

Unveil the wonders of

Wonder Tales



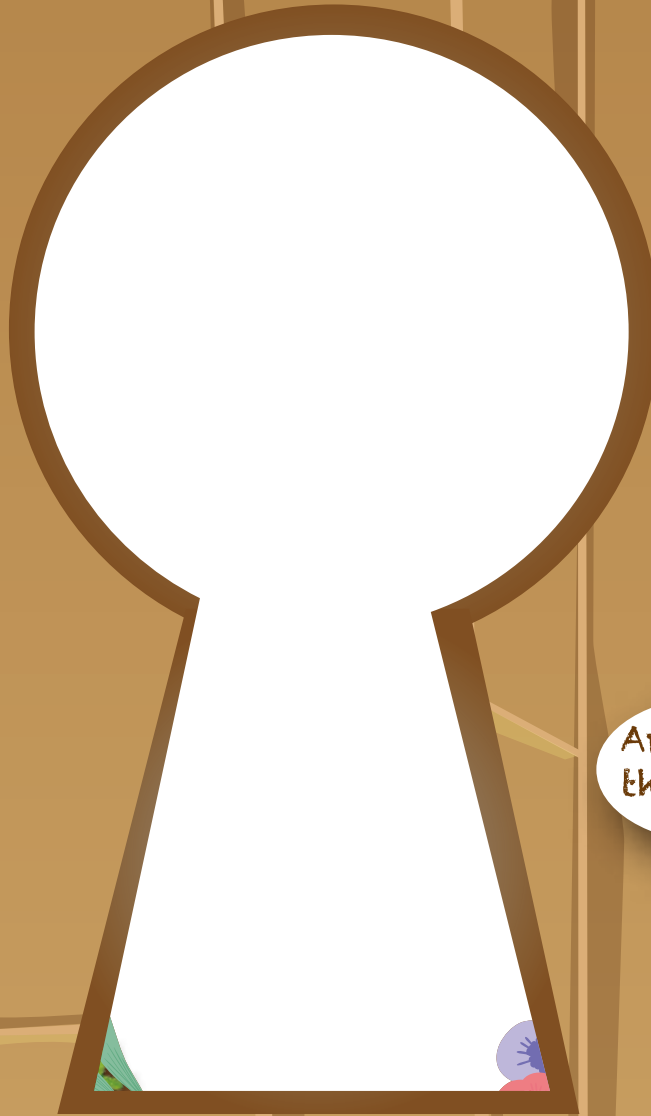
Educational Publishing House



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Adapted from international children's books (Belgium, France, Italy, Korea and the Czech Republic), the **Wonder Tales** series is a collection of 40 thematic illustrated stories and 5 non-fiction books, supporting learners aged 3–6.

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Are you ready to enter the wonderful reading world with us?



# Wonder Tales





# Attractive illustrations

Colourful illustrations with different art styles make reading enjoyable.



Where Are You Going?



Leave Me Alone



I Like My Neighbours



Bird Without Feathers





# Interesting stories

Stories related to children's experiences help arouse their interest and motivate learning.



What are the animals doing?  
How does the boy feel?



Why does Ron cry?  
Do you want to play with Ron?



What do these people do at Christmas?  
Do you give presents to others?





# Interactive activities

Hands-on activities make reading more fun and meaningful.



Yummy, Yummy!

food stickers



smell (pizza)



detachable

We Have a Pizza!



Wheeeee!  
I jump on Daddy's tummy.  
It is soft.



pull-the-tab

Look at Me!



Hush!



movable arm



Kelly the Messenger



# Cultivate inquisitive minds

Interesting contents develop children's thinking skills.



School Time

Who is good and who is naughty in the picture?



# Contain a moral in every story

Meaningful stories bring out positive values.

What does this story teach us?  
(You can find the answer on page 12.)



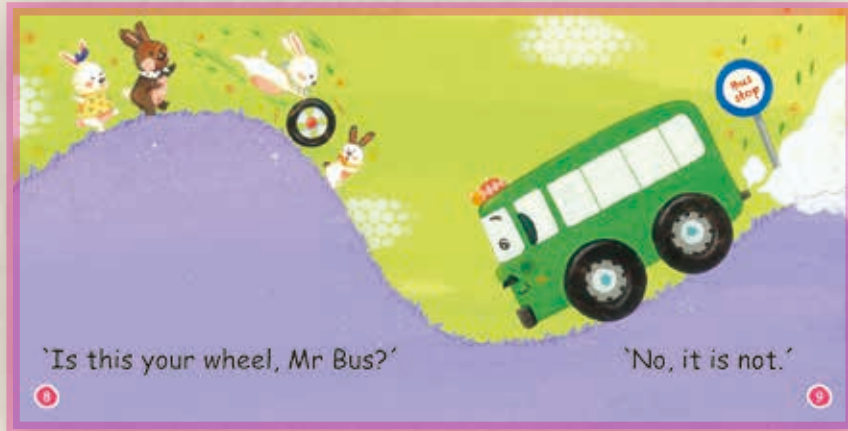
Who Ate My Strawberry Cake?





# Use repeated sentences

Repeated language patterns help literacy development.



Roll, Roll, Roll!

# Additional stickers

Additional stickers help extend the story or vocabulary to cater for learner diversity.



Can add a sticker:

She puts in a pen, some books and some crayons.

School Time



Can add a sticker:

She looks for the people.

Kelly the Messenger



# Non-fiction titles

Non-fiction books present interesting information about the world around us in a creative way.



Watch That Plant Grow!

learn how plants grow



Wonderful Seasons

learn about the seasons



Animal Colours

learn how animals protect themselves



Animal Patterns



Rosie the Raindrop

learn about the water cycle



# i-Pen readable

Super i-Pen facilitates self-directed learning and makes learning easy and fun.



## 1. Story and vocabulary

A kiwi hits a raccoon.  
'Oh, I like it!'

Gifts from Nature

## 2. Sound effects

Tweet, tweet, tweet.  
The bird is singing.  
It is happy.

bird singing

Hush!

## 3. Comprehension questions

Wait! Wait! Wait!

Which animal is brown?  
Point to him.

We Have a Pizza!

## 4. Songs

She can cook.  
Who is she?

Song for this book:  
Who is she?

Super Grandma



# Activity Sheets

Worksheets help reinforce learning.

easy and interesting exercises

lyrics for the song

Activity Sheet 2 Look at Me!

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Colour the correct items.

1. Which is **big**? 

2. Which is **short**? 

3. Which is **soft**? 

4. Which is **long**? 

Theme: Myself


Activity Sheet 2 We Have a Place


Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

What animals are they? Write the correct letters in the boxes.

A. bear B. cat C. duck D. pig E. rabbit

1. 

2. 


3. 

Theme: Food

Activity Sheet 1 Little White Fish Has a Party

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Look at the pictures. Circle the hidden words.

    
p r e d b   r p u r p l e d   w e y e l l o w

    
k p i n k a   b r o w n m e   b o b l u e

    
o o r a n g e r   c g r e e n e   y w h i t e t

Theme: Happy days

Activity Sheet 1 Turn It On

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

Sing the song.

Turn it on  
[Tune: Are you sleeping?]

Can we watch TV together,  
together, together?  
Let me turn the TV on.  
Let me turn the TV on.  
Click, click, click.  
Click, click, click.

Can we take a photo together,  
together, together?  
Let me turn the camera on.  
Let me turn the camera on.  
Click, click, click.  
Click, click, click.

Theme: Technology





# Big Books

Big books facilitate storytelling.





# Teacher's Guide

Carefully-planned teaching steps make teaching easy and efficient.

Overview of suggested questions

| Page  | Suggested question   |
|-------|--|
| 2-3   | -Who can you see in the picture? (A boy.)<br>-Where is he? ((In a/the) playground.)  |
| 4-5   | -The boy is dirty. Does he want to take a bath? (No.)<br>-Why / Why not? (Accept any reasonable answers, e.g. he does not like water, he wants to play.) |
| 6-7   | -Who can he see? ((His) animal friends.)   |
| 8-9   | -What is the hippo doing? (Brush(ing) (her) teeth.)  |
| 10-11 | -What is the penguin doing? (Clean(ing) (his) body.)   |
| 12-13 | -What is the monkey doing? (Wash(ing) (his) hair.)   |
| 14-15 | -What is the dog doing? (Dry(ing) (his) body.)   |
| 16-17 | -Does the boy want to take a bath now? (Yes.)<br>-What is the boy doing? (Brush(ing) (his) teeth.)   |
| 18    | -What is the boy doing? (Clean(ing) (his) body.)   |
| 19    | -What is the boy doing? (Wash(ing) (his) hair.)  |
| 20    | -Is the boy clean at the end of the story? (Yes.)  |
| 21    | -How many animals can you see? (Four.)<br>-Can you name the animals? (In any order: hippo, penguin, monkey, dog.)  |

overview of all comprehension questions

follow the format of SCOLAR unit planning

**Song: Brush my teeth**

- Sing the song once.
- Read out the words of the song and ask children to repeat the words.
- Invite children to sing the song together.
- Invite children to think of some actions for the song.
- Sing the song a few times with actions.
- Add one or two stanzas to the song by replacing some of the words, e.g. dry my hair, clean my body.

**Values Education: Be clean**


**Life Experience Activity: Brush my teeth**

- Ask each child to take out his/her toothbrush.
- Put a little toothpaste on each toothbrush. Give children some water.
- Show children how to brush their teeth properly and talk about the importance of brushing their teeth every day.
- Guide children to brush their teeth.

**Teaching Aids:**

- Storybook
- Bubble pictures from Section 1, a toothbrush, a sponge / a bottle of liquid soap, a bottle of shampoo, a towel (for 'Storytelling / Shared Reading')
- Activity Sheet 4 (for 'Song Singing')
- Toothbrushes, toothpaste, water (for 'Life Experience Activity')

**Brush my teeth**  
(Tune: Are you sleeping?)



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|   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1   | 2   | 3   | 1   | 1   | 2   | 3   | 1   |
| 1. Brush, brush, brush, brush                   | Brush, brush, brush, brush                      | Brush, brush, brush, brush                      | Brush, brush, brush, brush                      | Brush, brush, brush, brush                      | Brush, brush, brush, brush                      | Brush, brush, brush, brush                      | Brush, brush, brush, brush                      |
| 2. Wash, wash, wash, wash                       | Wash, wash, wash, wash                          | Wash, wash, wash, wash                          | Wash, wash, wash, wash                          | Wash, wash, wash, wash                          | Wash, wash, wash, wash                          | Wash, wash, wash, wash                          | Wash, wash, wash, wash                          |
| 3   | 4   | 5   | 0   | 3   | 4   | 5   | 0   |
| Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   |
| 5   | 6   | 5   | 4   | 3   | 1   | 5   | 6   |
| Ear-ly in the morn-ing, Ear-ly in the morn-ing. | Ear-ly in the morn-ing, Ear-ly in the morn-ing. | Ear-ly in the morn-ing, Ear-ly in the morn-ing. | Ear-ly in the morn-ing, Ear-ly in the morn-ing. | Ear-ly in the morn-ing, Ear-ly in the morn-ing. | Ear-ly in the morn-ing, Ear-ly in the morn-ing. | Ear-ly in the morn-ing, Ear-ly in the morn-ing. | Ear-ly in the morn-ing, Ear-ly in the morn-ing. |
| 7   | 5   | 1   | 0   | 7   | 5   | 1   | 0   |
| Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   | Brush my teeth, Wash my face.                   |

QR code and score for the song in the book

Overview

| Session                      | 1   | 2   | 3  |
|------------------------------|---|---|--|
| Activity                     | Storytelling / Shared Reading   | Storytelling / Shared Reading   | Storytelling / Shared Reading  |
| Storybook                    | None  | None  | None   |
| Target Language Items        | • Action words (brush, clean, dry, wash)  | • I brush my teeth.<br>• I clean my body.<br>• I wash my hair.<br>• I dry my body.  | • Parts of the body (body, hair, teeth)<br>• Names of animals (dog, hippo, monkey, penguin) [(Extended vocabulary)]  |
| Extended Activity/Activities | <b>Arts and Crafts Activity: Make bubble pictures using sponges</b><br>• Children make pictures of bubbles using round sponges. | <b>Song: Brush my teeth</b><br>• Children sing the song brush my teeth to learn the target words and phrases.<br><br><b>Life Experience Activity: Brush my teeth</b><br><b>Values Education: Be clean</b><br>• Children know the importance of brushing their teeth regularly.<br>• Children learn to brush their teeth properly. | <b>Role-play</b><br>• Children take on the roles of the characters and role-play the story.<br><br><b>Physical Activity: Play the game "Teacher Says"</b><br><b>Learn through play</b><br>• Children play the game "Teacher Says" to enhance understanding and memory of the target words and phrases. |

Values Education

a wide variety of learning activities

Learn through play





**Activity Plans**

Suggested level: K2  
 Theme: Myself  
 No. of sessions: 1 of 4

|                     |  |
|---------------------|--|
| Session             | 1  |
| Activity            | Storytelling / Shared Reading  |
| Storybook           | ? Can Do It!   |
| Learning Objectives | <ul style="list-style-type: none"> <li>To understand and enjoy listening to the story</li> <li>To participate in storytelling / shared reading by saying "He/She is scared"</li> <li>To learn some names of animals: "lion/dog", "duck", "owl", "sheep", "cat", "rabbit"</li> <li>To predict the development of the story</li> </ul>   |
| Teaching Procedures | <p><b>1. Before Storytelling / Shared Reading</b></p> <ul style="list-style-type: none"> <li>Motivate children by showing them photos or videos of the animals in the story (parents and babies). Introduce the names of the animals.</li> <li>Introduce more about the story because it is not commonly known by Hong Kong children.</li> <li>Tell children these animals are the main characters of the storybook / Can Do It!</li> <li>Show the storybook to children and talk about the book cover. Read aloud the title. Ask children to name and point to the animals on the cover.</li> <li>Invite children to make prediction about the story.</li> </ul> <p><b>2. During Storytelling / Shared Reading</b></p> <ul style="list-style-type: none"> <li>Draw children's attention to the printed text and what the animals do and want to do when telling the story. Do not open the flaps at this stage.</li> <li>Use voice, facial expressions, gestures and sound effects to help children understand and enjoy the story.</li> <li>Tell the story by using the storybook and props such as some soft toys, a toy slide, a toy spring, some toys, a picture of an automatic door, a rubber ring and a ball.</li> <li>Draw children's attention to the word "scared" and the little animal's facial expressions. Let them guess the meaning of the word.</li> <li>Ask children to pretend to be "scared". Guide them to do the relevant gestures and facial expression.</li> <li>Tell children to participate in the process of storytelling / shared reading by saying "He/She is scared." Let them point to the scared characters while saying the sentence.</li> </ul> |

**Teaching Aids**


- Invite children to predict the development of the story by asking:
  - He/She is scared. Can he/she do it? (Yes/No.)
  - Will he/she wobble/father help him/her? (Yes/No.)
  - Will he/she cry? (Yes/No.)
- Open the flaps after telling the story to reveal if the children's predictions are correct.

**3. After Storytelling / Shared Reading**

- Ask children if they remember the main characters of the story.
- Invite children to make paper animal puppets.

**Arts and Crafts Activity: Make paper animal puppets**

- Show some paper puppets prepared by you. Here is an example.



- Give each child some crayons and Worksheet 1, which contains the outlines of six animals' heads and a template of the 'body'.
- Ask each child to choose an animal and colour the corresponding head.
- Guide children to draw suitable patterns on the bodies. Show them pictures or photos of the animals if necessary.
- Show children how to cut out the head and body, and glue the parts together to make a paper animal puppet.
- You can also give children some coloured paper and ask them to add the limbs and tails to the puppets if appropriate.
- Talk with children in small groups or individually while they are working:
  - What is this animal? (Duck.)
  - What colour is it? (Yellow.)

**Worksheet 1**

- Storybook
- Photos or videos of the animals in the story, some soft toys, a toy slide, a toy spring, some toys, a picture of an automatic door, a rubber ring and a ball [for Storytelling / Shared Reading]
- Worksheet 1, crayons, scissors, glue stick, coloured paper, pictures or photos of the animals [for Arts and Crafts Activity]



detailed teaching plan



templates for Arts and Crafts Activity

Use the templates to make the craft!

**Worksheet 1**

**Worksheet 1 (Continued)**





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