

## 教學建議 4P.6



## 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 Ben 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**。

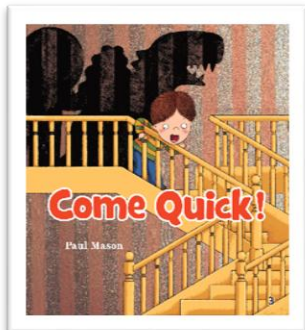
特別提示：遊戲的過程中，不要求學生認讀或拼出單字，只需學生能看圖說出對應的英文單字，或能聽懂單字的意思即可。





## 故事翻譯、Q&A、活動建議

### 4P.6-1 Come Quick 故事大綱



P4 「媽媽，快來看！Dino 在我臥室裡淘氣呢。」 Shaun 說。

P5 「我正在把買回來的東西拿出來，Shaun！」媽媽說，「你能告訴淘氣的 Dino 做個乖孩子嗎？」

P6 「好的！淘氣的 Dino，你要乖乖的，坐下！」

P7 「媽媽，快來看！有架太空船就要發射了，但太空人 Austin 需要推一把。」 Shaun 說。

P8 「你可以推 Austin 一下嗎，親愛的？」媽媽說，「我在煎香腸。」

P9 「好！來吧，Austin，我們一起來讓你飛向月球！」

P10 「媽媽，快來看！著名電影明星 Audrey 來了！我們和她一起拍照吧！」 Shaun 說。

P11 「可以請 Audrey 稍微等一下嗎？」媽媽說道，「我在調醬汁。」

P12 「對不起，Audrey，媽媽在忙，不過我想請你拍張照。」

P13 「Shaun，快來看！」媽媽說。

P14 「但是媽媽，我很忙。Dino、Austin，還有 Audrey，他們都需要我。」 Shaun 說。

P15 「那要不請他們和我們一起享用香腸和醬汁？」媽媽說，「我做了很多。」「聽起來不錯！」 Shaun 說。

## Q & A

### pp. 4-5

Q: Where is Dino?

A: Dino is in Shaun's bedroom.

Q: Is Dino good or naughty?

A: Dino is naughty.

Q: What is Mom doing?

A: Mom is unpacking the shopping.

### pp. 6-7

Q: Who is the boy talking to?

A: The boy is talking to Dino.

Q: What is ready to launch?

A: A spaceship is ready to launch.

Q: Who needs a push?

A: Austin the astronaut needs a push.

### pp. 8-9

Q: What is Mom cooking?

A: Mom is cooking sausages.

Q: What does Mom ask Shaun to do?

A: Mom asks Shaun to give Austin a push.

Q: What is Shaun doing?

A: Shaun is pushing the rocket.

### pp. 10-11

**Q:** Who is here?

**A:** Audrey the movie star is here.

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

**A:** Shaun wants to take a photo with Audrey.

**Q:** What does Mom ask Audrey to do?

**A:** Mom asks Audrey to wait a little while.

### pp. 12-13

**Q:** Who is the boy talking to?

**A:** The boy is talking to Audrey.

**Q:** What is Audrey doing?

**A:** Audrey is smiling and taking a photo with the boy.

**Q:** What does Mom say?

**A:** Mom says, "Shaun, come quick!"

### pp. 14-15

**Q:** What does Shaun say?

**A:** Shaun says, "But Mom, I'm so busy. Dino, Austin and Audrey really need me."

**Q:** Is Shaun busy or bored?

**A:** Shaun is busy.

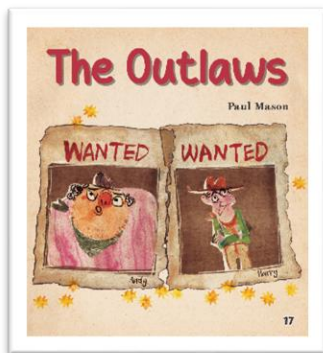
**Q:** What is Mom holding?

**A:** Mom is holding sausages and sauce.

## 活動建議

帶學生玩「聽音彩繪」的遊戲。準備一張白紙，讓學生畫一隻恐龍的輪廓，也可以讓學生畫自己喜歡的圖案（不一定要恐龍，太空梭、太空人，或歌手也行），但不要著色。將圖案分成幾個區域，再準備幾張小紙片，每張紙片寫上不同顏色的英文（譬如：red, pink, black, orange, purple, ...etc.）之後，折成小紙團。老師朗讀故事或播放音檔，學生聽到一個含有字母組合 au 發音的單字，就抽一個紙團，放到自己挑選的圖案區域上，直到故事結束。故事結束後，讓學生一張張拆開紙團，根據紙團上的顏色，在對應的圖案區域上色。





## 4P.6-2 The Outlaws 故事大綱

P18 恐怖 Andy 和 Harry Hawk 騎馬進了城。

P19 他們是逃犯。他們偷東西，違反法律。

P20 「我們接下來偷什麼？」Harry Hawk 揉了揉下巴說。

P21 「我餓了。」恐怖 Andy 打著哈欠說，「要不我們去偷些糖果吧？」「糖果！這真是一個很棒的主意，Andy！」

P22 恐怖 Andy 和 Harry Hawk 發現窗戶上有個洞。

P23 「我們爬進去吧。」Harry Hawk 說。

P24 很快，Harry Hawk 就進去了。他大嚼著糖果。

P25 「救命！我卡住了！」恐怖 Andy 說。

P26 Harry Hawk 又是拉又是推。「快點！天快亮了。」恐怖 Andy 說。

P27 「喲，看看這是誰呀——一對逃犯。」原來是維護治安的 Rick 長官。

P28 「舉起手來，罪犯們。」Rick 長官說。「我舉不了手！」恐怖 Andy 說道。

P29 「偷糖果！這點子簡直糟透了！」Harry Hawk 說。

## Q & A

### pp. 18-19

**Q:** Who is riding horses?

**A:** Awful Andy and Harry Hawk are riding horses.

**Q:** Where are they going?

**A:** They are going into town.

**Q:** What do they do?

**A:** They steal and break the law.

### pp. 20-21

**Q:** What does Harry Hawk say?

**A:** Harry Hawk says, "What shall we steal next?"

**Q:** What is Harry Hawk doing?

**A:** Harry Hawk is rubbing his jaw.

**Q:** What does Andy want to steal?

**A:** Andy wants to steal some candy.

### pp. 22-23

**Q:** What are they looking at?

**A:** They are looking at a window.

**Q:** What do they find in the window?

**A:** They find a hole in the window.

**Q:** Who is crawling inside the window?

**A:** Harry Hawk is crawling inside the window.

### pp. 24-25

**Q:** Who gets in?

**A:** Harry Hawk gets in.

**Q:** What moves up and down?

**A:** His jaw moves up and down.

**Q:** Where is Awful Andy?

**A:** He is stuck in the window.

pp. 26-27

Q: Who is pulling and pushing?

A: Harry Hawk is pulling and pushing.

Q: What is Harry trying to do?

A: He is trying to help Andy get out.

Q: What does Sheriff Rick say?

A: He says, "Well, look who we have here—a couple of outlaws."

pp. 28-29

Q: What does Sheriff Rick say?

A: He says, "Put your hands in the air, lawbreakers."

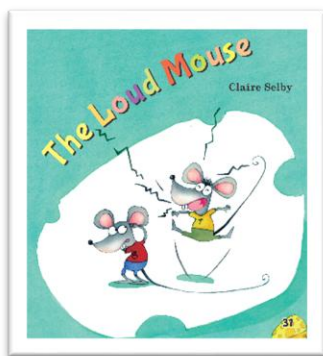
Q: Why can't Andy put his hands up?

A: He is stuck in the window.

Q: Where are they going?

A: They are going to jail.

**活動建議** 帶學生玩「拼讀抓罪犯」的遊戲。老師準備幾張白紙，和學生一起將白紙剪成不同的人形，作為偷糖果的罪犯。老師在每張人形白紙上，寫一個含有 The Outlaws 故事裡字母組合 aw 發音的單字。也可以加幾個非課內含有字母組合 aw 發音的單字。大家圍在桌子邊，把人形罪犯放在中間，讓學生當警長，聽老師播故事音檔，每當聽到罪犯身上的單字時，便可拍在那個罪犯的人形紙上，並且大聲念出那個含有字母組合 aw 的單字。學生每正確念出一個罪犯身上的單字，則算成功抓住一個罪犯。抓住罪犯時，可以讓學生同時說："Put your hands in the air!" 如果學生能成功抓完所有罪犯，可以為學生頒發一個老師親手作的榮譽勳章。



#### 4P.6-3 The Loud Mouse 故事大綱

P32 老鼠 Bob 跑起來一點聲音都沒有，可 Toot 卻是一隻大嗓門老鼠！

P33 「我喜歡大的聲音！」Toot 大聲叫道。

P34 Toot 大聲數自己的步子：「1， 2……」

P35 「你嗓門太大了。」老鼠 Bob 說。

P36 一天晚上，Bob 和 Toot 出去找吃的。

P37 「這兒有個堅果！」Toot 大聲叫道。

P38 但是貓聽到了大嗓門 Toot。它在房子拐角處查看。

P39 「救命！」Toot 大聲叫道。「跑啊！」

P40 Bob 和 Toot 跑進了一個管道。

P41 他們跑出了管道，跳進了一個通風口。

P42 最後，他們安全到達房子裡面。

P43 「現在你可不可以有點老鼠安靜的樣子？」Bob 問。「我要比老鼠更安靜！」Toot 悄聲說。「我要像雲朵一樣安靜！」

## Q & A

### pp. 32-33

- Q:** What is the name of the quiet mouse?    **A:** The name of the quiet mouse is Bob Mouse.
- Q:** What is the name of the loud mouse?    **A:** The name of the loud mouse is Toot.
- Q:** What does Toot say?    **A:** Toot says, "I like loud sounds!"

### pp. 34-35

- Q:** What is Toot counting?    **A:** Toot is counting his steps.
- Q:** How is Toot counting?    **A:** Toot is counting loudly.
- Q:** Is Toot quiet or loud?    **A:** Toot is loud.

### pp. 36-37

- Q:** Who are the two mice?    **A:** The two mice are Bob and Toot.
- Q:** What are they doing?    **A:** They are going out for food.
- Q:** What do they find?    **A:** They find a nut.

### pp. 38-39

- Q:** What animals can you see?    **A:** I can see one cat and two mice.
- Q:** Where does the cat look?    **A:** The cat looks around the corner of the house.
- Q:** What does Toot shout?    **A:** Toot shouts, "Help! Run!"

### pp. 40-41

- Q:** Who is running?    **A:** Bob and Toot are running.
- Q:** Where are they running?    **A:** They are running into a pipe.
- Q:** Where do they go next?    **A:** They jump into a vent.

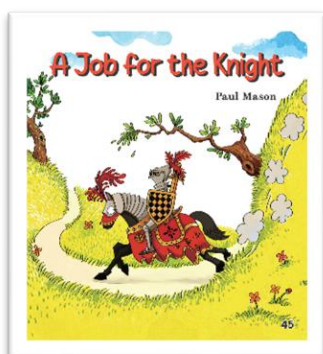
### pp. 42-43

- Q:** Where are Bob and Toot now?    **A:** They are inside the house.
- Q:** Are Bob and Toot safe?    **A:** Yes, they are safe.
- Q:** Where are Bob and Toot?    **A:** They are in the vent.



## 活動建議

帶學生玩「讀音大冒險」的遊戲。老師準備一張白紙和幾個棋子，老師和學生每人拿一個棋子。和學生們一起在白紙上畫出一條曲折的冒險路線，路線中畫數十個小格子，中間有修馬路或洪水（停止前進一次或兩次）和陷阱（回到原點），並標出起點和終點。老師和學生憑記憶，輪流說出故事中（或課外）含有有母組合 ou 發音的單字（不可重覆說別人說過的）。誰正確說出一個單字，誰的棋子就可以前進兩格。最快抵達終點的一方獲勝。



### 4P.6-4 A Job for the Knight 故事大綱

- P46 一天，小公主正梳著頭髮。  
P47 突然，她慌了起來。哪裡有點不對勁。  
P48 「傳我的騎士來。」小公主大喊道。  
P49 騎士在小公主面前屈膝跪下。  
P51 「騎士，我有一個危險的任務要你去做。你有膽量嗎？」  
小公主問道。「當然，殿下。」騎士說。  
P52 「我爬上過最高的山峰。」

- P53 「我和最邪惡的龍打過架。」  
P54 「我打倒過最殘暴的怪獸。」  
P55 「我無所畏懼，殿下。」騎士說著便拔出了他的佩劍。「很好！」小公主說。  
P57 「是這樣的，我的花環上面有只蜘蛛。我想請你把它弄走。」小公主懇求道。

## Q & A

### pp. 46-47

- Q: What is the princess doing?  
Q: What color is her comb?  
Q: How does the princess feel?

- A: The princess is combing her hair.  
A: Her comb is pink.  
A: She is in panic.

### pp. 48-49

- Q: What does the princess say?  
Q: What is the princess doing?  
Q: What is the knight doing?

- A: "Send for my knight!"  
A: She is crying and calling for help.  
A: He is kneeling.



### pp. 50-51

**Q:** What is the princess wearing?

**A:** The princess is wearing a purple dress.

**Q:** What does the princess ask?

**A:** The princess asks, "Are you brave enough?"

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

**A:** The knight says, "Of course, Your Highness."

### pp. 52-53

**Q:** What is the knight saying?

**A:** The knight is saying, "I have climbed up the highest mountain."

**Q:** What is the knight holding?

**A:** The knight is holding a sword.

**Q:** What is the knight doing?

**A:** The knight is wrestling with the dragon.

### pp. 54-55

**Q:** What is the knight doing?

**A:** The knight is knocking down the monster.

**Q:** What is the knight holding?

**A:** The knight is holding a sword.

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

**A:** The knight says, "I am fearless, Your Highness."

### pp. 56-57

**Q:** What is the knight looking at?

**A:** The knight is looking at the spider.

**Q:** Where is the spider?

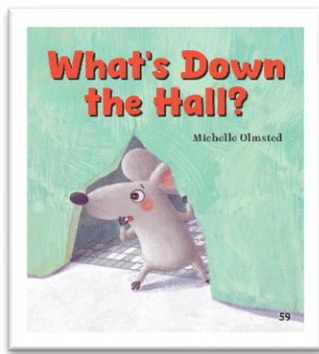
**A:** The spider is on the wreath.

**Q:** What does the princess want the knight to do?

**A:** She wants him to get rid of the spider.

## 活動建議

帶學生玩「聽音塗色」的遊戲。準備一張白紙，讓每個學生畫一個自己喜歡的圖案（譬如：武士、公主、噴火龍或妖怪等），然後將圖案分成幾個區域。在每個區域中，寫上一個含有 mb/kn/wr 發音的單字。學生輪流朗讀故事。學生每正確讀出一個含有 mb/kn/wr 發音的單字，就可以給自己的圖案相應的區域塗上顏色；單字讀錯或不會讀的區域，則不能塗色，輪到下一個人讀。最後看學生誰最快能給整個圖案塗上顏色。



## 4P.6-5 What's Down the Hall? 故事大綱

- P60 老鼠住在一棟高樓的牆壁裡面。  
 P61 一天，老鼠看見一個小球沿著過道滾了過來。  
 P62 他想把這個球收藏起來。  
 P63 所以他一直順著走廊追球。  
 P64 但是他和球都從邊緣掉了下去。  
 P65 突然，他什麼都看不見了。  
 P66 「有人嗎？」但他只能聽到自己的叫聲。

- P67 突然，他看見牆上有個小洞。  
 P68 他沒有停留，迅速跑到牆的另一邊。  
 P69 牆的另一邊是一個從未有過的巨大驚喜。  
 P71 誰能知道他住的地方離購物中心的玩具店這麼近呀？

## Q & A

### pp. 60-61

- |                               |                                                |
|-------------------------------|------------------------------------------------|
| Q: Where is the mouse going?  | A: The mouse is going into a hole in the wall. |
| Q: Where does the mouse live? | A: The mouse lives in the walls.               |
| Q: Where is the ball going?   | A: The ball is rolling down the hallway.       |

### pp. 62-63

- |                                      |                                                |
|--------------------------------------|------------------------------------------------|
| Q: What is the mouse thinking about? | A: The mouse is thinking about the ball.       |
| Q: What does the mouse want to do?   | A: He wants to add the ball to his collection. |
| Q: What is the mouse doing?          | A: The mouse is chasing the ball.              |

### pp. 64-65

- |                                |                                      |
|--------------------------------|--------------------------------------|
| Q: What is the mouse doing?    | A: The mouse is falling.             |
| Q: What else is falling?       | A: The ball is also falling.         |
| Q: Can the mouse see anything? | A: No, the mouse can't see anything. |

### pp. 66-67

- |                               |                                       |
|-------------------------------|---------------------------------------|
| Q: What is the mouse saying   | A: The mouse is saying, "Hello?"      |
| Q: Can the mouse hear anyone? | A: No, he can only hear his own call. |
| Q: What does the mouse see?   | A: The mouse sees a small hole.       |

### pp. 68-69

- |                                           |                                         |
|-------------------------------------------|-----------------------------------------|
| Q: What is the mouse doing?               | A: The mouse is running to the hole.    |
| Q: Does the mouse stop?                   | A: No, the mouse does not stop.         |
| Q: What is on the other side of the wall? | A: A big surprise is on the other side. |



pp. 70-71

Q: Where does the mouse live?

A: The mouse lives close to a mall.

Q: What is in the mall?

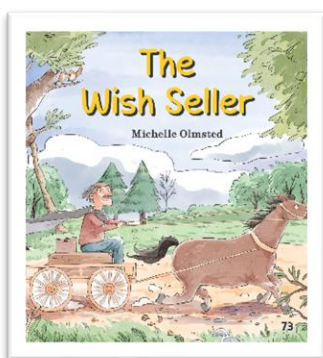
A: There is a toy store in the mall.

Q: What is in the toy store?

A: There are many balls and toys.

## 活動建議

老師可以和學生玩「好餓的老鼠」的遊戲。老師準備數張白紙和幾支不同顏色的彩色筆，各人在自己的白紙上用一種顏色的彩色筆畫出一隻可愛的老鼠。老師和學生們分別選擇自己的老鼠，然後在小紙片上畫出儘量多的食物，每個食物上寫出一個含有字母組合 al 發音的單字，放成一疊。大家輪流隨機抽一張食物的小紙片，並把上面的單字唸出來。每正確讀出一個單字，老鼠就獲得一個食物。最後看誰的老鼠獲得的食物數量最多。



## 4P.6-6 The Wish Seller 故事大綱

P74 一位旅行者來到了山頂上的一個國家。

P75 「我賣願望！」他喊道。

P76 很多人圍了過來，但是沒有人往他錢箱裡投錢。

P77 「我們太窮了，買不起願望，可我們確實有一個願望——除掉壞國王。」一位老人說道。

P78 「國王搶光了我們所有的錢，還虐待我們。」其他人說。

P79 「我會免費實現你們的願望，但我需要你們的說明。」旅行者說。

P80 他們把很多石頭塗成了金色，然後把石頭滾到了一個洞裡。

P81 接著，旅行者去見國王。「陛下，我這裡有一份藏寶圖要送給您。」他說。「太棒了！讓我看看！」國王大叫道。

P82 「這份地圖會告訴您哪裡可以找到寶藏，但是您必須親自去。」旅行者說道。

P83 於是國王一個人去了。他找到一個堆滿「黃金」的山洞，走了進去。

P84 大家把一塊巨石推了下去。國王再也出不來了。

P85 旅行者終於實現了村民們的願望。老村民給了他一些金子。

## Q & A

### pp. 74-75

**Q:** What is the traveler riding?  
**Q:** What is at the top of the hill?  
**Q:** What does the man say?

**A:** The traveler is riding in a wagon.  
**A:** A kingdom is at the top of the hill.  
**A:** He says, "I sell wishes!"

### pp. 76-77

**Q:** Did many people come?  
**Q:** Did anyone put money in the till?  
**Q:** What is the villagers' wish?

**A:** Yes, many people came around.  
**A:** No, no one put money in the till.  
**A:** Their wish is to get rid of the bad king.

### pp. 78-79

**Q:** What did the king do?  
**Q:** How did the king treat the people?  
**Q:** What does the traveler say?

**A:** The king took all the people's money.  
**A:** He treated them badly.  
**A:** He says he will grant the wish for free.

### pp. 80-81

**Q:** What are the people doing?  
**Q:** Where are they putting the rocks?  
**Q:** What does the traveler give the king?

**A:** They are painting rocks golden.  
**A:** They are rolling the rocks into a cave.  
**A:** He gives him a treasure map.

### pp. 82-83

**Q:** What is the traveler giving the king?  
**Q:** Is the traveler going with him?  
**Q:** What did the king find?

**A:** He is giving the king a treasure map.  
**A:** No, the king must go by himself.  
**A:** He found a cave full of "gold."

### pp. 84-85

**Q:** What did the people do?  
**Q:** Could the king get out?  
**Q:** What did the traveler do?

**A:** They pushed down a huge rock.  
**A:** No, he could not come out again.  
**A:** He fulfilled the villagers' wishes.

## 活動建議

老師可以和學生玩「單字拍拍樂」的遊戲。老師準備幾張白紙，分別寫上一個含有字母組合 ll 發音的單字 (可以是故事內的，也可以是故事外的)。老師隨機讀出其中一個單字，學生根據聽到的單字的發音判斷它是哪個單字，並在相應的白紙上拍一下。老師也可以和幾個學生交換角色，讓其中一個學生來讀其中一個單字。一個人登記每個人的次數，最後看誰拍對的單字多。



## 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 Ben 書，老師可以將這 Ben 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.
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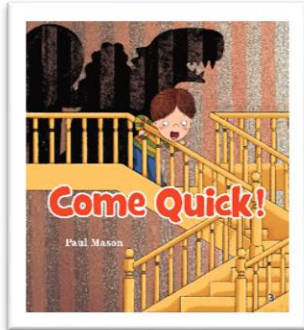
### **Extension Activities**

- **Story Retelling and Role Play:** If students have mastered the above steps and fully understand the story, guide them to retell the story in their own words or even perform it.
- **Vocabulary Games:** You can also print out flashcards of the lesson’s vocabulary and play word games with the whole class.

**Note:** During these games, do not require students to read or spell the words correctly. The focus should be on having them recognize and say the corresponding English words when they see a picture, or understand the meaning when they hear the word.



## Story Summary and Activity Suggestions



### 4P.6-1 Come Quick!

#### Activity Suggestion: Listen and Color

Play a “Listen and Color” game with the students.

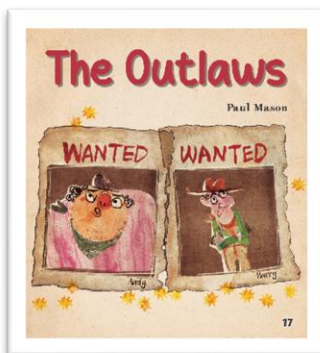
Give each student a sheet of white paper and ask them to draw the outline of a dinosaur. Students may also draw any picture they like, such as a space shuttle, an astronaut, or a singer. The picture does not have to be a dinosaur. However, they should not color it yet.

Ask the students to divide their picture into several sections. Then prepare several small slips of paper. Write the English name of a different color on each slip, such as *red*, *pink*, *black*, *orange*, or *purple*. Fold the slips into small paper balls.

Read the story aloud or play the audio recording. Whenever students hear a word containing the letter combination **au**, they draw one paper ball and place it on a section of their picture. Continue until the story ends.

After the story, students unfold the paper balls one at a time. They then color each section according to the color written on the paper ball placed in that section.

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### 4P.6-2 The Outlaws

#### Activity Suggestion: Phonics—Catch the Criminal

Play a “Phonics—Catch the Criminal” game with the students.

Prepare several sheets of white paper. Work with the students to cut the paper into different human shapes. These figures will represent criminals who have stolen some candy.

Write one word containing the letter combination **aw** from the story *The Outlaws* on each paper figure. You may also include some additional **aw** words that do not appear in the lesson.

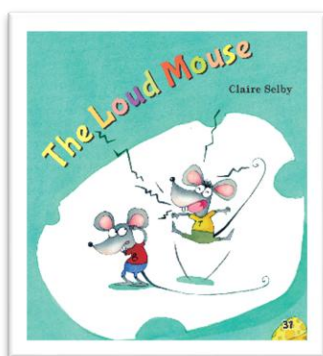
Ask everyone to stand or sit around a table, and place the paper criminals in the middle. The students act as sheriffs while listening to the story recording.

Whenever students hear a word written on one of the criminals, they must slap the correct paper figure and say the **aw** word aloud. Each time a student pronounces a word correctly, they successfully catch one criminal.

When catching a criminal, students may also say: “Put your hands in the air!”

When the students have caught all the criminals, the teacher may award them a handmade badge of honor.

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#### 4P.6-3 The Loud Mouse

##### Activity Suggestion: Phonics Adventure

Play a “Phonics Adventure” board game with the students.

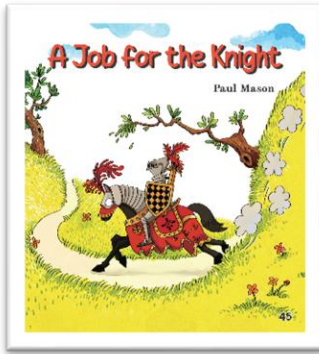
Prepare a large sheet of white paper and several game pieces. The teacher and each student should have one game piece.

Work together to draw a winding adventure path on the paper.

Divide the path into several dozen small spaces. Add obstacles along the way, such as road construction or floods, which cause players to miss one or two turns, and traps, which send players back to the starting point. Clearly mark the starting point and the finish line.

The teacher and students take turns recalling and saying words containing the letter combination **ou**. The words may come from the story or from outside the lesson. Players may not repeat a word that someone else has already said.

Each time a player says a correct word, their game piece moves forward two spaces. The first player to reach the finish line wins.



#### 4P.6-4 A Job for the Knight

##### Activity Suggestion: Read and Color

Play a “Read and Color” game with the students.

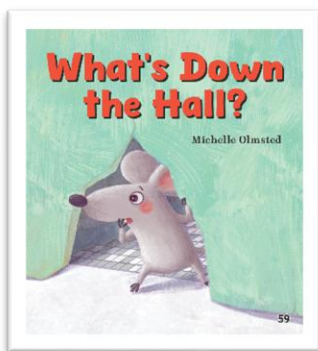
Give each student a sheet of white paper and ask them to draw a picture they like, such as a warrior, a princess, a fire-breathing dragon, or a monster. Ask them to divide the picture into several sections.

In each section, write a word containing one of the letter combinations **mb**, **kn**, or **wr**.

Students take turns reading the story aloud. Each time a student correctly reads a word containing **mb**, **kn**, or **wr**, they may color the corresponding section of their picture.

If the student reads the word incorrectly or does not know how to read it, they may not color that section, and the next student takes a turn.

The first student to color their entire picture wins.



#### 4P.6-5 What's Down the Hall?

##### Activity Suggestion: The Hungry Mouse

Play a game called “The Hungry Mouse” with the students.

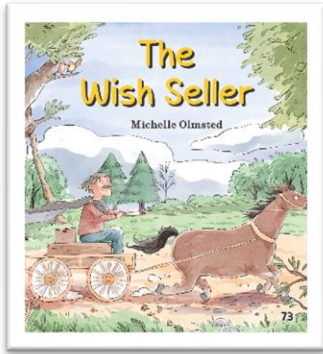
Prepare several sheets of white paper and some colored markers. Each person uses a different-colored marker to draw a cute mouse on their own sheet of paper.

The teacher and students each choose their own mouse. Next, draw as many different kinds of food as possible on small slips of paper. Write one word containing the letter combination **al** on each piece of food, and place all the slips in a pile.

Players take turns randomly drawing a food card and reading the word aloud. Each time a player reads a word correctly, their mouse receives one piece of food.

At the end of the game, the player whose mouse has collected the most food wins.

#### 4P.6-6 The Wish Seller



#### Activity Suggestion: Word Slap

Play a “Word Slap” game with the students.

Prepare several sheets of white paper. Write one word containing the letter combination **ll** on each sheet. The words may come from the story or from outside the lesson.

Randomly read one of the words aloud. Students listen carefully, identify the word by its pronunciation, and slap the corresponding sheet of paper.

The teacher may also exchange roles with the students and allow a student to read one of the words aloud.

Ask one person to keep track of each player’s correct answers. At the end of the game, the player who has slapped the most correct words wins.

