

教學建議 5.8



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。

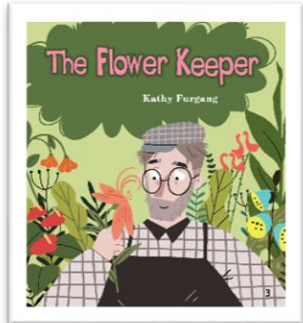
2. 參考 **活動建議**，和學生進行遊戲互動，將所學的詞彙運用到實際生活中。

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



5.8-1 The Flower Keeper 故事大綱

- P4 Jones 先生的花園裡有許多特別的花。他喜歡花遠勝過人。
- P5 有些花的形狀像小鈴鐺和有趣的臉。大家都喜歡看這些有趣的花。但是 Jones 先生不讓人們靠近。
- P6 有些花的形狀像帆船和奇怪的動物。人們駐足拍照。但是 Jones 先生不許他們這樣做。
- P7 Jones 先生每天辛勤勞作，讓花園裡的花健康茁壯地生長。
- P8 可後來 Jones 先生不再整理花園了。他好幾天沒有露面。
- P9 「他去哪兒了？」鄰居們路過花園時問道。他們很擔心 Jones 先生。
- P10 一天，White 女士從窗戶看到了 Jones 先生。他看上去很虛弱，臉色蒼白。他臥病在床了。
- P11 鄰居們為 Jones 先生感到難過。他的花開始枯萎。他們想幫忙。
- P12 他們澆了花，除了草。他們沒有讓花枯死。
- P13 他們給 Jones 先生送來了湯。「快點好起來。」White 女士親切地笑著說，「你讓我們這條街變得如此美麗。」
- P14 很快，Jones 先生和花都恢復了健康和強壯。「謝謝你們的幫助。」Jones 先生說，「來和我一起欣賞我的花園吧。」
- P15 Jones 先生第一次邀請人們參加聚會。大家相聚在他的花園裡，一起賞花。大家享用美食，度過了愉快的時光。

Q & A

pp. 4-5

- Q:** What did Mr. Jones have in his garden? **A:** He had many unusual flowers in his garden.
- Q:** Did Mr. Jones like flowers or people more? **A:** He liked flowers more than people.
- Q:** Did people like Mr. Jones's flowers? **A:** Yes, everyone loved to look at his flowers.

pp. 6-7

- Q:** What was special about the flowers in Mr. Jones's garden? **A:** They looked like sailing boats and strange animals.
- Q:** Did people want to take pictures of the flowers? **A:** Yes, they wanted to take photos.
- Q:** What did he do every day? **A:** He worked hard to keep the garden healthy and strong.

pp. 8-9

Q: What happened to Mr. Jones? A: He stopped caring for the garden.

Q: How long did Mr. Jones disappear? A: He didn't appear for days.

Q: Why were the neighbors worried? A: Because they hadn't seen Mr. Jones for days.

pp. 10-11

Q: Who saw Mr. Jones in the window? A: Ms. White saw him in the window.

Q: What did Mr. Jones look like? A: He looked weak and pale.

Q: How did the neighbors feel? A: They felt sad for Mr. Jones.

pp. 12-13

Q: What did the neighbors do in the garden? A: They watered the flowers and dug up weeds.

Q: Why did they water the flowers? A: To help the flowers grow and stay alive.

Q: What did the neighbors give Mr. Jones? A: They gave him soup.

pp. 14-15

Q: What happened to Mr. Jones and the flowers? A: They became healthy and strong again.

Q: What did Mr. Jones say? A: He said, "Thank you for helping. Enjoy my garden with me."

Q: What special event happened for the first time? A: Mr. Jones invited people to a party.

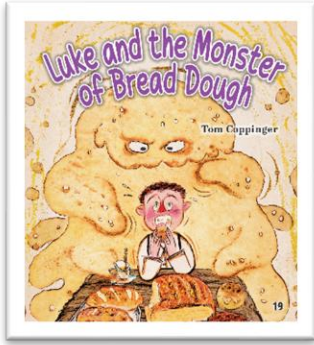
讀後練習參考答案

■ Fill in **a, e, i, o, u** to complete the words and write them down.

1. forbid 2. gather 3. admire 4. shape
5. unusual 6. interesting 7. appear

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

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



5.8-2 Luke and the Monster of Bread Dough 故事大綱

P20 Luke 喜歡去探望他的外婆。她會做美味的餅乾和蛋糕。

她烘焙的新鮮麵包是最好吃的！

P21 「做麵包很簡單。加入麵粉、雞蛋、鹽和酵母。攪拌好。讓麵團發酵。」外婆說。

P22 外婆去商店了。Luke 盯著麵團看了一小會兒。麵團沒有發起來。Luke 不想再等了。他加入了所有的酵母。

P23 一開始麵團沒有發酵，所以 Luke 就出去玩了。後來麵團開始膨脹。它從碗裡冒出來，掉到了地板上。麵團長得越來越大，越來越大。

P24 Luke 想起了麵團。他回屋去看。當他打開門，一塊麵團向他撲了過來！

P25 Luke 嚇壞了。他轉身就跑。但是麵團長得更大了。它填滿了院子。

P26 Luke 別無選擇，只能勇敢地戰鬥。他用掃帚掃，用鐵鏟打麵團。但阻止不了它。

P27 外婆回來了。「怎麼了？」她問道。「救命！我被困在麵團裡了！」Luke 喊。

P28 外婆把 Luke 從麵團里拉了出來。「我來打電話求助。快！走這邊！」麵團追著外婆和 Luke 跑到了街上。

P29 兩台壓路機等候在街道的盡頭。它們把麵團壓平了。

P30 鄰居們和麵包師們跳到麵團上。他們把麵團撕開，放進平底鍋裡。

P31 每個人都有麵包吃了！

Q & A

pp. 20-21

Q: Who did Luke like to visit?

A: He liked to visit his grandma.

Q: What did Luke's grandma make?

A: She made cookies, cakes, and bread.

Q: What ingredients does she use to make the bread? A: She uses flour, eggs, salt, and yeast.

pp. 22-23

Q: Where did Grandma go?

A: She went to the shops.

Q: What was Luke watching?

A: He was watching the dough.

Q: What did Luke do after adding the yeast?

A: He went outside to play.

pp. 24-25

Q: What did Luke remember?

A: He remembered the dough.

Q: What did Luke do when he remembered the dough?

A: He went back to check on it.

Q: How did Luke feel now?

A: He was frightened.

pp. 26-27

- Q: What did Luke decide to do? A: He decided to fight the dough monster.
Q: What did Luke use to fight the dough? A: He used a broom and a shovel.
Q: What did Luke say? A: He said, "Help! I'm stuck in the dough!"

pp. 28-29

- Q: Who pulled Luke out of the dough? A: Grandma pulled him out.
Q: What was chasing Grandma and Luke? A: The dough was chasing them.
Q: What did the road rollers do? A: They rolled the dough flat.

pp. 30-31

- Q: What did the neighbors and bakers do with the giant dough? A: Neighbors and bakers jumped on the dough.
Q: What did they do with the dough? A: They pulled it apart and put it into pans.
Q: Why are the people so happy? A: Because there is bread for everyone!

讀後練習參考答案

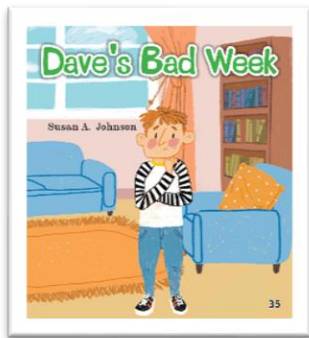
■ Complete the sentences.

1. yeast; Mix 2. remembered 3. lump
4. filled 5. road rollers

■ Put the sentences in order.

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





5.8-3 Dave's Bad Week 故事大綱

P36 Dave 這週過得很糟糕。事情是從星期天開始的。媽媽說：

「晚飯後吃這蛋糕當甜點！」「好的，媽媽。」 Dave 說。

P37 就在晚飯前，媽媽說：「你吃了蛋糕嗎，Dave？」「不是我吃的。」 Dave 說。「沒關係。」媽媽說。

P38 星期二，Dave 正在玩他的玩具車。爸爸說：「別碰壞傢俱。」「不會的。」 Dave 說。

P39 晚上，爸爸發現沙發腿上有劃痕。「這是你幹的嗎？」他問。「不是我幹的，爸爸。真的。」 Dave 回答說。「好吧，沒事。」爸爸說。

P40 第二天下午，Dave 要用尺。尺在妹妹 Lily 的房間裡。她說：「你弄壞了泰迪熊！它裡面的東西都漏出來了。」「不，我沒有。」 Dave 說。

P41 情況更糟糕了。星期四在書房，爸爸說：「看檯燈的繩子。是你用剪刀剪斷的嗎？」「不是的，爸爸。」 Dave 說。「好吧。那我就換條新的。」爸爸說。

P42 每個人都責怪 Dave。那些事不是他做的，但那是誰做的呢？

P43 星期六晚上，他聽到了奇怪的聲音。吱吱，吱吱，吱吱。

P44 星期天下午，一家人在看電視。Dave 看到角落裡有一條棕色的尾巴。

P45 「看，老鼠！」 Dave 叫道。「你是認真的嗎，Dave？」媽媽說。

P46 「他們會看到的。」 Dave 說。那天晚上，他在一個罐子裡放了一塊乳酪，然後把罐子放在了書櫃旁邊的地板上。老鼠悄悄溜了出來。他抓住老鼠了！

P47 「看，就是這隻老鼠。所有的事都是它幹的！」 Dave 說。「Dave，你一直都是對的！」大家說。

Q & A

pp. 36-37

Q: Who had a bad week?

A: Dave had a bad week.

Q: When did the bad week begin?

A: It began on Sunday.

Q: What did Mom ask Dave?

A: She asked if he ate the cake.

pp. 38-39

Q: What was Dave doing on Tuesday?

A: He was driving his toy car.

Q: What did Dave's dad say?

A: He said, "Don't hurt the furniture."

Q: What did Dad find on the sofa?

A: He found scratches on the sofa legs.

pp. 40-41

Q: What did Dave want?

A: He wanted his ruler.

Q: Where was the ruler?

A: It was in his sister Lily's room.

Q: What was wrong with the lamp?

A: The rope was cut.

pp. 42-43

Q: Who did everyone blame?

A: They blamed Dave.

Q: Did Dave do those things?

A: No, he didn't.

Q: What did Dave hear?

A: He heard a strange noise.

pp. 44-45

Q: What was the family doing?

A: They were watching TV.

Q: What did Dave see?

A: He saw a brown tail in the corner.

Q: What did Dave see?

A: He saw a mouse.

pp. 46-47

Q: What did Dave put in the jar?

A: He put a piece of cheese in the jar.

Q: Where did Dave put the jar?

A: He put it on the floor by the bookcase.

Q: What is Dave holding in his hands?

A: He is holding a jar with a mouse inside.

讀後練習參考答案

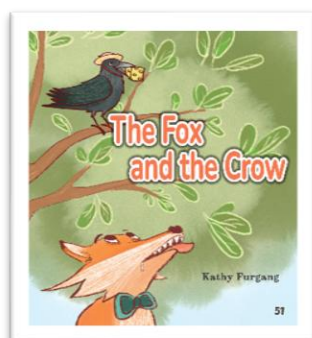
Complete the words.

1. dessert 2. furniture 3. stuffing 4. squeak 5. creep

Write the days of the week. Then put the sentences in order.

A. Wednesday B. Sunday C. Saturday D. Thursday

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



5.8-4 The Fox and the Crow 故事大綱

P52 烏鴉開心地坐在樹上，準備吃一塊美味的乳酪。

P53 「你真漂亮。」狐狸抬頭望著她說，「你的羽毛如此閃亮。搵動你的翅膀，讓我看得清楚一些。」

P54 烏鴉聽了狐狸的讚美之詞很開心。她搵了搵翅膀。

P55 「你的歌聲一定和你一樣美。」狐狸狡猾地笑著說。

P56 烏鴉笑了。她清了清嗓子，開口歌唱。但是，乳酪掉到了地上！

P57 狐狸哈哈大笑，迅速抓住了乳酪。「永遠不要相信過於親切的人！」狐狸想。

P58 烏鴉很生氣，因為狐狸騙了她。這時，烏鴉看到了樹周圍的黃蜂。她有主意了。

pp. 62-63

Q: What came out of the tree hollow?

A: A swarm of wasps came out.

Q: What did the wasps do to Fox?

A: They chased and stung him.

Q: What did Fox do after being stung?

A: He ran away.

讀後練習參考答案

Find and write the words.

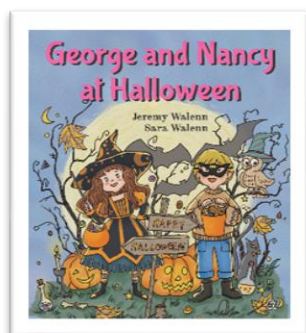
1. crafty 2. cube 3. wasp

4. sting 5. hollow

b	r	w	t	s	a
c	r	a	f	t	y
u	p	s	o	i	n
b	w	p	t	n	s
e	a	p	e	g	u
h	o	l	l	o	w

Answer the questions.

1. She felt happy.
2. The cheese fell to the ground.
3. Never trust someone who is too kind.
4. A swarm of wasps came out and stung him.
5. Never think you are clever enough to fool others.



5.8-5 George and Nancy at Halloween 故事大綱

P68 今天是萬聖夜。George 戴上了面具。他的妹妹 Nancy 妝扮成了女巫。

P69 他們準備好了去討糖。

P70 George 和 Nancy 挨家挨戶地敲門，喊：「不給糖就搗蛋！」每個人都開門給他們糖果，說：「萬聖夜快樂！」

P71 他們來到了街道盡頭的最後一棟房子。「我們回家吧，Nancy。沒有人認識這棟房子裡的人。」George 說。

P72 Nancy 敲了敲門，說：「不給糖就搗蛋！」George 從窗戶往裡看。

P73 「啊，快跑，Nancy！」George 突然喊道，「一個女巫！一個真女巫！」

P74 門開了，一位穿著禮服的老婦人走了出來。「哦，我沒想到會有客人來。不過我確實有糖果。」老婦人說，「你們想進來嗎？」

P75 George 低聲對 Nancy 說：「我不想進去。」「別像個三歲孩子似的，George。她看起來很友好。」Nancy 說。

P76 George 和 Nancy 走進一間舒適的客廳，裡面有很多的書。Nancy 發現了什麼。

P77 「你有很多 Barbara Black 寫的書。我喜歡她。你也喜歡她嗎？」Nancy 問。「嗯，我想是的。那就是我。」老婦人回答。

P78 「我們喜歡你的書！」George 和 Nancy 喊道。他們每人挑選了幾本書，Barbara 讀給他們聽。他們笑個不停。

P79 該回家了。「我們還能再來嗎？」George 問道。「請一定要來。」Barbara 笑著說，「和你們倆在一起真好。」

Q & A

pp. 68-69

Q: Who was wearing a mask?

A: George was wearing a mask.

Q: What was Nancy doing?

A: She was dressing up as a witch.

Q: What were the kids getting ready to do? **A:** They were getting ready to play trick or treat.

pp. 70-71

Q: What did George and Nancy say at each house? **A:** They said, “Trick or treat!”

Q: What did the people say to the children? **A:** They said, “Happy Halloween!”

Q: Why didn't they want to visit that house? **A:** Because nobody knows the person who lives there.

pp. 72-73

Q: What did Nancy say?

A: She said, “Trick or treat!”

Q: What was Nancy holding?

A: She was holding a pumpkin bucket.

Q: What did George do?

A: He shouted and told Nancy to run away.

pp. 74-75

Q: What happened when the door opened? **A:** An old lady came out in a gown.

Q: What did the old lady say? **A:** She said she didn't expect visitors but had some sweets.

Q: What did George whisper to Nancy? **A:** He said, “I don't want to go in.”

pp. 76-77

Q: Where did George and Nancy go? **A:** They went into a cozy living room.

Q: What did the room have? **A:** It had lots and lots of books.

Q: What did Nancy find on the bookshelf? **A:** She found many books by Barbara Black.

pp. 78-79

Q: What did George and Nancy shout? **A:** They shouted, “We love your books!”

Q: What did they do after meeting Barbara? **A:** They each picked some books.

Q: What time was it? **A:** It was time to go home.



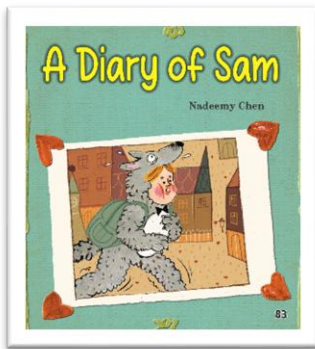
讀後練習參考答案

Complete the sentences.

1. getting ready 2. person 3. cozy 4. gown 5. visitors

Put the sentences in order.

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



5.8-6 A Diary of Sam 故事大綱

P84 (關於我：名字：Sam；年齡：9歲；年級：三年級。)

今天早上，我起床時很激動。為什麼？

P85 本週是讀書週！這意味著我可以打扮成書裡的角色去上學。這週我的戲服是《壞傢伙》裡的狼先生！

P86 點名過後，我們製作讀書週角色的海報。

P87 「這是打扮成小紅帽奶奶的狼先生。他討厭人們把他當成大壞狼！他真的是一個好人！」

P88 這是我們的班級項目。我們正在建一個泥磚店。

P89 每週一，我們製作新的磚塊。它們要一週才能晾乾！如果水和沙的量放錯了，磚塊就會開裂或者斷掉。

P90 午餐後，我和朋友們用桉樹果做了小人。我們把它們拿給 Pam 看。Pam 是我們的工藝課老師。

P91 今天，在她的課上教我們用手指編織小蛇。我編了一條紅腹黑蛇！

P92 放學後，我發現我最喜歡的玩具小狗「冰沙」被冷凍了！我妹妹把他放在了冰箱的冷凍室裡！她說牠想去南極。

P93 我花了二十分鐘才把他吹幹！為了確保他的安全，我甚至上鋼琴課都帶著牠！

P94 下了鋼琴課，我們晚餐吃蕎麥麵。但那是我妹妹的最愛。我最喜歡義大利麵。

P95 媽媽問我們今天最棒的事情是什麼。我說是畫狼先生。我妹妹說是送「冰沙」去南極。她真奇怪！

Q & A

pp. 84-85

Q: What is the boy's name?

A: His name is Sam.

Q: What happened this morning?

A: Sam woke up excited.

Q: What can kids do during Book Week?

A: They can dress up as a book character.

pp. 86-87

- Q: What time did home room start? A: It started at 8:45.
Q: What happened after home room? A: The students made posters for Book Week.
Q: What is Mr. Wolf dressed up as? A: He is dressed as Little Red Riding Hood's grandma.

pp. 88-89

- Q: What were the students doing? A: They were building a mud brick shop.
Q: What are the bricks made of? A: They are made of mud.
Q: What day do they make new bricks? A: They make new bricks every Monday.

pp. 90-91

- Q: What did the children do after lunch? A: They made gum nut people.
Q: What is Pam's job at the school? A: She is the craft teacher.
Q: What did the students make in class today? A: They made finger-knitted snakes.

pp. 92-93

- Q: What is the boy's favorite toy? A: His favorite toy is a toy puppy named Slush.
Q: What happened to Slush? A: He was frozen in the freezer.
Q: How long did it take to dry Slush? A: It took twenty minutes.

pp. 94-95

- Q: What did the family eat for dinner? A: They ate soba noodles.
Q: What kind of noodles does the boy prefer? A: He likes spaghetti best.
Q: What did the boy say was the best part? A: He said drawing Mr. Wolf.

讀後練習參考答案

■ Complete the sentences.

1. gum nut 2. craft 3. freezer 4. soba noodles 5. weird

■ Write *T* (True) or *F* (False).

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

