

# 教學建議 4P.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

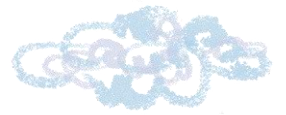
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

## ✚ 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

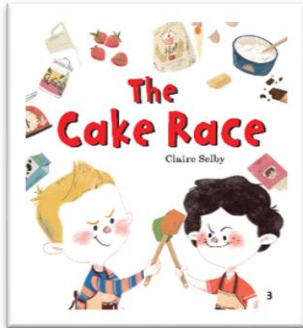
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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



### 4P.1-1 The Cake Race 故事大綱

- P4 Jake 和 Dave 一起烤蛋糕。
- P5 「我能烤出很棒的蛋糕！」 Jake 說。
- P6 「我烤蛋糕很快！」 Dave 說。
- P7 「那我們來比賽吧！看誰能烤得更快、更好。」 「好！」
- P8 「我們必須做一樣的蛋糕。」 Dave 說。
- P9 「我們還得裝飾蛋糕。」 Jake 說。
- P10 Jake 和 Dave 放入蔗糖、黃油、麵粉和雞蛋。
- P11 Jake 的臉又熱又紅。Dave 的臉也很紅！
- P12 「我可以在我的蛋糕上放一些葡萄！」 Jake 說。
- P13 「我可以把媽媽的名字寫在蛋糕上！」 Dave 說。
- P14 蛋糕同時做好了。「哪個蛋糕更好，媽媽？」 Jake 問。
- P15 「我可不要選！它們都太好吃了！幹得漂亮！」

### Q & A

#### pp. 4-5

- Q: What is Jake doing?                      A: Jake is baking cakes.
- Q: Who is helping Jake?                     A: Dave is helping Jake.
- Q: What words have the long “a” sound?   A: Bake, cakes, and Jake.

#### pp. 6-7

- Q: Who is talking now?                     A: Dave is talking.
- Q: What time is it on the clock?           A: It is nine ten.
- Q: What are they racing to do?            A: They are racing to bake cakes.

#### pp. 8-9

- Q: What are Jake and Dave looking at?   A: They are looking at a recipe book.
- Q: What does Dave say?                    A: Dave says, “We must make the same cake.”
- Q: What words have the long “a” sound?   A: Decorate, cakes, and Jake.

### pp. 10-11

**Q:** What ingredients do they use? **A:** They use cane sugar, butter, flour, and eggs.

**Q:** What is Jake pouring into the bowl? **A:** Jake is pouring milk.

**Q:** What color are their faces? **A:** Their faces are red.

### pp. 12-13

**Q:** What fruit does Jake use? **A:** He uses grapes.

**Q:** What color are the grapes? **A:** The grapes are green.

**Q:** Who is the cake for? **A:** The cake is for Mom.

### pp. 14-15

**Q:** What words have the long “a” sound? **A:** Cakes, same, cake, and Jake.

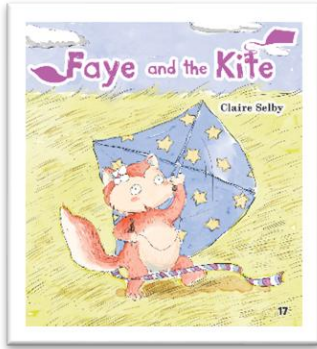
**Q:** What does Jake ask? **A:** He asks, “Which cake is better, Mom?”

**Q:** What does Mom think about the cakes? **A:** She thinks they both taste great.

## 活動建議

老師可以帶學生一起製作「拼讀冰淇淋」。畫一個長長的倒三角，表示甜筒。上面寫著字母組合 **a\_e**。三角形上方畫一個相連的半圓型，表示是冰淇淋球。老師可以和學生比賽，或是同學間互相比賽，輪流說出含有字母組合 **a\_e** 發音的單字。老師每說一個單字，就用一種顏色的筆在甜筒上畫一個半圓冰淇淋球。學生每說一個單字，就用另一種顏色的筆，在甜筒上畫一個半圓冰淇淋球。等遊戲結束後，比較兩種顏色冰淇淋球的數量，來判定誰是獲勝者。





## 4P.1-2 Faye and the Kite 故事大綱

- P18 小狐狸 Faye 收到了一個大大的新風箏。
- P19 媽媽說：「你太小了，Faye。你必須和爸爸一起放風箏。」
- P20 太陽剛出來，Faye 就起床了。她想自己去放風箏。
- P21 她爬上小山。陽光明亮，但風很大。
- P22 風捲起了 Faye 的風箏——還有 Faye！
- P23 她飛過了松樹林。「救命啊！」
- P24 Faye 和風箏滑下山坡……滑到了一堆樹葉裡。
- P25 「哦，不！」Faye 哭起來，「我在哪兒？」
- P26 就在這時，貓先生和貓太太開車經過。他們是 Faye 的鄰居。「和我們一起坐車回去吧，Faye！」
- P27 Faye 及時地把風箏藏了起來！「吃早餐了！」媽媽喊道。
- P28 爸爸說：「今天，我能幫你一起放大風箏啦！」
- P29 Faye 笑了。「好的！我需要你的幫助，爸爸！」

## Q & A

### pp. 18-19

- Q:** What does Faye get? **A:** Faye gets a big, new kite.
- Q:** What is inside the big box? **A:** A kite is inside the box.
- Q:** Who will help Faye fly the kite? **A:** Dad will help her.

### pp. 20-21

- Q:** What time does Faye get up? **A:** Faye gets up at sunrise.
- Q:** What does Faye want to do? **A:** She wants to fly the kite.
- Q:** Where does Faye go? **A:** She goes up the hill.

### pp. 22-23

- Q:** What picks up the kite? **A:** The wind picks up the kite.
- Q:** What else does the wind pick up? **A:** The wind picks up Faye.
- Q:** Where does Faye fly? **A:** Faye flies up over the pine trees.

### pp. 24-25

- Q:** What do Faye and the kite do? **A:** Faye and the kite slide down a hillside.
- Q:** What do they slide into? **A:** They slide into a pile of leaves.
- Q:** Where is Faye sitting? **A:** Faye is sitting in a pile of leaves.

pp. 26-27

Q: Who drives by in the car?

A: Mr. and Mrs. Cat drive by.

Q: Who are Mr. and Mrs. Cat?

A: They are Faye's neighbors.

Q: What is Faye doing with the kite?

A: Faye is hiding the kite.

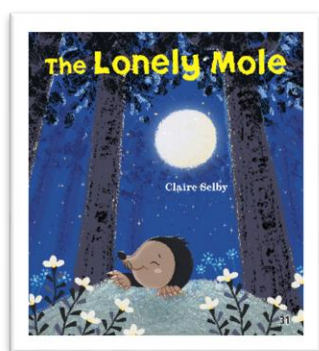
pp. 28-29

Q: What does Dad want to do today? A: Dad wants to help Faye fly her kite.

Q: What is Mom giving to Faye? A: Mom is giving Faye some bread.

Q: What does Faye say to Dad? A: Faye says, "Yes, please! I need your help, Dad!"

**活動建議** 老師可以和學生玩「單字拍拍樂」的遊戲。老師準備兩張白紙，一張寫上字母*i*，另一張寫上字母組合*i\_e*。老師找出這本繪本中，所有含有字母組合*i\_e*發音的單字，同時從中找出一些含有字母*i*發音的單字。老師隨機說出這些單字中的一個，學生根據聽到的單字發音，判斷這個單字中是含有字母*i*，還是字母組合*i\_e*，並在對應的白紙上拍一下。老師也可以和學生交換角色，或是同學們互相比賽，最後看誰拍對的單字多。



### 4P.1-3 The Lonely Mole 故事大綱

P32 一隻害羞的鼩鼠獨自住在洞裡。

P33 這是一個炎熱的晚上。害羞的鼩鼠將鼻子探出洞來。

P34 他能聞到樹的氣味。

P35 他又聞了聞。「那是什麼味兒？是煙！」

P36 哦，不！空氣裡都是煙。是森林著火了！

P37 他聽到另一隻鼩鼠在煙霧中咳嗽。

P38 「救命啊！太多煙了。」

P39 「我必須幫她！」他衝向小母鼩鼠。

P40 「爬上斜坡，到我的洞裡去！」

P41 他們用石頭把洞口堵住。

P42 「謝謝你！你是我的英雄！」小母鼩鼠說。

P43 兩隻鼩鼠快樂、安全地生活在一起。

## Q & A

### pp. 32-33

**Q:** Where does the mole live?

**A:** The mole lives in a hole.

**Q:** Does the mole live with friends?

**A:** No, the mole lives alone.

**Q:** Is it cold or hot at night?

**A:** It is hot at night.

### pp. 34-35

**Q:** What can he smell?

**A:** He can smell the trees.

**Q:** What does the mole do?

**A:** He sniffs.

**Q:** What does he smell?

**A:** He smells smoke.

### pp. 36-37

**Q:** What is in the air?

**A:** The air is full of smoke.

**Q:** What kind of fire is it?

**A:** It's a forest fire.

**Q:** What does the mole hear?

**A:** He hears another mole coughing.

### pp. 38-39

**Q:** What is in the air?

**A:** There is too much smoke in the air.

**Q:** Who needs help?

**A:** The girl mole needs help.

**Q:** What is he doing?

**A:** He is rushing to the girl mole.

### pp. 40-41

**Q:** Where are they going?

**A:** They are going into the boy mole's hole.

**Q:** What is the girl mole doing?

**A:** She is holding on to the boy mole.

**Q:** What do the moles do?

**A:** They block the hole with a stone.

### pp. 42-43

**Q:** What does the girl mole say?

**A:** She says, "Thank you! You are my hero!"

**Q:** Are they safe now?

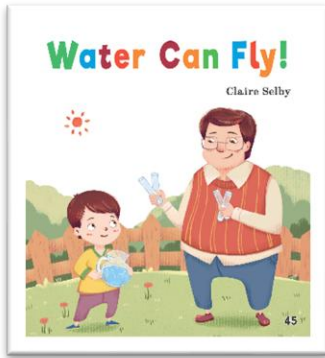
**A:** Yes, they are safe now.

**Q:** How do the moles feel now?

**A:** The moles feel happy, safe, and together.

**活動建議** 老師可以和學生玩「好餓的毛毛蟲」的遊戲。老師準備兩張白紙和兩支不同顏色的彩色筆。兩張白紙上分別寫下\_\_o\_e (o前面有兩個字母 和\_o\_e (o前面有兩個字母) 下面各畫一條毛毛蟲。老師和學生分別選擇自己的毛毛蟲，然後每寫出一個符合紙上字母規則的單字，就可以給毛毛蟲畫一種食物。最後看誰的毛毛蟲獲得的食物數比較多。





## 4P.1-4 Water Can Fly! 故事大綱

- P46 Huge 叔叔是有趣的人。他能用盤子演奏出好玩的曲子。  
 P47 或是眨眼間就能拼好魔術方塊。  
 P48 「今天我們來讓水飛起來。」 Huge 叔叔說。 Dan 有點困惑。他不知道要怎麼做。  
 P49 他們來到 Huge 叔叔的木棚裡。桌子上有一些試管。  
 P50 Dan 認真地看。 Huge 叔叔的狗，小可愛，也在看著。  
 P51 Dan 幫 Huge 叔叔把繩子粘在試管架上。  
 P52 Dan 在試管裡裝滿了水。  
 P53 Huge 叔叔把繩子綁在一起。  
 P54 Dan 劃著圈甩動試管架。水沒有灑下來！水在試管裡飛了起來！  
 P55 就在這時，小可愛跳了起來。  
 P56 試管飛了，水灑了——灑了 Dan 和小可愛一身！  
 P57 「這可一點都不可愛！」 Dan 氣呼呼地對小可愛說。「嘻嘻！」 Huge 叔叔說，「水能飛——但也會灑下來啊！」

## Q & A

### pp. 46-47

- Q: What does Uncle Huge use to play music? **A:** Uncle Huge uses plates to play music.  
 Q: What is Uncle Huge holding in his hands? **A:** Uncle Huge is holding two spoons.  
 Q: What is Uncle Huge fixing? **A:** Uncle Huge is fixing the magic cube.

### pp. 48-49

- Q: What is Uncle Huge holding? **A:** Uncle Huge is holding a pitcher of water.  
 Q: What do they want to do with the water? **A:** They want to make the water fly.  
 Q: What is on the table? **A:** There are some test tubes on the table.

### pp. 50-51

- Q: Who is looking carefully? **A:** Dan is looking carefully.  
 Q: What is on the table? **A:** There are test tubes and water on the table.  
 Q: What is Dan sticking on the rack? **A:** Dan is sticking strings on the rack.

### pp. 52-53

- Q: What is Dan doing? **A:** Dan is filling the test tubes with water.  
 Q: What is Dan using to pour the water? **A:** Dan is using a pitcher to pour the water.  
 Q: What does Uncle Huge do? **A:** Uncle Huge ties the ropes.

pp. 54-55

Q: Is the water falling out?

A: No, the water is not falling out.

Q: Where is the water staying?

A: The water is staying in the test tubes.

Q: What does the dog do?

A: The dog jumps up.

pp. 56-57

Q: What flies up into the air?

A: The test tubes fly up into the air.

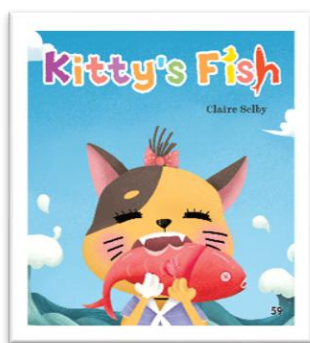
Q: What comes out of the tubes?

A: The water comes out of the tubes.

Q: Who is Dan angry at?

A: Dan is angry at Cute, the dog.

**活動建議** 老師可以和學生玩「小蛇變變變」的遊戲。老師和學生用不同顏色的彩色筆在白紙上各畫一條小蛇，長度一樣。然後老師將 4A.3-5 Bunny and Cub's Lunch 《兔子和熊的午餐》和本故事裡共 16 個拼讀核心單字卡片剪下來，打亂順序，有圖文的一面朝下疊放。老師和學生輪流抽取卡片，讀出卡片上的單字。如果抽到含有字母 *u* 發音的單字，給自己的小蛇增加 1 公分的長度；如果抽到含有字母組合 *u\_e* 發音的單字，給自己的小蛇增加 2 公分的長度。所有卡片抽完之後，比較長度，小蛇更長的一方獲勝。



#### 4P.1-5 Kitty's Fish 故事大綱

P60 Kitty 是一隻很窮的貓。「我要是有條魚就好了。」她說。

P61 Kitty 去了一家魚店。「我想要一條魚。」

P62 「你有錢嗎？」「沒有。」Kitty 說。「沒有錢，就沒有魚！」

P63 於是 Kitty 來到海邊。她看到一條小船。

P64 Kitty 朝小船跑過去。「我能出海去釣魚啊！」

P65 Kitty 在釣魚，但她嚇了一大跳。她看到了一個奇怪的形狀。

P66 是條鯊魚！「救命啊！」Kitty 大喊。Kitty 只好坐船回來。

P67 一位女士經過魚店，她的錢包掉了。

P68 「你的錢包掉了，女士！」「謝謝！你真好！」

P69 店主看到了這一幕。「你真棒！」他說。

P70 「給你這條魚！不要錢。」「謝謝你！」

P71 Kitty 很開心。這條魚很好吃！」

## Q & A

### pp. 60-61

**Q:** Is Kitty rich or poor?

**A:** Kitty is poor.

**Q:** What does Kitty wish for?

**A:** Kitty wishes she had a fish.

**Q:** Where does Kitty go?

**A:** Kitty goes to the fish shop.

### pp. 62-63

**Q:** What does the big cat ask Kitty?

**A:** The big cat asks Kitty, "Do you have cash?"

**Q:** Where does Kitty go?

**A:** Kitty goes to the shore.

**Q:** What does Kitty see?

**A:** Kitty sees a boat.

### pp. 64-65

**Q:** Where does Kitty run to?

**A:** Kitty runs to the boat.

**Q:** What does Kitty want to do?

**A:** Kitty wants to sail and look for fish.

**Q:** What is Kitty doing?

**A:** Kitty is fishing.

### pp. 66-67

**Q:** What does Kitty see in the water?

**A:** Kitty sees a shark in the water.

**Q:** What must Kitty do?

**A:** Kitty has to sail back to shore.

**Q:** What does the lady drop?

**A:** The lady drops her purse.

### pp. 68-69

**Q:** What does Kitty say to the lady?

**A:** Kitty says, "You dropped your purse, Madam!"

**Q:** What does Kitty give to the lady?

**A:** Kitty gives the lady her purse.

**Q:** What does the shopkeeper say?

**A:** The shopkeeper says, "You are a good cat!"

### pp. 70-71

**Q:** What does the shopkeeper give to Kitty?

**A:** The shopkeeper gives Kitty a fish.

**Q:** Does Kitty need to pay cash?

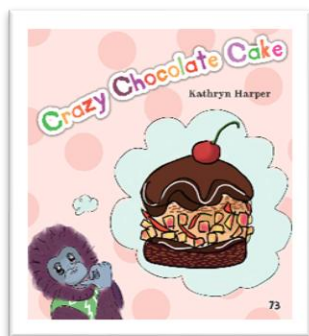
**A:** No, Kitty does not need to pay cash.

**Q:** What does the fish taste?

**A:** The fish tastes great.

**活動建議** 老師可以和學生玩「搶小球」的遊戲。老師準備 25 個小塑膠球，上面貼有本課字母組合有 **sh** 的單字，放在一個大籃子裡，學生圍著籃子。如果沒有塑膠球也可以用其他體積較小的物品代替。老師播放故事音檔，和學生一起聽，聽到含有字母組合 sh 發音的單字，便迅速搶。每個單字只對應一個小球，譬如：fish, wish, she, shop, cash..., etc. 先搶到的人得到該球。故事播放完後，搶到小球數量最多的人獲勝。





## 4P.1-6 Crazy Chocolate Cake 故事大綱

- P74 獵豹 Chad 會做飯，但猩猩 Charlie 不會。  
 P75 「我要給母雞 Chelsea 和她新生的雞寶寶們做個蛋糕。」  
 P76 「上面放一顆櫻桃的巧克力蛋糕嗎？」「嗯……」  
 P77 「我能幫忙！」  
 P78 「給你來點兒香濃的巧克力脆片！」「住手，Charlie！」  
 P79 「來！切好的桃子！」「太多啦！」  
 P80 「再來點兒乳酪和辣椒！」「不要辣椒！太辣了！」

P81 「嗨，Chelsea。嗨，小雞們。」「嗨，Chad！我們來吃午飯啦。」「唧唧！唧唧！」

P82 「巧克力蛋糕！巧克力蛋糕！」「不！別吃那個蛋糕！它……」

P83 「好吃！」「哇！是瘋狂的巧克力蛋糕！」

P84 「但是我好喜歡。」

P85 「你想要蛋糕做法嗎？」「非常感謝……還是不用了。」

## Q & A

### pp. 74-75

- Q:** Can Chad cook?                   **A:** Yes, Chad can cook.  
**Q:** Can Charlie cook?               **A:** No, Charlie can't cook.  
**Q:** Who is the cake for?           **A:** The cake is for Chelsea the chicken and her chicks.

### pp. 76-77

- Q:** What kind of cake does Charlie want to make?   **A:** Charlie wants to make a chocolate cake with a cherry on top.  
**Q:** Who is holding the bowl with eggs?           **A:** Chad is holding the bowl with eggs.  
**Q:** Who is holding the whisk?                   **A:** Charlie is holding the whisk.

### pp. 78-79

- Q:** What is Charlie pouring into the bowl?   **A:** Charlie is pouring chocolate chips into the bowl.  
**Q:** What does Chad say to Charlie?           **A:** Chad says, "Stop, Charlie!"  
**Q:** What is Charlie adding now?               **A:** Charlie is adding chopped peaches.

### pp. 80-81

- Q:** What does Charlie add to the bowl this time?   **A:** Charlie adds cheese and chilies to the bowl.  
**Q:** What does Chad say?                       **A:** Chad says, "Not chilies! They're much too hot!"  
**Q:** Who comes to visit?                       **A:** Chelsea the chicken and her chicks come to visit.



pp. 82-83

- Q:** What kind of cake do the chicks see? **A:** The chicks see a chocolate cake.  
**Q:** What is on top of the cake? **A:** There is a red cherry on top of the cake.  
**Q:** How does Chelsea feel about the cake? **A:** Chelsea loves the cake.

pp. 84-85

- Q:** What is Chelsea holding? **A:** Chelsea is holding a piece of the crazy chocolate cake.  
**Q:** Does Chelsea like the cake? **A:** Chelsea likes it.  
**Q:** What does Chad say? **A:** Chad says, "Thank you very much... but no."

**活動建議** 老師可以和學生玩「聽聲音做動作」的遊戲。老師在本故事 Crazy Chocolate Cake 和前一個故事 4P.1-5 Kitty's Fish 中找出所有含字母組合 **ch** 和 **sh** 發音的核心單字，不照順序念出這些單字。告訴學生，如果聽到含有字母組合 **ch** 發音的單詞，就跺腳；如果聽到含有字母組合 **sh** 發音的單字，就拍手。兩個兩個一組，老師記錄學生做動作正確的次數。學生輪流讀單字、做動作。最後看誰的準確率高。

## 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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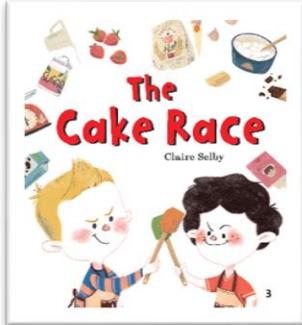
### Extension Activities

- **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



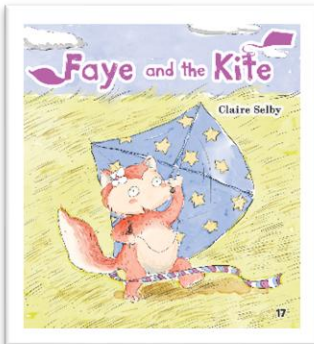
### 4P.1-1 The Cake Race

#### Activity Suggestion 1: “Blending Ice Cream” Game

Teachers can guide students to make a “Blending Ice Cream” craft. Draw a long upside-down triangle to represent the ice cream cone. Write the letter combination **a\_e** at the top of the cone. Above the cone, draw half-circles to represent ice cream scoops.

The teacher and students take turns saying words with the **a\_e** sound. For every correct word the teacher (or other student) says, they draw a scoop using one color. For every correct word a student says, they draw a scoop in a different color. At the end of the game, compare the number of scoops in each color to see who wins.

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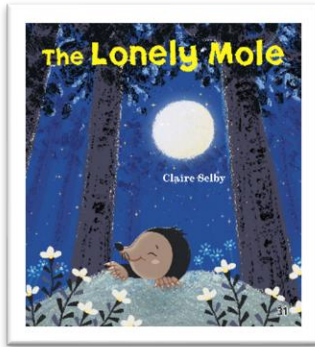


### 4P.1-2 The Cake Race

#### Activity Suggestion 2: “Word Slap Game”

Teachers can play the “Word Slap” game with students. Prepare two sheets of paper—one with the letter **i** and one with the letter combination **i\_e**.

From the storybook, find words that have the **i\_e** sound and words that use just **i**. Randomly say one word at a time. Students must listen to the pronunciation and decide whether it contains **i** or **i\_e** and slap the correct paper. Students can take turns playing against the teacher or compete with each other to see who slaps the correct word most often.



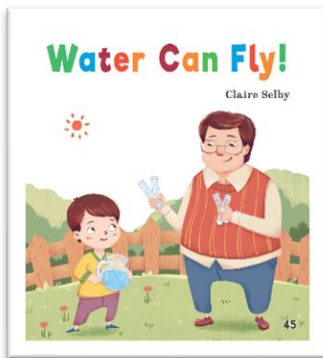
#### 4P.1-3 The Cake Race

##### Activity Suggestion 3: “Hungry Caterpillar Word Game”

Teachers can play the "Hungry Caterpillar" game with students. Prepare two sheets of paper with two different colored pens. On one paper, write the pattern   **o**  **e** (two letters before “o”) and on the other write  **o**  **e** (one letter before “o”). Draw a caterpillar under each.

Each player picks one caterpillar. Every time they write a word that matches the spelling pattern on their paper, they draw a piece of food for the caterpillar. The player whose caterpillar gets the most food at the end wins.

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#### 4P.1-4 The Cake Race

##### Activity Suggestion 4: “Changing Snake” Game

Teachers and students draw snakes using different colors. The snakes should be the same length at the start.

Cut out the 16 phonics flashcards from the stories 4A.3-5 *Bunny and Cub's Lunch* and this story, mix them up, and place them face down.

Take turns drawing a card and reading the word aloud.

- If the word has a short **u** sound, add 1 cm to your snake.
- If the word has a **u\_e** sound, add 2 cm to your snake.

After all cards have been used, compare the snake lengths. The longest snake wins!



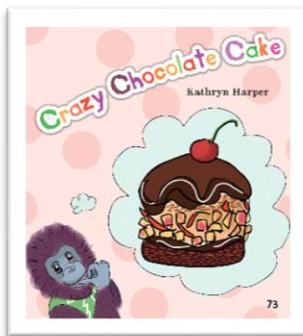


#### 4P.1-5 The Cake Race

##### Activity Suggestion 5: "Grab the Ball" Game

Prepare 25 small plastic balls (or small objects). Write a word with the **sh** sound from the lesson on each ball (e.g., *fish*, *wish*, *she*, *shop*, *cash*), and place them in a large basket. Students sit around the basket.

Play the audio story together. Every time students hear a word with the **sh** sound, they quickly grab one ball. Each word (e.g., *fish*, *wish*, *she*, *shop*, *cash*) only has one matching ball. The student who collects the most balls by the end of the story wins!



#### 4P.1-6 The Cake Race

##### Activity Suggestion 6: "Sound and Action" Game

Use the core vocabulary words with **ch** and **sh** sounds from *Crazy Chocolate Cake* and *Kitty's Fish*. Say the words in random order. Tell students:

- If they hear a word with the **ch** sound, they should stomp their feet.
- If they hear a word with the **sh** sound, they should clap their hands.

Put students in pairs. The teacher records how many correct actions each student performs. Take turns reading the words and doing the actions. In the end, the student with the highest accuracy wins.

