

教學建議 1.2



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

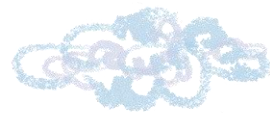
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

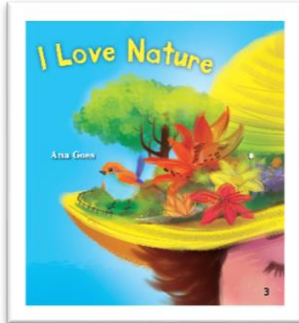
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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



1.2-1 I love Nature 故事大綱

有一個小女孩，她喜愛參天大樹，她喜愛茵茵綠草，她喜愛芬芳花朵，她喜愛依人小鳥。這個小女孩就是我。我愛這美好的大自然！

Q & A

pp. 4-5

Q: What do you see in the picture?

A: I see a tree in the picture.

Q: Is there a person in the picture?

A: Yes, there is a person in the picture.

Q: What is the person doing?

A: The person is hugging the tree.

pp. 6-7

Q: What color is the grass?

A: The grass is green.

Q: What color are the socks?

A: The socks are yellow.

Q: Do you see any leaves on the grass?

A: Yes, some leaves on the grass.

pp. 8-9

Q: What color is the flower?

A: The flower is orange.

Q: Does the flower have a stem?

A: Yes, the flower has a stem.

Q: Are the petals of the flower pointed or round? A: The petals of the flower are pointed.

pp. 10-11

Q: What do you see in the picture?

A: I see a bird in the picture.

Q: What color is the ribbon?

A: The ribbon is green with spots.

Q: What color is the bird's tail?

A: The bird's tail is blue.

pp. 12-13

Q: What is the girl wearing on her head? A: The girl is wearing a yellow hat.

Q: What color is the girl's dress? A: The girl's dress is white.

Q: Are there any clouds in the sky? A: Yes, there are clouds in the sky.

pp. 14-15

Q: Where is the bird sitting? A: The bird is sitting on the girl's hand.

Q: Are there many leaves on the tree? A: Yes, there are many green leaves on the tree.

Q: Are there any flowers in the picture? A: No, there are no flowers in the picture.

活動建議 老師可以在校外教學時帶著學生去公園或郊外，和學生一起享受大自然的美好和寧靜。和學生一起抱抱大樹，說說大樹的英文單字—tree；和學生一起躺在草地上，說說小草的英文單字—grass；和學生一起聞聞花香，說說花朵的英文單字—flower；和學生一起觀察小鳥，說說小鳥的英文單字—bird.





1.2-2 Lunch Time 故事大綱

好香啊！男孩和他的小狗都循著香味到了廚房。媽媽分別做好了湯、飯、肉、煎蛋和餅乾，然後擺到餐桌上。男孩和小狗都迫不及待地等著開飯啦！可是這時小狗著急了，因為它的碗還空著呢。不急不急，媽媽也給小狗準備了食物。我們一起開飯吧！

Q & A

pp. 18-19

Q: What do you see on the table?

A: I see a bowl of soup on the table.

Q: What color is the tablecloth?

A: The tablecloth is red.

Q: Is there a dog in the picture?

A: Yes, there is a dog in the picture.

pp. 20-21

Q: Who is standing beside the boy?

A: A woman is standing beside the boy.

Q: What color is the woman's apron?

A: The woman's apron is red.

Q: Is the rice in a bowl or on a plate?

A: The rice is in a bowl.

pp. 22-23

Q: What is the woman holding?

A: The woman is holding a plate of meat.

Q: What is the dog doing?

A: The dog is looking at the food.

Q: Are there two bowls of rice on the table?

A: Yes, there are two bowls of rice on the table.

pp. 24-25

Q: What is the boy holding?

A: The boy is holding a bowl of rice.

Q: Does the boy look happy?

A: Yes, the boy looks happy.

Q: Where is the dog sitting?

A: The dog is sitting on a green mat.

pp. 26-27

Q: What is on the plate in front of the boy?

A: There are biscuits on the plate in front of the boy.

Q: What is the dog doing?

A: The dog is barking.

Q: Does the boy have chopsticks on his plate?

A: Yes, there are chopsticks on his plate.

pp. 28-29

Q: What is the woman doing? **A:** The woman is pouring food into the dog's bowl.

Q: What is the boy doing? **A:** The boy is hugging the dog.

Q: Does the dog have a collar? **A:** Yes, the dog has a collar.

活動建議 和學生一起在學校廚房裡做飯，讓學生觀察湯、飯、肉、煎蛋、餅乾是怎麼做的。做好後，還可以鼓勵學生說出它們的英文名稱。如果學校裡有寵物，還可以在用餐的時候請學生給寵物加點食物，體會人和動物之間的和諧與親密。



1.2-3 Missing Toys 故事大綱

兩個小朋友在一起玩。他們一起搭積木，一起玩球，一起玩洋娃娃，一起玩小汽車，一起玩小火車。可是，玩具怎麼都不見了？玩具哪兒去了？原來是頑皮的小狗把玩具都叨走了。

Q & A

pp. 32-33

Q: What are the boy and girl playing with? **A:** They are playing with blocks.

Q: What color is the girl's dress? **A:** The girl's dress is purple.

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

pp. 34-35

Q: What are the boy and girl playing with? **A:** They are playing with balls.

Q: What color are the boy's overalls? **A:** The boy's overalls are blue.

Q: What colors are the balls in the basket? **A:** The balls in the basket are yellow, pink, green, and blue.

pp. 36-37

Q: What is the boy holding?

A: The boy is holding a doll.

Q: What color is the doll's hair?

A: The doll's hair is yellow.

Q: What color is the ball by the dog?

A: The ball by the dog is orange.

pp. 38-39

Q: What color is the car?

A: The car is purple.

Q: What color is the blanket on the bed?

A: The blanket on the bed is green.

Q: Does the car have an antenna?

A: Yes, the car has an antenna.

pp. 40-41

Q: What are the boy and girl playing with?

A: They are playing with a toy train.

Q: Is the boy holding something?

A: Yes, the boy is holding a small tree.

Q: Does the train track go over a bridge?

A: Yes, the train track goes over a bridge.

pp. 42-43

Q: Who is looking out from the window?

A: A boy and a girl are looking out from the window.

Q: What color is the roof of the doghouse?

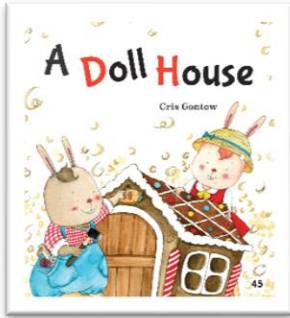
A: The roof of the doghouse is red.

Q: What color is the girl's bow?

A: The girl's bow is purple.

活動建議 和學生一起玩「玩具在哪裡」的遊戲。先拿出幾樣玩具放在桌子上，最好是書中提到的玩具。一個人扮演小狗，另一個人閉上眼睛。「小狗」將桌上的一個玩具藏在教室裡的某個地方。「小狗」藏好後，找玩具的人睜開眼睛，看一下桌上少了哪一樣，用英文說一說是哪樣玩具不見了，然後在教室裡找。如果玩具找到了，就換另一個人當「小狗」藏玩具；如果玩具沒被找到，「小狗」就可以繼續藏另一個玩具，直到玩具被找到，遊戲才結束。輪流當「小狗」，看誰藏的玩具最難找到。





1.2-4 A Doll House 故事大綱

兔子姐弟倆要蓋一座玩偶房子。他們給房子裝上了一扇門，又安上了窗戶。兔子弟弟會做一手漂亮的木工活，他特意做了兩把椅子和一張大圓桌！現在，該把圓桌放進玩偶房子了！糟了，桌面太大，怎麼都塞不進房子裡。這可怎麼辦啊？看到兔子弟弟急得滿頭大汗的樣子，兔子姐姐忍不住偷笑了起來。

Q & A

pp. 46-47

- Q:** What are the rabbits building? **A:** The rabbits are building a house.
- Q:** What color are the candies on the house? **A:** The candies are red, yellow, blue, and green.
- Q:** What is on the smaller rabbit's hat? **A:** There is a blue bow on the smaller rabbit's hat.

pp. 48-49

- Q:** What is the bigger rabbit carrying? **A:** The bigger rabbit is carrying a door.
- Q:** What is in the bigger rabbit's pocket? **A:** There are tools in the bigger rabbit's pocket.
- Q:** What color is the bigger rabbit's shirt? **A:** The bigger rabbit's shirt is red and white.

pp. 50-51

- Q:** Is there a box on the ground? **A:** Yes, there is a box on the ground.
- Q:** What color is the smaller rabbit's dress? **A:** The smaller rabbit's dress is red.
- Q:** Do the rabbits have rosy cheeks? **A:** Yes, both rabbits have rosy cheeks.

pp. 52-53

- Q:** What are the rabbits building? **A:** The rabbits are building chairs.
- Q:** What tool is lying on the grass? **A:** A saw is lying on the grass.
- Q:** Are the chairs made of wood? **A:** Yes, they are made of wood.

pp. 54-55

- Q:** What are the rabbits building? **A:** The rabbits are building a table.
- Q:** What color is the door? **A:** The door is brown.
- Q:** Is the table round? **A:** Yes, the table is round.

pp. 56-57

Q: Are there tools on the ground?

A: Yes, there are tools on the ground.

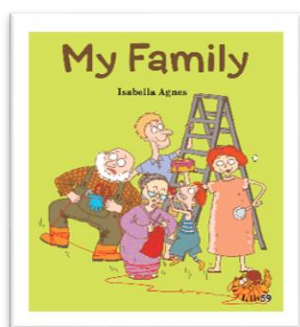
Q: Is there a box of nails on the ground?

A: Yes, there is a box of nails on the ground.

Q: Is the bigger rabbit sweating?

A: Yes, the bigger rabbit is sweating.

活動建議 拿出一張白紙，用黑色的筆畫出房子、門、窗、椅子和桌子的輪廓。每畫出一個圖形後，都讓學生猜一猜畫的是什麼，並用英文說出名稱。然後，鼓勵學生選擇喜歡的彩色筆給畫上色。完成後，鼓勵學生再說一遍相應的英文單字。



1.2-5 My Family 故事大綱

我最喜歡拍照片了！我給爸爸拍照，給媽媽拍照，給奶奶拍照，給爺爺拍照。但是，怎麼總是出狀況呢？我們一定要一家人一起好好地拍一張！當然還有我家的貓咪，每張照片上都有它。

Q & A

pp. 60-61

Q: What color is the boy's hair?

A: The boy's hair is red.

Q: What is the cat doing?

A: The cat is running towards the boy.

Q: What color is the cat?

A: The cat is orange with black stripes.

pp. 62-63

Q: What is the dad doing?

A: The dad is standing on a ladder and changing a light.

Q: What color is the wall?

A: The wall is purple.

Q: What color is the dad's shirt? **A:** The dad's shirt is light blue.



pp. 64-65

Q: What is the boy doing in the first picture? **A:** The boy is placing a red mug in the sink.

Q: What is the mom holding in the second picture? **A:** The mom is holding a spatula.

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

pp. 66-67

Q: What is the grandma doing in the first picture? **A:** The grandma is sitting and knitting in the first picture.

Q: What is the boy holding in the second picture? **A:** The boy is holding a camera in the second picture.

Q: What is the cat playing with? **A:** The cat is playing with the yarn.

pp. 68-69

Q: What is the grandpa doing? **A:** The grandpa is trimming a bush.

Q: What is the cat doing? **A:** The cat is scratching the elephant-shaped bush.

Q: What color are grandpa's boots? **A:** Grandpa's boots are orange.

pp. 70-71

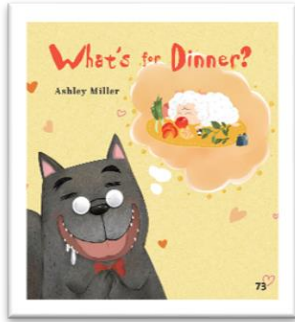
Q: How many people are in the family? **A:** There are five people in the family.

Q: What is the mom holding in her hand? **A:** The mom is holding a spatula.

Q: Where is the family standing? **A:** The family is standing outside the house.

活動建議 讓學生用手機給家庭的每一位成員拍照，然後用拼圖軟體將學生拍的照片拼在一起。鼓勵學生用英語說出與家庭成員對應的單詞。告訴學生，所有的家人在一起就叫 family，幫助學生理解 family 的概念。





1.2-6 What's for Dinner 故事大綱

大灰狼晚餐想吃羊。他先看書上說怎麼能抓到羊，然後開始準備抓羊的工具和外出穿的衣服。森林裡的羊很聰明，他們設下了陷阱。哎喲！大灰狼摔了個跟頭，把眼鏡摔碎了，什麼都看不清了。大灰狼垂頭喪氣地回到家，沒抓到羊，晚飯也沒著落啦。

Q & A

pp. 74-75

- Q:** What is the wolf holding? **A:** The wolf is holding a book.
Q: What color is the TV? **A:** The TV is green.
Q: What is the wolf wearing? **A:** The wolf is wearing glasses and a red bow tie.

pp. 76-77

- Q:** What is the wolf looking at? **A:** The wolf is looking at his tools.
Q: Where is the axe? **A:** The axe is on the left side of the wall.
Q: What is hanging in the center of the wall? **A:** A net bag is hanging in the center of the wall.

pp. 78-79

- Q:** What is the wolf looking at? **A:** The wolf is looking at himself in the mirror.
Q: What color are the wolf's pants? **A:** The wolf's pants are green with a camouflage pattern.
Q: Is the wolf wearing shoes? **A:** No, the wolf is not wearing shoes.

pp. 80-81

- Q:** Where are the wolf's glasses? **A:** The wolf's glasses are on the ground.
Q: Who is behind the tree? **A:** Two sheep are behind the tree.
Q: What is tied around the tree? **A:** A rope is tied around the tree.

pp. 82-83

- Q:** What is shining in the sky? **A:** The stars and the moon are shining in the sky.
Q: What color is the door of the house? **A:** The door of the house is red.
Q: What is the wolf holding? **A:** The wolf is holding a net.



pp. 84-85

Q: What time of day is it in the picture?

A: It is nighttime in the picture.

Q: How does the wolf feel?

A: The wolf feels sad.

Q: What color is the tablecloth?

A: The tablecloth is green and brown.

活動建議 和學生一起做「我藏你找」的遊戲。準備好一本書、一盒小工具、一套衣服和一副眼鏡。將這些東西分別藏在教室裡的不同地方，讓學生去找這些東西。每找出一樣東西，就鼓勵學生用英文說出相應的單字。

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.

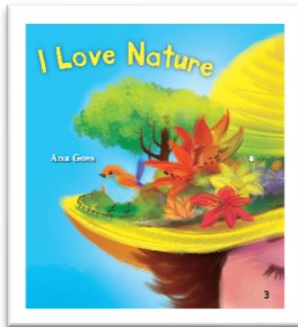
Extension Activities

- **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



1.2-1 I Love Nature

Story Summary

There is a little girl who loves towering trees, lush green grass, fragrant flowers, and cute little birds. That little girl is me. I love this wonderful nature!

Activity Suggestions

- During an outdoor field trip, take the students to a park or the countryside so they can enjoy the beauty and tranquility of nature.
- Hug a big tree together while introducing the English word *tree*.
- Lie down on the grass together and discuss the English word *grass*.
- Smell the fragrance of flowers together and talk about the English word *flower*.
- Observe the little birds and introduce the English word *bird*.



1.2-2 Lunch Time

Story Summary

It smells so good! A boy and his puppy follow the aroma into the kitchen. Mom has prepared soup, rice, meat, a fried egg, and cookies, then arranged them on the dining table. The boy and the puppy can hardly wait for the meal! However, the puppy grows anxious because its bowl is still empty. Not to worry—Mom has also prepared food for the puppy. Let's eat together!

Activity Suggestions

- In the school kitchen, have the students help prepare a meal so they can observe how soup, rice, meat, a fried egg, and cookies are made.
 - After cooking, encourage the students to say the English names of these food items.
 - If there are pets at school, allow the students to add food for the pets during mealtime, helping them experience the harmony and closeness between humans and animals.
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1.2-3 Missing Toys

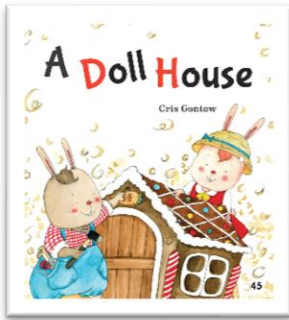
Story Summary

Two children are playing together. They build with blocks, play with a ball, play with dolls, toy cars, and toy trains. But suddenly, all the toys have disappeared! Where did the toys go? It turns out that a mischievous puppy carried away all the toys.

Activity Suggestions

- Play a “Where Are the Toys?” game with the students.
- Start by placing several toys (preferably the ones mentioned in the story) on a table.
- One student acts as the puppy while another closes their eyes. The “**puppy**” hides one of the toys somewhere in the classroom.
- Once the toy is hidden, the seeker opens his eyes, looks at the table, says in English which toy is missing, and then searches the classroom for it.
- If the toy is found, switch roles so another student becomes the “**puppy**” who hides a toy. If the toy isn’t found, the “**puppy**” can hide another toy until one is found.
- Take turns playing the “**puppy**” and see who can hide a toy in the most challenging spot.





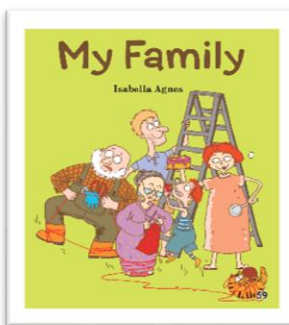
1.2-4 A Doll House

Story Summary

The rabbit siblings are building a dollhouse. They install a door and add windows to the house. The little rabbit is very skilled in carpentry—he even makes two chairs and a big round table! Now, it's time to put the round table into the dollhouse. Oh, no!—the tabletop is too big and just won't fit inside. What should they do? Seeing the younger rabbit sweating with worry, the older rabbit can't help but giggle.

Activity Suggestions

- Provide a white sheet of paper and a black pen. Draw the outlines of a house, a door, windows, chairs, and a table.
- After drawing each shape, ask the students to guess what the drawing represents and have them say the name in English.
- Then, encourage the students to choose their favorite colored-pencils and color the drawing.
- After finishing, have the students repeat the corresponding English vocabulary words.



1.2-5 My Family

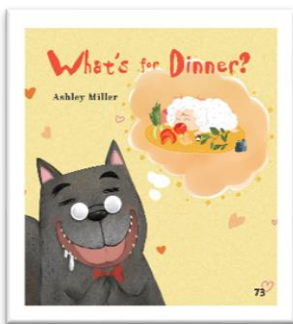
Story Summary

I love taking photos! I take pictures of my dad, mom, grandma, and grandpa. But something always goes wrong. We really need to take a proper family photo together! Of course, our family cat appears in every picture.

Activity Suggestions

- Have the students use a mobile phone to take photos of every family member.

- Using a collage or photo-editing app, have the students combine the photos into one family picture.
- Encourage the students to say the English names for each family member.
- Explain that when all the family members are together, they form a family, which helps reinforce the concept of “**family.**”



1.2-6 What's for Dinner

Story Summary

The Big Bad Wolf wants lamb for dinner. He first looks in a book to learn how to catch a lamb, then begins preparing the tools and the clothes he needs for his outing. However, the lambs in the forest are very clever and have set traps. Oops! The Big Bad Wolf slips, shattering his glasses so he can't see clearly. Defeated, he returns home without any lamb—and with no dinner either.

Activity Suggestions

- Play an “I Hide, You Seek” game with the students.
- Prepare several items (e.g., a book, a box of small tools, a piece of clothing, and a pair of glasses) and hide them in different locations around the classroom.
- Let the students search for the hidden items.
- Each time an item is found, encourage the student to say the corresponding English word.

