

TEACHER'S EDITION

BIG

2

FUN

Mario Herrera
Barbara Hojel

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BIG 2

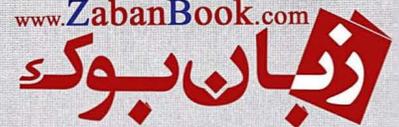
FUN

Mario Herrera

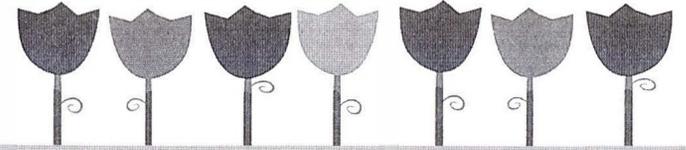


Barbara Hojel

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A Letter from the Authors



Hello! Welcome to the world of *BIG Fun*. We hope you will enjoy using this extraordinary program!

The language in each unit is presented through themes children are familiar with. Such themes provide foundations for the vocabulary and sentence structures that students learn in each unit. *Big Fun* also has engaging songs that use the language from the unit.

Playing is big in *Big Fun*! Children practice what they are learning by singing, reciting chants and poems, and playing games. To keep the classroom experience vibrant, we offer suggestions for small, large, and whole group activities.

Big Fun also introduces math concepts, provides pre-reading and beginning reading and writing activities, and highlights values while putting them into practice. *Big Fun* includes projects, where children use all the English they know to learn and talk about amazing topics from nature.

To top it all off, children participate in the assessment process throughout the year as they prepare for the end-of-year performance called Show Time, which parents can attend to witness what their children have learned during the year.

The most important thing is to have **big fun** in the classroom!

Enjoy teaching English!

Barbara Hojel
Mario Herrera

Mario Herrera



Mario Herrera holds a BA in Education and an MA in TEFL. He has authored and co-authored bestselling ELT programs worldwide, including *Balloons*, *Pockets*, *Parade*, *Backpack*, *Big English*, and *Cool Chat*, which range from preschool to secondary school levels. He has 25 years of experience training teachers and travels around the world on behalf of Pearson Education conducting seminars and workshops with large numbers of participants. He has won several academic awards.

Barbara Hojel



Barbara Hojel has an MA in education from The Johns Hopkins University and over 34 years of experience teaching very young children and training teachers. She has led workshops and trained teachers around the world. She has authored and co-authored material for very young learners: *Pockets*, *Hip Hip Hooray Starter Level*, *My ABC Storybook*, *Buttons*, *English for Me! Storybooks*, *Balloons*, and the *My English Book* series. She has also written material for teachers: *EFL/ESL Class Starters*, *Poems*, and *Fingerplays*.



Components

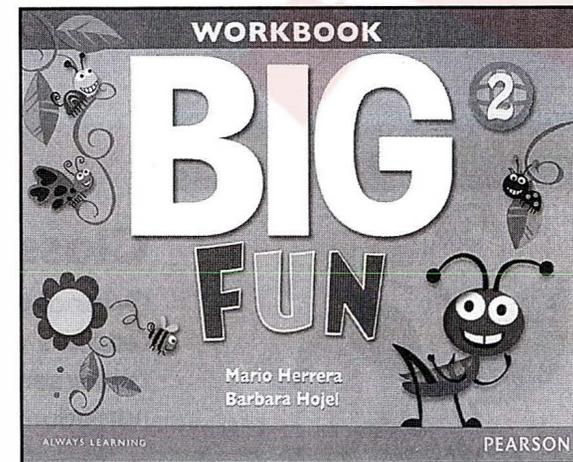
Student Book with CD-ROM

The Student Book contains eight units with developmentally appropriate and fun theme-related activities. Each unit is 12 pages long. After each unit, students are guided to the Show Time unit, where they keep track of what they are learning in preparation for a final, end-of-year show. *Big Fun* presents target language in context. A cute insect mascot (ant in Level 1, cricket in Level 2, and caterpillar in Level 3) leads the children through their practice activities. Press-outs or Cutouts and Stickers provide additional fun and enhance psychomotor skill development. Skills that young learners need are systematically introduced so that, by the end of Level 3, they are able to read and write words and simple sentences. Theme-related Little Books promote children's interest in reading and provide an important home-school connection. A well-developed math curriculum presents numbers 1–3 in Level 1, 1–20 in Level 2, and 1–100 in Level 3. Children develop basic math skills, beginning with shape recognition, followed by counting and, finally, sequencing. The *Amazing* nature segment allows students to explore an aspect of nature, with a hands-on project to extend learning. The CD-ROM includes various fun theme-related activities as well as the Little Book animations.



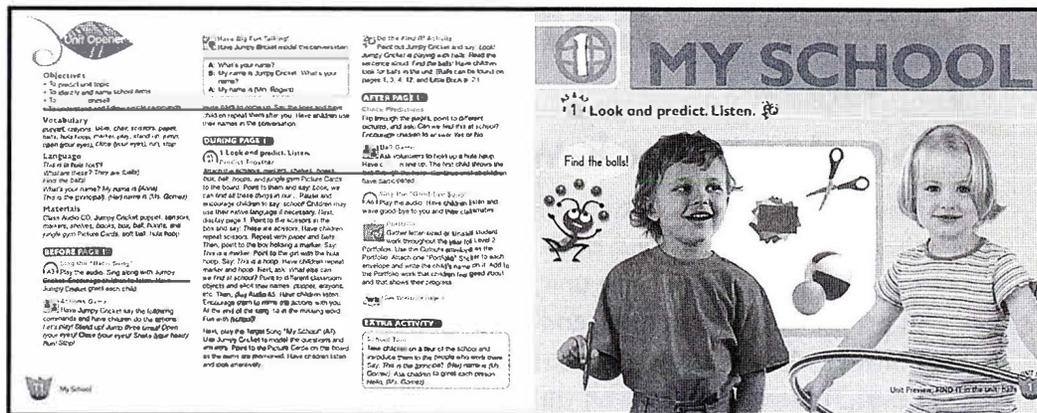
Workbook with Audio CD

The Workbook gives children focused reinforcement and extension. It can be completed in class or as homework. A variety of activities recycle the vocabulary and language structures. The accompanying Audio CD contains the Little Book audio tracks and the songs and chants from the Student Book. Together with their families, children can read the stories, sing, and chant along with the Audio CD as they demonstrate the gestures they have learned in class.



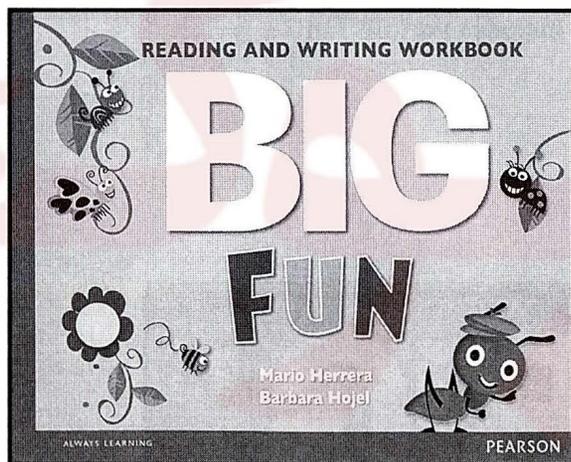
Interleaved Teacher's Edition

The Teacher's Edition contains full-size Student Book pages and provides step-by-step, teacher-friendly lesson plans. The first two pages of each unit give an overview of content and materials. The lessons follow a three-step plan for using each Student Book page: *Before*, *During*, and *After*. The Teacher's Edition contains photocopiable letters to students' families that explain what the children are learning and that enable the families to understand and support their children's growth.



ActiveTeach

The ActiveTeach contains an interactive version of the Student Book, resource material for teachers, and a Songs video, including TPR gestures and movements for teachers and children to follow. There is also a wonderful Show Time video, which demonstrates how to set up the end-of-year show. In addition, it includes the Little Book animations, songs, chants, and Picture Cards.



Reading and Writing Workbook

The Reading and Writing Workbook offers additional letter, pre-reading, and pre-writing practice for Level 3. Illustrations and photographs provide strong visual support.

Class Audio CD

Original songs and chants will delight both teachers and children. Vocabulary structures, conversations, listening activities, and Little Book narrations are also included on the Audio CD.

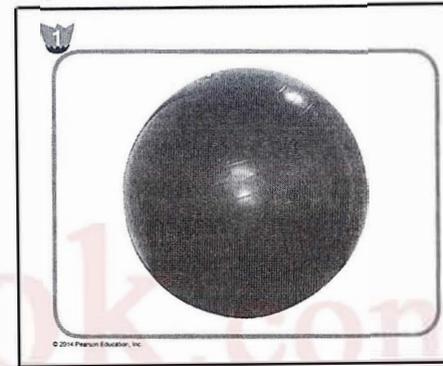


Posters



Five posters per level provide additional reinforcement of important concepts. The *Show Time* Posters will help teachers pull together children's ideas and create a fantastic year-end show!

Picture Cards



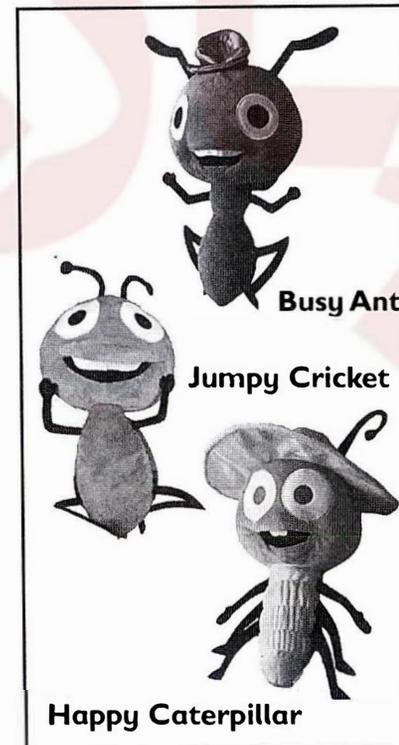
A set of Picture Cards with photos provides fun ways to recycle and practice target vocabulary. The Picture Cards also appear in the ActiveTeach.

DVD

The DVD program entertains as it educates. It contains three elements: 10 songs per level that showcase gestures (TPR), the Little Books—which come to life as Animated Stories—and the Show Time video, which demonstrates to teachers how to prepare for the end-of-the-year show. These three elements are also found in the ActiveTeach.



Puppets



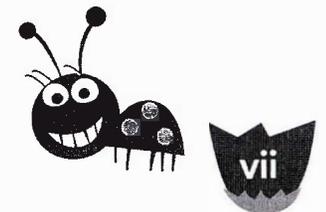
Plush puppets, one per level, help teachers model the language using the adorable Student Book mascots.

Companion Website

Since *Big Fun* is the steppingstone to *Big English*, visit www.pearsonelt.com/bigenglish for more information on the program and a preview of what's to come!

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Scope and Sequence

Unit and Theme	Topics and Themes	Communication Objectives	
1 My School	School objects; colors (pink, red, blue); greetings; identify and trace numbers (one to three); action verbs; demonstrative pronouns (<i>this, these</i>)	Identify and name school items; greet someone and say good-bye; introduce oneself; identify and trace numbers; count to 3; understand basic commands; understand the locations of things	
2 My Senses	Senses; parts of the body associated with each sense; tastes (sweet, sour, salty); numbers (four to six); action verbs	Identify and name senses and parts of the body associated with each sense; identify tastes (sweet, sour, salty); express likes and dislikes; identify and trace numbers; count to 6; understand and follow basic commands	
3 My Family	Family members; homes (<i>house, apartment</i>); pets (<i>dog, cat, fish, bird</i>); numbers (seven to nine); action verbs	Identify and name family members; ask for information; express possession; identify people's homes; identify and trace numbers; count to 9; understand and follow basic commands	
4 My Toys	Toys; numbers (ten to twelve); feelings (happy, sad, scared, mad); days of the week; action verbs	Identify and name toys; identify feelings; express possession; identify same and different; identify and trace numbers; count to 12; understand and follow basic commands	
5 Food	Food and drinks; numbers (thirteen to fifteen); action verbs	Identify and name food items; express likes and dislikes; express wants; order food in a restaurant; identify and trace numbers; count to 15; understand and follow basic commands	
6 My Clothes	Clothes; numbers (sixteen, seventeen); weather (rainy, windy, sunny, hot, cold); days of the week; action verbs	Identify and name clothing items; express possession; identify types of weather; identify and trace numbers; count to 17; understand and follow basic commands	
7 Animals	Animals; numbers (eighteen, nineteen); demonstrative pronouns (<i>this, that, these, those</i>); action verbs	Identify and name animals; express preferences; identify and describe locations of animals; identify and trace numbers; count to 19; understand and follow basic commands	
8 My World	Places; vehicles; community workers; numbers (twenty); action verbs	Identify and name places in a neighborhood, vehicles, and community workers; describe location; describe destination; identify and trace numbers; count to 20; understand and follow basic commands	



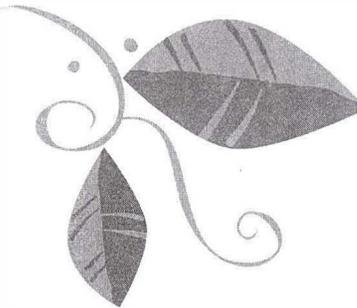
Time Guidelines

The Student Book can be taught one unit per month. If you teach 30 minutes each day, five days a week, follow the white section of the chart below. The gray section shows how to teach more. If you teach fewer days a week, spend less time on each section of the lesson.

Weeks	Monday	Tuesday	Wednesday	Thursday	Friday
1	Opener BEFORE, DURING	AFTER + WB	Target Language BEFORE, DURING	AFTER + WB	Target Language BEFORE, DURING
	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER
2	AFTER + WB	Practice BEFORE, DURING	AFTER + WB	Math BEFORE, DURING	AFTER + WB
	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework
3	Reading Readiness BEFORE, DURING	AFTER + WB	Little Book BEFORE, DURING	AFTER + WB	Values BEFORE, DURING
	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER
4	AFTER + WB	Amazing BEFORE, DURING	AFTER + WB	Project BEFORE, DURING, AFTER	Wrap-up BEFORE, DURING, AFTER
	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	WB or Extra Activity + WB Homework	BEFORE, DURING, AFTER	BEFORE, DURING, AFTER

WB = Workbook

The WB can be done in class or taken home as homework, in which case an Extra Activity can be done in class.



The Big Ideas behind *Big Fun*

Big Fun teaches young children English in the same way they learn their native tongue—by making sure they listen, imitate, repeat, and begin to speak on their own. Starting with basic vocabulary and target language, children learn English in the context of eight engaging themes. They learn about math, reading and writing readiness, values, and nature as they practice their motor skills and have fun doing creative projects. Children learn English, transfer knowledge, and become critical thinkers.

Language Development

Children enjoy learning as they use English in meaningful ways. Once children can understand and follow directions, understand what others are saying, and be understood, they are communicating. *Big Fun* helps students reach this language development goal by means of simple conversation practice and memorable songs included in the audio program. Additional songs and chants in the Teacher's Edition enrich the overall program.

Reading and Writing Readiness

Readiness helps children master the skills that are the bases for reading and writing in English. By the end of Level 2, children will have learned a few letters and sounds, and, by the end of Level 3, they will have begun to read and write words. Since English is not a phonetic language, children will learn sight words and how to sound out words. They will be able to read simple sentences and write a few sentences. A Reading and Writing Workbook supports and extends these skills.

21st Century Skills

Young learners need to acquire knowledge and skills to live successfully in today's increasingly complex world. *Big Fun* presents language and engages children in activities embedded within the four "C's" that are foundational for 21st Century Skills: Critical thinking/problem solving, Creativity/innovation, Communication, and Collaboration. The Teacher's Edition supports the development of these skills through fun and challenging activities.

Young Learners English (YLE)

Children are guided to learn listening and speaking skills for practical use in natural contexts. The dialogues introduced in each unit begin preparation for the kinds of listening and speaking assessments in the YLE exams.

Competency-based Education (CBE)

Big Fun features competency-based activities that promote learning through discovery and the development of life skills within the following formative areas: *Personal and Social Development, Physical Development and Health, Mathematical Thinking, Language and Communication, Artistic Expression and Appreciation, and Discovering Our World.* *Big Fun* helps young children achieve autonomy and develop critical thinking skills, enabling them to integrate successfully into the real world.

	Target Language	Reading and Writing Readiness	CLIL Math	CLIL Amazing! Nature and Science	Value	
	<p>What is this? It is (a jungle gym). What are these? They are (hoops). This is (a box). These are (shelves).</p>	<p>Hello, my name is (Kayla). Understand the prepositions <i>in, on</i> Understand adverbs <i>inside, outside</i></p>	Practice motor skills; visual discrimination	Numbers (1–3)	Observing how snails move	Respecting the teacher and listening
	<p>What do you (see) with? I (see) with my (eyes). Do you like (sweet) food? Yes, I do./No, I don't.</p>	<p>I see (a campfire).</p>	Identify initial sound /s/; practice motor skills; practice visual discrimination	Numbers (4–6)	Observing how animals use their tongues to taste	Being polite and waiting for your turn
	<p>Who is (she)? (She) is my (grandmother). Who are they? They are my (grandparents). What is this? It is my (house). What are these? They are my (pets).</p>	<p>What school do you go to? I go to (Sunshine Nursery School). What is your teacher's name? My teacher's name is (Mrs. Smith). My (grandmother) has (a dog). Where does (Grandmother) live? In (a house).</p>	Identify initial sounds /m/ and /f/; practice motor skills; practice visual discrimination	Numbers (7–9)	Observing birds' nests	Appreciating family members
	<p>What do you have? I have (a tricycle).</p>	<p>Do you have (a play house)? Yes, I do./No, I don't.</p>	Practice motor skills; practice visual discrimination; identify animal sounds	Numbers (10–12)	Observing how the sky changes	Sharing toys to make something together
	<p>What do you like? I like (fish). Do you like (corn)? Yes, I do./No, I don't.</p>	<p>What do you want to eat? I want (chicken), please.</p>	Identify initial sound /s/; identify and write uppercase and lowercase Ss; practice motor skills; practice visual discrimination	Numbers (13–15)	Observing that plants grow from seeds	Using table manners
	<p>What is (he) wearing? (He) is wearing (shorts).</p>	<p>What does (she) have? (She) has (an umbrella). It is (sunny).</p>	Identify initial sound /m/; write uppercase and lower case Mm; practice motor skills; practice visual discrimination	Numbers (16–17)	Observing how feathers help birds	Helping others
	<p>This is (a cat). That is (a horse). These are (dogs). Those are (ducks). What's your favorite animal? I (like) horses.</p>	<p>Where is the (chicken)? Here it is. It is (under) the tree. Understand the prepositions <i>in, under, next to</i></p>	Identify initial sound /l/; identify and write uppercase and lowercase Ll; practice motor skills; practice visual discrimination	Numbers (18–19)	Observing how chicks come from eggs	Taking care of animals
	<p>Where is the (restaurant)? It is over there. It is (next to) the (fire station).</p>	<p>Where is the (fire truck) going? It's going to the (fire station). Understand the prepositions <i>next to, behind, in front of</i></p>	Identify initial sound /f/; identify and write uppercase and lowercase Ff; practice motor skills	Numbers (20)	Observing the phases of the moon	Recycling

Communication Objectives

Identify and name school items Understand basic commands
Greet someone Identify location of objects
Introduce oneself

Target Language and Structures

What is this? It is a jungle gym. Understand prepositions: *in, on*
What are these? They are hoops. Understand adverbs: *inside, outside*
Hello. My name is Kayla.
Hi. My name is Tony.

Topics and Key Vocabulary

School Objects:

scissors, markers, shelves, books, box, ball, hoops, jungle gym

Greetings:

hello

Colors:

pink, red, blue

Numbers:

one, two, three

Demonstrative Pronouns:

this, these

Action Verbs:

play, stand up, close (your eyes/mouth), open (your eyes/mouth), run, stop, point, say, listen, climb, cut out, look, paste, do, trace, count, match, draw, clean up, work, switch, color, write, paint, respect, find, wiggle, live, move, eat, walk, watch, put, sing, make, stick

Nature and Science Words:

snail, trail

Content Connections

Math:

Identify and trace numbers:
1, 2, 3

Count to 3

Nature and Science:

Observe how snails move

Art:

Make a snail

Music:

Sing and act out songs

Move to music

Language Arts:

Say and act out chants

Amazing and Project

Identify how snails move

Project: *Make a Snail*

Reading and Writing Readiness

Practice motor skills

Practice visual discrimination

Little Book

Draw and Color

UNIT 1 OVERVIEW

Competency-based Education

Competency work within the following formative areas:

Discovering Our World:

Observe living creatures in nature;
Amazing page, p. T10

Personal and Social Development:

Understand the external rules and
conventions that regulate one's
conduct in different settings; Values
page, p. T9

Home-School Connection

Take home the Little Book

Sing songs and say chants at
home

Take home Show Time
drawings

Talk about school items at
home

Values

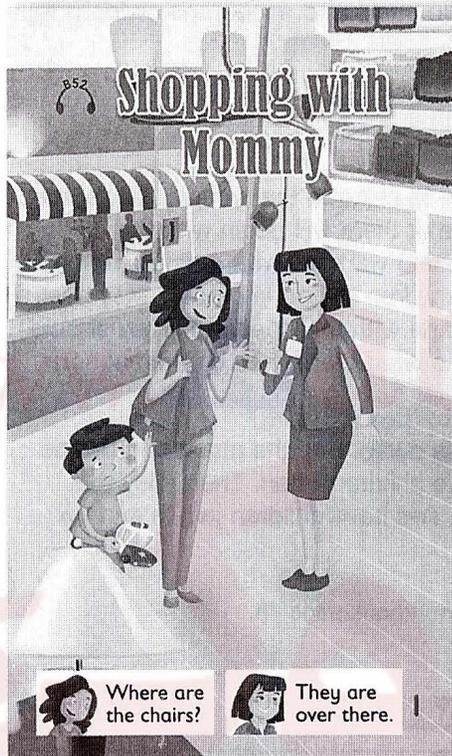
Respecting the teacher and listening

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Overview

UNIT 1
T1B



Where are the chairs?

They are over there.



2

Can I sit down?

Yes, you can.



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Where are the tables?

They are next to the chairs.

3



Where is Tim?

He is sleeping in the chair!

AUDIO SCRIPT

B52 Shopping with Mommy

1. Mommy: Where are the chairs?
Salesclerk: They are over there.
2. Tim: Can I sit down?
Salesclerk: Yes, you can.
3. Mommy: Where are the tables?
Salesclerk: They are next to the chairs.
4. Mommy: Where is Tim?
Salesclerk: He's sleeping in the chair!

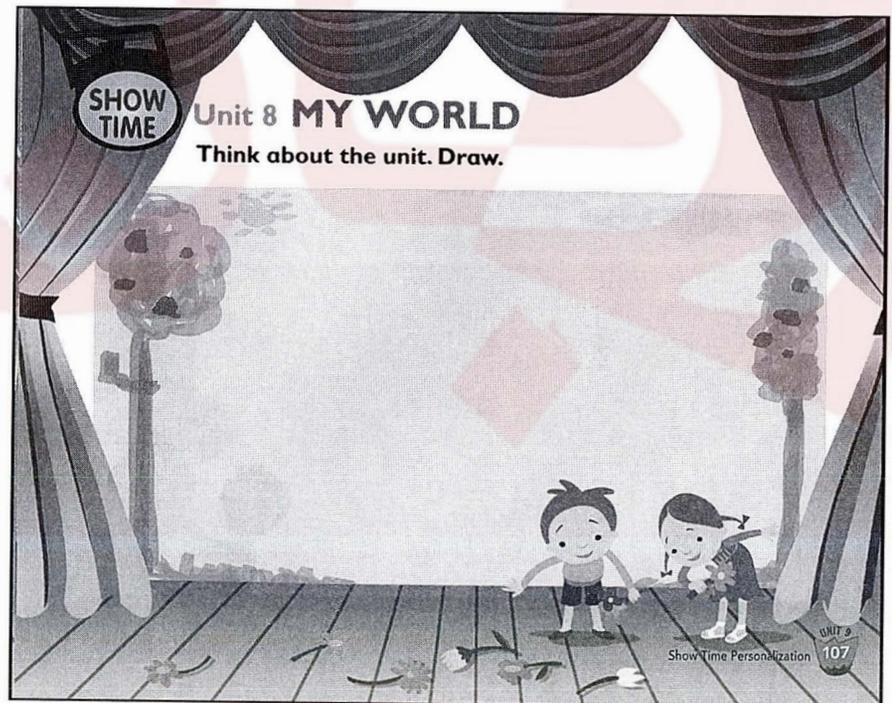
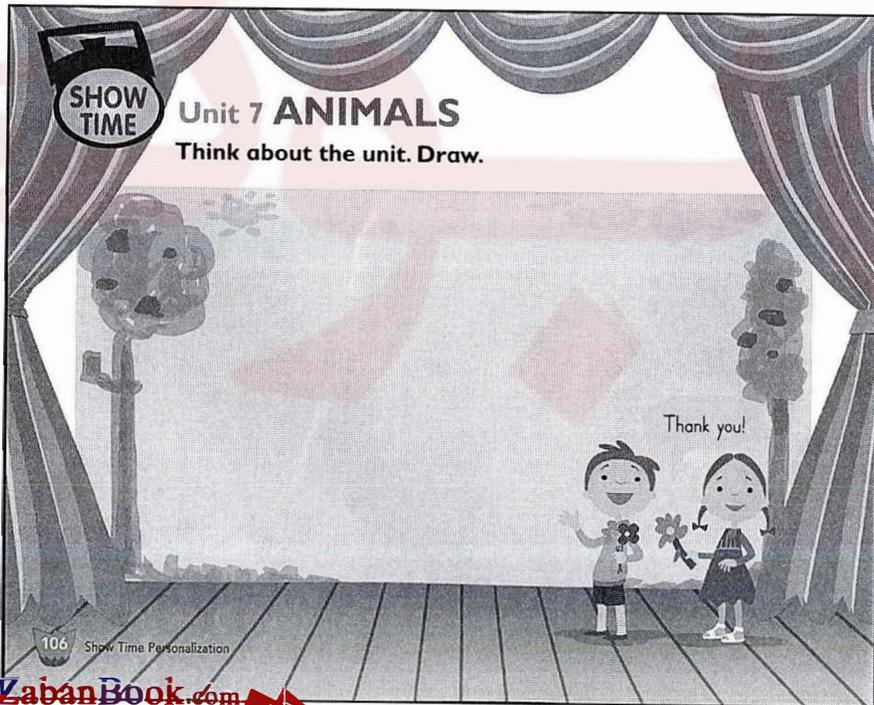
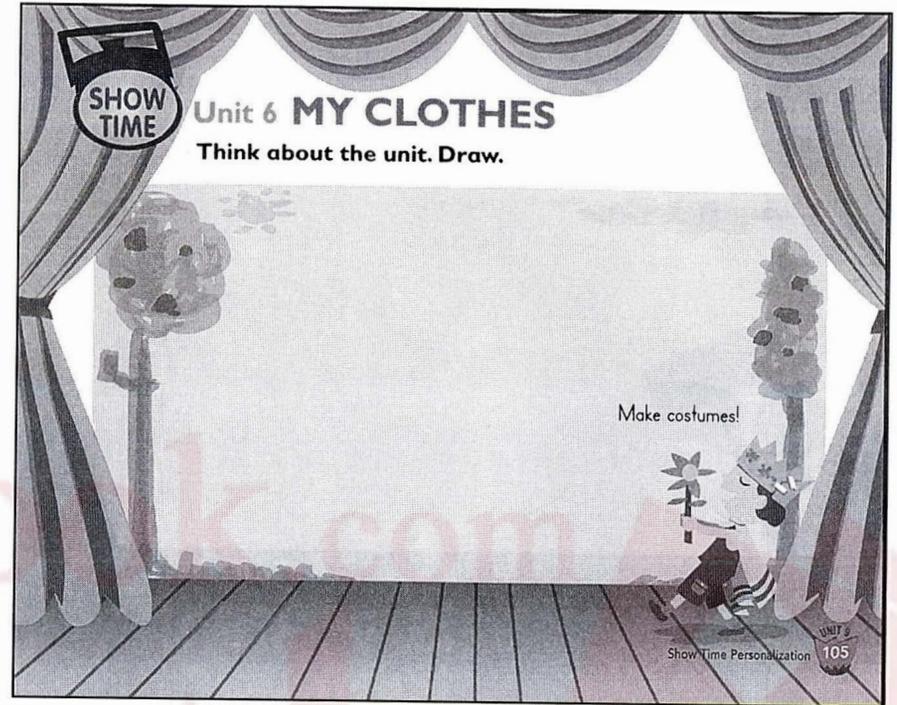
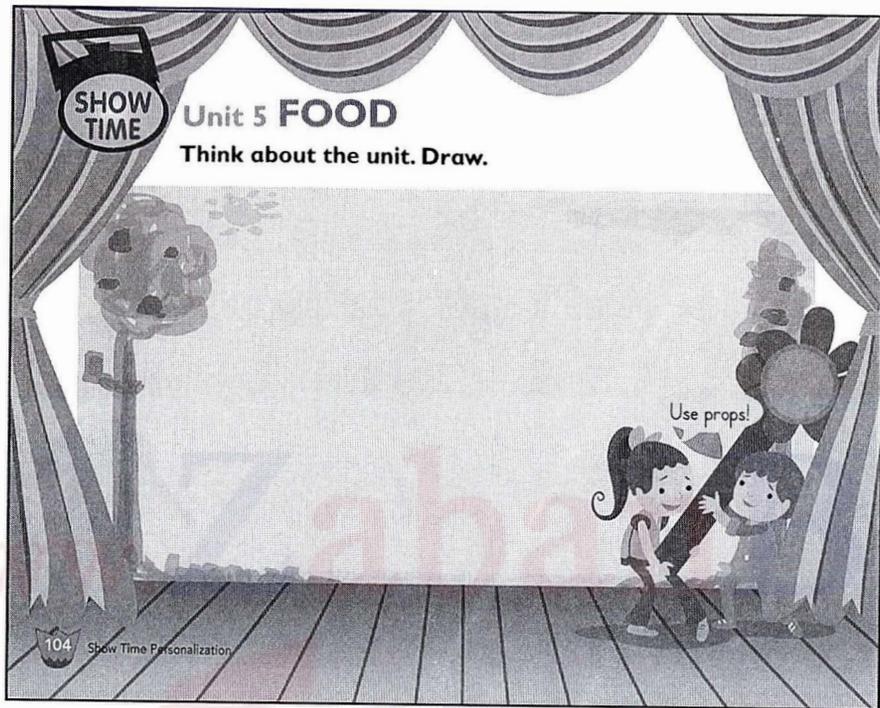
HOME-SCHOOL CONNECTION



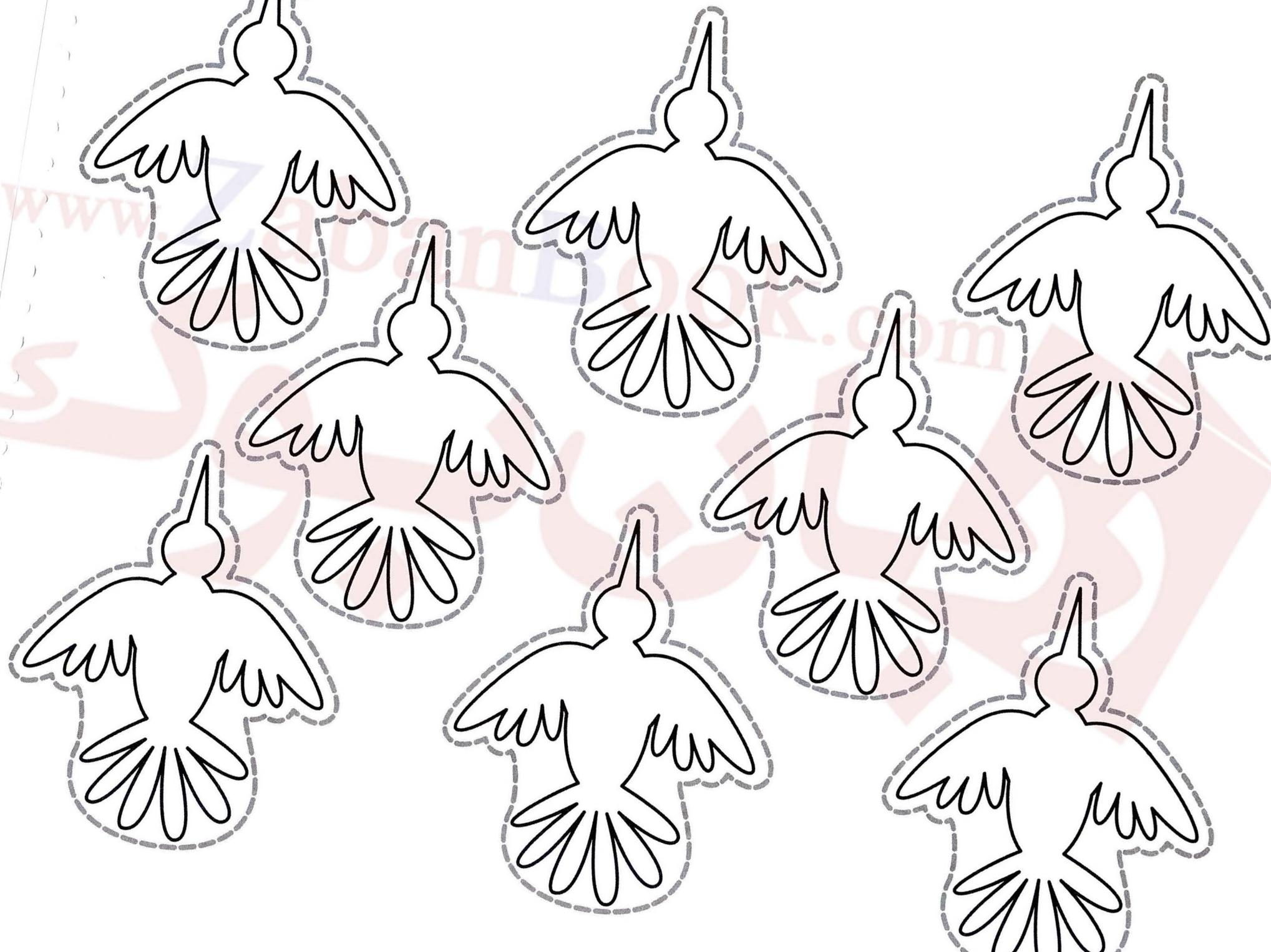
Encourage children to take their Little Books home to share with their families. This story is about a child who goes shopping with his mom. At the end of the story, he is so tired that Mommy finds him sleeping in a chair. Children may enjoy playing *Hide and Seek* with their family members.

SHOW TIME PREPARATION

AFL Remind children that they are learning English for speaking in class and at home, but also for their Show Time presentation. Explain that they can role-play this story as part of the end-of-the-year Show Time.



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Dear

We are learning about farm animals this month. We need to practice saying sentences like these:

Where is the chicken? Here it is. It is under the tree.

We need to practice using these words:

cow, rabbit, chicken, sheep, lamb, horse, tractor, barn

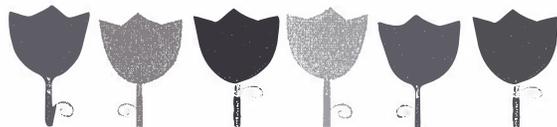
Can you also help me practice these things?

1. Counting to 19
2. Finding the numbers 18 and 19
3. Finding the letter L/l
4. Demonstrating or talking about the value: taking care of animals

I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.





Dear

We are learning about places in the community this month. We need to practice saying sentences like these:

Where is the restaurant? It is over there. It is next to the fire station.

We need to practice using these words:

restaurant, park, fire station, school, hospital, police station, store, supermarket

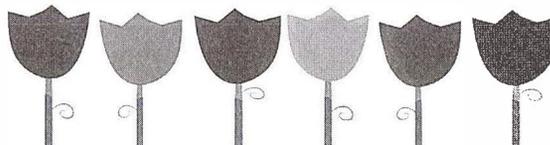
Can you also help me practice these things?

1. Counting to 20
2. Finding the number 20
3. Finding the letter F/f
4. Demonstrating or talking about the value: recycling

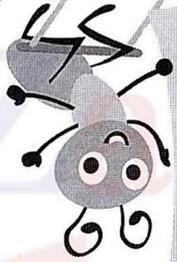
I love showing you what I'm learning.

Thank you for helping me practice English!

To the Teacher: Have your students draw and color their family and/or caregivers in the box at the top of the page. Have them draw pictures of themselves in the box at the bottom of the page and sign their names.



SHOW
TIME



Please come to our show!

Date

Time

Place

Name



To the Teacher: Have your students draw and color a picture of their show.
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TEACHER'S EDITION

Share in your students' success.
Watch them enjoy learning
English and new skills.

Big Fun prepares students for a natural
and positive experience with language:

- **Communication:** because young children like to express their interests and ideas
- **CLIL:** because young children are learning English and so much more
- **21st Century Skills:** because young children need to be prepared for the world that awaits them
- **Assessment for Learning:** because awareness and confidence lead to success.



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