

Second Edition

Teacher's Book

with Digital Pack

Paul Drury

Cambridge LittleSteps 3



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Scope and Sequence

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Speaking	Cross-curricular	Numeracy	Project
 What do we do at school?	<p><i>We Learn at School!</i></p> <p>Sounds and letters bees, trees; things, wings; neat, feet; hat, that; quick, click; friends, ends (rhyming words)</p> <p>What do the children do at school each day?</p>	<p>days of the week, Science, Art, Math, Writing, Reading, Physical Education, use a computer, play music, speak English, paint with watercolors, read books, play in the playground</p>	<p><i>What day is today? (Monday.) What do we have on (Monday)? We have (Art). What does she / he do at school? She / He (plays in the playground). What do you do at school? I (read books). Do you (use a computer)? Yes, I do. No, I don't.</i></p>	<p>Helping others at school</p>	<p>Recognizing colors</p>	<p>Practice saying what you need at school</p> <p><i>I need a (pencil), please. I need some (paint), please. Here you go. Thank you.</i></p>	<p>Art:</p> <p>How can we make secondary colors?</p>	<p>1–20</p>	<p>Make classroom binoculars</p>
 How do we feel?	<p><i>Maddy Goes to a Party</i></p> <p>Sounds and letters bake, cake, wait /ei/</p> <p>How do the characters feel?</p>	<p><i>scared, excited, surprised, bored, shy, silly, scream, jump up and down, cry, yawn, shout hooray, laugh, candy, cake, candle, balloon, present, party hat</i></p>	<p><i>How does she / he feel? She's / He's (excited). What do you do when you're (bored)? When I'm (bored), I (yawn). How many (balloons) are there? There are (nine). What color is the (candy)? It's (blue and white). Where's Tickle? He's (next to the pink balloon). How does she feel? She feels (bored).</i></p>	<p>Talking about your feelings</p>	<p>Completing a pattern</p>	<p>Practice asking and saying how old you are</p> <p><i>How old are you? I'm (five) years old.</i></p>	<p>Art:</p> <p>How can we use art to express our feelings?</p>	<p>30</p>	<p>Make feelings puppets</p>
 How are we the same and different?	<p><i>The Kindergarten Photograph</i></p> <p>Sounds and letters tie, line up /ai/</p> <p>Can you see what's different from the story?</p>	<p><i>child, children, woman, women, man, men, short, tall, aunt, cousin, uncle, blond, red, long, short, curly, straight</i></p>	<p><i>What does she / he look like? She's / He's (tall). Who is she / he? She's / He's a (woman). She's / He's my (aunt). What do they look like? They're (short). Who are they? They're (children). He / She has (short blond) hair. Who is it? I have (straight brown) hair.</i></p>	<p>Being proud of yourself</p>	<p>short, shorter, the shortest</p>	<p>Practice talking about you and your family</p> <p><i>What's your name? My name is (Leo). What's your (mother's) name? My (mother's) name is (Kim). What's your favorite color? My favorite color is (green).</i></p>	<p>Social Studies:</p> <p>Can you complete the family tree?</p>	<p>40</p>	<p>Draw a self-portrait</p>
 What is a wild animal?	<p><i>Don't Feed the Wild Animals</i></p> <p>Sounds and letters Sue, rule /u:/</p> <p>What happens first, next, then, and finally?</p>	<p><i>monkey, lion, giraffe, tiger, bear, elephant, snake, whale, eagle, shark, kangaroo, toucan, paw, fin, beak, trunk, tail, wing</i></p>	<p><i>Where does (a snake) go? On land. In the (air). What does a (shark) look like? It's (big) and (gray). It has a (long neck). It has (big paws).</i></p>	<p>Learning to take care of wild animals</p>	<p>Adding together two sets of animals</p>	<p>Practice asking and saying what animals you like and why</p> <p><i>Do you like (bears)? Yes, I do. No, I don't. Why? Why not? Because they're (cute / funny / scary). Because they have many colors.</i></p>	<p>Science:</p> <p>Can you talk about these animals?</p>	<p>50</p>	<p>Make a wild animals habitat poster</p>

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Speaking	Cross-curricular	Numeracy	Project
 <p>Who helps our community?</p>	<p><i>Jewel Goes to School</i></p> <p>Sounds and letters snow, bow, hose, froze /oʊ/</p> <p>Who does it belong to?</p>	<p>firefighter, doctor, chef, police officer, mail carrier, cashier, fire station, hospital, restaurant, post office, police station, grocery store, put out fires, take care of people, cook food, keep people safe, deliver mail, ring up groceries</p>	<p>Where does a (chef) work? A (chef) works in a (restaurant). Who is he / she? He's / She's a (doctor). What does a (doctor) do? A (doctor) (takes care of people).</p>	<p>Saying thank you to people who help you</p>	<p>Adding two quantities together to make a total</p>	<p>Practice talking about what you want to be</p> <p>What do you want to be? I want to be a (chef). Why? I love (food)!</p>	<p>Social Studies:</p> <p>What do people need to be safe at work?</p>	<p>60</p>	<p>Make a community helpers display</p>
 <p>What do we do in restaurants?</p>	<p><i>Uncle Piero's Special Restaurant</i></p> <p>Sounds and letters meet, eat, teach, see /i:/</p> <p>Can you answer the questions?</p>	<p>waiter, menu, drink, main dish, side dish, dessert, steak, beans, lemonade, rice, soda, French fries, spaghetti, pizza, ice cream, chocolate cake, vegetables, cheeseburger</p>	<p>Do you like (beans)? Yes, I do. No, I don't. I like (beans). I don't like (soda). (Sara) likes (soda). She / He doesn't like (rice). What do we need to eat (spaghetti)? We need a (fork / spoon / knife) and a (plate / bowl) to eat (spaghetti).</p>	<p>Being polite</p>	<p>more, less</p>	<p>Practice asking and saying what you would like to eat</p> <p>Are you ready to order? Yes, I'm ready. What would you like to (drink)? I would like some (orange juice), please. Would you like a (main dish)? Yes, please. Anything for dessert? Some (chocolate cake), please. Anything else? No, thank you.</p>	<p>Science:</p> <p>Is it a fruit or a vegetable?</p>	<p>70</p>	<p>Make a menu</p>
 <p>What is a routine?</p>	<p><i>The Hare and the Tortoise</i></p> <p>Sounds and letters clock, clothes /kl/; cry /kr/ (consonant blends)</p> <p>What happens first, next, then, and finally?</p>	<p>get up, get dressed, have breakfast, go to school, go home, do homework, dance class, soccer practice, music lessons, swimming lessons, play with friends, gymnastics, eat dinner, take a bath, brush my teeth, put on pajamas, read a book, go to bed</p>	<p>What does he / she do after school? He / She has (dance class). He / She plays with friends. What do you do after school? I (have swimming lessons). What do you do in the evening? I always / sometimes / never (put on pajamas).</p>	<p>Having a routine</p>	<p>Taking away one</p>	<p>Practice making suggestions</p> <p>I'm bored! What do you want to do? I don't know. Let's (play a game)! No. Yes! I love (ice cream).</p>	<p>Math:</p> <p>What time is it?</p>	<p>80</p>	<p>Make a routines poster</p>
 <p>How can we care for the Earth?</p>	<p><i>The Yard Guard</i></p> <p>Sounds and letters Stevie, stand /st/; school, scatter /sk/ (consonant blends)</p> <p>What does Stevie do in the story?</p>	<p>natural, human-made, wood, rock, paper, plastic, cardboard box, soda can, newspaper, spoon, jar, glass bottle, plastic bag, cloth bag, recycle, garbage can, turn on, turn off</p>	<p>What is it? It's a (soda can). Is it natural or human-made? I think it's (human-made). What do you do to help the Earth? I (recycle soda cans). I don't (put bottles in the garbage can).</p>	<p>Saving water</p>	<p>Adding with a number line</p>	<p>Practice giving your opinion about things</p> <p>What do you think about (bees)? I think (bees) are (beautiful). I think (pollution) is (terrible).</p>	<p>Social Studies:</p> <p>What can we recycle?</p>	<p>90</p>	<p>Make an "I love Earth" picture</p>
 <p>What do we do on vacation?</p>	<p><i>Percy's Peak</i></p> <p>Sounds and letters Sharon, shine /ʃ/; Charlie, children /tʃ/; sing /ŋ/ (digraphs)</p> <p>What happens first, next, then, and finally?</p>	<p>beach, mountains, forest, lake, amusement park, summer camp, towel, flashlight, sleeping bag, sunglasses, cap, backpack, build a sandcastle, hike, make a campfire, go on rides, row a boat, ride a horse</p>	<p>What do you take to (the beach)? I take (sunglasses) to (the beach). What else do you take to (the beach)? What does (Leo) do (in the mountains / at the beach)? He / She (hikes). What do you do (in the forest)? I (ride a horse).</p>	<p>Relaxing and being calm</p>	<p>Taking away with a number line</p>	<p>Practice talking about your vacation plans</p> <p>Where are you going on vacation? I'm going to (the beach). What are you going to do at (the beach)? I'm going to (build a sandcastle).</p>	<p>Art:</p> <p>How can we use things from nature to make art?</p>	<p>100</p>	<p>Make a vacation book</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?

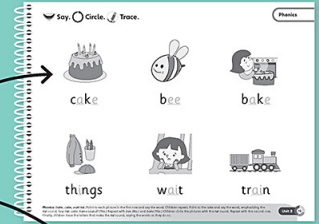
New Design

- 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.



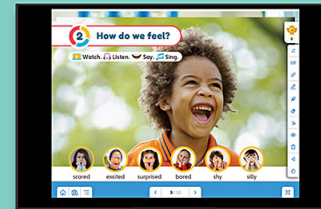
New Content for the Second Edition

- 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.

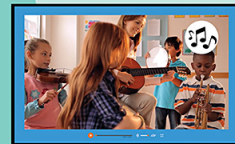


For Teachers

- 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?

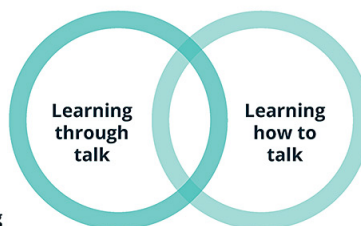
It is useful to think of oracy having two aspects:

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"> • 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 3

Presentation

In this level, our oracy education focus is on presentation skills. Speaking to the class, or even a partner, can be daunting and may prevent children talking fluently. It is therefore important to help every child find their voice. In teaching presentation skills, we should consider each child's level of confidence and capacity to speak, and gradually increase the difficulty of presentation tasks. We can actively teach presentation skills and, at the same time, model these skills through our own talk in class.

The development of presentation skills is a very gradual process. Each step can be identified, taught, practiced, and consolidated via a range of practice activities. In **Level 3**, we build on the speaking skills taught in Level 2, and introduce activities which encourage children to speak in front of the class. Children will gradually gain confidence by first talking to a trusted partner, then sharing ideas aloud with others, and finally speaking aloud to the class.

Successful presentations require an attentive audience, so a key element in your teaching should be carefully nurturing good whole-class relationships, as well as teaching listening skills, and being aware of every child's capacity to talk and listen.

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

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

Oracy activities are signposted with the oracy icon.



Oracy Saying *please* and *thank you*

The oracy features in this unit focus on speaking with confidence and clarity, including having confidence to speak up in front of the class or give a short presentation. Every child should have the confidence to say *please* and *thank you* to those who help them and this is a life skill which can help them to gain confidence in speaking aloud to others. Have children work in pairs and give each pair a Flashcard of a job from the unit. Child A takes on the role of the job, e.g., doctor. Child B asks them for help, and the pair act out giving and receiving help, with Child B saying *please* and *thank you*. Have pairs present their role-play to the class.



Oracy Jobs presentation

Show children a picture of a family member, or draw a simple picture on the board. Say: *My (aunt) is a (police officer). She works in a (police station).* Then have children think about their families and caregivers, and the jobs they do. Have them prepare a picture showing their chosen person and their job. Ask them to think about what they want to say about that person. Remind them of the examples you gave. Then children practice their presentation in pairs before presenting to the whole class. Have children give each other positive feedback.



Oracy A miming game

Model the activity by miming a job from the unit. Choose a child to stand up and say the job. Encourage them to project their voice and say the job clearly. The same child then mimes a different job and chooses someone to say the word. Continue with different children and try to make sure everyone has a turn. You can repeat this activity during the course with any vocabulary that children learn.

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.

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 to develop print awareness and reading skills.

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.

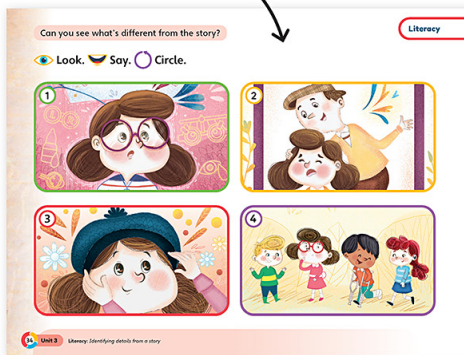


Lesson 3 explores the story further by looking at how it answers the Big Question.

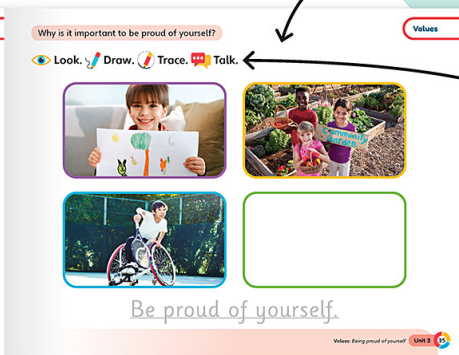
Lesson 3 practices phonics. Target sounds are presented and practiced using words from the story.

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.

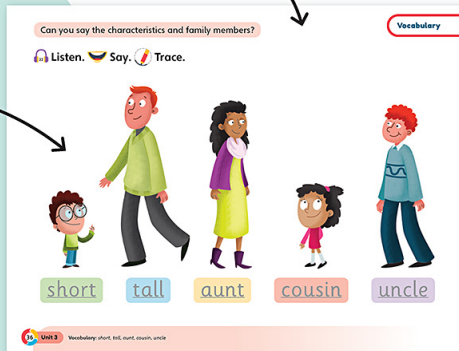


Lesson 5 is the Values page. Children explore and reflect on universal values linked to the unit theme. Thinking about values and applying them when interacting with others is a key life competency and helps build socially responsible individuals.

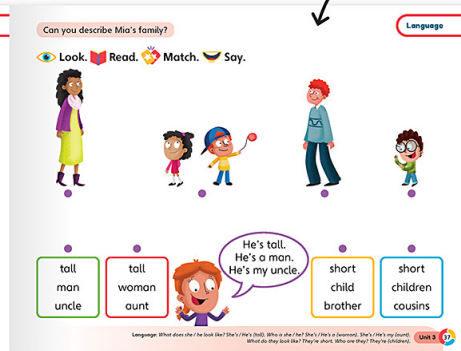


Every lesson has between two and four short instructions. You will find more guidance in the Teacher's Book. Children will get to know the icons, and gradually learn the words.

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 or downloadable 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.



Children also trace the new vocabulary words in Lessons 6 and 9 to further consolidate their writing and literacy skills.

Lesson 8 is the Concept lesson. Children learn basic developmental concepts, such as recognizing colors, completing a pattern, and comparing sizes.

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

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.



Who is the shortest?

Look. Stick. Say. Circle.

1 Leo and Mia's cousin is ... 2 Leo is ... 3 Mia is ...

short shorter the shortest

Unit 3 Concept: short, shorter, the shortest

What does their hair look like?

Listen. Say. Color. Trace.

1 blond 2 red 3 long 4 short 5 curly 6 straight

Vocabulary: blond, red, long, short, curly, straight

Unit 3

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 what they need, talking about their family, and asking and answering about what animals they like and why.

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.

What do they look like?

Listen. Write. Say. Sing.

He has short blond hair.

Who is it?

Unit 3 Language: He / She has (short/blond) hair. Who is it? / Name (straight/blond) hair.

Can you talk about you and your family?

Listen. Circle. Say.

1 What's your name? Leo. Ben.

2 What's your mother's name? Amy. Kim.

3 What's your father's name? Dan. Tom.

4 What's your favorite color?

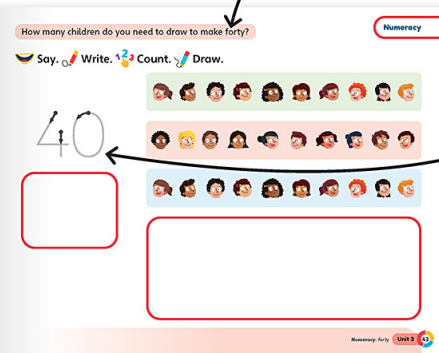
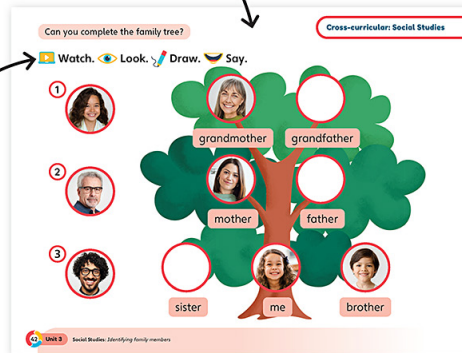
Language: What's your name? My name is (Leo). What's your (mother's) name? My (mother's) name is (Kim). What's your (father's) name? My (father's) name is (Dan). What's your favorite color? My favorite color is (green).

Unit 3

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 3, children learn to identify numerals and count up to 100.

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



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



Use Ticklees

- Invite volunteers to use the Ticklees puppet to ask the class questions. Encourage them to have Ticklees respond and share information about himself.



Attendance Chart

- At the beginning of the school year, make an attendance chart.
- Write the letters of the alphabet in the first column. Ask children to write their names on cards.
- When children enter the classroom, ask them to place their card next to the first letter of their name.

Start the Class Rhyme

- Teach children this rhyme to start the class or a new activity:
Come on, everyone. Three, two, one! Three, two, one! It's time to have fun!

Flashcard Games

- Review vocabulary from a previous class using the Flashcards.
- Have children close their eyes or face a wall while you hide some Flashcards around the room.
- Children count from 1 to 10 very slowly and then turn around. Encourage them to look for the Flashcards and name them.
- Alternatively, place a set of Flashcards on the board. Have children memorize them. Then turn them around. Point to a Flashcard and see if children can remember what it is. You can also ask children to try to remember all the words in sequence from left to right and then from right to left.

Routines Chart

- Reuse or repurpose the Weather and Days of the Week Charts from other levels to make a Routines Chart. You can also include other categories, such as the months and the seasons.
- At the start of each class, invite volunteers to complete each area of the chart.

Obstacle Course

- Make a simple obstacle course in the classroom. Model how to complete it as you give instructions, e.g., *Jump! Crawl! Run!*
- Have children do the obstacle course and follow your instructions. As they become more confident, ask volunteers to give instructions.

Language Review Game

- Use tape or chalk to draw a line on the floor to divide the room in two. Explain that one side of the line is the "correct" side and the other side of the line is the "incorrect" side.
- Have children stand on the line. Show a Flashcard and name it. Children should jump to the "correct" side of the line. Then show another Flashcard, but say the wrong word. Children should now jump to the "incorrect" side.
- Once children are familiar with the game, invite volunteers to take your role.

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 we do at school?

Unit Objectives

- Learn school vocabulary
- Follow a story about activities we do at school
- Practice recognizing rhyming words
- Ask and answer questions about activities you do at school
- Practice saying what you need at school
- Art: Making secondary colors
- Practice counting by fives to twenty
- 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.

Show children the downloadable Flashcards one by one. You can download the days of the week Flashcards from Cambridge One or, alternatively, you can display them on Presentation Plus. Name each day and encourage them to repeat after you. Put the downloadable Flashcards on the board in order. Point and elicit the words.

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 we do at school? Look. What can you see?* Provide children with any necessary language.

Lesson Objective

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

Vocabulary

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Language

On (Thursday), we (paint and draw).

Materials

Tickles puppet; downloadable Flashcards: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*; long strip of paper with the alphabet written on it in large letters (optional); paper; yellow marker; colored pencils

Use Presentation Plus to watch the videos.

Draw attention to the vocabulary pictures and labels. Have children point to each label as they say the word. You can ask simpler questions to activate their ideas: *Do we paint at school? Do we play? Do we read stories?* Mime the actions to convey meaning. Accept all ideas. Write a list on the board or draw simple pictures.

Play the audio. Children listen and point to the pictures. Play the audio again. Children listen and repeat the words.

Track 3, Vocabulary

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday

Play the song audio or watch the song video. Encourage children to dance and sing along.

Track 4, Song: We Have Fun Every Day!

Every day, in every way, We have fun ... Every day!

On Monday, we read books in the library.
On Tuesday, we count to 10.
On Wednesday, we say our ABCs.
On Thursday, we paint and draw.
On Friday, we sing and run.
On Saturday, we go to the park.
On Sunday, we rest and play.
We have fun every day.

(Chorus)

After the Book

Invite seven children to the front and give them each a downloadable Flashcard at random. Have them organize themselves in order, then stand in a line. Encourage the class to help them, then everyone says the days in order. As each day is said aloud, the child with that Flashcard holds it up. Repeat with other children.

Little Step 3: Finish the Class

Ask: *What day is it today? What day is it tomorrow? What comes after Monday?*

Little Step 4: More Practice

Point to your alphabet strip or write the alphabet on the board. Say: *These are letters.* Teach children the *Alphabet Song*. Point to the letters and have children repeat. Have volunteers say what the first letter of their name is.

Distribute paper. Write each child's favorite day of the week on their paper with a yellow marker. Children trace the day of the week and draw what they do on that day.

Little Step 5: Activity Book

Do Activity Book page 3.



What do we do at school?



Watch.



Listen.



Say.



Sing.



Monday



Tuesday



Wednesday



Thursday



Friday



Saturday and Sunday

Vocabulary: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

Unit 1

3

What is the story about?



Listen.



Point.



Say.

Story

We Learn at School!

1



On Monday, we learn to be tidy and neat.
I hang up my hat.
I put my coat next to that.

2



On Tuesday and Wednesday,
we learn how to color things.
I use green for the trees.
I use yellow and black for the bees.



Unit 1

Story Language: tidy, neat, hat, coat, that, shoes, feet, color, things, green, trees, yellow, black, bees, blue, butterfly, wings, P.C., fun, quick, click, friends, share, care, ends: On (Monday), we learn (to be tidy and neat). I use (green for the trees).



Lesson 2 Story

Lesson Objective

Listen to or watch and enjoy a story

Vocabulary

tidy, neat, hat, coat, that, shoes, feet, color, things, green, trees, yellow, black, bees, blue, butterfly, wings, P.C., fun, quick, click, friends, share, care, ends

Language

On (Monday), we learn (to be tidy and neat). I use (green for the trees).

Materials

Tickles puppet; downloadable Flashcards: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*; downloadable Phonics Flashcards: *bees, trees, things, wings*; Big Book; colored pencils; Picture Dictionary templates (paper with space for children to write 5 words and draw pictures next to each one) (1 per child)

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 downloadable Flashcards. Present the new vocabulary (*bees, trees, things, wings*) by displaying the downloadable Phonics Flashcards one by one, or use Presentation Plus. 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 *Time to Read!* chant, to the tune of *London Bridge Is Falling Down*.

Story time! It's time to read,
Time to read, time to read.
Story time! It's time to read,
Read a story!

What do you think it's about, it's about, it's about?
What do you think it's about?
Tell me, (Aida).

Show the Big Book (Unit 1 *We Learn at School!*). Display the Phonics Flashcards in turn 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 name any items they know in the story. 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. Ask: *What is the story about?* (*Activities at school.*) Say: *Let's listen to the story!*

Play the audio. Point to each frame 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, e.g., *What can you see? Where is the boy? What day is it? What do they learn on (Monday)?* Provide language support as needed.

Track 5, Story: *We Learn at School!*

On Monday, we learn to be tidy and neat.
I hang up my hat. I put my coat next to that.
And I take my shoes with mud off my feet.

On Tuesday and Wednesday, we learn how to color things. I use green for the trees.
I use yellow and black for the bees.
And I use blue for the beautiful butterfly wings.

On Thursday, we learn how to use a P.C.
It's fun, and it's quick. It takes just a click.
And there's a picture on the screen to see.

On Friday, we learn how to have fun with our friends.
We play and we share. We show that we care.
We say, "See you next week!" when the school day ends.

After the Book

Divide the class into four groups. Point out the text under each frame. Play the audio again, pausing after the first frame. Children listen and repeat the first sentence, and the first group acts out the sentence for the class. Repeat with the other frames.

Little Step 3: Finish the Class

Write *and* on the board and read it aloud. Ask children if they know what it means. Give examples of its use: *cats and dogs, mom and dad*. Ask children if they can find *and* in the story. If they are ready, have them circle it with a red pencil in the text on pages 4 and 5.

Little Step 4: More Practice

Write the alphabet on the board. Sing the *Alphabet Song*. Point to letters randomly for children to name. Have volunteers come to the board. Name a letter. Have them trace over it with their fingers or a board marker.

Distribute the Picture Dictionary templates. On the board write: *hat, coat, bee, tree, butterfly*. Help children copy one word in each square on the left. Then have them draw a picture for each word on the right. Keep them for the next lesson.

Little Step 5: Activity Book

Do Activity Book page 4



Lesson 3 Story

Lesson Objective

Listen to or watch the story and practice rhyming words

Phonics

bees, trees; things, wings; neat, feet; hat, that; quick, click; friends, ends

Vocabulary

tidy, coat, shoes, color, green, yellow, black, blue, butterfly, P.C., fun, share, care

Language

On (Monday), we learn (to be tidy and neat). I use (green for the trees).

Materials

Tickles puppet; downloadable Phonics Flashcards: *bees, trees, things, wings*; Big Book; cards with decodable rhyming words (1 per child); colored pencils; Picture Dictionary templates from previous lesson

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 rhyming words (*bees, trees, things, wings*), or use Presentation Plus. For the other rhyming words, use drawings, mimes or gestures to present the words. For each one, say the word and have children repeat. Write the words on the board. Say each word again, emphasizing the rhyming sounds. Elicit / Explain which letters make the rhyming sounds in each case (e.g., *ees*), and underline these letters. Have children repeat just the sounds.

Have children sit in a circle and sing the *Time to Read!* chant (see page 23). Show the Big Book and see what children can remember about the story *We Learn at School!* Ask questions with supporting gestures: *Where does the story take place? What do they do?* Play the audio or watch the video, pausing where appropriate to ask: *What day is it? What do they do on (Friday)?* Play the story again for children to enjoy. Encourage them to join in with the rhyming words.



With the Book Student's Book pp. 4–5

Listen. Say. Circle.

Point to the phonics pictures on page 5. Elicit the words and rhyming sounds: *bees, trees-ees; things, wings- ings*. Draw attention to the labels under each picture to help children make a connection between the letters and their sounds. Play the audio. Have children point as they repeat each word and sound. Point to each picture several times. Have children say the word and sound. Have children find the rhyming words in the story and circle them. You could point out that the letters that make the rhyming sounds are usually the same. But in the case of *feet / neat*, they are different. Ask children to say or repeat the word and the rhyming sound from the story.

Track 6, Phonics

bees, trees; things, wings; neat, feet; hat, that; quick, click; friends, ends

Point to the question: *How does the story answer our Big Question: What do we do at school?* Encourage children to respond and guide them as needed: *What do they learn on Mondays? (To be tidy and neat.)*

After the Book

Ask children what noise a mouse makes: *Squeak, squeak*. Explain that they are going to hear the story again and every time they hear a word with the /i:/

sound, they should say: *Squeak!* Read the story again, using the Big Book, or play the audio. Then have them look at the text in their Student's Books. Have them find and circle the words with the /i:/ sound (*neat, green, trees, bees, P.C.*). Have them listen to the story again and check their answers.

Little Step 3: Finish the Class

Give each child a card with a known, decodable word, e.g., *cat, hat, mat, tree, bee, wing, swing, thing, frog, log, dog*. Children first read the word, then draw a picture to illustrate the word on their card. Finally, they walk around saying their word. Have them find the children who have cards that rhyme with theirs.

Little Step 4: More Practice

Distribute children's Picture Dictionaries from the previous lesson. Name different words and have children point to the corresponding picture. Then have pairs say the words from their partner's Picture Dictionary aloud.

Little Step 5: Activity Book

Do Activity Book page 5.

How does the story answer our Big Question?

Story

 Listen.  Say.  Circle.



bees



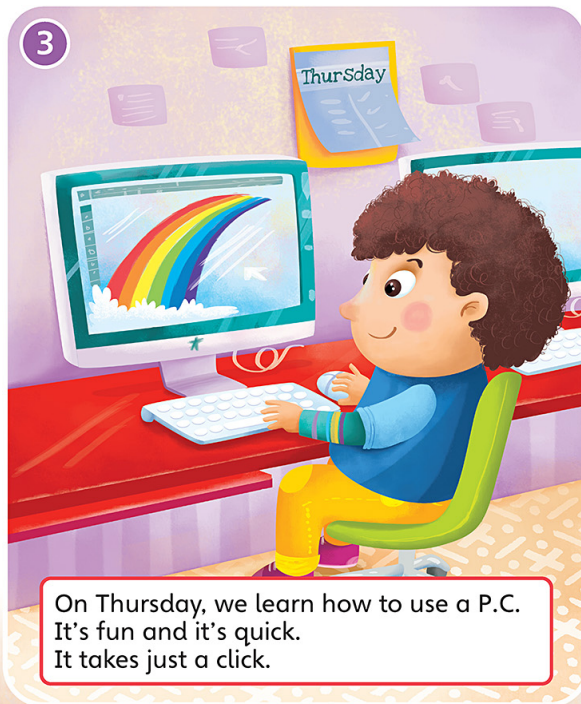
trees



things



wings



Phonics: bees, trees; things, wings; neat, feet; hat, that; quick, click; friends, ends (rhyming words)

Unit 1

5

What do the children do at school each day?

Think. Say. Match.

Monday

Tuesday and
Wednesday

Thursday

Friday

