

# WELCOME TO OUR WORLD

## Contents

Introduction .....	1
Walkthrough .....	2
Teaching with <i>Welcome to Our World</i> .....	7
Generic Pacing Guide .....	17
Scope and Sequence .....	18
Unit 0 .....	20
Unit 1 .....	26
Unit 2 .....	44
Unit 3 .....	62
Unit 4 .....	80
Unit 5 .....	100
Unit 6 .....	118
Unit 7 .....	136
Unit 8 .....	154

## INTRODUCTION

*Welcome to Our World* is a three-level program for children at the preprimary school level, between the ages of 3 and 5. It uses songs, games, activities, and National Geographic content to introduce the English language to children. The program focuses on content that is relevant to children's lives. The content encourages children to interact meaningfully with the world around them. In addition, the program connects children to the world beyond their everyday experiences.

*Welcome to Our World* includes traditional songs from around the world to motivate very young learners and support English language acquisition. Using traditional songs from around the world has two major benefits. First, these songs are time-tested and proven to be easy to sing and remember, and second, they introduce children to the sounds and rhythms of other cultures. In addition, the Student Books are filled with beautiful and engaging photos of people and places from around the world. These key elements of the program help children begin to understand that the world is made up of many diverse and rich cultures—an important first step toward becoming a global citizen.

*Welcome to Our World* is a complete program, offering a variety of resources to enhance instruction and to support the teacher. These teaching resources include:

- a comprehensive Lesson Planner, with step-by-step instruction for teaching each lesson as well as additional activities and teacher tips
- a professional development video, which provides instruction for learning, singing, and teaching each song as well as models for teaching popular and effective preprimary activities
- a Teacher's Resource CD-ROM, with additional teaching resources such as printable worksheets, home-school connection letters, an assessment rubric, and mini picture cards

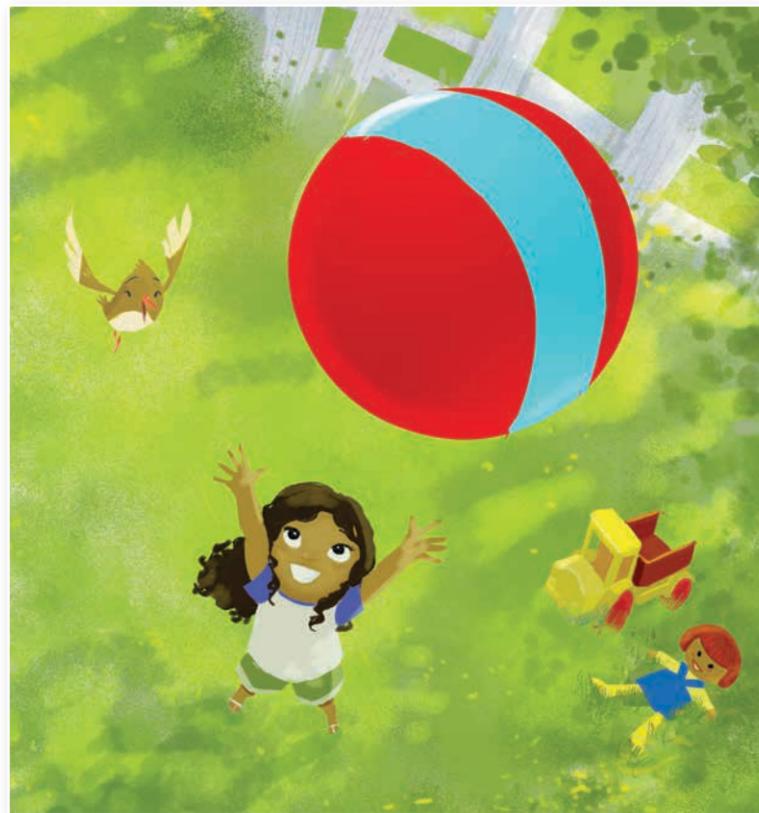
The *Welcome to Our World* teacher resources are flexible and accommodate different teaching needs and contexts. This flexibility allows teachers to decide what resources will be most relevant and helpful for teaching their class. With these customizable resources, teachers can meet each class feeling supported, prepared, and confident.



## SONGS FROM AROUND THE WORLD

*Welcome to Our World* features traditional children's songs from around the world to teach very young learners English, introduce them to other cultures, and engage them in a lively classroom. The video program shows children from more than 15 countries singing the songs. The countries include:

Argentina	Mexico	Thailand
Brazil	Philippines	Tunisia
China	Senegal	Turkey
Czech Republic	Serbia	United Kingdom
Greece	South Korea	United States
India	Spain	



- These traditional children's songs are easy to sing and memorize. Hearing and singing the songs repeatedly help children learn English.
- The songs introduce children to different places and cultures, helping them to connect with the world around them.
- The English adaptations of the songs support the themes, language, and concepts introduced in the Student Books.
- The gestures for each song reinforce the song's content and allow children to learn by doing.

## PROFESSIONAL DEVELOPMENT

Hosted and developed by Dr. Joan Kang Shin, a respected trainer of young learner teachers in over 100 countries and series editor for *Welcome to Our World*, the Professional Development segments in the Teacher Video provide best practices for teaching English to very young learners using songs and games. The segments include:

- using songs with very young learners
- adapting songs to different cultures
- keeping students' attention
- using games in the classroom
- making and using puppets
- classroom management, and more!

The Lesson Planner includes step-by-step instructions for teaching each lesson and using the video, as well as optional additional activities, worksheets, and Teacher Tips.



### Unit 7

#### 7 My Dog Is Small

**LESSON 1**  
Theme Introduction  
Student Book pp. 54-55

**Objective**  
Identify and name:  
dog, cat

**1 Warm Up**

- Sit in a circle. Put a ball in your lap and say *Hello!* Pass the ball to the child next to you and encourage that child to say *Hello!* Continue to have children pass the ball around the circle, and to have each child who is passed the ball say *Hello!*
- Have children sing the **Hello Song** (Audio: TR 2 / Video: Routine) as they wave hello to each other.

**2 Make Connections**

- Point to your nose and ask *What is this?* Point to your mouth and ask the same question. Then point to your eyes and ask *What are these?* Point to your ears and ask the same question.
- Take out the dog picture card. One at a time, point to the dog's eyes, nose, mouth, and ears and have children identify each part of the face. Then repeat this activity with the cat picture card.

**3 Introduce the Theme**

• **Bookwork** Show children the photo on p. 54. Say *Look!* Point to the dog and say *This is a dog.* Ask questions about the photo:

- Point to the water and ask *What is this?*
- Point to the ball and ask *What is this?*
- *Does the dog like the ball?* (yes)
- *Does the dog want the ball?* (yes)

**NOTE:** When children answer the questions above correctly, be sure to say *Good!* or *That's right!*

- Now say *A dog is a pet.* Point to the pets on p. 55 and say *These are pets.*
- Say *Let's learn about pets!*
- Say *Look at the pets.* Slowly show Picture Cards 53-58. Don't say the words for the pets.

**Video Option** Show the vocabulary presentation of pets on the video, without playing the audio. Use Video: SC 2.

**4 Teach the Vocabulary**

- Show children the dog picture card and say *This is a dog!* Encourage children to crawl on their hands and knees and to bark like a dog.
- Show children the cat picture card and say *This is a cat.* Repeat the activity, showing children how to meow like a cat and to move around like a cat.
- Say *Let's say the words.* Play Audio: TR 58 while showing the picture cards for dog and cat. Have children repeat each word two times.

*a dog a dog*  
*a cat a cat*

**Video Option** Show the vocabulary presentation of dog and cat on the video, this time with sound. Use Video: SC 2.

### Language

**New:** dog, cat

**Review:** eyes, ears, mouth, ears, water, ball

**Receptive:** What is this?; What are these?; Look!; Does the dog like/want the ball?; Good!; That's right!; A dog is a pet.; These are pets.; Let's learn about pets.; Look at the pets.; I am a dog!; Be a dog!; Let's say the words.; Now let's listen to a chant.; Now let's watch and listen as children sing a song about pets! They are from India.

**Resources**

- Video: Routine: Getting Ready SC 6 and SC 1-2
- Audio: TR 2-4, 53-60
- Picture Cards 53-58
- Teacher's Resource CD-ROM: Worksheet 1.7.1 (optional) Home-School Connection Letter

**Materials**

- a ball
- stuffed dog or cat toy (optional)
- crayons (optional)
- scissors (optional)
- paint (optional)
- paper (optional)
- glue (optional)

**5 End the Lesson**

- Play the **Clean Up Song** (Audio: TR 4 / Video: Routine) while children help you clean up the materials used in the lesson.
- Say *Now let's watch and listen as children sing a song about pets! They are from India.* Play Video: SC 1.

**Worksheet** Hold up the worksheet. Point to each pet one at a time and ask *What is this?*

- Have children color the pictures, then cut along the line to separate them. Move around the room to check children's work. Provide help as needed.
- Say the chant again as a class. This time, have children hold up each pet picture they colored when they chant about that pet.

**Additional Activities**

- Have children sit in a circle. Give one child a stuffed dog. Give a child on the other side of the circle a stuffed cat. Play music. Have children pass the dog in one direction and the cat in the other direction. Pause the music and have the children who are holding the dog and the cat jump up, make the correct animal noise, and sit back down. Then, play the music again, and have children continue passing around the stuffed animals. Continue until a few children have had the chance to make the noises. **NOTE:** If stuffed animals are not available, picture cards can be used for this activity.
- Put the dog and cat picture cards where all the children can see them. Give children paint and paper. Have them choose either a cat or a dog, and try to paint it.

*Welcome to Our World* brings age-appropriate real-world content to very young learners of English. Fun and fascinating information about the real world, with beautiful images and video, gives learners the essential English language, skills, and knowledge to begin to learn about their world.

Early introduction to content concepts in subject areas such as science, math, and language arts builds knowledge and understanding, as well as develops children’s interest and curiosity about the world around them.

**8 Look at the Bug!**



Vocabulary Presentation 63



Content Concepts Presentation 19



## PROGRAM COMPONENTS

### Video

The Teacher Video, available on DVD and online, features three versions of each song: two by children in classrooms from around the world (with young learners singing the original song in their native language and the adapted version in English) and one version performed by Dr. Shin in English. Dr. Shin also presents song overviews, vocabulary and content concept presentations, as well as segments on:

- using songs with very young learners
- adapting songs to different cultures
- using games in the classroom
- keeping students' attention
- using and making puppets
- using and making play dough

The Student Video, available on DVD and online, features two of the versions of each song (the English adaptation sung by children in classrooms around the world, and one performed by Dr. Shin), as well as the vocabulary and content concepts presentations.

### Student Book

The Student Book introduces very young learners to the world of English through beautiful photography, songs, and fun activities. Each eight-page unit presents and practices vocabulary, a song, content concepts, and language models.

### Lesson Planner

The Lesson Planner, with Teacher Video DVD, Audio CD, and Teacher's Resource CD-ROM, provides everything needed to successfully plan, teach, and supplement lessons, including:

- a detailed scope and sequence
- instructions for teaching vocabulary, prewriting, songs, content concepts, and communicative language models
- instructions for using the video in the classroom
- instructions for using the activity book activities in the classroom and as homework
- support for teaching English in English
- worksheets, pacing guides, and customizable home-school connection letters (on the Teacher's Resource CD-ROM)

### Activity Book

The Activity Book contains activities that reinforce and consolidate Student Book instruction, along with vocabulary and song practice, and listening, speaking, and prewriting activities. The Activity Book also includes:

- unit reviews
- practice with English pronunciation
- songs and audio for all listening activities, provided on an Audio CD bound in with the Activity Book or accessed online through the Student Website

### Picture Cards

The Picture Cards provide additional support for vocabulary and content concepts.

### Posters

Eight full-color posters bring beautiful photography into the classroom. The posters feature the unit opener and vocabulary presentation on one side, and the content concepts presentation on the other side.

### Big Books

The *Welcome to Our World* Big Books are three levels of original stories (4 per level). Each book supports the theme and language of two units of *Welcome to Our World*.

### Websites

The Teacher and Student Websites provide access to downloadable resources, including the Student Book and Activity Book audio, as well as audio and video of the songs. The Teacher Website also provides access to teaching resources such as worksheets, mini picture cards, and home-school connection letters.



# TEACHING WITH WELCOME TO OUR WORLD

## ABOUT THE PROGRAM

### Program Structure

Each level of the program consists of a brief unit 0, which focuses on teaching functional language that is essential for basic social interaction in the classroom, plus eight full units. Each unit is taught in eight lessons. The final lesson of each unit is a unit review. The core of each lesson has been developed for classes with 4–6 instructional hours per week, but the lessons are flexible to accommodate classes with differing amounts of instructional time. Because each lesson includes a variety of short activities, a teacher with fewer instructional hours can easily choose to use fewer activities in a class. Classes with additional instructional time can take advantage of the program's many options for supplementing the core lesson.

- Every lesson includes an optional worksheet activity. Instructions for teaching each worksheet are included in the lessons.
- Each lesson includes optional additional activities.
- Each unit includes an optional project.
- The Activity Book provides four pages of material per unit, covering vocabulary, the unit song, The Sounds of English, content concepts, and prewriting and review. Instructions for using the Activity Book are provided at the end of each unit in the Lesson Planner.
- Four Big Books are available for each level of the program.

### Unit Structure / Lesson Description

**THEME INTRODUCTION** Lesson 1 introduces the unit theme with a video of the unit song sung by children in classrooms around the world, the unit-opening photo, presentation of one to three vocabulary words with video or audio, and introduction of the unit chant. A variety of activities help familiarize children with the theme and the first 2–3 vocabulary words in the unit.

**Student Book:** The Theme Introduction page features a fun, high-interest photograph that draws children into the unit.

**VOCABULARY PRESENTATION** Lesson 2 introduces the remaining unit vocabulary words, which are presented through video or audio, plus picture cards, and are practiced through a variety of activities.

**Student Book:** This page presents each target word through a photograph that clearly conveys word meaning.

**VOCABULARY PRACTICE/PREWRITING** Lesson 3 focuses on more productive use of the vocabulary.

**Student Book:** This page gives children the opportunity to actively work with target vocabulary. This page also provides practice with prewriting skills such as pencil control, tracing, matching, and other activities that develop fine motor skills.

**SONG / THE SOUNDS OF ENGLISH** Lesson 4 focuses on the unit song. In teaching the song and the gestures that accompany it, teachers reinforce vocabulary and concepts taught in the unit. The second part of this lesson focuses on helping children to hear and make a particular sound that is present in the vocabulary of the unit.

**Student Book:** This page features a fun illustration that provides meaningful context for the unit song.

**CONTENT CONCEPTS PRESENTATION** Lesson 5 introduces children to the content concept words, presenting them through video or audio. Children become familiar with the words through a variety of active, engaging classroom activities focusing on receptive understanding of the words.

**Student Book:** This page uses beautiful photographs to introduce children to high-frequency, content area-related vocabulary that is connected to the unit theme. The content concept words are drawn from the curriculum areas of science, math, and language arts.

**CONTENT CONCEPTS PRACTICE** Lesson 6 focuses on productive use of the content concept words.

**Student Book:** This page often involves sticker work, which adds an extra element of fun and helps children practice hand-eye coordination.

**LANGUAGE USE** Lesson 7 guides children through a vocabulary review activity and presents the unit language. This language can be modeled using either video or audio. Children then practice the language, using the activity as a prompt. This practice gives children the opportunity to use the unit vocabulary in a personalized, meaningful, real-world context.

**Student Book:** This page begins with an activity that reviews unit vocabulary. Then, sentences or dialogues using the vocabulary in real-world contexts are modeled by the series mascots.

**UNIT REVIEW/ PROJECT** Lesson 8 is a unit review in which children engage in a variety of activities that reinforce and consolidate the vocabulary, content concepts, and language they learned in the unit. This lesson also guides children through the optional unit project.

**Student Book** This page, found at the back of the book, extends and completes the unit with a fun and engaging craft project related to the unit theme.

### Lesson Structure / Routines

All of the lessons are built around a core routine. Routines are reassuring to young children. When they know what to expect, they feel more secure and confident and are better able to meet challenges. Routines also help young children to transition smoothly from one part of a lesson to the next. This reduces classroom disruption and helps make the most effective use of class time.

**Navigation Panel** This panel provides all the essential information necessary to prepare for the lesson. It includes the lesson objective(s), program resources used in the lesson, and the materials needed. It also lists the different kinds of language included in the lesson.

- New: Language presented for the first time
- Review: Recycled language
- Receptive: Language children will be exposed to, but are not responsible for learning

**Warm Up** Each lesson begins with singing the **Hello Song**, a routine song that helps children transition to class time and to speaking English. The Warm Up also often includes chants and songs learned in recent lessons.

**Introduce the Theme or Make Connections** Lesson 1 of each unit introduces the theme of the unit through pictures or video. These introductions focus only on visuals, not on language, so that children have a chance to become familiar with the theme and with the larger context of the language they will be learning. If a theme has connections to a previously learned theme, it may be introduced with an activity in which children make connections between previously learned language and the language of the upcoming lesson.

**Review** This section of the lesson focuses on one or two activities designed to quickly and effectively review the language introduced in the previous lesson.

**Teach/Practice** The Teach and Practice sections are the core of the lesson. The name of this section varies depending on the content taught in the lesson, but these sections always begin with the words *Teach* or *Practice*.

The Teach lessons focus on presenting new language and on having children engage in activities that help to familiarize them with the language. These are most often TPR activities, which generally emphasize receptive learning.

The Practice lessons focus on having children move from receptive use of previously introduced language to productive use. **Note:** In Lesson 8 (Review Lesson), the core of the lesson focuses on reviewing the unit vocabulary, content concepts, and the unit language model.

**Transition Song** This routine song is suggested at a significant transition point in each lesson. However, the teacher can use this song to guide children through any transition during the class.

**Worksheet** Every lesson includes an optional worksheet activity as well as instructions for teaching it. Each worksheet reinforces and extends the lesson with engaging activities such as coloring, tracing, puzzle-making, cutting and pasting activities, and simple crafts.

**End the Lesson** Each lesson ends with children helping to clean up materials used during the class while singing the routine Clean Up Song. Then children get ready for the end of class by singing the routine Goodbye Song to each other.

### Additional Features

**Additional Activities** Each lesson ends with suggestions for additional activities based on the language taught or practiced in class. These activities can be used to extend learning for classes with additional classroom time and resources.

**Teacher Tips** Many lessons include helpful teaching and classroom management tips.

**Around the World** Some lessons include helpful and interesting information about photos or songs used in the lesson. The information usually focuses on a cultural or geographic point of interest.

## METHODOLOGY

Early childhood is a time of rapid cognitive, physical, and social growth. *Welcome to Our World* has been carefully designed to meet the specific needs of children at this stage of development. The program follows the ideas of major educational theorists who have set the foundation for current approaches to teaching young learners.

The following are some of the key instructional principles for teaching young learners that serve as the basis for the program.

### Learning by Doing

Children learn by doing and by interacting with their environment. For example, young children do not learn the meaning of the word *banana* by listening to an explanation of what a *banana* is. They learn by seeing, touching, peeling, and tasting a banana. *Welcome to Our World* recognizes the importance of creating opportunities for children to learn by doing and by interacting with their environment.

Children also learn through physical movement. A majority of activities in *Welcome to Our World* focus on teaching through Total Physical Response (TPR). With TPR, learners hear prompts and show their understanding through physical responses and actions. TPR is an extremely effective approach to teaching young language learners. TPR allows children with limited English to build receptive understanding of language. It is only when receptive understanding is solid that children can comfortably and effectively progress to productive use of the language.



This method is perfectly suited to teaching young children, as these learners are naturally active and become restless when they are not given opportunities to move around. Children generally enjoy and are easily engaged by activities involving movement. Furthermore, TPR activities help young children develop their gross motor skills.

### Instructional Variety and Balance

Young children have very short attention spans. For preprimary instruction to be effective and maintain the interest of young learners, lessons must include a variety of activities with varied content and pace. Children are likely to become restless, for example, if a single activity extends beyond 5 or 10 minutes, or if one bookwork activity follows another. The pace of activities must also be carefully balanced to include both physical activities, such as songs with gestures and TPR games, as well as quieter activities, such as crafts and bookwork. If there are too many quiet activities, children are likely to become inattentive. If there are too many physical activities, children may become over-excited and unmanageable. Every lesson of *Welcome to Our World* has been designed to achieve an effective balance of variety and pacing.

One of the most exciting ways in which *Welcome to Our World* brings variety into the preprimary classroom is through songs. Each unit includes a simplified, traditional song from around the world. Children love singing songs, and there are many well-researched benefits to using songs to teach language to young children. Research shows that the sounds and rhythms of songs help reinforce vocabulary and language structures. Songs improve listening skills and help children hear and practice the pronunciation, rhythm, and intonations of the language they are learning. Songs involve the learner actively, especially when taught with gestures, as are all of the songs in *Welcome to Our World*.

However, it is not only the inclusion of songs that provides variety in *Welcome to Our World*, but also the great variety within the songs themselves. Unlike what is typically found in preprimary programs, each song reflects a different culture, providing diversity to the sounds and rhythms of the songs. This musical variety keeps the class exciting and keeps children interested and motivated.

## Vocabulary Development

A number of important principles for teaching vocabulary to young learners are integral to vocabulary instruction in *Welcome to Our World*.

- It is essential that vocabulary be presented to young learners in small, manageable amounts.
- Vocabulary should be introduced and initially taught through activities that focus on listening and doing. Such an approach allows children to focus on the new vocabulary receptively.
- Once children have a strong receptive understanding of the vocabulary, the same vocabulary should be practiced with activities that encourage children to use the words.
- In order for vocabulary to be retained by young children, they must have frequent opportunities to revisit and recycle vocabulary. Recycling builds upon and reinforces previously learned language, and exposes children to the vocabulary in multiple contexts.

## Relevant and Meaningful Language

Research has shown that language is acquired most effectively when it is relevant to the learner and used in meaningful contexts. Each unit of *Welcome to Our World* focuses on a theme chosen for its relevance, importance, and interest to children of this age. This relevance gives meaningful context to language learning, which helps children use and remember the language they have learned. It is also important that children have the opportunity to personalize the language they have learned and to connect it to real-life, meaningful contexts. Such opportunities exist throughout *Welcome to Our World*.

## Support

The younger the learner, the more important the teacher's role is in scaffolding the learning process. Teachers must make tasks comprehensible for young learners. They must also provide clear, simplified explanations and model their expectations, when appropriate. The *Welcome to Our World* Lesson Planner provides the teacher with detailed instructions and scripting for each step of every lesson so that she can confidently provide all the support her students need.

## Exposure to Other Cultures

Young learners will grow up using English as an international language to speak to people from all over the world. Because children are growing up in a more connected world, it is important that they become aware of other cultures from the earliest age possible. Exposure to people and places beyond those already familiar to a child helps children learn about the diversity of other cultures, while also helping them to see the similarities between people and cultures around the world. *Welcome to Our World* was developed to provide children with the benefits of working with materials that reflect both their everyday lives and the broader world they are a part of.

## Assessment

At this level, children's progress is not usually measured through formal tests. Instead, it is assessed through ongoing informal evaluation. Teachers learn a great deal about each child's progress simply by listening to how each child participates in class, and by viewing the work the child does in class.

The Review lesson of each unit includes an Assessment Worksheet that teachers can use to gather information for evaluating children's progress at the end of the unit. The Assessment Worksheet for each unit, as well as an assessment rubric, can be found on the Teacher's Resource CD-ROM.

## WELCOME TO OUR WORLD VIDEO PROGRAM

Video is a powerful tool for creating dynamic learning environments for both children and teachers. Children can learn English effectively with the appropriate integration of the *Welcome to Our World* video components.

## Bringing the World into the Classroom

*Welcome to Our World* uses video to connect children from preprimary classrooms around the globe. Short videos show children from a variety of countries singing songs from their culture in their native language, as well as adaptations of these same songs in English.

With more than 30 children's songs from more than 15 different countries in Asia, the Middle East, Africa, Europe, North America, South America, and the Caribbean, the music program introduces children to a broad range of cultures and languages. These song videos provide a unique and exciting way to help children recognize that there are many different cultures in the world beyond their own.

## Language Models for Children

Video is one of the best ways to help teachers bring their classroom to life. Video can provide effective, natural language models for children. *Welcome to Our World* provides over two hours of video per level in short clips that can help teachers present the routine songs, vocabulary, unit songs, content concepts, and communicative language effectively in the classroom.

## Instructional Models for Teachers

Using video is an effective way to demonstrate good teaching practices. The video program provides many models for teaching activities and games. The video also provides models for song instruction, including gestures for each line of each song. These models help teachers teach with confidence.

## Video Program Components

*Welcome to Our World* has two sets of videos: **Teacher Video** and **Student Video**. All videos are presented in short, manageable chunks that are easy for teachers to use for both class preparation and classroom presentations. The **Teacher Video** accompanies the Lesson Planner and is also available



online. It has been designed for teachers to use as a resource both for preparing lessons and for teaching lessons.

There are **90 video segments** per level. The video segments for each of the eight units include the following:



Five classroom videos:

- **Listen to the Song:** The unit song performed by children in various countries
- **Vocabulary:** The target vocabulary presented by the host through photos and video
- **Sing Along:** The unit song performed by the host
- **Content Concepts:** The content concepts presented by the host through photos and video
- **Speak:** A communicative language model presented by the host and a puppet

Three teacher song video segments for each unit:

- **Overview:** Information about the song's origin and how it was adapted, including the original song performed in its original language by children from around the world
- **Learn the Gestures:** The song's gestures taught line by line
- **Teaching the Song:** Activities and games that can be used with the song to enhance instruction

There are **additional teacher** videos to help teachers improve their classroom practice:

- **Routine Song Videos:** Eight routine songs performed by the host
- **Using Routine Song Videos:** Routine songs taught line by line, with additional ideas for use in class
- **Professional Development Videos:** Twelve instructional videos that demonstrate effective games and activities which can be used throughout the program

The **Student Video** accompanies the Student Book and is also available online. It can be used easily at home to give children more practice with the language they are learning in class.

The Student Videos for each unit include the following video segments from the Teacher Video:

- **Listen to the Song**
- **Vocabulary**
- **Sing Along**
- **Content Concepts**
- **Speak**

### Teaching with *Welcome to Our World* Video

*Welcome to Our World* has a unique video program hosted and developed by Dr. Joan Kang Shin, a respected trainer of teachers of young learners around the world, and series editor for *Welcome to Our World*. This video program, designed to meet the specific needs of early childhood educators, will help teachers improve their classroom practice and use the series effectively with their very young learners. This professional development program includes 48 video segments designed specifically to help teachers make the most of *Welcome to Our World*. These teacher videos fall under three main categories:

- Unit Song
- Routine Song
- Professional Development

Teachers can use the video when preparing to teach the unit song. Because the song lyrics, gestures, and activities are included in the video, watching it will give teachers the information and instruction they need to teach the song with ease and confidence.

Teachers can also use the video to build their repertoire of instructional activities. The unit song videos offer multiple ideas for games and activities. In addition, learning the Routine Songs help teachers manage their classrooms effectively.

Teachers can watch the video to see demonstrations of games and other activities that can be used to supplement the instruction in the Lesson Planner.

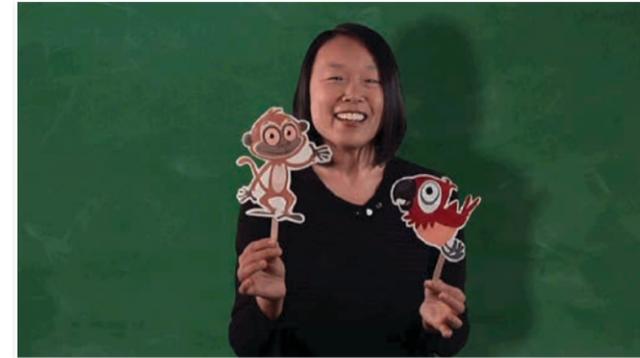


### UNIT SONG VIDEOS

This section is designed to help teachers use the videos to enhance the classroom with music and movement.

**Overview** All unit songs have been adapted from traditional children's songs from various countries around the world by Dr. Shin. The overview includes an introduction to each unit song, information about each song's origin, and an explanation of how the song connects to the target vocabulary and content concepts. In addition, information is given about how each song was adapted for use in *Welcome to Our World*. Each overview ends with video of children from around the world singing the song in its original language.

**Learn the Gestures** Here Dr. Shin teaches the song line by line, with gestures and movements that help make the song's lyrics comprehensible. Wherever possible, she uses gestures from the original song. The gestures help children not only learn the target vocabulary, but retain it. In addition, the gestures help children develop fine and gross motor skills, which are essential for very young learners.



**Teaching the Song** Dr. Shin demonstrates engaging activities to teach the language in the song or to play games using the song. Instructional ideas help the teacher use the song as the centerpiece for classroom instruction.

### ROUTINE SONG VIDEOS

Managing a class of very young learners can be challenging, because they have a great deal of energy and can be easily distracted. Established routines help to lessen distraction and keep children focused. Children feel most comfortable when they know exactly what to expect during class.

*Welcome to Our World* includes eight routine songs that help to structure lessons and make classroom transitions easier. Dr. Shin has developed songs and adaptations based on well-known melodies from Brazil, France, Mexico, the United States, and the United Kingdom. Those songs are:

**Hello Song: *Hello, How Are You?***

**Transition Song: *Stand Up Tall***

**Clean Up Song: *Clean Up, Clean Up***

**Goodbye Song: *It's Time to Go***

**Days of the Week Song: *Days of the Week***

**Circle Time Song: *Make a Circle***

**Celebration Song: *Celebration Song***

**Attention Getter Song: *Stop, Look, and Listen***

These fun songs teach useful language that children repeat in each lesson, and include functional language useful in other contexts.

Dr. Shin performs the routine songs. She also teaches each of the songs line by line and provides ideas for using the routine songs to manage young learners effectively.

### PROFESSIONAL DEVELOPMENT VIDEOS

The video program includes 12 additional segments designed to help teachers make the most of *Welcome to Our World* and to become more skilled and confident in teaching children at the preprimary level.



**Songs** The first three videos give a comprehensive introduction to the *Welcome to Our World* music program. These videos acquaint teachers with the program and explain how the use of songs is not only developmentally appropriate but is also an opportunity to build cross-cultural awareness. The videos give teachers the tools they need to teach songs to very young learners. It also shows teachers how to adapt songs to different cultures, which is the basis of the music program in *Welcome to Our World*.

**Games** The next five videos include many different types of language games that are developmentally appropriate and effective for teaching English. Many of these games are used in the Lesson Planner as a part of the instruction. The games include Charades, Telephone, Simon Says, Memory, and Pass the Cup. These and other enjoyable games are explained and demonstrated within the context of a *Welcome to Our World* unit. The videos provide models to follow when teaching specific games.

**Other Classroom Ideas** The last four videos provide additional ideas for building classroom management skills and keeping children active and engaged. Teachers are instructed in appropriate methods for getting and keeping children's attention. Finally, the video shows teachers how to make and use puppets and play dough, two very popular techniques for encouraging interaction and creativity in the preprimary classroom.

## Routine Songs

### Hello Song

#### *Hello, How Are You?*

(Adapted from: *La Cucaracha*, Mexico)

Hello! How are you?

Hello! How are you?

Hello! Hello! How are you?

I'm very good. Yeah!

I'm very good. Yeah!

Thank you very much. And you?

### Transition Song

#### *Stand Up Tall*

(Adapted from: *Skip to My Lou*, United States)

Stand stand stand up tall.

Touch touch touch the floor.

Turn turn turn around.

Now sit down, my darling.

### Clean Up Song

#### *Clean Up, Clean Up*

(Adapted from: *Twinkle Twinkle Little Star*, United Kingdom/  
France)

Clean up, clean up everywhere

Pick up trash and put it there.

Clean up here. Clean up there.

Then put your hands up in the air.

Clean up, clean up everywhere.

Pick up trash and put it there.

### Goodbye Song

#### *It's Time to Go*

(Adapted from: *London Bridge Is Falling Down*, United Kingdom)

Goodbye! It's time to go.

Time to go.

Time to go.

Goodbye! It's time to go.

See you later!

### Circle Time Song

#### *Make a Circle*

(Adapted from: *Ciranda, Cirandinha*, Brazil)

Make a circle. Make a circle. Make a circle round and round.

Make a circle. Make a circle. Make a circle round and round.

It's your turn. It's your turn. In the circle, it's your turn.

It's your turn. It's your turn. In the circle, it's your turn.

Dance around. Dance around. In the circle, dance around.

Dance around. Dance around. In the circle, dance around.

### Days of the Week Song

#### *Days of the Week*

(Adapted from: *The Bear Went Over the Mountain*, United States)

There are seven days in a week.

Seven days in a week.

Seven days in a week.

And I can say them all!

Sunday, Monday, and Tuesday.

Wednesday, Thursday, and Friday.

Saturday is the last day.

And I can say them all!

### Celebration Song

(Adapted from: *Here We Go Round the Mulberry Bush*, United Kingdom)

Today is a day to celebrate, celebrate, celebrate.

Today is a day to celebrate. Let's celebrate today. Hey!

Today is a day to celebrate, celebrate, celebrate.

Today is a day to celebrate. Let's make the circle small. Hey!

Today is a day to celebrate, celebrate, celebrate.

Today is a day to celebrate. Let's make the circle big. Hey!

Today is a day to celebrate, celebrate, celebrate.

Today is a day to celebrate. It's time to do high fives. Hey!

### Attention Getter Song

#### *Stop, Look, and Listen*

(By Joan Kang Shin)

A-B-C

1-2-3

Stop, look, and listen!

A-B-C

1-2-3

Stop, look, and listen!

## GAMES

Games are of central importance for young learners.

They motivate children and provide a context for using new language. Each of the lessons in the Lesson Planner includes a number of games. Many of the games are also demonstrated on the Professional Development Video. The following are more games that can be used to supplement lessons by teachers with additional class time.



### Picture Card Games

**Find and Touch** Place picture cards along different walls of the class. Call out a word. Have children find and touch the picture of that word.

**What's Missing?** Have children sit in a circle. Put all of a unit's picture cards in the center of the circle. Tell children to look carefully. Then have them turn the other way so that they can't see the cards. Remove one of the cards. Have children turn back and figure out which card is missing.

**Yes/No** Face the class. Take out a picture card without looking at it. Hold it above your head so that the children can see it, but you cannot. Guess one of the unit's target words. For example, if you are teaching the unit about toys, ask *Is it a [doll]*? If your guess is correct, children say *yes*. If it is wrong, they say *no*. Continue to guess the word and have children respond, until you guess the word correctly. Repeat this activity one at a time with other picture cards.

**Charades** Choose a picture card that can be acted out. Have a child come to the front. Show the card to the child. Have the child act it out while the other children guess the word.

**Which One Doesn't Belong?** Show children picture cards all of one category, such as animals, foods, or family members. Include one picture card that doesn't belong. For example, place one family member card in a group of food cards.

Have children identify the card that doesn't belong. At upper levels, this game can be made more subtle and challenging by making the categories more specific. For example, include one pet picture card in a group of wild animal picture cards.

**In the Bag** Put picture cards in a bag. Have a child pull out a card. Have the child try to guess the word. If the child has difficulty, he or she can put the card back and pull out another card. Continue until all of the picture cards have been pulled out and named. To allow more children to participate, replace the cards in the bag and play again.

**Stop** Say a target word. Hold up each picture card one at a time. When the children see the picture card for the word you say, they shout *Stop!*

**What Is It?** Hold up a picture card, with most of the card covered by a piece of paper. Little by little, reveal more of the picture until children guess the word correctly.

**NOTE:** This activity should only be used as a review activity, not to practice newly introduced words.

### Mini Picture Card Games

**Show It** Have children take out their mini picture cards for a unit. Say a word, and ask children to hold up the correct mini picture card.

**Match It** Place picture cards along different walls of the class. Give each child a mini picture card. Have children find and go to the matching picture card. Have each child say his or her word.

**Don't Say It** Mouth one of the words silently but with great exaggeration. Ask children to guess and hold up the correct mini picture card. After children have guessed, say the word aloud while holding the correct picture card, so that children can see if their guess was correct.

**Memory** Mix up two sets of mini picture cards. Spread out the cards, face down. The first player turns over two cards to try to find a matching pair. Then the second player takes a turn. When a child finds a matching pair, those cards come out of the game. At this level, limit the number of card pairs to three.

**Musical Cards** Make enough copies of one mini picture card for each child in class, minus one. Then add one mini picture card of a different item. Pass around mini picture cards while you play the unit song. Stop the music. Ask who has the special card, for example *Who has [the apple]?* The child who has this picture card holds it up. Start the music again and repeat the activity. **Alternative:** Tape mini picture cards to the floor in a circle. There should be one for every child in class. Play the unit song, and encourage children to dance around the circle. From time to time, stop the music and ask who has various cards. For example, ask *Who has the apple? Who has the juice? Who has the cookie?*

**Variation:** Play the versions of the game listed above. However, when you stop the music, have children tell you which mini picture card they have.

**Bingo** Give each child a set of mini picture cards. Have each child choose three cards from his or her set and place them facing up. Call out the words for the items on the cards one by one. Keep track of the words you call out. When children hear a word for a picture they have, they should turn over that mini picture card. The first child or children to turn over all three of their cards calls out *Bingo!*

**Finish a Pattern** Show children a pattern of mini picture cards. Have children tell you the name of the item that should be next in the pattern, and then add a mini picture card of that item to the end of the pattern. Have children continue adding to the pattern. Be sure to make enough copies of the mini picture cards in the pattern for this activity.

**Put in Order** Give each child a set of mini picture cards. Say the words in a certain order. Repeat the words in that same order slowly, several times. As you say the words, have children place their cards in that order.

**Favorites Survey** Have children sit in a circle. Give children a set of mini picture cards for a unit category, such as animals, toys, or foods. Ask children to choose their favorite and to take out the mini picture card for that item. For each item ask *Are [apples] your favorite?* Children with that favorite will give you their picture cards. Place all of the cards together in a row. Do this for each item in the category. When you are finished, have children figure out which item was the most popular. If children can count high enough, they can count the number of “votes” each item got. If they

cannot count high enough, have them compare the length of each line of cards to find the longest.

## Other Games

**Telephone** Put children in a line. Whisper a sentence with the target phrase to the first child. For example, say *There are two trains.* Have that child whisper the sentence to the next child. Continue until the last child in line hears the sentence. That child says the sentence out loud. Is it the same sentence you told the first child?

**Word in the Song** When reviewing a song children have already learned, leave out a word. Have children tell you the missing word. **Alternative:** When reviewing a song, have children listen for a word that appears more than once in the song. Have children hold up their hand when they hear the word.

**Touch and Guess** To review words children have already learned, put an example of one of the items in a bag. For example, if children are learning about toys, you might put a small ball, doll, or a toy truck in the bag. Have a child come to the front, put his or her hand in bag, feel the item, and guess what it is. Take the item out of the bag and show it to children to see if the child guessed correctly. Then, without children seeing, place a new item in the bag. Have a new child feel and guess the next object.

**Treasure Hunt** Prepare a treasure hunt before children arrive at class. Place items for target words around the class. For example, place a shirt and pants for a unit on clothes, or a stuffed cat and dog for the unit on pets. Put children in teams. Tell each team what item they need to look for. After the hunt, have each group bring their item to the front and say the name for the item.



## Week 1

### Lesson 1 Theme Introduction

1. Warm Up
2. Review
3. Introduce the Theme
4. Teach the Vocabulary
5. End the Lesson

### Lesson 2 Vocabulary Presentation

1. Warm Up
2. Review
3. Teach the Vocabulary
4. End the Lesson

## Week 2

### Lesson 3 Vocabulary Practice

1. Warm Up
2. Review
3. Practice the Vocabulary
4. End the Lesson

### Lesson 4 Song/The Sounds of English

1. Warm Up
2. Review
3. Teach the Song
4. Teach the Sound
5. End the Lesson

## Week 3

### Lesson 5 Content Concepts Presentation

1. Warm Up
2. Review
3. Teach the Content Concept Vocabulary
4. End the Lesson

### Lesson 6 Content Concepts Practice

1. Warm Up
2. Review
3. Practice the Content Concepts
4. End the Lesson

## Week 4

### Lesson 7 Language Use

1. Warm Up
2. Review
3. Use Language
4. End the Lesson

### Lesson 8 Unit Review

1. Warm Up
2. Vocabulary
3. Content Concepts
4. Language Use
5. End the Lesson

# ACTIVITY BOOK

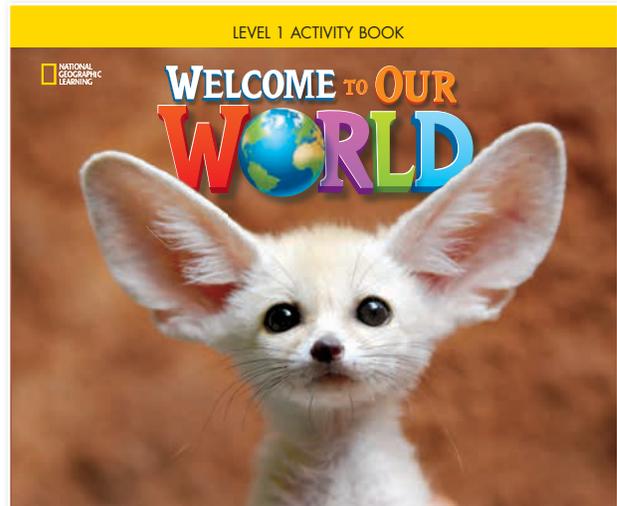
The Activity Book provides further practice of vocabulary, concepts, and language introduced in the Student Book. It includes a variety of engaging activities that focus on listening, speaking, and prewriting skills. The activities can be completed with the teacher in the classroom, or at home with a parent. The teacher notes in this Lesson Planner give guidance for both approaches.

The structure of the Activity Book units closely follows the units in the Student Book, including:

- a two-page Starter Unit, featuring the mascots from the Student Book
- Units 1–8, which closely follow the main units in the Student Book, making the organization of lessons simple and effective
- two review units, each consolidating the learning in four units of the book
- eight interactive review activities (one for each unit)

Units 1–8 of the Activity Book are organized as follows:

- The first activity practices the vocabulary from the vocabulary presentation page of the Student Book. It is designed to be used after Student Book Lesson 2. Activity types include matching, finding details in a picture, counting, circling, or coloring items in a picture.
- The next two activities, designed to be used after Student Book Lesson 4, begin with an activity based on the unit song. This is followed by The Sounds of English activity, which focuses on one sound per unit. In this activity, children listen to and repeat the sound on its own and within familiar words, giving valuable practice in the pronunciation of English.
- The activity for the content concepts consolidates the presentation and practice of the unit's content concepts in an engaging and fun way. This activity is designed to be used after Student Book Lesson 6.



- The final activity develops children's prewriting skills by having them practice tracing or drawing. This activity encourages children to hold a pencil correctly and develop fine motor skills as a solid foundation for learning to write letters and words. This activity is designed for use after Student Book Lesson 8.

Many of the activities include an audio component, which helps children to become familiar with the rhythms and sounds of English. Using these models, children can gradually develop the confidence to produce language on their own. All of the activities include engaging illustrations and photos that help children to connect with the target language.