

教學建議 4P.2



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

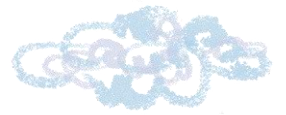
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

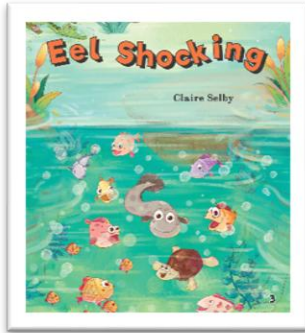
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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.2-1 Eel Shocking 故事大綱

- P4 Elvis 是一條電鰻。他住在一條寬大的溪流中。
- P5 他跳舞跳得很好，讓每個人都高興。
- P6 一天，來了幾隻壞鱷魚。
- P7 他們在綠色的蘆葦間閒逛，打擾了魚兒。
- P8 他們攪起淤泥，把乾淨的水弄得髒兮兮的。
- P9 他們霸佔了烏龜睡覺的地方。
- P10 魚兒和烏龜很生氣，但又很害怕。
- P11 「交給我吧！」Elvis 說。
- P12 他去見了那幾隻壞鱷魚，說：「請離開小溪！」
- P13 壞鱷魚笑了。「看看你那樣子！你沒法讓我們離開！」
- P14 Elvis 扭動尾巴。電流擊暈了鱷魚。哎喲！哎喲！哎喲！
- P15 壞鱷魚逃離了小溪。「耶！」魚兒和烏龜說，「Elvis，你真是個英雄！」

Q & A

pp. 4-5

- Q:** What is Elvis? **A:** Elvis is an electric eel.
- Q:** Where does Elvis live? **A:** He lives in a big stream.
- Q:** Is Elvis a good dancer? **A:** Yes, he dances well.

pp. 6-7

- Q:** Are the crocodiles happy or mean? **A:** The crocodiles are mean.
- Q:** Where are the crocodiles wandering? **A:** They are wandering between the green reeds.
- Q:** How do the fish feel? **A:** The fish feel upset.

pp. 8-9

- Q:** What are the crocodiles doing in the water? **A:** They are stirring the mud.
- Q:** What happens to the water? **A:** The water becomes dirty.
- Q:** What do the crocodiles take? **A:** They take the turtles' space.

pp. 10-11

Q: How do the fish and turtles feel?

A: They feel angry but afraid.

Q: Who says, “Leave it to me!”?

A: Elvis says, “Leave it to me!”

Q: What does Elvis want to do?

A: He wants to help.

pp. 12-13

Q: Is Elvis scared?

A: No, Elvis is not scared.

Q: What is Elvis asking them to do?

A: He is asking them to leave the stream.

Q: What do the crocodiles do?

A: The crocodiles laugh.

pp. 14-15

Q: What does Elvis do with his tail?

A: Elvis twists his tail.

Q: What happens when Elvis twists his tail?

A: Electric shocks stun the crocodiles.

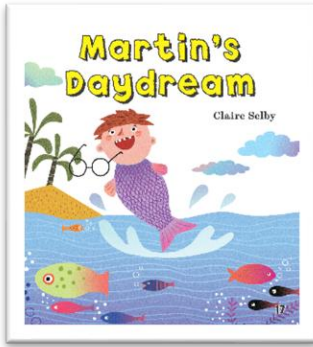
Q: What do the crocodiles do?

A: The crocodiles flee the stream.

活動建議

帶學生一起製作「拼讀向日葵」。畫一朵向日葵，在花心裡寫上字母組合 ee, ea，在花莖兩側的葉子上，寫上本故事的拼讀核心字，提醒學生故事中 ee 和 ea 這兩個字母組合是發同樣的音。鼓勵學生想一想，還有哪些單字中的 ee, ea 有同樣的發音，並且把這些單字寫下來，寫在花莖兩側的葉子上。這樣花葉排列越多，花莖越長，花就顯得越高。





4P.2-2 Martin's Daydream 故事大綱

P18 「這課真無聊。」Martin 想。他看著窗外學校花園裡的鳥。

P19 Martin 幻想自己是一隻雲雀，在樹上唱歌。

P20 突然，一隻老鷹猛地朝他俯衝下來。

P21 Martin 嚇壞了。他把自己投入湖中，變成了一條魚！

P22 他在波光粼粼的水中安全地游著。

P23 哦，不！一條大魚在追他。他努力游開。

P24 Martin 跳到岸上，變成了一隻兔子。

P25 他開始挖洞。

P26 洞已經挖好一部分了。但這時一隻機靈的紅狐狸要來咬他！

P27 Martin 很恐慌。他飛快地鑽進洞裡，卻感到被狠狠咬了一口……

P28 「啊！！！！！！」大家都看著 Martin。老師很生氣！

P29 放學後，Martin 得寫 100 遍：我再也不在課堂上做白日夢了！

Q & A

pp. 18-19

Q: What does Martin think about the lesson? **A:** He thinks the lesson is boring.

Q: What is Martin looking at? **A:** He is looking at the birds outside the window.

Q: What does Martin dream he is? **A:** He dreams he is a lark.

pp. 20-21

Q: What suddenly appears in the sky? **A:** An eagle suddenly appears.

Q: What does the eagle do? **A:** The eagle dives sharply down at Martin.

Q: Where does Martin go? **A:** He darts into the lake.

pp. 22-23

Q: Is Martin swimming safely? **A:** Yes, he is swimming safely.

Q: What kind of animal is Martin now? **A:** Martin is a fish.

Q: What is chasing Martin? **A:** A large fish is chasing him.

pp. 24-25

Q: What does Martin do to escape? **A:** He jumps onto the bank.

Q: What does Martin change into? **A:** He changes into a rabbit.

Q: What is Martin doing? **A:** He is digging a hole.

pp. 26-27

Q: Is the hole finished?

A: No, only part of the hole is ready.

Q: What is the fox about to do?

A: The fox is about to bite Martin.

Q: What does Martin do?

A: He darts inside the hole.

pp. 28-29

Q: Who looks at Martin?

A: Everyone in the class looks at him.

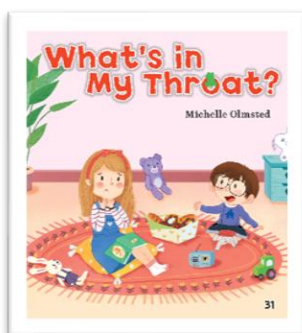
Q: Is the teacher happy or cross?

A: The teacher is cross.

Q: What sentence does Martin write?

A: "I will not daydream in class any more!"

活動建議 老師帶讀拼讀核心字或播放音檔，讓學生跟著讀，示範並幫助學生掌握字母組合 ar 在單字中的發音。然後逐句播放故事的音檔，每播放一句後暫停，讓學生說出聽到了哪些包含字母組合 ar 發音的單字。最後再完整播放一遍故事音檔，讓學生每聽到一個含有字母組合 ar 發音的單字，就拍一下手。



4P.2-3 What's in My Throat 故事大綱

P32 上週四，早上起床時，我覺得嗓子不舒服。

P33 我張開了嘴。我的喉嚨又紅又腫。

P34 「哦，不！我喉嚨裡有隻青蛙！」我用沙啞的聲音喊道。

P35 「一隻青蛙？」我的弟弟很震驚。

P36 「等著！我去找東西來幫你。」他說。然後他跑了出去。

P37 他拿著網子和魚竿，上氣不接下氣地跑了回來。

P38 「你拿這些東西要幹嘛？」我問。「把青蛙從你的喉嚨裡弄出來呀。」他回答。

P39 他以為我喉嚨裡真有隻青蛙！我忍不住笑了。

P40 這時候，爸爸媽媽走進門。

P41 「爸爸，媽媽，Beth 的喉嚨裡有隻青蛙！快幫她弄出來！」我弟弟喊道。

P42 他們都驚呆了，然後大笑起來。「沒什麼好擔心的。只是喉嚨痛。」

P43 可是現在我真希望我只是喉嚨裡有隻青蛙而已。

Q & A

pp. 32-33

Q: What time of day did she get up?

A: She got up in the morning.

Q: What part of her body feels bad?

A: Her throat feels bad.

Q: What does the girl see in the mirror?

A: She sees her red and swollen throat.

pp. 34-35

Q: Where is the girl?

A: The girl is in the bathroom.

Q: What does “a frog in my throat” mean?

A: It means she has a sore throat or her voice sounds funny.

Q: How does the little brother feel?

A: He feels shocked.

pp. 36-37

Q: Who does the boy want to help?

A: He wants to help his sister.

Q: What did the boy do at the end?

A: He ran out of the room.

Q: What is the boy holding?

A: The boy is holding a net and a fishing rod.

pp. 38-39

Q: What is the girl asking?

A: The girl is asking, “What are you going to do with these things?”

Q: What is the boy’s answer?

A: He said, “Get the frog out of your throat.”

Q: What did the boy think?

A: He thought there was a real frog in her throat.

pp. 40-41

Q: Who came into the room?

A: The parents came into the room.

Q: Where did the parents walk through?

A: They walked through the door.

Q: What is the boy saying?

A: He is saying there is a frog in Beth’s throat.

pp. 42-43

Q: What did they Mom and Dad after they were shocked? **A:** They burst out laughing.

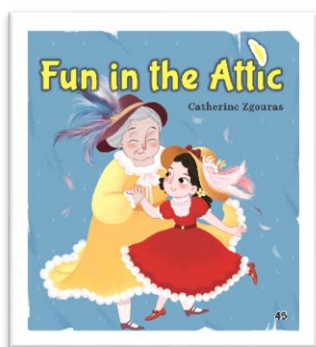
Q: What did the mom say?

A: She said, “There is nothing to worry about. It’s just a sore throat.”

Q: What does she really have?

A: She really has a sore throat.

活動建議 告訴學生，在發本故事中 th 的氣音時，舌頭略微露出齒外，置於上下齒之間，從牙齒和舌頭縫隙間發音。在播放拼讀核心字的音檔時，讓學生照鏡子，邊聽邊練習發音，請他們注意觀察自己的嘴型。然後和學生一起玩「冰淇淋單字球」的遊戲。先在紙上畫一個甜筒，在甜筒中間寫上字母組合 th，然後在甜筒的上方不斷添加「冰淇淋球」，每增加一個「冰淇淋球」，就在球中間寫一個含有字母組合音的單字。除了本書的拼讀核心字，鼓勵學生想一想還知道哪些包含字母組合 th，且與本書拼讀核心字中 th 發音一樣的單字。不斷加高冰淇淋單字球，最後給冰淇淋球塗上顏色，將圖案剪下，貼在教室裡明顯的位置，過幾天再帶著學生複習一遍。



4P.2-4 Fun in the Attic 故事大綱

P46 天氣不好。媽媽不在家。Jess 感到很無聊。

P47 「也許你可以和奶奶一起玩。」爸爸說。「可是奶奶太無聊了！」Jess 說。

P48 「如果你去看看她多有趣的話，就不會這麼覺得了。」爸爸說。「好吧。那我試一試。」Jess 說。

P49 可是奶奶不在她的房間裡。「奶奶？」Jess 喊道。「在這裡！樓上閣樓裡！」奶奶回答。

P50 Jess 上了閣樓。「哇！奶奶，這些東西太棒了！」Jess 說。

P51 「這些是我的舊戲服。我正在整理它們。」奶奶說。

P52 Jess 試了一頂有很多羽毛的帽子，還有一雙紅色的皮鞋。

P53 「這些你都穿過嗎？」Jess 問道。「是啊！」奶奶說，「在不同的演出中穿的。」

P54 「而且在不同的地方！」Jess 說，「請給我講講這些故事吧。」

P55 奶奶給 Jess 講她以前的演出，還有在不同的地方有趣的事情。

P56 她們幾乎忘記了時間，這時爸爸喊道：「晚飯好了！」

P57 「你和奶奶在一起玩兒得怎麼樣？」睡覺前爸爸問道。「很好！我覺得她真的很有趣。」Jess 笑了。

Q & A

pp. 46-47

- Q:** What is the weather like? **A:** The weather is bad.
Q: How does Jess feel? **A:** Jess feels bored
Q: What does Jess say? **A:** Jess says, “But Grandmother is boring!”

pp. 48-49

- Q:** What does Father say to Jess? **A:** He says, “Not if you can see how fun she is.”
Q: What does Jess answer? **A:** Jess says, “Fine. I will try.”
Q: Where does Grandmother answer from? **A:** She answers from upstairs in the attic.

pp. 50-51

- Q:** Where does Jess go? **A:** Jess goes to the attic.
Q: What does Jess think about things in the attic? **A:** She thinks they are wonderful.
Q: What does Grandmother say about the costumes? **A:** She says they are her old theater costumes.

pp. 52-53

- Q:** What does Jess try on her head? **A:** Jess tries a hat with lots of feathers.
Q: What shoes does Jess put on? **A:** She puts on a pair of red leather shoes.
Q: What is Grandmother holding? **A:** She is holding a poster of a play.

pp. 54-55

- Q:** What does Jess ask Grandmother? **A:** She asks her to tell some stories about the costumes.
Q: What is open on the chair? **A:** A photo album is open on the chair.
Q: What is Grandmother doing? **A:** Grandmother is telling Jess about her old shows.

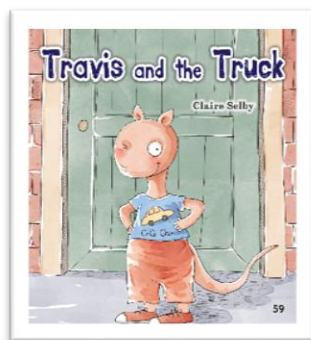
pp. 56-57

- Q:** Who is calling? **A:** Father is calling.
Q: What does Father say? **A:** He says, “Supper is ready!”
Q: What does Father ask Jess? **A:** He asks, “How was your time with Grandmother?”

活動建議 告訴學生，發本故事中 th 的濁音時，要把舌尖放在上下齒之間，舌尖輕觸上齒，略微露出齒外，發音時聲帶要振動。播放拼讀核心字的音檔，讓學生照著鏡子，邊聽邊練習發音，請他們注意觀察自己的嘴型。可以比較本故事與《What’s in My



Throat》中字母組合 th 發音的區別。然後將這兩個故事中的拼讀核心字的單字卡都剪下來，打亂順序隨機擺放。讓學生根據字母組合 th 的發音，將單字卡分類，然後看圖說單字。



4P.2-5 Travis and the Truck 故事大綱

P60 袋鼠 Travis 喜歡跳躍！

P61 一天，鄰居 Tracy 買了一個新蹦床。

P62 「等我上完小號課回來，你可以試一試！」 Tracy 對 Travis 說。

P63 但 Travis 等不及了。他還是去蹦床上跳了！太好玩了！

P64 他跳得好高。他甚至能看到來往的車輛。哦，不！一輛卡車撞上了一輛無軌電車！

P65 卡車飛快地開走了！

P66 就在這時，Tracy 上完小號課回來了。她跑向新蹦床。

P67 員警來了，問：「誰撞了無軌電車？」

P68 「是一輛藍色卡車——車號是 TR4034！」 Travis 馬上說道。

P69 「你是怎麼看到牆那邊的卡車的？」 Tracy 很好奇。

P70 Travis 臉紅了。「對不起。那會我正在你的蹦床上跳！」

P71 「這可不好。不過你說了實話，很棒哦。那輛卡車有麻煩了！」 Tracy 說。

Q & A

pp. 60-61

Q: What is the kangaroo's name?

A: His name is Travis.

Q: What does Travis love to do?

A: Travis loves jumping.

Q: What does Tracy get?

A: Tracy gets a new trampoline.

pp. 62-63

Q: What can Travis try later?

A: He can try the trampoline later.

Q: Where is Tracy going?

A: Tracy is going to her trumpet lesson.

Q: What does Travis do?

A: He jumps on the trampoline.

pp. 64-65

Q: What can Travis see from the trampoline?

A: He can see the traffic.

Q: What happens on the road?

A: A truck hits a trolleybus.

Q: What happens to the truck?

A: The truck drives off fast.

pp. 66-67

Q: Where does Tracy come from?

A: She comes from her trumpet lesson.

Q: What does Tracy do when she gets home?

A: She runs to the new trampoline.

Q: What does the policeman ask?

A: He asks, "Who hit the trolleybus?"

pp. 68-69

Q: What does Travis say?

A: He says, "It was a blue truck—TR4034!"

Q: Why does Travis say this?

A: Because he saw the truck hit the trolleybus.

Q: What does Tracy ask?

A: She asks, "How did you see the truck over the wall?"

pp. 70-71

Q: What does Travis say?

A: He says, "Sorry. I was jumping on your trampoline."

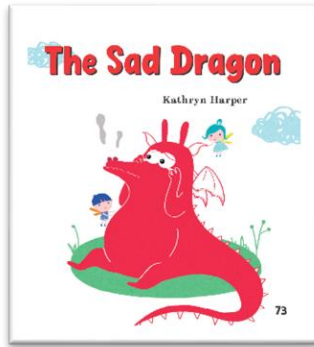
Q: What happens to Travis?

A: Travis blushes.

Q: What does Tracy say about the truck? A: She says the truck is in trouble.

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，上面貼著本故事中含有字母組合 tr 發音的單字紙。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 tr 發音的單字，便迅速搶一個小球。每個單字只對應一個小球，先搶到的人得到該球。故事播放完後，數一數每個學生的小球，數量多的一方獲勝。





4P.2-6 The Sad Dragon 故事大綱

P74 小火龍為他的精靈朋友們噴很棒的火。

P75 但有一天他感冒了。他的喉嚨乾了。他噴不出火來了。

P76 小精靈們來幫忙。他們開車去精靈藥店。他們買了一些藥水。

P77 「試試這些藥水吧。」火龍覺得昏昏欲睡，但沒有噴出火來。

P78 他們配製了一種神奇的飲品。「喝吧！喝吧！喝吧！」

P79 火龍咳嗽起來，但還是沒有噴出火。

P80 他們敲鼓施魔法……

P81 現在火龍頭痛了，但還是沒有噴出火。

P82 那天晚上，傷心的火龍夢見了辣椒……

P83 火龍早上醒來。他採了一些辣椒。

P84 「不要吃那些辣椒！它們非常非常辣！」「哦，不！」

P85 但是現在，火龍又能噴火了！

Q & A

pp. 74-75

Q: Who is making fires?

A: Little Dragon is making fires.

Q: Who are the fires for?

A: The fires are for his fairy friends.

Q: What is wrong with his throat?

A: His throat is dry.

pp. 76-77

Q: Who helps Little Dragon?

A: The fairies help Little Dragon.

Q: Where do the fairies go?

A: They go to the fairy drugstore.

Q: What does the fairy give him?

A: The fairy gives him some drops.

pp. 78-79

Q: What do the fairies make?

A: They make a magic drink.

Q: What do they want Little Dragon to do?

A: They want him to drink the magic drink.

Q: Is there any fire when he coughs?

A: No, there's no fire.

pp. 80-81

Q: What are the fairies doing?

A: They are doing magic drumming.

Q: How does Little Dragon feel now?

A: He has a headache.

Q: Does he have fire yet?

A: There is a beach chair under the umbrella.

pp. 82-83

- Q: What is Little Dragon doing at night? A: He is dreaming.
Q: What does he dream about? A: He dreams about hot chili peppers.
Q: What does he do after waking up? A: He picks some hot chili peppers.

pp. 84-85

- Q: Does Little Dragon listen to the fairies? A: No, he eats the peppers.
Q: What does “dreadfully hot” mean? A: It means very, very spicy.
Q: What does Little Dragon have back now? A: He has his fire back.

活動建議 準備 6 張小紙片，分別寫上本書所有故事的拼讀目標: ee, ea, ar, th (氣音), th (濁音), tr, dr。把這些小紙片擺成一排，然後把本書裡每個故事所有的拼讀核心字的單字卡剪下來，打亂順序，交給學生。讓學生把這些單字卡分類，擺放在正確的字母組合小紙片的下面，然後讓學生大聲讀出每組單字。老師要及時表揚、讚美，給予鼓勵。



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.

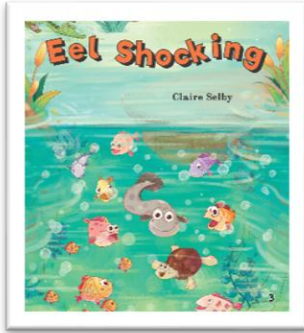
Extension Activities

- **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.



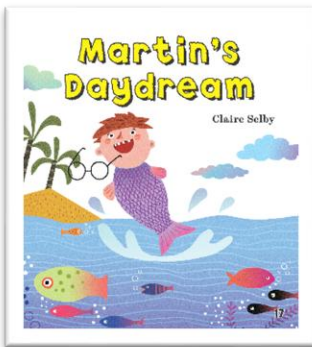
Story Summary and Activity Suggestions



4P.2-1 Eel Shocking

Activity Suggestion

Have students create a “Phonics Sunflower.” Draw a sunflower. In the center of the flower, write the letter combinations **ee** and **ea**. On the leaves along the stem, write the core phonics words from this story. Remind students that both **ee** and **ea** make the same sound in the story. Encourage them to think of other words with **ee** or **ea** that have the same sound and write these on additional leaves along the stem. The more leaves they add, the taller the sunflower will grow.

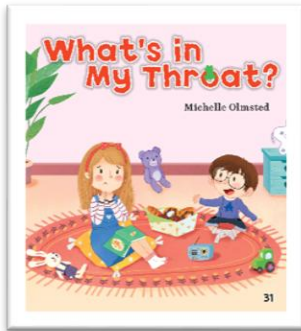


4P.2-2 Martin's Daydream

Activity Suggestion

The teacher reads aloud or plays an audio recording of the core phonics words, helping students practice the sound of **ar** in words. Then, play the story recording sentence by sentence. After each sentence, pause and let students say which words contained the **ar** sound. Finally, play the full story again, and each time students hear a word with the **ar** sound, they clap once.





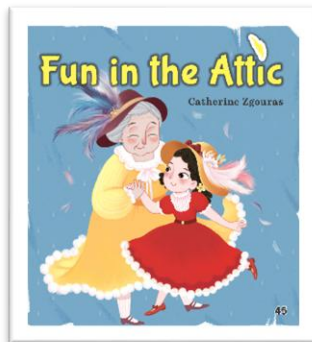
4P.2-3 What's in My Throat

Activity Suggestion

Tell students that when pronouncing the voiceless **th** sound (as in this story), the tongue should stick out slightly between the upper and lower teeth, and the sound is made as air passes through. While playing the audio for the core phonics words, have students practice in front of a mirror so they can observe their mouth shapes. Then

play the “Ice Cream Word Scoops” game:

- Draw a cone on paper and write **th** in the middle.
- Add “ice cream scoops” above the cone, writing one word with the **th** sound on each scoop.
- Besides the core phonics words in the book, encourage students to think of more words with the same **th** sound.
- Keep stacking scoops higher, then let students color the ice cream, cut it out, and post it in the classroom. A few days later, review it together.

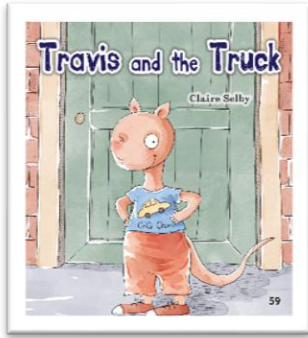


4P.2-4 Fun in the Attic

Activity Suggestion

Explain to students that when pronouncing the voiced **th** sound (also found in this story), the tongue tip is placed between the upper and lower teeth, lightly touching the upper teeth, and the vocal cords vibrate. Play the audio of the core phonics words.

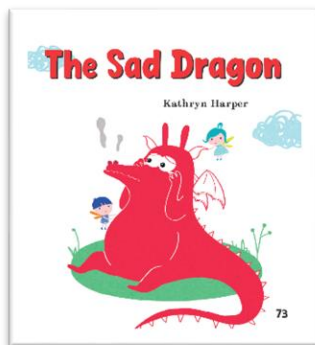
Students practice in front of a mirror, listening and repeating while watching their mouth shapes. Compare the **th** sounds in this story with those in *What's in My Throat*. Then cut out the phonics word cards from both stories, mix them up, and place them randomly. Students sort the cards by voiced or voiceless **th** sounds, then look at each card and say the word aloud.



4P.2-5 Travis and the Truck

Activity Suggestion

Play a “Grab the Ball” game. Prepare 25 small plastic balls, each with a word from the story that contains the **tr** sound. (If you don’t have plastic balls, use other small objects instead.) Play the story audio and listen together. Whenever students hear a word with **tr**, they quickly grab a ball. Each word corresponds to only one ball, and the first to grab it keeps it. At the end, count the balls each student collected—the one with the most wins.



4P.2-6 The Sad Dragon

Activity Suggestion

Prepare 6 small slips of paper. On each one, write the phonics targets from all the stories in the book: **ee**, **ea**, **ar**, **th** (voiceless), **th** (voiced), **tr**, **dr**. Place these slips in a row. Then cut out all the phonics word cards from the book’s stories, shuffle them, and give them to the students. Students sort the word cards by sound and place them under the correct slip of paper. Finally, have them read aloud each group of words. The teacher should praise and encourage students as they participate.

