

Preschool English

3+

JUMP FOR JOY

AGE 3 TEACHER'S BOOKLET



Student's Book

UNIT 1- NICE TO MEET YOU!

A-WHAT'S YOUR NAME?

- 1-** The aim of this activity is to teach students how to greet, ask and answer names. Play the recording and let the students listen as many times as they need. Then, use a finger puppet or a hand puppet to roleplay greeting and introducing oneself. After that, choose volunteer students to come to board and roleplay the same thing you had shown. Praise them and give positive feedback.
- 2-** In this part, students are expected to learn the usage of 'He - She and His -Her'. According to the level and the number of your students in the class you can choose just His - Her' or 'He - She'. Play the recording. Have them learn the names of the people in the pictures. Ask them Who Candy is. Then continue with ask who the others are. Get them to point at the people by just saying their names. Afterwards, use 'She is ...and He is ...' or 'His name is ... Her name is ...'. Repeat this as many times as necessary. Finally, call out some students to the board to first tell their own names and then the rest of the class to tell their friends' names.
- 3-** In the third part, the students are supposed to meet their friends. Ask one volunteer student to come to board and meet you to illustrate how to meet someone and introduce themselves. After doing this with a few more students, call out two volunteer students to come to board, meet and introduce themselves.

B- MEET MY FRIEND

- 1-** In this activity, the aim is to learn how to introduce someone to another person. As a lead-in activity, again use two hand puppets or finger puppets to illustrate how to introduce someone. Later, play the recording as many times as your students need. Then, ask them what their names are by pointing at them one by one. Finally, call out volunteer students to use a puppet, give it a name and introduce.
- 2-** Before starting the activity, explain students that they are going to draw a picture of either a girl or a boy on the page and then give her / him a name. Ask them to prepare their colour pencils and draw. Give adequate time for them to finish their drawing. Second, walk around the class and ask what the name of the character that they had drawn is. Last, ask volunteer students to hold their drawing up and introduce.



3- To show how this activity is going to be done, call out two students to the board. Introduce them to each other as if they were your friends. Repeat this activity as many times as your students need. Also, teach 'the two students' how to say 'Nice to meet you!'. After that, Choose one volunteer students to the board. Tell her / him to call out two friends of hers. Then, get her / him to introduce the other two students. Do this as many times as you like.

C- SEE YOU SOON!

1- The final part of the unit is to reinforce the usage of 'Hello- Welcome- See you soon'. Before playing the recording, role play 'Hello!' by entering the class and then 'See you soon!' by leaving the class for a few times. Then, roleplay 'Welcome!' with a few students. After that, play the recording. Ask the students to point at the pictures while listening. Elicit their answers and give positive feedback.

2- The final part of the unit is a song. Inform the students that they are going to listen to a song. The song is both for fun and to reinforce the unit (asking names, introducing oneself). Play the song and tell them to add their names at the end of the question 'What's your name?' in the song.

UNIT 2-NUMBERS

A- HOW MANY?

1- The first part of the unit is to teach the numbers up to '5'. As a warm up activity, you can use various materials to show it. Such as: balloons, colour pencils, cards,...etc. Second, refer the students to page 13. As them to look at the pictures. Tell them that it is 'an ice cream'. Play the recording. While listening count the balls of ice cream on the cones with the students. Repeat this as many times as necessary.

2- The second part is to actively teach the numbers up to '5'. This time start with again asking what they see on the page. Say that it is 'a cake'. First, practice the numbers. Second, continue activities with holding colour pencils in your hand (only five and each with different colours.). Third, tell the students to look at the pictures on the page. Ask them to count the cakes in each box and say. Elicit their answers and give positive feedback. As an optional activity you can play games. For example: show colour pencils and ask the students how many you are holding. Get faster as they practice enough.



2- First, get the students to open their books on page 15. Tell them to look at the pictures at the bottom of the page. Ask them what they see. They can answer in their mother tongue. You don't have to ensure teaching the English of the things in the boxes. The focus is not teaching them. So, focus on having them count how many they see. However, you can at least say the things in English. You can ask 'How many monkeys?'. While asking better you role- play a monkey. Continue with the other two with the same strategy. Elicit their answers and praise them.

B- HOW OLD ARE YOU?

1- In this part, the purpose is to teach the question 'How old are you?'. To achieve this you can use plastic cake and candles to illustrate that you are going to talk about 'birthdays and age.' You can also use balloons. After reviewing the numbers up to '5', continue with the book. Ask them to look at their books on page 16. Inform them that it is going to be a listening activity. Tell them that they are going to listen and match the numbers with the pictures. Play the recording a few times and elicit the answers.

2- This time, ask the students how old they are. Elicit their answers. Use the puppets again to give them an age and ask and answer your own to teach how to do it.

3- The aim of this part is to ensure that the numbers are learned. To achieve this a listening recording is given. Refer the students to the page and play it twice or three times. Then, ask the students to match the numbers with the pictures. Elicit the answers. At the end of the activity, get the students to ask and answer their ages. If some of them cannot do, ask the question yourself.

C- FIVE LITTLE INDIANS

1- In order to prepare the students to the activity, use some flashcards or pictures to show ages of some kids. Review the numbers, asking and answering ages. Then ask the students to ask and answer their own ages with their friends. Choose volunteers to do this as many times as you want. This time, the activity aims at the students' comprehension of the numbers and also the numeric form of them. Refer the students to the page. Play the recording. Let them listen and repeat and then point and say. Do this a few more times.

2- The aim of the song activity is both to have fun and also to reinforce the numbers that they've learned throughout the unit. While listening to the song, tell the students to count, too.



UNIT 3 – COLOURFUL CAKES

A-I LOVE CAKES

- 1-** First of all, in order to attract the students attention on the lesson, you can bring colourful balloons. Using the balloons start teaching the colours. But try not to teach more than five colours. Then, tell the students to open their books on page 21. Explain the students that they are going to do a listening activity. Tell them to listen and repeat the colours. Play the recording a few times. Then, ask the students to choose their favourite and draw a heart next to it. Ask them one by one what colour their favourite is. Encourage them and praise.
- 2-** The second part is the continuity of the same colours on the previous page. Tyr asking the students what colour the cake is. If they cannot remember do not directly correct. Prepare them for the listening activity. While listening ask them to point at the colours on the picture that they hear in the recording.
- 3-** The last activity is the combination of both the numbers and the colours. As a warm up activity, tell the students to look at the picture. Ask them what they see. Have a little chit chat about the objects in the picture. Elicit their answers. Then, initially get them to focus on counting the hats, gift boxes, candles, cakes and then have them focus on the colours of the boxes, candles... etc.

B- COLOURFUL NATURE

- 1-** This part aims at practicing colours that the students have learned previously. As a lead in activity, you can start the lesson using plastic fruit or vegetables. Ask them the colours. Elicit and praise them. Then, get the students to open their books on page 24. Ask them to look at the peacock and tell the colours they see. Elicit their answers and give positive feedback. As an optional activity, you can use some other animals like rooster, parrot to do the a similar practice.
- 2-** To start with, inform your students that it is going to be a listening activity. Refer them to the page. Explain them that they are going to listen and colour the peacock. Beforehand, make them prepare their colour pencils. Play the recording a few times. Don't forget to pause in between each colour mentioned in the recording so that your students can have enough time. Walk around the class and check their colourings. Help them if necessary.



3- The last activity in part 'B' is the combination of colours and numbers. It also aims at improving their attention and carefulness. Step by step explain them how they're going to do the activity. Start with the colours. Ask them what colours they see in the circles. Elicit and encourage them to speak. Then, ask the numbers they see. Finally, explain them that they are supposed to follow the clues and colour the sea stars. Give them enough time to do that. Walk around the class and help them if they need.

C - PARROTS ARE LOVELY

- 1-** Before starting the activity have a chit chat with them. Ask them if they love animals. (You can do this in their mother tongue.) Ask them their favourite pets. Move on with the page in their books. Refer them to the page. Ask them what colours they see. Elicit the answers. Inform them that they are again going to do a listening activity. Tell them that they are going to listen and find the correct parrot. Play the recording a few times. Then, ask them which parrot is the correct one. Elicit their answers and give positive feedback. (If you like you can give small gifts to the ones who are eager to participate regardless of the accuracy they achieve.
- 2-** Prepare the students for the song activity. Tell them the colours they hear while listening to the song. Play the song as many times as they want. While singing change the colours in the song and sing it again in order to reinforce the colours within a song activity.

UNIT 4 - I HAVE A BIG FAMILY

A- I LOVE MY FAMILY

- 1-** In the beginning of the lesson, prepare the poster you have in your 'Teachers' Pack'. Then show the poster to your students. Ask them who they see in the picture. (You can do this in their mother tongue.) Elicit their answers. After that, prepare your students for the listening activity. Explain them that they are going to listen and repeat the 'family members'. While listening and repeating point at the people on the poster that you'd hung on the board. Do this as many times as you like. Following this, ask volunteer students to come to the board. Play the recording and while listening ask them to point



at the people on the poster. Do this with as many students as you want.

- 2- First of all, explain your students that it is again going to be a listening activity. Remind them what they had done before. Have them open their books on page 30. Ask them who they see in each picture. Remind them if they need. After that, play the recording and ask them to point at the pictures while listening. Play the recording a few more times to reinforce the learning.
- 3- Before doing the activity on this page, refer the students to the sticker page. Be sure that they all have the correct sticker page in front of them. Walk around the class and check. Play the recording a few times. Pause when necessary. Check their pages and help if necessary.

B - FAMILY ALBUM

- 1- In order to do this activity, hand the 'family' poster on the board. Have the students open their books on page 32. Ask volunteer students to come to the board, point and say the names of the family members. Help them when necessary and encourage the others to volunteer. When you see that they have learned enough, play a game with them. Prepare two piles of family members flashcards. Put them on the table. Choose two volunteer students. While you say the names of the family members, they will try to take the correct flashcard as fast as they can. Who does it faster and more accurately wins. Do this with as many students as you like. If possible give them small gifts.
- 2- As your students cannot read, to do this activity, they'll need your help. Hold four flashcards in your hand. (grandfather, grandmother, father, mother) Refer the students to the sticker pages. When they find the page and are ready. Say the name of the person on the flashcard while you are holding it in the air. Get them to stick it into the correct box. Walk around the class and repeat each flashcard as many times as they need.
- 3- Before you start the activity you can review the family members as your students might forget. Then, first, tell the students to open their books on page 34. After that, ask them to say the names of the family members in each picture. Elicit their answers and give positive feedback.

C - WHO IS THIS?

- 1- The first activity of this part is again a 'sticker' activity. So, ask your students to go to sticker page of the activity. Then, tell them that they can choose the picture they want to stick into each box. Give them enough time to finish



sticking the pictures. Then, walk around the class, ask students individually who the person in each box is.

- 2- The aim of the song activity is both to have fun and also to reinforce the days that the students have learned throughout the unit. To use the song activity more efficiently, use either your poster or flashcards while your students are listening to the song. This way, the song activity can become more effective in reinforcing learning.

UNIT 5 – COME AND PLAY WITH ME!

A – COME AND PLAY WITH ME!

- 1- To begin with and to let your students have an idea about the new unit, again use flashcards or realia to introduce the unit to your students. If possible bring toys like a doll, teddy bear, ball toy train, toy car, ...etc. If not possible, use flashcards to introduce the 'Toys' to them. After this step, you can continue with the book activity. Play the recording and tell your students to listen and repeat the names of the toys. While doing this, either show the flashcard or the toy itself mentioned in the recording.
- 2- Before the second session of the lesson, repeat the names of the toys. Then, prepare your students for the listening activity. Tell them to look at their books on page 38. Talk a bit about the toys in the picture. Be sure that they all know the names of the toys on the page. Explain them that they are going to listen to the recording and match the toys with the kids on the page. Play the recording a few times. Help them draw their lines if necessary. Walk around the class while listening and help them. Praise and give positive feedback.
- 2- This part aims at combining colours, numbers and toys at the same time. First, let have your students talk about the names of the toys and then the numbers of them. Last, have them talk about the colours of the toys. You can ask them which one they love the best.

B - IN MY ROOM

- 1- This part aims at confirming and reinforcing the learning process. Make necessary explanations about the activity. Refer them to the sticker page of



the part. Let them know that they are going to listen and stick the correct toy into the correct box. After these, play the recording a few times and pause if necessary. Check and help them when they need. When they finish, have them repeat the toys that they have stuck.

- 2- In the beginning of the lesson, have the students open their books on page 41. Ask them what they see in the pictures. Get them to focus on the toys. Elicit their answers. After that, use flashcards or pictures of the toys on the page to hang them on the board and make the lesson a game. Point at each flashcard or picture. Ask the students to say them. Do it with two volunteer students as a competition. You say the name of the toy and let the students pick it as fast as they can. If one makes a mistake the other one wins.
- 3- Colouring pages presents both fun activities and reinforcement. In this activity, colouring is combined with listening. Explain the students that they are going to listen and colour the toys. First, ask the names of the toys on the page. Elicit the answers. Play the recording and give them enough time to colour. Play again for them to check their colourings. Walk around the class and help if necessary.

C - AT THE PLAYGROUND

- 1- The last part of the unit is like a game. In the picture above, it is aimed at showing whether a child plays with a toy indoor or outdoor. The picture below are the toys given to be matched with where they are played, either indoor or outdoor. First, ask the names of the toys. Then, after explaining the activity, give enough time for them draw their lines to match. Ask and elicit their answers. Give positive feedback and encourage them.
- 2- With the help of the song activity, students will both have the opportunity to revise the toys and have fun. Play the song as many times as you can. While the students are listening and dancing, ask them to use the cards of toys and show them. You can tell them to change the toys in the song and sing it again.

UNIT 6 -GAME TIME

A - HOT AND COLD

- 1- This unit is the combination of both the adjectives 'hot and cold' and also the previous unit's subject 'toys'. It is also based on the games 'blind man's buff, 'hot and



cold'. The first part is a listening. Prepare your students for the listening activity. (If possible, in order your students to have an idea of the part, teach them 'hot and cold' using realia, pictures or flashcards.) Have a chit- chat about what they see in the picture. After eliciting their answers (they can answer in their mother tongue.) play the recording and ask the students to point at the pictures.

- 2-** In the second part, you can first teach your students the names of the drinks in the picture. Teach them coffee, ice cream, tea, lemonade. Ask them which one their favourite is. Then, play the recording and have them repeat. Do this a few more times.
- 3-** Before the lesson, remind the students 'hot and cold'. Following this, have the students look at the pictures. Give them enough time to do the matching. Elicit their answers and give positive feedback. (You may not teach them the names of the objects in the pictures. If your students' level is high enough you can teach ice, soup, barbeque, and snowman.

B - COME CLOSER

- 1-** The first lesson in part 'B' aims at reviewing 'unit 5'. Talk about the toys in the picture with your students. Ask them which one their favourite is. Ask them if they have one of them at home.
- 2-** The purpose of this part is to teach the game 'blind man's buff'. Explain your students how it is played. Try to play as you are going to be using it to review 'toys and hot and cold'.
- 2-** The last part is again a game called 'hot and cold'. Explain them the rules and how to play the game. Tell them that they have to first choose 'the it' and then send him/her out to hide an object. Then, call 'the it' back in. When 'the it' gets closer to the object the students start yelling hot. If the it gets further from the object, they slowly say cold repeatedly.

C - I WIN

- 1-** In this part, first remind the students 'hot and cold game'. After that, choose two volunteers to come in front of the class. One is going to be 'the it' and the other is the one to hide a toy and guide 'the it'. Do this with as many students as you want.
- 2-** This game is the combination of 'blind man's buff' and 'hot and cold'. First 'the it' has to find the toy that had been hidden and then guess what it is by touching it. Play the game as many times as you want.



UNIT 7- FAST OR SLOW?

A - A TURTLE IS SLOW

- 1- Before the lesson prepare your flashcards. Get your students ready for the listening activity. Play the recording. While your students are listening, hold the flashcards up one by one to show them the animals on the page. When the listening process is over, you can again play various games with the flashcards to reinforce learning.
- 2- First, teach the names of the animals on the page. Second, reinforce learning by playing card or memory games. Then, teach them the adjectives 'fast and slow'. Ask the students which of the animals are fast and which of them are slow.
- 3- In the first part of the lesson, have the students match the body parts of the animals. In the second part, review the names of them. If there is any that is new, teach it. Finally, ask them if they are fast or slow. Elicit their answers and give positive feedback.

B - I CAN RUN FAST

- 1- The aim of this part is to review the names of some animals with a game and also reinforcing the usage of the adjectives 'fast and slow'. First, remind the names of the animals that your students have learned so far. Then, choose volunteer students to come in front of the class and role play. Do this with as many students as you can.
- 2- This time, hang flashcards of animals on the board. Ask your students to choose one and then first say the name of it and say if it is fast or slow. Do this with as many students as you can. Encourage them to volunteer.

C - JUMP UP HIGH

- 1- In this part, the ideal item to use is posters of animals. Bring posters to class. Before they do it their own, hold a poster of an animal and talk about the name, colour of it. Finally mention whether it is fast or slow. Following this, choose volunteer students to pick a poster and talk about it as you did.
- 2- In the last part of the unit, the main purpose is to both have fun and review the subjects in the unit. Start the activity with teaching the verbs 'jump, run,



stop'. Then, explain them that you are going to first choose an animal and jump, run like that animal and then stop when the teacher tells them to. Do this as many times as you want with different animals. This way you'll be able to both reinforce fast and slow and also animals.

- 3- The aim of the activity is to review the unit in a fun way. To play this game, you need 'animals flashcards'. Second, you need to choose 'the it' from a volunteer student. Let the volunteer student choose a pet flashcard. 'The it' will role play the animal and the volunteer students will guess what it is. Do this as many times as you want.

UNIT 8 - PETS

A - IN THE PETS SHOP

- 1- Before the activity, refer the students to the page. Talk about the pets they see on the page. Play the recording and get the students to repeat and then point at them in the second listening.
- 2- In the second part, first teach the names of the pets on the page. You can talk about their colours too. Then, use your flashcards to play a memory game. Turn the backside of the flashcards. Put them on the teacher's table. Call out one student. Ask them to turn the front side and say the name of the pet. Do this with as many students as you can.
- 3- The aim in this part is to remind the students the colours and combine them with the new subject in a listening activity. First, get your students to prepare their colour pencils. Then, make sure they know the names of the pets on the page. Then play the recording. Pause in between each pet so that your students have enough time to colour.

B - I LOVE MY PUPPY

- 1- In the beginning, talk about the pets on the page; their names, colour, are they fast or slow...etc. Then, ask them to choose their favourite pet and draw a heart on it. Finally, ask them to say which one they have chosen.
- 2- To start with, get your students to match the pets with where they live. Then, talk about the names of the pets and then colour.
- 3- In this part, students are going to be more free to choose and colour the pet



they want. As an extra activity, you can choose more pets to colour and deliver colouring sheets to each of them according to their preferences. When they finish, ask them which animal they've chosen and what colour it is.

C- SHE HAS A KITTEN

- 1- Firstly, explain your students that this is going to be 'a listening and sticking activity'. Then, refer your students to the sticker page of the unit. Play the recording and give them enough time to stick. Walk around the class and help them if they need.
- 2- The song activity aims at reviewing the 'pets'. Play the song and let them repeat while they are dancing. If you like in the third or fourth listening, you can change the pets used in the song and sing it again.

UNIT 9 – ON THE FARM

A - THE LAMB SAYS BA BA

- 1- The first activity starts with a surprising activity to make the students be aware of the subject of the unit. To do this, they are going to find the animal that doesn't live on a farm. When they find that a penguin is not a farm animal, start teaching the others. You can use the sounds of the animals to do the teaching, or you can let them play role playing game again.
- 2- The second part is a follow up of teaching process. Explain your students that they are going to listen to the recording and repeat the 'farm animals'. Play the recording a few times and have the students repeat.
- 3- Before the listening activity, talk about what they see on the page. Then, play the recording and let them circle which animal is defined in it. If they need, play the recording again, walk around the class and help them when they need. In the end, explain that the cow is big, it is white and brown and it is a farm animal.

B- MY FARM

- 1- First, refer the students to the sticker page. Second, tell them to choose a few animals that they like. Then, have them stick the ones that they chose to the 'Students' Book' page 72. Walk around the class and help them with the sticking. When they finish, start talking about their own farms and the animals



on them. Do this with as many students as you can. Ask 'Which animals do you have on your farm?'. Give positive feedback and encourage to participate.

- 2- First, talk about the names of the animals on the page. Then, ask them to find the different one. Ask them why a goose is different from the others. Elicit their answers and give positive feedback. Make them repeat the names of the animals a few more times all together.
- 3- Before drawing lines, ask the students what they see on the page. Have them repeat a few times. Then, get them to draw their lines to do the matching. Teach them 'milk and egg'.

C - LET'S FEED THE COWS

- 1- In the beginning, talk about the rabbit on the page. Explain the students that carrot is rabbits' favourite food. Talk about the colour of the rabbit. Ask them if the rabbit is big or small, fast or slow. Then, let them find the way for the rabbit to reach the carrot. Walk around the class and help if your students need.
- 2- The last activity is both a fun activity and also a means of revision. Students are asked to listen to the sounds of the animals, find their names and then role play. After the listening activity, you can continue 'role playing game' a bit more with different farm animals.

UNIT 10 – HOW ARE YOU?

A - FEELINGS

- 1- Start the lesson with a role playing. Enter the class in a different mood that is contrary to what you usually are in when you first greet your students. Let them realize. Say 'I am' so that they can realize. Then, ask and answer your own. 'How are you? I am'. Role play each feeling. When you sense that your students are ready to start, use flashcards, posters or smartboard to show the feelings. Say each feeling a few times and get the students to repeat after you while role playing. In the end, play the recording and do the same with it.



- 2- First, let the students do the matching. Then, ask how the kids in the pictures feel. Elicit their answers.
- 3- Before the activity, review the 'feelings'. If there is any one new, teach it. Then, ask them to look at them one by one and say the feelings. Elicit their answers and give positive feedback. You can again play 'role playing game'.

B - I AM TIRED

- 1- Start the lesson again with the revision of feelings. Then, refer the students to the sticker page of the unit. After that, Play the recording and give enough time for the students to stick the correct feeling into correct boxes. Walk around the class and help them when they need.
- 2- This part aims mainly at speaking. Ask the students to look at the pictures and talk about how each kid feels. Elicit their answers and give positive feedback.
- 3- First, ask what they see on the page. Confirm that it is a cat and a bottle of milk. Ask how the cat feels. Then, let them draw their lines to find the way for the cat to the milk. Repeat that the cat is hungry. You can do additional speaking activity about the cat. (the colour, fast or slow, big or small farm animal or a pet... etc.)

C - WHO IS HUNGRY?

- 1- The aim of this activity is to confirm learning. Beforehand, revise the 'feelings'. Then ask the students how each kid in the pictures feel. Elicit their answers.
- 2- This page is a 'game page'. But initially the students are to find what feeling each picture symbolize. When your students find, explain them that they are going to play a game. To play it you need to choose four volunteer students and call them in front of the class. Explain them that each of them is to choose one of the four feelings and role play. Then, ask the rest of the class who feels 'tired, scared, hungry or thirsty. Do this with as many students as you can.



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