

教學建議 3.3



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

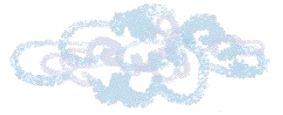
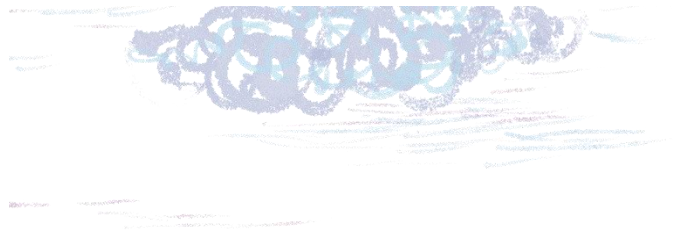
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

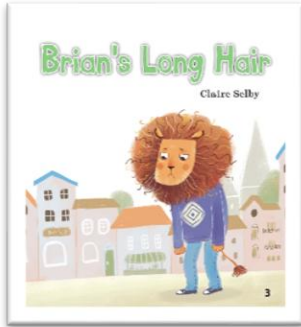
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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



3.3-1 Brian's Long Hair 故事大綱

P4 早上，獅子 Brian 醒了。

P5 「我的頭髮又長又亂。我想要整齊的頭髮。」 Brian 說。

P6 Brian 去了理髮店。

P7 「你想試試新髮型嗎？」理髮師問道。

P8 首先，Brian 試了試滿頭的小辮子……

P9 「那是獅子嗎？太搞笑了！」大家都哈哈大笑。

P10 Brian 生氣了。他回到了理髮店。

P11 這次，Brian 試了試卷發……

P12 「那是獅子嗎？他的頭髮怎麼了？」大家問道。

P13 Brian 非常傷心。

P14 他走在雨中，不一會兒全身都濕了。

P15 雨停了。太陽曬乾了他的頭髮。「多可愛的獅子啊！」大家笑著說。

Q & A

pp. 4-5

Q: Who is waking up?

A: Brian the lion is waking up.

Q: What time of day is it?

A: It is morning.

Q: What does Brian want?

A: Brian wants tidy hair.

pp. 6-7

Q: Where does Brian go?

A: Brian goes to the hairdresser's.

Q: Where is Brian now?

A: Brian is inside the hairdresser's shop.

Q: What does the hairdresser ask?

A: The hairdresser asks if Brian wants a new hairstyle.

pp. 8-9

Q: What is Brian trying first?

A: Brian is trying a hairstyle with braids.

Q: Where is Brian sitting?

A: Brian is sitting in a salon chair.

Q: What is the pig doing?

A: The pig is eating ice cream.

pp. 10-11

Q: How does Brian feel?

A: Brian is angry.

Q: Where is Brian going?

A: Brian is going back to the hairdresser's.

Q: What is Brian trying this time?

A: Brian is trying curly hair.

pp. 12-13

Q: What kind of hair does Brian have now? A: Brian has big, curly hair.

Q: How does Brian feel?

A: Brian feels very sad.

Q: What is the weather like?

A: It is raining.

pp. 14-15

Q: What is Brian doing?

A: Brian is walking in the rain.

Q: What is happening to Brian?

A: Brian is getting wet all over.

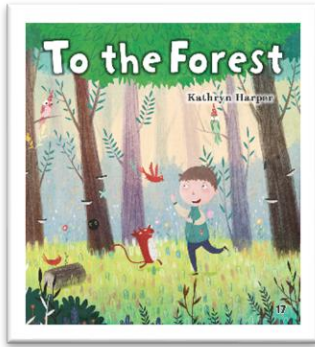
Q: What happens to Brian's hair?

A: The sun dries Brian's hair.

活動建議

和學生走在路上時，提醒學生觀察人們的髮型，並讓學生用學過的語言描述出來，如“long hair”，“short hair”，“wild hair”，“tidy hair”，“straight hair”，“curly hair”，“a hairstyle with braids...”等。還可以鼓勵學生將描述頭髮顏色的形容詞加進來，如“long black hair”，“short grey hair”等等。





3.3-2 To the Forst 故事大綱

- P18 我愛森林，樹兒大又綠。牽著我的手，和我一起去。
P20 看那塊石頭！一隻跳舞的狐狸！
P21 我愛森林，樹兒大又綠。牽著我的手，和我一起去。
P22 看！你看到了嗎？狼兒在喝茶！
P23 我愛森林，樹兒大又綠。牽著我的手，和我一起去。
P24 聽！你聽見了嗎？六隻鹿兒在歌唱！
P25 我愛森林，樹兒大又綠。牽著我的手，和我一起去。

- P26 松鼠和老鼠戴著生日帽！
P27 我愛森林，樹兒大又綠。牽著我的手，和我一起去。
P28 生日快樂，貓咪！
P29 我愛森林，樹兒大又綠。牽著我的手，和我一起去。

Q & A

pp. 18-19

- Q:** Where is the boy? **A:** The boy is in the forest.
Q: Who is with the boy? **A:** A small dog is with the boy.
Q: What is on the tree stump? **A:** A small bird is on the tree stump.

pp. 20-21

- Q:** What is the fox wearing? **A:** The fox is wearing a dress.
Q: Where is the fox dancing? **A:** The fox is dancing on a rock
Q: What do the trees look like? **A:** They look like big green trees.

pp. 22-23

- Q:** What is the boy looking at? **A:** The boy is looking at the wolves.
Q: What are the wolves doing? **A:** The wolves are drinking tea.
Q: What do the wolves have in their hands? **A:** The wolves have teacups in their hands.

pp. 24-25

- Q:** What are the deer doing? **A:** The deer are singing.
Q: How many deer are singing? **A:** There are six deer singing.
Q: What are the deer wearing? **A:** The deer are wearing red headphones.

pp. 26-27

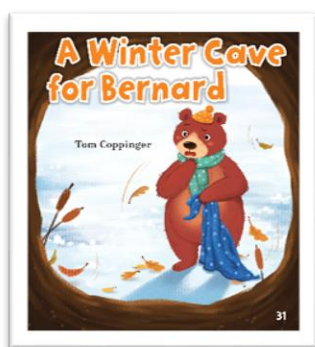
- Q:** What animals are at the table? **A:** There are squirrels and rats at the table.
Q: What are the animals wearing? **A:** The animals are wearing red birthday hats.
Q: What is on top of the cake? **A:** There is a candle on top of the cake.

pp. 28-29

- Q: What is on the boy's head? **A:** The boy is wearing a red birthday hat.
Q: What is the deer doing? **A:** The deer is dancing.
Q: What does the boy love? **A:** The boy loves the forest and the big green trees.

活動建議 這個故事裡有一首反覆出現的小詩，非常適合老師和學生一起朗讀和再創作。老師可以利用出去遊玩的機會，或是一起流覽旅行雜誌的時候，問學生喜歡去什麼地方玩，如 forest, sea 和 playground. 學生說出在這些地方常見的事物，如 “big green trees”, “small orange fish” 和 “big red slide” 等。最後一起說出新的小詩，如：

“I love the sea,
The small orange fish.
Take my hand,
And come with me.”



3.3-3 A Winter Cave for Bernard 故事大綱

- P32 冬天來了，小熊 Bernard 好困啊。
P33 他在找一個睡覺的地方。
P34 他找到了個山洞。他在猶豫要不要進去。
P35 小兔子 Ralph 走了過來。
P36 「你好啊，Bernard！」
Ralph 說，「已經冬天了，你怎麼還不找個暖和的山洞睡覺呢？」「我害怕。」 Bernard 尷尬地說。
P38 「你個頭兒那麼大，你怕什麼呢？」 Ralph 問。「我怕黑。」
P39 Ralph 想了一會兒。然後他有了個主意。「在這兒等著。」他說。
P40 Ralph 蹦蹦跳跳地離開了。Bernard 有些困惑。
P41 Ralph 回來了，還帶著刺蝟一家。
P42 「你需要陪你睡覺的朋友，Bernard。他們來了！」
P43 現在 Bernard 不害怕了。他和刺蝟們一起，美美地冬眠了。

Q & A

pp. 32-33

- Q: What season is it in the picture? **A:** It is winter in the picture.
Q: How does Bernard feel?
A: Bernard feels very sleepy.
Q: What is Bernard looking for? **A:** Bernard is looking for a place to sleep.

pp. 34-35

- Q: What does Bernard find? A: Bernard finds a cave.
Q: What is the weather like? A: The weather is snowy and cold.
Q: What is Ralph wearing? A: Ralph is wearing a red scarf.

pp. 36-37

- Q: How does Bernard feel? A: Bernard feels afraid and embarrassed.
Q: What does Ralph say to Bernard? A: Ralph says, "Hello, Bernard! It's winter. Why don't you sleep in a warm cave?"
Q: What color is Ralph's nose? A: Ralph's nose is red.

pp. 38-39

- Q: What is Ralph asking Bernard? A: Ralph is asking Bernard what he is afraid of.
Q: What is Bernard afraid of? A: Bernard is afraid of the dark.
Q: What is Ralph thinking about? A: Ralph is thinking of a new idea.

pp. 40-41

- Q: What is Ralph doing? A: Ralph is hopping away.
Q: How does Bernard feel? A: Bernard feels puzzled.
Q: Who is with Ralph? A: A family of hedgehogs is with Ralph.

pp. 42-43

- Q: Who are the sleep friends? A: The sleep friends are a family of hedgehogs.
Q: How many hedgehogs are there? A: There are four hedgehogs.
Q: How does Bernard feel now? A: Bernard is not afraid now.

活動建議 和學生一起玩「猜猜看」的遊戲。老師分別做出尷尬、困惑和猶豫的表情，讓學生猜一猜，並大聲說出對應的英文單字。然後給學生講一講動物冬眠的自然常識，告訴學生冬天還有哪些動物需要冬眠。



pp. 54-55

Q: What did Mom and Dad make on the wall? A: Mom and Dad made two bear shadows on the wall.

Q: How did they make the bear shadows? A: They made the bear shadows with their hands.

Q: What did Ray learn to do? A: Ray learned how to make all kinds of shadows.

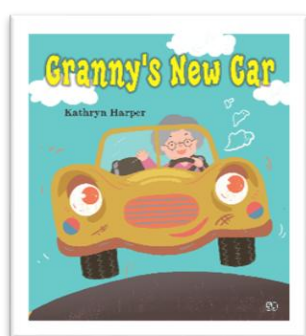
pp. 56-57

Q: What happened to the lights? A: The lights came back on.

Q: What happened to the shadows? A: The shadows were gone.

Q: What did Ray do? A: Ray turned off the lights.

活動建議 準備好手電筒，對學生說：“Let’s have a hand shadow party!” 然後關上教室的燈，模仿書中的手勢，和學生一起玩手影遊戲。先說指令：“Let’s make a dog shadow on the wall!” 然後引導學生在牆上做出小狗的手影，最後讓學生大聲說出：“I made a dog shadow on the wall!” 用相同的方式引導學生做出鴿子、熊和兔子的手影，並讓學生大聲說出句子。接下來，和學生一起試著做出其他動物的手影。



3.3-5 Granny's New Car

P60-61 「上車。」「看奶奶的新車。」「它不是新車，是輛舊車，樣子還很可笑。」

P62 「那個紅色按鈕是什麼？」「聽。」「請繫好你們的安全帶！」

P63 「你是誰？」「我是小汽車滴滴。」「滴滴，這是我的孫子和孫女。」

P64 我們開車上路。路上有很多卡車和公車。

P65 「滴滴，好無聊哦。」「好。坐穩了！」

P66 小汽車騰空飛起。我們越來越高。我們看到了學校，還看到了遊樂場。

P67 我們在小鳥的旁邊飛行。

P68 我們從一朵雲上跳到另一朵雲上。

P69 我們繞著月球快速飛行。

P70 之後我們下降，下降，再下降。

P71 現在，我們回到了家。哇喔！「那麼……滴滴的樣子可笑又破舊嗎？」「不。滴滴好棒！」

Q & A

pp. 60-61

Q: Is the car new or old?

A: The car is old.

Q: How does the car look?

A: The car looks funny.

Q: What does Granny say?

A: Granny says, "Get in."

pp. 62-63

Q: What does the girl ask Granny?

A: The girl asks, "What's that red button?"

Q: What does the car say?

A: The car says, "Do up your seat belts!"

Q: What does the car say?

A: The car says, "I'm Beep-Beep the car."

pp. 64-65

Q: What color is Granny's car?

A: Granny's car is yellow.

Q: What kind of cars are on the road?

A: There are many trucks, buses, and cars on the road.

Q: What does the car say?

A: The car says, "OK. Hold on!"

pp. 66-67

Q: What is happening to the car?

A: The car is flying into the air.

Q: What can they see from the air?

A: They can see the school and the amusement park.

Q: What is the car flying beside?

A: The car is flying beside some birds.

pp. 68-69

Q: What is happening to the car?

A: The car is bouncing from cloud to cloud.

Q: Where is the car?

A: The car is in the sky.

Q: What are they zooming around?

A: They are zooming around the moon.

pp. 70-71

Q: What is happening to the car?

A: The car is going down.

Q: Where is Granny's car now?

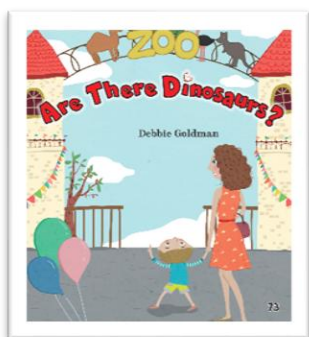
A: Granny's car is back at the house.

Q: What do the children think about the car now?

A: They think Beep-Beep is great!



活動建議 老師用學生的玩具汽車做道具，和學生一起做遊戲。老師和學生分別設計一場充滿奇幻夢想的汽車之旅。老師先做示範（假裝老師是司機，學生是乘客），說：“Do up your seat belt. Here we go!” 然後手持汽車方向盤按預先設計好的路線行進，一邊做一邊用英語解說：“We go up the hill...” “We bounce from one building to another...” “We zoom around the earth...” 之後輪到學生邊做邊說。老師假裝是乘客，在旁邊配合，好像身歷其境一般。



3.3-6 Are These Dinosaurs? 故事大綱

P74 「好哇，我們要去動物園了。我喜歡動物園！」 Jake 說。

P76 「我想看恐龍。」

Jake 說。「動物園裡沒有恐龍。」媽媽說。

P77 「我看見一雙大眼睛，媽媽。那是恐龍嗎？」

P78 「不是的，Jake，那是條鱷魚。」媽媽說。

P79 「我看見一條長長的脖子，媽媽。那是恐龍嗎？」

P80 不是的，Jake，那是只鴛鴦。」媽媽說。

P81 看見一個鼓鼓的背，媽媽。那是恐龍嗎？」

P82 是的，Jake，那是只駱駝。」媽媽說。

P83 看見一條長長的尾巴，媽媽。那是恐龍嗎？」

P84 是的，Jake，那是只袋鼠。」媽媽說。Jake 很失望。

P85 「看哪！媽媽。動物園裡是有恐龍的！」

Q & A

pp. 74-75

Q: Where are they going?

A: They are going to the zoo.

Q: What color is the zoo sign?

A: The zoo sign is yellow.

Q: What is the old woman holding?

A: The old woman is holding balloons.

pp. 76-77

Q: Where are Jake and his mom?

A: Jake and his mom are at the zoo.

Q: What does Jake want to see?

A: Jake wants to see the dinosaurs.

Q: What does Jake see in the water?

A: Jake sees big eyes in the water.

pp. 78-79

Q: What animal is in the water?

A: There is an alligator in the water.

Q: What is on the grass?

A: A ladybug is on the grass.

Q: What does Jake see?

A: Jake sees a long neck.

pp. 80-81

Q: What does Mom tell Jake?

A: Mom says, "No, Jake, that is an ostrich."

Q: What animal is behind the fence?

A: There is an ostrich behind the fence.

Q: What does Jake see?

A: Jake sees a big hump.

pp. 82-83

Q: What color is the camel?

A: The camel is brown.

Q: How many humps does the camel have?

A: The camel has one hump.

Q: What does Jake see?

A: Jake sees a long tail.

pp. 84-85

Q: What does Jake see?

A: Jake sees a big animal jumping.

Q: How does Jake feel?

A: Jake feels disappointed.

Q: What is Jake pointing at?

A: Jake is pointing at the toy dinosaurs in the window.

活動建議 校外教學時帶學生去動物園，和學生一起看看書中提到的動物：鱷魚、駝鳥、駱駝和袋鼠，鼓勵學生用英文說出這些動物的名稱。和學生一起觀察這些動物的哪些部位像恐龍。校外教學如果有更多機會的話，可以帶學生去博物館看真正的恐龍骨架和化石。



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

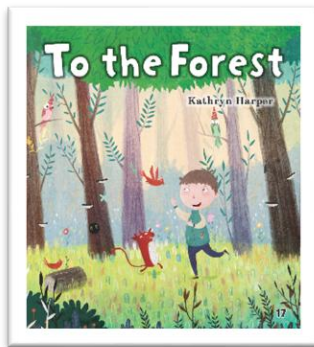


3.3-1 Brian's Long Hair

Activity Suggestion

While walking with students outside, encourage them to observe people's hairstyles. Ask them to describe what they see using familiar vocabulary such as "long hair," "short hair," "wild hair," "tidy hair," "straight hair," "curly hair," or "a hairstyle with braids."

You can also encourage them to add color adjectives like "long black hair" or "short grey hair."



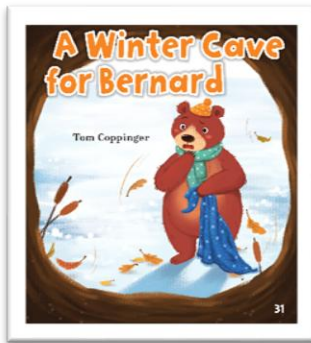
3.3-2 To the Forest

Activity Suggestion

This story includes a short, repetitive poem that is perfect for shared reading and creative writing. Use moments like outdoor field trips or browsing travel magazines to ask students about places they enjoy visiting—such as the forest, the sea, or the playground. Invite them to describe common sights at those places using phrases like "big green trees," "small orange fish," or

"big red slide." Then work together to create a new poem, for example:

"I love the sea,
The small orange fish.
Take my hand,
And come with me."

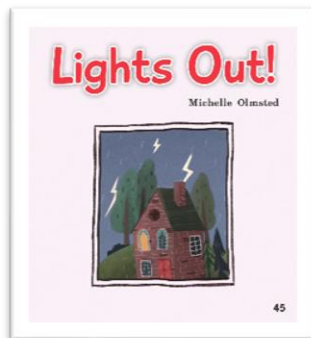


3.3-3 A Winter Cave for Bernard

Activity Suggestion

Play a “Guess the Emotion” game with your students. Use facial expressions to act out emotions such as embarrassment, confusion, or hesitation. Let students guess and say the corresponding English words out loud. Afterward, teach a short science segment about hibernation and explain which animals hibernate during

winter.

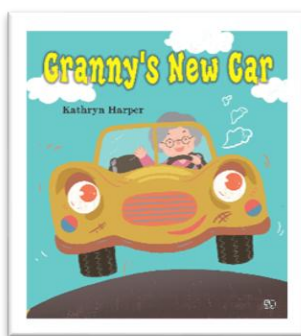


3.3-4 Lights Out!

Activity Suggestion

Prepare a flashlight and tell your students: “Let’s have a hand shadow party!” Turn off the classroom lights and, following hand positions from the storybook, lead a shadow puppet activity. Start with an instruction like: “Let’s make a dog shadow on the wall!”

Help students create the shadow and have them say: “I made a dog shadow on the wall!” Do the same for a pigeon, a bear, and a rabbit. Then encourage students to try making hand shadows of other animals.



3.3-5 Granny’s New Car

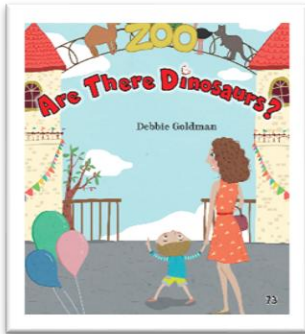
Activity Suggestion

Use toy cars as props and role-play an imaginative car journey with your students. First, demonstrate the activity (pretending you’re the driver and the students are the passengers) and say: “Do up your seat belt. Here we go!” Hold an imaginary steering wheel and drive along a route you've made up, narrating in

English: “We go up the hill...” “We bounce from one building to another...” “We zoom



around the earth...” Then let students take turns being the driver and narrating their adventure. You can act as a passenger and react as if you're part of the ride.



3.3-6 Are there Dinosaurs?

Activity Suggestion

During a field trip to the zoo, help students find animals mentioned in the book—such as crocodiles, ostriches, camels, and kangaroos. Encourage them to say the animals’ names in English. Observe which body parts of these animals look similar to those of dinosaurs. If more opportunities arise, consider visiting a museum

where students can see real dinosaur skeletons or fossils.

