

教學建議 2.5



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

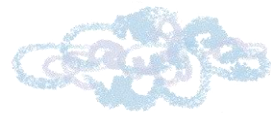
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

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**。

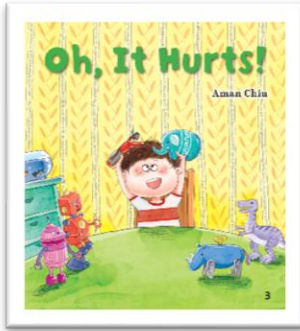
特別提示：遊戲的過程中，不要求學生認讀或拼出單字，只需學生能看圖說出對應的英文單字，或能聽懂單字的意思即可。





故事翻譯、Q&A、活動建議

2.5-1 Oh, It Hurts! 故事翻譯



- P4-P5 Bobby 拿出了他的玩具。他把玩具放到桌子上。
P6-P7 他玩玩具。大象從桌子上掉下去了。
P8-P9 「哦，好疼！」大象摔破了。Bobby 想幫助大象。
P10-P11 OK 繃在高的櫥櫃裡。Bobby 爬了上去。
P12-P13 媽媽走了進來。「哦，不！」媽媽也摔倒了。「哎喲！」
P14-P15 「對不起。」「沒關係的。」 Bobby 和媽媽一起幫大象修好鼻子。

Q & A

pp. 4-5

- Q: What is Bobby doing? A: Bobby is getting his toys.
Q: Where are Bobby's toys? A: Bobby's toys are in a green box.
Q: What is Bobby doing? A: Bobby is putting his toys on the table.

pp. 6-7

- Q: What is Bobby doing? A: Bobby is playing with his toys.
Q: What toys is Bobby holding? A: Bobby is holding a toy soldier.
Q: What is happening to the elephant toy? A: The elephant toy is falling off the table.

pp. 8-9

- Q: What happens to the elephant toy? A: The elephant toy breaks.
Q: Which part of the elephant toy is broken? A: The elephant toy's trunk is broken.
Q: What does Bobby want to do? A: Bobby wants to help the elephant.

pp. 10-11

- Q: Where are the plasters? A: The plasters are high up on the cabinet.
Q: What is Bobby holding? A: Bobby is holding a red stool.
Q: What is Bobby doing? A: Bobby is climbing up to get the plasters.

pp. 12-13

Q: Who comes into the room?

A: Mom comes into the room.

Q: What is Bobby holding?

A: Bobby is holding the first aid box.

Q: What happens to Mom?

A: Mom falls down too.

pp. 14-15

Q: What is Bobby doing?

A: Bobby is putting a bandage on Mom's arm.

Q: What are Bobby and Mom doing?

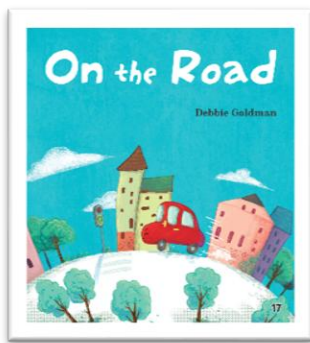
A: Bobby and Mom are helping the elephant together.

Q: What toy are they fixing?

A: They are fixing the elephant toy.

活動建議 和學生一起找出學校「受傷」的玩具，老師摸著玩具「受傷」的部位，模仿玩具的聲音說：“Oh, it hurts!” 然後拿出 OK 繃，問學生：“What's this?” 引導學生說出“plaster”。讓學生用 OK 繃給「受傷」的玩具包紮「傷口」，鼓勵學生邊包紮邊說：“I'm sorry.” 然後老師模仿玩具的聲音說：“That's OK.” 老師也可以借此機會教育學生平時要愛護玩具，玩具受傷了也會「疼」的。





2.5-2 On the Road 故事翻譯

P18-P19 我是新來的。哇！路上所有的車都開得很快。

P20-P21 我也開得很快。哦，不，怎麼了？

P22 「看！我們在紅燈亮的時候停下。」一輛老卡車說。

P23 「我們在綠燈亮的時候開動。」老卡車說。

P24 現在我明白了：紅燈停，綠燈行。

P25 哦，我不能動了！

P26 「你需要幫忙嗎？」一輛拖車問。「對，我不能動了。」

P27 我們來到加油站。

P28-P29 我加滿油了。現在我又能開動了！

Q & A

pp. 18-19

Q: Where is the red car?

A: The red car is at Run-Run Auto.

Q: How many vehicles are on the road?

A: There are three vehicles on the road.

Q: Are the cars going fast?

A: Yes, the cars are going fast.

pp. 20-21

Q: What does the sign say?

A: The sign says "SLOW."

Q: How many benches are there?

A: There are two benches.

Q: What is the truck carrying?

A: The truck is carrying watermelons.

pp. 22-23

Q: What is the truck carrying?

A: The truck is carrying dirt.

Q: What color is the traffic light?

A: The traffic light is red.

Q: What does the old truck say?

A: The old truck says, "We go at the green light."

pp. 24-25

Q: What color is the traffic light?

A: The traffic light is red.

Q: What does the red car say?

A: The red car says, "I stop at the red light and go at the green light."

Q: Is the red car moving?

A: No, the red car is not moving

pp. 26-27

Q: What does the tow truck say?

A: The tow truck says, "You need help?"

Q: What does the red car say

A: The red car says, "Yes. I can't go."

Q: Where do the cars go?

A: They go to the gas station.

pp. 28-29

Q: What is the red car doing?

A: The red car is getting gas.

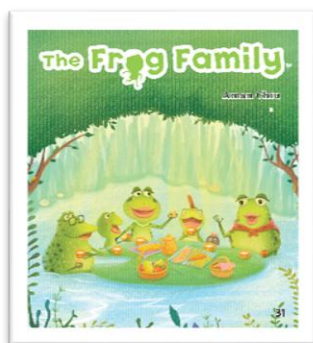
Q: What does the red car say?

A: The red car says, "I'm full with gas."

Q: Why can the red car go again?

A: The red car can go again because it has gas.

活動建議 老師和學生一起玩「紅燈停，綠燈行」的遊戲。老師先在一張白紙上畫一個紅燈，再在另一張白紙上畫一個綠燈。遊戲中，讓學生扮演汽車，由老師發出英文指令。當老師舉起「綠燈」說 green light 時，學生要假裝開車前進。當老師舉起「紅燈」，說 red light 時，學生要假裝停車。如果玩累了，可以獎勵學生一杯果汁，假裝給汽車加油。



2.5-3 The Frog Family 故事翻譯

P32-P33 嗨，我是 Felix。這是我媽。媽媽有個妹妹。
她是我姨媽。

P34-P35 我姨媽有個兒子。他是我表弟。

P36-P37 我表弟長得跟我很像。我們都是綠色的。

P38-P39 媽媽有個弟弟。他是我舅舅。

P40-P41 我舅舅有個小女兒。她是我表妹。

P42-P43 但是，我表妹長得跟我不像。她有一條尾巴！

Q & A

pp. 32-33

Q: What is the frog's name?

A: The frog's name is Felix.

Q: Who is with Felix?

A: Felix is with his mom.

Q: Who has a sister?

A: Felix's mom has a sister.

pp. 34-35

Q: Who has a boy?

A: Felix's aunt has a boy.

Q: How many frogs are there?

A: There are four frogs.

Q: Who is wearing a pearl necklace? A: Felix's aunt is wearing a pearl necklace.

pp. 36-37

- Q: Who looks like Felix? A: Felix's cousin looks like him.
Q: Where are Felix and his cousin? A: They are by the water.
Q: What color are Felix and his cousin? A: Felix and his cousin are both green.

pp. 38-39

- Q: Who has a brother? A: Felix's mom has a brother.
Q: Where is Felix's uncle? A: Felix's uncle is in the water.
Q: What is Felix's uncle doing? A: Felix's uncle is throwing a small frog in the air.

pp. 40-41

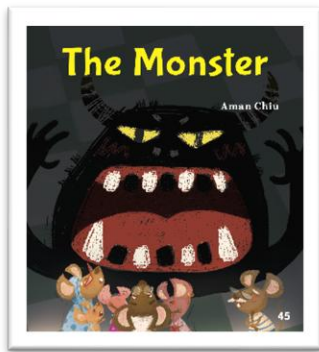
- Q: Who has a baby girl? A: Felix's uncle has a baby girl.
Q: What is Felix's uncle sitting on? A: Felix's uncle is sitting on a lily pad.
Q: Who is the baby girl in the water? A: She is Felix's cousin.

pp. 42-43

- Q: Who is swimming in the water? A: Felix and his cousin are swimming in the water.
Q: Does Felix's cousin look like him? A: No, Felix's cousin doesn't look like him.
Q: What does Felix's cousin have? A: Felix's cousin has a tail.

活動建議 老師找出家庭成員的照片，擺放在學生面前。和學生一起認識每位家庭成員的稱位，如: dad, mom, aunt, uncle, cousin，讓學生弄清楚家庭成員之間的關係。還可以與學生一起畫一個家人關係圖，把每位家庭成員的照片貼在相應的位置，邊貼邊說出每位家庭成員的英文稱呼。





2.5-4 The Monster 故事翻譯

P46 「好啦，就把它放這裡吧。」

P47 「一個大怪獸！」 Rosie 真是嚇壞了。她大叫著逃回家。

P48-P49 「它有三條腿！」 「它有一隻翅膀！」

P50-P51 「它有一張巨大的嘴！」 「它有黑白相間的牙齒！」

P52-P53 「我們可怎麼辦呀？」 「我們收拾東西搬家吧！」

P54-P55 「等等！我們先看看。」 「哈哈！那不是怪獸。」

P56 「看！那是一架鋼琴！」

P57 「我們不用搬家啦。大家盡情玩吧！」

Q & A

pp. 46-47

Q: What is the mouse wearing? **A:** The mouse is wearing a dress with white dots.

Q: How many people are there? **A:** There are two people.

Q: How does Rosie feel? **A:** Rosie feels really scared.

pp. 48-49

Q: Who is Rosie talking to?

A: Rosie is talking to the father mouse.

Q: What is the father mouse doing?

A: The father mouse is sitting on a chair and reading a newspaper.

Q: What is Rosie saying?

A: Rosie is saying, "It has a wing!"

pp. 50-51

Q: Who is Rosie talking to?

A: Rosie is talking to grandma mouse.

Q: What is the grandma mouse doing?

A: The grandma mouse is knitting.

Q: What is the little mouse wearing?

A: The little mouse is wearing blue overalls.

pp. 52-53

Q: How many mice are there?

A: There are six mice.

Q: What does the mouse in the apron say?

A: The mouse in the apron says, "What can we do?"

Q: What are the mice doing?

A: The mice are packing their things to move.

pp. 54-55

Q: What is in the wagon? A: There are bags, blankets, and a family photo in the wagon.

Q: What is the mouse in the apron holding? A: She is holding a suitcase.

Q: Is the room bright or dark? A: The room is dark.

pp. 56-57

Q: What does the grandpa mouse say?

A: He says, "Look! It's a piano!"

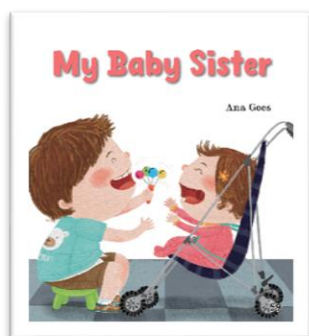
Q: How many boxes are there?

A: There are three boxes.

Q: What are the little mice doing on the piano?

A: The little mice are playing and dancing on the piano keys.

活動建議 老師帶著學生做「描述怪獸」的遊戲。學生和一位老師在一個房間裡，老師一邊做出怪獸的樣子（有服裝和道具更好）一邊對學生說，“I am a giant monster. I have a very big mouth...” 怪獸具體的樣子可自行發揮，但要儘量多用本故事中的單字。學生聽完之後，去另外一間教室把怪獸的樣子轉述給另一位同學，然後這位學生根據第一位學生的描述，在紙上畫出怪獸的樣子。畫完之後，可以交換角色，繼續遊戲。



2.5-5 My Baby Sister 故事翻譯

P60-P61 我有一個小妹妹。她的名字叫 Annie。「別哭，Annie。」

P62 「你想要你的小推車嗎？我給你推來了。」

P63 「別哭，Annie。」

P64-P65 奶嘴！Annie 需要一個奶嘴。「你想要什麼，Annie？」

P66-P67 我有一個好主意：一隻搖鈴！「拿著你的搖鈴。搖一搖，Annie。」

P68-P69 「你餓了嗎，Annie？」「媽媽，Annie 需要一些吃的！」

P70 「她需要一片新的紙尿褲。」「呃！」

P71 現在 Annie 高興了。「我們一起喝點兒美味的湯吧！」

Q & A

pp. 60-61

- Q:** Who is the baby? **A:** The baby is Annie.
Q: Where is Annie sitting? **A:** Annie is sitting in a crib.
Q: Who is crying? **A:** Annie is crying.

pp. 62-63

- Q:** What is the older brother holding? **A:** The older brother is holding Annie's stroller.
Q: What color is the stroller? **A:** The stroller is blue and gray.
Q: What is the older brother doing? **A:** The older brother is trying to comfort Annie.

pp. 64-65

- Q:** What does Annie need? **A:** Annie needs a pacifier.
Q: Where is Annie sitting? **A:** Annie is sitting in a stroller.
Q: What is the boy asking Annie? **A:** He is asking, "What do you want, Annie?"

pp. 66-67

- Q:** What idea does the boy have? **A:** He has the idea to give Annie a rattle.
Q: Why does the boy want to give Annie a rattle? **A:** He thinks it will make her happy.
Q: What is the boy asking Annie to do? **A:** He is asking Annie to shake the rattle.

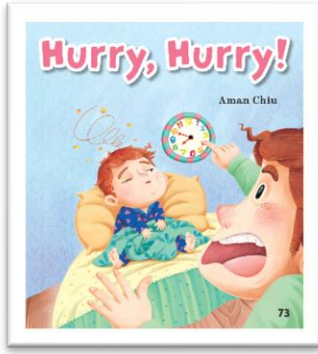
pp. 68-69

- Q:** What is the boy asking Annie? **A:** He is asking Annie if she is hungry.
Q: What is Annie sucking on? **A:** Annie is sucking on a pacifier.
Q: What is the boy telling his mom? **A:** He is telling her that Annie needs some food.

pp. 70-71

- Q:** What is the mother doing? **A:** She is changing Annie's diaper.
Q: Why does the boy say "Urgh"? **A:** Because the dirty diaper smells bad.
Q: What are they going to have? **A:** They are going to have delicious soup.

活動建議 老師請學生把從嬰兒時期到現在的一些照片帶到學校來，讓學生看一看自己是如何慢慢長大的，鼓勵學生指出照片中的物品（譬如說小推車和搖鈴）在哪裡，並用英文說一說。如果家裡還有學生嬰兒時期的推車或玩具，可以帶來學校 Show and Tell，讓學生看一看，玩一玩，和同學分享。然後老師和學生一起用英文說出這些物品的名稱。



2.5-6 Hurry, Hurry! 故事翻譯

P74 「Tony，快點！快點！已經來不及了！」

P75 「該去上學了！」

P76 「快點兒！把襯衣穿上。」

P77 「爸爸，我能自己穿。」

P78 Tony 穿上襯衫。扣上了扣子。P79 他穿上褲子。

P80 他穿上襪子。 P81 他穿上外套，拉上拉鍊。

P82 他又穿上鞋。 P83 「快點！快點！很晚了！」

P84 「不，不晚！」

P85 「今天是週六。不用去學校啦！」

Q & A

pp. 74-75

Q: Who is sleeping in the bed?

A: Tony is sleeping in the bed.

Q: Why should Tony hurry?

A: Because he is late.

Q: Who is waking Tony up?

A: A man, Tony's dad, is waking him up.

pp. 76-77

Q: What is the dad holding?

A: He is holding a shirt.

Q: What does the dad say to Tony?

A: He says, "Come on! Put on your shirt."

Q: What is Tony doing?

A: Tony is putting on his shirt.

pp. 78-79

Q: What is Tony doing?

A: Tony is buttoning up his shirt.

Q: Who is watching Tony?

A: His dog is watching him.

Q: What is Tony doing?

A: Tony is putting on his pants.

pp. 80-81

Q: What is Tony putting on?

A: Tony is putting on his socks.

Q: What is the boy putting on?

A: The boy is putting on his jacket.

Q: What is Tony doing with the zipper?

A: Tony is zipping up his jacket.

pp. 82-83

Q: What is the boy putting on?

A: The boy is putting on his shoes.

Q: What is Tony doing with his shoe?

A: Tony is trying to tie his shoe.

Q: What time is it on the clock?

A: It is 7:50 on the clock.

pp. 84-85

Q: Who is leaving the house?

A: The boy and the man are leaving the house.

Q: What day is it today?

A: Today is Saturday.

Q: Is there school today?

A: No, there is no school today.

活動建議 從老師和學生的家中的衣櫃裡找出各自的上衣、褲子、襪子和帶拉鏈的外套，並找出各自的鞋，帶來學校。和學生一起玩「我說你做」的遊戲。參照書中的句子，老師說指令：“Put on your shirt.” “Button it up.” “Put on your pants.” “Put on your socks.” “Put on your jacket.” “Zip it up.” “Put on your shoes.” 學生們一起聽指令穿衣服，鞋子和襪子。比比看誰穿得快。可以交換角色，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.

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.

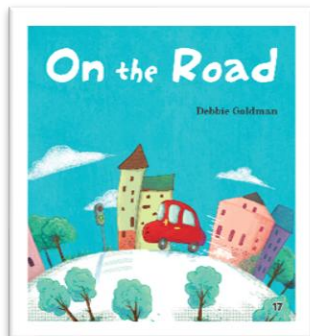
Story Summary and Activity Suggestions



2.5-1 Oh, It Hurts!

Activity Suggestion

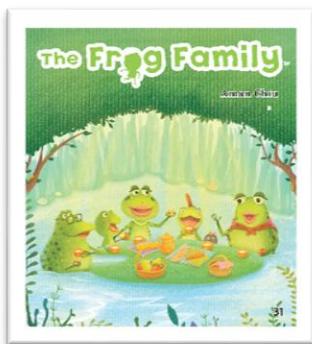
Work with students to find some “injured” toys in the classroom. The teacher can gently touch the “injured” part of the toy and imitate the toy’s voice saying, “Oh, it hurts!” Then, show a plaster (bandage) and ask, “What’s this?” Guide the students to say “plaster.” Let the students place a plaster on the toy’s “wound,” and encourage them to say “I’m sorry” while doing it. The teacher can then respond as the toy, “That’s OK.” This activity is also a great opportunity to teach children to take care of their toys—because toys can “feel pain” too!



2.5-2 On the Road

Activity Suggestion

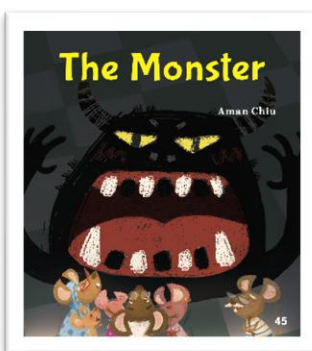
Play a game of “Red Light, Green Light” with the students. First, draw a red traffic light on one sheet of paper and a green one on another. In the game, students pretend to be cars while the teacher gives English instructions. When the teacher holds up the green light and says, “Green light,” the students pretend to drive forward. When the teacher holds up the red light and says, “Red light,” they must stop. If the students get tired, reward them with a cup of juice, pretending it’s “fuel” for the car.



2.5-3 The Frog Family

Activity Suggestion

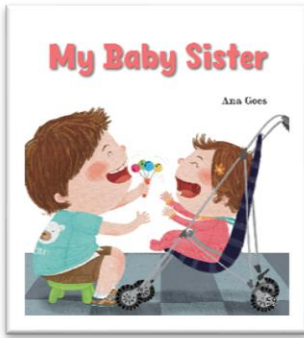
Prepare photos of different family members and place them in front of the students. Together, learn the names of family members such as “dad,” “mom,” “aunt,” “uncle,” and “cousin.” Help students understand the relationships between them. You can also draw a family tree with the students and stick the photos in the correct places while saying the English names of each family member aloud.



2.5-4 The Monster

Activity Suggestion

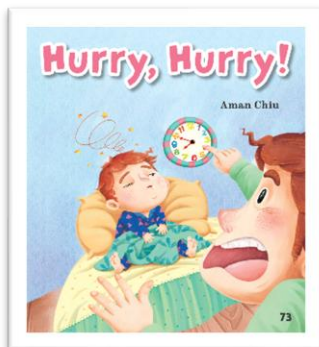
Play a fun game called “Describe the Monster.” A teacher and a student go into one room. The teacher pretends to be a monster (with costumes or props if possible) and says, “I am a giant monster. I have a very big mouth...” Try to use as many vocabulary words from the storybook as possible. The student listens and then goes to another room to describe the monster to a second student. The second student draws the monster based on the description. Afterward, switch roles and play again.



2.5-5 My Baby Sister

Activity Suggestion

Ask students to bring photos from when they were babies up to now. Let them see how they have grown. Encourage students to point out objects in the photos (e.g., stroller, rattle) and describe them in English. If possible, ask parents to send in a stroller or baby toy for a Show and Tell session. Students can see and touch the items, then share with their classmates while saying their names in English together with the teacher.



2.5-6 Hurry, Hurry!

Activity Suggestion

Ask students to bring shirts, pants, socks, jackets with zippers, and shoes from home or the classroom. Play a “Simon Says”-style game using English commands such as: “Put on your shirt.” “Button it up.” “Put on your pants.” “Put on your socks.” “Put on your jacket.” “Zip it up.” “Put on your shoes.” Students follow the instructions to put on their clothes and shoes. You can make it a race to see who finishes first. Then, let students take turns being the one who gives the commands.