Teacher's Guide



# Big Show 3 Teacher's Guide

Tapanga Koe

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This is made with nontoxic materials.

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Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul> <li>Modal auxiliary: would for politeness</li> <li>Suggestions: Let's</li> <li>Quantifier: some</li> </ul>	<ul> <li>I'm hungry! Let's have lunch.</li> <li>Would you like some pizza?</li> <li>Yes, please. / No, thank you.</li> </ul>	<ul><li>Making suggestions</li><li>Making and accepting or declining offers politely</li></ul>
1	<ul> <li>Information questions with how</li> <li>Command:     Don't forget!</li> <li>Imperatives: negative</li> </ul>	<ul> <li>How is the weather today?</li> <li>It is hot.</li> <li>How is the weather?</li> <li>It's hot. Don't forget your fan.</li> </ul>	<ul><li>Asking about and describing the weather</li><li>Giving reminders</li></ul>
2	<ul><li>Adjectives (1)</li><li>Verb: <i>look like</i></li></ul>	<ul> <li>What does he/she look like?</li> <li>He is strong. / She is pretty.</li> </ul>	Describing someone or something (1)
3	<ul><li>Adjectives (2)</li><li>Comparatives</li><li>Possessive pronouns, relative pronouns</li></ul>	<ul> <li>Who is taller?</li> <li>Jane is taller than her/him.</li> <li>Which is better?</li> <li>Yours is better than mine.</li> </ul>	<ul><li>Describing someone or something (2)</li><li>Making comparisons</li></ul>
4	<ul><li>Information questions with what</li><li>Like + infinitive</li></ul>	<ul><li>What is your hobby?</li><li>- I like to go camping.</li></ul>	<ul><li>Asking about and giving personal information</li><li>Saying what one likes to do</li></ul>
5	<ul> <li>Verb: want</li> <li>Suggestion: Let's go to the</li> <li>Want + infinitive</li> </ul>	<ul> <li>Let's go to the Italian restaurant.</li> <li>OK!</li> <li>What do you want to eat?</li> <li>I want to eat curry.</li> </ul>	<ul><li>Making suggestions</li><li>Asking and answering about wants</li></ul>
6	• Coordinating conjunction: <i>or</i>	<ul> <li>Do you want cheesecake or apple pie?</li> <li>I want cheesecake, please.</li> <li>Do you want soda, or do you want ice cream?</li> <li>I want ice cream, please.</li> </ul>	<ul><li>Offering and making choices</li><li>Expressing wants</li></ul>
7	<ul><li>Simple present tense</li><li>Prepositions of time</li></ul>	<ul> <li>What do you do after school?</li> <li>I play the guitar.</li> </ul>	<ul> <li>Asking and answering about regular free-time activities (1)</li> </ul>
8	<ul> <li>Information questions with what</li> <li>Days of the week</li> </ul>	<ul> <li>What do you do on Sunday?</li> <li>I play the guitar.</li> <li>What does she do on Saturday?</li> <li>She climbs trees.</li> </ul>	Asking and answering about regular free-time activities (2)
9	• Information questions with <i>what</i>	<ul> <li>What does your father do?</li> <li>He is a farmer.</li> <li>What does your mother do?</li> <li>She is a reporter.</li> </ul>	Asking and answering about people's occupations
10	<ul> <li>Interrogative questions with where</li> <li>Prepositions (at, in, on) + place</li> </ul>	<ul> <li>Where do you work? <ul><li>I work at a shop. / in an office. / on a farm.</li></ul> </li> <li>Where do you work? <ul><li>I work in the city.</li></ul> </li> </ul>	Asking and answering about places of employment
11	<ul> <li>Present progressive: be + (verb)ing</li> </ul>	<ul> <li>What are you going to do?</li> <li>I'm going to see the paintings.</li> <li>Where are you going?</li> <li>I'm going to the library.</li> </ul>	Asking and answering about planned activities
12	• Regular past tense (-ed, -d)	<ul> <li>What did you do yesterday?</li> <li>I fixed my toy.</li> </ul>	Asking and answering about past activities

Vocabulary	Phonics	CLIL	
Review seasons and prepositions	Daviou short yours sounds		
Review numbers 1 to 20 and learn numbers 20 to 100 by 10	Review short vowel sounds		
cold, cool, dry, hot, warm, wet	-ame & -ake & -ate	Science	
fan, scarf, sweater, umbrella	game, take, gate	Julience	
handsome, pretty, short, strong, tall, weak	-ave & -ane	Science	
cute, sporty, thin, young	save, wave, cane, plane		
older, shorter, stronger, taller, weaker, younger	-ape & -ase	Social Studies	
better, harder, softer, worse	grape, shape, case, vase	Coolar ordano	
go camping, go see movies, go skating, listen to music, play tennis, watch TV	-ine & -ike	Social Studies	
make jewelry, play computer games, play the trumpet, talk on the phone	line, sunshine, bike, like	occidi ordanes	
Chinese, German, Indian, Italian, Japanese, Mexican	-ide & -ite	Social Studies	
curry, dumplings, sushi, tacos	ride, slide, bite, write	Social Studies	
apple pie, cereal, cheesecake, pasta, salad, soup	-ive & -ime	Health	
candy, chocolate, ice cream, soda	dive, five, lime, time		
go jogging, go to the library, paint pictures, play the guitar, practice the piano, read comic books	-ipe & -ole	Music	
draw pictures, play baseball, play basketball, write in my diary	pipe, wipe, hole, pole		
Sunday, Monday, Tuesday, Wednesday, Thursday, Friday	-one & -ose	Social Studies	
climb trees, go sailing, have picnics, ride bikes	cone, phone, nose, those		
barber, clerk, doctor, farmer, reporter, teacher	-ope & -ote	Social Studies	
florist, pilot, professor, web designer	hope, rope, note, vote		
airport, farm, hospital, office, school, shop	-ome & -une	Social Studies	
city, college, salon, shopping mall	dome, home, dune, June	Social Studies	
buy a shirt, buy butter, mail a letter, read a book, save money, see the paintings	-ule & -ube	Social Studios	
bank, library, museum, post office	mule, rule, cube, tube	Social Studies	
cleaned my room, fixed my toy, helped my mother, planted flowers, practiced the guitar, watched cartoons			
cooked dinner, hiked up a mountain, played a card game, washed my bike	-ute & -use cute, mute, fuse, use	Home Economics	

# Sample Lesson Plan

# **Lesson** 1

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary Introduction	5 min.	FG
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.	<b>SB</b> / <b>CD</b> / <b>FC</b>
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.	<b>53</b>
Song: Vocabulary and Grammar Structure Review	5 min.	<b>©</b>
Listening I. Comic Strip	5-10 min.	SB/CD
Listening II. Writing	5 min.	SB/CD
Listening III. Popcorn Reading	5 min.	SB
Listening IIII. Role-Play	10-15 min.	FG
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		
FG Flashcard	<b>Dictation WS</b> Di	ctation Worksheet		
Unscramble WS Unscramble Worksheet				

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

# Lesson 4

Activity	Time	Materials
Roll Call	2 min.	
Mime Game: Vocabulary, Vocabulary+, and Grammar Structure Review	5-10 min.	FG
Writing: Look and write.	10 min.	SB
Writing Tip	5 min.	SB
Phonics: Listen, repeat, and write.	10 min.	SB/CD/FC
Phonics Review	5-10 min.	SB/FG
Assign and explain homework. (Optional)	3-5 min.	WB

# Lesson 5

Activity	Time	Materials
Roll Call	2 min.	
Pre-reading Discussion	5 min.	<b>53</b>
CLIL Reading	10-15 min.	SB/CD
Read and circle: Reading Comprehension	5 min.	SB
Talk with your friend: Discussion	10 min.	
Presentation	5 min.	
Additional Reading	5-10 min.	
Assign and explain homework. (Optional)	3-5 min.	WB



### A Look, write, and read.

- SB Tell students to open their books to page 6.
- Direct their attention to the pictures in A. Point to the pictures one by one and identify them. (Read from left to right, row 1: cat, ram, peg, fin; row 2: bib, top, box, mud). "It's a cat."
- Draw students' attention to the letters encircled in yellow at the top of the page. Explain that they will use these letters to complete the words under each picture.
- (Optional) Read through the pictures a second time and get the students to point at each picture as it is identified.
- Make sure each student has something to write with. Have the students complete the written exercise using the letters from the yellow box.

### B Trace, listen, and count.

- SB/ © Tell students to look at page 6.
- Play track 02 and tell students to just listen the first time.
- (Optional) Play track 02 a second time to get students to point to the number being spoken.
- Make sure each student has something to write with. Play track 02 again, and this time tell students to trace the words for the numbers.

### C Look and write.

- SB Tell students to look at page 7.
- Have students write the name of the season underneath the matching picture.

### D Read and circle.

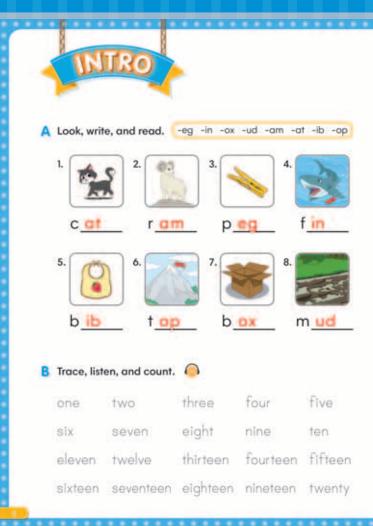
- SB Tell students to look at the sentences and pictures in part D on page 7.
- Ask students to circle the words that match with the picture.

#### Extra!

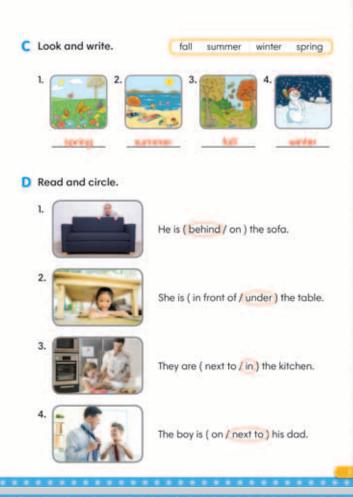
- Tell students to look at the seasons in part C on **page 7**. Ask students what season it is now.
- Tell students to circle the current season.

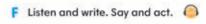
## E Trace, listen, and number.

- SB/ Tell students to look at page 8. Play track 03 and tell students to listen.
- Point to the numbers in order starting with the number 20. Tell students to listen and repeat after you.
- Make sure all students have something to write with.











- Call out the numbers again, starting with 20.
   Explain to the students that each number has two forms: a written form, with letters, and a numerical form, with numbers.
- Tell the students to listen and number the numerical forms in the order they hear them on the audio. Play **track 03**.
- Tell the students to trace the letters.

### F Listen and write. Say and act.

- SB/CD Tell students to look at the characters on page 9. Point to the characters and ask the students if they can remember their names (from book 2). Point to the characters in order and say who each character is. "She is Anna." Have students repeat after you. Continue with the other two characters (1. Emma, 2. Rachel, 3. Jeff).
- Play track 04 and tell students to listen the first time. Play the track a second time, and tell students to repeat.
- Focus on the blank speech bubbles in Frame 1 and Frame 2. Ask how many blanks there are.
   Then explain that the sentences in the audio need to be added to the picture. Explain to the students that they need to complete this section by listening and writing the words.
- Play track 04 and pause the track after Rachel says "Yes, please." Pause again after Anna says "Would you like some pizza?" to give students a chance to write. Give students assistance where necessary. Review the correct answers as a class.

#### Extra!

- FG Tell students to look at the completed comic in part F on page 9. Explain to students that they will act out the story. Use the flashcards to assign character roles: Anna, Rachel, and Jeff. Give the 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.



# Howsthe eather Today

# Lesson 1

#### **Unit Objectives**

- Talk about weather conditions
- Ask information questions with how
- Use singular nouns to identify clothing items

#### **Lesson Objectives**

Students will be able to:

- recognize and name different weather conditions
- recognize and name different clothing

Vocabulary (Key words 1)			
wet	warm	cold	
dry	cool	hot	

#### **Core Structure**

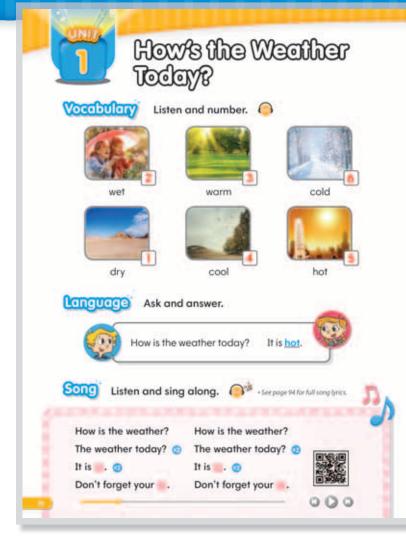
- Singular nouns It's a scarf.
- Ask information questions with how Q: How is the weather today? A: It is hot.

#### **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.

- **E** 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. say the first syllable of the word, or 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 books 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: "dry."

#### Script

#### Listen and number.



1. dry 2. wet 3. warm 4. cool 5. hot 6. cold

(Optional) Level Tip:

Higher level: Ask students to spell each word after checking the answer. Say: "Number one," and have the students respond: "dry." Say: "How do you spell 'dry'?" and have the students respond: "d-r-y." Continue for each word.

**Lower level:** Ask students to act out the word



after checking the answer. Say: "Number one," and have the students respond: "dry." Say: "What does dry feel like?" and have the students respond by panting, fanning themselves, and sticking out their "dry" tongue. 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: "How is the weather today?" "It is hot."
- Use the grammar structure to go through each numbered vocabulary word (1-6) in numerical order. Call on students individually to answer: "Number one, how is the weather today?" "It is dry." "Number two, how is the weather today?" "It is wet." Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

• SB/GD 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 <a href="https://www.compasspub.com/BigShow">www.compasspub.com/BigShow</a>.
- 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.



How is the weather? The weather today? x2 It is cold, x2 Don't forget your sweater. How is the weather? The weather today? x2 It is cool. x2 Don't forget your scarf. How is the weather? The weather today? x2 It is wet. x2 Don't forget your umbrella. How is the weather? The weather today? x2 It is hot. x2 Don't forget your fan. How is the weather? The weather today? x2 It is dry. x2 Don't forget your water. How is the weather? The weather today? x2 It is warm. x2 Don't forget your socks.

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

- SB/GD Tell the students that you will play the song again, and this time they should try to sing along.
- C 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. cold, 2. cool, 3. wet, 4. hot, 5. dry, and 6. warm.
- 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 *cold* and say: "How is the weather?" "The weather today?" "The weather today?" "It is cold." "It is cold." "Don't forget your sweater." 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 <a href="https://www.compasspub.com/BigShow.">www.compasspub.com/BigShow.</a>)
- 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 picture on page
   6 in the workbook. Explain how to complete the
   Unscramble and write activity in part A and the
   Look and write activity in part B.
- Complete one example of each for part 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**.

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

- **Dictation WS** Use your native language if necessary and ask the students what their favorite weather is from today's lesson. Call on a few students and ask them to say the kind of the weather they like the most.
- Ask the students to draw, color, and write the type of weather 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 information questions with how
- 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.

• C Use the flashcards to review the vocabulary.

# Song: Vocabulary and Grammar Structure Review 5 min.

• Review the vocabulary and grammar structure by singing the song from the previous lesson.

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

• SB/GD 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 school. They are looking out the window. The teacher is worried about the weather. Use your native language as necessary, and provide support to the students when needed. Ask cue questions, such as "Where are the children?" Elicit the appropriate response, "They are at school." Ask "How is the weather?" Elicit the appropriate response. For example, "It is wet." etc. (Responses will vary.)
- 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.

#### Script

Listen and write.



#### Frame 1.

Teacher: How is the weather today?

Anna: It is cool.

Teacher: Don't forget your scarf!

#### Frame 2.

Teacher: How is the weather?

Louie: It is hot.

Teacher: Don't forget your hat!

#### Frame 3.

Louie: How's the weather today? Anna: It is wet. It's raining out! Louie: Don't forget your umbrella!

# Listening II. Writing 5 min.

- SB/GD Have students look at part A on page 11. Review the sentences with the students. Number 1: How is the weather? Number 2: It is cool. Ask the students to say, "Number one, how is the weather?" "Number two, it is cool."
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles in Frame 1 and Frame 2. 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.

- (Optional) Level Tip:
- Higher level: Ask students to write the number and the words in the blank speech bubbles of the comic strip. In Frame 1 they should write 2. It is cool. In Frame 2 they should write 1. How is the weather?
  - Lower level: Ask students to draw a question mark next to number 1 in part A and a small picture of a child wearing a scarf next to number 2 in part A. Ask them to write the number and the small picture into the comic strip. In Frame 1 they should write 2. and draw a child wearing a scarf. In Frame 2 they should write 1.?
- Play track 07 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 IIII. Role-Play 10-15 min.

- 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 Number the pictures in order. Then 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.