

TEACHER'S BOOK

My Little Island

3



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Course and Philosophy

My Little Island is a three-level course for teaching English to 3 to 5-year-old children whose first language is not English. It is based on four over-arching beliefs:

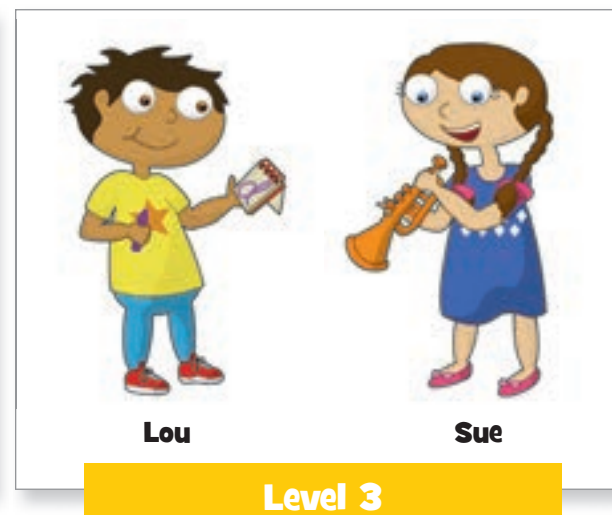
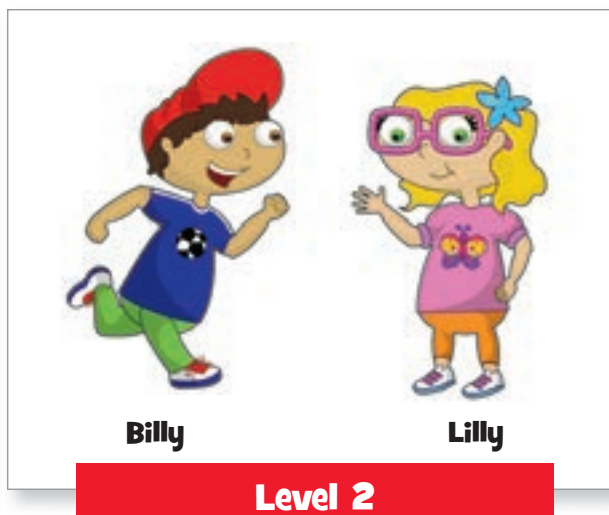
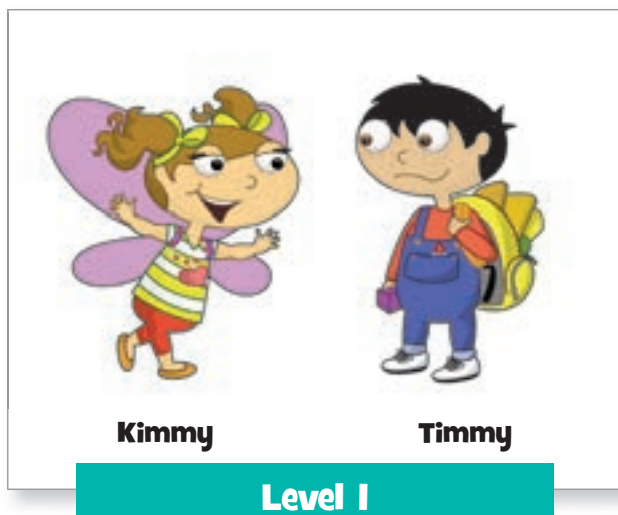


Sammy the Squirrel

1. Realities of the child's world must be at the core of the course and the basis for materials chosen.
2. A learner who is engaged will learn better.
3. Each child is unique in personality, interests, and learning styles and will benefit from materials that reflect this.
4. Successful learning only occurs when skills presented build on each other and are reviewed meaningfully.

This unique and engaging course takes children on an exciting fantasy-island adventure with characters their own age. The course introduces two new characters at each level with whom children can identify. Each level has nine units. After an introductory welcome unit, there are eight thematic units which are recycled and build on each other at each level of the course. In the Level 3 welcome unit, children meet Sue and Lou, and revise vocabulary from previous levels. They also meet Sammy the Squirrel again, the course mascot (a puppet), who appears throughout the course and supports children as they learn (when he isn't getting into mischief!).

The course is designed to help children learn to communicate in English through a four-skills-based approach that builds increasing language proficiency through prereading/reading, prewriting/writing, listening, and speaking lessons and activities. For example, children start off listening to and looking at picture stories and advance in the upper two levels to reading along with stories that have simple text. Children progress from drawing simple lines to tracing letters in words. Listening and speaking skills, which are critical for language learning, are developed throughout the course with increasing emphasis in later levels.



The course uses a natural approach to teaching language through TPR® (total physical response). Associating gestures with vocabulary and language structures builds a positive attitude and confidence, while at the same time, helps children attach meaning to the language they are learning. The opening scene in each unit shows characters engaged in activities and includes a song about what they are doing, along with suggested actions for children to do. Lessons build, using a kinesthetic approach. Still throughout the course, children learn English through a wide range of activity types to accommodate all learning styles. And learners get to experience all mediums. Children do traditional activities in their books and workbooks. They participate in class activities and projects, as well as engage with the course's digital tools as they interact with their classmates on the interactive whiteboard (ActiveTeach) and on the CD-ROM.

My Little Island equips young learners for the technological, global world of the 21st century not only by teaching them English and digital literacy, but also by fostering critical skills to help them become successful, contributing members of society. Skills most helpful for the future include: *flexibility, adaptability to constant change, critical and analytical thinking, communication, collaboration, creativity, and problem solving*. By nurturing these critical skills and abilities in children, the course ensures that children develop into more autonomous primary-age learners and beyond.

By addressing these preprimary objectives and developing skills and strategies for communicating in a global community, *My Little Island* prepares children to meet expectations of the Starter level of the **CYLET (Cambridge Young Learners English Tests)** and ensures that they will continue to be successful and enjoy their learning experiences in English.

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Components



PUPIL'S BOOK

A Welcome unit opens the Pupil's Book. Eight thematic units follow and include presentation and practice of the new lexical sets of vocabulary and language structures. Vocabulary builds throughout the course, from basic greetings, classroom objects, and the family, to words used to talk about community workers and places, school activities, and feelings. Children listen to stories with target language; sing songs and say chants; colour, match, and draw; and play games, collaborate, and communicate with partners, in groups, and with the whole class.

The first lesson presents the unit's target vocabulary in a scene, along with a thematic song accompanied by meaningful gestures and actions.



The vocabulary lesson presents target vocabulary with photographs. There are eight new words per unit.

Next, children listen to and act out a story that presents new language structures.



Stories are included on the Class Audio CDs, on the CD-ROM, and ActiveTeach.

This lesson develops listening skills. Children listen to and follow directions that include target vocabulary and language.



This lesson develops speaking skills. Children ask and answer questions using a conversation model on the page. A Phonics and Extra Practice icon directs children to a phonics page and a practice lesson at the back of the book.

The next lesson helps children develop skill in numeracy and maths concepts. In this one, children trace the numbers and count the shapes.



This lesson prompts children to choose the right course of action in a given situation, helping them develop good values.

The Review lessons include a sticker activity for children to check their comprehension of vocabulary and language, and a cross-curricular project.



The review section covers the preceding two units, allowing pupils a chance to think back and review what they have learned.

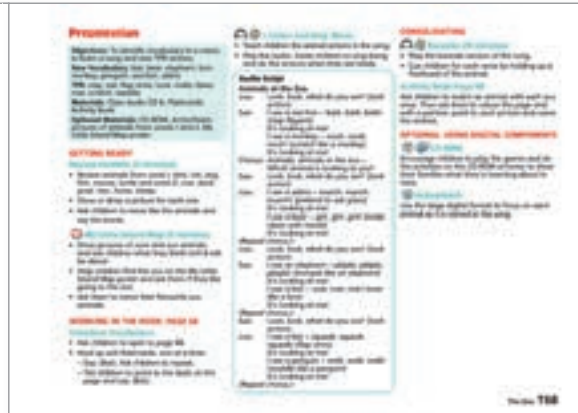
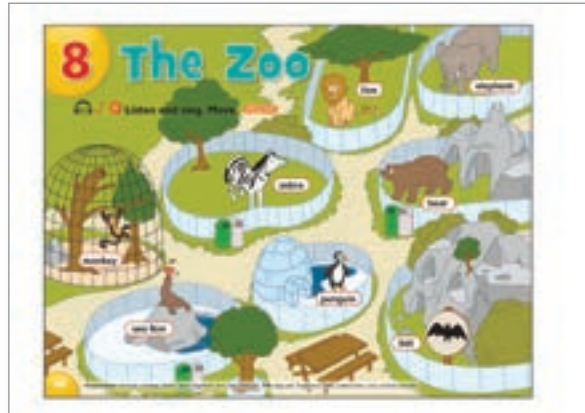


TEACHER'S BOOK WITH ACTIVETEACH

The interleaved Teacher's Book has full-size Pupil's Book pages next to the teaching lessons. Simple four-step lesson plans include Getting Ready activities, a Working in the Book section, Consolidating activities, and an Optional: Using Digital Components section. Icons signal when to use components. A two-page Unit Overview with each unit's content and objectives also provides notice board ideas, story summaries, and home-school and curriculum connections.

AUDIO CD

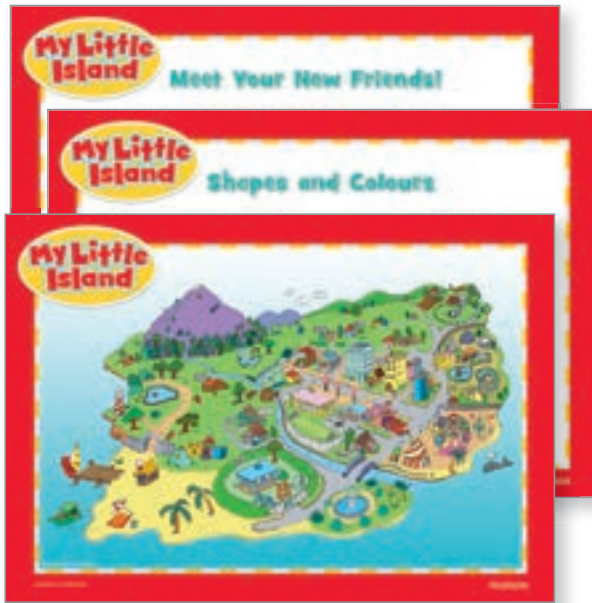
Class Audio CDs A and B contain all of the level's songs, chants, stories, and listening comprehension activities. The Teacher's Book indicates when and how to use these. Audio icons with track numbers on the Pupil's Book pages also provide cues for which songs, chants, and listening exercises to use with the activities.



ACTIVITY BOOK WITH AUDIO CD

The Activity Book provides practice and reinforcement of Pupil's Book lessons. Children practise developing fine motor skills as they trace, match, and colour theme-related pictures. The level's characters, Sue and Lou, and the course mascot, Sammy the Squirrel, appear throughout for continuity and fun. An Audio CD with songs and chants is included. Annotated pages, with answers, can be found in the Teacher's Book.





POSTERS

Three colourful posters motivate children as they set off to learn English. The *My Little Island* map gives children a bird's-eye view of the island. *Meet Your New Friends!* introduces each of the main characters. *Shapes and Colours* presents a reference for important concepts.

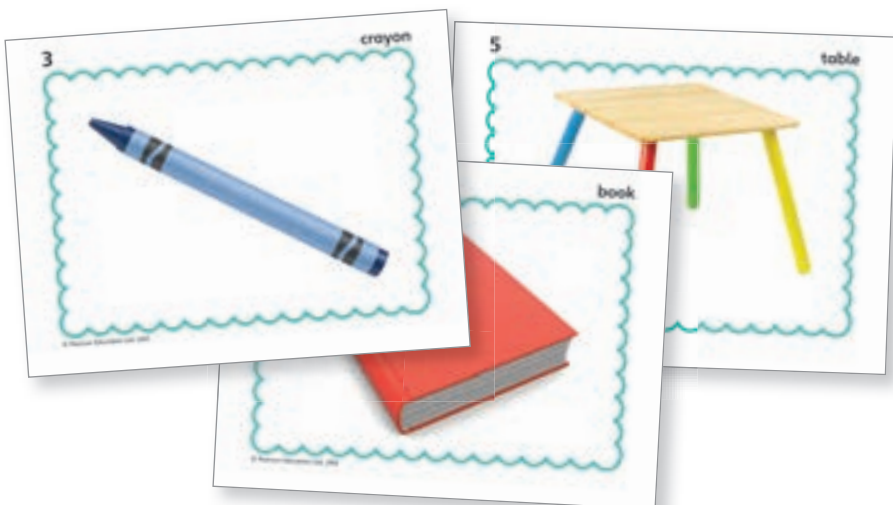


CD-ROM

The CD-ROM features course stories, as well as matching, sorting, concentration, and multiple-choice games and activities. An animation rewards children at the end of each activity. Stories are also accessible word-by-word. Live-action videos are included, and scripts are available on pages T135–T138 of this book.

FLASHCARDS

Forty-eight colourful photographs of the target vocabulary appear on Flashcards for presentation, review, and games. These also appear in ActiveTeach and are listed in the Teacher's Book.



ACTIVE TEACH

Pupil's Book pages can be projected onto the big screen, using this interactive whiteboard program with tools. Audio for songs, chants, instructions, listening activities, videos, and Flashcards is included.

WEBSITE

The companion website has complete product information, component descriptions, a sample unit, scope and sequences, letters home, the theme song, and videos. The link is: www.pearsonelt.com.mylittleisland.

BIG BOOK

The *My Little Island Big Book* engages children in a shared reading experience. Children will feel at ease as their teacher turns the pages and models reading the selections aloud, encouraging them to join in when they are comfortable. The large, over-sized pages allow children to easily point to words and to picture details.

Digital Tools: CD-ROM and ActiveTeach

YOUNG LEARNERS AND TECHNOLOGY

Research shows that appropriate use of computer technology in education is beneficial for learners (Clements and Sarama, 2003; Waxman, Connell, and Gray, 2002; Byram and Bingham, 2001). Broadly speaking, children can learn *from* computers and *with* computers. Children learn *from* computers when the computer assumes the role of a tutor, with the goal of importing and increasing basic knowledge and skills. Children learn *with* computers when the computers serve as a facilitating tool, with the goal of developing critical thinking skills, research skills, and the creative imagination (Ringstaff and Kelley, 2002).

Computer activities should be age-appropriate and foster instruction in ways that increase learning, motivation, personal productivity, and creativity. For example, Perry (2009) noted that “Children three to five years old are natural ‘manipulators’ of the world – they learn through controlling the movement and interactions between objects in their world – dolls, blocks, toy cars, and their own bodies.” Children are naturally curious and willing to interact with computers, and they enjoy their ability to control the type, pace, and repetition of an activity. In some cases, children have even managed to learn how to use a computer with no instruction at all, through their own curiosity, fearlessness, and persistence (Mitra, 1999).



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TECHNOLOGY IN MY LITTLE ISLAND

Children in the *My Little Island* course become familiar with digitized learning through ActiveTeach and the CD-ROMs. These components prepare them for more intensive digitized and computer- and game-based courses like *Our Discovery Island*. The CD-ROM offers a variety of fun-filled games for each thematic unit, with each level's games increasing in difficulty. Children also play "Look and Find" at the end of each unit. This Quest-like activity engages children in finding unit-related items in scenes. Children can take the CD-ROM home and share what they are learning with caregivers and even play the games and view the course live-action videos together.

ActiveTeach provides access to the entire *My Little Island* Pupil's Book and allows teachers to project it up on the big screen, using interactive tools like a pen, highlighter, and eraser, so that all children become involved with a page at the same time. Teachers can demonstrate how to do activities, highlight target vocabulary and language, show children how to trace, and focus children's attention on story characters and lesson features. In addition, the Flashcard images, story cards, songs and chants, and unit videos make this an invaluable teaching aid.

Course Highlights

CROSS-CURRICULAR CONNECTIONS

Research shows language courses that help young learners to make curriculum connections among school subjects have more successful learning outcomes. *My Little Island* offers integrated, level-appropriate curriculum connections in every unit through engaging lesson activities. Teachers can easily find activities that are linked to a curriculum area through colourful icons.

Maths

Maths and Shapes lessons (CLIL) expose children to basic concepts that help them build skill in numeracy and other maths skills. Games on the CD-ROM and other activities also help young children develop a basic understanding in maths.

Music and Movement

Each unit opens with a song, accompanied by TPR. Clapping patterns focus on rhythm while, at the same time, building skills in listening and intonation. Other songs, as well as chants, appear throughout the units.

Art


A wide range of art activities helps young children develop fine motor skills, recognize and reproduce patterns, learn about colours, and create pictures that have meaning for them. In addition, the course develops visual literacy through illustrations that help young learners construct meaning and develop related language and communication skills.

Science

Simple science activities engage children in the fascinating world of science and provide opportunities for children to communicate about it.

Social Studies

As young children find out about the culture on the island, they are reminded of the social structures that make up their own world, such as family, school, and friends, as well as town and country life.

 Each unit has a culminating cross-curricular project. These are integrated into the Review sections, which come after each block of two units.

HOME-SCHOOL CONNECTIONS AND VALUES

Support from family and others at home is very important to a child's total learning experience. Research shows that language acquisition is enhanced through parental interest, involvement, and support. *My Little Island* encourages strong home-school connections. A general letter about the course and then letters for each unit with activities and tips serve to involve families. Unit projects can be taken home and shared. The course CD-ROM, as well as the Songs and Chants CD can also be used at home to reinforce what children are learning (and singing about) in class. Children are encouraged to share the course songs, chants, and stories at home.

Each thematic unit includes a values lesson, with a short, catchy chant. Children look at a photograph in their Pupil's Book and learn the right thing to do in a given situation. These values lessons encourage young children to think about themselves and how they interact with their family members, friends, and others.

Phonics

Young children using the *My Little Island* course are probably just beginning to discover sound-symbol relationships in their first language. Since sounds in English may have multiple spellings and a child's first language may be more straightforward, *My Little Island* takes a gradual approach to phonics, beginning with phonemic awareness (becoming aware of the sounds in words) and gradually introducing sound-symbol correspondences. Because some teachers may not wish to teach phonics at this early level, the phonics lessons are placed at the back of the Pupil's Book and the Teacher's Book.

Introduction to sound-symbol correspondence comes later in the course as children begin to understand that letters stand for sounds. In *My Little Island*, children move from phonemic awareness to reading simple words. The course also presents less decodable text (sight words) in environmental print throughout the program.

Prewriting

My Little Island reinforces the development of prewriting skills as an important part of a child's early learning development. In preparing for primary school, children need to develop the cognitive and physical skills they need for writing as well as for reading. The course helps children develop gross motor skills through movement, songs with accompanying actions, and games; and fine motor skills, as well as hand-eye coordination, through a variety of activities. The Pupil's Book and Activity Book offer a wide range of opportunities to develop these skills through activities such as: colouring, painting, drawing, connecting dots, tracing, matching, manipulating cutouts and stickers, and making unit projects.

Prereading

Before children read the printed word, they learn basic literacy concepts, such as left-to-right directionality and holding a book in the appropriate orientation. Literacy activities appear throughout the Teacher's Book, providing teachers with suggestions for developing young children's reading skills. Children at this third level of the course experience picture stories with words where they are invited to listen and follow along with the pictures, words, and the audio for the story.

ASSESSMENT





As children enjoy their learning experiences in *My Little Island*, it is important to assess their progress at regular intervals. The review of each unit after Units 3, 5, 7 and 9 provides opportunities to review and evaluate what children have understood and retained. The Review lesson is also a great way to recall songs, stories, concepts, and vocabulary that children particularly like or remember, and to stimulate class discussions. The culminating unit project serves as another reminder of what children have learned. Children build self-esteem as their efforts are rewarded with *Good Job!* stickers and as they are praised and commended for their achievements.

My Little Island endorses portfolios as an excellent way of keeping track of children's progress. Portfolios for *My Little Island* should include samples of children's work collected throughout the year and notes that include children's own reflections and opinions about what they are learning. Children can decorate and take pride in their portfolios as they share them with one another at school. Children's portfolios can also be shown to parents and family during meetings to highlight progress or sent home as children complete units as well as the end of the term.

Informal assessment is ongoing. Watching and listening to children as they do their work and learn English, recording progress and problems, checking comprehension, and having informal conversations to keep track of how a child is doing are all important. Encouraging children to check one another's work also helps in this process.

Scope and Sequence

My Little Island 3

Unit	New Vocabulary	New Structures	TPR Actions	Reviewed Language (vocabulary and structures)	Values	Cross-Curricular Project	Phonics Lesson	Maths
 Welcome	friend(s), Lou, Sue	<i>How old are you? / I'm (6).</i>	give five, hold up fingers, jump, wave	<i>It's a (rectangle). It's (red). The (puppet) is (red). The (chair) is in the (living room). I like/don't like (yogurt). Can you see (the sun)? / Yes. What colour is it? / It's (yellow).</i> animals, classroom objects, colours, family members, foods, numbers, parts of the body			Phonics: initial letters and sounds	Counting 1–6
 At School	classroom, computer room, music room, play, playground, read, sing, use the computer	<i>Where do you (read)? / In the (classroom).</i>	flap arms, hold up fingers, jump, kick, march, point, question action, read, use a computer, write, write letters in the air	classroom items; car, hen	Follow rules.	Social Studies: Poster about school	Phonics: initial c, h, and j	Counting 1–10
 Workers	artist, astronaut, dentist, doctor, firefighter, nurse, police officer, vet, worker(s)	<i>I want to be a (police officer). What do you want to be? / I want to be a (doctor).</i>	flap arms, hold up fingers, kick, march, march in place, point, write, write letters in the air	<i>It's (Sammy)! I'm (Sue).</i> 1–10; animals; red	Stay safe.	Safety: Poster about safety (preventing fires)	Phonics: initial q, r and v	Counting 1–12
 My Town	bus, fire station, hospital, police station, post office, school, shop, taxi	<i>Where does (your dad) work? / (He) works at the (fire station). Where does (he) work? / (He) works at a (hospital).</i>	beep horn, drive, flap arms, hold up fingers, kick, march, point, tap knees, turn around, write, write letters in the air	1–12; aunt, box, teacher, uncle, windy, yellow	Ask for help.	Maths: Building made out of shapes	Phonics: initial w and y, and medial/final x sounds	Counting 1–14

Unit	New Vocabulary	New Structures	TPR Actions	Reviewed Language (vocabulary and structures)	Values	Cross-Curricular Project	Phonics Lesson	Maths
<p>5</p> <p>Clothes</p>	dress, jacket, shirt, shoes, skirt, socks, sweater, trousers	<i>What (are you) wearing? / (I'm) wearing a (dress).</i> <i>What (is Grandpa) wearing? / (He's) wearing a (shirt) and (trousers).</i>	brush teeth, flap arms, hold up fingers, hold up 8 fingers, kick, march, point, punch the air, stretch, tap knees, touch clothes, write, write e in the air	<i>How's the weather? / It's (sunny).</i> 8, 1-14; colours, shapes; bed, hen, pen	Take care of your clothes.	Art: Design your own T-shirt	Phonics: short e	Counting 1-16
<p>6</p> <p>Feelings</p>	angry, excited, happy, hungry, sad, scared, thirsty, tired	<i>How do you feel? / I'm (excited).</i> <i>How does (Lou) feel? / He's (excited).</i>	brush teeth, cry, cup mouth, drink, eat, flap arms, hold up fingers, jump, kick, march, point, put on mask, question action, shiver, tap knees, write, write a in the air, yawn	1-16; food; cat, dad, grandma, grandpa, hand, mum	Don't fight.	Social Studies: Poster about feelings	Phonics: short a	Counting 1-18
<p>7</p> <p>Healthy Food</p>	banana, carrot, fork, lettuce, mango, orange, plate, tomato	<i>What do you want, (Lou)? / I want (an orange) and (a banana), please.</i>	brush teeth, flap arms, hold up fingers, jump, kick, look action, march, point, pretend to eat, rub tummy, tap knees, write, write o in the air	1-4, 1-18; colours, family members; box, bread, cheese, cookie, doll, hot, salad	Eat healthy food.	Health: Food rainbow	Phonics: short o	Counting 1-20
<p>8</p> <p>The Zoo</p>	bat, bear, elephant, lion, monkey, penguin, sea lion, zebra	<i>What's that? / It's a (small) (bat).</i>	clap, eat, flap arms, look, make claws, roar, scratch, waddle, write u in the air	bus, cup, mouse, sun	Include everyone.	Art: Elephant mask	Phonics: short u	Simple addition
<p>9</p> <p>Places</p>	building, field, flat, forest, mountain, river, street, traffic light	<i>Where do (bears) live? / (They) live in the (country).</i> <i>(Bears) live in the (city), too.</i>	point to floor, point to self, trace smile, write i in the air	bird(s), cars, ducks, fish, goats, house, milk, mouse, tree(s)	Take care of our world.	Social Studies: Recycling poster	Phonics: short i	Simple taking away

Time Guidelines

My Little Island is flexibly designed to suit individual teacher's specific classroom needs and scheduling requirements. To help teachers plan, it is estimated that teaching materials for the Pupil's Book and related practice in the Activity Book may take up to 30–60 minutes of classroom time. By using the digital components, optional activities in the Teacher's Book, as well as other course resources, teachers can plan to add anywhere from 15–30 minutes a lesson. For classes meeting three to five hours a week, this means covering approximately two to three Pupil's Book pages and other component segments per week. This adds up to about one unit per month, based on an average school year of nine months. Below is a chart with recommendations for pacing one thematic unit, along with optional course suggestions.

The actual time it may take for individual teachers to cover a Pupil's Book unit depends on many factors, such as: how much time is needed for review or for presentation of new material, how many optional components are used, and how many times features such as the stories, songs, extra activities, games, and festival materials, are revisited. To help teachers plan lessons, the course provides suggested times for teachers to spend on optional activities. The degree to which individual teachers integrate the digital components, the posters, the Flashcards, and so on, will also affect planning. Additionally, the makeup and needs of any given class, as well as how well the children cooperate as a group and how engaged and well-behaved they are, are all factors to consider in planning time.

Teachers can choose whether to review each unit at the end, or to set aside time for a 'Review lesson' and go over the block of two units together.

PLANNING MODEL: LEVEL 3, UNIT 2 IN MONTH 2

Week	Day	Pupil's Book	Activity Book	Other Components: add 15–30 minutes
1	Day 1	Song with target vocabulary	Activity practising vocabulary	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 2	Vocabulary presentation	Activity practising vocabulary	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
2	Days 3–4	Two story pages with new structure presentation	Activity supporting story	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
3	Day 5	Listening comprehension	Speaking activity	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 6	Speaking activity	Further speaking activity	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
4	Day 7	CLIL activity and song	Activity supporting CLIL	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Day 8	Values activity and chant lessons for extra practice with phonics, speaking and for festivals in back section	Activity supporting values	Class Audio CD, CD-ROM, Flashcards, ActiveTeach
	Anytime	Optional Review lessons after each block of two units	Activities for review/personalization after each block of two units	Class Audio CD, ActiveTeach

Map



I

Welcome

Objectives

- ✓ To meet characters
- ✓ To learn greetings
- ✓ To sing songs and chant
- ✓ To do basic TPR movements
- ✓ To practise fine and gross motor skills
- ✓ To review language structures: *It's a (rectangle).. It's (red).. The (puppet) is (red).. The (chair) is in the (living room).. I like / don't like (yogurt).. Can you see (the sun)?, and What colour is it? / It's (yellow).*
- ✓ To learn and practise new language structures: *How old are you? / I'm (6).*
- ✓ To practise new language by listening and speaking
- ✓ To review colours, numbers, shapes, and other vocabulary from Level 2
- ✓ To review phonics: the sounds that *b, d, f, g, k, l, m, n, p, s,* and *t* stand for at the beginning of words
- ✓ To count 1–6

Vocabulary

New: Sue, Lou, friend(s)
Review: 1–8, animals, classroom objects, colours, family members, foods, numbers, parts of the body

Materials

Pupil's Book pages 4–13; Activity Book pages 4–13; Class Audio CD A: Tracks 3–13; Course Posters: *My Little Island* Map, Shapes and Colours, Meet Your New Friends!; stickers (back of Pupil's Book and shown on page T108)

Optional: CD-ROM, ActiveTeach, Sammy the Squirrel puppet

Unit Overview



Home-School Connections




Copy the General Letter Home on page T133 for children to bring home to introduce the third level of *My Little Island* to their families. The Unit I Letter Home is available online at www.pearsonelt.com/mylittleisland.

Songs and Chants

- ✓ Hello Song (Class Audio CD A: Tracks 3, 4)
- ✓ Goodbye Song (Class Audio CD A: Tracks 5, 6)
- ✓ Old Friends, New Friends (Class Audio CD A: Tracks 7, 8)

SKILLS



Cross-Curricular Connections

-  remember patterns, recognize numbers and shapes
-  trace and colour
-  sing, chant and move to music

Preschool Learning Outcomes

- ✓ Understand new language structures.
- ✓ Recognize and produce the sounds that *p, t, m, s, d, l, b, k, n, f,* and *g* stand for at the beginning of words.
- ✓ Sing songs and say chants with TPR.
- ✓ Join in games and interact.
- ✓ Talk about self and surroundings.
- ✓ Develop a positive attitude toward the English language.
- ✓ Understand the directionality of print.

Digital Practice

-  Use the CD-ROM for vocabulary practice or review.
-  Use ActiveTeach to go over Pupil's Book pages together as a class.

LEARN BY DOING

TPR

- ✓ give (someone) five, hold up fingers to count, jump, wave

Phonics

- ✓ Recognize and produce the sounds that *b, d, f, g, k, l, m, n, p, s,* and *t* stand for at the beginning of words.
- ✓ Complete Pupil's Book page I3 with children.
- ✓ Listen to the audio.
- ✓ Sing songs and say chants.

Prereading and Prewriting

- ✓ Talk about the characters. Practise fine motor skills.
- ✓ Draw, colour and trace.



Use Unit I to review what children know, or to help children who are new to the course start smoothly!

NOTICE BOARD DISPLAY

We Know English!

- ✓ Create a notice board celebrating what children know in English.




Materials

- photocopies of teacher-made "I know ..." cards
- teacher-made name labels
- markers, crayons
- drawing pins

Instructions

1. Make and copy cards with "I know ...".
2. Use a black marker to make name labels for each child.
3. Children use markers or crayons to decorate their name labels.
4. Arrange the name labels on the notice board.
5. As you put up the name labels, ask individuals to tell you one thing they know in English. Accept all answers.
6. Use the information to complete an "I know ..." card for each child.
7. Post an "I know ..." card next to each child's name.

I Welcome

   Listen and sing. Move. **SONG**



Welcome

Objectives: to introduce the book and the new characters, to learn and practise greetings, to sing a song, to review numbers

New Vocabulary: *friend(s)*

New Structure: *How old are you? / I'm (6).*

TPR: give five, hold up fingers, jump, wave

Materials: Class Audio CD A, Activity Book

Optional Materials: *My Little Island* Map Poster, Meet Your New Friends! Poster, Sammy the Squirrel puppet, CD-ROM, ActiveTeach, ball

GETTING READY

Look at the *My Little Island* Map Poster (5 minutes)

- Display the *My Little Island* Map poster. Ask children if they remember any of the places. Ask volunteers to talk about their favourite ones.
- Invite children to guess where they will visit next.

Meet Your New Friends! (5 minutes)

- Display the Meet Your New Friends! poster.
- Ask children to point to and name the friends they know from Level 1 (Kimmy and Timmy) and Level 2 (Lilly and Billy).
- Point to Lou and say: *This is Lou! Hello, Lou!*
- Wave *hello*. Invite children to wave and say *hello*.
- Follow a similar procedure for Sue.
- Then point to Sammy on the poster and say: *Hi, Sammy!*
- Use Sammy the puppet to respond: *Hi, Teacher! Hello, class!*

Play the “Hello Song” (5 minutes)

Teach children the “Hello Song,” using the Sammy the Squirrel puppet. Consider starting every class with this song.

Audio Script

Hello Song

Hello. Hello, (*wave, wave*) children.

Are you ready to play?

Hello. Hello, (*wave, wave*) children.

Let's learn English today.

Hello. Hello, (*wave, wave*) teacher.

We're ready to play.

Hello. Hello, (*wave, wave*) teacher.

We speak English – HOORAY!

WORKING IN THE BOOK: PAGE 4

I. Listen and sing. Move.

- Talk about what's happening in the illustration.
- Point out that it's Sue's birthday, and her family is having a party for her.
- Tell children that Sue is 6 years old. Review numbers.
- Ask a few children: *How old are you?*
- Help them answer: *I'm (five).*
- Review these actions: *hold up (five) fingers, jump, wave.*
- Demonstrate with a volunteer how to give someone a high five.
- Play the audio. Sing along and do the TPR actions.
- Play the audio again and invite children to do the actions with you.
- Encourage children to sing along when they are ready. Pause and cue them to answer the question with their age.

Audio Script

Old Friends, New Friends

Old friends, new friends,

Jump and jive. (*jump and dance*)

Find a friend

And give him five. (*give high five to classmate*)

Hello, hello. (*wave*)

I'm five years old. (*hold up 5 fingers*)

How old are you?

Hello, hello. (*wave*)

I'm six years old. (*hold up 6 fingers*)

It's my birthday!

Want to play?

Hello, hello. (*wave*)

How old are you?

I'm _____ (*pause for age*)

How about you?

Old friends, new friends,

Jump and jive. (*jump and dance*)

Find a friend

And give her five. (*give high five to classmate*)

CONSOLIDATING

Circle Game (5 minutes)

- Ask children to sit in a circle.
- Pass a ball to the child on your right. Ask: *How old are you?* Cue the answer: *I'm (six).*
- Continue in this way around the circle.

Activity Book Page 4

Ask children to trace 6, draw six candles, and colour. Ask partners to count the candles.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Ask children to take home the CD-ROM to introduce their families to the new characters.

ActiveTeach

Use ActiveTeach to review with the whole class.

Objectives: to review classroom objects, colours, numbers; *It's a (rectangle).* / *It's (red).*

Materials: Class Audio CD A, Activity Book

Optional Materials: Sammy the Squirrel puppet, Shapes and Colours poster, CD-ROM, ActiveTeach, different coloured shape cutouts

GETTING READY

Ask and Answer with TPR (10 minutes)

- Use the Sammy puppet to demonstrate how to play the game.
- Ask Sammy: *How old are you?*
- Use Sammy to answer: *I'm (five).*
- Ask Sammy to name an action. Use Sammy to say: *Hop!*
- Then do the action by hopping five times.
- Use Sammy to play the game with children around the room.
- Use actions from the song "Old Friends, New Friends" (*give high five, hold up (four) fingers, jump, wave*).

Shapes and Colours Poster (10 minutes)

- Display the poster.
- Invite individual children to point to a colour or shape on the poster and say: *It's (red)* or *It's a (square)*.
- Then invite volunteers to find classroom objects that are the same colour or shape.

WORKING IN THE BOOK: PAGE 5

2. Colour and say.

- Ask children to turn to page 5.
- Name each colour in the border and have children repeat after you.
- Point out Sammy and explain that he's at a place called a factory that makes shapes.
- Ask children to point to the shapes and name them.
- Say: *Colour the shapes.*
- Ask children to colour in the shapes.
- Ask them to take turns describing the shapes: *It's a (rectangle).* *It's (red).*

CONSOLIDATING

Shape and Colour Patterns (10 minutes)

- Use coloured construction paper to make cutouts of different shapes.
- Arrange children in small groups.
- Give a set of cutouts to each group.
- Name a pattern: (*circle, circle, square, star*) or (*blue, red, red, purple*)
- Help group members work together to create the pattern using their cutouts.
- Then invite volunteers to dictate patterns to their groups.

Goodbye Song (5 minutes)

- Teach children the "Goodbye Song."
- Consider ending every lesson with this song.

Audio Script

Goodbye Song

Goodbye, children. (*clap, clap, wave*)

Goodbye. Goodbye.

Have a nice day!

Goodbye, teacher. (*clap, clap, wave*)

Goodbye. Goodbye.

Have a nice day!

Goodbye! Goodbye! Goodbye! (*wave*)

Activity Book Page 5

Ask children to count the shapes and write how many of each shape there are. Then ask children to colour the page and practise saying with a partner: *It's a (square)* and *(Five) (squares)*.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Ask children to take their CD-ROMs home to share the games, activities, and Flashcards with their families.

ActiveTeach

Use ActiveTeach to focus on the different coloured rectangles in the border. Invite volunteers to use the pen feature to follow the directions by colouring in the shapes.

2 Colour and say.



Review: It's a (rectangle). It's (red).

3 Trace. Count and match. Say.



Objectives: to review classroom objects, numbers 1–6, and colours

Materials: Activity Book

Optional Materials: Sammy the Squirrel puppet; CD-ROM; ActiveTeach; classroom items, box

GETTING READY

Steal the Bacon (10 minutes)

- Divide the class into groups of five.
- Ask two groups to face each other with classroom items on the floor between them: backpack, notebook, crayon, pair of safety scissors, marker, pen.
- Assign each child in each group a number from 1 to 6.
- Say a number and a classroom item: *Four. Get the backpack!*
- Cue the two children assigned a 4 to grab the backpack. Give a point to the child who gets it first.
- Continue until you have called out all the numbers and everyone has had a turn.

Count How Many (5 minutes)

- Call out three names. Tell those children to stand up.
- Ask Sammy: *How many?*
- Use Sammy to point and count: *One, two, three. Three children.*
- Continue in this way a few times.
- Then invite volunteers to call out names and ask how many.

WORKING IN THE BOOK: PAGE 6

3. Trace. Count and match. Say.

- Ask children to turn to page 6.
- Explain that Lou is in a shop looking at school supplies.
- Point to each item and say: *What's this? It's a (computer).*
- Point to the numbers. Ask children to say the numbers with you.
- Ask children to trace the numbers.
- Tell children to count each group of items and draw a line to the number that tells how many.
- Do the first item with children.

CONSOLIDATING

Touch and Guess (5 minutes)

- Blindfold a volunteer.
- Help him or her touch one of the following items that you have arranged close by: backpack, book, chair, computer, crayon, markers, notebook, pen, pencil, scissors, table.
- Have the volunteer guess: *It's a (notebook).*
- Cue the class to call out “yes” if the guess is correct and “no” if not.

How Many? Box (5 minutes)

- Ask children to cover their eyes.
- Place two crayons in a box.
- Say: *Open your eyes.*
- Shake the box so children can hear the two crayons moving around.
- Ask: *How many?*
- Take the crayons out and count them to confirm children's guesses.
- Repeat the activity with different numbers of crayons.

Activity Book Page 6

Ask children to draw the missing items in Picture B to make the two pictures match. Then ask children to colour the page and practise the language with a partner.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Ask children to take the CD-ROM home to show their families the words and numbers they are reviewing in class.

ActiveTeach

Use ActiveTeach to model the activity beforehand or to confirm answers at the end. Invite volunteers to use the pen to trace the numbers on the page and to match the groups of items with the numbers.

Objectives: to review *The (puppet) is (red).*

Materials: Class Audio CD A, Activity Book

Optional Materials: Sammy the Squirrel puppet; CD-ROM; ActiveTeach; toys, school supplies, crayons or coloured paper, strips of paper

GETTING READY

Sort and Review (5 minutes)

- Gather together toys such as a car, bicycle, boat, doll, teddy bear, Sammy puppet, train, kite, and ball.
- Also gather some school supplies.
- Display the toys and supplies.
- Tell children that they are going to help you sort the things into two groups: toys and school supplies.
- As you pick up each item, say: *This is a (puppet). It's a (toy).* Have children repeat.



Group Chain (10 minutes)

- Use crayons or coloured paper to review colours.
- Explain that children will march around the room as you play music and that when the music stops, everyone should freeze and stop marching.
- Call out a command: *Touch green!*
- Everyone has to touch something green or touch someone who is touching something green.
- The goal of the game is to have everyone connected in each round.

WORKING IN THE BOOK: PAGE 7

4. Listen and colour. Say.

- Ask children to turn to page 7.
- Point to each toy and ask: *What's this?*
- Elicit the response: *It's a (car).*
- Explain that children will listen to sentences and colour toys based on what they hear.
- Play the audio. Ask children to colour.

Audio Script

The puppet is red.
The car is yellow.
The train is blue.
The boat is brown.
The bike is pink.
The kite is orange.

- Finally, invite volunteers to share their work. Ask them to point and say: *The (puppet) is (red).*

CONSOLIDATING

I Spy (10 minutes)

- Model the game with Sammy.
- Place toys and school supplies of different colours around the room beforehand.
- Point to your eye and say: *I spy with my little eye something (blue). Sammy, look around.*
- Get Sammy to look around and guess: *The notebook? (No.) The car? (No.) The ball? (Yes!)*
- Use Sammy to lead the game and children guess.
- Ask individual children to lead the game. Ask the child leader to whisper the item to you beforehand so you can help as needed.

Group Charades (10 minutes)

- Write toy vocabulary words four or five times each, on strip of paper, one word per strip. Make enough so that everyone gets one.
- Hand out the strips of paper.
- Ask children to walk around and get into groups based on their words. (All the “trains” get together, and so on.)
- Ask children in each group to work together to create a simple charade for playing with their toy.
- Ask children to perform for the class and encourage classmates to guess the toy.

Activity Book Page 7

Ask children to match the toys to the grey shapes and colour the picture. Then ask partners to take turns pointing to a toy and naming it.

OPTIONAL: USING DIGITAL COMPONENTS



CD-ROM

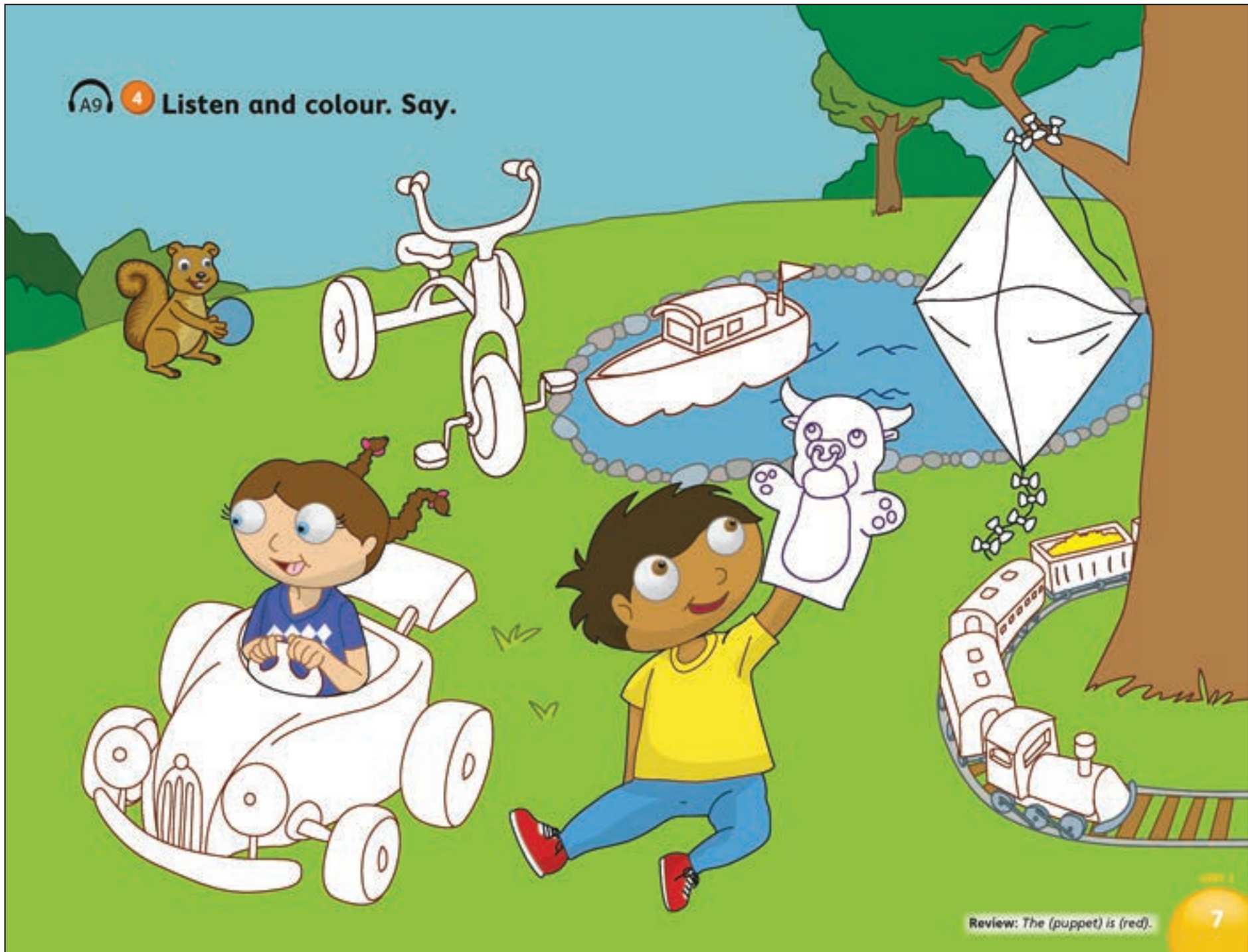
Ask children to play the games on the CD-ROM to review toys and colours and to share what they've learned with their families.



ActiveTeach

Use ActiveTeach to point to the different toys. Invite volunteers to use the marker tool to colour the toys and then identify them.

A9  Listen and colour. Say.



Review: The (puppet) is (red).

1A10 5 Listen and trace.



Objectives: to review family members and numbers

Writing: numbers 1–7

Materials: Class Audio CD A, Activity Book

Optional Materials: CD-ROM; ActiveTeach; paper plates, markers

GETTING READY

Share What You Know (5 minutes)

- Gather photos of family members that children bring from home.
- Display the photos and ask children to name the different family members: *This is (dad).*

Prepare for the Activity (10 minutes)

- Model writing the numbers 1–7 on the board, and get children to practise on scrap paper.
- Gather seven paper plates, and give one to each of seven volunteers.
- Ask the volunteers to stand in a line facing the class.
- Gesture to the first volunteer with a plate. Say: *This is my (dad). He's number 1.*
- Hand a marker to the child and ask him or her to write the number 1 on the plate.
- Continue until all the plates are numbered.
- Repeat the activity with another set of plates and seven more volunteers until every child has participated.

WORKING IN THE BOOK: PAGE 8

5. Listen and trace.

- Ask children to turn to page 8.
- Ask them to talk about the picture.
- Explain that Sue's family is having a barbecue at Sue's grandpa's house.

- Point to the family members and ask children to guess who each one is.
- Ask children to listen to the audio and trace the numbers on the plates based on what they hear.
- Point to Sue as the first line plays. Model tracing the number 1 on Sue's plate.
- Ask children to continue on their own.

Audio Script

I'm Sue. I'm number 1.
This is my family.
This is my mum. She's number 2.
This is my dad. He's number 3.
This is my grandma. She's number 4.
This is my uncle. He's number 5.
This is my aunt. She's number 6.
This is my cousin. He's number 7.

CONSOLIDATING

Get in Order (5 minutes)

- Reuse the numbered plates from Getting Ready.
- Gather seven volunteers in a group.
- Give each one a numbered plate.
- Mix children up so that the numbers are not in order.
- Ask the group to form a line in number order without talking. Explain that they can help each other get in order by showing their cards, holding up fingers, and gesturing.

Activity Book Page 8

Ask children to match the family members' faces to their bodies and draw the faces. After children colour the page, encourage partners to take turns pointing to and naming the family members.

OPTIONAL: USING DIGITAL COMPONENTS



Ask children to play the games on the CD-ROM with family members to reinforce class work and help get families involved.



Use the pen tool in ActiveTeach to write the numbers on the plates, or invite volunteers to write them.

Objectives: to review *The (chair) is in the (living room)*.

Materials: Class Audio CD A, Activity Book

Optional Materials: Sammy the Squirrel puppet, CD-ROM, ActiveTeach, blank outlines of a five-room house

GETTING READY

Share What You Know (5 minutes)

- On the board draw the outline of a large house with five empty rooms.
- Explain that you will draw items in each room and ask children to name the room.
- Begin to draw items inside the bedroom, such as a bed, a window, and so on.
- When children name the correct room, label it (*bedroom*) and continue to the next room.
- Once all the rooms are labelled, invite children to name the furniture they know for each room.
- Elicit words from Level 1 (*table, chair, bed, clock, door, lamp, toy box, window*), Level 2 (rooms), and any other words children know.

Charades (10 minutes)

- Brainstorm some activities people do in each room in a house.
- Pretend to brush your teeth.
- Ask Sammy: *Where am I?*
- Use Sammy to guess: *The kitchen?*
- Say: *No, no, Sammy. Guess again!*
- Use Sammy to guess: *The bathroom?*
- Say: *Very good, Sammy! I'm in the bathroom.*
- Invite a volunteer to mime an action.
- Ask children to guess where he or she is and continue with other actions.

WORKING IN THE BOOK: PAGE 9

6. Listen, say, and match.

- Ask children to turn to page 9. Say: *This is a house. What do you see?*
- Elicit names of rooms, furniture, and colours.
- Encourage children to use complete sentences: *I can see the living room. This is the bedroom. The sofa is in the living room. I can see four chairs in the dining room. The bed is orange.*
- Point to the example item and the line to the living room. Say: *The chair is in the living room.*
- Tell children to listen and draw lines from the other furniture to the rooms.

Audio Script

The chair is in the living room.
The table is in the kitchen.
The clock is in the dining room.
The toy box is in the bedroom.
The window is in the bathroom.

CONSOLIDATING

Move and Say TPR (10 minutes)

- As a class, practise an action for each word:
 - bed (sleep action)
 - chair (sit action)
 - clock (clock action)
 - door (turn a door knob)
 - window (open a window)
- Label different parts of the classroom as a bathroom, a bedroom, a dining room, a kitchen, and a living room.
- Say: *The bed is in the bedroom.*
- Lead a volunteer to the “bedroom” as you repeat: *The bed is in the bedroom.*

- Once in the “bedroom,” ask the child to do the action that goes with “bed.”
- Continue in this way.

Say and Draw (10 minutes)

- Provide blank outlines of a five-room house.
- Ask children to work in pairs.
- C1 says: *The (chair) is in the (living room)* and C2 draws the (chair).
- Ask children to continue in this way and then switch roles.

Activity Book Page 9

Ask children to draw the pieces of furniture in the rooms. After children colour the page, encourage partners to point to and name the rooms.

OPTIONAL: USING DIGITAL COMPONENTS

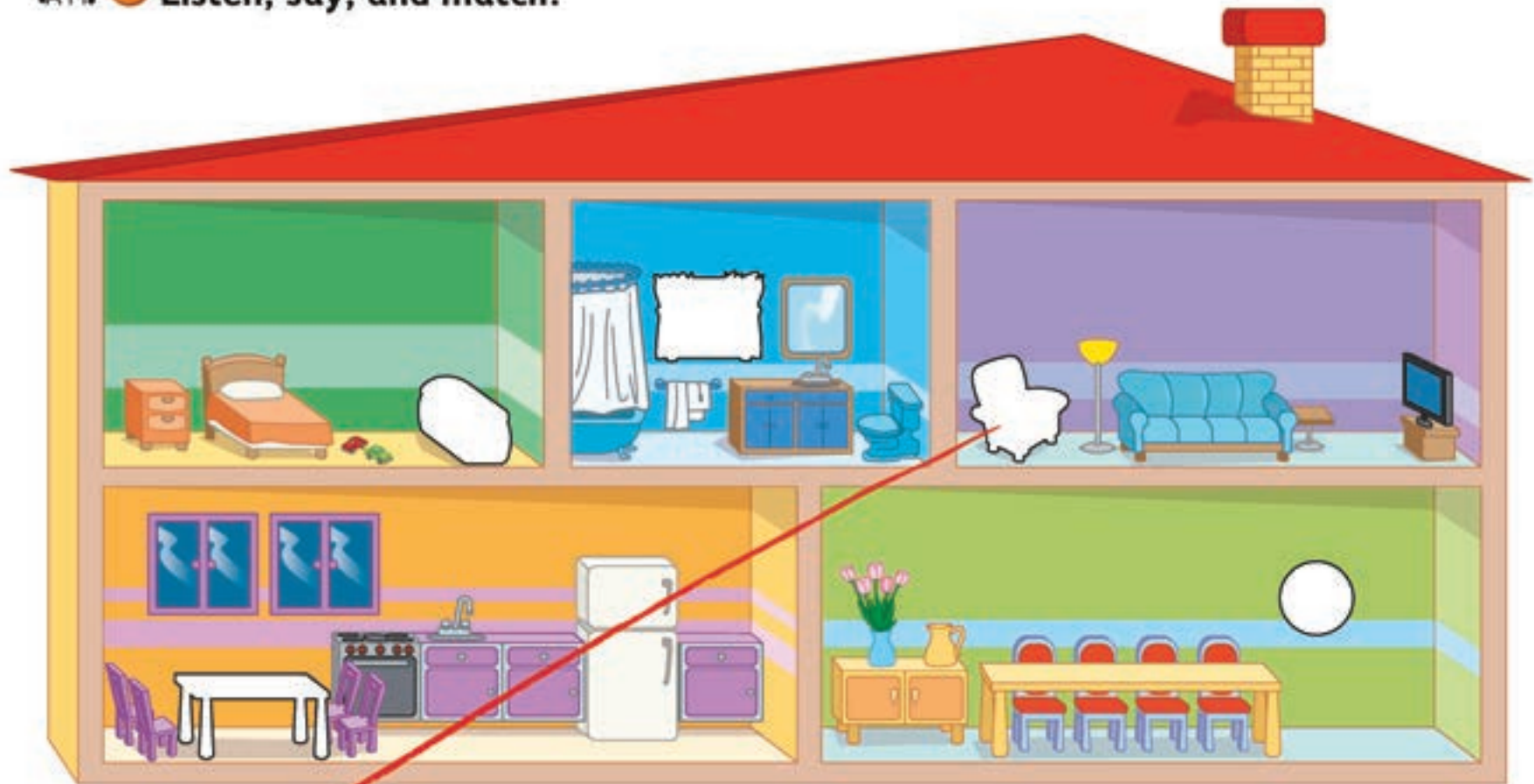
CD-ROM

Invite children to play the games on the CD-ROM with their families to show them what they are reviewing in class.

ActiveTeach

Use ActiveTeach to model drawing lines from the pieces of furniture to the rooms and to check completed pages together.

A11 6 Listen, say, and match.



Review: The (chair) is in the (living room).

7 Colour and say.



Objectives: to review colours and foods, and *I like / don't like (yogurt).*

Materials: Activity Book

Optional Materials: Sammy the Squirrel puppet; CD-ROM; ActiveTeach; photos or drawings of food, a bag

GETTING READY

Share What You Know (5 minutes)

- Gather photos or drawings of food from Level 1 (*cake, cheese, juice, milk, water, yogurt*) and Level 2 (*apples, bread, chicken, cookies, pasta, salad*).
- Hold one up and ask: *What's this?*
- Elicit: *It's (cake).*
- Ask individuals: *Do you like (cake)?*
- Elicit: *Yes, I do* or *No, I don't.*

Ask and Answer (5 minutes)

- Place the food pictures in a bag.
- Invite a volunteer to pick one.
- C1 asks C2: *Do you like (bread)?*
- C2 answers: *Yes, I do.* or *No, I don't.*
- Then C2 picks another food picture and asks C3.
- Continue this way.

WORKING IN THE BOOK: PAGE 10

7. Colour and say.

- Ask children to turn to page 10.
- Invite them to guess where Lou is. (He's in the kitchen.)
- Point to each food item and ask: *What's this?*
- Invite volunteers to answer.
- Ask children to colour the food items.

- Invite them to share their work: *This is (cheese). It's (yellow). I (like / don't like) (cheese).*

CONSOLIDATING

Guessing Game (5 minutes)

- Tell children that Sammy is going to guess whether each child likes a certain food.
- Point to the first child. Say: (*Ella*) – *bread.*
- Sammy says either *yes* or *no*.
- Then the child says to confirm: *I like bread* or *I don't like bread.*
- If Sammy guessed correctly, ask children to clap and if incorrectly, ask them to stamp their feet.
- When children understand the game, invite volunteers to guess what foods their classmates like and don't like.

Memory Chain (10 minutes)

- Ask children to stand in a circle.
- Begin the chain. Say: *I like apples.*
- The next child builds on your sentence: *I like apples and juice.*
- The next child builds further: *I like apples and juice and bread.*
- Continue until someone makes a mistake.

Make a Home Connection

Help children create simple three-column "Like / Don't Like" charts to fill out with their families. Ask children to make several charts for different foods (leave space at the top for children to draw a food). Column 1 is for the family member's name, Column 2 has a smiley face, and Column 3 has a frowning face. Encourage children to share their charts with the class. Ask them to vote on the most popular family foods.

Activity Book Page 10

Ask children to match the food items and colour the page. Ask partners to take turns pointing to and naming each food.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Encourage children to have older family members play each type of game with them at least once to be sure they know how to play each one.

ActiveTeach

Use ActiveTeach to demonstrate colouring the different foods. Invite volunteers to model how to use the marker tool.

Objectives: to review animals and parts of the body

Materials: Activity Book

Optional Materials: CD-ROM, ActiveTeach

GETTING READY

I Tricked You! (10 minutes)

- Review parts of the body from Level 1 (*ears, eyes, face, hair, mouth, nose*) and Level 2 (*arms, body, feet, hands, head, legs*).
- Review these actions: *Open / Close your eyes. Open / Close your mouth. Point to your (nose). Wiggle your (ears). Shake your (head). Tap your (leg).*
- Do each action and say the words. Ask children to do the action and repeat.
- Explain that you are going to play a trick: that you will say one thing, but do something else.
- Tell children they have to do what you *say*, not what you *do*.
- Model with a volunteer. Wiggle your ears but say: *Point to your nose.*
- If the volunteer wiggles his or her ears, say: *No, I tricked you!*
- If the volunteer points to his or her nose, say: *Good job!*

Review Animals (5 minutes)

- Review the animals which the children learned in Level 1 (*bird, cat, dog, fish, mouse, turtle*) and Level 2 (*cow, duck, goat, hen, horse, sheep*).
- For each one, say the animal's name and then move like the animal and / or make the animal sound.

- If necessary, remind children of the English words for the different sounds animals make. (bird: *tweet*; cat: *meow*; cow: *moo*; dog: *woof*; duck: *quack*; frog: *ribbit*; goat: *maah*; hen: *cluck*; horse: *neigh*; mouse: *squeak*; sheep: *baah*)
- Then name an animal and invite children to do the movement and / or say the sound.

WORKING IN THE BOOK: PAGE II

8. Say and match.

- Ask children to turn to page II.
- Point to each animal on the right. Ask: *What is it?*
- Elicit: *It's a (goat).*
- Ask children to look at the parts of the animals' bodies on the left.
- Tell children they will draw a line from each part of the body to the animal it goes with.
- Point out that the first one is done as an example.
- Encourage children to share their work and say: *I see (eyes). It's a (frog).*
- Check to be sure children match the goat with its legs, the bird with its feet, the mouse with its ears, and the dog with its nose.

CONSOLIDATING

Move Like an Animal (10 minutes)

- Lead the class in chanting: *Move like an animal, move like an animal, move like an animal, 1 – 2 – 3!*
- Name an animal. Then lead in chanting: *Move like a (fish), move like a (fish), move like a (fish), 1 – 2 – 3!* Everyone moves like a (fish).
- Repeat for other animals.

Draw and Guess (5 minutes)

- Play a drawing game on the board.
- Invite a volunteer to name a part of the body.
- Make a drawing of it for one specific animal. For example, draw one cow leg.
- Ask children to guess the animal.
- Keep adding to your picture until children can guess the correct animal.

Activity Book Page II

Ask children to trace the different parts of the animals' bodies. Then ask children to colour the page. Finally, ask children to work with a partner to name the animals and the parts of the body.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Ask children to take the CD-ROM home to play the games with their families.

ActiveTeach

Use ActiveTeach to help children focus on the part of each animals' body. For example, use the pen tool to trace the outline of the frog's eyes.

8 Say and match.

I see eyes! It's a frog.



1



2



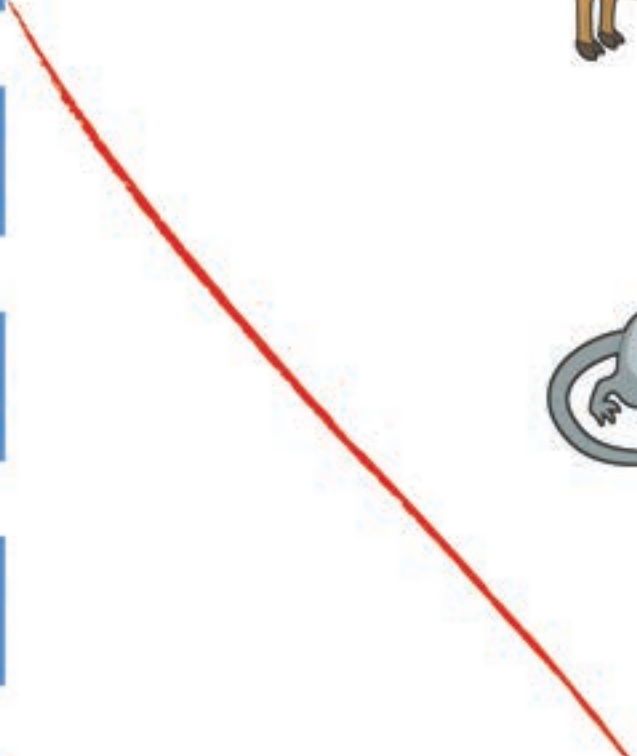
3




4



5



A12  Listen, say, and colour.



Objectives: to review *Can you see (the sun)? / Yes, / What colour is it? / It's (yellow).*

Materials: Class Audio CD A, Activity Book

Optional Materials: CD-ROM, ActiveTeach

GETTING READY

Review Weather with TPR (10 minutes)

- Teach a physical response for each kind of weather. (Sunny: *shade your eyes*; hot: *fan yourself*; cold: *shiver*; snowy: *flutter your fingers downward like snowflakes*; windy: *fly a kite*; rainy: *open an umbrella*.)
- Say the word, do the action, and ask children to repeat.
- Say: *Show me (hot)*.
- Ask children to do the action and say: *(Hot)*.
- Finally, point to a window and ask: *How's the weather today?*

Review Nature Words (5 minutes)

- Review the garden words children learned in Level I (*flower, grass, nest, rain, sun, tree*).
- Draw a large square on the board. Say: *This is my garden*.
- Ask children to name things they might see in a garden.
- As they name each item, draw it in the square.

WORKING IN THE BOOK: PAGE 12

9. Listen, say, and colour.

- Ask children to turn to page 12.
- Tell children they will listen and colour the pictures based on what they hear.
- Do the first one (the sun) as a group.
- To save time, children can make a coloured dot on each picture as they hear it on the audio and then colour it in afterwards.

Audio Script

How's the weather? / It's hot and windy.
Can you see the sun? / Yes.
What colour is it? / It's yellow.
Can you see the nest in the tree? / Yes.
What colour is it? / It's brown.
Can you see the rock? / Yes.
What colour is it? / It's grey.
Can you see the grass? / Yes.
What colour is it? / It's green.
Can you see a flower? / Yes.
What colour is it? / It's pink.
Can you see one more flower? / Yes.
What colour is it? / It's blue.

- Finally, invite partners to talk about the scene, using the audio as a model.
- Check that children coloured the nest brown, the rock grey, the grass green, and one flower pink and one blue.

CONSOLIDATING

Imaginary Walk (5 minutes)

- Pretend to go on a walk.
- As you describe what you see or hear, encourage children to do the actions with you:
 - *We're on a walk in a forest!* (March in place.)
 - *It's sunny and hot.* (Pretend to be hot and fan yourself.)

- *Listen to the birds.* (Place your hand to your ear; then make tweeting sounds.)
- *Look at the flower!* (Bend down and pretend to smell a flower.)
- *Oh, no, it's windy.* (Blow air out of your mouth to make a wind sound.)

Can You Find It? (5 minutes)

- Play a search-and-find game in the classroom.
- Explain that you're thinking of (a table) and ask children to guess which (table) it is.
- Ask a volunteer: *Can you see (a table)?*
- Elicit: *Yes, I can.*
- Ask: *What colour is it?*
- Ask the volunteer to point to the object and answer: *It's (blue).*
- If he or she is correct, say: *Yes, that's it!* If not, say: *No, try again.*

Activity Book Page 12

Ask children to connect the dots and colour the picture. Then encourage partners to ask and answer: *How's the weather? It's cloudy and windy.*

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Because the games on the CD-ROM repeat the same formats, once a child learns how to play a game type, he or she can teach family members how to play other examples of the same game type.

ActiveTeach

Help the class use the large digital format to review the nature and weather words and use the pen tool to circle and then colour the items.

Objectives: to review sound-symbol correspondences for *b /b/, d /d/, f /f/, g /g/, k /k/, l /l/, m /m/, n /n/, p /p/, s /s/, t /t/*

Materials: Class Audio CD A, Activity Book

Optional Materials: CD-ROM, ActiveTeach

GETTING READY

Review Sounds (10 minutes)

- Write these letters on the board: *b, d, f, g, k, l, m, n, p, s, t*.
- Draw a simple picture beneath each letter as a cue for a word that starts with the sound the letter represents. (Draw a bird under *b*, for example.)
- Point to and say each letter, the initial sound it represents, and the word. For example: *B. /b/. Bird.*
- Ask children to repeat.
- Invite children to say other words that begin with each sound/letter.
- Leave the letters and drawings on the board for reference.

Practise Letter Formation (10 minutes)

- On the board, trace over each letter again.
- Use the following words to reinforce how to make the letters:
 - P: Down, up and around.
 - S: Curve and curve.
 - B: Down, up, around, around.
 - F: Down, straight across, straight across.
- After you trace over each letter, ask children to air write the letter and repeat the words to tell how they are making the letter.

WORKING IN THE BOOK: PAGE 13

10. Listen and match. Say.

- Ask children to turn to page 13.
- Tell children they will listen and match the letters to the pictures.
- Play the audio. Pause after each letter to give children time to match it.

Audio Script

P sounds like puh	puh	pencil
T sounds like tuh	tuh	table
M sounds like muh	muh	marker
S sounds like suh	suh	sun
D sounds like duh	duh	duck
L sounds like luh	luh	lamp
B sounds like buh	buh	bird
K sounds like kuh	kuh	kite
N sounds like nuh	nuh	nose
F sounds like fuh	fuh	fish
G sounds like guh	guh	goat

- After children complete the page, invite volunteers to point and say: (*P*). (*P*) sounds like (*/p/*). (*Pencil*).

CONSOLIDATING

Choose It (5 minutes)

- Display two known objects (or pictures) that begin with different sounds / letters that children know.
- Choose one and say the letter and sound it begins with.
- Ask children to choose the object (or picture) with that initial letter / sound.

Find Your Partner (5 minutes)

- Whisper a different familiar letter or a word that begins with that letter in each child's ear.
- Use each letter only once and only one word that begins with that letter / sound.
- At your signal, children walk around the room and find their partner. For example, the child who is "b" partners with the child who is "bird."
- Use this pair activity throughout the year.

Activity Book Page 13

Ask children to match each letter to the item that begins with the letter. Encourage children to say the sounds. Then ask children to colour the page and practise saying the letter sounds and words with a partner.

OPTIONAL: USING DIGITAL COMPONENTS

CD-ROM

Ask children to review Unit 1 by playing the games on the CD-ROM with their families.

ActiveTeach

Use the large digital format to model matching the letters.

A13 10 Listen and match. Say.



g f p m s k b l t d n

