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Cambridge Little Steps 2

Teacher's Edition
Paul Drury

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Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Oracy	CLIL	Numeracy	Project
Unit 1 What do you like about school?	<i>My Favorite Thing</i> What does Betty like to do at school?	<i>paint, draw, color, cut, glue, pencil, marker, paintbrush, glue stick, scissors, listen to stories, sing songs, tidy up, eat lunch, play with friends</i>	<i>What is it? It's a (pencil.) What do you do with a (pencil)? I (draw) with (a pencil). What do you like to do ... ? I like to (listen to stories).</i>	Tidying Up Our Classroom	red, blue, yellow, green, orange, purple	Responding Appropriately <i>May I get (some paper), please. Yes, you may.</i>	Art: Which are the primary colors?	Numbers 1-10	What I Like at School Mural
Unit 2 How do we take care of ourselves?	<i>Good Job, Oliver!</i> What does Oliver do in the story?	<i>wash my face, brush my hair, eat healthy food, put on a jacket, drink water, toothbrush, brush, soap, towel, jump rope, tired, thirsty, dirty, hungry, sick</i>	<i>(He) takes care of (himself). (She) washes (her) (hands with soap). What can you do to take care of yourself? I can (eat healthy food).</i>	Taking Care of Ourselves	circle, square, rectangle, star	Body Language <i>What's the matter? I'm (thirsty). You need to (drink water).</i>	Science: What does healthy food look like?	Numbers 11 and 12	We Take Care of Ourselves Posters
Unit 3 What do we do at home?	<i>A Fun Game</i> Is this a scene from the story?	<i>living room, dining room, kitchen, bedroom, bathroom, bed, couch, shower, lamp, fridge, cook, sweep the floor, set the table, watch TV, make the bed</i>	<i>What's this? It's a (bed). Where does it go? In the (bedroom). The (bed) goes in the (bedroom). Who's this? What is (she) doing? (She)'s (cooking). The father's (cooking). The mother's (making the bed).</i>	Helping at Home	in, on, under	Asking Questions for Information <i>Where are you? I'm (here)(in the bedroom).</i>	Social Studies: What do you do at home during the day and at night?	Numbers 13, 14, 15	My Open House
Unit 4 What can we see on a farm?	<i>The Little Red Hen</i> Can you number the story in order?	<i>cow, hen, duck, horse, sheep, feed the ducks, milk the cows, groom the horses, shear the sheep, collect the eggs, calf, lamb, duckling, chick, foal</i>	<i>What is the farmer doing? (He)'s (milking the cow). How many (horses) are there? There is one (horse). There are two (horses).</i>	Working Hard on a Farm	sequences	Projecting Your Voice <i>What does a cow say? Moo, moo.</i>	Science: What food do we get from animals?	Numbers 16, 17, 18	Chicken Painting
Unit 5 What do we eat at different time of the day?	<i>Pat's Birthday Dream</i> Is it real or a dream?	<i>breakfast, lunch, dinner, eggs, chicken, salad, pancakes, water, soup, rice, milk, cereal, orange juice, fish, strawberries</i>	<i>What food do you like? I like (rice). I don't like (eggs). What food does (she) like? (She) likes (eggs). (She) doesn't like (rice). What do you have for (breakfast)(in the morning)? I have (eggs) for (breakfast). We have (breakfast) (in the morning).</i>	Eating a Healthy Breakfast	a few, a lot	Responding Appropriately <i>What do you want for breakfast? Milk, please. Anything else? No, thank you.</i>	Science: Which food comes from plants?	Number 19	My Meals Collage

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Oracy	CLIL	Numeracy	Project
Unit 6 What different kinds of clothes do we wear?	<i>The Teddy Bear Show</i> What are the teddy bears wearing?	<i>pants, shoes, T-shirt, skirt, sweater, socks, jacket, boots, raincoat, dress, sunny, cloudy, rainy, snowy, windy</i>	<i>What color is (his) (raincoat)? What color are (her) (socks)? What is (she) wearing? (She)'s wearing (blue) (pants). What are you wearing? I'm wearing ... What's (Mia) wearing? (She)'s wearing ... What the weather like?</i>	Taking Care of Our Clothes	left, right	Asking Questions for Information <i>What's the weather like? It's rainy. Put on your raincoat.</i>	Science: What are the four seasons of the year?	Number 20	What I Wear Poster
Unit 7 What can we do with our senses?	<i>The Apple Pie</i> Which senses does Gus use?	<i>see, touch, hear, smell, taste, soft, rough, smooth, good, bad, sweet, salty, loud, quiet, beautiful</i>	<i>(She)'s smelling a flower. (He)'s touching a cat. How does it smell? It smells (good). How does it feel? It feels (soft). How does the (orange juice) (taste)? It (tastes) (sweet).</i>	Respecting Differences	next to, between, behind	Eliciting Opinions <i>How does your (sandwich) taste? It tastes (salty). Do you like (bananas)? (Yes), they taste (good).</i>	Science: Which sense is it?	Number 30	Fuzzy Caterpillar Model
Unit 8 How do we get from one place to another?	<i>Let's Climb a Mountain!</i> Is it real? Is it imaginary?	<i>car, train, bus, airplane, boat, bike, helicopter, ship, air, water, land, beach, amusement park, mountains, city</i>	<i>Where does a (bus) go? A (bus) goes (on land). Where is (she) going? (She)'s going to the (city). How is (he) going to get there? (He) is going to get there (in a car). Where are you going? I'm going to the (beach). How are you going to get there? I'm going to get there (on a boat).</i>	Taking Care of the Air	new, old, slow, fast	Standing Up Straight <i>This is my (train). It's (yellow). It's (old). It's (slow).</i>	Art: How can you make a beautiful boat?	Number 40	Transportation Booklet
Unit 9 What do plants need to grow?	<i>One Little Daffodil</i> Can you put the pictures from the story in order?	<i>plant, sun, soil, water, air, seed, shovel, hole, water, dig, watering can, petals, leaves, stem, roots</i>	<i>(First), (dig a hole). What's missing? Which part is missing? The (petals) are missing. The (stem) is missing.</i>	Taking Care of Plants	tall, short	Looking at Your Audience <i>What are your favorite fruits? My favorite fruits are (strawberries and oranges).</i>	Science: Where do fruits and vegetables grow?	Number 50	My Terrarium

Cambridge LittleSteps

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
- Tickles 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

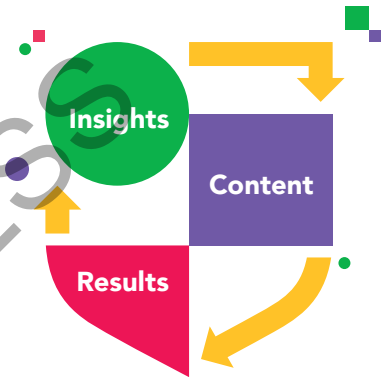
Skills in phonemic awareness, phonics, fluency, and vocabulary are essential to literacy development. (National Reading Panel)

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

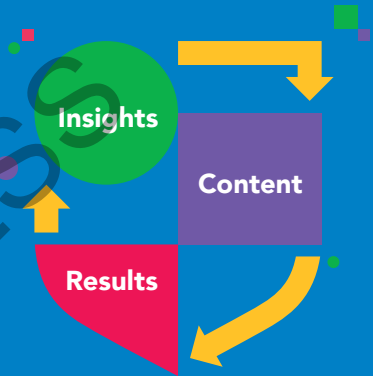
Creative work and play motivate children while encouraging multiple perspectives.

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?*