



Level 3 Parent's Guide

Introduction

This year your child will learn English using *Learn English with Dora the Explorer*TM.

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 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. helping friends, sharing and being safe) 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 an activity or unit you may want to sing the Listening 22 **We Did It!** chant with your child.
- 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 3, Hello Unit, pages 2–3
Activity Book Level 3, Hello Unit, pages 2–3

In Lessons 1 and 2 your child learnt the following:

Days: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday	Language: Hello, I'm Dora. What's your name? How are you today? I'm happy.
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Home Study Activities

- 1 Say the days of the week in order but make a mistake, e.g., *Sunday, Monday, Wednesday ...* Encourage your child to correct you, e.g., *No! Tuesday!* Then take it in turns to say the days, one at a time, in order. If you like, take the opportunity to ask your child what day it is in English, when they get up in the morning.
- 2 Sing the Listening 01 **Hello Song** with your child. Take it in turns to sing the parts of Dora and Boots. Then sing the song with your own names. Ask your child to sing the song with one of their toys, using their own name and their toy's name. Encourage them to sing the part about themselves in their own voice, and the part about their toy in the toy's voice.

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.
- **Activity Book page 3:** Encourage your child to introduce themselves and ask *What's your name?* Choose one of the characters on the page and reply, pretending to be this character, e.g., *Hello, I'm Big Red Chicken.* Then change roles and play again.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and say the days of the week. <input type="checkbox"/> sing the Hello Song. <input type="checkbox"/> introduce themselves and say <i>Hello, I'm (Dora).</i> <input type="checkbox"/> Ask and answer <i>What's your name? How are you today? I'm happy.</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 3, Unit 1, pages 4–5

Activity Book Level 3, Unit 1, pages 4–5

In Lessons 1 and 2 your child learnt the following:

Numbers: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Home Study Activities

- 1 Write numbers 11–20 on separate small pieces of paper. Mix the pieces of paper up on the table. Ask your child to put them in order, then point and say each number.
- 2 Find 20 small objects, e.g. buttons, beads, marbles, or coins. Say a number from 11–20, e.g., *14!* Encourage your child to count the same number of small objects and then repeat the number, e.g., *14!* or *14! 14!*

Extra Practice

- **Storyteller Unit 1 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 4:** Ask your child to use their finger to trace the numbers they have traced with a pencil on the page. Then take it in turns to draw a number in the air with a finger and the other children guess and say what the number is.

Together, we can do it!

My child can

- listen and identify the numbers.
- listen and repeat the numbers.
- count and say the numbers.

Write a message or draw a picture for your child:

Unit 1 Numbers

Lessons 3 and 4

Student Book Level 3, Unit 1, pages 6–7

Activity Book Level 3, Unit 1, pages 6–7

In Lessons 3 and 4 your child learnt the following:

Language: How many chicks? There are 11.	Numbers: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
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Home Study Activities

- 1 Sing the Listening 02 **Numbers Song** with your child. Take turns singing the questions and the answers. If you like, make up some new verses of the song using the numbers and other English words your child knows, e.g., *How many snacks? There are ... 20! How many nuts? There are ... 17!*
- 2 Find 20 crayons or pencils and a transparent bag or container (e.g. a jar or storage box). Put 16 crayons or pencils into the bag or container. Show your child and say, e.g., *How many crayons?* Encourage them to guess. Then let them open the bag or container and check their answer. Repeat with different numbers of crayons or pencils. If you like, change roles.

Extra Practice

- **Student Book page 7:** Cover the match lines and numbers with a piece of paper. Point to a picture and ask your child, e.g., *How many bananas?* Encourage your child to count the bananas and say the answer, e.g., *There are 18!* Then reveal the match line and numbers for them to check. Repeat with different pictures.
- **Activity Book page 6:** Ask your child to count the things they colored. Then close the book and encourage them to remember how many of each thing there are. Ask, e.g., *How many stars?* And encourage your child to answer, e.g., *There are 14!*

Together, we can do it!

My child can <ul style="list-style-type: none"> <input type="checkbox"/> ask <i>How many (chicks)?</i> <input type="checkbox"/> answer <i>There are (11).</i> <input type="checkbox"/> sing the Numbers Song. 	Write a message or draw a picture for your child:
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Unit 1 Numbers

Lessons 5 and 6

Student Book Level 3, Unit 1, pages 8–9
Activity Book Level 3, Unit 1, pages 8–9

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime	Explore the value: Save energy
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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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to the numbers in Frame 4 and ask your child to say them.
- 2 Look at Frame 1. In your own language, ask your child why Dora's house is dark (Dora turns off lights on Power Off Day). Ask why it's good to turn off lights. (Because it saves energy.) Encourage your child to tell you other different things they can turn off at home, to reinforce the value from the lesson. The next time you remind your child to turn off something at home, take the opportunity to say *Save energy!*

Extra Practice

- **Activity Book page 9:** Look at the picture on the left together. In your own language, ask your child what the girl is doing and why (Turning off the light to save energy). Make some signs by writing *Save energy!* on small pieces of paper, and encouraging your child to decorate them. Then put them up near light switches in your home.
- Listening 02 **Numbers Song:** Sing the song with your child again to review the numbers.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand a story in English. <input type="checkbox"/> identify the characters in the story by name. <input type="checkbox"/> identify and say numbers in the story. 	<p>Write a message or draw a picture for your child:</p>
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Unit 1 Numbers

Lessons 7 and 8

Student Book Level 3, Unit 1, pages 10–11

Activity Book Level 3, Unit 1, pages 10–11

In Lessons 7 and 8 your child learnt the following:

Language: Turn off the light!

Home Study Activities

- 1 Sing the Listening 03 **Turn Off the Light!** song with your child. Encourage your child to teach you the actions and join in as you sing together. If you like, sing the song with flashlights, turning off the flashlights after lines 2 and 6 of the song.
- 2 The next time you are leaving a room or leaving the house in the evening, ask your child to turn off the lights. If you like, start singing the **Turn Off the Light!** song, encouraging them to join in.

Extra Practice

- **Activity Book page 11:** Ask your child to show you the path they traced through the maze, pointing to each number in order and saying the number. Then say a color and a number for your child to find as quickly as they can, e.g., *Blue 14!* Take it in turns to say other colors and numbers, and find and point to the number in the maze.
- **Craft project:** Ask your child to tell you about the craft work train their class made. Ask *How many cars?* and encourage them to reply, e.g., *There are 18 cars!* Ask them what number they traced and what color their car is. If you have the opportunity to visit your child’s classroom, encourage your child to show you the train and point and say the numbers.

Together, we can do it!

My child can

- sing the **Turn Off the Light!** song.
- ask *How many (chicks)?*
- answer *There are (11).*
- remember the numbers and count from 11–20.

Write a message or draw a picture for your child:

Unit 2 Shapes

Lessons 1 and 2

Student Book Level 3, Unit 2, pages 12–13

Activity Book Level 3, Unit 2, pages 12–13

In Lessons 1 and 2 your child learnt the following:

Shapes vocabulary: circle, triangle, square, rectangle, oval, diamond

Home Study Activities

- 1 Make a set of simple shape cards by drawing each of the shapes on a separate piece of paper. Say the shapes and encourage your child to point to each one. Then ask your child to close their eyes. Take away one of the cards. Ask your child to open their eyes and tell you which shape is missing. Repeat, taking a different shape away each time.
- 2 Make two sets of shape cards with card or thick paper. Put all the cards face down and then take it in turns with your child to turn over two cards. Say the name of the shape as you turn over each card. If the shapes match, keep them. If the shapes don't match, turn them over so they are face down again. Repeat until there are no more cards. The player with most cards is the winner.

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.
- **Student Book page 13:** Think of a shape on the page and encourage your child to guess what it is by asking, e.g., *Is it a triangle?* Answer *Yes, it is* or *No, it isn't*.

Together, we can do it!

My child can

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

Write a message or draw a picture for your child:

Unit 2 Shapes

Lessons 3 and 4

Student Book Level 3, Unit 2, pages 14–15

Activity Book Level 3, Unit 2, pages 14–15

In Lessons 3 and 4 your child learnt the following:

Language: It's a pink circle.	Shapes vocabulary: circle, triangle, square, rectangle, oval, diamond
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Home Study Activities

- 1 Sing the Listening 04 **Shapes Song** with your child. If you like, point to the colored shapes on page 14 of the Student Book together as you sing. Draw the six shapes and ask your child to color each one a different color of their choice. Then make a new version of the song, using the shapes your child colored.
- 2 Look at your child's toys together and encourage your child to try to find colored shapes and identify them, e.g. point to the door of a doll's house and say *It's a red rectangle!* or point to the wheel of a car and say *It's a gray circle!*

Extra Practice

- **Student Book page 15:** Point to each picture of a shape and say a true sentence or a false sentence, e.g., *It's a yellow square. It's an orange diamond.* Encourage your child to repeat the true sentences and correct the false sentences, e.g., *No, it isn't. It's a green diamond!*
- **Activity Book page 14:** Look at the picture together and say a sequence of colored shapes, e.g. *Pink circle, Pink circle, Yellow oval, Blue square.* Encourage your child to listen, then remember and say the sequence, pointing to the pictures. Repeat with different sequences.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and describe shapes and say <i>It's a (pink) (circle).</i> <input type="checkbox"/> sing the Shapes Song. 	<p>Write a message or draw a picture for your child:</p>
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Unit 2 Shapes

Lessons 5 and 6

Student Book Level 3, Unit 2, pages 16–17

Activity Book Level 3, Unit 2, pages 16–17

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime	Explore the value: Give a compliment
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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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to the colored shapes on the train and ask your child to describe them, e.g., *It's an orange triangle.*
- 2 Look at Frame 8. In your own language, ask your child why Dora gave Circle a compliment (Because he turned the train around the rocks). Ask what she said to him. (*Great job, Circle!*) Ask your child how they feel when they get a compliment. Encourage them to think of friends or family members they could compliment and why, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 17:** Look at the picture on the left together. Ask your child to tell you what the children are saying to the footballer, e.g., *Great job! Fantastic! You did it!*
- **Listening 04 Shapes Song:** Sing the song with your child again to review the shapes.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> understand a story in English.</p> <p><input type="checkbox"/> identify the characters in the story by name.</p> <p><input type="checkbox"/> identify and describe shapes in the story.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 2 Shapes

Lessons 7 and 8

Student Book Level 3, Unit 2, pages 18–19
Activity Book Level 3, Unit 2, pages 18–19

In Lessons 7 and 8 your child learnt the following:

Language: Turn the train.
Turn to the left.
Turn to the right.

Home Study Activities

- 1 Sing the Listening 05 **Turn the Train!** song with your child. Encourage your child to teach you the actions and join in as you sing together. If you like, pretend to be a train as you sing. Stand behind your child with your hands on their shoulders and let them lead you around an open space, turning to the left and the right.
- 2 Find a toy car and some building blocks. Put the building blocks in different places on the floor or table. Then give your child instructions for moving the car around the blocks. Say, e.g., *Turn the train! Turn to the left!* Then change roles.

Extra Practice

- **Activity Book page 19:** Tell your child you are going to say the sequence of colored shapes they drew and when you make a mistake, they should shout *Stop!* Describe the shapes in order, e.g., *Yellow circle, Green rectangle* etc. Then say the wrong shape or color for your child to stop you. Change roles to play again. If you like, your child can blow a whistle or clap their hands instead of shouting *Stop!*
- **Craft project:** Ask your child to show you their craft work shape monster. Encourage them to point to the shapes they used and describe them, e.g., *It's a purple oval.*

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing the Turn the Train! song. <input type="checkbox"/> understand and say <i>Turn to the (left).</i> <input type="checkbox"/> remember the shapes and say <i>It's a (pink) (circle).</i> 	<p>Write a message or draw a picture for your child:</p>
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Unit 3 Vehicles

Lessons 1 and 2

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

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

In Lessons 1 and 2 your child learnt the following:

Vehicles vocabulary: truck, fire engine, bus,
airplane, boat, hot air balloon

Home Study Activities

- 1 Mime one of the vehicles, either pretending to be the vehicle itself, or inside the vehicle. Encourage your child to guess and say the word. Then take it in turns to mime and guess different vehicles.
- 2 If you can see vehicles from a window at home, look out of the window and encourage your child to say the vehicles they can see. The next time you are out together, point to vehicles you see and ask *What is it?* Encourage your child to answer, e.g., *It's an airplane!*

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.
- **Student Book page 21:** Look at the pictures together and encourage your child to point and say the words, e.g., *Truck!* or *Truck! Truck!* Then ask your child to close their eyes while you cover one of the pictures with a piece of paper. Ask them to open their eyes again and say which vehicle is covered, e.g., *Hot air balloon!* Repeat, covering a different vehicle each time.

Together, we can do it!

My child can

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

Write a message or draw a picture for your child:



Unit 3 Vehicles

Lessons 3 and 4

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

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

In Lessons 3 and 4 your child learnt the following:

Language: Let's go by truck.	Vehicles vocabulary: truck, fire engine, bus, airplane, boat, hot air balloon
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Home Study Activities

- 1 Sing the Listening 06 **Let's Go!** song with your child. Act out the different vehicles as you sing. If your child has toys of some of the vehicles, play with them and make them move as you sing the corresponding verse.
- 2 Tell your child to imagine you are going on a long journey (or on vacation) together. Then play a memory game. Start by saying a sentence, e.g., *Let's go by airplane.* Encourage your child to repeat this sentence and then add another, e.g., *Let's go by airplane. Let's go by bus.* Continue, taking it in turns to remember and repeat what the last person said and add another sentence with a different vehicle each time.

Extra Practice

- **Student Book page 23:** Point to each picture in turn and say, e.g. *Let's go by bus!* Say the wrong vehicle for one picture, and encourage your child to stop you, say *No!* or *Stop!* and then correct your sentence. Repeat, taking it in turns to point and say sentences, and correct each other.
- **Activity Book page 22:** Tell your child you've chosen a vehicle for you both to travel by. Encourage them to guess which one it is by pointing to a vehicle and saying, e.g., *Let's go by hot air balloon!* If their guess is wrong, say *No* and shake your head. If their guess is correct, say *Yes* and nod your head. Then change roles.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> understand and say <i>Let's go by (truck).</i></p> <p><input type="checkbox"/> sing the Let's Go! song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 3 Vehicles

Lessons 5 and 6

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

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

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime	Explore the value: Clean up
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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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to the vehicles in the story and ask your child to say the words.
- 2 Look at Frame 7. In your own language, ask your child what the characters are doing (They're cleaning up the water). Ask why it's good to clean up and encourage your child to tell you different ways they can clean up at home, to reinforce the value from the lesson. The next time you remind your child to put away their toys at home, take the opportunity to say *Clean up!*

Extra Practice

- **Activity Book page 25:** Look at the picture together. Then copy the value *Clean up* onto a piece of paper, to make a sign for your child's room or toy box. Encourage your child to trace over the letters with a pencil and then decorate the sign with drawings or craft materials.
- Listening 06 **Let's Go!** song: Sing the song with your child again to review the vehicles.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand a story in English. <input type="checkbox"/> identify the characters in the story by name. <input type="checkbox"/> identify and say vehicles in the story. 	<p>Write a message or draw a picture for your child:</p>
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Unit 3 Vehicles

Lessons 7 and 8

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

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

In Lessons 7 and 8 your child learnt the following:

<p>Language: I can't wait. I'm so excited.</p>

Home Study Activities

- 1 Sing the Listening 07 **I Can't Wait!** song with your child. Encourage your child to teach you the actions and join in as you sing together. If you like, take it in turns to sing alternate lines.
- 2 The next time your child is excited about a party or another event, encourage them to say *I can't wait! I'm so excited!*

Extra Practice

- **Activity Book page 27:** Ask your child to show you their favorite vehicles, which they drew and colored. Encourage them to point to each one and say e.g., *Let's go by boat!*
- **Craft project:** Ask your child to tell you about the craft work cityscape their class made. Ask them which vehicle they made and what they said, and encourage them to reply, e.g., *Let's go by fire engine!* If you have the opportunity to visit your child's classroom, look at the display together and encourage them to point to other vehicles and name them.

Together, we can do it!

My child can

- sing the **I Can't Wait!** song.
- understand and say *I can't wait. I'm so excited.*
- remember the vehicles and say *Let's go by (truck).*

Write a message or draw a picture for your child:



Unit 4 Wild Animals

Lessons 1 and 2

Student Book Level 3, Unit 4, pages 28–29

Activity Book Level 3, Unit 4, pages 28–29

In Lessons 1 and 2 your child learnt the following:

Wild animals vocabulary: whale, lion, giraffe, elephant, hippo, zebra

Home Study Activities

- 1 Pretend to be one of the animals and move around the room. Encourage your child to guess which animal you are and say, e.g., *Elephant!* or *Elephant! Elephant!* Play again, taking it in turns to mime an animal and guess what it is.
- 2 Choose one of the animals and start drawing it slowly. Encourage your child to guess which animal it is by saying, e.g., *Giraffe!* or *It's a giraffe!* If their answer is wrong, shake your head and say, e.g., *No. It isn't a (giraffe).* and continue drawing. When they guess correctly, say *Yes! It's a (zebra).* Then continue playing the game with different animals, taking it in turns to draw and guess.

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:** Cover the match lines and the pictures at the bottom of the page. Point to a picture at the top of the page and ask *What is it?* Encourage your child to say e.g., *It's a whale.* Then remove the paper for them to follow the line they traced with their finger and check their answer.

Together, we can do it!

My child can

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

Write a message or draw a picture for your child:

Unit 4 Wild Animals

Lessons 3 and 4

Student Book Level 3, Unit 4, pages 30–31

Activity Book Level 3, Unit 4, pages 30–31

In Lessons 3 and 4 your child learnt the following:

<p>Language: <i>Where's the whale?</i> <i>In the ocean / grass / jungle.</i></p>	<p>Wild animals vocabulary: whale, lion, giraffe, elephant, hippo, zebra</p>
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Home Study Activities

- 1 Sing the Listening 08 **Animals Song** with your child. If you like, act out the different animals as they are mentioned in the song. If your child has toy wild animals, point to them as you sing. You can also make the ocean, grass and jungle with building blocks or colored paper and place the animals in the places according to the song lyrics.
- 2 Look at pictures or photos of wild animals in a book or online with your child. Ask your child questions, e.g., *Where's the whale?* Encourage them to find and point to the animal and answer, e.g., *In the ocean.* If you go to a wildlife park with your child, encourage them to name the real animals in English.

Extra Practice

- **Student Book page 30:** Look at the picture together for a minute. Then cover the picture and ask your child to remember where each animal is. Ask e.g., *Where's the hippo?* and encourage your child to say e.g., *In the grass.* Repeat for different animals. If you like, change roles.
- **Activity Book page 31:** Say one of the places, e.g., *In the jungle.* Encourage your child to point to the animals they drew the jungle for and name them, e.g., *Lion! Elephant!*

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> ask <i>Where's the (whale)?</i></p> <p><input type="checkbox"/> answer <i>In the ocean.</i></p> <p><input type="checkbox"/> sing the Animals Song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 4 Wild Animals

Lessons 5 and 6

Student Book Level 3, Unit 4, pages 32–33

Activity Book Level 3, Unit 4, pages 32–33

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime	Explore the value: Help animals
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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. 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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Ask them to tell you where the animals are in the story, e.g. ask *Where's the zebra?* and encourage them to point to Frame 4 and say *In the grass*.
- 2 In your own language, ask your child how Dora and Diego helped the animals in the story (They helped free the whale from the net. They helped the baby animals find their mummies). Ask your child why it's good to help animals. Encourage them to think of other ways people can help animals, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 33:** Look at the picture together. Ask your child which child is helping the dog and why. Encourage them to draw a similar picture of themselves helping or being kind to an animal or pet.
- **Listening 08 Animals Song:** Sing the song with your child again to review the animals.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand a story in English. <input type="checkbox"/> identify the characters in the story by name. <input type="checkbox"/> identify animals in the story and say where they are. 	<p>Write a message or draw a picture for your child:</p>
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Unit 4 Wild Animals

Lessons 7 and 8

Student Book Level 3, Unit 4, pages 34–35

Activity Book Level 3, Unit 4, pages 34–35

In Lessons 7 and 8 your child learnt the following:

Language: Where's my toy?
There's my toy.

Home Study Activities

- 1 Sing the Listening 09 **Where's My Toy?** song with your child. Encourage your child to teach you the actions and join in as you sing together. If you like, sing the song in parts with a toy zebra and lion, or use other animal toys your child can name in English, and make a new version of the song with these animal words.
- 2 Hide one of your child's toys. Choose a toy they can name in English. Encourage your child to ask *Where's my toy?* as they look for it, and then say *There's my toy!* When they find it. The next time your child is looking for a toy they can't find, encourage them to ask *Where's my toy?*

Extra Practice

- **Activity Book page 34:** Point to one of the pictures at the top of the page and ask e.g., *Where's my toy boat?* Encourage your child to point to it in the big picture. Then change roles.
- **Craft project:** Ask your child to tell you about their craft work animal mural they made in class. Encourage them to tell you which animal they colored and where they put it in the mural.

Together, we can do it!

My child can

- sing the **Where's My Toy?** song.
- ask and answer *Where's my toy? There's my toy.*
- remember the wild animals and ask and answer *Where's the (whale)? In the (ocean).*

Write a message or draw a picture for your child:

Unit 5 Food

Lessons 1 and 2

Student Book Level 3, Unit 5, pages 36–37

Activity Book Level 3, Unit 5, pages 36–37

In Lessons 1 and 2 your child learnt the following:

Food vocabulary: eggs, cheese, sandwiches
tomatoes, juice, rice

Home Study Activities

- 1 Either mouth one of the food words silently or whisper it very quietly. Encourage your child to watch your mouth or listen very carefully and then say the word, e.g., *Juice!* or *Juice! Juice!*
- 2 Tell your child to imagine you are going on a picnic together. Then play a memory game. Start by saying a food for your picnic, e.g., *Sandwiches*. Encourage your child to repeat this word and then add another, e.g., *Sandwiches, Juice*. Continue, taking it in turns to remember and repeat what the last person said and add another word each time. If you like include other food words that your child already knows, i.e., *cake, bananas, nuts, chocolate, yoghurt, water, milk, apples, carrots, cookies*.

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.
- **Student Book page 37:** Ask your child to point to the pictures at the top of the page and say if they like the food or not, e.g., *I like rice. I don't like eggs.*

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen and identify the food. <input type="checkbox"/> listen and repeat the food. <input type="checkbox"/> identify and say the food. 	<p>Write a message or draw a picture for your child:</p>
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Unit 5 Food

Lessons 3 and 4

Student Book Level 3, Unit 5, pages 38–39

Activity Book Level 3, Unit 5, pages 38–39

In Lessons 3 and 4 your child learnt the following:

Language: Can I have some cheese, please? Yes, here you are. Thank you.	Food vocabulary: eggs, cheese, sandwiches tomatoes, juice, rice
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Home Study Activities

- 1 Sing the Listening 10 **Cheese, Please!** song with your child. Take it in turns to sing the different parts, i.e. the requests and the replies. If you like sing the song with real food or toy food, taking it in turns to ask for the food and give it to each other.
- 2 Role play a shop keeper and a customer with your child. Use real food or food packets and set up a little shop or market stall with a table. The customer should ask for food, e.g., *Can I have some tomatoes, please?* The shop keeper should say, *Yes, here you are.* and give the customer the food or packet. Then the customer should say *Thank you!*

Extra Practice

- **Student Book page 39:** Say, e.g., *Can I have some rice, please?* Encourage your child to point to one of the photos of rice and say *Yes, here you are.* Say *Thank you!* Then take it in turns to ask for a food and point to it on the page and respond.
- **Activity Book page 38:** Ask your child to close their eyes. Then cover one of the foods with paper. Tell your child to open their eyes and ask for the missing food, e.g., *Can I have some juice, please?* If your child correctly identifies the missing food, take off the paper and say *Yes, here you are.* Repeat covering different food items.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> ask <i>Can I have some (cheese), please?</i> and say <i>Thank you.</i></p> <p><input type="checkbox"/> say <i>Yes, here you are.</i></p> <p><input type="checkbox"/> sing the Cheese, Please! song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 5 Food

Lessons 5 and 6

Student Book Level 3, Unit 5, pages 40–41

Activity Book Level 3, Unit 5, pages 40–41

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime

Explore the value: Teach a friend

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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to the food and drink in the story and ask your child to say the words.
- 2 Look at Frame 7. In your own language, ask your child what Dora is doing and why (She's teaching the bear to make a cake, so he doesn't snatch other people's cakes). Encourage your child to tell you things they could teach a friend (or a younger family member), to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 41:** Look at the picture together and ask your child to point to the child who is teaching a friend. Encourage your child to draw a similar picture of themselves teaching a friend to do something.
- Listening 10 **Cheese, Please!** 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 and say the food in the story.

Write a message or draw a picture for your child:

Unit 5 Food

Lessons 7 and 8

Student Book Level 3, Unit 5, pages 42–43

Activity Book Level 3, Unit 5, pages 42–43

In Lessons 7 and 8 your child learnt the following:

Language: Happy birthday to you!

Home Study Activities

- 1 Sing the Listening 11 **Happy Birthday!** song with your child. Encourage your child to teach you the actions and join in as you sing together. Then take it in turns to sing to each other, using each other’s names. When somebody in your family has a birthday, take the opportunity to encourage your child to sing the **Happy Birthday!** song to them.
- 2 Have a birthday party for one of your child’s dolls or teddies. Sit other toys around the toy whose birthday it is, and make them sing the **Happy Birthday!** song, using the toy’s name. If you like, play with the toys with some real or toy food items and make them ask *Can I have some cake, please?* and answer *Yes, here you are.*

Extra Practice

- **Activity Book page 42:** Tell your child to choose one of the children in secret. Tell them to pretend to be this child. Ask *How old are you?* Encourage them to say, e.g., *I’m 4.* Identify the child, point to them and say e.g., *Happy Birthday to you, Mason!* Then change roles.
- **Craft project:** Ask your child to show you the craft work lunch plate they made. Encourage them to point to the foods they chose and say the words. If you like, point to one of the foods and ask, e.g. *Can I have some sandwiches, please?* and encourage them to answer *Yes, here you are.* and offer you their plate.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing the Happy Birthday! song. <input type="checkbox"/> understand and say <i>Happy birthday to you!</i> <input type="checkbox"/> remember the food and ask and answer <i>Can I have some (cheese), please? Yes, here you are. Thank you.</i> 	<p>Write a message or draw a picture for your child:</p>
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Unit 6 Weather

Lessons 1 and 2

Student Book Level 3, Unit 6, pages 44–45

Activity Book Level 3, Unit 6, pages 44–45

In Lessons 1 and 2 your child learnt the following:

Weather vocabulary: sunny, windy, rainy,
cloudy, hot, cold

Home Study Activities

- 1 Mime one of the weather conditions. Encourage your child to guess which kind of weather it is and say, e.g. *Hot!* or *Hot! Hot!* Play again, taking it in turns to mime a kind of weather and guess what it is.
- 2 Find some photos of countries with different kinds of weather in a magazine, a book or online. Encourage your child to look at the photos and identify weather words that match the pictures.

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.
- **Activity Book page 44:** Say a sequence of weather words, pointing to the pictures at the top of the page, e.g., *Sunny, Sunny, Windy, Cold!* Encourage your child to remember the sequence and repeat it, pointing to the pictures. Take it in turns to say a sequence of words for the other person to remember and repeat.

Together, we can do it!

My child can

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

Write a message or draw a picture for your child:

Unit 6 Weather

Lessons 3 and 4

Student Book Level 3, Unit 6, pages 46–47

Activity Book Level 3, Unit 6, pages 46–47

In Lessons 3 and 4 your child learnt the following:

Language: What's the weather like? <i>It's sunny.</i>	Weather vocabulary: sunny, windy, rainy, cloudy, hot, cold
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Home Study Activities

- 1 Sing Listening 12 **The Sunny Song** with your child. Act out the different kinds of weather as they are mentioned in the song. If you like, use some clothes or objects related to weather while you sing, e.g. put on sunglasses for *It's sunny*, put on a scarf for *It's cold* and hold an umbrella for *It's rainy* etc.
- 2 Look out of the window and ask your child *What's the weather like?* Encourage them to tell you, e.g., *It's sunny. It's hot.* If you like, look at some family photos with your child and ask them to tell you what the weather is like in the photos.

Extra Practice

- **Student Book page 47:** Point to each weather photo and say a true sentence or a false sentence, e.g., *It's rainy. It's cold.* Encourage your child to repeat the true sentences and correct the false sentences, e.g., *No, it isn't. It's sunny! It's hot!*
- **Activity Book page 46:** Choose a picture and ask your child to guess which one you're thinking of. Ask *What's the weather like?* Encourage them to guess, point to a picture and say, e.g., *It's cloudy!* When they guess correctly, change roles.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> ask <i>What's the weather like?</i></p> <p><input type="checkbox"/> answer <i>It's (sunny).</i></p> <p><input type="checkbox"/> sing The Sunny Song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 6 Weather

Lessons 5 and 6

Student Book Level 3, Unit 6, pages 48–49

Activity Book Level 3, Unit 6, pages 48–49

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime	Explore the value: Work together
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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. 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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to Frame 1 and ask *What's the weather like?* Encourage them to say *It's windy.*
- 2 Look at Frame 7. In your own language, ask your child how Dora, Diego and Boots helped Bunny (They waved their hands so that Bunny could see them). Ask your child why it's good to work together. Encourage them to suggest ways they can work together with their friends and family, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 49:** In your own language, ask your child why the girl in the picture on the right is sad. Then ask why the children in the picture on the left have nearly finished the jigsaw (Because they are working together). The next time you want your child to help you at home, take the opportunity to say *Let's work together!*
- Listening 12 **The Sunny Song:** Sing the song with your child again to review the weather.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand a story in English. <input type="checkbox"/> identify the characters in the story by name. <input type="checkbox"/> identify and say the weather in the story. 	<p>Write a message or draw a picture for your child:</p>
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Unit 6 Weather

Lessons 7 and 8

Student Book Level 3, Unit 6, pages 50–51

Activity Book Level 3, Unit 6, pages 50–51

In Lessons 7 and 8 your child learnt the following:

<p>Language: <i>Wave your hands!</i> <i>Can you wave (hello)?</i></p>
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Home Study Activities

- 1 Sing the Listening 13 **Wave Your Hands!** song with your child. Encourage your child to teach you the actions and join in as you sing together. If you like, sing the song with some of your child’s teddies or dolls, making them wave their hands.
- 2 Take the opportunity to say to your child *Wave your hands! Can you wave hello?* when you are out and you see someone you know, or when you are arriving at your child’s school and your child sees their friends. You can also say *Can you wave goodbye?* when you are saying goodbye to a person, or leaving your child’s school.

Extra Practice

- **Activity Book page 50:** Tell your child to imagine that they are arriving at the school in the picture. Say *Wave your hands! Can you say hello?* and encourage them to wave to the children and teacher in the picture and say *Hello!* Then repeat for *goodbye*.
- **Craft project:** Ask your child to show you their craft work weather plate. Ask *What’s the weather like?* and encourage them to say, e.g., *It’s cloudy*.

Together, we can do it!

My child can

- sing the **Wave Your Hands!** song.
- understand and say *Wave your hands! Can you wave (hello)?*
- remember the weather and ask and answer *What’s the weather like? It’s (sunny).*

Write a message or draw a picture for your child:

Unit 7 You're Muddy!

Lessons 1 and 2

Student Book Level 3, Unit 7, pages 52–53

Activity Book Level 3, Unit 7, pages 52–53

In Lessons 1 and 2 your child learnt the following:

Adjectives: clean, muddy, loud,
quiet, grumpy, excited

Home Study Activities

- 1 Act out one of the adjectives for your child to guess, e.g. jump up and down for *excited*, cross your arms and frown for *grumpy*, pretend to show off your clean clothes for *clean*, pretend to wipe mud off your clothes for *muddy*, be silent for *quiet* and shout or sing loudly for *loud*. Encourage them to say, e.g., *Loud!* or *Loud! Loud!* Then take it in turns to act out an adjective, and guess and say the word.
- 2 Look through some family photos and find pictures of your child when they were younger. Encourage them to point and say adjectives which match their appearance or expression in the photos and say e.g., *Look! I'm excited!*

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 52:** Either mouth one of the adjectives silently or whisper it very quietly. Encourage your child to watch your mouth or listen very carefully and then point to the corresponding picture and say the word, e.g., *Quiet!* or *Quiet! Quiet!*

Together, we can do it!

My child can

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

Write a message or draw a picture for your child:

Unit 7 You're Muddy!

Lessons 3 and 4

Student Book Level 3, Unit 7, pages 54–55

Activity Book Level 3, Unit 7, pages 54–55

In Lessons 3 and 4 your child learnt the following:

Language: You're muddy.	Adjectives: clean, muddy, loud, quiet, grumpy, excited
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Home Study Activities

- 1 Sing Listening 14 **The Muddy Song** with your child. Take it in turns to sing the first and second parts of each verse and act out the adjectives.
- 2 Ask your child to make some of their toys act out the adjectives, and encourage them to say to each toy, e.g., *You're grumpy, Teddy!* They can then speak in the toy's voice and reply, e.g., *Yes! I'm grumpy!* If you like, make the toys sing **The Muddy Song** too.

Extra Practice

- **Student Book page 55:** Point to each dog in turn and say a true or false sentence, e.g., *You're excited! You're clean!* Encourage your child to stop you when you say a false sentence and correct you by pointing to the corresponding photo and saying, e.g., *No! You're muddy!*
- **Activity Book page 55:** Choose one of the people your child colored. Don't say who it is. Tell your child to guess who you are. Encourage your child to point to a person and say, e.g., *You're quiet!* If their answer is wrong, say *No*. If their answer is right, say, e.g., *Yes! I'm quiet.* Then play again, changing roles.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> understand and say <i>You're (muddy)</i>.</p> <p><input type="checkbox"/> sing The Muddy Song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 7 You're Muddy!

Lessons 5 and 6

Student Book Level 3, Unit 7, pages 56–57

Activity Book Level 3, Unit 7, pages 56–57

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime	Explore the value: Keep clean
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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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to the puppies in Frames 1 and 8 and encourage your child to point and say *You're muddy! You're clean!* Then encourage them to point to the bear in Frame 6 and say *You're grumpy!* and point to Little Boots in Frame 7 and say *You're loud!*
- 2 Look at Frame 8. In your own language, ask your child if the puppies are clean or dirty now (They're clean). Encourage your child to tell you why it's important to be clean and the ways they keep clean, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 57:** Look at the picture together and ask your child to point to the child who is keeping clean. Encourage your child to draw a similar picture of themselves washing their hands, then point to their drawing and say *Keep clean!*
- Listening 14 **The Muddy Song:** Sing the song with your child again to review the adjectives.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand a story in English. <input type="checkbox"/> identify the characters in the story by name. <input type="checkbox"/> describe characters in the story and say <i>You're (muddy)!</i> 	<p>Write a message or draw a picture for your child:</p>
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Unit 7 You're Muddy!

Lessons 7 and 8

Student Book Level 3, Unit 7, pages 58–59

Activity Book Level 3, Unit 7, pages 58–59

In Lessons 7 and 8 your child learnt the following:

<p>Language: Let's wash our hands! Let's scrub / rinse / rub.</p>
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Home Study Activities

- 1 Sing the Listening 15 **Wash Your Hands** song with your child. Encourage your child to teach you the actions and join in as you sing together. If you like, encourage your child to make some of their toys do the actions as you sing the song together.
- 2 The next time your child washes their hands, sing the **Wash Your Hands** song and encourage them to join in, washing their hands with soap when you sing *wash* and *scrub*, rinsing their hands with water when you sing *rinse*, and drying their hands on a towel when you sing *rub*.

Extra Practice

- **Activity Book page 58:** Cover the numbers at the top of the page and the match lines. Challenge your child to remember the order of the photos. Say *Number 1!* and encourage your child to point to the first picture in the sequence and say *Let's wash our hands!* Continue, saying numbers 2–5 in order, and encouraging your child to point to the correct picture, and either say the action word or do the action.
- **Craft project:** Ask your child to show you the craft work muddy puppy they made. Encourage them to point to their puppy and say *You're muddy, Puppy!* They can also reply in the puppy's voice and say *Yes! I'm muddy!*

Together, we can do it!

My child can

- sing the **Wash Your Hands** song.
- understand and say *Let's wash our hands!*
- remember the adjectives and say *You're (muddy). I'm (clean).*

Write a message or draw a picture for your child:

Unit 8 Jobs

Lessons 1 and 2

Student Book Level 3, Unit 8, pages 60–61
 Activity Book Level 3, Unit 8, pages 60–61

In Lessons 1 and 2 your child learnt the following:

Jobs vocabulary: musician, firefighter, builder, police officer, doctor, farmer

Home Study Activities

- 1 Mime or act out one of the jobs. Encourage your child to guess the job and say, e.g. *Doctor! or Doctor! Doctor!* Play again, taking it in turns to mime or act out a job and guess what it is.
- 2 Find some photos of different jobs in a book or online. Encourage your child to look at the photos and identify the jobs. If a friend or family member has one of the jobs, ask your child, e.g., *What is Grandpa’s job?* and encourage them to tell you the job.

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:** Look at the pictures your child colored. Then ask your child to close their eyes. Cover one of the pictures with a piece of paper. Ask your child to open their eyes and tell you which job is missing, e.g., *Police officer!*

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> listen and identify the jobs. <input type="checkbox"/> listen and repeat the jobs. <input type="checkbox"/> identify and say the jobs. 	<p>Write a message or draw a picture for your child:</p>
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Unit 8 Jobs

Lessons 3 and 4

Student Book Level 3, Unit 8, pages 62–63
 Activity Book Level 3, Unit 8, pages 62–63

In Lessons 3 and 4 your child learnt the following:

Language: <i>Is she a doctor? Yes, she is.</i> <i>Is he a firefighter? No, he isn't.</i>	Jobs vocabulary: musician, firefighter, builder, police officer, doctor, farmer
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Home Study Activities

- 1 Sing the Listening 16 **The Jobs Song** with your child. Act out the different jobs as they are mentioned in the song. If your child has some toy figures or dolls representing the jobs, hold these up while you sing the song. You could also take it in turns to sing a verse and use props or wear fancy dress items, e.g. an instrument for the musician, toy tools for the builder, a helmet for the firefighter, a whistle for the police officer, a toy medical case for the doctor and a toy bucket and spade for the farmer.
- 2 When you are out with your child and you see somebody with one of these jobs, take the opportunity to ask e.g., *Is she a police officer? Is he a builder?* And encourage your child to answer, e.g. *Yes, she is.* or *No, he isn't.*

Extra Practice

- **Student Book page 63:** Point to one of the pictures and ask a question, e.g., *Is he a police officer?* Encourage your child to answer *Yes, he is.* or *No, he isn't.* Then take it in turns to ask a question, pointing to a picture, and answer the question.
- **Activity Book page 62:** Choose a picture and ask your child to guess which one you're thinking of. First say *Dora* or *Boots*. Then encourage them to guess, point to a picture and ask, e.g., *Is he a musician?* Answer *Yes, he is.* or *No, he isn't.* When they guess correctly, change roles.

Together, we can do it!

My child can <input type="checkbox"/> ask <i>Is (she) a (doctor)?</i> <input type="checkbox"/> answer <i>Yes, (she) is. No, (she) isn't.</i> <input type="checkbox"/> sing The Jobs Song .	Write a message or draw a picture for your child:
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Unit 8 Jobs

Lessons 5 and 6

Student Book Level 3, Unit 8, pages 64–65
Activity Book Level 3, 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 parents
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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. 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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to Tico's mommy in Frame 2 and ask *Is she a doctor / farmer / builder / police officer / musician?* Encourage your child to answer *No, she isn't*. Ask *Is she a firefighter?* Encourage your child to answer *Yes, she is*.
- 2 Look at Frame 6. In your own language, ask your child what Dora is doing and why (She's digging for the keys to help her mommy). Ask your child why it's good to help your parents. Encourage them to suggest ways they can help you or both their parents at home, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 65:** In your own language, ask your child who is helping in the picture. Then ask them to draw a similar picture of themselves helping you or both their parents at home. The next time you want your child to help you, take the opportunity to say *Help your parents!*
- Listening 16 **The Jobs Song:** Sing the song with your child again to review the jobs.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand a story in English. <input type="checkbox"/> identify the characters in the story by name. <input type="checkbox"/> answer questions about a character's job in the story. 	<p>Write a message or draw a picture for your child:</p>
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Unit 8 Jobs

Lessons 7 and 8

Student Book Level 3, Unit 8, pages 66–67

Activity Book Level 3, Unit 8, pages 66–67

In Lessons 7 and 8 your child learnt the following:

Language: Climb up!
Please help me.
Help me climb!

Home Study Activities

- 1 Sing the Listening 17 **Climb Up!** song with your child. Encourage your child to teach you the actions and join in as you sing together. If you like, sing the song with some of your child’s teddies or dolls, helping them to climb up onto something.
- 2 The next time you are at a play park and your child is climbing up the steps of a slide or climbing frame, start singing the **Climb Up!** song, encouraging them to join in.

Extra Practice

- **Class Book page 67:** Point to the boy on the left with the basket of vegetables and ask your child questions, e.g. *Is he a doctor / firefighter / builder / police officer / musician?* Encourage your child to answer *No, he isn’t*. Ask *Is he a farmer?* Encourage your child to answer *Yes, he is*. Repeat for the other two children in the photo.
- **Craft project:** Ask your child to show you their craft work tool. Encourage them to mime using their tool. Hold up one of your child’s toys and ask the toy questions about your child, e.g. *Is she a doctor?* Speak in the toy’s voice and answer the questions, e.g. *Yes, she is*. or *No, she isn’t*.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> sing the Climb Up! song. <input type="checkbox"/> understand and say <i>Climb up! Please help me. Help me climb!</i> <input type="checkbox"/> remember the jobs and ask and answer <i>Is (she) a (doctor)? Yes, (she) is. No, (she) isn’t.</i> 	<p>Write a message or draw a picture for your child:</p>
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Unit 9 My Room

Lessons 1 and 2

Student Book Level 3, Unit 9, pages 68–69

Activity Book Level 3, Unit 9, pages 68–69

In Lessons 1 and 2 your child learnt the following:

Furniture vocabulary: blanket, bed, pillow, shelf, lamp, closet

Home Study Activities

- 1 Sit in your child's room with them. Say a word, e.g., *Bed!* and encourage them to run and touch their bed and repeat the word, e.g., *Bed!* or *Bed! Bed!* Continue, saying other the other furniture words for your child to run, touch and repeat.
- 2 Tell your child you're thinking of one of the furniture items in their room. Encourage them to guess what it is, then run and touch it and say the word, e.g. *Closet!* If their guess is wrong, encourage them to try again. If their guess is correct, say *Yes! Good job!* Then change roles.

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.
- **Student Book page 68:** Tell your child to point to each of the pictures at the bottom of the page and say if they have the furniture item or not, e.g., *I have a blanket. I don't have a lamp.* If your child has all the furniture items, encourage them to say the colour, e.g., *I have a red blanket. I have a blue lamp.*

Together, we can do it!

My child can

- listen and identify the furniture items.
- listen and repeat the furniture items.
- identify and say the furniture items.

Write a message or draw a picture for your child:

Unit 9 My Room

Lessons 3 and 4

Student Book Level 3, Unit 9, pages 70–71

Activity Book Level 3, Unit 9, pages 70–71

In Lessons 3 and 4 your child learnt the following:

Language: <i>Where's the pillow?</i> <i>On the bed.</i> <i>In the closet.</i>	Furniture vocabulary: blanket, bed, pillow, shelf, lamp, closet
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Home Study Activities

- 1 Sing Listening 18 **The Pillow Song** with your child. Take it in turns to sing the questions and the answers. If you like, sing the song in your child's bedroom, pretending to ask where the furniture items are, and then pointing to the real items in the room.
- 2 Hide one of your child's toys in their bedroom. Hide it on the bed, on a blanket, pillow, shelf or lamp, or in the closet. Ask *Where's the toy?* and encourage your child to look for it. When they find it, prompt them to say where it is, e.g., *In the closet!*

Extra Practice

- **Student Book page 70:** Cover the toy horse, books, lamp, pillow and blanket with small pieces of paper. Ask your child questions, e.g., *Where's the pillow? Where are the books?* Encourage your child to remember, point to the correct piece of paper and say, e.g., *On the bed. On the shelf.* When they remember correctly, remove the piece of paper so they can check their answer.
- **Activity Book page 71:** Look at the picture your child completed and colored. Then tell your child to hold the book so you can't see the picture. Encourage them to ask you questions about the picture to see what you can remember, e.g., *Where's the lamp?* Answer the questions, e.g., *On the shelf!* Encourage them to say *Yes* or *No*.

Together, we can do it!

<p>My child can</p> <p><input type="checkbox"/> ask <i>Where's the (pillow)?</i></p> <p><input type="checkbox"/> answer <i>On the (bed). In the (closet).</i></p> <p><input type="checkbox"/> sing The Pillow Song.</p>	<p>Write a message or draw a picture for your child:</p>
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Unit 9 My Room

Lessons 5 and 6

Student Book Level 3, Unit 9, pages 72–73
 Activity Book Level 3, Unit 9, pages 72–73

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime	Explore the value: Ask permission
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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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to the last frame and ask them if they remember Dora's bedroom. Encourage them to say what's in her bedroom, e.g. *There's a pillow.* and where the items are, e.g. *On the bed!*
- 2 Look at Frame 8. In your own language, ask your child what Dora, Boots and Swiper had to do before they could have a sleepover. (They had to ask permission from their parents.) Encourage your child to give you some examples of when they need to ask for permission and who they ask, to reinforce the value from the lesson.

Extra Practice

- **Activity Book page 73:** Look at the picture together and ask your child what the girl is saying to her daddy, e.g., *Can I have some cookies / milk, please?* If you like, the next time your child wants to do something, say *Ask permission!* in English.
- Listening 18 **The Pillow Song:** Sing the song with your child again to review the furniture words.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand a story in English. <input type="checkbox"/> identify the characters in the story by name. <input type="checkbox"/> describe a character's bedroom and say <i>There's a (pillow). (On) the (bed).</i> 	<p>Write a message or draw a picture for your child:</p>
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Unit 9 My Room

Lessons 7 and 8

Student Book Level 3, Unit 9, pages 74–75

Activity Book Level 3, Unit 9, pages 74–75

In Lessons 7 and 8 your child learnt the following:

Language: I'll bring my (pillow).
Bring your (pajamas).

Home Study Activities

- 1 Sing Listening 19 **The Sleepover Song** with your child. Encourage your child to teach you the actions and join in as you sing together. Then sing the song in your child's bedroom and encourage them to point to their pillow and teddy bear as you sing together. If you like, ask your child what else they could take to a sleepover, e.g., a blanket, a flashlight, and make new lyrics for the song, e.g., *I'll bring my blanket / flashlight. That sounds like fun!*
- 2 Pretend your child is having a sleepover with their toys. Help them make invitations for their toys. Write *Bring your ...* and encourage your child to draw things they want their toys to bring. When they hand out the invitations to the toys encourage your child to say e.g. *Bring your pajamas!*

Extra Practice

- **Activity Book page 74:** Look at the picture and ask your child what the girl near the bed said to her friends, e.g., *Bring your pillow / teddy bear / pajamas!*
- **Craft project:** Ask your child to show you the craft work bed they made. Ask questions, e.g., *Where's the teddy bear?* for your child to point and answer, e.g., *On the bed!* Alternatively, encourage your child to ask you questions about the bed for you to answer.

Together, we can do it!

My child can

- sing **The Sleepover Song**.
- understand and say *I'll bring my (pillow). Bring your (pajamas).*
- remember the furniture items and ask and answer *Where's the (pillow)? (On) the (bed).*

Write a message or draw a picture for your child:

Unit 10 Seasons

Lessons 1 and 2

Student Book Level 3, Unit 10, pages 76–77

Activity Book Level 3, Unit 10, pages 76–77

In Lessons 1 and 2 your child learnt the following:

Seasons vocabulary: spring, summer, fall,
winter, mittens, shorts

Home Study Activities

- 1 Find some items of clothing your child can name in English, i.e., *hat, jacket, dress, T-shirt, pants, shoes, mittens, shorts*. Choose and say a season, e.g., *Summer!*
Encourage your child to group all the items of summer clothing and point and say the words, e.g., *Hat! T-shirt! Shorts!* Repeat, saying a different season each time.
- 2 Mime one of the seasons words for your child to guess and say, e.g. mime picking flowers in spring, shading your eyes from the sun in summer, leaves falling in fall, building a snowman in winter, and putting on mittens and shorts. Then take it in turns to mime an action and say the word.

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:** Either mouth one of the seasons words silently or whisper it very quietly. Encourage your child to watch your mouth or listen very carefully and then point to the picture at the top of the page and the bottom of the page and say the word loudly, e.g., *Spring! Spring!* If you like, change roles.

Together, we can do it!

My child can

- listen and identify the seasons words.
- listen and repeat the seasons words.
- identify and say the seasons words.

Write a message or draw a picture for your child:

Unit 10 Seasons

Lessons 3 and 4

Student Book Level 3, Unit 10, pages 78–79

Activity Book Level 3, Unit 10, pages 78–79

In Lessons 3 and 4 your child learnt the following:

Language: It's winter. I'm wearing mittens.	Seasons vocabulary: spring, summer, fall, winter, mittens, shorts
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Home Study Activities

- 1 Sing Listening 20 **The Seasons Song** with your child. Mime the seasons and clothes as you sing. If you like, encourage your child to dress up in the clothes mentioned in each verse, and point to them as they sing.
- 2 Find some photos of your child in different seasons. Encourage them to point and name the season, e.g., *It's winter!* and point to their clothes and say, e.g., *I'm wearing pants. I'm wearing mittens. I'm wearing a jacket.*

Extra Practice

- **Student Book page 79:** Choose a season from the photos at the top of the page and say, e.g. *It's winter.* Encourage your child to point to the correct photo, then follow the line they drew to the other photo/s. Encourage them to pretend to be the child in the photo and say, e.g. *I'm wearing mittens. I'm wearing a jacket.* Repeat, choosing different seasons.
- **Activity Book page 79:** Tell your child to pretend to be Dora and choose a picture in secret. Encourage them to say the season and what they're wearing, e.g., *It's fall. I'm wearing a jacket.* Listen and point to the picture they're describing. Repeat, encouraging your child to choose and describe different pictures for you to find.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify the season and say <i>It's (winter).</i> <input type="checkbox"/> understand and say <i>I'm wearing (mittens).</i> <input type="checkbox"/> sing The Seasons Song. 	<p>Write a message or draw a picture for your child:</p>
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Unit 10 Seasons

Lessons 5 and 6

Student Book Level 3, Unit 10, pages 80–81
 Activity Book Level 3, Unit 10, pages 80–81

In Lessons 5 and 6 your child learnt to:

Tell a story through actions and mime	Explore the value: Wear a hat in summer
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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. 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. Then point to the characters in the story and ask *Who's this?* Encourage your child to tell you the characters' names. Point to Frames 2, 4, 6 and 8 and encourage your child to tell you the season, e.g., *It's fall.*
- 2 Look at Frame 8. In your own language, ask your child what Dora is wearing and why (She's wearing a hat, because it's summer and it's hot and sunny). Ask your child why it's good to wear a hat when it's hot and sunny, to reinforce the value from the lesson. If you like, the next time it is hot and sunny, say *Wear a hat in summer!* in English.

Extra Practice

- **Activity Book page 81:** Point to the boy on the right and encourage your child to say what season it is and the clothes the boy is wearing. Encourage them to draw a similar picture of themselves doing something they enjoy in summer. Remind them to draw a hat on their head, then point to the hat and say *Wear a hat in summer.*
- Listening 20 **The Seasons Song:** Sing the song with your child again to review the seasons words.

Together, we can do it!

<p>My child can</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand a story in English. <input type="checkbox"/> identify the characters in the story by name. <input type="checkbox"/> identify and say the seasons in the story. 	<p>Write a message or draw a picture for your child:</p>
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Unit 10 Seasons

Lessons 7 and 8

Student Book Level 3, Unit 10, pages 82–83

Activity Book Level 3, Unit 10, pages 82–83

In Lessons 7 and 8 your child learnt the following:

Language: I'm hot.
I'm cold.

Home Study Activities

- 1 Sing Listening 21 **The Hot and Cold Song** with your child. Encourage your child to teach you the actions and join in as you sing together. The next time your child is hot or cold, start singing **The Hot and Cold Song** and encourage your child to join in.
- 2 When you are out with the child, focus their attention on the trees you see and whether they have green or brown leaves, flowers, or bare branches etc. Encourage them to tell you what season it is, and whether they are *hot* or *cold*.

Extra Practice

- **Activity Book page 82:** Describe a photo to your child by saying e.g., *I'm hot. I'm wearing a blue T-shirt. / I'm cold. I'm wearing mittens etc.* Your child finds and points to the photo. Repeat, taking turns to describe the photos and point.
- **Craft project:** Ask your child to show you their craft work tree picture. Encourage them to point to the tree and say what season it is, e.g., *It's spring.* Then encourage them to point to the picture of themselves and say, e.g., *I'm wearing a jacket.*

Together, we can do it!

My child can

- sing **The Hot and Cold Song**.
- understand and say *I'm hot. I'm cold.*
- remember the seasons words and say *It's (winter). I'm wearing (mittens).*

Write a message or draw a picture for your child: