

2nd edition

# Show and Tell 2



Student Book



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OXFORD  
UNIVERSITY PRESS

# Scope and Sequence

## Level 2

UNIT & BIG QUESTION	VOCABULARY	STRUCTURES	VALUE & FUNCTIONAL LANGUAGE	PHONICS	CLIL	SHOW AND TELL PROJECT
<b>Hello</b> <b>What can you say?</b>	<i>May, Sam, Anna, Mom, Dad, Bird, friend, teacher, hello, bye; pencil, crayon, book, boat, teddy bear, ball, car, train, duck, hat; jump, fly, crawl, swim; bird, fish, rabbit, spider; flowers, hill, tree, lake; eyes, ears, mouth, nose, legs, arms; shape, star, square, circle, triangle; kid Colors, Numbers, Alphabet</i>	<i>I'm (Sam). I'm (4). This is (Sarah). Who's he/she? He's (Sam)/She's (May). I see (4) (balls). What's this? It's a (crayon). (Rabbits) can (jump). Who's this? This is (Fifi). He's/She's a (circle) kid. The (eyes) are (circles). The (mouth) is (a square).</i>	<b>Showing concern:</b> <i>Are you new? Yes. It's okay. You can play with us.</i>	<b>The alphabet, CVC review</b>		<b>Making a Shape Kids display</b>
<b>Unit 1</b> <b>How do we make pictures?</b>	pen, brush, eraser, paper, glitter, paint; black, white, idea, next, team; rock, gray, brown	<i>(4) (books). What's this? It's an (eraser). It's a (blue) (pen). It's (red) (glitter). It's his/her (turn). It's my/your (idea). This picture uses (crayon). This picture uses (orange) (paint).</i>	<b>Being polite:</b> <i>Please pass the (yellow) (pen). Here you are. Thank you.</i>	<b>ck digraph</b> rock <b>CVC review</b> fox, log	<b>Art:</b> <b>Picture-making techniques</b>	<b>Making a quilt from decorated paper squares</b>
<b>Unit 2</b> <b>What can you do in the park?</b>	climb, catch, build, walk, run, kick; quickly, slowly, great job, under; skip, monkey bars, rectangle, sandbox	<i>I can/can't (climb). Can you (climb)? Can he/she (kick)? Yes, he/she can. No, he/she can't. He/She/It can/can't (run). Do you see the (yellow) (circle)? How many? Count with me.</i>	<b>Lining up:</b> <i>Line up. Wait your turn. That's better.</i>	<b>s blends</b> (sk, sp, st, sw) skip, spin, stop, swim <b>CVC review</b>	<b>Math:</b> <b>Shape recognition</b>	<b>Creating and performing an exercise routine</b>
<b>Unit 3</b> <b>Who makes you happy?</b>	happy, sad, tired, lively, hungry, thirsty; grandma, grandpa, brothers, sisters, surprise, honey cake, happy birthday; egg, dolphin, penguin, tiger	<i>He's/She's (tired). How do you feel today? I'm (happy). We're (hungry). They're here. The (mom) looks after the baby. These are (penguins). This is (mom). I love my (mom). (She) looks after me. (She) makes me happy.</i>	<b>Being careful:</b> <i>Be careful. I'm really sorry. It's alright. It's an accident.</i>	<b>r blends</b> (tr, fr, dr) truck, frog, drum <b>CVC review</b>	<b>Science:</b> <b>Animal families</b>	<b>Making family pictures</b>
<b>Review 1 Story:</b> <b>The Puppet</b>	puppet, fairy, talk, lie, good, bad, house		<b>Telling the truth:</b> <i>Be good. Don't lie.</i>			
<b>Unit 4</b> <b>What happens when it's windy?</b>	sunny, rainy, windy, snowy, hot, cold; warm, cloudy, wet, dry, boots; pool, mud puddle; Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday	<i>What's the weather like today? It's (sunny). I'm (wet). I'm not (wet). Stop it. What day is it? It's (Sunday).</i>	<b>Respecting elders:</b> <i>Good job! We can (go outside) now.</i>	<b>l blends</b> (sl, fl) sled, slide, slip flip, fly <b>CVC review</b>	<b>Math, Science:</b> <b>Understanding information in a table</b>	<b>Making a Sunny Balloon Display</b>

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<b>Unit 5</b> <b>What's in your house?</b>	kitchen, living room, bedroom, bathroom, yard, balcony; sofa, bed, bath; duck, little; Numbers 11–15	Who's in the (bathroom)? (Sara)'s in the (bathroom). <i>in, on, under</i> <i>Where's (my duck)?</i> It's behind (the sofa). It's next to (the bed). Where's number (eleven)? It's (above) (the door). What's the number on your door? This is our/my ... The (blue) (sofa) is (next to) ...	<b>Helping at home:</b> Let's put the (toys) in the (drawers). Now it's clean and neat. <i>Good job!</i>	<b>sh digraph</b> ship, shell, shelf, fish	<b>Math:</b> <b>Counting and sequencing numbers to 15</b>	<b>Making a model of a living room and its furniture</b>
<b>Unit 6</b> <b>What happens in the garden?</b>	dig, plant, water, pick, wash, eat, hole; delicious, potatoes, beans, pumpkins, soup, grow, cook, stir, chop; bee, hive, queen, worker, food; hopscotch	What are you doing? I'm (digging a hole). We're (making soup). Can I have some (honey)? There's (1 queen bee). There are (lots of worker bees). There are (8) (blue) (flowers). We're (watering) (the beans). (Beans) are good for you.	<b>Eating healthily:</b> Fruit and vegetables are good for you. Try one.	<b>ch digraph</b> lunch, bunch, chop	<b>Science:</b> <b>Honey bees</b>	<b>Growing beans</b>
<b>Review 2 story:</b> <b>The Enormous Carrot</b>	enormous, farmer, wife, every, little, pull (it up), everyone		<b>Working together, Offering politely:</b> Would you like some carrot soup? Yes, please.			
<b>Unit 7</b> <b>What do farm animals do?</b>	cow, horse, sheep, goat, donkey, chicken; funny, cute, drink, say, do; grass, farm; Numbers 16–20	<i>How many (sheep)? do you see? There are (6 sheep).</i> <i>I have (a chicken).</i> He/She has (chickens). What does a (goat) do? It (drinks) (water). What do (the animals) do? The (horses) (eat) (grass). They have (15) (black) (cows). One more (cow). <i>How many (now)?</i> We have (horses) on our farm.	<b>Respecting nature:</b> Don't litter. It's bad for (the ducks).	<b>th digraph</b> (unvoiced) thin, thick	<b>Math:</b> <b>Counting numbers to 20</b> <b>Adding one more</b>	<b>Making a model farm and Clothes Peg Animals</b>
<b>Unit 8</b> <b>What do you wear when it's hot?</b>	jacket, skirt, T-shirt, pants, shorts, sandals; sweater, dirty, washing machine, milkshake, put in; spring, summer, fall, winter, scarf	I'm wearing (a green jacket). I'm wearing (red pants). Push the button. Put your clothes in the washing machine. It's (spring). He's/She's wearing (a scarf). What do you wear in the (spring)?.	<b>Keeping clean:</b> You need to keep clean. You need to wear an apron.	<b>th digraph</b> (voiced) this, these, that, clothes	<b>Social Science:</b> <b>clothing for different seasons and weather</b>	<b>Making paper clothes for a seasons poster</b>
<b>Unit 9</b> <b>What do our senses tell us?</b>	sound, feel, look, smell, taste; loud, beautiful, stick, popcorn, snow; quiet, <i>soft, hard</i> ; music, <i>rain</i> ; shaker, coconuts, sand, wind	How does it (taste)? It (tastes) good/bad. How does it (feel)? It feels (soft). It's (hard). This music sounds like (a train). What does it sound like?	<b>Listening to others:</b> I can't hear you. We need to listen to others. <i>Be quiet, please!</i>	<b>ng digraph</b> bang, gong, sing, song, strong, along	<b>Music:</b> <b>Listening to and creating everyday sounds in music</b>	<b>Making a Senses Experiment Area</b>
<b>Review 3 story:</b> <b>Gray Baby Duck</b>	swan, ugly, lay eggs, come back, pond	He's good at swimming.	<b>Complimenting:</b> You're beautiful. You're beautiful, too. He's good at swimming.			
<b>The Show and Tell Show</b> <b>It's a Wrap!</b>	Units 1–9	Units 1–9				