

Oxford
Discover

Show and Tell

Activity Book

3



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OXFORD

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Scope and Sequence

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	PROJECT
Hello Can you remember?	May, Sam, Anna, Bird, Mom, Dad, Grandma, Grandpa, kittens, school, grapes, pen, hot, thirsty, jumper, boots, frogs, erasers, socks, beans, stars, days of the week, swing, sing, run, walk, climb, sit, talk, bath, bus, duck, flag, fish, frog, butterfly, wings, body	There are (11 boots). On (Monday) we (go on the swing). Can you see (a bath)? Yes, I can./No, I can't. My butterfly has a (blue body).		The alphabet, digraphs and blends review: bl, ch, ck, dr, fl, fr, ng, sk, sh, sl, sp, st, sw, th, tr black, chop, rock, drum, flip, frog, ship, skip, sled, spin, stop, swim, thin, truck		Making a butterfly display
Unit 1 What's your school like?	door, floor, window, ceiling, light, sink, cool, snore, sleep, stairs, knock on the door, welcome, classroom, computer room, art room, schoolyard, read	Where's the (green) butterfly? It's on the (sink). Are you pointing to the (floor)? Yes I am./No, I'm not. Don't stand, come in, turn on, close/open the door, open/close your books. These children (read stories) in their (classroom).	Being kind and welcoming to newcomers: Welcome to our school. Come on. Let's play.	tch stretch, catch consonant blends review stand up, stamp your feet, cross your legs	Social Science: Places and activities in school	Making a poster about your class
Unit 2 What do you like to eat?	meat, vegetables, fruit, pasta, rice, milk, breakfast, lunch, dinner, dessert, cereal, salad, bread, get fit	Pass the (rice), please. Here you are. Do you like (fruit)? I like/love/don't like (fruit). Do you want some (fruit)? Yes, please./No, thank you. I want some (cake). I don't know. It's good for you. I/We have (cereal) for (breakfast). What's for (dinner)?	Offering and accepting food politely: Would you like some (cheese)? Would you like a (drink)? Yes, please. /No, thank you.	long e: spelling ea peaches, meat, peas, beans, eat	Social Science, Science: Meal times, Healthy eating	Making a class picnic
Unit 3 What happens on your birthday?	(birthday) cake, present, card, mask, candle, game, here, there, party, treasure hunt, shiny, silver, beads, necklace, fun	There's a (birthday cake). There are (6 candles). I have (1 mask). How many (presents) are there? How many (presents) altogether? There are (5) in my box. There's something (shiny) My birthday is in (June). When's your birthday?	Showing you care about your family: Happy birthday. This is for you. Thank you. It's lovely.	long a: spelling ay way, today, play, gray	Social Science: Different ways of celebrating birthdays	Making a class birthday poster
Revision story 1: Cinderella	cry, o'clock, try on, fit, get married	(The shoe) is too small. (The shoe) fits Cinderella.	Respecting others: I'm sorry. May I come?			
Unit 4 What's in your neighborhood?	swimming pool, zoo, library, supermarket, coffee shop, park, ice cream shop, doctor, hurting, stay, waterslide, Numbers 20-29, street, sign, clock	Where's (Sam)? He/She's at the (swimming pool). Do you want to go to the (zoo)? Yes, I do./No, I don't. I want to go to (the doctor). Which number is on a (bus)? I think number (21) is on a (bus).	Being safe on the street: Look, it's green/red. Stop and wait. It's safe to cross now.	long o: spelling oo school, pool, cool,	Math, Social Studies: Exploring numbers in your neighborhood	Making your own neighborhood

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	PROJECT
Unit 5 How do you have fun?	dance, run, jump rope, roller skate, ride a bike, ride a scooter, zooming, try, help me, look out, silly, basketball, soccer, table tennis, hit, paddle, net	<i>Can he/she (roller skate)? Who's (running)? Dad.</i> Are you (riding) scooters? Yes, we are./No, we aren't. We're (riding bikes). I love (flying my kite). I don't like (flying). He's/She's playing (catch). He's/She's good at (catching). I'm good at (catching). (It's) my favorite sport.	Taking turns: Can I have a turn, please? Just a minute, I want to finish this.	Long i: spelling y by, sky, dry	Physical Education: Ball games	Making a Favorite Sports graph
Unit 6 Which animals live in the wild?	elephant, giraffe, crocodile, monkey, lion, parrot, tail, teeth, neck, sparkling, sharp, scary, long, scared wavy, rat, bat, numbers 30–100, centimeter, meter	<i>What are they? They're (lions). There are (4) lions.</i> <i>The (monkeys) are jumping.</i> Do they have (big) teeth? Yes, they do./No, they don't. We (don't) have (scary) (eyes). They're (taller) than me. They have (long) (legs). This monkey is (50)cm tall. It's taller/shorter than the (deer).	Respecting nature: Look, but don't touch.	Long o: spelling oa foal, toad, goat	Math, Science: Using numbers 30-100 to talk about the height of wild animals	Making animal masks
Revision story 2: Mouse Deer and Crocodile	river, race, win, king, know, trick, line up	I'm too small (for lunch).	Being smart: Thank you for helping me.			
Unit 7 What jobs do people do?	chef, police officer, firefighter, nurse, taxi driver, vet, horrible, sick, prickles, zookeeper, work, hospital, police/fire station, drive, fire truck, uniform	<i>He's/She's wearing a (hat).</i> <i>He's/She's in the (coffee shop).</i> Is he/she a (police officer)? Yes, he is./No, he isn't. He's/She's a (firefighter). Are they (doctors)? Yes, they are./No, they aren't. He/She (works) in a (hospital). Does he/she (work) in a (hospital)?	Helping other people: What's wrong? I'm sick. How do you feel now? Much better, thanks.	-er, -or endings singer, actor, doctor, teacher	Social Science: Jobs, uniforms, and places of work	Making a jobs picture display
Unit 8 How do we make music?	flute, piano, drums, tambourine, shaker, guitar, fast, quietly, shout, louder, quieter, slower, faster, trumpet, violin	<i>He's/She's/I'm playing the (flute).</i> He/She likes to play the (piano). I like to play (fast) (music). Listen to the (trumpet). The music gets (louder).	Including others: What's wrong with (James)? Maybe he's lonely. <i>Come and play with us.</i> <i>Okay. Thanks.</i>	ou as in mouth count, mouth, loud, shout, sounds	Music: Playing musical instruments	Making shakers
Unit 9 When do we change our clothes?	tracksuit, sneakers, jeans, shirt, pajamas, slippers, blanket, take off, swap, morning, night, hanging, ballet shoe, costume, cape, superhero, pirate, tiara, fairytale, eye patch, wand	<i>He's/She's wearing (a shirt).</i> Is he wearing (blue jeans)? Yes, he is./No, he isn't. Is he putting on his (pajamas)? My pajamas are too big/small He's/She's (putting on) his/her (jeans). This is (Max's) favorite costume. Whose (hat) is this? It's (Elliot)'s.	Helping at home: Put your (clothes) away. Then you can find (them).	Short u: spelling oo look, wool, hook	Language arts: Costumes from books	Dressing up as your favorite story character
Revision Story 3: Little Lukie	noise, gorgeous, another, butter, sweet, perfect, bite	I'm the coolest cat!	Being brave: Don't eat me (for lunch).			

Hello

Can you remember ?

1 Match and color.

Dad

Grandpa

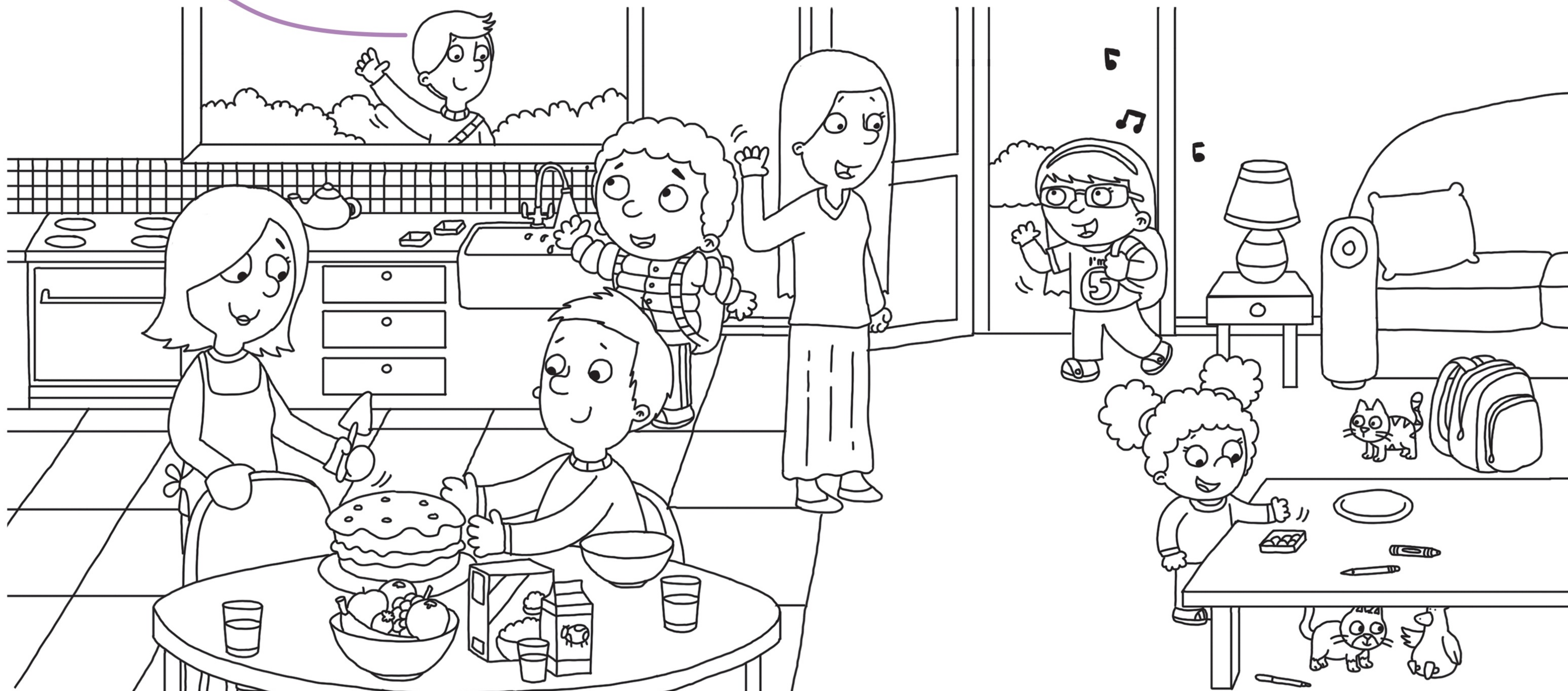
Sam

Grandma

Mum

Anna

May





Play with me

1 Read and draw.

12 red balloons



13 green pens



14 yellow socks



11 blue T-shirts





Sing with me

1 Trace.

Monday

Tuesday

Wednesday

Thursday

Friday

2 Draw yourself and say.

A large, empty rectangular box with a purple border, intended for drawing.

Say it with me

1 Follow and say. Trace.

Diagram illustrating the phonetic components of words and their corresponding illustrations:

- bath** (Illustration: Bath tub) - Components: b, a, th
- frog** (Illustration: Frog) - Components: fr, o, g
- ship** (Illustration: Ship) - Components: sh, i, p
- flag** (Illustration: Flag) - Components: fl, a, g
- truck** (Illustration: Truck) - Components: tr, u, ck
- swing** (Illustration: Swing set) - Components: sw, i, ng