

教學建議 4A.3



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

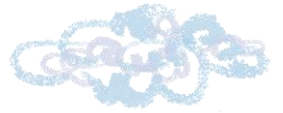
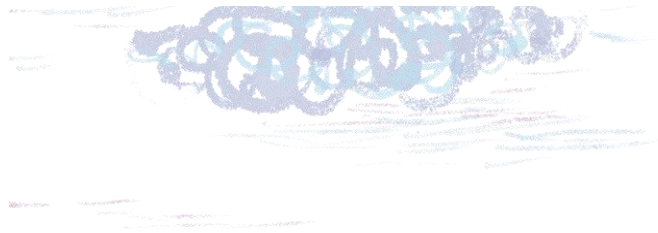
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

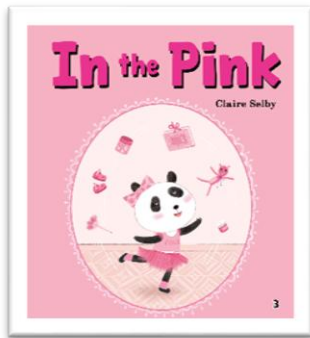
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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.3-1 In the Pink 故事大綱

- P4 熊貓 Poppy 很喜歡粉紅色。
- P5 她有一個粉紅色的背包和一個粉紅色的便簽本。
「我的粉紅色便簽本！」
- P6 她有一支粉紅色的筆。「我的粉紅色筆！」
- P7 她有一個粉紅色的筆筒。「我的粉紅色筆筒！」
- P8 Poppy 還有粉紅色的顏料。
- P9 「我愛粉紅色，我想自己也變成粉紅色！」她說。
- P10 Poppy 把自己塗成了粉紅色。
- P11 「哦，不！」媽媽說，「熊貓可不是粉紅色的！」
- P12 媽媽送 Poppy 去學校。她們遇見了鄰居小豬。「哇！粉紅色的皮膚！」
- P13 「小豬可以是粉紅色的，我為什麼不行？」Poppy 哭了起來。「我愛粉紅色！」
- P14 媽媽看到一家商店，她有了個主意。「我有個好主意！」
- P15 「我是隻粉紅色的熊貓！」Poppy 很開心。「我能一整天都做隻粉紅色的熊貓了！謝謝你，媽媽！」

Q & A

pp. 4-5

- | | |
|---------------------------------|---------------------------------------|
| Q: What does Poppy love? | A: Poppy loves pink. |
| Q: What color is the room? | A: The room is pink. |
| Q: What is inside the backpack? | A: A pink pad is inside the backpack. |

pp. 6-7

- | | |
|---------------------------|--------------------------------------|
| Q: What does Poppy say? | A: She says, "My pink pen!" |
| Q: What is Poppy holding? | A: She is holding a pink pen. |
| Q: What is Poppy doing? | A: Poppy is drawing in her notebook. |

pp. 8-9

- | | |
|--|----------------------------|
| Q: What does Poppy have? | A: Poppy has pink paint. |
| Q: What color is the paint she is holding? | A: The paint is pink. |
| Q: What does Poppy want to be? | A: Poppy wants to be pink. |

pp. 10-11

Q: What is Poppy holding?

A: Poppy is holding a paintbrush.

Q: What color does Poppy paint herself?

A: She paints herself pink.

Q: Who is coming in the door?

A: Mom is coming in the door.

pp. 12-13

Q: Where is Mom taking Poppy?

A: Mom is taking Poppy to school.

Q: Who do they meet on the street?

A: They meet their pig neighbors.

Q: What does Poppy cry at the end?

A: Poppy cries, "I love pink!"

pp. 14-15

Q: What does Mom say?

A: Mom says, "I have a good idea!"

Q: Where are Poppy and Mom standing?

A: They are standing outside the shop.

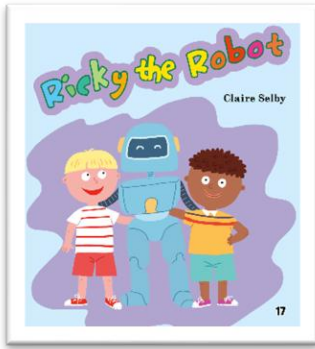
Q: Where are Mom and Poppy?

A: They are in the fashion shop.

活動建議

老師可以和學生一起玩「Yes or No」的遊戲。老師找一些其它字首如：b 或 d 的單字，如 bag, boy, bed, dog, dad, desk 等，將它們寫在一張紙上，然後再寫上本故事的 8 個以 p 為字首的拼讀核心字。老師隨機讀出一個單字，讓學生判斷這個單字字首的發音，如果是字母 p 的發音，學生說: Yes! 如果不是字母 p 的發音，學生攤開雙手說: No! 老師和學生或是學生之間可以互換角色，比一比誰判斷正確的次數多。





4A.3-2 Ricky the Robot 故事大綱

P18 Roy 和 Ray 有一個機器人——Ricky。

P19 Ricky 喜歡跟 Roy 和 Ray 一起踢足球。

P20 他們在陽光下奔跑踢球。

P21 即使在雨天，他們也會比賽。

P22 幾天後，Ricky 生鏽了。他跑不快了。

P23 生鏽的機器人傷心地說：「我不能踢足球了！」

P24 Roy 和 Ray 讀了一篇有關生鏽的報告。

P25 「防鏽漆！就是它！」Roy 和 Ray 喊道。

P26 Roy 問 Ricky：「你喜歡什麼顏色，Ricky？」「紅色！」Ricky 說。

P27 於是 Roy 和 Ray 買了紅色的防鏽漆。

P28 Roy 和 Ray 把 Ricky 身上的鏽擦掉，然後給他塗上紅漆。

P29 現在 Ricky 不生鏽了——他又可以開心地踢足球了！

Q & A

pp. 18-19

Q: What are the boys' names?

A: Their names are Roy and Ray.

Q: What do Roy and Ray have?

A: They have a robot.

Q: What does Ricky love doing?

A: Ricky loves playing football.

pp. 20-21

Q: What are the boys and Ricky doing?

A: They are running and playing.

Q: What are they playing with?

A: They are playing with a football.

Q: What are they doing in the rain?

A: They are racing after the ball.

pp. 22-23

Q: What happens to Ricky after a few days?

A: He becomes a rusty robot.

Q: Can Ricky run quickly now?

A: No, he cannot run quickly.

Q: How does the robot feel?

A: He feels sad.

pp. 24-25

Q: What are Roy and Ray doing?

A: They are reading a report about rust.

Q: What are they using to read?

A: They are using a computer.

Q: What do Roy and Ray find on the monitor?

A: They find rust paint.

pp. 26-27

Q: What is the question Roy asks?

A: He asks, "What color do you like, Ricky?"

Q: What is Ricky's answer?

A: Ricky says, "Red!"

Q: What are they buying?

A: They are buying red rust paint.

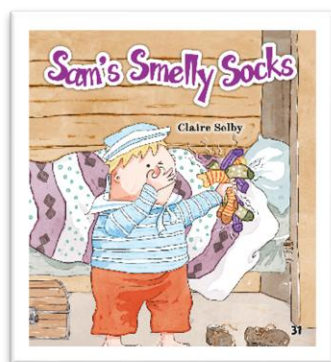
pp. 28-29

Q: What are Roy and Ray doing to Ricky? **A:** They are rubbing him and painting him red.

Q: What are they using to paint? **A:** They are using red spray paint.

Q: What color is Ricky now? **A:** Ricky is red.

活動建議 老師可以和學生一起玩「拼讀小風箏」的遊戲。老師準備一張白紙和一隻彩色筆，在白紙的左上角畫一個風箏。讓學生從故事裡找出字首為 q 和 r 的單字。每找到一個單字，讓學生讀出來，老師在風箏尾部添加一個橢圓形的圈，然後把單字寫在裡面，這樣風箏的尾巴會越來越長。老師還可以用不同顏色的筆來寫單字，給風箏做一條五彩的尾巴！最後老師可以和學生們一起，或者讓學生輪流從頭到尾讀一遍這些單字。



4A.3-3 Sam's Smelly Socks 故事大綱

P32 水手 Sam 有六隻髒襪子。

P33 襪子很臭。所以 Sam 把它們泡在肥皂水裡。

P34 Sam 把襪子洗乾淨了。

P35 Sam 把這些襪子晾在陽光下。

P36 海鷗叨起襪子，飛走了。

P37 現在 Sam 沒有襪子了！

P38 Sam 去找那些海鷗。他開船朝岩石駛去。

P39 他想在海鷗睡覺的時候拿回他的襪子。

P40 夜裡，海鷗睡著了。Sam 爬上岩石，靠近它們。

P41 Sam 找回了他的六隻襪子。它們又變得很臭了！

P42 Sam 泡了泡襪子，然後把它們晾在陽光下，這回他用了夾子！

P43 現在 Sam 有了六隻乾淨的襪子！他開心地笑了。

Q & A

pp. 32-33

Q: What does Sam do? **A:** He is a sailor.

Q: How many socks does Sam have? **A:** Sam has six socks.

Q: What smells bad? **A:** The socks smell bad.

pp. 34-35

Q: What is Sam doing?

A: Sam is cleaning the socks.

Q: Where is Sam sitting?

A: Sam is sitting on a stool.

Q: What is Sam doing now?

A: Sam is drying the socks.

pp. 36-37

Q: What are the seagulls doing?

A: The seagulls are picking up the socks.

Q: What are the seagulls flying away with?

A: They are flying away with the socks.

Q: What does Sam have now?

A: Sam has no socks.

pp. 38-39

Q: What is Sam looking for?

A: Sam is looking for the seagulls.

Q: Where is Sam going?

A: He is sailing across the sea to the rocks.

Q: What does Sam want to get back?

A: He wants to get back his socks.

pp. 40-41

Q: What are the seagulls doing?

A: The seagulls are sleeping.

Q: What does Sam do at night?

A: Sam climbs up to the birds

Q: How many socks does Sam have now? A: Sam has six socks.

pp. 42-43

Q: What does Sam do with the socks?

A: Sam soaks the socks and dries them.

Q: What does Sam use to hang the socks?

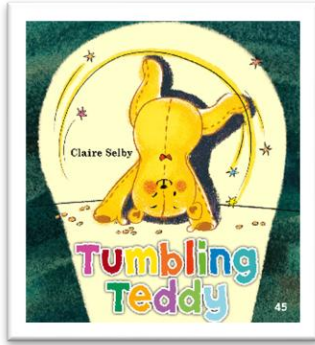
A: He uses pegs

Q: How many clean socks does Sam have now? A: Sam has six clean socks.

活動建議 老師可以和學生一起玩「Simon says」的遊戲。老師說出口令 Simon

says...，省略號處的內容，既可以是一個單字，也可以是一句話，但必須有包含字母 s 發音的單字。比如 Simon says “smile.”/Simon says “sit down.” 學生如果聽到老師說了 Simon says...，就根據聽到的內容，做相應的動作。如果聽到老師直接說 “Smile.” “Sit down.” 則保持不動，不做動作。沒聽到 Simon says 卻做了動作的人就出局。老師也可以和學生互換角色，或是同學之間互換角色，說口令的人每說三次口令就換人，繼續遊戲，直到剩下最後一個人就是贏家。





4A.3-4 Tumbling Teddy 故事大綱

P46 玩具小鎮的 Teddy 熊愛翻滾。

P47 Teddy 一直翻啊翻。

P48 Teddy 一圈一圈地翻。

P49 「不要再翻啦！」所有的玩具都說。

P50 一天夜裡，Teddy 聽到市政廳裡有聲響。

P51 Teddy 拿上手電筒。

P52 Teddy 躡手躡腳地朝市政廳走過去。

P53 一個壞蛋玩具正在偷財寶！

P54 「住手！」Teddy 說。壞蛋玩具起身要跑。

P55 Teddy 快速地翻滾起來，壞蛋玩具跌倒了！

P56 玩具們都跑到廣場上來看。

P57 「幹得好，Teddy！」玩具們說。「你可以接著翻滾了！」

Q & A

pp. 46-47

Q: Where is Teddy from?

A: Teddy is from Toy Town.

Q: What does Teddy love?

A: Teddy loves tumbling.

Q: Does Teddy tumble sometimes or all the time? A: Teddy tumbles all the time.

pp. 48-49

Q: What is Teddy doing?

A: Teddy is tumbling round and round.

Q: What color is Teddy?

A: Teddy is yellow.

Q: What do the toys say?

A: The toys say, "Stop tumbling!"

pp. 50-51

Q: What does Teddy hear?

A: Teddy hears a noise.

Q: Where does the noise come from?

A: The noise comes from the town hall.

Q: What is Teddy holding?

A: Teddy is holding a torch.

pp. 52-53

Q: Where is Teddy going?

A: Teddy is going to the town hall.

Q: How is Teddy walking?

A: Teddy is tiptoeing.

Q: What is the bad toy doing?

A: The bad toy is taking the treasure.

pp. 54-55

Q: What does Teddy say?

A: Teddy says, "Stop!"

Q: What does the bad toy do?

A: The bad toy starts to run.

Q: What happens to the bad toy?

A: The bad toy falls down.

pp. 56-57

Q: Who runs into the square?

A: All the toys run into the square.

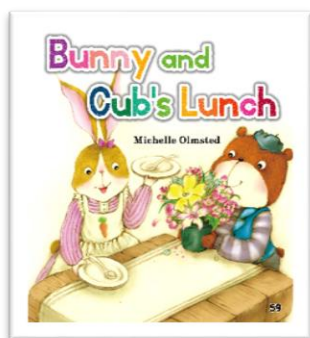
Q: What are the toys looking at?

A: They are looking at Teddy and the bad toy.

Q: What do the toys say to Teddy?

A: They say, "Well done, Teddy! You can keep tumbling!"

活動建議 老師可以讓學生兩人一組一起玩「說單字，搭高樓」的遊戲。老師準備一些積木。學生輪流說出一個含有字母 t 發音的單字。如果一方 10 秒鐘內想不出新的單字，則輪到對方說。誰說對一個單字，就能拿到一塊積木，來搭建自己的樓房，玩 5 分鐘之後時間到，看誰搭建的樓房高。



4A.3-5 Bunny and Cub's Lunch

P60 小兔請小熊來吃午餐。她希望一切都很完美。

P61 小兔做了熱乎乎的蔬菜湯和小黃油麵包。

P62 但是端湯的時候，小兔絆了一跤。

P63 小熊的背心弄濕了。蔬菜湯也灑了一地。

P64 小兔很難過。「沒關係。」小熊說。

P65 小熊幫小兔打掃乾淨。

P66 嗯，畢竟還有小黃油麵包嘛。它們聞起來好香啊。

P67 突然，小兔往後一跳，離開桌子。

P68 蟲子也愛吃小黃油麵包！

P69 「一切都搞砸了！」小兔哭了起來。

P70 「別擔心。」小熊說，「熊不太喜歡蔬菜湯。」

P71 「但是，熊很喜歡吃帶蟲子的麵包啊！」說完，他咬了一大口麵包。

Q & A

pp. 60-61

- Q:** Who invited Cub for lunch? **A:** Bunny invited Cub for lunch.
Q: What did Bunny want? **A:** Bunny wanted everything to be perfect.
Q: What did Bunny make? **A:** Bunny made warm vegetable soup and buttery buns.

pp. 62-63

- Q:** What happened to Bunny? **A:** Bunny tripped when she served the soup.
Q: What was Bunny carrying? **A:** Bunny was carrying soup.
Q: Where did the soup go? **A:** The soup went all over the floor.

pp. 64-65

- Q:** How did Bunny feel? **A:** Bunny was so upset.
Q: What did Cub say? **A:** Cub said, "That's OK."
Q: What did Cub do? **A:** Cub helped wipe up the mess.

pp. 66-67

- Q:** What is on the table? **A:** There are buttery buns on the table.
Q: How do the buns smell? **A:** They smelled good.
Q: What happened suddenly? **A:** Bunny jumped back from the table.

pp. 68-69

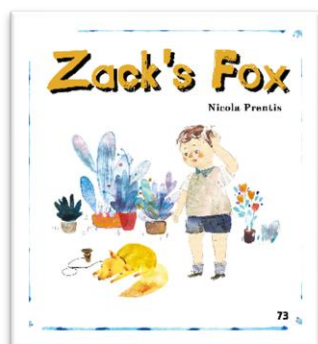
- Q:** Who loved the buttery buns? **A:** Bugs loved the buttery buns.
Q: How many buns are on the plate? **A:** There are four buns on the plate.
Q: What did Bunny say? **A:** Bunny said, "Everything is ruined!"

pp. 70-71

- Q:** What did Cub say to Bunny? **A:** Cub said, "Don't worry."
Q: What don't bears love very much? **A:** Bears don't love vegetable soup very much.
Q: What did Cub say about buns? **A:** Cub said bears love buns with bugs!



活動建議 老師可以和學生圍成一個圈圈，一起玩「聽音做動作」的遊戲。老師準備一些分別含有字母 u, v 和 w 發音的單字，告訴學生遊戲的規則：老師會說出一些單字。如果學生聽到含有字母 u 發音的單字，則雙臂彎曲向上伸，做出字母 u 的形狀；如果聽到含有字母 v 發音的單字，則雙臂伸直向上舉，略微分開，做出字母 v 的形狀；如果聽到含有字母 w 發音的單字，則雙臂彎曲下移，放於身體兩側，做出字母 w 的形狀。做錯動作的人就淘汰。老師示範幾次過後，讓學生一個人說單字，其它人做出相應動作。輪流說單字和作動作，玩 5 分鐘後在圈圈裡留下來的人都是贏家。



4A.3-6 Zack's Fox 故事大綱

P74 一天，Zack 看見一隻黃色的狐狸東拐西拐，跑來跑去。

他想要把這隻狐狸拿來當寵物養。

P75 Zack 捉住了這隻狐狸，把它拴在院子裡。

P76 狐狸什麼都不吃。Zack 很難過。

P77 Zack 給狐狸一盒好吃的糖果。

P78 但是狐狸不愛吃糖果。

P79 Zack 給狐狸一個毛線球。

P80 可是狐狸並不喜歡毛線球。

P81 「它想要什麼呢？」Zack 想。

P82 Zack 看到草地上有犛牛在跑啊跑。

P83 Zack 在公園裡看到一群鳥兒。它們嗖地一下飛上了天！

P84 Zack 回到院子裡，把狐狸放了。

P85 狐狸往森林跑去，無拘無束，開心自在。

Q & A

pp. 74-75

Q: What did Zack see?

A: Zack saw a yellow fox.

Q: What did Zack want?

A: Zack wanted the fox as a pet.

Q: What did Zack do with the fox?

A: He chained it in the yard.

pp. 76-77

Q: Did the fox eat the food?

A: No, the fox didn't eat.

Q: How did the fox feel?

A: He was sad.

Q: What did Zack get for the fox?

A: He got the fox a box of candy.

pp. 78-79

Q: Did the fox like the candy?

A: No, the fox didn't like the candy.

Q: How did the candy taste to the fox?

A: The candy was yucky for the fox.

Q: What did Zack give the fox?

A: He gave the fox a ball of yarn.

pp. 80-81

Q: Did the fox like the yarn?

A: No, the fox did not like the yarn.

Q: What is the fox doing?

A: The fox is lying down and not playing.

Q: What did Zack think?

A: Zack thought, "What does it want?"

pp. 82-83

Q: What animals did Zack see?

A: Zack saw yaks.

Q: Where were the yaks?

A: The yaks were on the grassland.

Q: What did Zack see in the park?

A: Zack saw birds in the park.

pp. 84-85

Q: Where did Zack go?

A: Zack went to his yard.

Q: What did Zack do in the yard?

A: He set the fox free.

Q: Where did the fox go?

A: The fox ran to the forest.

活動建議 老師可以讓學生玩「看卡片說單字」的遊戲。學生兩人一組，每組準備 11 張撲克牌大小的卡片，上面用彩色筆分別寫上字母 p, q, r, s, t, u, v, w, x, y 和 z，每張卡片上寫一個字母，其中 x, y 和 z 三個字母用不同顏色的彩色筆來寫。卡片疊成一疊，字母朝下。學生輪流抽取卡片，並說出一個卡片上字母發音的單字，每說對一個單字得一分，說出含有 x, y 或 z 發音的單字得兩分。如果 10 秒鐘內想不出單字，則輪到對方抽取。最後得分最多的人獲勝。

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.

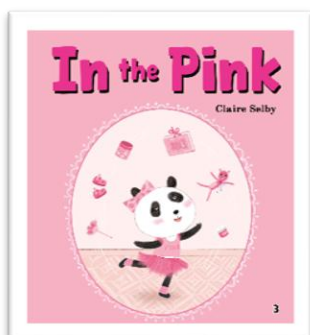
Extension Activities

- **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

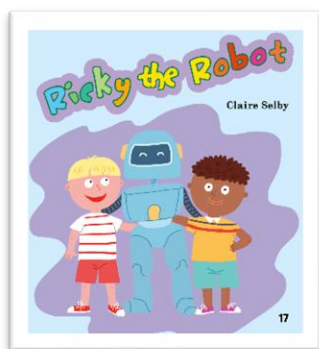


4A.3-1 In the Pink

Activity Suggestion Teachers can play a “Yes or No” game with students. The teacher prepares some words that begin with **b** or **d**, such as *bag*, *boy*, *bed*, *dog*, *dad*, and *desk*, and writes them on a piece of paper. Then the teacher also writes the **8 core phonics words** (begin with **p**) from this story.

The teacher randomly reads out one word and asks students to identify the beginning sound of the word. If the word begins with the /**p**/ sound, students say, “Yes!” If it does not begin with the /**p**/ sound, students open their hands and say, “No!”

The teacher and students can switch roles, or students can play with each other. They can see who can make the most correct judgments.



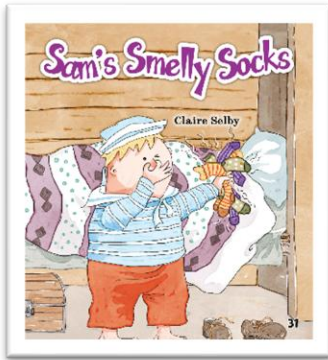
4A.3-2 Ricky the Robot

Activity Suggestion Teachers can play a “Phonics Kite” game with students. The teacher prepares a piece of white paper and a colored pen. In the upper-left corner of the paper, the teacher draws a kite.

Ask students to find words in the story that begin with **q** and **r**.

Each time students find a word, they read it aloud. Then the teacher adds an oval-shaped loop to the kite’s tail and writes the word inside the loop. In this way, the kite’s tail becomes longer and longer.

The teacher can also use pens of different colors to write the words, making a colorful tail for the kite. Finally, the teacher can read all the words from beginning to end with the students, or students can take turns reading them aloud.



4A.3-3 Sam's Smelly Socks

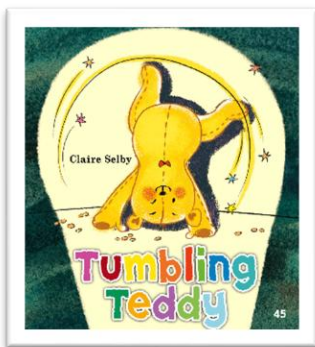
Activity Suggestion Teachers can play a “Simon Says” game with students. The teacher gives commands beginning with “Simon says...” The words after “Simon says” can be either a single word or a sentence, but they must include a word with the /s/ sound.

For example:

- Simon says, “Smile.”
- Simon says, “Sit down.”

If students hear the teacher say “Simon says...,” they should do the action they hear. If the teacher only says “Smile” or “Sit down” without saying “Simon says,” students should stay still and not move.

Any student who **MOVES without hearing “Simon says”** is out. The teacher and students can also switch roles, or students can take turns giving commands. The student giving commands can change after every three commands. The game continues until only one student is left. That student is the winner.

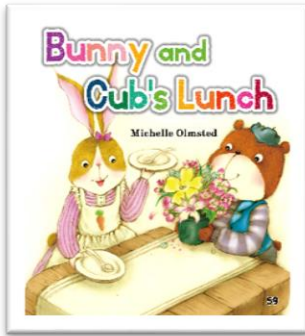


4A.3-4 Tumbling Teddy

Activity Suggestion Teachers can have students play a “Say a Word and Build a Tower” game in pairs. The teacher prepares some building blocks.

Students take turns saying a word that contains the /t/ sound. If one student cannot think of a new word within 10 seconds, it becomes the other student’s turn.

Each time a student says a correct word, they get one block and use it to build their own tower. After 5 minutes, the time is up. The student with the taller tower wins.

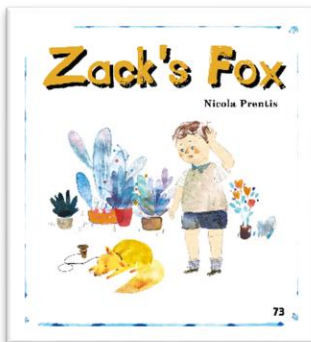


4A.3-5 Bunny and Cub's Lunch

Activity Suggestion Teachers can have students stand in a circle and play a “Listen and Move” game. The teacher prepares some words that contain the sounds of the letters **u**, **v**, and **w**. Then the teacher explains the rules.

The teacher will say different words. If students hear a word with the /**u**/ sound, they bend both arms upward to make the shape of the letter **u**. If they hear a word with the /**v**/ sound, they stretch both arms upward and slightly apart to make the shape of the letter **v**. If they hear a word with the /**w**/ sound, they bend their arms downward and place them beside their body to make the shape of the letter **w**.

Students who make the WRONG action are out. After the teacher demonstrates a few times, one student can say the words while the others do the actions. Students take turns saying words and doing actions. After 5 minutes, all the students still standing in the circle are the winners.



4A.3-6 Zack's Fox

Activity Suggestion Teachers can have students play a “Look at the Card and Say a Word” game. Students work in pairs. Each pair prepares 11 cards about the size of playing cards. Using colored pens, they write the letters **p**, **q**, **r**, **s**, **t**, **u**, **v**, **w**, **x**, **y**, and **z** on the cards. Each card has one letter. The letters **x**, **y**, and **z** should be written in different colors.

Students put the cards in a pile with the letters facing down. They take turns drawing a card and saying a word that contains the sound of the letter on the card.

Students get one point for each correct word. If they say a word that contains the sound of **x**, **y**, or **z**, they get two points. If a student cannot think of a word within 10 seconds, it becomes the other student's turn.

The student with the most points at the end wins.