

教學建議 2.3



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。

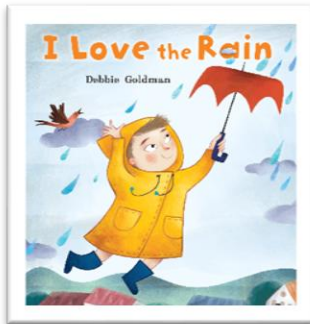
拓展活動

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



2.3-1 I Love the Rain 故事翻譯

- P4-P5 我有一雙新雨靴。我有一件新雨衣。
P6-P7 我有一把新雨傘。我想在雨裡玩。
P8-P9 雨在哪裡呢？
P10-P11 看看雲。要下雨了。
P12-P13 在雨裡跳舞真有趣。在水坑裡蹦蹦跳跳真有趣。
P14-P15 放紙船真有趣。 看看彩虹啦！

Q & A

pp. 4-5

Q: What does the boy have?

A: The boy has new rain boots.

Q: What is the boy wearing?

A: The boy is wearing a shirt and red shorts.

Q: What does the boy have?

A: The boy has a new raincoat.

pp. 6-7

Q: What does the boy have?

A: The boy has a new umbrella.

Q: What does the boy want to do?

A: The boy wants to play in the rain.

Q: What is on the yellow table?

A: A red lamp is on the yellow table.

pp. 8-9

Q: What is the boy holding?

A: The boy is holding a red umbrella.

Q: What is the boy wearing?

A: The boy is wearing a raincoat and rain boots.

Q: What is on top of the tree?

A: A bird is on top of the tree.

pp. 10-11

Q: What is the boy looking at?

A: The boy is looking at the clouds.

Q: What is flying in the air?

A: Leaves, a bird, and a dragonfly are flying in the air.

Q: What is happening to the leaves? **A:** The leaves are blowing in the wind.

pp. 12-13

Q: What is the boy doing?

A: The boy is dancing in the rain.

Q: What is the boy holding in his hand?

A: The boy is holding a red umbrella.

Q: What is the boy doing?

A: The boy is jumping in puddles.

pp. 14-15

Q: What is the boy doing?

A: The boy is floating paper boats.

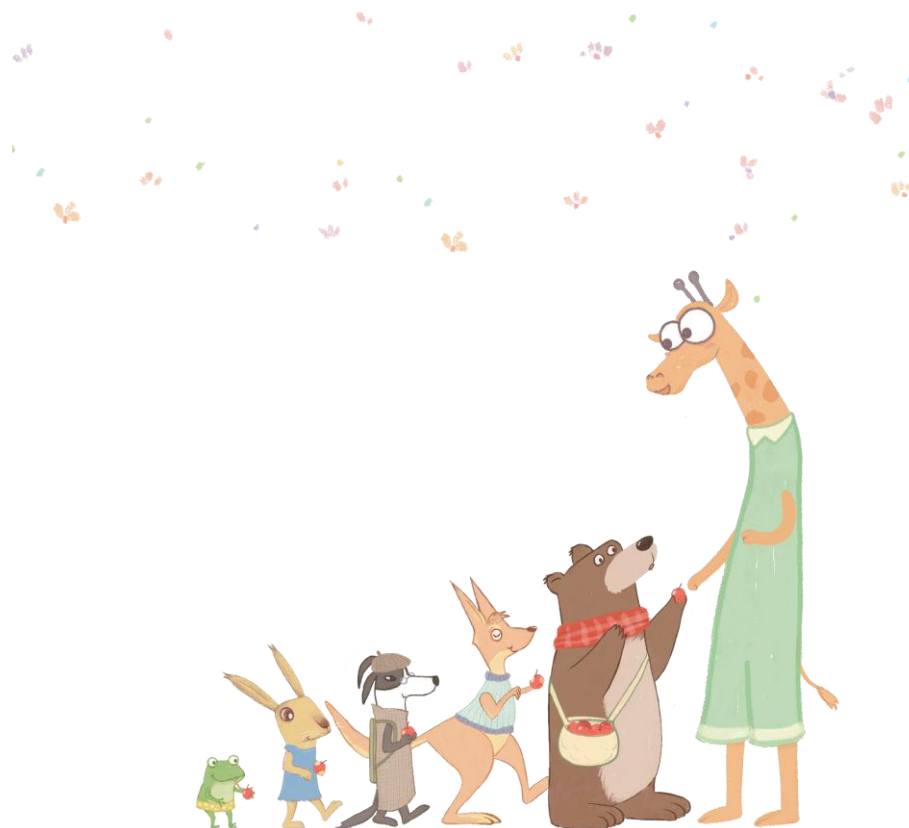
Q: What is falling from the sky?

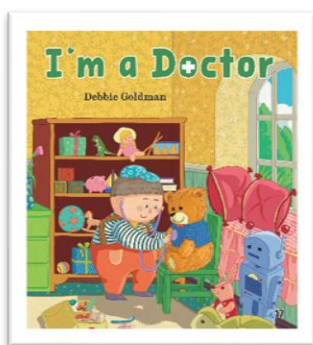
A: Leaves are falling from the sky.

Q: What is the boy looking at?

A: The boy is looking at the rainbow.

活動建議 將一雙雨靴，一件雨衣和一把雨傘放在地板上，構成一個三角形。讓學生站在三角形的中心，老師說出這三件物品中任意一件的英文單字，讓學生迅速跳到相應物品的位置。待學生熟悉遊戲規則後，老師和學生交換角色，讓學生說單字，老師跳到相應物品的位置，繼續遊戲。學生之間也可以互相玩這個遊戲。





2.3-2 I'm a Doctor 故事翻譯

P18-P19 我是醫生。熊先生，你哪兒不舒服？

P20-P21 嗯。你頭有點兒燙。你發燒了。

P22-P23 哦，天哪，你還咳嗽？張開嘴，說「啊——」

P24-P25 你感冒了。我會照顧你的。

P26-P27 來，喝點兒水。現在，睡一會兒覺。

P28-P29 進來吧，兔子先生。你哪兒不舒服啊？

Q & A

pp. 18-19

Q: What is the boy pretending to be?

A: The boy is pretending to be a doctor.

Q: What is the boy holding?

A: The boy is holding a stethoscope.

Q: Who is the boy talking to?

A: The boy is talking to Mr. Bear.

pp. 20-21

Q: What is the boy checking?

A: The boy is checking Mr. Bear's head.

Q: What does the boy say about Mr. Bear's head? **A:** The boy says Mr. Bear's head is hot.

Q: What does the boy say Mr. Bear has? **A:** The boy says Mr. Bear has a fever.

pp. 22-23

Q: What does the boy say Mr. Bear has? **A:** The boy says Mr. Bear has a cough.

Q: What is Mr. Bear wearing?

A: Mr. Bear is wearing a sweater and a bow tie.

Q: What is the boy holding?

A: The boy is holding a flashlight.

pp. 24-25

Q: What does the boy say Mr. Bear has? **A:** The boy says Mr. Bear has a cold.

Q: Where is Mr. Bear sitting?

A: Mr. Bear is sitting on a green chair.

Q: What is the boy doing?

A: The boy is hugging Mr. Bear.

pp. 26-27

Q: What does the boy say to Mr. Bear?

A: The boy says, "Here, drink some water."

Q: What does the boy say to Mr. Bear?

A: The boy says, "Now, have some sleep."

Q: What is the boy doing?

A: The boy is tucking Mr. Bear into bed.

pp. 28-29

Q: What is Mr. Rabbit wearing?

A: Mr. Rabbit is wearing a red vest.

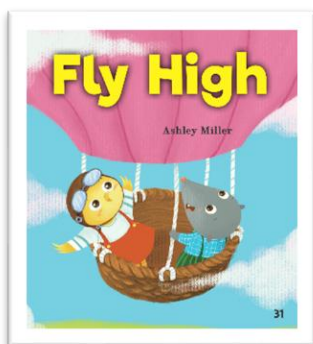
Q: What does the boy ask Mr. Rabbit?

A: The boy asks, "How do you feel?"

Q: What is the boy wearing?

A: The boy is wearing overalls and a shirt.

活動建議 找出一個絨毛玩具，和學生一起玩角色扮演的遊戲，老師或學生假裝成醫生，給絨毛玩具看病。參照書中的情節，引導學生摸摸絨毛玩具的額頭、給它量體溫、用聽診器聽肺部、用手電筒照喉嚨。讓學生一邊做動作一邊說出相應的英文句子，再讓學生想一想，該如何照顧生病的「小病人」。在遊戲過程中，鼓勵學生用完整的英文句子表達。



2.3-3 Fly High 故事翻譯

P32-P33 我想飛。媽媽說：「我們母雞會下蛋。我們不會飛。」

P34-P35 但我會在天上飛得高高的。我們一起來想辦法。

P36-P37 也許蹺蹺板能幫忙。這樣行不通。

P38-P39 也許氣球能幫忙。這樣行不通。

P40-P41 也許風箏能幫忙。這樣行不通。

P42-P43 也許天燈能幫忙。我們成功了！

Q & A

pp. 32-33

Q: What does the little chick say?

A: The little chick says, "I want to fly."

Q: What is the hen doing?

A: The hen is knitting.

Q: What is flying in the sky?

A: Birds are flying in the sky.

pp. 34-35

Q: What does the little chick say? A: The little chick says, "But I will fly high in the sky."

Q: What are they looking at?

A: They are looking at a map in a book.

Q: What is the mole wearing?

A: The mole is wearing a blue shirt and green pants.

pp. 36-37

- | | |
|---|---|
| Q: What does the mole say? | A: The mole says, "A seesaw may help." |
| Q: What is the little chick doing? | A: The little chick is jumping off the seesaw. |
| Q: What is the seesaw made of? | A: The seesaw is made of wood. |

pp. 38-39

- | | |
|---|--|
| Q: What is the little chick holding? | A: The little chick is holding a balloon. |
| Q: What happens to the balloon? | A: The balloon pops. |
| Q: What happens to the little chick? | A: The little chick falls down. |

pp. 40-41

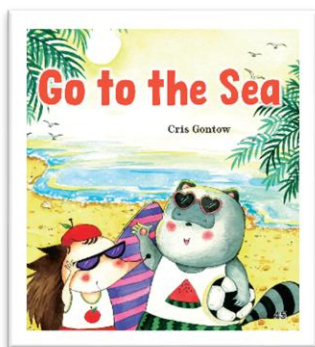
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|---|---|
| Q: What is the little chick holding? | A: The little chick is holding a large kite. |
| Q: What is the mole holding? | A: The mole is holding the string of the kite. |
| Q: Where is the little chick stuck? | A: The little chick is stuck in a tree. |

pp. 42-43

- | | |
|---|--|
| Q: What is the mole doing? | A: The mole is standing on a ladder and helping with the sky lantern. |
| Q: What does the little chick say? | A: The little chick says, "We made it!" |
| Q: Did the sky lantern idea work? | A: Yes, the sky lantern idea worked, and they are flying. |

活動建議 老師在白紙上畫一隻母雞的簡筆劃，讓學生用彩色筆給母雞塗上顏色。

並鼓勵學生說出母雞的英文名稱，然後將母雞的圖案剪下來。再摺一隻紙飛機，將母雞的圖片夾在紙飛機上，放飛紙飛機，和學生一起說: "Fly!" 最後讓學生想一想，還有什麼其他辦法能幫助母雞飛起來，鼓勵學生充分發揮想像力。學生每次幫母雞飛起來時，老師都要鼓勵學生說 "You made it!"



2.3-4 Go to the Sea 故事翻譯

- P46-P47 這是一個炎熱的夏天。Spike 和 Bandit 去海邊。
 P48-P49 Spike 在海裡衝浪。Bandit 也在海裡衝浪。
 P50-P51 Spike 放風箏。Bandit 也放風箏。
 P52-P53 Spike 和 Bandit 踢足球。
 Spike 射門，Bandit 當守門員。
 P54-P55 Spike 玩沙子。Bandit 也玩沙子。
 P56-P57 啊，不！看哪，這些是大海送來的禮物。

Q & A

pp. 46-47

- Q:** What season is it? **A:** It is summer.
Q: What is the raccoon doing? **A:** The raccoon is eating a watermelon.
Q: Where do Spike and Bandit go? **A:** Spike and Bandit go to the sea.

pp. 48-49

- Q:** What is Spike doing? **A:** Spike is surfing in the sea.
Q: What is Spike riding on? **A:** Spike is riding on a surfboard.
Q: Who is surfing in the sea? **A:** Bandit is surfing in the sea.

pp. 50-51

- Q:** What is Spike doing? **A:** Spike is flying a kite.
Q: Who is flying a kite? **A:** Bandit is flying a kite.
Q: What does Bandit's kite look like? **A:** Bandit's kite looks like a red watermelon.

pp. 52-53

- Q:** Who is playing soccer? **A:** Spike and Bandit are playing soccer.
Q: Who is shooting the ball? **A:** Spike is shooting the ball.
Q: What is Bandit doing? **A:** Bandit is jumping and catching the ball.

pp. 54-55

- Q:** What is Spike doing? **A:** Spike is playing with the sand.
Q: What is Spike building? **A:** Spike is building a sandcastle.
Q: What is Bandit building? **A:** Bandit is building a sand car.

pp. 56-57

Q: What is happening to the sandcastle?

A: The waves are about to wash away the sandcastle.

Q: What is Bandit wearing?

A: Bandit is wearing sunglasses and a shirt.

Q: What is Spike holding?

A: Spike is holding a green bucket with a crab.

活動建議 和學生一起玩「做動作猜單字」的遊戲。老師做出衝浪、放風箏、足球射門和堆沙堡的動作，讓學生猜一猜，並用英文大聲說出相應的單字。然後老師和學生交換角色，換學生做動作，讓老師猜一猜。同學之間也可以互換角色，玩這個遊戲。



2.3-5 Where Is Tommy 故事翻譯

P60-P61 Tommy 不在這兒。Tommy 在哪兒？

P62-P63 「爸爸，Tommy 在客廳嗎？」「不，他不在這兒。」

P64-P65 「媽媽，Tommy 在餐廳嗎？」「不，他不在這兒。」

P66-P67 「奶奶，Tommy 在廚房嗎？」「不，他不在這兒。」

P68-P69 「爺爺，Tommy 在洗手間嗎？」「不，他不在這兒。」

P70-P71 哦，現在我知道 Tommy 在哪裡了。他在我的臥室裡！

Q & A

pp. 60-61

Q: What is the girl wearing?

A: The girl is wearing an orange shirt.

Q: What is the girl looking at?

A: The girl is looking at a glass container with sand and plants.

Q: What is the girl looking for?

A: The girl is looking for Tommy.

pp. 62-63

Q: What is the dad wearing?

A: The dad is wearing a green shirt and blue pants.

Q: What is on the small table next to the dad?

A: A cup of tea is on the small table.

Q: What is near the dad's chair?

A: A small turtle is near the dad's chair.

pp. 64-65

- Q: What is the mom's answer? A: The mom says, "No, he is not here."
Q: What is the mom doing? A: The mom is setting the table.
Q: Is there a turtle in the picture? A: Yes, there is a small turtle near the chair.

pp. 66-67

- Q: What does the girl ask her grandma? A: The girl asks, "Grandma, is Tommy in the kitchen?"
Q: What is Grandma's answer? A: The grandma says, "No, he is not here."
Q: Is there a plant in the kitchen? A: Yes, there is a plant in a gray pot.

pp. 68-69

- Q: What does the girl ask her grandpa? A: The girl asks, "Grandpa, is Tommy in the bathroom?"
Q: What is Grandpa doing? A: Grandpa is combing his hair in front of the mirror.
Q: What color is the comb in grandpa's hand? A: The comb is red.

pp. 70-71

- Q: What does the blue blanket have on it? A: The blue blanket has yellow stars on it.
Q: Where is the girl? A: The girl is in her bedroom.
Q: Where does the girl find Tommy? A: The girl finds Tommy under the blanket.

活動建議 和學生一起玩「找一找」的遊戲。將一個絨毛玩具藏到某個教室不顯眼的地方裡，注意不要讓學生看到。然後用英文說 “Where is it?” “Go and find it!” 讓學生找一找玩具藏在哪裡。等學生找到後，老師鼓勵學生，用 “It's in the living room/dining room/kitchen/bathroom/ bedroom.” 這個句子，說一說在哪裡找到了玩具。





2.3-6 Little Lola 故事翻譯

- P74-P75 小貓 Lola 睡著了。她做了一個夢。
 P76-P77 Lola 跑下了一座山。Lola 從樹上望去。
 P78-P79 Lola 爬上了一塊石頭。Lola 想撈魚。
 P80-P81 Lola 撈起了一條魚！ 但是一隻海鳥叼走了它！
 P82-P83 Lola 跳向海鳥。啊，不！Lola 掉進海裡了！
 P84 救命！Lola 不會游泳！
 P85 Lola 又濕又冷——哦，可憐的 Lola！

Q & A

pp. 74-75

- Q: What is the kitten's name?
 Q: What is Lola doing?
 Q: What is Lola doing?

- A: The kitten's name is Lola.
 A: Lola is sleeping.
 A: Lola is having a dream.

pp. 76-77

- Q: What is Lola doing?
 Q: What is Lola holding?
 Q: What is Lola doing?

- A: Lola is running down a mountain.
 A: Lola is holding a net.
 A: Lola is looking out from a tree.

pp. 78-79

- Q: What is Lola doing?
 Q: What is Lola doing?
 Q: What is Lola using to catch the fish?

- A: Lola is crawling up the rock.
 A: Lola is trying to catch the fish.
 A: Lola is using a net to catch the fish.

pp. 80-81

- Q: What is Lola holding in her hand?
 Q: Where is Lola sitting?
 Q: What happened to Lola's fish?

- A: Lola is holding a blue fish in her hand.
 A: Lola is sitting on a rock.
 A: The seabird took Lola's fish.

pp. 82-83

- Q: What is Lola doing?
 Q: What is the seabird carrying?
 Q: What happened to Lola?

- A: Lola is jumping at the seabird.
 A: The seabird is carrying a fish.
 A: Lola fell into the sea.

pp. 84-85

Q: Can Lola swim?

A: No, Lola cannot swim.

Q: What is Lola doing?

A: Lola is asking for help.

Q: How does Lola feel?

A: Lola feels wet and cold.

活動建議 老師在一張白紙上用簡筆劃線條，畫出一座大山、一塊大石頭、一條魚和一隻海鳥，讓學生用彩色筆給它們塗上顏色，並引導學生說出相應的英文單字。最後讓學生回想一下這些事物在故事出現的先後順序，並標上序號。

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

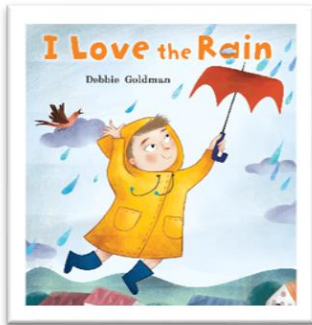
- Engage in Games: Use suggested activities and games to help students apply the vocabulary in real-life contexts.
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Extension Activities

- **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.

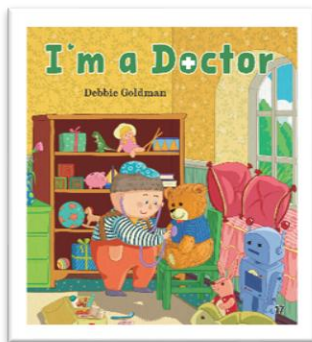
Story Summary and Activity Suggestions



2.3-1 I Love the Rain

Activity Suggestion: Vocabulary and Movement Game

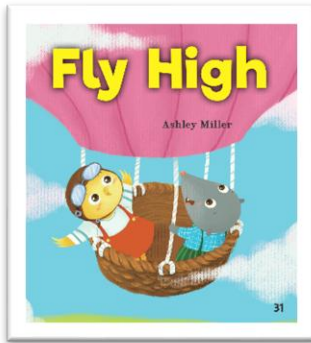
Place a pair of rain boots, a raincoat, and an umbrella on the floor in the shape of a triangle. Have a student stand in the center. The teacher says one of the three items in English, and the student quickly jumps to the correct object. Once students are familiar with the game, switch roles—let the student call out the word and the teacher jump. Students can also play this game with each other in pairs or groups.



2.3-2 I'm a Doctor

Activity Suggestion: Role-Play with a Stuffed Toy

Find a stuffed animal and play a role-playing game with the students. Either the teacher or a student pretends to be a doctor, treating the stuffed toy as a patient. Following the storyline in the book, guide the student to touch the toy's forehead, take its temperature, use a stethoscope to listen to its chest, and shine a flashlight into its throat. Encourage students to say the corresponding English sentences while performing the actions. Then ask students how they would take care of the "little patient." Encourage them to speak in complete English sentences during the activity.

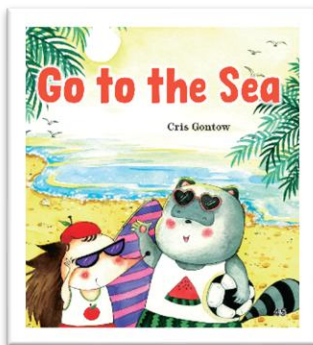


2.3-3 Fly High

Activity Suggestion: Creative Chicken-Flying Game

Draw a simple outline of a hen on white paper. Have students color it with markers and say the English word “hen.” Then, cut out the hen, fold a paper airplane, and clip the hen picture onto the plane. Launch the plane and say together with the students: “Fly!”

Afterward, ask the students to think of other ways to help the hen fly. Encourage imagination and creativity. Each time the hen “flies,” the teacher should cheer the student on by saying, “You made it!”

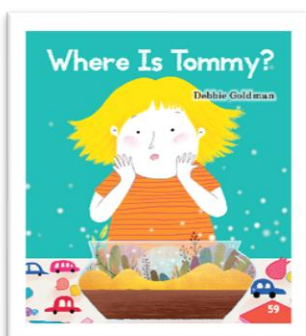


2.3-4 Go to the Sea

Activity Suggestion: Charades with Action Words

Play a guessing game with students using physical actions. The teacher acts out surfing, flying a kite, kicking a soccer ball, and building a sandcastle. Students guess and shout out the correct word in English. Then switch roles and let the students do the actions

while the teacher guesses. Students can also take turns with each other.



2.3-5 Where Is Tommy?

Activity Suggestion: “Find It!” Game

Play a hide-and-seek style game with a stuffed toy. Hide the toy somewhere in the classroom without the students seeing. Then ask in English: “Where is it?” and “Go and find it!” Let students search for the toy. Once it’s found, encourage the student to use a complete sentence like, “It’s in the living room/dining room/kitchen/bathroom/bedroom.”



2.3-6 Little Lola

Activity Suggestion: Color and Sequence Story Elements

On a piece of white paper, draw simple outlines of a mountain, a big rock, a fish, and a seabird. Have the students color them with markers and say each item's name in English. Then ask the students to recall the order these things appeared in the story and

label them with numbers to show the correct sequence.