

Beats! **1** Primary

Teacher's Edition

Sally Marshall



Ciclo 1

Lengua extranjera. Inglés

Teacher's Guide

PRINCETOWN - CORREO DEL MAESTRO

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Presentation

Dear teacher,

Welcome to Beats! 1, especially designed to teach English through English! Beats!1, is a fun book, designed for children in first grade which considers age, interests and cognitive characteristics to engage students and encourage them to keep learning English for fun and for real life purposes. Therefore, we have also considered, child development to make the learning of English an enjoyable experience.

Throughout this book, students will actively participate in meaningful and dynamic activities allowing children to practice English and enjoy communicating. At this level, children are curious and enthusiastic about learning. That is why, Beats! 1 takes as the fundamental element in its learning-teaching process, the social practice of the language and sets it in three different learning environments: Familiar and Community, Academic and Educational and Literature where students will keep on getting in touch with English in a fun and very enjoyable way.

In Beats! 1, children will discover the power of a foreign language through simple contexts and working patterns which will develop positive attitudes toward a foreign language. Also, you will find an integrated reading program which offers facts and stories correlated to specific units in the Activity book .

As a final note, by the end of the school year you would have succeeded as you see your students accomplish the following Achievements:

1. Understand and respond to expressions of greeting, politeness and farewell.
2. Interpret public signs.
3. Give information on personal data, likes and preferences.
4. Describe and interpret information about people of the community
5. Understand rhymes and tales in verse.
6. Compare words in a children's story.
7. Understand tales to relate with personal experiences.
8. Read illustrated instructions for assembling an object.
9. Ask questions to obtain information on a topic of nature.
10. Interpret information about units of time, with support of a graph.

Have a wonderful school year!
The Author

Beats!

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Social practice of the language
Understand and respond to expressions of greeting, politeness and farewell.

Product
Illustrated expressions of politeness, greeting and farewell.

Achievements

- › Explore expressions of greeting, politeness and farewell.
- › Recognize words.
- › Respond to expressions of greeting, farewell, and courtesy.
- › Distinguished writing expressions.

UNIT 2

<p>We Like to Rhyme</p> <p>Learning Environment: <i>Literature</i></p>	TE page
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Social practice of the language
Understand rhymes and tales in verse.

Product
Words that rhyme for a pictorial file.

Achievements

- › Explore rhymes and tales in verse
- › Listen to the reading of rhymes and tales in verse.
- › Explore pronunciation
- › Write rhymes and tales in verse.

UNIT 3

<p>Colors!</p> <p>Learning Environment: <i>Academic and Educational</i></p>	TE page
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Social practice of the language
Read illustrated instructions for assembling an object.

Product
Illustrated instruction sheet for assembling an object (kite, origami, mask, etc.).

Achievements

- › Explore instruction sheets
- › Participate in reading instructions.
- › Participate in writing instruction sheets.

UNIT 4

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Social practice of the language
Interpret public signs

Product
Illustrated dictionary of signs used in public spaces.

Achievements

- › Explore signs used in public spaces
- › Identify words spoken aloud.
- › Explore signs and words related to them
- › Participate in the writing of names of words related to signs.

UNIT 5

<p>Stories are Cool!</p> <p>Learning Environment: <i>Literature</i></p>	TE page
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Social practice of the language
Discover words in a children's song.

Product
And illustrate story.

Achievements

- › Explore stories.
- › Listen to reading stories aloud.
- › Practice the pronunciation of words.
- › Review the writing of a story.

UNIT 6

When's Your Birthday?	TÉ page	Social practice of the language	Product	Achievements
Learning Environment: <i>Family and Community</i>		Give information on personal data, likes and preferences	Text with data and personal preferences.	<ul style="list-style-type: none"> Explore information about data and personal preferences. Listen and acknowledge questions for information. Review writing questions and answers.
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Lesson 23	66			
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UNIT 7

What's an Elephant Like?	TÉ page	Social practice of the language	Product	Achievements
Learning Environment: <i>Academic and Educational Environment</i>		Ask questions to obtain information on a topic of nature	Information for an illustrated chart	<ul style="list-style-type: none"> Explore illustrated materials about living beings Participate making questions Explore writing questions and answers.
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UNIT 8

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Learning Environment: <i>Family and Community</i>		Describe and interpret information about people of the community and their activities.	Text with names and illustrations of occupations and professions	<ul style="list-style-type: none"> Explore illustrated materials, with information about occupations or professions. Participate in the oral expression of information Explore writing of words.
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UNIT 9

Showing Emotions	TÉ page	Social practice of the language	Product	Achievements
Learning Environment: <i>Literature</i>		Understand tales to relate with personal experiences.	Illustrated statements expressing states of mind	<ul style="list-style-type: none"> Follow the reading aloud of a tale. Explore writing statements. Assessment statements script. Explore instruction sheets
Lesson 33	94			
Lesson 34	96			
Lesson 35	98			
Lesson 36	100			
Show & Tell	102			
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UNIT 10

How Many Days?	TÉ page	Social practice of the language	Product	Achievements
Learning Environment: <i>Familiar and Community Environment</i>		Interpret information about units of time, with support of a graph.	Calendar with days of the week, hours of class and recess	<ul style="list-style-type: none"> Explore weekly calendars. Listen to the reading aloud of information about hours and days of the week Participate in the exchange of questions and answers for information about units of time. Check writing.
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GENERAL OBJECTIVES OF THE PROGRAM

The general purpose of the subject Foreign Language English in Basic Education is for students to develop skills, knowledge, attitudes and strategies of learning to participate and interact in social practices of the language, both oral and written, typical of written routine, habitual and known communicative and cultural contexts, with native and non-native speakers of English. The social practices of the language are set in three learning environments to facilitate teaching and learning in an integrated way: Familiar and Community, Literary and Ludic and Educational and Academic. This requires using activities that involve the interpretation and production of spoken and written texts.

Because of the above Beats!, promotes social interaction and communication as well as developing students' analytical skills, and does it all in a fun and enjoyable way!

METHODOLOGY

Learning a foreign language is an interesting journey which offers a lot of new exciting experiences. In Beats! 1 you will find plenty of opportunities to help children develop skills, knowledge and positive attitudes towards the English language.

There are many factors to take into considerations when teaching children. Remember that children learn best when they relate what they are learning to their every day life and the activities we present here promote communication in different contexts. Social practices of language help the children to develop communicative competence and learn English by using English.

At this very young age, children need a relaxed and comfortable atmosphere to help reduce the anxiety, natural in them when learning and trying new things so it is important to establish routines. Knowing what to expect gives children a sense of security not to mention the transition between receptive to productive language.

Young learners are not able to sit and listen to explanations for more than 5 or 6 minutes. That's why we recommend that you include activities in your lessons that allow the children to move around. As they grow up, they will develop bigger attention spans and will react in different ways. Meanwhile, children need to be trained to respond physically. Not only preschoolers, as we usually know, but first graders also need to be given short instructions with small breaks in between. TPR (Total Physical Response) is a wonderful approach to give the children the possibility to practice English by doing and establishing routines, since the language of these routines is for understanding only. That is, to develop receptive skills. Let's not forget that children need constant repetition which is basic in the learning process at this age. Young learners learn fast and seem to be always ready for more, however, not having an interesting activity that captures their attention at the beginning of the lesson and regular cycles of reviews may cause the children develop a negative attitude towards English and get easily bored. Games, songs and chants are essential not only in developing the rhythm of the language but in motivating them and asking for more. When children are enjoying singing, chanting, dancing, moving around, and clapping they grasp the language better which is the key to motivation.

As children grow older and after a period of sensitizing in English, they can be presented with major opportunities and different contexts to use the language. Simple tasks or language products provide students with communication situations which develop a basic competence and knowledge of English. Cooperative work allows students to take an active role in the construction of learning since planning, proposing, suggesting, and negotiating are everyday situations in their environment making learning English a social practice.

Taking into consideration the balance of activities mentioned, a lesson in Beats! 1 is divided into three stages:

1. DISCOVER

In this section, the children are exposed to the new language of the lesson. The vocabulary is presented in a very simple and clear way for the children to "discover" it by following basic instructions such as look, identify, say, point, chant.

2. THINK AND DO

This is the section where the children are asked to use the vocabulary learned in the previous section in activities which promote consolidation. The children will trace, color, match, associate, listen and chant.

3. CREATE

In this section, the children use their creative skills by working in the set context with a fun activity which involves doing, coloring, cutting, pasting, writing. This is a step in the developing of the final language product. Such product is presented at the end of every unit which promotes interaction and cooperative learning.

The use of the Big Book is recommended in this part of the lesson. Children will enjoy working with the vocabulary learned and practiced already.

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ELT Glossary

assessment: evaluation based on learners' Achievements.

attention span: how long a learner is able to concentrate at any one time

brainstorming: generating ideas based on a topic. Which may be used as the basis for another activity such as writing or discussion.

CEFR: Common European Framework of Reference for Languages.

chunk: words that are often understood or learned together as in fixed short phrases; e.g., thank you very much and acquired through redundant use, such as repetitive phrases in stories.

classroom management: means the strategies used by a teacher to organize the classroom, the learning and the learners, such as seating arrangements, different types of activities, teacher roles and interaction patterns.

cooperative learning: a teaching method in which learners are placed into small groups of different levels and given a task.

eliciting: a teaching technique for drawing out information from learners rather than simply providing all the information.

evaluation: is the process of collecting, analyzing and interpreting information to see how students achieve objectives. There are several types of evaluation tools, but mainly two are the ones we use: *Formative*, shows progress based on objectives or outcomes of a program or process. *Summative*, shows and ads the outcomes of some object.

feedback: telling learners how well they are doing. Teachers might give learners feedback at a certain point in the course, or after an exercise that learners have just completed. In addition, learners can give feedback to teachers and teacher trainers give feedback to trainee teachers.

fillers: learning activities and games similar to "warm ups" that fill time when a lesson ends before a class finishes.

formative assessment: when a teacher uses information on learners' progress during a course to adapt their teaching and/or to give learners feedback on their learning.

guided practice: section in a lesson that gives learners the chance to use what they have been taught.

interaction patterns: the different ways learners and the teacher work together in class, e.g. learner to learner, in pairs or groups or teacher to learner, in open class.

kinaesthetic learners: people who learn best though physical response and will find difficult to sit down for long periods of time.

language skills: listening, speaking, reading, writing. the four ways in which people use language These may be viewed as receptive ("input") / productive ("output"), and spoken / written.

learning environment: it's the way in which teachers set a learning context in the classroom to surround students with opportunities to learn and practice English in a social and real way. Objectives, Achievements and success are easier to reach at setting learning environments.

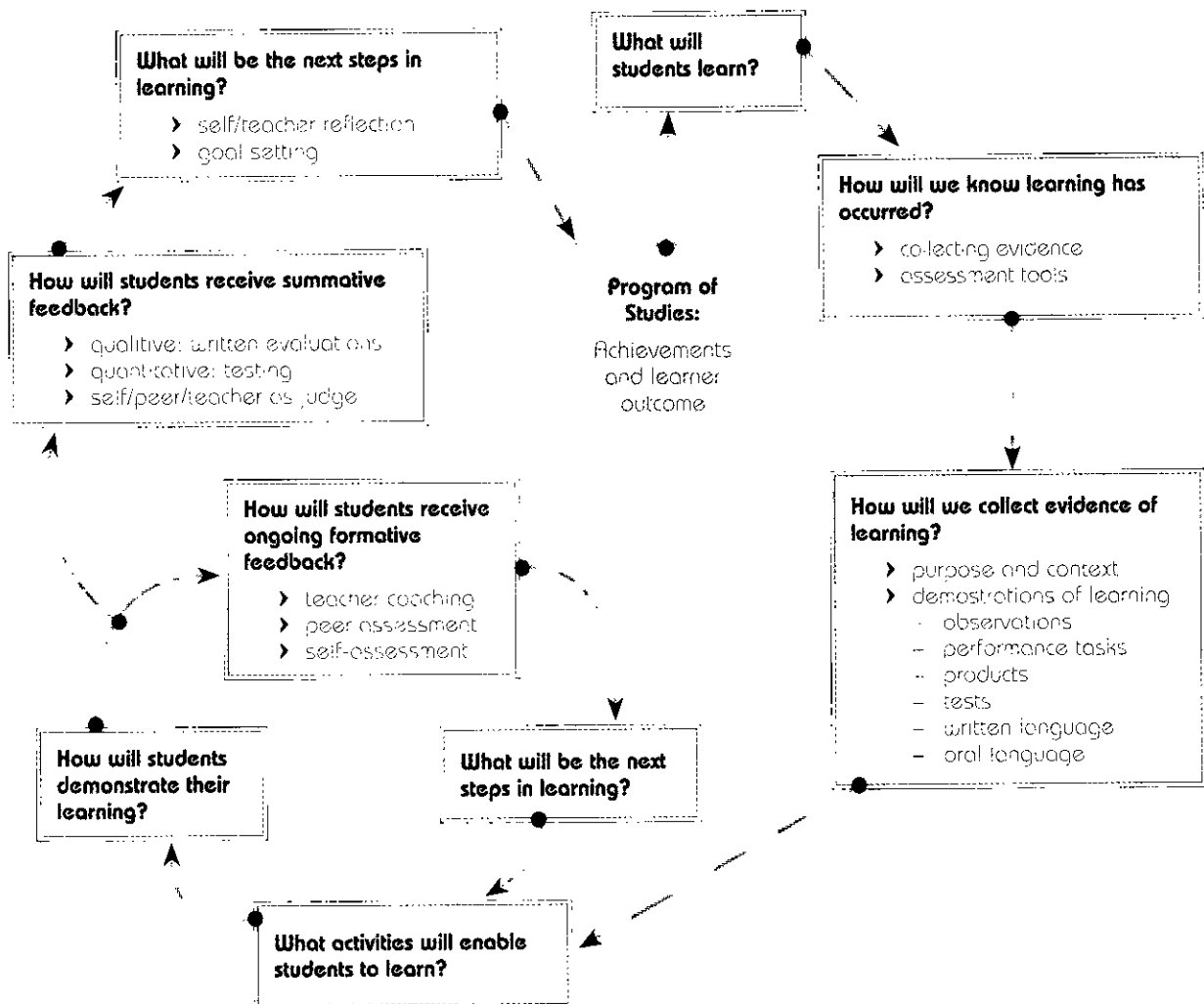
lesson plan: a teacher's description of an individual lesson which includes title, language target and level, materials required, and a summary of the activities and practice that will take place.

look and say: also called the whole-word method, a method to teach reading to children, usually in their first language; has been adapted for second-language reading; words are taught in association with visuals or objects; students must always say the word so the teacher can monitor and correct pronunciation.

Assessment is usually perceived by students, as a way to test or evaluate what they know or should know. However, assessing should be aimed at facilitating student-learning and improving instruction. This is what we do in Beats!, we use assessment as a learning tool to support students' metacognitive skills and help them become lifelong learners. As students engage in peer and self-assessment, they learn to make sense of information, relate it to prior knowledge and use it for new learning. Students develop a sense of ownership and efficacy when they use assessment as a real learning tool.

which are adaptable to any kind of learning situation: large or small groups, multi-skilled groups, multi-level groups, among others. These assessments support the methodology followed in Beats! and can be easily adapted to evaluate the contents in the units. However, each unit suggests a type of assessment to evaluate students on what they've learned so far. The assessment templates can be found on pages x to xv and, at the end of every unit, the corresponding assessment has been included. Finally, the following diagram shows the steps used in Beats! to assess students, just bear in mind we use assessment as a learning tool.

Beats! 1 Primary, offers you the following process when assessing your students and includes 6 different types of assessments



Beats!

Name

LN

Date

Grade

Evaluation Instrument - Rubric

Final grade

1. Complete the rubrics with the aspects you want to evaluate in this unit. Then mark (✓) the columns according to the student's performance.

Student's ability to	Excellent	Good with minor difficulties	Needs improvement	Not satisfactory
1.				
2.				
3.				
4.				
5.				
6.				

2. Use the results to decide on and suggest remedial work strategies.



Beats!

Name _____ LN _____
Date _____ Grade _____
Evaluation Instrument - Anecdotal notes _____ Final grade _____

1 Use the following template to write anecdotal notes about your students' performance during this unit. Include the following information:

1. Date of the observation: _____
2. Student's name: _____
3. Place of the observation:

4. Student's objectives:

5. Detailed description of the observed student's performance:

2 Use the results to decide on and suggest remedial work strategies.

Beats!

Name

LN

Date

Grade

Evaluation Instrument - Questionnaire

Final grade

Answer the questionnaire to evaluate your student's performance.

1. What aspects of the student's performance were evaluated?

Ability to ...

1.
2.
3.
4.
5.

2. What were the student's strengths?

.....
.....
.....

3. What areas does the student need to improve?

.....
.....
.....

4. How would you evaluate student's overall performance?

- Excellent
- Good
- Borderline
- Unsatisfactory

5. Use the results to decide on and suggest remedial work strategies.

Beats!

Name _____ LN _____
Date _____ Grade _____
Evaluation Instrument - Value Scale _____ Final grade _____

1. Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

The student is able to	Always	Usually	Sometimes	Never
1.				
2.				
3.				
4.				
5.				
6.				

2. Use the results to decide on and suggest remedial work strategies.

Beats!

Name _____

LN _____

Date _____

Grade _____

Evaluation Instrument - Self and Peer Evaluation

Final grade _____

1. Complete the column on the left with the aspects you want to evaluate in this unit. Then mark (✓) the other columns according to the student's performance.

	Outstanding		Good		Satisfactory		Poor	
	Me	My peer	Me	My peer	Me	My peer	Me	My peer
▶ Participated actively and enthusiastically.								
▶ Was a good listener.								
▶ Expressed points of view clearly.								
▶ Defended ideas with arguments.								
▶ Used examples to clarify confusions.								
▶ Questioned stands based on common sense.								

2. Use the information above to help each other improve your weak areas.



Name _____ LN _____

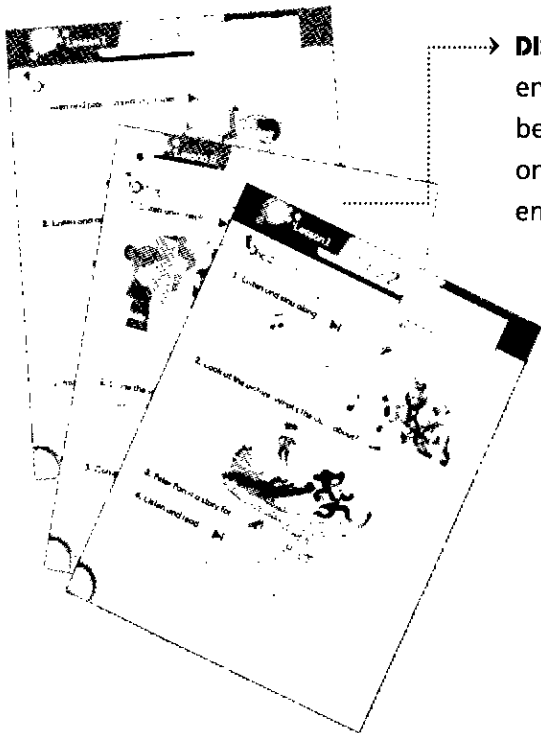
Date _____ Grade _____

Evaluation Instrument - Check list _____ Final grade _____

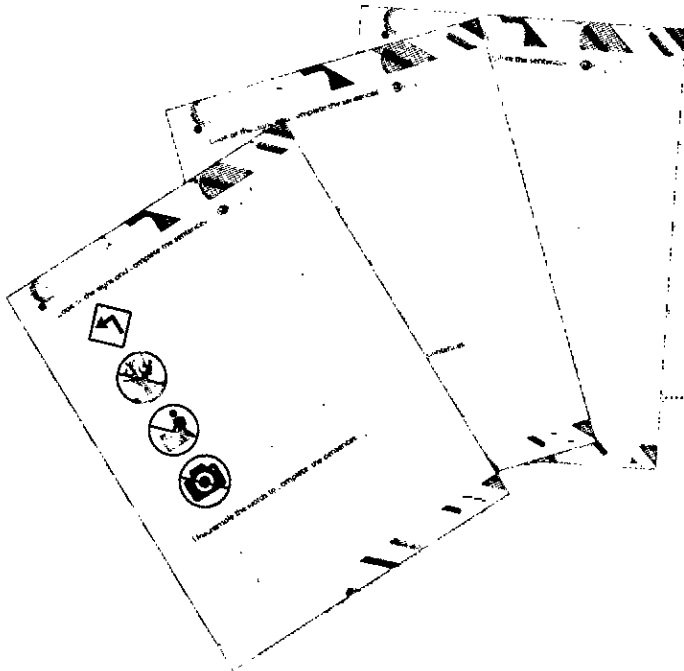
1. Use the checklist to mark (✓) the student's abilities.

The student can ...	Yes	No
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

2. Use the results to decide on and suggest remedial work strategies.

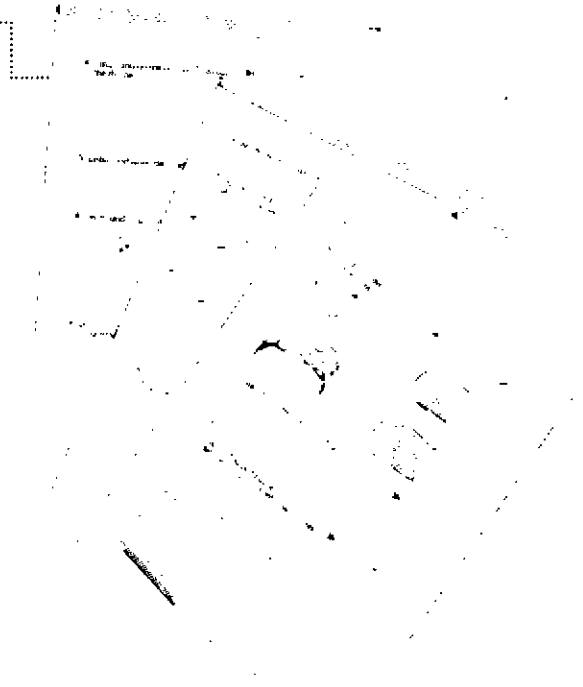


→ **DISCOVER** - Opens every lesson in a unit. Aimed at engaging students' interest and curiosity in the topic to be learned. Discover also encourages the use of what one already knows as it helps teachers set the learning environment to be used in the unit.

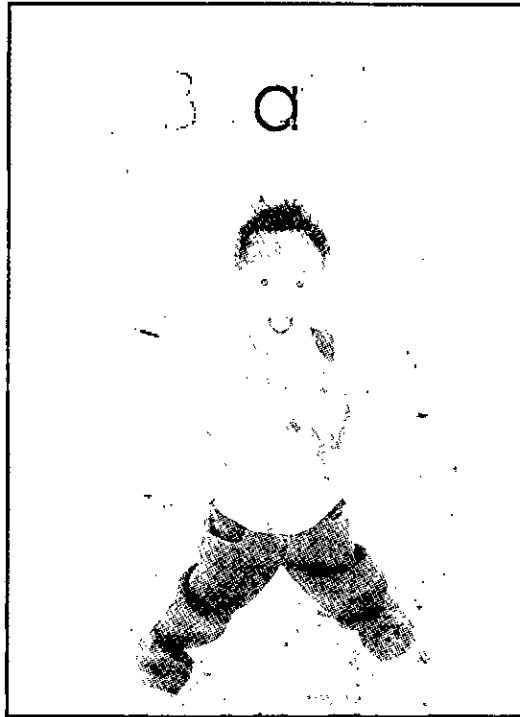


→ **THINK AND DO** - This section is presented in two pages, where students apply their knowledge by doing meaningful activities which help to consolidate grammar and key vocabulary. Some activities are: dialogs, completing written tasks, interacting in games, exchanging and expressing ideas, among many others.

➤ **CREATE** - Each unit includes three "CREATE" sessions (one per week) for students to work on developing-creating, the unit's product. These sessions, are perfect for students to fully develop and use their creative and social skills as they work in a collaborative way to produce a final product at the time they increase and improve their social communicative skills.



➔ **ASSESSMENT** - As part of the learning process, evaluation at this stage takes an important place in the development of student's self-awareness. Therefore, a self-assessment page has been included at the end of every unit, in which students will be able to see the goals they reached as well as to describe and express how they feel about these results.



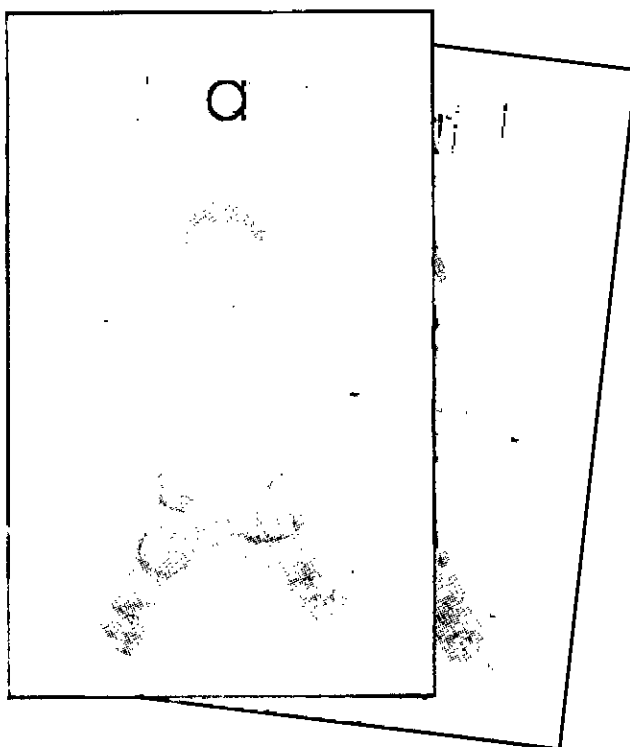
- › **Activity book** - The Activity Book consists of 10 units divided into three 2-page lessons, one 2-page lesson review, one page for the product and one more for the assessment.

Every lesson is full of fun activities which develop the necessary social practices, tasks and tools necessary to familiarize the children with English.

Teacher's Edition - The teacher's guide offers complete and easy-to-follow instructions for fun and effective ideas on how to teach a lesson through discover, think and do and create.

Every page in the Teacher's Edition includes a reduced page of the Activity Book for reference, as well as the audio scripts and assessments per module.

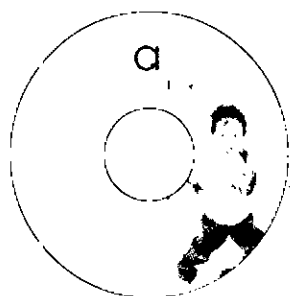
We also offer an extra evaluation tool called Peer evaluation which allows students to work in pairs and assess their performance in a natural way and under situations that are familiar to both, your students and you. You will see a correlation reference included at the bottom of the Assessment page found at the end of every unit. You can do both assessments in one session or plan each one as you wish.



› **Big Books** - Young children generally love listening to stories and feel attracted to colorful images. *BEATS! 1*, includes a fiction and a non-fiction book which contain stories correlated to the topics in each unit in the Activity Book.

a) **Big Book STORIES (Fiction)** - This is a collection of stories and tales especially adapted for children at this level. They are beautifully illustrated and provide students the opportunity to listen and learn more about the language.

b) **Big Book FACTS (Non-Fiction)** - The book contains non fictional texts that provide meaningful information about a topic correlated to the units in the Activity Book. The children will love to find out interesting facts.



› **Audio CD** - The audio CD contains the chants, songs, rhymes and listening exercises as well as the Big Book stories and facts. This material will help the children not only to develop comprehension skills by providing students with pronunciation models necessary to a complete acquisition of the English language. The scripts for each audio track have been included in this Teacher's Edition.

*NOTE: we have used the following abbreviations in the Reading Time! Section:
SBB = Stories Big Book
FBB = Facts Big Book
T = Track

Activity Objectives:

- Explore expressions of greeting, politeness and farewell.
- Recognize words.
- Respond to expressions of greeting, farewell, and courtesy.
- Distinguished writing expressions.

Warm up:

Do a chant with students to start lesson:

Hi, hello, I have a kite

The wind blows (ask the children to wave their arms and hands and make the sound effects for wind)

Look at my Kite!

The wind blows...

If you brought the kite to the class, try to use it to chant with the children.

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

Discover

1. Listen and practice with a partner.

Ask the children to look at the picture on page 10 and elicit what the children are doing: saying hello, or good morning.

Say 'hello, hello' waving for the children and invite them to wave with you.

Tell students you will now listen to and read a dialog. Play Track 2 and ask students to listen and read. You may play the track more than once. Form pairs and ask students to choose a role and practice the dialog with a partner. Monitor and provide any needed assistance. You may also encourage volunteers to act out the dialog for the rest of the class.

2. Listen and act out.

Ask the children to look at the boy and the girl on page 10 and introduce Tina and Ricky. Say 'this is Tina' and 'this is Ricky'. Say hello to them' and invite the children to wave hello.

1. Listen to the dialog with a partner.

2. Listen and act out.

3. Introduce yourself to your classmates.

Play the CD, track 3 for them to listen to the dialog and understand the context of introducing to each other:

Boy: Hello. My name's Ricky

Girl: Hi. My name's Tina.

Play the CD again and pause it for the children to repeat each line.

Act the dialog with one student in front of the class.

Have a second round asking for volunteers.

3. Introduce yourself to your classmates.

Then move to the next activity and ask the children to introduce themselves to their classmates.

Model the activity by showing them the color box at the bottom of page 10.

You may want to write on the board 'Hello. My name's...' and read it for the children by running your finger on the words.

Monitor the activity and praise the children while doing it correctly.

Warm up:

Ask the children to make two big circles or three depending on the classroom space you have.

The children start walking or marching in their circles clapping, when you say 'stop' they will introduce themselves to the boy or girl they have in front.

Monitor they are practicing the 'Hello. My name's...' and 'Hi...' sentences practiced in the previous lesson.

The exposure of language in this unit will allow students to understand and respond to expressions of greeting, politeness and farewell.

• Listen and read along. Act out with others.

5. Complete and act out the conversation.

• To make your own card:

3. Think and do

4. Listen and read along. Act out with others.

Point to the picture on page 11 and elicit what they see. Tell students you are going to listen to and read a dialog.
Play the CD, track 4, listen and read along. Encourage students to tell you what happens in the dialog. You may play the recording more than once.
Divide students into small groups and encourage them to act out the dialog. You can model with the help of some students. Monitor. Invite all groups to act out the dialog for the rest of the class.

5. Complete and act out the conversation.

Write on the board *hello* and say 'hello' in order to help the children identify the missing letters. You may want to do the same with the other words or challenge the children to circle the missing letters. Act out the conversation with one child and then ask them to act it out with a designed partner. Ask for volunteers to act out in front of the class and praise the children.

Create

Product STEP

This is step 1 in the product: 'My illustrated courtesy cards'.

Explain to the children they are going to make cards with the (greetings) words learned: Hi, how are you?, I'm fine, thanks, good morning, etc.

The materials the children will need are: blank cards, pencils, crayons (optional), eraser.

You may want to have a set of materials for yourself in order to show the children you are prepared too, that you are part of this project too.

Follow given instructions on page 11: ask the children to take out their materials and copy the expressions mentioned above. Monitor the children and observe directionality, left to right. Help if necessary.

Check that the children have the same number of expressions written on cards and ask them to save them for the next product step in unit 2.

READING TIME!

593

It is time for students to work with a story. Bring out the Story Big Book 1. This story will allow students to read the vocabulary from this unit in a context outside of school. You may divide the stories into three parts (one session per week) and work with them by reading two or three pages each time along the unit. However, if you consider it is better to work with the whole story at once at the end of the unit, feel free to do so. We suggest to integrate students at all time and engage them into the reading instead of just reading it: ask questions, role play, imagine new characters, etc. It is important for students to relate the characters and situations in the stories to their own situations, so they can assimilate language in a better way. Show students pages 5-7. Open the Story book on page 5 and show students the illustrations. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 5/7 and have students listen to the content of page 5. Pause the track and repeat the same steps before listening to the next pages.

Warm up

Activity

Write on the board O / G / D / O M / I / G / O / N / R / N and ask the children to form an expression: Good morning

Say 'good morning' to the class and wait for the reply, 'good morning' and then write on the board:

H W

A E

Y ? when the children have completed the question ask them to say it loud and clear to you and answer 'I'm fine, thank you'

Before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Look at the pictures. Where's the teacher?" You can use body language to help students understand the meaning of the question. Encourage them to look at the picture on page 12 and answer the question.

1. Listen and check.

Direct students' attention to the pictures and ask them to describe what they see. Invite them to tell you if they have ever been in similar situations. Tell students you will now listen and they have to choose the picture that matches the conversation.

Prepare the children to decide on what picture goes with the conversation on CD and check.

Play the CD, track 5 for the children to listen to the conversation:

Child: Can I come in, please?

Teacher: Yes. Come in and sit down.

Child: Thank you

2. Circle the speaker. Act out with a partner.

Explain the students they will have to identify the speaker: teacher or student.

You may want to play the CD again. Pause the CD between the lines and wait for reactions.

The children circle teacher or student.

Confirm the answers with them.

3. Complete the words.

The children need to write the missing letters. You may want to ask the children to guess what the words is by looking at the form. Or you may want to say the words for them to identify and then give them some time to complete the word. At this point some of the students may have developed a visual memory which allows them to remember the spelling of words but if it is not the case yet, help with writing the words on the board and get the help of volunteers.

Circle the speaker. Act out with a partner.

Complete the words.

Think do

4. Listen, read and match.

Point at the pictures on page 13 and elicit from the children what situation the boy and the girl are in. Food is the context ; encourage students to think if they are asking politely for something, for a sandwich and for a cookie.

Play the CD, track 6 and listen to the two conversations. We recommend that you listen to one first pause and then listen to the other one. You may also want to ask the children to point to the objects and people on the pictures as they listen.

The exposure of language in this unit will allow students to understand and respond to expressions of greeting, politeness and farewell.

4. Listen, read and match.

5. Complete the conversations. Then act them out with a partner.

Let us continue with our product and have fun. Keep working in your original team.

Then ask the children to read the conversations with you by running their finger on the lines. You may want to read the conversations yourself this time and then play the CD once again. The children match the conversations to the correspondent pictures.

5. Complete the conversations. Then, act them out with a partner. Explain the children they are going to complete the conversations with the missing words. You may want to write those 4 words on the board. Teach 'hot dog' and if necessary read one of the previous conversations. Check answers with the children and correct if necessary. Check the correct spelling of the words. Act out one of the conversations with a student and then do the other conversation with a different student to model the activity, then assign pairs of students to act out the conversations. You may want to challenge the children and start a competition. Praise the volunteers.

Warm up

Play the conversations with the children. You say the first line and elicit the next one from the children in order to complete it.

- A: Can I have a sandwich, please?
- B: Yes. Here you are.
- A: Thank you!
- B: You're welcome.

Do the same with the other conversation and for another couple of rounds switch now into B and invite the children to start by being A.

Create

Product step.
 This is step 2 in the product: 'My illustrated courtesy cards'. Explain the children they are going to continue making cards with the (greetings) words learned: Can I come in? Yes, come in, sit down, Can I have a ... ?
 The children will need more blank cards, pencils, crayons (optional), eraser.
 Follow given instructions on page 13: ask the children to take out their materials and copy the expressions mentioned above.
 Monitor the children and observe directionality, left to right. Help if necessary.
 Check that the children have the same number of expressions written on cards and ask them to save them for the next product step in unit 3.

READING TIME!

SRB Fun at the Park

57
 It is time for students to work with the story one more time. Bring out the Story Big Book 1. This time you will show students pages 8 and 9. Open the Story book on page 8 and follow the same steps as for the first part of the story. Play track 57 and have students listen to the content of page 8. Pause the track and repeat the same steps before listening to page 9.

Warm up:

Write on the board the following boxes for the students to fit in the expressions you say or write on the board:

Here you are

Can I come in, please?

Thank you

How are you?

Can I have a cookie, please?

CAKE I HAVE A COOKIE PLEASE ?

CAN I COME IN PLEASE ?

HOW ARE YOU ?

HERE YOU ARE

THANK YOU

Remember that before each Discover section you will find a triggering question. This question will allow you to tap into students' previous knowledge and work as a quick evaluation tool before you begin the lesson; it will also allow the students to prepare for and identify the theme of the lesson. Work with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What happens if you accidentally break something like a plate or your friend's glasses? What do you do?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen and match the conversations to the pictures.

Point at each one of the pictures on page 14 and elicit from the children the context: at school.

Explain that they are going to listen to the conversations one by one and point at the correspondent picture.

Play Track 7 for students to listen to the conversations.

Play a second time the CD and ask the children to match the picture to the conversation.

2. Look at the picture. Write the conversation.

Point at the picture. Ask 'what happened?' uh,uh... make a face...

The children write the missing words in the sentences said by child 1 and child 2. You may want to say the words for them to recognize since some children may

3. In pairs act out the three conversations.

Children act out the conversation in pairs. Model the activity with a student and then ask them to do in their pairs.

Praise the children for their participation.

Discover Lesson 3

1. Listen and match the conversations to the pictures. ▶

A: Excuse me, please.
B: Sorry, I'm not here.
A: Yes.

A: Sorry.
B: That's OK.

A: Excuse me.
B: Sorry, I'm not here.


2. Look at the picture. Write the conversation.

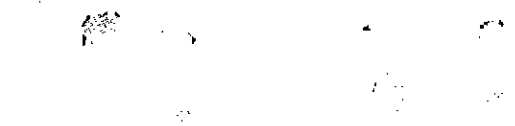
I broke your plate.
I'm sorry.

3. In pairs act out the three conversations.


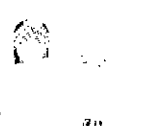
The exposure of language in this unit will allow students to understand and respond to expressions of greeting, politeness and farewell.


Unit 1

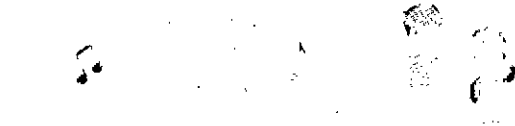
4. Listen and act out in pairs. 



5. Look at the pictures. Circle the correct answer.





6. Listen to the song. Sing along. 



Unit 1

Let's work on our product again and have fun!



Warm up

Ask the children to remember what the project is about: cards with expressions. Challenge them to remember the steps they have been following. The children show their written cards so far.

Create

Product step

This is step 3 in the product: 'My illustrated courtesy cards'. The children will need more blank cards and magazine cutouts. The children choose one expression practiced and learned from this lesson and write it on a blank card. Second, the children illustrate the expression. They can either draw or use magazine cutouts. Ask the children to show everybody their cards.

READING TIME!

SRS Fun in the Park

T 57

It is time for students to work with this unit's story one last time. Bring out the Story Big Book 1. This time you will show students pages 10 and 11. Open the Story book on page 10 and follow the same steps as for the previous pages of the story. Play track 57 and have students listen to the content of page 10. Pause the track and repeat the same steps before listening to page 11.

Think and do

4. Listen and act out in pairs.

Point at the pictures on page 15 and elicit the context: saying good bye. Wave good bye to the children and they wave back at you. Play the CD, track 8 and make the children repeat after each line. Do the conversations with the children.

5. Look at the pictures. Circle the correct answer.

The children look at the pictures and choose the correct answer between a) hello y b) good bye. The children circle their answer.

6. Listen to the song. Sing along.

Play the Track 9. Sing the song with the children by waving good bye and walking, if possible, around the classroom.

Lesson 1

Review

1. Underline the letters that are the same in the two words.

Ask the children to read the words on page 16: hello, hi, good bye, bye and count the letters.

You may want to write the words on the board for the ones who have problems 'reading' (recognizing letters) yet.

The children underline the letters that are the same in the 2 words: 'H' and 'B'.

2. Read and complete the picture. Then color it.

Continue the review by reading with the children the conversation. Then complete the picture: a banana is missing and the children have to draw it.

The children color the picture and they read the conversation again.

1. Underline the letters that are the same in the two words.

2. Read and complete the picture. Then color it.



The exposure of language in this unit will allow students to understand and respond to expressions of greeting, politeness and farewell.

3. Write the number of the correct expression to complete the dialog.

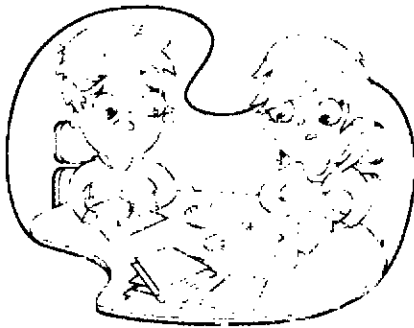
Teacher: Hello, what's your name?
Student: _____

Teacher: _____

Student: _____

4. Circle the correct conversation. Then color the picture.

A: Hello, what's your name?



3. Write the number of the correct expression to complete the dialog.

The children write the number of the correct expression to complete the dialog. You may want to read the four expressions in order to help some of the children who cannot recognize the letters and or words yet.

The children read the dialog with you.

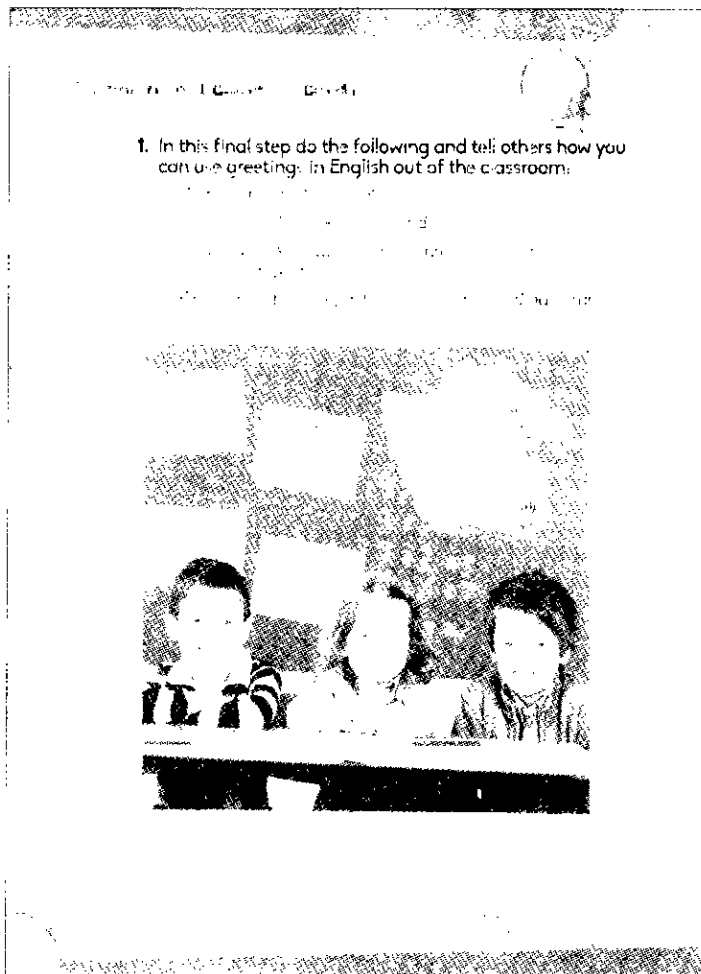
4. Circle the correct conversation. Then color the picture.

To finish the review, point at the picture and elicit from the children what's wrong: oops, the boy spilled paint (or water?) on the table.

The children circle the correct conversation and then color it.

The children act out the conversation, if time allows.

This is step 4, the final step in the product: 'My illustrated courtesy cards'. The children work in groups and bring out the cards they made. They share their work with their teammates, they compare and review their cards. In groups, they play 'memory' with the written expression and the illustrations on the cards.



The exposure of language in this unit will allow students to understand and respond to expressions of greeting, politeness and farewell.

2. My favorite part in this unit was _____

3. Circle the face that represents your progress at learning English.
 You can also draw a face in the space below.

A B C D

Assessment

Have students open their books on page 19. Focus on the first part of the page and ask students to talk about their favorite part of this first unit. Elicit some answers. Have children make a drawing about it. Walk around to monitor their work. If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually. Tell students that in this chart they will assess only how they feel about this unit. Read the phrases aloud and help students with their meaning. Ask students to color the icons that describe how they feel about each phrase.

Evidence story 1

Ask students to open their books on page 110 and read the instructions. Guide students to do the activity and encourage them to write short sentences describing their favorite part in the story they read along the unit. Then, have students write a short sentence describing why they liked it. Have students work individually and then ask them to share it with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 125 and its corresponding answer key on page 126.

Activities

- Explore rhymes and tales in verse.
- Listen to the reading of rhymes and tales in verse.
- Explore pronunciation.
- Write rhymes and tales in verse.

Warm up

Use some of the cards the children made for product 2 and hold them up.

Show 'thank you' and the children copy and say the expression, Sorry!, Can I come in?, you're welcome, etc.

Invite the children to read the words from their notebooks for you and the class.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.


Discover

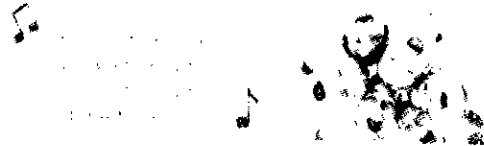
Before you begin working on the book, ask the question "Do you have a favorite story in English? What about in your language? Can you name it?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.


- 1. Listen and sing along.**
Ask the children to look at the icons and tell you what they are going to do: sing a song.
Play the CD, track 10 and listen to the song and sing along.
- 2. Look at the picture. What is the story about?**
Point at the picture in the second exercise and ask the children what the story is: Peter Pan.
You may want to describe a little bit more for them to recognize the characters: Captain Hook, peter Pan, the crocodile, the ship.
- 3. Peter Pan is a story for...**
Continue with the same story and help the children complete the sentence by circling the correct answer:
a) adults
b) children.
- 4. Listen and read.**
The children listen to the story and read it in their books. Play the CD, track 11.


Lesson 1



Peter Pan


1. Listen and sing along. 



2. Look at the picture. What's the story about? 



3. Peter Pan is a story for...  a) adults
 b) children

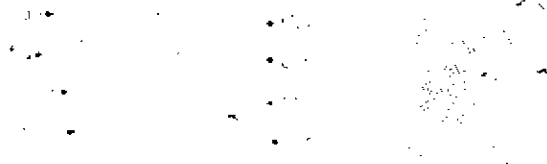
4. Listen and read. 

Peter Pan is a story for children.
 Peter Pan is a story for children.
 Peter Pan is a story for children.
 Peter Pan is a story for children.
 Peter Pan is a story for children.

The exposure of language in this unit will allow students to understand rhymes and tales in verse.

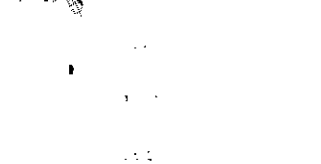
11

3. Match the words that rhyme.



4. Listen and check.

5. Write the words that rhyme.



Remember that in every unit you will make fun products to reflect and see your progress in learning English as you work with others. This time you will make rhyming cards.

Warm up:

The children chant "Peter Pan" by saying: Peter Pan, clap-clap-clap, really can, clap-clap-clap, fly, fly, fly, clap-clap-clap, in the sky, clap-clap-clap, etc with all the lines in the story.

You may want to say the lines and then they clap, a second round they say the lines and clap at the same time.

Think & do

5. Match the words that rhyme.

Point at the picture of Captain Hook on page 21 and wait for reactions. The children match the words on the left that rhyme with the words on the right. You may want to let them do the activity by themselves or guide them by reading with them or for them the words. Remember that some of the children may not be ready yet for the 'reading' of words yet. (Pan-can, fly-sky, book-hook, shock-tock)

6. Listen and check.

Continue with the next exercise, play the CD, track 11 again for them to confirm their answers.

7. Write the words that rhyme.

You may want to help them a little by reviewing such words. the children write the words that rhyme. (sky - fly, glue-blue, clock-sock).

8. Read aloud and check.

The children read aloud and check their answers.

Warm up

Play hangman with the children. Use the rhyming words in the previous section of the lesson.

Draw a hangman on the board and explain how each part of the body will be drawn every time they miss a point in finding the word.

The children take turns.

Create

Product 1

This is step 1 in the product 'My rhyming cards'. Explain to the children they are going to make cards of rhyming words.

The children will need their notebooks and pencils.

Follow the instructions: read the rhyme on page 20

and copy the rhyming words ONLY in your notebooks.

The children save their work for the next step in product 2.

READING TIME

SBB - Betty and Bongo

T 58

It is time for students to work with a story. Bring out the Story Big Book 1 to work with the second story.

As before, please feel free to either set the story into

three sessions - one per week or do the story in one

pass leaving it for the end of the unit. This will depend on your teaching needs.

Remember it is important for students to relate the characters and situations in the stories to their own situations so they can assimilate language in a better way. This is the story of a girl and her dog and the things they do on a day. This story is a tale in verse.

Open the Story book on page 12 and show students

the illustrations. Encourage them to describe what

they see. Help them with vocabulary if necessary.

Play track 58 and have students listen to the story.

Pause the track as needed and repeat the same steps

before listening to the next pages.

Warm up

Prepare the children for the lesson and play the CD, track 11 in order to keep exploring rhymes. You may want to invite the children to clap and stomp their feet at the end of each line. Do a couple of rounds of the story.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Are pictures important in a story?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen and read. Point the words with your finger.

Point to the pictures on page 22 and elicit from the students the logical sequence in the story. Play the CD, track 12 and ask the children to listen and point at the words with their finger.

Oh! Look at Bill

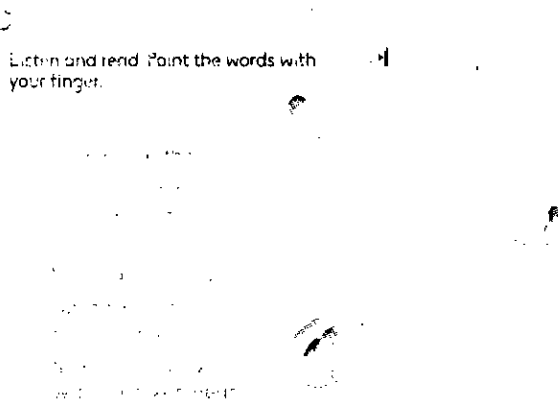
2. Read the words with a partner. Decide which words rhyme.

Continue working with the same rhymes and ask the children to circle the words that rhyme in the next exercise (answers: 1. Bill-hill, 2. Stop-top, 3. So-no, 4. Bed-head)

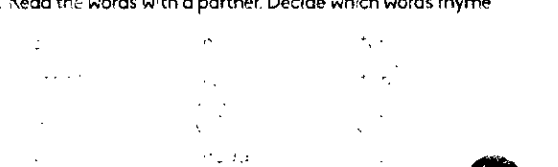
3. Say the rhyming pairs.

The children practice the rhyming words found in the previous exercise. You may want to say the pairs first for them to identify the sound, then they do it individually and then in pairs.


1. Listen and read. Point the words with your finger.



2. Read the words with a partner. Decide which words rhyme.



3. Say the rhyming pairs.



Warm up

Prepare in advance some big cards with the words: Bill, stop, so, bed, hill, top, no, head.

Show one card, for example 'hill' and ask the children to tell you the rhyming word: Bill. Then show the 'Bill' card and so on.

Have some volunteers come to the front to the class and pick a card, show it to the children and wait for the rhyming word.

Think and do

4. Complete the rhyming words.

In this exercise, the children will detect rhyming words. Explain that there are pairs of words that sound 'almost' the same but the spelling is different. You may want to write on the board 'so-no' and say the words, point to the initial sounds/letters and say 'different'.







The children identify the words by recognizing the picture, point to the written form and say the word. Then move to the correspondent word on the right and help them identify the word and try the spelling.

As the children complete the spelling of the words, you may want to write on the board the same number of boxes per word and show them to fit one letter per box.

The exposure of language in this unit will allow students to understand rhymes and tales in verse.

Think

4. Complete the rhyming words. ()

 Bill	 Hill
 Blue	 Hue
 Head	 Bed

5. Underline the parts of the rhyming words that sound the same from activity four. What do you notice? ()

6. Work in pairs. Say a rhyming word. ()

Create

Let's continue with our product. Continue working with your partner.

- Read the rhyme and act it out again.
- Copy the rhyming words in your notebook. Be careful with spelling.
- Save it to use for the next Product.

Step 2
My Rhyming Cards

Unit 2

Create

Product step

This is step 2 in the product: 'My rhyming cards'. Tell the children they will continue with the project. They are going to read the rhyme on page 22. You may want to read first and ask them to repeat after you. The children copy the rhyming words in their notebook and add them to their list. Ask how many words they have so far. The children save their work and bring it for the next lesson for step 3.

READING TIME!

SBB - Betty and Bongo

T 58

It is time for students to work with the Story Big Book 1 one more time.

Bring out the book and continue reading and listening to the story.

Follow the same steps as for the first part of the story. Play track 58 and have students listen.

Pause the track as needed and repeat the same steps before listening to the next pages.

5. Underline the parts of the rhyming words that sound the same from activity four. What do you notice?

The children look at the words from the previous activity and sound them out. Then, guide them to underline the parts of the words that sound the same. Encourage them to tell you what they notice (some of the letters are the same so they make the same sound).

Read the question: "Which two rhyming words look different?" and elicit from the children: bed, head.

6. Work in pairs. Say a rhyming word.

Continue with the practice and challenge the children to work in pairs take turns and say a word and its rhyming word: run - fun, glue-blue, hill, Bill, etc.

Warm up

Write on the board the following scrambled words for children to practice spelling and rhyming words: P / O / T (top); R / E / T / E / H (three); U / G / E / L (glue); D / E / H / A (head); H / L / L (hill).

When the children get the word, you may want to ask them to give you the rhyming word, then write it next to the unscrambled word: TOP - STOP.

Remember that some children may need help in recognizing the written form of words but not with the pronunciation of the words.

Lesson 3

Warm up

Write on the board these words and help the children read them and say a rhyming word:

Pan	can	Hook	book
top	stop	head	bed
clock	sock	Bill	hill

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Do you like reading rhyming stories in your language? What stories do you like?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen, read and answer.

Explain the children they are going to listen to another rhyme: Ferdy and Friends. You will notice that we will practice sound /ff/ = F.

The children read the rhyme running their finger on the words as they listen.

You may want to write on the board the circled words to draw children's attention towards F.

Ferdy and Friends
 Ferdy is a funny frog
 He lives near Flower House
 Ferdy's friends are Fred the dog
 And little Fanny mouse.

Play track 13, two or three times and then answer the four questions on it. Read the questions for the children and help as necessary in writing down the answers. (answers: Ferdy and Friends, 4, dog, mouse)

2. Listen again. Circle the words that start with F.

Play Track 13 as many times as you consider necessary and have the children circle the words that start with F. Elicit the words from different volunteers.

3. Listen again. Read the rhyme aloud together.

The children listen again in order to read the rhyme aloud together. You may want to challenge the children and ask them to memorize the rhyme for homework so you can have a competition in class.

Lesson 3

Do you like reading rhyming stories in your language? What stories do you like?

Disco What stories do you like?

1. Listen, read and answer.

Ferdy and Friends

Ferdy is a **(funny)** frog
 He lives near **(Flower)** house
 Ferdy's friends are **(Fred)** the dog
 and little **(Fanny)** mouse

The title of the rhyme is...
 How many pictures are there?
 Which word rhymes with frog?
 Which word rhymes with house?

2. Listen again. Circle the words that start with f.

3. Listen again. Read the rhyme aloud together.

Warm up

If you asked the children to memorize the rhyme, you may use it for this part of the lesson. In case you didn't ask the children to complete the rhyme and write on the board:

Ferdy is a funny frog
 He lives near Flower house
 Ferdy's friends are Fred the dog
 And little Fanny mouse

Think and do

4. Listen and do the actions. Then say the rhyme.

Explain the children they are going to listen to the rhyme and do the actions. Teach them 'hop' by hoping and show the 'stop' gesture with your hand by showing the palm of your hand.

Play track 14 and have students listen carefully.

The exposure of language in this unit will allow students to understand rhymes and tales in verse.

Think

4. Listen and do the actions. Then say the rhyme.

1. Ferret, the fox and his
 2. Friends
 3. In the field, they go to sit
 4. When it starts to rain

5. Listen and write. Be careful with spelling.

1. dog - dog
 2. frog - frog
 3. hop - hop
 4. stop - stop

6. Listen and sing along.

Words that rhyme
 Are really cool
 We like rhyming words
 When we're at school

Create

Let's continue building our product one more time!

1. Work with your partner again.
2. Read the rhyme of Ferret and friends again.
3. Copy the new rhyming words in your notebook.
4. Now copy the words in your list on the index card.
5. Make a drawing for each word and color it.
6. Save your cards for the following and last session!

My Rhyming Cards

Unit 2

Warm up

Write on the board for the children to complete:

Words that rhyme
 Are really cool
 We like rhyming words
 When we're at school

Create

Product step

This is step 3 in the product: 'My rhyming cards'.

Ask the children to read the rhyme on pages 24 and 25.

The children copy the new rhyming words in their notebook and add them to their list.

The children copy their words from steps 1 and 2 on index cards.

Ask them to make a drawing for each word and color it.

The children save their cards to bring next class for the last step in the product.

READING TIME!

SBB - Betty and Bongo

T 58

It is time for students to work with the Story Big Book one more time.

Bring out the book and continue reading and listening to the story.

Follow the same steps as for the first and second part of the story.

Play track 58 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

5. Listen and write.

This exercise is the first dictation for the children. You may want to practice saying the words several times, writing them on the board for recognition then erase them. The children listen to the CD, track 15 and as you write the following words on the board:

dog - dog
 frog - frog
 hop - hop
 stop - stop

Ask for volunteers to come to the board and write their words. Help with spelling if necessary.

6. Listen and sing along.

Continue practicing reading of rhymes with a song. Play the CD, track 16 and sing along:

Words that rhyme	Words that rhyme
Are really cool	Are really cool
We like rhyming words	We like rhyming words
When we're at school	When we're at school

Review

Prepare the children for the review. They were detecting words that rhyme and exploring tales in verse to find rhyming words in a fun way. Make sure they are not anxious and are enjoying the activities. Explain they will circle the words that rhyme.

1. Circle the words that rhyme.

Depending on how fast they are moving in the reading process, you may want to help them by reading the words with and for them.


2. Read and write the missing rhyming word from the box.

Direct children's attention to the second activity. Read the sentences aloud along with students and encourage them to write down the rhyming word.



3. Find and circle the two rhyming words.


Read the words aloud along with students. Ask them to tell you what are the two words that rhyme. Have them circle them.

Lesson 4 Review


1. Circle the words that rhyme. 

(blue)	(glue)	took
(stop)	head	(top)
(look)	(book)	fun
(bit)	(hill)	bye


2. Read and write the missing rhyming word from the box.  




Linda is happy. Look!
Linda is reading a _____.



Jack and Jill
are climbing up the _____.






When you arrive you say "Hi."
When you go you say _____.



3. Find and circle the two rhyming words. 

b	e	d
r	u	n
t	o	p
f	u	n

The exposure of language in this unit will allow students to understand rhymes and tales in verse.


4. Read the words and draw a word that rhymes.   


frog look hill


5. Read the words on the list. Then, find the words that rhyme in the crossword puzzle and write them on the lines.  


i	a	n	a	n	p	h
n	e	a	d	n	a	:
j	a	r	i	a	w	a
n	j	f	s	h	s	m
m	s	o	o	k	c	e
a	e	b	f	l	o	r


1. bed _____
2. bye _____
3. fun _____
4. book _____
5. can _____
6. mouse _____

6. Write the words under the pictures. 









4. Read the words and draw a word that rhymes.

On page 27, the children read the words: frog, look, hill and draw a word that rhymes with it (stop, book, Jill or Bill)

5. Read the words on the list. Then, find the words that rhyme in the crossword puzzle and write them on the lines.

In this puzzle, the children may need some extra help since it is the first time of this type in Beats! Read the words 1-6 then find the words that rhyme (1. Head, 2 hi 3 fun 4 look, 5 Pan, 6 house) and write them on the lines.

Consider some extra time for the children to do the exercise.

6. Write the words under the pictures.

Finish the review by writing the words under the pictures. If you see the children seem confused, elicit the words from them and help with spelling by writing on the board a line for each letter in each word, example, GLUE = _____.

My Rhyming Cards

This is step 4, the final step in the product: 'My rhyming cards'.

For this last step in the product, the children will need the cards they made in step 3.

Check the children have all the words from the list on cards. You may want to write a number on the board and help them count.

Make sure that the children colored the cards.

Pair the children up and ask them to show each other their rhyming cards.

Encourage the children to be enthusiastic about their work and doing the activity with two other pairs.

My Rhyming Cards

1. In this final step, you will:

1. Get together with your partner.
2. Bring out the cards you wrote with the rhyming words in the previous sessions. Share and exchange with your partner and make sure he/she understands and knows the words and prepare for the game.
3. Make sure all your cards are complete.
4. Get together with another pair of students and play a memory game!



The exposure of language in this unit will allow students to understand rhymes and tales in verse.

Assessment 2

2. My favorite part in this unit was...

Work with a partner. Go through the unit again and choose what you and your partner liked the most. Talk about it and draw why you liked it. Share with the rest of the group.

3. Circle the face that represents your progress at learning English. You can also draw a face in the space below.

Now I can...			
Listen and read rhymes.			
Identify and write words that rhyme.			
Practice the pronunciation of words, rhymes and tales.			
Say aloud rhymes.			
Understand a reading.			



Unit 2

Assessment

Have students open their books on page 29. Focus on the first part of the page and ask students to talk about their favorite part of this unit. Elicit some answers.

Have children make a drawing about it. Walk around to monitor their work.

If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually.

Tell students that in this chart they will assess only how they feel about this unit.

Read the phrases aloud and help students with their meaning.

Ask students to color the icons that describe how they feel about each phrase.

Evidence story 2

Ask students to open their books on page 110 and read the instructions.

Guide students to do the activity and encourage them to write short sentences describing their favorite part in the story they read along the unit.

Then, have students write a short sentence describing why they liked it. Have students work individually and then ask them to share it with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 127 and its corresponding answer key on page 128.

Achievements

- Explore instruction sheets.
- Participate in reading instructions.
- Participate in writing instruction sheets.

Warm up

Picture dictation: tell the children that you are going to dictate some words (from the previous unit) but instead of writing them, they will draw them: example, 'head', the children draw a head, etc. Continue with: *book, frog, tree, bed, clock, hill and glue.*

You may want to dictate some of the words and choose or ask for a volunteers to dictate some words to the class.

Have the children exchange their list of words and 'read' them. Have fun!

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question. Do you think science is important? Why? You can use body language or mime to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen and read along.

Play Track 17 and have students listen and read along. You may play the track more than once. You can also invite volunteers to take turns to read the text aloud.

2. Listen and read.

The children will work with instructions. Play the CD, track 18 for them to listen and read what need to make a pencil holder and how to make one.

Discover

Do you think science is important? Why?

1. Listen and read along. ▶

2. Listen and read. ▶

3. Read and circle. ▶

How many steps are there? 4

You may want to pause the CD and ask the children to read the materials from their books. Make sure the children are following the materials list and the list of instructions with their finger running over the words.

Count how many materials we need and how many steps to make the pencil holder.

3. Read and circle.

Continue by explaining the children they are going to circle first who the instructions are for (children or adults?), what the final product is (a pencil or a pencil holder?) and how many steps there are (4,5, or 6?)

Ask for volunteers to give you the answers and repeat them for confirmation.

The exposure of language in this unit will allow students to read illustrated instructions for assembling an object.

Think

4. Listen, point and say.

A rainbow is an arc in the sky. It has 7 colors: red, orange, yellow, green, blue, indigo and violet.

Do you like rainbows?

5. Color the rainbow, write and say the colors. Compare with a partner.

Create Illustrated instructions for an Animal Mask

Let's start with our product:

1. Work in teams of three.
2. Bring out your materials.
3. Paint your plates the same color as your favorite animal and let it dry.
4. Save your work for the next session.

Unit 3 51

Warm up

Write on the board these scrambled words and challenge the children to unscramble them and as soon as they do the run to the board to write them

- RONAEG (ORANGE)
- LEBU (BLUE)
- KINP (PINK)
- EDR (RED)
- NERGE (GREEN)

Create

Product - Illustrated instructions for an Animal Mask

Step 1

This is step 1 in the product: 'Illustrated instructions for an animal mask'.

Explain the children they are going to make an animal card.

'Read' the materials they will need (pictures: paper plates, colored cards, a rubber band, a marker, paint)

The children bring out their materials.

Ask them to think of their favorite animal.

The first part of the project is to paint the plate according to their animal and let it dry.

The children save their work and bring it in the next product step.

READING TIME!

FBB - Make a Sock Puppet

T 59

It is time for students to work with another story. This time, you will be working on a reading based on facts. This facts reading will show students the materials and instructions they need to follow to make both a girl and a boy sock puppet. It will expose them to more illustrated instruction they can follow to assemble an object.

Bring out the Facts Big Book 1 to work with it. As before, if you wish to, you may divide the fact into three parts or work with the whole fact at once at the end of the unit, feel free to do so.

Remember it is important for students to relate the information and situations in the readings to their own situations, so they can assimilate language in a better way.

Open the Facts Big Book on page 5 and show students the pictures. Encourage them to describe what they see. Help them with vocabulary if necessary.

Play track 59 and have students listen.

Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Ask students to have some colored pencils or crayons ready. Say colors at random and encourage children to show you the correct color.

Think and do

4. Listen, point and say.

Direct students' attention to the picture of the rainbow, ask them to tell you if they know what it is. Elicit the colors. Tell students you will now listen to and read along the text. Play Track 19. Then, play Track 19 again and ask students to point to the colors of the rainbow as they listen. Repeat as many times as you consider necessary. Finally, invite volunteers to share if they like rainbows or not.

5. Color the rainbow, write and say the colors. Compare with a partner.

Direct students' to the rainbow. Encourage them to mention the colors of the rainbow. Ask them to color the rainbow. Tell them to use the colored dots as a guide. Then, ask them to write down the name of each color. Monitor. You can invite volunteers to write the colors in the correct order on the board.

Tell students that for next class they have to bring:

- A paper plate
- 1 Rubber band
- Poster paint and sponges
- Colored paper
- Pencil and scissors

Warm up

Ask the children to place their colored pencils on their tables. If they are seated in groups ask them to mix them. (Make sure they know which ones are theirs). Call out colors and ask them to pick as many as they find, example, 'blue' and the children the blue colors they have on the table; 'green' and they pick all the green ones, etc.

At the end, ask them to count how many different groups they have and how many colored pencils in each group.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Why are numbers important in life?" You can invite students to share their opinions. If they say something in their mother tongue, say it in English and encourage them to repeat. You may also share your own opinion with students.

1. Listen and write the missing numbers.

Point randomly at the numbers on page 32 and ask what that number is. Some of them may not remember so help them. Tell the children they are going to listen and follow the text. Play the Track 20. Next, tell students they will listen again and they have to write the missing numbers. Play Track 20 and ask them to complete the activity. To check, you may play Track 20 again and have volunteers write the numbers on the board.

2. Read and match the cardinal and ordinal numbers.

Read cardinal the numbers on the left, one by one, draw the children's attention towards the symbol (the number) and the spelling. You may want to have some pencils or books or markers to count up to 6. Draw a house with six floors or and point at each one of them by saying the ordinal number. Make sure they understand the concept. Write : first and the number 1st, second and 2nd, etc.

The children read the cardinal number and associated, match it to the ordinal that corresponds. Give them time to understand that connection and context.

Check the exercise on the board.

3. Read and color.

Ask the children to read the instructions and color as requested. Some children may have problems 'reading', you may want to help them and read for them. Monitor they are coloring the correspondent square.

Lesson 2

DISCO Why are numbers important in life?

1. Listen and write the missing numbers.

1 1 2 3 4
now let's learn to count some more!

5 6 7 8
Yes, you got it! That is great!

9 10 - it's 10 for
now count from 1 to 10!

10

8

2. Read and match the cardinal and ordinal numbers.

1 one	→ 3rd third
2 two	→ 5th fifth
3 three	→ 1st first
4 four	→ 6th sixth
5 five	→ 2nd second
6 six	→ 4th fourth

3. Read and color.

<ul style="list-style-type: none"> • Color the first square orange. • Color the second square red. • Color the third square pink. • Color the fourth square green. • Color the fifth square blue. • Color the sixth square purple. 	<p>1st 2nd 3rd</p> <p>4th 5th 6th</p> <p>Color Fun</p>
--	---

The exposure of language in this unit will allow students to read illustrated instructions for assembling an object.


Academic and Educational Environment

Think and do

4. Write the missing letters. ()

t()r()e s()xth se()ond th()o

5. Write the instructions for each picture. Use the phrases from the box.



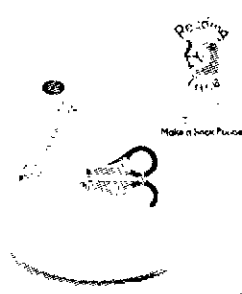
Cut the rabbit out.
Use sticky tape to fix it to the wall.

Draw a rabbit.
Color the rabbit.

Step 2

Create Illustrated Instructions for an Animal Mask

- Let's continue making our masks, get together with your teammates and:
 - Bring out your material and the paper plate you painted in Step 1.
 - Cut out two eye holes on the plate.
 - Cut out two circles of paper to make the ears of your animal.
 - Glue the circles on the back of the plate.
 - Save your work for the next Product session.



Unit 3 33

Write on the board the following instructions for the children to copy in their notebooks:

- the rabbit out.
- sticky tape to fix it to the wall.
- ... a rabbit.
- ... the rabbit.

And say CUT THE RABBIT OUT, USE STICKY TAPE TO FIX IT TO THE WALL, DRAW A RABBIT, COLOR THE RABBIT making pauses for the children to remember what the word is or what the word looks like...if you see they have problems write the missing words on the board and read them then they decide which one goes in each space.

Create

Product - Illustrated Instructions for an Animal Mask

Step 2

This is step 2 in the product: 'Illustrated instructions for an animal mask'.

Tell the children they are going to continue working on their masks.

The materials they will need here are scissors and color paper.

Ask the children to bring out the paper plate they painted in step 1.

Cut out two eye holes on the plate and cut out two circles of the color paper they chose to make the ears of their animal.

The children glue them to the back of the face.

The children save their work and bring it in the next product step.

READING TIME!

FBB - Make a Sock Puppet

T 59

It is time for students to work with the Facts Big Book one more time.

Bring out the book and continue reading and listening to the story.

Follow the same steps as for the first part of the story. Play track 59 and have students listen.

Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Ask the children to draw 8 big circles on their notebooks. Make sure they are big and ask them to write a number inside, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th. Then ask them to color the circles you say. This time the numbers will not be called in order, example, 'color the fifth circle orange, then color the first circle green, color the seventh circle yellow, etc.

Think and do

4. Write the missing letters.

The children write the missing letters in the words they have practiced in earlier lessons. If you see the children have problems in recognizing the words, you may say the words aloud and wait for reactions.

Write the words on the board and ask for volunteers to guess the words.

5. Write the instructions for each picture. Use the phrases from the box.

Explain the children they are going to listen to a chant.

Explain the children they are going to write instructions for each picture. Draw the children's attention towards the 4 pictures and elicit the actions.

Move to the instructions in the yellow box and read them for them to recognize key words and make associations.

Ask the children to copy the sentences on the lines and read the instructions with them, one by one and point to the corresponding pictures.

Warm up

Write on the board:

DR__W/CO__OR / C__T/ U__E and ask the children to write the missing letters then read them.

Write on the board:

D__AW / C__L__R/ CU__ / US__ and ask the children to write the missing letters then read them.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know, it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Do you like making things? What can you make?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen, read and number the instructions.

Point at the pictures on the right: visual instructions and elicit from the children what this is and what they are going to make: a butterfly. Teach 'butterfly'. Before you listen to the instructions, read them for the children and make pauses for them to find the correspondent picture.

It might be necessary to repeat this process at least twice since there are more instructions.

Play Track 21 for students to listen to the instructions. You may want to read and mime the verbs in each instruction for the children to identify the pictures. Then read the rest of the sentence and give them time to think and discover.

Lesson 3

Discover Do you like making things? What can you make?

1. Listen, read and number the instructions.

Make a butterfly

To make a butterfly you need:
paper, paint and scissors.


Follow the instructions:

1. Put the paint on a plate.
2. Press your hands on white paper.
3. Select your favorite color paint.
4. Cut out the hand prints.
5. Put your hands on the paint.
6. Fold the paper to make a butterfly.

2. Listen and check your answers as a group. Then, read aloud.

3. Read and follow the instructions. Work on the first exercise.

1. Circle the title in purple.
2. Circle the materials in yellow.
3. Circle the instructions in green.



2. Listen and check your answers as a group. Then, read aloud.

Play the CD again for the children to listen and check their answers as a group. Then read aloud.

3. Read and follow the instructions. Work on the first exercise.

Before you begin this activity, ask the children to prepare three colored pencils: purple, yellow and green and make sure they have them ready to do the activity.

Ask the children to circle the title in purple, MAKE A BUTTERFLY, circle the materials yellow and circle the instructions in green.

The exposure of language in this unit will allow students to read illustrated instructions for assembling an object.

Think

4. Match the ordinal numbers and say them in the correct order.

5. Follow the instructions.

1. Draw three rabbits.
2. Color one rabbit orange.
3. Color one rabbit blue.
4. Color one rabbit purple.

6. Complete the sentence. () There are _____ rabbits.

Create

Product - Illustrated Instructions for an Animal Mask

- Let's continue working with our product. Now you will:
 1. Work with your team members on a project.
 2. Bring out your materials.
 3. Use the marker to draw the face of your favorite animal on the plate.
 4. Make a small hole at each side of the plate and tie and elastic string.
 5. Finish decorating your mask.
 6. Save your work for the final Product Step.

Unit 3 25

Warm up

Divide the class into three teams and ask them to make a list of the materials and steps we have used for the project.

Ask one member in each team to mention the materials and make the other two teams say 'right' or 'wrong'.

Do the same with the steps.

Create

Product - Illustrated instructions for an Animal Mask

Step 2

This is step 3 in the product: 'Illustrated instructions for an animal mask'.

To continue working with the animal mask, the children need to bring out their materials and the paper plate from steps 1 and 2.

This time they will cut a smaller circle of the color paper to make the nose of their animal.

Next they draw the teeth on white paper and cut them out.

They glue the teeth and nose to the front of the mask and make a small hole at each side and tie the elastic. Ask the children to save their work and bring it in for the next product step.

READING TIME!

FBB - Make a Sock Puppet

T 59

It is time for students to work with the Facts Big Book 1 one more time.

Bring out the book and continue reading and listening to the reading.

Follow the same steps as for the first and second part of the reading.

Play track 59 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Write on the board the ordinal numbers 1st – 6th and ask the children to draw a picture that corresponds to the instructions you will say: example, first (point to the number on the board) select your favorite color paint..., second, put the paint on a plate, etc.

Ask the children to compare their instructions for making a butterfly with other children.

Think and do

4. Match the ordinal numbers and say them in the correct order.

This exercise will give the children more practice with ordinal numbers. Help them identify 1st, 2nd, 3rd, etc by pointing at them on page 35.

Ask the children to match the ordinal numbers to their spelling. You may want to say first, point at the number and match it on the board.

Consider giving the children enough time to make the connections and help if necessary with reading the numbers and run your finger over the words.

5. Follow the instructions.

The children read 1-4, identify 'draw', and 'color' and draw their attention towards the box at the right.

6. Complete the sentence.

After they draw the three rabbits, they complete the sentence: there are three rabbits.

Review

Prepare the children for the review. The children will review the writing and reading of words as well as the repertoire of expressions.

1. Complete the number words.

The children complete the number words with the missing letters. Then read them for confirmation and/or write them on the board.

2. Match the words to the pictures.

You may want to read the pictures on the right first and then refer to the written words. monitor the children matching and offer help as necessary, maybe holding the pencil appropriately.

Lesson 4 Review

1. Complete the number words.

o _ e t _ _ e n _ _ _

t _ _ s _ _ t _ _

th _ _ _ s _ v _ _

f _ _ r e _ _ h _

2. Match the words to the pictures.

• paint


• paper

• butterfly


• hands

The exposure of language in this unit will allow students to read illustrated instructions for assembling an object.

Academic and Educational Environment

3. Complete the instructions words. 

<input type="text"/> ut	<input type="text"/> ive	<input type="text"/> ular	<input type="text"/> raw
pu <input type="text"/>	pres <input type="text"/>	selec <input type="text"/>	choos <input type="text"/>


4. Complete the instructions with the correct words. 

1. Use a to draw a circle on the construction paper.

2. the out the circle.

3. the the to let roll.

4. Put your in your pencil holder.



Unit 3 37

3. Complete the instructions words.


The children complete the instructions words practiced along the unit. There is only one letter missing. Check answers on the board and ask the children to read the words aloud.

4. Complete the instructions with the correct words.

To finish the review, the children complete the instructions with the correct words. make sure they identify the pictures and remember the spelling. Guide them through the exercise and ask for some volunteers to come to the board and copy the instructions.

Illustrated Instructions for an Animal Mask. This is step 4, the final step in the product: 'Illustrated instructions for an animal mask'. For this final step, the children will need their masks. The children draw and color the six (number of boxes on the page) materials used to make the animal mask. Write 'draw' and 'color' on the board and draw students' attention towards the spelling of the word they say it. Monitor that the children understood what to do. Now move to the 9 instructions given. In this exercise, the children may take longer since the sentences are longer and the process too.

Illustrated Instructions For an Animal Mask



1. In this final step do the following:

- Work with your team mate.
- On this paper, draw the materials and instructions for your mask.
- Show your masks to your classmates and talk about how you made them.

Materials:

Instructions:

1

2

3

4

5

6

7

8

9

The exposure of language in this unit will allow students to read illustrated instructions for assembling an object.

Assessment 3

Academic and
Educational
Environment

2. My favorite part in this unit was...

Work with a partner. Go through the unit again and choose what you and your partner liked the most. Talk about it and draw why you liked it. Share with the rest of the group.

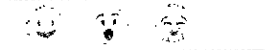
3. Circle the face that represents your progress at learning English. You can also draw a face in the space below.

Now I can...

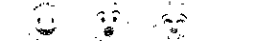
Differentiate materials from instructions.



Read and understand instructions.



Order steps in sequence to follow instructions.



Recognize ordinal and cardinal numbers.



Understand a reading.



Gojo!

Unit 3

39

Assessment

Have students open their books on page 39.

Focus on the first part of the page and ask students to talk about their favorite part of this unit. Elicit some answers.

Have children make a drawing about it. Walk around to monitor their work.

If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually.

Tell students that in this chart they will assess only how they feel about this unit.

Read the phrases aloud and help students with their meaning.

Ask students to color the icons that describe how they feel about each phrase.

Evidence fact 1

Ask students to open their books on page 112 and read the instructions.

Guide students to do the activity and encourage them to write short sentences describing their favorite part in the reading in this unit.

Then, have students write a short sentence describing what they learned. Have students work individually and then ask them to share it with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 129 and its corresponding answer key on page 130.

Achievements

- Explore signs used in public spaces.
- Identify words spoken aloud.
- Explore signs and words related to them.
- Participate in the writing of names of words related to signs.

Warm up:

Make a selection of the ten most common icons used to show the instructions of the lesson in the book. Point at them in the book or draw them on the board. Elicit from the children what they mean. Ask for volunteers to come to the board and point at different icons. The child tells you : write, listen, sing, etc.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Why are public signs important?" Before this lesson, print out some signs you consider important or that children might be familiar with, e.g. a playground sign, a bathroom sign, a bicycle sign, a no dogs sign, etc. Put the signs on the board and use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat. You may also share some reasons why public signs are important.

1. Look at the signs. Discuss with your class what they mean.

Ask the children to look at the signs on page 41. Point at each one of them and ask what they mean.

2. Read the questions. Write your answers on the lines.

Ask the children where they can find these signs. Confirm that these signs are in a park and continue the discussion by asking 'who are they for?' and 'who put them there?'. (answers: people in the park, park authorities)

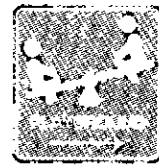
3. All these signs are in a park. Who are they for? Who put them there? Discuss your answers with your class.

Read the questions. You may want to give more time to this exercise since not all the children will be able to read fluently the questions. Remember that you can always help the children to read, by reading yourself pointing at each word you as long as you read and then ask the children to read themselves. (answers: 1. blue, 2. Red)

Disc:

Why are public signs important?

Look at the signs. Discuss with your class what they mean.



All these signs are in a park. Who are they for? Who put them there? Discuss your answers with your class.

Read the questions. Write your answer on the lines.

1. What color are the information signs that are in the question? Write your answer.

2. What color are the "DON'T" signs?

3. Are they important? Why?

As for the third question, try to get the answer from different children to have a variety of answers and give the children the idea of a discussion. Say that all the answers are important to consider.

Warm up

Ask two children to come to the board, to draw the signs you dictate.

Challenge the children to participate and see who can draw faster the sign chosen: don't climb the tree, bicycle route, playground, etc.

You may want to write 'PLAYGROUND' and 'BICYCLE ROUTE' on the board and ask the children to draw the signs that illustrate them.

Think and do

4. Listen and follow the story. Circle the correct action words.

The children listen to a story divided into 4. Each picture corresponds to a short dialog. The words the children will be practicing are: turn, walk and climb. Mime the action words for the children to understand and invite them to join in. Write the words on the board, point at them and say, 'walk', the children walk, say 'climb' and the children pretend to climb, etc.

You may want to pause the CD after each mini dialog and work the answer with the children.

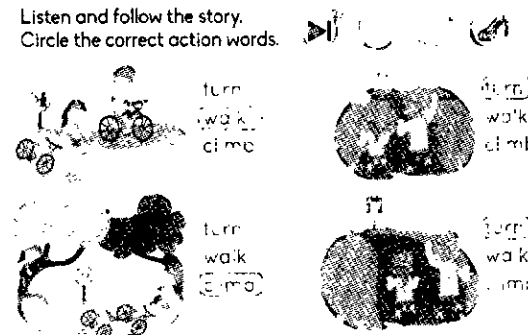
Play the CD, track 22

Make sure that they are circling one answer per dialog.

The exposure of language in this unit will allow students to interpret public signs.

Think

Listen and follow the story.
Circle the correct action words.



turn walk climb
turn walk climb
turn walk climb
turn walk climb

Listen and read. Which are the stressed words?

Don't climb the trees!
Don't walk on the grass!
Turn right here.
Turn left here.

Listen to the story again.
Retell the story using only the pictures.

Create

An Illustrated Dictionary of Signs

To make an illustrated dictionary of signs you will need:

- 1. A book or notebook.
- 2. A pen or pencil.
- 3. A ruler.
- 4. A pair of scissors.
- 5. A glue stick.
- 6. A collection of signs.
- 7. A collection of pictures.
- 8. A collection of words.

Unit 4

Warm up

Write on the board:

URSNT	LMUAWK	BWNICKML
TURN	WALK	CLIMB

Ask the children they are going to choose the necessary letters from the box to write the action words they hear.

Say 'turn' and give them time to make the combinations and write 'turn'. Do the same with the other two words.

Create

Product - An Illustrated Dictionary of Signs

Step 1

Explain the children they are going to make and illustrated dictionary of signs.

In this step 1, they children work in groups of 3 and bring their materials: notebook, pencil and colored pencils.

The children copy the signs on page 42 in their notebooks. Then they save their work to bring in in the next product step.

READING TIME!

FBB - Look at the Signs!
T 60

It is time for students to work with another reading text. This time, you will be working on a reading based on facts. Bring out the Facts Big Book 1 to work with it.

This unit's reading will allow students to see and read more signs in a different public place: a zoo.

Remember it is important for students to relate the information and situations in the readings to their own situations, so they can assimilate language in a better way.

Open the Facts Big Book on page 12 and show students the pictures. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 60 and have students listen.

Pause the track as needed and repeat the same steps before listening to the next pages.

Repeat the story and ask the children to repeat the mini dialogs with you and point at the correspondent pictures in the book. Monitor that they are following the story left to write.

5. Listen and read. Which are the stressed words?

The children listen to the 'DON'T' sentences again. Mime 'don't' by using your index finger moving to both sides or nod your head.

Emphasize the word 'don't' and 'turn' for the children to hear the stress on the words.

Ask them to join in, point at the words in bold and make them say the words.

6. Listen to the story again. Retell the story using only the pictures.

Listen to the story again. Play the CD, track 22 and retell the story with the children using only the pictures.

Choose some children to retell the story using the pictures.

Tell students that for next class they have to bring:

Bring:

Pencil, paper and color pencils.

Warm up

Organize the class into three teams and ask the children to retell the story on page 43.

You may want to give them cues in order to remember: don't ... and turn

Monitor and offer help with vocabulary.

Make the children change and make new teams to retell the story once again but this time with different people.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What signs can you see in museums?" You can use body language, mime, point or draw to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Look, read and match.

Set up the scene and tell the children that we are going to a museum. Give some examples of famous museums they might know or familiar with.

Point at the sign : welcome to Dinoland Museum and elicit from the pictures on page 44 what type of museum this is: dinosaurs.

You may want to ask the children to write a cardinal number next to each sign to make it easy for them work and find the signs and also a great opportunity to review and use the ordinal numbers learned in the previous unit.

Point at each sign and help the children to get their meaning. Do that with each one of the five signs , then read the sentences to the right.

Give the children some time to make the connections and ask questions.

The children match the sign to the sentence. Monitor and help if necessary by reading the sentences once more.

2. What do the underlined words mean?

Discuss with your class.

Read the underlined words one by one and invite students to say or mime what each word means.

3. Play with a partner. Cover the words in exercise 1 and say what the signs mean.

The children play with a partner by covering the words in exercise 1 and saying what the signs mean.

Remember that only once it is not enough practice for the children to 'read' the signs.

Discover: What signs can you see in museums?

Look, read and match.

Pay here. Entrance ticket \$30.

Turn left for the dinosaur display.

Don't touch the dinosaurs.

Don't take pictures.

Don't run on the stairs.

What do the underlined words mean? Discuss with your class.

Play with a partner. Cover the words in exercise 1 and say what the signs mean.

Warm up

Write on the board the word 'DON'T' and ask the children to complete the sentence by looking at the signs on page 44: don't take pictures, don't touch the dinosaurs, don't run on the escalator.

Then ask them to point at the signs that mean that.

Think and do

4. Draw a line from the signs to the correct category.

Explain the children there are two types of signs they are going to work with: information and no! signs.

Draw on the board two big boxes and on top of each one write those headings. Ask the children to start with the 'No!' signs. When they identify them guide them to match in their book, page 45.

Now, move to the next box, 'information' signs and do the same to help them classify them.

5. Complete the sentences.

The children complete the sentences with the missing letters.

Guide them through the exercise. You may ask them to find the sentences in the above exercise. It is always very helpful to count the spaces and count the letters so this way the children feel more secure trying to find the missing letters.

The exposure of language in this unit will allow students to interpret public signs.

Think

Draw a line from the signs to the correct category.

Information signs No signs

Complete the sentences.

1. D O O O O O O O The bus is
2. T H O O O O are on the left.
3. D O O O O O on the stairs.
4. P O O here. Entrance ticket O O O

Complete the sentences.

1. What is the longest word in the signs on pages 44 and 45?
2. What is the shortest word? _____

Step 2

Step 1

An Illustrated Dictionary of Signs

Let's continue with our product. This time, you will:

- 1. Use your drawing skills to draw a sign of your own design.
- 2. Use your drawing skills to draw a sign of your own design.
- 3. Use your drawing skills to draw a sign of your own design.
- 4. Use your drawing skills to draw a sign of your own design.

Unit 4

Create

Product STEP

This is step 2 in the product: 'Illustrated dictionary of signs'.

Ask the children to bring out their materials and continue with the illustrated signs.

The children read the signs on page 44 one more time and choose only 2 signs to copy in their notebooks and add to the list.

Ask them to save their work and bring it in for the next product step 3.

READING TIME!

FBB - Look at the Signs!

T 60

It is time for students to work with the Facts Big Book 1 one more time.

Bring out the book and continue reading and listening to the reading.

Follow the same steps as for the first part of the reading.

Play track 60 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

6. Complete the sentences.

Read the questions for them and help in finding the answers: restrooms and pay.

Warm up

Review the signs by asking the children to draw in their notebooks 5 big circles, three of them in red and two in black.

Challenge them by asking which signs should be in red: don'ts...and which other two are possible for the ones in black.

Ask the children to draw those signs and show them to the class to guess what they mean.

LESSON 3

Warm up

Write on the board these incomplete sentences for the children to complete:

Pay
Turn

And: run on the escalator.
touch the fossils.
take pictures.

Challenge the children to show the other children what they wrote and read the sentences.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Are there signs in your school? Do you respect them?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Look at the school signs, read and match. Check with a partner.

Point at each sign and ask the children to tell you what they mean and what they see in the signs. Guide them through the activity by asking them which ones are red and what read means in that context: don't.

Read the sentences numbered 1-5 and give them some time to match.

Check answers by asking, number 1?, number 2?, number 3? and the children point at the correspondent picture.

Check the matching lines are correct.

2. Choose one sign from above and make a drawing of a situation at school.

Continue with choosing one sign from exercise 1 and make a drawing of a situation at school.

Ask for volunteers to show their drawing and talk about it to the class.

Disco

Look at the school signs, read and match. Check with a partner.

Choose one sign from activity 1 and make a drawing of a situation at school.

Warm up



Ask the children the question practiced on page 45: what is the longest word in the signs on pages 44 and 45? Restrooms, and what is the shortest word? Pay.

Write on the board these words and ask the children to tell you how many letters there are in each:

- Stairs = 9
- Fossils = 7
- Ticket = 6
- Dinosaurs = 9
- Pictures = 8
- Classroom = 9
- Trash = 5

The exposure of language in this unit will allow students to interpret public signs.

Think

Listen to the dialog and number the scenes.  

Ann: Is it you, my
Freddie, who's talking in my class?
Yes, Ms. Ann.
Freddie: Did you read the sign?
Yes, Ms. Ann. I'm sorry.
Freddie: But remember, it's important to read the
signs we see around.



Do you see other signs in your classroom? What do they say?

Create

An Illustrated Dictionary of Signs

Let's continue with our product. This time, you will
use the signs you have seen in our classroom
to help you create an illustrated dictionary. You will
use the signs to
Create the signs on paper and write their meaning.
Use the signs in the classroom to help you create
a page for each sign. You will
Use the signs to create a product of your own.

Step 3



Unit 4

Create

Product - An Illustrated Dictionary of Signs

Step 3

Ask the children to bring out their materials and read the signs on page 46. They choose only 2 signs and copy them in their notebooks to add them to their lists. Next step is dividing the list of signs equally and draw them on the paper. The children color the signs and write their meaning. They save their work and bring it in for the last product step.

READING TIME!

FBB - Look at the Signs!

T 60

Bring out the Facts Big Book and continue reading and listening to the reading.

Follow the same steps as for the first and second part of the reading.

Play track 60 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Think and do

3. Listen to the dialog and number the scenes.

The children listen to the dialog between Freddie and Ms. Ann. Elicit where they are and who Ms. Ann may be. Draw the children's attention towards the sign and wait for reactions. Play the CD, track 24.

Guide the children through the dialog by pausing the CD after each line and give some time for them to find the correspondent picture. Play the CD two more times for confirmation. Discuss with the children how important reading the signs is.

4. Do you see other signs in your classroom? What do they say?

Ask the questions: do you see other signs in your classrooms? What do they say? and encourage children to look around and answer. Help them if needed.

Warm up

Ask the children to act out the dialog between Freddie and Ms. Ann. The children are 'Freddie' and you are 'Ms. Ann'. You may want to play the Cd, track 24 and pause it after each line. Switch roles now, the children are 'Ms. Ann' and you are 'Freddie'. Try to play with intonations and make funny voices for the children to enjoy more the activity with you.

Lesson 4

Review

1. Look at the signs and complete the sentences.


Ask the children to look at the 4 signs and complete the sentences with the missing letters. Check the answers with the children and as they give you the correct answers, write the words on the board.


2. Unscramble the words to complete the sentences.


Next, read the sentences along with students, hum where there is a blank. Children unscramble the words and complete the sentences. Elicit the sentences and check: climb, grass, pictures, dinosaurs.


Review

1. Look at the signs and complete the sentences.

1.  left.

2.  Don't the trees.

3.  Don't on the grass.

4.  take pictures

2. Unscramble the words to complete the sentences.

1. Don't climb _____ the trees

2. Don't walk on the _____ grass

3. Don't take _____ pictures

4. Don't touch the _____ dinosaurs

The exposure of language in this unit will allow students to interpret public signs.

2 Read the instructions and draw a sign for each one.

Turn right for the playground. Restrooms

Don't run on the stairs. Don't touch the dinosaurs.

Unit 4

3. Read the instructions and draw a sign for each one.

Read the instructions and draw a sign for each. Read the instructions aloud. Make sure students understand what to do.

Tell students they will make the signs for these topics. Have students do the activity and ask them to color their signs according to what they learned in this unit. Walk around to monitor their work and help them if necessary.

Praise students' job.

An Illustrated Dictionary of Signs

This is step 4, the final step in the product: 'Illustrated dictionary of signs'

The children will need the signs they made for steps 1,2,3.

Ask the children to put their papers together and staple them to make a book.

The children exchange their illustrated dictionaries with other teams in order to contrast if they have the same signs.

An Illustrated Dictionary of Signs

In this final step you will:

1. Get together with your teammates.
2. Bring the drawings you made in Step 3.
3. Put the three pieces of paper together and staple them to form a book.
4. Exchange your dictionary of signs with another team.
5. Look at your classmates' work. Do you have the same signs?
6. Go around the class and share your work with other teams.



The exposure of language in this unit will allow students to interpret public signs.

My favorite part in this unit was...

Work with a partner. Go through the unit again and choose what you and your partner liked the most. Talk about it and draw why you liked it. Share with the rest of the group.

Circle the face that represents your progress at learning English. You can also draw a face in the space below.

Identify job signs.

Differentiate different types of signs.

Look at signs and say their meaning.

Understand a reading.



Unit 4

Assessment

Have students open their books on page 49.

Focus on the first part of the page and ask students to talk about their favorite part of this unit. Elicit some answers.

Have children make a drawing about it. Walk around to monitor their work.

If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually.

Tell students that in this chart they will assess only how they feel about this unit.

Read the phrases aloud and help students with their meaning.

Ask students to color the icons that describe how they feel about each phrase.

Evidence fact 2

Ask students to open their books on page 113 and read the instructions.

Guide students to do the activity and encourage them to write short sentences describing why they think the reading from this unit is interesting.

Then, have students write a short sentence describing what they learned.

Have students work individually and then ask them to share their work with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 131 and its corresponding answer key on page 132.

Achievements

- Explore stories.
- Listen to reading stories aloud.
- Practice the pronunciation of words.
- Review the writing of a story.

Warm up:

Play some lively music. Ask students to stand up and either have them stand in a circle or stay in their places and invite them to dance and shake their bodies.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Who tells you stories at home?" You can act out a short scene, mime or gesture to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen and sing along.

Read the lyrics along with students. Play Track 25 and ask students to listen and read along. Play Track 25 again and encourage them to sing along. You may repeat if you consider it appropriate.

2. Look at the stories Big Book. What's the next story about?

Draw the children's attention towards the picture of the open book with different objects coming out of it. Encourage them to say what the next story is about. If they speak in their mother tongue, say it in English and encourage them to repeat.

3. Listen to the story. Answer the questions.

The children listen to the story and answer the questions.

Play the CD, track 26.

Guide the children through the reading of the questions: read question 1 and wait for reactions and the answer.

As for question 2, identify who is in the story: Nice Mouse, Nasty Mouse, Super Mouse.

In question 3, the children match the word to the picture.

Finally, for question 4, the children choose the place where the party is: a) in the park.

Disco Who tells you stories at home?

Listen and sing along. ▶

Look at the stories Big Book. What's the next story about? ▶

1. What's the title of the story?

a) Nice Mouse and Nasty Mouse

b) Super Mouse

c) Nasty Mouse

2. Who's in the story? Circle the character.

Nice Mouse Nasty Mouse Nasty Mouse

What things are in the story? Match to the pictures.

old dress new shoes new dress

3. Where is the party?

a) in the park b) At the school

The exposure of language in this unit will allow students to compare words in a children's story.

Think
Listen and read

Nice Mouse and Nasty Mouse

It's Super Mouse's birthday party. He has a cake. The party is in the park.

Nasty Mouse and Nice Mouse are going to the party. Nice Mouse has a new dress.

Now Nasty Mouse has Nice Mouse's new dress and her new shoes.

And, Nice Mouse has Nasty Mouse's old dress.

What nice things does Nice Mouse do?

Do
Let's work on a new product, you will need:

An Illustrated Story

Unit 5

WARM UP

Ask the children to draw an open book in their notebooks. On the left page, they divide it into two and write on top of the page: Nice Mouse and Nasty Mouse (the title of the story), then in the second part of that same page they draw these two characters.

On the next page, which they divide into two as well, the children draw the three things they find in the story in one part and in the second part of the page they write 'in the park'.

Invite the children to show their 'story books' to other children.

You may want to ask for volunteers to tell you what the story is about.

Think and do

4. Listen and read.

Set the scene for the children: tell them they are going to listen to the Nice Mouse and Nasty Mouse story. It's Super Mouse's birthday party.

Tell the children to follow the story (left to right) and point at the speech bubbles because this is what the mice are saying.

Play the CD, track 26. Pause the CD after each box and repeat the lines for them. Wait for reactions. You may reread the story as many times as you consider necessary.

Tell students that for next class they have to bring:

Bring:

Pencil, paper and color pencils.

5. What nice things does Nice Mouse do?

Direct students' attention to the story again and encourage them to answer (nice mouse lets nasty mouse borrow/use her dress).

WARM UP

As a group, choose a story or tale everyone knows and invite students to take turns to retell it. Encourage them to speak in English.

Create

Product - An Illustrated Story

Step 1

Explain the children they are going to make an illustrated story.

The children will work in groups of four and they will need: colored pencils, blank paper and a pencil.

Tell the children they need to think of a story they like, discuss possibilities with them.

Then they write the title in their notebook and the characters in it.

The children save their work for the next session.

READING TIME!

SBB - Goldilocks and the Three Bears

T 61

In this unit, students will listen and work with a story. Bring out the Story Big Book 1 to work with the third story.

The story in this unit will present students with a classic fairytale.

Remember it is important for students to relate the characters and situations in the stories to their own situations so they can assimilate language in a better way.

Open the Story book on page 19 and show students the illustrations. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 61 and have students listen to the story. Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Play the CD, track 25 for the children to sing the stories song on page 52.

Write on the board, Super Mouse, Nasty Mouse, Nice Mouse and ask the children to describe the characters.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What are your favorite stories?" You can use body language or gestures to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Where can you read a story? Write a check ✓ in the boxes.

Continue with the same context: reading stories. Play the CD, track 25 and sing the song about stories. Check the places where you can read a story: a book, a TV, a comic book.

2. Look at the pictures. Do you know these stories? What are they about?

The children look at the pictures. Point at each one of them and ask them if they know those stories. Wait for reactions and answers.

3. Read and circle the numbers. Then complete the pictures.




Now the children read and circle the numbers in the stories: 5-9-1-3-10

Guide them through the paragraphs, and if necessary read for them and ask them to follow the lines with their finger.



The children read again both paragraphs of the stories and trace the pictures. Ask what those are: a door and a basket.

Disco What are your favorite stories?

Where can you read a story? Write a check ✓ in the boxes.

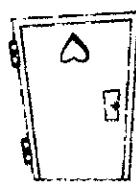




Look at the pictures. Do you know these stories? What are they about?





Read and circle the numbers. Then complete the pictures.

Wow! There are 5 lollipops and 9 candies on the door.




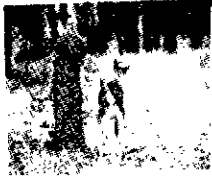
There's 1 pie on the basket. There are 3 apples in the basket. There are 0 candies, too.




The exposure of language in this unit will allow students to compare words in a children's story.

Think

Circle the big letters in the story. 




Little Red Riding Hood is in the forest.
The Big Bad Wolf is in the forest too.
Little Red Riding Hood has an apple pie.
The Big Bad Wolf loves apple pie.


Circle the correct option. 

Names begin with a big letter a little letter

Sentences end in a comma (,) a period (.)

Write the sentences correctly. 


Hansel and Gretel are in the forest.
Hansel sees a candy house.



Step 2
An illustrated Story

Let's continue working on our product.
Get together with your team.

Bring out your pictures with the information on the poster.
Draw some pictures that describe the story and write a sentence for each picture.
You draw a picture for each sentence. This is your work and to be built in the next Product.



Unit 5

Warm up

Write on the board the following sentences and ask the children to copy them in their notebook with the correspondent capital letters and punctuation:

Little red riding hood is in the forest the big bad wolf is in the forest too

Ask for volunteers to come to the board and write the missing elements.

Create

Product - An Illustrated Story

Step 2

Ask the children to bring out their notebooks with the information of the story they chose in step 1.

Now draw some pictures that describe the story. Offer help if needed.

The children write a sentence for each picture they draw.

The children save their work and bring it in the next step product.

READING TIME!

SBB - Goldilocks and the Three Bears

T 61

It is time for students to work with the Story Big Book 1 one more time.

Bring out the book and continue reading and listening to the story.

Follow the same steps as for the first part of the story. Show the pictures and invite students to predict what will happen. Play track 61 and have students listen.

Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Before this lesson get some pictures or magazine cut outs. Divide the class into groups and give each group 4 to 6 pictures and encourage them to come up with a short story and invite them to share it with the class. It doesn't matter if they speak in their mother tongue, just tell them how to say it in English and encourage them to repeat.

Think and do

4. Circle the big letters in the story.

Draw the children's attention towards the picture (The Little Red Riding Hood) and ask them if they know that story.

The children circle the big letters in the story but before they do you may want to read the story.

Write the words that carry a big letter on the board.

5. Circle the correct option.

Explain the children they are going to circle the correct option. Read the sentences one by one and making pauses between to read the options too, 'names begin with a) a big letter or b) a little letter ; sentences end in a) a comma , or b) a period.

You may want to present punctuation marks: comma and period to the children.

6. Write the sentences correctly.

The children write the sentences correctly: Hansel and Gretel are in the forest. Hansel sees a candy house.

Warm up

Play hangman with the children. Make groups of three and challenge the children to participate enthusiastically.

Use these words: HANSEL / WOLF / BASKET / HOUSE / FOREST / CANDY

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Can you tell a story using pictures only?" You can use body language, point, gesture or show a story book to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen and follow the story.

Direct students attention to the pictures and encourage them to describe what they see. Draw the children's attention towards the first picture, the Rabbit family, and ask them how many rabbits there are in that family and elicit where they are going.

Play the Cd, track 27 and listen to the story.

Pause the CD after each section and help with vocabulary if necessary. You may ask the children to repeat the lines with you.

2. Read the story aloud.

Have the children take turns to read the story aloud.

Warm up

Write on the board these incomplete sentences from the story for the children to complete:

The Rabbit family is _____ (at the beach)

Chad has _____ (a ball)

Mr. Rabbit has _____ (a book)

Mrs. Rabbit has _____ (a picnic basket)

DISCO Can you tell a story using pictures only?

Listen and follow the story.

The sun is shining. It's a lovely day. The Rabbit family is at the beach.

Chad has a ball. It's a big, red ball. Sally has a kite. It's yellow and blue.

Mr Rabbit has a book. It's a good book.

Mrs Rabbit has a picnic basket. In the basket there are sandwiches, cookies, lemonade and a big apple pie. Wow! It's a great picnic.

Read the story aloud.

The exposure of language in this unit will allow students to compare words in a children's story.

Think

Write a title for the story in the previous page. ()

Complete the chart about the story.


Listen and sing along.

Order

Let's work on our product one more time and have fun!

Draw a picture with the characters.
 Write on the drawing and sentences with words from the story.
 Organize your drawings in order and do a book on the subject of our track in pages.
 Paste the sentences under the correct pictures.
 Give your book a title and give it a cover for the story in the next session.

Step 3
An Illustrated Story



Create

Product - An Illustrated Story

Step 3

Tell the children they are going to continue with the project and they will stay in their teams. Ask the children to bring out the drawings and sentences they made for step 2 and organize them. The children paste them on cardboard and the sentences under them. They can decorate their stories if needed. The children save their work for the last session.

READING TIME!

SBB - Goldilocks and the Three Bears

T 61

It is time for students to work with the Story Big Book 1 one more time.

Bring out the book and continue reading and listening to the story.

Follow the same steps as for the first and second part of the story.

Play track 61 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Ask some comprehension questions.

Warm up

Encourage students to retell the Rabbit story from the previous page.

Think and do

3. Write a title for the story in the previous page.

After reading and working with the story on page 54 the children give it a title. Elicit different possibilities and vote for the most original, fun title.

4. Complete the chart about the story.

Listen to the story once more and help the children to complete the chart about it: characters, place and objects.

Draw the table on the board and you may ask for volunteers to come write the requested information, check correct answers and they copy them in their books.

5. Listen and sing along.

Continue with a song. Listen to the CD, track 28.

Invite the children to join in, clapping and saying aloud 'wow! Yipee!!

Warm up

Write on the board the following incomplete sentences for the children to complete and remember the words in the song:

A story is: _____ (pictures)

A story is: _____ (words)

A story is: _____ (characters)

A story is: _____ (places)

Review

1. Write the sentences correctly.

Ask the children to first read the sentences and then write them correctly.

Give them enough time to organize the activity mentally first since not all the children are as fast reading in English.

2. Circle the correct answers.

Read the sentences along with students and ask them to circle the correct answer.

3. Circle the name of the stories.

Direct students' attention to the pictures and ask them to circle the name of the story.

Review

Write the sentences correctly. (1)

1. Masha and Lisa live in a forest at the edge of a forest. (Masha and Lisa live in a forest.)

2. Good morning, my name is Alex. (Good morning, my name is Alex.)

3. Can Mariana come to my party? (Can Mariana come to my party?)

Circle the correct answers. (1)

1. Nice Mouse has a new house. dress

2. It's a good book. The story is about a boy. a dog

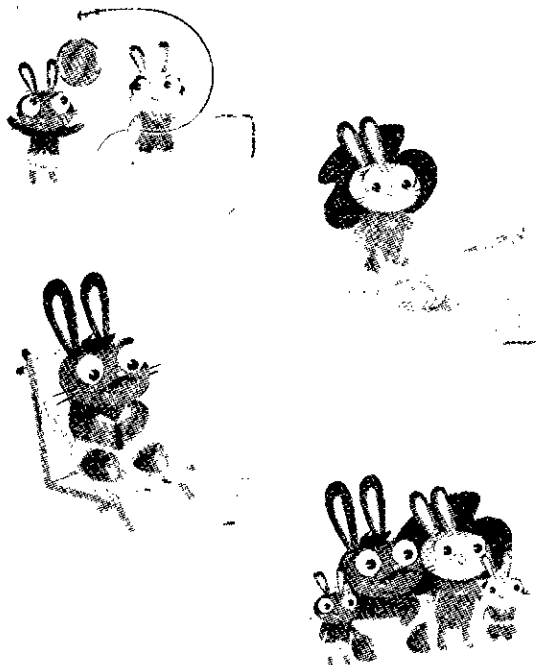
Circle the name of the stories. (1)

1. Snow White Hansel and Gretel

2. Little Red Riding Hood Wizard of Oz

The exposure of language in this unit will allow students to compare words in a children's story.

Organize the story in the correct order. Work with a friend.
Tell the story to another pair.



Unit 5

4. Organize the story in the correct order.
Work with a friend.

Form pairs, ask the children to organize the story in the correct order. You may want to write on the board big numbers, 1,2,3,4 and explain they have to number the pictures.

5. Tell the story to another pair.

Have two pairs get together and ask them to take turns to tell the stories to the other pair. Monitor. At the end, you may want to read the story through the pictures with the children for confirmation.

An Illustrated Story

This is step 4, the final step in the product: 'Illustrated story'

The children work with their teammates and bring out the cardboard with their stories.

They take turns and come to the front to tell their story aloud.

Invite the children to work enthusiastically in presenting their stories and sounding happy. They can make the voices and gestures to accompany their stories.

Finally, the children display their stories on the classroom walls.

An Illustrated Story

In this final step you will:

1. Work with your teammates.
2. Bring out the construction paper with your story.
3. Take turns and come to the front with your teammates to tell your story aloud.
4. Show your work with your classmates.
5. Finally, place your work on the classroom walls.



The exposure of language in this unit will allow students to compare words in a children's story.

My favorite part in this unit was...

Work with a partner. Go through the unit again and choose what you and your partner liked the most. Talk about it and draw why you liked it. Share with the rest of the group.

Circle the face that represents your progress at learning English. You can also draw a face in the space below.

Explore stories.			
Listen and read stories aloud.			
Practice the pronunciation and spelling of words.			
Write a story with illustrations.			
Understand a reading.			

Go on!

Unit 5

Assessment

Have students open their books on page 59.

Focus on the first part of the page and ask students to talk about their favorite part of this unit. Elicit some answers.

Have children make a drawing about it. Walk around to monitor their work.

If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually.

Tell students that in this chart they will assess only how they feel about this unit.

Read the phrases aloud and help students with their meaning.

Ask students to color the icons that describe how they feel about each phrase.

Evidence story 3

Ask students to open their books on page 111 and read the instructions.

Guide students to do the activity and encourage them to write short sentences describing their favorite part in the story they read along the unit.

Then, have students write a short sentence describing why they liked it.

Have students work individually and then ask them to share their work with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 133 and its corresponding answer key on page 134.

Achievements

- Explore information about data and personal preferences.
- Listen and acknowledge questions for information.
- Review writing questions and answers.

Warm up

Sing with the children the song they did on page 55. Play the CD, track 28 and ask the children what their favorite story was: 'Nice Mouse and Nasty Mouse', the rabbits story or 'Five Little Pigs'

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What month is it now?" You can use body language, gestures or you can even show a calendar to help students understand the meaning of the question. Encourage students to answer. If they say the month in their mother tongue, say it in English and ask them to repeat.

1. Listen and read along. Tell a partner your favorite month in the year.

Play the CD, track 29 for the children to read along the months in the year.

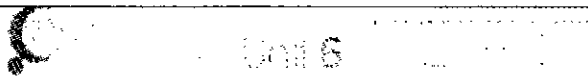
The children follow the text in their books. Make sure they are running their finger on the words. Offer help if needed with pronunciation and/or vocabulary.

For this activity you may want to bring or draw a big calendar on the board. Form pairs. Encourage them to take turns to read the text aloud. Then, ask them to share with their partners what their favorite month in the year is. Elicit answers from volunteers.

2. Read, listen and say.

Play the CD, track 30: a mini dialog: 'when's your birthday?' ; 'in March'.

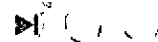
The children repeat the lines in the dialog and ask their friends when their birthday is.



Disc

Track 28

Listen and read along. Tell a partner your favorite month in the year.



January, February, March, April, May,

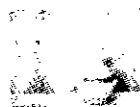
Let's learn the names of the months today

June, July, August, September,

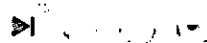
Wow! What a lot of months to remember!

And then it's October, and then it's November,

And the end of the year comes with December.



Read, listen and say.



When's your birthday?



Ask your friends.

When's your birthday?

3. Ask your friends.

Warm up

Draw on the board and ask the children to copy in their notebooks and complete with the missing months of the year:

JANUARY	FEBRUARY	
APRIL		JUNE
	AUGUST	
OCTOBER		DECEMBER

Challenge the children not to read the months from the book and see who finished first.

The exposure of language in this unit will allow students to give information on personal data, likes and preferences.

Think

Listen, read and answer.

What's your name?
How old are you, Ken?
Welcome to the library, Ken!
Ken Scott
I'm six.

Practice the conversation.

What's your name?
How old are you?

Read and circle the correct question word.

a) What is your name?
b) How old are you?
c) When is your birthday?

Step 1

Create

Product - Personal Information Poster

Let's start with this unit's product. You will:

- Write a date and time.
- Write your full name, your age and the month of your birthday in your notebook.
- Bring a piece of cardboard, a ruler, a pencil, your notebook and personal information.
- Cut the cardboard into four equal parts and put the date and time on one part.
- Draw a picture on the plane of another part. Label it with your name.

Unit 6

Warm up

Write on the board these sentences for the children to unscramble and say:

1. your / What / is / name / ? (What is your name?)
2. ? / are / old / How / you (how old are you?)
3. birthday / is / ? / your / When (When is your birthday?)

Challenge the children to see who get them correct and as fast.

Create

Product - Personal Information Poster

Step 1

Explain the children they are going to work on a poster with personal information.

They will work individually.

We start with the children writing their full name, age and month of birthday in their notebook.

The children use these materials: cardboard, pencil, ruler.

They cut the cardboard in half and save the other half.

They divide the cardboard piece into four parts by drawing lines with the pencil and the ruler.

They save their work for the next session with the product.

BIG BOOK FACTS

READING TIME!

FBB - Getting to Know You
T 62

It is time for students to work with another reading.

This time, you will be working on a story. Bring out the Facts Big Book 1 to work with it. This unit's story will allow students to read the personal information of other children, this will help them expand their vocabulary so that they can also share their own personal information.

Remember it is important for students to relate the characters and situations in the readings to their own situations, so they can assimilate language in a better way.

Open the Facts Big Book on page 19 and show students the pictures. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 62 and have students listen.

Pause the track as needed and repeat the same steps before listening to the next pages.

Think and do

4. Listen, read and answer.

Draw the children's attention towards the picture of the 'teacher' and the student. Ask where they are: a library.

Explain the children they are going to listen to a dialog between these two people.

Play the CD, track 31. You may want to pause after each line to help the children to focus on the exchanges: the teacher and the student.

Play the CD again and say the lines for the children. Play with intonation so they can feel you are asking questions.

Complete the question: how old is Ken? 6

5. Practice the conversation.

Read the sentences yourself to help them identify what they are going to do and draw their attention towards the empty speech bubbles on the right.

Monitor and help if necessary.

Have some volunteers do the dialog.

6. Read and circle the correct question word.

Play the CD, track 31 for the children to listen and read the questions.

They choose the answers: a what, b how, c when.

Warm up

Ask the children to copy from the board :

student	What's your name?	How old are you?	When's your birthday?

Explain they are going to interview three classmates and record their information on the table.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What activities do you like doing?" You can use body language or act out hobbies or activities to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat. You may also share with students something you like doing.

1. Listen and read. Complete the information.

Point at the pictures and explain the children they are going to complete the cards with personal information, not theirs but Peter's and Samantha's. The lines are empty.

Play the CD, track 32 for them to read and follow in their books. Pause the CD for them to ask questions and feel more comfortable with the activity.

You may want to play the CD and repeat the sentences yourself.

Give them some time to complete with the missing information: Pete / 8; Samantha / 7.

2. Circle what Peter likes in blue and what Samantha likes in pink.

The children circle in blue what Peter likes and in pink what Samantha likes. This is a fun activity since the choices are not words but pictures.

3. Listen and order. Then repeat.

Play the CD, track 33 ask students to pay attention to what is mentioned. Play track 33 again and ask students to order the pictures as they listen to the activity. Help as needed.

4. Answer.

The children answer the question 'what do you like?' I like

Make sure the children understand that the activity is DANCING, not dance and COOKING not cook.

Warm up

Write on the board. PLAYING WITH FRIENDS / READING / COOKING / PAINTING / DANCING and ask the children to copy them on their notebooks. The children draw a picture to illustrate the activities.

Think and do

5. Glue in a photograph of you (or draw a picture). Write about you.

Explain the children they are going to complete in the lines with personal information.

Read the lines for the children to follow you.

Monitor as they complete the lines and make sure they are holding the pencils correctly and have no problems writing the words. Check spelling.

The children glue a photograph of themselves or draw their picture in the box.

6. Now tell the class about you.

Have students take turns to tell the class about themselves.

They can use the information they just wrote in the previous exercise.

7. Complete the questions. Then ask a friend.

The children complete the questions with the missing letters.

Then the children ask a friend the questions. Monitor they are asking – answering correctly.

The exposure of language in this unit will allow students to give information on personal data, likes and preferences.

Think

Glue in a photograph of you (or draw a picture).
Write about you.

Hello. My name is
I'm
I like
I like too.
I love

Now tell the class about you.

- Complete the questions. Then ask a friend.
- 1. What is your name?
- 2. How old are you?
- 3. What is your birthday?
- 4. What do you like?
- 5. What is your favorite color?

Do

Personal Information Poster

Let's continue working on our product. This time you will:

- Finish the first and second pages and your list of questions.
- In your notebook, write your favorite color and a list of things you like to do.
- Now write a short text about yourself on the second part of the exercise at the end of page 65.
- Write the information in the boxes in your notebook or poster.
- Save your work for the next session.

Unit 6

Create

Product - Personal Information Poster

Step 2

The children continue working with the project and in the same teams.

They bring out their cardboard and notebook.

Ask them to write in their notebooks their favorite color and a list of things they like to do.

Then they write a short text about themselves like the one in exercise 5 on this page.

The children bring out their cardboard and complete the information as shown in the picture on page 65.

They save their work for the next session.

READING TIME!

FBB - Getting to Know You

T 62

It is time for students to work with the Facts Big Book 1 one more time.

Bring out the book and continue reading and listening to the reading.

Follow the same steps as for the first part of the reading.

Play track 62 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Ask the children they are going to interview you.

Draw on the board:

What is your name?	How old are you?	When is your birthday?	What do you like?	What's your favorite color?
--------------------	------------------	------------------------	-------------------	-----------------------------

THE TEACHER

The children take turns asking the questions and other children come to the board to record the information on the correspondent part of the table.

Lesson 3

Warm up:

Write these sentences on the board for the children to complete with what, how, when:

- _____ you name?
are you?
- _____ is your birthday?
do you like?
- _____ is your favorite color?

Ask the children to ask those questions to 2 children.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What months do you go to school?" You can use body language, gestures or a calendar to help students understand the meaning of the question. Encourage students to answer. If they say the months in their mother tongue, say them in English and ask them to repeat.

1. Do the Month Quiz


Read the first section aloud along with students and complete the exercise by numbering the months in the correct order.

Check the answers with the children and ask them to say the months in the correct order.

Play with them and challenge the children by asking 'what's the month that begins with 'F'? 'what month has 3 letters?', 'what month has 9 letters?' and finally what is your favorite month?

DISCO What months do you go to school?

Do the Month Quiz.



1. Number the months in the correct order.

1) January	2) February	3) September
4) June	5) May	6) July
7) August	8) March	9) April
10) October	11) November	12) December

2. Say the months in the correct order.

a) What's the month that begins with 'F'?

F O S A J O O O O O

b) What month has 3 letters?

M O O

That month has a very () name.

What month has 9 letters?

S O S E P T E M B E R

That month has a very () name.

c) What is your favorite month?

The exposure of language in this unit will allow students to give information on personal data, likes and preferences.

Think

Check the activities you like to do.

swim

run

play soccer

watch TV

dance

Listen and ask a partner. Write the answer.

1. Ask your partner about their favorite color. Write down the answer.

2. Ask your partner about their favorite sport. Write down the answer.

3. Ask your partner about their favorite food. Write down the answer.

4. Ask your partner about their favorite animal. Write down the answer.

5. Ask your partner about their favorite book. Write down the answer.

Create

Personal Information Poster

Let's continue working and have fun with our product. This time you will:

- Bring out your cardstock paper and your notebook.
- Write about the things you like in the center of your poster.
- Make a drawing of the things you like on your poster to introduce your information.
- Put a title on your poster any way you want.
- Save your work for the next lesson of the product.

Unit 6

Warm up:

Write the following activities on the board: swim, run, play soccer, watch TV, dance. Find out how many students like the same activities, e.g. Raise your hand if you like to swim. Students raise their hand if they like the activity, you count and write down the number. You may also form small groups and have students share the activities they like and then share them with the rest of the class.

Create

Product - Personal information Poster

Step 3

Ask the children to bring their cardboard and notebook.

They will continue working with personal information. Now they write in their notebook their favorite color and a list of things they like to do. then they write a short text about them, similar to the one in the previous lesson.

The children bring out their cardboard and do the next section with information like the one shown in the picture on page 67: I like.....

They save their work for the next lesson.

READING TIME!

FBB - Getting to Know You

T 62

It is time for students to work with the Facts Big Book 1 one more time.

Bring out the book and continue reading and listening to the reading.

Follow the same steps as for the first and second part of the reading.

Play track 62 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Finally, ask students some comprehension questions.

Warm up:

Play 'hangman' with the months of the year.

Think and do

2. Check the activities you like to do.

Direct students' attention to the pictures and elicit what they are. Then, read the list of activities along with students and ask them to check the activities they like to do. You can form pairs and ask them to compare their likes. Invite volunteers to share the activities they like to do.

3. Listen and ask a partner. Write the answer.

Direct students' attention to activity 3. Tell them you will now listen to and read some information. Play Track 34 and ask students to read along. Form pairs and have students ask and answer the questions. You may play Track 34 as many times as you consider necessary.

Review

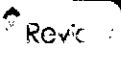
1. Complete the questions. Ask a friend.
 Guide students through the activity. Ask them to complete the questions. Help as needed. Then, form pairs and have students take turns to ask and answer the questions. Monitor.


2. Complete the paragraph. Use the words in the box.

Students complete the paragraph using the words from the box: competitions, name, swimming, like.
 Explain that this is information about the boy in the picture on the left.
 Check answers with the class.

3. Write the missing months in the correct order.

Continue by reviewing the months of the year; the children write the missing months in the correct order.




Complete the questions. Ask a friend. 

1. What is your name?


2. How old are you?

3. When is your birthday?


4. What do you like to do?

Complete the paragraph. Use the words in the box. 

competitions
name
swimming
like



Hello, my name is Manuel.
 I'm 8. I like basketball.
 I like swimming, too. I love to
 participate in competitions.

Write the missing months in the correct order. 

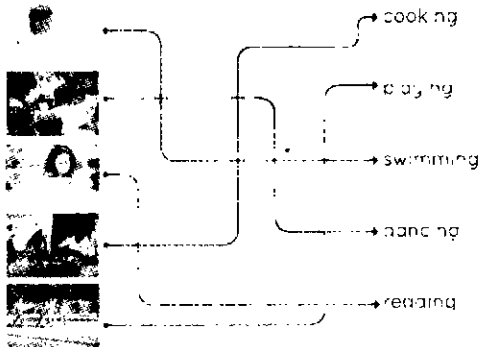
January	July
February	March
October	September
April	December
May	November
June	August

The exposure of language in this unit will allow students to give information on personal data, likes and preferences.

Complete the text with your information. ☺

Hello. My name is _____.
I'm _____ years old.
I like _____.
I like _____, too.
I love _____.

Match the activities with their names. ☺



Write your favorite activity and draw it. ☺ ✎ 🎨

Check answers with the class and challenge the children to tell you the months without looking at the book.

4. Complete the text with your information.

Students complete the text with personal information. Give enough time for them to write their answers. Check and monitor.

5. Match the activities with their names.

The children match the pictures to the names of the activities on the right.

6. Write your favorite activity and draw it.

To finish the review, the children draw their favorite activity in the box. Encourage them to talk about that activity and share drawings.

Personal Information Poster

This is step 4, the final step in the product: 'Personal Information Poster'.

In this session, the children bring out their poster and take turns talking about themselves.

The children use their posters and show them to their classmates.

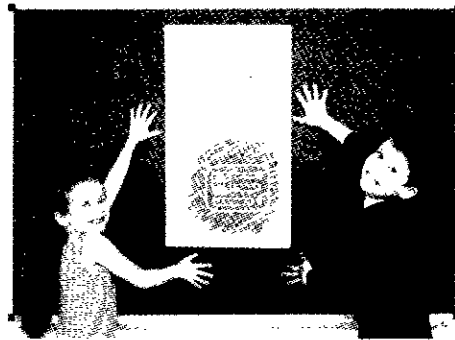
Encourage them to enjoy the activity and share personal information with their friends.

When they are finished, they display their posters on the classroom walls.

Personal Information Poster

In this final session, you do the following:

1. Bring out your poster.
2. Take turns and have a short presentation introducing yourself.
3. Use your poster to show your classmates what you like. Listen to your classmates and have fun.
4. Once you finish, place your posters on the classroom walls.



The exposure of language in this unit will allow students to give information on personal data, likes and preferences.

My favorite part in this unit was...

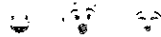
Work with a partner. Go through the unit again and choose what you and your partner liked the most. Talk about it and draw why you liked it. Share with the rest of the group.

Circle the face that represents your progress at learning English. You can also draw a face in the space below.

Identify and talk about personal information.



Identify personal preferences.



Complete questions and answers to get information.



Differentiate and practice words.



Read and write questions and answers.



Understand a reading.



G o o j o ! Unit 6

Assessment

Have students open their books on page 69. Focus on the first part of the page and ask students to talk about their favorite part of this unit. Elicit some answers.

Have children make a drawing about it. Walk around to monitor their work.

If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually.

* Tell students that in this chart they will assess only how they feel about this unit.

* Read the phrases aloud and help students with their meaning.

Ask students to color the icons that describe how they feel about each phrase.

Evidence fact 3

Ask students to open their books on page 113 and read the instructions.

Guide students to do the activity and encourage them to write short sentences describing why they think this unit's reading is interesting.

Then, have students write a short sentence describing what they learned.

Have students work individually and then ask them to share their work with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 135 and its corresponding answer key on page 136.

Achievements

- Explore illustrated materials about living beings.
- Participate making questions.
- Explore writing questions and answers.

Warm up

Draw on the board a table and ask the children to copy it in their notebooks:

NUARYJA	BRUARYFE	CHRAM	PRILA
YAM	NEJU	LYJU	GUSTAU
BERSEPTEM	TOBEROCTO	VEMBERNOV	CEMBERDE

The children order the letters to form the names of the months.

Ask for volunteers to write the correct answers on the board.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Are all animals the same?" You can use body language or gestures to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen, and order the animals. Write the number.

Draw the children's attention towards the animal pictures and elicit their names.

The children listen to the CD, track 35 and read the descriptions as they listen.

Then, ask students to write the correct number next to the animal. You may play the recording more than once. Clarify any doubts.

2. What sound do cats and dogs do? Ask a partner.

Form pairs and ask students to take turns to make the sounds cats and dogs make. You may invite volunteers to share the animal sounds with the rest of the class.

3. Listen and point to the animals. Then say their names.

Tell students you will listen to an audio and they have to find and point at the correct animal. Play Track 36 as many times as you consider necessary and have students point at the animals. Then, encourage students to say the names of the animals aloud.

Finally, you can have volunteers say the names of the animals aloud for the rest of the class.

Unit 7

Disco

Listen and order the animals. Write the number.

Lions are big animals. They are the King of the jungle. Lions roar and roar so roar the same. Roarrr, roarrr, roarrr, roarrr

Monkeys play monkeys do, monkeys jump just like you. Monkeys chatter and chatter, so chatter the same. Oo oo oo oo, oo

Snakes crawl on the floor. They don't chatter and they don't roar. Snakes hiss and hiss, so hiss the same. Sss, sss, sss, sss, sss

What sound do cats and dogs do? Ask a partner.

Listen and point to the animals. Then say their names.

Warm up

Review with the children the sounds animals make. Write on the board for the children to complete either by making the sound or writing the word:

- Lions (roar)
- Monkeys (chatter)
- Snakes (hiss)

Think and do

4. Listen and read. Then, complete the sentences and label the drawing.

Explain the children they will listen to the elephant's description and they will have to complete the words with the missing letters.

Play the CD, track 37. You may want to play it 2 or 3 times and guide the children with the spelling of the words.

Check answers with the children.

Label the three parts of the elephant: ears, tusks, trunk.

5. Listen again and repeat.

Listen again and repeat the exercise by playing the CD, track 37.

6. Close your books and describe and elephant.

Challenge the children by asking them to close their books and describe an elephant.

The exposure of language in this unit will allow students to ask questions to obtain information on a topic of nature.

Academic and Educational Environment

Think

Read and label the picture. Write the answer.

It's very, very tall, it has four legs.

It has a long, long neck.

It has a small head and a short tail.

It's brown and yellow.

It's a mammal.

What is it? It's a giraffe!

Listen again and repeat.

Close your books and describe an elephant.

Step 1

Create

An Illustrated Chart of Animals

For this unit's product you will:

- Work in groups of three.
- Prepare a chart of animal facts on paper, ruler, pencil and eraser.
- Draw a chart and use the construction paper to make it.
- Write Mammals, Reptiles and Birds on the top of each column.

Bring your work for the next Product session.

Unit 7 71

Create

Product - An Illustrated Chart of Animals

Step 1

Explain to the children they are going to make a chart about their favorite animal and will work in groups of 3.

They will need half piece of cardboard, the one they didn't use from the last product, the ruler, a pencil, and an eraser.

The children make lines to draw a chart with three columns.

They write the titles 'mammals', 'reptiles' and 'birds' on top of each column.

They save their work for the next session.

READING TIME!

FBB - The Animal Kingdom

T 63

It is time for students to work with another reading. This time, you will be working on a reading based on facts. Bring out the Facts Big Book 1 to work with it. As before, if you want, you may divide the story into three parts or work with the whole story at once at the end of the unit, feel free to do so.

This unit's reading contains fun and interesting information about the animal kingdom.

Remember it is important for students to relate the characters and situations in the readings to their own situations, so they can assimilate language in a better way.

Open the Facts Big Book on page 27 and show students the pictures. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 63 and have students listen.

Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Ask the children to form groups of 5 and review the description of an elephant. Explain that each one of the members say a sentence that describes an elephant, for example, 1 an elephant is big, 2 it's gray, 3 it has big ears, etc.

They have to listen carefully since they cannot repeat sentences.

Challenge the children to see how many children and groups remember how to describe an elephant.

Warm up

Play hangman with the children using animals. Use these:

- Giraffe
- Zebra
- Crocodile
- Elephant
- Bird
- Monkey

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What are your favorite wild animals?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Read and label the picture. Write the answer.

Direct students' attention to the picture in activity 1 and elicit from the children what they are going to do: describe a giraffe.

Ask the children to read the description of the giraffe. Guide them through the exercise since some of the children may not be as fast to read in English. You may want to read with them and/or for them. Label the picture of the giraffe.

Answer the question 'what is it?' It is a giraffe.

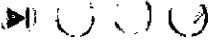
2. Read and circle the correct words.






Continue with practicing parts of the body and read the sentences.

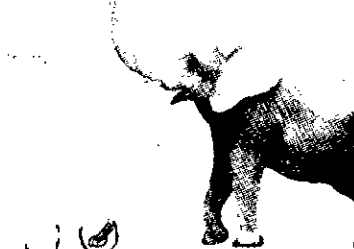
Choose the correct answer. You may want to guide the children in reading the sentences.

Complete the sentence at the bottom of the page: It is a CROCODILE .






DISCO What are your favorite wild animals?


Listen and read. Then complete the sentences and label the drawing. 

1. An elephant is big .
2. It is a  .
3. It has big  .
4. It has a  trunk.
5. It has two  .



Read and circle the correct words.

1. It is very, very .
2. It has  ears.
3. It is .
4. It has  legs.
5. It is a  .



72

The exposure of language in this unit will allow students to ask questions to obtain information on a topic of nature.

Think

Read and circle Yes or No.

What is it? It's a penguin.
Is it a mamma? No. It isn't. It's a bird. It lays eggs.
It has two short legs. It has two wings but it can't fly.
Penguins are black and white.

A penguin is a bird. (Yes) No
A penguin has 4 legs. Yes (No)
A penguin has two wings. (Yes) No
A penguin is black and white. (Yes) No

Label the picture. Complete.

emu

An emu is a _____

Step 2

An Illustrated Chart of Animals

Let's continue with our work, this time you will bring out the chart you made in the last lesson.

Write the names of the animals you think about in this and the previous lessons in the correct column.

Make a drawing of each animal next to its name or bring pictures to illustrate your chart.

Take your work for the next Product session.

Unit 7

4. Label the picture. Complete.

Continue with the next animal description: an emu. The children label the picture by completing: head, wings, legs, eggs and then writing the type of animal it is.

Warm up

Write on the board these sentences for the children to complete.

Ask them to copy them in their notebooks:

1. a penguin is a _____ (bird)
2. it has _____ (two short legs) _____
3. It lays _____ (eggs).
4. it is _____ (black) and _____ (white)

Create

Product - An Illustrated Chart of Animals

Step 2

The children continue working on the same project. They bring out the cardboard they did last session. They write the names of the animals they learned in this unit and the previous lesson in the correct column: mammals, reptiles, birds.

The children make a drawing of each animal next to its name or bring pictures to illustrate them. They save their work for the next session.

READING TIME!

FBB - Animal Kingdom

T 63

It is time for students to work with the Facts

Big Book 1 one more time.

Bring out the book and continue reading and listening to the reading.

Follow the same steps as for the first part of the reading.

Play track 63 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Explain the children you are going to read some sentences which describe an animal.

They will shout the name of the animal: elephant, giraffe or crocodile.

1. it is very, very long = crocodile
2. it has a long trunk. = elephant
3. it has a small head. = giraffe
4. it has two tusks. = elephant
5. it's brown and yellow. = giraffe

Think and do

3. Read and circle Yes or No.

The children read the paragraph describing a penguin.

Draw the children's attention towards the yellow box that says, ask your teacher about any new words you don't know.

You may want to read with them or for them. This is the first long paragraph they have in the book. Guide them through the reading.

Explain the children that after the reading there are some sentences they have to answer 'yes' or 'not' by circling the appropriate word.

Give the children some extra time to work on this exercise since there are more challenging things to do.

Warm up

Ask the children to draw the pictures of an elephant and an emu and label as many parts as they remember.

Challenge the children to bring their drawings to the front of the class as they finish.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Do all animals live in the same place?" You can use body language, draw, show a map, or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Look at the pictures. Circle the correct answer.

Ask the children to look the three pictures on activity 1 and circle the correct answer to what they are.

2. Listen and point.

Listen to the CD, track 38, which is a description of a turtle.

The children point at each picture as they listen to the description: about a turtle in 4 pictures.

Play the CD again and repeat the description with/ for the children.

3. Now read and complete.

Finish the lesson by reading and completing the sentences with the missing words: reptiles, big, ocean, eggs, beach, turtle

Before you begin working on the book, ask the question "What reptiles and birds do you know?"

You can use gestures, miming or drawing to help students understand the meaning of the question.

Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.


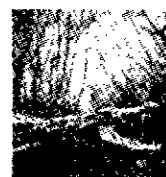

Warm up

Play hangman with the children. Use these words:
Beach, Wings, Eggs, Ocean, Penguin, Tail

Discover



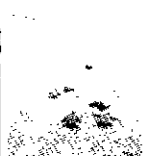
Look at the pictures. Circle the correct answer.

What are they?

Marinhab

Listen and point.

Now read and complete.

... they have ...
... shells. Turtles live in the ...
... turtles on the ...
The baby ... run to the water.

Think and do

4. Look at the picture. What is it?

Draw the children's attention towards the picture of the iguana. Do not tell them the name.

Ask the question, what is it? And circle the answer: iguana

5. Use the words in the box. Talk about the animal.

Make a working with the description of the iguana: use the words in the box to talk about the animal.

Guide the children through the exercise by helping with new vocabulary, pronunciation, etc.

Give the children an example, the one on the same page, 'an iguana is a reptile.'




Model the pronunciation and give help if needed.



6. Complete with the words from the box.

The children complete the description of the iguana by completing the words with the missing letters. Tell the children they have the initial letter and they need to write the missing letters.

The exposure of language in this unit will allow students to ask questions to obtain information on a topic of nature.

Think

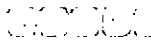
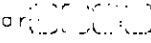





Look at the picture. What is it?   








 is smaller.
 is green.

Use the words in the box. Talk about the animal.

reptile eggs head tail
toil green house Mexico

Complete with the words from the box.

An  isn't a mammal. Iguanas are reptiles.
It's a .
It has  eggs. It has a big  and a long .
 live in .

Listen and sing.       

Step 3

Product - An Illustrated Chart of Animals

Let's work on our product again and have fun!

Write a short description of the animal.
Write the name of the animal in the column.
Draw a picture of the animal in the box.
The animal is not the same as the one in the picture.
Write the name of the animal in the column.
Draw a picture of the animal in the box.
Write the name of the animal in the column.
Draw a picture of the animal in the box.

Unit 7

Create

Product - An Illustrated Chart of Animals

Step 3

Ask the children to bring out their chart. The children finish completing the information in the columns they drew. They write the names of the animals they learned in this lesson. The children make drawings of those animals too. Next, they choose an animal from their chart and write a short description about it in their notebook. Finish by decorating their chart any way they want. The children save their work for the final session.

READING TIME!

FBB - Animal Kingdom

T 63

It is time for students to work with the Facts Big Book 1 one more time. Bring out the book and continue reading and listening to the reading. Follow the same steps as for the first and second part of the reading. Play track 63 and have students listen to it. Pause the track as needed and repeat the same steps before listening to the next pages. Ask students some comprehension questions.

7. Listen and sing.

As the final part in the lesson, the children listen and sing a song about animals.

Play the CD, track 39 and sing with them as well.

Warm up

Write on the board the incomplete description of the iguana for the children to complete with the missing words:

An iguana isn't a _____ (mammal)
It is a _____ (reptile).
It has four _____ (legs)
It has a big _____ (head)
It has a _____ (tail)

Review

1. Write the name of the animals under the pictures.

The children review the names of the animals seen in this unit. They write the name under the pictures: crocodile, penguin, zebra, lion, snake.

2. Complete the words.

Have students complete the words with the missing letters. Point out that they have the initial letter in each word: mouth, neck, elephant, tail, legs, wings.

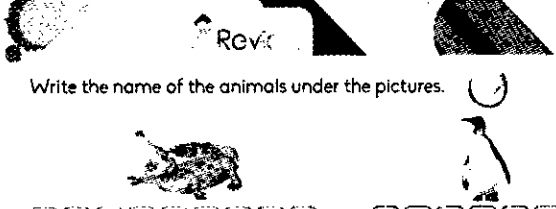
3. Read and answer.


The children read the questions about animals. Notice that the questions offer choices, --- or ---? To make it easier for the children to answer.

4. Write the names of the animals in the correct boxes.


The children write the names of the animals in the correct boxes. Point at the yellow box, read the choices for them and move to the columns: mammals, reptiles, birds.

Write the name of the animals under the pictures.





Complete the words.



1. m _____
 2. n _____
 3. e _____
 4. t _____
 5. w _____

Read and answer.


1. Is an elephant big or small? It's _____.

2. Is a giraffe's tail short or long? It's _____.

3. Is a giraffe's neck long or short? It's _____.

The exposure of language in this unit will allow students to ask questions to obtain information on a topic of nature.

Academic and Educational Environment


Write the names of the animals in the correct boxes. 



a dog a turtle a lion a penguin an iguana
an emu a snake a monkey an eagle

Category 1: _____

Category 2: _____

Category 3: _____

Write two more animals in each category. 

Draw and color your favorite animal.  

Unit 7 77

Answer any vocabulary questions the children may have.

Give them enough time to calmly do the exercise.

5. Write two more animals in each category. Continue with writing two more animals in each category and check answers with them.

6. Draw and color your favorite animal.

To finish the review, the children draw and color their favorite animal.

Encourage the children to show their animals to the class and say why it is their favorite.

An Illustrated Chart of Animals

In this final session, the children take turn and show their work to their classmates.

They talk about the animal they chose and their characteristics.

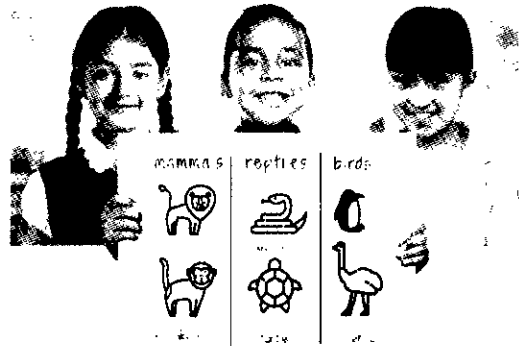
The children display their charts on the classroom walls for everyone to see them.

They ask and answer questions to their classmates about their charts.

An Illustrated Chart of Animals

In this final session, you will do the following:

1. Work with your teammates.
2. Bring out your chart and review the information in it.
3. Take turns and show your work to your classmates.
4. Talk about the animal you chose and its characteristics.
5. Put your charts on the classroom walls for everyone to see them.
6. Ask and answer questions to your classmates about their charts.



The exposure of language in this unit will allow students to ask questions to obtain information on a topic of nature.

My favorite part in this unit was...

Work with a partner. Go through the unit again and choose what you and your partner liked the most. Talk about it and draw why you liked it. Share with the rest of the group.

Circle the face that represents your progress at learning English. You can also draw a face in the space below.

Identify characteristics of living beings

Name different types of living beings.

Answer questions about animals.

Complete words.



Good job!

Unit 7

Assessment

Have students open their books on page 79.

Focus on the first part of the page and ask students to talk about their favorite part of this unit. Elicit some answers.

Have children make a drawing about it. Walk around to monitor their work.

If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually.

Tell students that in this chart they will assess only how they feel about this unit.

Read the phrases aloud and help students with their meaning.

Ask students to color the icons that describe how they feel about each phrase.

Evidence fact 4

Ask students to open their books on page 114 and read the instructions.

Guide students to do the activity and encourage them to write short sentences describing why they think this unit's reading is interesting.

Then, have students write a short sentence describing what they learned.

Have students work individually and then ask them to share their work with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 137 and its corresponding answer key on page 138.

Achievements

- Explore illustrated materials, with information about occupations or professions.
- Participate in the oral expression of information.
- Explore writing of words.

Warm up

Play hangman with the children: review vocabulary from the previous lesson.

Stories
October
Birthday
swimming
Yellow
Roar
Zebra
Tusk
Mammals
Reptiles

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "When do you go to the doctor?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen and order the pictures. Then, act out with a partner.

Point at the pictures on activity 1 and elicit from the children the topic of the lesson: jobs. You may also elicit the jobs pictured on the page. Read the example along with students. Then, tell them you will listen to an audio and they have to number according to the jobs they hear. Play Track 40 and have students complete the activity. You may play the recording as many times as you consider necessary. Elicit the answers and check.

2. Look at the picture. Circle the correct word.

Draw the children's attention towards the picture of the girl, a police officer. Guide them through the options for them to circle the correct answer.


3. Listen, read and complete the missing word.

The children listen, read and complete the missing word: police. Play the CD, track 41.

Unit 8


Disc 40

1 Listen and order the pictures. Then, act out with a partner.



1 I'm a doctor.
Look at me.
I'm a doctor.
Look at me.
I'm a doctor.
Look at me.

2 Look at the picture. Circle the correct word.



She is a policeman. police officer.
doctor

3 Listen, read and complete the missing word.

Meet Emily Lopez. She is a _____ officer.
She wears a uniform. She has a radio. She has handcuffs too. She drives a police car.
Emily's job is very important.

The exposure of language in this unit will allow students to describe and interpret information about people of the community and their activities.

Think and do

4. Complete the words.

5. Read and say the words in the previous exercise.

6. Listen and read.

I have a uniform, handcuffs
And a radio in my car
And I look out for you
Whenever you are
What am I?
A police officer

Step 1
Product - People in My Community

Let's work in this unit's product. This time you will:

- Work in pairs.
- Bring out your water, ink and a ruler.
- Write the names of the people, professions and occupations you learned in this unit on your notebook.
- Take your cardboard and divide it into four equal parts and divide a piece of construction paper into four pieces.
- Change your work for the next Product.

Warm up

Ask the children to copy in their notebooks the incomplete sentences and complete them in pairs:

- Lily Lopez is a p _ _ _ o _ _ _ .
- She wears a u _ _ _ _ _ .
- She has a r _ _ _ _ _ .
- She has h _ _ _ _ _ too.
- She drives a p _ _ _ _ c _ _ _ .

Challenge the children to see what pair of students finishes first.
Check answers with the class.

Create

Product - People in My Community

Step 1

Explain the children they are going to make an illustrated story. They will work in teams of four. The materials they need are: pencil, ruler, colored pencils, cardboard, notebook. The children use their pencil and ruler to divide the cardboard into four spaces. They write the names of the professions they learned in the lesson in their notebook. The children save their work for the next session.

READING TIME!

FBB - In the Community
T 64

It is time for students to work with another reading. This time, you will be working on a reading based on facts. Bring out the Facts Big Book 1 to work with it. This unit's reading will present information and descriptions about community workers for students to expand their knowledge and vocabulary. Remember it is important for students to relate the information and situations in the readings to their own situations, so they can assimilate language in a better way.

Open the Facts Big Book on page 35 and show students the pictures. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 64 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

Think and do

- 4. Complete the words.**
Point at each one of the pictures on in activity 4 and explain the children they are going to complete the words with the missing letters. The children complete the words. Monitor and if necessary write the words on the board.
- 5. Read and say the words in the previous exercise.**
Say the words for them to listen and ask them to repeat them aloud. Try a second round by you pointing at the pictures randomly and the children calling the names.
- 6. Listen and read.**
The children listen to the CD, track 42 and chant: a police officer. Tell students that for next class they need to bring:
construction paper
ruler
pencil
color pencils

Warm up

Listen to the CD, track 42 and chant with the children: a police officer.
The children take turns and try to remember the words without reading.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What do you want to be in the future?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen, read and match to the pictures.

Explain the children they are going to listen to the description of three other jobs. Point at the pictures on the right. Some of the children may already know the names in English while some other may tell you in Spanish. Play the CD, track 43.

Pause the CD after each description and recommend the children to point at the picture before they match for confirmation.

2. Read the texts as a group.

Have children take turns to read the text aloud. Correct pronunciation if needed.

3. Read and complete.

Continue with the next exercise. The children read the sentences and complete the words and the sentence: ...penter / ...cher / painter

Discover *What do you want to be in the future?*

1. Listen, read and match to the pictures.

Sandy is a teacher. She teaches 1st grade. She has a desk and a blackboard.

Tom is a carpenter. Look, he has a saw. He has a hammer.

Fred is a house painter. He wears overalls. He has a big pot of paint and a paintbrush.

2. Read the texts as a group.

3. Read and complete.

Tom is a car... ..

Sandy is a teacher... ..

Fred is a house... ..

The exposure of language in this unit will allow students to describe and interpret information about people of the community and their activities.

Think

- Find the words and circle.
- I spy two words that start with **h**.
- I spy two words that end with **r**.
- I spy two words that start with **c**.
- I spy two words that start with **b**.

paint brush
hammer
board
overall
saw
book

Step

People in My Community

- Let's continue with our product. Keep working with your team and:
 - Bring in a picture that you can use to illustrate a profession.
 - Write a short description of the job.
 - Draw a picture of the person doing the job.
 - Write the name of the job in the space provided.
 - Bring in a picture of the person doing the job.
 - Write the name of the job in the space provided.

Warm up

Write on the board :

Mario is a _____ CHER.
He teaches _____ grade.
He has a D _____ and a B _____ D.

Listen to the CD, track 43 (for lesson 30) for confirmation and check spelling with the children.

Create

Product - People in my Community

Step 2

Ask the children to write in their notebooks the names of the professions they learned in this lesson. Then, they write in their notebooks 4 professions and write a short text about each one. They can use the ones on page 30 as an example. Guide them through the activity. Next, they bring out the cardboard and write the name of the professions they chose in the spaces. The children save their work for the next session.

READING TIME!

FBB - In the Community

T 64

It is time for students to work with the Facts Big Book 1 one more time. Bring out the book and continue reading and listening to the reading. Follow the same steps as for the first part of the reading. Play track 64 and have students listen to it. Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Prepare some pictures or flashcards of jobs the students already know, e.g. police officer, carpenter, teacher, painter, etc. Form small groups. Ask them to come up with a short description of the job. Monitor. Invite them to share it with the rest of the class.

Think and do

- 4. Find the words and circle.**
Explain the children they are going to play a game: 'I spy' with the vocabulary of the unit. They have to find the words that start or end with the letter in bold : **h**, **r**, **c**, **b**. The children circle the picture that corresponds. Challenge the children to see who finished first with the correct answers.
- 5. Read the words from the box and draw in the correct section.**
The children read the words in the box on the right and draw them in the correct section or category. Check answers with the class and ask the children to 'read' their drawings.

Lesson 3

Warm up

Play 'whispers' with the children. Make two or three teams of five students each or according to the number of students you have and the conditions of your classroom.

They are standing making a line each team. You whisper a word, for example, 'hammer' to the last child in the line and he whispers it to the next, this one to the next and so on until the word reaches the first child in line. This child writes the word on the board 'amer'? hamr'? ammer? Etc. you may find interesting versions of the word.

This child goes to the end of the line and the game start again.

Have three lines so it is more fun to see three kids writing on the board at the same time, the same word...you'll see what they write!

Suggested words: desk, paint brush, carpenter, saw, teacher

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson.

Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What is your favorite food?" You can use gestures or give an example to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen to the story and point to the pictures.

Explain the children they are going to listen to a story. Draw their attention towards the pictures and make them tell you what it is about: at the restaurant ordering a meal.

Listen to the CD, track 44. Suggest the children to point at the speech bubbles so they can follow the conversation easily.

2. Read the words. Match the words to the correct community helper.

The children look, read and circle what the professions are: waiter and chef.

3. Read the words. Make up other stories with these snacks.

For the last activity in the lesson, the children play with their creativity by reading the words: pizza, hamburger and hot dog and make up other stories with them.

Offer help if needed and give enough time for the preparation and production of the activity.

Discover What is your favorite food?

1. Listen to the story and point to the pictures.





2. Read the words. Match the words to the correct community helper.


3. Read the words. Make up other stories with these snacks.


Pizza hamburger hot dog


The exposure of language in this unit will allow students to describe and interpret information about people of the community and their activities.


Think


1. Listen, point and say.    


chef's hat  pan

apron  tray

white jacket  notebook and pen

2. Write the words from the previous exercises in the correct box. 



3. Listen and read. Share with a partner what you think about community servers. 

Community workers are working hard to help the community and other things.



Let's thank all the workers in the city and thank them for their hard work.

Step 3

People in My Community

Let's continue working on our product. Continue working with your teammates and:

- Bring out your text about the professions and write a short text about it.
- Draw a picture of the objects, clothing and tools of the profession you chose in the correct space.
- Colour your drawing and complete the short text in your notebook. Ask your teacher for help.
- Bring your work to the next session and what you have done with the materials on.

  Unit 8

Warm up

Write on the board these scrambled words for the children to unscramble them:

1. PARN0 = apron
2. YRTA = tray
3. CASEUpa = saucepan
4. White KCJEAT = white jacket

Create

Product - People in My Community

Step 3

Ask the children to bring out their note books and write then names of the professions they learned in this lesson.

They write 4 professions in their notebooks and write a short text about each one.

The children continue working with the cardboard and write then name of the professions they chose in the spaces.

They save their work for the next session.

READING TIME!

FBB - In the Community

T 64

It is time for students to work with the Facts Big Book 2 one more time.

Bring out the book and continue reading and listening to the reading.

Follow the same steps as for the first and second part of the reading.

Play track 64 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Ask students some comprehension questions.

Think and do

Warm up

Form small teams and encourage students to role-play being a waiters or waitresses and customers at a restaurant and ordering something. Ask them to present it for the rest of the class.

4. Listen, point and say.

The children learn more vocabulary related to the kitchen, waiters and chefs. Play the CD, track 45.

They listen and point at the objects, then they say the words. Offer help with pronunciation if needed.

5. Write the words from the previous exercises in the correct box.

The children classify the words from exercise 1 in the correct box: chef and waiter. Check answers with the class.

6. Listen and read. Share with a partner what you think about community servers.

Finish the lesson by reading a text about community servers. Play Track 46 and have students read along. Make sure everyone understands it. Form pairs and encourage students to share what they think about community servers in English. You may invite volunteers to share their opinions with the rest of the class.

Review

1. Complete the sentences. Then point, ask and answer.

The children complete the paragraphs with the professions that correspond to the description given.

2. Match the objects with the profession.

Students match the objects with the professions: police officer, teacher and chef.

3. Check your answers with a friend.

Form pairs and ask students to compare their answers.

4. Look at the pictures. What community workers can you see?

Direct students' attention to the pictures. Ask them to describe what they see.

5. Write the name of each community worker on the lines.

Read the words in the box along with students. Ask them to write the words where they belong. Monitor.

6. Work in pairs and talk about the community workers.


Form pairs and ask students to talk about the community workers. Monitor. Encourage students to speak in English.


7. Complete the words.


Direct students' attention to the words. Elicit them and ask students to complete them. If they can't figure out the words, you say them aloud and they complete them. You may have volunteers write the words on the board.

Review







1. Complete the sentences. Then point, ask and answer.

 I'm a nurse. I listen to your heart.

 I'm a chef. I prepare food. I drive a bus.

 I'm a dentist. I drill your teeth.

2. Match the objects with the profession.

3. Check your answers with a friend.

The exposure of language in this unit will allow students to describe and interpret information about people of the community and their activities.

People in My Community

In this final session, the children take turns and have a short presentation about the people in their community.

They read the texts they wrote about the professions to their classmates and show them their chart.

The children point to the tools and have fun listening to their classmates.

Once they finish, they display their posters on the classroom walls.

People in My Community

1. In this final session, we will do the following:

1. work with your teammates.
2. Bring out your illustrated chart.
3. Take turns and have a short presentation about the people in your community.
4. Read the texts you wrote about the professions to your classmates and show them your chart.
5. Point to the tools they use and have fun listening to your classmates.
6. Finally place your posters on the classroom walls.



The exposure of language in this unit will allow students to describe and interpret information about people of the community and their activities.

2. My favorite part in this unit was...

Work with a partner. Go through the unit again and choose what you and your partner liked the most. Talk about it and draw why you liked it. Share with the rest of the group.

3. Circle the face that represents your progress at learning English. You can also draw a face in the space below.

Identify different professions.



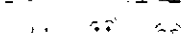
Name tools some workers use.



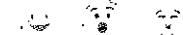
Identify the sound of letters.



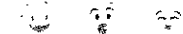
Complete words and sentences.



Describe a worker's job.



Understand a reading.



G **o** **jo** **!**

Unit 8

Assessment

Have students open their books on page 89.

Focus on the first part of the page and ask students to talk about their favorite part of this unit. Elicit some answers.

Have children make a drawing about it. Walk around to monitor their work.

If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually.

Tell students that in this chart they will assess only how they feel about this unit.

Read the phrases aloud and help students with their meaning.

Ask students to color the icons that describe how they feel about each phrase.

Evidence fact 5

Ask students to open their books on page 114 and read the instructions.

Guide students to do the activity and encourage them to write short sentences describing why they think this unit's reading is interesting.

Then, have students write a short sentence describing what they learned.

Have students work individually and then ask them to share their work with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 139 and its corresponding answer key on page 140.

Achievements

- Explore illustrated children's books.
- Follow the reading aloud of a tale.
- Explore writing statements.
- Assessment statements script.

Warm up

Ask the children to talk about the things that make them happy. Give them options: ice cream? Playing soccer? Playing with friends? Going to school? Eating pizza? Going to the movies?, reading stories? Etc. Tell the children to give you names of stories they like and why they like.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Do you like stories?" You can use body language or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat. Invite them to share the stories they like.

1. Listen, read and complete. Tell your preference to a partner.

Tell the children they are going to listen and complete the text. Read the words in the box along with students.

Play the CD, track 47.

First ask students to read along. Then, play Track 47 again and ask students to complete. To check, have volunteers take turns to read the text aloud. Then, form pairs and ask students to share their preferences with their partner. Monitor.

2. Look at the cover and label.

Point at the pictures of the books and explain 'cover'. The children label the title, the author and the illustration. Explain that these are three parts in a book.

3. Look at the pictures. Listen and repeat.

Look at the pictures (happy, sad, excited, bored, angry) and listen to the CD,

track 48

Ask the children to repeat the words.

Unit 9

Discover

1 Listen, read and complete.
Tell your preference to a partner.

2 Look at the cover and label.

3 Look at the pictures. Listen and repeat.

happy sad excited bored angry

The exposure of language in this unit will allow students to understand tales to relate with personal experience.

Think

4. Listen and follow the story. Circle the emotion words.



Mommy Bear wants a new hat. She's going to the store. Baby Bear isn't happy. There are a lot of hats in the store. Mommy Bear is excited. 'I'm bored!' I want an ice cream,' says Baby Bear. Mommy Bear is sad. 'The yellow hat is too big. 'I want an ice cream!' says Baby Bear. Mommy bear is happy with her new hat. Baby Bear is happy with his ice cream. But Daddy bear is angry. That's a very expensive hat! Grow's Daddy Bear.



5. Look at the story again and answer.

- What's the title of the story?
- Is it a story you know? How is it different?

Create

Illustrated Sentences of My Feelings

4. Let's start working on our product. This time you will work individually.

- Think of a feeling you know and name it.
- Write a sentence about how you feel when you have that feeling. Use paper and glue to make a picture to go with the sentence.
- Draw a picture that shows how you feel in the picture part of each sentence you write.
- Put the pictures on the next page.

Steps



Step

Steps

Warm up

Ask for two volunteers to come to the board and dictate a sentence: 'Mommy Bear want a new hat.' Check answers and say who got it right. Call for another pair of students and dictate: 'Baby Bear isn't happy.' Check answers. More sentences for more pairs: 'Mommy Bear is excited.' 'Mommy Bear is sad.' 'Baby Bear is happy.'

Create

Product - Illustrated Sentences of My Feelings

Step 1

Explain the children they are going to make an illustrated story individually. The materials they will need are: sheets of paper, pencil, eraser, a ruler, colored pencils. The children write in their notebook a list of the feelings they learned in this lesson. They bring out the sheets of paper and draw a line to divide them in two. They draw the feelings from the list at the bottom of each page. The children save their work for next session.

READING TIME!

SBB - Apples for an Apple Pie
T 65

It is time for students to work with another reading. This time, you will be working on a fact and though it is a story originally, it is meant to have children analyze and relate it to their own daily life activities. In this unit's story students will explore a story about apples that will expose students to different feelings and emotions.

Bring out the Stories Big Book 1 to work with it. Remember it is important for students to relate the characters and situations in the readings to their own situations, so they can assimilate language in a better way.

Open the Stories Big Book on page 27 and show students the pictures. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 65 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Ask the children to draw the cover of their English book, Beats!1 in their notebook and label, title, author and illustration. Choose some children to describe their book: This is my English book.....

Think and do

4. Listen and follow the story. Circle the emotion words.

Explain the children they are going to listen and follow the story: A Shopping Day! Draw their attention towards the pictures on the right so they have a clearer idea of the context.

The children circle the emotion words seen in the previous lesson: happy, excited, bored, sad, angry.

Play the CD, track 49. You may want to pause the CD after each paragraph and/or repeat yourself the lines.

5. Look at the story again and answer.

The children circle the emotions in the text. You may want to ask them at the end how many times the words were repeated.

The children look at the story again and answer 2 questions about it on the lines. Guide them through the activity by helping with vocabulary.

Warm up

Ask the children to retell the story of Mommy Bear and Baby Bear: A shopping day! In pairs, then ask another pair to join in and retell the story once again. Challenge the children to see which pair told the best story and which two pairs of students told the best.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What pirate stories do you like?" You can use body language, act out a short scene, mime, draw or even show pictures to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat. If they don't like pirate stories, encourage them to share the type of stories they do like.

1. Listen, read and answer.

Direct students' attention to the pictures and invite students to describe what they see.

Help with vocabulary, pre teach some words as needed.

Play the CD, track 50.

Pause the CD after each sentence and give the children time to complete the words with the missing letters.

Point at the pictures once more and ask the children to tell you how the pirate feels.

2. Check ✓ the characters in the story.

The children check the characters in the story out of the four choices: Pop the Pirate and Polly.

3. Write a title for the story.

This is the time for creativity: the children write a title for the story. You may want vote for titles since not all the children may give you one.

Warm up

Play hangman with the children using these words:

- Happy
- Sad
- Excited
- Angry
- Bored

When the child gets the word complete, ask him/her to give you a sentence using that word.

DISCO What pirate stories do you like?

1. Listen, read and answer.

Wuw! A treasure map!

Pop the Pirate is sick

Pop the Pirate is h

Pop the pirate is s

St quiet Polly!

New Pop the Pirate is a

2. Check ✓ the characters in the story.

Pop the Pirate	<input checked="" type="checkbox"/>	Polly	<input checked="" type="checkbox"/>
Baby Bear	<input type="checkbox"/>	Daddy Bear	<input type="checkbox"/>


3. Write a title for the story.

The exposure of language in this unit will allow students to understand tales to relate with personal experience.

Think

Read the story on page 91 aloud.

1. Look at the pictures. Imagine it's you. How do you feel? ()



I am _____ I am _____ I am _____

2. Game: Mime and shout. Listen to your teacher and take turns to act out.

3. Compare the sentences. Circle the difference.

1. I am happy. I feel happy.

2. Pop the Pirate is angry. Pop the Pirate feels angry.

3. Pop the Pirate is sad. Pop the Pirate feels sad.

Step 4

Create **Illustrated Sentences of My Feelings**

Let's continue with our product. Now, you will?

Write a sentence about each of the pictures of feelings.


Write a sentence about how you feel when you are _____.

Use the **be** and **feel** to describe your feelings.

Write a sentence about the feeling that _____.

Write a sentence about the feeling that _____.

Write a sentence about the feeling that _____.



Unit 9

Create

Product - Illustrated Sentences of My Feelings

Step 2

Explain to the children they are going to work individually on illustrated sentences of their feelings. They write in their notebook a list of the feelings they learned in this lesson.

The children bring out the sheets of paper and draw a line to divide them in two.

They draw the feelings from the list at the bottom of each page.

They save their work for the next session.

READING TIME!

SBB - Apples for an Apple Pie

T 65

It is time for students to work with the Stories Big Book 1 one more time.

Bring out the book and continue reading and listening to the reading.

Follow the same steps as for the first part of the reading asking students to describe the pictures and presenting or reviewing vocabulary before listening and reading.

Play track 65 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Think and do

4. Read the story on page 91 aloud.

The children read the story on page 91 aloud. Help with pronunciation and intonation if necessary.

5. Look at the pictures, imagine it's you. How do you feel?

Ask the children to look at the 3 pictures. Imagine it is you! How do you feel?

They write on the line how they feel, 'I am _____ (sad, happy, angry, etc.)

Check possible answers with the class.

6. Game: Mime and shout. Listen to your teacher and take turns to act out.

Play with the children a game: Mime and Shout. They listen to you saying how you feel and take turns to act out. Use the words learned in this unit.

7. Compare the sentences. Circle the difference.

Children compare sentences and circle the difference (to be – to feel). You may want to explain both action words are used to express feelings, and give more examples.

Lesson 3

Warm up

Write these scrambled sentences on the board for the children to write them correctly:

- FEEL / HAPPY / I = I feel happy
- PIRATE / ANGRY / POP / THE / IS = POP THE PIRATE IS ANGRY.
- FEELS / HE / SAD = HE FEELS SAD.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What are you scared of?" You can use body language, act out a short scene or even share what you are scared of to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Listen and read.

Tell the children they are going to listen to a story. Henry has a new pet.
 Draw their attention to the pictures and elicit from the children what pet it is.
 Play the CD, track 51.
 Wait for reactions and discuss with the children what it is having a tarantula as a pet.

2. Circle the correct word.

Children circle the correct word that corresponds to the pictures.

Check answers with the class.


3. Answer the questions about you.

The children read the questions about pets. You may want to guide them through the exercise and read the questions for them.

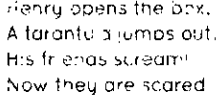
Check answers with the class and invite the children to share their answers. How many children feel scared with tarantulas? How many feel happy with puppies?

Disco What are you scared of?


1. Listen and read.




"I have a new pet," says Henry.
 "Where is it?" ask his friends.
 "It's in this box."
 "In the box?" His friends are surprised.




Henry opens the box.
 A tarantula jumps out.
 His friends scream!
 Now they are scared.



2. Circle the correct word.



surprised
 scared



surprised
 scared

3. Answer the questions about you.

a. How do tarantulas make you feel?
 I feel _____.

b. How do puppies make you feel?
 I feel _____.

The exposure of language in this unit will allow students to understand tales to relate with personal experience.

Think

1. Act out the story on page 94 in groups of four.

2. Complete the table with 2 more words ending in **-ed**.

3. Listen and do.

Step 3

Product - Illustrated Sentences of My Feelings

Let's continue working with our product. Now you will:

- Bring out your notebooks and the sheets of paper with your drawings.
- Copy the sentences on the sheets of paper with their correct drawings.
- Give the illustrations and drawings of the correct sentences. Ask your teacher for help.
- Save your work for the following day for a presentation.

6. Listen and do.

Play the CD, track 52. The children listen to a chant. Chant with them, miming the actions:

Children: We're angry, angry, angry
We hear stamping of feet immediately after the first line
 We're unhappy as can be
(Followed by crying)
 Narrator: Don't be sad.
 Children: We're happy, happy, happy
Clapping and laughing
 We're excited can't you see!
Arms in air and shrieking.

Warm up

Play Track 52 and encourage students to sing along.

Create

Product - Illustrated Sentences of My Feelings

Step 3

This is step 3 in the product: 'Illustrated sentences of my feelings'.

Ask the children to bring out their notebooks and the sheets of paper with their drawings.

They copy the sentences they wrote on the sheets of paper with their correct drawings.

They color the drawings and complete their sentences. The children save their work for the final session of the project.

READING TIME!

SBB - Apples for an Apple Pie
 T 65

It is time for students to work with the Stories Big Book 2 one more time.

Bring out the book and continue reading and listening to the reading.

Follow the same steps as for the first and second part of the reading.

Play track 65 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Ask students some comprehension questions.

Warm up

Play the CD, track 51 once more. The children listen to the story. Ask them to act out the story: choose a boy to play Henry and the rest as his friends.

Repeat the activity with 3 other children and challenge the friends to sound and look real surprised.

Think and do

4. Act out the story on page 94 in groups of four.

Invite the children to act out the story on page 94 in groups of four.

Help them to organize the activity.

Give them time to prepare the activity, choose the characters.

Offer help with intonation and pronunciation.

5. Complete the table with 2 more words ending in -ed.

Children complete the table with 2 more words ending in **_ED**. Offer help if needed.

Review

1. Read and match.


The children match the feelings on the left to the faces on the right.

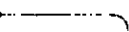
Check answers with the class.

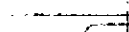
2. Unscramble the words. Then, draw the feeling.

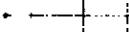
Students unscramble the words, (surprised, scared, happy, excited) and draw the feeling in the boxes to the right.


Review

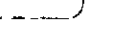
1. Read and match. 



a. happy 


b. Sad 

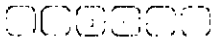
c. Excited 


d. Bored 


e. Angry 

2. Unscramble the words. Then, draw the feeling.  


a. rpsersidj 


b. csehd 


c. phayo 


d. ceirdex 



The exposure of language in this unit will allow students to understand tales to relate with personal experience.

2. Look at the pictures. 

Pop the Pirate feels 

Pop the pirate is 

Pop the pirate feels 

3. Draw yourself and complete how you feel today.  

.....

Unit 9

3. Look at the pictures.

Have students look at the pictures and tell you the emotions they represent.

Elicit answers from several children.

Now, focus their attention on the sentences and have them complete them with the missing word.

4. Draw yourself and complete how you feel today.

Tell students they will now make a drawing of themselves that expresses how they feel.

If necessary, review all the emotions they studied before they start the activity.

Now, have them complete the sentence and walk around to help them if they need to.

Invite some children to show their drawings to the rest of the class.

Illustrated Sentences of My Feelings

The children bring out the sheets of paper with their sentences and drawings.

They take turns and come to the front to the class to show their work to their classmates.

They read aloud their sentences about their feelings.

The children display their work on the classroom walls.

Illustrated Sentences of My Feelings

1. In this final session, do the following:

1. Bring out the sheets of paper with your sentences and drawings.
2. Take turns and come to the front to show your work to the rest of your class.
3. Read aloud the sentences about your feelings.
4. Finally, place your work on the classroom walls.



The exposure of language in this unit will allow students to understand tales to relate with personal experience.

2. My favorite part in this unit was...

Work with a partner. Go through the unit again and choose what you and your partner liked the most. Talk about it and draw why you liked it. Share with the rest of the group.

- Circle the face that represents your progress at learning English. You can also draw a face in the space below.

Differentiate the elements in a cover.

Identify characters in a story.

Represent actions with body language.

Compare similarities and differences between references.

Understand a reading.



Assessment

Have students open their books on page 99. Focus on the first part of the page and ask students to talk about their favorite part of this unit. Elicit some answers.

Have children make a drawing about it. Walk around to monitor their work.

If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually.

Tell students that in this chart they will assess only how they feel about this unit.

Read the phrases aloud and help students with their meaning.

Ask students to color the icons that describe how they feel about each phrase.

Evidence story 4

Ask students to open their books on page 111 and read the instructions.

Guide students to do the activity and encourage them to write short sentences describing their favorite part in the story they read along the unit.

Then, have students write a short sentence describing why they liked it.

Have students work individually and then ask them to share their work with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 141 and its corresponding answer key on page 142.

Achievements

- Explore weekly calendars.
- Listen to the reading aloud of information about hours and days of the week.
- Participate in the exchange of questions and answers for information about units of time.
- Check writing.

Warm up

Ask the children to work in pairs and make gestures to accompany the feelings they are asked to show:

- A: 'I'm happy'
 B: the child makes a happy face.
 B: 'I'm sad.'
 A: makes a sad face.
 A: 'I'm bored'
 B: makes a bored expression, etc.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Is there a calendar in your house? Where is it?" You can use gestures, objects or drawings to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Look at the calendar and answer.

Point at the picture of the calendar and explain the children they are going to work with days of the week. Go through the calendar with the children, draw their attention towards the columns, sections and names of the days.

The children look at the calendar and answer the questions a) –f) :

- the days of the month
- 7 columns
- the days of the week
- Monday, Tuesday, Wednesday, Thursday, Friday
- Saturday, Sunday
- Morning, afternoon, evening

Warm up

Form teams. Ask them to remember the days of the week and write them down. Have a volunteer from each team write the days the team remembered on the board. See who remembered the most. Ask the children what is their favorite day.

Unit 10

Disco Is there a calendar in your house? Where is it?

1. Look at the calendar and answer.

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

a) What does this calendar show?
 Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

b) How many columns are there?
 Morning, Afternoon, Evening

c) What's at the top of each column?
 Morning, Afternoon, Evening

d) Which days do you go to school?
 Monday, Tuesday, Wednesday, Thursday, Friday

e) Which days are in the weekend?
 Saturday, Sunday

100

Think and do

2. Listen and read. Tell a partner what your favorite day is.


Tell students you will now listen to an audio and read along. Play Track 53 and have students listen and read. You may play the recording more than once. Then, form pairs and ask them to share what their favorite day is. Invite volunteers to share what their favorite day is.

The exposure of language in this unit will allow students to interpret information about units of time with support of a graph.

Think

2. Listen and read. Tell a partner what your favorite day is.

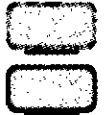
Monday, Tuesday, Wednesday, Thursday, Friday, You're! School days! Hooray!
Then, Saturday and Sunday.
Hey! Stay at home and play.



3. Listen and complete the sentences. Write the missing times.

1. The school bus comes for Sandy at o'clock.
The bus brings her back home at o'clock.
2. Sandy goes to bed at o'clock.
3. Kelly goes to bed at o'clock.

4. Write the times.



Create

A Weekly Calendar

Let's make a weekly calendar. This time you will:

1. Use a ruler to draw five columns on a piece of cardboard.
2. Write the names of the days of the week on each column.
3. Write the names of the days of the week on the top of each column.

Step 1

READING TIME!
SBB - Wrong Day, Charlie!
T 66

It is time for students to work with a story. Bring out the Story Big Book 1 to work with the last story. As before, if you want, you may divide the story into three parts or, if you want, you can work with the whole story at once at the end of the unit. This unit's fun story will allow students to read about the days of the week by reading about what Charlie does. Remember it is important for students to relate the characters and situations in the stories to their own situations so they can assimilate language in a better way.

Open the Story book on page 35 and show students the illustrations. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 66 and have students listen to the story. Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Draw three big clocks on the board and make the children to copy them in their notebooks. Dictate the following for them to draw on the clocks first:

1. 5:00 pm
2. 10:00am
3. 2:00 pm

Now ask them to write the times under the clocks. Check answers with the class.

Create

Product - A Weekly Calendar

Step 1

Explain the children they are going to make an illustrated calendar in groups of three. The children will need: a ruler, a pencil, cardboard. They use a ruler to draw five columns on the cardboard. One column for each day of the week you go to class. They write the names of the days of the week on top of each column. The children save their work for the next session on the project.

READING TIME!

SBB - Wrong Day, Charlie!

T 66

It is time for students to work with a story. Bring out the Story Big Book 1 to work with the last story. As before, if you want, you may divide the story into three parts or, if you want, you can work with the whole story at once at the end of the unit. This unit's fun story will allow students to read about the days of the week by reading about what Charlie does.

Remember it is important for students to relate the characters and situations in the stories to their own situations so they can assimilate language in a better way.

Open the Story book on page 35 and show students the illustrations. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 66 and have students listen to the story. Pause the track as needed and repeat the same steps before listening to the next pages.

3. Listen and complete the sentences. Write the missing times.

Play the CD, track 54 for the children to listen to the messages. Play it a second time and ask them now to write the missing times (1, 7, 2.2, 3.8, 4.7). You may want to review numbers quickly before doing the listening activity.

4. Write the times.

Point at the clocks and show the children the time in one of them, tell the time and make them repeat.

Practice with two more examples. Make sure they understand how to read time: o'clock.

They write the names of the clocks shown by copying the structure shown in a). you may want to write that sentence on the board: IT'S 8 O'CLOCK IN THE MORNING.

Check answers with the class and repeat the exercise if necessary.

Warm up

Dictate the children three sentences from page 105 where they practiced reading and listening to messages.

1. Sandy goes to bed at 8 o'clock.
2. the school bus comes for Sandy at 7 o'clock.
3. the school bus brings her back home at 2 o'clock.

Ask the children to compare their sentences and correct their mistakes. Challenge the children to see who got more correct sentences.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "What are your favorite activities at school?" You can use gestures, miming, give examples or act out a short scene to help students understand the meaning of the question. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Read and match.

The children read the subject words and match them to their corresponding covers. Check answers with the class.

2. Listen and write the subjects under the correct days. Then, talk about the schedule.

Play the CD, track 55, for the children to listen and write the subjects under the correct days. Then, the children talk about the schedule. Model the activity for them to work with a partner. Monitor the activity and offer help if needed with pronunciation and intonation.

3. Work in pairs. Ask and answer about you.

Students work in pairs, with a different child preferably, and ask and answer questions about themselves.

Use the speech bubbles on page 102 as an example and model the activity with a child.

Warm up

Unscramble the words:

1. A T M H = MATH
2. N C E S C I E = SCIENCE
3. T O H I S R Y
4. G L I S H E N = ENGLISH
5. R T A = ART

Have some volunteers dictate the class the subject words.

Check spelling.

Disco

What are your favorite activities at school?

1. Read and match.

2. Listen and write the subjects under the correct days. Then talk about the schedule.

3. Work in pairs. Ask and answer about you.

Think and do

4. Listen and complete the weekly calendar.

Prepare the children for this challenging activity: they have to listen to a teacher and some students talk about their schedule. Play the CD, track 56, three times, for the children to get familiar with the text, then try to complete the exercise and one more time for confirmation. Give the children enough time to catch the subject words and write them down.

Check answers with the class.

5. Ask and answer.

Practice asking and answering questions with the information in the schedule above.

Model the activity with two different children for them to feel less anxious.

6. Complete the conversations.

The children complete the conversations with the missing words: 'when do they have Science? On Monday and Thursday. What time do they have Science? They have Science at 12.'

The exposure of language in this unit will allow students to interpret information about units of time with support of a graph.

Think

4. Listen and complete the weekly calendar.

5. Ask and answer.

When do they have math? On Monday. At what time do they have math? They have math at...

6. Complete the conversations.

When do they have science? Monday. What time do they have science? 10:00.

Create

Product - A Weekly Calendar

Let's continue with our product. Keep working with your team and bring out your cardboard and the rest of the materials. In their teams, write the names of the classes you have in your school on the calendar. Making a weekly calendar is easy. Have and color them. Draw lines on the calendar to divide your classes and write the time. Save them away for the next session.

Unit 10 103

Create

Product - A Weekly Calendar

Step 2

Ask the children to work with their teammates. They bring out their cardboard and the rest of the materials.

In their notebooks, they write the names of the classes they have and the time they have them.

The children draw lines on the calendar to divide the classes and write the time.

They save their work for the next session.

BIG BOOKSTORIES

READING TIME!

SBB - Wrong Day, Charlie!

T 66

It is time for students to work with the Story Big Book 1 one more time.

Bring out the book and continue reading and listening to the story.

Follow the same steps as for the first part of the story. Play track 66 and have students listen.

Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Ask the children to copy from the board in their notebook:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9AM					
10AM					
11AM					
12AM					
1PM					

They make up a schedule using the subject words learned.

They show it and /or tell other children some of the classes they have by saying 'I have Math....etc.

Warm up

Dictate the children these three sentences from the CD, track 56, used in the previous lesson:

You have English on Monday and Wednesday and Friday at 9 o'clock in the morning.
You have math at 10 o'clock on Monday, Tuesday, Wednesday and Friday.
You have recess at 11 o'clock every day!

Have some a pair of volunteers come to the board and write sentence 1, check, correct.

Have another pair come to the board to write sentence 2 and another for sentence 3.

Remember that before you begin each lesson you will find a triggering question that you can use to tap into students' previous knowledge and to find out what your students already know; it will also allow the students to prepare for and identify the theme of the lesson. Consider working with this question before you start working with the book.

Discover

Before you begin working on the book, ask the question "Do you have a school calendar at home?" You can use gestures, drawings, pointing, etc. to help students understand the meaning of the question. You may also share if you have a school calendar at home. Encourage students to answer. If they say something in their mother tongue, say it in English and ask them to repeat.

1. Write the missing days on the calendar. Look back at page 100 if you need to.

Direct students' attention to the activity. Elicit the days of the week. Ask students to complete the calendar. Tell them they can look at the days of the week on the previous page if they need to. Monitor and provide any needed help. You can draw the calendar on the board and encourage volunteers to complete.

2. Look at Harry's calendar and answer the questions.

Read the questions along with students. Clarify any doubts. Have students answer the questions. Ask the questions and elicit the answers. Check and correct as needed.

3. Harry has written some days of the week incorrectly. Cross out the extra letters.

Direct children's attention to the activity. Ask them to look at the days of the week and cross out the extra letters. You can invite volunteers to correctly spell the days of the week on the board.

Disco

Do you have a school calendar at home?

1. Write the missing days on the calendar. Look back at page 100 if you need to.

2. Look at Harry's calendar and answer the questions.

- a) What does Harry need for school on Monday?
b) When is the extra singing class?
c) What does Harry need for school on Friday?
d) Who is he seeing on Saturday evening?
e) At what time?

3. Harry has written some of the days of the week incorrectly. Cross out the extra letters.

Math homework: We day
English homework: us day
Friday: We day
Harry's party: hur day
Tuesday: f day

Think

1. Read and match.

1 → three
2 → four
3 → one
4 → two
5 → eight
6 → seven
7 → five
8 → six
9 → twelve
10 → eleven
11 → ten
12 → nine

2. Look at the clocks and write the times.

1:00
2:00
3:00
4:00
5:00
6:00
7:00
8:00
9:00
10:00
11:00
12:00

Create

Step 3

Product - A Weekly Calendar

Let's continue with our product.

1. Cut together with your team mates a coloring picture of a clock.

2. Cut out the clocks and glue them on the board. Be careful when you cut the circles.

3. Give the coloring to the center of your class.

4. Give the clocks according to your class.

5. Complete your weekly calendar with drawings and symbols.

6. Give your work to the teacher with your classmate.

7. Write down the dates on the calendar.

8. Give your work for the final session.

Unit 10 **105**

Create

Product - A Weekly Calendar

Step 3

The children continue working on their teams and bring out their calendar.

They cut out the drawings they made and paste them in the correct space and on the right days according to their classes.

They complete their weekly calendar with their teammates. Make sure that all their classes are on the calendar.

The children save their work for the final session.

READING TIME!

SBB - Wrong Day, Charlie!

T 66

It is time for students to work with the Story Big Book 1 one more time.

Bring out the book and continue reading and listening to the story.

Follow the same steps as for the first and second part of the story.

Play track 66 and have students listen to it.

Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Write the days of the week on the board out of order. Form groups and ask them to order them. Have a volunteer from each group share how they arranged the days of the week.

Think and do

4. Read and match.

The children read the number (symbol = 1, 2, 3 etc.) and match it to their word (one, two, three, etc).

5. Look at the clocks and write the times.

The children to write the times they see in the clocks.

Challenge the children to see who gets all correct times.

Ask the children they are going to compare their answers with two other classmates.

Review

1. Look at the pictures and read and complete. Talk about the pictures.

The children look at the pictures on the left. These are scenes of a conversation. Make sure they observe details in them: clocks, numbers, calendars, subject words, etc.

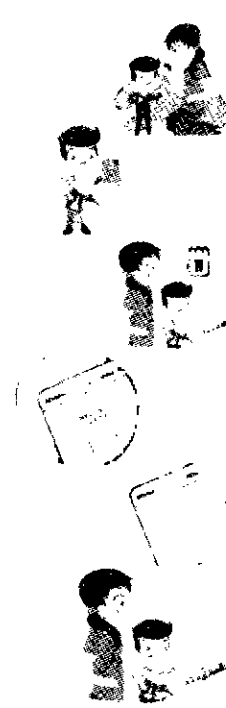
They read the conversation on the right and complete it with the missing information.

Give them enough time to organize the information and write. Elicit answers.

2. Work in pairs. Act out the conversation. Then they work in pairs and act out the conversation.

Review

1 Look at the pictures and read and complete. Talk about the pictures.



Boy: What time is it, Mom?
 Mom: It's 7:00. Hurry up. It's time for school.

Boy: What do we have at school today, Mom?
 Mom: I don't know. Look at your weekly schedule.

Boy: What day is it, Mom?
 Mom: It's Tuesday.

Boy: We have a lesson on Tuesday at 4:00. Where's my story book?
 Mom: It's on the table.

Boy: Oh. We have a math lesson. Where's my math book?
 Mom: It's in your bag.

Mom: Look, you have PE at 5:00.
 Boy: Where are my sneakers?

2 Work in pairs. Act out the conversation.

106

The exposure of language in this unit will allow students to interpret information about units of time with support of a graph.

Academic and Educational Environment

1. Answer the questions about the story on page 110.

- What time is it at the beginning of the story?
- Is it Monday?
- What time does Jack have English?
- When does he have math?
- What does he need for PE?

4. Unscramble these words from the unit.

- When do we have PE?
I don't know. Look at the calendar.
- We have it on _____.
- In the morning or the afternoon?
- In the afternoon, after _____.

Unit 10 107

3. Answer the questions about the story on page 106.

Guide them through the activity by reading the questions and giving them an example referring to the conversation on page 106.

4. Unscramble these words from the unit.

Direct students' attention to the last activity. Ask them to unscramble these words from the unit:

- calendar
- Tuesday
- afternoon
- eight
- recess

A Weekly Calendar

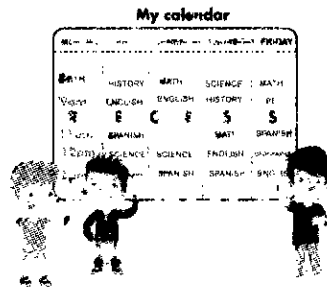
The children get together with their teammates and bring out the calendars they made.

They take turns and come to the front to show their work.

They talk about their classes and the time and day they have them.

The children display their calendars on the classroom walls.

A Weekly Calendar



1. In this final session, you will:
 1. Get together with your teammates.
 2. Bring out the calendar you made.
 3. Take turns and come to the front to show your work to the rest of your class.
 4. Talk about your classes and the time and day you have them. Say sentences like: 'We have history class on Tuesday at 8.'
 5. Put your calendars on the classroom walls and check your classes every day!

2. My favorite part in this unit was...

Work with a partner. Go through the unit again and choose what you and your partner liked the most. Talk about it and draw why you liked it. Share with the rest of the group.

3. Circle the face that represents your progress at learning English. You can also draw a face in the space below.

Identify the days of the week.			
Read a weekly calendar.			
Name school subjects.			
Differentiate days and hours.			
Identify routine activities in a weekly calendar.			
Understand a reading.			

G O J O !

Unit 10

109

Assessment

Have students open their books on page 109. Focus on the first part of the page and ask students to talk about their favorite part of this unit. Elicit some answers.

Have children make a drawing about it. Walk around to monitor their work.

If time allows it, have children share their drawings with other classmates.

Self-Assessment

Guide students to do the following assessment in class, give them time to choose their answers individually.

Tell students that in this chart they will assess only how they feel about this unit.

Read the phrases aloud and help students with their meaning.

Ask students to color the icons that describe how they feel about each phrase.

Evidence story 5

Ask students to open their books on page 112 and read the instructions.

Guide students to do the activity and encourage them to write short sentences describing their favorite part in the story they read along the unit.

Then, have students write a short sentence describing why they liked it.

Have students work individually and then ask them to share their work with others.

Suggested Evaluation: You will find the unit's suggested evaluation on page 143 and its corresponding answer key on page 144.

Use these evidence pages to ask students to write their thoughts write about the story or fact they read, so they can assimilate the language. Help if necessary.



Evidence story 1

My favorite part in this story is:

I liked this story because:



Evidence story 2

My favorite part in this story is:

I liked this story because:

Use these evidence pages to ask students to write their thoughts write about the story or fact they read, so they can assimilate the language. Help if necessary.

Evidence story 3

My favorite part in this story is:

.....

.....

.....

I liked this story because:

.....

.....

.....

Evidence story 4

My favorite part in this story is:

.....

.....

.....


I liked this story because:

.....

.....

.....

Use these evidence pages to ask students to write their thoughts write about the story or fact they read, so they can assimilate the language. Help if necessary.



Evidence story 5

My favorite part in this story is:

I liked this story because:



Evidence fact 1

My favorite part in this fact is:

I liked this fact because:

Use these evidence pages to ask students to write their thoughts write about the story or fact they read, so they can assimilate the language. Help if necessary.



Evidence fact 2

My favorite part in this fact is:

I liked this fact because:



Evidence fact 3

My favorite part in this fact is:

I liked this fact because:

Use these evidence pages to ask students to write their thoughts write about the story or fact they read, so they can assimilate the language. Help if necessary.



Evidence fact 4

My favorite part in this fact is:

I liked this fact because:



Evidence fact 5

My favorite part in this fact is:

I liked this fact because:

Name _____
Date _____
Descriptive rating scale _____

LN _____
Grade _____
Final grade _____

1. Children tick the box that corresponds



Say hello, good bye and other politeness expressions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Recognize words in english

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Respond to expressions of greeting, farewell, and courtesy

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Distinguish writing expressions

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Understand a reading

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Name _____

LN _____

Date _____

Grade _____

Descriptive rating scale _____

Final grade _____

1. Children tick the box that corresponds



Say hello, good bye and other politeness expressions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Recognize words in english

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Respond to expressions of greeting, farewell, and courtesy

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

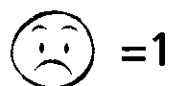
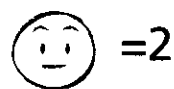
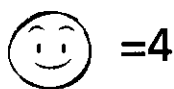
Distinguish writing expressions

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Understand a reading

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Read the items. Students individually assess their performance based on the list of criteria. Grading is based on the average of symbols they mark:



Name _____

LN _____

Date _____

Grade _____

Anecdotal Record _____

Final grade _____

1. Read and answer.

Activity	Date	Time	How I feel about it.
I read rhymes and tales in verse.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I listen to the reading of rhymes and tales and recognize sounds.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I pronounce aloud words that rhyme and spell them.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I write rhymes.	<input type="text"/>	<input type="text"/>	<input type="text"/>

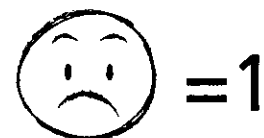
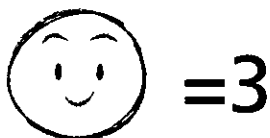
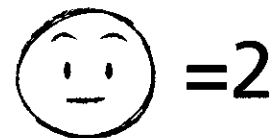
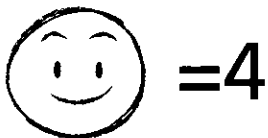
Name _____
 Date _____
 Anecdotal Record _____

LN _____
 Grade _____
 Final grade _____

1. Read and answer.

Activity	Date	Time	How I feel about it.
I read rhymes and tales in verse.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I listen to the reading of rhymes and tales and recognize sounds.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I pronounce aloud words that rhyme and spell them.	<input type="text"/>	<input type="text"/>	<input type="text"/>
I write rhymes.	<input type="text"/>	<input type="text"/>	<input type="text"/>

Read the items. Students individually assess their performance based on the list of criteria. Grading is based on the average of symbols they mark:



Name _____

LN _____





























Date _____

Grade _____

Observation Guide _____

Final grade _____





























1. Circle the places where you see the signs.

Sign	City	Museum	School
1. 			
2. 			
3. 			
4. 			
5. 			
6. 			
7. 			

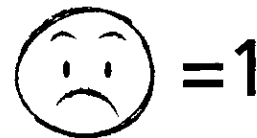
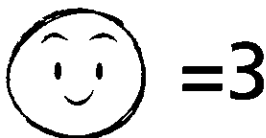
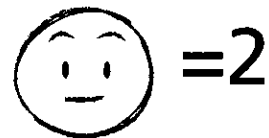
Name _____
 Date _____
 Observation Guide _____

LN _____
 Grade _____
 Final grade _____

1. Circle the places where you see the signs.

Sign	City	Museum	School
1. 			
2. 			
3. 			
4. 			
5. 			
6. 			
7. 			

Read the items. Students individually assess their performance based on the list of criteria. Grading is based on the average of symbols they mark:



Name _____ LN _____
 Date _____ Grade _____
 Assessment Rubric _____ Final grade _____

Scale 5	Scale 4	Scale 3	Scale 2	Scale 1
Always interprets text in signs to follow instructions	Interprets text in signs to follow instructions most of the time	Interprets text in signs to follow instructions some of the time	Rarely interprets text in signs to follow instructions	Never interprets text in signs to follow instructions
Always recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.)	Recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.) most of the time	Recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.) some of the time	Rarely recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.)	Never recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.)
Always writes instructions based on a model.	Writes instructions based on a model most of the time	Writes instructions based on a model some of the time	Rarely writes instructions based on a model	Never writes instructions based on a model
Always gives oral instructions for others to follow them	Gives oral instructions for others to follow them most of the time	Gives oral instructions for others to follow them some of the time	Rarely gives oral instructions for others to follow them	Never gives oral instructions for others to follow them
Always points at specific words	Points at specific words most of the time	Points at specific words some of the time	Rarely points at specific words	Never points at specific words
Always compares written instructions with others	Compares written instructions with others most of the time	Compares written instructions with others some of the time	Rarely compares written instructions with others	Never compares written instructions with others
Always completes the written instructions	Completes the written instructions most of the time	Completes the written instructions some of the time	Rarely completes the written instructions	Never completes the written instructions
Always discovers the purpose and intended audience of signs	Discovers the purpose and intended audience of signs most of the time	Discovers the purpose and intended audience of signs some of the time	Rarely discovers the purpose and intended audience of signs	Never discovers the purpose and intended audience of signs
Always uses signs as models to create their own	Uses signs as models to create their own most of the time	Uses signs as models to create their own some of the time	Rarely uses signs as models to create their own	Never uses signs as models to create their own
Always uses capital and small letters correctly	Uses capital and small letters correctly most of the time	Uses capital and small letters correctly some of the time	Rarely uses capital and small letters correctly	Never uses capital and small letters correctly

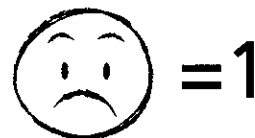
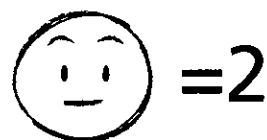
Name _____ LN _____

Date _____ Grade _____

Assessment Rubric _____ Final grade _____

Scale 5	Scale 4	Scale 3	Scale 2	Scale 1
Always interprets text in signs to follow instructions	Interprets text in signs to follow instructions most of the time	Interprets text in signs to follow instructions some of the time	Rarely interprets text in signs to follow instructions	Never interprets text in signs to follow instructions
Always recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.)	Recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.) most of the time	Recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.) some of the time	Rarely recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.)	Never recognizes by their names some features of signs (colors, arrows, people, silhouettes, etc.)
Always writes instructions based on a model.	Writes instructions based on a model most of the time	Writes instructions based on a model some of the time	Rarely writes instructions based on a model	Never writes instructions based on a model
Always gives oral instructions for others to follow them	Gives oral instructions for others to follow them most of the time	Gives oral instructions for others to follow them some of the time	Rarely gives oral instructions for others to follow them	Never gives oral instructions for others to follow them
Always points at specific words	Points at specific words most of the time	Points at specific words some of the time	Rarely points at specific words	Never points at specific words
Always compares written instructions with others	Compares written instructions with others most of the time	Compares written instructions with others some of the time	Rarely compares written instructions with others	Never compares written instructions with others
Always completes the written instructions	Completes the written instructions most of the time	Completes the written instructions some of the time	Rarely completes the written instructions	Never completes the written instructions
Always discovers the purpose and intended audience of signs	Discovers the purpose and intended audience of signs most of the time	Discovers the purpose and intended audience of signs some of the time	Rarely discovers the purpose and intended audience of signs	Never discovers the purpose and intended audience of signs
Always uses signs as models to create their own	Uses signs as models to create their own most of the time	Uses signs as models to create their own some of the time	Rarely uses signs as models to create their own	Never uses signs as models to create their own
Always uses capital and small letters correctly	Uses capital and small letters correctly most of the time	Uses capital and small letters correctly some of the time	Rarely uses capital and small letters correctly	Never uses capital and small letters correctly

Read the items. Students individually assess their performance based on the list of criteria. Grading is based on the average of symbols they mark:



Name _____

LN _____

Date _____

Grade _____

Control list _____

Final grade _____

1. Write a (✓) in the box that corresponds.



Explore stories

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Listen to reading stories
aloud

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Practice the pronunciation
of words

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Review the writing of a story

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Name _____
 Date _____
 Control List _____

LN _____
 Grade _____
 Final grade _____

1. Write a (✓) in the box that corresponds.



Explore stories

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Listen to reading stories aloud

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

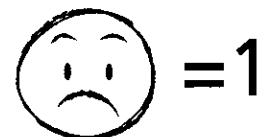
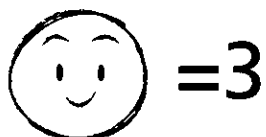
Practice the pronunciation of words

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Review the writing of a story

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Read the items. Students individually assess their performance based on the list of criteria. Grading is based on the average of symbols they mark:



Name _____ LN _____

Date _____ Grade _____

Illustrated card of Self and Peer Assessment _____ Final grade _____

1. Write and draw.

Hello, My name

Hello, My name

is _____

is _____

I'm _____

I'm _____

I like _____

I like _____

I love _____

I love _____

2. Children tick the box that shows results.



My card

My friends

Name _____ LN _____

Date _____ Grade _____

Illustrated card of Self and Peer Assessment _____ Final grade _____

1. Write and draw.

Hello, My name

Hello, My name

is _____

is _____

I'm _____

I'm _____

I like _____

I like _____

I love _____

I love _____

2. Children tick the box that shows results.



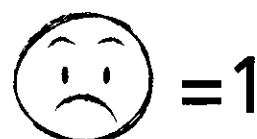
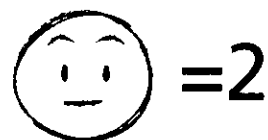
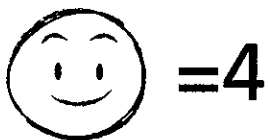
My card



My friends



Read the items. Students individually assess their performance based on the list of criteria. Grading is based on the average of symbols they mark:



Name _____ LN _____
Date _____ Grade _____
Summative journal _____ Final grade _____

1. Describe the animals.

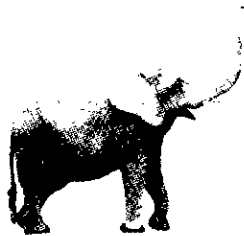
An elephant _____ A giraffe is _____

A penguin is/has _____ Snakes are _____

Turtles are _____ Birds are _____

Name _____ LN _____
 Date _____ Grade _____
 Summative journal _____ Final grade _____

1. Describe the animals.



An elephant _____ A giraffe is _____



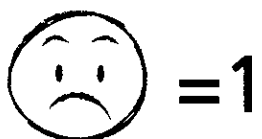
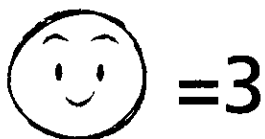
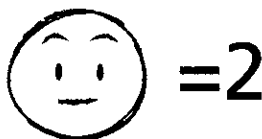
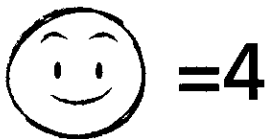
A penguin is/has _____ Snakes are _____



Turtles are _____ Birds are _____



Read the items. Students individually assess their performance based on the list of criteria. Grading is based on the average of symbols they mark:



Students read and complete the descriptions. 1 point each. Consider the following when students answer this.

Explore illustrated materials about living things:

- Encourage curiosity to learn more about living things
- Identify characteristics (size, color, etc)
- Identify graphical layout
- Establish relationship between graphic resources and writing

Participate making questions

- Distinguish questions by intonation
- Clarify meaning of words of questions
- Answer closed questions about living beings

Explore writing questions and answers

- Recognize composition of words
- Identify words when writing questions
- Make connections between parts of writing and reading

Name _____

LN _____

Date _____

Grade _____

Questionnaire _____

Final grade _____

1. Read and circle the correct answer.

1. I wear a uniform and I have a radio. What am I?
a) a chef b) a doctor c) a police officer
2. I have a hammer and a saw. What am I?
a) a teacher b) a carpenter c) a doctor
3. I work in a school and I have a classroom. What am I?
a) a chef b) a police officer c) a teacher
4. I am a chef. I have a :
a) A pan and a hat
b) A hammer and a saw
c) A paint brush
5. I am a waiter. I have a:
a) A police car
b) A tray
c) A sauce pan
6. I listen to your heart. I am a:
a) teacher b) doctor c) waiter
7. I drive a bus with children. I am a:
a) bus driver b) carpenter c) chef
8. Drill your teeth. I am a:
a) painter b) teacher c) dentist

Name _____

LN _____

Date _____

Grade _____

Questionnaire _____

Final grade _____

1. Read and circle the correct answer.

1. I wear a uniform and I have a radio. What am I?

a) a chef

b) a doctor

c) a police officer

2. I have a hammer and a saw. What am I?

a) a teacher

b) a carpenter

c) a doctor

3. I work in a school and I have a classroom. What am I?

a) a chef

b) a police officer

c) a teacher

4. I am a chef. I have a :

a) A pan and a hat

b) A hammer and a saw

c) A paint brush

5. I am a waiter. I have a:

a) A police car

b) A tray

c) A sauce pan

6. I listen to your heart. I am a:

a) teacher

b) doctor

c) waiter

7. I drive a bus with children. I am a:

a) bus driver

b) carpenter

c) chef

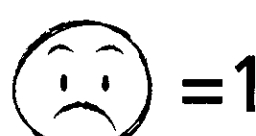
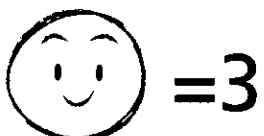
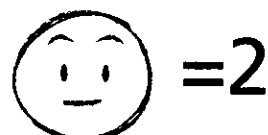
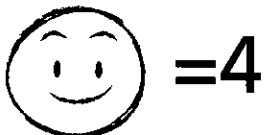
8. Drill your teeth. I am a:

a) painter

b) teacher

c) dentist

Students read the sentences and circle their answers. 1 point each.



Name _____ LN _____

Date _____ Grade _____

Illustrated Self Evaluation Sheet _____ Final grade _____

1. How do they feel?



Sad

Bored



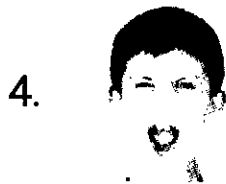
Happy

Excited



Surprised

Happy



Scared

Angry



Excited

Sad



Sad

Surprised



Bored

Scared

2. How about you? How do you feel today?

Name _____

LN _____

Date _____


Grade _____


Illustrated Self Evaluation Sheet _____

Final grade _____

1. How do they feel?


1.  Sad

2.  Excited

3.  Happy

4.  Scared

5.  Sad

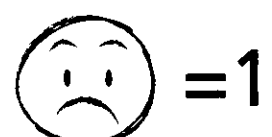
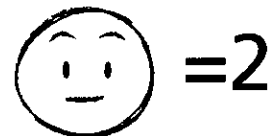
6.  Surprised

7.  Bored

2. How about you? How do you feel today?

Students circle the correct feelings to recognize and remember what they learned. The, they describe how they feel.

7 points 1 point each.



Name _____ LN _____
 Date _____ Grade _____
 Observation Guide _____ Final grade _____

1. Complete the weekly calendar.

	Monday	Tuesday	Wednesday	Thursday	Friday
9 am	English	Geography	English	Geography	English
10am	Math	Math	Math	PE	Math
11am	Recess	Recess	Recess	Recess	Recess
12 am	Science	Art	Spanish	Science	Spanish
1 pm	History	PE	Art	Spanish	History

1. They have Math at 12 am. Yes / No

2. They have English on Monday
and Wednesday. Yes / No

3. They have Science on Tuesday Yes / No

4. They have Art on Friday. Yes / No

5. They have History at 1pm on Monday. Yes / No

6. They have Spanish at 1pm on Wednesday Yes / No

Name _____

LN _____

Date _____

Grade _____

Observation Guide _____

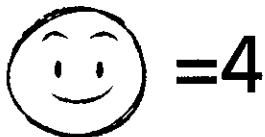
Final grade _____

1. Complete the weekly calendar.

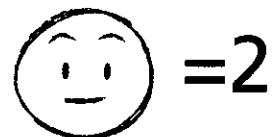
	Monday	Tuesday	Wednesday	Thursday	Friday
9 am	English	Geography	English	Geography	English
10am	Math	Math	Math	PE	Math
11am	Recess	Recess	Recess	Recess	Recess
12 am	Science	Art	Spanish	Science	Spanish
1 pm	History	PE	Art	Spanish	History

1. They have Math at 12 am. Yes / No
2. They have English on Monday and Wednesday. Yes / No
3. They have Science on Tuesday Yes / No
4. They have Art on Friday. Yes / No
5. They have History at 1pm on Monday. Yes / No
6. They have Spanish at 1pm on Wednesday Yes / No

Read the items. Students individually assess their performance based on the list of criteria. Grading is based on the average of symbols they mark:



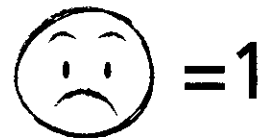
=4



=2



=3



=1

Unit 1

Track 1 -

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Track 2 - P10

Ricky: Hello my name is Ricky.

Clay: Hi, I'm Clay.

Ricky: Good morning.

Clay: Let's have fun in school today.

Track 3 - P10

Boy: Hello. My name's Ricky

Girl: Hi. My name's Tina.

Track 4 - P11

Children: Good morning, teacher.

Teacher: Good morning, Ricky.

Good morning, Tina

Clay: Sorry, may I come in?

Teacher: Oops! Yes, you may.

Track 5 - P12

Boy: Can I come in, please?

Teacher: Yes. Come in and sit down.

Boy: Thank you

Track 6 - P13

CONVERSATION 1

Woman: A sandwich?

Girl: Mmm. Yes, please

Woman: Here you go.

Girl: Thank you!

CONVERSATION 2

Woman: A cookie?

Boy: Mmm. Yes, please

Woman: Here you go.

Boy: Thank you!

Track 7 - P14

Conversation 1

Boy: Sorry!

Girl: That's OK

Conversation 2

Teacher: Be quiet, please.

Boy: Sorry, Mr. Jones

Conversation 3

Boy 1: Ouch.

Boy 2: Sorry. Are you OK?

Boy 1: Yes.

Track 8 · P15

Conversation 1

A: Goodbye.

B: Bye.

Conversation 2

Teacher: Goodbye. See you tomorrow.

Boy: Goodbye.

Track 9 · P15

Goodbye, goodbye

It's time to say

Goodbye

To all our friends

Today!

Unit 2

Track 10 · P20

We like to rhyme

We like to rhyme

We like to rhyme

All the time

We like to rhyme

We like to rhyme

We like to rhyme

All the time

Track 11 · P20 and 21

Peter Pan

Really can

Fly, fly, fly

In the sky

In the book

Captain Hook

Gets a shock

When he hears tick tock.

Track 12 · P22

Oh! Look at Bill
Running up the hill.
Bill likes to run
He's having fun.
Stop, Bill! Stop!
You're at the top.
Oh, no, no, no
Bill falls and so.....

Now Bill's in bed
With a broken head!

Track 13 · P24

Ferdy is a funny frog
He lives near Flower House
Ferdy's friends are Fred the dog
And little Fanny mouse.

Track 14 · P25

Ferdy the frog goes
Hop! Hop! Hop!
Little Fanny mouse says
Stop! Stop! Stop!

Track 15 · P25

dog – dog
frog – frog
hop – hop
stop – stop

Track 16 · P25

Words that rhyme
Are really cool
We like rhyming words
When we're at school

Words that rhyme
Are really cool
We like rhyming words
When we're at school

Unit 3

Track 17 · P30

In science, we do lots of
experiments. We draw
and color, we cut and glue
information, we learn and
have fun!

Track 18 · P30

Let's make a Pencil holder!

We need these materials:

- A toilet roll tube
- Poster paint and sponges
- Construction paper
- Scissors
- Sticky tape
- A thick paintbrush
- A pencil

Now, listen and follow these Instructions:

1. Draw a circle on the construction paper.
2. Cut out the circle.
3. Fix it onto one end of the toilet roll with sticky tape.
4. Use your poster paints and sponge to paint the toilet roll.
5. Let it dry. Put your pencils in your pencil holder.

Track 19 · P31

A rainbow is an arc in the sky. It has 7 colors: red, orange, yellow, green, blue, indigo and violet.

Do you like rainbows?

Track 20 · P32

One, two, three, four

Now let's learn to count some more

Five, six, seven, eight

Yes, you got it! That is great!

Nine, ten – this is fun

Now go count from one to ten!

Track 21 · P34

Make a butterfly

To make a butterfly you need: paper, paint and scissors.

Follow the instructions:

1st Select your favorite color paint.

2nd Put the paint on a plate.

3rd Put your hands on the paint.

4th Press your hands on white paper.

5th Cut out the hand prints.

6th Fold the paper to make a butterfly.

Unit 4**Track 22 · P41**

Boy: Silvia, don't walk on the grass!

Girl: Oh! Sorry!

Girl: Where now?

Boy: Look at the sign. Turn right here.

Boy: No, Silvia! Stop! Don't climb the trees!

Girl: Oh, sorry!

Girl: Where's the playground?

Boy: Turn left here.

Track 23 · P41

Don't climb the trees!

Don't walk on the grass!

Turn right here.

Turn left here.

Track 24 · P45

Freddie: This is so yummy.

Ms Ann: Freddie, are you eating in my class?

Freddie: Yes, Ms Ann.

Ms Ann: Freddie, did you read the sign?

Freddie: No, Ms Ann, I'm sorry.

Ms Ann: It's ok, just remember, it is important to read the signs we see around.

Unit 5**Track 25 · P50**

Stories are really cool

We like stories

At home and at school

So open up a story book

Choose a story

And take a look.

Track 26 · P50 and 51

Nice Mouse and Nasty Mouse

Narrator: It's Super Mouse's birthday party. He has a cake. The party is in the park. Nasty Mouse and Nice Mouse are going to the party. Nice Mouse has a new dress.

Nasty Mouse: I love your new dress.

Can I borrow it and your new shoes, too?

Nice Mouse. Yes... OK

Narrator: Now Nasty Mouse has Nice Mouse's new dress and her new shoes.

Narrator: Now, Nice Mouse has Nasty Mouse's old dress.

Super Mouse: You're my best friend, Nice Mouse.

Nasty Mouse: Hey, what about me?

Track 27 · P54

The sun is shining. It's a lovely day. The Rabbit family is at the beach.

Chad has a ball. It's a big, red ball. Sally has a kite. It's yellow and blue.
Mr. Rabbit has a book. It's a good book.
Mrs. Rabbit has a picnic basket. In the basket there are sandwiches,
cookies, lemonade and a big apple pie. Wow! It's a great picnic.

Track 28 · P55

A story is pictures.
A story is words
A story is characters
Like kids, dogs and birds.

A story is places
Wow! Yippee!
A story is great
Read one and see.

Unit 6**Track 29 · P60**

January, February, March, April, May,
Let's learn the names of the months today.
June, July, August, September
Wow! What a lot of months to remember!
And then it's October, and then it's November
And the end of the year comes with December

Track 30 · P60

Girl: When's your birthday?
Boy: In March.

Track 31 · P61

Librarian: What's your name?
Boy: Ken Scott.
Librarian: How old are you, Ken?
Boy: I'm six.
Librarian: Welcome to the library, Ken!

Track 32 · P62

Hello, my name is Peter. I'm 8. I like soccer. I like watching TV, too. I
love programs about superheroes.

Hi, my name is Samantha. I'm 7. I like karate. I like painting, too. My
favorite color is pink.

Track 33 · P62

1. swimming
2. dancing
3. reading
4. cooking
5. playing with my friends

Track 34 · P65

Listen and all shout out!

That's what this song is all about!
Listen and all shout out!
That's what this song is all about!

What's your name?

How old are you?

When's your birthday?

Listen and all shout out!
That's what this song is all about!
Listen and all shout out!
That's what this song is all about!

Unit 7

Track 35 · P70

1 Lions are big animals.
they are the King of the jungle.

Lions roar and roar
so roar the same.

Roarr, roarr, roarr, roarr

2 Monkeys say, monkeys do,
monkeys jump just like you.

Monkeys chatter and chatter,
so chatter the same.

Oo, oo, oo, oo, oo

3 Snakes crawl on the floor,
They don't chatter and they don't roar.

Snakes hiss and hiss,
so hiss the same.

Sss, sss, sss, sss, sss

Track 36 · P70

giraffe elephant penguin crocodile zebra

Track 37 · P72

An elephant is big.

It is gray.

It has big ears.

It has a long trunk.

It has two tusks.

Track 38 · P74

Turtles are reptiles. They have big shells.

Turtles live in the ocean.

They lay eggs in holes on the beach.

The baby turtles run to the water.

Track 39 · P75

Look after animals

Please, please do!

Just Remember
We're animals too!
Look after animals
Please, please do!
Just Remember
We're animals too!

Unit 8

Track 40 · P80

I'm a doctor
Look at me!
I'm a doctor
Look at me!

I listen to your heart
I'm a doctor
Look at me!

I'm a dentist
Look at me!
I'm a dentist!
Look at me

I drill your teeth
I'm a dentist
Look at me!

I'm a carpenter
Look at me!
I'm a carpenter
Look at me!
I cut wood
I'm a carpenter
Look at me!

I'm a bus driver
Look at me!
I'm a bus driver
Look at me!
I drive a bus
I'm a bus driver
Look at me!

Track 41 - P80

Meet Lily Lopez. She's a police officer. She wears a uniform. She has a radio. She has handcuffs too. She drives a police car. Lily's job is very important.

Track 42 - P81

I have a uniform, handcuffs
And a radio in my car.
And I look out for you
Wherever you are.
What am I?

A police officer!

Track 43 - P82

Fred is a house painter.
He wears overalls.
He has a big pot of paint and a paint brush.

Tom is a carpenter.
Look, he has a saw.
He has a hammer, too.

Mario is a teacher.
He teaches 1st grade.
He has a desk and a board.

Track 44 - P84

Child: Spaghetti please, Grandma.
Granny: OK
Mother: Waiter! One spaghetti, please.
Waiter: One spaghetti, yes.
Waiter: Chef! One spaghetti please
Chef: One spaghetti. OK!
Waiter: One spaghetti.
Child: Thank you!

Track 45 - P85

chef's hat	chef's hat
apron	apron
white jacket	white jacket
pan	pan
tray	tray
notebook and pen	notebook and pen

Track 46 - P85

Community workers
are working away
to help the community
day after day

Let's thank all the workers
for the work that they do
and never forget
that they're working for you!

Unit 9

Track 47 · P90

Read your story book
Don't forget
Read your story book
Don't forget
Is the story book fun?
Yes, you bet!
Is the story book fun?
Yes you bet!

Track 48 · P90

happy
sad
excited
bored
angry

Track 49 · P91

Mommy Bear wants a new hat. She's going to the store. Baby Bear isn't happy.

There are a lot of hats in the store. Mommy Bear is excited. "I'm bored! I want an ice cream," says Baby Bear.

Mommy Bear is sad. The yellow hat is too big. "I want an ice cream!" says Baby Bear.

Mommy bear is happy with her new hat. Baby Bear is happy with his ice cream. But Daddy Bear is angry! "That's a very expensive hat!" growls Daddy Bear.

Track 50 · P92

Wow! A treasure map!
Pop the Pirate is excited.

Pop the Pirate is happy.

Pop the pirate is sad!

Be quiet Polly!
Now Pop the Pirate is angry!

Track 51 - P94

'I have a new pet,' says Henry.
 'Where is it?' ask his friends
 'It's in this box.'
 'In the box?' His friends are surprised.

Henry opens the box. A tarantula jumps out. His friends scream! Now they are scared!

Track 52 - P95

We're angry, angry, angry
 We're unhappy as can be

Don't be sad.
 We're happy, happy, happy
 We're excited can't you see!

Unit 10**Track 53 - P101**

Monday, Tuesday, Wednesday
 Thursday, Friday, Yeah!
 School days! Hooray!
 Then Saturday and Sunday
 Hey! Stay at home and play!

Track 54 - P101

Ricky : What are you doing, Sandy?
Sandy: I'm making a calendar for the week, Ricky.
Ricky: Why is it in columns?
Sandy: There's a column for every day.
Ricky: What are you writing now?
Sandy: I'm writing the times of the day.
Ricky: Why do you start at 7 o'clock?
Sandy: The school bus comes at 7 o'clock in the morning.
Ricky: What time does the school bus bring you back home?
Sandy: At two o'clock in the afternoon, Ricky.
Ricky: Why does your calendar stop at 8 in the evening?
Sandy: Because that's when I go to bed.
Ricky: Oh I go to bed at 7 o'clock.
Sandy: Yes, I know. But you're only 5!

Track 55 - P102

When do you have English?
 On Monday, Wednesday and Friday.

When do you have Math?
 Every day.

What? On Monday, Tuesday, Wednesday, Thursday and Friday?
 Yes, everyday!

Track 56 · P103

Teacher: Let's finish you schedule for the week. You have English on Monday and Wednesday and Friday at 9 o'clock in the morning.

Boy: What time do we have math?

Teacher: You have math at 10 o'clock on Monday, Tuesday, Wednesday and Friday.

Girl: When do we have history?

Teacher: On Monday and Friday?

Boy: At what time?

Teacher: At 1 o'clock.

Boy: What time do we have recess?

Teacher: You have recess at 11 o'clock every day!

Track 57 · Story 1 Fun at the park

Track 58 · Story 2 Betty and Bongo

Track 59 · Fact 1 Make a sock puppet

Track 60 · Fact 2 Look at the signs!

Track 61 · Story 3 Goldilocks and the three bears

Track 62 · Fact 3 Getting to know you

Track 63 · Fact 4 The Animal Kingdom

Track 64 · Fact 5 In the community

Track 65 · Story 4 Apples for an apple pie

Track 66 · Story 5 Wrong day, Charlie!

Fixed images included on the Cd list

Hi! Is This your Kite?

kite	1
be quiet	2
clouds	3
hill	4
sponge	5
paints	6
circle	7
square	8
triangle	9
rectangle	10

Reading Signs and Stories

turn left	11
turn right	12
escalator	13
basket	14
lollipop	15
candies	16
beach	17
forest	18
jungle	19
calendar	20

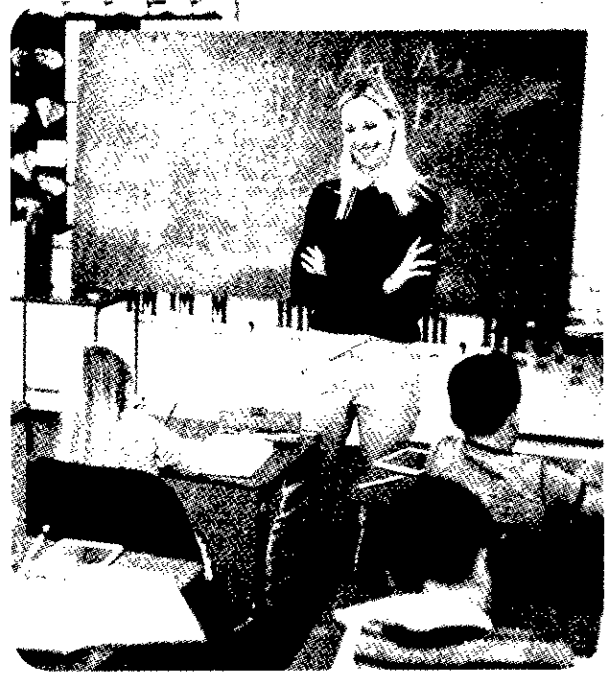
We Feel Happy Every Day!

hammer	21
saw	22
paint brush	23
carpenter	24
painter	25
title, author, illustration	26
scared	27
excited	28
bored	29
week	30

Picture Dictionary



This is my family.



My teacher
is very nice.



I like cookies.



These children
are my friends.



You're at the top of
the mountain.



The mouse is one.
The mice are
more than one.



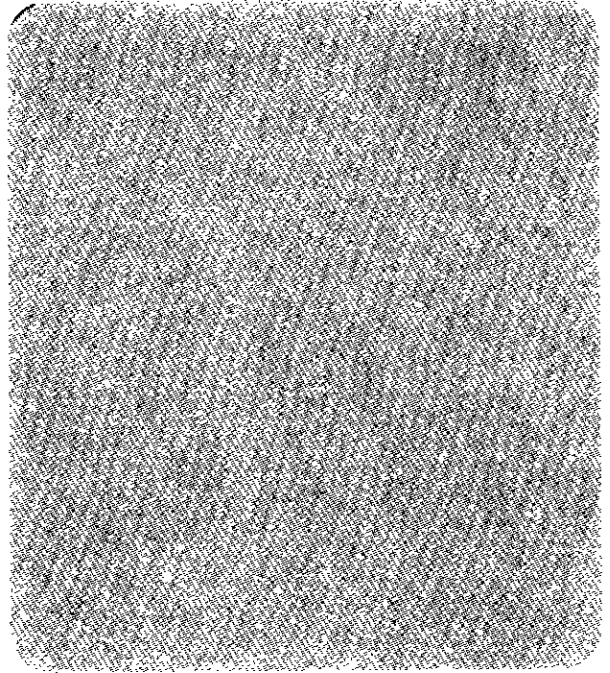
This is a big house.



He likes to climb
up trees.



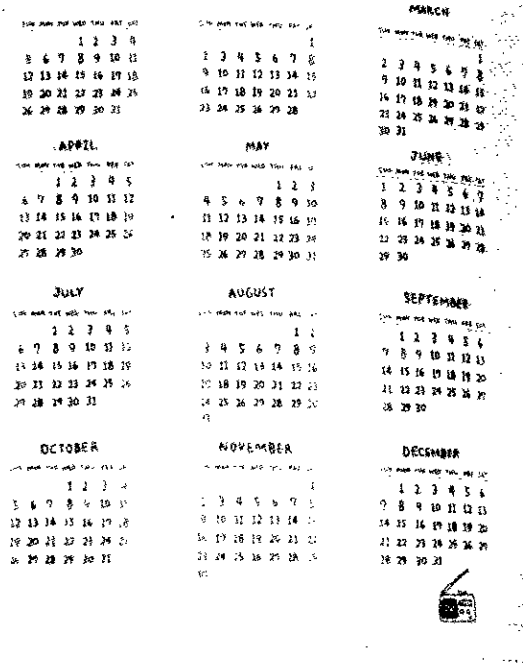
I use a toilet roll tube.



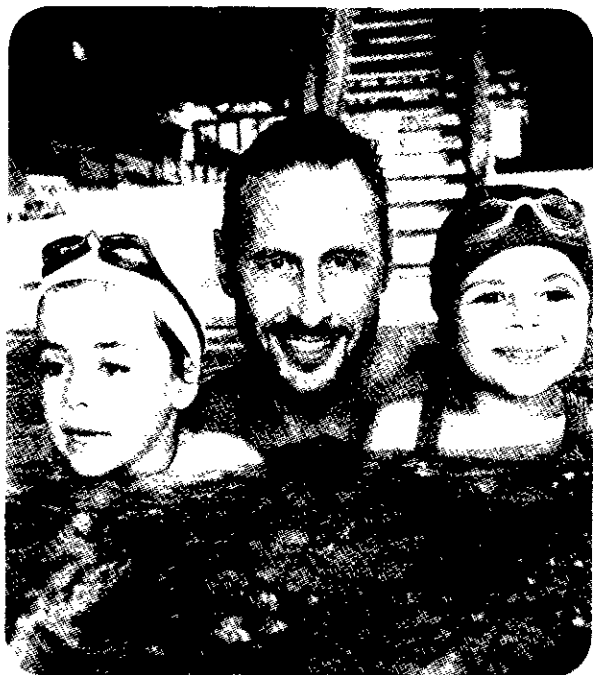
This square is blue.



The butterfly has beautiful colors.



A calendar has 12 months in a year.



My dad loves
to swim.



Dolphins and whales
are mammals.



My mom is always
happy.



My sister is sad.

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