

2nd edition

# Show and Tell

3 A

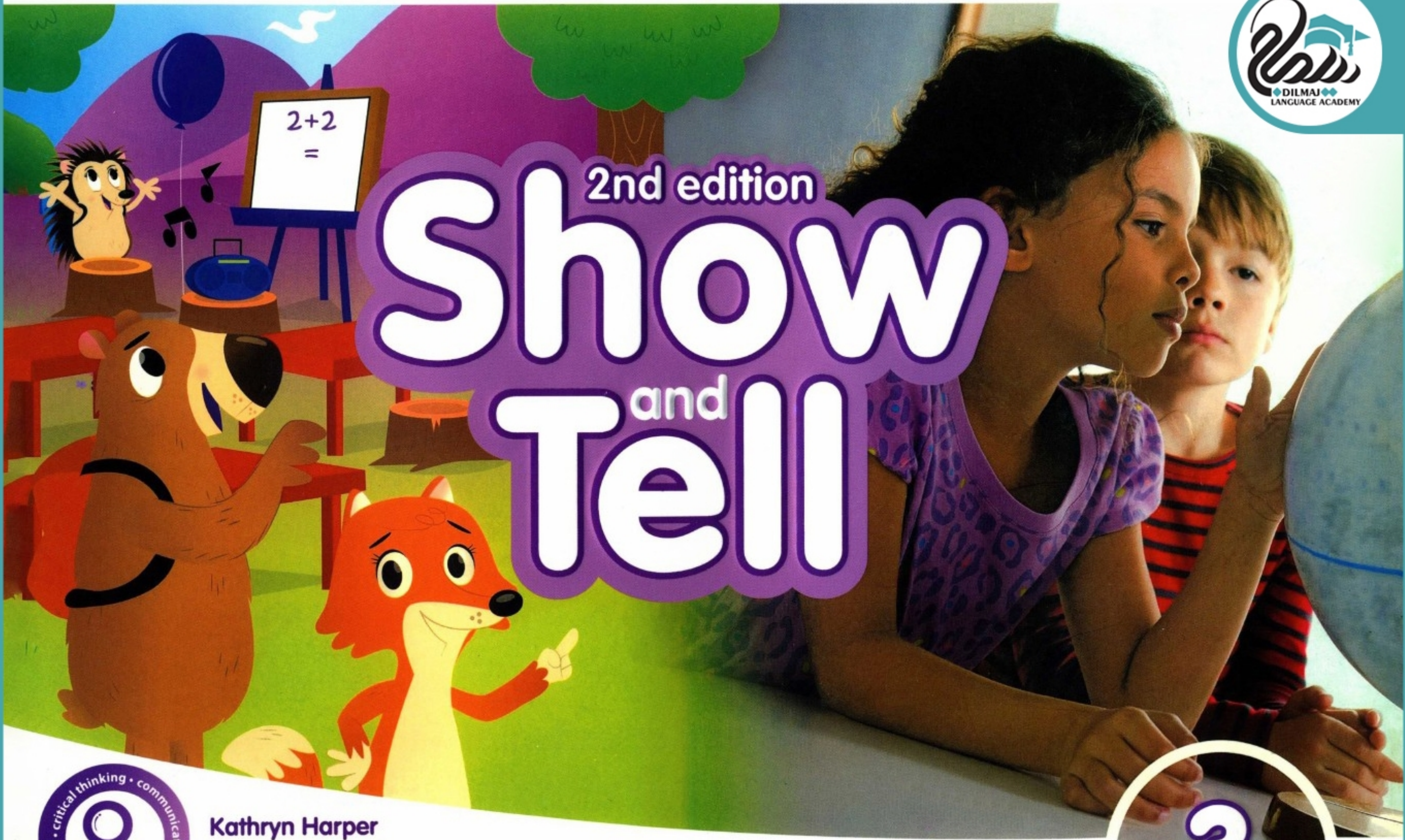


**Student Book**  
**Activity Book**  
**Literacy Book**  
**Numeracy Book**

این مجموعه با تلاش تیم آکادمی زبان دیلماج  
جهت رفاه حال زبان آموزان در تهیه کتاب مورد نظر، جمع آوری گردیده است  
هرگونه کپی برداری خارج از سیستم آموزشی، شامل پیگرد قانونی خواهد بود







2nd edition

# Show and Tell



Kathryn Harper  
Gabby Pritchard  
Margaret Whitfield

Student Book



Hello

## Can you remember?

Lesson 1



Hello • Lesson 1  
Vocabulary

- 1 1.01 Listen and sing. 2 Talk about the picture. 3 1.02 Listen and point. 4 1.03 Listen and repeat. 5 1.04 Sing and do.  
6 Can you remember?

Vocabulary: kitten, Family, Food, Senses, Classroom objects, Feelings, Places in the home, Actions, Clothes, Colors

















## Read with me

## Lesson 3



1 It's Thursday. Let's run. Where's Prickly?

2 She's in her bedroom. She's sad.

## It's Rainy





Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday



1 Say the days of the week. 2 1.07 Sing and do. 3 Listen again and match.

Vocabulary: swing, dance, sing, run, walk, climb, sit, talk, play, Days of the week

Structure: On (Monday) we (go on the swing).



<b>FINISH</b>	 tr	 th	<b>Miss a turn</b>	 sw
 sl	<b>Go again</b>	 sp	 st	 bl
 sk	 sh	 ng	 fr	<b>Miss a turn</b>
<b>START</b>	 ch	 ck	 dr	 fl



## Follow me

## Lesson 6

What are you doing?

I'm making a poster.



Can I help, please?

Yes. Here's a pen.



Which rules, which rules  
Do you know?  
Can you say one rule?  
Here we go!

1 1.10 Listen and follow. Listen and repeat. 2 Say and act out. 3 1.11 Listen and chant. 4 Watch.

Value: Remembering school rules

Structures: Can I help, please? Line up. Wait your turn. Listen to others. Say 'please' and 'thank you'.

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Hello · Lesson 6  
Values & Functional  
Language



## Explore with me

## Lesson 7

1



Can you see the house? It's in a tree.

2



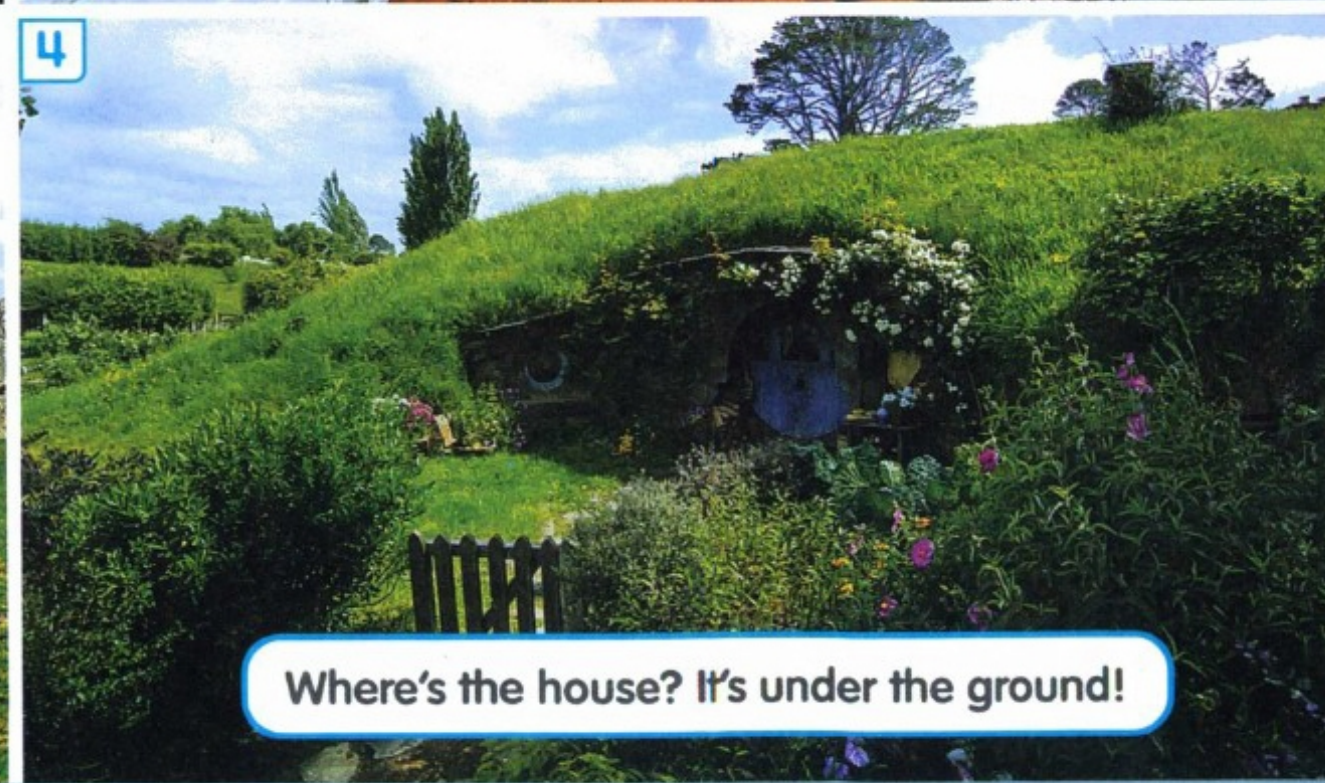
Look! This house is a boat. It's on the water.

3



Where's the house? It's between two big stones.

4

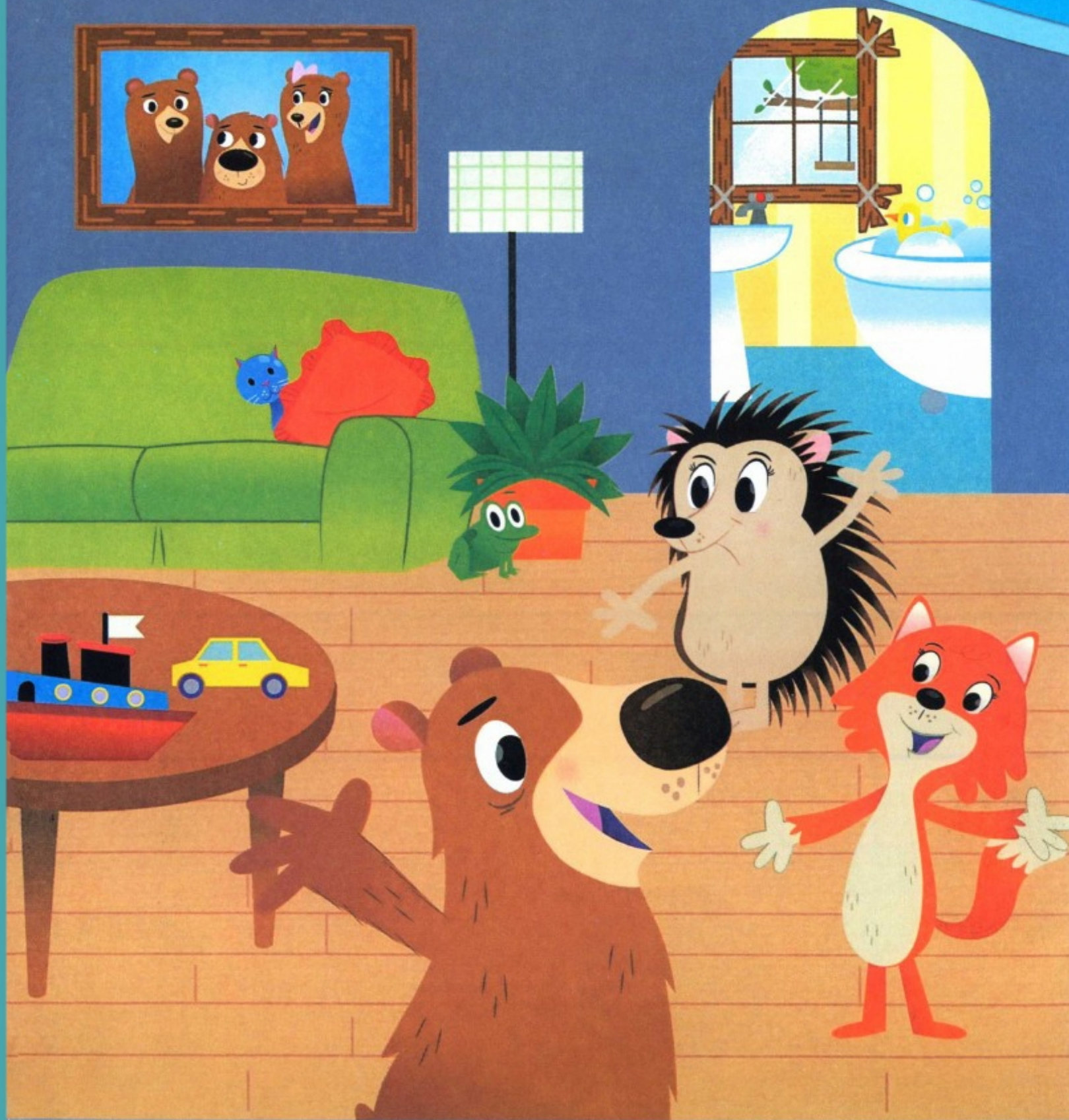


Where's the house? It's under the ground!



## Think with me

## Lesson 8



a bath



a bus



a duck



a flag



a fish



a frog



a swing

1 Talk about the picture. 2 Look, read, and check (✓) or cross (X). 3 Listen and check.

Vocabulary: boat, car, kitten, mom, dad

Structures: Can you see (a bath)? Yes, I can. / No, I can't.



## Show me

## Lesson 9

I like ...



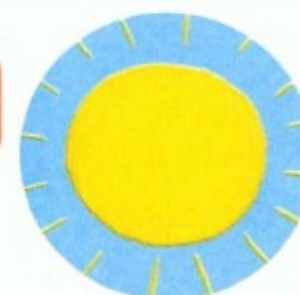
I'm wearing ...



This is ...

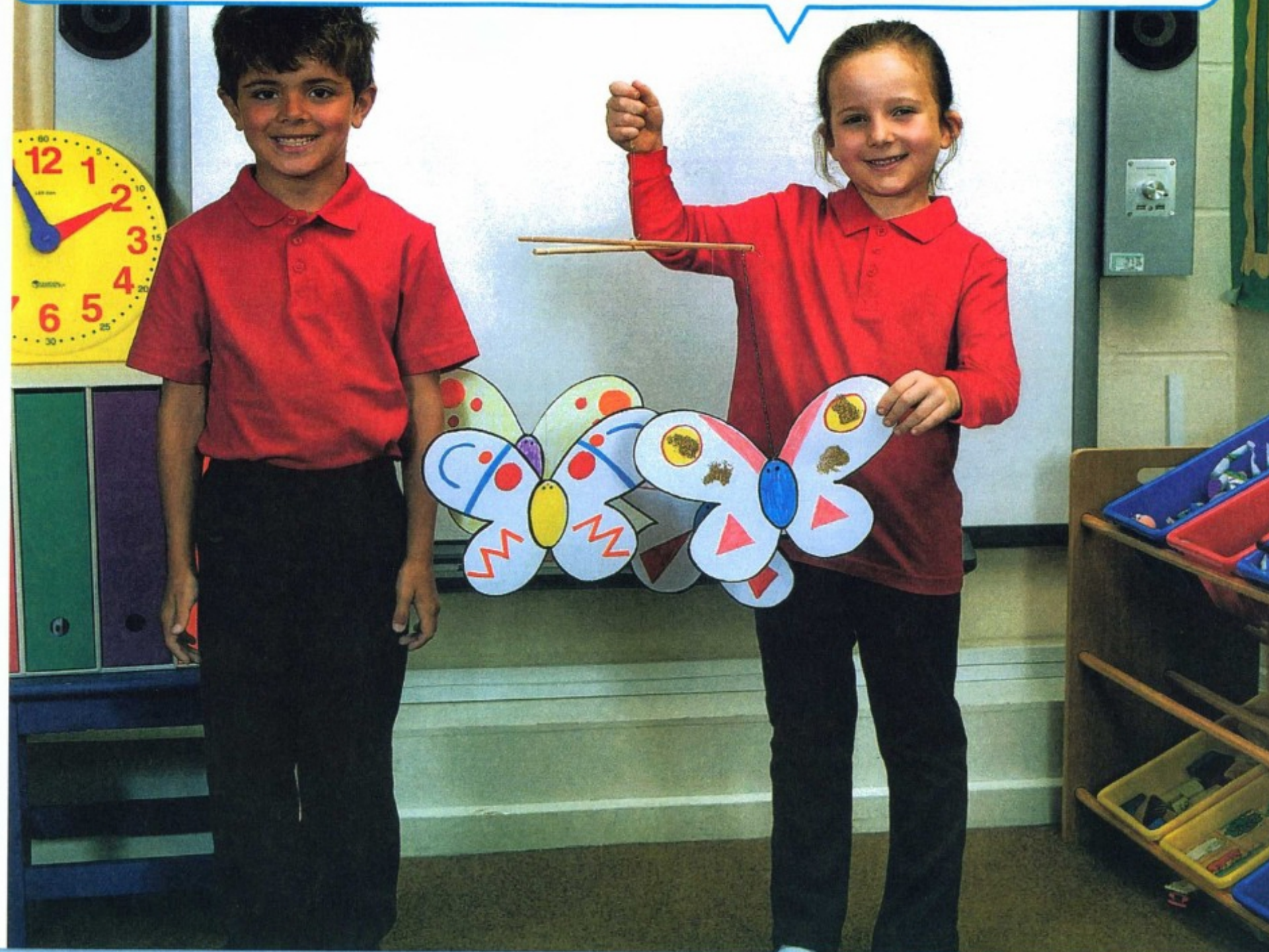


It's ...





My butterfly has a blue body. The wings have pink triangles and yellow glitter.



1 Cut out the butterfly. 2 Color, glue, and decorate. 3 Make a butterfly display. 4 Show and tell.

Vocabulary: wings, butterfly, body, Shapes, Colors, Body parts

Structure: My butterfly has a (blue body).



## Unit 1

## What's your school like?

## Lesson 1







ceiling



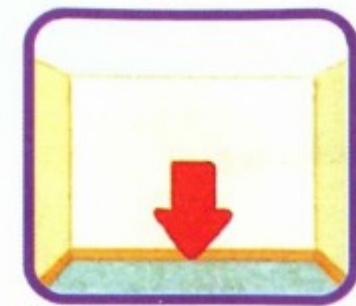
door



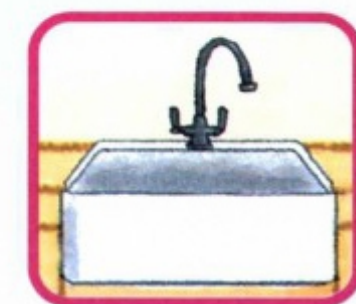
light

Are you pointing to the floor?

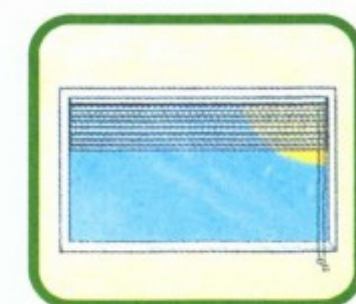
Yes, I am.



floor



sink



window





## Read with me

## Lesson 3

## Fifi's School







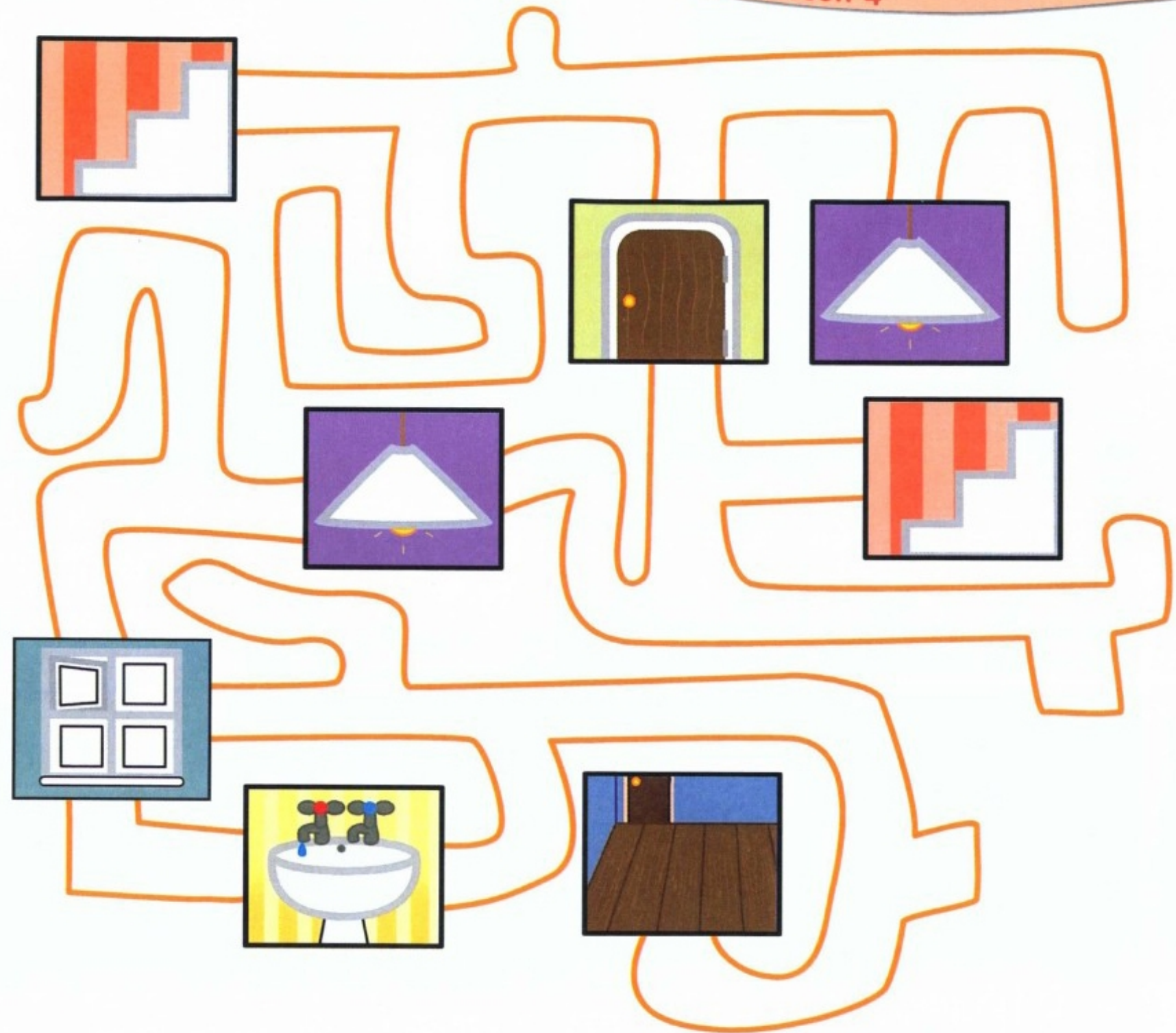
point to the ceiling



point to the floor



point to the window



1 1.19 Sing and do. 2 1.20 Listen and draw. Listen and act out.

**Vocabulary:** walk up (the stairs), knock on (the door), go to (the window), turn on (the light), stand in the middle of (the floor), wash your hands, open/close (the door), draw, sink



## Say it with me

## Lesson 5

- 1 Stand up,
- 2 And stretch.
- 3 Stamp your ,
- 4 Cross your legs.
- 5 Clap your hands,
- 6 And catch!





## Follow me

## Lesson 6

What's your name?

I'm Ana.

Come on, Ana. Let's play.

Okay! Great!

Hi. Welcome to our school.

A little bit of kindness,  
Goes a long, long way.  
If you're shy or sad,  
All we need to say,  
Is "Come, come,  
Come and play.  
Put on your smile,  
And have a nice day!"

AB  
19

NB  
3-4

1 1.22 Listen and follow. Listen and repeat. 2 Say and act out. 3 1.23 Listen and chant. 4 Watch.

Value: Being kind and welcoming to newcomers

Structures: What's your name? I'm (Ana). Welcome to (our school). Come on, (Ana). Let's play.



## Explore with me

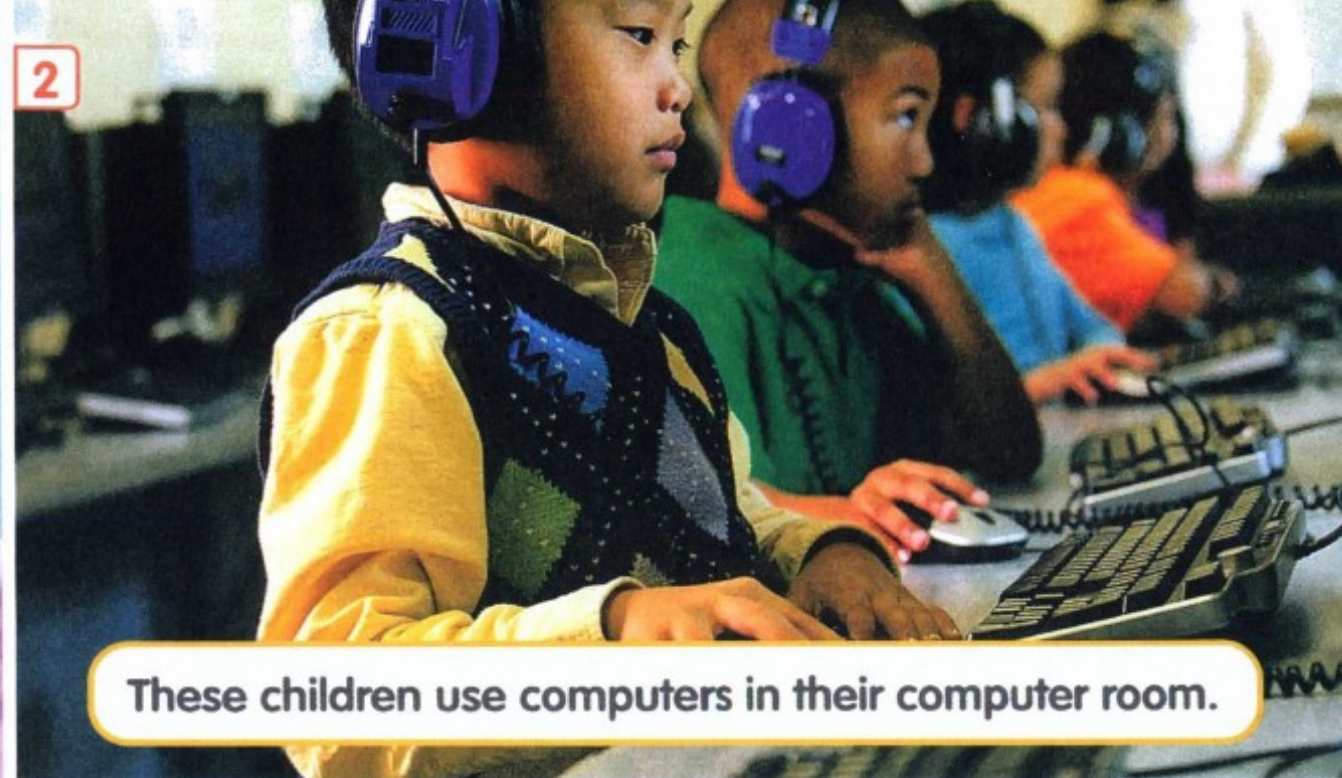
## Lesson 7

1



These children read stories in their classroom.

2



These children use computers in their computer room.

3



These children paint pictures in their art room.

4

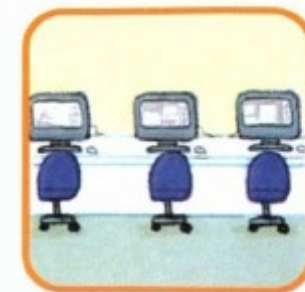


These children play in their schoolyard.



## Think with me

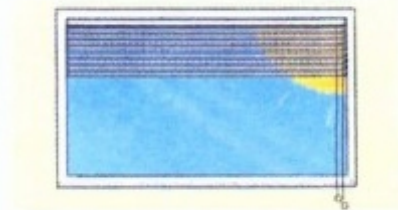
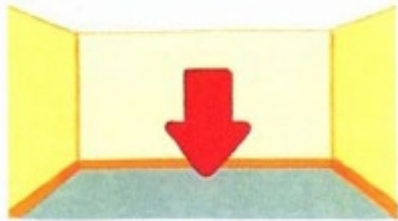
## Lesson 8





# Show me

## Lesson 9



Are you opening a door?

Yes, I am.





## Show and Tell

Lesson 10



This is our class.

Welcome to our class

I'm next to the window.



1 Draw yourself. 2 Make a poster about your class. 3 Show and tell.

Vocabulary: next to, welcome, Parts of a classroom, Places in a school

Structures: This is our class. I'm next to the (window).

AB  
23NB  
8

Unit 1 • Lesson 10

Project

23



# Picture Cards



## Unit 1 What's your school like?

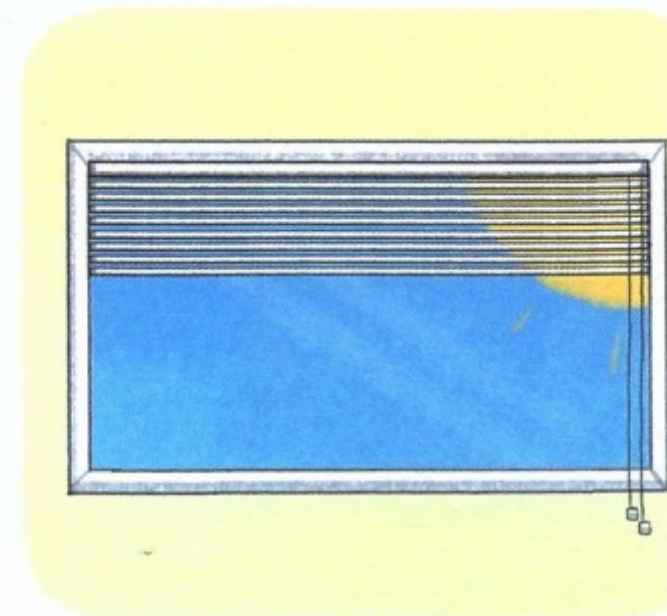
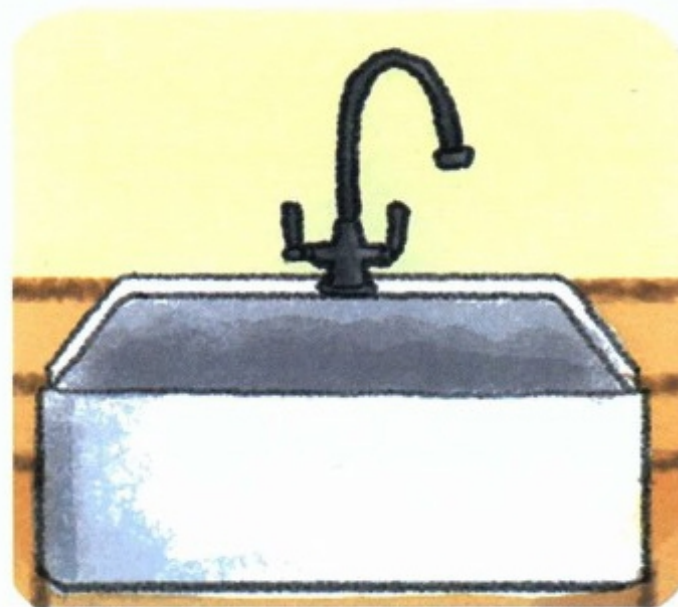
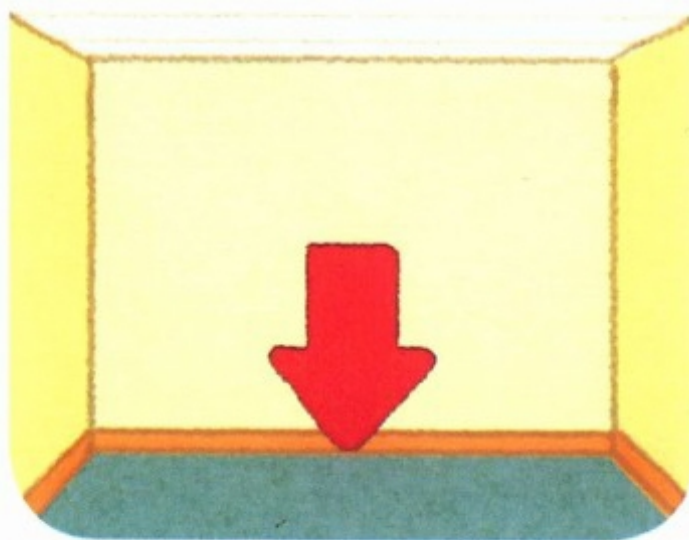
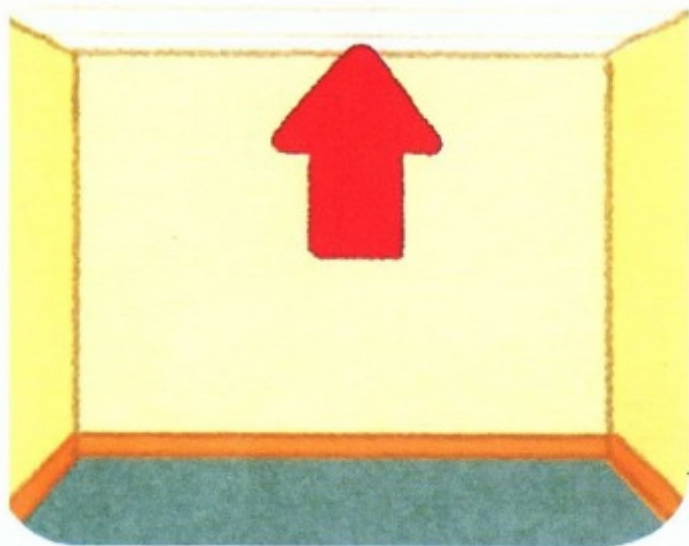
(page 115)

ceiling	door	light
floor	sink	window



## Unit 1

## What's your school like?











$$2+2=$$

2nd edition

# Show and Tell



Kathryn Harper  
Gabby Pritchard  
Margaret Whitfield



# Scope and Sequence

Level 3

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE & FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Hello</b> <b>Can you remember?</b>	May, Sam, Anna, Bird; Family; Food; Senses; Classroom objects; Feelings; Places in the home; Actions; Clothes; Colors; kitten, school; boots, frogs, erasers, socks, beans, stars; Thursday, run, jump, bedroom, sad, puddles, coat, hat, boots, cold, rainy, sunny, rain; swing, dance, sing, run, walk, climb, sit, talk, play, Days of the week; between, in on, under, ground, house, tree, boat, water, stone; boat, car, mom, dad; Weather wings, butterfly, body, Shapes, Body parts	There are (11) (boots). It's (Thursday). Let's (run). She's (sad). I'm (cold). Put on your (coat). I like/don't like (the rain). I'm (running). On (Monday) we (go on the swing). Where's the (house)? It's (under) (the ground). Can you see (a bath)? Yes, I can. / No, I can't. My butterfly has a (blue body).	<b>Remembering school rules:</b> Can I help, please? Line up. Wait your turn. Listen to others. Say 'please' and 'thank you'.	<b>The alphabet, digraphs and blends review:</b> bl, ch, ck, dr, fl, fr, ng, sk, sh, sl, sp, st, sw, th, tr chop, rock, drum, flip, frog, sing, ship, skip, sled, spin, stop, black, swim, thin, truck	<b>Science:</b> Different types of houses	<b>Making a butterfly display</b>
<b>Unit 1</b> <b>What's your school like?</b>	door, floor, window, ceiling, light, sink, Numbers; snore, sleep, cool, dance, dance school, listen, tired; walk up (the stairs), knock on (the door), go to (the window), turn on (the light), stand in the middle of (the floor); stretch, cross your legs; classroom, computer room, art room, schoolyard, paint pictures, read stories, use computers	Where's the (green) butterfly? It's on the (sink). Are you pointing to the (floor)? Yes I am. / No, I'm not. don't stand, sit down, come in, turn on, close/open the door, open/close your books, I'm (dancing). These children (read stories) in their (classroom). Welcome to (our school). Come on, (Ana). Let's play.	<b>Being kind and welcoming to newcomers:</b> Welcome to our school. Come on. Let's play.	<b>tch</b> stretch, catch <b>consonant blends review</b> cross your legs, stand up, stamp your feet, clap your hands	<b>Social Science:</b> Places and activities in school	<b>Making a poster about your class</b>
<b>Unit 2</b> <b>What do you like to eat?</b>	meat, vegetables, fruit, pasta, rice, milk; get fit; breakfast, lunch, dinner, dessert, cereal, salad, bread	Pass the (rice), please. Here you are. Do you like (fruit)? I like/love/don't like (fruit). Do you want some (fruit)? Yes, please. / No, thank you. I want some (cake). I don't know. It's good for you. I/We have (cereal) for (breakfast). What's for (dinner)? They have (cereal) (for breakfast).	<b>Offering and accepting food politely:</b> Would you like some (cheese)? Would you like a (drink)? Yes, please. / No, thank you.	<b>long e: spelling ea</b> peas, peaches, meat, beans, eat	<b>Social Science:</b> Meal times, Healthy eating	<b>Making a class picnic</b>
<b>Unit 3</b> <b>What happens on your birthday?</b>	(birthday) cake(s), present(s), card(s), mask(s), candle(s), game(s); party, treasure hunt, shiny, silver, beads, necklace; January, February, March, April, May, June, July, August, September, October, November, December	There's (1) (birthday cake). There are (6) (candles). I have (1) (mask). How many (presents) are there? How many (presents) altogether? There are (5) presents. There's something (shiny) here/there. My birthday is in (June). When's your birthday?	<b>Showing you care about your family:</b> Happy birthday. This is for you. Thank you. It's beautiful.	<b>long a: spelling ay</b> way, today, play, gray	<b>Social Science:</b> Different ways of celebrating birthdays	<b>Making a class birthday poster</b>
<b>Review 1 Story:</b> <b>Cinderella</b>	cry, o'clock, try on, fit, get married	(The shoe) is too small. (The shoe) fits Cinderella.	<b>Respecting others:</b> May I come? I'm sorry.			
<b>Unit 4</b> <b>What's in your neighborhood?</b>	swimming pool, zoo, library, supermarket, coffee shop, park; ice cream shop, doctor, hurting, stay; water slide; Numbers 20-29, street sign, clock	Where's (Sam)? He/She's at the (swimming pool). Do you want to go to the (zoo)? Yes, I do. / No, I don't. I want to go to (the ice cream shop). Which number is on a (bus)? I think number (24) is on a (bus).	<b>Being safe on the street:</b> Look. It's green/red. Stop and wait. It's safe to cross now. Let's go.	<b>long oo: spelling oo</b> school, pool, cool	<b>Math, Social Science:</b> Exploring numbers in your neighborhood	<b>Making a neighborhood</b>



UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE & FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Unit 5</b> How do you have fun?	dance, run, jump rope, roller skate, ride a bike, ride a scooter; silly, try, help me, look out, go fast; go out to play; by, sky, zooming; basketball, soccer, table tennis, hit, net, paddle	<i>Can he/she (roller skate)? Who's (running)? (Dad.)</i> Are you (riding) scooters? Yes, we are. / No, we aren't. I love (flying my kite). I don't like (flying). <i>He's/She's playing (catch).</i> <i>He's/She's good at (catching). I'm good at (catching).</i> <i>(It's) my favorite sport.</i>	<b>Taking turns:</b> Can I have a turn, please? Just a minute. I want to finish this. It's your turn now.	<b>long i: spelling y</b> by, sky, dry, flying		<b>Making a Favorite Sports graph</b>
<b>Unit 6</b> Which animals live in the wild?	elephant(s), giraffe(s), crocodile(s), monkey(s), lion(s), parrot(s), wild; neck, teeth, long, tail; deer, sparkling, sharp, scary, long, scared, forest; wavy; rat, bat; Numbers 30-100, centimeter(s); meter	What are they? They're (lions). <i>There are (4) lions.</i> <i>The (monkeys) are jumping.</i> Do they have (big) teeth? Yes, they do. / No, they don't. They aren't (scary). We (don't) have (scary) (eyes). They're (taller) than me. <i>They have (long) (legs).</i> This monkey is (50) cm tall. It's taller/shorter than the (deer).	<b>Respecting nature:</b> <i>Look at the (butterfly). It's beautiful.</i> You can look, but don't touch.	<b>long o: spelling oa</b> foal, toad, goat	<b>Math:</b> Using numbers 30-100 to talk about the height of wild animals	<b>Making animal masks</b>
<b>Review 2 Story:</b> Mouse Deer and Crocodile	river, race, win, smart, king, know, trick	I'm too small (for lunch). How can I ... ?	<b>Being smart:</b> Thank you for helping me.			
<b>Unit 7</b> What jobs do people do?	chef, police officer, firefighter, nurse, taxi driver, vet; horrible, sick, prickles, zookeeper; look after, work, hospital, police/fire station, drive, fire truck, uniform	<i>There's a (boy). He's/She's in the (coffee shop).</i> Is he/she a (police officer)? Yes, he is. / No, he isn't. He's/She's a (firefighter). Are they (doctors)? Yes, they are. / No, they aren't. He/She (works) in a (hospital). Does he/she (work) in a (hospital)? Yes, he/she does. / No, he/she doesn't.	<b>Helping other people:</b> What's wrong? I'm sick. My tummy hurts. How do you feel now? Much better, thanks.	<b>-er, -or endings</b> singer, actor, teacher, doctor	<b>Social Science:</b> Jobs, uniforms, and places of work	<b>Making a jobs picture display</b>
<b>Unit 8</b> How do we make music?	flute, piano, drums, tambourine, shaker, guitar; sleepy; louder, quieter, slower, faster, trumpet, violin, flute, piano	<i>He's/She's wearing a T-shirt. He's/She's/I'm playing the (flute).</i> He/She likes to play the (piano). I like to play (fast) (music). Listen to the (trumpet). The music gets (louder).	<b>Including others:</b> What's wrong with (James)? Maybe he's lonely. Come and play with us. <i>Okay. Thanks.</i>	<b>ou as in mouth</b> count, mouth, out, loud, shout, sounds	<b>Music:</b> Playing musical instruments	<b>Making shakers</b>
<b>Unit 9</b> When do we change our clothes?	tracksuit, shirt, sneakers, jeans, pajamas, slippers; blanket, swap Super Bear, surprise, sticks; morning, night, glasses; costume, cape, superhero, pirate, eye patch, tiara, fairytale, wand, scarf, mask; ballet shoe	<i>He's/She's wearing (a shirt). It's/They're (big /small/blue/ yellow).</i> <i>Is he wearing (blue jeans)? Yes, he is. / No, he isn't.</i> Is he putting on his (pajamas)? My pajamas are too big/small. Take them off. He's/She's (putting on) his/her (jeans). This is (Max's) favorite costume. Whose (hat) is this? It's (Eliot's).	<b>Helping at home:</b> Put your (clothes) away. Then you can find (them).	<b>short oo: spelling oo</b> hook, wool, look	<b>Language Arts:</b> Costumes from books	<b>Dressing up as your favorite story character</b>
<b>Review 3 Story:</b> Little Lukie	pancakes, sweet, beautiful, perfect, gorgeous, noise, angry, bite, butter, safe	I'm the coolest cat! Take my (beautiful, blue shirt).	<b>Being brave:</b> Don't eat me (for lunch).			
<b>The Show and Tell Show!</b> It's a Wrap!	Units 1-9	Units 1-9				



Hello

Can you remember?

Lesson 1

Dad

Grandpa

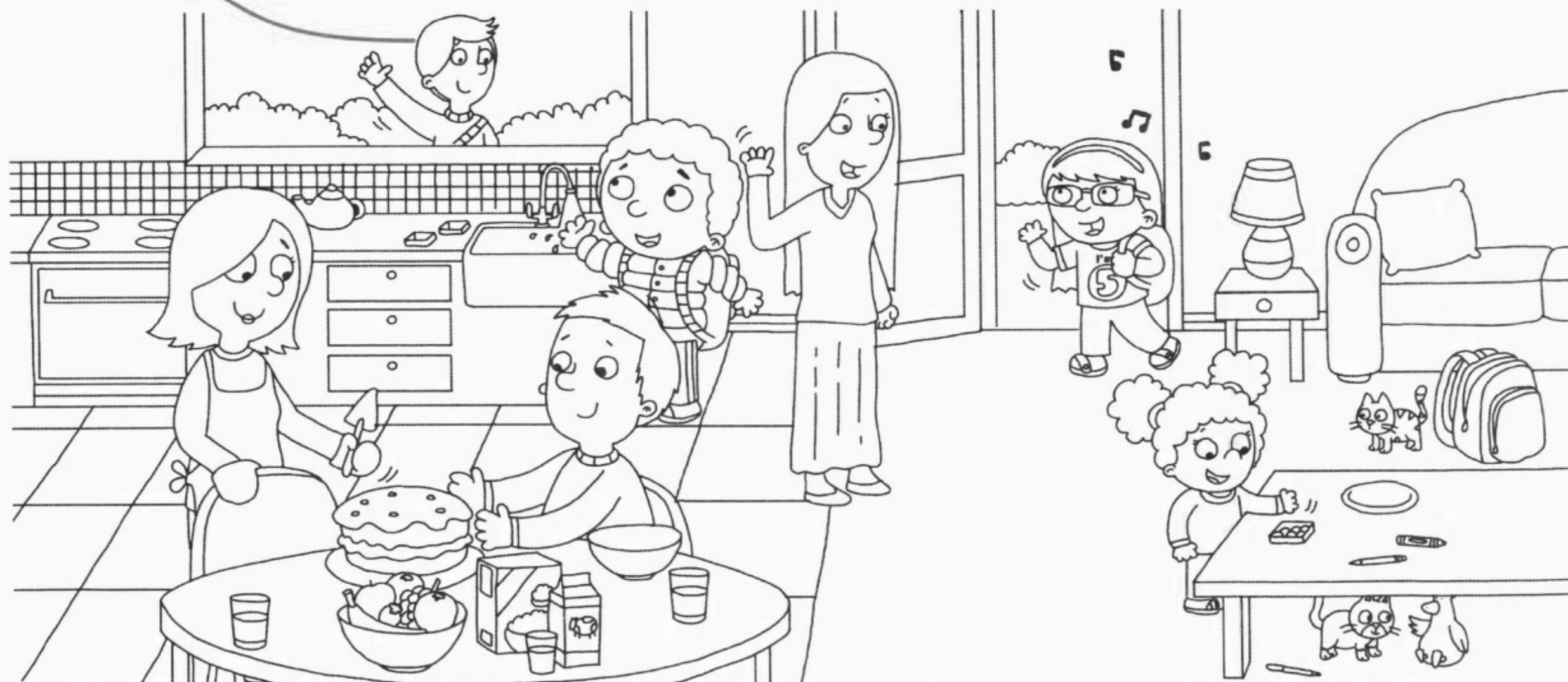
Sam

Grandma

Mom

Anna

May





12 red balloons



13 green pens



14 yellow socks



11 blue T-shirts



1 Read and draw.

Vocabulary: balloons, pens, socks, T-shirts, red, green, yellow, blue

Structure: There are (12) (red) (balloons).

Hello • Lesson 2

Game

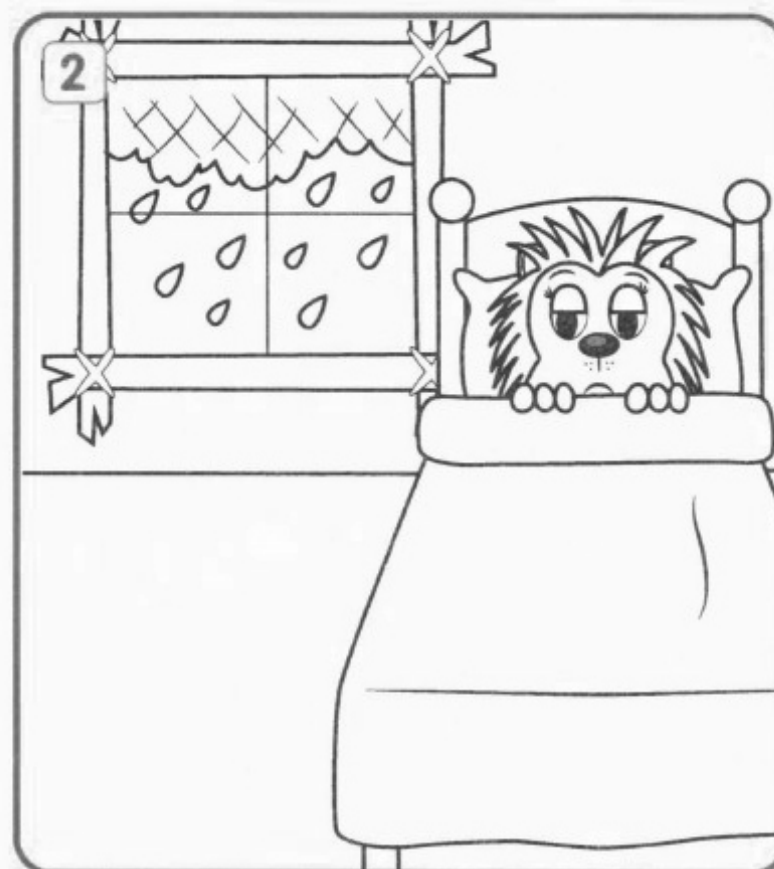
5



## How does Prickly feel?



**She's**  
happy / sad /  
hot.



**She's**  
cold / happy /  
sad.



**She's**  
sad / hot /  
happy.



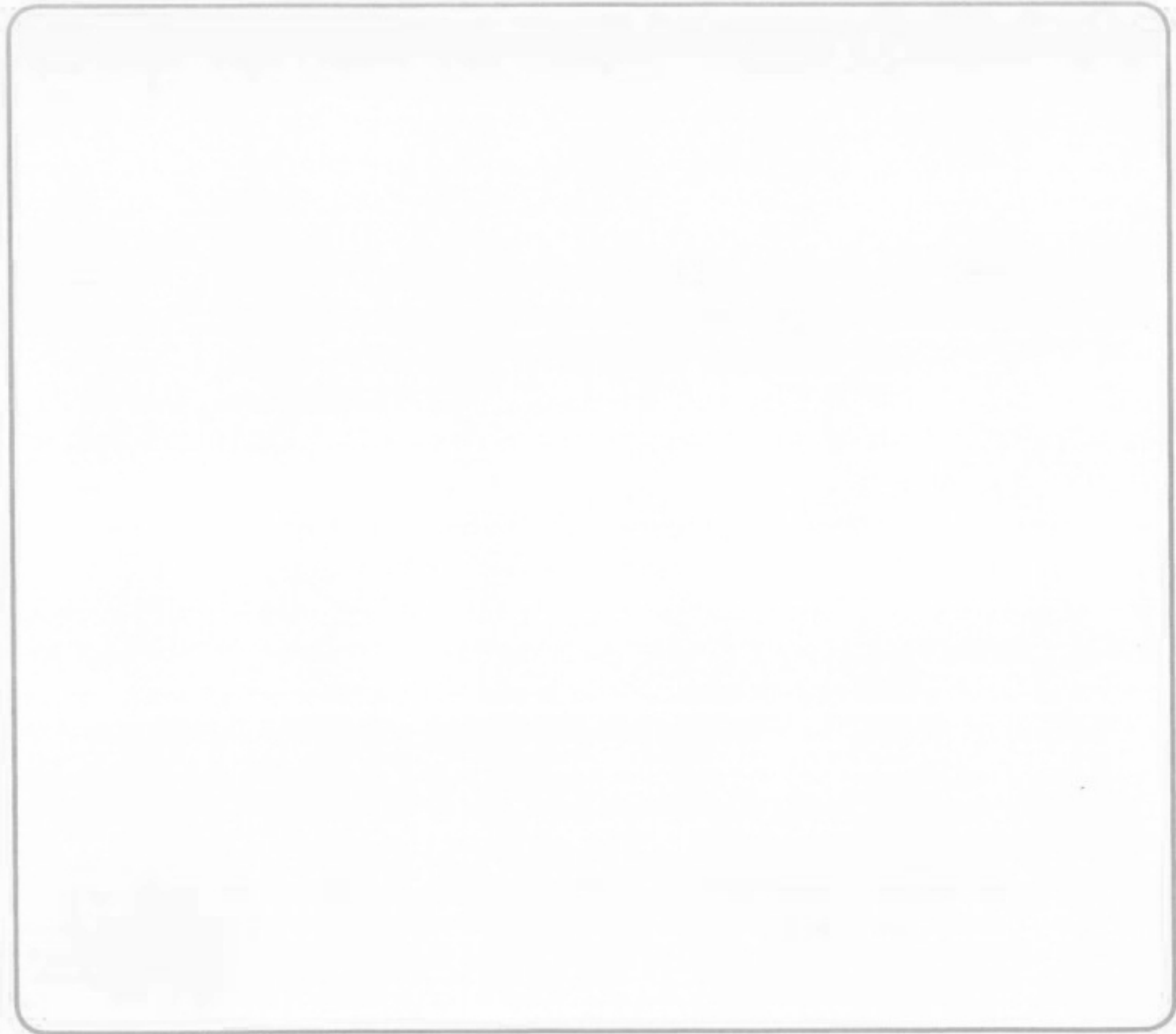
Monday

Tuesday

Wednesday

Thursday

Friday



1 Trace. 2 Draw yourself and say.

Vocabulary: swing, dance, sing, run, walk, climb, sit, talk, play, Days of the week

Structures: What do you do on (Tuesday)? I (sing).



## Say it with me

## Lesson 5

Diagram illustrating the phonics focus: digraphs and blends review. The diagram shows the following connections:

- b** (circle) connects to **o** (square)
- fr** (square) connects to **a** (circle)
- sh** (circle) connects to **i** (circle)
- fl** (square) connects to **a** (square)
- tr** (circle) connects to **u** (circle)
- sw** (square) connects to **i** (square)
- o** (square) connects to **g** (square)
- a** (circle) connects to **th** (circle)
- i** (circle) connects to **p** (circle)
- a** (square) connects to **g** (square)
- u** (circle) connects to **ng** (square)
- i** (square) connects to **ck** (circle)
- g** (square) connects to **th** (circle)
- p** (circle) connects to **g** (square)
- ng** (square) connects to **ck** (circle)
- th** (circle) connects to **g** (square)
- g** (square) connects to **ck** (circle)

The words and their corresponding illustrations are:

- bath** (bath tub)
- frog** (frog)
- ship** (ship)
- flag** (flag)
- truck** (truck)
- swing** (swing set)





# School rules



Line up

Wait your turn

Listen to others

Say 'please' and 'thank you'



1 Trace, draw, and color.

Value: Remembering school rules

Structures: Line up. Wait your turn. Listen to others. Say 'please' and 'thank you'.



## Where's the house?



in



on



under



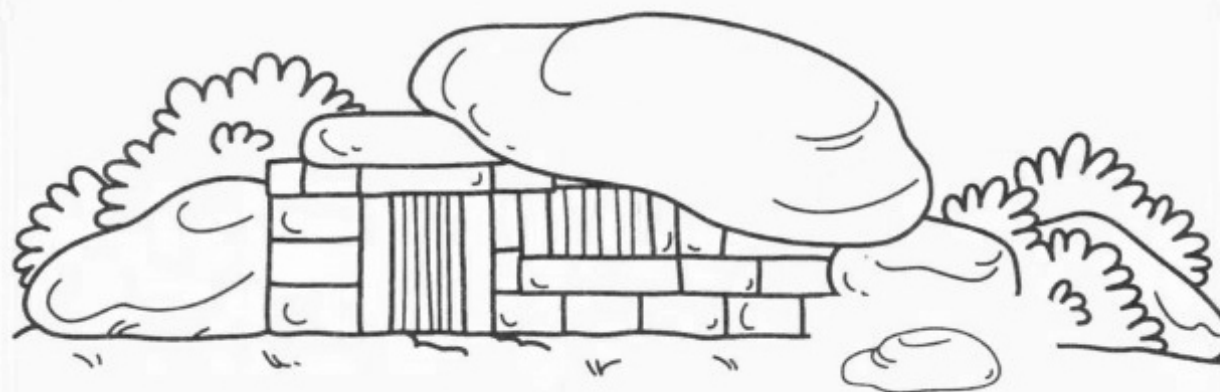
between



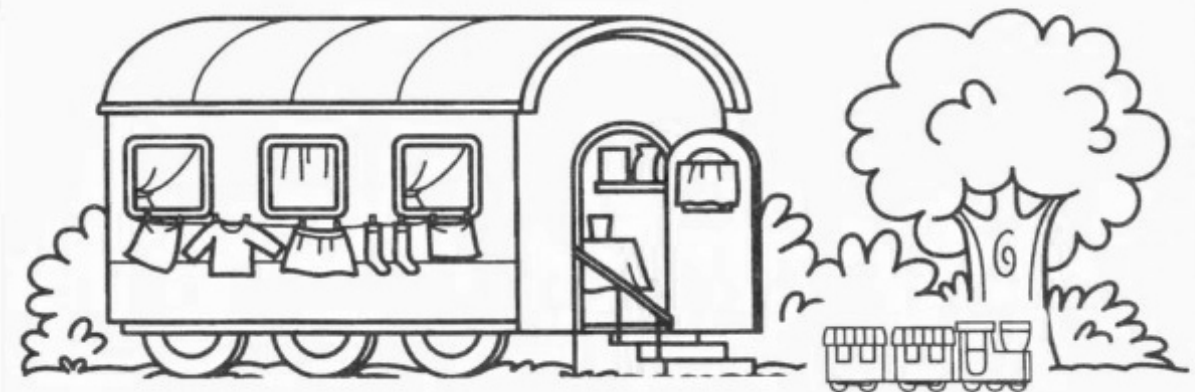
It's on / under the water.



It's on / between the trees.



It's in / under a big stone.

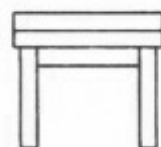


It's in / between the train.

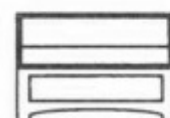




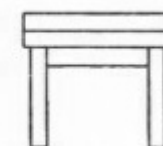
The frog is on the table.



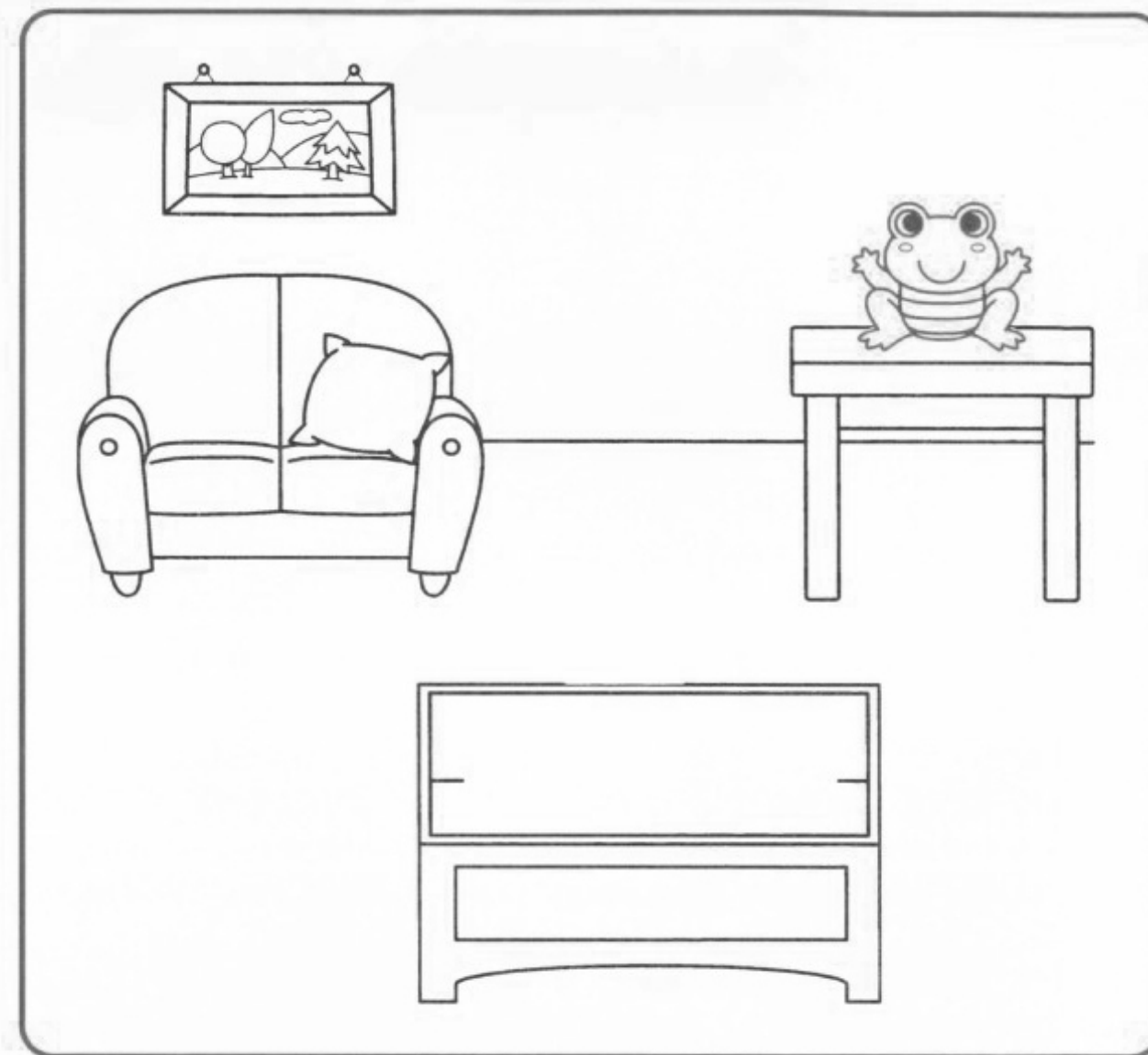
The truck is under the table.



The ship is in the toy box.



The drum is between the sofa and the table.





## Show me

## Lesson 9



## What's Prickly wearing?

a \_\_\_\_\_ hat

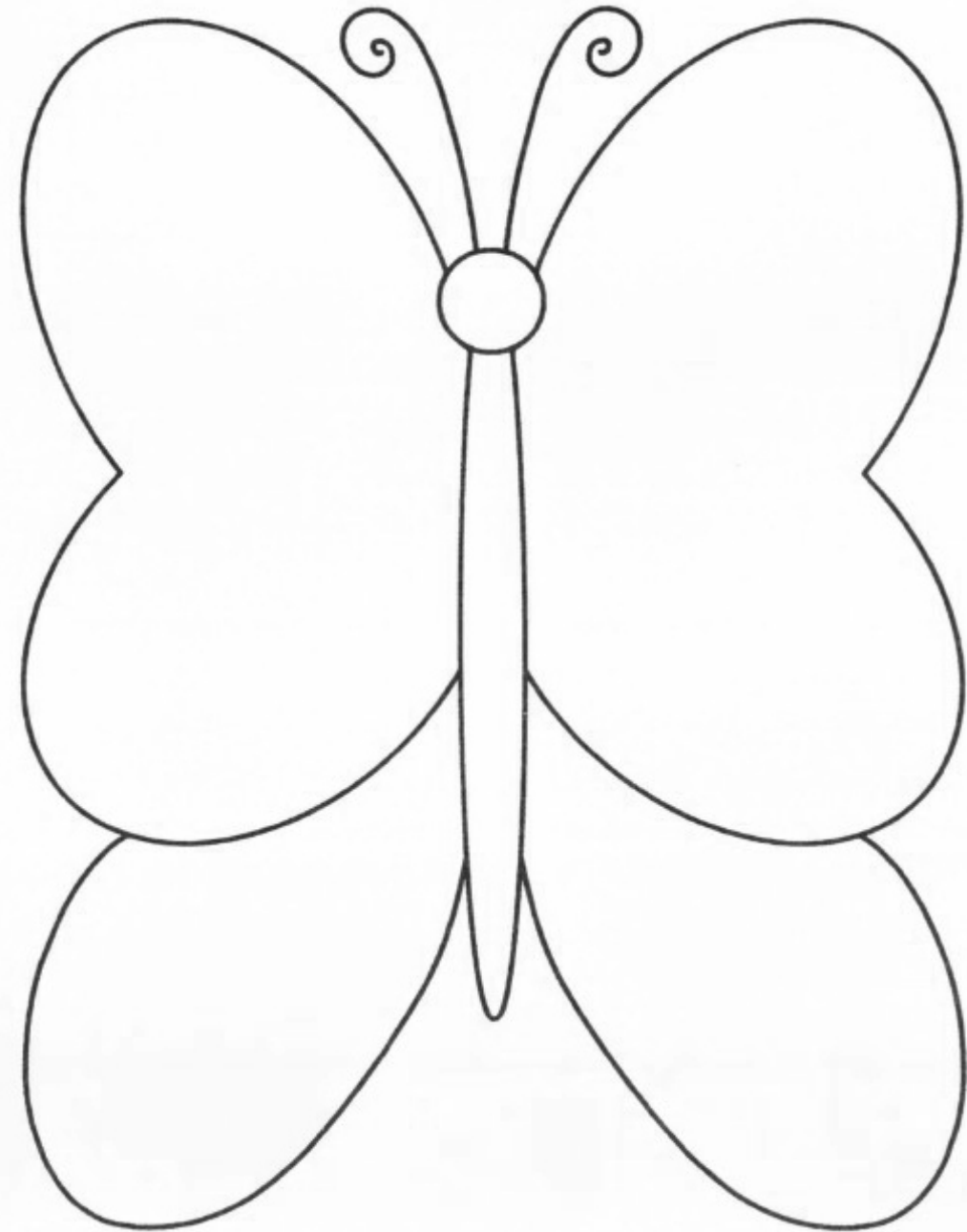
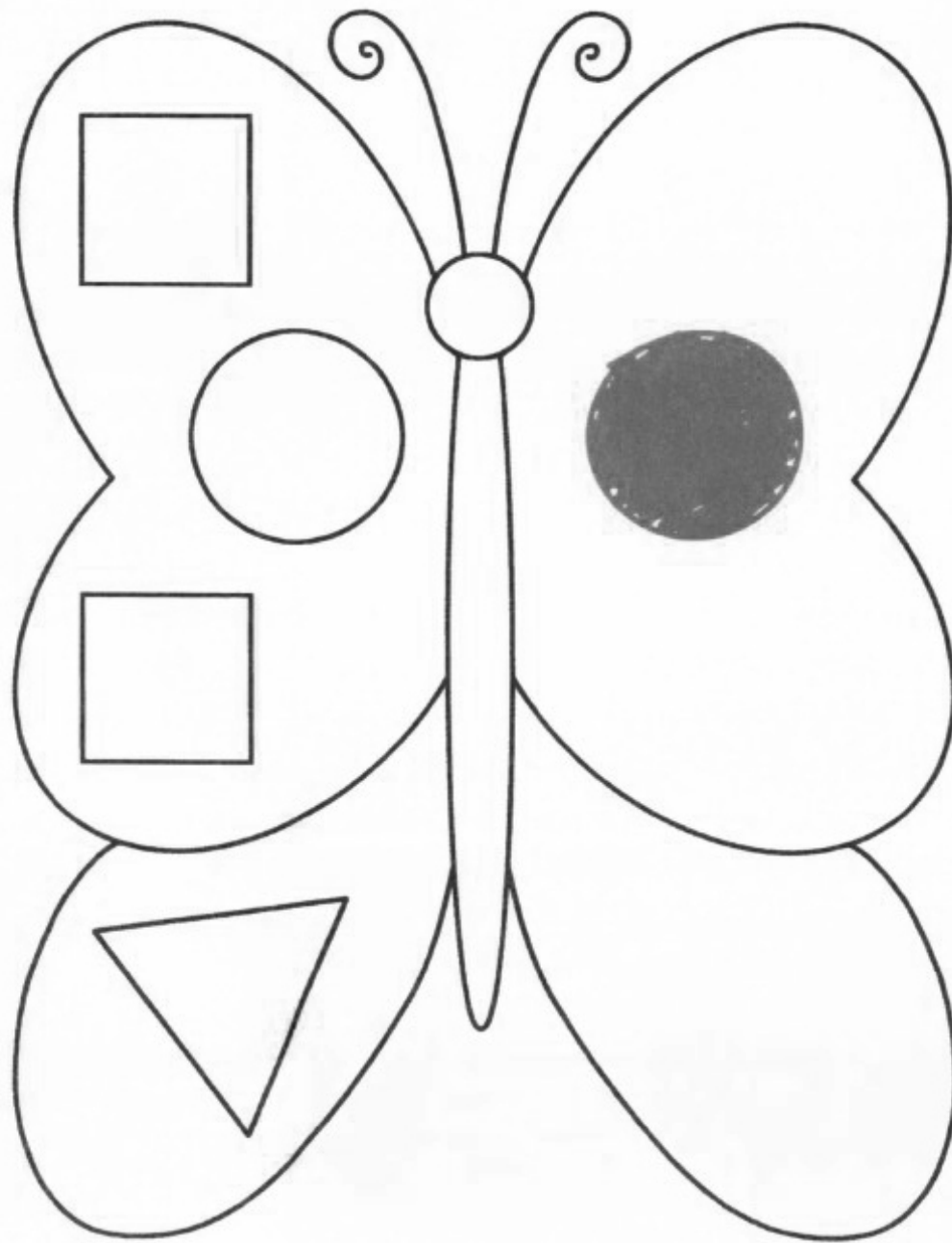
a \_\_\_\_\_ sweater

a \_\_\_\_\_ scarf

\_\_\_\_\_ pants

\_\_\_\_\_ socks





1 Complete and color the butterflies. Say the shapes.

Vocabulary: butterfly, butterflies, wings, square(s), circle(s), triangle(s), Numbers, Colors

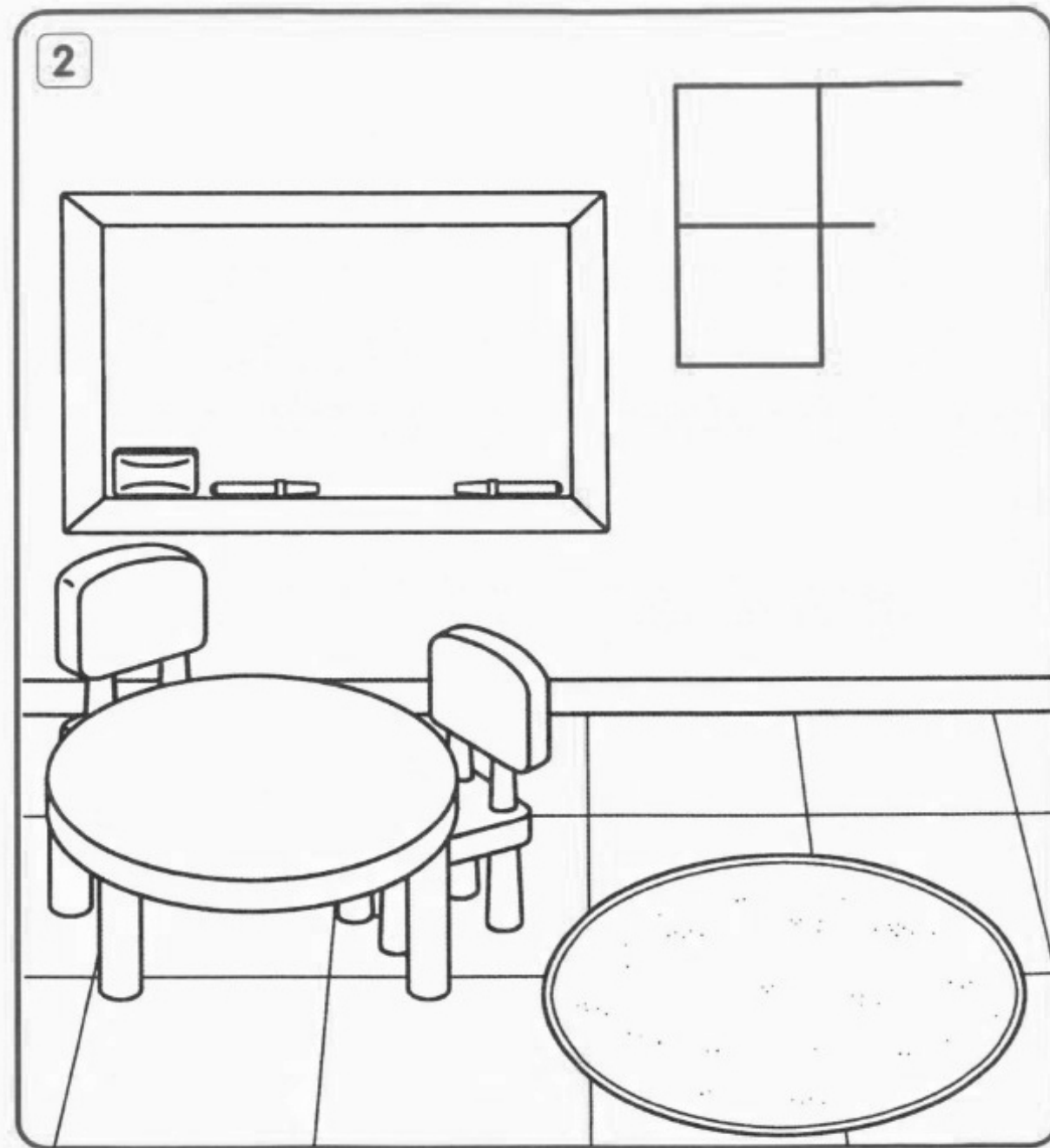
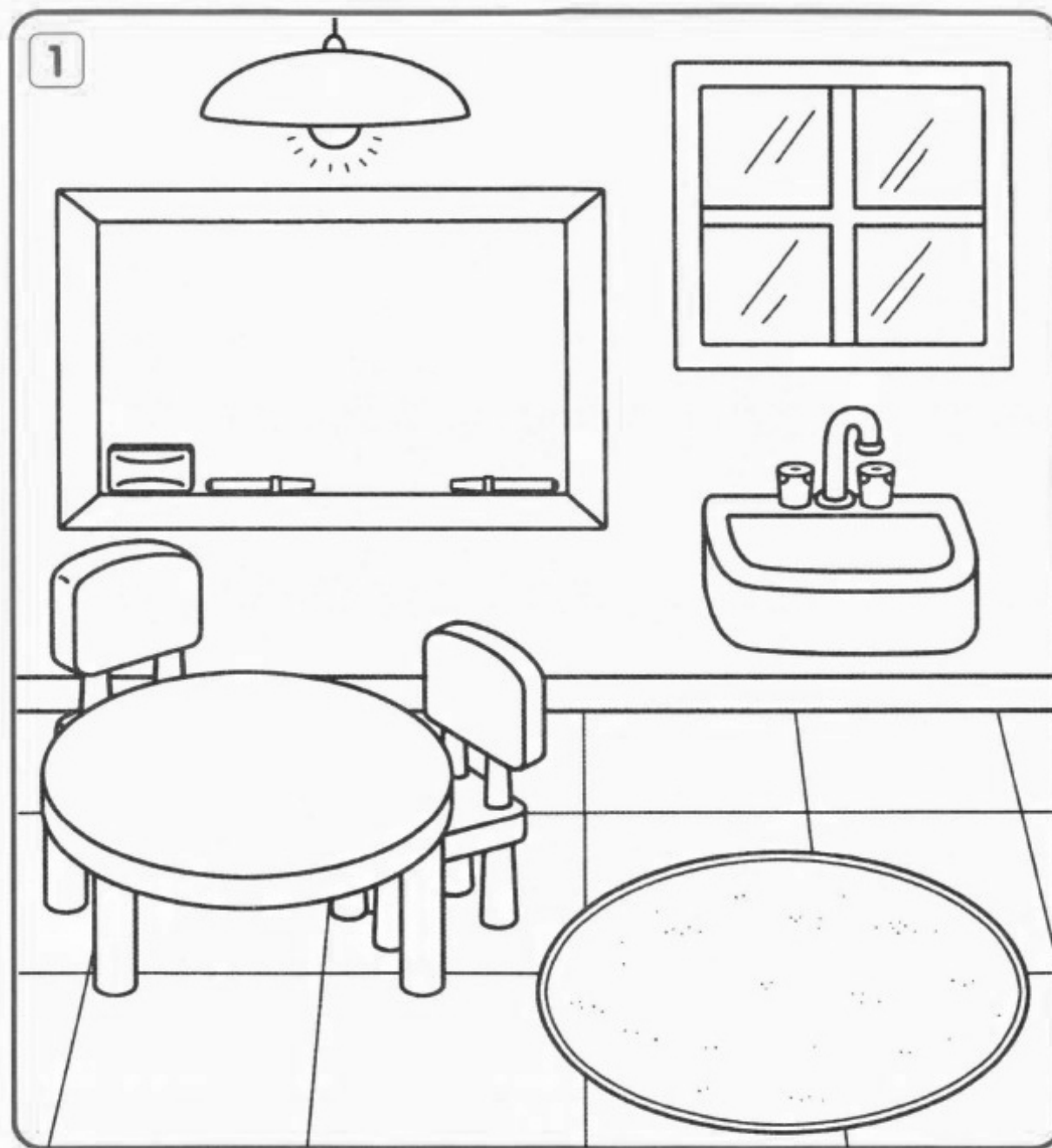
Structure: My butterflies have (6) (blue) circles.



## Unit 1

## What's your school like?

## Lesson 1





ceiling

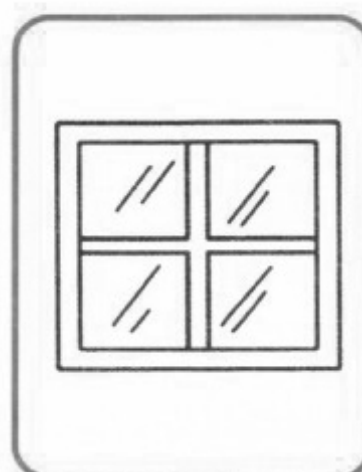
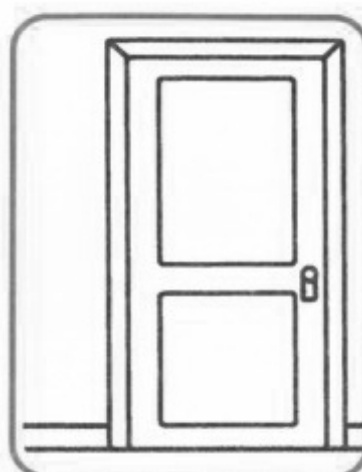
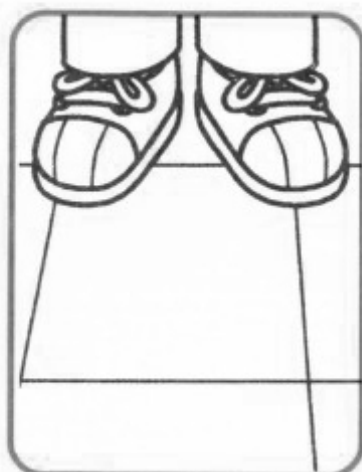
floor

door

window

light

sink



Are you pointing  
to the ceiling?



Are you pointing  
to the window?



Are you pointing  
to the light?

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

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

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



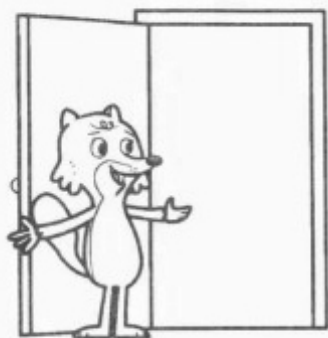
# Read with me

## Lesson 3

Open the door.



Come in.



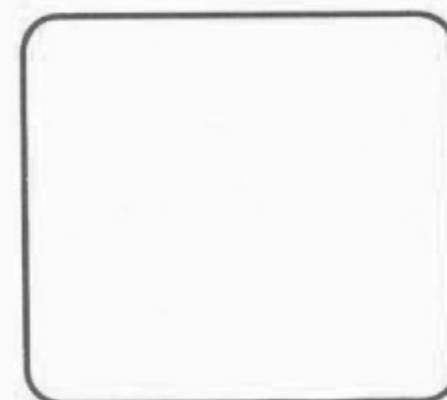
Turn on the music.



Sit down.



Open your book.





Knock on  
the door.

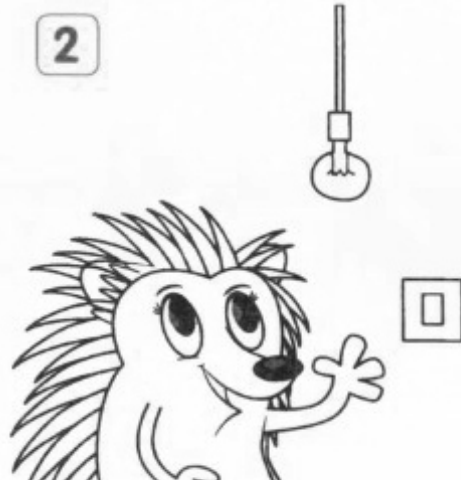
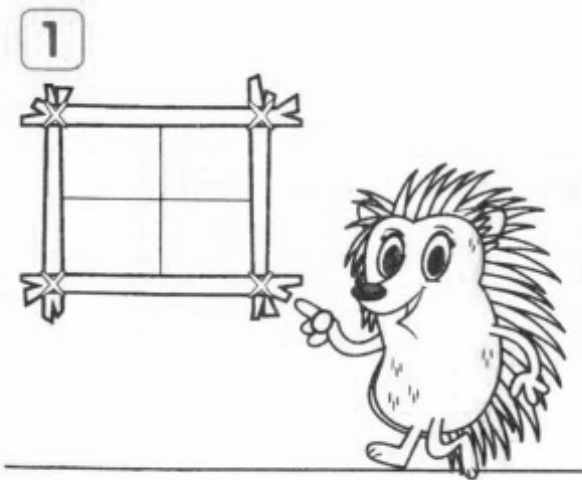
4



Point to the  
window.

Turn on the  
light.

Walk up the  
stairs.



1 Match, number, and trace.

Vocabulary: knock on, point to, turn on, walk up, door, window, light, stairs

Structure: (Knock on) the (door).



## Say it with me

## Lesson 5

cl st cr



• catch



• stretch



• kitchen



\_\_\_\_\_amp

\_\_\_\_\_oss

\_\_\_\_\_ap



house

~~school~~

bedroom

classroom



Welcome to our  
**school**



Welcome to our



Welcome to our



Welcome to my

1 Complete the sentences and draw.

Value: Being kind and welcoming to newcomers

Structure: Welcome to our school.



## Explore with me

## Lesson 7

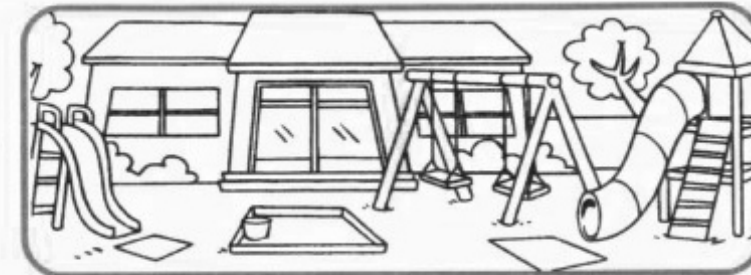
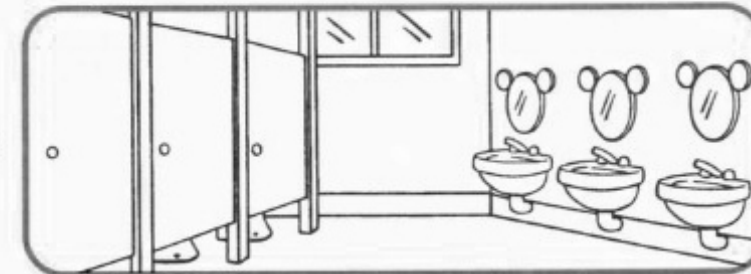
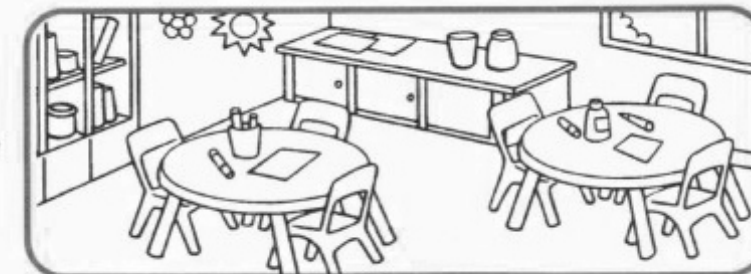
bathroom •

computer room •

classroom •

art room •

schoolyard •

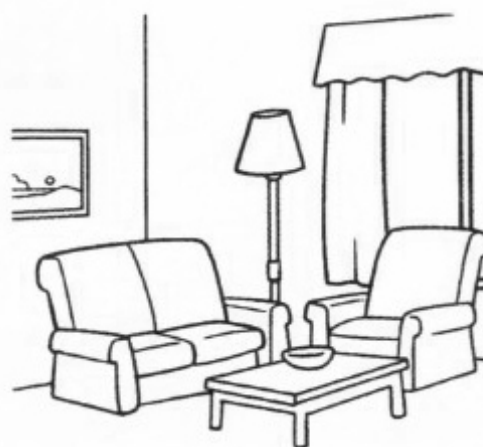

☐

☐

☒

☐

☐





kitchen



living room



yard



## Fifi's Challenge

What do you do in  
the bedroom?  
Draw and say.



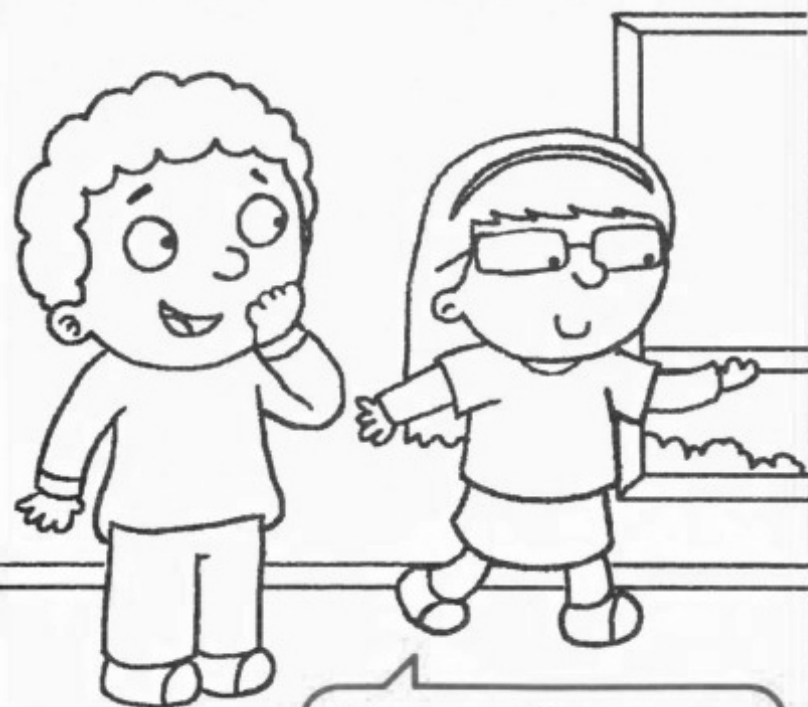
## 1 Trace. Match and say.

Vocabulary: kitchen, living room, yard

Structures: We make soup in the kitchen. We use the computer in the living room. We play in the yard.

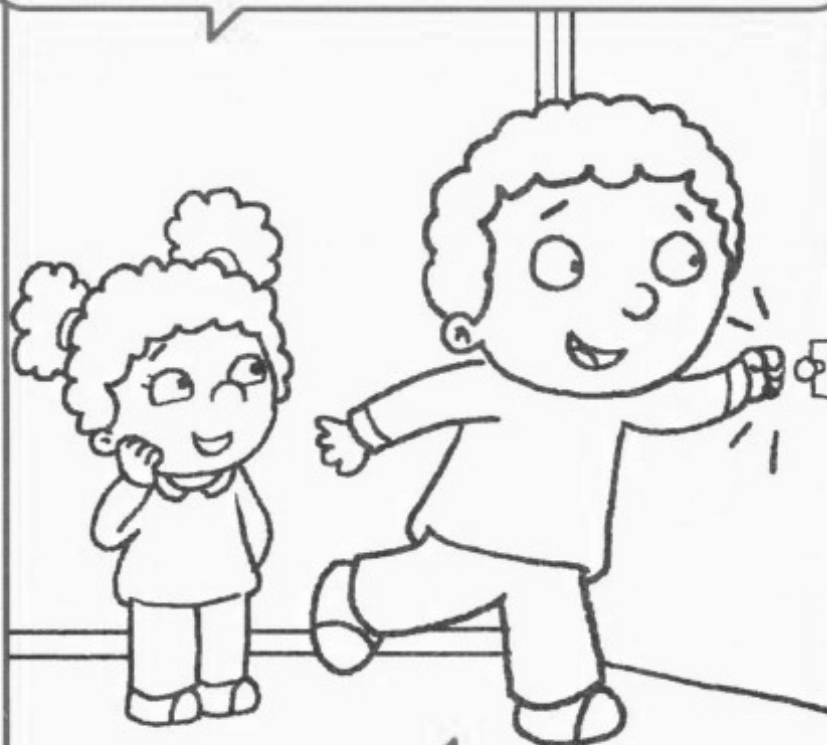


**Are you  
opening the  
book / door /  
window?**



**Yes, I am.**

**Are you  
knocking on  
the stairs /  
door / sink?**



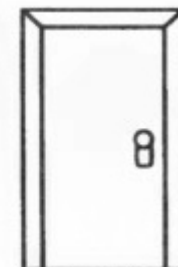
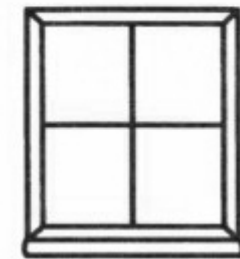
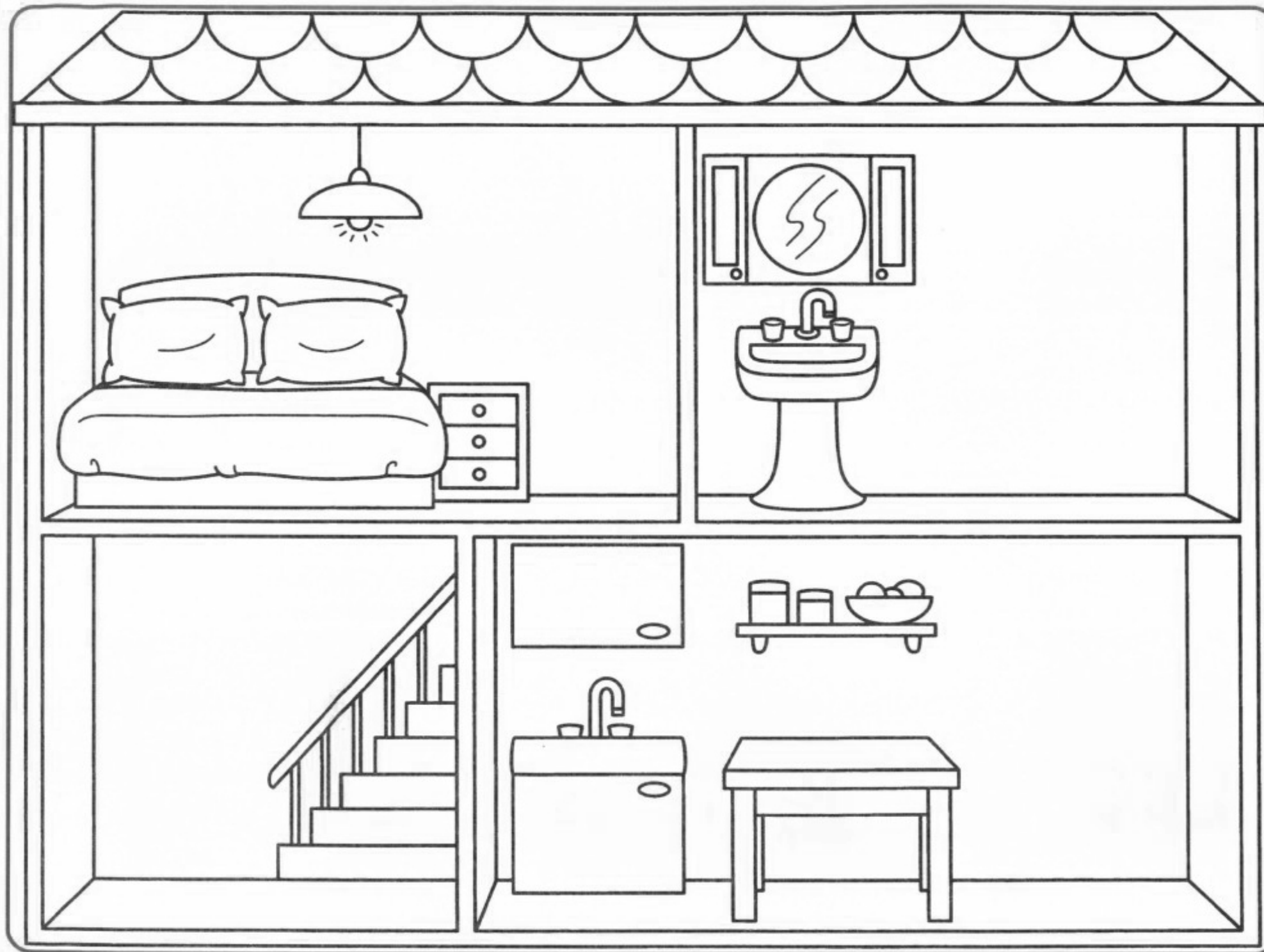
**Yes, I am.**

**Are you  
pointing to  
the floor /  
ceiling / door?**



**Yes, I am.**





1 What's missing? Draw and say.

Vocabulary: window, light, sink, chair, door, bed, table, ceiling, floor

Structure: There's a (sink) in the (bathroom).









2nd edition

# Show and Tell

## Literacy



Kathryn Harper  
Gabby Pritchard  
Margaret Whitfield



# Scope and Sequence

Level 3

DILMAJ LANGUAGE ACADEMY

UNIT	SOUND(S)	DECODABLE WORDS	OTHER WORDS	SIGHT WORDS
Unit 1	tch	catch, kitchen, stretch, fetch, match, switch, pitch, patch, ditch, scratch children, lunch, chick, bench, check, fish, brush, Sam, dog, help, gets, dad, run, back, up, swim, sit, beg, stick, stand, legs	cheese, chair, watch, rope, two	in, a, this, is, and, his, please, where's, to, has, the, thanks, my, he, can, on
Unit 2	ea	peach, leaf, seal, read, beach, meat, beak, leak, steam, leap, weak, meal, eat, lead, Jean, sea, seagulls, seat, beans, cream, peas pitch, red, back, lick, stem, lip, Mel, picnic, lunch, hot, swim, stop, get, fish, pasta, banana	ice cream	at, the, and, are, they, have, a, it's, let's, in, okay, we, can, an, have, what's, for, some, with, yes, please
Unit 3	ay	day, pay, say, play, gray, crayon, clay, hay, tray, way, spray, away sea, pea, animal, big, eat(s), run(ning), trunk, stomp	tree, elephant, tail	what's, this, is, and, it, can, it's, what, I'm, an, my, I, lots, of
Unit 4	Long oo	zoo, pool, moon, boot, stool, root, hoop, spoon, broom, room, hoof, roof, Oona, moose, goose, balloon, baboon rat, hop, bat, man, spin, steal(s), Kevin, seal, animals, gets, red, eating, meal, big	school	at, the, and, are, I, can, see, a, they, lots, of, what, color, please, we're, me, you, it, with, it's, there's
Unit 5	y	fly, cry, spy, shy, sky, dry, fry, try, my, by hay, sea, food, get, pan, eggs, mushrooms, crack, mix, ask, mom, dad, add, eat, up, clean, tray	July, omelet, cheese	my, favorite, this, is, it's, an, it, a, or, the, to, and, I, have, some, do, you, want, yes, please, now
Unit 6	oa	goat, toad(s), foal, road, boat, goal, coat, loaf, cockroach(es), croak, floats goose, food, red, cat, boot, leaf, root, eat(s), runs, away, jump(s), stream, stops, frog(s), animal, wet, dry, leap, shy, catching		the, this, is, a, it's, on, oh, no, there's, it, what's, that, or, are, can, but, they, and
Unit 7	-er, -or	teacher, helicopter, actor, doctor, singer, river, mirror, tractor, letter, vendor, summer, winter vet, flying, goat, Tom, stuck, tells, my, problem, sky, think, lifts, big, red, gray, boat, helping, sick, children, playing, sing(ing), song, saying, along	farmer, sailor, alligator, nurse, chef, firefighter, zookeeper, taxi driver, hero, school	the, it's, is, in, his, there's, no, what's, that, I, a, thank, you, can, be, or, an, to
Unit 8	ou	cloud, house, count, mouse, flour, shout(s), mouth, loud, pouch, our, out, crouch moose, shut, math, fly, load, peach, Mick, Jay, today, kitchen, too, drops, run, box, under, rug, jug	Grandma, toy, hiding, ground, around	where's, this, is, my, his, of, where, he, in, the, and, it's, its, it, in, or, under, no, a
Unit 9	Short oo	book, foot, wood, hook, hood, wool, cook, look(ing), good, woof, crook(s) cloud, rug, stool, moon, spoon, hoop, stealing, bag, stop(s), him, get(s), job, mom, real, just, strong		this, is, he's, for, there's, a, the, and, thank, you, no, in, here's, he, is

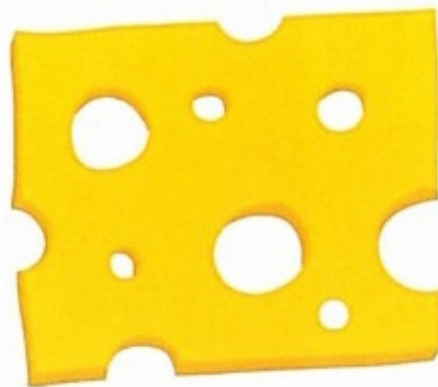






## Unit 1

1  1.01 Listen and point. Listen and repeat.



ch



tch



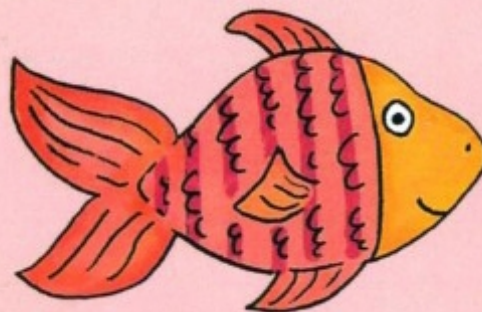


1  1.02 Listen. Check (✓) the words with the **tch** sound at the end.

1



2



3



4



5



6



Vocabulary: watch, fish, fetch, switch, brush, match

Unit 1  
tch

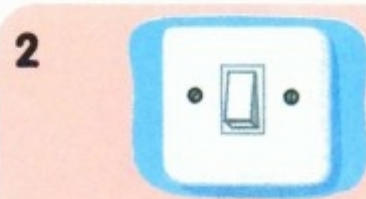
3



1 Say. 2  1.03 Listen and repeat.



**fetch**



**switch**



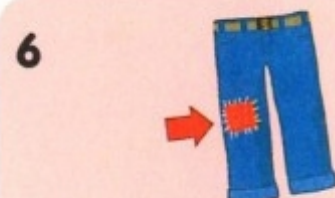
**pitch**



**lunch**



**chick**



**patch**



**bench**



**check**

3 Write the words in the boxes.


**ch**

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

**tch**

_____	_____
fetch	_____
_____	_____
_____	_____
_____	_____
_____	_____



- 1  1.04 Listen and follow. Listen and repeat. 2 Read aloud.

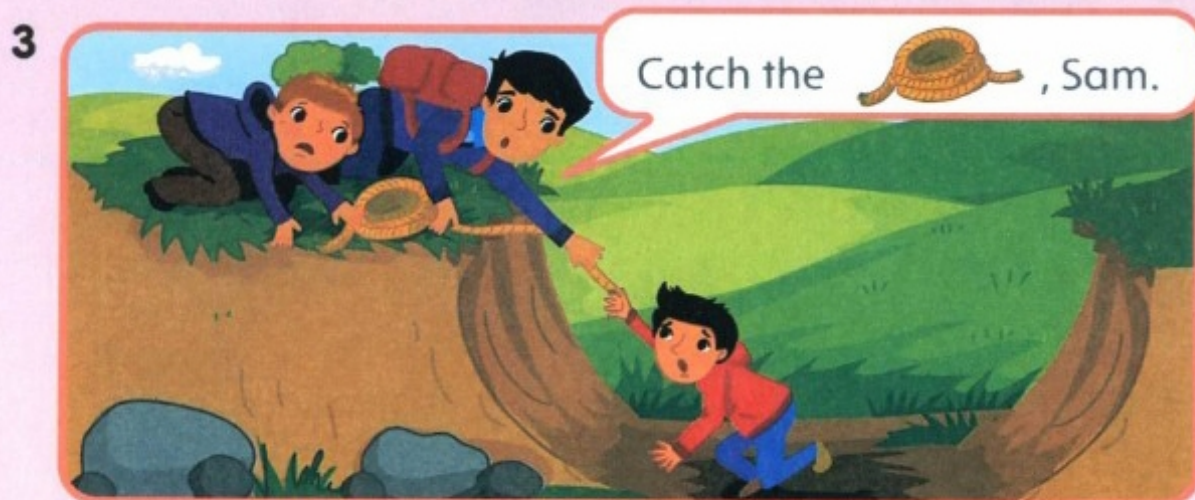
## In A Ditch




This is Sam and his friend, Mitch.  
Sam is in a ditch.



Mitch gets Dad.



Mitch and Dad run back to Sam.  
Dad has a .



Dad gets Sam up.



1 Point and say. 2  1.05 Listen and chant.



run



catch



stretch



swim



sit



beg



scratch



stand



fetch

This is my dog, Patch.  
He can run and catch.  
He can stand on 2 legs.  
He can sit and scratch.

Patch can swim. Patch can sit.  
Patch can fetch a stick.  
Patch can stretch. Patch can beg,  
And he is very quick.



1 Choose six words and write. 2 Play 'Bingo'.



catch



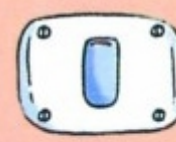
stretch



fetch



match



switch



pitch



patch



ditch



scratch



kitchen

<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>	<hr/> <hr/> <hr/>
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2nd edition

# Show and Tell Numeracy



Kirstie Grainger  
Erika Osváth

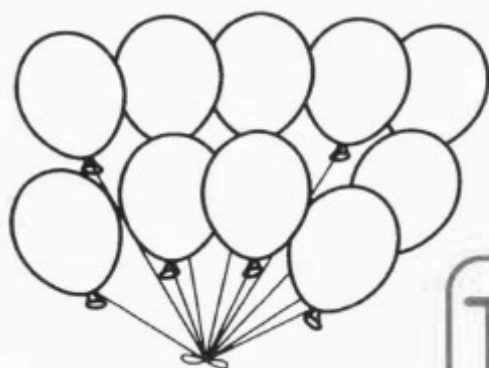




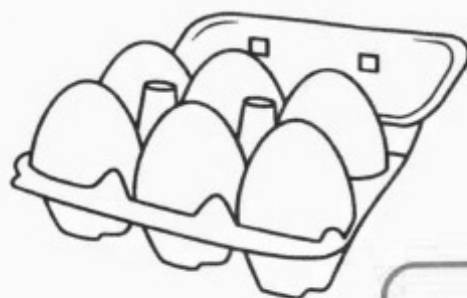


UNIT	CONTENTS	PAGE NUMBER
Hello Can you remember?	Revision 1–20 and <i>one–twenty</i>	2
Unit 1 What's your school like?	Ordinal numbers ( <i>first, second, third, fourth, fifth, sixth</i> ); Revision 1–20, <i>one–twenty</i> Taking apart into two sets: <i>one left</i> ; Addition by 2; Permutations Spatial awareness and revision of <i>next to, behind, on</i>	3
Unit 2 What do you like to eat?	Identifying differences; Simple subtraction; Sequencing <i>one–twenty</i> ; Skip counting by 3 to 15, noticing remainders: <i>How many are left? There's one left. There are two left.</i> ; Taking apart into three sets	9
Unit 3 What happens on your birthday?	Preparing for addition/subtraction to 10: <i>How many are missing?</i> ; Addition to 10: <i>(Five) and (five) is ten.</i> ; Identifying differences in shapes; Recognizing patterns; Revision <i>more/fewer</i> ; Comparing numbers Writing numbers 9–20	15
Unit 4 What's in your neighborhood?	Directions: <i>left/right, Who's/What's going left/right?</i> ; Number sequences (increasing) to 29; Skip counting by 5, number words <i>twenty-one–twenty-five</i> ; Addition to 29, number words <i>twenty-six–twenty-nine</i> Estimating length: revision of <i>longer/shorter</i>	21
Unit 5 How do you have fun?	Identifying similarities and differences: <i>same/different, right/left</i> ; Taking apart into four sets (preparing for division), noticing remainders: <i>There's one left.</i> ; Addition and subtraction by 1 (to 28); Doubling from 1 to 6; Doubling from 5 to 10; Reading simple graphs: <i>more/the most</i>	27
Unit 6 Which animals live in the wild?	Symmetry: <i>left side/right side</i> ; Measuring height: <i>taller/shorter, the tallest/shortest</i> ; Numbers 30 and 40 Counting in tens; Addition in tens: <i>(Two) tens is (twenty).</i> ; Counting and addition; Sorting (by number and category)	33
Unit 7 What jobs do people do?	Odd and even numbers, spatial awareness; Following sequences in tens; Counting and addition in tens Identifying the biggest number: <i>the biggest</i> ; Adding 10 Number sequences (forward in ones, twos, tens; backward in ones)	39
Unit 8 How do we make music?	Subtraction (from 10); Addition to 10; Identifying similarities and differences: <i>at the top/bottom</i> Counting and addition in tens; Combinations	45
Unit 9 When do we change our clothes?	Addition, comparison of two sets of items ( <i>more/fewer</i> ); Subtraction (with a visual context): <i>take away</i> Recognizing patterns; Subtraction (using shapes); Addition, subtraction to 60; Sorting (by category)	51





10




five



ten



seventeen



three



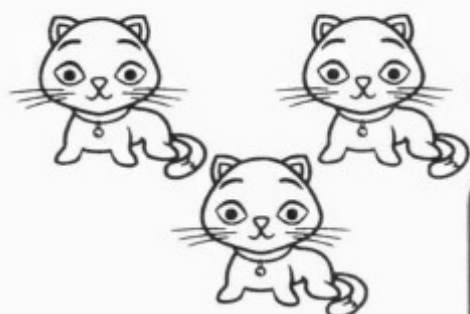
six

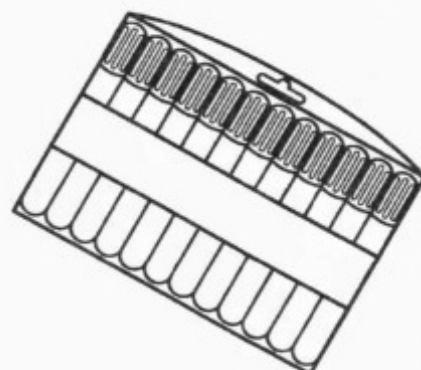


twelve

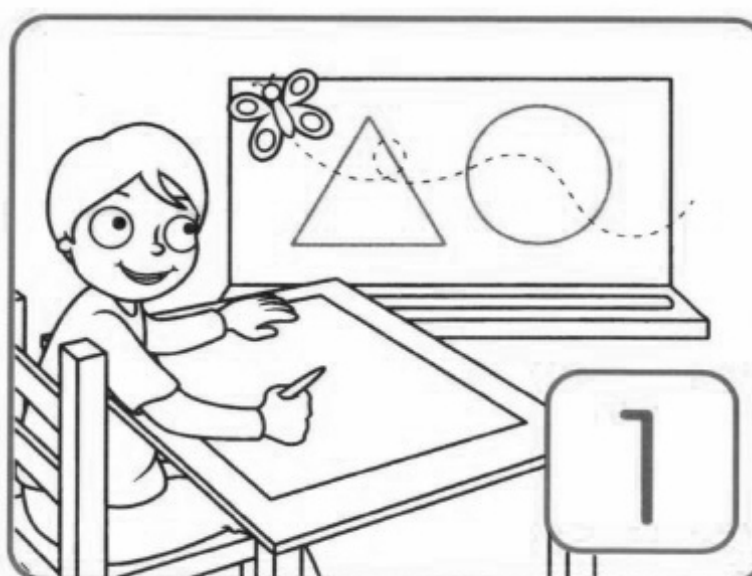
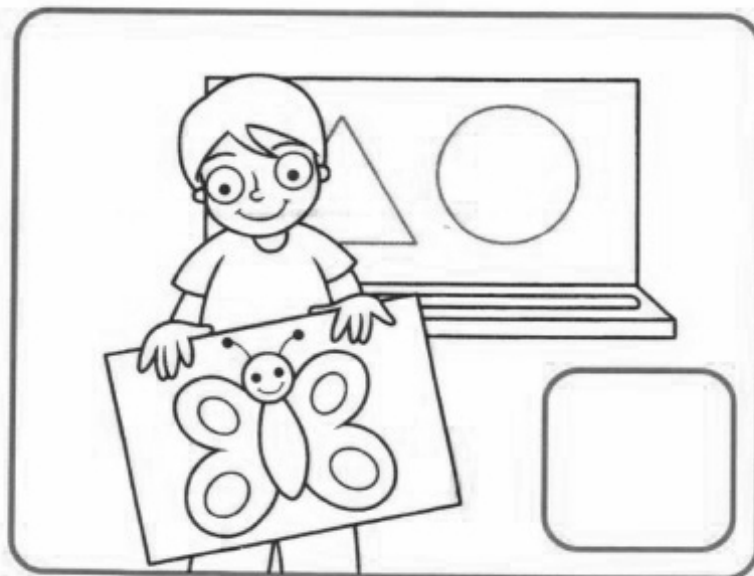
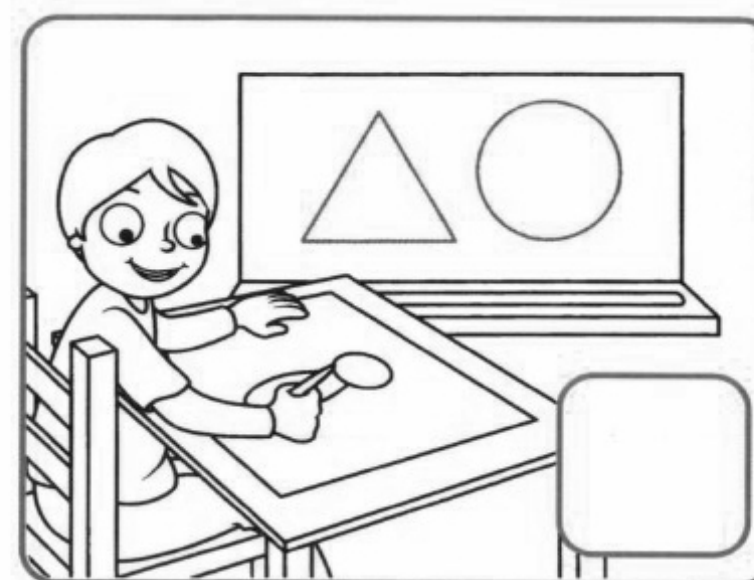
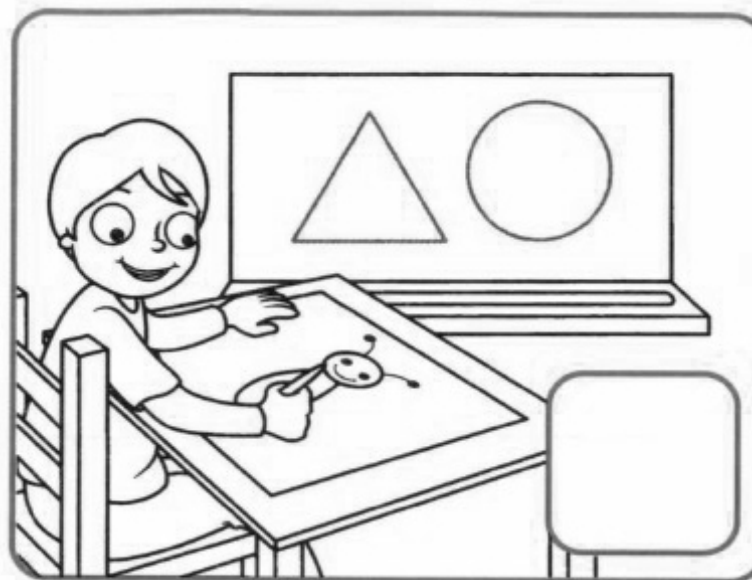
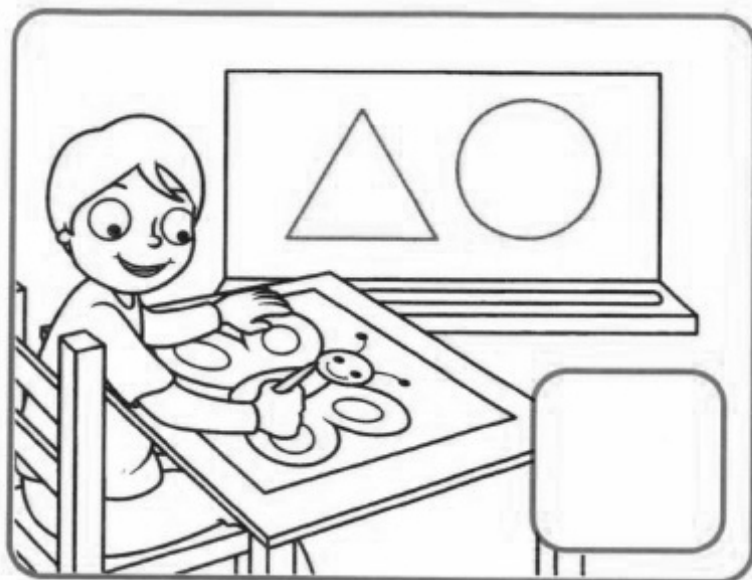










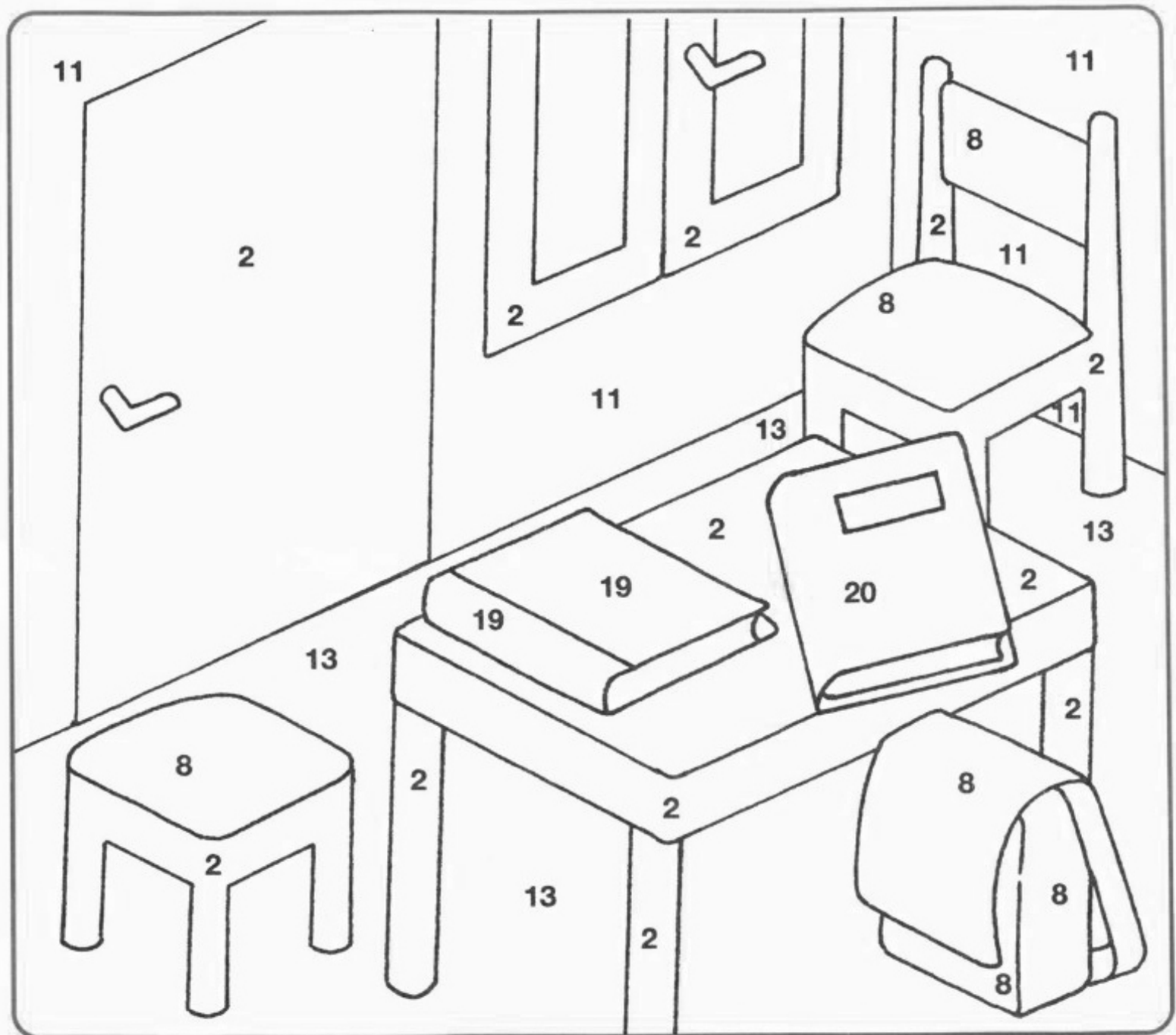
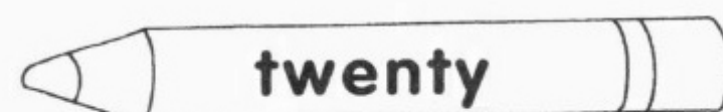
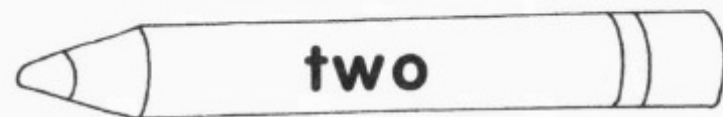


1 Order. 2 Write. 3 Say.

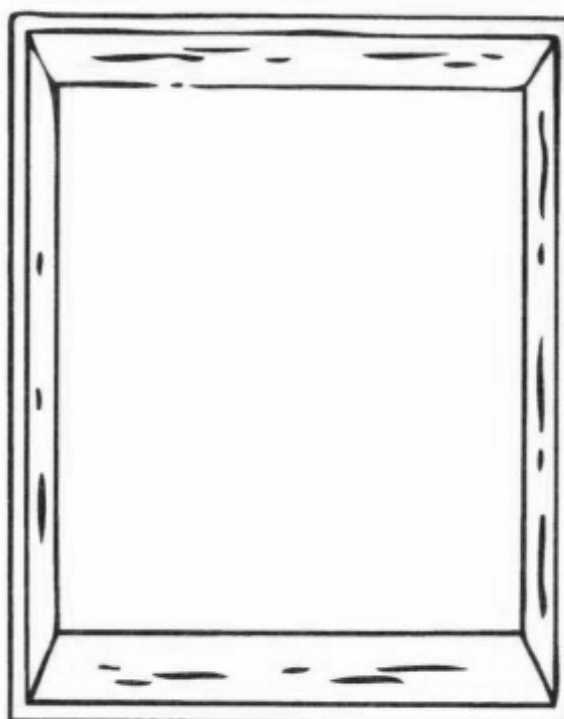
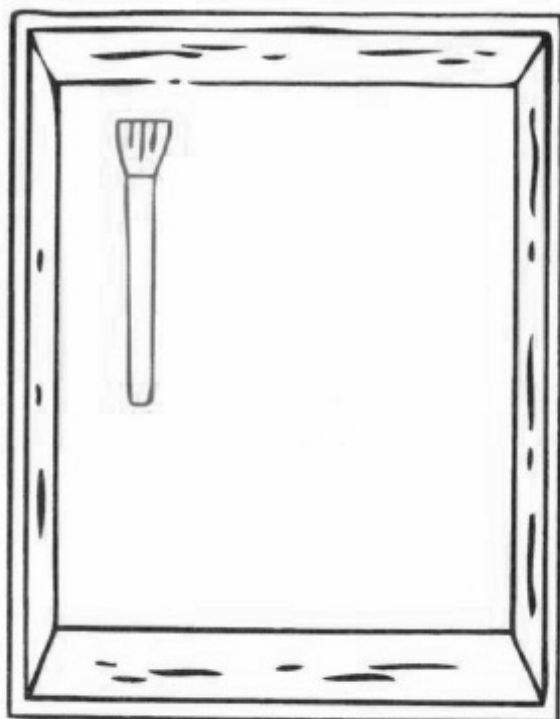
Vocabulary: first, second, third, fourth, fifth, sixth

Structure: Which picture is next?

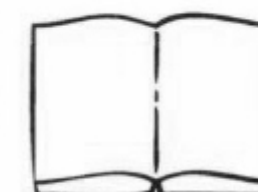
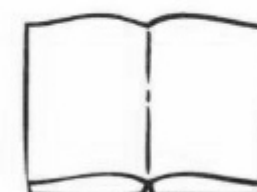
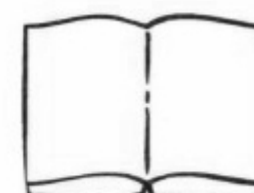
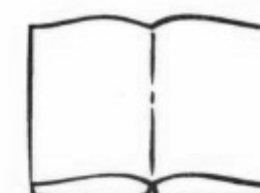
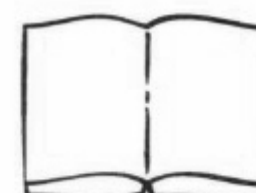
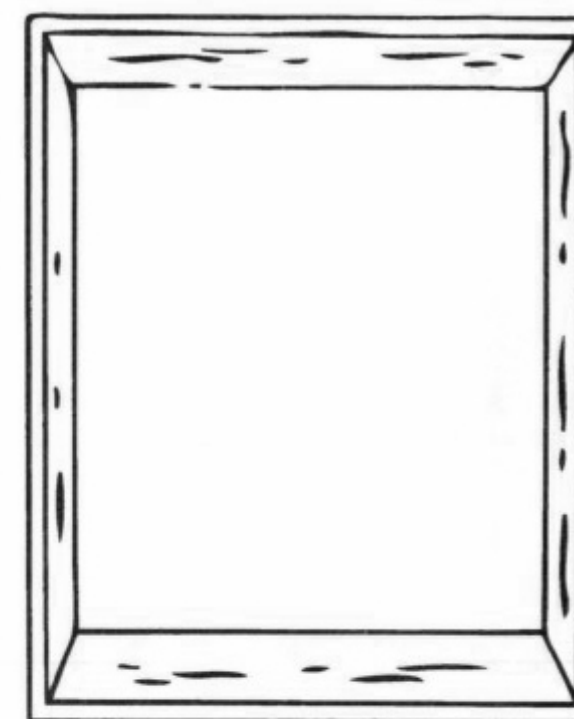
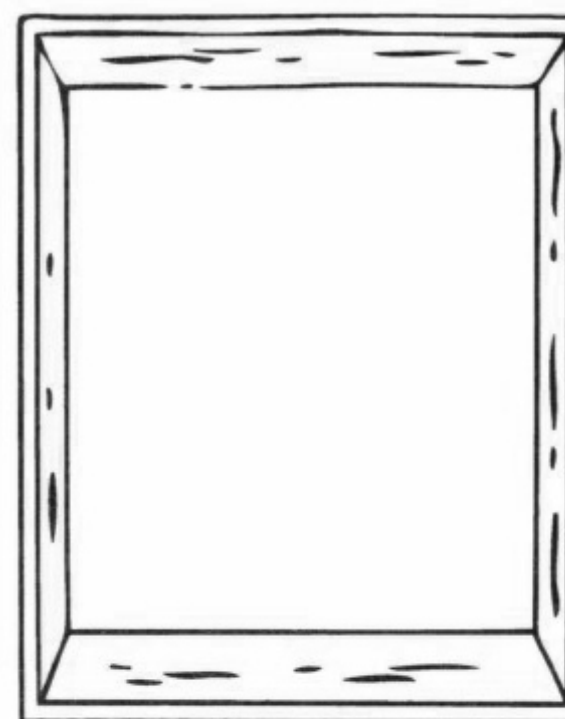
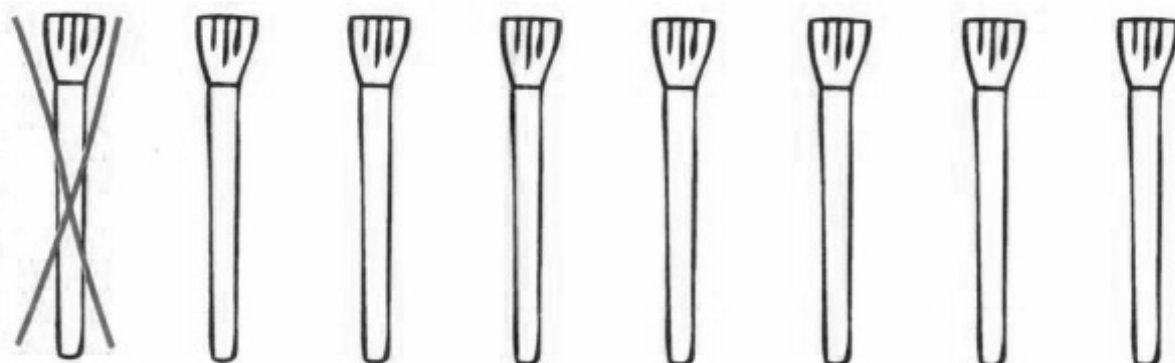








4

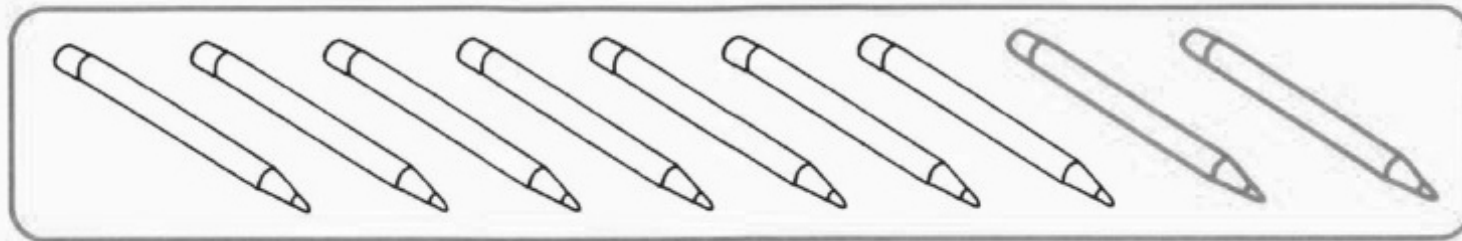


1 Put the same number of objects in each box. 2 Write the numbers. 3 Talk about the picture.

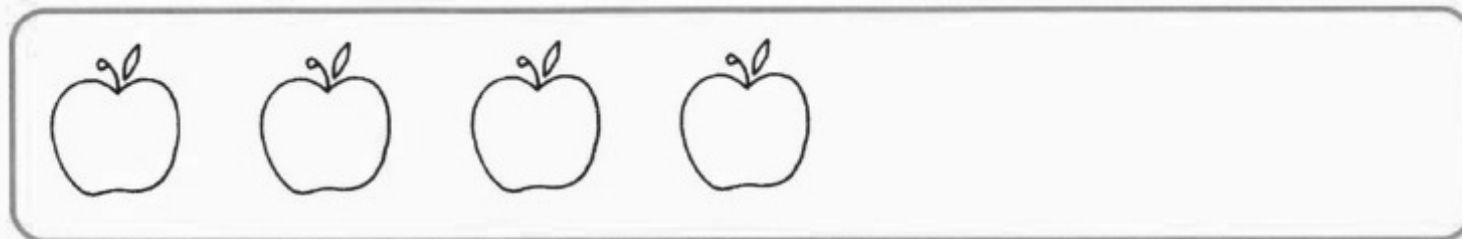
Vocabulary: 1-8, box, paintbrushes, books, more, fewer, the same

Structures: There are (three) (books) in the box. There's (one) left.

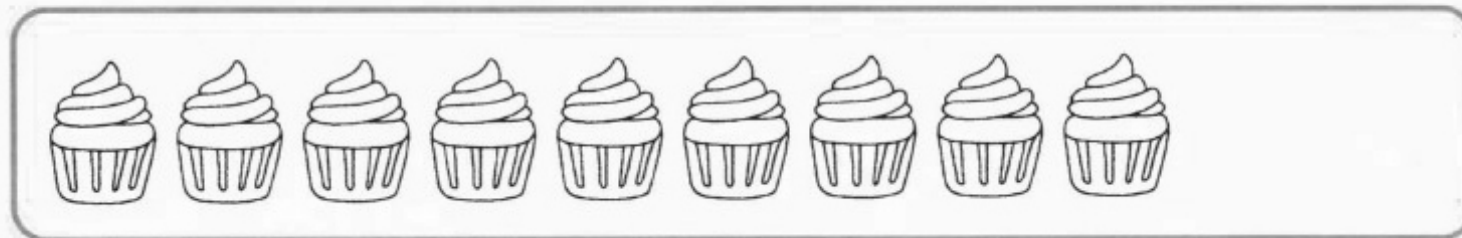




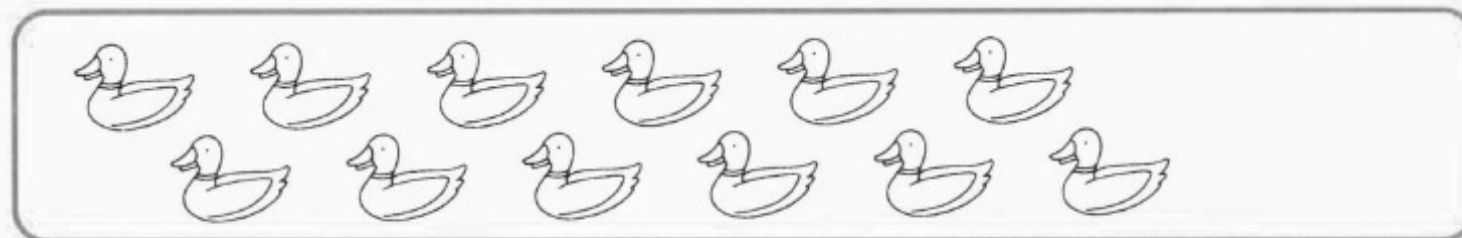
$$\boxed{7} + 2 = \boxed{9}$$



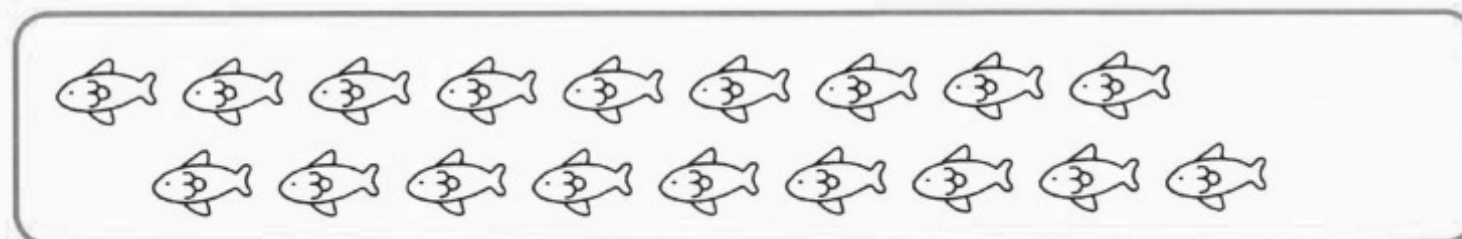
$$\boxed{4} + 2 = \boxed{\phantom{00}}$$



$$\boxed{\phantom{00}} + 2 = \boxed{\phantom{00}}$$

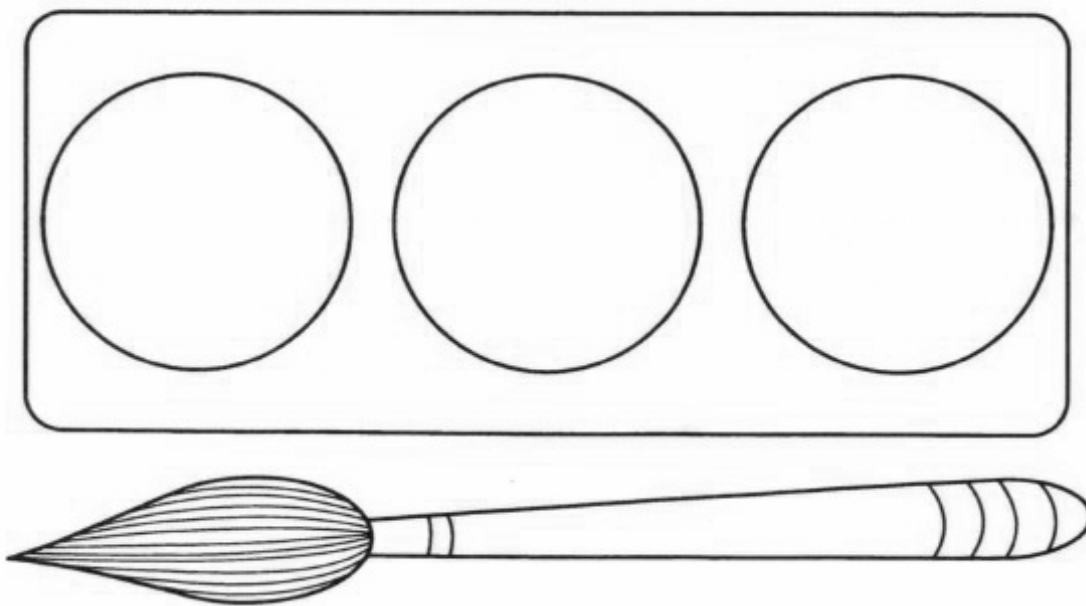
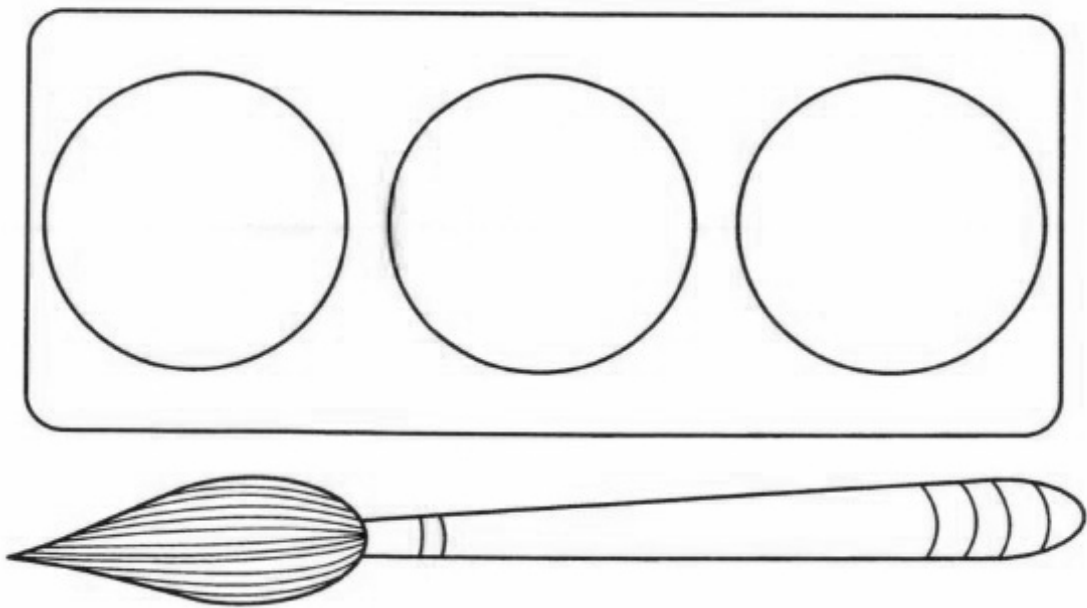
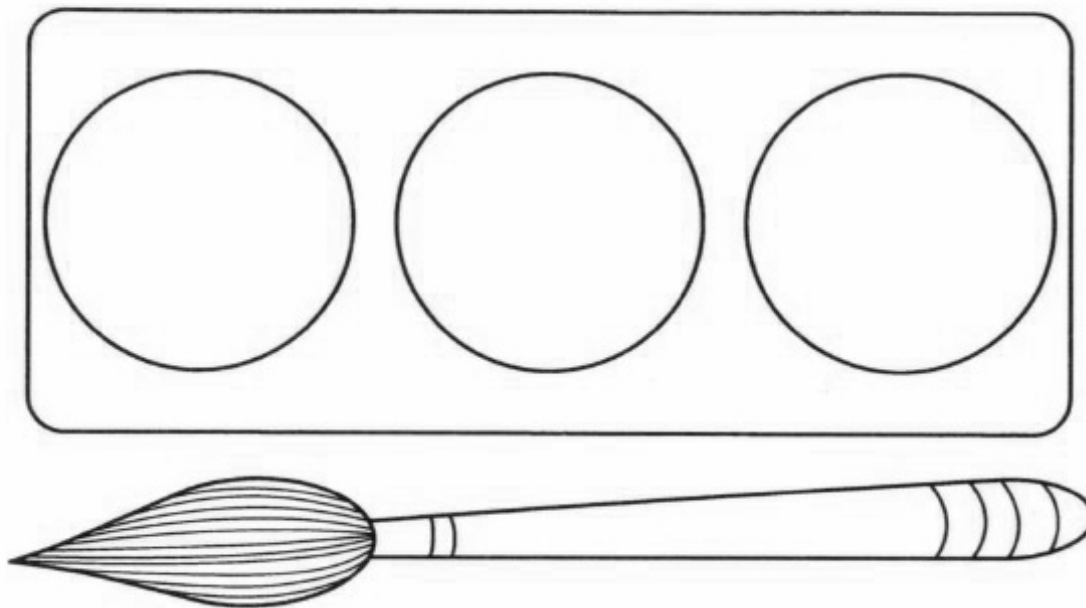
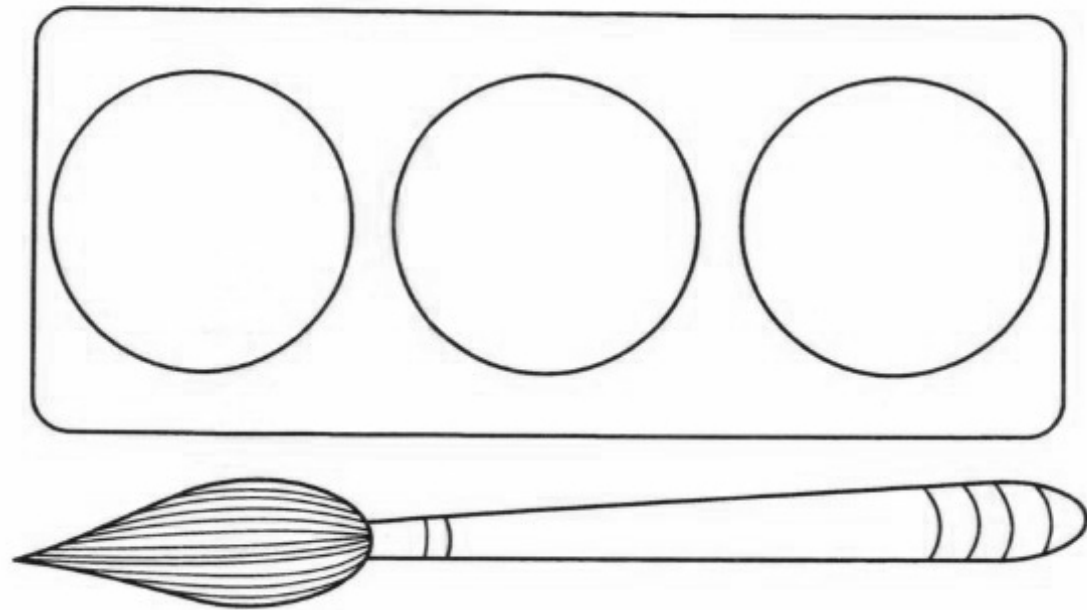


$$\boxed{\phantom{00}} + 2 = \boxed{\phantom{00}}$$



$$\boxed{\phantom{00}} + 2 = \boxed{\phantom{00}}$$





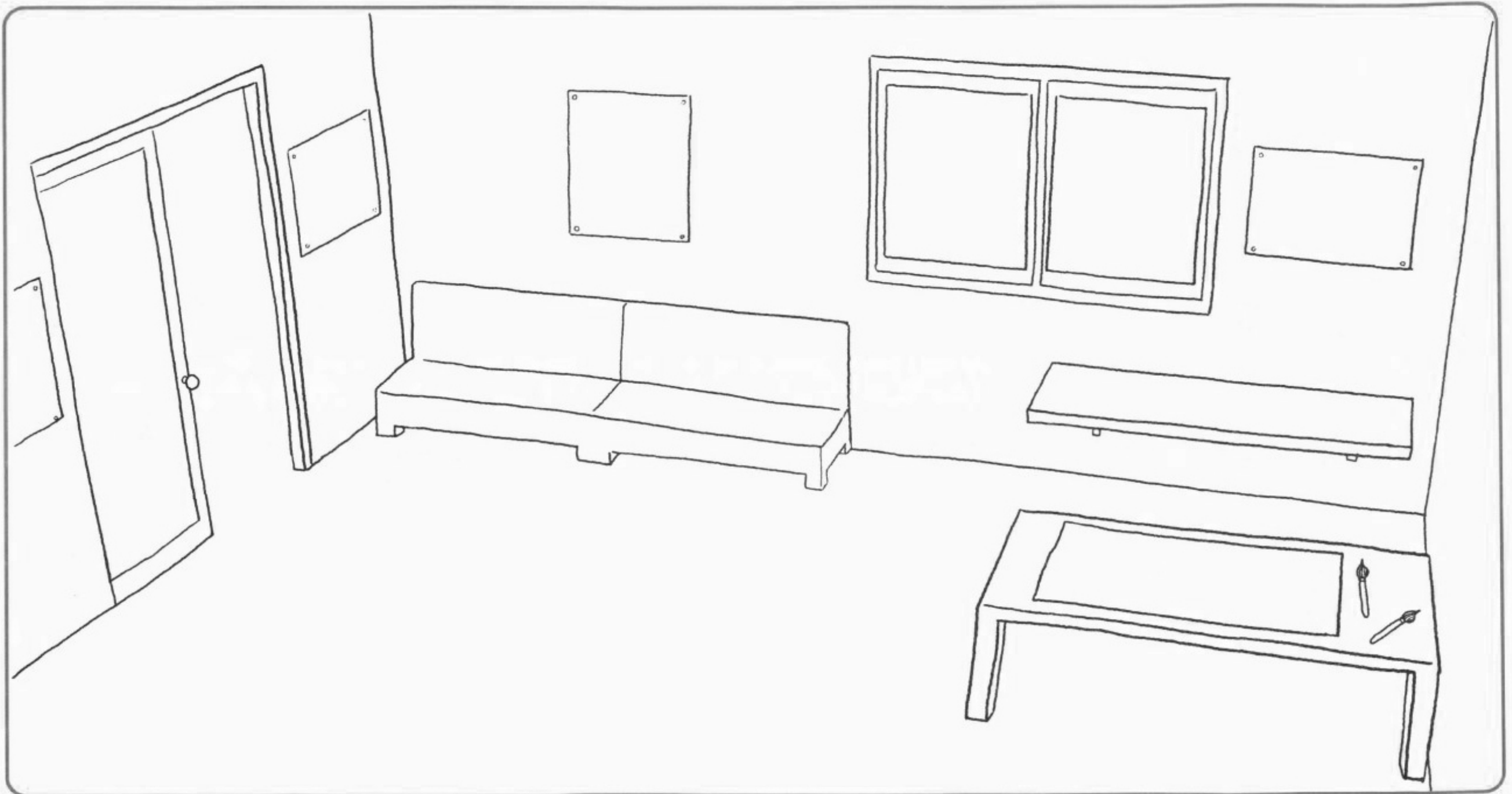
1 Color red, yellow, and blue in a different order each time.

Vocabulary: red, yellow, blue, first, second, third

Structure: The (first) color is (blue).



**Draw Sam next to the table. Draw May behind the door.**  
**Draw the paints on the shelf. Draw the pencils next to the paints.**









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learners of English to achieve  
their potential.

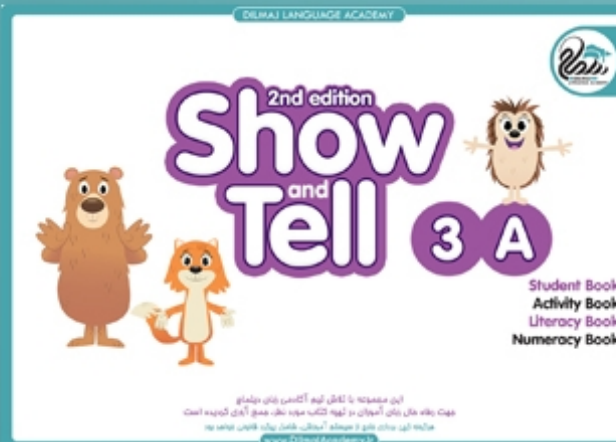


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