



Rise and Shine Product Presentation

February 2022



Rise
and
Shine



Introduction to Rise and Shine

What is Rise and Shine?

A flexible, story-based primary course that combines language learning with global citizenship to inspire learners to become confident in English and responsible citizens.



Seven-level, semi-intensive primary course, 2 to 5 sessions per week.



Institutions

Private and state primary schools looking for evidence of progress and materials to support inclusive classrooms.



Students

Young learners, age 6 – 12



Teachers

Teachers with demanding schedules and mixed-ability classes looking for a course to support all learners to make progress in their English and skills for the future.

Course Components: Teachers

PRINT

- Teacher's Book
- Flashcards
- Story cards (Starter-L4)
- Posters

DIGITAL

- Presentation tool
- Assignable homework activities
- Pupil's Book eBook
- Activity Book eBook
- Class audio
- Video
- Assessment Pack with Test Generator
- Photocopiable Worksheets
- GSE Teacher mapping booklet



Course Components: Teachers

PRINT

- Teacher's Edition
- Picture Cards
- Story cards (Starter-L4)
- Posters

DIGITAL

- Presentation tool
- Assignable homework activities
- Student's Book eBook
- Workbook eBook
- Class audio
- Video
- Assessment Pack with Test Generator (L1-6)
- Photocopiable Worksheets
- GSE Teacher mapping booklet



Course Components: Pupils

PRINT

- Pupil's Book with eBook
- Activity Book with eBook
- Busy Book

DIGITAL

- Pupil's Book eBook
- Activity Book eBook
- Digital activities
- Extra practice resources
- 360° online games



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Course Components: Students

PRINT

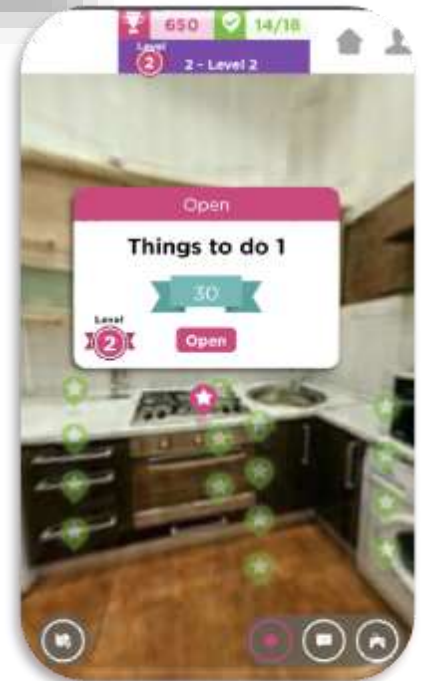
- Student's Book with eBook
- Workbook with eBook
- Busy Book

DIGITAL

- Student's Book eBook
- Workbook eBook
- Digital activities
- Extra practice resources
- 360° online games



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Perfect Partners

English Benchmark *Young Learners*

Using Graded Readers with English Code

English Code Level 2: GSE 25-30 | CEFR A1 to A2

UNIT	0	1	2	3	4	5	6	7	8
TITLE	Welcome	Show Street	Fizzert	Colombus	Black Off	Holiday Time!	Let's shop!	Excursions	Let's work!
MAIN THEMES	school / subject / class / rules	action / exciting / action	adventure / animals / describing / weather / talking about the past	celebrations / architecture / describing / events / going on a trip	space / sports / talking about the past	holidays / travel / talking about the past / going on a trip	shopping / amounts / change	travel / animals / talking about the future / descriptions	work / jobs / talking about the past / going on a trip
READERS	Start with Reader 0	Reader 1	Reader 2	Reader 3	Reader 4	Reader 5	Reader 6	Reader 7	Reader 8
English	British or American	American	British or American	American	American	American	British	American	American
LEVEL	0	0	0	0	0	0	0	0	0
GSE	25-30	25-30	25-30	25-30	25-30	25-30	25-30	25-30	25-30
LEVELS	A0	A0	A1	A1	A1	A1	A1	A1	A1
TOPICS and THEMES	school / homework	the past / culture / weather / conditions	adventure / animals / describing / weather / talking about the past	celebrations / architecture / describing / events / going on a trip	space / sports / talking about the past	holidays / travel / talking about the past / going on a trip	shopping / amounts / change	travel / animals / talking about the future / descriptions	work / jobs / talking about the past / going on a trip

Thames Pearson English Kids Readers 2

Kids' Readers – correlated by unit and level coming soon



Rise and Shine Correlation Chart

	CEFR	GSE	English Benchmark	Cambridge English	International Certificate
Starter	<A1	10-17	-	-	-
Level 1	<A1 / A1	10-22	-	Pre A1 Starters	Firstwords
Level 2	<A1 / A1	15-26	Level 1	Pre A1 Starters	Firstwords
Level 3	A1	22-30	Level 2	A1 Movers	Springboard
Level 4	A1 / A2	26-35	Level 3	A1 Movers	Springboard / Quickmarch
Level 5	A2	31-39	Level 3 / 4	A2 Flyers	Quickmarch / Breakthrough
Level 6	A2+	35-42	Level 4	A2 Flyers	Breakthrough





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What's great about Rise and Shine?

- Background
- Key pillars
- What's unique?



Background

- 2+ years of research with teachers and sales teams across the globe, including Spain, Argentina, Brazil, Italy, Poland, Japan, Mexico, Ukraine
- Teacher face-to-face interviews
- Class observations
- Teacher surveys
- Teacher reviewers



Teachers

- Managing mixed abilities and inclusive classrooms
- Monitoring progress
- Keeping students motivated, focused and on task

What's the hardest part of your job?



Learners

What do your learners respond best to?

- Sense of progression and accomplishment
- Interesting stories and fun characters
- Content that is relevant to their own lives





Key pillars

Clear progress and accessible learning outcomes

Sense of purpose

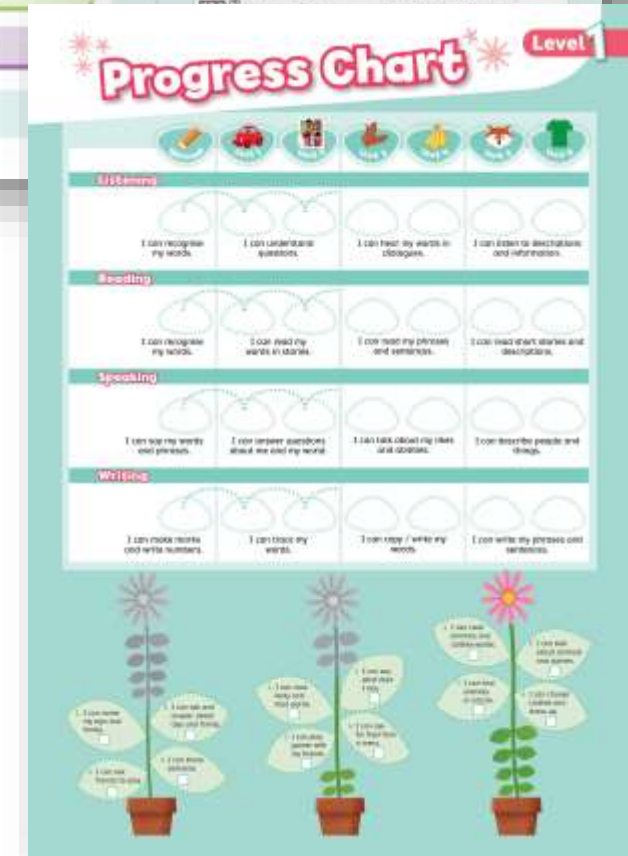
Supports inclusive classrooms

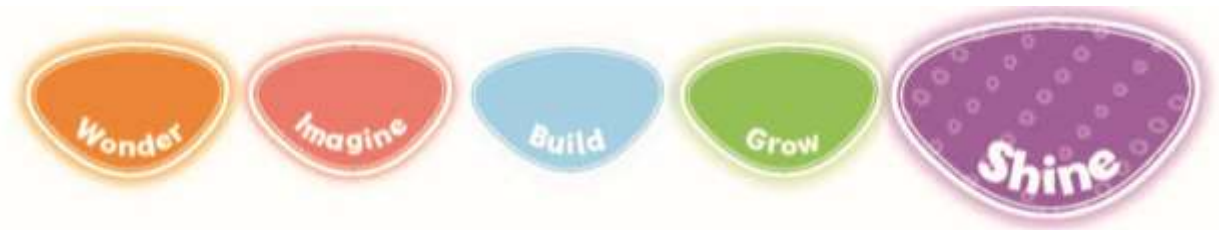
Global citizenship and future skills

Engaging and relatable

Clear progress and accessible learning outcomes

- Measurable progress that learners can see
- Syllabus built off the **GSE YL**, which helps pupils to understand exactly what they are learning and why.
- *I can shine* activity encourages learners to think about their progress against the key learning outcome
- Practical support for teachers in the Teacher's Book





A sense of purpose

- A step-by-step approach **builds confidence** in using English through a learning cycle of exposure, recognition, controlled practice and freer practice.
- Every activity and lesson builds towards a clear objective and a final unit project that **gives every learner their *Time to shine*.**

Step 2 Create

5 Think about your project. Circle and write.
I can see a _____
and _____

6 Make your park collage.

7 Share with a friend.
Is it a park?
Yes, it is.

Time to shine!

8 Show your park collage to the class.

Look at the flower. I can see a butterfly and a ladybird.

I can explore nature!

Unit project: A park collage

Create

1 Think about your new home.
1 What's your home going to be like?

2 How is your home going to be eco-friendly?
wind turbines solar panels a living wall.

3 Share your ideas.

4 Design and label your new home.

Skill Up
Write notes to help you remember what you want to see. Don't need your notes. Just look at them sometimes.

Time to shine!

5 Present your home to the class.

6 Make a class display. Vote for your favourite new home.

This is our new eco-friendly home. It's the most modern house in the city! There are solar panels and a wind turbine on the roof. They make electricity from the sun and the wind. There's a living wall of plants. They clean the air. We want to live in this wonderful house!

Shine on!
Compare your home to another home.
This home is more modern than our home. Maybe our home is eco traditional.



I can design and decorate an eco-friendly home.

Unit project: An eco-friendly home



Inclusive classrooms

- **Supporting every learner to achieve and shine** through carefully planned lessons and character helpers.
- **Targeted support for teachers** to help all learners achieve their learning goals, while recognising that this will look different for different pupils.
- Lots of opportunities for **formative assessment**
- **Comprehensive Assessment Pack** including test generator, a diagnostic test and Adjust and Exceed versions of tests



 **WONDER HELPER**  Assess

Read Bruno's question. Ask pupils to invent a toy box and include as many toys as they can. Then tell them to find out what's in their partner's box and share their answers as a class.

I Can Shine   **Assess**

ACHIEVE The learner can ask a question *What's this?* And answer *It's a/an...*

ADJUST The learner can attempt part of the question and answer.

EXCEED The learner can add additional information about the toy in their answers, e.g. *It's a red car.*

Engaging and relatable

- **Fun activities** and beautiful visuals to grab learners' attention and keep them focused
- **Rise and Shine Towers** - a world learners can relate to their own lives with diverse characters and animated stories that grows with learners
- **Real-world links** through dedicated functional language lessons, beautiful photographs, global citizenship themes and videos.



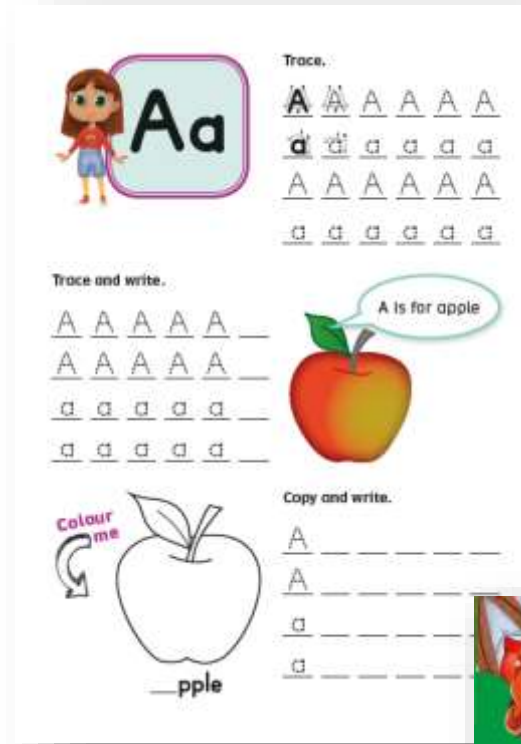
Global citizenship and future skills

- Encourages learners to think about global and local contexts, with emphasis on **cultural awareness**, empathy with **local and global issues**, and **social-emotional skills** development.
- Each unit stage links to a set of **future skills** with a dedicated helper who guides and supports learners in activities that develop these skills.
- Extra future skills lessons in Levels 3-6



Plus...

- Flexible program for 2-5 lessons/week
- Alphabet Book (coming soon)
- Busy Book (Levels 1-6)
- Extra grammar lessons (Levels 3-6)
- Digital-only package





**What makes
it unique?**

360° games

3 entry points

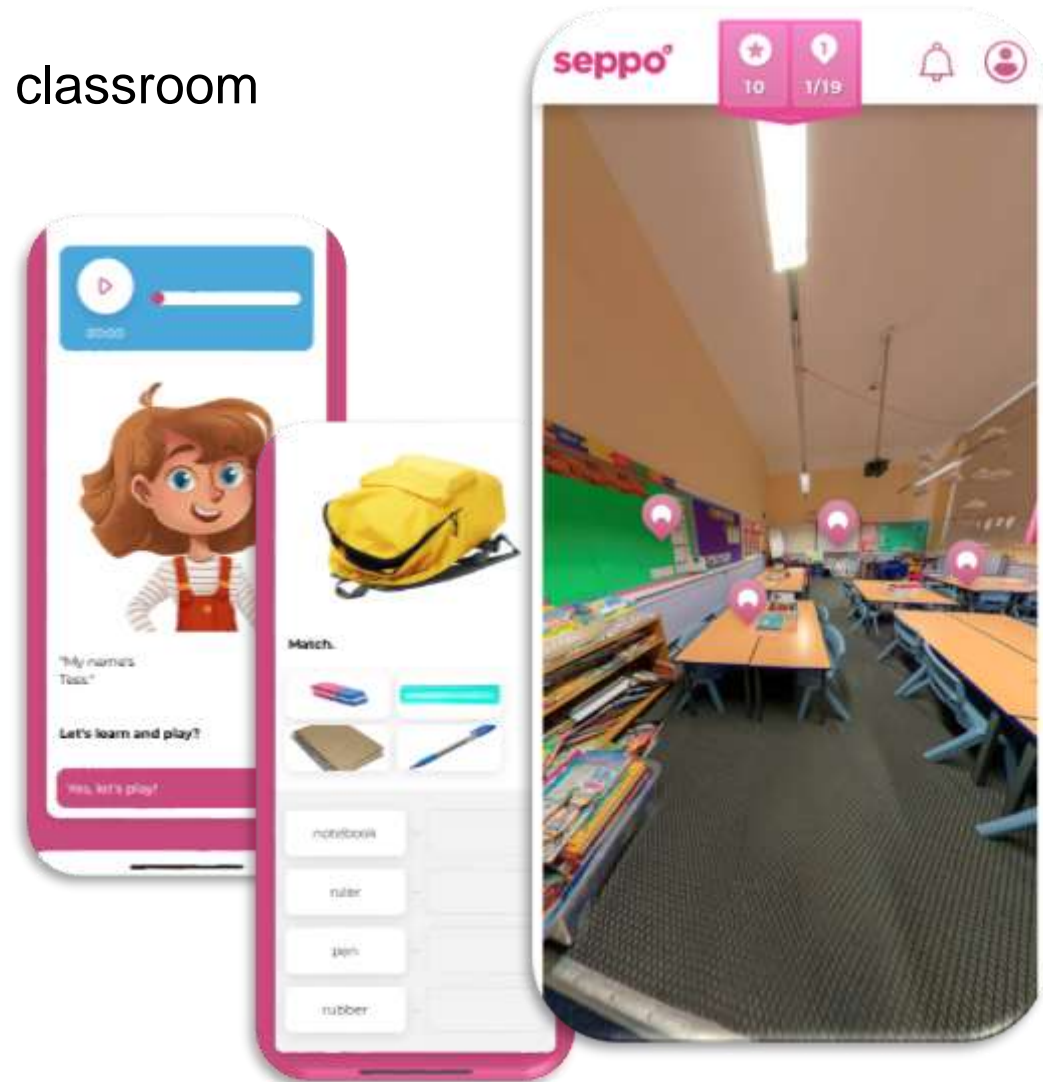
Built off the GSE

Aligned to SDGs

360° online games – powered by

seppo^o

- Encourage engagement with English outside the classroom
- Content is aligned and covers all key language
- Real-world settings
- Browser-based, can be played on any device
- Available offline using the Play Seppo app
- 3 story games per level



coming soon
Global Games
for Levels
1-6



3 entry points



Starter

- Optional
- GSE 10-17
- No reading or writing



Level 1 Learn to Read

- GSE 10-22
- Gentle introduction to reading and writing from Unit 4



Level 1

- GSE 10-22
- Introduction to reading and writing from the beginning



Built on the GSE for Young Learners



- **Key objectives simplified** for young learners
- Detailed information on **key and supporting objectives** in every lesson in the TB
- **Development indicators** for each unit objective in the TB to help teachers understand what meeting the objective looks like
- **Resources for teachers:**
 - Teacher's Book
 - GSE mapping booklets
 - GSE Teacher Toolkit

GSE range for Level 2: 15–26 (stretch 29)	Development indicator:
Speaking	Talk about myself and my world
<i>Working towards: taking part in a short dialogue of 1–2 exchanges or give a short monologue of 2–3 sentences.</i>	
Learners can name everyday objects in their immediate surroundings or in pictures, if guided by questions or prompts. (19)	Use a few single words to name or describe familiar people or objects, or express basic opinions.
Learners can answer simple questions about things they have in a basic way. (24)	Participate in common informational, academic or transactional exchanges using simple language and expressions.
Learners can describe someone's physical appearance using one or two words. (24)	Use simple language to describe familiar objects and situations in short stretches of speech.

Sustainable Development Goals

- Unit topics, stories, global citizenship lessons and Time to Shine projects have all been **developed in reference to the Sustainable Development Goals**
- Allow learners to learn about the **wider world** as well as think about specific goals in their **local context**



SDG 2: Zero Hunger (grow food; Unit 4)



SDG3: Good Health and Well-being (tolerance and respect for others; Unit 3 and Unit 6)



SDG10: Reduced inequalities (fairness, sharing; Unit 1)



SDG 12: Responsible Consumption and Production (rediscovering old toys; Unit 1)



SDG 15: Life on Land (respect for animals, exploring habitats; Unit 5)



SDG 16: Peace, justice and strong institutions. (understanding differences between families; Unit 2)

For more information on the UN Goals, please visit <https://www.un.org/sustainabledevelopment/>



We support the Sustainable Development Goals



Pearson



Appendix

- *Level differentiation*
- *Unit walkthrough*
- *What is the Busy Book?*



Level differentiation



Level differentiation

Starter



- Rise and Shine School
 - Story Animations
- Focus on listening and speaking
 - Cutouts and stickers in AB
 - Songs and chants
 - Picture Dictionary



Level differentiation

Levels 1-2

- Rise and Shine Towers and Explorers Club
 - Story Animations
 - Our World videos
- Focus on listening and speaking
- Support for reading and writing
 - Cutouts and stickers in PB
 - Songs and chants
 - Picture Dictionary
- Seasons and celebrations lessons



Level differentiation

Levels 3-4

- Rise and Shine Library and Museum
- Story Animations
- Our World videos
- Focus on integrated skills
 - Songs and chants
- Word connections list
- Celebrations lessons
- Future skills lessons
- Grammar reviews



5 Let's save our animals!

Library

- Look about animals.
- Read about animals.
- Watch and respond to suggestions.
- Write an animal fact file.
- Create an animal product.

Song

Look at the animals at the zoo. Let's see what they can do.

Pandas can fly. But can they climb? Yes, they can. But they can't swim. Chorus

Tigers can run. But can they walk? Yes, they can. But they can't see. Chorus

Penguins can swim. But can they fly? No, they can't. I don't know why. Chorus

What animals are there in your country?

1 tigers 2 penguins 3 monkeys 4 kangaroos 5 bats
6 snakes 7 pandas 8 zebras 9 rhinos 10 parrots

What can you see?

1 Watch and listen.
2 Listen and find.
3 Listen and point. Then listen and repeat.

I can shine!

1 Read and stop.
2 Listen and answer.
3 Make sentences about the animals in the picture.

Grammar

Tigers can run. They can't fly. Can they run? Yes, they can. Can they fly? No, they can't.

Word connections

What connections do you see?

Place People Activities Describing words

Place

computer
globe
information desk
multimedia room
reading corner
book shelf

People

teacher
computer
guide
volunteer

Activities

listen to music
go to bed
go to school
have breakfast
have a shower
wake up

Describing words

fun
clean
big
friendly
friendly
big
new
fast
old
tall

Level differentiation

Levels 5-6

- Rise and Shine City Hall and Summer Camp
- Photographic characters
 - Our World videos
- Focus on integrated skills
 - Songs and chants
 - Celebrations lessons
 - Future skills lessons
 - Grammar reviews



Lesson 2

1 Read and complete.

2 Listen and match.

3 Read about your plans for the weekend.

4 Ask your teacher about your plans for the weekend.



2 All about technology

1 Listen and complete the survey for Leo.

2 Read and learn.

3 Listen again. Then match.

4 Ask and answer about Leo's survey.

5 Copy and complete the survey from Activity 1 with a partner.





Unit Walkthrough



spark curiosity

Progress path sets out the learner journey

Unit title sets out topic and project end goal

Diagnostic activity to activate prior knowledge

Vocabulary presented in the big picture

Wonder helper: enquiry, critical and reflective thinking

Our World video adds context

Self-assessment sticker

Grammar presented through a song

I can shine activity supports formative assessment against key objective

Clear and concise learning objective

The screenshot displays a vibrant digital learning environment. At the top, a banner reads '1 Old toys, new toys'. Below this, the interface is divided into sections. On the left, a 'Lesson 1' box contains a diagnostic activity: 'What can you see?' followed by 'Listen and explore.' Below this is a large 'big picture' showing children in a room with various toys. Numbered labels (1-8) identify items: 1. doll, 2. tablet, 3. robot, 4. car, 5. teddy bear, 6. ball, 7. train, and 8. elephant. A 'Wonder helper' character asks 'What's in your toy box?' with instructions: 'Listen, point and say.', 'Stick and say.', and 'Watch and listen.' On the right, 'Lesson 2' includes a 'Song' activity: 'Sing and act.' and 'Listen and number.' Below the song is an 'I can shine!' activity with a question 'What's this?' and the answer 'It's a car.' At the bottom right, a 'Self-assessment sticker' area shows 'I can name my toys.' and a small car icon. A progress path at the top right shows 'Wonder', 'Imagine', 'Build', 'Grow', and 'Shine'.

encourage cognitive engagement

Pre-reading activity reviews vocabulary

Lesson 3

1 Which toys can you see in the story? Tick (✓).



Story animation

2 Listen or watch.



Story develops reading skills and strategies

Imagine helper: imagination, critical and reflective thinking



I can shine!

3 Circle Dexter's favourite toy.



4 Act out.

I can understand a story about toys.

Story language: What's this? It's my (robot). It's my favourite toy.

I can shine checks understanding and further develops reading skills

Act out activity encourages collaboration

communication skills and confidence

Vocabulary presented through story extension

Grammar presented in a chant

Build helper: communication, self-management

Problem-solving task to practice new language

Supported speaking practice to build confidence

Phonics support

I can shine: communication cards for freer speaking practice

Lesson 4

1 Listen and find. 2 Listen and number. Say.

3 Listen and say.

Chant

It's a doll, it's new.
It's a car, it's blue.
It's a train, it's old.
It's a ball, it's small!

4 Find, colour and number. Then say.

Lesson 5

1 Listen and number.

2 Look and play.

3 Listen and say.

My sounds

t d

Two toy teddy bears and Dora the doll.

I can shine!

4 Cut out and guess the toys.

What's this? It's new. It's blue.

It's a robot.

I can ask and answer about toys.

14 Vocabulary and structures Adjectives, It's a (train). It's (old).

Communication Describing toys; sounds t and d 15

open learners' eyes to the world

Global citizenship theme

Real-world listening activity

Vocabulary presented with photographs

Comprehension through critical thinking

Revisit **Our World** video

Grow helper: critical and reflective thinking, social responsibility

Everyday English functional language practice

Real-world reading activity

I can shine: production of the functional language

The image shows two pages from a children's English textbook. The top of the page has a banner with the word 'Grow' and other icons. Below the banner, there are two lessons. Lesson 6 is titled 'Lesson 6' and has a sub-heading 'I share toys'. It includes a listening activity with two parts: '1 Listen, look and find.' and '2 Listen, point and say.' Below this are several photographs of toys: a music box, a kite, a plane, and a bike. A third part of the activity says '3 Circle old toys in blue. Circle new toys in green.' Below this is a photograph of a toy store shelf with various toys. A character, an elderly woman, is shown with a speech bubble that says 'Think and share! New toys or old toys?'. A fourth part of the activity says '4 Watch and listen.' Lesson 7 is titled 'Lesson 7' and has a sub-heading 'Playing with friends'. It includes a listening activity with two parts: '1 Look and number.' and '2 Listen and tick (✓)'. Below this is a photograph of a toy shelf with a book, a doll, a kite, and a plane. A character is shown with a speech bubble that says 'Can I play?'. A third part of the activity says '3 Choose a toy. Let's play!' and includes a role-play activity 'I can shine!' with a character saying 'Can I play?' and another character saying 'Yes! Let's play!'.

foster a sense of pride

Collaborative project tied to unit title

Differentiated steps allow all learners to showcase achievements

Step 1: Review all key language from the unit

Speaking practice to support project work

Let's have a class toy swap!

Step 1 Review

1 Look, read and number. Then trace.

ball
doll
robot
teddy bear
train
tablet
elephant
car

2 Choose a toy. Draw, colour and circle.

It's big / small.

3 Describe the toy.

It's small.
It's old.

A car?

4 Think! Choose a toy for the box. Circle.

It's old / new.

Step 2 Create

5 Draw your toy for the class toy swap.

6 Add your toy to a class toy swap poster.

7 Guess your friend's toy.

It's old.
It's red.

A doll?

Yes!

Time to shine!

8 Share your toy with the class.

Can I play?

Yes!

I can share my toys with my class!

1

Step 2: think and create project work with steps to support all learners

Time to shine: learners share their projects

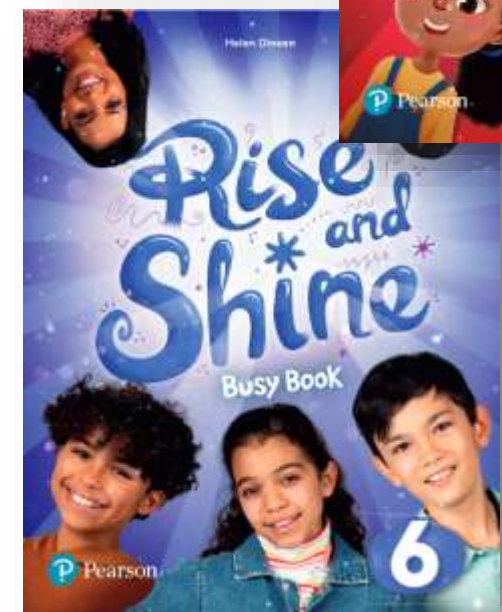


Busy Book



What is the Busy Book?

- "flexi" component that can be used in class or at home, as a group or individually
- Activities are designed to be fun, open-ended and creative so students can start to put English into practice more independently
- Focus on further practice and personalization of key language
- NOT a replacement for the Workbook/Activity Book – the Workbook provides the core, controlled practice activities students need to master the language.
- an optional extra for schools with more hours, those needing extra work for fast finishers, or those looking for out of class resources beyond the digital activities



What teachers see:

- Playful, fun practice activities that students are motivated to do independently
- Activities that support reading and writing appropriate for the level
- Varied and open task types that are inclusive - each child can 'have a go'
- Opportunities for stretch that take students beyond the core course - quests, puzzles, things to discover
- Lots of opportunities for students to apply language to their own worlds
- Activities that specifically develop key future skills



What learners and parents see:

- Fun language activities that replicate puzzle books or magazines they have at home and don't feel like "work"
- Activities that they can complete without necessarily fully understanding the written rubric.
- Activities that support and build confidence
- Lots of opportunities to apply key language to their own worlds
- Puzzles and games to motivate spending extra time on English



Busy Book 2

Communication
Learning to speak together in English.

Movement
Being active and building confidence.

Finding out
Learning about and exploring the world.

Critical thinking
Solving problems and puzzles and learning thinking skills.

Creativity
Expressing ideas through drawing and making.

We can do it!
Celebrating learning and progress.

5 At the snack bar

Find

- carrot
- biscuit
- fish
- eggs
- juice
- cereal

How many things starting with 'c' can you find?

22

Let's talk

Complete the quiz, then ask a friend.

Can you play the guitar? Yes No

Can you play tennis? Yes No

Can you play football? Yes No

Can you swim? Yes No

Can you fly a kite? Yes No

Can you _____? Yes No

Can you _____? Yes No

Jump! Hop! Clap your hands!

Write with me!

I can't _____.

I want to learn to _____.

Tell a friend about something you can't do but want to learn.

19

Explore with Basil Our world

Match the hero to the badge.

Who's your hero?

Basil's Fun Facts

Ask your family Who's your hero?

This is a firefighter.

5

Busy Book 3



Communication
Learning to speak together in English.



Leadership
Learning to build relationships.



Discovery
Building knowledge and awareness of social responsibility.



Critical thinking
Solving problems and puzzles and learning thinking skills.



Creativity
Expressing ideas through drawing and making.



Self-management
Learning to plan ahead to reach goals.

5 Let's save our animals!

Help Lula and Theo cross the river.

Read the clues and find the animals. Colour the stones.



CLUES

- I'm black and white. I can't run fast.
- I can run. I've got spots.
- I live in trees but I can't fly.
- I am very big. I haven't got fur.
- I'm a bird but I can't fly.
- I've got stripes but I'm not black and white.
- I can't run but I can fly.
- I am long. I haven't got legs.



More FUN
How many things starting with 't' can you find in the picture?

Hobbies survey

Do a survey. Ask your friends and family.

Find someone who...

likes being outside

name: _____
name: _____
name: _____

likes doing crafts

name: _____
name: _____
name: _____

likes helping people

name: _____
name: _____
name: _____

is good at playing an instrument

name: _____
name: _____
name: _____

wants to learn coding

name: _____
name: _____
name: _____

likes learning something new

name: _____
name: _____
name: _____



likes taking photos

name: _____
name: _____
name: _____

is good at acting

name: _____
name: _____
name: _____



Do you like being outside?

Yes, I do. I love being outside.



Riddle
A cat has got three. A girl has got four. What are they?

Explore with Thomas

Our world

Rearrange the letters to write the places.

1

2

3

wton

lcty

ellgvia

Write.

A _____ is small. There aren't lots of people. Some _____ have got small shops.
A _____ has got more people. There are schools, supermarkets, and sometimes a sports centre or a cinema.
A _____ is very big. There are lots of people and there are hospitals, libraries and lots of shops and cars.

Find out more

What is the biggest city in the world?

Do you live in a village, a town or a city? Go outside and look around. Draw and write about what you can see, hear and smell.

About me ★

I live in a _____
I can see _____
I can hear _____
I can smell _____

10

Busy Book 5



Communication
Learning to speak together
in English.



Leadership
Learning to build relationships.



Discovery
Building knowledge and awareness
of social responsibility.



Critical thinking
Solving problems and puzzles and
learning thinking skills.



Creativity
Expressing ideas through drawing
and making.



Self-management
Learning to plan ahead to reach goals.

Do you agree? Read and Complete.

Group 1

flying in a hot air balloon

swimming with _____ (ocean animals)

going sightseeing by _____ (a way to travel)

buying a ticket to see _____ (a band or singer)

sleeping in a tent in _____ (a place)

Group 2

more exciting

scarier

cooler

more boring

more fun

better

Group 3

watching fireworks at New Year

waiting in a queue to meet _____ (a famous person)

staying in a big hotel in _____ (a city)

watching a / an _____ (an animal) parade

going to a / an _____ (a food) museum

Swimming with sharks is more exciting than watching a penguin parade. Do you agree?

Choose one from each group. Write sentences.

Now find people who say...	
Yes, I agree!	No, I disagree!
1. _____	_____
2. _____	_____

Tongue Twister

Can you say this quickly five times?

Spike's telling Stella a space story.


Steph's telling Spencer a spy story.

29

Explore with Alex **Our world** Look, read and write.


float sink air flat

Step 1




First, we have to put the hot air balloon on the ground. The balloon uses hot _____ so it can float.

Step 2




Now we can _____ in the sky!

Step 3



We have to let the hot air out to make the balloon _____.

Step 4



When the hot air balloon is _____, we have to pack it away.

Would you like to float in a hot air balloon? Why / Why not?


Do it yourself! Make a boat that floats.

Use clean rubbish and recycling to make your boat. What things make a good boat? Fill a bowl with water. Does your boat float?

I can use _____

15

My technology journal Design your own technology. First think and write.



I often use _____.

I think young people should _____

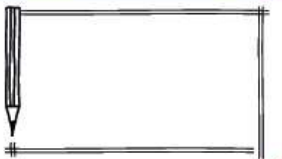
but they shouldn't _____.

I would like to create _____.

Then write and draw.

It's a _____.

I'm using it to _____.



Now post an advertisement!

My favourite activity in this unit: _____

My favourite fact in this unit: _____

This unit makes me feel 😊 😊 😊

because _____.

11



Pearson