

Teacher's Guide

# 1 BIG SHOW

## Big Show 1 **Teacher's Guide**

Hana Sakuragi

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Unit	Grammar Focus	Sentence Patterns	Functions
Intro	<ul style="list-style-type: none"> <li>The alphabet</li> <li>Numbers 1 to 10</li> <li>Greetings</li> <li>Information question with <i>how old</i></li> </ul>	<ul style="list-style-type: none"> <li>Hi! / Hello! / Goodbye! / Bye!</li> <li>What is your name? - My name is Anna.</li> <li>How old are you? - I am seven years old.</li> </ul>	<ul style="list-style-type: none"> <li>Saying the letters of the alphabet</li> <li>Saying numbers from 1 to 10</li> <li>Asking and giving name and age</li> <li>Basic greeting &amp; leave-taking</li> </ul>
1	<ul style="list-style-type: none"> <li>Simple present <i>be</i> with Y/N questions</li> <li>Subject pronoun: <i>it</i></li> </ul>	<ul style="list-style-type: none"> <li>Is it a kite? - Yes, it is. / No, it isn't.</li> </ul>	<ul style="list-style-type: none"> <li>Asking what something is</li> <li>Identifying objects</li> </ul>
2	<ul style="list-style-type: none"> <li>Contractions</li> <li>Subject pronouns: <i>he, she</i></li> <li>Information question with <i>who</i></li> <li>Possessive adjectives: <i>his, her</i></li> </ul>	<ul style="list-style-type: none"> <li>Who is he/she? - He/She is my brother/mom.</li> <li>He/She is my baby brother/aunt. - His/Her name is Ben/Leah.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about family members</li> <li>Asking about people</li> <li>Identifying people</li> </ul>
3	<ul style="list-style-type: none"> <li>Time of day greetings</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>How are you? - I'm happy.</li> <li>Good morning, Anne!</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about one's feelings</li> <li>Greetings for specific times of day</li> </ul>
4	<ul style="list-style-type: none"> <li>Singular nouns</li> <li>Information question with <i>what</i></li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>What is it? - It's a cat.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying farm animals</li> </ul>
5	<ul style="list-style-type: none"> <li>Plural nouns</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>What are they? - They are pencils.</li> <li>What are they? - They're pens.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying classroom objects</li> </ul>
6	<ul style="list-style-type: none"> <li>Contractions</li> <li>Information question with <i>how many</i></li> <li>Be-verbs: <i>is, are</i></li> <li><i>There is/are ____.</i></li> </ul>	<ul style="list-style-type: none"> <li>How many sandboxes are there? - There is one sandbox.</li> <li>How many swings are there? - There are four swings.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying playground and classroom objects</li> <li>Asking and saying how many of something there are</li> </ul>
7	<ul style="list-style-type: none"> <li>Possessive adjectives: <i>your, my</i></li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>What color is your pencil? - It's yellow.</li> <li>My pencil is yellow.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying classroom objects</li> <li>Asking and saying what color something is</li> </ul>
8	<ul style="list-style-type: none"> <li>Be-verbs: <i>is, are</i></li> <li>Verb: <i>do</i></li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Do you want some apple? - Yes, please. Thank you.</li> <li>No, thank you.</li> <li>Are you hungry? - Yes, I am. / No, I'm not.</li> </ul>	<ul style="list-style-type: none"> <li>Offering and accepting or declining food</li> <li>Asking and answering about one's current state or feeling</li> </ul>
9	<ul style="list-style-type: none"> <li>Articles: <i>a, an</i></li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>What shape is it? - It's a circle. / It's an oval.</li> <li>What color is it? - It's gold.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about the shape and color of objects</li> </ul>
10	<ul style="list-style-type: none"> <li>Possessive adjectives: <i>his, her</i></li> </ul>	<ul style="list-style-type: none"> <li>What color is his hat/her shirt? - His hat is red. / Her shirt is blue.</li> <li>What color are his socks/her pants? - His socks are gray. / Her pants are brown.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering about the color of one's clothing</li> </ul>
11	<ul style="list-style-type: none"> <li>Statements</li> <li>Verb: <i>have, has</i></li> <li>Negatives</li> <li>Contractions</li> </ul>	<ul style="list-style-type: none"> <li>Do you have two hands? - Yes, I do. I have two hands.</li> <li>Do you have three hands? - No, I don't. I have two hands.</li> </ul>	<ul style="list-style-type: none"> <li>Asking and talking about parts of the face and body</li> </ul>
12	<ul style="list-style-type: none"> <li>Demonstrative pronouns: <i>this, that</i></li> </ul>	<ul style="list-style-type: none"> <li>What is this? - This is a train.</li> <li>What is that? - That is a plane.</li> </ul>	<ul style="list-style-type: none"> <li>Asking about and identifying forms of transportation</li> </ul>

Vocabulary		Phonics	CLIL
Numbers 1 to 10	Anna, Jeff, Louie, Rachel	Preview alphabets	
ball, balloon, cake, doll, gift, kite			
robot, teddy bear, toy, yo-yo	brother, dad, grandma, grandpa, mom, sister	<b>a &amp; b</b> ant, apple, ball, bear	Social Studies
aunt, baby brother, cousin, uncle		<b>c &amp; d</b> cake, cup, dad, doll	
angry, bored, happy, sad, sick, tired	morning, afternoon, night, evening	<b>e &amp; f</b> egg, elephant, fan, fox	Social Studies
bird, cat, fox, hen, mouse, rabbit		<b>g &amp; h</b> goat, gold, hen, hippo	
duck, goat, horse, sheep	backpack, crayon, notebook, paper, pencil, ruler	<b>i &amp; j</b> igloo, ink, jam, jet	Social Studies
book, eraser, glue stick, pen		<b>k &amp; l</b> king, kite, leg, lion	
field, jungle gym, sandbox, seesaw, slide, swing	board, bookcase, chair, desk	<b>m &amp; n</b> mom, mouse, nine, notebook	Art
blue, green, orange, purple, red, yellow		<b>o &amp; p</b> octopus, ox, pear, pink	
black, gray, pink, white	apple, banana, grapes, orange, pear, watermelon	<b>q &amp; r</b> queen, question, rectangle, ruler	Math
cold, hot, hungry, thirsty		<b>s &amp; t</b> sea, socks, toy, turtle	
circle, heart, oval, rectangle, square, triangle	dress, hat, shirt, skirt, T-shirt, vest	<b>u &amp; v &amp; w</b> uncle, van, vest, water	Science
brown, gold, silver, indigo		<b>x &amp; y &amp; z</b> six, yellow, yo-yo, zebra	
arm, foot, hand, head, knee, leg	bike, boat, car, plane, train, truck		Social Studies
ear, eye, mouth, nose			
bus, helicopter, motorcycle, ship			

# Sample Lesson Plan

## Lesson 1

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary Introduction	5 min.	FC
Listen and number.	5-10 min.	SB / CD
Language	5 min.	SB
Song I. Listening	5 min.	SB / CD
Song II. Sing along.	5-10 min.	SB / CD / FC
Song III. Writing	5-10 min.	SB / CD / Dictation WS
Assign and explain homework. (Optional)	3-5 min.	WB
Bonus Activity (If needed)	5-10 min.	Dictation WS

## Lesson 2

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary Review	5 min.	FC
Song: Vocabulary and Grammar Structure Review	5 min.	CD
Listening I. Comic Strip	5-10 min.	SB / CD
Listening II. Reading and Writing	5 min.	SB / CD
Listening III. Popcorn Reading	5 min.	SB
Listening IIII. Role-Play	10-15 min.	FC
Assign and explain homework. (Optional)	3-5 min.	WB

## Lesson 3

Activity	Time	Materials
Roll Call	2 min.	
Vocabulary and Grammar Structure Review	5 min.	SB / CD



**SB** Student Book**WB** Workbook**CD** Student Book CD**FC** Flashcard**Dictation WS** Dictation Worksheet**Unscramble WS** Unscramble Worksheet

Vocabulary+ Introduction	5 min.	<b>FC</b>
Listen and trace.	5-10 min.	<b>SB</b> / <b>CD</b> / <b>FC</b>
Speaking: Ask and answer.	10-15 min.	<b>SB</b> / <b>FC</b>
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>
Bonus Activity (If needed)	5-10 min.	<b>Unscramble WS</b>

## Lesson 4

Activity	Time	Materials
Roll Call	2 min.	
Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review	5-10 min.	<b>FC</b>
Writing: Trace and match.	10 min.	<b>SB</b>
Writing Tip	5 min.	<b>SB</b>
Phonics: Listen and repeat.	10 min.	<b>SB</b> / <b>CD</b> / <b>FC</b>
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>

## Lesson 5

Activity	Time	Materials
Roll Call	2 min.	
Pre-reading Discussion	5 min.	<b>FC</b>
CLIL Reading	10-15 min.	<b>SB</b> / <b>CD</b>
Read and circle: Reading Comprehension	5 min.	<b>SB</b>
Talk with your friend: Discussion	10 min.	
Additional Reading	5-10 min.	
Assign and explain homework. (Optional)	3-5 min.	<b>WB</b>

# A Listen and sing. Trace. 10 min.

- **SB/CD** Ask students to open their books to **page 6**. Direct their attention to the pictures on the page. Before you play the audio, do a vocabulary spot check.  
1. Point to the apple and ask: *"What is it?"* Elicit the response: *"It's an apple."*  
2. Point to the lion and ask: *"What is it?"* Elicit the response: *"It's a lion."*
- Play **track 02** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.
- After the students have finished tracing the letters, call on individual students and ask them how to spell each vocabulary word.
- Do the same for the vocabulary words on **page 7**.

# B Listen and count. Trace. 5-10 min.

- **SB/CD** Tell students to look at part B at the top of **page 8**. Before you play the audio, do a vocabulary spot check. Point to seven and ask: *"What is it?"* Elicit the response: *"It's seven."*
- Play **track 03** and ask the students to trace the letters after each number they hear. Pause the audio after each number in order to give the students enough time to write.
- After the students have finished tracing the numbers, call on individual students and ask them how to spell each number.

## Extra!

- Tell students to look at the numbers in part B on **page 8**. Ask students how old they are.
- Tell students to write their age and to draw a picture of themselves.

# C Trace the names. 10 min.

- **SB** Tell students to look at part C at the bottom of **page 8**. Point to each person and ask: *"Who is it?"* Elicit the response: *"It's Anna/Jeff/Louie/Rachel."*
- Tell students to trace the letters of each name.
- After the students have finished tracing the names, call on individual students and ask them how to spell each name.

## INTRO

### A Listen and sing. Trace.



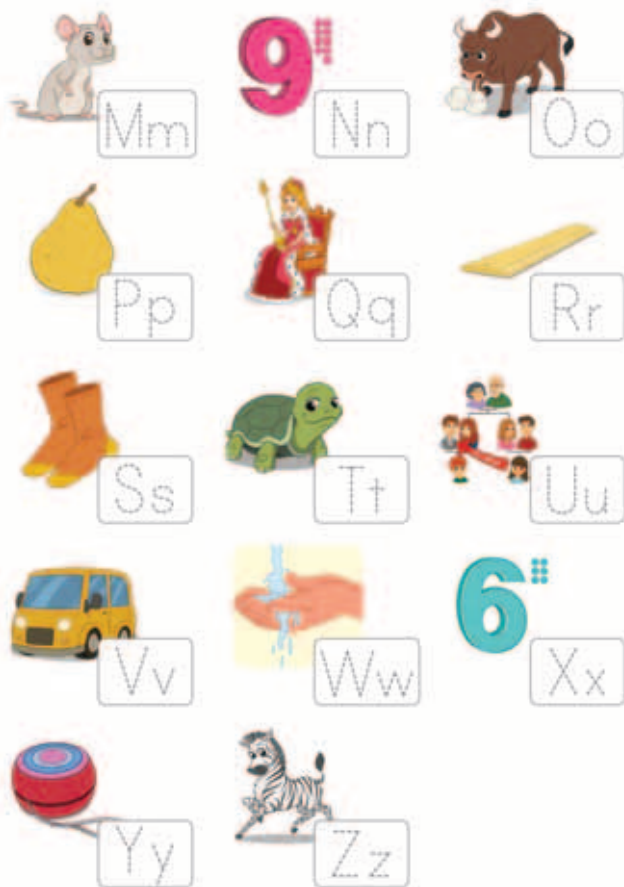
### B Listen and count. Trace.



### C Trace the names.







7

## D Listen and trace. Say and act.

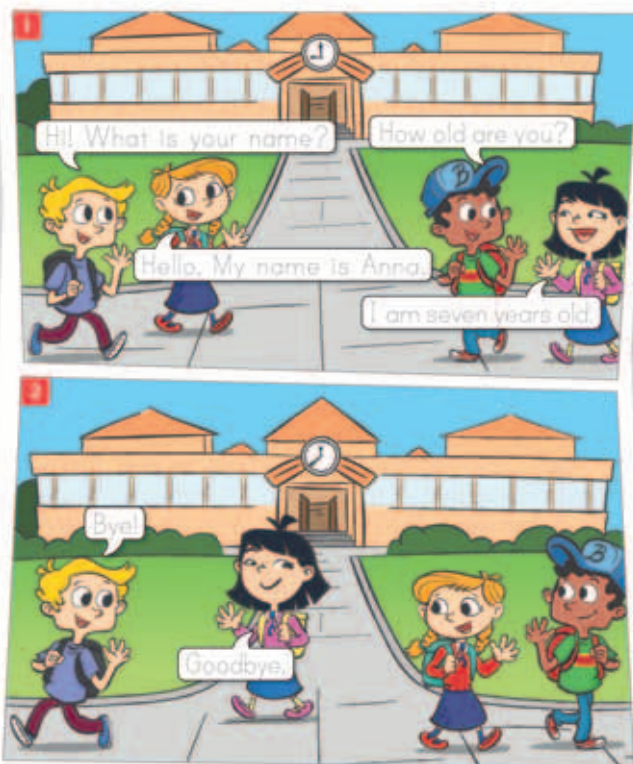
5-10 min.

- **SB / CD** Focus students' attention on the comic strip in part D on **page 9**.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can.
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are at school. They are talking to each other.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"Where are they?" "What do you see?" "What are they doing?"*
- Tell students to trace the words and read the words out loud.

### Extra!

- Tell students to look at the completed comic in part D on **page 9**. Explain to students that they will act out the story. Use the flashcards to assign character roles: Anna, Rachel, Jeff, and Louie. Give a flashcard to each student who is playing a role in the story so they remember which character they are. Tell them *"You will be <Jeff>, and you be <Anna>"* etc.
- Practice the lines of the story a few times with the students, according to their role. Have more than one group role-play the story, depending on the number of students in your class.
- Role-play the story.

## D Listen and trace. Say and act.



9

## Is It a Cake?

## Lesson 1

## Unit Objectives

- Talk about and identify vocabulary words
- Ask Yes / No questions in the simple present with *be*
- Use the simple present to answer questions

## Lesson Objectives

Students will be able to:

- Recognize and name different toys and party things
- Ask and answer what something is

## Vocabulary (Key words 1)

balloon	cake	ball
doll	kite	gift

## Core Structure

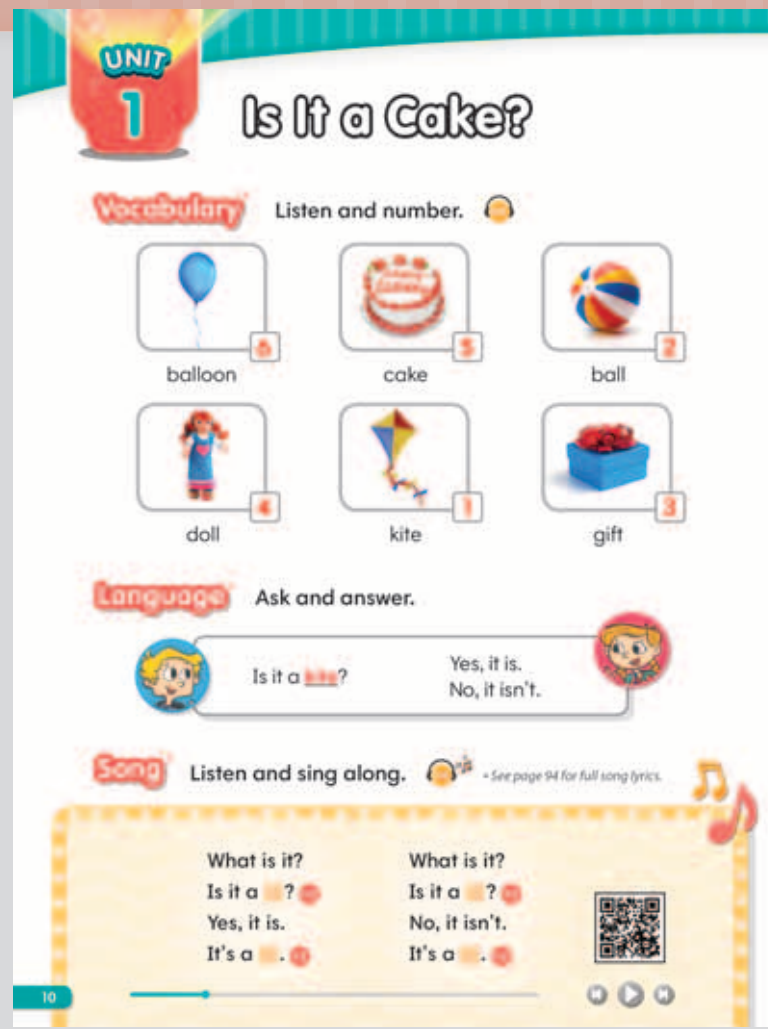
- Ask Yes/No questions with *what*  
Q: Is it a cake?  
A: Yes, it is. / No, it isn't.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

## Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 10**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).



## Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 10**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 05**. After playing **track 05**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*Kite.*"

## Script

Listen and number.



- |         |            |
|---------|------------|
| 1. kite | 2. ball    |
| 3. gift | 4. doll    |
| 5. cake | 6. balloon |

## • (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*kite.*" Say: "*How do you spell kite?*" and have the students respond: "*k-i-t-e.*" Continue for each word.

## Listening

### A Listen.

1. Is it a cake?

2. No, it isn't.

### B Write the numbers. Say and act.



**Lower level:** Ask students to say what color the items are. Say: *"Number one,"* and have the students respond: *"kite."* Say: *"What color is the kite?"* and have the students respond: *"Yellow and blue."* Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"Is it a kite?" "Yes, it is. / No, it isn't."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, is it a kite?" "Yes, it is."* *"Number two, is it a gift?" "No, it isn't."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV).

You may also want to ask students to see **page 94** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 06**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script

06

Listen and sing along.

Let's play a game.  
A guessing game. x2  
What is it?  
Is it a cake? x2  
Yes, it is.  
It's a cake. x2  
Let's play a game.  
A guessing game. x2  
What is it?  
Is it a balloon? x2  
Yes, it is.  
It's a balloon. x2  
Let's play a game.  
A guessing game. x2  
What is it?  
Is it a gift? x2  
No, it isn't.  
It's a gift. x2  
Let's play a game.  
A guessing game. x3

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. cake, 2. balloon, 3. doll, 4. ball, 5. gift, and 6. kite.**



- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *balloon* and say: “What is it?” “Is it a balloon?” “Yes, it is.” “It’s a balloon.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 06** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 06**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing** 5-10 min.

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 1**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 06** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework.** 3-5 min.

- **WB** Tell students to look at the pictures on **page 6** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Find and circle** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 6**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity** 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students about their favorite toy or party thing from today’s lesson. Call on a few students and ask them to say in English the name of the toy or party thing they like the most.
- Ask the students to draw, color, and write the name of the item on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer Yes/No questions
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review** 5 min.

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review** 5 min.

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 11**. Focus students' attention on the comic strip in the Listening section on **page 11**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The children are at a park. They are playing a game. One girl is asking the other girl what something is.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"Where are the children?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script



Listen.

#### Frame 1.

Anna: Let's play a game!

Rachel: OK!

#### Frame 2.

Rachel: Is it a balloon?

Anna: No, it isn't.

#### Frame 3.

Rachel: Is it a cake?

Anna: Yes, it is!

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 11**.
- Play **track 07** and ask students to repeat what they hear. Call on students individually to answer: *"Is it a cake?" "No, it isn't."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 7** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 11**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 7**. (\*\*Note: Allow them to write this in their native language if necessary.)



# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

robot	teddy bear
toy	yo-yo

## Review / Expansion Structure

- Is it a robot?  
Yes, it is. / No, it isn't.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils


## Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 12**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 

1.



robot

2.



teddy bear

3.



toy

4.



yo-yo

## Speaking

Ask and answer.

Guide

Is it a robot?

Yes, it is.

No, it isn't.



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needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 12**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the robot and ask: "What is it?" Elicit the response: "It's a robot."
  2. Point to the teddy bear and ask: "What is it?" Elicit the response: "It's a teddy bear."
- Play **track 08** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

## Script

Listen and trace.



1. robot  
3. toy

2. teddy bear  
4. yo-yo

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

## Writing Trace and match.

1



a. Is it a cake?

b. Is it a gift?

c. Is it a teddy bear?

d. Is it a yo-yo?

Tip

Don't be shy

## Phonics Listen and repeat.

Aa



ant



apple

Bb



ball



bear

The ant has an apple. The bear has a ball.

13

### (Optional) Level Tip:

**Higher level:** **FC** Put the flashcards for the words *robot*, *teddy bear*, *toy*, and *yo-yo* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book. Point to the robot and ask: "How do you spell 'robot'?" Elicit the response: "r-o-b-o-t." Point to the teddy bear and ask: "How do you spell 'teddy bear'?" Elicit the response: "t-e-d-d-y-(space)-b-e-a-r." Point to the toy and ask: "How do you spell 'toy'?" Elicit the response: "t-o-y." Point to the yo-yo and ask: "How do you spell 'yo-yo'?" Elicit the response: "y-o-(dash)-y-o."

### Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 12**. Read the question in the illustration together: "Is it a robot?" Read the response together: "Yes, it is. No, it isn't."

- Explain to students that they will complete the answer by pointing at different toys and party things in the picture. Hold up a flashcard of one of the items in the illustration, for example *teddy bear*, and ask the students to point at this item in the illustration in their book. Then ask them: "Is it a teddy bear?" Elicit the response: "Yes, it is."
- Invite a student to the front of the classroom. Give them the flashcard for the word *balloon*. Tell the student to ask their classmates the question: "Is it a yo-yo?" Elicit the response: "No, it isn't." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the items in the illustration on **page 12**. Have B answer. Then have them switch.

### (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 8** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace and read** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 8**. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *a* and *b*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 1** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “toy,” ask the students: “*Is it a cake?*” Elicit the response: “*No, it isn’t.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. **10 min.**

- **SB** Have students open their books to **page 13**.
- Point to items in the pictures and ask students: “*Is it a \_\_\_\_\_?*” Elicit the appropriate questions: *Picture 1 “Is it a teddy bear?” Picture 2 “Is it a cake?” Picture 3 “Is it a gift?” Picture 4 “Is it a yo-yo?”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.

- Sentence a: “*Is it a cake?*”
- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 2.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Writing Tip: Contractions **5 min.**

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **isn’t = is not**
- Focus the students’ attention on the apostrophe. Explain to them that this is a special symbol that can sometimes make two words become one word, and that it makes some letters “disappear.” (Use your native language to explain this if necessary.) Ask the students to practice writing **isn’t** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*No, it isn’t.*”

### Phonics: Listen and repeat. (*a* and *b*) **10 min.**

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s an ant.*” “*It’s an apple.*” “*It’s a ball.*” and “*It’s a bear.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter ‘a’ make?*” Elicit the appropriate response: /æ/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “*The letter ‘a’ makes the sound /æ/.*” Repeat this for the letter “b.”
- Tell the students to listen and repeat. Play **track 09**.

## Script



Listen and repeat.

A, A, /æ/, /æ/

Ant, ant, apple, apple

B, B, /b/, /b/

Ball, ball, bear, bear

The ant has an apple. The bear has a ball.

- After listening to the audio, ask the students again: *“What sound does the letter ‘a’ make?”* Elicit the appropriate response: /æ/. Repeat this for the letter “b.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “apple.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Apple, /æ/, /æ/, apple.”*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “has” as sight words, rather than phonics words.)

## *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 9** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 9**. (\*\*Note: Allow them to write this in their native language if necessary.)



## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the first set of key vocabulary items
- be able to ask and answer information questions with *what*
- encounter and explore a fun story linked to the theme of the unit

### Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 1** and ask them how they feel when they see these items. Give them a few options to think about: happy, sad, and angry. Elicit the appropriate response: happy.
- Ask students if they know what “happy” means. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what “happy” means.

### CLIL Reading: Social Studies: A Happy Day! 10-15 min.

- **SB/CD** Tell students to look at part A on **page 14**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 10**.

## A Happy Day!

Today is a happy day.  
We play a game.  
What is it?  
It's a cake.  
We eat cake.  
It's a balloon.  
It's a kite.  
We sing a song.

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 15**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.





*(Optional) Assign and explain homework.*  
**3-5 min.**

- **WB** Tell students to look at the pictures on **page 9** in the workbook. Explain how to complete the **Read and circle** activity in part G and the **Circle true or false** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 9**. (\*\*Note: Allow them to write this in their native language if necessary.)

**Teacher's Note**

**Talk with your friend: Discussion 10 min.**

- Talk with students about what makes them happy.
- Ask students to talk with their friends about which item makes them happy and to think of 2-3 reasons why. Explain that it is OK if they think of an item that isn't from **unit 1**.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (\*\*Note: You may allow students to discuss this in their native language, but they should be able to explain which item makes them happy and why in English.)
- Ask them to draw a small picture of the item.

**Additional Reading 5-10 min.**

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about food.
- Watch the animation together and discuss it afterwards as a class.

## Who Is He?

## Lesson 1

## Unit Objectives

- Talk about and identify family members
- Ask information questions with *who*
- Use subject pronouns *he* and *she* and possessive adjectives *his* and *her*

## Lesson Objectives

Students will be able to:

- Identify and name different family members
- Ask who someone is and answer

## Vocabulary (Key words 1)

grandpa	dad	brother
grandma	mom	sister

## Core Structure

- Ask information questions with *who*  
Q: Who is he/she?  
A: He is my dad. / She is my mom.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

## Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 16**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

## Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 16**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 11**. After playing **track 11**, check the answers together as a class by calling out the number: "*Number one*," and have students say the corresponding vocabulary word: "*Dad*."

## Script

Listen and number.



- |            |            |
|------------|------------|
| 1. dad     | 2. mom     |
| 3. brother | 4. sister  |
| 5. grandpa | 6. grandma |

## • (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "*Number one*," and have the students respond: "*Dad*." Say: "*How do you spell dad?*" and have the students respond: "*d-a-d*." Continue for each word.

## Listening

### A Listen.

1. He's my dad.
2. Who is he?

### B Write the numbers. Say and act.



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**Lower level:** Ask students to say what color the items are. Say: *"Number one,"* and have the students respond: *"Dad."* Say: *"What color is the dad's shirt?"* and have the students respond: *"Blue."* Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"Who is he?" "He is my brother."* *"Who is she?" "She is my mom."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, who is he?" "He is my dad."* *"Number two, who is she?" "She is my mom."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music

video if your classroom is equipped with a TV). You may also want to ask students to see **page 94** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 12**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script



Listen and sing along.

Who is he? x2  
He is my dad. x2  
What is his name?  
His name is Nick.  
Who is she? x2  
She is my mom. x2  
What is her name?  
Her name is Maya.  
Who is he? x2  
He is my brother. x2  
What is his name?  
His name is Jack.  
Who is she? x2  
She is my sister. x2  
What is her name?  
Her name is Sara.  
Who is he? x2  
He is my grandpa. x2  
What is his name?  
His name is Joe.  
Who is she? x2  
She is my grandma. x2  
What is her name?  
Her name is Wendy.

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. dad, 2. mom, 3. brother, 4. sister, 5. grandpa, and 6. grandma.**



- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *grandma* and say: “Who is she?” “She is my grandma.” “What is her name?” “Her name is Wendy.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 12** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 12**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing 5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 2**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 12** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework. 3-5 min.**

- **WB** Tell students to look at the pictures on **page 10** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Look and number** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in

their workbook on **page 10**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity 5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students about their family members from today’s lesson. Call on a few students and ask them to say in English the name of a family member.
- Ask the students to draw, color, and write the name of the family member on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *who*
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review 5 min.**

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review 5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 17**. Focus students' attention on the comic strip in the Listening section on **page 17**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *The family is at home. They are making a gift. It is their dad's birthday. They surprise him.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What are they doing?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script



Listen.

#### Frame 1.

Jeff: Who is he?

Anna: He's my dad.

#### Frame 2.

Grandpa & Jeff: Surprise!

Anna: Surprise!

#### Frame 3.

Dad: A gift! Thank you.

Anna: You are welcome. I love you,  
Dad.

Dad: I love you, too.

listening and writing the number.

- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening IIII. Role-Play 10-15 min.

- **FG** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 11** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 17**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 11**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 17**.
- Play **track 13** and ask students to repeat what they hear. Call on students individually to answer: *"He's my dad." "Who is he?"*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by



# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

uncle	aunt
baby brother	cousin

## Review / Expansion Structure

- He is my baby brother. His name is Ben.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

## Vocabulary and Grammar Structure Review 5 min.

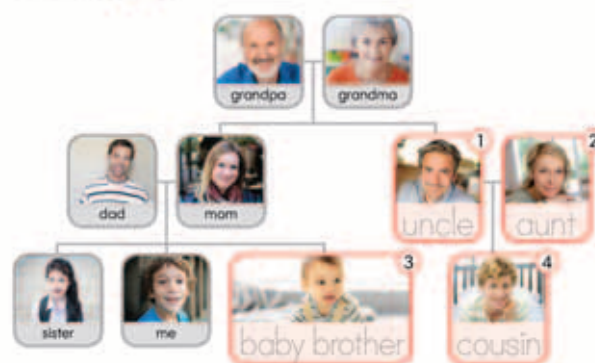
- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 18**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace.



## Speaking

Say and respond.

### Guide

He is my baby brother. His name is Ben.  
She is my aunt. Her name is Lash.



needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 18**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the uncle and ask: *"Who is he?"* Elicit the response: *"He is my uncle."*
  2. Point to the aunt and ask: *"Who is she?"* Elicit the response: *"She is my aunt."*
- Play **track 14** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

### Script

Listen and trace.



1. uncle                      2. aunt  
3. baby brother          4. cousin

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

## Writing

Trace and match.

2



a. She's my mom.



b. He is my grandpa.



c. He's my baby brother.



d. She is my sister.

Tip

There's a lot to learn in this book.

## Phonics

Listen and repeat.

Cc



cake



cup

Dd



dad



doll

Dad wants a cake, a doll, and a cup!

19

### (Optional) Level Tip:

**Higher level:** Put the flashcards for the words *uncle*, *aunt*, *baby brother*, and *cousin* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book.

Point to the uncle and ask: "How do you spell 'uncle'?" Elicit the response: "u-n-c-l-e."

Point to the aunt and ask: "How do you spell 'aunt'?" Elicit the response: "a-u-n-t."

Point to the baby brother and ask: "How do you spell 'baby brother'?" Elicit the response: "b-a-b-y-(space)-b-r-o-t-h-e-r."

Point to the cousin and ask: "How do you spell 'cousin'?" Elicit the response: "c-o-u-s-i-n."

### Speaking: Say and respond. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 18**. Read the sentences in the illustration together: "He is my baby brother." Read the response together: "His name is Ben."

- Explain to students that they will complete the answer by pointing at different people in the picture. Hold up a flashcard of one of the people in the illustration, for example *grandma*, and ask the students to point at the *grandpa* in the illustration in their book. Then ask them: "Who is he?" Elicit the response: "He is my grandpa. His name is Joe."
- Invite a student to the front of the classroom. Give them the flashcard for the word *aunt*. Tell the student to ask their classmates the question: "Who is she?" Elicit the response: "She is my aunt. Her name is Leah." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the people in the illustration on **page 18**. Have B answer. Then have them switch.

### (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 12** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace and read** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 12**. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *c* and *d*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review 5-10 min.

- **EG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 2** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “sister,” ask the students: “*Who is she?*” Elicit the response: “*She is my sister. Her name is Sara.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. 10 min.

- **SB** Have students open their books to **page 19**.
- Point to items in the pictures and ask students: “*Who is \_\_\_\_\_?*” Elicit the appropriate responses: *Picture 1 “He is my grandpa.” Picture 2 “He’s my baby brother.” Picture 3 “She’s my mom.” Picture 4 “She is my sister.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.

- Sentence a: “*She’s my mom.*”
- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 3.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Writing Tip: Contractions 5 min.

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **he is = he’s, she is = she’s**.
- Focus the students’ attention on the apostrophe. Explain to them that this is a special symbol that can sometimes make two words become one word, and that it makes some letters “disappear.” (Use your native language to explain this if necessary.) Ask the students to practice writing **he’s, she’s** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*She’s my sister.*”

### Phonics: Listen and repeat. (c and d) 10 min.

- **SB / CD / EG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s a cake.*” “*It’s a cup.*” “*It’s a dad.*” and “*It’s a doll.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter ‘c’ make?*” Elicit the appropriate response: /k/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “*The letter ‘c’ makes the sound /k/.*” Repeat this for the letter “d.”
- Tell the students to listen and repeat. Play **track 15**.

## Script



Listen and repeat.

C, C, /k/, /k/

Cake, cake, cup, cup

D, D, /d/, /d/

Dad, dad, doll, doll

Dad wants a cake, a doll, and a cup!

- After listening to the audio, ask the students again: *“What sound does the letter “c” make?”* Elicit the appropriate response: /k/. Repeat this for the letter “d.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “cup.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Cup, /k/, /k/, cup.”*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “and” as sight words, rather than phonics words.)

## *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 13** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 13**. (\*\*Note: Allow them to write this in their native language if necessary.)



# Lesson 5

## Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary item
- be able to ask and answer information questions with *who* and *what*
- encounter and explore a fun story linked to the theme of the unit

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FG** Show students the flashcards from **unit 2** and ask them if there are special days for people in a family. Give them a few options to think about: birthdays, Mother’s Day, Parent’s Day, etc.
- Ask students if they know what Father’s Day is. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what Father’s Day is.

### CLIL Reading: Social Studies: Father’s Day 10-15 min.

- **SB/CD** Tell students to look at part A on **page 20**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 16**.

## Father’s Day

Today is Father’s Day.  
It’s a special day.  
I surprise my dad.  
I give him a gift.  
I say, “I love you, Dad.”  
He says, “I love you, too.”

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 21**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.





## Good Morning!

## Lesson 1

## Unit Objectives

- Talk about the times of day
- Ask information questions with *who*
- Use contractions

## Lesson Objectives

Students will be able to:

- Identify and name different times of the day
- Say greetings

## Vocabulary (Key words 1)

happy	sad	tired
bored	sick	angry

## Core Structure

- **Greetings**  
Q: How are you?  
A: I'm fine! / I'm sad.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

## Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 22**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

## Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 22**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 17**. After playing **track 17**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*Happy.*"

## Script

Listen and number.



- |          |          |
|----------|----------|
| 1. happy | 2. bored |
| 3. sad   | 4. angry |
| 5. tired | 6. sick  |

## • (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*Happy.*" Say: "*How do you spell happy?*" and have the students respond: "*h-a-p-p-y.*" Continue for each word.

## Listening

### A Listen.

1. How are you, Anna?
2. I'm happy.

### B Write the numbers. Say and act.



**Lower level:** Ask students to pronounce each word after checking the answer. Say: *"Number one,"* and have the students respond: *"Happy."* Say: *"Are you happy?"* and have the students respond: *"Yes."* Continue for each word.

### Language 5 min.

- SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"How are you?" "I'm happy."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, how are you?" "I'm happy."* *"Number two, how are you?" "I'm bored."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

### Song I. Listening 5 min.

- SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music

video if your classroom is equipped with a TV). You may also want to ask students to see **page 95** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 18**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

### Script



Listen and sing along.

How?  
How are?  
How are you?  
I'm happy! x2  
How?  
How are?  
How are you?  
I'm bored! x2  
How?  
How are?  
How are you?  
I'm sick! x2  
How?  
How are?  
How are you?  
I'm sad! x2  
How?  
How are?  
How are you?  
I'm tired! x2  
How?  
How are?  
How are you?  
I'm angry! x2

### Song II. Sing along. 5-10 min.

- SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. happy, 2. bored, 3. sick, 4. sad, 5. tired, and 6. angry.**



- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *sad* and say: “How?” “How are?” “How are you?” “I’m sad.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 18** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 18**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing 5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 3**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 18** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework. 3-5 min.**

- **WB** Tell students to look at the pictures on **page 14** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Find and circle** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 14**. (\*\*Note: Allow them

to write this in their native language if necessary.)

### **(If needed) Bonus Activity 5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students about their favorite feeling from today’s lesson. Call on a few students and ask them to say in English how they feel.
- Ask the students to draw, color, and write how they feel on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to say greetings
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review 5 min.**

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review 5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.



### Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 23**. Focus students' attention on the comic strip in the Listening section on **page 23**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *Louie leaves his home. Louie sees Anna. They go to school.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What do you see?" "Where are they going?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script



Listen.

#### Frame 1.

Louie: Goodbye, Mom!

Mom: Bye, Louie!

#### Frame 2.

Louie: Hello. Good morning, Anna!

Anna: Hi. Good morning, Louie.

#### Frame 3.

Louie: How are you, Anna?

Anna: I'm happy.

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 23**.
- Play **track 19** and ask students to repeat what they hear. Call on students individually to answer: *"How are you, Anna?" "I'm happy."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 15** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 23**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 15**. (\*\*Note: Allow them to write this in their native language if necessary.)

# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

morning	afternoon
night	evening

## Review / Expansion Structure

- Good morning, Max!

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils


## Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

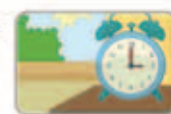
- **FG** Show students the flashcards for the vocabulary items that are on **page 24**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 



morning



afternoon



night



evening

## Speaking

Say and respond.

Guide

Good morning, Anne! Good morning, Max!



24

needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 24**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the AM clock and ask: "When is it?" Elicit the response: "Morning."
  2. Point to the PM clock and ask: "When is it?" Elicit the response: "Afternoon."
- Play **track 20** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

## Script

Listen and trace.



- |            |              |
|------------|--------------|
| 1. morning | 2. afternoon |
| 3. night   | 4. evening   |

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

## Writing Trace and match.

3



a. I'm happy.



b. Good morning.



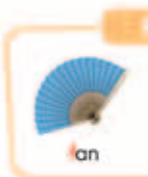
c. How are you?



d. Good night.



## Phonics Listen and repeat.



The elephant has an egg. The fox has a fan.

25

### (Optional) Level Tip:

**Higher level:** Put the flashcards for the words *morning*, *afternoon*, *night*, and *evening* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book. Point to the morning and ask: "How do you spell 'morning'?" Elicit the response: "m-o-r-n-i-n-g."

Point to the afternoon and ask: "How do you spell 'afternoon'?" Elicit the response: "a-f-t-e-r-n-o-o-n."

Point to the night and ask: "How do you spell 'night'?" Elicit the response: "n-i-g-h-t."

Point to the evening and ask: "How do you spell 'evening'?" Elicit the response: "e-v-e-n-i-n-g."

## Speaking: Say and respond. 10-15 min.

- **SB/FC** Direct the students' attention to the illustration at the bottom of **page 24**. Read the

sentences in the illustration together: "Good morning, Max!" Read the response together: "Good morning, Anne!"

- Explain to students that they will complete the answer by pointing at different times of the day in the picture. Hold up a flashcard of one of the times of the day in the illustration, for example *afternoon*, and ask the students to say the greeting. Elicit the response: "Good afternoon, Max!"
- Invite a student to the front of the classroom. Give them the flashcard for the word *night*. Tell the student to ask their classmates the question: "When is it?" Elicit the response: "Good night, Anne!" Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the times of day in the illustration on **page 24**. Have B answer. Then have them switch.

## (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the pictures on **page 16** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace and read** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 16**. (\*\*Note: Allow them to write this in their native language if necessary.)

## (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- **Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *e* and *f*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 3** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “morning,” ask the students: “*When is it? What do you say?*” Elicit the response: “*Good morning!*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. **10 min.**

- **SB** Have students open their books to **page 25**.
- Point to items in the pictures and ask students: “*What do you say?*” Elicit the appropriate responses: *Picture 1 “Good morning.” Picture 2 “I’m happy.” Picture 3 “Good night.” Picture 4 “How are you?”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.

- Sentence a: “*I’m happy.*”
- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 2.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Writing Tip: Contractions **5 min.**

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **I’m = I am**
- Focus the students’ attention on the apostrophe. Explain to them that this is a special symbol that can sometimes make two words become one word, and that it makes some letters “disappear.” (Use your native language to explain this if necessary.) Ask the students to practice writing **I am** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*I am bored.*”

### Phonics: Listen and repeat. (*e* and *f*) **10 min.**

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s an egg.*” “*It’s an elephant.*” “*It’s a fan.*” and “*It’s a fox.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter ‘e’ make?*” Elicit the appropriate response: /*e*/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “*The letter ‘e’ makes the sound /e/.*” Repeat this for the letter “f.”
- Tell the students to listen and repeat. Play **track 21**.



## Script



Listen and repeat.

E, E /e/, /e/

Egg, egg, elephant, elephant

F, F, /f/, /f/

Fan, fan, fox, fox

The elephant has an egg. The fox has a fan.

- After listening to the audio, ask the students again: *“What sound does the letter ‘e’ make?”* Elicit the appropriate response: /e/. Repeat this for the letter “f.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “egg.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Egg, /e/, /e/, egg.”*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “a” as sight words, rather than phonics words.)

## *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 17** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 17**. (\*\*Note: Allow them to write this in their native language if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary item
- be able to ask and answer information questions with *who* and *where*
- encounter and explore a fun story linked to the theme of the unit

### Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FG** Show students the flashcards from **unit 3** and ask them to talk about what greetings they say in a day. Give them a few options to think about: morning, at school, evening, etc.
- Ask students when people say “Hello” and “Goodbye.” (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what greetings are.

### CLIL Reading: Social Studies: Hello, Goodbye 10-15 min.

- **SB/CD** Tell students to look at part A on **page 26**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 22**.



- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 27**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.



**1 Read and circle.**

1. Who do I say "Good morning" to?



my teacher



my friend



my mom

2. Where do I go in the morning?



home



school



farm

**C Talk with your friend.**

What do you say to your teacher in the morning?

What do you do at nighttime?  
Scan to read more.



27

**(Optional) Assign and explain homework.**  
**3-5 min.**

- **WB** Tell students to look at the pictures on **page 17** in the workbook. Explain how to complete the **Read and circle** activity in part G and the **Circle true or false** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 17**. (\*\*Note: Allow them to write this in their native language if necessary.)

**Teacher's Note**

**Talk with your friend: Discussion 10 min.**

- Talk with students about how they greet their teachers in the morning.
- Ask students to talk with their friends about greetings and questions to teachers in the morning and to think of 2-3 reasons why they say a greeting or ask a question. Explain that it is OK if they think of something that isn't from **unit 3**.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (\*\*Note: You may allow students to discuss this in their native language, but they should be able to explain greetings in English.)

**Additional Reading 5-10 min.**

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story about nighttime.
- Watch the animation together and discuss it afterwards as a class.

# What Is It?

## Lesson 1

### Unit Objectives

- Talk about different farm animals
- Ask information questions with *what*
- Use singular nouns to answer questions

### Lesson Objectives

Students will be able to:

- Identify and name different farm animals
- Ask and answer questions about farm animals

### Vocabulary (Key words 1)

mouse	hen	rabbit
cat	bird	fox

### Core Structure

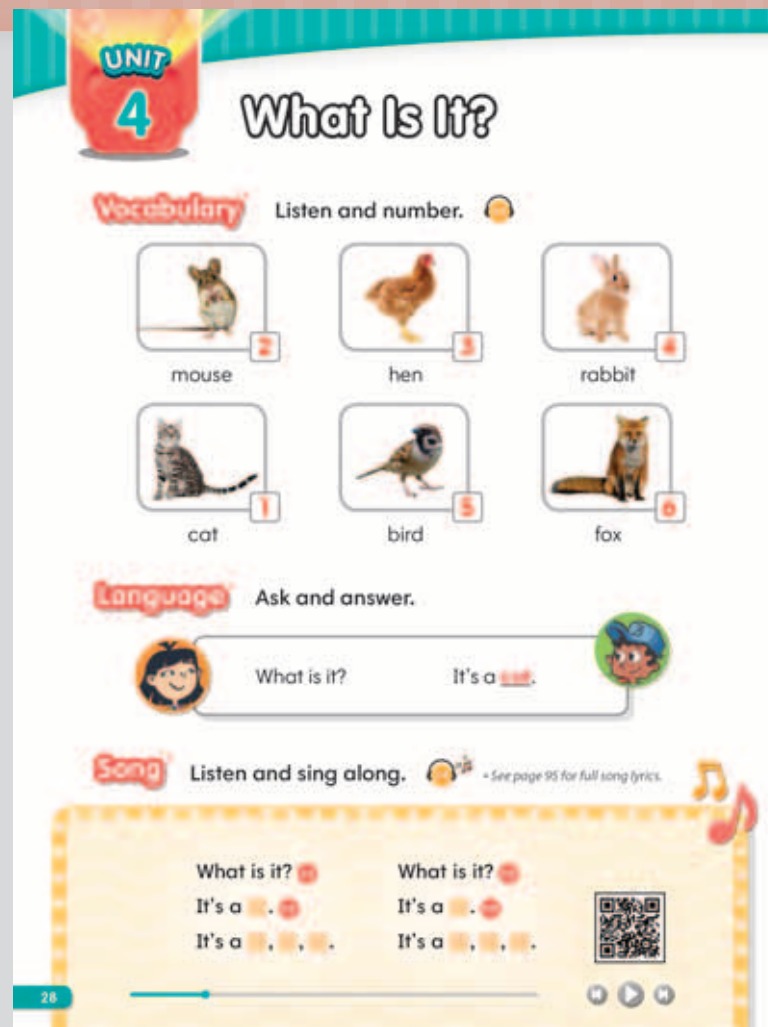
- **Information questions with *what***  
Q: What is it?  
A: It's a cat.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

### Vocabulary Introduction 5 min.

- **EG** Show students the flashcards for the vocabulary items that are on **page 28**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).



### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 28**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 23**. After playing **track 23**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*Cat.*"

### Script

Listen and number.



- |         |           |
|---------|-----------|
| 1. cat  | 2. mouse  |
| 3. hen  | 4. rabbit |
| 5. bird | 6. fox    |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*Cat.*" Say: "*How do you spell cat?*" and have the students respond: "*c-a-t.*" Continue for each word.



## Listening

### A Listen.

1. It's a cat!
2. What is it?

### B Write the numbers. Say and act.



29

**Lower level:** Ask students to say what color the items are. Say: *"Number one,"* and have the students respond: *"Cat."* Say: *"What color is the cat?"* and have the students respond: *"Black and white."* Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"What is it?" "It's a cat."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, what is it?" "It's a cat." "Number two, what is it?" "It's a mouse."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page**

**95** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 24**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script

24

Listen and sing along.

What is it? x2  
It's a cat. x2  
It's a cat, cat, cat.  
What is it? x2  
It's a hen. x2  
It's a hen, hen, hen.  
What is it? x2  
It's a rabbit. x2  
It's a rabbit, rabbit, rabbit.  
What is it? x2  
It's a mouse. x2  
It's a mouse, mouse, mouse.  
What is it? x2  
It's a bird. x2  
It's a bird, bird, bird.  
What is it? x2  
It's a fox. x2  
It's a fox, fox, fox.

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FG** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. cat, 2. hen, 3. rabbit, 4. mouse, 5. bird, and 6. fox.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *mouse* and say: *"What is it?" "It's a mouse." "It's a mouse, mouse, mouse."* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.

- Play the song on **track 24** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 24**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing 5-10 min.**

- **SB/CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 4**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 24** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework. 3-5 min.**

- **WB** Tell students to look at the pictures on **page 18** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Look and number** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 18**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity 5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students about their favorite animal from today's lesson. Call on a few students and ask them to say in English the name of the animal they like the most.

- Ask the students to draw, color, and write the name of the animal on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to identify animals
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review 5 min.**

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review 5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### **Listening I. Comic Strip 5-10 min.**

- **SB/CD** Ask students to open their books to **page 29**. Focus students' attention on the comic strip in the Listening section on **page 29**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).

- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are on a farm. They see animals. There is a fox.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as “*Where are they?*” “*What do you see?*” etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

### Script

25

Listen.

#### Frame 1.

Anna: What is it?

Louie: It's a cat!

#### Frame 2.

Jeff: What is it?

Rachel: It's a mouse!

#### Frame 3.

Louie: What is it?

Man: It's a fox! Oh, no!

### Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 19** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 29**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 19**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 29**.
- Play **track 25** and ask students to repeat what they hear. Call on students individually to answer: “*What is it?*” “*It's a cat.*”
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

horse	sheep
goat	duck

## Review / Expansion Structure

- What is it?  
It's a duck.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

## Vocabulary and Grammar Structure


### Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

### Vocabulary+ Introduction 5 min.

- **EG** Show students the flashcards for the vocabulary items that are on **page 30**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 

1.



horse

2.



sheep

3.



goat

4.



duck

## Speaking

Ask and answer.

Guide

What is it?

It's a .



30

needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 30**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the goat and ask: "What is it?" Elicit the response: "It's a goat."
  2. Point to the duck and ask: "What is it?" Elicit the response: "It's a duck."
- Play **track 26** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

## Script

Listen and trace.



- |          |          |
|----------|----------|
| 1. horse | 2. sheep |
| 3. goat  | 4. duck  |

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.



## Writing Trace and match.

4



a. It's a rabbit.

b. It's a bird.

c. It's a horse.

d. It is a goat.

Tip

## Phonics Listen and repeat.

Gg



goat

gold

Hh



hen

hippo

Gold and a goat. Hippo and a hen.

31

### (Optional) Level Tip:

**Higher level:** **FC** Put the flashcards for the words *horse*, *sheep*, *goat*, and *duck* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book. Point to the horse and ask: "How do you spell 'horse'?" Elicit the response: "h-o-r-s-e." Point to the sheep and ask: "How do you spell 'sheep'?" Elicit the response: "s-h-e-e-p." Point to the goat and ask: "How do you spell 'goat'?" Elicit the response: "g-o-a-t." Point to the duck and ask: "How do you spell 'duck'?" Elicit the response: "d-u-c-k."

## Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 30**. Read the sentences in the illustration together: "What is it?" Read the response together: "It's a duck."

- Explain to students that they will complete the answer by pointing at different farm animals in the picture. Hold up a flashcard of one of the farm animals in the illustration, for example *sheep*, and ask the students: "What is it?" Elicit the response: "It's a sheep."
- Invite a student to the front of the classroom. Give them the flashcard for the word *horse*. Tell the student to ask their classmates the question: "What is it?" Elicit the response: "It's a horse." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the farm animals in the illustration on **page 30**. Have B answer. Then have them switch.

## (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 20** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace and read** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 20**. (\*\*Note: Allow them to write this in their native language if necessary.)

## (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *g* and *h*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 4** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “sheep,” ask the students: “*What is it?*” Elicit the response: “*It’s a sheep!*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. **10 min.**

- **SB** Have students open their books to **page 31**.
- Point to items in the pictures and ask students: “*What is it?*” Elicit the appropriate responses: *Picture 1 “It’s a horse.” Picture 2 “It’s a bird.” Picture 3 “It’s a rabbit.” Picture 4 “It’s a goat.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.
- Sentence a: “*It’s a rabbit.*”

- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 3.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Writing Tip: Contractions **5 min.**

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **it’s = it is**
- Focus the students’ attention on the apostrophe. Explain to them that this is a special symbol that can sometimes make two words become one word, and that it makes some letters “disappear.” (Use your native language to explain this if necessary.) Ask the students to practice writing **it’s** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*It’s a cat.*”

### Phonics: Listen and repeat. (*g* and *h*) **10 min.**

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s a goat.*” “*It’s gold.*” “*It’s a hen.*” and “*It’s a hippo.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter ‘g’ make?*” Elicit the appropriate response: */g/* or, if they don’t know the correct sound, tell the students to repeat after you and say: “*The letter ‘g’ makes the sound /g/.*” Repeat this for the letter “h.”
- Tell the students to listen and repeat. Play **track 27**.

## Script

27

Listen and repeat.

G, G, /g/, /g/

Goat, goat, gold, gold

H, H, /h/, /h/

Hen, hen, hippo, hippo

Gold and a goat. Hippo and a hen.

- After listening to the audio, ask the students again: *"What sound does the letter 'g' make?"* Elicit the appropriate response: /g/. Repeat this for the letter "h." Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word "goat." Ask the students to read it. If they cannot, ask them to repeat after you and say: *"Goat, /g/, /g/, goat."*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like "and" as sight words, rather than phonics words.)

### *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 21** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 21**. (\*\*Note: Allow them to write this in their native language if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” science text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *where* and *what*
- encounter and explore a fun story linked to the theme of the unit

### Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 4** and ask them to talk about what a farm is. Give them a few options to think about: animals, plants, etc.
- Ask students to talk about what a farm is and to name animals on a farm. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a farm is.

### CLIL Reading: Science: At the Farm 10-15 min.

- **SB/CD** Tell students to look at part A on **page 32**. Focus students' attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 28**.

CLIL Science

A Listen and read.

## At the Farm

We are at the farm.

Look!

What is it?

It's a horse!

Look!

What is it?

It's a hen!

Look!

What is it?

It's a goat!

I like the farm.

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 33**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.





**(Optional) Assign and explain homework.**  
**3-5 min.**

- **WB** Tell students to look at the pictures on **page 21** in the workbook. Explain how to complete the **Read and circle** activity in part G and the **Circle true or false** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 21**. (\*\*Note: Allow them to write this in their native language if necessary.)

**Teacher's Note**

**Talk with your friend: Discussion 10 min.**

- Talk with students about farm animals.
- Ask students to talk with their friends about their favorite farm animal and to think of 2-3 reasons why they like that animal. Explain that it is OK if they think of an animal that isn't from **unit 4**.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (\*\*Note: You may allow students to discuss this in their native language, but they should be able to explain which animal they like and why in English.)
- Ask them to draw a small picture of the animal.

**Additional Reading 5-10 min.**

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about animals.
- Watch the animation together and discuss it afterwards as a class.

## A Trace. Listen and circle. 10 min.

- **SB/CD** Tell students to open their books to **page 34**.
- Point to each of the pictures on the page. Say the word and have students repeat (1. cake, 2. brother, 3. tired, 4. cat).
- Make sure each student has something to write with.
- Point to picture 3 (cake) and ask students what it is. Write the word *cake* on the board. Tell students to trace the word.
- Tell students to trace all the words.
- Play **track 29** and ask students to circle the letter of the picture they hear.
- Encourage students to read the words out loud.
- If students are having a difficult time with the words, or for weaker groups, you can read the words for them.

## B Read and circle. 10 min.

- **SB** Tell students to look at part B on **page 35**.
- Read question 1 aloud together as a class. Review the answer choices and ask the students to look at the pictures and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.
- (Optional) Read the questions and point to the correct answers one more time to give students a chance to check for any answers they may have missed the first time. For example, sentence 1: "Is it a kite?" "Yes, it is." Then point to image a.

## C Draw a picture of your family. Then tell a friend about it. 10 min.

- **SB** Focus students' attention on part C on **page 35**.
- Tell students to take out a piece of paper and a pencil. Ask them to draw a picture of their family.
- Put students in pairs. Student A asks questions about each person in the picture. Student B responds.
- Tell students to switch.
- Monitor and provide assistance if necessary.
- Give students 2 to 3 minutes to complete the activity.

## A Trace. Listen and circle.

1.  ball	2.  balloon	3.  cake
4.  sister	5.  brother	6.  grandpa
7.  bored	8.  tired	9.  angry
10.  hen	11.  rabbit	12.  cat

## D Trace. Match and say.

1. B		c
2. A		d
3. D		b
4. C		a
5. G		h
6. H		f
7. F		e
8. E		g



**B Read and circle.**

1. Is it a kite?

Yes, it is.



2. Who is she?

She is my mom.



3. She is my aunt.

Her name is Laura.



4. How are you?

I'm happy.



5. Good morning!



6. What is it?

It's a horse.



**C Draw a picture of your family. Then tell a friend about it.**

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**D Trace. Match and say. 5-10 min.**

- **SB** Direct students' attention to part D on page 36.
- Point to the picture of the bear and ask students what it is. Encourage all students in the class to say the word. Then tell students to trace the lines to B and b.
- Tell students to match the pictures to the letters.
- Go over the answers as a class.

**E Play the game. 5-10 min.**

- **SB** Direct students' attention to part E on page 37. Follow the instructions to play the game.
- 1. Divide the class into teams of three or four students each.
- 2. Give each team a die and markers to use on their gameboard.
- 3. Tell students they will take turns rolling the die and moving their marker along the board.
- 4. Each time a student rolls a die, ask the student to say what word they've landed on. (Give between 1 to 3 chances to guess the word or phrase depending on the student's level).
- 5. Next, have the student use the word in a sentence.
- 6. If the student is correct, they may stay on the square. If not, they must start over at the beginning.
- 7. The player who gets to the *Finish* first is the winner.

**Play the game.**

Start

**How to Play**

1. Roll a die and move.
2. Say the word and use it in a sentence.
3. Take turns.

Finish

37

# What Are They?

## Lesson 1

### Unit Objectives

- Talk about and identify classroom objects
- Ask information questions with *what*
- Use plural nouns

### Lesson Objectives

Students will be able to:

- Identify and name classroom objects
- Ask and answer what something is

### Vocabulary (Key words 1)

backpack	paper	ruler
notebook	crayon	pencil

### Core Structure

- Answer information questions with plural nouns  
Q: What are they?  
A: They are pencils.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

### Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 38**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).



### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 38**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 30**. After playing **track 30**, check the answers together as a class by calling out the number: "**Number one,**" and have students say the corresponding vocabulary word: "**Crayon.**"

### Script

Listen and number.



- |             |             |
|-------------|-------------|
| 1. crayon   | 2. pencil   |
| 3. paper    | 4. ruler    |
| 5. notebook | 6. backpack |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "**Number one,**" and have the students respond: "**Crayon.**" Say: "**How do you spell crayon?**" and have the students respond: "**c-r-a-y-o-n.**" Continue for each word.



## Listening

### A Listen.

1. What are they?
2. They are backpacks.

### B Write the numbers. Say and act.



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**Lower level:** Ask students to say what color the items are. Say: *"Number one,"* and have the students respond: *"Crayon."* Say: *"What color is the crayon?"* and have the students respond: *"Yellow."* Continue for each word.

### Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"What are they?" "They are pencils."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, what are they?" "They are crayons."* *"Number two, what are they?" "They are pencils."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

### Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV).

You may also want to ask students to see **page 96** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 31**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

### Script

31

Listen and sing along.

What are they? x2  
They are notebooks.  
Notebooks, notebooks.  
They are notebooks.  
What are they? x2  
They are backpacks.  
Backpacks, backpacks.  
They are backpacks.  
What are they? x2  
They are rulers.  
Rulers, rulers.  
They are rulers.  
What are they? x2  
They are papers.  
Papers, papers.  
They are papers.  
What are they? x2  
They are pencils.  
Pencils, pencils.  
They are pencils.  
What are they? x2  
They are crayons.  
Crayons, crayons.  
They are crayons.

### Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. notebooks, 2. backpacks, 3. rulers, 4. papers, 5. pencils, and 6. crayons.**

- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *pencils* and say: “What are they?” “They are pencils.” “Pencils, pencils.” “They are pencils.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 31** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 31**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing 5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 5**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 31** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework. 3-5 min.**

- **WB** Tell students to look at the pictures on **page 22** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Find and circle** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in

their workbook on **page 22**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity 5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students about their favorite item from today’s lesson. Call on a few students and ask them to say in English the name of their favorite school item.
- Ask the students to draw, color, and write the name of school item on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask information questions with *what* and answer using plural nouns
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review 5 min.**

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review 5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 39**. Focus students' attention on the comic strip in the Listening section on **page 39**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are at school. They are talking.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What are they doing?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script



Listen.

#### Frame 1.

Rachel: What are they?

Jeff: They are pencils!

#### Frame 2.

Louie: What are they?

Anna: They are notebooks.

#### Frame 3.

Rachel: What are they?

Anna: They are backpacks.

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 39**.
- Play **track 32** and ask students to repeat what they hear. Call on students individually to answer: *"What are they?" "They are backpacks."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 23** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 39**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 23**. (\*\*Note: Allow them to write this in their native language if necessary.)

# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

eraser

pen

book

glue stick

## Review / Expansion Structure

- What are they?  
They're pens.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

## Vocabulary and Grammar Structure


### Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

### Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 40**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 



eraser



pen



book



glue stick

## Speaking

Ask and answer.

Guide

What are they?

They're **pens**.



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needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 40**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the book and ask: "*What is it?*" Elicit the response: "*It's a book.*"
  2. Point to the pen and ask: "*What is it?*" Elicit the response: "*It's a pen.*"
- Play **track 33** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

## Script

Listen and trace.



1. eraser
3. book

2. pen
4. glue stick

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.



## Writing

Trace and match.

5



a. They're **crayons**.

b. They're **pencils**.

c. They are **backpacks**.

d. They're **erasers**.

Tip

Play the audio.

## Phonics

Listen and repeat.



nk and an gloo. am and a et.

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### (Optional) Level Tip:

**Higher level:** Put the flashcards for the words *eraser*, *pen*, *book*, and *glue stick* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book. Point to the eraser and ask: "How do you spell 'eraser'?" Elicit the response: "e-r-a-s-e-r." Point to the pen and ask: "How do you spell 'pen'?" Elicit the response: "p-e-n." Point to the book and ask: "How do you spell 'book'?" Elicit the response: "b-o-o-k." Point to the glue stick and ask: "How do you spell 'glue stick'?" Elicit the response: "g-l-u-e- (space)-s-t-i-c-k."

### Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 40**. Read the sentences in the illustration together: "What are

they?" Read the response together: "They're pens."

- Explain to students that they will complete the answer by pointing at different classroom objects in the picture. Hold up a flashcard of one of the classroom objects in the illustration, for example *eraser*, and ask the students to point at the *eraser* in the illustration in their book. Then ask them: "What are they?" Elicit the response: "They're erasers."
- Invite a student to the front of the classroom. Give them the flashcard for the word *book*. Tell the student to ask their classmates the question: "What are they?" Elicit the response: "They're books." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the classroom objects in the illustration on **page 40**. Have B answer. Then have them switch.

### (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 24** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace, read, and draw** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 24**. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *i* and *j*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FC** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 5** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “glue stick,” ask the students in plural form: “What are they? Elicit the response in plural form: “They’re glue sticks.”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. **10 min.**

- **SB** Have students open their books to **page 41**.
- Point to items in the pictures and ask students: “What are they?” Elicit the appropriate responses: *Picture 1 “They’re erasers.” Picture 2 “They’re pencils.” Picture 3 “They are backpacks.” Picture 4 “They’re crayons.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.

- Sentence a: “*They’re crayons.*”
- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 4.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Writing Tip: Contractions **5 min.**

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **they’re = they are**
- Focus the students’ attention on the apostrophe. Explain to them that this is a special symbol that can sometimes make two words become one word, and that it makes some letters “disappear.” (Use your native language to explain this if necessary. Ask the students to practice writing **they are** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*They are books.*”

### Phonics: Listen and repeat. (*i* and *j*) **10 min.**

- **SB / CD / FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s an igloo.*” “*It’s ink.*” “*It’s jam.*” and “*It’s a jet.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter ‘i’ make?*” Elicit the appropriate response: */i/* or, if they don’t know the correct sound, tell the students to repeat after you and say: “*The letter ‘i’ makes the sound /i/.*” Repeat this for the letter “j.”
- Tell the students to listen and repeat. Play **track 34**.

## Script



Listen and repeat.

I, I, /I/, /I/

Igloo, igloo, ink, ink

J, J, /j/, /j/

Jam, jam, jet, jet

Ink and an igloo. Jam and a jet.

- After listening to the audio, ask the students again: *“What sound does the letter ‘i’ make?”* Elicit the appropriate response: /I/. Repeat this for the letter “j.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “igloo.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Igloo, /I/, /I/, igloo.”*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “and” as sight words, rather than phonics words.)

## *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 25** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 25**. (\*\*Note: Allow them to write this in their native language if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what*
- encounter and explore a fun story linked to the theme of the unit

### Materials

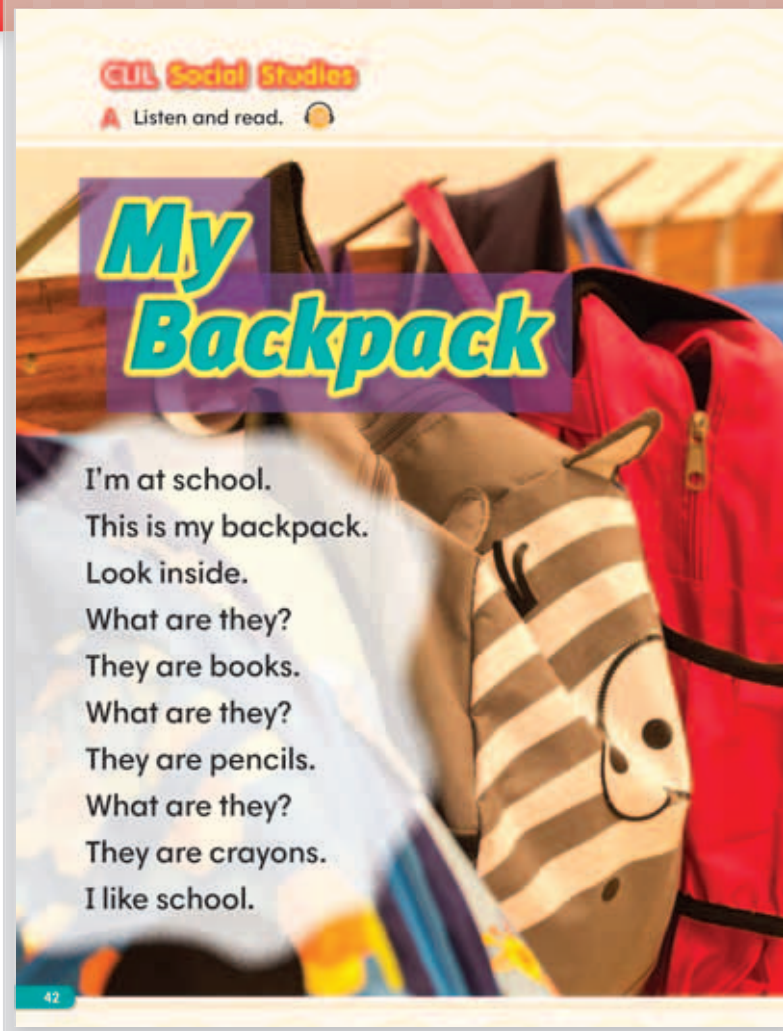
- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 5** and ask them about their backpacks. Give them a few options to think about: colors, what is inside, etc.
- Ask students what they use their backpacks for. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a backpack is for.

### CLIL Reading: Social Studies: My Backpack 10-15 min.

- **SB/CD** Tell students to look at part A on **page 42**. Focus students' attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 35**.



- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 43**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.





# How Many Are There?

## Lesson 1

### Unit Objectives

- Talk about and identify playground things
- Ask information questions with *how many*
- Use numbers with plural nouns and *is / are*

### Lesson Objectives

Students will be able to:

- Identify and name playground things and cardinal numbers 1 to 5
- Ask and answer questions about quantity

### Vocabulary (Key words 1)

jungle gym	sandbox	field
seesaw	slide	swing


### Core Structure

- Answer information questions with numbers and plural nouns  
Q: How many sandboxes are there?  
A: There is one sandbox.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils




### Vocabulary Introduction 5 min.

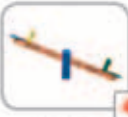


-  Show students the flashcards for the vocabulary items that are on **page 44**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

UNIT  
6



How Many Are There?

Vocabulary Listen and number.

 3
 5
 6


 4
 2
 1

Language Ask and answer.



 How many sandboxes are there? There is one sandbox.  
 How many swings are there? There are four swings.

Song Listen and sing along.

How many are there? How many are there?  
How many? How many?  
How many are there? How many are there?  
There are . . . There is . . .



### Listen and number. 5-10 min.

-   Ask students to open their books to **page 44**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 36**. After playing **track 36**, check the answers together as a class by calling out the number: “*Number one,*” and have students say the corresponding vocabulary word: “*Swing.*”

### Script

Listen and number.



- swing
- slide
- jungle gym
- seesaw
- sandbox
- field

### (Optional) Level Tip:

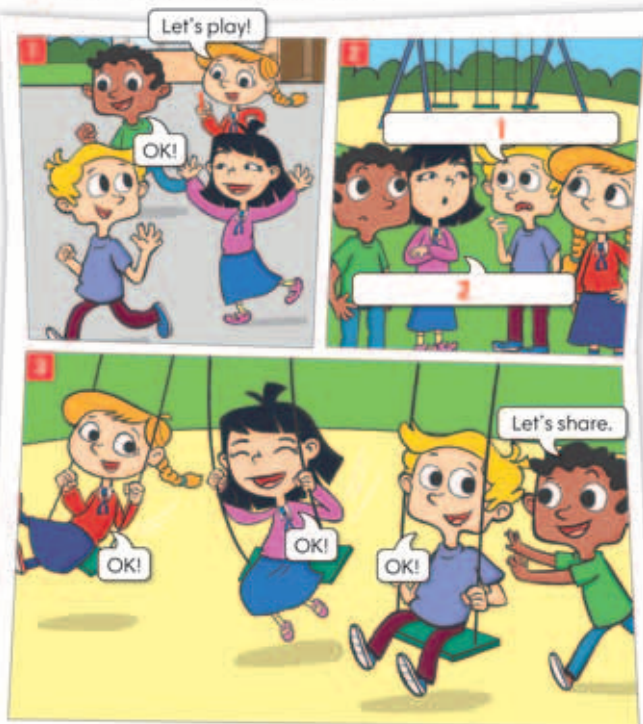
**Higher level:** Ask students to spell each word after checking the answer. Say: “*Number one,*” and have the students respond: “*Swing.*” Say: “*How do you spell swing?*” and have the students respond: “*s-w-i-n-g.*” Continue for each word.

## Listening

### A Listen.

1. How many swings are there?
2. There are three swings.

### B Write the numbers. Say and act.



45

**Lower level:** Ask students to pronounce each word after checking the answer. Say: *"Number one,"* and have the students respond: *"Swing."* Say: *"Who is on the swing?"* and have the students respond: *"A boy."* Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"How many sandboxes are there?" "There is one sandbox."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, how many swings are there?" "There is one swing."* *"Number two, how many slides are there?" "There is one slide."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music

video if your classroom is equipped with a TV). You may also want to ask students to see **page 96** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 37**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script



Listen and sing along.

How many are there? x2  
 How many? x2  
 How many swings are there?  
 There are six swings. Six swings.  
 How many are there? x2  
 How many? x2  
 How many slides are there?  
 There are five slides. Five slides.  
 How many are there? x2  
 How many? x2  
 How many seesaws are there?  
 There are four seesaws. Four seesaws.  
 How many are there? x2  
 How many? x2  
 How many sandboxes are there?  
 There are three sandboxes. Three sandboxes.  
 How many are there? x2  
 How many? x2  
 How many jungle gyms are there?  
 There are two jungle gyms. Two jungle gyms.  
 How many are there? x2  
 How many? x2  
 How many fields are there?  
 There is one field. One field.

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FG** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the



song lyrics from beginning to end: **1. swings, 2. slides, 3. seesaws, 4. sandboxes, 5. jungle gyms, and 6. fields.**

- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *sandboxes* and say: “*How many are there?*” “*How many*” “*How many sandboxes are there?*” “*There are three sandboxes. Three sandboxes.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 37** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 37**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing 5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 6**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 37** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework. 3-5 min.**

- **WB** Tell students to look at the pictures on **page 26** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Look and number** activity in part B.

- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 26**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity 5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students about their favorite item from today’s lesson. Call on a few students and ask them to say in English the name of their favorite playground thing.
- Ask the students to draw, color, and write the name of playground thing on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask information questions with *how many* and answer using numbers with plural nouns
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review 5 min.**

- **FC** Use the flashcards to review the vocabulary.



## Song: Vocabulary and Grammar Structure Review **5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

## Listening I. Comic Strip **5-10 min.**

- **SB/CD** Ask students to open their books to **page 45**. Focus students' attention on the comic strip in the Listening section on **page 45**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are on the playground. They are on the swings.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What are they doing?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

### Script



Listen.

#### Frame 1.

Anna: Let's play!

Louie: OK!

#### Frame 2.

Jeff: How many swings are there?

Rachel: There are three swings.

#### Frame 3.

Louie: Let's share.

Anna: OK!

Rachel: OK!

Jeff: OK!

- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

## Listening III. Popcorn Reading **5 min.**

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

## Listening IIII. Role-Play **10-15 min.**

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

## (Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the picture on **page 27** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 45**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 27**. (\*\*Note: Allow them to write this in their native language if necessary.)

## Listening II. Reading and Writing **5 min.**

- **SB/CD** Focus students' attention on the dialogue at the top of **page 45**.
- Play **track 38** and ask students to repeat what they hear. Call on students individually to answer: *"How many swings are there?" "There are three swings."*

# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

desk	chair
board	bookcase

## Review / Expansion Structure

- How many boards are there?  
There is one board.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils


## Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 46**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 

1.



desk

2.



chair

3.



board

4.



bookcase

## Speaking

Ask and answer.

Guide

How many **boards** are there? There is **one board**.  
How many **chairs** are there? There are **two chairs**.



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needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 46**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the desk and ask: "*What is it?*" Elicit the response: "*It's a desk.*"
  2. Point to the bookcase and ask: "*What is it?*" Elicit the response: "*It's a bookcase.*"
- Play **track 39** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

## Script

Listen and trace.



- |          |             |
|----------|-------------|
| 1. desk  | 2. chair    |
| 3. board | 4. bookcase |

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

## Writing

Trace and match.

Tip

6



- There are **four** chairs.
- How many **desks** are there?
- There are **three** bookcases.
- How many **boards** are there?

## Phonics

Listen and repeat.



The **king** has **ites**. The **lion** has **legs**.

### (Optional) Level Tip:

**Higher level:** Put the flashcards for the words *desk*, *chair*, *board*, and *bookcase* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book. Point to the desk and ask: "How do you spell 'desk'?" Elicit the response: "d-e-s-k." Point to the chair and ask: "How do you spell 'chair'?" Elicit the response: "c-h-a-i-r." Point to the board and ask: "How do you spell 'board'?" Elicit the response: "b-o-a-r-d." Point to the bookcase and ask: "How do you spell 'bookcase'?" Elicit the response: "b-o-o-k-c-a-s-e."

### Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 46**. Read the sentences in the illustration together: "How many boards are there?" Read the response together: "There is one board."

- Explain to students that they will complete the answer by pointing at different classroom objects in the picture. Hold up a flashcard of one of the classroom objects in the illustration, for example *bookcase*, and ask the students to point at the *bookcase* in the illustration in their book. Then ask them: "How many bookcases are there?" Elicit the response: "There are two bookcases."
- Invite a student to the front of the classroom. Give them the flashcard for the word *chair*. Tell the student to ask their classmates the question: "How many chairs are there?" Elicit the response: "There are ten chairs." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the classroom objects in the illustration on **page 46**. Have B answer. Then have them switch.

### (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 28** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace, read, and draw** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 28**. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.



# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *k* and *l*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FC** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 6** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “bookcase,” ask the students: “*How many bookcases are there?*” Elicit the response: “*There are two bookcases.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. **10 min.**

- **SB** Have students open their books to **page 47**.
- Point to items in the pictures and ask students: “*What is it? / What are they?*” Elicit the appropriate responses: *Picture 1 “It is a board.” Picture 2 “They are bookcases.” Picture 3 “They are desks.” Picture 4 “They are chairs.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.

- Sentence a: “*There are four chairs.*”
- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 4.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Writing Tip: Numbers **5 min.**

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **one = 1, two = 2, three = 3, four = 4, five = 5, six = 6, seven = 7, eight = 8, nine = 9, ten = 10**
- Focus the students’ attention on the numbers. Explain to them that they can spell out a number or write the number itself (Use your native language to explain this if necessary.) Ask the students to practice writing the numbers a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*There are four chairs.*”

### Phonics: Listen and repeat. (*k* and *l*) **10 min.**

- **SB / CD / FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s a king.*” “*It’s a kite.*” “*It’s a leg.*” and “*It’s a lion.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter ‘k’ make?*” Elicit the appropriate response: */k/* or, if they don’t know the correct sound, tell the students to repeat after you and say: “*The letter ‘k’ makes the sound /k/. Repeat this for the letter ‘l.’*”
- Tell the students to listen and repeat. Play **track 40**.



## Script



Listen and repeat.

K, K, /k/, /k/

King, king, kite, kite

L, L, /l/, /l/

Leg, leg, lion, lion

The king has kites. The lion has legs.

- After listening to the audio, ask the students again: *“What sound does the letter ‘k’ make?”* Elicit the appropriate response: /k/. Repeat this for the letter “l.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “king.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“King, /k/, /k/, king.”*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “the” as sight words, rather than phonics words.)

## *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 29** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 29**. (\*\*Note: Allow them to write this in their native language if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to ask and answer information questions with *how many*
- encounter and explore a fun story linked to the theme of the unit

### Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **EG** Show students the flashcards from **unit 6** and ask them about their school playground. Give them a few options to think about: playground things, colors, numbers, etc.
- Ask students if they have ever been on a merry-go-round. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what a merry-go-round is.

### CLIL Reading: Social Studies: The Merry-Go-Round 10-15 min.

- **SB/CD** Tell students to look at part A on **page 48**. Focus students' attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 41**.

## The Merry-Go-Round

I'm at the playground.  
I'm with my friends.  
We play on the merry-go-round.  
We go around.  
How many friends are there?  
Five!  
We have fun!

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 49**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.

6



**B Read and circle.**

1. Where do we play?



swing



slide



merry-go-round

2. How many friends are there?



three



four



five

**C Talk with your friend.**  
How many bookcases are in your classroom?

Can you count?

Scan to read more.



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*(Optional) Assign and explain homework.*  
3-5 min.

- **WB** Tell students to look at the pictures on **page 29** in the workbook. Explain how to complete the **Read and circle** activity in part G and the **Circle true or false** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 29**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Teacher's Note

### *Talk with your friend: Discussion* 10 min.

- Talk with students about how many bookcases there are in the classroom.
- Ask students to talk with their friends about objects in the classroom and to think of 2-3 reasons why they have those classroom objects. Explain that it is OK if they think of something that isn't from **unit 6**.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (\*\*Note: You may allow students to discuss this in their native language, but they should be able to explain which objects they have and why in English.)
- Ask them to draw a small picture of a classroom object.

### *Additional Reading* 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD..
- Explain to students that they will read another story for fun about counting.
- Watch the animation together and discuss it afterwards as a class.



# What Color Is It?

## Lesson 1

### Unit Objectives

- Talk about and identify different colors
- Ask information questions with *what*
- Use possessive adjectives *my* and *your*

### Lesson Objectives

Students will be able to:

- Identify and name different colors
- Ask and answer questions about colors

### Vocabulary (Key words 1)

red	orange	yellow
green	blue	purple


### Core Structure

- Answer information questions with *what*  
Q: What color is your pencil?  
A: It's yellow. / My pencil is yellow.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

### Vocabulary Introduction 5 min.


-  Show students the flashcards for the vocabulary items that are on **page 50**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

UNIT  
7

## What Color Is It?


**Vocabulary** Listen and number.


 1  
red

 4  
orange


 2  
yellow

 5  
green

 3  
blue

 6  
purple

**Language** Ask and answer.

 What color is your pencil? It's yellow.  
My pencil is yellow.

**Song** Listen and sing along. \* See page 97 for full song lyrics.

What color is it?  
What color is your ?  
It's .  
My is .

What color is it?  
What color is your ?  
It's .  
My is .



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### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 50**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 42**. After playing **track 42**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**Red**."

### Script

Listen and number.



- |          |           |
|----------|-----------|
| 1. red   | 2. yellow |
| 3. blue  | 4. orange |
| 5. green | 6. purple |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**Red**." Say: "**How do you spell 'red'?**" and have the students respond: "**r-e-d**." Continue for each word.



## Listening

### A Listen.

1. What color is your crayon?
2. It's green!

### B Write the numbers. Say and act.



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**Lower level:** Ask students to pronounce each word after checking the answer. Say: *"Number one,"* and have the students respond: *"Red."* Say: *"What is something that is red?"* and have the students respond: *"Apple."* Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"What color is your pencil?" "It's yellow." "My pencil is yellow."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, what color is your pen?" "It's red." "My pen is red."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV).

You may also want to ask students to see **page 97** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 43**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script

43

Listen and sing along.

What color is it? x2  
 What color is your backpack? x2  
 It's green. x3  
 My backpack is green.  
 What color is it? x2  
 What color is your notebook? x2  
 It's blue. x3  
 My notebook is blue.  
 What color is it? x2  
 What color is your pencil? x2  
 It's yellow. x3  
 My pencil is yellow.  
 What color is it? x2  
 What color is your ruler? x2  
 It's red. x3  
 My ruler is red.  
 What color is it? x2  
 What color is your crayon? x2  
 It's orange. x3  
 My crayon is orange.  
 What color is it? x2  
 What color is your glue stick? x2  
 It's purple. x3  
 My glue stick is purple.

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. green, 2. blue, 3. yellow, 4. red, 5. orange, and 6. purple.**

- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *orange* and say: “*What color is it?*” “*What color is your ruler?*” “*It’s orange.*” “*My ruler is orange.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 43** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 43**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing 5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 7**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 43** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework. 3-5 min.**

- **WB** Tell students to look at the pictures on **page 30** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Find and circle** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in

their workbook on **page 30**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity 5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students about their favorite color from today’s lesson. Call on a few students and ask them to say in English the color of something they have on their desks.
- Ask the students to draw, write the name of item and the color of it on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer information questions with *what color*
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review 5 min.**

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review 5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 51**. Focus students' attention on the comic strip in the Listening section on **page 51**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are at school. They are coloring*. Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What are they doing?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script

44

Listen.

#### Frame 1.

Louie: What color is your crayon?

Anna: It's yellow.

#### Frame 2.

Rachel: What color is your crayon?

Jeff: It's blue.

#### Frame 3.

Rachel: What color is it?

Louie, Anna, Jeff: It's green!

- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening IIII. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 31** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 51**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 31**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Listening II. Reading and Writing 5 min.

- **SB/CD** Ask students to open their books to **page 51**. Focus students' attention on the dialogue at the top of **page 51**.
- Play **track 44** and ask students to repeat what they hear. Call on students individually to answer: *"What color is your crayon?" "It's green!"*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.



# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

white	gray
black	pink

## Review / Expansion Structure

- What color is your notebook?  
It's pink. / My notebook is pink.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils


## Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 52**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 



white



gray



black



pink

## Speaking

Ask and answer.

**Guide** What color is your notebook? It's pink.  
My notebook is pink.



52

needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 52**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.  
1 Point to white and ask: "What color is it?" Elicit the response: "It's white."  
2. Point to black and ask: "What color is it?" Elicit the response: "It's black."
- Play **track 45** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

## Script

Listen and trace.



- |          |         |
|----------|---------|
| 1. white | 2. gray |
| 3. black | 4. pink |

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.



## Writing

Trace and match.

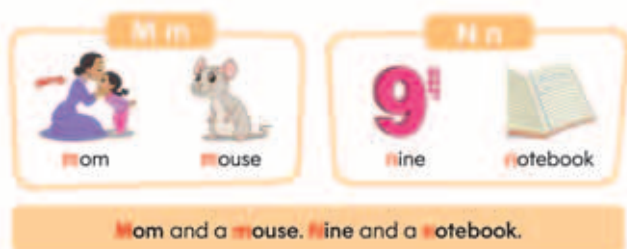
7



- a. My pencil is yellow.  
b. What color is your backpack?  
c. It's white.  
d. My book is blue.

## Phonics

Listen and repeat.



59

### • (Optional) Level Tip:

**Higher level:** **FC** Put the flashcards for the words *white*, *gray*, *black*, and *pink* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book.

Point to white and ask: "How do you spell 'white'?" Elicit the response: "w-h-i-t-e."

Point to gray and ask: "How do you spell 'gray'?" Elicit the response: "g-r-e-y."

Point to black and ask: "How do you spell 'black'?" Elicit the response: "b-l-a-c-k."

Point to pink and ask: "How do you spell 'pink'?" Elicit the response: "p-i-n-k."

### Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 52**. Read the sentences in the illustration together: "What color is your notebook?" Read the response together: "It's pink." "My notebook is pink."

- Explain to students that they will complete the answer by pointing at different colors in the picture. Hold up a flashcard of one of the colors in the illustration, for example *black*, and ask the students to point at the *book* in the illustration in their book. Then ask them: "What color is your book?" Elicit the response: "It's black. My book is black."
- Invite a student to the front of the classroom. Give them the flashcard for the word *white*. Tell the student to ask their classmates the question: "What color is your paper?" Elicit the response: "It's white. My paper is white." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the items in the illustration on **page 52**. Have B answer. Then have them switch.

### (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 32** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace, read, and color** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 32**. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *m* and *n*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FC** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 7** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “white,” ask the students: *“What color is your paper?”* Elicit the response: *“It’s white. My paper is white.”*
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. **10 min.**

- **SB** Have students open their books to **page 53**.
- Point to items in the pictures and ask students: *“What color is it?”* Elicit the appropriate responses: *Picture 1 “It’s white.” Picture 2 “It’s blue.” Picture 3 “It’s yellow.” Picture 4 “It’s red.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.
- Sentence a: *“My pencil is yellow.”*

- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 3.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Phonics: Listen and repeat. (*m* and *n*)

**10 min.**

- **SB / CD / FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: *“It’s a mom.” “It’s a mouse.” “It’s a nine.”* and *“It’s a notebook.”*
- Focus the students’ attention on the **red** letter of each word. Ask the students: *“What sound does the letter ‘m’ make?”* Elicit the appropriate response: */m/* or, if they don’t know the correct sound, tell the students to repeat after you and say: *“The letter ‘m’ makes the sound /m/.”* Repeat this for the letter “n.”
- Tell the students to listen and repeat. Play **track 46**.

#### Script



Listen and repeat.

M, M, /m/, /m/

Mom, mom, mouse, mouse

N, N, /n/, /n/

Nine, nine, notebook, notebook

Mom and a mouse. Nine and a notebook.

- After listening to the audio, ask the students again: *“What sound does the letter ‘m’ make?”* Elicit the appropriate response: */m/*. Repeat this for the letter “n.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “mouse.” Ask the students to read it.

If they cannot, ask them to repeat after you and say: “*Mouse, /m/, /m/, mouse.*”

- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “and” as sight words, rather than phonics words.)

***(Optional) Assign and explain homework.***

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 33** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 33**. (\*\*Note: Allow them to write this in their native language if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” art text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the first set of key vocabulary items
- be able to ask and answer information questions with *what*
- encounter and explore a fun story linked to the theme of the unit

### Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)


### Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 7** and ask them about colors in the classroom.
- Ask students if they know what “painting” and “art class” means. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of “art class.”

### CLIL Reading: Art: Art Class 10-15 min.

- **SB/CD** Tell students to look at part A on **page 54**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 47**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.

CLIL Art

A Listen and read. 

## Art Class

I'm in art class.  
We paint pictures.  
What color is it?  
It's red.  
What color is it?  
It's blue.  
Red and blue make purple.  
Art class is fun!

- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 55**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.

### Talk with your friend: Discussion 10 min.

- Talk with students about colors.
- Ask students to talk with their friends about their favorite color and to think of 2-3 reasons why they like it. Explain that it is OK if they think of something that isn't from **unit 7**.





# Are You Hungry?

## Lesson 1

### Unit Objectives

- Talk about and identify different fruit, and states of being
- Ask questions with *do you want*

### Lesson Objectives

Students will be able to:

- Ask questions with *do you want*
- Ask and answer questions about states of being

### Vocabulary (Key words 1)

apple	orange	pear
watermelon	banana	grapes

### Core Structure

- Answer questions with *do you want*  
Q: Do you want some apple?  
A: Yes, please. Thank you. / No, thank you.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

### Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 56**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 56**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 48**. After playing **track 48**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*Apple.*"

### Script

Listen and number.



- |           |               |
|-----------|---------------|
| 1. apple  | 2. orange     |
| 3. banana | 4. pear       |
| 5. grapes | 6. watermelon |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*Apple.*" Say: "*How do you spell apple?*" and have the students respond: "*a-p-p-l-e.*" Continue for each word.

## Listening

### A Listen.

1. Yes, please.
2. Do you want some apple?

### B Write the numbers. Say and act.



**Lower level:** Ask students to say what color the items are. Say: *"Number one,"* and have the students respond: *"Apple."* Say: *"What color is an apple?"* and have the students respond: *"Red."* Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"Do you want some apple?" "Yes, please. Thank you." "No, thank you."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, do you want some apple?" "Yes, please. Thank you." "No, thank you."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV).

You may also want to ask students to see **page 97** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 49**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script

49

Listen and sing along.

Are you hungry?  
Yes, I'm hungry. x2  
Do you want some apple? x2  
Yes, please. Thank you. x2  
Are you hungry?  
Yes, I'm hungry. x2  
Do you want some orange? x2  
Yes, please. Thank you. x2  
Are you hungry?  
Yes, I'm hungry. x2  
Do you want some banana? x2  
Yes, please. Thank you. x2  
Are you hungry?  
No, I'm not hungry. x2  
Do you want some pear? x2  
No, thank you. x2  
Are you hungry?  
No, I'm not hungry. x2  
Do you want some watermelon? x2  
No, thank you. x2  
Are you hungry?  
No, I'm not hungry. x2  
Do you want some grapes? x2  
No, thank you. x2

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. apple, 2. orange, 3. banana, 4. pear, 5. watermelon, and 6. grapes.**



- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *pear* and say: “Are you hungry? No, I’m not hungry.” “Do you want some pear?” “No, thank you.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 49** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 49**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing 5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 8**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 49** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.

### **(Optional) Assign and explain homework. 3-5 min.**

- **WB** Tell students to look at the pictures on **page 34** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Look and number** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in

their workbook on **page 34**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity 5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students about their favorite fruit from today’s lesson. Call on a few students and ask them to say in English what their favorite fruit is.
- Ask the students to draw, color, and write the name of fruit and the color of it on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer questions about state of being
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review 5 min.**

- **FG** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review 5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.



### Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 57**. Focus students' attention on the comic strip in the Listening section on **page 57**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are at school. They are eating lunch.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What are they doing?"* *"What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script



Listen.

#### Frame 1.

Louie: Are you hungry?

Anna: Yes, I am.

#### Frame 2.

Louie: Do you want some orange?

Anna: Yes, please. Thank you.

#### Frame 3.

Louie: Do you want some apple?

Anna: Yes, please. Thank you.

- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening IIII. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 35** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 57**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 35**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 57**.
- Play **track 50** and ask students to repeat what they hear. Call on students individually to answer: *"Do you want some apple?"* *"Yes, please."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.

# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

hungry	thirsty
hot	cold

## Review / Expansion Structure

- Are you hungry?  
Yes, I am. / No, I'm not.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils


## Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **EG** Show students the flashcards for the vocabulary items that are on **page 58**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 



hungry



thirsty



hot



cold

## Speaking

Ask and answer.

Guide

Are you hungry?

Yes, I am.  
No, I'm not.



needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 58**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the boy drinking water and ask: "*Is he thirsty?*" Elicit the response: "*Yes, he is.*"
  2. Point to the girl in the snow and ask: "*Is she cold?*" Elicit the response: "*Yes, she is.*"
- Play **track 51** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

## Script

Listen and trace.



- |           |            |
|-----------|------------|
| 1. hungry | 2. thirsty |
| 3. hot    | 4. cold    |

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

## Writing

Trace and match.

8



a. Are you *thirsty*?

b. Do you want some *apple*?

c. Do you want some *orange*?

d. Are you *cold*?

## Phonics

Listen and repeat.

O o



octopus



ox

P p



pear



pink

The *ox* and *octopus* have a *pink* *pear*.

59

### (Optional) Level Tip:

**Higher level:** **FC** Put the flashcards for the words *hungry*, *thirsty*, *hot*, and *cold* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book.

Point to *hungry* and ask: "How do you spell 'hungry'?" Elicit the response: "h-u-n-g-r-y."

Point to *thirsty* and ask: "How do you spell 'thirsty'?" Elicit the response: "t-h-i-r-s-t-y."

Point to *hot* and ask: "How do you spell 'hot'?" Elicit the response: "h-o-t."

Point to *cold* and ask: "How do you spell 'cold'?" Elicit the response: "c-o-l-d."

### Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 58**. Read the sentences in the illustration together: "Are you *hungry*?" Read the response together: "Yes, I am." "No, I'm not."

- Explain to students that they will complete the answer by pointing at different states of being in the picture. Hold up a flashcard of one of the states of being in the illustration, for example *hot*, and ask the students to point at the girl on the bench in the illustration in their book. Then ask them: "Are you *hot*?" Elicit the response: "Yes, I am."
- Invite a student to the front of the classroom. Give them the flashcard for the word *thirsty*. Tell the student to ask their classmates the question: "Are you *thirsty*?" Elicit the response: "Yes, I am." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the items in the illustration on **page 58**. Have B answer. Then have them switch.

### (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 36** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace and read** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 36**. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *o* and *p*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review 5-10 min.

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 8** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “cold,” ask the students: “*Are you cold?*” Elicit the response: “*Yes, I am.*” “*No, I’m not.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. 10 min.

- **SB** Have students open their books to **page 59**.
- Point to items in the pictures and tell students: “*Ask a question.*” Elicit the appropriate questions: *Picture 1 “Do you want some orange?” Picture 2 “Do you want some apple?” Picture 3 “Are you cold?” Picture 4 “Are you thirsty?”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.
- Sentence a: “*Are you thirsty?*”

- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 4.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Phonics: Listen and repeat. (o and p)

10 min.

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s an octopus.*” “*It’s an ox.*” “*It’s a pear.*” and “*It’s pink.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter ‘o’ make?*” Elicit the appropriate response: /a/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “*The letter ‘o’ makes the sound /a/.*” Repeat this for the letter “p.”
- Tell the students to listen and repeat. Play **track 52**.

#### Script



Listen and repeat.

O, O, /o/, /o/

Octopus, octopus, ox, ox

P, P, /p/, /p/

Pear, pear, pink, pink

The ox and octopus have a pink pear.

- After listening to the audio, ask the students again: “*What sound does the letter ‘o’ make?*” Elicit the appropriate response: /o/. Repeat this for the letter “p.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “ox.” Ask the students to read it. If they cannot, ask them to repeat after you and say: “*Ox, /o/, /o/, ox.*”



- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “and” as sight words, rather than phonics words.)

*(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 37** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 37**. (\*\*Note: Allow them to write this in their native language if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to ask and answer information questions with *what*
- encounter and explore a fun story linked to the theme of the unit

### Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 8** and ask them to ask each other questions if they want something and answers using “please” and “thank you.”
- Ask students if they know what “please” and “thank you” mean. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of being polite.

### CLIL Reading: Social Studies: Please and Thank You 10-15 min.

- **SB/CD** Tell students to look at part A on **page 60**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 53**.

## Please and Thank You

I always say, “please” and “thank you.”  
I want food.  
I say, “please.”  
I get food.  
I say, “thank you.”  
People like it.  
I like it, too.

- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.
- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 61**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.





**B Read and circle.**

1. What do I say when I want something?

  
 food

  
 please

  
 thank you

2. What do I say when I get something?

  
 thank you

  
 people

  
 please

**C Talk with your friend.**  
 What do you like to eat?  
 What do you like to drink?

Are you thirsty?

Scan to read more.



**(Optional) Assign and explain homework.**  
**3-5 min.**

- **WB** Tell students to look at the picture on **page 37** in the workbook. Explain how to complete the **Read and circle** activity in part G and the **Circle true or false** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 37**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Teacher's Note

### **Talk with your friend: Discussion** **10 min.**

- Talk with students about what they like to eat and drink.
- Ask students to talk with their friends about their favorite foods and drinks and to think of 2-3 reasons why they like them. Explain that it is OK if they think of something that isn't from **unit 8**.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (\*\*Note: You may allow students to discuss this in their native language, but they should be able to explain which foods and drinks are their favorites and why in English.)
- Ask them to draw a small picture of their favorite food or drink.

### **Additional Reading** **5-10 min.**

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about being thirsty.
- Watch the animation together and discuss it afterwards as a class.

## A Trace. Listen and circle. 10 min.

- SB/CD** Tell students to open their books to **page 62**.
- Point to each of the pictures on the page. Say the word and have students repeat (1. pencil, 2. swing, 3. red, 4. watermelon).
- Make sure each student has something to write with.
- Point to picture 3 (ruler) and ask students what it is. Write the word *ruler* on the board. Tell students to trace the word.
- Tell students to trace all the words.
- Play **track 54** and ask students to circle the letter of the picture they hear.
- Encourage students to read the words out loud.
- If students are having a difficult time with the words, or for weaker groups, you can read the words for them.

## B Read and circle. 10 min.

- SB** Tell students to look at part B on **page 63**.
- Read question 1 aloud together as a class. Review the answer choices and ask the students to look at the pictures and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.
- (Optional) Read the questions and point to the correct answers one more time to give students a chance to check for any answers they may have missed the first time. For example, sentence 1: "What are they?" "They are crayons." Then point to image a.

## C Draw a picture of your backpack and what is inside. Then tell a friend about it. 10 min.









- SB** Focus students' attention on part C on **page 63**.
- Tell students to take out a piece of paper and pencil. Ask them to draw a picture of their backpack and the items inside.
- Put students in pairs. Student A asks questions about the backpack and items in the picture. Student B responds.
- Tell students to switch.
- Monitor and provide assistance if necessary.
- Give students 2 to 3 minutes to complete the activity.

## A Trace. Listen and circle.

1.  eraser	 pencil	 ruler
2.  swing	 slide	 seesaw
3.  yellow	 blue	 red
4.  pear	 orange	 watermelon

62

## D Trace. Match and say.

1. I		p
2. J		l
3. M		m
4. P		n
5. N		j
6. K		k
7. L		o
8. O		i

64



**B Read and circle.**

- What are they?  
They are crayons.
- How many chairs are there?  
There is one chair.
- What color is your pen?  
It's black.
- Are you hungry?  
Yes, I am.
- Do you want some apple?  
Yes, please.
- What color is your backpack?  
My backpack is gray.



**C Draw a picture of your backpack and what is inside. Then tell a friend about it.**

63

**D Trace. Match and say. 5-10 min.**

- SB** Direct students' attention to part D on **page 64**.
- Point to the picture of the igloo and ask students what it is. Encourage all students in the class to say the word. Then tell students to trace the lines to I and i.
- Tell students to match the pictures to the letters.
- Go over the answers as a class.

**E Play the game. 5-10 min.**

- SB/FG** Direct students' attention to part E on **page 64**. Follow the instructions to play the game.
- Divide the class into two teams.
- Spread the vocabulary and/or phonics flashcards from units 5 to 8 on the floor.
- Put a piece of tape on the floor 1 to 2 meters away from the flashcards.
- Allow the students to take turns tossing the beanbag onto a flashcard.
- Each time the beanbag lands on a flashcard, ask the student what word the flashcard is for. (Give between 1 to 3 chances to guess the word depending on the student's level).
- If the student is correct, put the flashcard aside and award 1 point to their team.
- The team with the most points at the end wins.

**E Play the game.**

2



**You Will Need**

- Big Show 1** flashcards for units 5, 6, 7, and 8
- Tape
- A beanbag (You can make a simple beanbag by pouring one cup of uncooked rice into a clean, old sock.)

65

# What Shape Is It?

## Lesson 1

### Unit Objectives

- Talk about and identify different shapes
- Ask information questions
- Use articles *a / an*

### Lesson Objectives

Students will be able to:

- Identify and name different shapes
- Ask and answer questions about shapes

### Vocabulary (Key words 1)

rectangle	square	triangle
circle	oval	heart

### Core Structure

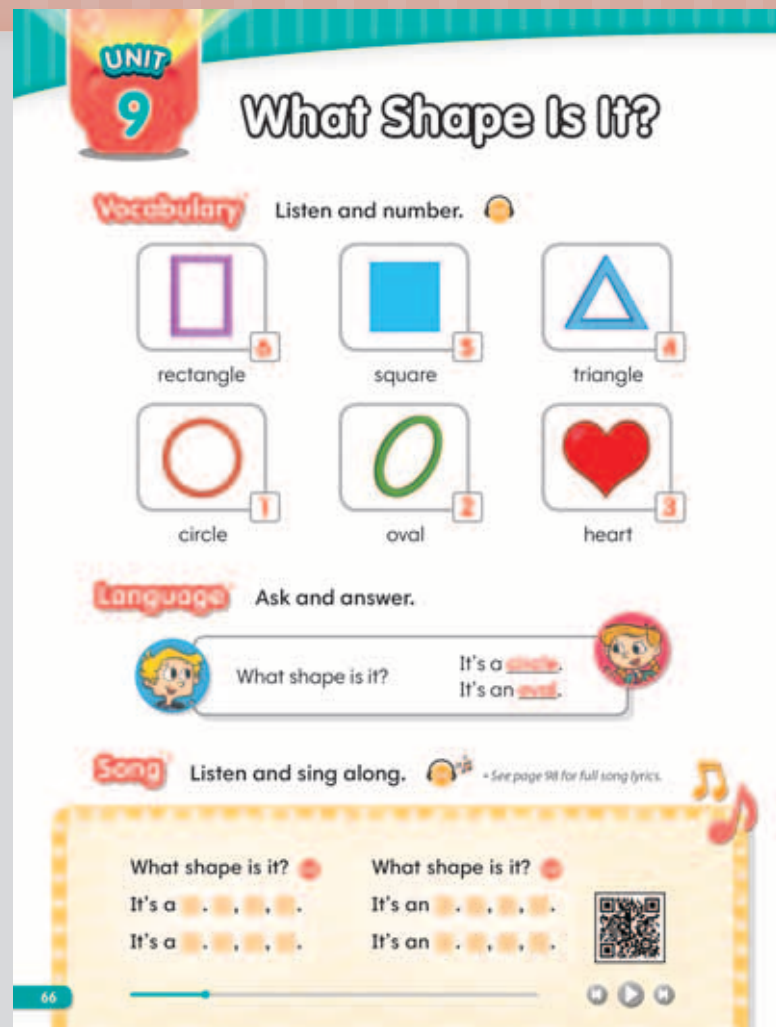
- Answer information questions with articles *a / an*  
Q: What shape is it?  
A: It's a circle. / It's an oval.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

### Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 66**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).



### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 66**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 55**. After playing **track 55**, check the answers together as a class by calling out the number: "**Number one,**" and have students say the corresponding vocabulary word: "**Circle.**"

### Script

Listen and number.



- |           |              |
|-----------|--------------|
| 1. circle | 2. oval      |
| 3. heart  | 4. triangle  |
| 5. square | 6. rectangle |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "**Number one,**" and have the students respond: "**Circle.**" Say: "**How do you spell 'circle'?**" and have the students respond: "**c-i-r-c-l-e.**" Continue for each word.

## Listening

### A Listen.

1. It's a rectangle.
2. What shape is it?

### B Write the numbers. Say and act.



**Lower level:** Ask students to say what color the items are. Say: *"Number one,"* and have the students respond: *"Circle."* Say: *"What color is the circle?"* and have the students respond: *"Red."* Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"What shape is it?" "It's a circle." "It's an oval."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, what shape is it?" "It's a circle."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV).

You may also want to ask students to see **page 98** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 56**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script



Listen and sing along.

What shape is it? x2  
 It's a circle. Circle, circle, circle. x2  
 What shape is it? x2  
 It's an oval. Oval, oval, oval. x2  
 What shape is it? x2  
 It's a heart. Heart, heart, heart. x2  
 What shape is it? x2  
 It's a triangle.  
 Triangle, triangle, triangle. x2  
 What shape is it? x2  
 It's a square.  
 Square, square, square. x2  
 What shape is it? x2  
 It's a rectangle.  
 Rectangle, rectangle, rectangle. x2

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FG** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. circle, 2. oval, 3. heart, 4. triangle, 5. square, and 6. rectangle.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *heart* and say: *"What shape is it?" "It's a heart. Heart, heart, heart."* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.



- Play the song on **track 56** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 56**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing** 5-10 min.

- **SB/CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 9**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 56** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction.

### **(Optional) Assign and explain homework.** 3-5 min.

- **WB** Tell students to look at the pictures on **page 38** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Find and circle** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 38**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity** 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students about their favorite shape from today's lesson. Call on a few students and ask them to say in English their favorite shape.

- Ask the students to draw, color, and write the name of the shape and the color of it on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review** 5 min.

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review** 5 min.

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### **Listening I. Comic Strip** 5-10 min.

- **SB/CD** Ask students to open their books to **page 67**. Focus students' attention on the comic strip in the Listening section on **page 67**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to



- provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are at school. They are studying.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What are they doing?" "What do you see?"* etc.
  - Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

### Script



Listen.

#### Frame 1.

Jeff: What shape is it?

Rachel: It's a triangle.

#### Frame 2.

Louie: What shape is it?

Anna: It's a rectangle.

#### Frame 3.

Louie: What color is it?

Anna: It's white.

- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening III. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 39** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 67**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 39**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 67**.
- Play **track 57** and ask students to repeat what they hear. Call on students individually to answer: *"What shape is it?" "It's a rectangle."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.

# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

brown	gold
silver	indigo

## Review / Expansion Structure

- What color is it?  
It's gold.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

## Vocabulary and Grammar Structure


### Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

### Vocabulary+ Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 68**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 



brown



gold



silver



indigo

## Speaking

Ask and answer.

Guide

What color is it?

It's **gold**.



needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 68**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to silver and ask: "*What color is it?*" Elicit the response: "*It's silver.*"
  2. Point to indigo and ask: "*What color is it?*" Elicit the response: "*It's indigo.*"
- Play **track 58** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

## Script

Listen and trace.



1. brown
3. silver

2. gold
4. indigo

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

## Writing Trace and match.

## Phonics Listen and repeat.

### (Optional) Level Tip:

**Higher level:** **FC** Put the flashcards for the words *brown*, *gold*, *silver*, and *indigo* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book.

Point to brown and ask: "How do you spell 'brown'?" Elicit the response: "b-r-o-w-n."

Point to gold and ask: "How do you spell 'gold'?" Elicit the response: "g-o-l-d."

Point to silver and ask: "How do you spell 'silver'?" Elicit the response: "s-i-l-v-e-r."

Point to indigo and ask: "How do you spell 'indigo'?" Elicit the response: "i-n-d-i-g-o."

## Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 68**. Read the sentences in the illustration together: "What color is it?" Read the response together: "It's gold."

- Explain to students that they will complete the answer by pointing at different colors in the picture. Hold up a flashcard of one of the colors in the illustration, for example *brown*, and ask the students to point at the *pencil* in the illustration in their book. Then ask them: "What color is it?" Elicit the response: "It's brown."
- Invite a student to the front of the classroom. Give them the flashcard for the word *silver*. Tell the student to point to the silver item and ask their classmates the question: "What color is it?" Elicit the response: "It's silver." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the items in the illustration on **page 68**. Have B answer. Then have them switch.

## (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 40** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace, read, and color** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 40**. (\*\*Note: Allow them to write this in their native language if necessary.)

## (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.



# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *q* and *r*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review 5-10 min.

- **FC** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 9** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “silver,” ask the students: “*What color is it?*” Elicit the response: “*It’s silver.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. 10 min.

- **SB** Have students open their books to **page 69**.
- Point to items in the pictures and tell students: “*Make a sentence.*” Elicit the appropriate responses: *Picture 1 “It’s a circle.” Picture 2 “It’s a square.” Picture 3 “It’s a triangle.” Picture 4 “What shape is it?”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.
- Sentence a: “*It’s a triangle.*”

- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 3.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Phonics: Listen and repeat. (q and r)

10 min.

- **SB / CD / FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s a queen.*” “*It’s a question.*” “*It’s a rectangle.*” and “*It’s a ruler.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter ‘q’ make?*” Elicit the appropriate response: /kw/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “*The letter ‘q’ makes the sound /kw/.*” Repeat this for the letter “r.”
- Tell the students to listen and repeat. Play **track 59**.

#### Script



Listen and repeat.

Q, Q, /q/, /q/  
Queen, queen, question, question  
R, R, /r/, /r/  
Rectangle, rectangle, ruler, ruler  
The queen has a question. The ruler is a rectangle.

- After listening to the audio, ask the students again: “*What sound does the letter ‘q’ make?*” Elicit the appropriate response: /kw/. Repeat this for the letter “r.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “queen.” Ask the students to read it.

If they cannot, ask them to repeat after you and say: “*Queen, /kw/, /kw/, queen.*”

- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “has” as sight words, rather than phonics words.)

***(Optional) Assign and explain homework.***

***3-5 min.***

- **WB** Tell students to look at the pictures on the top of **page 41** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 41**. (\*\*Note: Allow them to write this in their native language if necessary.)

# Lesson 5

## Lesson Objectives

Students will:

- encounter and explore a “real-world” math text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the first set of key vocabulary items
- be able to ask and answer information questions with *what* and *which*
- encounter and explore a fun story linked to the theme of the unit

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 9** and ask them to talk about the different shapes they see in the classroom.
- Ask students if they know what “learn” and “sides” mean. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of shapes.

### CLIL Reading: Math: Shapes 10-15 min.

- **SB/CD** Tell students to look at part A on **page 70**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 60**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.



- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 71**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.

### Talk with your friend: Discussion 10 min.

- Talk with students about what shapes they like.
- Ask students to talk with their friends about their favorite shapes and to think of 2-3 reasons why they like those shapes. Ask them to talk about how many sides the shapes have. Explain that





# What Color Is His Hat?

## Lesson 1

### Unit Objectives

- Talk about and identify different clothing
- Ask information questions about color
- Use possessive adjectives *his* and *her*

### Lesson Objectives

Students will be able to:

- Identify and name different clothing
- Ask and answer questions about clothing and colors

### Vocabulary (Key words 1)

shirt	T-shirt	vest
skirt	dress	hat

### Core Structure

- Answer information questions with possessive adjectives *his* and *her*  
Q: What color is his hat?  
A: His hat is red.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

### Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 72**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

**UNIT 10** What Color Is His Hat?

**Vocabulary** Listen and number.

shirt 2 T-shirt 4 vest 6

skirt 3 dress 5 hat 1

**Language** Ask and answer.

What color is his hat? His hat is red.  
What color is her skirt? Her skirt is blue.

**Song** Listen and sing along. \* See page 98 for full song lyrics.

What color is her skirt? What color is his hat?  
Her skirt is blue. His hat is red.  
Her skirt is blue. His hat is red.

72

### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 72**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 61**. After playing **track 61**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**Hat**."

### Script

Listen and number.



- |          |            |
|----------|------------|
| 1. hat   | 2. shirt   |
| 3. skirt | 4. T-shirt |
| 5. dress | 6. vest    |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**Hat**." Say: "**How do you spell hat?**" and have the students respond: "**h-a-t**." Continue for each word.

## Listening

### A Listen.

1. What color is her dress?
2. His T-shirt is blue.

### B Write the numbers. Say and act.



73

**Lower level:** Ask students to say what color the items are. Say: *"Number one,"* and have the students respond: *"Hat."* Say: *"What color is the hat?"* and have the students respond: *"Red."* Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"What color is his hat?" "His hat is red."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, what color is it?" "It's red."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV).

You may also want to ask students to see **page 94** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 62**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script



Listen and sing along.

What color is her shirt? x2  
Her shirt is blue. x2  
Blue shirt, blue shirt.  
Her shirt is blue.  
What color is his T-shirt? x2  
His T-shirt is black. x2  
Black T-shirt, black T-shirt.  
His T-shirt is black.  
What color is her skirt? x2  
Her skirt is purple. x2  
Purple skirt, purple skirt.  
Her skirt is purple.  
What color is his hat? x2  
His hat is red. x2  
Red hat, red hat.  
His hat is red.  
What color is her dress? x2  
Her dress is yellow. x2  
Yellow dress, yellow dress.  
Her dress is yellow.  
What color is his vest? x2  
His vest is gold. x2  
Gold vest, gold vest.  
His vest is gold.

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FG** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. shirt, 2. T-shirt, 3. skirt, 4. hat, 5. dress, and 6. vest.**



- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *shirt* and say: “*What color is her shirt?*” “*Her shirt is blue. Blue shirt. Blue shirt. Her shirt is blue.*” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 62** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 62**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing 5-10 min.**

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 10**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 62** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework. 3-5 min.**

- **WB** Tell students to look at the pictures on **page 42** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Look and number** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in

their workbook on **page 42**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity 5-10 min.**

- **Dictation WS** Use your native language if necessary and ask the students about their favorite clothing from today’s lesson. Call on a few students and ask them to say in English their favorite clothing.
- Ask the students to draw, color, and write the name of the clothing and the color of it on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review 5 min.**

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review 5 min.**

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.



### Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 73**. Focus students' attention on the comic strip in the Listening section on **page 73**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are at school. They are talking about something.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What are they doing?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script

63

Listen.

#### Frame 1.

Rachel: What color is his hat?

Jeff: His hat is green.

#### Frame 2.

Anna: What color is her dress?

Louie: Her dress is yellow.

#### Frame 3.

Anna: What color is his T-shirt?

Louie: His T-shirt is blue.

- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening IIII. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 43** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 73**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 43**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 73**.
- Play **track 63** and ask students to repeat what they hear. Call on students individually to answer: *"What color is her dress?" "His T-shirt is blue."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.

# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

glasses	socks
pants	shoes

## Review / Expansion Structure

- What color are his socks?  
His socks are gray.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils


## Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 74**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. say the first syllable of the word or

## Vocabulary+

Listen and trace. 



glasses



socks



pants



shoes

## Speaking

Ask and answer.

### Guide

What color are his socks? His socks are gray.  
What color are her pants? Her pants are green.



tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 74**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the glasses and ask: *"What are they?"* Elicit the response: *"They are glasses."*
  2. Point to the pants and ask: *"What are they?"* Elicit the response: *"They are pants."*
- Play **track 64** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

### Script

Listen and trace.



- |            |          |
|------------|----------|
| 1. glasses | 2. socks |
| 3. pants   | 4. shoes |

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

## Writing

Trace and match.

10



Tip

It is a good idea to make flashcards for many different clothing items, colors, and sizes.

- What color are her glasses?
- Her shoes are red.
- What color is his T-shirt?
- His hat is green.

## Phonics

Listen and repeat.

ea



sea



socks

oy



toy



turtle

The socks are by the sea. The toy is by the turtle.

75

### (Optional) Level Tip:

**Higher level:** Put the flashcards for the words *glasses*, *socks*, *pants*, and *shoes* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book.

Point to the glasses and ask: "How do you spell 'glasses'?" Elicit the response: "g-l-a-s-s-e-s."

Point to the socks and ask: "How do you spell 'socks'?" Elicit the response: "s-o-c-k-s."

Point to the pants and ask: "How do you spell 'pants'?" Elicit the response: "p-a-n-t-s."

Point to the shoes and ask: "How do you spell 'shoes'?" Elicit the response: "s-h-o-e-s."

### Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of page 74. Read the sentences in the illustration together: "What color are his socks?" Read the response together: "His socks are gray."

- Explain to students that they will complete the answer by pointing at different clothing items in the picture. Hold up a flashcard of a clothing item from the illustration, for example *shoes*, and ask the students to point at the *shoes* in the illustration in their book. Then ask them: "What color are his shoes?" Elicit the response: "His shoes are blue."
- Invite a student to the front of the classroom. Give them the flashcard for the word *glasses*. Tell the student to point to the black item and ask their classmates the question: "What color are his glasses?" Elicit the response: "His glasses are black." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the clothing items in the illustration on page 74. Have B answer. Then have them switch.

### (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on page 44 in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace and read** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on page 44. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *s* and *t*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review **5-10 min.**

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 10** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “hat,” ask the students: “*What color is his hat?*” Elicit the response: “*His hat is green.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. **10 min.**

- **SB** Have students open their books to **page 75**.
- Point to items in the pictures and tell students: “*Make a sentence.*” Elicit the appropriate responses: *Picture 1 “His shirt is orange.” Picture 2 “His hat is green.” Picture 3 “Her shoes are red.” Picture 4 “Her glasses are black.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.

- Sentence a: “*What color are her glasses?*”
- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 4.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Writing Tip: Is/Are **5 min.**

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **is = one person, place, thing; are = two or more people, places, or things**
- Focus the students’ attention on the verbs. Explain to them that they must use different verbs (Use your native language to explain this if necessary.) Ask the students to practice writing **is, are** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*Her shoes are red.*”

### Phonics: Listen and repeat. (*s* and *t*) **10 min.**

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s the sea.*” “*They’re socks.*” “*They’re toys.*” and “*It’s a turtle.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter ‘s’ make?*” Elicit the appropriate response: */s/* or, if they don’t know the correct sound, tell the students to repeat after you and say: “*The letter ‘s’ makes the sound /s/.*” Repeat this for the letter “t.”
- Tell the students to listen and repeat. Play **track 65**.



## Script



Listen and repeat.

S, S, /s/, /s/

Sea, sea, socks, socks

T, T, /t/, /t/

Toy, toy, turtle, turtle

The socks are by the sea. The toy is by the turtle.

- After listening to the audio, ask the students again: *“What sound does the letter ‘s’ make?”* Elicit the appropriate response: /s/. Repeat this for the letter “t.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “toy.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Toy, /t/, /t/, toy.”*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “by” as sight words, rather than phonics words.)

## *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 45** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 45**. (\*\*Note: Allow them to write this in their native language if necessary.)

# Lesson 5

## Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary items
- be able to ask and answer information questions with *what*
- encounter and explore a fun story linked to the theme of the unit

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FG** Show students the flashcards from **unit 10** and ask them to talk about clothes they wear to school.
- Ask students if they know what “best friends” means. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of what school clothes are.

### CLIL Reading: Social Studies: School Clothes 10-15 min.

- **SB/CD** Tell students to look at part A on **page 76**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 66**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the

## School Clothes

These are my friends.  
That is my best friend.  
His shirt is red.  
His pants are blue.  
His backpack is black.  
My T-shirt is yellow.  
My pants are blue.  
My backpack is black.

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students to point at each word as they read it. Walk around the classroom to ensure the students are doing this.

- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 77**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.

10



**Read and circle.**

1. What color is my best friend's shirt?

  
 a  
 red

  
 b  
 black

  
 c  
 blue

2. What color is my T-shirt?

  
 a  
 blue

  
 b  
 yellow

  
 c  
 black

**Talk with your friend.**  
What color are your clothes?

Do you play with clothes?

Scan to read more.



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**(Optional) Assign and explain homework.**  
3-5 min.

- **WB** Tell students to look at the pictures on **page 45** in the workbook. Explain how to complete the **Read and circle** activity in part G and the **Circle true or false** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 45**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Teacher's Note

### **Talk with your friend: Discussion** 10 min.

- Talk with students about clothes.
- Ask students to talk with their friends about their clothing and to think of 2-3 sentences about clothing and colors. Explain that it is OK if they think of something that isn't from **unit 10**.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (\*\*Note: You may allow students to discuss this in their native language, but they should be able to explain what they are wearing in English.)
- Ask them to draw a small picture of their favorite item of clothing.

### **Additional Reading** 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about clothes.
- Watch the animation together and discuss it afterwards as a class.

# Do You Have Two Eyes?

## Lesson 1

### Unit Objectives

- Talk about and identify different body parts
- Ask information questions about body parts
- Use verbs *have* and *has* and negatives

### Lesson Objectives

Students will be able to:

- Identify and name different body parts
- Ask and answer questions about body parts

### Vocabulary (Key words 1)

head	arm	hand
leg	knee	foot

### Core Structure

- Answer information questions about body parts  
Q: Do you have two hands?  
A: Yes, I do. I have two hands.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils







### Vocabulary Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 78**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

UNIT  
**11**

## Do You Have Two Eyes?

**Vocabulary** Listen and number.

**Language** Ask and answer.

Do you have two hands? Yes, I do. I have two hands.

Do you have three hands? No, I don't. I have two hands.

**Song** Listen and sing along.

Do you have, do you have ... Do you have, do you have ...

Do you have two ? Do you have two ?

Yes, I do. No, I don't.

I have two . I have one .

### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 78**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 67**. After playing **track 67**, check the answers together as a class by calling out the number: "**Number one**," and have students say the corresponding vocabulary word: "**Head**."

#### Script

Listen and number.



- |         |         |
|---------|---------|
| 1. head | 2. foot |
| 3. hand | 4. arm  |
| 5. leg  | 6. knee |

#### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "**Number one**," and have the students respond: "**Head**." Say: "**How do you spell 'head'?**" and have the students respond: "**h-e-a-d**." Continue for each word.



## Listening

### A Listen.

1. No, I don't. I have one head.
2. Do you have two arms?

### B Write the numbers. Say and act.



**Lower level:** Ask students to pronounce each word after checking the answer. Say: *"Number one,"* and have the students respond: *"Head."* Say: *"Where is your head?"* and have the students respond: *"Here"* while pointing to their heads. Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the "Language" section of the page. Read the examples in the book together as a class to highlight the grammar structure: *"Do you have two hands?"* *"Yes, I do. I have two hands."*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *"Number one, do you have two heads?"* *"No, I don't. I have one head."* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students' attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music

video if your classroom is equipped with a TV). You may also want to ask students to see **page 99** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 68**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script

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Listen and sing along.

Do you have, do you have...  
Do you have two hands?  
Yes, I do. x2  
I have two hands.  
Do you have, do you have...  
Do you have two arms?  
Yes, I do. x2  
I have two arms.  
Do you have, do you have...  
Do you have two legs?  
Yes, I do. x2  
I have two legs.  
Do you have, do you have...  
Do you have two knees?  
Yes, I do. x2  
I have two knees.  
Do you have, do you have...  
Do you have two feet?  
Yes, I do. x2  
I have two feet.  
Do you have, do you have...  
Do you have two heads?  
No, I don't. x2  
I have one head.

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. hand, 2. arm, 3. leg, 4. knee, 5. feet, and 6. head.**

- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *feet* and say: “Do you have, do you have...” “Do you have two feet?” “Yes, I do.” “I have two feet.” Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.
- Play the song on **track 68** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 68**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing** 5-10 min.

- **SB / CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 11**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 68** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework.** 3-5 min.

- **WB** Tell students to look at the pictures on **page 46** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Find and circle** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in

their workbook on **page 46**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity** 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students about a body part they have learned about in today's lesson. Call on a few students and ask them to say in English their body part and how many they have.
- Ask the students to draw, color, and write the name of the body part(s) on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review** 5 min.

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review** 5 min.

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### Listening I. Comic Strip 5-10 min.

- **SB/CD** Ask students to open their books to **page 79**. Focus students' attention on the comic strip in the Listening section on **page 79**. Tell students to look at the images in the text and give them about one minute to do so.
- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are outside at school. They are jumping up and down.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What are they doing?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

#### Script



Listen.

#### Frame 1.

Anna: Do you have two arms?

Louie: Yes, I do. I have two arms.

#### Frame 2.

Anna: Do you have two legs?

Louie: Yes, I do. I have two legs.

#### Frame 3.

Anna: Do you have two heads?

Louie: No, I don't. I have one head.

### Listening II. Reading and Writing 5 min.

- **SB/CD** Focus students' attention on the dialogue at the top of **page 79**.
- Play **track 69** and ask students to repeat what they hear. Call on students individually to answer: *"Do you have two arms?" "No, I don't. I have one head."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.

- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

### Listening III. Popcorn Reading 5 min.

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening IIII. Role-Play 10-15 min.

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. 3-5 min.

- **WB** Tell students to look at the picture on **page 47** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 79**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 47**. (\*\*Note: Allow them to write this in their native language if necessary.)



# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

eye	ear
mouth	nose

## Review / Expansion Structure

- Do you have two eyes?  
Yes, I do. I have two eyes.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils


## Vocabulary and Grammar Structure Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

## Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 80**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 



eye



ear



mouth



nose

## Speaking

Ask and answer.

### Guide

Do you have two eyes? Yes, I do. I have two eyes.  
Do you have three eyes? No, I don't. I have two eyes.



needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

## Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 80**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the ear and ask: "What is it?" Elicit the response: "It's an ear."
  2. Point to the nose and ask: "What is it?" Elicit the response: "It's a nose."
- Play **track 70** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

### Script

Listen and trace.



- |          |         |
|----------|---------|
| 1. eye   | 2. ear  |
| 3. mouth | 4. nose |

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.



## Writing Trace and match.

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a. Do you have **one** head?



b. I have **two** arms.



c. I have **one** mouth.



d. I have **a** nose.

Tip

It is I (point) to nose. It is (point) nose.

## Phonics Listen and repeat.



uncle



van

vest



water

An **uncle** and a **van**. **Water** and a **vest**.

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### (Optional) Level Tip:

**Higher level:** Put the flashcards for the words *eye*, *ear*, *mouth*, and *nose* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book.

Point to the eye and ask: "How do you spell 'eye'?" Elicit the response: "e-y-e."

Point to the ear and ask: "How do you spell 'ear'?" Elicit the response: "e-a-r."

Point to the mouth and ask: "How do you spell 'mouth'?" Elicit the response: "m-o-u-t-h."

Point to the nose and ask: "How do you spell 'nose'?" Elicit the response: "n-o-s-e."

### Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 80**. Read the sentences in the illustration together: "Do you have two eyes?" Read the response together: "Yes, I do, I have two eyes."

- Explain to students that they will complete the answer by pointing at different body parts in the picture. Hold up a flashcard of one of the body parts in the illustration, for example *ear*, and ask the students to point at the *ears* in the illustration in their book. Then ask them: "Do you have one ear?" Elicit the response: "No, I don't. I have two ears."
- Invite a student to the front of the classroom. Give them the flashcard for the word *nose*. Tell the student to point to a boy's nose and ask their classmates the question: "Do you have one nose?" Elicit the response: "Yes, I do. I have one nose." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the items in the illustration on **page 80**. Have B answer. Then have them switch.

### (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 48** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace, read, and draw** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 48**. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with *u*, *v*, and *w*

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review 5-10 min.

- **FG** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 11** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “nose,” ask the students: *“Do you have two noses?”* Elicit the response: *“No, I don’t. I have one nose.”*
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. 10 min.

- **SB** Have students open their books to **page 81**.
- Point to items in the pictures and tell students: *“Make a sentence.”* Elicit the appropriate responses: *Picture 1 “I have two arms.” Picture 2 “I have one head.” Picture 3 “I have one nose.” Picture 4 “I have one mouth.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.

- Sentence a: *“Do you have one head?”*
- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 2.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Writing Tip: Article a 5 min.

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **a = 1 (one); a nose = 1 (one) nose.**
- Focus the students’ attention on the numbers. Explain to them that the letter “a” can also mean 1 (one) thing. (Use your native language to explain this if necessary.) Ask the students to practice writing the article and number a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: *“I have a nose.”*

### Phonics: Listen and repeat. (u, v, and w) 10 min.

- **SB / CD / FG** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: *“It’s an uncle.” “It’s a van.” “It’s a vest.”* and *“It’s water.”*
- Focus the students’ attention on the **red** letter of each word. Ask the students: *“What sound does the letter ‘u’ make?”* Elicit the appropriate response: */ʌ/* or, if they don’t know the correct sound, tell the students to repeat after you and say: *“The letter ‘u’ makes the sound /ʌ/.”* Repeat this for the letters “v” and “w.”
- Tell the students to listen and repeat. Play **track 71**.

## Script



Listen and repeat.

U, U, /ʌ/, /ʌ/

Uncle, uncle.

V, V, /v/, /v/

Van, van, vest, vest.

W, W, /w/, /w/

Water, water.

An uncle and a van. Water and a vest.

- After listening to the audio, ask the students again: *“What sound does the letter ‘u’ make?”* Elicit the appropriate response: /ʌ/. Repeat this for the letters “v” and “w.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “water.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Water, /w/, /w/, water.”*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “and” as sight words, rather than phonics words.)

## *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 49** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 49**. (\*\*Note: Allow them to write this in their native language if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” science text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the second set of key vocabulary items
- be able to ask and answer information questions with *how many* and *what*
- encounter and explore a fun story linked to the theme of the unit

### Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FC** Show students the flashcards from **unit 11** and ask them to talk about their body parts.
- Ask students if they know what “doctor”, “see”, “hear”, “smell”, and “taste” means. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of the parts of the face.

### CLIL Reading: Science: My Face 10-15 min.

- **SB/CD** Tell students to look at part A on **page 82**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 72**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.

## My Face

I go to the doctor.  
I have two eyes.  
I can see.  
I have two ears.  
I can hear.  
I have a nose.  
I can smell.  
I have a mouth.  
I can taste.

82

Walk around the classroom to ensure the students are doing this.

- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 83**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.







**B Read and circle.**

1. How many eyes do I have?

  
 one

  
 two

  
 three

2. What can I do with my ears?

  
 see

  
 taste

  
 hear

**C Talk with your friend.**  
How many arms do you have?

What body parts do animals have?

Scan to read more.





**(Optional) Assign and explain homework.**  
**3-5 min.**

- **WB** Tell students to look at the pictures on **page 49** in the workbook. Explain how to complete the **Read and circle** activity in part G and the **Circle true or false** activity in part H.
- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 49**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Teacher's Note

### **Talk with your friend: Discussion** **10 min.**

- Talk with students about their body parts.
- Ask students to talk with their friends about their body parts and to think of 2-3 sentences about them. Explain that it is OK if they think of something that isn't from **unit 11**.
- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (\*\*Note: You may allow students to discuss this in their native language, but they should be able to discuss body parts in English.)
- Ask them to draw a small picture of a body part.

### **Additional Reading** **5-10 min.**

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about animal body parts.
- Watch the animation together and discuss it afterwards as a class.

# What Is This?

## Lesson 1

### Unit Objectives

- Talk about and identify different modes of transportation
- Ask information questions using *what*
- Use demonstrative pronouns *this* and *that*

### Lesson Objectives

Students will be able to:

- Identify and name different modes of transportation
- Ask and answer questions about transportation

### Vocabulary (Key words 1)

car	boat	bike
plane	train	truck

### Core Structure

- Answer information questions with *this* and *that*  
Q: What is this?  
A: This is a train.

### Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and dictation worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

### Vocabulary Introduction 5 min.

- **FC** Show students the flashcards for the vocabulary items that are on **page 84**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as needed (e.g. tell them what letter the word starts with).

UNIT  
12

What Is This?

Vocabulary

Listen and number.

1

2

3

4

5

6

Language

Ask and answer.

What is this?  
What is that?

This is a train.  
That is a plane.

Song

Listen and sing along.

What is this?  
This is a .

What is that?  
That is a .

### Listen and number. 5-10 min.

- **SB / CD** Ask students to open their books to **page 84**. Direct their attention to the vocabulary items on the page. Ask the students to get a pencil. Tell them to number the vocabulary items in their book according to the audio for the **Listen and number** part. Play **track 73**. After playing **track 73**, check the answers together as a class by calling out the number: "*Number one,*" and have students say the corresponding vocabulary word: "*Bike.*"

### Script

Listen and number.



- |          |          |
|----------|----------|
| 1. bike  | 2. boat  |
| 3. train | 4. truck |
| 5. car   | 6. plane |

### (Optional) Level Tip:

**Higher level:** Ask students to spell each word after checking the answer. Say: "*Number one,*" and have the students respond: "*Bike.*" Say: "*How do you spell 'bike'?*" and have the students respond: "*b-i-k-e.*" Continue for each word.

## Listening

### A Listen.

1. That is a car.
2. What is this?

### B Write the numbers. Say and act.



**Lower level:** Ask students to say what color the items are. Say: *“Number one,”* and have the students respond: *“Bike.”* Say: *“What color is the bike?”* and have the students respond: *“Blue.”* Continue for each word.

## Language 5 min.

- **SB** Ask students to focus on the “Language” section of the page. Read the examples in the book together as a class to highlight the grammar structure: *“What is this?” “This is a train.”*
- Use the grammar structure to go through each numbered vocabulary item (1-6) in numerical order. Call on students individually to answer: *“What is that?” “That is a car.”* Continue until you have covered all six vocabulary items using the target pattern sentence structure.

## Song I. Listening 5 min.

- **SB/CD** Focus students’ attention on the song section at the bottom of the page. Explain that they will listen to the song (and watch a music video if your classroom is equipped with a TV). You may also want to ask students to see **page**

**99** to view the complete song lyrics, especially if your classroom does not have a TV to view the music video.

- If teacher or students are equipped with smart devices, scan the QR code on the page to view the music video. Students may need assistance to learn how to do this. If no smart device is available, use Class Booster or the URL available from our homepage at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).
- Play the song that goes along with **track 74**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to learn the song lyrics.

## Script

74

Listen and sing along.

What is this? x2  
This is a truck. x2  
Truck, truck, truck.  
What is that? x2  
That is a train. x2  
Train, train, train.  
What is this? x2  
This is a car. x2  
Car, car, car.  
What is that? x2  
That is a plane. x2  
Plane, plane, plane.  
What is this? x2  
This is a bike. x2  
Bike, bike, bike.  
What is that? x2  
That is a boat. x2  
Boat, boat, boat.

## Song II. Sing along. 5-10 min.

- **SB/CD** Tell the students that you will play the song again, and this time they should try to sing along.
- **FC** Before you play the song again, put the flashcards on the board in the front of the class, in order from left to right as they appear in the song lyrics from beginning to end: **1. truck, 2. train, 3. car, 4. plane, 5. bike, and 6. boat.**
- Ask the students to recite some of the lyrics they heard, while directing their attention to the flashcards on the board as a visual aid. For example, point at the flashcard for *car* and say: *“What is this?” “This is a car.” “Car, car, car.”* Follow the rhythm and general tempo of the song. Help them as necessary. Continue with each flashcard.



- Play the song on **track 74** again and sing along with the students. Ask them to stand, clap, and/or dance to make this a TPR activity.
- Play the song that goes along with **track 74**. Ask the students to focus on the words of the song (either on the TV screen or in the back of the book) to sing the song.

### **Song III. Writing** 5-10 min.

- **SB/CD / Dictation WS** Ask the students to close their student book. Distribute the dictation worksheet for **unit 12**. Ask students to write their name at the top of the worksheet. (Available for download at [www.compasspub.com/BigShow](http://www.compasspub.com/BigShow).)
- Explain to the students that you will play the song a third time, but this time they cannot see the words of the song, either on the TV or in their books. This time they must write the lyrics themselves. (\*\*Note that if this is too challenging for lower-level students, they may view the lyrics in the back of the book or on the TV screen to help them write the words on the dictation worksheet.)
- Play the song on **track 74** again and ask the students to write the words from the song on the dictation worksheet.
- Review the answers for the dictation worksheet one by one. Ask students to check their work and correct any mistakes.
- Collect the dictation worksheet for assessment and correction (unless you plan to complete the bonus activity below).

### **(Optional) Assign and explain homework.** 3-5 min.

- **WB** Tell students to look at the pictures on **page 50** in the workbook. Explain how to complete the **Trace and match** activity in part A and the **Find and circle** activity in part B.
- Complete one example of each for parts A and B so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 50**. (\*\*Note: Allow them to write this in their native language if necessary.)

### **(If needed) Bonus Activity** 5-10 min.

- **Dictation WS** Use your native language if necessary and ask the students about a type of transportation they have learned about in

- today's lesson. Call on a few students and ask them to say in English their favorite mode of transportation.
- Ask the students to draw, color, and write the name of the mode of transportation on the back of the dictation worksheet.
- Collect the dictation worksheet for assessment and correction.

## **Lesson 2**

### **Lesson Objectives**

Students will:

- become more familiar with target vocabulary and grammar through a story
- encounter and explore a story linked to the theme of the unit
- be able to recognize and name key vocabulary items in the context of a story
- practice using visual clues to assist in comprehension
- be able to ask and answer questions to identify things
- prepare for and participate in a communicative activity with other students

### **Materials**

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### **Vocabulary Review** 5 min.

- **FC** Use the flashcards to review the vocabulary.

### **Song: Vocabulary and Grammar Structure Review** 5 min.

- **CD** Review the vocabulary and grammar structure by singing the song from the previous lesson.

### **Listening I. Comic Strip** 5-10 min.

- **SB/CD** Ask students to open their books to **page 85**. Focus students' attention on the comic strip in the Listening section on **page 85**. Tell



students to look at the images in the text and give them about one minute to do so.

- As students look at the pictures, ask them what they can see. Encourage different students to provide as many words as they can from vocabulary set 1 (introduced in lesson 1).
- Next, ask students questions about the plot, setting, characters in the story, and what they think is happening: e.g. *They are outside. They are talking. They are looking at a plane.* Use your native language as necessary and provide support when needed to the students. Ask cue questions, such as *"What are they doing?" "What do you see?"* etc.
- Finally, explain to the students that they will now listen to the story, and that they should read along and point at the words with their finger while they listen. It may be helpful to pause after each numbered frame in the comic strip to assist the students with navigating the page.

### Script



Listen.

#### Frame 1.

Jeff: What is this?

Anna: This is a bike.

#### Frame 2.

Louie: What is that?

Rachel: That is a car.

#### Frame 3.

Rachel: What is that?

Louie: That is a plane.

### Listening III. Popcorn Reading **5 min.**

- **SB** Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Listening III. Role-Play **10-15 min.**

- **FC** Explain to students that they will act out the story. Use the flashcards to assign character roles.
- Role-play the story.

### (Optional) Assign and explain homework. **3-5 min.**

- **WB** Tell students to look at the picture on **page 51** in the workbook. Explain how to complete the **Choose and write** activity. Explain that it is very similar to what they did in the student book on **page 85**.
- Tell them when they need to complete the workbook exercise and have them write it in their workbook on **page 51**. (\*\*Note: Allow them to write this in their native language if necessary.)

### Listening II. Reading and Writing **5 min.**

- **SB/CD** Focus students' attention on the dialogue at the top of **page 85**.
- Play **track 75** and ask students to repeat what they hear. Call on students individually to answer: *"What is this?" "That is a car."*
- Direct the students' attention back to the comic strip in part B. Focus on the blank speech bubbles. Ask them how many blanks there are. Then explain that the sentences in part A need to be added to part B. Explain to the students that they need to complete this section by listening and writing the number.
- Play the track again, and have students listen and write to complete the comic strip. Review the correct answers as a class.

# Lesson 3

## Lesson Objectives

Students will:

- be able to recognize and name the second set of key vocabulary items
- practice writing and spelling
- engage in a speaking activity to practice the vocabulary

## Vocabulary+ (Key words 2)

bus	motorcycle
helicopter	ship

## Review / Expansion Structure

- What is this? This is a helicopter.

## Materials

- Big Show Student Book, Flashcards, CD with A/V equipment (if available), and unscramble worksheet
- Workbook (optional)
- Bonus activity (if needed): crayons / colored pencils

## Vocabulary and Grammar Structure


### Review 5 min.

- **SB/CD** Review the vocabulary and grammar structure by singing the song from the previous lesson. Alternatively, depending on your own and the students' preference, role-play the story from the previous lesson to review the vocabulary and structure.

### Vocabulary+ Introduction 5 min.

- **FG** Show students the flashcards for the vocabulary items that are on **page 86**.
- Ask students to repeat after you as you say the word on each flashcard. Show students the picture first and then the word on each flashcard. Show each card one by one until you have shown all of them.
- Show the students the pictures on the flashcards one by one again and ask them to tell you the word for each picture on the flashcards. Help as

## Vocabulary+

Listen and trace. 

1.



bus

2.



motorcycle

3.



helicopter

4.



ship

## Speaking

Ask and answer.

Guide

What is this?  
What is that?

This is a helicopter.  
That is a bus.



86

needed (e.g. say the first syllable of the word or tell them what letter the word starts with).

### Listen and trace. 5-10 min.

- **SB/CD** Ask students to open their books to **page 86**. Direct their attention to the four vocabulary+ items on the page. Before you play the audio, do a vocabulary spot check.
  1. Point to the bus and ask: *"What is it?"* Elicit the response: *"It's a bus."*
  2. Point to the ship and ask: *"What is it?"* Elicit the response: *"It's a ship."*
- Play **track 76** and ask the students to trace the letters after each word they hear. Pause the audio after each word in order to give the students enough time to write.

## Script

Listen and trace.



- |               |               |
|---------------|---------------|
| 1. bus        | 2. motorcycle |
| 3. helicopter | 4. ship       |

- After the students have finished tracing all four of the new vocabulary items, call on individual students and ask them how to spell each vocabulary word.

## Writing

Trace and match.

12



a. This is a car.

b. This is a bike.

c. That is a boat.

d. That is a plane.

Tip

This is a car. The plane is a car. That is a car. That is a car.

## Phonics

Listen and repeat.



Si yellow yo-yos and a zebra.

87

### (Optional) Level Tip:

**Higher level:** Put the flashcards for the words *bus*, *motorcycle*, *helicopter*, and *ship* in random order on the board. Ask students how to spell the words. Have them come to the front of the class and write the word on the board under the corresponding flashcard. Allow them to bring their student book with them for reference if necessary.

**Lower level:** Ask students to read the spelling of each word from their book.

Point to the bus and ask: "How do you spell 'bus'?" Elicit the response: "b-u-s."

Point to the motorcycle and ask: "How do you spell 'motorcycle'?" Elicit the response: "m-o-t-o-r-c-y-c-l-e."

Point to the helicopter and ask: "How do you spell 'helicopter'?" Elicit the response: "h-e-l-i-c-o-p-t-e-r."

Point to the ship and ask: "How do you spell 'ship'?" Elicit the response: "s-h-i-p."

### Speaking: Ask and answer. 10-15 min.

- SB/FC** Direct the students' attention to the illustration at the bottom of **page 86**. Read the sentences in the illustration together: "What

is this?" Read the response together: "This is a helicopter."

- Explain to students that they will complete the answer by pointing at different modes of transportation in the picture. Hold up a flashcard of one of the modes of transportation in the illustration, for example *ship*, and ask the students to point at the *ship* in the illustration in their book. Then ask them: "What is that?" Elicit the response: "That is a ship."
- Invite a student to the front of the classroom. Give them the flashcard for the word *bus*. Tell the student to point to the bus and ask their classmates the question: "What is this?" Elicit the response: "This is a bus." Repeat this a few more times with other students and with different flashcards.
- Break the students into small groups of two or four students, Student(s) A and Student(s) B. Have A ask the questions and point at the items in the illustration on **page 86**. Have B answer. Then have them switch.

### (Optional) Assign and explain homework. 3-5 min.

- WB** Tell students to look at the pictures on **page 52** in the workbook. Explain how to complete the **Read and check** activity in part D and the **Trace and read** activity in part E.
- Complete one example of each for parts D and E so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 52**. (\*\*Note: Allow them to write this in their native language if necessary.)

### (If needed) Bonus Activity. Unscramble Worksheet: Reading, Speaking, and Writing Practice 5-10 min.

- Unscramble WS** Put students in pairs. Distribute the unscramble worksheet and ask students to write their name at the top.
- Explain how to complete the unscramble worksheet. Read the question, talk about what the answer is, and write the answer.
- After completing a few examples together as a class, allow the students to finish the worksheet on their own in class.
- Collect the unscramble worksheet for assessment and correction.

# Lesson 4

## Lesson Objectives

Students will:

- encounter some of the target vocabulary and grammar while learning about an engaging topic
- practice using visual clues to assist with writing
- develop reading and writing skills
- focus on phonics sounds starting with x, y, and z

## Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Ask and Answer Game: Vocabulary, Vocabulary+, and Grammar Structure Review 5-10 min.

- **FC** Explain to the students that they will play a game. Mix the flashcards for the vocabulary and vocabulary+ from **unit 12** together.
- Pick one of the flashcards randomly. Look at it and show the students. Explain that you will ask a question about the item on the flashcard, and the students will answer. For example, if the flashcard you selected randomly is for the word “bus,” ask the students: “*What is that?*” Elicit the response: “*That is a bus.*”
- After you have demonstrated how the game is played, call students up to the front of the classroom to show the different vocabulary words on the flashcards. Finish the activity after every student has had a chance, or after you have covered all ten of the vocabulary words.

### Writing: Trace and match. 10 min.

- **SB** Have students open their book to **page 87**.
- Point to items in the pictures and ask students: “*What is this?*” “*What is that?*” Elicit the appropriate questions: *Picture 1 “That is a boat.” Picture 2 “This is a bike.” Picture 3 “That is a plane.” Picture 4 “This is a car.”*
- After the students have properly identified all of the pictures, read each sentence aloud together as a class. Point to sentence a and ask the students if they can read the sentence.

- Sentence a: “*This is a car.*”
- Tell students to try to trace each letter in the vocabulary word slowly and nicely as you read the sentence. After tracing the letters, ask the students which picture the sentence matches with. Have students raise their hands and volunteer to answer the question. Sentence a matches with Picture 4.
- Repeat this for the remaining sentences until the activity is complete.
  - **(Optional) Level Tip:**  
**Higher level:** Call on individual students to read the sentence independently in front of the class and support them as needed while they read.  
**Lower level:** Do choral reading. Read each sentence aloud and ask students to repeat after you. Point at the words as you read them and ask students to do the same.

### Writing Tip: This and That 5 min.

- **SB** Ask the students to look at the “Tip” cloud on the right side of the page. Read the contents of the box together: **this = close to you; that = far from you.**
- Focus the students’ attention on the demonstrative pronouns. Explain to them that they must use different demonstrative pronouns based on the distance (Use your native language to explain this if necessary.) Ask the student’s to practice writing **this, that** a few times under the “Tip” box.
- Point out to the students that they have already learned this in the grammar structure for this unit: “*That is a boat.*”

### Phonics: Listen and repeat: (x, y, and z) 10 min.

- **SB/CD/FC** Ask the students to look at the bottom of the page. Direct their attention to the pictures in the box. Ask the students if they recognize any of the pictures. Point at each one. Elicit the responses: “*It’s a six.*” “*It’s yellow.*” “*It’s a yo-yo.*” and “*It’s a zebra.*”
- Focus the students’ attention on the **red** letter of each word. Ask the students: “*What sound does the letter “x” make?*” Elicit the appropriate response: /ks/ or, if they don’t know the correct sound, tell the students to repeat after you and say: “*X makes the sound /ks/.*” Repeat this for the letters “y” and “z.”
- Tell the students to listen and repeat. Play **track 77**.



## Script



Listen and repeat.

X, X, /ks/, /ks/

Six, six.

Y, Y, /y/, /y/

Yellow, yellow, yo-yo, yo-yo.

Z, Z, /z/, /z/

Zebra, zebra

Six yellow yo-yos and a zebra.

- After listening to the audio, ask the students again: *“What sound does the letter ‘x’ make?”* Elicit the appropriate response: /ks/. Repeat this for the letters “y” and “z.” Then point at one of the pictures randomly and ask them if they can read the word. For example, point at the picture for the word “yellow.” Ask the students to read it. If they cannot, ask them to repeat after you and say: *“Yellow, /y/, /y/, yellow.”*
- Finally, read the sentence at the bottom of the page together as a class. Then call on individual students to read the sentence independently. Ask them to point at each word as they read and assist as needed. (\*\*Note: Introduce some of the words like “six” as sight words, rather than phonics words.)

## *(Optional) Assign and explain homework.*

**3-5 min.**

- **WB** Tell students to look at the pictures on the top of **page 53** in the workbook. Explain how to complete the **Circle and trace** activity in part F.
- Complete one example of part F.
- Tell them to circle the correct letter. Tell them when they need to complete the workbook exercise and have them write it in their workbook on the top of **page 53**. (\*\*Note: Allow them to write this in their native language if necessary.)

## Lesson 5

### Lesson Objectives

Students will:

- encounter and explore a “real-world” social studies text linked to the theme of the unit
- develop reading and listening skills through an engaging text
- practice using visual clues to assist in developing reading comprehension skills
- prepare for and participate in a communicative speaking activity with other students to explain their own ideas
- be able to recognize and name the key vocabulary item
- be able to ask and answer information questions with *how many* and *what*
- encounter and explore a fun story linked to the theme of the unit

### Materials

- Big Show Student Book, Flashcards, and CD with A/V equipment (if available)
- Workbook (optional)

### Pre-reading Discussion 5 min.

- **FG** Show students the flashcards from **unit 12** and ask them to talk about different modes of transportation.
- Ask students if they know what “helmet”, “red light”, and “green light” means. (Use your native language as necessary.)
- Establish enough background knowledge that students will be able to engage in the CLIL reading with an understanding of riding a bike.

### CLIL Reading: Social Studies: My New Bike 10-15 min.

- **SB/CD** Tell students to look at part A on **page 88**. Focus students’ attention on the background picture. Discuss it.
- Explain to the students that they will listen and read the story on the page. Ask students to follow along and point at the words as they hear them. Play **track 78**.
- After playing the track, do choral reading and ask the students to repeat after you. Ask the students to point at each word as they read it.

## My New Bike

This is my bike.  
It's new.  
It's big.  
It's blue.  
This is my helmet.  
It's new, too.  
It's yellow.  
I ride my bike.  
A red light means “stop!”  
A green light means “go!”

Walk around the classroom to ensure the students are doing this.

- After doing choral reading, read the text one more time by doing popcorn reading. (Have students take turns reading one line from the story. After they read one line, they call on another classmate to read the next line.)
- Read the lines of the story until each student has had a chance to read and the students have become familiar with the words in the story.

### Read and circle: Reading Comprehension 5 min.

- **SB** Tell students to look at activity B on **page 89**.
- Read question 1 aloud together as a class. Review the answer choices. Ask students to look at the pictures or text and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.

### Talk with your friend: Discussion 10 min.

- Talk with students about riding a bike.
- Ask students to talk with their friends about how they get to school and to think of 2-3 sentences

1. What color is the bike?

1. What color is the bike?



green

yellow

blue

2. What color means "go?"



red

yellow

green

**C** Talk with your friend.

How do you get to school?

Do you like cars?

Scan to read more.



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## Teacher's Note

- Complete one example of each for parts G and H so that the students understand how to complete the page independently.
- Tell them when they need to complete the workbook exercises and have them write it in their workbook on **page 53**. (\*\*Note: Allow them to write this in their native language if necessary.)

about this. Explain that it is OK if they think of something that isn't from **unit 12**.

- Walk around the classroom to monitor, help facilitate conversation, explain unknown words, etc.
- (\*\*Note: You may allow students to discuss this in their native language, but they should be able to explain how they get to school in English.)
- Ask them to draw a small picture of themselves going to school.

**Additional Reading** 5-10 min.

- Scan the QR code on the page to view the animation. If no smart device is available, use Teacher's Guide DVD.
- Explain to students that they will read another story for fun about cars.
- Watch the animation together and discuss it afterwards as a class.

**(Optional) Assign and explain homework.**  
**3-5 min.**

- **WB** Tell students to look at the pictures on **page 53** in the workbook. Explain how to complete the **Read and circle** activity in part G and the **Circle true or false** activity in part H.



## A Trace. Listen and circle. 10 min.

- SB/CD** Tell students to open their books to **page 90**.
- Point to each of the pictures on the page. Say the word and have students repeat (1. triangle, 2. hat, 3. ear, 4. train).
- Make sure each student has something to write with.
- Point to picture 3 (circle) and ask students what it is. Write the word *circle* on the board. Tell students to trace the word.
- Tell students to trace all the words.
- Play **track 79** and ask students to circle the letter of the picture they hear.
- Encourage students to read the words out loud.
- If students are having a difficult time with the words, or for weaker groups, you can read the words for them.

## B Read and circle. 10 min.

- SB** Tell students to look at part B on **page 91**.
- Read question 1 aloud together as a class. Review the answer choices and ask the students to look at the pictures and think for a moment about what the correct answer is. Ask students to volunteer to give the correct answer.
- Complete the activity as a class.
- (Optional) Read the questions and point to the correct answers one more time to give students a chance to check for any answers they may have missed the first time. For example, sentence 1: *"What shape is it?" "It's a rectangle."* Then point to image a.

## C Draw a picture of your favorite clothes. Then tell a friend about it. 10 min.

- SB** Focus students' attention on part C on **page 91**.
- Tell students to take out a piece of paper and a pencil. Ask them to draw a picture of their favorite clothes.
- Put students in pairs. Student A asks questions about the picture. Student B responds.
- Tell students to switch.
- Monitor and provide assistance if necessary.
- Give students 2 to 3 minutes to complete the activity.

## A Trace. Listen and circle.

1.  triangle	2.  square	3.  circle
4.  T-shirt	5.  shirt	6.  hat
7.  foot	8.  head	9.  ear
10.  car	11.  train	12.  truck

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## D Trace. Match and say.

1. R		u
2. Q		q
3. V		s
4. U		t
5. S		v
6. T		r
7. X		y
8. Z		w
9. W		x
10. Y		z

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**B Read and circle.**

1. What shape is it?  
It's a rectangle.



2. What color is his vest?  
His vest is brown.



3. What color are her glasses?  
Her glasses are red.



4. Do you have two eyes?  
Yes, I do. I have two eyes.



5. What is that?  
That is a helicopter.



6. Do you have two noses?  
No, I don't. I have one nose.



**C Draw a picture of your favorite clothes. Then tell a friend about it.**

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**D Trace. Match and say. 5-10 min.**

- **SB** Direct students' attention to part D on page 92.
- Point to the picture of the ruler and ask students what it is. Encourage all students in the class to say the word. Then tell students to trace the lines to R and r.
- Tell students to match the pictures to the letters.
- Go over the answers as a class.

**E Play the game. 5-10 min.**

- **SB** Direct students' attention to part E on page 93. Follow the instructions to play the game.
- 1. Divide the class into teams of three or four students each.
- 2. Give each team a die and markers to use on their gameboard.
- 3. Tell students they will take turns rolling the die and moving their marker along the board.
- 4. Each time a student rolls a die, ask the student to say what word they've landed on. (Give between 1 to 3 chances to guess the word or phrase depending on the student's level).
- 5. Next, have the student use the word in a sentence.
- 6. If the student is correct, they may stay on the square. If not, they must start over at the beginning.
- 7. The player who gets to the *Finish* first is the winner.

**E Play the game.**



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# Memo