

Beats! ²Primary

Teacher's Edition

Sally Marshall



Ciclo 1

Lengua extranjera. Inglés

Teacher's Guide

PRINCETOWN - CORREO DEL MAESTRO

EDITORIAL COORDINATOR · Jean Denise Salazar Wolfe

AUTHOR · Sally Marshall

WRITER · Stefania Villarreal Riva Palacio

EDITORIAL ASSISTANT · Jean Denise Ruanova Salazar

COPY EDITOR · Brenda K Zarzoza López

CONTENT DESIGNERS · ~~ictus~~ Servicios Editoriales
(Pablo Guzmán de la Cruz, Martha Berenice Hinojosa Rodríguez)

DIGITAL LAYOUT · ~~ictus~~ Servicios Editoriales

COVER DESIGNER · ~~ictus~~ Servicios Editoriales (Pablo Guzmán de la Cruz)

PHOTO ON COVER · Shutterstock.com

AUDIO RECORDING · Luis Benito Reynoso Góngora

CORREO del MAESTRO

Miembro de la Cámara Nacional de la Industria Editorial Reg. Núm. 2817

ISBN: 978-607-903-490-0

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PRINCETOWN - CORREO del MAESTRO, S.A. DE C.V.

Av. Reforma No. 7 Int. 403, Ciudad Brisa

Naucalpan, Estado de México, C.P. 53280

Tels. 53-64-56-70 / 53-64-56-95

correo@correodelmaestro.com

www.correodelmaestro.com

First published 2018

First reprint 2019

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Programa Nacional de Inglés. Para alumnos en Educación Básica. PRONI

La producción de estos materiales fue hecha por encargo de la Secretaría de Educación Pública para usarse como material didáctico en escuelas públicas de Educación Básica.

Impreso en México · Printed in Mexico
Distribución gratuita · Prohibida su venta

Este libro se terminó de imprimir en agosto de 2019
en Impresora y Editora Xalco, S.A. de C.V.,
Av. José Ma. Martínez No. 301, Col. San Miguel Jacalones,
C.P. 56600, Chalco, Edo. de México.

Presentation

Dear teacher,

Welcome to Beats! 2, especially designed to teach English through English! Beats! 2, is a fun book designed for children in 2nd grade which considers age, interests and cognitive characteristics to engage students and encourage them to keep learning English for fun but 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! 2 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! 2, 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: is expected that students are able to:

1. Use expressions of greeting, goodbye and farewell in a dialogue.
2. Produce signs for public places.
3. Exchange information on personal data.
4. Understand and give information about his/her role in the community.
5. Read signs and public notices.
6. Create signs for public places.
7. Read signs for public places.
8. Follow and give instructions for that sign.
9. Write questions for information on age, culture, interests.
10. Register information on the community signs on the wall of the classroom.

Have a wonderful school year!
The Author

Beats!

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UNIT 1

Hello, Good Morning!

Learning Environment:
Family and Community

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Lesson 4	26
Show & Tell	28
Assessment 1	29

TÉ page

Social practice of the language

Use expressions of greeting, politeness and farewell in a dialog.

Product

My Classroom Rules

Achievements

- › Revise exchanges of greetings, farewells and politeness expressions in short dialogs.
- › Assume the role of a receiver and a sender to exchange greetings, farewells and politeness expressions
- › Participate in the writing of classroom norms for coexistence.

UNIT 2

Words That Rhyme!

Learning Environment: *Literature*

Lesson 1	30
Lesson 2	32
Lesson 3	34
Lesson 4	36
Show & Tell	38
Assessment 2	39

TÉ page

Social practice of the language

Read rhymes and tales in verse.

Product

An Illustrated Rhyme

Achievements

- › Explore illustrated rhymes and tales in verse.
- › Listen to and participate in the reading of rhymes and tales in verse.
- › Write verses.

What are the Ingredients?

Learning Environment:
Academic and Educational

Lesson 1	30
Lesson 2	32
Lesson 3	34
Lesson 4	36
Show & Tell	38
Assessment 3	39

TÉ page

Social practice of the language

Follow and give instructions for planting a plant.

Product

Let's Plant a Plant!

Achievements

- › Explore illustrated instructions.
- › Understand and express instructions.
- › Participate in the writing of texts of experiments.

UNIT 3

UNIT 4

Learning Environment:
Family and Community

Lesson 1	40
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Lesson 3	44
Lesson 4	46
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Assessment 4	49

TÉ page

Social practice of the language

Produce signs for public spaces

Product

Making Public Signs

Achievements

- › Analyze signs.
- › Rehearse the oral expression of the instructions.
- › Participate in the writing of instructions

UNIT 5

Learning Environment: *Literature*

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Lesson 4	56
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TÉ page

Social practice of the language

Change verses in a children's poem.

Product

Verses of Children's Poems!

Achievements

- › Explore illustrated children's poems.
- › Read aloud children's poems
- › Complete written poems.

UNIT 6

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Social practice of the language
Give information on personal data, likes and preferences

Product
Text with data and personal preferences.

Achievements

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

UNIT 7

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Social practice of the language
Ask questions to obtain information on a topic of nature.

Product
Information for an illustrated chart.

Achievements

- › Explore illustrated materials about living beings.
- › Participate making questions.
- › Explore writing questions and answers.

UNIT 8

Getting Around Town	TE page
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Social practice of the language
Understand and register information about locations in the community

Product
This is my Community.

Achievements

- › Explore illustrated diagrams or maps
- › Exchange information about localities of the community.
- › Write information about the community.

UNIT 9

Children's stories I	TE page
Learning Environment: Literature	
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Lesson 4	106
Show & Tell	108
Assessment 7	109

Social practice of the language
Read stories to compare emotions.

Product
Illustrating My Personal Experiences.

Achievements

- › Explore and illustrated book of children's tales.
- › Listen and follow the reading of a tale.
- › Compares emotions caused by the reading of a tale.
- › Write sentences.

UNIT 10

We Live in America!	TE page
Learning Environment: Familiar and Community Environment	
Lesson 1	110
Lesson 2	112
Lesson 3	114
Lesson 4: Review	116
Product 10	118
Assessment	119

Social practice of the language
Register information of a geography topic with graphic support.

Product
A Chart of the American Continent.

Achievements

- › Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.).
- › Understand information from reading aloud.
- › Participate in writing information.

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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! 2 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 second 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! 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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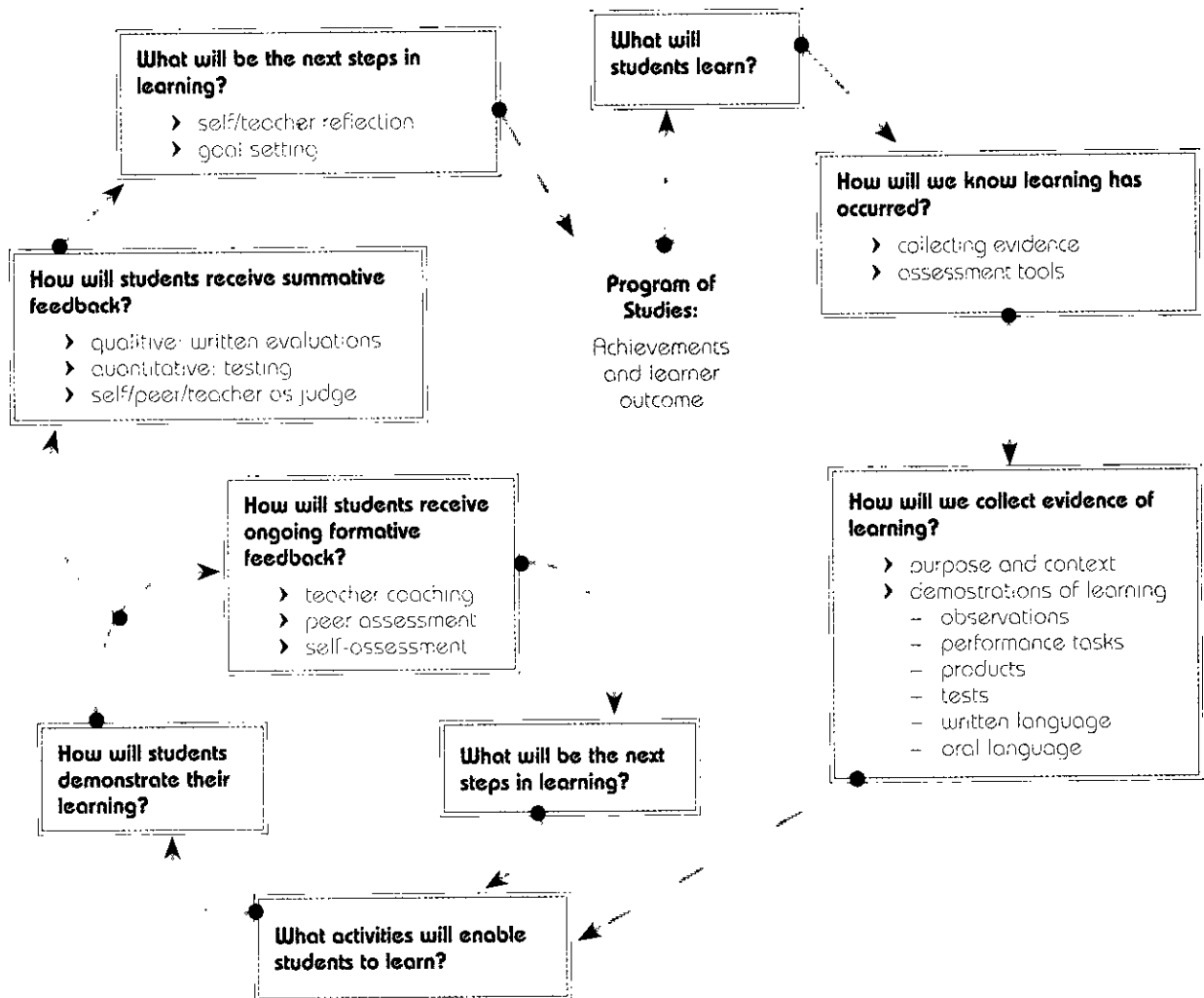
ELT Glossary

- 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 through 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 xiv 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! 2 Primary, offers you the following process when assessing your students and includes 6 different types of assessments



Beats!

Name _____

LN _____

Date _____

Grade _____

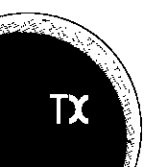
Evaluation Instrument - Rubric _____

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.

Beats!

Name _____

LN _____

Date _____

Grade _____

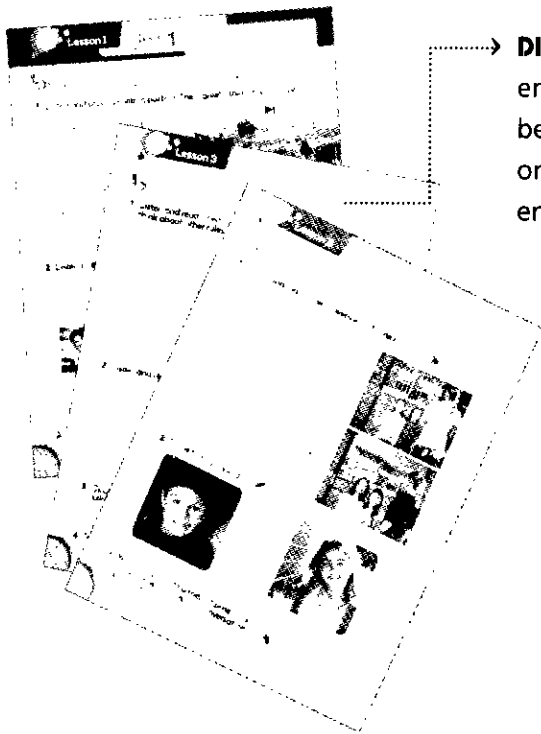
Evaluation Instrument - Check list _____

Final grade _____

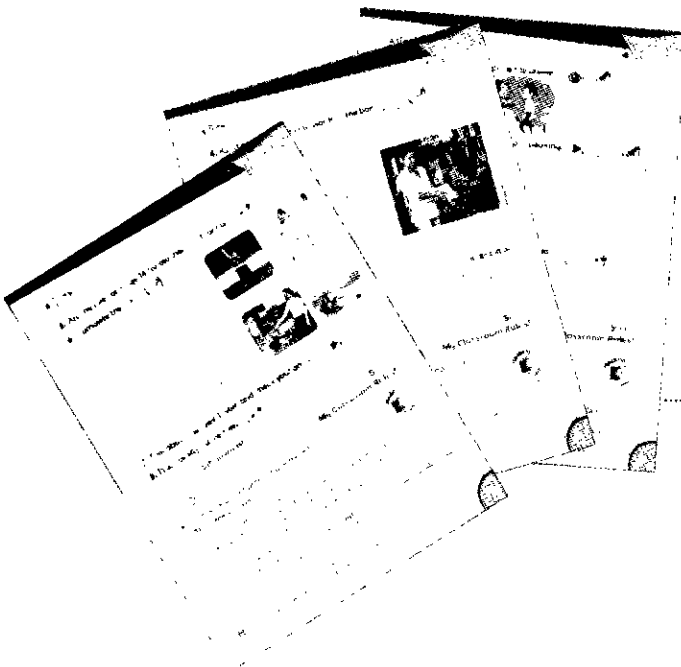
1. Use the checklist to mark (✓) the student's abilities.

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.

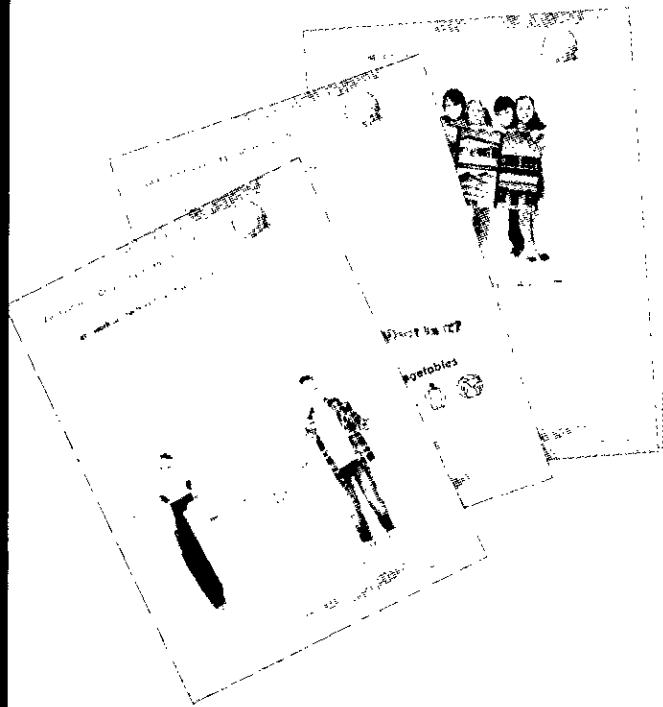


→ **DISCOVER** - Opens every lesson in a unit. Aimed at engaging students' interest and curiosity in the topic to be learned. Discover also encourages the use of what one already knows as it helps teachers set the learning environment to be used in the unit.



→ **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.



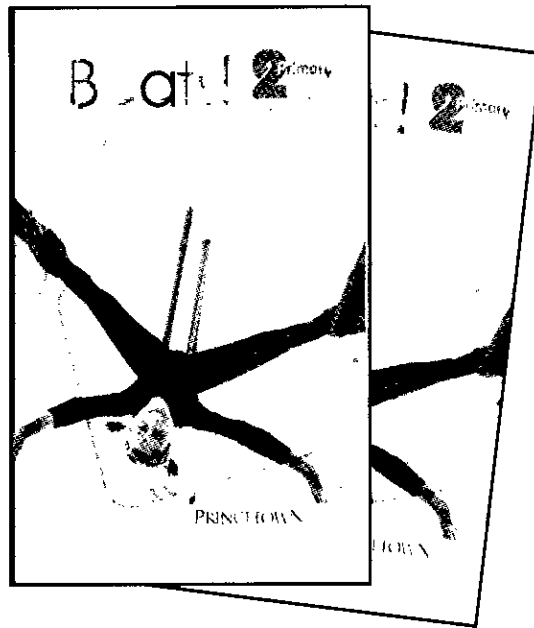
- › **Activity book** - The Activity Book consists of 10 units divided into three 2-page lessons, one 2-page lesson review, one page for the product and one more for the assessment.

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 Pear 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! 2*, 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.

› A final word on the CD is that it also includes 30 fixed images that can be shown using a projector or on a computer and can also be printed out. Please feel free to use these images as a helping tool to present or reinforce vocabulary, play memory games, support activities, get the meaning across or even as an evaluation tool if you ask children to tell you what they see on the images.

Achievements

- Revise exchanges of greetings, farewells and politeness expressions in short dialogues.
- Assume the role of a receiver and a sender to exchange greetings, farewells and politeness expressions.
- Participate in the writing of classroom norms for the coexistence.

Warm Up

Start your class by greeting students.

Ask students "How are you?" and remind them to answer "I'm fine, thank you!".

Take 5 minutes of your class and ask students to go around the class introducing themselves to other classmates by saying "Hi! / Hello! My name is..." as they did on the previous class.

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. Then, greet others in your class.

Have students open their books on page 10 and focus their attention on the first activity.

Play track 2 and have students listen and read along. Have students follow the reading with their fingers.

Play the track again and ask students to read aloud as they listen. Invite students to show you how they greet with gestures. Model if needed.

Form pairs and ask students to take turns greeting each other. Then, invite students to greet others in their class. You may also participate and greet your students.

Play the track as many times as needed.

2. Listen to the conversation and point.

Focus students' attention on the illustrations and have them describe what they see.

Help students to describe the pictures if necessary.

Read the conversation aloud and have students follow silently.

Tell students they will now listen to the conversation and ask them to point to the image that corresponds to each part.

Play track 3 and do the activity.

Read the conversation aloud one more time and have students read after. Help them with pronunciation.

3. Act out the conversation.

Remind students about the conversation on the previous exercise and ask them to talk about it with their own words.

Read the conversation one more time and practice it as a group as many times as possible. Take the role of the boy first, and then switch.

Lesson 1 Unit 1

Disco What do you do after school everyday?

1. Listen and practice with a partner. Then, greet others in your class.

A: Good morning! Good morning!
After school let's go play.
Oh! Come on! Say yes please!
It's a nice sunny day.

B: Oh! Thank you for asking
to love to go play.
But before we go out
let's visit at my house to play.

A: Thank you!
You're welcome.

2. Listen to the conversation and point.

A: Can I borrow your pencil please?
Yes you can.

B: Can I borrow your book please?
Yes you can.

A: Can I borrow your color, please?
No! Sorry! I'm using it.

3. Act out the conversation.

Divide the group in two and have them role invite students to greet each other just like they learned in the first activity of this lesson. You may also play Track 2 to remind students how to greet.

Think and do

Warm Up

Before starting with the class, invite students to greet each other just like they learned in the first activity of this lesson. You may also play Track 2 to remind students how to greet.

4. Read and complete with words in the box.

Remind students about the conversation from the previous page and say the conversation aloud.

Ask students to open their books on page 11 and focus their attention on the illustration.

Introduce students to the characters and have them describe them for you. Help them with any vocabulary words they don't know.

Focus students on the conversation and tell them to use the words in the box to complete them. Clarify the words if necessary.

Give students enough time to write their answers.

The exposure of language in this unit will allow students to use expressions of greeting, politeness and farewell in a dialogue.

Think

4. Read and complete with words in the box.

morning Can Thank you


Repeat in track 2
Miss Murray.

Miss Murray: Hello, Holly!

Holly: Good morning, Miss Murray. Can I borrow this book, please?

Miss Murray: Of course you can. Here you are. Thank you very much.

Miss Murray: Yes, it's welcome.



Create

1. Listen to the audio and read the text. Write the expressions you learned in this lesson in your notebooks. Write a list of the greetings, farewells and politeness expressions you learned in this lesson in your notebooks.

2. Work in teams of four. Bring out your materials. Write a list of the greetings, farewells and politeness expressions you learned in this lesson in your notebooks. Save your work for the next session.

My Classroom Rules!

- To make a poster with illustrated classroom rules you will need to:
 1. Work in teams of four.
 2. Bring out your materials.
 3. Write a list of the greetings, farewells and politeness expressions you learned in this lesson in your notebooks.
 4. Save your work for the next session.

Bring
construction paper
pencil
color pencils

Step 1

Reading Time

Read stories from the Story Big Book 2.

Unit 1

Create

PRODUCT -- MY CLASSROOM RULES!

Step 1

Tell students that at the end of the unit they will have to present a product and that they will make one step for this product at the end of every lesson.

Focus students' attention on the pictures of the materials they need for their product.

If possible, let them know about these materials beforehand.

Ask students to work in groups of four students. You may want to form the teams yourself for this first unit's product.

Before students start with this step, make sure they have their materials.

Read each step and as students write their lists of the expressions they learned in this lesson, walk around and help them in any way possible.

Once students finish writing the expressions, have them bring out the construction paper and write the title of the product on the board for students to copy. Pick up their work and save them so they can continue working in a next session.

READING TIME!

It is time for students to work with a story. Bring out the Story Big Book 2. To work with the stories included in the big books, you may divide the stories into three parts and work with them by reading two or three pages each time along the unit. However, if you consider it is better for your teaching purposes to work with the whole story at once at the end of the unit, feel free to do so.

We recommend you to take your students through the story and to live it with them instead of just reading it. 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. The story in this unit will allow students to look at this unit's vocabulary in context so that it assists them in learning how and when to use it.

This time you will 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 56 and have students listen to the content of page 5.

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

5. Listen and check your answer. Then, read the conversation aloud.

Tell students they will listen to the conversation between Holly and Miss Murray and play track 4.

Write the conversation on the board and leave the spaces in blank.

Play the track one more time and pause after each line.

Ask some volunteers to say their answers aloud and check with the rest of the group.

Write the answers and have students check their own. Remind them to be careful with spelling.

Play the track again and have students read after. Pause when necessary.

Finally, divide the group in two and ask them to read the roles. Switch characters.

Warm Up

Before starting the class, form groups of 4 or 5 students and ask them to pretend one is the teacher and the rest of them are students. They should act out greeting each other for the rest of the class.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and match the conversation to the pictures.

Ask students to open their books on page 10 and have them look at the illustrations.

Have some volunteers describe what they see. Help students with vocabulary if necessary.

Read the two conversations aloud and make sure students understand the situations.

Play track 5 and have students listen to it as they follow silently.

Have students match the conversations to the illustrations by drawing a line.

Play the track one more time and check their answers as a group.

2. Circle the right word.

Remind students that we refer to masculine and feminine subjects by using "he" or "she" and give some examples using the last conversation.

Ask students, "Is Stella a girl or a boy? Do we use he or she?", do the same with the second conversation. Have students focus on the illustrations and have them describe the boy and girl.

Ask students to circle the correct pronoun and check their answers as a group.

3. You want to invite a friend home to play.

Work in pairs to invent a conversation. Act it out.

Read the situation along with students and clarify any doubts. Form pairs and ask students to invent a conversation to invite their partner home to play. Monitor and help as needed. Encourage them to practice their conversation. Have them take turns to present their conversation to the rest of the class.


Lesson 2

Discover


1. Listen and match the conversation to the pictures.

Maria: Hi, Stella. Can you come home and play?


Stella: No, I can't. Let's ask my Mom.




This is Andy. He can't come and play. Of course he can't. Let's ask my Mom.



2. Circle the right word.



He is she



She is he

3. You want to invite a friend home to play. Work in pairs to invent a conversation. Act it out.

Warm Up

Write on the board the following example: "Come play Can home and? Andy" and ask students if it is correct.

Have students tell you the answer and write the correct form of the question. Practice by providing students with other examples.

Think and do

4. Look at the picture and circle the answer.

Have students open their books on page 11 and ask them to look at the illustration.

Ask question like: "Where is Bill? Why is he dressed like that? Do you know how to play this sport?" Elicit answers from students.

Read the sentence and the options aloud for students to listen and then, have them circle the correct answer.


Check answers as a group.

The exposure of language in this unit will allow students to use expressions of greeting, politeness and farewell in a dialogue.

Think

4. Look at the picture and circle the answer.

Who are they?
 (a) Parents and children
 (b) Friends



5. Listen and circle the person who's speaking.

1. Who is speaking?
 (a) The man
 (b) The woman

2. What is he/she saying?
 (a) I don't like to go to school.
 (b) I like to go to school.

3. How does he/she feel?
 (a) Happy
 (b) Sad

6. Choose roles. Read the conversation aloud in groups of three.

7. Listen and chant

Let's work hard.
 Let's work hard.
 Let's be happy and smart.
 Let's be happy and smart.

Let's work hard.
 Let's work hard.
 Let's be happy and smart.
 Let's be happy and smart.

Create

My Classroom Rules!

- Let's continue with our product, this time you will:
 - Get together with your teammates.
 - Bring out your lists from last class.
 - Write the expressions you learned in this lesson in your notebook.
 - Discuss about things you are and are not allowed to do in class.
 - Write your ideas in your notebook.
 - Draw lines on the construction paper to divide it into four equal parts.
 - Save your work for the next session.

Step 2

Remind students about their product and tell them it is time to do step 2.

Ask students to get together with the same classmates they worked with on the first step. Ask students to write the new expressions they learned in this lesson in their notebooks. Walk around and make sure they don't make any spelling mistake. Once students finish copying the expressions, ask them if they can think of things they are allowed to do in class and things they are not allowed to do. Write their examples on the board and provide some examples yourself. Give students their construction papers from the last session. Ask them to use a ruler to divide it into four equal parts. Pick up their work and save them to continue working in a next session.

Create

PRODUCT – MY CLASSROOM RULES!

Step 2

Remind students about their product and tell them it is time to do step 2.

Ask students to get together with the same classmates they worked with on the first step. Ask students to write the new expressions they learned in this lesson in their notebooks. Walk around and make sure they don't make any spelling mistake. Once students finish copying the expressions, ask them if they can think of things they are allowed to do in class and things they are not allowed to do. Write their examples on the board and provide some examples yourself. Give students their construction papers from the last session. Ask them to use a ruler to divide it into four equal parts. Pick up their work and save them to continue working in a next session.

READING TIME!

It is time for students to work with the story one more time. Bring out the Story Big Book 2. 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 56 and have students listen to the content of page 8. Pause the track and repeat the same steps before listening to page 9.

5. Listen and circle the person who's speaking.

Focus students attention on the illustrations of the characters and ask, "Who are they?" Elicit answers from students.

Read the lines in the dialog and have students read along.

Play track 6 and have students listen and read along.

Ask students to do the activity.

Play the track again and check answers as a group.

6. Choose roles. Read the conversation aloud.

Form groups of three students.

Tell students they will read the conversation with their teammates.

Practice the conversation first as a group and then, ask them to practice it with their teammates.

As they practice, walk around and monitor their work. Make sure they play all the characters.

7. Listen and chant.

Read the two parts of the chant aloud and have students follow by pointing to the words with their fingers.

Play track 7 and have students listen to the chant.

Mime some of the actions in the chant and encourage students to follow.

Play the chant two or three times more for students to practice it and to chant along.

Warm Up

Draw a school on the board and ask students what it is. Keep adding familiar things until students guess. Remind students about the examples they mentioned on things they are and not allowed to do in class. Write some examples on the board.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and read. Then, work with a partner and think about other rules you observe at school.

Ask students if they like coming to school and what is their favorite part of their day.

Tell students you will now listen to an audio and they have to read along. Play Track 8 and encourage students to read along. Ask students to tell you what they read about. You may play the recording more than once. Form pairs and ask students to think of the rules they observe at school. You may need to give an example. Then, ask the pairs to share the rules they came up with.

2. Listen and read.

Focus students' attention on the illustration and ask them to describe what they see. Help them with vocabulary if necessary.

Tell students the children are reading the rules for their classroom.

Play track 9 and have students read along the rules.

Ask them to point to the words as they listen.

Read the rules aloud and have students follow after.

Have volunteers read one rule each. Help them with pronunciation.

3. Circle the words you don't know.

Ask your teacher what they mean.

Write the question on the board: *What does 'lunchbox' mean?*

Tell students we use this question when we don't understand the meaning of a word in English.

Practice the question with students and provide different examples.

You can write this question on a colored sheet of paper and laminate it. Hang it on the classroom wall for students to see it and use it when they need to.

Discover

1. Listen and read. Then, work with a partner and think about other rules you observe at school.

Come to school!
Read and write!
Learn the numbers!
Yes, that's right!
Come to school!
Be fun, fun, fun!
Be fun, fun, fun!
For everyone!

2. Listen and read.



3. Circle the words you don't know. Ask your teacher what they mean.

What does 'lunchbox' mean?

4. Talk about the rules in your school with your classmates.

4. Talk about the rules in your school with your classmates.

You can form groups or ask students to work in pairs. Invite to talk about the rules there are at school. Monitor. Encourage students to speak in English. You may ask volunteers to share what they've discussed with the rest of the class.

The exposure of language in this unit will allow students to use expressions of greeting, politeness and farewell in a dialogue.

Review

The following review pages are aimed at checking student's comprehension of the unit and at reviewing the structures, vocabulary and expressions they learned.

Before you start working you may want to play one of the songs in the unit as a warm up.

1. Look at the illustration and read the conversation.

Have students open their books on page 16 and ask them to look at the picture.

Read the conversation aloud once and have students read silently after. Make sure students understand the situation.

Read the conversation aloud one more time and have students read the lines aloud.

Practice the conversation as a group and switch roles. Divide the group into two groups and practice the conversation one more time.

2. Now, work with a partner. Choose a topic and invent a new conversation.

Have students look at the illustrations and ask them what their favorite breakfast option is. Elicit answers. Ask students to work with a partner and have them invent a conversation with one of the options.

Tell them to use the conversation in the previous exercise as a model.

Then, have some pairs pass to the front and act out the conversation.

3. Complete the conversation.

Have students look at the illustration and ask them to describe it to you.

Write the conversation on the board and leave the spaces in blank as in the Activity Book.

Ask students to complete the conversation by writing the missing words.

Give them some time to write.


Once they finish, have volunteers pass to the front and write the words on the board. Make sure they write the words correctly.

Have the rest of the group check their answers.

Finally, read the conversation aloud and practice it with the rest of the group.

Lesson 4
Review


1. Look at the illustration and read the conversation.




Can you make your breakfast please?

Sorry, I can't. I don't get up.


2. Now, work with a partner. Choose a topic and invent a new conversation. Follow the model in number one.



Is it black?



Is it chocolate?



Is it for me?


3. Complete the conversation.

Good afternoon, Mrs. Jones. Tom

How are you this





morning?

That's good. I hope you may



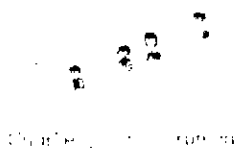
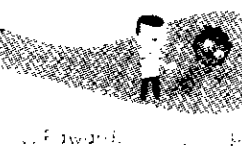


The exposure of language in this unit will allow students to use expressions of greeting, politeness and farewell in a dialogue.

4. Write Check (✓) for good behavior or a cross (✗) for bad behavior.

	
1. The boy is borrowing my ruler.	1. Look!
	
2. He is talking to my teacher.	2. He is talking to the teacher's parents.

5. Listen, read and complete the story with words from the box.

Listen Listen Listen Listen

	
a. The girl is talking to my teacher.	b. Forward!
	
3. Forward!	4. Buy and sell on, and cut!

Unit 2

4. Write check (✓) for good behavior or a cross (✗) for bad behavior.

Remind students about the rules they learned in this unit and ask: "Are rules important? Why?" Then, have students open their book on page 15 and have them look at the illustration.

Ask students if all the illustrations show a good behavior. Explain the concept if necessary. Read the sentences and have students write a check (✓) or a cross (✗) if the actions represent good or bad behavior.

Walk around and monitor their answers. Read the sentences again and ask students to tell you their answers aloud as a group.

5. Listen, read and complete the story with words from the box.

Have students look at the illustrations and describe what they see. Help them with vocabulary. Read the words in the box and make sure students understand them.

Ask students to use these words to complete the sentences.

Give students some time to do the activity and as they are working write the sentences on the board. Leave the blank spaces as in the Activity Book.

Once students finish, have volunteers pass to the front and write their answers. Help them with spelling if necessary.

Finally, read the sentences aloud and have students read after.



My Classroom Rules!

In this section of the unit, students will present the product they have been working on throughout the unit.

Have students open their books on page 16 and ask them to look at the illustration.

Tell students they will present their work just as the kids in it.

Read the steps aloud and make sure students understand what to do.

Have students get together with their teams and give away their poster with the rules they wrote.

Tell students they will take turns to present their work and assign the turns.

Have students present their work and talk about the rules they wrote.

Place their posters on the classroom walls.

Finally, once all students present their products ask them: *Was it easy or difficult to present your product? Did you enjoy working on it? What did you learn from making this product?* Elicit answers and encourage students to participate.

My Classroom Rules!

1. In this final step, do the following:

1. ... you ever talk with a? With with your classmates.
2. Bring out your poster with the classroom rules you wrote! Show everybody at school and put it on school elsewhere.
3. Give the poster to a friend with a poster.
4. Place your classroom rules poster on the classroom walls for everyone to see everyday!



The exposure of language in this unit will allow students to use expressions of greeting, politeness and farewell in a dialogue.

Assessment 1

2. My favorite part in this unit was...
Work with a partner. Discuss the unit. Write a short story about what you and your partner used to do. Draw a picture and write and read it. Share with the rest of the class.

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

Now I can...	😊	😐	😞
Recognize and produce...	😊	😐	😞
Recognize words in English...	😊	😐	😞
Recognize English words in context...	😊	😐	😞
Write and write...	😊	😐	😞
Draw and draw...	😊	😐	😞

G o j o ! Unit 1

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 their work with others.

Achievements

- Explore illustrated rhymes and tales in verse.
- Listen to and participate in the reading of rhymes and tales in verse.
- Write verses.

Warm Up

Play a mime game.

Write some of the classroom rules on small pieces of paper, fold them and put them in a bag.

Divide the class into three groups and ask a volunteer to come up to the front.

The student in the front must take a paper, read the rule and mime it to the rest of the class.

The team that guesses the rule gets a point.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and sing along.

Have students open their books and focus their attention on the song.

Play track 12 and have students listen to the song.

Read the lines of the song one by one and have students read after you. Have students follow the reading with their fingers.

Play the track again and ask students to sing along.

Mime some of the actions in the song and encourage students to follow.

Divide the group in A and B. Ask group A to sing the first part and group B to sing the last part of the song.

Both groups (A and B) should sing the middle part.

Play the song as many times as needed.

2. Look at the picture. What do you think the rhyme is about?

Focus students' attention on the illustration and ask volunteers to describe what they see. Help them with vocabulary.

Tell students this unit they will learn about rhymes.

Focus students' attention on the rhyme and read the title.

Ask students: *What do you think the rhyme is about?*

Elicit answers.

Read the rhyme aloud. Pause after each stanza and check on students' comprehension.

Finally, discuss as a group if they guessed what the rhyme was about.

Lesson 1 Unit 2

Discover

1. Listen and sing along.

Rhyming words	Like dog and frog	Rhyming words
Sound the same	And cat and bat	Sound the same
Finding rhymes		Finding rhymes
Like a game		Is like a game

2. Look at the picture. What do you think the rhyme is about?

My grandfather's dog

My grandfather's dog
is very wirry (ai)
He loves his food
And that's his food

My grandfather's dog
just likes to coo (oo)
He thinks that eating
is a hoose (oo)

My grandfather's dog
likes to eat brood (oo)
And I have poot (oo)
And my grandfather's (ee)

3. Now listen and circle the words that rhyme.

3. Now, listen and circle the words that rhyme.

Tell students that rhymes contain rhyming words. Explain that rhyming words are a pair of words with identical ending sounds.

Tell students they will now listen to the rhyme from the previous exercise and ask them to listen carefully.

Play track 13 and ask students to read along silently. Have them follow the lines with their fingers.

Ask students if they were able to identify the rhyming words.

Tell students they will listen to the rhyme again and that this time they will have to circle them.

Play the track again and pause after each stanza for students to do the activity. Check answers as a group by having volunteers read aloud the rhyming words they circled.

Warm Up

Before starting the class, remind students about rhyming words.

Write the following words on the board in disorder: hat-rat / ball-wall / pin-tin / bet-net / Pam-Sam

Read the words aloud and ask students to help you match the rhyming words. Finally, read the pair of matching words aloud as a group.

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

Warm Up

Write the next sentences on the board for students to complete. See if they can come up with other examples.

I'm scarecrow Fred, and my hat is... (red)

We like to eat but not with our... (feet)

Mike has a cat, he's wearing a... (hat)

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Read and learn.

Tell students that rhymes are divided into smaller parts.

Direct students' attention to activity 1.

Read the sentences in the box and make sure students understand the differences between a verse and a stanza.

Write examples on the board if necessary.

2. Listen to the rhyme. Answer the questions.

Focus students' attention on the illustration and ask students to tell you what they see. Help them with vocabulary.

Tell students they will listen to a new rhyme about these two children.

Play track 15 and have children follow the rhyme by pointing to the lines with their fingers.

Read the rhyme aloud and ask children to read after.

Focus students' attention on the questions and read them aloud. Have students say their answers aloud.

Write the answers on the board and have students copy them. Ask them to be careful with spelling and walk around to check their work.

3. Listen again. Clap your hands to the rhythm.

Then read the rhyme.

Read the rhyme again and clap as you say the words in bold. Have students follow your clapping without speaking.

Play track 15 again and say the rhyme while clapping.

Encourage students to follow.

Have students read the rhyme without the audio and clap at the same time.

Practice repeating the rhyme several times as a group and then in smaller groups.

Discover

1. Read and learn.

A verse is one line in a rhyme or poem. I'm in the sea.

A stanza is a group of lines. This is me!

2. Listen to the rhyme. Answer the questions.

Thomas and May,
Thomas Light
Thomas bright
He likes to hard
May and night
In winter May
Likes to play
With her toys
Every day



How many verses are there in Thomas and May's rhyme?

How many stanzas are there in Thomas and May's rhyme?

What are the rhyming words in stanza 1?

What are the rhyming words in stanza 2?

3. Listen again. Clap your hands to the rhythm. Then read the rhyme.

4. Match the rhyming words. Then read them aloud.

5. Check the rhyming words with a friend.

6. Complete the rhymes. Use the rhyming words you know.

7. Read and learn.
Then, circle the rhyming pairs with different spellings.

The sounds of some rhyming words are spelled the same: same, game, fun, fun.

The sounds of some rhyming words are spelled differently: blue, two.

Let's continue with our product this time you will...

An Illustrated Rhyme!

6. Complete the rhymes. Use the words in exercise 4.

Tell students that to complete this exercise they need to use rhyming words. Read the rhymes in the exercise aloud. Mime the phrases for students to understand them. Have students complete the exercise by writing words from the previous exercise. As students work on the exercise, write the rhymes on the board as they are in the Activity Book. Check students' answers by reading the rhymes one more time as students shout their answers. Write the word on the board if they say the correct word.

7. Read and learn. Then, circle the rhyming pairs with different spellings.

Write on the board the following words, blue-two / four-door, and ask students to read them aloud. Have students decide if these words are rhyming words. Read the information in the box and tell students that sometimes rhyming words are spelled differently. Make sure they understand. Focus students' attention on the words and ask them to do the exercise. Check students' answers by having volunteers read the examples.

Create

PRODUCT — AN ILLUSTRATED RHYME!

Step 2

Remind students about their product and tell them it is time to do step 2. Ask students to get together with the same classmates they worked with on the first step. Read the instructions and make sure students understand them. Use the illustration to show them. Hand out their construction papers from the last lesson and as students work, walk around and provide help. Once students finish this second step, pick up their works and save them to continue working in a next session.

READING TIME!

It is time for students to work with the Story Big Book 2 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 57 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

Warm Up

Before starting the class, write the numbers and their names from one to ten on the board. Have students read and say the numbers aloud. Number students and say a number at random. Have students stand up when they hear their number.

Think and do

4. Match the rhyming words. Then, read them aloud.

Focus students' attention on the words. Have students read silently the words on both columns and match the ones that rhyme. Write the words on the board as in the Activity Book and have students pass to the board to match one pair. Say a word from either column and have students say the corresponding rhyming word.

5. Check the rhyming words with a friend.

Form pairs and ask students to compare their work with their partner. You can encourage them to take turns to say the rhyming words.

Warm Up

Write on the board the next words in disorder: four / bright / frog / feet.

Have students rearrange them in the correct form. Once students have figured out the words, ask them to say their rhyming pair.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Write the names of these pictures.

Ask students to open their books and focus their attention on the illustrations.

Ask students, *Where can you find these people? Do you know their names?*, and elicit answers.

Say the name of the illustrations aloud and have students repeat after. Then, ask students to write the names on the lines.

This may be a great opportunity to practice spelling, you may want to review the alphabet and then dictate the words.

Check students answers by having volunteers pass to the front and write the words on the board.

2. Listen and match the stanzas to the pictures.

Focus students' attention on the illustrations and have volunteers describe what they see.

Have students predict what the rhyme will be about and write their predictions on the board.

Play track 16 and have students listen as they follow the reading with their fingers.

Pause after each stanza and clarify any vocabulary word.

Once the rhyme is over, check if their predictions were correct.

Play the track again and ask students to do the activity.

3. Listen again. Read the rhyme aloud together.





Now, read the rhyme one stanza at a time and have students read after. Play Track 16 again and encourage everyone to read the rhyme aloud.

You may also divide the group into four groups and ask each group to say that a stanza.

Lesson 3

Discover

1. Write the names under the pictures.




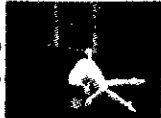
2. Listen and match the stanzas to the pictures.

There is a man in town
 He is a very old
 He is a very old
 He is a very old

There is a man in town
 He is a very old
 He is a very old
 He is a very old

There is a man in town
 He is a very old
 He is a very old
 He is a very old

There is a man in town
 He is a very old
 He is a very old
 He is a very old

3. Listen again. Read the rhyme aloud together.

Think

4. Read the rhyme on page 24 again. Find the words that rhyme with... ()

go
trapeze
balls
go

5. Listen again. Circle the right emotion. ▶▶ () () () ()
Work in pairs.
Billie took the girls to the circus.
She was _____ (excited).

6. Listen to the rhymes. Say the name of the color and point it out. ▶▶ () () () ()

His name is Ted
And his hat is... red!

Orange Black Blue Green

An Illustrated Rhyme!

5. Step

Let's work on our product one more time
This time you will:

• Draw a picture of the rhyming words.
• Write the words on the lines.
• Read the rhyme aloud to your partner.
• Ask your partner to read the rhyme to you.
• Write the words on the lines.
• Read the rhyme aloud to your partner.

Unit 2

6. Listen to the rhymes. Say the name of the color and point it out.

Focus students' attention on the colors and have them name them aloud.

Focus on the rhyme and read it aloud. Have students say aloud the color that rhymes (red).

Ask students if they know any other words that rhyme with the rest of the colors and elicit answers.

Play track 17 and have students listen.

Books closed. Write the rest of the rhyme on the board and underline the rhyming words.

Her name is **Jean**
And her hat is **green!**
His name is **Jack**

And his hat is **black!**
What color's your **shoe?**
It's brown and **blue!**
What a horrible **day!**
It's dark and **gray!**

Practice the rhyme as a group several times and point to both rhyming words for students to repeat.

Have students open their books and play the track again. Ask students to point at the colors as they say them aloud.

Create

PRODUCT -- AN ILLUSTRATED RHYME!

Step 3

Remind students about their product and tell them it is time to do step 3.

Ask students to get together with their teammates. Read the instructions and make sure students understand them. Use the illustration to show them what to do.

Give away their construction papers and tell students it is now time to use their creativity to illustrate the rhyme they chose. As students work, walk around and provide help.

Once students finish decorating their posters, ask them to practice reading their rhyme aloud.

Once students finish this third step, pick up their posters and save them to continue in the next session.

READING TIME!

It is time for students to work with the Story Big Book 2 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 57 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 rhyme on page 24 again. Find the words that rhyme with...

Write the words from the exercise on the board, *go, trapeze, balls, go* and make sure students understand what these words mean.

Remind students they can always ask about the meaning of a word by asking the question "What does X mean?"

Ask students to go back to page 24 in their Activity Books and read the rhyme one more time to find the words that rhyme with the words you wrote on the board.

Once they finish reading, have them write the rhyming words on the lines.

5. Listen again. Circle the right emotion.

Before starting the lesson, with books closed, review different types of emotions and feelings. Draw on the board some faces for happy, sad, angry, excited, scared. Make sure they recognize them.

Tell students different situations for them to feel these emotions.

Ask students to open their books and read the sentence aloud.

Have students circle the correct emotion and check the answer as a group.

Review

The following review pages are aimed at checking student's comprehension of the unit and at reviewing the structures, vocabulary and expressions they learned. Before you start working you may want to play one of the rhymes in this unit and ask students to clap to the rhythm as Warm-up.

1. Listen and read. Then, circle the words that rhyme.

Focus students' attention on the illustration and have them guess what the rhyme is about. Elicit answers. Play track 18 and have students listen to it. Have students follow the rhyme by pointing the lines with their fingers.

Read the rhyme aloud and have children read after. Have children circle the words that rhyme. Give them enough time to complete the activity.

As students are working, write the rhyme on the board. Then, check students' answers by having volunteers pass to the front and circle the rhyming words. Play the track again and mime some of the actions in the rhyme. Encourage students to follow.

2. Write the words that rhyme. Say the words aloud.

Write the words from the activity on the board and have children tell you words that rhyme with them. Focus students' attention on the words in the box and ask them to write them next to their rhyming pair. Walk around and monitor their work.

Once students finish the activity, check their answers as a group and have volunteers pass to the front to write them on the board.

Have students notice the different and similar spellings of the rhyming pairs.

3. Read and answer.

Remind students that rhyming words can have the same or different spellings, as long as the sound is the same.

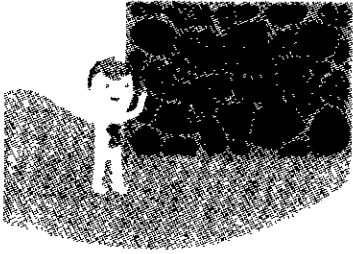
Read the question aloud and make sure students understand it.

Have students answer the questions individually. Then, check their answers as a group and write it on the board.

Lesson 4 Review

1. Listen and read. Then, circle the words that rhyme.

I will go to the wall
 and Mark (age 4.7)
 is painting a picture
 on the wall.
 I will paint a tree
 that is tall.
 But my Mom is angry.
 My Mom is mad.
 I will climb to the wall
 and I will fall.
 I am very bad.




2. Write the words that rhyme. Say the words aloud.

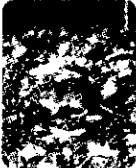


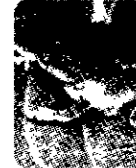




four	to	heard	saw	time
was	is	is	is	is
mad	is	is	is	is
rhyme	is	is	is	is
door	is	is	is	is
bed	is	is	is	is


3. Read and answer.

1. The words 'wall' and 'fall' rhyme because they have the same sound. Is the sound spelled the same? (Yes/No)


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

4. Listen and say the names of the animals. 

			
cat	dog	goat	frog
			
chicken	bat	rabbit	monkey

5. Read and complete the rhyme. 

I want to see a frog There's one at the zoo. I want to see a There's one at the zoo, too.	I want to see a pig There's one at the zoo. I want to see a There's one at the zoo, too.
I want to see a chicken There's one at the zoo. I want to see a There's one at the zoo, too.	I want to see a bat There's one at the zoo. I want to see a There's one at the zoo, too.

6. Listen and check. 

Unit 2

4. Listen and say the names of the animals.
Have students open their books on page 27 and ask them to look at the animals.
Ask students to name the animals they know and write them on the board.
Play track 19 and have students listen to the names of the animals. Ask children to point at the animal as they listen to it.
Write the name of all the animals on the board and read them aloud. Have students read after.
Play a game. Say the names of the animals in disorder and have students point at them, repeat several times and go faster every time.

5. Read and complete the rhyme.
Focus students' attention on the rhyme and ask them to read the first stanza in silence.
Ask students what this stanza is about and the name of the animal it is mentioned (frog).
Then, ask students the name of another animal that rhymes with it and have them say its name aloud (dog).
Have students write "dog" on the line to complete this stanza.
Continue with the rest of the rhyme following the same steps until it is over.

6. Listen and check.
Tell students they will listen to the rhyme and play track 20.
Pause after each stanza for students to check their answers.
Play the track again and have students read after, pause after each line.
Read the rhyme aloud and have students read after.
Play the track one last time and encourage students to say the rhyme.

An Illustrated Rhyme!

In this section of the unit, students will present the product they have been working on throughout the unit.

Have students open their books on page 26 and ask them to look at the illustration.

Tell students they will present their work just as the kids in it.

Read the steps aloud and make sure students understand what to do.

Have students get together with their teammates and hand out their poster with their illustrated rhymes.

Tell students they will take turns to present their work and assign turns.

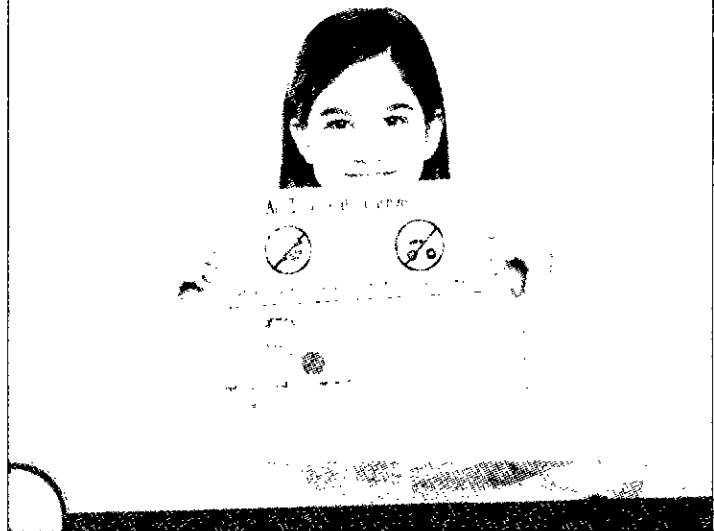
Have students present their work and read the rhyme aloud to the rest of their classmates. Remind them they should follow the rhythm of the rhyme and allow them to clap or stomp their feet if they want to.

Once students finish presenting their rhymes, place their posters on the classroom walls.

Finally, once all students have presented their products ask: *Was it easy or difficult to present your product? Did you enjoy working on it? What did you learn from making this product? Which was your favorite rhyme?* Elicit answers and encourage students to participate.

An Illustrated Rhyme!

1. Get together with your teammates.
2. Create an illustrated rhyme with your classmates.
3. Before class, finish your work and take the rhyme with your teammates.
4. Take turns and come to the front to show your rhyme to the rest of your class.
5. Sign the poster and draw pictures and add color to the drawing to attract the audience.
6. Find a place you can display rhymes of the class so everyone can enjoy them.



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

Assessment 2

1. My favorite part in this unit was...
Write with an arrow pointing to the part you like best. You may draw a picture and write a sentence about it.

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

How I feel...	😊	😐	😞
I understand the main ideas in the text.			
I can understand the details in the text.			
I can understand the main ideas in the text.			
I can understand the details in the text.			
I can understand the main ideas in the text.			
I can understand the details in the text.			

G O J O

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 their work with others.

Achievements

- Explore illustrated instructions.
- Understand and express instructions.
- Participate in the writing of texts of experiments.

Warm Up

The number game

Before starting this lesson, play a game to review the numbers.

Say a number from 1 to 10 and have students clap. For example, if you say three, students should clap three times.

Practice with the numbers in order and then in disorder.

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

1. Listen and say. Tell a partner what kind of experiments you like or want to do.

Before you begin working on the book, ask the triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

Books closed. Ask students if they know what an experiment is and elicit answers.

Tell students that some experiments are fun to do but that others are dangerous that's why they need to be careful.

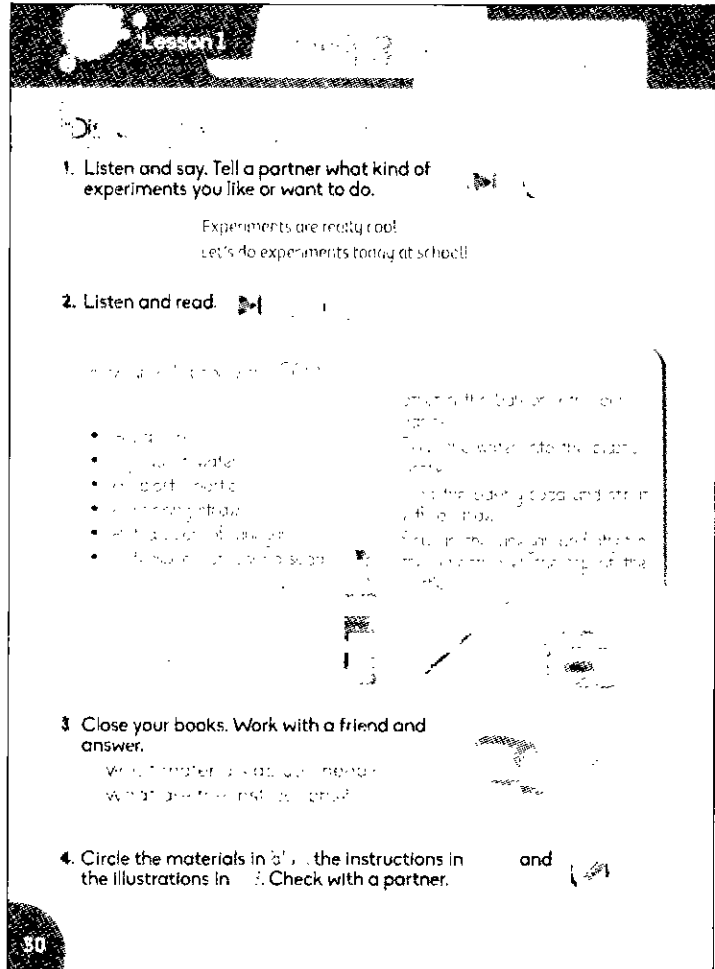
Have students open their books on page 30. Direct students' attention to activity 1. Tell them to listen and read along. Play Track 21. You may play the recording more than once. Have volunteers take turns to read the lines aloud. Help them with pronunciation. Form pairs and ask students to talk about the experiments they would like or want to do. Monitor. Then, invite volunteers to share the experiments they discussed with the rest of the class.

2. Listen and read.

Books closed. Write on the board CO₂ and tell students CO₂ is the chemical formula of a gas. Tell students that this gas is what makes soft drinks fizzy and makes up the air we breathe out. Ask students if they think we can blow up a balloon with that fizzy gas and elicit answers.

Tell children they will listen to the experiment to prove it and have students open their books on page 30 one more time.

Play track 22 and have students listen carefully.



Now, read the experiment aloud and help clarify the vocabulary by having students ask for the meaning of words. Remind them of the question "What does X mean?".

Tell students that the instructions on how to perform an experiment have different parts (illustrations, materials, instructions and conclusion).

Focus students' attention on the instructions. Tell students that instructions help us to follow steps in a specific order.

Help students identify the parts of the experiment.

If time allows it, bring in the materials mentioned in the experiment, and demonstrate it.

3. Close your books. Work with a friend and answer.

Form pairs. Write the questions on the board. Go over the questions with students and clarify any doubts. Ask students to close their books. Encourage them to recall the materials and instructions for the experiment, you can ask them to write what they remember on a separate sheet of paper or on their notebooks. Elicit from each pair what they remember.

4. Circle the materials in blue, the instructions in green and the illustrations in red. Check with a partner.

Remind students about the different parts of the experiment in the previous activity. Name them aloud (materials, instructions, illustrations, conclusions). Ask students to bring out their colors and have them circle the materials, instructions and illustrations as asked.

As students are working, walk around and help them if necessary. Form pairs and ask students to compare their work.

The exposure of language in this unit will allow students to follow and give instructions for planting a plant.

Academic and Educational Environment

Think

5. Answer the questions correctly. Check answers with a friend.

What is the name of the experiment?

What do you first fill the water with in the materials list?

How many test tubes are there?

Where do you put the water, the vinegar and baking soda?

What happens?

6. Circle the question words in the previous exercise.

Circle

Let's Plant A Plant!

To make this unit's product, you will:

1. Think of a plant to grow.

2. Think of the conditions that the type of plant needs to grow. Do you need sunlight? Water? Soil? How much?

3. Think of a special place to grow the plant.

4. Think of a way to take care of the plant.

31

6. Circle the question words in the previous exercise.

Books closed. Before starting the activity, write on the board the question words (*What, Which, How, Where y What*). Tell students briefly what these question words are for. Read the instructions and ask students to circle the question words from the previous exercise. Check answers by having students say the question words aloud.

Create

PRODUCT -- LET'S PLANT A PLANT!

Step 1

It is time for students to begin the first step of this unit's product. Remind students that at the end of every lesson they will make only one step for it. For this step of the product, students will only need their notebooks and pencils or pens. Ask students to work in small groups. Give students the opportunity to form their own teams. Read each step aloud and make sure students understand them. Ask students to write what they will need for the product on their notebooks. Walk around to monitor their work and to provide help if needed. Assist them with vocabulary and spelling.

READING TIME!

It is time for students to work with another story. This time, you will be working on a reading based on facts. This reading will expose them to other instructions and it will help them expand their vocabulary on the topic. Bring out the Facts Big Book 2 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. 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 5 and show students the pictures. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 58 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

Warm Up

Play hangman

Write the following on the board, I _ S _ R _ _ T I _ N _

Tell students how to play hangman and have them guess the word you wrote.

Then, continue with MATERIALS, ILLUSTRATIONS.

By playing this game, you will practice both vocabulary and spelling.

Think and do

5. Answer the questions correctly. Check answers with a friend.

Ask students to open their books on page 31 and read the instructions. Make sure they understand what to do.

Go over the questions with students and clarify any doubts.

Have students read the experiment on page 28 one more time for them to find the answers to the questions. Ask them to write the answers under the questions. Monitor and provide any needed help.

When everyone has answered the questions, form pairs and ask students to compare their answers. You can elicit the answers from volunteers and correct as needed.

Warm Up

Play Chinese whispers.

Tell students you will now play a game and divide the group in two.

Have students on each team stand in line.

Whisper a question from last lesson to the first two students, *What's the name of the experiment? What materials do you need?*, etc.

Have students whisper the question to the next student in line.

The last student must say the question aloud and run to the board to write it down.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Look at the pictures and complete the words in this list of materials.

Focus students' attention on the illustrations and have them describe what they see. Help with vocabulary if necessary.

Say the name of the objects aloud and have students repeat after.

Ask students to complete the words and give them time enough to complete the activity.

Write the vocabulary on the board as in the Activity Book as students work.

Check students' answers by having volunteers complete the words. Have other students spell them. Allow students to make any necessary corrections.

2. Look at the pictures of the next experiment.

Circle the correct title.

Have students look at the illustrations from the previous activity one more time and ask them to name them aloud.


Read the instructions and tell students they must circle the title of the experiment.

Read the two titles and have students do the activity. Check answers as a group.


Lesson 2

Discover


1. Look at the pictures and complete the words in this list of materials.



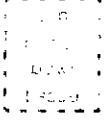
A _____ of water



A pencil




A paper




A _____

2. Look at the pictures of the next experiment. Circle the correct title.



Make a paper boat

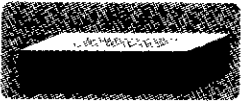


Make a paper boat

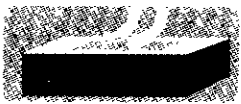
3. Complete the instructions with words from the box.

push cut about put


instruction



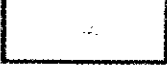
Put the paper strip into the _____.



Put the paper strip into the _____.



Use a _____ to cut the paper into sections of the same _____.



What happens? The _____ will _____.

The exposure of language in this unit will allow students to follow and give instructions for planting a plant.

Warm Up

Play Simon Says

Write the instructions from the last page on slips of paper. Fold them and put them in a bag.

Have volunteers pass to the front and read the sentence aloud.

Have the rest of the group mime the orders.

Repeat as many times as you want.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Work in small teams, listen, read and number the instructions.

Have students open their books on page 34 and read the title of the experiment.

Focus students' attention on the illustrations and have them describe what they see. Form small teams.

Read the instructions for the experiment aloud and encourage students to ask about words they don't know or understand.

Ask students to work with their groups to match the instructions with the illustrations.

Check students' answers as a group.

Read the steps one by one and have students repeat them.

2. Read and answer.

Have students look at the illustration and ask them to describe what they see. Elicit answers.

Read the questions aloud and elicit possible answers. Write them on the board.

Ask students to think and decide what the best answer for each question is and then, have them copy it.

Pair up students and have them read the questions and answers to each other for practice.

Lesson 3

Discover *Discover the relationship between water and plants*

1. Work in small teams, listen, read and number the instructions.

Put a few drops of blue vegetable coloring into one glass and stir with a spoon. Add yellow to the other.

Hold kitchen paper into two strips.

Wait for two hours.

Put a water into two of the glasses.

Stand the glasses in a line with the empty glass in the middle.

Put the strip in the glass on the right.

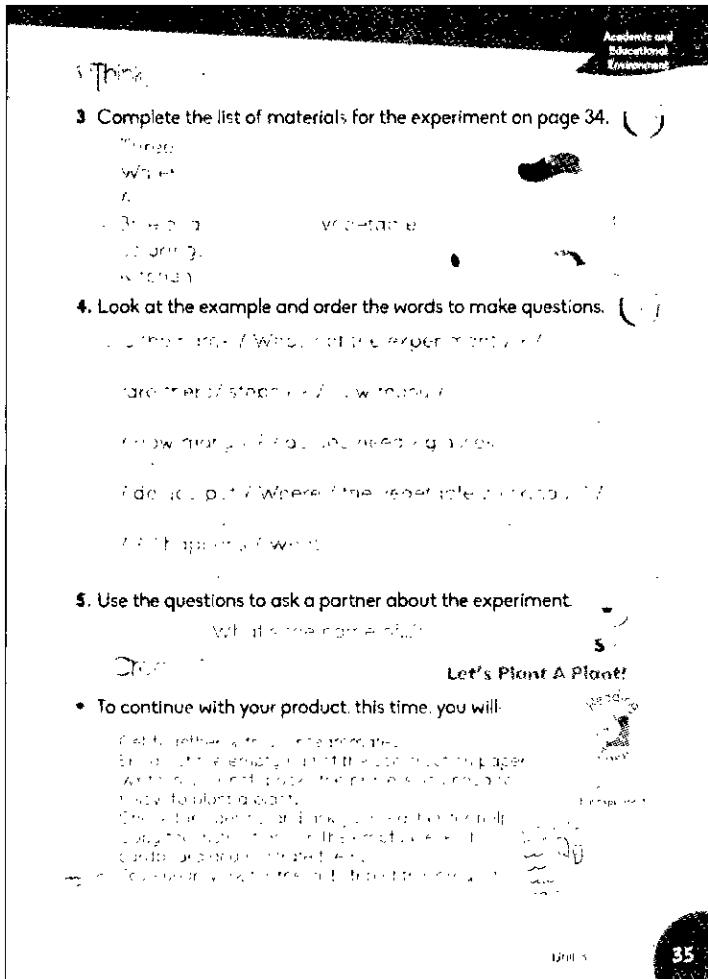
2. Read and answer.

What happens?

What do you think the kitchen towel does in it?

34

The exposure of language in this unit will allow students to follow and give instructions for planting a plant.



4. Look at the example and order the words to make questions.

Books closed. Remind students about the question words and how they are used.

Write on the board the first example in the activity, *is the name / What / of the experiment / ? /* and have students help you write the question in the correct order.

Make sure students understand how to write a question.

Have students open their books on page 33 and focus their attention on the exercise.

Ask students to do the activity and as they are working, walk around to monitor and help.

Check answers by having volunteers pass to the front to write the question as other student dictates it.

Allow students to make any necessary corrections.

5. Use the questions to ask a partner about the experiment.

Organize students in pairs.

Read the question aloud and practice it as a group.

Have children practice the question with their partners.

Create

PRODUCT -- LET'S PLANT A PLANT!

Step 3

Tell students it is time to continue working on their product and do step 3.

Ask students to get together with their teammates. Read the instructions aloud and make sure students understand them.

Give away the half of construction paper, you were saving.

Discuss as a group the steps they need to follow to plant a plant.

Write the steps in disorder on the board and have students rearrange and copy them in the clean half of construction paper.

Once students finish writing the steps, have them illustrate each step. Use the illustration as example.

Pick up both posters and save them to continue in a next session.

READING TIME!

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 58 and have students listen to it.

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

Warm Up

Form teams of six students and give each member a piece of paper.

Have students number themselves from 1 to 6.

Read the instructions to the last experiment in order and have students draw one step each.

Have all teams compare their drawings and say the steps aloud.



3. Complete the list of materials for the experiment on page 34.

Ask students to look at the illustrations and have them describe what they see. Tell students to use the illustrations to complete the list of materials for the experiment on the previous page.

Copy the list of materials on the board as in the Activity Book as students work.

Check students' answers by having volunteers pass to the front and complete the missing words. Allow students to make any necessary corrections.

Lesson 4

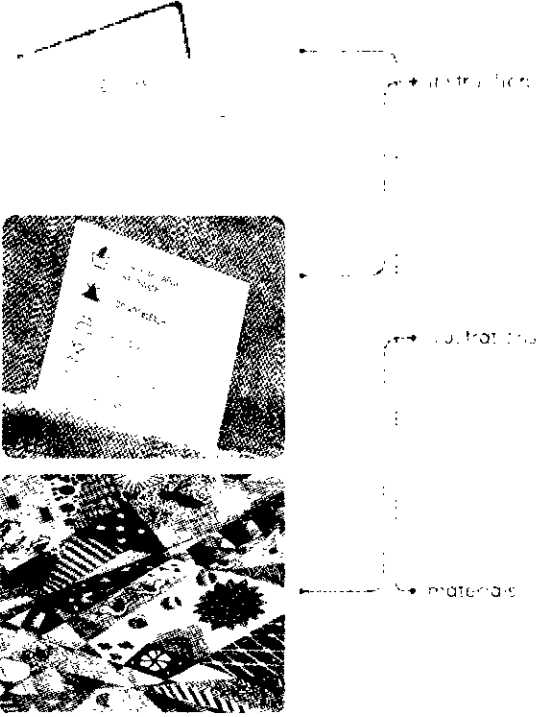
 Review

1. Match the pictures with their names.

Focus students' attention on the illustrations. Have children describe what they see. Remind students about the different parts of an instruction to make an experiment. Read the instructions aloud and tell students they must match the illustrations with the correct parts. Check students answers as a group.

Lesson 4 Review

1. Match the pictures with their names.



instructions

instructions

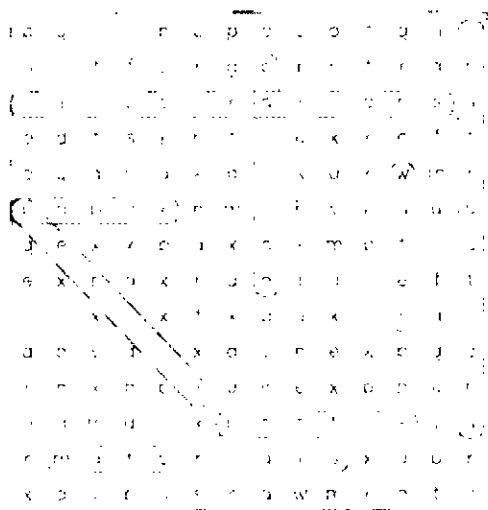
materials

36

The exposure of language in this unit will allow students to follow and give instructions for planting a plant.

2. With your partner find the words from the box in the crossword puzzle. Circle them.

balloon	paper	illustrations	materials
instructions	bottle	water	penic



3. Work together. choose and write sentences using the words from the puzzle. Share with others. Follow the example.

2. With your partner find the words from the box in the crossword puzzle. Circle them.

Read the instructions aloud and clarify any doubts. Students work in pairs. Tell students they must find the words from exercise 2 in the word search. Give students enough time to do the activity and once they finish, have students check their answers with another pair.

As students are working, walk around and help in any possible way.

3. Work together choose and write sentences using the words from the puzzle. Share with others. Follow the example.

Read the instructions aloud and make sure students understand what to do.

Read the example along with students. Ask them to identify the words they have to use to complete the exercise and say them aloud. Have students complete the activity with a partner. Monitor. Then, invite volunteers to share their sentences, you may form pairs or small groups. Finally, you can invite volunteers to share their sentences with the rest of the class.

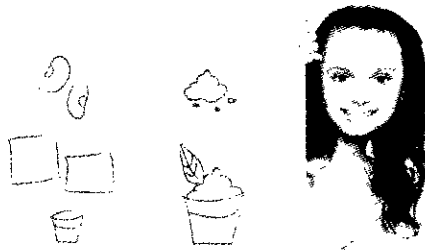
Let's Plant A Plant!

In this section of the unit, as you previously did, students will present the product they have been working on throughout the unit. Have students open their books on page 36 and ask them to look at the illustration. Read the steps aloud and make sure students understand what to do. Have students get together with their teammates and hand out the two posters they made. Tell students they will take turns to present their work and assign turns. Have students present their work and read the instructions to plant a plant aloud to the rest of their classmates. Remind students they must also mention and show the different materials they need for their product. Once students finish presenting their work, place their posters on the classroom walls. Finally, once all students have presented their products ask: Was it easy or difficult to present your product?, Did you enjoy working on it?, What did you learn from making this product? Do you know any other way to plant a plant? Elicit answers and encourage students to participate.

Let's Plant A Plant!

1. To complete this product and plant a plant in this final step, you will:

- Get together with your teammates.
- Bring out the two cardboard you made.
- Bring the materials for the product and follow the instructions you wrote.
- Each team has their own materials. They will put it on the table.
- Use a permanent marker to label your materials with your name.
- Work with your teammates and plant a plant!
- Each team will come to the front to show your work to the rest of your class.
- Place your plants in a safe and sunny place in your classroom.



The exposure of language in this unit will allow students to follow and give instructions for planting a plant.

Academic and
Educational
Environment

Assessment 3

2. My favorite part in this unit was...
Work with a partner. Go to a unit in your book and think about what you and your partner liked the most. Talk about it and draw what you liked. Share with the rest of the class.

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

Now I can...			
Present one side of a coin of any denomination.			
Identify parts of a text.			
Read and understand a text of any length.			
Identify the parts of a word.			
Operate a calculator.			

G C jo !

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 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.

Achievements

- Analyze signs.
- Rehearse the oral expression of instructions in signs.
- Participate in the writing of instructions.

Warm up

Greet students. Ask them to sit down in a circle on the floor.

Play "Simon says".

You say "Simon says (action imperative)" and students have to perform that action, e.g. "Simon says stand up".

Sometimes, give orders without saying "Simon says", students should not do anything unless you say Simon says. Make sure they understand this rule before you begin playing. Anyone who does the action when you didn't say "Simon says" is out and has to go back to their place.

Play for 3 to 5 minutes. Make it quick so it is more exciting.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Where can you find these signs? Who are they for?

Ask students to open their books on page 40.

Read the instructions along with students.

Ask students to first look at the pictures silently.

Then, point at each picture and encourage students to say where they can find the sign and whom it is for.

Encourage them to say and point at the signs they've seen in real life (if any).

2. Match the signs to the words.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Encourage volunteers to read the sentences aloud.

Assist as needed and clarify any doubts.

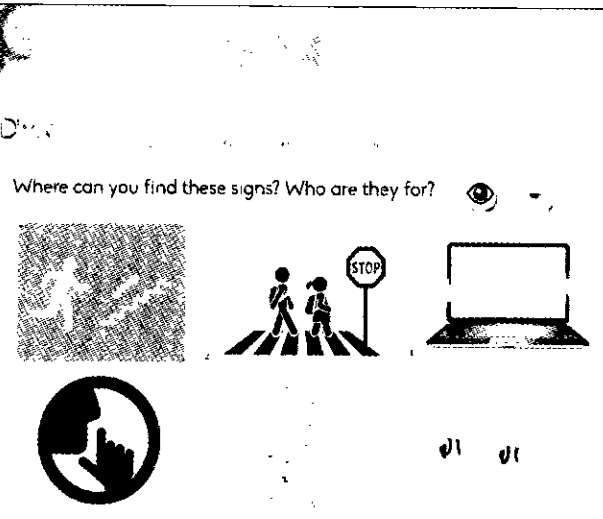
Ask students to complete the activity individually.

Have students compare their answers with a partner.

To check, elicit the answers from different students and correct as needed.

Discover

Where can you find these signs? Who are they for?



Match the signs to the words.

1. A sign for a person with a disability.

2. A sign for a person with a disability.

3. A sign for a person with a disability.

4. A sign for a person with a disability.


5. A sign for a person with a disability.


6. A sign for a person with a disability.


The exposure of language in this unit will allow students to produce signs for public spaces.

Think

Answer the questions.

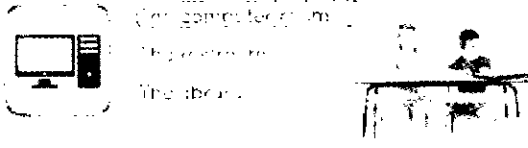
Which sign is an arrow? 

Which sign is a bow? 

Which sign is a book? 

What do the different colors on the signs show?

Look at the sign. What does it mean?
Circle your answer.



The computer room.
 The printer.
 The library.

Read the instruction.
Draw the sign without words. Color it.

Do

Making Public Signs

Lets make public signs.

1. Look at the different signs in pictures in the lesson and read the text.

2. Now work with your team to make your own sign. You can use the pictures in the lesson to help you.

3. Take a picture of your sign and bring it to the next lesson.

Unit 4

5. Read the instruction. Draw the sign without words. Color it.

Read the instructions along with students. Tell students to choose a sign without words. Ask them to think of the colors of that sign. Ask students to draw the sign without words. Monitor and provide any needed assistance. Next, ask students to color it. Encourage volunteers to share their work with the rest of the class.

Create

Making Public Signs

Step 1

To work on this unit's project you will need:

Have students write a list of the different signs they learned in this lesson in their notebooks. Ask students to share their signs in small groups. Have students work with their teams to write a final list of signs. Monitor and provide any needed assistance. Have students save their work for the next session.

READING TIME!

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 2 to work with it. This unit's reading will expose students to more signs in public places so that they can expand their vocabulary and understand the purpose of these signs. 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. 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 12 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

Encourage students to mention the signs they remember.

Think and do

3. Answer the questions.

Read the instructions and the questions along with students. Clarify any doubts. Encourage students to look at the signs on the previous page if they need to in order to answer the questions. Read the first question aloud. Encourage students to find the sign that best answers the questions. Repeat with the rest of the questions. Finally, ask each question and elicit the answers from different students. Correct as needed.

4. Look at the sign. What does it mean? Circle your answer.

Have a volunteer read the instructions. Ask other volunteers to read the places in school. Tell students to look at the sign and think what the sign means. Have them circle the correct option. To check, elicit the answer from a volunteer. Encourage students to share how they can know its meaning (there is a book/someone reads/etc.)

Warm up

Have 5-7 signs flashcards or printed out signs ready for this lesson. You also need a small soft ball. Greet students. Ask them to sit down in a circle on the floor.

Play some music and have students pass the ball.

Stop the music.

Show a sign (flashcard or printed out), the student holding the ball has to identify it.

If he or she can't, then he or she must complete a 'punishment', e.g. jump 5 times, run around the circle three times, etc.

If he or she gets it right then everyone claps and as a group you say where you could find this sign.

Then, continue with the game.

Play until you've shown all the signs at least once.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen, read and point to the signs.

Ask students to open their books on page 42. Read the instructions along with students.

Tell students to first listen. Play Track 25.

Next, ask students to listen and read along. Encourage them to use their finger to follow the text. Play Track 25 again.

Then, tell students to listen and point to the signs. Play Track 25 one more time.

2. Practice reading the conversations.

Form pairs. One student is A and the other one B. Let them know this.

Tell students to listen and read the conversations again.

Play Track 25.

Now, ask them to take turns to read the conversations aloud. Tell them to read the part that corresponds to their assigned letter.

Monitor and provide any needed assistance.

Then, swap letters and have students practice saying the conversations.

Monitor and provide any needed assistance.

Encourage volunteers to read the conversations aloud for the rest of the class.

Discover *What do you know about signs on your way to school?*

Listen, read and point to the signs. ▶▶

Where is the tree trunk please? Look! There is a sign over there!

Please stand up! Please! What does it say on that sign? Hand your seat up for people!

Miss! Miss! Miss! Don't forget! Please, your hand please!

Michelle Gonzalez! Don't run on the stairs, look at the sign! Sorry, Miss!

Practice reading the conversations. ▶▶

Unscramble the instructions. Tell your partner. ()

Wash / hands / your / before / you / eat / the / food /

Don't / in / the / stairs / run /

3. Unscramble the instructions. Tell your partner.

Direct students' attention to the last activity on the page.

Tell them to continue working with their partner.

Read the instructions along with students. Make sure they understand what needs to be done.

Ask students to unscramble the instructions.

Monitor and provide any needed assistance.

Have some volunteers write the sentences on the board. Correct as needed.

Finally, have students take turns telling the instructions to their partners.


Monitor students' work.


Have some volunteers say the instructions aloud.

The exposure of language in this unit will allow students to produce signs for public spaces.

Think




Look at the signs. Complete the conversations.

 I'm going on the train. He
Toregar: _____
Stop! I don't
worry. Mum: _____

 I'll be late for
my _____
I'll be late for school.

Listen to the conversations and check your answers.

Write the verbs to give instructions. Then, work with a partner and practice.

 _____ the train.
 _____ the monkey.
 _____ the trash in the train.

Choose a scene from exercise 4 and act it out to the class.

Create

Making Public Signs

Let's continue working on this unit's product. Now you will:

Work in the open team that you worked with last product session.

Bring out the list of signs from the last session and add the ones you learned in this lesson. Bring drawings of the signs on separate sheets of paper to paste on the final cardboard now you work for the next lesson.

Unit 4

Form pairs and have students take turns on saying the instructions to their partner.

Monitor and provide any needed assistance.

Have some volunteers say the instructions aloud for the rest of the class.

7. Choose a scene from exercise 4 and act it out the class.

Still working with their partners, have students choose one of the scenes from activity 4.

Give them 3 to 5 minutes to practice reading and saying the dialog.

Then, have each pair come to the front and act out the dialog.

Tell students who are observers to be quiet and respectful.

Create

Making public signs

Step 2

Let's continue working on this unit's product.

Now you will:

Ask students to get together with their teammates.

Tell them to take out the list of signs from the last session and ask them to write the ones they learned in this lesson in their notebooks.

Draw each sign in separate sheets of paper to paste on the final cardboard.

Monitor and provide any needed assistance.

Tell students to save their work for the session of this product.

READING TIME!

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 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.

Think and do

4. Look at the signs. Complete the conversations.

Read the instructions and conversation along with students.

Point at each sign and encourage students to say what each depicts.

Next, ask students to complete the activity individually.

Monitor and provide any needed assistance.

5. Listen to the conversations and check your answers.

Tell students you will now listen to the conversation and that they should check their answers.

Play Track 26 twice and have students check their answers.

To check, have volunteers read the sentences aloud. Correct as needed.

6. Write the verbs to give instructions. Then, work with a partner and practice.

Read the instructions along with students.

Ask students to look at the signs and complete the instructions.

Have students complete the activity individually.

Monitor and provide any needed assistance.

To check, have volunteers write the sentences on the board.

Warm up

Greet students.

Ask students if they have seen signs when walking on the street or riding the bus or a car.

Encourage them to mention all the places where they have seen signs and to tell you what signs they've seen.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and read. Point to the words that mean:

Ask students to open their books on page 44.

Have them look at the pictures. Encourage them to describe what they see.

Tell students they will now listen to a conversation and play Track 27.

Next, as students to listen and read the conversation. Play Track 27 again.

Ask some comprehension questions, e.g. *"What do the boys look for? What color is the stoplight? Are they riding their bicycles?"*

Next, read each definition and have students identify the words on their books.

Read the definitions again and have some volunteers write the words on the board.

2. Look at the signs. Complete the instructions.

Read the instructions along with students.

Ask them to look at the signs and complete the activity individually.

Form pairs and ask them to compare their work.

To check, elicit the answers from different students.

Correct as needed.

Discover

Listen and read. Point to the words that mean:

- A place where we keep wild animals.
- The opposite of left.
- A sign that tells when you can go or when you have to stop.
- A means of transport.

What is the Zoo?
The color blue.

What is the opposite of left?
Right.

What is a sign?
A sign that tells when you can go or when you have to stop.

Look at the signs. Complete the instructions.

Turn left

Turn right

Stop

Go down

Go up

The exposure of language in this unit will allow students to produce signs for public spaces.

Think

Listen to the story. Then, draw the signs from the box and write what they mean.

Parking lot Cross line Don't touch the bags No parking

Read and choose the right answer.

1. The sign that says "No parking" is in the parking lot.

2. The sign that says "Cross line" is in the parking lot.

3. The sign that says "Don't touch the bags" is in the parking lot.

Write the instructions correctly.

1. Draw the sign that says "No parking" in the parking lot.

2. Draw the sign that says "Cross line" in the parking lot.

3. Draw the sign that says "Don't touch the bags" in the parking lot.

Do Making Public Signs

Let's work on our product one more time. This time you will:

1. Draw the sign that says "No parking" in the parking lot.

2. Draw the sign that says "Cross line" in the parking lot.

3. Draw the sign that says "Don't touch the bags" in the parking lot.

To check, have different volunteers write the sentences on the board. Correct as needed.

Create

Making Public Signs

Step 3

Let's work on our product one more time. This time you will:

Ask students to get together with their teammates. Have them bring out the list of signs from the last session and write the ones they learned in this lesson in their notebooks.

Ask students to draw the last signs they want to include in separate sheets of paper. Then, ask them to glue the signs onto the cardboard.

Monitor and provide any needed assistance.

Tell students to save their work for the last session of this product.

READING TIME!

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 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

Ask students to share a sign they saw today. You may also invite volunteers to draw the sign they saw.

Think and do

3. Listen to the story. Then, write the signs from the box and write what they mean.

Read the instructions along with students.

Ask students to listen and pay attention.

Play Track 28 twice.

Direct students' attention to each sign and ask students to identify and write down the sign in the right place.

Elicit the answers from different students. Correct as needed.

4. Read and choose the right answer.

Ask a volunteer to read the instructions aloud. Help if necessary.

Read each sentence and the options aloud along with students.

Encourage them to choose the right answer.

5. Write the instructions correctly.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

Review

1. Match the instructions to the signs.

Have students open their books on page 46. Tell them you will now put everything they have learned in this unit into practice.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Ask students to complete the activity individually. Monitor students' work.

To check, elicit the answers from different students. Correct as needed.

2. Complete the instructions.

Ask a volunteer to read the instructions aloud.

Have students complete the activity individually.

Monitor and provide any needed assistance.

Have volunteers read the complete instructions. Correct as needed.

3. Unscramble the instructions.

Read the instructions along with students.

Ask students to complete the activity individually.


Monitor and provide any needed assistance.

Form pairs and ask students to compare their sentences.


To check, have different students write the instructions on the board. Correct as needed.

Review


Match the instructions to the signs.




This way to the playground.



Don't feed the penguins.




No parking.




Bird's restroom.


Complete the instructions.




Wash your hands here.




Wash your hands when you want to snack.



Don't feed the swimming ducks.



Wash your hands before eating lunch.



No trash on the ground.

Unscramble the instructions.

- walk / grass / Don't / the / on /
-
- at / corner / the / don't /
-
- parking / no / park / the / lot /
-
- books / the / feed / Don't /
-

The exposure of language in this unit will allow students to produce signs for public spaces.

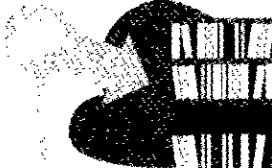
Correct the instructions. Consider small and capital letters, punctuation and the meaning of the text.

Use the emergency exit.
 Do not bring in their bag, pencil, dictionary.
 Keep the classroom clean.
 Come to school on time.

Complete the instruction.

Put _____

Invent a sign with words for your classroom.



Unit 4

4. Correct the instructions. Consider small and capital letters, punctuation and the meaning of the text.

Have students open their books on page 47. Encourage them to remember if sentences and names start with a capital letter or a small letter. Read the instructions along with students. Ask students to complete the activity individually. Have different volunteers write the instructions on the board. Correct as needed.

5. Complete the instruction.

Ask a volunteer to read the instructions aloud. Have students look at the sign and complete the instruction. Elicit the instruction from a volunteer. See if everyone agrees on the instruction.

6. Invent a sign with words for your classroom.

Read the instructions along with students. Ask students to invent a sign with words for your classroom. Tell them they have to use words and they can also use colors if they want to. Monitor and provide any needed assistance. Have students share their sign with the rest of the class.

Making Public Signs.

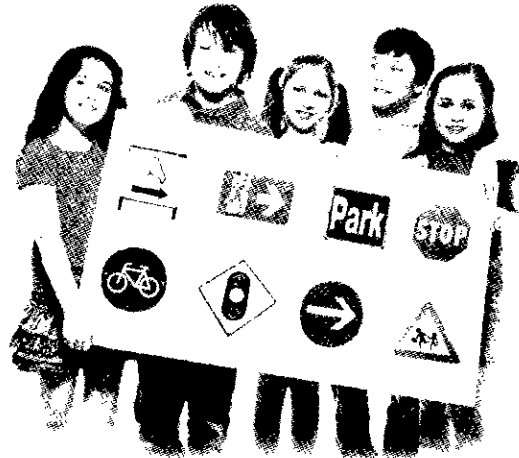
In this final step, do the following:

Ask students to get together with their teammates. Have them bring out the cardboard with the public signs they drew. Ask each team to come to the front with their signs and explain them to their classmates. After all teams have presented their signs, discuss as a class why these signs are important and where these signs could be placed in your school. Have each team place their signs on the classroom walls. Assist as needed.

Making Public Signs

In this final step, do the following:

Get together with your teammates and explain your sign to the class. Have the public signs displayed. Take turns explaining a sign to the class. If you have a sign, where would you place them in the school. Give everyone a turn about public signs. Discuss how signs are important.



The exposure of language in this unit will allow students to produce signs for public spaces.

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 what you liked to share with the rest of the class.

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

Analyze a book



Interpret text, such as a film, to show its meaning



Recognize different types of text and their uses



Write instructions or a plan to do a task



Complete written drafts of a text



Understand a fact



G o j o !

Unit 4

Assessment 4

Ask students to open their books on page 49. Encourage volunteers to share some of the things they liked about the unit.

Direct their attention to the first part of the assessment.

Ask students to write, draw and/or explain what their favorite part of the unit was and why.

Monitor and provide any needed assistance.

Encourage anyone who wishes to share what they liked to do so.

Self-Assessment

Direct students' attention to the second part of the assessment.

Tell them that you will read the sentences and they have to color the face that represents how they feel.

Read each sentence and make sure everyone understands what it means.

Have students color the face that represents their feelings.

Provide any needed assistance.

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 reasons why they think the reading they listened to along the unit is interesting.

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

Achievements

- Explore illustrated children's poems.
- Read aloud children's poems.
- Complete written poems.

Warm up

Before this lesson, print out sheets of paper with faces representing different emotions, e.g. happy, sad, angry, bored, surprised, etc. One emotion per sheet of paper. Make name tags for each of your students and have some blu-tack ready.

Put up the sheets with emotions on a classroom wall. Greet students.

Direct their attention to the emotions on the wall. Ask them to think about how they feel today.

Hand out their name tags and some blu-tack and ask them to put their name on the emotion they are feeling today.

Assist as needed.

Then, encourage volunteers to say how they feel.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. **Look at the faces. Circle the correct expression. What do you think the poems are going to be about?**

Read the instructions along with students. Do not read the question yet.

Ask students to first look at the pictures and tell you what they see.

Have students circle the correct expression individually.

Monitor students' work.

Then, point at each picture and encourage students to say the emotion. Encourage students to imitate the emotion with their faces. Demonstrate if necessary.

Then, read the question in the instructions aloud and encourage students to make predictions about the poems. You can write their ideas on the board.

2. **Listen and read. Which child wrote which poem?**

Read the instructions along with students. Make sure everyone understands what needs to be done.


Play Track 29 three times. Ask students to listen carefully and choose the correct child for each poem.

Monitor and provide any needed assistance.

Unit 5

Discover

Look at the faces. Circle the correct expression. What do you think the poems are going to be about?



Listen and read. Which child wrote which poem?

Poem 1
I'm really sad
I've been thinking
about you
I can't sleep
I miss you
I wish you were here

Poem 2
I'm really excited
I've been thinking
about you
I can't sleep
I miss you
I wish you were here

Poem 3
I'm really bored
I've been thinking
about you
I can't sleep
I miss you
I wish you were here

Child 1
I'm really very sad
I've been thinking about you
Please leave me alone
DON'T TALK TO ME TODAY

To check, have volunteers read aloud the poem that corresponds to each child, e.g. *What poem did the excited girl write?*

Correct and assist as needed.

Before you end this activity, read and explain the meaning of verse and stanza.

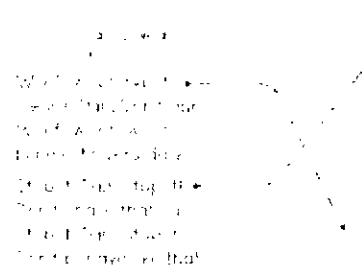
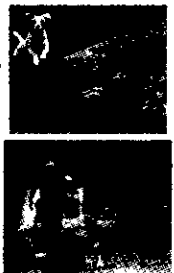
The exposure of language in this unit will allow students to change verses in a children's poem.

Think

Read, listen and answer.

Work with a partner and talk about the poem Dan's Walk. Is it a happy poem or a frightening poem?

Practice reading Dan's Walk aloud, tapping out the rhythm on your desk with your hands.

Listen and read. Complete the information.

Work with a partner and talk about the poem Dan's Walk. Is it a happy poem or a frightening poem?

Practice reading Dan's Walk aloud, tapping out the rhythm on your desk with your hands.

Create

Verses of Children's Poems

For this unit's product you will:

work in groups of five to choose one poem to read aloud and illustrate on a piece of construction paper.

use a ruler and a pencil to make lines on the construction paper.

remind each other to check their spelling.

ask each other to illustrate their poems.

save their work for the next session.

5. Work with a partner and talk about the poem Dan's Walk. Is it a happy poem or a frightening poem?

Read the instructions along with students. Form pairs and ask them to discuss the question. Elicit opinions from different pairs and discuss as a class.

6. Practice reading Dan's Walk aloud, tapping out the rhythm on your desk with your hands.

Demonstrate to students how to read the poem aloud while tapping out the rhythm on the desk with your hands.

As a group, read the poem aloud and tap out the rhythm on the desk. Do this once or twice.

Then, choose volunteers to read the poem aloud tapping out the rhythm on their desks.

Assist and correct as needed.

Create

Verses of Children's Poems

Step 1

For this unit's project you will:

Form groups of five.

Ask the groups to choose one poem they like from this lesson.

Have them copy the poem on a piece of construction paper.

Instruct them on how to use a ruler and a pencil to make the lines.

Remind them to check their spelling.

Ask them to illustrate their poems.

Have students save their work for the next session.

READING TIME!

It is time for students to work with a story. Bring out the Story Big Book 2 to work with the third 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 reading will present students with more opportunities to listen and repeat rhymes. Rhymes are an excellent tool for students to practice and manipulate oral language. 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 60 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

Invite students to remember the poems they read on their Activity Book. You can choose one and write it on the board and read it as a class.



3. Read, listen and answer.

Read the instructions and the questions along with students. Clarify any doubts.

Direct students' attention to the poem. Tell them to listen and read.

Play Track 30 twice.

Ask students to tell you what the poem is about.

Then, read the questions aloud and have students count and answer them.

Elicit and check. Correct as needed.

4. Listen and read. Complete the information.

Read the instructions aloud.

Play Track 30 once again. Ask students to read along.

Then, encourage students to look at the pictures and decide what picture corresponds to what stanza.

Have them match the picture to the correct stanza.

To check, elicit the answer from different volunteers.

Warm up

Before this lesson, come up with words that rhyme with each of your students' names, e.g. Maria-chia, Miguel-fell; you can always make words up if necessary.

When students get to class, greet them using their 'rhyming-names'.

Encourage other students to use their rhyming names for the day.

You can also make a rhyming name for yourself.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and chant along.

Have a volunteer read the instructions aloud.

Ask students to first listen and read.

Play Track 31 once.

Next, ask students to listen and sing along.

Play Track 31 three more times.

2. Look at the pictures. Read the title.

What is the poem about?

Read the instructions along with students.

Have a volunteer read the title aloud.

Ask students to look at the pictures and make predictions about the poem.

Write their ideas on the board.

3. Listen to the poem and circle the words that rhyme.

Tell students you will now listen to the poem to see if they predictions were correct.

Play Track 32 once and check your students' predictions.

Next, tell students to listen to the poem to find the words that rhyme and circle them.

Play Track 32 twice.

Elicit the pairs of rhyming words from different volunteers.

Correct as needed.

Make sure everyone understands why it is that these words rhyme.

Discover




Listen and chant along.

▶

House rhymes with mouse
 Please rhymes with breeze
 Play rhymes with neigh
 Word rhymes with bird
 Let's find the rhyming words! Ok?

Let's find the rhyming words for you!

Look at the pictures. Read the title. What's the poem about?

Listen to the poem and circle the words that rhyme.

▶

My Favorite Poem

(8 years old)

Look at Kitty
 She's my cat
 She's lying on
 her favorite mat

Look at my slippers
 They're blue and red
 Look at my slippers
 They're on my feet

Look at my doll
 She has yellow hair
 and a long arm
 But I don't care!

The exposure of language in this unit will allow students to change verses in a children's poem.

Think

Look up these words in a dictionary. Say the words in your language.

cat	red
bed	hair

Read the poem again and circle Yes or No.

1. The cat is red.	Yes	No
2. The bed is hairy like the cat.	Yes	No
3. The hair is like the bed.	Yes	No
4. The cat is like the bed.	Yes	No
5. The bed is like the hair.	Yes	No

Read and answer.

How many stanzas are there in the poem?

How many lines are there in each stanza?

Read the poem with your group.

Create

Verses of Children's Poems!

To continue with your product, you will

1. Use a ruler to draw a line across the page to make a space between stanzas. 2. Use a pencil to draw a line across the page to make a space between stanzas. 3. Use a ruler to draw a line across the page to make a space between stanzas. 4. Use a pencil to draw a line across the page to make a space between stanzas. 5. Use a ruler to draw a line across the page to make a space between stanzas. 6. Use a pencil to draw a line across the page to make a space between stanzas. 7. Use a ruler to draw a line across the page to make a space between stanzas. 8. Use a pencil to draw a line across the page to make a space between stanzas. 9. Use a ruler to draw a line across the page to make a space between stanzas. 10. Use a pencil to draw a line across the page to make a space between stanzas. 11. Use a ruler to draw a line across the page to make a space between stanzas. 12. Use a pencil to draw a line across the page to make a space between stanzas. 13. 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Warm up

Write the words cat, red, hair on the board. Ask students to tell you a word that rhymes with each. Invite volunteers to write the rhyming words: cat-mat, red-bed, hair-care.

Think and do

- 4. Look up these words in a dictionary. Say the words in your language.

Have a volunteer read the instructions aloud. Ask students to take out their dictionaries. Form groups of three. Have volunteers read the words aloud. Ask the groups to use their dictionaries to find these words. Monitor and provide any needed assistance. Ask them to say the words in their language with their group. Have volunteers say the words in their language aloud. Correct as needed.

- 5. Read the poem again and circle Yes or No.

Read the instructions along with students. Give students three minutes to reread the poem from the previous page. Then, read the sentences aloud and ask students to choose the correct option. Finally, elicit the answers from different students. Correct as needed.

- 6. Read and answer.

Read the instructions along with students. Ask students to read and answer the questions individually. To check, read the question and elicit the answer from volunteers. Correct as needed.

- 7. Read the poem with your group.

Form groups of four. Ask students to take turns reading the poem aloud. Monitor and provide any needed assistance. Invite volunteers to stand up and read the poem aloud for the rest of the class. Remind everyone to be respectful, listen to their classmates and applaud their effort.

Create

Verses of Children's Poems!

Step 2

To continue with your product you will:

Have students get together with their product teammates. Ask them to bring out the materials. Tell them to choose a poem they like from this lesson. Ask them to count the number of stanzas in their poem. Have them write their poem on a piece of construction paper. Remind them how to make the lines using a pencil and ruler. Tell them they have to make sure there is a space between each stanza. Ask them to illustrate their poem. Have students save their work for the next session.

READING TIME!

It is time for students to work with the Story Big Book 2 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 60 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Read the rhyme and find a word for...

Ask students to open their books on page 54.

Read the instructions along with students.

Read the rhyme aloud. Ask students to follow the reading.

Encourage students to read the rhyme aloud as a group.

Next, read the definitions a to e aloud. Make sure everyone understands what they mean.

Ask students to reread the rhyme silently and find the words.

Monitor and provide any needed assistance.

Form pairs and ask students to compare their answers.

To check, elicit the answers from different pairs and correct as needed.

2. Listen and circle the correct words that complete the rhyme

Ask a volunteer to read the instructions aloud.

Ask students to first just listen.

Play Track 32 once.

Next, ask students to listen and read. Have them circle the correct option.

Play Track 32 twice and have students complete the activity.

To check, have different volunteers read the verses aloud. Correct as needed.

3. Count and compare.

Have volunteers read the instructions and questions aloud.

Ask students to complete the activity individually.

Form groups of three and have students compare their answers.

To check, elicit the answers from different students.

Correct as needed.

What do you think you will find when you go to the sea again?

Discover

Read the rhyme and find a word for...

a) someone who does sports, like football, basketball, tennis, ...

b) a game.

c) a place where you sleep.

d) the part of the body that is responsible for moving parts.

There was a young sportsman called Treat
Who liked to play basketball in town.
He thought it was fun
Till he hit a basketball
And fell out of bed on his head.

Listen and circle the correct words that complete the rhyme.

There was a young elephant called Pau
Who climbed up a tree for his
When he couldn't turn
Then he fell down to the ground
His tail was on a seat next to


Count and compare.

Which rhyme has the longest verse?

How many different rhymes do you see? List any you know?

The exposure of language in this unit will allow students to change verses in a children's poem.

Think

Circle the words that rhyme. Then, listen and check. 

Amelia and her friend Emily
 Took a walk to the pond every
 Monday afternoon
 When the sun was
 At its brightest and the birds

Read the poem. Write two more stanzas using words from the box.

Amelia and Emily
 Took a walk to the pond
 Every Monday afternoon
 When the sun was
 At its brightest and the birds

Separate the words to make a two-line rhyme. Write it out correctly.

Amelia and Emily
 Took a walk to the pond
 Every Monday afternoon
 When the sun was
 At its brightest and the birds

Create

Verses of Children's Poems!

Let's work on our product one more time.
 This time, you will:

1. Circle the words that rhyme in each stanza.
 2. Write two more stanzas using words from the box.
 3. Separate the words to make a two-line rhyme.
 4. Write it out correctly.

Amelia and Emily
 Took a walk to the pond
 Every Monday afternoon
 When the sun was
 At its brightest and the birds

6. Separate the words to make a two-line rhyme. Write it out correctly.

Read the instructions along with students. Have students complete the activity individually. Monitor and provide any needed assistance. Form groups of four and have students compare their work. To check, have a volunteer write the rhyme on the board.

Create

Verses of Children's Poems!

Step 3

Have students get together with their product teammates. Ask them to bring out the materials. Tell them to choose a poem they like from this lesson. Have them write their poem on a piece of construction paper. Remind them how to make the lines using a pencil and ruler. Tell them they have to make sure there is a space between each stanza. Ask them to illustrate their poem. Have students save their work for the final product session.

READING TIME!

It is time for students to work with the Story Big Book 2 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 60 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 like: What do Tessa and Tim have? What toys does Tessa have? What toys does Tim have? Does Tessa play with a hula hoop? Does Tim skate to school? Is Tessa good with her jump rope? Is the story a poem? What do Tessa and Tim love to ride? What game do they play in the evening? What do they use to play videogames? Do Tessa and Tim share? Do they like to play with other girls and boys?

Warm up

Form pairs or small groups and ask them to come up with as many pairs of rhyming words as they can. Give them one minute, when the time is up, ask students to share their rhyming pairs with the rest of the class.

Think and do

4. Circle the words that rhyme. Then, listen and check.

Ask a volunteer to read the instructions aloud. Have students look and read the poem silently and circle the words that rhyme. Play Track 34 and ask students to listen carefully. Read the poem aloud and ask students to listen and read. Ask them to check their answers. Then, elicit the words that rhyme. Check and correct as needed.

5. Read the poem. Write two more stanzas using words from the box.

Read the instructions along with students. Form pairs. Read the first stanza aloud. Ask students to write two more similar stanzas using the words from the box. Have a volunteer read the words from the box aloud. Have students complete the activity with their partner. Monitor and provide any needed assistance. Have each pair read their poem aloud. Correct as needed.

Lesson 4

Review

1. Complete this stanza.

Have students open their books on page 58. Tell them you will now put everything they have learned in this unit into practice.

Read the instruction along with students.

Ask them to read and complete the stanza.

Monitor students' work.

Have random students read the two stanzas aloud.

Check.

2. Work with a partner. Complete the picture.

Ask a volunteer to read the instructions aloud.

Form pairs and have students complete the picture.

Monitor and provide any needed assistance.

Have volunteers share their pictures with the rest of the class.

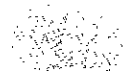
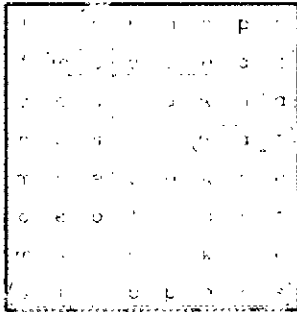
Complete this stanza.

And the cat jumped
 down with a thump.

Work with a partner
 Complete the picture.

The exposure of language in this unit will allow students to change verses in a children's poem.

Find the words in the word search.



Choose words to complete the stanzas.

_____ at the _____
They _____
_____ and _____

_____ and _____
_____ yellow
_____ and _____

care
red
hair
bed

Jan 5

3. Find the words in the word search.

Have students open their books on page 57. Have a volunteer read the instructions aloud. Ask students to look at the pictures and find the words.

Monitor students' work.

Form pairs and have students compare their answers. To check, elicit the words from different volunteers.

4. Choose words to complete the stanzas.

Read the instructions along with students.

Have volunteers read the words from the box.

Ask students to complete the activity individually.

Form groups of three and have students compare their answers.

To check, have volunteers write the stanzas on the board.

Verses of children's poems

Have students get together with their product teammates.

Ask them to bring out their three poems.

Tell them they should vote on and decide which is the poem they all like best.

Monitor.

Once they've chosen their poem, ask them to practice saying it aloud with their teammates.

Tell them to be mindful of the pronunciation, rhythm and intonation.

Have the teams take turns to come to the front and show their poem to the rest of the class.

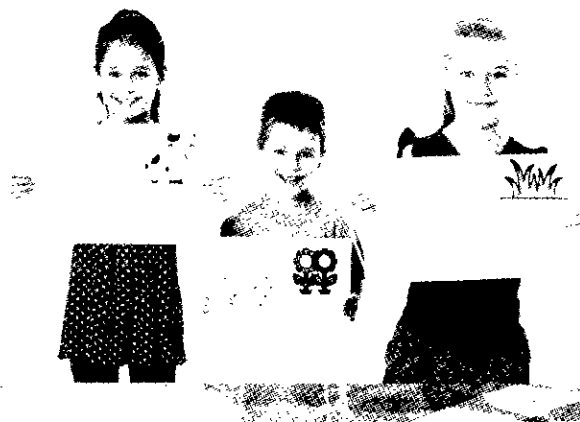
Ask the whole team to say the poem aloud and point at the drawings as they say each stanza.

When all the teams have presented their poems, have all teams place them on the classroom walls for everyone to see and read.

Verses of Children's Poems

In this last step, you will:

- Form teams with your classmates
- Bring out your three poems
- Show the poem you all like best and practice saying it aloud with your teammates. Be careful with pronunciation and intonation.
- Take turns and come to the front to show your poem to the rest of your class.
- Show the poem aloud with your team and point at the drawings as you say each stanza.
- Find a place to put your poems on the classroom wall for everyone to see and read.
- Invite people from your neighborhood or family to also read your poems and share the poems with you.



The exposure of language in this unit will allow students to change verses in a children's poem.

My favorite part in this unit was...

Work with a partner. Go through the unit again and decide which part your partner liked the most. Talk about it and draw who you like 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.

Read children's stories.



Differentiate stanzas from verses.



Understand and write...



Search for meaning and word addition of words.



Compare and write poems.



Understand and respond.



G o j o !

Assessment 5

My favorite part in this unit was:

Ask students to open their books on page 59. Encourage volunteers to share some of the things they liked about the unit.

Direct their attention to the first part of the assessment.

Ask students to write, draw and/or explain what their favorite part of the unit was and why.

Monitor and provide any needed assistance.

Encourage anyone who wishes to share what they liked to do so.

Self-Assessment

Direct students' attention to the second part of the assessment.

Tell them that you will read the sentences and they have to color the face that represents how they feel.

Read each sentence and make sure everyone understands what it means.

Have students color the face that represents their feelings.

Provide any needed assistance.

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.

Achievements

- Revise the writing of personal data and hobbies.
- Understand questions about personal data and hobbies
- Participate in the writing of questions about personal data and hobbies.

Warm up

Greet students. Ask them to sit down in a circle. You need an empty plastic bottle for this activity. Put the bottle in the middle of the circle and spin it. Wait until it stops. When it stops, ask the question "What do you like to do for fun?" and the student to whom the bottle is pointing has to answer. Repeat with other students. You can also ask other questions such as: *What is your name? How old are you? Where do you live?* You can always model how to answer the questions if necessary.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and follow the conversation.

Then, practice with a partner.

Read the instructions along with students. Ask students to first only listen and read. Play Track 35. Encourage students to tell you what the dialog is about. You may play the recording more than once. Then, form pairs and ask students to practice the dialog aloud. Monitor. Invite volunteers to act out the dialog for the rest of the class. Finally, you can share one of your hobbies with students and encourage volunteers to share their hobby.

2. Listen, read and answer.

Read the instructions along with students. Make sure everyone understands what needs to be done. Play Track 36 twice. Ask students to listen and read along.

Next, read each question aloud and have students answer them individually.

Monitor and provide any needed assistance.

To check, ask each question again and encourage different volunteers to say the answer aloud.

Discover

Listen and follow the conversation. Then, practice with a partner.

1. What do you like to do for fun?
I like to play soccer. I also like to read and to listen to music.
2. How often do you do it?
I play soccer every week. I read every day.
3. How do you feel when you do it?
I feel happy and energetic.

Listen, read and answer.

1. What is your partner's name?
My name is...
2. What is your partner's last name?
My last name is...
3. What is your partner's phone number?
My phone number is...
4. How old is your partner?
My partner is... years old.
5. Where does your partner live?
My partner lives in...
6. What is his/her favorite hobby?
My partner likes to...
7. What is your partner's birthday?
My partner's birthday is...

Work with a partner and complete the registration form with their information.

First name: Barbara	First name:
Last name: Wood	Last name:
Age: 20	Age:
Country of origin: Canada	Country of origin:

What's your hobby?


3. Work with a partner and complete the registration form with their information.

Ask a volunteer to read the instructions aloud. Form pairs. Ask students to first read the registration form. Then, have students register their partner for the Summer Course. Monitor and provide any needed assistance. Have some volunteers write their partners' registrations on the board. Correct as needed.

The exposure of language in this unit will allow students to exchange information on personal data.

Think

Look at the pictures. Complete the names of these hobbies.



Listen, read and complete.

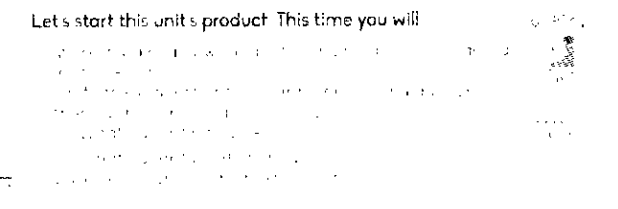
Work in pairs. Choose a hobby and act out the conversation.

What's your hobby?

Create

An Illustrated Graph about Hobbies.

Let's start this unit's product. This time you will



5. Listen, read and complete.

Read the instructions aloud. Tell students to listen carefully and complete the information. Play Track 37 three times. Have students listen and complete.

Monitor.

Next, form pairs and have students compare their answers with their partner.

To check, have different students read the conversation aloud. Correct as needed.

Play Track 37 once again. Ask students to read along. Then, encourage students to look at the pictures and decide what picture corresponds to what stanza.

Have them match the picture to the correct stanza. To check, elicit the answer from different volunteers.

6. Work in pairs. Choose a hobby and act out the conversation.

Tell students to keep working with their partners from the previous activity.

Ask them to each choose a name and a hobby.

Then, tell them to act out the conversation above.

Monitor their work.

Finally, invite volunteer pairs to act out the conversation for the rest of the class.

Create

An Illustrated graph about hobbies.

Step 1

Let's start this unit's product. This time you will:

Form pairs.

Ask them to write a list of the hobbies they learned in this lesson in their notebooks.

Instruct them to write the questions in their notebooks and answer them with their own information.

Have students save their work for the next step.

READING TIME!

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 2 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.

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. This unit's reading will present them with information about hobbies and interests.

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 61 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

Play track 61 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

Play track 61 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

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

Divide students into pairs or groups. Encourage them to remember the questions they learned/practiced in activity 1. You can write them on the board. Ask them to take turns asking and answering the questions.

Think and do

4. Look at the pictures. Complete the names of these hobbies.

Read the instructions and the questions along with students. Clarify any doubts.

Ask students to look at the pictures and complete the names of the hobbies individually.

Monitor and provide any needed assistance.

Form groups of four and ask students to compare their answers.

To check, have different students write the hobbies on the board. Correct as needed.

Warm up

Greet students.

Divide the group into two teams.

Tell them they will act out some hobbies and they have to guess the hobby.

Have a member from each team come to the front.

Whisper or show them a hobby.

Students have to act out that hobby for their team.

The first team to guess gets a point for their team.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and read along. Circle the hobbies.

Have a volunteer read the instructions aloud.

Ask students to first listen and read.

Play Track 38 once.

Next, ask students to listen, read along and circle the hobbies they hear.

Play Track 38 twice.

Monitor.

To check, elicit the answers from different students.

Correct as needed.

2. Answer the questions.

Read the instructions along with students.

Have volunteers read the questions aloud. Clarify any doubts.

Ask students to answer the questions individually.

Form groups of three and have students compare their answers.

Write the questions on the board. Have volunteers write the answers on the board. Correct as needed.

3. Write about you. Draw a picture.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Have students complete the activity individually.

Monitor and provide any needed assistance.

Next, encourage students to share their work with the rest of the class.

Discover

Listen and read along. Circle the hobbies. ▶▶

Hi. My name's Cindy. My hobbies are collecting teddy bears. I've written stories, too. All my stories are about teddy bears!

Hi, I'm John. My favourite hobby is making models. I make model cars with boxes. I like rollerblading, too. And I go to karate classes. I've been doing karate for three years.

Answer the questions.

What are Cindy's hobbies?

Is Cindy writing stories?

What are John's hobbies?

How long has John been doing karate?

Write about you. Draw a picture.

What is your hobby?

My name is _____

How long have you been _____?

What is your favourite hobby?

My favourite hobby is _____

Is _____

Where do you live? I live in _____

The exposure of language in this unit will allow students to exchange information on personal data.

Think

Look at the bar graph and answer

Boys	Girls
Reading	Reading
Swimming	Swimming
Playing a sport	Playing a sport
Watching TV	Watching TV
Listening to music	Listening to music
Collecting stamps	Collecting stamps
Collecting coins	Collecting coins
Collecting shells	Collecting shells
Collecting rocks	Collecting rocks
Collecting leaves	Collecting leaves
Collecting seeds	Collecting seeds
Collecting insects	Collecting insects
Collecting butterflies	Collecting butterflies
Collecting flowers	Collecting flowers
Collecting stones	Collecting stones
Collecting shells	Collecting shells
Collecting rocks	Collecting rocks
Collecting leaves	Collecting leaves
Collecting seeds	Collecting seeds
Collecting insects	Collecting insects
Collecting butterflies	Collecting butterflies
Collecting flowers	Collecting flowers
Collecting stones	Collecting stones

Which are the two most popular hobbies for boys?
Which are the two most popular hobbies for girls?
Which are the two most popular hobbies for both boys and girls?
Which are the two most popular hobbies for boys and girls?
Which are the two most popular hobbies for boys and girls?

Read and answer.

Who do you like to read to?
Who do you like to read to?
What sport do you like to play?
Who do you like to play with?

Play the mime game.

Pick a hobby from the grid. Mime acting the hobby to the class. Then guess the hobby.

Create

An Illustrated Graph about Hobbies

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

- work in pairs with the class.
- Draw a table with the following information:
- Write the hobbies in the first column.
- Write the number of boys, girls, and total in the other columns.

Hobby	Boys	Girls	Total
Reading			
Swimming			
Playing a sport			
Watching TV			
Listening to music			
Collecting stamps			
Collecting coins			
Collecting shells			
Collecting rocks			
Collecting leaves			
Collecting seeds			
Collecting insects			
Collecting butterflies			
Collecting flowers			
Collecting stones			

Write

6. Play the mime game.
Before this lesson, prepare strips of paper with the names of hobbies written on them. Fold them and put them in a hat, box or bag.
Have students take turns to come to the front and take out a strip of paper from the hat, box or bag. Ask them to read the strip of paper and then mime the hobby.
The rest of the class has to guess the hobby. Whomever guesses the hobby comes to the front and takes out a strip of paper and mimes the hobby. Repeat until everyone has had the chance to mime a hobby at least once.
Remember to put the strips of paper back in the hat, box or bag and shake it to mix them around.

Create
An Illustrated Graph about Hobbies
Step 2
Let's continue working with our product. This time you will:
Have students get together with their partners. Ask them to bring out the material and the information from their notebooks.
Tell them to use their rulers and pencils to make a table on their notebooks like the one pictured on their books.
Ask them to include all the hobbies they learned in the last two lessons.
Have students go around the classroom and ask their classmates the questions in their notebooks and complete the table.
Monitor and provide any needed assistance.
Have students save their work for the next session.

Warm up
Play hangman using hobbies vocabulary you've seen so far.

Think and do

4. Look at the bar graph and answer.
Have a volunteer read the instructions aloud.
Ask students to look at the graph.
Read the questions aloud along with students. Make sure they understand them.
Now, ask students to look at the graph again and answer the questions.
Elicit the answers from different students. See if everyone agrees.

5. Read and answer.
Read the instructions along with students.
Have different volunteers read the questions aloud.
Ask students to answer individually.
Monitor and provide any needed assistance.
While they work, write the hobbies on the bottom part of the board (horizontal axis). Write numbers 1 to (number of students in your class) on the vertical axis. Then, elicit their answers and count the number of students in your class that like each hobby. Make your graph on the board.

READING TIME!
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 part of the reading.
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.

Warm up

Before class begins, write numbers 1 to 20 scattered on the board.

Form two or three teams.

Tell students you will say a number. A member from each team has to go to the board and circle it or underline it. If they find the correct number, then they have to write it with letters on the board. The first student to write the correct number on the board gets a point for his or her team.

Repeat until you've reviewed numbers 1 to 20 or the most amount of numbers possible in 5 to 7 minutes.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and read along. Circle the words that tell you an order or sequence. Check with a partner.

Ask a volunteer to read the instructions aloud. Have students listen and read along. Play Track 39. Ask them to circle the words that tell order or sequence. You may play the recording as many times as you consider necessary. Then, form pairs and ask students to compare their work. Elicit answers from volunteers.

2. Listen and repeat the numbers.

Read the instructions along with students. Play Track 40 three times. Have students listen and repeat the numbers. Next, point at students at random and encourage them to say the numbers aloud.

3. Ask your classmates.

Read the instructions along with students. Encourage students to name the months of the year. Write them on the board. Choose some volunteers to demonstrate how to ask and answer the question. Form groups of four and ask students to take turns to ask the question to their group. Monitor and provide any needed assistance.

Discover

Listen and read along. Circle the words that tell you an order or sequence. Check with a partner.

1. Circle the words that tell you an order or sequence.

2. Listen and read along with the recording. Circle the words that tell you an order or sequence.

3. Check with a partner.

4. Write the words that tell you an order or sequence.

5. Write the words that tell you an order or sequence.

6. Write the words that tell you an order or sequence.

7. Write the words that tell you an order or sequence.

8. Write the words that tell you an order or sequence.

9. Write the words that tell you an order or sequence.

10. Write the words that tell you an order or sequence.

11. Write the words that tell you an order or sequence.

12. Write the words that tell you an order or sequence.

13. Write the words that tell you an order or sequence.

14. Write the words that tell you an order or sequence.

15. Write the words that tell you an order or sequence.

16. Write the words that tell you an order or sequence.

17. Write the words that tell you an order or sequence.

18. Write the words that tell you an order or sequence.

19. Write the words that tell you an order or sequence.

20. Write the words that tell you an order or sequence.

Listen and repeat the numbers.

1. Listen and repeat the numbers.

2. Listen and repeat the numbers.

3. Listen and repeat the numbers.

4. Listen and repeat the numbers.

5. Listen and repeat the numbers.

6. Listen and repeat the numbers.

7. Listen and repeat the numbers.

8. Listen and repeat the numbers.

9. Listen and repeat the numbers.

10. Listen and repeat the numbers.

11. Listen and repeat the numbers.

12. Listen and repeat the numbers.

13. Listen and repeat the numbers.

14. Listen and repeat the numbers.

15. Listen and repeat the numbers.

16. Listen and repeat the numbers.

17. Listen and repeat the numbers.

18. Listen and repeat the numbers.

19. Listen and repeat the numbers.

20. Listen and repeat the numbers.

Ask your classmates.

1. Ask your classmates.

2. Ask your classmates.

3. Ask your classmates.

4. Ask your classmates.

5. Ask your classmates.

6. Ask your classmates.

7. Ask your classmates.

8. Ask your classmates.

9. Ask your classmates.

10. Ask your classmates.

11. Ask your classmates.

12. Ask your classmates.

13. Ask your classmates.

14. Ask your classmates.

15. Ask your classmates.

16. Ask your classmates.

17. Ask your classmates.

18. Ask your classmates.


19. Ask your classmates.

20. Ask your classmates.

The exposure of language in this unit will allow students to exchange information on personal data.

Think

Play the mime game.



Read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance. To check, have volunteers write the questions on the board. Correct as needed.

6. Unscramble the words to make questions. Remember to add a "?".

Read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance. To check, have volunteers write the questions on the board. Correct as needed.

7. Use the questions to have a conversation with a partner.

Form pairs. Instruct students to use the questions from the previous exercise to have a conversation. Demonstrate with a volunteer if necessary. Monitor and provide any needed assistance.

Listen and check.

Unscramble the words to make questions. Remember to add a "?".

birthday / when / your / hobby / favorite / is / what / is
 birthday / when / your / hobby / favorite / is / what / is
 birthday / when / your / hobby / favorite / is / what / is

Use the questions to have a conversation with a partner.

5

Create

An Illustrated Graph about Hobbies

Step 3

Let's continue working with this unit's product. Have students get together with their partners. Ask them to bring out their notebooks with the information they collected. Tell them to use their rulers and pencils to make a graph with the information they have. Ask them to illustrate their graph. Tell them to include drawings about the hobbies and use different colors for the bars in their graphs. Have students save their work for the final product session.

READING TIME!

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 61 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 the following comprehension questions:

What is the text about? What does Jamie like? What does Jamie have? What do Vera and Matt like to do? What does Ellie love to do? Do you remember how old she is?

Warm up

Point at random students and say an ordinal number, the student must say the corresponding cardinal number or viceversa.

Think and do

4. Play the mime game.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Ask students to look at the pictures and describe what they see.

Next, ask them to complete the activity individually.

Monitor and provide any needed assistance.

5. Listen and check.

Tell students they will now listen to the dialog and they have to check their answers.

Play Track 41 three times. Tell students to listen and check their answers.

Have volunteers read the dialog aloud. Correct as needed.

Finally, ask students to tell you if Jacob was happy or not and what lets them know that he is not happy.

Review

1. Use the words in the box to complete the conversation.

Have students open their books on page 66. Tell them you will now put everything they have learned in this unit into practice.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Monitor and provide any needed assistance.

To check, have volunteers read the conversation aloud. Correct as needed.

2. Complete this ID card with your information.

Make a drawing of yourself.

Ask a volunteer to read the instructions aloud.

Have students complete their ID cards with their information. Tell them to make a drawing of themselves.

Monitor and provide any needed assistance.

Invite volunteers to share their ID with the rest of the class.

3. Unscramble the following numbers.

Read the instructions along with students.

Ask students to complete the activity individually.

Form pairs and have students compare their answers.

To check, have volunteers write the numbers on the board. Correct as needed.

Review

Use the words in the box to complete the conversation.

I've got a new first name!		I've
What's your last name?	My name is Jack.	last
Can you spell your last name in case?		spell
What's your age?	I'm 10 years old.	I'm
Where do you live?	I live in the United States.	I live
	My name is Karan. A-a-l-e-m.	My name is

Complete this ID card with your information.
Make a drawing of yourself.

Name _____

Last name _____

Age _____

Country _____

Unscramble the following numbers.

1. 45678	2. 987654321
3. 21098765	4. 3210987654
5. 87654321	6. 123456789

The exposure of language in this unit will allow students to exchange information on personal data.

Match the hobbies with their names.

1. What is the name of this hobby?

2. What is the name of this hobby?

3. What is the name of this hobby?

4. What is the name of this hobby?

5. What is the name of this hobby?



Unscramble the questions and answer them with your information.

1. What is the name of this hobby?

2. What is the name of this hobby?

3. What is the name of this hobby?

4. What is the name of this hobby?

Unit 6

4. Match the hobbies with their names.

Have students open their books on page 67. Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to look at the pictures and match the hobbies with their names. Monitor and provide any needed assistance. Form pairs and have students compare their answers. To check, elicit the answers from different students.

5. Unscramble the questions and answer them with your information.

Read the instructions along with students. Make sure everyone understands what to do. Have students complete the activity individually. Form groups of four and have students take turns to ask questions and share their answers with their classmates. Monitor and provide any needed assistance.

An Illustrated Graph About Hobbies

To complete the product in this unit you will:
Have students get together with their partners.
Ask them to bring out their graph they made with the results of their survey.
Have them take turns to come to the front.
Ask them to present their work to their class and talk about their classmates' favorite hobbies.
Finally, have all teams place their graphs on the classroom walls for everyone to see and read.

An Illustrated Graph about Hobbies

Let's work on the final step of your product.

- Get together with your teammates.
- Bring out the graph you made with the results of your survey.
- In your teams take turns to tell your partners what you did to accommodate with their hobby. You can write the information on every one of your team's cards and bring out results that about the survey together in the classroom.
- Finally, you can show your graph and discuss other's results.



The exposure of language in this unit will allow students to exchange information on personal data.

My favorite part in this unit was...

Write with a partner about the things you did together. You can draw and use a glue or paper to make the page. Talk about it and draw what you liked to do and what you did not like to do.

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

I can understand and speak English.



I can understand and speak English with help.



I can understand and speak English with a lot of help.



I can't understand or speak English.



G o j o !

Assessment 6

My favorite part in this unit was:

Ask students to open their books on page 69.

Encourage volunteers to share some of the things they liked about the unit.

Direct their attention to the first part of the assessment.

Ask students to write, draw and/or explain what their favorite part of the unit was and why.

Monitor and provide any needed assistance.

Encourage anyone who wishes to share what they liked to do so.

Self-Assessment

Direct students' attention to the second part of the assessment.

Tell them that you will read the sentences and they have to color the face that represents how they feel.

Read each sentence and make sure everyone understands what it means.

Have students color the face that represents their feelings.

Provide any needed assistance.

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 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.

Achievements

- Explore illustrated children's books about agricultural products.
- Participate in the exchange of questions and answers on agricultural products.
- Review writing questions to get information.

Warm up

Greet students.

Begin the lesson by quickly reviewing some fruits and vegetables, e.g. apple, pear, banana, carrot, tomato, onion, etc.

Next, play Pictionary.

Form two teams. A member from each team comes to the front. You tell them (by whispering or by showing them a picture or flashcard) a fruit or vegetable.

Students have to draw that fruit or vegetable on the board and their team has to guess what it is.

The first team to guess, gets a point for their team.

Repeat the game as many times as you want.

Play for 5 minutes. The team with the most points at the end of those five minutes wins.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Look at the photos. Answer the questions.

Read the instructions along with students.

Ask students to look at the pictures and describe what they see.

Next, have volunteer read the questions aloud. Make sure everyone understands them.

Have students complete the activity individually.

Form pairs and ask students to compare their answers.

Elicit the answers from different students. Correct and clarify as needed.

2. Look at the vegetables and color them.

Read the instructions along with students. Make sure everyone understands what needs to be done.

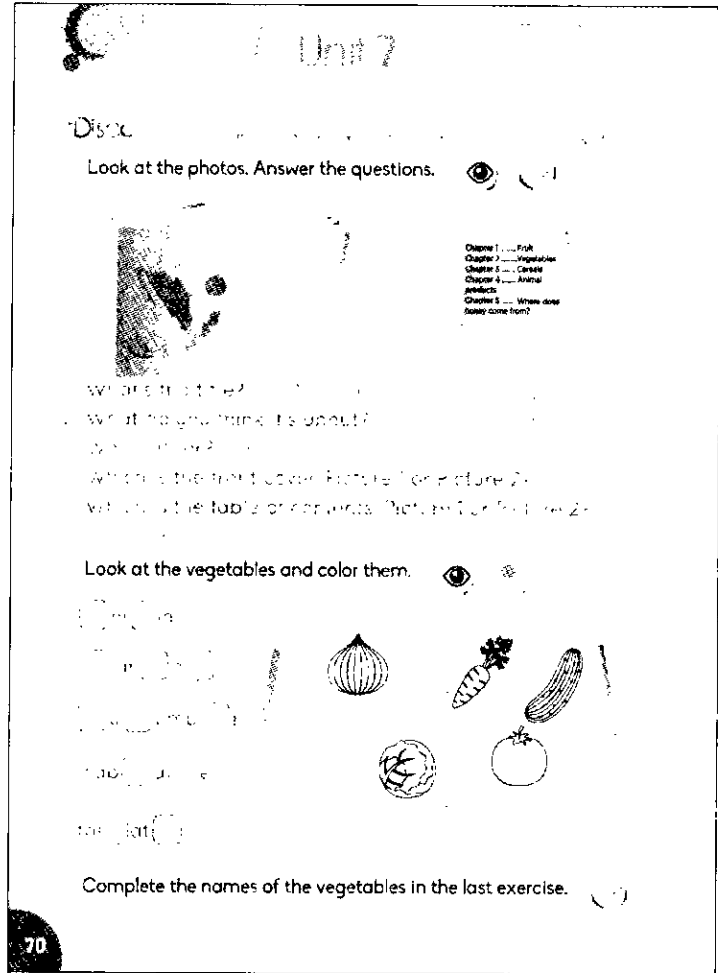
Say each vegetable and encourage students to say what color it is, e.g. What color are onions? (white), etc.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

Encourage volunteers to share their colored vegetables with the rest of the class.

Elicit the colors of the vegetables once again.



Complete the names of the vegetables in the last exercise.

The exposure of language in this unit will allow students to write questions for information on agricultural products.

Academic and Educational Enrichment

Think

Ask and answer about vegetables.

What color are carrots?
The carrots are orange and red.

Listen and read. Number the pictures in the order you hear them.

Apples are big and round. They are red and green.

Carrots are long and thin.

Apples are small and round. They are sweet. Many grow.

Carrots are yellow. They are red. They are sweet.

Talk about these fruits and vegetables.

What color are...? How big are...? How many...? How many...

Do It

Questions about Agricultural Products

To work on this unit's product you will:

1. Write the name of the product.

2. Write the color of the product.

3. Write the size of the product.

4. Write the shape of the product.

5. Write the taste of the product.

6. Write the number of the product.

7. Write the number of the product.

8. Write the number of the product.

9. Write the number of the product.

10. Write the number of the product.

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Ask students to first just listen and read. Play Track 42 once. Next, ask students to listen, read and number the sentences in the correct order. Play Track 42 twice. To check, have students read the sentences aloud in the correct order.

6. Talk about these fruits and vegetables.

Form pairs. Read the instructions and fruits and vegetables along with students. Encourage students to share the words that we use to describe things, e.g. long, round, thin, delicious, sweet. Next, ask them to take turns to describe the fruits and vegetables to their partner. Monitor and provide any needed assistance. Finally, see if any volunteers would like to describe a fruit or vegetable aloud for the rest of the class. Assist as needed.

Create

Questions About Agricultural Products

Step 1

To work on this unit's product you will:

Form small groups. Ask them to write the names of the vegetables and fruits they learned in this lesson in their notebooks. Instruct them to write the color and one or two characteristics of the fruits and vegetables next to each of them. Have students save their work for the next step.

READING TIME!

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 2 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. 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. This unit's story presents some information about where our food comes from so that students can expand their knowledge. 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 62 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Play 'Lightning Flashcard'. Prepare some fruits and vegetables flashcards. Sit students in a circle or somewhere close to you. Quick, like lightning, show a flashcard. Students identify it. Repeat.

Think and do

4. Ask and answer about vegetables.

Read the instructions along with students. Clarify any doubts. Form groups of three. Write the following on the board "What color are...?" Encourage students to read the question aloud. Have students mention as many fruits and vegetables as they remember and write them on the board. Do the same thing with colors. Tell students to take turns to ask about the colors of different vegetables and fruits. Monitor and provide any needed assistance. Finally, choose random students and ask them about the color of fruits and vegetables, e.g. *Pedro, what color are apples?*


5. Listen and read. Number the pictures in the order you hear them.

Direct students' attention to the pictures. Encourage them to tell you or describe what they see. Read the instructions along with students. Make sure everyone understands what needs to be done.

Academic and
Educational
Enrichment

Think

Listen and read.
Then practice the conversation.



Draw a picture.
Play the game.

Read and answer.

What do you think watermelon is like?
What do you think orange is like?
What do you think mango is like?

Draw **Questions about agricultural products**

To continue working with this unit's product you will:

1. Write down the names of the fruits and vegetables you have learned about in this unit. Write down their colors and characteristics next to each one. For example, you might write: watermelon is like a ball of red and green. It is sweet and juicy.

2. Draw a picture of each fruit or vegetable. Write down its name and characteristics next to the drawing.

3. Show your drawing to your partner. Tell them what you drew and how it is like.

4. Play the game with your partner.

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6. Read and answer.

Read the instructions along with students. Have volunteers read the questions aloud. Ask students to answer the questions individually. To check, elicit the answers from students. Correct as needed.

Create

Questions

Step 2

To continue working with this unit's product you will:

Have students get together with their teammates. Ask them to write the names of the vegetables and fruits from this lesson, tell them to include their colors and characteristics next to each of them. Have students bring out the cardboard and use their ruler and pencil to make a chart like the one on the book. Ask students to use their list and make a drawing of all the fruits and vegetables in the correct column. Tell them to leave the last column blank. Have students save their work for the next session.

READING TIME!

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 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

Write some scrambled fruit and vegetable vocabulary on the board and encourage students to figure out the words. They can do so individually, in pairs or groups.

Think and do

4. Listen and read. Then practice the conversation.

Have a volunteer read the instructions aloud. Direct students' attention to the picture and encourage them to describe what they see.

Play Track 44 twice.

Ask students to tell you what the children from the recording are doing (playing a guessing game).

5. Draw a picture. Play the game.

Ask students to draw a fruit on the given space. Tell them not to tell anyone what it is.

Next, form pairs.

Tell students to cover their drawing.

Have each pair take turns to try to guess what his or her partner drew.

Monitor and provide any needed assistance.

Lesson 3

Warm up

Greet students.

Divide the group into teams of five.

Tell them to think of and write down the following. "5 animals that give us food" (write this on the board).

Give students 2 minutes to think and write down the items.

Then, have each team share what they wrote. See who came up with 5 animals; see who thought of the same animals; who missed the most, etc.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Where do products come from? Match the products with the animals.

Read the instructions along with students. Ask them to look at the pictures and identify the food and animals.

Have them complete the activity individually. Monitor and provide any needed assistance. Form pairs and ask students to compare their work.

While students compare their work, write cow, hen, pig and bee on the board.

To check, have students write the name of the food under the correct animal. Correct as needed.

2. Complete the sentences.

Ask a volunteer to read the instructions aloud. Have students complete the activity individually. Monitor and provide any needed assistance.

3. Listen and check your answers.

Tell students you will now listen and they have to look at their sentences and check their answers. Play Track 45 twice and have students check their answers.

Finally, elicit complete sentences from different students.

Discover *Where do products come from? Match the products with the animals.*

Where do products come from?
Match the products with the animals.

Complete the sentences.

- 1. Eggs come from _____.
- 2. Milk comes from _____.
- 3. Ham comes from _____.
- 4. Milk comes from _____.

Listen and check your answers.

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The exposure of language in this unit will allow students to write questions for information on agricultural products.

Academic and Educational Environment

Think

Read and answer.

- 1. What color is a strawberry?
- 2. Is a grape big or small?
- 3. Is a watermelon round or oval?
- 4. Where do eggs come from?

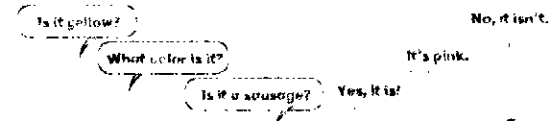
Unscramble the questions. Then write the answers. Remember the ?

1. /? / a pineapple / is / round or oval

is / color / a /? /? / what color

1. / name / does / come from / where /?

Play the game.



Create

Questions about agricultural products

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

- 1. Get together with your teammates.
- 2. Complete the table with the animal products you learned in this lesson.
- 3. In your notebook, write questions that help you to describe these products. Ask about the color, size and other characteristics.
- 4. Save your work for the last session.

Unit 7

75

6. Play the game.

Tell students they will now play a game. First, direct student's attention to the food around the page and the numbers that correspond to each food product.

Elicit the number and the name of the food product. Write the questions they will use when playing the game on the board, use the questions on the book as an example (question about a number, question about a characteristic, question about color, etc.)

Form pairs.

Ask students to use only one book.

Have the student without a book ask the questions.

The student with the book answers.

Then, have them switch roles.

You can demonstrate the game with a volunteer if necessary.

Monitor and provide any needed assistance.

Finally, ask random students questions about the food products on the page.

Create

Questions about agricultural products

Step 3

Let's continue working with our product.

This time you will:

Have students get together with their teammates.

Ask them to complete the table with the animal products they learned in this lesson.

Tell them to write question that help them describe agricultural products in their notebooks. Remind them to ask about color, size and other characteristics.

Have students save their work for the final product session.

Have students save their work for the final product session.

Have students save their work for the final product session.

Have students save their work for the final product session.

Have students save their work for the final product session.

READING TIME!

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 62 and have students listen to it.

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

Ask students the following comprehension questions:

Where does food come from? What grows on trees?

What grows in a field? Do carrots grow underground?

Do watermelons grow underground or on the ground?

What animals live on farms? What animals live in the ocean or rivers? Do we eat all the things mentioned in the text? What food comes from cows? What comes from chickens? What are tortillas made of? What is bread made of? What color are tomatoes? What color is broccoli? Are bananas yellow? Are grapes big? Are they round? What do cucumbers look like? What do oranges taste like? Are lemons sour?

Warm up

Write cow, hen, pig, bee on the board and elicit from students what food comes from each animal and write it on the board too.

Think and do

4. Read and answer.

Read the instructions along with students.

Have volunteers read the questions aloud.

Ask students to complete the activity individually.

Form pairs and have students compare their answers.

To check, ask the questions and elicit the answers.

5. Unscramble the questions. Then write the answers.

Remember the ?

Read the instructions along with students. Make sure everyone understands what needs to be done.

Ask students to first unscramble the questions.

Next, have them answer them.

Monitor and provide any needed assistance.

Next, form groups of four and have students compare their work.

To check, have different volunteers write the questions and answers on the board. Correct as needed.

 Review

1. Label the parts of this book.

Before students open their books, show them a book, it can be any book, it can be this book.

Encourage students to mention the parts of the book. Point at the part and elicit.

Tell students you will now put everything they have learned in this unit into practice.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Ask students to complete the activity individually.

Form pairs and have students compare their answers.

To check, elicit the parts of the book from different students. Correct as needed.

2. Complete the next conversation.

Ask a volunteer to read the instructions aloud.

Tell students to look at the picture. Read the conversation. Think and complete.

Have students complete the conversation individually.

To check, elicit the answers from different students.

Correct as needed.

3. Read and answer.

Read the instructions along with students.


Have volunteers read the questions aloud.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

Form groups of three and have students compare their answers.

To check, have volunteers write the questions and answers on the board.

 Review

Label the parts of this book.

title

front

cover

illustrator

table of contents

Complete the next conversation.

Read and answer.

What is the title of the book?

What is the author's name?

What is the publisher's name?

What is the price of the book?

What is the date of publication?

76

The exposure of language in this unit will allow students to write questions for information on agricultural products.

Activity and Assessment

Write the words in the box in the correct column.

grapes	strawberries	coconut	bananas	cucumber
onion	pineapples	tomato	carrot	eggplant

Unscramble the words.

gnit	gnit
gnit	gnit
gnit	gnit

Complete the descriptions. Use the words from the previous.

_____	_____
_____	_____
_____	_____

Read the questions and answer.

What is a vegetable? _____

What is a fruit? _____

What is a vegetable? _____

77

4. Write the words in the box in the correct column.

Have a volunteer read the instructions aloud. Ask other volunteers to read the words from the box aloud.

Have students complete the activity individually. Monitor and provide any needed assistance. While students work, make two columns on the board, Fruit and Vegetables.

To check, have volunteers write the fruits and vegetables under the correct column on the board. Correct as needed.

5. Unscramble the words.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Have students complete the activity individually. Monitor and provide any needed assistance.

To check, elicit the words from different students. Correct as needed.

6. Complete the descriptions. Use the words from the previous exercise.

Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done.

Ask students to complete the activity individually. Monitor and provide any needed assistance.

Form pairs and ask students to compare their answers. Elicit the sentences from different students. Correct as needed.

7. Read the questions and answer.

Read the instructions along with students.

Have volunteers read the questions aloud.

Ask students to answer the questions individually. Monitor and provide any needed assistance.

Ask the questions and elicit the answers from different volunteers. See if everyone agrees. Correct as needed.

Questions About Agricultural Products

Let's complete this unit's product. This time you will:

Have students get together with their teammates. Ask them to bring out the table with their agricultural products and their notebooks with the questions they wrote.

Have them reread the questions to make sure they are correct.

Monitor and provide any needed assistance.

Have each team get together with another team.

Tell students to take turns to ask each other questions about the different agricultural products in their tables.

Finally, have all teams place their tables on the classroom walls for everyone to see and read.

Questions about agricultural products

Let's complete this unit's product. This time you will:

Get together with your teammates.

Bring out the table with your agricultural products and your teammates with their questions that you wrote.

Reread the questions to make sure they are correct. Ask your teacher for help if you need it. Get together with another team.

Take turns and ask each other questions about the different agricultural products in your tables.

Finally, place your table on the classroom walls for everyone to see your work.

"What color...?"

"What is it?"

Fruits

Vegetables



The exposure of language in this unit will allow students to write questions for information on agricultural products.

Academic and Educational Enrichment

My favorite part in this unit was...

Work with a partner to go through the unit again and choose what you and your partner liked the most. Talk about it and draw what you liked it. Share with the rest of the class.

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

Identify the parts of a link



Identify and determine the parts of a product



Ask and answer questions about a product or service



Describe a product or service



Identify a product or service



Recognize when to form a product



G o jo !

Unit 7

Assessment 7

My favorite part in this unit was:
 Ask students to open their books on page 79.
 Encourage volunteers to share some of the things they liked about the unit.
 Direct their attention to the first part of the assessment.
 Ask students to write, draw and/or explain what their favorite part of the unit was and why.
 Monitor and provide any needed assistance.
 Encourage anyone who wishes to share what they liked to do so.

Self-Assessment

Direct students' attention to the second part of the assessment.
 Tell them that you will read the sentences and they have to color the face that represents how they feel.
 Read each sentence and make sure everyone understands what it means.
 Have students color the face that represents their feelings.
 Provide any needed assistance.

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 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.

Achievements

- Explore illustrated diagrams or maps.
- Exchange information about localities of the community.
- Write information about the community.

Warm up

Have flashcards or pictures of the places in the town or city ready before this lesson. At least 6.

Greet students.

Ask students to sit down in a circle.

Show each flashcard or picture and encourage students to identify them.

Put the flashcards or pictures scattered inside the circle. Number students 1 to 6.

Say a number and a flashcard. All students who are that number have to get up and try to get that flashcard first. The one who gets it can keep it. Repeat until all flashcards or pictures are gone.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and read along.

Ask students to open their books on page 80.

Tell them that you will now listen to a short song. Ask them to first listen and read.

Play Track 46 and have students listen and read.

Next, tell students to now sing along.

Play Track 46 three times. Listen and sing along.

Ask students to tell you what the song is about.

2. Look at the map. Label the places with the words in the box. Check with a partner.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Have volunteers read the words in the box aloud.

Make sure everyone knows what they mean.

Ask them to complete the activity individually.

Form pairs and have students compare their answers.

Elicit the answers from different students. Correct as needed.

Unit 8

Discover

Listen and read along. ▶▶

There is a town with many places.
It is the biggest one.
There is a school where I study
and I have a job.

Look at the map. Label the places with the words in the box. Check with a partner. 👁️ 👁️

school	restaurant	supermarket
hospital	park	museum

Listen and point. ▶▶

3. Listen and point.

Tell students you will now listen to an audio. They have to pay attention and point at the correct place.

Play Track 47 three times. Ask students to point at the correct place.

Monitor and provide any needed assistance.

The exposure of language in this unit will allow students to exchange information about locations in the community.

4. Read and answer.

How many words do you see? Write the number in the box.

Complete the words and match them with the pictures.

Listen and point.

Read and circle the correct option.

Where's the school? Circle the correct option.

Create

This is My Community

Let's start this unit's product. This time you will write a story about a place in your community. Use the words you learned in this lesson to help you. Write your story in the box below.

Unit 8

6. Listen and point.

Read the instructions along with students. Tell students to listen and point to what is indicated. Play Track 48 and have students point. Monitor and provide any needed assistance.

7. Read and circle the correct option.

Ask volunteers read the instructions and questions aloud. Have students complete the activity individually. To check, elicit the complete answer from different students. Correct as needed.

Create

This is my community

Step 1

Let's start this unit's product.

Students work in teams. Ask students to bring out their materials. Have students write a list of the names of the places in the community they learned in this lesson in their notebooks. Remind them to be careful with their spelling. Have students save their work for the next session.

READING TIME!

It is time for students to work with a story. Bring out the Story Big Book 2 to work with the second 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. 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 unit's story will take them around a town where the characters went on vacation. It will help students review places in a community. Open the Story book on page 27 and show students the illustrations. Encourage them to describe what they see. Help them with vocabulary if necessary. Play track 63 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

Use flashcards or pictures to review the words school, hospital, restaurant, supermarket, park, museum.

Think and do

4. Read and answer.

Ask a volunteer to read the instructions aloud. Read the statement aloud. Ask students to pay attention and read along. Tell students to think about the meaning of the statement and answer. Encourage students to share their answer and what words helped them decide on the answer. Assist and exemplify as needed.

5. Complete the words and match them with the pictures.

Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor and provide any needed assistance. Form groups of three and have students compare their answers. To check, elicit the answers from different students. Correct as needed.

Warm up

Before this lesson, prepare an incomplete map of a town on construction paper. For example, it can be one main street and two perpendicular streets and a restaurant and the museum.

Put the incomplete map up on the board.

Greet students.

Ask students to sit down in a half moon in front of the board.

Choose random students and give them instructions to complete the map, e.g. the school is next to the museum, the hospital is across from the restaurant, etc.

Encourage other students to assist if necessary.

Once the map is complete, encourage students to use prepositions to mention where each place is on the map. Demonstrate if necessary.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Read and match.

Ask students to open their books on page 82. Read the instructions along with students.

Have volunteers read the words aloud.

Ask them to complete the activity individually.

Form pairs and ask students to compare their work.

To check, elicit the answers from different students.

Correct as needed.

2. Read and complete.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Read each sentence aloud for students. Encourage them to complete them with the correct word.

Assist and correct as needed.

Discover

Read and match.

<p>forest</p> <p>beach</p> <p>river</p> <p>lake</p> <p>mountain</p>	
---	--

Read and complete.

The 3rd Grade is using _____.

Thanks we in the _____.

Paper is a _____.

Fast in the _____.

The exposure of language in this unit will allow students to exchange information about locations in the community.

Warm up

Greet students.

Form groups of four.

Ask students to make a small map of the places near your school.

First, ask them to mention what places are near your school, maybe a supermarket, a bus stop, a gas station, etc. Then, ask them to make the map.

Provide any needed assistance.

Have each group share their map with the rest of the class. Encourage them to present their map using prepositions, e.g. The school is next to the hospital, it is across from the gas station, etc.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Look at the map. Then, find the...

Ask students to open their books on page 84.

Read the instructions along with students. Make sure everyone understands what they need to find on the map and how they have to label it.

Have students complete the activity individually.

Form pairs and have students compare their answers.

To check, elicit the answers from different students.

Correct as needed.

2. Ask and answer.

Tell students to continue working with their partners.

Have them take turns to ask and answer questions about the places on the map.

Demonstrate with a volunteer if needed.

Monitor and provide any needed assistance.

3. Write one conversation with a partner.

Use the places from the map. Share and compare with others.

Still working with their partners, ask students to use the places from the map to write a conversation.

Elicit from volunteers what a conversation should include (questions and answers).

Have the pairs complete the activity.

Monitor and provide any needed assistance.

Ask students to practice their conversation.

Have pairs share their work with other pairs.

Finally, you can have each pair act out their conversation for the rest of the class.

Discover

Look at the map. Then, find the...

gas station
supermarket
bus stop
hospital
bank
school

Ask and answer.

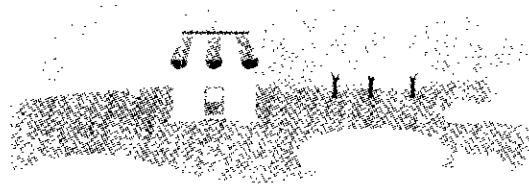
Where's the hospital? It's across from... It's next to...

Write one conversation with a partner. Use the places from the map. Share and compare with others.

The exposure of language in this unit will allow students to exchange information about locations in the community.

Think

This is Toy Town. Complete the map. Draw in 3 places. Show others your map. Are they the same?



Write three sentences describing your map.

There is a _____

Answer the questions.

1. What is the name of your town?
 2. What is the name of your street?
 3. What is the name of your school?

56

This is My Community

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

Keep working with your product. Add more details to your town. Draw in more buildings, trees, and people. Color your town. Add a title to your map. Show your map to others.

57

Warm up

Elicit from students man made constructions and natural features they remember and write them on the board.

Think and do

- 4. This is Toy Town. Complete the map. Draw in 3 places. Show others your map. Are they the same?**

Read the instructions along with students. Tell students to draw three places on the map to complete it.

Monitor and provide any needed assistance. Ask students to share their maps with other students and see if they are the same or not. You may invite volunteers to say if their maps are the same or not.

- 5. Write three sentences describing your map.**

Now, ask students to write three sentences that describe the places on their maps. Monitor and provide any needed assistance. Next, have students share their map and sentences with the rest of the class.

- 6. Answer the questions.**

Read the instructions along with students. Have volunteers read the questions aloud. Ask them to answer the questions individually. To check, elicit the answers from different students.

Create

This is my community

Step 3

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

Ask students to get together with their teammates. Have students bring out their materials and draw a map of their town in their construction papers. Tell them to include natural features and man-made constructions.

Color and decorate your city any way you want. Tell students to save their work for the last session of this product.

READING TIME!

It is time for students to work with the Story Big Book 2 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 63 and have students listen to it.

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

Review

1. Label the places in the map.

Have students open their books on page 86. Tell them you will now put everything they have learned in this unit into practice.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

2. Look at the map and answer the questions.

Check in teams.

Ask a volunteer to read the instructions aloud.

Have students complete the activity individually.

Monitor and provide any needed assistance. Form

teams and ask students to check their answers.

Have volunteers answer the questions aloud. Correct as needed.

Review

Label the places in the map.

Look at the map and answer the questions. Check in teams.

- Where's the school?
- Where's the museum?
- Where's the car?
- Where's the supermarket?
- Where's the restaurant?

The exposure of language in this unit will allow students to exchange information about locations in the community.

Unscramble the next words.

kae t asrt
 arean d lasr
 nnd l qur

4. Organize the following places in the correct category.

school lake park restaurant supermarket
 museum river mountain forest

5. Which are your favorite places in town? Make a drawing in each space. Share with others. Are they the same places?

Unit 5

3. Unscramble the next words.

Have students open their books on page 87. Read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity individually. To check, have random students write the words on the board. Correct as needed.

4. Organize the following places in the correct category.

Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the activity individually. Form groups of three and ask students to compare their work. To check, make two columns on the board and have students write the places where they belong. Correct as needed.

5. Which are your favorite places in town? Make a drawing in each space.

Read the instructions along with students. Ask students to draw their favorite places in town. Monitor and provide any needed assistance. Finally, have students share their drawings with the rest of the class.

This is My Community

To complete this unit product you will:

Ask students to get together with their teammates. Have them bring out the cardboard with the map of their community.

Ask each team to come to the front with their maps and present their work.

Encourage them to mention the different natural and man-made features they included and where they are in their map.

Remind them to use the expressions they learned in the lesson.

Finally ask them to place their maps on their classroom walls so everyone can see them.

This is My Community



To present your work to your classmates you will:

- Get together with your teammates.
- Bring out the map of your community.
- Take turns bringing to the front with your teammates to present your work.
- Explain the different natural and man-made features you included and their location.
- Use the expressions you learned in the lesson.
- Finally place your sign on the classroom walls to display everyone's work.

The exposure of language in this unit will allow students to exchange information about locations in the community.

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 what 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.

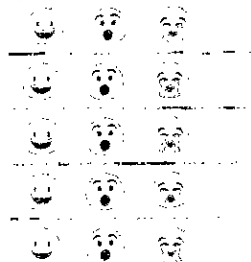
Recognize places in a map.

Differentiate natural features and man-made structures.

Ask and answer about the location of places.

Write and talk about places in the community.

Understand a story.



G o o j o !

Unit 8

Assessment 8

My favorite part in this unit was:

Ask students to open their books on page 89.

Encourage volunteers to share some of the things they liked about the unit.

Direct their attention to the first part of the assessment.

Ask students to write, draw and/or explain what their favorite part of the unit was and why.

Monitor and provide any needed assistance.

Encourage anyone who wishes to share what they liked to do so.

Self-Assessment

Direct students' attention to the second part of the assessment.

Tell them that you will read the sentences and they have to color the face that represents how they feel.

Read each sentence and make sure everyone understands what it means.

Have students color the face that represents their feelings.

Provide any needed assistance.

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.

Achievements

- Explore an illustrated book of children's tales.
- Listen and follow the reading of a tale.
- Compares emotions caused by the reading of a tale.
- Write sentences.

Warm up

Greet students.

Ask students to sit in a circle. Sit with them. Tell them you will play a game.

Act out an emotion and encourage students to guess it.

The student that guesses the emotion has to then stand up and act out an emotion, his or her classmates have to guess it.

The student that guesses his or her classmates' emotion now has to act out another emotion, and so on.

It doesn't matter if they act out the same emotions, just do encourage them to act out different ones, don't let 5 students in a row act out sad or happy, for example. Encourage them to think of other emotions. If they require assistance to come up with other emotions, you can give them situations so the rest of the students can guess the emotion, e.g. how do you feel when you get a gift you don't like? How do you feel when you wake up on Christmas Day? etc.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and sing.

Ask students to open their books on page 90.

Tell them that you will now listen to a song. Ask them to first listen and read.

Play Track 49 and have students listen and read.



Next, tell students to now sing along.


Play Track 49 three times. Listen and sing along.



Ask students to tell you what the song is about.


Unit 9


Discover

Listen and sing.  

 We like stories
Of every kind
And as children
We don't mind
In the unit
Let us look
At the stories
In the story book

2. Look at the book cover. What is the title of the book? Complete the illustration.  



3. Is the book a children's book or an adult's book? Tell a partner and check. 

2. Look at the book cover. What is the title of the book? Complete the illustration.

Read the instructions along with students.

Make sure everyone understands what to do.

Ask students to look at the book cover and find the title.

Tell them to write the title on the line.

Next, have them complete the illustration.

Monitor and provide any needed assistance.

Elicit the title from a volunteer. See if everyone agrees on the title.

3. Is the book a children's book or an adult's book? Tell a partner and check.

Read the question aloud.

Ask students to look at the book cover and decide if it is a children's book or an adult book. Form pairs and ask students to answer the question.

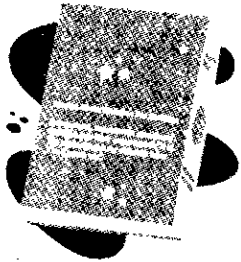
Encourage them to say how they know.

Assist as needed. Elicit the answer and see if everyone agrees.

The exposure of language in this unit will allow students to read stories to compare emotions.

Think

- Read the back cover of the book. What is the book about?




- Complete the sentences.
 - The book is fun because _____.
 - All the stories are about _____.
 - The book is fun because from _____ to _____.
- This is the title of the first story in the book. Unscramble it and write it on the line.
 - M A Z E x p e r i e n c e s M u s t o n Z a n d e r e
- Talk to your classmates. What do you think the story is about?

Step 1

Create

Illustrating My Personal Experiences

- To work on this unit's project you will:
 - Work in pairs.
 - Take turns to read and talk to each other about your own experiences.
 - Write about your experiences in your notebooks.
 - Draw pictures to go with your stories.



Unit 9

7. Talk to your classmates. What do you think the story is about?

Still working with their group, write the question on the board "What do you think the story is about?" Give students three minutes to come up with their predictions and write them on their notebooks. Encourage every group to share their predictions. Write them on the board.

Create

Illustrating My Personal Experiences

Step 1

Ask students to form pairs. Instruct students to talk with their partners about an experience they had in their vacation. Ask them to discuss if their stories are similar or different? Tell them to write these experiences on their notebooks and remind them to pay attention to their spelling. Have students save their work for the next session.

READING TIME!

It is time for students to work with a story. Bring out the Story Big Book 2 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.

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 unit's reading will share with students emotions experienced by others in specific circumstances.

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 64 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 Track 49 and invite children to sing along.

Think and do

4. Read the back cover of the book. What is the book about?

Read the instructions along with students. Ask students to look at the back cover of the book. Then, ask the question: What is the book about? And have students take turns to answer. Encourage them to share how they know.

5. Complete the sentences.

Have a volunteer read the instructions aloud. Make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor and provide any needed assistance. Form groups of three and have students compare their answers. To check, elicit the sentences from different students. Correct as needed.

6. This is the title of the first story in the book. Unscramble it and write it on the line.

Tell students to stay with their groups of three from the previous activity. Ask them to unscramble the title and write it down. Elicit the answer and see if everyone agrees.

Warm up

Greet students. Tell them you will play a game. Divide the group into four teams. Divide the board into four sections that students can reach. Have a member from each team come to the front. Show them an emotion flashcard or whisper an emotion. Students have to make a drawing to represent that emotion, their teammates have to guess the emotion. The first team to guess correctly wins a point. Then, other members of each team come to the front and it's their turn to draw. Choose 5-8 emotions to review beforehand. Play until you've reviewed all your chosen emotions.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and read. Circle the words you don't know.

Ask students to open their books on page 92. Tell students you will now listen and read another story. Direct their attention to the pictures and ask them to describe what they see.

Tell them you will now listen to the story and they have to read along.

Play Track 50 once.

Encourage students to share what they understood.

2. Read the story again and complete the pictures.

Tell students you will now listen to the story again and they have to complete the pictures.

Play Track 50 twice and ask students to complete the pictures.

Monitor and provide any needed assistance.

To check, encourage volunteers to share their complete pictures with the rest of the class.

3. Read and answer the question. Then share with others. Do they think like you?

Play Track 50 one final time. Ask students to listen and read.

Direct students' attention to the question. Read it aloud.


Ask students to answer the question individually.

Form small groups and ask students to share their answer with their group.


Finally, encourage some volunteers to share their answer with the rest of the class. Invite students to say if their classmates think the same way they do.

Discover


1. Listen and read. Circle the words you don't know.




It's my eighth birthday. My gifts are on the table. What is in that big red box?



Look at the birthday card. It's from my uncle. It has a big number 8 on it.



There's a cage in the big red box. I lift it out. I shout 'Wow!'



It's a hamster! It has a blue ribbon around its neck. 'Thank you, uncle!' I love my hamster!

2. Read the story again and complete the pictures.

3. Read and answer the question. Then share with others. Do they think like you?

What is an interesting gift for you?

The exposure of language in this unit will allow students to read stories to compare emotions.

Warm up

Greet students.

Have students brainstorm children's story they know and remember. Write their ideas on the board.

Choose two or three and erase the rest from the board.

Form groups of five and ask them to choose one story from the board.

Give students five minutes to write about that story, what happens first? What happens second? What happens in the end? Tell them they don't have to remember or write down all the details, just a general idea of whatever they can remember.

Monitor and provide any needed assistance.

Then, have each group share what they wrote with the rest of the class.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Read and then circle Yes or No.

Ask students to open their books on page 94.

Tell students you will now listen to some information and they have to read along.

Ask them to circle the words they don't know.

Next, ask them to use their illustrated dictionaries to find out the meaning of the words they circled.

Monitor and provide any needed assistance.

Form pairs and ask students to share the words they looked up.

Finally, encourage students to share what they understood. Clarify any doubts.

2. Order the paragraphs. Then label the introduction, the middle and the conclusion. Work with a partner.

Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done.

Have students work in pairs.

Monitor and provide any needed assistance.

Form groups of in four and have students compare their answers.

Discover *What is the story about?*

1. Read and then circle Yes or No.

A good story has three sections. The first section is the introduction to the story. The second section is the middle part of the story. Most of the story is in the middle part. The third part is the conclusion to the story.	<ul style="list-style-type: none"> ✓ A good story has three parts. <input checked="" type="radio"/> Yes <input type="radio"/> No ✓ The first part is the introduction. <input checked="" type="radio"/> Yes <input type="radio"/> No ✓ Most of the story is in the conclusion. <input type="radio"/> Yes <input checked="" type="radio"/> No ✓ The story finishes in the end of section. <input checked="" type="radio"/> Yes <input type="radio"/> No
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2. Order the paragraphs. Then label the introduction, the middle and the conclusion. Work with a partner.

Now we're at the airport and it's the end of my first trip to the United States. Not a week! Just one day! I'm very sad.

Migraine is usual and I'm Mexican. I'm in Miami on vacation for a week with my uncle Tomas and my aunt Tania. This is our first day. I'm very excited.

Mami is wonderful. We're on the beach. I'm making a sandcastle. Uncle Tomas is taking photographs. Aunt Frieda is swimming in the ocean. What's that? Oh no! It's a shark! Aunt Frieda is jumping out of the water. "Watch out, sharks!" she says. Aunt Frieda is original. She says: I don't like Miami. I want to go home.

3. Listen to the story and check your answers. ▶

3. Listen to the story and check your answers.

Tell students you will now listen to the story and they have to read to see if their answers are correct.

Play Track 52.

Finally, elicit the answers from different students.

Direct students' attention to the Yes/No statements.

Have volunteers take turns to read each statement aloud. Ask students to choose the correct answer.

Then, have different students read the statements and the answers aloud. Correct as needed.

The exposure of language in this unit will allow students to read stories to compare emotions.

Think

- Write the names of the characters in the last story.
- This is a story from 'Stories about Children for Children'. Can you guess the title of it?
- Look at the pictures. Complete the sentences.
 - My uncle is a ...
 - My aunt is a ...
 - My dad is ... in the ocean.
 - A shark is ... in the ocean too.
 - My dad is ... out of the ocean.
- Mime the action for others to guess.
 - You're swimming in the ocean!

Create

Illustrating My Personal Experiences

- Let's continue with our product.
 - Get together with your partner and bring out your notebook and the three pieces of construction paper.
 - Divide your story in introduction, middle and conclusion.
 - Write each part in a different piece of paper.
 - Be careful with spelling.
 - Illustrate the three parts of your story and save your work for the last session.

Unit 5

6. Look at the pictures. Complete the sentences.

Ask students to look at the pictures and describe what they see.

Read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance. Form pairs and ask students to compare their answers. To check, have volunteers write the sentences on the board. Correct as needed.

7. Mime the action for others to guess.

Have students take turns to come to the front. You whisper them one action. They have to act out that action.

The student that guesses the action first comes to the front and acts out another action.

Repeat.

Play for 5 to 7 minutes.

Create

Illustrating my personal experiences

Step 3

Let's continue with our product.

Ask students to get together with their partners. Tell them to bring out their notebooks and their materials.

Ask them to divide their story in introduction, middle and conclusion.

Have them write each part in a different piece of cardboard. Remind them to be careful with their spelling.

Instruct them to illustrate their story.

Tell students to save their work for the last session of this product.

Warm up

Invite students to take turns to retell a story they know. You can guide by asking questions, e.g. Who knows the story of the ugly duckling? How does it begin? Then, what happens? etc.

Think and do

4. Write the names of the characters in the last story.

Read the instructions along with students. Make sure students understand what needs to be done.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

To check, elicit the answers from different students.

5. This is a story from 'Stories about children for children'. Can you guess the title of it?

Give students one or two minutes to think about the title for the story.

When the time is up, have each student share their title with the rest of the class.

READING TIME!

It is time for students to work with the Story Big Book 2 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 63 and have students listen to it.

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

Review

1. Unscramble the following words and make a drawing for each one.

Have students open their books on page 96. Tell them you will now put everything they have learned in this unit into practice.

Read the instructions along with students.

Make sure everyone understands what needs to be done.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

To check, elicit the words from different students.

Correct as needed.

2. Write the next sentences correctly. Use capital letters when necessary. Check with a partner.

Use capital letters when necessary.

Check with a partner.

Ask a volunteer to read the instructions aloud.

Have students complete the activity individually.

Monitor and provide any needed assistance. Form pairs and ask students to compare their answers.

Have volunteers write the sentences on the board.

Correct as needed.

3. Complete the sentences with action words.

Look at the pictures.

Ask a volunteer to read the instructions aloud.

Direct students' attention to the words. Have volunteers say the words aloud.

Have students complete the activity individually.

Monitor and provide any needed assistance.

Form pairs and have students compare their answers.

To check, elicit full sentences from students. Correct as needed.

Review

1. Unscramble the following words and make a drawing for each one.

gntf
brhgtar ordn
shstern
aveg
2. Write the next sentences correctly. Use capital letters when necessary. Check with a partner.

1. david eats lunch with me.

2. are old i are going to the movies.

3. we are flying to new york in june.


4. am never wears old
3. Complete the sentences with action words. Look at the pictures.

1. I _____ to the dentist's office with my mom.

2. My uncle is _____ photographs.

3. I _____ my mouth very wide.

4. My aunt is _____ in the ocean.



The exposure of language in this unit will allow students to read stories to compare emotions.

4. Read the story order the paragraphs. Then label the introduction, the middle and the conclusion.

My mom and dad took my sisters and me to the zoo because we wanted to see the new baby animals. First we went to see the lions, and we saw the two baby cubs playing with each other. There were a lot of people there, but my sister took some good pictures. Then we went to visit the monkeys. Some of them were eating bananas and others were jumping from branch to branch.

We spent six hours in the zoo walking and looking at all these new baby animals. Then my dad invited us to dinner in a very nice restaurant. We really enjoyed our trip very much.

Hello! My name is Manuel. I live in a small city in Mexico. I want to tell you about my last visit to the zoo. In my city, we don't have a zoo so we traveled to Puebla for the weekend.

5. Make a drawing to illustrate Manuel's story.



Unit 9

4. Read the story, order the paragraphs. Then label the introduction, the middle and the conclusion.

Have students open their books on page 97. Read the instructions along with students. Make sure everyone understands what needs to be done. Have students complete the activity individually. Monitor and provide any needed assistance. Form groups of four and have students compare their answers.

To check, have students take turns to read the story in the correct order aloud.

Encourage them to say which part is the introduction, which part is the middle and which one is the conclusion.

5. Make a drawing to illustrate Manuel's story. Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done. Have students complete the activity individually. Then, have volunteers share their drawings with the rest of the class.

Illustrating My Personal Experiences

To present your work to your classmates you will:

Ask students to get together with their partners. Tell them to bring out their cardboards with their story.

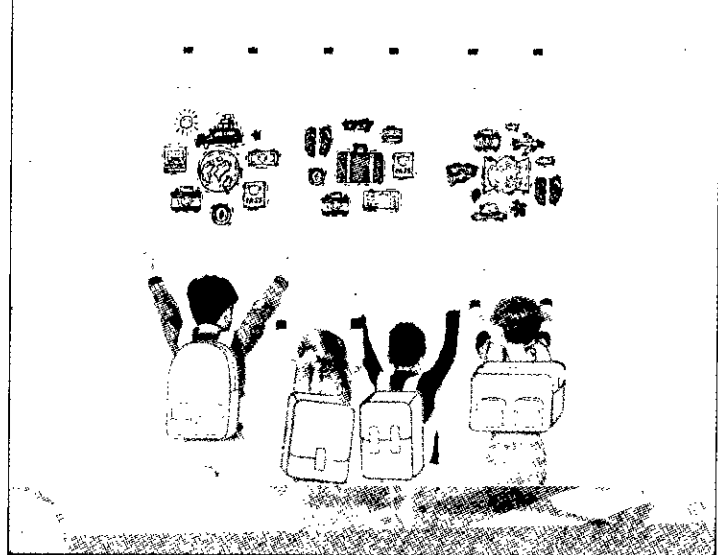
Have them take turns to come to the front and retell their story to the rest of their classmates.

Encourage the students listening to the story to ask question. Remind the students presenting their story to answer their classmates' questions.

Finally ask them to place their stories on the classroom walls so everyone can see them.

Illustrating My Personal Experiences

1. To present your work to your classmates you will:
 - Get together with your partner.
 - Bring out your story.
 - Take turns and come to the front to retell your story to the rest of your classmates.
 - As you talk about your story, allow your classmates to ask questions about it.
 - Then, place your story on the classroom walls for everyone to see it.



The exposure of language in this unit will allow students to read stories to compare emotions.

My favorite part in this unit was...

Work with a partner to write down the unit topics and choose what you and your partner liked the most. Talk about it and draw what you liked to 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 the parts of a book



Read short stories



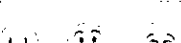
Reread a story



Identify and write the main idea of a text



Compare the actions and emotions in a text with friends



Express how I feel about a story



Write sentences



Identify the three parts of a story



G o j o !

Unit 9

Assessment 9

My favorite part in this unit was:

Ask students to open their books on page 99.

Encourage volunteers to share some of the things they liked about the unit.

Direct their attention to the first part of the assessment.

Ask students to write, draw and/or explain what their favorite part of the unit was and why.

Monitor and provide any needed assistance.

Encourage anyone who wishes to share what they liked to do so.

Self-Assessment

Direct students' attention to the second part of the assessment.

Tell them that you will read the sentences and they have to color the face that represents how they feel.

Read each sentence and make sure everyone understands what it means.

Have students color the face that represents their feelings.

Provide any needed assistance.

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.

Achievements

- Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.).
- Understand information from reading aloud.
- Participate in writing information.

Warm up

You need a map of the American Continent for this activity. Put it on the board.

Greet students. Ask them to take their seats.

Direct students' attention to the map. Encourage them to tell you what it is.

Ask them if they know what is in the map (the American Continent).

Elicit the name of their country.

Encourage a volunteer to come to the front and find their country.

Next, ask them if they know other countries that are in the American Continent too.

Elicit the names of these countries and encourage them to show you where these countries are (if they can).

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and read. Then, tell a partner what you know about America.

Ask students to open their books on page 100.

Tell them that you will now listen and read a text. Play Track 53 and have students listen and read along.

Encourage students to tell you what the text is about.

You may play the recording more than once. Form pairs and ask students to talk about what they know about the continent. Monitor. Invite volunteers to share what they discussed.

Unit 10

Discover

Listen and read. Then, tell a partner what you know about America.

Our continent has three main parts:
North America
Central America
and South America.

Our continent has three main parts and a lot of countries big and small, so let's learn something about them all.

Look at the map and label the three main parts of the continent. Check with others.

Where is Mexico?

100

2. Look at the map and label the three main parts of the continent. Check with others.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

Put up a map of the American continent on the board.

Form pairs or small groups and have students compare their work.

Then, ask volunteers to come to the front and label the three main parts of the continent on the board.

3. Where is Mexico?

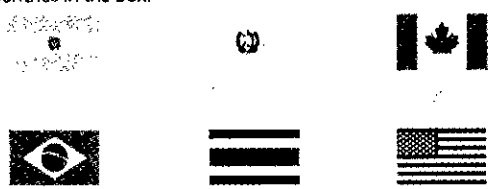
Next, ask the question, "Where is Mexico?" and encourage students to mark Mexico on their maps. Invite a student to point at Mexico on the map on the board.

Correct as needed.

The exposure of language in this unit will allow students to register information of a geography topic with graphic support.

Think

4. Work in pairs. Write the countries under the flags. Use the countries in the box.



Canada
The United States

Brazil
Argentina

Guatemala
Costa Rica

5. Draw and color the flag of Mexico.

Create

A chart of the American Continent

Step 1

Have students work in small groups. Ask students to bring out their materials. Tell them to use their rulers and divide their construction paper in half. Ask students to draw a map of the American Continent like the one on page 104 on the top half of their construction paper. Monitor and provide any needed assistance. Have students save their work for the next session.

READING TIME!

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 2 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. 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. This unit's reading will give students information about the American continent. 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 65 and have students listen. Pause the track as needed and repeat the same steps before listening to the next pages.

Unit 10 101

Warm up

Play Track 53 and encourage students to tell you the three parts that make up the American Continent.

Think and do

4. Work in pairs.

Write the countries under the flags.
Use the countries in the box.
Read the instructions along with students.
Have volunteers read the countries on the box aloud.
Read the Punctuation box aloud and tell students to remember this information.
Form pairs. Ask students to look at the flags and label them.
Monitor and provide any needed assistance.
Encourage students to label as many flags as possible.
Form groups of four.
Ask students to compare their answers and try to complete their work, if necessary, with their classmates' help.
To check, elicit the answers from different students. Correct as needed.

Warm up

Greet students.

Divide the group into four teams.

Tell them they have 2 minutes to write down as many

countries from the American Continent as they can.

Ask them to write them down on a sheet of paper or in their notebooks.

Give them two minutes.

Monitor.

Next, have a member from each team come to the board and write down their list of countries.

Count the number of correct countries each team wrote, 1 point for each correctly spelled country, .5

points for each incorrectly spelled country, 0 points for countries that are not in the American Continent.

See which team was able to remember more countries.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Listen and point to the countries you hear.

Ask students to open their books on page 102. Tell students you will now listen to the names of different countries and they have to point at them.

Play Track 54 three times. Have students listen and point.

Monitor and provide any needed assistance.

2. Work in pairs. Say a country, Your partner points to it.

Form pairs.

Ask students to take turns to say the name of a country for their partner to point at. Then, they switch roles.

Ask them to repeat this with as many countries as they can.

Encourage them to mark the number of countries they correctly identify.

Monitor and provide any needed assistance.

Put up a map of the American Continent on the board.

Choose random students, say the names of countries and have them point at them. Correct as needed.

3. Which countries look and sound similar in Spanish?

As a group, make a list of all the countries in the American continent.


Direct students' attention to the last activity on the page.

Have a volunteer read the question aloud.

Ask students to answer the question.

Discover Listen to the names of different countries and point to them on the map.

1. Listen and point to the countries you hear.



2. Work in pairs. Say a country. Your partner points to it.

3. Which countries look and sound similar in Spanish?

102

Form groups of three and encourage students to share their answers. Then, elicit the answers from different students. See if everyone agrees.

The exposure of language in this unit will allow students to register information of a geography topic with graphic support.

Warm up

Greet students. You need a small soft ball. Ask them to sit down in a circle on the floor. Start by saying the name of a country in the American Continent. Pass the ball to the student to your right. That student has to say the country you mentioned and say another country. Then, that student passes the ball to the right and the student to his or her right has to say the two countries and a new country. And so on until someone makes a mistake.

Whoever makes a mistake passes the ball to the student to his or her right and the game starts again. Play until the ball has gone around the circle at least once.

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 triggering question to help students connect with their previous knowledge and prepare for the topic of the lesson.

1. Read and answer.

Ask students to open their books on page 104. Tell students you will now read information about a country in the American Continent. Choose students at random to read the text aloud. Clarify any doubts. Next, have volunteers read the questions aloud. Ask students to reread the text individually and answer the questions. Monitor and provide any needed assistance. To check, elicit the answers from different students. Correct as needed.

Discover

Read and answer.

<p>1. What is the capital of Ecuador?</p> <p>2. What is the official language of Ecuador?</p> <p>3. What are the main products of Ecuador?</p> <p>4. What are the main crops of Ecuador?</p> <p>5. What is the main industry of Ecuador?</p> <p>6. What is the main currency of Ecuador?</p>	<p>The capital of Ecuador is Quito. The official language of Ecuador is Spanish. The main products of Ecuador are bananas, oranges, and coffee. The main crops of Ecuador are bananas, oranges, and coffee. The main industry of Ecuador is agriculture. The main currency of Ecuador is the dollar.</p>
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What natural features does Ecuador have?

What is the capital city?

What languages do people speak?

What do they grow in Ecuador?

What currency do they use?

1. Listen and read along. Then work with a partner and ask: What is similar and different in Ecuador to Mexico?

Circle the words that are the same or similar in your language.

104

2. Listen and read along. Then work with a partner and ask: What is similar and different in Ecuador to Mexico?

Tell students you will now listen to the text. Ask them to read along. Play Track 55.

Encourage volunteers to mention what the text is about. You may play the recording more than once. Then, form pairs and encourage students to discuss what is similar and different in Ecuador to Mexico. Invite volunteers to share what they've discussed. You may also share examples if you consider it necessary.

3. Circle the words that are the same or similar in your language.

Read the instructions along with students. Make sure everyone understands what needs to be done.

Ask students to complete the activity individually.

Monitor and provide any needed assistance.

Then, form pairs and have students compare their work.

To check, elicit words from different students. Write them on the board.

See if everyone agrees.

The exposure of language in this unit will allow students to register information of a geography topic with graphic support.

Academic and Educational Environment

Think

1. Complete the sentences. Use the words in the box.

1. Only _____ in _____ . An _____
 2. _____ the _____ .
 in _____ they _____ .
 The _____ the _____ they use _____ .

2. Unscramble the information. What's the country?

1. _____ .
 The _____ .
 They _____ .
 The _____ .
 The _____ .

3. Solve the riddle. What's the country?

1. _____ .
 word for the _____ .
 The _____ .
 word for the _____ .

Create

A chart of the American Continent

Let's continue working with our project. Now you will need:

1. _____ .
 2. _____ .
 3. _____ .
 4. _____ .
 5. _____ .

105

6. Solve the riddle. What's the country?

Read the instructions along with students. Have different students read each part of the riddle aloud. Ask them to silently decide on the answer and write it down. Form groups of three and ask students to compare their answers to the riddle. Finally, elicit the answer. See if everyone agrees. Clarify as needed.

Create

A chart of the American Continent

Step 3

Let's continue working with our project. Now, you will need:
 Ask students to get together with their teammates. Tell them to bring out their map and chart. Ask them to mark the countries they chose on their map and color them. Tell them to illustrate their maps and charts. Have them include the currency and flag of each country. Tell students to save their work for the last session of this product.

READING TIME!

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 65 and have students listen to it. Pause the track as needed and repeat the same steps before listening to the next pages.

Warm up

Encourage students to share the countries in the American Continent they know and write them on the board.

Think and do

4. Complete the sentences. Use the words in the box.

Read the instructions along with students. Ask students to complete the activity individually. Monitor and provide any needed assistance. Form pairs and ask students to compare their answers. To check, elicit complete sentences from different students. Correct as needed.

5. Unscramble the information. What's the country?

Have a volunteer read the instructions aloud. Ask students to complete the activity individually. Monitor and provide any needed assistance. To check, have volunteers write the sentences on the board. Correct as needed.

Review

1. Color the map. Follow the directions.

Have students open their books on page 106. Tell them you will now put everything they have learned in this unit into practice.

Read the instructions along with students. Make sure everyone understands what needs to be done. Ask students to complete the activity individually. Monitor and provide any needed assistance. Form groups of four and have students compare their work.

2. Match the flags to their countries.

Ask a volunteer to read the instructions aloud. Have students complete the activity individually. Monitor and provide any needed assistance. To check, elicit the answers from different students. Correct as needed.

Review

1. Color the map. Follow the directions.

2. Draw a red line and divide North, Central and South America.

3. Color Mexico pink.

4. Color Brazil blue.

5. Color Canada green.

6. Color The United States yellow.

7. Color Argentina purple.

8. Write the names of the countries you colored.

9. Match the flags to their countries.

The United States Guatemala Brazil Canada

106

The exposure of language in this unit will allow students to register information of a geography topic with graphic support.

Academic and Educational Environment

2. Complete the chart. Write the names of the countries in the correct column.

North America	South America

3. Match the countries with their currency and languages. Work with a partner.

Costa Rica	English and French	Mexican peso
Canada	Spanish	Colombian dollar
Mexico	English	Canadian dollar
The United States	Spanish	Colombian peso

4. Complete the sentences. Use the words from the box.

The dollar is the _____ they use in Costa Rica.
 English and French are official _____ in Canada.
 _____ has a border with Mexico.
 The national city of _____ is Lima.

Guatemala currency languages Peru

Unit 10 107

3. Complete the chart. Write the names of the countries in the correct column.

Have students open their books on page 107.

Read the instructions along with students.

Make sure everyone understands what needs to be done.

Have students complete the activity individually.

Monitor and provide any needed assistance.

Write the title of each column on the board.

Have volunteers write the answers under the correct column.

Correct as needed.

4. Match the countries with their currency and languages. Work with a partner.

Ask a volunteer to read the instructions aloud. Make sure everyone understands what needs to be done.

Have students complete the activity in pairs.

Form small groups and ask students to compare their answers.

To check, elicit the answers from different students.

Correct as needed.

5. Complete the sentences. Use the words from the box.

Ask volunteers to read the instructions and words in the box aloud.

Have students complete the activity individually.

Then, have volunteers write the sentences on the board. Correct as needed.

A Chart of the American Continent

It's time to present your work on the final step. Now you will:

Ask students to get together with their teammates. Have them bring out their maps and charts. Ask each team to come to the front and show their work to the rest of their classmates. Have them talk about the countries in their maps and about the information on their charts. Encourage students who are listening to their classmates' presentation to ask any questions they might have and encourage students who are presenting their work to answer them. Finally ask them to place their maps and charts on the classroom walls so everyone can see them.

A Chart of the American Continent

- It's time to work on the final step. Now you will:
 - Get together with your teammates.
 - Bring out your maps and charts.
 - With your teammates, come to the front to show your work to the rest of your classmates.
 - Talk about the countries in your map, and about the information on your chart. Ask your classmates to ask questions about your work.
- Then place your maps and charts on the classroom walls for everyone to see your work.

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

Write with a partner. Exchange the unit. Write what you like about the unit and the things you did. Then draw what you like and 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.

1. I can understand and speak English.

2. I can understand and speak English.

3. I can understand and speak English.

4. I can understand and speak English.

5. I can understand and speak English.

6. I can understand and speak English.

7. I can understand and speak English.



Go jo!

Assessment 10

My favorite part in this unit was:

Ask students to open their books on page 109.

Encourage volunteers to share some of the things they liked about the unit.

Direct their attention to the first part of the assessment.

Ask students to write, draw and/or explain what their favorite part of the unit was and why.

Monitor and provide any needed assistance.

Encourage anyone who wishes to share what they liked to do so.

Self-Assessment

Direct students' attention to the second part of the assessment.

Tell them that you will read the sentences and they have to color the face that represents how they feel.

Read each sentence and make sure everyone understands what it means.

Have students color the face that represents their feelings.

Provide any needed assistance.

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 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.

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 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 fact 2

My favorite part in this story is:

I liked this story because:



Evidence fact 3

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 fact 4

My favorite part in this story is:

I liked this story because:



Evidence fact 5

My favorite part in this story is:

I liked this story because:

Name _____

LN _____

Date _____

Grade _____

Observation Card _____

Final grade _____

Hello, What's Your Name?

1. Look at the pictures and circle the correct answer.



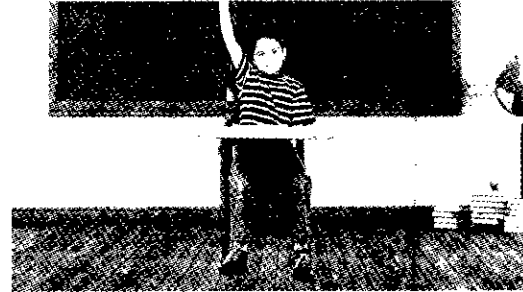
a) he she



c. Sit down at your desk.
Don't bring candy to school.



b. he she



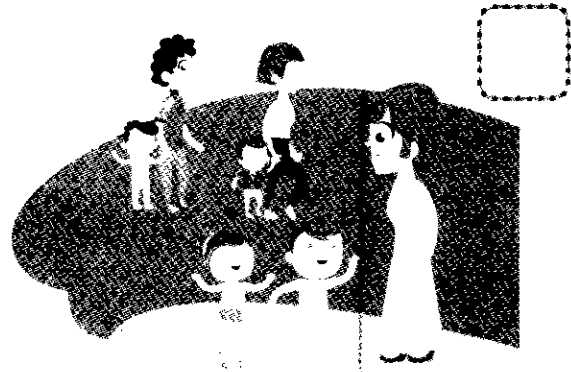
d. Sit down at your desk.
Don't bring candy to school.

2. Read and check (✓).



A: Can I borrow your book, please?

B: Yes, you can



A: Mom. This is Stella. Can she come home and play?

B: Of course she can. Let's ask her Mom.

Name _____ LN _____
 Date _____ Grade _____
 Observation Card _____ Final grade _____

1. Look at the pictures and circle the correct answer.



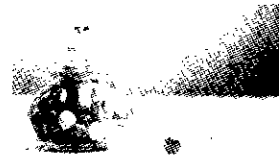
a) he she



c. Sit down at your desk.
Don't bring candy to school.



b. he she



d. Sit down at your desk.
 Don't bring candy to school.

2. Read and check (✓).



A: Can I borrow your book, please?
 B: Yes, you can



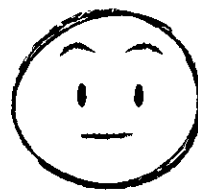
A: Mom. This is Stella. Can she come home and play?
 B: Of course she can. Let's ask her Mom.



Student completed the activity independently



Student completed activity after further explanation



Student completed the activity after completing an example with an adult



Student completed the activity with an adult

Name _____ LN _____
Date _____ Grade _____
Value Scale _____ Final grade _____

1. Write a check (✓) to show how you feel about these topics.



I identify rhyming words.

I am good at relating pictures with words.

I complete verses.

I am good at saying rhymes.

I identify emotions.





I complete my work quickly.

I do my best in every class.

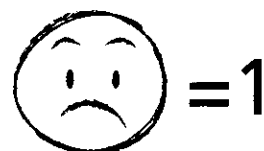
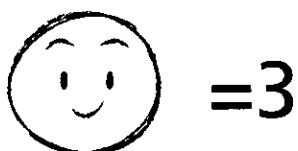
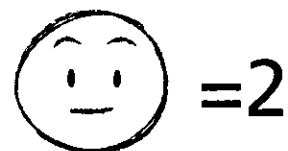
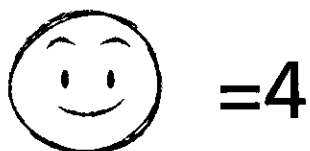
Name _____
 Date _____
 Value Scale _____

LN _____
 Grade _____
 Final grade _____

1. Write a check (✓) to show how you feel about these topics.

				
I identify rhyming words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am good at relating pictures with words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I complete verses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am good at saying rhymes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I identify emotions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I complete my work quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do my best in every class.	<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 _____

Card of self and peer assessment _____

Final grade _____

1. Work with a partner. Number the instructions in the correct order. Then, make a drawing for each step.

Put a paper clip onto the paper tissue.

What happens? The paper clip floats!

What happens? The paper clip floats!

Put a paper tissue onto the water.

Understand instructions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Order steps for an experiment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Illustrate the steps for an experiment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Understand instructions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Order steps for an experiment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------





Illustrate the steps for an experiment.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

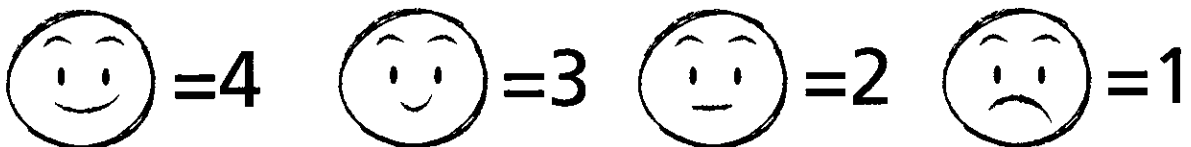
Name _____ LN _____
 Date _____ Grade _____
 Card of self and peer assessment _____ Final grade _____

1. Work with a partner. Number the instructions in the correct order. Then, make a drawing for each step.

- _2_ Put a paper clip onto the paper tissue.
- _4_ What happens? The paper clip floats!
- _3_ What happens? The paper clip floats!
- _1_ Put a paper tissue onto the water.

				
Understand instructions.	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>
Order steps for an experiment.	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>
Illustrate the steps for an experiment.	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>
	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>
Understand instructions.	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>
Order steps for an experiment.	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>
Illustrate the steps for an experiment.	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>	<input style="border: 1px dashed black; width: 50px; height: 40px;" type="text"/>

Students individually assess each other's contribution to solving the activity based on the list of criteria. Grading is based on the average of symbols they mark:



Name _____ LN _____
 Date _____ Grade _____
 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 _____

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

Scale 5 = 1

Scale 2 = .25

Scale 4 = .75

Scale 1 = 0

Scale 3 = .50

Max possible score is 10

Name _____ LN _____
 Date _____ Grade _____
 Self-evaluation card _____ Final grade _____

1. Write a check (✓) to show how you feel about these topics.



I can recognize verses and stanzas.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I can discover the meaning of words.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I can distinguish rhyming words.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I can recognize changes in intonation.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I can recognize words in verses.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I can practice spelling and pronunciation of rhyming words.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I can compare the writing of verses based on the number of words.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I can rewrite words in verses and stanzas.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I can complete written poems.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

I can choose an option of a word to complete written verses.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Name _____

LN _____





Date _____

Grade _____

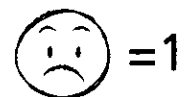
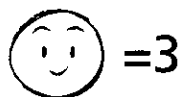
Self-evaluation card _____

Final grade _____

1. Write a check (✓) to show how you feel about these topics.

				
I can recognize verses and stanzas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can discover the meaning of words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can distinguish rhyming words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognize changes in intonation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognize words in verses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can practice spelling and pronunciation of rhyming words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can compare the writing of verses based on the number of words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can rewrite words in verses and stanzas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can complete written poems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can choose an option of a word to complete written verses.	<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 _____

Self-evaluation card

Final grade _____

1. Write a check (✓) to show how you feel about these topics.



Understands questions about personal data and hobbies.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Recognizes names of hobbies when listening to them.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Identifies own and others personal data when listening to it.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Spells proper names.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Recognizes the writing of names and graphics of numbers.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Clarifies the meaning of words with the help of an illustrated dictionary.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Answers, with help, questions about personal data.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Produces own writing of personal data.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Writes, based on a model, questions about hobbies.





<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Compares answers related to personal data and hobbies.

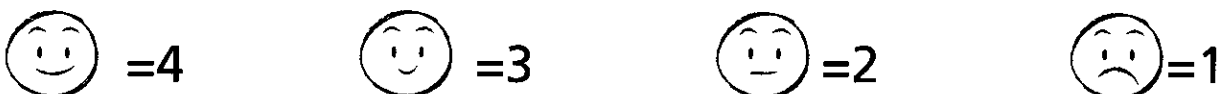
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Name _____ LN _____
 Date _____ Grade _____
 List of comparison _____ Final grade _____

1. Write a check (✓) to show how you feel about these topics.

				
Understands questions about personal data and hobbies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes names of hobbies when listening to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identifies own and others personal data when listening to it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spells proper names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes the writing of names and graphics of numbers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarifies the meaning of words with the help of an illustrated dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answers, with help, questions about personal data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Produces own writing of personal data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writes, based on a model, questions about hobbies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compares answers related to personal data and hobbies.	<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 _____

Questionnaire _____ Final grade _____

1. What color is a tomato?
a) orange b) white c) purple d) red
2. What is long, thin and orange?
a) cucumber b) carrot c) onion d) lemon
3. Cabbages are...
a) small and round b) large and round c) small and thin d) large and thin
4. What is oval, yellow and not sweet?
a) watermelon b) pineapple c) lemon d) orange
5. What color are watermelons?
a) yellow b) white c) orange d) green
6. What comes from pigs?
a) sausages b) eggs c) milk d) steak
7. Choose the food that comes from cows.
a) sausages b) cheese c) honey d) ham
8. Honey comes from...
a) cow b) hen c) bees d) pig
9. A grape is _____.
a) big b) large c) thin d) oval
10. Which one is a vegetable?
a) grapes b) cabbage c) strawberries d) banana

Name _____

LN _____

Date _____

Grade _____

Questionnaire _____

Final grade _____





1. What color is a tomato?
a) orange b) white c) purple **d) red**
2. What is long, thin and orange?
a) cucumber **b) carrot** c) onion d) lemon
3. Cabbages are...
a) small and round **b) large and round** c) small and thin d) large and thin
4. What is oval, yellow and not sweet?
a) watermelon b) pineapple **c) lemon** d) orange
5. What color are watermelons?
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8. Honey comes from...
a) cow b) hen **c) bees** d) pig
9. A grape is _____.
a) big b) large c) thin **d) oval**
10. Which one is a vegetable?
a) grapes **b) cabbage** c) strawberries d) banana

Answers: 1d, 2b, 3b, 4c, 5d, 6a, 7b, 8c, 9d, 10b

Name _____
 Date _____
 List of control _____

LN _____
 Grade _____
 Final grade _____

1. Write a check (✓) to show how you feel about these topics.

				
Recognizes purpose of diagrams and maps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiates graphic and textual components.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Recognizes localities by their names.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiate natural features from man-made constructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looks up words in an illustrated bilingual dictionary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Points at names while they are read aloud.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes questions to obtain information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classifies words according to their meaning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Finds similarities and differences between English words and words in their mother tongue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Completes diagrams or maps with names of natural spaces and constructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name _____

LN _____

Date _____

Grade _____

List of control _____

Final grade _____

1. Write a check (✓) to show how you feel about these topics.



Recognizes purpose of diagrams and maps.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Differentiates graphic and textual components.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Recognizes localities by their names.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Differentiate natural features from man-made constructions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Looks up words in an illustrated bilingual dictionary.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Points at names while they are read aloud.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Completes questions to obtain information.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Classifies words according to their meaning.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Finds similarities and differences between English words and words in their mother tongue.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Completes diagrams or maps with names of natural spaces and constructions.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------	--------------------------	--------------------------

Name _____ LN _____
 Date _____ Grade _____
 Rubric _____ Final grade _____

Scale 5	Scale 4	Scale 3	Scale 2	Scale 1
Always detects the structure of a text	Detects the structure of a text most of the time	Detects the structure of a text some of the time	Rarely detects the structure of a text	Never detects the structure of a text
Always recognizes characters by their names	Recognizes characters by their names most of the time	Recognizes characters by their names some of the time	Rarely recognizes characters by their names	Never recognizes characters by their names
Always expresses their creativity to represent actions contained in a text	Expresses their creativity to represent actions contained in a text most of the time	Expresses their creativity to represent actions contained in a text some of the time	Rarely expresses their creativity to represent actions contained in a text	Never expresses their creativity to represent actions contained in a text
Always compares actions and emotions of characters with their own ones	Compares actions and emotions of characters with their own ones most of the time	Compares actions and emotions of characters with their own ones some of the time	Rarely compares actions and emotions of characters with their own ones	Never compares actions and emotions of characters with their own ones
Always expresses emotions about actions and characters as the text is being read to them	Expresses emotions about actions and characters as the text is being read to them most of the time	Expresses emotions about actions and characters as the text is being read to them some of the time	Rarely expresses emotions about actions and characters as the text is being read to them	Never expresses emotions about actions and characters as the text is being read to them
Always shares questions and answers about the emotions of others	Shares questions and answers about the emotions of others most of the time	Shares questions and answers about the emotions of others some of the time	Rarely shares questions and answers about the emotions of others	Never shares questions and answers about the emotions of others
Always identifies words in sentences	Identifies words in sentences most of the time	Identifies words in sentences some of the time	Rarely identifies words in sentences	Never identifies words in sentences
Always recognizes words that are written with initial upper case	Recognizes words that are written with initial upper case most of the time	Recognizes words that are written with initial upper case some of the time	Rarely recognizes words that are written with initial upper case	Never recognizes words that are written with initial upper case
Always completes, with one or more words, sentences referring to actions of their own or the characters	Completes, with one or more words, sentences referring to actions of their own or the characters most of the time	Completes, with one or more words, sentences referring to actions of their own or the characters some of the time	Rarely completes, with one or more words, sentences referring to actions of their own or the characters	Never completes, with one or more words, sentences referring to actions of their own or the characters
Always verifies the separations of words	Verifies the separations of words most of the time	Verifies the separations of words some of the time	Rarely verifies the separations of words	Never verifies the separations of words

Name _____ LN _____
 Date _____ Grade _____
 Rubric _____ Final grade _____

Scale 5	Scale 4	Scale 3	Scale 2	Scale 1
Always detects the structure of a text	Detects the structure of a text most of the time	Detects the structure of a text some of the time	Rarely detects the structure of a text	Never detects the structure of a text
Always recognizes characters by their names	Recognizes characters by their names most of the time	Recognizes characters by their names some of the time	Rarely recognizes characters by their names	Never recognizes characters by their names
Always expresses their creativity to represent actions contained in a text	Expresses their creativity to represent actions contained in a text most of the time	Expresses their creativity to represent actions contained in a text some of the time	Rarely expresses their creativity to represent actions contained in a text	Never expresses their creativity to represent actions contained in a text
Always compares actions and emotions of characters with their own ones	Compares actions and emotions of characters with their own ones most of the time	Compares actions and emotions of characters with their own ones some of the time	Rarely compares actions and emotions of characters with their own ones	Never compares actions and emotions of characters with their own ones
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Always shares questions and answers about the emotions of others	Shares questions and answers about the emotions of others most of the time	Shares questions and answers about the emotions of others some of the time	Rarely shares questions and answers about the emotions of others	Never shares questions and answers about the emotions of others
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Always recognizes words that are written with initial upper case	Recognizes words that are written with initial upper case most of the time	Recognizes words that are written with initial upper case some of the time	Rarely recognizes words that are written with initial upper case	Never recognizes words that are written with initial upper case
Always completes, with one or more words, sentences referring to actions of their own or the characters	Completes, with one or more words, sentences referring to actions of their own or the characters most of the time	Completes, with one or more words, sentences referring to actions of their own or the characters some of the time	Rarely completes, with one or more words, sentences referring to actions of their own or the characters	Never completes, with one or more words, sentences referring to actions of their own or the characters
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Scale 5 = 1

Scale 2 = .25

Scale 4 = .75

Scale 1 = 0

Scale 3 = .50

Max possible score is 10

Name _____ LN _____
 Date _____ Grade _____
 Questionnaire _____ Final grade _____

1. What are the three main parts of the American Continent?
 a) Northern America, Centric America, Southern America
 b) North America, Central America, South America
 c) Up America, Middle America, Down America
 d) There is only one part

2. Where is Mexico?
 a) South America c) North America
 b) Central America d) America

3. Which is the flag of the United States?



4. What language do they speak in Brazil?
 a) English c) French
 b) Spanish d) Portuguese

5. What is the name of money in Costa Rica?
 a) Sol b) Colon c) Peso d) Dollar

6. What language do they speak in Venezuela?
 a) French b) English c) Portuguese d) Spanish

7. Which is the flag of Guatemala?



8. Where do people speak English and French?
 a) Brazil b) Ecuador c) Canada d) Belize

9. Which of these countries is in South America?
 a) Guatemala b) Belize c) Costa Rica d) Uruguay

10. Which of these countries is in Central America?
 a) Honduras b) Mexico c) Colombia d) Ecuador

Name _____



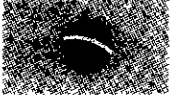




LN _____

Date _____

Grade _____

Questionnaire _____

Final grade _____

- What are the three main parts of the American Continent?
 - Northern America, Centric America, Southern America
 - North America, Central America, South America
 - Up America, Middle America, Down America
 - There is only one part
- Where is Mexico?
 - South America
 - Central America
 - North America
 - America
- Which is the flag of the United States?
 - 
 - 
 - 
 - 
- What language do they speak in Brazil?
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- What is the name of money in Costa Rica?
 - Sol
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 - 
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- Which of these countries is in South America?
 - Guatemala
 - Belize
 - Costa Rica
 - Uruguay
- Which of these countries is in Central America?
 - Honduras
 - Mexico
 - Colombia
 - Ecuador

Unit 1 • Hello, Good Morning!

Track 1 •

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Track 2 • P10

A: Good morning, good morning

After school let's go play

Oh come on! Say yes, please

It's a nice sunny day

B: Oh thank you for asking

I'd love to go play

But before we go out

Eat at my house today

A: Thank you!

B: You're welcome!

Track 3 • P10

A: Can I borrow your pencil, please?

B: Yes, you can.

A: Can I borrow your book, please?

B: Yes, you can.

A: Can I borrow your ruler, please?

B: No! Sorry! I'm using it!

Track 4 • P11

Holly: Good morning, Miss Murray.

Miss Murray: Hello, Holly.

Holly: Can I borrow this book, please?

Miss Murray: Of course you can.

Holly: Thank you.

Miss Murray: You're welcome.

Track 5 • P12

Stella: Mom. This is Stella. Can she come home and play?

Mom: Of course she can. Let's ask her Mom.

Andy: This is Andy. Can he come home and play?

Mom: Of course he can. Let's ask his Mom.

Track 6 • P13

COACH: Good afternoon, Mrs. Dent.

MOM: Good afternoon, Coach.

COACH: How are you, Billy?

BILLY: I'm fine, thank you.

COACH: That's good. Let's play!

Track 7 · P14

- A: How are you?
How are you?
I'm fine thanks, and you?
- B: How are you?
How are you?
I'm fine today, too.

Track 8 · P14

Come to school!
Read and write!
Learn your numbers –
Yes, that's right!
Come to school!
It's fun, fun, fun!
It's fun, fun, fun
For everyone!

Track 9 · P14

1. Arrive on time.
2. Say good morning to your classmates.
3. Put your lunchbox on the shelf.
4. Sit down and be ready to work.
5. Don't bring toys to school.

Track 10 · P15

- a) Sit down at your desk.
- b) Put your backpacks on the hook.
- c) Say good morning to the teacher.
- d) Don't bring candy to school.

Track 11 · P17

- a) Charlie, don't run on the stairs!
- b) Rosita! Put the trash in the trashcan!
- c) Edward. Don't push!
- d) Billy and Simon! Don't shout!

Unit 2 · What Are The Ingredients?**Track 12 · P20**

Rhyming words
Sound the same
Finding rhymes
Is like a game

Like dog and frog
And cat and bat...

Rhyming words
Sound the same
Finding rhymes
Is like a game

Track 13 · P20

My Grandfather's Dog

My grandfather's dog

Is very, very fat

He loves his food

And that is that.

My grandfather's dog

Just hates to run

He thinks that eating

Is much more fun.

My grandfather's dog

Likes to eat and eat

And then go to sleep

At my grandfather's feet.

Track 14 · P21

Scarecrow Fred

Look at me!

I'm scarecrow Fred

I'm made of straw

And my hat is red

I protect the crops

For Farmer Black

I scare the birds

They don't come back!

Track 15 · P22

Thomas and May

Thomas Light

Is very bright

He studies hard

Day and night

His sister May

Just likes to play

With her toys

Every day

Track 16 · P24

The circus is in town

Please, can we go?

Coco the clown

Is famous you know

There are acrobats too

They swing from a trapeze

Dad, can we go?

Please, please, please!

I want to see the juggler

He juggles twenty balls

He's very, very talented
And no ball ever falls

OK Mandy darling
Of course we can go!
Oh thank you, Daddy
I do love you so!

Track 17 - P25

His name is Ted
And his hat is red!

Her name is Jean
And her hat is green!

His name is Jack
And his hat is black!

What color's your shoe?
It's brown and blue!

What a horrible day
It's dark and gray!

Track 18 - P26

Painting on the Wall by Mark
I'm painting a picture on the wall
It's a picture of me playing ball
But my Mom is angry. My Mom is mad
Is painting on the wall so very bad?

Track 19 - P27

rat / rat
dog / dog
gorilla / gorilla
frog / frog
hippopotamus / hippopotamus
bat / bat
rhinoceros / rhinoceros
chinchilla / chinchilla

Track 20 - P27

I want to see a green frog
There's one at the zoo
I want to see a dog
There's one at the zoo, too

I want to see a chinchilla
There's one at the zoo
I want to see a gorilla
There's one at the zoo, too

I want to see a hippopotamus
There's one at the zoo
I want to see a rhinoceros
There's one at the zoo, too

I want to see a bat
 There's one at the zoo
 I want to see a giant rat
 There's one at the zoo, too.

Unit 3 • Colors!

Track 21 • P30

Experiments are really cool
 Let's do experiments today at school!

Experiments are really cool
 Let's do experiments today at school!

Track 22 • P30

Blow up a balloon with CO₂

What materials do you need?

You need a balloon, a quarter cup of water, a plastic bottle, a drinking straw, a teaspoon of vinegar, a teaspoon of baking soda.

Here are the instructions.

One. Stretch the balloon with your hands.

Two. Pour the water into the plastic bottle.

Three. Add the baking soda and stir it with a straw.

Four. Pour in the vinegar and stretch the balloon over the top of the bottle.

What happens?

Vinegar and baking soda create a chemical reaction. They make carbon dioxide (CO₂). Carbon dioxide is a gas. The gas expands and blows up the balloon.

Track 23 • P33

Make a paper clip float

Instructions

One. Put a paper tissue onto the water.

Two. Put a paper clip onto the paper tissue.

Three. Use a pencil to push the paper to the bottom of the bowl.

What happens?

The paper clip floats!

Track 24 • P33

a) What is the title of the experiment?

Make a paper clip float.

b) How many steps are there?

Three.

c) Where do you put the paper clip?

On the paper tissue.

- d) What do you use to push the tissue paper?
A pencil.
- e) What happens to the paper clip?
It floats!

Unit 4 • Look at the signs!

Track 25 • P42

- A: Where's the restroom please?
B: Look There's a sign over there.
C: Pick your coat up, Philippa. What does it say on that sign?
D: Hang your coat on the peg!
E: Miss! Miss! Miss!
F: Don't shout! Raise your hand, please.
G: Michael Gonzalez! Don't run on the stairs! Look at the sign!
H: Sorry Miss

Track 26 • P43

- Boy: I'm going on the trampoline.
Mom: Take your shoes off first!
Mom: Stop children! Don't walk on the grass.
Children: Sorry Mom.
Boy: Isn't it beautiful?
Girl: Hey! Don't touch the animals!

Track 27 • P44

- Boy 1: Where's the zoo?
Boy 2: Turn left here.
Boy 1: I can't see the zoo.
Boy 2: Look! Turn right at the corner.
Boy 1: Hey! Slow down! The stop light's red.
Boy 2: Oh yes!
Boy 1: Where do we put our bicycles?
Keeper: Put your bicycles over there.

Track 28 • P45

- Megan: Don't stop here, Dad.
Megan: Look! Park over there, Daddy.
Megan: Cross on the pedestrian crossing, Daddy.
Dad: Hey! Megan. Stop that! Look at the sign!

Unit 5 • Poems, Verses and Stanzas

Track 29 • P50

I'm happy and excited
Life is really great
I'm going on vacation
I really cannot wait!

I'm really very sad
Things haven't gone my way
Please leave me alone
DON'T TALK TO ME TODAY!

I'm absolutely furious
 Life really isn't fun.
 I'm very, very angry.
 I hate just everyone!

Track 30 · P51

Dan's Walk
 By Nicholas

Woof! Woof! Woof!
 Please, Dan. Don't bark!
 Woof! Woof! Woof!
 I know it's very dark.

Stop it, Dan! Stop it!
 Don't chase that cat!
 Stop it, Dan! Stop it!
 Don't behave like that!

Track 31 · P52

House rhymes with mouse (squeak squeak)
 Please rhymes with sneeze (atishoo atishoo)
 Play rhymes with neigh (neigh, neigh)
 Word rhymes with bird (tweet tweet)
 Let's find the rhyming words, OK?
 Let's find the rhyming words today!

Track 32 · P52

Look at Kitty
 She's my cat
 She's lying on
 Her favorite mat

Look at my slippers
 They're blue and red
 Look at my slippers
 They're on my bed

Look at my doll
 She has yellow hair
 She's lost one arm
 But I don't care!

Track 33 · P54

There was a young elephant called Paul
 Who climbed up a tree for his ball
 When he couldn't turn round
 To climb down to the ground
 He just sat on a leaf until Fall.

Track 34 · P55

A monkey climbed up a tree
To see what he could see
He saw a farmer
With a banana
And said 'That banana's for me!'

Unit 6 · What's your favorite hobby?**Track 35 · P60**

Girl: Do you have hobbies?
Boy: I sure do!
I collect fossils
And play soccer, too
Girl: Yes, I have hobbies
Yes, I do
I collect stamps
and starfish, too.

Track 36 · P60

Sam: Hello. What's your first name?
Barbara: Barbara.
Sam: What's your last name, Barbara?
Barbara: West.
Sam: Can you spell your last name, please?
Barbara: W - e - s - t
Sam: And how old are you, Barbara?
Barbara: I'm 8.
Sam: Where do you live?
Barbara: I live in Canada.
Sam: I'm Sam. Welcome to the Summer Course.

Track 37 · P61

Tim: Hi. What's your name?
Ana: Ana
Tim: What's your favorite hobby?
Ana: Cooking. I love cooking.
Tim: Where do you live?
Ana: I live in the United States.

Track 38 · P64

Candy: Hi. My name's Candy. My hobby is collecting teddy bears. I have 23 teddy bears. I love writing stories, too. All my stories are about teddy bears!
Josh: Hello. I'm Josh. My favorite hobby is making models. I make model cards with boxes. I like roller blading too. And I go to karate classes. I love doing karate.

Track 39 · P64

First ends with st
 Second ends with nd
 Third ends with rd
 All the rest
 From 4th to 20th
 End with th
 It's easy!
 Easy peasy!

Track 40 · P64

First / First
 Second / Second
 Third / Third
 Fourth / Fourth
 Fifth / Fifth
 Sixth / Sixth
 Seventh / Seventh
 Eighth / Eighth
 Ninth / Ninth
 Tenth / Tenth
 Eleventh / Eleventh
 Twelfth / Twelfth
 Thirteenth / Thirteenth
 Fourteenth / Fourteenth
 Fifteenth / Fifteenth
 Sixteenth / Sixteenth
 Seventeenth / Seventeenth
 Eighteenth / Eighteenth
 Nineteenth / Nineteenth
 Twentieth / Twentieth

Track 41 · P65

Girl: Hello. What's your name?
Jacob: Jacob.
Girl: How old are you, Jacob?
Jacob: I'm 8.
Girl: When's your birthday?
Jacob: August 31st
Girl: What's your favorite hobby?
Jacob: Rollerblading. Goodbye!

Unit 7 · What's a Carrot Like?**Track 42 · P71**

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 • P72

Apples, oranges, watermelon – Ooo!
Bananas, pineapple and mangoes, too!
They're all delicious and good for you!
And where does this delicious fruit grow?
This delicious fruit grows in Mexico!
That they're working for you

Track 44 • P73

Anne: What is it?
Josh: Is it an apple?
Anne: No!
Sue: Is it a mango?
Anne: Yes!

Track 45 • P74

- a) Sausages come from pigs.
- b) Honey comes from bees.
- c) Eggs come from hens.
- d) Ham comes from pigs.
- e) Milk comes from cows.

Unit 8 • Getting Around Town**Track 46 • P80**

There's a school where I live
Hip, hip, hip hoorah
There's a school where I live
I see it every day!

There's a school where I live
Hip, hip, hip hoorah
There's a school where I live
I see it every day!

Track 47 • P80

park / park
hospital / hospital
museum / museum
supermarket / supermarket
school / school
restaurant / restaurant

Track 48 • P81

A: Where's the toy store?
B: It's next to the movie theater.
C: Where's the fire station?
D: It's across from the movie theater.

Unit 9 • Children's stories!**Track 49 • P90**

We like stories
Of every kind
All kinds of stories
We don't mind!
In this unit
Let us look
At true stories
In the story boo

Track 50 • P92

It's my eighth birthday. My gifts are on the table.
What is in that big red box?
Look at the birthday card. It's from my uncle. It has a big number
8 on it.
There's a cage in the big red box. I lift it out. I shout 'Wow!'
It's a hamster! It has a blue ribbon around its neck. 'Thank you,
uncle!' I love my hamster!

Track 51 • P93

I go to the dentist's office three times a year. The dentist always says
"Open your mouth wide." I open my mouth very wide! The dentist has
a little mirror. He looks at my teeth. My teeth are good. I don't have
any holes, but the dentist always cleans them. The dentist has a box of
little toys in his office. He always gives me a little toy before I go home.
The dentist says "Goodbye" and then I run to my mom in the waiting
room.

Track 52 • P94

My name is Lupita and I'm Mexican. I'm in Miami on vacation for a
week with my uncle Tomas and my aunt Frida. This is our first day. I'm
very excited.

Miami is wonderful. We're on the beach. I'm making a sandcastle.
Uncle Tomas is taking photographs. Aunt Frida is swimming in the
ocean. What's that? Oh no! It's a shark! Aunt Frida is jumping out of
the water! 'I hate sharks,' she says. Aunt Frida is crying! She says: 'I
don't like Miami. I want to go home!'

Now we're at the airport again. It's the end my first trip to the United
States. Not a week! Just one day! I'm very sad.

Unit 10 • We Live in America!**Track 53 • P100**

Our continent has three main parts
North America
Central America
And South America
Our continent has three main parts
And a lot of countries big and small
So let's learn something about them all.

Track 54 · P102

The countries in North America are Canada, the United States and Mexico.

There are 7 countries in Central America. They are: Guatemala, Belize, Honduras, El Salvador, Nicaragua, Costa Rica and Panama. How many countries are there in South America? There are 12: They are Colombia, Venezuela, Ecuador, Brazil, Briana, Suriname, Bolivia, Paraguay, Chile, Uruguay and Argentina.

Track 55 · P104

Ecuador is a country everybody loves. It has mountains. It has beautiful beaches. It has forests. It has the Amazon River, and the famous Galapagos Islands are off its coast. People go to the Galapagos Islands to see the giant tortoises, the iguanas and other unique wild life. The capital of Ecuador is Quito. The official language is Spanish but many people speak Quechua. Quechua is an Inca language. In Ecuador they grow cocoa, coffee, maize, rice, sugar cane, mango, bananas and pineapples. The United States dollar is used as the official money in Ecuador.

- | | | | |
|-----------------------|---|-----------------------|--|
| Track 56 · P5 | · Story 1 New neighbors, new friends | Track 61 · P19 | · Fact 3 Hobbies and interests |
| Track 57 · P12 | · Story 2 Robot Kirk | Track 62 · P27 | · Fact 4 Our food! |
| Track 58 · P5 | · Fact 1 Fun experiments | Track 63 · P27 | · Story 4 On vacation |
| Track 59 · P12 | · Fact 2 School signs! | Track 64 · P35 | · Story 5 Street art |
| Track 60 · P19 | · Story 3 Toys! Toys! Toys! | Track 65 · P35 | · Fact 5 The American continent |

Fixed images included on the Cd list

Rules and Instructions		Learning From Signs and Graphs		The World Around Me	
ruler	1	playground	11	supermarket	21
eraser	2	climb	12	school	22
pencil	3	slippers	13	hospital	23
bookcase	4	mat	14	restaurant	24
baseball	5	roller blading	15	museum	25
soccer	6	making models	16	park	26
basketball	7	vegetables	17	island	27
stairs	8	fruits	18	city	28
pine tree	9	cucumber	19	mountain	29
bowl	10	grapes	20	forest	30

Picture Dictionary



This boy is
my brother.



That is the sea.



I like candy.



The scarecrow
scares me.



At night,
I go to sleep.



Don't push!



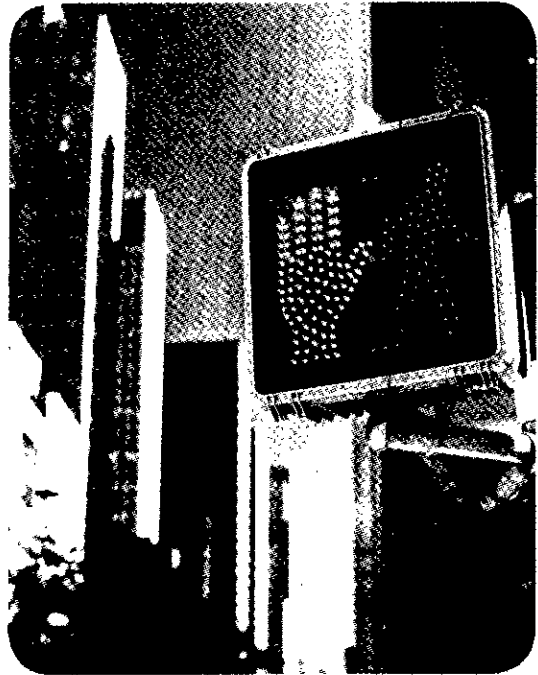
This is
baking soda.



Look at the sign!
Children crossing.



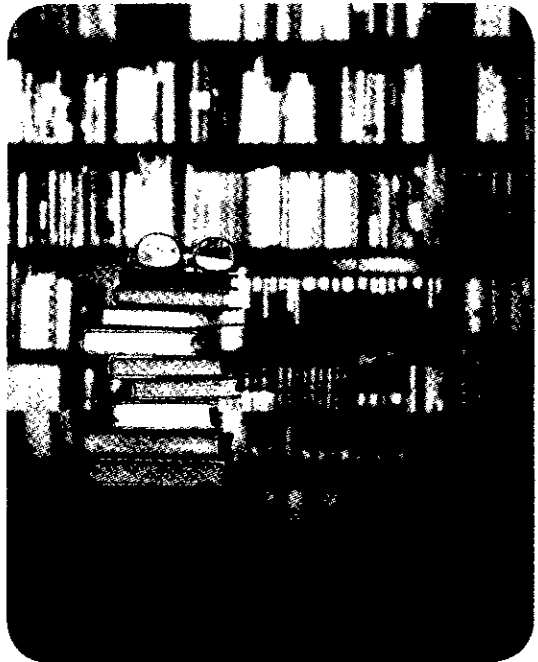
I love her doll.



Stop! Don't walk



I love your necklace.



I keep silence in the library



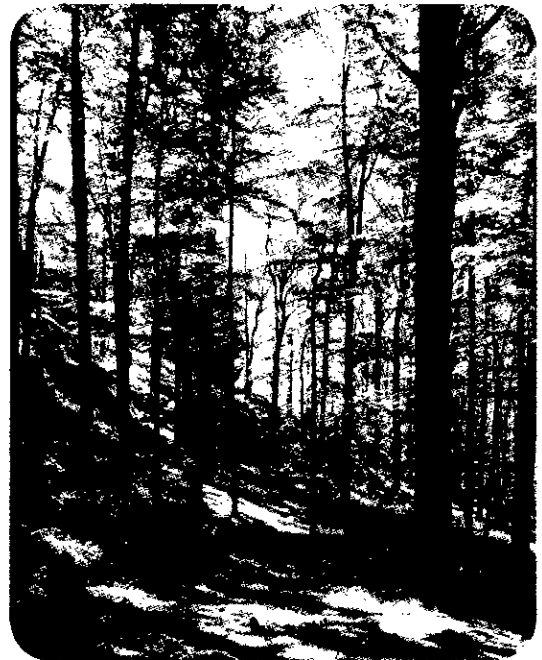
The cucumber
is green.



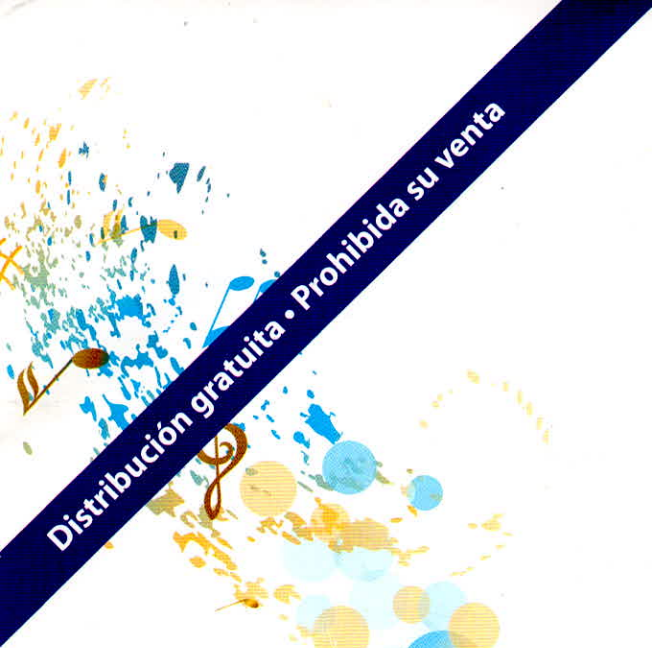
I don't
like cabbage.



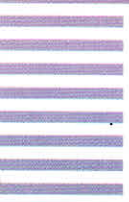
I want to visit
an island.



The wolf lives
in the forest.



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