

# Cambridge Little Steps 1

**Teacher's Book**  
Paul Drury



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Big Question	Story and Literacy	Key Vocabulary	Key Language	Values	Concept	Oracy	CLIL	Numeracy	Project
Unit 1 What can we see at school?	<i>What Can You See?</i>  Where does the story take place?	<i>teacher, boy, girl, school, sun, tree, book, crayon, chair, table, Leo, Tickle, Dad, Mom, Mia</i>	<i>What can you see? I can see (a boy). Is it a (book)? Yes, it is. No, it isn't. What is it? It's a (book). What's your name? My name is ... What's his / her name? His / Her name is ...</i>	Keeping Our Classroom Clean	open, closed	Responding Appropriately  <i>Hello! How are you today? I'm fine, thank you. Goodbye.</i>	Social Studies: What are the rules in the classroom?	1	School Collage
Unit 2 What do we look like?	<i>Can You Find Me?</i>  Who are the characters in the story?	<i>face, hair, eyes, nose, forehead, mouth, ears, cheeks, happy, sad, angry</i>	<i>This is my (nose). These are my (eyes). How do you feel? Are you sad / happy / angry? Yes, I am. No, I'm not. Yes, s/he is. No, s/he isn't.</i>	Respecting Differences	red	Understanding Body Language  <i>How do you feel? I feel (sad).</i>	Science: What do twins look like?	2	Self-portrait Puppets
Unit 3 What can our bodies do?	<i>The Coconut Band</i>  Is this a scene from the story?	<i>arms, hands, legs, feet, fingers, head, elbow, knee, run, dance, crawl, kick</i>	<i>I have a (head). I have two (knees). S/he has a (head). S/he has two (feet). Can she (dance)? Yes, s/he can. No, s/he can't. S/he can (crawl). Can you (run)? Yes, I can. No, I can't.</i>	Washing Our Hands with Soap	blue	Waiting for Your Turn  <i>May I go to the bathroom? May I wash my hands? Yes, you may.</i>	Art: Can we make art with our bodies?	3	I Can Mobile
Unit 4 What is a family?	<i>The Noisy House</i>  Who are the characters in the story?	<i>father, mother, sister, brother, grandfather, grandmother, baby, young, old, short, tall</i>	<i>What is a family? Is this a family? Is he the (father)? Is she the (grandmother)? Yes, s/he is. No, s/he isn't. What does s/he look like? S/he's (tall). Is the (sister) old? Yes. No. My mother is (tall). My brother is (young).</i>	Helping Our Family	yellow	Asking Questions  <i>What's your (mother's) name? My (mother's) name is (Kim).</i>	Science: Do animals have families?	4	My Family Picture Frame
Unit 5 What is a pet?	<i>Maisie's Pets</i>  Which scenes are from the story?	<i>dog, bird, rabbit, fish, turtle, cat, hamster, lizard, walk, jump, swim, fly</i>	<i>How many (birds) can you see? I can see (two) birds. Can (cats) walk? Yes, they can. No, they can't. (Cats) can walk. (Cats) can't fly.</i>	Taking Care of Our Pets	big, small	Projecting Your Voice  <i>We are (birds)! (Chirp, chirp, chirp.)</i>	Science: Are all animals pets?	5	Pet Rocks

Big Question	Story and Literacy	Key Vocabulary	Key Language	Values	Concept	Oracy	CLIL	Numeracy	Project
Unit 6 Can healthy foods be delicious?	<i>Healthy Hannah</i>  Which scenes are from the story?	<i>apple, pear, tomato, carrot, bananas, grapes, cucumbers, lettuce, pineapple, orange, potato, peas</i>	<i>Which (foods) do you like? I like (bananas). What does s/he have ...? S/he has a/an (apple). What do you have ...? I have a/an ...</i>	Washing Fruit and Vegetables	circle	Expressing and Respecting Opinions  <i>Do you like (apples)? Yes, I do. No, I don't. I like (pears).</i>	Science: What does an apple tree need to grow?	6	Healthy Foods Brochure
Unit 7 What is a toy?	<i>A Little Teddy Bear</i>  What happens next?	<i>car, teddy bear, doll, ball, kite, tricycle, blocks, yo-yo, train, puzzle, board game, robot</i>	<i>What color is (the ball)? (The ball) is (red). It's (red). Is it big / small? Is it red / blue / yellow? Yes, it is. No, it isn't. The (ball) is small and blue.</i>	Sharing Our Toys	square	Responding Appropriately  <i>I want a teddy bear, please. Here you are. Thank you.</i>	Math: Can you match the toys?	7	A Teddy Bear Figure
Unit 8 What can we see in a park?	<i>Let's Play Together</i>  What happens first, next, and last?	<i>tree, flower, grass, bee, slide, swing, seesaw, monkey bars, sun, cloud, sky, butterfly</i>	<i>Do you like to play on the (swings)? Yes, I do. No, I don't. What can you see? I can see a butterfly / some clouds.</i>	Keep Parks Clean	triangle	Asking Questions  <i>What color is it? (It's red.) What does a (tree) look like? It's (big).</i>	Science: What can you see in a park?	8	Pop-up Park
Unit 9 Where do we live?	<i>There Is a Woman Who Lives in an Orange Shoe</i> What happens first, next, and last?	<i>city, country, house, farm, apartment building, door, window, street, park, playground, market, toy store</i>	<i>Where does s/he live? S/he lives in a house / an apartment building. Where do you live? I live in a/an... What can you see near your house? I can see a (park) near my house.</i>	How can you show you love someone?	near, far	Making Suggestions  <i>I want to (run). Let's go to the (park)!</i>	Social Studies: What can we see in the city and in the country?	9 and 10	Where I Live Collage

# Cambridge Little Steps

## For a Future Full of Opportunities

### Better Learning within Cambridge Little Steps

Cambridge Little Steps is a three-level English language and early literacy course that gets very young children exploring and **communicating in English** while nurturing the key **life competencies** and **values** they need to become kind and creative individuals, ready to make the most of life's opportunities.

Its rich variety of content and research-informed approach to early literacy, oracy and creativity creates a better learning environment where children can:

- Develop **rich, natural vocabulary** as well as emotional competencies with literature.
- Start to investigate life's **Big Questions** from a variety of angles.
- Develop **body awareness** and **listening skills**, key to confident communication.
- Act out, **think creatively, collaborate** on projects and enjoy learning with every step!

These aims are achieved through child-friendly design that captivates very young children and helps them focus. Digital routine boards, animations, Big Books, and a puppet help create an effective learning and teaching environment.

Easily-accessible self-study for teachers at [cambridge.org/littlesteps](https://www.cambridge.org/littlesteps) presents practical ideas on how to teach with Cambridge Little Steps.

#### Pre-literacy

Systematic approach to lay the foundation for success in literacy.

Children acquire pre-literacy skills to become effective readers.



### Effective Learning

#### Oracy

Method to strengthen our research-based communication skills.

Children develop the verbal and nonverbal skills to communicate effectively.

#### Creativity

Activities designed to build students' creativity.

Children become imaginative thinkers and problem-solvers while enjoying themselves!

### Course Components

- Student's Book
- Activity Book
- Numeracy Booklet
- Phonics Booklet
- Flashcards
- Teacher's Edition
- Class Audio
- Posters
- Tickle Puppet
- Presentation Plus includes videos, animations, tips, routines, assessment
- Online Teacher Training



[cambridge.org/littlesteps/teachertraining](https://www.cambridge.org/littlesteps/teachertraining)

# Pre-literacy

## Insights

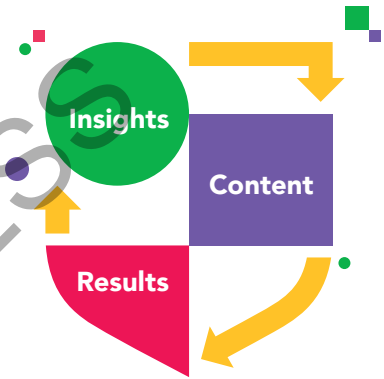
Skills in phonemic awareness, phonics, fluency, and vocabulary are essential to literacy development. (National Reading Panel)

## Content

*Cambridge Little Steps* creates a rich pre-literacy environment.

## Results

Children gain useful skills and behaviors that enable them to successfully start reading and writing.



**Pre-literacy refers to the skills and behaviors associated with successful reading development, that is, everything a child needs to learn about reading and writing before they actually do so.**

## Pre-literacy in Cambridge Little Steps

**Motivation:** Beautifully illustrated original stories encourage children to appreciate literature, develop visual literacy, and acquire a rich vocabulary.

**Print Awareness:** Children are encouraged to notice print. They begin to understand how written language is related to oral language and develop a sense of how print functions.

**Alphabet Knowledge:** Children are led to recognize the letters of the alphabet, how they sound, and to distinguish them from each other.

**Vocabulary:** Children become familiar with a wide range of words by exploring the stories.

**Phonological Awareness:** Children learn how to distinguish specific sounds, including phonemes—a key skill in learning to read.

**Narrative Skills:** Children describe story events, setting and characters. They retell the stories, order events, and make predictions.

## Better Questions for Deeper Understanding

Asking questions about stories is a key part of pre-literacy development. You can expand children's thinking by asking questions. Based on Bloom's Taxonomy, there are six levels of questions:

**Recall** ➔ **Understand** ➔ **Apply** ➔ **Analyze** ➔ **Assess** ➔ **Create**

**Recall:** What color is the gorilla? What is the name of the girl? Is the apple big or small? What animals appear in the story?

**Understand:** Is this song about animals? Is the boy happy or sad?

**Apply:** Is your father like the father in the story? Is your favorite color the same as the main character's? Can you walk like the duck in the story?

**Analyze:** What is the funniest part of the story? How are the dogs and cats different? How are they the same?

**Assess:** Which character does the right thing? Which character is honest? Which character is dishonest?

**Create:** Can you draw a picture to show your favorite part of the story? Can you make up a dance to show how you feel?

# Oracy

## Insights

Oracy skills are a strong indicator of future success.

## Content

A structured oracy syllabus enables students to develop strong oracy skills.

## Results

Students build the foundation needed to become competent communicators.

Insights

Content

Results

**Oracy is the skill of speaking confidently in a variety of situations, from presentations in front of an audience to participating in group discussions and collaborative activities.**

Oracy involves speaking. It also includes physical skills like projecting your voice and conveying confidence through your posture. It includes social-emotional skills like understanding group dynamics and helping a group come to a collective decision. It includes cognitive skills like structuring your ideas into a coherent argument.

Oracy develops self-esteem and self-confidence in students. Oracy skills are invaluable, and *Cambridge Little Steps* provides a solid foundation for the development of these skills in young learners.

## Oracy in Cambridge Little Steps

At this stage, oracy mainly focuses on the development of children's nonverbal skills and on helping children to convey confidence when speaking to peers and adults.

Our simple but effective approach to oracy is clearly signposted in the Teacher's Edition.

## Tips for Promoting Oracy Development in Preschoolers

- Create a safe classroom environment based on trust so that children do not feel intimidated and are encouraged to participate actively.
- Ensure that children are not afraid to try something new or make mistakes. Explain that making mistakes is part of the learning process.
- Do not permit bullying or making fun of another's idea or opinion.
- Actively model and encourage nonverbal skills such as active listening, standing up straight while speaking and looking others in the eye.
- Actively model and encourage collaborative behaviors such as sharing, taking turns, listening to others and asking questions.
- Encourage children to speak slowly and clearly and project their voice when presenting.
- Don't force students to speak before they are ready. Allow for a silent period and respect each child's pace of development.
- Use non-verbal responses, such Total Physical Response (TPR), as a way to encourage shy children to participate.



# Creativity

## Insights

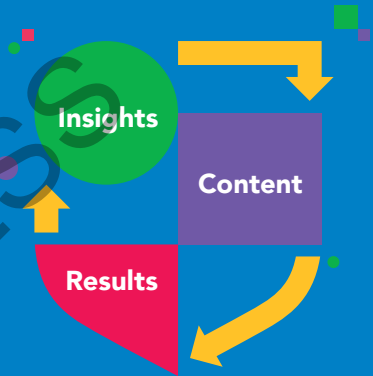
Creative work and play motivate children while encouraging multiple perspectives.

## Content

Activities highlighted throughout the Teacher's Edition build children's creativity.

## Results

Children learn how to think critically and approach problem solving.



## Creativity ...

- promotes learning and development.
- helps children express feelings and learn communication skills.
- makes children happy; they enjoy creative play and activities.
- promotes resilience, finding new ways of looking at things, critical thinking and problem solving, focus and concentration, useful learning strategies such as taking a break.
- motivates children to find new ways of looking at things.

## Creativity in Cambridge Little Steps

Throughout the Teacher's Edition, you will find extra activities specifically designed to develop creativity. These activities are explicitly labeled.

## Tips and Tricks to Foster Creativity

### Creative Materials

Simple materials can stimulate a child's imagination.

- 1 Cardboard boxes:** Children can make animals, houses, robots, or anything they want. They can paint the boxes or glue on paper, buttons, cloth, or sand.
- 2 Leaves, sticks, and other natural materials:** Children can make collages, glue materials onto paper, or dip them into paint for printing.
- 3 Buttons, pasta, and beads:** Children can make jewelry and decorations.

## Creativity Through Drama

Children can act out things from daily life, incorporating songs, movement, and costumes. They can pretend to be mothers, fathers, animals, or different community helpers. They can also act out the stories in their book.

## Creativity Through Music

Children can use real or homemade instruments. These include saucepans, spoons, drums, bottles filled with rice, or bells. Children can practice following a rhythm, playing loudly or softly, quickly and slowly. They can move or paint along to different types of music.

## Creativity Through Prompts

Ask children open-ended questions that encourage them to use their imagination:

- Imagine your pet cat can talk. What does it say? What does it do?
- Would you rather be a bird or a fish? Why?
- How can we make the perfect sandwich?
- Imagine you are invisible. Where do you go? What do you do?
- Imagine you're with a friend. You have no toys, but you have a big cardboard box. What do you do with it? What do you play?

Have children close their eyes while you play soft music. Ask them to imagine a place, a person or an object. Then ask guiding questions with 30-second pauses in between. Finally, have them draw what they imagined. For example: *Imagine a place where you feel happy. Where are you? Are you inside or outside? Is it a big place or small place? What colors can you see? Is it hot or cold? Can you smell anything? Who is with you?*