

教學建議 5.1



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

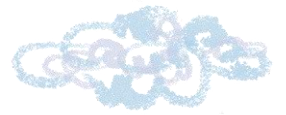
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。

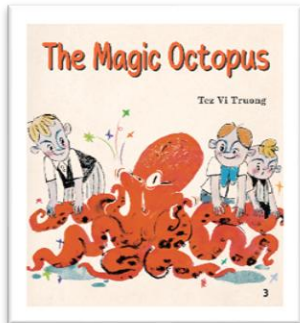
拓展活動

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、讀後練習參考答案



5.1-1 The Magic Octopus 故事大綱

- P4 媽媽出了門，Titus、Milton 和 Junior 只能待在家寫作業。
- P5 他們聽到廚房傳來一陣尖叫。
- P6 竟然是隻會說話的章魚！「放我出去！我會幫你們每人實現一個願望！」章魚說。
- P7 三兄弟迫不及待地把章魚拽出來。然後 Titus 說出了自己的願望：「我想去遊樂場坐雲霄飛車。」
- P8 章魚施展魔法。欸！Titus 不見了。
- P9 Titus 出現在城裡的遊樂場，坐著世界上最長的雲霄飛車。
- P10 Milton 嚇一跳。他連忙說出自己的願望：「我也想去遊樂場！我想玩射擊遊戲！」
- P11 章魚施展魔法。欸！很快，Milton 就在遊樂場玩起了射擊遊戲，還贏了泰迪熊。
- P12 現在家裡只剩下 Junior 和章魚了。忽然，Junior 哭了起來。
- P13 章魚問：「怎麼了，小夥子？」
- P14 Junior 回答：「我太小了，玩不了雲霄飛車和射擊遊戲。我不想自己一個人。我想要哥哥們回來。」
- P15 於是章魚實現了 Junior 的願望。轉眼間 Titus 和 Milton 回來了。哎喲！這下玩不成雲霄飛車和射擊遊戲了。但 Junior 開心了。

Q & A

pp. 4-5

- Q: What are the boys doing? **A:** The boys are doing homework.
- Q: Where did Mom go? **A:** Mom went out.
- Q: What kind of voice did they hear? **A:** They heard a squeaky voice.

pp. 6-7

- Q: What did the boys find in the bucket? **A:** They found a talking octopus in the bucket.
- Q: How many wishes did the octopus promise? **A:** It promised one wish for each boy.
- Q: What did Titus wish for? **A:** Titus wished to be at a carnival riding a roller coaster.

pp. 8-9

- Q: What sound did the magic make? **A:** The magic made a “Poof!” sound.
- Q: What happened to Titus? **A:** Titus disappeared.
- Q: What is Titus riding? **A:** Titus is riding a roller coaster.

pp. 10-11

Q: What does Milton want to do?
Q: Where does Milton want to go?
Q: What did Milton win?

A: Milton wants to play shooting games.
A: Milton wants to go to the carnival.
A: Milton won teddy bears.

pp. 12-13

Q: Who is still at home?
Q: What did Junior do?
Q: What did the octopus ask Junior?

A: Junior and the octopus are still at home.
A: Junior started crying.
A: It asked, "What is wrong, young man?"

pp. 14-15

Q: What did Junior say to the octopus? A: He said he was too small for rides and games.
Q: What did Junior really want? A: Junior wanted his brothers back.
Q: Who came back? A: Titus and Milton came back.

讀後練習參考答案

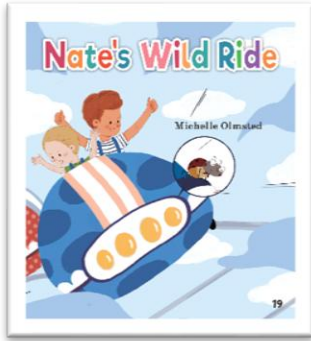
Find and write the words.

1. roller 2. stuck 3. squeaky 4. shooting 5. carnival

Write *T* (True) or *F* (False).

1. T 2. F 3. F 4. F 5. T





5.1-2 Nate's Wild Ride 故事大綱

P20 Nate 住在一片大草地上。每天，他目光所及……只有草。

P21 Nate 感到厭倦了。「我想去看看外面的世界，就像鳥兒那樣。」他自言自語道。

P22 有一天，Nate 看到幾個孩子跑過草地。他跳到了一個男孩的鞋上。

P23 男孩把 Nate 帶到了遊樂場。那裡的一切對 Nate 來說都很新鮮。

P24 Nate 第一次坐上摩天輪，他興奮極了！

P25 在摩天輪最高處，Nate 覺得自己就像一隻高高飛翔的鳥。他能把一切盡收眼底！

P26 接著，男孩又跑向了一座巨大的雲霄飛車。「哇！」Nate 說，「這肯定很好玩！」

P27 Nate 在雲霄飛車上找到一個好位置。他乘著雲霄飛車一直向上，向上，向上！

P28 接著，他又隨著雲霄飛車一直向下，向下，向下……

P29 掉下了雲霄飛車！

P30 Nate 安全地降落在一個小吃攤的陽傘上。

P31 現在，他能從陽傘上看到更多東西，就像鳥兒那樣。他發現這裡是看身邊世界的好地方。

Q & A

pp. 20-21

- | | |
|----------------------------------|---|
| Q: Where does Nate live? | A: Nate lives in a large field. |
| Q: What does Nate see every day? | A: Nate sees only grass every day. |
| Q: What does Nate wish to do? | A: Nate wishes to go out and see the world. |

pp. 22-23

- | | |
|---------------------------------|---|
| Q: What did Nate see one day? | A: Nate saw children running through the field. |
| Q: What did Nate do? | A: Nate hopped onto one boy's shoe. |
| Q: Where did the boy take Nate? | A: The boy took Nate to a carnival. |

pp. 24-25

- | | |
|-----------------------------------|--|
| Q: What ride did Nate go on? | A: Nate went on a Ferris wheel. |
| Q: How did Nate feel? | A: Nate felt very excited. |
| Q: How does Nate feel at the top? | A: Nate feels like a bird flying in the sky. |

pp. 26-27

- | | |
|--|---|
| Q: Where did the boy go next? | A: The boy ran to a giant roller coaster. |
| Q: How many children are walking with the boy? | A: Three children are walking with the boy. |
| Q: Where is Nate now? | A: Nate is on the roller coaster ride. |

pp. 28-29

Q: What is happening on the roller coaster now? **A:** The roller coaster is going down.

Q: Who is flying down?

A: Nate is flying down on the roller coaster.

Q: What happened to Nate?

A: Nate flew right off the ride!

pp. 30-31

Q: Where did Nate land?

A: Nate landed on an umbrella.

Q: What kind of stall did Nate land on?

A: Nate landed on a snack stall.

Q: What can Nate see from the umbrella?

A: Nate can see more of the world.

讀後練習參考答案

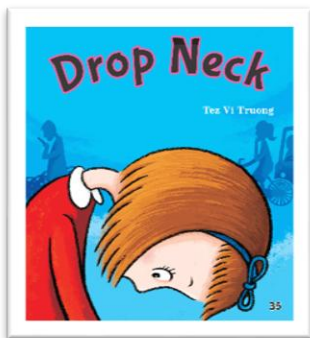
■ Find and write the words.

1. as 2. ride 3. spot 4. Ferris wheel 5. safely 6. stall

■ Put the sentences in order.

1. B 2. D 3. A 4. C 5. E





5.1-3 Drop Neck 故事大綱

- P36 Melody 喜歡玩媽媽的手機。「吃飯的時候不能玩。」
媽媽說。
- P37 她也喜歡玩爸爸的手機。「寫作業的時候不能玩。」
爸爸說。
- P38 「如果一直玩手機，你會變成彎脖子。你的下巴會貼到胸
前，抬不起頭來。」媽媽說。
- P39 那天晚上 Melody 做了噩夢，夢到自己變成了彎脖子。

- P40 她想到公園散散步。
- P41 可她總是撞到樹。
- P42 她想和朋友打打球。
- P43 可羽毛球她就是打不好。
- P44 有時她只是想過個馬路。
- P45 可是她卻造成了交通大混亂！
- P46 Melody 猛然驚醒。「謝天謝地，只是個噩夢而已。」
- P47 「別玩手機，要不你會變成彎脖子！」Melody 對妹妹說。

Q & A

pp. 36-37

- Q:** What is Melody doing? **A:** Melody is playing with her mom's phone.
- Q:** When is she playing with the phone? **A:** She is playing with the phone during dinner time.
- Q:** What is Melody playing with now? **A:** She is playing with her dad's phone.

pp. 38-39

- Q:** What does Mom say? **A:** Mom says, "If you keep playing with the phone, you'll have drop neck."
- Q:** What is drop neck? **A:** It's when your chin gets stuck to your chest and you can't look up.
- Q:** What is her dream about? **A:** She dreams that she has drop neck.

pp. 40-41

- Q:** Where is Melody now? **A:** She is at the park.
- Q:** What does the sign say? **A:** It says "Town Park."
- Q:** What is she walking into? **A:** She keeps walking into trees!

pp. 42-43

Q: What does Melody want to do? A: She would like to play sports with her friend.

Q: What sport is she trying to play? A: She is trying to play badminton.

Q: Is Melody doing well at badminton? A: No, she isn't any good at it.

pp. 44-45

Q: What is Melody doing? A: She is crossing the road.

Q: Is it safe to cross like that? A: No, it's dangerous.

Q: What is happening with traffic? A: It's a big mess!

pp. 46-47

Q: Where is Melody now? A: She's in her bed.

Q: Was everything real? A: No, it was just a dream.

Q: What is her sister doing? A: She is using a phone.

讀後練習參考答案

■ Unscramble the words.

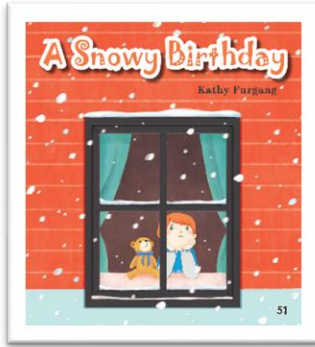
1. chin 2. badminton 3. chest 4. sometimes

5. traffic 6. chaos

■ What does drop neck cause? Write the effect.

1. (Melody keeps) walking into trees.
2. (Melody isn't) any good at badminton.
3. (Melody causes) so much traffic chaos.





5.1-4 A Snowy Birthday 故事大綱

P52 我都等不及到早上了！我最好的朋友們要來參加我的生日派對！

P53 不，不！下雪了！我的朋友們還能來我家嗎？

P54 媽媽告訴我不要擔心。她把早餐遞給我。

P55 吃完早餐，爸爸叫我和他一起鏟雪。

P56 我幫爸爸鏟雪。但我還是擔心我的生日派對。

P57 哦，那邊的人是誰？是我的朋友們嗎？

P58 啊，是 Sam！他一路滑雪來參加派對。我真高興他能來！

P59 還有 Anna。她乘著雪橇來參加派對。我也想坐一坐雪橇！

P60 還有 Lee。他穿著雪鞋來參加派對。我所有的朋友都來了

P61 天上落下更多大片的白色雪花。我們打起了雪仗。

P62 我們一起堆了一個巨大的雪人。多麼完美的一天啊！

P63 我們喝熱可可暖身體。誰想在雪天舉辦生日派對？我想！

Q & A

pp. 52-53

Q: What is the boy thinking about? **A:** He's thinking about his birthday party.

Q: Who is coming to the party? **A:** His very best friends are coming to the party.

Q: What does the boy see outside the window? **A:** He sees snow falling.

pp. 54-55

Q: What does Mom say to the boy? **A:** She tells him not to worry.

Q: What does Mom give him? **A:** She gives him breakfast.

Q: What does Dad ask the boy to do? **A:** He asks him to shovel the snow with him.

pp. 56-57

Q: What is the boy doing? **A:** He is helping Dad shovel the snow.

Q: What is the boy wearing? **A:** A yellow coat, blue hat, gloves, and boots.

Q: Where are the boy and his dad? **A:** They are standing outside their house.

pp. 58-59

Q: Who is coming to the party? **A:** Sam is coming to the party.

Q: How is Sam getting there? **A:** He is skiing to the party.

Q: Who is coming on the sled? **A:** Anna is coming on the sled.

pp. 60-61

Q: How does Lee get to the party?

A: He snowshoes to the party.

Q: What is Lee wearing on his feet?

A: He is wearing snowshoes.

Q: What are the children doing?

A: They are having a snowball fight.

pp. 62-63

Q: What are the children doing?

A: They are building a giant snowman.

Q: What are the children doing?

A: They are drinking hot cocoa.

Q: Why are they drinking cocoa?

A: They are drinking cocoa to warm up.

讀後練習參考答案

Write the words. Then match.

1. snowflakes (C) 2. shovel (A) 3. ski (E) 4. snowshoe (D) 5. sled (B)

Write T (True) or F (False).

1. F 2. T 3. F 4. T 5. F



5.1-5 The Lonely Frilled Lizard 故事大綱

P68 我是一隻傘蜥，名叫 Phillip。我很喜歡交朋友，但我並不是你想的那麼受歡迎。

P69 因為每次交到新朋友，我都十分激動，脖子上的傘膜就會張開。

P70 而我的傘膜一張開，所有人就都不見了。

P71 直到有一天，Amy 出現了。

P72 她是我見過的最漂亮的人兒。

P73 過了好多天，我才攢夠勇氣和她說話。

P74 但還沒等到我的傘膜張開……她就不見了。

P75 然後奇怪的事情發生了。「等一下！」一個聲音說道。

P76 是 Amy。「對不起。我激動的時候，皮膚就會變色。」她說。我覺得這很酷。

P77 「沒關係。」我說，「我激動的時候，傘膜就會張開。然後所有人就都不見了。」

P78 「我知道。」她說，「我每次都在。」

P79 終於，我有了一個不會消失的朋友。

Q & A

pp. 68-69

- Q:** What does Phillip love? **A:** Phillip love making friends.
- Q:** Is Phillip very popular? **A:** No, he says he's not as popular as we may think.
- Q:** What opens up when Phillip feels excited? **A:** The frill around his neck opens up when Phillip feels excited.

pp. 70-71

- Q:** What happens when Phillip's frill opens? **A:** Everybody disappears.
- Q:** Where is Phillip now? **A:** He is in the library.
- Q:** What is Phillip doing? **A:** He is reading a book.

pp. 72-73

- Q:** Who is Phillip talking about? **A:** He is talking about Amy.
- Q:** What does Phillip call Amy? **A:** The most beautiful creature he has ever seen.
- Q:** Who is Phillip trying to talk to? **A:** He wants to talk to Amy.

pp. 74-75

- Q:** What is Phillip about to do? **A:** He is about to open his frill.
- Q:** What happens before he speaks to Amy? **A:** Amy disappears.
- Q:** Who do you think is calling him? **A:** Maybe it's Amy!

pp. 76-77

- Q:** Why does Amy's skin color change? **A:** Because she gets excited.
- Q:** What does Phillip say about Amy's color change? **A:** He thinks it is so cool.
- Q:** What happens to Phillip when he gets excited? **A:** His frill opens up.

pp. 78-79

- Q:** Why is Phillip surprised? **A:** Because Amy saw everything but never left.
- Q:** How do you think Amy feels about Phillip? **A:** She cares about him and accepts him.
- Q:** What can we learn from this friendship? **A:** A true friend stays with you no matter what.



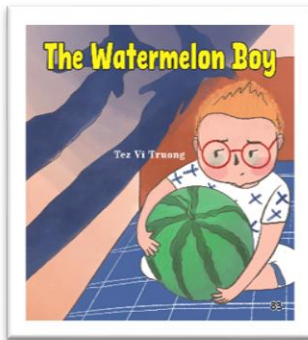
讀後練習參考答案

Complete the sentences.

1. popular 2. disappears 3. shows up
4. courage 5. Finally

Who says that? Match.

Phillip 1 3 5 6 Amy 2 4



5.1-6 The Watermelon Boy 故事大綱

- P84 天熱極了。Jack 和他的哥哥 Max 在院子裡吃西瓜。
P85 「哦，不！」Jack 說，「我把西瓜籽吞下去了！」
P86 「哎喲！」Max 說，「這下你得單腳跳一夜了。就像這樣！」「為什麼？」Jack 問。
P87 「如果你不這麼做，女巫就會來把你變成一個西瓜！」Max 說。Jack 發愁了。
P88 到了晚上，Jack 一直在單腳跳，而 Max 卻躺在床上咯咯笑。這時 Jack 看到了走廊上飄忽的影子。是女巫嗎？
P89 原來是媽媽和爸爸。「你為什麼在單腳跳呀？」媽媽問。「因為 Max 說如果我不這麼做，女巫就會把我變成西瓜！」Jack 說。
P90 「胡說八道。你哥哥在逗你呢。」爸爸邊說邊大笑著走出了房間。
P91 Max 睡著了，Jack 有了個主意。
P92 第二天早上，Max 醒了，然後大叫起來。
P93 媽媽和爸爸衝進房間。
P94 他們看到一個大圓西瓜擺在 Jack 的床上。
P95 而 Jack 正躲起來偷笑呢。

Q & A

pp. 84-85

Q: What is the weather like?

A: It's boiling hot.

Q: What are they doing?

A: They are eating watermelon.

Q: What happened to Jack?

A: He swallowed watermelon seeds.

pp. 86-87

- Q: What does Max say to Jack? A: He says Jack has to hop on one foot all night.
Q: Why does Max tell Jack to hop? A: Because Jack swallowed watermelon seeds.
Q: What does Max say will happen if Jack doesn't hop? A: He says a witch will turn Jack into a watermelon.

pp. 88-89

- Q: What is Jack doing? A: He is hopping on one foot.
Q: What is Max doing in bed? A: Max is giggling to himself.
Q: What question does Mom ask Jack? A: She asks, "Why on earth are you hopping?"

pp. 90-91

- Q: What is Max doing? A: He is sleeping in bed.
Q: Why is Dad laughing? A: Because he knows Max was just joking.
Q: What is Jack doing? A: He is sitting on his bed and thinking.

pp. 92-93

- Q: What is Max doing with his hands? A: He is covering his face.
Q: What is Max doing? A: He is screaming.
Q: Who rushes into the room? A: Mom and Dad rush into the room.

pp. 94-95

- Q: What do they see on Jack's bed? A: They see a big, fat watermelon.
Q: Who is looking at the watermelon? A: Max, Mom, and Dad are looking at the watermelon.
Q: What is Jack doing under the bed? A: He is laughing to himself.

讀後練習參考答案

■ Complete the puzzle. Then write the secret word.

1. scream 2. hidden 3. lurk 4. corridor
5. nonsense Secret word: melon

■ Put the sentences in order.

1. E 2. A 3. C 4. D 5. F 6. B

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.

