



2nd edition Show and Tell 2



Teacher's Guide

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Welcome to *Show and Tell* 2nd edition

Show and Tell 2nd edition is an exciting and ground-breaking course designed to meet the rapidly changing needs of very young learners. It provides a rich and varied curriculum that enhances every child's ability to learn, communicate, and think effectively.

Show and Tell offers an inquiry-based approach to learning, encouraging children to explore, challenge, and question. At the start of every unit, a Big Question is posed for children to explore through the unit. At the end of the unit, activities revisit that question, allowing children to demonstrate their progress. This inquiry-based approach taps into young learners' natural curiosity and inspires them to ask questions, and find the answers, thereby encouraging them to play an active role in their own learning. Importantly, the approach to learning is underpinned by four major 21st Century Skills: Critical thinking, Communication, Collaboration, and Creativity, ensuring *Show and Tell* lays the foundations for success in the 21st century.

Show and Tell provides a fast-paced vocabulary and grammar syllabus, establishing a strong foundation at the start of the child's English language learning journey. It also provides early exposure to key literacy and numeracy skills fundamental to the development of very young learners, and gives children a high level of cognitive challenge whilst encouraging cross-curricular skills.

Through exposure to a wide range of stimuli such as stories, factual texts, experiments, physical activities, games, and songs, children will rapidly gain confidence in their abilities and enjoy engaging in the learning process.

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 aid their cognitive, emotional, and behavioral development
- an inquiry-based approach designed to maximize engagement with the language
- age-appropriate critical thinking activities through focused class discussions that help children develop a greater understanding of how their world works
- 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.

What's new for the 2nd edition?

For the student

Show and Tell 2nd edition guides children towards school readiness and future success, developing the skills that very young learners will need to transition smoothly on from kindergarten into primary school and beyond. In conjunction with *Oxford Discover 2nd edition*, it provides children with a comprehensive path to successful learning.

- ENHANCED *Hello* unit in the Student Book, revising language from the previous level
- NEW *The Show and Tell Show!* in the Student Book, culminating in a performance
- NEW *It's a Wrap!* end-of-year review in the Student Book and Activity Book
- NEW Lesson-for-lesson Activity Book
- NEW Literacy Book 1 to complement Levels 2 and 3 to build reading and writing skills
- NEW Numeracy Book 1 and revised syllabuses for Levels 2 and 3 to improve learning outcomes in math
- NEW Videos to complement the CLIL and Values lessons
- NEW Fun action songs for classroom routines

For the teacher

Show and Tell 2nd edition empowers the teacher to enrich their own skills and better support their students.

- NEW *Teaching Strategies for Show and Tell* videos providing practical and accessible tips for delivering the core features of the *Show and Tell* methodology
- NEW Whole child kindergarten curriculum approach, focusing on early learning goals around children's communication and collaboration, as well as physical, personal, social, and emotional development
- NEW Integrated Literacy and Numeracy supporting the teaching of cross-curricular skills
- NEW Transition Worksheets to help children consolidate their learning
- EXTRA Phonics content to provide further practice

For the parent

Show and Tell 2nd edition encourages and supports parents' involvement in their child's language acquisition with flexible and enriching home-school resources.

- ENHANCED Lesson-for-lesson Activity Book activities giving parents a clear indication of their child's progress
- NEW Lingokids™ home learning app with interactive materials, vocabulary games, and multimedia videos providing a fun and motivating way for parents to encourage English practice at home with their child
- NEW Parents' Guides in local languages with helpful tips and advice for parents, helping them to take an active role in their child's learning

Through this approach, your children will become able, well-rounded learners, and they will use the skills they have acquired through their kindergarten experience throughout their education and beyond.

Creating young thinkers with great futures.

Level 2 Scope and Sequence

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE & FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
Hello What can you say?	<i>May, Sam, Anna, Mom, Dad, Bird, friend, teacher; hello, bye; pencil, crayon, book, boat, teddy bear, ball, car, train, duck, hat; jump, fly, crawl, swim, bubbles; bird, fish, rabbit, spider; flowers, hill, tree, lake; eyes, ears, mouth, nose, legs, arms; shape, star, square, circle, triangle; kid</i> <i>Colors, Numbers, Alphabet</i>	<i>I'm (Sam). I'm (4). This is (Sarah). Who's he/she? He's (Sam)/ She's (May). I see (4) (balls). What's this? It's a (crayon). (Rabbits) can (jump). Can (birds crawl)? Yes/No. I see (a ball). I see (grapes). Who's this? This is (Fifi). He's/She's a (circle) kid. The (eyes) are (circles). The (mouth) is (a square).</i>	Showing concern: Are you new? Yes. It's okay. You can play with us.	The alphabet, CVC review		Making a <i>Shape Kids</i> display
Unit 1 How do we make pictures?	pen, brush, eraser, paper, glitter, paint; black, white, idea, next, team; rock, gray, brown	<i>(4) (books). What's this? It's an (eraser). It's a (blue) (pen). It's (red) (glitter). It's his/her (turn). It's my/your (idea). This picture uses (crayon). This picture uses (orange) (paint).</i>	Being polite: Please pass the (yellow) (pen). Here you are. <i>Thank you.</i>	ck digraph rock CVC review fox, log	Art: Picture-making techniques	Making a quilt from decorated paper squares
Unit 2 What can you do in the park?	climb, catch, build, walk, run, kick; quickly, slowly, great job, under; skip, 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/It can/can't (run). Do you see the (yellow) (circle)? How many? Count with me.</i>	Lining up: Line up. Wait your turn. That's better.	s blends (sk, sp, st, sw) skip, spin, stop, swim CVC review	Math: Shape recognition	Creating and performing an exercise routine
Unit 3 Who makes you happy?	happy, sad, tired, lively, hungry, thirsty; grandma, grandpa, brothers, sisters, surprise, honey cake, happy birthday; egg, dolphin, penguin, tiger	<i>He's She's (tired). How do you feel today? I'm (happy). We're (hungry). They're here. The (mom) looks after the baby. These are (penguins). This is (mom). I love my (mom). (She) looks after me. (She) makes me happy.</i>	Being careful: Be careful. I'm really sorry. It's alright. It's an accident.	r blends (tr, fr, dr) truck, frog, drum CVC review	Science: Animal families	Making family pictures
Review 1 story: The Puppet	puppet, fairy, talk, lie, good, bad, house		Telling the truth: Be good. Don't lie.			
Unit 4 What happens when it's windy?	sunny, rainy, windy, snowy, hot, cold; warm, cloudy, wet, dry, boots; pool, puddle; Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday	<i>What's the weather like today? It's (sunny). I'm (wet). I'm not (wet). What day is it? It's (Sunday).</i>	Respecting elders: Good job! We can (go outside) now.	I blends (sl, fl) sled, slide, slip flip, fly CVC review	Math, Science: Understanding information in a table	Making a <i>Sunny Balloon Display</i>

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

The World of *Show and Tell*

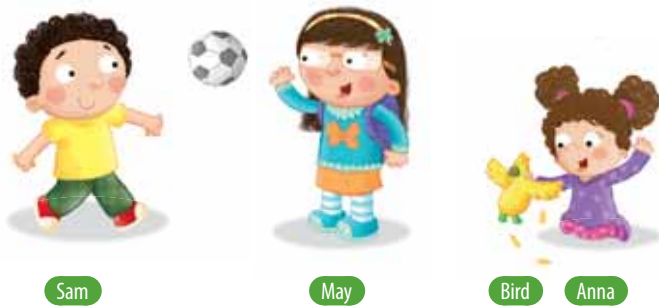
Learning in context

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 in order to create a balance of variety, challenge, and familiarity: 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* Level 1 with topics close to their everyday experience, and expanding in *Show and Tell* Levels 2 and 3 to the wider world.

The family

The child characters in *Show and Tell* operate in a fun, real-world setting and engage in activities students can identify with. They appear on the opening page of each unit, to introduce the new topic, and then again in Lesson 8 *Think with me* and Lesson 9 *Show me*.



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 following what mischievous 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.



Mom and Dad



Grandma and Grandpa

The animals

The lively, entertaining animal characters live and play in a forest, and children will love finding out all about the lives and antics of these charming creatures. The three animal characters feature in the stories in Lesson 3 *Read with me*, in Lesson 4 *Sing with me*, and in Lesson 5 *Say it with me*.

Fifi is a young, sensible fox. She is kind, thoughtful, and intelligent and is good at problem-solving.

Benny is a big and lovable bear. He is exuberant and friendly, but also a little clumsy and accident-prone.

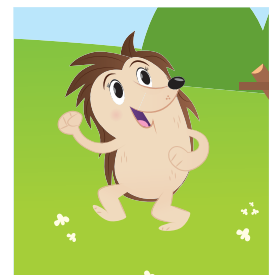
Prickly is a cute little hedgehog. She is a bit shy and sometimes gets into trouble with her prickles. She often needs a little help from the others.



Fifi the fox



Benny the bear



Prickly the hedgehog

The real world

In the remaining lessons, where the child and animal characters don't feature, photographs create a real-world context. They show children of a similar age to students for them to identify with. They are playing games (Lesson 2 *Play with me*), working on projects in a school context (Lesson 10 *Show and Tell*), and learning to behave responsibly in school and outside (Lesson 6 *Follow me*).



Photographs are also used to present content from a range of different subject areas in a vibrant and engaging way (Lesson 7 *Explore with me*).

Components Overview

Student Book Pack



The Student Book is the core component of the course. It contains a ten-lesson *Hello* unit **NEW** and nine main units of ten lessons, with stickers and cut-outs to support the units. The end-of-year lessons *The Show and Tell Show!* **NEW** give students the opportunity to sing and act, followed by a review of the language they have learned through the year in the *It's a Wrap!* lessons **NEW**. There are also three stand-alone Review stories after Units 3, 6, and 9. Clear reference notes about lesson stages and new and reviewed language are provided at the bottom of each page.

Lingokids™ Home Learning App



This interactive app accessed via a code in the Student Book extends learning into the home. It allows parents to promote their child's language acquisition, encouraging English practice at home. Parents and their children can play engaging, interactive games, videos, and songs.

For the student

Activity Book



The Activity Book is used alongside the Student Book and contains a ten-lesson *Hello* unit **NEW**, nine main units of ten lessons **NEW**, and three short reviews after Units 3, 6, and 9. Each Activity Book unit provides 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, children can 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 opportunities for personalization.

Show and Tell Literacy



The Literacy Book develops early literacy skills, particularly phonics skills. The Literacy Books support *Show and Tell* from Level 1 onward. Level 1 **NEW** introduces the letters and sounds of the alphabet. Level 2 begins with a review of the alphabet to include students who have not studied it in Level 1. Level 3 builds on previous knowledge and covers common vowel sounds and spellings.

The Literacy Book follows the phonics syllabus of the Student Book, and 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, stories, and non-fiction texts, and incorporate presentation and practice of sight words.

The Literacy Book is best used before the *Say it with me* lesson, so students have phonics practice little and often. References for when best to use the Literacy Book are at the bottom of the Student Book pages. The content allows for flexibility around the time available and needs of the students. The alphabet review at the beginning of Level 2, for example, can be revisited as often as necessary.

Show and Tell Numeracy



The Numeracy Book develops numeracy skills, combining counting exercises with engaging puzzles, games, and activities. The Numeracy Books support *Show and Tell* from Level 1 **NEW** for 2nd edition, with a revised syllabus for Levels 2 and 3. The syllabus for Level 2 covers: number sense and operations, patterns, functions and algebra, geometry, and measurement. Inbuilt recycling complements the topics and content of each unit in the Student Book. References for when best to use the Literacy Book are at the bottom of the Student Book page. The content allows for flexibility around the time available and the needs of the students.

Teacher's Pack



The *Show and Tell* Teacher's Pack offers a comprehensive Teacher's Guide, including an extensive introduction and teaching



notes for all lessons. It also comes with access codes for the Classroom Presentation Tool **NEW** and Teacher's Resource Center **NEW**.

It includes a summary of the course concept, a detailed scope and sequence, a components overview, a breakdown of the methodology, a clear walkthrough of a unit, teaching tips, and a classroom routines section. Notes for the Literacy and Numeracy Books are also supplied. It also includes an Ideas Bank and a full wordlist.

Each lesson contains references to Critical Thinking tasks and areas of Learning Development, and gives teachers approaches to differentiated learning. The "whole child" kindergarten curriculum is flagged throughout the teaching notes. Full audioscripts for each lesson are provided at the back of the Teacher's Guide.

For the teacher

Classroom Presentation Tool **NEW**



The Classroom Presentation Tool (CPT) is 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. The Student Book pages can be viewed on screen. Interactive activities include animated stories and vocabulary practice games. The interactive audio player also appears on screen.

Teacher's Resource Center **NEW**



This downloadable, photocopiable material is a flexible resource to support the student and the teacher. It contains:

- Transition Worksheets to consolidate learning and transition smoothly through units and levels
- Phonics Activities, working on individual sounds, sound-letter correspondence, blending, and sight words
- Letter formation and pencil skills practice
- Worksheets for specific lessons, including the end-of-year show in *The Show and Tell Show!* lessons
- Number Cards 1–100 and Word Cards of the core vocabulary for Levels 2–3
- Unit, Trimester, and End-of-Year Progress Checks
- Songs to help use routines in the classroom
- Translated Parent Guides, with useful tips on how to become actively involved in a child's learning
- *Teaching strategies* for *Show and Tell* videos to support professional development

Class Audio CDs



The Class Audio CDs bring *Show and Tell* alive and enable the children to become better listeners and more confident speakers as they learn with the course characters. The audio

contains recordings of all the stories, songs, and rhymes, along with the lesson activities. Audio to accompany the Literacy Book is included on a separate CD.

Classroom Resource Pack



The Classroom Resource Pack contains flashcards for Levels 1–3. It also contains 31 posters: one alphabet poster and five double-sided posters per level presenting the scene from the opening lessons. It includes a puppet of Fifi the fox to use for classroom routines, introductions, and games.

Teacher's Website



Unit Structure

Each unit of *Show and Tell 2nd edition* explores a new topic from different viewpoints and in different contexts. By the end of the unit, the children have 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. If used as a review, then the time taken to work through it will most likely be less than a main unit.

Main units

Each main unit is divided into 10 lessons.

Lesson 1 The Big Question: Vocabulary

The journey through the unit begins with an integrated scene featuring the main child characters and their family. Using the Big Question poster (in the Classroom Resource Pack or Classroom Presentation Tool) the children are presented with six new words.

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
- hear the new words in context through a listening activity
- discuss the Big Question in relation to the picture (Critical Thinking)

The Big Question for the unit is clearly presented.

Target vocabulary is clearly referenced for the teacher. New and reviewed language is clearly differentiated.



Six new vocabulary items are presented and practiced through a colorful scene.

Stages of the lesson and audio references for the CD and Classroom Presentation Tool are set out for the teacher's easy reference.

Critical thinking activities are flagged for the teacher.

Single-page activity allowing the children to practice the six new vocabulary items.

Activity and target language flagged for the teacher.



Further practice in the Activity Book and Literacy Book:



Listening and speaking activity presenting the target sounds/ letters focus for the unit.

Other Resources

Teacher's Resource Center:

- Routines Song Bank
- Phonics Activities

Classroom Resource Pack:

- Flashcards
- Poster
- Puppet

Classroom Presentation Tool:

- Digital Flashcards
- Digital Poster

Teacher's Guide:

- Ideas Bank

Lesson 2 Play with me: Game

In Lesson 2, the new vocabulary is practiced and integrated with a new structure.

In this lesson, the children:

- review the new vocabulary and see it in its written form
- optionally trace the new vocabulary

- learn the first new structure for the unit
- consolidate understanding of the new vocabulary and the new structure through a sticker activity
- actively practice the new vocabulary and structure through a class game, which often includes audio

Illustrations of the six new vocabulary items for the stickers.



Optional tracing activity to practice literacy skills.

Photo with real children provides motivation and exposes children to short, written sentences. Reading of these is optional.

Target structure and reviewed language clearly referenced.

Stages of the lesson and audio references.

Further practice in the Activity Book and Literacy Book:



Single-page activity allowing the children to practice the vocabulary and the new structure.

Activity and target language.



Listening activity practicing and identifying the target sounds for the unit.

<p>Other Resources</p>	<p>Teacher's Resource Center:</p> <ul style="list-style-type: none"> • Routines Song Bank • Phonics Activities 	<p>Classroom Resource Pack:</p> <ul style="list-style-type: none"> • Flashcards • Puppet 	<p>Classroom Presentation Tool:</p> <ul style="list-style-type: none"> • Digital Flashcards 	<p>Teacher's Guide:</p> <ul style="list-style-type: none"> • Ideas Bank
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Lesson 3 Read with me: Story Lesson

In Lesson 3, the story lesson, children are taken into the world of the animal characters (Fifi, Benny, and Prickly) with a fun cartoon story. These are recorded on the Class CD and there is an animated version.

In this lesson, the children:

- learn a second vocabulary set and structure through a story
- watch a story animation

- hear the song that they will sing in the next lesson within the story
- develop pre-reading skills
- have exposure to new passive vocabulary and functional language
- act out the story
- discuss what happens in the story, and why (Critical Thinking).

On the page, speech bubbles provide exposure to story text and short sentences, developing early reading skills. Reading of these is optional.



Title of the story.

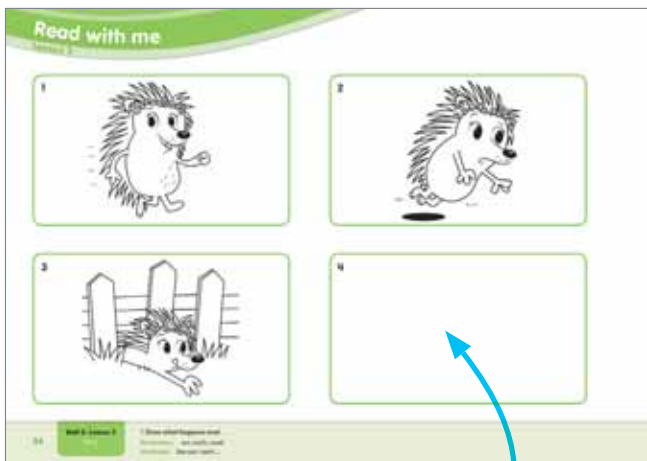
Critical thinking reference.

Animations of the stories bring the characters and storyline to life.

Target structure and reviewed language clearly referenced.

Stages of the lesson and audio references.

Further practice in the Activity Book and Literacy Book:



Single-page activity allowing the children to review their understanding of the story and the language.



Practice of forming letters, spelling out words, and reading words aloud.

<p>Other Resources</p>	<p>Teacher's Resource Center:</p> <ul style="list-style-type: none"> • Routines Song Bank • Phonics Activities 	<p>Classroom Resource Pack:</p> <ul style="list-style-type: none"> • Flashcards • Puppet 	<p>Classroom Presentation Tool:</p> <ul style="list-style-type: none"> • Digital Flashcards • Story Animation 	<p>Teacher's Guide:</p> <ul style="list-style-type: none"> • Ideas Bank
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Lesson 4 Sing with me: Song

In Lesson 4, the animal characters, Fifi, Benny, and Prickly, introduce the children to TPR movements for a 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 an 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.

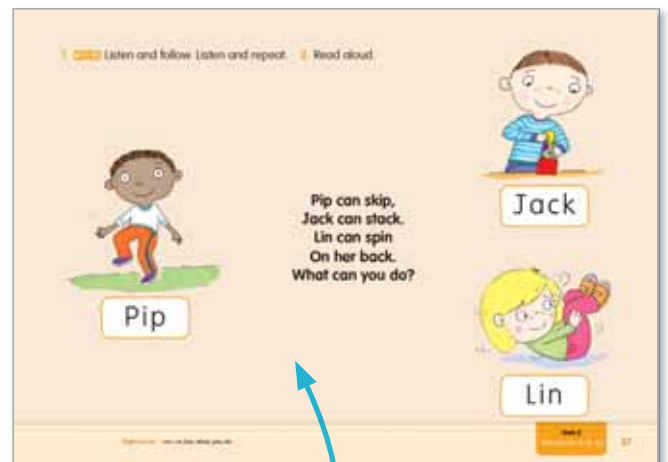


On-the-page activity.

Further practice in the Activity Book and Literacy Book:



Single-page activity allowing the children to consolidate their understanding of the language.



Practice of reading words with the target sounds in context and reading sentences aloud.

Other Resources

Teacher's Resource Center:

- Routines Song Bank
- Phonics Activities

Classroom Resource Pack:

- Flashcards
- Puppet

Classroom Presentation Tool:

- Digital Flashcards

Teacher's Guide:

- Ideas Bank

Lesson 5 Say it with me: Phonics

Lesson 5 formally presents the new phonics sounds and spelling patterns with a rhyme. If the children have already been working through the Literacy Book, suggestions for how to build on the lesson are included in the lesson notes.

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

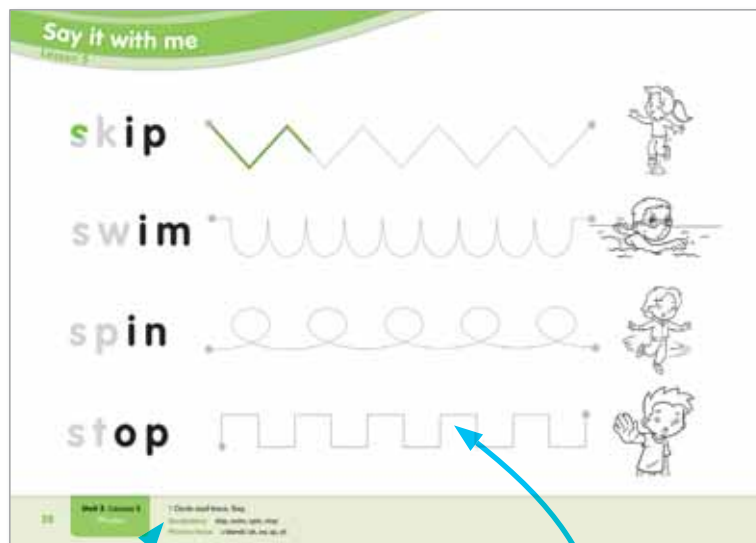
Illustrated context linked to the story.



Rhyme featuring examples of new sound-spelling pattern.

Phonics focus is clearly referenced for the teacher.

Further practice in the Activity Book:



Activity, phonics focus, and vocabulary flagged for the teacher.

Practice of the sound-spelling pattern through matching, reading, tracing, and coloring activities.

Other Resources

Teacher's Resource Center:

- Routines Song Bank
- Letter/Picture Cards
- Phonics Activities

Classroom Resource Pack:

- Puppet

Classroom Presentation Tool:

- Phonics Game

Teacher's Guide:

- Ideas Bank

Lesson 6 Follow me: Values & Functional language

In Lesson 6, the children are taken back to the real world, with photographic situations that relate to specific values. They listen to a dialogue and a values chant.

In this lesson, the children:

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

- watch an animation and listen to children modeling good behavior
- act out good behavior following the example
- explore the reasons why it is important to behave appropriately (Critical Thinking)
- learn a new values chant with actions, which can then be used in the class to encourage good behavior

Photographic context for the value.

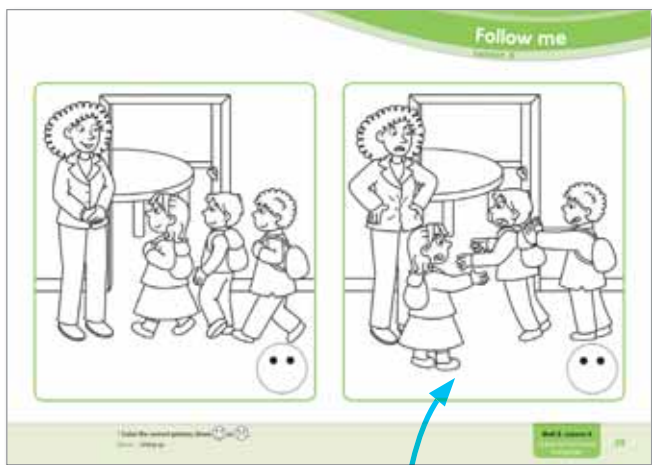


Speech bubbles for early literacy awareness.

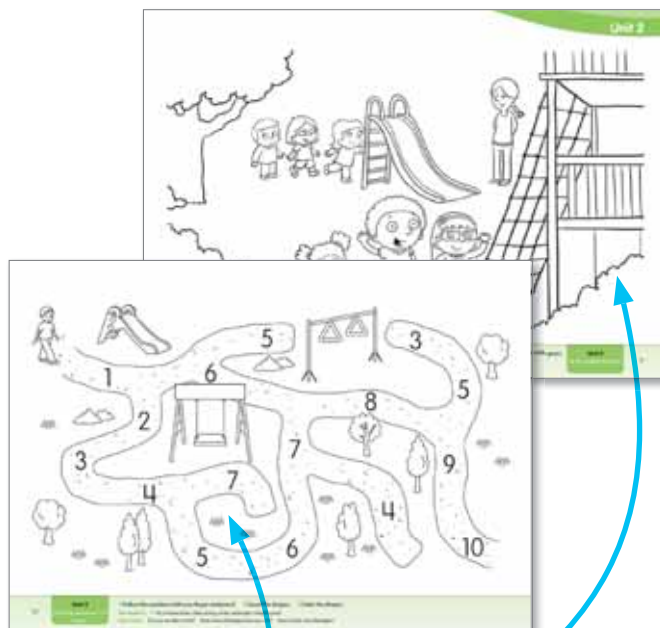
Value and functional language are clearly referenced for the teacher.

A video animation on the Classroom Presentation Tool brings the value to life.

Further practice in the Activity Book and Numeracy Book:



Activity reinforces the meaning of the value.



Supplementary activities enable the children to develop various numeracy skills.

Other Resources

Teacher's Resource Center:

- Routines Song Bank
- Phonics Activities

Classroom Resource Pack:

- Puppet

Classroom Presentation Tool:

- Digital Flashcards
- Values Animation

Teacher's Guide:

- Ideas Bank

Lesson 7 Explore with me: CLIL

Lesson 7 brings in subject matter from across the curriculum, brought to life through interesting photographs and text. The children are introduced to a new vocabulary set and an associated structure.

In this lesson, the children:

- investigate a cross-curricular topic through a video slideshow, photos, text, and audio
- learn appropriate language to discuss the topic
- explore other curriculum areas: math, science, social science, art, music, and physical education

Bright and engaging photos illustrate the topic.

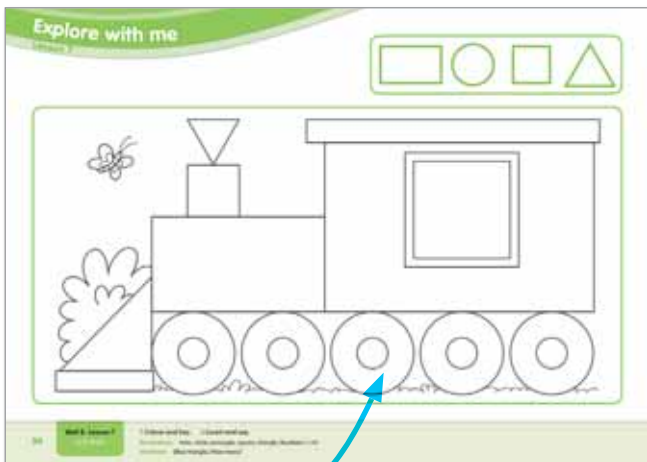
Simple captions feature new language.



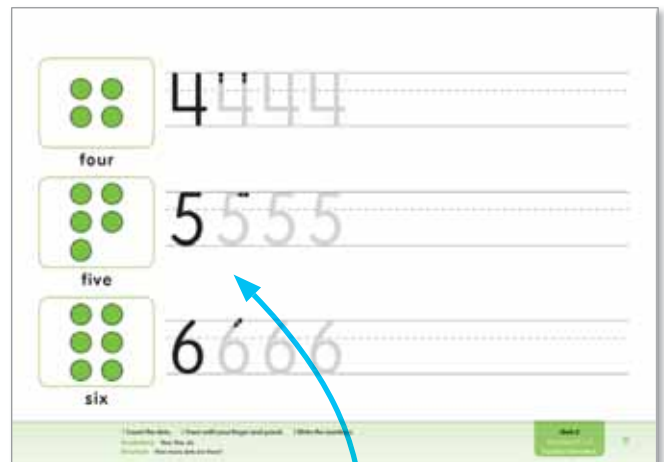
New vocabulary, structures, and CLIL subject area are clearly referenced.

A slideshow on the Classroom Presentation Tool presents the CLIL topic, bringing it to life.

Further practice in the Activity Book and Numeracy Book:



Activity practices the new language and/or further develops the CLIL topic.



Supplementary activities enable the children to develop various numeracy skills.

Other Resources

Teacher's Resource Center:

- Routines Song Bank
- Phonics Activities

Classroom Resource Pack:

- Puppet

Classroom Presentation Tool:

- CLIL Slideshow

Teacher's Guide:

- Ideas Bank

Lesson 8 Think with me: Critical Thinking

In Lesson 8, the child course characters (Sam, May, and Anna) explore the CLIL topic introduced in the previous lesson and combine it with critical thinking. The lesson also introduces 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 (Critical Thinking)
- learn a new topic-related song
- personalize the topic through a fun, creative, or practical activity

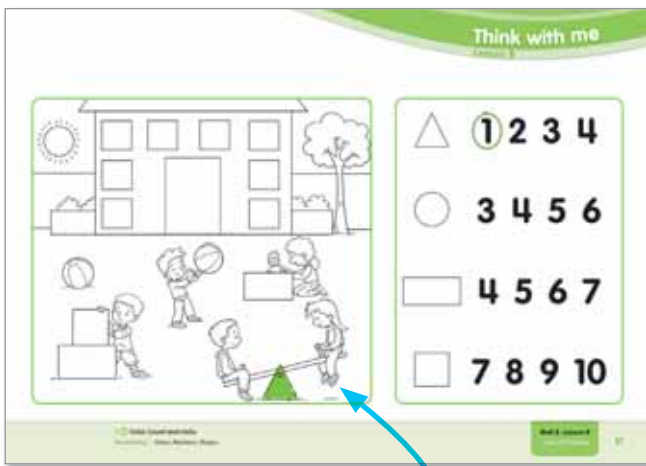
Child course characters illustrate the topic and task.

On-the-page activities.

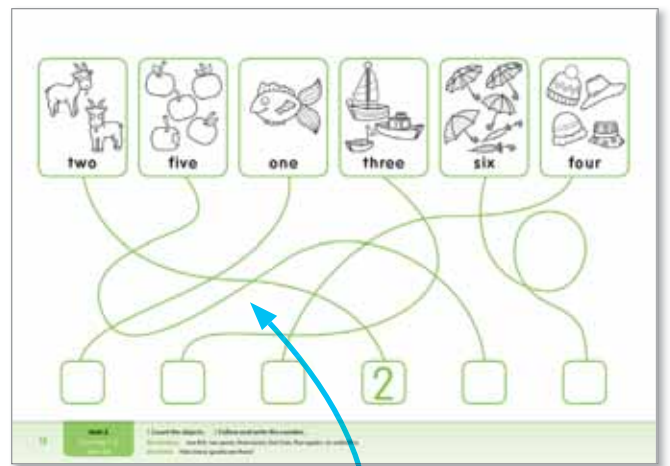


Critical thinking reference.

Further practice in the Activity Book and Numeracy Book:



Activity consolidates understanding of the topic.



Supplementary activities enable the children to develop various numeracy skills.

Other Resources

- Teacher's Resource Center:**
- Routines Song Bank
 - Phonics Activities

- Classroom Resource Pack:**
- Puppet

- Classroom Presentation Tool:**
- Digital Flashcards

- Teacher's Guide:**
- Ideas Bank

Lesson 9 Show me: Revision

In Lesson 9, Sam, May, and Anna bring the children full circle to reflect on and demonstrate what they have learned through the unit. Using the Big Question poster (in the Classroom Resource Pack or Classroom Presentation Tool) and activity cut-out cards to play a game, the children review their learning.

In this lesson, the children:

- complete a listening and/or an 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 unit language
- revisit the Big Question, consolidating language and concepts they have learned through the unit to help them explore and answer the question in greater depth (Critical Thinking)

On-the-page task using the poster.



Pair, group, or class game with example text for early literacy awareness.

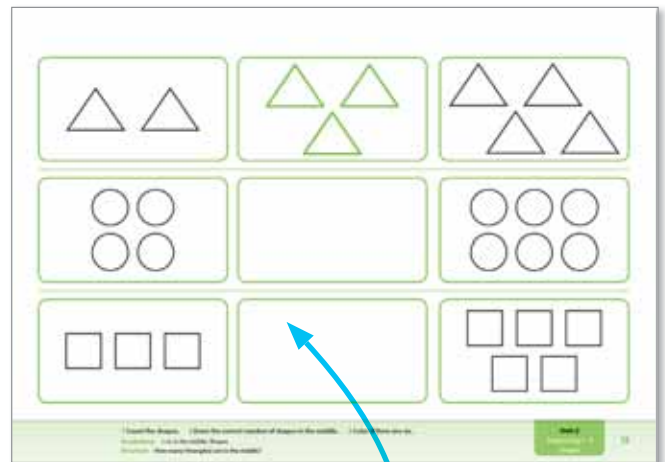
Review language is clearly referenced.

Critical thinking reference.

Further practice in the Activity Book and Numeracy Book:



Activity reviews the target vocabulary and structures.



Supplementary activities enable the children to develop various numeracy skills.

Other Resources

Teacher's Resource Center:

- Routines Song Bank
- Phonics Activities
- Transitional Worksheets

Classroom Resource Pack:

- Poster (Big Question)
- Puppet

Classroom Presentation Tool:

- Digital Poster

Teacher's Guide:

- Ideas Bank

Lesson 10 Show and Tell: Project

The *Show and Tell* lesson is the culmination of the unit and provides an opportunity to carry out a simple project related to the unit theme. The projects can be used to create an attractive class display that reflects what the children have learned and gives them a sense of achievement.

In this lesson, the children:

- identify the stages of the project using illustrated visual references

- see a completed project presented in a photo by real children
- complete their project and create a classroom display
- practice and personalize language they have learned in a freer setting through a collaborative activity that requires high-level communication skills
- take turns to show and talk about their contribution to the project: Show and Tell

Illustrated instructions for the project.



Examples of verbal output for early literacy awareness.

Photo of real children's completed projects.

Examples of structures children are guided to produce are clearly referenced.

Further practice in the Activity Book and Numeracy Book:



Activity reviews the unit language and allows children to personalize it.



Supplementary activities enable the children to develop various numeracy skills.

Other Resources

Teacher's Resource Center:

- Routines Song Bank
- Phonics Activities
- Progress Check (Unit, and Trimester after Units 3, 6, and 9)

Classroom Resource Pack:

- Flashcards
- Puppet

Classroom Presentation Tool:

- Digital Flashcards
- Digital Poster

Teacher's Guide:

- Ideas Bank

Review 1 / 2 / 3

There are three Review lessons, falling after Units 3, 6, and 9. Each Review presents a traditional story with a value and is designed to revise the language learned in the units prior to it. The Reviews are an opportunity for the teacher to consolidate learning and review and recycle the language. In the Review lessons, the children:

- are introduced to a new traditional story, fairy tale, or fable
- review the vocabulary and structures from the previous units through the story and pictures
- act out the story
- discuss what happens in the story, and why
- identify and discuss the value related to the story

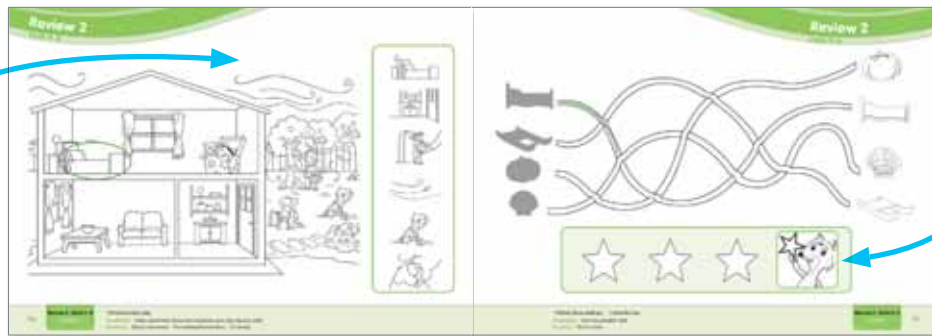
Engaging stories featuring new characters, settings, and styles.

On-the-page speech bubbles provide exposure to story text and short sentences, developing early reading skills. Reading of these is optional.



Reviewed language and value are clearly referenced for the teacher.

Activities to review the target language from the Review units.



Self-assessment activity.

The Show and Tell Show! and It's a Wrap!

The Show and Tell Show! and It's a Wrap! guide the children to create and perform an end-of-year show and provide a fun and engaging platform for children to review the language they have learned through the year.

In the lessons, the children:

- plan a show
- practice and perform the show
- review the language from Units 1–9

Children collaborate to plan what's in the show, roles in the show, and to make props.

Illustrated stages for the show.

Children get the chance to perform their show to an audience.

End-of-year review activities presenting the summer vacation!



Further practice in the Activity Book.

Other Resources

Teacher's Resource Center:

- Routines Song Bank
- Templates for Show props
- Progress Check (end of year)

Tour of the Classroom Presentation Tool

The digital Classroom Presentation Tool (CPT) is for use in conjunction with the Student Book print materials. It provides a valuable tool for effective classroom

management, providing a clear focus in the classroom and strong visual support for students, as well as extra practice of new language through engaging digital games.

On-screen version of the Student Book.



The unit story animation can be found on the CPT.



Also launched from hotspot, the Big Question poster.



Primary Areas of Learning

Objectives

Review/Present phrases for greeting people and introducing yourself

Review/Present the words for colors

Language

Recycled: May, Sam, Anna, Mom, Dad, Bird, teacher, friend, hello, bye; Colors, Alphabet, Numbers

I'm (Sam). I'm (3). This is (Sarah).

Materials

Audio tracks 1.01–1.03, Fifi Puppet, *Hello* unit Poster, a backpack, a toy bird, Level 1 CD1 and CD2 for the *Goodbye Song* (track 1.05) and the *Clean Up Chant* (track 2.23) (optional)

Other Areas of Learning

Communication and language

Children use language in a personalized and communicative way

Physical development

Children develop their control and coordination skills

Student Book Lesson 1 page 4

Warmer

- Use the Fifi puppet to put the children at ease. Bring Fifi out of a bag and have her bury her head at seeing the children; then, look at them and shyly say *Hello*. Go around the class with Fifi saying *Hello* to the children, one at a time, gradually telling the class who she is, asking about the children and introducing them to each other using the introduction language: *I'm Fifi. I'm (three). This is (Sarah).*
- Use Fifi to talk about the new school year using the Poster in the Classroom Resource Pack or on the Classroom Presentation Tool.

- Ask the children how they feel (use mime and facial expressions to show the meanings of happy/nervous/shy). Are they happy to be at school? Are they nervous or shy? Explain they are going to have lots of fun with Fifi and her friends, but now they are going to meet some new friends.

1 Listen and sing. 1:01

- Play the *Ready to Learn Song*. Demonstrate the song actions for the children to mimic (see the descriptions in the transcript below). Alternatively, you may like to play the song video on the Teacher's Resource Center (see the Routines Song Bank).
- Explain or recap the meaning of *We're ready to learn*. Tell the children that this song will help to get them in the right mood for their English classes, and that they will be putting their "thinking caps" on each time they come to class. Tell them that they will regularly sing the song at the beginning of class to prepare themselves to learn new things.
- Play the song again and encourage children to join in with the actions. If children are confident, encourage them to join in singing the last two lines.

1:01

Ready to Learn Song

Reach up to the sky, (Stretch arms up above heads)

Now down to the ground. (Touch the floor)

Touch your head, (Touch head)

Now cross your arms. (Touch opposite shoulders)

Touch your knees (Touch knees)

And cross to your feet. (Hands crossed to touch feet)

Stretch up high (Stretch arms up high)

And put your thinking cap on. (Pull imaginary cap on)

Eyes up, eyes down, (Look up and down)

Look left, look right. (Look left and right)

Rub your ears – and pull, pull, pull. (Rub edge of ear and pull lobes)

Now touch your fingers – tip, tip, tip. (Touch the tips of fingers on one hand with the fingers on the other)

Now we're ready,

We're ready to learn.

PHYSICAL DEVELOPMENT

This lesson enables the children to express themselves physically with a song and acting out a role play. They recall and use language from a previous level in a fun and meaningful way. The various physical activities of this lesson allow them to move confidently in a space.

2 Talk about the picture.

- Use the Poster (or the Character Cut-outs from page 133 of the Student Book) to (re)introduce the children from the course: May, Sam, and Anna. Ask *Who's he/she?* Revise or teach when we use *she* or *he*.
- Encourage the children to say *Hello* to Sam/Anna/May.
- Revise/Present the vocabulary *mom, dad, teacher, friend*.

Play with me



Primary Areas of Learning

Objectives

Review/Present the words for classroom objects, colors, numbers, toys, and animals

Language

Recycled: pencil, crayon, book, boat, teddy bear, ball, car, train, duck, hat; Colors, Numbers

I see (1) (boat). I see (2) (books).

Materials

Audio track 1.04, track for the chosen *Hello routine* song (see below), Fifi Puppet, *Hello* unit Flashcards (numbers 1–10), various classroom objects and toys, Numeracy Book *Hello* unit page 2

Other Areas of Learning

Communication and language

Children use new language in question and sentence form in a listening activity and game

Mathematics

Children improve their counting skills for numbers 1–10

Student Book Lesson 2 page 5

Warmer

- Choose activities from the *Hello routine* on page 15: choose a classroom helper, and choose a routine song to sing (the *Ready to Learn Song*, the *Hello Song*, or the *Colors Song*).
- Have different classroom objects and toys ready. Either have them all mixed up on a table or scattered around the class. Use the Fifi puppet to introduce the new language. Have Fifi say *Oh no! I can't find my pen. Help me find it, please*. Choose a child to look for the pen. Say *Thank you* when the child gives you the object. Repeat with the other objects. Encourage the children to use *Please* and *Thank you* in the classroom.
- Review numbers 1–10 using the Flashcards 1–10, available in the Classroom Resource Pack. Show the numbers in

random order and place them face up on the board or a table. Then, ask the children to take turns to come up and order the numbers starting with 1. The others can help by calling out the correct numbers.

1 Listen and count. 1:04

- Ask the children to open their Student Books and look at the picture carefully. Ask *What can you see?* Say *Find a (ball)*. Repeat with the other objects on the page (*boat, pencil, crayon, book, car, teddy bear, ball, train, duck, hat*).
- Ask the class *How many balls can you see?* Count together. Prompt the response *I see ...*
- Tell the class they are going to listen, point, and count the objects in their books.
- Play the recording, pausing with each exchange to count the objects.

MATHEMATICS

This lesson enables the children to recycle vocabulary from a previous level together with numbers 1–10. The children are encouraged to count objects, read numbers, and write these numbers, developing their number sense ability. They also have the opportunity to listen and respond to simple questions using the numbers in a meaningful chunk of language.

2 Count and trace.

- Focus on May. Ask the class what they think she is saying. Ask the children to count the boats and check May's answer. Is she right?
- Point to each of the picture cues and ask the children to name the items. Ask *What's this? What color is it?*
- Then, focus attention on the main picture. Ask *How many (pencils) do you see?* Prompt the response *I see ...* Repeat with each picture cue. Emphasize the plural *s* as necessary.
- Show the children the numbers under the small pictures. If the children feel ready, they can trace the correct numbers. If not, they can circle them.

3 Play the game.

- Divide the class into pairs and have the children ask and answer using the picture cues at the bottom of the page and the remaining items in the Student Book picture (*ball, crayon, hat, train*).

Ending the lesson

- Congratulate the children on their achievement.
- End the lesson with the *Goodbye routine* (see page 16). Sing the *Clean Up Chant* and/or the *Goodbye Song*.

Activity Book Lesson 2 page 5

1 Circle. Count and trace.

- The children circle the odd one out, then trace the correct number of remaining items.

Read with me



Primary Areas of Learning

Objectives

Read and understand a story

Language

Recycled: birds, rabbits, spiders, fish, crawl, fly, swim, water, blow bubbles, lake

Can (birds crawl)? Yes. / No. (Spiders) can (crawl).

Materials

Audio track 1.05, Fifi Puppet, *Hello* unit Flashcards, *Hello* unit Story Animation, Character Cut-outs (optional) (See the Classroom Templates section of the Teacher's Resource Center), various classroom objects and toys

Other Areas of Learning

Literacy

Children read, listen to, and follow a story

Understanding the world

Children consider the attributes and abilities of animals

Student Book Lesson 3 page 6

Warmer

- Start the lesson with the *Hello routine* (see page 15). If you like, play the Level 1 *Numbers Song* (numbers 1–10) (this is on the Level 1 CD2, track 36, and also in the Routines Song Bank on the Teacher's Resource Center).
- Place a different number of classroom objects and toys from Lesson 2 around the class. Play a game using the Fifi puppet. Have Fifi say *Find a (car)!* The children find all the cars. When all the items are found ask *How many (cars) do you see?* and prompt the children to answer *I see (three) (cars)*. Revise the colors of the items.

1 Watch. Talk about the pictures.

- Use the Fifi puppet to (re)introduce the animal characters (Benny the bear, Fifi the fox, and Prickly the hedgehog) using the Flashcards. Ask the children to say *Hello, (Benny)*.

- Ask questions about what the children can see and who the characters are.
- Play the video on the Classroom Presentation Tool, pausing to revise or introduce the other animal vocabulary (*birds, rabbits, spiders, fish*). Help the children name each animal.
- Talk about the story using the pictures in the Student Book. Ask the class *What can you see? What are they doing?* Review the meaning of *crawl, fly, water, blow bubbles, lake*.

2 Listen and point. Listen and repeat. 1•05

- Play the story for the children to listen and point to the story frames in the Student Book.
- Play the story again and encourage the children to “read” the speech bubbles. Pause the recording after each line so that the children can repeat the text.
- Invite children to role-play along with the story audio or on their own. The children can cut out the Character Cut-outs on the Teacher's Resource Center and use these to act out the story.

LITERACY

This lesson allows children to read and understand a story. It enables the children to relate speech to characters and follow a story in a logical way. It also encourages children to consider the world around them and the abilities of different creatures. This develops their reading skill and will help with writing in the future.

3 Talk about the story.

- Ask questions about the story: *What animal is with Benny and Fifi in Picture 1?* (A duck/A bird.) *What animal is Benny looking at in Picture 2?* (A rabbit.) *Can rabbits fly?* (No.) *Where is the spider?* (In the water.) *What is Prickly doing in Picture 3?* (Blowing bubbles.) *Can spiders swim?* (No.) *What can Prickly see in Picture 4?* (Fish.) *Where are they?* (In the lake.)

CRITICAL THINKING

- Ask about the story. What does the class think Benny is doing in the story? What is he holding in his hand? What animals is Benny asking questions about? Ask the questions Benny asks: *Can birds crawl?* etc. Accept all answers, but ask the children to explain their answers, e.g., *Why can't rabbits fly?* (They don't have wings.) Talk about what other things animals can do, e.g., *A bird can hop, whistle, and fly.*

Ending the lesson

- Congratulate the children on their achievement.
- End the lesson with the *Goodbye routine* (see page 16).

Activity Book Lesson 3 page 6

1 Match and say.

- The children follow the maze to join each baby animal with their parent. They then answer questions about what the animals can or can't do.

Sing with me



Primary Areas of Learning

Objectives

Practice language through a song

Language

Recycled: jump, fly, crawl, swim, bird, fish, rabbit, spider, flowers, hill, tree, lake

(Rabbits) can (jump).

Materials

Audio tracks 1.06–1.07, Fifi Puppet, classroom objects, toys, a hoop or jump rope, some green fabric, a paper tree, some paper or plastic flowers

Other Areas of Learning

Expressive arts and design

Children express themselves through movement, music, and song

Physical development

Children act out the language of the lesson and develop confidence

Student Book Lesson 4 page 7

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review the story. Name animals and elicit if that animal was in the story. Continue until you have named all the animals in the story.
- Ask if anyone can remember what the animals in the story can do. Review the actions (*crawl, fly, swim, blow bubbles*). Introduce the action *jump*. Invite a child to the front and whisper the name of an animal for the child to mime what it can do. The class guess which animal the child is miming. Repeat.

1 Talk about the pictures.

- The children open their Student Books and look at the pictures. Ask them to identify the animals and say what

each animal does. Invite children to demonstrate the actions at the front.

2 Listen and point. Listen and repeat. 1-06

- Play the recording for the children to listen and point to the pictures in the Student Book.
- Play the recording again, pausing for the children to repeat the sentences.

3 Trace.

- Ask children to identify the actions the characters on the left are doing. Encourage them to use their fingers to trace the lines between the characters and the animals. Some children will be ready to use a pencil to trace these lines.

4 Play the game.

- Explain that the children are going to play a game. Set out different areas of the class for a pond, a hill, trees, and flowers. You can put a large paper tree and some big plastic/paper flowers on the wall. You can use a hoop or jump rope for the pond and some green fabric draped over a chair for the hill.
- Have the children help set up the props and review the words *lake, tree, hill, flowers* by pointing to the items and having the children repeat.
- Demonstrate the game. Divide the class into four groups; give each one an animal to act out (*rabbits, birds, spiders, fish*). Ask each group what their animal can do. Prompt the full response (*Rabbits can jump*).
- Play some music and call out instructions for the different animals. The children follow the instructions for their animal, flying to the tree, etc. They can add animal sounds to the activity as they gain confidence.

EXPRESSIVE ARTS AND DESIGN

This lesson encourages children to express themselves to music and through song. The game enables them to give meaning to the language of the lesson in a fun and memorable way. This also develops the children's confidence and helps overall class rapport. The song enables the children to use the language as a chunk, further developing their connected speech.

5 Sing and do. 1-07

- Play the song through once. Introduce the actions with the Fifi puppet. Then, sing and act out the song.

Ending the lesson

- Congratulate the children on their achievement.
- End the lesson with the *Goodbye routine* (see page 16). Sing the *Clean Up Chant* and/or the *Goodbye Song*.

Activity Book Lesson 4 page 7

1 Match and say.

- The children match the pictures to the silhouettes, then say what each animal can do.

Say it with me



Primary Areas of Learning

Objectives

Review/Present the alphabet

Language

Letter names and sounds

Materials

Audio tracks 1.08–1.09, Phonics Letter Cards from the Teacher’s Resource Center, Phonics Activities on the Teacher’s Resource Center (optional), Literacy Book *Hello* unit pages 2–4

Other Areas of Learning

Communication and language

Children develop their listening and vocabulary production skills

Literacy

Literacy Book: Children identify, say, and write the letters and sounds a–f

Literacy Book: Children read and say CVC words using these sounds

Student Book Lesson 5 page 8

Warmer

- Start the lesson with the *Hello routine* (see page 15).

1 Review the letter names and sounds.

- Review the letter sounds by pointing to the letters and asking children the name of the letter and the sound it makes. Have them say it rhythmically, *A says “a”, B says “b”,* etc.
- If the children can’t remember the sounds, see if they can identify the objects shown in the pictures and tell you the initial sounds.

Note: Some children won’t have used Level 1, so will not be familiar with the alphabet letters and their sounds. You can ask the children who have done Level 1 to help you teach the sounds (by saying the letters and their sounds as you

point to them for the rest of the class to listen and repeat), or you can model the letters and sounds for the whole class to repeat. Make sure children understand that for each letter, both the uppercase and lowercase forms are shown.

2 Listen and follow. Listen and repeat. 1-08

- Play the recording for the children to listen and follow in their books. Help them to move their fingers, left to right along the first row and then down to the beginning of the second row, and so on.

3 Listen and chant. 1-09

- Play the *Alphabet Chant* for the children to listen, and dance along if they’d like to.
- Give each child a Phonics Letter Card (see the Teacher’s Resource Center), and check that they know what it says (e.g., *A says “a”*).
- Have the children stand in alphabetical order. (If you have a smaller class, give each child two consecutive letters.)
- Play the chant again and have the children hold up their letters and chant, e.g., *A says “a”* along with the song. All the children can join in as much as they are able with the chorus: *One two, three . . . Say the alphabet with me.*

LITERACY

The names of the letters of the alphabet and their phonic sounds are reviewed/presented in this lesson. The lesson allows children to relate these letters and sounds to objects they are familiar with. This provides them with an essential foundation upon which their reading and writing skills will be built.

Ending the lesson

- Congratulate the children on their achievement.
- End the lesson with the *Goodbye routine* (see page 16). Sing the *Clean Up Chant* and/or the *Goodbye Song*.

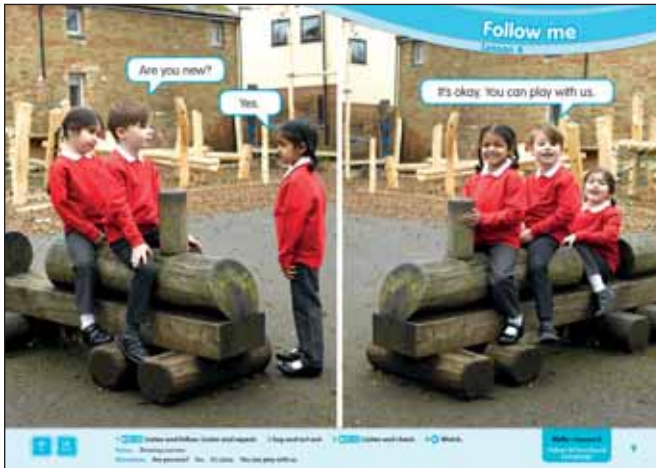
Activity Book Lesson 5 page 8

1 Match and say.

- The children identify the pictures at the top and the bottom of the page and draw lines to join each picture to the letter it begins with.

The Teacher’s Resource Center includes Phonics Letter Cards and Picture Cards which you can use to support your teaching in the Phonics lessons throughout the course. It also contains Phonics Activities to provide additional practice of the target letters and sounds.

Follow me



Primary Areas of Learning

Objectives

To show concern for others

Language

New: Are you new? Yes. It's okay. You can play with us.

Materials

Audio tracks 1.10–1.11, Fifi Puppet, *Hello* unit Values Animation, Literacy Book *Hello* unit pages 5–7

Other Areas of Learning

Personal, social, and emotional development

Children are encouraged to empathize with others and help

Expressive arts and design

Children express themselves in a dramatic role-play

Student Book Lesson 6 page 9

Warmer

- Start the lesson with the *Hello routine* (see page 15). You might like to incorporate the *Alphabet Chant* children learned in the previous lesson (CD1, track 9) as part of your routine.
- Use the Fifi puppet to talk about what it feels like coming to school for the first time. Fifi can demonstrate feeling sad or shy. Approach some children and have Fifi look at them shyly (for example by bringing her hands in front of her face, or looking down/away, or hiding behind your arm). Fifi can look less sad when the children talk to her.

1 Listen and follow. Listen and repeat. 1•10

- Focus on the photos and ask the children what they think is happening. Focus on the first photo and ask *How does the girl feel?* (Sad.) *Why do you think she is sad?* Then, ask what they think the boy is saying in the second photo.
- Play the recording. The children listen and follow the text on the page.

- Ask the class to find the words the boy used when he first talked to the girl. Ask what he said to make the girl feel better. Then, ask what polite words the new girl used.
- Play the dialogue again for the class to listen and repeat.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages children to show concern for one another and to help when someone else feels out of place or upset. This is a common situation with children of this age, and encouraging empathy and social interaction will help the children form meaningful friendships.

2 Say and act out.

- Ask the children to act out the dialogue in pairs. Play the recording again, then encourage them to say it themselves.
- Volunteers can come to the front and act out the dialogue as the rest of the class listens.

3 Listen and chant. 1•11

- Play the chant. Teach the new words and the actions.
- Play the chant again and act out with the children.
- Use the chant in future lessons whenever you want the children to play together inclusively.

CRITICAL THINKING

- Talk about how we can help new pupils feel a part of school community, e.g., helping them get to know class routines, introducing them to your friends, asking them to play with you, in the playground or during lessons.

4 Watch.

- Children watch the animation (on the Classroom Presentation Tool).

Ending the lesson

- Congratulate the children on their achievement.
- End the lesson with the *Goodbye routine* (see page 16). Sing the *Clean Up Chant* and/or the *Goodbye Song*.

Activity Book Lesson 6 page 9

1 Trace the pictures. Draw 😊 or ☹️.

- The children trace over the gray lines to complete the two pictures.
- They then identify the picture which shows the boy ignoring the child and draw a sad mouth on the face. They draw a smile on the face for the picture in which the boy shows concern.

Explore with me



Primary Areas of Learning

Objectives

To talk about picnics

Language

Recycled: girl, boy, baby, Mom, Dad, strawberries, bananas, apples, grapes, teddy bear, boat, doll

I see (a ball). I see (grapes).

Materials

Audio tracks 1.11–1.12, Fifi Puppet, *Hello* unit CLIL Slideshow, Literacy Book *Hello* unit pages 8–10

Other Areas of Learning

Mathematics

Children sort and categorize different food, objects, and people

Understanding the world

Children think about picnic planning

Student Book Lesson 7 page 10

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask the children what they learned about in the previous lesson (the importance of showing concern). Play the chant from Lesson 6 and encourage the children to join in. 🎧 1.11
- Ask the children to say what they can do to help others to feel included in school and class activities.

1 🎥 Watch.

- Introduce the topic by telling children they are going to learn about picnics. Ask them to say how they think we eat, drink, and behave at a picnic.
- Play the slideshow (on the Classroom Presentation Tool).

2 Talk about the picture.

CRITICAL THINKING

- Ask the children to look at the photo. Ask *What is the family doing?* Then, ask what they know about picnics. They may have had a *Show and Tell* teddy bear picnic at the end of last year, or had a picnic with their family. What did they do on their picnic?
- Explore the photo and ask *What do you see?* Prompt the children to tell you what foods they can see. Repeat with the categories *toys* and *family*.
- Help the children to notice that the words they are learning fall into different groups or categories. Explain that if they think about which categories words are from when they first meet them, it can help them to “file” the words in their brains.

MATHEMATICS

This lesson enables children to sort and categorize food, objects, and people. They consider their attributes and place them into categories. This develops their organization and reasoning skills.

3 Listen and point. Listen and repeat. 🎧 1•12

- Play the recording for the children to listen and point to the items in the photo.
- Play the recording again, pausing for the children to repeat the sentences.
- Elicit what other foods, toys, and family are in the photo using *I see ...*

4 Find and check (✓).

- Look at the photo again and point to the family members (*Mom, Dad, boy, girl*). Focus on the small pictures on the right. Say *I see a girl* and elicit the answer (*Yes*) from the class. Repeat with all the family members pictured. Identify with the class which family word is not in the photo (*Baby*).
- Then, do the same with the foods and toys pictured, eliciting which items are not in the picture (*strawberries, boat, and doll*).
- The children check the items they can see.

CLIL BOX: MATH

This lesson focuses on how to sort and categorize information. The children practice identifying items that fit into three different categories. They also develop observation skills by using information from pictures to record their results in written form.

Ending the lesson

- Congratulate the children on their achievement.
- End the lesson with the *Goodbye routine* (see page 16). Sing the *Clean Up Chant* and/or the *Goodbye Song*.

Activity Book Lesson 7 page 10

1 Match and say.

- The children match the family members, foods, and toys to the correct category.

Think with me



Primary Areas of Learning

Objectives

To review the sounds and letters of the alphabet

Language

Recycled: apple, ball, cat, cookie, dog, elephant, fox, foot, flower, grapes, hand, hat, insect, juice, kite, leg, mouse, orange, rabbit, sandwich, sun, table, umbrella, van, wheel, yogurt

New: Who's this? This is (Fifi).

Materials

Audio tracks 1.09 and 1.13, Phonics Letter Cards (optional), Literacy Book *Hello* unit pages 10–13

Other Areas of Learning

Communication and language

Children relate phonic sounds of letters to vocabulary

Literacy

Literacy Book: Children identify, say, and write sounds and letters m–r and review sounds a–l

Literacy Book: Children read and say CVC words using these sounds

Student Book Lesson 8 page 11

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Review the letter sounds by singing the *Alphabet Chant*. 🎧 1.09.

1 Talk about the picture.

- Focus on the picture and identify the animal characters. Ask *Where are they? What are they doing?*
- Ask the children *What do you see?* and encourage them to name as many items (objects and actions) as they can.

2 Find things beginning with the letters.

CRITICAL THINKING

- Ask the children which letter each item they named begins with. If you wish, you can ask them to circle or check each letter at the bottom of the page as they find an object.
- See how many letters they can find objects for, and help them to find more.

Note: Children can identify the x sound in fox. There are no words for n, p, q, or z.

- See the Language box for a list of the most obvious items to spot. Other possible words include: *box, bear, car, feet, fly, head, pink, purple, blue, red, green, yellow, tree.*

3 Listen and point. 🎧 1.13

- Play the recording for the children to listen and point to the objects in the picture. Have them identify the first letter of each word.

4 Read and point.

- Encourage the children to read the letters of the alphabet at the bottom of the page again and point to the items in the picture that start with each letter. Ask the children to say the words for the items they point to.

Use this activity with children who have learned letter sounds in Level 1:

- Use the Phonics Letter Cards (in the Teacher's Resource Center) to make CVC (Consonant-Vowel-Consonant) words illustrated in the picture. Give different letters to different children. Call out the letters for them to make the words.
- Have children identify the letter sounds in isolation, then try blending them to make a word. When they have said the word, have them find the object in the picture in the Student Book.

LITERACY

This lesson develops the children's listening skills as they are encouraged to identify the sounds/letters they hear. They then recycle the letters of the alphabet and their sounds using images. This develops their reading, speaking, and pronunciation skills.

Ending the lesson

- Congratulate the children on their achievement.
- End the lesson with the *Goodbye routine* (see page 16). Sing the *Clean Up Chant* and/or the *Goodbye Song*.

Activity Book Lesson 8 page 11

1 Match and say.

- The children draw lines to match each letter to the picture that begins with the same letter.

Fifi's Challenge

- Fast finishers can complete Fifi's Challenge. The children look at the object in the box and try to identify it (*a hat*). They write in the missing letter.

Show me



Primary Areas of Learning

Objectives

To practice the language from the unit through a game

Language

Recycled: May, Sam, Anna, Bird, cars, crayons, bananas, teddy bears, jump, swim, climb, fly, rabbits, birds, spiders, fish; Alphabet

This is (May). I see (1 car). (Rabbits) can (jump). (A) is for (apple).

Materials

Hello unit Poster, Hello unit Stickers, Literacy Book Hello unit pages 14–16, Hello unit Transition Worksheet (optional)

Other Areas of Learning

Communication and language

Children use the language of the unit in context and with meaning

Physical development

Children develop their fine motor skills with a sticker activity

Student Book Lesson 9 page 12

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Ask confident children to come to the front and introduce themselves: *Hello. I'm (Amy). I'm (4).* The children can then introduce themselves to a partner.
- Review colors and numbers using the unit Poster in the Classroom Resource Pack or on the Classroom Presentation Tool. Then, ask the children how many animals from the alphabet lesson or any other lesson they can remember (*cat, dog, elephant, fish, goat, insect, octopus, rabbit, fox, bird, spider*).

1 Look at picture 1. Ask and answer.

- Ask the children to look at the pictures in section 1. Point to Anna and ask *Who's this?* Elicit the response *This is Anna.* Continue asking about each character or invite a child to the front to point to a character and ask the question for the class to answer.

2 Ask and answer using pictures 2, 3, and 4.

CRITICAL THINKING

- Look at section 2. Point to the car and say *I see one ...* Prompt the children to finish the sentence (*car*). As before, either lead the activity or invite children to come to the front and identify and count the objects. For the crayons, ask the children to estimate the number before they count to confirm.
- Repeat for section 3, saying *Rabbits can ... (jump)*. Ask further questions about the animals, e.g., *Can spiders fly?* Accept all answers but ask the children to explain their answers, e.g., *Why can't spiders fly?* (They don't have wings.)
- For section 4, have the children take turns pointing to the pictures and saying the word and the initial letter. Then, ask one child to say the letter for a partner to answer, e.g., Child 1: *A*. Child 2: *A is for apple.*

3 Place the stickers.

- Ask the children to turn to the back of their books and find the stickers for this unit. Ask them to hold up the sticker that matches *Who's this?* Use the color of the sticker to help the children select the correct one. Have the children stick the sticker on the correct star on the page. Repeat with the other three stickers.
- Congratulate the class on their achievement.

Ending the lesson

- End the lesson with the *Goodbye routine* (see page 16). Sing the *Clean Up Chant* and/or the *Goodbye Song*.

COMMUNICATION AND LANGUAGE

Show and Tell recycles language throughout the units and courses. It does so in a meaningful and contextualized way. This helps the children to recall and use the language at word and sentence level, developing their English naturally and over time.

Activity Book Lesson 9 page 12

1 Count and circle.

- The children count the items in each picture group. They then trace the circle around the number that matches the number of items in the picture.

For additional practice of the unit language, Transition Worksheets (for all units) can be found in the Teacher's Resource Center.

Show and Tell



Primary Areas of Learning

Objectives

To use shapes to make a picture of a “shape kid”

Language

New: kid

He’s/She’s a (circle) kid. The (eyes) are (stars). The (mouth) is (a square).

Recycled: arms, legs, eyes, ears, mouth, nose, shape, star, square, circle, triangle

This is my friend.

Materials

colored card stock and paper shapes, glue, colored pens/pencils/crayons, a prepared “shape kid”, Literacy Book *Hello* unit pages 17–19

Other Areas of Learning

Personal, social, and emotional development

Children develop their self-confidence and respect for others

Mathematics

Children interact with shapes and colors

Literacy

Literacy Book: Children identify, say, and write sounds and letters x, y, and z and review sounds and letters a–w

Literacy Book: Children sound out and blend rhyming CVC words

Student Book Lesson 10 Project page 13

Warmer

- Start the lesson with the *Hello routine* (see page 15).
- Introduce/Revise the shapes. Show the children a prepared shape and say *It’s a (square)*. The children repeat. Prompt them to describe the color, *It’s (red)*. Repeat until you have introduced/revised all the shapes.

1 Choose shapes.

- Play a game. Place different colored shapes on the board. Point to a shape and ask the children to name it. Repeat with the next. Continue this way until all the shapes are named. Set up a chain with the children pointing to the shapes and taking turns to name them. Leave the shapes on the board.
- Explain to the class that they are going to make a “shape kid”. Focus on the pictures on the Student Book page and talk about them. Point to the photo and establish that the children are presenting their shape kids. Elicit the body parts and shapes used in each child’s shape kid. Point to the small pictures on the left and ask what the children are doing (choosing their shapes and gluing their shape kid).
- Ask the children to look at the shapes on the board. Explain that they are going to choose their shape. Have each child name their choice by saying, e.g., *It’s (blue)*. The other children can guess *It’s a (rectangle)*. Hand out the shapes to the children.

2 Glue and decorate to make a shape kid.

- Hold up your own shape kid. Say *This is my friend. He’s a circle kid. Look! The eyes are squares. The nose is a star.* etc.
- Ask what the children need to make their shape kids (colored paper, shapes, glue, crayons). Hand out materials.
- The children work in small groups to make their own shape kids. Encourage them to talk about what they are doing as they work and to share the equipment and be polite as they work together. Go around helping the children and asking them to describe their shape kid using the target language as they work. The children can give their shape kids names if they like.

3 Show and tell.

- When the children have finished invite volunteers to take turns to come to the front and talk about their shape kid.
- Help the children to make a big colorful frieze of shape kids to display on the classroom wall.

PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT

This lesson encourages the children to interact in small groups and as a class. This enables them to build relationships in the classroom which is an important social skill. Show and tell activities are designed to give language support to the children which allows them to present confidently. Listening to their classmates also helps them understand the importance of respecting each other.

Ending the lesson

- Congratulate the children on their achievement.
- End the lesson with the *Goodbye routine* (see page 16). Sing the *Clean Up Chant* and/or the *Goodbye Song*.

Activity Book Lesson 10 Project page 13

1 What’s next? Look and draw.

- Children look at the rows of shapes and decide what shape comes next in the sequence.
- They draw the shape in the box.

Hello unit Literacy Book

Note: Additional practice and Phonics Letter Cards and Picture Cards can be found on the Teacher's Resource Center. The audio tracks for the Literacy Book are found on CD3.

Page 2

This lesson introduces the letters and sounds *a* and *b*.

1, 4 Listen and point. 1•01, 1•02

- Play the recording for the children to listen and point to the letter and pictures.

 1•01

A says a: apple, ant, arrow

 1•02

B says b: bus, ball, bed

2, 5 Listen and repeat. Trace. 1•01, 1•02

- Play the recording again for the children to listen and repeat the sound and the words.
- Model the sounds, exaggerating the movement of your mouth for the children to imitate.
- The children trace the letter shapes with their fingers.
- Then, children point to the letters and repeat the words.

3, 6 Trace, write, and say.

- Model the correct letter formation, explaining that the numbers on the letter at the top show the order of the strokes.
- The children trace the gray letters, and then, write more.
- Ask the children to make sure that the letters sit on the bottom line, and reach up to the top line where necessary.

Other activities

- Ask the children to think of more words with the new sounds.

Page 3

This lesson introduces the letter and sound *c* and practices the letters and sounds *a–c*.

1 Listen and point. 1•03

- Play the recording for the children to listen and point to the letter and pictures.

 1•03

C says c: cat, cap, cup

2 Listen and repeat. Trace. 1•03

- Play the recording again for the children to listen and repeat the sound and the words.
- Model the sound, exaggerating the movement of your mouth for the children to imitate.
- The children trace the letter shapes with their fingers.
- Then, children point to the letter and repeat the words.

3 Trace, write, and say.

- Model the correct letter formation, explaining that the numbers on the letter at the top show the order of the strokes.
- The children trace the gray letters, and then, write more.

- Ask the children to make sure that the letters sit on the bottom line, and reach up to the top line where necessary.

4 Match and say.

- Ask children to identify the first letter. Ask them which of the pictures begin with *a* (*arrow, apple*).
- Show the children the example, and have them draw another line from the *a* to the apple.
- Repeat with the other letters and pictures.

Other activities

- Give children a letter notebook. On each page, they write one large letter and draw pictures of objects that begin with that letter. As they learn more vocabulary, they can add it to their notebooks to build up a picture dictionary.

Page 4

This lesson introduces the letters and sounds *d* and *e*.

1, 4 Listen and point. 1•04, 1•05

- Play the recording for the children to listen and point to the letter and pictures.

 1•04

D says d: dog, doll, door

 1•05

E says e: elephant, egg, elbow

2, 5 Listen and repeat. Trace. 1•04, 1•05

- Play the recording again for the children to listen and repeat the sound and the words.
- Model the sounds, exaggerating the movement of your mouth for the children to imitate.
- The children trace the letter shapes with their fingers.
- Then, children point to the letters and repeat the words.

3, 6 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters, and then, write more.

Page 5

This lesson introduces the letter and sound *f* and practices the letters and sounds *a–f*.

1 Listen and point. 1•06

- Play the recording for the children to listen and point to the letter and pictures.

 1•06

F says f: foot, fish, five

2 Listen and repeat. Trace. 1•06

- Play the recording again for the children to listen and repeat the sound and the words.
- Model the sound, exaggerating the movement of your mouth for the children to imitate.
- The children trace the letter shapes with their fingers.
- Then, children point to the letters and repeat the words.

3 Trace, write, and say.

- Model the correct letter formation, as for previous letters.
- The children trace the gray letters, and then, write more.

The Show and Tell Show!



Student Book Lessons 1–4 pages 110–111

Note: The amount of time you will have to prepare for *The Show and Tell Show!* will vary depending on how elaborate you choose to make your show. If you want to incorporate lots of props/costumes and act out several stories, you may need 4–5 lessons to prepare and rehearse, and one lesson for the performance. For a simpler show in which the children sing a couple of songs and act out one story, you might only need 2 lessons to prepare and 1–2 lessons to practice and perform. The material should be adapted to suit your class.

Warmer

- Tell the class that Fifi, Prickly, and Benny are planning a show for the end of the year. It's called *The Show and Tell Show!* Ask the children if they like shows. Ask the class what they think the characters will do in their show.

Primary Areas of Learning

Objectives

- Revise language from the course
- Plan, prepare, and practice for a show
- Perform a show

Language

New: show

It sounds good! It's fun! We're happy!

Recycled: Language from *Hello* unit, Units 1–9, Numbers 1–20, the alphabet

Materials

Audio tracks 1.09, 2.61–2.62, Fifi Puppet, Number Flashcards 1–10, Number Cards 11–20 (Teacher's Resource Center), Phonics Picture Cards, Photocopiables from the Teacher's Resource Center (show plan, character masks templates, show program, signs), colored pens/pencils/crayons, art materials to create props for the show, clothes for costumes

Other Areas of Learning

Communication and language

- Children use the language from the course stories, songs, and chants
- Children reflect on what they have learned and what they can do

Expressive arts and design

- Children use their imagination and creativity to make props for a show

Personal, social, and emotional development

- Children collaborate and support one another to plan and prepare a show
- Children put on a musical and creative show for themselves and their parents


1 What's in the show? Listen and follow. 2•61

- Focus on the pictures in the Student Book. Ask the children to say who and what they can see. Ask questions to prompt them, e.g., *Who's this? What's this? Can you remember this story? Is this a (chant)?* Have them follow the maze of pictures with their fingers and say the numbers.
- Play the recording, pausing after each activity the characters mention. Have the children point to the pictures in the maze and trace over the line connecting the pictures. The children say what the picture shows (e.g., a *Sing with me* song). Ask the class which character is going to do that activity in the show (e.g., Benny).
- You might like to revisit the songs, stories, and chants, and talk about them. (See the audio transcripts on pages 167–175 as a reference for the songs, stories, and chants.)
- Ask the children what Prickly, Benny, and Fifi are doing in the last picture: *Taking a bow*. Explain that we do this at the end of a show. If you like, practice lining up and taking a bow with the children.

2 Listen and chant. 2•62

- Review the numbers 1–20 using the Number Flashcards for 1–10 and the Number Cards for 11–20 (these can be downloaded from the Teacher's Resource Center). Hand out the cards. Say numbers and have the children hold up the correct card. Invite different children to call out numbers.
- Play the chant and create actions together. Alternatively, you can watch the chant with actions on the video in the Teacher's Resource Center (see the Routines Song Bank).
- Play the chant again. Have the children chant the numbers and do the actions.

Optional activity

- Review the alphabet with the children. Play the *Alphabet Chant* from the *Hello* unit for the children to join in with.  1•09
- Use the Phonics Picture Cards. Choose cards and ask the class *What is it?* Prompt the children to say, e.g., *Apple. A says "a"*.