

CAMBRIDGE

# Odyssey

Primary

Teacher's  
Guide

Norma Dávila

2



Ciclo 1

Lengua extranjera. Inglés

Teacher's guide



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## ESTRATEGIA NACIONAL PARA EL FORTALECIMIENTO DE LA ENSEÑANZA DEL INGLÉS

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## Odyssey





According to the dictionary, an *Odyssey* is an exciting journey. Inspired by this definition, the authors, editors, designers, and artists that participated in putting together this English course have worked together to create engaging yet challenging activities aimed at triggering students' imagination and to promoting learning in different ways. In our new *Odyssey* series, we give students the opportunity to be amazed by the wonders of our world on a daily basis!

### Skills

The world is changing fast, and we need to help our students prepare to face the challenges of the 21<sup>st</sup> century and support them in building the skills that will help them succeed. Nowadays, there is an increasing emphasis on what students can do with information rather than on what they can memorize. The ability to work well with others, especially with others who might be very different from ourselves, has also become more important. Based on recent research conducted by Cambridge University Press and related to competencies, we have developed a pedagogical framework that addresses eight main areas of competency divided into two major strands: Thinking and Learning Skills and Social Skills.

Thinking and Learning Skills			
<b>1. Creativity &amp; innovation</b> 	<b>2. Critical Thinking, Problem-solving, Decision-making</b> 	<b>3. Information and Communication Technology Literacy</b> 	<b>4. Learning to Learn, Self-efficacy, Study skills</b> 
Participating in creative activities	Understanding links between ideas	Using digital and online tools	Practical skills for participating in learning
Creating new content – from own ideas or other resources	Evaluating texts, ideas and arguments	Following safe online practices – to protect yourself and your school	Showing a positive mindset for learning (English)
Discovering & expressing own personal identity and feelings through creative activities	Synthesizing ideas and information	Behaving appropriately to others online	Reflecting on and evaluating own learning success
	Identifying and prioritizing problems to be addressed		Identifying and articulating learning goals
	Evaluating options		Identifying and using effective learning techniques
	Asking effective questions		Seeking help from other people or resources
			Making notes, storing & retrieving information
			Preparing for and taking exams

## Social Skills

<b>5. Communication</b> 	<b>6. Collaboration</b> 	<b>7. Emotional Skills</b> 	<b>8. Social Responsibilities and Global competencies</b> 
Using appropriate language/register for context	Taking turns in shared activities	Identifying and talking about own emotions	Understanding personal responsibilities as part of a group and in society – including citizenship
Managing conversations	Listening to and respecting others' contributions	Managing own emotions	Behaving consistently with personal and social responsibilities
Overcoming own language gaps	Sharing ideas	Empathy & relationship skills: recognizing & responding appropriately to other children's emotional state	Showing leadership skills
Participating with appropriate confidence & clarity	Taking personal responsibility for own contributions to a group task		Understanding and describing own culture
Supporting others to communicate successfully	Managing the sharing of tasks in a project		Understanding and discussing global issues - environmental, political, financial and social
	Evaluating and responding constructively to others' contributions or activities.		Understanding & managing career development options and techniques

Each time a student performs an activity, they build on their previous knowledge, abilities, and skills. This is a spontaneous process, which can make it difficult to separate these features into different categories. Nevertheless, when students are exposed to different learning opportunities, it is important to focus on the development of one or more skills. The skill or skills developed in an activity are indicated by the icon or icons shown in the different column headings in the Skills table above.

## Social Practices

Exposing students to language usage within meaningful environments is what drives learning. Social practices are all the activities related to the language that people perform to interact within a social group. Anything from reading a newspaper, commenting on an article, writing a complaint letter, writing a thank you note or expressing an opinion can be defined as a social practice of language so long as its aim is to interact in some way with the rest of the social group.



Involving students in language social practices that demand communicative interactions in diverse social environments promotes:

- Use of real-life English
- The ability to keep on learning
- Emotional self-control
- Integration of basic knowledge
- Integration of behaviors that favor collaborative work
- Respect towards others
- Appreciation of foreign languages and cultures

The topic and purpose of each unit in *Odyssey* is defined by a different Social Practice and each unit pursues the fulfillment of a set of Learning Outcomes. Please see the Scope and Sequence for a more detailed description of this.

## **Collaborative Work**

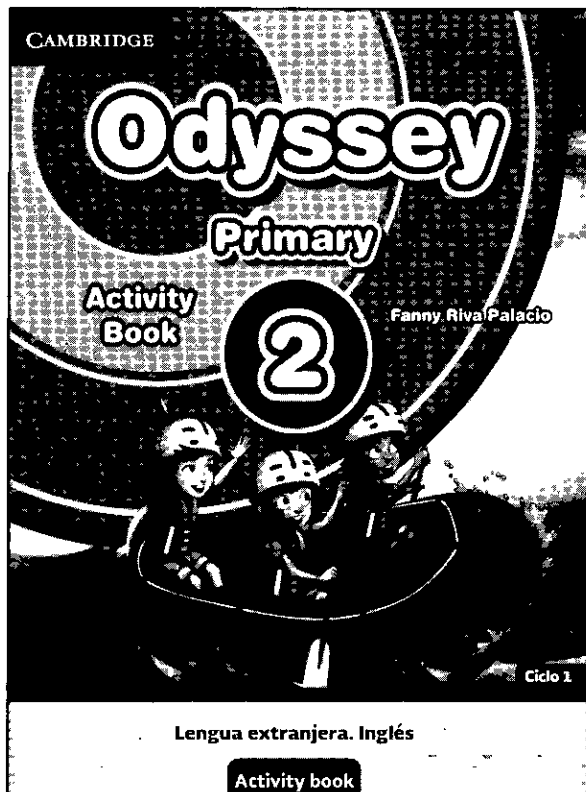
*Odyssey* aims to promote actual collaborative learning. Each time students work together to develop a product, they integrate what they learned in the previous lessons and get the opportunity to work together as a team. By working collaboratively, they can share their strengths with others and develop their own weaker skills. They can also develop their interpersonal abilities as they learn to deal with conflict. We are convinced that by learning to work in a collaborative way helps students to participate actively in different tasks, and working as part of a team is both challenging and motivating for students, and encourages them to acquire new knowledge and skills by facing and solving problems together. At the end of each unit, students will find a Collaborative Guide that will help them reflect on the true meaning of working in teams.

## **Evaluation**

Recent pedagogical research has shown the importance of placing the student at the center of the learning process. Students should be active participants in their own learning which includes self and peer evaluation. Every lesson in *Odyssey* gives the students an opportunity to reflect on and evaluate what they have just learned and achieved. This also helps teachers to keep track of what needs to be reinforced in class as well as which students might need additional help.

When designing the activities for the *Odyssey* series, we always kept the students firmly in mind. We believe that students should:

- actively participate in the learning process.
- take part in real life-like communicative activities.
- develop their own ideas about the relationship between the language and its communicative functions.
- make decisions, accept responsibilities, and have an opinion about the activities related to the use and analysis of the language.
- analyze communicative practices around them to understand, explain, question, adapt, and correct them depending on the social sphere.
- be exposed to new communicative situations.
- work in groups, to learn about collaboration, negotiation, etc.
- develop products where they use their prior knowledge, experiences, and interests.
- be challenged by realistic life-like tasks.

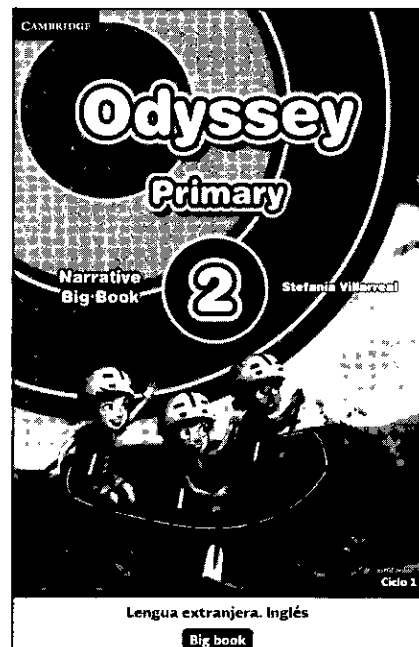
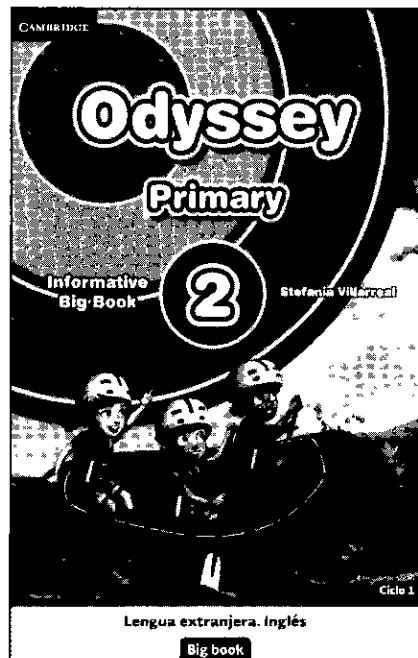


## Activity Book

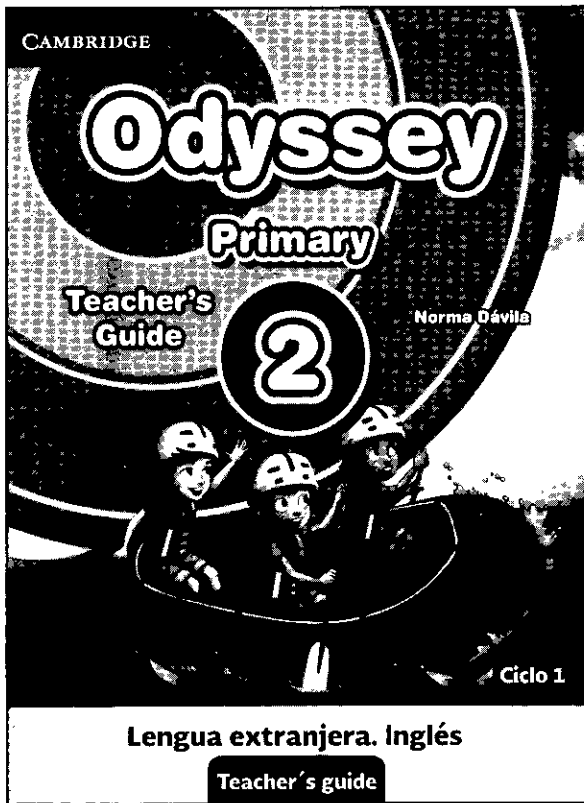
The Activity Book contains ten interesting units with motivating developmentally appropriate activities. Each unit comprises four lessons, a Review game or activity, a Social Skills task, and a Product. At the end of the books, students can find a Picture Dictionary and four Worksheets with cutouts to be used with the units.

## Informative and Narrative Big Books

Each Big Book is comprised of five reading selections, whether narrative or informative. Each Big Book unit corresponds with a unit in the Activity Book.

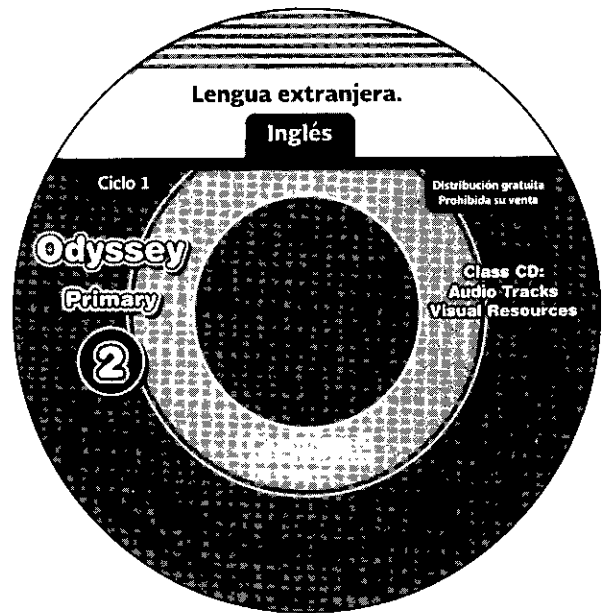






## Teacher's Guide

The Teacher's Guide contains reduced Activity Book pages and provides step-by-step lesson plans. The first page of each unit provides Reading Strategies to work with the unit reading selection. The second page maps the related materials, mentions the Social Practice, and lists the Learning Outcomes that will be covered in each unit. Additionally, the Teacher's Edition contains the Audio Script, and the Class CD track list and Visual Resources index.



## Class CD

The Class CD provides the audio selections that students need to develop the listening activities. You can also find a set of Visual Resources that can be photocopied, displayed on a computer screen, or projected on the board. In the Teacher's Guide you will find instructions on when and how to use these resources.

# Unit Walkthrough

## UNIT 5

## Places in Town

**Familiar and Community Environment**  
Social Practice: Understands and collects information about places in the community.

### Lesson 1

**1** Read A Wonderful Place and complete. MSB pgs. 28-35

farm   bank   park   store   library   wheat field

1

2

3

6

5

4

**2** Find a route to go from Jim's house to the school.

**Map Key**

**3** Draw the route from your house to the school in your notebook.

46 UNIT 5

47

**4** Look and match.

1 bank   2 building   3 traffic light   4 park   5 library

**5** Look and match.

1 farm   2 school   3 mountain   4 wheat field   5 river

**6** Work in pairs. Circle city (CI) or countryside (CO), or both.

- There are rivers where people can swim      CI   CO
- There are streets and traffic lights.          CI   CO
- There are farms with animals                  CI   CO
- There are schools where children can study   CI   CO
- There are buildings everywhere!              CI   CO

**What We Know**

Tell your partner if you prefer the countryside or the city. Listen to your partner.

## Lessons

There are four two-page lessons in each unit. Each page contains a complete didactic sequence formed by three activities with enough material to be taught in one class. Each lesson pursues the achievement of one Learning Outcome by involving students in engaging yet challenging activities.

At the end, each lesson gives students an opportunity to assess what they learned using different evaluation strategies.

The Learning Environment and the Social Practice that frame each unit are clearly indicated at the top right corner of Lesson 1.

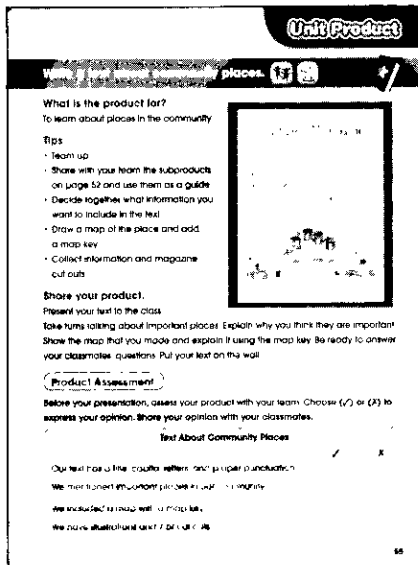
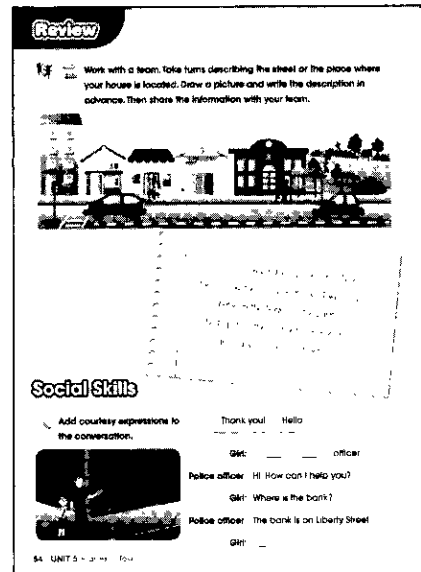


## Review

Relevant activities linked to students' interests and everyday life allow them to use the language learned in previous lessons.

## Social Skills

The purpose of the Social Skills section is to promote socio-emotional education. Students are faced with challenging or controversial situations that help them reflect and learn to improve their socio-emotional abilities while they practice English.



## Product

The purpose of the end-of-unit product is to integrate students' knowledge and competencies to create a tangible object or practical outcome. It encourages authentic communication group work, and effectively builds collaborative, critical thinking, and learning to learn skills. We avoid giving students a set of instructions to be followed, and instead provide tips, ideas, and a model. Students are responsible for planning their own working process.

## Product Assessment

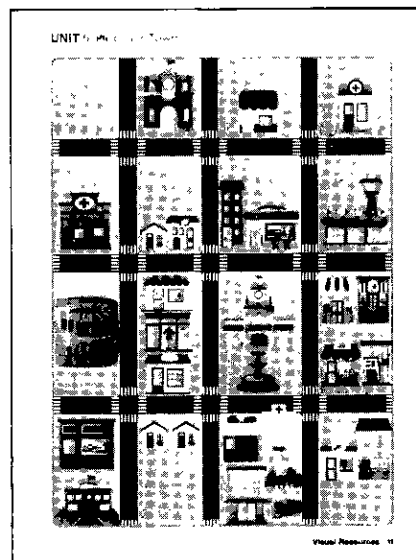
A variety of evaluation instruments that help students become independent learners and to better understand their own learning process.

## Visual Resources (Class CD)

Visual Resources contained in the Class CD can be used as additional practice to reinforce the unit activities. They can be projected on the board, displayed on a computer screen, or printed out. The Teacher's Guide gives clear instructions on how to take advantage of these resources.

## ICT Section

At the end of the Visual Resources section you can find a series of images that can be used to familiarize students with computers and other electronic devices.



# Scope and Sequence

UNIT	Big Book	Lesson 1
<p><b>Unit 1</b> Let's Be Kind! pp. 6-15</p> <p><b>Social Practice</b> Uses greetings, farewells, and courtesy expressions in a dialogue.</p>	<p><b>Narrative</b> Classroom Rules pp. 4-15</p>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Revises exchanges of greetings, farewells, and courtesy expressions in short dialogues.</li> </ul>
<p><b>Unit 2</b> Story Time pp. 16-25</p> <p><b>Social Practice</b> Reads rhymes and fairy tales in verse.</p>	<p><b>Narrative</b> The Animal Fair pp. 16-27 track 22</p>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Explores illustrated rhymes and fairy tales in verse.</li> </ul>
<p><b>Unit 3</b> This Is Me! pp. 26-35</p> <p><b>Social Practice</b> Exchanges information about personal details.</p>	<p><b>Informative</b> Hobbies pp. 4-11 track 24</p>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Revises the writing of personal details and hobbies.</li> </ul>
<p><b>Unit 4</b> Signs Are Important pp. 36-45</p> <p><b>Social Practice</b> Produces signs for public spaces.</p>	<p><b>Informative</b> Moving Around Modern Cities pp. 12-19</p>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Reviews signs.</li> </ul>
<p><b>Unit 5</b> Places in Town pp. 46-55</p> <p><b>Social Practice</b> Understands and collects information about places in the community.</p>	<p><b>Narrative</b> A Wonderful Place pp. 28-35</p>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Explores illustrated maps or sketches.</li> </ul>

Lesson 2	Lesson 3	Lesson 4	Product
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Takes the role of receiver and sender to exchange greetings, farewells, and courtesy expressions.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Takes the role of receiver and sender to exchange greetings, farewells, and courtesy expressions.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Participates in the writing of rules for the classroom.</li> </ul>	<p>Make a poster.</p>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Explores illustrated rhymes and fairy tales in verse.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Listens and participates in the reading of rhymes and fairy tales in verse.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Participates in the writing of verses.</li> </ul>	<p>Write or illustrate a poem or tale in verse.</p>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Understands questions about personal details and hobbies.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Understands questions about personal details and hobbies.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Participates in the writing of questions about personal details and hobbies.</li> </ul>	<p>Make a bar graph about hobbies.</p>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Reviews signs.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Rehearses the oral expression of directions on signs.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Participates in the writing of directions.</li> </ul>	<p>Make your own signs.</p>
<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Exchanges information about places in the community.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Writes information about the community.</li> </ul>	<p><b>Learning Outcome</b></p> <ul style="list-style-type: none"> <li>• Writes information about the community.</li> </ul>	<p>Write a text about community places.</p>

# Scope and Sequence

UNIT	Big Book	Lesson 1	
<b>Literary and Ludic Environment</b>			
<p><b>Unit 6</b> Rhyming Is Fun pp. 56-65</p> <p><b>Social Practice</b> Changes verses in a children's poem.</p>	<p><b>Narrative</b> Family Rabbit's Picnic pp. 36-41</p>	<p><b>Learning Outcome</b> • Explores illustrated children's poems.</p>	
<b>Formative and Academic Environment</b>			
<p><b>Unit 7</b> Having Fun with Science pp. 66-75</p> <p><b>Social Practice</b> Follows and gives instructions on how to grow a plant.</p>	<p><b>Informative</b> Fossils and Dinosaurs pp. 20-29 track 25</p>	<p><b>Learning Outcome</b> • Explores illustrated instructions.</p>	
<b>Literary and Ludic Environment</b>			
<p><b>Unit 8</b> Reading Time pp. 76-85</p> <p><b>Social Practice</b> Reads stories to compare emotions.</p>	<p><b>Narrative</b> The Princess and the Frog pp. 42-47 track 23</p>	<p><b>Learning Outcome</b> • Explores an illustrated children's storybook.</p>	
<b>Formative and Academic Environment</b>			
<p><b>Unit 9</b> The American Continent pp. 86-95</p> <p><b>Social Practice</b> Collects information about a geography topic by using an image.</p>	<p><b>Informative</b> I Travel the World pp. 30-39 track 26</p>	<p><b>Learning Outcome</b> • Explores illustrated maps of the American continent with specific information (language, currency, flag, etc.).</p>	
<b>Formative and Academic Environment</b>			
<p><b>Unit 10</b> Farm Products pp. 96-105</p> <p><b>Social Practice</b> Writes questions to obtain information about farm products.</p>	<p><b>Informative</b> A Tomato Farm pp. 40-47</p>	<p><b>Learning Outcome</b> • Explores illustrated children's books about farm products.</p>	

Lesson 2	Lesson 3	Lesson 4	Product
<b>Learning Outcome</b> • Participates in oral readings of children's poems.	<b>Learning Outcome</b> • Completes written verses.	<b>Learning Outcome</b> • Completes written verses.	Write rhyming verses for a children's poem.
<b>Learning Outcome</b> • Understands and gives instructions.	<b>Learning Outcome</b> • Understands and gives instructions.	<b>Learning Outcome</b> • Participates in the writing of reports about experiments.	Write a set of instructions to grow a plant.
<b>Learning Outcome</b> • Follows the oral reading of a story.	<b>Learning Outcome</b> • Compares the emotions evoked by reading a story.	<b>Learning Outcome</b> • Participates in the writing of sentences.	Write illustrated sentences about personal events.
<b>Learning Outcome</b> • Understands information from a text being read aloud.	<b>Learning Outcome</b> • Understands information from a text being read aloud.	<b>Learning Outcome</b> • Participates in the writing of a text with the information.	Make an illustrated map of America.
<b>Learning Outcome</b> • Explores illustrated children's books about farm products.	<b>Learning Outcome</b> • Asks and answers questions about farm products.	<b>Learning Outcome</b> • Checks the writing of questions to obtain information.	Write questions to obtain information.



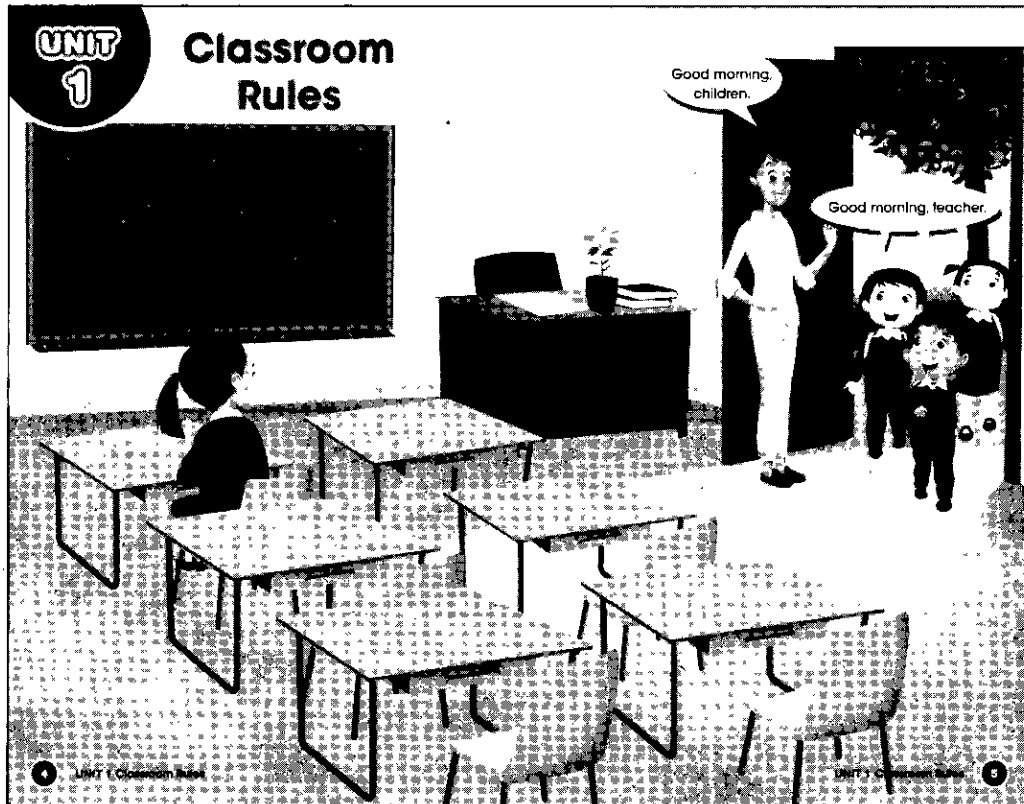
# UNIT


# 1

# Let's Be Kind!

## Reading Strategies

### Narrative Big Book: *Classroom Rules*



 pp. 4-15

Second grade students are a community of consolidating readers and writers as they are more aware of the written alphabet and concepts of print. Teachers should take advantage of this knowledge in order to foster reading fluency and the development of comprehension skills students will need in order to learn new content in the upper grades.

Two important skills in second grade are fluency and prosody. Fluent readers make sense of the text through prosody. Interiorization of these two skills will help students read well. For this purpose essential reading strategies are shown below.

"Classroom Rules" is the name of the story and the main goal is to make students aware of the importance of behavior in the classroom and to learn and remember classroom rules. To have a pleasant experience of reading, ask students to sit on the floor in a circle or take them outside to the playground.

Start reading with the first reading strategy: **Previewing**.

**Previewing** is essential for students to get a sense of what the text is about. Introduce the Big Book by showing the cover of the story to the class. Direct their attention to the classroom and ask students to describe it. Continue showing students the images and ask them to mime actions shown in the story. Allow students to talk about the images and the story as you give the walkthrough. Once students get a sense of what the text is about, move on to the next strategy: **Contextualizing**.

**Contextualizing** is always helpful for students to learn to place the text within a context. Ask questions such as: *Who is new in the classroom? Andrés is new. He arrived two days ago. Do you know the classroom rules, Andrés?* Ask students to help new ones remember your own classroom rules. Direct students' attention to page 4 and ask them who the girl is. *Is she new in the classroom?* Explain what students should do with new comers. Elicit answers.

The third strategy is **Visualizing** and asking questions. **Visualizing** is important especially for visual learners who need to see the information. Questions will help students to relate the visual to the print and consolidate the context. Go back to the cover and start reading the story "Classroom Rules". Attract students' attention to the visuals while you read. Draw their attention to the expressions as you read them and focus on the target vocabulary.

The last strategy is **Summarizing**. Wrap up by summarizing the story by focusing on the main point in it.

This may be a short oral summary. Encourage students to give back information in a clear and concise manner such as: *A new student comes to the class. She is Camila and she is eight years old. Camila likes cats and dogs.* Students would say hello to Camila and talk about classroom rules.

Later in subsequent lessons, students will have various opportunities to go back to the story and practice the text as an introduction.

## Unit Contents

### Familiar and Community Environment

#### Social Practice:

Uses greetings, farewells, and courtesy expressions in a dialogue.

#### Learning Outcomes:

- Revises the exchange of greetings, farewells, and courtesy expressions in short dialogues.
- Takes the role of receiver and sender to exchange greetings, farewells, and courtesy expressions.
- Participates in the writing of rules for the classroom.
- Identifies how greetings, farewells, and courtesy expressions are written.

#### Activate Prior Knowledge

1. What do you say to your teacher in the morning?
2. What is your answer when someone says *How are you?*

3. Can you repeat your classroom rules?
4. What is your answer when your mother says *Happy Birthday!*?



#### Tech Resources

You can find some ideas to teach greetings and courtesy expressions in a dialogue in the following link:

<http://eslgamesworld.com/members/games/grammar/sentences/greetings/greetings.html>



#### Odyssey Resources



**Narrative Big Book:** "Classroom Rules", pages 4-15

**Class CD:** Tracks 2, 3

**Visual Resources:** Class CD, page 1

**Picture Dictionary:** *Activity Book*, page 106

**Learning Outcome:** Revises the exchange of greetings, farewells, and courtesy expressions in short dialogues.

**1**  **Read Classroom Rules and underline the rules in the story.**  
 pp. 4-15

Show the story "Classroom Rules" to students (page 4). Remind students the name of the new girl in the classroom and the classroom rules. Have them open the books on page 6 and look at the image in Activity 1. Encourage students to describe the image and ask the following questions: *Why are they so happy? Is Camila a new student in the class? Does she know the classroom rules? Answer appropriately if students come out with a question about Camila's disability. These questions will foster critical thinking and students will be ready to answer Activity 1.*

Tell students that they have to underline the classroom rules in the story. Encourage five students to come to the front and mime the classroom rules as the rest of the class reads aloud sentences from 1 to 5. Have students work in pairs, read the sentences, and decide which classroom rules come from the story.

A good idea is to post classroom rules in the classroom so students add a rule from the story when the activity is over.

**AK:** 1-Raise your hand; 2-Enjoy learning; 5-Help others.

**2**  **Underline the greeting expressions in the dialogue.**

Show the story "Classroom Rules" to students (page 4) and ask students about Camila in the story. *Is she a new student in the class? What does the teacher say to the class?* Encourage students to answer the questions and ask them to read aloud page 4 with you. Have students open the books on page 6 and ask them to look at Activity 2. Explain that they are going to underline greeting expressions in the dialogue. Choose a student to be Camila and stand in front of the class. Ask students to read the children's role. Later, individually, students underline the greeting expressions. Walk around and revise students' work.

**AK: Children:** Hello, Camila. Nice to meet you!  
**Camila:** Hi, Nice to meet you!


**3**  **Respond to Santi's greeting. Use the empty speech balloon.**

Greet a student and encourage him/her to answer *I'm fine, thank you.* Ask students to greet each other *Hello! My name is (his/her name) followed by the greeting expression How are you?*


## UNIT 1

### Let's Be Kind!

#### Lesson 1


**1**  Read *Classroom Rules* and underline the rules in the story.  
pp. 4-15

- 1 Raise your hand.
- 2 Enjoy learning
- 3 Push your classmates.
- 4 Speak loudly
- 5 Help others.


**2**  Underline the greeting expressions in the dialogue.

Camila: Hi, my name is Camila.  
 I am eight years old.  
 I like cats and dogs.  
 Nice to meet you!

Children: Hello, Camila. Nice to meet you!

**3**  Respond to Santi's greeting. Use the empty speech balloon.

Hello!, my name is Santi.  
 How are you?



Once they have practiced, direct students to Activity 3 and respond to Santi's greeting. Students write in the empty speech balloon.

**AK:** Answers may vary.

**Useful Information**

What's the difference between *pleased to meet you* and *nice to meet you*? They both basically mean the same thing. *Pleased* would sound a bit more formal and a bit more enthusiastic.

*Hello, I am pleased to meet you.*  
*Hello, It is nice to meet you.*



You can also omit *I am* or *It is* and say:  
*Hello, pleased to meet you.*  
*Hello, nice to meet you.*

**4**  **Underline the courtesy expressions and circle the farewells.**



Draw students' attention to the cell phone image on Activity Books, page 7. Explain that it is a cell phone and that they are going to read some phone messages. Read the names of the characters taking part of the dialogue. Ensure that students understand that the characters are a boy and his grandmother. Read the dialogue aloud and pause where necessary to explain the content. Have a pair of students read the dialogue aloud. Show the picture of the birthday cake and heart icons, ask students what the icons mean. Now have students look for and underline the courtesy expressions and farewells.

**AK: Underline:** Happy Birthday, John!; Have a nice day!; I have a present for you.

**Circle:** Goodbye!; Bye, Grandma.; See you next Sunday!; Bye, see you!

**5**   **Look at the picture and read the questions and answers with your teacher.**


Draw students' attention to the image on Activity Books, p. 7. Ask them: *Who is this?* Point to the lady and to the word *Grandma* in the dialogue. Elicit the answer. Read the question and the answer again and have students repeat. Now point to the trees and the bench and ask them: *Where is she?* Help them to say *park*. Read the question and the answer and have them repeat. Repeat with the other questions. Write the question words on the board and tell students that *Who* is used for people, *Where* for places, *What* for things, and *Why* for reasons.




**6**   **Go to Visual Resources (Class CD, p. 1) and answer the questions about John, with your class.**


Project or print visual resource page 1 and follow a similar procedure as in Activity 5 to teach and practice Wh- questions.

**AK:** Example: 1-He's John; 2-He's in his bedroom; 3-He's writing a message; 4-Answers may vary.

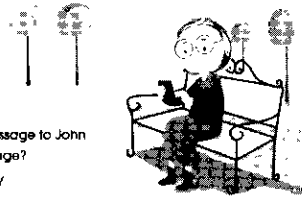
Familiar and Community Environment  
Social Practice: Uses greetings, farewells, and courtesy expressions in a dialogue


**4**  **Underline the courtesy expressions and circle the farewells.**

Grandma: Hello, John.  
John: Hello, Grandma!  
Grandma: Happy birthday, John!   
John: Thanks, Grandma!   
Grandma: Have a nice day! Goodbye!  
John: Bye, Grandma! See you next Sunday!  
Grandma: Bye, see you! I have a present for you. 

**5**  **Look at the picture and read the questions and answers with your teacher.**

- Who is this?  
This is Grandma.
- Where is she?  
She is in the park.
- What is she doing?  
She is sending a phone message to John.
- Why is she sending a message?  
Because it is John's birthday.



**6**  **Go to Visual Resources (Class CD, p. 1) and answer the questions about John, with your class.**

**What We Know**

Check your answers to Activity 4 with a partner. Make the necessary corrections. 7

**Additional Activity**

Make a Word Wall. A Word Wall is a display of accumulated words organized on classroom walls that are clearly visible to learners. In this unit, students may create their own cards with new words to post on the Word Wall. Have them collaborate with a list of new words such as *farewell* and its meaning. The display can be used as a reference for students to reflect on new or recurring words they discover during reading and writing activities.

**What We Know**

Help students reflect on what they have learned. Review some greetings, farewells, and courtesy expressions with students. Then, direct students to the *What We Know* section. Put students into pairs and have them check their answers for activity 4. Together they can make corrections where necessary. They can then act out these expressions in pairs with proper body language.

**Learning Outcome:** Takes the role of receiver and sender to exchange greetings, farewells, and courtesy expressions.

## 1 Match the pictures to the expressions.

Have students open their Activity Books to page 7. Tell students to look at Activity 4 and ask them to read the dialogue in pairs. Take turns pretending it is his/her birthday and exchange roles. Have students open their Activity Books to page 8. Point to the pictures. Practice with students the use of Wh- questions. Remind them that Who is for people, Where is for places, Why is for reason and What is for things. Ask: *Who is in picture 1? A girl. What does she have in her hands? (A present).* Ask: Continue with picture 2. *Who is in picture 2? (A boy). What is he carrying? (A backpack)* Continue with picture 3. Ask: *Who is in picture 3? (A grandfather) What is he doing? (Smiling).*

Have students read the instructions with you. Ask a student to read expression a, and as a whole class students choose the picture that matches this expression. Have students trace the line in their books to the corresponding expression. Monitor students and provide guidance. Allow students to continue matching the pictures to the expressions individually.

**AK:** 1-c; 3-b; 2-a.

## 2 Match the expressions to form dialogues.

Direct student's attention to Activity 2. Tell students they will find four different dialogues. Ask them to work in pairs and match the expressions to form dialogues. Check the answers as a class.

**AK:** 1-b; 2-a; 3-c; 4-d.

## 3 Act out the dialogues with a partner. Exchange roles.

Ask students to act out the dialogues with a partner. Encourage students to choose different partners so they talk to other classmates. Monitor as they practice the dialogues.

### Lesson 2

**1** Match the pictures to the expressions.

1

2

3

a Goodbye. Don. Have a good day!

b Welcome home! I'm glad to see you.

c Happy birthday! This is a present for you.

**2** Match the expressions to form dialogues.

1. Good bye, have a nice day.	a. Sure, here you are.
2. Can I borrow your pencil?	b. Bye, you too have a nice day
3. Do you want a cookie?	c. Yes, thank you
4. Hello, it's nice to see you.	d. Hi, nice to see you too

**3** Act out the dialogues with a partner. Exchange roles.

8 UNIT 1 Let's Be Kind!

### Additional Activity

Divide the class in teams of four. Give each team a piece of cardboard. Ask students to draw a scene from the story "Classroom Rules". Once they finish their drawing, tell them to trace puzzle lines on the back of the cardboard and cut out the different puzzle pieces. Teams exchange the puzzle pieces with another team, put them together, and create a dialogue. Students write their dialogues and deliver presentations.

The puzzles and dialogues can be displayed in the classroom to foster a Literacy Environment.

### Useful Information

In this lesson students have the opportunity to work in pairs and exchange short dialogues with classmates. Students practice collaborative learning which is based on the view that knowledge is a social construct. Collaborative activities should focus on the student, have clear instructions that direct students, be interactive, and involve real world problems and solutions.



#### 4 Listen and check (✓). 2

Have students open their Activity Books to page 9. Play Track 2 and have students listen to the conversation from picture 1. Ask students to look at picture 1. Encourage students to describe the image and help them with some comprehension questions to convey meaning: *Who is saying goodbye? Where are they?*

Continue with Track 2 and have students listen to the conversation from image 2. Ask students to look at image 2. Encourage students to describe the image and ask: *Does the child need a book? Where are the children?* Ask students to find new words such as: *train, suitcase, pencil case, and sharpener*. Students can prepare cards later to post on the Word Wall as amazing words.

Play Track 2 for the last time, and ask students to listen and check the right boxes while listening.

**AK:** Students check the correct boxes while listening.

#### 5 Underline the sentence that completes each dialogue.

Draw students' attention to Activity 5. Ask students to read aloud the first sentence. Draw their attention to answers a and b and ask: *Which answer is the best?* Ask a student to read answer a aloud. Then ask a student to read answer b aloud. As a whole class students figure out the best answer. Do the same with the second statement. Make students aware that there is a best answer.

**AK:** 1-a; 2-b.

#### 6 Write three different ways to say good bye in your notebook.

Play track 2 again and ask students to listen to the dialogues again as a review. Encourage them to act them out in front of the class including expressions like *See you soon, See you next Sunday*. Ask a volunteer to help you act out a scene. Pretend that you are leaving the classroom and say good bye to the student. Elicit an answer from the student. Reply in a different way (i.e. *Good bye!*, *See you later!*, *See you soon!*, *Bye*, etc.) Elicit examples from other students. Tell students that there are similar ways to say good bye. Ask them to write three examples of farewell expressions in their notebooks. Tell them they can go back and get ideas from previous pages in their Activity Books. Monitor the activity and answer questions. As a whole class revise the different farewell expressions. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

4 Listen and check (✓). 2

5 Underline the sentence that completes each dialogue.

1 Good bye, Grandma. Have a nice trip.  
a. Bye, Ana. Thank you. See you soon. b. Please give me a book.

2 Can I borrow your red color, please?  
a. Thank you, you're so kind. b. Sure, here you are.

6 Write three different ways to say good bye in your notebook.

**What We Know**

Exchange your notebook with a partner and ask for his / her feedback.

9


#### Additional Activity

Divide the class in teams of four students. Hand pieces of cardboard or white paper to each team. Ask each team to write short dialogues using a piece of cardboard for the questions and another for the answer. Prepare an example beforehand. When teams are ready, encourage students to post the dialogues on the Word Wall and present them to the class.

#### What We Know

Help students reflect on what they have learned. Write three columns on the board (*Greetings, Farewells, Courtesy expressions*). Elicit examples from students: *Can you tell me a greeting expression?* Write them under the correct column. Then, direct students to the *What We Know* section. Ask them to go to the *What We Know* section in their notebooks. Encourage students to write at least one example of the following: a greeting, farewell, and courtesy expression. Above all, make sure students feel confident! Show enthusiasm for their progress.

**Learning Outcome:** Takes the role of receiver and sender to exchange greetings, farewells, and courtesy expressions.

**1**  **Look at the pictures. Write a classroom rule to solve each problem.**



Have students sit in a circle and open the Big Book story "Classroom Rules". Read along the story with students. Ask students if they would like to add a classroom rule from the story in the classroom. Ask them to write the new rule on a piece of cardboard and post it on the corresponding place within the classroom.

Have students open their Activity Books to page 10. Tell them to look at the first picture and describe what is happening. Ask students: *Can you think of a classroom rule that will help the teacher and the students in the picture?* Encourage children to say the classroom rule by miming raising your hand. Then have students write the classroom rule on the line that corresponds to question one.

Continue with questions two and three.

If new words come up, make sure students add a card on the Word Wall. An example of an amazing word could be *bookcase*.

**AK:** 1-Raise your hand; 2-Help others; 3-Be kind to everybody.

**2**  **Draw a picture showing a classroom where everybody follows the rules. Use your notebook.** 

Ask students to tell you about classroom rules in the class. Have them open their Activity Books on page 106 and revise the Unit 1 Picture Dictionary. Model how to use the pictures to better understand the meanings of the classroom rules. Sit students in groups of four and encourage them to design and draw a classroom where everybody follows the rules. Make sure everybody participates and gives ideas. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Drawings may vary according to students' creativity.

**3**   **Listen and sing along.**  **3**

Tell students they will listen to a song. Play Track 3 and let students feel comfortable with the lyrics and music. Ask students to stand up and play Track 3 for a second time. Make sure everyone joins in and sings along.

## Lesson 3


**1**  Look at the pictures. Write a classroom rule to solve each problem.

Miss!




Miss Paty!

Can I...




Red apple!






2






3



**2**  Draw a picture showing a classroom where everybody follows the rules. Use your notebook. 

**3**  Listen and sing along.  **3**


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### Additional Activity

Have students sign a community contract. After the whole class works together to establish the classroom rules, every student then signs the bottom of the sheet. Hang the rules in the classroom so students can see the commitment they made and remember it.


### Useful Information

In this lesson students have the opportunity to work in teams. Why is teamwork so important for young children? Group work encourages social interaction among students since there is a shared objective. It also gives them the opportunity to exchange ideas and opinions in a respectful way while achieving their goals.

**4**  Check (✓) the rules that are good for your classroom.

Show students the Big Book story "Classroom Rules". Ask volunteers to read the story aloud. Let them talk in pairs about the rules they think are more important. Ask volunteers to say a classroom rule aloud. Have students open their Activity Books to page 11. Ask a student to read the instructions aloud. Tell them to come to the board in pairs and write two classroom rules they have followed in the classroom. Ask the whole class to decide which rules are good for the classroom.

**AK:** Answers may vary.

**5**  Find the five words that complete the rules below.

Have students open their Activity Books. Ask students: *Do you know how to do a wordsearch?* Tell students they can locate words horizontally, vertically or diagonally. Direct them to the middle of the third row to the letter *k*. Ask them to go horizontally to find the word *kind* that completes the classroom rule: *be kind*. Ask students to draw a circle around the word *kind*.

Encourage children to work in pairs and find the four words that complete the classroom rules.

**AK:** 1-Fourth column, third line horizontal: kind; 2-Third column, line six horizontal: raise; 3-Sixth column, line four horizontal: hard; 4-Third column, line one vertical: pay; 5-Tenth column, line three vertical: enjoy.

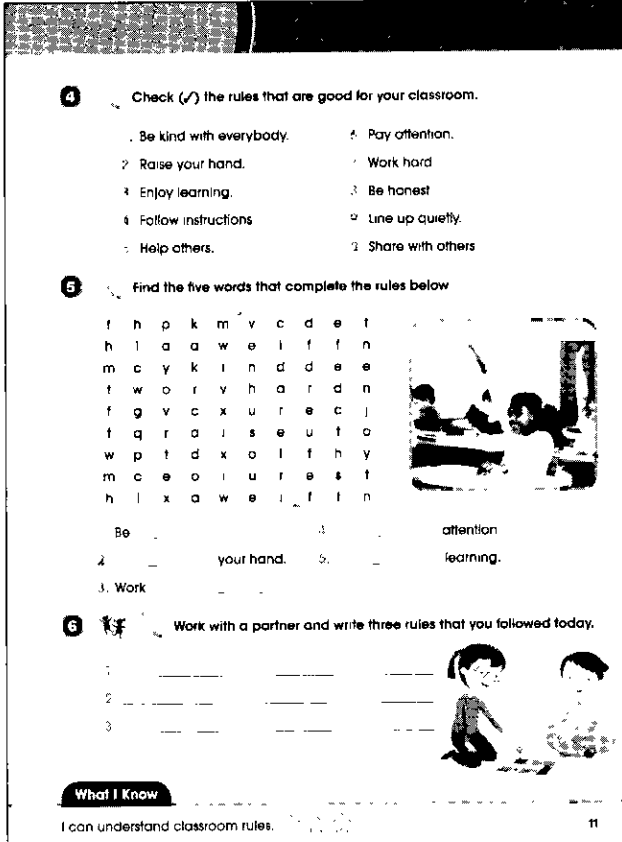
**6**  Work with a partner and write three rules that you followed today.

Have students open their Activity Books. Ask them to think of three rules they have followed today. Allow them to write the rules in pairs.

**AK:** Answers may vary

**Additional Activity**

Have students create a comic strip with four scenes. Explain that the dialogues should include the rules they have learned and encourage them to use bubbles for the expressions and dialogues. This activity can be carried out in groups of 4 or in pairs. When they finish, students present their comic strips to the class.



**4** Check (✓) the rules that are good for your classroom.

1. Be kind with everybody.	4. Pay attention.
2. Raise your hand.	5. Work hard.
3. Enjoy learning.	6. Be honest.
4. Follow instructions.	7. Line up quietly.
5. Help others.	8. Share with others.


**5** Find the five words that complete the rules below.

f	h	p	k	m	v	c	d	e	t
h	l	a	a	w	e	l	f	f	n
m	c	y	k	i	n	d	d	e	e
t	w	o	r	y	h	a	r	d	n
f	g	v	c	x	u	r	e	c	i
t	q	r	a	i	s	e	u	t	o
w	p	t	d	x	o	l	f	h	y
m	c	e	o	i	u	r	e	s	t
h	l	x	a	w	e	l	f	f	n

1. Be \_\_\_\_\_ attention.

2. \_\_\_\_\_ your hand. 3. \_\_\_\_\_ learning.

4. Work \_\_\_\_\_

**6**  Work with a partner and write three rules that you followed today.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**What I Know**

I can understand classroom rules.

11

**What I Know**

Help students reflect on what they have learned. Go with the students through the lesson: *I can understand classroom rules*. Say some examples of classroom rules (*be honest, follow instructions*). Ask them to reflect on their behavior by checking the classroom rules displayed in the classroom. Direct students to the *What I Know* section of their books. Tell them to color three stars if they are able to respond easily, two stars if they have some trouble, and one star if they need your help to follow classroom rules. Above all, make sure students feel confident! Show enthusiasm for their progress.

**Learning Outcome:** Participates in the writing of rules for the classroom.

## 1 Read and say what you think.

Enter the classroom and say *Good morning students*. Show a big smile. Draw a smiling face on the board. Encourage students to greet each other with a smiling face. Write on the board the word *kind* and say *When you say 'Good morning' with a smile, you are kind*. Have students open their Activity Books to page 12. Ask them to look at the pictures and describe what is happening. *Tell me about the children. Are they friends? Do they go to the same school?* Ask students to look at the other picture. *What are they doing? Is he the father? Is he helping the child?* Write the word *kind* on the board so it is visible for everybody. Tell them that they are going to read a text about reasons to be kind.

Read the introduction aloud and then pause to ask some comprehension questions: *What is a kind act? Smiling is a good example of a kind act.*

Ask students to sit in pairs and read the text together. Monitor students and provide guidance with pronunciation or meaning when appropriate.

When students finish reading in pairs, ask them to find new words in the text. Provide pieces of cardboard to post new amazing words to the Word Wall.

## 2 Read the text again and answer the questions.

Draw students attention to Activity 2. Ask students to read the text individually. When they finish, ask four students to read the questions aloud. Tell students that they will stand up and gather useful information from the whole class. They have to ask the questions to different students and record the answers in their notebooks. Later, give them enough time to complete the questions in their Activity Books themselves and reflect on what kind acts are. Students share their answers with the whole class.


**AK:** Answers may vary.

## 3 Work with a partner and write three rules that help you to be kind.

Ask students to sit in pairs and think of three rules that help you to be kind. (*Help others, Share with others, Be honest*) Tell them to write the rules in their Activity Books and compare their rules with other students. Have students write some rules that help you to be kind on a visible place within the classroom.

**AK:** Answers may vary.

### Lesson 4


**1**  Read and say what you think.

#### Reasons to Be Kind


A kind act is a way of being nice to a person. It can be as simple as smiling to someone. You do it because it makes you feel good. A kind act can be done anywhere, at any time.

**Here are some reasons to be kind:**


1. Kind acts make you feel happy.
2. Kind acts make people feel good and important.
3. When you are kind to someone, that person is usually kind to someone else.
4. Everything works better where people are kind to each other.

**2**  Read the text again and answer the questions.

1. Do you think it is important to be kind? Why?
2. Name a kind act you did today.
3. Are your classmates usually kind to you?
4. Name a kind act that makes you feel good.

**3**  Work with a partner and write three rules that help you to be kind.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



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### Additional Activity

Choose 4 students at random. Explain that one of them will enter the classroom without saying *Good morning*. The second student enters and says *Good morning* with a smiling face. The whole class has to decide who performed a kind act. Then the third student enters the classroom, picks up a book and gives it back to you. The fourth student enters the classroom, looks at the book and ignores the situation. Who was kind? Encourage students to think of other situations to show kindness.

#### 4 Listen and sing along. 3

Have students open their Activity Books to page 13 and tell students they will listen to a song. Play Track 3 and ask students to repeat after each pause. Divide the class into four groups and assign each group a stanza. Ask them to sing their corresponding part of the song.

Play Track 3 again and now encourage students to sing along and have fun as an introduction to Lesson 4.

#### 5 Work with a partner and choose your classroom's rules. Write a list.

Have students open their Activity Books. Ask them to work in pairs and refer to the classroom rules displayed in the classroom to write their list of rules. They can also go over the rules in Lessons 3 and 4 of the Activity Book. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Answers may vary.

#### 6 Work as a group and select the best rules for your classroom.

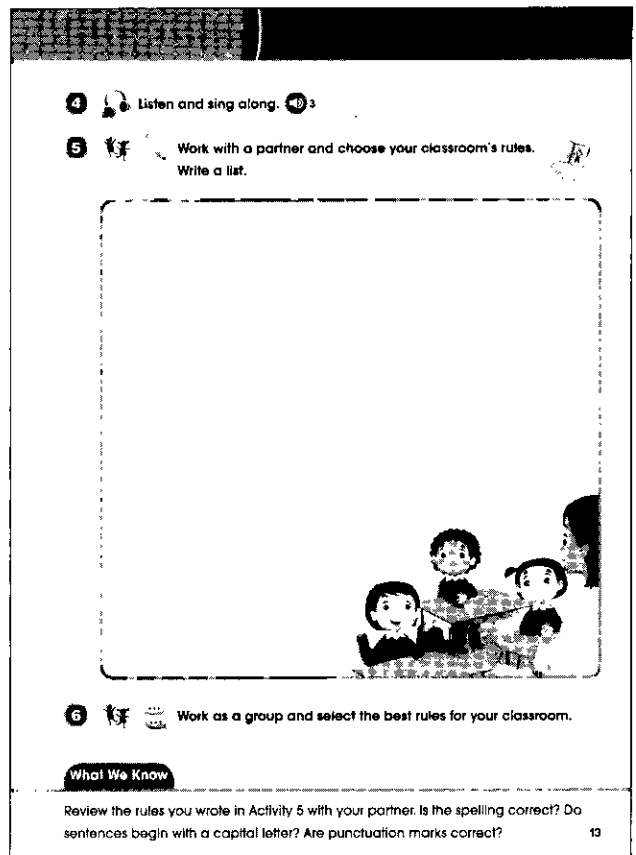
Put the rules that each pair of students has written onto a large piece of cardboard and have students select the best rules from the list.



#### Additional Activity



Divide the class in teams of four. Hand 10 pieces of cardboard or white paper to each team. Divide the board in columns A and B and write the following information:


A	B
Follow	with others
Help	quietly
Be	instructions
Share	others
Line up	honest

Ask teams to write the information on the pieces of cardboard and think of ways to match the instructions (Key: Follow instructions; Help others; Be honest; Share with others; Line up quietly.) When teams are ready with their proposal, ask them to provide their answers on the board. Teams play a memory game and have fun.



4  Listen and sing along.  3

5  Work with a partner and choose your classroom's rules. Write a list. 

6  Work as a group and select the best rules for your classroom.

**What We Know**

Review the rules you wrote in Activity 5 with your partner. Is the spelling correct? Do sentences begin with a capital letter? Are punctuation marks correct? 13

#### What We Know

Help students reflect on what they have learned. Go through with students what they learned in the lesson: *I can decide what are the best rules for my classroom.* Ask: *What classroom rules did you select? (Be kind, Be honest, Take turns, etc.)* Have volunteers come to the front of the class and write the rules on the board. Direct students to the *What We Know* section of their books. Ask them to go to the *What We Know* section in their notebooks. Have the students check the rules they wrote for activity 5 with a partner. Have them answer the following questions: *Is the spelling correct? Do sentences begin with a capital letter? and Are punctuation marks correct?* After they have completed this task congratulate them on finishing the unit!





Work with a partner. Look at the pictures and fill in the speech balloons. Review the previous lessons to get ideas. When you finish, share your work with another team and listen to their feedback.

Play Track 3 and have students sing along the Classroom Rules Song. Practice with students some greeting, farewell, and courtesy expressions from Lessons 1 and 2. For example: *Hello, Goodbye, Can I borrow your pencil?, Please, Thank you,* etc. Give them time to practice different expressions and use them for different situations. Have students look at the pictures on page 14. Ask, *What is happening in the pictures?* Ask students to work with a partner and fill in the speech balloons. They can use language from the previous lessons for ideas. When they have finished they can share their work with another pair and listen to their feedback.

## Social Skills



Look at the picture. Write two kind words for this situation.

Ask *How do you feel when someone is kind to you?* To demonstrate the meaning of *kind*, draw one smiling face and one sad face on the board. Point to each drawing as you talk about these actions. Encourage students to talk about their feelings. While they practice some courtesy expressions learned in the unit (*please, thank you, Give me the \_\_\_\_\_, please., Can I borrow your \_\_\_\_\_?*) Direct students to the pictures in the Social Skills section of their books. Ask them to describe what is happening in the picture (*A girl is helping her father*). Elicit students' answers. Have students talk about positive actions.

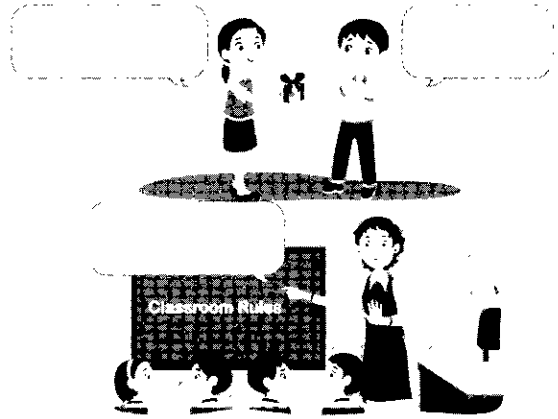
Remember that it is important to focus on positive and constructive actions. Use this activity as an opportunity to have students reflect on theirs and others' feelings.

**AK:** Answers may vary.

## Review



Work with a partner. Look at the pictures and fill in the speech balloons. Review the previous lessons to get ideas. When you finish, share your work with another team and listen to their feedback.



## Social Skills



Look at the picture. Write two kind words for this situation.



## Make a poster.

### What is the product for?

To help you remember the classroom rules.

### Tips

- Team up.
- Share the subproducts on pages 9, 10, and 13 with your team.
- Use the subproducts as models to work.
- Select together the rules that are more important for your class.
- Decide the best way to make your poster.
- Divide the work and do your best.

### Share the product.

Present your poster to the class and explain the rules. Select the poster the whole group likes the most. Put it in a very special place in the classroom. Follow the rules.

Ask students to look at page 15 and try to predict what they are about to do. Elicit a few ideas. Then, tell them that they are going to make a poster with classroom rules. Tell them that they are going to hang their poster on the wall.

Arrange students in small groups. Let students plan their work, organize what they are going to do, and make their own decisions, as you monitor.





Focus your students' efforts on the activities involved in the process of making the poster. Encourage students' creativity while supervising their work.

Once all teams have finished, hang the posters on the wall and organize an art exhibition for students to appreciate their classmates' work. When students decide which poster is their favorite, they put it in a very special place in the classroom. Remind them to be kind and polite when selecting their favorite poster.

### Product Assessment

Tell students they need to give feedback to their classmates. Have teams exchange posters and use the observation chart to evaluate each other's work. To receive very good, a poster needs six rules, one colored illustration for each rule, positive rules that are relevant to the class, and illustrations that relate to the rules and are easy to understand. To close the activity, have students say a positive comment (*I like your drawings!*) and a suggestion (*Next time, you can make the words bigger.*) Remember that the focus of this activity is to create a positive environment in your classroom. Encourage students to think of kind and nice things to say while you will help them with any necessary language.

Unit Product

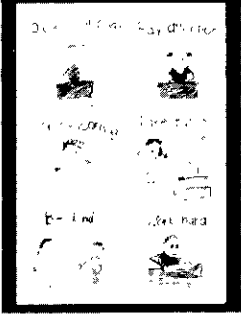
Make a poster    

#### What is the product for?

To help you remember and follow the classroom rules.

#### Tips

- Team up.
- Share the subproducts on pages 9, 10, and 13 with your team.
- Use the subproducts as models to work.
- Select together the rules that are more important for your class.
- Decide the best way to make your poster.
- Divide the work and do your best.






#### Share the product.

Present your poster to the class and explain the rules. Select the poster the whole group likes the most. Hang it on a very special place in the classroom. Follow the rules.

Product Assessment

After the presentations, assess the product of other team. Complete the chart. Tick (✓) the box that better describes their work. Give feedback to the other team.

	Very good 	Can improve 	Not very good 
The rules are correctly written	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The pictures show the meaning of the rules	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The information is neat and clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15

# UNIT

# 2

# Story Time

## Reading Strategies

### Narrative Big Book: *The Animal Fair*



 pp. 16–27

#### Learning English through rhymes

Rhymes are a fun and engaging way to learn English for young students. They enjoy playing with the language and listening to it.

#### But why rhymes?

Learning a second language can be challenging for students. That's why it is important to use simple rhymes that may be similar in content to their first language to engage them in the target language of English.

Young learners may be shy which can make assessing progress in speaking difficult. Sharing and repeating rhymes can raise their confidence level. They can say the rhyme several times until they have reached their goal of saying most of it themselves.

#### Why do rhymes provide meaningful learning?

A rhyme is usually brief but may include a short story with a beginning and an end. The content of a rhyme is fixed; therefore, once learners understand the sequence of the content they feel more confident to participate in activities related to it such as examining phonology.

Rhymes give children the opportunity to consciously see progression in English from the first few lessons. Rhymes also help them speak with more fluency.

#### What is the difference between a rhyme and a poem?

Rhymes are melodic and use rhyming words to create repetition of sounds which in turn makes a memorable rhythm that is inviting for children.

Poems on the other hand may not be so dependent on rhyme for expression. Poems may rely more on meaning and contemplating different emotions that reveal themselves in the writing.

### Reading "The Animal Fair"

Ask students to sit in a circle. Hold the Big Book story "The Animal Fair" and encourage students to talk about the topic. Let them talk about color and the type of animals they will read about. You can give a walkthrough before starting reading to activate prior knowledge. Start reading aloud

pages 16 and 17. Make students aware of the sounds on these two pages: *fair, there, bear, hair*. Ask them to repeat the words and post them on the Word Wall.

Continue with pages 18 and 19 and encourage students to describe the pictures. Ask volunteers to read aloud and focus on the following sounds: *skunk-trunk, knees-trees*. Post the words on the Word Wall. Continue reading the Big Book and post the following words: *cat-bat, bee-flea, beak-peak, guitar-star, fish-wish, sea-tea*.

Be prepared to enjoy this unit where children will have the opportunity to use language melodically!

## Unit Contents

### Literary and Ludic Environment

#### Social Practice:

Reads rhymes and fairy tales in verse.

#### Learning Outcomes:

- Explores illustrated rhymes and fairy tales in verse.
- Listens and participates in the reading of rhymes and fairy tales in verse.
- Participates in the writing of verses.

#### ? Activate Prior Knowledge

1. Do you like poems?
2. Do you know the parts of a poem?
3. Why do some words sound the same?
4. Do you know any rhymes in Spanish?



### Tech Resources

You can find further ideas about rhymes and poems at:

<https://learnenglishkids.britishcouncil.org/es/helping-your-child/learning-english-through-sharing-rhymes>

<http://www.readingrockets.org/article/writing-poetry-english-language-learners>



### Odyssey Resources



**Narrative Big Book:** "The Animal Fair", pages 16-27, audiotrack 22

**Class CD:** Tracks 4, 5

**Visual Resources:** Class CD, pages 2-3



**Picture Dictionary:** *Activity Book*, pages 106-107

**Learning outcome:** Explores illustrated rhymes and fairy tales in verse.

- 1**  **Read *The Animal Fair* and match the statements to the pictures.**  
 pp. 16-27

Read the Big Book *The Animal Fair* with your students. Carry out a walkthrough before reading and encourage students to talk about the different animals shown in the Big Book. Read the narrative story aloud and invite students to read along with you. Then have students open their Activity Books to page 16 and ask them to describe the pictures. Tell students they will match the statements to the pictures. Set an example with the whole class and allow them to work individually.

**AK:** 1-d; 2-b; e-c; 4-a.



- 2**   **Read the verses aloud and write the rhyming words.**

Ask students to open their Activity Books and read the verses aloud. Draw their attention to the rhyming words and ask them to work individually.

When students finish, ask them to share their answers with a partner.

Encourage students to read aloud in turns when they revise their answers and look at the Word Wall for further revision.

**AK:** 1-cat-bat; 2-guitar-star; 3-skunk-trunk.

- 3**  **Read *The Animal Fair* again and draw your favorite character in your notebook.** 

Remind students that this activity will help them with their Unit Product.

Enjoy reading the Big Book *The Animal Fair* again with your students. Let them read part of the story and encourage them to emphasize the rhyming words. Ask students to open their *Activity Books* to and read the instructions in Activity 3.

Encourage students to draw their favorite character in their notebooks.

**AK:** Drawings will vary according to students' creativity.

## UNIT

## 2

## Story Time

### Lesson 1

- 1**  **Read *The Animal Fair* and match the statements to the pictures.**

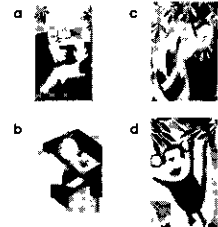
 pp. 16-27


1. A monkey playing

2. A bee in class

3. An elephant behind a tree

4. A cockatoo playing the guitar



- 2**  **Read the verses aloud and write the rhyming words.**

In this fair, the mouse is friends with the cat  
And the cow is not afraid of the bat

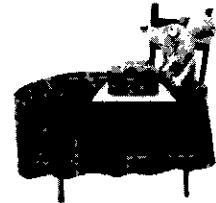
The elegant cockatoo plays the guitar.  
Animals say that she is a star



The funny monkey plays with the skunk.  
They jump and step on the elephant's trunk.

1. cat

2. guitar

3. skunk



- 3**  **Read *The Animal Fair* again and draw your favorite character in your notebook.** 

16 UNIT 2 Story Time

### Additional Activity

Make a copy of a simple rhyme.

Read it together with the students and then let students try saying it aloud while pointing to each word in turn.

Let them interpret and illustrate the rhyme freely.

Provide students with copies of other simple rhymes. When they have completed a few sheets, staple them together and encourage them to take them home and share them with their family.

**Learning outcome:** Explores illustrated maps or sketches.


**1**  **Read A Wonderful Place and complete.**  
 pp. 28-35

As a review, tell students they will learn about different places in the city or in small towns. Ask them to describe a city they have visited and compare to a small town. Settle students comfortably around you and show them the story "A Wonderful Place." Carry out a picture and walk through with the whole class.

Tell students they will learn about different places in the city or in small towns. Settle students comfortably around you and show them the story "A Wonderful Place". Invite them to describe the pictures and use the strategies from page 64.

Have students open their Activity Books to page 46. Ask students to follow the sequence by looking at the arrows on the diagram. Explain that they have to write the name of the places Jim goes through on his way to the wonderful place he will discover.


**AK:** 1-store; 2-bank; 3-park; 4-farm; 5-wheat field; 6-library.

**2**  **Find a route to go from Jim's house to the school.**

Have students open their Activity Books, Activity 2. Direct their attention to the map in order to revise its elements: the streets, the buildings, the map key, etc. Tell students that each symbol represents an important place on the map. Guide students through the map key where they will see Jim's house symbol on the square and ask them to find where Jim's house is on the map. Do the same with the other symbols. Allow some time so students can find the places on the map individually.

Ask students to find the way between Jim's house and the school. Tell them to trace the path first with their finger and later with a colored pencil when they are sure about the path they have to follow.

**AK:** Answers may vary.

**3**  **Draw the route from your house to the school in your notebook.**



Ask students to open their Activity Books. Ask them to look at the map and its elements. Encourage them to talk about how to draw a map on their own. Ask students to open their notebooks and draw the route from their houses to the school. It is important students include the map elements they learnt before: streets, buildings, green areas, etc.

**AK:** Drawings may vary according to students' creativity.


## UNIT 5


### Places in Town


#### Lesson 1


**1**  Read A Wonderful Place and complete.  pp. 28-35


farm   bank   park   store   library   wheat field


1  



2  


3  


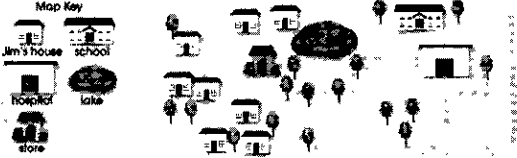
6  



5  


4  


**2**  Find a route to go from Jim's house to the school.

**Map Key**



**3**  Draw the route from your house to the school in your notebook.

46 UNIT 5 Places in Town

### Additional Activity

Tell students they are going to create a neighborhood. This activity will help them build on the topic of the unit and will also foster creativity and collaboration.

**Materials:**

- Empty milk cartons
- Colored Post-its
- Toy people, animals, cars for the neighborhood
- Water color paintings
- Brushes
- Painter's tape

**Description:**

Explain that there are many ways to create a neighborhood. Ask students: *Does every house have a road near it? Is there a school or a grocery store? Do we need people, animals, and cars in our community?*

Tear off strips of painter's tape for making roads and encourage students to place the houses and the buildings they have created with the empty milk cartons and Post-its. Ask them to paint the houses and buildings in different colors. Finally, place the toy items in the neighborhood. Encourage students to talk about their neighborhood and explain how to get to the different places.

### Teach vocabulary explicitly.

Start reading "A Wonderful Place" pages 28 and 29. Encourage students to figure out what the story is going to be about. Choose the key vocabulary that your students need to know in order to support their reading development. For pages 28 and 29 you may choose the following words: boring, find, hidden, and arrow. Use a "picture-walk" for vocabulary. Ask them to connect the new words to the pictures they see in the text. Teach students to actively engage with vocabulary by designing cards to be posted on the Word Wall. Continue with pages 30 to 35.

### Reading practice through ongoing comprehension.

To test students' ability, you can print sentences from a section of the text on paper strips, mix the strips, and have students put them in order. After reading, test students' comprehension with questions that require higher-level thinking: *How do you think Jim felt...?*

The above tips will help you to become a more effective teacher while reading a Big Book or any other text. It may be challenging, but you will put them on the path to becoming successful readers.

## Unit Contents

### Familiar and Community Environment

#### Social Practice:

Understands and collects information about places in the community.

#### Learning Outcomes:

- Explores illustrated maps or sketches.
- Exchanges information about places in the community.
- Writes information about the community.

#### Activate Prior Knowledge

1. Where is the market in your community?
2. Is there a museum near the school?
3. Are there restaurants near your house?
4. What is the place you most like to visit?



### Tech Resources

You can find some ideas about places in the following links:

<http://learnenglishkids.britishcouncil.org/en/grammar-practice/prepositions-place>

<https://www.nationalgeographic.org/activity/analyze-community-map/>



### Odyssey Resources

**Narrative Big Book:** "A Wonderful Place", pages 28-35

**Class CD:** Tracks 10, 11

**Visual Resources:** Class CD, pages 10-11

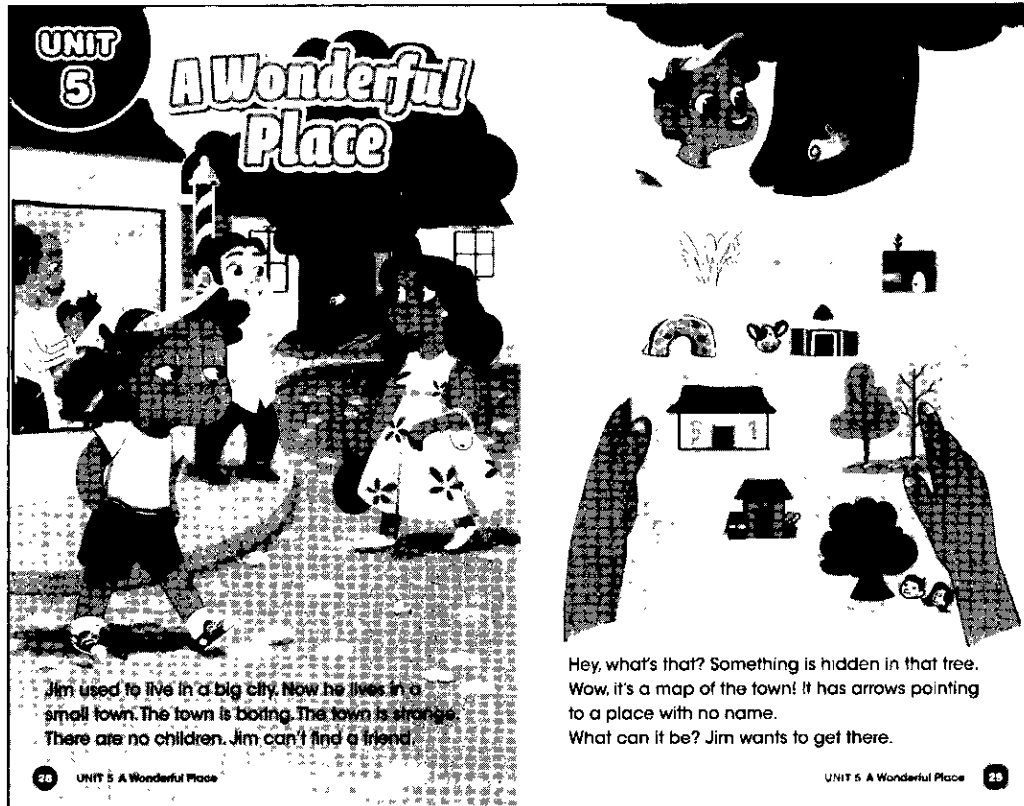
**Picture Dictionary:** *Activity Book*, pages 108-109

# UNIT 5

## Places in Town

### Reading Strategies

### Narrative Big Book: *A Wonderful Place*



 pp. 28-35

#### Introduction

Show students the cover of the story "A Wonderful Place." Encourage students to talk about wonderful or beautiful places they know. Start reading "A Wonderful Place" pages 28 and 29. Ask students to figure out what the story is going to be about.

#### Become effective teachers while reading a Big Book.

Many students are learning a new language as they acquire and develop literacy skills, especially vocabulary, in English. To become a more effective teacher, in this unit we will focus on how to introduce a topic through graphic organizers, how to teach vocabulary explicitly and how to check comprehension frequently while reading the Big Book.

#### Create graphic organizers.

Graphic organizers help students construct meaning. Show students the cover of "A Wonderful Place". Tell students that the whole class is going to read a story about a boy who moved from the city to the town. Draw a Venn Diagram on the board. Explain that each circle represents something that you want to compare and contrast. Where the two circles intersect, you write information that the two things have in common. Write "Living in a city" on one side of the Venn Diagram and "Living in a small town" on the other side. Activate prior knowledge by asking questions such as: *Do you live in a big city? Do you live in a small town?* Ask students to draw a Venn Diagram in their notebooks and copy information from the board.



## Make your own signs.



### What is the product for?

To help you understand the importance of signs in public places.

#### Tips

- Team up.
- Share with your team the subproducts on pages 39, 41, and 42 and use them as a guide.
- Revise with your team the graphic organizer on page 43.
- Make a selection of signs.
- Work with your team to write the texts and illustrate them. Be creative.

#### Preparation:

Tell students that they are going to make a selection of signs and label them.

#### Production:

Arrange students in small groups. Let students plan their work, organize what they are going to do, and make their own decisions, as you monitor. Invite students to share and comment about their ideas as they make their own signs.

#### Share the product.

Present your signs to the class. Have your classmates guess their meanings. Then say the names of the signs without reading the labels. Explain why your signs are important. Listen carefully to your classmates' presentations. Your opinion is important; share it with them.

#### Product Assessment

Before students' presentations, refer their attention to the Product Assessment section. Explain that they have to assess their classmates' presentations. Read each sentence and make sure students understand the meaning. Each student should assess the work of one team. Let them choose the team they are assessing or assign them yourself. Tell students that they have to observe the presentation of one of the teams carefully and tick the items that are accomplished. When all presentations finish, you can set a few minutes for students to share their opinions. Remind them to be kind to one another.

## Unit Product

**What is the product for?**  
To understand the importance of signs in public places.

#### Tips

- Team up.
- Share with your team the subproducts on pages 39, 41, and 42 and use them as a guide.
- Revise with your team the graphic organizer on page 43.
- Make a selection of signs.
- Work with your team to write the texts and illustrate them. Be creative.

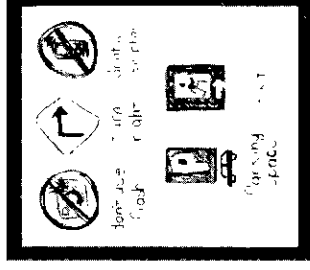
#### Share the product.



Present your signs to the class. Have your classmates guess their meanings. Then say the names of the signs without reading the labels. Explain why your signs are important. Listen carefully to your classmates' presentations. Your opinion is important; share it with them.

#### Product Assessment

Pay attention to your classmates' presentation and tick (✓) what you see.

- The signs have the right colors.
  - Each sign has a label with its meaning.
  - The illustrations are clear and help you to understand.
  - The signs are easy to understand.
  - The presentation is well organized and clear.
  - The team explained why signs are important.
- Respectfully share your opinions with your classmates.





**1**   **Work with a partner and label the signs. Then discuss the place where they belong. Share your decisions with another pair.**

Ask students to talk about the signs on Activity Book, page 44. Encourage them to say, *Don't use a cell phone, Use a helmet, Don't use a flash.* You can also model the sentences and have students repeat after you to enhance confidence.

Divide the group in pairs and explain to them that they are going to label the signs that they see on the page. After they finish, revise the work as a class. Then give them time to discuss and decide the places where the signs belong. Model with the first sign. Point to the parking sign and ask: *What does this sign mean?* Students: *Park here. Where do you usually see this sign?* Students: *On the street.* Give them enough time to do the same with the rest of the signs. This will allow them to review what they have learned in the previous lessons.

## Social Skills

  **Tick (✓) the correct action.**

Direct students to the pictures in the Social Skills section of their books. Ask them to describe what is happening in the picture on the left. Write on the board: *Throw trash away.* Ask students to describe the illustration and if the sign is appropriate. Continue sharing information with students and guide them to the illustration on the right. Ask students if throwing trash out of the bin is appropriate.

Use this activity as an opportunity to have students reflect on taking care of our environment and the consequences of throwing trash away in the street, parks, oceans, etc. Share with students that they could create compost with leftover apple cores, banana peels, and any other food waste in a compost bin, where it will eventually break down and turn into fertilizer.

**AK:** The picture on the left.

### Review

  **Work with a partner and label the signs. Then discuss the place where they belong. Share your decisions with another pair.**

### Social Skills

  **Tick (✓) the correct action.**




**44** UNIT 4 Signs Are Important

#### 4 Listen and repeat. 9

Tell students they will listen to a recording. Students listen to the recording once. Draw three columns on the board. Write the word *Don't* on the first one. On the second column write the word *Turn*. On the third column write the word *Wear*. Students listen to the recording for a second time and repeat. Ask some volunteers to come to the board and write the sentences while listening to the recording. Provide guidance as appropriate.

**AK:** Listen and repeat.

#### 5 Work with a partner. Complete the graphic organizer.

In Activity 5, you will have the opportunity of introducing students to graphic organizers.

Remember that graphic organizers guide learners' thinking as they fill in and build upon a visual map or diagram.

Tell students that a graphic organizer is a visual chart that organizes and represents students' ideas. Have students open their Activity Books to page 43 and explain that the information about the Archeology Museum organizes ideas within a graphic organizer. Ask students: *Look at the signs on the left. Do you recognize them?*

Tell students they will work with a partner and figure out the signs and the written rules to be followed in the Archeology Museum in Activity 5. Allow pairs to go through the graphic organizer and understand how they will complete the information.

**AK:** a-touch; b-no flash; c-don't eat; d-don't use cell phones.

#### 6 Work with a team. Think together of a place you usually visit. Draw the signs you see there. Write the rules and instructions.

Sit on the floor with children and share thoughts about places they usually visit, e.g. a park or the cinema. Ask them about the signs in those places. In order to provide guidance and scaffolding, ask a volunteer to draw a sign on the board and write the rule or instruction. Tell students to go back to their places and open their Activity Books.

Ask students to look at the graphic organizer and let some volunteers explain what they have to do. Remember

#### Additional Activity

Ask students to prepare a color chart for signs. Explain that different colors on signs mean different things. Set an example writing the colors on a piece of cardboard. Elicit information about the meanings of each color and let students work in teams of four. Monitor their progress and help when needed.

4 Listen and repeat. 9

5 Work with a partner. Complete the graphic organizer.

Archeology Museum

1. do not

2. →

3. or drink

4. do not

6 Work with a team. Think together of a place you usually visit. Draw the signs you see there. Write the rules and instructions.

Place

Signs Rules and instructions

→

**What We Know**

Check the work in Activity 6 with your team. Then share it with the rest of the class. 43

that the emphasis of this lesson is on writing, so students will be able to produce at least three instructions for a place they usually visit. Ask students to work in teams and follow the example. Encourage them to draw three to five signs and write the corresponding instructions.

**AK:** Drawings, rules, and instructions may vary according to students' creativity.

#### What We Know

After they finish the activity, give students time to check their work together. Write a check list on the board with things they have to revise to make sure their work is complete, for example, the name of the place, spelling of the rules, color of the signs, order, neatness, etc. Monitor while students revise their work and provide the necessary guidance. Once they are satisfied, give them time to present their graphic organizers to the class.

# Lesson 4

**Learning outcome:** Participates in the writing of directions.

## 1 Look at the signs and tick (✓) the places.

Ask students to go over the previous lessons (pp. 36-41) and draw a sign they like on a piece of paper. Have volunteers come to the front and show their signs. Have the class guess what the sign means. The volunteer confirms the answer or correct it. Repeat with as many signs as possible to review the meanings of the signs. Have students open their Activity Books to page 42. Ask them to look at the signs and describe them. Students talk about safety and the importance of signs in the street, at a museum or at the fair. Tell students they can look at the Picture Dictionary on page 108 of their books as a guide.

Ask students to work in pairs and tick the places. Monitor their work and listen to their answers. There are signs that could be found in different public places. Allow any logical answer. It is very important that students reflect on the use and purpose of signs.

When students finish, encourage them to say the sentence and the corresponding place.

**AK:** 1-Street; 2-Fair; 3-Museum; 4-Museum; 5-Fair; 6-Museum and Fair; 7-Street; 8-Street.

## 2 Use the words in the box to complete the meanings of the signs.

Ask students to remember about the signs they find in a museum or at the fair. Encourage them to write sentences on the board such as: *Do not use a cell phone in a museum* or *Do not eat or drink*. Have students open their Activity Books. Ask students to read in silence the words in the box. Ask them if they recognize these words and their relation to signs. Explain their meaning if students have doubts with some words. Tell students they will use the words in the box to complete the sign meanings. Set an example with number 1: Do not use cell phones.

Encourage students to work individually and check with a partner. To wrap up the activity, ask students to give the correct answers as a whole class.

**AK:** 1-cell phones; 2-touch; 3-eat; drink; 4-stand; 5-flash.

## 3 Draw a funny sign for your classroom in your notebook.

Ask students to create a funny sign for the classroom. Give them some time to think of a situation within the classroom that could inspire this kind of sign. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Drawings will vary according to students' creativity.

# Lesson 4

1 Look at the signs and tick (✓) the places.

Signs Street Museum Fair



2 Use the words in the box to complete the meanings of the signs.

flash touch eat cell phones drink stand

- 1 do not use \_\_\_\_\_
- 2 do not \_\_\_\_\_
- 3 do not \_\_\_\_\_ or \_\_\_\_\_
- 4 do not \_\_\_\_\_
- 5 do not use \_\_\_\_\_

3 Draw a funny sign for your classroom in your notebook.

42 UNIT 4 Signs Are Important

## Additional Activity

Tell students the whole class will create a museum. Divide the class in teams of four. Ask teams to choose from the following activities:

- Draw a famous painting. (Show the teams that choose this option paintings of famous artists. Provide cardboard and colored pencils.
- Prepare the museum signs to be followed by visitors. (Explain to the team that chooses this option that they will prepare the signs and explain what they mean).
- Think of the museum's name and design the museum sign. (Encourage the team to be creative and make a large sign on a piece of cardboard.)

When teams finish their work, ask the whole class to post their drawings on the walls, as well as the signs and the museum sign. Encourage students to introduce the museum's name and ask groups of students to share information about how to behave in a museum by explaining the signs on the walls. Finally, ask students to talk about their drawings and what they learned about the famous paintings.

**5**  **Look at the poster and match the rules to the signs.**

A review, students to practice in pairs the words on page 40 Activity 4. Correct pronunciation as appropriate.

Have students open their Activity Books to page 41. Motivate students by asking: *Do you know how to ride a bike? What color is your bike? Do you like riding your bike?* Tell students they will learn new signs on how to be safe when riding a bike. Give students some time to look at the signs and elicit information about the color codes. It is important to emphasize the use of a helmet when riding a bike along with the other signs. Allow students to talk about bike safety.

Ask students to work individually and match the rules to the signs and check their answers with a classmate.

**AK:** Wear a bike helmet.-left bottom sign; Check your bike tires.-right bottom sign; Don't ride at night.-left top sign; Ride on the bike lane.-right top sign.

**6**  **Read and complete.**

Have students open their Activity Books, Activity 6. Use the material from the CD Class and project (if there is a projector available) the activity on a screen or on a white wall. Direct students' attention to the passage and tell students they will read and complete the blanks.

Ask students to read the short passage aloud pausing at the blank and clapping so they become aware of where they will choose a word to fill in the blank. Ask students to work in groups of four and complete the passage. Monitor their work and provide guidance.

When students finish, ask a student to read the passage aloud while another student writes the answers on the board.


**AK:** 1-bike; 2-helmet; 3-tires; 4-lane; 5-night.


**7**  **Complete the paragraph for you. Share it with the class.**


Have students open the Activity Books. Direct students to the paragraph and the illustration on the right. Ask a student to read the information in the bubble. Help students understand the frequency adverb *always* which may be new for them. Explain that they will read a paragraph on their own and that they will choose a place according to their interests. Encourage students to write individually. Guide them through the writing experience and provide guidance.

Ask students to share their paragraphs with the whole class.


**AK:** Answers may vary according to students' creativity.

**5**  **Look at the poster and match the rules to the signs.**




**6**  **Read and complete.**

helmet bike tires lane night




Hi! I am Sandy and this is my new  
I'm very careful when I ride  
my bike. I wear a blue bike  
I check my bike's \_\_\_\_\_ I always  
ride in the bike \_\_\_\_\_ I don't ride  
at \_\_\_\_\_ Do you have a bike?

**7**  **Complete the paragraph for you. Share it with the class.**

Hi! When I go to the park / museum / fair,  
I always \_\_\_\_\_  
I don't \_\_\_\_\_

When I go to the fair,  
I always ride with my father.  
I don't stand during the ride.



**What We Know**

Before sharing your paragraph, ask a partner for his / her opinion and revise it

**Additional Activity**

Divide the class in teams of four. Ask students to design a poster about bike safety. Make sure they include the information learned in Lesson 3, page 41. Encourage students to present their posters to the class.

**What We Know**

It is important to give students several opportunities to collaborate with their peers and evaluate their work together. Students benefit from other partners' ideas and enrich their work with their comments. After they complete their paragraphs on page 41 individually, give them some minutes to check their work in pairs. Explain the success criteria or activity goal to the students, so they fully understand what they have to revise when they check their partners' work.

# Lesson 3

**Learning outcome:** Rehearses the oral expression of directions on signs.

## 1 Read and complete with words from the box.

Explain students they will play a game called "The policeman says" (a variation of "Simon Says"). Show students a traffic light. Rehearse with students: the red light means stop, the green light means go and the yellow means slow down. Choose a student to be the policeman. Start: *The policeman says green.* Everyone walks. *The policeman says red.* Everyone stops.

Have students open their Activity Books to page 40. Ask them to look at the illustration on the right and describe the situation. Encourage students to answer your questions: *What's the policeman doing? What is the boy asking?*

Guide students through the dialogue and tell them they will fill in the missing information. Ask students to read the dialogue in pairs and figure out the missing parts. Provide scaffolding by giving students the first answer: Tom. Allow students to work in pairs and tell them they may look for the meaning of signs on page 36. Monitor their work and provide guidance. When they finish filling in the information, ask a pair of students to come to the board and share their answers with the whole class. Encourage students to collaborate with the correct answers respectfully.

**AK:** 1-Tom; 2-go; 3-stop; 4-information.

## 2 Act out the conversation in Activity 1 with a partner. Exchange roles.

As a follow up, have students go to Activity 2. Ask a pair of volunteers to practice the dialogue aloud. Then ask students to act out the conversation in pairs. Tell them they will exchange roles. Monitor the oral experience and stress the importance of correct pronunciation, intonation, and pacing. At the end of Activity 2, ask a pair of students to come to the front and act the dialogue out for the whole class.

**AK:** Students' pronunciation, intonation, and pacing may vary.

## 3 Draw Tom's favorite sign.

Ask students to look at Activity 3. Tell them they will draw Tom's favorite sign. Guide them through the dialogue they practiced and allow them to work individually.

**AK:** Drawings may vary according to students' creativity.

## 4 Read the words and look at the pictures to learn new vocabulary.

Read the words and look at the pictures to learn new vocabulary. Have students open their Activity Books. Tell them they will learn new vocabulary through pictures. Encourage

**Lesson 3**

**1** Read and complete with words from the box.

Information Tom go stop

Tom: Hello, my name is \_\_\_\_\_

Police officer: Hi Tom, can I help you?

Tom: Yes, please. What do green signs mean?

Police officer: They mean \_\_\_\_\_

Tom: And what do red signs mean?

Police officer: They mean "do not" or \_\_\_\_\_

Tom: And, what about the blue signs?

Police officer: They give us \_\_\_\_\_

Tom: Ok, thank you.

Police officer: What's your favorite sign Tom?


Tom: The red sign that means "stop" it keeps my friends safe.

**2** Act out the conversation in Activity 1 with a partner. Exchange roles.


**3** Draw Tom's favorite sign.

**4** Read the words and look at the pictures to learn new vocabulary.


Bike Safety Words




the




lane



helmet



ride



night

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them to look at the pictures and express their feelings about bike safety. Ask students to read the words aloud after you.

### Additional Activity

Dialogues are an excellent strategy for promoting oral language and critical thinking. Tell students they will learn how to write a dialogue. Follow the steps below to help your students.

#### Motivation:

- Brainstorm situations students might talk about.
- Write these situations on the board.

#### Anchoring:

- Divide the students in pairs and show them a picture of people talking.
- Instruct pair of students to look at the situations on the board to write a short dialogue.

#### Scaffolding:

- Prepare beforehand a dialogue on cardboard to be used as an example. Place it in a visible place in the classroom.
- Ask students to create their dialogue.

#### Consolidation:

- Instruct students to read their drafts.
- Ask them to act out their dialogues.

#### 4 Listen and point. 8

To provide context to the fair's topic, students can draw their own experience of a visit to a fair and their favorite ride. Provide pieces of cardboard and color pencils. They can post their drawings in a visible place in the classroom to enrich literacy environment. These drawings may come in handy to wrap up the lesson. Have students open their Activity Books to page 39. Ask students to describe the illustration on this page. Let them express their thoughts and feelings about visiting a fair and ask: *Do you like going to fairs? What rides do you like?* Explain that when we go to fairs we have to follow some rules. For example, there are some rides that require a minimum height or riding with an adult. The purpose of the rules is to keep people safe and have fun.

Ask students to listen to the recording twice and point to the correct sign while they listen. This is an individual exercise. If necessary, play the recording a third time so students understand the rules to be followed at a fair and can identify the correct sign.

#### 5 Match the columns.

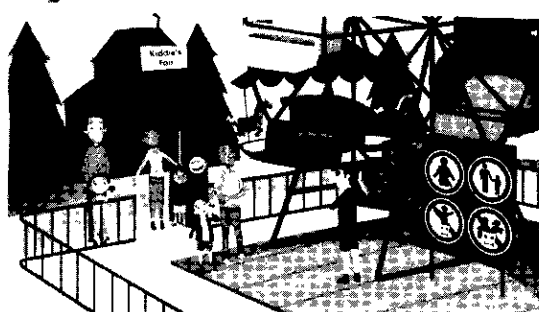
Have students open their Activity Books. Ask students if they recognize the signs in Activity 5. Let them share their thoughts about the signs. Tell students that they will match the columns to the corresponding sign. Ask them to work in pairs and allow some time to answer while you monitor their answers and answer their doubts.

**AK:** 1-d; 2-b; 3-c; 4-a.

#### 6 Draw a sign for the fair in your notebook. Have your classmates guess what it means.





Ask students to stand up and look at the drawing they have done of their visit to a fair. Tell them they will draw a sign for the fair in their notebooks. When they finish, students stand up with their drawing and show the sign. Encourage students to ask: *What does this sign mean?* Motivate students to talk and express their ideas about the signs and their meanings. Encourage them to praise classmates' efforts. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Drawings may vary according to students' creativity and innovation.



4 Listen and point. 8

5 Match the columns.

1		a. fasten your seat belt
2		b. children ride with an adult
3		c. keep your arms and legs inside
4		d. don't stand in the ride

6 Draw a sign for the fair in your notebook. Have your classmates guess what it means.

**What I Know**

I understand the importance of signs in different places.

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#### Additional Activity

One of the best ways to teach students about road safety is to make it part of their games. Create a neighborhood with milk cartons for the buildings. Ask students to bring toy cars. The whole class designs streets with masking tape and prepares signs for road safety in the neighborhood.

#### What I Know

Help students reflect on what they have learned. Go through the goal with students: *I understand the importance of signs in different places.* Go through the signs in the unit and reflect with students on the type of signs they can understand. Make sure students understand that these signs are important because they keep us safe. Encourage them to talk about the importance of signs and continue with self-evaluation. Tell them to color three stars if they understand the importance of signs in different places, two stars if they understand most of the signs, and one star if they need your help to understand the meaning of signs in different places. Above all, make sure students feel confident! Show enthusiasm for their progress.

**Learning outcome:** Reviews signs.

## 1 Match the signs to the meanings.

Ask students why street signs are important (*they help us to move around safely in public spaces*). Have them name some street signs. Use the Picture Dictionary (p. 108) to introduce the next set of signs. Point to the following: Don't touch, Don't use cell phones, Don't eat or drink, Don't use flash, and Emergency Exit. Guide students and have them look at the symbols and try to understand what they represent. Encourage them to read the meanings.

Have students open their Activity Books to page 38. Go over the signs on the right and revise their meaning. Ask: *Where do you find these signs?* Elicit answers and encourage students to read the sentences as a whole class.

Have students match the signs to their meanings. Check the answers as a class.

**AK:** 1-d, 2-b, 3-c, 4-a, 5-e

## 2 Circle the signs that do not belong to this place.

Have students go to Activity 2. Ask them: *Have you ever been to a museum?* Encourage students to talk about museums they know and their experiences. Point out that museum rules are established to make sure everyone can enjoy the valuable works of art.

Draw students' attention to the illustration on page 38. Ask students to describe the illustration based on their experiences. Tell students they will circle the signs that do not belong to the museum. Go through the signs with students as a whole class and ask students what signs don't belong inside the museum. Elicit the answer. Then have students circle the signs.






**AK:** Circle the parking sign; Circle the crossing sign.

## 3 Work with a partner and illustrate the museum rules.


Draw students' attention to Activity 3 in their Activity Books. Ask them to read the title "National Art Museum". Continue reading numbers 1 to 5 with some volunteers. Tell students they will work with a different partner and draw icons to illustrate the museum rules. Encourage them to talk about the signs they have seen when visiting museums. Monitor their work and praise them for their efforts.

### Lesson 2

**1** Match the signs to the meanings

1 don't use flash	a 	b 	c 
2 don't use cell phones			
3 don't eat or drink	d 	e 	
4 don't touch			
5 exit			

**2** Circle the signs that do not belong to this place.



**3** Work with a partner and illustrate the museum rules.

**National Art Museum**

Welcome to the National Art Museum. Please follow the rules

- Camera flashes damage art. Please do not use flash.
- Respect other visitors. Do not use your cell phones inside the halls.
- Art is fragile. Please do not touch the art pieces.
- Do not eat or drink.
- Locate the exit route.

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### Useful Information

There are dozens of museums in Mexico City. They cater to a wide range of visitors and many are suitable for children. For example, the Museo Interactivo de Economía has sections specifically designed to help kids learn about money. They can learn and have fun there.

For more information check:

<https://globetotting.com/mexico-city-museums-activitieskids/>

### Additional Activity

If possible, organize a visit to a local museum or interesting site. Besides enjoying the ride and learning interesting things, students can look for signs in the place and understand their meaning.



#### 4 Read and match.

Write the following colors on the board: red, yellow, green, blue, and orange. Ask students: *What color means stop? (red), What color means go? (green), What color means information (blue) and so on.* Open the informative Big Book on pages 12-19 and go over the signs and their meanings. Point to the signs and ask students what they mean. Then have students open their Activity Books to page 37. Ask them to describe the signs with their own words. Encourage them to share their thoughts and ask them: *What does the walking man on the yellow sign mean? Where is the hotel sign?*

Group students in teams and ask them to decide how to match the questions to the corresponding signs. When they finish, give each team a piece of cardboard and let them draw a sign from Activity 1.

To wrap up the activity, ask each team to post the signs on the board along with the questions.



Assign a question to each team and match the corresponding sign on the board.

**AK:** Signs from left to right: e, b, c, d, a

#### 5 Draw the missing signs.

Have students go to Activity 5. Direct them to observe the details on the illustration. Ask students: *What can the driver do?* Encourage them to figure out how to help the driver. Ask: *Do signs help the driver find his way?* Listen to students' answers and ask them to look at the empty signs. Once they locate the empty signs, students decide as a whole class the appropriate sign for each place. If useful, you can provide scaffolding by showing the signs from the Big Book.

Revise students' work by asking volunteers to draw the signs on the board.


**AK:** Students will draw the following signs: construction ahead  and turn left .


#### 6 Play a game with the group. Use the signs on Visual Resources (Class CD, pp. 6-9).

Project or print the signs on Visual Resources (Class CD, pp. 6-9). Divide the class in two teams. Throw a coin to choose which team starts first. Draw students' attention to a sign and ask team 1 to say the name of the sign. Accept partial answers (for example: *crossing*, instead of *children crossing*) related to the sign, correct and ask students to repeat. Give a point to the team who gives the correct answer and continue with all the signs.


**AK:** Answers will vary.

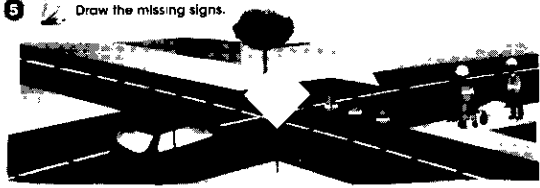
Familiar and Community Environment  
Social Practices: Produces signs for public spaces.



4  Read and match



a Where can I park my car?  
b Where can I cross the street?  
c Where can I go to the bathroom?  
d Where can I ride my bike?  
e Where can I sleep tonight?

5  Draw the missing signs.



6   Play a game with the group. Use the signs on Visual Resources (Class CD, pp. 6-9).

**What We Know**

Ask another pair in your class to help you revise the signs you made in Activity 3 37

#### Additional Activity

Use large pieces of cardboard to draw signs. Divide the class in teams of four and ask them to draw a sign they learned in Lesson 1. Have students open their Activity Books to pages 36 and 37 and choose a sign. When they finish, encourage students to post their sign on the Word Wall and explain its meaning.

#### What I Know

Always promote peer evaluation in your class. In Activity 3 students worked with a partner to produce two pairs of signs. When they finish, ask them to join another team and assess their work together. Write the success criteria on the board and ensure that students understand the goal of their work: Make two signs that mean "go" (green) and two signs that give information (blue). Model how to give kind feedback for this task and let them communicate to check what they did.

**Learning outcome:** Reviews signs.

## 1 Look and color. pp. 12-19

Tell students they will learn about signs in public spaces. Show the story "Moving Around Modern Cities" to students (pages 12-19).

Settle students comfortably around you and show them the story "Moving Around Modern Cities". Open the Big Book on pages 12 and 13. Ask students questions like *What do you see? What do you think the story is about? What are public signs for? Where can you see them?* Elicit their answers and record their responses on the board, placing their initials beside their contributions. Continue with pages from 14 to 19. Provide enough scaffolding so students understand the color code on signs.

Have students open their Activity Books to page 36. Activity 1. Tell students they have to look at the signs and color them according to what they learned. Go through the signs with the whole class and ask them what they mean. You may assign this activity to be worked in pairs.

**AK:** a-red; b-orange; c-blue; d-green.

## 2 Read again and match.

Show students the story "Moving Around Modern Cities" pages 14 to 18 and encourage them to talk about what the signs mean: turn right, parking space, etc.

Have students go to, Activity 2. Ask students to work individually and match the sentences to the corresponding sign. When they finish, ask some students to come to the board and check the answers as a whole class. Praise them for their efforts.

**AK:** 1-d; 2-c; 3-b; 4-a.

## 3 Work with a partner and draw in your notebooks two signs that mean "go" and two signs that give information. Make sure that you use the right colors. Write the meaning of each sign.

Encourage students to talk about the color codes on signs by looking at pages 14 to 18 in the story "Moving Around Modern Cities". Ask students: *What do red signs mean? What do green signs mean? Does yellow mean information?*

A different strategy before answering Activity 3 is to project or print the signs on Visual Resources (Class CD, pp. 6-9) and practice telling their meaning and colors.

Now, have students go to Activity 3 and tell them that they have to work with a partner and draw two signs that mean "go" and two signs that give information. Encourage students to agree and decide what signs they should draw on their notebooks. Monitor their work and make sure they

## UNIT

# 4

## Signs Are Important

### Lesson 1

**1** Read *Moving Around Modern Cities*. Look and color. pp. 12-19

a

b

c

d

**2** Read again and match.

1 bike lane

2 do not use cell phones

3 turn right

4 parking space

a

b

c

d

**3** Work with a partner and draw in your notebooks two signs that mean "go" and two signs that give information. Make sure that you use the right colors. Write the meaning of each sign.

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understand the code of colors related to street signs. Ask them to label their signs accordingly.

**AK:** Answers will vary.

### Additional Activity

Ask students to design a Tic-Tac-Toe board with the signs used in public spaces or the ones they have seen at school. Students can design in groups of four their own board game on cardboard and color the signs according to the codes learned in the lesson.

Remind students that the purpose of Tic-Tac-Toe is to get three in a row. The first player is known as X and the second is O. For this game the players have to explain what the sign means and the corresponding color code in order to place an X or an O on the game board. Students can make the X or O out of cardboard or any other material.

Monitor students while giving information about the signs before they place an X or an O on the game board. Provide guidance and support while students have fun playing Tic-Tac-Toe.

## Read With Tasks

- Now, read the story the third time but make it even more engaging. Pause at different points and ask students to recall what happens next. Students can also describe illustrations based on their memory of the plot. Also, make students fill gaps in sentences, for example, names of characters or key objects, or finish sentences for you.
- Check how much of the new vocabulary the children can recognize by pointing to words or images.

## Unit Contents

### Familiar and Community Environment

#### Social Practice:

Produces signs for open spaces.

#### Learning Outcomes:

- Reviews signs.
- Rehearses the oral expression of directions on signs.
- Participates in the writing of directions.

#### Activate Prior Knowledge

1. What do colors mean on signs?
2. What do green signs mean?
3. What about blue signs?
4. What signs do you follow when you go to a museum?

### Tech Resources

You can find further ideas about signs in the following links:

<http://www.safeny.ny.gov/kids/ksignans.htm>

<http://nationalmuseumofmexicanart.org/content/visiting-museum-your-kids>

### Odyssey Resources

**Informative Big Book:** "Moving Around Modern Cities", pages 12-19

**Class CD:** Tracks 8, 9

**Worksheet:** *Activity Book*, page 113

**Visual Resources:** Class CD, pages 6-9

**Picture Dictionary:** *Activity Book*, page 108

# UNIT 4

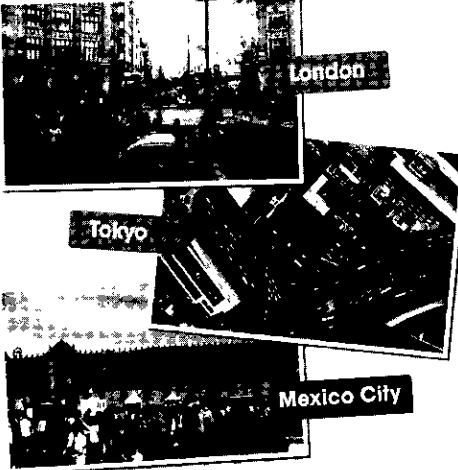
# Signs Are Important

## Reading Strategies

### Informative Big Book: *Moving Around Modern Cities*

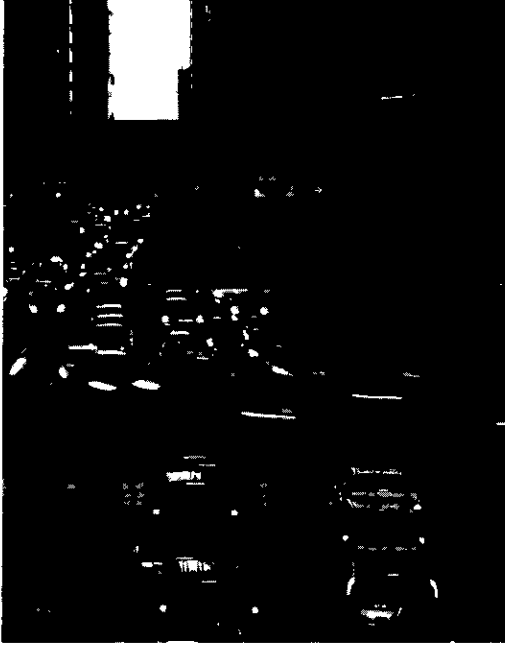
**UNIT 4**

### Moving Around Modern Cities



These pictures show important cities in the world. As you can see, modern cities are full of people and vehicles. How can they move around and get to the places they want to go?

12 UNIT 4 Moving Around Modern Cities



Traffic signs show people and cars what to do. To be safe on the road it's important to learn what traffic signs mean. Colors can help you remember.

UNIT 4 Moving Around Modern Cities 13

 pp. 12-19

### Why Big Books?

Big Books are quite appealing for children and adults as well. They enchant with their colorful big pictures. But they also pursue important pedagogical purposes. Using them in the classroom give students access to good literature while they become independent readers. Besides, Big Books promote collaborative learning and shared experiences.

Their big format allow teachers to model the reading process for the whole class. They provide opportunities to make predictions, comparisons, and to gain new knowledge. Through the exploration of the texts students become familiar with concepts such as beginning and ending, left and right, and with letters, words, and sentences.

### Read With Pictures

- First, have students sit around you and show them the text. Use the visual cues from the book to raise interest. For example, have students look at the cover, title page

or some of the illustrations. Ask students to predict the title and the content like plot or characters. You can use the Big Book pages 12 and 13. Make sure to acknowledge students for their ideas by recording them on the white-board or going back to them during the reading time. Continue with pages from 14 to 19.

### Read With Text

- Read the story again. Remember to use different voices or act parts out to make it more appealing.
- Go back to students' ideas from the previous stage and together discuss which ones were correct and which were not. *Did you like some of your ideas more than the actual text?*
- Next, have a discussion about students' opinions, likes and dislikes about the book. Ask students: *Did you know about the color code in signs? How did you feel about signs? Recap the story with students: What do colors mean when looking at signs?*

## Make a bar graph with hobbies.



### What is the product for?

To organize information about my classmates.

### Tips

- Team up.
- Share with your team the subproducts on pages 31 and 33. Use them as a guide.
- Choose what you want to show in your graph (hobbies, ages, neighborhoods, there are plenty of ideas in the unit)
- Talk about and decide how to organize and show the information.

**Preparation:** Tell students that they are going to make a bar graph about hobbies or any other topic related to personal information. Tell them that they are going to hang their bar graph on the wall and share it with their families.

**Production:** Arrange students in small groups. Let students plan their work, organize what they are going to do, and make their own decisions, as you monitor. Invite students to share and comment about their ideas as they make the bar graph.

**Presentation:** Students will present their graphs to another team. Encourage them to explain the meanings of the icons and the results. For example, they can tell their classmates what is the students' favorite hobby according to their chart. After the presentation, give the students the opportunity to take the graph home and share it with their families. They can try to present their charts at home using English, when possible. Use this as an opportunity to practice English outside the classroom and to start building a house-school relationship.

### Share the product.

Present your graph to another team. Encourage students to divide the presentation: A student explains the meaning of the icons, another explains the results and the whole team talks about their favorite hobby, so everybody has the opportunity to develop oral practice.

### Product Assessment

It is important that you establish a success criteria at the beginning of the product. Based on the amount of time you give students to work with the project, the resources they have, the number of students in each team, and their

Unit Product

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**What is the product for?**  
To organize information about my classmates.

**Tips**

- Team up.
- Share with your team the subproducts on pages 31 and 33. Use them as a guide.
- Choose what you want to show in your graph.
- Talk about and decide how to organize and show the information.

**Share your product.**  
Present your graph to another team. Explain the meaning of the icons and the results. What is the favorite hobby in your classroom? After the presentation, take turns taking your graph home and sharing it with your family.

**Product Assessment**

After presenting the graph to your family, answer the questions.

- Who listened to your presentation? \_\_\_\_\_
- Were you able to explain the information? \_\_\_\_\_
- Was it difficult? \_\_\_\_\_
- Was your voice loud and clear? \_\_\_\_\_
- Were you able to answer your family's questions? \_\_\_\_\_

Write three things you can do to make your work better.

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individual strengths and abilities; you need to determine the aims of the product. Here are some ideas:

- The minimum number of items in the graph.
- The number of students they should interview.
- Determine whether the students should work only with hobbies or if they can explore other kinds of personal information, etc.

Make sure that students know clearly what you are expecting. This will help them assess their work and their classmates' work.

In this occasion we are suggesting that students individually evaluate their home presentations, but you can change the evaluation resource to meet other objectives.

After students present their bar graph to their family, ask them to reflect on what they learned and how they did the task. Give them some time to answer the questions on page 35. Provide the necessary support and make sure they understand the questions. At the end, students have to write three things they can do to make their work better. Encourage them to complete this last part of the assessment.



Take your book home and interview some members of your family. Record the information in the chart and share it with a team of classmates. Talk about your family.

Ask students to take their books home to record some information about their family members. They don't have to complete the whole chart. Since family situations might vary a lot in the same group, give them liberty to fill in as many lines as they wish (1 to 5). The important thing is that they start practicing English outside the classroom and that they get new information that can be shared with their classmates. Encourage students to use English when asking questions to their family members, even if they have to translate the questions for them to understand. Ask students to record the information in the chart that appears on page 34. Have them form teams and present the information to their classmates.

## Social Skills



Tick (✓) the healthier option.

Direct students to the pictures in the Social Skills section of their books. Ask them to describe what is happening in the picture on the left. Write on the board: healthy options. Ask students if watching television all afternoon is good for them. Continue sharing information with students and explain that exercise is a healthy option because you move your body and your muscles. Ask students to give examples of healthy options and continue sharing with the whole class.

Use this activity as an opportunity to have students reflect on what kind of hobbies they have and if they are healthy or not. To demonstrate the meaning of *healthy*, ask students to draw actions that are considered healthy.

**AK:** Check the picture on the right.

## Review

Take your book home and interview some members of your family. Record the information in the chart and share it with a team of classmates. Talk about your family.

Family Member	Age	Favorite Hobby
1.		
2.		
3.		
4.		
5.		

My mom's name is Aima. She is 37 years old. She likes playing the guitar.

### Social Skills

Tick (✓) the healthier option.

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#### 4 Complete the survey questions.

Prepare cards with the questions students learned in this unit: *What's your name?, How old are you? What's your favorite hobby?, Where do you live?* Place them on a visible place. Write the following sentences on the board: *My name is Lulú. I'm 8 years old. I live in Mexico City. I like playing chess.* Have a volunteer come to the front and read one sentence aloud. Guide the student to find a matching question in the set of cards and paste it on the board. Help as necessary and repeat with the other sentences. Have students open their Activity Books to page 33, Activity 4. Ask them to complete the questions in pairs. Both students read the answer and find the correct question. Monitor while students write the questions and provide guidance and scaffolding.

To wrap up the activity ask a pair of students to come to the front and practice the dialogue.

**AK:** 1-What's your name?; 2-How old are you?; 3-Where do you live?; 4-What's your favorite hobby?

#### 5 Interview eight classmates and register the information in the chart.

Have students go to Activity 5. Ask them to look at the chart and tell them they will interview eight classmates and register the information in the chart. Direct students to page 107 and revise different hobbies with the Picture Dictionary.

Ask students to stand up and start collecting data from different classmates. Monitor the activity by providing guidance and encourage students to speak in English.

To wrap up Activity 5 ask some students to talk about their classmates and provide information. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Answers will vary.

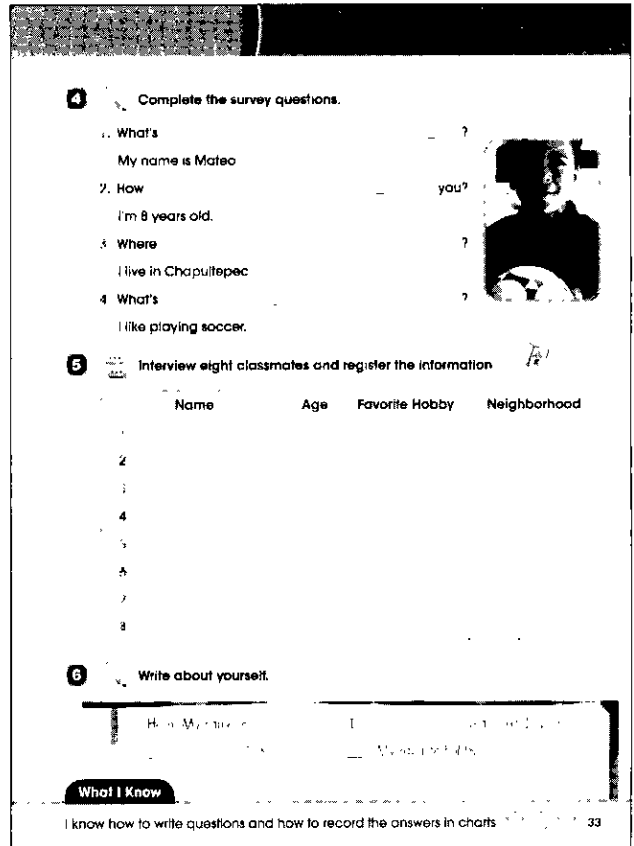
#### 6 Write about yourself.

Ask students to look at Activity 6 in their Activity Books. Tell them they will write about themselves. Allow them some time to fill in the exercise. Ask students to read aloud what they wrote about themselves.

**AK:** Answers will vary.

#### Additional Activity

Ask students to start a small book telling their story. Students may use any notebook they have at home. Encourage them to draw the cover, and the illustrations that show who they are, where they are from and their favorite hobbies. This activity could be the start of keeping a personal diary.



**4** Complete the survey questions.

- What's your name? My name is Mateo.
- How old are you? I'm 8 years old.
- Where do you live? I live in Chapultepec.
- What's your favorite hobby? I like playing soccer.

**5** Interview eight classmates and register the information in the chart.

	Name	Age	Favorite Hobby	Neighborhood
1				
2				
3				
4				
5				
6				
7				
8				

**6** Write about yourself.

How many... I... Write about...

**What I Know**

I know how to write questions and how to record the answers in charts. 33

#### What I Know

Help students reflect on what they have learned. Go through the goal with students: *I know how to write questions and how to record the answers in charts.* Ask students: *What is your favorite activity in Unit 3? What did you learn? Did you enjoy making bar graphs and tally marks?*

Have them color three stars if they are able to write some questions about personal information two stars if they need some help but understand how to do it, and one star if they need your help to write questions. Above all, make sure students feel confident! Show enthusiasm for their progress. Congratulate them for finishing the unit!

**Learning Outcomes:** Participates in the writing of questions about personal details and hobbies.

## 1 Read and write questions in your notebook.

Ask a student to describe himself/herself. While he/she is talking, write Wh- questions on the board: *What \_\_\_\_\_ name? / Where \_\_\_\_\_ live? / What \_\_\_\_\_ like?* Encourage students to come to the board and fill in the blanks. Have students open their Activity Books to page 32. Ask them to look at the boy on the right and ask a student to read the information José is sharing in Activity 1. Tell students they will read and write questions with the information from the chart. Ask them to work in pairs and design questions and answers. Self-correction is important when sharing the information with his/her classmate. Provide guidance and scaffolding when needed.

## 2 Use the information in Activity 1 and make a tally.

Have students go to Activity 2. Ask students to read the instructions and go back to the information in Activity 1. Tell students they will make a tally chart like the ones they have made in previous lessons. Allow them to work individually and check their answers with a partner. Help students notice that José is part of the group that he likes listening to music. They have to take him into account in their tally chart.

**AK:** Playing Soccer-II; Playing the Guitar-I; Playing Video Games-III 3; Listening to Music-III.

## 3 Use the information in Activity 2 to complete the bar graph.

Have students go to Activity 3. Ask them to work in teams of four and figure out by themselves how to complete the bar graph. Monitor their progress and provide guidance appropriately. Praise them for their efforts.

To wrap up Activity 3, ask children to share their bar graph with other teams and comment if they have different answers. Correct answers if necessary as a whole group.


**AK:** playing soccer-color square 2; playing the guitar- color square 1; playing video games-color square 3; listening to music-color square 2.

**Visual Resources.** Remember you have two activities on the Class CD (pages 4 and 5 in the Visual Resources). For this unit you have additional charts and graphs where students can practice registering data from a survey and its graphic representation through bar graphs.

### Lesson 4

**1** Read and write questions in your notebook. Hi, I'm José. I'm 7 years old. I like listening to music and I live in Chapultepec. I asked some questions to my classmates and this is the information that I got.

Name	Age	Favorite Hobby	Neighborhood
Angel	8	playing soccer	Chapultepec
Diana	7	playing the guitar	Del Bosque
Maria	7	playing soccer	Del Lago
Manuel	8	playing video games	Del Lago
Luisa	7	listening to music	Del Bosque
Patricio	7	playing video games	Chapultepec
Íñaki	7	listening to music	Del Lago
Rosa	7	playing video games	Del Lago




**2** Use the information in Activity 1 and make a tally.

What is your favorite hobby?

	Playing Soccer	Playing the Guitar	Playing Video Games	Listening to Music
Tally				
Totals	2			

**3** Use the information in Activity 2 to complete the bar graph.



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### Additional Activity

Ask students to draw a chart like the one in Activity 2 in their notebooks. Tell them to write different hobbies and find someone in the classroom who practices or likes this hobby. Students go around and fill in their chart with interesting information.

### Useful Information

Ways to foster creativity in your students:

- Cover your classroom walls with art and other samples of creative expressions.
- Give them freedom to express their own ideas.
- Encourage students to read for pleasure.
- Celebrate innovation and creativity. Cover the classroom walls with art and other evidence of creative expression.

**Source:** [https://greatergood.berkeley.edu/article/item/7\\_ways\\_to\\_foster\\_creativity\\_in\\_your\\_kids](https://greatergood.berkeley.edu/article/item/7_ways_to_foster_creativity_in_your_kids)



**4**  Look at the picture on page 30 and fill out the chart.

Choose different students to read aloud the text on page 30, Activity 1. Remind students how they used the information in the Star Kids article to register information in two different charts. Point to the charts on page 30 and ask some questions: How many children like drawing? (one), How many students like playing basketball (two), and so on. After reading the text, ask them to underline the countries with different colors. Have them look at the picture below the text and point to the names of the countries on the children's T-shirts. (US, UK, Mexico, Canada, Japan). Show students how to use this graphic aid to count how many children live in each country. Direct students to page 31 and look at the chart on Activity 4. Ask students to read the chart's title: *Where do you live?* Ask them to work in pairs and use the tally marks. Monitor their work and provide enough scaffolding when using tally marks and writing the totals.

**AK:** Canada-II; Japan-I; Mexico-II; UK-II; US-III.

**5**  Use the information in Activity 4 and make a bar graph.


Tell students they will learn how to construct a bar graph. Show students how to design a bar graph that gives information on the number of children from each country. On the board, draw a chart similar to the one on page 31, Activity 5.

- Along the horizontal line, write the names of the countries: *Canada, Japan, Mexico, UK, and US.*
- Along the vertical line, write numbers 1 to 5.

Ask two students to go to the front and color the first bar according to the information of the Activity 4 chart. Ask: *How many children live in Canada? (Two).* Guide the volunteer to draw two squares on the blackboard. Have students compare this bar with the one on their books. Repeat the same procedure with Japan. So the rest of the class can figure out how many students are from each country.


Now, ask students to open their Activity Books and put in practice what they have just learned. Guide Activity 5 based on the information used in Activity 4. Ask students to work in pairs and monitor their progress. Praise them for their efforts.

**AK:** Canada-2; Japan-1; Mexico-2; UK-2; US-3.






**6**  Interview your classmate and answer the questions for him or her.

Ask students to choose among their classmates a partner they would like to interview. Guide them to ask the questions in the book and write down the answers as they get them. Allow them some time to change turns. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Answers will vary.


**4**  Look at the picture on page 30 and fill out the chart.

**Where do you live?**


Canada  Japan  Mexico  UK  US 

(#)

Totals					
--------	--	--	--	--	--

**5**  Use the information in Activity 4 and make a bar graph.

Number of kids	5	4	3	2	1
	Canada	Japan	Mexico	UK	US

**6**  Interview your classmate and answer the questions for him or her.

a. Does he/she like playing basketball?

b. Does he/she like playing the guitar?

c. Does he/she like playing soccer?

d. Does he/she like playing video games?

e. Does he/she like playing chess?

**What We Know**

Ask your partner his / her opinion about the interview. Listen to his / her feedback 31

**Additional Activity**

Go back to the story "Hobbies" and read the text again with the students. Divide the class in teams and have teams write down three questions and answers about the text: *What does Pedro play? Does he play chess?*

Have a member of each team come to the front and ask the questions they wrote to the group. Draw a Hangman figure on the board and start drawing parts of the body each time the group gives a wrong answer.

**What I Know**

Help students reflect on what they have learned. Encourage students to get feedback from their partners about the way they did the interview. With the help of a volunteer, model how to ask for feedback: Teacher: *I will thank your feedback about the interview. Were my questions clear?* Volunteer: *You need to practice a little more.* Tell them that they have to be respectful but honest about their partner's performance. Above all, make sure students understand that learning is a process and there are no mistakes, but opportunities to learn more.

**Learning Outcomes:** Understands questions about personal details and hobbies.

## 1 Read the text.

Show students the Informative Big Book called "Hobbies." Encourage students to read aloud and talk about the hobbies described in the book. Ask students questions about the content and motivate them to ask their own questions. Have students open their Activity Books to page 30. Ask students to describe the picture below the reading. Ask: *What is Star Kids International Club? Elicit information and encourage students to talk about the topic. Direct students to start reading by themselves. When they finish reading, read the text aloud making pauses to convey meaning by asking comprehension questions: How often do they get together? Does Hiroshi like playing the guitar?*

To wrap up Activity 1 ask a student to read the text aloud with fluency and tone.

## 2 Read again and fill out the chart with tally marks (||||).

Ask students to open their Activity Books. Ask them to look at Activity 2. Ask students to read the text again in pairs and explain what tally marks are. Tally marks are a quick way of keeping track of numbers in groups of five. One vertical line is made for each of the first four numbers; the fifth number is represented by a diagonal line across the previous four.

Ask students to look at the chart. Tell them they will read again the content in Activity 1 and fill out the chart in pairs. Direct students to the example of dancing. Monitor their work and the use of tally marks. If students don't notice it by themselves, call their attention to the fact that not only Hiroshi likes videogames. Five other members of the club do the same. Students have to consider this information when filling out the tally chart.

**AK:** Dancing-II; Drawing-I; Playing Soccer-III; Playing Basketball-II; Playing the Guitar-I; Playing Video Games-III.

## 3 Count the tally marks in Activity 2 and write the totals.

To wrap up Activity 2, ask students to record the totals in the chart.

**AK:** Dancing-2; Drawing-1; Playing Soccer-3; Playing Basketball-2; Playing the Guitar-1; Playing Video Games-6.

## 1 Read the text

### STAR KIDS INTERNATIONAL CLUB *Get Together at Cancun!*

STAR KIDS INTERNATIONAL CLUB is a group of smart kids from all over the world. Every year they get together to share their hobbies and talents. Sara and Brandon are members of the club. They live in the United Kingdom (UK). Other members are Julie, Mike and Tom. They live in the United States of America (US). Javier and Laura live in Mexico. Ryan and Brian live in Canada and Hiroshi lives in Japan.

They are very active kids! They all have their favorite hobbies. Sara and Julie like dancing. Brandon, Brian and Ryan like playing soccer. Mike and Tom like playing basketball. Javier likes playing the guitar. Laura likes drawing. Hiroshi likes playing video games. The same as Hiroshi, five more members like playing video games too. Here is a photograph from their last reunion in Cancun, Mexico.



## 2 Read again and fill in the chart with tally marks (||||).

Dancing	Drawing	Playing Soccer	Playing Basketball	Playing the Guitar	Playing Video Games

## 3 Count the tally marks in Activity 2 and write the totals.

Dancing	Drawing	Playing Soccer	Playing Basketball	Playing the Guitar	Playing Video Games
2	1	3	2	1	6

## Useful Information

### The importance of Guided Reading.

In this lesson students have the opportunity to read and benefit from comprehension questions carried out by the teacher to convey meaning.

Divide your lesson as follows:

- **Pre-reading:** Have students review the front and back cover to find the title and who the author and illustrator are. See if they can guess what the book is about by the front cover. Don't make this stage too long—around 5 minutes is sufficient.
- **While Reading:** Depending on students' level, have learners read independently or in groups. Some students may need the teacher to guide them by reading aloud and students following along.
- **Post Reading:** Check to see if their guesses about what the book was about were right. Check comprehension by asking learners questions about the story but in sequential order. Personalize it by asking about their opinions of the story.

**Source:** <https://www.scholastic.com/teachers/articles/teaching-content/4-tips-guided-reading-success/>

**4** **Listen and match.** **7**

Ask students to think about their hobbies. Write some of their examples on the board. Encourage them to work in pairs and ask his/her classmate about hobbies and personal information. Then ask volunteers to talk about his/her classmate: *Lucy lives in Mexico. She's 7 years old and she likes skating.* Have students open their Activity Books to page 29. Direct their attention to the interactive game on the IPAD. Tell students they are going to listen and match. Play Track 7. Test comprehension by asking students: *What is a Star Kid? Where does Ana live?* Play Track 7 again and ask students to listen and match.

**AK:** Students write the names under the characters: Ana, Carlos. Match Ana to the soccer jersey and the soccer ball. Match Carlos to the jeans and jacket, the guitar, and the color pencils.

**5** **Listen and take turns with your partner asking and answering questions about Ana and Carlos.** **7**

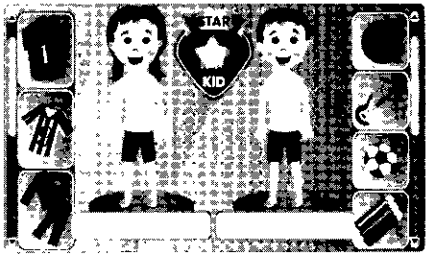
Have students go to Activity 5. Play Track 7. Tell them they will listen to Track 7 and then they will take turns asking and answering questions about the characters in the audio. Model before they begin: Ask students to describe Ana's and Carlos's personal details and hobbies. Practice a drill with the following questions. Teacher: *Carlos's name.* Students: *What's his name?* Teacher: *Ana's name.* Students: *What's her name?* Teacher: *Carlos's home.* Students: *Where does he live?* Teacher: *Ana's likes.* Students: *What does she like?* Have students look at Activity 6. Ask them to work in pairs and practice asking and answering questions with their partners. Make sure they understand what they have to do. Then monitor their work and take notes on their performance.

**6** **Ask your partner questions to get information about him / her. Record the answers in the chart.**

Have students go to Activity 6. Now students will use the same questions they used in the previous activity but to obtain information about their partners. Model with a volunteer what they have to do: Teacher: *Where do you live?* Student: *I live in Mexico.* Teacher: *How old are you?* Student: *I'm seven years old.* Explain that they have to write their partner's answers in the chart on page 29. Monitor students and provide guidance when needed.

**AK:** Answers will vary.

**4** **Listen and match.** **7**



**5** **Listen again and take turns with your partner asking and answering questions about Ana and Carlos.** **7**

What does Ana like? Ana likes playing soccer. What does Carlos like?

**6** **Ask your partner questions to get information about him / her. Record the answers in the chart.**

Name: \_\_\_\_\_  
 Age: \_\_\_\_\_  
 Country: \_\_\_\_\_  
 Likes: \_\_\_\_\_

**What I Know**

I understand questions about personal information and hobbies. 29

**Additional Activity**

Talk to students about child prodigies. Tell students they will listen to some classical music and explain that a famous musician who became a composer at the age of five was Wolfgang Amadeus Mozart. Bring some Mozart music to class.

Explain that they will listen and imagine what they can see when listening to the music. Ask students to draw on paper what they imagine.

**What I Know**

Help students reflect on what they have learned. Go through the goal with students: *I understand questions about personal information and hobbies.* Ask students about hobbies. Encourage students to talk about hobbies and activities they would like to do or learn. Tell them to color three stars if they understand how to ask questions to obtain personal information, two stars if they need more practice, and one star if they need your help to ask and answer questions. Above all, make sure students feel confident! Show enthusiasm for their progress.

**Learning Outcomes:** Understands questions about personal details and hobbies.

## 1 Look at the information.

Invite a student to come to the board and encourage the whole class to describe him/her. Start the description by saying: *His/her name is \_\_\_\_\_*. Guide students through the description. When students finish, hand four cards with Wh questions: e.g. *What \_\_\_\_\_ name? / Where \_\_\_\_\_ live? / What \_\_\_\_\_ hobby? / How old \_\_\_\_\_ he?* Each student says the question aloud. Monitor their answers and provide corrections when appropriate. Have students open their Activity Books to page 28. Ask students to look at the information and guide them through the images and information about Brian Wang. Encourage students to provide facts about Brian Wang such as *Star Kid, a five year old pianist*.

**AK:** Answers may vary.

## 2 Match the questions to the answers.

Have students look at Activity 2. Ask some students to read questions 1 to 5. Elicit varied answers from students based on the information shown in Activity 1. Tell students they will match the questions to the answers. Ask students to work individually. To wrap up the activity, students share their answers as a whole class.

**AK:** 1-d; 2-c; 3-e; 4-b; 5-a.

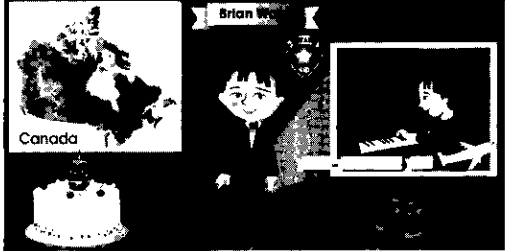
## 3 Complete and practice.

Have students go to Activity 3. Ask students to describe the picture on the right. Encourage students to answer your questions: *Why is Brian a Star Kid? What does he have under his arm?* Ask them to read in pairs the interview between a reporter and Brian Wang, the Canadian musician. Allow some time to complete the interview and ask them to practice the dialogue aloud in pairs.

**AK:** 1-Canada; 2-piano; 3-five.

### Lesson 2

**1** Look at the information.




**2** Match the questions to the answers.

1. What is his name?	a. His hobby is ice-skating.
2. How old is he?	b. He plays the piano.
3. Where does he live?	c. He is 5 years old.
4. What does he do?	d. His name is Brian Wang.
5. What's his hobby?	e. He lives in Canada.

**3** Complete and practice.

Reporter: Hello, Brian.  
 Brian: Hello!  
 Reporter: Where do you live?  
 Brian: I live in \_\_\_\_\_.  
 Reporter: What do you like doing, Brian?  
 Brian: I play the \_\_\_\_\_.  
 Reporter: And how old are you?  
 Brian: I'm \_\_\_\_\_ years old.  
 Reporter: Five? Wow! Are you a Star Kid?  
 Brian: Yes, I am!



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### Additional Activity

Design a news programme with your students. Ask the whole class to think of the different sections they would like to design for their news programme. They may talk about the weather, an interview with a famous singer, etc. Divide the class in teams of four and ask them to choose a section to talk about. Encourage them to dress up, bring in a wig, etc.

**4** **Read and take turns saying your information to the class.**

Write the following questions on the board: *What's your name? / How do you spell your name? / How old are you? / Where do you live?* Read each question and answer it with your information. Write your answers on the board as you speak. Now invite a volunteer to answer the same questions. Provide the necessary support. Repeat with other volunteer. Have students open their Activity Books to page 27 Activity 4 and ask them to read the dialogue in pairs. Encourage students to practice the dialogue with their own information.

**5** **Listen and circle.** **6**

Have students go to Activity 5. Tell them they will listen to a dialogue and circle the correct items.

Play Track 6 and allow students to circle the correct items in each case. When they finish, ask students to work in pairs and compare information.

**AK:** Circle: 1-R-E-N-A-T-A, 2-cake with number 8 candle, 3-map of Italy

**6** **Listen again and complete.** **6**

Have students go to Activity 6. Tell students that they will listen to the audio again to complete the charts. Point to the lines where they have to write and make sure they understand what information is required in each case. The missing information is the following: Renata's age, Manuel's country and name. Play the track and give students time to complete the charts.

**AK:** **Renata's chart:** 7, R-E-N-A-T-A, **Manuel's chart:** Mexico, Manuel

**Useful Information**

Hobbies are important because they trigger student's imagination and creativity. When their vision and ingenuity are used to produce something, students get a sense of fulfillment and feel proud of themselves. Certain hobbies such as solving puzzles or playing chess develop children's intelligence and sports build team spirit.

Familiar and Community Environment  
Social Practice: Exchanges information about personal details.

**4** **Read and take turns saying your information to the class.**

Hi, my name is Jenny. I am 7 years old.  
J-E-N-N-Y I live in the US.

**5** **Listen and circle.** **6**

1. R-E-N-A-T-A M-A-N-U-E-L  
2.   
3.

**6** **Listen again and complete.** **6**

Renata Italy  
   
M-A-N-U-E-L

**What We Know**  
Check with a partner your answers to Activity 6. Correct your work if necessary. 27

**Additional Activity**

Ask students to write their favorite hobby on a piece of cardboard. When they finish, collect the cards and put them in a box. Divide the class in groups of four and explain that this is a fast paced spelling game. Choose a pronouncer who will say the word aloud and check the spelling. The race is against a sand timer to spell the words.

**What We Know**

Explain to students that it is important to peer evaluate their work. Getting feedback from a partner enriches they work and gives them additional information about their own work. By comparing their answers to the answers of other student, they can notice aspects that they haven't appreciate before. Encourage students to be kind and respectful when working with a partner. Also make sure that they understand that mistakes are just an opportunity to learn and not something they should be ashamed of. Monitor this kind of peer assessment.

**Learning Outcome:** Revises the writing of personal details and hobbies.

**1** **Read *Hobbies* and match the kids to the activities.** pp. 4-11

Show the story "Hobbies" to students (pages 4-11). Have them open the books to page 26 and ask them to look at the photographs in Activity 1. Encourage students to talk about Pedro's hobby, Ana's hobby, etc. Ask students to share information about their own hobbies by asking them: *Mariana, do you like dancing? Laura, do you play any instrument?*

Tell students they have to match people and hobbies from the story they have just listened to. Ask students to work individually. Ask students to check their answers with a partner by saying complete sentences. Monitor their oral practice and provide guidance.

**AK:** 1-Diego: listening to music; 2-Sandra: playing a musical instrument; 3-Diana and Silvia: playing chess; 4-Miguel and Tere: dancing; 5-Pedro: playing soccer.

**2** **Read and write.**

Encourage children to talk about what they like doing or about their hobbies. Have students go to Activity 2. Set an example to provide scaffolding. Students work in pairs and figure out answers. When they finish, ask students to stand up and talk to other classmates and compare their answers.

**AK:** a-soccer; b-chess; c-dancing; d-music; e-musical instrument; f-karate.

**3** **Describe a hobby to your partner. Your partner says the hobby.**

Have students open their Activity Books and look at Activity 3. Explain that they have to work in pairs. Student 1 has to read one of the descriptions in Activity 2 to his / her partner. Student 2 has to guess the name of the hobby. Then they have to exchange roles. Ask them to continue for a while, until you consider that they have got enough practice.

**UNIT 3 This Is Me!**

**Lesson 1**

**1** **Read *Hobbies* and match the kids to the activities.** pp. 4-11

1	2	3	4	5
Diego	Sandra	Diana and Silvia	Miguel and Tere	Pedro

playing a musical instrument	playing soccer	dancing	listening to music	playing chess

**2** **Read and write.**

soccer   chess   dancing   karate   musical instrument   music

- a You score goals. This is a sport for two teams.
- b You play this with a friend. The game has a board.
- c You move the body to music.
- d You listen to it with headphones.
- e You play this. It's not a sport.
- f You defend yourself moving your arms and legs.

**3** **Describe a hobby to your partner. Your partner says the hobby.**

You play this. It's not a sport.			Playing the guitar.
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**Useful Information**

According to Laura Payne, Assistant Professor of Leisure Studies at the University of Illinois, children are not just glued to computers all day. Payne says hobbies that bring kids into the great outdoors as well as art related hobbies are getting popular again.

Some "hot" hobbies are: making birdfeeders and birdhouses, geology, gardening, insect interest.

**Additional Activity**

Put students into groups of six and ask them to draw their hobbies. Try to group the students so that each member of the group has a different hobby picture. Students put up their pictures on the wall. Students from each group present their drawings to the other students – each says the name of the hobbies they found and the rest of the class repeat. Once each group has finished, a new group present their drawings.

- **Read the text or parts of it aloud quickly.** While you are reading, ask students to write down the key elements of the content. You can ask them to focus on characters or the plot, depending on the type of the input. This approach helps to bring focus and order to a project while improving timing as all students need to complete this task in the same time-frame. They can

then compare their notes and ideas in pairs or groups. Finally, they check if they took correct notes when they read the text themselves.

- To wrap up the reading session, direct students to the question *What's yours?* on page 10. Elicit answers and encourage students to talk about their hobbies.

## Unit Contents

### Familiar and Community Environment

#### Social Practice:

Exchanges information about personal details.

#### Learning Outcomes:

- Revises the writing of personal details and hobbies.
- Understands questions about personal details and hobbies.
- Participates in the writing of questions about personal details and hobbies.

#### Activate Prior Knowledge

1. What do you like doing?
2. What is your hobby?
3. What kind of games do you like to play?
4. What kind of music do you like to listen to?

#### Tech Resources

You can find some ideas to foster hobbies in the following link:

<https://learnenglishkids.britishcouncil.org/en/category/topics/free-time-and-hobbies>

#### Odyssey Resources

**Informative Big Book:** "Hobbies", pages 4-11, audiotrack 24

**Class CD:** Tracks 6, 7

**Visual Resources:** Class CD, pages 4-5

**Picture Dictionary:** *Activity Book*, page 107

# UNIT 3

# This Is Me!

## Reading Strategies

### Informative Big Book: *Hobbies*



 pp. 4-11

**Comprehension is the goal of reading.** Students need to learn reading strategies to enhance comprehension and retention. While reading, students can learn to look for characters, settings, to summarize main ideas, and to monitor their own understanding. After reading, students can be taught to make graphic organizers to represent the content.

"Hobbies" is the name of the story and the main goal is to learn about personal details and hobbies. The proposal is to focus on a strategy that is part of the main approaches for reading comprehension in lower primary: build background knowledge.

To have a pleasant experience reading, ask students to sit on the floor or take them to the playground.

Show students pages 4 and 5 of "Hobbies" and follow the following strategy to build background knowledge.

- **Check knowledge in students' first language.** Students might have information on a topic but are

unable to express it in English. Allow them to gather this knowledge in groups. Encourage students to write down key words and phrases they need to express their knowledge of the topic area. Then, give them the meaning in English. This is also a good way to pre-teach vocabulary needed for understanding the text.

- **Focus on topic sentences.** Depending on the type of the text, you can use key sentences, for example, the first sentence of each paragraph or the introduction, to predict the content of the text. Ask students to underline or highlight the key parts and then to read them quickly. Next, students discuss what they think the text will be about.
- **Bring videos or illustrations to activate the schemata.** Show students images or videos that contain the key concepts in the story. If possible, use the images in the book. For example, use pictures on pages 4–11.



## Write and illustrate a poem or tale in verse.

### What is the product for?

To have fun writing poems and rhyming words.

### Tips

- Team up.
- Share the subproducts on pages 16 and 22 with your team.
- Look for rhyming words in this unit or in the Picture Dictionary.
- Write together fun sentences that rhyme. Be creative.
- Plan how to present your poem.

**Preparation:** Tell students that they are going to work in teams and look for rhyming words in the unit or in the Picture Dictionary. Ask them to read the poems on page 23.

**Production:** Arrange students in small groups. Let students plan their work, organize what they are going to do, and make their own decisions, as you monitor. Invite students to share, and comment on their ideas as they write together fun sentences that rhyme.

### Share the product.

If possible, students present their poems to other groups. Encourage students to plan their presentations in advance. In this case they can take turns reading the poems. They can ask their classmates to say the rhyming words in the poems and lead a simple practice repeating the words aloud as a whole class. The important thing is to give them multiple opportunities to practice oral expression.





### Product Assessment

Tell students they need to review their work. Have teams use the evaluation scale to evaluate their own work. To receive *very good*, a rhyme needs clear language that tells a story, colored illustrations that relate to the story, four rhyming words, and a coherent presentation.

To close the activity, have students say a positive comment (*I like our illustrations!*) and a suggestion (*Next time, we can add more rhyming words.*) Remember that the focus of this activity is to create a positive environment and improve students' skills at self-evaluation. Encourage students to think of kind and nice things to say, you will help them with any necessary language.

Unit Product

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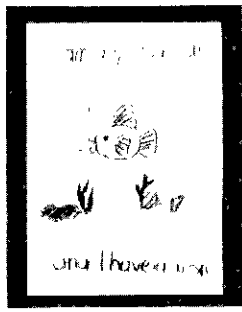
Write and illustrate a poem or tale in verse.





**What is the product for?**  
To have fun writing poems and rhyming words.

**Tips**




- Team up
- Share the subproducts on pages 16 and 22 with your team.
- Look for rhyming words in this unit or in the Picture Dictionary
- Write together fun sentences that rhyme. Be creative.
- Plan how to present your poem

**Share your product.**  
If possible, present your poems to students in other groups. If not, present your poems to your class. Have your classmates find the rhyming words in your poem. Help them to say the words.



**Product Assessment**

When you finish your presentation, assess your product with your team. Complete the chart. Tick (✓) the box that better describes your work.

	Poem in Verse		
	 Very good	 We can improve	 Not very good
Writing			
Illustrations			
Rhyming			
Presentation			

25

## Catch the rhyming words.

Carry out a revision of rhyming words in Unit 2 with the information posted on a visible place in the classroom or on the Word Wall. Practice a drill with students: *fun-run; cat-rat; hour-flour*. Students should feel confident before starting the review. Have students open their Activity Books to page 24. Explain that they will play a game in two teams. In the middle of the board, draw a vertical line. Write the words: *run, day, same, end, fat, meat, head, clean, hour, me* on both sides of the board. Call on a student from each team. Provide each student with a flyswatter. Tell students: *What rhymes with \_\_\_\_\_?* Say a word that rhymes with one of the words written on the board. For example: *What rhymes with play?*

Students walk fast to the board and hit the word that rhymes with *play* with the flyswatter: *day*. The first student who hits the correct word and pronounces it correctly wins a point for his/her team. The team with the most points wins the game.



Write the following words on the board as shown in the Activity Book:	Write the following words on the board as shown in the Activity Book:
run day Sam end fat meat sweat head clean hour me	day Sam end fat meat sweat head clean hour me run

## Social Skills

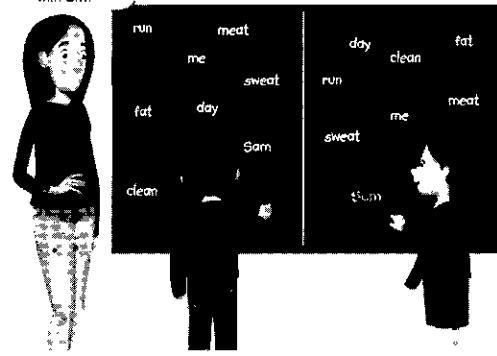
### Look at the picture and underline the answers to the questions.

Have students go to the Social Skills section. Draw their attention to the picture. Ask students: *Who's in the picture? What's happening?* Write the words *happy, sad* and *angry* on the board. Ask students: *Is the boy happy?* Draw a happy face. *Is the boy sad?* Draw a sad face on the board. *Is the boy angry?* Draw an angry face on the board. Encourage students to act out the feelings.


## Review

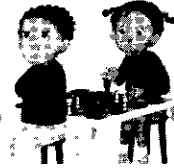
  Catch the rhyming words.

What word rhymes with *am*?



### Social Skills

 Look at the picture and underline the answers to the questions.





1. How do you feel when you lose a game?  
a. happy    b. sad    c. angry
2. What do you usually do when you lose a game?  
a. I get angry with my partner.  
b. I stop talking.  
c. I feel unhappy for a while but I play again.
3. Name a positive thing to do when you lose a game.  
a. I can practice more.    b. I can try again.  
c. \_\_\_\_\_

24 UNIT 2 Story Time

Guide students through the questions and help them with the meaning of *losing* and winning. Answer these questions as a whole class and let them express their feelings.

Use this activity as an opportunity to have students reflect on winning and losing a game. Sometimes we win, sometimes we lose. But games are a great opportunity to share with friends and have fun.

**AK:** 1-angry, 2-Answers will vary, 3-Answers will vary.

**4**   **Read the words aloud. Color the letters that are the same. Write yes if the words rhyme and no if they don't.**

Write the following words on the board: *cat, fun, am, end, flour*. Ask students to work in pairs and ask volunteers to come to the board and write words that rhyme, e.g. *cat-mat; fun-run; am-Sam; end-friend; flour-hour*. Provide students with colored pieces of chalk to circle the letters that are the same. Have students open their Activity Books to page 23. Explain they will work with rhyming words. Ask volunteers to read the words aloud and look at the example. Encourage them to work individually and color the letters that are the same.

Provide support and guidance when needed.

To wrap up the activity, ask students to compare their answers with a partner.




**AK:** 1-color un; yes; 2-color end; yes; 3-color at; yes; 4-color ea; no.

**5**   **Listen to "The Fat Cat". Complete the words. Finally, complete the stanza using the words. **

Play Track 4. Ask students to listen to "The Fat Cat" poem. Then, play only the second stanza of the poem and tell students to complete the words. Pause after each line so students have time to write.

To wrap up the activity, ask students to work in pairs and complete the stanza using the words. Play Track 4 a third time for the students to check their answers.

**AK:** a-cat; b-sleeps; c-mat; d-street; e-sweet.



**6**    **Read the examples and write rhyming sentences in pairs. Use words from the box or other words.**



Draw students' attention to Activity 6. Ask students to read the rhyming words aloud. Encourage students to look for words that may complete the poem in the Picture Dictionary (page 106). Write the provided examples on the board and model how verses can be replaced to produce new poems. For example: *This is a bat. It sleeps on a mat. It likes to eat meat and things that are sweet.* A different option would be: *This is a bear, it brushes its hair. It is my friend. This is the end.*

Provide students the opportunity to complete the verses freely and accept any option of rhyming word even if the verses do not make sense.

Monitor students' work.

**AK:** Poems will vary according to students' creativity.




**4**   **Read the words aloud. Color the letters that are the same. Write yes if the words rhyme and no if they don't.**

1. f  and r  ...

2. f r i e n d, and e n d



3. c a t and r a t

4. m e a t and h e a d

**5**   **Listen to "The Fat Cat" again. Complete the words. Finally, complete the stanza using the words. **

str \_\_\_\_\_ t  
sl \_\_\_\_\_ ps m f c \_\_\_\_\_ t

This very fat (a) \_\_\_\_\_  
(b) \_\_\_\_\_ on a (c) \_\_\_\_\_  
It never walks on the (d) \_\_\_\_\_  
But likes to eat all that is (e) \_\_\_\_\_




**6**   **Read the examples and write rhyming sentences in pairs. Use words from the box or other words.**

hen rat cat friend end run hour flour fun

1. This is a dog that is sweet. | This is a \_\_\_\_\_  
It likes to eat meat. | It \_\_\_\_\_

2. The hen drinks her tea \_\_\_\_\_  
exactly at three. | \_\_\_\_\_

**What I Know**

I can write a poem with words that rhyme.   

23

**Additional Activity**

Ask students to read the poems learned in Unit 2. Encourage them to choose their favorite poem and write their favorite stanza in their notebooks. Let students illustrate their option individually.

**What I Know**

Help students reflect on what they have learned. Make sure students are aware of their achievements throughout the lesson. Go through the learning goal with students: *I can write a poem with words that rhyme.*

Encourage students to talk about the importance of writing a poem with rhyming words and make them aware of this great achievement. Tell them to color three stars if they were able to write a poem with words that rhyme, two stars if they needed some help from the teacher to write a poem with rhyming words, and one star if they needed the teacher's help to write a poem with words that rhyme. Above all, make sure students feel confident! Show enthusiasm for their progress. Congratulate them for finishing the unit!

**Learning outcome:** Participates in the writing of verses.

## 1 Read the stanzas and answer the questions.

Prepare cards with rhyming words learned in Unit 2 Put them in a box and encourage pairs of students to take out a card and look for the corresponding rhyming word in the box. Ask students to post the rhyming words on the Word Wall. Ask students what is a line or verse and what is a stanza. Make sure they recognize these elements in a poem. Have students open their Activity Books to page 22 and ask them to read the stanzas individually. Ask volunteers to read the stanzas aloud and emphasize the following questions: *How many words are there? How many lines are there? Which words rhyme?* Set an example with students so they feel confident when answering the questions.

Have students work in pairs and monitor their work.

**AK:** Stanza 1: 1-Line 1-5; Line 2-5; Line 3-5; Line 4-5; 2-4; 3-fun; run; play; day.

**AK:** Stanza 2: 1-Line 1-5; Line 2-4; Line 3-4; Line 4-5; 2-4; 3-seen; clean.

## 2 Read the statements. Write down the words that rhyme.

Practice the rhyming words with the cards posted on the Word Wall. Ask students to repeat after you: *'Hour' rhymes with 'flour,' 'play' rhymes with 'day'*. Have students open their Activity Books and ask them to read the instructions in Activity 2.

Ask students to work in groups of four and write down the words that rhyme. The first answer is an example. Provide guidance and encourage collaboration.

Revise the work as a group.

**AK:** 1-mat; 2-run; 3-Sam; 4-friend; 5-meat; 6-hour.

## 3 Write a poem for you. Select one word in each line. Write the new poem in your notebook and read it aloud.

Remind students that this activity will help them with their Unit Product. To start practicing the writing of rhyming verses, ask students to complete the stanza by choosing one of the three options in each line. When students finish choosing the words, tell them to write the complete poem in their notebooks. Then ask volunteers to read their poems. Finally, ask them to work in pairs and read each other their poems.

Provide guidance and monitor their work while they write the poems in their notebooks.

**AK:** Answers may vary according to students' choice.

## 1 Read the stanzas and answer the questions.

1 I am fast and fun,  
I really like to run  
In the garden, I play,  
with my ball every day



2 There was a little hen,  
the prettiest ever seen.  
She washed the dishes,  
and kept the house clean



1 How many words are there?

Line 1 \_\_\_\_\_  
Line 2 \_\_\_\_\_  
Line 3 \_\_\_\_\_  
Line 4 \_\_\_\_\_

1. How many words are there?

Line 1: \_\_\_\_\_  
Line 2: \_\_\_\_\_  
Line 3: \_\_\_\_\_  
Line 4: \_\_\_\_\_

2 How many lines are there?

1. Which words rhyme?  
\_\_\_\_\_ and  
\_\_\_\_\_ and

2 How many lines are there?

2. Which words rhyme?  
\_\_\_\_\_ and  
\_\_\_\_\_

## 2 Read the statements. Write down the words that rhyme.

run Sam friend meat hour

1 Cat rhymes with \_\_\_\_\_

4 End rhymes with \_\_\_\_\_

4 Fun rhymes with \_\_\_\_\_

5. Eat rhymes with \_\_\_\_\_

3 Am rhymes with \_\_\_\_\_

5. Flour rhymes with \_\_\_\_\_

## 3 Write a poem for you. Select one word in each line. Write the new poem in your notebook and read it aloud.

Ana / Juan / Carlos is a lot of fun.  
She / He likes to run  
In the garden / playground we play,  
with a toy / ball / dog every day



### Additional Activity

Sing a favorite song together and write down the lyrics. Then ask teams of 4 students to write a poem that they could sing to the melody of the song. Use the structure of the original lyrics as a guide.

### Useful Information

Help students to appreciate poetry. Here are some ideas:

- Sing a favorite song together and write down the rhyming words.
- Help them understand rhythm by clapping and moving while they recite poems.
- Ask students to draw pictures to represent the poems that they read.


**4**   **Read and match the stanzas to the pictures.**

Have students open their Activity Books to page 21. Ask students to read the rhymes on Activity 4. Practice reading with them as this is the main purpose of this lesson. Ask students to practice choral reading, reading along, and reading alone.

Draw students' attention to the pictures and ask them to match the pictures to the stanzas individually.

Monitor students' work and provide guidance.

**AK:** 1-b; 2-c; 3-a.


**5**  **Read and circle the words that rhyme in each group.**

After the reading experience, ask students to go to Activity 5. Tell students they will read the words in each group in pairs. Encourage them to analyze the rhyming words.

Monitor their work and help make them aware of rhyming words when they have doubts.

To wrap up the activity, ask different pairs of students to give the correct answers.

**AK:** 1-fish; dish; wish; 2-sea; tea; 3-fair; bear; hair, there.



**6**  **Read the poem again. Then copy a stanza in your notebook and have a partner complete the rhyming words.**

Ask students to open their Activity Books on page 20, and read "The Little Hen". Tell them they will choose their favorite stanza and write it in their notebooks. Make sure they leave a blank at the end of each verse. Then they will ask a partner to complete the stanza. Ask students to take turns.

**AK:** Answers may vary according to the stanza chosen by the students.


**Additional Activity**

Encourage students to practice rhyming words by drawing rockets on white cardboard. Ask students to color the rockets and write a rhyming word at the bottom of the rocket. Let them choose the words that rhyme and write them on the rocket's body. Allow students to post their rhyming rockets on a visible place in the classroom.


**4**   **Read and match the stanzas to the pictures.**

**The Animal Fair**


1 I go to the animal fair  
All the birds and the insects are there  
The tiger, the zebra, and even the bear,  
that is brushing her beautiful hair





2 The octopus, the crab, and the fish,  
they all have a wish:  
To give a big party in the sea  
With music and dances, and lots of tea.





3 Night after night I go to this fair  
Fabulous animals wait for me there



**5**   **Read and circle the words that rhyme in each group.**

1 fish      there      dish      wish  
2 sea      mill      tea      hour  
3 fair      there      bear      hair

**6**   **Read the poem again. Then copy a stanza in your notebook and have a partner complete the rhyming words.**

**What We Know**

Exchange notebooks with your partner and check your work in Activity 6. Make the necessary corrections and give feedback to your partner.

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**What We Know**

A good way to help students reflect on their learning process is by peer assessment. Read the instructions aloud. Organize students in pairs. Encourage students to be thorough when checking their partner's work. Then, ask them to come up with one or two ways to improve their work. For example, write clearly, focus on the new words we have learned in the lesson. You may want to check the strategies. Put the best ideas on the board to share with the entire class.

**Learning outcome:** Listens and participates in the reading of rhymes and fairy tales in verse.

## 1 Listen and complete. 5

For Activity 1, project the poem "The Little Hen" on Visual Resources (Class CD, p. 2) if there is a projector and laptop available. While students read and listen to the poem, teach the related vocabulary with the illustrations shown. After they listen to it and carry out an analysis of the whole poem, practice reading aloud with the whole class and then alone so students have the experience of reading by themselves.

Have students open their Activity Books to page 20. Ask students to read aloud the words in the box. Encourage them as a whole class or individually to tell you the missing words and then complete the poem. Emphasize the rhyming words so students find the missing words appropriately.

**AK:** clean; hour; me.

## 2 Label the pictures.

Ask students to read aloud the poem "The Little Hen" and encourage them to clap when saying the rhyming words. Ask students to circle new words in the poem and help them with the meaning as appropriate. Draw students' attention to the pictures on Activity 2. Ask students to read the words aloud and tell them they will label the pictures with the correct words.

Allow some time for students to work individually. When they finish, students review their answers with a partner.

Monitor their work and provide guidance when needed.

**AK:** Answers from left to right: first line-hen; dishes; mill; flour. Answers from left to right, second line: hour; bread; tea; fire.

## 3 Complete the organizer on Visual Resources (Class CD, p. 3).


For Activity 3 project the organizer on Visual Resources, page 3 if there is a laptop and projector available. If there is no projector available, you may photocopy the pages. Tell students they will complete the graphic organizer and write the title, theme, setting, character, and favorite stanza by reading the poem in pairs. Explain the concepts to students and make sure they understand them. Title is the name of the poem. Author is the person who wrote the poem. The theme is what the poem is about. The setting is the place where the poem takes place and the character is the person or animal the poem is about. Remind them what a stanza is.

### Lesson 3

**1 Listen and complete.** 5

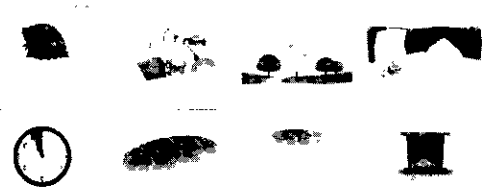
me    clean    hour

**The Little Hen**  
 There was a little hen  
 the prettiest ever seen.  
 She washed the dishes  
 and kept the house  
 She went to the mill  
 to fetch some flour  
 She brought it home  
 in less than an  
 She baked some bread  
 she brought some tea  
 She sat by the fire,  
 she sang songs to



**2 Label the pictures.**

dishes    hour    bread    tea    fire    mill    hen    flour



**3 Complete the organizer on Visual Resources (Class CD, p. 3).**

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You may carry out Activity 3 with the whole class if projected, or individually if you use photocopies.

Monitor students' work and guide them through the graphic organizer.

**AK:** Title-The Little Hen; Theme-baking bread; Setting-The hen's home; Character-The hen; Favorite stanza-answers may vary.

### Additional Activity

Tell the students they will memorize a poem as a whole class. Beforehand choose a classic poem for your students to memorize. Write the poem on a large piece of cardboard and post it in a visible place in the classroom. Read the poem aloud with some classical music playing in the background. Encourage students to talk about the Title, Theme, Author, and Character.


Allow enough time for students to learn the poem by heart and practice pronunciation, tone, and appropriate pacing. Ask the principal or a coordinator to come to the class and listen to the poem. Praise students for their effort.

**4**  **Read and say each word. Then match the words to the pictures.**

Divide the class in two teams. Ask two students from each team to come to the board and dictate a rhyming word: *cat*. The student writes a word that rhymes: *fat-mat*. Continue with other rhyming words and encourage students to count the correct and incorrect answers. Have students open the Activity Books to page 19, Activity 4, and tell them they will read the words aloud as a whole class. Then, ask students to read the words individually and match the words to the pictures.

Encourage students to check their answers with a partner. Monitor their work and praise them for their efforts.

**AK:** 1-h; 2-c; 3-f; 4-d; 5-a; 6-b; 7-e; 8-g.




**5**  **Read the words. Circle the words that rhyme in each group.**

Ask students to work individually and circle the words that rhyme in each set. Explain that in each example there might be a different number of rhyming words (two or three). Set a time limit. Encourage students to say the words aloud to check rhymes. Then, ask students to compare their answers in pairs.

To wrap up the activity, ask students to complete the words in pairs.

Monitor their work so they circle the words correctly.

**AK:** 1. cat; fat; rat; 2. bed; head; 3. street; sweet; meat; 4. bed; head; 5. play; day; say.


**6**    **Play the Back Writing game in pairs.**









Draw students' attention to Activity 6. Explain that they will play a game in pairs. One student writes a word on the other's back. The tracing should be done slowly, letter by letter so the other student has the opportunity to spell the letters and say the complete word. Students exchange turns and repeat the procedure. Make sure students practice the words from Activity 2.


**AK:** Practice may vary according to students.

**Additional Activity**


Select a list of words from Lessons 1 and 2 and post it on the Word Wall to be visible throughout Lesson 2. Tell the whole class they will have a Spelling Bee Contest. Read the words to the participants. If a competitor spells a word correctly, they remain in the game, awaiting their next turn. Competitors will be eliminated otherwise. When there's a misspelled word, the next participant is given the same word to


**4**  **Read and say each word. Then match the words to the pictures.**


1 	cat	5 
2 	fat	6 
3 	rat	7 
4 	mat	8 
	bed	
	head	
	eat	
	meat	

**5**  **Read the words. Circle the words that rhyme in each group.**

1 cat	lat	rat
2 bed	head	street
3 street	sweet	meat
4 bed	head	eat
5 play	day	say

**6**  **Play the Back Writing game in pairs.**

What letters are these?  C-A-T

What does it say?  Cat

**What We Know**

Work with a partner to check your answers to Activities 4 and 5. Respectfully, listen to his / her suggestions to improve your work.

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spell, continuing down the line until the word is spelled correctly. Get a big piece of cardboard to write words when are spelled correctly, so as to help participants to learn all the words, not only the ones they are asked to spell. Keep playing until there is a winner.

**What We Know**

A good way to help students reflect on their learning process is by peer assessment. Read the instructions aloud. Organize students in pairs. Encourage students to check their classmates' answers to Activities 4 and 5.


Then, ask them to come up with one or two strategies to improve their work. For example, check the picture dictionary if they have questions about spelling or to review the previous pages to check the words that rhyme. You may want to check the strategies and provide any necessary vocabulary.

**Learning outcome:** Explores illustrated rhymes and fairy tales in verse.

**1**   **Read and learn the parts of the poem. 4**

Write the poem "Dog Fun" (page 17 in the Activity Book) on the board, leaving blanks for the rhyming words. Ask students to work in teams of 4 students and figure out the rhyming words without looking at their Activity Books. Monitor their progress and encourage students to open their Activity Books to Page 17 and correct their answers.

Have students open their Activity Books to page 18. Tell students they will read a poem and explain that as stories, poems have different parts. Begin reading the title and the author. Read aloud the whole poem. Encourage a volunteer to read the first stanza and explain its meaning. Explain what a line or verse is. Ask a second volunteer to continue with the second stanza and a third volunteer to finish reading the poem. To wrap up the activity convey meaning by asking students: *How many stanzas do we have in the poem "The Fat Cat"? How many verses do we have in this poem?* Invite students to count the number of stanzas in the poem and the number of lines or verses.

**2**  **Listen and underline the rhyming words.**


Draw students attention to Activity 2. Play Track 4 and ask students to listen to the poem "The Fat Cat." Play Track 4 again and encourage students to underline the rhyming words. To wrap up the activity, ask students to review their answers with a classmate.

**AK:** cat-fat; eat-meat; cat-mat; street-sweet; cat-rat; bed-head.


**3**  **Tick (✓) the picture that better illustrates the poem.**


Draw students attention to Activity 3. Ask them to describe the pictures. Encourage students to answer your questions: *Look at the cat on the left. What color is it? Is he fat?* Allow them to express their ideas and give their answers. Draw their attention to the picture on the right and invite them to ask questions and give different answers. Ask students to tick the picture that better illustrates the poem.

## Lesson 2


**1**  Read and learn the parts of the poem.

	<b>The Fat Cat</b>	title
author	by Alexandra Zuplain	
line or verse	My friend has a cat. A cat that is fat. And it likes to eat White bread and meat.	stanza 1
A group of verses form a stanza. This poem is formed by three stanzas.	This fat cat, Sleeps on a mat. It never walks on the street. But likes to eat all that is sweet.	stanza 2
	This orange fat cat, Never catches a rat It lays on my bed And sometimes on my head.	stanza 3

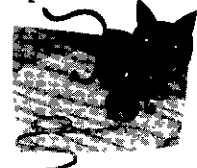
**2**  Listen and underline the rhyming words. 4

**3**  Tick (✓) the picture that better illustrates the poem.

1



2





18 UNIT 2 Story Time

### Useful Information

Young students often learn simple rhymes that spark their interest in reading. Research shows that reading known rhymes aloud while running a finger under the words on the page can help students integrate their prior knowledge and recognize that the spoken words reflect the written text.

At this point of development, students can read set phrases or rhymes. With repetition and modeling of reading skills in the classroom, students can start to notice and remember more vocabulary and set phrases from their readings that will inevitably strengthen their lexical knowledge and encourage progression to more complex text types like poems.



**4**   **Read the poem, and complete the chart below.**



Have students open their Activity Books to page 16, Activity 2. Encourage the whole class to read the first verse aloud. Stop after the first verse and ask two volunteers to write the rhyming words on the board: *cat-bat*. Continue with the second verse: *guitar-star* and third verse: *skunk-trunk*. Have students open their Activity Books to page 17. Explain that they will read a poem. Ask them if they know any poems in their native language. Let them recite a poem in Spanish if they know one. Read the poem in Activity 4 and explain that poems have characters and a theme and are directed at the public, an audience. Draw the chart from page 17 on the board and write the following definitions:

- Theme: The main subject of the poem.
- Character: A person represented in the poem.
- Audience: The public, a group of people who read or listen to the poem.

Read the poem aloud again and explore its characteristics with children. It is important to provide scaffolding when students start their experience with poems. Ask them to complete the chart and work in pairs.

Monitor their work and provide guidance when filling out the chart.



**AK:** Theme-A dog and a girl play in the garden;  
Characters-A bulldog and Sam; Audience-Children.

**5**   **Read the pairs of words. Tick (✓) the pairs that rhyme.**

Ask students to open their Activity Books. Ask them to work in pairs and tick the pairs that rhyme.

Provide guidance and encourage them to repeat the rhyming words aloud.

**AK:** 2- ✓; 4- ✓; 5- ✓.



**6**   **Say a word and have a partner say a word that rhymes. Take turns.**

Draw students' attention to Activity 6. Tell students they will look for rhyming words in the poem in teams of four. Student one looks for a rhyming word in the poem. Student two needs to find another word that rhymes with it. The other students in the team continue finding words with the same rhyme. Remind students to write these words down as they are doing the activity.


Monitor students' questions and answers and help them with doubts about rhyming words. Stop students when the time is up.

**AK:** Answers may vary.



Literary and Ludic Environment  
Social Practice: Reads rhymes and fairy tales in verse

**4**   **Read the poem, and complete the chart below.**



**Dog run**  
I am fast and fun.  
I really like to run  
In the garden, I play,  
With my ball every day  
I am fast and fun.  
I really like to run  
A bulldog I am  
And she's my friend Sam.  
I am fast and fun.  
I really like to run.  
I play with my friend  
From now till the end.



	Theme	Characters	Audience

**5**   **Read the pairs of words. Tick (✓) the pairs that rhyme.**

1. fun / friend	3. Sam / run	a. run / fun	
2. play / day	4. friend / end	c. end / am	

**6**   **Work with a team. Student 1 finds a rhyming word in the poem and says it aloud. Student 2 says a word that rhymes with the first. Student 3 finds a new rhyming word and student 4 says a word that rhymes with it. Continue until your teacher tells you to stop.**

**What We Know**

Write the rhyming words in your notebook. Check your work with a partner 17

**Additional Activity**

Say one of the words in Activity 6 aloud while you clap. Encourage students to say the words aloud and clap. Repeat with all the words.

**What We Know**

A good way to help students reflect on their learning process is by peer assessment. Read the instructions aloud. Organize students in pairs. Try to mix students, so they work with a different partner than in the previous activities. Encourage students to check their classmates' answers to Activity 6.

Then, ask them to come up with one or two strategies to improve their work. For example, point out that sometimes words spelled with the same letters do not actually rhyme (e.g. *put* and *but*).

#### 4 Look and match.

To have a revision, divide the board in two columns and write the word *City* on one column and *Country* on the second column. Prepare cards with the following words: *bank, building, park, library, farm, mountain, wheat field, and river*. Show the cards to the whole class and ask them to repeat after you. Encourage students to post the cards on the City column or on the Country column.

Have students open their Activity Books to page 47. Ask them to describe the picture in their own words. Revise traffic signs with students and encourage them to talk about the stop sign near the bus stop. Encourage them to read the words in Activity 1 and find the buildings in the picture. Reflect with them by asking: *Do you think this picture is in the city or in a small town?* Promote critical thinking by asking students to give some reasons when answering the question.

Guide students through Activity 1 and explain they will look and match the words to the places shown in the picture. Allow students to work individually and share their answers with a classmate.

**AK:** From left to right 1-building; 2- library; 3-bank; 4-park; 5- traffic light.

#### 5 Look and match.

Have students open their Activity Books, Activity 5. Ask students to describe the picture in their own words. Remind students of the story "A Wonderful Place" and talk about Jim living in a small town. Explain that when people live in a small town, you can also say that they live in the country. Encourage them to read the words in Activity 5 and find places in the picture. Reflect with them by asking: *Do you think this picture is in the city or in a small town?* Promote critical thinking by asking reasons when answering.

Guide students through Activity 5 and explain they will look and match the words to the places shown in the picture. Allow students to work individually and share their answers with a classmate.

**AK:** From left to right 1-farm; 2-wheat field; 3-school; 4-mountain; 5-river.


#### 6 Work in pairs. Circle *city (CI)* or *countryside (CO)*, or both.

Have students open their Activity Books and ask them to read the sentences in pairs. Encourage them to answer Activity 6 in pairs, giving reasons for their choice.


To wrap up the activity, ask a pair of students to come to the board and check the answers with the whole class.


**AK:** a-CO; b-CI; c-CO; d-CI; e-CI.

**Familiar and Community Environment**  
 Social Practice: Understands and collects information about places in the community.


**4**  Look and match.



1. bank   2. building   3. traffic light   4. park   5. library



**5**  Look and match.

1. farm   2. school   3. mountain   4. wheat field   5. river



**6**   Work in pairs. Circle *city (CI)* or *countryside (CO)*, or both.

a. There are rivers where people can swim.	CI	CO
b. There are streets and traffic lights.	CI	CO
c. There are farms with animals.	CI	CO
d. There are schools where children can study.	CI	CO
e. There are buildings everywhere!	CI	CO

**What We Know**

Tell your partner if you prefer the countryside or the city. Listen to your partner. **47**

### What We Know


After students finish the activity on page 47, give them time to discuss with a partner whether they prefer the countryside or the city. Encourage them to use the vocabulary they have learned: *I like the countryside because there are farms and animals. I like the city because there are buildings.*

### Additional Activity

Write the following words on the board: *bank, building, park, library, school, farm*. Ask students to draw two of them on a piece of paper. Have them work in teams of four and put together all their drawings. They take turns asking and answering questions about their drawings: *What's this? It is a library.*

# Lesson 2

**Learning outcome:** Exchanges information about places in the community.

- 1**  **Go to the map on Visual Resources (Class CD, p. 10) and practice the vocabulary. Then say the names of the buildings.**

Project or print the city map on Visual Resources (Class CD, p. 10). Point to each building and say its name aloud. Show students the features that can help them identify each building: the tables in front of the restaurant, the statue in the park, the soccer ball in the stadium. Ask some questions about the buildings and let students read the labels on the picture to answer them: *What's this building? It's a hospital, it's a restaurant, etc.*

Now go to Activity Book page 48 and have students point to the buildings in the picture as you mention them. Give them some time to practice in pairs.

- 2**   **Listen and complete.**  **10**

Display the map on Visual Resources p. 10 again and point to the streets. Show to students that there are four streets. Ask them to find the names: *Oak Street, Green Street, Blue Street, Purple Street*. Have students say the name of the buildings on each street: *What buildings are there on Blue Street? The museum, the post office, the hospital, and the supermarket.* Repeat with the other streets.

Explain to students that they are going to listen to a conversation between a boy and a police officer about Rainbow Village. Play audio track 10. Point to the pictures as they are mentioned in the conversation. Repeat the track and point to the buildings again.


Have students go to Activity **2** on their Activity books. Play track 10 again and make pauses to let students complete the conversation using the words in the box.

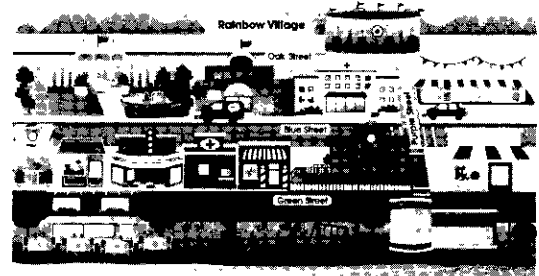
**AK:** 1-Blue; 2-post office; 3-movie theater; 4-Green; 5-school.

## Additional Activity

Have students copy the following words in their notebooks: *farm, school, restaurant, hospital, wheat field, library, museum, pharmacy, river*. Ask them to work in pairs to ask and answer questions about Rainbow Village. *Is there a museum in Rainbow Village? Yes, there is. Is there a farm in Rainbow Village? No, there isn't.* Ask them to continue until they finish the list.

## Lesson 2

- 1**  **Go to the map on Visual Resources (Class CD, p. 10) and practice the vocabulary. Then say the names of the buildings.**



- 2**  **Listen and complete.**  **10**

Green movie theater post office Blue school

Tom: Excuse me, officer, is there a museum in the village?

Police officer: Yes, there is. It's on \_\_\_\_\_ Street.

Tom: Is it next to the movie theater?

Police officer: No, it's next to the \_\_\_\_\_ and behind the \_\_\_\_\_.

Tom: One more question, where can I find the toy store?

Police officer: It's on \_\_\_\_\_ Street. It's next to the \_\_\_\_\_.

Tom: Thank you, officer!


Police officer: You're welcome. Have a nice day.



48 UNIT 5 Places in Town

## Useful Information

When teaching prepositions of place, keep in mind that young students respond well to movement and start using prepositions naturally when they have the opportunity to practice with their own body. A game like Simon says promotes this. You can start with simple instructions such as: *Simon says sit **on** your chair. Simon says stand **in front of** your desk. Simon says hide **under** your desk, etc.*

**3**  **Look at the map on page 48 and complete.**

Before starting Activity 3, revise prepositions with students with the pictures on page 49. Help students to understand the meaning of prepositions. Practice with classroom objects. Ask students to look at the map on page 48. Encourage students to make sentences using prepositions such as: *The museum is next to the post office.* Help them feel secure when using prepositions. Ask students to work in groups of four to complete this activity. Provide support and guidance. It is important that students locate the buildings related to the sentence on the map and then observe the positions of each building so they can choose the correct preposition.


To wrap up the activity, ask students to give the answers as a whole class.

**AK:** 1-between; 2-on; 3-in front; 4-in; 5-on; 6-behind.

**4**  **Listen and complete the questions.**  11

Have students go to Activity 2. Tell them they will listen to a conversation between a boy and a girl. Play the recording while students read the questions and answers in Activity 2. Ask students to work individually and try to figure out some answers. Play the recording a second time making pauses and encourage students to complete the questions in pairs. Play the recording again so students have enough time to check their answers and understand the meaning of questions.


**AK:** 1-post office; 2-restaurant; 3-there; 4-stadium; 5-there; 6-school; 7-movie theater; 8-fountain.

**5**  **Act out the dialogues on Activities 2 and 4 with a partner.**



Encourage students to read the dialogues from Activity 2 and Activity 4 and act them out with a partner. Tell students to act it out with emphasis and tone. Students will practice for some minutes and later they will act it out in front of the class. Congratulate students for their efforts.

**Additional Activity**

Ask students to bring a toy to the class. Model using prepositions: *in/on/under/behind/in front of/next to/between.* Explain that we can use prepositions of place to say where things are. Encourage students to work in pairs and practice prepositions.

**3**  **Look at the map on page 48 and complete.**

1 The movie theater is \_\_\_\_\_ the pharmacy and the shoe store.  
 2 The school is \_\_\_\_\_ Green Street.  
 3 The restaurant is \_\_\_\_\_ of the river.  
 4 The statue is \_\_\_\_\_ the park.  
 5 The stadium is \_\_\_\_\_ Oak Street.  
 6 The hospital is \_\_\_\_\_ the school.

**4**  **Listen and complete the questions.**  11

post office fountain stadium school movie theater restaurant there

Where is the \_\_\_\_\_ ?  
 It is between the hospital and the museum.

2 Where is the \_\_\_\_\_ ?  
 It is in front of the river and next to the park.

3 Is \_\_\_\_\_ a hospital in Rainbow Village? Yes, there is.


4 Where is the \_\_\_\_\_ ? It is on Oak Street.

5 Is \_\_\_\_\_ an airport in Rainbow Village? No, there isn't.


6 Where is the \_\_\_\_\_ ?  
 It is on the corner of Green Street and Purple Street, next to the barber shop.

7 Where is the \_\_\_\_\_ ?  
 It is between the shoe store and the pharmacy.

8 Where is the \_\_\_\_\_ ?  
 It is in front of the museum.

**5**  **Act out the dialogues in Activities 2 and 4 with a partner.**

**What I Know**

I can ask and answer questions about places in a community.  49

**What I Know**

Help students reflect on what they have learned. Go through the goal with the students: *I can ask and answer questions about places in a community.* Ask students to reflect on the type of questions they have learned and made throughout the lesson. Encourage them to speak about places in their community and ask each other questions such as: *Where is the museum? Is there a movie theater next to the restaurant?*

Make sure students understand the meaning of the number of stars: three stars if they can ask and answer questions without hesitation, two stars if they need some more practice, and one star if they need to practice a lot more. Above all, make sure students feel confident! Show enthusiasm for their progress.

**Learning outcome:** Writes information about the community.

## 1 Read the website.

Have students open their Activity Books to page 50. This is a good opportunity to use the reading strategies described at the beginning of this Teacher's Guide. Ask them to look at the photos on the right. Activate prior knowledge before reading the website and encourage students to describe the scenes and figure out what the reading will be about. Focus on key vocabulary.

Tell students you will read aloud the text while they listen and connect the new words to the pictures. Continue the reading experience with the Read Along and Read Alone technique. Allow students to start reading together and make a pause so one student continues reading the next line (Read Along). When they finish reading, students enjoy the experience of reading by themselves (Read Alone).

To wrap up the activity, ask some comprehension questions.

**AK:** The reading experience may vary.

## 2 Go to the Picture Dictionary (pp. 108-109) and find out the meaning of *diving*, *surfing*, and *arts and crafts shop*.

Have students open the Activity Books to pages 108 and 109. Ask: *What is a Picture Dictionary?* Encourage some answers and explain that a picture dictionary shows the definition of a word in the form of a drawing or photograph.

Ask students to find the words *diving*, *surfing* and *arts and crafts shop*.

To wrap up the activity, print sentences from a section of the text with a missing word, ask students to fill in with the correct word by looking it up in the Picture Dictionary.

**AK:** Students match the words with the pictures.

## 3 Look at the map of Bucerías and complete the map key.


Ask students to read the Bucerías, Nayarit, passage in Activity 1. Encourage them to copy their favorite sentence in their notebooks.

Have students open their Activity Books, Activity 3. Ask them to explore the map of Bucerías and encourage them to read aloud as a whole class the words: *town square*, *arts and crafts shops*, *hotels*, *restaurants*, etc.

Ask students to work in pairs and complete the map key according to the symbols on the map. Allow some time to carry out a discussion in pairs and decide how to complete the map key.

To wrap up the activity, ask students to compare their answers with other classmates. When the whole class

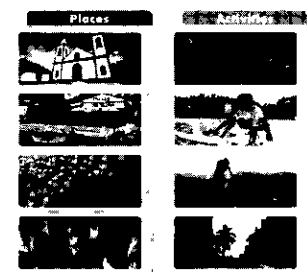
### Lesson 3


**1**  Read the website.


**Bucerías, Nayarit**

Hi, my name is Beta. I live in Bucerías, a beach town in Nayarit, Mexico. Bucerías means "land of divers".

In Bucerías there is a pretty town square and a farmer's market. Near the square, there are shops that sell arts and crafts. There are beautiful beaches where you can swim and practice other water sports like diving and surfing. There is a mountain where you can ride your bike!

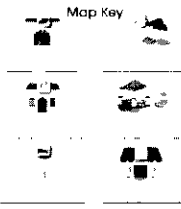



**2**  Go to the Picture Dictionary (pp.108-109) and find out the meaning of *diving*, *surfing*, and *arts and crafts shop*.

**3**  Look at the map of Bucerías and complete the map key.

town square   market   arts and crafts shops   beaches   hotels   restaurants

**Map Key**





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reaches an agreement, ask volunteers to write the answers on the board.

**AK:** left column-arts and crafts shops; restaurants; hotels; right column-beaches; town square; market.

### Additional Activity



Students will create a Picture Dictionary.

#### Materials

- Old catalogs for cutting
- Glue
- Scissors
- Drawing paper and markers
- Notebook

#### Activity

- Explain how and why you use a dictionary.
- Explain to students that they will make their own Picture Dictionary. They will cut out interesting pictures from catalogs or draw their own pictures and glue them into a notebook.
- Point out that below each picture they will write the word that picture illustrates.
- Finally, students create a title and cover for their Picture Dictionary.

- 4**   **Work in teams. Look at the map of Bucerías on page 50 and take turns asking and answering questions about it. Use the icons on the right as a key.**

As a review, write the words *hospital, fountain, museum, supermarket, pharmacy, restaurant, statue, park, and stadium* on the board. Ask students to repeat the words after you and encourage them to repeat individually.

Have students open their Activity Books to page 51. Divide the group in small teams. Tell students that they will practice asking and answering questions about the Bucerías map. Read the two examples aloud and have students repeat after you. Model with another building and the help of a volunteer: Teacher: *Are there restaurants in Bucerías?* Student: *Yes, there are.* or *Yes, there are restaurants in Bucerías.* Give them time to ask and answer questions as a team.

- 5**   **Think of a city or town you like to visit and complete the chart.**



Revise with students the name of some of places and buildings they have learned: *hospital, farm, mountain, river, ocean, beach, town square, etc.* Ask: *What important buildings are there in Bucerías? What can you do in Bucerías?* Elicit appropriate answers.

Ask students beforehand to bring a postcard or a photograph of a place they like to visit. Tell students they will sit in groups of four and show their classmates the postcard or photograph they brought. Write questions on the board such as: *Where is the place you like to visit? Is it in Mexico? Is there a beach? Are there important buildings?* These questions will provide guidance and support to the whole class as they talk about their favorite places.

Have students go to Activity 5 and look at the chart. Explain to students that they will individually complete the chart with the information about the place they like to visit.



To wrap up the activity, ask students to talk about their charts with their classmates.


**AK:** Answers will vary.


- 6**   **Write three sentences about the place you like to visit. Read the example.**


Have students go to Activity 6. Ask them to read aloud the sample sentences. Encourage them to talk about places they like to visit in pairs. When they finish, ask them to write the sentences individually. Monitor their work and provide guidance.

**AK:** Answers will vary.

**4**   **Work in teams. Look at the map of Bucerías on page 50 and take turns asking and answering questions about it. Use the icons on the right as a key.**


1.  Is there a hospital in Bucerías?  
No, there isn't.

2.  Is there a stadium in Bucerías?  
No, there isn't.

**5**  **Think of a city or town you like to visit and complete the chart.**

(Name of the city or town)

Places	Activities
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

**6**  **Write three sentences about the place you like to visit. Read the example.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**What We Know**

Share your sentences with a partner. Get his / her opinion about your work. 51



### Additional Activity

Students work in pairs. Dictate a short description about a place. Students continue the next part of the description using their imagination to write about buildings, stadiums, rivers, etc. To wrap up the activity, read the final description at the end.

### What We Know

Divide the group in pairs. Ask pairs of students to exchange their books and read the sentences their partners wrote on Activity 6. Encourage student to say what they think about their partners' work. Encourage students to say what they like about their partners' work. After that, they can talk about the things that need to be improved. Always promote respect and kindness.

**Learning outcome:** Writes information about the community.



**1**   **Work with a partner. Make a list of important places in your community.**

As a warm up for Activity 1, ask students to talk about the community around the school. Ask them: *Is there a museum near the school? Are there parks near the school? Where is the market?* After asking and answering the questions, ask students to write a short text about the community around the school and its important places. Ask them to write the short text in pairs and share the experience with the whole class by reading the text.

Have students open their Activity Books to page 52. Explain that they will make a list of important places in their community. Guide students through the activity by looking at the map on the right and reading the words in the chart, drawing their attention to natural places and constructions. Encourage them to explain what a natural place is. Ask them to describe a construction. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

Allow them some time to work in pairs. Monitor their work by providing guidance and support when needed.


**AK:** Answers may vary in every chart.

**2**   **Draw a map of your community. Include the places from your list.**

Have students open their Activity Books. Ask students to read in silence the information in the chart in Activity 1. Explain that they will draw a map of their community, using the information from the chart. Make sure students include a map key. Guide them if doubts arise. Encourage students to work individually.


To wrap up the activity, ask volunteers to come to the front and talk about their communities and the experience of drawing a map. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Drawings may vary according to students' creativity and innovation.

**3**  **Research in books, on the internet, or with your family and find information about the places in your list.**


Encourage students to carry out research about the places from their lists. Once you know about their interests and the places they would like to visit, you can either prepare information about constructions or natural places in their


**Lesson 4**

**1**  **Work with a partner. Make a list of important places in your community.**


Places in My Community

Natural Places	Constructions
----------------	---------------



**2**  **Draw a map of your community. Include the places from your list.**

Map Key

**3**  **Research in books, on the internet, or with your family and find information about the places in your list.**

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community or try a search on the internet to provide meaningful information about such places.

### Additional Activity

Unit 5 is related to communities, so it's a good time to start empowering students by giving them responsibility, engaging their compassion, and offering them the chance to affect the lives of others.

The following ideas can be implemented at school at any time.

- Start recycling! Create posters with instructions for how to recycle and ask your principal about getting recycling containers for classrooms.
- Help new students feel welcome by creating a guide that shows fun and appropriate things to do in the neighborhood.
- Give back to nature by planting trees or starting a community garden!
- Read stories and share your talents with younger children. Be a positive role model that students can look up to.



**4**   **Write the information you collected on Activity 3. You can use this chart to organize the information. Read the example.**

Have students open their Activity Books to page 53. Tell students to revise the information they collected on Activity 3, page 52. Ask them to look at the example in Activity 4. Read the example with the students and encourage a volunteer to provide his/her information in order to give an example to the whole class. Ask students to work individually and add the places from their lists. Monitor their work and help students to provide meaningful information and motivate them to illustrate a suitable drawing.

**AK:** Answers will vary according to students' creativity.

**5**  **Share the information with a partner.**

Have students open their Activity Books. In Activity 5, students will have the opportunity to give information about their places. Encourage them to talk about their places by providing meaningful information in front of the class.

**6**   **Use the map on Visual Resources (Class CD, p. 11) to play a game with your group.**

Ask students to open their books to page 48. Draw their attention to the picture and remind them how to use the building features to find out what they are. Mention the names of some buildings and have students point to them in the picture. Practice for a few minutes.


Project or print the map on Visual Resources (Class CD, p.11). Have students look at the map and see what kind of buildings are there. Have them suggest some names for the city and vote for the favorite one. Write the name of the town at the top of the page and play a game with students.

Divide the group in two teams. Have one member of each team come to the front and look at the map. Ask them, *Is there a town square in \_\_\_\_\_?* Students have to find the place as soon as possible and point to it. The first student to find the place gets a point. The other members of the team can help if necessary. The first team to make 10 points, wins.

**Additional Activity**


You can print the map on Class CD, p. 11 and make a new game for the students. Draw some arrows on the map and number the squares. Make a few photocopies and have them play in teams with a dice. Students will have to say the name of the building or buildings where they land.

**4** Write the information you collected on Activity 3. You can use this chart to organize the information. Read the example.

Place	Information	Drawing
City square	It is in the center of the town. It is a big square.	
Place	Information	Drawing

**5** Share the information with a partner.

There is a new train station.



**6** Use the map on Visual Resources (Class CD, p. 11) to play a game with your group.

**What We Know**

Listen carefully to what your partner has to say about his / her community. Express your opinion about his / her work. Be kind and respectful.

53

**What We Know**

Encourage students to listen carefully to their partners. Tell them that they will have to give feedback to them when they finish. Write on the board some modelling sentences to help students assess the ones produced by their peers. Tell students that they have to listen to the sentences, think if they are correct, compare them with the ones on the board and tell their partners if they need to improve something. Encourage them to express if they find something particularly tricky or challenging and to ask for help.





**Work with a team.** Take turns describing the street or the place where your house is located. Draw a picture and write the description in advance. Then share the information with your team.

Ask students to look at the Review on page 54. Read the instruction aloud and explain to students what they have to do. Make sure that students prepare in advance the information they are going to share with their teams. Once they have their drawings and texts ready, you can give them some time to assess their work in pairs and get ready to present it to their team. Besides reviewing what they have learned in the unit, this is a good opportunity to practice peer-evaluation techniques.

## Social Skills




**Add courtesy expressions to the conversation.**

Direct students to the picture in the Social Skills section of their books. Ask them to describe what is happening in the illustration on the left. Write on the board: *Courtesy expressions*. Ask students to describe the illustration. Continue sharing information with students and guide them to the conversation on the right. Remind students of courtesy expressions they have learnt in English.

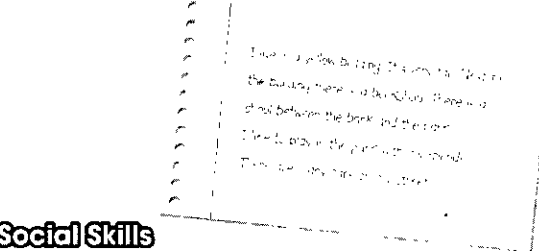
Use this activity as an opportunity to have students reflect on courtesy expressions and the importance of using them at school, at home, and when talking to people in their communities. Ask them to look at the dialogue on the right and encourage them to choose an appropriate courtesy expression.

**AK:** Girl-Hello, Thank you!

## Review




Work with a team. Take turns describing the street or the place where your house is located. Draw a picture and write the description in advance. Then share the information with your team.



I live in a house building. It is on the corner of the building near the bank. There is a street between the bank and the house. I like to play in the park with my friends. There are many trees in the park.

### Social Skills

Add courtesy expressions to the conversation.



Thank you! Hello

---

Girl: \_\_\_\_\_, officer

Police officer: Hi. How can I help you?

Girl: Where is the bank?

Police officer: The bank is on Liberty Street.

Girl: \_\_\_\_\_

54 UNIT 5 Places in Town

## Write a text about community places.



### What is the product for?

To learn about places in the community.

### Tips

- Team up.
- Share with your team the subproducts on page 52 and use them as a guide.
- Decide together what information you want to include in the text.
- Draw a map of the place and add a map key.
- Collect information and magazine cut outs.

**Preparation:** Tell students that they are going to write a short text and draw a map about their community.

**Production:** Arrange students in small groups. Let students plan their work, organize what they are going to do, and make their own decisions, as you monitor. Invite students to share and comment about their ideas as they write the text and draw the corresponding map.

### Share the product.

Present your text to the class. Take turns talking about important places. Explain why you think they are important. Show the map that you made and explain it using the map key. Be ready to answer your classmate's questions. Put your text on the wall.

### Product Assessment

Before the class presentations, give students some time to assess their own work with their teams. Have them look at the chart at the bottom of page 55 and read the sentences aloud. Make sure that they understand what they mean. Read the instruction and ask students to express with their own words what they have to do. Elicit some answers and correct as necessary. Ask students to look at their own work and tick the squares in the chart according to what they see. This exercise promotes critical thinking. When they finish give them time to improve their work according to their findings. As a wrap-up activity, organize the class presentation.

Unit Product

Write a text about community places.

**What is the product for?**  
To learn about places in the community.

**Tips**

- Team up
- Share with your team the subproducts on page 52 and use them as a guide.
- Decide together what information you want to include in the text.
- Draw a map of the place and add a map key.
- Collect information and magazine cut outs.

**Share your product.**  
Present your text to the class  
Take turns talking about important places. Explain why you think they are important. Show the map that you made and explain it using the map key. Be ready to answer your classmates' questions. Put your text on the wall.

**Product Assessment**

Before your presentation, assess your product with your team. Choose (✓) or (X) to express your opinion. Share your opinion with your classmates.

Text About Community Places		
Our text has a title, capital letters, and proper punctuation	✓	X
We mentioned important places in our community.		
We included a map with a map key.		
We have illustrations and / or cut outs.		

55

# UNIT 6

## Rhyming is Fun

### Reading Strategies

### Narrative Big Book: *Family Rabbit's Picnic*



 pp. 36-41

We can all remember the fun we had as kids pretending to live in another reality. When our students pick up a work of fiction, they have the opportunity to live out their dreams through a character in a book and foster their imagination.

Reading fiction provides a “healthy escape” – Annie Murphy says “Not only are our students transported to a different world as they read, but research shows that reading stimulates brain regions such as the sensory and motor cortexes, not just the language processing areas.” So, whenever our students pick up a work of fiction, they are actually improving their brain health.

In this unit we will explore fairy tales and rhymes. This is a unique opportunity to foster your students' imagination and boost their brain power.

Show students the cover of the Big Book story “Family Rabbit's Picnic”. Encourage them to talk about the cover

and direct their attention to the title. Predict with students what the story will be about. To help activate students' prior knowledge, do a picture walkthrough of pages 36 to 41 of the story. Before opening the book, show students the cover and read the title. Ask them what they think the story will be about, based only on what they see. Then slowly flip through the book, page by page, without reading a single word. Ask students questions about each picture they see: *How many rabbits are there? Are they happy? Where are they going?* Ask them what they think the story is about and try to elicit responses that require them to make inferences based upon the images, and not the words, on each page. Avoid showing the last pair of pages which contain the ending and a surprise for students.

Start reading the Big Book aloud, pausing to check comprehension. When the reading aloud is finished, explain

to students that the story "Family Rabbit's Picnic" has a beginning, a middle, and an end. Show them when the story begins (page 36 and 37), how it continues in the middle (pages 38-39), and how it ends (pages 40-41).

Ask students to draw a chart in their notebooks with three columns: Beginning, Middle and End.

Ask students to draw a picture to represent each part of the story in the columns.

The purpose is to visualize a story chart that will help students grasp the fiction story elements such as Theme, Setting, Character, Problem, and Solution in Lesson 1.

## Unit Contents

### Literary and Ludic Environment

#### Social Practice:

Changes verses in a children's poem.

#### Learning Outcomes:

- Explores illustrated children's poems.
- Participates in oral readings of children's poems.
- Completes written verses.

#### Activate Prior Knowledge

1. How does a story begin?
2. How do you feel when you read a story?
3. Do you like poems?
4. Can you write a short poem?

### Tech Resources

You can find further ideas about poetry in the following links:

<http://www.poetry4kids.com/>

<http://www.perfectpoems.com/>

### Odyssey Resources

**Narrative Big Book:** "Family Rabbit's Picnic", pages 36-41




**Class CD:** Tracks 12,13

**Worksheet:** *Activity Book*, page 115

**Visual Resources:** Class CD, pages 12-14

**Picture Dictionary:** *Activity Book*, page 109

**Learning outcome:** Explores illustrated children's poems.

**1**   **Read *Family Rabbit's Picnic*. Complete the graphic organizer.**  
 pp. 36-41


Write the words Theme and Characters on the board. Explain that theme in the Big Book "Family Rabbit's Picnic" is the picnic. Show students illustrations of the Big Book to recognize the characters. Encourage students to talk about the characters. Provide guidance. Ask students to sit in a circle and read "Family Rabbit's Picnic". Have students open their Activity Books to page 56, Activity 1 and explain the story elements in the graphic organizer. As you explain each story element, ask a volunteer to write the information on the graphic organizer. For this activity it is important to provide scaffolding regarding fiction story elements:

- Read page 36 of the Big Book. Ask students: *Do you like picnics?* Encourage students to talk about Family Rabbit.
- Draw students' attention to the graphic organizer. Ask them to read the word *theme*. Explain that the theme is the central idea of a story: Picnic.
- Introduce students to the word *setting*. Explain that a the setting is the place where the story develops. Ask the students: *Where is the story taking place?* Read page 36 again. Predict the setting: by the lakeside.
- Continue by introducing the word *character*. Explain that a character can be defined as any animal in the story. Read pages 37 and 38. Predict the characters in the story: *Family rabbit and the wolf*.
- Explain that there is a problem in the story. Ask them to predict the problem in the story: *The wolf is hungry!*
- Explain to students that the story has a solution to the problem. Read pages 39 and 40. Family Rabbit share their lunch with the wolf. Read page 41 and talk about the idea of vegetarian wolves.

Have students open their Activity Books and look at Activity 1. Ask them to work in pairs and use the graph displayed on the wall.

Monitor students' work and provide guidance when needed.


**AK:** Theme-a picnic; Setting-by the lakeside; Character-family rabbit and the wolf; Problem-the wolf is hungry; Solution-Family rabbit shares lunch with the wolf.

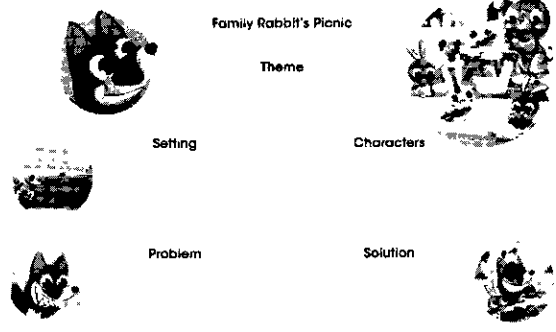
**2**  **Use the words from the box to form rhyming pairs.**

Read "Family Rabbit's Picnic" and tell students they will look for words that have the same last sound as another word. This is called a rhyming word. Start reading the story and

## UNIT 6 Rhyming Is Fun

### Lesson 1

**1**  Read *Family Rabbit's Picnic*. Complete the graphic organizer. pp. 36-41



Family Rabbit's Picnic


Theme


Setting

Characters


Problem

Solution



**2**  Use the words from the box to form rhyming pairs.

lunch	stay	fast	eat	fear	feel	
1. bunch	___				4. meal	___
2. near	___				5. treat	___
3. last	___				6. day	___


**3**  Draw your favorite character in your notebook.

56 UNIT 6 Rhyming Is Fun

stop at page 36 and show the words *lunch* and *bunch*. Ask them to repeat these words aloud and clap when they hear the rhyme. Continue with the other rhyming pairs.

Have students open their Activity Books and repeat the words in the box aloud and the words below. Ask the whole class to work as a group on Activity 2.

**AK:** 1-lunch; 2-fear; 3-fast; 4-feel; 5-eat; 6-stay.

**3**  **Draw your favorite character in your notebook.**

Ask students to open their activity Books. Ask a volunteer to read the instructions in Activity 3. Allow students some time to draw their favorite character individually.

To wrap up the activity, ask volunteers to show their drawings and talk about their favorite character.

**AK:** Drawings may vary according to students' creativity.

**Additional Activity**

Ask students to sit in groups of four and hand large pieces of cardboard. Encourage them to talk about the story. Remind them of some passages and read the story again if needed. Ask them to illustrate the story elements in "Family Rabbit's Picnic."


**4**  **Go to Visual Resources (Class CD, p. 12) and learn new words.**

Project or print Visual Resources page 12 (Class CD). Ask students to look at page 12 and repeat the words after you. Encourage students to convey meaning of words with the drawings and find the rhyming words.

**5**  **Read and look at the pictures.**

Have students open their Activity Books to page 57. Ask them to look at the illustrations and describe them in their own words. Read the poem aloud and ask students to use their finger to follow the words they are reading. Read the poem again and ask them to focus on the rhyming words. Read the poem a third time and ask students to underline the words that rhyme. Revise the rhyming words as a whole class after each stanza.

To consolidate Activity 5, ask students to look at the pictures again. Have students read the poem aloud and review each stanza and the corresponding illustration to check comprehension.

**6**  **Count the stanzas in the poem. Count the lines in each stanza.**

Have students open their Activity Books, Activity 6. Review with students the meaning of stanzas and lines or verses. Explain that stanzas are groups of lines in a poem or song. Give examples from the poem: *Marie writes a list, to the soup and the meat, Fine dishes appear* are lines or verses. Poems are divided into stanzas and lines. Set an example for the first stanza. Allow students to work individually.


**AK:** four stanzas; four lines in each stanza.


**7**   **Read "The Magic Feather" and complete the rhyming words.**

Have students open their Activity Books. Encourage them to read "The Magic Feather" aloud with stress and intonation. Ask them to figure out the rhyming words in pairs and complete the words individually.

**AK:** 1-look, 2-sweet, 3-mood

Literary and Ludic Environment  
Social Practice: Changes verses in a children's poem

**4**  **Go to Visual Resources (Class CD, p. 12) and learn new words.**


**5**  **Read and look at the pictures.**


**The Magic Feather**


Poor Rose Marie  
Doesn't know how to cook,  
She burns the pancakes  
Oh, how bad they look!  
She adds too much salt  
to the soup and the meat  
And not enough sugar  
to food that is sweet.

A magic old bird  
says to Marie:  
"Use one of my feathers,  
write a wish and see!"


Marie writes a list  
of her favorite food  
Fine dishes appear,  
She's in a good mood.



**6**  **Count the stanzas in the poem. Count the lines in each stanza.**

**7**  **Read "The Magic Feather" and find the rhyming words.**

1. cook      \_ \_ \_ \_  
2. meat      \_ \_ \_ \_  
3. food      \_ \_ \_ \_



**What We Know**

Write the answer to Activity 6 in your notebook and check it with your partner. 57

**Additional Activity**

Prepare four strips of paper with parts of the poem "The Magic Feather", leaving blanks for the new words learned in the lesson. Divide the class in teams of four. Hand in stanzas of the poem for each team. Encourage them to fill in the blanks and visit other teams to figure out which stanza goes first, second, etc. To wrap up the activity, ask the whole class to post the stanzas on a visible place and check the order of the stanzas on page 57. Activity 5.

**What We Know**

In Activity 6, students counted the number of stanzas in the poem and the number of lines in each stanza. Now ask them to write their results on their notebooks and get the help of a peer to make sure that the results are correct. Ensure that students understand what a stanza is and the difference between stanza and lines (or verses). If possible, challenge them to estimate the total number of lines in the whole poem.

**Learning outcome:** Participates in oral readings of children's poems.

## 1 Read "The Magic Feather" again and complete the missing words.

Prepare cards with the following words: cook, look, meat, sweet, Marie, see, food, mood. Ask students to practice the rhyming words aloud. Have students open their Activity Books to page 57. Ask students to read aloud "The Magic Feather". Write the rhyming words on the board while students read. Ask students to go to page 58 Activity 1 and complete the lines with the rhyming words. Students work as a whole group and then ask a volunteer to read the poem aloud and the class revises and corrects answers.

Monitor their work and provide guidance when needed.

**AK:** 1-cook; look; 2-meat; sweet; 3-Marie; see; 4-food; mood.

## 2 Look at the pictures and complete the missing letters.

Provide students with cardboard strips and ask them to write with markers the rhyming words from the poem "The Magic Feather". When they finish, post students' work in a visible place in the classroom and ask students to repeat the rhyming words aloud.

Have students open their Activity Books to page 58 and do Activity 2 in pairs. Make students aware that words in English may have different spellings even though the sound is the same.

To wrap up the activity, ask volunteers to write the correct answers on the board.

**AK:** 1-food; 2-Marie; 3-meat; 4-see; 5-sweet; 6-mood.

## 3 Have a spelling bee with the words from the poem.

Divide the class in two teams and tell them to organize a spelling bee contest with the words they learnt in the poem.

**AK:** Practice may vary according to students.

### Useful Information

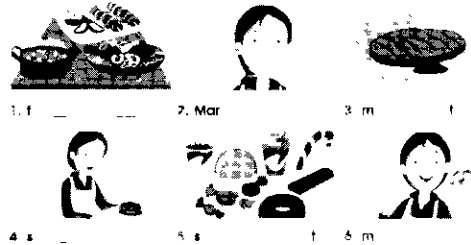
Poetry is a wonderful tool for expanding and opening the mind. Many children begin to encounter poetry when they are very young. Parents often teach children simple rhymes. Poetry helps students learn about pronunciation and prosody and can be a vital tool as they learn to read.

## 1 Read "The Magic Feather" again and complete the missing words.

Marie cook see mood look meat sweet food

- |  |  |
|--|--|
| 1 Poor Rose Marie<br>Doesn't know how to<br>She burns the pancakes<br>Oh, how bad they     | 3 A magic old bird<br>says to<br>"Use one of my feathers,<br>write a wish and      |
| 2 She adds too much salt<br>to the soup and the<br>And not enough sugar<br>to food that is | 4 Marie writes a list<br>of her favorite<br>Fine dishes appear.<br>She's in a good |

## 2 Look at the pictures and complete the missing letters.





## 3 Have a spelling bee with the words from the poem.





### Additional Activity

Read a poem to the class. Have students take turns reading lines from a poem. Pick poems relevant to the current subjects and topics. Pick poems relevant to the season or seasonal celebrations. Teach any unknown words before reciting the poem. Go back to old poems to work on language, e.g. spelling or grammar. Use the rhymes to ask students to predict the words. Read old poems again and use them as gap fills. You can do this orally or in writing. Have students replace words in poems with synonyms to help them expand their vocabulary.

**4**   **Listen and underline the rhyming words. 12**

Have students open their Activity Books to page 59. Activity 4, and tell them they will listen to a poem. Play Track 12 twice. The first time students listen and read the short poem. Ask students if they can figure out rhyming words in the poem. Encourage them to say one or two rhyming words. Play Track 12 for the second time and encourage students to underline the rhyming words. To wrap up the activity, ask students to repeat the rhyming words aloud as a whole class.



**AK:** ground; round; down; brown; seed; green; tree.

**5**   **Read the poem aloud and match the pairs of lines to the pictures. Write a title for the poem.**

Have students open their Activity Books, Activity 5. Practice choral reading with the poem. Read each pair of lines and provide guidance and support so students understand that each pair of lines tells a small part of the story. Give students the first example: I plant a little seed / in the cold, cold ground. Ask a student to explain in their own words what these lines mean and locate the corresponding image of the girl planting a seed.

Then ask students to continue working in pairs. Monitor their work and provide support and guidance. When students finish, ask them to share their answers as a whole class and together write a title for the poem.

**AK:** I plant a little seed in the cold, cold ground-2; Out comes the sun, yellow and round-3; Down comes the rain, big drops fall down-4; Up comes a tree tall, green, and brown-1.

**6**   **Read aloud each word from List 1. Have a partner find the rhyming word on List 2. Exchange roles.**



Tell students they will learn how to pronounce rhyming words. Ask them to open their Activity Books. Model the pronunciation of List 1 and List 2. Explain that they will work in pairs. A student reads aloud a word from List 1 and his/her partner finds the rhyming word on List 2. Then exchange roles.

Monitor their work and provide guidance when needed.



**AK:** Practice may vary according to students.



**Additional Activity**



Ask students to work in pairs and make a chart of their favorite rhyming words on cardboard. Encourage them to practice the words aloud with their classmate.



**4**   **Listen and underline the rhyming words. 12**

I plant a little seed  
in the cold, cold ground  
Out comes the sun  
yellow and round  
Down comes the rain,  
big drops fall down.  
Up comes a tree  
tall, green, and brown.

**5**   **Read the poem aloud and match the pairs of lines to the pictures. Write a title for the poem.**

1  I plant a little seed  
in the cold, cold ground.  
2  Out comes the sun  
yellow and round.

3  Down comes the rain  
big drops fall down.  
4  Up comes a tree  
tall, green, and brown.

**6**   **Read aloud each word from List 1. Have a partner find the rhyming word on List 2. Exchange roles.**

List 1		List 2	
1 brown	4 meat	a down	e mood
2 cook	5 ground	b round	f look
3 food	6 Marie	c see	g sweet

**What We Know**

Work with your partner and write the pairs of rhyming words in your notebooks 59

**What We Know**



Arrange students in pairs. Ask them to work together and copy the list of words in their notebooks. Students can copy the lists as they appear in their books or you can challenge them to extract the rhyming pairs of words and write them down in their notebooks. In any case, make sure to make this an opportunity to promote collaborative work and peer-assessment.



**Learning outcome:** Completes written verses.

**1**  **Go to Visual Resources (Class CD, p. 13) and learn new words.**

Project or print the illustration on Visual Resources (Class CD, p. 13) and encourage students to describe the illustration. Introduce new words providing the meanings. Use the illustrations as a support. The following key may be useful: swift-moving fast; sphere-an object like a rounded ball; queen-a woman with a crown; dew-drops of water condensed during night; green in this case, the plants, that are green.

**2**   **Read the web page and talk about the poem with your group.**

Have students open their Activity Books to page 60. Read the web page with students. Encourage volunteers to read aloud again and share information about Shakespeare. Guide them through the discussion and provide definitions of unknown words.

Talk about the poem with the whole class. Explain to students that they will read a stanza of a poem Shakespeare wrote. The stanza says how a fairy helps the fairy queen to put some dew drops overnight. It also talks about the moon as a sphere and how the fairy flies everywhere and sprinkles the drops.

**3**  **Read "A Fairy Song" stanza and find the rhyming words.**

Have students open their Activity Books. Read the stanza aloud and help students figure out the meaning of words in the poem:


- Wander: walk
- Swifter: quicker, faster
- Fairy: a small imaginary woman with magical powers



The words in the poem are a bit difficult but a great challenge for students. Guide them through the stanza and explain what the words mean. Encourage students to read "A Fairy Song" stanza aloud with you and then help them find the rhyming words.

Monitor their answers and provide guidance.

**AK:** green-queen.

**Lesson 3**

**1**  **Go to Visual Resources (Class CD, p. 13) and learn new words.**



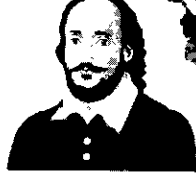
**2**   **Read the web page and talk about the poem with your group.**


www.shakespeareclass.com

William Shakespeare is probably the most important writer in English language. He lived in the United Kingdom many years ago. He wrote many theater plays and short poems called sonnets. Many people read Shakespeare's books all over the world. He was very good at rhyming. Here is a fragment of a sonnet. It's about fairies and flowers.


A Fairy Song  
(fragment)  
by William Shakespeare

I do wander everywhere  
Swifter than the moon's sphere,  
And I serve the Fairy Queen  
To dew her orbs upon the green


  
  



**3**  **Read the "A Fairy Song" stanza and find the rhyming words**

everywhere



green



**4**  **Make a drawing in your notebook to illustrate Shakespeare's poem.**

60 UNIT 6 Rhyming is Fun

**4**   **Make a drawing in your notebook to illustrate Shakespeare's poem.**

Have students open their Activity Books. Remind students of the context of the stanza they read from the poem "A Fairy Song". Ask them to make a drawing in their notebooks and imagine what happens afterwards with the fairies and the fairy queen.

**AK:** Drawings may vary according to students' creativity.

**Additional Activity**

Tell students they will be able to participate in a verse contest with the whole class. Divide the class in groups of four. Hand the first part of a verse based on Unit 6 poems along with a missing word, so students can complete the verse. The following example may be useful:

*Poor Rose Marie doesn't know how to cook.  
Nobody likes her \_\_\_\_\_.*

Explain that they will complete the verses and post them on a visible place. The whole class will choose the best three verses. Encourage students to read them aloud and have fun.

**5** Listen and repeat. **13**

Draw students' attention to the Humpty Dumpty illustrations on page 61. Encourage them to predict what happens to Humpty at the end of the rhyme. Have students open their Activity Books to page 61. Tell students they will listen to a poem. Direct their attention to the poem in Activity 5 and play the recording a second time. Ask students to clap and follow the rhythm.

Then, ask students to repeat the poem after you. When students are familiar with the rhyme, ask them to observe the color dots on the words. Explain that the dots point out the syllables where pronunciation is stronger. Tell students that the combination of strong syllables with weaker syllables creates the rhythm.

Encourage them to practice rhythmic hand-clapping.

For further practice with rhythm, if there is a projector and a laptop available, you may project the Visual Resource on the Class CD where you have another traditional rhyme with rhythm. You may print out page 14 if there is not a laptop and projector available.

**AK:** Involvement may vary according to the class.

**6** Read the new poem and circle the differences.

Ask students to open their Activity Books. Ask a volunteer to read the new poem aloud and help students to compare the poems, the original and the adapted. The idea is to focus on the changes and reflect how some words alter the meaning and a new story is created.

Read the new poem aloud as a whole class and ask students to circle the differences. Monitor their work and provide guidance.

**AK:** was a balloon; went to the moon; find; ever.

**7** Use words from the box to create a new poem. Illustrate your poem.

Have students open their Activity Books, Activity 7. Tell students they will create a new poem with the words from the box. Ask students to work in pairs and encourage them to see what happens when they interchange the words in the poem.

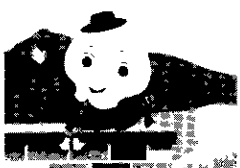

To wrap up the activity, ask students to illustrate their poem according to the words they chose. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Answers may vary according to students' creativity.

**5** Listen and repeat. **13**


Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall!

All the king's horses all the king's men  
Couldn't put Humpty together again!

**6** Read the new poem and circle the differences.

Humpty Dumpty was a balloon  
Humpty Dumpty went to the moon.  
All the king's horses all the king's men  
Couldn't find Humpty ever again



**7** Use words from the box to create a new poem. Illustrate your poem.

sea stool pool tree

Humpty Dumpty sat on a \_\_\_\_\_  
Humpty Dumpty fell in the \_\_\_\_\_  
All the king's horses all the king's men  
Couldn't see Humpty ever again

**What We Know**

Read your partner's poem and compare it with yours. Are they the same? **61**



**Additional Activity**

Teach the whole class famous English nursery rhymes. Display three rhymes on large pieces of cardboard. For example: Hey diddle, diddle, Hickory Dickory Dock, Humpty Dumpty. Encourage students to read the rhymes and underline familiar words with colored markers. Ask students to repeat after you and recite aloud with stress and intonation.

**What We Know**

Arrange students in pairs. Ask them to exchange books and compare their work. Explain to students that this time they have to read the poem carefully and see what words were selected by their partner. They have to check if the words rhyme or not. They also have to check in what ways the two poems are alike or different and talk about that with their peers. Tell to students that mistakes are actually opportunities to learn more. Teach them how to handle assessment with a positive attitude.

**Learning outcome:** Completes written verses.

**1**   **Look at the picture and predict what the poem is about. Read this old British poem and check your prediction.**

Tell students they will read a traditional English poem that was written many, many years ago. Have students open their Activity Books to page 62. Draw students' attention to the picture and ask: *What is the boy doing? Where is he? What do you think the poem is about?* Elicit answers and write them on the board. Ask students to read the poem in silence. Encourage them to figure out the meaning of new words by looking at the picture.

Read the poem aloud a couple of times and then invite students to read along. Move your hands as you read, showing how the kite flies freely in the sky. Explain that, in the poem, the child expresses the wish to fly in the sky like the kite. Compare the meaning with children's predictions on the board.

**2**  **Read the poem again and underline the correct answers.**

Have students to go to Activity 2 and ask them to read aloud the British poem in Activity 1. Tell students they will underline the correct answers in pairs. Allow students some time to answer the exercise.

Monitor students' comprehension and provide guidance.


**AK:** 1-a; 2-a; 3-b.

**3**    **Create a new poem using the images.**

Encourage students to look at the images in Activity 3. Ask students to repeat after you and notice the pronunciation of *see* and *sea*. Make students aware of the pronunciation of these two words. Tell students that they are spelled differently but have the same sound. Model the long *e* sound with students and ask them to repeat after you. Practice the pronunciation of words *boat* and *waves*.

Let students work individually and encourage them to use their Picture Dictionary on page 109 to understand the meaning of the words they need to create a new poem with. Have them share their answers with a classmate when they finish. Ask the whole class to read the poem aloud and ask a volunteer to write the answers on the board. Monitor their work and praise them for their efforts. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** first blank-boat; second blank-sea; third blank-waves; fourth blank-see.

**1**  **Look at the picture and predict what the poem is about. Read this old British poem and check your prediction.**

**A Kite**

I often sit and wish that I  
could be a kite up in the sky,  
and ride upon the breeze and go  
whichever way I chanced to blow.



**2**  **Read the poem again and underline the correct answers.**

- What is the poem about?
  - A boy that wishes to be a kite.
  - A boy that wishes to be a cloud.
- What is the character doing?
  - flying a kite
  - playing in the park
  - flying a plane
- What is the character's wish?
  - to wander around
  - to fly with the wind
  - to run on the beach

**3**  **Create a new poem using the images.**

boat    see    sea    waves

I often sit and wish to be

a big \_\_\_\_\_ sailing on the \_\_\_\_\_

And ride upon the \_\_\_\_\_ and \_\_\_\_\_

The places where they can take me.

### Additional Activity



Tell students they will create a list of words spelled differently but with the same pronunciation.

This activity is a good opportunity to teach homophones to second graders.

Ask students to create a list of words in their notebooks. Ask them to work in teams of four. Provide each team with three pairs of words with different spellings but the same pronunciation. Prepare beforehand the definitions of each three pair of words on strips of cardboard. Explain that they will practice the pronunciation of words in teams. Provide support and monitor pronunciation in each team.




Later, give each team the strips of cardboard with the corresponding meanings. Help each team match the word to the corresponding definition. You may repeat the three pairs of words with other teams or look for new homophones.

Students make their list of homophones in their notebooks and share with the other teams to enrich their list.

**4**   **Cut out the worksheet on page 115 and play a game with your partner.**

Prepare cards with the following words: cook, look, food, mood, down, brown, balloon, mood, meat, sweet, ground, round, wall, fall, stool, pool, bunch, lunch. Ask students to repeat after you while you post them on the Word Wall. Have students open their Activity books to page 115. Explain that they will play a game. The game consists of memory cards. Instead of forming pairs with two equal words, the pairs are formed with two rhyming words.

Ask the students to play with a partner and form pairs with rhyming words. Monitor the game and praise them for their efforts.



**5**    **Display the word cards in front of you and complete the following rhymes.**

Have students go to Activity 5, explain that they will sit on the floor and display their cards to form rhyming verses.

Ask students to work individually. When they finish, ask them to move around and check their answers with other classmates.

To wrap up the activity, ask students to read the verses aloud as a whole class. Correct if necessary and provide support.

**AK:** 1-fast; last; 2-meat; sweet; 3-stool; pool; 4-round; ground.

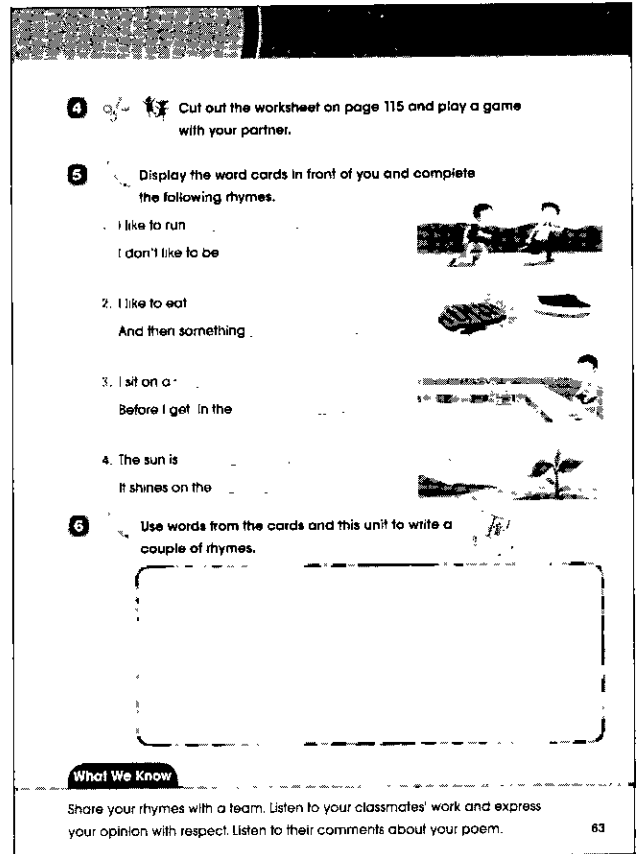
**6**   **Use words from the cards and this unit to write a couple of rhymes.**



Have students go to Activity 6. Tell students they will write two rhymes using the words from the cards and from this unit. Revise with the students rhymes and poems in this unit


**Additional Activity**

Practice a traffic light rhyme with the whole class. Write the rhyme on the board and leave some blanks for students to fill in. Encourage students to stand up and mime the actions: stop, wait, and go (words in the blanks: red, light, go.)

Red light, \_\_\_\_ light. What do you say?  
I say stop-stop,  
Right away.  
Yellow light, yellow \_\_\_\_\_. What do you say?  
I say wait-wait,  
Right away.  
Green light, green light. What do you say?  
I say go- \_\_\_\_\_,  
Go away.



**4**   **Cut out the worksheet on page 115 and play a game with your partner.**


**5**  **Display the word cards in front of you and complete the following rhymes.**

1. I like to run  
I don't like to be

2. I like to eat  
And then something .

3. I sit on a  
Before I get in the

4. The sun is  
It shines on the

**6**  **Use words from the cards and this unit to write a couple of rhymes.**

**What We Know**

Share your rhymes with a team. Listen to your classmates' work and express your opinion with respect. Listen to their comments about your poem.

63

to be used as examples for this activity. Encourage students to work on their own.

Encourage students' creativity and provide support.

Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Answers may vary according to students' creativity.

**What We Know**

Divide the group in teams and ask students to read their rhymes aloud. Then encourage them to talk about their classmates' rhymes. Model ways to give feedback. Ask students to listen carefully and check if the poems contain rhyming words. They can also check if the poems make sense or if they are funny. Model how to praise the work of their partners.

## Play a game with your partners.

Ask students to find a poem they like in Unit 6. When they find it, ask them to read their favorite stanza. Encourage them to find their favorite rhyme. Ask a volunteer to read it aloud. Have students open their Activity Books to page 64. Explain that they will play in pairs. Students roll a dice and according to the numbering obtained the student carries out the action of the corresponding square. If the student is correct, the points are entered on a scorecard and the square is crossed out, so it cannot be played again. If the answer is not correct, the student does not win any points. The winner is the one who gets twenty or more points. If the student rolls a dice and falls on a crossed out square, the student will roll a dice again until they get an available square. Students will have the opportunity of playing twice: once in student book A and the second time in student book B.


## Social Skills



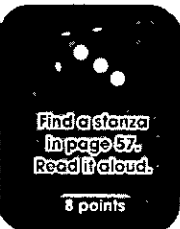

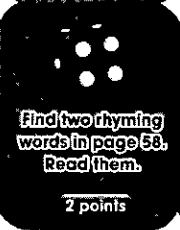
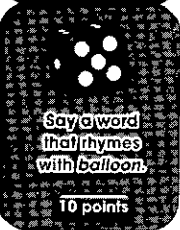
### Read the rhyme and make a drawing to illustrate it.

Direct students to the rhyme in the Social Skills section of their books. Ask them to read the rhyme and encourage students to figure out the meaning of words such as *kind*, *treat*, *generous*. Remind students of the importance of being kind to other and treating everyone with respect.


Use this activity as an opportunity to have students reflect on kindness and treating friends and everyone with respect. Ask them to make a drawing to illustrate the rhyme.

## Review


 Play a game with your partners.

 <p>Find a poem you like in this unit. Read it aloud. 10 points</p>	 <p>Find a rhyme in page 61. Read it aloud. 5 points</p>	 <p>Find a stanza in page 57. Read it aloud. 8 points</p>
 <p>Say a word that rhymes with <i>meat</i>. 5 points</p>	 <p>Find two rhyming words in page 58. Read them. 2 points</p>	 <p>Say a word that rhymes with <i>balloon</i>. 10 points</p>

### Social Skills

 Read the rhyme and make a drawing to illustrate it.

Be kind with your friends.  
Treat them with respect.  
Be generous with them.  
Always be correct.



64 UNIT 6 Rhyming Is Fun

## Write rhyming verses for a children's poem.

### What is the product for?

To use English words to express our feelings and ideas.

### Tips

- Team up.
- Read some of your favorite poems.
- Share with your team the subproducts on pages 61, 62, and 63 and use them as guides.
- Agree with your team on a topic.
- Find rhyming words to express what you want to say.
- Write your poem and illustrate it.

**Preparation:** Tell students that they are going to write rhyming verses for a children's poem. In order to write the verses, students go back and read the rhymes written by them in Lessons 3 and 4.

**Production:** Arrange students in small groups. Let students plan their work, organize what they are going to do, and make their own decisions, as you monitor. Invite students to share and comment about their ideas as they write the rhyming verses for a children's poem.




### Share the product.

Present your poem to the class. Take turns saying the rhyming words and have your classmates repeat them. Use the illustrations to explain the meaning of the words. Read a verse and ask your classmates to read the rhyming verse after you.

### Product Assessment

Go over the Product Assessment section with the students. Let them choose a team to assess or assign the teams yourself. The idea is that all students get the chance to assess one of the presentations. Explain to students that they have to pay attention to the presentations and answer the questions with **yes** or **no** according to what they see. Read all the questions and make sure that the students understand what they mean. At the end give students time to share their assessments with the teams.

Unit Product

Write rhyming verses for a children's poem.   

**What is the product for?**  
To use English words to express feelings and ideas.

**Tips**

- Team up.
- Read some of your favorite poems.
- Share with your team the subproducts on pages 61, 62, and 63 and use them as guides.
- Agree with your team on a topic.
- Find rhyming words to express what you want to say.
- Write your poem and illustrate it.

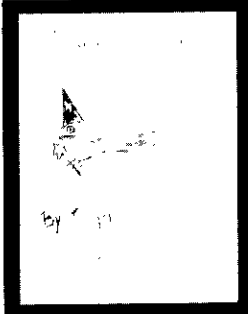
**Share your product.**  
Present your poem to the class. Take turns saying the rhyming words and have your classmates repeat them. Use the illustrations to explain the meaning of the words. Read a verse and ask your classmates to read the rhyming verse after you.

Product Assessment

Pay attention to your classmates' presentations. Select a team and answer **yes** or **no** to express what you see during their presentation.

• Are there rhyming words in the poem?	Yes	No
• Do the illustrations help to understand the words in the poem?	Yes	No
• Is the poem fun and interesting?	Yes	No
• Did the team members answer the classmates' questions?	Yes	No
• Did you enjoy their presentation?	Yes	No

Share your answers with the team. Listen to your classmates' opinion about your poem. Make the necessary changes to improve it.



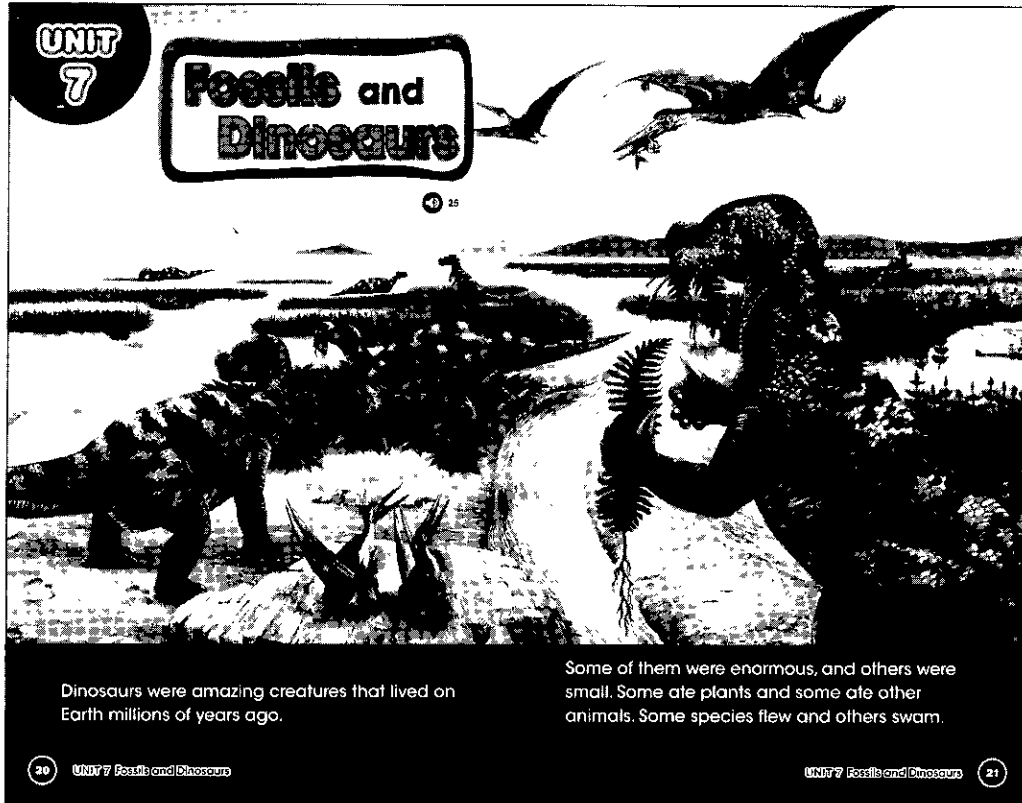
65

# UNIT 7

# Having Fun with Science

## Reading Strategies

### Informative Big Book: *Fossils and Dinosaurs*



 pp. 20-29

### Reading Informative Texts with Kids.

We are surrounded by texts that give us information about the world around us and lots of other subjects. What do you read to identify the type of dinosaur in a film? What do you consult to find out the information you need for teaching a class tomorrow? The answer to these questions is in informative text. The answer to all these questions is an *informational text*.

An important aspect of teaching students how to read informative texts is making them aware of the differences between informative texts and other kinds of text, especially narrative fictions.

There are differences in the way we read narrative and informative texts. We usually need narrative texts entirely, from beginning to end. In contrast, we tend to read informative texts selectively. Purposes of reading also vary

between the two basic kinds of texts. It's important for students to learn the differences between various kinds of texts.

Before you start reading "Fossils and Dinosaurs" ask students what they know about dinosaurs. Elicit answers and write them on the board. Possible answers might be: *dinosaurs were very big, they lived many years ago, they don't exist anymore, they were scary, they were bad, etc.*

Show the first pages to the students and ask them what they see. Do they recognize fossils? Do they know what they are? Tell them that they are going to read about dinosaurs and find out what fossils are.

After you finish reading the informative text, go back to their answers on the board and check them against what they have learned. Make sure they begin to understand the difference between beliefs and facts.

## Unit Contents

### Formative and Academic Environment

#### Social Practice:

Follows and gives instructions on how to plant a plant.

#### Learning Outcomes:

- Explores illustrated instructions.
- Understands and gives instructions.
- Participates in the writing of reports about experiments.

#### Activate Prior Knowledge

1. What are fossils?
2. How do we know about dinosaurs?
3. How do you grow a plant?
4. Do you like experiments?

#### Tech Resources

You can find further ideas about fossils and dinosaurs at the following links:

<http://discoverykids.com/category/dinosaurs/>

<http://discoverykids.com/videos/completed-dinosaur-fossils-discovery-dinosaurs/>

#### Odyssey Resources

**Informative Big Book:** "Fossils and Dinosaurs", pages 20-29, audiotrack 25

**Class CD:** Tracks 14, 15



**Visual Resources:** Class CD, pages 15-16

**Picture Dictionary:** *Activity Book*, page 110

**Worksheet:** page 117





**Learning outcome:** Explores illustrated instructions.

**1**  **Read *Fossils and Dinosaurs*. Number the photographs in order.**  pp. 20-29

Encourage students to look at the information on facts about dinosaurs in their notebooks (Prior Activity in Reading Strategies, page 88) and ask volunteers to read the facts aloud. Show students the story "Fossils and Dinosaurs" and motivate them to explore the illustrations and talk about them. Predict information with students by asking: *What happened to dinosaurs bones?* Direct their attention to pages 24 and 25. Read the text aloud and focus on the information about fossils. Ask students: *How were fossils formed?* Discuss how fossils were formed from dinosaur bones. Continue reading pages 26 and 27. Allow students to talk about how fossils are made. Continue with pages 28 and 29 so they get to know how to make a fossil. Explore the instructions with students and go back to the first pages of "Fossils and Dinosaurs". Ask volunteers to read aloud pages 20 to 23.


After the experience of reading an informational text, ask students to open their Activity Books and number the photographs in order. Students work in pairs and give the answers as a whole group.

**AK:** from left to right 3; 6; 5; 1; 2; 4.

**2**   **Read again and answer the questions.**

Ask volunteers to read aloud page 22 of "Fossils and Dinosaurs." Explain students that they will answer questions by finding evidence in the text. Explain that people never saw dinosaurs. Have students open their Activity Books to page 66 and encourage them to read question 1: Did people ever see dinosaurs? Mime the action to convey meaning and guide them to say, *No they did not*. Write the answer on the board. Let students copy the answer from the board. Explain to students that fossils tell us about dinosaurs. Encourage students to read question 2: How do we know about dinosaurs? Write the answer on the board: *By studying fossils*. Let students copy the answer from the board. To wrap up the activity, ask two volunteers to ask questions and let the whole class give the answers.

**AK:** 1-No, they did not; 2-By studying fossils.

**3**  **Make a drawing of your favorite dinosaur in your notebook.**

Ask students to open their Activity Books. Allow students some time to draw their favorite dinosaur individually.



To wrap up the activity, ask volunteers to show their drawings and talk about their favorite dinosaur.


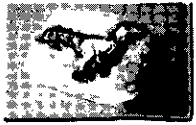
**AK:** Drawings may vary according to students' creativity.

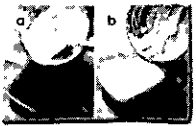
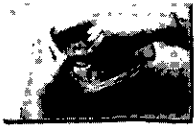
**UNIT 7**



**Having Fun with Science**


**Lesson 1**

**1**  **Read *Fossils and Dinosaurs*. Number the photographs in order.**  pp. 20-29





**2**  **Read again and answer the questions.**

1. Did people ever see dinosaurs?
2. How do we know about dinosaurs?


**3**  **Make a drawing of your favorite dinosaur in your notebook.**

66 UNIT 7 Having Fun with Science



**Additional Activity**

Ask students to work in groups of four and draw a lizard and a dinosaur on two large pieces of cardboard. Encourage students to talk about how the two reptiles are different. Ask students about similarities and differences between reptiles like lizards and dinosaurs. Elicit ideas and put them on the whiteboard. If students struggle, let them say words in Spanish and translate the words to English. Remember to drill any new words!

Next, ask students to make a simple Venn Diagram of similarities and differences between lizards and dinosaurs. They can make it in groups or on a large poster to be displayed in the classroom.

**4**  **Go to Visual Resources (Class CD, p. 15) and check the glossary.**

Project on a screen or a whiteboard the Visual Resources on Class CD, p.15. Use a laptop. If there is no laptop available, you can print page 15 and hand a copy to the students. Draw students' attention to the following words: pour, poke, freeze, cube tray, and craft sticks. Explain the meaning by looking at the illustration and encourage students to repeat the words after you. Tell students to keep the copy for other experiments to be carried out in Unit 7.

**5**   **Read the web page. Complete with words from the box.**

Have students open their Activity Books. Explain students that they will read a web page about *matter*. Ask them to read the first paragraph individually and discuss the new words in the paragraph. Help students figure out the meaning of words such as *freeze*. Direct students' attention to the words in the box and ask them to read the experiment in pairs. Encourage them to find the meaning of words like *poke*, *pour*, and *ice cube tray* in the Picture Dictionary on page 110. Once they are sure about these definitions, ask them to answer Activity 5.

Monitor their answers and provide guidance when appropriate.

**AK:** Instructions; Step 1; Step 3; Materials.

**6**  **Read the text again and circle the best title.**

Have students open their Activity Books, Activity 6. Tell students they will circle the best title for the experiment in Activity 5. Ask them to work in pairs and discuss which is the best answer. Since there is no correct answer, organize a poll in the classroom to find which title is their favorite.


**AK:** All answers are correct.


**7**  **Color the empty squares.**

Have students open their Activity Books. Explain that there are primary colors and secondary colors. Make them understand that when we mix primary colors, we can obtain secondary colors. You can illustrate the experiment by mixing some water colors. Ask students to work individually.

**AK:** Red and Yellow-Orange; Blue and Yellow-Green; Blue and Red-Purple.

Formative and Academic Environment  
Social Practice. Follows and gives instructions on how to grow a plant

**4**  **Go to Visual Resources (Class CD, p. 15) and check the glossary.**

**5**  **Read the web page. Complete with words from the box.**

Materials    Instructions

www.academicenvironment.com

Matter exists in three forms: solid, liquid, and gas. When a liquid freezes, it becomes solid. Make an experiment to see how this happens and have fun!

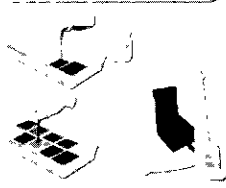
**Step 1** Pour the paint into the ice cube tray.


**Step 2** Poke the craft sticks through the paint.

**Step 3** Put the tray in the freezer until paint is solid.


**Step 4** Use the colored ice cubes as brushes to paint on paper. Watch the colors mix!


- liquid tempera paint
- ice cube tray
- craft sticks



**6**  **Read the text again and circle the best title.**

1. Cool Paint!    2. Frozen Colors    3. Ice Painting

**7**  **Color the empty squares.**



**What We Know**

Work with a partner to select a title for the experiment. Express your opinion. 67

**Additional Activity**

Here is another fun activity to watch how colors mix. Give a sheet of paper to every student. Ask them to fold the sheets in half. Give them some tempera colors and ask them to put some small drops of paint on one half of the paper. Have them fold the paper, press softly and unfold the paper again. The result: beautiful and colorful butterflies.

**What We Know**

Encourage students to express their opinion when they are working in pairs to make a decision. In Activity 6 there is no correct answer, since the three are valid, students will eventually find out, but this is a good opportunity to express their opinion and support it with reasons. Ask them to try to express their opinions in English. Monitor their work and give support and guidance.

**Learning outcome:** Understands and gives instructions.

## 1 Number the steps in order.

Ask students to look at page 15 on Class CD Visual Resources. You may project the glossary using a laptop or you may print the page as suggested in previous activities when using the Class CD. Encourage students to read the words pour, poke, craft sticks, cube tray, and freeze. Ask students to repeat the words after and convey meaning with the illustrations. Have students open their Activity Books. Ask them to read in pairs the experiment in Activity 1 again. When they finish, draw their attention to page 68, Activity 1 and ask them to number the steps in order.

Make students aware of how these sentences are written. They all start with a verb. Encourage them to read the sentences aloud.

Monitor their work and provide guidance when needed.

**AK:** 3; 1; 2; 4.

## 2 Read the article and underline the verbs in Activity 1.

Have students open their Activity Books to page 68. Direct them to Activity 2 and read the title with the whole class. Continue reading the article aloud and make them aware of the examples.

Go back to the imperative sentences in Activity 1 and ask students to underline them. To wrap up the activity, ask students to work in groups of four and provide a large piece of cardboard to write their own reflection about imperative sentences. Tell groups that they may use the information from the article.

**AK:** Put the tray in the freezer until paint is solid; Pour the paint into the ice cube tray.

## 3 Complete the sentences with the help of the visual aids and answer the question.

Have students open their Activity Books. Encourage students to look at the two illustrations and let them talk about the verbs they could use to complete the sentences. Ask students to work in pairs and figure out the verbs by looking at the activities on page 68. When students finish, ask them to write the verbs on the board. To wrap up the activity, ask students to read the sentences aloud. After reading the two sentences aloud, ask students: *What kind of sentences are these?* If necessary reread the article. Elicit the answer: *They are imperative sentences.* Give students time to write down the answer in their books.

**AK:** 1-pour; 2-poke. Both sentences are imperative.

- Number the steps in order.
  - Put the tray in the freezer until paint is solid.
  - Pour the paint into the ice cube tray.
  - Poke the craft sticks through the paint.
  - Use the colored ice cubes as brushes to paint on paper.

- Read the article and underline the verbs in Activity 1.

### Verbs and Imperative Sentences

Verbs express actions or states of being. Put, pour, play, sing, and be are verbs.

Imperative sentences give instructions or commands to someone.

Here are some examples.

Do your homework.

Be careful!

Pour the paint into the tray.

Go to the store, please.

Imperative sentences begin with a verb.

Sometimes they have an exclamation mark at the end.



- Complete the sentences with the help of the visual aids and answer the question.

1. \_\_\_\_\_ the water into the jar.

2. \_\_\_\_\_ the pencil through the paper.

What kind of sentences are these? \_\_\_\_\_


### Additional Activity

Use a stuffed animal to teach imperative sentences. Ask students to name the stuffed animal. Model with the whole class: *Rufus, sit down; Rufus, turn around.*

### Useful Information

Scientists usually work as a group to be more efficient on their projects. Working well in groups is an important skill that students can nurture and use in the real world. Here are some ways to approach group work:

- Plan-pair-share:** Individually, students are given a question or a scenario to brainstorm. Then they pair up with a partner to talk about their ideas and compare. Lastly, they share their ideas from their pair work with the class.
- Jigsaws:** This information-gap exercise has students listen to or read different parts of a text. They then need to find the missing information by interacting with their classmates who have read other parts of the text.

**4**   **Listen and sing along.**  14

Ask students to look at the picture on page 69. Guide them to describe the picture and encourage them to predict what the song is about. Write some of their predictions on the board. Tell students they will sing a song about Science. Teach the expression *Science is cool*, explaining that it means *great, fabulous*. Write the following words on the board: old, new, dirty, clean, cool. Teach the difference between old and new, dirty and clean. Have students open their Activity Books, Activity 1, and tell them that they will listen to a recording. Ask students to follow the lyrics with their finger as they listen to the song. Encourage students to talk about science and how it is possible to have fun with science.



Ask students to sing the song about having fun with science.

**AK:** Students listen and sing along.

**5**   **Listen again and follow the instructions.**

Have students open their Activity Books, Activity 5. Ask them to read the instructions. Make sure that they understand the words. Once they understand all the instructions, play the recording again and encourage students to have fun while listening to the song.

**AK:** Students listen to the instructions and have fun.



**6**   **Use the Instructions on Visual Resources (Class CD, p. 16) to play Simon Says.**

Project the Visual Resources from the Class CD, page 16. You may also print it out if a projector is not available. Designate one person as Simon and the others as players. Simon stands in front of the players and tells them what they must do. Use the Class CD, p. 16 to get some Simon Says ideas or use your own. Important: the players must only obey commands that begin with the phrase *Simon says*.

**AK:** Practice may vary according to students.

**Additional Activity**


Have students underline the rhyming words in "Science is Fun". Ask them to go back to previous units and the Picture Dictionary (page 106) and look for other words to replace the words they underlined. Have them copy the song in their notebooks and replace the rhyming words. Encourage them to sing their new song.


**4**  **Listen and sing along.**  14

**Science is fun**


What's this? What's that?  
Is it a rabbit or is it a rat?  
Is it gray or is it blue?  
Is it old or is it new?  
Science is fun,  
Science is cool,  
I like science,  
As much as school!



What's this? What's that?  
Is it a bird or is it a bat?  
Is it red or is it green?  
Is it dirty or is it clean?  
Science is fun,  
Science is cool,  
I like science,  
As much as school!



**5**  **Listen again and follow the instructions.**

Listen to the song  
Sing along  
Clap your hands,  
Sing along  
Stomp your feet  
Have some fun



**6**   **Use the Instructions on Visual Resources (Class CD, p. 16) to play Simon Says.**

**What I Know**

I can understand and follow instructions. I can identify imperative sentences.


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**What I Know**

Help students reflect on what they have learned. Go through the goal with students: *I can understand and follow instructions. I can identify imperative sentences.* Ask students to reflect on how to follow written instructions when working on an experiment. Focus on the importance of understanding instructions to have the best results in an experiment. Encourage them to talk about imperative sentences and how to identify them.

Make sure students understand the meaning of the number of stars: three stars if they can understand and follow instructions and identify imperative sentences, two stars if they need some more practice to understand and follow instructions and identify imperative sentences, and one star if they need to practice a lot more. Above all, make sure students feel confident! Show enthusiasm for their progress!

**Learning outcome:** Understands and gives instructions.

**1**  **Go to Visual Resources (Class CD, p. 15) and check the glossary.**



Project or print the Visual Resources from the Class CD, page 15. Introduce new vocabulary: *drops, milk, detergent and food coloring*. Encourage students to look at the drawings and repeat the words after you. Encourage students to practice pronunciation of the Science vocabulary with a partner.

**2**   **Read the web page.**

Have students open their Activity Books to page 70. Tell them they have read some web pages in the unit. They read one on page 67 and now they will read another. Ask students what a web page is. Encourage volunteers to share their thoughts about the Internet.

Ask students to read the Instructions in pairs and predict what will happen. When they finish the discussion, read aloud the passage and ask students to find new words such as *fat, tiny, molecules*, etc. Prepare definitions beforehand on cardboard strips and post them on the science Word Wall in the classroom. Ask students to find the meaning of dish detergent in their Picture Dictionary, on page 110 of their books.

**AK:** Comprehension may vary according to the students.



**3**   **Pronounce with the help of your teacher the following words. If necessary, check the meanings on Visual Resources (Class CD, p. 15) or consult an English dictionary.**

Draw student's attention to Activity 3. Read aloud each word in the box. Have students repeat after you. Try to mime each word and elicit its meaning. If students have trouble understanding the words, project on the wall page 15 of Visual Resources. Go over the words and check students understanding. If necessary, let them use an English dictionary to look up for the meanings.

**4**   **Get the materials and do the experiment with a partner.**

Carry out the experiment with students. Ask them beforehand to bring the materials. A set of drops of food coloring will be enough for the whole class. Ask each pair of students to bring

**Lesson 3**

- 1  Go to Visual Resources (Class CD, p. 15) and check the glossary.
- 2  Read the web page.

**Artistic Science**

**Instructions**

STEP 1: Pour milk in the plastic container

STEP 2: Put drops of food coloring in the milk

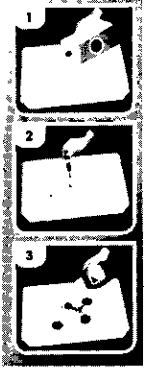
STEP 3: Put one drop of dish detergent in the milk


STEP 4: Predict what will happen

STEP 5: Watch what happens


**What Happened?**

All things in the world are formed by tiny particles called molecules. They are so small that we can't see them. Fat and water molecules always repel each other. Milk contains water and fat. Dish detergent removes fat. When you add detergent to the milk, the fat molecules try to get as far as possible from the water molecules. As they move they pull the color molecules creating a beautiful design.



- 3  Pronounce with the help of your teacher the following words. If necessary, check the meanings on Visual Resources (Class CD, p.15) or consult an English dictionary.

pour    pul    add    poke    draw    predict    observe

- 4  Get the materials and do the experiment with a partner.

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a plastic container. Have students open the Activity Books to page 70 and follow the instructions in Activity 2. If you have trouble finding the materials, you can replace the food coloring with gentian violet (found in pharmacies) and dish detergent with a pinch of ordinary powder detergent.

**Additional Activity**

Teaching Science Vocabulary consists of providing a context within the topic or experiment that is being carried out. Tell students they will design a concept map. Ask them to work in pairs or groups of four as the unit advances and create meaningful and creative murals, posters, etc. The idea is to provide a different strategy so students grasp the meaning of science words.

One way to accomplish this is by having the students write some of the terminology on index cards and analyze them to make a lexical set. They then explain their reasons for their grouping.

They can also create drawings to coincide with the terminology they are studying or even create doodles around the letters in the words.

**5**   **Listen and follow along. Then listen and number the pictures.** **15**

Project the Visual Resources from the Class CD, page 15. You may also print it out if a projector is not available. Introduce new vocabulary: *celery* and *pour*. Encourage students to look at the drawings and repeat the words after you. Encourage students to practice pronunciation of the science vocabulary with a partner. Have students open their Activity Books to page 71. Ask a volunteer to read the instructions. Tell students they will listen to an experiment using celery. Ask students if they know what celery is. Explain that they will listen to the experiment and later number the pictures in pairs.

Monitor students' work and provide guidance.

**AK:** First row vertical answers: 4; 3; Second row vertical answers: 2; 1.

**6**   **Do the experiment and answer the questions.**



Ask students to bring a piece of celery. A set of drops of food coloring will be enough for the whole class. Ask students to follow the experiment steps and make sure they leave the pieces of celery overnight to get the results they wish to observe. Enjoy the experiment with your students! To wrap up the activity, guide students through the questions. Ask volunteers to read the questions aloud and write the answers in pairs.

**AK:** Results may vary and the answers depend on such results.

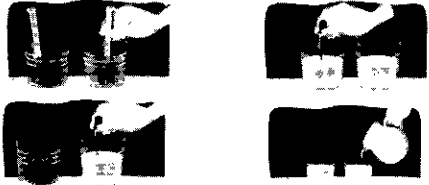
**Additional Activity**



Divide the class in groups of four. Distribute three different types of cereal in three plastic plates. The objective of this activity is find out which brands of cereal taste best to children. Number the plates or hand plates of different colors, so you can distinguish the cereals' brands. Each participant will try three brands of cereal twice: once with their eyes open, and once with their eyes closed. Participants will rate each cereal on a scale of 1-10. Scores will be recorded and evaluated.

Share the cereals' brands when results are given.

**5**   **Listen and follow along. Then listen and number the pictures.** **15**

Celery Science	
<b>Materials</b>	<b>Instructions</b>
celery sticks	Step 1: Pour water into the cups.
water	Step 2: Add two drops of red food coloring.
Two small plastic cups	Step 3: Add two drops of blue food coloring.
celery sticks	Step 4: Place one celery stick in each cup.
	Step 5: Predict what will happen.
	Step 6: Observe the celery.
	Step 7: Draw what happens.



**6**   **Do the experiment and answer the questions**

What color was the celery at the beginning?    —    —

1. What was your prediction?    —    —

2. What happened with the celery in the red water?    —

3. What happened with the celery in the blue water?    —    —


**What We Know**

Compare your answers to Activity 6 with a partner. Correct yours if necessary. **71**


**What We Know**

Help students reflect on what they have learned. Ask them to exchange their books with a partner and compare their answers to the questions in Activity 6. Encourage them to read the questions and revise the answers together, while they explain their reasons. Help them to compare their original predictions with the actual results.

**Learning outcome:** Participates in the writing of reports about experiments.

**1**  **Go to Visual Resources (Class CD, p. 15) and check the glossary.**

Project the Visual Resources from the Class CD, page 15. You may also print it out if a projector is not available. Encourage students to look at the drawings and repeat the words after you. Encourage students to practice pronunciation of the science vocabulary with a partner.

**2**  **Complete the instructions with words from the box. Then match the instructions to the pictures.**


Tell students they will continue learning about experiments. Have students open their Activity Books to page 72 and ask them to read the words in the box aloud after you. Explain that they will complete the instructions with words from the box in pairs. Remind them that they should use a capital letter at the beginning of each sentence.

Allow students some time to fill out the instructions and monitor their work by providing support when appropriate. Students will need support with the word *funnel*. When they finish, ask volunteers to read the instructions aloud and write them on the board for consolidation.

Help them figure out that there are more instructions than illustrations when matching the instructions to the picture. Two instructions do not need illustration. Encourage students to match the instructions to the pictures.

**AK:** 1-First; pour; 2-use; 3-Then; 4-No answer is needed; 5- Finally; 6-Write.

**AK:** 1-a; 2-b; 3-c; 5-d.

**3**  **Write the list of materials you need for the experiment in Activity 2.**

Have students open their Activity Books and ask them to read the instructions in Activity 2 again. Predict the results of the experiment with students. Ask them to write the list of materials in Activity 3.


Ask students to work in groups of four and write the list of materials. Provide guidance and encourage them to read the instructions again if needed. Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

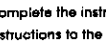
**AK:** one small empty plastic soda or water bottle; ½ cup of vinegar; small balloon; baking soda.

**4**  **Do the experiment and fill out the Experiment Report on page 117.**

Encourage students to bring the materials for the experiment. Divide the class in two teams and ask students

## Lesson 4

**1**  Go to Visual Resources (Class CD, p. 15) and check the glossary.

**2**  Complete the instructions with words from the box. Then match the instructions to the pictures.

Write   Then   First   use   pour   Finally

1 \_\_\_\_\_ the vinegar into the bottle



2 Next, \_\_\_\_\_ the funnel to fill the balloon half way with baking soda.



3 \_\_\_\_\_, put the neck of the balloon over the neck of the bottle.


4 Don't let any baking soda fall into the bottle yet

5 \_\_\_\_\_, lift the balloon up and let the baking soda fall into the vinegar

6 \_\_\_\_\_ a report

**3**  Write the list of materials you need for the experiment in Activity 1.


**Materials**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**4**  Do the experiment and fill out the Experiment Report on page 117.


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to cut out the Worksheet on page 117 (the upper part of the page only). Have them draw the materials and how they look before the experiment. Ask them to use the provided space on the Experiment Report sheet (Before). Ask them: *What do you think is going to happen with this experiment?* Elicit some answers. Ask students to write down their predictions on the report. Then let them do the experiment and watch the results. Give them time to draw the results in the report. Guide them to understand that the balloon fills up because the combination of vinegar and baking soda produces a gas (carbon dioxide). The gas fills the balloon up and inflates it. Help students to complete the report writing the following sentences on the board: *The baking soda and the vinegar create a gas., Gas fills the bottle., The gas moves into the balloon and inflates it.*



**AK:** Answers may vary according to students' comprehension and the experiments' results.

### Additional Activity

Divide the class in groups of four. Encourage them to read the experiments they have learned in Unit 7. Ask them to choose their favorite experiment and write the process on a large piece of cardboard. Allow them to copy the experiments shown in Unit 7 and illustrate accordingly.

**5**  **Go to Visual Resources (Class CD, p. 15) and check the glossary.**

Project the Visual Resources from the Class CD, page 15. You may also print it out if a projector is not available. Encourage students to look at the drawings and repeat the words after you. Encourage students to practice pronunciation of the science vocabulary with a partner.



**6**   **Look at the pictures and complete the steps.**

Have students open their Activity Books to page 73. Ask them to look at the pictures and predict why the experiment is called *Liquid Fireworks*. Explain to students that they will complete the steps in teams of four.

Monitor students' work and praise them for their efforts.

To wrap up the activity, ask a volunteer from each team to read aloud the steps and write the different options on the board. Analyze the different answers with students and come to an agreement.

**AK:** 1-Pour; jar; 2-oil; 3-drops; coloring; 4-colors; 5-happens; 6-result.


**7**   **Do the experiment and see what happens. Go to page 117 and complete the instructions.**



Draw students attention to Activity 7, explain that they will follow instructions to do an experiment. Form teams and make sure that each team has the necessary material to do the experiment. Ask them to predict what's going to happen. Record some predictions on the board. Have them follow the instructions carefully and do the experiment. They need to wait a few minutes to see the results: the food coloring drops will burst in the oil like small fireworks. After the experiment, have students reflect and discuss in teams about what happened with the oil and the food coloring. Remind them that oil or fat molecules tend to repel water molecules.

To wrap up the activity ask students to go to page 117, cut out the bottom part of the page and complete the steps of the experiment without support without consulting the

**Additional Activity**

Ask students to bring a notebook they have at home and they do not use. Tell students they will create a Science Notebook with the experiments they have learned in Unit 7. Encourage them to design the cover and choose their favorite experiments. Set an example with the whole class and help them throughout the process.

**5**  **Go to Visual Resources (Class CD, p. 15) and check the glossary.**

**6**   **Look at the pictures and complete the steps.**


drops colors Pour oil jar coloring happens result


**Materials:**

- large, tall, clear jar
- water
- food coloring (green, red, yellow)
- half a cup of cooking oil

**Instructions:**

1. Pour water into the \_\_\_\_\_.
2. Pour \_\_\_\_\_ into the jar.
3. Add five \_\_\_\_\_ of red \_\_\_\_\_.
4. Repeat with the other \_\_\_\_\_.
5. Wait and see what \_\_\_\_\_.
6. Record the \_\_\_\_\_.

**7**  **Do the experiment and see what happens. Go to page 117 and complete the instructions.**

**8**  **Underline the statement that explains what happened.**

Food coloring molecules are attracted by water molecules and they tend to separate from the oil.

Food coloring drops move because of gravity.

**What We Know**

Work with a team to decide what is the best answer to Activity 8

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word box. Finally, direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**8**   **Underline the statement that explains what happened.**

Have students open the Activity Books. Ask them to read the statements individually and underline the statement that explains best what happened in the experiment.



Monitor students' work and provide support.

**AK:** 1.

**What We Know**

Students have to work in teams to find the statement that best describes what happened in the experiment. Explain to students the concepts they need to know like *gravity* (the force that attracts objects to the Earth and makes things fall), *separate* (divide into parts), *molecules* (tiny particles that form matter), etc. Encourage them to listen to their classmates respectfully and to express their opinion. Once they come up with an agreement, they should underline the option they think is correct. Check the answer as a class.



**1**   **Work with a partner. Look at the pictures and number the instructions in order.**

Encourage students to talk about the experiments they have done in Unit 7. Revise the experiments with the whole class and ask volunteers to mention their favorite experiment: *Colored Ice Cubs*, *Artistic Science*, *Liquid Fireworks*, *Celery Science*. Have students open their Activity Books to page 74. Ask one or two students to read the steps of the experiment. Explain that to review what they have learned in Unit 7 they will have to order the instructions based on the pictures. Help them to notice that the pictures have labels: a, b, c, d. They have to relate each picture to one of the steps and then decide the number of the step. They need to repeat the same procedure until they finish with all the steps. Encourage peer work for this review activity.

**AK:** From top to bottom-b, d, c, a



## Social Skills

 **Taking care of yourself is important. Read the lab safety rules.**

Encourage students to read the lab safety rules aloud with you. Ask them to connect the rules to the drawings and make them aware of the importance of lab safety rules. Draw students' attention to the icons. Elicit information about them and encourage students to talk about safety rules. Check the lab safety rules with the whole class and ask students to read the rules aloud several times by miming the actions.

Use this activity as an opportunity to have students reflect on the importance of taking care of ourselves when carrying out an experiment.

### Review


  **Work with a partner. Look at the pictures and number the instructions in order.**

Use the funnel to fill the balloon half way with baking soda.

Lift the balloon up and let the baking soda fall into the vinegar.


Pour the vinegar into the bottle.

Put the neck of the balloon over the neck of the bottle.




  

### Social Skills

 **Taking care of yourself is important. Read the lab safety rules.**

**Read the lab safety rules.**

- 1 Wash your hands before and after doing an experiment.
- 2 Cover your clothes.
- 3 Use goggles when necessary.
- 4 Don't touch your eyes or your mouth.



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## Write a set of instructions to grow a plant.

### What is the product for?

To share your instructions with another group and see if they are easy to follow.

### Tips

- Team up.
- Share with your team the subproducts on pages 72 and 73 and use them as a guide.
- With your team, research and find out how to grow a plant.
- Decide together the necessary steps to grow a plant.
- Use what you learned in Lessons 3 and 4.
- Write a list of materials.
- Write clear and simple steps.
- Illustrate the steps.

**Preparation:** Tell students that they are going to work in teams and research and figure out how to grow a plant. Ask them to read the tips and the instructions displayed on page 76.

**Production:** Arrange students in small groups. Let students plan their work, organize what they are going to do, and make their own decisions, as you monitor. Invite students to share and comment about their ideas as they research and find out how to grow a plant.





### Share the product.

Exchange your instructions with another team. Gather the materials. Follow the other team's instructions to grow a plant. Take notes and write a report. Share your results. Listen to the other team's results and compare.

### Product Assessment

Make sure that for this activity you have an even number of teams. Have pairs of teams exchange their instructions and ask them to bring the materials in advance. Each team has to follow the other team's instructions to grow a plant. Once they finish, they have to answer the questions on page 76. Read the questions aloud and make sure students understand their meaning. Explain that they have to circle *yes* or *no* to answer the questions. When they finish, they have to listen to their partners' report and also give feedback to the other team. Encourage them to be respectful and remind them that mistakes are actually opportunities to learn.

Unit Product

Write a set of instructions to grow a plant.    

**What is the product for?**  
To share your instructions with another group and see if they are easy to follow.

**Tips**

- Team up
- Share with your team the subproducts on pages 72 and 73 and use them as a guide.
- With your team, research and find out how to grow a plant.
- Decide together the necessary steps to grow a plant
- Use what you learned on Lessons 3 and 4
- Write a list of materials
- Write clear and simple steps.
- Illustrate the steps.

**Share your product.**  
Exchange your instructions with another team. Gather the materials. Follow the other team's instructions to grow a plant. Take notes and write a report. Share your results. Listen to the other team's results and compare.

**Product Assessment**

Follow your classmates' instructions to grow a plant. Then answer the questions. Circle *yes* or *no*.

• Are the steps clear?	Yes	No
• Do the illustrations help you understand the steps?	Yes	No
• Are the steps in order?	Yes	No
• Can you grow a plant if you follow the instructions?	Yes	No

Kindly share your answers with your classmates. Suggest ways to make their work better.

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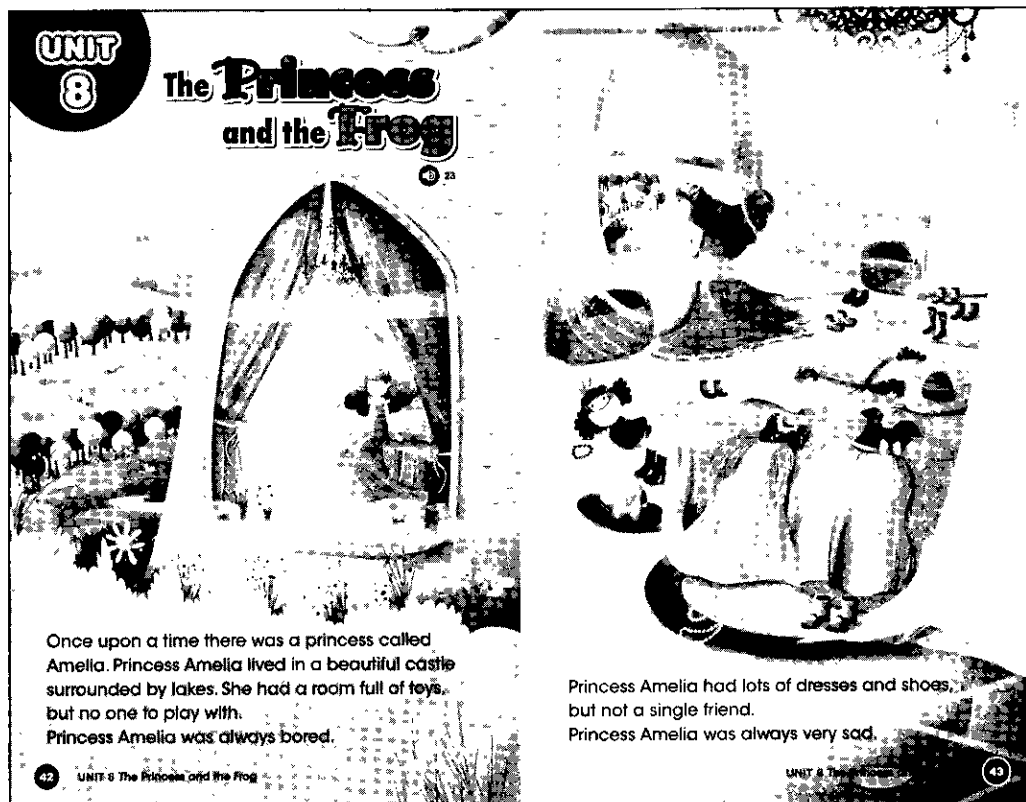
# UNIT

# 8

# Reading Time

## Reading Strategies

### Narrative Big Book: *The Princess and the Frog*



pp. 42–47

### Let's talk about retelling!

The ability to retell the story is directly linked to critical thinking and literacy skills. Remember, at this age, children are still developing these abilities in their own language. Therefore, it is significantly more difficult for them to retell a story in English.

You can help your students with major issues such as recognizing story stages or plot elements in many ways.

Divide the story with bookmarks to mark the beginning, middle, and end. Show students the cover of the Narrative Big Book "The Princess and the Frog". Encourage them to talk about the characters and carry out a picture walkthrough to help students predict the events in the fairy tale and also to introduce new vocabulary: Write the following words on sticky notes: *Princess*, *bored*, *sad*, *frog*, and *jump*. Explain their meaning showing the illustrations and through miming if needed. Open the Narrative Big Book "The Princess and the

Frog" to pages 42 and 43. Start reading the story aloud and ask volunteers to hold the Big Book and reread these beginning pages. When they finish reading these pages, ask students to retell the beginning and post a sticky note on the book.

Continue reading aloud pages 44 and 45 and use a sticky note for the middle. Ask students to retell this part of the story.

Continue with pages 46 and 47 to reach the end of the story. Encourage students to retell the end of the story "The Princess and the Frog" and encourage them to express their feelings about the end of the story. Use the different sticky notes to retell the whole story. This will help students to separate the events in a visual way.

To find more ideas on retelling visit:

<https://www.missdecarbo.com/3-ideas-to-increase-retelling-skills-in/>

## Unit Contents

### Literary and Ludic Environment

#### Social Practice:

Reads stories to compare emotions.

#### Learning Outcomes:

- Explores an illustrated children's story book.
- Follows the oral reading of a story.
- Compares the emotions evoked by reading a story.

#### Activate Prior Knowledge

1. What is fantasy?
2. Do you like reading fantasy stories?
3. How do you feel when you read fantasy stories?
4. Do you like illustrations?

### Tech Resources

You can find further ideas about children's stories at the following link:

<https://learnenglishkids.britishcouncil.org/es/short-stories>

<https://www.teachingenglish.org.uk/article/kids-stories>

### Odyssey Resources

**Narrative Big Book:** "The Princess and the Frog", pages 42-47, audiotrack 23

**Class CD:** Tracks 16-17

**Visual Resources:** Class CD, pages 17-19

**Picture Dictionary:** *Activity Book*, pages 110-111

**Learning outcome:** Explores an illustrated children's story book.

**1**   **Read *The Princess and the Frog*. Complete the chart.**  pp. 42-47

Prepare word cards from "The Princess and the Frog" and post them in a visible place in the classroom. Show the cover of this narrative big book and ask students to predict the events. Read "The Princess and the Frog" story with your students taking into account the retelling ideas on page 100. Encourage students to retell the story and express their feelings about the Princess and the end of the story.

Have students open their Activity Books to page 76, Activity 1 and ask them to look at the chart. Ask students: *What has Amelia got?* Encourage students to look at the pictures and read the words in the word box with them. Give an example: *Amelia has got dresses.* Draw their attention to the chart on the right. Ask students: *What does Amelia want?* *Look at the picture.* Encourage students to talk about playing with friends. Ask students to work in pairs. Monitor students' work and guide them as appropriate.

**AK:** Amelia has got: 1-dresses; 2-a castle; 3-toys; 4-shoes. Amelia wants: 1-friends



**2**  **Read again and complete.**

Ask students to read "The Princess and the Frog" with you. Encourage them to read aloud some parts of the story and while retelling, ask students to focus on Amelia's problem. Ask students: *Why is Amelia bored and sad?*

Draw students' attention to Activity 2 and read the problem. Ask students to work in groups of four and guide them to find the solution to the problem.

To wrap up the activity, ask a volunteer from each group to come to the front and explain their solution.

**AK:** Amelia finds a friend.



**3**   **Say how you feel after reading this story. Share it with your class.**






Encourage students to talk about their feelings after reading the story. Ask students: *Can you think of a different ending?* Students share their experience when reading "The Princess and the Frog".


**AK:** Answers may vary.

## UNIT 8 Reading Time

### Lesson 1

**1**  Read *The Princess and the Frog*. Complete the chart.  pp. 42-47

<p>dresses shoes toys a castle friends</p> <hr/> <p>Amelia has got:</p> <p>1 </p> <p>2 </p> <p>3 </p> <p>4 </p>	<p>Amelia wants:</p> <p>1 </p>
---	---

**2**  Read again and complete.

**Problem:**

Amelia is bored and sad.


→

**Solution:**

Amelia kisses a frog and

\_\_\_\_\_

\_\_\_\_\_

**3**  Say how you feel after reading this story. Share it with your class.

76 UNIT 8 Reading Time

### Additional Activity

If you want your students to read outside of the classroom, you might have to provide them with the resources. The best way is to create a classroom library. To do this, you will need to:

**Assess the students' needs.** This includes their level of English, interests, and age—all of which will influence the choice of materials.

**Check the availability of books.** Research what books you can easily and cheaply get.


**Get the basics.** Establish what books you should start with and then expand your library.

**Use boxes or crates to categorize books.** One idea is to categorize books into different crates or boxes. This makes it easy for students to flip through the books and look at the covers and titles instead of only seeing the binding.

**Encourage students to take ownership of their classroom library by helping to keep it organized and clean.** Select two students each week to help you keep the books organized.

**4**  **Go to Visual Resources (Class CD, p. 17) and learn new words.**

Project or print the Visual Resources (Class CD, p. 17). Draw students' attention to each of the pictures and encourage them to repeat the words after you. Mime feelings such as happy, sad, tired, angry, excited, and afraid to convey their meaning. You may also invite students to mime such feelings.

**5**  **Look and predict what the story is about. Read the story.**

Have students open their Activity Books to page 77. Ask them to read the title of the story. Encourage them to say the title in their native language: *Cenicienta* and share some ideas about the story. Then, tell students they will read the story individually. Allow some time for this reading alone and then ask volunteers to read the story aloud.

Provide guidance and support when students come across new vocabulary. The pictures will help them figure out the meaning of words such as *stepsisters*, *slipper*, *prince*, etc.

**AK:** Predictions will vary. Write them on the board and go back to them after students finish reading the story.

**6**   **Complete the graphic organizer on Visual Resources (Class CD, p. 18).**


Project or print the graphic organizer on Visual Resources, (Class CD, page 18). The purpose of this exercise is to complete the organizer as a whole class. Draw their attention to the different elements of the story: characters, setting, problem, solution, etc. Guide them to find them together. Ask: *What are the main characters in the story?* Students: *Cinderella, the prince, the stepsisters, the godmother.* Provide guidance and encourage students to read the Cinderella story again.


To wrap up the activity, have some volunteers read the different elements from the graphic organizer.

**Additional Activity**


Have students open their Activity Books to page 77. Read the story aloud and ask students to follow along. It is important to encourage students to read some sentences aloud or brief paragraphs by themselves so they start gaining confidence. Ask students to look at the pictures to convey meaning. Provide support and correct pronunciation when appropriate.

Literary and Ludic Environment  
Social Practice: Ready stories to compose emotions.


**4**  **Go to Visual Resources (Class CD, p. 17) and learn new words.**

**5**  **Look and predict what the story is about. Read the story.**


**Cinderella**



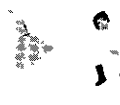
Once upon a time there was a nice girl called Cinderella who lived with her stepsisters. One day, the king invited all the young ladies to a ball.




Cinderella couldn't go to the ball because she had nothing to wear. She was very sad but her godmother appeared with her magic wand and made a spell.




Cinderella went to the ball and met the prince. They danced all night.




Cinderella remembered that she had to leave the ball before 12 o'clock when the spell finished. She was afraid and ran out of the palace leaving a crystal slipper behind.



The next morning, the prince took the little slipper to all the houses in the kingdom trying to find the owner. She finally found Cinderella. Cinderella's stepsisters were very angry.



The prince and Cinderella lived happily ever after.

**6**  **Complete the graphic organizer on Visual Resources (Class CD, p. 18).**

**What I Know**

I can predict what a story is about. 77

**What I Know**

Help students reflect on what they have learned. Go through the goal with students: *I can identify the parts of a story.* Ask students to reflect on the parts of the story they learned and the importance of identifying these elements when retelling a story. Encourage them to talk about the experience of reading "The Prince and the Frog" and "Cinderella".

Make sure students understand the meaning of the number of stars: three stars if they can identify the parts of a story, two stars if they need some more practice when identifying some parts of a story, and one star if they need to practice a lot more. Above all, make sure students feel confident! Show enthusiasm for their progress!

**Learning outcome:** Follows the oral reading of a story.

## 1 Look and compare.

Divide the board in two columns. Write: *Many years ago* on one side and *Today* on the other. Tell students that Cinderella happened many years ago. Encourage a volunteer to write *Cinderella* on the left column. Tell students: *Today we are in the classroom. We are in our English class.* Ask a volunteer to write: *We are in the classroom* on the right column. Have students open their Activity Books to page 78 and look at the pictures. Ask them to read the titles: *Today ... and A long time ago ...* Encourage students to read the first sentence: *Today Laura runs* and another student reads: *A long time ago Cinderella danced with the prince.* Draw students' attention to an action happening in the past and an action that happens today. Let students work in pairs, read the sentences and compare the actions in the past and in the present. Monitor their reading and help them become aware of past events and events happening today.

**AK:** Comprehension may vary according to students.

## 2 Go to the Picture Dictionary on pages 110-111 and find two action words to complete the chart.


Write these sentences on the board: *Yesterday I listened to my teacher. Today I listen to my friends.* Circle the verb. Explain that *Yesterday* means an action in the past and *Today* means an action in the present. Continue writing two more sentences using some other verbs from Picture Dictionary (pages 110-111).





### Additional Activity


The performing arts allow students to express their creativity and open their minds to different interpretations of artistic works. It also promotes interpersonal skills and empathy by understanding others' perspectives when working in groups. There are no winners or losers in the performing arts but instead a collaboration towards an artistic goal.

Perform Cinderella with your students. Explain that a play is divided into scenes: Scene 1: At Cinderella's home. Scene 2: At the ball. Scene 3: At Cinderella's home. Put students into groups of four to write the scenes using simple sentences. Then create masks using cardboard for the play. Add some music to the scene at the ball. Students will have fun acting out the play.


## Lesson 2

**1**  **Look and compare.**

<p>Today ...</p>  <p>Laura <i>runs</i> ballet.</p>  <p>Laura <i>runs</i>.</p>	<p>A long time ago ...</p>  <p>Cinderella <i>danced</i> with prince.</p>  <p>Cinderella <i>danced</i>.</p>
---	--

**2**  **Go to the Picture Dictionary on pages 110-111 and find two action verbs to complete the chart.**

Today	In the past
look	looked
listen	listened
talk	talked

**3**  **Write two sentences about yourself. Use action verbs from the Picture Dictionary (pages 110-111).**

1. Yesterday ...

2. Yesterday ...

78 UNIT 8 Pictogram

Have students open their Activity Books. Ask them to read the verbs after you and provide examples to check meaning. You may also mime the actions *look*, *listen*, and *talk* so students feel more confident. Tell students that these verbs are in present and in past. Make them aware of the pronunciation and direct them to pages 110 and 111 in the Activity Books and have them find two action words to complete the chart.

**AK:** Answers may vary.

## 3 Write two sentences about yourself. Use action words from the Picture Dictionary (pages 110-111).




Ask students to look at the Picture Dictionary, pages 110-111. Ask students to read the verbs aloud with you. Tell them to choose two verbs. Write a sentence on the board using a verb in the past: *Yesterday I played tennis.* Encourage volunteers to write their own sentences expressing something that happened in the past. Provide guidance while students write the sentences about themselves.

Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

**AK:** Answers will vary.

**4**   **Go to Visual Resources (Class CD, p. 17) and learn new words.**



Project or print the Visual Resource (Class CD, p. 17). Draw students' attention to each of the pictures and encourage them to repeat the words after you. Make sure that students understand the meaning of all the words. Let them ask questions and elicit some basic sentences using the vocabulary.

**5**   **Listen and repeat. Then listen and match the words to the pictures.**  16

Ask students to listen to the recording and repeat the words. Have students open their Activity Books to page 79, explain to students that they have to listen to the words again and match them to the pictures. Before students start matching, set an example to provide guidance. Ask students to work individually. Play the recording twice. To wrap up Activity 5, ask volunteers to write the answers on the board.

Monitor the activity while students listen. Correct and explain if students have doubts.

**AK:** 1-angry; 2-confused; 3-sad; 4-excited; 5-bored; 6-happy; 7-tired; 8-afraid.

**6**   **Look at the mentioned pictures. Read and answer the questions.**

Ask students to look at Activity 5. Carry out a revision of vocabulary and encourage students to mime the emotions. Ask them to talk about the characters' feelings. Then draw their attention to Activity 6 and encourage them to read aloud the example in Picture 1. Explain to students they will continue answering the activity by looking at the pictures, reading and answering the questions.


Monitor their work while students read and answer the questions. Provide guidance when appropriate.



To wrap up the activity, ask students to compare their answers with other partners. Have some volunteers write the correct answers on the board to provide support and consolidation.

**AK:** 2-She feels tired; 3-He feels confused; 4-She feels afraid.





**Additional Activity**





Encourage students to flip through magazines and cut out images of people showing emotions. Have students paste their cut-outs together as a collage. Then ask students to identify the emotions they see. Have them write the words on colorful paper, then cut out and paste each word near the picture showing that emotion.


**4**  **Go to Visual Resources (Class CD, p. 17) and learn new words.**

**5**  **Listen and repeat. Then listen and match the words to the pictures.**  16

happy sad angry tired excited afraid bored confused

1  2  3  4 

5  6  7  8 

**6**  **Look at the mentioned pictures. Read and answer the questions.**

**Picture 1**  
1. How do the stepsisters feel?  
.....

**Picture 2**  
3. How do the prince feel?  
.....

**Picture 7**  
7. How does Cinderella feel?  
.....

**Picture 8**  
4. How does Cinderella feel?  
.....

**What We Know**

Exchange books with a partner and check your answers to Activity 6. 79

**What We Know**



When students complete Activity 6, ask them to exchange books with a partner. Encourage them to revise each other's work. Give them some guidance before they start. Give some examples of valid sentences and write them on the board: *The stepsisters feel excited, They feel excited, Cinderella feel happy, She feels happy.* Show how the names of the characters can be replaced by pronouns. Circle the verb *feel* and explain its meaning if necessary. Show how it is part of all the sentences and how they need to add an *s* when the sentence refers to one person only. Monitor their work and provide all necessary support. When they finish, have some volunteers write the correct answers on the board. Check them as a group.



**Learning outcome:** Compares the emotions evoked by reading a story.

**1**   **Go to Visual Resources (Class CD, p. 19) and learn new words.**

Project or print the lesson Visual Resource (Class CD, p. 19) and draw students' attention to each of the pictures. Encourage them to repeat the words after you. Make sure students understand the meaning of all the words. This will prepare them to read the story on their Activity Book more confidently. Prepare word cards with your students and post them on a Word Wall or in a visible place in the classroom.

**2**   **Look at the picture and predict what the story is about. Then read the story.**

Have students open their Activity Books to page 80. Draw their attention to the picture of the shepherd boy being chased by a wolf and the people at the front who are not paying attention to what is happening to the boy. Elicit students' predictions and write some on the board to revise them when you finish reading the story. Read aloud "The Boy Who Cried 'Wolf'", making pauses to check comprehension. When you finish, encourage students to talk about characters, theme, setting, problem, and solution. You may draw a chart on the board so students can connect their feelings and ideas to the text. Have students compare their predictions with the story they've just read. *Were their predictions correct? Have they read or heard this story before?* Have them express their opinions freely.


**3**   **Answer the questions.**



Draw students' attention to Acvity 3. Read the questions aloud and check students' understanding. If necessary, go back to page 79 and revise the words that express feelings and emotions. Then encourage students to answer the questions individually. Monitor their work and provide support when answering the questions. Guide them to give long answers to each question. Give examples: *Yes, my prediction was correct. I feel happy after reading the story.* AK: Answers will vary.

**4**  **Share your answers with your partner.**

Tell students they will share their answers with their partner. Monitor students' work and guide them during their oral communication.

To wrap up the activity, ask a pair of students to share their information with the whole class.

**1**  **Go to Visual Resources (Class CD, p. 19) and learn new words.**

**2**   **Look at the picture and predict what the story is about. Then read the story.**

**The Boy Who Cried "Wolf"**

Once upon a time, there was a shepherd boy who looked after some sheep. One day he was bored and played a joke on the people that lived in his town. He shouted, "Help me! Help me! There's a wolf! Wolf!" The people heard his cries and ran to help the boy. When they got to him they asked, "Where is the wolf?" The boy laughed and said, "Bahaha! I lied. There was no wolf."

Some days later, the boy did the same thing again. Again, the people ran to help and again they discovered it was a lie. The people were very angry.

Some time later, the boy really saw a wolf. The boy and his sheep ran from the wolf. The boy shouted, "Help me! Help me! There's a wolf! Wolf!"

The people heard his cries but they thought it was a lie again. A woman looked out the window and saw the boy and the sheep running from the wolf. Finally, the people helped the boy and his sheep.

The boy learned that it is not good to lie.



**3**  **Answer the questions.**

1. Was your prediction correct? \_\_\_\_\_
2. How do you feel after reading the story? \_\_\_\_\_
3. How do you feel when someone lies to you? \_\_\_\_\_
4. Do you play jokes on your friends? \_\_\_\_\_

**4**   **Share your answers with your partner.**

### Additional Activity

Play this game with your students in the classroom or in an outside area.

Have one student play the wolf. The wolf looks for a place to hide while all the other students count together up to 20. After counting, the students look for the wolf. If someone finds the wolf, they say, "I am the kid who cried 'Wolf!'" When the wolf hears that sentence, he or she chases and tries to tag the students as they run back to the starting point. The first person tagged becomes the wolf in the next round, and the game starts again.

**5** **Listen and sing along.** 17

Choose different students and mime emotions with students: angry, happy, tired, and bored. Ask students to read the song's lyrics in their Activity Books, page 81. Play the recording once and ask them to follow the words.

Encourage students to listen again and sing along. Students mime the actions while singing.

Have fun and enjoy the song.

**AK:** Students sing along.

**6** **Draw something that makes you happy. Draw something that scares you.**

Have students open their Activity Books. Draw a happy face on the board and ask students about something that makes them happy. Ask volunteers to come to the board and draw something that makes them happy. Then draw child's face that looks scared about something. Ask volunteers to come to the board and draw something that scares them.

Let students work individually and monitor their drawings. To wrap up the activity, ask them to share their drawings in small groups.

**AK:** Drawings may vary according to students' creativity.

**7** **Look at the chart and compare the words. Find the verbs in "The Boy Who Cried 'Wolf'" and circle them.**

Have students open their Activity Book and read the titles in the chart that appears on Activity 7. Ask them to give you some ideas about Past and Present. Encourage students to go to page 80 and ask: *Does the story of "The Boy Who Cried 'Wolf'" take place in the past or the present?* Focus on the verbs in the story and explain to students that the story takes place in the past, like "Cinderella" and "The Prince and the Frog". Have students compare the verbs in the chart and notice how they change when they refer to the past.

Ask students to work in pairs to find the verbs from the chart in "The Boy Who Cried 'Wolf'" and circle them.

Monitor the activity and provide support when appropriate.

**AK:** Students should find and circle *looked, helped, saw, did, ran, and shouted*.

**Additional Activity**

Students line up behind the teacher and follows him/her around the classroom. The teacher does an action and shouts out the word for that action. The students copy the action and repeat the word. Actions include: climb, sing, shout, play, write, etc.

**5** **Listen and sing along.** 17

**I'm Happy**

I'm happy.	I'm tired.	
I'm happy, happy, happy!	I'm tired, tired, tired!	
I'm so happy.	I'm so tired.	
I want to sing a song.	I want to go to bed!	
I'm angry.	I'm bored.	
I'm angry, angry, angry!	I'm bored, bored, bored.	
I'm so angry.	I'm so bored!	
I want to run and run!	I want to play a game!	

**6** **Draw something that makes you happy. Draw something that scares you.**

This Makes Me Happy

This Scares Me

**7** **Look at the chart and compare the words. Find the verbs in "The Boy Who Cried 'Wolf'" and circle them.**

Present	Past
look	looked
help	helped
see	saw
do	did
run	ran
shout	shouted

**What We Know**


Share with a team your answers to Activity 6. Explain your reasons and listen to everybody. Compare the things that make you happy.

81

**What We Know**

Form small teams and let them share their drawings in Activity 6. Encourage them to talk about the things that make them feel happy and the things that scare them. Promote respect while they work together. Remind them that they have to listen carefully while other partners speak and that everybody should have an opportunity to speak and express their opinions and feelings. Encourage them to compare the things that make them happy and see if there are coincidences in the team.

**Learning outcome:** Participates in the writing of sentences.

**1**  **Read and compare the shepherd boy's day with Mike's. Underline the action words.**

Ask students to choose their favorite sentence from "The Boy Who Cried 'Wolf'" on page 80. Encourage them to write the sentence in their notebooks. Have students open their Activity Books to page 82. Encourage students to look at the charts and read the titles. Focus on *Many years ago* and *Yesterday*, so students understand when the actions took place. Explain that they will compare the shepherd boy's day with Mike's. Ask students to look at the pictures and check meaning by reading the sentences aloud with you. Then ask students to work individually.

Monitor their work and make sure students underline the action words in both charts. Praise them for their efforts.


To wrap up the activity, ask students to share their action words with a partner.

**AK:** Many years ago-played; sang; climbed; Yesterday-played; sang, climbed.

**2**  **Circle true (T) or false (F).**

Have students open their Activity Books. Encourage them to read the sentences individually and ask them to work in pairs. Explain to students that they will circle *true* or *false*. Set an example with number 1 to guide the activity.

**AK:** 1-F; 2-F; 3-T; 4-T.

**3**  **Unscramble the sentences and write them again.**


Ask students to work in groups of four. Tell them they will read the unscrambled sentences and get support by reading again "The Boy Who Cried 'Wolf'" on page 80. Encourage them to write the sentences in their notebooks and a proofread version in their Activity Books.

Monitor their work and praise them for their efforts.

**AK:** 1-The people helped the shepherd boy; 2-The shepherd played a joke; 3-The people were angry.

**Additional Activity**

Divide the class in teams of four. Hand three strips of cardboard to each team. Ask them to write three sentences about "The Boy Who Cried 'Wolf'". When students are ready, ask students to visit other teams and compare their sentences.

**1**  **Read and compare the shepherd boy's day with Mike's. Underline the action words.**

Many years ago ...	Yesterday ...
The shepherd boy played the flute. 	Mike played the guitar. 
The shepherd boy sang. 	Mike sang. 
The shepherd boy climbed a hill. 	Mike climbed a wall. 

**2**  **Circle true (T) or false (F).**

- 1 The shepherd boy played the guitar. T F
- 2 Mike climbed a hill. T F
- 3 The shepherd boy sang. T F
- 4 Mike climbed a wall. T F

**3**  **Unscramble the sentences and write them again.**

- 1 The helped people shepherd boy the  
The people helped the shepherd boy.
- 2 shepherd boy a played The joke  
The shepherd boy played a joke.
- 3 were angry The people  
The people were angry.

**Useful information**

**Newest trends for promoting literacy in young children:**

**Exploring.** There are many opportunities to promote literacy to children by showing them newspapers and street signs. You can also check out resources to promote early literacy through online interactive games.

**Interacting.** When reading, ask questions in the middle of the story to see if children are actively listening. Also, ask about different characters or how the story could have played out differently to test comprehension.

**Playing.** Add a little enthusiasm to the story by acting it out. Involve students in the performance and have fun.

**Talking.** Promoting literacy to children does not have to stop when the book closes. Ask about the story throughout the day in conversation or pick three new vocabulary words for students to begin learning and using.

**Visiting.** Libraries are a great resource for promoting literacy in young children. There is often live storytelling and sometimes even interactive plays to promote literacy.

#### 4 Use the cues to write a story of your own.

For this creative activity, prepare beforehand a large piece of cardboard with the cues from page 83. Guide students through the cues as a whole class and invite them to write a group story. This activity will help them gain confidence when writing a story of their own. Encourage students to add ideas and read the group story aloud.

Have students open their Activity Books to page 83. Ask them to work individually by following the example posted in a visible place in the classroom.

Monitor their work and make sure students feel confident when writing their story.

Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product

**AK:** Stories will vary.

#### 5 Make a drawing to illustrate your story.

Ask students to make a drawing to illustrate their story. They may also use their notebooks if they feel there is not enough room in their Activity Books. Encourage them to include the details and most importantly of all, to enjoy the experience.

Monitor their work and provide support when appropriate.

**AK:** Drawings will vary according to students' creativity.

#### 6 Share your story with your team.

Ask students to sit in groups of four and share their stories. Encourage them to read the story aloud and talk about their drawing. Remind them that they should give everybody the opportunity to share their stories. Encourage them to give respectful feedback to their partners by saying what they like and mentioning things that can be improved. Model some examples of praising sentences.

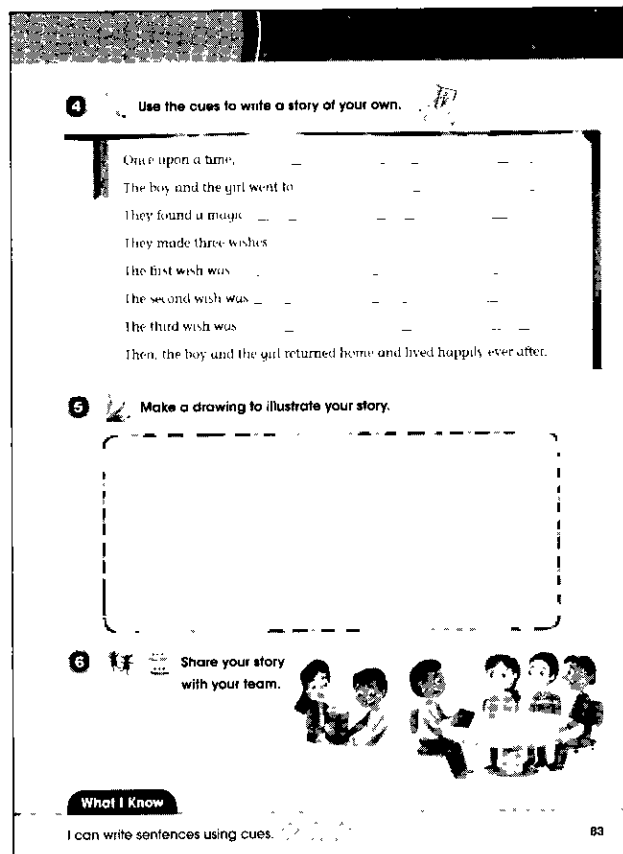
Monitor their work and praise them for their efforts.

#### Additional Activity

Help students build their awareness of the verbs in their stories by playing a game. Working in small groups, have students circle the action words in their stories. Then have students pick one story to act out. One member of the group reads the story aloud while the other students act it out, paying special attention to the action words in the story.


You can find further information and ideas at:



<https://www.eslkidstuff.com/esl-kids-games/action-games.htm>



4 Use the cues to write a story of your own.

Once upon a time, \_\_\_\_\_  
The boy and the girl went to \_\_\_\_\_  
They found a magic \_\_\_\_\_  
They made three wishes \_\_\_\_\_  
The first wish was \_\_\_\_\_  
The second wish was \_\_\_\_\_  
The third wish was \_\_\_\_\_  
Then, the boy and the girl returned home and lived happily ever after.

5  Make a drawing to illustrate your story.

6   Share your story with your team.

**What I Know**  
I can write sentences using cues.

83

#### What I Know

Help students reflect on what they have learned. Make sure students are aware of their achievements throughout the lesson. Go through the goal with students: *I can write sentences and short stories using cues.* Encourage students to talk about the importance of writing sentences with given information. Make them aware of this great achievement. Tell them to color three stars if they were able to write questions to get information, two stars if they needed some help from the teacher to write questions to get information, and one star if they needed the teacher's help to write questions to get information. Above all, make sure students feel confident! Show enthusiasm for their progress.

## 1 Take turns miming and guessing feelings.



Write the following words on the board: *happy, sad, confused, tired, afraid, and angry*. Encourage volunteers to mime the feelings. Ask students to sit in groups of four on the floor. One of the students stands up in the middle and mimes a feeling or emotion. The other students guess the feeling being mimed and say a sentence aloud: *He is happy*. Students take turns.

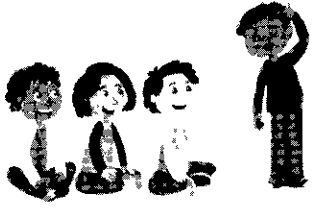
## Social Skills

### There are things that are scary. It's OK to feel afraid. Talk about it with your parents or your friends.

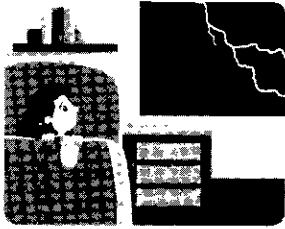
Draw students' attention to the picture on page 84. Encourage students to describe the picture and talk about things that are scary. Ask students: *Are you scared of the dark? Are you scared of noises?* Encourage students to talk about things that are scary. Tell students it is ok to feel afraid and they should talk about it with their parents or friends.

### Review

  Take turns miming and guessing feelings.



### Social Skills



There are things that are scary. It's OK to feel afraid. Talk about it with your parents or your friends.

84 UNIT 8 Reading Time

## Write illustrated sentences about personal events.



### What is the product for?

To share personal experiences and express feelings in a creative way.

### Tips

- Team up.
- Share with your team the subproducts on pages 78 and 83 and use them as a guide.
- Share with your team events that happened to you.
- Select the ones that are more interesting.
- Write sentences and draw pictures.
- Agree on how to put your work together.

**Preparation:** Tell students that they are going to work in teams. They can choose interesting facts that happened to them in the past and use what they learned in the unit to write sentences about themselves.

**Production:** Arrange students in groups of four. Encourage them to write sentences and illustrate them with the help and opinions of other team members. This is an excellent opportunity for students to practice respectful feedback. Explain to students they can write sentences using verbs in present or in past and invite them to look at the information in Unit 8.

### Share the product.

Paste your sentences on a piece of board and present them to the class. Take turns sharing your personal experiences. Answer your partners' questions about your sentences. Express your opinion about your classmates' sentences. Ask questions.

### Product Assessment

After students finish their presentations to the class, guide them to evaluate their own work. Explain them that they should be very honest and express what they really think about their own work. Remind them that there are no mistakes, but opportunities to learn and improve their work. Avoid being judgemental and praise students for all their efforts, despite the results. Teach them with examples to focus on the good things first. Read the instruction with the students and explain the meaning of the different emoticons. Tell them that they have to draw little emoticons on the provided spaces to assess their work. Read the sentences in the chart aloud and make sure students understand them before they start completing the chart.

Unit Product

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Write illustrated sentences about personal events.

**What is the product for?**  
To share personal experiences and express feelings in a creative way.

**Tips**

- Team up.
- Share with your team the subproducts on pages 78 and 83 and use them as a guide.
- Share with your team events that happened to you.
- Select the ones that are more interesting.
- Write sentences and draw pictures.
- Agree on how to put your work together.

**Share your product.**  
Paste your sentences on a piece of board and present them to the class. Take turns sharing your personal experiences. Answer your partners' questions about your sentences. Express your opinion about your classmates' sentences. Ask questions.

Product Assessment

**Assess your work.** Read the statements and draw the picture that best represents what you did.

Very good 😊
Need to Improve 😐
Not very good ☹️

My Work	
I worked hard	I enjoyed learning.
I expressed my opinions	I was respectful.
I listened to my partners	I finished my work

85

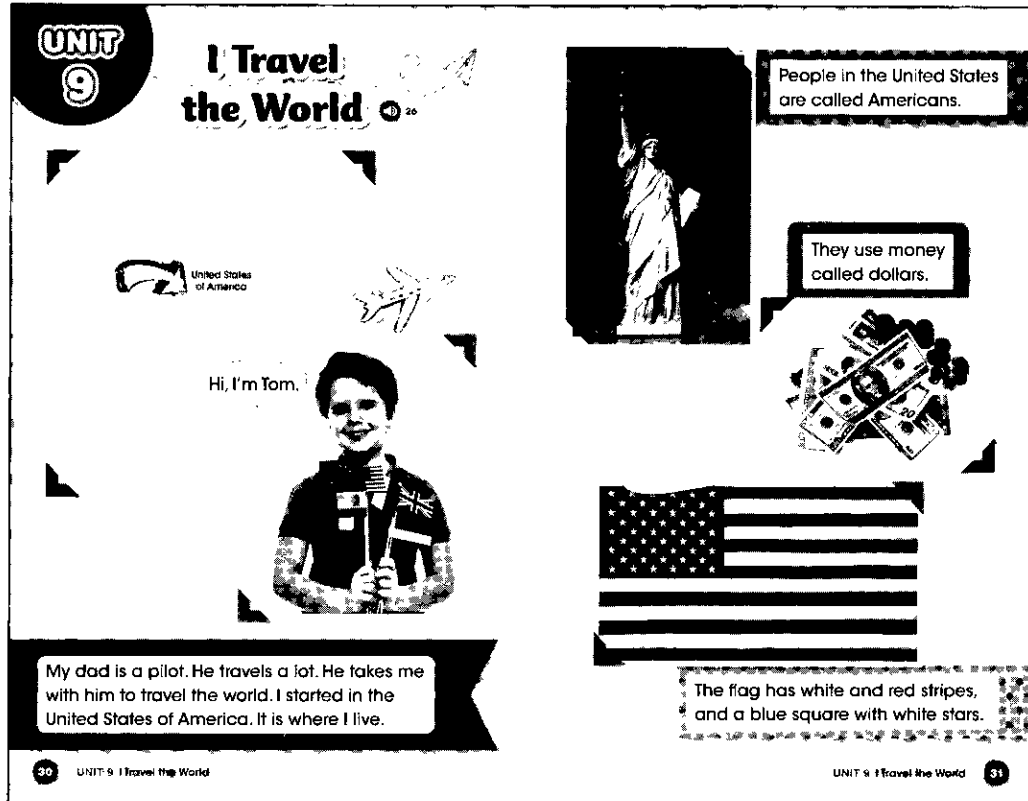
# UNIT

# 9

# The American Continent

## Reading Strategies

### Informative Big Book: *I Travel the World*



pp. 30-39

### Geographic information and critical thinking skills

Studying Geography helps students become better learners. In Geography, students learn transferable skills that they can use in other subject areas such as literature or mathematics. For example, the ability to assess, analyze, infer, predict, decide, or solve are not unique to geography. They are all components of the critical thinking process.

For that reason, students can learn critical thinking skills in collaboration with other subjects. Teachers can improve the acquisition of these skills by addressing all the elements of the thinking processes for a comprehensive outcome.

### Building Interest in Geography

Sit students in a circle and show the cover of "I Travel the World". Ask students: *What will the book be about? Do you like Geography?* Encourage students to talk about maps and places they know in their native language. Show students pages 30 and 31. Read aloud and ask students:

*Where is the United States located? What are the people called?* Let students answer and explore the location and the flag's colors.

### Learning Facts in Geography

Continue with pages 32 and 33. The skills involved in acquiring geographic information include activities such as locating and collecting data. Ask some volunteers to read and draw students' attention to the map. Once they have collected data, ask students to share information about Jamaica and start comparing it with Mexico.

### Managing Facts in Geography

Ask volunteers to take the Big Book and read pages 34 and 35 aloud. Ask students to look at the map: *Where is Peru? Is it in South America? How do you know?* Ask students to organize information about Mexico by following the geographic information in "I Travel the World".

### Examining Facts in Geography

Continue reading pages 36 and 37. Draw the Mexican Republic and part of Central America on the board. You can also draw it on cardboard. Ask students to analyze where Guatemala is. Encourage them to locate Mexico City on the map and other places in the Mexican Republic.

### Researching Facts in Geography

Continue reading pages 38 and 39. Tell students they will learn how to answer questions about geography: *In this Unit you will learn about maps, tables, graphs, etc.* Encourage students to talk about Argentina, its location, and flag.

## Unit Contents

### Formative and Academic Environment

#### Social Practice:

Collects information about a geography topic by using an image.

#### Learning Outcomes:

- Explores illustrated maps of the American continent with specific information (language, currency, flag, etc.).
- Understands information from a text being read aloud.
- Participates in the writing of a text with the information.

#### Activate Prior Knowledge

1. Where is Mexico?
2. Is Colombia in North America?
3. What do people like in Mexico?
4. Is Brazil big or small?

### Tech Resources

You can find further ideas about Geography at the following link:

<https://kids.nationalgeographic.com/explore/countries/mexico/#mexico-dancers.jpg>

<https://www.nationalgeographic.org/geographic-skills/5/>

<https://www.education.com/activity/geography/>

### Odyssey Resources

**Informative Big Book:** "I Travel the World", pages 30-39, audiobook 26




**Class CD:** Tracks 18, 19

**Visual Resources:** Class CD, pages 20-21

**Picture Dictionary:** *Activity Book*, page 111



**Learning outcome:** Explores illustrated maps of the American continent with specific information (language, currency, flag, etc.)


**1**   **Read *I Travel the World*. Circle the countries the boy visits.**  pp. 30-39

Read "I Travel the World" with students keeping in mind the activities shown in Reading Time page 112. Encourage students to talk about the places visited by the boy in the Big Book. Have students open their Activity Books to page 86. Tell students they will circle the countries the boy has visited.

Ask students to work individually and check their answers with a partner.

Monitor students' answers and guide them as appropriate.

**AK:** 2; 3; 4; 6; 7.

**2**  **Read the story again. Label the flags with words from the box.**

Ask volunteers to read "I Travel the Word" again and focus on the flags belonging to each country. Encourage them to talk about Mexico's flag and its colors.

Have students open their Activity Books to page 86 and ask them to describe the flags and their corresponding countries in Activity 2. This discussion will guide students' answers and provide scaffolding.

Let students work in pairs.

Monitor their work and praise them for their efforts.

**AK:** 1-United States; 2-Jamaica; 3-Peru; 4-Guatemala; 5-Argentina.

**3**  **Match the countries to the nationalities.**

Carry out a revision of nationalities with a brief walkthrough of "I Travel the World". Ask students what you call people that live in Mexico. Encourage them to give you an answer in their native language and write on the board: People in Mexico are called Mexicans.



Ask students to work in pairs and monitor their work.

When they finish, ask the whole class the question: *What do you call people from your country?*


**AK:** 1-e; 2-d; 3-b; 4-a; 5-c; Mexicans.

## UNIT 9 The American Continent


### Lesson 1


**1**  **Read *I Travel the World*. Circle the countries the boy visits.**  pp. 30-39


1. Cuba      2. United States of America      3. Jamaica      4. Peru  
5. Canada      6. Guatemala      7. Argentina      8. Chile


**2**  **Read the story again. Label the flags with words from the box.**


Jamaica      Guatemala      Peru      United States of America      Argentina


1 

2 

3 

4 

5 

**3**  **Match the countries to the nationalities.**

1. Jamaica	Americans
2. Guatemala	Peruvians
3. Peru	Argentines
4. United States of America	Guatemalans
5. Argentina	Jamaicans

What do you call people from your country?

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### Additional Activity

#### Globe Game

Tell students they will play a game. Arrange students into groups of four. Provide each group with page 20 from Visual Resources. Have students in each group select a location on the map.

After students have selected a location, start with the first team. That team fields *yes* or *no* questions from the other teams, one question at a time. (Team 2 asks a question first, then Team 3, and Team 4 last.)

Choose a game leader who monitors the questions asked to make sure they are fair questions such as: *Do people use pesos? Is the flag green and yellow?*

As questions are asked, team members refer to their map and agree on a response. If they give a "Yes" answer, the team that asked the question makes a guess as to the name of the specific place.

If the team guesses correctly, they earn five points. If the guess is incorrect, the next team asks a question that will help identify the place.

After Team 1's place is guessed, it is Team 2's turn to answer questions about the place it selected; Team 3 begins the questioning.

**Learning Outcome:** Explores illustrated maps of the American continent with specific information.

**4**   **Label the map.**

Ask students to look at Activity 2 on page 86 and repeat the name of the countries.

Have students open their Activity Books to page 87. Ask them: *Do you know this map? Is this a continent? Which continent is it?* Encourage students to look at the map and figure out which continent it is. Students may answer: *It is the map of America. It is the American Continent.*

Tell students they will label the map. Ask them to work in pairs and go to page 86, Activity 2 if they have doubts on how to write the countries.

Monitor their work and provide guidance when labelling the map.

**AK:** On the left from top to bottom-United States of America; Guatemala; Peru; On the right from top to bottom-Jamaica; Argentina.

**5**  **Find Mexico on the map and circle it.**

Ask students to open their Activity Books to page 87. Draw their attention to the Mexican Republic. Ask them if they know where Mexico is.

Provide guidance and encourage them to point to Mexico on the map and circle it.

**AK:** Students circle Mexico on the map.

**6**   **Tell your partner what country you want to visit.**


Sit students in a circle and talk about countries they want to visit. Project the maps from the Visual Resources, pages 20-21. Ask students to locate the countries and encourage them to stand up and point with their fingers while some other students help them with the location on the left of the map. If there is not a projector or laptop available, you can print out the information for more practice with students. Remind them of "I Travel the World" and the places the boy visits. Encourage them to talk about places in Mexico or in the American Continent.


Allow some time to wrap up the activity in pairs.


Listen to students' opinions and provide guidance when needed.


**AK:** Answers may vary.

Formative and Academic Environment  
Social Practice: Collects information about a geography topic by using an image

**4**  **Label the map.**



**5**  **Find Mexico on the map and circle it.**

**6**  **Tell your partner what country you want to visit.**

**What I Know**

I'm getting familiar with the map of America and the countries of the continent.

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**Additional Activity**


Have students listen to appropriate pop or folk music from other countries with the purpose of getting the students to guess which countries the songs are from. To help them, provide pictures of people in traditional clothing of the country, instruments being used, dancing, etc. You can also give them hints concerning the location of the country if they guess wrong, such as: *The country is very far north.*

**What I Know**

Help students reflect on what they have learned. Go through the goal with students: *I am getting familiar with the map of America and the countries on the continent.* Ask students to reflect on the countries they have talked about in the lesson and the map of America.


Students should color three stars if they understand what a country is and that America is formed by several countries. Two stars if they partially understand the concepts, and one star if they have trouble with these concepts. Show enthusiasm for their progress.

**Learning outcome:** Understands information from a text being read aloud.

**1**  **Look at the pictures and predict what the text is about. Read the article and check your prediction.**

Have students open their Activity Books to page 88. Give students a few minutes to look at the title, the pictures, the captions, and predict what the text is about. Register their predictions on the board. Ask them if they know some facts about Colombia. Let them share any information they know. Ask if any of them knows a Colombian or has a Colombian relative. Read the article about Colombia aloud. Encourage students to ask and answer questions about the topic. Read the text aloud again and check comprehension.

To wrap up the activity, ask students to compare their predictions to what they've just read about Colombia.

**2**  **Underline the correct answers.**

Encourage students to read the passage about Colombia in page 88 Activity 1 again. Allow them to read individually and underline the sentence they like most. Then draw their attention to Activity 2 and ask some volunteers to read the questions aloud. Check students comprehension and have them answer the questions individually. When they finish, ask them to check their answers with a partner.


Provide guidance when needed and monitor their progress.

**AK:** 1-c; 2-a; 3-b.

**Additional Activity**

Flags are colorful representations of countries around the world. Try the following activities with small groups of students:

- Have students look at four or five common flags. Give students country names. Have the students match the flags with their countries.
- Display a map of the world on the wall. Students work in two teams and race to stick flags against the correct countries on the map.
- Have one student describe a flag to a student who is not looking at it, e.g. *It has three stripes. They are green, white, and red. In the middle, there is an eagle.* The second student has to guess the country the flag belongs to.

**1**  **Look at the pictures and predict what the text is about. Read the article and check your prediction.**

## Colombia

Is a colorful country in South America. It is full of history and traditions. Colombians are very friendly and they love music and dancing. Colombians grow lots of different fruit, but mainly bananas and pineapples. Their flag has yellow, blue, and red stripes. Colombians speak Spanish.




Colombian fruit sellers



Cartagena, Colombia



**2**  **Underline the correct answers.**

- Where is Colombia?
  - a. North America
  - b. Central America
  - c. South America
- What do Colombians love?
  - a. music and dancing
  - b. playing chess
  - c. cooking barbecues
- What are Colombian products?
  - a. grapefruit
  - b. bananas and pineapples
  - c. hot dogs

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**Useful Information**

Primary students love learning about the world around them. Geography lessons can be designed to exploit that natural curiosity. Here are some tips:

- **Observing:** Students can learn to become scientific observers of their world by taking notes and pictures during class trips. Let them choose what to record and ask questions about their observations.
- **Classifying:** Students can learn to classify by looking at the legends and keys of maps and creating maps of their own environment. Have students share the maps they make with other students, and explain why they have included certain features.
- **Directionality:** Students begin to learn about the compass rose of a map by first exploring spatial awareness, such as identifying left and right, and using the sun's position to identify the compass directions.
- **Interpreting:** Students begin to draw conclusions about their surroundings by synthesizing their observations and engaging in active inquiry. They can develop this skill through class brainstorming sessions and discussion.

### 3 Listen and sing along. 18

Explain to students that some countries are big and others are small. Give some examples: *Mexico is big. Guatemala is small.* Tell students that some countries are warm like Brazil and others are cold like Canada. Encourage them to repeat after you.

Ask students to listen to the song on Track 18. Have students open their Activity Books to page 89 and play the song again. Ask students to follow the lyrics in Activity 3 as they listen to the song.

Enjoy the song and encourage students to sing along.

### 4 Listen to the song again. Circle the countries you hear.

Ask a volunteer to read Activity 4 instruction aloud. Play the song again and ask them to circle the countries they hear. Ask students to work individually. Monitor students' work while they listen and circle the countries.

**AK:** Peru; Jamaica; México; Paraguay; Guatemala; Brazil; Cuba; Uruguay.




### 5 Read the following paragraph and correct the mistakes.

Have students open their Activity Books to page 89. In this activity students should correct the capitalization mistakes and you will also have the opportunity to verify comprehension of a brief paragraph. Set an example by reading the first line: *In Argentina people love to eat meat.* Draw their attention to the word *Argentina*. Tell students: *Argentina is a country. Countries begin with an uppercase letter.* Write the example on the board. Continue with the second example: *Meat is cooked outdoors on special fires.* Tell students: *Do we need a capital letter at the beginning of the sentence? Yes, because it is a new sentence after a full stop.* Write the answer on the board: *Meat is cooked outdoors on special fires.*


Ask students to work individually. Monitor their work and help them find the mistakes. When they finish, ask them to exchange their books with a partner to check each other's work. To wrap up the activity ask the whole class to read the brief paragraph aloud.

#### Additional Activity



Ask students to find out in books, internet or at home what language is spoken in the following countries: Jamaica, Guatemala, Peru, and Argentina.

3   Listen and sing along.  18


**America**  
America is my continent  
It's big and it's great.  
It has many countries  
But I only know eight.  
Peru, Jamaica, Mexico, and Paraguay  
Guatemala, Brazil, Cuba, and Uruguay.  
Some countries are warm.  
And others are cold.  
Some countries are big,  
And others are small.  
But I love them all.  
I love them all!




Alberta, Canada

4   Listen to the song again. Circle the countries you hear.

Peru      Argentina      Mexico      Paraguay  
Guatemala      Brazil      Cuba      Uruguay

5  Read the following paragraph and correct the mistakes.

In Argentina people love to eat meat. argentinians like to have big family reunions called asados. meat is cooked outdoors on special fires. families get together and celebrate around these fires. this is an important tradition.




**What We Know**

Exchange your book with a partner and have him / her check your paragraph. 89

#### What We Know

Ask students to exchange their books with a partner and have them check each other's work. First give them the opportunity to do the checking on their own. Give them time to find mistakes or omissions and circle them with pencil. Then write the paragraph on the board and correct it as a class. While you correct the mistakes on the board make sure that students are checking their partners' paragraphs carefully. Promote kindness and respect.

**Learning outcome:** Understands information from a text being read aloud.

**1**  **Look at the pictures and predict what the text is about. Read the article and check your prediction.**

Have students open their Activity Books to page 90. Give students a few minutes to look at the pictures, the title, the map, etc. Ask them what the text is about. Write their predictions on the board. Ask students what they know about Brazil and let them share the information with the group. Ask them if they have a Brazilian friend or relative. Then read the article about Brazil aloud. Elicit information about Brazil based on the article you just read and the photographs. Ask students: *Do Brazilians like soccer? Are there beaches in Brazil? Is it hot?* Encourage students to answer and read the captions under the photos. Read the article again and check comprehension.

Monitor comprehension and encourage discussion about Brazil.


**2**  **Work with a partner to complete the information about Brazil.**

Draw students' attention to Activity 2. Ask them to read the article about Brazil again and explain that they will work in pairs and complete the information.

Monitor their work and provide guidance when needed.

To wrap up the activity, ask a pair of students to write the answers on the board.

**AK:** Region-South America; Favorite hobby-soccer; Flag-green and yellow; Product-sugar cane; Language-Portuguese

**3**  **Work with a partner and take turns asking and answering questions about Brazil.**


Ask students to read the instructions to Activity 3 aloud. Model questions so students develop appropriate communication skills when asking questions to each other. *Where is Brazil? It's in South America. / Is it a big country? Yes it is the biggest country in South America. / What is Brazilians' favorite hobby? They love soccer.*

To provide guidance, ask some volunteers to write at least two questions and two answers on the board, so students feel confident.




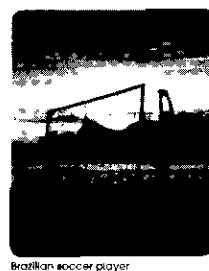
Monitor students' work and guide them through oral communication.

**AK:** Experience may vary according to students' level of English.

**Lesson 3**


**1**  **Look at the pictures and predict what the text is about. Read the article and check your prediction.**

**Brazil** is the biggest country in South America. It is home to the world's most important rain forest, the Amazon. People in Brazil love soccer. You can see young people playing soccer everywhere. The most important Brazilian product is sugar cane. The Brazilian flag is green and yellow. Brazilians speak Portuguese.

The Sugar Loaf Rio de Janeiro, Brazil

Brazilian soccer player


**2**  **Work with a partner to complete the information about Brazil.**

Brazil

Region: \_\_\_\_\_ Favorite hobby: \_\_\_\_\_

Flag: \_\_\_\_\_ Product: \_\_\_\_\_

Language: \_\_\_\_\_

**3**  **Work with a partner and take turns asking and answering questions about Brazil.**

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**Additional Activity**

Have students play Reading Director to practice the skill of reading aloud in a fun way.

Choose a text your students already know. Working in pairs, students take the roles of Reader and Reading Director. In their pairs, they should select hand signals to indicate: *go, stop, slow, fast*. The Reading Director gives the Reader instructions using the hand signals. For instance, when the Reading Director gives a signal to speed up, the Reader reads more quickly.

#### 4 Listen and complete the chart. 19

Ask students to look at the chart on page 91. Explain that they are going to listen to the recording and tick the colors that are part of each flag or the correct name of the money used in each country. Explain that they will complete the chart individually while they listen to the CD. Play the recording as many times as needed to allow students to complete the activity.

Monitor students' work and provide support if necessary.

**AK:** United States of America: Flag-red, white, and blue;  
Money-dollars; Mexico: Flag-green, white and red;  
Money-pesos; Guatemala: Flag-blue and white;  
Money-quetzales; Brazil: Flag-green and yellow;  
Money-reales.

#### 5 Label the regions in America.

Draw students' attention to Activity 5. Ask a volunteer to read the words in the yellow box: *Central America*, *South America*, *North America*. Confirm that students understand the difference between the three regions. If necessary, show the position of the cardinal points on a large map. Ask students to complete the task by labeling the three regions in the map that appears on page 91. Check the answers as a class. To wrap up the activity, have students mention some countries on each region. Provide support if necessary.

**AK:** Green-North America, Orange-Central America, Yellow-South America.

#### 6 Write a list of American countries in your notebook. Add the nationality, the language, and the region.

Ask a volunteer to read Activity 6 instruction aloud. Make sure that students understand that they have to write a list of American countries in their notebooks. You can project or print the map with countries names on Visual Resources

#### Additional Activity

Tell students they will create and participate in the exhibition: Mexican Wonders. Ask them beforehand to bring a postcard of a place they like in Mexico. Encourage them to give you details about this place even in their native language.

Put up a clothesline in the classroom beforehand and encourage students to hang their postcards with colored clothes pegs.

Then ask students to talk about their postcard for the exhibition. Motivate them to share information about the weather, location, an important place to visit, food, etc.

4 Listen and complete the chart 19

	United States of America	Mexico	Guatemala	Brazil
Flag	<input type="checkbox"/> red <input type="checkbox"/> white <input type="checkbox"/> green <input type="checkbox"/> blue	<input type="checkbox"/> red <input type="checkbox"/> white <input type="checkbox"/> green <input type="checkbox"/> blue	<input type="checkbox"/> red <input type="checkbox"/> white <input type="checkbox"/> green <input type="checkbox"/> blue	<input type="checkbox"/> yellow <input type="checkbox"/> white <input type="checkbox"/> green <input type="checkbox"/> blue
Money	dollars pesos	dollars pesos	quetzales dollars	pesos reales

5 Label the regions in America.

Central America  
South America  
North America

6 Write a list of American countries in your notebook. Add the nationality, the language, and the region.

**What We Know**

Work with a partner to check your work in Activity 4. Go to pages 86 and 87 and confirm the color of the flags. Correct your work if necessary.

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(Class CD, p. 20) or give them books to do some research. Next to each country on their lists they have to write down the nationality, the language spoken in that country and the region where it is located. Give them time to complete their work and provide the necessary guidance. Check the work as a class. Give students the opportunity to give feedback and share opinions with their classmates.

Finally, direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product.

#### What We Know

After they complete the task in Activity 4, encourage students to check their work with the help of a partner. Tell them that they can go back to pages 86 and 87 to check the colors of each flag. Let them consult the Big Book reading selection as well. Make sure they understand how to check the answers and make sure they are correct. Provide the necessary support and let them find their own ways of confirming the information. Promote respect and kindness between partners.

**Learning outcome:** Participates in the writing of information.

**1**  **Look at the pictures and predict what the text is about. Read the article and check your prediction.**

Have students open their Activity Books to page 92. Read the article about Ecuador aloud. Ask them to look at the photos and share information about Ecuador. Ask students: *Where is Ecuador? Do they play soccer?* Encourage students to answer and read the captions under the photos. Read the article again aloud and convey comprehension.

Monitor comprehension and encourage discussion about Ecuador.

**AK:** Comprehension may vary according to students.



**2**  **Complete the information about Ecuador.**

Have students open the Activity Books to page 92. Draw students' attention to Activity 2. Ask them to read the article about Ecuador again and explain that they will work in pairs and complete the information.

Monitor their work and provide guidance when needed.

To wrap up the activity, ask a pair of students to write the answers on the board.

**AK:** 1-yellow; blue; red; 2-Ecuadorian; 3-ecuavólei; 4-cacao.


**3**   **Work with a partner and take turns asking and answering questions about Ecuador.**

Ask students to read the instructions to Activity 1 aloud. Model questions so students develop appropriate communication skills when asking questions to each other. *Where is Ecuador? It's in South America. / Is it a big country? No, it's the smallest country in South America. / What is Ecuadorians' favorite hobby? They love ecuavólei.*

To provide guidance, ask some volunteers to write at least two questions and two answers on the board, so students feel confident.

Monitor students' work and guide them through oral communication.

**AK:** Experience may vary according to students' level of English.

**1**  **Look at the pictures and predict what the text is about. Read the article and check your prediction.**

**Ecuador** is the smallest country in South America. The Galápagos Islands are also part of Ecuador and home to unique animals and plants. Ecuadorians like to play *ecuavólei* a variation of volleyball that is played with a soccer ball. Ecuadorian flag is red, yellow, and blue. Cacao is an important product in Ecuador and people are proud of its quality. Ecuadorians speak Spanish.



Quito, Ecuador



Sea lions, Galápagos Islands





Blue-footed booby



**2**  **Complete the information about Ecuador.**

1. The flag of Ecuador is \_\_\_\_\_ and \_\_\_\_\_. The language is \_\_\_\_\_.
2. The nationality is \_\_\_\_\_.
3. In Ecuador, people like playing \_\_\_\_\_.
4. An important Ecuadorian product is \_\_\_\_\_.

**3**   **Work with a partner and take turns asking and answering questions about Ecuador.**




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### Additional Activity

The fauna in the Galapagos Islands is really unique and amazing. Bring some magazine cut outs to the class and share them with students. Have them create a poster with the pictures. Encourage them to label the pictures with English words.




### Useful Information

- Geography helps us learn about the earth and the places people live.
- It teaches us about the many kinds of places on the planet. We learn about continents like North America, mountains like the Sierra Gorda, rivers like the Culiacan River and deserts like the Sonora Desert.
- Geography doesn't only teach us about the natural world. It also teaches us about the countries where people live like Mexico, and it helps us learn about languages such as Spanish, as well as art and culture, for example mariachi songs.

**4**    **Work with a partner. Use the information in this unit to complete the chart.**

Write the names of the following countries on the board: *Argentina, Brazil, Colombia, and Ecuador*. Point to Brazil and ask students to find information about this country in previous lessons. Brainstorm information about Brazil and write it on the board next to the country's name. Repeat with the other countries. Have students open their books to page 93 and draw their attention to chart. Read with the students the headings of each column in the chart. Explain the meanings if necessary. Go over the example about Argentina on the first row to model what they have to do. Students can find the information they need to complete the chart on pages 88, 89, 90, and 92. Help them find the information beforehand. Point to the example about Argentina and read the labels in the chart. Give students time to complete the activity on time.



**AK:** Capital City-Brazil; Region-South America; What people like-soccer; Important product-sugar cane; Capital City-Colombia; Region-South America; What people like-music and dancing; Important product-bananas and pineapples; Capital City-Ecuador; Region-South America; What people like-ecuavólei; Important product-cacao.

**5**   **Use what you know and do some research to complete the line about Mexico.** 

Students probably know some of the information needed to complete the line about Mexico. If not, they can ask their parents or relatives the information that is missing: capital (*Ciudad de México*), popular hobby (*music, soccer, charrería*), and important product (*avocados*). If possible, you can help them conduct an internet research.


Finally, direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product


**AK:** Capital City-Mexico City; Region-North America; What people like-answers will vary; Important product-answers will vary.

**6**   **Select a country from the chart and write a paragraph about it. Read the example.**


Have students go to Activity 6. Ask students to read the example in pairs. Encourage them to select a country from the chart and write a paragraph about it individually. Monitor students' work and provide guidance when appropriate.

**AK:** Answers will vary.

**4**  **Work with a partner. Use the information in this unit to complete the chart.**

**5**  **Use what you know and do some research to complete the line about Mexico.**

Country	Capital City	Region	What People Like	Important Product
Argentina	Buenos Aires	South America	meat, soccer	wine
Brazil	Brazilia	South America	soccer, music	sugar cane
Colombia	Bogotá	South America	music and dancing	bananas and pineapples
Ecuador	Quito	South America	ecuavólei	cacao
Mexico				

**6**  **Select a country from the chart and write a paragraph about it. Read the example.**

Argentina is in South America. It is in the capital is Buenos Aires. The flag is light blue and white. People like soccer. An important product is wine.

**What We Know**

Share your paragraph with a partner and revise it together

93

**Additional Activity**

Explain to students they will describe themselves. Teach standard phrases on the board, such as: *My name is ... I am from ... I live in ... I go to school at ... I like to play... I speak ...* Ask students to work in pairs and exchange this information with their classmates. Encourage them to write the descriptions in their notebooks.

**What We Know**

Encourage students to share the paragraph they wrote on Activity 6 with a partner. Promote respectful feedback for this activity. Model how to express opinions about a partner's work. Help students understand that they should focus on the positive things first and then comment on the things that need to be corrected or improved. Write on the board an example of how a good paragraph should be. Point to the capital letters at the beginning of the sentences and the countries names, punctuation marks, correct spelling, logic, etc. Students will use that paragraph as a guide to correct the one written by their partner.



**1** **Create an ad to invite tourists to your favorite country.**

Encourage students to talk about the countries they learned in Unit 9. Ask them to give information about Brazil, Ecuador, etc. Provide guidance when needed.

Project the maps on Visual Resources pages 20 and 21. Encourage students to figure out where countries are located on page 21. If there is not a laptop or projector available, you may print out the pages for students.

Then have students open the Activity Books to page 94. For the Review, students will make an ad for their favorite country so they consolidate what they learnt in the unit. Ask them to choose their favorite country beforehand and bring a photo or picture to illustrate the ad.

**AK:** Information may vary according to students' choice.

## Social Skills

**Mexico is a beautiful country and we should be proud of it. Write three things you like about Mexico.**

Draw students' attention to the picture on the left side of page 94. Elicit information about Mexico and what they like about their country. Ask students to write three things they like about Mexico.

Use this activity as an opportunity to have students reflect on Mexican Wonders such as ruins, food, architecture, and natural areas.

**Review**

**Create an ad to invite tourists to your favorite country.**

### IT'S TRAVEL TIME

This is \_\_\_\_\_

It is in \_\_\_\_\_, America

The capital is \_\_\_\_\_

The flag is \_\_\_\_\_

You can see \_\_\_\_\_

and \_\_\_\_\_

It is a beautiful country!

### Social Skills

Mexico is a beautiful country and we should be proud of it. Write three things you like about Mexico.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

94 UNIT 9 The American Continent

## Make an illustrated map of America.

### What is the product for?

To share information about America with other students.

### Tips

- Team up.
- Share with your team the subproducts on pages 91 and 93 and use them as a guide.
- Decide what information you want to include, for example, flag, food, animals, interesting places, etc.
- Do some research.
- Draw a map showing where the countries are. Write and illustrate your information.

**Preparation:** Tell students that they are going to work in teams. They are going to use what they learned in the unit to make a team product that they will share with the class.

**Production:** Arrange students in small groups of four. Let students plan their work, organize what they are going to do, and make their own decisions, as you monitor. Invite students to share and comment about their ideas as they draw a map showing countries.

### Share the product.



Display your illustrated maps and take turns giving information about the countries. Share interesting facts about the countries and answer your classmates' questions. Be respectful when you listen to your classmates' presentations.

### Product Assessment

Explain to the class that they need to pay attention to their classmates' presentations and complete the chart that appears at the bottom of page 95. Tell them that they have to tick or cross the boxes in the chart whether their classmates' work is good or needs to improve. Read the statements in the chart and make sure students understand them. After each presentation, give students some time to complete the corresponding column in the chart. At the end, encourage some volunteers to explain their decisions to other teams.

Unit Product

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Make an Illustrated Map of America.  

**What is the product for?**  
To share information about America with other students.

**Tips**


- Team up.
- Share with your team the subproducts on pages 91 and 93 and use them as a guide
- Decide what information you want to include, for example: flag, food, animals, interesting places, etc
- Do some research.
- Draw a map showing where the countries are. Write and illustrate your information.

**Share your product.**  
Display your illustrated maps and take turns giving information about the countries. Share interesting facts about the countries and answer your classmates' questions. Be respectful when you listen to your classmates' presentations.

**Product Assessment!**

Pay attention to your classmates' presentations. Fill out the chart with your opinion: Good = ✓ or Needs to Improve = X. Kindly give feedback to the teams when they finish their presentations.

	Team 1	Team 2	Team 3	Team 4	Team 5
• Their voice is loud and clear.					
• They give interesting information about countries					
• They explain and answer questions					



95

# UNIT 10

# Farm Products

## Reading Strategies

### Informative Big Book: *A Tomato Farm*



pp. 40-47

#### How to Improve Reading Comprehension

Reading comprehension is the key to understanding a text. Students can improve their reading comprehension using three useful tools.

1. Contextual clues in a sentence can often help students find the meanings of the words they don't recognize. For example, on page 42 of "A Tomato Farm", students can use the words *big* and *pick* to help them understand the word *ripe*, by asking: *When are tomatoes big? When can we pick them?*
2. Visualizing the world of the text can be another useful tool in reading comprehension. For example, before students read "A Tomato Farm", they can imagine what it would be like to be on a farm. This will prepare them to think about and understand what life on a farm would be like.
3. Rereading a text can help students pinpoint the parts they don't understand. After each sentence they should ask themselves: *Did I understand what I just read?* If not, once they reread the sentence they can use contextual clues to find the meanings of difficult words.

Open the Big Book and encourage students to read the title: "A Tomato Farm". Carry out a walkthrough (pages 40-47) with your students and encourage them to share ideas about the topic. Talk about new words and prepare vocabulary cards with students to be posted on the Word Wall. When students feel confident about new words, ask a volunteer to read "A Tomato Farm" aloud. The student will guide the class through the experience. Support the volunteer in this process. Ask another volunteer to read it aloud again and check meaning and pronunciation.

## Unit Contents

### Formative and Academic Environment

#### Social Practice:

Writes questions to obtain information about farm products.

#### Learning Outcomes:

- Explores illustrated children's books about. Do you mean "farm produce" (the products that a farm produces)? If so, please do a general check and change "farm products" to "farm produce" throughout the unit.
- Asks and answers questions about farm products.
- Checks the writing of questions to obtain information.

#### Activate Prior Knowledge

1. What type of fruit do you like?
2. Do you live in a city?
3. What can you see in the country?
4. Do you like farms?

#### Tech Resources

You can find further ideas about farms at the following links:

<http://www.theteachersguide.com/onthefarm.htm>

<https://learnenglishkids.britishcouncil.org/es/category/topics/farm-animals>

<https://kids.nationalgeographic.com/animals/pig/#pig-fence.jpg>

#### Odyssey Resources

**Informative Big Book:** "A Tomato Farm", pages 40-47

**Class CD:** Tracks 20, 21

**Visual Resources:** Class CD, pages 22-23

**Picture Dictionary:** *Activity Book*, page 112

**Worksheets:** page 119

**Learning outcome:** Explores illustrated children's books about farm products.

**1** **Read A Tomato Farm and circle true (T) or false (F).**

Read "A Tomato Farm" with students keeping in mind the activities shown in Reading Time page 124. Encourage students to summarize the Big Book story in their own words. Provide cards to students so they write the new words and post them on the Word Wall. Have students open their Activity Books to page 96 and circle *true* or *false*.

Ask students to work individually and check their answers with a partner.

**AK:** 1-F; 2-F; 3-T; 4-T; 5-F.

**2** **Tick (✓) the products that come from José's farm.**

Ask volunteers to read "A Tomato Farm" again and focus on the products that come from José's farm.

Have students open their Activity Books to page 96 and ask them to work in pairs and figure out what products come from José's farm.

**AK:** ✓ tomatoes; ✓ milk; ✓ eggs; ✓ wool.

**3** **Draw the place where your family usually buys food. Tell your partner.**

Encourage students to talk about the place where their family usually buys food. Have them open their Activity Books to page 96 and ask them to draw this place. When they finish, ask them to share their drawings with a partner and talk about it.

**AK:** Answers and drawings may vary according to students' creativity.

**Additional Activity**

Tell students they will learn and sing the song *Old Macdonald had a Farm*.

For this activity, write the lyrics on a large cardboard:

Old Macdonald had a farm  
E-I-E-I-O  
And on his farm he had a cow  
E-I-E-I-O  
With a moo moo here  
With a moo moo there  
Here a moo, there a moo  
Everywhere a moo moo  
Old Macdonald had a farm  
E-I-E-I-O

## UNIT 10

### Farm Products

#### Lesson 1



**1** **Read A Tomato Farm and circle true (T) or false (F).** BB pp 40-47

- |  |   |   |
|--|---|---|
| 1. José's farm is in Guanajuato.                       | T | F |
| 2. Carrots grow on José's farm.                        | T | F |
| 3. José's father picks up the tomatoes with other men. | T | F |
| 4. Cows, sheep, hens, and turkeys live on José's farm. | T | F |
| 5. They sell the farm products at supermarkets.        | T | F |

**2** **Tick (✓) the products that come from José's farm?**



tomatoes

milk



eggs



wool

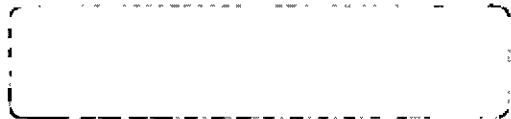


lettuce



strawberries

**3** **Draw the place where your family usually buys food. Tell your partner.**



96 UNIT 10 Farm Products

Before singing the song, you may ask students to draw different farm animals to be used as flashcards.

Make groups of six. Give each group an animal flashcard so each group represents a different animal in the song.

Ask them to stand up and raise their hands with their cards when they hear the name of the animal in the song.

You may then like to encourage students to interact with the song by doing the animal actions or noises or by joining in the chorus.

#### 4 Complete the diagrams with words from the box.

Show students the Big Book "A Tomato Farm" and encourage them to talk about farm products. If you prepared the vocabulary cards suggested in Reading Strategies, you can also draw students' attention to the cards and its names.

Have students open their Activity Books to page 97. Ask them to read the words from the box.

Guide students through new words and convey meaning by looking at the pictures in Activity 4.

Tell students they will complete the diagram with the words from the box. Ask them work in pairs.

Monitor their work and provide guidance when completing the diagram.

**AK:** milk; meat; cheese; cream; leather.

#### 5 Research and draw the products that we get from sheep.

Ask students to open their Activity Books. Draw their attention to the picture in Activity 5 and encourage students to say the name of the animal. Ask: *What's the name of this animal? We learned its name in the Big Book "A Tomato Farm". It's a sheep.* Prepare beforehand the following information on a large piece of cardboard. Post it in a visible place in the classroom.

#### Sheep

Sheep produce a wide variety of items used by people. Like cows, sheep produce milk. This milk can be made into cheese, yogurt, and other dairy products. Sheep provide meat and wool. After processing, wool can be made into lots of different things, such as shirts, socks, yarn for knitting, and tennis ball covers.

Read the paragraph aloud and encourage the whole class to mention words they know: *cows, sheep, milk, yogurt, meat.* Ask volunteers to underline the words they know and the words they do not know with a different color. Read the paragraph aloud again and stop at the new words underlined by students. Explain its meaning and ask students to draw the products on page 97 or in their notebooks.

**AK:** Drawings may vary according to students' creativity.


#### 6 Share your drawings with your partner. Are your drawings similar?


Divide the class in teams of four. Encourage students to exchange their drawings from Activity 5. Ask them: *Are they similar?* Allow students some time to compare their drawings and talk about sheep products.


**Formative and Academic Environment**  
Social Practice: Writes questions to obtain information about farm products


4 Complete the diagram with words from the box.

milk cheese cream meat leather



5  Research and draw the products that we get from sheep.



6  Share your drawings with your partner. Are your drawings similar?

**What I Know**

I can identify some farm products.

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#### Additional Activity

Invite students to participate in a show-and-tell about farm animals. Ask each student to bring an item showing a farm animal to school. Students can bring photographs, magazines, newspapers, or another item of their choosing. Ask students to prepare a list of facts about their animals. Have students take turns sharing those facts. Keep a list of their facts and display it with the images for the class.

You could also ask students if they have visited a farm, and which animals they often see near their homes.

#### What I Know

Help students reflect on what they have learned. Go through the goal with students: *I can identify some farm products.* Ask students to reflect on the farm products they learned and the importance of the products we can get from farm animals.

Make sure students understand the meaning of the stars: three stars if they can identify some farm products, two stars if they need more practice to achieve the goal, and one star if they need help from the teacher. Show enthusiasm for their progress!

**Learning outcome:** Explores illustrated children's books about farm products.

## 1 Read the article about corn.

Ask students: *Do you like tortillas?* Encourage students to answer: *Carlos, Do you like tortillas? Yes.* Continue asking questions: *Do you like popcorn? Do you like cereals?* Tell students that tortillas and cereal are made of corn. Write the word corn on the board and the words tortillas, cereal, and popcorn under the word.

Have students open their Activity Book to page 98. Read the article *The Popular Corn* aloud. Ask students to look at the pictures and encourage them to ask and answer questions about the topic. Ask students to read the captions under each picture. Carry out a reading along with students so you can listen to their pronunciation. Check comprehension and the meaning of new words.

## 2 Use the diagram on Visual Resources (Class CD, p. 23) to learn the parts of an article.

Have students open their Activity Books. Project or print the image on Visual Resources (Class CD, page 23) to learn the parts of an article. Show students the different parts: *paragraphs, title, photographs, captions.* Explain that captions are used to describe the photographs or other images. Ask students why images are important to understand the meaning of the text. Read the article aloud again and ask students for words they don't understand. When possible, help them understand the meaning of new words using the context or the photographs. Mention the parts of the article aloud and have some volunteers point at them. Provide guidance when needed and monitor their progress.

## 3 Copy one of the paragraphs in your notebook and illustrate it.

Have students open their Activity Books and read the instruction for Activity 3. Ask students to choose their favorite paragraph from *The Popular Corn* in Activity 1. Encourage them to copy the paragraph in their notebooks and illustrate it.

Monitor students' work and provide guidance when needed.

1  Read the article about corn.

## The Popular Corn

Corn is the most produced grain in the world. It was first grown by old Mexican cultures many years ago. It is also called *maize*. Corn comes in many colors such as white, yellow, black, red, blue, and gray. There are 200 different kinds of corn.

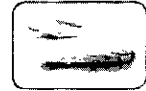
Corn is in the grass family, the cob is part of the flower and the kernels are the seeds. Corn is a very healthy food.

Corn is used in many foods such as cereals, popcorn, tortillas, and baby food. Corn is an ingredient of some medicines and it is also used to produce ethanol, a fuel that moves cars and machines.

Maize is an amazing crop!



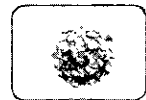
Corn field



Corn cob with kernels



Corn cobs in many colors



Cereal



Tortillas

2  Use the diagram on Visual Resources (Class CD, p. 23) to learn the parts of an article.

3  Copy one of the paragraphs in your notebook and illustrate it.

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### Additional Activity

Bring popcorn to the classroom and ask students why popcorn pops. Explain that when the kernel is heated, the water it contains heats and produces steam. Steam makes the kernel explode and turn into delicious popcorn. Share the popcorn with the students.

### Useful Information

Farm animals are fascinating. Hens help their chicks learn about the world. According to *All Animals* magazine, "Chicks also learn to avoid bad-tasting food by watching others' negative reactions to it."

Meanwhile, cows share babysitting responsibilities. One or two cows will watch all the herd's calves while other cows take a rest. You can find more fun farm animal facts here: <http://www.humanesociety.org/news/magazine/2016/11-12/fun-facts-about-farm-animals.html>





**Learning outcome:** Asks and answers questions about farm products.

## 1 Read and point.

Ask the whole class: *Do you like fruit?* Bring an apple to the class and say: *I like apples. What color is it?* Encourage students to say red. Let students talk about their favorite fruits. Provide guidance and help them with new words.

Have students open their Activity Books to page 100. Ask them to read *Colorful Fruits* individually. Encourage students to ask about new words and figure out what they mean by looking at the picture. Read the paragraph aloud again and ask them to point at the correct fruit while listening to you.

Monitor comprehension while pointing at the fruit on the picture.

**AK:** Comprehension may vary according to students.

## 2 Fill out the fruit chart.

Have students open the Activity Books. Draw students' attention to Activity 2. Ask them to look at the fruit chart and read aloud the different types of fruit in the left column. Then, show the example given for guidance. Ask students to work in pairs.

When students finish the activity, ask students to exchange their Activity Books with other students to check their answers. To wrap up the activity, ask volunteers to draw the chart on the board and invite a pair of students to write the answers.

Monitor their work and provide guidance when needed.

**AK:** cantaloupe-green and orange; big; papaya-orange; big; cherries-red; small; blueberries-blue; small; grapes-green and purple; small.


## 3 Think of a fruit. Have your partner ask questions to guess what you are thinking of .

Tell students they will ask questions to a partner about fruits. The partner has to guess the fruit and then they will exchange turns. Have students look at the examples on page 100, Activity 3.

To provide guidance, ask some volunteers to write at least two questions and two answers on the board, so students feel confident. This is a subproduct activity, so make sure students understand the correct use of yes/no questions. Remind students these questions will be useful when developing their Unit Product.


Monitor students' work and guide them through oral communication.


### Lesson 3

**1**  Read and point.



**Colorful Fruits**

There are all kinds of fruit  
Big and small, round and long  
Watermelons, cantaloupes, and papayas are big  
Watermelons are green outside and red inside.  
Cantaloupes and papayas are orange inside  
Cherries, blueberries and grapes are small  
Cherries are red.  
Blueberries are blue  
Grapes are purple or green  
Most kinds of fruit are sweet




**2**  Fill out the fruit chart.

Fruit	Red	Green	Orange	Blue	Purple	Small or Big
watermelon	✓	✓				
cantaloupe						
papaya						
cherries						
blueberries						
grapes						

**3**   Think of a fruit. Have your partner ask questions to guess what you are thinking of.


Is it big?

Is it round?



No, it isn't.

Yes it is.



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### Additional Activity

Explain to students that they will figure out through a graph the favorite farm animals in the class.

For this activity, you may print a graph from the link below for each group. Remind your students what a graph is.

<http://www.kidzone.ws/thematic/farm/favorite-graph.htm>.

Divide your students into groups of 4. Encourage them to talk within the group and decide which farm animal is their favorite.

To wrap up the activity, you can encourage your students to post their graphs in a visible place in the classroom and compare the graphs with other groups.

**4**   **Listen and match.**  21

Write the words goat, cow, pig, hen and sheep on the board. Encourage students to read the words aloud with you. Tell students: *Cows give us milk. Repeat after me: Cows give us milk.* Continue with goat, pig, hen and sheep.

Ask students to listen to the recording and look at the information on page 101 of their Activity Books. Explain that they will listen and match the farm animal to the product produced or made.

Play the recording a second time and allow some time to finish the activity.

Ask students to work individually.

Monitor students' work and play the recording again if needed.

To wrap up the activity, ask students to check the answers with a partner.

**AK:** 1-a; 2-b; 3-d; 4-e; 5-c.




**5**   **Write questions for the answers.**

Have students open the Activity Books. Tell them they will practice questions by looking at the answers in Activity 5. Encourage students to read the example aloud.

Let them work in pairs and monitor the written activity.

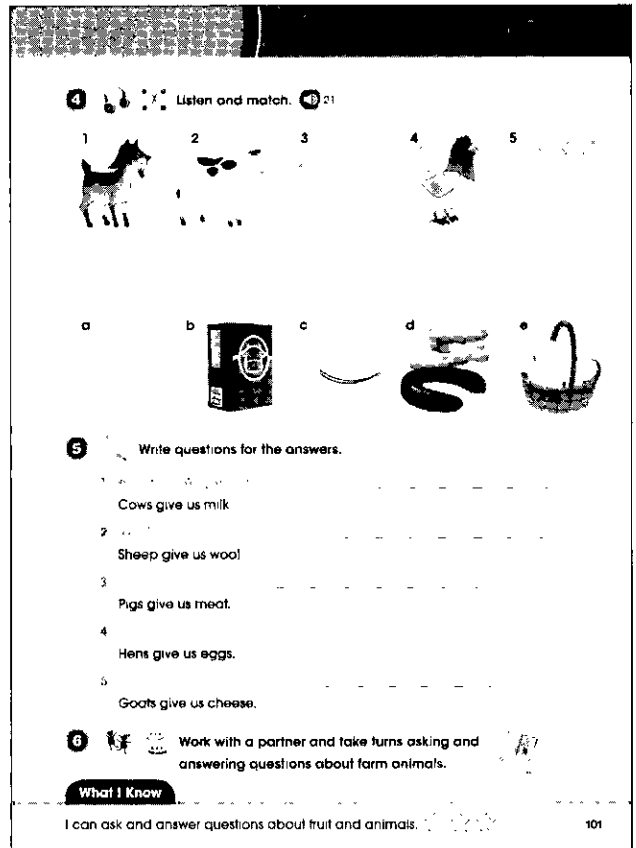
To wrap up the activity, ask volunteers to write the correct question on the board.




**AK:** 1-What do cows give us?; 2-What do sheep give us?; 3-What do pigs give us?; 4-What do hens give us?; 5-What do goats give us?


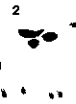



**6**   **Work with a partner and take turns asking and answering questions about farm animals.** 






Have students open the Activity Books and read the questions and answers in Activity 5. Ask them to practice in pairs and take turns. Since this is a subproduct activity, encourage students' curiosity and invite them to add some other questions they already know such as: *Where do cows live? What color are pigs?* Model different examples so students have more options.


Monitor the oral practice and encourage them to ask and answer with confidence. If you want, you may ask students to write some questions they asked their partners as a future reference for their Unit Product.



**4**   **Listen and match.**  21

1  2  3  4  5 

a  b  c  d  e 

**5**  **Write questions for the answers.**




1 Cows give us milk.

2 Sheep give us wool.

3 Pigs give us meat.

4 Hens give us eggs.

5 Goats give us cheese.

**6**   **Work with a partner and take turns asking and answering questions about farm animals.** 

**What I Know**

I can ask and answer questions about fruit and animals.

101

**What I Know**

Help students reflect on what they have learned. Go through the goal with students: *I can ask and answer questions about fruit and animals.* Encourage them to ask and answer questions about fruit and animals so they can be aware of all the things they have learned.

Make sure students understand the meaning of the number of stars: three stars if they are able to ask and answer questions about fruit and animals, two stars if they need some more practice, and one star if they need to practice a lot more. Above all, make sure students feel confident! Show enthusiasm for their progress.

**Additional Activity**

Ask students to sit in a circle. Prepare cards with farm animals' names. Explain to students they will ask and answer questions. The first student chooses a card and ask a question: *What do cows give us?* The second students says: *Cows give us milk.* Set an example. If a student does not answer correctly, he/she leaves the circle and the next person in line answers, and so on until it gets back to the first student.

**Learning outcome:** Checks the writing of questions to obtain information.

## 1 Answer the questions with *yes* or *no*.

Prepare cards with names of fruit and vegetables. Tell students that fruits and vegetables have different colors. Give an example: *Carrots are orange*. Show students a different name of fruit or vegetable: *Onion*. *What color is it? It's white*. Continue with other examples.

Have students open the Activity Books to page 102. Encourage them to read aloud questions 1 to 6. Ask students to work in pairs, then write the correct answers on the board.

Monitor comprehension and praise students for their efforts.

**AK:** 1-Yes; 2-No; 3-answers may vary; 4-answers may vary; 5-answers may vary; 6-No.

## 2 Read the questions and answers. Color the vegetables.

Have students open their Activity Books. Draw students' attention to the pictures on the right. Ask students to describe the vegetables. When then finish, ask them to work in pairs and ask and answer the questions. This is a good opportunity to consolidate making and answering questions aloud.

Monitor their work and provide guidance when needed.

To wrap up the activity, ask students to show their colored vegetables to the whole class by giving information about colors in vegetables.

**AK:** Make sure students color the vegetables correctly.

## 3 Unscramble the questions and write them again.

Draw students' attention to Activity 3. Explain to students that they will analyze the words and write a correct question.

Ask students to work individually.

To wrap up the activity, ask volunteers to write the correct question on the board.

## 1 Answer the questions with *yes* or *no*.

- |                          |     |    |
|--------------------------|-----|----|
| 1 Is milk white?         | Yes | No |
| 2 Are tomatoes brown?    | Yes | No |
| 3 Do you live on a farm? | Yes | No |
| 4 Do you like eggs?      | Yes | No |
| 5 Do you like milk?      | Yes | No |
| 6 Do cows give us wool?  | Yes | No |

## 2 Read the questions and answers. Color the vegetables.

- What color is the spinach?  
The spinach is green.
- What color are carrots?  
Carrots are orange.
- What color are beets?  
Beets are red.
- What color is the potato?  
The potato is brown.
- What color is the onion?  
The onion is white.



## 3 Unscramble the questions and write them again.

- animals live What on farm the  
? ? ? ? ?
- plants farm What the grow on  
? ? ? ? ?
- vegetables What you like do  
? ? ? ? ?

Monitor students' work.

**AK:** 1-What animals live on the farm?; 2-What plants grow on the farm?; 3-What vegetables do you like?

### Additional Activity

Divide the class in teams of four. Ask each team to choose three questions from page 102. Provide a piece of cardboard and encourage the students to write the questions. Exchange the information with other team and ask them to answer the questions. Monitor their work and post the questions and answers in a visible place in the classroom.

**4**   **Cut out the pictures on page 119 and complete the diagram.**

Have students open their Activity Books to page 103. Encourage them to look at the diagram. Explain that they will cut out the pictures on page 119.

When they finish, ask students to work individually. Guide them through the first question and ask them to look at Activity 3 on page 102. Ask a volunteer to read the questions.

Let students work by themselves and complete the diagram.

To wrap up the activity, ask students to share their diagram with a partner.



Monitor students' work and make sure they glue the correct picture on the corresponding caption. This is a subproduct activity that will help students gather information for their Unit Products. Remind students that diagrams help us see information in a clear and friendly way.

**AK:** What animals live on the farm?; What plants grow on the farm?

**5**   **Name two more animals that live on a farm.**

Ask the whole class to research in Unit 10 and find two more animals that live on a farm. Encourage them to work in pairs. Ask volunteers to come to the board and write the animals that live on a farm.

**AK:** Answers may vary.

**6**   **Name two more plants that grow on a farm.**



Ask the whole class to research in Unit 10 and find two more plants that grow on a farm. Encourage them to work in pairs. Ask volunteers to come to the board and write the plants that grow on a farm.

**AK:** Answers will vary.

**Useful information**

Asking good questions is just the beginning of a teacher's job. Teachers help students become life-long learners when they give students opportunities to respond to their questions.

- Allow students the time to respond to questions. After asking a question, silently count to five before calling on students. This gives time for more students to volunteer.
- Make sure to use active listening techniques such as appropriate eye contact to show interest.
- While students are responding, wait for them to complete their responses. Don't jump in or rephrase their responses.

**4**   **Cut out the pictures on page 119 and complete the diagram.**

live on a \_ \_ \_ ?

pigs cows sheep hens

Farm

grow on a \_ \_ \_ ?

tomatoes corn chill peppers

**5** ... Name two more animals that live on a farm.

**6** ... Name two more plants that grow on a farm.

**What We Know**

Check the work in Activity 4 with a partner. Make sure that the work is complete. 103

**Additional Activity**



Sit students in a circle and teach the following tongue twisters:

- Pink pigs pick pinecones in a pen.
- Cream-colored cows chomp corn in the country.

Encourage them to repeat the tongue twisters faster and illustrate them in groups of four. You can find further information at: <https://learnenglishkids.britishcouncil.org/es/tongue-twisters>

**What We Know**

Arrange students in pairs. Ask them to exchange books and compare their work. Explain to students that this time they have to check their partner has the complete information on their diagrams. Have students check the pictures are placed in the correct place and the questions have the correct structure. Encourage students to support their classmates if they have questions or they made a mistake. Walk around the classroom and monitor the activity. Congratulate them for finishing the unit!

- 1**   **Cut out the cards on page 119. Put your set of cards together with your partner's set. Play a memory game. Do some research and find out what animals are produced in your community.**

Before students cut out the cards on page 119, make sure they remember the names of the animals. Encourage students to say the animals' names aloud.

Ask students to open their Activity Books to page 119 and cut out the cards. Explain that they will play a memory game with this set of cards. Give an example with a pair of students.

Guide students through a memory game with the following instructions:

1. The objective is to collect the most pairs of cards.
2. Shuffle the cards and lay them on the table, face down, in rows.
3. Play then continues in a clockwise direction.
4. On each turn, a player turns over any two cards (one at a time) and keeps them if the cards match.
5. If they successfully match a pair, they get to keep the cards, and that player gets another turn.
6. When a player turns over two cards that do not match, those cards are turned face down again (in the same position) and it becomes the next player's turn.
7. The trick is to remember which cards are where.
8. The player with the most pairs at the end of the game wins.

When students are done playing, go over each animal present in their memory games and ask: Do we have \_\_\_\_\_ in our communities? How do you know? Have students investigate three animals that are produced in their community. You can have them look up their community online or ask their relatives or friends. Encourage students to feel proud of the place where they live!

The next lesson ask students to share their findings with a classmates. Walk around and help as needed.




**AK:** Experience may vary according to students.


## Social Skills

-   **Why is it important to take care of animals? Talk with a partner.**



Draw students' attention to the picture on page 104. Encourage students to describe the picture and reflect on the importance of taking care of animals. Write their reflections on the board so students can talk with a partner and add more ideas.

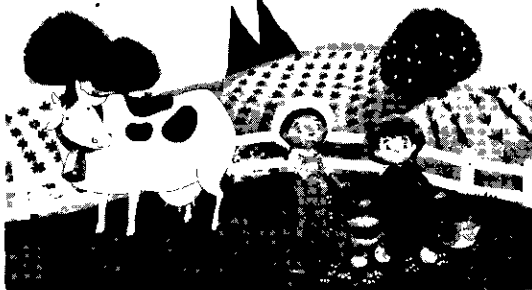
**Review**

   Cut out the cards on page 119. Put your set of cards together with your partner's set. Play a memory game. Do some research and find out what animals are produced in your community.



**Social Skills**

  Why is it important to take care of animals? Talk with a partner.



104 UNIT 10 Farm Products

Allow some time for students to talk with a partner. Use this activity as an opportunity to have students reflect on how animals help us through the food products they provide and also the importance of taking care of all animals.

## Write questions to obtain information.

### What is the product for?

To obtain information about food products in my community.

### Tips

- Teamp up.
- Share with your team the subproducts on pages 100, 101 and 103 and use them as a guide.
- Decide with your team what you want to know.
- Write a list of questions. Find models and examples in Lessons 3 and 4.
- Think who can answer your questions (your grandparents, your teacher).
- Talk with the people and get your answers.

**Preparation:** Tell students that they going to work in teams. Refer them to the subproduct activities they did during the unit. Have them notice the correct structure of questions and the vocabulary needed to talk about food products.

**Production:** Arrange students in small groups of four. Let students plan their work, organize what they are going to do, and make their own decisions, as you monitor. Invite students to share and comment about their ideas and decide how to design the graphic organizer. When students are done, ask them to come up with a list of persons they can ask questions. Encourage students to be curious and go further in their investigations.

### Share the product.

Create a graphic organizer to show your results. Present the graphic organizer to the whole class. Encourage teams to organize the presentation so everybody has the opportunity to speak in front of the class.

### Product Assessment

Before students' presentations, refer their attention to the Product Assessment section. Explain that they have to assess their classmates' presentations. Read each sentence and make sure students understand the meaning. As each team presents, give a few minutes for students to complete the chart. When all presentations finish, you can set a few minutes for students to share their opinions. Remind them to be kind to one another.

Unit Product

---

**What is the product for?**  
To obtain information about food products in my community.

**Tips**

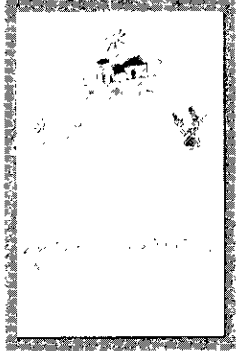
- Teamp up.
- Share with your team the subproducts on pages 100, 101, and 103 and use them as a guide.
- Decide with your team what you want to know
- Write down a list of questions. Find models and examples in Lessons 3 and 4
- Think who can answer your questions (your grandparents, your teacher).
- Talk with the people and get your answers

**Share your product.**  
Create a graphic organizer to show your results. Present the graphic organizer to the class.

**Product Assessment**

Pay attention to your classmates' stories. Tick (✓) the statements that are true for each team. Take turns sharing your results with the teams.

	Team 1	Team 2	Team 3	Team 4	Team 5
The information is clear					
The information is interesting.					
The product is illustrated.					
The presentation is organized.					



105

## Activity Book Primary Level 2

### Track 2

Activity Book, Primary Level 2

Unit 1 / Page 9 / Activity 4

Listen and check

### Image one

**Girl:** Good bye, Grandma. Have a nice trip!

Good bye, Grandma. Have a nice trip!

Good bye, Grandma. Have a nice trip!

### Image two

**Boy:** Can I have a sharpener, please?

Can I have a sharpener, please?

Can I have a sharpener, please?

### Track 3

Activity Book, Primary Level 2

Unit 1 / Page 10 / Activity 3

Listen and sing along.

### Classroom Rules

Be polite.

Raise your hand.

Oh, you're bright!

### Chorus

Second grade is the best!

We say thank you,

We say please,

We say YES!

Enjoy what you do.

Help your friends.

Oh, that too!

### Chorus

Second grade is the best!

We say thank you,

We say please,

We say YES!

### Track 4

Activity Book, Primary Level 2

Unit 2 / Page 18 / Activity 2

Listen and underline the rhyming words.

### The Fat Cat

My friend has a cat.

A cat that is fat.

And it likes to eat,

White bread and meat.

This fat cat,

Sleeps on a mat.

It never walks on the street,

But likes to eat all that is sweet.

This orange fat cat,

Never catches a rat.

It lays on my bed

And sometimes on my head.

### Track 5

Activity Book, Primary Level 2

Unit 2 / Page 20 / Activity 1

Listen and complete.

### The Little Hen

There was a little hen,

the prettiest ever seen,

she washed the dishes,

and kept the house clean.

She went to the mill

to fetch some flour.

She brought it home

in less than an hour.

She baked some bread,

she brought some tea;

she sat by the fire,

she sang songs to me.

### Track 6

Activity Book, Primary Level 2

Unit 3 / Page 27 / Activity 5

Listen and circle.

**Renata:** Hi. What's your name?

**Manuel:** My name is Manuel. What's your name?

**Renata:** My name is Renata.

**Manuel:** How do you spell Renata?

**Renata:** R - E - N - A - T - A

**Manuel:** Thank you. And how old are you?

**Renata:** I am 7 years old. How old are you?

**Manuel:** I am 8 years old. Where do you live?

**Renata:** I live in Italy. Where do you live?

**Manuel:** I live in Mexico.

### Track 7

Activity Book, Primary Level 2

Unit 3 / Page 29 / Activity 4

Listen and match.

**Narrator:** This is the Star Kids Club!

There are many special children around the world. They are really good practicing their hobbies. Look at these two members of our club.

This is Ana. Ana lives in Mexico. She's 8 years old. Ana likes playing soccer.

Then, we have Carlos. Carlos is from Perú. He's 7 years old.

Carlos likes playing the electric guitar and drawing. How about you? Are you a STAR KID too?

### Track 8

Activity Book, Primary Level 2  
Unit 4 / Page 39 / Activity 4

Listen and point.

**Narrator:** Welcome to Kiddie Land Fair!  
Please follow the rules to enjoy a safe ride.

1. Check your height. Use the Dino sign.
2. Fasten your seat belt.
3. Don't stand in the ride.
4. Keep your hands and legs inside.
5. Children have to ride with an adult.

Thank you. Have lots of fun and come back soon!

### Track 9

Activity Book, Primary Level 2  
Unit 4 / Page 43 / Activity 4

Listen and repeat.

#### Signs Everywhere!

Don't touch.  
Don't push.  
Don't run.  
Signs everywhere!  
Signs everywhere!

Turn left.  
Turn right.  
Stop.  
Signs everywhere!  
Signs everywhere!

Wear a helmet.  
Wear a seatbelt.  
Turn off your cell.  
Signs are important!  
Signs keep us safe!

### Track 10

Activity Book, Primary Level 2  
Unit 5 / Page 48 / Activity 2

Listen and complete.

**Tom:** Excuse me, officer, is there a museum in the village?

**Police officer:** Yes, there is. It's on Blue Street.

**Tom:** Is it next to the movie theater?

**Police officer:** No, it's next to the post office and behind the movie theater.

**Tom:** One more question, where can I find the toy store?

**Police officer:** It's on Green Street. It's next to the school.

**Tom:** Thank you, officer!

**Police officer:** You're welcome. Have a nice day!

### Track 11

Activity Book, Primary Level 2  
Unit 5 / Page 49 / Activity 4

Listen and complete the questions.

1

**Boy:** Where is the post office?

**Girl:** It is between the hospital and the museum.

2

**Boy:** Where is the restaurant?

**Girl:** It is in front of the river and next to the park.

3

**Boy:** Is there a hospital in Rainbow Village?

**Girl:** Yes, there is.

4

**Boy:** Where is the stadium?

**Girl:** It is on Oak Street.

5

**Boy:** Is there an airport in Rainbow Village?

**Girl:** No, there isn't.

6

**Boy:** Where is the school?

**Girl:** It is on the corner of Green Street and Purple Street,  
next to the barber shop.

7

**Boy:** Where is the movie theater?

**Girl:** It is between the shoe store and the pharmacy.

8

**Boy:** Where is the fountain?

**Girl:** It is in front of the museum.

### Track 12

Activity Book, Primary Level 2  
Unit 6 / Page 59 / Activity 4

Listen and underline the rhyming words.

#### Narrator:

I plant a little seed  
in the cold, cold ground,  
out comes the sun  
yellow and round.  
Down comes the rain,  
big drops fall down,  
up comes a tree  
tall, green, and brown

### Track 13

Activity Book, Primary Level 2  
Unit 6 / Page 61 / Activity 5

Listen and repeat.

#### Narrator:

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.



All the king's horses and all the king's men,  
Couldn't put Humpty together again.

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall.

All the king's horses and all the king's men,  
Couldn't put Humpty together again.

## Track 14

Activity Book, Primary Level 2  
Unit 7 / Page 69 / Activity 4

Listen and sing along.

### Science Is Fun

What's this? What's that?  
Is it a rabbit or is it a rat?  
Is it gray or is it blue?  
Is it old or is it new?  
Science is fun.  
Science is cool.  
I like science,  
As much as school!

What's this? What's that?  
Is it a bird or is it a bat?  
Is it red or is it green?  
Is it dirty or is it clean?  
Science is fun.  
Science is cool.  
I like science,  
As much as school!

## Track 15

Activity Book, Primary Level 2  
Unit 7 / Page 71 / Activity 5

Listen and follow along. Then listen  
and number the pictures.

### Teacher:

Let's try an experiment.

### Materials

2 pieces of celery.  
Water.  
Blue and red food coloring.  
2 cups.

Step 1. Pour water into the cups.  
Step 2. Add two drops of red coloring to one cup.  
Step 3. Add two drops of blue coloring to another cup.  
Step 4. Put one piece of celery into each cup.  
Step 5. Predict what is going to happen.  
Step 6. Observe the celery.  
Step 7. Draw what happens.

## Track 16

Activity Book, Primary Level 2  
Unit 8 / Page 79 / Activity 5

Listen and repeat. Then listen and  
match the words to the pictures.

### Narrator:

Happy.  
Sad.  
Angry.  
Tired.  
Excited.  
Afraid.  
Bored.  
Confused.

## Track 17

Activity Book, Primary Level 2  
Unit 8 / Page 81 / Activity 5

Listen and sing along.

### I'm Happy

I'm happy.  
I'm happy, happy, happy!  
I'm so happy,  
I want to sing a song!

I'm angry.  
I'm angry, angry, angry!  
I'm so angry,  
I want to run and run!

I'm tired.  
I'm tired, tired, tired!  
I'm so tired,  
I want to go to bed!

I'm bored.  
I'm bored, bored, bored.  
I'm so bored,  
I want to play a game!

## Track 18

Activity Book, Primary Level 2  
Unit 9 / Page 89 / Activity 3

Listen and sing along.

### America

America is my continent.  
It's big and it's great.  
It has many countries  
But I only know eight:  
Peru, Jamaica, Mexico, and Paraguay.  
Guatemala, Brazil, Cuba and Uruguay.  
Some countries are warm.  
And others are cold.  
Some countries are big,

And others are small.  
But I love them all.  
I love them all!

### Track 19

Activity Book, Primary Level 2

Unit 9 / Page 91 / Activity 4

Listen and complete the chart.

#### Narrator:

The United States.  
The flag of the United States is red, white and blue.  
They use dollars.  
Mexico.  
The flag of Mexico is green, white and red.  
They use pesos.  
Guatemala.  
The flag of Guatemala is blue and white.  
They use *quetzales*.  
Brazil  
The flag of Brazil is green, yellow and blue.  
They use *reales*.

### Track 20

Activity Book, Primary Level 2

Unit 10 / Page 99 / Activity 4

Listen and sing along.

#### The Countryside

In the country,  
You can see,  
Many animals,  
And many trees.  
The air is pure,  
The water clean.  
I love the country.  
It's always green!

In the country,  
You can see,  
Many animals,  
And many trees.  
The air is pure,  
The water clean.  
I love the country.  
It's always green!

### Track 21

Activity Book, Primary Level 2

Unit 10 / Page 101 / Activity 4

Listen and match.

#### Narrator:

Moo, moo... this is a cow.  
Cows give us milk.  
Cluck, cluck... this is a hen.  
Hens give us eggs.

Baa, baa... This is a sheep.  
Sheep give us wool.  
Oink, oink... this is pig.  
Pigs give us meat.  
Meh, meh... This is a goat.  
Goats give us cheese.

### Narrative Big Book Primary Level 2

#### Track 22

Narrative Big Book, Primary Level 2

Unit 2 / Page 16

#### The Animal Fair

I go to the animal fair.  
All the birds and the insects are there.  
The tiger, the zebra, and even the bear  
that's brushing her beautiful hair.  
The funny monkey plays with the skunk.  
They jump and step on the elephant's trunk.  
Poor elephant falls to his knees.  
He runs and hides behind the trees.  
In this fair, the mouse is friends with the cat.  
And the cow is not afraid of the bat.  
The mosquito, the fly, and the bee,  
they all are students of great Mrs. Flea.  
The colorful parrots, the toucan with its beak.  
They talk and talk at the mountain peak.  
The elegant cockatoo plays the guitar.  
Animals say that she is a star!  
The octopus, the crab, and the fish, they all have a wish:  
To give a big party in the sea. With music and dances, and  
lots of tea.  
Night after night I go to this fair.  
Fabulous animals wait for me there.

### Track 23

Narrative Big Book, Primary Level 2

Unit 8 / Page 42

#### The Princess and the Frog

Once upon a time there was a princess called Amelia.  
Princess Amelia lived in a beautiful castle surrounded  
by lakes. She had a room full of toys, but no one to play  
with. Princess Amelia was always bored.  
Princess Amelia had lots dresses and shoes, but not a single  
friend. Princess Amelia was always very sad.  
Every afternoon Amelia went out to take a walk by the lake.  
She sat to watch how the frogs jumped and played.  
One day one of the frogs came close to Amelia and said:  
"Give me a kiss and something wonderful will happen to  
us!" Amelia was very surprised but she agreed.  
Suddenly, Amelia turned into a frog! She jumped and  
jumped with her new friend! And they lived happily ever  
after ...

## Informative Big Book Primary Level 2

### Track 24

#### Informative Big Book, Primary Level 2

##### Unit 3 / Page 4

### Hobbies

Children have different hobbies. My friend Pedro likes soccer. Soccer is a sport for two teams. Players try to score goals!

Diana and Silvia like playing chess. Chess is a board game for two players. The board has dark and light squares. Pieces represent queens, kings, castles, and horses.

Miguel and Tere like dancing. Dancing is moving the body to the rhythm of music. You can dance alone or dance in a group. You can learn to dance at a dancing school.

Diego likes music. I like music too. Diego likes listening to music. Sandra likes playing a musical instrument. My favorite hobby is karate. What's yours?

### Track 25

#### Informative Big Book, Primary Level 2

##### Unit 7 / Page 20

### Fossils and Dinosaurs

Dinosaurs were amazing creatures that lived on Earth millions of years ago.

Some of them were enormous, and others were small. Some ate plants and some ate other animals. Some species flew and others swam.

All dinosaurs died long before the first humans appeared on Earth. Humans and dinosaurs never saw each other.

You are probably asking yourself how can we know anything about dinosaurs if nobody ever saw them.

When dinosaurs died, some of their bones were buried in mud or trapped between rocks. They formed fossils.

By studying fossils, paleontologists can understand how dinosaurs moved, how big they were, what they ate, if they lived in groups, and lots of other facts.

To understand how fossils were formed, you can try and make one. Get the necessary materials and start working with a partner!

#### Materials:

3 packages of modeling clay (the soft kind).

2 cups of plaster of Paris.

1 cup of water.

2 tablespoons of baby oil.

1 plastic container.

1 plastic spoon.

1 paintbrush.

Color paints.

Small plastic toys, shells, or other objects.

#### Steps

First, soften the modeling clay and put it in a low container to make a flat layer.

Then, place a plastic toy, a shell, or other object on the modeling clay and press hard.

Remove the plastic toy.

Use the paintbrush to add baby oil to the clay surface.

Next, put the plaster of Paris in the container and add water.

Mix well.

Slowly pour the mixture over the modeling clay. Let it dry overnight.

Finally, remove the plaster mold and use the color paints to decorate it.

### Track 26

#### Informative Big Book, Primary Level 2

##### Unit 9 / Page 30

### I Travel the World

#### Tom:

My dad is a pilot. He travels a lot. He takes me with him to travel the world. I started in the United States of America.

It is where I live.

People in the United States are called Americans.

They use money called dollars.

The flag has white and red stripes, and a blue square with white stars.

First I visited Jamaica. It is an island.

People in Jamaica are called Jamaicans.

People in Jamaica use money called Jamaican dollars.

Their flag is green, yellow, and black.

Then I went to Peru. It's in South America.

People in Peru are called Peruvians.

People in Peru use money called soles.

Their flag is red and white.

I also went to Guatemala. It is in Central America.

People in Guatemala are called Guatemalans.

People in Guatemala use money called quetzales.

Their flag is blue and white.

Finally, I went to Argentina. It is in South America.

People in Argentina are called Argentinians.

People in Argentina use money called pesos.

Their flag is blue and white. And now, I'm ready to go to a new wonderful place!

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