

教學建議 4P.4



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

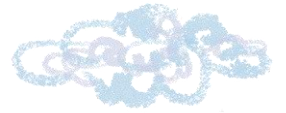
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

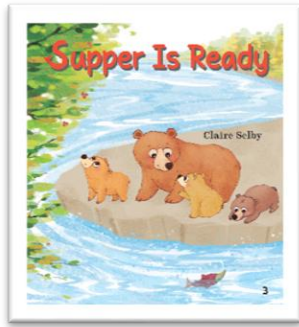
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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.4-1 Supper Is Ready 故事大綱

- P4 夏天快要過去了，熊媽媽站在河邊。
P5 她得給熊寶寶們抓魚當晚餐，並教他們如何成為捕食者。
P6 鮭魚是游泳健將，它們跳躍和俯衝都很快。
P7 所以熊媽媽的動作必須更快！
P8 熊小弟和姐妹們一起看著他們的老師。
P9 熊媽媽從流動的河水裡抓到了一條魚。
P10 魚想掙脫逃跑，但是熊媽媽更強壯有力！
P11 「輪到你們了！」熊媽媽對新手寶寶們喊道。
P12 熊寶寶們踩進寒冷湍急的水裡。
P13 他們在水裡滑倒，把水濺得到處都是。魚都更聰明，動作也更快！
P14 但是饑餓迫使熊寶寶們更加努力。
P15 不久河岸上有了四條魚。晚飯好了！

Q & A

pp. 4-5

- Q: Where is the bear standing? A: The bear is standing by the river.
Q: What season is it? A: It is the end of summer.
Q: What is the mother teaching the cubs? A: She is teaching them to be hunters.

pp. 6-7

- Q: Are the salmon weak or strong? A: The salmon are strong.
Q: What are the salmon doing? A: The salmon are jumping and diving.
Q: Who is trying to catch the fish? A: The mother bear is trying to catch the fish.

pp. 8-9

- Q: How many small bears are there? A: There are three small bears.
Q: What are the small bears doing? A: The small bears are watching the big bear.
Q: What is the bear doing? A: The bear is catching a fish.

pp. 10-11

Q: What does the fish try to do?

Q: Is the bear stronger than the fish?

Q: What are the cubs learning to do?

A: The fish tries to slip away.

A: Yes, the bear is stronger than the fish.

A: The cubs are learning to catch fish.

pp. 12-13

Q: Who is going into the river?

Q: Is the water hot or cold?

Q: Are the cubs catching the fish?

A: The cubs are going into the river.

A: The water is cold.

A: No, the fish are too fast.

pp. 14-15

Q: Are the cubs hungry?

Q: Are the cubs doing better?

Q: Where are the fish?

A: Yes, the cubs are hungry.

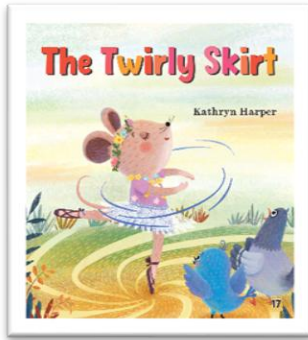
A: Yes, the cubs are doing better.

A: The fish are on the riverbank.

活動建議

帶學生玩「踩氣球」的遊戲。準備紙條、氣球和打氣筒。將拼讀核心字寫在紙條上塞入氣球中，然後給氣球打氣。老師同時也可以將學生喜歡的東西如小糖果等塞入氣球。和學生一起踩氣球。每踩破一個氣球，就讓學生找到裡面的紙條，並念出上面的單字。如果踩到有糖果的氣球，就一起喊: Surprise! 並將糖果獎勵給學生。





4P.4-2 The Twirly Skirt 故事大綱

P18 週四有一場舞蹈比賽，一等獎是一個旋轉聖代冰淇淋。

P19 Kirsty 跳舞很棒。

P20 Shirley 頭戴卷邊絲帶，身穿新裙子，也看到了海報。

P21 「你不能穿著舊裙子和 T 恤去跳舞。」

P22 Kirsty 很傷心。「我的 T 恤和裙子都太舊了。」

P23 於是鴿子帶來羽毛，藍色的小鳥帶來鮮花。

P24 他們為 Kirsty 裝飾衣服。

P25 Kirsty 轉來轉去照著鏡子。「哇哦！」

P26 週四到了，舞蹈比賽開始了。Kirsty 是第一個上臺跳舞的。

P27 幕布拉開，Kirsty 穿著她漂亮的新裙子不停地旋轉。

P28 最終，Kirsty 贏得了旋轉聖代冰淇淋。

P29 「Kirsty，你太棒了。對不起。」「沒關係，Shirley。我們一起吃聖代冰淇淋吧！」

Q & A

pp. 18-19

Q: What kind of contest is on Thursday?

A: It is a dance contest.

Q: What is the prize for the contest?

A: The prize is a twirly whirly sundae.

Q: Is Kirsty a bad dancer?

A: No, Kirsty is a good dancer.

pp. 20-21

Q: What is Shirley wearing on her head?

A: Shirley is wearing a curly ribbon.

Q: What is Shirley wearing on her body?

A: Shirley is wearing a new skirt.

Q: What is Kirsty wearing?

A: Kirsty is wearing an old skirt and a T-shirt.

pp. 22-23

Q: Who is hurt?

A: Kirsty is hurt.

Q: Why is Kirsty sad?

A: Kirsty is sad because her clothes are too old.

Q: What animal brings feathers?

A: The dove brings feathers.

pp. 24-25

Q: What are the birds doing?

A: The birds are working on Kirsty's clothes.

Q: Who are they helping?

A: They are helping Kirsty.

Q: What is Kirsty doing?

A: Kirsty is turning and looking in the mirror.



pp. 26-27

Q: What is starting?

A: The contest is starting.

Q: Who is the first to dance?

A: Kirsty is the first to dance.

Q: What is Kirsty doing?

A: Kirsty is twirling and twirling.

pp. 28-29

Q: Who wins the sundae?

A: Kirsty wins the sundae.

Q: What kind of sundae is it?

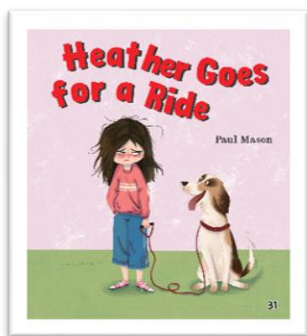
A: It is a twirly whirly sundae.

Q: What does Kirsty ask Shirley to do?

A: Kirsty asks Shirley to help eat the sundae.

活動建議

帶學生玩「冰淇淋單字球」的遊戲。讓學生在白紙上畫一個個冰淇淋甜筒。播放故事音檔，讓學生在聽到有 ir 和 ur 字母組合發音的單字時，就在每個冰淇淋甜筒上畫一個冰淇淋球，並在上面寫出這個單字。寫完之後，可以將冰淇淋球塗上喜歡的顏色，然後把整支甜筒連帶冰淇淋球一個一個剪下來。老師依次舉起冰淇淋甜筒，讓學生讀上面的單字。學生讀對了，就可以「吃」(收下) 這個冰淇淋，看看學生能不能「吃」完所有的冰淇淋。



4P.4-3 Heather Goes for a Ride 故事大綱

P32 早餐時間，Heather 正在吃麵包。「Heather，Sally 需要遛遛。」媽媽說，「你也需要走走。」

P33 「我走不動。」Heather 回答。「快去，瞌睡蟲。」媽媽說。

P34 Heather 想：「嗯，我為什麼不滑滑板呢？」

P35 Heather 抓起繩子，踩上了滑板。

P36 「預備，出發！」Heather 說。Sally 在前面跑起來。

P37 天氣很好。她們走過草地。Sally 興奮起來。

P38 一切順利，直到……

P39 Sally 突然追向一個飛向池塘的球。Heather 大喊：「快停下，Sally！」

P40 但是 Sally 仍然往前跑。

P41 嘩啦！Sally 跳進了水裡。

P42 嘩啦！Heather 也掉進了水裡。

P43 「哦，小可憐，你的毛衣都濕透了。」媽媽說。「我知道。」Heather 回答，「我應該用走的。」

Q & A

pp. 32-33

Q: What is Heather eating?

A: Heather is eating bread for breakfast.

Q: What does Sally need?

A: Sally needs a walk.

Q: What does Heather say?

A: Heather says, "My legs are heavy."

pp. 34-35

Q: What does Heather want to do?

A: Heather wants to ride a skateboard.

Q: Is Heather happy now?

A: Yes, Heather is happy now.

Q: What is Heather holding?

A: Heather is holding a rope.

pp. 36-37

Q: What does Heather say?

A: Heather says, "Ready, steady, go!"

Q: What is Heather riding?

A: Heather is riding a skateboard.

Q: What kind of day is it?

A: It is a pleasant day.

pp. 38-39

Q: Who is pulling Heather?

A: Sally the dog is pulling Heather.

Q: What is Sally looking at?

A: Sally is looking at a yellow ball.

Q: Where is the ball going?

A: The ball is flying to the pond.

pp. 40-41

Q: Who is running to the pond?

A: Sally is running to the pond.

Q: Is Sally going to stop?

A: No, Sally is not stopping.

Q: Who is jumping into the water?

A: Sally is jumping into the water.

pp. 42-43

Q: What happens to Heather?

A: Heather falls into the water.

Q: What is wet?

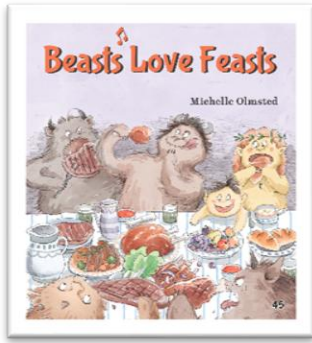
A: Heather's sweater is wet.

Q: What does Heather say?

A: Heather says, "I should walk instead."

活動建議

帶學生玩 BINGO 遊戲。給每個學生準備一張紙，在上面畫一個九宮格，讓每個學生選擇已經學過的拼讀核心字，依自己的喜好，把它們寫到不同的格子裡去。老師打亂順序，讀出核心字，學生邊聽邊圈出聽到的單字。每當畫的圈圈在橫的一行，豎的一行或斜的一行上能連成一條直線時，學生就跳起來大喊 Bingo，並讀出連成一條直線的 3 個單字。老師和學生或學生之間，也可以互換角色，繼續遊戲。



4P.4-4 Beasts Love Feasts 故事大綱

- P46 大廚 Bob 住在野獸村。在那裡，人們和野獸是好朋友。
 P47 到了週末，大廚 Bob 經常做豐盛的美食款待他的野獸朋友們。
 P48 野獸們喜歡吃肉。大廚 Bob 每次都為他們做很多肉。
 P49 一個週末，大廚 Bob 發現他的鍋碗瓢盆都不見啦！
 P50 他需要快點想辦法。他的朋友們馬上就要過來參加宴會了。

- P51 突然，他聽到了音樂的節拍。他飛奔出去看看發生了什麼事。
 P52 他的孩子們敲打著鍋盆奏出音樂，野獸們歡快地跳起舞。
 P53 野獸們喜歡肉，也喜歡音樂。於是，Bob 有了一個主意。
 P54 他拿了一些木頭，在一個開闊的地方生起了火。
 P55 他把肉放在火上烤。
 P56 他叫來了一些在樂隊演奏的朋友。
 P57 大家玩得都很開心。這是野獸們參加的最棒的宴會！

Q & A

pp. 46-47

- Q:** Who lives in Beast Valley? **A:** Chef Bob lives in Beast Valley.
Q: Are people and beasts friends in there? **A:** Yes, they are friends in there.
Q: What does Chef Bob make? **A:** Chef Bob makes feasts.

pp. 48-49

- Q:** What do the beasts love to eat? **A:** The beasts love to eat meats.
Q: Does Chef Bob cook a little or a lot? **A:** Chef Bob cooks a lot.
Q: What is missing from the kitchen? **A:** The pots and pans are missing

pp. 50-51

- Q:** What does Chef Bob need to do? **A:** Chef Bob needs to think quickly.
Q: Who is coming soon? **A:** Chef Bob's friends are coming soon.
Q: What does Chef Bob hear? **A:** Chef Bob hears music beats

pp. 52-53

- Q:** What are the kids doing with the pots and pans? **A:** The kids are making music with the pots and pans.
Q: What are the beasts doing? **A:** The beasts are dancing happily.
Q: What do beasts like? **A:** Beasts like music and meats.

pp. 54-55

Q: What is Bob doing with the wood?

A: Bob is using the wood to make a fire.

Q: Where is Bob making the fire?

A: Bob is making the fire in an open place.

Q: What is Bob putting on the fire?

A: Bob is putting meats on the fire.

pp. 56-57

Q: Who is calling over the friends?

A: Bob is calling over the friends.

Q: What do the friends do?

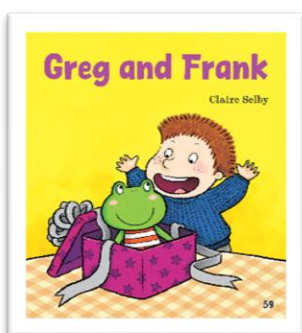
A: The friends play in bands.

Q: How does everyone feel?

A: Everyone has great fun.

活動建議

帶學生玩「紙杯傳話」的遊戲。將兩隻紙杯的杯底中間穿孔連線，作為傳話工具，一個對著「話筒」說話，一個聽。老師將寫著本故事中含有 ts 和 ds 的單字卡片放在學生面前。老師對著「話筒」說出單字，如 beasts，學生聽到單字後，在單字卡裡找，找到後再對著「話筒」說: I found beasts! 直到學生找到所有單字，遊戲結束。老師和學生或是學生之間也可以互換角色，繼續遊戲。



4P.4-5 Greg and Frank 故事大綱

P60 新年，Greg 的爺爺奶奶送給了他一隻玩具青蛙。

P61 「太棒了！我就叫它 Frank 吧！」

P62 Greg 非常喜歡 Frank。他們一起吃飯、洗澡、甚至一起睡覺！

P63 一天，一隻饑餓的烏鴉抓走了 Frank。「哦，不！」Greg 大喊。

P64 但是青蛙使勁掙扎。烏鴉把 Frank 掉到了草地上。

P65 「我要回去找我的朋友！」Frank 說。

P66 Frank 跳過一片恐怖的森林。

P67 Frank 遊過一條寬寬的河。

P68 Frank 一蹦一蹦躲過一條兇殘的蛇。

P69 終於，Frank 看到了他朋友的房子。房子在夜晚顯得非常明亮。

P70 房間裡，Greg 非常傷心。他十分想念 Frank。

P71 第二天早晨，Greg 打開前門時，Frank 就在那裡！真是個大驚喜啊！

Q & A

pp. 60-61

Q: What holiday is it?

A: It is New Year.

Q: What is in the box?

A: A toy frog is in the box.

Q: What is the frog's name?

A: The frog's name is Frank.

pp. 62-63

Q: Who does Greg love?

A: Greg loves Frank.

Q: When does Greg play with Frank?

A: Greg plays with Frank all the time.

Q: What does the crow take?

A: The crow takes Frank.

pp. 64-65

Q: What is the frog doing?

A: The frog is struggling hard.

Q: What happens to the frog?

A: The crow drops the frog on the grass.

Q: What does Frank want to do?

A: Frank wants to go back to his friend.

pp. 66-67

Q: What is Frank doing?

A: Frank is leaping through the forest.

Q: What kind of forest is it?

A: It is a spooky forest.

Q: What is Frank doing?

A: Frank is swimming across a river.

pp. 68-69

Q: What animal is behind Frank?

A: A snake is behind Frank.

Q: What is Frank doing?

A: Frank is jumping away from a snack.

Q: Whose house is it

A: It is his friend's house.

pp. 70-71

Q: Where is Greg?

A: Greg is inside the house.

Q: How does Greg feel?

A: Greg feels very sad.

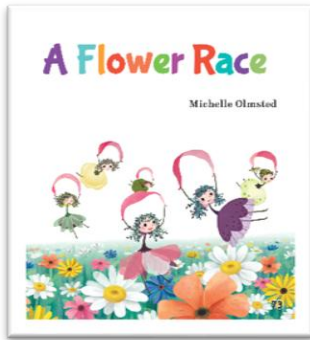
Q: Who is at the door?

A: Frank is at the door.

活動建議 帶學生玩「搭積木」的遊戲。準備一些積木，每個學生將本故事中的拼讀

核心字寫在便條紙上，然後貼到積木上。每塊積木貼一張。播放故事音檔，當在音檔裡聽到積木上的拼讀核心字時，學生迅速挑出貼著該單字的積木，同時要把單字讀出來。讀完故事後，學生把找到的積木堆起來。再次播放故事音檔，看有沒有漏聽的核心字。最後大家比一比，看誰堆的積木高。





4P.4-6 A Flower Race 故事大綱

P74 花朵精靈需要搬到新的花朵裡。現在住的這朵花開始枯萎了。

P75 「我們拽著花瓣滑翔到那朵藍色的花裡吧！」 Gloria 說。

P76 「不，讓我們滑行到那裡吧。」芙羅拉說。

P77 Gloria 和芙羅拉決定進行一場比賽。

P78 滑翔隊抓著花瓣飛起來。

P79 滑行隊沿著花瓣和樹葉滑下去。

P80 滑翔隊一開始就領先了。滑行隊加快了速度。

P81 雲來了，天陰了。「快點！花瓣濕了就飛不了！」 Gloria 喊道。

P82 雨點開始落下。現在，兩隊都非常接近藍色的花了，除了 Gloria。

P83 其他人都趕來救援。她們找了一根藤來幫 Gloria。

P84 她們把 Gloria 拖出了雨水積成的「湖」。

P85 最後，她們都安然無恙地來到了新的花屋。

Q & A

pp. 74-75

Q: What do the flower people need to do? **A:** The flower people need to move.

Q: Why do they need to move? **A:** Because the old flower is starting to wilt.

Q: What does Gloria want to do? **A:** Gloria wants to glide to the blue flower.

pp. 76-77

Q: What does Flora want to do? **A:** Flora wants to slide down to the flower.

Q: Where does Flora want to go? **A:** Flora wants to go to the blue flower.

Q: Who decides to race? **A:** Gloria and Flora decide to race.

pp. 78-79

Q: What are the flower girls doing? **A:** The flower girls are taking flight.

Q: What are they using to take flight? **A:** They are using petals to take flight.

Q: What are they sliding down? **A:** They are sliding down petals and leaves.

pp. 80-81

Q: Who takes the lead at first? **A:** The paragliding team takes the lead at first.

Q: What is the sliding team doing? **A:** The sliding team is speeding up.

Q: What happens when petals get wet? **A:** Petals can't fly when they're wet.

pp. 82-83

Q: What begins to fall?

A: Raindrops begin to fall.

Q: Are the teams close to the flower? A: Yes, both teams are close to the blue flower.

Q: What do they use to help Gloria? A: They use a vine to help Gloria.

pp. 84-85

Q: What are the girls doing?

A: The girls are helping Gloria.

Q: How do they help Gloria?

A: They drag Gloria out of the Lake with a vine.

Q: Where are the flower people now?

A: They are at their new flower house.

活動建議 帶學生輪流玩「打保齡球」的遊戲。準備一些空的寶特瓶，將寫有本故事拼讀核心字的小紙條貼到瓶子上，然後將寶特瓶一字排開，擺放在遠處。讓學生手拿小皮球在指定位置等待。老師讀出拼讀核心字，學生聽到單字後，投擲小皮球將貼著對應單字的瓶子擊倒，最終擊倒所有瓶子即為勝利。



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.

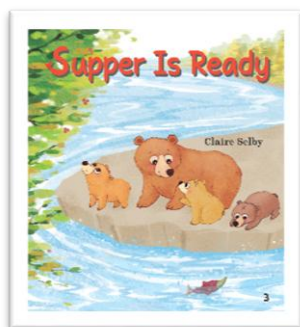
Extension Activities

- **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

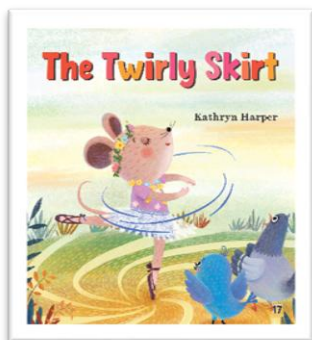


4P.4-1 Supper Is Ready

Activity Suggestion

Play the “Step on the Balloons” game with the students. Prepare slips of paper, balloons, and an air pump. Write the target phonics words on the slips of paper and put them inside the balloons. Then inflate the balloons.

The teacher can also put small treats that students like, such as candies, inside some of the balloons. Step on the balloons together with the students. Each time a balloon pops, have the students find the slip of paper inside and read the word on it. If a student pops a balloon with candy inside, everyone shouts, “Surprise!” Then give the candy to the student as a reward.

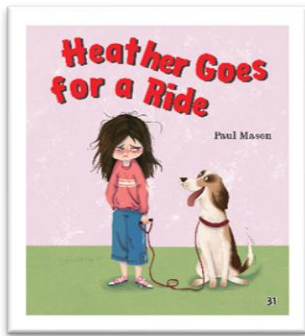


4P.4-2 The Twirly Skirt

Activity Suggestion

Play the “Ice Cream Word Scoops” game with the students. Have students draw ice cream cones on a sheet of white paper. Play the story audio. When students hear a word with the **ir** or **ur** letter combination sound, they draw one scoop of ice cream on a cone and write the word on the scoop.

After writing the words, students can color the ice cream scoops with their favorite colors. Then they cut out each whole ice cream cone with its scoops. The teacher holds up the ice cream cones one by one and asks students to read the words on them. If students read the words correctly, they can “eat” the ice cream by keeping it. See if the students can “eat” all the ice cream.

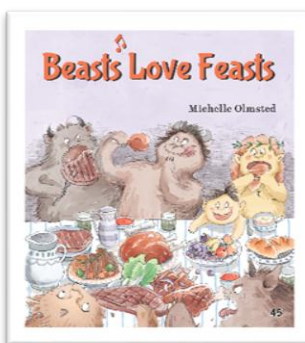


4P.4-3 Heather Goes for a Ride

Activity Suggestion

Play BINGO with the students. Prepare one sheet of paper for each student and have them draw a 3-by-3 grid. Ask each student to choose target phonics words they have already learned and write them in different squares in any order they like.

The teacher reads the target words in random order. Students listen and circle the words they hear. When the circled words form a straight line horizontally, vertically, or diagonally, the student jumps up and shouts, “Bingo!” Then the student reads the three words in the line. The teacher and students, or the students themselves, can also switch roles and continue playing.



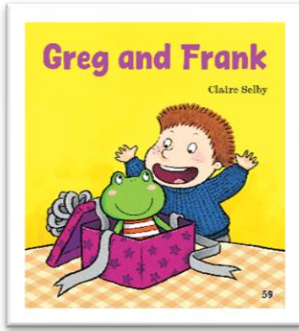
4P.4-4 Beasts Love Feasts

Activity Suggestion

Play the “Paper Cup Telephone” game with the students. Make a telephone by poking a small hole in the bottom of two paper cups and connecting them with a string. One person speaks into the “microphone,” and the other person listens.

The teacher places word cards from the story that contain **ts** and **ds** in front of the students. The teacher says a word into the “microphone,” such as **beasts**. After the student hears the word, they look for it among the word cards. When they find it, they say into the “microphone,” “I found beasts!” The game ends when the students have found all the words. The teacher and students, or the students themselves, can also switch roles and continue playing.



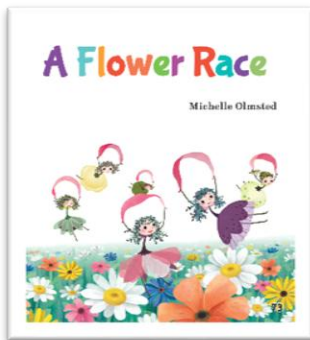


4P.4-5 Greg and Frank

Activity Suggestion

Play the “Building Blocks” game with the students. Prepare some building blocks. Each student writes the target phonics words from the story on sticky notes and sticks them onto the blocks. Put one word on each block.

Play the story audio. When students hear a target phonics word that is written on a block, they quickly pick up the block with that word and read the word aloud. After the story finishes, students stack the blocks they found. Play the story audio again to check whether any target words were missed. Finally, everyone compares their towers to see whose tower is the tallest.



4P.4- 6 A Flower Race

Activity Suggestion

Play the “Bowling” game with the students in turns. Prepare some empty plastic bottles. Stick small slips of paper with the target phonics words from the story onto the bottles. Then line up the bottles in a row and place them at a distance.

Have the students stand at a marked position with a small ball. The teacher reads a target phonics word. After the student hears the word, they throw the ball and try to knock down the bottle with the matching word. The student wins when all the bottles have been knocked down.