

教學建議 1.3



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

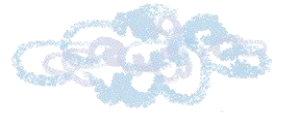
讓學生快速翻看一遍書裡的圖畫，猜一猜故事講的是什麼。

✚ 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

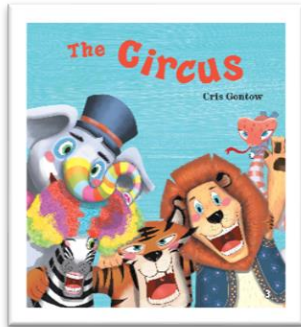
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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。





故事大綱、Q&A、活動建議



1.3-1 The Circus 故事大綱

快來看，馬戲團裡真熱鬧呀！一頭大象撐著傘，小心翼翼地走鋼絲；兩隻斑馬跳起了芭蕾舞；三條蛇賣力地敲起了鼓，咚、咚、咚；四隻老虎鑽進了火圈；五頭獅子一起騎單車！哇！他們真棒！

Q & A

pp. 4-5

Q: What is the elephant holding?

A: The elephant is holding an umbrella.

Q: What are the people doing?

A: The people are watching the elephant.

Q: What is the elephant doing?

A: The elephant is balancing on the tightrope.

pp. 6-7

Q: How many zebras are in the picture?

A: There are two zebras.

Q: What are the zebras doing?

A: The zebras are dancing.

Q: What color are the zebras' skirts?

A: The skirts are pink.

pp. 8-9

Q: How many snakes are in the picture?

A: There are three snakes.

Q: What are the snakes doing?

A: The snakes are playing drums.

Q: What color is the green snake's bandana?

A: The green snake's bandana is red.

pp. 10-11

Q: How many tigers are in the picture?

A: There are four tigers.

Q: Are the rings on fire?

A: Yes, the rings are on fire.

Q: What color are the tigers?

A: The tigers are orange with black stripes.

pp. 12-13

Q: How many lions are in the picture?

A: There are five lions.

Q: Where is the bird sitting?

A: The bird is sitting on a hat.

Q: What color are the lions' manes?

A: The lions' manes are brown.

pp. 14-15

Q: Who is holding an umbrella?

A: The elephant is holding an umbrella.

Q: Are the zebras wearing wigs?

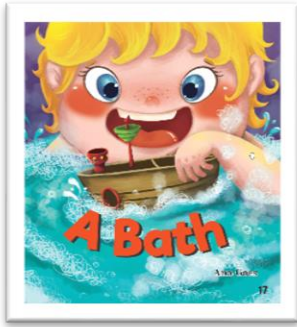
A: Yes, the zebras are wearing colorful wigs.

Q: What are the snakes sitting on?

A: The snakes are sitting on drums.

活動建議 和學生一起回憶書中提到了哪些動物。準備好紙和彩色筆，讓學生逐一說出動物的英文名稱，老師用彩色筆快速畫出這種動物。請學生當裁判，比一比誰畫得更更像。所有的同學都可以一起參與畫動物的活動。





1.3-2 A Bath 故事大綱

一條大魚躍出了水面！一艘船在水上行駛，好大的波浪啊！
咦，怎麼還有一隻海盜鴨？還有一個海盜？原來，是一個小男
孩在浴缸裡洗澡。洗澡真開心！

Q & A

pp. 18-19

- Q:** What color is the fish? **A:** The fish is yellow.
Q: Are there waves in the water? **A:** Yes, there are waves in the water.
Q: What color are the fish's fins? **A:** The fish's fins are green.

pp. 20-21

- Q:** What is in the picture? **A:** There is a boat in the picture.
Q: What color is the boat? **A:** The boat is brown.
Q: What color is the boat's chimney? **A:** The boat's chimney is red.

pp. 22-23

- Q:** What is in the picture? **A:** There is a duck in the picture.
Q: What is the duck wearing? **A:** The duck is wearing an eye patch.
Q: What color is the eye patch? **A:** The eye patch is black.

pp. 24-25

- Q:** Who is in the picture? **A:** There is a boy in the picture.
Q: What is the boy wearing on his head? **A:** The boy is wearing a pirate hat.
Q: What is the boy holding? **A:** The boy is holding a sword.

pp. 26-27

- Q:** What is the child doing? **A:** The child is playing with the bubble.
Q: What color is the child's hair? **A:** The child's hair is yellow.
Q: What color is the bathtub? **A:** The bathtub is purple.

pp. 28-29

Q: Where is the child sitting?

A: The child is sitting in a bathtub.

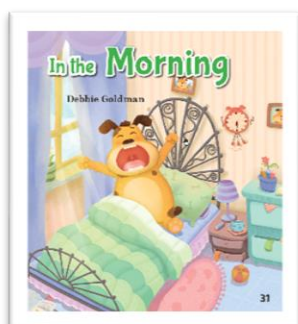
Q: Is the bubble clear or colorful?

A: The bubble is clear.

Q: What is the child doing?

A: The child is taking a bath.

活動建議 在教室裡的橡膠浴池裡放上塑膠玩具小魚、小鴨子和小船。老師和學生一起像書中的小男孩那樣，拿著玩具，做出小魚躍出水面、小鴨子游泳和小船乘風破浪的動作。老師每拿起一種玩具，就和學生一起大聲說出相應的英文單字。



1.3-3 In the Morning 故事大綱

今天天氣真好！小狗早早就起床啦，他洗洗臉，刷刷牙，梳梳頭，喝了牛奶，吃完早餐。『啦啦啦，啦啦啦！』小狗唱著歌，背起書包上學去啦！

Q & A

pp. 32-33

Q: What is the dog doing by the window? **A:** The dog is looking out the window.

Q: What is on the table?

A: There is a magazine, a cup, and a plate on the table.

Q: Is the door open or closed?

A: The door is open.

pp. 34-35

Q: What is the dog holding?

A: The dog is holding a towel.

Q: What is the dog doing with the towel?

A: The dog is drying its face with the towel.

Q: What is above the mirror?

A: There is a small yellow light above the mirror.

pp. 36-37

Q: What is the dog holding?

A: The dog is holding a toothbrush.

Q: What color is the toothbrush?

A: The toothbrush is green.

Q: What is the dog doing on the right?

A: The dog is brushing its teeth.

pp. 38-39

Q: What is the dog holding?

A: The dog is holding a comb.

Q: What color is the cup on the counter?

A: The cup is green with spots.

Q: What is on the counter beside the sink?

A: There are two bottles and a green cup on the counter.

pp. 40-41

Q: Where is the dog sitting?

A: The dog is sitting at the table.

Q: What color is the tablecloth?

A: The tablecloth is purple.

Q: What color are the curtains?

A: The curtains are green.

pp. 42-43

Q: What is the dog holding in its hand?

A: The dog is holding a fork in its hand.

Q: What is outside the window?

A: There are clouds outside the window.

Q: What shape is the mat under the cup?

A: The mat under the cup is square.

活動建議 準備一條毛巾、一把牙刷、一把梳子、一個水杯和一個盤子。老師做動作（漱口/刷牙/洗臉/梳頭/端著盤子吃飯），讓學生找出與這個動作密切相關的物品，並大聲說出相應的英文單字。譬如說，老師做洗臉的動作，學生要拿起毛巾，並說出 towel 這個英文單字。學生熟悉遊戲規則後，老師和學生可以交換角色，繼續遊戲。



1.3-4 Colorful Birds 故事大綱

小熊發現樹林裡住著五顏六色的鳥，有粉紅色的、棕色的、橙色的、藍色的…… 咦，還有黑色的！小熊攀上樹枝，想湊近點看看黑色的鳥。突然，『啾啾』一聲，樹枝斷了！黑色的鳥生氣了，小熊被嚇跑啦！

Q & A

pp. 46-47

Q: How many birds are there?

A: There are two birds.

Q: Where are the birds sitting?

A: The birds are sitting on a branch.

Q: What color is the bear?

A: The bear is brown.

pp. 48-49

Q: What color are the birds?

A: The birds are brown.

Q: What is the bear doing?

A: The bear is lying on the grass.

Q: Is the bear awake or sleeping?

A: The bear is awake.

pp. 50-51

Q: How many orange birds are in the tree? **A:** There are two orange birds in the tree.

Q: Where is the bear sitting?

A: The bear is sitting by the tree.

Q: What is the bear looking at?

A: The bear is looking up at the birds.

pp. 52-53

Q: What color are the birds by the water? **A:** The birds by the water are blue.

Q: What is in the bucket next to the bear? **A:** There are fish in the bucket.

Q: What color are the birds' beaks?

A: The birds' beaks are red.

pp. 54-55

Q: What color are the birds in the tree?

A: The birds in the tree are black.

Q: What is the bear doing?

A: The bear is climbing the tree.

Q: Are there any clouds in the sky?

A: Yes, there are clouds in the sky.

pp. 56-57

Q: How many birds are flying?

A: There are two birds flying.

Q: What color are the birds' beaks?

A: The birds' beaks are yellow.

Q: How do the birds look?

A: The birds look angry.

活動建議 拿出一張白紙，用黑色筆劃出 5 隻小鳥的輪廓，讓學生分別用粉紅色、棕色、橘色，藍色和黑色的彩色筆給小鳥塗上顏色。塗完顏色後，鼓勵學生用英文描述這 5 幅圖畫，比如 a pink/brown/orange/blue/black bird。然後，和學生一起畫一幅小鳥生氣的圖，讓學生用自己喜歡的顏色給小鳥塗色，然後一起用英語大聲說 an angry bird。



1.3-5 My Clothes 故事大綱

哇！窗外下雪了！男孩兒立刻衝到大門口想出去玩雪。『等一下！』媽媽拉住了男孩兒的胳膊。『穿上你的毛衣。』『還有外套。』『還有……』男孩兒穿了一件又一件，穿得暖暖和和的，終於可以出去玩兒啦！

Q & A

pp. 60-61

Q: What is the boy wearing?

A: The boy is wearing pajamas.

Q: Who is standing next to the boy?

A: A yellow dog is standing next to the boy.

Q: What is the weather like outside?

A: It is snowy outside.

pp. 62-63

Q: What is the woman holding?

A: The woman is holding a sweater.

Q: What is the boy wearing on his feet?

A: The boy is wearing purple slippers.

Q: What color is the mat by the door?

A: The mat by the door is pink.



pp. 64-65

Q: What color is the coat?

A: The coat is blue.

Q: What is the boy wearing?

A: The boy is wearing a red sweater.

Q: Is the boy wearing shoes?

A: No, the boy is wearing slippers.

pp. 66-67

Q: What color is the hat?

A: The hat is red.

Q: What is outside the door?

A: There is snow and a tree outside the door.

Q: What is the woman wearing on her feet? A: The woman is wearing red slippers.

pp. 68-69

Q: What is the woman holding?

A: The woman is holding a pair of boots.

Q: What color are the boots?

A: The boots are red.

Q: What is the boy doing?

A: The boy is tying his boots.

pp. 70-71

Q: What is the woman holding?

A: The woman is holding a pair of mittens.

Q: What is falling from the sky?

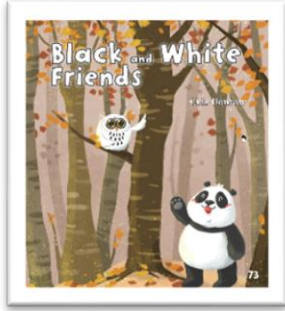
A: Snow is falling from the sky.

Q: What color is the mailbox?

A: The mailbox is green.

活動建議 分別從學生和老師的儲物櫃裡找出幾件外套、幾雙連指手套、幾件毛衣、幾雙鞋子和靴子，堆成一堆。讓學生將衣服分成外套，連指手套和毛衣三類，區分 shoes 和 boots 有何不同，鼓勵學生用英文說出相應的名稱。





1.3-6 Black and White Friends 故事大綱

看，大熊貓是黑色和白色的；海豹是黑色和白色的；貓頭鷹是黑色和白色的；斑馬是黑色和白色的；企鵝也是黑色和白色的。我呢？我的T恤是白色的，短褲是黑色的，襪子是白色的，鞋子是黑色的。我們是快樂的黑白小隊，出發！

Q & A

pp. 74-75

- Q:** What color is the panda? **A:** The panda is black and white.
Q: What is the panda holding in its paw? **A:** The panda is holding a basket.
Q: What is the panda holding in its other paw? **A:** The panda is holding a net.

pp. 76-77

- Q:** What kind of animal is in the picture? **A:** The animal is a seal.
Q: What color is the seal? **A:** The seal is black and white.
Q: What is inside the seal's bag? **A:** There are fish inside the seal's bag.

pp. 78-79

- Q:** What is the owl holding in its wing? **A:** The owl is holding a book.
Q: What is the owl carrying over its shoulder? **A:** The owl is carrying a bag.
Q: What color is the owl's bag? **A:** The owl's bag is green.

pp. 80-81

- Q:** What color is the zebra? **A:** The zebra is black and white.
Q: What is in the zebra's backpack? **A:** There is a camera in the zebra's backpack.
Q: What color is the sun? **A:** The sun is red and yellow.

pp. 82-83

- Q:** What color is the penguin? **A:** The penguin is black and white.
Q: What color is the scarf? **A:** The scarf is green.
Q: What is the penguin holding? **A:** The penguin is holding a brown bag.

pp. 84-85

Q: What is the child doing in the bed? A: The child is sleeping.

Q: How many black and white animals are in the dream? A: There are five black and white animals in the dream.

Q: What color is the child's hair? A: The child's hair is blonde.

活動建議 帶學生去動物園看看熊貓、海豹、貓頭鷹、斑馬和企鵝。和學生一起觀察動物的顏色，鼓勵學生用英文說出動物的顏色和名稱，譬如說：black and white panda/seal/owl/zebra/penguin。再和學生一起找一找，動物園裡還有哪些動物，身上既有黑色又有白色。

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.

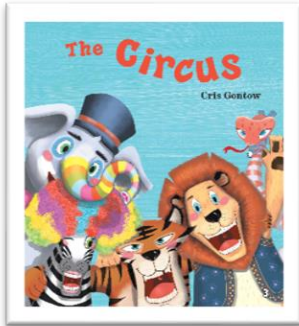
Extension Activities

- **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



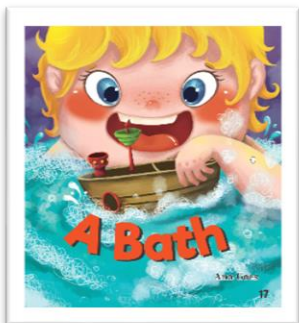
1.3-1 The Circus

Story Outline

Come and see—there’s so much excitement in the circus! An elephant holds an umbrella while carefully walking on a tightrope; two zebras are performing ballet; three snakes are enthusiastically beating the drums with a “dong, dong, dong”; four tigers squeeze through a ring of fire; and five lions ride bicycles together! Wow! They are truly amazing!

Activity Suggestions

- **Animal Recall and Drawing:**
Review with your students the animals mentioned in the story. Prepare paper and colored pens. Then have the students take turns naming each animal in English while the teacher quickly sketches that animal using a colored pen.
- **Peer Comparison:**
Ask the students to act as judges and compare whose drawing resembles the animal the most. This drawing activity allows all students to participate and practice vocabulary.



1.3-2 A Bath

Story Outline

A big fish leaps out of the water! A boat sails across the water, creating huge waves! Huh—what’s this? There’s even a pirate duck! And a pirate as well? It turns out that a little boy is taking a bath in the tub. Bath time is so much fun!

Activity Suggestions

- **Toy Play in a Rubber Tub:**
Place plastic toy fish, ducks, and a boat in a rubber tub in the classroom.
- **Role-Play and Vocabulary:**
Together with the students, mimic the actions from the story—have them use the toys to show a fish leaping out of the water, a duck swimming, and a boat cutting through the waves. Each time the teacher picks up a toy, say the corresponding English word loudly with the class.



1.3-3 In the Morning

Story Outline

What a beautiful day! The little dog wakes up early. It washes its face, brushes its teeth, combs its hair, drinks milk, and finishes breakfast. “La la la, la la la!” The little dog sings as it picks up its backpack and heads off to school!

Activity Suggestions

- **Interactive Object Identification:**
Prepare a towel, a toothbrush, a comb, a cup, and a plate.
- **Action and Vocabulary Matching:**
The teacher acts out various routines (e.g., gargling, brushing teeth, washing face, combing hair, or holding a plate while eating). Ask the students to identify the object associated with that action and say the corresponding English word. For example, if the teacher mimics washing their face, the students should pick up a towel and say “towel.”
- **Role Reversal:**
Once students understand the rules, allow them to swap roles with the teacher and continue the game.





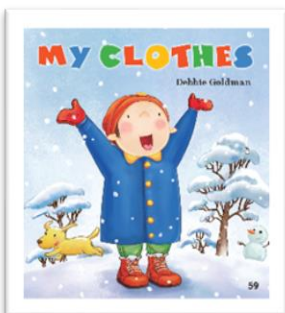
1.3-4 Colorful Birds

Story Outline

The little bear discovers that the forest is home to birds of many colors—pink, brown, orange, blue... and oh, there's even a black one! The little bear climbs a branch to get a closer look at the black bird. Suddenly, with a loud “crack,” the branch breaks! The black bird becomes angry, and the little bear runs away in fright!

Activity Suggestions

- **Coloring Activity:**
Provide a piece of white paper and use a black pen to draw the outlines of five little birds. Have the students use colored pens—pink, brown, orange, blue, and black—to color each bird.
- **Descriptive Language Practice:**
After coloring, encourage the students to describe their drawings in English by saying, for example, “a pink bird,” “a brown bird,” etc.
- **Group Drawing:**
Next, draw a picture of an angry bird together. Let the students choose their favorite colors to color the angry bird, and then say “an angry bird” aloud in English as a group.



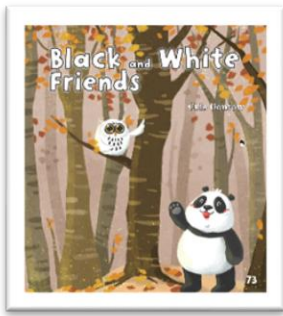
1.3-5 My Clothes

Story Outline

Wow! It's snowing outside! The boy dashes to the door, eager to play in the snow. “Wait a minute!” his mother grabs his arm. “Put on your sweater.” “And your jacket.” “And...” The boy keeps putting on one piece of clothing after another until he's all warm and finally ready to go outside and play!

Activity Suggestions

- **Sorting and Naming Clothing:**
Have both students and the teacher search through their lockers to find a few jackets, pairs of gloves (preferably mitten gloves), sweaters, and pairs of shoes and boots. Pile these items together.
- **Categorization and Discussion:**
Ask the students to separate the items into three categories: jackets, gloves, and sweaters. Then discuss the differences between “shoes” and “boots.” Encourage students to say the corresponding English names for each item.



1.3-6 Black and White Friends

Story Outline

Look—the giant panda is black and white; the seal is black and white; the owl is black and white; the zebra is black and white; and the penguin is also black and white. What about me? My T-shirt is white, my shorts are black, my socks are white, and my shoes are black. We are the happy Black and White Squad—off we go!

Activity Suggestions

- **Zoo Visit and Observation:**
Take your students on a trip to the zoo to observe pandas, seals, owls, zebras, and penguins.
- **Color and Vocabulary Practice:**
Encourage students to observe the colors of these animals and practice saying the animal names and their colors in English, for example, “black and white panda,” “black and white seal,” etc.
- **Exploration:**
Have the students look for other animals in the zoo that are also black and white, discussing their findings in English.

