

教學建議 1.10



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

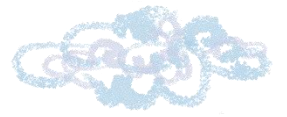
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

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

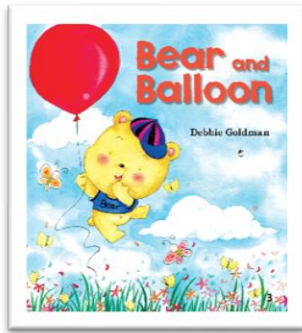
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做**單字小遊戲**。

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



1.10-1 Bear and Balloon 故事翻譯

- P4-P5 快看！看到天上那個氣球了嗎？
P6-P7 我爬上小山丘。
P8-P9 我爬上岩石。
P10-P11 我爬上大樹鑽進雲裡。
P12-13 我看見那個氣球在樹上。
P14-15 喔！我下來嘍！

Q & A

pp. 4-5

- Q: What color is the balloon in the sky?
Q: Where is the balloon?
Q: What is the bear wearing on its head?

- A: The balloon in the sky is red.
A: The balloon is up in the sky.
A: The bear is wearing a cap.

pp. 6-7

- Q: Where is the bear climbing?
Q: What insects are flying around the bear?
Q: What animal is near the rocks?

- A: The bear is climbing up the hill.
A: Butterflies are flying around the bear.
A: A snail is near the rocks.

pp. 8-9

- Q: Where is the bear climbing?
Q: What color are the butterflies?
Q: What kind of animal is next to the bear?

- A: The bear is climbing up the rocks.
A: The butterflies are yellow.
A: A snail is next to the bear.

pp. 10-11

- Q: Where is the bear climbing now?
Q: What is floating in the sky?
Q: Are there flowers on the tree?

- A: The bear is climbing up the tree.
A: A red balloon is floating in the sky.
A: Yes, there are flowers on the tree.

pp. 12-13

Q: Where is the balloon now?

A: The balloon is in the tree.

Q: What is the bear doing?

A: The bear is lying on the tree branch.

Q: What else is on the tree branch with the bear? **A:** A caterpillar is on the branch with the bear.

pp. 14-15

Q: What is the bear holding?

A: The bear is holding a red balloon.

Q: What is in the sky with the bear?

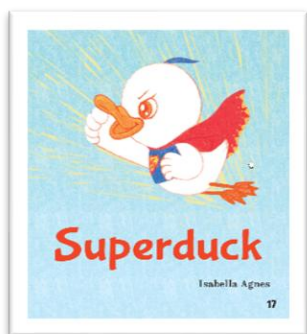
A: There are butterflies in the sky with the bear.

Q: Is the bear falling or flying up?

A: The bear is going down.

活動建議 老師和學生共同完成一幅畫。老師先用鉛筆描繪出雲朵、小山、岩石和樹的輪廓，再讓學生用彩色筆著色。上色完成後，讓學生在畫面上畫一個紅色的氣球，老師指導學生用箭頭標示出氣球飛行的路線。然後，讓學生用英文說一說紅色的氣球都飛過了哪些地方（氣球飛行的路線可以和本故事不同）。





1.10-2 Super Duck 故事翻譯

P18-P19 超人幫助別人。我也能幫助別人。

P20-P21 清晨，我幫助公雞。但是……『喂！你在幹什麼！』

P22-P23 下午，我幫助蜥蜴。但是……『不！我喜歡陽光！』

P24-P25 晚上，我幫助貓頭鷹。但是……『哦，不！』

P26-P27 他們不需要超人。但是……

P28-P29 我是超人！

Q & A

pp. 18-19

Q: What does the superman do?

A: The superman helps others.

Q: Who is the bird looking at?

A: The bird is looking at a picture of Superman.

Q: What color is the bird's cape?

A: The bird's cape is red.

pp. 20-21

Q: Who is the bird trying to help?

A: The bird is trying to help the rooster.

Q: What time of day is it?

A: It is early morning.

Q: What does the rooster have in its wing?

A: The rooster has a clock in its wing.

pp. 22-23

Q: What time of day is it?

A: It is the afternoon.

Q: Who is the bird trying to help?

A: The bird is trying to help a frog.

Q: How does the frog feel about the sun?

A: The frog likes the sun.

pp. 24-25

Q: What time of day is it?

A: It is the evening.

Q: What is the bird holding?

A: The bird is holding a flashlight.

Q: Who is on the ground below the tree?

A: There is a little mouse on the ground.

pp. 26-27

Q: What time of day is it?

A: It is nighttime.

Q: What is in the sky?

A: There is a moon and stars in the sky.

Q: Where is the bird sitting?

A: The bird is sitting near a pond.

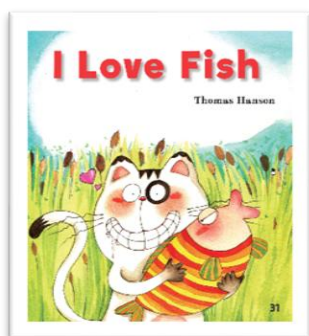
pp. 28-29

Q: What is the bird carrying in its wing? **A:** The bird is carrying a small chick in its wing.

Q: Where is the bird walking? **A:** The bird is walking towards a barn.

Q: What does the bird use to see in the dark? **A:** The bird uses a flashlight to see in the dark.

活動建議 老師在三張紙上分別畫出三幅圖：早晨，太陽冉冉升起；下午，太陽掛在半空；晚上，彎彎的月亮掛在山巒之上。老師讓學生看圖並判斷畫面中的時間，鼓勵學生說出相應的英文單字 morning, afternoon, evening。讓學生想一想，公雞、蜥蜴和貓頭鷹這三種動物，習慣在什麼時間出來活動，並說出與這三種動物對應的英文單字。



1.10-3 I Love Fish 故事翻譯

P32-P33 小貓肚子餓了，但家裡什麼吃的都沒有。

P34-P35 謝謝，可我不吃胡蘿蔔。

P36-P37 謝謝，可我不吃竹筍。

P38-P39 謝謝，可我不吃蟲子。

P40-P41 謝謝，可我不吃骨頭。

P42-P43 我愛吃魚！

Q & A

pp. 32-33

Q: What is the kitten looking for?

A: The kitten is looking for food.

Q: Does the kitten find any food at home?

A: No, the kitten cannot find any food at home.

Q: What does the kitten hope to catch?

A: The kitten hopes to catch a fish.

pp. 34-35

Q: What are the rabbits doing?

A: The rabbits are pulling carrots from the ground.

Q: What colors are the rabbits?

A: One rabbit is white, and the other is black.

Q: Where are the rabbits and the kitten?

A: They are in a garden full of carrots.

pp. 36-37

- Q:** What is the panda doing? **A:** The panda is digging bamboo shoots from the ground.
- Q:** What does the panda have in the basket? **A:** The panda has bamboo shoots in the basket.
- Q:** Does the kitten like bamboo shoots? **A:** No, the kitten does not like bamboo shoots.

pp. 38-39

- Q:** How many birds are sitting on the branch? **A:** Two birds are sitting on the branch.
- Q:** Where are the birds sitting? **A:** The birds are sitting on a tree branch.
- Q:** What is hanging from the kitten's fishing pole? **A:** A bucket is hanging from the kitten's fishing pole.

pp. 40-41

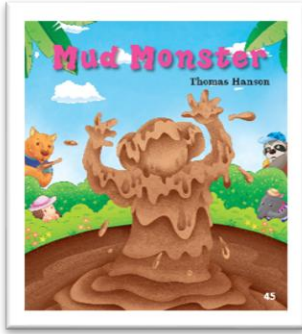
- Q:** What are the two dogs holding? **A:** The two dogs are holding a big bone.
- Q:** Where are the animals standing? **A:** The animals are standing near a river.
- Q:** What does the kitten have in its paw? **A:** The kitten has a fishing pole in its paw.

pp. 42-43

- Q:** What is the kitten doing? **A:** The kitten is fishing.
- Q:** What does the kitten have beside it? **A:** The kitten has a red bucket beside it.
- Q:** What is flying around the kitten? **A:** There are dragonflies flying around the kitten.

活動建議 老師找來一些故事中小動物愛吃的食物，放成一排。如果某些食物不好找，可以畫圖代替。老師模仿一個故事中出现的小動物，然後說 “I'm hungry.” 讓學生排選最適合這種動物的食物，並說出與這種食物對應的英文單字。老師和學生還可以互換角色完成遊戲。





1.10-4 Mud Monster 故事翻譯

P46-P47 猴子瑪麗接到一個電話。『來聚會吧！』

P48-P49 猴子瑪麗打扮起來。

P50-P51 猴子瑪麗在森林裡盪啊盪。

P52-P53 哦，不！猴子瑪麗掉進了泥潭裡。

P54-P55 哦，這裡有個泥巴怪！

P56-P57 她是我們的朋友猴子瑪麗！

Q & A

pp. 46-47

Q: Who is getting a phone call?

A: Mary the Monkey is getting a phone call.

Q: What does Mary have in her hand?

A: Mary has a phone in her hand.

Q: What fruit is on the table next to Mary? **A:** There are bananas, a pineapple, and an apple on the table.

pp. 48-49

Q: What is Mary doing?

A: Mary is dressing up.

Q: Where is Mary looking?

A: Mary is looking in the mirror.

Q: What is Mary wearing in her hair? **A:** Mary is wearing a red flower in her hair.

pp. 50-51

Q: Who is swinging in the forest?

A: Mary the Monkey is swinging in the forest.

Q: What is Mary holding onto?

A: Mary is holding onto a vine.

Q: Is Mary wearing shoes?

A: No, Mary is not wearing shoes.

pp. 52-53

Q: What happens to Mary the Monkey?

A: Mary the Monkey falls into a mud puddle.

Q: What is Mary holding onto while she falls?

A: Mary is holding onto a vine.

Q: Where does Mary land after she falls?

A: Mary lands in a mud puddle.

pp. 54-55

Q: What are the animals looking at in the mud?

A: They are looking at a mud puddle.

Q: Is the Mud Monster standing or lying down?

A: The Mud Monster is standing.

Q: What is the lion trying to do with the stick?

A: The lion is trying to poke or pull something in the mud.

pp. 56-57

Q: Who is covered in mud?

A: Mary the Monkey is covered in mud.

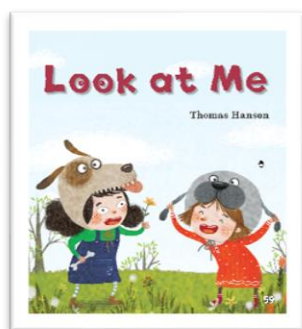
Q: What is the sloth doing in the second picture? A: The sloth is raising his arms.

Q: Why is Mary covered in mud?

A: Mary is covered in mud because she fell into the mud puddle.

活動建議 和學生一起玩「說一說，做一做」的遊戲。老師說：“I have a phone call.”

並帶著學生做接電話的動作，老師接著說：“I dress up.” 並帶著學生做穿衣打扮的動作；老師繼續說：“I swing in the forest.” 並帶著學生做抓著蔓藤盪來盪去的動作；老師最後說：“I fall into a mud puddle.” 帶著學生做摔進泥潭裡的動作。第二遍由老師說出英文句子，學生完成相應動作。最後讓學生自己一邊說句子，一邊做動作。



1.10-5 Look at Me 故事翻譯

P60-P61 小狗來了，汪，汪，汪……

P62-P63 小馬來了，嘶，嘶，嘶……

P64-P65 小豬來了，哼，哼，哼……

P66-P67 小牛來了，哞，哞，哞……

P68-P69 小雞來了，嘰，嘰，嘰……

P70-P71 火車來了，咚鏘，咚鏘，咚鏘，咚鏘，鳴—鳴—！

Q & A

pp. 60-61

Q: What are the children wearing on their heads?

A: The children are wearing dog hats on their heads.

Q: What are the children pretending to be?

A: The children are pretending to be puppies.

Q: What sound are the little puppies making?

A: The little puppies are making the sound "woof, woof, woof."

pp. 62-63

Q: What are the children pretending to be? **A:** The children are pretending to be ponies.

Q: What sound are the little ponies making? **A:** The little ponies are making the sound "neigh, neigh, neigh."

Q: What color is the ground? **A:** The ground is brown.

pp. 64-65

Q: What animals are the children pretending to be? **A:** The children are pretending to be little pigs.

Q: What sound do the little pigs make? **A:** The little pigs make an "oink, oink, oink" sound.

Q: How many children are dressed as pigs? **A:** There are three children dressed as pigs.

pp. 66-67

Q: What animals are the children pretending to be? **A:** The children are pretending to be little cows.

Q: What sound do the little cows make? **A:** The little cows make a "moo, moo, moo" sound.

Q: What color are the child's boots in the wheelchair? **A:** The child in the wheelchair is wearing green boots.

pp. 68-69

Q: What animals are the children pretending to be? **A:** The children are pretending to be little chicks.

Q: What sound do the little chicks make? **A:** The little chicks make a "chick, chick, chick" sound.

Q: Where are the children playing? **A:** The children are playing on a trampoline.

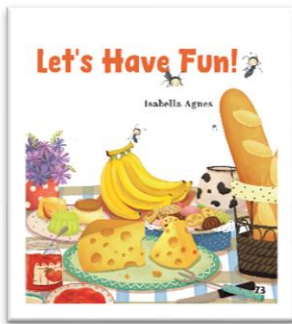
pp. 70-71

Q: What sound does the choo-choo train make? **A:** The choo-choo train makes a "chug-a-chug-a-chug-a-chug-a, whoooo-whoooo" sound.

Q: Is there a child in a wheelchair? **A:** Yes, there is a child in a wheelchair.

Q: What animal hat is the child in the wheelchair wearing? **A:** The child in the wheelchair is wearing a calf hat.

活動建議 和學生一起做模仿動物的遊戲。先由老師帶領學生模仿書中出現的幾種小動物，每模仿一種動物，老師便說出相應的英文句子，譬如說：“Here come the little puppies.”再讓學生發出這種動物相應的叫聲。老師可以和學生互換角色，完成遊戲。



1.10-6 Let's Have Fun! 故事翻譯

- P74-P75 小螞蟻喜歡在乳酪上爬。
 P76-P77 小螞蟻喜歡在果凍上蹦。
 P78-P79 小螞蟻喜歡在香蕉上溜滑梯。
 P80-P81 小螞蟻喜歡在餅乾裡玩捉迷藏。
 P82-P83 小螞蟻喜歡從麵包上跳下來。
 P84-P85 小螞蟻不喜歡走在果醬上

Q & A

pp. 74-75

- Q: What are the little ants doing? A: The little ants are climbing on the cheese.
 Q: How many ants are on the cheese? A: There are three ants on the cheese.
 Q: How many legs does each ant have? A: Each ant has six legs.

pp. 76-77

- Q: What are the little ants doing? A: The little ants are jumping on the jellies.
 Q: What color is the jelly with the brown top? A: The jelly with the brown top is yellow.
 Q: What is inside the yellow jelly? A: There is a slice of strawberry inside the yellow jelly.

pp. 78-79

- Q: What are the little ants doing? A: The little ants are sliding down the bananas
 Q: How many ants are on the bananas? A: There are three ants on the bananas.
 Q: What color are the dots in the background? A: The dots in the background are green.

pp. 80-81

- Q: What are the little ants doing? A: The little ants are playing hide and seek in the cookies.
 Q: Where are the ants hiding in? A: The ants are hiding in cookies.
 Q: What color is the cookie with the almond? A: The cookie with the almond is yellow.

pp. 82-83

- Q: What are the little ants doing? A: The little ants are jumping down from the bread.
 Q: What are the ants using to jump down? A: They are using purple petals to jump down.
 Q: What color is the bread? A: The bread is golden brown.



pp. 84-85

Q: What don't the little ants like doing?

A: The little ants don't like walking on the jam.

Q: What is the flavor of the jam?

A: There are three ants on the jam.

Q: Are there seeds in the jam?

A: Yes, there are seeds in the jam.

活動建議 校外教學，老師帶學生一起去超市購物，並將學生帶到故事中所學食物的貨架旁。老師逐一說出所學食品的英文單字，讓學生挑出聽到的食品，引導學生在真實場景中運用英文。在日常生活中，和學生談論飲食時，請儘量多多地使用食品的英文名稱。

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.

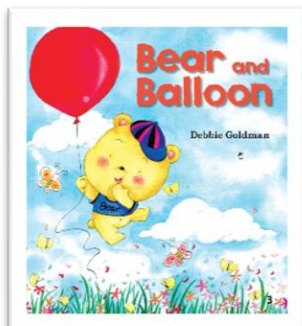
Extension Activities

- **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

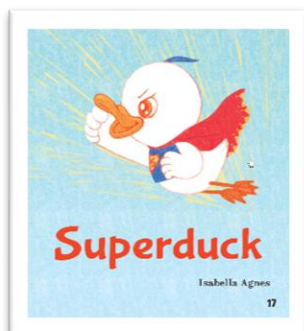


1.10-1 Bear and Balloon

Activity Suggestion 1

The teacher and students collaboratively create a drawing. The teacher first sketches the outlines of clouds, hills, rocks, and trees with a pencil. Then, students color the picture using colored markers. After coloring, students draw a red balloon on the picture. The teacher guides them to mark the balloon's flight path with arrows.

Then, students describe in English the places the red balloon has passed (the balloon's route can differ from the original story).

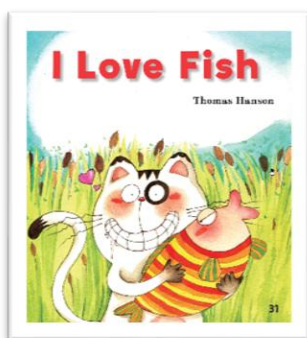


1.10-2 Super Duck

Activity Suggestion 2

The teacher draws three scenes on three separate pieces of paper: morning (with the rising sun), afternoon (with the sun high in the sky), and evening (with a crescent moon above the mountains). Students look at the drawings and determine the time of day.

Encourage them to say the corresponding English words: *morning*, *afternoon*, and *evening*. Ask students to think about when roosters, lizards, and owls are usually active, and have them say the English names of these animals.



1.10-1-3 I Love Fish

Activity Suggestion 3

The teacher prepares a row of food items that the small animals in the story enjoy eating. If some foods are hard to find, drawings can be used instead. The teacher pretends to be one of the small animals from the story and says, "I'm hungry." Students then

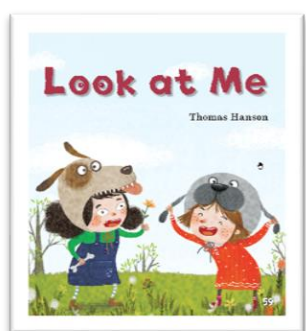
choose the most suitable food for that animal and say the English name of the food. The teacher and students can switch roles and repeat the activity as a game.



1.10-4 Mud Monster

Activity Suggestion 4

Play a "Say and Do" game with students. The teacher says: "I have a phone call," while pretending to answer a phone. Then says: "I dress up," and mimics getting dressed. Next: "I swing in the forest," acting out swinging on vines. Finally: "I fall into a mud puddle," and pretends to fall into mud. In the second round, the teacher says the sentences while the students act them out. In the final round, students say the sentences and perform the actions themselves.



1.10-5 Look at Me

Activity Suggestion 5

Play an animal imitation game with the students. The teacher leads by imitating several animals that appear in the book. After mimicking each animal, the teacher says the corresponding English sentence, such as: "Here come the little puppies." Then students make the animal sounds. The teacher and students can switch roles to complete the activity.



1.10-6 Let's Have Fun!

Activity Suggestion 6

Plan a field trip to a supermarket. The teacher takes students to the sections with food items mentioned in the story. The teacher says each food's English name and has students identify the matching items. This helps students apply English in real-life settings. Teachers are encouraged to use English food vocabulary as much as possible when discussing food with students in everyday life.

