

Level 2 Parent's Guide

Introduction

This year your child will learn English using *Learn English with Dora the Explorer*[™]. You have an important role in your child's English education. You can help your child be successful in English, regardless of your own level of English.

Oxford University Press (OUP) has partnered with Viacom Nickelodeon Consumer Products to create a compelling English Language Teaching program for young students that can be used at school or at home.

Nickelodeon's characters have educated and entertained children for decades, using storytelling techniques which are designed to improve children's critical-thinking abilities. This, combined with OUP's trusted teaching methodology and valued relationships with Primary teachers around the world, means that your child will have fun in their English classes while also making progress.

Welcome to the world of ***Learn English with Dora the Explorer!***

With Dora, every English class is an adventure. On this adventure, your child will learn lots of English words and useful phrases. The course is unique in that it features the beloved characters from the Nickelodeon television series *Dora the Explorer*. Dora and Boots the monkey inspire students to enjoy learning English and to care about the world around them through a positive, "can-do" outlook on life and community values.

Language learning goes beyond what happens in the classroom. Even if you don't speak much English, your support and encouragement are extremely valuable.

This Parent's Guide has been specifically designed to provide you with practical tips and suggestions, so that you can enjoy being involved in your child's learning.

The Parent's Guide provides notes for each pair of lessons in every unit. These notes begin with a summary of what your child has been learning in each lesson. It is here that you will see the key vocabulary and language that your child has been practicing in class.

Two Home Study Activities are then provided for you and your child to do together. These activities will enable you to help your child practice the key vocabulary and language, often allowing your child to personalize what they have learnt and transfer their knowledge to the context of their own family and home setting. The sequence and staging of these activities often mirror the way the children learn in class – first by listening and responding, then by listening and repeating, then by speaking.

Learning a language isn't just about learning words, of course —it's also about understanding and respecting other people and relating to them in a positive way. In each of the animations your child watches in class, they will see Dora and her friends exhibiting positive values (e.g. being a team, being kind and listening carefully) and this is supported with follow-up activities to develop your child's emotional understanding. For this reason, the Parent's Guide also enlists your help in reaffirming the values your child has been learning. Guidance for doing this is detailed in the notes for Lessons 5–6 in every unit.

In addition to the Home Study Activities, further Extra Practice activities are also provided. These will allow you to make the most of the course materials which are available to you for home use, namely your child's Student's Book and Activity Book, the Storyteller Vocabulary Presentation video for each unit and the course songs.

The activity suggestions in this section will not only provide you with ideas for using the materials in a different way to the way they have been used in class, but also give you an opportunity to talk to your child about what they're learning in their English lessons and see the hard work they have been doing.

The notes for each pair of lessons end with a progress check, which enables you to monitor how well your child is doing, as well as give praise and encouragement to your child.

Tips for Using English Together With Your Child

- Don't worry if you don't speak much English. You can still be a lot of help in your own language, especially when first starting out. Seeing you use the English that you know will inspire your child to speak English, too!
- Make the most of the available course materials for support with your own English. The story audio transcripts are provided and you may find that the Storyteller Vocabulary Presentation video for each unit is a useful learning aid for you too. In addition, both the video and the songs can provide a useful model for the pronunciation of new language.
- Encourage and praise your child. Use the progress sections in the Parent's Guide notes to celebrate your child's effort and achievements. You can write a message for your child, e.g. *Good job! That was great! You worked hard! Good try! – Let's do it again. I'm proud of you!* You can also draw a picture for your child, e.g. a smiley face, a star, clapping hands or a trophy.
- Don't be afraid to make mistakes, and to laugh at your own mistakes.
- Let your child make mistakes, too. Your child will learn from your example and have more fun learning the language.
- Practice English with games that involve movement and mime. Use real objects, such as your child's toys, and photos to make practice more relevant to your child.
- Feel free to use your own language to talk to your child about some aspects of their learning. Conversations about values, as well as the way your child approached activities in their Student's Book or Activity Book, are also of wider educational benefit, such as emotional development and critical-thinking skills.
- When you have completed a unit or an activity with your child you may want to sing the Listening 22 **We did it!** chant.
- Create opportunities for your child to see people using English.

Learning a language is something which takes time and patience, but the best way to help your child become excited about learning is to show that you are excited, too.

Together, we can do it!

Hello Unit

Lessons 1 and 2

Student Book Level 2, Hello Unit, pages 2–3

Activity Book Level 2, Hello Unit, pages 2–3

In Lessons 1 and 2 your child learnt the following:

Colors: pink, purple, orange, gray, brown	Language: Hello, I'm (Dora). How are you? I'm fine. Thank you!
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Home Study Activities

- 1 Say one of the colors and encourage your child to run and touch something in the room, which is the same color and repeat the word.
- 2 Sing the Listening 01 **Hello! How are you?** song with your child. Take it in turns to sing the third verse, using your own names. Then play with some of your child's toys together, e.g. dolls, soft toys or puppets. Take a toy each and make them introduce themselves to each other, greet each other, say their names, and ask each other how they are.

The next time you are out and meet someone who speaks English, encourage your child to introduce themselves to this person and ask them how they are in English, e.g., *Hello, I'm Lucy. How are you?*

Extra Practice

- **Storyteller Hello Unit Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- **Student Book page 2:** Give your child some real crayons and ask them to match them with the same color crayons on the page, then point and say the colors.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and say the colors. <input type="checkbox"/> sing the Hello! How are you? song. <input type="checkbox"/> introduce themselves and say <i>Hello, I'm (Dora).</i> <input type="checkbox"/> ask and answer <i>How are you? I'm fine. Thank you!</i> 	<p>Write a message or draw a picture for your child:</p>
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Unit 1 Numbers

Lessons 1 and 2

Student Book Level 2, Unit 1, pages 4–5

Activity Book Level 2, Unit 1, pages 4–5

In Lessons 1 and 2 your child learnt the following:

Numbers: 5, 6, 7, 8, 9, 10

Home Study Activities

- 1 Look for opportunities to encourage your child to count from 1–10 in English, e.g. ask them to count their toys, e.g. cars or building bricks. You can also ask them to put toy magnetic numbers or number cards in order and count them, or play a board game which uses dice, and ask your child to count the spots on the dice and then the number of squares as they move their counter during the game.
- 2 Write numbers 5–10 on five yellow sticky notes and numbers 5–10 on five pink sticky notes (or use the same color sticky notes or paper and two different color pens to write the numbers). Ask your child to match the sticky notes or paper which show the same number, and then point and say the numbers.

Extra Practice

- **Storyteller Unit 1 Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the numbers. Then listen and repeat together or take it in turns to listen and repeat.
- **Activity Book page 4:** Ask your child to trace the numbers with their finger. Then take it in turns to trace a number on each other's back and guess which number it is.

Together, we can do it!

My child can

- listen and identify numbers.
- count to 10.
- identify and say numbers 5 to 10.

Write a message or draw a picture for your child:

Unit 1 Numbers

Lessons 3 and 4

Student Book Level 2, Unit 1, pages 6–7

Activity Book Level 2, Unit 1, pages 6–7

In Lessons 3 and 4 your child learnt the following:

Language: There are ten balloons. **Numbers:** 5, 6, 7, 8, 9, 10

Home Study Activities

- 1 Sing the Listening 02 **Ten Balloons** song with your child. Then draw 6 simple balloons on a piece of paper. Encourage your child to count them and say *There are 6 balloons*. Take it in turns to draw balloons, and count and say how many there are.
- 2 Draw a simple picture of a ball on a piece of paper and ask *What is it?* Encourage your child to say *It's a ball*. Then draw some more balls (up to 10) in secret, so your child can't see them. Cover the paper and encourage your child to guess how many balls you drew, e.g. *There are 6 balls!* If your child is wrong, say *No*. Encourage them to keep guessing until they say the right number. Then say *Yes!* and show them the balls you drew for them to count and check. Then play the game again with a different number. If you like, take it in turns to draw balls and guess the number.

Extra Practice

- Listening 02 **Ten Balloons** song
- **Student Book page 6:** Point to a balloon and ask your child to say the number. Repeat for different balloons.
- **Activity Book page 7:** Ask your child to show you how they chose and circled the numbers, by counting the objects. Then cover the page and say one of the objects, e.g., *Apples!* Encourage your child to remember how many apples there are and say, e.g., *There are 8 apples*. Uncover the page for them to check. Then repeat for all the objects.

Together, we can do it!

My child can

- count and say *There are (ten) balloons*.
- sing the **Ten Balloons** song.

Write a message or draw a picture for your child:

Unit 1 Numbers

Lessons 5 and 6

Student Book Level 2, Unit 1, pages 8–9

Activity Book Level 2, Unit 1, pages 8–9

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Cheer for others

Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 8 and 9 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story text. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names and Dora's family members. Look at Frame 7 together and encourage your child to count the family members and say how many there are (There are 5.) Then encourage them to count the other characters in this frame and say how many there are (There are 7.)
- 2 In your own language, ask your child what Dora's family and the characters are doing in Frame 7 (They are clapping and cheering.) Ask them why they are doing this. (Because Benny did a good job in the Talent Show.) Ask your child why it's good to clap and cheer for others. Encourage them remember times they clapped and cheered for a family member or friend, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 8:** Encourage your child to follow the path they drew with their finger and count and say the number of the characters and things they come to.
- Listening 02 **Ten Balloons** song: Sing the song with your child again to review the numbers.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- count things in the story and say the numbers.

Write a message or draw a picture for your child:

Unit 1 Numbers

Lessons 7 and 8

Student Book Level 2, Unit 1, pages 10–11

Activity Book Level 2, Unit 1, pages 10–11

In Lessons 7 and 8 your child learnt the following:

Language: Count with me.

Home Study Activities

- 1 Sing the Listening 03 **Count with Me** song with your child and act out counting apples in a tree.
Then find a bag and 10 apples or 10 carrots. Say *Count with me!* and encourage your child to count the apples or carrots, putting them into the bag as they count. Say, e.g., *10 carrots in a bag!* If you like, sing a new version of the song together with the bag and the apples and/or carrots.
- 2 Give your child a number, e.g., 7. Encourage them to go and find 7 objects, e.g. toys or pencils etc. When they have collected the objects, encourage them to say *Count with me!* Then count the objects together to check there are 7. Repeat with different numbers.

Extra Practice

- Listening 03 **Count with Me** song
- **Craft project:** Ask your child to show you their craft work apple stamps. Encourage them to point to each apple, count them and then say, e.g., *There are eight apples.*

Together, we can do it!

My child can

- sing the **Count with Me** song.
- respond to and say *Count with me.*
- remember the numbers and say *There are (ten) (balloons).*

Write a message or draw a picture for your child:

Unit 2 Farm Animals

Lessons 1 and 2

Student Book Level 2, Unit 2, pages 12–13

Activity Book Level 2, Unit 2, pages 12–13

In Lessons 1 and 2 your child learnt the following:

Farm animals vocabulary: horse, chicken, cow,
donkey, duck, sheep

Home Study Activities

- 1 Find a toy horse, chicken, cow, donkey, duck and sheep, or a book with pictures of these farm animals. Say the names of the animals and encourage your child to point to them. Then point to each animal and encourage your child to say the word, e.g., *Horse!* or *Horse! Horse!*
- 2 Pretend to be one of the farm animals, using mime or making the noise the animal makes. Encourage your child to guess what you are and say the word, e.g., *Chicken!* Then take it in turns to mime and guess the animals. If you see any of these animals when you are out with your child, point and ask *What is it?* Encourage your child to reply, e.g., *It's a sheep!*

Extra Practice

- **Storyteller Unit 2 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Activity Book page 13:** Ask your child to look at the page for a minute. Then cover it and challenge them to remember how many of each animal there are. Say, e.g., *Cow!* and encourage your child to say, e.g., *There are 3 cows!*

Together, we can do it!

My child can

- listen and identify the farm animals.
- listen and repeat the farm animals.
- identify and say the farm animals.

Write a message or draw a picture for your child:

Unit 2 Farm Animals

Lessons 3 and 4

Student Book Level 2, Unit 2, pages 14–15

Activity Book Level 2, Unit 2, pages 14–15

In Lessons 3 and 4 your child learnt the following:

Language: There's a donkey.

Farm animals vocabulary: horse, chicken, cow, donkey, duck, sheep

Home Study Activities

- 1 Sing the Listening 04 **There's a Horse** song with your child. Then find some toy farm animals, or pictures of farm animals in a book, and sing the song together, pointing to the animals as you sing the words.
- 2 Play a memory game with your child. Start by saying, e.g., *On the farm, there's a cow*. Encourage your child to repeat what you said and then add another animal or animals of their choice, e.g., *On the farm, there's a cow and there are four chickens*. Continue, taking it in turns to remember and repeat what the last person said and add another animal or animals each time. If you like, use the pets your child knows (*dog, rabbit, fish, cat*), as well as the farm animals.

Extra Practice

- Listening 04 **There's a Horse** song
- **Student Book page 14:** Explain that you are going to say a true or false sentence. If you say a true sentence, your child should repeat it. If you say a false sentence, your child should stay quiet. Point to the horse and say e.g., *This is a cow*. Your child should stay quiet. Then point to the duck and say *This is a duck*. Your child should repeat the sentence. Continue, pointing to different animals and saying true or false sentences. If you like, change roles.
- **Activity Book page 14:** Ask your child to choose one of the animals on the page and draw it on a piece of paper, then tell you, e.g., *Look! There's a (duck)*.

Together, we can do it!

My child can

- identify and say *There's a (donkey)*.
- sing the **There's a Horse** song.

Write a message or draw a picture for your child:

Unit 2 Farm Animals

Lessons 5 and 6

Student Book Level 2, Unit 2, pages 16–17

Activity Book Level 2, Unit 2, pages 16–17

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Be a team

Home Study Activities

- 1 Ask your child to tell you their favourite part of the story and point to the corresponding frame on pages 16 and 17 of the Student Book. Encourage them to tell you about this part of the story in their own language. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story text. Point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Then ask them which animals they can see and prompt them to say, e.g., *There's a horse. There are 3 chickens.*
- 2 In your own language, ask your child how Dora and Sparky the horse were a team. (They pulled the rock together. They rescued the chicks together.) Ask them why it's good to work as a team sometimes. Encourage your child to remember a time they worked as part of a team, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 16:** Ask your child to tell you the differences they found in the two pictures, e.g. pointing to the two chickens in the picture on the left and the two ducks in the picture on the right and saying *There are two chickens. There are two ducks.*
- Listening 04 **There's a Horse** song: Sing the song with your child again to review the numbers.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify animals in the story and say *There's a (horse). There are (3) (chickens).*

Write a message or draw a picture for your child:

Unit 2 Farm Animals

Lessons 7 and 8

Student Book Level 2, Unit 2, pages 18–19

Activity Book Level 2, Unit 2, pages 18–19

In Lessons 7 and 8 your child learnt the following:

<p>Language: Here I go. Jumping high / up.</p>

Home Study Activities

- 1 Sing the Listening 05 **Jumping, Jumping, Jump!** song with your child and act out jumping high, up and over things. Find some of your child's toys, e.g. a doll or teddy, as well as a ball, a bag and something to act as a log, e.g. a piece of wood or a piece of paper rolled up. Then encourage your child to make the doll or teddy jump high, up and over the objects, as you sing each verse of the song together.
- 2 In an open space – perhaps a garden or an area of a park - make a simple obstacle course of things your child can safely jump over. Encourage them to say, e.g., *Here I go. Jumping high!* as they jump over the things to complete the obstacle course.

Extra Practice

- Listening 05 **Jumping, Jumping, Jump!** song
- **Craft project:** Ask your child to show you their craft work finger puppets. Encourage them to put their puppets on their fingers, hold them up and say, e.g., *There's a donkey!*

Together, we can do it!

My child can

- sing the **Jumping, Jumping, Jump!** song.
- understand and say *Here I go. Jumping high/up.*
- remember the farm animals and say *There's a (donkey).*

Write a message or draw a picture for your child:

Unit 3 School

Lessons 1 and 2

Student Book Level 2, Unit 3, pages 20–21

Activity Book Level 2, Unit 3, pages 20–21

In Lessons 1 and 2 your child learnt the following:

<p>School vocabulary: classroom, window, door, chair, desk, pencil</p>

Home Study Activities

- 1 Choose one of the vocabulary items and mime using it, e.g. mime opening a window or a door, walking into a classroom, sitting down on a chair, leaning on a desk or writing with a pencil. Encourage your child to guess the word, e.g., *Window!* Then take it in turns to mime and guess other school words.
- 2 Play a memory game with your child. Start by saying one word, e.g., *Chair*. Encourage your child to repeat this word and then add another school word of their choice, e.g., *Chair, Door*. Continue, taking it in turns to remember and repeat what the last person said and add another school word each time. If you like, review the language your child knows to make sentences, e.g., *In the classroom, there's a chair. In the classroom, there's a chair and a door.* etc.

Extra Practice

- **Storyteller Unit 3 Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- **Activity Book page 21:** Encourage your child to point to the pictures in each row and say the school word sequences. Make up some sequences of your own for your child to complete, e.g. say *Pencil, pencil, desk. Pencil, pencil, desk. Pencil, pencil, ...?*

Together, we can do it!

My child can

- listen and identify the school things.
- listen and repeat the school things.
- identify and say the school things.

Write a message or draw a picture for your child:

Unit 3 School

Lessons 3 and 4

Student Book Level 2, Unit 3, pages 22–23

Activity Book Level 2, Unit 3, pages 22–23

In Lessons 3 and 4 your child learnt the following:

Language: What's this? This is a classroom.	School vocabulary: classroom, window, door, chair, desk, pencil
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Home Study Activities

- 1 Sing the Listening 06 **Look! What's This?** song with your child. Then choose one of the school words, ask *What's this?* and start to draw the school word on a piece of paper. Encourage your child to point to it as soon as they can take a guess and say, e.g., *This is a chair!* Then change roles.
- 2 Play an imaginary game with your child. Demonstrate the game first by telling your child to imagine they are in a classroom. Walk around the room with your child. Point to imaginary things and say, e.g., *This is a window. This is a desk.* etc. Then tell your child to imagine they are showing you around their classroom at school. Walk around the room with your child, point to imaginary things and ask *What's this?* Encourage your child to tell you, e.g., *This is a door.*

Extra Practice

- Listening 06 **Look! What's This?** song
- **Student Book page 23:** Say *Look! What's this? It's yellow!* Encourage your child to find the picture of the pencil, point and say *This is a pencil!* Then take it in turns to say the color of one of the school things and guess what it is.
- **Activity Book page 23:** Choose a picture from the top of the page and say the word, e.g., *Chair!* Encourage your child to point to the picture, follow the line they traced with their finger, and say, e.g., *This is a chair!* Repeat for different pictures.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> ask <i>What's this?</i></p> <p><input type="checkbox"/> answer <i>This is a (classroom).</i></p> <p><input type="checkbox"/> sing the Look! What's This? song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 3 School

Lessons 5 and 6

Student Book Level 2, Unit 3, pages 24–25

Activity Book Level 2, Unit 3, pages 24–25

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Be careful

Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 24 and 25 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story text. Encourage your child to tell you the story characters' names. Then point to the classroom in Frame 1 and ask *What's this?* Prompt your child to say *This is a classroom*. Repeat with the desk, window and one of the books.
- 2 Point to Frame 6 of the story and ask your child in your own language how Dora and Boots were careful. (They chose the unbroken ladder to climb.) Ask your child for other examples when they were careful in the story. (They fixed the bridge before they crossed it. They avoided the spiders.) Talk to your child about situations in which they need to be careful, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 24:** Point to things in the picture and name them correctly, e.g. *This is a classroom. This is a window*. Then say a false sentence e.g. point to the desk and say *This is a chair*. Encourage your child to shout *No! This is a desk*. Repeat, pointing to different things and saying true and false sentences faster and faster.
- Listening 1.21 **Look! What's This?** song: Sing the song with your child again to review the school things.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify school things in the story and say *This is a (classroom)*.

Write a message or draw a picture for your child:

Unit 3 School

Lessons 7 and 8

Student Book Level 2, Unit 3, pages 26–27

Activity Book Level 2, Unit 3, pages 26–27

In Lessons 7 and 8 your child learnt the following:

Language: Open the window.
Look outside.
Go outside.

Home Study Activities

- 1 Sing the Listening 07 **Open the Window** song with your child. Encourage them to teach you the actions and do them together. The next time you open a window at home, sing the first part of the song, encouraging your child to join in. The next time you are going out with your child, sing the second part of the song as you open the door and go outside.
- 2 If your child has a toy house or your local playground has one, encourage your child to go inside it and look through the window, then come out through the door, singing the song or saying the phrases from the lesson. If you like, make a very simple doll's house (or classroom) by cutting a window and door out of a shoe box and perhaps adding toy furniture. Use it to play with your child's small toys or dolls together, saying e.g., *Look outside!* as you make the toys look through the window, and *Open the door! Go outside!* as you make the toys leave through the door.

Extra Practice

- Listening 07 **Open the Window** song
- **Craft project:** Ask your child to show you their craft work door with pictures inside. Point to the door and ask *What's this?* Prompt your child to say *It's a door!* Pretend to knock on the door and encourage your child to open it, point to their drawings and tell you what they are, e.g., *This is a desk. There are four chairs.*

Together, we can do it!

My child can

- sing the **Open the Window** song.
- understand and say *Look / Go outside.*
- remember the school things and say *This is a (classroom).*

Write a message or draw a picture for your child:

Unit 4 Food

Lessons 1 and 2

Student Book Level 2, Unit 4, pages 28–29

Activity Book Level 2, Unit 4, pages 28–29

In Lessons 1 and 2 your child learnt the following:

<p>Food vocabulary: cake, bananas, nuts, chocolate, yoghurt, water</p>

Home Study Activities

- 1 Mime eating one of the foods, or drinking water, and encourage your child to guess what it is and say the word, e.g., *Yoghurt!*
- 2 Next time you are in a shop or supermarket with your child, point to the food items and encourage your child to tell you the English word.
Take the opportunity to ask them what the food is called in English, when they eat one of these foods, too.

Extra Practice

- **Storyteller Unit 4 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Activity Book page 29:** Tell your child you are thinking of one of the foods they matched. Don't tell them what it is. Encourage them to guess, point and say, e.g., *Nuts!* If their answer is wrong, say *No* and encourage them to guess again. When they guess correctly, say *Yes!* Then play again. If you like, change roles.

Together, we can do it!

My child can

- listen and identify the food.
- listen and repeat the food.
- identify and say the food.

Write a message or draw a picture for your child:

Unit 4 Food

Lessons 3 and 4

Student Book Level 2, Unit 4, pages 30–31

Activity Book Level 2, Unit 4, pages 30–31

In Lessons 3 and 4 your child learnt the following:

Language:	<i>I like</i> cake. <i>I don't like</i> nuts.	Food vocabulary:	cake, bananas, nuts, chocolate, yoghurt, water
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Home Study Activities

- 1 Sing the Listening 08 **I Like Cake** song with your child. Then find some or all of the foods and put them on the table. If you like, include other food your child knows (milk, apples, carrots, cookies). Ask your child to divide the food into two groups – one group of food they like and one group of food they don't like. Encourage them to point to each food and say, e.g., *I like bananas. I don't like nuts.* Then make new verses for the song, according to your child's likes and dislikes and sing your new song together.
- 2 Have a tea party or picnic with your child's toys, e.g. teddies or dolls. Sit the toys around a table or picnic rug and put real food, toy food, or pictures of food in the center. Offer the different food to the toys one at a time. Encourage your child to pretend each toy is speaking and say, e.g., *Thank you (very much)! I like chocolate. or No, thank you. I don't like yoghurt.*

Extra Practice

- **Student Book page 31:** Ask your child to close their eyes. Cover one of the foods with paper. Tell your child to open their eyes, and remember and say what the hidden food is, e.g., *Bananas! I like bananas!* Repeat, covering a different food.
- **Activity Book page 31:** Look at the pictures and say a food, e.g. *Cake!* Encourage your child to point to the food, follow the line they traced with their finger, and say whether they like the food or not, e.g., *I don't like cake!*

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> identify and say <i>I like (yoghurt). I don't like (nuts).</i></p> <p><input type="checkbox"/> sing the I Like Cake song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 4 Food

Lessons 5 and 6

Student Book Level 2, Unit 4, pages 32–33

Activity Book Level 2, Unit 4, pages 32–33

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Love your family

Home Study Activities

- 1 Ask your child to tell you their favourite part of the story and point to the corresponding frame on pages 32 and 33 of the Student Book. Encourage them to tell you about this part of the story in their own language. If you feel confident, read the story to your child using the story text. Encourage your child to tell you the story characters' names. Then ask them which food they can see (bananas, nuts, chocolate, cake) and prompt them to say which they like, e.g., *I like nuts. I don't like bananas.*
- 2 In your own language, ask your child why Dora needed bananas, nuts and chocolate. (She wanted to make a cake for her mommy for Mother's Day.) Talk to your child about why it's good to do things for your family. Ask them which other things they can do for their family to show that they love them, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 33:** Look at the picture on the left. Ask your child to draw a similar picture of themselves and family members to show how they love their family.
- Listening 08 **I Like Cake** song: Sing the song with your child again to review the food.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify food in the story and say *I like (nuts). I don't like (bananas).*

Write a message or draw a picture for your child:

Unit 4 Food

Lessons 7 and 8

Student Book Level 2, Unit 4, pages 34–35

Activity Book Level 2, Unit 4, pages 34–35

In Lessons 7 and 8 your child learnt the following:

Language: This is for you.
Open it.

Home Study Activities

- 1 Sing the Listening 09 **This Is for You** song with your child and act out giving each other a present. If you like, use a real gift box or gift bag to give to each other while you sing.
- 2 Put an object in a box or gift bag without your child seeing it. Choose something your child can name in English, e.g. a toy, a book or a kind of food. Say *This is for you. Open it!* Encourage your child to open the box or bag and find the ‘present’ and then say what it is, e.g., *It’s a ball!* Continue the game by taking it in turns to put a ‘present’ in the box or bag and open it.

Extra Practice

- Listening 09 **This Is for You** song
- **Craft project:** Ask your child to show you their craft work paper plate. Encourage them to point to the food they drew on each side of the plate and say, e.g., *I like cake. I don’t like nuts.*

Together, we can do it!

My child can

- sing the **This Is for You** song.
- understand and say *This is for you. Open it.*
- remember the food and say *I like (cake). I don’t like (nuts).*

Write a message or draw a picture for your child:

Unit 5 Clothes

Lessons 1 and 2

Student Book Level 2, Unit 5, pages 36–37

Activity Book Level 2, Unit 5, pages 36–37

In Lessons 1 and 2 your child learnt the following:

Clothes vocabulary: hat, jacket, dress,
T-shirt, pants, shoes

Home Study Activities

- 1 Put a hat, jacket, dress, T-shirt, pants and a pair of shoes on the floor. Ask your child to point to each item and say what it is, e.g., *Hat! or Hat! Hat!* Then ask your child to close their eyes. Take one item and put it behind your back (or in a backpack, for example). Ask your child to open their eyes and say what's missing e.g., *Pants!* Your child can then look behind your back (or in the backpack) to check. Repeat for the other items.
- 2 Hide a hat, jacket, dress, T-shirt, pants and a pair of shoes in different, unusual places at home. Ask your child to find each item of clothing, bring it to you and say the word.

Extra Practice

- **Storyteller Unit 5 Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- **Activity Book page 37:** Look at the pictures your child colored. Choose and say the color of one of the clothes items, e.g., *It's red!* and encourage your child to say the clothes item of that colour, e.g., *T-shirt!*

Together, we can do it!

My child can

- listen and identify the clothes.
- listen and repeat the clothes.
- identify and say the clothes.

Write a message or draw a picture for your child:

Unit 5 Clothes

Lessons 3 and 4

Student Book Level 2, Unit 5, pages 38–39

Activity Book Level 2, Unit 5, pages 38–39

In Lessons 3 and 4 your child learnt the following:

Language: Put on your jacket.	Clothes vocabulary: hat, jacket, dress, T-shirt, pants, shoes
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Home Study Activities

- 1 Sing the Listening 10 **Put on Your Jacket** song with your child. Act out putting on each item of clothing as you sing together. The next time your child is getting dressed or putting on outdoor clothes, sing a verse from the song, encouraging them to join in, or say, e.g., *Put on your shoes!* If your child has toys which wear clothes, e.g. dolls or teddies, play with them together saying, e.g., *Put on your hat, Teddy!*
- 2 Play a game with your child. Give instructions with or without *please*, e.g. *Put on your jacket, please!* *Put on your dress!* Your child must only mime the action when they hear *please*. If they mime an action when you don't say *please*, they are out and it's time to change roles.

Extra Practice

- Listening 10 **Put on Your Jacket** song
- **Student Book page 39:** Say the color of one of the items of clothing Jack or Pam is wearing, e.g. *Black shoes!* *Yellow jacket!* Encourage your child to look and find the item of clothing and say *Jack!* or *Pam!* (or *Boy!* or *Girl!*)
- **Activity Book page 39:** Choose a picture from the top of the page and say the color of the clothes item e.g., *Purple!* Encourage your child to point to the picture, follow the line they traced with their finger, and say, e.g., *Put on your shoes!* Repeat for different pictures.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> respond to and say <i>Put on your (jacket)</i>.</p> <p><input type="checkbox"/> sing the Put on Your Jacket song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 5 Clothes

Lessons 5 and 6

Student Book Level 2, Unit 5, pages 40–41

Activity Book Level 2, Unit 5, pages 40–41

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Say congratulations

Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 40 and 41 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story text. Encourage your child to tell you the story characters' names. Then say clothes in the story for your child to find, point to and repeat, e.g. *Black hat! Purple dress!*
- 2 Look at Frame 8 of the story and ask your child, in your own language, what Dora and Boots and the other wedding guests are saying. (Congratulations!) Talk to your child about why it's good to celebrate other people's happiness and success. Encourage them to think of other situations when they could say *Congratulations!* to their friends and family, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 40:** Ask your child to show you the differences they circled and tell you why by pointing to a character in the picture on the left and the same character in the picture on the right and saying, e.g. *Look! Pink dress! Purple dress!*
- Listening 10 **Put on Your Jacket** song: Sing the song with your child again to review the clothes.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify clothes in the story and say (*Purple*) (*dress*).

Write a message or draw a picture for your child:

Unit 5 Clothes

Lessons 7 and 8

Student Book Level 2, Unit 5, pages 42–43

Activity Book Level 2, Unit 5, pages 42–43

In Lessons 7 and 8 your child learnt the following:

Language: Come to the party.

Home Study Activities

- 1 Sing the Listening 11 **Come to the Party** song with your child. Encourage them to teach you the actions and do them together. If you like, sing the song together with your child's toys, e.g. dolls or teddies, making the toys dance, sing and clap.
- 2 If your child is going to have a party, e.g. for their birthday, help them to make English invitations. Write *Come to the party!* on pieces of card, and then ask your child to decorate them with colored pens or craft materials. Encourage them to say *Come to the party!* to their friends when they give out their invitations.

Extra Practice

- Listening 11 **Come to the Party** song
- **Craft project:** Ask your child to show you their craft work figure and clothes. Encourage your child to tell you how to play with it, i.e. your child will tell you how to dress the doll by saying, e.g., *Put on your hat!* Listen and put the clothes on the figure according to their instructions.

Together, we can do it!

My child can

- sing the **Come to the Party** song.
- understand and say *Come to the party.*
- remember the clothes and say *Put on your (jacket).*

Write a message or draw a picture for your child:

Unit 6 On Vacation

Lessons 1 and 2

Student Book Level 2, Unit 6, pages 44–45

Activity Book Level 2, Unit 6, pages 44–45

In Lessons 1 and 2 your child learnt the following:

Vacation vocabulary: snack, sleeping bag, water bottle, flashlight, backpack, tent

Home Study Activities

- 1 Mime one of the words from the vacation vocabulary, e.g. eating a snack, getting in a sleeping bag, drinking from a water bottle, holding a flashlight, putting on a backpack and putting up or getting into a tent. Encourage your child to watch and say the word, e.g., *Backpack!* Then take it in turns to mime and guess the word.
- 2 Ask your child to imagine they are going on a camping trip. Encourage them to tell you the things they need to take. Prompt them to tell you the words from the vacation vocabulary, and also encourage them to suggest other things using English words they know, e.g. kinds of clothes, kinds of snacks and food, and perhaps some toys. Ask them which family members can come on the trip, too.

Extra Practice

- **Storyteller Unit 6 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Student Book page 45:** Point the pictures and name them correctly, e.g. *This is a tent. This is a flashlight.* Then say a false sentence e.g. point to the backpack and say *This is a water bottle.* Encourage your child to say *No! This is a backpack.* Repeat, pointing to different things and saying true and false sentences faster and faster.

Together, we can do it!

My child can

- listen and identify the vacation things.
- listen and repeat the vacation things.
- identify and say the vacation things.

Write a message or draw a picture for your child:

Unit 6 On Vacation

Lessons 3 and 4

Student Book Level 2, Unit 6, pages 46–47

Activity Book Level 2, Unit 6, pages 46–47

In Lessons 3 and 4 your child learnt the following:

Language: I have a flashlight.	Vacation vocabulary: snack, sleeping bag, water bottle, flashlight, backpack, tent
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Home Study Activities

- 1 Sing the Listening 12 **I Have a Flashlight** song with your child. If your child has some of the vacation things, encourage them to tell you what they have and what colour it is, e.g., *I have a water bottle. It's green.* If you like, extend this to other things your child has and already knows the English word for, e.g., *I have a ball. It's red. I have a hat. It's yellow.*
- 2 Tell your child to imagine you are going on a camping trip together. Then play a memory game. Start by saying a sentence, e.g., *I have a sleeping bag.* Encourage your child to repeat this sentence and then add another, e.g., *I have a sleeping bag. I have a tent.* Continue, taking it in turns to remember and repeat what the last person said and add another sentence with a different word each time.

Extra Practice

- Listening 12 **I Have a Flashlight** song
- **Student Book page 47:** Look at the picture your child colored together. Then cover the page and say a color, e.g., *It's orange!* Encourage your child to remember the object they colored orange and say, e.g., *I have a tent. It's orange!* Uncover the picture, so they can check their answer. Then repeat with different colors.
- **Activity Book page 47:** Look at the pictures and say a word, e.g. *Water bottle!* Encourage your child to count the water bottles on the page and then say, e.g., *I have 3 water bottles!* Then repeat for the other vacation things.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> identify and say <i>I have a (flashlight).</i></p> <p><input type="checkbox"/> sing the I Have a Flashlight song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 6 On Vacation

Lessons 5 and 6

Student Book Level 2, Unit 6, pages 48–49

Activity Book Level 2, Unit 6, pages 48–49

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Be prepared

Home Study Activities

- 1 Ask your child to tell you their favourite part of the story and point to the corresponding frame on pages 48 and 49 of the Student Book. Encourage them to tell you about this part of the story in their own language. If you feel confident, read the story to your child using the story text. Encourage your child to tell you the story characters' names. Then ask them which things Dora and Boots have in Frame 1 (A backpack, sleeping bags, and a snack). Encourage them to tell you what Dora and Boots are thinking, e.g., *I have a backpack. I have a snack.*
- 2 In your own language, ask your child why Dora and Boots have these things. (Because they need them for their trip.) Talk to your child about why it's good to be prepared for a vacation. Ask them which other things it's good to be prepared for, and what they need to take, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 49:** Look at the picture on the left. Ask your child to draw a similar picture of themselves with the things they need to be prepared for school.
- Listening 12 **I Have a Flashlight** song: Sing the song with your child again to review the vacation things.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify vacation things in the story and say *I have a (backpack).*

Write a message or draw a picture for your child:

Unit 6 On Vacation

Lessons 7 and 8

Student Book Level 2, Unit 6, pages 50–51

Activity Book Level 2, Unit 6, pages 50–51

In Lessons 7 and 8 your child learnt the following:

Language: Pack your bag.

Home Study Activities

- 1 Sing the Listening 13 **Pack Your Bag** song with your child. Ask your child to teach you the actions and join in as you sing together. If you like, use a real backpack with a real teddy bear and flashlight. Pack the backpack with these things as you sing the song again. Take the opportunity to sing the song again when your child is packing their bag for school, or packing a backpack for a vacation.
- 2 Find your child's bag or backpack and choose some items your child knows in English, e.g. vacation things, toys, snack food or school things. Give your child instructions for things to pack, e.g., *Pack your book in your bag!* Encourage them to pack the correct item each time. When the bag is full, challenge them to remember and say which items are in the bag and take them out one at a time. Then change roles to play again.

Extra Practice

- Listening 13 **Pack Your Bag** song
- **Craft project:** Ask your child to show you their craft work campground picture with the tent closed. Guess what your child has drawn inside the tent, e.g., *Flashlight!* Encourage them to tell you *Yes!* or *No!* When you guess correctly, encourage them to open the tent, show you their drawing and say, e.g., *I have a sleeping bag!*

Together, we can do it!

My child can

- sing the **Pack Your Bag** song.
- understand and say *Pack your bag.*
- remember the vacation things and say *I have a (flashlight).*

Write a message or draw a picture for your child:

Unit 7 Toys

Lessons 1 and 2

Student Book Level 2, Unit 7, pages 52–53

Activity Book Level 2, Unit 7, pages 52–53

In Lessons 1 and 2 your child learnt the following:

Toys vocabulary: bike, scooter, skateboard,
tricycle, go-kart, skates

Home Study Activities

- 1 Look through a toy catalogue with your child. Point to toys which are the same as the vocabulary items and encourage your child to say the word, e.g. *Bike!* or *Bike! Bike!* If your child has any of these toys, encourage them to name them in English when they play with them. When you go out to a park with your child, encourage them to point out and say the names of toys they see.
- 2 Mime riding on one of the toys and encourage your child to say the word, e.g., *Skateboard!* Then take it in turns to mime and guess the toy.

Extra Practice

- **Storyteller Unit 7 Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- **Activity Book page 53:** Look at the pictures your child colored for a minute together. Then hold the book so your child can't see it, choose a toy and say what color it is, e.g., *Yellow (and red)!* Encourage your child to remember and say the toy. Then change roles.

Together, we can do it!

My child can

- listen and identify the toys.
- listen and repeat the toys.
- identify and say the toys.

Write a message or draw a picture for your child:

Unit 7 Toys

Lessons 3 and 4

Student Book Level 2, Unit 7, pages 54–55

Activity Book Level 2, Unit 7, pages 54–55

In Lessons 3 and 4 your child learnt the following:

Language: I have a bike. I don't have a skateboard.	Toys vocabulary: bike, scooter, skateboard, tricycle, go-kart, skates
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Home Study Activities

- 1 Sing the Listening 14 **What Do You Have?** song with your child, doing actions for each of the toys as you sing together. Ask your child which toys they have and which toys they don't have. Then make up true verses for the song, according to the toys your child has and doesn't have, and sing these new verses.
- 2 Find pictures of the toys in a catalogue and encourage your child to cut them out. Draw a line down a piece of paper and put a tick on the left and a cross on the right. Ask your child to stick the pictures of toys they have under the tick, and the pictures of toys they don't have under the cross. Then encourage your child to point to each picture and say a sentence, e.g., *I have a scooter. I don't have skates.*

Extra Practice

- Listening 14 **What Do You Have?** song
- **Student Book page 55:** Ask *What do you have?* and encourage your child to point to the toys on the page they have and the toys they don't have and say sentences, e.g., *I have skates. I don't have a go-kart.*
- **Activity Book page 55:** Draw some ticks and crosses on separate, small sticky notes. Pretend to be one of your child's dolls or teddies and speak for them. Say, e.g., *I have a tricycle.* Encourage your child to stick a sticky note with a tick next to the picture of the tricycle. Then say, e.g., *I don't have a bike.* Encourage your child to stick a cross next to the bike. Repeat for all the toys. Then change roles.

Together, we can do it!

My child can

- understand and say *I have a (bike). I don't have a (skateboard).*
- sing the **What Do You have?** song.

Write a message or draw a picture for your child:

Unit 7 Toys

Lessons 5 and 6

Student Book Level 2, Unit 7, pages 56–57

Activity Book Level 2, Unit 7, pages 56–57

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Be kind

Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 56 and 57 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story text. Encourage your child to tell you the story characters' names. Then point to the toys in the story and encourage your child to say what they are and if they have this toy or not.
- 2 Look at Frame 7 in the story and ask your child, in your own language, why Dora talked to Big Wheeler and what she said. (Big Wheeler closed Skate Park. Dora told him to be kind and share, and asked him to open Skate Park again.) Talk to your child about why it's good to be kind and share with others. Encourage them to think of ways they can be kind and share things with their friends and family, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 56:** Ask your child to show you the differences they circled and tell you why by pointing to a toy in the picture on the left and the toy or toys in the same place in the picture on the right and saying, e.g., *Look! A tricycle! Look! A go-kart.*
- Listening 14 **What Do You Have?** song: Sing the song with your child again to review the toys.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify toys in the story and say *I (have) a (tricycle).*

Write a message or draw a picture for your child:

Unit 7 Toys

Lessons 7 and 8

Student Book Level 2, Unit 7, pages 58–59

Activity Book Level 2, Unit 7, pages 58–59

In Lessons 7 and 8 your child learnt the following:

Language: Stomp your feet.

Home Study Activities

- 1 Sing the Listening 15 **Stomp Your Feet!** song with your child. Encourage them to teach you the actions and do them together. If you like, sing the song together with your child's toys, e.g. dolls or teddies, making the toys stomp their feet.
- 2 Play a memory game. Start by saying an action your child knows, e.g., *Stomp your feet*. Do the action at the same time. Encourage your child to repeat what you said and did, and then add a new action word, doing this action at the same time, e.g., *Stomp your feet. Clap*. Continue, taking it in turns to remember and repeat what the last person said and did, and add another action word e.g. *jump, walk, dance* each time.

Extra Practice

- Listening 15 **Stomp Your Feet!** song
- **Craft project:** Ask your child to show you their craft work toy picture. Encourage your child to point to their picture and tell you what they have, e.g., *I have a scooter*. If you like, encourage them make a new toy picture by drawing around bottle tops or jar lids to make wheels, and then completing their picture before pointing and telling you what they have.

Together, we can do it!

My child can

- sing the **Stomp Your Feet!** song.
- understand and say *Stomp your feet*.
- remember the toys and say *I have a (bike). I don't have a (skateboard)*.

Write a message or draw a picture for your child:

Unit 8 Family

Lessons 1 and 2

Student Book Level 2, Unit 8, pages 60–61

Activity Book Level 2, Unit 8, pages 60–61

In Lessons 1 and 2 your child learnt the following:

Family vocabulary: aunt, uncle, grandma,
grandpa, cousin, baby

Home Study Activities

- 1 Talk to your child about their own family. Ask them, e.g. *Who is your cousin?* Encourage them to tell you the name/s of their cousin/s. Repeat for all the family members your child has. If there is a baby (or babies) in your family, ask your child *Who is a baby?*
- 2 Look at pictures of families in a magazine or online. Ask your child to point to each person and say who they think they are, e.g., *Grandpa!* If your child has a favourite book or TV show with a family in it, say the names of the people and encourage them to say which family member they are.

Extra Practice

- **Storyteller Unit 8 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Activity Book page 61:** Say the name of a family member, e.g., *Grandma!* Encourage your child to look and point to all the pictures of the grandma and say the word each time, as fast as they can. Repeat with different members of the family.

Together, we can do it!

My child can

- listen and identify the family members.
- listen and repeat the family members.
- identify and say the family members.

Write a message or draw a picture for your child:

Unit 8 Family

Lessons 3 and 4

Student Book Level 2, Unit 8, pages 62–63

Activity Book Level 2, Unit 8, pages 62–63

In Lessons 3 and 4 your child learnt the following:

Language: He's my baby brother. She's my aunt.	Family vocabulary: aunt, uncle, grandma, grandpa, cousin, baby
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Home Study Activities

- 1 Look through a family photo album, or some photos of your family with your child. Encourage them to point to their family members and say who they are, e.g., *She's my baby sister. He's my grandpa.*
- 2 Use your family photos with the Listening 16 **This Is My Family** song. Sing the song with your child, encouraging them to point to any of the corresponding family members they have in the photos. If you like, make up a new verse for the song, using members of your child's own family, and sing this version together.

Extra Practice

- Listening 16 **This Is My Family** song
- **Student Book page 62:** Ask your child to close their eyes and cover one of Dora's family members with paper. Tell your child to imagine they are Dora. Point to the paper and ask *Who's this, Dora?* Encourage your child to remember and reply, e.g., *She's my aunt.* Then let them look and check their answer. Repeat for all Dora's family members.
- **Activity Book page 63:** Tell your child that you are the boy in the yellow T-shirt. Point to one of the boy's family members and say a true sentence, e.g. *He's my grandpa.* Then point to another family member and say a false sentence, e.g. point to the baby and say *He's my uncle.* Wait for your child to correct you. Repeat, pointing to different family members and saying true or false sentences. Then change roles.

Together, we can do it!

My child can

- identify and say *He's my (baby brother).*
She's my (aunt).
- sing the **This Is My Family** song.

Write a message or draw a picture for your child:

Unit 8 Family

Lessons 5 and 6

Student Book Level 2, Unit 8, pages 64–65

Activity Book Level 2, Unit 8, pages 64–65

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Help your family

Home Study Activities

- 1 Ask your child to tell you their favourite part of the story and point to the corresponding frame on pages 64 and 65 of the Student Book. Encourage them to tell you about this part of the story in their own language. If you feel confident, read the story to your child using the story text. Encourage your child to tell you the story characters' names. Tell your child to pretend they are Dora. Point to different family members in the story and ask *Who's this, Dora?* Encourage your child to respond, e.g., *He's my cousin!*
- 2 Look at Frame 7. In your own language, ask your child how Dora helped her baby brother and sister. (She caught the stroller, so they didn't go into the Gooley Geyser.) Talk to your child about why it's important to help your family. Ask them to tell you ways they can help members of their family, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 65:** Look at the picture on the right and talk about how the boy is helping his mommy. Ask your child to draw a similar picture of themselves helping a member of their family.
- Listening 16 **This Is My Family** song: Sing the song with your child again to review the family members.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify family members in the story and say *He's my (cousin). She's my (baby sister).*

Write a message or draw a picture for your child:

Unit 8 Family

Lessons 7 and 8

Student Book Level 2, Unit 8, pages 66–67

Activity Book Level 2, Unit 8, pages 66–67

In Lessons 7 and 8 your child learnt the following:

Language: Throw and catch.

Home Study Activities

- 1 Sing the Listening 17 **Throw and Catch** song with your child. Ask your child to teach you the actions and join in as you sing together.
- 2 Play ball with your child in an open space, e.g. in a garden or park. Shout *Throw (the ball)!* to your child to urge them to throw the ball to you, and *Catch!* to urge your child to catch the ball. If you like, sing the **Throw and Catch** song together as you play. You can also take the opportunity to review the numbers your child knows by counting, in English, how many times you can throw and catch the ball together without dropping it.

Extra Practice

- Listening 17 **Throw and Catch** song
- **Craft project:** Ask your child to show you their craft work picture frames. Encourage them to point to the family members they have drawn and colored and tell you who they are, e.g., *He's my grandpa. She's my cousin.*

Together, we can do it!

My child can

- sing the **Throw and Catch** song.
- understand and say *Throw and catch.*
- remember the family members and say *He's my (baby brother). She's my (aunt).*

Write a message or draw a picture for your child:

Unit 9 Adventure Time

Lessons 1 and 2

Student Book Level 2, Unit 9, pages 68–69

Activity Book Level 2, Unit 9, pages 68–69

In Lessons 1 and 2 your child learnt the following:

Adjectives: fast, slow, big,
small, heavy, light

Home Study Activities

- 1 If your child has toy animals or animal cards, encourage them to sort them into groups, e.g. fast and slow animals, big and small animals, heavy and light animals. Encourage them to point to the animals in each group and say the adjective.
- 2 Look through a book with your child which has things which the adjectives can describe, e.g. transport, animals, or objects in the house. Point to something and say, e.g., *Big or Small?* and encourage your child to say the appropriate word, or challenge your child to describe it by themselves, e.g., *It's fast. It's big.*

Extra Practice

- **Storyteller Unit 9 Lesson 1 Vocabulary Presentation video:** Watch the video together. Ask your child to listen and repeat the words. Then listen and repeat together or take it in turns to listen and repeat.
- **Activity Book page 69:** Point to each picture in turn and chant the words again and again, encouraging your child to join in. Then cover one picture with paper, and begin the chant again, saying all the words including the hidden word. Keep covering one picture at a time, prompting your child to chant all the words, until all the pictures are hidden and they are chanting from memory. Then challenge your child to remember all the words in order, uncovering one picture at a time.

Together, we can do it!

My child can

- understand the adjectives.
- listen and repeat the adjectives.
- say the adjectives.

Write a message or draw a picture for your child:

Unit 9 Adventure Time

Lessons 3 and 4

Student Book Level 2, Unit 9, pages 70–71

Activity Book Level 2, Unit 9, pages 70–71

In Lessons 3 and 4 your child learnt the following:

Language: It isn't slow. It's fast.	Adjectives: fast, slow, big, small, heavy, light
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Home Study Activities

- 1 Sing the Listening 18 **What Do You See?** song with your child, acting out the adjectives, e.g. pretend to ride a scooter slowly and then very fast, use your hands to make the shape of a small tent and then a big tent, and pretend to hold a heavy ball and a light ball. Encourage your child to shake their head when they sing negative sentences, e.g., *It isn't (slow)*. and nod their head when they say affirmative sentences, e.g., *It's (fast)!*
- 2 Find some real objects, e.g. toys which are fast and slow, big and small, and heavy and light. Describe one of the objects for your child to guess, e.g., *It isn't small. It's big*. Encourage your child to find an object which matches the description and give it to you. Repeat for different objects, using different adjectives. Then change roles.

Extra Practice

- Listening 18 **What Do You See?** song
- **Student Book page 71:** Explain to your child that you are going to point to a picture and say a sentence. If the sentence is true, they should nod and repeat the sentence. If the sentence is false, they should shake their head and correct you by saying, e.g. *It isn't (slow). It's (fast)!* Play the game with all the pictures. Then change roles.
- **Activity Book page 71:** Challenge your child to match the pictures on the top row with their opposites on the bottom row, tracing a line with their finger and describing each picture they match, e.g., *It's small. It's big*.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> understand and say <i>It isn't slow. It's (fast)</i>.</p> <p><input type="checkbox"/> sing the What Do You See? song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 9 Adventure Time

Lessons 5 and 6

Student Book Level 2, Unit 9, pages 72–73

Activity Book Level 2, Unit 9, pages 72–73

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Help a friend

Home Study Activities

- 1 Ask your child to tell you the story in their own language, using the pictures on pages 72 and 73 of the Student Book. This will show you if they have understood the story well in English. If you feel confident, read the story to your child using the story text. Encourage your child to tell you the story characters' names. Then point to the rock in Frame 6 and say, *It isn't heavy. It's ...* . Prompt your child to finish the sentence by saying *It's light!* Repeat for other objects in the story. If you like, change roles.
- 2 Look at Frame 7 in the story and ask your child, in your own language, how Dora helped her friend, Boots. (She pulled him out of the river.) Ask your child to tell you other ways the characters helped each other in the story. (Dora pulled the Troll out of the well. Then Dora and Puppy helped him find his key. Tico's cousins helped him catch the nuts.) Talk to your child about why it's good to help friends. Encourage them to tell you about the last time they helped a friend, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 73:** Look at the picture on the right with your child and talk about how the girl is helping her friend. Encourage your child to draw a picture of themselves helping one of their friends.
- Listening 18 **What Do You See?** song: Sing the song with your child again to review the adjectives.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- describe objects in the story by saying *It isn't (light). It's (heavy).*

Write a message or draw a picture for your child:

Unit 9 Adventure Time

Lessons 7 and 8

Student Book Level 2, Unit 9, pages 74–75

Activity Book Level 2, Unit 9, pages 74–75

In Lessons 7 and 8 your child learnt the following:

Language: Pull the rope.

Home Study Activities

- 1 Sing the Listening 19 **Pull the Rope** song with your child. Encourage them to teach you the actions and do them together, standing opposite each other as you pretend to pull the rope. If you like make two teams with your child's toys (e.g. teddies or dolls). Have them lined up opposite each other, and use a shoe lace for a rope between them. Make the toys pretend to pull the rope and sing the song together.
- 2 Have your child and their friends or young family members pull opposite ends of a rope in a park or open space. Encourage them to say Pull! Pull! Pull the rope! as they play.

Extra Practice

- Listening 19 **Pull the Rope** song
- **Craft project:** Ask your child to show you their craft work puzzle pieces. Mix the pieces up and then encourage your child to put them together, saying sentences, e.g. *It isn't heavy. It's light.*

Together, we can do it!

My child can

- sing the **Pull the Rope** song.
- understand and say *Pull the rope.*
- remember the adjectives and say *It isn't (slow). It's (fast).*

Write a message or draw a picture for your child:

Unit 10 Music Time!

Lessons 1 and 2

Student Book Level 2, Unit 10, pages 76–77

Activity Book Level 2, Unit 10, pages 76–77

In Lessons 1 and 2 your child learnt the following:

Instrument vocabulary:	flute, bongo, violin, triangle, trumpet, piano
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Home Study Activities

- 1 Look at a book with pictures of instruments (or photos of musicians playing instruments online) with your child. Point to each instrument and ask *What is it?* Encourage your child to answer, e.g., *It's a trumpet!*
- 2 Choose one of the instruments and start drawing it slowly. Encourage your child to guess which instrument it is by saying, e.g., *Piano!* or *It's a piano!* If their answer is wrong, shake your head and say, e.g., *No. It isn't a (piano).* and continue drawing. When they guess correctly, say *Yes! It's a (bongo).* Then continue playing the game with different instruments, taking it in turns to draw and guess.

Extra Practice

- **Storyteller Unit 10 Lesson 1 Vocabulary Presentation video:** Watch the video together. Then act out the video. Encourage your child to be the storyteller and say the words for you to repeat.
- **Activity Book page 77:** Look at the pictures with your child for a moment. Then close the book and say an instrument. Encourage them to remember how many of the instrument there are, e.g., *There are 4 triangles!* Then open the book and ask them to count and check their answer. Repeat with different instruments or change roles.

Together, we can do it!

My child can

- listen and identify the instruments.
- listen and repeat the instruments.
- identify and say the instruments.

Write a message or draw a picture for your child:

Unit 10 Music Time!

Lessons 3 and 4

Student Book Level 2, Unit 10, pages 78–79

Activity Book Level 2, Unit 10, pages 78–79

In Lessons 3 and 4 your child learnt the following:

Language: Is it a flute? Yes, it is. / No, it isn't.	Instrument vocabulary: flute, bongo, violin, triangle, trumpet, piano
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Home Study Activities

- 1 Sing the Listening 20 **Is It a Flute?** song with your child. Act out playing the instruments as you sing about them. Then take it in turns to mime playing one of the instruments and guess what it is. Encourage your child to guess by saying, e.g., *Is it a flute?* and answer *No, it isn't* or *Yes, it is*.
- 2 Practice the language from the lesson with other words your child knows. Put some objects your child can name in English on the table. Tell your child you're thinking of one object and encourage them to guess what it is, e.g., *Is it a book?* If their answer is wrong, say *No, it isn't*. Encourage them to continue guessing until they are correct. Then say, *Yes, it is*. Play again, choosing different objects. If you like, change roles.

Extra Practice

- Listening 20 **Is It a Flute?** song
- **Student Book page 79:** Cover one of the pictures with paper. Encourage your child to remember and guess what it is by saying, e.g., *Is it a triangle?* Answer *No, it isn't*. or *Yes, it is*. Then repeat, covering a different picture.
- **Activity Book page 78:** Find recordings of the instruments being played online. Play each recording for your child to guess which instrument it is from the ones on the page, pointing and asking, e.g., *Is it a trumpet?* Answer *No, it isn't*. or *Yes, it is*.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> ask <i>Is it a (flute)?</i></p> <p><input type="checkbox"/> answer <i>Yes, it is. / No, it isn't</i>.</p> <p><input type="checkbox"/> sing the Is It a Flute? song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 10 Music Time!

Lessons 5 and 6

Student Book Level 2, Unit 10, pages 80–81

Activity Book Level 2, Unit 10, pages 80–81

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Listen carefully

Home Study Activities

- 1 Ask your child to tell you their favourite part of the story and point to the corresponding frame on pages 80 and 81 of the Student Book. Encourage them to tell you about this part of the story in their own language. If you feel confident, read the story to your child using the story text. Encourage your child to tell you the story characters' names. Then point to the instruments in Frame 8 and ask your child questions, e.g., *Is it a piano?* Encourage your child to reply *Yes, it is.* or *No, it isn't.*
- 2 Look at Frame 2. In your own language, ask your child why Dora and Boots had to listen carefully. (Because Baby Bongo had a problem. He was sad because he couldn't get to the Big Music Show.) Talk to your child about why it's important to listen carefully when a friend wants to talk to you, especially when they are sad. Ask them to tell you about a time they have listened carefully to a friend or a young family member, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 80:** Encourage your child to follow the line they drew with their finger. When they come to an object, ask them questions about it, e.g., *Is it a piano? Is it Baby Bongo?* and encourage them to answer *Yes, it is.* or *No, it isn't.*
- Listening 20 **Is It a Flute?** song: Sing the song with your child again to review the instruments.

Together, we can do it!

My child can

- understand a story in English.
- identify the characters in the story by name.
- identify instruments in the story and answer questions with *Yes, it is.* / *No, it isn't.*

Write a message or draw a picture for your child:

Unit 10 Music Time!

Lessons 7 and 8

Student Book Level 2, Unit 10, pages 82–83

Activity Book Level 2, Unit 10, pages 82–83

In Lessons 7 and 8 your child learnt the following:

Language: Dance the conga. Move your arms.
Shake your legs. Wave your hands.
Wiggle your feet.

Home Study Activities

- 1 Sing the Listening 21 **Dance the Conga** song with your child. Ask your child to teach you the actions and join in as you sing together. If your child has a party with their friends, play the **Dance the Conga** song and encourage your child to teach everyone the actions, or organize the children into a conga line to dance the conga.
- 2 Play a game with your child. Explain that they should only do an action if you say *please* e.g. *Wave your hands, please!* If you don't say *please*, they shouldn't do the action. Say some actions with *please*, doing the action at the same time. Your child should join in doing the action. Then say an action without *please*, doing the action at the same time, e.g. *Move your arms!* If your child doesn't do the action with you, continue the game. If your child does the action with you (even though you didn't say *please*), they are out and it's time to change roles.

Extra Practice

- Listening 21 **Dance the Conga** song
- **Craft project:** Ask your child to show you their craft work stage collage. Point to the instruments your child has colored and stuck on the picture and ask questions, e.g. *Is it a (triangle)?* Encourage your child to answer *Yes, it is.* or *No, it isn't.*

Together, we can do it!

My child can

- sing the **Dance the Conga** song.
- understand and say *Dance the Conga*.
- remember the instruments and ask and answer *Is it a (flute)? Yes, it is. / No, it isn't.*

Write a message or draw a picture for your child: