

教學建議 5.6



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

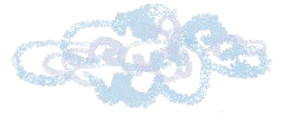
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。

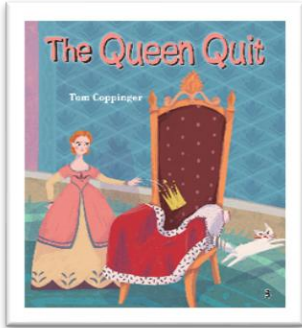
拓展活動

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



5.6-1 The Queen Quit 故事大綱

- P4 多年來，Clara 女王統治著羅斯沃特這片土地。
- P5 每天早上，她會在日光室會見民眾。人們帶著各式各樣的問題，排著長隊等候著。
- P6 「為何我的公雞會爬上屋頂？」「魚怎樣才能逆流而上？」
- P7 「哪兒會下雨？」「我怎樣才能阻止日落？」
- P8 Clara 女王生氣了。「我受夠了這些問題！我幫不上忙！我不當女王了！」
- P9 Clara 扔下她的紅色長袍和王冠，跑了出去。人們都驚呆了。
- P10 一天下午，Clara 走在城裡的街上。她發現每個人都看起來很難過。
- P11 「你為什麼這麼難過？」她問麵包師。「沒有女王了。我不能烤女王蛋糕了。」麵包師回答道。
- P12 「你為什麼這麼難過？」她問郵遞員。「沒有女王大道了。我要把這些信件投到哪裡呢？」郵遞員回答道。
- P13 「你為什麼這麼難過？」她問養蜂人。「沒有女王了。即使是蜜蜂也有蜂王。我們為什麼沒有女王呢？」養蜂人回答道。
- P14 Clara 陷入了沉思。之後她返回宮殿，重新穿上了她的紅色長袍，戴上了王冠。
- P15 「大家請排隊提問吧！之前是我不對。你們需要一位女王。」

Q & A

pp. 4-5

- Q: Who ruled the land of Rosewater? A: Queen Clara ruled the land of Rosewater.
- Q: How long did Queen Clara rule? A: Queen Clara ruled for years and years.
- Q: Where did Queen Clara meet people? A: She met people in the sun room.

pp. 6-7

- Q: What does the first person ask the queen? A: He asks, "Why does my rooster climb to the roof?"
- Q: What does the second person ask the queen? A: She asks, "How can fish swim up a river?"
- Q: What question does the first man ask? A: He asks, "Where will the rain fall?"

pp. 8-9

- Q:** Why is Queen Clara angry? **A:** She is angry because she is fed up with all the questions.
- Q:** Can Queen Clara help the people? **A:** No, she says she cannot help.
- Q:** What did Clara throw off? **A:** She threw off her red robe and crown.

pp. 10-11

- Q:** When did Clara walk through the town? **A:** She walked through the town in the afternoon.
- Q:** How did everyone look? **A:** Everyone looked sad.
- Q:** Why is the baker sad? **A:** The baker is sad because there is no Queen.

pp. 12-13

- Q:** What did Clara ask the mailman? **A:** She asked, "Why are you so sad?"
- Q:** Why is the mailman sad? **A:** He is sad because there is no Queen's Road anymore.
- Q:** Who is Clara talking to? **A:** Clara is talking to the beekeeper.

pp. 14-15

- Q:** What is Clara doing on the log? **A:** She is thinking deeply.
- Q:** What did Clara put on at the palace? **A:** She put on her red robe and crown.
- Q:** What does Clara ask the people to do? **A:** She asks them to line up with their questions.

讀後練習參考答案

Complete the sentences.

1. lined up 2. bake 3. robe 4. quit 5. ruled

Write T (True) or F (False).

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



5.6-2 Jacob's Two Front Teeth 故事大綱

P20 有些人喜歡叫 Jacob 「寶寶」。「這是真的。」他傷心地說，「我只是半個大人。我還有乳牙呢。」

P21 「乳牙到時間了就會掉了。」爸爸解釋道。「但那是什麼時候呢？」 Jacob 問。

P22 其他人都換了牙。他姐姐換了。

P23 他的同學們也換了。作為唯一還沒換牙的人，這種滋味太糟糕了。

P24 他用盡一切辦法想弄掉乳牙。他用手去扭。Smith 老師制止了他。

P25 他用舌尖去頂。媽媽說這樣不行。

P26 一天吃晚飯時，他發現門牙鬆了，但還是不掉。

P27 Jacob 很絕望。他的朋友 Sam 安慰道：「別擔心。」「你說得倒簡單。」 Jacob 說，「你已經有兩顆大門牙了。」

P28 第二天早上，媽媽給了他一個蘋果。「把這個蘋果吃了。」她說，「它會給你驚喜的！」 Jacob 咬了一口。蘋果又脆又硬。

P29 但 Jacob 感到了一些不同。「媽媽，看！我的牙掉啦！」

P30 Jacob 跑到鏡子前。兩顆新門牙已經長出來了。

P31 「我現在是大人了。」 Jacob 對他的朋友們說。

Q & A

pp. 20-21

Q: What do some people call Jacob? **A:** Some people call Jacob a baby.

Q: Why does Jacob think he's only half a man? **A:** Because he still has baby teeth.

Q: What are they talking about? **A:** They are talking about Jacob's baby teeth.

pp. 22-23

Q: What kind of teeth does Jacob's sister have? **A:** She has her new adult teeth.

Q: Is Jacob smiling? **A:** No, he is not smiling.

Q: What are the other children doing? **A:** They are talking and laughing together.

pp. 24-25

Q: What is Jacob trying to do? **A:** He is trying to wiggle his baby teeth.

Q: Why is Jacob wiggling his teeth? **A:** Because he wants them to fall out.

Q: What is Jacob doing with his mouth? **A:** He is pushing his baby teeth with his tongue.

pp. 26-27

Q: What is the family doing?

A: They are eating dinner together.

Q: Did Jacob's teeth fall out at dinner?

A: No, they didn't come out.

Q: How does Jacob feel?

A: He feels desperate.

pp. 28-29

Q: What did Jacob do with the apple?

A: He took a bite.

Q: How did the apple feel when he bit it?

A: It was crisp and hard.

Q: What happened to Jacob's teeth?

A: His teeth came out!

pp. 30-31

Q: Why did Jacob run to the mirror?

A: To see his teeth.

Q: What did Jacob see in the mirror?

A: He saw two new front teeth growing in.

Q: Why does Jacob feel like a grown-up?

A: Because he finally has his new front teeth.

讀後練習參考答案

■ Complete the sentences.

1. tip 2. desperate 3. wiggled 4. half 5. loose

■ Put the sentences in order.

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

pp. 42-43

Q: Which direction did the helicopter fly? **A:** The helicopter flew slowly west.

Q: Where was the forest? **A:** The forest was in the east.

Q: What did Helen tell the others to do? **A:** She told them to make an arrow.

pp. 44-45

Q: What did the helicopter do after seeing the children? **A:** It flew back to them.

Q: Where did the helicopter go after that? **A:** It flew above the forest.

Q: What did the police do? **A:** They chased and caught the two men.

pp. 46-47

Q: What did the children help the police do? **A:** They helped catch two thieves.

Q: What question did the policeman ask? **A:** He asked, "How can we thank you?"

Q: Did the police help pick flowers? **A:** Yes, they did.

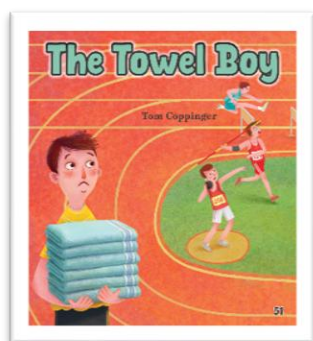
讀後練習參考答案

Find and write the words.

1. daisy 2. sneak 3. west 4. east 5. order 6. arrow

How did the police catch the thieves? Complete the solutions.

1. waved at 2. pointed to 3. lie down 4. form 5. forest



5.6-4 The Towel Boy 故事大綱

P52 Connor 喜歡運動。他想參加比賽，想聽朋友們的歡呼聲。

P53 「在市體育館將有一場大型運動會。今天是選拔日。」

教練說，「試試所有項目吧。盡最大的努力！」

P54 Connor 嘗試了跳高。跳了三次，他都撞到了橫杆。

P55 Connor 扔了三次鉛球，但都不夠遠。

P56 Connor 參加了 100 米賽跑。他得了第六名。

P57 「抱歉，Connor。你沒有入選。但你可以幫忙遞毛巾。」

教練說。

- P58 運動會當天，教練和學生們來到了市體育館。「哦，糟了！」教練突然說，「我忘了號碼布！」「我去拿。」Connor 說。
- P59 於是他跑回學校，找到了號碼布，然後跑回了田徑場。
- P60 教練很驚訝。「你只用了十五分鐘就跑完了那段路？那可是兩英里啊！而且你還沒有很累！」
- P61 「你明天能參加 5000 米賽跑嗎？」教練問。「我可以試試。」Connor 說。
- P62 Connor 參加了 5000 米賽跑。他覺得精力充沛，一點也不累。他一個接一個地超過了其他參賽者。
- P63 Connor 得了第一名。整個隊伍都在為他歡呼。

Q & A

pp. 52-53

- Q:** What did Connor love to do? **A:** He loved to play sports.
- Q:** What did Connor want to hear? **A:** He wanted to hear cheers from his friends.
- Q:** What will happen soon in the town stadium? **A:** There will be a big sports meet.

pp. 54-55

- Q:** What event did Connor try? **A:** He tried the high jump.
- Q:** How many times did Connor try? **A:** He tried three times.
- Q:** Did the shot go far enough? **A:** No, it didn't go far enough.

pp. 56-57

- Q:** What race did Connor run? **A:** He ran the 100-meter race.
- Q:** What place did Connor finish in? **A:** He came in sixth.
- Q:** What did the coach say to Connor? **A:** He said Connor was not on the team.

pp. 58-59

- Q:** Where did the coach and students go? **A:** They went to the town stadium.
- Q:** What did the coach forget? **A:** He forgot the number bibs.
- Q:** What did he find at the school? **A:** He found the number bibs.

pp. 60-61

- Q:** How did the coach feel when Connor returned? **A:** The coach was amazed.
- Q:** How long did it take Connor to run the distance? **A:** It took him only fifteen minutes.
- Q:** What did the coach ask Connor? **A:** He asked if Connor could run the 5,000-meter race tomorrow.

pp. 62-63

- Q:** What race did Connor run? **A:** He ran the 5,000-meter race.
- Q:** How did Connor feel during the race? **A:** He felt strong and did not tire.
- Q:** What place did Connor finish in? **A:** He came in first.



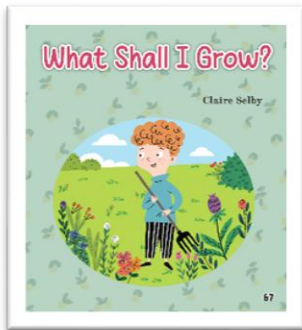
讀後練習參考答案

Unscramble the words.

1. stadium 2. coach 3. shot 4. number bib 5. track field

Put the sentences in order.

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



5.6-5 What Shall I Grow 故事大綱

P68 Martin 和家人搬到了一幢有大花園的新房子裡。Martin 很興奮地說：「現在我可以種些東西了！」

P69 Martin 和家人去了園藝中心。那兒有很多植物。「我要種什麼呢？」Martin 問道。

P70 「種些帶香味的怎麼樣，比如玫瑰？」媽媽說。「種些能吃的怎麼樣？」爸爸說，「番茄不好嗎？」

P71 「我不喜歡玫瑰。它們有刺。我也不喜歡番茄。我喜歡巧克力。」Martin 說。「但巧克力不長在樹上！」爸爸說。

P72 「種些好看的東西，比如百合花。」Martin 的姐姐說。媽媽贊同地說：「鄰居們種了百合花，它們看起來很棒！」「也許吧。」Martin 說。

P73 於是他決定問問園藝中心老闆的建議。

P74 「種些檸檬樹怎麼樣？」老闆說，「它們有漂亮的花，聞起來也很香——到明年夏天，你還會有新鮮的檸檬！」「太棒了！」Martin 同意了。

P75 爸爸拿來一把鏟子和一個耙子。Martin 和爸爸把所有的檸檬樹種成一排。

P76 Martin 每週都給樹澆水。到了冬天，他還在樹的周圍捆上稻草來保暖。

P77 第二年春天，檸檬樹開滿了花。

P78 到了夏天，一家人收穫了很多新鮮的檸檬。

P79 Martin 非常驕傲！他咧嘴笑道：「接下來要種什麼呢？」

Q & A

pp. 68-69

Q: What is special about the new house?

A: It has a big garden.

Q: How does Martin feel?

A: He feels very excited.

Q: Where do Martin and his family go?

A: They go to a garden center.



pp. 70-71

- Q: What does Mom suggest planting? A: She suggests planting something fragrant, like roses.
Q: What food does Dad mention? A: He mentions tomatoes.
Q: What does Martin like? A: Martin likes chocolate.

pp. 72-73

- Q: What does Martin's sister suggest growing? A: She suggests growing something beautiful, like lilies.
Q: Who agrees with Martin's sister? A: Mom agrees with her.
Q: Who does Martin decide to ask for advice? A: He decides to ask the garden center owner.

pp. 74-75

- Q: What plant does the owner suggest? A: He suggests lemon trees.
Q: Why does the owner recommend lemon trees? A: Because they have beautiful flowers that smell good.
Q: What tools does Dad get? A: Dad gets a spade and a fork.

pp. 76-77

- Q: What does Martin do every week? A: Martin waters the trees every week.
Q: What does Martin do in winter? A: He puts straw around the trees.
Q: What do the lemon trees look like? A: The lemon trees are covered in flowers.

pp. 78-79

- Q: What does the family have? A: The family has lots of fresh lemons.
Q: Where is the family sitting? A: The family is sitting in the garden.
Q: How does Martin feel? A: Martin feels very proud.

讀後練習參考答案

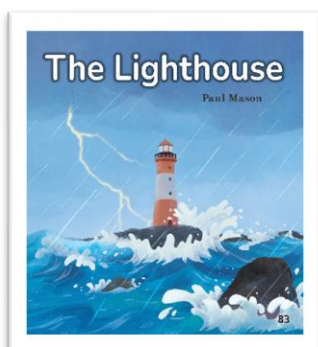
■ Unscramble the words.

1. lily 2. owner 3. fork 4. row 5. straw 6. grin

■ Write *T* (True) or *F* (False).

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





5.6-6 The Lighthouse 故事大綱

P84 暴風雨在夜晚來臨。海浪拍打著礁石。風呼呼地吹著。

P85 燈塔裡溫暖而乾燥。爸爸做了一些熱飲。「謝謝，爸爸。」Rob 說，「我很高興假期能和你待在一起。」

P86 爸爸檢查了塔頂的燈。「這燈真亮。」Rob 說。「是的，它能確保船隻的安全。」爸爸說，「來吧，該睡覺了。」

P87 突然間，停電了。所有的燈都滅了。

P88 「我們需要把塔頂的燈重新打開！」爸爸說，「應急電源在樓上。」

P89 他們試圖上樓。但是爸爸摔了一下，腿受傷了。

P90 「我走不了了。」爸爸說，「我無法去打開應急電源了。沒有燈，船隻會撞上礁石。」「我能幫忙。」Rob 說，「讓我試試，爸爸。」

P91 Rob 拿上手電筒。他找到了上樓的路。

P92 外面的風刮得很厲害。屋子裡很黑。Rob 很害怕。他小心翼翼地找到了電源箱。

P93 Rob 打開電源。塔頂的燈發出明亮的光。他能看見一艘船正駛近礁石。

P94 那艘船看到光後轉向了。它脫離了危險。

P95 「做得好！」爸爸說，「我也很高興你在我這裡度過假期。」

Q & A

pp. 84-85

Q: What happens in the night?

A: A storm comes in the night.

Q: What crashes on the rocks?

A: Waves crash on the rocks.

Q: What does Dad make?

A: Dad makes some hot drinks.

pp. 86-87

Q: What does Dad check?

A: Dad checks the light.

Q: What does Rob say about the light?

A: Rob says the light is really bright.

Q: What happens to the lights?

A: The lights go out.

pp. 88-89

Q: What does Dad want to do?

A: Dad wants to get the light back on.

Q: Where is the emergency power?

A: The emergency power is upstairs.

Q: What happens to Dad?

A: Dad falls and hurts his leg.

pp. 90-91

Q: Why can't Dad turn the power on?

A: Dad cannot move because he hurt his leg.

Q: What will happen without the light?

A: Ships might hit the rocks.

Q: Where is Rob going?

A: Rob is going up the stairs.

pp. 92-93

Q: What is the weather like outside?

A: The wind blows hard outside.

Q: What does Rob find?

A: Rob finds the power box.

Q: Where is the ship going?

A: The ship is coming near the rocks.

pp. 94-95

Q: What does the ship see?

A: The ship sees the light.

Q: What does the ship do after seeing the light?

A: The ship turns.

Q: Why is Dad happy?

A: Because Rob is spending his vacation with him.

讀後練習參考答案

■ Find and write the words.

1. lighthouse 2. spend 3. check 4. bright

5. emergency 6. flashlight

■ What happens to Rob? Complete the chart.

1. hot drinks 2. goes off 3. falls, hurts 4. flashlight 5. turns on

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.

