

教學建議 1.5



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

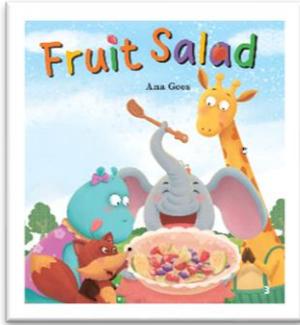
如果學生能夠輕鬆完成以上步驟，並充分理解故事內容，老師還可以引導學生複述故事，或者和學生一起把故事表演出來。另外，老師還可以印出每課單字閃卡，和全班學生一起做 **單字小遊戲**。

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



1.5-1 Fruit Salad 故事翻譯

- P4-P5 我喜歡蘋果。
P6-P7 我喜歡梨。
P8-P9 我喜歡草莓。
P10-P11 我喜歡葡萄。
P14-P15 我們都愛水果沙拉。

Q & A

pp. 4-5

- Q:** What is the elephant doing? **A:** The elephant is picking apples.
Q: What animals do you see in the trees? **A:** There are two birds in the trees.
Q: What color is the bird wearing a hat? **A:** The bird with the hat is red.

pp. 6-7

- Q:** What is the giraffe holding? **A:** The giraffe is holding a basket of pears.
Q: What is the giraffe wearing? **A:** The giraffe is wearing green pants.
Q: What color is the umbrella? **A:** The umbrella is green.

pp. 8-9

- Q:** What is the hippo holding? **A:** The hippo is holding a strawberry.
Q: What color is the hippo's umbrella? **A:** The umbrella is orange-red.
Q: Is the hippo wearing anything on its head? **A:** Yes, the hippo has a pink bow on its head.

pp. 10-11

- Q:** What is the fox doing? **A:** The fox is picking a bunch of grapes.
Q: What is next to the fox? **A:** There is a large basket next to the fox.
Q: What is on the cover of the book? **A:** There is a picture of grapes on the book cover.

pp. 12-13

Q: What is the hippo doing?

A: The hippo is washing fruits in a wooden basket.

Q: What is the elephant doing?

A: The elephant is stirring a bowl of fruits.

Q: What color is the hippo's dress?

A: The hippo's dress is pink with white flowers.

pp. 14-15

Q: What is the hippo eating?

A: The hippo is eating fruit salad.

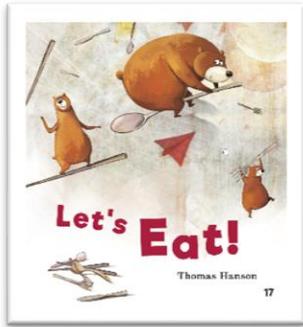
Q: How many bowls of fruit salad are on the table?

A: There are four bowls of fruit salad on the table.

Q: What is the elephant using to eat the fruit salad? A: The elephant is using a spoon.

活動建議 和學生一起去水果店或者超級市場，買來蘋果、梨、草莓和葡萄。回學校後把它們洗乾淨切好，加入沙拉醬，和學生一起攪拌，做成一盤可口的水果沙拉。和學生一起分享這盤水果沙拉，鼓勵學生用英文說出水果的名稱。如果學生語言能力較強，也可以讓學生用完整的英文句子，說一說自己喜歡吃哪種水果。





1.5-2 Let's Eat! 故事翻譯

P18-P19 我們用大勺子。

P20-P21 我們用叉子。

P22-P23 我們用餐刀和叉子。

P24-P25 我們用湯匙。

P28-P29 我們用筷子。

Q & A

pp. 18-19

- Q:** What are the bears using to eat? **A:** The bears are using spoons.
Q: What is on the wall? **A:** There is a picture on the wall.
Q: What color is the pot of soup? **A:** The pot of soup is white.

pp. 20-21

- Q:** What is in the bowl? **A:** The salad in the bowl.
Q: How many bears are there? **A:** There are three bears.
Q: What color is the tablecloth? **A:** The tablecloth is red.

pp. 22-23

- Q:** What are the bears using? **A:** The bears are using knives and forks.
Q: What are the bears eating? **A:** The bears are eating a large piece of meat.
Q: How does the smallest bear look? **A:** The smallest bear looks happy.

pp. 24-25

- Q:** What are the bears about to eat? **A:** The bears are about to eat a large cake.
Q: What are the bears using to eat the cake? **A:** The bears are using spoons.
Q: How many spoons are there? **A:** There are five spoons.

pp. 26-27

- Q:** Who is sitting at the table? **A:** A panda is sitting at the table.
Q: How does the large bear on the left side look? **A:** The large bear looks surprised.
Q: How many tables are there? **A:** There are four tables.

pp. 28-29

Q: What are the bears using to eat their noodles? **A:** The bears are using chopsticks.

Q: What color is the wall? **A:** The wall is light brown (with a striped pattern).

Q: Is there any plant in the room? **A:** Yes, there is a small plant in a pot on a side table.

活動建議 和學生一起在學校廚房裡找一找書中提到的幾樣餐具。每找到一樣餐具，就鼓勵學生用英文說出相應的單字。也可以由老師用英文說出餐具的名稱，學生找出相應的餐具。如果學生語言能力較強，也可以讓學生用完整的英文句子，說一說自己用什麼餐具吃飯。



1.5-3 Let's Clean the House 故事翻譯

P32-P33 媽媽在掃地。

P34-P35 爸爸在洗碗。

P36-P37 爺爺在拖地。

P38-P39 奶奶在揮灰塵。

P42-P43 我在整理房間。

Q & A

pp. 32-33

Q: What is the mother rabbit doing? **A:** She is sweeping.

Q: What is the little rabbit on the sofa holding? **A:** She is holding a book.

Q: How many cups are on the table? **A:** There are four cups on the table.

pp. 34-35

Q: What is Dad doing? **A:** Dad is washing dishes.

Q: What is the little rabbit holding? **A:** The little rabbit is holding a carrot.

Q: How many bowls are there on the counter? **A:** There are five bowls on the counter.

pp. 36-37

Q: What is Grandpa doing?

A: Grandpa is mopping the floor.

Q: Is Grandpa wearing glasses?

A: Yes, Grandpa is wearing glasses.

Q: What color are Grandpa's pants?

A: Grandpa's pants are blue.

pp. 38-39

Q: What is Grandma doing?

A: Grandma is dusting.

Q: What is Grandma wearing?

A: Grandma is wearing a purple sweater.

Q: What color is the blanket?

A: The blanket is white with small flowers.

pp. 40-41

Q: What is Dad doing?

A: Dad is wiping the table.

Q: What is on the table?

A: There is a teapot, cups, and a cloth on the table.

Q: Who is cleaning the bookshelf? A: Grandpa and Grandma are cleaning the bookshelf.

pp. 42-43

Q: What is the girl doing?

A: The girl is tidying up.

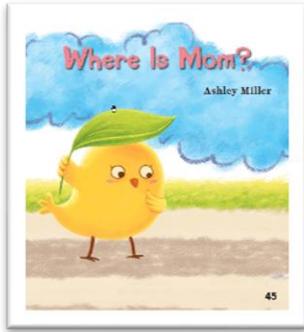
Q: What toy is the girl holding?

A: The girl is holding a red toy car.

Q: What color is the bucket on the rug?

A: The bucket is green.

活動建議 和學生一起做「你來做我來猜」的遊戲。老師模仿各種做家事的動作，讓學生猜一猜是在做什麼樣的家務，並用英文說出相應的單字。譬如說，老師做出掃地的動作，學生說 sweep。老師也可以和學生互換角色完成遊戲。平時學校打掃清潔的時候，鼓勵學生做一些力所能及的事情，並讓學生試著說出相應的英文單字。如果學生語言能力較強，也可以讓學生用完整的英文句子說一說正在做什麼打掃工作。



1.5-4 Where Is Mom? 故事翻譯

P46-P47 媽媽，等等！

P48-P49 我很傷心。

P50-P51 我很害怕。

P52-P53 我在找媽媽。

P54-P55 我很開心。

P56-P57 我睏了。

Q & A

pp. 46-47

Q: Who is driving the tractor?

A: A mother hen is driving the tractor.

Q: What color is the tractor?

A: The tractor is red.

Q: What is in the trailer behind the tractor? **A:** There are eggs in the trailer behind the tractor.

pp. 48-49

Q: What is happening to the egg in the first picture?

A: The egg is cracking.

Q: What is coming out of the egg in the second picture? **A:** A small leg is coming out of the egg.

Q: How does the chick feel in the last picture?

A: The chick feels sad.

pp. 50-51

Q: Who is walking on the road?

A: A fox is walking on the road.

Q: Where is the chick?

A: The chick is hiding behind the bushes.

Q: How does the chick feel?

A: The chick feels scared.

pp. 52-53

Q: Who is the chick looking for?

A: The chick is looking for its mom.

Q: Where does the chick look for its mom? **A:** The chick looks for its mom on the road, near the trees, and by the bridge.

Q: Does the chick walk alone?

A: Yes, the chick walks alone.

pp. 54-55

Q: Where is the chick running to?

A: The chick is running to its mom.

Q: What time of day does it look like?

A: It looks like sunset.

Q: Who is waiting by the nest?

A: The chick's mom is waiting by the nest.

pp. 56-57

Q: How many chicks are with the mother hen?

A: There are six chicks with the mother hen.

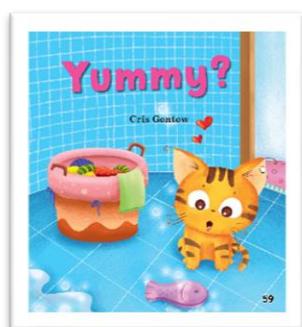
Q: What color is the mother hen's hood?

A: The mother hen's hood is blue.

Q: What are the chicks doing?

A: The chicks are sleeping with their mom in the nest.

活動建議 和學生一起做「我來說你來演」的遊戲。由老師發出指令，學生做出相應動作。譬如說，老師說英文單字 sad，學生聽到後做出傷心的表情。通過這種方式練習書中提到的表達情緒的英文單字。老師也可以和學生互換角色完成遊戲。如果學生語言能力較強，也可以讓學生用完整英文句子說一說自己不同的感受。



1.5-5 Yummy? 故事翻譯

P60-P61 我聽見聲音了。

P62-P63 我看見它了。

P64-P65 我來聞一聞。

P66-P67 我來碰一碰。

P68-P69 我來嚐一嚐。

Q & A

pp. 60-61

Q: What is the cat holding?

A: The cat is holding a red ball of yarn.

Q: Where is the cat standing?

A: The cat is standing outside the bathroom.

Q: What color is the bathroom wall?

A: The bathroom wall is light blue.

pp. 62-63

- Q: What color is the fish soap? A: The fish soap is purple.
Q: Is there a basket in the bathroom? A: Yes, there is a basket in the bathroom.
Q: What is near the toilet? A: There is a purple shower curtain near the toilet.

pp. 64-65

- Q: What is the cat doing? A: The cat is smelling the fish soap.
Q: Where is the cat in this picture? A: The cat is in the bathroom.
Q: What can you see near the bathtub? A: There is a pair of flip-flops near the bathtub.

pp. 66-67

- Q: What is the cat doing in the picture? A: The cat is touching the fish soap.
Q: What is the floor color in the bathroom? A: The floor in the bathroom is blue.
Q: What color is the bath mat? A: The bath mat is pink.

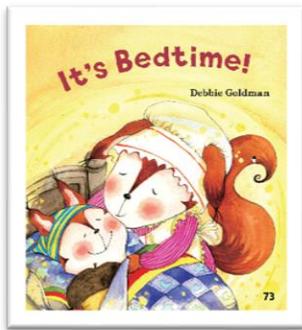
pp. 68-69

- Q: What is the cat doing in the picture? A: The cat is tasting the fish soap.
Q: How does the cat taste the fish soap? A: The cat is tasting the fish soap with its tongue.
Q: What color is the laundry basket? A: The laundry basket is pink and brown.

pp. 70-71

- Q: Does the cat look happy about the taste of the fish? A: No, the cat looks unhappy with the taste.
Q: Is the laundry basket empty? A: No, the laundry basket has clothes in it.
Q: What color is the cat? A: The cat is orange with brown stripes.

活動建議 預先準備一種食物，用餐巾紙蓋住，確保學生無法一眼看出這是什麼。由老師發出指令，學生做出相應動作。譬如說，老師說 Smell it，學生要隔著餐巾紙聞一聞，然後說出食物的名稱；如果猜不出是什麼，老師接著說 Touch it，學生再隔著餐巾紙碰一碰；如果還是猜不出是什麼，老師接著說 Taste it，然後切一小塊食物讓學生嘗一嘗。最後說 See it，揭曉答案。如果學生語言能力較強，也可以讓學生用完整的英文句子說一說自己的動作。



1.5-6 It's Bedtime! 故事翻譯

- P74-P75 該睡覺了！
P76-P77 洗洗臉。
P78-P79 刷刷牙。
P80-P81 脫衣服。
P82-P83 上床吧。
P84-P85 晚安！

Q & A

pp. 74-75

- Q:** What time of day is it? **A:** It is bedtime.
Q: What is hanging on the wall? **A:** There is an alphabet poster and a clock on the wall.
Q: Is the young squirrel ready for bed? **A:** No, the young squirrel is still playing with toys.

pp. 76-77

- Q:** What is the mother squirrel holding? **A:** The mother squirrel is holding a basin of water.
Q: Where are they? **A:** They are in the bathroom.
Q: What color is the shower curtain? **A:** The shower curtain is green with dots.

pp. 78-79

- Q:** What is the mother squirrel holding? **A:** The mother squirrel is holding a toothbrush and a toothpaste.
Q: What is the little squirrel doing in the mirror? **A:** The little squirrel is brushing his teeth.
Q: How does the little squirrel look? **A:** The little squirrel looks happy.

pp. 80-81

- Q:** What is the little squirrel doing? **A:** The little squirrel is taking off his clothes.
Q: What is on the curtain? **A:** The curtain has stars and moons on it.
Q: Who else is in the room? **A:** There is a small mouse behind the beach ball.



pp. 82-83

Q: What is the little squirrel holding?

A: The little squirrel is holding a big acorn.

Q: What is on the little squirrel's head?

A: The little squirrel is wearing a nightcap.

Q: What is on the bedside table?

A: There is a lamp on the bedside table.

pp. 84-85

Q: Where is the little squirrel?

A: The little squirrel is in bed.

Q: What color is the little squirrel's nightcap? A: The nightcap is blue and yellow striped.

Q: Who is standing by the door?

A: The mother squirrel is standing by the door.

活動建議 和學生一起做「我來說你來做」的遊戲。由老師發出指令，學生做出相應動作。譬如說，老師說 Wash your face，學生做出洗臉的動作；當學生做完這個動作後，對下一個學生發出指令，如 Brush your teeth，下一個學生做出刷牙的動作。也可以全程都由老師發出指令，全體學生根據指令做出動作。如果學生語言能力較強，也可以讓學生用完整的英文句子說一說睡覺前要做的事情。

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.

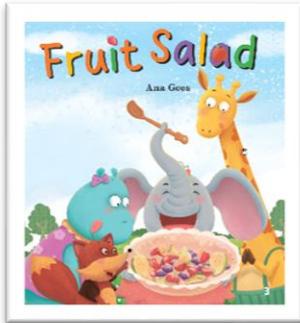
Extension Activities

- **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.



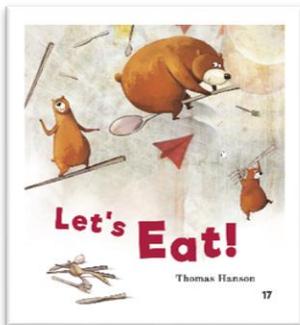
Story Summary and Activity Suggestions



1.5-1 Fruit Salad

Activity Suggestion *Fruit Salad Making*

Take your students to a fruit store or supermarket to buy apples, pears, strawberries, and grapes. Back at school, wash and cut the fruits, add some salad dressing, and mix them together to create a delicious fruit salad. Share the fruit salad with your students and encourage them to name the fruits in English. For students with stronger language skills, ask them to use complete English sentences to express which fruit they like to eat.



1.5-2 Let's Eat!

Activity Suggestion *Finding Kitchen Utensils*

In the school kitchen, search for some of the utensils mentioned in the book with your students. Each time a utensil is found, encourage the students to say its name in English. Alternatively, the teacher can name a utensil in English, and the students can find the corresponding item. For students with advanced language skills, have them use complete English sentences to describe which utensils they use when eating.

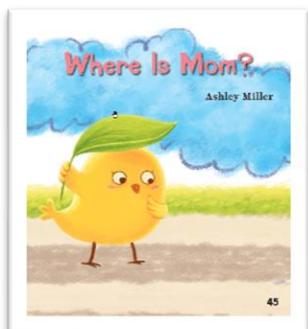




1.5-3 Let's Clean the House

Activity Suggestion *"You Do It, I Guess It" Game*

Play a game where the teacher mimics various household chores and the students guess what chore is being performed by saying the corresponding English word. For example, if the teacher mimics sweeping, a student should say "sweep." Teachers can also swap roles with students to play the game. During regular school cleaning, encourage students to participate in tidying up and try to say the appropriate English vocabulary. For students with stronger language abilities, have them use complete English sentences to describe the cleaning task they are doing.



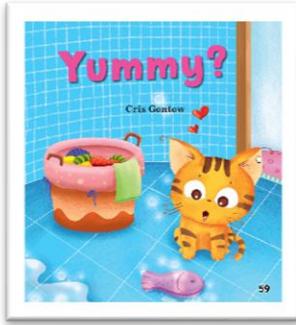
1.5-4 Where Is Mom?

Activity Suggestion *"I'll Say, You Act It Out" Game*

Play a game where the teacher gives a command and the students perform the corresponding action. For example, if the teacher says the word "sad," the students should make a sad face. This activity helps practice the emotional vocabulary mentioned in the book.

Teachers can switch roles with students to further engage everyone. For students with stronger language skills, encourage them to use complete English sentences to describe their different feelings.

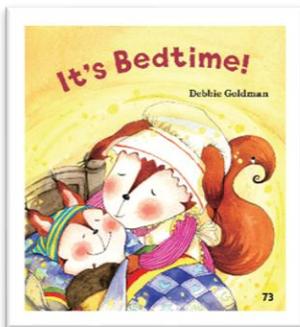




1.5-5 Yummy?

Activity Suggestion *Mystery Food Game*

Prepare a food item in advance and cover it with a napkin so that the students cannot immediately see what it is. The teacher gives a series of commands and the students perform actions to help identify the food. For example, if the teacher says "Smell it," students should smell the food through the napkin and then try to name it. If they can't guess, the teacher can say "Touch it," prompting students to feel the food through the napkin. If they still can't guess, the teacher says "Taste it" and cuts a small piece for them to try. Finally, say "See it" to reveal the answer. For students with stronger language abilities, have them use complete English sentences to describe their actions.



1.5-6 It's Bedtime!

Activity Suggestion *"I'll Say, You Do It" Game*

Play a game where the teacher gives a command and the students perform the corresponding action. For example, if the teacher says "Wash your face," the students should mimic washing their face. Once a student finishes, they can give a command to the next student, such as "Brush your teeth," and that student should perform the brushing action. Alternatively, the teacher can give all the commands while all students follow along. For students with advanced language skills, have them use complete English sentences to describe the actions they perform, such as the activities they do before going to bed.

