

Preschool English

4+

# JUMP FOR JOY

## AGE 4 TEACHER'S BOOKLET



Student's Book

# UNIT 1- WELCOME

## A-WELCOME TO OUR CLASS!

- 1-** As a lead-in activity review how to greet a person. Say 'Hello' or 'Hi!'. Role play greeting a person. Then, ask students to do the same. Third, role play a farewell. Say; 'Good bye' or 'Bye' to illustrate it. After that, remind them how to ask for and answer names by practicing it with some volunteer students. Finally, explain them that they're going to listen to the recording and find the names of the people accordingly. Refer them to the page. If you have a smart board, show the pdf version of the book from the smart board. Let the students listen twice. Elicit their answers and give positive feedback.
- 2-** The aim of this activity is to illustrate and teach the usage of 'Greeting - Farewell' with 'Hello - Welcome' and ' Good Bye - Bye'. Show the pictures on the page. Tell the students to act them out. Call volunteer students to act out. Do this as many times as your students need it.
- 3-** In the beginning of the lesson tell the students the usage of 'Nice to meet you, Nice to meet you, too. May I sit? Please sit down!'. Showing them with illustrations and role plays, prepare your students to the listening activity. Tell them that they're going to listen and find the names and do a similar one. After having them listen to the recording twice, get their answers and elicit them. Call out volunteers to first act out a similar dialogue with you and then with their friends. Do this as many times as you wish.

## B- WHAT'S YOUR NAME?

- 1-** As a lead-in activity, use the hand puppets to practice asking for and telling names. Let the Ss. role-play it for a few times. Then, tell them to come to the board with a friend to ask and answer their own names. Do this with as many students as you can. Encourage them to use 'Nice to meet you Nice to meet you, too - Hello - Welcome - Good Bye - Bye - See you'. Make necessary corrections and give positive feedback.
- 2-** There are different goals that you can achieve on this page. You can first talk about the colours of the balloons. Then, you can get your students to Count up to ten. Indicate that these numbers are to show one's age. Teach them how to ask for and answer one's age. Following this, talk about the ages of the people on the page. Elicit their answers and encourage them to speak.
- 3-** Initially, have the students look at the page and the empty boxes. Explain



them that they're going to hear some numbers to be stuck into each box. Refer them to the sticker pages. While listening be sure that they are looking at the correct page. Play the recording once and pause when necessary. Play it again to ensure the students' answers. Walk around the class and check the students' books.

## **C- LETS COUNT!**

- 1-** To teach the numbers use the flashcards in the teacher's pack. After the initial teaching process, play games again using the flashcards. Put the flashcards on the table. Call out one student and tell him / her a number randomly from one to ten. When the student picks the correct number, praise him / her. Ask different numbers in each time and repeat this five or six times. Call out more students and play the game with them, too.
- 2-** The aim of the song activity is both to have fun and also to reinforce the numbers from one to ten. Play the song as many times as your students want

# **UNIT 2-HOW ARE YOU TODAY?**

## **A- COLOURS OF NATURE**

- 1-** Start the lesson with using the poster that you have in the teacher's pack. Hold the butterfly and say the names of the colours one by one. You can use the colour balloons as well.
- 2-** Tell the students that they are going to listen to the track and repeat the colours. Have them listen as many times as they need.,
- 3-** As the third activity, you'll talk about the favourite colours of the students. As an example, you can talk about yourself or you can use some pictures to show your other people's favourite colours. Tell them to listen and find the names of the kids on the page. Elicit their answers.
- 4-** In this listening activity, explain the students that they're going to listen and stick the correct colour balloons. First, show them the sticker page. Then, play the recording. Pause when some of your students have difficulty in sticking. Walk around the class to check their books. Support and give positive feedback.



## **B- HAVE FUN WITH COLOURS.**

- 1-** In this activity students will listen and colour the caterpillar. Play the recording. Pause in between each colour to give them enough time to colour. When they all finish, repeat the colours one by one together with the students.
- 2-** In this game the idea is to call out a student to the board and tell him / her to grab an object that is in the same colour with the colour you're saying. Start the sentences as: Show me something ..... and each time end your sentence with a different colour. (Give small gifts when they do well.)
- 3-** In this part, your students will create their own flower with choosing their own leaves and they'll tell it. Choose some volunteer students and ask them what colour their flower is. You can prepare flashcards to hang on the board according to the colours they choose for their flowers.

## **C- COLOURS ON ME TODAY**

- 1-** Start the lesson with reviewing the colours and then ask them to tell the colours on you. After that, tell them to come to the board and tell the colours of their clothes that day.
- 2-** Tell the students that this is going to be a listening activity. And that they are going to listen and colour the flags. According to the level of your students, names of countries can be taught.
- 3-** In this game, students will listen to the colours of the pictures on the page. Let them listen as many times as they need. Then, start the game. Ask them to choose one of the pictures but not say the name of it. Tell the others to ask 'Is it .....' and a colour at the end of the question. According to the answers the students will try to guess the picture.
- 4-** The aim of the song activity is both to have fun and also to reinforce the colours that they've learned throughout the unit.

# **UNIT 3 – NUMBERS**

## **A-HOW OLD ARE YOU?**

- 1-** The first activity is to learn the numbers up to 20. You can use the flashcards



to have various activities and games. (E.g.: Put the numbers on the table. Tell one of them and ask the students to take the correct number.). Play the recording and tell them to ask and answer their ages by swapping roles. ( They don't have to tell their real age.)

- 2- Play the recording. Ask the students to repeat when you pause. Give one number to each student and call out one number. That students it to stand or raise the number. The one that can't stand will be out of the game.
- 3- First, explain the students that they are going to listen and stick the numbers they hear. Direct them to the stickers page. While listening, pause and wait for the students when necessary. Then, repeat the numbers they stuck.

## **B- I CAN COUNT.**

- 1- Talk about the picture for a while. Ask the students what they see in the picture. Then, have them count the number of objects and animals given below the page. Elicit their answer. Do not make direct correction.
- 2- This activity is like a game. You need to hold the numbers flashcards in your hand and hide them behind you. Randomly hold one of the number cards and tell the students to quickly say the number. Repeat this as many times as your students want.
- 3- The activity aims to review colours and ensure the comprehension of the numbers. Review the colours if necessary. After that, tell the students that they are again going to do a listening activity. Explain them that they are going to listen and colour the numbers. Make them prepare their colour pencils. Play the recording. Pause in between the numbers to let them colour them. Walk around the class and check.

## **C - LET'S PLAY GAMES.**

- 1- Greet the students. Review the numbers and colours. Then, show the head on the page one by one. First, talk about the colour of the hat and then the number on it. Ask them the number and they'll tell you the colour. Do it vice versa. Repeat this as many times as you want.
- 2- Explain the students that they are going to find '5' differences between two pictures. Have them focus on the differences in numbers. Tell them to circle the differences on one of the pictures. Elicit their answers.
- 3- First, talk about what they see in the pictures. Make them focus on counting



the correct thing in each picture. ( Giraffe; spots , scare crow; buttons, Umbrella; pieces, ice cream; scoops.)

- 4- The aim of the song activity is both to have fun and also to reinforce the colours that they've learned throughout the unit.

## UNIT 4 - DAYS OF THE WEEK

### A- THERE ARE SEVEN DAYS IN A WEEK

- 1- As a lead-in activity use the poster and talk about what the students see. Let them know that they're going to learn the days of the week.
- 2- Use the poster and make them repeat the days. Second, play the recording and have them repeat after it. Third, use the flashcards in the "Teachers' Pack". Make the students memorize the days by using the pictures next to the days on each flashcard. Repeat this as many times as necessary.
- 3- The second activity involves attaching the numbers into the days. Play the recording and in each day said in the recording, tell the students to count. When it ends elicit their answers.
- 4- As shown in the pictures, some of the days are missing. The activity aims at checking the understanding of the students. Play the recording and ask the students which days are missing. If they have difficulty in following, you can pause in between each day said. Elicit their answers and finally let them say the days again.

### B - IT IS MONDAY TODAY

- 1- As a warm up activity it would be useful to review the days of the week. Then, explain the students that they are again going to do a listening activity. Explain them that they are going to listen and match the numbers with the days. Play the recording twice. Elicit their answers and give positive feedback.
- 2- The purpose in this activity is to use colours and days together. This way, students will be able to use both the days and the colours. Play the recording and pause in between each day mentioned. After eliciting the students' answers, show the correct answers on the board for the ones who might have missed.



- 3- This part aims at doing a speaking activity. This way learning process is aimed to be granted. Ask two volunteer students to ask and answer the day. Tell them to change the day each time their friends ask. Teach them the question "What day is it?". Call as many students as you can to do the same.

## C - AT THE WEEKEND

- 1- The aim of this activity is to reinforce the comprehension of days of the week. Prepare cards of seven. Write numbers from 1 to 7 on each card. Call one volunteer student to come near you and pick one card. Go on with some more time. Continue with some other volunteer students. Praise and encourage the students.
- 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.

# UNIT 5 – FAMILY

## A – FAMILY ALBUM

- 1- Start the lesson with showing the poster. Talk about the people in the poster with the students in their mother tongue. Explain them that they are going to listen and repeat the names of the family members. Explain the students to point at the pictures while they are listening and repeating.
- 2- The second activity is again a listening. Play the recording and do the same thing as in the first one. After listening, continue with pointing at one of the family members and asking who that person is. Elicit the answers.
- 3- The third activity involves some memory check and also confirms learning. Ask the students to look at the picture and tell who the missing person in the picture is. Elicit their answers. Then, have them repeat the other members of the family.

## B - LET'S TAKE A PHOTO!

- 1- In order to reinforce the members of a family, people are given in groups of two, three or four. This way, students will be able to distinguish people in different pictures and with different family members. In addition, it will help avoid memorization.



- 2- As a further step of learning process, a family photo as a real life object will do very well. Thus, the parents will also be involved in the process. To do the activity, tell the students to bring a family photo of theirs one day before doing the page. The next day, start with showing your own family photo and talking about the people in the photo. Then, call volunteer students to do the same as you did.
- 3- The last step of part "B" is a listening. Students are supposed to listen and stick the correct photos. Play the recording and pause in between each member so that they can go to the sticker pages and stick them.

## C - WHO IS THIS?

- 1- To do this activity, the best way is to use a smart board or a projector. Copy or take pictures of the family photos that your students brought previously. Prepare a slide using them and show one by one. As "Who is this?" by pointing at one person in a photo that you have opened. Do the same a few more times until your students fully understand what to do. Finally call out two students to ask and answer about each other's family photos. Call as many pairs as you can to the board.
- 2- With the help of the song activity, students will both have the opportunity to revise the family members and have fun. Play the song as many times as you can. While the students are listening and dancing, you may show posters of family members. Also, you can use flashcards while listening.

# UNIT 6 –FOOD AND DRINKS

## A - FOOD

- 1- The first activity will be used to teach the names of some food. Play the recording and let the students repeat while pointing at the pictures.
- 2- Before you start this activity, use the flashcards and play a game. 'Pick and say'. Call out one student. Tell them to pick one flashcard and say the name of the food on it. Do this as many times as your students want. If you want you can give small awards for the winners. After this, play the recording and ask the students to circle the ones they hear. Elicit the answers.
- 3- The third activity aims at ordering the pictures. Play the recording, pause in between each one. Let the students number. Elicit the answers and give positive feedback.





## B - DRINKS

- 1- The second part of the unit is about “drinks”. As you did in part “A-1”do the same and teach the names of drinks to your students.
- 2- As you did in the previous part you can again play the game ‘Pick and say’. Then, play the recording and let the students do their circling. Finally, elicit the answers.
- 3- First, talk about the names of the things in the pictures. Review them and then have the students match the related pictures. Elicit their answers and praise them.

## C - MY FAVOURITE

- 1- In this activity the aim is to teach the verbs “love and like”. You don’t have to limit the activity with the pictures on the page. Use as many picture as you want. Choose volunteer students to come and pick the flashcard of their favourite food or drink and say “ I love ....”. Do this with as many students as you want.
- 2- Before listening to the song. Make the students to look at the pictures and talk about the names of the food and drinks. Then play the song.

# UNIT 7- SPORTS

## A - LET’S PLAY FOOTBALL!

- 1- To warm the students up to the new unit , bring different balls for different sports. ( basketball ball, football ball, tennis ball, volleyball ball, ...etc. Get help from the P:E teacher if necessary. Have the students talk about their favourite by holding the ball of their favourite sport. Second, make the students open their books and look at the page. Ask them which game it is. Elicit the answers and then tell them to count the people playing football. Elicit the answers again.
- 2- In this activity, you can talk about favourite teams of the students and the colours of their favourite team’s uniform. Then, you can talk about the colours of the uniforms the kids on the page are wearing. After that, explain the stu-



dents that they are going to listen and circle the numbers. Play the recording and elicit the answers. Talk about the ones that are not circled.

- 3- Firstly, explain the students that they are going to find the correct kid and the way to the goal post. Elicit the answers and talk about the number and the colour of the uniform the kid is wearing.

## **B - MY FAVOURITE SPORT**

- 1- The aim of the first activity in this part is again to teach the names of some sports. Play the recording and have the students repeat the names of them. Do this one more time. Then, ask them orally to reinforce. Elicit and praise the answers.
- 2- The aim in this activity is to use previously learned "love" related with sports. Explain the students that they are going to listen and find the correct sport. Play the recording and elicit the answers. Give positive feedback.
- 3- The last activity of the part is creating a dialogue. To illustrate, first you do it and then do it with a volunteer student again. Then, ask volunteers to come and role play asking and answering about each other's favourite sports.

## **C - IN THE SCHOOL TEAM**

- 1- Talk about the sports on the page first. Secondly, ask the students if they like these sports or not. This way you can reinforce the usage of "yes-no questions and responding them". Play the recording and get the answers and elicit them.
- 2- The song activity will be useful for the students both to review and ensure the learning with having the pleasure of singing and dancing. They'll mainly review sports.

# **UNIT 8 – TRANSPORTATION**

## **A - I HAVE A BIKE**

- 1- Start the lesson with reviewing how to greet someone. Ask the students to look at the page and talk about what they see in the picture ( you may do it in their mother tongue). Ask them what the boy is holding and the colour of it.



Elicit the answers and answer “yes it is a bike. “Ask them if they have a bike or not. If they have, you can talk about the colour of their bikes.

- 2- As a lead-in activity, talk about the vehicles they see on the streets and how they come to school. Get them to look at the picture on the page. Explain them that they are going to do a listening activity. Tell them to listen and repeat the names of the vehicles. After listening once, make them focus on the vehicles in boxes below the page. Have them repeat the names of them a few more times.
- 3- In this activity students are required to find which vehicle belongs to whom. Explain them that they are going to listen and circle the correct person and the vehicle. If your students’ level is appropriate, you can teach them the usage of ‘have got - has got’. After listening elicit their answers.

## **B - ON THE ROADS**

- 1- The aim in this activity is to show the students where the vehicles can be seen and how they travel. Tell them to match the pictures with the vehicles. Elicit them and give positive feedback.
- 2- The main point in this activity is to again relate a previously learned subject (colours) to the new one (vehicles). Play the recording and pause when necessary. Wait for the students to take enough time to colour the motorbike and the bike.
- 3- The first thing students should know before doing the activity is to go to sticker pages. Refer them the sticker pages and then start the listening activity. Give them enough time to stick the pictures. Elicit the answers and talk about what they have stuck.

## **C- TRAVELLING**

- 1- Start with talking about the colour and the name of the vehicle. Ask them where the motorbike is supposed to go. Give them enough time to do their drawings.
- 2- The listening activity reviews both the numbers and the vehicles. It includes role playing the sounds of the vehicles. After doing the listening activity and numbering the vehicles continue with role playing the vehicles with as many students as you want. Play the game ‘What is this’. One student comes to the board and role plays a vehicles. The others guess the vehicle.



# UNIT 9 – JOBS

## A - I AM A FIRE FIGHTER

- 1- The song activity is the lead-in part. While listening, use the poster to teach the names of jobs. Afterwards, you can use and play various games with the flashcards to reinforce the jobs.
- 2- The second page of the unit is continuity of the teaching process. Students will listen, repeat and point at the jobs.
- 3- The last part of the teaching process includes a listening and circling activity. Students will listen and circle the jobs they hear in the recording. Then, they'll say the names of the other jobs. Last, they'll say the names of all of them.

## B- WHAT DOES HE DO?

- 1- The second part of the unit starts with teaching some more jobs. It is again a listening activity. Students will listen and point at the jobs. Play the recording and see them pointing at the pictures. You can do the activity with some volunteer students on the board. Call out a volunteer student. Open the page from your smart board or projector. Play the recording, pause and wait for the student to point at it. Do this with as many students as you want.
- 2- The activity aims at ensuring learning. Refer the students to the sticker pages. Play the recording and pause in between each job to spare some time for the students to stick them. Elicit the answers and praise the students.
- 3- First, talk about the jobs in the picture. Play the recording and then let the students circle the ones they hear in the recording. Elicit the answers.

## C - ARE YOU AN ENGINEER?

- 1- In the beginning, remind the students to ask someone's job 'What's your job?' and to answer it 'I am a/an .....'. Do it with a volunteer student and then call out as many students as you want to do the same activity.
- 2- The last activity is both a fun activity and also a means of revision. Students are asked to match the places and the jobs. Elicit the answers and encourage them to talk about them.



# UNIT 10 – AT THE ZOO

## A - I LOVE ANIMALS

- 1- The unit starts with teaching the names of zoo animals. To achieve this, you can start with making the students listen to the sounds of animals. You can let the students say the names of the animals in their mother tongue. After each animal they say, you can say the English name for them. Then, play the recording and have the students repeat. You can use the poster and then the flashcards to play various games as suggested previously.
- 2- The second activity is to listen and circle the animals. This way, it will enable you to see if your students have learned or not. Also, it will reinforce learning and ensure it.
- 3- Before you start refer the students to the sticker pages. Play the recording. Give them enough time to stick and elicit.

## B - FAST OR SLOW?

- 1- As a lead-in activity choose a volunteer student to come to the board. Whisper a name of fast animal to their ear and ask them to role play. Ask the others to guess. When they guess it correctly, teach them the word 'fast'. Do this a few more times. Next, in order to teach the word 'slow' do the same activity with some other volunteer students and this time choose slow animals to whisper. Finally, continue with the animals on the page. Ask the students to say their names. Ask them again if they are fast or slow. Encourage them to speak. Elicit the answers and praise them.
- 2- The listening activity will enable the students to check their comprehension. Explain them that they are going to listen and circle the correct animal. After eliciting the answers, talk about the animals a bit more ( about their colour and size).
- 3- In this activity students will role play the animals they have learned so far. Choose as many volunteers as you can to do this.

## C - WILD AND BIG



- 1-** There are multiple goals to achieve in this activity. Firstly, students will be able to distinguish between wild animals and farm animals. Second, they'll be able to revise the meaning and the use of the adjectives wild, big, small, fast, and slow. The last will be to revise the farm animals and zoo animals. You can do this with the pictures of more wild and farm animals.
- 2-** While listening to the song the students will role play the animals they hear. This will provide them a good and fun revision. When they listen once or twice, you can change the names of animals in the song and sing the song again with the students.





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