

Second Edition

Activity Book
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Cambridge LittleSteps 2



CAMBRIDGE

Second Edition

Cambridge

Little Steps 2

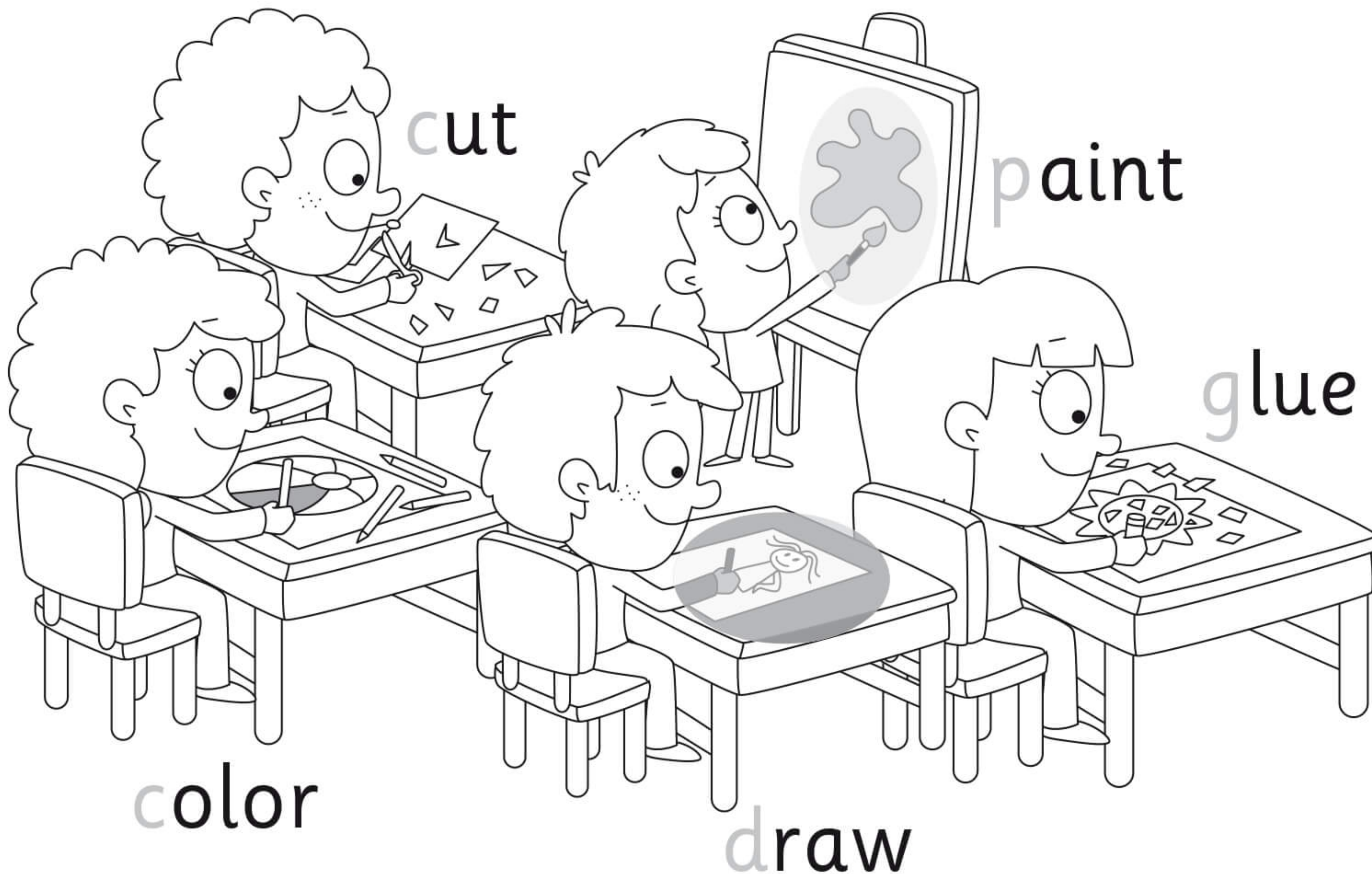
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1

What do you like to do at school?

Point. Stick. Color. Say.



Vocabulary: *paint, draw, color, cut, glue.* Say each new word, and children point to each action as you say it. Say: (Paint / Draw). Stick (paint / draw). Children stick each sticker as you say it. Then name the other actions. Children color each action as you say it. Finally, children point to and name each action. Optional: Children trace the initial letter of each word, while repeating the word.



 Look.  Say.  Match.  Follow.

Bb



Hh



Mm



Ss



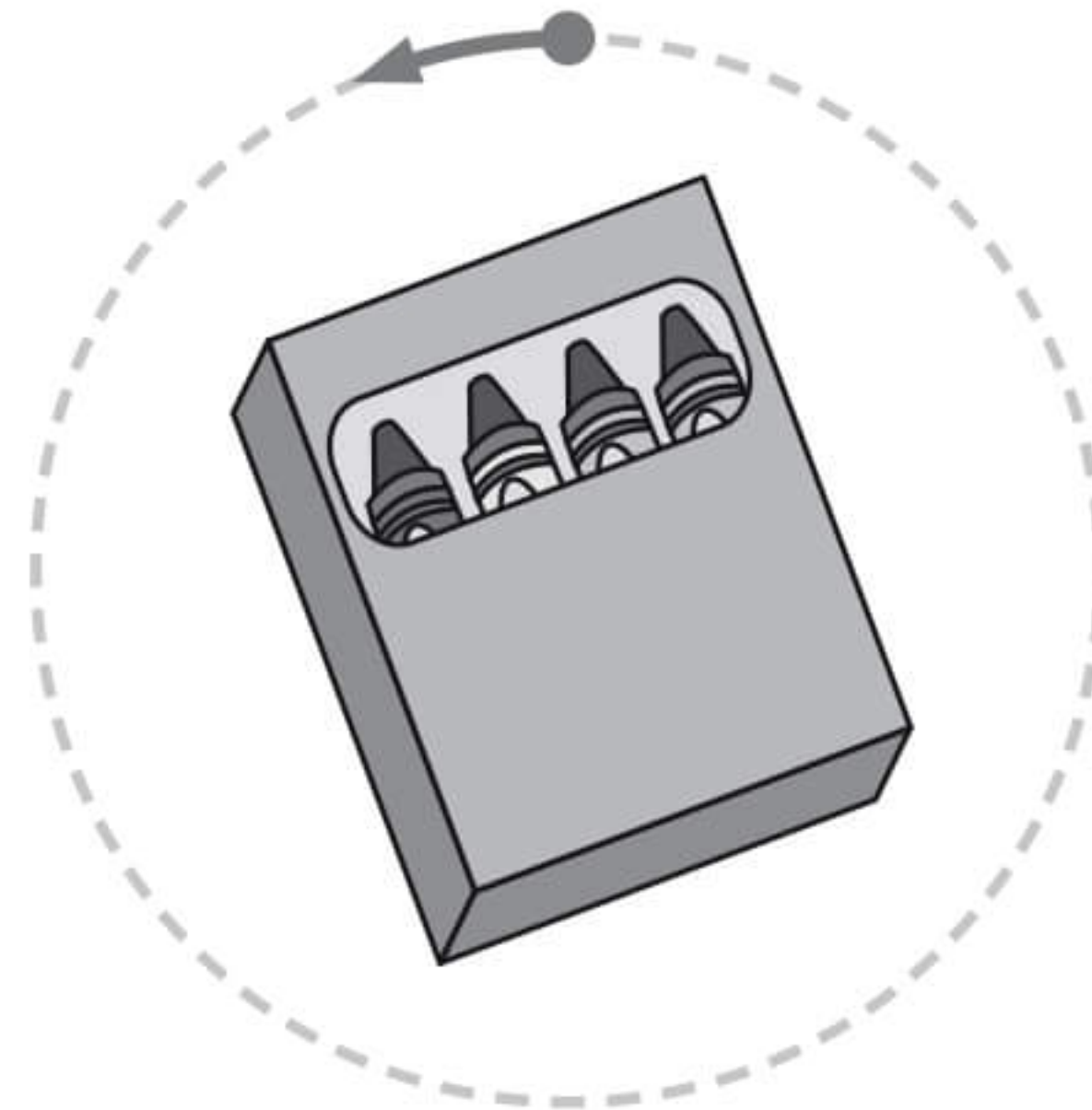
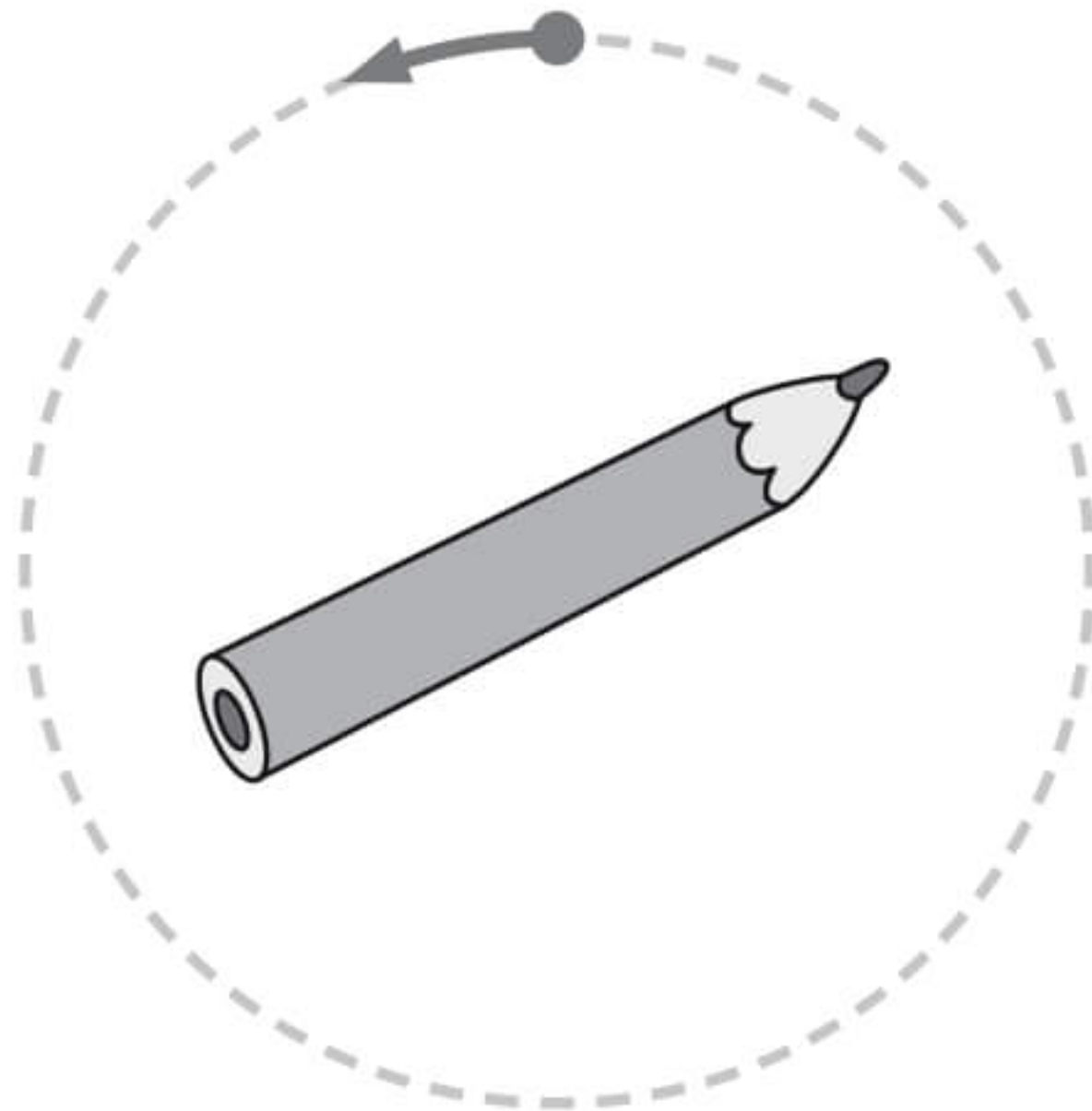
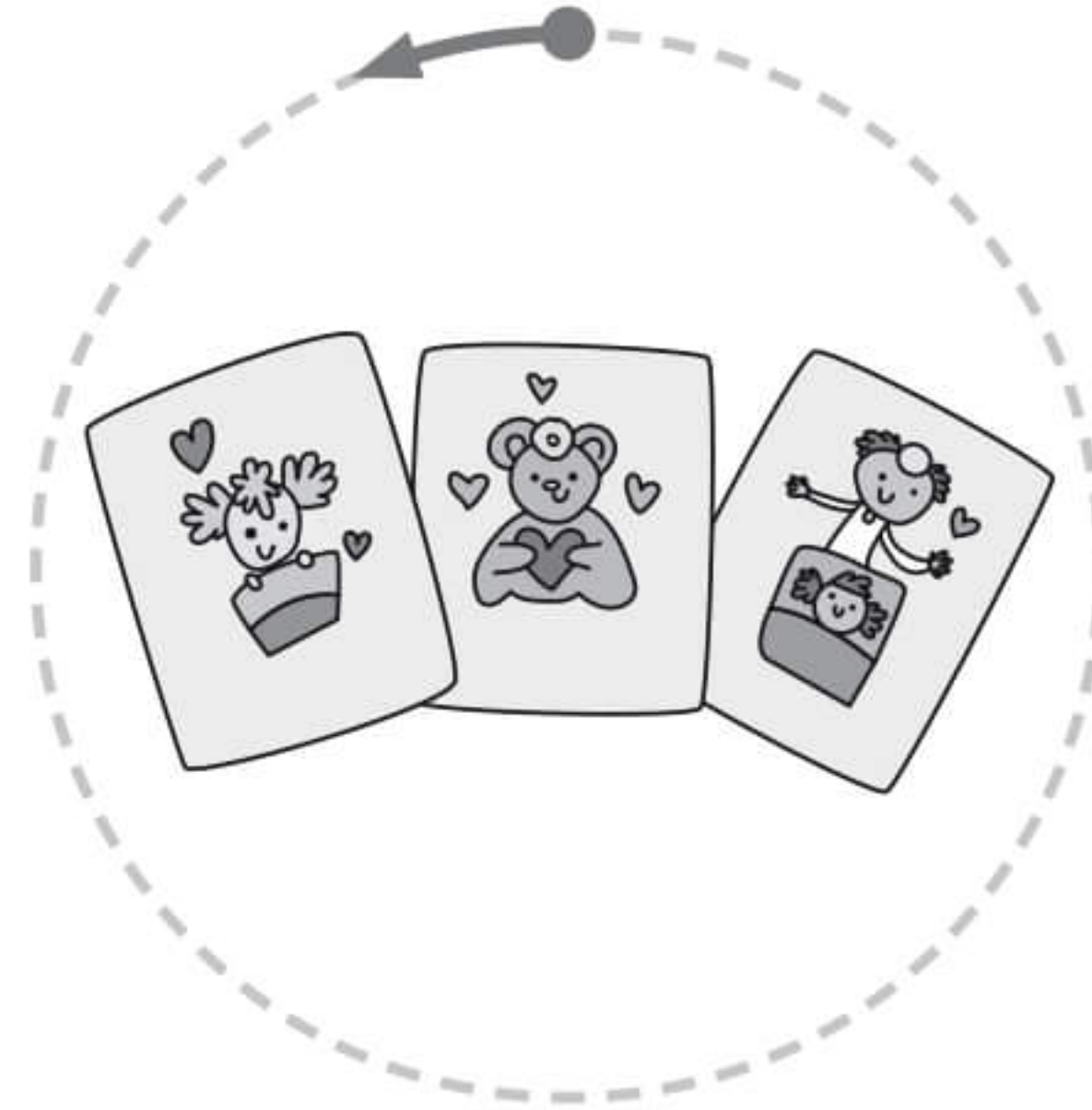
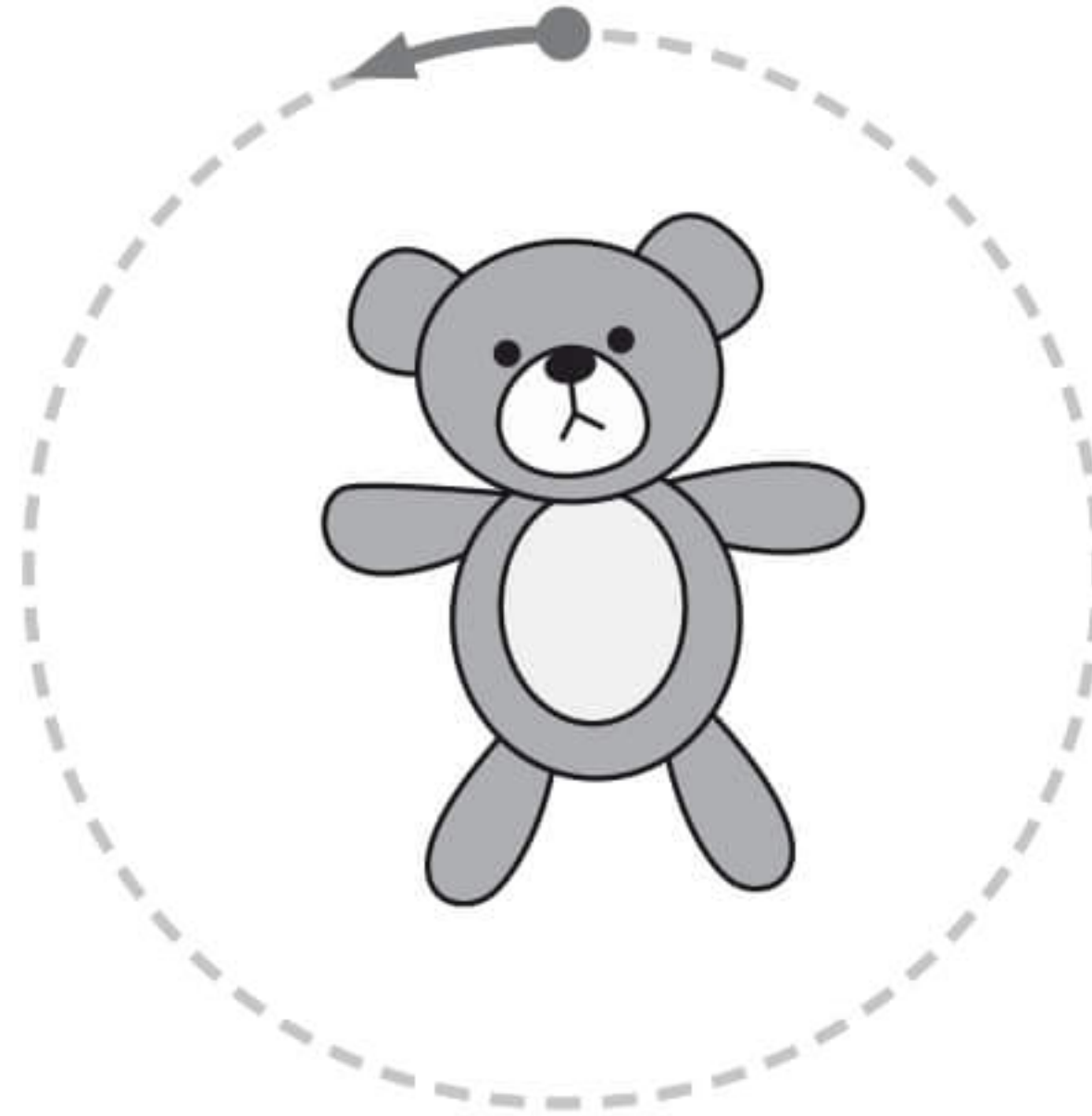
Tt



Phonics: *book* /b/, *house* /h/, *mouse* /m/, *sad* /s/, *teacher* /t/. Point to each letter and say the sounds /b/, /h/, /m/, /s/, /t/. Children repeat. Then point to each picture and say the word. Children repeat. Point to the first letter, and say the sound. Then, using your finger, trace the line from the letter to the picture and say the sound and the word together for children to repeat. Children trace the lines to match each letter to its picture, then point and say the sounds and words. They follow the letters with their fingers. Optional: Children trace the letters with a pencil.

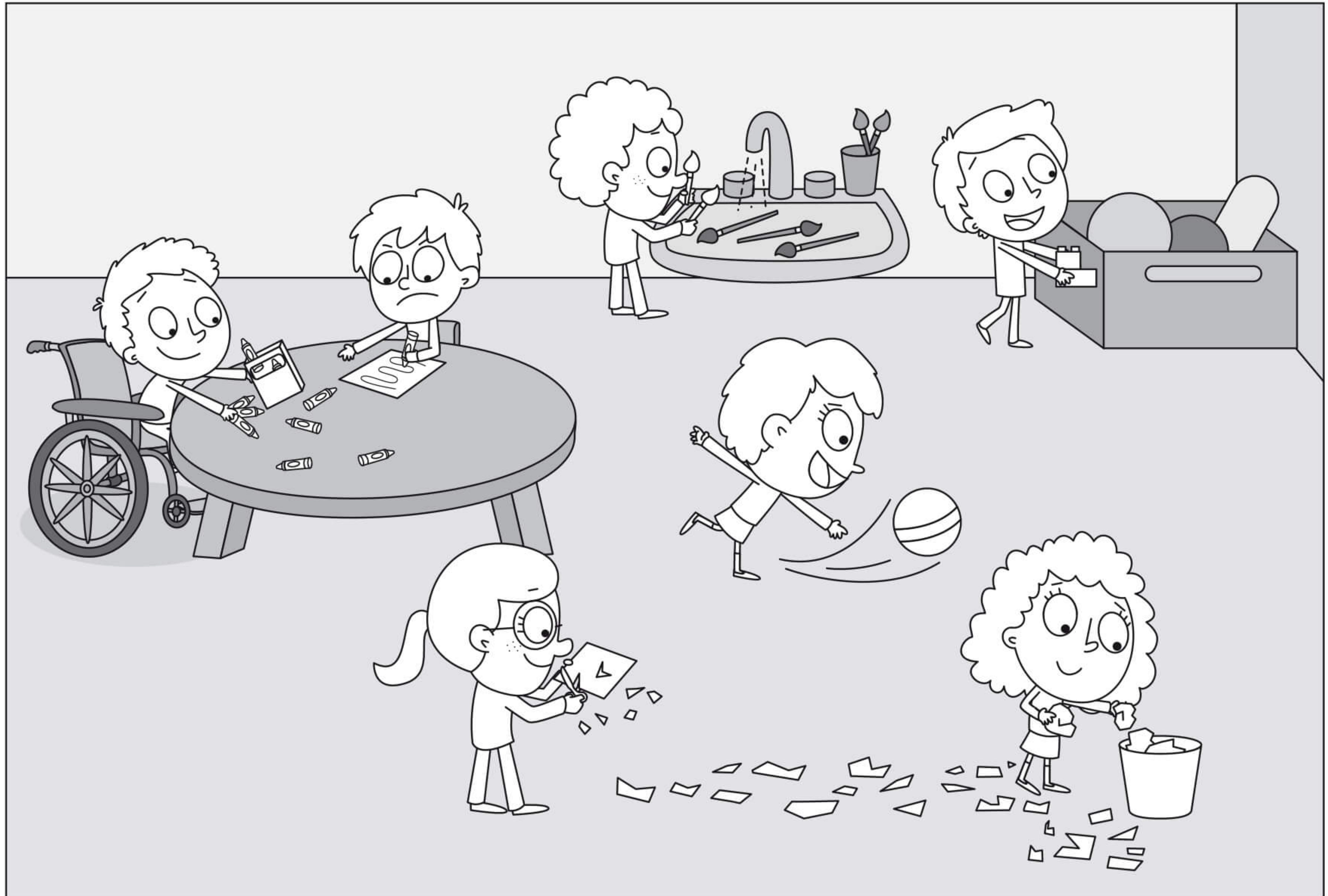
Point. Say. Circle. Color.

Literacy



Do you like the story?





Values: Cleaning up the classroom. Children look at the scene. Point to one of the children cleaning up and ask: *What's he / she doing?* (Cleaning up the classroom.) Then point to a child who isn't cleaning up and ask: *Is he / she cleaning up the classroom?* Discuss why not and what the child could do better. Finally, children identify and color the children who are cleaning up the classroom. Encourage them to say: *(He's) cleaning up.*

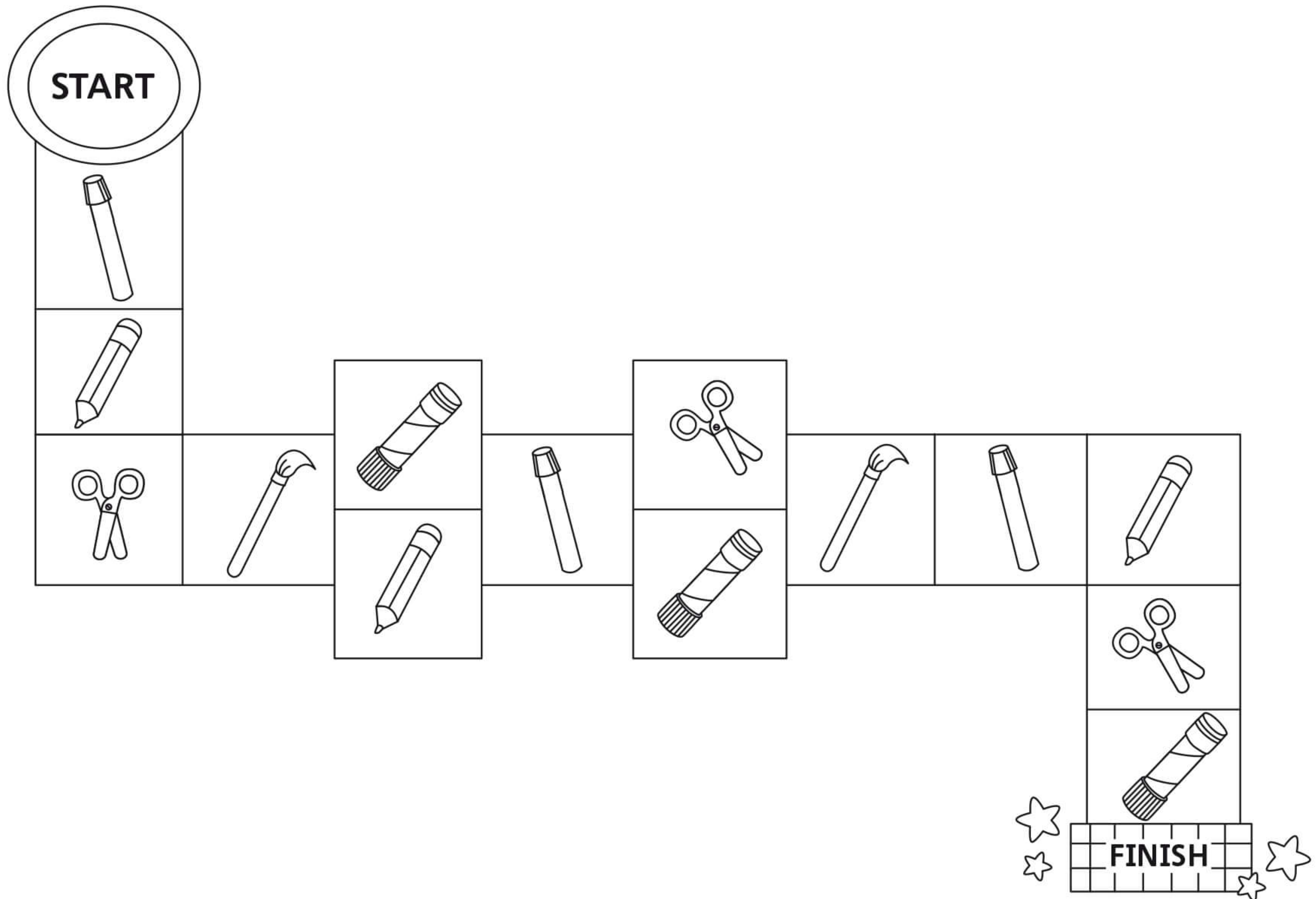
 Look.  Match.  Say.

Vocabulary



1 2 3 Count.  Say.  Color.

Language



Language: *I (draw) with (a pencil).* Look at the game together. Identify the start and finish places and then demonstrate how to roll a dice, count, and move the corresponding number of squares. Explain that, when children land on a square, they must name the object, say what they do with the object, and then color it. Model a few times, saying: *I (draw) with (a pencil).* *I cut with (scissors).* Distribute crayons and dice, then guide and support children as they play in groups.