

OXFORD



2nd edition

Show and Tell



Kathryn Harper
Gabby Pritchard
Margaret Whitfield

Activity Book

3

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Scope and Sequence

Level 3

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE & FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
Hello Can you remember?	May, Sam, Anna, Bird; Family; Food; Senses; Classroom objects; Feelings; Places in the home; Actions; Clothes; Colors; kitten, school; boots, frogs, erasers, socks, beans, stars; Thursday, run, jump, bedroom, sad, puddles, coat, hat, boots, cold, rainy, sunny, rain; swing, dance, sing, run, walk, climb, sit, talk, play, Days of the week; between, in on, under, ground, house, tree, boat, water, stone; boat, car, mom, dad; Weather wings, butterfly, body, Shapes, Body parts	There are (11) (boots). It's (Thursday). Let's (run). She's (sad). I'm (cold). Put on your (coat). I like/don't like (the rain). I'm (running). On (Monday) we (go on the swing). Where's the (house)? It's (under) (the ground). Can you see (a bath)? Yes, I can. / No, I can't. My butterfly has a (blue body).	Remembering school rules: Can I help, please? Line up. Wait your turn. Listen to others. Say 'please' and 'thank you'.	The alphabet, digraphs and blends review: bl, ch, ck, dr, fl, fr, ng, sk, sh, sl, sp, st, sw, th, tr chop, rock, drum, flip, frog, sing, ship, skip, sled, spin, stop, black, swim, thin, truck	Science: Different types of houses	Making a butterfly display
Unit 1 What's your school like?	door, floor, window, ceiling, light, sink, Numbers; snore, sleep, cool, dance, dance school, listen, tired; walk up (the stairs), knock on (the door), go to (the window), turn on (the light), stand in the middle of (the floor); stretch, cross your legs; classroom, computer room, art room, schoolyard, paint pictures, read stories, use computers	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, sit down, come in, turn on, close/open the door, open/close your books, I'm (dancing). These children (read stories) in their (classroom). Welcome to (our school). Come on, (Ana). Let's play.	Being kind and welcoming to newcomers: Welcome to our school. Come on. Let's play.	tch stretch, catch consonant blends review cross your legs, stand up, stamp your feet, clap your hands	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; get fit; breakfast, lunch, dinner, dessert, cereal, salad, bread	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)? They have (cereal) (for breakfast).	Offering and accepting food politely: Would you like some (cheese)? Would you like a (drink)? Yes, please. / No, thank you.	long e: spelling ea peas, peaches, meat, beans, eat	Social Science: Meal times, Healthy eating	Making a class picnic
Unit 3 What happens on your birthday?	(birthday) cake(s), present(s), card(s), mask(s), candle(s), game(s); party, treasure hunt, shiny, silver, beads, necklace; January, February, March, April, May, June, July, August, September, October, November, December	There's (1) (birthday cake). There are (6) (candles). I have (1) (mask). How many (presents) are there? How many (presents) altogether? There are (5) presents. There's something (shiny) here/there. 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 beautiful.	long a: spelling ay way, today, play, gray	Social Science: Different ways of celebrating birthdays	Making a class birthday poster
Review 1 Story: Cinderella	cry, o'clock, try on, fit, get married	(The shoe) is too small. (The shoe) fits Cinderella.	Respecting others: May I come? I'm sorry.			
Unit 4 What's in your neighborhood?	swimming pool, zoo, library, supermarket, coffee shop, park; ice cream shop, doctor, hurting, stay; water slide; 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 ice cream shop). Which number is on a (bus)? I think number (24) is on a (bus).	Being safe on the street: Look. It's green/red. Stop and wait. It's safe to cross now. Let's go.	long oo: spelling oo school, pool, cool	Math, Social Science: Exploring numbers in your neighborhood	Making a neighborhood

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE & FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
Unit 5 How do you have fun?	dance, run, jump rope, roller skate, ride a bike, ride a scooter; silly, try, help me, look out, go fast; go out to play; by, sky, zooming; basketball, soccer, table tennis, hit, net, paddle	<i>Can he/she (roller skate)? Who's (running)? (Dad.)</i> Are you (riding) scooters? Yes, we are. / No, we aren't. I love (flying my kite). I don't like (flying). <i>He's/She's playing (catch).</i> <i>He's/She's good at (catching). I'm good at (catching).</i> <i>(It's) my favorite sport.</i>	Taking turns: Can I have a turn, please? Just a minute. I want to finish this. It's your turn now.	long i: spelling y by, sky, dry, flying	Physical Education: Ball games	Making a Favorite Sports graph
Unit 6 Which animals live in the wild?	elephant(s), giraffe(s), crocodile(s), monkey(s), lion(s), parrot(s), wild; neck, teeth, long, tail; deer, sparkling, sharp, scary, long, scared, forest; wavy; rat, bat; Numbers 30–100, centimeter(s); meter	What are they? They're (lions). <i>There are (4) lions.</i> <i>The (monkeys) are jumping.</i> Do they have (big) teeth? Yes, they do. / No, they don't. They aren't (scary). We (don't) have (scary) (eyes). They're (taller) than me. <i>They have (long) (legs).</i> This monkey is (50) cm tall. It's taller/shorter than the (deer).	Respecting nature: <i>Look at the (butterfly). It's beautiful.</i> You can look, but don't touch.	long o: spelling oa foal, toad, goat	Math: Using numbers 30-100 to talk about the height of wild animals	Making animal masks
Review 2 Story: Mouse Deer and Crocodile	river, race, win, smart, king, know, trick	I'm too small (for lunch). How can I ... ?	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; look after, work, hospital, police/fire station, drive, fire truck, uniform	<i>There's a (boy). 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/she does. / No, he/she doesn't.	Helping other people: What's wrong? I'm sick. My tummy hurts. How do you feel now? Much better, thanks.	-er, -or endings singer, actor, teacher, doctor	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; sleepy; louder, quieter, slower, faster, trumpet, violin, flute, piano	<i>He's/She's wearing a T-shirt. 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. Come and play with us. <i>Okay. Thanks.</i>	ou as in mouth count, mouth, out, loud, shout, sounds	Music: Playing musical instruments	Making shakers
Unit 9 When do we change our clothes?	tracksuit, shirt, sneakers, jeans, pajamas, slippers; blanket, swap Super Bear, surprise, sticks; morning, night, glasses; costume, cape, superhero, pirate, eye patch, tiara, fairytale, wand, scarf, mask; ballet shoe	<i>He's/She's wearing (a shirt). It's/They're (big /small/blue/ yellow).</i> <i>Is he wearing (blue jeans)? Yes, he is. / No, he isn't.</i> Is he putting on his (pajamas)? My pajamas are too big/small. Take them off. He's/She's (putting on) his/her (jeans). This is (Max's) favorite costume. Whose (hat) is this? It's (Eliot)'s.	Helping at home: Put your (clothes) away. Then you can find (them).	short oo: spelling oo hook, wool, look	Language Arts: Costumes from books	Dressing up as your favorite story character
Review 3 Story: Little Lukie	pancakes, sweet, beautiful, perfect, gorgeous, noise, angry, bite, butter, safe	I'm the coolest cat! Take my (beautiful, blue shirt).	Being brave: Don't eat me (for lunch).			
The Show and Tell Show! It's a Wrap!	Units 1–9	Units 1–9				

Hello

Can you remember?

Lesson 1

Dad

Grandpa

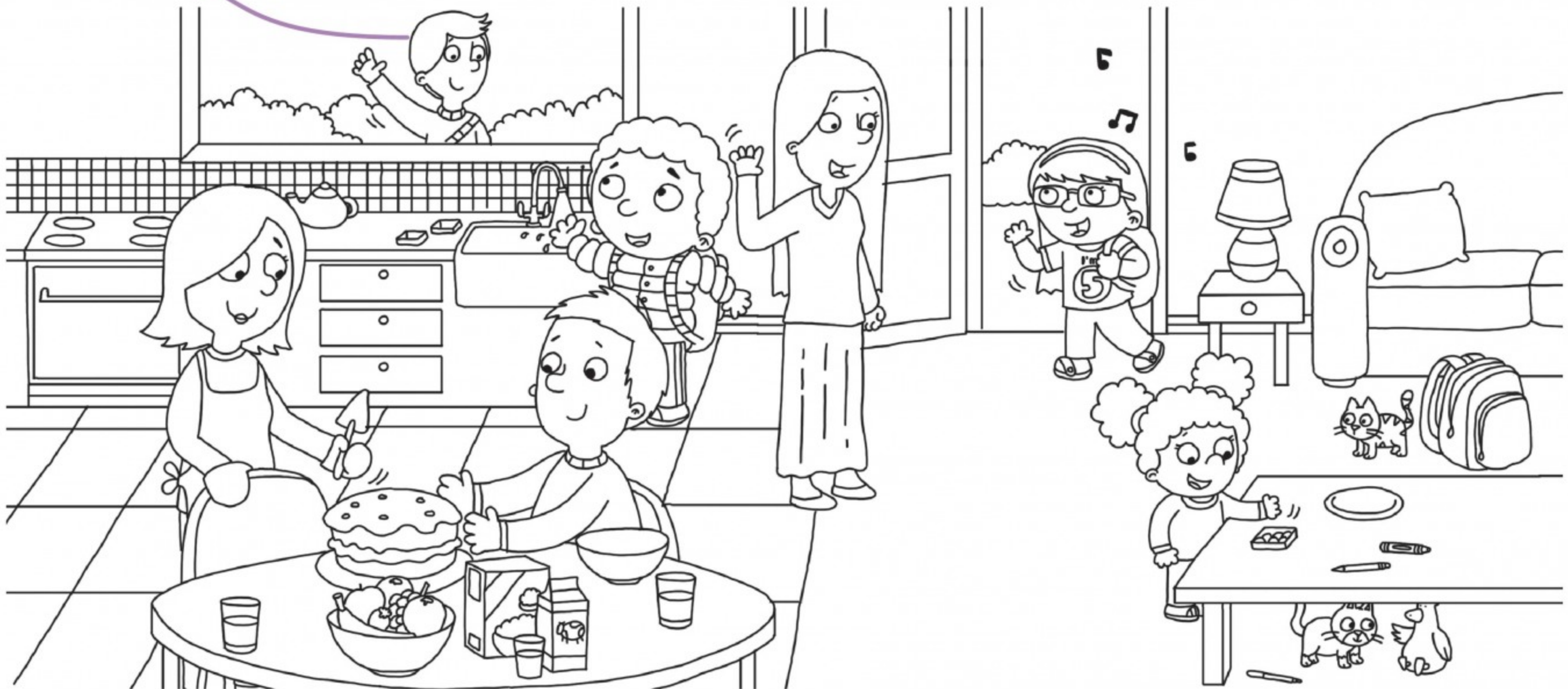
Sam

Grandma

Mom

Anna

May



12 red balloons



13 green pens



14 yellow socks



11 blue T-shirts



1 Read and draw.

Vocabulary: balloons, pens, socks, T-shirts, red, green, yellow, blue

Structure: There are (12) (red) (balloons).

How does Prickly feel?



She's

happy / sad /
hot.



She's

cold / happy /
sad.



She's

sad / hot /
happy.

Monday

Tuesday

Wednesday

Thursday

Friday

1 Trace. 2 Draw yourself and say.

Vocabulary: swing, dance, sing, run, walk, climb, sit, talk, play, Days of the week

Structures: What do you do on (Tuesday)? I (sing).

Say it with me

Lesson 5

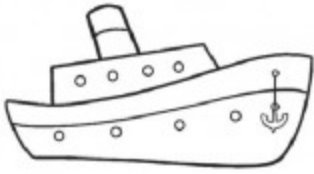
Phonics matching activity:

- b** connects to **o** (bath)
- fr** connects to **a** (frog)
- sh** connects to **i** (ship)
- fl** connects to **a** (flag)
- tr** connects to **u** (truck)
- sw** connects to **i** (swing)

Intermediate phonics components:

- g** connects to **th** (bath)
- g** connects to **a** (frog)
- p** connects to **a** (ship)
- g** connects to **g** (flag)
- ng** connects to **ck** (truck)
- ck** connects to **ck** (swing)

Words and illustrations:

- bath** 
- frog** 
- ship** 
- flag** 
- truck** 
- swing** 

School rules

Line up

Wait your turn

Listen to others

Say 'please' and 'thank you'

1 Trace, draw, and color.

Value: Remembering school rules

Structures: Line up. Wait your turn. Listen to others. Say 'please' and 'thank you'.

Hello • Lesson 6

Values & Functional
Language

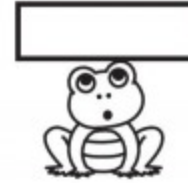
Where's the house?



in



on



under



between



It's **on** / under the water.



It's on / between the trees.



It's in / under a big stone.



It's in / between the train.