

教學建議 1.1



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

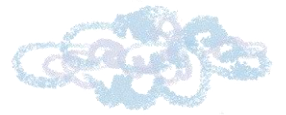
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

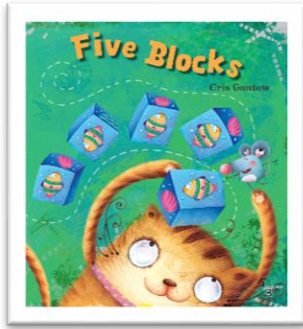
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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。





故事大綱、Q&A、活動建議



1.1-1 Five Blocks 故事大綱

小貓在專心地搭著積木，一塊，兩塊，三塊.....已經搭了五塊積木了，小貓非常開心。調皮的小老鼠最喜歡搞惡作劇。他瞄準積木開始射擊。「嗖！」一支棒棒糖飛過來，「嘩啦！」積木樓房倒塌了，落下的積木砸疼了小貓的頭。『嗚.....』小貓哭了。小老鼠送上棒棒糖來賠禮道歉，小貓最終破涕為笑。

Q & A

pp. 4-5

Q: What is the cat doing?

A: The cat is pulling the box.

Q: What color is the cat's fur?

A: The cat's fur is orange.

Q: What color is the plant?

A: The plant is green.

pp. 6-7

Q: How many boxes does the cat have?

A: The cat has two boxes.

Q: Is the cat lying down or standing?

A: The cat is standing.

Q: What is the mouse looking at?

A: The mouse is looking at the cat.

pp. 8-9

Q: How many boxes does the cat have now?

A: The cat has three boxes.

Q: What color is the cat's collar?

A: The cat's collar is red.

Q: Where is the mouse?

A: The mouse is standing near the hole in the wall.

pp. 10-11

Q: What is next to the mouse?

A: There is a slingshot next to the mouse.

Q: What is in the slingshot?

A: There is a candy in the slingshot.

Q: What is the mouse doing?

A: The mouse is holding the slingshot.

pp. 12-13

Q: How many boxes does the cat have now? **A:** The cat has five boxes.

Q: What color are the boxes? **A:** The boxes are blue.

Q: What is on the cat's collar? **A:** There is a yellow bell on the cat's collar.

pp. 14-15

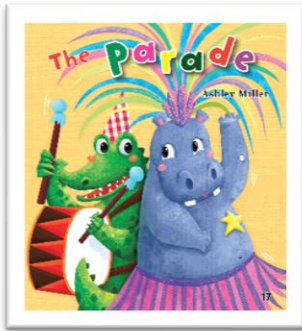
Q: How does the mouse look? **A:** The mouse looks happy.

Q: What is the mouse doing? **A:** The mouse is laughing near the slingshot.

Q: What color is the wall? **A:** The wall is green.

活動建議 在學生的積木中取出五塊形狀相同的積木（最好是正方形或長方形），模仿故事中的情節疊積木。老師一邊疊，一邊說出對應的英文數字：One. Two. Three. Four. Five. 疊好五塊之後，學著小老鼠的樣子將積木推倒，老師做出傷心的樣子。學生會為自己的惡作劇感到抱歉。接下來交換角色，由學生來疊積木。重覆以上活動，直到每個小朋友都輪過一遍。





1.1-2 The Parade 故事大綱

快看啊，動物遊行隊伍過來了。咱們一起數一數：6 隻鱷魚，7 隻火雞，8 隻熊，9 頭獅子.....還有 10 隻河馬！呀，一隻河馬沒站穩，把其他河馬撞倒了！其他河馬撞向了獅子，獅子撞向了熊，熊撞向了火雞，火雞撞向了鱷魚，最後，遊行的隊伍亂成一團。

Q & A

pp. 18-19

Q: How many crocodiles are there in the picture? **A:** There are six crocodiles in the picture.

Q: What are the crocodiles doing? **A:** The crocodiles are marching in a parade.

Q: What are the people in the crowd doing? **A:** The people are cheering and waving.

pp. 20-21

Q: What are the turkeys doing? **A:** The turkeys are playing trumpets.

Q: How many trumpets are the turkeys playing? **A:** The turkeys are playing seven trumpets.

Q: What is falling around one of the turkeys? **A:** Blue feathers are falling around the turkey.

pp. 22-23

Q: What are the bears doing? **A:** The bears are dancing and cheering.

Q: What are the bears holding? **A:** The bears are holding pom-poms.

Q: What colors are the pom-poms? **A:** The pom-poms are green and pink.

pp. 24-25

Q: What are the lions wearing on their heads? **A:** The lions are wearing black top hats.

Q: What are the lions holding in their hands? **A:** The lions are holding black canes.

Q: What animals can you see in the crowd? **A:** There is a dog, a rabbit, a bird, and a koala in the crowd.

pp. 26-27

Q: How many hippos are in the picture? **A:** There are ten hippos in the picture.

Q: What is on the hippos' bodies? **A:** There are yellow stars on the hippos' bodies.

Q: Are the hippos dancing? **A:** Yes, the hippos are dancing.

pp. 28-29

Q: Which animals are on the left side?

A: The crocodiles are on the left side.

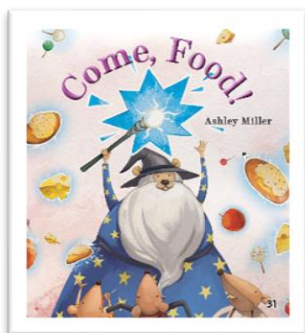
Q: Which animals are in the center of the picture?

A: The bears are in the center of the picture.

Q: What are the bears holding?

A: The bears are holding pom-poms.

活動建議 和學生再次翻開書，引導學生觀察每幅圖片中動物以及與其相關的物品數量，並從 1 開始用英文點數。譬如說，觀察第一幅圖片，讓學生數數看圖中有幾隻鱷魚，它們加起來一共有幾頂帽子，幾個小鼓。後面的都採用相同的步驟。開始時，老師可以和學生一起數，完成幾輪之後，鼓勵小朋友獨立完成任務。



1.1-3 Come, Food! 故事大綱

三隻老鼠很久沒有吃東西了，他們的肚子餓得咕咕叫。突然出現了一位巫師！巫師用魔法變出了麵包，又變出了乳酪和棒棒糖，然後又變出了蘋果，最後還變出了滿滿一池子牛奶！老鼠們吃得肚子鼓鼓的。巫師騎上掃帚飛走了，他要趕去幫助其他人啦！

Q & A

pp. 32-33

Q: What is on the right side of the picture?

A: A large wizard mouse.

Q: Does the wizard mouse have a beard?

A: Yes, it has a long white beard.

Q: What colors are the houses?

A: The houses are yellow.

pp. 34-35

Q: Who is casting a spell?

A: The wizard mouse is casting a spell.

Q: What are the mice holding?

A: The mice are holding pieces of bread.

Q: What color are the stars on the wizard's robe?

A: The stars are yellow.

pp. 36-37

Q: Who is casting the spell?

A: The wizard mouse is casting the spell.

Q: What is the wizard mouse holding?

A: The wizard mouse is holding a magic staff.

Q: What color is the cheese?

A: The cheese is yellow with holes.

pp. 38-39

Q: How many mice are in the picture?

A: There are three mice in the picture.

Q: What shape are the lollipops?

A: The lollipops are round.

Q: Are the mice moving in the air?

A: No, the mice are on the ground.

pp. 40-41

Q: What is in the air?

A: Apples are in the air.

Q: What are the mice doing? A: The mice are reaching or holding onto the apples.

Q: Are the apples bigger than the mice? A: Some of the apples are bigger than the mice.

pp. 42-43

Q: What is in the fountain?

A: Milk is in the fountain.

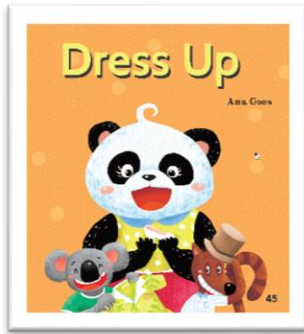
Q: How many mice are there in the picture? A: There are three mice in the picture.

Q: How do the mice look?

A: The mice look very happy.

活動建議 老師帶學生們去超市時，和學生一起在貨架上找一找書中提到的棒棒糖、蘋果、牛奶，看它們分別在哪裡？每找到一種食物，就讓學生用英文說出食物的名稱。還可以鼓勵學生在超市裡再找找看，還能說出哪些認識的食品或物品的名稱。





1.1-4 Dress Up 故事大綱

熊貓、狐猴和無尾熊一起去逛街。他們來到服裝店，買了襯衫、褲子、襪子和鞋，還買了帽子。他們穿著新衣服，打扮得漂漂亮亮的去參加聚會。在聚會上，他們見到了許多老朋友！

Q & A

pp. 46-47

- Q: Which animal is looking in the mirror? **A:** The panda is looking in the mirror.
Q: How many mirrors are there in the picture? **A:** There are two mirrors in the picture.
Q: What animal is wearing a bow tie? **A:** The mole is wearing a bow tie.

pp. 48-49

- Q: What is the panda trying on? **A:** The panda is trying on blue pants.
Q: What color are the koala's pants? **A:** The koala's pants are brown.
Q: What is on the koala's shirt? **A:** A white star on the koala's shirt.

pp. 50-51

- Q: What is the koala holding? **A:** The koala is holding many colorful socks.
Q: What is the panda holding? **A:** The panda is a pair of pink and white socks.
Q: Is the koala happy? **A:** Yes, the koala looks very happy.

pp. 52-53

- Q: What is the panda doing? **A:** The panda is looking at the shoes.
Q: What color shoes is the koala trying on? **A:** The koala is trying on brown shoes.
Q: What color is the floor? **A:** The floor is green.

pp. 54-55

- Q: What is the panda wearing on its head? **A:** The panda is wearing a yellow hat with flowers.
Q: What color is the koala's shirt? **A:** The koala's shirt is green.
Q: What color shoes is the panda wearing? **A:** The panda is wearing red shoes.

pp. 56-57

Q: What is the bear wearing? **A:** The bear is wearing a vest and a black bow tie.

Q: How many rabbits are in the picture? **A:** There are two rabbits in the picture.

Q: What is the cat wearing? **A:** The cat is wearing a blue shirt and a bow tie.

活動建議 從衣櫃裡和鞋架上找出大家的衣物，包括上衣、褲子、襪子、帽子和鞋，和學生一起玩分類遊戲。讓學生先仔細觀察，按照襯衫、褲子，襪子，帽子和鞋這五個類別，把衣物分成五堆。分好後，鼓勵學生用英文說出每類衣物的名稱。也可以由老師說出每類衣物的英文名稱，讓學生指出相應衣物的所在位置。老師可以逐漸加快說單詞的速度，提高遊戲的難度和趣味性。



1.1-5 By the Pond 故事大綱

池塘裡出現了一條小蟲。魚兒游過來把小蟲吃掉了，結果發現自己上了老鼠的魚鈎。老鼠正在得意，突然發現身後有隻大花貓，嚇得抱頭鼠竄。這時出現了一隻大狗狗，把大花貓嚇壞了。大花貓放跑了老鼠，老鼠扔了魚，魚兒吐出了小蟲。池塘邊又恢復了寧靜。

Q & A

pp. 60-61

Q: What color is the worm? **A:** The worm is purple.

Q: How many fish are in the picture? **A:** There are three fish in the picture.

Q: How many red flowers are in the picture? **A:** There are four red flowers in the picture.



pp. 62-63

- Q:** What color is the big fish? **A:** The big fish is green with yellow fins.
Q: What is the color of the sky? **A:** The color of the sky is yellow.
Q: Are there any bubbles in the water? **A:** Yes, there are bubbles in the water.

pp. 64-65

- Q:** What color is the mouse? **A:** The mouse is gray.
Q: What is the mouse holding? **A:** The mouse is holding a fishing rod.
Q: How many clouds are in the sky? **A:** There are four clouds in the sky.

pp. 66-67

- Q:** What color is the cat? **A:** The cat is orange.
Q: What is the cat doing? **A:** The cat is watching the mouse.
Q: What is on the picnic blanket? **A:** There is a piece of cake on the picnic blanket.

pp. 68-69

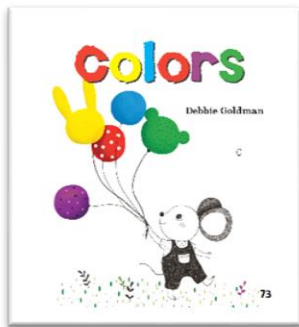
- Q:** What color is the dog? **A:** The dog is white with black spots.
Q: Is the cat big or small? **A:** The cat is small.
Q: What is the weather like? **A:** The weather is sunny.

pp. 70-71

- Q:** What is the cat doing? **A:** The cat is jumping towards the mouse.
Q: What is the dog doing? **A:** The dog is jumping after the cat.
Q: How does the cat look? **A:** The cat looks scared.

活動建議 和學生一起玩「做動作猜動物」的遊戲。老師模仿書中的一種動物，譬如，像小蟲一樣扭動身體，或者用雙手放在嘴上，做出老鼠尖尖嘴的樣子，並發出『吱吱』的叫聲，讓學生猜一猜是什麼動物，並大聲用英文說出來。然後每個人輪流模仿，讓大家猜猜看，來繼續玩遊戲。





1.1-6 Colors 故事大綱

大耳朵老鼠澆花的時候，世界是藍色的；他騎自行車的時候，世界是紅色的；他跳傘的時候，世界是紫色的；他沖浪的時候，世界是黃色的；他撐著傘走在雨中的時候，世界是綠色的；而當他在遊樂園裡玩耍的時候，世界是五顏六色的，就像彩虹一樣！

Q & A

pp. 74-75

- Q:** What animal is in the picture? **A:** A little mouse is in the picture.
Q: What is the mouse wearing? **A:** The mouse is wearing a blue hat and blue shorts.
Q: What color is the roof of the house? **A:** The roof of the house is blue, black, and white.

pp. 76-77

- Q:** What is the mouse riding on? **A:** The mouse is riding a red bicycle.
Q: What is the mouse wearing? **A:** The mouse is wearing a red cap.
Q: What color are the flowers? **A:** The flowers are black, white, and red.

pp. 78-79

- Q:** What is the mouse doing? **A:** The mouse is parachuting.
Q: What is the mouse wearing? **A:** The mouse is wearing purple goggles.
Q: What color is the helicopter? **A:** The helicopter is purple.

pp. 80-81

- Q:** Who is surfing on the wave? **A:** A little mouse is surfing on the wave.
Q: How many palm trees are there? **A:** There are two palm trees.
Q: What is under the umbrella? **A:** There is a beach chair under the umbrella.

pp. 82-83

- Q:** What is the little mouse wearing? **A:** The little mouse is wearing a raincoat and boots.
Q: Is it raining in the picture? **A:** Yes, it is raining in the picture.
Q: Is there a car in the picture? **A:** Yes, there is a car in the picture.



pp. 84-85

Q: What is the little mouse doing?

A: The little mouse is sliding down the slide.

Q: What color is the dolphin?

A: The dolphin is blue.

Q: What color is the rubber duck?

A: The rubber duck is yellow.

活動建議 和學生在房間裡找一找藍色的物品。找到後，鼓勵學生大聲地說出 blue。

然後，在房間裡找出書中提到的其他幾種顏色的物品，並讓學生大聲說出其顏色的英文名稱。也可以由老師任意說出書中提到的顏色，讓學生在房間裡找到相應顏色的物品。還可讓學生找出兩種以上顏色的物品，增加遊戲的挑戰性。

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

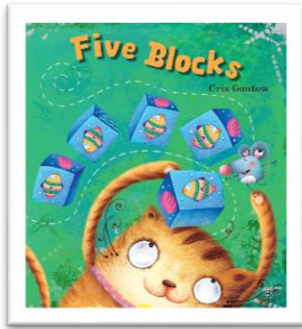
- Engage in Games: Use suggested activities and games to help students apply the vocabulary in real-life contexts.

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



1.1-1 Five Blocks

Story Summary

Little Cat is busy building a tower with blocks—one block, two blocks, three blocks... already five blocks! Little Cat is very happy. Meanwhile, the mischievous little Mouse, who loves to play pranks, targets the blocks and starts “shooting.”

“Whoosh!” A lollipop flies by.

“Crash!” The block tower collapses, and the falling blocks hit Little Cat on the head.

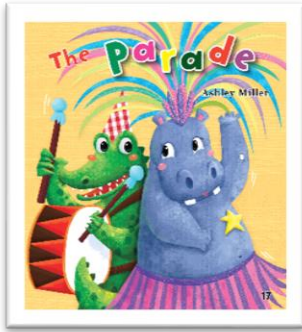
“Boo hoo...” Little Cat cries.

To make up for it, the little Mouse offers a lollipop as an apology, and eventually Little Cat smiles again.

Activity Suggestions

- Select five blocks of the same shape from the students’ block set (preferably squares or rectangles) to mimic the tower-building in the story.
- As you stack the blocks, say the corresponding English numbers aloud: One, Two, Three, Four, Five.
- After stacking five blocks, mimic the little Mouse by pushing the blocks over while displaying a sad expression. This allows students to feel a sense of remorse for their “prank.”
- Then, swap roles so that the students build the tower.
- Repeat the activity until every student has had a turn.





1.1-2 The Parade

Story Summary

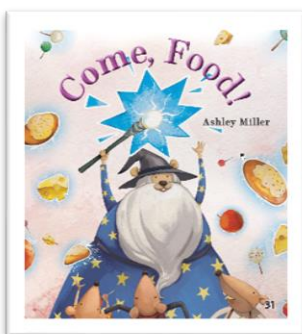
Look! The animal parade is coming. Let's count together: 6 crocodiles, 7 turkeys, 8 bears, 9 lions... and 10 hippos!

Oh, no!—one hippo loses its balance and knocks over the other hippos! The tumbling hippos bump into the lions, the lions bump into the bears, the bears bump into the turkeys, and the turkeys

bump into the crocodiles. In the end, the parade turns into a big, chaotic jumble.

Activity Suggestions

- Open the book with the students and guide them to observe the number of animals and related items in each picture.
- Starting from 1, have the students count in English. For example, in the first picture, ask them to count how many crocodiles there are, how many hats the crocodiles wear, and how many small drums are visible.
- Follow the same steps for the subsequent pictures.
- Initially, the teacher can count along with the students. After a few rounds, encourage the children to complete the counting task independently.



1.1-3 Come, Food!

Story Summary

Three mice haven't eaten in a long time; their stomachs are rumbling with hunger. Suddenly, a wizard appears!

With his magic, the wizard produces bread, then cheese and

lollipops, followed by apples, and finally an entire pool full of milk!

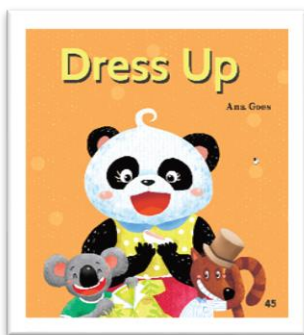
The mice eat until their bellies are full.

Then the wizard hops on his broom and flies away—he has others to help!



Activity Suggestions

- When taking the students to a supermarket, guide them to look on the shelves for the items mentioned in the book—lollipops, apples, and milk.
- Each time a student finds one of these foods, have them say its name in English.
- Encourage the students to search for and name other familiar foods or items in the supermarket as well.



1.1-4 Dress Up

Story Summary

A panda, a lemur, and a koala go shopping together. They visit a clothing store and buy shirts, pants, socks, shoes, and even a hat. Dressed in their new outfits and looking very smart, they head to a party. At the party, they meet many old friends!

Activity Suggestions

- Gather various articles of clothing from a closet or a shoe rack (such as shirts, pants, socks, hats, and shoes) and play a sorting game with the students.
- Ask the students to carefully observe and sort the items into five categories: shirts, pants, socks, hats, and shoes.
- After sorting, encourage the students to say the name of each clothing category in English.
- Alternatively, the teacher can say the English name of each category and have the students point to the corresponding items.
- Gradually increase the speed of the activity to raise the challenge and fun.





1.1-5 By the Pond

Story Summary

A little worm appears in a pond. A fish swims over and eats the worm, only to discover that it has ended up on a mouse's fishing hook.

Just as the mouse is feeling pleased with himself, he notices a big calico cat behind him, and he scurries away in fear.

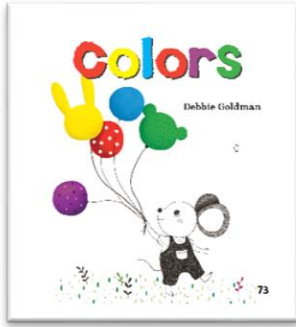
At that moment, a big dog shows up and frightens the calico cat. The calico cat lets the mouse go; the mouse tosses the fish aside, and the fish spits out the worm.

Peace returns to the pond.

Activity Suggestions

- Play a “mimic the animal” game with the students.
- The teacher can imitate one of the animals from the story—for example, twisting the body like a worm or placing both hands by the mouth to mimic a mouse's pointed snout while making “squeak, squeak” sounds.
- Ask the students to guess which animal is being imitated and to say its name in English aloud.
- Then, have each student take turns imitating an animal for the class to guess, and continue the game.





1.1-6 Colors

Story Summary

When the big-eared mouse waters the flowers, the world is blue;
when he rides his bicycle, the world is red;
when he goes skydiving, the world is purple;
when he surfs, the world is yellow;
when he walks in the rain with an umbrella, the world is green;
and when he plays in the amusement park, the world is full of colors—just like a rainbow!

Activity Suggestions

- Search around the room with the students for objects that are blue. Once found, encourage the students to say “blue” aloud.
- Then, locate other objects that match the other colors mentioned in the book, and have the students say the English names of these colors.
- Alternatively, the teacher can call out a color mentioned in the book and ask the students to find an object of that color in the room.
- To add a challenge, ask the students to find objects that feature two or more colors.

