

Splash!

Kindergarten
Coursebook





Level	A1
Units per book	10
Lessons per unit	8 lecciones de 10 pág. por unidad
Hours per week	5 a 8



**BigBox App
for students**

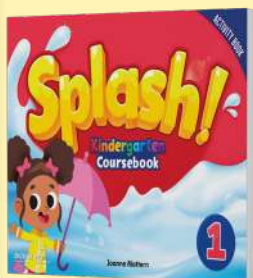
App: available in
Android & iOS

CLASSBOX

**ClassBox for teachers
additional resources:**

- MP3
- Exams
- Teacher's guide
- Ebook
- Interactive whiteboard material

Description



Splash! is a three-level course book for pre-k and kindergarten students. Structured units create a sense of familiarity and expectation, while varying activity types keep students motivated and engaged. Course characters take students on a journey through English, helping them get ready for school and understand the world around them.

Help your students begin their English journey and make a splash!

Key features of **Splash!**:

- Each unit has a main functional expression that is repeated throughout. On the **Sentences** page, unit grammar is clearly presented and modeled in audio tracks.
- A simple **Story** featuring the course characters is a continuation of the situation in the unit introduction.
- The **Values** page encourages social-emotional learning in students.
- The **Phonics** page progresses logically through the course, helping students recognize letters and letter sounds.
- The **Math** page presents numbers and encourage numeracy with tangible items related to the unit theme for students to count.
- **Cross-curricular CLIL** (Content and Language Integrated Learning) pages expand on the unit topic and apply it to the real world.
- A fun **Project** related to the unit topic encourages creativity and practices fine motor skills.
- The **Review** page encourages students to personalize short dialogues and practice speaking with a friend.

Components

TEACHER'S GUIDE



LIVE ACTION DANCES



PROJECT VIDEOS



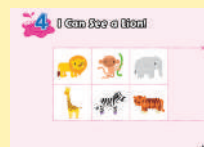
ANIMATED STORIES



ANIMATED PHONICS CHANTS



WORD CARDS



FINGER PUPPETS



INTERACTIVE WHITEBOARD

ONLINE SUPPLEMENTALS



And much more!

How to Use This Book

Splash! is a three-level coursebook for pre-k and kindergarten students. Structured units create a sense of familiarity and expectation, while varying activity types keep students motivated and engaged. Course characters take students on a journey through English, helping them get ready for school and understand the world around them. Help your students begin their English journey and make a splash!

QR codes allow videos and audio to be accessed anywhere.

The unit song follows the rhythm of a familiar nursery rhyme. A TPR (Total Physical Response) live action video features a simple dance to practice gross motor skills.

The **Unit Introduction** presents the unit theme with a large illustration featuring recognizable course characters.

Large titles show clearly what each page is about. Each unit follows the same structure so students know what to expect.



Page topic, vocabulary words, and/or grammar points are detailed at the bottom of every page for teachers' convenience.

Audio on every page practices students' listening comprehension skills.

On the **Words** page, unit vocabulary words are presented clearly with large illustrations and text.

Each unit has a main functional expression that is repeated throughout. On the **Sentences** page, unit grammar is clearly presented and modeled in audio tracks.

A simple **Story** featuring the course characters is a continuation of the situation in the unit introduction.

Course characters reappear in a matching activity that practices fine motor skills.

An accompanying short animation brings the story to life.

The unit value is subtly introduced in the story and expanded upon in the next page.



The **Values** page encourages social-emotional learning in students.

The **Phonics** page progresses logically through the course, helping students recognize letters and letter sounds.

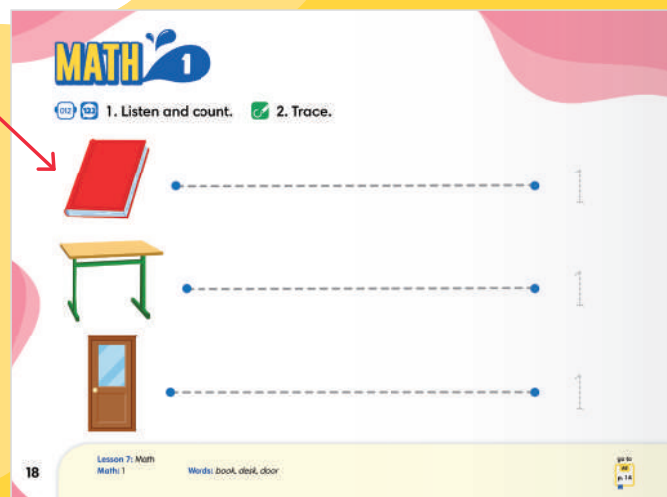
Large photograph engages learners.

Phonics chant and accompanying animation help commit phonics sounds to memory.

Bright illustrations and writing practice help internalize phonics sounds.



The **Math** page presents numbers and encourages numeracy with tangible items related to the unit theme for students to count.



Cross-curricular **CLIL** (Content and Language Integrated Learning) pages expand on the unit topic and apply it to the real world.

Large photographs show real-life situations.

Live action video presents each step of the project clearly.

A fun **Project** related to the unit topic encourages creativity and practices fine motor skills.



The **Review** page encourages students to personalize short dialogues and practice speaking with a friend.



Vocabulary words presented once more as helpful prompts for dialogue.

A large star for students to color once finished with the unit presents a clear end to the unit and allows them to reflect on the unit while giving a sense of achievement.

Large photographs of steps and a finished model show students what they can achieve.

Every page has a corresponding page in the Activity Book, to help students practice what they have learned.

UNIT 1

Nice to Meet You!

STUDENT BOOK

006 1. Listen and look. 2. Watch, sing, and dance.



Scan for Audio



Scan for Video



Lesson 1: Unit Introduction and Song

Words: Tony, Lulu, Ana, desk, door, teacher, book

WORDS

007



1. Listen and trace.



Lesson 2: Vocabulary Presentation

Words: *book, door, desk, teacher*

SENTENCES

My Name Is Ana

008



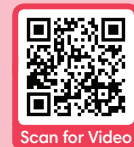
1. Listen, trace, and say.



Lesson 3: Grammar Presentation

Words: hello, Tony, Lulu, Ana

Sentences: Hello, my name is *Ana*. Nice to meet you.



Scan for Video

My Classroom

1



2



3



4



VALUES

Greetings



1. Listen and look.



Lesson 5: Values

Values: Greetings

Words: hello, goodbye, friend, teacher, school, sit down, home, stand up, goodbye, tomorrow

go to



PHONICS

Aa, Bb, Cc



Scan for Video

011



1. Listen and point.

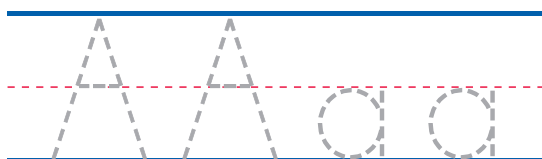
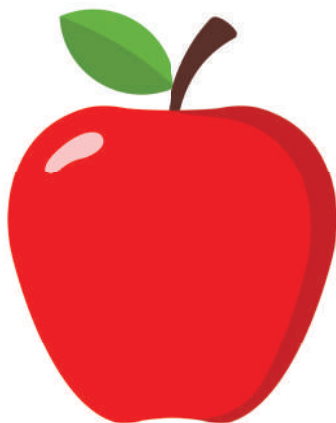


2. Watch and chant.

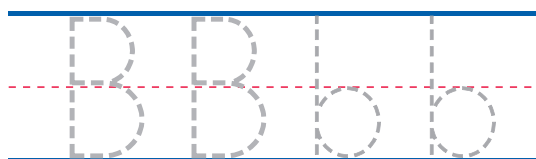


3. Trace the letters.

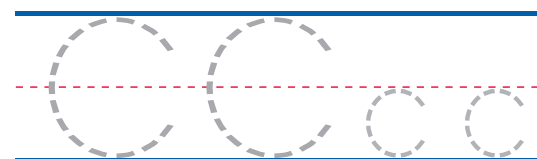
Aa



Bb



Cc



MATH 1

- 012 123 1. Listen and count.  2. Trace.



1



1



1

SOCIAL STUDIES

Say Hello!

013



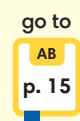
1. Listen and look.



Lesson 8: CLIL

Social Studies: Say hello!

Words: *hello, wave, bow, shake hands*

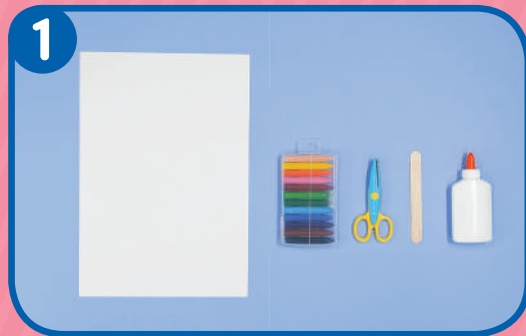


PROJECT

Waving Hand



- 014 1. Listen and look. 2. Watch and make.



Lesson 9: Project
Project: Waving hand

Materials: paper, crayons, scissors, Popsicle stick, glue

REVIEW

015



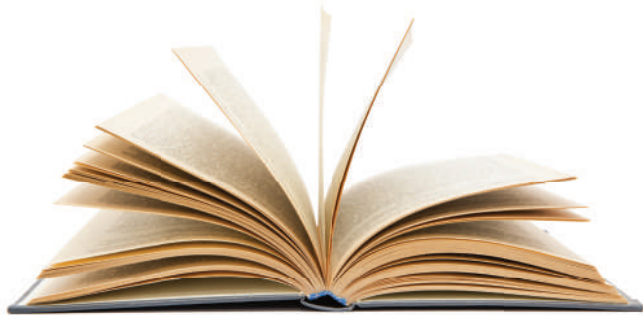
1. Listen and say.



2. Role-play with a friend.



3. Color the star.



I did it!

Lesson 10: Review and Role Play

Words: book, desk, teacher, door

Sentences: Hello! My name is *Lulu*. Nice to meet you.
This is a *desk*.

go to



Nice to Meet You!

  1. Look and trace.

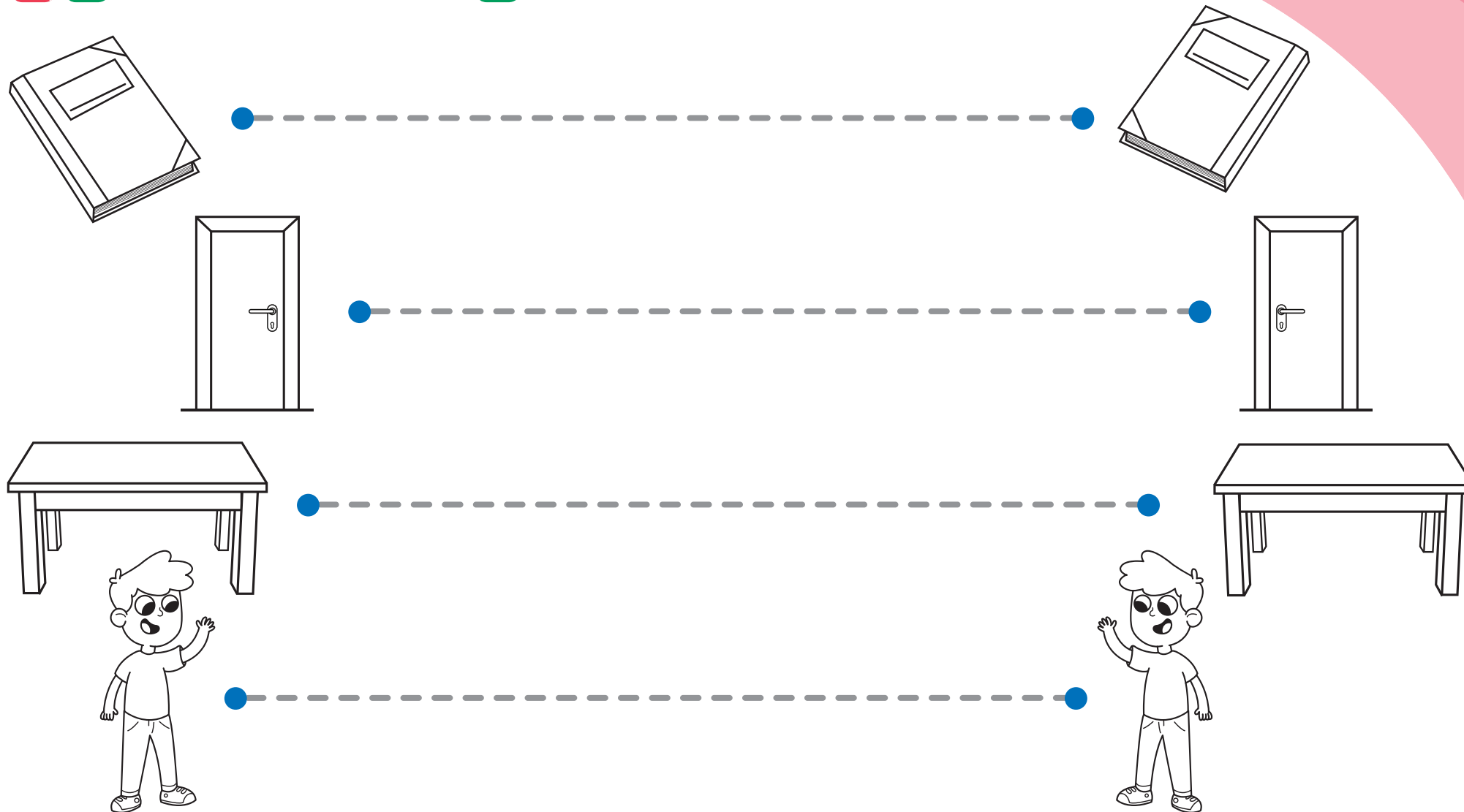


Lesson 1: Unit Introduction

Words: door, desk, teacher, book

WORDS

  1. Look and trace.  2. Color.



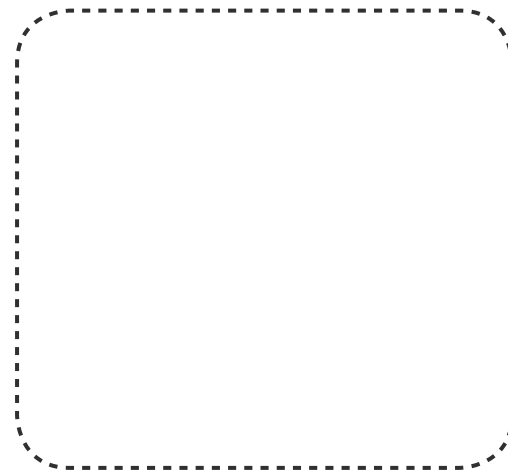
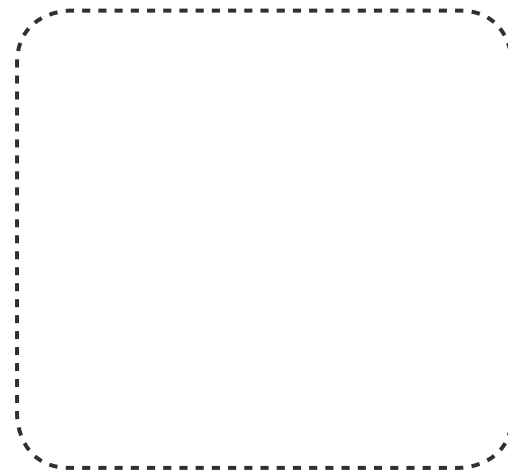
Lesson 2: Vocabulary Presentation

Words: book, door, desk, teacher

SENTENCES

My Name Is Ana

1. Trace. 2. Look, cut, and glue the correct images.



Lesson 3: Grammar Presentation

Words: hello, Tony, Lulu, Ana, Bonnie, Harry

Sentences: Hello, my name is *Ana*. Nice to meet you.

go to



p. 109

PHONICS

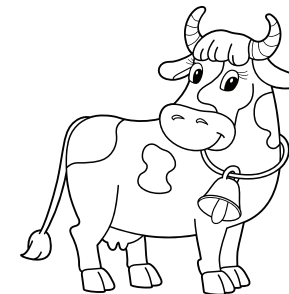
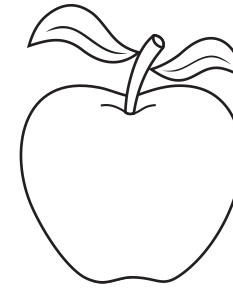
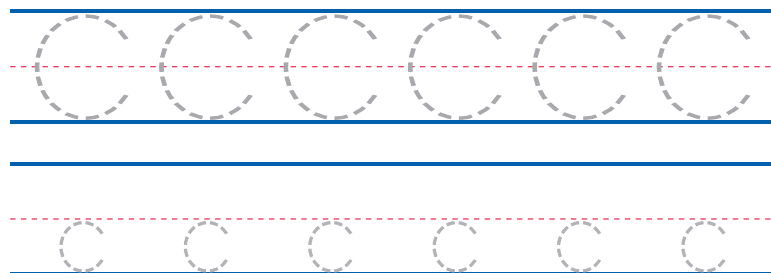
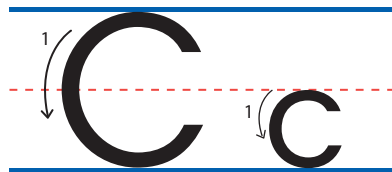
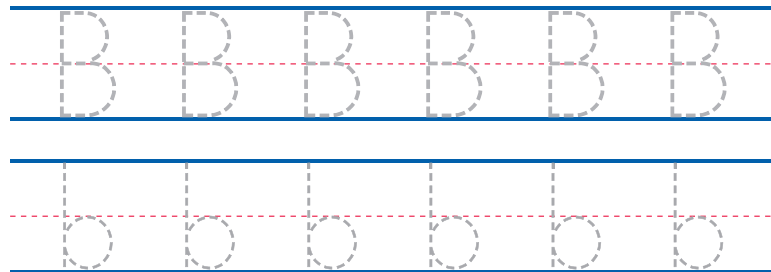
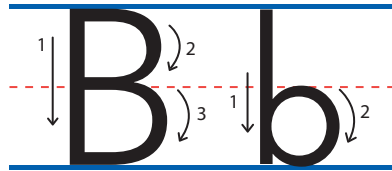
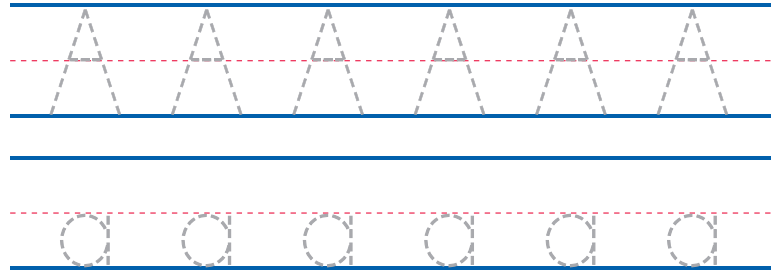
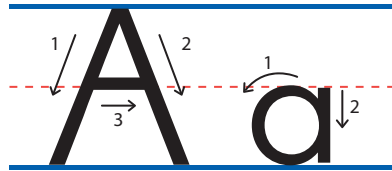
Aa, Bb, Cc



1. Look and trace.



2. Color.



That Is a Horse

054



1. Listen and look.



2. Watch, sing, and dance.



Scan for Audio



Scan for Video



Lesson 1: Unit Introduction and Song

Words: horse, sheep, duck, chicken, donkey

WORDS

055



1. Listen and circle.



horse



donkey



chicken



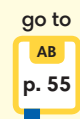
duck



sheep

Lesson 2: Vocabulary Presentation

Words: horse, donkey, chicken, duck, sheep



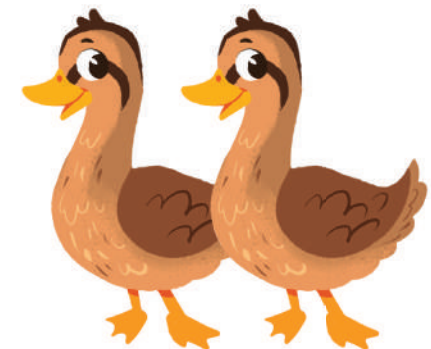
SENTENCES

What Is That?

056



1. Listen, match, and say.



Lesson 3: Grammar Presentation

Words: donkey, horse, duck

Sentences: *What is that? That is a **horse**.
What are those? Those are **ducks**.*

PHONICS

Short a



059



1. Listen and point.



2. Watch and chant.



3. Trace the letters.



bat



flag



man



pan

Put On Your T-shirt

- 004  1. Listen and look.    2. Watch, sing, and dance.



Scan for Audio



Scan for Video



Lesson 1: Unit Introduction and Song

Words: T-shirt, socks, shorts, pants, jacket, shoes

WORDS

005



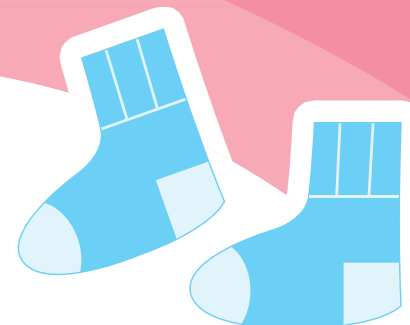
1. Listen and circle.



shorts



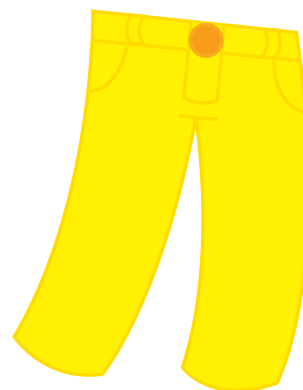
T-shirt



socks



shoes



pants



jacket

Lesson 2: Vocabulary Presentation

Words: shorts, T-shirt, socks, shoes, pants, jacket

go to

AB

p. 5

SENTENCES

Put On Your Shoes

006   1. Listen, match, and say.



Lesson 3: Grammar Presentation

Words: jacket, shoes, socks

Sentences: Put on your shoes. Yes, Dad!

Teacher's Guide

UNIT 1 Put On Your T-shirt

Unit Theme	
Taking care of your clothes	
Unit Language	
Words	Sentences
shorts, T-shirt, socks, shoes, pants, jacket	Put on your shoes. Yes, Mom!

LESSON 1

OPENER (SB P.8, AB P.4)



Lesson Objectives

Present common clothing items.
Present the expression "Put on your [item]."

Words

shorts, T-shirt, socks, shoes, pants, jacket

Lesson Materials

audio speaker, computer, projector/TV, pencils, crayons

Supplementals

Unit 1 poster

Warm-up

- Play the Hello Song and do the movements along with the song. [Track 003](#) [QR](#)
- Ask about students' clothing. Get students talking about their clothes.

In-Book Time [p.8]

1 Talk about the picture.

- Have students open their books to the first page of the unit. Introduce the unit topic. Ask them what the characters are doing on the page. Have them point out things or people they recognize in the picture.

1 Listen and look. [Track 003](#)

- Play the recording. Ask students to listen and point to the items in their books.

2 Watch, sing, and dance. [QR](#)

- Play the video.
- Repeat video to practice singing or dancing.
- Have students point to the items they hear in the song.



Song Lyrics

T-shirt and socks and shorts or pants
T-shirt and socks and shorts or pants
Put on your jacket put on your shoes
T-shirt and socks and shorts or pants!

T-shirt and socks and shorts or pants
T-shirt and socks and shorts or pants
Put on your jacket put on your shoes
T-shirt and socks and shorts or pants!

Find Harry!

- Ask students to look for Harry the hedgehog on the page. Ask where he is.



Extra Activity [Optional]

You're It!

The teacher will say a combination of a color and a clothing item. Students must find someone in the classroom who has that combination. That person is "it". They must run after the students and catch as many as they can. If tagged, students are out. Students can run to the wall to be "safe". Once done, teacher will announce another combination. That person is now "it". Repeat until one person remains.

Cool Down

- Review what was covered in class.
- Congratulate students on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Goodbye Song. Do the dance together. [Track 003](#) [QR](#)

ACTIVITY BOOK [P. 4]

1 Find and circle 5 differences.

- Have students point and name the items they see in the picture.
- Then have them circle the 5 differences in the picture.
- When done, go over the differences as a class.



LESSON 2

WORDS (SB P.9, AB P.5)



Objectives

Present clothing items

Words

shorts, T-shirt, socks, shoes, pants, jacket

Materials

computer, audio equipment, TV, pencils

Supplementals

Flash cards

Warm-up

- Play the Hello Song and do the movements along with the song. [Track 003](#) [QR](#)
- Review the picture from Lesson 1 (p. 8). Do students remember any of the words from the page? Elicit as much knowledge from the picture as possible.

In-Book Time [p.9]

1 Talk about the picture.

- Ask students what items they see on the page. Ask about the colors they see as well.
- Have them join the two to create a phrase: "green shorts" or "a red T-shirt".

1 Listen and look. [Track 003](#)

- Play the audio for the class.
- Ask students to circle the items they hear in the order they hear it. Repeat if necessary. When finished, ask them to repeat the order in which they heard the items.

- jacket
- T-shirt
- socks
- pants
- shorts
- shoes

- Cut out the flash cards from the back of the student book. Use flash cards and say the name of each item of clothing.
- Hold up each card and say an incorrect name. Have students say yes or no if it is right or wrong.

Extra Activity [Optional]

- Have students pull out their flash cards.
- Tell students you will call out an order and students must put the pictures in order. Depending on your students' level, increase or decrease the amount of cards.
- Then invite students up to the front and have them come up with combinations to give to the class.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track 003](#) [QR](#)

ACTIVITY BOOK [P. 5]

1 Look and match.

- Review items on the top line.
- Then have them draw lines from the objects to the items on the bottom.
- When finished, review the answers with the class.



LESSON 3

SENTENCES [SB P.10, AB P.6]



Lesson Objectives

Review clothing vocabulary
Learn clothing-related expressions

Language

Words	Sentences
jacket, shoes, socks	Put on your shoes. Yes, Mom/Dad.

Materials

computer, audio equipment, TV, classroom supplies,
flash card, pencils

Supplementals

Flash cards
Vocabulary quiz (unit 1)
character puppet

Warm-up

- Play the Hello song and do the movements along with the song. [Track 003](#)
- Review the picture from Lesson 2 (p. 9). Do they remember any of the words from the page? Elicit as much knowledge from the picture as possible.
- Ask students to cut out the **finger puppets** at the back of the workbook. Use finger puppets to model a conversation using the sample sentences. Use full sentence. (*Put on your shoes. Yes, Mom.*)

In-Book Time [p.10]

1 Look at the pictures.

- Elicit the names of the children on the left (Tony, Ana, Lulu). Ask what they are wearing.
- Ask the students about the characters on the left and what they are wearing.

1 Listen, match, and say. [Track 006](#)

- Play the audio.
- Have students follow along and match the clothes to the character.

1. W: Put on your socks, Tony.
B: Yes, Mom.
2. W: Put on your jacket, Ana.
G: Yes, Mom.
3. M: Put on your shoes, Lulu.
G: Okay, Dad!

- Then have students roleplay. Pick a student and roleplay the conversation with you or other students.
- Make sure roles are switched frequently.
- Include props in the class and have them act out the dialogs with the items (asking for and handing over items).

Extra Activity (Optional)

Pictophone!

- Have students stand in two lines. Have everyone turn and face one way.
- Show the first students in line a flash card of an item.
- Have them turn around and "draw" it onto the students back.
- The next person must "draw" the item on the person in front of them's back.
- The last person in line must guess the item they felt. If they guess correctly, they win.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track 009](#)

ACTIVITY BOOK [P. 6]

- Have students open the activity book to page 6.
- Ask them who the character on the page is (Bonnie).
- Have them point and name the items they see inside the maze.
- Then ask them to follow the maze to get Bonnie from the beginning to the end.



LESSON 4

STORY [SB P.11, AB P.7]



Lesson Objectives

Learn about getting ready to go out.
Practice the new language through an animation.

Language

Words	Sentences
see, grandma, shoes, jacket, sunny, rainy, mom, take care	Put on your shoes.

Materials

computer, audio, TV/projector

Supplementals

flash cards

Warm-up

- Play the Hello song and do the movements along with the song. [Track 003](#)
- Play Flash Card Ring-Around-The-Rosey.
 - Have students sit in a circle.
 - Turn on music and give students two flash cards.
 - Have them pass them to their left.
 - When the music stops, have the students say the word on the flashcard.
 - Introduce one more card every round.
 - Try to have them say sentences if possible.

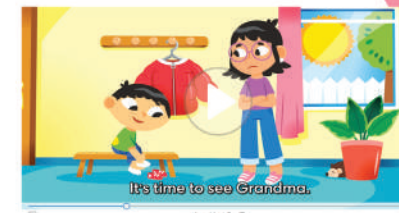
In-Book Time [p.11]

1 Look at the pictures.

- Have students look at the images and describe what they think is going on.

1 Listen, look, and read. [Track 007](#)

- Play the audio.
- Play it again and have students follow along.
- Ask students to repeat the dialog on the page.



Visiting Grandma

W: Tony, let's go! It's time to see Grandma.
B: Yes, Mom!
W: Put on your shoes. Put on your jacket.
B: My jacket? But it's sunny.
W: It'll be rainy later.
B: Okay, let's go. Mom! Where's your jacket?
W: Oops!
B: Take care of your things, Mom! [laughs]

2 Watch and say. [QR](#)

- With books closed, watch the animation using the QR code.
- Play the animation one more time for the students to listen and repeat the lines.
- Check your understanding of sentences (*put on your shoes/put on your jacket/put on your socks/put on your pants*). Demonstrate each sentence and have the learners copy you.
- Invite the learners to role-playing with the story audio or on their own.

Extra Activity (Optional)

Put the children into small groups. You can have each group do the entire story or assign one panel per group. Have them practice for a few minutes. Then have them reenact the story or panel in front of the class.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track 009](#)

ACTIVITY BOOK [P. 6]

1. Look and number in order.

- Have students open the activity book to page 7.
- Ask if they recognize the images on the page.
- Have students number the images in order. (Ask them to try and find the first image of the story.) Go through all six images.
- Have students say the dialogue for each picture. See how much they remember.



LESSON 5

VALUES [SB P.12, AB P.8]



Lesson Objectives

Teach children the unit value (Take care of your clothes)

Words

jacket, favorite, shoes, floor, hang, cupboard, clothes

Materials

paper, pencils, crayons

Warm-up

- Play the Hello song and do the movements along with the song. [Track 002]
- Review the picture from Lesson 4 (p. 11). Do they remember any of the words from the page? Elicit as much knowledge from the picture as possible.
- Discuss what they do when their clothes have been washed.
- Discuss what they do after they wear pajamas, school uniforms, clothes, etc. Where do they put them?
- Have student demonstrate good and bad examples of caring for their clothes with a jacket or other article of clothing.

In-Book Time [p.12]

1 Look at the pictures.

- Look at the picture in the book. Ask students what they see.

1 Listen and look. [Track 009]

- Listen to the audio.
- Ask them what they heard.
- Ask what the boy in the picture is doing (tidying his clothes).

Take Care of Your Clothes.

You have a nice jacket.
You have your favorite shoes.
When you take them off, where do you put them?
Do you put them on the floor?
Don't do that.
Hang your jacket up.
Put your shoes in the closet.
Take care of your clothes.

- Review the listening. Ask them what they shouldn't do and what they should do instead according to the listening.
- Ask about other things they should take care of (toys, books, shoes, etc.)

Extra Activity [Optional]

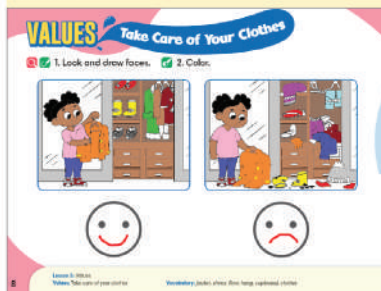
- Teach students how to fold clothing.
- If anyone in the class knows how, ask them to come and demonstrate. Otherwise, ask students to fold pants, T-shirts, and socks.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track 003]

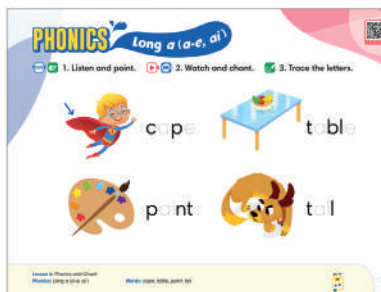
ACTIVITY BOOK [P. 8]

- Look at the pictures and say what is going on in each picture.
- Ask if it's a good thing or a bad thing. Have them draw smiley faces that match.
- Have students color in the images.
- Review what students should and shouldn't do with their clothes.



LESSON 6

PHONICS [SB P.13, AB P.9]



Objectives

Review the long a sound

Language

cape, table, tail, paint

Materials

Flash cards, items that represent each letter, audio, computer, pencils

Warm-up

- Play the Hello song and do the movements along with the song. [Track 002]
- Show students the flash card of the "snake".
- Go over the sound with them.

In-Book Time [p.13]

1 Look at the pictures.

- Ask students if they recognize any of the pictures in the book.
- Go over each of the pictures and have students say what each item is.

1 Listen and point. [Track 009]

- Play the audio.
- Ask which words they heard.

Long a Chant

/e/ /e/ cape! table!
/e/ /e/ tail! paint!
/e/ /e/ cape! table!
/e/ /e/ tail! paint!

Put the cape on the table!
Paint the tail pink!

2 Watch, sing, and dance. [QR]

- Play the animation video. Have them chant along.



3 Trace the letters.

- Play the animation video. Have them chant along.
- Have them say the words out loud and repeat the long a sound.
- Have students rewrite the word completely underneath the word if possible.
- Ask students if they know any other words that have this sound. (plane, train, pain, male, female, etc.)

Extra Activity [Optional]

Alphabet tag

- One person will be "it".
- "It" will shout a sound (encourage them to use sounds covered previously if possible).
- Students must find something in the room that begins with that letter and touch it to be "safe." No more than 4 people per item.
- Give a time limit of 20 seconds per round before announcing a new letter.

Cool Down

- Review what was covered in class.
- Congratulate them on a good job today. Tell students to help clean up the classroom before they leave.
- Play the Good-bye song. Do the Good-bye song dance together. [Track 003]

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