

教學建議 4P.5



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

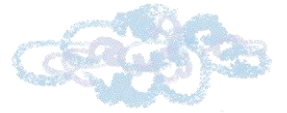
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。



pp. 10-11

Q: What does she want to do with the bottle? **A:** She wants to put a message in it and float it.

Q: Why does she want to send a message? **A:** To ask for help.

Q: What is Joan doing with the bottle? **A:** She is throwing it into the sea.

pp. 12-13

Q: Where are Joan and Dad? **A:** They are still on the boat in the water.

Q: What are Joan and Dad doing now? **A:** They are waiting for help.

Q: What do Joan and Dad hear? **A:** They hear a boat.

pp. 14-15

Q: What does the man ask? **A:** He asks, "Is this your message?"

Q: What does Joan say when she sees it? **A:** She says, "Yes! My floating bottle!"

Q: What does Dad say about the bottle? **A:** He says, "It's our lucky bottle, too!"

活動建議

老師可以帶學生玩「拼讀大解救」的遊戲。準備一個學生喜歡的玩具，把它藏起來。再準備一些紙條，分別寫上故事中所有帶有“oa”字母組合的單字，將紙條疊好並藏在教室裡的不同位置。給出第一張紙條的位置，讓學生找到後念出上面的單字，然後紙條裡給出下一個位置，以此類推，直到學生找到最後一張紙條並念出單字。這張紙條給出學生玩具被藏的地點，讓學生成功「解救」玩具。



pp. 26-27

Q: Who do the children love?

A: They love the snowman.

Q: What are the children doing?

A: They are hugging the snowman.

Q: What happens to the yellow hat?

A: The wind blows and flies up to the clouds.

pp. 28-29

Q: What is happening to the snowman?

A: He is melting.

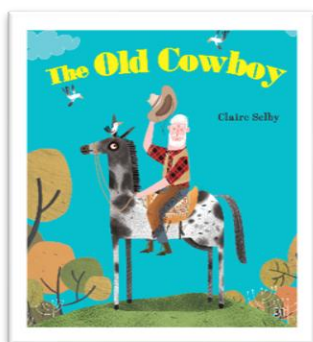
Q: Why is the snowman melting?

A: Because the sun comes out.

Q: What shape is the cloud?

A: It looks like a snowman.

活動建議 老師可以帶學生玩「聽音搭積木」的遊戲。準備一些積木。老師念故事，或者播放故事音檔，讓學生聽到含有“ow”發音的單字時，就搭一塊積木，此後的積木都以疊羅漢的方式堆積。鼓勵學生仔細聽，在故事中找到盡可能多的符合發音規則的詞彙，還可以鼓勵學生自己說出故事之外的含有ow發音的單字，積木搭得越高越好。



4P.5-3 The Old Cowboy 故事大綱

P32 在一個美國小鎮上，年輕的牛仔們正在集合準備趕牛群。

P33 一個老牛仔騎著馬進了小鎮。

P34 老牛仔皺了皺眉頭。「小心那頭叫 Old Brown 的公牛，那頭牛性子很野！」

P35 「老頭子，老法子！現在是我們的天下！」年輕的牛仔們大笑道。

P36 老牛仔搖了搖頭，進了一家酒吧。

P37 年輕的牛仔們騎著馬出了小鎮。

P38 他們把牛趕到了新長的草地上。

P39 只有那頭叫 Old Brown 的牛不肯動。

P40 「我們是不是該找老牛仔幫忙？」一個年輕的牛仔說。他們在酒吧找到了老牛仔。

P41 老牛仔同意幫忙。他領來了一頭漂亮的棕色母牛，母牛頭上還戴著花——接著 Old Brown 就跟在母牛後面小跑了起來！

P42 Old Brown 回歸了牛群。年輕的牛仔們鞠躬致謝。「謝謝您！」

P43 「老牛仔，老招數！」老牛仔笑著，邊說邊騎著馬回鎮上去了。

Q & A

pp. 32-33

Q: Who are the people meeting in the town? **A:** Young cowboys are meeting in the town.

Q: What are the cowboys going to do? **A:** They are meeting to move the herd.

Q: Who is riding into the town? **A:** An old cowboy is riding into the town.

pp. 34-35

Q: Who is the cowboy warning about? **A:** He is warning about Old Brown.

Q: What is Old Brown? **A:** Old Brown is a bull.

Q: What are the young cowboys doing? **A:** They are laughing.

pp. 36-37

Q: What does the old man do? **A:** He shakes his head and goes to the bar.

Q: What is the name of the bar? **A:** The name of the bar is "BEAR."

Q: Where are the young cowboys going? **A:** The young cowboys are riding out of town.

pp. 38-39

Q: What are the cowboys doing? **A:** They are herding the bulls.

Q: Where are they herding the bulls? **A:** They are herding the bulls to new grass.

Q: Who is still not moving? **A:** Old Brown won't go.

pp. 40-41

Q: What problem do the young cowboys have? **A:** Old Brown won't move.

Q: What do they decide to do? **A:** Ask the old cowboy for help.

Q: What does the old cowboy bring with him? **A:** A pretty brown cow with flowers on its head.

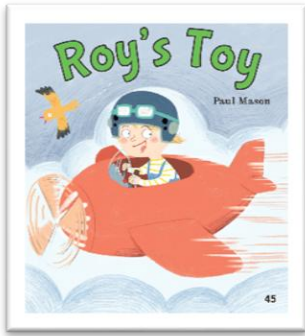
pp. 42-43

Q: What happens to Old Brown? **A:** He joins the herd.

Q: What do the young cowboys say to the old cowboy? **A:** They bow and say, "Thank you!"

Q: Why is he smiling? **A:** Because he was able to help.

活動建議 老師可以帶學生玩「拼圖」遊戲。準備一些白紙，讓學生簡單畫上自己喜歡的動物，或者任何學生喜歡的事物。老師用筆將學生畫的圖畫分成幾個部分，每個部分寫上一個拼讀核心字，然後和學生一起把圖畫剪開，做成拼圖。讓學生隨機拿起一塊拼圖，念出上面的單字，然後拼拼圖，直到拼好為止。



4P.5-4 Roy's Toy 故事大綱

P46 Roy 和其他幾個男孩走進一家玩具店。

P47 玩具店裡有很多的選擇，但 Roy 買了一架便宜的飛機。他沒有足夠的錢。

P48 「那個玩具好醜。」男孩們笑道。

P49 Roy 把飛機帶回家。他轉動飛機的螺旋槳。突然傳出了奇怪的聲響。飛機變成真的了！

P50 Roy 不再是一個學生。他在駕駛飛機。

P51 飛機飛過一個牛仔的牧場。

P52 「您好，牛仔！」Roy 喊道。

P53 Roy 嗖地飛過一座皇家城堡。

P54 「您好，陛下！」Roy 對女王大聲說道。

P55 Roy 飛過一艘正在海上航行的船。

P56 「啊嗨！」Roy 對船長說道。

P57 然後，Roy 回到了家。「哇！這是最棒的選擇！」Roy 說。

Q & A

pp. 46-47

Q: Who goes into the toyshop?

A: Roy and the other boys go into the toyshop.

Q: What kind of shop is it?

A: It's a toyshop.

Q: Why does Roy choose the plane?

A: Because it is cheap.

pp. 48-49

Q: What is Roy holding?

A: He's holding a red toy plane.

Q: What are the other boys doing?

A: They are laughing at Roy.

Q: What does Roy do with the plane?

A: He spins the propeller.

pp. 50-51

Q: Is Roy still a schoolboy?

A: No, he isn't.

Q: What is Roy doing now?

A: He's flying the plane.

Q: What is the plane flying over?

A: The plane is flying over a cowboy's ranch.

pp. 52-53

Q: Who is flying in the sky?

A: Roy is flying in the sky.

Q: What does Roy shout?

A: "Howdy, cowboy!"

Q: What is Roy zooming over?

A: Roy's zooming a royal castle.

pp. 54-55

Q: Who is Roy talking to?

A: He is talking to the Queen!

Q: What does Roy say to her?

A: "Hello! Your Majesty!"

Q: What is the ship doing?

A: It's going on a voyage.

pp. 56-57

Q: Who is Roy talking to?

A: He's talking to the Captain.

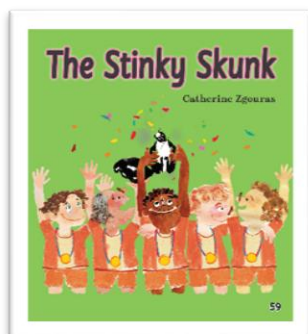
Q: What does "Ahoy" mean?

A: It means "Hello!" on a ship.

Q: Where does Roy go after his trip?

A: He goes back home.

活動建議 老師可以帶學生玩「拼讀抽抽樂」的遊戲。準備一個紙箱，做成抽獎箱，再準備好本書已經讀過的所有故事裡的拼讀核心字單字卡，將卡片放入抽獎箱。讓學生隨機抽取獎箱裡的卡片，並念出卡片上的單字。如果抽到本故事的拼讀核心字，則在念完後，將該卡片單獨放在一處，直到本故事的核心詞彙全部抽取完畢。



4P.5-5 The Stinky Skunk 故事大綱

P60 Stan 看到了一張尋寵啟事。「這是 Scully 小姐的松鼠，它是 Stella。」他想。

P61 Stan 看到一堆樹枝和石頭。「Stella！」

P62 「哇！你好臭！」他結結巴巴地說。「沒關係。這裡有好吃的餅乾。」

P63 這個臭乎乎的小東西鑽進了書包裡。

P64 Stan 把它帶到了學校。「Scully 小姐，我找到了 Stella！」

Scully 小姐定睛一看。

P65 「那不是 Stella。它是一隻臭乎乎的臭鼬！」所有人都尖叫起來。

P66 臭乎乎的臭鼬掙脫了。它在門上亂撓。

P67 它跑下樓梯，跑到了運動場裡。

P68 臭乎乎的臭鼬被嚇壞了。它全速地跑著。

P69 臭乎乎的臭鼬幫著進了一個球！

P70 學校贏得了這場比賽。

P71 現在，臭乎乎的臭鼬成了學校的吉祥物。

Q & A

pp. 60-61

- Q:** What does Stan see? **A:** He sees a poster.
Q: What kind of poster is it? **A:** It's a lost pet poster.
Q: What does Stan see? **A:** He sees a stack of sticks and stones.

pp. 62-63

- Q:** What does Stan say when he smells something bad? **A:** "Wow! You stink!"
Q: What does Stan do after he smells the stink? **A:** He says "Never mind" and offers biscuits.
Q: Where does Stella go? **A:** She steps into the backpack.

pp. 64-65

- Q:** Who does Stan bring to school? **A:** He brings Stella, the squirrel.
Q: What does Stan say to Miss Scully? **A:** He says "Miss Scully, I found Stella!"
Q: What animal does Stan bring to school? **A:** He brings a skunk to school.

pp. 66-67

- Q:** What is the skunk doing? **A:** It's scratching at the door.
Q: Where is the skunk going? **A:** It's going down the stairs into the stadium.
Q: What are the kids doing on the field? **A:** They are playing soccer.

pp. 68-69

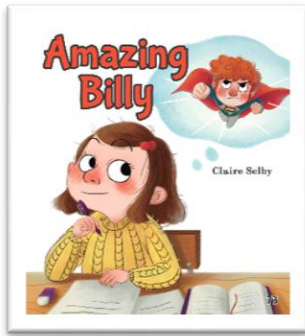
- Q:** How does the skunk feel? **A:** The skunk is scared.
Q: What is the skunk doing? **A:** It's running at full speed.
Q: What just happened? **A:** The skunk helped score a goal!

pp. 70-71

- Q:** What is the score on the board? **A:** It's 2 to 1.
Q: Which team won the game? **A:** The school team in orange won the game!
Q: Who is the school mascot now? **A:** Stinky skunk is the school mascot now.

活動建議 老師可以帶學生玩「聽音飛行棋」的遊戲。在教室設置一個起點，一個終點，間隔一段距離，擺放一個學生喜歡的玩具。老師念故事，或者播放故事音檔，讓學生聽到拼讀核心字時就前進一步，如果拿得到玩具，就把玩具收集起來。直到學生收集完所有玩具。





4P.5-6 Amazing Billy 故事大綱

P74 Lavender 盯著白紙。她需要寫一個故事。

P75 她在班上左看右看，然後看到了 Billy。有了！

P76 「Billy 雖然就住在我家這條街上，但是他很了不起！」

P77 「他在晚上收聽廣播。當出現緊急情況的時候，他就會行動起來。」

P78 「他從高樓的火災中救出了一位老奶奶。」

P79 「他把一輛車從河裡舉起，並救下了一個小寶寶。」

P80 「一顆彗星正在朝地球飛來。他匆匆離開沖進太空。」

P81 「他阻止了彗星，拯救了地球！」

P82 Lavender 喜歡自己編的故事。她在班裡大聲地讀了出來。

P83 大家都看著 Billy 笑了。Billy 也笑了。

P84 「幹得漂亮，Billy！」老師說。「我盡了最大的努力。」Billy 笑道。

P85 「最重要的是，你的冒險成就了 Lavender 的故事！」老師說。

Q & A

pp. 74-75

Q: What is Lavender looking at?

A: She is looking at the white paper.

Q: What does she need to do?

A: She needs to write a story.

Q: Who did she spot?

A: She spotted Billy.

pp. 76-77

Q: Where did Billy live?

A: He lived on her street.

Q: What does she say about Billy?

A: She says he was amazing!

Q: What does Billy do at night?

A: He listens to the radio.

pp. 78-79

Q: Who did Billy rescue?

A: Billy rescued an old lady from a fire.

Q: Where was she?

A: She was in a tall building.

Q: What did Billy lift?

A: Billy lifted a car.

pp. 80-81

Q: What was coming towards Earth?

A: A comet was coming towards Earth.

Q: What did Billy do when he saw the comet?

A: He dashed off into space.

Q: What did Billy stop?

A: He stopped a comet.



pp. 82-83

- Q: What is Lavender doing? A: Lavender is reading her story.
Q: Where is Lavender? A: Lavender is in the classroom.
Q: Who is looking at Billy? A: Everyone is looking at Billy.

pp. 84-85

- Q: What does the teacher say? A: The teacher says, "Well done, Billy!"
Q: What does Billy say? A: Billy says, "I've done my best."
Q: What is the teacher saying? A: The teacher says, "Your adventures have saved Lavender's story!"

活動建議 老師可以帶學生輪流玩「拼讀扭扭樂」的遊戲。準備八張 A4 紙，每張紙上寫一個單字，代表一個發音規則，如: boat, snow, cow, toy, stone, scream, looked, listened，然後分兩行擺在地上。老師隨機念出本書每個故事的核心單字，一組念四個，每個單字發音規則都不同，讓學生按左手、右手、左腳、右腳的順序用四肢按住相應的 A4 紙，念完一組後，用手機拍下學生擺好的姿勢。老師也可以和學生互換角色，學生說單字，指揮老師擺姿勢。



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.

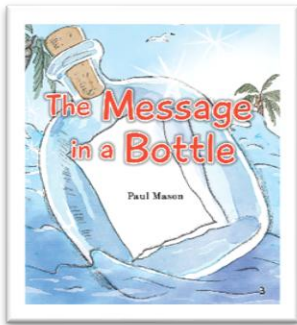
Extension Activities

- **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.5-1 The Message in a Bottle

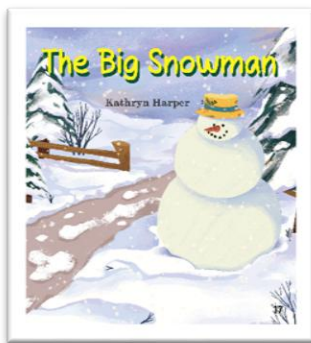
Activity Suggestion

The teacher can play a “Phonics Rescue” game with the students.

Prepare a toy that the students like and hide it somewhere. Then prepare several slips of paper. Write all the words from the story that contain the “oa” letter combination on the slips. Fold the slips and hide them in different places around the classroom.

Give students the location of the first slip. After they find it, they read the word on it. The slip then gives the location of the next slip. Continue in this way until students find the last slip and read the word.

The last slip tells students where the toy is hidden, so they can successfully “rescue” the toy.



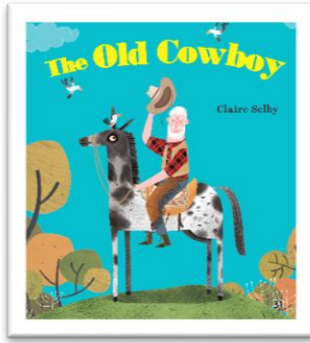
4P.5-2 The Big Snowman

Activity Suggestion

The teacher can play a “Listen and Build” game with the students.

Prepare some building blocks. The teacher reads the story aloud, or plays the story audio. When students hear a word with the “ow” sound, they add one block to the tower. After that, they keep stacking the blocks higher and higher.

Encourage students to listen carefully and find as many words as possible in the story that follow the phonics pattern. You can also encourage students to say other words outside the story that contain the “ow” sound. The goal is to build the tower as high as possible.



4P.5-3 The Old Cowboy

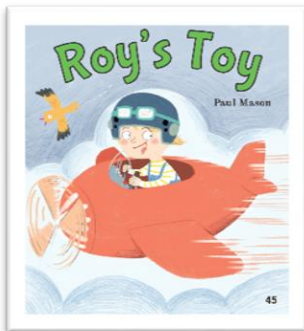
Activity Suggestion

The teacher can play a “Puzzle” game with the students.

Prepare some blank paper. Ask students to draw a simple picture of an animal they like, or anything else they like.

The teacher uses a pen to divide the picture into several parts. Write one target phonics word on each part. Then cut the picture into pieces with the students to make a puzzle.

Ask students to pick up one puzzle piece at random, read the word on it, and then put the puzzle together. Continue until the whole puzzle is complete.



4P.5-4 Roy's Toy

Activity Suggestion

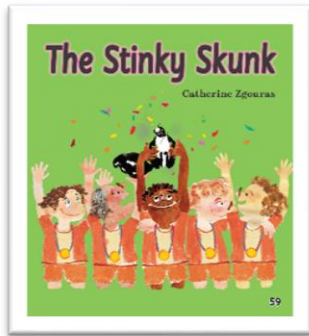
The teacher can play a “Phonics Lucky Draw” game with the students.

Prepare a cardboard box and make it into a lucky draw box. Then prepare word cards with the target-phonics-words from ALL the stories students have already read in this book. Put all the cards into the box.

Ask students to draw one card at random and read the word on the card.

If the card shows a target-phonics-word from the current story, students read it and then place the card in a separate area. Continue until all the target words from the current story have been drawn.





4P.5-5 The Stinky Skunk

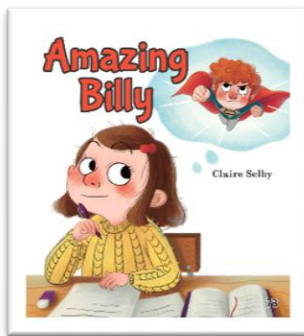
Activity Suggestion

The teacher can play a “Listen and Move” game with the students.

Set up a starting point and a finish line in the classroom. Place some toys that the students like at different points between the start and the finish.

The teacher reads the story aloud, or plays the story audio. When students hear a target phonics word, they move forward one step. If they can reach a toy, they collect it.

Continue until students have collected all the toys.



4P.5-6 Amazing Billy

Activity Suggestion

The teacher can play a “Phonics Twister” game with the students.

Prepare eight sheets of A4 paper. Write one word on each sheet to represent a phonics pattern, such as “boat, snow, cow, toy, stone, scream, looked, listened”. Place the papers on the floor in two rows.

The teacher randomly reads target words from each story in the book, four words at a time. Each of the four words should follow a different phonics pattern.

Students use their body parts to touch the matching A4 papers in this order: “left hand, right hand, left foot, right foot”. After each set of four words, the teacher can take a photo of the student’s pose with a phone.

The teacher and students can also switch roles. Students say the words and guide the teacher to make the poses.

