

Second Edition

Teacher's Book

with Digital Pack

Paul Drury

Cambridge LittleSteps 2



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Scope and Sequence

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Speaking	Cross-curricular	Numeracy	Project
 <p>What do you like to do at school?</p>	<p><i>My Favorite Thing</i></p> <p>Sounds and letters <i>book</i> /b/, <i>house</i> /h/, <i>mouse</i> /m/, <i>sad</i> /s/, <i>teacher</i> /t/</p> <p>What does Betty like to do at school?</p>	<p><i>paint, draw, color, cut, glue, pencil, marker, paintbrush, glue stick, scissors, listen to stories, play with friends, clean up, eat lunch, sing songs</i></p>	<p><i>I (draw) with (a pencil). What do you like to do? I like to (clean up).</i></p>	Cleaning up the classroom	Expressing color preferences	<p>Practice asking for permission at school</p> <p><i>May I get (some paper), please? Yes, you may.</i></p>	<p>Art:</p> <p>What are the primary colors?</p>	1–10	Make a school activities display
 <p>How can we take care of ourselves?</p>	<p><i>Good Job, Oliver!</i></p> <p>Sounds and letters <i>face</i> /f/, <i>good</i> /g/, <i>jacket</i> /dʒ/, <i>kitchen</i> /k/, <i>lunchbox</i> /l/</p> <p>What does Oliver do in the story?</p>	<p><i>wash my face, brush my hair, eat healthy food, put on a jacket, drink water, toothbrush, brush, soap, towel, jump rope, tired, thirsty, dirty, hungry, sick</i></p>	<p><i>She washes her hands with soap. He brushes his (hair) with a (brush). She jumps with a jump rope. He dries his face with a towel. What's the matter? I'm / He's / She's (thirsty). What can I / he / she do? I / He / She can (sleep).</i></p>	Taking care of ourselves	Identifying the properties of shapes	<p>Practice saying how you feel</p> <p><i>What's the matter? I'm (hungry). You need to (eat)!</i></p>	<p>Science:</p> <p>Can we eat this food sometimes or every day?</p>	11 and 12	Make a healthy person poster
 <p>What do we do at home?</p>	<p><i>A Fun Game</i></p> <p>Sounds and letters <i>candy</i> /k/, <i>door</i> /d/, <i>next</i>, <i>night</i> /n/, <i>quiet</i>, <i>quail</i> /kw/, <i>water</i> /w/</p> <p>Is this a scene from the story?</p>	<p><i>living room, dining room, kitchen, bedroom, bathroom, bed, couch, shower, lamp, fridge, set the table, sweep the floor, cook, watch TV, make the bed</i></p>	<p><i>Where does the (shower) go? The (shower) goes in the (bathroom). What's the (father) doing? He's / She's (making the bed). The (father's making the bed).</i></p>	Helping at home	in / on / under	<p>Practice asking and saying where you are</p> <p><i>Where are you? I'm here! Where? I'm in the (bedroom). I'm under the (bed)!</i></p>	<p>Social Studies:</p> <p>What do you do at home during the day and at night?</p>	13, 14, 15	Make a house
 <p>What can we see on a farm?</p>	<p><i>The Little Red Hen</i></p> <p>Sounds and letters <i>plant</i> /p/, <i>red</i> /r/, <i>six</i> /ks/, <i>very</i> /v/, <i>yellow</i> /j/</p> <p>Can you number the story scenes in order?</p>	<p><i>cow, hen, duck, horse, sheep, feed the ducks, milk a cow, groom a horse, shear a sheep, collect eggs, lamb, calf, chick, foal, duckling</i></p>	<p><i>What's the farmer doing? She's / He's (grooming a horse). How many (horses) are there? There's one (horse). There are (two sheep).</i></p>	Taking care of farm animals	Recognizing patterns	<p>Practice modulating and projecting your voice</p> <p><i>What does a (cow say)? (Moo, moo!)</i></p>	<p>Science:</p> <p>What food do we get from farm animals?</p>	16, 17, 18	Make a hen

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Speaking	Cross-curricular	Numeracy	Project
 What meals do we eat?	<i>Pat's Birthday Dream</i> Sounds and letters <i>Pat, sad, Dad /æ/</i> Can you number the story scenes in order?	<i>breakfast, lunch, dinner, eggs, chicken, salad, pancakes, water, soup, rice, milk, orange juice, cereal, fish, strawberries</i>	<i>What food does he / she like? He / She likes (eggs). He / She doesn't like (rice). What food do you like? I like (soup). I don't like (pancakes). What do you have for (breakfast)? I have (eggs) for (breakfast). We have (breakfast) in the morning / afternoon / evening.</i>	Eating a healthy breakfast	a few / a lot	Practice saying what you want for breakfast <i>What do you want for breakfast? (Milk), please. What else? Anything else? No, thank you. You're hungry, Mia! That's great!</i>	Science: Which food comes from plants?	19	Make a breakfast, lunch, and dinner plate
 What clothes do we wear?	<i>The Teddy Bear Show</i> Sounds and letters <i>wig, big, pink /i/</i> What are the teddy bears wearing in the story?	<i>pants, shoes, T-shirt, skirt, sweater, socks, jacket, boots, raincoat, dress, sunny, snowy, cloudy, windy, rainy</i>	<i>What's she / he wearing? She's / He's wearing (a blue sweater). What are you wearing? I'm wearing (green pants). What's the weather like today? It's (sunny).</i>	Taking care of our clothes	left / right	Practice giving and responding to instructions <i>What's the weather like? It's (rainy). Put on your (raincoat)! OK.</i>	Science: What can we see in each season of the year?	20	Make a clothes poster
 What can we do with our senses?	<i>The Apple Pie</i> Sounds and letters <i>sun, Gus, cut /ʌ/</i> Which senses does Gus use in the story?	<i>see, touch, hear, smell, taste, soft, rough, smooth, good, bad, sweet, salty, loud, quiet, beautiful</i>	<i>How does it feel? It feels (soft). How does it smell? It smells (bad). How does it sound / look / taste? It (sounds quiet).</i>	Respecting differences and recognizing similarities	between / next to / behind	Ask and answer about how things taste <i>How does your (popcorn) taste? It tastes (salty). Yum!</i>	Science: What senses do we use for different objects?	30	Make a sensory caterpillar
 How do we travel?	<i>Let's Climb a Mountain</i> Sounds and letters <i>top, Bob /ɒ/</i> Is it real or imaginary?	<i>car, train, bus, airplane, boat, bike, helicopter, ship, air, water, land, beach, amusement park, mountains, city</i>	<i>Where does (an airplane) go? (An airplane) goes (in the air). He's / She's going to the (city). He's / She's going to get there (on an airplane). I'm going to the (amusement park). I'm going to get there (in a car).</i>	Caring for the environment	new / old, fast / slow	Practice describing a toy <i>This is my (train). It's (old).</i>	Art: What different materials can we use to make art?	40	Make a transportation book
 What do plants need to grow?	<i>One Little Daffodil</i> Sounds and letters <i>bell, Ted, /e/</i> Can you number the story scenes in order?	<i>plant, seed, soil, rain, sun, water the seed, dig a hole, add the soil, pot, shovel, watering can, petals, leaves, stem, roots</i>	<i>First, dig a hole. Next, add the seed. Then, add the soil. Finally, water the seed. There's / There isn't a stem. There are some / There aren't any (leaves).</i>	Taking care of plants	tall / short	Practice talking about our favorite fruits <i>What are your favorite fruits? My favorite fruits are (apples and bananas).</i>	Science: Where do fruits and vegetables grow?	50	Plant seeds

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.



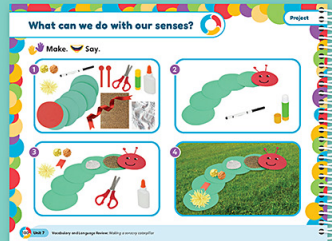
What Have We Kept?

- 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?

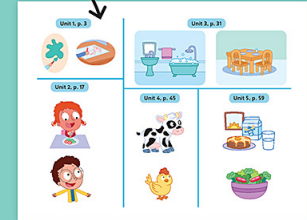
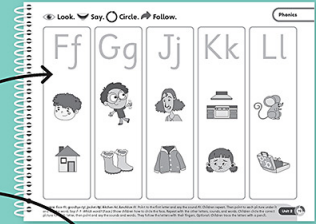
New Design

- 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.



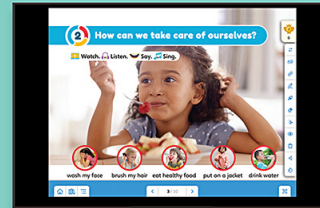
New Content for the Second Edition

- 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?

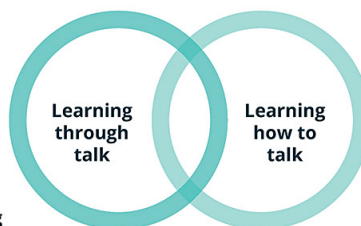
It is useful to think of oracy having two aspects:

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"> • listening actively. • recognizing key messages. • responding appropriately. • interpreting what someone is saying. • communicating through speech or through body language. 	<p>All classroom learning, including reading and writing, depends on the child's oracy skills.</p> <ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • Research shows that children who are regularly and actively involved in whole-class dialogues have more positive attitudes towards school. • Children who are offered more opportunities to engage in discussion will improve their social and emotional awareness, leading to better human connections. • 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.

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 2

Speaking

In this level, our oracy education focus is on speaking skills. Speaking is important because it allows children to express ideas and feelings, to ask questions, and to take an active role in classroom communication. Speaking should be an enjoyable and fundamental part of learning, just like reading, writing, and numeracy work. It's crucial that we teach children how and when to speak in class, and that speaking is focused on what is being learned. Speaking aloud in class is part of class work and is different from the informal speaking children participate in at breaktime and at home.

Oracy activities in **Level 2** focus on developing a variety of “talk” genres, and children are encouraged to respond, reflect, describe, explain, and question. Teaching speaking skills involves showing children how to speak calmly and sensibly at a reasonable volume, how to use talk to get things done with others, how to speak when asked or when spoken to, and of course, to remember *not* to speak at particular times. Classroom rules about speaking are essential if we are to teach effectively. We have to ask children *not* to speak sometimes to ensure that others can listen and to allow them to concentrate on what we are saying.

It is best to introduce speaking skills by teaching the basics first, such as speaking to a partner and saying “good morning” or “thank you.” In **Level 2**, speaking skills are built upon gradually, so children move from speaking in pairs to speaking in front of the class.

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

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

Oracy activities are signposted with the oracy icon.



Oracy Speaking and listening

The oracy features in this unit focus on speaking with a partner to help children build confidence before speaking in front of the whole class.

Begin your lessons by asking partners to greet each other. Model the following exchange with a volunteer: *Good morning, (Carla)! Good morning, (your name)! Children do the same in pairs. Then say: My favorite thing at school is (our classroom).* Ask children to do the same in pairs. Finally, ask children to share their partner's favorite thing with the class. Thank them for sharing and for helping one another to learn.



Oracy What can you see?

Put children in pairs and ask them to greet each other, e.g., *Good morning / afternoon, (Juan)! Then ask a confident child: What can you see in the classroom? Accept any answers and say: Thank you! Encourage the child to ask you the question. Say: I can see (a pencil, a marker, etc.). Children continue asking and answering in pairs. Go around the class prompting where necessary. Encourage them to listen to their partner and say: Thank you!*



Oracy Describing a picture

Before the class, prepare pictures from magazines or a selection of story books with lots of pictures. Ask children to greet their partner, e.g., *Hello / Good morning / Good afternoon, (Sara)! Hold up a picture or a book and say: I can see (blue / green / orange, etc.). Try to describe things in the pictures that children know in English. Then give each pair a picture or a book and ask them to take turns to describe what they can see. Go around the class and help children with vocabulary. Ask children to share things that their partner said with the class.*

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.

There are captions and speech bubbles in the stories, which encourage print awareness.

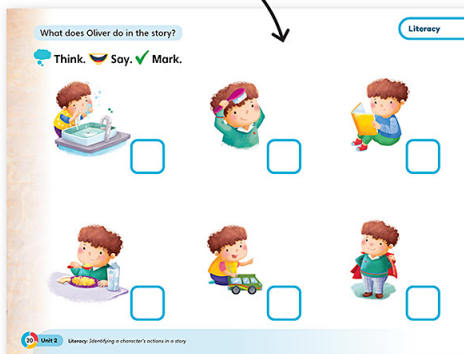


Lesson 3 explores the story further by looking at how it answers the Big Question.

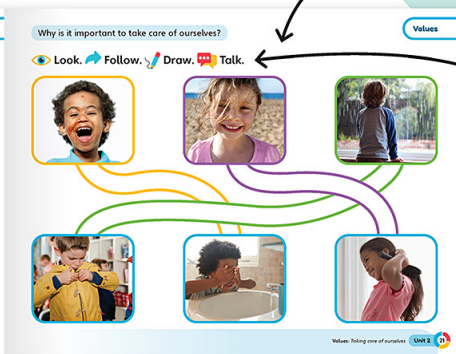
Lesson 3 practices phonics. Target sounds are presented and practiced using words from the story.

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.



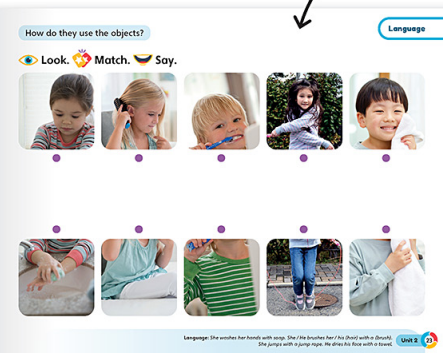
Every lesson has between two and four short instructions. You will find more guidance in the Teacher's Book. Children will get to know the icons, and gradually learn the words.

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.



Children have the option of tracing the new vocabulary words in Lessons 6 and 9 to further consolidate their writing and literacy skills.

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



Lesson 8 is the Concept lesson. Children learn basic developmental concepts, such as different properties of shapes and using prepositions to identify where things are.

How many corners do these shapes have?

Say. Trace. Count. Circle.

0 1 2 3 3 4 4 5 5 6

Unit 8 Concept: Identifying the properties of shapes

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

How do they feel?

Listen. Say. Color.

tired thirsty dirty hungry sick

Vocabulary: tired, dirty, hungry, sick Unit 8

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 practicing saying how you feel and giving advice, asking and answering about how things taste, and describing a toy.

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.

How can they take care of themselves?

Look. Match. Say. Sing.

I can drink water.

Unit 8 Language: What's the matter? He's/She's/It's (singing). What can he/she/it do? He/She/It can drink water / sleep / wash their face / eat healthy food / take medicine.

What do they need to do?

Listen. Say. Draw.

I'm hungry. You need to eat!

I'm thirsty. You need to drink water!

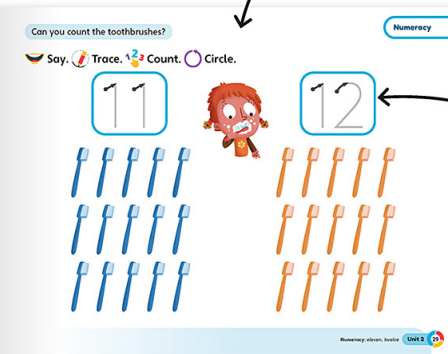
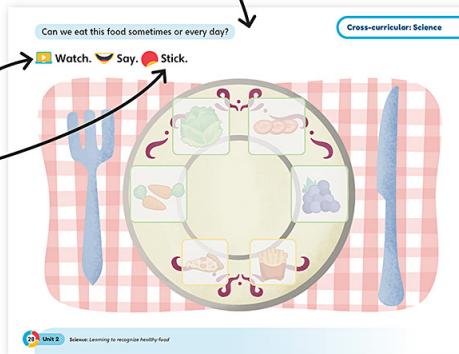
Unit 8 Speaking: What's the matter? I'm (hungry). You need to (eat)!

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

Lesson 13 is the Numeracy lesson. In Level 2, children learn to identify numerals and count up to 50.

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

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.



Children are encouraged to interact with the number on the page by tracing it.

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*. Split the class into two groups facing each other. Encourage children in group A to wave hello as they sing: *Good morning, my friends. Today's a new day.*
- Then children in group B pretend they are about to start a race as they sing: *Good morning, my friends. Let's get ready to play.*
- The two groups take turns for the rest of the song.
- At the end of the song, children take a partner's hand and sit down together to start the class.

Track 2, Song: Good Morning

Good morning, my friends.
Today's a new day.
Good morning, my friends.
Let's get ready to play.
Good morning, my friends.
I say to you today
Good morning, my friends.
Let's start a new day.



Take Care of Ticklees

- Write children's names on cards and put them in a bag. Ask a volunteer to choose a card from the bag at the start of each class. The child on the card will be responsible for taking care of the Ticklees puppet throughout the day.



Spelling Cards

- Make cards for every letter of the alphabet. There should be lots of copies of each letter, especially the vowels.
- Put children in groups and encourage them to use the cards to make simple words.
- Have children stand up and look at the words the other groups made. Encourage them to read the words aloud and to correct any spelling errors.

Start the Class Rhyme

- Teach children this rhyme to start the class or a new activity:
*Freeze, freeze. Say "cheese."
Wave hello. Let's start the show.*

Flashcard Games

- Review vocabulary from a previous class using the Flashcards.
- Attach a Flashcard to a child's back.
- Ask the other children to give clues so that the child guesses the word.
- Alternatively, show a child a Flashcard. Have them close their eyes and try to draw the item on the board. Then they open their eyes and see how good their drawing is.

Days of the Week Chart

- Make a days of the week chart and a cut-out of a hand.
- At the start of each class, invite a volunteer to stick the hand on the correct day.

Pairs Game

- Make pairs of cards with identical pictures on them.
- As children enter the classroom, hand each child a card. Have them move around the room holding their card up. They must find the classmate who has the same card. When they find their partner, they sit down together to start the class.
- This activity will encourage children to work with different classmates throughout the year.

Language Review Game

- Make puzzles by cutting pictures of vocabulary items into large pieces. Put children in groups and give each group two puzzles to solve.
- Have children glue their completed puzzles on a large piece of construction paper. Put the paper on the wall.
- At the start of the next lesson, say a word and have volunteers touch the correct puzzle. Alternatively, point to a puzzle and have children name the item.

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 do you like to do at school?

Unit Objectives

- Learn school vocabulary
- Follow a story about activities we like at school
- Practice the sounds /b/, /h/, /m/, /s/, /t/
- Ask and answer questions about objects and activities at school
- Practice asking for permission at school
- Art: Identify primary colors
- Practice numbers 1–10
- Review learning and do a project

Little Step 1: Start the Class

Use an opening routine from page 17.

Little Step 2: During the Class

Before the Book

Watch.

Tell children that you 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.

Discuss how children feel about starting a new year at school. Ask: *Are you happy? Do you like school? Say: At school we have friends, we play games, and we sing songs.* Support examples with actions.

Show children the Flashcards one by one. Say each word and encourage them to copy each action and repeat after you. Repeat several times. Mime painting. Ask questions: *What am I doing? (Painting.) Do you like to paint? (Yes.) Where can you paint? (At school.)* Repeat for the other actions. Accept whole class answers at first. Then remind children about taking turns and encourage them to raise their hands and practice with a few volunteers.

Lesson Objective

Introduce the topic of activities we do at school, practice new vocabulary, and sing a song

Vocabulary

paint, draw, color, cut, glue

Language

I can (paint).

Materials

Tickles puppet; Flashcards: *paint, draw, color, cut, glue*; paint; crayons; scissors; glue; tissue paper; yarn

Use Presentation Plus to watch the videos.

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 do you like to do at school? Look, this child is at school. What can you see?* Provide children with any necessary language. 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

paint, draw, color, cut, glue

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

Track 4, Song: This Is My School!

*This is my school.
Come with me.
It's lots of fun.
Let's go see!*

*I can paint, paint, paint.
I can draw, draw, draw.
I can color my picture,
Then paint some more!*

(Chorus)

*I can cut, cut, cut.
I can glue, glue, glue.
I like making pictures.
How about you?*

(Chorus)

After the Book

Put the Flashcards on the board and ask individual children: *What do you like to do at school?* Encourage them to look at the Flashcards and mime one of the actions for the class to guess.

Little Step 3: Finish the Class

Use Tickles to say goodbye to each child, making sure to say their name. Encourage children to respond *Goodbye!*

Little Step 4: More Practice

Creativity Set out craft materials listed in the *Materials* above. Ask children to make a picture of the person next to them using these materials. As they work, ask: *What can you do?* Encourage children to talk about what they are doing using the new words: *I can (cut).* Help them to write the name of the person in their portrait, and display their work. Use the portraits as your class attendance list. Encourage children to stick their nametag on their picture as they come in.

Little Step 5: Activity Book

Do Activity Book page 3.



What do you like to do at school?



Watch.



Listen.



Say.



Sing.



paint



draw



color



cut



glue

Vocabulary: paint, draw, color, cut, glue

Unit 1

3

What is the story about?



Listen.



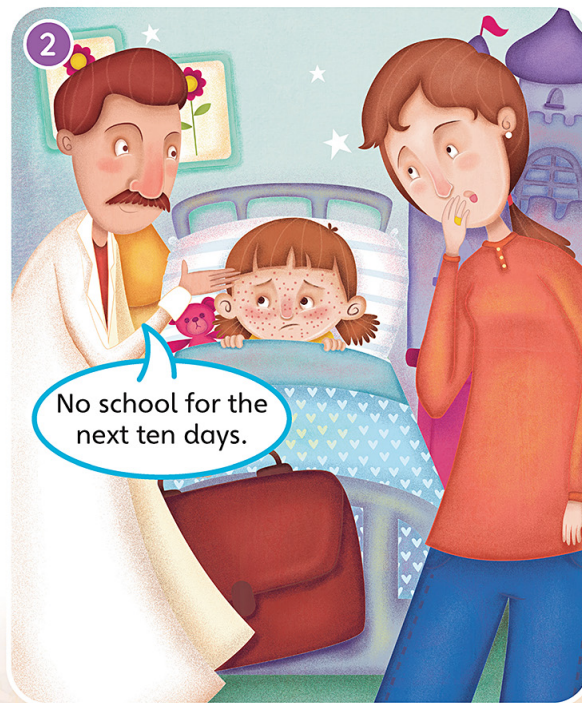
Point.



Say.

Story

My Favorite Thing



Unit 1

Story Language: coloring book, crayon, teacher, mouse, house, favorite, sad, school, spot, face, doctor, sick, card, present, happy; Coloring is my favorite thing. Betty is (sad).



Lesson 2 Story

Lesson Objective

Listen to or watch and enjoy a story

Vocabulary

coloring book, crayon, teacher, mouse, house, favorite, sad, school, spot, face, doctor, sick, card, present, happy

Language

*Coloring is my favorite thing.
Betty is (sad).*

Materials

Tickles puppet; Flashcards: *paint, draw, color, cut, glue*; downloadable Phonics Flashcards: *book, house, mouse, sad, teacher*; Big Book; circles of construction paper (1 per child); markers; glue; ice pop sticks

 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 (*book, house, mouse, sad, teacher*) by displaying the downloadable Phonics Flashcards one by one, or use Presentation Plus. Encourage children to call out the word, even in L1. Repeat 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 *Story Time Chant*:

Story time is near, Story time is here.
I sit down quietly. I fold my arms like this.
I open my eyes. And I listen carefully.
Let's start at the count of three ... One, two, three.

Show the Big Book (Unit 1 *My Favorite Thing*). Display the Flashcards one at a time and ask volunteers to find and point to each item in the story. Use the pictures to teach the other new vocabulary items. Ask: *What can you see?* Encourage children to say: *I can see a (house)*. 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? (Coloring at school.) Say: Let's listen to the story!

Play the audio. Point to each frame one at a time and show that the sound effect signals that 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, e.g.: *What can you see? Who is this? Why is Betty in bed? Is she happy? What are her friends doing? Is Betty happy now?*

Track 5, Story: My Favorite Thing

"Take out your coloring books and crayons," the teacher says.

Betty takes out her coloring book and crayons.

Betty starts coloring a mouse and a house.

Betty likes to color.

"Coloring is my favorite thing!" Betty says.

The next day, Betty is sad.

She can't go to school.

There are spots all over her face.

"You'll be fine," the doctor says.

"But no school for the next ten days."

Betty is not in class today.

"Betty is sick," the teacher says.

"Let's make her get-well cards!" the children say.

"That's a good idea," Ms. Terri says.

"Your friends sent you cards and a present!"

Mom says.

Betty reads the cards. She is happy.

She opens the present. It's a coloring book and crayons!

Betty is really happy.
"Coloring is my favorite thing!" she says.

After the Book

Point to the scenes in the Student's Book and explain that the speech bubbles are what characters say. Say the beginning of each and encourage children to complete the sentence: *Coloring is my ... No school for the next ... Let's make her get-well ...* Support meaning with facial expressions and gestures and help children answer as needed.

Little Step 3: Finish the Class

Mime some of the story actions. Encourage children to say: *Betty takes out her coloring book. Betty starts coloring.* Then invite children to mime actions for the class to guess.

Little Step 4: More Practice

Hand out circles of construction paper. Children draw a smiley face on one side and a sad face on the other. Help them glue an ice pop stick on the bottom. Ask: *How do you feel, happy or sad?* Children show you the corresponding face. Keep these faces on hand and be sure to ask children regularly: *Do you feel happy or sad?*

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/, /h/, /m/, /s/, /t/

Phonics

book /b/, **house** /h/, **mouse** /m/, **sad** /s/, **teacher** /t/

Vocabulary

coloring book, crayon, card, present; favorite, sick, happy; spot; doctor

Language

Coloring is my favorite thing. Betty is (sad).

Materials

Tickles puppet; downloadable Phonics Flashcards: *book, house, mouse, sad, teacher*; Big Book; pictures of animals beginning with *h* and *s*; happy / sad faces from Lesson 2 (optional); modeling clay (in different colors); piece of paper with the letters *b, h, m, s*, and *t* on it (1 per child); Flashcards: *paint, draw, color, cut, glue*; ball

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., *m, m, m, mouse*. Write a capital and small *m* on the board and explain or elicit that this is the letter *m*. Say: *M sounds like m, m, m*. Trace the letter in the air and say the letter name and sound. Children repeat the action and say the sound. They then say: *m, m, m - mouse*. Repeat with *h (house)*, *b (book)*, *s (sad)* and *t (teacher)*. Introduce a mime for each letter sound. Children repeat each mime. Then say a sound or word and have children do the mime.

Have children sit in a circle and say the *Story Time Chant* (see page 23). Show the Big Book and ask questions with supporting gestures: *Who's in the story? What do they like to do?* Play the audio or watch the video, pausing where appropriate to ask: *Who's this? What's she doing? Is she happy / sad?* Play the story again for children to enjoy. Encourage them to join in with some of the lines. Then say the sounds. Have children point to the corresponding picture and 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. Elicit the sounds and words: *b, b, b book; h, h, h house; m, m, m mouse; s, s, s sad; t, t, t teacher*. Draw attention to the labels under each picture to help children 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. Have children say the sound and word. Then have children find a house, a mouse, a sad face, and a teacher in the story and circle them. They can circle all or just one of each item. Next, 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-book	h-h-h-house
m-m-m-mouse	s-s-s-sad
t-t-t-teacher	

Point to the question at the top of the page: *How does the story answer our Big Question: What do you like to do at school?* Encourage children to name things the children in the story like to do at school. Ask: *Do you like to do the same things? What do you like to do at school?*

After the Book

Using pictures, review or elicit any animal words beginning with *h* and *s* sounds. Help with language as necessary. (Note: avoid animals with *sh*, e.g., sheep).

Use the happy / sad faces children made in Lesson 2 to review *s, sad* and *h, happy*. Show an animal picture and / or say the word. Children show the happy face (*h*) if it begins with *h* and sad face (*s*) if it begins with *s*. They could also mime the happy / sad animals. Extend with other letter sounds and let children decide if they are happy or sad.

Little Step 3: Finish the Class

Creativity Hand out modeling clay in different colors and the papers with the letters *b, h, m, s*, and *t*. Have children use the modeling clay to form the shape of each letter, using the letters on the paper as templates. Ask: *What sound does this letter make?* Finally, elicit the word which goes with the sound. For further practice of the phonics sounds and letter formation, you can also use the Phonics Book.

Little Step 4: More Practice

Personalization Children sit in a circle. Ask: *How does the story answer our Big Question?* Place the Flashcards in the middle. Throw a ball to a child and ask: *Do you like to (draw) at school? Yes, I do. / No, I don't.* Allow all children to participate.

Little Step 5: Activity Book

Do Activity Book page 5.

How does the story answer our Big Question?

Story



Listen.



Say.



Circle.



book



house



mouse



sad



teacher



Phonics: book /b/, house /h/, mouse /m/, sad /s/, teacher /t/

Unit 1

5

What does Betty like to do at school?

Think. Say. Trace.

