

教學建議 2.7



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

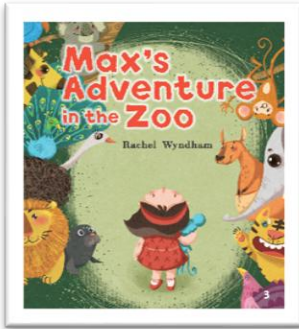
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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

2.7-1 Max's Adventure in the Zoo 故事翻譯



- P4-P5 Kate 帶著她的玩具猴子 Max 去動物園。
動物園裡有很多動物。
- P6-P7 Kate 帶 Max 去看獅子和老虎。Kate 帶 Max 去看猴子。
- P8-P9 Kate 站在離猴子很近的地方。一隻調皮的猴子把 Max 拿走了。「把 Max 還給我！」Kate 大叫。
- P10-P11 這隻調皮的猴子把 Max 扔到籠子外。大象抓住了 Max，把它甩來甩去。「把 Max 還給我！」Kate 大叫。
- P12-P13 「Max！」Kate 大叫。Max 落在一隻長頸鹿身上。
- P14-P15 Max 從長頸鹿脖子上滑下來。Kate 和 Max 又在一起了！

Q & A

pp. 4-5

Q: Where does Kate go?

A: Kate goes to the zoo.

Q: What does Kate take with her?

A: Kate takes her toy monkey, Max.

Q: Where are Kate and her mom?

A: Kate and her mom are at the zoo.

pp. 6-7

Q: What animals does Kate see?

A: Kate sees lions and tigers.

Q: How many tigers are there?

A: There are two tigers.

Q: Where does Kate go next?

A: Kate goes to see the monkeys.

pp. 8-9

Q: Where is Kate?

A: Kate is standing close to the monkeys.

Q: How many monkeys are in the cage?

A: There are four monkeys in the cage.

Q: What does the naughty monkey take?

A: The naughty monkey takes Max, Kate's toy monkey.

pp. 10-11

Q: What does the naughty monkey do with Max? **A:** The naughty monkey tosses Max out of the cage.

Q: What animal is near Max? **A:** An elephant is near Max.

Q: What does the elephant do with Max? **A:** The elephant swings Max with its trunk..

pp. 12-13

Q: Where is Max now? **A:** Max is in the air.

Q: Who is watching the seal show? **A:** Many people are watching the seal show.

Q: Where does Max land? **A:** Max lands on a giraffe.

pp. 14-15

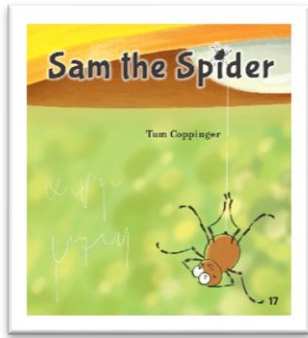
Q: What is Max doing? **A:** Max is sliding down the giraffe's neck.

Q: How does Kate feel now? **A:** Kate feels happy.

Q: Who is helping Kate and Max? **A:** The giraffe is helping them.

活動建議 老師可以和學生玩「在動物園」的遊戲。老師拿出一張白紙，寫上單字 zoo，把紙貼在牆壁或門上，表示此區域是動物園。老師說出表示動物的英文單字，如 (naughty) monkey，鼓勵學生一邊重複英文單字一邊模仿該動物的樣子或動作。老師還可以說出表示動作的句子，讓學生做出相應的動作，如：“A monkey tosses a ball.” 老師和學生可以互換角色表演。





2.7-2 Sam the Spider

- P18-P19 蜘蛛 Sam 被一陣噪音吵醒了。
一個巨大的男孩在房間裡玩呢。
- P20-P21 Sam 很害怕這個巨大的男孩。「我得逃跑！」
Sam 順著衣櫃爬下來。
- P22-P23 Sam 從衣櫃跳向畫。Sam 從畫跳向架子。
- P24-P25 Sam 從架子盪向桌子。Sam 從桌子盪向椅子。
- P26-P27 Sam 衝向窗戶。哦，不，巨大的男孩看見他了！
- P28-P29 巨大的男孩把 Sam 放到外面。巨大的男孩真好。

Q & A

pp. 18-19

- Q:** Why does Sam wake up? **A:** Sam wakes up because of a noise.
- Q:** Who is playing in the room? **A:** A giant boy is playing in the room.
- Q:** What toy is the boy playing with? **A:** The boy is playing with a toy car.

pp. 20-21

- Q:** What is Sam afraid of? **A:** Sam is afraid of the giant boy.
- Q:** Where is Sam? **A:** Sam is on the wardrobe.
- Q:** What is Sam doing? **A:** Sam is crawling down the wardrobe.

pp. 22-23

- Q:** Where does Sam jump to? **A:** Sam jumps to the picture.
- Q:** Where does Sam jump from? **A:** Sam jumps from the picture.
- Q:** Where does Sam jump to? **A:** Sam jumps to the shelf.

pp. 24-25

- Q:** Where does Sam swing from? **A:** Sam swings from the shelf.
- Q:** Where does Sam swing to? **A:** Sam swings to the table.
- Q:** Where does Sam swing to? **A:** Sam swings to the chair.

pp. 26-27

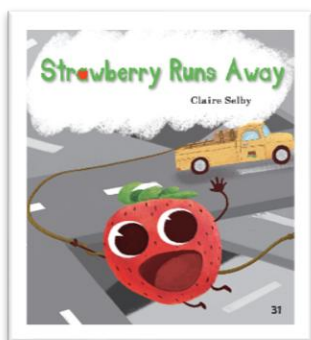
- Q:** Where is Sam going? **A:** Sam is going to the window.
- Q:** Is Sam moving slowly or quickly? **A:** Sam is moving quickly.
- Q:** Who sees Sam the spider? **A:** The giant boy sees Sam the spider.

pp. 28-29

- Q:** What does the boy do with Sam? **A:** The boy puts Sam outside.
Q: Where is Sam now? **A:** Sam is on a leaf.
Q: Where is Sam now? **A:** Sam is outside in the garden.

活動建議 找出一個絨毛玩具，告訴學生，這就是我們班的 Sam，現在 Sam 也要開始大逃亡了。然後，老師拿著絨毛玩具 Sam，模仿故事中蜘蛛行走的路線，先從置物櫃上慢慢爬下來，再跳到牆上的畫或相片上，再跳到書架上，接著盪到桌子上和椅子上，最後讓 Sam 快速衝到窗戶前。每做一個動作，就鼓勵學生用英文句子大聲說出 Sam 的動作，譬如說：“Sam crawls down the locker.” 最後讓學生模仿故事中的男孩，將 Sam 放到窗外，和學生一起說：“Put Sam outside.”

2.7-3 Strawberry Runs Away 故事翻譯



- P32-P33 「我不要變成草莓醬！」超級草莓說。
草莓跟著貨車跑了。
- P34-P35 貨車把他帶到了城裡。「看！一顆超級草莓，可以用來做我的蛋糕！」「不！」
- P36-P37 草莓跳到一個女孩的帽子上。
他隨著女孩一起去動物園。
- P38-P39 猴子想抓住草莓。他跳到了一個男孩的背包上。
- P40-P41 草莓跟著男孩登上了渡船。「我喜歡這個地方！」
- P42-P43 所以草莓留下來了……
……然後過著超級幸福的生活！

Q & A

pp. 32-33

- Q:** Where is the strawberry? **A:** The strawberry is in a factory.
Q: What does the strawberry say? **A:** The strawberry says, "I must not go into jam!"
Q: What is the strawberry doing? **A:** The strawberry is running away by truck.

pp. 34-35

Q: Where is the truck going?

A: The truck is going to the city.

Q: What is the man carrying?

A: The man is carrying a box.

Q: What does the man want to do with the strawberry? A: The man wants to put the strawberry on his cake.

pp. 36-37

Q: Where does the strawberry jump?

A: The strawberry jumps onto a girl's hat.

Q: What is on the girl's back?

A: The girl has a backpack on her back.

Q: Where is the girl going?

A: The girl is going to the zoo.

pp. 38-39

Q: What is the monkey trying to grab?

A: The monkey is trying to grab the strawberry.

Q: Where is the strawberry?

A: The strawberry is on the girl's hat.

Q: Where does the strawberry jump?
backpack.

A: The strawberry jumps onto the boy's

pp. 40-41

Q: What is the boy getting on?

A: The boy is getting on the ferry.

Q: Who is with the boy?

A: The strawberry is with the boy.

Q: What does the strawberry say?

A: The strawberry says, "I like this place!"

pp. 42-43

Q: Who stays in the place?

A: The strawberry stays in the place.

Q: What is the other strawberry holding?

A: The other strawberry is holding a basket.

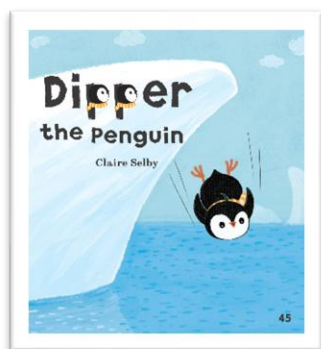
Q: Where are the strawberries sitting?
leaf.

A: The strawberries are sitting under a big

活動建議 老師帶著學生一起做「草莓在哪裡」的遊戲。老師拿出四張 A4 紙，分別用簡筆劃在紙上畫上貨車、帽子、背包和渡船，然後寫上對應的英文單字。將四張紙放在地面上。讓每位學生輪流扮演「草莓」，聽老師的指令，如：“Jump onto the truck.” 學生聽到指令後，迅速地跳到有對應圖畫的那紙上，老師可以慢慢加快發出指令的速度。老師還可以和學生或學生之間互換角色做動作。



2.7-4 Dipper the Penguin 故事翻譯



- P46-P47 小企鵝 Dipper 不高興。他躲著他的朋友們。
- P48-P49 「來和我們一起游泳吧！」「不，謝謝。」
「來和我們一起跳水吧！」「不，謝謝。」
- P50-P51 他們只能看見 Dipper 的喙。「你生病了嗎？」
- P52-P53 「沒有，我的羽毛亂糟糟的！」
「別擔心，Dipper！」「媽媽！」
- P54-P55 「舊絨毛褪去後，新絨毛會長出來！」
「很快你又會漂亮起來的！」
- P56-P57 媽媽說得對。Dipper 現在可漂亮了……
……不過他的朋友們卻變得亂糟糟的了！

Q & A

pp. 46-47

- Q: How does Dipper feel? **A:** Dipper feels unhappy.
- Q: What is Dipper wearing? **A:** Dipper is wearing a scarf.
- Q: Who is Dipper hiding from? **A:** Dipper is hiding from his friends.

pp. 48-49

- Q: Where is Dipper? **A:** Dipper is hiding behind the ice.
- Q: What are the other penguins doing? **A:** The other penguins are swimming.
- Q: Is Dipper diving with his friends? **A:** No, Dipper is not diving with his friends.

pp. 50-51

- Q: What part of Dipper can they see? **A:** They can only see Dipper's beak.
- Q: What color is Dipper's beak? **A:** Dipper's beak is orange.
- Q: Is Dipper playing with his friend? **A:** No, Dipper is not playing with his friend.

pp. 52-53

- Q: What does Dipper say about his feathers? **A:** Dipper says, "No, my feathers are a mess!"
- Q: How does Dipper look? **A:** Dipper looks sad.
- Q: Who is hugging Dipper? **A:** Dipper's mom is hugging him.

pp. 54-55

- Q: Who is talking to Dipper? **A:** Dipper's mom is talking to him.
- Q: What is Dipper's mom wearing on her head? **A:** Dipper's mom is wearing a red hat with a feather.
- Q: Who is standing with Dipper? **A:** Dipper's mom is standing with him.

pp. 56-57

Q: Who is right about Dipper

A: Dipper's mom is right about Dipper.

Q: How does Dipper look now?

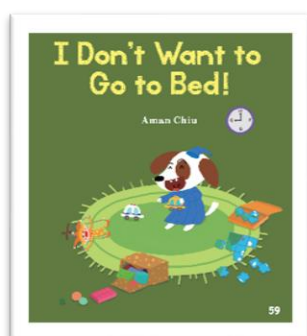
A: Dipper looks smart.

Q: How do Dipper's friends look?

A: Dipper's friends look messy.

活動建議 老師和學生一起用水彩筆在紙上畫一片羽毛，然後剪下來，把透明膠貼在「羽毛」的一頭。這樣就可以和學生一起玩「黏一黏」的遊戲了。讓學生將「羽毛」偷偷地黏在學校某個人的身上，大聲說：“You look a mess.” 待被貼「羽毛」的人發現並將「羽毛」扯下後，鼓勵學生快速說出：“You look smart.” 然後繼續遊戲。

2.7-5 I Don't Want to Go to Bed! 故事翻譯



P60-P61 「上床睡覺囉！」「晚安，爸爸！」「不！現在不睡！」

P62-P63 James 不想睡覺。

「跟我玩吧，妹妹。」「不，太晚了。」

P64-P65 「來玩呀，哥哥！」「不，我想睡覺！」

沒有人和詹姆斯玩。

P66-P67 James 自己玩。拼圖、木偶和玩具車…統統都沒意思。

P68-P69 現在是早上了。「快醒醒吧，孩子們！」「呼嚕嚕……」

「今天我們要去遊樂園玩！」「呼嚕嚕……」

P70-P71 James 的哥哥和妹妹正在遊樂園裡玩得很開心。

可是，James 在哪兒呢……？

Q & A

pp. 60-61

Q: What time is it on the clock?

A: It is 9 o'clock.

Q: What are the children doing?

A: The children are playing with building blocks.

Q: Who is standing next to the pink bed?

A: The dad is standing next to the pink bed.

pp. 62-63

Q: Who doesn't want to sleep?

A: James doesn't want to sleep.

Q: Which bed is James in?

A: James is in the middle bed with the brown blanket.

Q: Does his sister want to play?

A: No, his sister does not want to play.

pp. 64-65

- Q: What does James's brother say? A: He says, "No, I want to sleep!"
Q: Does James want to sleep? A: No, James wants to play.
Q: Is James playing with anyone? A: No, no one is playing with James.

pp. 66-67

- Q: Is James playing with anyone? A: No, James is playing by himself.
Q: What toys are around James? A: There are jigsaw puzzles, a puppet, and toy cars.
Q: How does James feel now? A: James feels bored.

pp. 68-69

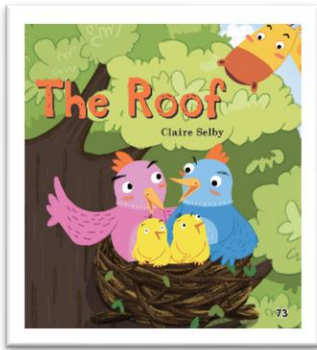
- Q: What time of day is it now? A: It is morning now.
Q: Where is James sleeping? A: James is sleeping on the rug.
Q: Why can't James wake up? A: James is too tired because he didn't sleep at night.

pp. 70-71

- Q: Where are James' brother and little sister? A: James' brother and little sister are at the amusement park.
Q: How are they doing at the amusement park? A: They are having a great time.
Q: What is the clown doing? A: The clown is juggling balls.

活動建議 老師做動作，一邊做一邊說出自己的狀態。譬如說，老師一邊做出很累的樣子一邊說：“I'm tired.” 引導學生用英文說出老師接下來該做的事情，即：“Go to bed.” 然後，老師一邊做剛醒來的動作，一邊說：“I wake up.” 引導學生用英文說：“Get up and put on your clothes.” 老師說：“I'm in the amusement park.” 引導學生說：“Come and play.” 學生所說的內容可以不固定，但必須是對老師所描述狀態的正確反應，老師和學生或學生之間可以互換角色。如果條件允許，還可以借助玩具和衣服等道具，來增加遊戲的趣味性。





2.7-6 The Roof 故事翻譯

P74-P75 兩隻鳥兒很喜歡他們搭在樹枝上的窩。

上方的樹冠是個不錯的屋頂。

P76-P77 樹葉遮擋住了炎熱的太陽。它們也擋住了雨水。

P78-P79 一天，鳥兒們回到家—發現屋頂不見了！

長頸鹿 Jonny 正在吃屋頂。

P80-P81 「我們的屋頂呢？我們該怎麼辦？」

長頸鹿 Jonny 低頭往下看。

P82-P83 「哦，小鳥們，我很抱歉。我沒法把原來的屋頂還給你們了。」

P84-P85 「不過，我可以把你們的窩挪到……一個新屋頂下！」 現在大家都開心了！

Q & A

pp. 74-75

Q: Where is the nest?

A: The nest is on a branch.

Q: What are the birds doing?

A: The birds are building their nest.

Q: What is above the birds?

A: The tree crown is above the birds.

pp. 76-77

Q: What protects the birds from the sun?

A: The leaves protect them from the hot sun.

Q: Where are the birds sitting?

A: They are sitting in a nest on a tree.

Q: Are the birds getting wet?

A: No, the leaves keep off the rain.

pp. 78-79

Q: What is missing from the tree?

A: The roof made of leaves is missing.

Q: Is the nest still in the tree?

A: Yes, the nest is still in the tree.

Q: Who is eating the leaves?

A: Jonny the giraffe is eating the leaves.

pp. 80-81

Q: What is Jonny the giraffe doing?

A: Jonny is eating the tree leaves.

Q: Who is looking down?

A: Jonny the giraffe is looking down.

Q: What color is Jonny the giraffe?

A: Jonny is yellow with orange spots.



pp. 82-83

- Q: How many baby birds are in the nest? A: There are two baby birds in the nest.
Q: Why is the giraffe sorry? A: The giraffe is sorry because it can't bring the old roof back.
Q: What do the birds need? A: The birds need a new roof for their nest.

pp. 84-85

- Q: What is Jonny the giraffe doing? A: Jonny is moving the birds' nest.
Q: Why is Jonny moving the nest? A: Jonny wants to help the birds find a new roof.
Q: How do the birds feel now? A: The birds feel happy.

活動建議 老師可以在校外教學時，帶學生去附近的公園或樹林一起觀察不同樹木的葉子、樹枝、樹冠以及鳥窩（如果樹上有的話），用英文跟學生談論樹葉的大小、形狀、樹枝的粗細、樹冠的形狀和樹上鳥窩的大小等。可使用下面的一些句型：“Look, these leaves are big/small.” “This tree has thick/thin branches.” “That tree has a round/triangle crown.”

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.

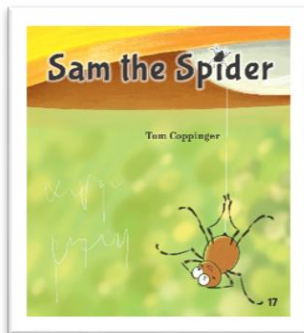
Story Summary and Activity Suggestions



2.7-1 Max's Adventure in the Zoo

Activity Suggestion: Zoo Role Play

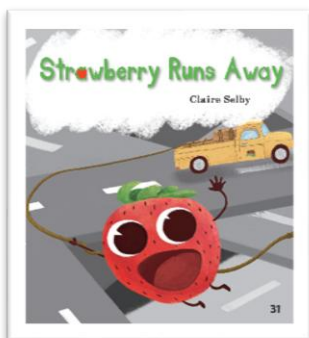
- The teacher writes the word “zoo” on a sheet of paper and sticks it on a wall or door to mark the zoo area.
 - The teacher says animal vocabulary words like “(naughty) monkey”, and encourages students to repeat the word and act like that animal.
 - The teacher can also use simple action sentences like “A monkey tosses a ball.”
 - Students act out the sentence.
 - The teacher and students can switch roles and perform for each other.
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2.7-2 Sam the Spider

Activity Suggestion: Sam's Great Escape

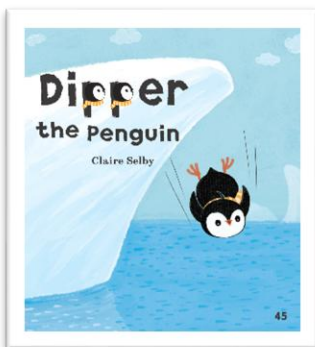
- Find a stuffed toy and tell students that this is our class's friend, Sam.
- Say that Sam is going to escape, just like the spider in the story.
- Holding Sam, the teacher follows a path: crawling down the locker, jumping to the picture on the wall, jumping to a shelf, swinging to a desk and chair, and finally running to the window.
- After each action, the teacher encourages students to say the action in English, like “Sam crawls down the locker.”
- At the end, students help “put Sam outside” and say together: “Put Sam outside.”



2.7-3 Strawberry Runs Away

Activity Suggestion 3: Where's the Strawberry?

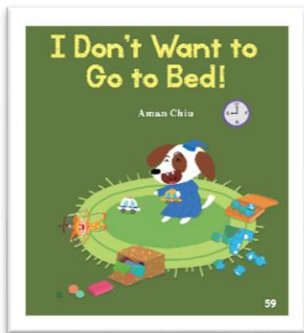
- The teacher draws 4 items on A4 paper: a truck, a hat, a backpack, and a ferry, labeling each with the correct English word. Students take turns playing the game.
 - Place the papers on the floor.
 - Students pretend to be strawberries.
 - The teacher gives commands like “Jump onto the truck.”
 - Students must quickly jump onto the correct paper.
 - The teacher can gradually increase the speed of the commands.
 - Students and teachers can take turns giving the instructions.
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2.7-4 Dipper the Penguin

Activity Suggestion 4: Stick the Feather

- The teacher and students draw a feather on paper using watercolor pens and cut it out.
- Stick transparent tape to one end of the feather.
- Students play a sneaky game where they try to stick the feather onto someone at school.
- When successful, they say: “You look a mess.”
- When the person finds the feather and removes it, students say: “You look smart.”
- Then continue the game with new targets.



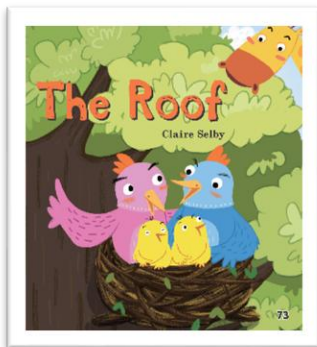
2.7-5 I Don't Want to Go to Bed!

Activity Suggestion 5: What Should I Do?

- The teacher acts out a feeling and says it aloud, for example:

“I’m tired.”

- Students respond with an appropriate English sentence: “Go to bed.”
 - The teacher acts waking up and says: “I wake up.”
 - Students reply: “Get up and put on your clothes.”
 - Teacher: “I’m in the amusement park.”
 - Students: “Come and play.”
 - Students can be creative as long as their response matches the teacher’s situation.
 - The teacher and students can take turns.
 - Props like toys or clothes can be used for more fun.
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2.7-6 The Roof

Activity Suggestion 6: Outdoor Tree Observation

During a field trip, take students to a nearby park or forest to observe different trees.

- Look at leaves, branches, tree crowns, and nests (if any).
- Discuss with students using simple English sentences like:
 - “Look, these leaves are big/small.”
 - “This tree has thick/thin branches.”
 - “That tree has a round/triangle crown.”
- Encourage students to describe what they see using similar sentence patterns.