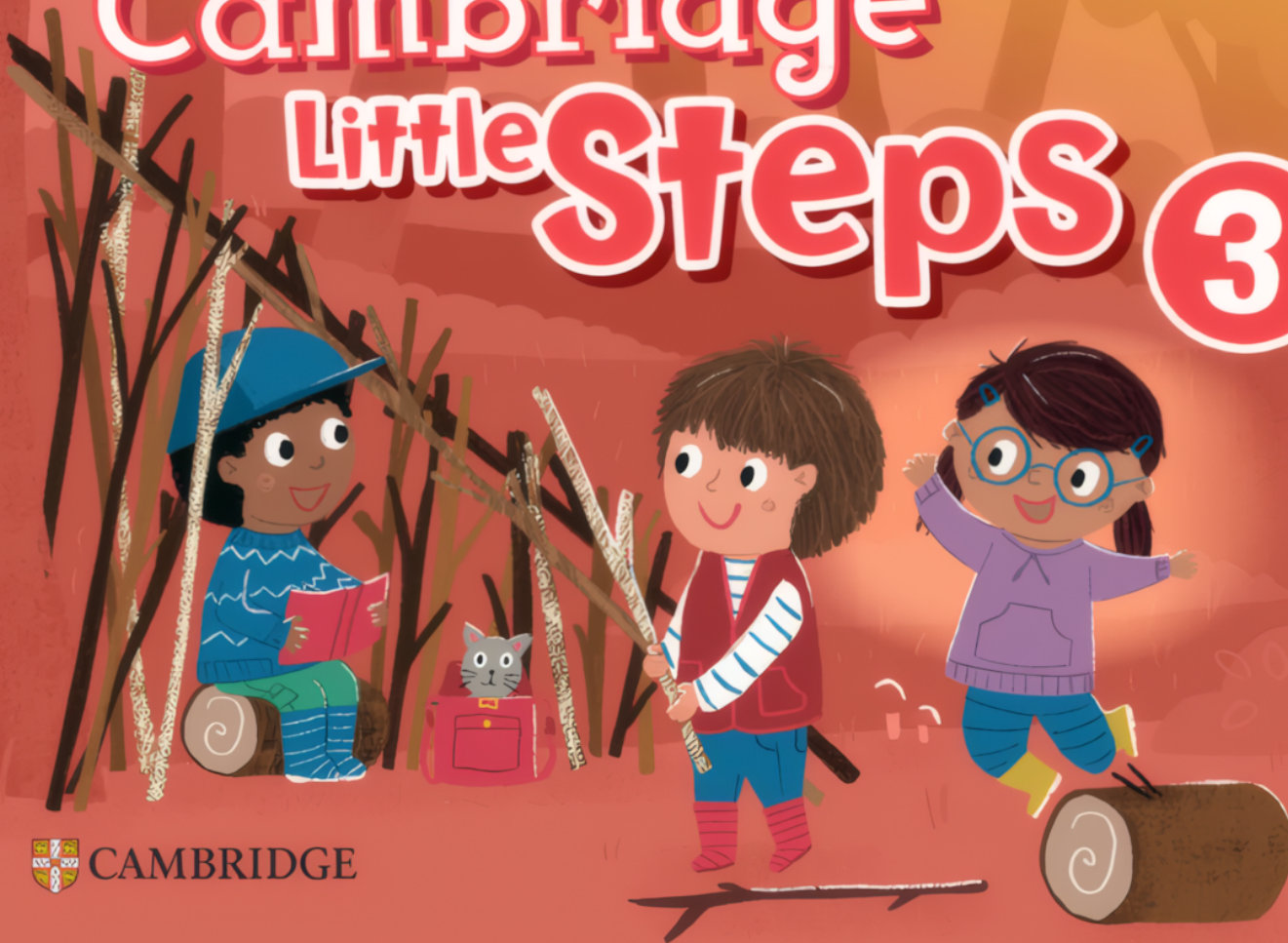


Second Edition

Activity Book  
Gabriela Zapiain

# Cambridge LittleSteps 3














CAMBRIDGE

Second Edition

# Cambridge Little Steps 3

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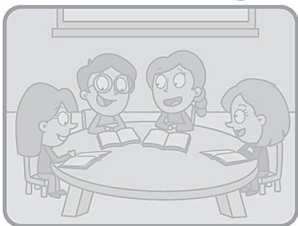
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## 1

## What do we do at school?

Stick. Draw. Say. Trace.

Monday



Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



**Vocabulary:** *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.* Point to and say each new word. Children repeat after you. Point to the first sticker. Say: *School. When do you go to school?* Point to Monday and encourage children to say the day. Say: *Stick the school.* Children stick the sticker on Monday. Repeat with *Sunday* and *park*. Then point to Tuesday and ask children to draw something they do on that day. They could draw themselves doing an activity, or draw an object to represent the activity. Repeat with the other days (Wednesday–Saturday). Then children point to each day and say: *On (Thursday), I (paint).* Finally, children trace the words.



Monday

Friday



Thursday

Tuesday and  
Wednesday



Thursday

Monday



Friday

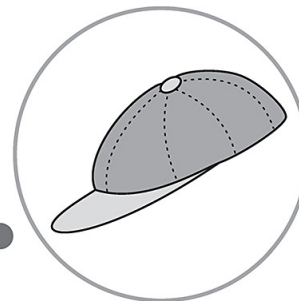
Tuesday and  
Wednesday



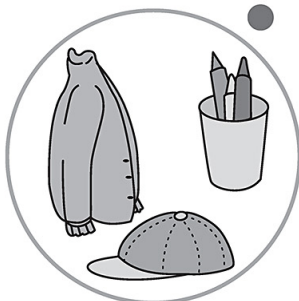
trees



wings



hat



things



bees

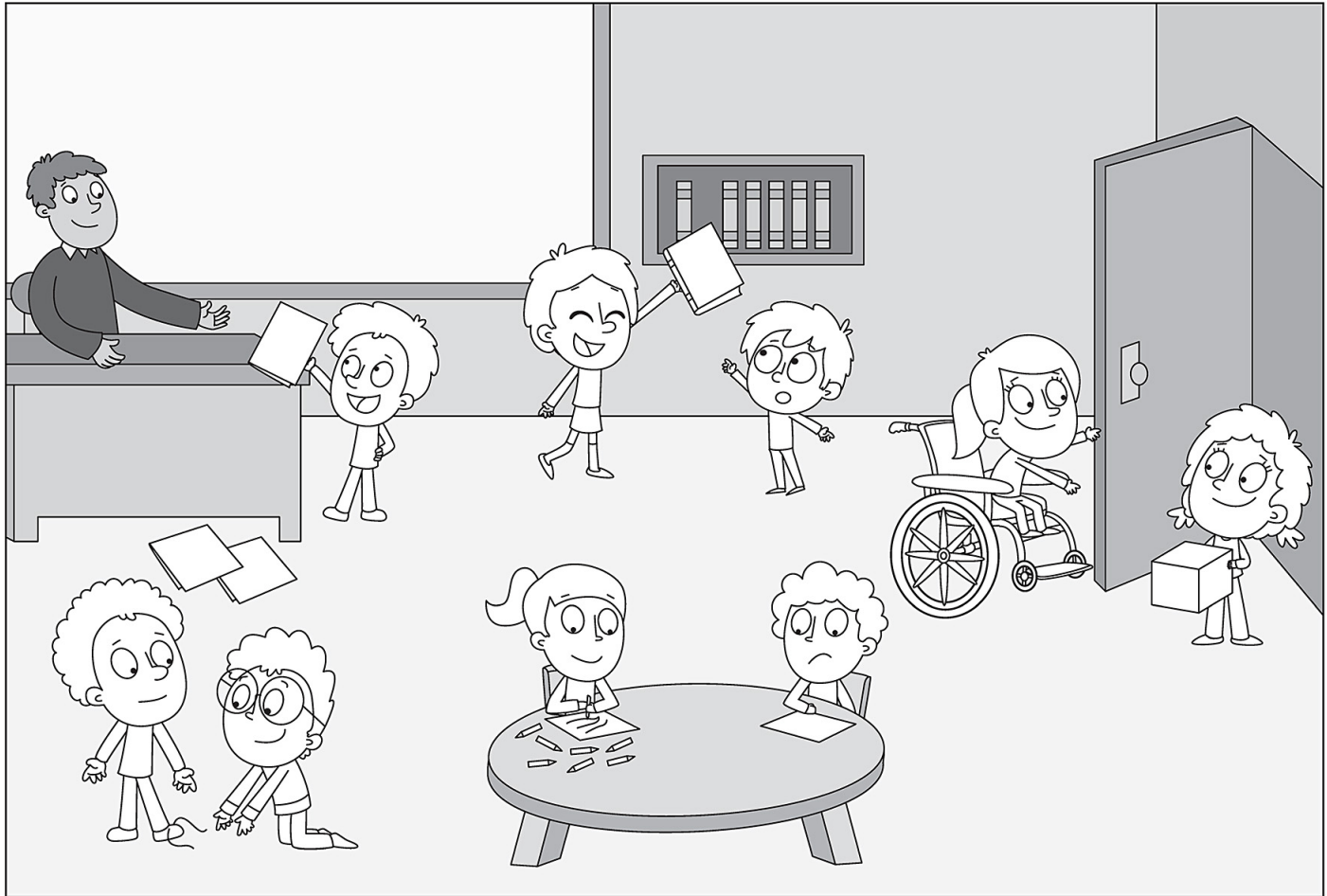
**Phonics:** *bees, trees; things, wings* (rhyming words). Point to each picture and say the word. Children repeat. Point to the trees, and say the word, emphasizing the "ee" sound. Say: *What sounds like trees? (Bees.)* Repeat with *wings* and *things*. Then point to the hat and say the word, emphasizing the "a" sound. Say: *Is there a word that sounds like hat? (No.)* Children draw lines to match the pairs of rhyming words. Finally, children trace the letters that make the rhyming sounds, saying the words as they do so.





Do you like the story?





**Values: Helping others at school.** Point to the boy helping the teacher. Ask: *What is he doing? Is he helping? (Yes.) Who is he helping?* Then point to the girl at the table who is not helping (she isn't sharing or passing the crayons). Repeat and discuss what she could do better. Finally, children identify and color the children who are helping.



 Say.  Match.  Trace.  Color.

## Vocabulary

Art ●

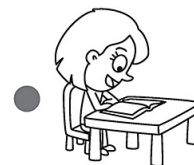
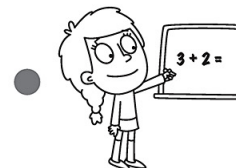
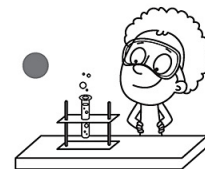
Math ●

Science ●

Physical Education ●

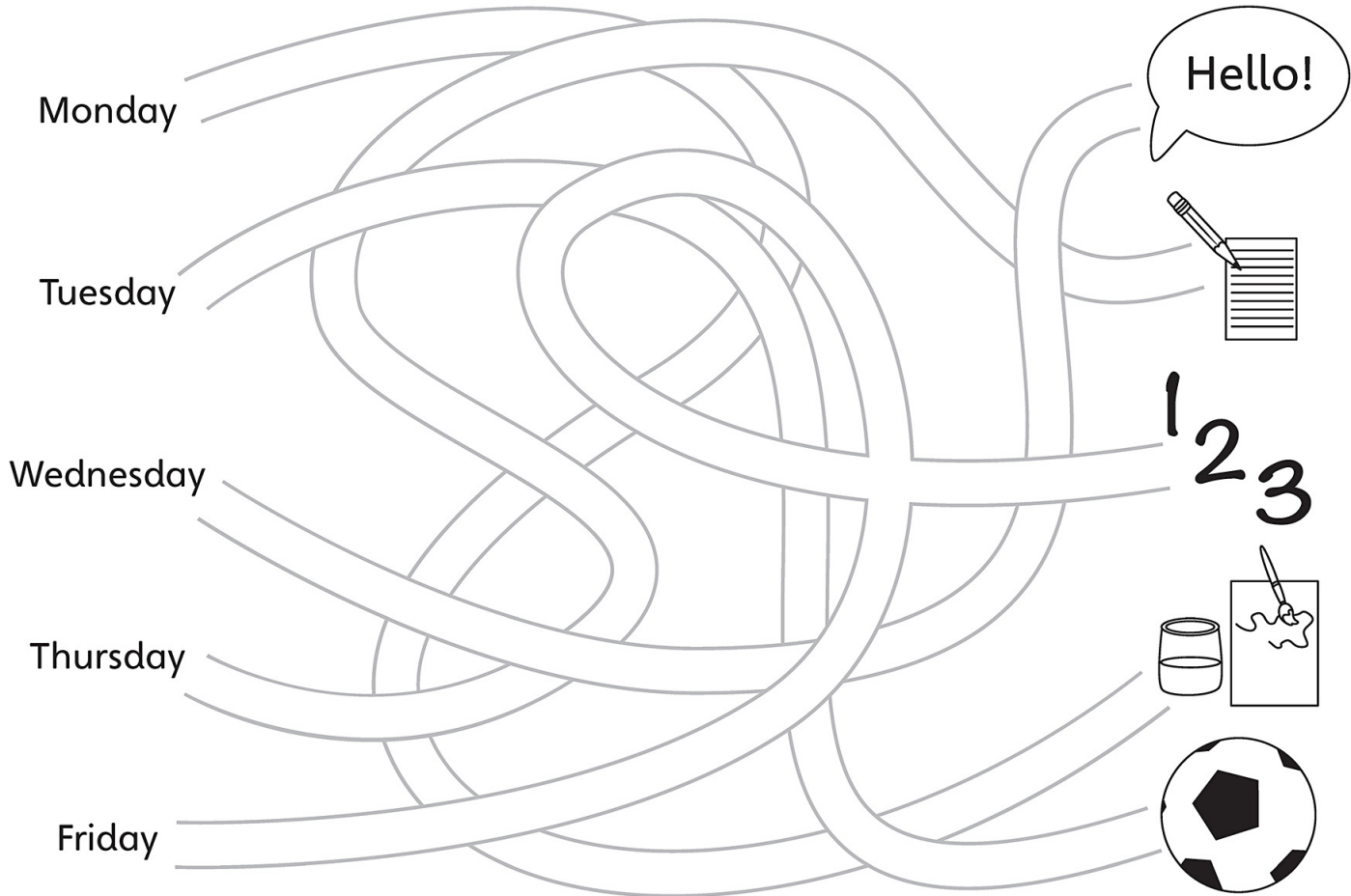
Writing ●

Reading ●



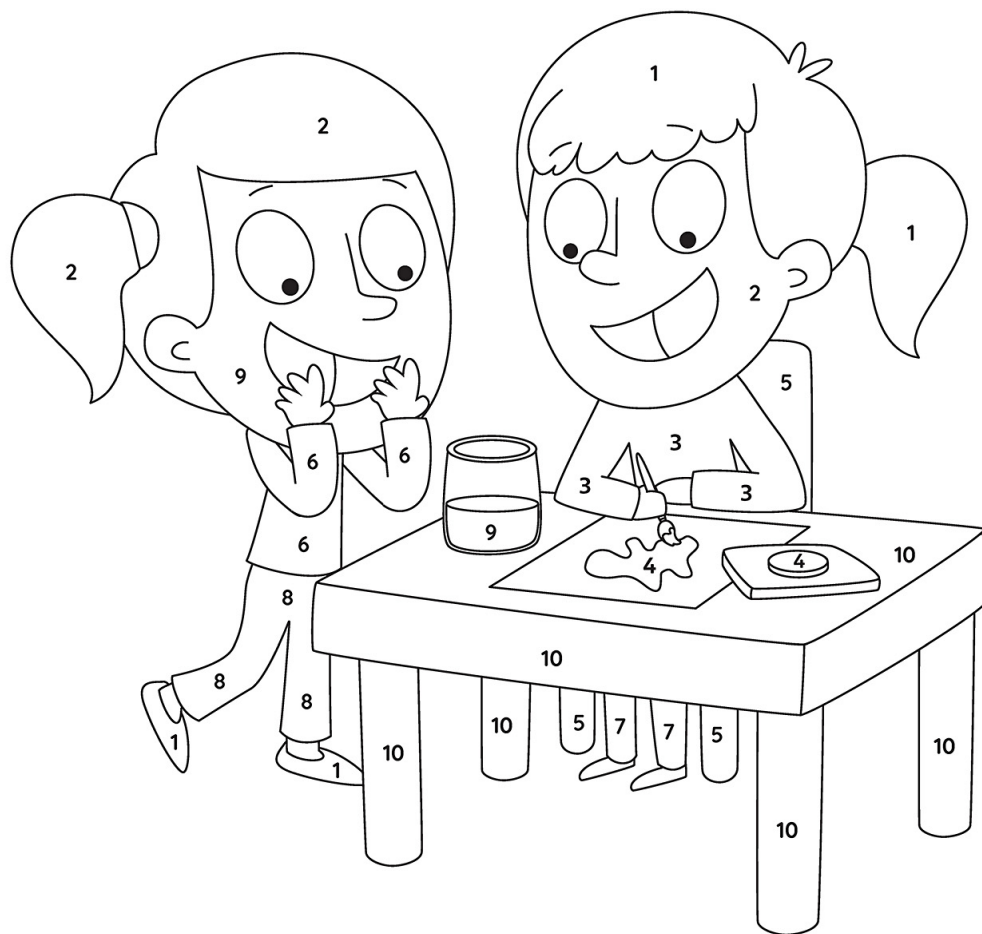
 Look.  Follow.  Say.

Language

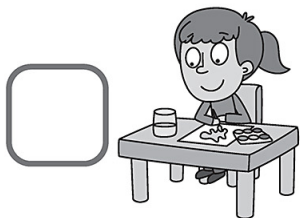


**Language:** *What day is today? (Monday.) What do we have on (Monday)? We have (Art).* Children point to the pictures on the right and name the school subjects. Read the days of the week on the left, pointing to each day as you say it and encouraging children to repeat. Point to *Monday*. Ask: *What day is today? (Monday.) What do we have on Monday?* Children follow the path from Monday to Art, and answer: *We have Art!* They draw the line through the maze from Monday to Art. Children work through the other days and subjects in pairs, taking turns to ask and answer the questions.

-  1 black
-  2 brown
-  3 red
-  4 orange
-  5 yellow
-  6 green
-  7 blue
-  8 purple
-  9 pink
-  10 gray



 Say.  Trace.  Write.



1 play music



2 use a computer



3 paint with watercolors



4 speak English



5 read books



6 play in the playground

**Vocabulary:** *use a computer, play music, speak English, paint with watercolors, read books, play in the playground.* Point to each picture and have children name and mime the action. Repeat several times. Point to the first phrase and say: *One. Play music.* Children repeat and trace the words. Say it again and have children find the corresponding picture and write the number 1 in the box. Repeat with the other phrases.



Look.



Say.



Draw.

1



and



at



.

2



and

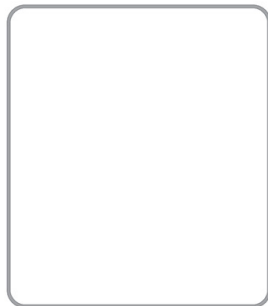
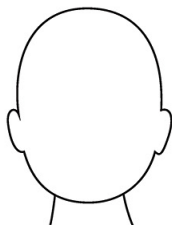


at



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3



and



at



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