

Step by Step

Sample
Chapter

Book 3



Gill Matthews



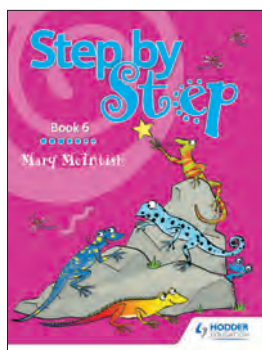
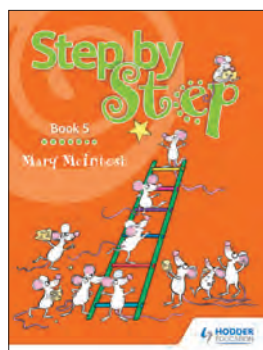
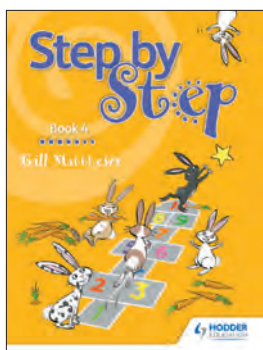
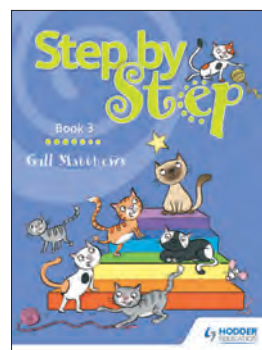
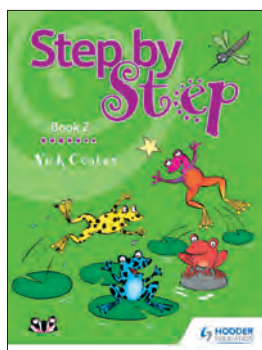
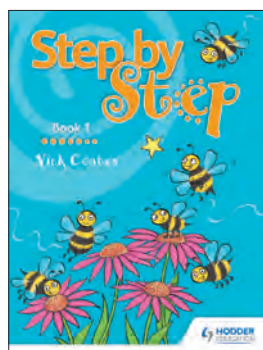
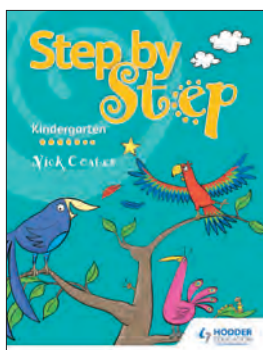
Step by Step

All you need to encourage a love and enthusiasm for reading and writing from a young age.

Benefit from the experience of key educators across the Caribbean regions who have carefully designed this resource to give your students exactly the right introduction to the Language Arts curriculum.

Student Books

Title	ISBN	Price	Pub Date
Step by Step Kindergarten Book	9781510414143	£7.50	30 March 2018
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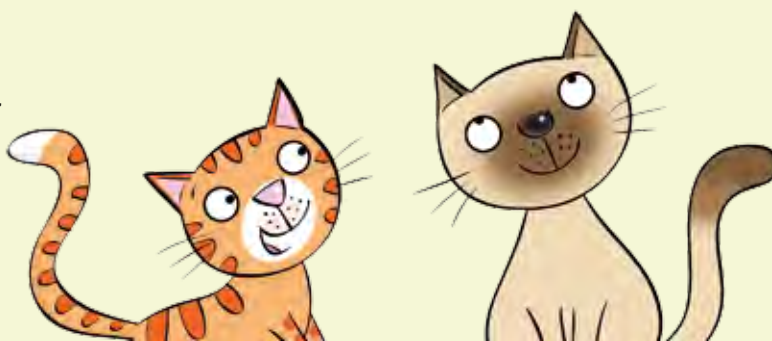
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2 Playing games



Reading and comprehension

It is raining and Joseph and Janelle are bored. Grandma has written down some instructions for playing the game *Heads, Bodies and Legs*.

Heads, Bodies and Legs

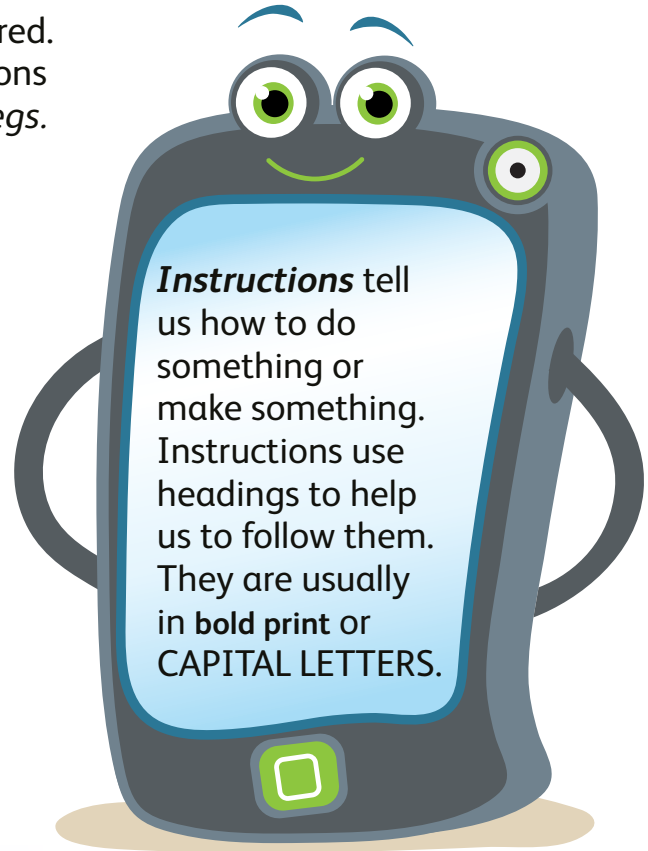
A game for two players.

What you need:

- 2 sheets of paper
- 1 blue crayon
- 1 red crayon.

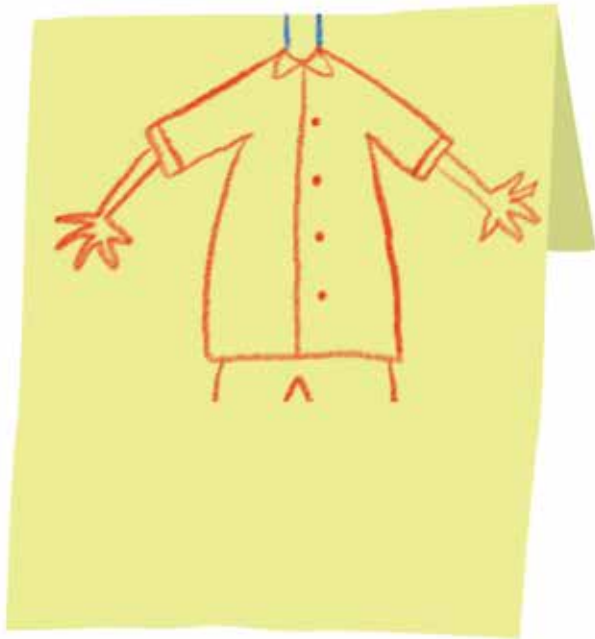
What you do:

- Take a sheet of paper each.
- Draw a head at the top of the paper.
- Fold the paper over so that just the neck is showing.

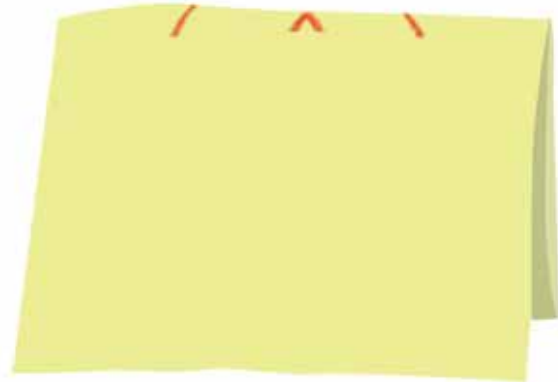


Instructions tell us how to do something or make something. Instructions use headings to help us to follow them. They are usually in **bold print** or **CAPITAL LETTERS**.





- Swop papers with your partner.
- Draw a body, joining it on to the neck.
- Fold the paper over so that just the top of the legs are showing.



- Swop papers with your partner.
- Draw the legs and feet, joining them on to the legs.
- Swop papers again.
- Open up the paper to see what you have drawn.



Comprehension questions

- 1 What is the name of the game?
- 2 How many people can play the game?
- 3 How many sheets of paper are needed to play the game?
- 4 What do you draw after drawing the legs?

Listening and speaking

Interpreting instructions

- 1 Read the instructions for the game *Heads, Bodies and Legs* on pages 16 and 17.
- 2 Explain to a partner how to play the game.
- 3 Play the game together.
- 4 Make sure you take it in turns to draw on the paper.

Working with words

Turning sentences into instructions

Turn these sentences into instructions. The first one has been done for you:

- a I drew a circle on a piece of card. *Draw a circle on a piece of card.*
- b He stuck wool on the circle to make hair.
- c Mum coloured in the eyes.
- d You used red paper to make a mouth.
- e She cut holes in the card.
- f The teacher put string through the holes.
- g We made a face mask.





Grammar

Verbs

How many verbs can you find in the instructions on pages 16 and 17?



Writing

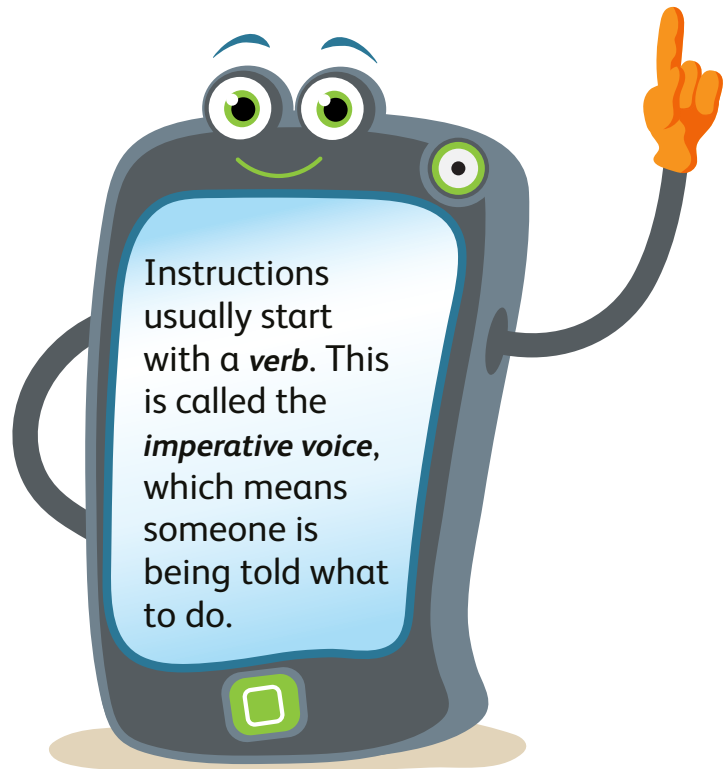
Writing instructions

You are going to write some instructions for another game that Joseph and Janelle could play.

The game could be *Simon Says*, a skipping game or a board game. Or, you could choose a game that you play at school or at home with your friends.

When you write instructions, remember:

- you start with a heading that says what the instructions are about
- there is a section that lists what you need
- the next section tells you what to do, in order
- you write instructions in the present tense
- you usually start instructions with a verb.



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- Ensure a steady transition from Creole to Standard English with an introductory section on language acquisition in the Teacher Guides called Language Strategy.
- Cover technicality of grammar, vocabulary and syntax using picture cues and writing as well as reading and reading comprehension.
- Offer exposure to many different forms of text with a variety of different text types and genres.
- Connect reading and writing with templates, to make sure that students don't fall behind and progress evenly with both.

Support for this student book is available from an accompanying Teacher's Guide



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