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# Show and Tell

Activity Book

2



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OXFORD



# Show and Tell



## Activity Book 2



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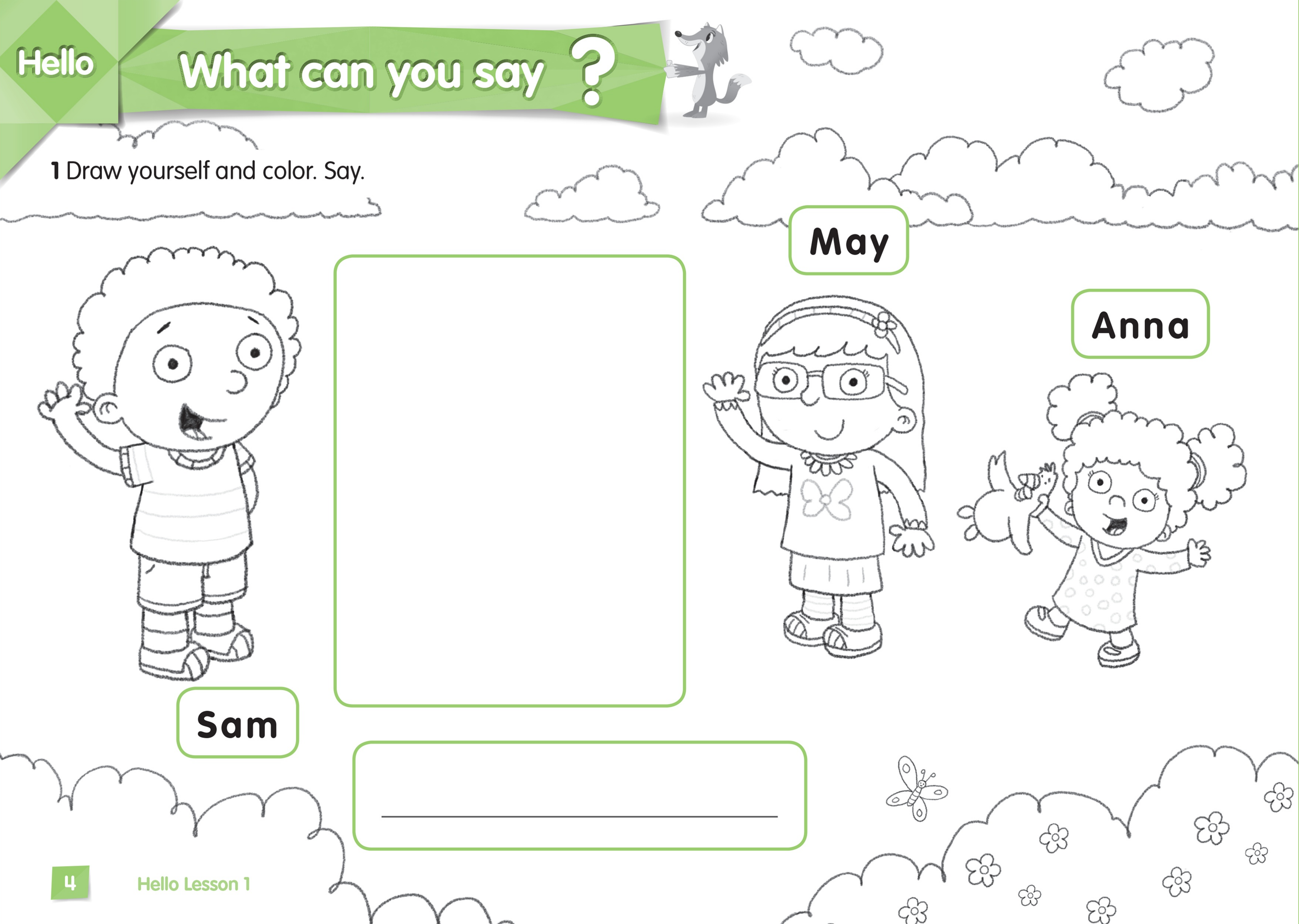
# Scope and Sequence

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Hello</b> <b>What can you say?</b>	<i>May, Sam, Anna, Mom, Dad, Bird teacher, friend, kid, arm colors, toys, animals, nature, shapes, body, actions, numbers 1–10</i>	<i>Who's he/she? He's (Sam)./She's (May). I'm (Mom). This is (Dad). How many (balls) do you see? I see (4) (balls). What's this? It's a (crayon). (Birds) can (fly). The (eyes) are (stars). The (mouth) is (a triangle).</i>	<b>Greetings:</b> <i>Hello! Bye!</i>	<b>The alphabet, CVC review</b>		<b>Making a Shape Kids display</b>
<b>Unit 1</b> <b>How do we make pictures?</b>	pen, brush, eraser, paper, glitter, paint feathers, black, white, gray, brown, idea, team, next, turn	<i>What's this? It's a (blue) (pen). / It's (an) (eraser). It's his/her (turn). It's my/your (idea). This picture uses (red) (paint).</i>	<b>Being polite:</b> Please pass the (yellow) (pen). Here you are. Thank you.	<b>ck digraph</b> rock <b>CVC review</b> fox, log	<b>Art:</b> <b>Picture-making techniques</b>	<b>Making a quilt from decorated paper squares</b>
<b>Unit 2</b> <b>What can you do in the park?</b>	climb, catch, build, walk, run, kick under, quickly, slowly, monkey bars, rectangle, sandbox	<i>I can/can't (climb). Can you (climb)? Can he/she (kick)? Yes, he/she can. No, he/she can't. He/she can't (climb).</i>	<b>Lining up:</b> Line up. Wait your turn. That's better.	<b>s blends</b> (sk, sp, st, sw) skip, spin, stop, swim <b>CVC review</b>	<b>Math:</b> <b>Shape recognition</b>	<b>Creating and performing an exercise routine</b>
<b>Unit 3</b> <b>Who makes you happy?</b>	happy, sad, tired, lively, hungry, thirsty grandma, grandpa, surprise, honey cake, Happy Birthday, tiger, penguin, dolphin, egg	<i>I'm/He's/She's (happy). How do you feel today? We're (hungry). They're (here). These are (tigers). (The mom) looks after (the baby). I love my (mom). (She) looks after me.</i>	<b>Being careful:</b> Be careful. I'm really sorry. It's alright. It's an accident.	<b>r blends</b> (tr, fr, dr) truck, frog, drum <b>CVC review</b>	<b>Science:</b> <b>Animal families</b>	<b>Making family pictures</b>
<b>Revision story 1:</b> <b>The Puppet</b>	puppet, fairy, talk, lie, good, bad, house		<b>Telling the truth:</b> I'm sorry.			
<b>Unit 4</b> <b>What happens when it's windy?</b>	sunny, rainy, windy, snowy, hot, cold boots, cloudy, wet, warm, dry, pool, weather Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday	<i>What's the weather like today? It's (sunny). I'm (wet). I'm not (wet). What day is it? It's (Tuesday).</i>	<b>Respecting elders:</b> Good job! We can go outside now.	<b>l blends</b> (sl) sled, slide, slip flip, fly <b>CVC review</b>	<b>Math, Science:</b> <b>Understanding information in a table</b>	<b>Making a Sunny Balloon display</b>



UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Unit 5</b> <b>What's in your house?</b>	kitchen, living room, bedroom, bathroom, yard, balcony, bath, bed, sofa, duck, Numbers 11–15 window, toys, clothes, drawers, garbage can, clean, neat	<i>Who's in the (kitchen)? (Sara)'s in the (kitchen).</i> <i>Where's (my duck)? in, on, under</i> It's next to / behind the (sofa). Number fourteen is (above) the door.	<b>Helping at home:</b> Let's put the (clothes) in the (drawers). Now it's clean and neat. Good job!	<b>sh digraph</b> ship, shell, shelf, fish	<b>Math:</b> <b>Counting and sequencing numbers to 15</b>	<b>Making a model of a living room and its furniture</b>
<b>Unit 6</b> <b>What happens in the garden?</b>	dig, plant, water, pick, wash, eat grow, cook, make, hole, stir, soup, potatoes, beans, lettuce, pumpkins, peas, bee, live, get, queen, worker, food, taste, fruit, vegetables, hopscotch	<i>I like (potatoes). Do you like (honey)?</i> What are you doing? I'm (digging). We're (making soup). There is (1 queen bee). There are lots of (worker bees).	<b>Eating healthily:</b> Try one. Vegetables / fruit are good for you.	<b>ch digraph</b> lunch, bunch, chop	<b>Science:</b> <b>Honey bees</b>	<b>Growing beans</b>
<b>Revision story 2:</b> <b>The Enormous Carrot</b>	enormous, farmer, wife, every, little, pull (it up), everyone		<b>Working together, Offering politely:</b> Would you like some carrot soup? Yes, please.			
<b>Unit 7</b> <b>What do farm animals do?</b>	cow, horse, sheep, goat, donkey, chicken, farm, grass, drink, eat, say, funny, cute, water, fat, Numbers 16–20	<i>They're (cows). There are (white) (rabbits).</i> <i>I have a chicken.</i> He/She has (a) chicken(s). They have (15 cows). What does a (goat) do? It (drinks water). What do the animals do? The horses (eat) (grass). One more cow.	<b>Respecting nature:</b> Don't litter. It's bad for (the ducks). Oh! I'm really sorry	<b>th digraph</b> (unvoiced) thin, thick	<b>Math:</b> <b>Counting and sequencing numbers to 20</b> <b>Adding one more</b>	<b>Making a model farm and Clothes Peg Animals</b>
<b>Unit 8</b> <b>What do you wear when it's hot?</b>	T-shirt, skirt, pants, shorts, sandals, jacket, sweater, dirty, washing machine, milkshake, shirt, socks, scarf, spring, summer, fall, winter	I'm wearing (a green jacket). <i>my/your</i> He's/She's wearing (a scarf). What do you wear in the spring? Push the button.	<b>Keeping clean:</b> You need to wear an apron. You need to keep clean.	<b>th digraph</b> (voiced) this, these, that, clothes	<b>Science, Social science: Clothing for different seasons and weather</b>	<b>Making paper clothes for a seasons poster</b>
<b>Unit 9</b> <b>What do our senses tell us?</b>	see, feel, smell, taste, hear, fingers, body, family, loud, beautiful, delicious, hot, great, soft, hard, quiet, smelly, sweet, bad, music, clock, shaker, coconuts	How does it feel/ look/smell/sound? It (feels) soft. It's hard. This music sounds like (a train). What does it sound like?	<b>Listening to others:</b> I can't hear you. We need to listen to others.	<b>ng digraph</b> bang, gong, sing, song, strong, along	<b>Music:</b> <b>Listening to and creating everyday sounds in music</b>	<b>Making a Senses Experiment area</b>
<b>Revision story 3:</b> <b>Gray Baby Duck</b>	swan, ugly, lay eggs, come back, pond	He's good at swimming.	<b>Complimenting:</b> You're beautiful.			





Hello

# What can you say ?

1 Draw yourself and color. Say.



**Sam**

**May**



**Anna**

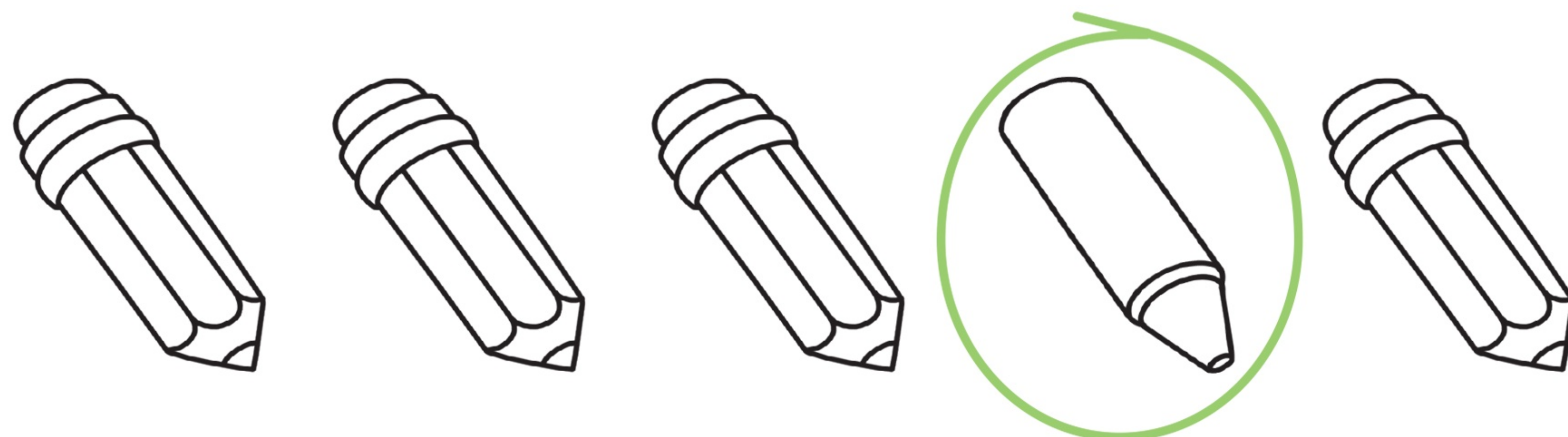




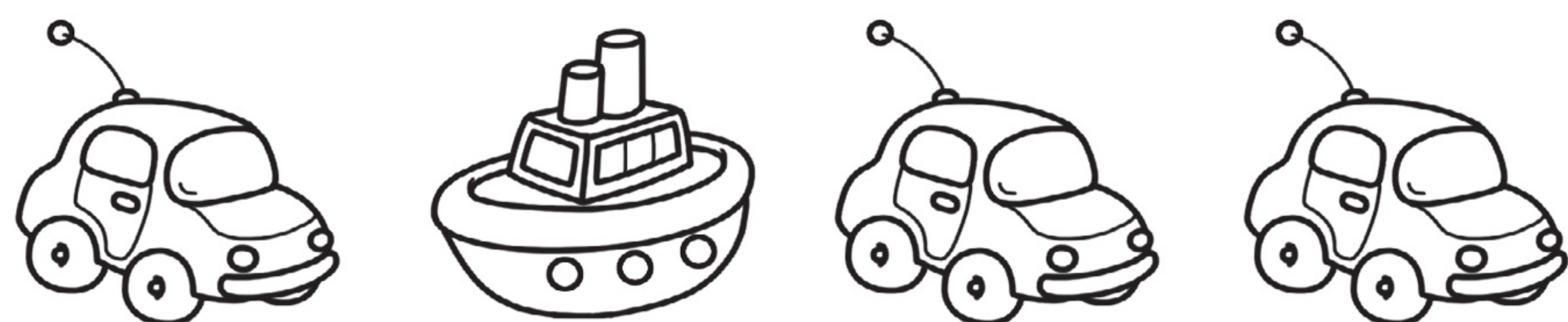


# Play with me

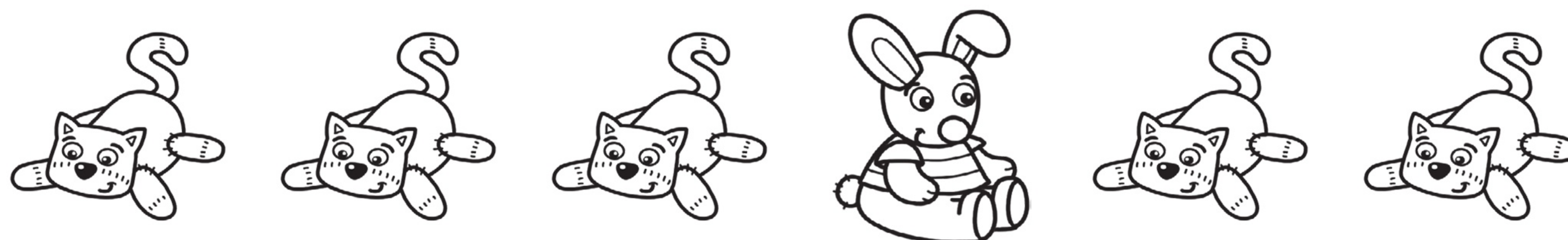
1 Circle. Count and trace.



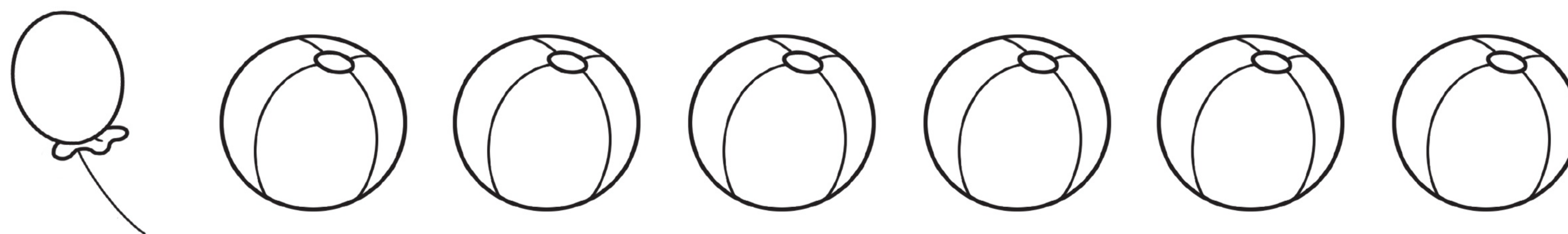
4 2



4 3



5 4



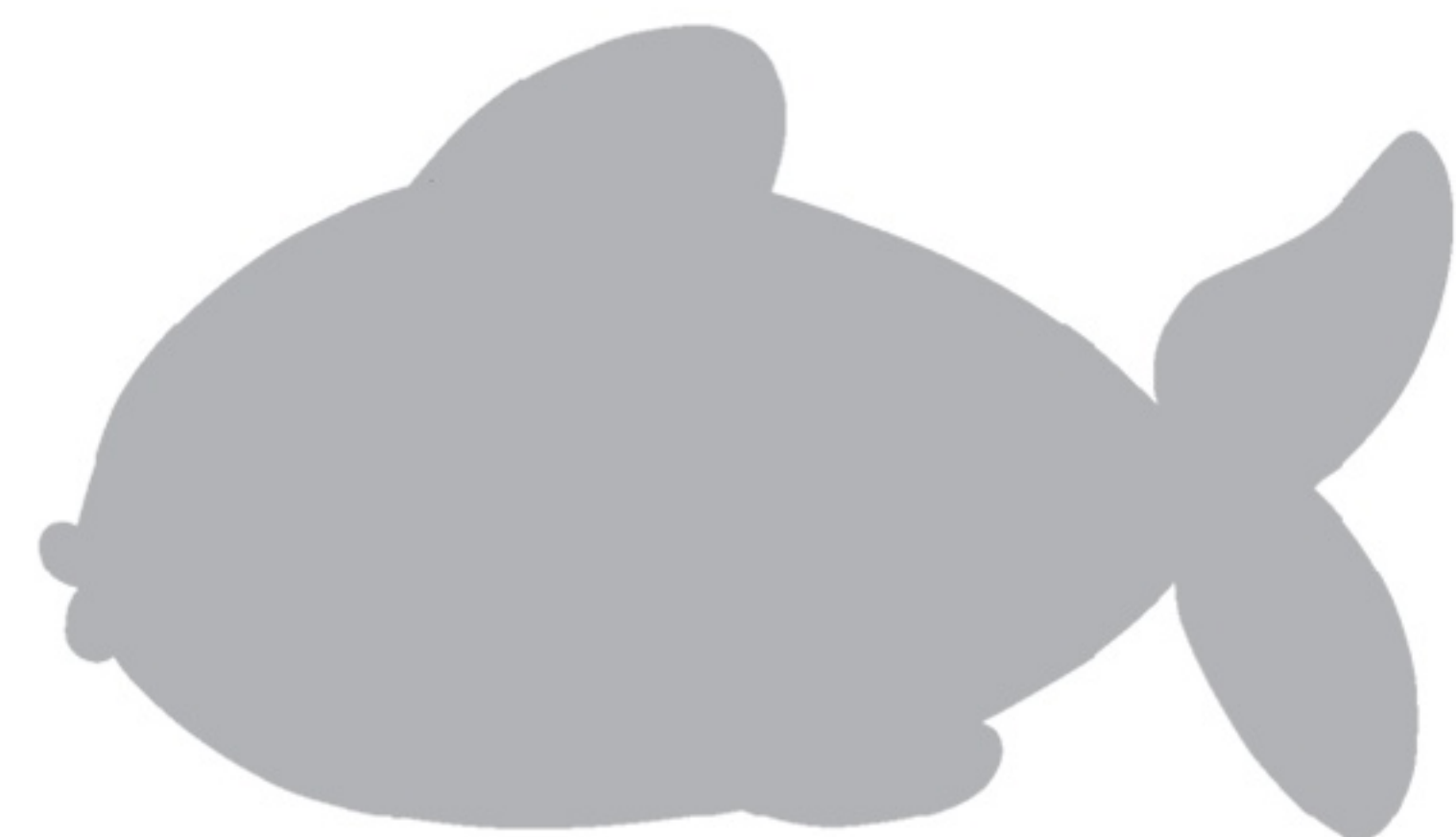
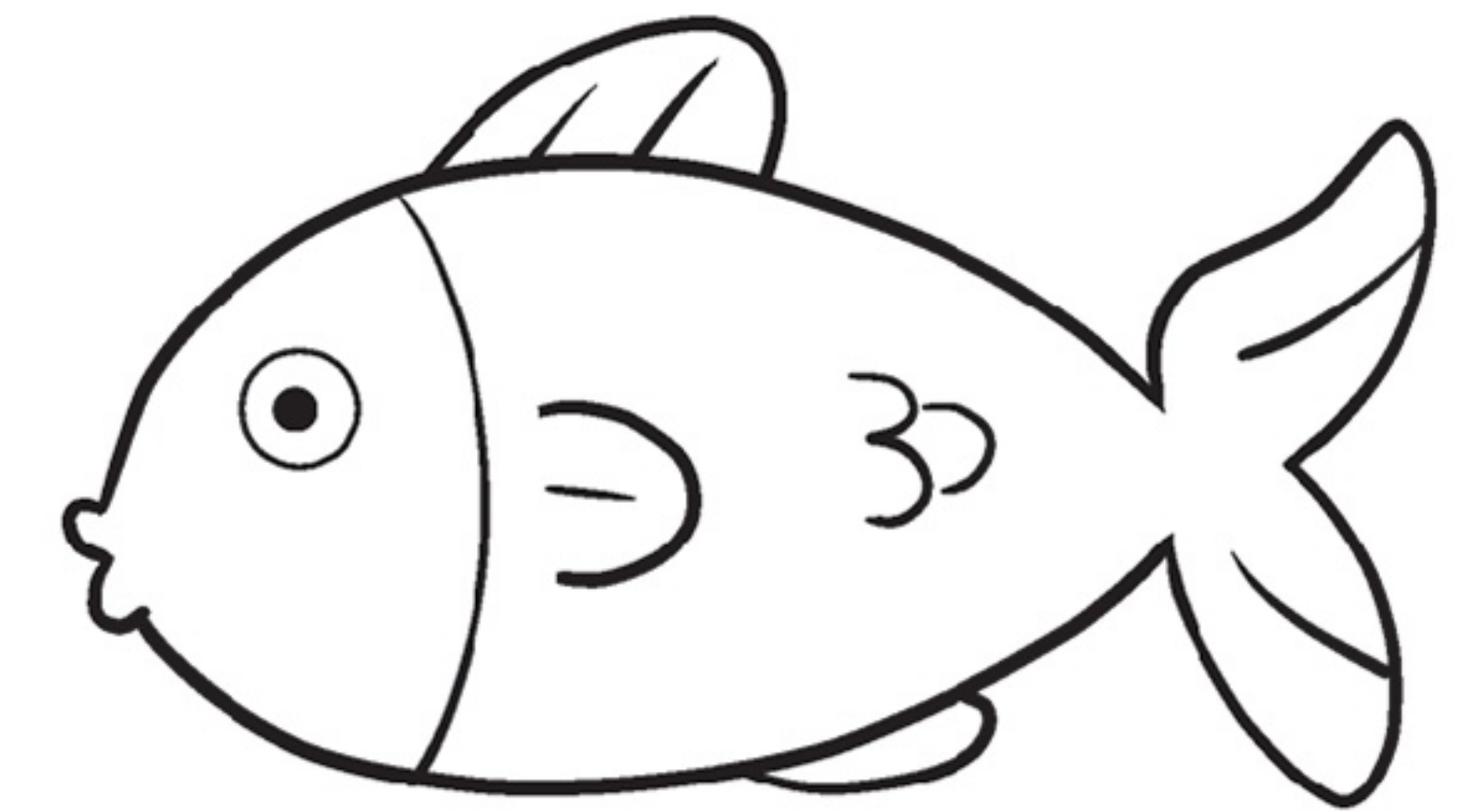
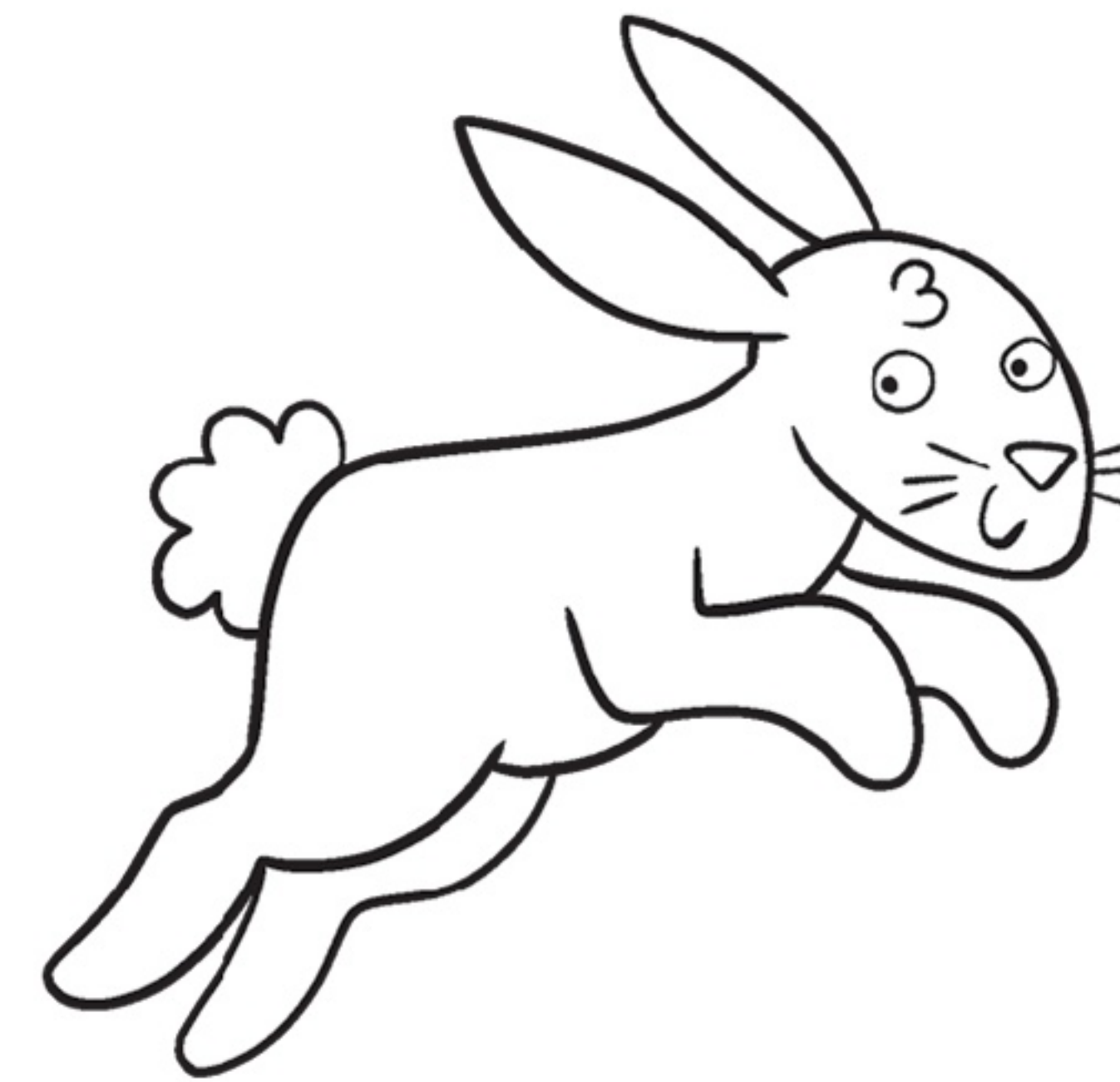
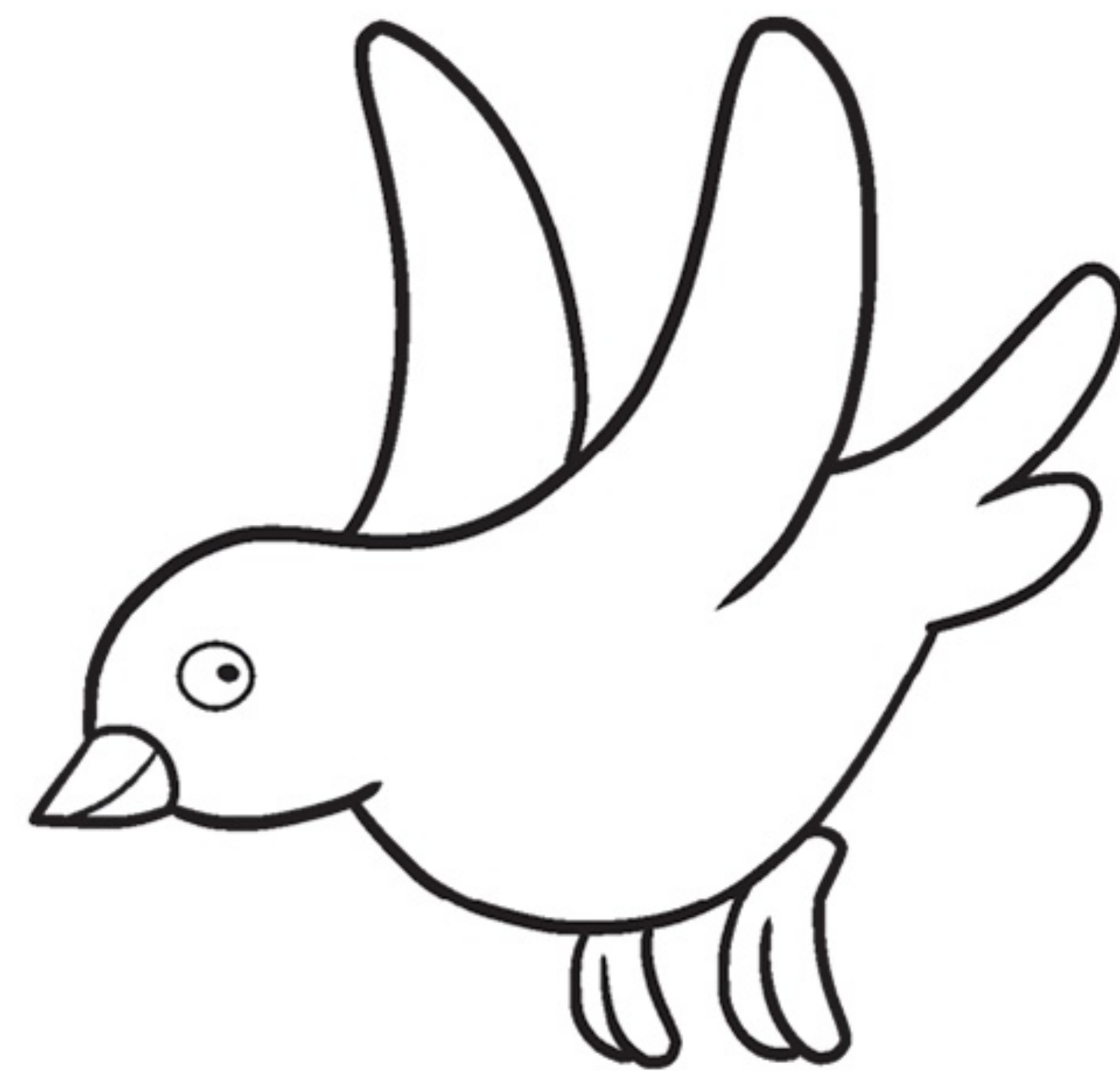
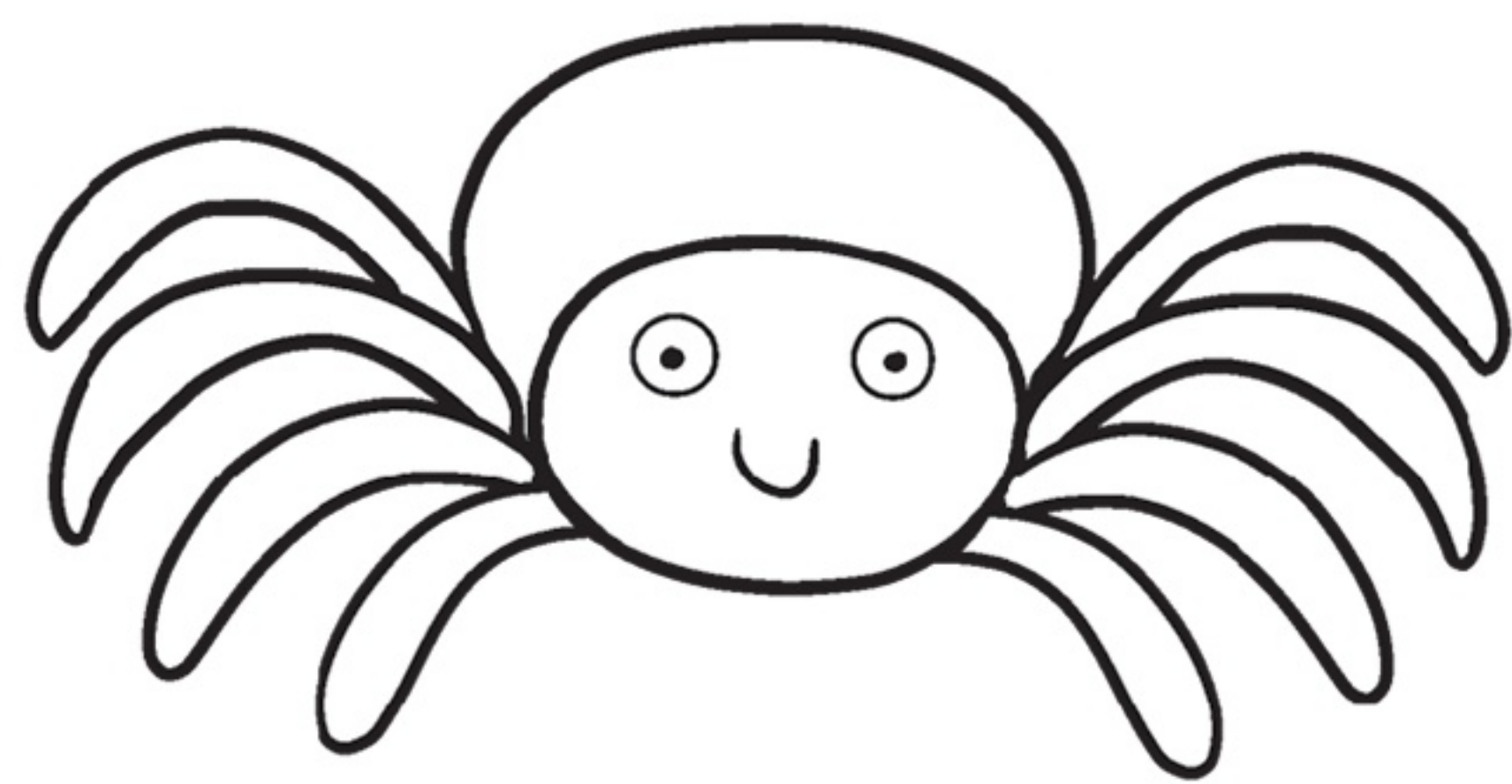
4 6





# Sing with me

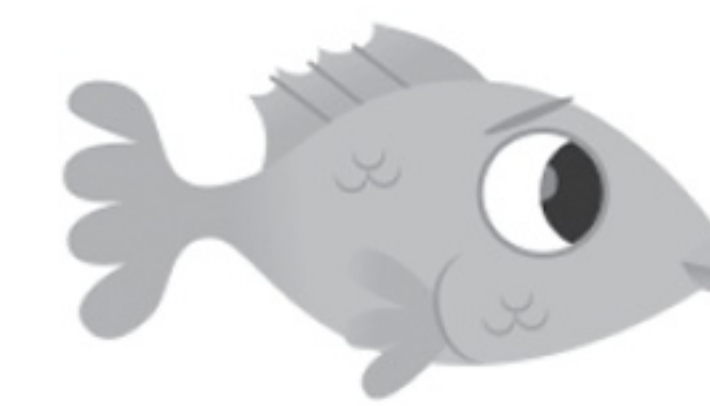
1 Match and say.





# Say it with me

1 Match and say.



C c

F f

B b

J j

H h

A a

E e

P p

T t

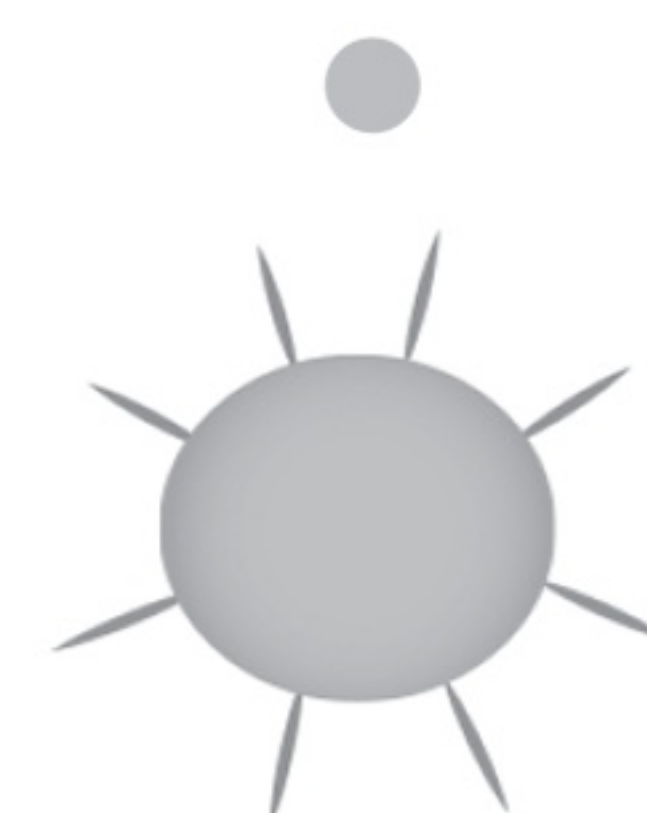
O o

U u

W w

K k

S s







Show

and

Tell



1 What's next? Look and draw.

