

**Cambridge**  
**Little Steps** **3**

**Teacher's Edition**  
Paul Drury

# Contents

Scope and Sequence .....	4
Methodology .....	6
Unit Walkthrough .....	10
Unit 1 What do we do at school? .....	14
Unit 2 How can we show our feelings? .....	42
Unit 3 How are we the same or different? .....	70
Unit 4 What is a wild animal? .....	98
Unit 5 Who works in our community? .....	126
Unit 6 Why are restaurants special? .....	154
Unit 7 What does a routine look like? .....	182
Unit 8 How can we care for the Earth? .....	210
Unit 9 What do we do on vacation? .....	238
Tracks .....	266
CLIL Connection Activities .....	272

CAMBRIDGE UNIVERSITY PRESS

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Oracy	CLIL	Numeracy	Project
Unit 1 What do we do at school?	<i>We Learn at School!</i> What is the story about?	days of the week, Science, Art, Math, Writing, Reading, Physical Education, use a computer, play music, speak English, paint with watercolors, read books, play in the playground	<i>What day is today? (Monday.) What day is it? What do we have on (Mondays)? We have (Art). What do you do at school? I (read books). Do you (play music)? Yes, I do. No, I don't. What does (she) do at school? (She) (reads books).</i>	Be kind to others.	red, blue, yellow, green, orange, purple, pink, black, gray, brown	Responding Appropriately <i>I need (a pencil), please. I need (some books), please. Here you go. Thank you.</i>	Art: How can we make the secondary colors?	Numbers 1-20	Binoculars
Unit 2 How can we show our feelings?	<i>Maddy Goes to a Party</i> Can you remember how the characters feel?	<i>shy, silly, scared, excited, surprised, bored, scream, jump up and down, shout hooray, yawn, cry, laugh, candy, cake, candle, balloon, present, party hat</i>	<i>How does (Mia) feel? (She)'s (happy). When we are (excited), we (jump up and down). What do you do when you are (bored)? When I'm (bored), I (yawn). What's different? How many... ? What color... ?</i>	Talk about your feelings.	feelings	Asking Questions for Information <i>How old are you? I'm (five) years old.</i>	Art: Can you decorate the birthday cakes?	Number 30	Feelings Puppets
Unit 3 How are we the same or different?	<i>The Kindergarten Photograph</i> Can you remember the story?	<i>child, children, woman, women, man, men, tall, short, thin, aunt, cousin, uncle, blond, red, long, short, curly, straight</i>	<i>What does (he) look like? (He)'s a (man). (She)'s a (woman). She's (tall). How many (men) can you see? (She) has (short) hair. Who is it?</i>	Be proud of yourself.	Who is the tallest?	Asking Questions for Information <i>What's your name? What's your (mother's) name? (My [mother's]) name is ... What's your favorite color?</i>	Science: What does your family tree look like?	Number 40	Class Portraits
Unit 4 What is a wild animal?	<i>Don't Feed the Wild Animals</i> What happens first, next, and last?	<i>monkey, lion, giraffe, tiger, bear, elephant, snake, whale, eagle, shark, kangaroo, toucan, paw, fin, beak, trunk, tail, wing</i>	<i>Where does (the whale) go? (In the water.) Where do (kangaroos) live? (On land.) What does (a whale) look like? It's (big). It's (gray). It has a (long) (neck). It has (small) (ears).</i>	Protect wild animals.	Simple addition	Giving Reasons <i>Do you like (bears)? I do / don't like (bears). Why? / Why not? Because they are (cute).</i>	Science: Can you describe a bear?	Number 50	Wild Animals Collage
Unit 5 Who works in our community?	<i>Jewel Goes to School</i> Recalling the story	<i>firefighter, doctor, chef, police officer, mail carrier, cashier, fire station, hospital, restaurant, post office, police station, grocery store, put out fires, take care of people, cook food, keep people safe, deliver mail, ring up groceries</i>	<i>Where (does) a firefighter work? (She) works in a (fire station). Who's (she)? (She)'s a (doctor). Where does (she) work? (She) works (in a hospital). What does (she) do? (She) (takes care of people).</i>	Respect people in your community.	How many more?	Giving Reasons <i>What do you want to be? I want to be a (chef). Why? Because I love to ...</i>	Social Studies: What do you want to be?	Number 60	Helping Hands Display

Big Question	Story and Literacy	Vocabulary	Language	Values	Concept	Oracy	CLIL	Numeracy	Project
Unit 6 Why are restaurants special?	<i>Uncle Piero's Restaurant</i> Identifying setting, characters, and plot	<i>waiter, menu, drink, main dish, side dish, dessert, steak, beans, lemonade, rice, soda, French fries, spaghetti, pizza, ice cream, chocolate cake, vegetables, cheeseburger</i>	<i>Do you like (beans)? Yes, I do. No, I don't. I like (rice). I don't like (beans). (He) likes (rice). (He) doesn't like (soda). What do we need to eat (steak)? We need a (fork / knife / spoon) and a (plate / bowl) to eat (steak).</i>	Be polite in restaurants.	more than	Responding Appropriately <i>What would you like? I would like (pizza), please. Anything else? No, thank you.</i>	Science: Is it a fruit or a vegetable?	Number 70	Our Restaurant Menu
Unit 7 What does a routine look like?	<i>The Hare and the Tortoise</i> Can you put the story in order?	<i>get up, get dressed, have breakfast, go to school, go home, do homework, dance class, soccer practice, music lessons, swimming lessons, play with friends, gymnastics, eat dinner, take a bath, brush teeth, put on pajamas, read a book, go to bed</i>	<i>What do you do after school? I have (swimming lessons). I play with friends. What does (she) do after school? (She) has (soccer practice). (He) (plays with friends). What do you do (in the evenings)? I (sometimes) (read a book).</i>	Follow a routine.	take away one	Making Suggestions <i>I'm (bored). What do you want to do? Let's (play a game).</i>	Math: What time is it?	Number 80	My Routines Collage
Unit 8 How can we care for the Earth?	<i>The Yard Guard</i> What happens in the story?	<i>natural, human-made, frog, rock, paper, plastic bottle, cardboard box, soda can, newspaper, spoon, jar, glass bottle, plastic bag, cloth bag, recycle, trash, turn on, turn off</i>	<i>What is it? It's a (soda can). Is it natural or human-made? I think it's (natural). What can you do to help the Earth? I can (recycle).</i>	Don't waste water.	Can you add with a number line?	Agreeing and Disagreeing <i>What do you think? I think (bees) are (beautiful). I agree / disagree.</i>	Social Studies: What can we recycle?	Number 90	We Love the Earth Paintings
Unit 9 What do we do on vacation?	<i>Percy's Peak</i> Can you put the story in order?	<i>beach, mountains, forest, amusement park, lake, summer camp, towel, flashlight, sleeping bag, sunglasses, cap, backpack, build a sandcastle, hike, make a campfire, go on rides, row a boat, ride a horse</i>	<i>What do you take to the (beach)? I take a (towel) to the (beach). What does (she) do (in the mountains)? (She) (hikes). What do you do? I (ride a horse).</i>	Pick up your trash.	Can you subtract with a number line?	Giving Encouragement <i>Where are you going (on vacation)? What are you going to do (at the beach)? (Good idea.)</i>	Art: What can we do on vacation at night?	Number 100	Vacation Salad

# 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

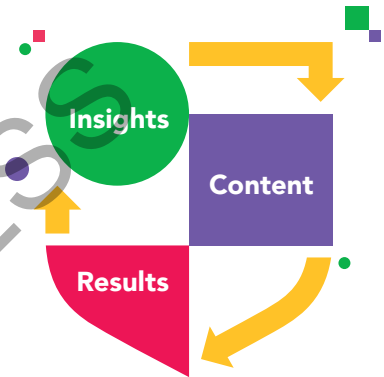
Skills in phonemic awareness, phonics, fluency, and vocabulary are essential to literacy development. (National Reading Panel)

## 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

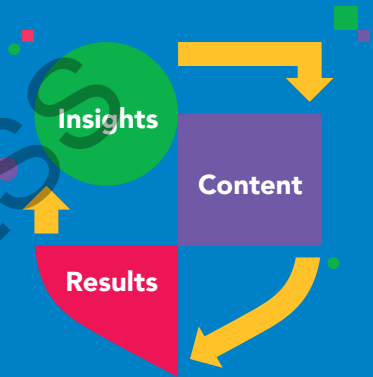
Creative work and play motivate children while encouraging multiple perspectives.

## 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?*