

教學建議 4A.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

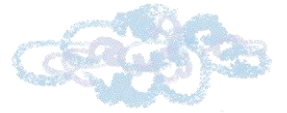
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。



pp. 12-13

Q: What does Golden Goose give them? **A:** Golden Goose gives them magic gum.

Q: What is Golden Goose wearing? **A:** Golden Goose is wearing a purple party hat.

Q: What does the gum do? **A:** The gum makes huge bubbles.

pp. 14-15

Q: Where are the friends going? **A:** They are going high over the highway.

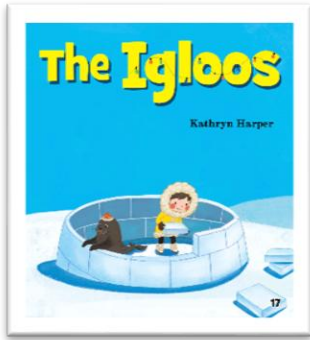
Q: What is carrying them? **A:** Big red bubbles are carrying them.

Q: How do the friends feel now? **A:** They feel happy.

活動建議

帶學生玩「聽音扔沙包」的遊戲。和學生一起將本故事的拼讀核心字抄寫在不同的卡片上 (如果學生喜歡畫畫，也可以讓學生把單字畫出來)。將卡片放在地上，老師隨機說出一個單字或播放音檔，讓學生將沙包扔向聽到的單字。當學生熟悉這些單字後，可以播放整個故事的音檔，讓學生聽到包含字母 g 發音的單字，就用沙包扔向相應的卡片，之後再聽包含字母 h 發音的單字，並扔沙包到相應的卡片上。





4A.2-2 The Igloos 故事大綱

P18 小因紐特人 Billy 無所事事。

P19 他想了想.....「我要造個冰屋！」

P20 於是他就這麼做了。

P21 黑色海豹 Micky 說：「這個小冰屋好酷。為什麼不多造幾個，建一個冰屋旅店呢？」

P22 於是 Billy 戴上手套，又造了六個冰屋。

P23 他們完工時，Micky 高興地翻了個大筋斗！

P24-25 可是.....無人造訪他們的旅店。

P26 這時，「噠噠噠噠」飛來了一架直升機，

P27 裡面載著企鵝遊客。有六位遊客呢！

P28 (Micky 說)「一家寒冷的冰屋旅店正是你們需要的。」

P29 「嗶！嗶！」企鵝們說。他們都表示同意。

Q & A

pp. 18-19

Q: What is Billy's job or group?

A: Billy is an Inuit.

Q: What is Billy doing?

A: Billy has nothing to do.

Q: What does Billy want to do?

A: Billy wants to make an igloo.

pp. 20-21

Q: What is Billy doing?

A: Billy is making an igloo.

Q: Is Billy working alone?

A: No, a seal is helping him.

Q: What idea did Micky have?

A: Micky said to build more and make an igloo inn.

pp. 22-23

Q: What did Billy put on?

A: Billy put on his mitts.

Q: What did Billy do after putting on his mitts?

A: Billy built more igloo rooms.

Q: What did Micky do?

A: Micky did a big flip.

pp. 24-25

Q: What is the name on the big igloo?

A: The name on the big igloo is "Igloo Inn."

Q: What is Billy holding?

A: Billy is holding binoculars.

Q: Did anyone visit the igloo inn?

A: No, no one visited the igloo inn.

pp. 26-27

Q: What is flying in the sky?

A: A helicopter is flying in the sky.

Q: What sound does the helicopter make?

A: It makes a "twit twit twit" sound.

Q: Who came in the helicopter?

A: Penguin tourists came in the helicopter.

pp. 28-29

Q: What is the seal doing?

A: The seal is serving drinks.

Q: What are the penguins doing?

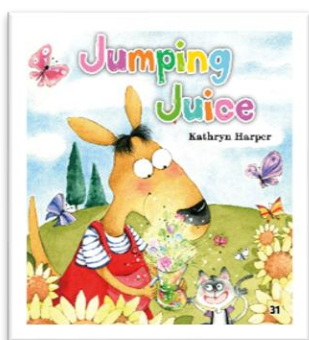
A: The penguins are playing and relaxing.

Q: What are the penguins holding?

A: The penguins are holding glasses.

活動建議

帶學生玩「敲打發音」的遊戲。將拼讀核心字單字卡打亂順存擺在桌上，播放單字音檔或老師自己讀單字，讓學生用小棍敲打聽到的單字。也可以將字母 a, e 和 i 分別寫在卡片上，老師隨機說一些含有這些字母發音的單字，學生聽到含有該字母發音的單字，就用小棍敲打哪那個字母。



4A.2-3 Jumping Juice 故事大綱

P32 袋鼠 Joey 能跳很高！

P33 小貓 Kenny 只能跳起一點點。(Kenny 說)「我也想跳很高！」

P34 Joey 跳進廚房。

P35 他拿了一罐果醬、一罐果凍和一罐跳豆。

P36 Joey 做了跳跳果汁。

P37 (Joey 說)「喝下這個果汁。它能讓你跳得高。」(Kenny 說)「謝謝。你真好。」

P38 Kenny 喝下跳跳果汁。

P39 Kenny 跳得越來越高，越來越高，越來越高。

P40 現在 Kenny 高高地跳到天上去了。(Kenny 說)「救命啊！我停不下來啦！」

P41 Joey 迅速放飛一隻風箏。(Joey 說)「抓住風箏！」

P42 Joey 把 Kenny 拉了回來。

P43 Kenny 親了親 Joey。(Kenny 說)「再不要跳跳果汁了。對小貓來說，跳起一點點剛好。」

Q & A

pp. 32-33

Q: What animal is Joey?

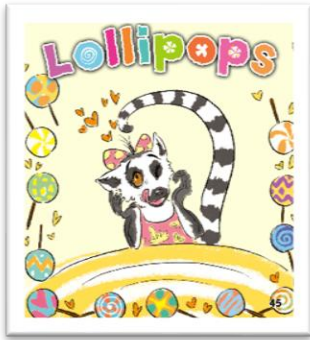
A: Joey is a kangaroo.

Q: What can Joey do?

A: Joey can jump high.

Q: What can Kenny do?

A: Kenny can do little jumps.



4A.2-4 Lollipops 故事大綱

P46 Lily 愛吃棒棒糖。

P47 奶奶 Lola 為她準備了一整罐檸檬棒棒糖。

P48 奶奶 Lola 給了 Lily 一個檸檬棒棒糖。

P49 「我喜歡檸檬棒棒糖。我還想要。」 Lily 說。

P50 「一天一個棒棒糖。」 奶奶 Lola 鎖上了裝棒棒糖的罐子。

P51 一天，奶奶 Lola 出門了。她忘了鎖上罐子！

P52 Lily 一整天都在舔棒棒糖！

P53 「哦，不，我的舌頭變黃了！」

P54 奶奶 Lola 回來了。Lily 哭道：「看我的舌頭。我病了！」

P55 奶奶 Lola 看了看。「黃舌病！哦，天哪！」

P56 「我該怎麼辦？」 Lily 問。

P57 奶奶 Lola 笑了。「只要別舔那麼多黃色的檸檬棒棒糖就行啦！」

Q & A

pp. 46-47

Q: What does Lily love?

A: Lily loves lollipops.

Q: What is Lily holding?

A: Lily is holding a lollipop.

Q: What kind of lollipops are they?

A: They are lemon lollipops.

pp. 48-49

Q: Who gives Lily a lemon lollipop?

A: Granny Lola gives Lily a lemon lollipop.

Q: What is Granny Lola giving to Lily?

A: She is giving Lily a lemon lollipop.

Q: What does Lily love?

A: Lily loves lemon lollipops.

pp. 50-51

Q: What does Granny Lola say?

A: Granny Lola says, "One lollipop a day."

Q: What does Granny Lola do?

A: She locks the lollipop jar.

Q: What does Granny Lola forget?

A: She forgets to lock the jar.

pp. 52-53

Q: What is Lily doing?

A: Lily is licking lollipops.

Q: How long does Lily lick lollipops?

A: She licks lollipops all day.

Q: What color is Lily's tongue?

A: Lily's tongue is yellow.



pp. 54-55

Q: Who comes back home?

A: Granny Lola comes back home.

Q: Why does Lily cry?

A: She thinks she is ill because her tongue is yellow.

Q: What does Granny Lola see? A: She sees Lily's yellow tongue.

pp. 56-57

Q: What does Lily ask?

A: Lily asks, "What can I do?"

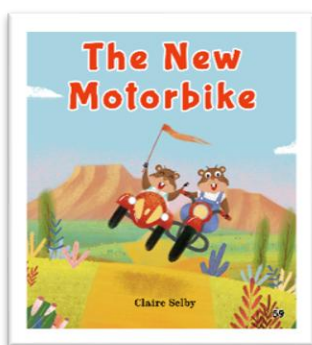
Q: What does Granny Lola do?

A: Granny Lola laughs.

Q: What does Granny Lola say?

A: She says, "Just stop licking lots of yellow lemon lollipops!"

活動建議 帶學生玩「驚喜棒棒糖」的遊戲。準備一些棒棒糖棍和糖紙，把本故事的拼讀核心字分別抄到小紙條上，包在糖紙裡，插上小棍兒，做成一個個棒棒糖。老師將寫著 lollipop 的小紙條，藏在一個真的棒棒糖裡。和學生一起拆開糖紙，讓學生念出紙條上的單字。學生拆開真的棒棒糖時，可以帶著學生一起喊： Surprise！ 並說出單字。



4A.2-5 The New Motorbike 故事大綱

P60 土撥鼠 Mini 和 Maxi 有一輛新摩托車。

P61 土撥鼠們騎行在泥濘的河岸上。

P62 土撥鼠們騎車經過山上的磨坊。

P63 他們騎到了小鎮附近的市集上。

P64 Mini 和 Maxi 去坐旋轉木馬。

P65 一隻猴子看見了新摩托車。

P66 Mini 和 Maxi 聽到了摩托車的聲音。「看！」

P67 「一隻淘氣的猴子把摩托車開走了！」Mini 說。「停下！」Maxi 大喊。

P68 摩托車軋到了一個釘子，現在動不了了。

P69 「我很抱歉。我會請人修好它。」猴子說，「不過你們的摩托車看起來太有趣了！」

P70 他們把摩托車送到了修理廠。機械師修好了摩托車。

P71 摩托車又像新的一樣好了！Mini 和 Maxi 笑了笑。「上車吧，猴子！現在讓我們一起開心地去兜風！」

Q & A

pp. 60-61

- Q:** What does Mini Marmot and Maxi Marmot have? **A:** They have a new motorbike.
Q: What color is the motorbike? **A:** The motorbike is red.
Q: Where are the marmots riding? **A:** The marmots are riding on the muddy bank.

pp. 62-63

- Q:** Where are the marmots riding? **A:** The marmots are riding by a mill on a hill.
Q: What is on the hill? **A:** There is a mill on the hill.
Q: Where do the marmots ride? **A:** They ride to a fair near the town.

pp. 64-65

- Q:** Where are Mini and Maxi? **A:** They are at the fair.
Q: What ride do they go on? **A:** They ride on the merry-go-round.
Q: Who sees the motorbike? **A:** A monkey sees the motorbike.

pp. 66-67

- Q:** What do Mini and Maxi hear? **A:** They hear a motorbike noise.
Q: Who is on the motorbike now? **A:** The monkey is on the motorbike.
Q: Who is driving the motorbike away? **A:** A naughty monkey is driving the motorbike away.

pp. 68-69

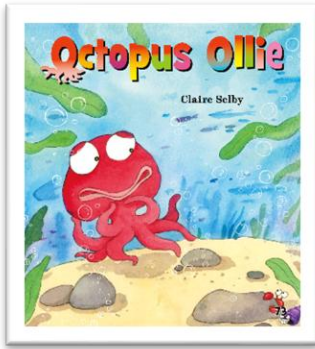
- Q:** What does the motorbike run over? **A:** The motorbike runs over a nail.
Q: What happens to the motorbike? **A:** The motorbike can't move.
Q: Why is the monkey sorry? **A:** Because he drove the motorbike and it broke.

pp. 70-71

- Q:** Where do they take the motorbike? **A:** They take it to a repair shop.
Q: Who fixes the motorbike? **A:** The mechanic mends the motorbike.
Q: How is the motorbike now? **A:** The motorbike is as good as new.

活動建議 帶學生一起製作「拼讀向日葵」。畫一朵向日葵，在花心裡寫上字母 m，在花莖兩側的葉子上寫包含字母 m 發音的單字。除了拼讀核心字，還可以讓學生到故事裡找出更多包含字母 m 發音的單字，這樣花葉排列越多，花莖越長，花就顯得越高。讓學生獨立製作一個字母 n 的向日葵，鼓勵學生想出更多包含字母 n 發音的單字，讓花長得更高。





4A.2-6 Octopus Ollie 故事大綱

P74-75 小章魚們在學校學習很多本領。不過章魚 Ollie 學得不太好。

P76 章魚通過變色隱藏自己。但是 Ollie 只會下面變色，上面變不了！

P77 Mr. Hopper 說：「Ollie，你需要多多練習。」

P78 「看我！」Mr. Hopper 變了色。Ollie 驚歎不已。「哇！」

P79 Ollie 嘗試了一次又一次。他終於成功了！「做得好，Ollie！」Mr. Hopper 說。

P80 「現在，我們來練習噴墨。看我！」

P81 Ollie 努力嘗試。「再來！」Mr. Hopper 說，「想著你很生氣——然後噴出墨來！」

P82 他們繼續練習，沒注意到鯊魚來了。

P83 鯊魚張大了嘴巴！Ollie 看到了它。「小心！危險！」

P84 Ollie 朝鯊魚噴出了墨汁——好多好多墨汁——阻止了它！Mr. Hopper 得救了！

P85 「Ollie，你成功了！你救了我的命！」Mr. Hopper 說，「你是個優秀的學生！」

Q & A

pp. 74-75

- Q:** What is the octopus holding? **A:** The octopus is holding a pointer.
Q: What do little octopuses do at school? **A:** They learn lots of things.
Q: Is Ollie doing well at school? **A:** No, Ollie is not doing well.

pp. 76-77

- Q:** What special thing can an octopus do to hide? **A:** An octopus can change its color.
Q: Can Ollie change his whole color? **A:** No, he can only change the bottom, not the top.
Q: What does Ollie need to do? **A:** Ollie needs to practice more.

pp. 78-79

- Q:** What does Mr. Hopper do? **A:** He changes color.
Q: What does Ollie say? **A:** Ollie says, "Wow!"
Q: What is Ollie trying to do? **A:** He is trying to change his color.

pp. 80-81

- Q:** What is Mr. Hopper doing? **A:** He is shooting black ink into the water.
Q: What does Ollie say? **A:** Ollie says, "Wow!"
Q: What should Ollie think about? **A:** He should think about getting cross (angry).

pp. 82-83

Q: What are Ollie and Mr. Hopper doing? A: They are practicing shooting ink.

Q: Do they see the shark? A: No, they do not see the shark.

Q: What does the shark do? A: The shark opens its big jaws.

pp. 84-85

Q: Where does Ollie shoot the ink? A He shoots it at the shark.

Q: What happens to the shark? A: The ink stops the shark.

Q: What kind of student is Ollie now? A: He is a top student.

活動建議 帶學生一起製作「拼讀樹」。在紙上畫出樹幹，然後畫9根樹枝，將本書中的9個拼讀字母 g, h, i, j, k, l, m, n, o 依次寫在每根樹枝上。指著一根樹枝，讓學生說出含有樹枝上字母發音的單字，然後在樹枝上畫出樹葉，把單字寫在樹葉上。可以帶著學生把本書都看一遍，回憶學到的單字，把大樹畫得越茂盛越好。



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.
-

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.

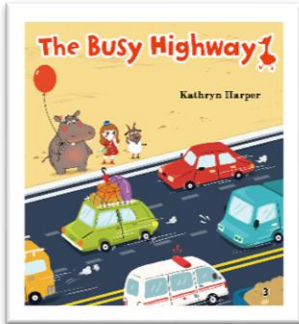
Extension Activities

- **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.



Story Summary and Activity Suggestions



4A.2-1 The Busy Highway

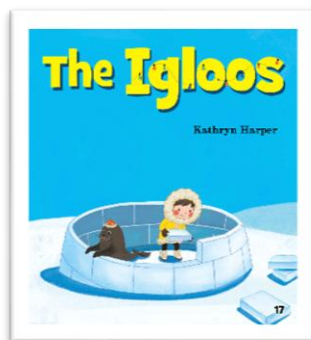
Activity Suggestions “Listen and Toss the Beanbag”

Play a “Listen and Toss the Beanbag” game with the students.

Together with the class, write the phonics key words from the story on different cards (if students enjoy drawing, they can draw pictures to represent the words). Place the cards on the floor. The teacher randomly says a word or plays an audio recording, and

students toss a beanbag toward the word they hear.

Once students are familiar with the words, play the full story audio. When students hear a word with the /g/ sound, they toss the beanbag to the corresponding card. Next, when they hear a word with the /h/ sound, they toss the beanbag to the matching card.

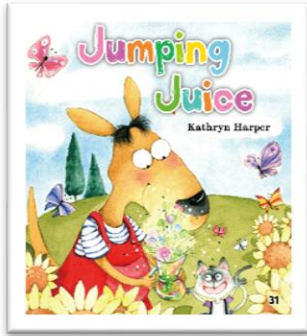


4A.2-2 The Igloos

Activity Suggestions “Tap the Sound”

Play a “Tap the Sound” game with the students. Shuffle the phonics key word cards and place them randomly on the table. Play the word audio or read the words aloud, and have students tap the word they hear using a small stick.

You can also write the **letters a, e, and i** on separate cards. The teacher says words containing these vowel sounds at random. When students hear a word with a specific vowel sound, they tap the card with the matching letter.

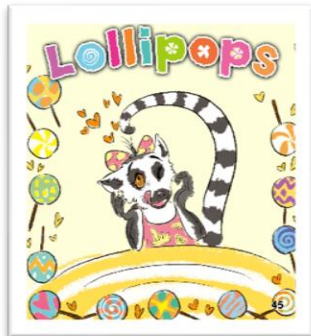


4A.2-3 Jumping Juice

Activity Suggestions “Listen and Jump”

Play a “Listen and Jump” game. Play the audio for the phonics key words from the story, or read the words aloud. Tell students that if they hear a word with the /**dʒ**/ sound, they should jump on one foot. If they hear a word with the /**k**/ sound, they should jump with both feet.

You can also play a “Look and Jump” version using the phonics word cards. The teacher shows a card at random. If students see a word with the /**dʒ**/ sound, they jump on one foot; if it has the /**k**/ sound, they jump with both feet. While jumping, students say the word out loud.



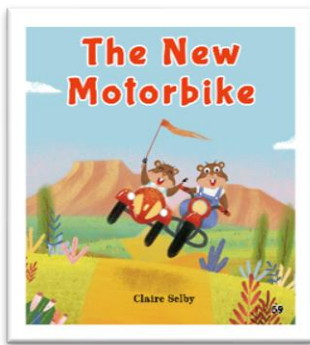
4A.2-4 Lollipops

Activity Suggestions “Surprise Lollipop”

Play the “Surprise Lollipop” game. Prepare some lollipop sticks and candy wrappers. Write the phonics key words from the story on small slips of paper, wrap them inside the candy wrappers, and attach them to sticks to make pretend lollipops. Hide one slip that says “lollipop” inside a real lollipop.

Open the wrappers together with the students and have them read the word on each slip.

When a student opens the real lollipop, chant together: “*Surprise!*” and say the word aloud.



4A.2-5 The New Motorbike

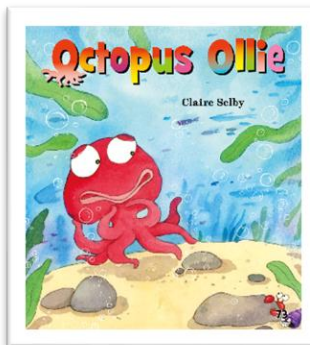
Activity Suggestions “Phonics Sunflower”

Create a “Phonics Sunflower” with the students. Draw a sunflower and write the letter **m** in the center. On the leaves along the stem, write words that contain the /**m**/ sound.

In addition to the phonics key words, encourage students to find more words with the /**m**/ sound in the story. The more leaves they

add, the longer the stem becomes, and the taller the sunflower grows.

Then have students independently make a sunflower for the letter **n**, encouraging them to think of as many /**n**/ sound words as possible to help their sunflower grow taller.



4A.2-6 Octopus Ollie

Activity Suggestions “Phonics Tree”

Create a “Phonics Tree” together. Draw a tree trunk on paper and then draw nine branches. Write the nine phonics letters **g, h, i, j, k, l, m, n, o** on the branches, one letter per branch.

Point to a branch and ask students to say a word that contains the sound of that letter. Then draw a leaf on the branch and write the word on the leaf. You can go through the entire book together, recalling all the words students have learned, and make the tree as full and leafy as possible.