

Second Edition

Teacher's Book

with Digital Pack

Paul Drury

# Cambridge LittleSteps

1



Second Edition  
**Cambridge**  
**Little Steps** 1

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# Scope and Sequence

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Speaking	Cross-curricular	Numeracy	Project
 <b>What can we see at school?</b>	<i>What Can You See?</i> Sounds and letters <i>bee</i> /b/, <i>sun</i> /s/, <i>tree</i> /t/ Where does the story take place?	<i>teacher, boy, girl, school, book, crayon, chair, table, Leo, Tickle, Dad, Mia, Mom</i>	<i>What can you see? I can see (a boy). Is it a (book)? Yes, it is. No, it isn't. What is it? It's a (book). What's your name? My name is (Leo). What's his / her name? His / Her name is (Mia).</i>	Keeping the classroom clean	open / closed	Practice greeting others and saying goodbye. <i>Hi! Hello! How are you today? I'm fine, thank you. Goodbye! Bye-bye!</i>	Social Studies: What are our classroom rules?	1	Make a school poster
 <b>What do we look like?</b>	<i>Can You Find Me?</i> Sounds and letters <i>hat</i> /h/, <i>kite</i> /k/, <i>mouse</i> /m/ Who is in the story?	<i>face, hair, eyes, nose, forehead, ears, cheeks, mouth, happy, sad, angry</i>	<i>This is my (nose). These are my (eyes). How do you feel? I feel (happy). Are you (sad)? Yes, I am. No, I'm not. Is he / she (angry)? Yes, he / she is. No, he / she isn't.</i>	Celebrating differences	Categorizing by color	Practice talking about feelings and interpreting body language and tone of voice. <i>Hi, (Leo). How do you feel? I feel (sad).</i>	Science: Are they twins?	2	Make a puppet
 <b>What can our bodies do?</b>	<i>The Coconut Band</i> Sounds and letters <i>gorilla</i> /g/, <i>jump</i> /dʒ/, <i>feet</i> /f/ Is this a scene from the story?	<i>arms, hands, legs, feet, head, fingers, elbows, knees, run, dance, crawl, kick</i>	<i>How many (heads) do you have? I have (one head). How many (feet) does he / she have? He / She has (two feet). Can he / she (dance)? Yes, he / she can. No, he / she can't. He / she can (crawl). Can you (run)? Yes, I can. No, I can't. I can (dance).</i>	Washing our hands	up / down	Practice asking for permission. <i>May I go to the bathroom? Yes, you may.</i>	Art: Can we make art with our bodies?	3	Make a mobile
 <b>What is a family?</b>	<i>The Noisy House</i> Sounds and letters <i>duck</i> /d/, <i>lamb</i> /l/, <i>night</i> /n/ Who is in the story?	<i>father, mother, sister, brother, grandfather, grandmother, baby, young, old, short, tall</i>	<i>Is he / she the (grandmother)? Yes, he / she is. No, he / she isn't. What does he / she look like? He's / She's (tall). Is he / she (old)? Yes, he / she is. No, he / she isn't. My (mother) is (tall).</i>	Appreciating our family	adults / children	Practice asking for and giving family members' names. <i>What's your (mother's) name? My (mother's) name is (Kim).</i>	Science: Do animals have families?	4	Make a picture frame

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Speaking	Cross-curricular	Numeracy	Project
 <b>What is a pet?</b>	<p><i>Maisie's Pets</i></p> <p>Sounds and letters <i>cat</i> /k/, <i>run</i> /r/, <i>window</i> /w/</p> <p>Is this a scene from the story?</p>	<p><i>cat, bird, rabbit, fish, turtle, dog, hamster, lizard, walk, jump, swim, fly</i></p>	<p><i>How many (birds) can you see? I can see (one dog). I can see (two birds). Can (cats walk)? Yes, they can. No, they can't. (Cats) can walk. (Cats) can't fly.</i></p>	<p>Taking care of our pets</p>	<p>big / small</p>	<p>Explore how pets communicate.</p> <p><i>What does a (cat) say? A (cat) says (meow, meow).</i></p>	<p>Science: Is it a pet?</p>	<p>5</p>	<p>Make a pet rock</p>
 <b>What do we eat?</b>	<p><i>Healthy Hannah</i></p> <p>Sounds and letters <i>pear</i> /p/, <i>quail</i> /kw/, <i>van</i> /v/</p> <p>Is this a scene from the story?</p>	<p><i>apple, pear, tomato, carrot, bananas, grapes, cucumbers, lettuce, pineapple, orange, potato, peas</i></p>	<p><i>Which foods do you like? I like (bananas). I don't like (pears). Do you like (carrots)? Yes, I do. No, I don't. What does she / he have in her lunchbox? She / He has (an apple). What do you have? I have (an apple).</i></p>	<p>Washing fruit and vegetables</p>	<p>Identifying circles</p>	<p>Practice expressing preferences.</p> <p><i>Do you like (apples)? Yes, I do. No, I don't. What foods do you like? I like (pears). I don't like (bananas).</i></p>	<p>Science: What does an apple tree need to grow?</p>	<p>6</p>	<p>Make a likes and dislikes poster</p>
 <b>What is a toy?</b>	<p><i>A Little Teddy Bear</i></p> <p>Sounds and letters <i>six</i> /ks/, <i>yo-yo</i> /j/, <i>zipper</i> /z/</p> <p>What does the teddy bear do next?</p>	<p><i>car, teddy bear, doll, ball, kite, tricycle, blocks, yo-yo, train, puzzle, board game, robot</i></p>	<p><i>What color is the (ball)? The (ball) is (red). What color is it? It's (red). Is it (big)? Yes, it is. No, it isn't. The (ball) is (small) and (blue).</i></p>	<p>Sharing our toys</p>	<p>Identifying squares and circles</p>	<p>Practice saying what you want.</p> <p><i>I want a (teddy bear), please. A (teddy bear)? Yes, please! Here you are. Thank you.</i></p>	<p>Science: What are they made of?</p>	<p>7</p>	<p>Make a teddy bear</p>
 <b>What can we see in a park?</b>	<p><i>Let's Play Together!</i></p> <p>Sounds and letters <i>ant</i> /æ/, <i>iguana</i> /u/, <i>umbrella</i> /ʌ/</p> <p>What happens first, next, and last?</p>	<p><i>tree, flower, grass, bee, swing, slide, seesaw, monkey bars, sun, cloud, sky, butterfly</i></p>	<p><i>Do you like to play on the (swing)? Yes, I do. No, I don't. There's a (bee). There are some (flowers).</i></p>	<p>Keeping parks clean</p>	<p>Identifying triangles, circles, and squares</p>	<p>Practice saying what things look like.</p> <p><i>Look, there's a (tree)! What does it look like? It's (big). It's (green and brown).</i></p>	<p>Math: Can you complete the pictures?</p>	<p>8</p>	<p>Make a model park</p>
 <b>Where do we live?</b>	<p><i>There Is a Woman Who Lives in an Orange Shoe</i></p> <p>Sounds and letters <i>elephant</i> /e/, <i>orange</i> /ɒ/</p> <p>What happens first, next, and last?</p>	<p><i>city, country, house, yard, apartment building, window door, street, market, toy store, park, bookstore</i></p>	<p><i>Where does she / he live? She / He lives in (a house). She / He lives in (the country). Where do you live? I live in (an apartment building). I live in (the city). Is there a (school) near your house? Yes, there is. No, there isn't.</i></p>	<p>Helping at home</p>	<p>near / far</p>	<p>Practice making suggestions.</p> <p><i>What do you want to do? I want to (run). Let's go to the (park)! Yes, please!</i></p>	<p>Social Studies: What is there in the city and in the country?</p>	<p>9 and 10</p>	<p>Make a shapes picture</p>



# Welcome to

## For a Future Full of Opportunities

Step into this English language and early literacy course and explore big questions with your very young learners. Over three levels, children are immersed in the English language as they investigate the world around them. After all, what *is* a pet? What *do* plants need to grow? How *are* we the same and different?

Life competencies and values are nurtured along the way, ensuring that children start to develop the social and thinking skills they need in school, in their community, and out in the world.

Beautiful design, Big Books, animations, videos, songs, and a puppet (Tickles the cat) captivate young children, help them focus, and allow them to enjoy learning with every step.

Enhanced digital support for the classroom and at home means teachers, learners, and parents can make the most of the course material.

The foundation of the course is made up of three key pillars, **Pre-literacy**, **Creativity** and **Oracy**, which are underpinned by research, and fundamental to long-term learning success.

Making a strong start on this unique combination of skills means young learners are ready to thrive when they step up to Primary.

### Pre-literacy

Reading and writing open up whole new worlds for children to explore. Pre-literacy sets the scene for developing these skills through visually stimulating stories, featuring a rich variety of vocabulary. Children are introduced to common sounds in English through phonics activities.

### Creativity

Being creative helps children think imaginatively and express themselves. They learn to concentrate, collaborate, and look at things in new ways. Creative activities are designed to start developing little problem solvers!

### Oracy

Children need to be taught the skills for effective communication, just as they will eventually be taught to read and write. Focusing on oracy skills early gets children used to speaking and interacting confidently with their peers and adults.



For the second edition, we asked teachers what they and their students love about the course, and how to make it even better.



## What Have We Kept?

- A rich pre-literacy environment with original stories, an extensive vocabulary and language syllabus, and a focus on phonics, along with a range of activities which specifically target and develop pre-literacy skills.
- Activities specially designed to develop creativity.
- Unique oracy content to prepare children for their next steps into Primary.
- A wide variety of components to make lesson planning easy, including the Tickle puppet.
- Big Questions to encourage children to start investigating a wide range of topics.
- Concepts and Cross-curricular lessons that spark children's curiosity about the world.
- A variety of activity types to promote fine and gross motor skill development.
- A focus on values and life competencies to develop the whole child.
- Integrated speaking and listening practice.
- Fun, age-appropriate projects which help to consolidate language and vocabulary.
- Songs, animated stories, and videos.

## What Have We Improved?

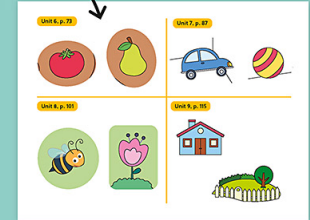
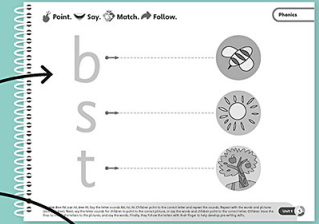
### New Design

- Exciting, fresh page design across all components to make activities even more engaging for young learners.
- Redesigned activities to better suit the fine motor skill development of each specific age group.



## New Content for the Second Edition

- New language chants with videos.
- New Cross-curricular videos.
- Significant improvements to the Activity Books based on our research with teachers, including the addition of new phonics activities and stickers.
- Updated oracy content in the Teacher's Book with comprehensive information about teaching oracy to pre-primary children and special oracy features throughout the book, focusing on a different oracy skill in each level of the course.
- New Teacher Resources worksheets to provide further practice of the course content, including phonics flashcards, writing practice worksheets and festivals lessons.



## Enhanced Digital Support

- Brand new Presentation Plus software, now including all print components for easier access and lesson planning. This new software offers enhanced features such as new interactive games, activities, Routine Boards, and rewards.
- An innovative Student's Digital Pack on *Cambridge One*, your home for digital learning, gives learners access to videos, songs, and games from the course in a simple format to make it even easier for them to practice English at home.



# Component Overview

*Cambridge Little Steps Second Edition* has a wide variety of print and digital components.

## For Students

- The **Student's Book** includes color pages, as well as stickers and holiday activities. The wide format and spiral binding are easy for young children to manage as they learn to find page numbers, turn pages, and complete activities within the book.
- The **Activity Book** has been updated and improved for the second edition to include a wider variety of activity types, including phonics and stickers. There is a page of activities for every Student's Book page.
- The **Phonics Book** offers further practice of letter and sound recognition, letter formation, and key pre-literacy skills.
- The **Numeracy Book** provides children with extra support and practice of number formation and counting.
- New for the second edition, the **Student's Digital Pack** includes Home Practice material, which gives children access to songs, videos, and games from the course to sing along to, watch, and play at home. In addition, there are worksheets for home use. Students will need the code found in the front of the Student's Book to access this material.

The Digital Packs are hosted on Cambridge One, our home for digital learning and teaching.



## For Teachers

- The **Teacher's Book**, which has all the pages from the Student's Book, includes information to help you plan and execute lessons. There is a full guide for each lesson, including optional activities and ideas for extension.
- The **Big Book**, with its full-color illustrations of the nine Student's Book stories, offers a shared reading experience that young children will enjoy.
- **Flashcards** are ideal for this age group and provide children with a visual link to the vocabulary they hear and say in English, as well as many opportunities for games.



- Lovable Tickle is a cuddly puppet which children will associate with English learning time in school.
- **Classroom Activity Posters** help build classroom routines and review vocabulary.
- The enhanced **Teacher's Digital Pack** includes:
  - » Brand new Presentation Plus classroom software, which provides digital versions of all the books and includes Class Audio and Videos, answer keys, interactive activities, games, and interactive Routine Boards.
  - » Online Teacher Resources including extra Flashcards, Phonics Flashcards, extra worksheets, assessment worksheets, Class Audio, and Video.





# Pre-literacy

Pre-literacy refers to the skills and behaviors associated with successful reading development, that is, everything a child needs to learn about reading and writing before they actually do so. Developing skills in phonemic awareness, phonics, fluency, and vocabulary are essential to literacy development, and will enable children to successfully start reading and writing.

## Pre-literacy in *Cambridge Little Steps Second Edition*

**Motivation:** Beautifully illustrated original stories encourage children to appreciate literature, develop visual literacy, and acquire a rich vocabulary.

**Print Awareness:** Children are encouraged to notice print. They begin to understand how written language is related to oral language and develop a sense of how print functions.

**Alphabet Knowledge:** Children are led to recognize the letters of the alphabet, how they sound, and to distinguish them from each other.

**Vocabulary:** Children become familiar with a wide range of words by exploring the stories.

**Phonological Awareness:** Children learn how to distinguish specific sounds, including phonemes—a key skill in learning to read.

**Pre-writing Skills:** Children learn to trace letters gradually, first with their finger, then with a pencil when they are ready—a key skill in learning to write. The second edition contains more suggestions for how to help children develop pre-writing skills.

**Narrative Skills:** Children describe story events, setting, and characters. They retell the stories, order events, and make predictions.

## Better Questions for Deeper Understanding

Asking questions about stories is a key part of pre-literacy development. You can expand children's thinking by asking questions. Based on Bloom's Taxonomy, there are six levels of questions, which we encourage you to ask children as you read the course stories together:

**Recall → Understand → Apply → Analyze → Assess → Create**

**Recall:** What color is the gorilla? What is the name of the girl? Is the apple big or small? What animals appear in the story?

**Understand:** Is this song about animals? Is the boy happy or sad?

**Apply:** Is your father like the father in the story? Is your favorite color the same as the main character's? Can you walk like the duck in the story?

**Analyze:** What is the funniest part of the story? How are the dogs and cats different? How are they the same?

**Assess:** Which character does the right thing? Which character is honest? Which character is dishonest?

**Create:** Can you draw a picture to show your favorite part of the story? Can you make up a dance to show how you feel?





# Creativity

Creativity supports children's development in the following ways:

- helps children express feelings and learn communication skills.
- makes children happy; they enjoy creative play and activities.
- promotes resilience, critical thinking and problem solving, focus and concentration.
- motivates children to find new ways of looking at things.

## Creativity in *Cambridge Little Steps Second Edition*

Throughout the Teacher's Book, you will find extra activities specifically designed to develop creativity. These activities are explicitly labeled. In addition, the final lesson of each unit of the Student's Book is an arts and crafts project, based on the language children have learned in the unit. The Big Question found in the unit title, and the questions at the top of each lesson, also encourage children to think creatively about a variety of topics.

## Ways to Foster Creativity

### Creative Materials

Simple materials can stimulate a child's imagination.

- Cardboard boxes: Children can make animals, houses, robots, or anything they want. They can paint the boxes or glue on paper, buttons, cloth, or sand.
- Leaves, sticks, and other natural materials: Children can make collages, glue materials onto paper, or dip them into paint for printing.
- Buttons, pasta, and beads: Children can make jewelry and decorations.

### Creativity Through Drama

Children can act out things from daily life, incorporating songs, movement, and costumes. They can pretend to be mothers, fathers, animals, or different community helpers. They can also act out the stories in their book.

### Creativity Through Music

Children can use real or homemade instruments. These include saucepans, spoons, drums, bottles filled with rice, or bells. Children can practice following a rhythm, playing loudly or softly, quickly and slowly. They can move or paint along to different types of music.

### Creativity Through Prompts

Ask children open-ended questions that encourage them to use their imagination:

- Imagine your pet cat can talk. What does it say? What does it do?
- Would you rather be a bird or a fish? Why?
- How can we make the perfect sandwich?
- Imagine you are invisible. Where do you go? What do you do?
- Imagine you're with a friend. You have no toys, but you have a big cardboard box. What do you do with it? What do you play?

Have children close their eyes while you play soft music. Ask them to imagine a place, a person, or an object. Then ask guiding questions with 30-second pauses in between. Finally, have them draw what they imagined. For example: *Imagine a place where you feel happy. Where are you? Are you inside or outside? Is it a big place or small place? What colors can you see? Is it hot or cold? Can you smell anything? Who is with you?*



Oracy refers to the skills and behaviors involved in using spoken language to communicate and collaborate effectively. These are not only linguistic skills, but the physical, cognitive, social, and emotional skills we use when listening, speaking, and working together. Oracy is important because we all need to know how to use “talk” (spoken language) to think effectively together. For example, active listening to the opinions of others, turn taking, and the use of ground rules ensures that group work is effective and truly collaborative. Oracy skills are not specific to any language or culture. Once acquired, they should easily transfer to other languages and situations across the curriculum.

## The Cambridge Approach to Oracy

The unique Cambridge approach to oracy across our pre-primary, primary, and secondary courses has been developed in collaboration with Professor Neil Mercer and Lyn Dawes at the University of Cambridge. The University's *Oracy Cambridge* center serves to promote oracy in schools and in the wider society by providing training and consultancy, writing government papers, organizing conferences, and publishing numerous handbooks and papers.\*

## How Is Oracy Taught?

It is useful to think of oracy having two aspects:

1. The first concerns a teacher's use of “talk” in the classroom to enable the interactive process of teaching and learning. In other words, the teacher's talk provides a model for children to follow. This is called **dialogic teaching**.
2. The second concerns the explicit teaching of spoken language skills to students: helping them learn how to talk. For instance, teachers can show students how to ask effective questions, or how to give their opinion. This is called **oracy education**.

### Learning through talk

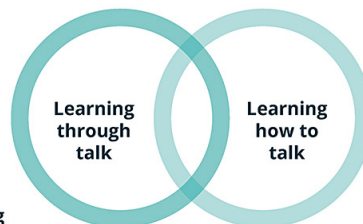
Using talk effectively for teaching and learning

**Dialogic teaching**

### Learning how to talk

Developing children's spoken language skills

**Oracy education**



\*<https://oracycambridge.org>

## What Are the Benefits of Oracy?

Life Skills	Educational Goals	Well-being
<p>We need oracy at all ages in all aspects of our lives: at school, at home, at work, and in our communities. Even from a very young age, children need to start developing oracy skills such as:</p> <ul style="list-style-type: none"> <li>• listening actively.</li> <li>• recognizing key messages.</li> <li>• responding appropriately.</li> <li>• interpreting what someone is saying.</li> <li>• communicating through speech or through body language.</li> </ul>	<p>All classroom learning, including reading and writing, depends on the child's oracy skills.</p> <ul style="list-style-type: none"> <li>• When children listen to others, ask careful questions, explain things, and share reasons, they become aware that they are benefiting both themselves and others. As a result, everyone learns from one another.</li> <li>• Learning to speak and listen is the basis for learning to think. Being able to talk and think together can help the child make sense of the classroom and the educational experiences that you offer them.</li> </ul>	<ul style="list-style-type: none"> <li>• Research shows that children who are regularly and actively involved in whole-class dialogues have more positive attitudes towards school.</li> <li>• Children who are offered more opportunities to engage in discussion will improve their social and emotional awareness, leading to better human connections.</li> <li>• Children who can express themselves will be more able to identify their emotions, or perhaps have the confidence to reach out to a trusted adult when they need support.</li> </ul>



# Oracy Education for Pre-Primary Children

Children do not know instinctively how to speak or listen effectively. These are skills that need to be learned. We all learn how to talk by speaking with and listening to people. Some specific kinds of talk are very useful for developing oracy skills, e.g., instructions, questions, descriptions, and explanations. Unless the child has heard these kinds of talk, they will have no idea how to talk that way themselves.

Very young children are able to recognize the power of their own voice. They may already know that they can use their voice to command, demand, refuse, talk over others, and show their own personality. However, they need to be taught what their voice is for, and how to explain ideas and thoughts to others effectively.

## What Oracy Skills Should We Teach Young Children?

In *Cambridge Little Steps Second Edition*, we split oracy into three areas and focus on one of these in each level. This allows children to develop different oracy skills at an appropriate stage of the course.

### Level 1 Listening

In Level 1, we focus on listening skills, including:

- active listening.
- listening and responding.
- listening and thinking.
- thinking aloud with others.

We start with listening for two main reasons:

1. Listening is an “invisible” skill. It’s easy to assume that children just know how to listen, but they don’t. They need to learn.
2. A child’s understanding depends on their ability to listen, take in what they hear, reflect on it, and act on it. Many children manage it eventually, but it takes time. In this course, we give children a head start by directly teaching age- and level-appropriate listening skills.

### Level 2 Speaking

In Level 2, we focus on speaking skills, including:

- speaking aloud.
- describing.
- questioning.
- explaining.
- sharing ideas.

This is the logical next step to follow on from teaching listening skills. These kinds of skills enable a child to access their own educational experiences, and build on what they hear. Working with others by thinking aloud together is satisfying and motivating for a child.

### Level 3 Presentation

In Level 3, we focus on presentation skills, including:

- sharing.
- speaking with confidence and clarity.
- informing.
- supporting others.

It is important that a child can speak up for themselves, and by teaching children the skills to do this, they gain confidence and self-belief.

Children’s oracy skills do not develop separately. Activities with a different oracy focus will overlap, and you will review and repeat activities and constantly give feedback. Each child will start their oracy skills journey from a different point and develop at their own rate. In this course, you will continuously teach oracy skills by integrating them into your language and skills lessons. This means that children will make more sense of what they do, and gradually build up their vocabulary, oracy, and social skills. In particular, by reasoning together aloud, children will learn how to reason better as individuals, a thinking skill that will support their learning in all areas of the curriculum.



# Oracy in *Cambridge Little Steps* Level 1

## Listening

In this level, our oracy education focus is on listening skills. Listening is the key to children developing their language skills and learning a new language.

Active listening is an important oracy skill. Active listening means **concentrating** on the speaker, taking in what they say and thinking about it, and responding appropriately.

Generally, when children listen in class, they learn. When they don't listen effectively, they stop learning and may prevent their classmates from learning, too. We cannot assume that children "just know" how to listen. It can be difficult for children to listen, especially in a big group, and the child's emotional state will also determine how well they listen. In order to ensure children learn how and why to listen, we can:

- teach them listening skills.
- provide activities where listening is important.
- model effective listening skills.
- give positive feedback on their developing listening skills.

Oracy activities in **Level 1** focus on teaching children the listening skills that are the basis of all future learning. Children will be introduced to active listening and learn that listening to the people around them can be enjoyable and beneficial, once they understand what is required of them.

Each unit of the Teacher's book features three practical oracy activities, spread across the unit.



### Oracy Chants and songs

Use chants, songs, and rhymes with children as often as possible. Simple chants can be used to practice vocabulary and language and help children listen, repeat, and remember. Invent songs or chants to communicate when it's time to get in line, walk to the schoolyard, wash hands, or any activity children do regularly in class. Sing the song or say the chant, instead of giving an instruction, and ask them to sing or chant along as they do the activity.



### Oracy Listen and say the sequence

Each activity practices listening skills in a fun and dynamic way.

Hold up the red, blue, and yellow crayons one by one and say: *red, blue, yellow*. Say: *red* and indicate to children that they should say the next word (*blue*). Then you say: *yellow*. Repeat this several times. Put children into groups of three. Have them take turns to say the color words in the correct order. At the end of the activity, ask children (in L1) who listened well. You can repeat this activity with other words, for example: numbers, the alphabet, and objects.



### Oracy Listen to music

Oracy activities are signposted with the oracy icon.

Play a few seconds of music. Have children describe in L1 what they heard, what they liked or disliked about it, and how it made them feel. You can repeat this activity regularly. It is a good way for children to practice giving a name to their feelings.



# Getting Started with Oracy

Here are some suggestions to help you start teaching oracy to your class.

## Our Voices Matter

Raising the child's awareness of the importance of talk is part of your role as a teacher. Children like to know that they are benefiting both others and themselves when they are listening attentively, asking careful questions, explaining and describing things, and sharing reasons for ideas in discussion. In a class where all children are aware that their voice matters, everyone learns from one another.

## Working With Classmates

Classmates are the best resource for one another. There are lots of people to talk to in class! Start by choosing **talk partners** or **talk threes**. It is best for you to choose, not the children; you know your class and can make the best decisions. Give every child a positive reason for your choice; tell individuals that they are good listeners, good at taking turns, are helpful, kind, attentive, and so on.

## Teach the Class Three Things:

### 1. "Stop talk" signal

Choose a "Stop" signal such as three hand claps, both hands up palms forward, or tap a resonance bowl or percussion instrument.

*Starter activity:* Give talk partners a construction toy to share and chat about, and practice stopping. Give feedback.

### 2. Classroom voices

Children can be taught to consider volume. They can recognize that a noisy classroom stops learning. When working with a partner or group, everyone must be aware of the volume of their voice. Talk with children and ask for their ideas about this.

*Continue your "play" activity:* Help children to talk at a reasonable volume. Give positive feedback. Ask children to share whether they find this easy or difficult, and why. Ask them to remind each other about volume as they are talking.

### 3. Take turns

Explain that everyone in class has important things to say, and that by talking together, we learn new things and new words from one another. Teach children that purposeful talk is their way of showing that they can learn and help each other to learn. Model how to take turns. Introduce and practice a talk starter: *It's your turn*.

*Practice:* Provide a sorting or collaborative activity and practice talking and taking turns, using classroom voices, and stopping when you give the signal. Give constructive feedback.

## Progress

After working for some time with the same partner, children can then move on to talking with a different partner, a small group, or an adult. Carefully introduce each change, helping the children see that they are making important progress. Ask them to share their ideas about talking to others in class.

## Children's Ideas

Ask the children for feedback. Who do they like to talk to and why? What have they learned this way? What would they suggest to make talk activities work better? Can they talk like this to someone at home?



# Unit Walkthrough

**Lesson 1** introduces the topic and presents the first set of vocabulary for the unit. Children are presented with high-frequency words that will help them build a solid vocabulary foundation. There is a Flashcard for every vocabulary item to reinforce the new words.



Every unit starts with a Big Question that sets the context for the unit, fosters high-level thinking skills, and promotes a deeper exploration of the theme.

Lesson 1 has a unit introduction video that gets children thinking about the topics covered in the unit.

There is also a song, which children can watch on a video.



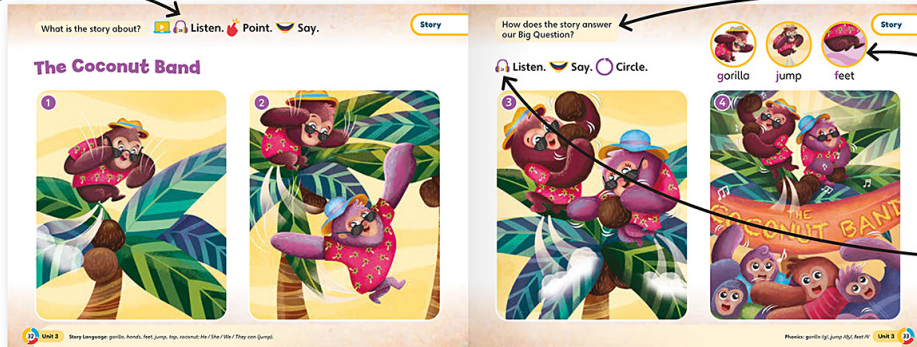
Children can see the vocabulary items on the page, in the song video, and on the Flashcards.

Every lesson includes the lesson focus. Vocabulary and Language lessons include the target language.

**Lessons 2 and 3** are the story pages. Beautifully illustrated original and adapted stories form the backbone of the unit. These stories motivate and engage children, provide rich vocabulary, and enable them to connect to authentic, natural language.

Every story has an audio and video version.

The stories are also available in the Big Book, for you to read the story aloud with the whole class.



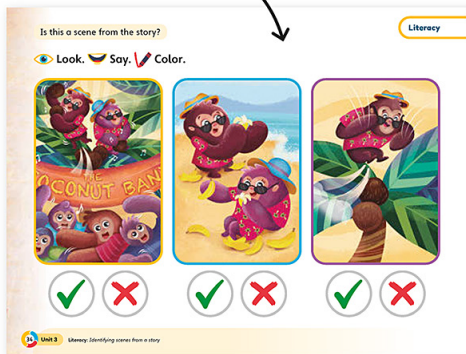
Lesson 3 explores the story further by looking at how it answers the Big Question.

Lesson 3 practices phonics. Target sounds are presented and practiced using words from the story.

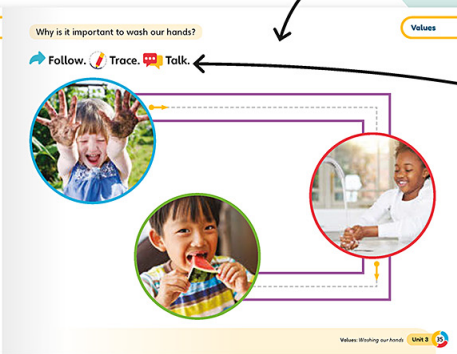
Audio of the phonics is provided to help teachers model the target sounds.



**Lesson 4** is the Literacy page. This reinforces children's understanding and recall of the story. Activities include identifying characters, scenes, and settings, and ordering scenes from the story.

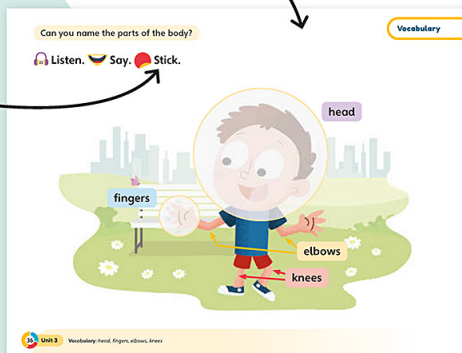


**Lesson 5** is the Values page. Children explore and reflect on universal values linked to the unit theme. Thinking about values and applying them when interacting with others is a key life competency and helps build socially responsible individuals.

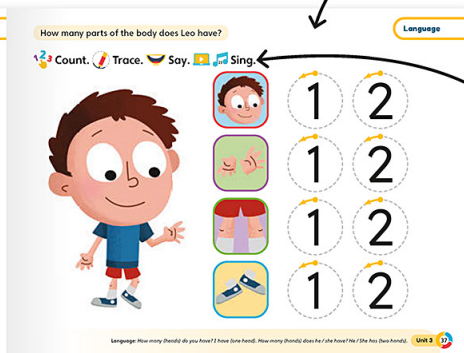


Every lesson has between two and four short instructions. You will find more guidance in the Teacher's Book. Children will get to know the icons, and gradually learn the words.

**Lesson 6** presents the second vocabulary set of the unit. Children are presented with further high-frequency words that will enrich their vocabulary, and each word has a corresponding print Flashcard.



**Lesson 7** presents the first language structure of the unit. Children learn a key language structure and recycle the vocabulary from the previous lesson.

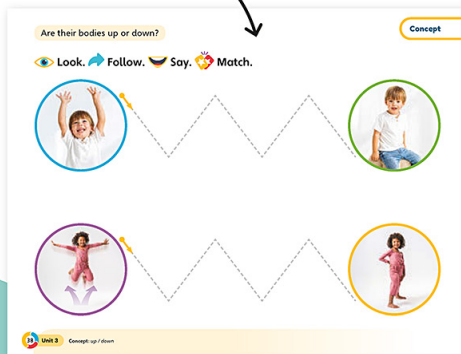


A chant to practice the target language is included in some units, either in Lesson 7 or Lesson 10. Children can listen to the chant and watch a chant video.

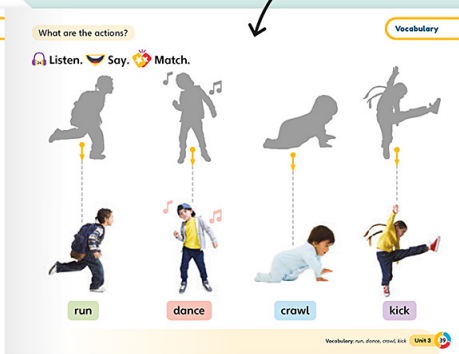
There is a sticker activity in one lesson per unit. The stickers are found at the back of the Student's Book and have easy shapes for children to peel.



**Lesson 8** is the Concept lesson. Children learn basic developmental concepts, such as different shapes and the difference between *big* and *small*, *up* and *down*, *adults* and *children*, etc.



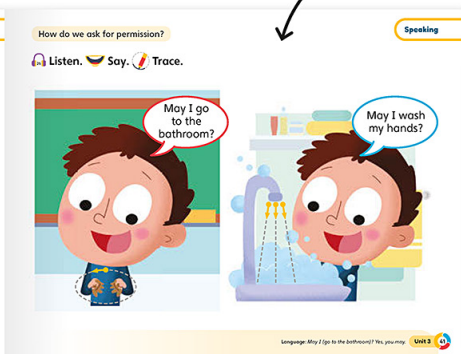
**Lesson 9** presents the third vocabulary set of the unit, and each new word has a corresponding print Flashcard. Children learn high-frequency words that will enrich their vocabulary.



**Lesson 10** presents the second language structure of the unit, which also reinforces the vocabulary from the previous lesson.




**Lesson 11** is the Speaking lesson. Children learn and practice functional language for everyday situations, such as asking for permission, saying what they want or like, and greeting people.

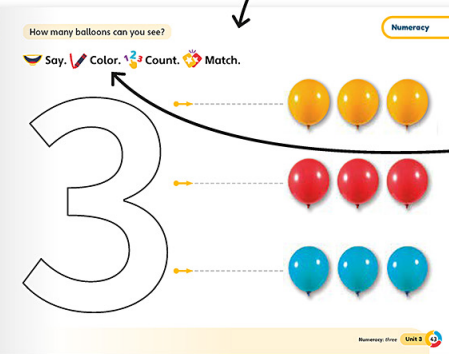




**Lesson 12** is the Cross-curricular lesson. Children explore the unit topic through Social Studies, Science, Art, and Math.

**Lesson 13** is the Numeracy lesson. In Level 1, children learn to identify numerals and count up to 10.

A video introduces the topic in a fun and engaging way. 



Children are encouraged to interact with the number on the page by coloring it in early units, then moving on to tracing it in later units, if they are ready to do so.

The Numeracy Book provides further practice of writing numbers and counting.

In the final lesson of the unit, children apply what they have learned in the unit and answer the Big Question through a meaningful, hands-on project that builds their creativity. The Teacher's Book provides step-by-step notes to help teachers guide children through the projects.



# Routines for Starting the Class

Choose from the following routines to start your English classes. You can also use the Routine Boards on Presentation Plus.

## Sing *The Good Morning Song*

- Start the class by singing *The Good Morning Song* together with the children. Sing the first line as you wave hello.
- Have children sing the second line. Encourage them to shake hands with the classmates next to them as they say *You and you*.
- Sing *How are you? How are you? How are you today?* for children to respond *I'm fine, thank you*.
- Sing *Let's start our day*. Children run in place ready to start the new day.
- Once children are familiar with the song, ask a group of them to take your part.

### Track 2, Song: Good Morning

Hello, hello. Good morning to you.  
Hello, hello. Good morning to you,  
You and you.  
How are you? How are you?  
How are you today?  
I'm fine, thank you.  
Let's start our day.



## Greet Tickle

- Use the Tickle puppet to greet the children as they come into class. You could meow or purr when children greet Tickle back. You can also have Tickle ask children questions, such as *How are you today?* *What's the weather like today?*



## Attendance Chart

- At the beginning of the school year, divide the class into three colors: red, blue, green.
- Make an attendance chart divided into three columns, one for each color.
- Make cards with photos of each child (you can ask them to bring a photo from home) and have them attach their card to the corresponding column in the chart when they enter the classroom.

## Start the Class Rhyme

- Teach children this rhyme to start the class or a new activity:  
*Clap, clap, clap. Let's start the class.*  
*Clap, clap, clap. Let's have a blast.*

## Flashcard Game

- Review vocabulary from a previous class using the Flashcards.
- Attach the Flashcards you have used to the board or place them on the floor.
- Give a child a soft ball and say a word for them to identify the corresponding Flashcard and throw the soft ball at it. Children take turns to participate.
- Alternatively, children can go up to the board and touch the Flashcard.

## Weather Chart

- Make a weather chart by using cut-out pictures from magazines or downloaded from the internet to represent different weather conditions.
- At the start of each class, invite a volunteer to stick the correct weather picture onto the chart.

## Realia

- Fill a box with realia that is related to the lesson topic. For example, if the topic is toys, you can place a toy car, teddy bear, building blocks, etc. in the box.
- Open the box before teaching new vocabulary and ask children to take things out and guess what the lesson will be about. Encourage children to name what there is in the box. They can do this in L1 and you can repeat their ideas in English.

## Language Review Game

- Ask children to sit in a circle and explain they are going to play a special game with Tickle. Give the puppet to a child and play a song while children pass Tickle carefully around the circle.
- Stop the music and ask the child holding Tickle to say something you have taught. For example, say a sequence of colors or numbers for the child to complete, or show a Flashcard and ask them to say the word.

# Supporting Pre-Primary Learners

## Starting Out in Pre-Primary

Teaching pre-primary-aged children can be one of the most rewarding teaching experiences, but also one of the most challenging. For many children, pre-primary will be their first educational experience, the first time they are away from their parents, and an important change to their normal routine. As such, it can be an emotional time.

We are most successful when we know our learners and what to expect from them, and this means being well-prepared.

## Profile of a Pre-Primary Child

Children of this age:

- love to use all their senses to explore the world around them.
- need lots of praise and encouragement as they explore and learn.
- often imitate the people around them.
- are learning to recognize how others are feeling.
- are imaginative and sensitive to people's behavior towards them.
- need the important adults in their lives to respond sensitively to their feelings and give reassurance.
- need to feel part of the group.
- feel safe in repetitive, nurturing environments, where routines are predictable and there are opportunities for skills to be practiced.
- have short attention spans and need frequent changes of activity to stay focused.
- can't sit still or work on their own for long periods of time and need lots of guidance.

For this age group, it is especially important to be patient and flexible, and to use lots of praise and positive reinforcement.

Consider how you can:

- set realistic goals.
- be clear about your expectations and the role of the children.
- create a visual, print-rich environment.
- build class routines.
- support learning through play.
- cater for the whole child.

Between the ages of three and six, children develop many different skills and it is important to recognize their stage of physical, cognitive, emotional, and social development. You can then prepare fun, age-appropriate, engaging activities to keep children motivated as they set off along their English learning path.

## Key Activities

The following activities are fun and developmentally appropriate for this age group:

- Flashcard activities.
- Puppet activities.
- Chants, songs and rhymes, accompanied by Total Physical Response (TPR) actions.
- Stories.
- Coloring and counting tasks.
- "Listen and do" tasks (e.g. "Listen and point").
- Pen-to-paper tasks (e.g. tracing lines; matching activities; following mazes; tracing letters/numbers; circling the correct word/picture).
- Simple craft activities and projects.
- Phonemic awareness-raising activities (e.g. matching sounds and letters).

## Playful Learning

Play is essential in a child's development. This is how they make sense of the world around them, by imitating and acting out everyday actions and routines. It's through play that they connect with their classmates on a social level. They also learn key life skills, such as collaboration, cooperation, and turn-taking. Play can be divided into two main types, **guided play** and **child-led play**.

### Guided Play

These activities are led by the teacher. Clear instructions are needed and boundaries set. Types of games and activities which work well in the pre-primary classroom are:

#### Circle Games

**Pass the Puppet.** Place the Flashcards face-down in the middle of the circle. Play a song and have the children pass the puppet around the circle. Stop the music



and give an instruction to the child holding the puppet, e.g., *Find an (apple)*. The child turns over the card. If it isn't an (apple) say, *Never mind, it's a (banana)*, or encourage the class to say what it is. Continue until all the Flashcards have been turned over.

**Cross the River.** Lay out Flashcards on the floor. Have the children form a line. Give instructions to each child when it's their turn. Call out the words. Children step next to these cards to get to the other side of the imaginary river where you are standing. Once the children are familiar with the game, ask for a volunteer to give the instructions.

**I Spy.** A great activity for practicing colors, objects, sound letters, or the alphabet: Say, *I spy with my little eye something (green) / which starts with (/k/)*.

### TPR Games

**Can You (Hop)?** Children follow your instructions. Suggested actions: *dance, climb, run, wiggle, jump, swim, drive a car, brush your teeth*.

**Charades.** Prepare small pictures of anything which can be mimed, e.g., animals, sports, actions, or daily routines. Place them in a bag. Volunteers take out a picture and mime it for their classmates to guess.

### Child-led Play

Child-led play, where children choose their own toys and games, encourages creativity and problem-solving skills, and is an opportunity to observe how your class interact. It's also a good opportunity for assessment. Monitor closely, helping and praising children. Some examples are:

**At Home Role Play.** Place room Flashcards or pictures in different corners of the classroom. Put home props in the relevant "room." Invite children to go to any of the rooms and pretend they are sleeping, eating, cooking, playing, washing their hands, etc.

**Hairdressing Salon Role Play.** Children imagine that they are at a hairdressing salon. Hand out magazines. They look at the magazines to choose a new hairstyle. Support children when needed, but give them the freedom to play on their own and decide who is the hairdresser and the customer.

### Using Puppets

Puppets are an important resource in the pre-primary classroom. They help children to create fantasy play and act out things they have

experienced or observed. Puppets can also be mediators between the real and the make-believe world. In addition, you can use your puppet:

- for Starting/Finishing the class routines and to practice greetings.
- to cheer up children and to offer praise with high-fives or a hug.
- to ask questions that help children reflect on learning.
- to act out songs and read stories.

### Using Language 1 (L1) and English

From the first moment, we can begin to use high-frequency "chunks" of language, such as *stand up, find your book, How are you?*, which, through constant repetition, will become familiar to the children. We can speak English through puppets or soft toys; you could tell children that the class puppet doesn't speak their L1, so they will expect the toy to always speak English.

However, we need to monitor our use of English and use visual prompts, such as Flashcards, realia, mime, and gestures, to ensure that children don't feel overwhelmed. It may also be useful to use L1 on some occasions, for instance, if a child is upset. L1 can also be used if you have first explained an activity using English, but the children haven't understood.

### Home-school Connection

Research shows the positive impact of involving families and caregivers in children's learning. You can:

- send home a downloadable **Letter to families and caregivers** at the start of each unit, to explain what children will be learning.
- send home completed **Teacher's Resources Worksheets** for families to view. Children could also complete the worksheets outside of class, for extra practice.
- encourage children to share course songs, stories, and videos via **Home Practice** on Cambridge One.

This is a great way to get families to practice new language together.







# Lesson 1 Big Question What can we see at school?

## Unit Objectives

- Learn school and classroom vocabulary
- Follow a story about what we can see at school
- Practice the sounds /b/, /s/, /t/
- Ask and answer questions about objects and names
- Practice greeting others and saying goodbye
- Social Studies: Classroom rules
- Practice number 1
- Review learning and do a project

## Little Step 1: Start the Class

Stand at the door as children come into the classroom, greet each one individually, and help them find their places. As they sit on the floor, say: *Hello, everybody. I'm (Ms. Carmen). Welcome to school!* Hold up the puppet and say: *This is Tickle the Cat. Hello, Tickle.* Have Tickle say *hello* to each child.

Consider establishing routines, e.g., greet you, hang up their coats and backpacks, wash their hands, etc. If you want, illustrate a simple poster showing the routine activities. Have children practice each activity. Each time children come to class, remind them to look at the poster and follow the routine.

## Little Step 2: During the Class

### Before the Book

#### Watch.

Tell the class they are about to start a new unit. Play the Unit 1 introduction video to introduce the unit topic. Pause the video at different points and ask, in L1, what children can see and what they think they will learn about in this unit.

Display the Flashcards (*teacher, boy, girl, school*) on the board. Point to each one in turn and say the word. Repeat several times. Practice the pronunciation of the words with the whole class. Point to the Flashcards in a random order and elicit the words. Then point to

### Lesson Objective

Introduce the topic of school, practice new vocabulary, and sing a song

### Vocabulary

*teacher, boy, girl, school; hello*

### Language

*I can see a (teacher).*

### Materials

Tickles puppet; Flashcards: *teacher, boy, girl, school*

Use Presentation Plus to watch the videos.

yourself and different children to elicit *teacher, boy, girl*. Show children a picture of their school or take them outside and say: *Look! This is our school.* You may also want to show children around the school if it is new to them.

### With the Book Student's Book p. 3

#### Listen. Say. Sing.

Have children look at page 3. Point to the Big Question and ask: *What can we see at school? Look, this girl is at school. Say "hello!"* Encourage children to wave and say *hello*. Draw attention to the vocabulary pictures and labels. **Note:** All vocabulary items in the Student's Book are labeled to start familiarizing children with the letter sounds and words. They are not expected to be able to read the words at this stage. Play the audio. Children listen and point to the pictures. Play the audio again. Children listen and repeat the words.

### Track 3, Vocabulary

*teacher, boy, girl, school*

Play the song audio or watch the song video. Encourage children to join in with the actions, dance, and sing along.

### Track 4, Song: Welcome to School!

Hello, everybody. Welcome to school! (*wave*)  
It's time to start our day.  
Hello, everybody. Welcome to school! (*wave*)  
Hip, hip hooray!

I can see a teacher, a teacher. (*point to yourself*)  
The teacher is smiling at me! (*smile broadly*)  
(repeat both lines)

I can see a boy, I can see a girl. (*point to the children*)  
They are smiling at me! (*smile broadly*)  
(repeat both lines)  
(repeat verse 1)

## After the Book

Have children sit in a circle. To demonstrate the activity, say *Stand up, teacher!* as you stand up. Then say *Sit down, teacher!* and sit back down. Then give instructions for children to stand up: *Stand up, (children)! Good! Now, sit down (children).*

## Little Step 3: Finish the Class

Say the *Look at your Partner Chant* to help children calm down at the end of the class. Children join in chanting or simply do the actions.

Look at your partner, (*children look at their partner*)

Now look at me. (*children look at you*)

Close your eyes and count to three. (*close your eyes*)

One ... two ... three. (*count slowly and quietly*)

## Little Step 4: More Practice

Display the Flashcards on the board. Point to each one and see if children can name them. Say the starting sound of each word to help them: *T, t, t ... (teacher).*

## Little Step 5: Activity Book

Do Activity Book page 3.



# What can we see at school?



Watch.



Listen.



Say.



Sing.



teacher



boy



girl



school

Vocabulary: teacher, boy, girl, school

Unit 1

3



What is the story about?



Listen.



Point.



Say.

Story

## What Can You See?



Unit 1

Story Language: sun, boy, girl, teacher, tree, apple, bee, children; What can you see? I can see a (tree).





# Lesson 2 Story

## Lesson Objective

Listen to or watch and enjoy a story

## Vocabulary

sun, tree, apple, teacher, girl, boy, bee

## Language

What can you see?  
I can see a (tree).

## Materials

Tickles puppet; Flashcards: teacher, boy, girl, school; Unit 6 Flashcard: apple; downloadable Phonics Flashcards: bee, sun, tree; Big Book; toilet paper rolls (2 per child); markers  
 Use Presentation Plus to watch the video.

## Little Step 1: Start the Class

Use an opening routine from page 17.

## Little Step 2: During the Class Before the Book

Review the Lesson 1 vocabulary using the Flashcards. Present the new vocabulary (*apple, bee, sun, tree*) by displaying the Flashcards (see Materials). Encourage children to call out the word, even in L1. Say it in English and have children repeat each word several times. Show the pictures with increasing speed, encouraging children to say the words.

Have children sit on the floor around you. Teach them the *Reading Time* song to the tune of *Frère Jacques*:

*Reading Time. Reading Time.  
Let's sit down. Let's sit down.  
Listen carefully. Listen carefully.  
One, two, three. One, two, three.*

Show the Big Book (Unit 1 *What Can You See?*). Display the Flashcards in turn and ask volunteers to find and point to each item in the story. Point to your eyes and ask: *What can you see?* Encourage children to call out the things they can see. Repeat their answers as full sentences as you point to the object in the story, e.g., *I can see a teacher*. Encourage children to repeat after you. Use the Big Book to read the story.

**With the Book** Student's Book pp. 4-5

**Listen.** **Point.** **Say.**

Have children open their books to page 4. Point to the question at the top of the page and ask: *What is the story about? (A school.)* Say: *Let's listen to the story!*

Play the audio. Point to each frame in turn and show that the sound effect signals it's time to move to the next frame. Encourage children to follow along, pointing to each frame in their books. Play the story again or watch the video. This time pause after each frame and ask: *What can you see? I can see a ...* Have children complete the sentence. Then say: *Yes! I can see a (sun).* Point to the (sun).

## Track 5, Story: What Can You See?

**Teacher:** Hello, sun! Hello, boys and girls! Let's start our day. Let's play the guessing game! What do you say?

**Children:** Hooray, hooray! That's what we say. Teacher! Teacher! What can you see?

**Teacher:** I can see a tree with red, round fruits. Yummy!

**Children:** It's an apple tree! It's an apple tree!

**Children:** Teacher! Teacher! What can you see?

**Teacher:** I can see a girl smiling at me.

**Children:** It's Jill! It's Jill!

**Children:** Teacher! Teacher! What can you see?

**Teacher:** I can see a boy catching a bee!

**Children:** It's Bill! It's Bill!

**Children:** Teacher! Teacher! What can you see?

**Teacher:** I see some children playing with me!

**Children:** Hooray!

## After the Book

Help children act out parts of the story. Have Tickles ask you: *Teacher! Teacher! What can you see?* Say: *I can see a tree with red, round fruits. Yummy!* Rub your tummy. Help children say *It's an apple tree! It's an apple tree! Yummy!* and rub their tummies.

**Personalization** Say: *I like the story. Do you like it?* Encourage responses and ask children to explain why they like / don't like the story. If they answer in L1, repeat it in English.

## Little Step 3: Finish the Class

Have children stand in a line. Have a volunteer face the other children and cover their eyes. Move them carefully along the line. Have them uncover their eyes and say who they see: *I can see (Sara)!*

Recite the *Look at your Partner Chant* from Lesson 1 to end the class.

## Little Step 4: More Practice

**Creativity** Distribute two toilet paper rolls to each child (see Materials). Have children decorate them. Then stick them together to make binoculars. Have children use their binoculars to look at you. Hold up a Flashcard and ask: *What can you see?* Encourage children to say: *I can see a (tree).*

## Little Step 5: Activity Book

**Do Activity Book page 4.**



# Lesson 3 Story

## Lesson Objective

Listen to or watch the story and practice the sounds /b/, /s/, /t/

## Phonics

*bee /b/, sun /s/, tree /t/*

## Vocabulary

*teacher, boy, girl, apple*

## Language

*What can you see? I can see a (sun).*

## Materials

Tickles puppet; downloadable Phonics Flashcards; Big Book; binoculars from Lesson 2 (optional); 3 pieces of cardboard with letters and pictures for each phonics sound; pegs; string; Flashcards: *boy, school, teacher*; paper; crayons

Use Presentation Plus to watch the video.

## Little Step 1: Start the Class

Use an opening routine from page 17.

## Little Step 2: During the Class

### Before the Book

You may want to use the downloadable Phonics Flashcards (available on Cambridge One) to present the sounds, or use Presentation Plus. For each one, have children repeat the sound and then say the word, e.g., *b, b, b, bee*. Then have them use their binoculars (see Materials) or make a binocular shape with their hands. Hold up one downloadable Phonics Flashcard at a time and ask: *What can you see?* Encourage children to say: *I can see a (b, b, b bee)*.

Have children sit in a circle and sing *Reading Time* (see page 23). See what children can remember about the story. Ask questions with supporting gestures: *Who's in the story?* Play the audio or watch the video, pausing where appropriate to ask: *Who's this? What can she see?* Play the story again for children to enjoy. Encourage them to join in with some of the lines. Then say the sounds and have children point to the corresponding picture and they say the sound and the word.

### With the Book Student's Book pp.4-5

### Listen. Say. Circle.

Point to the phonics pictures on page 5 and elicit the sounds and words: *b, b, b bee; s, s, s sun; t, t, t tree*. Draw attention to the labels under each picture to help children start to make a connection between the letter

shapes and corresponding sounds. Play the audio and have children point to the pictures as they repeat each sound and word. Point to each picture several times and have children say the sound and word. Then have children find a bee, a sun, and a tree in the story and circle them. They can circle all or just one of each item. If children are not ready to draw circles, just have them draw a mark on these items in the story. After children have circled the items, write the letters on the board and point to them. Ask children to say or repeat the sound and the corresponding word from the story.

### Track 6, Phonics

b-b-b-bee  
s-s-s-sun  
t-t-t-tree

Point to the question at the top of the page: *How does the story answer our Big Question: What can we see at school?* Encourage children to name the things they can see at the school in the story.

### After the Book

Make a classroom phonics display. Place a string across the classroom and use pegs to hang three cards, each one with a letter and a picture: *b (bee), s (sun), t (tree)*. After every Lesson 3, you can add new cards in alphabetical order until you have the full alphabet.

## Little Step 3: Finish the Class

Put the *boy* Flashcard on the board and encourage children to say: *I can see a b, b, b, boy*. Add the *school* Flashcard and have children say: *I can see a b, b, b*

*boy and a s, s, s school*. Continue with *teacher* and encourage children to say the sequence. Repeat, putting the Flashcards in a different order. For further practice of the phonics sounds and letter formation, you can also use the Phonics Book.

## Little Step 4: More Practice

**Creativity** Give children some paper and crayons to draw something they can see at school. Have them switch their picture with their partner. Encourage them to name the object and the color in English, then talk about other details in L1 (size, shape, location, etc.). Discuss ideas as a class. Display their work on the wall with the title: *Things We Can See at School*.

## Little Step 5: Activity Book and Cross-curricular Connection

### Do Activity Book page 5.

### Art

**Materials:** line drawings of a bee, a sun, and a tree labeled *bee / sun / tree* (1 per child); glue, and crayons / paints / colored tissue paper

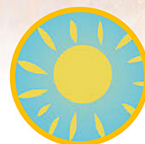
Show the drawings, and say: *b, b, b bee; s, s, s sun; t, t, t tree*. Have children repeat. Children color, paint, and / or decorate them. Make a class display of the finished pictures.

How does the story answer  
our Big Question?

 Listen.  Say.  Circle.



bee



sun



tree

Story



Phonics: bee /b/, sun /s/, tree /t/

Unit 1

5



Where does the story take place?

Literacy

Look. Say. Color.



Unit 1

Literacy: Identifying the setting for a story