

STUDENT BOOK

Splash!

Kindergarten
Coursebook



Sampler

1

Joanne Mattern

BIGBOX MP3
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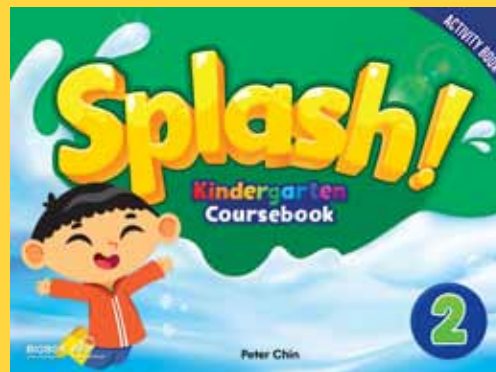
Splash!

Kindergarten
Coursebook

STUDENT BOOK



ACTIVITY BOOK



Course Features

DIGITAL TG



TEACHER'S GUIDE



PROJECT VIDEOS



LIVE ACTION DANCES



ANIMATED STORIES



ANIMATED PHONICS CHANTS



WORD CARDS



ONLINE SUPPLEMENTALS

available at compasspub.com



How to Use This Book

Splash! is a three-level coursebook for pre-k and kindergarten students. Structured units create a sense of familiarity and expectation, while varying activity types keep students motivated and engaged. Course characters take students on a journey through English, helping them get ready for school and understand the world around them. Help your students begin their English journey and make a splash!

The unit song follows the rhythm of a familiar nursery rhyme. A TPR (Total Physical Response) live action video features a simple dance to practice gross motor skills.

The **Unit Introduction** presents the unit theme with a large illustration featuring recognizable course characters.

QR codes allow videos and audio to be accessed anywhere.



Large titles show clearly what each page is about. Each unit follows the same structure so students know what to expect.

Page topic, vocabulary words, and/or grammar points are detailed at the bottom of every page for teachers' convenience.

Audio on every page practices students' listening comprehension skills.

On the **Words** page, unit vocabulary words are presented clearly with large illustrations and text.

Each unit has a main functional expression that is repeated throughout. On the **Sentences** page, unit grammar is clearly presented and modeled in audio tracks.

A simple **Story** featuring the course characters is a continuation of the situation in the unit introduction.

Course characters reappear in a matching activity that practices fine motor skills.



An accompanying short animation brings the story to life.

The unit value is subtly introduced in the story and expanded upon in the next page.

The **Values** page encourages social-emotional learning in students.

The **Phonics** page progresses logically through the course, helping students recognize letters and letter sounds.

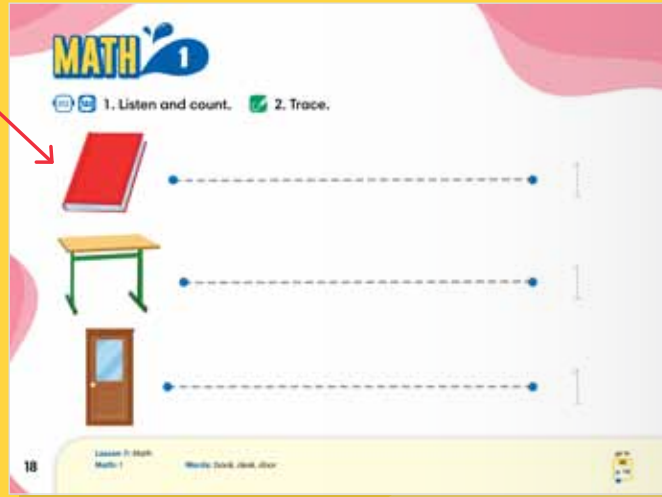
Large photograph engages learners.



Phonics chant and accompanying animation help commit phonics sounds to memory.

Bright illustrations and writing practice help internalize phonics sounds.

The **Math** page presents numbers and encourages numeracy with tangible items related to the unit theme for students to count.



Cross-curricular **CLIL** (Content and Language Integrated Learning) pages expand on the unit topic and apply it to the real world.

Large photographs show real-life situations.

Live action video presents each step of the project clearly.

The **Review** page encourages students to personalize short dialogues and practice speaking with a friend.

A fun **Project** related to the unit topic encourages creativity and practices fine motor skills.



Vocabulary words presented once more as helpful prompts for dialogue.

A large star for students to color once finished with the unit presents a clear end to the unit and allows them to reflect on the unit while giving a sense of achievement.

Large photographs of steps and a finished model show students what they can achieve.

Every page has a corresponding page in the Activity Book, to help students practice what they have learned.

Scope and Sequence

How to Use This Book p. 4

Meet the Characters! p. 7

| Unit | Words | Sentences | Story | Values | Phonics | Math | CLIL | Project |
|---|--|--|-----------------|-------------------------------------|---|---------|--|------------------------|
| OPENER Hello, Goodbye p. 8 | hello, sit down, goodbye, stand up | | | | | | | |
| 1 Nice to Meet You! p. 12 | book, door, desk, teacher | Hello, my name is Ana . Nice to meet you. This is a book . | My Classroom | Greetings | <i>Aa, Bb, Cc</i> apple, boy, cow | 1 | Social Studies: Say Hello! | Waving Hand |
| 2 Who Is He? p. 22 | mom, dad, brother, sister, baby | Who is she ? She's my sister . | Who Are They? | Spend Time with Grandma and Grandpa | <i>Dd, Ee, Ff</i> dress, egg, fan | 1, 2 | Social Studies: Big Family, Small Family | Popsicle Stick Family |
| 3 It's a Square p. 32 | circle, square, rectangle, triangle | What shape is it? It's a rectangle . | Cookies | Say Please! | <i>Gg, Hh, Ii</i> girl, hat, igloo | 1, 2, 3 | Science: Shapes Around Us | Potato Stamp Art |
| 4 What Color Is It? p. 42 | red, orange, yellow, green, blue, purple | What color is it? It's orange . | I'm Purple! | Clean Up After Playing | <i>Jj, Kk, Ll</i> jam, kiwi, lamp | 1 to 4 | Art: Mixing Colors | Colorful Carton Sorter |
| 5 This Is My Face p. 52 | eye, nose, mouth, ear, face | This is my nose . These are my eyes . | Whiskers's Face | Wash Your Face | <i>Mm, Nn, Oo</i> map, nest, octopus | 1 to 5 | Art: Famous Portraits | Pasta Portrait |



| Unit | Words | Sentences | Story | Values | Phonics | Math | CLIL | Project |
|---|-------------------------------|---|----------------------|--------------------------|---|---------|---|-------------------|
| <p>6</p> <p>It's a Rabbit</p> <p>p. 62</p> | fish, dog, cat, rabbit | Is that a dog ? Yes, it's a dog . Are those rabbits ? Yes, they're rabbits . | At the Pet Store | Look After Your Pet | <i>Pp, Qq, Rr</i> penguin, queen, rat | 1 to 6 | Science: Different Dogs | Colored Paper Pet |
| <p>7</p> <p>It's My Favorite Toy</p> <p>p. 72</p> | ball, robot, doll, car | Is this your robot ? Yes, it's my robot . It's my favorite toy. | Let's Play Together | Share Your Toys | <i>Ss, Tt</i> snake, sun, tooth, truck | 1 to 7 | Social Studies: Many Types of Toys | Paper Plane |
| <p>8</p> <p>I Like Carrots</p> <p>p. 82</p> | banana, lemon, carrot, potato | I like lemons . I don't like carrots . | We Have Lots of Food | Eat Good Foods | <i>Uu, Vv</i> uncle, up, van, vest | 1 to 8 | Science: On Trees and in the Ground | Bean Plant |
| <p>9</p> <p>I Can Jump!</p> <p>p. 92</p> | sing, walk, run, jump, dance | I can run . I can't dance . | I Can't Sing | Move Your Body | <i>Ww, Xx</i> watch, water, ax, x-ray | 1 to 9 | Health: Sports Stars | Dancing Straws |
| <p>10</p> <p>Happy Birthday!</p> <p>p. 102</p> | balloon, cake, present, party | Here is a present . Here are some balloons . | Birthday Party | It's Nice to Give Things | <i>Yy, Zz</i> yak, yo-yo, zipper, zoo | 1 to 10 | Social Studies: Birthday Party for Pets | Sponge Cake |

UNIT 1

Nice to Meet You!

006 🔍 1. Listen and look. 🎥 🎵 🕺 2. Watch, sing, and dance.



Scan for Audio



Scan for Video



Lesson 1: Unit Introduction and Song

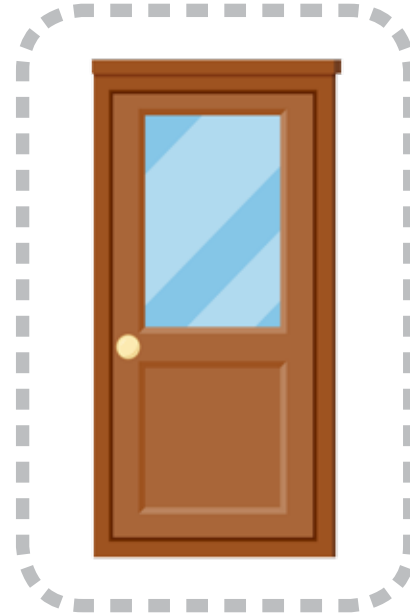
Words: Tony, Lulu, Ana, desk, door, teacher, book

WORDS

007



1. Listen and trace.



SENTENCES

My Name Is Ana

008   1. Listen, trace, and say.



Lesson 3: Grammar Presentation
Words: *hello, Tony, Lulu, Ana*

Sentences: *Hello, my name is Ana. Nice to meet you.*



My Classroom

1



2



3



4



VALUES Greetings

010 🔍 1. Listen and look.



Lesson 5: Values
Values: Greetings

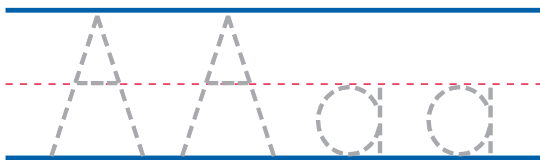
Words: hello, goodbye, friend, teacher, school, sit down, home, stand up, tomorrow

PHONICS *Aa, Bb, Cc*

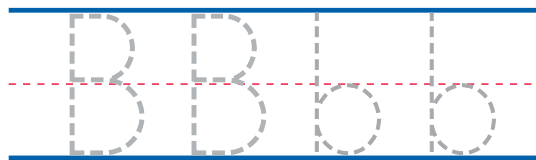


- 011 1. Listen and point. 2. Watch and chant. 3. Trace the letters.

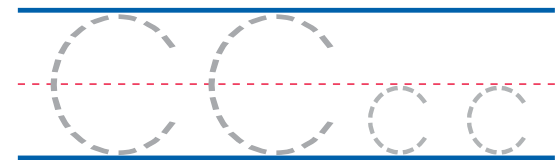
Aa



Bb



Cc



MATH 1

012 123 1. Listen and count. 2. Trace.



SOCIAL STUDIES

Say Hello!

013 1. Listen and look.



Lesson 8: CLIL
Social Studies: Say hello!

Words: *hello, wave, bow, shake hands*

go to
AB
p. 15

PROJECT **Waving Hand**



014  1. Listen and look.   2. Watch and make.



Lesson 9: Project
Project: Waving hand

Materials: paper, crayons, scissors, Popsicle stick, glue

REVIEW

015



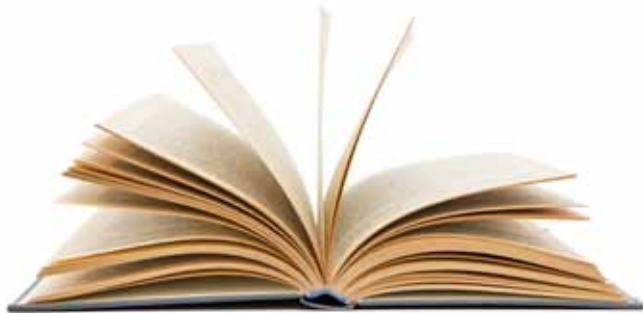
1. Listen and say.



2. Role-play with a friend.



3. Color the star.



I did it!

Lesson 10: Review and Role Play
Words: book, desk, teacher, door

Sentences: Hello! My name is *Lulu*. Nice to meet you.
This is a *desk*.

UNIT **1**

Nice to Meet You!

  1. Look and trace.

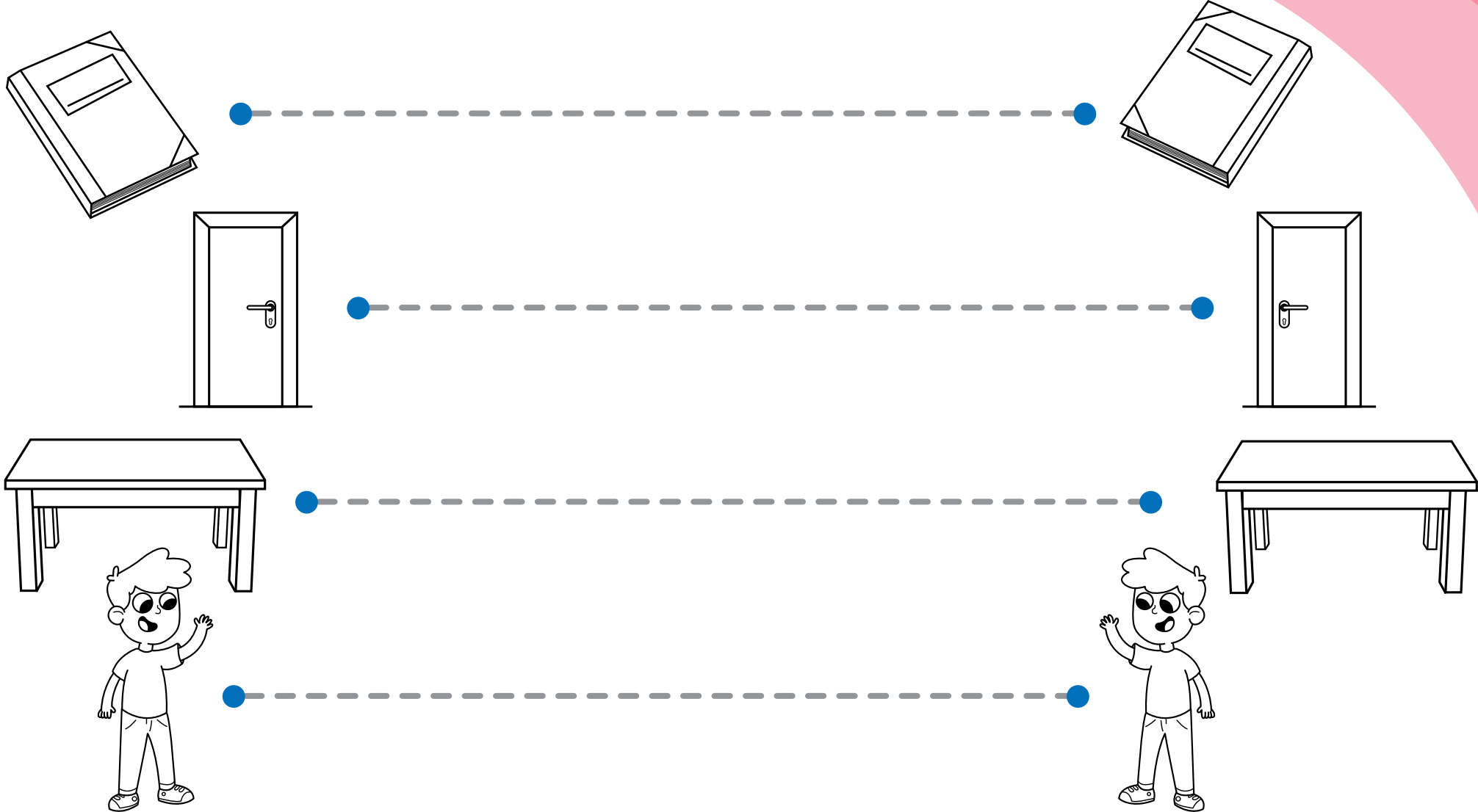


Lesson 1: Unit Introduction

Words: door, desk, teacher, book

WORDS

  1. Look and trace.  2. Color.

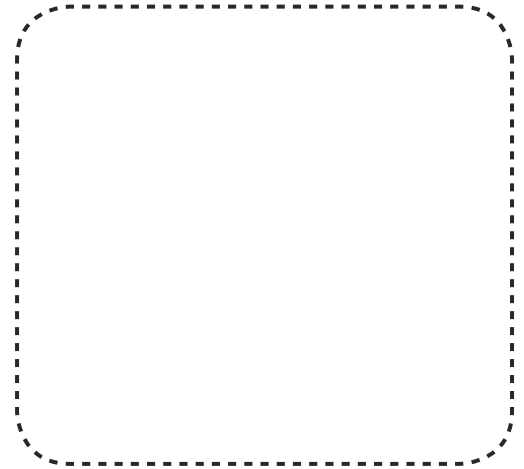


Lesson 2: Vocabulary Presentation
Words: book, door, desk, teacher

SENTENCES

My Name Is Ana

1. Trace. 2. Look, cut, and glue the correct images.





1. Look and color.

My Classroom



Lesson 4: Story

Words: book, desk, teacher, apple, thank you

Sentences: Hello, my name is Tony. This is my teacher.

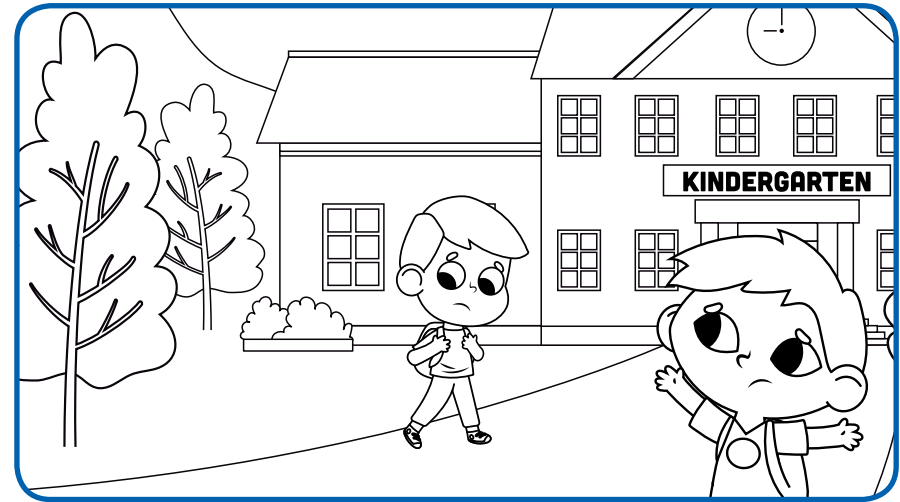
VALUES

Greetings

  1. Look and color the correct face.




 2. Color the pictures.

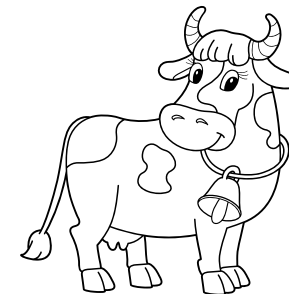
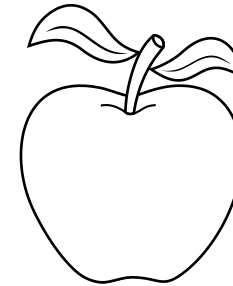
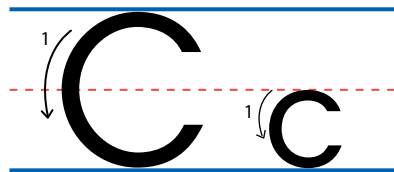
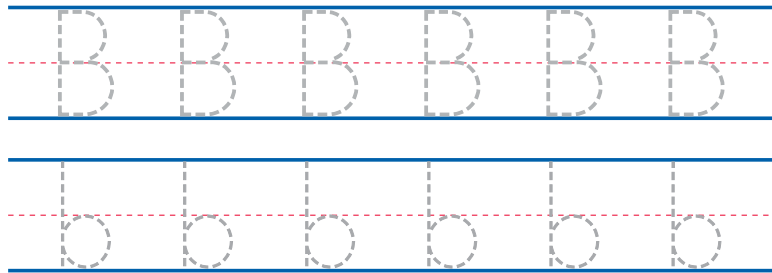
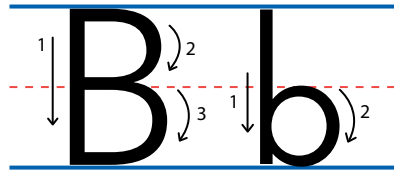
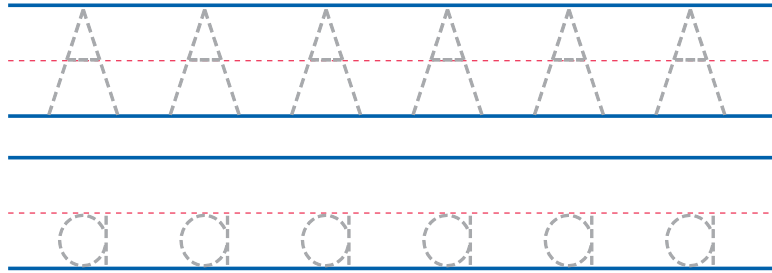
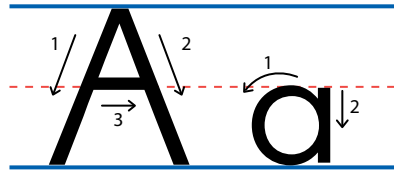


PHONICS

Aa, Bb, Cc

  1. Look and trace.

 2. Color.

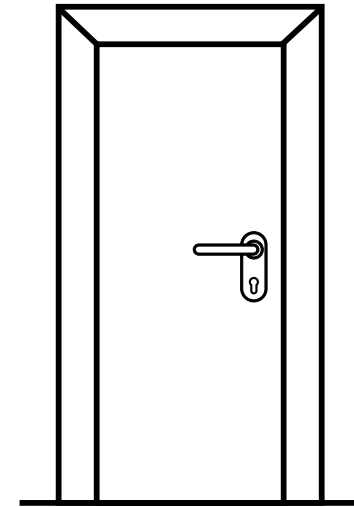
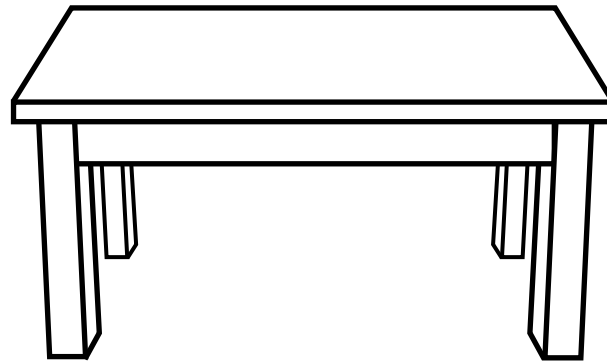
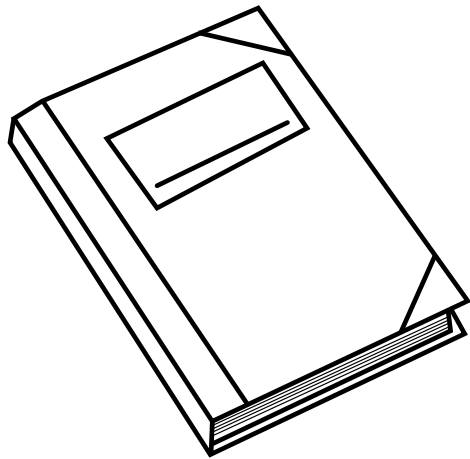




1. Count and trace.



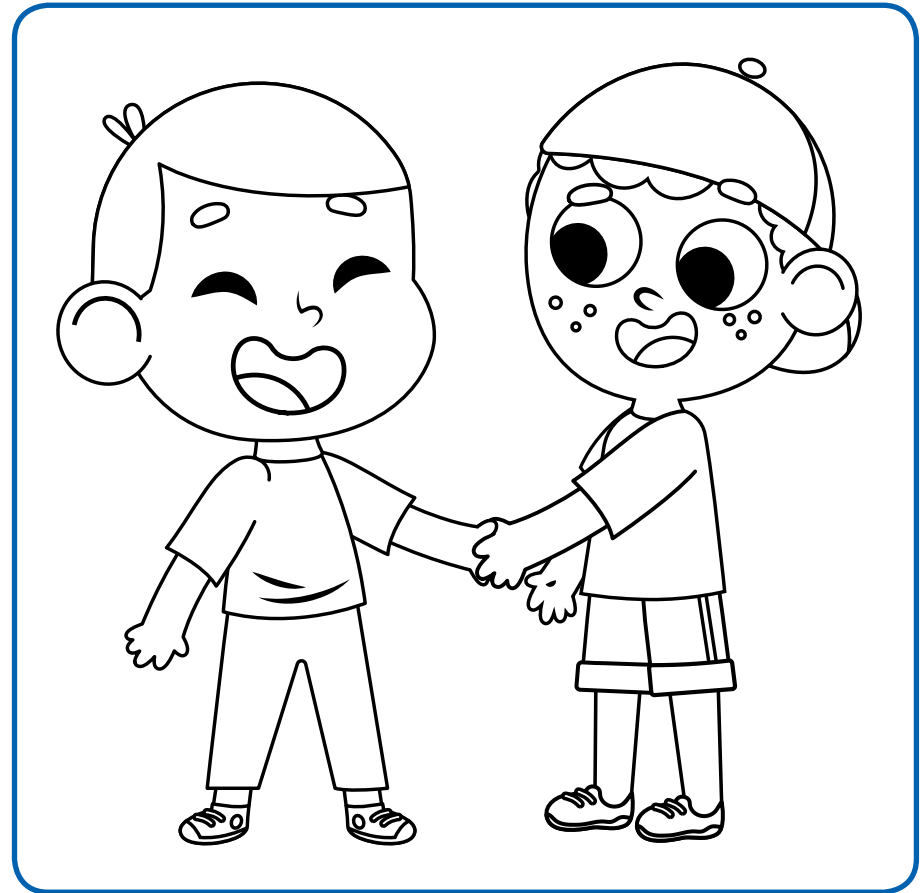
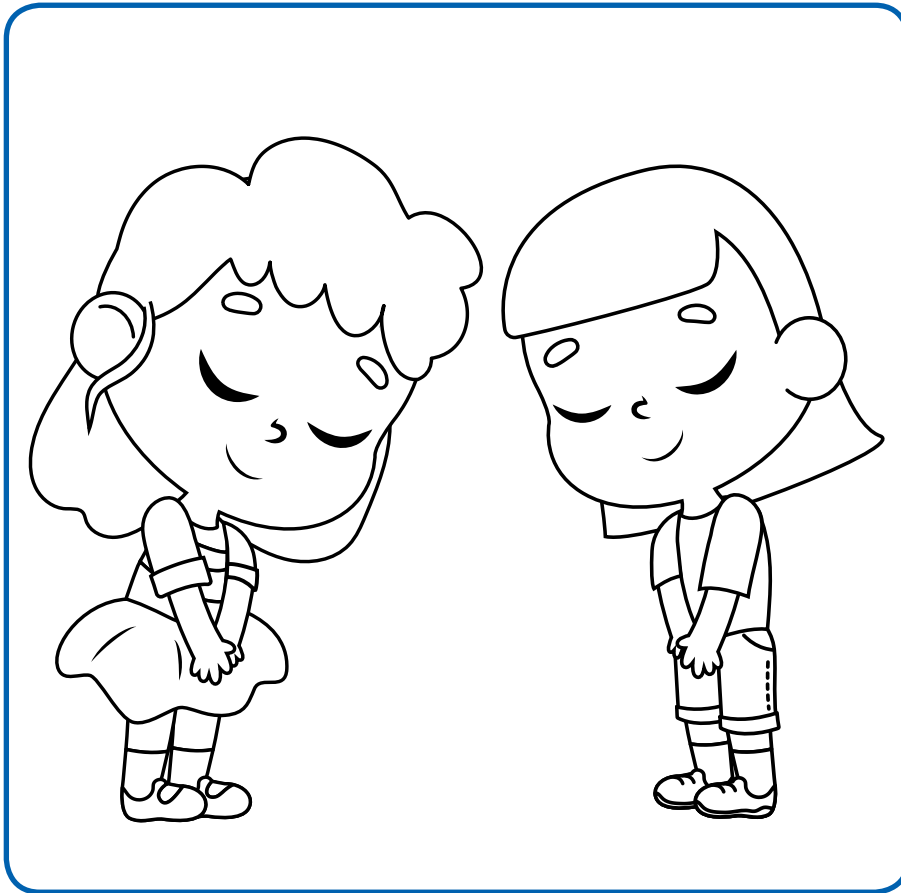
2. Color.



SOCIAL STUDIES

Say Hello!

  1. Look and color.





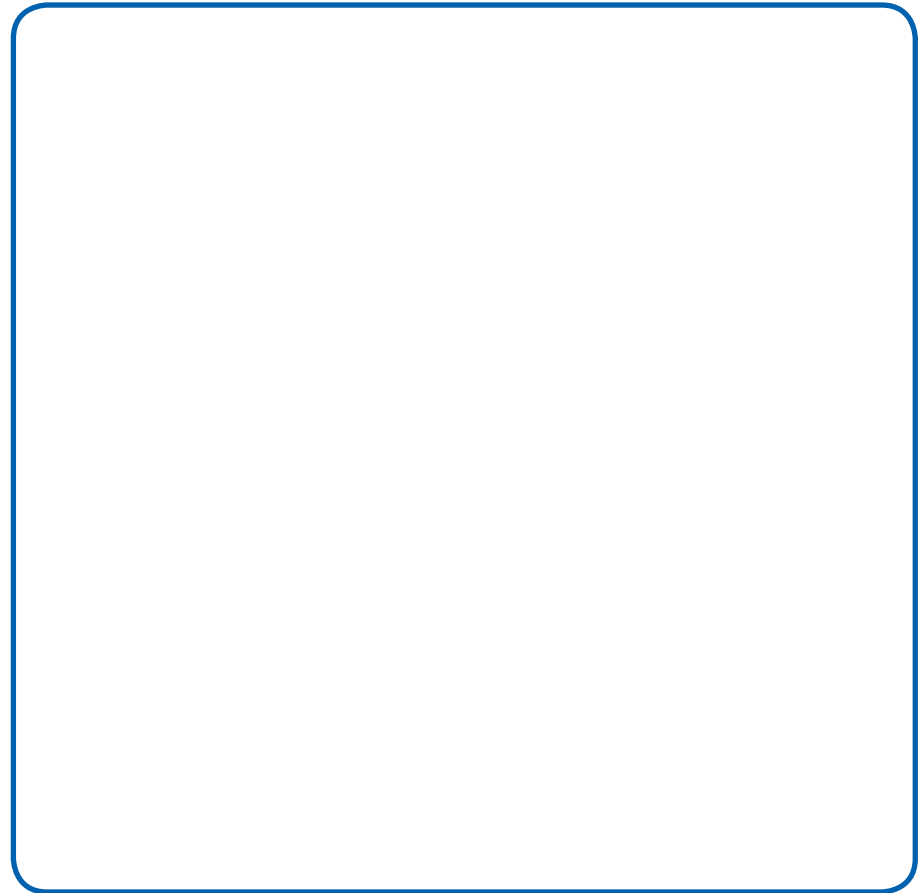
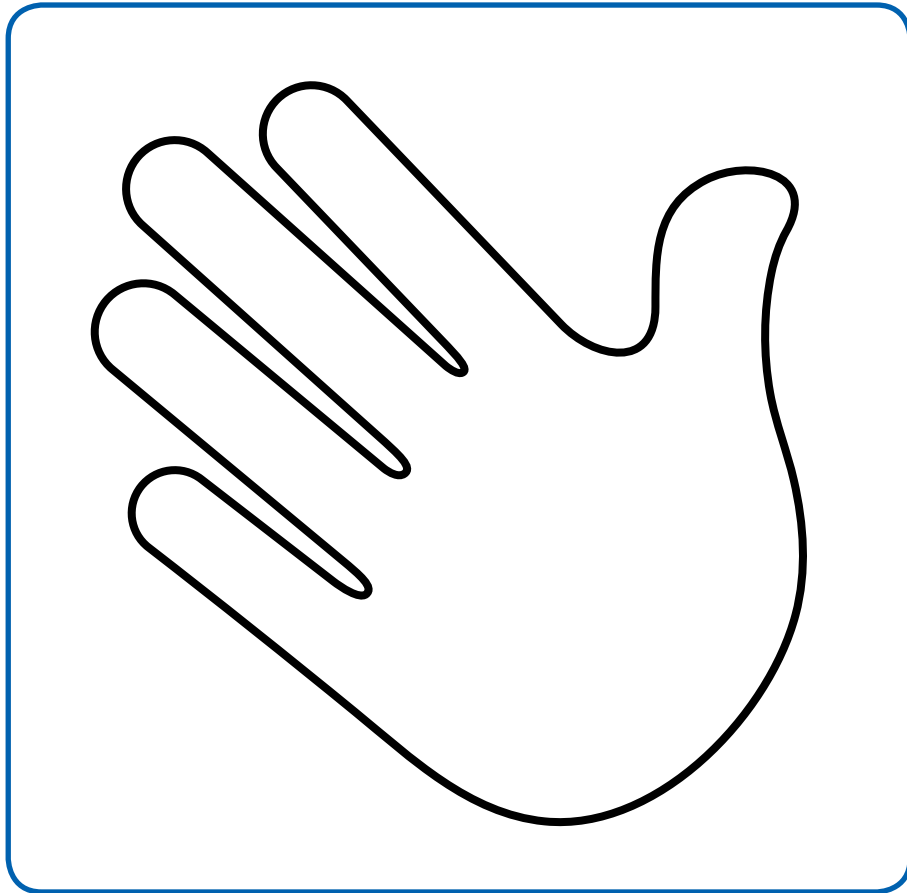
Lesson 8: CLIL

Social Studies: Say hello!

Words: *hello, bow, shake hands*

PROJECT **Waving Hand**

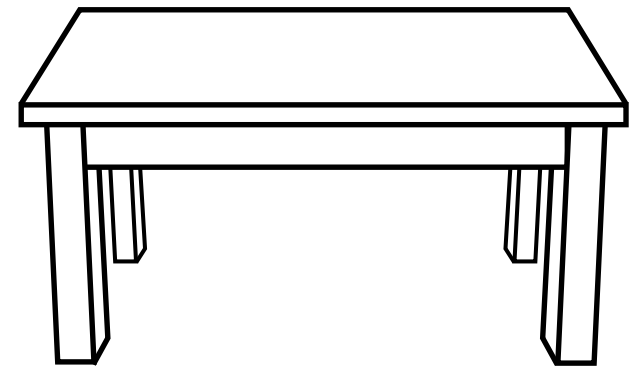
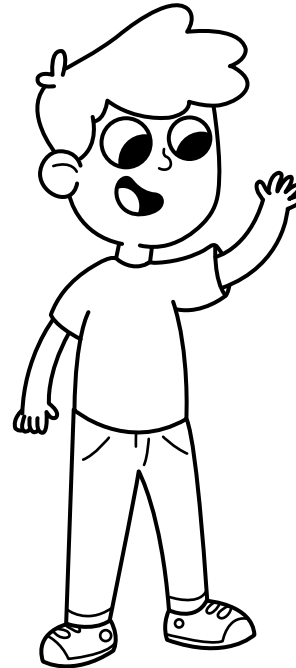
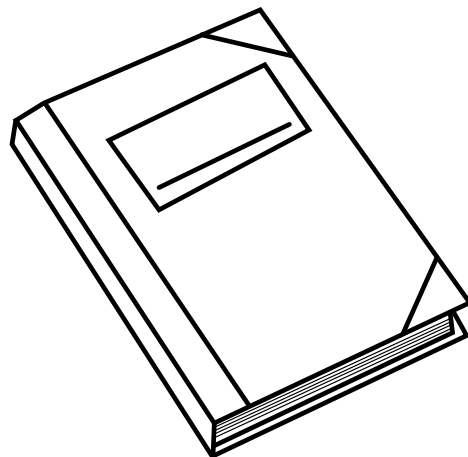
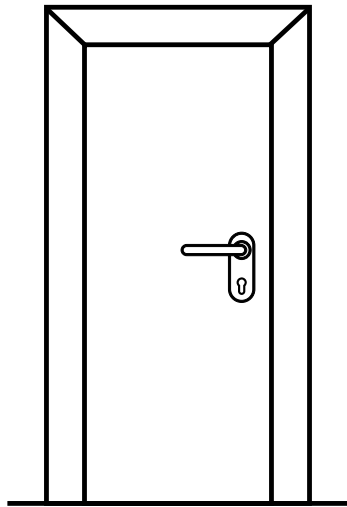
-  1. Color the hand.  2. Trace and color your own hand.



REVIEW



1. Look and color.



Lesson 10: Review

Words: door, book, teacher, desk

Sentences: Hello! My name is Lulu. Nice to meet you.
This is a desk.

Scope and Sequence

How to Use This Book p. 4

Meet the Characters! p. 7

| Unit | Words | Sentences | Story | Values | Phonics | Math | CIIL | Project |
|---|--|---|----------------|--------------------------|--|--------------------|--|------------------------------|
| 1 Can I Have a Pencil? p. 8 | pencil, paintbrush, glue, crayon, scissors | Can I have a paintbrush ? Yes, you can. | Art Time | Be Safe with Scissors | A to Z Review | 1 to 10 Review, 11 | Social Studies: Fun at School | Toilet Roll Pencil Holder |
| 2 How Are You Today? p. 18 | happy, excited, surprised, angry, sad | How are you today? I'm happy . | How Are You? | Calm Yourself Down | Beginning Consonants (c, g) card, cup, game, gum | 11 to 12 | Social Studies: Be a Good Winner and Loser | Feelings Mask |
| 3 I Like Bread p. 28 | bread, sandwich, burger, rice, pasta | I like burgers . I don't like bread . | Lunchtime | Don't Eat Lots of Snacks | Beginning Consonants (h, s) hippo, honey, seed, slide | 11 to 13 | Health: Sweet or Salty? | Paper Lunch |
| 4 I Have 10 Fingers p. 38 | arm, hand, finger, leg, foot, toe | Do you have 2 legs ? Yes, I have 2 legs . Do you have 12 toes ? No, I have 10 toes . | It Has 4 Arms! | Don't Push in Line | Ending Consonants (d, m) bed, mud, drum, ram | 11 to 14 | Science: Spiders' Legs | Spider Web |
| 5 We Can See Trees p. 48 | lake, mountain, tree, river, hill | I can see a mountain . Let's go! | Out in Nature | Respect Nature | Ending Consonants (p, t) hop, top, mat, net | 11 to 15 | Science: Parts of a Flower | Fingerprint Tree |



| Unit | Words | Sentences | Story | Values | Phonics | Math | CLIL | Project |
|--|---|--|--------------|-----------------------|--|----------|---|---------------------|
| <p>6</p> <p>That Is a Horse</p> <p>p. 58</p> | horse, donkey, chicken, duck, sheep | What is that? That is a horse . What are those? Those are ducks . | On the Farm | Pet Animals Gently | Short <i>a</i> bat, flag, man, pan | 11 to 16 | Science: Food from Farms | Paper Plate Animals |
| <p>7</p> <p>It Isn't Short</p> <p>p. 68</p> | thin, thick, big, small, tall, short | Is it big ? No, it isn't big . It's small . | At the Park | Respect Differences | Short <i>e</i> hen, pen, web, wet | 11 to 17 | Science: Big and Small Animals | Stretching Dog |
| <p>8</p> <p>I Like Watching TV</p> <p>p. 78</p> | draw pictures, ride my bike, read books, watch TV, play games | I like playing games . | Play Time | Take Turns | Short <i>i</i> hit, lid, mix, wig | 11 to 18 | Social Studies: Collecting Things | Collections Box |
| <p>9</p> <p>You Have to Wash Your Hands</p> <p>p. 88</p> | cook, get dressed, wash my hands, clean, wake up | Do you have to cook ? No, I don't. I have to clean my room . | Doing Chores | Brush Your Teeth | Short <i>o</i> fox, frog, log, ox | 11 to 19 | Home Economics: Baking a Cake | Chore Chart |
| <p>10</p> <p>It's Snowy</p> <p>p. 98</p> | rainy, snowy, cloudy, sunny, windy | What's the weather like? It's sunny and windy . | It's Sunny! | Dress for the Weather | Short <i>u</i> bug, bun, nut, rug | 11 to 20 | Science: Extreme Weather | Rain Cloud Mobile |

UNIT **6**

That Is a Horse

054



1. Listen and look.



2. Watch, sing, and dance.



Scan for Audio



Scan for Video



Lesson 1: Unit Introduction and Song

Words: horse, sheep, duck, chicken, donkey

WORDS

055



1. Listen and circle.



horse



donkey



chicken



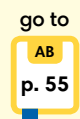
duck



sheep

Lesson 2: Vocabulary Presentation

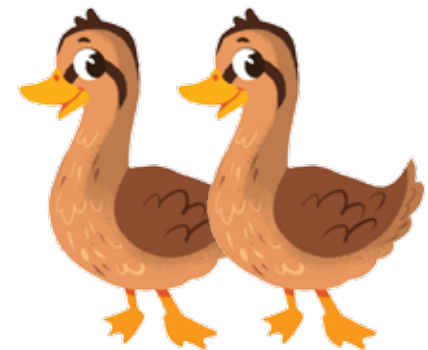
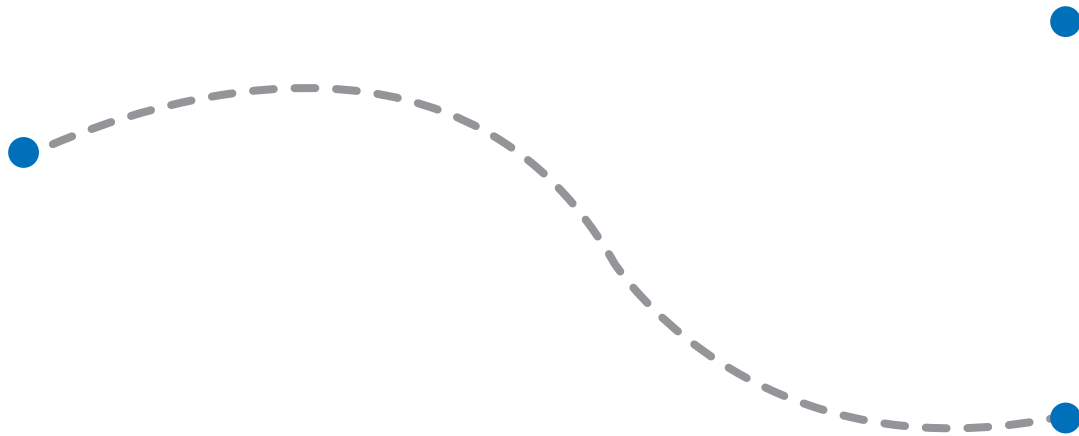
Words: horse, donkey, chicken, duck, sheep



SENTENCES

What Is That?

056   1. Listen, match, and say.



Lesson 3: Grammar Presentation
Words: donkey, horse, duck

Sentences: *What is that? That is a horse.*
What are those? Those are ducks.



On the Farm

1



2



3



4



VALUES

Pet Animals Gently

058



1. Listen and look.



Lesson 5: Values

Values: Pet animals gently

Words: farm, animal, horse, pet (n), cat, pet (v), ask, adult, gently, hurt, angry, safe

PHONICS *Short a*



- 059  1. Listen and point.   2. Watch and chant.  3. Trace the letters.



bat



flag



man

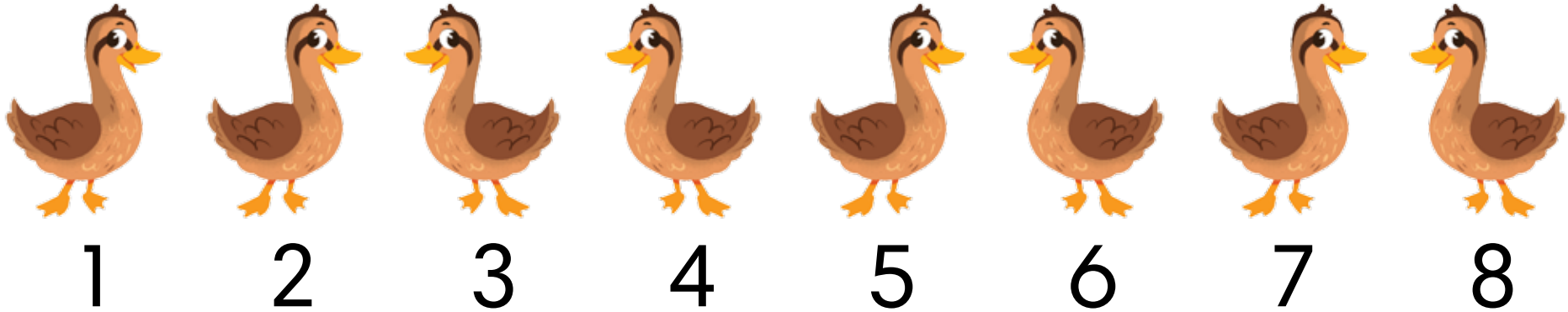


pan

MATH

11 to 16

- 060 123 1. Listen and count.  2. Trace the numbers.



SCIENCE

Food from Farms

061



1. Listen and look.



Lesson 8: CLIL

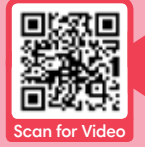
Science: Food from farms

Words: food, come, farm, cheese, milk, cow, sheep, egg, chicken, duck, bee, make, honey

go to



PROJECT Paper Plate Animals



062 1. Listen and look. 2. Watch and make.



Lesson 9: Project
Project: Paper plate animals

Materials: paper plates, colored paper, cotton balls, glue, scissors, colored pencils

REVIEW

063



1. Listen and say.



2. Role-play with a friend.



3. Color the star.



I did it!

Lesson 10: Review and Role Play

Words: donkey, horse, chicken, sheep, duck

Sentences: *What is that? That is a donkey.
What are those? Those are sheep.*

go to
AB
p. 63

That Is a Horse

  1. Look and circle 5 differences.

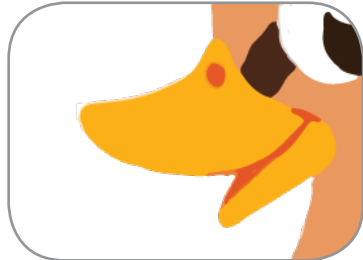


Lesson 1: Unit Introduction

Words: horse, sheep, donkey, duck, chicken, cow

WORDS

  1. Look and match.



Lesson 2: Vocabulary Presentation
Words: sheep, duck, chicken, donkey, horse

SENTENCES

What Is That?

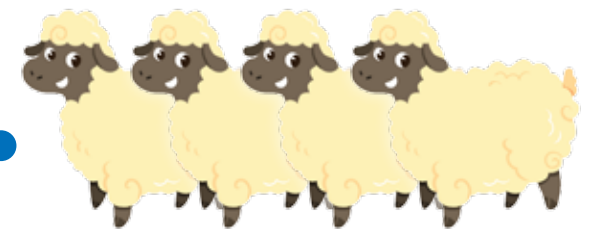
  1. Look and match.



that



those



Lesson 3: Grammar Presentation

Words: duck, donkey, horse, chicken, sheep

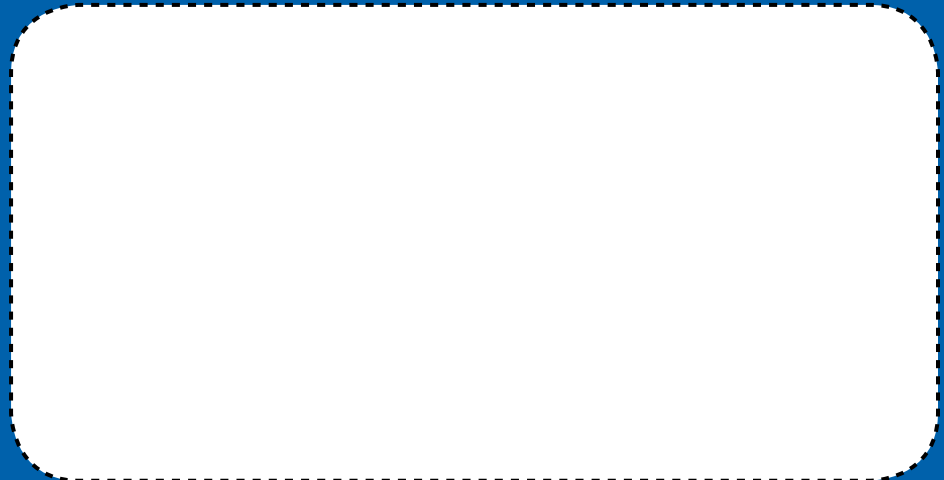
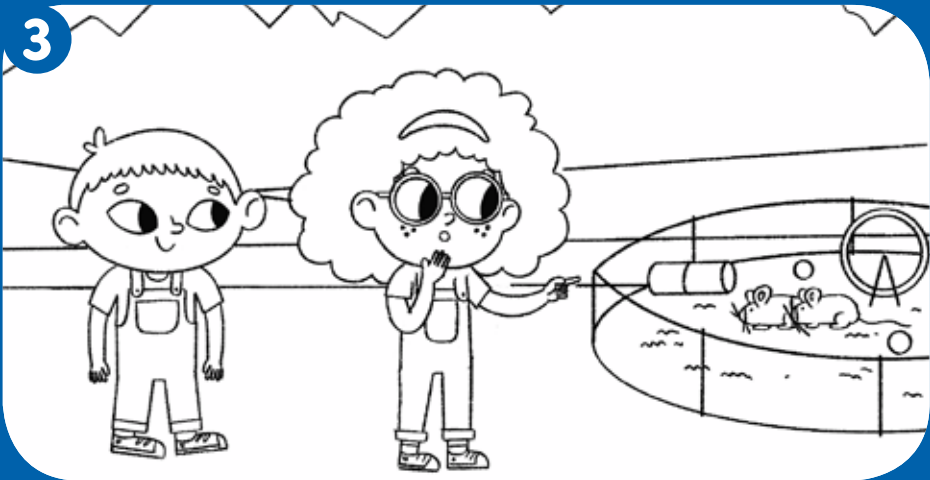
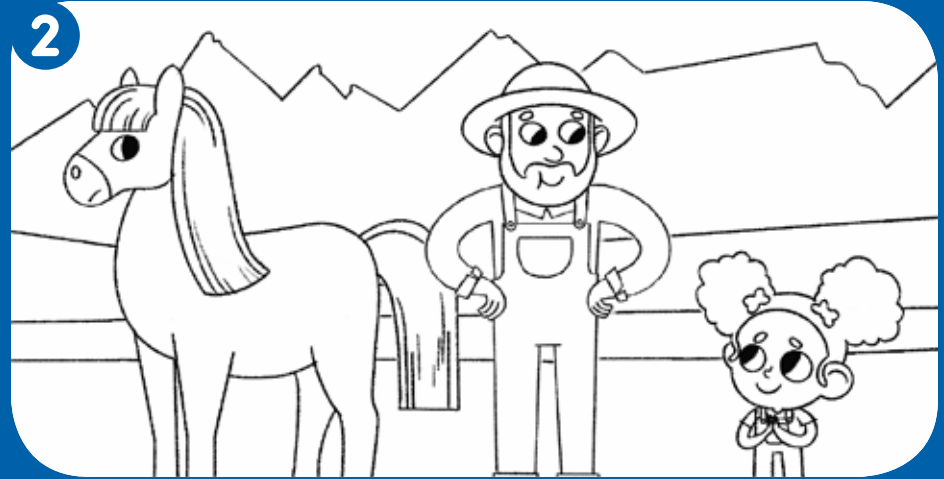
Sentences: *What is that? That is a donkey.
What are those? Those are ducks.*



1. Look, cut, and glue the missing story panels.

2. Color.

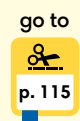
On the Farm



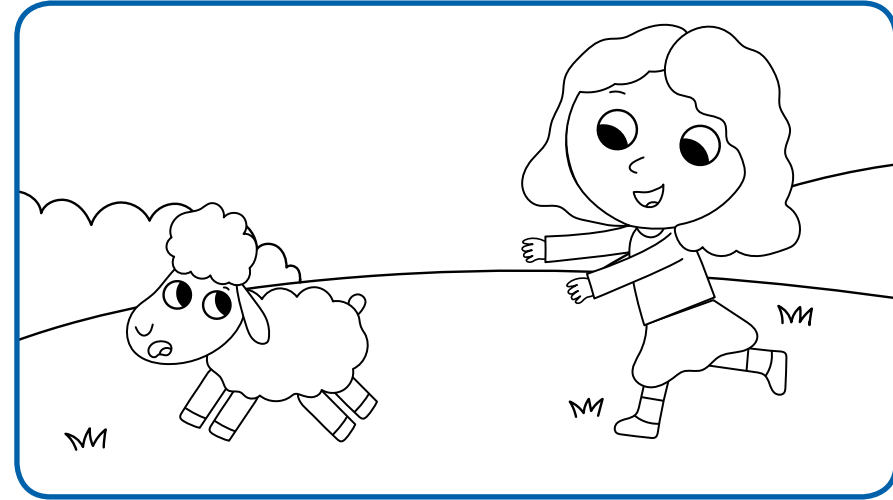
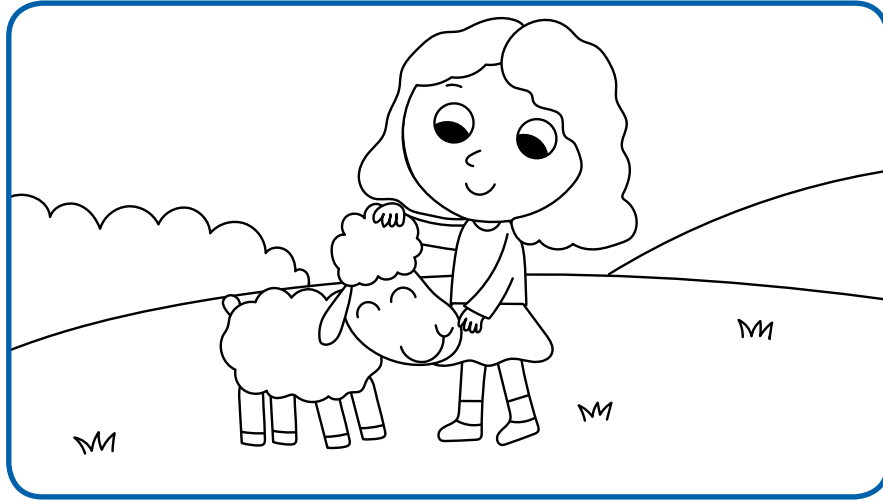
Lesson 4: Story

Words: horse, pet, gentle, rat, bite

Sentences: What is that? That is a horse.
What are those? Those are rats.



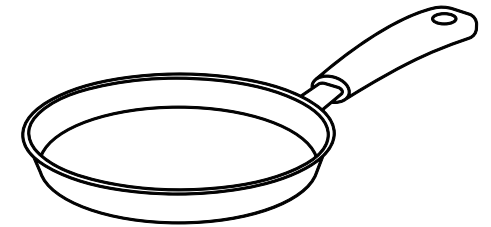
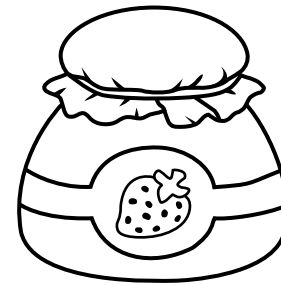
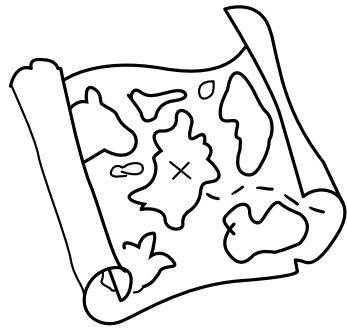
  1. Look and match.



PHONICS

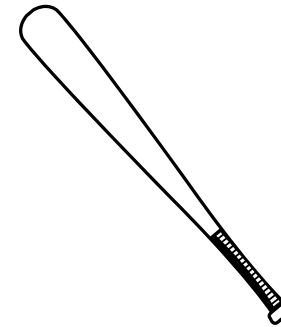
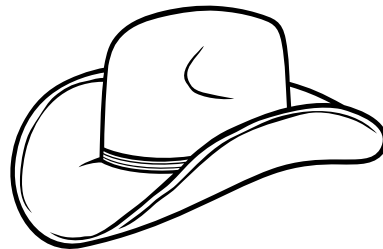
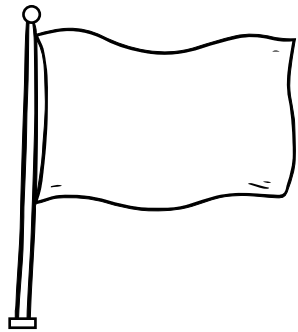
Short a

1. Trace the letters. 2. Color the correct picture.



man

pan



flag

bat

MATH

11 to 16

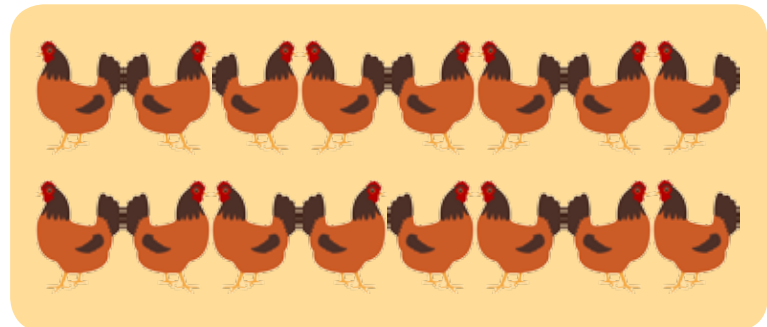
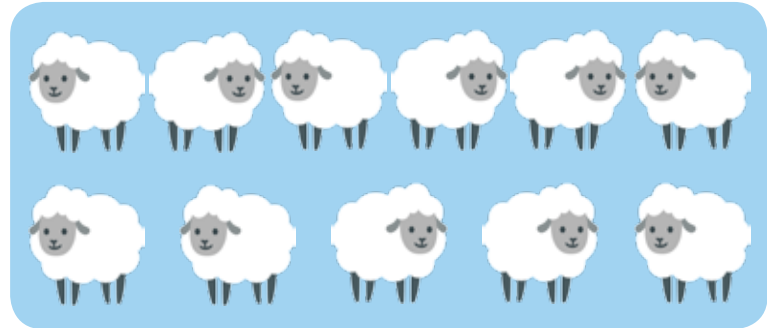
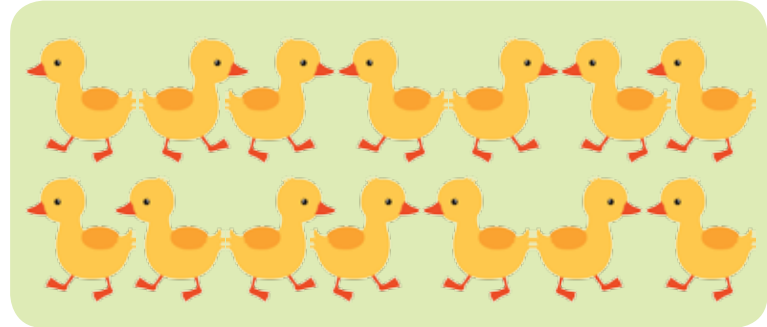
 1. Trace the numbers.

  2. Count and match.

11 •

14 •

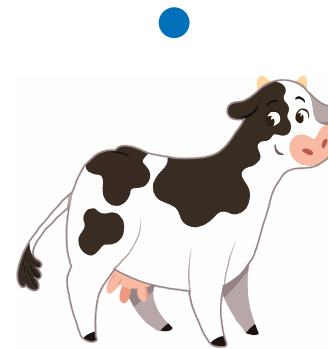
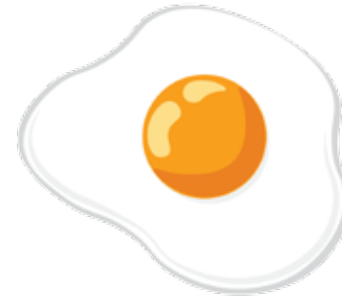
16 •



SCIENCE

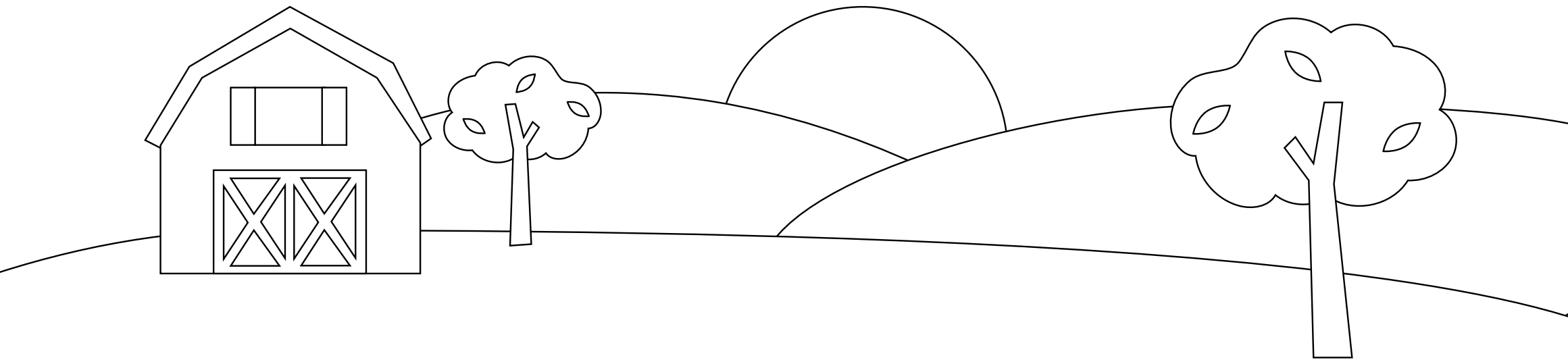
Food from Farms

1. Match the food to the animals.



PROJECT *Paper Plate Animals*

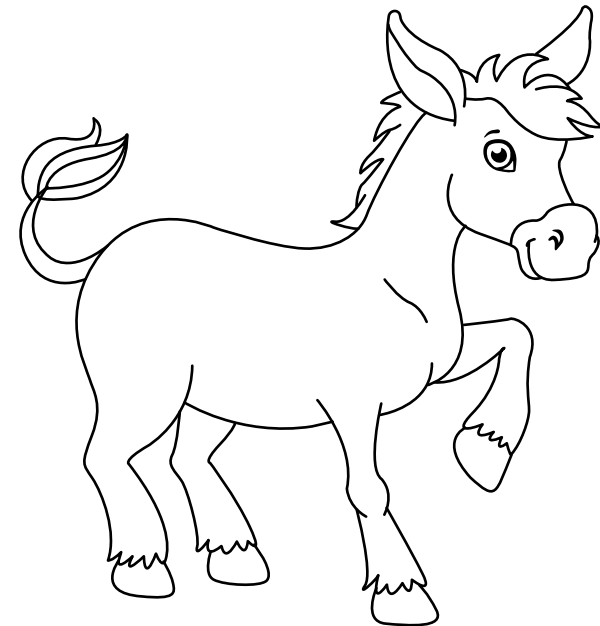
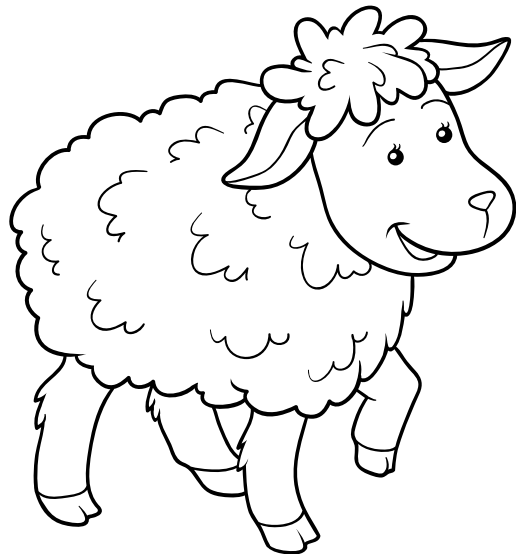
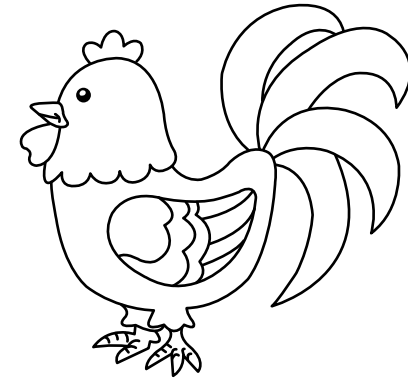
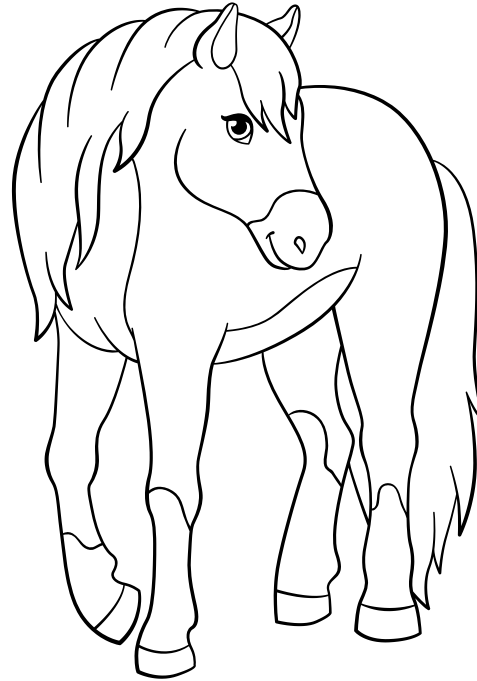
1. Draw some farm animals.
2. Color.



REVIEW



1. Color the animals on Bonnie's farm.



Lesson 10: Review

Words: horse, chicken, sheep, duck, donkey

Sentences: What is that? That is a donkey.
What are those? Those are sheep.

Scope and Sequence

How to Use This Book p. 4

Meet the Characters! p. 7

| Unit | Words | Sentences | Story | Values | Phonics | Math | CIIL | Project |
|---|--|---|------------------------|---------------------------|--|-------------------------------|---|-----------------------|
| <p>1</p> <p>Put On Your T-shirt</p> <p>p. 8</p> | shorts, T-shirt, socks, shoes, pants, jacket | Put on your shoes . Yes, Dad! | Visiting Grandma | Take Care of Your Clothes | Long <i>a</i> (<i>a-e, ai</i>) cape, table, paint, tail | 10 and 20 Review, 21 to 30 | Social Studies: Give Old Clothes to Charity | Paper Doll Chain |
| <p>2</p> <p>I'm in the Living Room</p> <p>p. 18</p> | kitchen, bedroom, bathroom, living room, yard, house | Where are you? I'm in the bathroom . What are you doing? I'm brushing my teeth . | Where's Whiskers? | Help Your Parents at Home | Long <i>e</i> (<i>ea, ee</i>) bean, leaf, bee, deer | 31 to 40 | Geography: Different Types of Houses | Paper Bag House |
| <p>3</p> <p>It's under the Bed!</p> <p>p. 28</p> | box, on, under, in, next to, between | Where's my hat ? It's next to the box . | It's under the Rabbit! | Pick Up Your Toys | Long <i>i</i> (<i>igh, i-e</i>) high, light, bite, white | 41 to 50 | Art: Fun with Boxes | "Where Is It?" Poster |
| <p>4</p> <p>I Can See a Lion!</p> <p>p. 38</p> | lion, monkey, elephant, giraffe, zebra, tiger | What can you see? I can see a zebra . | A Day at the Zoo | Don't Feed the Animals | Long <i>o</i> (<i>oa, o-e</i>) goat, soap, phone, rose | 51 to 60 | Geography: Animals Live All Over | Animal Face Mask |
| <p>5</p> <p>What Time Is It?</p> <p>p. 48</p> | morning, noon, afternoon, evening, night | What time is it? It's 3 o'clock. It's afternoon . It's time to go home . | I'm Late! | Don't Be Late! | Long <i>u</i> (<i>ue, ui</i>) clue, queue, fruit, suit | 61 to 70 | Science: Awake at Night | Paper Plate Clock |



| Unit | Words | Sentences | Story | Values | Phonics | Math | CLIL | Project |
|--|---|--|------------------------|-----------------------|---|------------------|--|-------------------|
| <p>6</p> <p>Go Left, Go Right</p> <p>p. 58</p> | library, supermarket, park, restaurant, shopping center, fire station | Where is the supermarket ? Go straight . | Go Straight | Cross the Road Safely | Beginning <i>ch</i> , Ending <i>ch</i> chair, cheese, bench, lunch | 71 to 80 | Social Studies: Fun in Town | Treasure Map |
| <p>7</p> <p>We Can Go by Train</p> <p>p. 68</p> | bus, train, boat, plane, subway, taxi | How can we go home ? We can go by subway . | Seeing Grandma | Wear a Seatbelt | Beginning <i>sh</i> , Ending <i>sh</i> shark, ship, brush, trash | 81 to 90 | Science: Wheels | Apple Boats |
| <p>8</p> <p>I Want to Be a Nurse</p> <p>p. 78</p> | doctor, nurse, police officer, firefighter, farmer, vet | What do you want to be? I want to be a firefighter . | I Want to Help Animals | It's Good to Help | Ending <i>lk</i> , Ending <i>ng</i> milk, talk, king, ring | 91 to 100 | Social Studies: Helmets and Uniforms | Paper Hat |
| <p>9</p> <p>Summer Is Hot!</p> <p>p. 88</p> | spring, summer, fall, winter, hot, cold | What's your favorite season? Fall is my favorite season. Winter is too cold . | I Don't Like Winter | Dress for the Weather | Hard <i>th</i> , Soft <i>th</i> moth, throw, father, mother | 10 to 100 Review | Science: Changing Leaves | Four Seasons Tree |
| <p>10</p> <p>I Want to Go to the Beach!</p> <p>p. 98</p> | go swimming, beach, cap, ice cream, kite, towel | What do you want to do on vacation ? I want to fly a kite . | I Want to Go Swimming | Be Safe in the Water | <i>ph, qu</i> dolphin, photo, quick, quokka | 1 to 100 Review | Science: Super Sand | Sand Art |

UNIT **1**

Put On Your T-shirt

004  1. Listen and look.    2. Watch, sing, and dance.



Lesson 1: Unit Introduction and Song
Words: T-shirt, socks, shorts, pants, jacket, shoes

WORDS

005  1. Listen and circle.



shorts



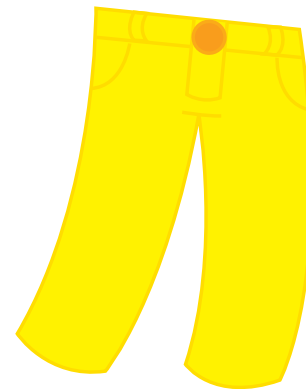
T-shirt



socks



shoes



pants



jacket

SENTENCES

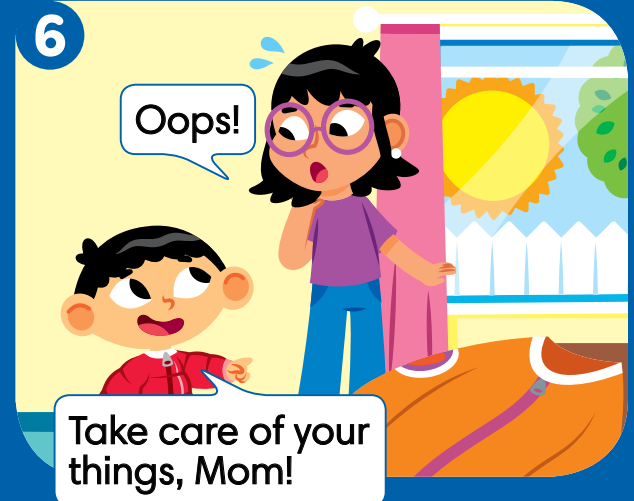
Put On Your Shoes

006   1. Listen, match, and say.





Visiting Grandma



VALUES

Take Care of Your Clothes

008 🔍 1. Listen and look.



Lesson 5: Values

Values: Take care of your clothes

Words: jacket, favorite, shoes, floor, hang, closet, clothes

PHONICS

Long a (a-e, ai)

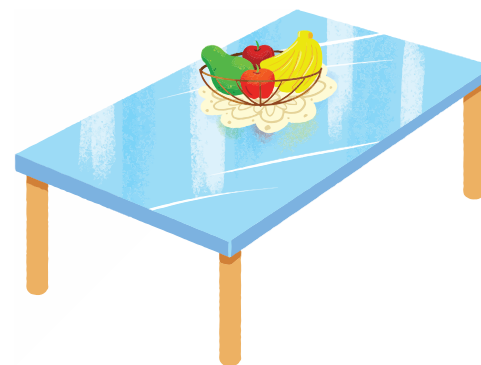


Scan for Video

- 009 1. Listen and point. 2. Watch and chant. 3. Trace the letters.



cape



table



paint



tail

MATH

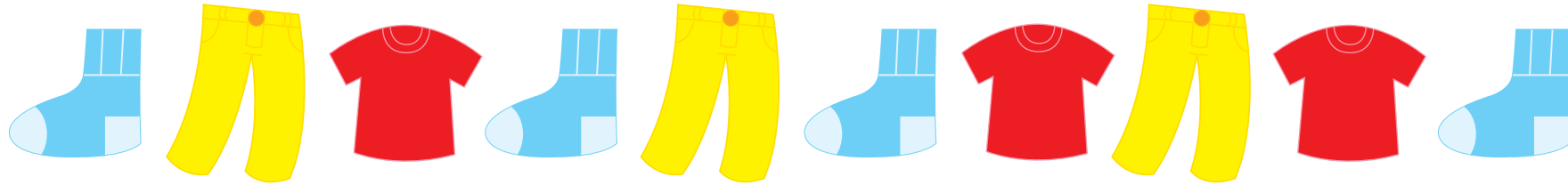
10 and 20 Review, 21 to 30



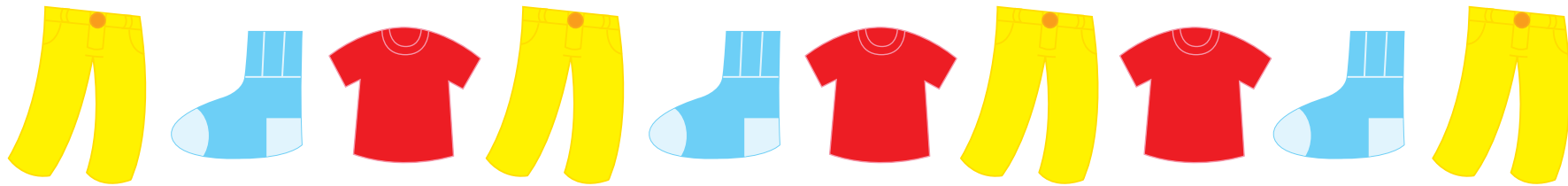
1. Listen and count.



2. Trace the numbers.



10



20



21

22

23

24

25

26

27

28

29

30

SOCIAL STUDIES

Give Old Clothes to Charity

011 🔍 1. Listen and look.



Lesson 8: CLIL

Social Studies: Give old clothes to charity

Words: clothes, wear, trash, donate, old, hat, shoes, charity, people, help

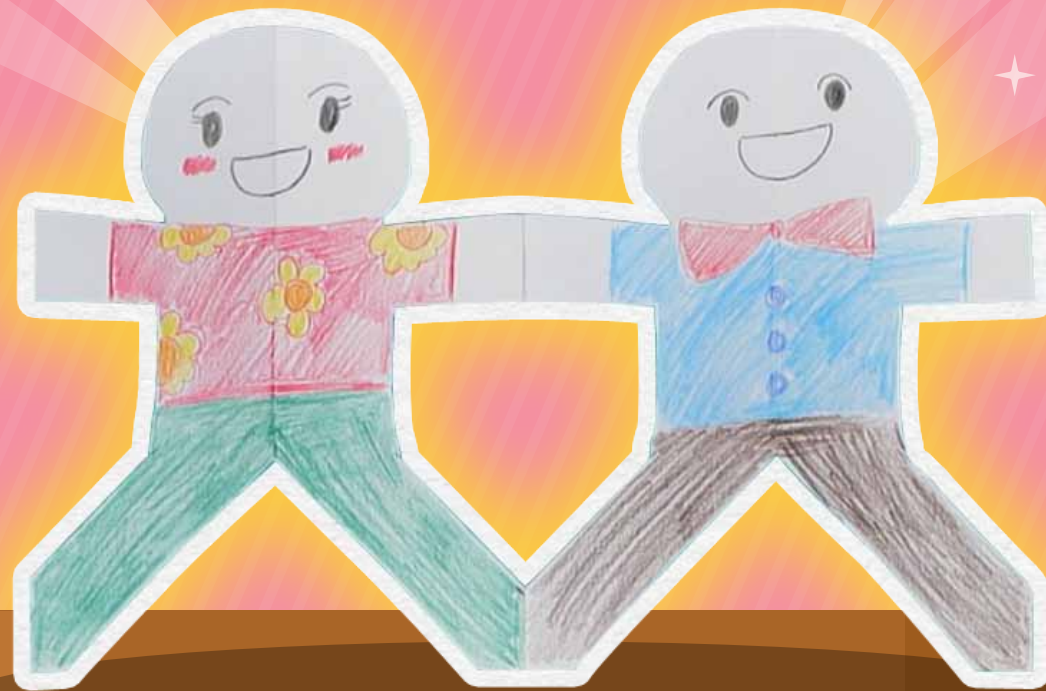
go to
AB
p. 11

PROJECT

Paper Doll Chain



- 012 🔍 1. Listen and look. 🎥 ✂️ 2. Watch and make.



Lesson 9: Project
Project: Paper doll chain

Materials: paper, scissors, color pencils

REVIEW

- 013 1. Listen and say. 2. Role-play with a friend.
3. Color the star.



I did it!

Lesson 10: Review and Role Play

Words: shoes, jacket, socks, pants, T-shirt, shorts

Sentences: Put on your shorts. Yes, Dad.

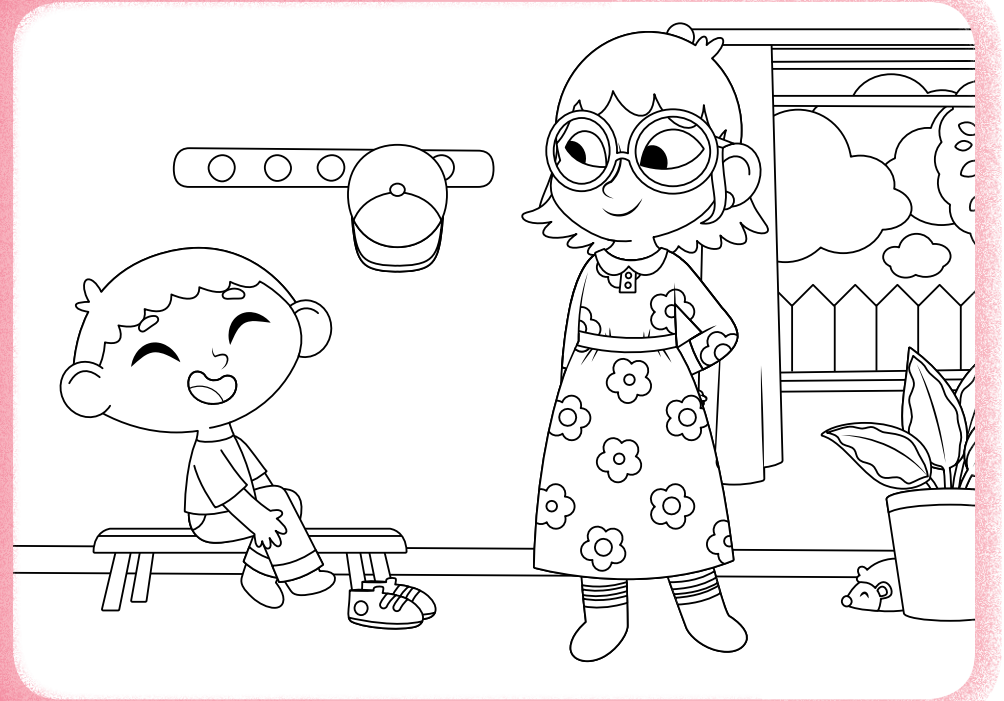
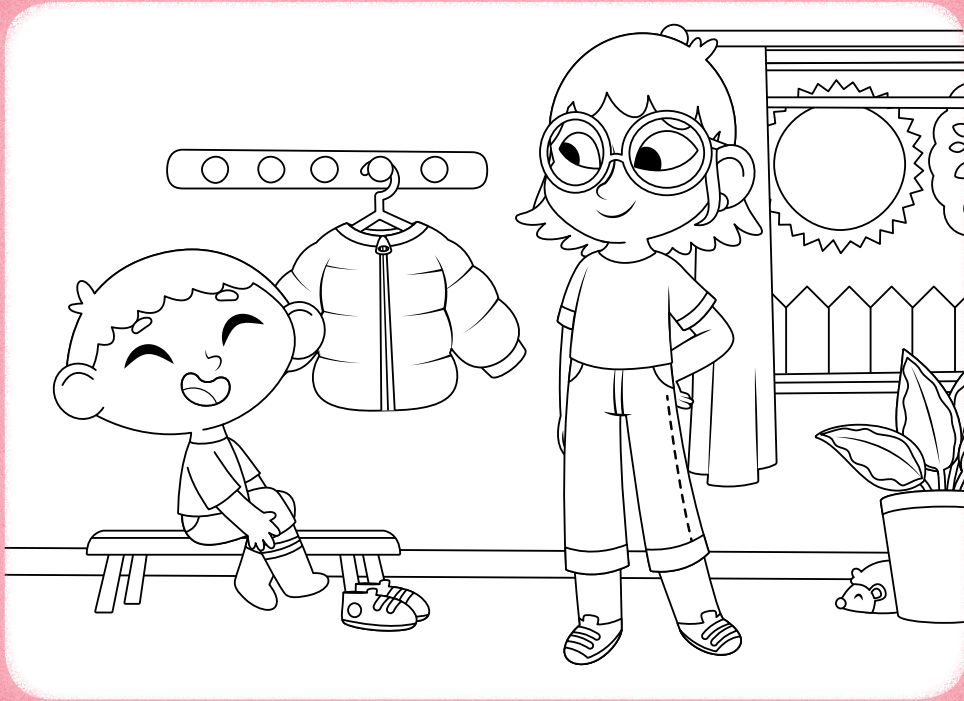
Put On Your T-shirt



1. Find and circle 5 differences.



2. Color.

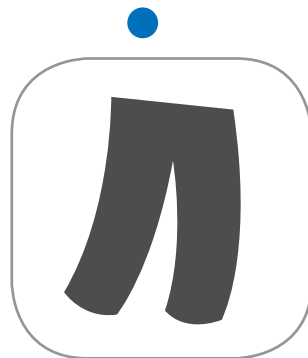


Lesson 1: Unit Introduction

Words: T-shirt, socks, shorts, pants, jacket, shoes

WORDS

  1. Look and match.



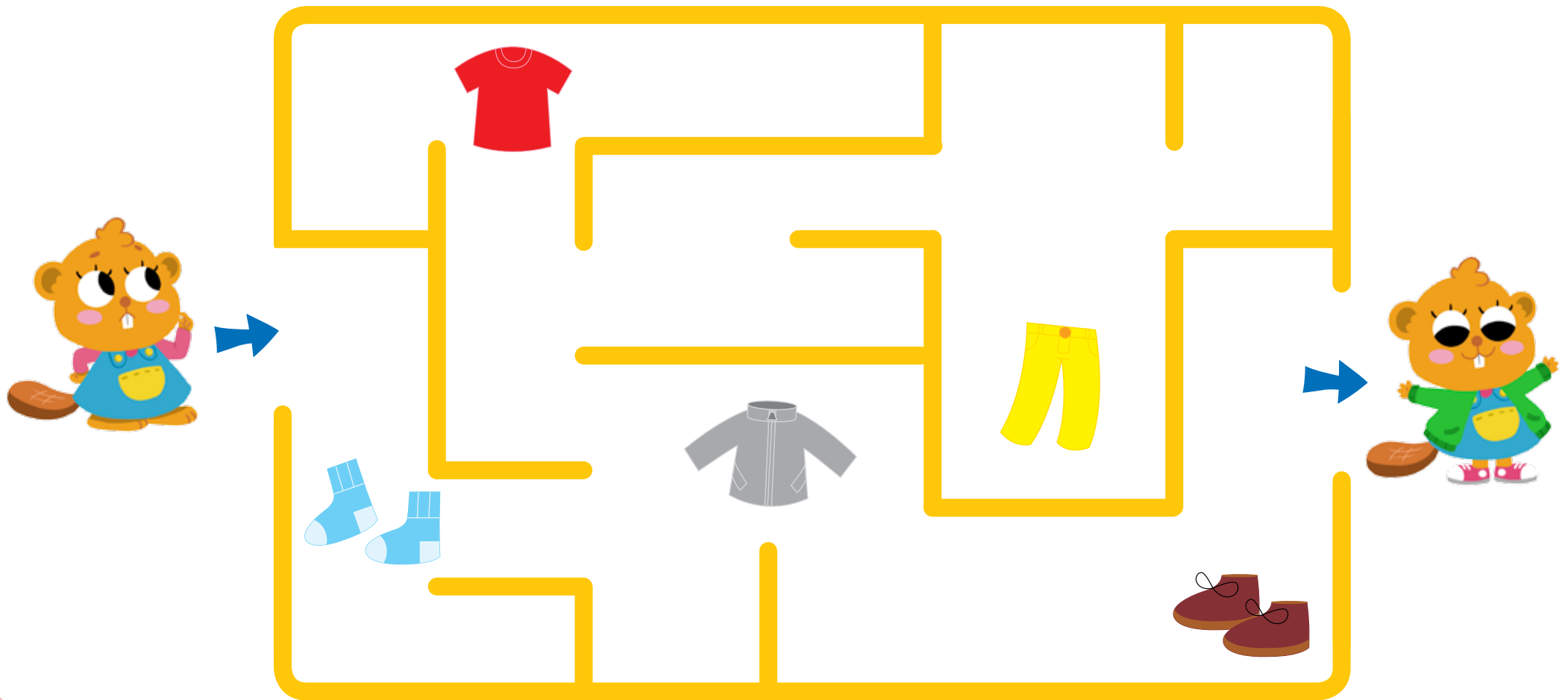
Lesson 2: Vocabulary Presentation

Words: shoes, shorts, jacket, T-shirt, socks, pants

SENTENCES

Put On Your Shoes

1. Follow the path. 2. Circle the clothes Bonnie finds.



Lesson 3: Grammar Presentation

Words: socks, T-shirt, jacket, pants, shoes

Sentences: Put on your shoes. Yes, Mom!



1. Look and number in order.

Visiting Grandma



Lesson 4: Story

Words: grandma, mom, shoes, jacket, sunny, rainy, take care

Sentences: Put on your jacket. Yes, Mom!

VALUES

Take Care of Your Clothes

-   1. Look and draw faces.  2. Color.



Lesson 5: Values

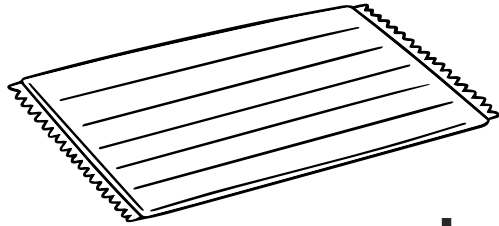
Values: Take care of your clothes

Words: jacket, shoes, floor, hang, cupboard, clothes

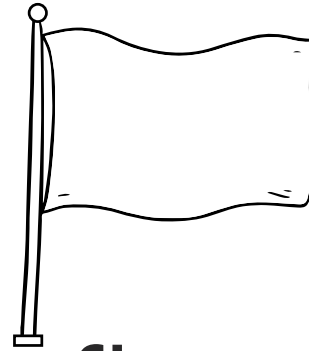
PHONICS

Long a (a-e, ai)

1. Trace the letters. 2. Color the words with a long a sound.



mat



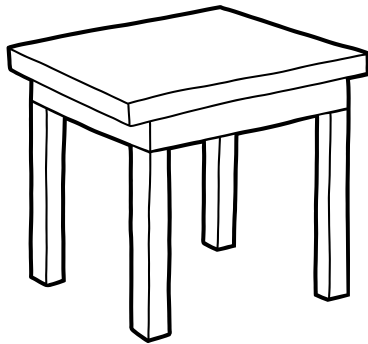
flag



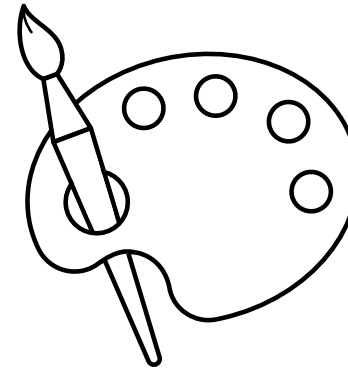
tail



cape



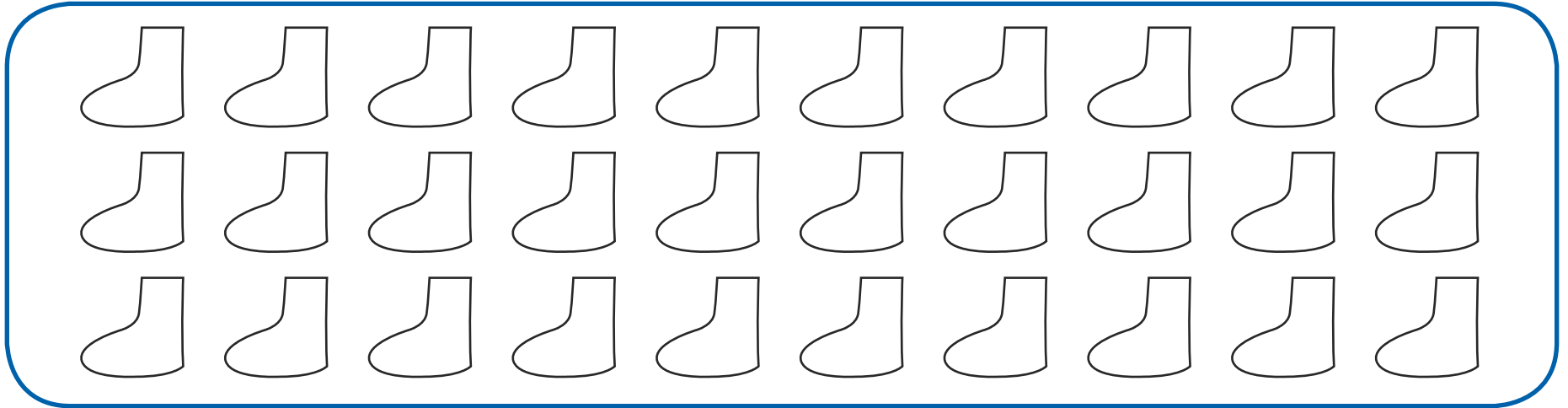
table



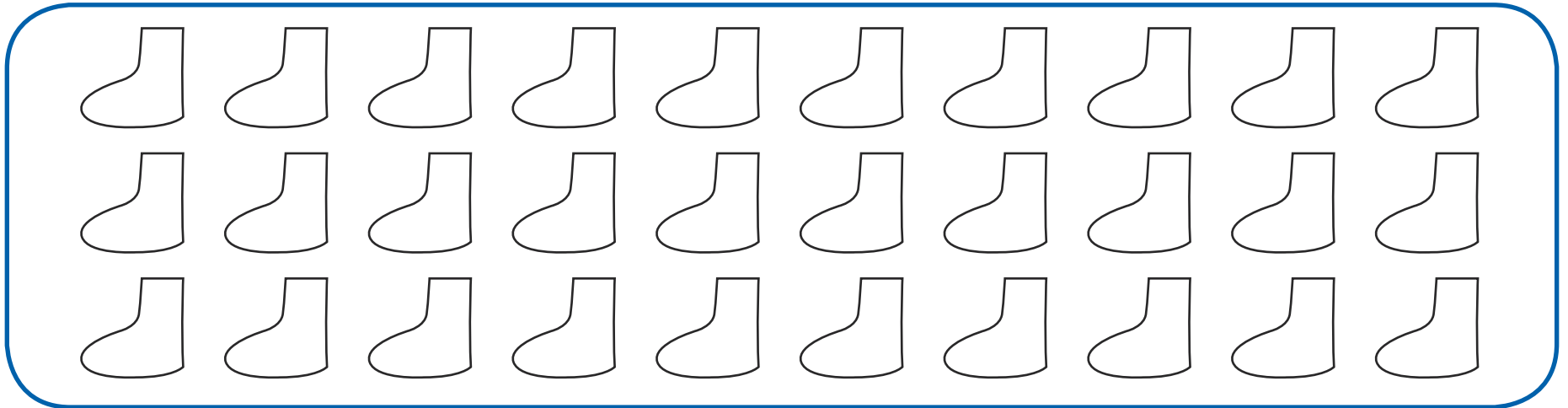
paint

-  1. Trace the numbers.  2. Color the correct number of socks.

24



29



SOCIAL STUDIES

Give Old Clothes to Charity

 1. What can you give to charity? Draw lines to put them in the box.



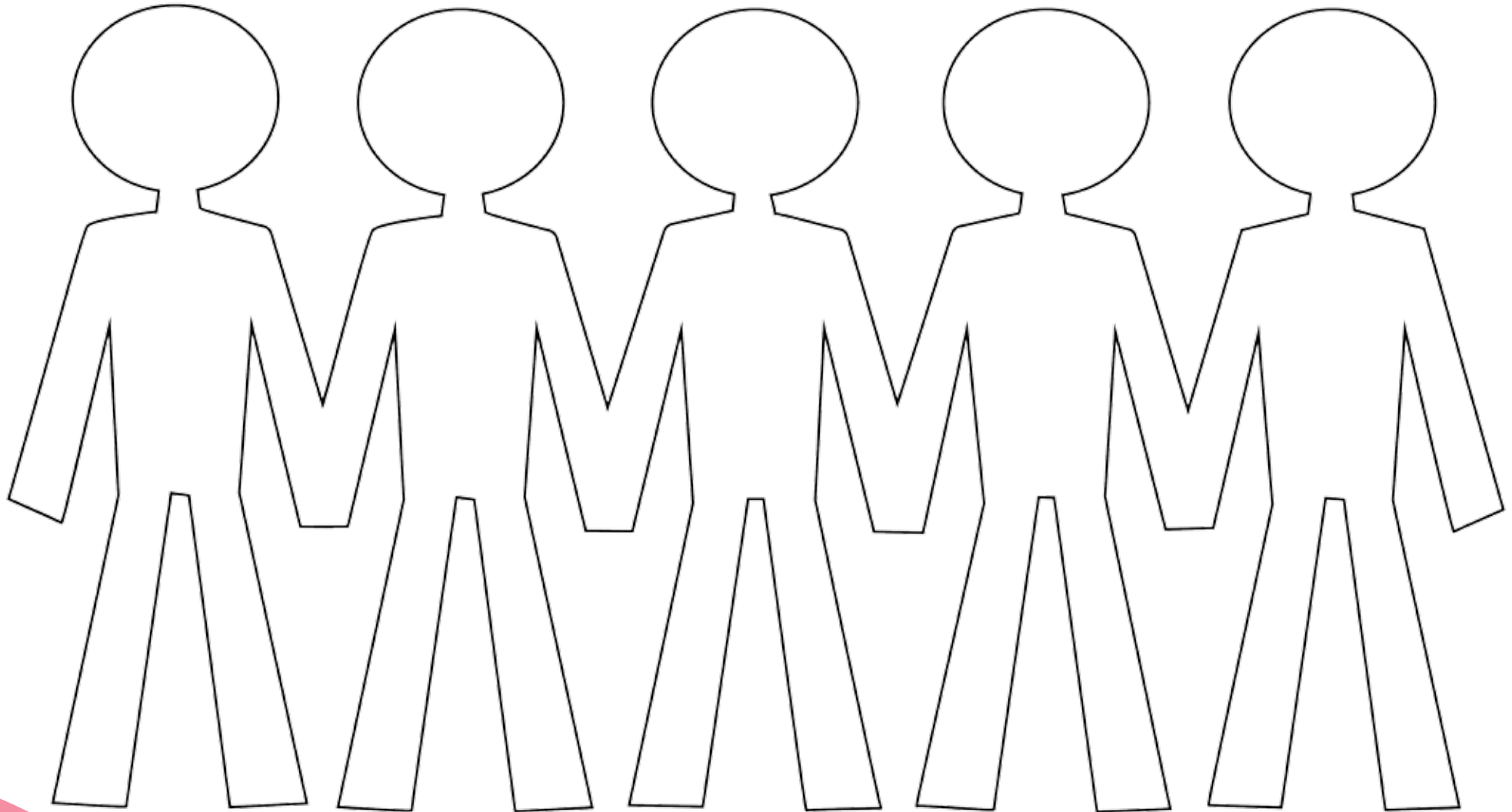
Lesson 8: CLIL

Social Studies: Give old clothes to charity

Words: shorts, dress, carrot, dog, box, charity, T-shirt, chicken, pants

PROJECT *Paper Doll Chain*

-  1. Draw clothes for the dolls.  2. Color.



REVIEW



1. Look, cut, and glue the missing clothes halves.



Lesson 10: Review

Words: shoes, socks, shorts, jacket, T-shirt, pants

Sentences: Put on your socks. Yes, Dad.

go to



p. 105

Teacher's Guide

Unit 1 Put On Your T-shirt

| | |
|--|-----------------------------------|
| Unit Theme | |
| Taking care of your clothes | |
| Unit Language | |
| Words | Sentences |
| shorts, T-shirt, socks, shoes, pants, jacket | Put on your shoes. Yes, Ma'am! |

LESSON 1

OPENER [30 P.8, 40 P.4]



Lesson Objectives

Present common clothing items
Present the expression "Put on your [item]."

Words

shorts, T-shirt, socks, shoes, pants, jacket

Lesson Materials

audio speaker, computer, projector/TV, pencils, crayons

Supplementals

Unit 1 poster

Warm-up

- Play the Hello Song and do the movements along with the song. [Track](#) [QR](#)
- Ask about students' clothing. Get students talking about their clothes.

In-Book Time [p.8]

1 Talk about the picture.

- Have students open their books to the first page of the unit. Introduce the unit topic. Ask them what the characters are doing on the page. Have them point out things or people they recognize in the picture.

1 Listen and look. [Track](#) [QR](#)

- Play the recording. Ask students to listen and point to the items in their books.

2 Watch, sing, and dance. [QR](#)

- Play the video.
- Repeat video to practice singing or dancing.
- Have students point to the items they hear in the song.



Song Lyrics

T-shirt and socks and shorts or pants
T-shirt and socks and shorts or pants
Put on your jacket put on your shoes
T-shirt and socks and shorts or pants!

T-shirt and socks and shorts or pants
T-shirt and socks and shorts or pants
Put on your jacket put on your shoes
T-shirt and socks and shorts or pants!

Find Harry!

- Ask students to look for Harry the hedgehog on the page. Ask where he is.



Extra Activity [Optional]

You're It!

The teacher will say a combination of a color and a clothing item. Students must find someone in the classroom who has that combination. That person is "it". They must run after the students and catch as many as they can. If tagged, students are out. Students can run to the wall to be "safe". Once done, teacher will announce another combination. That person is now "it". Repeat until one person remains.

Cool Down

- Review what was covered in class.
- Congratulate students on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Goodbye Song. Do the dance together. [Track](#) [QR](#)

ACTIVITY BOOK [p. 4]

1 Find and circle 5 differences.

- Have students point and name the items they see in the picture.
- Then have them circle the 5 differences in the picture.
- When done, go over the differences as a class.



LESSON 2

WORDS [30 P.8, 40 P.5]



Objectives

Present clothing items

Words

shorts, T-shirt, socks, shoes, pants, jacket

Materials

computer, audio equipment, TV, pencils

Supplementals

Flash cards

Warm-up

- Play the Hello Song and do the movements along with the song. [Track](#) [QR](#)
- Review the picture from Lesson 1 (p. 8). Do students remember any of the words from the page? Elicit as much knowledge from the picture as possible.

In-Book Time [p.9]

2 Talk about the picture.

- Ask students what items they see on the page. Ask about the colors they see as well.
- Have them join the two to create a phrase: "green shorts" or "a red T-shirt".

1 Listen and look. [Track](#) [QR](#)

- Play the audio for the class.
- Ask students to circle the items they hear in the order they hear it. Repeat if necessary. When finished, ask them to repeat the order in which they heard the items.

- jacket
- T-shirt
- socks
- pants
- shorts
- shoes

- Cut out the flash cards from the back of the student book. Use flash cards and say the name of each item of clothing.
- Hold up each card and say an incorrect name. Have students say yes or no if it is right or wrong.

Extra Activity [Optional]

- Have students pull out their flash cards.
- Tell students you will call out an order and students must put the pictures in order. Depending on your students' level, increase or decrease the amount of cards.
- Then invite students up to the front and have them come up with combinations to give to the class.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track](#) [QR](#)

ACTIVITY BOOK [p. 5]

1 Look and match.

- Review items on the top line.
- Then have them draw lines from the objects to the items on the bottom.
- When finished, review the answers with the class.



LESSON 3

SENTENCES (SR P.10, AR P.1)



Lesson Objectives

Review clothing vocabulary.
Learn clothing-related expressions.

Language

| Words | Sentences |
|----------------------|---|
| jacket, shoes, socks | Put on your shoes . Yes, Mom/Dad . |

Materials

computer, audio equipment, TV, classroom supplies,
flash card, pencils

Supplementals

Flash cards
Vocabulary quiz (unit 1)
character puppet

Warm-up

- Play the Hello song and do the movements along with the song. [Track 100](#)
- Review the picture from Lesson 2 (p. 9). Do they remember any of the words from the page? Elicit as much knowledge from the picture as possible.
- Ask students to cut out the **finger puppets** at the back of the workbook. Use finger puppets to model a conversation using the sample sentences. Use full sentence. (*Put on your shoes. Yes, Mom.*)

In-Book Time [p.10]

1 Look at the pictures.

- Elicit the names of the children on the left (Tony, Ana, Lulu). Ask what they are wearing.
- Ask the students about the characters on the left and what they are wearing.

2 Listen, match, and say. [Track 100](#)

- Play the audio.
- Have students follow along and match the clothes to the character.

- W: Put on your socks, Tony.
B: Yes, Mom.
- W: Put on your jacket, Ana.
G: Yes, Mom.
- M: Put on your shoes, Lulu.
G: Okay, Dad!

- Then have students roleplay. Pick a student and roleplay the conversation with you or other students.
- Make sure roles are switched frequently.
- Include props in the class and have them act out the dialogs with the items (asking for and handing over items).

Extra Activity [Optional]

Pictophase

- Have students stand in two lines. Have everyone turn and face one way.
- Show the first students in line a flash card of an item.
- Have them turn around and "draw" it onto the students' back.
- The next person must "draw" the item on the person in front of their's back.
- The last person in line must guess the item they felt. If they guess correctly, they win.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track 100](#)

ACTIVITY BOOK [P. 6]

- Have students open the activity book to page 6.
- Ask them who the character on the page is (Borrie).
- Have them point and name the items they see inside the maze.
- Then ask them to follow the maze to get Borrie from the beginning to the end.



LESSON 4

STORY (SR P.11, AR P.7)



Lesson Objectives

Learn about getting ready to go out.
Practice the new language through an animation.

Language

| Words | Sentences |
|---|----------------------------|
| see, grandma, shoes, jacket, sunny, rainy, room, take care | Put on your shoes . |

Materials

computer, audio, TV/projector

Supplementals

flash cards

Warm-up

- Play the Hello song and do the movements along with the song. [Track 100](#)
- Play Flash Card Ring-Around-The-Rosey.
 - Have students sit in a circle.
 - Turn on music and give students two flash cards.
 - Have them pass them to their left.
 - When the music stops, have the students say the word on the flashcard.
 - Introduce one more card every round.
 - Try to have them say sentences if possible.

In-Book Time [p.11]

1 Look at the pictures.

- Have students look at the images and describe what they think is going on.

2 Listen, look, and read. [Track 100](#)

- Play the audio.
- Play it again and have students follow along.
- Ask students to repeat the dialog on the page.



Visiting Grandma

- W: Tony, let's go! It's time to see Grandma.
B: Yes, Mom!
W: Put on your shoes. Put on your jacket.
B: My jacket? But it's sunny.
W: It'll be rainy later.
B: Okay, let's go. Mom! Where's your jacket?
W: Oops!
B: Take care of your things, Mom! [laughs]

2 Watch and say. [QR 1](#)

- With books closed, watch the animation using the QR code.
- Play the animation one more time for the students to listen and repeat the lines.
- Check your understanding of sentences (*put on your shoes/put on your jacket/put on your socks/put on your pants*). Demonstrate each sentence and have the learners copy you.
- Invite the learners to role-playing with the story audio or on their own.

Extra Activity [Optional]

Put the children into small groups. You can have each group do the entire story or assign one panel per group. Have them practice for a few minutes. Then have them reenact the story or panel in front of the class.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track 100](#)

ACTIVITY BOOK [p. 6]

1. Look and number in order.
 - Have students open the activity book to page 7.
 - Ask if they recognize the images on the page.
 - Have students number the images in order. (Ask them to try and find the first image of the story.) Go through all six images.
 - Have students say the dialogue for each picture. See how much they remember.



LESSON 5

VALUES [SB P.12, AB P.8]



Lesson Objectives

Teach children the unit value (Take care of your clothes.)

Words

jacket, favorite, shoes, floor, hang, cupboard, clothes

Materials

paper, pencils, crayons

Warm-up

- Play the Hello song and do the movements along with the song. [Track [we](#)]
- Review the picture from Lesson 4 (p. 11). Do they remember any of the words from the page? Elicit as much knowledge from the picture as possible.
- Discuss what they do when their clothes have been washed.
- Discuss what they do after they wear pajamas, school uniforms, clothes, etc. Where do they put them?
- Have student demonstrate good and bad examples of caring for their clothes with a jacket or other article of clothing.

In-Book Time [p.12]

1 Look at the pictures.

- Look at the picture in the book. Ask students what they see.

1 Listen and look. [Track [we](#)]

- Listen to the audio.
- Ask them what they heard.
- Ask what the boy in the picture is doing (folding his clothes).

Take Care of Your Clothes.

You have a nice jacket.
You have your favorite shoes.
When you take them off, where do you put them?
Do you put them on the floor?
Don't do that.
Hang your jacket up.
Put your shoes in the closet.
Take care of your clothes.

- Review the listening. Ask them what they shouldn't do and what they should do instead according to the listening.
- Ask about other things they should take care of (toys, books, shoes, etc.)

Extra Activity [Optional]

- Teach students how to fold clothing.
- If anyone in the class knows how, ask them to come and demonstrate. Otherwise, ask students to fold pants, T-shirts, and socks.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track [we](#)]

ACTIVITY BOOK [p. 8]

- Look at the pictures and say what is going on in each picture.
- Ask if it's a good thing or a bad thing. Have them draw smiley faces that match.
- Have students color in the images.
- Review what students should and shouldn't do with their clothes.



LESSON 6

PHONICS [SB P.13, AB P.9]



Objectives

Review the long a sound

Language

cape, table, tail, paint

Materials

Flash cards, items that represent each letter, audio, computer, pencils

Warm-up

- Play the Hello song and do the movements along with the song. [Track [we](#)]
- Show students the flash card of the "snake".
- Go over the sound with them.

In-Book Time [p.13]

1 Look at the pictures.

- Ask students if they recognize any of the pictures in the book.
- Go over each of the pictures and have students say what each item is.

1 Listen and point. [Track [we](#)]

- Play the audio.
- Ask which words they heard.

Long a Chant

/eɪ/ /eɪ/ cape/ table/
/eɪ/ /eɪ/ tail/ paint/
/eɪ/ /eɪ/ cape/ table/
/eɪ/ /eɪ/ tail/ paint/

Put the cape on the table!
Paint the tail pink!

2 Watch, sing, and dance. [QR D]

- Play the animation video. Have them chant along.



3 Trace the letters.

- Play the animation video. Have them chant along.
- Have them say the words out loud and repeat the long a sound.
- Have students rewrite the word completely underneath the word if possible.
- Ask students if they know any other words that have this sound. (plane, train, pain, male, female, etc.)

Extra Activity [Optional]

Alphabet tag

- One person will be "it".
- "It" will shout a sound (encourage them to use sounds covered previously if possible).
- Students must find something in the room that begins with that letter and touch it to be "safe." No more than 4 people per item.
- Give a time limit of 20 seconds per round before announcing a new letter.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track [we](#)]

ACTIVITY BOOK [p. 9]

- Have them point and name the objects in the book.
- Trace the letters in the book, color the words that have the long a sound.
- Check over their work as they go along.



LESSON 7

MATH (pp. 14, 18-21)



Lesson Objectives

Review numbers 1 - 20, learned colors Learn 21-30

Words

clothes, socks, pants, T-shirt

Materials

crayons, pencils, books
optional: 15 pairs of socks

Warm-up

- Play the Hello song and do the movements along with the song. [Track](#)
- Start by asking students how many shirts they see in the classroom. Ask about how many socks people are wearing. Then ask about skirts, pants, and shoes. Count each item out loud together.
- Encourage students to talk about colors.

In-Book Time [p.14]

1 Look at the page.

- Ask students to look at the page and identify the items on the page.

1 Listen and count. [Track](#)

- Ask children to recite the numbers from 1 to 10. Then ask them to count up to 20.
- Then go over the numbers between 21 and 30. Ask the students what items are on the page.
- Play the audio. Have them count the number of socks, pants, and T-shirts.
- Ask them to trace the numbers at the bottom.
- See if they can find anything else in the classroom or nearby that has over 20 items.
- Go over each line separately and demonstrate simple addition with them (10+10=20, 10+20=30).

10 and 20 review, 21 to 30

Look at all the clothes!
I can see socks, pants, and T-shirts.
Let's count them!
1, 2, 3, 4, 5, 6, 7, 8, 9, 10
11, 12, 13, 14, 15, 16, 17, 18, 19, 20
21, 22, 23, 24, 25, 26, 27, 28, 29, 30
30 pieces of clothing!

Extra Activity [Optional]

- Prepare in advance: Lots of socks.
- Play a matching sock game with pairs of students. Give students 15 pairs of socks and whichever team matches them the fastest wins. The socks must be folded correctly to be counted.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track](#)

ACTIVITY BOOK [p. 2]

- Ask them what they see on the page. Then ask them what number they see on the left. Have students color in the corresponding number of socks to the number on the left. Check on the students as they color. To increase difficulty, ask students to color groups of 5 or 10 in specific colors.



LESSON 8

CILIL (SOCIAL STUDIES) (pp. 15, 18-21)



Lesson Objectives

Teach students about giving old clothes to charity

Words

clothes, wear, trash, donate, old, charity, people, help

Materials

crayons, pencils

Supplementals

flash cards

Warm-up

- Play the Hello song and do the movements along with the song. [Track](#)
- Talk about receiving items from a sibling or family member that is used, not new.
- Ask them why people often give items away to other people.
- Describe what a charity is in similar terms (giving something you own to someone else to help them).

In-Book Time [p.15]

1 Look at the pictures.

- What do students see in the images? What is happening in the images?
- Ask students if they have done any of the things in the images.

1 Listen and look. [Track](#)

- Play the audio. Have them point out the images as they hear them.

Give Old Clothes to Charity

Do you have clothes you don't wear?
Do you have clothes you don't need?
Don't put them in the trash.
Donate them!
Give old hats or shoes to charity.
Other people can use them.
(It's good to help others!)

- Talk about the audio. Why do people throw out old clothes? Why should people donate old clothing?

Extra Activity [Optional]

- Have students prepare in advance. Have students bring in an item they no longer use from their home. It could be something that a parent or a sibling doesn't use anymore instead. Encourage students not to buy something.
- Have students take turns talking about how they liked the item and how they used it.
- Gather the items to donate to charity as a class.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track](#)

ACTIVITY BOOK [p. 11]

- First discuss with students what are some things that can and cannot go to charity. Ask for reasons why the things are unable to be donated. Encourage students to give reasons why not. Have students open the activity book to page 9. Ask them what they see in the picture. Ask about the colors of the items they see. Ask them to draw lines from the items that can be donated to the donation box. When done, explain why they chose the items they did and didn't.



LESSON 9

PROJECT [SR P.10, AB P.12]



Lesson Objectives

Make a paper doll chain.

Words

paper, scissors, color pencils, pencil

Materials

paper, scissors, color pencils, pencil

Warm-up

- Play the Hello song and do the movements along with the song. [Track 56](#)

In-Book Time

- 1 Look at the picture.
 - Have students to look at the picture and ask what they see.

1 Listen and look. [Track 57](#)

- Play the audio to go with it. Stop at each step and go over it in detail with the students.

2 Watch and make. [QR](#) [Video](#)

- Play the video. Then get out the materials and have students begin to make the project.



Paper Doll Chain

- Step 1: Get paper, scissors, and color pencils or crayons.
- Step 2: Fold the paper back and forth to make a fan shape.
- Step 3: With the paper folded, draw and cut out the shape of half a person.
- Step 4: Open the paper doll chain and draw and color clothes for your dolls.

- Hand out the supplies and have students begin working on the paper doll chain.
- If students are having difficulty making the project, replay the video.
- Remind students that if they don't know how to do something, they can ask for help.

Extra Activity [Optional]

- Have students decorate their paper chain dolls to look like people from their family.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track 58](#)

ACTIVITY BOOK [P. 12]

Have students open the activity book to page 10. Ask them what the item on the page is (a paper doll chain). Ask them to color and decorate the doll chain on the page.



LESSON 10

REVIEW [SR P.17, AB P.13]



Lesson Objectives

Review the unit vocabulary and expressions.

Language

Words

T-shirt, shoes, shorts, pants, socks, jacket

Materials

markers, crayons, colored pencils

Supplementals

Unit quiz

Sentences

Put on your *shoes*.

Warm-up

- Play the Hello song and do the movements along with the song. [Track 56](#)

In-Book Time [p.17]

- 1 Look at the images.
 - Have students look at the images on the page. Point out the vocab words and encourage them to say them out loud. Ask them if they can find the items in their classroom. Have them find them and hold them up.

1 Listen and say. [Track 57](#)

- Play the audio with the model dialog.
- Point to the item they hear in the audio (shorts).
- Ask students to repeat the dialog.

A: Put on your shorts.
B: Yes, Dad.

2 Role-play with a friend.

- Ask one student to volunteer. Play one part of the dialog, and have the student play the other. Model scene with another student, with you now playing the other part.
- Split the class into pairs or small groups. Ask them to role play the dialogs.

3 Play the "Simon Says" game.

- Have students play Simon Says. Select one student to stand at the head of the class to be Simon.
- Say "Simon says put on your (shoes)." Students mime putting on their shoes. Repeat for other items of clothing in the unit. If you didn't say "Simon says" before saying "put on your _____," then any students who moved have to sit down.
- The winner is the last person standing. Play a few rounds of this.
- Once the game is over, have students color the star and the "I did it" text.

Extra Activity [Optional]

The teacher hides a bunch of objects behind their back. Pick on and ask students to guess which item you are holding. Show the items off once they successfully guess it. Invite students to the front of the room to do the same.

Cool Down

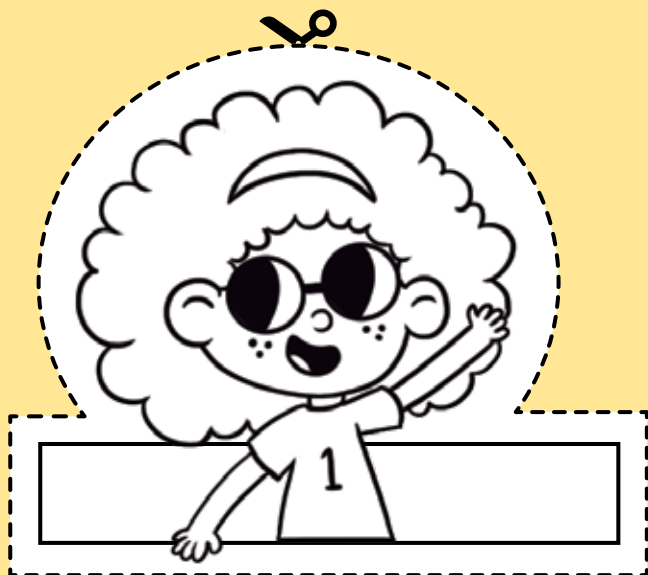
- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track 58](#)

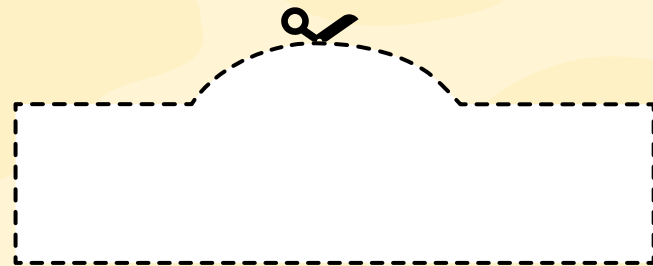
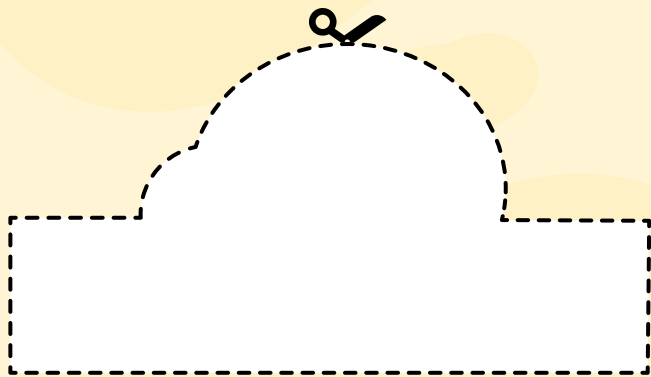
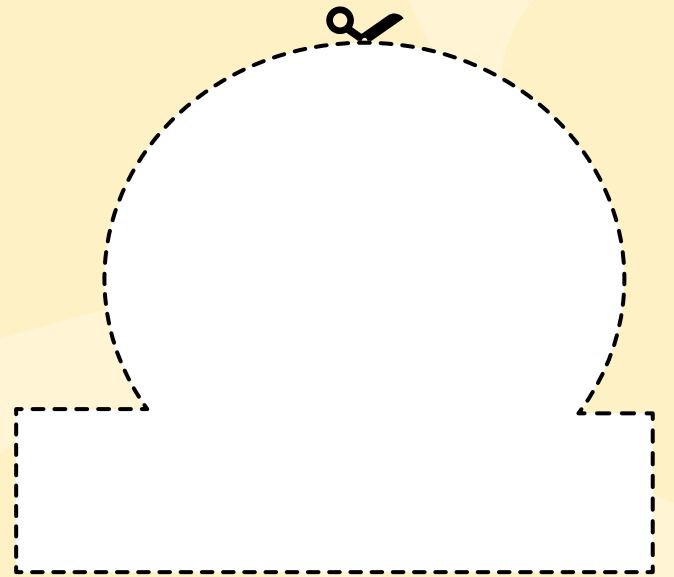
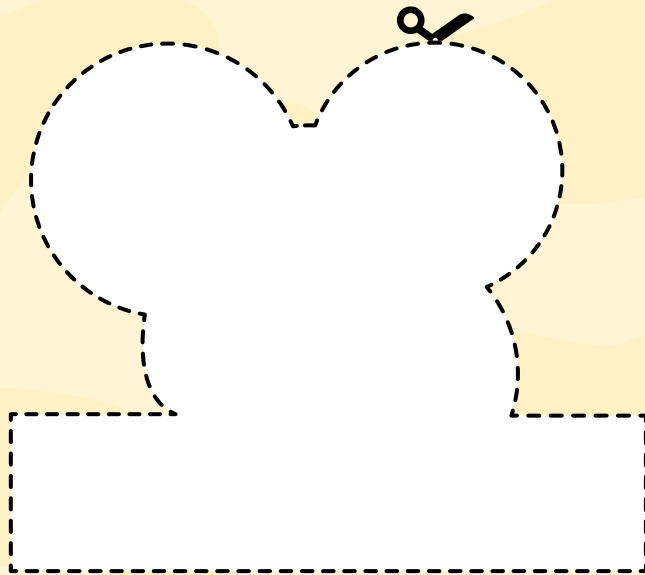
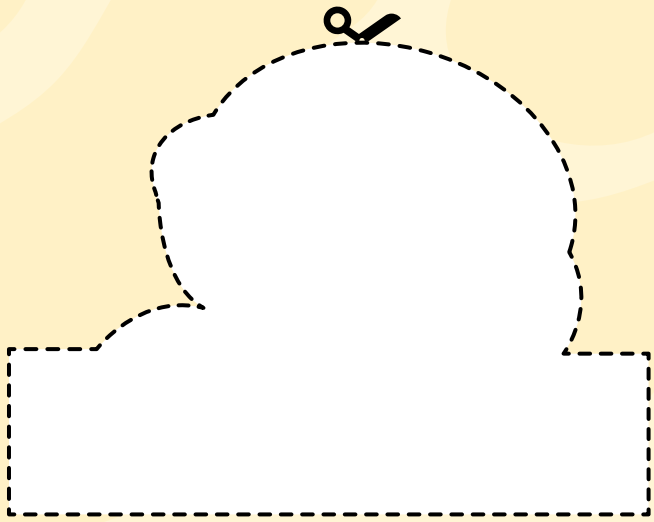
ACTIVITY BOOK [P. 13]

- Have students identify the items on the page.
- Show them the back of the book with the other halves of the images.
- Ask them to cut them out and glue them to the page.
- Go over the answers when you are done.



Finger Puppets





Splash!

Kindergarten
Coursebook



Name: _____

has finished Level **1**

Well done!



