

教學建議 4A.1



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

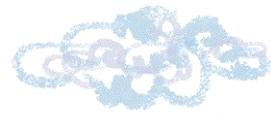
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

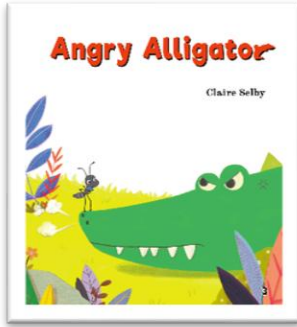
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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



4A.1-1 Angry Alligator 故事大綱

- P4 螞蟻和鱷魚住在池塘邊。
- P5 鱷魚總是很生氣。
- P6 生氣的鱷魚嚇跑了動物們。
- P7 動物們很難過。他們不知道怎樣才能讓鱷魚高興起來。
- P8 螞蟻有個主意。
- P9 螞蟻跑到鱷魚背上。
- P10 螞蟻胳肢給鱷魚搔癢。

- P11 鱷魚大笑起來！
- P12 鱷魚不生氣了。它高興了！
- P13 「謝謝你胳肢我，螞蟻！現在我好開心！」
- P14 動物們也開心起來！
- P15 「謝謝你，螞蟻！」開心的動物們說。

Q & A

pp. 4-5

- Q: What animals do you see? **A:** I see an ant and an alligator.
- Q: Where do the ant and alligator live? **A:** They live by a pond.
- Q: How does the alligator feel? **A:** The alligator feels angry.

pp. 6-7

- Q: What are the animals doing? **A:** The animals are running away.
- Q: Why are the animals running away? **A:** The animals are running away because they are scared.
- Q: How do the animals feel? **A:** The animals feel sad.

pp. 8-9

- Q: What does the ant have? **A:** The ant has an idea.
- Q: What does the ant do? **A:** The ant runs onto the alligator's back.
- Q: What is the alligator doing? **A:** The alligator is sleeping.

pp. 10-11

Q: What is the ant doing?

A: The ant is tickling the alligator.

Q: What does the alligator do?

A: The alligator laughs.

Q: Why is the alligator laughing?

A: The alligator is laughing because the ant is tickling him.

pp. 12-13

Q: Is the alligator angry now?

A: No, the alligator is not angry now.

Q: How does the alligator feel now?

A: The alligator feels happy now.

Q: What does the alligator thank the ant for?

A: The alligator thanks the ant for the tickling.

pp. 14-15

Q: How do the animals feel now?

A: The animals are happy now.

Q: What are the animals doing?

A: The animals are dancing and singing.

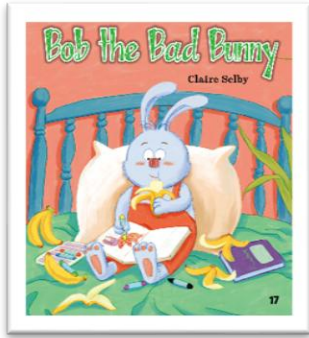
Q: What do the animals say to the ant?

A: The animals say, "Thank you, ant!"

活動建議

帶學生一起製作「拼讀向日葵」。畫一朵向日葵，在花心裡寫上字母 a，在花莖兩側的葉子上，寫上本故事的拼讀核心字，像是“ant, angry, alligator, animal, happy, thank...”等等。然後鼓勵學生想一想，還有哪些單字中的 a 有同樣的發音，並再畫出葉子，把這些單字寫在裡面，葉子排列越多，花莖就越長，向日葵就長高了。





4A.1-2 Bob the Bad Bunny 故事大綱

- P18 Bob 是隻壞兔子。
- P19 Bob 在床上吃香蕉。
- P20 Bob 在浴缸裡看書。
- P21 Bob 把黃油滴到書包上。
- P22 Bob 的媽媽很生氣。
- P23 她找到一個大搖鈴。
- P24 Bob 在床上吃香蕉。

- P25 搖鈴響了：叮！當！咚！Bob 不在床上吃香蕉了！
- P26 Bob 在浴缸裡看書。
- P27 叮！當！咚！Bob 不在浴缸裡看書了！
- P28 現在，Bob 是隻乖兔子。他不再把黃油滴到書包上了……
- P29 ……而且他在床上看書！

Q & A

pp. 18-19

- Q:** What is the bunny's name? **A:** The bunny's name is Bob.
- Q:** Is Bob a good bunny or a bad bunny? **A:** Bob is a bad bunny.
- Q:** What is Bob doing in bed? **A:** Bob is biting bananas in bed.

pp. 20-21

- Q:** Where is Bob? **A:** Bob is in the bath.
- Q:** What is Bob doing in the bath? **A:** Bob is reading a book in the bath.
- Q:** What happens to Bob's bag? **A:** Bob drops the butter on his bag.

pp. 22-23

- Q:** Who is angry? **A:** Bob's mom is angry.
- Q:** What is Bob doing? **A:** Bob is reading a book.
- Q:** What is she holding? **A:** She is holding a big bell.

pp. 24-25

- Q:** What is Bob biting? **A:** Bob is biting bananas.
- Q:** What is Bob holding? **A:** Bob is holding a book.
- Q:** What happens when the bell rings? **A:** Bob stops biting bananas in bed.

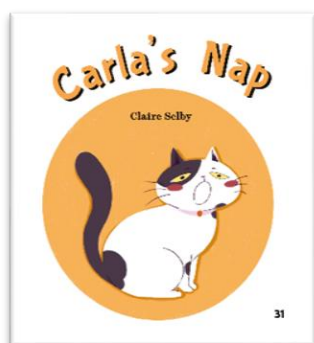
pp. 26-27

- Q:** Where is Bob? **A:** Bob is in the bath.
- Q:** What is Bob doing in the bath? **A:** Bob is reading a book in the bath.
- Q:** What happens when Bob hears the bell? **A:** Bob stops reading in the bath.

pp. 28-29

- Q:** Is Bob a good bunny now? **A:** Yes, Bob is a good bunny now.
Q: Is there butter on Bob's bag? **A:** No, there is no butter on Bob's bag.
Q: Where is Bob reading his book? **A:** Bob is reading his book in bed.

活動建議 帶學生玩「聽音扔沙包」的遊戲。準備一個沙包。和學生一起，將拼讀核心字抄寫在不同的卡片上。將卡片分散放在地上，老師隨機說出一個單字或播放一個單字的音檔，讓學生將沙包扔向所聽到的單字卡片上。當學生熟悉這些單字後，可以逐句播放整個故事的錄音，讓學生聽到卡片上的單字時，就用沙包扔向相應的卡片。



4A.1-3 Carla's Nap 故事大綱

- P32 貓咪 Carla 喜歡打個盹兒睡懶覺。
P33 Carla 在小地毯上打盹兒。
P34 但是爸爸開車回來了。
P35 爸爸對貓咪大聲說：「不行，Carla！」 Carla 生氣了。
P36 Carla 在一件外套上打盹兒。
P37 媽媽對貓咪大聲說：「不行，Carla！」 Carla 生氣了。
P38 Carla 蜷縮在帽子上打盹兒。
P39 Candy 對 Carla 大聲說：「不行，Carla！」
P40 Carla 生氣了。Carla 想打個盹兒！
P41 爸爸、媽媽和 Candy 走向 Carla。
P42 「看，Carla！這是給你的新籃子！」
P43 貓咪 Carla 想打個盹兒。現在媽媽、爸爸和 Candy 說：「好的，Carla，你可以打盹兒了！」

Q & A

pp. 32-33

- Q:** What does Carla like? **A:** Carla likes a nap.
Q: What is Carla doing? **A:** Carla is napping.
Q: Where is Carla napping? **A:** Carla is napping on the mat.



pp. 34-35

Q: Who is coming?

A: Dad is coming.

Q: How does Dad come?

A: Dad comes in the car.

Q: Who is cross?

A: Carla is cross.

pp. 36-37

Q: Where is Carla napping?

A: Carla is napping on a coat.

Q: What is Mom holding?

A: Mom is holding the coat.

Q: How does Carla feel?

A: Carla is cross.

pp. 38-39

Q: What is Carla doing?

A: Carla is curling up.

Q: What is Carla sleeping on?

A: Carla is sleeping on a cap.

Q: Who is calling to Carla?

A: Candy is calling to Carla.

pp. 40-41

Q: What does Carla want?

A: Carla wants a nap.

Q: What is on the bed?

A: A blue cap is on the bed.

Q: Who comes to see Carla?

A: Dad, Mom, and Candy come to see Carla.

pp. 42-43

Q: Who is the gift for?

A: The gift is for Carla.

Q: What is in the gift box?

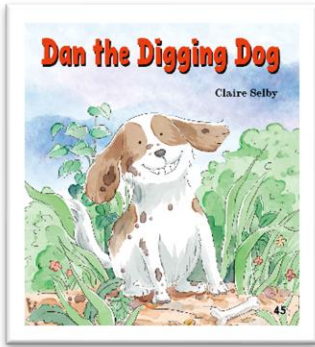
A: A basket is in the gift box.

Q: Where is Carla sleeping?

A: Carla is sleeping in her new basket.

活動建議 帶學生玩「單腿跳」的遊戲。將本故事的拼讀核心單字卡和前面幾個故事的核心單字卡混在一起，從中隨機抽取一張。如果該單字包含字母c的發音，學生就單腿跳，同時大聲念出這個單字。如果該單字沒有字母c的發音，學生就雙腿跳，同時大聲念出單字。然後完整播放故事錄音，讓學生聽到包含字母c發音的單字時，就單腿跳一下。





4A.1-4 Dan the Digging Dog 故事大綱

- P46 小狗 Dan 整天都在刨土。
 P47 小狗 Dan 在門口刨土。
 P48 門髒了，爸爸身上也髒了。
 P49 爸爸生氣了。「你是隻壞狗狗，Dan！」
 P50 小狗 Dan 好難過。
 P51 這時，小狗 Dan 嗅了嗅。
 P52 小狗 Dan 刨啊刨。

- P53 「停下，Dan！」爸爸說。「停下，Dan！」媽媽說。
 P54 Dan 沒有停。Dan 挖出來一根骨頭！
 P55 哇！Dan 還挖出來一袋金子！
 P56 爸爸很開心。媽媽也很開心。
 P57 「好狗狗，Dan！你可以整天刨土了！」Dave 說。

Q & A

pp. 46-47

- Q: What is Dan doing? **A: Dan is digging.**
 Q: Does Dan dig for a short time or a long time? **A: Dan digs all day.**
 Q: Where is Dan digging? **A: Dan is digging by the door.**

pp. 48-49

- Q: What is dirty? **A: The door is dirty and Dad is dirty.**
 Q: What is Dad holding? **A: Dad is holding a newspaper.**
 Q: How does Dad feel? **A: Dad is cross.**

pp. 50-51

- Q: How does Dan the dog feel? **A: Dan the dog is sad.**
 Q: What is Dan doing? **A: Dan is lying down.**
 Q: What is Dan doing? **A: Dan is sniffing.**

pp. 52-53

- Q: What is Dan doing? **A: Dan is digging.**
 Q: What are Dad and Mom saying? **A: They are saying, "Stop, Dan!"**
 Q: Is Dan stopping? **A: No, Dan is still digging.**

pp. 54-55

Q: Does Dan stop digging?

A: No, Dan does not stop.

Q: What does Dan dig up?

A: Dan digs up a bone.

Q: What else does Dan dig up?

A: Dan digs up a bag of gold.

pp. 56-57

Q: Who is glad?

A: Dad and Mom are glad.

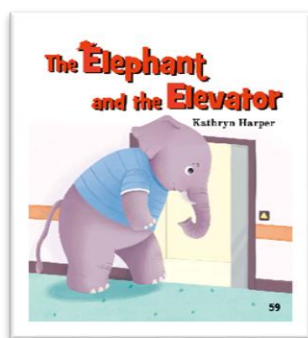
Q: Who is playing with Dan?

A: The boy is playing with Dan.

Q: What are Mom and Dave doing?

A: They are looking at the gold and smiling.

活動建議 和學生一起玩「單字冰淇淋球」的遊戲。先在紙上畫一個甜筒，在甜筒中間寫上字母 d，然後在甜筒上方不斷添加單字冰淇淋球，每增加一個，就在球中間寫一個包含字母 d 發音的單字。除了本書的拼讀核心字以外，鼓勵學生想一想，還知道哪些包含字母 d 發音的單字，不斷增加單字冰淇淋球。最後給單字冰淇淋球塗上顏色，將圖案剪下，貼在教室裡明顯的位置，隔幾天再帶著學生複習。



4A.1-5 The Elephant and the Elevator 故事大綱

- P60 大象 Ed 和紅母雞 Penny 是朋友。
- P61 Penny 住在十樓。Ed 住在一樓。
- P62 Penny 打電話給 Ed。「來看看我的蛋吧。」「好啊。我坐電梯上來。」Ed 說。
- P63 電梯是空的。Ed 的胳膊塞進去了，然而……「救命啊！」
- P64 「請把我弄出去！」Ed 請求道。「別擔心，Ed。」刺蝟 Henry 說。
- P65 他請了十個朋友來幫忙。「大家一起……拉！」
- P66 Ed 出來了……可他還是想上樓去。
- P67 Henry 的直升機有個網。「別著急，Ed。坐我的直升機吧。」Henry 說。
- P68 Ed 終於到了屋頂。
- P69 但是 Penny 的蛋寶寶們變成了一堆蛋殼兒和一群可愛的黃色小雞！「你好，Ed！」他們說。
- P70 Ed 和他們一起玩耍。
- P71 然後 Penny 給他們吃東西。「真是太可愛了！」Ed 說。



Q & A

pp. 60-61

Q: What are Ed and Penny?

A: Ed and Penny are friends.

Q: Where does Penny live?

A: Penny lives on the tenth floor.

Q: Where does Ed live?

A: Ed lives on the first floor.

pp. 62-63

Q: What does Penny want to show Ed?

A: Penny wants to show her eggs.

Q: What does Ed say?

A: Ed says, "OK. I'll take the elevator."

Q: What part of Ed goes in first?

A: Ed's arms go in first.

pp. 64-65

Q: Who answers Ed?

A: Henry the hedgehog answers Ed.

Q: What animal is Henry?

A: Henry is a hedgehog.

Q: What do they want to pull?

A: They want to pull Ed out of the elevator.

pp. 66-67

Q: Is Ed out of the elevator now?

A: Yes, Ed is out of the elevator.

Q: Does Ed still want to go up?

A: Yes, he still wants to go up.

Q: What is on the helicopter?

A: The helicopter has a net.

pp. 68-69

Q: How does Ed get to the roof?

A: He gets to the roof in a net from a helicopter.

Q: Who is flying the helicopter?

A: Henry the hedgehog is flying the helicopter.

Q: What happens to Penny's eggs?

A: Penny's eggs turn into chicks.

pp. 70-71

Q: Who is Ed playing with?

A: Ed is playing with the chicks.

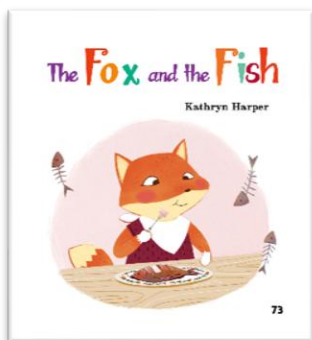
Q: What is Penny doing?

A: Penny is feeding the chicks.

Q: What does Ed say?

A: Ed says, "This is lovely!"

活動建議 老師帶讀或播放拼讀核心字的音檔，讓學生跟著讀，幫學生掌握字母在單字中的發音。然後逐句播放整篇故事的音檔，每播放一句後暫停，讓學生說出聽到了哪些含字母 e 發音的單字。最後完整播放一遍故事音檔，讓學生每聽到含有字母 e 發音的單字，就拍一下手。



4A.1-6 The Fox and the Fish 故事大綱

P74-75 狐狸 Felix 是一隻漂亮的毛茸茸的狐狸。他有四隻漂亮的爪子。它們看上去就像白色的手套和襪子。

P76-77 Felix 喜歡吃新鮮肥美的魚，要用精緻的叉子，魚要放在精美的盤子裡。

P78-79 農夫 Fergus 在他美麗的池塘邊釣魚。魚兒五條一排，擺在漂亮的綠草坪上。

P80-81 Felix 聞到了十五條肥美的魚的味道。他說：「不久這些魚將盛滿我的盤子。」

P82-83 穿過森林，翻過柵欄，鑽進一片蕨類植物，Felix 順著氣味找了過來。

P84-84 Felix 拿了一條魚，正準備逃走。可是 Fergus 說：「別跑，蠢狐狸！來和我一起吃大餐吧！」嗯……香噴噴的魚！用可愛的叉子和漂亮的盤子吃！

Q & A

pp. 74-75

Q: What kind of animal is Felix?

A: Felix is a fox.

Q: What kind of fox is Felix?

A: Felix is a fine, furry fox.

Q: What do Felix's paws look like?

A: Felix's paws look like white gloves and socks.

pp. 76-77

Q: What kind of food does Felix like to eat?

A: Felix likes to eat fresh fat fish.

Q: What does Felix use to eat his food?

A: Felix uses a fancy fork.

Q: What is the fish on?

A: The fish is on a fine dish.

pp. 78-79

Q: What does Fergus do?

A: Fergus is a farmer.

Q: What is Fergus doing?

A: Fergus is fishing.

Q: How do the fish fall?

A: The fish fall in fives.

pp. 80-81

- Q: What does Felix smell? A: Felix smells fifteen fat fish.
Q: How many fish does Felix smell? A: Felix smells fifteen fish.
Q: What is Fergus holding? A: Fergus is holding a fish on a fork.

pp. 82-83

- Q: Where is Felix running through first? A: Felix is running through the forest.
Q: What is Felix doing in the second picture? A: Felix is jumping over the fence.
Q: What kind of plants is Felix in? A: Felix is in the ferns.

pp. 84-85

- Q: What does Felix try to do with the fish? A: Felix tries to flee with the fish.
Q: What does Fergus invite Felix to do? A: Fergus invites Felix to feast with him.
Q: What are they using to eat? A: They are using forks.

活動建議 帶學生一起玩「擲沙包」的遊戲。先將本書所有的拼讀字母“a, b, c, d, e, f”分別寫在不同的卡片上。老師將卡片放在地上，讓學生朝卡片扔沙包，沙包落到哪個字母卡片上，就讓學生快速地說出學過的，包含該字母發音的單字。然後老師和學生交換角色，或是學生間互換角色，比一比誰的反應更快，說出的單字更多。



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.

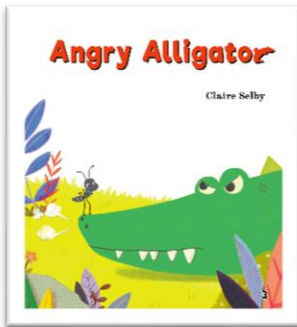
Extension Activities

- **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.



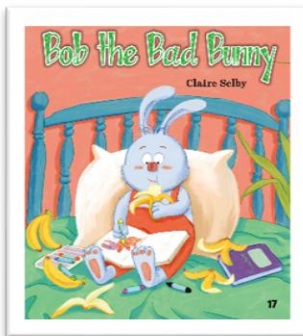
Story Summary and Activity Suggestions



4A.1-1 Angry Alligator

Activity Suggestion

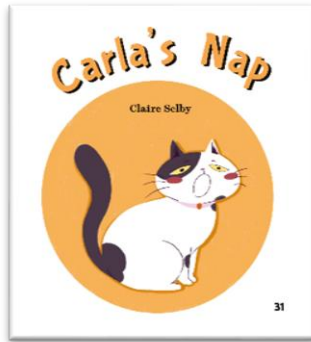
Make a “Phonics Sunflower” with your students. Draw a sunflower and write the letter **a** in the center. On the leaves along the stem, write the phonics keywords from the story such as *ant*, *angry*, *alligator*, *animal*, *happy*, *thank*, etc. Encourage students to think of more words with the same **a** sound and add new leaves for each word. The more leaves, the longer the stem grows—and the taller the sunflower becomes!



4A.1-2 Bob the Bad Bunny

Activity Suggestion

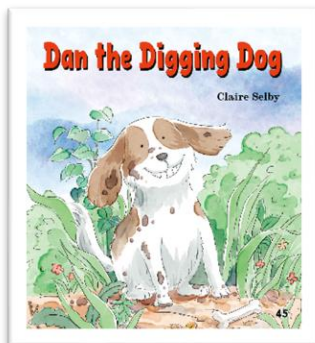
Play a game called “Sound Toss” with your students. Prepare a beanbag and write the story’s phonics keywords on separate cards. Spread the cards on the floor. Say one of the words out loud (or play a recorded audio clip), and have the student toss the beanbag onto the matching word card. Once students become familiar with the words, play the full story audio. Every time they hear a word from the cards, they toss the beanbag to the right card.



4A.1-3 Carla's Nap

Activity Suggestion

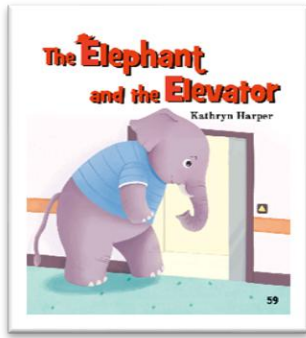
Try a fun “One-Leg Hop” game. Mix phonics-keyword cards from this story with cards from previous stories of this book. Draw a card at random. If the word contains the /k/ sound from the letter **c**, students should hop on one leg and say the word out loud. If it doesn't, they jump with both legs while saying the word. Then play the full story audio. Every time students hear a word with the /k/ sound, they hop once on one leg. If it doesn't, they jump with both legs.



4A.1-4 Dan the Digging Dog

Activity Suggestion

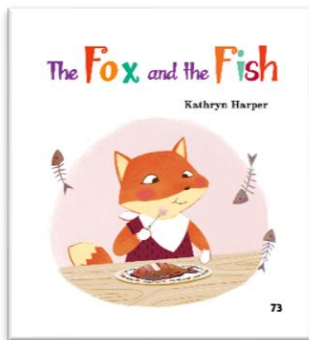
Play the “Word Ice Cream Scoops” game with your students. First, draw an ice cream cone on paper and write the letter **d** in the middle. On top of the cone, add ice cream scoops—each scoop contains a word with the **d** sound. Start with the story's phonics keywords and encourage students to think of more. Add scoops for each new word. Finally, color the scoops, cut out the ice cream art, and display it on the classroom wall. Review the words with students after a few days.



4A.1-5 The Elephant and the Elevator

Activity Suggestion

Play or read aloud the story’s phonics keywords. Have students repeat after you to help them grasp the pronunciation of the target letter in each word. Then, play the story audio sentence by sentence. After each sentence, pause and ask students to say which words contain the letter e sound. Finally, play the full story again and have students clap every time they hear a word with the e sound.



4A.1-6 The Fox and the Fish

Activity Suggestion

Play a “Letter Toss” game with your students. Write the phonics letters from this book— **a, b, c, d, e, f** —on different cards. Lay the cards on the floor. Students take turns tossing a beanbag onto the cards. When the beanbag lands, the student quickly says as many learned words as possible that contain that letter’s sound. Then, switch roles between teacher and students—or let students play together and compete to see who responds faster and says more words.