:** The skaters think Marvin is a terrible skater.

**Q:** How does Marvin feel? **A:** Marvin feels very discouraged.

pp. 52-53

**Q:** What does Mary say about Marvin's skating? **A:** Mary says that Marvin skated very well last winter.

**Q:** Why did Marvin hit them? **A:** Marvin hit them because he didn't see them until it was too late.

**Q:** What does Marvin say after thinking? **A:** Marvin says, "Maybe you're right!"

pp. 54-55

**Q:** Where did Marvin go? **A:** Marvin went to an eye clinic in town.

**Q:** What is Marvin wearing on his face? **A:** Marvin is wearing a new pair of glasses.

**Q:** Why is Marvin happy? **A:** Marvin is happy because he can see everything clearly now.

pp. 56-57

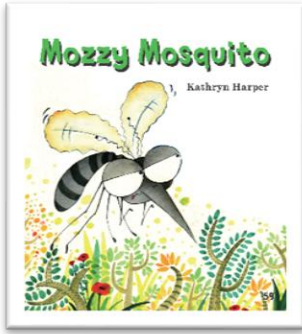
**Q:** Where did Marvin go the next day? **A:** Marvin went back to the ice pond.

**Q:** What happened to the other skaters when Marvin arrived?

**A:** The other skaters moved away.

**Q:** What did Marvin do on the ice? **A:** Marvin skated across the ice without hitting a single moose.

**活動建議** 和學生一起看圖畫詞典，讓學生依次讀出單字，並試著用英文複述出“terrible”，“discouraged”和“surprised”這三個詞在故事中出现時的具體情節。然後，讓學生說一說自己的生活中出現過哪些類似的場景，以及自己是如何應對的。



### 3.7-5 Mozzy Mosquito 故事大綱

- P60 蚊子 Mozzy 「嗡嗡嗡」地飛！「我好渴啊，到吸血的時間了！」
- P61 蚊子 Mozzy 看見了什麼？一隻肥肥的黃貓趴在一棵高高的綠樹上。
- P62 「不，蚊子 Mozzy！想都別想！我粗壯的大尾巴會把你扇飛！」向下，向下，向下。Mozzy 掉到了地上。
- P63 蚊子 Mozzy 「嗡嗡嗡」地飛！「該午餐了，我需要血！」
- P64 蚊子 Mozzy 聽見了什麼？一隻大粉豬就在旁邊。哼！哼！哼！
- P65 「不，蚊子 Mozzy！別吸我的血！我是大粉豬。我渾身都是泥！」
- P66 這會兒 Mozzy 困在厚厚的棕色泥裡了。
- P67 蚊子 Mozzy 「嗡嗡嗡」地飛！「什麼氣味？好像是血！」
- P68 蚊子 Mozzy 看見了什麼？一個小男孩，膝蓋上有血！
- P69 「不，蚊子。快走開！別靠近我。我有驅蚊噴霧！」
- P70 吡——蚊子 Mozzy 「嗡嗡嗡」地飛。「我……」
- P71 「我餓極了！我喜歡蚊子！美味，美味，太美味了！」哦，Mozzy 不見了！

### Q & A

pp. 60-61

- Q: What sound does Mozzy make?      A: Mozzy makes a buzz sound.
- Q: What does Mozzy want to drink?      A: Mozzy wants to drink blood.
- Q: What does Mozzy Mosquito see?      A: Mozzy Mosquito sees a fat ginger cat.

pp. 62-63

- Q: What is the cat doing?      A: The cat is hitting Mozzy Mosquito with its tail.
- Q: What happens to Mozzy Mosquito?      A: Mozzy Mosquito is hit and falls to the ground.
- Q: How does Mozzy Mosquito sound?      A: Mozzy Mosquito goes “buzz buzz buzz!”

pp. 64-65

- Q: What does Mozzy Mosquito hear?      A: Mozzy Mosquito hears a big pink pig.
- Q: What sound does the pig make?      A: The pig says, “Oink! Oink! Oink!”
- Q: What does Mozzy Mosquito want to do?      A: Mozzy Mosquito wants to suck the pig’s blood.

pp. 66-67

- Q: Where is Mozzy Mosquito now?      A: It is stuck in the thick brown mud.
- Q: Where is the mud?      A: The mud is on the pig’s nose.
- Q: What is Mozzy Mosquito looking for?      A: Mozzy Mosquito is looking for blood.



pp. 68-69

Q: What does Mozzy Mosquito see? A: Mozzy Mosquito sees a little boy with blood on his knee.

Q: Where is the boy sitting? A: The boy is sitting under a tree.

Q: What is the boy holding? A: The boy is holding mosquito spray.

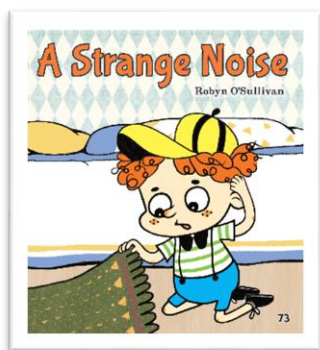
pp. 70-71

Q: What sound does the mosquito spray make? A: The mosquito spray makes a “SSSSShhhhh!” sound.

Q: What is the boy holding? A: The boy is holding a can of mosquito spray.

Q: What does the frog like to eat? A: The frog likes to eat mosquitoes.

**活動建議** 和學生一起做角色扮演 (role play) 的遊戲。老師扮演『蚊子 Mozzy』，一邊「飛」一邊說：“Buzz, buzz, buzz. I’m thirsty. It’s time for blood.” 讓學生隨意挑選出故事中的一個角色來扮演。鼓勵學生用事中的句子與老師扮演的『蚊子 Mozzy』對話。兩人邊說邊表演，重現故事中的情節。



### 3.7-6 A Strange Noise 故事大綱

P74 Ella 的貓 Paws 找不到了。Ella 找 Sam 來幫忙找她的貓。

P75 他們先在 Ella 的家裡找。可是 Paws 沒在那兒。

P76 接著他們去 Ella 的花園裡找。Paws 也不在那兒。

P77 然後他們去 Sam 家裡找。他們甚至還找了花園裡的工具屋。可是他們還是沒能找到 Paws。

P78 天黑了。Ella 得回家了。「別擔心。」Sam 說，「明天我們再找找。」

P79 Sam 上床時還在想 Paws 在哪裡。「明天再想。」媽媽說，「現在睡覺吧。」

P80 一大清早，Sam 聽見從墊子下面傳來奇怪的聲音。

P81 他起床看了墊子下面。聲音是從地板那裡傳來的。

P82 Sam 把他聽見響聲的事情告訴了媽媽。「我想聲音在地板下面。」他說。他們去了地下室。

P83 「哎呀！」媽媽說，「你能聽見這聲音可真幸運啊，Sam。」Sam 笑了。「是的！」

P84 Sam 跑到 Ella 家。「來我家地下室看看吧。」Sam 說。

P85 「哇！」Ella 說，「Paws 有四隻小寶寶了。」

## Q & A

### pp. 74-75

- Q:** What happened to Ella's cat?      **A:** Ella's cat, Paws, was lost.  
**Q:** What is Ella asking Sam to do?      **A:** Ella is asking Sam to help look for Paws.  
**Q:** Where did Ella and Sam look first? **A:** They looked in Ella's house first.

### pp. 76-77

- Q:** Where are Ella and Sam looking now? **A:** They are looking in Ella's garden.  
**Q:** What is Ella doing?      **A:** Ella is looking under the table.  
**Q:** Where are Ella and Sam looking now? **A:** They are looking in Sam's garden shed.

### pp. 78-79

- Q:** What time of day is it?      **A:** It is dusk, so the sun is going down.  
**Q:** Why does Ella have to go home? **A:** It is getting late, and she needs to go home.  
**Q:** What is Sam thinking about?      **A:** Sam is thinking about Paws, the lost cat.

### pp. 80-81

- Q:** What time of day is it?      **A:** It is morning.  
**Q:** What does Sam hear?      **A:** Sam hears a strange noise under the mat.  
**Q:** Where is the sound coming from? **A:** The sound is coming from the floor.

### pp. 82-83

- Q:** Where is Sam going?      **A:** Sam is going to the basement.  
**Q:** What did Sam tell his mom? **A:** Sam told his mom that he heard a noise under the floor.  
**Q:** What did Sam's mom say?      **A:** Sam's mom said, "Lucky you could hear the noise, Sam."

### pp. 84-85

- Q:** Where did Sam go?      **A:** Sam went to Ella's house.  
**Q:** Why did Sam go to Ella's house? **A:** Sam went to Ella's house to tell her about his basement.  
**Q:** What did they find in the basement? **A:** They found Paws with four kittens.

**活動建議** 讓學生根據故事，在白紙上畫出一幅地圖，包括 Ella 家的房子和花園、Sam 家的房子和花園工具屋，並標出 Sam 家地下室的位置，然後用線條和箭頭畫出 Sam 和 Ella 尋找 Paws 的路線。鼓勵學生順著路線，用英文複述故事。

## 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

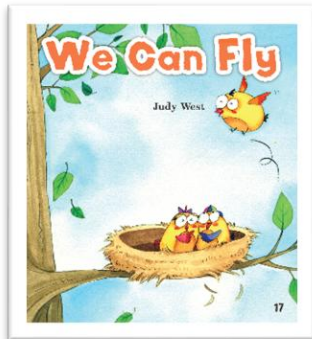


### 3.7-1 Fox Brothers Want a Playground

#### Activity Suggestion

Work with the students to recall which animals appeared in the story and how they enjoyed their time together in the forest. Then, say the name of any animal from the story and encourage students to repeat the dialogue that this animal had with the foxes. Finally, discuss with the class why the foxes eventually gave up the idea of cutting down the trees to build a playground. Ask the students: “*If you were one of the foxes, what would you do?*”

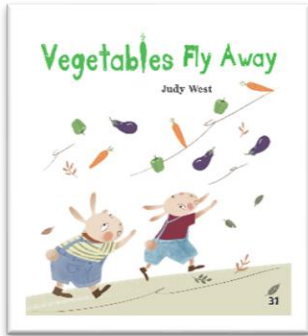
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### 3.7-2 We Can Fly

#### Activity Suggestion

Encourage students to think beyond the two adjectives in the story — “starved” and “frightened.” Ask them: “*What other adjectives in English can describe a person’s feelings?*” Guide students to recall an experience of doing something for the first time and describe how they felt. Have them try to express those feelings in simple English. The teacher may also share a personal experience and explain that feeling scared is not shameful—even adults may feel nervous or afraid when trying something new. As long as we take the first step and try bravely, we will be closer to success.

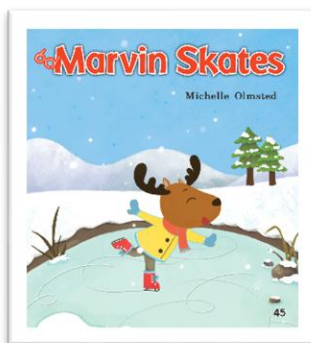


### 3.7-3 Vegetables Fly Away

#### Activity Suggestion

Have students say the English names of the vegetables that appear in the story, and encourage them to name other vegetables in English. Then, gather the three types of vegetables from the school kitchen and place a few of each on the table. Encourage students to describe the vegetables and their quantities using the sentence pattern from the story, such as: “I have got six carrots.” Next, ask students to turn around while the teacher quickly removes some vegetables. Students observe which vegetables are missing and how many are gone. They then use the “I have got...” pattern again to describe what is left. Continue the game in the same way.

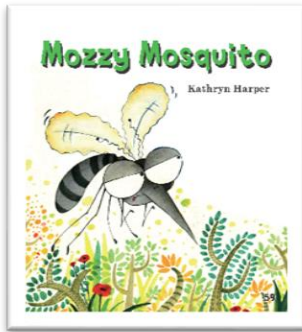
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### 3.7-4 Marvin Skates

#### Activity Suggestion

Look at a picture dictionary together and have students read the vocabulary aloud. Then, ask them to retell the specific scenes in the story where the words “terrible,” “discouraged,” and “surprised” appear. After that, invite students to share similar situations from their own lives and explain how they dealt with those feelings.

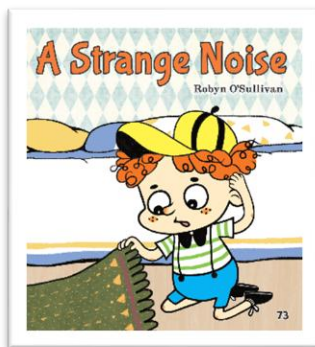


### 3.7-5 Mozzy Mosquito

#### Activity Suggestion

Play a role-play game with the students. The teacher plays “Mozzy the Mosquito” and moves around while saying: “Buzz, buzz, buzz. I’m thirsty. It’s time for blood.” Students choose any character from the story to play. Encourage them to use sentences from the story and interact with Mozzy through dialogue and actions,

recreating the scenes.



### 3.7-6 A Strange Noise

#### Activity Suggestion

Ask students to draw a map on a blank sheet of paper based on the story. The map should include Ella’s house and garden, Sam’s house and the tool shed, and the location of Sam’s basement. Then, have students draw lines and arrows to show the route Sam and

Ella took while looking for Paws. Encourage them to follow the route on the map and retell the story in English.