

● ● ● Lesson Activity Resource Pack for Taipei County
Elementary School English Teachers

Designer: 鄭琦蘭 Maria / Wun-lin Elementary School 文林國小

Name of Activity: My Cat Likes to Hide in Boxes (picture book teaching)

Target learners: 5th graders

Learners' background:

1. Pupils have basic knowledge of simple verbs, such as sing, dance, fly (a kite), etc.
2. Pupils have acquired simple phonics rules from a to z.
3. Pupils learned the sentence pattern: Can you V. ? Yes, I can. /No, I can't.

Learners' already learned vocabulary: hide, sing, dance, fly, catch

Learners' target vocabulary: France, Spain, Norway, Greece, Brazil, Berlin, Japan

Time required: 40 mins

Aims

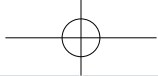
1. Pupils can be aware of rhymes.
2. Pupils can speak out certain country names.
3. Pupils can reconstruct and sequence the story.

Materials required & pre-lesson preparation

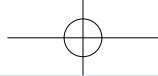
A big book, a laptop, cards, sentence pattern strips, envelopes

In class procedure

Lesson Plan		
Procedure	Teaching aids	Time
Pre-Task (Warm-up—Prereading)		
1. T: Do you have a pet? Does anyone have a cat? What's her name? What color is she? What does she like to do? Does your cat like to do any strange things or have any unusual habits? 2. T shows Ss the cover of the story book and read the title. Before reading the story, T asks Ss to guess what the cat likes. T introduces the title and the author of the book.	A big book	



While-Task (Storytelling)		16'
<p>Reading (1): My cat likes to hide in boxes. The cat from France liked to sing and dance. But MY cat likes to hide in boxes... (Sometimes T directs Ss' attention to the illustrations; sometimes simply goes through the lines. Gradually T invites Ss to join with her by repeating the sentence " But MY cat likes to hide in boxes.")</p> <p>Example: T: My cat likes to hide in boxes. (Turn to the next page, show Ss the picture) T: Where is this cat from? Ss: He is from France. T: How do you know that? Ss/T: Do you see Eiffel Tower? It is in Paris, the capital of France. T: What is the cat doing? Mime to help students to guess. (The reading process goes through in this way.)</p> <p>Reading (2): This time the story is read all the way through, and T invites Ss to join in as much as possible.</p>	A big book, a laptop	
Post-Task (post reading activity)		14'
<p>1. Oral practice activity (T shows pictures from the story, chooses different countries at random and elicits the corresponding rhyming words.)</p> <p>Example: T: Greece! Ss: Police. T: Japan! Ss: Fan. (The process continues in this way until all Ss are familiarized with the country names and its rhyming words.)</p>		



● ● ● Lesson Activity Resource Pack for Taipei County
Elementary School English Teachers

2. Reading and oral practice activity

(T divides Ss into two groups. Group A gets the country-name cards and Group B the rhyming-word cards. Ss have to find their rhyming partner, stand together, and read out the sentence “ The cat from _____ liked to _____.”)

(If time allowed, after the 1st round, T switches the cards of Group A and B, letting Ss practice again so that all Ss can practice country names and its corresponding rhyming words.)

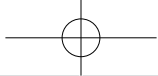
3. Each group takes an envelope from teacher Maria and starts to unscramble the sentences in the story. Teacher Maria will give each group hints by putting some picture clues on blackboard.

The cat from France	joined the police.
The cat from Spain	flew an aeroplane.
The cat from Norway	got stuck in the doorway.
The cat from Greece	liked to sing and dance.
The cat from Brazil	caught a very bad chill.
The cat from Berlin	played the violin.
The cat from Japan	waved a big blue fan.

cards

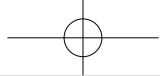
Envelopes, sentence
pattern strips,





臺北縣九十八年度與
英國文文化協會合作辦理國小教育師專業培訓成果彙編

Wrap-up		2'
1. After finishing reconstructing the story, Ss reread the story all together. 2. Homework: worksheet (see the attached)	Worksheets	



worksheet

Please fill in right country name according to the word bank below. Brainstorm and imagine what else these cats can do so that you can have your own version of “ My cat likes to hide in a box. “ You may try to use some verbs you learned before. For example, The cat from Italy. She can cook spaghetti . 請依照提示的圖片，填入適當的國家名稱，並動動腦、想想看，每個國家的貓還會做些什麼？你可以用今天在繪本所學到的或以前學過的動詞單字，例如：The cat from Italy (義大利). She can cook spaghetti (義大利麵). 試試看你也可以創造出你自己的” My cat likes to hide in boxes” 喔!



The cat from _____ . She can _____ .



The cat from _____ . She can _____ .



The cat from _____ . She can _____ .



The cat from _____ . She can _____ .



The cat from _____ . She can _____ .



The cat from _____ . She can _____ .



The cat from _____ . She can _____ .

Word
bank
Berlin
Brazil
France
Greece
Japan
Norway
Spain

填寫完以後，請大聲的念給自己和家人聽，並給自己打一個分數，也請家人為自己打一個分數吧!

自己: 😊(很棒) 😐(尚可) 😞(再加油)

家人: 😊(很棒) 😐(尚可) 😞(再加油)