

## 教學建議 5.2



# 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

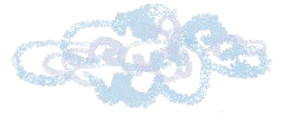
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

## ✚ 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。

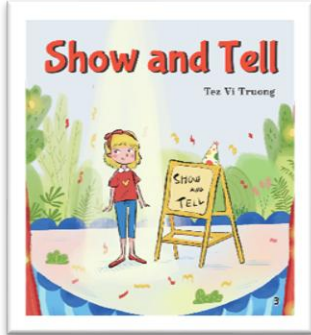
### 拓展活動

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



### 5.2-1 Show and Tell 故事大綱

- P4 我找到了 Belle 公主的面具！面具上的笑臉笑得十分開心！
- P5 售貨員說：「這是本周的最後一副。」
- P6 我帶著 Belle 公主來學校參加展示介紹課！為了保證她的安全，我把她放好。
- P7 Ruth 來了。她的展示介紹總是做得最好。
- P8 Ruth 帶來的是什麼？「我的 Belle 公主！」我大喊。「不，是我的！」她大叫。
- P9 我往左拉，她向右拽。接下來，我倆吵了起來！
- P10 「發生了什麼，姑娘們？」Jones 老師問道。「她拿了我的面具。」我說。
- P11 「你之前把它放在哪裡了？」Jones 老師問我。「我的櫃子裡。」
- P12 「要不我們去看看？」她說得對。Belle 還在那兒。
- P13 「哦，對不起，Ruth！」我說，「是我的錯！」
- P14 Jones 老師說：「我有個主意。你們兩個一起上來做展示介紹吧！」
- P15 她的主意真不錯。我們做了最棒的展示介紹！

### Q & A

#### pp. 4-5

- Q:** What does the girl find? **A:** The girl finds the mask of Princess Belle.
- Q:** What is on the mask of Princess Belle? **A:** The mask has a smile from cheek to cheek.
- Q:** What is the girl holding in her hand? **A:** The girl is holding some money in her hand.

#### pp. 6-7

- Q:** What does the girl bring to school? **A:** The girl brings the Princess Belle mask to school.
- Q:** Why does she bring the mask to school? **A:** She brings the mask for show and tell.
- Q:** Why is Ruth special in show and tell? **A:** Ruth always gives the best show and tell.

#### pp. 8-9

- Q:** What is Ruth holding in her hands? **A:** Ruth is holding the Princess Belle mask.
- Q:** What does Ruth say to the girl? **A:** Ruth says, "No, it's mine!"
- Q:** What are the two girls doing? **A:** The two girls are pulling the mask.

pp. 10-11

Q: What are the girls doing?

A: The girls are fighting over the mask.

Q: Who comes to talk to the girls?

A: Mrs. Jones comes to talk to the girls.

Q: What does Mrs. Jones ask the girl?

A: She asks, "Where did you put it last?"

pp. 12-13

Q: What is inside the locker?

A: The Princess Belle mask is inside the locker.

Q: What does Mrs. Jones say?

A: She says, "What about a look there?"

Q: Is the girl saying sorry?

A: Yes, the girl is saying sorry.

pp. 14-15

Q: What does Mrs. Jones say to the girls? A: She says, "Here's an idea. You both can do the show and tell up here!"

Q: What are the girls holding?

A: They are holding the Princess Belle masks.

Q: What are the two girls doing now? A: The two girls are doing show and tell together.

讀後練習參考答案

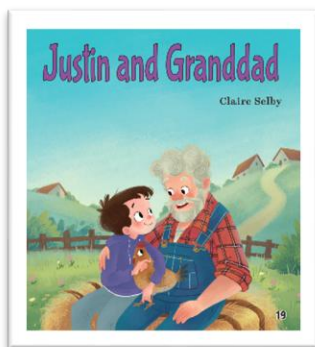
Write the words.

1. mask 2. cheek 3. sales clerk 4. locker 5. fight 6. both

Who said that? Match.

A. 15 B. 2 C. 3 4 6





## 5.2-2 Justin and Granddad 故事大綱

- P20 上個週末，Justin 去了住在鄉下的爺爺家。
- P21 Justin 很早就起床了。他想到農場給爺爺幫忙。
- P22 農場裡濕答答的，很泥濘。Justin 穿上了長筒雨靴，就像爺爺一樣。
- P23 Justin 在泥地上滑倒了，爺爺把他拉了起來。
- P24 Justin 給小雞打來清水，就像爺爺一樣。
- P25 哦，Justin 把水倒進了自己的靴子！爺爺給他找來了一雙乾襪子。
- P26 吃完午飯，Justin 做起了算數。爺爺也開始給農場算帳，就像 Justin 一樣。
- P27 不一會兒，爺爺就睡著了，Justin 給爺爺蓋上了毯子。
- P28 下午，Justin 去爬山。爺爺也去爬山了，就像 Justin 一樣。
- P29 爺爺爬得很慢，於是 Justin 跑回去幫爺爺。
- P30 傍晚，Justin 該回家了。眼淚順著他的臉流下來，爺爺幫他擦乾。
- P31 爺爺向他揮手說再見，可爺爺眼中也有淚水，就像 Justin 一樣。

## Q & A

### pp. 20-21

- Q:** Where did Justin go last weekend?    **A:** Justin went to the countryside last weekend.
- Q:** Who did Justin visit?                **A:** Justin visited his granddad.
- Q:** Why did Justin get up early?         **A:** He wanted to help Granddad on the farm.

### pp. 22-23

- Q:** What was the weather like on the farm?    **A:** It was wet and muddy on the farm.
- Q:** What did Justin do?                        **A:** Justin pulled on his Wellington boots.
- Q:** What happened to Justin?                 **A:** Justin slipped in the mud.

### pp. 24-25

- Q:** What did Justin do for the chickens?    **A:** Justin fetched fresh water for the chickens.
- Q:** What are Justin and Granddad holding?    **A:** They are holding buckets.
- Q:** What did Justin do by mistake?           **A:** Justin poured water into his boot.

### pp. 26-27

- Q:** What did Justin do after lunch?         **A:** Justin did some sums after lunch.
- Q:** What did Granddad do?                    **A:** Granddad did some sums for his farm.
- Q:** What happened to Granddad?             **A:** Granddad fell asleep.

pp. 28-29

Q: What did Justin do in the afternoon?

A: Justin climbed the hill in the afternoon.

Q: Who climbed the hill with him?

A: Granddad climbed the hill too.

Q: Who was climbing slowly?

A: Granddad was climbing slowly.

pp. 30-31

Q: Where is Justin going?

A: Justin is going home.

Q: Who wiped Justin's tear?

A: Granddad wiped the tear.

Q: What did Granddad do?

A: He waved goodbye.

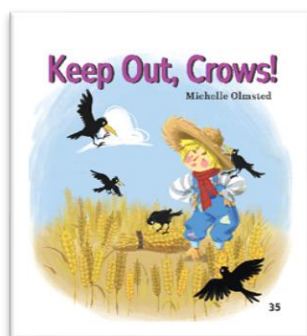
### 讀後練習參考答案

#### Find and write the words.

1. weekend 2. countryside 3. muddy 4. pour 5. sum 6. wipe

#### Put the sentences in order.

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



### 5.2-3 Keep Out, Crows! 故事大綱

P36 麥田來了個新人——稻草人。他的任務是不讓烏鴉接近麥田。

P37 「這裡的烏鴉不容易嚇跑。」農夫提醒道。「我會把它們趕走。」稻草人保證道。

P38 烏鴉來了。稻草人揮動手臂大喊：「走開！走開！」可是烏鴉不怕稻草人。

P39 烏鴉吃飽後飛走了。

P40 第二天，稻草人戴上了一副怪物面具。

P41 然而，烏鴉只是嘲笑了他一番，反而吃了更多麥子。

P42 當晚，稻草人給麥田蓋上了一層薄紗。

P43 烏鴉可沒上當受騙。它們銜走了薄紗。

P44 第三天，烏鴉來了，稻草人什麼也沒有做，只是面帶友好的微笑等待著。

P45 烏鴉吃了起來。但剛吃一口就停下了。

P46 烏鴉把麥子吐了出來，喊道：「這麥子太難吃了！」

P47 烏鴉飛走了。稻草人看著手裡的鹽瓶，笑了。

## Q & A

pp. 36-37

Q: What is new in the wheat field?

A: A scarecrow is new in the field.

Q: What is the scarecrow's job?

A: His job is to keep the crows away.

Q: What does the farmer say about the crows?

A: He says they do not scare easily.

pp. 38-39

Q: What does Scarecrow do when the crows come? A: He waves his arms and yells.

Q: Are the crows afraid of Scarecrow?

A: No, they are not afraid of Scarecrow.

Q: What do the crows do after they eat?

A: They fly away.

pp. 40-41

Q: What does Scarecrow do the next day?

A: He puts on a monster mask.

Q: Why does Scarecrow put on a mask?

A: To scare the crows.

Q: What do the crows do when they see the monster mask? A: They laugh and eat more wheat.

pp. 42-43

Q: What does Scarecrow do at night?

A: He covers the wheat field with a veil.

Q: When does Scarecrow cover the field?

A: Scarecrow covers the field at night.

Q: What do the crows do with the veil?

A: They carry it away.

pp. 44-45

Q: Does Scarecrow try to scare the crows this time? A: No, he does nothing.

Q: What does Scarecrow do?

A: He waits with a welcoming smile.

Q: How many bites do they take?

A: Just one bite.

pp. 46-47

Q: What do the crows do with the wheat? A: They spit it out.

Q: Do the crows like the wheat?

A: No, they don't.

Q: What do the crows do?

A: They fly away.

## 讀後練習參考答案

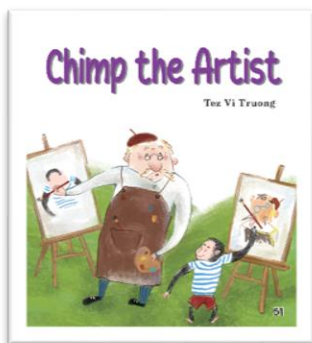
### Find and write the words.

1. wheat 2. crow 3. warn 4. promise 5. fool 6. saltshaker

### How does Scarecrow scare the crows? Complete the solutions.

1. waves, yells 2. puts on 3. covers, veil 4. salt





## 5.2-4 Chimp the Artist 故事大綱

P52 老藝術家 Willie 對他的畫不太滿意。

P53 他覺得它們過於無聊了。

P54 一天，他從水果市場回來時，發現猩猩 Chimp 正在畫畫。

P55 Willie 大為驚訝。那是他見過的最特別的一幅畫！

P56 Chimp 的畫很快就賣掉了。Willie 十分開心。

P57 Chimp 於是開始創作更多的畫。這些畫十分成功。每個人都想擁有一幅這種新畫風的作品。「這些畫太棒了！」

「Willie 太有才了！」

P58 就連女王都聽說了 Willie 的畫，邀請他給自己畫一幅肖像。

P59 Willie 把 Chimp 藏在了自己的大衣裡，去了皇宮。

P60 一切都很順利。可就在畫就要畫完的時候，衛兵發現了 Chimp！

P61 衛兵到處追趕 Willie 和 Chimp。等他們被抓到的時候，皇宮裡已經一片混亂了！

P62 Willie 跟女王說了實話，但女王很喜歡這幅畫。

P63 於是女王獎勵了 Chimp 一座花園，花園裡的香蕉 Chimp 想吃多少都可以，可 Willie 卻不得不一直畫畫。

## Q & A

### pp. 52-53

Q: Who is Willie?

A: He is an old artist.

Q: Is Willie happy with his paintings?

A: No, he is unhappy.

Q: What did Willie think of the paintings?

A: Willie thought they were too boring.

### pp. 54-55

Q: Where did Willie go?

A: He went to the fruit market.

Q: What did Willie see when he got home?

A: He saw Chimp painting.

Q: How did Willie feel?

A: He was amazed.

### pp. 56-57

Q: Whose painting was sold soon?

A: Chimp's painting was sold soon.

Q: How did Willie feel?

A: He was very happy.

Q: What did people want?

A: People wanted a new-style painting.

### pp. 58-59

Q: Who heard about Willie's artwork?

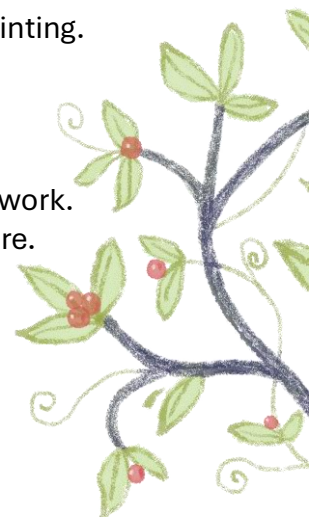
A: The Queen heard about Willie's artwork.

Q: What did the Queen do?

A: She invited Willie to paint her picture.

Q: Where did Willie go?

A: He went to the palace.



pp. 60-61

Q: Who was really doing the painting? A: Chimp was doing the painting.

Q: What happened before the painting was finished? A: The guards saw Chimp.

Q: What did the guards do when they saw Chimp? A: They chased Willie and Chimp.

pp. 62-63

Q: What did Willie tell the Queen? A: He told her the truth.

Q: What did the Queen think of the painting? A: She liked it.

Q: What was Chimp's reward? A: Chimp's reward was a garden full of bananas.

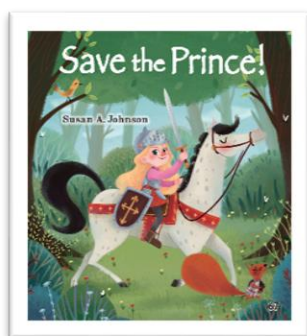
### 讀後練習參考答案

#### Complete the puzzle with the key words of the story.

1. talented      2. truth      3. amazed      4. invite  
5. hit      6. reward      7. guard

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

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



### 5.2-5 Save the Prince! 故事大綱

P68 「我的王子什麼時候才會來，爸爸？」一天晚上，Britney 問道。「他總有一天會來的。」爸爸笑著說。

P69 可 Britney 不信。「我的頭髮像長髮公主一樣長。為什麼我的王子還不來？」

P70 然後她聽到了一個聲音。那是一隻小鳥。「你的王子被關在了一座城堡裡。」小鳥說，「邪惡的女巫拉蒂岡抓了他。」

P71 Britney 穿上了騎士服，去救她的王子。

P72 她在路邊遇到了一個有麻煩的朋友。「放了那只松鼠，壞騎士！」松鼠得救了。「讓我跟你一起吧。我可以幫助你。」他說。

P73 不久，他們來到了城堡。「拉蒂岡在嗎？我是來救我的王子的！」

P74 「他是我的囚犯。現在，你也將變成我的囚犯。」拉蒂岡走出城堡說道。「不能！」Britney 大喊，「我們走著瞧！」

P75 於是，Britney 和女巫進行了一場惡戰。邪惡的女巫十分強大。

P76 但 Britney 是一個出色的騎士。「你贏了！」拉蒂岡大喊。

P77 邪惡的女巫和她的老鼠消失了。

P78 Britney 終於解救了王子。「我是漢克王子。」「我是 Britney。」「謝謝你來救我。」「不客氣。」

P79 天亮了。「我的王子來了！」Britney 笑著說。

## Q & A

### pp. 68-69

**Q:** What did Britney ask her dad?

**A:** She asked, "When will my prince come?"

**Q:** What did Dad say to Britney?

**A:** He said, "He will come someday."

**Q:** Did Britney believe her dad?

**A:** No, Britney didn't believe her dad.

### pp. 70-71

**Q:** What is Britney doing now?

**A:** Britney is sleeping.

**Q:** Who took the prince?

**A:** The evil witch Ratigun took the prince.

**Q:** What did Britney put on?

**A:** Britney put on knight clothes.

### pp. 72-73

**Q:** Who did Britney see by the road? **A:** Britney saw a bad knight and a squirrel by the road.

**Q:** What did Britney say to the bad knight? **A:** Britney said, "Set that squirrel free, bad knight!"

**Q:** Where did Britney and the squirrel go? **A:** They went to the castle.

### pp. 74-75

**Q:** Who came out of the castle?

**A:** Ratigun came out of the castle.

**Q:** What does Ratigun want to do to Britney? **A:** Ratigun wants to make Britney a prisoner too.

**Q:** Who is fighting in the picture?

**A:** Britney and the witch are fighting.

### pp. 76-77

**Q:** Who won the battle?

**A:** Britney won the battle.

**Q:** Is Ratigun's horse still with her? **A:** No, Ratigun's horse is running away.

**Q:** What happened to the evil witch? **A:** The evil witch disappeared.

### pp. 78-79

**Q:** Who did Britney save?

**A:** Britney saved the prince.

**Q:** What does Prince Hank say to Britney? **A:** Prince Hank says, "Thanks for saving me."

**Q:** What animal is on the bed with Britney? **A:** A squirrel is on the bed with Britney.



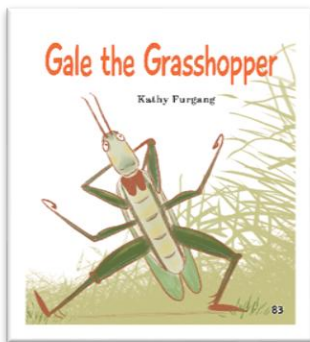
## 讀後練習參考答案

### Write the words. Then match.

1. evil (E) 2. prisoner (C) 3. knight (D) 4. disappear (A) 5. battle (B)

What happened in Britney's dream? Complete the chart.

1. put on 2. saved 3. castle 4. won



### 5.2-6 Gale the Grasshopper 故事大綱

- P84 螞蚱 Gale 對自己修長又強壯的腿感到十分自豪。  
P85 他喜歡跳來跳去，尤其喜歡和其他蟲子比賽。「我能贏得所有的比賽。」他說。  
P86 一天，Gale 來到了森林裡。「誰要和我比賽？」他問。  
P87 毛毛蟲慢悠悠地爬向他。「讓我來試試吧。」他說。  
P88 Gale 哈哈大笑。「我只要一跳就能贏過你！」他說。「我會盡力的！」毛毛蟲說。

- P89 比賽開始了，毛毛蟲用盡了全力。  
P90 Gale 輕而易舉地贏得了比賽。「沒錯，你現在是比我快。」毛毛蟲說，「不過，你可以一個月後再和我比一次嗎？」  
P91 Gale 笑了笑。「當然。」他說，「我很樂意再贏一次。」  
P92 一個月過去了。Gale 來到了比賽場地。「我的毛毛蟲朋友呢？」他問道。  
P93 「我在這裡！」毛毛蟲說，此時的他已經是一隻漂亮的蝴蝶了。  
P94 「哦，不！」Gale 說，「你變了！」「當然了。」毛毛蟲說道。  
P95 他們進行了第二場比賽，毛毛蟲的翅膀幫他贏得了比賽！

## Q & A

### pp. 84-85

- Q: What is Gale proud of? A: Gale is proud of his long and strong legs.  
Q: What kind of insect is Gale? A: Gale is a grasshopper.  
Q: What does Gale love to do? A: Gale loves to hop.

### pp. 86-87

- Q: Where did Gale go? A: Gale went to the forest.  
Q: What did Gale ask? A: Gale asked, "Who will race me?"  
Q: Who came to race with Gale? A: Caterpillar tried to race with Gale.





## 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.

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### 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.

