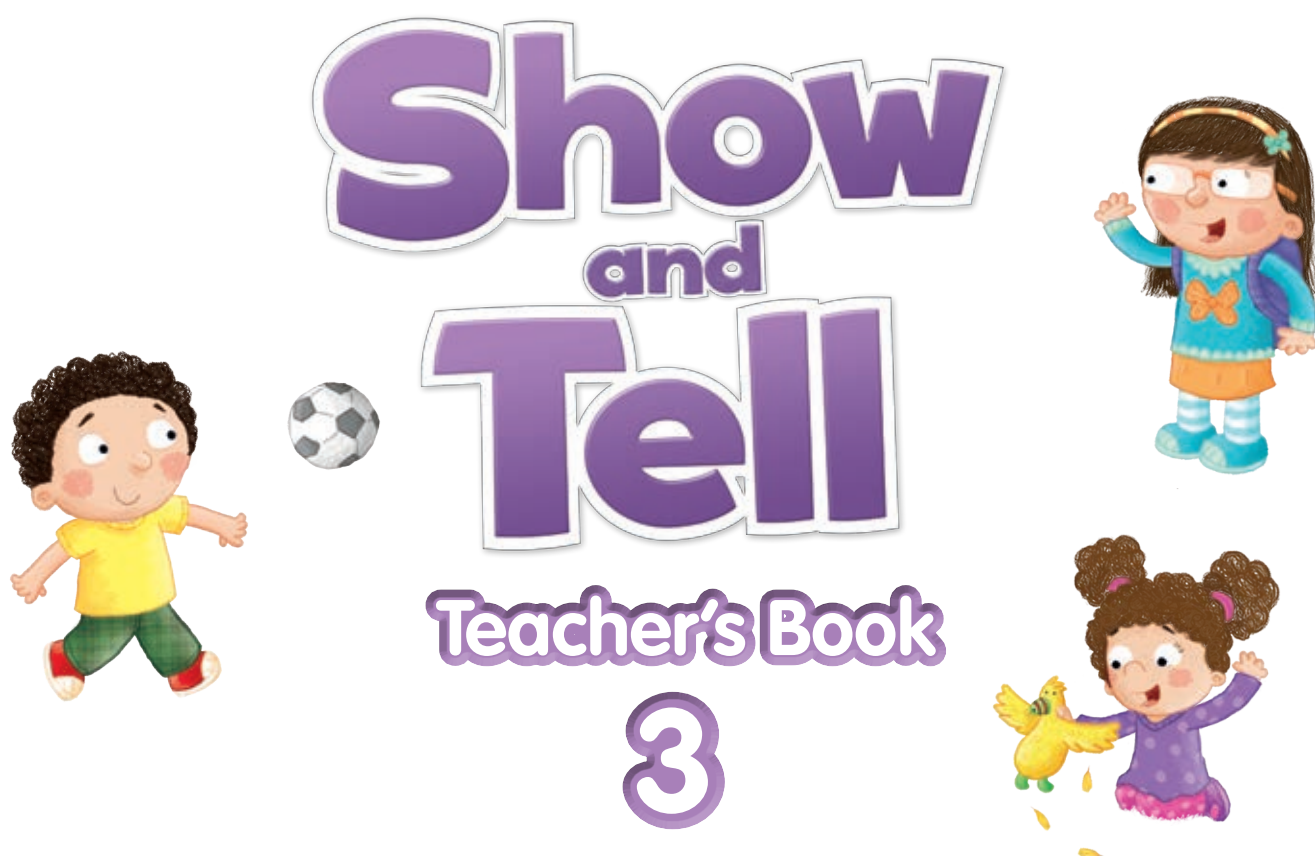


# Show and Tell

Teacher's Book

3



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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>Can you remember?</b>	May, Sam, Anna, Bird, Mom, Dad, Grandma, Grandpa, kittens, school, grapes, pen, hot, thirsty, 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).		<b>The alphabet, digraphs and blends review:</b> 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		<b>Making a butterfly display</b>
<b>Unit 1</b> <b>What's your school like?</b>	door, floor, window, ceiling, light, sink, cool, snore, sleep, dance school, 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).	<b>Being kind and welcoming to newcomers:</b> Welcome to our school. Come on. Let's play.	<b>tch</b> stretch, catch <b>consonant blends review</b> stand up, stamp your feet, cross your legs	<b>Social Science:</b> Places and activities in school	<b>Making a poster about your class</b>
<b>Unit 2</b> <b>What do you like to eat?</b>	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)?	<b>Offering and accepting food politely:</b> Would you like some (cheese)? Would you like a (drink)? Yes, please. /No, thank you.	<b>long e:</b> <b>spelling ea</b> peaches, meat, peas, beans, eat	<b>Social Science, Science:</b> Meal times, Healthy eating	<b>Making a class picnic</b>
<b>Unit 3</b> <b>What happens on your birthday?</b>	(birthday) cake, present, card, mask, candle, game, here, there, party, treasure hunt, shiny, silver, beads, necklace, fun, lovely, January – December	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) here / there. My birthday is in (June). When's your birthday?	<b>Showing you care about your family:</b> Happy birthday. This is for you. Thank you. It's lovely.	<b>long a:</b> <b>spelling ay</b> way, today, play, gray	<b>Social Science:</b> Different ways of celebrating birthdays	<b>Making a class birthday poster</b>
<b>Revision story 1: Cinderella</b>	cry, o'clock, try on, fit, get married	(The shoe) is too small. (The shoe) fits Cinderella.	<b>Respecting others:</b> I'm sorry. May I come?			
<b>Unit 4</b> <b>What's in your neighborhood?</b>	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).	<b>Being safe on the street:</b> Look, it's green/red. Stop and wait. It's safe to cross now.	<b>long o:</b> <b>spelling oo</b> school, pool, cool,	<b>Math, Social Studies:</b> Exploring numbers in your neighborhood	<b>Making your own neighborhood</b>

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE AND FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Unit 5</b> <b>How do you have fun?</b>	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)?</i> <i>Who's (running)?</i> Dad. Are you (riding) scooters? Yes, we are./No, we aren't. <i>We're (riding bikes).</i> 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.	<b>Taking turns:</b> Can I have a turn, please? Just a minute, I want to finish this. It's your turn now.	<b>Long i:</b> <b>spelling y</b> by, sky, dry	<b>Physical Education:</b> <b>Ball games</b>	<b>Making a Favorite Sports graph</b>
<b>Unit 6</b> <b>Which animals live in the wild?</b>	elephant, giraffe, crocodile, monkey, lion, parrot, wild, tail, teeth, neck, deer, sparkling, sharp, scary, long, scared wavy, rat, bat, numbers 30–100, centimeter, meter	<i>What are they? They're (lions).</i> <i>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).	<b>Respecting nature:</b> You can look, but don't touch.	<b>Long o:</b> <b>spelling oa</b> foal, toad, goat	<b>Math, Science:</b> <b>Using numbers 30-100 to talk about the height of wild animals</b>	<b>Making animal masks</b>
<b>Revision story 2: Mouse Deer and Crocodile</b>	river, race, win, king, know, trick, line up	I'm too small (for lunch).	<b>Being smart:</b> Thank you for helping me.			
<b>Unit 7</b> <b>What jobs do people do?</b>	chef, police officer, firefighter, nurse, taxi driver, vet, horrible, sick, prickles, zookeeper, work, look after, hospital, police/fire station, drive, fire truck, uniform	<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)? Yes, he does./No, he doesn't.	<b>Helping other people:</b> What's wrong? I'm sick. How do you feel now? Much better, thanks.	<b>-er, -or endings</b> singer, actor, doctor, teacher	<b>Social Science:</b> <b>Jobs, uniforms, and places of work</b>	<b>Making a jobs picture display</b>
<b>Unit 8</b> <b>How do we make music?</b>	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).	<b>Including others:</b> What's wrong with (James)? Maybe he's lonely. Come and play with us. <i>Okay. Thanks.</i>	<b>ou as in mouth</b> count, mouth, loud, shout, sounds	<b>Music:</b> <b>Playing musical instruments</b>	<b>Making shakers</b>
<b>Unit 9</b> <b>When do we change our clothes?</b>	tracksuit, sneakers, jeans, shirt, pajamas, slippers, blanket, take off, swap, morning, night, hanging, ballet shoe, costume, cape, superhero, pirate, tiara, fairytale, eye patch, wand, scarf, princess	<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).	<b>Helping at home:</b> Put your (clothes) away. Then you can find (them).	<b>Short u:</b> <b>spelling oo</b> look, wool, hook	<b>Language Arts:</b> <b>Costumes from books</b>	<b>Dressing up as your favorite story character</b>
<b>Revision Story 3: Little Lukie</b>	noise, gorgeous, another, butter, sweet, perfect, bite	I'm the coolest cat!	<b>Being brave:</b> Don't eat me (for lunch).			

# Welcome to Show and Tell

*Show and Tell* is an exciting and ground-breaking new course designed to meet the rapidly changing needs of very young learners in the 21st century. Our aim is to help you to provide your children with a rich and varied curriculum that will develop their ability to learn effectively as well as providing a stimulating and challenging introduction to English.

Through exposure to a wide range of stimuli such as stories, factual texts, experiments, physical activities, games, and songs, your children will rapidly gain confidence in their ability and enjoy engaging in the learning process. Underpinning each topic are age-appropriate critical thinking activities that encourage the children to explore, challenge, and question. In doing so they will develop a greater understanding of how their world works. Through this approach your children will become able learners, and they will use the skills they have acquired through their kindergarten experience throughout their education and beyond.

*Show and Tell* provides:

- a fun, challenging and comprehensive introduction to English that builds a solid foundation ready for entry to high level primary education
- themes and topics appropriate for the very young that develop their cognitive, emotional, and behavioral development
- an inquiry-based approach designed to maximize engagement with the language
- an introduction to critical thinking skills through focused class discussions at many points in each unit
- many opportunities to link learning to real life through the introduction of relevant language in games, stories, and free discussion
- a range of activities to develop early literacy skills including phonics
- many and varied listening and speaking activities including stories, songs, chants, rhymes, and TPR activities
- constant recycling of language from earlier units and levels
- a Big Question posed at the start of every unit for children to explore through the unit, at the end of which they demonstrate their progress by engaging in activities that revisit the question and demonstrate their progress.

## Meeting the needs of the young learner

*Show and Tell* recognizes that young learners need preparation for a world in which 21st-century skills such as communication, critical thinking, and collaboration will form a vital part of their future. However, it also addresses the complex educational, social, and emotional needs of these very young children at the beginning of their school lives.

## The whole child

Very young, pre-school children are developing at an incredibly fast pace. They are learning to socialize, to play, to express themselves fully in their first language, and all while still developing fine and gross motor skills. At the same

time, their learning begins to expand into new, more formal areas of learning such as developing early literacy skills. All these skills are acquired at different rates, depending on the child, so it is crucial to take account of these challenges and address the needs of the whole child.

In order to address these challenges *Show and Tell* presents a rich array of stimuli and experiences for children to respond to at their own level, while also encouraging the early development of formal learning skills. There is a strong focus on the process of learning, with natural opportunities for production within a relaxed and enjoyable context.

There is a balance between new and habitual activities so that the child soon learns to fit into and anticipate a routine but is then challenged by new experiences. Different learning styles are accommodated by the great variety of activities in *Show and Tell* and children are able to produce language at different levels according to their ability and confidence.

The early literacy material contains stories that can be read and re-read for pleasure, activities to develop early reading and writing skills, and a systematic phonics syllabus. The development of fine motor skills is gradual and flexible, in keeping with the differing needs of individual children. The games promote collaboration, opportunities for natural peer-to-peer communication, and opportunities to experiment with the language. The *Follow me* pages present a range of age-appropriate values with children taking the lead, modeling and encouraging good behavior. The end-of-unit practical projects involve children working together to produce a class display.

## Learning in context

All language learning takes place in a context, and with small children the context is particularly important. Their natural curiosity about the world and their vibrant imaginations are powerful resources for language learning, and can make all the difference between learners who are motivated and engaged, and those who become easily distracted.

*Show and Tell* harnesses these resources through three appealing contexts: a realistic family and school environment; an imaginary story context featuring fun animal characters; and a real-world context illustrated by photographs. Through these three contexts, children are continually engaged in a process of discovery, beginning in *Show and Tell 1* with topics close to their everyday experience, and expanding in *Show and Tell 2* and *3* to the wider world.


## Active learners

Children's first experiences of learning provide the foundations for the rest of their education. If children understand from the beginning that they are active participants in the learning process, if they take enjoyment from exploring, discovering, playing, suggesting and discussing, then they have strong foundations on which to build.



*Show and Tell* encourages children to become involved with both the language and the content they are learning, and provides many opportunities for them to do so. The material is divided into nine thematic units, each posing a Big Question. The question is explored in different ways throughout the unit to build and broaden children's understanding of the theme, culminating in a project that integrates their learning and provides a real sense of achievement.

The units contain stories, games, songs and chants, craftwork, and simple experiments. These activities begin with the Student Book but most, as is fitting for the age group, continue outside the book in the classroom, with the Teacher's Book providing detailed notes on how to set up and develop activities.

There is a strong thread of critical thinking woven through the units, challenging children to engage with the content in a way that develops critical thinking skills and also makes the learning experience more memorable. Critical thinking activities are included in both the Student Book and the Activity Book, and are indicated by this icon: 

## Features of *Show and Tell*

Every unit of *Show and Tell* includes:

- **Four skills:** The initial focus will be on listening in various forms to individual words, contextualised sentences, stories, rhymes, and songs and this soon develops into spoken production, role play and real communication. Early reading and writing skills are gradually developed within a clear and staged literacy program that includes phonics. By the end of Level 3 the children will progress to reading and completing simple sentences.
- **CLIL:** Two specific lessons in each unit are devoted to exploring topics from other subject areas and some simple experimentation or related activities. These can also carry over to other areas of the unit and to the final project.
- **Critical thinking:** These skills are really central to the philosophy of *Show and Tell*. Most of our activities are designed to get the child questioning, thinking creatively, creating opinions and figuring out solutions in a confident and independent way.
- **Values:** We approach the teaching of values in a realistic and contextualised way that is relevant to the young child. To cement understanding of the values, short chants are included that can be used in real classroom situations throughout the school year.
- **Cooperative work:** Developing collaborative skills is an important part of a young child's development and we include a number of games designed to help the child understand how to cooperate with others supported by our values which stress respect and cooperation. In addition, our end of unit project work regularly involves the child working with others to create individual and group projects (often both).
- **Building awareness of the learning process:** Part of successful learning is understanding how the process works. In every unit of *Show and Tell*, we provide an opportunity for the children to reflect on their learning. The project work that follows this further consolidates learning and gives them an opportunity to demonstrate it

for their teacher, peers and parents through Activity Book take-home projects and other pieces of work. The home-school links provided through take-home projects widen the learning process by involving the family and others beyond the classroom.

- **Recycling:** Reviewing vocabulary, structures and concepts is built into the structure of every unit. This way, key concepts are not forgotten but constantly built on throughout the year.

## The world of *Show and Tell*

There are three different contexts in which language is presented and practiced in *Show and Tell*, in order to create a balance of variety, challenge and familiarity.

### The family

The child characters operate in a fun, real world setting and engage in activities the children can identify with. They appear on the opening page of each unit, to introduce the new topic, and then again in the *Think with me* and *Show me* lessons.

Sam and May are children of a similar age to the students. Their younger sister Anna and her toy Bird are often with them, and children will enjoy looking to see what mischief Anna is up to and what has happened to poor Bird. We also meet Mom, Dad, Grandma and Grandpa, and see Sam and May's classmates at school.

### The animals

Our lively, entertaining animal characters live and play in a forest and the children will love to find out all about the lives and antics of these charming characters. They appear in the *Read with me*, *Sing with me*, and *Say it with me* pages.

Three main animal characters feature in the stories. Fifi is a young, sensible fox. She is kind, thoughtful and intelligent and is good at problem-solving. Benny is big and lovable bear. He's exuberant and friendly, but also a little clumsy and accident-prone. Prickly is a cute little hedgehog. She is a bit shy and sometimes gets into trouble with her prickles. She often needs a little help from the others.

### The real world

The remaining lessons use photographs to create a real-world context. They show children of a similar age for learners to identify with: playing games (*Play with me*), working on projects in a school context (*Show and Tell*), and learning to behave responsibly in school and outside (*Follow me*). We also use photographs to present content from a range of different subject areas in a vibrant way (*Explore with me*).

## Component Overview

### For the child:

- **Student Book and MultiROM**

The Student Book is the central component of the course and is a launch pad from which the children's learning begins. It contains a six page Hello unit and nine main units of ten pages each. There are also three stand-alone stories reviewing the language of the previous three units, along with stickers and cut-outs to support the units. The cut-outs include individual vocabulary cards and puppets of the story characters. Clear reference notes for the

teacher are provided at the bottom of each page. These include information about lesson stages along with a list of new and review language.

The MultiROM which accompanies the Student Book provides a range of interactive games, recordings of the songs and animated stories which the children can use at home or at school.

• **Activity Book**

The Activity Book is designed for use alongside the Student Book. It has a five-page starter unit, nine main units of seven pages each and three short reviews after units 3, 6 and 9. Each Activity Book unit provides further opportunities for practice of the vocabulary and structures presented in the Student Book along with a structured program to develop early reading and writing skills. In every unit there are opportunities for the children to think creatively and build upon what they have learned in the Student Book, particularly in the story, values and cross-curricular lessons. The Activity Book also provides many opportunities for personalisation, including a short end-of-unit project to take home and share with the family.

• **Literacy Book (A/B) (optional)**

The Literacy Books are designed to help the children further develop early literacy and particularly phonics skills. Each four-page unit provides staged practice of identifying, producing, reading and writing the sound-spelling patterns, first in isolation and then in words and short texts. The texts include rhymes, simple stories and non-fiction texts.

• **Numeracy Book (A/B) (optional)**

The *Numeracy Books* provide additional numeracy practice. They combine counting and writing activities, with engaging puzzles, games and fun activities.

By the end of *Numeracy Book A*, children will be able to:

- Write the numbers 1–20
- Write the number words 1–20
- Count objects to 20
- Carry out simple additions and problems
- Identify number sequences

By the end of *Numeracy Book B*, children will be able to:

- Write the numbers 1–100
- Count objects to 100 (in 10s)
- Carry out more complex additions and problems
- Identify more complex number sequences

• **Class Audio CDs**

The audio CDs are a very important part of *Show and Tell*. The Student Book CDs contain recordings of stories, songs, and rhymes along with new vocabulary and phrases, models for pronunciation and speech, examples of games, and sounds to identify. The Literacy Book CD accompanies each of the Literacy Books (A/B).

**For the teacher:**

- **Teacher’s Book** with full descriptions of how to use all the materials and a set of photocopiable progress checks at the end.

- **iTools** – software that allows teachers to present and manipulate course content in an interactive way. It can be used either on an Interactive whiteboard (IWB) or on a projector. Interactive iTools activities include animated stories and vocabulary practice activities. The interactive audio player also appears on screen. *Show and Tell* iTools also includes a set of three electronic Big Books to accompany each level of the course and to be used by teachers as additional language source and review material and a motivational tool in creating children’s interest in reading.

• **Teacher’s Resource Pack** containing:

- **flashcards** to present six key words in each unit
- **posters** – reproductions of the artwork of the first lessons of each unit to introduce new language, revise language and reinforce enquiry-based learning
- **puppet** – Fifi the clever fox hand puppet to use for classroom routines, introductions and games
- **DVD** – Each level of *Show and Tell* includes a DVD with 9 animated stories featuring the charming forest characters: Fifi, Benny, and Prickly.

## Unit structure

Each unit of *Show and Tell* explores a new topic from different viewpoints and in different contexts. By the end of the unit the child has a range of language to draw on to communicate about the topic in a personalized way.

## Hello Unit

The Hello Unit is designed to reactivate already acquired knowledge and to provide the opportunity to teach basic words and language that will be re-used in the main units. It is an opportunity for the teacher to assess the children’s abilities and to provide extra help where required.

## Main units

Each main unit is divided into 10 lessons.

Lesson		Main aim
1	Opener	Six new vocabulary items presented and practiced
2	Play with me	New structure presented and practiced with vocabulary from Lesson 1
3	Read with me	Story with new language
4	Sing with me	TPR song from story and on the page language activity
5	Say it with me	Phonics
6	Follow me	Values with functional language
7	Explore with me	CLIL with associated new language
8	Think with me	CLIL, critical thinking and practice of language from Lesson 7
9	Show me	Revision and self-assessment
10	Show and Tell	Project work

Opener (Lesson 1)

The journey through the unit begins with an integrated scene featuring the main child characters and their family. The six main new words are illustrated in the picture. In this lesson the children:

- prepare for learning about the new topic through the *Get Ready to Learn* chant and activity routine
- are introduced to a new topic with the *Show and Tell* child characters (Sam, May and Anna)
- review language from previous units and levels through the picture
- learn six new topic related words using flashcards and the picture
- do a listening activity where they hear the new words in context
- discuss the Big Question – the title of the unit – in relation to the picture

Main question of the unit presented

Stages of the lesson set out with audio references

New words referenced for teacher

Review words and structures referenced for teacher



Main vocabulary illustrated in the big picture

Critical thinking reference

Activity Book page reference

There is a corresponding Activity Book page to practice the new vocabulary.

Play with me (Lesson 2)

*Play with me* lessons continue with more practice of the core vocabulary and integrate it with a new structure. They feature vocabulary stickers and a photo showing children playing a game. In this lesson the children:

- review new vocabulary from the opener and see it in written form
- optionally trace the new vocabulary
- learn the first new structure of the unit
- consolidate understanding of new vocabulary combined with the new structure through a sticker activity
- actively practice the new vocabulary and structure through a class game, which often includes audio

Illustrations of main vocabulary items for stickers

Photo of game with speech bubble which exposes the child to awareness of short sentences – reading of these is optional.

Activity Book page reference



Stages of the lesson set out with audio references

New structures referenced for teacher

There is a corresponding Activity Book page to practice the vocabulary with the new structure.



Read with me (Lesson 3)

Read with me lessons take the children to the world of the animal characters for short cartoon stories. These are recorded on the CD and animated on the Multi-ROM. In this lesson the children:

- learn the second vocabulary set and structure for the unit through a fun cartoon story involving the animal characters – Fifi, Benny and Prickly

- hear the song that they will sing in the next lesson as part of the story
- develop pre-reading skills
- are exposed to new “passive” vocabulary and functional language
- act out the story
- discuss what happens in the story and why



Title of story

Stages of the lesson set out with audio references

New vocabulary referenced for teacher

New structures referenced for teacher

Story text set out in speech bubbles – reading of this is optional but it provides exposure for the children to short sentences and develops early reading skills.

Critical thinking reference

Activity Book page reference

There is a corresponding Activity Book page focusing on the story and language from it.

Sing with me (Lesson 4)

Sing with me lessons use the animal characters to introduce the children to TPR movements for the song, with a related activity on the page. In this lesson the children:

- review and consolidate the new unit language through retelling the story

- learn the original song relating to the story
- sing the song with actions
- complete a follow-up “on the page” activity to consolidate understanding of the language

Illustrated actions for the song

Stages of the lesson set out with audio references

New vocabulary referenced for teacher

On the page activity

Say it with me (Lesson 5)

Say it with me lessons introduce the children to new phonics sound-spelling patterns with a rhyme. In this lesson the children:

- learn a new sound-spelling pattern through a rhyme linked to the story and featuring the animal characters

- use known sound-spelling patterns and sight words to develop early reading
- complete an “on the page” activity such as guided coloring or tracing – some pages feature CYLET-style listening activities

Illustrated context linked to story

Stages of the lesson set out with audio references

New phonics referenced for teacher

Rhyme featuring examples of new sound-spelling pattern

New vocabulary referenced for teacher

Activity book page reference

There is a corresponding Activity Book page providing more practice of the new sound-spelling pattern, as well as more optional early reading activities in the Teacher’s Book.

Follow me (Lesson 6)

Follow me lessons take children back to the real world, with photographs of situations that relate to specific values. They have recorded audio dialogues and a values chant. In this lesson the children:

- are introduced to a new value through a short picture “story”
- learn new “real language” that can be used in a variety of situations

- see the recorded text in speech bubbles for early literacy awareness
- listen to children modeling good behavior
- act out good behavior following the example
- explore the reasons why it is important to behave appropriately
- learn a new “values” chant with actions, which can then be used in the class to encourage good behavior

Photos illustrating situation

Speech bubbles for early literacy awareness

Stages of the lesson set out with audio references

Activity Book page reference

Value referenced for teacher

New words or expressions referenced for teacher

There is a corresponding Activity Book page to reinforce the new value.

Explore with me (Lesson 7)

Explore with me lessons bring in subject matter from across the curriculum using interesting photographs and text. They present a new structure and relevant vocabulary. In this lesson the children:

- investigate a cross-curricular topic through photos, text and audio

- learn appropriate language to discuss the topic
- explore other curriculum areas: math, science, social science, art, music, and physical education

Interesting photos illustrating topic

Stages of the lesson set out with audio references



Simple captions featuring new language

New vocabulary and topic referenced for teacher

New structure referenced for teacher

Think with me (Lesson 8)

Think with me lessons use the child characters to explore the CLIL topic introduced in the previous lesson and combine it with critical thinking. They also contain a topic-related song. In this lesson the children:

- review the language and topic introduced in Lesson 7
- discuss the picture showing the child characters and how it relates to the topic

- complete an on the page activity to practice the new language
- investigate the cross-curricular topic using critical thinking in a classroom activity
- learn new topic-related song

Main child characters illustrating topic and task

Stages of the lesson set out with audio references

Activity book page reference



On the page activity

Critical thinking reference

New language referenced for teacher

There is a corresponding Activity Book page relating to Lessons 7 and 8 which practices the new language and/or further develops the CLIL topic.



**Show me (Lesson 9)**

*Show me* lessons use the child characters and bring the children full circle to reflect on and demonstrate what they have learned. There is an activity that refers back to the opener (poster) as well as a revision game. In this lesson the children:

- complete a listening and/or “on the page” task to review the main vocabulary set with the poster or Student Book

- play a pair, group or class game to review the language of the unit
- revisit the Big Question, consolidating language and concepts they have learned through the unit to help them explore the question in greater depth

On the page task relating to poster

Stages of the lesson set out with audio references

Main review language referenced for teacher

Class/group/pair game

Example of game text – early reading

Critical thinking reference

**Show and Tell (Lesson 10)**

*Show and Tell* lessons are the culmination of the unit and provide an opportunity to present a simple project related to the unit theme. The children’s work is combined into an attractive class display that reflects what the children have learned and gives them a sense of achievement. In this lesson the children:

- look at visual references of the stages of the project and a photograph of real kids with their project

- complete their project, generating a classroom display
- practice and combine language they have learned in the unit in a freer setting through a collective activity that requires high-level communication skills
- take turns to show and talk about their contribution to the project: *Show and Tell*

Illustrations showing how to do the project

Stages of the lesson

Activity book page reference

Examples of verbal output in speech bubbles for early literacy awareness

Photo of children with completed projects

Examples of structures children might produce

There is a corresponding Activity Book page which features a smaller take-home project related to the topic, so that children can also “show and tell” their family members what they have learned.



## General teaching tips

### Using stories

Stories are a very effective learning tool in the English language classroom and beyond. Here are a few ways in which they promote learning:

- They provide interest and stimulation.
- They mirror social contexts.
- They inform the child's view of real or imaginary worlds.
- They comfort, challenge and amuse the child.
- They introduce the child to the interest and value of the written word and the richness that it can contain.
- They form the cornerstones of literacy development in the mother tongue and additional languages.

There are many approaches to using stories in the classroom. In *Show and Tell* we provide short stories with repeated animal characters as well as three longer, more traditional stories. We would encourage you to extend the reading of stories to many other early readers and story books that children can choose themselves, or they can bring stories from home into the classroom. It is important to use stories as an individual as well as shared experience.

Here are a few ideas about using stories in the classroom:

- Create a physical or imaginary story space in which everything is calm and quiet in a relaxed way. Build this into a routine in which you do certain things, say a story time chant or put on soft music. Be clear that this is a positive and enjoyable experience.
- Talk about the story before reading it by looking at the cover or a particular picture. Introduce some of the characters. Get the children to predict what might happen.
- Read to the children but also get the children to participate by supplying words, actions or even sounds at particular places in the story. You can also encourage the children to use props such as toys, clothes, and real items to retell the story.
- Don't belabour the story by worrying too much about understanding on an individual word or sentence basis. Make sure that the children understand the sequence of the story, the motivation, the ending and the humor.
- Focus on repetitive elements that the children can pick up and repeat with you when they come up. These can be very playful and fun such as using "funny voices" to repeat lines from certain characters.
- Use simple role play/acting out of the whole story or a section of the story. This can be simple miming at a low level.
- Think of ways of extending the story. Create games and activities related to the storylines or characters – this will increase the meaningfulness and memorability of the stories.
- Encourage the children to watch the animated the stories from *Show and Tell* at home.

### Teaching songs and chants

Songs provide an enjoyable access to the language and language patterns in context. They can also provide models for speech and pronunciation and the use of rhyme makes language more memorable. Treated in the right way, they can really make the language come alive.

Here are a few ideas about using songs in the classroom:

- As with the stories, try to create a routine for songs – this can be done with a puppet, chant or even a sequence of movements.
- Create actions to go with the songs. These make the songs more meaningful and enjoyable and also suit the learning style of many young children.
- Don't worry if the children don't know all the words – the most important thing is that they enjoy the songs and have an idea of what they are about. Choose a few key words or a chorus for them to join in on.
- Extend the song through craftwork – making props, masks etc. relating to the song topic.
- Build on the songs by creating new and possibly more personalized verses and choruses.

### Working with crafts

Using arts and crafts is an effective way of bringing the language and concepts alive and to some extent internalizing them. In *Show and Tell*, we particularly stress the role of craftwork in the project at the end of each unit but it can be used when appropriate and relevant at any time in order to focus the children on a particular concept through a practical task. In addition, some types of craftwork really help develop fine motor skills as well as visual literacy. Here are a few ideas for using craftwork in the classroom:

- Try to tie the craftwork to concepts and phrases that can be reused when doing and talking about the work.
- Use stories, songs, characters and games as springboards for additional craftwork.
- Use craftwork as an opportunity to send completed tasks home with the children and communicate with their families so that they are involved with the process.
- Don't forget to make interesting displays with what the children create. Talk about the displays and refer to them from time to time. This will give the children a sense of achievement and reinforce basic concepts.

### Games in the classroom

Games are a wonderful active tool for learning a language and developing social skills. In *Show and Tell*, we regularly suggest games to be carried out in the classroom. These often use flashcards or other props. However, we would also encourage you to use other games to enrich the lessons.

Here are some suggestions:

- Try to keep the rules of the games very clear – also make sure that the games are kept light hearted so that failure is not an issue.
- Stress good sportsmanship and fairness whenever playing games. Encourage the children to join you in congratulating individuals and groups.
- Try to build on the children's strengths and level of comfort when choosing different children to play or demonstrate games. Do not always choose the same children.
- Don't be afraid to adapt and change games to suit your purposes and the needs of the children. Make a note of games that the children particularly enjoy and see if you can adapt these to practice other language points.

## Teaching phonics activities

Phonics can be an extremely helpful tool in early literacy. Forming strong associations between sounds and spelling patterns helps many children with reading, pronunciation, and spelling. It enables them to tackle unknown words with greater confidence and so to become independent readers more quickly.

In *Show and Tell 1*, children are introduced to the alphabet with letter sounds. They then go on to use these sounds in CVC words (Consonant-Vowel-Consonant words, e.g. *cat*) before being introduced to common blends, digraphs and long vowel sounds in Levels 2 and 3. To make phonics teaching effective, children need regular practice of recognizing the sounds and the letters and associating the two. Here are a few suggestions for integrating phonics in your teaching:

- Set aside a short period every lesson (five minutes is fine) for phonics activities.
- Make phonics activities fun and active.
- Use letter cards so that all the children can be involved in showing you letters or making words – this will help you to assess their progress informally.
- Focus on the key skills of segmenting and blending. Segmenting is the ability to identify the individual sounds that make up a word, and blending is combining the individual sounds into a word. The teaching notes for the *Say it with me* pages and the *Show and Tell* Literacy Books contain lots of optional activities to develop both skills and to provide further practice of the target sound–spelling patterns.

## Teaching sight words

Alongside phonics, children also need to begin to recognize common words that do not follow regular phonic patterns. We recommend that you gradually introduce these words and display them in the classroom so that they become familiar – perhaps create a “Word wall.” If you focus on words that are contained in the key structures from the units, children can manipulate them with vocabulary flashcards (or word cards from the back of this book) to build up sentences. This physical manipulation of the language can be a memorable practical early literacy activity for young children.

## Teaching handwriting

Once children have developed good motor control, they can begin learning the basics of handwriting. However, this starts at different times and it can be detrimental to introduce handwriting skills before the child is ready. In most classrooms, the teaching of handwriting needs to be carried out in a differentiated way. It is important to develop a variety of pre-writing skills before beginning handwriting and this can be done through:

- manual craftwork including coloring
- learning how to hold and control a pencil
- tracing different strokes and letter shapes
- varied mark-making activities, e.g. making marks in sand with sticks or fingers, covering a chalkboard with chalk and painting with a wet paintbrush
- drawing with different media: pencils, crayons, chalks
- developing left to right directionality by, for example, tracing, matching, following lines with the finger as they are “read”

- developing muscle strength in the hand through activities and exercises such as rolling modelling clay, balls etc. on the table
- developing concepts about reading, word recognition and sentence recognition.

Once the individual child is ready to learn to handwrite, the following activities will help:

- introduce letters and letter sounds in lessons
- simple tracing activities
- games to find and identify the various letters (e.g., Go on “treasure hunts” to find particular letters in the classroom or in books)
- find objects that begin with particular letters
- gradually move onto freer letter writing
- start writing short consonant-vowel-consonant (CVC) words that are regular and easy to sound out. Encourage children to use their phonics knowledge by questioning: *What sound does it begin with? What letter makes that sound?*
- write names, labels etc. that can be displayed in the classroom or at home
- talk about what writing is used for
- practice writing regularly in short sessions.

## Assessment

At this age, informal assessment is appropriate in order to ascertain the progress that the child is making. However, we can start to encourage the children to recognize what they have learned and to show it to others. This is part of the structure of the *Show and Tell* unit, particularly Lessons 9 and 10 where they reflect on what they have learned and do a project that integrates and demonstrates their achievements. The Activity Book also provides a review after Units 3, 6 and 9 where children are encouraged to assess their own progress. We have also provided a set of additional photocopiable progress checks at the end of Teacher’s Books. There are 1-page checks per unit and two longer (2-page) checks after every three units.



Oxford Parents is a **new** website where your students’ parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this. Studies have shown that practicing English outside the classroom can really help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students’ motivation.

Parents can help by practicing stories, songs, and vocabulary that the students have already learned in the classroom. Tell your students’ parents to visit [www.oup.com/elt/oxfordparents](http://www.oup.com/elt/oxfordparents) and have fun helping their children with English!



Anna: Oh... uh...

Kids: It's Anna!

#### 4 Listen and repeat. 🎧 1•3

- Play the recording, one item at a time, for the children to listen and repeat the characters' names.

🎧 1•3

May

Grandpa

Grandma

Sam

Mom

Dad

Anna

#### 5 Sing and do. 🎧 1•4

- Play the song for the children to listen.
- Decide together on actions for each line in the song.
- Play the song again for the children to sing and do the actions.

🎧 1•4

It's time for school. (Tapping watch / wrist)

Come, come and play. (Beckoning to others)

It's time for school. (Tapping watch / wrist)

It's a new school day. (Making sun-rising motion with arms)

Jump, jump, jump, (Jumping)

Give me five, my friend! (Making Give me five gesture with a partner)

It's nice to see (Waving to the others)

You all again.

It's time for school. (as first verse)

Come, come and play.

It's time for school.

It's a new school day.

#### 6 Can you remember?

##### CRITICAL THINKING

- Introduce the Unit Question: *Can you remember?* using the poster or book. The children work in pairs and talk about what they can name in English in the big picture.
  - Congratulate them on how much English they know.
- Put the children into teams and play a guessing game about the picture. Prompt using question forms (see annotations). The children should be able to identify the following:
    - clothes and colors:** *What color is the ... ? (T-shirt, sweater, pants, jeans, jacket, skirt, shirt, dress, shoes, sandals, red, blue, green, yellow, pink, purple, gray, white, black)*
    - food:** *(grapes, cake, bread and honey, apples, oranges, water)*
    - parts of the house:** *(table, chairs, sofa, window, door)*
    - senses:** *How does it sound, taste, feel?*
    - feelings:** *How do they feel? (tired, lively, happy, sad, thirsty, hot)*
    - actions:** *What is he / she doing?: running, eating, putting on, singing, washing, making / cooking*

- Talk about other toys / transport items and action verbs the children might know in English. Draw pictures on the board as the children give you new words.
- Ask the children to find Bird in the picture.
- Make the character cut-outs on Student Book page 125.
- Help children cut them out and stick them on to a popsicle stick.

### Activity Book Lesson 1 page 4

#### 1 Match and color.

- The children draw lines to match the characters to their names, then color the picture.