

教學建議 4P.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

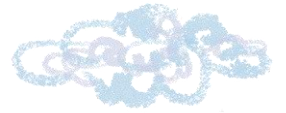
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

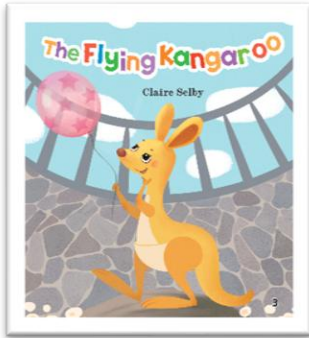
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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



4P.3-1 The Flying Kangaroo 故事大綱

- P4 袋鼠 Ken 住在一個動物園裡。但是他並不喜歡那裡。
- P5 一天下午，有個小學生手一鬆，手中的氣球飛走了。
- P6 袋鼠 Ken 跳起來，抓住了氣球。
- P7 他打了個結，把氣球拴在一棵樹上。
- P8 袋鼠 Ken 有了一個很酷的主意：「我可以讓氣球帶我飛出動物園！」
- P9 他日復一日地抓住越來越多的丟失的氣球……
- P10 ……直到他的小棚子裡有了好多的氣球。
- P11 那天夜裡，袋鼠 Ken 抓著氣球飛了起來。
- P12 他能看到整個動物園和周圍房子的屋頂。
- P13 第二天，動物園管理員很震驚，但卻毫無辦法！
- P14 你知道現在袋鼠 Ken 在哪裡嗎？
- P15 他在月球上呢！

Q & A

pp. 4-5

- Q:** Where does Ken the kangaroo live? **A:** Ken the kangaroo lives in a zoo.
- Q:** Does Ken like living in the zoo? **A:** No, he doesn't like it there.
- Q:** What happens to the balloon? **A:** The balloon flies up.

pp. 6-7

- Q:** What does the kangaroo do? **A:** He jumps up and catches the balloon.
- Q:** What is the kangaroo holding now? **A:** He is holding the balloon.
- Q:** What does the kangaroo do with the balloon? **A:** He ties the balloon to the tree.

pp. 8-9

- Q:** What does the kangaroo have? **A:** The kangaroo has a cool idea.
- Q:** What is the kangaroo's idea? **A:** The kangaroo wants to fly out of the zoo with some balloons.
- Q:** Who catches the lost balloons? **A:** The kangaroo catches the lost balloons.

pp. 10-11

Q: Where is the kangaroo now?

A: The kangaroo is in his shed.

Q: What does the kangaroo have in his shed? **A:** He has a lot of balloons in his shed.

Q: What is the kangaroo doing?

A: The kangaroo is flying up with his balloons.

pp. 12-13

Q: What can the kangaroo see?

A: The kangaroo can see the whole zoo.

Q: What else can the kangaroo see?

A: The kangaroo can see the roofs of houses.

Q: How does the zookeeper feel?

A: The zookeeper is shocked.

pp. 14-15

Q: Is the kangaroo inside the zoo or outside? **A:** The kangaroo is outside the zoo.

Q: What is the kangaroo holding?

A: The kangaroo is holding up two fingers.

Q: Where is the kangaroo now?

A: The kangaroo is on the moon.

活動建議

帶學生玩「收集氣球」的遊戲。準備幾個吹好的氣球，和學生一起將本故事的拼讀核心字寫在氣球上，每個氣球上寫一個單字，放在中間。老師隨機說出一個單字或播放故事音檔，讓學生聽到包含字母組合“oo”的單字就大聲重複一遍，並拿走寫有這個單字的氣球，先看到的先拿。直到說完所有單字，或播放完故事音檔。最後告訴學生，他們所收集到的氣球，已經可以幫助袋鼠 Ken 成功逃離動物園了。





4P.3-2 Tansy's Cookbook 故事大綱

- P18 Tansy 是一個廚師。她把鍋碗瓢盆掛在鉤子上。
 P19 她喜歡照著食譜做飯。
 P20 一天，Tansy 在一家書店發現了一本落滿灰塵的舊食譜。
 P21 她買下食譜，把它帶回了家。
 P22 Tansy 照著食譜做了奶油餅乾。但是奶油餅乾卻是綠色的！
 P23 她的貓咪吃了一塊奶油餅乾。然後，撲的一聲！它變成了綠色，還瘋狂地上躡下跳！
 P24 Tansy 翻開新的一頁，按照食譜做了湯，結果鍋裡冒出了藍色的煙！
 P25 貓咪嘗了一口湯。接著，呼的一聲！它倒掛在了鉤子上，耳朵還直冒煙！
 P26 Tansy 又用食譜裡列出的調料做了一隻木火烤鴨。
 P27 貓咪吃了一口鴨肉。結果，嗖的一下！它的毛全都豎了起來，還狂抖個不停。
 P28 「這本書肯定有問題！」Tansy 帶著書回到了書店。
 P29 「噢！」店主說，「這是一本魔法食譜！」

Q & A

pp. 18-19

- Q:** What is Tansy holding? **A:** Tansy is holding a carrot.
Q: What is hanging on the hooks? **A:** Pots and pans are hanging on the hooks.
Q: What does Tansy love to do? **A:** Tansy loves cooking with cookbooks.

pp. 20-21

- Q:** Where is Tansy? **A:** Tansy is in a bookshop.
Q: What did Tansy find? **A:** Tansy found a dusty old cookbook.
Q: What did Tansy buy? **A:** Tansy bought a cookbook.

pp. 22-23

- Q:** What did Tansy make? **A:** Tansy made cookies.
Q: What color are the cookies? **A:** The cookies are green.
Q: What happened to the cat after eating the cookie? **A:** The cat turned green and jumped around wildly.

pp. 24-25

- Q:** What is Tansy trying to cook? **A:** Tansy is trying to cook soup.
Q: What is coming out of the pot? **A:** Blue smoke is coming out of the pot.
Q: Where is the cat hanging? **A:** The cat is hanging on a hook.

pp. 26-27

Q: What is Tansy cooking?

A: Tansy is roasting a duck.

Q: Where is Tansy cooking the duck?

A: Tansy is cooking the duck over the wood fire.

Q: What did the cat eat?

A: The cat ate a bite of the duck.

pp. 28-29

Q: Where is Tansy going?

A: Tansy is going to the bookshop.

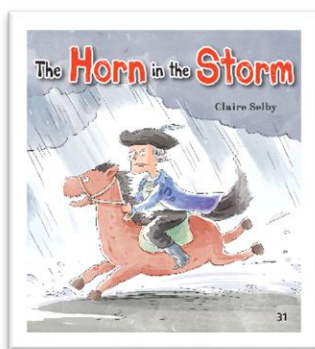
Q: What does Tansy say about the book?

A: She says there's something wrong with it.

Q: What is the title of the book?

A: The title of the book is "Magic Cookbook."

活動建議 帶學生玩「聽音做動作」的遊戲。將《The Flying Kangaroo》和《Tansy's Cookbook》兩個故事中所有包含字母組合“oo”的單字，按發音的長短，分兩列寫在一張紙上。老師隨機說出一個單字，讓學生分辨字母組合“oo”發音的長短，是在發長音還是發短音的那一列。並做出相應的動作。譬如說，當學生聽到字母組合“oo”發長音的單字時，雙臂上舉，將身體伸展到最長；當學生聽到字母組合“oo”發短音的單字時，雙臂抱膝蹲下。老師也可以自訂與長短“oo”各自相應的動作。如果學生判斷錯誤，動作做錯了，就和老師或其它同學互換角色繼續遊戲。



4P.3-3 The Horn in the Storm 故事大綱

P32 一天，Gordon 勳爵騎著他的矮馬出門了。

P33 Gordon 勳爵是一個好人。

P34 一場暴風雨突然來襲。

P35 狂風暴雨下，Gordon 勳爵和他的馬沖進了樹林裡。

P36 Gordon 勳爵點著了火把，但是暴風雨把它熄滅了。

P37 很快，Gordon 勳爵和他的矮馬就迷了路。「救命啊！」他喊道。

P38 這時，Gordon 勳爵聽到了獵號聲。「獵人們會救我們的！」

P39 號角大聲響著。他們在暴風雨中循著號角聲的方向前進。

P40 他們來到了一個村莊。「我們要感謝你們的獵人！」Gordon 勳爵說。

P41 村民們很驚訝。他們中有一個叫 Ford 的說：「暴風雨的時候獵人們不出門啊。」

P42 「那獵號聲是怎麼回事？」Gordon 勳爵問。

P43 村民們笑了。「那是魔法獵號！它幫助被暴風雨困住的好人！」

Q & A

pp. 32-33

- Q:** Who is riding the horse? **A:** Lord Gordon is riding the horse.
Q: What kind of horse is Lord Gordon riding? **A:** Lord Gordon is riding a short horse.
Q: Where is the lady standing? **A:** The lady is standing on a wooden bridge.

pp. 34-35

- Q:** What is happening? **A:** A storm is coming.
Q: Who is riding the horse? **A:** Lord Gordon is riding the horse.
Q: Where are Lord Gordon and his horse going? **A:** They are heading for the woods.

pp. 36-37

- Q:** What is Lord Gordon trying to do? **A:** Lord Gordon is trying to light a torch.
Q: What happens to the torch? **A:** The storm puts the torch out.
Q: Why is Lord Gordon shouting for help? **A:** He is shouting for help because he is lost.

pp. 38-39

- Q:** What does Lord Gordon hear? **A:** Lord Gordon hears a hunting horn.
Q: Who does Lord Gordon think will help them? **A:** The hunters will help them.
Q: Where are they going? **A:** They are following the horn.

pp. 40-41

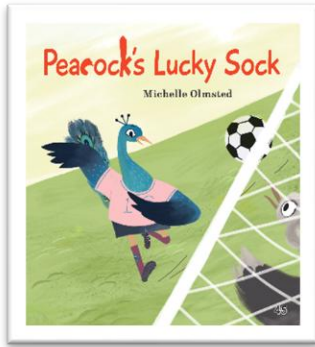
- Q:** Where is Lord Gordon now? **A:** Lord Gordon is in a village.
Q: What do they need to do? **A:** They need to thank the hunters.
Q: What did Ford say? **A:** Ford said, "The hunters do not go out in a storm."

pp. 42-43

- Q:** What is Lord Gordon asking about? **A:** Lord Gordon is asking about the hunting horn.
Q: How many men are sitting at the table? **A:** There are three men sitting at the table.
Q: What does the horn do? **A:** The horn saves good men in a storm.

活動建議 帶學生玩「拼讀尋入口」的遊戲。將一個教室的門從外面鎖上，把鑰匙藏起來。同時再準備幾張紙條，每張紙條正面寫上一個本故事的拼讀核心字，背面提供尋找下一張紙條的線索，最後一張紙條寫出鑰匙的藏匿地點，然後將紙條分別藏在教室裡不同的位置。老師只給學生第一張紙條，讓學生每找到一張紙條，就要大聲拼讀出紙條上的單字，並根據紙條背面的提示，去找下一張紙條，直到找到鑰匙，打開房門。





4P.3-4 Peacock's Lucky Sock 故事大綱

P46 孔雀有一隻幸運襪。他第一次成功射門時，腳上穿的就是那隻襪子。後來，他每次踢球都要穿著它。

P47 一天，孔雀要去參加球賽，可是他找不到他的幸運襪。

P48 孔雀開始心發慌。

P49 孔雀去洗衣機裡找。但是沒有找到。

P50 孔雀去背包裡找。不，它不在那裡。

P51 孔雀跑去找媽媽幫忙。「媽媽，我找不到我的幸運襪了！」

P52 「回頭看，你的幸運襪找到了你！」

P53 「噢，不！我不能穿著破了洞的幸運襪去踢球。」孔雀哭著說。

P54 「別擔心，親愛的。破洞可以變成獎盃。」孔雀的媽媽說。

P55 媽媽在破洞上打了一個獎盃形狀的補丁。「哇，太棒了！」孔雀說。

P56 孔雀踢進了決勝的一球！

P57 他帶回了一個真正的獎盃！

Q & A

pp. 46-47

- | | |
|--------------------------------------|---|
| Q: What is the peacock holding? | A: The peacock is holding a sock. |
| Q: What sport does the peacock play? | A: The peacock plays soccer. |
| Q: What is Peacock looking for? | A: Peacock is looking for his lucky sock. |

pp. 48-49

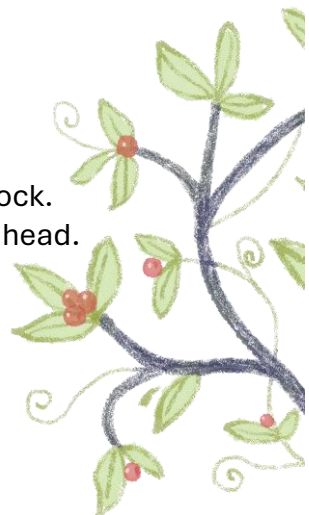
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|------------------------------------|---|
| Q: What is Peacock doing? | A: Peacock is sitting on the floor. |
| Q: What does Peacock want to find? | A: Peacock wants to find his lucky sock. |
| Q: What is Peacock checking? | A: Peacock is checking the washing machine. |

pp. 50-51

- | | |
|---|---|
| Q: What is Peacock holding in his hands? | A: Peacock is holding his backpack. |
| Q: Did Peacock find the sock in his backpack? | A: No, he didn't find the sock in his backpack. |
| Q: What is Peacock's mom doing? | A: She is cooking. |

pp. 52-53

- | | |
|---|---|
| Q: What is Peacock holding in his hand? | A: Peacock is holding his lucky sock. |
| Q: What is Peacock's mom saying to him? | A: She is saying, "Turn back your head. Your lucky sock found you!" |
| Q: What is wrong with the sock? | A: The sock is torn. |



pp. 54-55

Q: What is Peacock holding?

A: Peacock is holding his torn sock.

Q: What does the mother say about the hole? A: She says the hole can be a cup.

Q: What did Mom do to the sock?

A: Mom mended the sock with a cup patch.

pp. 56-57

Q: What did Peacock do in the game?

A: Peacock kicked the winning goal.

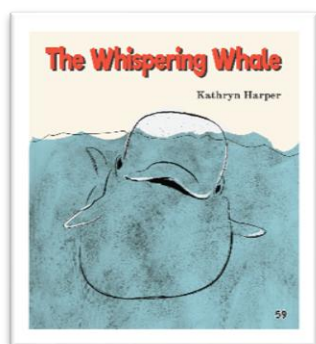
Q: Where is the soccer ball going?

A: The soccer ball is going into the goal.

Q: What is Peacock holding?

A: Peacock is holding a trophy cup.

活動建議 帶學生玩「聽讀投投投」的遊戲。準備一個小桶子或罐子，再準備兩種顏色的石子或小積木等作為投擲物，如果有現成的黑白兩色圍棋棋子更好。學生分成兩組，各持一種顏色的投擲物，播放音檔，每聽到含有字母組合“ck”或詞尾“c”的單字，就迅速重複讀一遍單字，然後將一個投擲物投入小罐小桶內，只有先讀出單字的一方，才可以投擲。播放完故事音檔後，倒出罐子裡的投擲物數一數，同顏色投擲物多的一組獲勝。



4P.3-5 The Whispering Whale 故事大綱

P60 海象 Whitney 和海豹 Whisker 在岩灘附近玩耍。「嘿！Whitney！你聽到了嗎？」「什麼？」

P61 「口哨聲。」「哪裡來的口哨聲啊？」

P62 「是不是從那塊白色大岩石附近傳來的呢？」

P63 「等等！那不是塊岩石！是隻鯨！」「是隻吹著口哨的鯨。」

P64 「怎麼了？你為什麼要吹口哨呢？」「我不能大聲說話。」

P65 「什麼？我聽不見！」「我已經喊了一天的救命了。現在只能低聲說話或者吹口哨。」

P66 「發生什麼事了？」「一陣巨浪呼的一下打過來！我現在被困在沙灘上了。」

P67 「那裡有輛大輪拖拉機。我們可以把你拉回水裡。」

P68 「鯨，抓住繩子！」

P69 輪子轉起來了。

P70 白色的鯨回到水裡了！

P71 「謝謝你們。」「她在悄聲說什麼？」

Q & A

pp. 60-61

Q: Who are the two animals in the water? **A:** The two animals are Whitney the walrus and Whisker the seal.

Q: Where are they playing? **A:** They are playing near a rocky beach.

Q: What sound did Whisker hear? **A:** Whisker heard a whistle.

pp. 62-63

Q: What does Whisker ask? **A:** Whisker asks, “Is it near that big white rock?”

Q: What color is the rock that Whisker is talking about? **A:** The rock is white.

Q: What is the whale doing? **A:** The whale is whistling.

pp. 64-65

Q: What does the whale say? **A:** The whale says, “I can’t talk loudly.”

Q: Is the whale happy or sad? **A:** The whale looks sad.

Q: What did the whale do all day? **A:** The whale shouted for help all day.

pp. 66-67

Q: What happened to the whale? **A:** A big wave went whoosh, and now the whale is stuck on the beach.

Q: What did the wave do? **A:** The wave pushed the whale onto the beach.

Q: Why do they want to use the tractor? **A:** They want to use the tractor to pull the whale into the water.

pp. 68-69

Q: What is the whale holding? **A:** The whale is holding a rope.

Q: What does the seal say? **A:** The seal says, “Hold onto the rope, Whale!”

Q: What is turning? **A:** The wheels are turning.

pp. 70-71

Q: Who is in the water? **A:** The white whale is in the water.

Q: Is the whale happy now? **A:** Yes, the whale is happy now.

Q: What is the whale saying? **A:** The whale is saying “Thank you.”

活動建議 帶學生玩「貼羽毛」的遊戲。準備一張 A3 大小的白紙、一支筆和一些五顏六色的長條形便條紙。老師在白紙上畫出一隻伸展開翅膀的鳥，學生分兩組，各選擇一隻翅膀。雙方輪流大聲說出一個含有字母組合“wh”的單字，然後將該單字寫在一張便條紙上（學生不會寫的單字，老師可以幫忙）。寫好後，把便條紙作為羽毛，貼

pp. 80-81

Q: What is the boy doing?

A: The boy is painting something.

Q: What is the boy making?

A: The boy is making a ring.

Q: What is the boy holding?

A: The boy is holding a bunch of flowers.

pp. 82-83

Q: What is the boy doing?

A: The boy is hanging a festoon from the ceiling.

Q: Who is helping the boy?

A: A man is helping the boy.

Q: What is the woman doing?

A: The woman is mopping the floor.

pp. 84-85

Q: What is on the small table?

A: There is a white vase with flowers on the table.

Q: Are there any books in the picture?

A: Yes, there are some books on the shelf.

Q: What is the boy doing?

A: The boy is hugging his mom.

活動建議 帶學生玩「聽音愛心大放送」的遊戲。讓學生製作一張卡片。他們自己可以設計卡片的圖案和內容，卡片上留出一塊空白區域，用來畫小愛心。老師朗讀故事或播放故事音檔，讓學生一聽到故事中含有字母“n”和字母組合“ng”的單字時，就在空白區域畫上一顆愛心。這樣一直讀完或播放完故事音檔。看總共有多少顆愛心。也可以繼續讓學生說出更多他們知道含有字母“n”和字母組合“ng”的單字，每說一個就畫一顆愛心，最後卡片上的愛心越多越好。



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.

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.

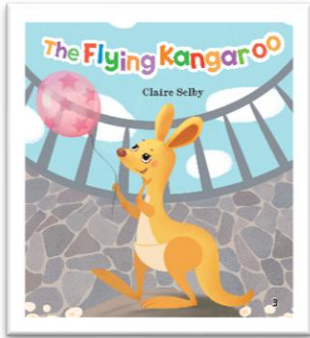
Extension Activities

- **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



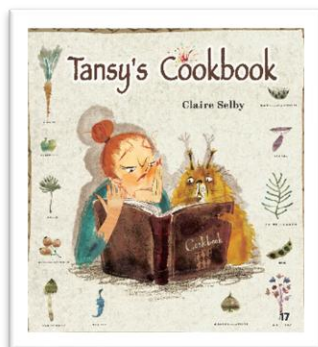
4P.3-1 The Flying Kangaroo

Activity Suggestion

Play a “Collect the Balloons” game with the students. Prepare several inflated balloons. Together with the students, write the phonics-target-words from this story on the balloons, with one word on each balloon. Place the balloons in the middle of the classroom.

The teacher randomly says one word or plays the story audio. When students hear a word that contains the letter combination “oo”, they repeat the word aloud and take the balloon with that word on it. The student who sees it first gets to take it first. Continue until all the words have been said or the story audio has finished.

At the end, tell the students that the balloons they collected can help Ken the kangaroo escape from the zoo successfully.



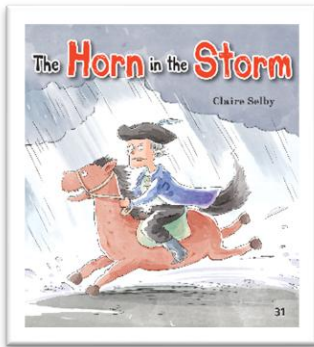
4P.3-2 Tansy's Cookbook

Activity Suggestion

Play a “Listen and Move” game with the students. Write all the words containing the letter combination “oo” from the two stories, *The Flying Kangaroo* and *Tansy's Cookbook*, on a piece of paper. Divide the words into two columns according to the sound length: long “oo” and short “oo”.

The teacher randomly says one word. Students listen and decide whether the “oo” sound is long or short. Then they do the matching action. For example, when students hear a word with the long “oo” sound, they raise both arms and stretch their bodies as long as possible. When they hear a word with the short “oo” sound, they squat down and hug their knees.

The teacher may also create different actions for the long and short “oo” sounds. If a student makes the wrong choice or does the wrong action, that student switches roles with the teacher or another student, and the game continues.

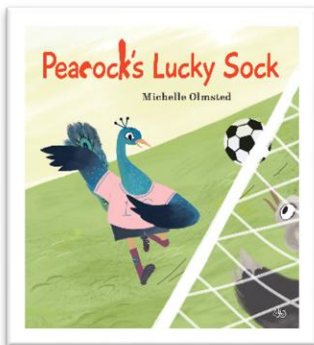


4P.3-3 The Horn in the Storm

Activity Suggestion

Play a “Phonics-Entrance Hunt” game with the students. Lock one classroom door from the outside and hide the key. Prepare several slips of paper. On the front of each slip, write one phonics-target-word from this story. On the back, write a clue that leads students to the next slip of paper. The final slip tells students where the key is hidden. Hide the slips in different places around the classroom.

The teacher gives students only the first slip of paper. Each time students find a slip, they must read the word on the front aloud using phonics. Then they follow the clue on the back to find the next slip. They continue until they find the key and open the door.



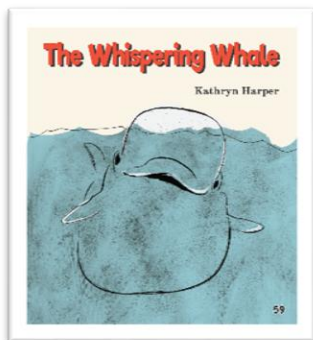
4P.3-4 Peacock's Lucky Sock

Activity Suggestion

Play a “Listen, Read, and Toss” game with the students. Prepare a small bucket or container. Also prepare two colors of stones, small blocks, or other small objects for tossing. If black and white Go pieces are available, they would work very well.

Divide the students into two teams. Each team uses one color of tossing objects. Play the audio. Whenever students hear a word that contains the letter combination “ck” or a final “c”, they quickly repeat the word aloud. The team that says the word first may toss one object into the bucket.

After the story audio finishes, pour out the objects from the bucket and count them. The team with more objects of the same color wins.



4P.3-5 The Whispering Whale

Activity Suggestion

Play a “Stick on the Feathers” game with the students. Prepare one piece of A3 white paper, a pen, and several colorful long sticky notes.

The teacher draws a bird with its wings spread out on the white paper. Divide the students into two teams. Each team chooses one wing. The two teams take turns saying a word that contains the letter combination “wh”. Then they write the word on a sticky note. If students do not know how to write the word, the teacher may help.

After writing the word, students stick the note onto their team’s wing as a feather. If a team cannot think of a new word within 15 seconds, the turn goes to the other team. The team with more beautiful feathers wins.



4P.3-6 For Mom

Activity Suggestion

Play a “Listen for Sounds and Give Hearts” game with the students. Ask each student to make a card. Students can design the pictures and content of the card by themselves, but they should leave one blank space for drawing small hearts.

The teacher reads the story aloud or plays the story audio. Whenever students hear a word in the story that contains the letter “n” or the letter combination “ng”, they draw one heart in the blank space. Continue until the teacher finishes reading or the audio ends.

Then count how many hearts there are in total. Students can also continue by saying more words they know that contain the letter “n” or the letter combination “ng”. For each word they say, they draw one more heart. The more hearts on the card, the better.

