

VERY YOUNG
LEARNERS



WELCOME TO OUR WORLD

SECOND EDITION

THE WORLD IS WAITING

A three-level series for
very young learners of English

Pre-A1



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Kristen Keating is a Senior Development Editor with National Geographic Learning and is currently working on the second edition of [Welcome to Our World](#). Kristen has taught both English and Spanish at the primary level, and she has developed bilingual literacy and language immersion programs for primary students.





WELCOME to OUR WORLD

SECOND EDITION

THE WORLD IS WAITING





**THE
WORLD IS
WAITING**

4 My Dress Is Yellow

Listen, point, and say. ...

Listen and say. ...

Listen and sing. ...

Listen and sing. ...

Listen and sing. ...

Listen and sing. ...

Listen and sing. ...

Listen and sing. ...

Listen and sing. ...

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Listen and sing. ...

Listen and sing. ...

Listen and sing. ...

Listen and sing. ...

VOCABULARY

Listen, point, and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

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Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

Listen and say. ...

a dress

a shirt

pants

socks

shoes

hat

mirror

carpet

door

table

chair

cup

plate

spoon

fork

knife

glass

bowl

teapot

saucer

straw

ice cream

juice

milk

water

tea

coffee

beer

wine

PROJECT

Make a poster about the number 2.

School Readiness: Academic Skills

When teaching children how to make sounds, hold a small, colorful object next to your mouth, such as a ball. Say *Look and listen*. Put the object next to your mouth, almost touching it. Then, make the sound. This will help children focus on the mouth as they try to make the sound. Walk around the room and do this with children one-on-one.

School Readiness: Motor Skills

Include physical movement in your lessons. For example, have children respond to questions by standing up or by walking around the room to find and point to things. Physical movement helps with the development of gross motor skills. It also gives children the breaks they need, which can result in greater attention and more learning over the course of the lesson.

8 Look at the Bug!

Student's Book pp. 42-47

Vocabulary

Identify and name a bug and a flower.

1 flower

2 ant

3 ladybug

4 bee

5 grass

6 sun

7 sky

8 cloud

9 tree

10 hill

11 path

12 fence

13 house

14 garden

15 field

16 river

17 lake

18 mountain

19 sea

20 beach

21 island

22 boat

23 lighthouse

24 castle

25 tower

26 bridge

27 gate

28 wall

29 door

30 window

31 roof

32 chimney

33 stairs

34 balcony

35 garden

36 field

37 river

38 lake

39 sea

40 beach

41 island

42 boat

43 lighthouse

44 castle

45 tower

46 bridge

47 gate

48 wall

49 door

50 window

51 roof

52 chimney

53 stairs

54 balcony

55 garden

56 field

57 river

58 lake

59 sea

60 beach

61 island

62 boat

63 lighthouse

64 castle

65 tower

66 bridge

67 gate

68 wall

69 door

70 window

71 roof

72 chimney

73 stairs

74 balcony

75 garden

76 field

77 river

78 lake

79 sea

80 beach

81 island

82 boat

83 lighthouse

84 castle

85 tower

86 bridge

87 gate

88 wall

89 door

90 window

91 roof

92 chimney

93 stairs

94 balcony

95 garden

96 field

97 river

98 lake

99 sea

100 beach

SHAPE YOUNG GLOBAL CITIZENS

with real-world content
and traditional world songs

**PREPARE FOR SCHOOL
AND ACHIEVE REAL
COMMUNICATION**
with projects, games,
sounds and speaking
practice, and School
Readiness strategies

**TEACH CONFIDENTLY
AND ENGAGE PARENTS**
with class presentation support
and home-school resources

SHAPE GLOBAL CITIZENS

Celebrate diversity through global topics with **real-world photos, content, and video.**

4 My Dress Is Yellow

Listen, point, and say. 18.4.1
Listen and say. 18.4.2

VOCABULARY Listen, point, and say. 18.4.3



a dress a shirt pants
socks shoes

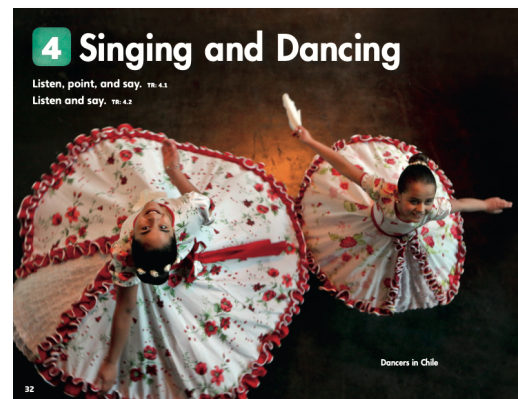
The Madeira Flower Festival in Portugal

32 33

4 Singing and Dancing

Listen, point, and say. 18.4.1
Listen and say. 18.4.2

VOCABULARY Listen, point, and say. 18.4.3



singing clapping stomping
dancing shouting

a drum a guitar a piano

Dancers in Chile

32 33

CONCEPTS Listen, point, and say. 18.4.1



yellow
blue
red

A woman in a traditional dress in Colombia

PRACTICE Stick and say. 18.4.2



34 Unit 4 37

CONCEPTS Listen, point, and say. 18.4.1

loud quiet



Children playing trumpets, India



A girl playing an instrument, Chile

PRACTICE Match, stick, and say. 18.4.2



34 Unit 4 37

SING AND LEARN

Teach English through music, rhythm and motion with **traditional children's from around the world.**

Sing along with students from real classrooms for cultural exposure and professional singers for easy teaching.



CHINA



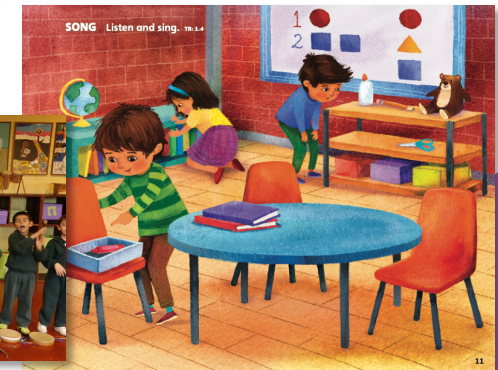
SENEGAL



SERBIA



ARGENTINA



ACHIEVE REAL COMMUNICATION

4 Teach the Sound

- Say *Let's listen to a sound.* Play
TR: SE.8.



The Sounds of English

The /s/ sound is at the beginning of the words sun, socks, and circle. This sound is also at the end of the words grass and dress.



International children's **Songs and The Sounds of English** for language, culture, and phonemic awareness.

Language in Use lessons for modelling and practicing correct form.

PREPARE FOR SCHOOL

Get ready for school with projects, games and activities that practice academic, social-emotional, self-care, and motor skills with integrated values instruction.



School Readiness: Social-Emotional Learning

When children are learning a new song, chant, or activity, they may not be ready to join in fully right away. Give children the time they need, and encourage them to join in as much as they can. To encourage children, say things like *Very good!* and *Nice job!*

School Readiness: Motor Skills

Include physical movement in your lessons. For example, have children respond to questions by standing up or by walking around the room to find and point to things. Physical movement helps with the development of gross motor skills. It also gives children the breaks they need, which can result in greater attention and more learning over the course of the lesson.

School Readiness: Academic Skills

When teaching children how to make sounds, hold a small, colorful object next to your mouth, such as a ball. Say *Look and listen*. Put the object next to your mouth, almost touching it. Then, make the sound. This will help children focus on the mouth as they try to make the sound. Walk around the room and do this with children one-on-one.

WELCOME TO OUR WORLD

CUSTOMER FEEDBACK



- The **beautiful real-life pictures** combined with cute illustrations are appealing to very young learners.
- There are a **variety of activities and visuals** that are all relevant to very young learners.
- The **topics are interesting** and teach children about the world around them.
- Children **connect to diverse cultures** through songs.
- We love the **fun and age-appropriate projects**.

JAPAN



Your motto 'bringing the world into the classroom and the classroom to life' is very true. Students aren't just learning English but learning many things in English, and they get to learn about different worlds while sitting in the classroom.

GREECE



I have been using these books for 4 years now and I have seen amazing results with my preschoolers. *I simply love them.*

It's very important to get parents involved ...*I love that Welcome to Our World involves parents!*



CUSTOMER REQUESTS

- Enhance navigation of the Student's Book.
- Include animated mascots for language modeling.
- Provide more Language in Use practice.
- Expand projects to include more language practice.
- Provide more support and simplified instructions for teachers.
- Offer additional support for parents.
- Add online practice / mobile app (with games, audio and video).
- What about students who need extra support?



**WHAT'S
NEW?**

UPDATED Real-world Unit Openers and Lesson Photos


4 My Dress Is Yellow

Listen, point, and say. 1x 4.3


Listen and say. 1x 4.3

The Madeira Flower Festival in Portugal


VOCABULARY Listen, point, and say. 1x 4.3



a dress




a shirt



pants



socks



shoes

About the Photo

The girls in this photo are dancing in the annual parade of the Madeira flower on the island of Madeira, Portugal. This festival is held every spring. It is celebrated with parades, concerts, and flowers, of course.

NEW About the Photo feature in the Lesson Planner

UPDATED Real-world Unit Openers and Lesson Photos

8 Our World

Listen, point, and say. TR: 8.1
Listen and say. TR: 8.2

The Li River and karst mountains in China

66

VOCABULARY Listen, point, and say. TR: 8.3



a cloud



a mountain



a bridge



the sky



the ocean



a river



a road

67

About the Photo


This photo is of Guilin, an area in the Guangxi Province, China. Guilin is known for its beautiful scenery. The mountains in the background of the photo feature many amazing caves and underground waterways.

NEW About the Photo feature in the Lesson Planner

UPDATED Real-world Unit Openers and Lesson Photos

3 Wild Animals

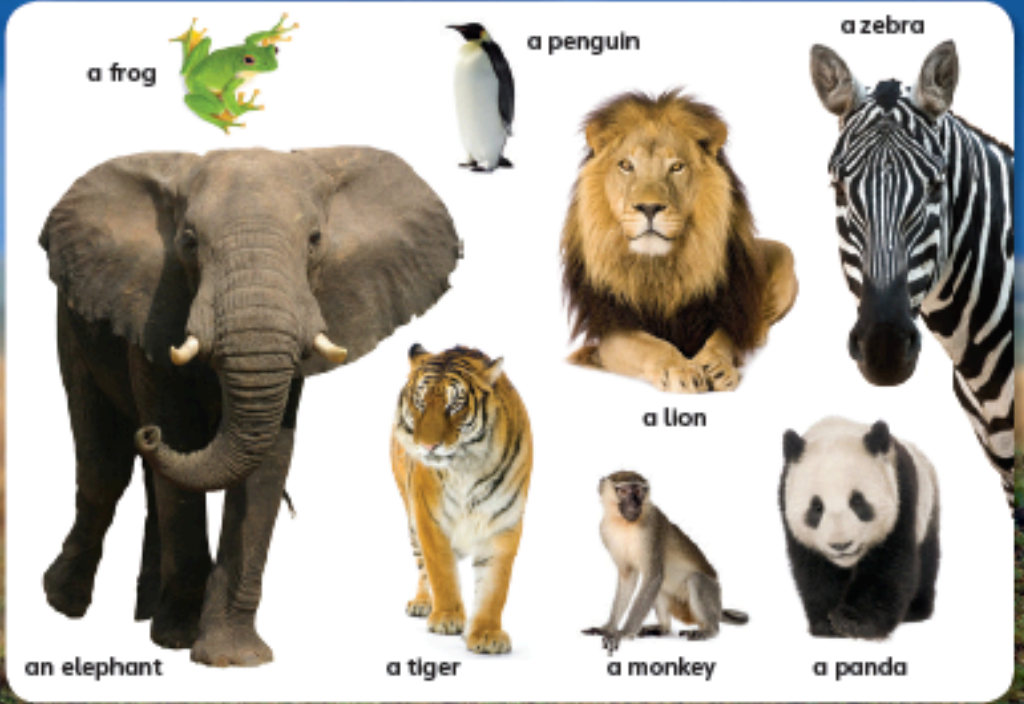
Listen, point, and say. 11:2.1
Listen and say. 11:2.2



Two lions in Kenya

24

VOCABULARY Listen, point, and say. 11:2.2



a frog

a penguin

a zebra

a lion

a tiger

a monkey

a panda

an elephant

25

About the Photo

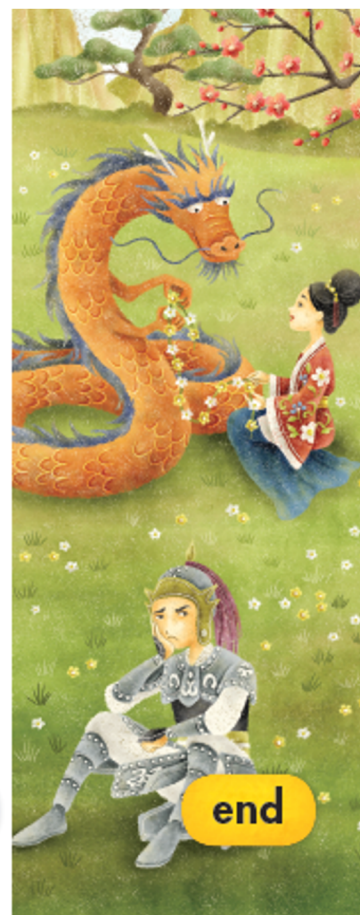
The main photo is of two male lions in Kenya, Africa. Most lions live in grasslands or savannas in groups of about 12–15. The groups are called prides. The female lions hunt for food, and the male lions protect the pride. Lions have a very loud roar—you can hear it from about 8 kilometers (5 miles) away!

NEW About the Photo feature in the Lesson Planner

UPDATED Lesson and Song Art



UPDATED Lesson and Song Art



NEW Lesson Signposting for clear navigation

NEW Activity Direction Lines make it easier to teach

CONCEPTS Listen, point, and say. TR: 8.5

Colorful tulips in the Netherlands

purple

pink

orange

green

PRACTICE Stick and say the color.

70 Unit 8

71

REVIEW Listen and color. TR.47

40 Units 1-4

GAME Play and say.

41

NEW Mid and End-of-Level Review and Game

REVIEW Listen and circle. TR.7

74 Units 5-8

GAME Play and say.

75

NEW

Language in Use animated video segment and Activity Book practice activities

LANGUAGE IN USE Listen, point, and say. TR: 6.5

What's the story about?

It's about a king and a dragon.

PROJECT Make a dragon.

1 2 3 4

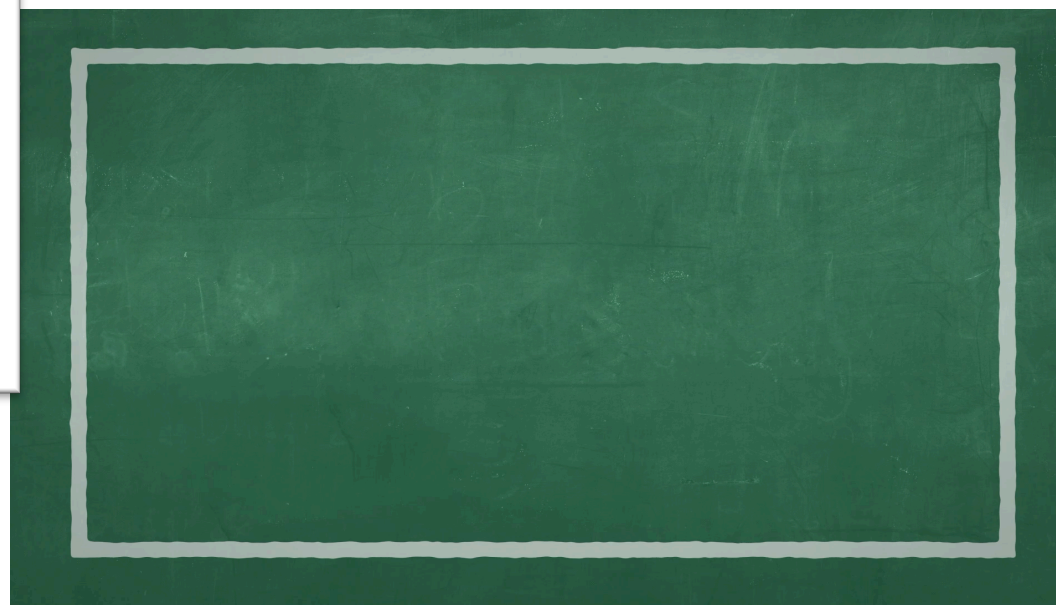
UPDATED
Projects
integrated
into Unit
curriculum
with **NEW**
activities to
apply
language

LANGUAGE IN USE
Listen and circle. TR: AB.6.3

1 2 3 4

LANGUAGE IN USE
Listen, Draw and say. TR: AB.6.4









What's the story about?



4 Apply

- Play the **Unit 6 Song: In a Castle** TR: 6.4 / SC: 6.4. Have children sing the song. When they sing the lyrics about the dragon, have them sing louder and make their dragons dance to the music.
- Give each child a set of Mini Flashcards 56–60 and 62–63. Say *You make a story. Choose two or three pictures. Use your dragon.* Gesture for children to get their dragons. After a few minutes, have different children talk about their stories. Ask *What's the story about?* Have the child answer *It's about a dragon, [a princess, and a knight].*
- Put children in pairs. Have one child ask the other about his or her story, using *What's the story about?* Have the other child answer, using *It's about a dragon, [a king, and a treasure].*
- Then have children switch roles.
- **Challenge** Have children say more about their stories. For example, a child may say *The king has a treasure. The dragon wants the treasure.*

NEW Scope and Sequence in Student's Books for easy reference

Scope and Sequence				WELCOME to OUR WORLD 1			
Hello! p. 4 Introductions Song: Nice to Meet You! Language in Use: Hello./Hi. Goodbye./Bye bye. (Receptive: What's your name?) My name is _____. Nice to meet you. Nice to meet you, too.				Second Edition			
1	2	3	4	5	6	7	8
Eyes, Nose, Mouth p. 8	My Home p. 16	Snack Time p. 24	My Dress Is Yellow p. 32	Family p. 42	I Like Trains p. 50	My Dog Is Small p. 58	Look at the Bug! p. 66
							
Theme My Body	Theme Home	Theme Snacks	Theme Clothes	Theme Family	Theme Toys	Theme Pets	Theme Nature
Vocabulary ears eyes hair hands mouth nose	Vocabulary a book a door a window daddy mommy	Vocabulary an apple a banana bread a cookie juice water	Vocabulary a dress a shirt pants shoes socks	Vocabulary baby brother sister grandma grandpa	Vocabulary a ball blocks a doll a puzzle a train a truck	Vocabulary a bird a cat a dog a fish a rabbit a turtle	Vocabulary a bug a flower grass the sun a tree
Song My Mouth, My Nose, My Eyes, and My Ears	Song Three Bears at Home	Song The Banana Boat Song	Song All My Clothes Are Blue	Song Grandma Has One Apple	Song I Have a Ball	Song Small, Small Dog	Song Let's Go, Everyone
The Sounds of English /m/ mouth	The Sounds of English /d/ door /d/ daddy /d/ window /d/ hand	The Sounds of English /a/ apple /a/ banana /a/ bread	The Sounds of English /a/ apple /a/ banana /a/ bread	The Sounds of English /b/ banana /p/ puzzle /p/ pants /p/ grandpa /p/ apple	The Sounds of English /t/ fish /t/ window /t/ sister	The Sounds of English /s/ sun /s/ socks /s/ circle	The Sounds of English /s/ grass /s/ dress
Concepts 1, 2 (Receptive: How many [eyes] do you have?) I have [two] eyes.	Concepts open / close This is my [mommy].	Concepts 3, 4 (Receptive: How many [snacks] do you have?) I have [three] snacks.	Concepts 5, 6 (Receptive: How many [clothes] do you have?) I have [five] clothes.	Concepts 7, 8 (Receptive: How many [family members] do you have?) I have [two] family members.	Concepts 9, 10 (Receptive: How many [toys] do you have?) I have [three] toys.	Concepts 11, 12 (Receptive: Is the [dog] big or small?) It's [big].	Concepts 13, 14 (Receptive: Is the [flower] green, orange, pink, or purple?) Look at the [flower]!
Project Make a poster about the number 2.	Project Make a house.	Project Make a snack.	Project Make a dress.	Project Make a family tree.	Project Make a classroom train.	Project Make a paper plate fish.	Project Make an apple tree.
Units 1–4 Review/Game pp. 74–75				Units 5–8 Review/Game pp. 74–75			

Chant and Song Lyrics

2 CHANT TR: 2.2 p. 16

Swing, swing, I'm on the swing.
Swing, swing, I'm on the swing.
Whoooooeee!

Slide, slide, I'm on the slide.
Slide, slide, I'm on the slide.
Whoooooeee!

Seesaw, seesaw, I'm on the seesaw.
Seesaw, seesaw, I'm on the seesaw.
Whoooooeee!

2 SONG TR: 2.4 p. 18

What Can You Do?

What can you do? What can you do?
What can you do? What can you do?
I can run around the playground with you.
I can run around the playground with you.

What can you do? What can you do?
What can you do? What can you do?
I can jump around the playground with you.
I can jump around the playground with you.

What can you do? What can you do?
What can you do? What can you do?
I can climb around the playground with you.
I can climb around the playground with you.

What can you do? What can you do?
What can you do? What can you do?
I can dance around the playground with you.
I can dance around the playground with you.

What can you do? What can you do?
What can you do? What can you do?
I can dance around the playground with you.
I can dance around the playground with you.

NEW Chant and Song Lyrics
in Student's Books for
easy parent access

THREE-STEP VOCABULARY ROUTINE

Step 1: Warm Up

- Help children open their **Student's Books** to the
- Connect to children's background knowledge by describe what they see on the page.
- Say *Look*. Then point to the photo and ask simply **Who is this? What do you see? Where is this? What is this?**
- Say *Now let's say the chant*. Play the **Unit Chant**.
- Have children say the **Unit Chant** together. Have

Step 2: Present

Say each target word aloud while pointing to the. Have children repeat each target word twice. Play the **Vocabulary audio track** or **video scene** and say.

the **Vocabulary audio track** while showing the **Vocabulary video scene**.

comprehension by having children

each word correctly with a **flashcard**.

out target vocabulary words when possible

Step 3: Practice

children open their **Student's Books** to the items on the page and ask *What do you see?*

children do the **Vocabulary Practice activity** and doing the action while children say the vocabulary words as they do the vocabulary.

personalize instruction by connecting the vocabulary is about toys, ask them to bring a vocabulary game such as "Simon Says," "What's missing?"

THREE-STEP CONCEPTS ROUTINE

Step 1: Warm Up

- Connect to children's background knowledge Use **flashcards**, other visuals, gestures, and
- Play the **Unit Song audio track** or **video**
- Have children listen and watch as you sing
- Then say *Now let's all sing the song*. Play
- Encourage children to sing along and do

Step 2: Present

- Help children open their **Student's Books**
- Connect the concepts to children's background numbers 3–5, hold up 1 and 2 items and have
- Have children look at the photo(s) on the **Concepts audio track** or **video scene** or
- Model applying the concepts to vocabulary **flashcards**, other visuals, gestures and/or
- Help children demonstrate and act out the words out loud or by acting them out

Step 3: Practice

- Have students open their **Student's Books**
- Have children do the **Concepts Practice activity** and doing the action while children
- Help children complete the activity. Encourage as they talk about the stickers they have (Student's Book 1, Unit 3).

THREE-STEP SONG ROUTINE

Step 1: Warm Up

- Connect to children's background
- Use **flashcards** or theme-related
- Reinforce target vocabulary by playing
- Play the **Unit Song audio track** or **video** a focus. Have them stand, clap, or Unit Theme.

Step 2: Present

- Help children open their **Student's Books**
- Have them describe what they see on page: **Who is this? Where is this?**
- Say *Let's listen to a song*. Play the **Unit Song** when it shows something
- Teach the **Unit Song** line by line.
- Have children listen and watch and then repeat.
- Play the song two more times. Have

Step 3: Practice

- Play the **audio track** for **The Song** for children to repeat.
- Play the **Unit Song** and have children especially sounds that are hard to
- Have them raise their hands, stand
- Repeat the song for additional practice it softer each time.
- Encourage children to personalize singing about their favorite toys.

THREE-STEP LANGUAGE IN USE ROUTINE

Step 1: Warm Up

- Connect to children's background knowledge by reviewing vocabulary and concepts taught earlier in the unit.
- Use **flashcards**, other visuals, gestures and/or real objects to review.
- Help children open their **Student's Books** to the **Language In Use** page.
- Have children describe what they see on the page.

Step 2: Present

- Use target vocabulary while pointing to the picture(s) on the **Language In Use** page.
- Model the language. For example, say *What do you want? I want a banana.* (Student's Book 1, Unit 3)
- Say *Now listen*. Play the **Language In Use audio track** or the **video scene** of the language model two times to present the model.
- Say *Now listen and say*. Play the **audio track** or **video scene** of the language model again and have children repeat.

Step 3: Practice

- Use target language to ask questions and say statements about the picture(s) on the **Language In Use** page, such as *What color is your shirt? It's yellow.* (Student's Book 1, Unit 4)
- Say *Now you do it*. Have children practice the language model.
- Give instructions and have children do the **Language In Use activity**. Model it first by saying each word in the instructions and doing the action while children watch. Then help children do the activity.
- Have children share their completed activity in pairs or small groups. Encourage them to use the target language.
- Apply language to new contexts.
 - Use real objects, photos, or **flashcards** that students are already familiar with to practice target language.
 - Try to connect the target language to students' interests or their lives.

NEW
3-Step Teaching Routines and Online Teaching Routines for every lesson

8 Look at the Bug!

Student's Book pp. 66–67

Objective

Identify and name *a bug and a flower*

Language

New: a bug, a flower

Recycle: 3 (three); blue, yellow; big, small; it's [yellow/small].

Resources

- **SC:** R.1–R.4, 8.1–8.2
- **TR:** R.1–R.4, 8.1–8.2
- Flashcards 61–65
- Worksheet 8.1
- Home-School Connection Letter
- Big Book 4

Materials

- a real, paper, or silk flower
- blue and yellow crayons
- scissors
- white sheets of paper, paint, black crayons (*optional*)



Additional Activities

- Have children make fingerprint bugs. Give each child a sheet of white paper. Put a small amount of paint on each child's fingers. Have children press their fingers onto the paper, one at a time. For each fingerprint, have children

NEW
Simplified
Lesson Plans
with **Additional
Support**
for teachers

Bugs are outside.

- Ask questions about the photo, such as *How many bugs are there?* (three) Point to the bug on the right and ask *What color is it?* (It's blue.) Point to a bug's eyes and ask *What are these?* Point to a bug's mouth and ask *What's this?*

different kinds of bugs. First, show children how to crawl like an ant. Next, show children how to fly around like a bee. Say *Bug* as you do each action. Have children do the same.

- Now say *Let's be flowers*. Model posing like a flower, like this. Say *Flower* as you pose. Have children do the same.

- **Worksheet** Hold Point to each picture. Say *What's this?*

- Hold up the blue crayon. Then say

yellow, emphasizing the bug's body. Then say *yellow*, emphasizing the bug's wings. Have children color the room, the flower, and the bug. Have children find the flower. Model if necessary. Have children find the flower. Model if necessary. Have children find the flower. Model if necessary.

and the L

the Clean U

up the mat

Now let's wa

re in Mexico

say the Goodby

goodbye to each

About the Photo

This photo was taken in Luzarra, Italy. The bugs are called damselflies. Damselflies look similar to dragonflies, but they are smaller and more delicate. Damselflies live near freshwater habitats in many parts of the world.

- Hold up the photo. Say *Look at the photo.* Have children find the bug. Model if necessary. Have children find the bug. Model if necessary. Have children find the bug. Model if necessary.
- Say *Look at the photo.* Have children find the bug. Model if necessary. Have children find the bug. Model if necessary. Have children find the bug. Model if necessary.

Video present the vocabulary.

sitting in a chair.

- Say *Let's listen to a chant*. Play the **Unit 8 Chant** **TR: 8.2**. The first time, have children just listen. Hold

- Now say *Let's be flowers*. Model posing like a flower, like this. Say *Flower* as you pose. Have children do the same.



NEW School Readiness sections with integrated values instruction

- ✓ Social-Emotional Learning
- ✓ Academic Skills
- ✓ Motor Skills
- ✓ Self-Care

School Readiness: Social-Emotional Learning

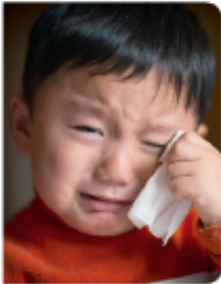
Help young children learn to be sensitive to the feelings of other children. Teaching children to recognize and name their own feelings is an important first step in understanding the feelings of others. If a child seems particularly happy or sad, encourage him or her to use a feeling word to describe this feeling.

happy



sad

tired



crying



mad

VOCABULARY Listen, point, and say.



a coat



a hat



boots



a sweater



Modify for Success If children have difficulty naming the items, ask Yes/No questions instead. For example, if a child pulls out a T-shirt, ask *Is it a hat?* (no) *Is it a T-shirt?* (yes) *Yes, it's a T-shirt.* Have children repeat the word.

NEW **Modify for Success**
feature for differentiated instruction

Vocabulary Practice

Student's Book p. 68

Objective

Demonstrate understanding of a *bug*, a *flower*, *grass*, the *sun*, and a *tree*

Language

Review: a bug, a flower, grass, the sun, a tree

Resources

- ▶ SC: R.1–R.4
- TR: R.1–R.4, 8.2
- Flashcards 61–65
- Worksheet 8.3
- Activity Book p. 35

Materials

- crayons
- paper bags and paper plates or sheets of paper.

- **Modify for Success** For more support, do the entire activity as a class.
- **Challenge** Have children name other things that are outside.

PRACTICE Circle and say the words.



Additional Activities

- Review *big* and *small* with children. Ask *Is a tree big or small?* (It's big.) *Is a bug big or small?* (It's small.) Repeat this for each of the new words.
- Give each child a paper bag. If possible, take children outside and have them collect a few pieces of grass, flowers, and fallen leaves. If it is not possible to take children outside, bring in flowers, leaves, and pieces of grass and place them around the room for children to find and collect. Once you're back in the classroom, have children show each other what they found and say the words. Then have children use glue or tape to make a collage of the items on a paper plate or a sheet of paper.

2 Review

- **Bookwork** Help children open their books to pp. 66–67. Say *Listen and point*. Say *Tree* two times, and model pointing to the photo of the tree. Repeat the word. This time, walk around the room, making sure all the children are pointing to the photo of the tree.
- Now say *Bug* a few times, without pointing. Go around the class, checking to make sure that children are pointing to the photo of the bug.
- Repeat this activity with *flower*, *grass*, and *sun*.
- Hold up Flashcards 61–65 one at a time. Have children say the word for each flashcard.

3 Practice

- **Bookwork** Help children open their books to p. 68. Point to the photo of the computer and say *This is a computer*. Point outside the window and ask *Are there computers outside?* (no) Say *Don't circle the computer*. Gesture *no* and walk around the room to check children did not circle the computer.
- Point to the photo of the tree and ask *What's this?* Point to the window and ask *Are there trees outside?* When children answer yes, say *Good! There are trees outside. Circle the tree*. Gesture yes and walk around the room to check children circled the tree.

Outside.

- Hold up a child's book with the circle the flower, and the bug. Point to the say *These are outside*. Then point ask *What's this?* or *Is this a tree or* different child answer each time.
- Play the **Transition Song TR: R.3** you give a copy of Worksheet 8.3 to each child.
- **Worksheet** Hold up the worksheet *house*. Point to the daddy and ask *Yes! Daddy. He's in the house. Is the mommy in the house?* by one, point to the mommy, the baby, and the book. Ask about each one and then say *house. Is this right?* (yes)



School Readiness: Academic Skills

Try to include vocabulary and phrases taught in earlier units in class activities and games. The more often language is reviewed, the more likely it is that children will remember this language.

- Sing the **Clean Up Song TR: R.3 / SC: R.3** while children help you clean up the materials used in the lesson

School Readiness: Social-Emotional Learning

By now, children are used to the routine of cleaning up materials at the end of each lesson as they sing the Clean Up Song. Remind children that this routine applies not only to this class, but to any activity they do at school or at home. Cleaning up after themselves is an important step in learning to take responsibility for their actions and maintaining positive relationships with others.

Concepts Presentation

Student's Book p. 36

Objective

Recognize 6 and 7, and use words for those quantities

Language

New: 6 (six), 7 (seven)

Review: a chicken, a cow, a donkey, a duck, a goat, a horse

Recycle: 1 (one) to 5 (five); a ball, a block, a doll

Resources

- ▶ SC: R.1–R.4, 4.4–4.5
- TR: R.1–R.4, 4.2c, 4.4–4.5
- Flashcards 40–41
- Worksheet 4.5

Materials

- seven of the same toy, such as dolls, balls, or blocks
- crayons
- 1–7 written on separate pieces of paper (optional)
- tape (optional)
- seven beads and a piece of beading string per child (optional)

1 Warm Up

- **Modify for Success** If children are having difficulty, ask *Six or seven?* or *Is it six?*
- **Challenge** If children are willing, have them count the toys from 1–7 by themselves.

3 Make Connections

- Review 1–5 with children. Show them a single toy, such as a doll, a ball, or a block. Ask *How many?* (one)
- Add another toy and ask *How many are there now?* (two) Point to each toy and have children count them with you *One, two*. Continue doing this until children count five toys. Leave the toys out for the next part of the lesson.

4 Teach the Concepts

- **Bookwork** Help children open their books to p. 36. Point to one of the ducks in the photo at the top of the page and ask *What's this? What color is it?* Then point to the row of ducks and ask *How many ducks are there? Let's count*. Point to the ducks, one at a time, as you and the children count to five. Then pause, point to the last duck, and say *Six*. Then point to the 6 on the page and say *Six. There are six ducks*.

Have children repeat each word two times.

one, two, three, four, five, six, six
one, two, three, four, five, six, seven, seven

- Show children the five toys they counted earlier. Count them with children again. Then add another toy and ask *How many are there now?* (six)

ask *How many are there now?* (seven)

- **Modify for Success** If children are ask *Six or seven?* or *Is it six?*

- **Challenge** If children are willing, have the toys from 1–7 by themselves.

- Put five crayons where all children can see. Have children count the crayons one by one and ask *Six or seven?* (six) Then add one more crayon and ask *Six or seven?* (seven)

- Play the **Transition Song** TR: R.2 / you give a copy of Worksheet 4.5 and each child.

CONCEPTS Listen, point, and say. TR: 4.5



Six ducklings



Seven ducks

Hold up the worksheet. Count the donkeys and ask *How many donkeys?* Then say *Let's count*. Model counting each of the donkeys. Say *One, two. Two donkeys.* Then say *Circle the number 2*. Have children circle the 2. Model if

goats, the ducks, and the numbers. Say *Now you do it*. Have children count the goats and circle the 6, and then count the ducks and circle the 7. Walk around the room while children are working to help as needed.



Additional Activities

- Tape papers with 1–7 on the floor making a path like this.



- Have children take turns jumping on the numbers in numerical order. Have them say the number they land on each time.
- **Modify for Success** For children with limited mobility, have them clap and say the number as a classmate jumps on each number card.
- **Challenge** Call out the numbers in random order and have children walk or jump toward the numbers as they hear them.
- Give children beads and beading string. Have them count out seven beads and make a necklace with them.

School Readiness: Academic Skills

You may want to model some simple addition as you work with counting activities. Count a group of two. Then count a group of three. Finally, count the entire group.

Vocabulary Practice

Student's Book p. 34

Objective

Demonstrate understanding of *a chicken, a cow, a donkey, a duck, a goat, and a horse*

Language

Review: a chicken, a cow, a donkey, a duck, a goat, a horse

Recycle: a bird, a cat, a dog, a fish, a rabbit, a turtle; black, brown, white

Resources

- ▶ SC: R1–R4
- TR: R1–R4, 4.2c
- Flashcards 31–39
- Worksheet 4.3
- Activity Book p. 17
- Mini Flashcards 31–39 (one set per child) (optional)

Materials

- photos of a bird, a cat, a dog, a fish, a rabbit, and a turtle
- scissors and construction paper (one per child)
- glue
- brown, black, and white crayons

1 Warm Up

- Say *Hello!* or *Hi!* to each child. Have children greet you and each other using *Hello!* or *Hi!*
- Have children sing the *Hello Song* TR: R.1 / SC: R.1 while waving to each other.
- Have children say the full Unit 4 Chant TR: 4.2c with you.

On the farm, farm, farm, farm,
there's a horse, horse, horse, horse.
Neigh, neigh, neigh, neigh, neigh, neigh,
neigh, neigh, neigh, neigh, neigh, neigh.

On the farm, farm, farm, farm,
there's a goat, goat, goat, goat.
Baa, baa, baa, baa, baa, baa,
baa, baa, baa, baa, baa, baa.

On the farm, farm, farm, farm,
there's a chicken, chicken, chicken, chicken.
Cluck, cluck, cluck, cluck, cluck, cluck,

On the farm, farm, farm, farm,
there's a cow, cow, cow, cow.
Moo, moo, moo, moo, moo, moo,

On the farm, farm, farm, farm,
there's a duck, duck, duck, duck.
Hee haw, hee haw, hee haw, hee haw,

On the farm, farm, farm, farm,
there's a pig, pig, pig, pig.
Quack, quack, quack, quack,

farm animal. It's a pet. Put the photo faceup, starting a different pile.

- One by one, repeat this activity with the rest of the photos and flashcards. Be sure to put all of the farm animals (chicken, donkey, duck, goat, horse) together in the cow pile and all of the pets (dog, cat, rabbit, fish, bird) in the turtle pile.
- Show children the black flashcard. Ask *What color is this?* Then have children find and point to things in the classroom that are black. Repeat with the colors brown and white.

Teacher Tip

Whenever possible, use your voice and clear gestures to help children understand your words. For example, while saying *It's not a farm animal*,

Teacher Tip

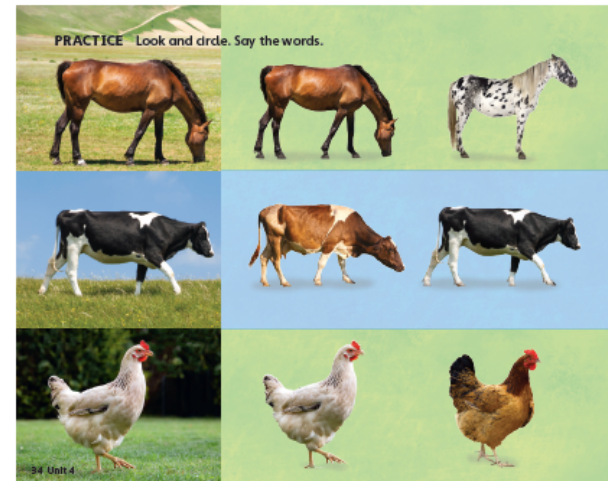
Whenever possible, use your voice and clear gestures to help children understand your words. For example, while saying *It's not a farm animal*, emphasize *not* as you gesture to show *no*. Facial expressions and gestures are very important tools in classroom management.

2 Rev

- Show the cow flashcard and ask *What's this? Is the cow a farm animal?* (yes) Put the flashcard faceup where children can see it.
- Show the turtle photo and ask *What's this? Is the turtle a farm animal?* (no) *Good! The turtle is not a*

circle the matching black and white cow and the white chicken. Walk around the room to help as needed.

- Play the Transition Song TR: R.2 / SC: R.2 as you give a copy of Worksheet 4.3, scissors, and paper to each child. Put glue and crayons on each table.



- Worksheet** Hold up the worksheet. Point to each of the mismatched animals. Pretend you are confused, and ask *What's this?*

- Point to the dotted lines around and across the animals. Say *Cut along all of the dotted lines*. Model cutting along all of the dotted lines around one of the animals. Walk around the room to help as needed.

- Hold up the top half of the horse. Put the bottom half of the cow under it and ask *Is this right?* (no) Put the bottom half of the chicken under it and ask *Is this right?* (no) Next, try the bottom half of the horse and ask *Is this right?* (yes) Say *Good! Now it's a horse.*
- Say *Now you do it.* Have children complete the puzzles on their own. Walk around the room to help as needed.
- Review the finished puzzles together. Hold up each completed puzzle and have children tell you the name of the animal. When all the puzzles are completed correctly, have children glue them onto their papers. Then have them color the animals with crayons.

School Readiness: Academic Skills

Show children a simple life cycle of a chicken with an egg, chick, and adult chicken. This is a fun way to review simple vocabulary while connecting to science. You may wish to have children draw the life cycle on their own.

4 End the Lesson

- Sing the *Clean Up Song* TR: R.3 / SC: R.3 while children help you clean up the materials used in the lesson.
- Sing the *Goodbye Song* TR: R.4 / SC: R.4. Have children wave goodbye to each other as they sing.

Additional Activities

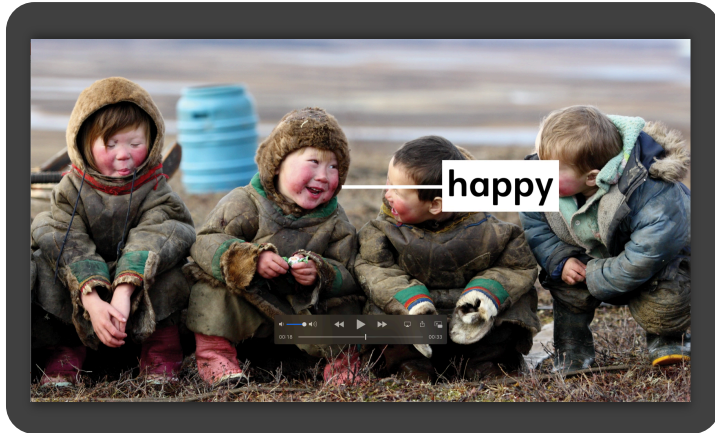
- Have children sit in a circle. Put Flashcards 34–39 faceup in the center. Say *Look*. Give children about 20 seconds to look at the flashcards and then have them turn around. Remove one of the flashcards and have children turn back. Ask *Which animal is missing?* Gesture if necessary to make sure children understand *missing*. Have children say the name of the missing animal.
- Challenge** Have a child “play teacher” and remove a flashcard instead.
- Give each child a set of Mini Flashcards 34–39. Have each child choose three mini flashcards from his or her set and put them faceup in front of him or her.



- Call out the animals one by one. When children hear you call out one of the animals on their mini flashcards, they turn that mini flashcard over. The first child who turns all of his or her mini flashcards over calls out *Bingo!* You can repeat with other words.
- Challenge** Have a child “play teacher” and call out the animals instead.

Activity Book p. 17.
Teacher notes available on
pp. 98–99.

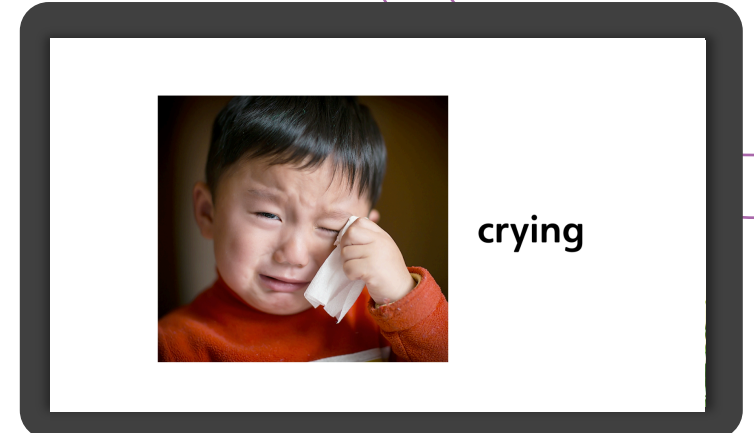
UPDATED Video support



Scene 1:
Vocabulary Intro **NEW**



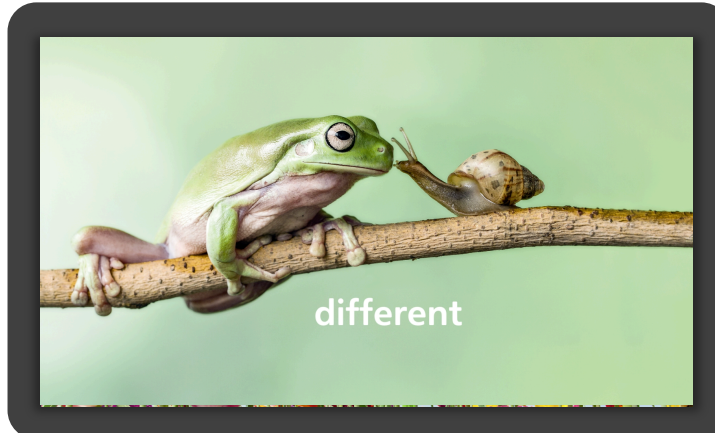
Scene 2:
Listen to the Song



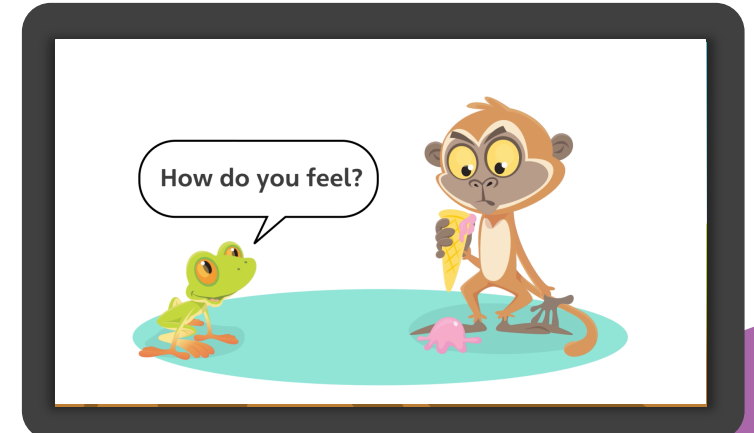
Scene 3:
Vocabulary **UPDATED**



Scene 4:
Sing Along **UPDATED**



Scene 5:
Concepts **UPDATED**



Scene 6:
Language in Use **NEW**

NEW Classroom Presentation Tool



ONLINE PRACTICE



NEW Online Practice with Student's eBook



UNIT CLOSE UP

UNIT CLOSE UP

8 Look at the Bug!

Listen, point, and say. 18 s. 1
Listen and say. 18 s. 2

VOCABULARY Listen, point, and say. 18 s. 3



66

67

Listen to the Song
Lesson 1
Unit Opener

Lesson 2
Vocabulary Presentation

CONCEPTS Listen, point, and say. 18 s. 1

Colorful tulips in the Netherlands

purple
pink
orange
green

PRACTICE Stick and say the color. 18 s. 2



70 Unit 8

71

Lesson 5
Concepts Presentation

Lesson 6
Concepts Practice

Stickers

THE SOUNDS OF ENGLISH
The /s/ sound is at the beginning of the words sun, socks, and circle. This sound is also at the end of the words gass and dress.

PRACTICE Circle and say the words. 18 s. 1



68 Unit 8

SONG Listen and sing. 18 s. 2



69

Lesson 3
Vocabulary Practice

Lesson 4
Song and the Sounds of English

Sing Along

LANGUAGE IN USE Color. Listen, point, and say. 18 s. 1

Look at the flower!



72 Unit 8

PROJECT Make an apple tree. 18 s. 2



73

Lesson 7
Language in Use

Lesson 8
Unit Review and Project

Language in Use

Welcome to Our World 1

Hello!

Hello!



Unit 1: Eyes, Nose,
Mouth



Unit 2: My Home



Unit 3: Snack Time



Unit 4: My Dress is
Yellow

**Units 1-4:
Review/
Game**

Units 1-4:
Review/Game



Unit 5: Family



Unit 6: I Like Trains



Unit 7: My Dog is
Small



Unit 8: Look at the
Bug!

**Units 5-8:
Review/
Game**

Units 5-8:
Review/Game

**The
Alphabet**

The Alphabet

I Can...

I Can...

**Chant and
Song Lyrics**

Chant and Song
Lyrics

8 Look at the Bug!

Listen, point, and say. TR: 8.1

Listen and say. TR: 8.2



Damselflies in Italy

66

VOCABULARY Listen, point, and say. TR: 8.3



a flower



the sun



a tree



grass

a bug

67

Lesson 1: Unit Opener

Introduce 2–3 target words, connect to the opening photo and prepare for the Unit Song.

Lesson 2: Vocabulary Presentation

Target vocabulary is presented through photos that clearly convey the meaning of each word.

8 Look at the Bug! ▶

Listen, point, and say. TR: 8.1 ▶

⋮ Listen and say. TR: 8.2



Damselflies in Italy

AB



12:21



NATIONAL GEOGRAPHIC LEARNING



Unit 7: My Dog is Small



Unit 8: Look at the Bug!

Units 5-8:
Review

8 Look at the Bug!

Listen, point, and say. TR: 8.1 ▶

Listen and say. TR: 8.2 ▶

VOCABULARY Listen, point, and say. TR: 8.3 ▶ ★



a flower



the sun



a tree



grass

a bug

Damselflies in Italy

66

67

▶ Play 00:01 00:43

A bug, a bug, a small, small bug.
A bug, a bug, a small, small bug.

A bug, a bug, a blue and yellow bug.
A bug, a bug, a blue and yellow bug.

A flower, a flower, a small, small flower.
A flower, a flower, a small, small flower.

A flower, a flower, a blue and yellow flower.
A flower, a flower, a blue and yellow flower.

Listen and choose. 🔊



Vocabulary

Scene 1:
Vocabulary Intro

Listen to
the Song

Scene 2:
Listen to the Song

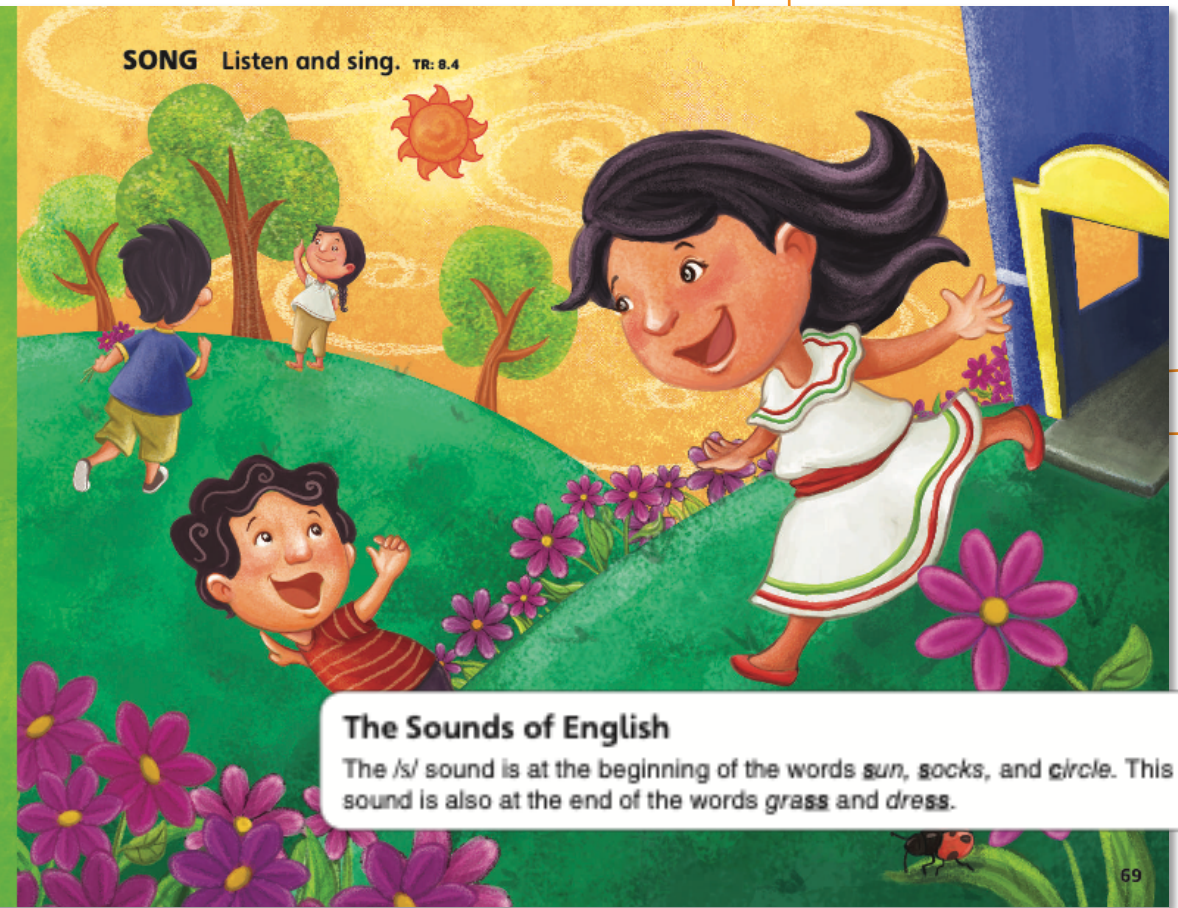
Vocabulary

Scene 3:
Vocabulary

PRACTICE Circle and say the words.



SONG Listen and sing. TR: 8.4



The Sounds of English

The /s/ sound is at the beginning of the words *sun*, *socks*, and *circle*. This sound is also at the end of the words *grass* and *dress*.

Lesson 3: Vocabulary Practice

Give children the opportunity to actively work with target vocabulary and practice essential prewriting skills such as pencil control, tracing, matching, and other activities that help them develop fine motor skills.

Lesson 4: Song and The Sounds of English

A traditional song from around the world connects to the theme of the unit and provides phonics practice with the target sound from The Sounds of English.

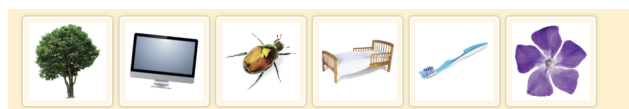
PRACTICE Circle and say the words.



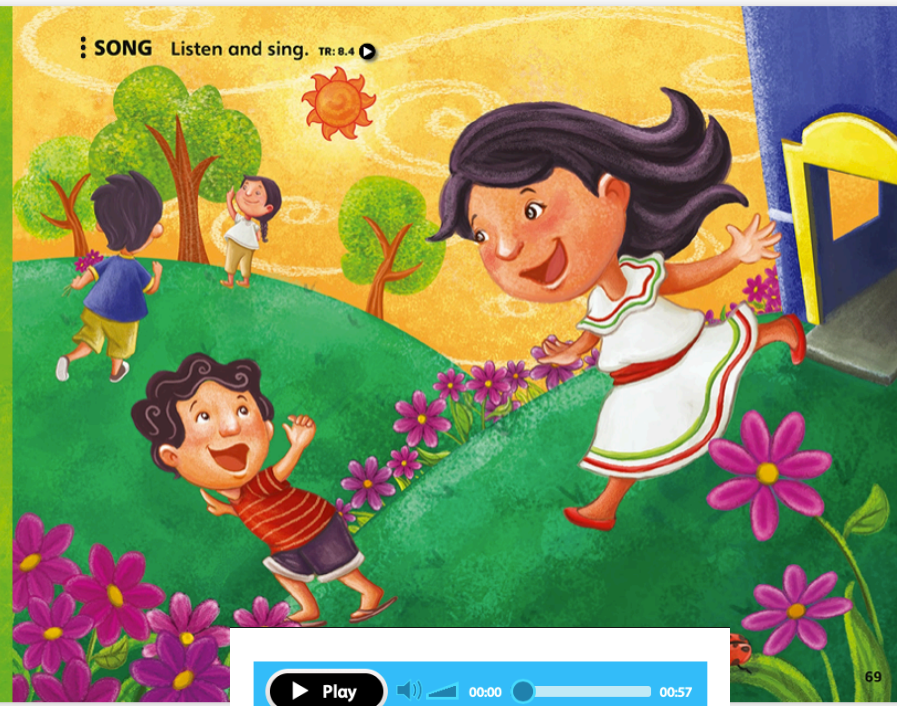
68 Unit 8



Listen and complete.



SONG Listen and sing. TR: 8.4



AB



68 - 69



Oo oo oo oo oo oo...

Let's go, let's go, everyone.
Look at the, look at the orange sun.

Let's go, let's go, everyone.
Look at the, look at the green trees.

Let's go, let's go, everyone.
Look at the, look at the purple flowers.

Let's go, let's go, everyone.
Look at the, look at the green grass.

Let's go, let's go, everyone.
Look at the, look at the orange sun.



Scene 4: Sing Along

CONCEPTS Listen, point, and say. TR: 8.5



PRACTICE Stick and say the color.

Colorful tulips in
the Netherlands

70 Unit 8

Lesson 5: Concepts Presentation

Present concepts from science, math, and language arts, reinforced through a variety of activities.

Lesson 6: Concepts Practice

Practice concepts with sticker activities, adding an extra element of fun and helping children practice hand-eye coordination and fine motor skills.

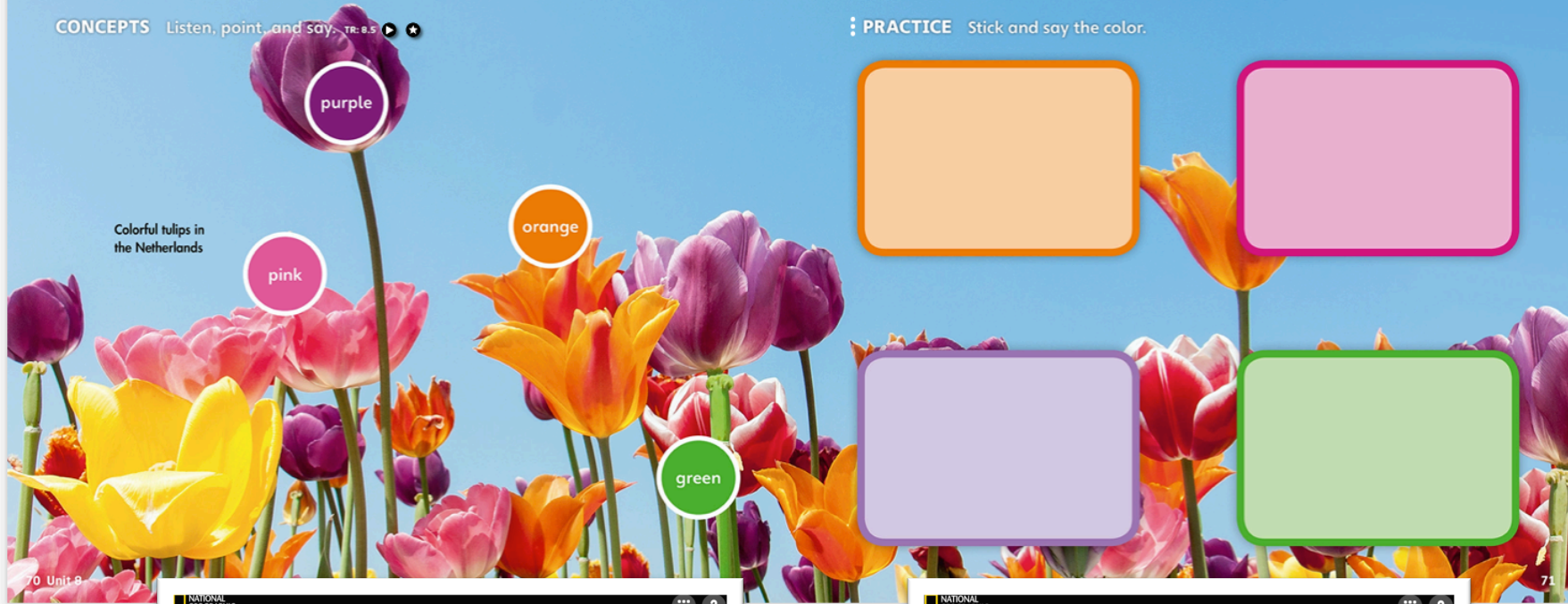
8 Look at the Bug! Stickers



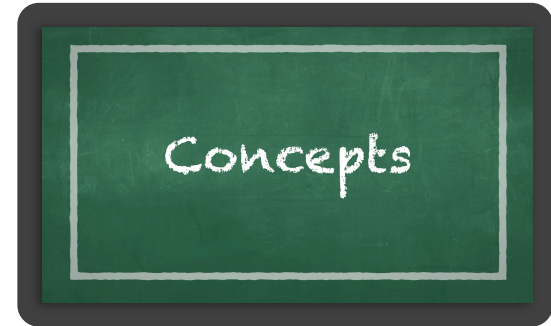
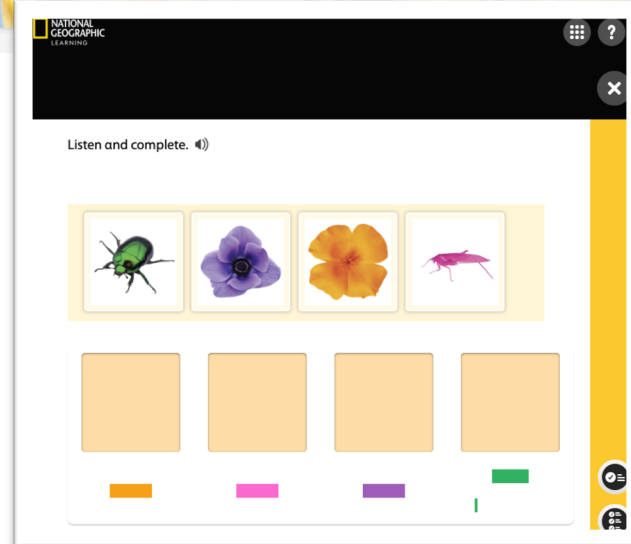
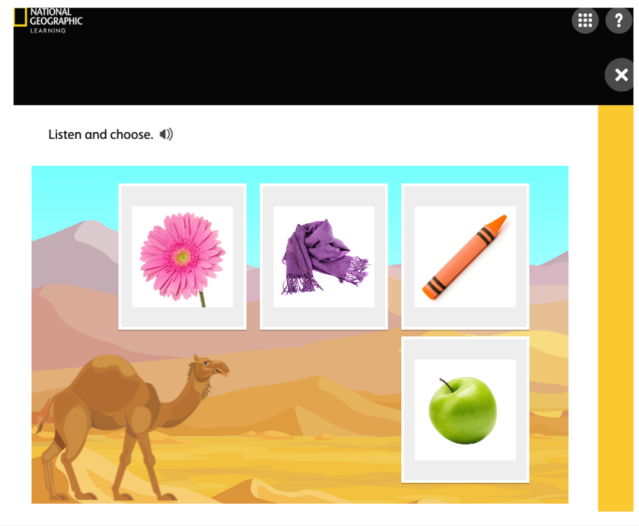
CONCEPTS Listen, point, and say. TR: 8.5

PRACTICE Stick and say the color.

AB

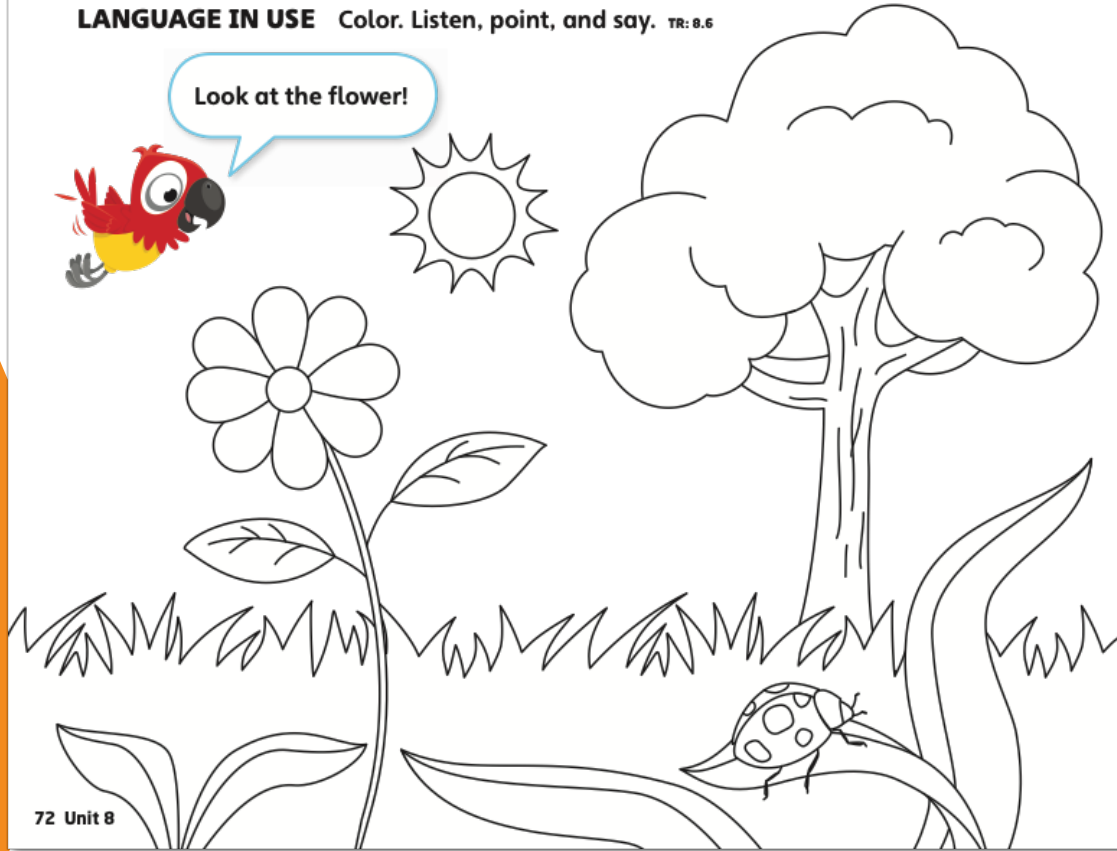


70 - 71



Scene 5:
Concepts

LANGUAGE IN USE Color. Listen, point, and say. TR: 8.6



72 Unit 8

Lesson 7: Language In Use

Use the vocabulary and concept words in natural, functional contexts with Language in Use models and activities.

PROJECT Make an apple tree.



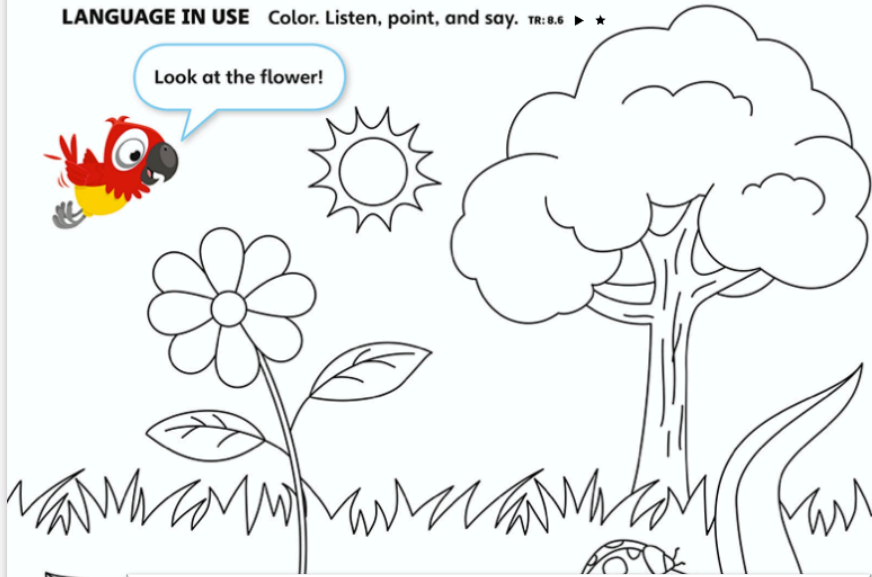
73

Lesson 8: Unit Review and Project

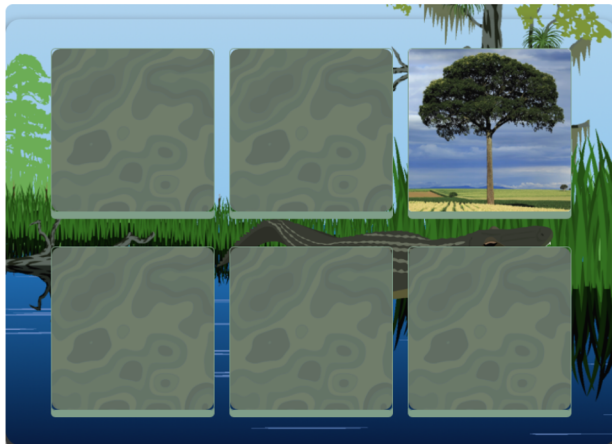
Extend and complete the unit with a theme-related fun craft that gets children using the language.

LANGUAGE IN USE Color. Listen, point, and say. TR: 0.6 ▶ ★

Look at the flower!



72 Unit 8



Done

PROJECT Make an apple tree.



Make an apple tree.



AB



72 - 73



Language in Use

Scene 6:
Language in Use



Units 1-4/5-8 Review

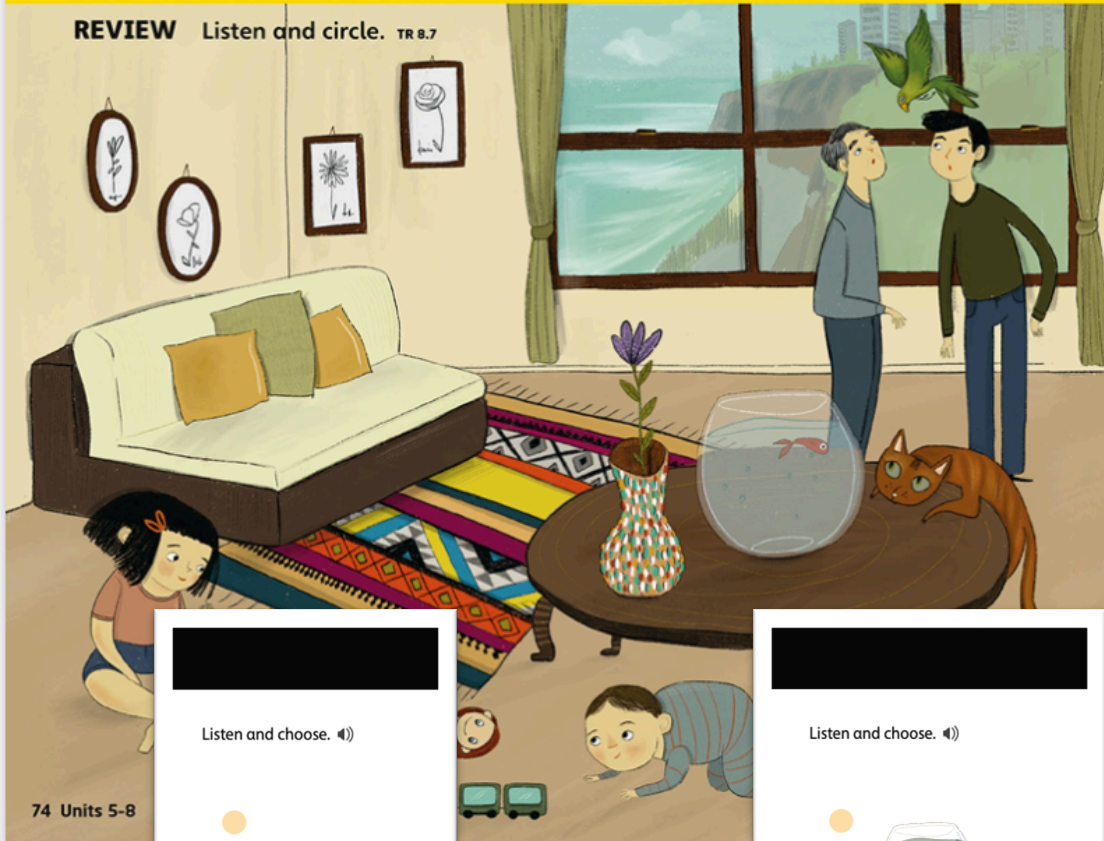
Mid- and end-of-level Review lessons provide additional practice with the concepts and target vocabulary.



Units 1-4/5-8 Game

Mid- and end-of-level Games motivate children by providing fun contexts for practicing the language they have learned.

REVIEW Listen and circle. TR 8.7



GAME Play and say.



Listen and choose. 🔊



Listen and choose. 🔊



AB



74 - 75

75



**TEACH
CONFIDENTLY**

PLAN

8 Look at the Bug!

Student's Book pp. 66–67

Objective
Identify and name a bug and a flower

Resources

- SC: R.1–R.4, 8.1–8.2
- TR: R.1–R.4, 8.1–8.2
- Flashcards 61–65
- Worksheet 8.1
- Home-School Connection Letter
- Big Book 4

Materials

- a real, paper, or silk flower
- blue and yellow crayons
- scissors
- white sheets of paper, paint, black crayons (optional)

Language
New: a bug, a flower
Recycle: 3 (three); blue, yellow; big, small; it's [yellow/small].

1 Warm Up

- Wave to children and say *Hello!* Have them wave and say *Hello!* back to you.
- Have children sing the **Hello Song** TR: R.1 / SC: R.1 as they wave hello to each other.

2 Introduce the Theme

- Bookwork** Help children open their books to pp. 66–67. Say *Look*. Point to one of the bugs and say *This is a bug*. Point to a window in the classroom and say *Bugs are outside*.
- Ask questions about the photo, such as *How many bugs are there?* (three) Point to the bug on the right and ask *What color is it?* (It's blue.) Point to a bug's eyes and ask *What are these?* Point to a bug's mouth and ask *What's this?*

About the Photo
This photo was taken in Luzara, Italy. The bugs are called damselflies. Damselflies look similar to dragonflies, but they are smaller and more delicate. Damselflies live near freshwater habitats in many parts of the world.

- Hold up a flower (real, paper, or silk) and say *This is a flower*. Then hold up p. 67 and point to the flower on the page. Say *This is a flower, too*. Point out the window again and say *Flowers are outside, too*. If there are flowers in sight outside the window, have children come and look at the flowers.
- Say *Look. These things are all outside*. Point out the window as you say *Outside*. Slowly show Flashcards 61–65. Don't say the words for the photos on the flashcards.

Video Option Use SC: 8.1 (without the audio) to present the vocabulary.

3 Teach the Vocabulary

- Bookwork** Hold up pp. 66–67 and point to the bugs and the flower.
- Say *Let's say the words*. Play TR: 8.1 / SC: 8.1. If you use the audio to present the words, hold up the bug and the flower flashcards when students hear the words. Have children repeat each word two times.
- a bug a bug a flower a flower*
- Say *Let's be bugs*. Model movements made by different kinds of bugs. First, show children how to crawl like an ant. Next, show children how to fly around like a bee. Say *Bug* as you do each action. Have children do the same.
- Now say *Let's be flowers*. Model posing like a flower, like this. Say *Flower* as you pose. Have children do the same.

Modify for Success Model alternative move for children who may have difficulty or be unable to crawl or move around the classroom. For example, show making your hands crawl on a desk like Model making a buzzing sound like a bee as your hands like wings. Model posing like a flower sitting in a chair.

Say *Let's listen to a chant*. Play the Unit 8 Chant TR: 8.2. The first time, have children just listen

8 Look at the Bug!

VOCABULARY Listen, point, and say.

a flower the sun a tree

grass a bug

Additional Activities

- Have children make fingerprint bugs. Give each child a sheet of white paper. Put a small amount of paint on each child's fingers. Have children press their fingers onto the paper, one at a time. For each fingerprint, have children add legs and antennae with a black crayon to create bugs. Have children hold up their fingerprint bugs and say, *A bug, a bug, a small, small bug*.
- If the weather is nice and it's possible to do so, take children outside. When you step outside, say *Now we're outside*. Have children look for bugs and flowers. Have children say *bug* and *flower* when they see either one. If possible, have them move around on the grass like bugs. Afterwards, encourage children to

up the bug flashcard for the first part of the chant, and the flower flashcard for the second part. Repeat each line two times.

A bug, a bug. A small, small bug.
A bug, a bug. A blue and yellow bug.
A flower, a flower. A small, small flower.
A flower, a flower. A blue and yellow flower.

Play the chant again. This time, have children say it with you. Hold your hands together to show *small* as you say the word in the chant. Have children do the same.

Play the **Transition Song** TR: R.2 / SC: R.2 as you give a copy of Worksheet 8.1, scissors, a blue crayon, and a yellow crayon to each child.

Worksheet Hold up the worksheet. Point to each picture and ask *What's this?*

Hold up the blue and yellow crayons. Have children identify each color crayon. Then say *Color the bug blue and yellow*, emphasizing and modeling coloring the bug with both the blue and the yellow crayons.

Have children color the bug. Walk



THREE-STEP LANGUAGE IN USE ROUTINE

Step 1: Warm Up

- Connect to children's background knowledge by reviewing vocabulary and concepts taught earlier in the unit.
- Use **flashcards**, other visuals, gestures and/or real objects to review.
- Help children open their **Student's Books** to the **Language in Use** page.
- Have children describe what they see on the page.

Step 2: Present

- Use target vocabulary while pointing to the picture(s) on the **Language in Use** page.
- Model the language. For example, say *What do you want? I want a banana*. (Student's Book I, Unit 3)
- Say *Now listen*. Play the **Language in Use** audio track or the **video scene** of the language model two times to present the model.
- Say *Now listen and say*. Play the **audio track** or **video scene** of the language model again and have children repeat.

Step 3: Practice

- Use target language to ask questions and say statements about the picture(s) on the **Language in Use** page, such as *What color is your shirt? It's yellow*. (Student's Book I, Unit 4)
- Say *Now you do it*. Have children practice the language model.
- Give instructions and have children do the **Language in Use** activity. Model it first by saying each word in the instructions and doing the action while children watch. Then help children do the activity.
- Have children share their completed activity in pairs or small groups. Encourage them to use the target language.
- Apply language to new contexts.
 - Use real objects, photos, or **flashcards** that students are already familiar with to practice target language.
 - Try to connect the target language to students' interests or their lives.

STEP-BY-STEP
LESSON PLANS

SONG SUPPORT

ONE-PAGE IN-
PERSON/
ONLINE TEACHING
ROUTINES

Around the World

This song is of Maya origin. Today it is sung as a lullaby in Mexico. It is sung in both Spanish and the Maya languages. If you have a map of the world, show children where Mexico is located.

Song: Let's Go, Everyone

Adapted from *Xtoles or Konex Konex*,
Maya Song, Mexico
English adaptation by Joan Kang Shin

Oo oo oo oo oo oo ...

Let's go, let's go, everyone.

Look at the, look at the orange sun.

Let's go, let's go, everyone.

Look at the, look at the green trees.

Let's go, let's go, everyone.

Look at the, look at the purple flowers.

Let's go, let's go, everyone.

Look at the, look at the green grass.

Let's go, let's go, everyone.

Look at the, look at the orange sun.



SONG Listen and sing. 70-84

- Gesture to children and say *Now you make the sound.*
- Say /s/ *Sun*. Have children repeat the word.
- Repeat this sequence with *socks*.

The Sounds of English

The /s/ sound is at the beginning of the words *sun*, *socks*, and *circle*. This

The Sounds of English

The /s/ sound is at the beginning of the words sun, socks, and circle. This sound is also at the end of the words *grass* and *dress*.

emphasizing the /b/ sound. Ask *Do you hear /s/?* (no)

- Repeat this sequence with the cookie and the socks.
- Say *Color the pictures with /s/*. Walk around the room, checking to make sure children are coloring only the sun and the socks. Help children who are having trouble hearing the target sound.



5 End the Lesson

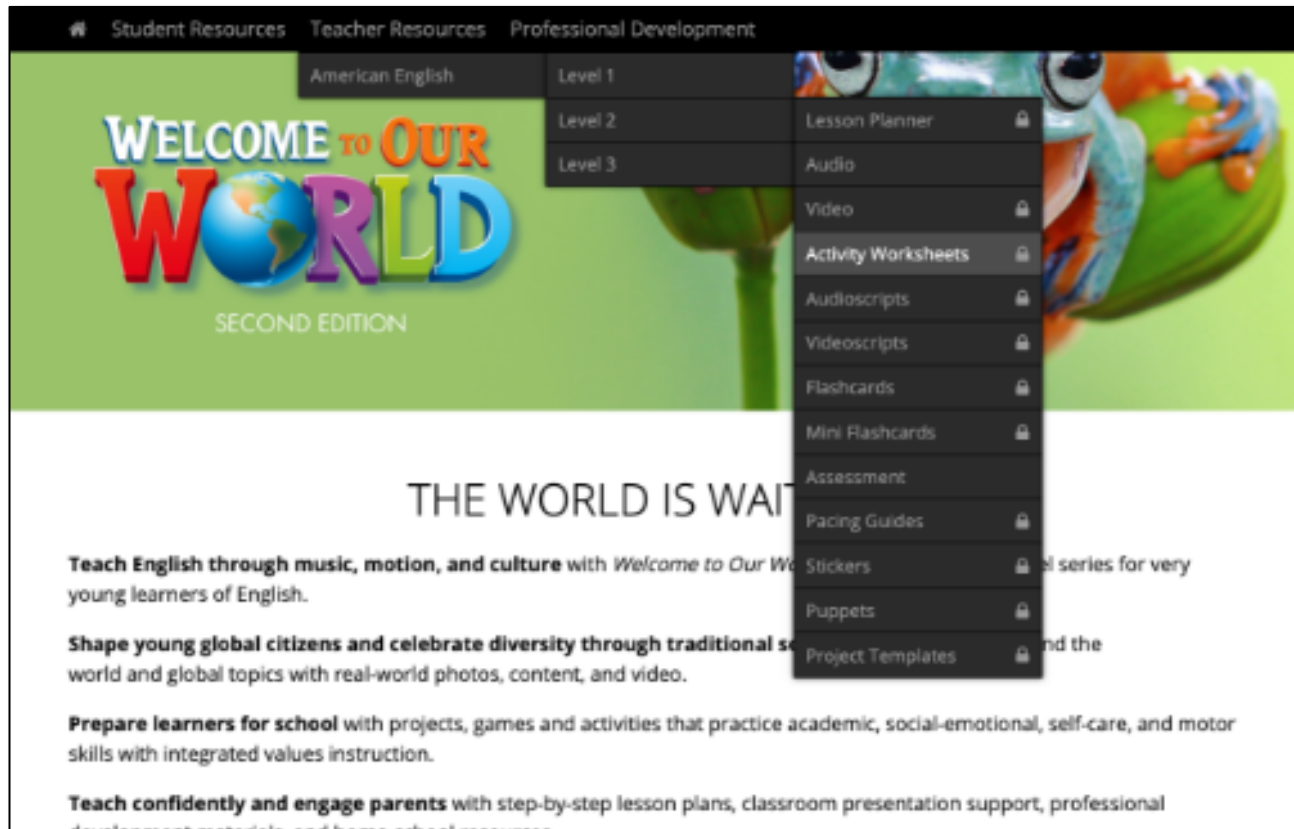
- Sing the **Clean Up Song** TR: R.3 / SC: R.3 while children help clean up the materials used in the lesson.
- Sing the **Goodbye Song** TR: R.4 / SC: R.4. Have children wave goodbye to each other as they sing.

Additional Activity

- Say the following /s/ tongue twister a few times: *The sun is a circle*. Then give each child a chance to try saying it. Have children repeat it several times, going faster and faster each time.

Song Overview

PLAN



TEACHER'S COMPANION SITE

PLAN

- FREE PROFESSIONAL DEVELOPMENT VIDEOS
- DOWNLOADABLE TEACHER TRAINING MATERIALS
- NEW TEACHING VIDEOS

ELTNGL.COM/OURWORLD
D

Our World Professional Development

Welcome to the *Our World* Professional Development Resource Site!

Here teachers of young and very young learners of English can find professional development videos, downloadable teacher training materials, and links to additional professional development resources that will help improve their classroom practice and get the most out of the *Welcome to Our World*, *Our World*, and *Explore Our World* programs.

The *Our World* Professional Development Program was created by Dr. Joan Kang Shin, a respected trainer of young-learner teachers in over 100 countries, and a Series Editor of the *Welcome to Our World*, *Our World*, and *Explore Our World* programs.

In this program, you will find useful insights and practical advice on a range of topics appropriate for the very young and young learner classroom, with examples from real classrooms around the world and interviews from real teachers.

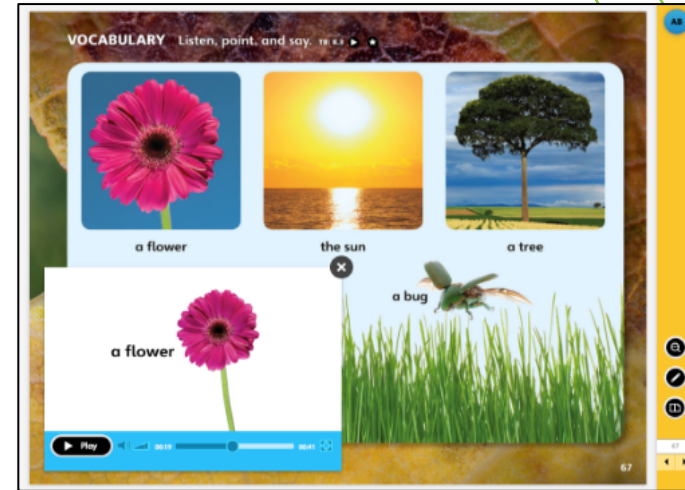
[Click here](#) for an introduction to the program from Dr. Shin!

- **New resources for teaching young learners!**
 - *Teaching Grammar* video
 - *Teaching Vocabulary* video
 - *Teaching Reading* video
 - *Teaching Writing* video
 - *One-Page Teaching Routines*

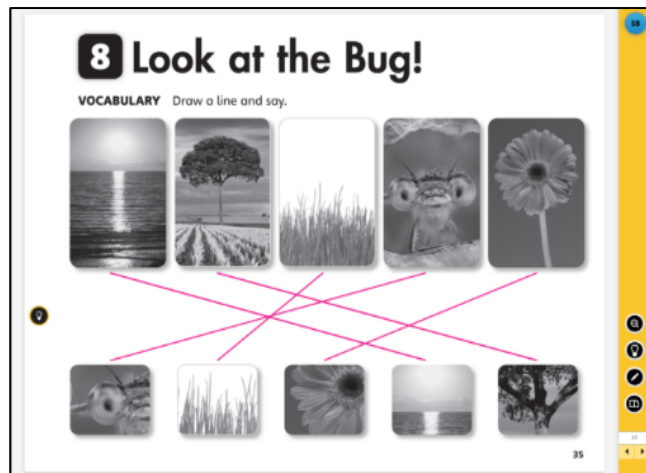
TEACH



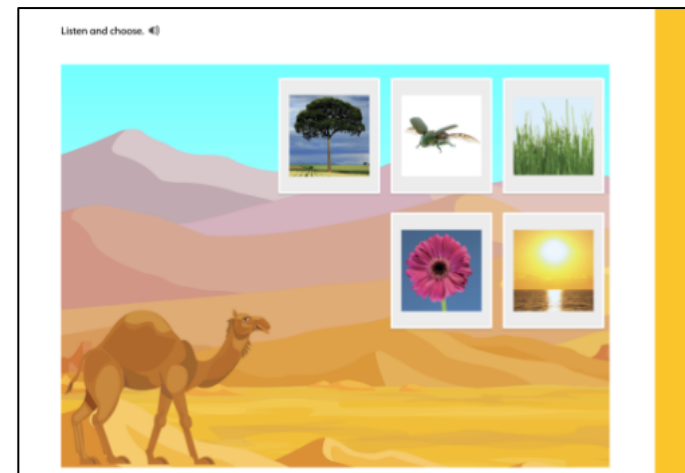
CLASSROOM PRESENTATION TOOL



LESSONS WITH AUDIO AND VIDEO



ACTIVITY BOOK



GAMES AND ACTIVITIES

TEACH



FLASHCARDS



BIG BOOK ANTHOLOGIES



POSTERS



STUDENT'S EBOOKS



TRACK

ONLINE PRACTICE



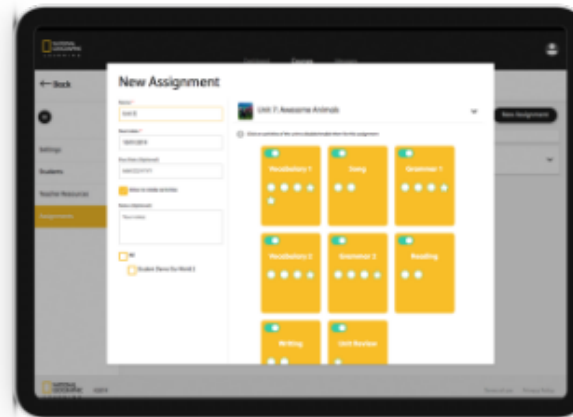
GAMES AND ACTIVITIES



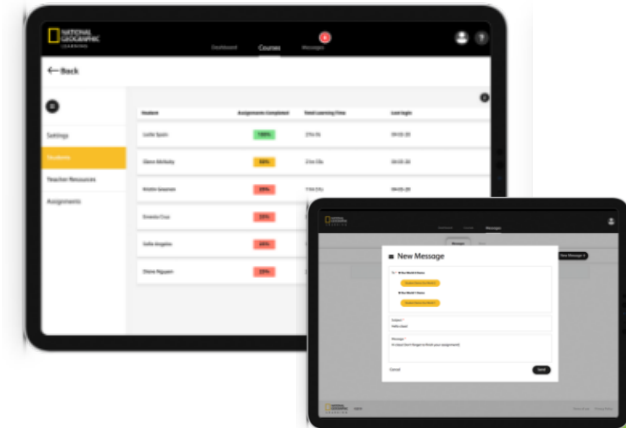
AWARDS/PARENTS' VIEW



STUDENT'S EBOOK



ASSIGNMENTS




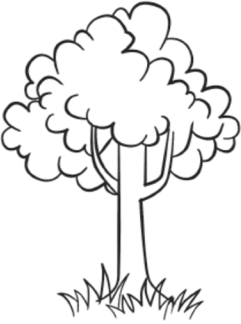


GRADEBOOK/MESSAGING

ASSESS

8 Look at the Bug!
Assessment Worksheet 8.8

Name: _____

Welcome to Our World 1

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AGE-APPROPRIATE TESTS

8 Look at the Bug!

Name: _____ Class: _____

ASSESSMENT RUBRIC

Assessment Rubric	Very Good	Making Progress
Identifies and names <i>sun, tree, flower, grass, bug</i>		
Identifies and names the colors <i>pink, green, purple, and orange</i>		
Talks about observations using the language <i>Look at the [flower]!</i>		
Participates actively in class		

COMMENTS:

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ASSESSMENT RUBRICS

Unit Review and Project

Student's Book p. 73

Objective

Demonstrate ability to use Unit 8 vocabulary, concepts, and language model independently

Project Objective

Make an apple tree

Language

Review: a bug, a flower, grass, the sun, a tree; green, orange, pink, purple; Look at the [bug]!

Language (cont.)
Recycle: It's [green]

Resources

- ▶ SC: R.1–R.4
- Flashcards 61–65
- Assessment Worksheet 8.8

Materials

- a dry-erase board
- green, orange, pink, purple construction paper
- crayons and scissors
- Project: blue and construction paper, glue

1 Warm Up

- Say *Hello!* or *Hi!* to each child. Have children greet you and each other.
- Have children sing the **Hello Song** TR: R.1 / SC: R.1 while waving to each other.
- Have children sing the **Unit 8 Song: Let's Go, Everyone** TR: 8.4 / SC: 8.4. NOTE: At this point, children will know the song and gestures well enough to perform it. Have children perform the song for another class, or invite families to listen to the song at drop-off time.

2 Vocabulary and Concepts

- On a dry-erase board, use dry-erase markers to draw a simple picture of a scene that includes grass, a tree, the sun, a flower, and a bug.
- Have children look closely at the picture. Ask *What do you see?* Have children name each of the items on the board.
- Modify for Success** If children have trouble coming up with the words, point to one of the pictures and ask *What's this?* or *Is this [a tree] or [a flower]?* You can also say the initial sound of the word as a hint. Repeat with the other pictures or as needed.
- Say *Close your eyes*. Erase one item from the scene, such as the sun. Then say *Open your eyes*. Have children name the missing item. Repeat this activity until only one item is left.
- Display Flashcards 61–65 at the front of the room.
- Pose like a tree and ask *What am I?* Have the first child who guesses correctly take the flashcard. Then have that child pretend to be one of the remaining words. Continue the game until all the flashcards are taken.
- Hold up a piece of green construction paper and ask *What color is this?* Repeat with orange, pink, and purple construction paper.

- Show children a scene that includes grass, a tree, the sun, a flower, and a bug. Point to each color and name them. The purple piece at the top again *Now what?* say *Very good!*
- Repeat this activity:
 - orange, green
 - green, pink, green
 - orange, purple
- Hold the *tree* flashcard up. Look at it. Look at children. Guess *tree*, show them the flashcard.
- Repeat this with the following clues:
 - It's small. It's orange.*
 - It's big. It's green.*
 - It's short. It's pink.*
 - It's tall. It's purple.*
- Challenge** Have children guess the item.

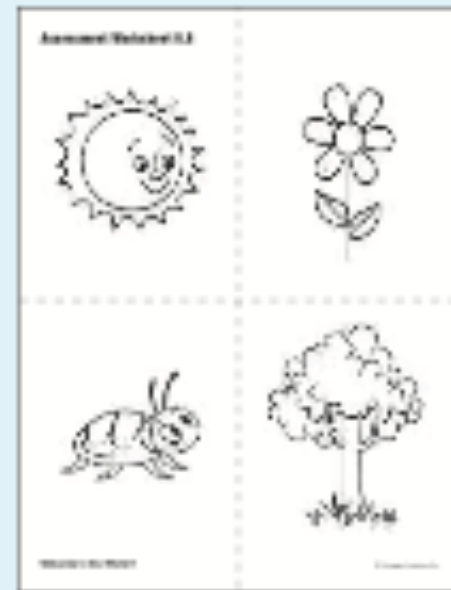
3 Project

- Bookwork** Help children complete the project.
- Put children in small groups. Give each group a piece of green construction paper, and a long strip of orange construction paper.
- Have children make a tree trunk with red paint or

Assessment Worksheet

Play the Transition Song

TR: R.2 / SC: R.2 as you give a copy of Assessment Worksheet 8.8 to each child. Put children in small groups. Give scissors and crayons to each group.



- Hold up the worksheet. Point to each picture and ask *What's this?* Have children name each item as you point to it.
- Have children color the pictures.



aside to dry as you have children glue the pieces to the bottom of the blue paper to make the

green papers into small pieces. Have children glue the pieces to the trunk to make the leaves of the tree. When all the trees are made, put their names on the back. When you are in the classroom.

and the classroom, find their trees, and say the target language from the unit; for example, *It's green*.

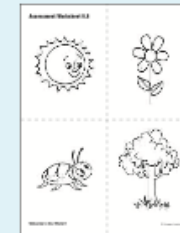
TR: R.3 / SC: R.3 while children help you with the lesson.

ant! stickers in the back of their books. Have children in the "I can talk about nature" box on

TR: R.4 / SC: R.4. Have children wave and sing.

Assessment Worksheet

- Play the **Transition Song** TR: R.2 / SC: R.2 as you give a copy of Assessment Worksheet 8.8 to each child. Put children in small groups. Give scissors and crayons to each group.



- Hold up the worksheet. Point to each picture and ask *What's this?* Have children name each item as you point to it.
- Have children color the pictures.
- Point to the dotted lines and say *Cut along the dotted lines*. Model if necessary and help as needed.
- Hold up your colored, cut out picture of the sun and say *Look at the sun!* Gesture for children to hold up their sun cutouts and say *Look at the sun!* Repeat for the other colored cutouts.
- Give each child a chance to show the other children the pictures he or she colored. The child should hold up the pictures, one at a time, and say *Look at the [sun]!*
- Challenge** Have children describe the size and color of each item with the model sentences *It's [big]!* and *It's [green]!*

FOR ALL CLASSROOMS

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Follow your lessons and complete activities in-line on printed Student's Book and Activity Book pages

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Follow lessons in your Student's Book, then practice online, with embedded media and automatic grading

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THE BIG PICTURE

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- Student's Book
- Activity Book
- Online Practice with Student's eBook
- Student's Companion Site

For Teachers

- Lesson Planner
- Classroom Presentation Tool
- Flashcards
- Posters
- Learning Management System for Online Practice
- Teacher's Companion Site with Assessment Resources

Pre-A1	
1	
2	
3	

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