

Teacher's Guide

# 1 BIG SHOW

## Big Show 1 **Teacher's Guide**

Hana Sakuragi

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# Table of Contents

	Scope and Sequence .....	4
	Sample Lesson Plan .....	6
	Intro .....	8
<b>UNIT 1</b>	Is It a Cake? .....	10
<b>UNIT 2</b>	Who Is He? .....	20
<b>UNIT 3</b>	Good Morning! .....	30
<b>UNIT 4</b>	What Is It? .....	40
	Review 1 .....	50
<b>UNIT 5</b>	What Are They? .....	52
<b>UNIT 6</b>	How Many Are There? .....	62
<b>UNIT 7</b>	What Color Is It? .....	72
<b>UNIT 8</b>	Are You Hungry? .....	82
	Review 2 .....	92
<b>UNIT 9</b>	What Shape Is It? .....	94
<b>UNIT 10</b>	What Color Is His Hat? .....	104
<b>UNIT 11</b>	Do You Have Two Eyes? .....	114
<b>UNIT 12</b>	What Is This? .....	124
	Review 3 .....	134

Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> <li>The alphabet</li> <li>Numbers 1 to 10</li> <li>Greetings</li> <li>Information question with <i>how old</i></li> </ul>	<ul style="list-style-type: none"> <li>Hi! / Hello! / Goodbye! / Bye!</li> <li>What is your name? - My name is Anna.</li> <li>How old are you? - I am seven years old.</li> </ul>	<ul style="list-style-type: none"> <li>Saying the letters of the alphabet</li> <li>Saying numbers from 1 to 10</li> <li>Asking and giving name and age</li> <li>Basic greeting &amp; leave-taking</li> </ul>
1	<ul style="list-style-type: none"> <li>Simple present <i>be</i> with Y/N questions</li> <li>Subject pronoun: <i>it</i></li> </ul>	<ul style="list-style-type: none"> <li>Is it a kite? - Yes, it is. / No, it isn't.</li> </ul>	<ul style="list-style-type: none"> <li>Asking what something is</li> <li>Identifying objects</li> </ul>
2	<ul style="list-style-type: none"> <li>Contractions</li> <li>Subject pronouns: <i>he, she</i></li> <li>Information question with <i>who</i></li> <li>Possessive adjectives: <i>his, her</i></li> </ul>	<ul style="list-style-type: none"> <li>Who is he/she? - He/She is my brother/mom.</li> <li>He/She is my baby brother/aunt. - His/Her name is Ben/Leah.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about family members</li> <li>Asking about people</li> <li>Identifying people</li> </ul>
3	<ul style="list-style-type: none"> <li>Time of day greetings</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>How are you? - I'm happy.</li> <li>Good morning, Anne!</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about one's feelings</li> <li>Greetings for specific times of day</li> </ul>
4	<ul style="list-style-type: none"> <li>Singular nouns</li> <li>Information question with <i>what</i></li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>What is it? - It's a cat.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying farm animals</li> </ul>
5	<ul style="list-style-type: none"> <li>Plural nouns</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>What are they? - They are pencils.</li> <li>What are they? - They're pens.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying classroom objects</li> </ul>
6	<ul style="list-style-type: none"> <li>Contractions</li> <li>Information question with <i>how many</i></li> <li>Be-verbs: <i>is, are</i></li> <li><i>There is/are ____.</i></li> </ul>	<ul style="list-style-type: none"> <li>How many sandboxes are there? - There is one sandbox.</li> <li>How many swings are there? - There are four swings.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying playground and classroom objects</li> <li>Asking and saying how many of something there are</li> </ul>
7	<ul style="list-style-type: none"> <li>Possessive adjectives: <i>your, my</i></li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>What color is your pencil? - It's yellow.</li> <li>My pencil is yellow.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying classroom objects</li> <li>Asking and saying what color something is</li> </ul>
8	<ul style="list-style-type: none"> <li>Be-verbs: <i>is, are</i></li> <li>Verb: <i>do</i></li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Do you want some apple? - Yes, please. Thank you.</li> <li>No, thank you.</li> <li>Are you hungry? - Yes, I am. / No, I'm not.</li> </ul>	<ul style="list-style-type: none"> <li>Offering and accepting or declining food</li> <li>Asking and answering about one's current state or feeling</li> </ul>
9	<ul style="list-style-type: none"> <li>Articles: <i>a, an</i></li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>What shape is it? - It's a circle. / It's an oval.</li> <li>What color is it? - It's gold.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about the shape and color of objects</li> </ul>
10	<ul style="list-style-type: none"> <li>Possessive adjectives: <i>his, her</i></li> </ul>	<ul style="list-style-type: none"> <li>What color is his hat/her shirt? - His hat is red. / Her shirt is blue.</li> <li>What color are his socks/her pants? - His socks are gray. / Her pants are brown.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about the color of one's clothing</li> </ul>
11	<ul style="list-style-type: none"> <li>Statements</li> <li>Verb: <i>have, has</i></li> <li>Negatives</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Do you have two hands? - Yes, I do. I have two hands.</li> <li>Do you have three hands? - No, I don't. I have two hands.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and talking about parts of the face and body</li> </ul>
12	<ul style="list-style-type: none"> <li>Demonstrative pronouns: <i>this, that</i></li> </ul>	<ul style="list-style-type: none"> <li>What is this? - This is a train.</li> <li>What is that? - That is a plane.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying forms of transportation</li> </ul>

Vocabulary		Phonics	CLIL
Numbers 1 to 10		Preview alphabets	
Anna, Jeff, Louie, Rachel			
ball, balloon, cake, doll, gift, kite		<b>a &amp; b</b> ant, apple, ball, bear	Social Studies
robot, teddy bear, toy, yo-yo			
brother, dad, grandma, grandpa, mom, sister		<b>c &amp; d</b> cake, cup, dad, doll	Social Studies
aunt, baby brother, cousin, uncle			
angry, bored, happy, sad, sick, tired		<b>e &amp; f</b> egg, elephant, fan, fox	Social Studies
morning, afternoon, night, evening			
bird, cat, fox, hen, mouse, rabbit		<b>g &amp; h</b> goat, gold, hen, hippo	Science
duck, goat, horse, sheep			
backpack, crayon, notebook, paper, pencil, ruler		<b>i &amp; j</b> igloo, ink, jam, jet	Social Studies
book, eraser, glue stick, pen			
field, jungle gym, sandbox, seesaw, slide, swing		<b>k &amp; l</b> king, kite, leg, lion	Social Studies
board, bookcase, chair, desk			
blue, green, orange, purple, red, yellow		<b>m &amp; n</b> mom, mouse, nine, notebook	Art
black, gray, pink, white			
apple, banana, grapes, orange, pear, watermelon		<b>o &amp; p</b> octopus, ox, pear, pink	Social Studies
cold, hot, hungry, thirsty			
circle, heart, oval, rectangle, square, triangle		<b>q &amp; r</b> queen, question, rectangle, ruler	Math
brown, gold, silver, indigo			
dress, hat, shirt, skirt, T-shirt, vest		<b>s &amp; t</b> sea, socks, toy, turtle	Social Studies
glasses, pants, shoes, socks			
arm, foot, hand, head, knee, leg		<b>u &amp; v &amp; w</b> uncle, van, vest, water	Science
ear, eye, mouth, nose			
bike, boat, car, plane, train, truck		<b>x &amp; y &amp; z</b> six, yellow, yo-yo, zebra	Social Studies
bus, helicopter, motorcycle, ship			

# Sample Lesson Plan

## Lesson 1

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary Introduction	5 min.	FC
Listen and number.	5-10 min.	SB / CD
Language	5 min.	SB
Song I. Listening	5 min.	SB / CD
Song II. Sing along.	5-10 min.	SB / CD / FC
Song III. Writing	5-10 min.	SB / CD / Dictation WS
Assign and explain homework. (Optional)	3-5 min.	WB
Bonus Activity (If needed)	5-10 min.	Dictation WS

## Lesson 2

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary Review	5 min.	FC
Song: Vocabulary and Grammar Structure Review	5 min.	CD
Listening I. Comic Strip	5-10 min.	SB / CD
Listening II. Reading and Writing	5 min.	SB / CD
Listening III. Popcorn Reading	5 min.	SB
Listening IIII. Role-Play	10-15 min.	FC
Assign and explain homework. (Optional)	3-5 min.	WB

## Lesson 3

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary and Grammar Structure Review	5 min.	SB / CD



**SB** Student Book**WB** Workbook**CD** Student Book CD**FC** Flashcard**Dictation WS** Dictation Worksheet**Unscramble WS** Unscramble Worksheet

Vocabulary+ Introduction	5 min.	<b>FC</b>
Listen and trace.	5-10 min.	<b>SB</b> / <b>CD</b> / <b>FC</b>
Speaking: Ask and answer.	10-15 min.	<b>SB</b> / <b>FC</b>
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>
Bonus Activity (If needed)	5-10 min.	<b>Unscramble WS</b>

## Lesson 4

Activity	Time	Materials
Roll Call	2 min.	
Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review	5-10 min.	<b>FC</b>
Writing: Trace and match.	10 min.	<b>SB</b>
Writing Tip	5 min.	<b>SB</b>
Phonics: Listen and repeat.	10 min.	<b>SB</b> / <b>CD</b> / <b>FC</b>
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>

## Lesson 5

Activity	Time	Materials
Roll Call	2 min.	
Pre-reading Discussion	5 min.	<b>FC</b>
CLIL Reading	10-15 min.	<b>SB</b> / <b>CD</b>
Read and circle: Reading Comprehension	5 min.	<b>SB</b>
Talk with your friend: Discussion	10 min.	
Additional Reading	5-10 min.	
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>

**A Listen and sing. Trace. 10 min.**

- **SB/CD** Ask students to open their books to **page 6**. Direct their attention to the pictures on the page. Before you play the audio, do a vocabulary spot check.  
1. Point to the apple and ask: *"What is it?"* Elicit the response: *"It's an apple."*  
2. Point to the lion and ask: *"What is it?"* Elicit the response: *"It's a lion."*
- Play **track 02** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.
- After the students have finished tracing the letters, call on individual students and ask them how to spell each vocabulary word.
- Do the same for the vocabulary words on **page 7**.

**B Listen and count. Trace. 5-10 min.**

- **SB/CD** Tell students to look at part B at the top of **page 8**. Before you play the audio, do a vocabulary spot check. Point to seven and ask: *"What is it?"* Elicit the response: *"It's seven."*
- Play **track 03** and ask the students to trace the letters after each number they hear. Pause the audio after each number in order to give the students enough time to write.
- After the students have finished tracing the numbers, call on individual students and ask them how to spell each number.

**Extra!**

- Tell students to look at the numbers in part B on **page 8**. Ask students how old they are.
- Tell students to write their age and to draw a picture of themselves.

**C Trace the names. 10 min.**

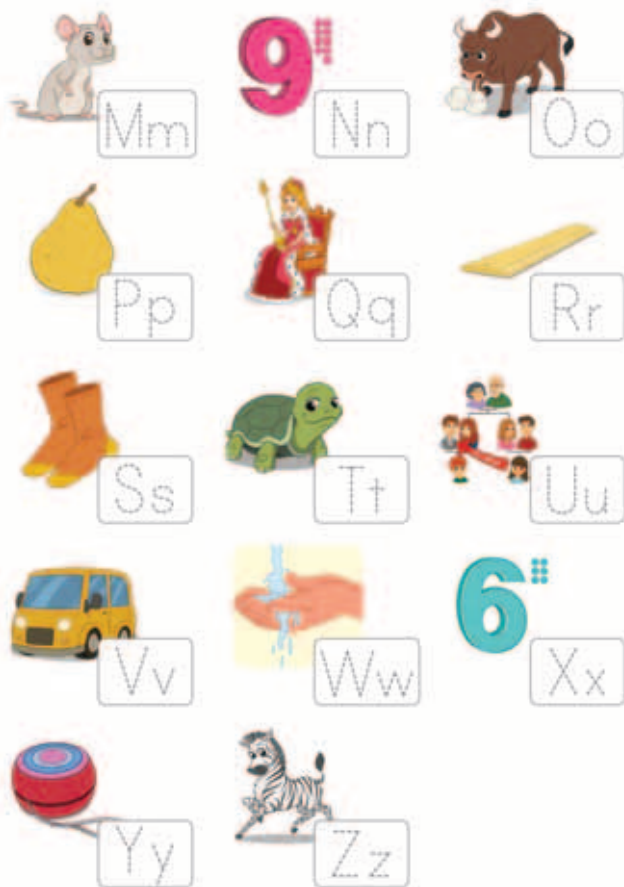
- **SB** Tell students to look at part C at the bottom of **page 8**. Point to each person and ask: *"Who is it?"* Elicit the response: *"It's Anna/Jeff/Louie/Rachel."*
- Tell students to trace the letters of each name.
- After the students have finished tracing the names, call on individual students and ask them how to spell each name.

**INTRO**
**A Listen and sing. Trace.**

**B Listen and count. Trace.**

**C Trace the names.**



7

## D Listen and trace. Say and act.

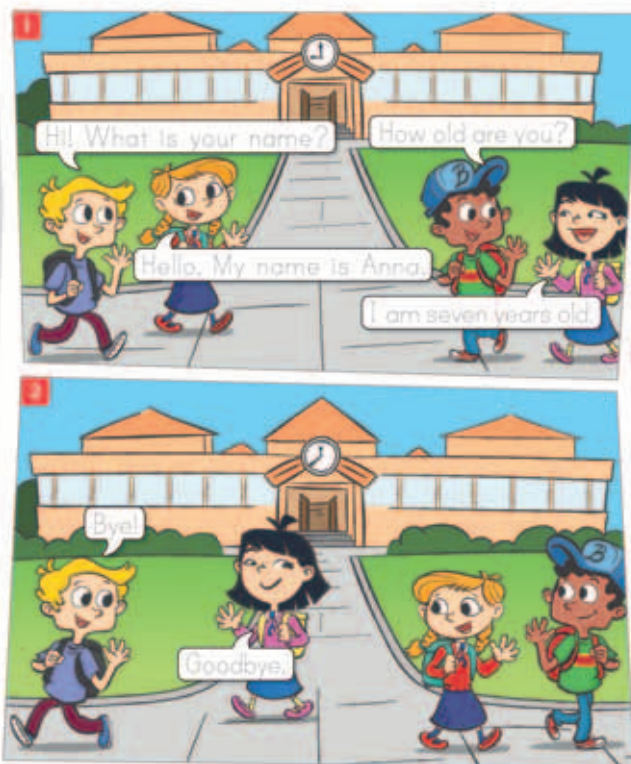
5-10 min.

- **SB / CD** Focus students' attention on the comic strip in part D on **page 9**.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can.
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are at school. They are talking to each other.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"Where are they?" "What do you see?" "What are they doing?"*
- Tell students to trace the words and read the words out loud.

### Extra!

- Tell students to look at the completed comic in part D on **page 9**. Explain to students that they will act out the story. Use the flashcards to assign character roles: Anna, Rachel, Jeff, and Louie. Give a flashcard to each student who is playing a role in the story so they remember which character they are. Tell them *"You will be <Jeff>, and you be <Anna>"* etc.
- Practice the lines of the story a few times with the students, according to their role. Have more than one group role-play the story, depending on the number of students in your class.
- Role-play the story.

## D Listen and trace. Say and act.



9

# Is It a Cake?

## Lesson 1

### Unit Objectives

- Talk about and identify vocabulary words
- Ask Yes / No questions in the simple present with *be*
- Use the simple present to answer questions

### Lesson Objectives

Students will be able to:

- Recognize and name different toys and party things
- Ask and answer what something is

### Vocabulary (Key words 1)

balloon	cake	ball
doll	kite	gift

### Core Structure

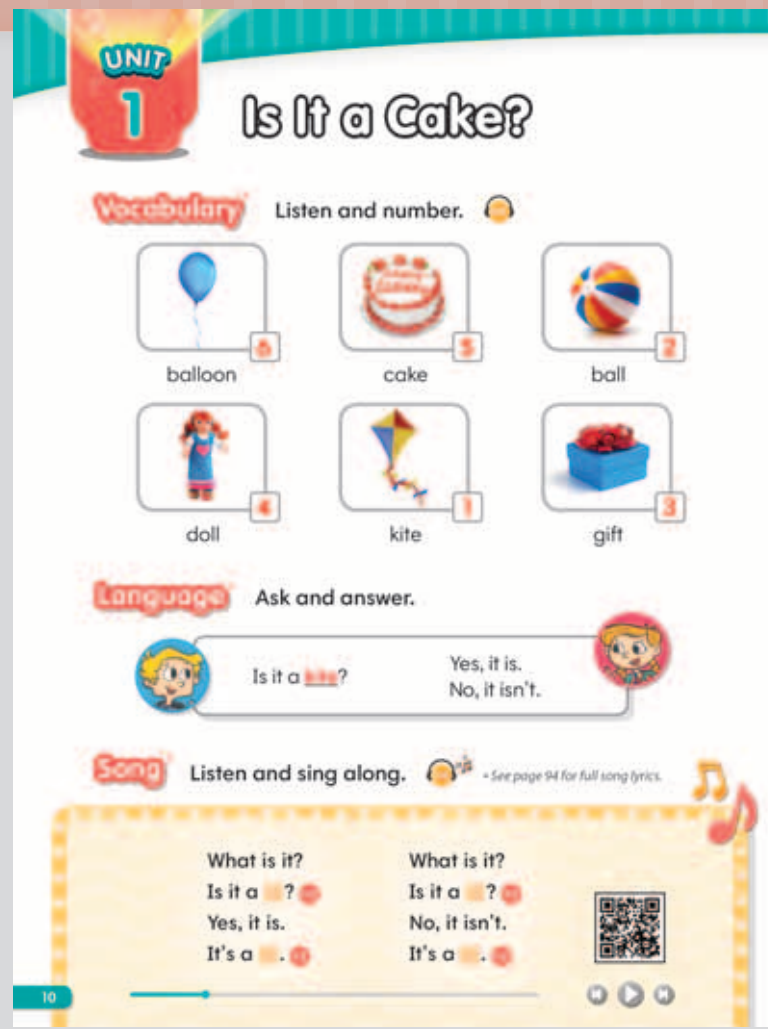
- Ask Yes/No questions with *what*  
Q: Is it a cake?  
A: Yes, it is. / No, it isn't.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

### Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 10**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).



### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 10**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 05**. After playing **track 05**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*Kite.*"

### Script

Listen and number.



- |         |            |
|---------|------------|
| 1. kite | 2. ball    |
| 3. gift | 4. doll    |
| 5. cake | 6. balloon |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*kite.*" Say: "*How do you spell kite?*" and have the students respond: "*k-i-t-e.*" Continue for each word.

## Listening

### A Listen.

1. Is it a cake?

2. No, it isn't.

### B Write the numbers. Say and act.



**Lower level:** Ask students to say what color the items are. Say: *"Number one,"* and have the students respond: *"kite."* Say: *"What color is the kite?"* and have the students respond: *"Yellow and blue."* Continue for each word.

### Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"Is it a kite?" "Yes, it is. / No, it isn't."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, is it a kite?" "Yes, it is."* *"Number two, is it a gift?" "No, it isn't."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

### Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV).

You may also want to ask students to see **page 94** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 06**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

### Script



Listen and sing along.

Let's play a game.  
A guessing game. x2  
What is it?  
Is it a cake? x2  
Yes, it is.  
It's a cake. x2  
Let's play a game.  
A guessing game. x2  
What is it?  
Is it a balloon? x2  
Yes, it is.  
It's a balloon. x2  
Let's play a game.  
A guessing game. x2  
What is it?  
Is it a gift? x2  
No, it isn't.  
It's a gift. x2  
Let's play a game.  
A guessing game. x3

### Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. cake, 2. balloon, 3. doll, 4. ball, 5. gift, and 6. kite.**



- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *balloon* and say: “What is it?” “Is it a balloon?” “Yes, it is.” “It’s a balloon.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 06** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 06**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing 5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 1**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 06** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework. 3-5 min.**

- **WB** Tell students to look at the pictures on **page 6** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Find and circle** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 6**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity 5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students about their favorite toy or party thing from today’s lesson. Call on a few students and ask them to say in English the name of the toy or party thing they like the most.
- Ask the students to draw, color, and write the name of the item on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer Yes/No questions
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review 5 min.**

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review 5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 11**. Focus students' attention on the comic strip in the Listening section on **page 11**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are at a park. They are playing a game. One girl is asking the other girl what something is.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"Where are the children?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script



Listen.

#### Frame 1.

Anna: Let's play a game!

Rachel: OK!

#### Frame 2.

Rachel: Is it a balloon?

Anna: No, it isn't.

#### Frame 3.

Rachel: Is it a cake?

Anna: Yes, it is!

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 11**.
- Play **track 07** and ask students to repeat what they hear. Call on students individually to answer: *"Is it a cake?" "No, it isn't."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 7** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 11**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 7**. (\*\*Note: Allow them to write this in their native language if necessary.)