

教學建議 1.6



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

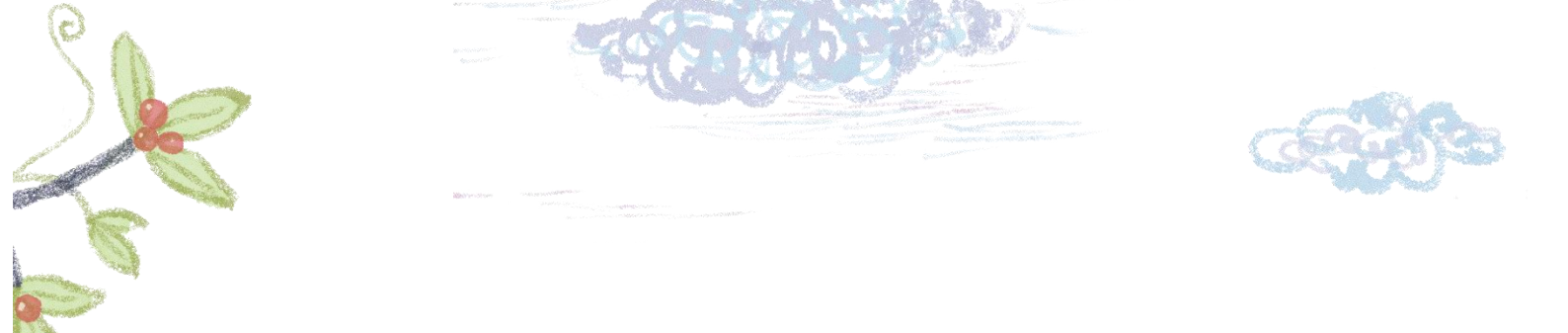
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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。

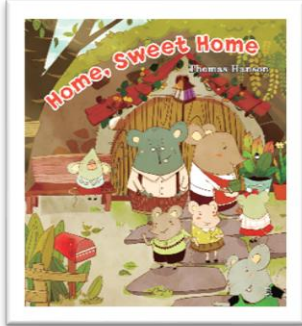
拓展活動

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、活動建議



1.6-1 Home Sweet Home 故事翻譯

- P4-P5 我們家有張桌子。
P6-P7 我們家有個櫥櫃。
P8-P9 我們家有個沙發。
P10-P11 我們家有張床。
P12-P13 我們家有台電視機。
P14-P15 一隻可怕的貓！

Q & A

pp. 4-5

- Q:** How many mice are sitting at the table? **A:** Seven mice are sitting at the table.
Q: What is the mouse in the yellow shirt doing? **A:** The mouse in the yellow shirt is using a toothpick.
Q: What is in the vase on the table? **A:** There are some flowers in the vase on the table.

pp. 6-7

- Q:** What is the mouse in the white apron doing? **A:** The mouse in the white apron is drying dishes.
Q: How many mice are climbing on the ladder? **A:** Four mice are climbing on the ladder.
Q: Are there any flowers in the room? **A:** Yes, there is a pot of red flowers on the wall.

pp. 8-9

- Q:** How many mice are sitting on the sofa? **A:** Four mice are sitting on the sofa.
Q: What is the mouse with the red bow doing? **A:** The mouse with the red bow is reading a book.
Q: What is the mouse with the apron doing? **A:** The mouse with the apron is knitting.

pp. 10-11

- Q:** How many mice are on the bed? **A:** Five mice are on the bed.
Q: Is there a lamp in the room? **A:** Yes, there is a lamp on the bedside table.
Q: Are the curtains open or closed? **A:** The curtains are open.

pp. 12-13

Q: How many mice are watching the TV?

A: Five mice are watching the TV.

Q: Who is holding the remote control?

A: The mouse in the green shirt is holding the remote control.

Q: What color is the cabinet?

A: The cabinet is yellow.

pp. 14-15

Q: What animal is on the TV?

A: A cat is on the TV.

Q: How do the mice feel?

A: The mice feel scared.

Q: Is there a vase of flowers near the TV?

A: Yes, there is a vase of flowers near the TV.

活動建議 和學生一起看室內設計的圖畫，找一找書中提到的各種家具或物品，像是桌子、廚櫃、沙發、床、電視等等。每找到一件，就鼓勵學生大聲說出對應的英文單字。再問一問學生是否知道家裡的其它物品或家具的英文名稱，鼓勵學生大聲說出來。





1.6-2 My Mom 故事翻譯

- P18-P19 我媽媽在走路。
P20-P21 我媽媽在騎單車。
P22-P23 我媽媽在游泳。
P24-P25 我媽媽在跑步。
P26-P27 我媽媽在跳繩。
P28-P29 我媽媽在吃東西。

Q & A

pp. 18-19

- Q:** What is the mother doing? **A:** The mother is walking.
Q: What is the boy sitting on? **A:** The boy is sitting on a bench.
Q: What is the boy holding? **A:** The boy is holding a drink.

pp. 20-21

- Q:** What is the mother doing? **A:** The mother is cycling.
Q: What is on the blanket? **A:** There is food, a book, and some cups on the blanket.
Q: What color is the mother's helmet? **A:** The mother's helmet is pink.

pp. 22-23

- Q:** What is the mother doing? **A:** The mother is swimming.
Q: Where is the boy sitting? **A:** The boy is sitting on a chair by the pool.
Q: What is the dog looking at? **A:** The dog is looking at the ice cream on the table.

pp. 24-25

- Q:** What is the mother doing? **A:** The mother is running.
Q: What color is the mother's shirt? **A:** The mother's shirt is purple.
Q: What is the boy doing? **A:** The boy is riding a scooter.

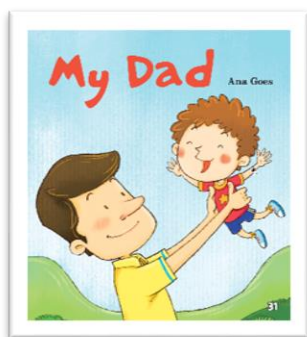
pp. 26-27

- Q:** What is the mother doing? **A:** The mother is skipping.
Q: What is the mother holding? **A:** The mother is holding a jump rope.
Q: Is the mother sweating? **A:** Yes, the mother is sweating.

pp. 28-29

- Q:** What is the mom eating on the bench? **A:** The mom is eating a sandwich on the bench.
- Q:** What is the mom eating near the fountain? **A:** The mom is eating a hot dog near the fountain.
- Q:** What is the mom eating in the purple shirt? **A:** The mom is eating a chocolate bar in the purple shirt.

活動建議 老師和學生一起玩「看動作猜單字」的遊戲。老師做出走路、騎自行車、游泳、跑步、跳繩和吃東西的動作，鼓勵學生根據老師的動作，說出對應的英文單字。如果學生每個單字意思已學得滾瓜爛熟，鼓勵學生說出完整的句子，譬如說: My mom is walking / cycling / swimming / running / skipping / eating. 等學生熟悉遊戲規則之後，也可以由學生發出指令，老師根據指令做動作。



1.6-3 My Dad 故事翻譯

- P32-P33 我爸爸在開車。
P34-P35 我爸爸在踢足球。
P36-P37 我爸爸在修理玩具。
P38-P39 我爸爸在煮菜。
P40-P41 我爸爸在讀故事書。
P42-P43 我爸爸在唱歌！

Q & A

pp. 32-33

- Q:** What is the dad doing? **A:** The dad is driving.
- Q:** Who is sitting next to the dad? **A:** The mom is sitting next to the dad.
- Q:** What is the number on the car's license plate? **A:** The number on the license plate is UA-200.

pp. 34-35

- Q:** What is the dad doing? **A:** The dad is playing soccer.
Q: What number is on the dad's shirt? **A:** The number on the dad's shirt is 10.
Q: Who is watching the game? **A:** The mom and the son are watching the game.

pp. 36-37

- Q:** What is the dad doing? **A:** The dad is fixing the toy car.
Q: What color is the bedspread? **A:** The bedspread is blue with moons and stars.
Q: What is the mom doing? **A:** The mom is bringing drinks.

pp. 38-39

- Q:** What is the dad doing? **A:** The dad is cooking.
Q: What is the mom holding? **A:** The mom is holding some plates.
Q: What food is on the cutting board? **A:** There are two tomatoes on the cutting board.

pp. 40-41

- Q:** What is the dad doing? **A:** The dad is reading.
Q: Where is the boy? **A:** The boy is in bed.
Q: What is the dad holding? **A:** The dad is holding a book.

pp. 42-43

- Q:** What is the dad doing? **A:** The dad is singing.
Q: Where is the dad? **A:** The dad is in the bathroom.
Q: What is the dad holding? **A:** The dad is holding a razor.

活動建議 老師和學生一起玩「看動作猜單字」的遊戲。老師做出開車、踢足球、修理玩具、做飯、讀故事書和唱歌的動作，鼓勵學生根據老師的動作說出對應的英文單字。如果學生掌握英文的情況較好，鼓勵學生試著說出完整的句子，譬如說如: My dad is driving / playing soccer / fixing / cooking / reading / singing. 等學生熟悉遊戲規則之後，也可以由學生發出指令，老師根據指令做動作。





1.6-4 Do You Like It? 故事翻譯

- P46-P47 我需要紙。
 P48-P49 我需要一隻鉛筆。
 P50-P51 我需要剪刀。
 P52-P53 我需要蠟筆。
 P54-P55 我需要膠帶。
 P56-P57 你喜歡嗎？

Q & A

pp. 46-47

- Q:** What does the girl need? **A:** The girl needs paper.
Q: What is in the box? **A:** There are rolls of paper in the box.
Q: What is the girl holding in her hand? **A:** The girl is holding a roll of paper.

pp. 48-49

- Q:** What is the girl holding? **A:** The girl is holding a pencil.
Q: What is the girl doing with the pencil? **A:** The girl is drawing with the pencil.
Q: Is the cat watching the girl? **A:** Yes, the cat is watching the girl.

pp. 50-51

- Q:** What is the girl holding in her hand? **A:** The girl is holding scissors.
Q: What is the girl cutting? **A:** The girl is cutting a piece of paper.
Q: What color are the girl's overalls? **A:** The girl's overalls are green.

pp. 52-53

- Q:** What does the girl need? **A:** The girl needs crayons.
Q: What is the girl holding in her hand? **A:** The girl is holding a yellow crayon.
Q: What is the cat doing? **A:** The cat is playing with a crayon.

pp. 54-55

- Q:** What is the girl holding in her hand? **A:** The girl is holding a roll of tape.
Q: How many paper hearts are on the floor? **A:** There are seven paper hearts on the floor.
Q: Where is the girl placing the hearts? **A:** The girl is placing the hearts on a small house.

pp. 56-57

Q: What is hanging on the house? **A:** Colorful paper hearts are hanging on the house.

Q: What is next to the house? **A:** There is a blue bowl next to the house.

Q: How many hearts are hanging on the house? **A:** There are five hearts hanging on the house.

活動建議 準備好紙、鉛筆、剪刀、蠟筆和膠帶，和學生一起按書中的步驟做勞作。

在這個過程中，每用到一件物品，就和學生一起說出相應的英文名稱。完成後，和學生一起將美勞作品黏貼在門上或牆上，展示成果。



1.6-5 Playing with Water 故事翻譯

P60-P61 我愛下雨。

P62-P63 我愛水窪。

P64-P65 我愛洗澡。

P66-P67 我愛水槍。

P68-P69 我愛滑水道。

P70-P71 我愛大海。

Q & A

pp. 60-61

Q: What does the child love?

A: The child loves the rain.

Q: What is the child wearing?

A: The child is wearing a green raincoat.

Q: What color are the child's boots?

A: The child's boots are red.

pp. 62-63

Q: What does the child love?

A: The child loves puddles.

Q: What color are the child's shorts?

A: The child's shorts are red.

Q: Is the umbrella open or closed?

A: The umbrella is open.



pp. 64-65

Q: What does the child love?

A: The child loves baths.

Q: What is the child doing?

A: The child is taking a bath.

Q: What is hanging on the wall?

A: There are towels hanging on the wall.

pp. 66-67

Q: What do the children love?

A: The children love water guns.

Q: How many children are playing with water guns?

A: There are three children playing with water guns.

Q: Is there a water slide?

A: Yes, there is a red water slide.

pp. 68-69

Q: What does the child love?

A: The child loves water slides.

Q: Is there a ball in the pool?

A: Yes, there is a ball in the pool.

Q: What is the color of the umbrellas near the pool?

A: The umbrellas are green and yellow.

pp. 70-71

Q: What does the child love?

A: The child loves the sea.

Q: What is the child wearing on his head?

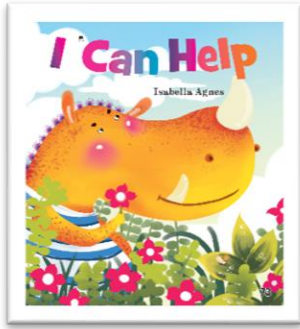
A: The child is wearing goggles on his head.

Q: Is there a boat in the sea?

A: Yes, there is a boat with a yellow sail in the sea.

活動建議 和學生一起想一想，身邊有哪些跟水有關的事情。再讓學生說一說，身邊有哪些跟水有關的物品。如果提到了跟書中相同的事物，就鼓勵學生大聲說出相應的英文名稱，並鼓勵學生試著用 I love... 說出完整的句子。





1.6-6 I Can Help 故事翻譯

- P74-P75 救命！
P76-P77 我的鼻子能幫忙。
P78-P79 我的手臂能幫忙。
P80-P81 我的頭能幫忙。
P82-P83 我的腳能幫忙。
P84-P85 謝謝你們。

Q & A

pp. 74-75

Q: Who are the animals running from? **A:** The animals are running from a large dinosaur.

Q: How many monkeys are in the picture? **A:** There are two monkeys in the picture.

Q: Are the animals happy or scared? **A:** The animals look scared.

pp. 76-77

Q: What are the monkeys holding? **A:** The monkeys are holding a piece of wood.

Q: How many monkeys are on the swing? **A:** Two monkeys are on the swing.

Q: Are there any birds in the picture? **A:** Yes, there are two birds in the picture.

pp. 78-79

Q: Who does the dinosaur want to help? **A:** The dinosaur wants to help the ants.

Q: Where are the ants? **A:** The ants are near the water.

Q: What is the dinosaur doing with its arm? **A:** The dinosaur is helping the ants cross the water.

pp. 80-81

Q: What are the rabbits trying to carry? **A:** The rabbits are trying to carry a big basket of carrots.

Q: Where does the dinosaur carry the carrots? **A:** The dinosaur carries the carrots on its head.

Q: What is in the basket? **A:** The basket is full of carrots.

pp. 82-83

Q: What does the dinosaur use to help? **A:** The dinosaur uses its foot to help.

Q: How many hedgehogs are there? **A:** There are four hedgehogs.

Q: What is the dinosaur wearing? **A:** The dinosaur is wearing a blue and white shirt.



pp. 84-85

- Q: What is the dinosaur holding in its hand? A: The dinosaur is holding an apple.
Q: What are the ants doing? A: The ants are helping to carry food.
Q: What is the dinosaur eating? A: The dinosaur is eating an apple.

活動建議 準備好紙和彩色筆，參照書中小怪獸的形象，和學生們一起創作一幅小怪獸的圖畫。老師先用黑色筆幫助學生畫出小怪獸的輪廓，然後讓學生用自己喜歡的顏色給小怪獸著色。畫好後，和學生一起做遊戲，老師說出一個身體部位的英文名稱，讓學生在畫好的圖畫上指出來。待學生熟悉遊戲規則後，可以逐漸加快說單字的速度，增加遊戲的趣味。老師也可以和學生交換角色，繼續遊戲。

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.

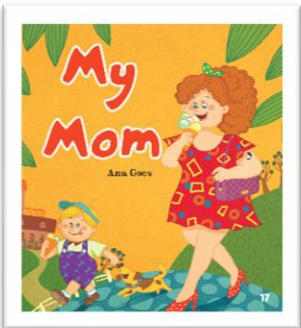
Story Summary and Activity Suggestions



1.6-1 Home Sweet Home

Activity Suggestion

Look at interior design pictures with your students. Search for various pieces of furniture or items mentioned in the book, such as tables, kitchen cabinets, sofas, beds, televisions, and more. Every time you find one, encourage your students to say the corresponding English word out loud. Then ask if they know the English names for other items or furniture in their own homes, and encourage them to say those as well.

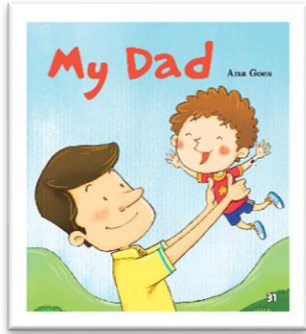


1.6-2 My Mom

Activity Suggestion

Play a “Guess the Word by Actions” game with your students. Act out actions like walking, riding a bicycle, swimming, running, skipping rope, and eating. Encourage your students to name the corresponding English word based on your actions. If they have mastered the vocabulary, prompt them to form complete sentences (for example: “My mom is walking/cycling/swimming/running/skipping/eating.”). Once they’re familiar with the game rules, let the students give commands for you to act out.

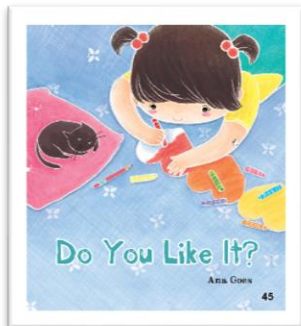




1.6-3 My Dad

Activity Suggestion

Play another round of the “Guess the Word by Actions” game with your students. This time, act out actions such as driving, playing soccer, fixing toys, cooking, reading a storybook, and singing. Encourage your students to say the corresponding English word based on your actions. If they are comfortable with the language, have them try to form full sentences (for example: “My dad is driving/playing soccer/fixing/cooking/reading/singing.”). Once they understand the game, allow the students to instruct you with actions.



1.6-4 Do you Like It?

Activity Suggestion

Prepare paper, pencils, scissors, crayons, and tape, and work together with your students to follow the steps in the book to create a craft. During the process, each time you use an item, say its English name together with the students. Once the project is finished, display the craft by pasting it on a door or wall to showcase their work.

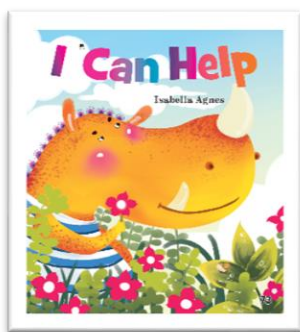




1.6-5 Playing with Water

Activity Suggestion

Discuss with your students the different things related to water in their surroundings. Then, have them share what water-related items they can think of. When they mention an item that appears in the book, encourage them to say the corresponding English word out loud. Also, prompt them to try forming complete sentences using “I love...” to express their thoughts.



1.6-6 My Dad

Activity Suggestion

Gather paper and colored pencils. Using the image of a little monster from the book as a reference, create a drawing of a little monster with your students. First, help them by drawing the outline of the little monster with a black marker. Then, let them color the monster using their favorite colors. After the drawing is completed, play a game where you name a body part in English and have the students point to that part on their drawing. As they become more familiar with the game, gradually increase the pace to add excitement. You can even switch roles with the students and let them give commands for you to follow.

