

教學建議 5.5



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

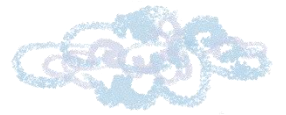
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。

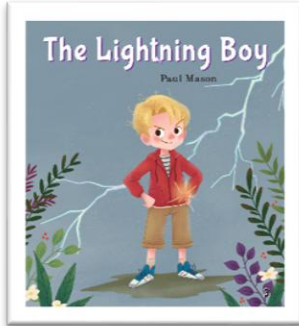
拓展活動

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。



故事翻譯、Q&A、讀後練習參考答案



5.5-1 The Lightning Boy 故事大綱

- P4 Jon 和他的朋友們在公園裡玩。他們聽到了雷聲。「要下雨了。」Jon 說，「我們回家吧。」
- P5 「那是什麼？」Max 問道。
- P6 他們看到灌木叢裡有一塊發光的石頭。「那是一塊奇怪的石頭。」Jon 說。他過去把石頭撿了起來。
- P7 Jon 的頭髮突然豎了起來！「你沒事兒吧？」Max 問道，「你看起來很滑稽。」「我沒事兒。」Jon 說，「這塊石頭真有趣。我要留著它。」
- P8 公園門口，一隻兇惡的狗對著孩子們吼叫。「它看起來很生氣。」Lilly 很害怕。
- P9 「坐下！狗狗！」Jon 拍了拍狗。但 Jon 一碰狗，狗毛就像氣球一樣膨脹了起來。然後狗哀叫著逃走了。
- P10 「哇！」Max 說，「你是個閃電男孩！」「太酷了！這一定是塊閃電石頭！」Jon 很激動。
- P11 「我要給你拍張照，閃電男孩！」Lilly 說，「哦！我的相機沒電了。」
- P12 「我看看。」Jon 說。他碰了碰電池。
- P13 起作用了。電池充上了電。「當閃電男孩太棒了。」Jon 笑道。「謝謝你！閃電男孩！」Lilly 說。
- P14 「我們喝點東西吧。閃電男孩需要來點兒冷飲。」Jon 說。他指向一個飲品店。
- P15 可是 Jon 的冷飲從瓶子裡噴了出來。「哦不！」Jon 說，「這可一點都不酷！」

Q & A

pp. 4-5

- Q:** Where were Jon and his friends playing? **A:** Jon and his friends were playing in the park.
- Q:** What did they hear? **A:** They heard thunder.
- Q:** What is Max doing with his hand? **A:** Max is pointing at the glowing light.

pp. 6-7

- Q:** What did the children see in the bush? **A:** They saw a glowing stone in the bush.
- Q:** What did Jon do next? **A:** Jon went up to pick up the stone.
- Q:** What happened to Jon's hair? **A:** Jon's hair suddenly stood up.

pp. 8-9

- Q: What did the mean dog do? A: The mean dog growled at the children.
Q: How did Lilly feel? A: Lilly was afraid.
Q: What happened when Jon touched the dog? A: The dog puffed up like a balloon.

pp. 10-11

- Q: What did Max call Jon? A: Max called Jon "Lightning Boy."
Q: How did Jon feel? A: Jon was excited.
Q: What did Lilly want to do? A: Lilly wanted to take a photo of Jon.

pp. 12-13

- Q: What did Jon want to see? A: He wanted to see the battery.
Q: What did Jon do with the battery? A: He touched the battery.
Q: What happened to the battery? A: The battery was recharged.

pp. 14-15

- Q: What did Jon want to do? A: Jon wanted to have a drink.
Q: What did Jon point at? A: Jon pointed at a drink shop.
Q: What happened to Jon's drink? A: Jon's drink sprayed from the bottle.

讀後練習參考答案

Write the words. Then match.

1. growl, E 2. battery, D 3. whine, B
4. recharge, A 5. glow, C

Put the sentences in order.

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





5.5-2 The Mystery Room 故事大綱

- P20 一天放學後，Tim 和 Kim 是最後回家的。
- P21 突然，他們聽到走廊盡頭的房間傳來一些奇怪的聲音。
- P22 這聲音聽起來像動物在咆哮。「那裡有什麼？」Kim 害怕了。但是 Tim 很好奇。「我們去看看吧。」
- P23 他們躡手躡腳地往那神秘的房間走去。動物仍在咆哮。
- P24 「別開門。我怕。」Kim 說。「不用擔心。我有個辦法！」Tim 說道。

- P25 他趴在地上，從門縫往房間裡看去。
- P26 「你看到什麼？」Kim 也很好奇。「哇，長長的尾巴，巨大的腳，還有……」
- P27 突然，門開了。「啊！」Kim 叫了起來。
- P28 原來是他們的英語老師 Johnson 先生，他穿著一身恐龍的戲服！
- P29 其他幾個老師也在房間裡。「這將是新年派對上的驚喜演出。」他們的美術老師 Sue 小姐解釋道。
- P30 「現在你們知道這個秘密了，想加入我們嗎？」Johnson 先生問道。「當然！」Tim 和 Kim 高興地說。
- P31 新年派對上，看到老師們的表演大家都很驚喜。看到 Tim 和 Kim 大家就更驚喜了。

Q & A

pp. 20-21

- | | |
|---|---|
| Q: Where were Tim and Kim? | A: They were at school. |
| Q: Who were the last to go home? | A: Tim and Kim were the last to go home. |
| Q: What did they suddenly hear? | A: They heard some strange noises. |

pp. 22-23

- | | |
|--|--|
| Q: What did the noises sound like? | A: The noises sounded like animals roaring. |
| Q: What did Tim want to do? | A: Tim wanted to go find out what was inside. |
| Q: How did the boys walk to the room? | A: They tiptoed to the mystery room. |

pp. 24-25

- | | |
|-------------------------------|---|
| Q: How did Kim feel? | A: Kim was scared. |
| Q: Who had an idea? | A: Tim had an idea. |
| Q: Where did Tim look? | A: Tim looked inside the room through the crack. |

pp. 26-27

Q: Was Kim curious or scared?

A: Kim was curious.

Q: What does Tim see through the crack?

A: Tim sees long tails, huge feet, and something else.

Q: What happened to the door?

A: The door suddenly opened.

pp. 28-29

Q: What was Mr. Johnson wearing?

A: Mr. Johnson was wearing a dinosaur costume.

Q: What does Mr. Johnson teach?

A: Mr. Johnson teaches English.

Q: What kind of show was it?

A: It was a surprise show at the New Year's party.

pp. 30-31

Q: What did Mr. Johnson ask Tim and Kim?

A: He asked if they wanted to join the show.

Q: What was the secret about?

A: The secret was about the dinosaur costume show.

Q: How did everyone feel about the show?

A: Everyone was surprised at the show.

讀後練習參考答案

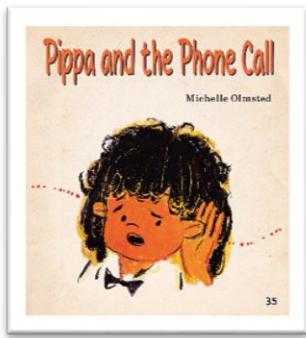
Find and write the words.

1. crack
2. curious
3. stomach
4. secret
5. mystery
6. suddenly

Read the story again and complete the sentences.

1. heard some strange noises
2. curious
3. lay down on his stomach
4. a dinosaur costume
5. join





5.5-3 Pippa and the Phone Call 故事大綱

P36 我不願相信這件事，但這些話是我親耳聽到的。

P37 我媽媽說我最好的朋友 Emma 要搬家了……明天就搬！

P38 我坐校車要遲到了，所以我跑出門去，沒來得及聽到其他的話。

P39 Emma 就坐在我們平時的座位上。她表現得就像什麼也沒發生一樣。

P40 我脫口說出了剛才聽到的消息。「搬家？」她喊道，「搬到哪兒去？」

P41 「我不知道！」我說，「如果我們再也見不到了怎麼辦？」

P42 放學後，我和 Emma 跑到了我的樹屋裡。我們需要想出一個計畫。

P43 「我可以假裝得了流感！」Emma 說。「或者你可以躲在我家裡。」我說。

P44 但是我們的辦法只能拖延搬家的時間，並不能阻止搬家。我們知道得做什麼了。

P45 我們去了 Emma 家，懇求她的爸爸媽媽不要搬走。

P46 「我們不是要搬家。」Emma 的媽媽笑著說，「我們明天要帶你和 Pippa 去看電影。」

P47 「原來是看電影，不是搬家呀！」我說。這是我聽過的最棒的消息了。那時我知道了我的耳朵會跟我玩一些小把戲。

Q & A

pp. 36-37

Q: Did she want to believe what she heard? **A:** No, she didn't want to believe it.

Q: How did she hear the news? **A:** She heard the words with her own ears.

Q: What did her mom say? **A:** Her mom said that Emma was moving.

pp. 38-39

Q: Why did the girl run out the door? **A:** Because she was late for the school bus.

Q: Did she hear the rest of the conversation? **A:** No, she didn't hear anything else.

Q: How did Emma act? **A:** She acted as if nothing was wrong.

pp. 40-41

Q: What did the girl say on the bus? **A:** She said that Emma was moving.

Q: What is Emma holding? **A:** Emma is holding her backpack.

Q: What does the girl fear? **A:** She fears she may never see her friend again.

pp. 42-43

- Q: Where did Emma and the girl go after school? **A:** They went to the treehouse.
Q: Why did they go to the treehouse? **A:** They needed to come up with a plan.
Q: What did the girl suggest? **A:** She said Emma could hide at her house.

pp. 44-45

- Q: What could their ideas do? **A:** Their ideas could only delay the move.
Q: Where did the girls go? **A:** They went to Emma's house.
Q: Who did they talk to? **A:** They talked to Emma's parents.

pp. 46-47

- Q: What did Emma's mom say? **A:** Emma's mom said they are not moving.
Q: Where is Emma's mom taking the girls? **A:** She is taking them to the movies.
Q: How did she feel about the news? **A:** She thought it was the best news she had ever heard.

讀後練習參考答案

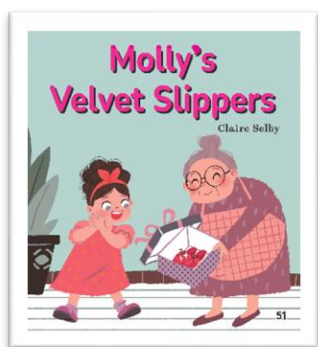
■ **Complete the sentences.**

1. blurted out 2. pretend 3. delay 4. begged 5. tricks

■ **Complete the sentences and tick the solution Pippa and Emma chose.**

1. were moving
2. pretend she had the flu
3. hide at Pippa's house
4. beg Emma's parents not to move away
5. taking Emma and Pippa to the movies





5.5-4 Molly's Velvet Slippers 故事大綱

P52 Molly 過生日了。奶奶送給她一份禮物。「紅色天鵝絨拖鞋！我好喜歡呀！」Molly 很興奮。

P53 「我可以穿著它們去上學嗎，奶奶？」「不行。」奶奶說，「拖鞋不是上學穿的。」Molly 很失望。

P54 她有主意了。第二天，她把拖鞋藏到了書包裡。

P55 在學校裡，Molly 穿上了拖鞋。「我們好喜歡你的紅拖鞋呀！」所有的女孩都很嫉妒 Molly。

P56 Molly 非常得意。整個上午她都穿著這雙拖鞋。

P57 中午，孩子們拿著跳繩跑出去玩。Molly 也跑了出去。她想要和朋友們一起。

P58 孩子們開始一個接一個地跳繩。

P59 輪到 Molly 了。她跳了起來。「哎喲！」她的一隻拖鞋飛了出去，然後落在了水坑裡！

P60 幾個男孩笑了起來。Molly 很難為情，臉漲得通紅。

P61 下午，她脫下拖鞋，小心翼翼地把它們放回了書包。

P62 放學後，Molly 把拖鞋帶回了家，輕輕地洗掉了上面的泥巴。

P63 Molly 現在覺得奶奶說得對——她應該只有在家裡才穿這雙漂亮的拖鞋。

Q & A

pp. 52-53

Q: Who gave Molly a present? **A:** Granny gave Molly a present.

Q: What did Granny give to Molly? **A:** She gave her red velvet slippers.

Q: What did Molly want to do with the slippers? **A:** Molly wanted to wear them to school.

pp. 54-55

Q: What did Molly do the next day? **A:** Molly hid the slippers in her school bag.

Q: Where did Molly put on her slippers? **A:** Molly put on her slippers at school.

Q: How did the other girls feel about Molly's slippers? **A:** All the girls were jealous of Molly.

pp. 56-57

Q: How did Molly feel at school? **A:** Molly felt very proud at school.

Q: When did Molly wear her red slippers? **A:** Molly wore her red slippers all morning.

Q: What toy did the children take outside? **A:** They took a skipping rope.

pp. 58-59

Q: What are the boys and girls doing?

A: The boys and girls are skipping.

Q: Are they skipping all together?

A: No, they are skipping one by one.

Q: What happened when she jumped?

A: One of her slippers flew off.

pp. 60-61

Q: What did some of the boys do?

A: Some of the boys laughed.

Q: How did Molly feel?

A: Molly felt very embarrassed.

Q: Where did Molly put the slippers?

A: She put them back into her school bag.

pp. 62-63

Q: What did Molly do after school?

A: She carried the slippers home.

Q: What did Molly do with the muddy slippers?

A: She gently washed off the mud.

Q: What did Granny say about the slippers?

A: Granny said Molly should only wear them at home.

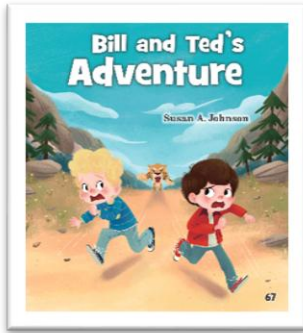
讀後練習參考答案

■ Complete the sentences.

1. present 2. jealous 3. proud, lovely 4. keep up with

■ Answer the questions.

1. red velvet slippers
2. hid them in her school bag
3. Yes, they did
4. a skipping rope to play
5. flew off, landed in a puddle
6. No, she wouldn't



5.5-5 Bill and Ted's Adventure 故事大綱

- P68 Ted 和 Bill 在參觀石器時代博物館。「Ted，」Bill 說，「我喜歡這個博物館。」
- P69 「看，這裡有一部電梯。」Bill 說。「我們為什麼不坐電梯去一樓呢？」「聽起來不錯。」Ted 說。
- P70 「這個按鈕好奇怪。我們按下去試試吧。」Bill 說。他按下了按鈕。他們下樓了。
- P71 他們出了電梯。「我們這是在哪兒？」Bill 問。「天哪，穴居人！我們是在石器時代！」Ted 喊道。
- P72 「穴居人遇到麻煩了。我們得做點兒什麼！」Bill 說。Ted 看到附近有一塊大石頭。
- P73 「一，二，三，推！」他們使勁推，可石頭紋風不動。
- P74 「我有辦法了。我們需要一根長木頭。」
- P75 「我們可以的。用力壓木頭。」Bill 說。成功了。大石頭擊中了劍齒虎。穴居人得救了。
- P76 穴居人帶 Bill 和 Ted 來到了他們住的地方。他們用烤肉和水果招待 Bill 和 Ted。
- P77 「Bill，這真是太令人興奮了。但是我開始想家了。」Ted 說。「我也是。」Bill 說，「我們現在該回家了。」
- P78 他們回到了大石頭那裡，進了電梯，按了上樓的按鈕。
- P79 然後他們回到了博物館。「我喜歡這次歷險，Ted。」Bill 說。「是啊，這次歷險很酷，不是嗎？」Ted 說。他們相視而笑。

Q & A

pp. 68-69

- Q:** Where were Ted and Bill visiting? **A:** They were visiting a museum.
- Q:** What kind of museum did they visit? **A:** They visited the Stone Age Museum.
- Q:** Where did Bill want to go? **A:** He wanted to go to the first floor.

pp. 70-71

- Q:** Did Bill and Ted go up or down? **A:** They went down.
- Q:** What did the button look like? **A:** The button looked strange.
- Q:** What did Ted see? **A:** Ted saw the cavemen.

pp. 72-73

- Q:** Who is in trouble? **A:** The cavemen are in trouble.
- Q:** What did Ted see nearby? **A:** Ted saw a big stone nearby.
- Q:** Did the stone move? **A:** No, the stone didn't move.



pp. 74-75

- Q: What do they need to move the stone? A: They need a long piece of wood.
Q: What did the boys press? A: They pressed the long piece of wood.
Q: What happened after they pressed the wood? A: The big rock moved and hit the sabertooth.

pp. 76-77

- Q: Where did the cavemen take Bill and Ted to? A: The cavemen took Bill and Ted to their place.
Q: What did the cavemen give them? A: They gave them roast meat and fruits.
Q: What does Ted start to feel? A: Ted starts missing home.

pp. 78-79

- Q: Where did the boys go back to? A: They went back to the big rock.
Q: What button did they press? A: They pressed the button to go up.
Q: What did the boys do at the end? A: They smiled to each other.

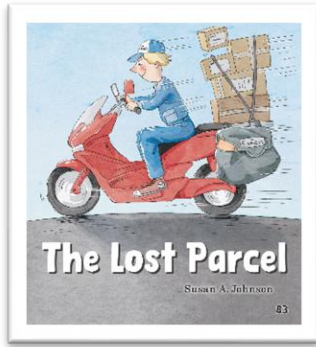
讀後練習參考答案

■ Write the words or phrases.

1. Stone Age 2. adventure 3. Sabertooth 4. cavemen
5. enter 6. in trouble

■ Put the sentences in order.

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



5.5-6 The Lost Parcel 故事大綱

P84 Ben 是一名快遞員。他的工作是在城市裡送包裹。

P85 一天，一位顧客把 Ben 叫了過來。「你好，Ben。請把這個包裹送到我的朋友 Frank 那裡。他住在琳賽街 19 號！」「好的。他很快就可以收到。」Ben 接過了包裹。

P86 Ben 把包裹塞進他的包裡。他的包已經滿滿當當的了。「忙忙碌碌每一天！」

P87 Ben 騎車壓到了一塊石頭。在最上面的包裹掉了出來。

P88 可是 Ben 並沒有注意到。他繼續騎車往前走。

P89 一個男孩看見了這個包裹盒。「進球！」他喊著把盒子踢向了垃圾桶。嗖！

P90 但是包裹飛進了一輛路過的車裡。真是太巧了！

P91 那輛車把包裹帶走了！

P92 車停在了琳賽街 19 號。Ben 也在那裡停了下來。

P93 「你是 Frank 嗎？」Ben 問道。「是的，我是。」這個男人回答。「這裡有一個你的包裹！」Ben 說。

P94 Ben 找不到包裹了。「我確實把包裹放進了包裡，可是它跑哪兒去了呢？」

P95 「看，我的車裡有一個包裹。」這個男人驚訝地說。「沒錯！那就是我放進包裡的包裹，可是……」Ben 很困惑，「這個包裹是怎麼自己找到你這裡的？」

Q & A

pp. 84-85

Q: What is Ben's job?

A: Ben is a courier.

Q: What does a courier do?

A: A courier delivers parcels.

Q: What is Frank's address?

A: Frank lives at 19 Lindsay Street.

pp. 86-87

Q: What did Ben press into his bag?

A: Ben pressed the parcel into his bag.

Q: Was Ben's bag empty or full?

A: Ben's bag was quite full.

Q: What happened to the parcel on the top?

A: The parcel on the top fell out.

pp. 88-89

Q: Did Ben see the parcel fall?

A: No, Ben didn't see the parcel fall.

Q: What did Ben do after the parcel fell?

A: Ben rode on.

Q: What did the boy do with the box?

A: He kicked the box to the trash can.

pp. 90-91

Q: What flew into the car?

A: The parcel flew into the car.

Q: Is the car open or closed on top?

A: The car is open on top.

Q: What took the parcel away?

A: The car took the parcel away.

pp. 92-93

Q: Where did the car stop?

A: The car stopped at 19 Lindsay Street.

Q: Did Ben stop at the same place?

A: Yes, Ben stopped at the same place.

Q: What did Ben want to give to the man?

A: Ben wanted to give a parcel to the man.

pp. 94-95

Q: What was Ben looking for?

A: Ben was looking for the parcel.

Q: Did Ben put the parcel in his bag?

A: Yes, Ben put the parcel in his bag.

Q: What did the man find in his car?

A: The man found a parcel in his car.

讀後練習參考答案

Complete the puzzle.

1. parcel 2. goal 3. courier 4. customer 5. deliver

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

1. T 2. F 3. T 4. T 5. F 6. F



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.

