

CAMBRIDGE

# Odyssey

Primary

Teacher's  
Guide

3

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Ciclo 2

Lengua extranjera. Inglés

Teacher's guide



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Los materiales educativos que conforman el paquete didáctico le ayudarán a que los(as) estudiantes de esta asignatura logren familiarizarse, conocer, comprender y comunicarse en Inglés como lengua extranjera.

Esta Guía didáctica contribuirá también a su formación docente, pues en ella encontrará recomendaciones metodológicas y disciplinares para generar mejores ambientes de enseñanza y aprendizaje de la lengua inglesa; además, cuenta con un disco que contiene modelos orales e imágenes fijas que le apoyarán en su quehacer docente.

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Primary

3

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*Odyssey Teacher's Guide*

*Primary Level 3*

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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

1. Creativity & innovation	2. Critical Thinking, Problem-solving, Decision-making	3. Information and Communication Technology Literacy	4. Learning to Learn, Self-efficacy, Study skills
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

5. Communication	6. Collaboration	7. Emotional Skills	8. Social Responsibilities and Global competencies
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.

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 *Odysey* 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.

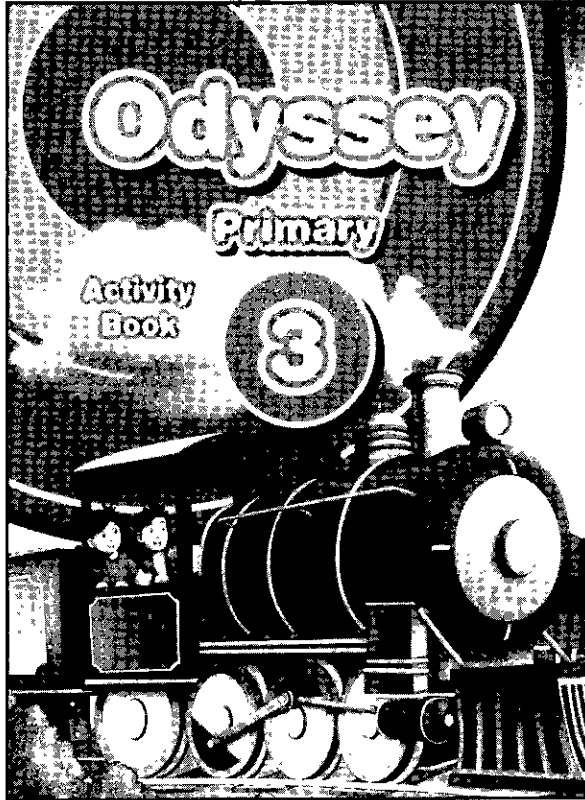
## Evaluation

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.

Remember that as a teacher you use language to transmit ideas. Build rapport with your students by listening to them and by communicating in an accessible way while using appropriate body language. Address your students by their names; this will make it easier for you to know where they stand so that you are able to best assist them and encourage them during the school year so that they improve their English. The following guide includes examples of how you can work with the different activities and readings you will find in *Odyssey 4*. Feel free to adapt the activities to best suit your needs and those of your students. Keep in mind that "every head is a world" and taking this into consideration when planning your lessons might make a big difference in the way your students reach their language achievements.



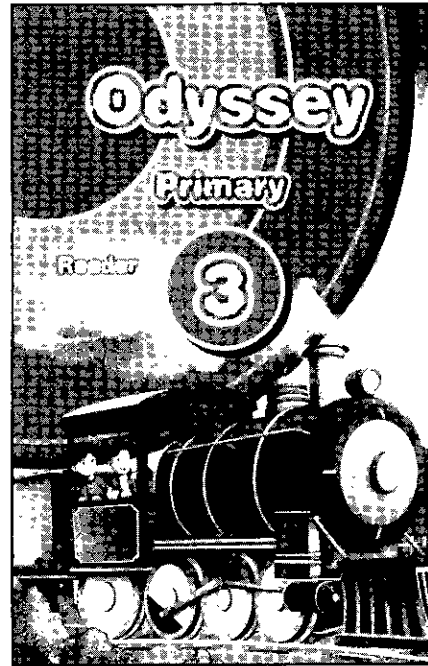
## Activity Book

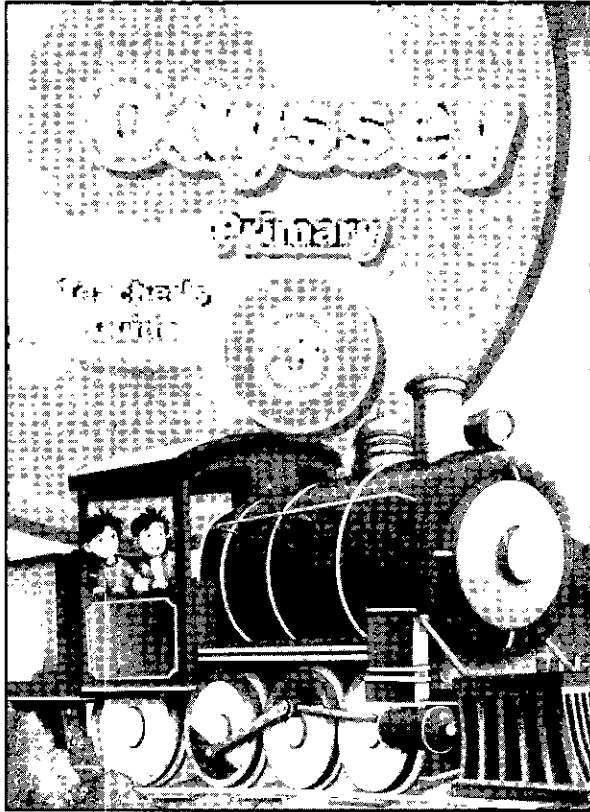
The Activity Book contains ten interesting units with motivating developmentally appropriate activities. Each unit comprises four lessons, a Review game or activity, a Social Skills task, and a Product. At the end of the books, students can find a Picture Dictionary to facilitate understanding and use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

Just as an extra tool to engage students into working on researching abilities as well as on critical thinking skills, we have included some ICT addresses in either the body of the unit or the Review section. Also, we suggest using whenever possible these links to offer variety in activities and tasks. The use of the suggested links is not mandatory, therefore if Internet is not available, there is no consequence or loss on the learning process of the language.

## Reader

The Reader is comprised of ten reading selections, both narrative and informative and a Reading Quiz at the end of each unit. Each Reader unit corresponds with a unit in the Activity Book.





## Teacher's Guide

The Teacher's Guide includes 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 3** **Hands-on Facts**

**Academic and Educational Environment**  
Supports Instruction to enable to succeed (2016, 2017)

**Activity 1**

Look at the text below. Label the parts.

The instructions, materials, images.

**You will need:**  
yarn, two toilet paper rolls,  
googly eyes, glue, scissors

Wrap yarn around the rolls.  
Remove the rolls gently and tie the  
knot tight.  
Cut around both edges of the pom-pom.  
Paste the googly eyes and a mouth  
made from paper scraps.  
Find a nice place for your monster.

Listen to the steps in Activity 1. Number the pictures in the correct  
order.

Work in pairs. Describe the steps to your partner.

Look at the pictures and unscramble the actions. Check your  
words with a classmate.

1	2	3
cut flo	ropth	for
4	5	6
urwd	deya	ofics

Work in pairs. Use the actions in Activity 4 to write sentences.  
Look at the examples.

Go over this lesson, look for new words and expressions and write a  
list in your notebook.

Go to your Reader's book and read pages 30 to 35 in "How to Make Funny Hats  
and Dancers." Then answer question 1 on page 41 at the end of the fact.

## 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 under the the corresponding title. Also, every achievement, has been included at the right corner of each lesson.

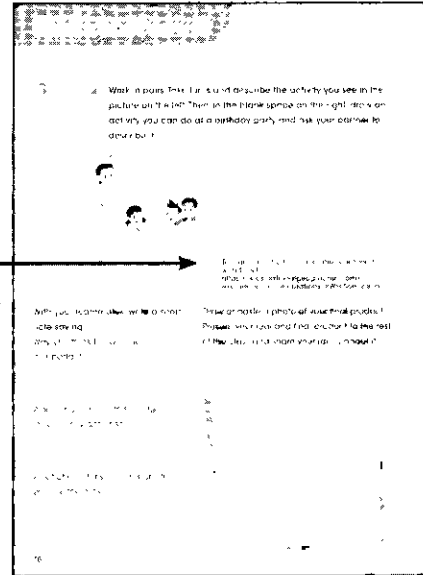


## Review

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

## ICTs

In every Unit whether in the body of the unit or as a closing item to keep you updated in the unit's topic and help you improve your technological skills.

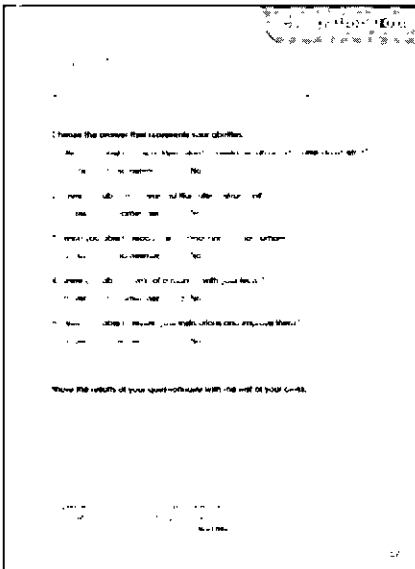


## Product

Throughout the unit, students work together in a collaborative way encouraging authentic communication and building evidences that serve the purpose of scaffolding tools and engage students to produce a final evidence called product where they can use everything they've learned so far and see how they've progressed as they increase language and life skills.

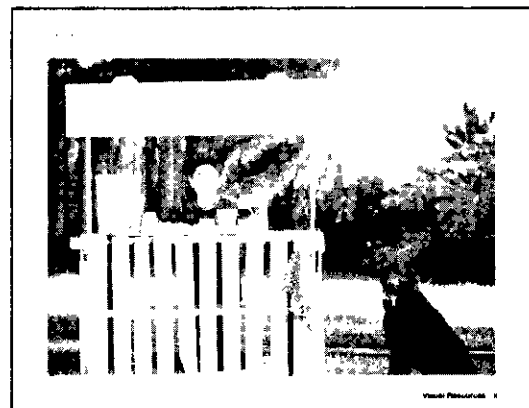
## Evaluation tools

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.



# Scope and Sequence

UNIT	Reader	Lesson 1
<b>Unit 1</b> Ads Everywhere pp. 16-27  <b>Social Practice</b> Interprets messages in advertisements and announcements in public spaces.	The Circus is Back in Town	<b>Learning Outcome</b> • Explores advertisements and announcements in public spaces.
<b>Unit 2</b> Sing with Us! pp. 28-39  <b>Social Practice</b> Sings songs.	Songs on the Pirate Ship	<b>Learning Outcome</b> • Listens to the lyrics of songs.
<b>Unit 3</b> Hands-on Tasks pp. 40-51  <b>Social Practice</b> Follows and produces the steps in a manual to assemble an object.	How to make funny hats and drums	<b>Learning Outcome</b> • Explores instructions to assemble an object (rattle, drum, etc.)
<b>Unit 4</b> Getting What You Need pp. 52-63  <b>Social Practice</b> Understands and shares expressions to obtain what is needed.	Moving House!	<b>Learning Outcome</b> • Listens to dialogs in which expressions are used to obtain what is wanted.
<b>Unit 5</b> Fun with Fables pp. 64-75  <b>Social Practice</b> Listens to stories to put them into the correct order.	Three Fables	<b>Learning Outcome</b> • Explores illustrated sequences in a jumbled fable.

**Lesson 2****Lesson 3****Lesson 4****Product****Learning Outcome**

- Understands the messages of advertisements and announcements.

**Learning Outcome**

- Understands the messages of advertisements and announcements.

**Learning Outcome**

- Writes statements for an advertisement or message.

Illustrated Advertisements and Announcements

**Learning Outcome**

- Identifies parts in the writing of songs.

**Learning Outcome**

- Identifies parts in the writing of songs.

**Learning Outcome**

- Participates in the singing of songs.

A Class Concert

**Learning Outcome**

- Understands illustrated instructions.

**Learning Outcome**

- Understands illustrated instructions.

**Learning Outcome**

- Participates in the writing of a manual.

Write an Instruction Manual

**Learning Outcome**

- Understands and expresses wishes or necessities.

**Learning Outcome**

- Exchanges expressions to obtain what is needed.

**Learning Outcome**

- Writes a message to obtain what is needed.

Writing a Short Message

**Learning Outcome**

- Listens to the corresponding fable in an illustrated sequence.

**Learning Outcome**

- Listens to the corresponding fable in an illustrated sequence.

**Learning Outcome**

- Puts the illustrated sequences of a fable in the correct order.

An Illustrated Sequence Game

# Scope and Sequence

## UNIT

## Reader

## Lesson 1

### Unit 6

Exploring the World  
pp. 74-85

Deep into the Ocean

### Learning Outcome

- Explores illustrations about science topics.

### Social Practice

Identifies and makes questions to look for information about a specific topic.

### Unit 7

Let's Party!  
pp. 88-99

Cinco de Mayo in New York

### Learning Outcome

- Listens to short descriptions of activities of a celebration or party with the help of pictures.

### Social Practice

Describes activities done at a celebration party.

### Unit 8

A World of Music  
pp. 100-111

A Passion for Music

### Learning Outcome

- Explores illustrated monographs of musical instruments.

### Social Practice

Locates and includes information in a graph.

### Unit 9

Audio Stories  
pp. 112-123

The Curious Elephant

### Learning Outcome

- Explores short fairy tales.

### Social Practice

Reads short fairy tales in order to share appreciations about cultural expressions.

### Unit 10

Hoping for the Best  
pp. 124-135

Community Garden

### Learning Outcome

- Listens to expressions linked to expectations.

### Social Practice

Shares expectations in a dialog.



**Lesson 2****Lesson 3****Lesson 4****Product****Learning Outcome**

- Listens to and understands questions.

**Learning Outcome**

- Participates in the writing of questions to look for and obtain information.

**Learning Outcome**

- Makes questions.

Writing Curious Questions

**Learning Outcome**

- Understands descriptions of activities.

**Learning Outcome**

- Understands descriptions of activities.

**Learning Outcome**

- Describes activities using pictures.

Describe a Celebration!

**Learning Outcome**

- Reads and understands information from an oral reading of illustrated monographs.

**Learning Outcome**

- Reads and understands information from an oral reading of illustrated monographs.

**Learning Outcome**

- Participates in the design and writing of information in a graph about musical instruments.

A Monograph about Musical Instruments

**Learning Outcome**

- Explores short fairy tales.

**Learning Outcome**

- Interprets the contents of a fairy tale.

**Learning Outcome**

- Records an audio fairy tale.

Record an Audio Story

**Learning Outcome**

- Understands the content in a dialog

**Learning Outcome**

- Participates in oral exchanges

**Learning Outcome**

- Participates in oral exchanges.

A Mobil with Expectations

# UNIT 1

# Ads Everywhere!

## Unit Contents

### Familiar and Community Environment

#### Social Practice:

Interprets messages in advertisements and announcements placed in public spaces.

#### Learning Outcomes:

- Explores advertisements and announcements in public places.
- Understands the messages of advertisements and announcements.
- Writes statements for an advertisement or message.



#### Tech Resources

If possible, explore with the students the ads of some British or North American museums or aquariums.

Here are two suggested links. Let students notice the information that they offer to the public and give them the opportunity to reflect on why it is important. If you don't have access to internet in your classroom you can print some ads in advance and share them with the students.

American Museum of Natural History:

<https://www.amnh.org/plan-your-visit>

Aquarium of the Pacific

<http://www.aquariumofpacific.org/visit>



#### Odyssey Resources

**Reader:** "The Circus is Back in Town" pp. 6-17

**Class CD:** Tracks 2, 3, 31

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

**Picture Dictionary:** Activity Book, page 110

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

## Reading Strategies

### Narrative: *The Circus is Back in Town*

**UNIT 1**  
**The Circus is Back in Town**

"Luisa, Carlos, look, the circus is back in town!" says Jorge as he reads a big ad on the wall.  
"This is great news!"  
"It sure is!" says Luisa, looking excited.  
"But, where is the circus?" asks Carlos. "The ad is missing the location."  
"You're right, Carlos," says Jorge. "We also need information about shows and tickets."  
"Yes," adds Carlos, "how can we find out?"

"Circus tents are large and need a lot of space, right?" asks Luisa. "We just need to think of large places in town where a circus can be set up."  
"Yes, you're right," agrees Jorge. "What about the park? The park is large. Let's go and find out if the circus is there."  
Luisa, Carlos, and Jorge walk a few blocks to go to the park and see if they can find the circus.

set up (v) the way in which things are organized or arranged

6 UNIT 1 The Circus is Back in Town

UNIT 1 The Circus is Back in Town 7


**R** pp. 6-17 **31**

To help students understand better the fact that correlates with this Unit, we have divided it into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the fact for this Unit.

This fact will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.

# Lesson 1

**Learning Outcome:** Explores advertisements and announcements in public spaces.


- 1**  **Work with a partner. Look at the pictures. We can see advertisements, announcements, and signs.**

**Can you tell which are advertisements?**

**How do you know?**

Before reading the instructions, you could ask students to look at the picture in the activity and elicit what they see. Ask students where they have seen these signs and what they are about. Elicit answers from some volunteers and then read the instructions aloud. You may want to ask students about the differences between these three types of signs and elicit answers. Read the question aloud and discuss the answer as a group.

**AK:** The ad for the soup, the ad for the movies and the ad for the shoe store.

- 2**  **Work in pairs. Discuss which announcements or adds you see on your way to school.**

Before starting the activity, make sure students know the difference between the three concepts in Activity 1. You could read the instruction aloud or have a volunteer do it for you. Have students work with a classmate and discuss about the different types of announcements or ads they see. You might give them some time to comment and once they finish, have some volunteers share their answers with the rest of the class. Encourage students to speak English as much as they can and praise their effort.


**AK:** Answers will vary.

## Useful Information

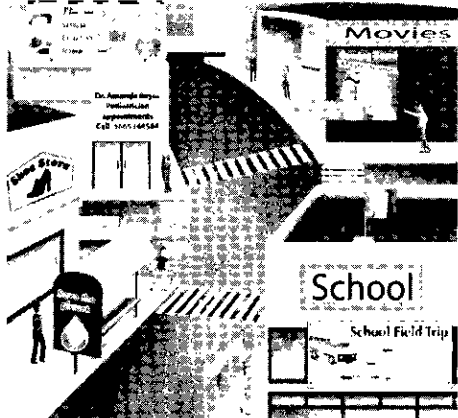
In this technological age advertising is present in every angle and we are absorbing it subconsciously until our minds are cluttered with jingles, strap lines and logos for companies we know very little about. We suggest that you help students identify the ones they know or are present in their city or town so they understand the differences between ads and announcements. You may want to explain them that advertisements are signs that promote products that are for sale and that announcements, are usually presenting information that may be useful for a community.


**UNIT 1** **Ads Everywhere!**  
Exploring advertisements in public spaces and announcements placed in public spaces.


**Lesson 1**

**1**  **Work with a partner. Look at the pictures. We can see advertisements, announcements, and signs.**

Can you tell which are advertisements? How do you know?




**2**  **Work in pairs. Discuss which announcements or adds you see on your way to school.**

**3**  **Discuss with your group the differences you see between ads and announcements.**

8

- 3** **Discuss with your group the differences you see between ads and announcements.**


We suggest that you write on the board the words announcement and ads. Then have students tell you some characteristics of each one. Ask students simple questions such as, *Do they have the same type of message? Do they have pictures? What type of language do they use? etc.* Once again, encourage students to use English to express their ideas and praise them for their good work.

- 4**  **Work in pairs. Read the posters and circle the words that give you specific information. Share with another pair.**

Before starting with the activity, you could remind students about the differences between ads and announcements and have volunteers say aloud some of their characteristics. Then, you could have students open their Activity Books on page 9 and read the instruction aloud. Ask students to work in pairs to look at the posters and read the information. Then have students circle the words they recognize and that give information and share their words with another pair. Finally, you could have students say the words aloud and write them on the board.

**AK:** Answers will vary.



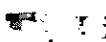
- 5**  **Choose a poster and discuss the questions with your classmate. Then, share your comments with the rest of the group.**

You could pair up students and have a volunteer read the instructor's aloud. We suggest you to ask students to discuss the questions with their partners and once they have, ask some volunteers to share their comments with the rest of the group. As students are working, walk around and make sure students are using English to communicate and help if necessary.

**AK:** Answers will vary.

### Additional Activity

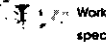
Making a Word Wall is a very good way for students to learn new words. In this unit, students may create their own Word Wall by writing on small cards new word they learn. Have them collaborate and include new words such as ad, sign and announcement and their meaning. This will become an interactive tool for students and will include words that can be used throughout the unit.


- 6**  **Read the information and discuss your answer with your classmates. Then, in your notebook, write a list of words and expressions that set the difference between an ad and an announcement.**

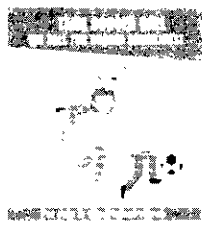
Before starting this activity, we suggest that you tell students about this *Subproduct* section. Tell students that all along the unit, at the end of every lesson they will have a section like this that will help them to develop the Final Product for the Unit. Tell students that they will be working in small teams (4 or 5) or in pairs every time.


Once they know about the subproducts, you could, read the instructions aloud and make sure students understand what to do. You may assign students into teams and read the text in the box. As students work, walk around and help them if necessary.

Familiar and Community Environment  
Explore advertisements and announcements in public spaces.


**5**  **Work in pairs. Read the posters and circle the words that give you specific information. Share with another pair.**

1 


2 

**6**  **Choose a poster and discuss the questions with your classmate. Then, share your comments with the rest of the group.**

- Why did you choose this poster?
- Is the information on the poster to buy something or to do something?

**7**  **Read the information and discuss your answer with your classmates. Then, in your notebook, write a list of words and expressions that set the difference between an ad and an announcement.**

**Ads or advertisements convince people to do something, usually to buy something.**  
**Announcements give information about something.**  
 Which of the two posters in Activity 4 is an ad?



In your Reader's book, enjoy reading pages 6 to 12 in "The Circus is Back in Town." Then, answer question 1 on page 17 at the end of the fact. 9

### Enjoy Reading!

**In your Reader's book, enjoy reading pages 6 to 12 in "The circus is back in town." Then, answer question 1 on page 17 at the end of the fact.**




We suggest you to invite students to open their Readers book and read the fact along. Before starting the reading, allow students to browse the pages and look at the pictures for them to predict what the story is about. Then ask *What do you see? What do you think the story will be about? Where are they?* Elicit answers from several volunteers and go ahead with the story. You could play the CD, track 31 and have students listen and read along up to page 17. Then, you could have some volunteers read the paragraphs or lines aloud on these pages and have the rest of the class listen.

### Useful Information

Once again, we advise you to verify that students understand the difference of the terms used in this unit. Explain that ads are to convince people to do or buy something or, while announcements are used to give or share information.



# Lesson 2

**Learning Outcome:** Understands the messages of advertisements and announcements.

**1**   **Listen and number the posters. Which are similar and which are different? Tell a partner.**  **2**



We suggest you to direct students' attention to page 10 and ask them about the number ads and announcements they see. Elicit information about the four posters: *What is poster 1 about? What is poster 2 about?* Then, you could play Track 2 and have students number the posters in the order they hear them. If necessary, pause it to give students enough time to answer the exercise. We suggest you to play the track twice more to check their answers. Now, have students work with a partner and have them to discuss the similarities and differences between each of the posters so they can decide which ones are ads and which ones are announcements.

**AK:** Top: 3 and 1; Bottom: 4 and 2.

**2**   **Work in pairs and read the posters again. Are they ads or announcements? How are they different? Tell your partner.**




You might have a volunteer read the instructions and make sure students understand what to do. Then, we suggest you to remind students they have already discussed this with their classmate in Activity 1. Now that they have more solid knowledge and know how to state differences and similarities between these types of signs, have some volunteers answer the questions aloud and discuss them as a class.

**AK:** Ads contain information about a product; announcements only give or share relevant information.

**3**   **Choose a poster from activity 1 and using your own words, rewrite the message in your notebook. Check and share with other pairs.**

Ask students to work in pairs, let them decide who they want to work with. Then, ask a volunteer to read the instructions and have students to work on the activity on their own. As they are working, walk around and monitor their work. Help them with any vocabulary or grammar question they may have, but let them do all the work by themselves. Finally, once all students finish, ask students to get together with another pair to check and share their work.

**Lesson 2**



**1**   **Listen and number the posters. Which are similar and which are different? Tell a partner.** 



**Take Care of Your Pets**

**Give the Best to Your Pets**

**Happy Dog Food**

The best ingredients!  
The best taste!


**2**   **Work in pairs and read the posters again. Are they ads or announcements? How are they different? Tell your partner.**

**3**   **Choose a poster from activity 1 and using your own words, rewrite the message in your notebook. Check and share with other pairs.**

10


### Useful Information

We can provide students with ways to deal with vocabulary independently. Three strategies are mentioned in Activity 2 on this page: 1) using visual cues; 2) recognizing cognates (words similar in English and the first language); and 3) using of reference materials such as the Picture Dictionary and the Word Wall. The reference materials should also be used to memorize the new vocabulary. Regularly remind students to apply these strategies.

**4**  **Work in pairs. Draw a poster using the message you wrote in Activity 3. Is it an ad or an announcement?**


You could ask students to continue working with their pairs. Once they are together, read the instructions and make sure they understand what to do. Give students enough time to draw their poster and monitor their work. Once they finish, have students share their ad or announcement with the rest of the class.

**AK:** Answers will vary.

**5**  **Look at the posters in Activity 1. Discuss the questions with your classmates.**

You could have students to work in groups of four and ask them to read the instructions. Then, you could read the questions aloud and give an example. You may want to ask students to discuss them with their groups. Finally, share their conclusions with the class.


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


**6**  **Work in groups. Review lessons 1 and 2 again and pay close attention to the ads and to the announcements. With your teammates write some short messages in your notebook to use in ads or announcements. Share your messages with others and let them tell you what your message is for.**




This time, students will be working on another subproduct for the unit. We suggest you to ask students to get together with their teams and once they do, direct their attention to Activity 6. Ask a volunteer to read the instructions aloud. Clarify any doubts they have. As students are working writing their messages for their ads or announcements, walk around and help them if necessary. Once they finish, have students share their messages with the rest of the class for them to explain what their message is for.

Family and Community Involvement  
Reinforces the message of announcements and advertisements.

**4**  **Work in pairs. Draw a poster using the message you wrote in activity 3. Is it an ad or an announcement?**

**5**  **Look at the posters in Activity 1. Discuss the questions with your classmates.**

1. What posters are for pet owners?
2. What posters try to sell something?
3. What posters inform the community about something?
4. What posters are invitations to go to a place?
5. What poster is related to public health?

**6**  **Work in groups. Review lessons 1 and 2 again and pay close attention to the ads and to the announcements. With your teammates write some short messages in your notebook to use in ads or announcements. Share your messages with others and let them tell you what your message is for.**

**Assess your progress!**

Go to page 17 and follow the instructions to complete the first part of the assessment.

11


**Assess your progress!** 

**Go to page 17 and follow the instructions to answer questions 1 and 2 of the assessment.**

Before starting this section, have students reflect on the different activities they have done so far. Encourage them to tell you what they did. Then, you could direct their attention to the assessment section on page 17. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.


# Lesson 3

**Learning Outcome:** Understands the messages of advertisements and announcements.

- 1**  **Read the questions. Discuss the answers with your class and write them in your notebook.**


You could have a volunteer read the instructions aloud and make sure students understand what to do. We suggest you to read the questions aloud and clarify any questions or doubts students have. Before asking students to answer in their books, ask for some answers aloud. Finally, you may pair up students and ask them to work and as they do, walk around the room and answer in any way you can.

**AK:** Answers will vary.

- 2**  **Work in pairs and read the ad. Then discuss the questions.**

You could have students work in pairs and ask a volunteer to read the instructions aloud. Ask other volunteers to read parts of the ad. Make sure students identify the parts they know and then read the questions aloud. We suggest you to ask students to get with a classmate and discuss them. You might want to monitor their work by walking around.


**AK:** Answers will vary.

- 3**  **Work in small groups. Discuss and compare your answers with another group. Write the answers you like best in your notebook.**


We suggest you to have students work in small groups to discuss and compare their answers from activity 2 with another group and exchange their opinions. Once again, you could walk around the class and help them with vocabulary and pronunciation. When students finish, invite them to write their answers in their notebooks.


**AK:** Answers will vary.

**Lesson 3**

**1**  **Read the questions. Discuss the answers with your class and write them in your notebook.**

Do you like going to the circus? Why or why not?  
What do you like to see there?  
Which is your favorite act?

**2**  **Work in pairs and read the ad. Then discuss the questions**




**JOIN US FOR A WONDERFUL SHOW!**

**CIRCUS OF FUN**

Get ready and see our wonderful acts!  
The biggest clown on earth!  
Punch the clown and his friends want to meet you on the next show!  
Come and have fun with us!


Shows on:  
Mondays to Fridays: 4:30 PM and 7:00 PM  
Saturdays and Sundays: 10:30 AM and 6:00 PM  
Location: Green Plaza

1. What is this ad about?  
2. How do you know?  
3. What type of information does it have?

**3**  **Work in small groups. Discuss and compare your answers with another group. Write the answers you like best in your notebook.**


12 UNIT 1 Ads Everywhere!



**4**  **Work in pairs. Read the poster with your classmate. Then discuss what the circus members do.**


We suggest you to form pairs and ask a volunteer read the instructions aloud and other volunteers to read parts of the ad. Make sure students identify the parts they know and the circus members. If you consider it important, have students mime some of the acts for the circus members. Finally, you could ask volunteers to talk about their favorite circus act.

**AK:** Answers will vary.

**5**  **With your teammates draw a circus member and write an ad. Invite others to see this great event.**

Once students finish answering the questions in Activity 4, ask them to get together with a partner to work in pairs. Have a volunteer read the instructions and make sure students know what they have to do next. Tell students to compare the answers to the questions in the previous activity and remind them to use English at all times. As students are working, walk around the classroom to monitor their work and to help them as necessary. Finally, ask for volunteers to share their conclusions with the rest of the class.

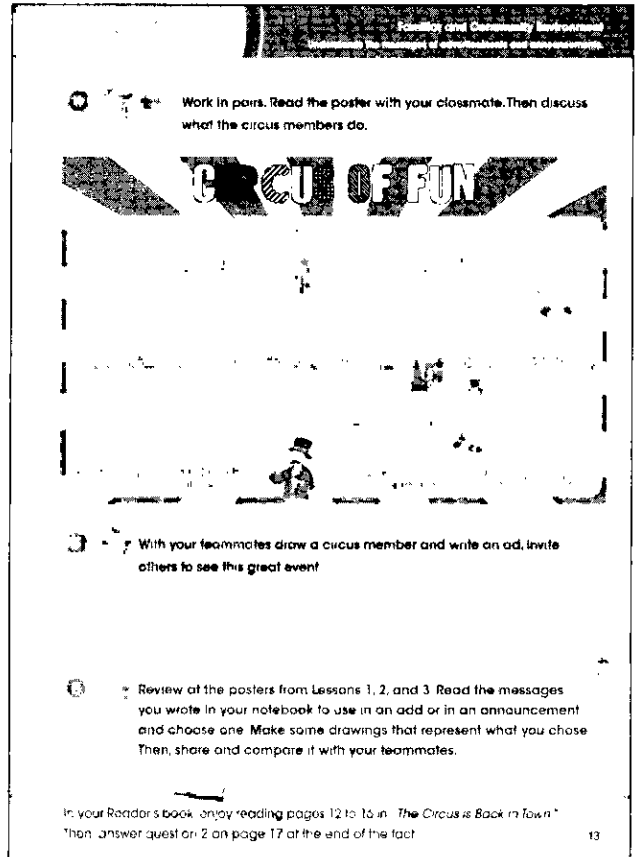
**AK:** Answers will vary.

**6**  **Review the posters from Lessons 1, 2, and 3. Think about something you want to announce or advertise. Make some drawings that represent what you chose. Then, think of some phrases to do it.**

Subproduct

This is another part of the Product for this unit. We suggest you to ask students to get together with their teammates to work on it. Ask students to think about something they would like to announce, this can be an object they want to sell or promote, which in this case they would use an ad, or an event in which case they would use an announcement, you may want to give them suggestions if necessary. Ask a volunteer to read the instructions aloud and make sure they understand what to do. Once students decide what they will do, you may ask them to make a drawing that represents what they will promote. Have students write some ideas they have as well. We suggest you to walk around the class and help as necessary.

**AK:** Answers will vary.



Work in pairs. Read the poster with your classmate. Then discuss what the circus members do.

**CIRCUS OF FUN**

With your teammates draw a circus member and write an ad. Invite others to see this great event

Review the posters from Lessons 1, 2, and 3. Read the messages you wrote in your notebook to use in an ad or in an announcement and choose one. Make some drawings that represent what you chose. Then, share and compare it with your teammates.

In your Reader's book, enjoy reading pages 12 to 16 in "The Circus is Back in Town." Then, answer question 2 on page 17 at the end of the fact.

13

**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 12 to 16 in "The Circus is Back in Town." Then, answer question 2 on page 17 at the end of the fact.**

Invite students to open their Reader book once again and read the rest of the reading. Before starting, you could ask students to tell you what they remember about the first part they read. You could ask some questions to activate their memory and to predict what will happen next. You can play the CD track 31 and have students listen and read along the missing pages (12-16). Once the reading is over, have them reflect on it and tell you what they think about it and encourage students to speak with their own words. Ask students to answer the second question on page 17. Finally, to practice some reading skills, you can have volunteers read the paragraphs or lines aloud and have the rest of the class listen.

# Lesson 4

**Learning Outcome:** Writes statements for an advertisement or message.

## 1 Listen and read along. Circle the words you know. 3

You may have students open their books on page 12 and tell them they are going to listen and read some information about a Bake Sale. Ask students if they understand the concept and explain to them the term. Direct students' attention to the picture and ask them what they see. We suggest you to encourage students to describe the image and help them with some comprehension questions to convey meaning: *Is it a boy or a girl? What is he doing?* Play Track 3 and ask students to read as they listen to the audio. Read the text aloud and ask students to follow by pointing at what you read with their fingers. You could have students circle words they know and some volunteers say them aloud. Once you finish, play Track 3 again for students to listen again. Finally, have some volunteers read paragraphs of the article aloud, if possible, have all students in your class to read at least once.

## 2 Work in pairs. Plan how to make an ad for the bake sale. Discuss the questions include the date, the time and the location.


We suggest you to ask a volunteer to read the instructions aloud and make sure students understand what to do in activity. First, you could draw students' attention to the the questions and read them aloud, but tell students not to answer yet. Explain words or questions if necessary, e.g., *persuade* is the same as *convince*. When students understand what they need to look for, read the instructions and form pairs. Monitor and provide help as needed. Check the answers as a group.

**AK:** b: To invite people to the event; c: kids and parents;

### Lesson 4

Listen and read along. Circle the words you know.

The third grade students are organizing a bake sale to buy more books for their classroom library. Their parents are baking cakes, cookies, and pies that the students are going to sell at school. The school principal approved the fund-raiser and the third grade students can use the school playground next Saturday, September 4, from 4:00 to 8:00 P.M. To invite the guests, volunteers are organizing a talent show. Some students are going to sing, dance, or play musical instruments. They are also *already* here, made. It's going to be a great success!




Work in pairs. Plan how to make an ad for the bake sale. Discuss the questions and include the date, the time, and the location.

1. What is the ad about?
2. What is the ad for?  
Who is the ad for?


Use the answers in activity 2 and write the message in your notebook. Share it with the rest of your group. Are the messages similar or very different? How can you tell?

## 3 Use the answers in activity 2 and write the message in your notebook. Share it with the rest of your group. Are the messages similar or very different? How can you tell?


You may want to read the instructions aloud and have students work individually. Tell students to use the answers they wrote in Activity 2 to write a message and give them enough time to complete the task. Once everyone finishes, have some volunteers read aloud their messages to the rest of the class. Then, discuss as a class if they messages were different or similar and have them justify their answers. It is a good idea to encourage students to speak English as they discuss their messages and praise their effort.

- 4**  **Work in groups. With your teammates, decide together the theme for an ad or announcement for your school. Write it down.**

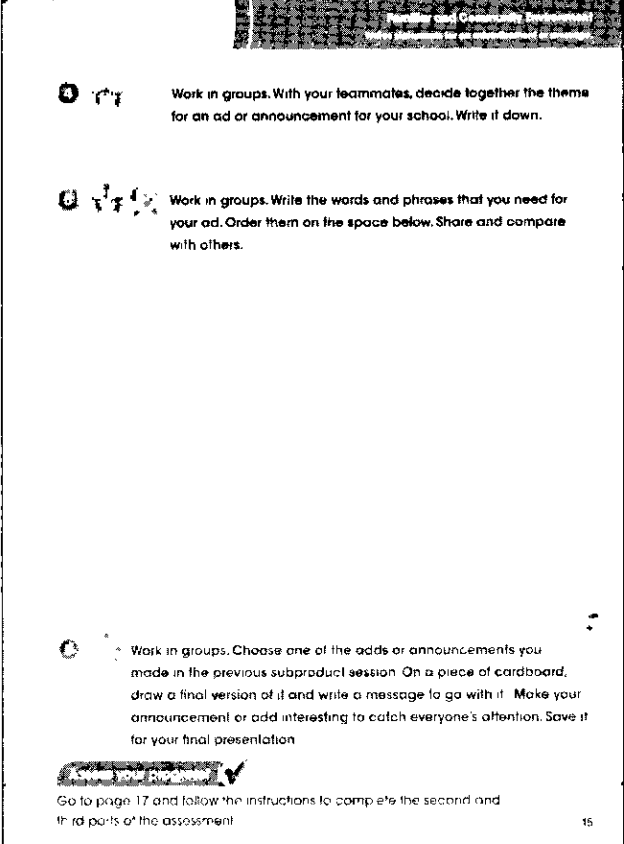
You could ask students to get together with their product teams and tell them to continue working on the creation of their ad or announcement for their final Product. It is a good idea to ask students to discuss and decide what theme they will use. We suggest you to give them some time and after they have written their theme on the line, ask them to share their it with the class.


- 5**  **Work in groups. Write the words and phrases that you need for your ad. Order them on the space below.**


Have a volunteer read the instructions aloud and make sure they understand what to do. Ask students to write down all the words and phrases they think will help them to create their ad or announcement. Remind them that these words and phrases are found throughout the unit. You might want to have them to go back through the previous pages to reinforce this activity and add them to their work.


- 6**  **Work in groups. Choose one of the ads or announcements you made in the previous subproduct session. On a piece of cardboard, draw a final version of it write a message to go with it. Make your announcement or ad interesting to catch everyone's attention. Save it for your final presentation.**

This is the final step for students to work with their Unit Product before they present it to the class. We suggest you to ask students to get together with their product teams and ask a volunteer to read the instructions. Make sure students understand what to do. Now that students have completed their work, you could, ask them to draw a final version of their ad or announcement and to check the clarity of it, verify that every team has what they need to complete this final step. Help them in any way you can, but let them do their work by themselves. It is a good idea to remind students to save their work for their final presentation.



**4**  **Work in groups. With your teammates, decide together the theme for an ad or announcement for your school. Write it down.**

**5**  **Work in groups. Write the words and phrases that you need for your ad. Order them on the space below. Share and compare with others.**

**6**  **Work in groups. Choose one of the ads or announcements you made in the previous subproduct session. On a piece of cardboard, draw a final version of it and write a message to go with it. Make your announcement or ad interesting to catch everyone's attention. Save it for your final presentation.**

Go to page 17 and follow the instructions to complete the second and third parts of the assessment.

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### Assess your progress!

**Go to page 17 and follow the instructions to complete the second and third parts of the assessment.**

Once again, before starting this section, have students reflect on the different activities they did during the unit, encourage them to tell you how they felt when they were doing the activities. Then, direct their attention to the assessment section on page 17. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

#### Additional Activity

Before students work in their final product, you could talk to them about creativity. Help students to develop creativity. Creative people are more flexible and better problem solvers, which make them more able to adapt to technological advances and deal with change. You might ask them to do some research on the internet about creative ads that they can be inspired by.

# Review and Product

## Review

- 1 Look at the poster. Draw or write the missing information. Use the lessons in this unit to help you.

You could ask students to open their books on page 16. Have a volunteer read the instructions and make sure students understand what to do. If you consider it necessary, you can pair up students and ask them to complete the activity of the Review. Walk around and help when necessary.

**AK:** Answers will vary.

Invite students to visit the suggested website, if they have access to Internet, for them to practice more on this lesson on their own in a fun way.

## Product

### Illustrated Advertisements and Announcements


Remind students of the different activities they worked with their teams along Unit 1 and ask them to get into their groups. Read the instructions and the statements aloud and before students write their notes, give some examples. Finally, ask students to draw or paste a photo of their final product in the space provided. Have students take turns to present their work to the class and if time allows it, ask some teams to talk about the topic they chose. Once every team presented their recording, discuss these questions as a group.

- 1 What do you think about the advertisements you see in your city or town?
- 2 Do you think advertisements exaggerate the products they sell?
- 3 Is there something you can do about it?

**Review and Product**

1 Look at the poster. Draw or write the missing information. Use the lessons in this unit to help you.

**Reading Adventure Annual Book Fair**



Books For all ages  
Low prices  
Special discounts for children

<http://www.funenglishgames.com/writinggames/advertising.html>  
to learn more about ads and announcements

With your teammates, write a short note saying:

Why you think this product is important

Draw or paste a photo of your final product

When you can use this product in your daily activities

What characteristic of this product you like the most

16

## Questionnaire

Tell students that the best way to improve our work is to analyze our performance. This time tell them to pay attention to the questionnaire and read all the elements on page 17. Tell them to think carefully and to be honest with their answers for each one of the statements. Have them mark their answer to evaluate their work in the Unit. Even though students have been answering this assessment along the Unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns and see how they have improved.

Allow some time for students to reflect on their performance and ask them to share their results of the scale with the rest of the class.

If you consider it necessary, copy the scale on the board for students to have a clearer view.

Scale	
a = 2 points	8 - 10 points = Excellent
b = 1 point	5 - 7 points = Good
c = .5	0 - 4 points = Need help

**Evaluation Tool**

**Questionnaire**

1. Choose the answer that represents your abilities.

- Were you able to distinguish between advertisements and announcements in public spaces?
  - Yes
  - Sometimes
  - No
- Were you able to understand the messages of advertisements and announcements?
  - Yes
  - Sometimes
  - No
- Were you able to organize information in advertisements and announcements?
  - Yes
  - Sometimes
  - No
- Were you able to write statements for an advertisement or message?
  - Yes
  - Sometimes
  - No
- Were you able to review your work and improve it?
  - Yes
  - Sometimes
  - No

2. Share the results of your questionnaire with the rest of your class.

2 points 1 point .5	8 - 10 points = Excellent 5 - 7 points = Good 0 - 4 points = Need help
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17

# UNIT 2

## Sing with Us!

### Unit Contents

#### Familiar and Community Environment

##### Social Practice:

Sing songs.

##### Learning Outcomes:

- Listens to the lyrics of songs.
- Identifies the parts in the writing of songs.
- Participates in the singing of songs.

##### Activate Prior Knowledge

1. Do you like music?
2. How much do you know about music?
3. Do you like to sing?



#### Tech Resources

<https://learnenglishkids.britishcouncil.org/en/songs>

<http://www.songsforteaching.com/sillysongs/>

These websites have a good variety of songs for children, the sites we selected will keep children safe online. They also include free resources for teachers.



#### Odyssey Resources

**Reader:** pages 18-29

**Class CD:** tracks 4, 5, 6, 7, 32

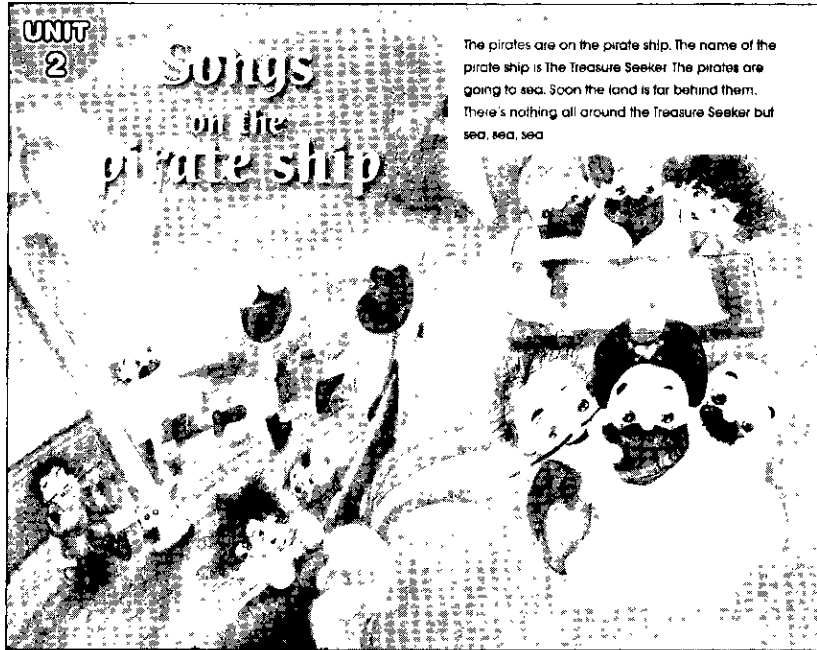
**Visual Resources:** Class CD, page 2

**Picture Dictionary:** Activity Book. page 111

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

## Reading Strategies

### Narrative: *Songs on the pirate ship*



**R** pp. 18-29 **D** 32

To help students understand better the story that correlates with this Unit, we have divided it into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the story for this Unit.

This story will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.

# Lesson 1

**Learning Outcome:** Listens to the lyrics of songs.

## 1 Listen and read along. 4

Before playing the audio, you could draw students' attention to the pictures and ask them what their children are doing (eating). Read the title of the rhyme *I Love Food!* And ask students what their favorite food is. Then, you could ask them to listen to the rhyme while they look at the pictures. Play Track 4 and ask students to read along pointing with their fingers. We suggest you to practice reading and listening by playing Track 4 as many times as you consider necessary for students to be able to identify words.

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

## 2 Work in pairs. Listen again and order the pictures. Use the lyrics and tell your partner what happens in every picture. 4

You could have students work in pairs and play Track 4 one more time. This time, invite students to clap or sing along. Once they finish, have students do the activity with their classmates and as they do, walk around to monitor their work. Finally, we suggest you to check their answers as a group and have volunteers describe what happens in each picture.

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

### Additional Activity

To practice more rhyming words, we suggest you to make some cards in advance with the rhyming words from this lesson and other you may want to add. Divide the class into four groups and ask them to sit together. Then, hold up a card and say "Rhyme chime one more time which word rhymes" and show students the card for them to read it. Students could tell you a word that rhymes.

## UNIT

# 2

## Sing with Us!





Sing songs.

### Lesson 1

**1** Listen and read along. **4**

**I Love Food!**

- 1 I love cornflakes. Cornflakes and cakes.  
Cakes make me shake.  
Shake shake shake!
- 2 I love ice cream. Ice cream and beans.  
Beans make me scream.  
Scream scream scream!
- 3 I like chips. Chips and dip.  
Dip makes me flip.  
Flip flip flip!
- 4 I like peas. Peas and cheese.  
Cheese makes me sneeze.  
Sneeze sneeze sneeze!

**2** Work in pairs. Listen again and order the pictures. Use the lyrics and tell your partner what happens in every picture. **4**

**3** Work in pairs. Read the song in Activity 1. Circle the words that rhyme and compare your words with another pair. **4**


18

## 3 Work in pairs. Read the song in Activity 1. Circle the words that rhyme and compare your words with another pair.

We suggest you to pair up students with different classmates so they can work on this activity. You could ask students to read the song in Activity 1 and have them circle the rhyming words. If you consider it necessary, you could remind students what these words are. Once students finish their assignment, you may want to have them compare their words with another pair.


**AK:** cornflakes: cake(s)-shake; ice cream: bean(s)-scream; chips: dip-flip; peas: cheese-sneeze



**4**  **Read the statements and write the words that rhyme. Then read them aloud to a classmate.**


Before starting the activity, we suggest you to review the as a class the drawings by asking students what they represent. Then, once they do, you could pair up students and ask them to write the word that rhyme on the lines. Finally, you could have students read the statements aloud to their partners and walk around to check pronunciation.

**AK:** 1. cake; 2. beans; 3. dip; 4. peas.

**5**  **Work in groups. Sing the song in Activity 1 one more time. Shout the words that rhyme. 4**

It is a good idea to form small groups to do this activity. Once students are with their teams, you could play Track 4 and invite students to sing along. Then, have students shout out loud the words that rhyme. Practice as many times as necessary and have fun with your class.

**AK:** shakes, cakes, cornflakes


**6**  **Work in groups. Go over this lesson and look for words that rhyme. Then write sentences describing what you like, eat or have.**



This is the first subproduct for this unit, we suggest you to ask students to work with new classmates for this Unit's product. Before starting, you could remind students about rhyming words and ask for some examples at random. Then, ask a volunteer to read the instructions aloud and make sure they understand what to do. You may give them some time to look for all the words and to do the activity. Monitor their work and walk around offering help when needed.



**Additional Activity**



To practice the song with students, read the song aloud line by line and have students follow after. Then, play the song one more time and encourage students to sing along. Divide the group into two groups and have them sing one stanza each. Play the song one more time for students to sing along with the music. If you find it necessary, have students practice the song with and without music as many times as necessary.



**Literary and Ludic Environment**  
Listening to the lyrics of songs.

**4**  **Read the statements and write the words that rhyme. Then read them aloud to a classmate.**


1 I like  and you like 


2 You eat  and I eat 


3 We have  and they have 

4 I like  and you like 

I like \_\_\_\_\_ You eat \_\_\_\_\_

**5**  **Work in groups. Sing the song in Activity 1 one more time. Shout the words that rhyme.**

**6**  **Work in groups. Go over this lesson and look for words that rhyme. Then write sentences describing what you like, eat or have.**



In your Reader's book enjoy reading pages 18 to 23 in "Songs on the Pirate Ship." Then answer question 1 on page 29 at the end of the story.

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**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 18 to 23 in "Songs on the Pirate Ship." Then, answer question 1 on page 29 at the end of the story.**

Invite students to open their Readers book and read the story along. Before starting the reading, allow students to browse the pages and look at the pictures for them to predict what the story is about. Then ask *What do you see? What do you think the story will be about? Where are they?* Elicit answers from several volunteers and go ahead with the story. You can play the CD, track 32 and have students listen and read along up to page 29. Then, you can have some volunteers read the paragraphs or lines aloud on these pages and have the rest of the class listen.

**Learning Outcome:** Identifies the parts of songs.  
Listens to the lyrics of songs.

**1** **Read and listen to "A Friend Is a Real Treasure" and sing along.**  
**05**

To begin the class, you could draw students' attention to the illustration and ask them who are in the picture. (*the pirates from the song/reader*) Explain to students that they will listen to a variation of the song they already know. Play Track 05 a first time for students to just listen; then a second time to listen and read along; and play it a third time for students to sing along. Next, you could guide them to understand the parts of the song as indicated in the Student's Book; elicit first the title of the song, and then its author. Ask if we know the authors of all the songs we know. (*No, many songs are traditionals that have no author*) Finally, we suggest you to point out the stanzas and the chorus and explain that in the stanza the words change, but the chorus is repeated with the same words.

**Additional Activity**

To practice a little more, you could ask students to act out the song while they sing it. Have them come up with appropriate movements to accompany the words. For example, for the chorus, students can walk or dance hand-in-hand to show that they are all friends. If possible, take students out to the courtyard to practice the movements and sing the song.

**Useful Information**

Songs are a great way to help anyone learn and remember, and they are an awesome tool used by teachers all over the world. An important part of any English classroom, singing contributes to teach behavior, basic skills, and social skills. Songs also use rhymes to help children to learn vocabulary and communication skills.

**Lesson 2**

**Read and listen to "A Friend Is a Real Treasure" and sing along.**

**T** **A Friend Is a Real Treasure**  
By Lewis Sanders


A pirate on a ship  
Is happy with a mate  
Cause when you make a cap  
A friend with you is great!

We are all friends  
We are really cool  
We walk the plank  
We play the fool!

A pirate "treasure"  
At sea on her lands  
A friend is a real treasure  
Always your helping hand!

We are good friends  
We are really cool  
We walk the plank  
We play the fool!

We are all pirates  
We all need our friends  
Our friends are a real treasure  
We'll need them in the end!

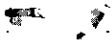


20

**2** **Listen to "Captain Warmheart's Treasure" and answer the questions.**  
**06**


We suggest you to tell students they will listen to a new song for this activity. Before playing the track, ask students to open their books and have a volunteer read the questions aloud. Make sure students understand them and clarify any vocabulary word they don't know. It is a good idea to play Track 06 and have students answer the questions. You could play the track two more times and then have students share their answers with the rest of the class.

- AK:** 1. It's about the adventures of Captain Warmheart;  
2. The captain and his crew; 3. His parrot; 4. He wants to find the treasure.

**3**  **Read the the text. Circle the words you know and compare with a classmate.**

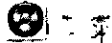
You may want to direct students attention to the text about the structure of a song. Have some volunteers read paragraphs of the text aloud. Ask students to circle the new words they find and clarify their meaning. Then, have students look at the diagram to show them the parts of a song. Ask other volunteers to read the questions and answer the questions as a class. Finally, have students write their answers in their notebooks.

**AK:** 1. Yes; 2. Answers will vary.



**4**  **Analyze the song in Activity 1. Circle the parts of the song. Use the colors of the diagram in Activity 3.**

To start the activity, we suggest you to ask a volunteer to read the instructions aloud and make sure students understand what to do. Before starting, make sure students understand the concepts in the diagram in Activity 3 and once you see most of them do, ask them to work individually. You could have students read and analyze the song in Activity 1 so they can circle the different parts of the song. If you want, you could analyze the song as a group and then have students do the activity.

**AK:** Title: A Friend is a Real Treasure; Author: Lewis Sanders; Verse: A pirate on a ship, is happy...; Chorus: We are all friends, We are really cool...; Bridge: We are all pirates, We all need our friends...


**5**  **Listen to the song one last time. Practice singing. 06**

You could play Track 06 one more time and encourage students to sing along with the song. Help them and ask them to make body movements to show what is happening. Play the song several times until most students can sing and dance along the music. To make the singing of the song more challenging you could have students sing some parts of the song without the audio. Play track 06 again and ask students to begin singing. Then, you may want to lower the volume of the audio and let them sing without the guide of the music.

**6**  **Work in groups. Choose a song in English you all like and know. Write it in your notebooks. Be careful with spelling.** 


We suggest you to ask students to get together in groups this is the first part of this Unit's Product, so they must work together the rest of the time when doing a subproduct activity.

**Library and Audio Assessment**  
Listening parts in the writing of songs

**2**  **Listen to "Captain Warmheart's Treasure" and answer the questions. 06**

1. What is the song about?  
2. Who sings the song?

3. Who does the song describe?  
4. What does Captain Warmheart want?

**3**  **Read the text. Circle the words you know and compare with a classmate.**

The structure of a song is important because it helps to organize it. Most songs are made up of three different sections: Verse, Chorus and Bridge. The verses have all the same melody but different lyrics. The chorus has the same melody and the same lyrics every time we listen to the song, but a different melody and lyrics than any other section. It is the turning point in the song. Next time you listen to a song, try to identify its parts and you will discover how it is organized.


Title


Author


Verse


Chorus

Bridge

**4**  **Analyze the song in Activity 1. Circle the parts of the song. Use the colors of the diagram in Activity 3.**

**5**  **Listen to the song one last time. Practice singing and dancing along for your your concert. 06**

**6**  **Work in groups. Choose a song in English you all like and know. Write it in your notebooks. Be careful with spelling.**

**Assess your progress!** 

Go to page 27 and follow the instructions to complete the first part of the assessment.

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You may want to ask students to choose a song they all like, they have to choose a song in English. You could prepare a some songs and lyrics in advance and help them with this in case they do not know any or have access to them.

Ask students to write the lyrics of the song in their notebooks and walk around making sure they don't make any spelling mistake. Once they finish ask them save their work.

**Assess your progress!** 

**Go to page 27 and follow the instructions to complete the first part of the assessment.**

Before starting this section, have students reflect on the different activities they have done so far. Encourage them to tell you what they did: identify expectations, talk about communication, message, etc. Then, direct their attention to the assessment section on page 27. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Lesson 3

**Learning Outcome:** Listens to the lyrics of songs.  
Participates in the singing of songs.

## 1 Listen and sing along. Circle the words that rhyme. Compare your answers with a classmate. 07

Before playing the audio, you may want to draw students' attention to the illustration. Ask them to describe what is happening in the picture. (*The pirates are hugging; they are keeping each other warm; they are friends.*) Play the audio a first time for students to get a general idea of the song. Then you could cover the meaning of the verses. Then play the song a few more times and—when students feel confident—have them join along in singing the song. Finally, you may have students to compare their answers with a classmate.

## 2 Classify the rhyming words you found in Activity 1 in your notebook. Look at the examples.

We suggest you to ask a volunteer to read the instructions aloud and make sure they understand what to do. Have students notice the rhyming words they found not always have the same spelling. You could direct students attention to the chart and ask them to classify the words they found in the correct column and to place them in pairs just like in the example. You may want to walk around and monitor their work.

**AK:** Answers will vary.

## 3 Work in pairs. Compare your words in Activity 2 with your classmate. Pronounce the words aloud.

It is a good idea to organize students in pairs and ask a volunteer to read the instructions. Then, have students compare the words they wrote in the previous activities with each other. You could ask students to complete their charts with words they don't have. Finally, have students read their lists of words to each other to practice pronunciation. You may want to monitor their work and help them with pronunciation if necessary.

### Lesson 3

**1** Listen and sing along. Circle the words that rhyme. Compare your answers with a classmate.

#### Adventures in the Sea

<p>Let's have adventures in the sea! Come on and take a trip with me! My boat is red, and blue, and green, as rare as you have ever seen!</p> <p>We're pirates and we love the sea! We're pirates and that's what we want to be!</p> <p>Let's go and find some giant whales! I hope the wind will push our sails! Dolphins, crabs, and fish will find a way To come and meet with us and play!</p>	<p>We're pirates and we love the sea! We're pirates and that's what we want to be!</p> <p>A desert island with palm trees, a treasure hidden by some bees! A bunch of friends who are so brave! A bunch of friends who love the waves!</p> <p>We're pirates and we love the sea! We're pirates and that's what we want to be!</p>
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**2** Classify the rhyming words you found in Activity 1 in your notebook. Look at the examples.

<p>Some sound and same spelling</p>	<p>Some sound, but different spelling</p>
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**3** Work in pairs. Compare your words in Activity 2 with your classmate. Pronounce the words aloud.

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### Additional Activity

To encourage students to speak freely in class, you could ask students if they know any other symbols for friendship, e.g., silhouettes of children standing hand-in-hand, or the mathematical symbol for infinity (which represent endless friendship). Hand out poster paper and have students make friendship flags. Students could use the heart theme or another symbol. Invite students to write a word or phrase about friendship on or next to the flag; this can be a phrase from one of the songs. When students are finished, hang the flags in the classroom or in other places around the school.

**4** Use the words in the box to make the rhyming pairs.

We suggest you to have a volunteer read the instructions aloud and focus students' attention on the words in the box. Then, you could say the words aloud and ask students to repeat after. Now, direct students attention to the words in the activity and read them aloud. Finally, ask students to complete the activity by writing the words that rhyme and form rhyming pairs. Once they finish, you may want to have volunteers read the rhyming pairs aloud and ask the rest of the class read after.

AK: me; way; sail; tree; wave

**5** Work in pairs. Go to pages 18 and 20 and circle the rhyming words in the songs. Then compare with another pair. Use the lines below to take notes if you need them.

Now that students can recognize easier some rhyming words, it will be much easier for them to do this activity. You may want to ask a volunteer to read the instructions aloud and make sure students understand what they need to do. You could pair up students and encourage them to find all the rhyming words they can. Once they finish, ask students to get together with another pair of students and compare their lists to see who found the most rhyming words. Have some volunteers tell you some examples and write them on the board. Finally, you may want to practice the words as a group.

AK: Rhyming words from songs in lessons 1 and 2.

**6** Work in groups. Bring the song you chose as a team and find the rhyming words. Practice pronouncing all the words aloud.



We suggest you to ask students to work with their product team one more time. Remind them about the chart they did in activity two. Have students find rhyming words in the lyrics of the song they chose to sing for the final product and ask them to do a chart and write the words in it. Then, you could have students practice the pronunciation of the words in their new chart. It is a good idea to ask students to save their work.

**4** Use the words in the box to make the rhyming pairs.

sail tree me wave way  
s e a m  
p l a y w  
w h a l e s  
b e e t  
d r a v e w

**5** Work in pairs. Go to pages 18 and 20 and circle the rhyming words in the songs. Then compare with another pair. Use the lines below to take notes if you need them.

**6** Work in groups. Bring the song you chose as a team and find the rhyming words. Practice pronouncing all the words aloud.

In your Reader's book, enjoy reading pages 24 to 28 in "Songs on the Pirate Ship." Then, answer question 2 on page 29 at the end of the story.

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**Enjoy Reading!**

In your Reader's book, enjoy reading pages 24 to 28 in "Songs on the Pirate Ship." Then, answer question 2 on page 29 at the end of the story.

Invite students to open their Reader book once again and read the rest of the reading. Before starting, you could ask students to tell you what they remember about the first part they read. Ask some questions to activate their memory and to predict what will happen next. You can play the CD track 32 and have students listen and read along the missing pages (24-28). Once the story is over, have them reflect on it and tell you what they think about it and encourage students to speak with their own words. Ask students to answer the second question on page 29. Finally, to practice some reading skills, you can have volunteers read the paragraphs or lines aloud and have the rest of the class listen.

# Lesson 4

**Learning Outcome:** Participates in the singing of songs.

- 1**  **Work in groups. Choose a name for your team. Write the name of the teams in the part of the song you will sing.**

After dividing the class into four teams, we suggest you to have the teams give themselves names that relate to the unit, for example, *The Pirates* or *The Whales*. Elicit what colors the chorus is on the page. (Green) Remind students that the chorus doesn't change, so one team will sing the chorus three times. Have a team volunteer to sing the chorus. You could ask students to write the name of that team in the corresponding spaces on the page. Then you could have teams volunteer for each of the stanzas. Again, have all students write the teams' names in their books.

**AK:** Answers will vary.


- 2**  **Listen and sing along.** 



It is a good idea to tell students they are going to sing the song *Adventures in the sea* together. Play Track 7 for students to listen to it and follow up by pointing with their fingers. Read the song line by line and have students read after. It doesn't matter if you assigned them a part to sing already, this will help them with reading skills and pronunciation. Once you finish reading the song, play Track 7 a second time and have students sing along all the song together. Then, you could remind students about the division you made and ask students to sing only their part without music. Finally, play the song again for students to sing with music. We suggest you to repeat this as many times as you need and have students sing with and without music.

## Useful Information


All songs help build confidence in young students and even children that are shy will enjoy singing or acting out a song as part of a group or the class which helps develop a sense of class identity. Many songs can also help students develop memory and concentration, as well as physical coordination, for example when doing the actions for a song. For you, as a teacher, songs can be a wonderful starting point since they can fit in well with many topics, skills, language and cross-curricular work. Try to look for some good songs to teach your students not just for this unit but for the rest of the school year.

**Lesson 4**

**1**  **Work in groups. Choose a name for your team. Write the name of the teams in the part of the song you will sing.**


**2**  **Listen and sing along.** 

*Adventures in the Sea*



*Adventures in the sea*  
I love to go to the sea  
I love to go to the sea  
I love to go to the sea  
I love to go to the sea

24

- 3**  **Look at the Journal below and write and draw the information about the songs you learned in this Unit. Go back to the lessons where you can find the song and try to remember how you felt when you sang it.**

We suggest you have students open their book on page 25 and have a volunteer read the instructions. Direct students' attention to the journal and explain that in a journal we write about events that happen to us in a day and also how this event makes us feel. You could read the headings and make sure students understand both the concept of a Journal and the headings. Ask students to go to each of the pages where they listened to the songs in the list and to look at the date they wrote. This will help them answer the second column. Then, ask them to remember how the song made them feel and have them write a feeling. Finally, to complete the last column, ask students that make a drawing about themselves and how they felt. It is a good idea to ask some volunteers to share their work with the rest of the class.

**4** Think of your favorite song. Write in your notebook how it makes you feel and make a drawing.

We suggest you to ask a volunteer to read the instructions aloud and make sure students understand what to do. Before starting the activity you could ask some volunteers to share the names of their favorite songs with the class. Then, you could have them do the activity individually.


**5** Work in pairs. Exchange your notebook with your classmate and share your song and drawing from Activity 4. Then share with the rest of your class.

Pair up students and read the instructions aloud. We suggest you to tell students they will share their favorite song with their classmates. Have students exchange their notebooks and if possible, have them sing to each other a piece of the song they like. You may want to ask for volunteers to pass to the front and share their favorite song with the rest of the class.

**6** Work in groups. Bring out the song you chose. Make drawings that describe how you feel when you sing this song with your teammates. Practice your song together and make sure you know it. Save this illustrated journal for the presentation of the product.

We suggest you to invite students to work with their same teammates they have been working in the previous subproduct stages. You could read the instructions and make sure students understand what to do. In this step, they are going to do the final step for their product. Verify that every team has what they need to complete this final step for their Unit product. Walk around the room and offer help as needed and give general recommendations. Once they finish, you may want to ask students to save their work for the presentation of the product and for singing.

**3** Look at the Journal below and write and draw the information about the songs you learned in this Unit. Go back to the lessons where you can find the song and try to remember how you felt when you sang it.

Name of the song	It's a friend to the poor...	This song makes me feel...	...
I Love Food!			
A Friend is a Real Treasure			
Captain Warmheart's Treasure			
Adventures in the sea			

**4** Think of your favorite song. Write in your notebook how it makes you feel and make a drawing.

**5** Work in pairs. Exchange your notebook with your classmate and share your song and drawing from Activity 4. Then share with the rest of your class.

**6** Work in groups. Bring out the song you chose. Make drawings that describe how you feel when you sing this song with your teammates. Practice your song together and make sure you know it. Save this illustrated journal for the presentation of the product.

**Assess your progress!**

Go to page 27 and follow the instructions to complete the second and third parts of the assessment

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**Useful Information**

If students answer your questions with some words in their first language, you can rephrase the sentence back to English. In this way, students are exposed to new words and expressions. For example, if the student says, *I play "la flauta,"* then you can say, *"Oh, you play the recorder. That's a nice instrument."*


**Assess your progress!** 

**Go to page 27 and follow the instructions to complete the second and third parts of the assessment.**

Once again, before starting this section, have students reflect on the different activities they did during the unit, encourage them to tell you how they felt when they were doing the activities. Then, direct their attention to the assessment section on page 27. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Review and Product

## Review

- 1**  **Work in pairs. Read the song and circle the rhyming words. Then practice them aloud with your classmate.**

You could ask students to open their books on page 26. Have a volunteer read the instructions and make sure students understand what to do. We suggest you to pair up students and ask students to complete the activity of the Review. It is a good idea for you to walk around and help when necessary.

**AK:** cornflakes, cakes, make, shake; ice-cream, bean, scream

Invite students to visit the suggested website, if they have access to Internet, for them to practice and learn more on the contents in this Unit on their own in a fun way.

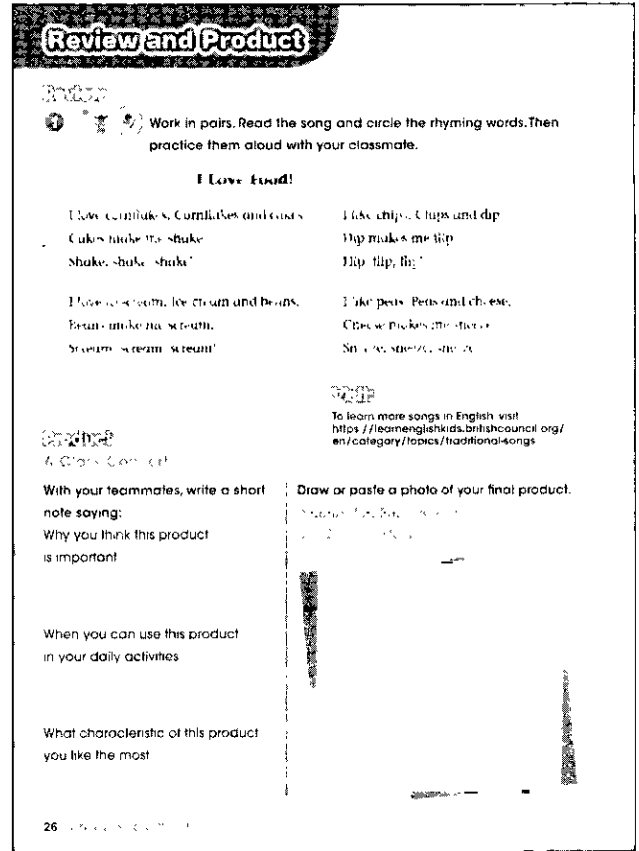
## Product

### A Class Concert

We suggest you to remind students of the different activities they worked with their teams along Unit 2 and ask them to get into their groups. Read the instructions and the statements aloud and before students write their notes, give some examples. Finally, ask students to draw or paste a photo of their final product in the space provided. You could have students take turns to present their work to the class and if time allows it, ask some teams to talk about the topic they chose.


Once every team presented their recording, discuss these questions as a group.

1. Do you think friendship is important? Why?
2. What do you think are the qualities a good friend must have? Which of these qualities do you have?



**Review and Product**

**Review**

**1**  **Work in pairs. Read the song and circle the rhyming words. Then practice them aloud with your classmate.**

**I Love food!**

I love cornflakes, Cornflakes and cakes	I like chips, Chips and dip
Cakes make me shake	Dip makes me flip
Shake, shake, shake!	Dip, flip, flip!
I love ice-cream, Ice-cream and beans	I like peas, Peas and cheese
Beans make me scream	Cheese makes me sneeze
Scream, scream, scream!	Sneeze, sneeze, sneeze!

To learn more songs in English visit <https://learnenglishkids.britishcouncil.org/en/category/topics/traditional-songs>

**Product**

**A Class Concert**

**With your teammates, write a short note saying:**

Why you think this product is important

When you can use this product in your daily activities

What characteristic of this product you like the most

**Draw or paste a photo of your final product.**

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## Rubric

Tell students that the best way to improve our work is to analyze our performance. This time tell them to pay attention to the rubric and read all the elements on page 27. Tell them to think carefully and to be honest with their answers for each one of the statements. Have them mark their answer to evaluate their work in the Unit. Even though students have been answering this assessment along the Unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns and see how they have improved.

Allow some time for students to reflect on their performance and ask them to share their results of the scale with the rest of the class. If you consider it necessary, copy the scale on the board for students to have a clearer view.

**Evaluation Tool**

**Rubric**

Name: \_\_\_\_\_

Age: \_\_\_\_\_

Grade: \_\_\_\_\_

Write down the number that you think best expresses your performance.

	1	2	3	4	5
<b>Part 1</b>					
Listen to the lyrics of songs.	always able to listen and understand the lyrics of songs.	sometimes able to listen and understand the lyrics of songs.	rarely able to listen and understand the lyrics of songs.	never able to listen and understand the lyrics of songs.	
	always able to identify and classify words that rhyme.	sometimes able to identify and classify words that rhyme.	rarely able to identify and classify words that rhyme.	never able to identify and classify words that rhyme.	
<b>Part 2</b>					
Identify parts in the writing of songs.	always able to find the author of a song.	sometimes able to find the author of a song.	rarely able to find the author of a song.	never able to find the author of a song.	
	always able to recognize the verses, the chorus and the bridge in a song.	sometimes able to recognize the verses, the chorus and the bridge in a song.	rarely able to recognize the verses, the chorus and the bridge in a song.	never able to recognize the verses, the chorus and the bridge in a song.	
<b>Part 3</b>					
Rhethoric giving a presentation.	always able to use the correct intonation and body language when singing a song.	sometimes able to use the correct intonation and body language when singing a song.	rarely able to use the correct intonation and body language when singing a song.	never able to use the correct intonation and body language when singing a song.	
	always able to sing a song.	sometimes able to sing a song.	rarely able to sing a song.	never able to sing a song.	

Share the results of your rubric with the rest of your class.

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# UNIT

# 3

# Hands-on Tasks

## Unit Contents

### Formative and Academic Environment

#### Social Practice:

Follows and produces the steps in a manual to assemble an object.

#### Learning Outcomes:

- Explores instructions to assemble an object (rattle, drum, etc.).
- Understands illustrated instructions.
- Participates in the writing of a manual.

#### Activate Prior Knowledge

1. Do you read instructions?
2. When are instructions useful?
3. Are instructions always easy to follow?

#### Tech Resources

You can find further ideas about steps to build small objects at:

<http://www.pbs.org/parents/crafts-for-kids/>

<https://learnenglishkids.britishcouncil.org/en/crafts>

These websites have tips and suggestions on how to build crafts with given instructions, they will keep children safe Online. They include free resources for teachers and students.

#### Odyssey Resources

**Reader:** pages 30-41

**Class CD:** tracks 8, 9, 10, 31

**Visual Resources:** Class CD, page 3

**Picture Dictionary :** P. 112

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

## Reading Strategies

### Narrative: Kids' Parade

**UNIT 3**

### How to make funny hats and drums

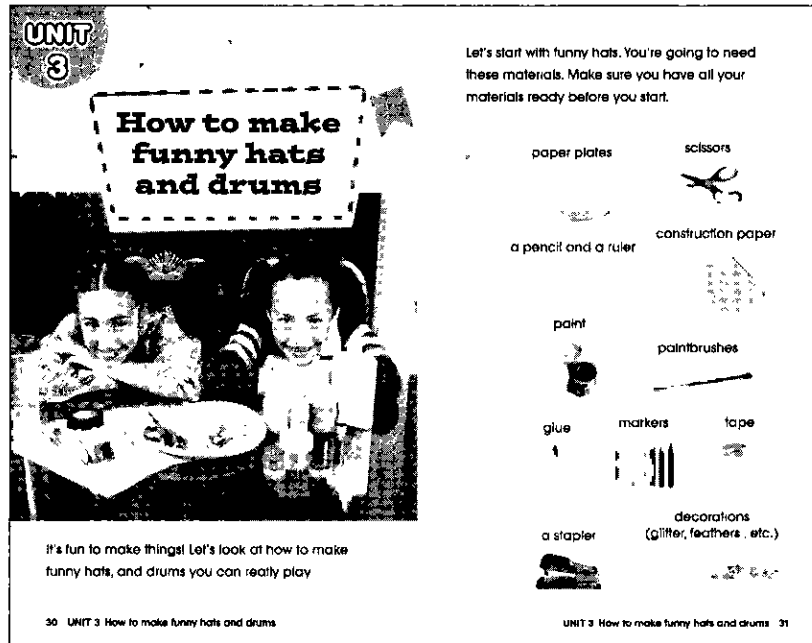
It's fun to make things! Let's look at how to make funny hats, and drums you can really play

Let's start with funny hats. You're going to need these materials. Make sure you have all your materials ready before you start.

- paper plates
- scissors
- a pencil and a ruler
- construction paper
- paint
- paintbrushes
- glue
- markers
- tape
- a stapler
- decorations (glitter, feathers, etc.)

30 UNIT 3 How to make funny hats and drums

UNIT 3 How to make funny hats and drums 31




**R** pp. 30-41

To help students understand better the fact that correlates with this Unit, we have divided it into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the fact for this Unit.



This fact will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.

**Learning Outcome:** Explores instructions to assemble an object (rattle, drum, etc.)

**1**  **Look at the text below. Label the parts.**

To introduce the lesson, we suggest you to play hangman so students guess the word *instructions*. Then, ask the questions on page 40 in this Guide to activate their prior knowledge. Allow some time for them to do this as you monitor their work. Then, ask students to open their *Activity Book* to page 28. Have them look at the image and ask if they have seen *Pom-pom Monsters* before. Ask them to read the text and label the parts. Make sure they know the meaning of the words *title*, *instructions*, *materials* and *images*. Once they finish answering, have them work in pairs to compare their answers. You could invite a few students to share their answers with the class.

**AK:** T4; 5; 1; 2; 3

**2**  **Listen to the steps in Activity 1. Number the pictures in the correct order.** 

You may want to direct students to Activity 2. Tell them they will listen to the steps in Activity 1 to number the pictures in the correct order. Play Track 8 and pause it after the first step, ask students to point to the image that corresponds to the instruction. Then, you could play the rest of the recording and monitor as they number the rest of the pictures. We suggest you to ask a few volunteers to share their answers with the class and write them on the board.

**AK:** 4; 5; 1; 2; 3

**3**  **Work in pairs. Describe the steps to your partner.**

Before setting the activity, you might have students review the steps from the instructions in Activity 2. Ask a couple of volunteers to provide a model of the Activity, say: *In the first step, you have to...* and ask the volunteer to complete what you said. We suggest you to repeat a couple of times to make sure students describe instead of reading the instructions out loud. Then, you could ask them to work in pairs to describe the steps to their partner. Walk around the classroom to monitor their work. Make notes of what they say to review them at the end of the class.

**AK:** Answers will vary.


## UNIT

# 3

## Hands-on Tasks

Practice and produce the target language

### Lesson 1


 Look at the text below. Label the parts.



file   instructions   materials   images


**You will need:**

yarn, two toilet paper rolls,  
googly eyes, glue, scissors

- 1 Wrap yarn around the rolls.
- 2 Remove the rolls gently and tie the knot tight.
- 3 Cut around both edges of the pompon.
- 4 Paste the googly eyes and a mouth made from paper scraps.
- 5 Find a nice place for your monster.




 Listen to the steps in Activity 1. Number the pictures in the correct order. 

 Work in pairs. Describe the steps to your partner.

28


### Additional Activity

Ask students to make a visual inventory of the materials needed to create Pom-pom Monsters. Have them use their notebook to write the materials and use their dictionaries to draw images of them: *yarn, two toilet paper rolls, googly eyes, glue and scissors*. Have them work in pairs to verify they have the same idea of the materials.

**4**  **Look at the pictures and unscramble the actions. Check your words with a classmate.**


We recommend you to direct students to page 29 in their *Activity Book*. Ask volunteers to say the names of the actions in Spanish. Then, ask them to work individually to unscramble the actions and write them below the images. Monitor students as they work and offer help to students that struggle. It is a good idea to have students work in pairs to compare their answers before sharing them with the class.

**AK:** 1. cut out; 2. paint; 3. tie; 4. draw; 5. staple; 6. paste

**5**  **Work in pairs. Use the actions in Activity 4 to write sentences. Look at the examples.**

You might want to elicit names of materials from students and write them on the board. Direct students' attention to Activity 5. Ask a volunteer to read the instructions out loud. Ask *Which verbs are we using?* (the verbs in Activity 4), *Are we writing sentences?* (Yes). Ask a volunteer to read the examples out loud and write them on the board. Tell students they are going to work individually to follow the example and write more sentences. It is a good idea to have them to work in pairs to compare their answers and elicit their answers in open class. It is a good idea to write their answers on the board in the previously drawn graphic organizer.


**AK:** Answers will vary.







**6**  **Go over this lesson, look for new words and expressions and write a list in your notebook.**


We suggest you to ask students to work individually to review the lesson and look for words and expressions they did not know before the unit. Tell them to write a list in their notebook and monitor students as they work and clarify any doubts they may have. Ask students to work in groups to compare their lists to see if some words or expressions are still difficult to understand.

**AK:** Answers will vary.


Academic and Educational Environment  
Explains instructions to assemble an object (hat, dress, etc.)

**6**  **Look at the pictures and unscramble the actions. Check your words with a classmate.**

1  uct tou	2  npat	3  tu
4  arwd	5  stpea	6  plae

**5**  **Work in pairs. Use the actions in Activity 4 to write sentences. Look at the examples.**

- 1.
- 2.
- 3.
- 4.

 **Go over this lesson, look for new words and expressions and write a list in your notebook.**

**Activity Book**  
In your Reader's book, enjoy reading pages 30 to 35 in "How to Make Funny Hats and Drums." Then, answer question 1 on page 41 at the end of the fact. 29

**Additional Activity**

Have students choose some of the sentences they wrote and draw pictures of the instructions and materials to explain the sentences. Ask them to work in pairs to compare their drawings and reflect on the importance of showing clear images when illustrating instructions.

**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 30 to 35 in "How to Make Funny Hats and Drums." Then, answer question 1 on page 41 at the end of the fact.**

Invite students to open their Readers on page 30 and before starting the reading, allow students to browse the pages and look at the pictures for them to predict what the fact is about tell them to look at the images and read the title *Kids' Parade*. Ask: *What do you see? What do you think the story will be about?* Elicit answers from several volunteers and go ahead with the fact. You can play the **CD Track 31** and have students listen and read along up to page 35. Then, you can have some volunteers read the paragraphs or lines aloud on these pages and have the rest of the class listen.

**Learning Outcome:** Understands illustrated instructions




**1**  **Work in pairs. Discuss the questions**

With books closed, ask students if they remember some of the words they learned in the previous lesson. You could have students work in small groups to mention a few of the words and expressions they learned in Lesson 1. Elicit a few words and write them on the board. Ask *Where can we find these words?* (In instructions). You might ask students to open their Activity Book to page 28, ask them to read the questions in Activity 1 out loud and clarify any questions they may have. We suggest you to tell students to work in pairs to discuss the questions. Monitor students as they work and invite a few volunteers to share their answers with the class.

**AK:** Answers will vary.

**Useful Information**


Before a listening activity, we can provide scaffolding by identifying words that might be difficult for the students and take some time from the class to teach them. It is important to consider we should do this as simple as possible, so we do not over spend time teaching the words. If students are familiarized with these words beforehand, they may feel more confident when listening to the recording.

**2**   **Read the instructions and order them. Then listen and check.**  9




We suggest you to direct learners to Activity 2 and allow some time for them to look at the pictures. Tell them they are going to read the instructions. Do the first one with the class and write the answer on the board. Then, you could set the time for them to order the rest of the instructions. Ask students to work in pairs to compare their answers. Once they compare their answers, have students listen to Track 9 to confirm the order of instructions. You may want to elicit the answers and write them on the board.

**AK:** 1. Cover one end of the toilet paper roll with masking tape; 2. Use masking tape to firmly attach the craft stick to that end of the roll; 3. Put the pebbles inside the roll; 4. Cover the open end of the roll with masking tape; 5. Glue the cardboard strip

**Lesson 2**

**1**  **Work in pairs. Discuss the questions.**

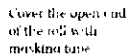
Do you like creating things?  
Do you usually follow instructions?  
Why is it important to follow instructions?

**2**   **Read the instructions and order them. Then listen and check.**  9

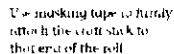
**Easy Rattle**

**Materials**

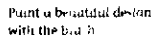
- toilet paper roll
- craft stick
- paint and brush
- masking tape
- small pebbles or beans
- glue
- a strip of colored cardboard paper (10 x 16 cm)



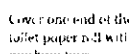
Cover one end of the toilet paper roll with masking tape.



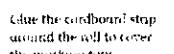
Use masking tape to firmly attach the craft stick to that end of the roll.



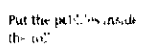
Paint a beautiful design with the brush.





Cover one end of the toilet paper roll with masking tape.



Glue the cardboard strip around the roll to cover the masking tape.





Put the pebbles inside the roll.

**3**   **Choose an object you would like to make. To get some ideas visit:**

<http://www.pbs.org/parents/crafts-for-kids/>


30 UNIT 3 Hands-on Tasks

around the roll to cover the masking tape; 6. Paint a beautiful design with the brush.

**3**   **Choose an object you would like to make. To get some ideas visit:**  
**<http://www.pbs.org/parents/crafts-for-kids/>**


It is a good idea to ask students to look at the ideas they can find on the website in Activity 3. Tell them they are going to choose an object they would like to make in the future. They can also research at their homes to find simple objects they can make. You could also have them share their ideas with a partner.

**AK:** Answers will vary.

**4**  **Read the words in the box. Circle the numbers in green, the colors in blue and the objects in red. Then, say the words aloud.**


You could direct students to page 29 in their *Activity Book*. Ask students to read the instructions and clarify any questions they have. We suggest you to review instructions by eliciting numbers, colors and objects. Write an example of each on the board. Then, point to the number and ask: *What are you going to do? (circle them) In which color? (Green!)* and circle the number in green. Repeat for numbers and objects. Then, you may ask students to work individually to complete the task. Monitor students as they work and make sure they use the three different colors. Ask students to work in pairs to compare their answers before checking answers as a whole class.

**AK:** Green: two; six; four; first; fifth; Blue: red; yellow; green; black; blue; Red: paper; yarn; glue; pebbles; brush; pencil.

**5**  **Read and use the words in Activity 4 to answer.**


You could direct students to Activity 5 and ask a volunteer to read the instructions. Tell them to use the words in Activity 4 to complete the task. Do the first one as a whole class to help students have a model. Then, you may want to ask students to work individually to complete the task. Ask students to work in pairs to share their answers and make sure they have agreed on most of their answers. You could elicit their answers in open class and write them on the board.

**AK:** 1. seventh; fifth; 2. pebbles; yellow; green; 3. black-blue; first-fifth; pebbles-pencil;


**6**  **Work in groups. Decide on one object to make for your final product. Draw a chart in your notebook like the one below, and write the title and the materials you will need.**




We suggest you to draw a similar chart to the one in Activity 6 on the board. Elicit examples from each of the elements on the draft and write students' contributions on the board. You could direct students to Activity 6, ask them to read the instructions in silence and clarify any questions they have. Ask: *Are you going to copy the objects from the previous lesson or are you going to choose a different object? (We are going to choose a different object).* You

**4**  **Read the words in the box. Circle the numbers in green, the colors in blue and the objects in red. Then, say the words aloud.**

red	yellow	black	green	blue	paper
yarn	glue	pebbles	brush	pencil	two
six	seventh	four	first	fifth	

**5**  **Read and use the words in Activity 4 to answer.**

- Write two words that finish with the same letters.
- Write two words that have double letters.
- Write two words that begin with the same letters.

**6**  **Work in groups. Decide on one object to make for your final product. Draw a chart in your notebook like the one below, and write the title and the materials you will need.**

Go to page 37 and follow the instructions to complete questions 1 and 2 of the assessment

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may want to ask students to work in small groups to decide on an object to make for their final product. Then, have them draw a chart in their notebook to include the title and materials they will need. It is a good idea to collect errors you read so your students can correct them at the end of the class.

**AK:** Answers will vary.

**Assess your progress!** 

**Go to page 37 and follow the instructions to complete questions 1 and 2 of the assessment.**

Before starting this section, have students reflect on the different activities they have done so far, encourage them to tell you all they did: describe and recognize objects in pictures, read instructions, classify words, etc. Then, direct their attention to the assessment on page 47. Have students complete the assessments according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Lesson 3

**Learning Outcome:** Understand illustrated instructions

## 1 Match the pairs of numbers without touching lines. Then discuss the question with a classmate.

To introduce the lesson, elicit numbers and write them on the board. We suggest you to tell them to work in small groups to make short lists of other numbers they remember, they are most likely to mention cardinal numbers, therefore, you can give an example of an ordinal number (first) and then, elicit other ordinal numbers. Have students open their *Activity Book* to page 30. Tell them to read the instructions and clarify any doubts they may have. You could walk around the classroom and make sure all students are on task. Then, check answers as a whole class and once they have matched the pairs of numbers, have them work individually to discuss the question. Invite a few volunteers to share their opinions with the class.

**AK:** Answers will vary.

## 2 Use the ordinal numbers to complete the instructions. Follow the example.

We suggest you to ask *Which numbers do we use to give instructions? Cardinal or ordinal? (ordinal)*. Elicit a few examples of ordinal numbers and write them on the board. Then, you could direct students to Activity 2 and allow some time for them to look at the steps in the instructions. Ask them to work individually to complete the instructions. It is a good idea to monitor students are on task and clarify any questions they may have. You may want to ask students to work in pairs to compare their answers before sharing their answers as a whole class.

### Additional Activity

To have students develop their creativity and critical thinking skills, you could ask them to work in pairs to write additional steps for the instructions in Activity 2. They could think about giving style to their monster, using different colors or different types of googly eyes. Then, they can share their instructions with other pairs and decide on the most creative ones.

## Lesson 3

**1** Match the pairs of numbers without touching lines. Then discuss the question with a classmate.

1 <sup>st</sup>	4 <sup>th</sup>	3 <sup>rd</sup>	2 <sup>nd</sup>
first	fourth	third	second

... What is the difference between these numbers?

**2** Use the ordinal numbers to complete the instructions. Follow the example.

5 2 1 4 3<sup>rd</sup> 6 7<sup>th</sup> 8

Lay two toilet paper rolls together

Wrap yarn around the rolls

Remove the rolls gently and tie the knot tight.

Cut around both edges of the pom-pom

Trim the pom-pom to make it look fluffier.




Paste the googly eyes and a mouth made from paper scraps.

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### Additional Activity

To help learners review and expand their knowledge of ordinal and cardinal numbers in a ludic form, you can play race to the board as a class warmer or wrap up. You may want to divide the class in two large teams and say you are going to say a number; one member of the team runs to the board and writes the correct number on the board. You could repeat using as many numbers as possible. Depending on the group profile, you may say difficult numbers and review them at the end of the class.



**3**   **Listen to the instructions. Number the pictures in the correct order.**  10



We suggest you to elicit the meaning of *instructions*, *title*, *steps* and *materials* in open class. Divide the class into pairs and ask them to work together to identify the elements in "Orange Bird Feeder" on page 33 of their *Activity Book*. Ask a volunteer to read the instructions out loud and clarify any doubts they may have. You could tell them they are going to work individually to listen to an audio and number the pictures according to the correct order of the steps. Play **Track 10** and pause it after the first step. Ask students to write the number on the first step and check the answer as a whole class. Then, you may want to play the audio again and monitor students are on task.

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




**4**   **Listen again and check your answers with a classmate.**  10

You may want to direct students to Activity 4 on Page 33 in their *Activity Book*. Ask students to read the instructions and ask *What are you going to do?* (*Listen again and check answers, Which answers? (the ones from Activity 3).*) Have students listen again to check their answers. Then, we suggest you to ask them to work in pairs to compare their answers before sharing the answers with the class.

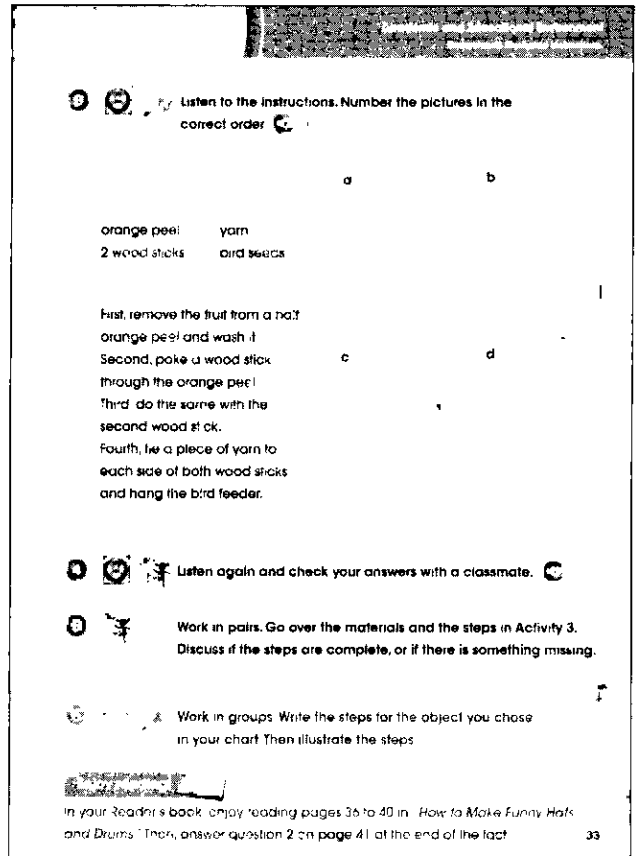
**AK:** Answers will vary.




**5**   **Work in pairs. Go over the materials and the steps in Activity 3. Discuss if the steps are complete, or if there is something missing.**

You might ask students to work in pairs and have a volunteer read the instructions aloud. Ask students to read Activity 3 to each other and discuss if they think the steps for this activity are complete. You could have volunteers share their conclusions to the class and if they think something is missing, ask them to justify their answers.

**6**   **Work in groups. Write the steps for the object you chose in your chart. Then illustrate the steps.** 




We suggest you to elicit the names of materials and write them on the board. Ask a volunteer to read the instructions in Activity 5 and clarify any doubts they may have. You could ask students to work with their groups to write the steps for they object they chose in the previous lesson. Then, you might encourage students to illustrate the steps using similar







**3**   **Listen to the instructions. Number the pictures in the correct order.** 

orange peel      yarn  
2 wood sticks      bird seeds

First, remove the fruit from a half orange peel and wash it.  
Second, poke a wood stick through the orange peel.  
Third, do the same with the second wood stick.  
Fourth, tie a piece of yarn to each side of both wood sticks and hang the bird feeder.

**4**   **Listen again and check your answers with a classmate.** 

**5**   **Work in pairs. Go over the materials and the steps in Activity 3. Discuss if the steps are complete, or if there is something missing.**

**6**   **Work in groups. Write the steps for the object you chose in your chart. Then illustrate the steps.**

In your Reader's book, enjoy reading pages 36 to 40 in "How to Make Funny Hats and Drums." Then, answer question 2 on page 41 at the end of the fact. 33

images to the ones in the previous lessons. It is a good idea to offer help to students that struggle and encourage them to add as many details as possible.

**AK:** Answers will vary.

**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 36 to 40 in "How to Make Funny Hats and Drums." Then, answer question 2 on page 41 at the end of the fact.**

Invite students to open their Readers book once again and read the rest of the fact. Before starting the reading, you could ask students to tell you what they remember about the first part they read. Ask some questions to activate their memory and to predict what will happen next. You can play the **CD Track 33** and have students listen and read along the missing pages (36-40). Once the fact is over, have them reflect on it and tell you what they think about it. Encourage students to speak with their own words. Finally, to practice some reading skills, you can have volunteers read the paragraphs or lines aloud and have the rest of the class listen.

# Lesson 4

**Learning Outcome:** Participates in the writing of a manual.

## 1 Look at the Chinese dragon and discuss the questions with a classmate.

To introduce the lesson, write on the board *What I have learned...* and ask students to mention things they have learned in the previous lessons, accept as many contributions they may share and write a few ideas on the board. They should mention the words *materials*, *steps* and *instructions*, among others. Then, have students open their *Activity Book* to page 34 and direct their attention to the image in Activity 1. Ask *What do you see?* (cups, a dragon). Then, ask students to work individually to answer the questions. Set a time for them to complete the task and monitor students as they work. Offer help to students that struggle. Then, ask students to compare their answers in pairs. Invite a few volunteers to share their answers with the class. Write the answers on the board.



**AK:** 1. Plastic cups; 2. With a piece of yarn or an elastic; 3. Tie some string on the head; 4. Small balls, half of a unicell sphere.


## 2 Write a list of things you can use to make a dragon like the one in the picture. Compare your list with a partner and correct it if necessary.

We suggest you to go back to the words you wrote on the board and point to the word *Materials* ask students to work in small groups to make a list of materials they know. You could tell them that if they know the name in Spanish but they do not know it in English you can help them with the word so they mention as many materials as possible. Then, you could direct students' attention to Activity 2. Have students work individually to make a list of things they can use to make a dragon like the one in the picture. Allow some time for them to perform the task and encourage them to use the words they discuss with their classmates. It is a good idea to have students work in pairs to share answers and correct their lists if necessary.



**AK:** Answers will vary.

### Lesson 4



  Look at the Chinese dragon and discuss the questions with a classmate.



1. What is the Chinese dragon made of?
2. How were the pieces put together?
3. What can you do to make the dragon move like a puppet?
4. What can you use to make the eyes?

  Write a list of the things you can use to make a dragon like the one in the picture. Compare your list with a partner and correct it if necessary.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

  Think of some steps that you can use to put together the materials in Activity 2. Use the actions words that you learned in this unit. Use your notebook if you need more space. Look at the example.


1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

34 UNIT 3 Hands-on Tasks

## 3 Think of some steps that you can use to put together the materials in Activity 2. Use the action words that you learned in this unit. Use your notebook if you need more space. Look at the example.


You could elicit a few action words from students and write them on the board. Have students read the instructions for Activity 3 in silence. Then, you could clarify any doubts they may have. Direct students to the example and identify the action word and material. Ask them to work individually to use the action words with the materials they listed in Activity 2. Encourage students to write more sentences in their notebooks. Then, you may ask them to share their sentences with a partner before sharing them with the class.

**AK:** Answers will vary.


**4**  **Work in pairs. Complete the diagram with information from Activities 1 and 2.**

With books closed, you could write on the board *Chinese dragon* and ask: *What do you remember from this object? Do you remember materials?* Elicit a few ideas from the students and write them on the board. Review the words *steps* and *materials* and ask students to give examples. Have them open their Activity Book to page 35 and answer Activity 4. We suggest you to ask them to work in pairs to perform the task and decide on a list of steps in a clear form. Encourage them to use their creativity and give details and clear instructions. Walk around the classroom and monitor students are on task. You could ask students to share their instruction manual with other pairs and notice differences and similarities. Praise students that have worked hard on having clear and easy to follow steps by asking them to share their instruction manual with the class.

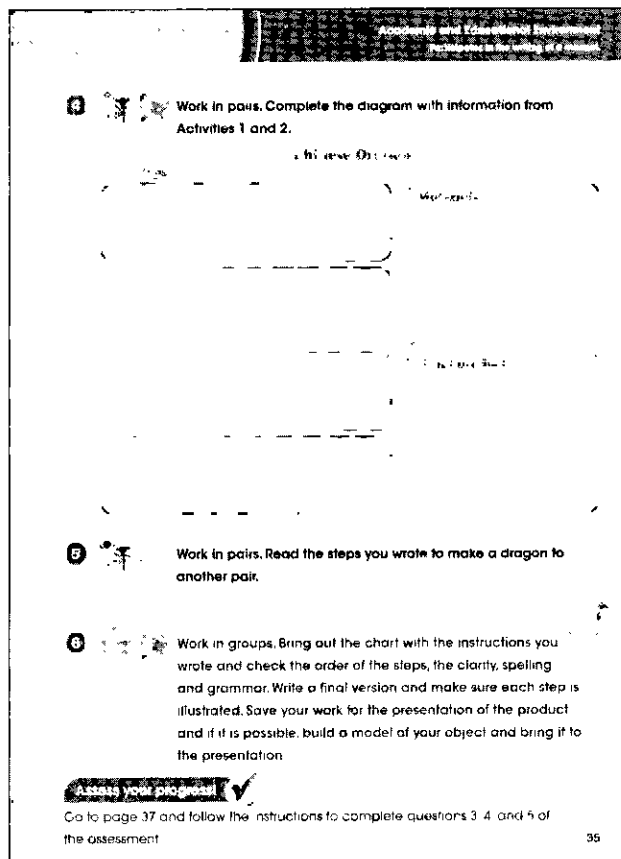
**AK:** Answers will vary.


**5**  **Work in pairs. Read the steps you wrote to make a dragon to another pair.**


We suggest you to ask students to continue working with the same classmates as in the previous activity. Now that students have finished the diagram in Activity 4, ask them to get together with another pair or two so they can have more opinions on their work. Read the instructions aloud and have students share their instructions with their classmates. You might ask them to be as clear as possible when they speak and respectful when listening to others.


**6**  **Work in groups. Bring out the chart with the instructions you wrote and check the order of the steps, the clarity, spelling and grammar. Write a final version and make sure each step is illustrated. Save your work for the presentation of the product and if it is possible, build a model of your object and bring it to the presentation.**


We suggest you to have students get together with the groups they have been working with in the subproduct activities. In this steps they are going to prepare their materials for their product. Read the instructions in the Activity Book and make sure students understand what to do. You could verify that every team has what they need to complete this final step for their Unit Product. Once students finish reviewing their work, encourage them to read it one more time aloud to each other.



**4**  **Work in pairs. Complete the diagram with information from Activities 1 and 2.**

**5**  **Work in pairs. Read the steps you wrote to make a dragon to another pair.**

**6**  **Work in groups. Bring out the chart with the instructions you wrote and check the order of the steps, the clarity, spelling and grammar. Write a final version and make sure each step is illustrated. Save your work for the presentation of the product and if it is possible, build a model of your object and bring it to the presentation.**

**Assess your progress!** 

Go to page 37 and follow the instructions to complete questions 3, 4, and 5 of the assessment.

35

**Assess your progress!** 

**Go to page 37 and follow the instructions to complete the second and third parts of the assessment.**

Once again, before starting this section, have students reflect on the different activities they did during the unit, encourage them to tell you how they felt when they were doing the activities. Then, direct their attention to the assessment section on page 37. Have students complete the assessment according to their performance on the corresponding questions statements. Encourage volunteers to share their results with the class.

**Useful Information**

Brainstorming materials in Spanish and then encouraging students to research at home or in bilingual dictionaries will help them develop their autonomy as learners. It is important to encourage students to keep track of new vocabulary they want to learn and use it as much as possible to make it memorable and meaningful.

# Review and Product

## Review

- 1 Number the steps to make a drum in the correct order. Then write a description for each step.

We suggest you to ask students to open their Activity Book to page 34. Direct their attention to the pictures in the Review Section. Ask: *What do you think is happening? What are the children doing?* Elicit some answers. Then tell the class that the children are making a drum. Explain to students the pictures are not in order, but it is their mission to order them and write a description for each step. You may want to divide the class into small groups and have them share their answers.

**AK:** Answers will vary.

Invite students to visit the suggested website on page 30 in their Activity Books. If they have access to Internet, students could practice and learn more about following instructions on their own in a fun way.

## Product

### Write an Instruction Manual

We suggest you to remind students of the different activities they worked with their teams along Unit 4 and ask them to get into their groups. Read the instructions and the statements aloud and before students write their notes, give some examples. Finally, ask students to draw or paste a photo of their final product in the space provided. You could have students take turns to read their message to the class and if time allows it, ask some teams to tell the rest of the class the instructions to assemble their product using their instruction manual.


Once the teams presented their work, discuss these questions as a group. Give them time to organize their ideas and expressions in giving reasons.

1. Do you think it is important to organize the work when working with a team?
2. Do you work faster or slower when you work with others?

**Review and Product**

**START**

Number the steps to make a drum in the correct order. Then write a description for each step.



**FINISH**

With your teammates, write a short note saying:  
Why you think this product is important

Draw or paste a photo of your final product

When you can use this product in your daily activities

What characteristic of this product you like the most.

36

## Questionnaire

We suggest you to tell students that the best way to improve our work is to analyze its different aspects. Go over the questions in the Evaluation Instrument and make sure all students understand each of them. Tell them to circle yes, no or sometimes according to what they read in each of the questions. Even though students have been answering this assessment along the Unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns and see how they have improved. You could encourage them to become critical of their work because that is the only way they will be able to identify and work on their strengths and weaknesses. Once students finish, focus their attention on the scale and ask them to write their result accordingly.

We recommend you to ask a few volunteers to share their answers with the rest of the class. If you consider it necessary, copy the scale on the board for students to have a clearer view.

- |              |                           |
|--------------|---------------------------|
| a = 2 points | 8 - 10 points = Excellent |
| b = 1 point  | 5 - 7 points = Good       |
| c = .5       | 0 - 4 points = Need help  |

**Evaluation Tool**

### Questionnaire

1. Choose the answer that represents your abilities.

1. Were you able to look at instructions to assemble an object (raffle drum, etc.)?
  - a. Yes
  - b. Sometimes
  - c. No
2. Were you able to understand illustrated instructions?
  - a. Yes
  - b. Sometimes
  - c. No
3. Were you able to recognize cardinal and ordinal numbers?
  - a. Yes
  - b. Sometimes
  - c. No
4. Were you able to write of a manual with your team?
  - a. Yes
  - b. Sometimes
  - c. No
5. Were you able to review your instructions and improve them?
  - a. Yes
  - b. Sometimes
  - c. No

2. Share the results of your questionnaire with the rest of your class.

a = 2 points	b = 1 point	c = .5	8 - 10 points = Excellent	5 - 7 points = Good	0 - 4 points = Need help
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37

# UNIT 4

# Getting What you Need

## Unit Contents

### Familiar and Community Environment

#### Social Practice:

Understands and shares expressions to obtain what is needed.

#### Learning Outcomes:

- Listens to dialogs in which expressions are used to obtain what is wanted.
- Understands and expresses wishes or necessities.
- Exchanges expressions to obtain what is needed
- Writes a message to obtain what is needed.

#### ? Activate Prior Knowledge

1. Is there something you need right now?
2. Is there something you want right now?
3. What is the difference between want and need?

#### Tech Resources

For students:

<http://learnenglishkids.britishcouncil.org/en/reading-practice/helping-others>

For teachers:

<https://www.teachingenglish.org.uk/article/writing-young-learners>

<https://www.english-at-home.com/speaking/how-to-ask-for-things-in-english>

<https://dictionary.cambridge.org/grammar/british-grammar/functions/requests>

These websites have tips and suggestions on how to keep children safe online. They include free resources for teachers and students.

#### Odyssey Resources

**Reader:** *Moving House!* pages 42-53

**Class CD:** tracks 11, 12, 13, 34

**Visual Resources:** Class CD, page 4

**Picture Dictionary:** Activity Book, page 113

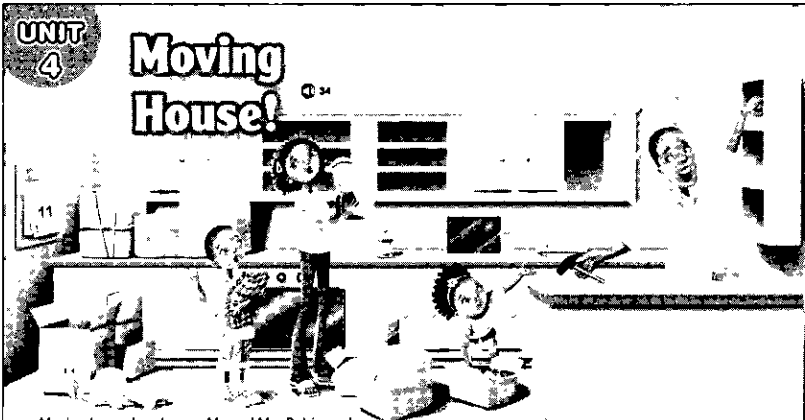
As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

## Reading Strategies

### Narrative: *Moving House!*

**UNIT 4**

# Moving House!



Moving house is not easy. Mr. and Mrs. Robins got new jobs in Riverton town.

They are preparing to move because they need to live closer to their new jobs and to Lucy and Tom's new school.

Today they are all very busy packing up the last boxes ...

But, there are no more boxes left!

"Tom, Lucy, please go to the store and get five boxes," Mom asks the children.

"Sure, Mom, no problem," replies Tom. "Do you need anything else?" he asks.

"No thanks. We are fine," answers Mom. "Be careful, kids!"

"Yes, Mom," says Lucy, ready to go.

42 UNIT 4 Moving House! UNIT 4 Moving House! 43

**R** pp. 42-43 **34**

To help students understand better the story that correlates with this Unit, we have divided it into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the story for this Unit.

This story will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.

# Lesson 1

**Learning Outcome:** Listens to dialogs in which expressions are used to obtain what is wanted.

## 1 Listen and read along. Then act out the dialog with a classmate. 11

Welcome students to unit 4 and ask them to open their Activity Book to page 38. You may want to draw their attention to the picture of the girl and her grandpa and elicit from students what they think the dialog is about. When they give you some ideas, tell students they are going to listen and read along. Reconfirm instructions with the class, *are you going to read or listen or listen and read?*

We suggest you to play Track 11 and pause it several times and help students with vocabulary as needed. However, recommend them to go to the glossary and check the vocabulary included there. Play it a second time without pausing it. Then, you could have volunteers act the dialog with a classmate.

## 2 Work in pairs. Discuss the questions.

Before students work in this activity, we suggest you to ask them what Elisa got for her birthday and how many bunnies. Invite students to share with the class if they like bunnies or have ever had one. Pair up students and ask them to discuss the two questions about Elisa and her grandpa. Then, you could read the questions aloud and help with vocabulary students may need for their answers. Finally, you could check answers with the class.

**AK:** Answers will vary.

### Additional Activity

We suggest you to write on the board the following incomplete sentences about the picture in Activity 1. Then, you could tell students they need to complete them by looking at it. Encourage them to use their vocabulary and be creative since in some of the sentences there will be different possible answers.

- 1 Elisa has \_\_\_\_\_ bunnies.
2. She is very \_\_\_\_\_ with the bunnies.
3. Elisa is \_\_\_\_\_ old.
4. Elisa's grandpa has \_\_\_\_\_ hair.
5. He lives in \_\_\_\_\_.

## UNIT 4

### Getting What You Need

#### Lesson 1

1 Listen and read along. Then act out the dialog with a classmate. 11

Elisa: Grandpa, Grandpa! Look, Mom gave me a couple of bunnies for my birthday! I'm calling them Sam and Pam. Aren't they cute?

Grandpa: Yes, they are! Congratulations! Do you know how to take care of them?


Elisa: Not really. I know they eat hay and vegetables. Can you teach me how to take care of them?

Grandpa: Sure, I can. First we need to build a bunny hutch for them. It will keep them warm and safe.

Elisa: Sure, please tell me what we need.

Grandpa: I'm writing down a list of materials for the hutch. You can ask your dad to bring them from the town store. We also need to get some hay and a hollow log. The bunnies need a hiding place.

Elisa: OK, Grandpa. I'm going to call Dad and start looking for the log. Thank you, Grandpa. You're great!



2 Work in pairs. Discuss the questions.

1. What does Elisa need to take care of her bunnies?
2. What does Grandpa need to help Elisa?

38

## 3 Listen and read along. Then discuss the questions with your class. 12

We suggest you to tell students they are going to listen and read along like in Activity 2 but with a different dialog. You could draw their attention to the picture and ask students to tell you what they see and who they woman is calling to. You could play Track 12 twice. The first time do not pause it and the second time pause it after each line. Help with vocabulary as needed. When they finish listening, you may want to tell students to discuss the three questions about the dialog with their class.

**AK:** 1. two; 2. About the things Mom needs; 3. three.



#### 4

**Work in pairs. Identify the parts of the dialog. Color the opening in blue, the body in red and the closing in green.**

Before working with this activity, you could ask students what the answer for question 3 in Activity 3 is again and write number three on the board. Recommend students to use three different colors, blue, red and green preferably, as indicated, to color the three different parts of the dialog. However, if they do not have them, ask students to choose any other colors they have but to use three that are different.

You may want to draw a big box on the board and divide it into three sections so this helps students who are visual understand the concept. Monitor the activity and if you see they are having problems identifying the three parts, write the names in the box you drew. You may want to encourage students to find the three parts asked for. Check the answers with the class.

**AK:** Students should color lines 1 and 2 of the dialog blue; lines 3-8 pink; and lines 9 and 10 green.

#### 5

**Work in pairs. Use the dialog in Activity 3 and act out the role of a clerk and a client. Order what you need over the phone.**



Once students have identified the parts of the dialog in Activity 4, you could ask them to work with a partner. Have a volunteer read the instructions aloud and make sure students understand what to do. Before students do the activity, go back to Activity 3 and read the dialog aloud for students to read after and practice pronunciation and intonation. Then, divide the class into two groups for each one to play one part in the dialog. Finally, you could ask students to practice the dialog with their classmate and order other things they need.

**AK:** Answers will vary.


#### 6 **Work in groups. Go over this lesson and look for new words and expressions. Write a list in your notebook.**

You might want to tell students that in this activity they are going to go over the lesson and write in their notebook lists of new words and expressions. You could with them if they should write them in alphabetical order or maybe make two lists instead, one for nouns, adjectives, verbs, etc. and another one for expressions only for better organization because this is a stage of the final product and they will use this vocabulary there. You could monitor the activity and offer help as needed.


**Familiar and Community Environment**  
Circles to coloring in which represent the word to which what is written.


  Listen and read along. Then discuss the questions with your class.


Mr. Garcia: Hello. Garcia Grocery Store.  
How can I help you?  
Mom: Hello. This is Mrs. Moreno.  
I need to order some things.  
Mr. Garcia: Sure. What do you need?  
Mom: A package of flour, cocoa powder, and vanilla extract.  
Can you send it to my house?  
Mr. Garcia: Do you need anything else?  
Mom: No, that's all. Thank you.  
Mr. Garcia: May I have your address, please?  
Mom: Yes. My address is 30 Country Road.  
Mr. Garcia: Perfect, your order will be there in about an hour.  
Mom: Thank you.



How many people are in the dialog?  
What are they talking about?

 Work in pairs. Identify the parts of the dialog. Color the opening in blue, the body in red and the closing in green.

 Work in pairs. Use the dialog in Activity 3 and act out the role of a clerk and a client. Order what you need over the phone.

 Work in groups. Go over this lesson and look for new words and expressions. Write a list in your notebook.

**Subproduct**

In your Reader's book, enjoy reading pages 42 to 47 in "Moving House!" Then answer question 1 on page 53 at the end of the story.

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### Enjoy Reading!

**In your Reader's book, enjoy reading pages 42 to 47 in "Moving House!" Then, answer question 1 on page 53 at the end of the story.**

Invite students to open their Readers book and read the story along. Before starting the reading, allow students to browse the pages and look at the pictures for them to predict what the story is about. Elicit answers from several volunteers and go ahead with the story. Read the title of the story Moving House! and ask students, *What do you see? What do you think the story will be about?* Write some of answers on the board and ask the class if they have ever moved. You can play the CD, track Track 34 and have students listen and read along up to page 47. Then, you can have some volunteers read the paragraphs or lines aloud on these pages and have the rest of the class listen.

# Lesson 2

**Learning Outcome:** Understands and expresses wishes or necessities.

## 1 Read the dialog and underline the expressions that Elisa is using to obtain what she needs.

Pair up students for this activity. Tell students they are going to read the dialog where Elisa is talking to somebody else. Elicit from them who that person is. Remind students that Elisa got a birthday present and ask them if they remember what it was and what her Grandpa suggested to do.

Help with vocabulary as needed and ask students to underline the expressions Elisa is using to obtain what she needs (for her bunnies, you may add).

Monitor the activity and ask for some volunteers to share their answers.

**AK:** Students underline: I want to grow a veggie garden for my new bunnies; can you help me?; Do you have cabbage seeds.

## 2 Work in pairs. Share with your classmate the phrases you underlined.

Continue the activity by sharing the phrases you underlined in Activity 1 with your classmate. Compare if they are the same or different. Then, you may ask the students to find another pair to compare their sentences one more time and see how similar they were.

**AK:** 2 Answers will vary.

## 3 Unscramble the sentences. Then read them aloud to a classmate.

Draw student's attention to the four sentences. Elicit from students what's wrong with them, they need to be unscrambled. For some students this kind of exercise may be confusing so write the words in sentence 1 on the board. Write the first word, 'I' then write 'need' after that ask students to choose the third word until the sentence is unscrambled. Encourage students to continue with the rest of the sentences and offer help as needed and have some volunteers share their answers with the class.

**AK:** 1. I need to build a hutch for my hamster; 2. Sorry I don't have cabbage seeds; 3. We need to clean the garden; 4. Can you help me?

# Lesson 2

## 1 Read the dialog and underline the expressions that Elisa is using to obtain what she needs.

Mrs. Diaz: Hello, Elisa. How can I help you?

Elisa: Hello, Mrs. Diaz. I want to grow a veggie garden for my new bunnies.

Mrs. Diaz: Oh, that's a great idea, Elisa! What kind of vegetables do you want to grow?

Elisa: I'm not sure, can you help me?

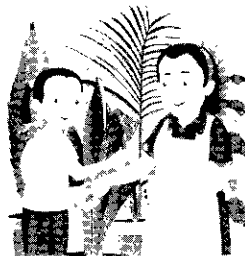
Mrs. Diaz: Let me see, here we have some lettuce and spinach seeds. Bunnies love these veggies.

Elisa: What about cabbage? Do you have cabbage seeds?

Mrs. Diaz: Sorry, I don't have those.

Elisa: Thank you, Mrs. Diaz. I really appreciate your help.

Mrs. Diaz: You're welcome, Elisa. I'm happy to do it.



## 2 Work in pairs. Share with your classmate the phrases you underlined.

## 3 Unscramble the sentences. Then read them aloud to a classmate.

1 hamster / need / a hutch / to build / for my / I

2 don't have / Sorry / cabbage seeds / I


3 to clean / need / garden / We / the

4 you / me? / help / Can

40 UNIT 4 Getting what you need

### Additional Activity

Ask students to write in pairs three sentences to unscramble like the ones in Activity 3. Refer students to the dialogs in Lesson 1 and ask them to take the sentences from there. Give students ten minutes to unscramble their sentences with as many different pairs as they can.

**4**  **Work in pairs. Look at the picture. Use the words and expressions to complete a dialog for what Elisa needs.**

Draw students' attention to the picture of Elisa. Pair up students and ask them to guess what they are doing. Write some of the answers on the board. Then, draw students' attention to the dialog for them to notice it is incomplete. Tell them they need to use the words and expressions in boxes to complete it so they will know what Elisa needs.


Check the answers with the class.

- AK: Grandpa:** Hello Elisa. Are you ready to work?  
**Elisa:** Yes, what do we need?  
**Grandpa:** We need a hammer, wood, nails, and mesh wire.  
**Elisa:** Ok, here they are.  
**Grandpa:** Thank you, Elisa.  
**Elisa:** Sure. No problem, Grandpa!

**5**  **Work in pairs. Practice the dialog in Activity 4. Act it out for the class.**

Tell students to work in pairs because they are going to practice the dialog in Activity 4 about Elisa and her Grandpa working on the hutch. Let students discuss who is who and practice reading it a couple of times maybe. Monitor the activity and offer help with pronunciation and intonation. Invite students to act the dialog out for the class.


**AK:** Answers will vary.

**6**  **Go over this lesson and look for new words and expressions to say what you need and what you want. Add them to the list in your notebook.**

Tell students that in this activity they are going to go over the lesson and write in their notebook words and expressions to say what they need or want to be added to the list they started in Lesson 1. If they need help finding the expressions, remind them that Elisa wants something and asked for it. This is a stage of the final product and they will use this vocabulary there.

Monitor the activity and offer help as needed.

**AK:** Answers will vary.

**4**  **Work in pairs. Look at the picture. Use the words and expressions to complete a dialog for what Elisa needs.**

Are you ready to work, we need, a hammer, hutch, Thank you

**Grandpa:** Hello, Elisa. ?


**Elisa:** Yes, do we have the materials ?


**Grandpa:** I think so. We need, wood, nails, and mesh wire.


**Elisa:** Grandpa, the, is looking great!

**Grandpa:**, Elisa.

**Elisa:** No problem, Grandpa!

**5**  **Work in pairs. Practice the dialog in Activity 4. Act it out for the class.**

**6**  **Go over this lesson and look for new words and expressions to say what you need and what you want. Add them to the list in your notebook.**

**Assess your progress!** 

Go to page 47 and follow the instructions to complete statements 1, 2 and 3 of the assessment.


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**Assess your progress!** 

**Go to page 47 and follow the instructions to complete statements 1, 2 and 3 part of the assessment.**


Before starting this section, have students reflect on the different activities they have done so far. Encourage them to tell you what they did: describe and recognize objects in pictures, read instructions, classify words, etc. Then, direct their attention to the assessment section on page 47. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

**Learning Outcome:** Exchanges expressions to obtain what is needed.

**1**  **Listen and read the dialog. Then discuss the questions.** **13**


Draw students' attention to the picture of Tom and ask students to describe what they see. Offer help with vocabulary as needed and tell them they are going to listen to a dialog and then answer three questions about Tom but before that, read the questions aloud and make sure students understand what pieces of information they need to find. Play the track twice. The first time do not pause it but during the second time make three pauses and give students time to answer the questions. Invite some volunteers to share their answers with the class.

**AK:** 1. He needs to repair his bike; 2. He had an accident and his bike broke; 3. Mr. Jones is going to repair Tom's bike.

**2**  **Work in pairs. Read the dialog in Activity 1 aloud.**

To give students more practice in speaking, ask students to practice reading the dialog with a partner. Even when they read aloud, it is a good practice to work on fluency doing a controlled activity. You may want to have help students by asking them to read the dialog with you. You take any role of Mr. Jones and the students the role of Tom. Then, ask students to read the complete dialog aloud.




**AK:** Answers will vary.

**3**  **Write three situations where you need help from others to get what you want or need. Show your sentences to your teacher.**


To help students understand contexts or situations, elicit from them where Tom is calling, *a bike repair shop* and the reason to do so, *to fix his bike*. Tell students to think about three situations they need help from others to get what they want or need and write them down. Remind them to think of Elisa, Tom and Mom. Give them time to organize their ideas and ask as many students as possible which situation they thought of.

**AK:** Answers will vary.


## Lesson 3


  **Listen and read the dialog. Then discuss the questions.** 

**Mr. Jones:** Hello, bike repair shop. How can I help you?  
**Tom:** Hello, Mr. Jones. This is Tom. I need help to fix my bike.  
**Mr. Jones:** Okay, tell me what happened?  
**Tom:** It's a flash con when I turned at the corner. I fell over some bushes and the bike broke! I was not hurt. Actually, it was kind of funny!  
**Mr. Jones:** I bet it was, Tom.  
**Tom:** Can you fix my bike, Mr. Jones?  
**Mr. Jones:** Sure, no problem, Tom. Bring it to the shop tomorrow.  
**Tom:** Thank you, Mr. Jones!  
**Mr. Jones:** You're welcome, Tom. Take care and have a nice day!



What does Tom need?  
 ✓ What happened to him?  
 ✓ Will Mr. Jones help Tom? How?

 **Work in pairs. Read the dialog in Activity 1 aloud.**

 **Write three situations where you need help from others to get what you want or need. Show your sentences to your teacher.**

2

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### Additional Activity

Draw on separate pieces of paper some of the expressions to ask for something you need or want and put them in a container. Have some volunteers come to the front of the class and draw a paper, read it to himself/herself and then dictate it to the class. When all the papers have been read, invite students to come to the board and write their sentences. Ask the class to say if they are correct and incorrect and why.


**4**  **Work in pairs. Identify the parts of a dialog in Activity 1 and complete the diagram.**

Before you work in this activity, ask students what the three parts in a dialog are. If they do not remember, refer them to Activity 4 in Lesson 1. Invite students to work in pairs and elicit from students what happened to Tom in Activity 1. Then, guide them, in case they find the activity very difficult, identify the opening, body and closing in Tom's situation with his bike and Mr. Jones. Invite volunteers to share their answers with the class.

**AK:** Answers will vary.

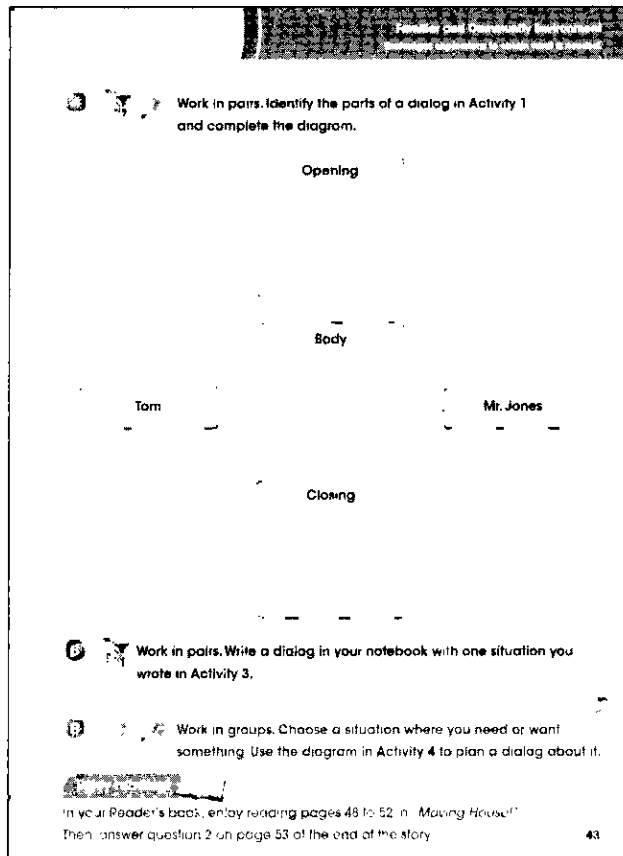
**5**  **Work in pairs. Write a dialog in your notebook with one situation you wrote in Activity 3.**

Pair up students and ask them to decide on one of the situations they described in Activity 3. Once they have decided on the situation, ask them to write a dialog that for the situation using the diagram as a model. If you consider it necessary, ask them to copy the diagram in their notebook for them to plan their dialog better. Finally, invite volunteers to act out the dialog they wrote for the class. Encourage them to use the correct tone of voice and intonation.

**6**  **Work in groups. Choose a situation where you need or want something. Use the diagram in Activity 4 to plan a dialog about it.** *Subproduct*

Tell students to get together with the groups they have been working with in the subproduct activities. In this step they are going to think of a situation where they need or want something. You can suggest review the situations in this unit and choose something similar but not the exact same situation. Recommend students to use the diagram in Activity 4 so they can plan and organize their dialog about it. Give them time to organize their ideas and monitor. Offer help as needed.

**AK:** Answers will vary.



The image shows a page from a student's Reader's book. At the top, there is a header with the text "Work in pairs. Identify the parts of a dialog in Activity 1 and complete the diagram." Below this is a diagram for a dialog between Tom and Mr. Jones. The diagram is a rectangular box divided into three horizontal sections labeled "Opening", "Body", and "Closing". The names "Tom" and "Mr. Jones" are written on the left and right sides of the box respectively. Below the diagram, there are two more activity instructions: "Work in pairs. Write a dialog in your notebook with one situation you wrote in Activity 3." and "Work in groups. Choose a situation where you need or want something. Use the diagram in Activity 4 to plan a dialog about it." At the bottom of the page, there is a footer that says "In your Reader's book, enjoy reading pages 48 to 52 in 'Moving House!' Then answer question 2 on page 53 at the end of the story." and the page number "43".

**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 48 to 52 in "Moving House!" Then, answer question 2 on page 53 at the end of the story.**

Invite students to open their Reader book once again and read the rest of the story. Before starting the reading, you could ask students to tell you what they remember about the first part they read. Ask some questions to activate their memory and to predict what will happen next. You can play the CD Track 34 and have students listen and read along the missing pages (48-52). Once the story is over, have them reflect on it and tell you what they think about it and encourage students to speak with their own words. Ask students to answer the second question on page 53. Finally, to practice some reading skills, you can have volunteers read the paragraphs or lines aloud and have the rest of the class listen.

# Lesson 4

**Learning Outcome:** Writes a message to obtain what is needed.

## 1 Read Elisa's message to her Dad. Then discuss the questions with the class.

To introduce students to the context of the activity, remind students about Elisa's birthday present and what she needs for her bunnies. Elicit from students who else is helping with the hutch. Draw student's attention to the message Elisa is leaving her Dad and encourage students to imagine what it can be for. Read the message aloud and help with vocabulary. Then, ask students to complete the note using the five words. Have some volunteers read the note and move to the discussion questions. Discuss answers with the class.

- AK:** 1. Because she needs some materials;  
2. She needs some wood, nails and mesh wire;  
3 In the body.

## 2 Circle the part of the message where Elisa says what she needs.

To complement the activity on the note, ask students to circle what Elisa says that she needs. Invite the class to call out what it is that she needs. Play the echo game and repeat each one of the words from a very loud voice into a very low one, i.e; wood-wood-wood-wood, etc.


**AK:** We need some wood, nails and mesh wire.

## 3 Read the message. Label its parts using the words in the box. Compare your answers with a classmate.

Draw students' attention to the message and ask them to read it. Help with vocabulary as needed. Ask students *What does Miss Martha needs from Mrs. Moreno? Help with....* Then move to the four words and ask students to label the parts of the message using them. Review the answers by saying, date?, Then, signature? etc.


**AK:** Date: November 15<sup>th</sup>; Greeting: Mrs. Moreno;  
Signature: Miss Martha; Body: We need your help...


### Lesson 4

**1**  Read Elisa's message to her Dad. Then discuss the questions with the class.

Hi Dad,  
Grandpa is building a hutch for the bunnies and we need some materials. Can you bring them from the store? We need some wood, nails, and mesh wire.  
Thanks a lot, Dad  
I love you.

1. Why did Elisa write the message?  
2. What does she need?  
3. Where can you find that information?

**2**  Circle the part of the message where Elisa says what she needs.


**3**  Read the message. Label its parts using the words in the box. Compare your answers with a classmate.

body    date    greeting    signature

November 15<sup>th</sup>

Mrs. Moreno,  
We need your help to organize our class talent show. Can you come to the school next Friday at noon?  
Miss Martha


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**4**  **Read the messages and discuss the questions.**

Tell students they are going to work in pairs. Draw their attention to the two messages and read them aloud. Help with vocabulary as needed. Then, elicit from students what they are going to do in the chart with the two messages. Guide them through it by reading aloud each question and writing on the board the WH- word as you read the question. Give them enough time to find the information and write their answers.


Have some volunteers share the answers with the class.

**AK:** Message 1: For Dany; December 11th; Mom; To take Rufus for a walk and to do homework;  
 Message 2: Mrs. Moreno; November 15th; Miss Martha; Asking for help.


**5**  **Write a message to a friend or a person who can help you get what you need or want.**

Ask students to think of a person they want to ask for something they need. Have students write a message in the note to their friend or the person they chose. Remind them they can use any situation they want or can take as example one of the topics in the unit. As students are working, walk around and help them with any spelling, vocabulary or grammar problem they may have.

**AK:** Answers will vary.


**6**  **Work in groups. Bring out the diagram you used to plan your dialog. Check the clarity, spelling and grammar. Bring out the list of words and expressions you wrote and the message. Write a final version of your message and make sure it has the elements it needs. Practice your dialog and save the final version for the presentation of the product.**


Tell students to get together with the groups they have been working with in the subproduct activities. In this step they are going to write the final step for their product. Read the instructions in the Activity Book and make sure students understand what to do. Verify that every team has what they need to complete this final step for their Unit Product. Once students finish reviewing their work, encourage them to practice their dialog aloud and to prepare their messages in a clean way.


**4**  **Read the messages and discuss the questions for each message.**

<p style="text-align: right;">December 11<sup>th</sup></p> <p>Dear Dany,        Take Rufus for a walk and don't forget to do your homework. I'll be back soon.        Mom</p>	<p style="text-align: right;">November 15<sup>th</sup></p> <p>Mrs. Moreno,        We need your help to organize our class talent show. Can you come to the school next Friday at noon?        Miss Martha</p>
---	---

1. Who is the message for?      2. Who wrote the message?  
 3. When was it written?      4. What is its purpose?

**5**  **Write a message to a friend or a person who can help you get what you need or want.**

**6**  **Work in groups. Bring out the diagram you used to plan your dialog. Check the clarity, spelling and grammar. Bring out the list of words and expressions you wrote and the message. Write a final version of your message and make sure it has the elements it needs. Practice your dialog and save the final version for the presentation of the product.**

**Assess your progress!** 

Go to page 47 and follow the instructions to complete statements 4, 5 and 6 of the assessment.

45


**Assess your progress!** 

**Go to page 47 and follow the instructions to complete statements 4, 5 and 6 of the assessment.**

Once again, before starting this section, have students reflect on the different activities they did during the unit, encourage them to tell you how they felt when they were doing the activities. Then, direct their attention to the assessment section on page 47. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Review and Product

## Review

- 1**  **Work in pairs. Write a message to a person and tell him/her what you want or need. Then write a dialog about it.**

To finish practicing with messages, ask students to work in pairs to write a message. Remind students of the different situations along the unit where they read about some people saying what they need or want. Elicit what some of these people wanted and write the answers on the board.

Tell students to write a message to a person to tell her/him what you want or need. Give students enough time to organize their ideas and offer help with vocabulary as needed. Then, monitor the activity and check some of the messages and give general recommendations. After that, it is time to write a dialog about that situation.

Have some volunteers read their dialogs to the class and give positive feedback.

**AK:** Answers will vary.

Invite students to visit the suggested website, if they have access to Internet, for them to practice more on this Unit's topic on their own in a fun way.

## Product

### Writing a Short Message


Remind students of the different activities they worked with in teams along Unit 4 and ask them to get into their groups. Read the instructions and the statements aloud and before students write their notes, give some examples.

Finally, ask students to draw or paste a photo of their final product in the space provided. Have students take turns to read their message to the class and if time allows it, ask some teams to act out their dialogs using their diagrams. Once every team presented their work, discuss these questions as a group. Give them time to organize their ideas and expressions in giving reasons.

1. Do you think it is important to help people when they ask for help? Why?
2. Who did you ask for help last time?

Have a class discussion with students' answers.

### Review and Product

**1**  **Work in pairs. Write a message to a person and tell him/her what you want or need. Then write a dialog about it.**

**Product**  
Writing a Short Message

With your teammates, write a short note saying:  
Why you think this product is important.  
When you can use this product in your daily activities.  
What characteristic of this product you like the most.

Draw or paste a photo of your final product. Present your real and final product to the rest of the class and share your ideas about it.

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## Descriptive evaluation scale

Tell students that the best way to improve our work is to analyze its different aspects. Go over the statements in the Evaluation Instrument and make sure all students understand each of them. Tell them to write how they feel according to what they read in the rubrics. Even though students have been answering this assessment along the Unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns and see how they have improved. Encourage them to become critical of their work because that is the only way they will be able to identify and work on their strengths and weaknesses. Once students finish, focus their attention on the scale and ask them to write their result accordingly.

Ask a few volunteers to share their answers with the rest of the class. If you consider it necessary, copy the scale on the board for students to have a clearer view.

Terrible	I am unable to understand, express or recreate this.
Good	I am able to understand, express or recreate this sometimes and/or with some help.
excellent	I am able to understand, express or recreate this all the time and I feel confident.

**Evaluation Tool**

### Descriptive evaluation scale

Read the statements. Think about how you feel about each statement. Then, read the scale and choose the word that best describes how you feel about your performance. Remember that there are no incorrect and being honest is the best way to improve.

- 1 I am able to listen to and understand dialogs and expressions to obtain what I need or want. I feel
- 2 I am able to identify the parts of a dialog and the people in it. I feel
- 3 I am able to understand and talk about what I need and what I want. I feel
- 4 I am able to participate in dialogs and talk about what I need or want. I feel
- 5 I am able to read and understand expressions to get what I need or want. I feel
- 6 I am able to read and write messages asking for things I need or want. I feel

Scale:

Terrible	Good	excellent
I am unable to understand, express or recreate this.	I am able to understand, express or recreate this sometimes and/or with some help.	I am able to understand, express or recreate this all the time and I feel confident.

7 Share the results of your scale with the rest of your class

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# UNIT 5

# Fun with Fables

## Unit Contents

### Literary and Ludic Environment

#### Social Practice:

Listens to stories to put them into the correct order.

#### Learning Outcomes:

- Explores illustrated sequences in a jumbled fable.
- Listens to the corresponding fable in an illustrated sequence.
- Puts the illustrated sequences of a fable in the correct order.

#### Activate Prior Knowledge

1. Do you like stories?
2. Do all stories help you learn something?
3. Do you know any fables? Which ones do you know?

#### Tech Resources

<http://read.gov/aesop/002.html>

<http://www.storyit.com/Classics/Stories/aesop.htm>

These websites have tips and suggestions on how to keep children safe online. They include free resources for teachers.

#### Odyssey Resources

**Reader:** *Three Fables* pages 54-65

**Class CD:** tracks 14, 15, 16, 35

**Visual Resources:** Class CD, page 5

**Picture Dictionary:** Activity Book. page 114


As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!


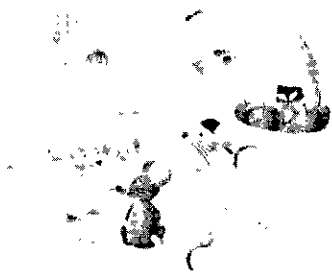
## Reading Strategies

### Narrative: *Three Fables*

**UNIT 5**

# Three Fables

**The Cat and the Bell**   
by Aesop





One day, tired of being hunted by the cat, the mice got together to make a plan against their enemy. The cat was a little lazy, but she was also quiet and fast, so the mice could only run for their lives every time she appeared.

Everyone was excited about the great idea. But then, an old mouse got up and the mice went silent.

He (y): to hold together with a long, thin piece of string.

54 UNIT 5 Three Fables


UNIT 5 Three Fables 55

 pp. 54-55  35

To help students understand better the fables that correlates with this Unit, we have divided them into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the fables for this Unit.


This story will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.

**Learning Outcome:** Explores illustrated sequences in a jumbled fable.

**1**  **Read the text. Discuss the questions with your class.**

To introduce the lesson, write the words *stories*, *lesson*, *moral*, animals on the board. Ask students to work in groups to brainstorm ideas that could join all those words together. Ask them if they have heard the word *fable* before. If necessary, saying the word in Spanish might be helpful. Then, ask students to open their *Activity Book* to page 48. Allow some time for them to look at the title and the discussion questions. Ask students to read the text and discuss the questions in open class.

**AK:** Answers will vary.

**2**  **Look at the pictures in Activity 3. Ask a partner if he/she knows who the characters are.**

Direct students to Activity 2. Tell them they are going to work in pairs to look at the pictures in Activity 3 and answer the questions. It is important that you point to the images on your book, so students know the images they have to use to answer the questions. Divide the class into pairs and listen to what they say. Try to write important or interesting mistakes they make to use in delayed correction.

**AK:** Answers will vary.

**3**  **Listen and read along.**  14

Read the title of the fable *The Hare and the Tortoise* out loud. Ask students to point to the hare and to the tortoise in their books. Tell them they are going to listen to a recording telling the story that is written below. Encourage students to use their fingers to follow the story as they listen. Play Track 14 and pause it after a few seconds to make sure all students are following the story with their finger. Play the recording again from the beginning and walk around the classroom to monitor all students follow the story. Once they finish, point to the words in the glossary box and elicit their meaning.


## UNIT

# 5

## Fun with Fables

Likens to stories to put them into the correct order


### Lesson 1



**1**  **Read the text. Discuss the questions with your class.**

What are fables?

Fables are short stories that teach a lesson. This lesson is coded in red and red usually appears at the end. The characters in fables are mostly animals that can't and speak like humans. The tradition of fables begins with Aesop, an author who lived two thousand years ago in Greece. His fables are so good that we still use them and learn from them.

1. Which is your favorite? What are the names of some fables you know?

**2**  **Look at the pictures in Activity 3. Ask a partner if he/she knows who the characters are.**

**3**  **Listen and read along.** 

---


**The Hare and the Tortoise**

One day in a time, a Hare was talking to the animals. "I am the fastest animal on earth. I challenge anyone to race with me."

All the animals remained silent. However, the Tortoise said quietly, "I accept your challenge."

The Hare and the other animals laughed, but the tortoise was not joking and so they started the race.


The Hare ran very fast, but knowing that the tortoise was very slow, he decided to take a nap. Slow but steady the tortoise kept walking. When the Hare awoke, the tortoise was reaching the end, and he'd won the race.



48 **UNIT 5 Fun with Fables**


**Additional Activity**

Ask students to read the fable *The Hare and the Tortoise* one more time to identify the characters. Have them create a poster with the two characters and ask them to represent their characteristics, for example, the Hare could have a self-confident look, whereas the Tortoise can have a nice and calm look. You could encourage students to use their imagination to think about how the characters look like and how their image represents their personality.

**4**  **Work in pairs. Circle the message of the fable in Activity 3.**


With books closed. Write *The hare and the Tortoise* on the board. Ask students if they remember what the fable is about and if they learned something from that fable. Encourage students to participate and share their ideas, then, write a few of their contributions on the board. Divide the class into pairs and have students open their *Activity Book* to page 49. Ask a volunteer to read the instructions in Activity 4 and have them work in pairs to read the fable again and circle the message. Ask students compare their answer with another pair before asking a volunteer to share their answer with the class.

**AK:** 2. Slow but steady progress wins the race.

**5**  **Read the "The Hare and the Tortoise" again. Number the events in the order they happened. Check your answers with your class.**

Draw students' attention to the pictures in Activity 5. Ask: *What do you see?* Accept as many contributions they give and encourage students to describe the animals and to make a connection between the pictures and the story they read. Tell students that the pictures are events in the fable *The Hare and the Tortoise*, but they are not in order. Ask students to work individually to number the events in the order they happened. When they finish, ask students to work in pairs to compare their answers before eliciting the order in open class.


**AK:** 4; 1; 2; 3

**6**  **Work in groups. Go over this lesson and look for new words and expressions. Write a list in your notebook.**


Direct students to Activity 6. Ask a volunteer to read the instructions and the questions. Clarify any doubts they have. Ask students to work individually to find new words and expressions they have learned during the Lesson. Have them make a list of new words in their notebooks.

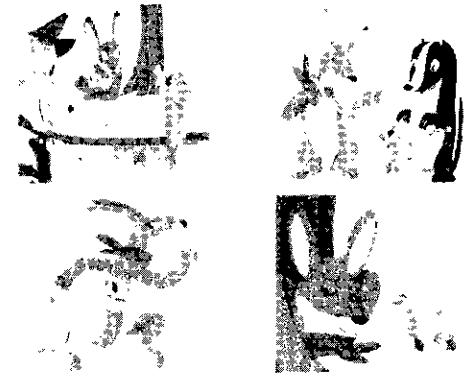
**AK:** Answers will vary.


Literary and Ludic Environment  
Explores illustrated sequences in a fabled fable.

**4**  **Work in pairs. Circle the message of the fable in Activity 3.**

1. Pride is always good  
2. Slow but steady progress wins the race  
3. Don't take naps when you are running a race

**5**  **Read the "The Hare and the Tortoise" again. Number the events in the order they happened. Check your answers with your class.**



**6**  **Work in groups. Go over this lesson and look for new words and expressions. Write a list in your notebook.**

In your Reader's book, enjoy reading pages 54 to 59 in "Three Fables." Then, answer question 1 on page 65 at the end of the story.

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**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 54 to 59 in "Three Fables." Then, answer question 1 on page 65 at the end of the story.**

Invite students to open their Readers book and read the story along. Before starting the reading, allow students to browse the pages and look at the pictures for them to predict what the story is about. Elicit answers from several volunteers and go ahead with the story. You can play the CD, track 35 and have students listen and read along up to page 59. Then, you can have some volunteers read the paragraphs or lines aloud on these pages and have the rest of the class listen.

# Lesson 2

**Learning Outcome:** Listens to the corresponding fable in an illustrated sequence.

## 1 Listen to the fable. Then number the scenes in the correct order. 15

With books closed, have students listen to the first minute of Track 15. Ask *What type of story is this? (A fable) How do you know this?* Accept as many contributions they give and encourage them to think about elements that are important in a fable. Ask students to open their *Activity Book* to page 50. Allow students some time for them to look at the scenes in the fable. Then, tell students that they are going to listen to the fable to number the scenes in the correct order. Play Track 15 from the beginning and monitor students as they number the scenes. When they finish, ask students to compare their answers with a partner.

**AK:** 2; 4; 3; 1

## 2 Listen again and check your answers.

Tell students that they will listen to the fable again to check the answers for Activity 1. Play Track 15 and pause it after each scene. Elicit the answers from students and write them on the board.

### Additional Activity

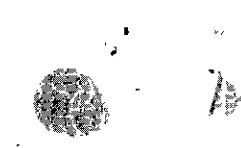
Help students summarize main events in a story by asking them to look for the main ideas of each one of the paragraphs in Activity 1. Have them work in small groups to find the most important information that would express the details in the story. Then, ask them to write the 4 main events as a sequence and have them make their own drawings.

### Additional Activity


You could ask students to work individually to choose their favorite character from the fable in Activity 1. Ask them to draw the character representing their main personality characteristics in their illustration. Arrange the class to have students work in pairs to share their characters and explain their characteristics and why they like that character

## Lesson 2


1 Listen to the fable. Then number the scenes in the correct order. 15



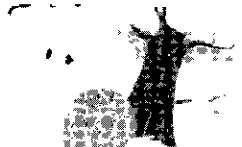
One day, Sue received an invitation to Billy's birthday party. The party was at 5:00 pm. Sue was worried! It took her two hours to get to Billy's house.



Finally, she arrived! Then she saw Billy's presents. Oh no! She forgot to bring a present. "Happy Birthday, Billy!" said Sue. "This one I didn't bring a present with me! But you are giving me a great present!" and Billy the Bird: "You're invited to live in my nest to be with me! That's the best present!"



The morning of the party, Sue the Snail left home at a snail. Sue crawled and crawled. Every time she looked up, she saw birds and other animals reaching Billy's house early.



She the Snail lived at the bottom of a big tree. Her best friend was Billy the Bird. Billy lived on top of the tree.


2 Listen again and check your answers. 15

50

## 3 Work in pairs. Read the moral of "The Snail and the Bird" on page 50. Tell your classmate if you agree with it.


Direct students to page 51 in their *Activity Book*. Ask students to look at the image and describe what they see. Divide the class into pairs to have them read the moral of *The Snail and the Bird* out loud. Then, ask them to tell their partner if they agree with it or not and why. Listen to students work so you can collect interesting or important mistakes for delayed error correction.

**AK:** Answers will vary.



**4**  **Work in pairs. Complete the diagram. Use the fable in Activity 1.**

Draw a similar diagram to the one in Activity 4 on the board. Ask students to dictate the elements so you write them on the board. Elicit examples using the fables they have listened or heard during the unit. Then, divide the class into pairs to have them complete the diagram. Show students the fable they are going to need using your book if necessary. Monitor students as they work and offer help to students that struggle. Ask students to share their diagram with another pair before inviting volunteers to share their answers with the class. Elicit their answers and write them on the board in the chart that you drew at the beginning of the activity.

**AK:** Characters: Sue the Snail and Billy the Bird;  
Beginning: Sue got a party invitation; Middle: The morning of the party, Sue the Snail left home at noon and crawled up the tree to get to the party;  
End: The snail arrived at the party and the bird was happy for her effort. Moral: Moral: The best present is not what friends give to one another, but what they do for one another.

**5**  **Share your diagram from Activity 4 with another pair. Discuss if the elements are complete.**


Once students have completed their diagrams, ask them to remain with their classmates. Have students get together with another pair and ask them to exchange their books so they can discuss if their work is complete. Walk around as they are working and make sure they are using English to communicate.


**6**  **Work in groups. Decide with your classmates on one of your favorite fables and write the title in your notebook. Make drawings that tell the story. Visit <http://read.gov/aesop/002.html> to get some ideas.** 


Elicit titles from fables students know. Write them on the board and explain that there are many fables, and they all have a moral. Ask students to work with their previous groups and ask them to decide on one of their favorite fables. Allow some time for them to choose one and tell them to write the title in their notebook. Then, ask them to make drawings that tell the story, encourage them to visit the website to get some ideas on other fables.


**AK:** Answers will vary

**History and Social Environment**  
Listen to the corresponding story by an illustrated recording.

**3**  **Work in pairs. Read the moral of "The Snail and the Bird" on page 50. Tell your classmate if you agree with it.**

**4**  **Work in pairs. Complete the diagram. Use the fable in Activity 1.**

**5**  **Share your diagram from Activity 4 with another pair. Discuss if the elements are complete.**

**6**  **Work in groups. Decide with your classmates on one of your favorite fables and write the title in your notebook. Make drawings that tell the story. Visit <http://read.gov/aesop/002.html> to get some ideas.**

Go to page 57 and follow the instructions to complete statements 1 and 2 of the assessment

51


**Assess your progress!** 

**Go to page 57 and follow the instructions to complete statements 1 and 2 of the assessment.**

Before starting this section, have students reflect on the different activities they have done so far. Encourage them to tell you what they did: listen to fables; identify sequence of events in fables etc. Then, direct their attention to the assessment section on page 57. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.


# Lesson 3

**Learning Outcome:** Listens to the corresponding fable in an illustrated sequence.

- 1**  **Listen and read the fable. Then circle the characters in blue and the actions in red. Check your answers with a friend.** **16**

With books closed. Tell students they are going to listen to a fable about a Hyena and a Giraffe that play soccer, ask them to make some predictions about the fable in open class and write some of their contributions on the board. Play Track 16 and have students listen to the fable. When they finish, ask them to confirm their predictions. Then, have students open their *Activity Book* to page 52. Tell them to read the instructions in silence and clarify any doubts they may have. Verify the instructions by making blue and red circles on the board and asking students if they are going to circle characters in red or blue (blue). Ask students to read the fable as they listen to the recording again. Play Track 16 again and walk around the classroom to make sure all students are on task. Then, ask them to read the fable in silence to circle the characters and the actions. Ask a few volunteers to share their answers with the class and write the actions and characters in two separate columns on the board.


**AK:** Characters: Harry the Hyena, Ginny the Giraffe, Harry's friends; Actions: playing soccer, scored goals, saw, wanted to join, was walking; hit; fell; laughed; can't run: said; felt; kicked; went up; got stuck; were jumping; trying to get; reach

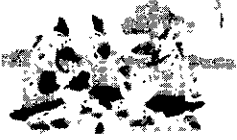
- 2**  **Work in pairs. Discuss the ending of the fable. Draw the final scene on a piece of paper. Then share your story with another pair.**

Ask *Does the fable have an ending? (No)* Tell students this time they are going to think of an ending for this fable, but this time, they are going to work in pairs to do it. Divide the class into pairs and allow some time for them to think of an ending and draw the final scene on a piece of paper. Encourage students to use as many colors as possible to make their story attractive to the audience. Then, ask students to share their ending with another pair.


**AK:** Answers will vary.

## Lesson 3


**1**  **Listen and read the fable. Then circle the characters in ● and the actions in ●. Check your answers with a friend.** **16**




Harry the Hyena was playing soccer with his friends. He had scored many goals. Ginny the Giraffe saw them playing and wanted to join them.




She was walking to the field when she hit her leg with a tree trunk. It hurt and fell down.



As the hyenas laughed loudly when they saw the scene. Very bravely, Ginny said that she wanted to join in the game. The hyenas laughed even more. No way, Ginny. You are too tall and you can't run fast like we do. They said. Ginny felt very sad.



Suddenly Harry kicked the ball very hard. The ball went up and up. It stuck on a big tree. The hyenas were jumping in joy as they could try to get the ball down, but the tree was too tall and they couldn't reach it.


**2**  **Work in pairs. Discuss the ending of the fable. Draw the final scene on a piece of paper. Then share your story with another pair.**

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### Useful Information


Encouraging students to use their creativity enable them to work on their critical thinking skills. Before creating, they should understand the text, identify characters and analyze all the elements in a story. This is why students should go from lower order thinking skills to higher order thinking skills. If we ask them to go directly to activities in which they use higher order thinking skills they may feel discouraged, on the other hand, if students go from simple to complex tasks, this will provide scaffolding for them to stand on solid ground and build knowledge up.



**3**  **Look at the pictures. Write sentences about them in your notebook. Ask your teacher for help.**


Ask students to open their *Activity Book* to page 53 and ask them to look at the images and elicit the names of the characters. Tell students they are going to work individually to look at the pictures, read the sentences and complete them. Monitor students as they work and offer help to students that struggle. Divide the class into pairs and have them compare their answers. Then, invite a few students to come to the board and write their answers.

**AK:** 1. she hit her head; 2. he kicked the ball too hard


**4**  **Work in pairs. Unscramble the sentences and make a drawing for each.**

Before starting the activity, write an unscramble sentence on the board to review word and action order, you can use one of the statements in Activity 3. If necessary, provide more examples. Have students work in pairs and ask a volunteer read the instructions aloud. Make sure students know what to do and give them some time to write their sentences. Finally, have volunteers pass to the front and write the sentences on the board. If they make a mistake, encourage the rest of the class to double check the sentence and make the corrections.

**AK:** Ginny saw the hyenas playing when the ball stuck on the tree; 2. The hyenas were jumping when Ginny arrived to help.


**5**  **Work in pairs. Discuss with your classmate your favorite part of the fable. Then tell the fable to each other.**


Students can continue working with their same classmates as in Activity 4. Read the instruction aloud and check with the class what they have to do. As students are discussing their favorite part of the fable, or retelling the fable to each other, walk around and make sure they are using English to communicate. Help them in any way you can with vocabulary or expressions they may need.

**6**  **Work in groups. Make a diagram like the one on page 51 Activity 4 in your notebook. Complete the information for the fable you chose. Include the moral of the fable.**


Subproduct

Henry and Luke's adventures  
www.henryandlukesadventures.com


**3**  **Look at the pictures. Write sentences about them in your notebook. Then check with a classmate.**



1. Ginny was walking when ..





2. Harry was playing when ..

**4**  **Work in pairs. Unscramble the sentences and make a drawing for each.**

playing / the hyenas / Ginny saw / when the box / the tree / stuck on

2. when Ginny / were jumping / arrived to help / The hyenas

**5**  **Work in pairs. Discuss with your classmate your favorite part of the fable. Then tell the fable to each other.**

**6**  **Work in groups. Make a diagram like the one on page 49 Activity 4 in your notebook. Complete the information for the fable you chose. Include the moral of the fable.**

**Subproduct**

In your Reader's book, enjoy reading pages 60 to 64 in "Three Fables." Then, answer question 2 on page 65 at the end of the story.

53

Have students work with their teams and read the instructions aloud. Walk around the classroom and make sure all students are on task. Offer help to groups that struggle with ideas or difficult words. save their work for the final Product stage.

**AK:** Answers will vary.

**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 60 to 64 in "Three Fables." Then, answer question 2 on page 65 at the end of the story.**

Invite students to open their Reader book once again and read the rest of the story. Before starting the reading, you could ask students to tell you what they remember about the first part they read. Ask some questions to activate their memory and to predict what will happen next. You can play the CD track 35 and have students listen and read along the missing pages (60-64). Once the story is over, have them reflect on it and tell you what they think about it and encourage students to speak with their own words. Ask students to answer the second question on page 65. Finally, to practice some reading skills, you can have volunteers read the paragraphs or lines aloud and have the rest of the class listen.

**Learning Outcome:** Puts the illustrated sequences of a fable in the correct order.

- 1** Choose your favorite fable from this unit. Draw a sequence of three scenes to retell it.

With books closed, ask students to mention as many fables they remember and write them on the board. Ask students to open their *Activity Book* to page 54 and direct them to the chart in Activity 1. Tell students that they are going to work individually to choose their favorite fable from this unit. Then, they are going to draw a sequence of three events to retell it. Encourage them to use colors and to make the sequence clear and easy to follow. Walk around the classroom and offer help to students that struggle.

**AK:** Answers will vary.

- 2** Write sentences that describe the scenes of the fable in Activity 1.

Direct students to Activity 2. Ask a volunteer to read the instructions out loud and clarify any questions they may have. Tell students they are going to work individually to write three sentences that describe the scenes of the fable they chose in Activity 1. Monitor students are on task and help students write their sentences. If possible, write some mistakes they make so they can be discussed at the end of the class.

**AK:** Answers will vary.

- 3** Work in pairs. Retell the fable in Activity 1 to your classmate. Say why it is your favorite.

Divide the class into pairs. Ask students to take turns to retell the fable they chose in Activity 1 and explain why it is their favorite fable. Model the activity and talk about your favorite fable, mention the three most important events in the sequence and then share your opinion about it. Set a time limit for the activity and remind students to listen to their partners with respect. Have students swap partners so they can share their fable with another classmate and repeat as necessary. Then, ask a few volunteers share information about their classmates' fables with the class.

**AK:** Answers will vary.

## Lesson 4


**1** Choose your favorite fable from this unit. Draw a sequence of three scenes to retell it.

**2** Write sentences that describe the scenes of the fable in Activity 1.

- 1.
- 2.
- 3.

**3** Work in pairs. Retell the fable in Activity 1 to your classmate. Say why it is your favorite.


It is my favorite because



54 UNIT 5 Fun with Fables


### Additional Activity

Have students work in pairs to choose one fable they like. Then, ask them to draw a poster about the fable including the title and characters. Students may have to go back to the fable to read it again and find important elements to include in the poster. Encourage students to make the poster as creative and colorful as possible. Have students paste their posters on the classroom walls and organize a gallery walk for them to share their work with the class.

- 4**  **Work in pairs. Discuss with your classmate the morals you learned in the unit. Write your favorite ones in your notebook.**


With books closed, write the word *moral* on the board. Elicit the meaning of this word and a few morals they have learned in the unit. Divide the class into pairs and tell them make a list of morals they remember from the unit. Then, have students open their *Activity Book* to page 55 and have them write their favorite morals on the lines. Walk around the classroom and monitor students are on task. Ask a few teams to share their answers with the class.

**AK:** Answers will vary.

- 5**  **Think of a situation in your everyday life in which one of these morals could be useful. Draw the scene and describe it. Share your work with your class.**

Ask students to brainstorm everyday life situations and write them on the board. Ask: *Can we use some of the morals in these situations? (Yes!) Which ones?* Accept as many contributions they give and write a few ideas on the board. Then, direct students to Activity 5 and ask them to work individually to draw the scene and describe it.


**AK:** Answers will vary.


- 6**  **Work in groups. Bring the diagram you used to plan your fable. Check the clarity, spelling and grammar of your notes. Bring the drawings you made to illustrate your fable. Check that you have a drawing for each scene and that they show a beginning, a middle and an end. Write short texts to describe each drawing. Save the final version of your drawings for the presentation of the product.**


Divide the class into small groups; they should be the same ones they have worked for the subproduct activities. Then, ask them to bring out the diagram they used to plan their fable. Allow them some time for them to check the clarity, spelling and grammar of their notes. Ask them to use the drawings they made to illustrate their fable. Then, ask them to work together to revise that they have a drawing for each scene, they should show a beginning, a middle and an end. Help students write short texts to describe each drawing. Monitor groups as they work and make sure they include all the elements mentioned in the instruction. Verify that every team has what they need to complete this final step for their Unit product.


**AK:** Answers will vary.

Activity Book

**4**  **Work in pairs. Discuss with your classmate the morals you learned in the unit. Write your favorite ones in your notebook.**

**5**  **Think of a situation in your everyday life in which one of these morals could be useful. Draw the scene and describe it. Share your work with your class.**

**6**  **Work in groups. Bring the diagram you used to plan your fable. Check the clarity, spelling and grammar of your notes. Bring the drawings you made to illustrate your fable. Check that you have a drawing for each scene and that they show a beginning, a middle and an end. Write short texts to describe each drawing. Save the final version of your drawings for the presentation of the product.**

**ASSESS YOUR PROGRESS!** 

Go to page 57 and follow the instructions to complete statements 3, 4, 5, and 6 of the assessment.

55

### Assess your progress!

**Go to page 57 and follow the instructions to complete statements 3, 4, 5, and 6 of the assessment.**

Once again, before starting this section, have students reflect on the different activities they did during the unit, encourage them to tell you how they felt when they were doing the activities. Then, direct their attention to the assessment section on page 57. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Review and Product

## Review

- 1** Work in pairs. Choose a fable and complete the diagram with its parts.

Ask students to open their *Activity Book* to page 56. Direct their attention to the diagram on the page and ask: *What is this? (A diagram) What are you going to do? (Write our own fable)* Then tell the class that the children are writing their own fable using the diagram as a guide. Elicit the different elements of a fable and write them on the board (*characters, beginning, middle, ending, moral*) and ask a few volunteers to review what they are. Divide the class into pairs and have them work on the activity. Monitor students as they work and offer help to students that struggle. At the end, ask a few volunteers to share their fables with the class.

**AK:** Answers will vary.

Invite students to visit the suggested website on page 51, if they have access to Internet, for them to read more fables on their own in a fun way.

## Product

### An illustrated Sequence Game

Remind students of the different activities they worked with in teams along Unit 5 and ask them to get into their groups. Read the instructions and the statements aloud and before students write their notes, give some examples. Finally, ask students to draw or paste a photo of their final product in the space provided. Have students take turns to present their work to the class and if time allows it, ask some teams to talk about the topic they chose.

\* Once every team presented their recording, discuss these questions as a group.

1. What can you learn from reading fables?
2. Do you think it is important to listen to advice? Why?

**Review and Product**

Student

Work in pairs. Choose a fable and complete the diagram with its parts.

Fable

Characters

Moral

With your teammates, write a short note saying:  
Why you think this product is important:

Draw or paste a photo of your final product. Present your real and final product to the rest of the class and share your ideas about it.

When you can use this product in your daily activities

What characteristic of this product you like the most

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## Observation Guide

Tell students that the best way to improve our work is to analyze our performance. This time tell them to pay attention to the observation guide elements on page 57. Tell them to think carefully and be honest with how they feel about each one of the statements. Even though students have been answering this assessment along the Unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns and see how they have improved. Encourage them to share their results with the rest of the class.

Once students finish, focus their attention on the scale and ask them to write their result accordingly. If you consider it necessary, copy the scale on the board for students to have a clearer view.

- |                     |                           |
|---------------------|---------------------------|
| Always = 3 points   | 8 - 10 points = Excellent |
| Sometimes = 2 point | 5 - 7 points = Good       |
| Rarely = 1 point    | 0 - 4 points = Need help  |
| Never = .5 points   |                           |

Evaluation Tool

### Observation Guide

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

1. Read the statements. Think about your performance and choose the column that represents how often you are able to do what is expressed.

1. Follow the order of a fable

2. Identify and understand the parts of a fable

3. Listen to a fable and understand its message

4. Listen, understand and retell a fable

5. Understand the moral of a fable

6. Give my opinion about the characters and the moral in a fable

7. Share the results of your scale with the rest of your class.

Always 3 points Sometimes 2 point Rarely 1 point Never .5 points	8 - 10 = Excellent 5 - 7 = Good 0 - 4 = Need help
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# UNIT 6

# Exploring the World

## Unit Contents

### Academic and Educational Environment

#### Social Practice:

Identifies and makes questions to look for information about a specific topic.

#### Learning Outcomes:

- Explores illustrations about science topics.
- Listens and understands questions.
- Participates in the writing of questions to look for and obtain information.
- Makes questions.

#### Activate Prior Knowledge

1. Do you have questions about Science?
2. Why is asking questions important?
3. What questions do you ask when you want to learn something new?

### Tech Resources

<http://learnenglishkids.britishcouncil.org/en/songs/flying-the-sun-the-stars>

<http://www.sciencekids.co.nz>

<http://www.scienceforkidsclub.com>

These websites have tips and suggestions on how to do experiments and explore science topics and they keep children safe online. They include free resources for teachers.

### Odyssey Resources

**Reader:** *Deep into the Ocean!* pages 66-77

**Class CD:** tracks 17, 18, 19, 36

**Visual Resources:** Class CD, page 115

**Picture Dictionary:** Activity Book, page 115

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!


## Reading Strategies

### Fact: *Deep into the Ocean!*

**UNIT 6** **Deep into the Ocean!** 34

We can say that questions are the origin of most inventions and scientific discoveries. Think about it. You can easily imagine one of our prehistoric ancestors asking "How can I keep myself warm?" By trying to find the answer to that question, someone might have discovered and learned how to control fire.

"How do plants grow and produce food?" This could have been the question behind agriculture. Obviously, we can't be sure that it happened that way, but it is true that questions are the basis of science. Scientists are always trying to find the answers.




**R** pp. 66-78 **D** 36

To help students understand better the fact that correlates with this Unit, we have divided it into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the fact for this Unit.

This story will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.


# Lesson 1

**Learning Outcome:** Explores illustrations about science topics.

- 1**  **Work in pairs. Look at the books and talk about what you can find in each one of them.**

To introduce the lesson, write the words *animals*, *space*, *robots* and *body*. Ask students to work in groups to brainstorm words related to each one of the topics. If students do not know the words in English, help them by creating a word bank on the side of the board. Then, ask students to open their *Activity Book* to page 58. Allow some time for them to look at the books. Divide the class into pairs and ask them to talk about the information they could find in each of the books. Tell them to use the words on the board to have more ideas. Invite a few students to share their predictions with the class and write a few ideas on the board.

**AK:** Suggested answers: Wild Animals: animals in the jungle, tigers, leopards, lions, zebras, crocodiles; My Amazing Body: Parts of the body, bones, cells, DNA; Space Adventures: Information about planets, the Earth, the Moon, the Sun; Robots for Kids: How robots work, pieces, motors, computers, instructions.


- 2**  **Use the titles of the books in Activity 1 to specify answers. Look at the example.**

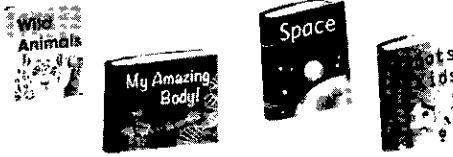
Direct students' attention to Activity 2. Tell them they are going to answer the questions with the book titles from Activity 1 and have them look at the example. Once they finish, ask them to work individually to perform the task. Monitor students as they work and offer help to students that struggle. Ask students to work in pairs to compare their answers before inviting a few volunteers to share their answers with the class.


**AK:** My Amazing Body; Space Adventures; Wild Animals; Robots for Kids.

**UNIT 6 Exploring the World**

**Lesson 1**

**1**  **Work in pairs. Look at the books and talk about what you can find in each one of them.**



**2**  **Use the titles of the books in Activity 1 to specify answers. Look at the example.**


When I have this question, . . . I can find the answer in . . .

What is the largest human bone?

Why do astronauts float in space?


When do monarch butterflies fly to Mexico?

How can I build a robot?

**3**  **Underline the best title for this book and tell your partner why you chose that title.**

- Sea Life
- ✓ The Happy Turtle
- The Universe

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- 3**  **Underline the best title for this book and tell your partner why you chose that title.**

Direct students to Activity 3. Tell students to work individually to look at the book and choose the best title for it. Allow them some time for them to do the task before you ask them to get together with a classmate to discuss and talk about why they chose the title for the book. Finally, have some volunteers share their answer and justify it to the rest of the class.

**AK:** Sea Life.

### Additional Activity

Ask students to use their notebooks to make 2-word maps about two of the books in Activity 1. Tell them to write as many words as they can, if they do not know the word in English, they can write it in Spanish and look for the translation at home or, if students have access to dictionaries in class, they can look for the translation there. This is for them to add more vocabulary to their knowledge.





# Lesson 2

**Learning Outcome:** Listens to and understands questions.

## 1 Read the dialog and write the question words.

With books closed, draw a picture of an eclipse on the board. Ask students: *What is it? (An eclipse) What do you know about eclipses?* Accept as many contributions they give. Encourage students to point to the Sun, the Moon and the Earth. Tell students that they will read a dialog about an eclipse, but the dialog is incomplete because some words are missing. Then, ask students to open their *Activity Book* to page 60. Ask them to work individually to complete the dialog with the words in the box. Ask students to work in pairs to compare their answers, and to explain to each other their answers.

**AK:** When; What; How many; Who; Why

## 2 Listen to check your answers. 17

Tell students that they will listen to the conversation to check the answers for Activity 1. Play Track 17 and pause it after the first question. Elicit the answer from students and write it on the board. Continue the recording and monitor students are checking or correcting their answers. Elicit their answers in open class and write them on the board. If time, play the recording one more time and pause it after each person's line to have students repeat and practice intonation when asking and answering questions.

**AK:** When; What; How many; Who; Why

## 3 Work in pairs. Choose the correct word to complete the questions. Then ask the questions to your classmate.

Direct students to Activity 3. Ask a volunteer to read the instructions and clarify any doubts they have. Ask students to work individually to choose the correct word to complete the questions. Then, have them work in pairs to compare their answers. Elicit their answers in open class and write them on the board. Tell students they are going to continue working with their partner to practice asking and answering the questions they completed. Walk around the class and write mistakes they make so you can use them for delayed correction.

**AK:** 1. do; 2. does; 3. Is; 4. is;

# Lesson 2

1  Read the dialog and write the question words.

How many Who When Why What

Miss Juliet: Hello, children! Let's review what we learned about eclipses. Now, tell me \_\_\_\_\_ do eclipses happen?

David: When one object in space blocks the view of another object.

Miss Juliet: Great, David! \_\_\_\_\_ space objects can block the view of another object?

David: The sun and the moon.

Miss Juliet: Good. \_\_\_\_\_ types of eclipses are there?

Erika: Two: Solar and lunar eclipses.

Miss Juliet: Thank you. Let's see \_\_\_\_\_ studies eclipses?


Erika: Astronomers!

Miss Juliet: Yes, Erika! Final question. \_\_\_\_\_ do eclipses happen?

David: Because space objects are always moving.

Miss Juliet: Great, children! You know a lot about eclipses!

2  Listen to check your answers. 


3  Work in pairs. Choose the correct word to complete the questions. Then ask the questions to your classmate.

1. Why do/does Astronomers want to learn about eclipses?
2. How do/does an Astronomer find information?
3. Is/are it interesting to learn about the space? Why?
4. Why is/are observation important to learn?

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## Useful Information

Delayed correction is useful when students are working and you do not want to interrupt the activity. If you correct a student 'on the spot', this student may feel exposed and demotivated, therefore, it is useful to walk around the classroom and write interesting/important errors. When the activity finishes, you can write them on the board and have students help correct those errors as a group.

**4**  **Read the text about Jupiter and choose the correct title.**

Direct students to page 61 in their *Activity Book*. Ask students to look at the image and describe what they see. Tell students to work individually to read the text and choose the correct title. Once they finish, ask students to work in pairs to compare their answer. Invite a volunteer to share the answer with the class.

**AK:** a

**5**  **Listen and number the questions in the order you hear them. Check your answers with a classmate.  18**

Ask students to read the questions in Activity 5. Tell students these questions are about the text in Activity 4, but they are not in order. Tell students that they are going to listen to the questions in order, so they have to write the number in the correct order. Play Track 18 and pause it after the first question, ask students to write number 1 next to the question (*How big is Jupiter*) and play the recording so they listen to the rest of the questions. Ask students to work in pairs to compare and check their answers. Then, play Track 18 pausing it after every question so they check their answers.


**AK:** Answers will vary.

**6** **Work in groups. Look for words you learned in Lessons 1 and 2. Make a list of words you find interesting or important in your notebook.**





Ask *Have you learned new words?* (yes). Elicit a few words and write them on the board. Divide the class into groups and ask students to look for new words they learned in Lessons 1 and 2. They are going to use these words to make a list in their notebooks.

**AK:** Answers will vary.

**4**  **Read the text about Jupiter and choose the correct title.**

a) Jupiter and Juno      b) Jupiter and the Universe


**5**  **Listen and number the questions in the order you hear them. Check your answers with a classmate.  17**

How many satellites does Jupiter have?      How big is Jupiter?

Why do scientists want to know more about Europa?      What is Jupiter's surface made of?

What is the name of NASA's spacecraft?

**6** **Work in groups. Look for words you learned in Lessons 1 and 2. Make a list of words you find interesting or important in your notebook.**

**Assess your progress!** 

Go to page 67 and follow the instructions to complete the first and second statements of the assessment.

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**Assess your progress!** 

**Go to page 67 and follow the instructions to complete the first and second statements of the assessment.**

Before starting this section, have students reflect on the different activities they have done so far, encourage them to tell you all they did: listen to questions, associate images with questions, etc. Then, direct their attention to the assessment section on page 67. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Lesson 3

**Learning Outcome:** Participates in the writing of questions to look for and obtain information.

## 1 Read the article and think about your diet. Is it balanced or not? What can you do to make it better?

To introduce the lesson, write the word *health* on the board. Ask students the meaning of this word. Have a few volunteers to share their ideas and write them on a list. Then, have students open their *Activity Book* on page 62. Tell them to read the instructions in silence and clarify any doubts they may have. Ask students to read the text and decide if they would like to try an Astronaut's food. Divide the class into pairs and ask them to share their ideas about the text. Walk around the classroom and make sure all students talk about the text in English. Ask a few volunteers to share their answers with the class.

**AK:** Answers will vary.

## 2 Unscramble the questions.

Write the words from sentence 1 on the board. Tell students that this sentence is scrambled, and you need their help to write it in order. As a whole class, have students dictate the words in the correct order so you rewrite it on the board. Then, direct students to Activity 2 and ask them to work individually to unscramble the rest of the sentences. Revise the answers as a class and write them on the board to make sure they all correct their answers.

**AK:** 1. What does a balanced diet include?; 2. Where can you find protein?; 3. How many glasses of water do you need?; Why is exercising important?

## 3 Work in pairs. Answer the questions in Activity 2.

Direct students to Activity 3 and ask a volunteer to read the instructions. Divide the class into pairs and ask them to read the text in Activity 1 again to answer the questions in their notebooks. Have a few volunteers share their answers with the class.

**AK:** Answers will vary.

### Lesson 3

**1 Read the article and think about your diet. Is it balanced or not? What can you do to make it better?**


[www.nationalgeographic.com](http://www.nationalgeographic.com)

When astronauts have to spend a long time in space, they need food from Earth. It is difficult to make a good meal in space. Astronauts must make sure that the food is healthy and that they have a balanced supply of vitamins and minerals.

There are many special machines in space that can make food. Some are prepared in a special way to keep them from going bad on long missions. The production of the food varies with the type of mission. Some foods can be eaten in special forms like fruit-flavored liquid or other foods made in special ways like M&M's candy in a bag.

Astronauts can choose from many types of food such as fruits and vegetables. They can eat special candy, brownies, etc. Astronauts also make their own orange juice from natural fruit juice on the ground.

It is also very important to eat regularly in space. Astronauts eat five times a day. They eat in Earth and they also exercise. They exercise in special ways. Astronauts usually exercise two to three times a day using special machines. This helps in staying healthy and his flight is to keep the right amount of food in the space.



**2 Unscramble the questions.**


- 1 do / eat? / astronauts / What
- 2 makes sure / astronauts / eat well? / Who
- 3 eat? / times / How many / do / a day / astronauts
- 4 important / Why / to exercise / in space? / is

**3 Work in pairs. Answer the questions in Activity 2**

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### Additional Activity

Tell students that there is more interesting information in the text, but you need them to ask questions about that information. Ask students to work in pairs to read the text and write more questions about it. Then, have students exchange their questions with another pair to find the answers. Ask a few volunteers to share their questions and answers with the class.

**4**  **Look at the picture. It is food for astronauts to take to space. Answer the questions.**

Ask students to open their *Activity Book* to page 63 and ask them to look at the image. Ask *Does it look delicious? Would you like to eat it?* Accept any comments they make. Then, ask students to answer the questions in their notebooks. Walk around the classroom and offer help to students that struggle. Once they finish, tell students to add two more questions to numbers 6 and 7. Divide the class into pairs and have them answer their partner's questions.

**AK:** Answers will vary.

**5**  **Work in pairs. Write 3 more questions about life in space for an astronaut in your notebook. Look at the example.**

Write a question from Activity 4 on the board and analyze it as a group. Remind them about the question words and how they are used. Pair up students and ask them to work together on the questions they would like to ask an astronaut about life in space. Give them some ideas and read the example. As students are working, walk around and help them with any vocabulary or grammar question they may have. Finally, invite some volunteers to read their questions aloud and write them on the board. You could then pretend you are the astronaut and they can ask these questions to you or to a volunteer who pretends to be the astronaut. Encourage students to be creative with their questions.


**AK:** Answers will vary.

**6** **Work in groups. Choose a topic you would like to know more about. Write some questions about what you are more curious about.**



Have students brainstorm about different topics, ask them to think about topics they have learned in class and topics they would like to know about. Elicit their ideas and write as many topics as possible on the board. Divide the class into small groups and tell them to choose a topic from the ones they just mentioned. Tell them to make a list of questions about that topic with their teams. Monitor their work and make sure all students are on task. Then, ask a few volunteers to share their questions with the class.

**AK:** Answers will vary.

**4**  **Look at the picture. It is food for astronauts to take to space. Answer the questions in your notebook. Add two more questions.**


1. What is this?

2. Does it have vegetables?


3. What kind of vegetables do you see?

4. Does it have protein?

5. What kind of protein do you see?

**5**  **Work in pairs. Write 3 more questions about life in space for an astronaut in your notebook. Look at the example.**

How do you sleep in space?

**6**  **Work in groups. Choose a topic you would like to know more about. Write some questions about what you are more curious about.**

**ENJOY READING!**

In your Reader's book, enjoy reading pages 72 to 76 in "Deep into the Ocean!" Then, answer question 2 on page 77 at the end of the story.

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**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 72 to 76 in "Deep into the Ocean!" Then, answer question 2 on page 77 at the end of the story.**

Invite students to open their Reader book once again and read the rest of the story. Before starting the reading, you could ask students to tell you what they remember about the first part they read. Ask some questions to activate their memory and to predict what will happen next. You can play the CD track **36** and have students listen and read along the missing pages (72-76). Once the story is over, have them reflect on it and tell you what they think about it and encourage students to speak with their own words. Ask students to answer the second question on page 77. Finally, to practice some reading skills, you can have volunteers read the paragraphs or lines aloud and have the rest of the class listen.




# Lesson 4

**Learning Outcome:** Makes questions.

- 1**  **Work in pairs. Write the question word next to what it does in a sentence. Follow the example.**


Ask students to open their *Activity Book* on page 64 and direct them to the chart in Activity 1. Divide the class into pairs and ask them to write the question words next to the sentence that describes what it does in a sentence. Allow some time for students to perform the task and offer help to students that struggle. Have students share their answers with another pair before sharing them with the class.

**AK:** What; Where; When; Why; How

- 2**   **Match the questions to the answers. Listen to check your answers.  19**

Direct students to Activity 2. Tell them to look at the image and describe what they see (*a submarine under the sea*). Explain that this is not a submarine, but a *bathysphere*, and that they are going to learn about it by reading the questions and answers. Ask them to work individually to match the questions to the answers. Once they finish, play Track 19 and make sure students confirm or correct their answers. Ask students to work in pairs to compare their answers before sharing them with the class.


**AK:** d; c; e; a; b

- 3**  **Work in pairs. Take turns to ask and answer the questions in Activity 2 aloud.**




You may want to direct students to Activity 3 and ask a volunteer to read the instructions out loud. Clarify any doubts they may have and ask two more volunteers to model the activity asking and answering the questions in Activity 2. Divide the class into pairs and ask them to do the same, take turns to ask and answer the questions in Activity 2 out loud. Repeat as necessary.

**AK:** Answers will vary.

## Lesson 4

**1**  **Work in pairs. Write the question word next to what it does in a sentence. Follow the example.**

<p>What    Why    How    Where    When</p> <p><b>Function</b></p> <ul style="list-style-type: none"> <li>Asking for information about something</li> <li>Asking about place or position</li> <li>Asking about time</li> <li>Asking for a reason</li> <li>Asking about manner</li> </ul>	<p><b>Question Words</b></p>
---	------------------------------

**2**   **Match the questions to the answers. Listen to check your answers.  19**

What is the bathysphere?


When did the bathysphere go down into the sea?


Where did the expedition take place?

How did the explorers breathe inside the bathysphere?

Why was the bathysphere important for science?

- a. They used two oxygen tanks
- b. Because it started deep-ocean exploration.
- c. The bathysphere went down in 1934.
- d. The bathysphere is a vessel designed to go deep into the sea
- e. The expedition took place near the coast of Bermuda



**3**  **Work in pairs. Take turns to ask and answer the questions in Activity 2 aloud.**

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**4** Look at the picture and read the text. Work with a team to write more than three questions about the picture.

Have students open their *Activity Book* to page 65 and look at the image in Activity 4 and ask them to describe what they see. Divide the class into small teams and have them write more than three questions about the picture. Encourage them to use the question words they learned in the previous lessons. Walk around the classroom and monitor students are on task. Ask a few teams to share their answers with the class.

**AK:** Answers will vary.

**5** Decide with your team how to find answers to your questions from Activity 4. Read the suggested sources and add your own.

Ask students to continue working with their team. Ask a volunteer to read the instructions out loud and clarify any doubts they may have. Encourage them to decide how to find the answers to the questions from Activity 4. Invite a few volunteers to read the suggested sources out loud and brainstorm more sources so students have options. Then, ask students to add more sources to their lists.

**AK:** Answers will vary.

**6** Work in groups. Bring out the list of questions you have and add some more to your list. Make some drawings that describe the topic you chose and that answer to your questions. Organize the questions in order of importance. Select the best questions and edit them to make a final list. Do some research to find the answer on any of the sources suggested in this lesson. Write the final version of your questions on a piece of cardboard and illustrate it with your drawings. Save your work for the presentation of the product.

Ask students to get together with the groups they have been working with in the subproduct activities. Direct students to Activity 6 and ask a volunteer to read the instructions and make sure students understand what to do. In this step they are going to write the final step for their product. Verify that every team has what they need to complete this final step for their Unit Product. Students should have a list of questions in their notebooks from the previous lessons.

The picture below shows a coral reef in Australia. Look at it carefully and let your curiosity run free. What kind of living things are there? Do you know their names? Perhaps you are more interested in the sea creatures of Australia. Whatever it is, write down the questions that you think of.

**4** Look at the picture and read the text. Work with a team to write more than three questions about the picture.

**5** Decide with your team how to find answers to your questions from Activity 4. Read the suggested sources and add your own.

- Books in your classroom library
- Books in your school library
- Internet

**6** Work in groups. Bring out the list of questions you have and add some more to your list. Make some drawings that describe the topic you chose and that answer to your questions. Organize the questions in order of importance. Select the best questions and edit them to make a final list. Do some research to find the answer on any of the sources suggested in this lesson. Write the final version of your questions on a piece of cardboard and illustrate it with your drawings. Save your work for the presentation of the product.

**Assess your progress!**

Go to page 67 and follow the instructions to complete the third and fourth statements the assessment.

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Tell them to add some more questions about their topic of interest. Then, ask them to make some drawings that describe the topic they chose and that answer to their questions.

**AK:** Answers will vary.


**Assess your progress!**

Go to page 67 and follow the instructions to complete the third and fourth statements of the assessment.

Once again, before starting this section, have students reflect on the different activities they have done so far, encourage them to tell you all they did: understand questions, write questions about a science topic, write questions for specific information, etc. Then, direct their attention to the assessment section on page 67. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Review and Product

## Review

- 1**  **Work in pairs. Choose a science topic you find interesting and would like to know more about. Write all the possible questions you can ask about the topic.**

Ask students to open their Activity Book to page 66. Read the instructions aloud or ask a volunteer to do it for you. Then ask students to work in pairs and to choose a topic they find interesting and tell them to write questions about that topic. Give students some time to do the activity and once they finish, have some volunteers read their questions aloud.

**AK:** Answers will vary.

Invite students to visit the suggested website, if they have access to Internet, for them to practice and learn more on this Unit's topic on their own in a fun way.

## Product

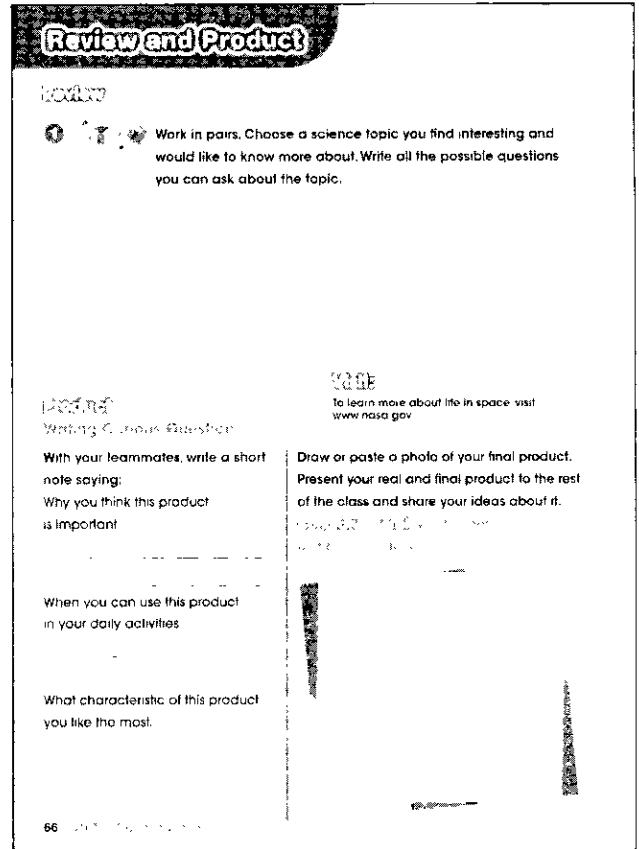
### Writing Curious Questions

We suggest you to remind students of the different activities they worked with in teams along Unit 6 and ask them to get into their groups.

Read the instructions and the statements aloud and before students write their notes, give some examples. Finally, ask students to draw or paste a photo of their final product in the space provided. You could have students take turns to present their work to the class and if time allows it, ask some teams to talk about the topic they chose.


\* Once every team presented their recording, discuss these questions as a group.

1. What makes questions interesting?
2. Is it okay to ask questions? Why?



**Review and Product**

**Review**

 Work in pairs. Choose a science topic you find interesting and would like to know more about. Write all the possible questions you can ask about the topic.

**Product**

To learn more about life in space visit [www.nasa.gov](http://www.nasa.gov)

**Writing Curious Questions**

With your teammates, write a short note saying:  
Why you think this product is important

Draw or paste a photo of your final product. Present your real and final product to the rest of the class and share your ideas about it.

When you can use this product in your daily activities

What characteristic of this product you like the most.

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## Anecdote register

Tell students that the best way to improve our work is to analyze its different aspects and observe details on what our classmates did. Ask students to read the instructions and make sure they understand what to do. Even though students have been answering this assessment along the unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns. Tell them to share their results of their anecdote register with the teams with respect.

Ask a few volunteers to share their notes and reflection with the rest of the class. Once students finish, focus their attention on the scale and ask them to write their result accordingly. If you consider it necessary, copy the scale on the board for students to have a clearer view.

- 1= ok
- 2= good
- 3= great

**Evaluation Tool**

### Anecdote register

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Read the achievements. Think about your work. Choose a number to evaluate yourself. Then, write down at least one strength you have in this area and at least something you need to do to improve more. Finally, write down some ideas about what you can do to improve. Remember that there are no good or bad grades.

Explores illustrations about science topics	1
	2
	3
Listens to and understands questions	1
	2
	3
Participates in the writing of questions to look for and obtain information	1
	2
	3
Makes questions	1
	2
	3

Share the results of your anecdote notes with the rest of your class.

1= ok  
2= good  
3= great

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# UNIT 7

## Let's Party!

### Unit Contents

#### Familiar and Community Environment

##### Social Practice:

Describes activities done at a celebration party.

##### Learning Outcomes:

- Listens to short descriptions of activities of a celebration or party with the help of pictures.
- Understands descriptions of activities.
- Participates in the writing of a manual.

##### Activate Prior Knowledge

1. What celebrations do you know?
2. Are celebrations important? Why?
3. What information is important to know when describing celebrations?

#### Tech Resources

<https://learnenglishkids.britishcouncil.org/en/category/topics/festivals-and-celebrations>

This website has tips and suggestions on how other cultures celebrate different dates and help keep children safe online. It includes free resources for teachers.

#### Odyssey Resources

**Reader:** *Cinco de Mayo in New York* pages 78-89

**Class CD:** tracks 20, 21, 22, 37

**Visual Resources:** Class CD, page 7

**Picture Dictionary:** Activity Book, page 116

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

## Reading Strategies

### Narrative: *Cinco de Mayo in New York*

**UNIT**  
**7**

# Cinco de Mayo in New York

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Hi, my name is Laura Mendoza, and I live in New York with my family. This is the dress I'm wearing for the Cinco de Mayo parade. It was made in Chiapas, and it's beautiful!

My *abuelito* Roberto came to New York more than forty years ago. He is very proud of his country and has always shared that pride with his children and grandchildren. He is part of the committee that organizes the Cinco de Mayo celebration every year in New York.

**pride** (n) a feeling of satisfaction you get when you or someone you know do something good

**committee** (n) a small group of people that represent a community and make decisions.

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UNIT 7 Cinco de Mayo in New York

**R** pp. 78-89 **37**

To help students understand better the story that correlates with this Unit, we have divided it into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the story for this Unit.



This story will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.

**Learning Outcome:** Listens to short descriptions of activities of a celebration or party with the help of pictures.

- 1**  **Look at the picture in Activity 2 and tell your classmate what you see. Predict what the text is about.**


To introduce the lesson, write the word party on the board. In open class, ask: *Do you like parties? Why? When do you usually have parties?* Then, ask them to talk about parties and celebrations with a partner. Allow some time for them to do this as you hear what they say. Then, ask students to open their *Activity Book* to page 68. Have them look at the image and ask if they know what the celebration is about (*New Year's eve*). Tell them to work in pairs to make predictions about the text. Invite a few students to share their predictions with the class and write a few ideas on the board.

**AK:** Answers will vary.

- 2**  **Listen and read along. Discuss with your class what celebration they are talking about.**  **20**

Point to the ideas you wrote on the board and elicit a few more predictions. Direct students to Activity 2. Tell them they are going to listen to a person reading the information from the text. Tell them to use their finger to follow the text as they read. Play Track 20 and pause it after a few sentences to make sure students are following with their fingers. Then, play the rest of the recording and monitor as they follow the text. Point to the predictions and ask students to compare them to what they read. Ask a few volunteers to share their and discuss what celebration they are talking about.

**AK:** My Amazing Body; Space Adventures; Wild Animals; Robots for Kids.

- 3**  **Do you celebrate New Year's Eve? What do you do during this celebration? What do you eat?**


Read the questions aloud and make sure students understand them. You could write the questions on the board and answer them with your own information. Encourage students to speak aloud and share their answers and experiences with their class. Help them in any way you can and praise their effort.



## UNIT

# 7

## Let's Party!


### Lesson 1


 **Look at the picture in Activity 2 and tell your classmate what you see. Predict what the text is about.**

 **Listen and read along. Discuss with your class what celebration they are talking about.** 

My favorite celebration is New Year's Eve. I spend New Year's Eve with my whole family. My mom decorates the house with balloons and streamers. We play games and my big brother dances with my grandmother.

My parents like to stay up past midnight and I get to celebrate the New Year with everybody. My mom is from Mexico and my dad is from Denmark. During New Year's Eve dinner, we include traditional dishes from both countries. In Denmark it is a tradition to eat *kranskekage* - a cake decorated with frosting and flags. We also eat *tamales* and my favorite part, the twelve grapes! I always make a wish for each grape!



 **Do you celebrate New Year's Eve? What do you do during this celebration? What do you eat?**

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**AK:** People: mom, brother, grandmother, parents, dad;  
Food: *kranskekage* (a cake decorated with frosting and flags), *tamales*, grapes; Decorations: balloons, streamers.

### Additional Activity

Ask students to use their notebooks to make 2 word maps about two of the books in Activity 1. Tell them to write as many words as they can, if they do not know the word in English, they can write it in Spanish and look for the translation at home or, if students have access to dictionaries in class, they can look for the translation there. This is for them to add more vocabulary to their knowledge.

**4** Discuss the following questions with your group.

Before starting the activity, invite students to read the questions silently. Once they finish, read all of them aloud and make sure they understand them. Now read the questions one by one and elicit some answers from volunteers. Encourage students to share their opinions and make sure everyone participate at least once. Correct their pronunciation and help them with vocabulary if necessary.

**AK:** 1. New Year's Eve; 2. decorating, playing games, dancing, making wishes; 3. kransekage (a cake decorated with frosting and flags), tamales, grapes

**5** Work with a partner. Is there a typical celebration in your region that people don't celebrate in the rest of the country? Use the following questions to help you describe this celebration.

Elicit names of celebrations and write them on the board. Explain that we all have a favorite celebration, give an example and share details about your favorite celebration. Make sure to include activities you do with your family, indoor and outdoor activities, for example: *the piñata is an outdoor activity, whereas eating the cake is an indoor activity.* Read the instructions aloud and make sure students understand them. Pair up students and then direct their attention to activity 5 for them to answer the questions and describe this celebration. Tell them that if they do not know a word in English but know the word in Spanish, they can ask you for help. Monitor students as they work and allow some time for them to complete the task. Finally, ask some volunteers to share the celebration they talked and discuss about with the rest of the class.

**AK:** Answers will vary.

**6** Work in groups. With your teammates, exchange ideas on celebrations you all like and write a list of them in your notebooks including interesting information such as: dates, kind of food, traditional customs, places where you celebrate these events. Save your work for later use.

Invite students to work with new classmates and form groups to complete this Unit's Product. Once they are together, have a volunteer read the instructions aloud and make sure students understand what to do. Remind students they must choose a celebration they all like and to include as many details as


**Families and Community Environment**  
Students do short descriptions of activities at a celebration or party with the help of pictures.

**4** Discuss the following questions with your group.

- Why do people celebrate New Year's Eve in different parts of the world?
- Why can we find different food in different places even when people celebrate the same festivity?
- What event can you think of that people celebrate everywhere in the world in a different way? How do you celebrate this event?

**5** Work with a partner. Is there a typical celebration in your region that people don't celebrate in the rest of the country? Use the following questions to help you describe this celebration.

- What is the name of a celebration?
- What activities do you do in that celebration?
- Which of these activities are indoor activities? Which activities are outdoor activities?
- What decorations do you usually prepare?



**6** Work in groups. With your teammates, exchange ideas on celebrations you all like and write a list of them in your notebooks including interesting information such as: dates, kind of food, traditional customs, places where you celebrate these events. Save your work for later use.

**ENJOY READING!**

In your Reader's book, enjoy reading pages 78 to 83 in "Cinco de Mayo in New York." Then, answer question 1 on page 89 at the end of the story.

89

possible. Ask them to take notes in their notebooks and to save the information for the next subproduct.



**AK:** Answers will vary.

**Enjoy Reading!**


**In your Reader's book, enjoy reading pages 78 to 83 in "Cinco de Mayo in New York." Then, answer question 1 on page 89 at the end of the story.**

Invite students to open their Readers book and read the story along. Before starting the reading, allow students to browse the pages and look at the pictures for them to predict what the story is about. Ask, *What do you see? What do you think the story will be about?* Elicit answers from several volunteers and go ahead with the story. You can play the CD, Track 37 and have students listen and read along up to page 83. Then, you can have some volunteers read the paragraphs or lines aloud on these pages and have the rest of the class listen.

**Learning Outcome:** Understands descriptions of activities.


- 1**  **Then, work with a partner and using your own words, describe what the paragraph talks about.** 

With books closed, write on the board *Mother's Day* and ask students if they celebrate this day. Ask students to share a few ideas of how they celebrate this festivity and write them on the board. Then, ask students to open their *Activity Book* to page 70. Explain that they are going to listen to kids from different parts of the world talking about *Mother's Day* and how this is celebrated in their countries. Play Track 21 and have students follow the text as they listen. Then, have students work with a classmate and have them explain to each other what the paragraph talks about using their own words. We suggest you to walk around to monitor their work and help if necessary.

- 2**  **Work in pairs. Tell your partner who and how you celebrate Mother's Day. Follow the example.**

Direct students attention to the activity and have a volunteer read the instructions aloud. Organize students in pairs and ask them to read the example. Then, model the example by talking about a personal experience. Have students talk about what they do in this celebration and monitor their work by walking around to help them.




**AK:** Answers will vary.

- 3**  **Work in groups. Exchange ideas on how to celebrate Mother's day this year. Write some activities you suggest to do during the celebration and describe them to your teammates. Then, share the ideas and descriptions with the rest of the group. You may organize a great event!**

Ask students to work in small groups and once they are together, have a volunteer read the instructions aloud. Make sure students understand what they need to do and that they are working together and giving ideas. Once students finish with their suggestions, invite each team to share their ideas and descriptions to the rest of the class. Encourage them to share their ideas with their family and other teachers to organize the event with their ideas.

**AK:** Answers will vary.

## Lesson 2

- 1**   **Listen and read along. Then, work with a partner and using your own words, describe what the paragraph talks about.** 


Hello! My name is Maya. In Japan, Mother's Day is celebrated the second Sunday of May. I wake up early that day to wish my mom a happy Mother's Day. I give her red carnations. My mom likes getting carnations! In the afternoon, my family goes to a nice restaurant.




Hey, my name is Erick. In the United States, we celebrate Mother's Day the second Sunday of May. At school, I prepare handmade cards. On Sunday, I make my mom breakfast in bed and give her red carnations.

Hi! My name is Andi. In the United Kingdom, we don't have a special day to celebrate Mother's Day. It is usually in March or April. I give my mom a four-course card and chocolates. Restaurants have special menus so I go out to eat with my mom and dad.




- 2**  **Work in pairs. Tell your partner who and how you celebrate Mother's Day. Follow the example.**

- 3**  **Work in groups. Exchange ideas on how to celebrate Mother's day this year. Write some activities you suggest to do during the celebration and describe them to your teammates. Then, share the ideas and descriptions with the rest of the group. You may organize a great event!**


70 UNIT 7 Let's Party!

### Additional Activity

Invite students to think about other celebrations that have to do with family, for example, *Grandparents' day*, or *Father's day*. Tell them to use their notebooks to write ideas of how they celebrate them. They can also choose one and create a mind map with ideas of how they celebrate this festivity.

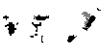
**4**  **Look at the picture. Read the text and retell the description to a classmate. Use your own words.**

Direct students to page 71 in their *Activity Book*. Ask students to look at the image and describe what they see. They should mention the words *party, piñata, kids, play*. Write them on the board. Then, ask students to read the instructions give them some time for them to read the text with their classmate. Set some time for the activity and monitor students as they work. Once they finish, ask students to retell the description to a classmate using their own words. Then, invite a few volunteers to share their descriptions with the class.


**5**  **Think about your birthday and tell your classmate what you usually do on your birthday. Use the questions as a guide.**

Explain that your birthday is an important celebration and that you like to do many things on that special day. Talk about your last birthday party and mention the food you ate, people you spent time with and activities you usually do. Tell students to close their eyes and think about their birthdays. Tell them to think about the food, the people and things they like to do on that special day. Now, ask students to open their eyes and direct their attention to Activity read the instructions aloud and ask them to work with a classmate and talk about their own birthdays using the questions as a guide. Once everyone has finished, have volunteers share their answers with the rest of the class.

**AK:** Answers will vary.


**6**  **Work in groups. Use the list of events you wrote with your teammates last session and agree on a celebration you all like. Think of ways to illustrate it and include the information you have on this event. Exchange ideas with your teammates and include any new information on this event anyone may have.**


Ask students to work with their Unit's Product team and once they are together ask them to use the list of celebrations they wrote with their classmates. Have students to choose a celebration from their list and have them think of

**4**  **Look at the picture. Read the text and retell the description to a classmate. Use your own words.**


**Birthday Party**


We all like to celebrate our birthday. It is a special day, and it is usually an exciting day for everyone. In Mexico, we usually have a fun party with a traditional piñata. Moms always include colorful decoration and bright gifts. In Mexico, you will find homemade food and cake, delicious snacks prepared by the family. You can have fun with your friends and have a joyful experience every single year.



**5**  **Think about your birthday and tell your classmate what you usually do on your birthday. Use the questions as a guide.**

1. What do you eat on your birthday?
2. What is your favorite activity you like to do during your birthday celebration?
3. Who do you like to spend your birthday with?

**6**  **Work in groups. Use the list of events you wrote with your teammates last session and agree on a celebration you all like. Think of ways to illustrate it and include the information you have on this event. Exchange ideas with your teammates and include any new information on this event anyone may have.**

**Assess your progress!** 

Go to page 77 and follow the instructions to complete statements 1, 2, and 3 of the assessment.

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ways to illustrate it. Encourage them to discuss their ideas to decide the best one. Remind them to include information on the celebration they have and to include new information if they have any. Monitor their work and help them in any way you can.

**AK:** Answers will vary.



**Assess your progress!** 

**Go to page 77 and follow the instructions to complete the statements 1, 2, and 3 of the assessment.**

Before starting this section, have students reflect on the different activities they have done so far, encourage them to tell you all they did: describe celebrations, classify words we use in celebrations, etc. Then, direct their attention to the assessment section on page 77. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.



# Lesson 3

**Learning Outcome:** Understands descriptions of activities.

- 1**   **Look at the pictures and describe them to a partner. Then, read the text and find out what celebration the boy talks about.**



Organize students in pairs and ask them to look at the pictures carefully. Once they have, ask students to describe what they see to their classmates. As they are describing the illustrations, walk around and help with vocabulary if necessary. Then, have students read the text to each other and circle the correct words to complete the text. Finally, ask some volunteers tell what celebration is the text about and invite other volunteers to read small paragraphs to check their answers.

**AK:** Answers will vary.

- 2**   **Work in pairs. What do you think about this celebration? Do you know or have a way to celebrate giving thanks in your hometown? Exchange ideas with a partner on how you can celebrate this event.**



Read the instructions aloud and have students continue working with their classmates in the same pairs. Make sure students understand the questions and invite them to discuss them with their classmates. Give students some time to exchange their ideas and once they finish, have some volunteers share their conclusions with the rest of the class.


**AK:** Answers will vary.

- 3**   **With your partner, write a list of activities you can do to celebrate giving thanks and share them with the rest of the group. You can create a special event for this celebration.**


Have students work in the same pairs one more time. This time, ask a volunteer to read the instructions and then have students write in their notebooks a list of activities they can do for a celebration to give thanks. Tell students to think about it as a special event for this celebration. Give students some time to organize their ideas and write their lists. Once they finish, invite some volunteers to share their ideas with the rest of the class and to add to their own list other ideas they like from their classmates.



**Lesson 3**



  **Look at the pictures and describe them to a partner. Then, read the text and find out what celebration the boy talks about.**



Hi, guys! I am excited to tell you about a tradition in my country! In the United States we celebrate Thanksgiving Day. We start very early. My mom makes the house look pretty with orange / blue decorations. Preparing the food is fun / beautiful. I help my grandma prepare delicious / bad food! We make turkey, potato salad, and pumpkin pie. Watching the football game with my cousin is exciting / boring. Before we eat, everyone says a reason for being thankful. This year I am thankful for my fabulous friends!



  **Work in pairs. What do you think about this celebration? Do you know or have a way to celebrate giving thanks in your hometown? Exchange ideas with a partner on how you can celebrate this event.**

  **With your partner, write a list of activities you can do to celebrate giving thanks and share them with the rest of the group. You can create a special event for this celebration.**

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**AK:** Answers will vary.

### Additional Activity


To help learners review important vocabulary about celebrations, have them work in groups and make a list of all the words that have to do with celebrations, tell them to include people, decorations, food and activities. Then, have them work in pairs to use as many words as possible to write sentences about different celebrations they know.






# Lesson 4

**Learning Outcome:** Describes activities using pictures.


- 1**  **Work in pairs. Take turns reading the text and then describe what you see in the picture. Does it illustrate the text? Is anything missing?**

Invite students open their *Activity Book* on page 74 and direct their attention to the picture in Activity 1 and describe very generally what they see. Have students work with a classmate and have them take turns read the text and describing each other what they see in the illustration. Then, give students some time and have them discuss the questions. Once they finish, have students share their opinions with the rest of the class.

- 2**  **Illustrate the activity mentioned in the text above and write a short description of what happens in your picture. Share and compare it with others in your group.**


Have students work individually for this activity. Ask them to read the text in Activity 1 one more time and to make their own illustration about it and to write a short description of what is happening in their picture. Give students enough time to complete their work and once they finish, invite some volunteers to share their work with the rest of the class. Praise students for their good work.

**AK:** Answers will vary.

- 3**  **Work in teams. Find out who has the nearest birthday in the calendar and exchange ideas to celebrate it. Write down a plan and share it with the rest of the group. You may be able to celebrate the birthdays of your classmates together on the same day and have a nice and big celebration.**


Invite a volunteer to read the instructions aloud and then form teams. Ask students who has the nearest birthday and write the names of the students on the board. Encourage students to tell you all the ideas they can to celebrate a birthday party. Then, have students work with their teams and ask them to write a plan using the ideas they mentioned and some new ideas they may think of. Once they finish, have some teams share their ideas with the rest of their classmates. You could use this opportunity to make a calendar with all your students' birthdays and have a small celebration every chance you can.


## Lesson 4


- 1**  **Work in pairs. Take turns reading the text and then describe what you see in the picture. Does it illustrate the text? Is anything missing?**

My ninth birthday was last Sunday. My party was great! Dad decorated the house with colorful balloons. All my friends came and sang *Las Mañanitas*. We ate a tasty chocolate cake and fresh lemonade. We hit a giant pinata and everybody got candy and fruit. It was exciting!




- 2**  **Illustrate the activity mentioned in the text above and write a short description of what happens in your picture. Share and compare it with others in your group.**

- 3**  **Work in teams. Find out who has the nearest birthday in the calendar and exchange ideas to celebrate it. Write down a plan and share it with the rest of the group. You may be able to celebrate the birthdays of your classmates together on the same day and have a nice and big celebration.**

- 4**  **Work in pairs. Look at the picture and describe the celebration. Mention activities, food and decorations.**


With books closed, write on the board *Birthday party* and ask students to remember elements that are important for a birthday party. Then, ask students if they remember other important celebrations in our country. Have them open their *Activity Book* to page 75 and look at the image in Activity 4. Ask them to work in pairs to describe the celebration with their partners. Encourage them to use all the words they have learned during the unit for their description. Walk around the classroom and monitor students are on task. Ask a few students to share their ideas with the class.

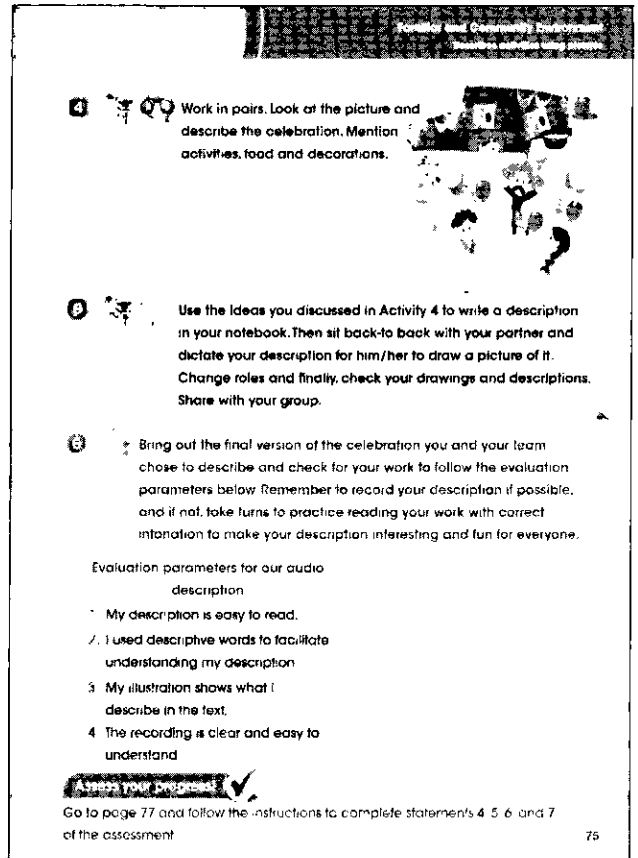
**AK:** Answers will vary.


- 5**  **Use the ideas you discussed in Activity 4 to write a description in your notebook. Then sit back-to-back with your partner and dictate your description for him/her to draw a picture of it. Change roles and finally, check your drawings and descriptions. Share with your group.**


Write the words *activities*, *food* and decorations on the board. In open class, ask students to share words related to the celebration in Activity 4 and write them on the board. Explain that those are just a few ideas of what they discussed, but they should have more ideas. Tell students to use their ideas to write a description about the image in their notebooks. This is individual work; therefore, students should be working alone. Once students finish, continue with the second part of the activity. Monitor students' work and help them with vocabulary when necessary. Finally, have some volunteers share their descriptions and drawings with the rest of the class.

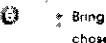
**AK:** Answers will vary.

- 6**  **Bring out the final version of the celebration you and your team chose to describe and check for your work to follow the evaluation parameters below. Remember to record your description if possible, and if not, take turns to practice reading your work with correct intonation to make your description interesting and fun for everyone.**




**4**  **Work in pairs. Look at the picture and describe the celebration. Mention activities, food and decorations.**

**5**  **Use the ideas you discussed in Activity 4 to write a description in your notebook. Then sit back-to-back with your partner and dictate your description for him/her to draw a picture of it. Change roles and finally, check your drawings and descriptions. Share with your group.**

**6**  **Bring out the final version of the celebration you and your team chose to describe and check for your work to follow the evaluation parameters below. Remember to record your description if possible, and if not, take turns to practice reading your work with correct intonation to make your description interesting and fun for everyone.**

Evaluation parameters for our audio description

- 1 My description is easy to read.
- 2 I used descriptive words to facilitate understanding my description.
- 3 My illustration shows what I describe in the text.
- 4 The recording is clear and easy to understand.

**Assess your progress!** 

Go to page 77 and follow the instructions to complete statements 4, 5, 6 and 7 of the assessment

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This is the final step for students to work with their Unit Product before they present it to the class. Allow students to write and make corrections to their descriptions and help them with pronunciation. Once they finish, ask some other volunteers to read the aspects in the evaluation card. Explain each of them if necessary. Finally, invite students to use this card to evaluate themselves by coloring or marking the face that represents how they feel about each item. Invite a few teams to share their with the rest of the class.

**AK:** Answers will vary.


### Assess your progress!

**Go to page 77 and follow the instructions to complete statements 4, 5, 6, and 7 of the assessment.**

Once again, before starting this section, have students reflect on the different activities they have done so far, encourage them to tell you all they did: identify different intonations when listening to descriptions, describing celebrations, etc. Then, direct their attention to the assessment section on page 77. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the rest of class.

# Review and Product

## Review

- 1**  **Work in pairs. Take turns and describe the activity you see in the picture on the left. Then, in the blank space on the right, draw an activity you can do at a birthday party and ask your partner to describe it.**

Ask students to open their *Activity Book* to page 76 read the instructions for the activity and have students work with their partners to apply what they learned along the unit. As students are working, walk around to monitor their work and help to clarify any doubt if necessary.

**AK:** Answers will vary.

Invite students to visit the suggested website, if they have access to Internet, for them to practice and learn more about celebrations around the world on their own in a fun way.

## Product

### Describe a Celebration!


Remind students of the different activities they worked with in teams along Unit 7 and ask them to get into their groups. Read the instructions and the statements aloud and before students write their notes, give some examples.


Finally, ask students to draw or paste a photo of their final product in the space provided. Have students take turns to present their work to the class and if time allows it, ask some teams to talk about the topic they chose.

\* Once every team presented their recording, discuss these questions as a group.

1. What other celebrations from other places do you know?
2. What information do you consider important to share when describing celebrations?

### Review and Product

**1**  **Work in pairs. Take turns and describe the activity you see in the picture on the left. Then, in the blank space on the right, draw an activity you can do at a birthday party and ask your partner to describe it.**



**GO ONLINE**  
To learn about other celebrations around the world, visit <https://kids.nationalgeographic.com/explore/winter-celebrations/#WH-Solstice.jpg>

**With your teammates, write a short note saying:**

- Why you think this product is important
- When you can use this product in your daily activities
- What characteristic of this product you like the most

**Draw or paste a photo of your final product. Present your real and final product to the rest of the class and share your ideas about it**

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### Anecdote notes

Tell students that the best way to improve our work is to analyze its different aspects and observe details on what they have done in class. Ask students to read the instructions and make sure they understand what to do. Even though students have been answering this assessment along the unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns. Tell them to make notes on what they like and areas for improvement. Tell them to share their results of their anecdote notes with the teams with respect. Ask a few volunteers to share their notes and reflections with the rest of the class. Encourage students to share with their classmates ways to improve their results and help them when necessary.

**Anecdote notes**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Read the description. Write comments about what you did.

Listen to descriptions of activities of a celebration or party using pictures.

Use words for celebrations.

Understand descriptions of activities.

Use new vocabulary to describe activities and celebrations.

Point to activities and objects when listening to their description.

Describe activities using pictures.

Identify different emotions when listening to information about celebrations.

2. Show the results of your anecdote notes with the rest of your class and if you didn't accomplish each outcome correctly, think of ways to improve your results. You can always ask your teacher for help.

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Evaluation Tool

Evaluation Tool

# UNIT

# 8

# A World of Music

## Unit Contents

### Academic and Educational Environment

#### Social Practice:

Locates and includes information in a graph.

#### Learning Outcomes:

- Explores illustrated monographs of musical instruments.
- Reads and understands information from an oral reading of illustrated monographs.
- Participates in the design and writing of information in a graph about musical instruments.

#### Activate Prior Knowledge

1. Do you like music?
2. How does music make you feel?
3. Do you or anyone in your family play music?

### Tech Resources

You can find resources for your students on musical instruments:

<http://learnenglishkids.britishcouncil.org/en/word-games/musical-instruments-1>

[http://classicsforkids.com/music/instruments\\_orchestra.php](http://classicsforkids.com/music/instruments_orchestra.php)

<https://learnenglishkids.britishcouncil.org/en/songs/we-are-orchestra>

For teachers:

<https://didgeproject.com/kids/10-best-musical-instruments-children-learn/>

<https://www.preschoolprodigies.com/teaching-children-about-the-orchestra/>

These websites have tips and suggestions as well as interactive activities on this Unit's topic. They allow you to keep children safe online. They include free resources for teachers and students.

### Odyssey Resources

**Reader:** *A Passion for Music* pages 90 - 101

**Class CD:** tracks 23, 24, 25, 38

**Visual Resources:** Class CD, page 8

**Picture Dictionary:** Activity Book, page 117


As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

## Reading Strategies

### Narrative: *A Passion for Music*

**UNIT 8**

# A Passion for Music



It's April 10, 1936 in Boston, Massachusetts, US. The famous Boston Symphony Orchestra is playing tonight. It is the opening night for the *Sinfonía India*, composed and directed by Mexican musician, Carlos Chávez. Many people in the audience are excited and don't know what to expect from this new, unknown piece.

Mr. Chavez is waiting to go on stage. Wearing a black tuxedo, he is in his dressing room going over the score of his new symphony. Although nobody is playing yet, he can hear the music inside his head as he moves his finger over the notes. He played the symphony for the very first time in New York just a few days earlier with great success. Someone knocks on the door. It's time now...

stage (n) a theater platform where performers stand.  
tuxedo (n) a formal black suit you wear in very special occasions.

80 UNIT 8 A Passion for Music

UNIT 8 A Passion for Music 81


**R** pp. 90-101 **D** 38

To help students understand better the fact that correlates with this Unit, we have divided it into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the fact for this Unit.

This fact will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.



# Lesson 1

**Learning Outcome:** Explores illustrated monographs of musical instruments.

**1**  **Look at the picture. Discuss the questions.**

Welcome students to unit 8 and have them open their Activity Book to page 78. introduce them to topic of music by asking them what their favorite song is. When you get some answers from volunteers, draw students' attention to the picture of the young musicians and ask them to answer the three questions in pairs about it. Read the questions aloud and help students with new vocabulary. If you consider it necessary, make a list of the new words on the board which is probably about musical instruments. Monitor the activity and check the answers with the class. Finally, ask students to identify one or two, etc. musical instruments they hear in their favorite song and check them in the list on the board.

**AK:** Answers will vary.

**2**  **Listen and read the text. Underline the names of musical instruments you find.**  **23**

To continue practicing with the new vocabulary of musical instruments, tell students they are going to listen and read, at the same time, to a text which describes an orchestra and the instrument families it is divided into. You may want to ask students if they have ever listened to an orchestra, their parents or anybody they know. Tell students to underline the musical instruments they find. Play Track 23 once for them to get familiar with the text and a second time for them to find their answers.

Check the answers with the class.

**AK:** 2 violin; viola; cello; harp; timpani cymbals; gongs; triangle; trombone; trumpet; tuba; flute; clarinet; oboe.

**3**  **Work in pairs. Read the text in Activity 2 aloud.**

In this activity, students are going to practice reading in pairs. To make this activity easier for them, recommend students to divide the text into 5 parts, *Orchestras*, *Strings*, *Percussion*, *Brass* and *Woodwind*. Tell student A to read the first paragraph, then student B reads the second; students A read the third, etc. Monitor the activity and offer help with intonation and pronunciation.


## UNIT

# 8


## A World of Music



Locates and includes information in a graph.

### Lesson 1

**1**  **Look at the picture. Discuss the questions.**

- Do you like music?
- How many musical instruments do you see?
- What are the children doing?



**2**  **Listen and read the text. Underline the names of musical instruments you find.** 


**Orchestras**  
An orchestra is a group of musicians playing instruments together. They are big orchestras with more than 100 players, and there are small orchestras with 50 players. Every orchestra has a conductor who stands in the middle and directs musicians. There are four different instrument families. The instrument families are:

**Strings:** String instruments have strings that produce sounds when they vibrate. The violin, the viola, the cello, and the harp are from part of this family.

**Percussion:** Percussion instruments produce a sound when you hit them. The timpani, cymbals, gongs and the triangle are percussion instruments.

**Brass:** Brass instruments are large metal instruments that produce sound when the lips vibrate past the instrument. The trombone, the trumpet, and the tuba are some examples of this family.

**Woodwind:** Woodwind instruments create a sound when musicians blow air. The sounds can be high or low pitch. Some examples of this family are the flute, the clarinet, and the oboe.

**3**  **Work in pairs. Read the text in Activity 2 aloud.**

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### Useful Information

Share with your students the list of the most popular musical instruments based on factors such as: ease of playing, cost and versatility of the instrument: 1. The piano, 2. The guitar, 3. The violin, 4. The drums, 5. The saxophone, 6. The flute, 7. The cello, 8. The clarinet, 9. The trumpet, 10. The harp.



**4**  **Look at the pictures. Unscramble the names of the musical instruments.**

Tell your students they are going to practice vocabulary in a fun way. Ask them to look at the pictures of the musical instruments that they read about in Activity 2. Say the numbers of the pictures and ask students to rise their right hand if they know the name, rise their left hand if they don't. They cannot say the names. Then, ask students to unscramble the names of the instruments and check answers with the class by saying the numbers at random and having volunteers now say the words.

**AK:** 1. trumpet; 2. drums; 3. recorder; 4. violin; 5. clarinet; 6. guitar


**5**  **Work in pairs. Discuss the questions and write your answers.**

Before you do this activity, ask students to choose any 10 different musical instruments they learned from previous activities in the lesson and take turns spelling them for you to write on the board. Then, have some volunteers now spell the musical instrument for you when you say the number. Tell students to work in pairs and answer the questions in their notebook. Invite students to share what their favorite instrument is with the class. Offer help as needed.

**AK:** 1. Answers will vary. 2. Answers will vary. 3. 1. Trumpet (brass); 2. Drums (percussion); 3. Recorder (woodwind); 4. Violin (strings); 5. Clarinet (woodwind); 6. Guitar (strings)

**Additional Activity**


Ask students to work in teams of five. Tell them to choose some musical instruments to play because they are a band. They cannot say the names aloud because the other teams will guess which instruments they play when they mime them.


**6**  **Work in groups. Go over this lesson and look for new words and expressions. Write a list in your notebook**


Tell students that in this activity they are going to go over the lesson and write in their lists new words and expressions. Decide with them if they should write them in alphabetical order or maybe make two lists instead one for nouns, adjectives, verbs, etc. and another one for expressions only for better organization because this is a stage of the final product and they will use this vocabulary there. Monitor the activity and offer help as needed.





Academic and Educational Environment  
Express Yourself monographs of musical instruments.


**4**  **Look at the pictures. Unscramble the names of the musical instruments.**


  
trumpet


  
drums

  
recorder


  
violin

  
clarinet

  
guitar

**5**  **Work in pairs. Discuss the questions and write your answers.**

1. What is your favorite musical instrument? Why?
2. Which instrument family does it belong to?
3. Which families do the instruments in Activity 3 belong to?

**6**  **Work in groups. Go over this lesson and look for new words and expressions. Write a list in your notebook**

In your Reader's book, enjoy reading pages 90 to 95 in "A Passion for Music." Then, answer question 1 on page 101 at the end of the fact.

79

**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 90 to 95 in "A Passion for Music." Then, answer question 1 on page 101 at the end of the fact.**

Invite students to open their Readers book and read the fact along. Before starting the reading, allow students to browse the pages and look at the pictures for them to predict what the fact is about. Elicit answers from several volunteers and go ahead with the fact. You can play the CD Track 38 and have students listen and read along up to page 95. Then, you can have some volunteers read the paragraphs or lines aloud on these pages and have the rest of the class listen.

# Lesson 2

**Learning Outcome:** Reads and understands information from an oral reading of illustrated monographs.

## 1 Read the poem. Circle the words that are similar to Spanish.

Invite students to open their Activity Book to page 80. Ask students if they know any poems in Spanish. If so, invite them to recite it. Have some volunteers describe generally what a poem is and ask them if they like them. In this activity, they are going to read a poem about musical instruments. Draw students' attention to the pictures of the children and ask students what instruments they are playing. You may want to read the poem aloud first and then let them do it individually. Have students circle the words in the poem that are similar to Spanish. Check the answers with the class.


**AK:** violas; violins; tambourines; clarinet; music; trumpet; tuba; trombone.

## 2 Write the words you circled. Use your dictionary and check if they have the same meaning in Spanish.

Share with your students some interesting information about vocabulary in English and Spanish and talk about cognates: both words share the same origin. Their spelling is similar as well as their pronunciation; i.e. *stomach – estómago*. Ask students to write the word they circled in the poem in Activity 1 in the table and use their dictionary to check if the English words have the same meaning in Spanish. You may ask students to compare their tables with two other students and then report to the class.

English	Spanish
clarinet	clarinete
music	música
trombone	trombón
trumpet	trompeta
tuba	tuba
viola	viola
violins	violins

## Lesson 2


**1**  Read the poem. Circle the words that are similar to Spanish.


Let's, violas, violins  
Let the music begin!  
Cymbals, drums, tambourines,  
Fiddle, the music machine.


Clarinets and trumpets  
Come on band, start with us.

Clarinets and trumpets  
Play and blow the tune  
Trumpet, tuba and trombone  
Listen to the music, come!

Trombones and trombones  
Come on band, start with us.



**2**  Write the words you circled. Use your dictionary and check if they have the same meaning in Spanish.

**3**  Work in pairs. Read the poem to your classmate.

80

## 3 Work in pairs. Read the poem to your classmate.

Before students work in this activity, ask them to practice the words in the table. You may say the word in Spanish and some volunteers say the English word that corresponds. Tell students they are going to practice the poem by reading it aloud to a classmate. Ask students to pair up and monitor the activity.

Invite some volunteers to read the poem to the class.

**AK:** Answers will vary.

### Additional Activity

Ask students to work in pairs. Tell them they are going to dictate the poem to his/her classmate. First, student A dictates the first part of the poem to student B. Then, student B dictates the other part of the poem to student A. When they finish they check the poem in the Activity Book to see how they did in terms of vocabulary and punctuation.

**4** Draw two of your favorite musical instruments and write their names. Show and talk about them to your class.

Draw a musical instrument on the board, a *cello*, for example and ask students what instrument it is. You may tell students it is one of your favorite instruments because you like classical music. Tell them they are going to draw two of their favorite instruments in the spaces provided. Then, they write the names. Encourage students to use their artistic skills and color the pictures as well. Invite students to exchange their Activity Book with other classmates and look at their pictures. Then you could have volunteers show their work to the rest of the class and to talk about it.

**AK:** Answers will vary.

**5** Work in pairs. Discuss the questions and write your answers.

Draw students' attention to the questions about their pictures of musical instruments in Activity 4. Say the words, 'different' and 'similar' from question 1 and ask them to tell you what they are in Spanish (cognates). Tell students they are going to work in pairs and discuss the questions with a partner. Monitor the activity. Once students finish, invite them to tell the class how many of them play those instruments.

**AK:** Answers will vary.

**6** Work in groups. Go over this lesson and look for new words to add to your list. How many of them are similar to Spanish? How many of them are different? Discuss with your teammates.



We suggest you to tell students this is the second subproduct in the Unit. Ask students to go over this lesson 2 to look for new words to add to their list. Remind them to follow the same organization they did in Lesson 1 and continue. Once all of them finish, you may want to ask them about the differences and similarities they find in these words and words in Spanish. Have students discuss with their teams and monitor the activity by walking around and helping out. Monitor the activity and offer help as needed.

**AK:** Answers will vary

**4** Draw two of your favorite musical instruments and write their names. Show and talk about them to your class.

**5** Work in pairs. Discuss the questions and write your answers.

- 1 Are the musical instruments you draw different or similar? How?
- 2 What are the names of these musical instruments in Spanish?
- 3 Why did you draw these instruments?

**6** Work in groups. Go over this lesson and look for new words to add to your list. How many of them are similar to Spanish? How many of them are different? Discuss with your teammates.

Check your progress ✓

Go to page 87 and follow the instructions to complete statements 1 and 2 of the assessment.

81

**Assess your progress!** ✓

Go to page 87 and follow the instructions to complete statements 1 and 2 of the assessment.

Before starting this section, have students reflect on the different activities they have done so far, encourage them to tell you all they did in the first two lessons. Then, direct their attention to the assessment section on page 87 and read the statements aloud. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Lesson 3

**Learning Outcome:** Reads and understands information from an oral reading of illustrated monographs.

## 1 Listen and read the descriptions. Label the instruments. 24

Invite students to open their Activity Book to page 82. Draw their attention to the pictures of the musical instruments and tell them they are going to listen to their descriptions. If students call out the names before listening to the complete instructions, tell them it's ok but they need to listen to the complete descriptions because they will practice with other instruments in the next lessons. Play Track 24 and pause it after each description for students to write the names of the instruments. Help with vocabulary as needed by writing the words on the board.

**AK:** 1. saxophone; 2. piano; 3. recorder; 4. drums

## 2 Work in pairs. Listen to the descriptions again. Then read them aloud to your classmate. 24

Pair up students for this activity and tell them they are going to listen to the descriptions of the instruments from Activity 1 again. You may ask your students to use their index finger to follow the lines as they listen. Play Track 24. Encourage students to read the text without making any sound, just moving their lips. Then, tell them to take turns and read a couple of the descriptions to their classmates while the other student read the other two left.

**AK:** Answers will vary.

## 3 Read the questions and look for the information in Activity 1. Write the answers in your notebook.

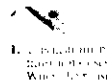
Tell students they are going to answer five questions about the musical instruments described in Activity 1 in their notebook. Go over them with students and help with vocabulary. You may want to ask them to circle the 'Wh-' question words they find and review what they refer to (which thing, type, time and place). Monitor the activity and offer help as needed.

**AK:** 1. the recorder; 2. the drums; 3. from classical music to jazz; 4. In the middle ages; 5. It is made of metal.


### Lesson 3

**1** Listen and read the descriptions. Label the instruments. 24


**1.** This instrument is made of wood. It has a long body with a single reed. It is used to play classical music. It is made of wood. It is used to play classical music. It is made of wood. It is used to play classical music.




**2.** This instrument is played with the hands. It has a keyboard with black and white keys. It is used to play classical music. It is made of wood. It is used to play classical music.



**3.** This instrument is made of wood. It has a long body with a single reed. It is used to play classical music. It is made of wood. It is used to play classical music.



**4.** This instrument is played with the hands. It has a keyboard with black and white keys. It is used to play classical music. It is made of wood. It is used to play classical music.



**2** Work in pairs. Listen to the descriptions again. Then read them aloud to your classmate. 24

**3** Read the questions and look for the information in Activity 1. Write the answers in your notebook.

1. What instrument do children learn to play at school?
2. Which is the oldest instrument?
3. What type of music can you play with a piano?
4. When was the recorder invented?
5. What is the saxophone made of?

82

**4** Look at the picture. Write a short paragraph with 3 characteristics about it.

Draw students' attention to the picture of the boy and elicit from them the instrument the boy is playing; *the guitar*. Tell them they are going to write in their notebook a short paragraph of three lines with three characteristics about the musical instrument. Read the example aloud which is the first characteristic and ask students to continue. Help with vocabulary as needed. Invite some students to share their paragraph with the class. If time allows, ask students to write it on the board. Offer help with punctuation and capitalization.

**AK:** Answers will vary.

**5** Share your paragraph from Activity 4. Listen to your classmates and see if you like the same musical instruments.

Have a volunteer to read the instructions aloud and make sure everyone is ready with their paragraphs. Invite students to read their paragraphs to the rest of the class and make sure everyone has a chance to participate. This will give students confidence to use English and a chance to practice their reading and speaking skills. Once most of students have participated, see how many of them like the same type of musical instruments and how many of them play them.

**6** Work in groups. Share the instruments you draw on page 81. Choose one you all like to work on your Product. Make notes.

Invite students to work in groups of four or five students. Refer them to Lesson 2 Activity 4 where they drew some musical instruments and ask them to take a look at all of them to decide on one everybody likes to work on their final product. Give students time to organize the activity and monitor they are sharing and deciding on the instruments as a group.


**AK:** Answers will vary.

**Additional Activity**

Tell students they are going to describe musical instruments but in a different way. In pairs they are going to take turns and choose one sentence from the descriptions in Activity 1, not necessarily the first sentence, for the other student to guess. For example, student A says *'The sound of this instrument is made when a key is pressed'*; student B answers *the piano*.

Let's see how many rounds they can make using the different pieces of information and combining them to create new sentences.

**4** Look at the picture. Write a short paragraph with 3 characteristics about it.



**5** Share your paragraph from Activity 4. Listen to your classmates and see if you like the same musical instruments.

**6** Work in groups. Share the instruments you draw on page 81. Choose one you all like to work on your Product. Make notes.

In your Reader's book, enjoy reading pages 96 to 100 in "A Passion for Music." Then, answer question 2 on page 101 at the end of the fact.

83

**Enjoy Reading!**

In your Reader's book, enjoy reading pages 96 to 100 in "A Passion for Music." Then, answer question 2 on page 101 at the end of the fact.

Invite students to open their Readers book once again and read the rest of the fact. Before starting the reading, you could ask students to tell you what they remember about the first part they read. Ask some questions to activate their memory and to predict what will happen next. You can play the CD Track 38 and have students listen and read along the missing pages (96-100). Once the fact is over, have them reflect on it and tell you what they think about it. Encourage students to speak with their own words. Ask children to imitate the sound of some of the Pre-Hispanic instruments. Encourage students to speak with their own words. Finally, to practice some reading skills, you can have volunteers read the paragraphs or lines aloud and have the rest of the class listen.

# Lesson 4

**Learning Outcome:** Participates in the design and writing of information in a graph about musical instruments.

## 1 Read the questions. Discuss the answers with your class.

Invite students to open their Activity Book to page 84. There are two questions for them to discuss with their class about types of music. Encourage students to use participate and share what they like. Then, ask them to write their answers in their book. Help with vocabulary and give students to organize their answers since they have to give reasons and justify their preferences. Have some volunteers give their answers and according to that discuss with the class the most popular type of music.

**AK:** Answers will vary.

## 2 Listen and read along. Then answer the questions in your notebooks.


 25

Draw students' attention to the text on Music Genres and elicit from students the types of music they are. Ask them if they are familiar with both types and if they know a song or a singer from those genres.



Tell students to listen to the text and read along. Play Track 25 and after that, they need to answer five questions about it. You may want to ask students to underline the new words and help them with vocabulary. Ask students an instruction checking question to make sure they understand the task, *are you going to listen and then read or listen along?*

**AK:** 1. gospel, jazz, folk, and rhythm and blues; 2. Electric guitars, piano, bass and drums; 3. In Cuba; 4. Cuba, Venezuela and Puerto Rico; 5. Answers will vary.

## Lesson 4

**1**  **Read the questions. Discuss the answers with your class.**

1. How many types of music do you know?
2. What is your favorite type of music? Why?

**2**  **Listen and read along. Then answer the questions in your notebook.** 

**MUSIC GENRES**


**Rock and Roll**

Rock and roll is a very popular music genre. Rock and roll has inspired other music genres like pop, jazz, folk, and rhythm and blues. Rock and roll was very popular with young people in the 1950s. The parents of rock and roll artists didn't like the music. They thought it was a bad influence. Rock and roll music became an art because of the electric guitar and electric bass. Rock bands use electric guitars, electric bass, and drums.

**Salsa**

Salsa music was popular in the 1990s. It was a popular genre in Latin America and in New York especially people from Cuba, Venezuela and Puerto Rico. These musicians got together and played the music in their homes. Salsa music has many rhythms, and salsa was born. Salsa was born in Cuba, Venezuela, and Puerto Rico. Salsa was born in Cuba, Venezuela, and Puerto Rico. Salsa was born in Cuba, Venezuela, and Puerto Rico. Salsa was born in Cuba, Venezuela, and Puerto Rico.


1. What are some music genres that inspired rock and roll?
2. What instruments did rock and roll bands use?
3. Where was salsa music born?
4. Where is salsa music played?
5. Which of these two genres do you prefer? Why?

**3**  **Work in pairs. Compare your answers and share them with the class.**

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## 3 Work in pairs. Compare your answers and share them with the class.

Read the instructions aloud and have students work in pairs. Once everyone has a partner, have them take out their notebooks for them to compare the answers they wrote to the questions in Activity 2. Finally invite some volunteers to read their answers aloud and write them on the board for everyone to see them. Allow them to correct if necessary. You could also have some other volunteers pass to the front and have them write their answers for you to check their spelling with the whole class.


**4**  **Work with a partner. Read the text in Activity 2 again. Choose one music genre and write information on the cards.**

Invite students to keep on working on types of music. You may ask them what their mom's and dad's favorite types of music are; talk about your favorite type of music and tell the students why you like it. Pair up students and have them read the text in Activity 2 about types of music. This time they are going to decide in their pairs to work with either Rock and Roll or Salsa and complete the information cards. Guide them through it by clarifying 'facts about' and 'instruments used'. Monitor the activity and offer help with vocabulary as needed.

**AK:** Answers will vary.


**5**  **Work in pairs. Read aloud your cards in Activity 4 and share your favorite music with your class.**


Once students finish completing the diagram in Activity 4, ask a volunteer to read the instructions aloud. Make sure they understand what they will do next. Ask students to work with a partner and read their notes in the diagram to each other. Finally, have some volunteers read their work aloud to the rest of the class so they can see how many of them enjoy listening to the same music genre


**6**  **Work in groups. Make information cards like the ones in Activity 4 about the musical instrument you chose for your product. Write a final version of your work in the form of a monograph. Make sure it has enough information. Draw of the musical instrument you chose to go with your work. Save the final version of your work for the presentation of the product.**


Invite students to work with their same teammates they have been working with in the previous subproduct stages. Read the instructions and make sure students understand what to do. In this step, they are going to write the final step for their product. Verify that every team has what they need to complete this final step for their Unit product. Walk around the room and offer help as needed. Offer help as needed and give general recommendations. Once they finish, ask them to be as creative and make a drawing that goes with it.

**AK:** Answers will vary.

**4**  **Work with a partner. Read the text in Activity 2 again. Choose one music genre and write information on the cards.**

**5**  **Work in pairs. Read aloud your cards in Activity 4 and share your favorite music with your class.**

**6**  **Work in groups. Make information cards like the ones in Activity 4 about the musical instrument you chose for your product. Write a final version of your work in the form of a monograph. Make sure it has enough information. Draw the musical instrument you chose to go with your work. Save the final version of your work for the presentation of the product.**

**Assess your progress!** 

Go to page 87 and follow the instructions to complete statements 3 - 7 of the assessment

85

**Assess your progress!** 

**Go to page 87 and follow the instructions to complete statements 3 - 7 of the assessment.**

Once again, before starting this section, have students reflect on the different activities they did during the unit, encourage them to tell you how they felt when they were doing the activities. Then, direct their attention to the evaluation instrument in this section and read the statements aloud. Have students check the boxes and write some comments on their answers. Encourage students to share their answers with the rest of the class.

# Review and Product

## Review

- 1 Write information from the topics in the unit.

Ask students to open their Activity Book to page 86 and draw their attention to the picture of the diagram.

Ask students to go over the unit and complete it with information they find from the topics in the unit. Walk around to monitor their work and once they finish, have some volunteers share their information with the rest of the class.

**AK:** Answers will vary.

Invite students to visit the suggested website if they have access to Internet for them to practice more on this lesson on their own in a fun way.

## Product

### A Monograph about Musical Instruments

We suggest you to remind students of the different activities they worked with their teams along Unit 8 and ask them to get into their groups. Read the instructions and the statements aloud and before students write their notes, give some examples.

Finally, you could ask students to draw or paste a photo of their final product in the space provided. Have students take turns to present their work to the class and if time allows it, ask some teams to talk about the topic they chose.

\* Once every team presented their work, discuss these questions as a group.

1. Were you able to organize your work with your team?
2. Were you and your teammates prepared?

The image shows a page from an activity book titled "Review and Product". At the top, there is a header with the title "Review and Product" and a small graphic. Below the header, there is a diagram with three boxes labeled "Instruments", "Music", and "Games". The "Instruments" box is empty, while the "Music" and "Games" boxes contain some faint, illegible text. Below the diagram, there are two columns of text. The left column is titled "Read" and contains a paragraph about a monograph about musical instruments. The right column is titled "Write" and contains instructions for students to write a short note and draw or paste a photo of their final product. At the bottom of the page, there is a small number "86" and some faint text.



## Checklist

Tell students that the best way to improve our work is to analyze its different aspects. Go over the instructions in the Evaluation Instrument and make sure all students understand what to do. Tell them to check yes or no according to what they read and to write a comment about their answers. Even though students have been answering this assessment along the Unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns. Encourage them to become critical of their work because that is the only way they will be able to identify and work on their strengths and weaknesses.

Ask a few volunteers to share their results with the rest of the class. Once students finish, focus their attention on the scale and ask them to write their results accordingly. If you consider it necessary, copy the scale on the board for students to have a clearer view.

Yes = 2 points  
No = 1 point

14 - 9 = Excellent  
12 - 7 = Good  
6 - 0 = Need help

**Evaluation Instrument**

Read the statements. Check the box that corresponds to your opinion. Write down some ideas that could help you improve your work.

Statement	Yes	No
1. Identify (determine) musical instruments.		
2. Read and understand information from an oral monologue about musical instruments.		
3. Organize musical instruments with a diagram.		
4. Identify and understand differences between musical genres.		
5. Write a description of musical instrument.		
6. Identify words that are similar in sound.		
7. Work in teams to design and write a monologue about musical instruments.		

Yes = 2 points  
No = 1 point  
6 - 0 = Need help

7. Show the results of your checklist with the rest of your class.

87

**Evaluation Tool**

# UNIT

# 9

# Audio Stories

As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

## Unit Contents

### Learning Environment: Literary and Ludic

#### Social Practice:

Reads short fairy tales in order to share appreciations about cultural expressions.

#### Learning Outcomes:

- Explores short fairy tales.
- Interprets the contents of a fairy tale.
- Records an audio fairy tale.

#### Activate Prior Knowledge

1. Do you like listening to stories?
2. What are your favorite type of stories? Why?
3. What is the name of the last story you read? What was it about?

#### Tech Resources

<https://americanliterature.com/short-stories-for-children>

This website has a wide variety of short stories in English for students to read. It is a safe website for students to visit. It includes free resources for teachers.

#### Odyssey Resources

**Reader:** *The curious elephant* pages 102-113

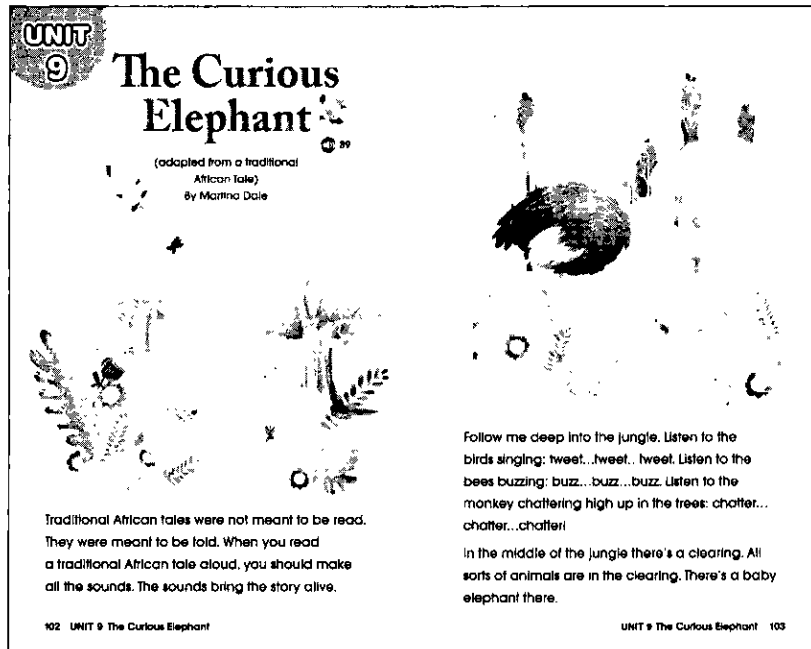
**Class CD:** tracks 26, 27, 39

**Visual Resources:** Class CD, page 9

**Picture Dictionary:** Activity Book, page 118

## Reading Strategies

### Narrative: *The Curious Elephant*



**UNIT 9**

# The Curious Elephant

(adapted from a traditional African tale)  
By Martina Dale

Traditional African tales were not meant to be read. They were meant to be told. When you read a traditional African tale aloud, you should make all the sounds. The sounds bring the story alive.

Follow me deep into the jungle. Listen to the birds singing: tweet...tweet...tweet. Listen to the bees buzzing: buzz...buzz...buzz. Listen to the monkey chattering high up in the trees: chatter... chatter...chatter!

In the middle of the jungle there's a clearing. All sorts of animals are in the clearing. There's a baby elephant there.

102 UNIT 9 The Curious Elephant

UNIT 9 The Curious Elephant 103

**R** pp. 102-113 **D** 39

To help students understand better the story that correlates with this Unit, we have divided it into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the story for this Unit.

This story will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.

**Learning Outcome:** Explores short fairy tales.


**1**   **Listen and read along.** **26**

To introduce the lesson, write the word story on the board. In open class, ask: *Do you like reading stories? Why? Do you like listening to stories?* Then, ask them to talk about their favorite stories with a partner. Allow some time for them to do this as you hear what they say. Then, ask students to open their *Activity Book* on page 88. Have them look at the image and ask them if they know who the characters are or the name of the story (Pocahontas). Play Track 26 and have students follow the reading by pointing the lines with their fingers. Once the story is over, check with them any new vocabulary word they may have found and help them understand it.

**2**  **Work in pairs. Answer the questions.**

Ask a volunteer to read the instructions and the questions aloud. Clarify any doubts they have. Ask students to work with another classmate to answer the questions. Monitor students are working on the task and once they finish, check their answers as a class. Encourage students to use English at all times and praise their effort to do it.

**AK:** 1. In a beautiful forest; 2. Pocahontas, John Smith, and King Powhatan; 3. Yes, they did.

**3**  **Circle ten words in the story that you already know. Compare them with a partner.**

Ask students to work with a classmate and have them go back to the story and read it. This time have students circle a minimum of ten words they are familiar with. Once students finish, ask some volunteers to share some examples with the rest of the class by reading their words aloud.

**AK:** Answers will vary.


## UNIT



# 9

## Audio Stories

Always read every page in order to check comprehension.

### Lesson 1



**1**   **Listen and read along.** **26**

**The Legend of Pocahontas**

Once upon a time there was a brave Native American princess called Pocahontas. Pocahontas lived in a beautiful forest full of trees, waterfalls and all kinds of wild animals.

At the same time, a young English explorer called John Smith arrived in North America with a group of people who were trying to find a new place to live. Pocahontas met John Smith and his people and she taught them about her land.


One day, John Smith was walking through the forest when the men of King Powhatan, Pocahontas's father, took him prisoner. John Smith was taken to the village and imprisoned by Powhatan. When Pocahontas found out about this, she went back to her village.

"Father let this man go," said Pocahontas. "He and his people are my friends and I'm sure they won't do any harm to our people or our land."


King Powhatan listened to his daughter and so did the tribe of warriors.

"After the forest is so quiet these people are learning to take care of it. We can share our land with them and become friends. Please, father, we can all live in peace."

After a some thought, Powhatan and the warriors set John Smith free and let the settlers live in peace. Pocahontas spent her whole life defending peace and friendship.

**2**  **Work in pairs. Answer the questions.**

Where does the story take place? / Who are the main characters?  
Why did the Native Americans take John Smith prisoner?


**3**  **Circle ten words in the story that you already know. Compare them with a partner.**

88 LESSON 1



**4**  **Work in pairs. Write information in the graphic organizer.**

With books closed. Write the words *The Legend of Pocahontas* on the board. Ask students to share all the details they remember from the text. Once they share their ideas, write a few of them on the board. Ask students to open their *Activity Book* to page 89. Ask a volunteer to read the instructions in Activity 4 and have them look at the graphic organizer and clarify doubts they may have. Before asking students to complete the organizer, give examples of how they could complete it. Tell students to work individually and allow them to go back to the story. Monitor students as they work and offer help to students that struggle. Have students work in pairs to complete their organizer.

**AK:** Main Characters: Pocahontas, John Smith, the King; Theme: Pocahontas helps John Smith; Setting: a forest in North America; Problem: John Smith was captured; Solution: Pocahontas talked to her father who was the King.

**5**  **Compare your organizer with the whole class. Listen to your classmates' ideas and express your opinion.**


Have students stay with their pairs from the last activity. Ask students to walk around and compare their work with other pairs of students. As students are working, walk around and monitor their work and help them with any word they struggle pronouncing or expressing. Encourage students to speak English most of the time.

**6**  **Tick (✓) the values that Pocahontas showed in this story. Explain your reasons to a partner** 

Before starting the activity, ask students if they think Pocahontas has a good heart and ask them how they know. Talk to them about some Universal values such as respect, generosity, honesty, etc., and encourage them to tell you what they mean. Have students open their *Activity Books* on page 89 and have a volunteer read the instructions. Make sure they understand what to do before they start the activity. Pair up students and give them enough time to complete the activity. You may also want to point out the dialog and practice it as a class.

**AK:** Answers will vary.

Literary and Audio Environment  
Explores Short Story Genre

**4**  Work in pairs. Write information in the graphic organizer.

**The Legend of Pocahontas**


Main Characters


Theme

Setting

Problem



Solution

**5**  Compare your organizer with the whole class. Listen to your classmates' ideas and express your opinion.

**6**  Tick (✓) the values that Pocahontas showed in the story. Explain your reasons to a partner.

1. honesty	3. generosity	Pocahontas wanted to share their land with John Smith and his people. I think she was generous.
2. courage	4. friendship	

Do you think Pocahontas showed generosity?


In your Reader's book, enjoy reading pages 102 to 107 in "The Curious Elephant." Then, answer question 1 on page 89 at the end of the story. 89

**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 102 to 107 in "The Curious Elephant." Then, answer question 1 on page 89 at the end of the story.**



Invite students to open their Readers book and read the story along. Before starting the reading, allow students to browse the pages and look at the pictures for them to predict what the story is about. Ask, *What do you see? What do you think the story will be about?* Elicit answers from several volunteers and go ahead with the story. You can play the CD, Track 39 and have students listen and read along up to page 107. Then, you can have some volunteers read the paragraphs or lines aloud on these pages and have the rest of the class listen.



**4**  **Work in pairs. Summarize the story with the help of this graphic organizer.**



Direct students' attention to the diagram and ask them to analyze it in silence. Tell students that all stories are divided into these three important parts. Ask students to explain the meaning of each part using their own words. This way, you will be sure they understand the concepts. Ask students to complete the graphic organizer about the Legend of Excalibur. Pair up students and have them complete the task. Walk around to monitor their work and help if necessary.

**AK:** Answers will vary.

**5**  **Learn how to make sound effects for "The Legend of Pocahontas" and "Excalibur," and perform with the audio.  27**

Ask students whether they know what sound effects are and ask volunteers to tell you what they know about them. Have a volunteer read the instructions and the statements. Clarify any vocabulary word they may struggle with. If possible, have the materials in the activity ready for them to experiment with the sounds mentioned. Play Track 27 and with the materials students have, ask them to imitate the sounds they hear.


**AK:** Answers will vary.

**6**  **Work in teams. Look for new words in "Excalibur" and "The Legend of Pocahontas." Write them in your notebook.** 

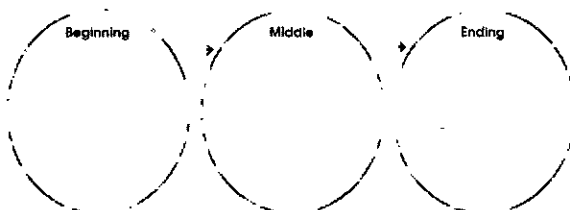
Ask students to work in groups. Explain to them that they are going to make an inventory of words they don't know in their notebooks. Tell them these words will help them in their final product. Have students go through both stories again and look for new words. Ask students to circle or underline the words they find and once they finish, have them write them in their notebooks. Remind them to be careful with spelling as they are copying the new vocabulary. Walk around the room and make sure they are doing the activity correctly. Ask a few volunteers to share their inventory of words with the rest of the class.



**AK:** Answers will vary

**History and Trade Assessment**


**4**  **Work in pairs. Summarize the story with the help of this graphic organizer.**


**Excalibur**



**5**  **Learn how to make sound effects for "The Legend of Pocahontas" and "Excalibur," and perform with the audio. **

- a. crickets chirping - put some marbles in a ceramic container and move it.
- b. fire - crumple a piece of cellophane paper.
- c. bird flying - shake a feather duster.
- d. feet walking over grass - gently hit a plastic bag filled with strips of newspaper.
- e. horse galloping - hit a couple of coconut shells against a surface.



**6**  **Work in teams. Look for new words in "Excalibur" and "The Legend of Pocahontas." Write them in your notebook.**

**Go to page 97 and follow the instructions to complete statements 1, 2, and 3 of the assessment.**

**97**

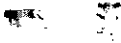
**Assess your progress!** 

**Go to page 97 and follow the instructions to complete statements 1, 2, and 3 of the assessment.**

Before starting this section, have students reflect on the different activities they have done so far, encourage them to tell you all they did. Then, direct their attention to the assessment section on page 99. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.


# Lesson 3

**Learning Outcome:** Interprets the contents of a fairy tale.

- 1**  **Read the excerpts from "Pocahontas" and "Excalibur." Tick (✓) the setting that is similar to your country. Then underline the actions in past. Compare your work with a classmate.**

Ask students to open their books on page 92 and have a volunteer read the instructions aloud. Make sure students understand what to do before they continue with the activity. Ask other volunteers to read the statements aloud and ask the rest of the class to imagine them in their minds. Now, have students write a tick next to the statement that is similar to their country. Ask some students to tell you their answers and ask the rest of the class if they agree or not with them.

**AK:** Answers will vary.

- 2**  **Read the question and write an answer. Share it with your class.**

Write the question in the activity on the board and have students vote for their favorite story. Count the votes each of the stories has. Then, have students tell you why they chose that story. Write on the board some of the phrases they could use to do the activity as they are stating their reasons. Finally, have students write on the lines the name of the story they liked best and share with the rest of the class why it was their favorite.

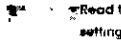
**AK:** Answers will vary.

- 3**  **Work in groups. Choose one story you like. Tell your class about it. If you need more ideas for stories, visit: <https://americanliterature.com/short-stories-for-children>**

Tell students that the final product for this unit is an audio story and that they will need to choose their favorite one to work with it. Ask students to get in groups and tell them they will be working together in the next product sessions. Have students get together with their classmates and ask them to choose a story they all like. Have them look at the pictures or if it is available, have them look for other examples of stories in the suggested website. The suggested website offers a large variety of children's books to read online for free. Once students chose their story, you could have each team tell the rest of the class about the story they chose.

**AK:** Answers will vary.

## Lesson 3


- 1**  **Read the excerpts from "Pocahontas" and "Excalibur." Tick (✓) the setting that is similar to your country. Then underline the actions in past. Compare your work with a classmate.**

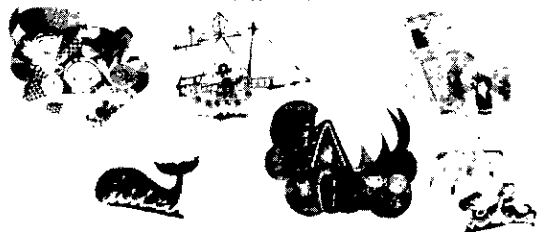
Pocahontas lived in a beautiful forest full of rivers, waterfalls, and all kind of wild animals.

Arthur heard a strange sound coming from the lake. Arthur saw a mysterious woman who was standing on the water.

- 2**  **Read the question and write an answer. Share it with your class.**

What story did you prefer, "The Legend of Pocahontas" or "Excalibur"? Why?

- 3**  **Work in groups. Choose one story you like. Tell your class about it. If you need more ideas for stories, visit**




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### 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 or use the ones they circled in Activity 1. 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**  **Work in pairs. Fill in the graphic organizers and compare "Excalibur" with "The Legend of Pocahontas."**

Ask students to work with a classmate and have them open their books on page 93. Have children look at the graphic organizers and go over all the titles in the boxes. Make sure they understand all the concepts. Tell students they will write the information for each story. If you think it is necessary, do the activity first in an oral way for them to remember every aspect. As students are working, walk around and help them with vocabulary, grammar or any other question they may have.

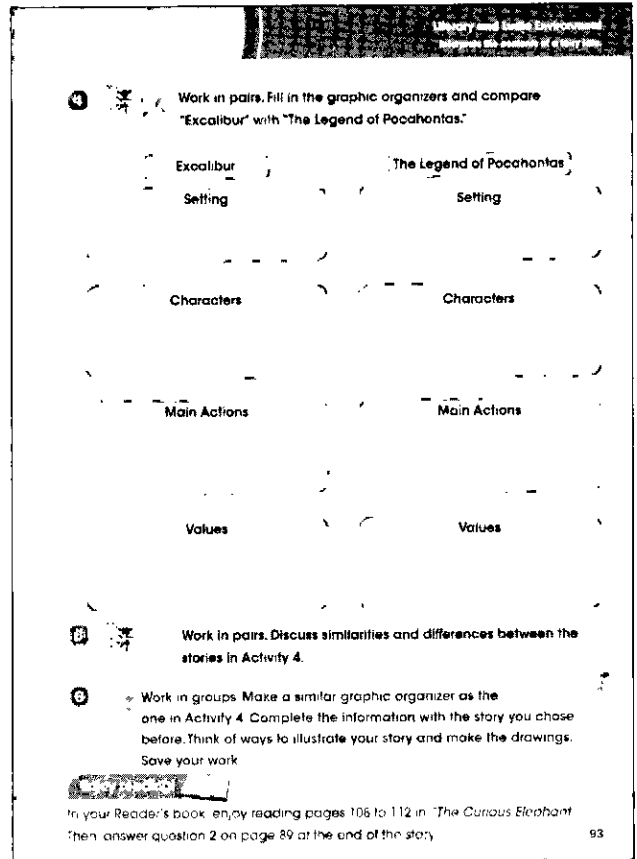
**AK:** Answers will vary.

**5**  **Work in pairs. Discuss similarities and differences between the stories in Activity 4.**

Ask students work with a partner and to have their graphic organizers out for this next activity. Have some volunteers read the information in their diagrams aloud to share with the rest of the class and organize a small discussion. Guide the discussion by asking questions like: *How many characters do Excalibur and Pocahontas? How many characters does your story have? What are the actions in your stories? Do some actions happen in different stories? Do your stories all have a value? What is it? (etc.)* Encourage students to give their answers and to participate in English and help them when necessary.

**6**  **Work in groups. Make a similar graphic organizer as the one in Activity 4. Complete the information with the story you chose before. Think of ways to illustrate your story and make the drawings. Save your work.**

Ask students to get together with their product teams. Have them copy in their notebooks a similar graphic organizer only for their story, this time they are not going to compare their stories. This organizer will help them to put in order everything they will need for their final product. As students are working on their organizers, walk around and help them if they need it. Once most of the teams have finished with their organizers, ask students to think how they could illustrate their story and have them make some drawings for their story. Remind students it is important that they save their work since they will need these materials in their final product presentation.




**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 108 to 112 in "The Curious Elephant." Then, answer question 2 on page 89 at the end of the story.**

Invite students to open their Reader book once again and read the rest of the story. Before starting the reading, you could ask students to tell you what they remember about the first part they read. Ask some questions to activate their memory and to predict what will happen next. You can play the CD Track 39 and have students listen and read along the missing pages (108-112). Once the story is over, have them reflect on it and tell you what they think about it and encourage students to speak with their own words. Ask students to answer the second question on page 113. Finally, to practice some reading skills, you can have volunteers read the paragraphs or lines aloud and have the rest of the class listen.

**Learning Outcome:** Records an audio fairy tale.


**1**  **Read the following fragment of "The Curious Elephant" audio script and compare it with the text in your Reader.**

Before starting the lesson, remind students about the sound effects activity they did in Lesson 2. Tell students that when an audio story is recorded, everything needs to be planned. Then, have them open their books on page 94 and ask a volunteer to read the instructions. Tell students this is the audio script for the story in their Reader's Book. Ask students to analyze them and have them tell you what they see in the left and right columns. Go over each of the parts with students and clarify any questions. Now, have students tell you how this text is different from the text in their Reader's and elicit answers. Encourage students to speak their mind and help them with any English word they struggle while they explain their thoughts.

**2**  **Work in pairs. Discuss the following questions about the audio script.**

We suggest you to pair up students and then ask a volunteer to read the instructions aloud and make sure the rest of the class understands what to do. Have other volunteer read the questions in the activity and clarify doubts. Ask students to discuss the answers with their classmates and once they finish, have some volunteers share their conclusions with the rest of the class.


- AK:** 1. Recording instructions – the instructions, participation roles and the order of the interventions;  
2. Sound Effects – the different things that have to be included in the audio; 2. Answers will vary.

**3**  **Discuss how to make sound effects for different actions.**

Read the instructions aloud and ask students to think of different ways they can create sounds. Remind them about the examples they give you in Lesson 2. Read the different actions and have them tell you how they could recreate these sounds using different objects. Ask students to make some notes and to take them into account for their own product.


**AK:** Answers will vary.

## Lesson 4


**1**  Read the following fragment of "The Curious Elephant" audio script and compare it with the text in your Reader.

**The Curious Elephant Audio Script**

Recording Instructions	Texts
Sound effect	.....
Narrator voice (1 - 10 seconds)	The baby elephant is so hungry by now that his tummy is rumbling, rumble, rumble, rumble! He leaves the clearing in the jungle and goes off through the trees in search of food. Soon the baby elephant sees a baboon sitting eating a juicy slice of water melon.
Dialogue (10 - 15 seconds) (1 - 10 seconds)	"Where did you get that?"
Sound effect	.....

**2**  Work in pairs. Discuss the following questions about the audio script.

1. What is the title of the first column and what information is there?
2. What is the title of the second column and what information is there?
3. Do you think it's fun to make sound effects?

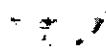
**3**  Discuss how to make sound effects for different actions.

- a person walking
- a dog
- rain
- a phone ringing
- a door opening

94 UNIT 9 Audio Stories


### Additional Activity

Connecting what students already know while they read sharpens their focus and deepens understanding. Show students how to make connections by sharing your own connections as you read aloud some of the stories in this unit. If the story mentions places like vacation sites, parks, etc., talk about the memories they have of those places. It is a good idea to tell students that every good reader makes all kinds of connections as they read so they find the story meaningful and memorable. This practice will help students remember the story they will work on for the Unit's Product.

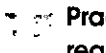
**4**  **Work in groups. Write the information to prepare an audio script for your story in the graphic organizer.**

Ask students to get together with their groups. Then, ask them to open their books and read the instructions for this activity. Tell students they have to complete the graphic organizer with the information of the story they chose for their final product to prepare an audio script. Go over each section and make sure students understand what to do. As students are working, walk around and help them in any way you can so they can organize better.

**AK:** Answers will vary.


**5**  **Work in groups. Exchange your notebook with another group and check their graphic organizer. Discuss with your team if it has all the necessary elements for a story.**

Once students finish completing the graphic organizer in Activity 4, have them exchange their notebook with another team. Encourage students to check spelling, grammar and that their classmates' diagram is complete. Walk around and help as needed. Then, have students make all the necessary corrections to their work and give them enough time to correct it.

**6**  **Practice the script of your reading. Assign voices and sound effects. Check you are not missing important information, and that the sound effects you chose to do represent the scenes of your story correctly. If possible, record your story with the correct voices and sound effects. Save your work for the product.**

This is the final step for students to work with their Unit Product before they present it to the class. Ask students to get together with their product teams and ask a volunteer to read the instructions. Make sure students understand what to do. Now that students have completed the graphic organizer in Activity 4, ask them to bring the story and drawings they made verify that every team has what they need to complete this final step. Help them to assign characters, voices, setting, sound effects to each other. Make sure every member of each team has a role in their story. Have students practice their scripts and the different sound effects they will use.

To make the audio story final product, students will have to record themselves acting out the story they chose and include the sound effects in it. Make sure they have the tools

**4**  **Work in groups. Write the information to prepare an audio script for your story in the graphic organizer.**

Title: \_\_\_\_\_

Characters \_\_\_\_\_


Setting \_\_\_\_\_

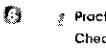
Voices \_\_\_\_\_

Sound effects \_\_\_\_\_

You need a voice for each character.

Sound effects depend on the place where the story takes place.

**5**  **Work in groups. Exchange your notebook with another group and check their graphic organizer. Discuss with your team if it has all the necessary elements for a story.**

**6**  **Practice the script of your reading. Assign voices and sound effects. Check you are not missing any important information, and that the sound effects you chose to do represent the scenes of your story correctly. If possible, record your story with the correct voices and sound effects. Save your work for the presentation of the product.**

Go to page 97 and follow the instructions to complete statements 4, 5, and 6 of the assessment.

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to do it and help them if necessary. If such tools are not available, have students read their descriptions aloud to the rest of the class.

**AK:** Answers will vary.

**Assess your progress!** 

**Go to page 97 and follow the instructions to complete statements 4, 5, and 6 of the assessment.**

Once again, before starting this section, have students reflect on the different activities they have done so far, encourage them to tell you all they did along the Unit. Then, direct their attention to the assessment section on page 97. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Review and Product

## Review

- 1**  **Read the concepts. Give examples from a legend or story.**

Ask students to open their *Activity Book* to page 96 read the instructions for the activity and have students work with their partners to apply what they learned along the unit. As students are working, walk around to monitor their work and help to clarify any doubt if necessary.

**AK:** Answers will vary.

Invite students to visit the suggested website on page 92, if they have access to Internet, for them to read and listen to more stories on their own in a fun way.

## Product

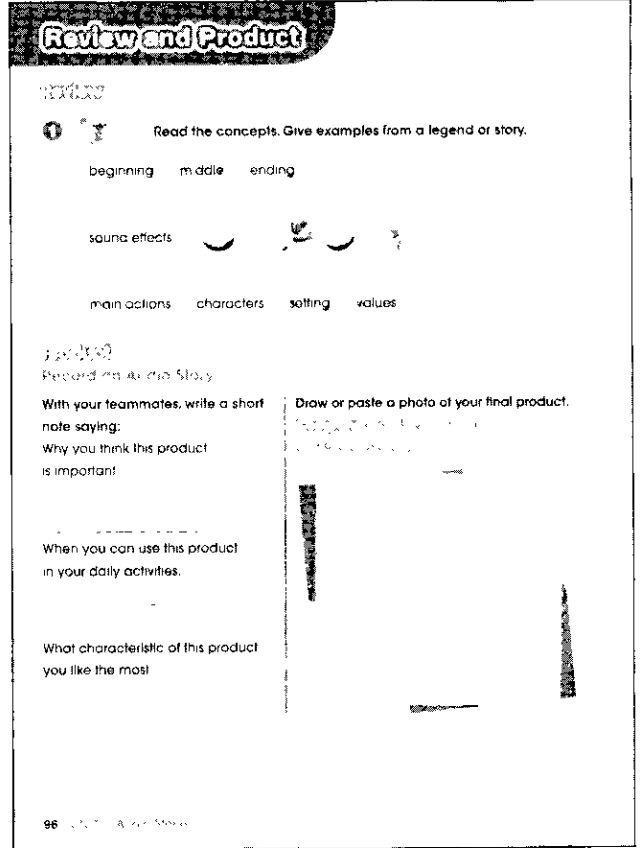
### Record an Audio Story

Remind students of the different activities they worked with their teams along Unit 9 and ask them to get into their groups.

Read the instructions and the statements aloud and before students write their notes, give some examples. Finally, ask students to draw or paste a photo of their final product in the space provided. Have students take turns to present their work to the class and if time allows it, ask some teams to talk about the topic they chose.

\* Once every team presented their recording, discuss these questions as a group.

1. What other stories from other places do you know?
2. What do you consider the most important part of a story?
3. Who do you like reading stories with?



The screenshot shows a page titled "Review and Product" with a "REVIEW" section. It includes a numbered instruction: "1 Read the concepts. Give examples from a legend or story." Below this are several categories with examples: "beginning" (middle, ending), "sound effects" (represented by sound wave icons), and "main actions" (characters, setting, values). A "PRODUCT" section follows, with the instruction: "Record an Audio Story. With your teammates, write a short note saying: Why you think this product is important." To the right, there is a box for "Draw or paste a photo of your final product." Below this are two questions: "When you can use this product in your daily activities." and "What characteristic of this product you like the most?" The page number "96" is visible at the bottom left.

## Self-evaluation card

Tell students that the best way to improve our work is to analyze its different aspects and observe details on what our classmates did. This time tell them to pay attention to the steps they follow to complete their products and how they participated in the activities along the unit. Even though students have been answering this assessment along the Unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns. Tell them to make notes on what they like and areas for improvement. Tell students to share their results of their anecdote notes with the teams with respect.

Ask a few volunteers to share their notes and reflection with the rest of the class. Once students finish, focus their attention on the scale and ask them to write their results accordingly. If you consider it necessary, copy the scale on the board for students to have a clearer view.

I need to work more on this = 1 point

I am improving = 2 points

I did an excellent job = 3 points

Evaluation Tool

### Self-Evaluation Card

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Read the statements. Think about your performance and mark the column that best represents it.

look and understand short fairy tales	1	2	3	4
identify the structure of a story (beginning, middle, ending)	1	2	3	4
identify the elements of a story (narrator, characters, setting, etc.)	1	2	3	4
understand the contents of a fairy tale	1	2	3	4
compare stories and identify differences and similarities in content, values, and settings	1	2	3	4
record an audio fairy tale	1	2	3	4

1 = need to work more on this = 1 point  
 2 = I am improving = 2 points  
 3 = I did an excellent job = 3 points

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# UNIT 10

# Hoping for the Best

## Unit Contents

### Familiar and Community Environment

#### Social Practice:

Shares expectations in a dialog.

#### Learning Outcomes:

- Listens to expressions linked to expectations.
- Understands the content in a dialog.
- Participates in oral exchanges.

#### Activate Prior Knowledge

1. Do you think about the future?
2. What do you expect from your friends?
3. What are your expectations from the future?

### Tech Resources

<http://learnenglishkids.britishcouncil.org/en/category/topics/jobs>

This website has information on different jobs and professions in English. It is a safe website that will help you to keep children safe online. It includes free resources for teachers.

### Odyssey Resources

**Reader:** *Community Garden* pages 114-125

**Class CD:** tracks 28, 29, 30, 40

**Visual Resources:** Class CD, page 10

**Picture Dictionary:** Activity Book page 119


As mentioned in preliminary pages, the following ideas to guide students on how to work on the different activities and tasks as well as with the correlated reading text and which comprise each lesson in the unit, could be seen as simple instructions to follow. However, our intention was to keep each guiding suggestion easy, practical, short and simple for every teacher to understand, follow and reach the aim of the lesson plan as well as the learning outcome. We also have included an additional activity at some stages in the unit to suggest other options to enrich and give variety to the lessons. Please feel free to follow the instruction guidelines as they are, enrich them with your own ideas or add new ones. Enjoy!

## Reading Strategies

### Narrative: *Community Garden*

**UNIT 10**

### Community Garden 40



Gina and Maria are playing in the **alley** between the buildings where they live. They have drawn a hopscotch court on the ground and are taking turns playing. A big truck parks on the street and three men start unloading some **furniture**. The men ask the kids to go and play somewhere else.

But there is nowhere to go. The sidewalk is too busy and there are no parks around, only buildings and stores everywhere. The kids feel disappointed. They sit on the stairway at the entrance of Gina's building. Mr. Juárez is sitting there too. Everyday he sits in the exact same spot where a thin ray of sunshine hits the ground. He says it's good for his bones.

**alley** (n) a narrow path or road between two buildings  
**furniture** (n) elements like chairs, bed, tables and others that make a room ready to use.

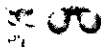
**UNIT 10 Community Garden 40**

**R** pp. 114-125 **D** 40

To help students understand better the fact that correlates with this Unit, we have divided it into two parts for you to integrate them in different moments along the Unit. At the end of lessons 1 and 3 in the Unit, you will find the section **Enjoy reading!** with information for you and your students about the number of pages they have to go to read the fact for this Unit.


This fact will help you have a variety of activities in your teaching and will allow students to practice reading and listening skills. In this guide, we have included some tips for you to help you guide your students during this practice. We recommend that during the reading of the texts, either stories or facts, you encourage students to find unfamiliar words and help them clarify them as well as to invite them to share their opinions on the reading with their classmates in a respectful way.

**Learning Outcome:** Listens to expressions linked to expectations .

**1**  **Listen and read along. Underline the statements that express expectations. 28**


To introduce the lesson, write the word *Expectations* on the board. Elicit the meaning of the word and explain that we have expectations when we want something or when we would like to see or have something. We can have expectations from people or expect places to have certain things. Once the concept of expectations is clear to students, ask them to open their *Activity Book* to page 98. Allow some time for them to look at the image and say that the kids are talking about a park, but it is a special type of park: *A dog park*. Tell students they are going to listen to a recording and ask them to follow the text using their finger. Play Track 28 and make sure students follow the conversation. Then, ask students to read the text again and underline the statements that express expectations. Give an example: *I hope we have...* Allow some time for students to read the conversation and underline the expressions. Ask students to work in pairs to compare their answers before sharing their answers with the class.

**AK:** 1. I'm excited about the new dog park!; We will have a space to play with our pets; I hope we have a space for sitting and giving our dogs some water; Let see ...

**2**  **Read the questions and discuss the answers with a classmate.**

Direct students to the questions in Activity 2. Ask a few volunteers to read the questions out loud and clarify any questions they have. Then, ask students to work individually to write the answers to the questions. Monitor students as they work and offer help to students that struggle. Allow some time for students to work individually and set a time limit. Once they finish, have students compare their answers in pairs before asking a few students to share their answers with the class.

**AK:** 1. They are talking about a dog park; 2. Her brother; 3. His Mom; 4. Answers will vary; 5 Answers will vary.

**3**  **Work in pairs. Read the dialog in Activity 1 and act it out for your class.**

Tell students they are going to work in pairs to read the dialog in Activity 1 out loud. First, ask them to choose the character they want to be, *Jaime* or *Alexa*.


## UNIT

# 10

## Hoping for the Best

Share expectations in a dialogue.

### Lesson 1

**1**  **Listen and read along. Underline the statements that express expectations. 28**

**Alexa:** I'm excited about the new dog park!

**Jaime:** Me too! We will have a space to play with our pets.

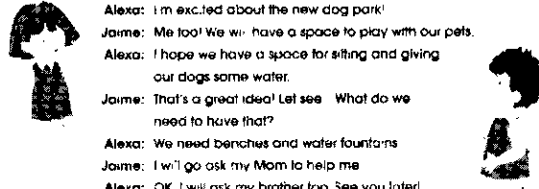
**Alexa:** I hope we have a space for sitting and giving our dogs some water.


**Jaime:** That's a great idea! Let see. What do we need to have that?

**Alexa:** We need benches and water fountains.


**Jaime:** I will go ask my Mom to help me.

**Alexa:** OK. I will ask my brother too. See you later!



**2**  **Read the questions and discuss the answers with a classmate.**

1. What are Alexa and Jaime talking about?
2. Who will they ask for help?
3. What other things do you think they will need?
4. How do you imagine this place?

**3**  **Work in pairs. Read the dialog in Activity 1 and act it out for your class.**


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Once they are ready, play Track 28 one more time so they pay attention to the intonation of what the characters say. Ask students to act the dialog out and walk around the classroom to make sure all students are on task. Encourage students to change their intonation and to repeat as necessary. When they finish, ask a few volunteers to act the dialog for the class.

**Additional Activity**


Ask students: *Do you like parks? What do you usually do when you go to a park?* Accept as many contributions they share in open class and write a few ideas on the board. Then, ask: *What would you like to see in a park?* Elicit a few ideas and write them in a list on the board. Ask students to write expectations of what they would like to see in a park.



**4**  **Work in pairs. Identify the parts of the dialog in Activity 1. Complete the diagram.**


Divide the class into pairs and have students open their *Activity Book* to page 49. Ask a volunteer to read the instructions in Activity 4 out loud and clarify any questions they may have. Tell them to read the dialog in Activity 1 to identify the different parts of the dialog and complete the diagram. Walk around the classroom and offer help to students that struggle. Ask students compare their answer with another pair before asking a volunteer to share their answer with the class.

**AK:** Opening: Lines 1 and 2 in the dialog; Body: Lines 3, 4, and 5 in the dialog; Closing: Lines 6 and 7 in the dialog.

**5**  **Work in pairs. Write a new dialog about a dog park in your notebook. Use the diagram in Activity 4 to help you.**

Ask *What would you like to see in a dog park?* Elicit a few ideas and write them on the board. Direct students to Activity 5. Ask students to read the instructions in silence and clarify any questions they have. Divide the class into pairs and ask them to write a new dialog about a dog park in their notebook, tell them they can use the ideas from the board. When they finish, ask students to share their dialogs with another pair. Invite a few volunteers to share their dialogs with the class.


**AK:** Answers will vary.

**6**  **Work in groups. Go over this lesson and look for new words and expressions. Write a list in your notebook.**



Direct students to Activity 6. Ask a volunteer to read the instructions and the questions. Clarify any doubts they have. Ask students to work individually to find new words and expressions they have learned during the Lesson. Have them make a list of new words in their notebooks.

**AK:** Answers will vary.

**Familiar and Community Environment**  
Listens to expressions related to conversations.


**4**  **Work in pairs. Identify the parts of the dialog in Activity 1. Complete the diagram.**


Opening

Message / Body

Closing

**5**  **Work in pairs. Write a new dialog about a dog park in your notebook. Use the diagram in Activity 4 to help you.**

**6**  **Work in groups. Go over this lesson and look for new words and expressions. Write a list in your notebook.**

**Subproduct**

In your Reader's book, enjoy reading pages 114 to 119 in "Community Garden." Then answer question 1 on page 125 at the end of the fact.

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**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 114 to 119 in "Community Garden." Then, answer question 1 on page 125 at the end of the fact.**

Invite students to open their Readers book and read the fact along. Before starting the reading, allow students to browse the pages and look at the pictures for them to predict what the fact is about. Then ask *What do you see? What do you think the story will be about?* Elicit answers from several volunteers and go ahead with the reading. You can play the CD, track 40 and have students listen and read along up to page 119. Then, you can have some volunteers read the paragraphs or lines aloud on these pages and have the rest of the class listen.

# Lesson 2

**Learning Outcome:** Understands the content in a dialog.

**1**  **Work with a partner. Look at the illustrations and predict what the dialog is about.**

Have students open their *Activity Book* to page 100 and have them look at the illustrations and describe what they see. Then, ask students to work with a partner to look at the illustrations and make predictions on what the dialog is about. Allow some time for them to make predictions before eliciting a few of their predictions in open class.

**AK:** Answers will vary.

**2**   **Listen to the dialog and act it out with a partner for your class.**  29

Ask students to read the dialog in Activity 2. Tell them they are going to listen to a recording, so they listen to a new dialog. Play Track 29 and pause it to make sure all students follow the text, you could ask them to follow with their fingers. Then, play the rest of the recording. Have students work in pairs to practice the dialog together. Then, play Track 29 again for them to listen and read along. Finally, you could have some pairs act out the dialog for the class.



**AK:** want; hope; will; like


**3**  **Take turns saying the characters' expectations to your partner.**



*Ask: Do the characters in the dialog have expectations? (Yes).* Divide the class into pairs and have students read the dialog again to find the characters' expectations with their partner. Walk around the classroom and make notes on what they say. Consider writing important or interesting mistakes to discuss them at the end of the class. Once they finish, invite a few volunteers to share the characters' expectations with the class.

**AK:** Mom: I want to grow our own vegetables; I hope to have some tasty veggies...; We'll have to do a lot of work...;


**Lesson 2**

**1**   **Work with a partner. Look at the illustrations and predict what the dialog is about.**



**2**   **Listen to the dialog and act it out with a partner for your class**


Laura: Hi, Mom. What are you doing?  
Mom: Oh, I'm preparing the ground to plant a small veggie garden. Laura  
Laura: Oh, that sounds great, Mom!  
Mom: Yes, I want to grow our own vegetables. Look, here I have some seeds. I have tomatoes, carrots, beans, and lettuce.  
Laura: And what are you doing now?  
Mom: I'm planting the seeds now and I hope to have some tasty veggies very soon.  
Laura: Can I help you?  
Mom: Sure, we'll have to do a lot of work to take care of this garden!  
Laura: Really?  
Mom: Yes, we will water it, remove the weeds, and keep pests away. But if we take good care of our garden, we will have fresh vegetables in a few months. Do you like the idea?  
Laura: Oh, yes, Mom! It sounds exciting.

**3**  **Take turns saying the characters' expectations to your partner.**

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### Additional Activity

Ask students to work in pairs to make a list of more expectations Laura and her mom have about their future. Have them consider what they know about the characters to include more expectations they may have on their future. Once they finish, ask students to compare their answers with other pairs and make comments on the most interesting expectations.

**4**  **Number the dialog in the correct order. Check your answers with a classmate.**


Write the word Expectations on the board. Elicit the meaning of the word and once students share their ideas, ask: *If we expect something to happen... Do we have to do something to make it happen or not? (We have to do something to make it happen).* Ask students to share examples of expectations and actions to achieve those expectations. Then, have students open their *Activity Book* to page 101 and read instructions in Activity 4. Tell students to work individually to number the dialog in the correct order. Monitor students are on task and offer help to students that struggle. Then, elicit their answers in open class and write them on the board.

**AK:** 1; 8; 3; 2; 4; 5; 7; 9; 6

**5**  **Read the dialog again and classify the underlined expressions for expectations and actions to achieve expectations in your notebook.**


Draw a similar chart to the one in Activity 5 on the board. Ask students to work individually to read the dialog again and classify the underlined expressions on the board. Remind them that expectations do not happen unless we work for them to happen. Allow some time for students to read the dialog and classify the expressions as you monitor their work. When they finish, elicit their answers in open class and write the expressions on the board.

**AK:** Expectations: My mom and I hope to have a vegetable garden this summer; We want to have carrots, tomatoes, and lettuce; Actions to Achieve Expectations: I need to buy seeds and gardening tools; we have to plant and water the seeds.

**6**  **Take turns expressing your expectations and what you need to achieve them. Then go over this lesson and find more expressions to add them to the list in your notebook.**


In open class, elicit expectations students have and write them on the board. Write as many as you can and encourage them to think about their dreams for the future and achievements they want to accomplish. Then, ask students to think about the actions they need to do to achieve their expectations. Divide the class into pairs and tell students to take turns expressing their expectations and what they need to achieve them. Invite a few volunteers to share their ideas with the class. Then, ask students to go

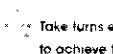
Grammar and Vocabulary Assessment  
www.pearson.com/11111111

**4**  **Number the dialog in the correct order. Check your answers with a classmate.**


Laura: Hi, Daniel.  
Daniel: Can I help you plant the seeds?  
Laura: Good. My mom and I hope to have a vegetable garden this summer.

Daniel: Hey Laura. How are you?  
Daniel: That's great! What do you have to do?  
Laura: First, I need to buy seeds and gardening tools. Then, we have to plant and water the seeds.  
Laura: We want to have carrots, tomatoes and lettuce.  
Laura: Yes, come!  
Daniel: What vegetables do you want to have?

**5**  **Read the dialog again and classify the underlined expressions for expectations and actions to achieve expectations, in your notebook.**

**6**  **Take turns expressing your expectations and what you need to achieve them. Then go over this lesson and find more expressions to add them to the list in your notebook.**

I hope to start taking violin lessons very soon.



You have to find a good violin teacher and get a violin to play.

Assess your progress!

Go to page 107 and follow the instructions to complete statements 1, 2 and 3 of the assessment.

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over the lesson and find more expressions to add to the list in their notebooks.

**AK:** Answers will vary

**Assess your progress!** 

**Go to page 107 and follow the instructions to complete statements 1, 2 and 3 of the assessment.**

Before starting this section, have students reflect on the different activities they have done so far. Encourage them to tell you what they did: identify expectations, talk about communication, message, etc. Then, direct their attention to the assessment section on page 107. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the rest of the class.

# Lesson 3

**Learning Outcome:** Participates in oral exchanges.

## 1 Listen to the dialog. Then practice with a classmate. 30

To introduce the lesson, ask students to work in small groups to talk about their expectations and actions they need to do in order to achieve them. Allow some time for them to do this and elicit a few ideas in open class. Have students open their *Activity Book* to page 102 and ask them to look at the image to make predictions on what the dialog is about. Invite a few students to share their predictions in open class and make notes about them on the board. Then, tell students they are going to listen to the dialog to answer the questions. Play Track 30 and make sure students follow the text as they listen. Then, ask them to work in pairs and read the dialog together, ask them to switch characters once they finish reading. If you think it is necessary, you could first practice the dialog as a class, reading after you, then in groups and then with their partners.

- AK:** 1. She hopes to make some new friends;  
2. Because she likes the place where she will move.

## 2 Work in pairs. Read the dialog again and discuss the questions.

Ask a volunteer to read the instructions aloud and make sure students understand what to do. Read the questions and explain, if necessary, new words they don't understand. Give students some time for students to get together with their partners and read the dialog in Activity 1 one more time before they discuss the questions. Once they finish, ask for volunteers to share their conclusions and answers aloud or to pass to the front and justify their answers.

## 3 In your notebook write sentences to express Carol's expectations.

Ask students to take out their notebooks to write sentences to express Carol's expectations. Tell students to read the dialog again and identify expressions that Carol uses to express what she wants. Have students work in pairs to share their answers.

- AK:** Answers will vary.

# Lesson 3

## 1 Listen to the dialog. Then practice with a classmate.

Rafa: Aren't you sad because you're moving?

Carol: I was sad, but I feel better now. My mom showed me pictures of our new house and the place looks really cool. It's surrounded by forest and there is a lake nearby!

Rafa: Really? That sounds great.

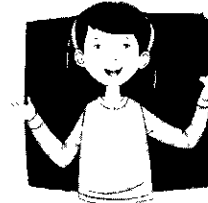
Carol: Yes, can you imagine? I will swim in the lake and explore the forest whenever I want.

Rafa: Yes, you're so lucky!

Carol: Oh yes, and I will ride my bike to school. The place is safe and everybody rides bikes. I'm going to miss you and all my friends, but I hope to make some new friends soon!

Rafa: Oh, don't worry you will make new friends. But don't forget me, OK?

Carol: No, of course I won't forget you. I will invite you to my new house as soon as I can. You'll see.



## 2 Work in pairs. Read the dialog again and discuss the questions.

1. What are Carol's expectations now that she is moving to a new place?
2. Why isn't she sad anymore?

## 3 In your notebook write sentences to express Carol's expectations.


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### Additional Activity

Divide the class into pairs. Have students choose a character from the dialog in Activity 1 and ask them to take turns reading the dialog out loud using the correct intonation. If necessary, read the dialog out loud to provide a model for students to follow. Then, ask students to swap roles and read the dialog again. Ask a few volunteers to act out the dialog for the class.


### Additional Activity

Divide the class into small groups. Ask students to read the dialog in Activity 1 and ask them to make drawings to represent Carol's and Rafa's expectations. Monitor students as they work and help them giving them ideas to represent their ideas in a clear and simple form. Ask students to share their drawings with other groups.

**4**  **Work in pairs. Practice the dialog. Then read the statements and circle True (T) or False (F).**


Write the following words on the board *Carol, Sophie, school, hockey, Canada, Mexico, Rosca de Reyes, and friends*. Have students work in small groups to make predictions about the characters using the words from the board. Allow some time for them to do this and elicit a few ideas in open class. Ask students to open their *Activity Book* to page 103 and have them read the dialog quickly to confirm or correct their predictions. Invite a few students to share their conclusions with the class. Divide the class into pairs and ask students to read the dialog with their classmates and the statements so they circle if the statements are true or false. Monitor students are on task and offer help to students that struggle. Elicit their answers in open class and write them on the board.

**AK:** 1. T; 2. F; 3. F; 4. T; 5. T

**5**  **Work in pairs. Act out the dialog in Activity 3. Use the correct intonation.**


Ask students to continue working with their partner. Tell students to choose one character, *Carol* or *Sophie* and ask them to act out the dialog in Activity 3 using the correct intonation. If necessary, read the dialog out loud so the follow the intonation you use. Ask students to swap characters and repeat as necessary. Invite a few students to act out the dialog for the class.

**AK:** Answers will vary.

**6**  **Work in groups. Choose a situation in the future. Write your expectations in your notebook and share with your teammates.**


Ask students to work individually to choose a situation in the future. When they finish, have them use their notebooks to make a list of their expectations. Divide the class into small groups and ask students to share their expectations with their teammates.


**AK:** Answers will vary.

**4**  **Work in pairs. Practice the dialog. Then read the statements and circle True (T) or False (F).**

Carol: Hi, my name is Carol.  
 Sophie: Hello! I am Sophie. Nice to meet you. Are you new?  
 Carol: Yes. I moved here two weeks ago. I go to Maple Elementary School.  
 Sophie: Me too! This school year I want to try out for the school's hockey team.  
 Carol: Hockey team?  
 Sophie: Yes. Hockey is a very popular sport in Canada. I can teach you if you want!  
 Carol: Oh, yes please do! I am taking baking lessons, by the way. I'm learning to bake *Rosca de Reyes*.  
 Sophie: What is *Rosca de Reyes*?  
 Carol: It is a traditional cake from Mexico. It is very tasty!  
 Sophie: I want to try it. I hope to improve my grades in science, too.  
 Carol: I love science! I can help you. I hope to have new friends.  
 Sophie: I'm sure we will be best friends.

1. Sophie and Carol go to the same school. T F
2. Sophie is from Mexico. T F
3. Sophie wants to learn how to play hockey. T F
4. Carol wants to learn how to bake a traditional Mexican cake. T F
5. Sophie hopes to improve her science grades. T F

**5**  **Work in pairs. Act out the dialog in Activity 3. Use the correct intonation.**

**6**  **Work in groups. Choose a situation in the future. Write your expectations in your notebook and share with your teammates.**

**ENJOY!**

In your Reader's book, enjoy reading pages 120 to 124 in "Community Garden." Then, answer question 2 on page 125 at the end of the fact.

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**Enjoy Reading!**

**In your Reader's book, enjoy reading pages 120 to 124 in "Community Garden." Then, answer question 2 on page 125 at the end of the fact.**

Invite students to open their Reader book once again and read the rest of the reading. Before starting, you could ask students to tell you what they remember about the first part they read. Ask some questions to activate their memory and to predict what will happen next. You can play the CD track 40 and have students listen and read along the missing pages (120-124). Once the fact is over, have them reflect on it and tell you what they think about it and encourage students to speak with their own words. Ask students to answer the second question on page 125. Finally, to practice some reading skills, you can have volunteers read the paragraphs or lines aloud and have the rest of the class listen.

# Lesson 4

**Learning Outcome:** Participates in oral exchanges.

## 1 Read the dialog and complete the information. Look at the example.

With books closed, ask students: *What do you want to be when you grow up?* Accept as many ideas they share and write them on the board. Create a word bank for them to have as a reference for Activity 3. Then, ask students to open their Activity Book to page 104. Ask a volunteer to read the instructions out loud and clarify any questions they have. Have students work individually to read the dialog and complete the information in the sentences for each character. Walk around the classroom to monitor their work and offer help to students that struggle. Ask students to work in pairs to compare their answers before asking a few volunteers to share their answers with the class.

**AK:** 1. Javier will be an astronomer; 2. Rafa hopes to be an actor; 3. Andrés hopes to be a famous musician; 4. Marta wants to be an architect.

## 2 Look at the pictures. Use the dialog in Activity 1. Write the names of the characters on the lines. Compare your answers with a classmate.

Direct students to the pictures in Activity 2. Ask students to read the instructions in silence and clarify any questions they may have. Allow some time for them to read the dialog again and write the names of the children on the lines. Invite students to compare their answers with a classmate and then have a few volunteers to share their answers with the class.

**AK:** 1. Rafa; 2. Marta; 3. Javier; 4. Andrés

## 3 Work in pairs. Discuss your expectations about the future. Take notes.

Divide the class into pairs. Ask students to discuss their expectations about the future and to take notes about them. Walk around the classroom to check students are on task and offer help to students that struggle. Encourage students to use the words and occupations they shared at the beginning of the class.

**AK:** Answers will vary.

# Lesson 4

## 1 Read the dialog and complete the information. Look at the example.

**Miss Letty:** Hello, children! Today we are going to talk about what you want to be when you grow up. Javier?

**Javier:** I'm going to be an astronomer.

**Miss Letty:** That's great! What about you Rafa?

**Rafa:** Well, I'm not sure. I hope to be an actor.

**Miss Letty:** Nice! You are very talented.

**Andrés:** I hope to be a famous musician.

**Miss Letty:** I like it, Andrés! And you, Marta?

**Marta:** Mmm... I want to be an architect.

1. \_\_\_\_\_
2. Rafa
3. Andrés
4. Marta

## 2 Look at the pictures. Use the dialog in Activity 1. Write the names of the characters on the lines. Compare your answers with a classmate.




## 3 Work in pairs. Discuss your expectations about the future. Take notes.

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### Additional Activity

Ask students to work individually to choose a character from Activities 1 and 2. Tell them to use their notebook to draw and write more expectations that the character may have. For example, if Javier wants to be an astronomer, they could draw images of him looking at the stars, building a spaceship or teaching a class. Encourage students to use their creativity to think of different scenarios for the character of their choice. When they finish, ask students to work in pairs to share their drawings and ask and answer questions about them.

**4**  **Look at the pictures. Unscramble the sentences. Check your answers with the class.**


Have students open their *Activity Book* to page 105 and ask a few volunteers to describe the pictures for the class. Then, direct their attention to the scrambled sentences. Ask them to work individually to write the sentences in order. Have students work in pairs to compare their answers before asking a few volunteers to share their answers with the class.

**AK:** 1. I want to play baseball; 2. I hope to learn English; 3. I will learn to play the piano; 4. I hope to learn how to draw; 5. I want to improve my grades in math.

**5**  **Write three expectations you have for the future. Use the topics below to help you. Discuss and compare with a classmate.**

Write the words *school*, *summer vacation*, and *sports* on the board. Ask students to work in pairs to brainstorm expectations they may have about those three topics and allow some time for them to write ideas on their notebooks. Then, elicit a few ideas and encourage students to use the expressions they have learned during the unit. Ask students to work individually to write their own expectations about the future and write them. Pair up students and have them compare their expectations with a classmate. Finally, have students work in pairs to share their expectations for the future.


**AK:** Answers will vary.


**6**  **Work in groups. Review the sentences from the last subproduct. Illustrate each sentence on small index cards. Make a mobile and save it for the presentation of the product.**


Invite students to work with their same teammates they have been working in the previous subproduct stages. Read the instructions and make sure students understand what to do. In this step, they are going to do the final step for their product. Verify that every team has what they need to complete this final step for their Unit product. Walk around the room and offer help as needed and give general recommendations. Once they finish, ask students to save their work for the presentation of the product.


**AK:** Answers will vary.


Unit 4 and Community Activities  
Expectations for your presentation


**4**  Look at the pictures. Unscramble the sentences. Check your answers with the class.





 1. I / to / want / baseball. / play


 2. hope / English. / to / / learn

 3. will / the piano / learn / / to / play


 4. hope / how to / / learn / to draw.

 5. in math / / / improve / my grades / want / to

**5**  Write three expectations you have for the future. Use the topics below to help you. Discuss and compare with a classmate

1. School
2. Summer vacation
3. Sports

**6**  Work in groups. Review the sentences from the last subproduct. Illustrate each sentence on small index cards. Make a mobile and save it for the presentation of the product.

Go to page 107 and follow the instructions to complete statements 1, 2 and 3 of the assessment

105


**Assess your progress!** 

**Go to page 107 and follow the instructions to complete statements 4, 5, 6, 7, and 8, of the assessment.**

Once again, before starting this section, have students reflect on the different activities they did during the unit, encourage them to tell you how they felt when they were doing the activities. Then, direct their attention to the assessment section on page 107. Have students complete the assessment according to their performance on the corresponding statements. Encourage volunteers to share their results with the class.

# Review and Product

## Review

- 1  Work in pairs. Discuss the questions. Then write a paragraph with your answers.

Ask students to open their *Activity Book* to page 106. Direct their attention to the questions in the Review section and have them work in pairs to answer the questions. Allow some time for them to talk about their expectations for their next vacation and walk around the classroom to monitor all students are on task. Then, ask students to work individually to use their ideas to write a paragraph.

**AK:** Answers will vary.

Invite students to visit the suggested website, if they have access to Internet, for them to practice and learn more about jobs and expectations for the future on their own in a fun way.

## Product

### A Mobil with Expectations

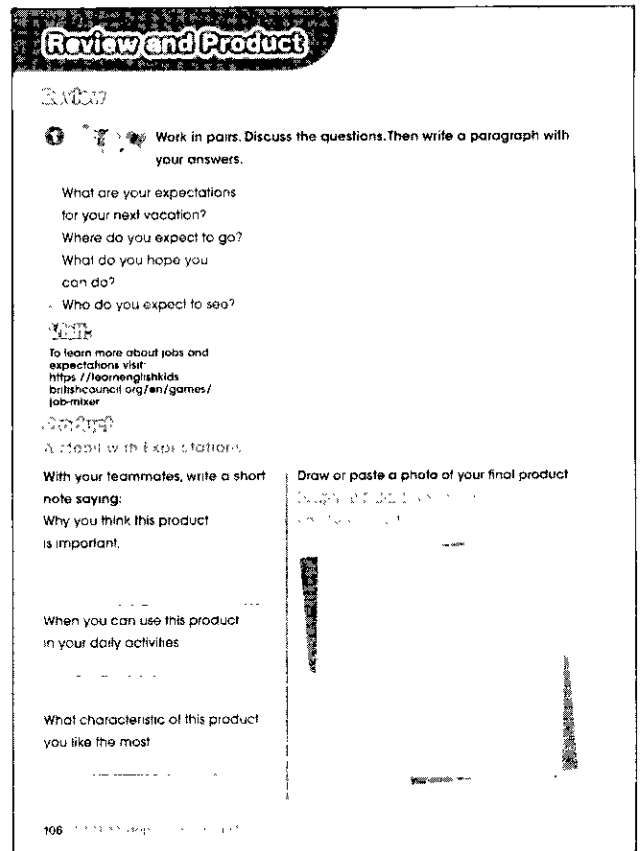
Remind students of the different activities they worked with their teams along Unit 10 and ask them to get into their groups.

Read the instructions and the statements aloud and before students write their notes, give some examples.

Finally, ask students to draw or paste a photo of their final product in the space provided. Have students take turns to present their work to the class and if time allows it, ask some teams to talk about the topic they chose.


\* Once every team presented their recording, discuss these questions as a group.

1. Do you think it is important to think about the future?  
Why?
2. What can you do to make a better future for everyone?



**Review and Product**

**Review**

1  Work in pairs. Discuss the questions. Then write a paragraph with your answers.

What are your expectations for your next vacation?  
Where do you expect to go?  
What do you hope you can do?  
Who do you expect to see?

**Write**

To learn more about jobs and expectations visit:  
<https://learningenglishkids.britishcouncil.org/en/games/job-mixer>

**Product**

A Mobil with Expectations

With your teammates, write a short note saying:  
Why you think this product is important.

When you can use this product in your daily activities

What characteristic of this product you like the most

Draw or paste a photo of your final product

106



## Observation Guide

Tell students that the best way to improve our work is to analyze our performance. This time tell them to pay attention to the observation guide elements on page 107. Tell them to think carefully and be honest with how they feel about each one of the statements. Have them mark their answer to evaluate their work in the Unit. Even though students have been answering this assessment along the Unit, allow them to reflect on how they have improved and let them add any other comment they want in the columns and see how they have improved.

Allow some time for students to reflect on their performance and ask them to share their results on the scale with the rest of the class. Once students finish, focus their attention on the scale and ask them to write their results accordingly. If you consider it necessary, copy the scale on the board for students to have a clearer view.

Scale: 😞 = 1 point

😐 = 2 points

😊 = 3 points

**Evaluation Tool**

**Observation guide**

Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Section: \_\_\_\_\_

1. Read the sentences and mark (✓) your answer to evaluate your work in the unit.

😊      😐      😞

I listen to phrases that express expectations.

I understand the parts of a dialog.

I understand a dialog.

I use the correct tone of voice when I participate in a dialog.

I use new vocabulary in my work.

I participate in dialogs and use expressions for hopes and expectations.

I use a good posture and make eye contact when I participate in a dialog.

I talk about my hopes and expectations for the future.

Scale: 😞 = 1 point      😐 = 2 points      😊 = 3 points

2. Share the results of your observation guide with the rest of your class.

107

## UNIT 1

### TRACK 1

Copyright Blurb

### TRACK 2

Poster 1:  
May Arts and Crafts Fair

Buy a nice, traditional gift for Mother's Day

Convention Center at Park Avenue  
May 1<sup>st</sup> to May 28<sup>th</sup>

Poster 2:  
Give the best to your pets  
Happy Dog Food  
The best ingredients!  
The best taste!

Poster 3:  
Take care of your pets

Free vaccine shots every month  
Bring your cats and dogs to the Community Health Center  
on Independence Street  
Saturdays from 10 am to 2 pm

Community Health Center

Poster 4:  
Spring School Festival  
Join us this weekend!  
Invite your friends!  
• \_Free snacks and soda  
• \_Talent show  
• \_Student art exhibit  
May 6<sup>th</sup> 10 am to 6 pm

### TRACK 3

The third-grade students are organizing a bake sale to buy more books for their classroom library. Their parents are baking cakes, cookies, and pies that the students are going to sell at school. The school principal approved the fund-raiser and the third grade students can use the school playground next Saturday September 4<sup>th</sup> from 4:00 to 8:00pm. To entertain the guests, volunteers are organizing a talent show. Some students are going to sing, dance, or play musical instruments. They are also offering free lemonade. It's going to be a great success!

## UNIT 2

### TRACK 4

I Love Food!  
I love cornflakes. Cornflakes and cakes.  
Cakes make me shake  
Shake, shake, shake!  
I love ice-cream. Ice-cream and beans  
Beans make me scream.  
Scream, scream, scream!  
I like chips . Chips and dip.  
Dip makes me flip.  
Flip, flip, flip!  
I like peas. Peas and cheese.  
Cheese makes me sneeze  
Sneeze, sneeze, sneeze.

### TRACK 5

#### **A friend is a Real Treasure**

*(first stanza)*

A pirate on a ship  
Is happy with a mate  
`Cause when you make a trip  
A friend with you is great!

*(chorus)*

We are all friends  
We are really cool  
We walk the plank  
We play the fool!

*(second stanza)*

A "pirate" in a school  
Also needs her friends  
A friend is a real treasure  
Gives you a helping hand!

*(chorus)*

We are your friends  
We are really cool  
We walk the plank  
We play the fool!

*(third stanza)*

We are all pirates  
We all need our friends  
Our friends are a real treasure  
We'll need them in the end!

## TRACK 6

---

### **Captain Warmheart's Treasure**

A pirate seeking pleasure  
Together with his crew,  
Is looking for a treasure  
And following the clues.

We are good friends.  
We are really cool!  
We walk the plank.  
We play the fool!

Captain Warmheart looks for booty.  
All the gold coins he can find.  
Finding riches is his duty  
and all treasures of the kind.

We are good friends.  
We are really cool!  
We walk the plank.  
We play the fool!

Captain Warmheart has a parrot  
Green, blue, orange, and yellow.  
Captain gives him yummy carrots,  
But he only eats marshmallows.

Some friends join him on his trips.  
They are really very brave  
To get on his shaky ship.  
Going up and down the waves.

We are good friends.  
We are really cool!  
We walk the plank.  
We play the fool!

They look for treasures in the air.  
They look for treasures in a mine.  
They look for treasures everywhere.  
But there's nothing they can find!

We are good friends.  
We are really cool!  
We walk the plank.  
We play the fool!

Pirate life is never easy...  
Pirate sleep is never quiet.  
Pirates sometimes feel quite queasy.  
Pirate food is not a good diet.

But with friends all lives are better.  
On cold nights and stormy days...  
A friend's hug becomes a sweater  
Makes you feel you're under sun rays.

The treasure they have is friendship.  
The biggest treasure of all.  
It's worth more than any pirate ship.  
More than other treasure at all.

We are good friends  
We are really cool.  
We walk the plank.  
We play the fool.

## TRACK 7

---

### **Adventures in the Sea**

Let's have adventures in the sea,  
Come on and take a trip with me!  
My boat is red, and blue, and green,  
as nice as you have ever seen!

Chorus  
We're pirates and we love the sea!  
We're pirates and that's what we want to be!

Let's go and find some giant whales.  
I hope the wind will push our sails.  
Dolphins, crabs, and fish will find a way.  
To come and meet with us and play.

Chorus  
We're pirates and we love the sea!  
We're pirates and that's what we want to be!

A desert island with palm trees,  
a treasure hidden by some bees  
A bunch of friends who are so brave!  
A bunch of friends who love the waves!

Chorus  
We're pirates and we love the sea!  
We're pirates and that's what we want to be!

## UNIT 3

### TRACK 8

---

1. Wrap yarn around the rolls.
2. Remove the rolls gently and tie the knot tight.
3. Cut around both edges of the pompon.
4. Paste the googly eyes and a mouth made from paper scraps.
5. Find a nice place for your monster.

## TRACK 9

### Easy Rattle

#### Materials

- toilet paper roll
- masking tape
- craft stick
- small pebbles or beans
- a strip of colored cardboard paper (10 X 16 centimeters)
- paint and brush
- glue

#### Steps

1. Cover one end of the toilet paper roll with masking tape.
2. Use masking tape to firmly attach the craft stick to that end of the roll.
3. Put the pebbles inside the roll.
4. Cover the open end of the roll with masking tape.
5. Glue the cardboard strip around the roll to cover the masking tape.
6. Paint a beautiful design with the brush.

## TRACK 10

### Orange Bird Feeder

#### Materials

orange peel  
2 dowels

#### Steps

yarn

bird seeds

First, remove the fruit from a half orange peel and wash it.

Second, poke a dowel through the orange peel.

Third, do the same with the second dowel.

Fourth, tie a piece of yarn to each side of both dowels and hang the bird feeder.

## UNIT 4

### TRACK 11

**Elisa:** Grandpa, Grandpa! Look, Mom gave me a couple of bunnies for my birthday! I'm calling them Sam and Pam. Aren't they cute?

**Grandpa:** Yes, they are! Congratulations! Do you know how to take care of them?

**Elisa:** Not really. I know they eat hay and vegetables. Can you teach me how to take care of them?

**Grandpa:** Sure, I can. First we need to build a bunny hutch for them. It will keep them warm and safe.

**Elisa:** Sure, please tell me what we need.

**Grandpa:** I'm writing down a list of materials for the hutch. You can ask your dad to bring them from the town store. We also need to get some hay from the barn and a hollow log. The bunnies need a hiding place.

**Elisa:** OK, Grandpa. I'm going to call Dad and start looking for the log. Thank you, Grandpa. You're great!

### TRACK 12

**Mr. García:** Hello, García Grocery Store. How can I help you?

**Mom:** Hello, This is Mrs. Moreno. I need to order some things.

**Mr. García:** Sure. What do you need?

**Mom:** A package of flour, cocoa powder, and vanilla extract. Can you send it to my house?

**Mr. García:** Do you need anything else?

**Mom:** No, that's all, thank you.

**Mr. García:** May I have your address, please?

**Mom:** Yes, my address is 30 Country Road.

**Mr. García:** Perfect, your order will be there in about an hour.

**Mom:** Thank you!

### TRACK 13

**Mr. Jones:** Hello, bike repair shop. How can I help you?

**Tom:** Hello, Mr. Jones. This is Tom, I need help to fix my bike.

**Mr. Jones:** OK, tell me what happened?

**Tom:** I hit a trash can when I turned at the corner, I fell over some bushes and the bike broke! I was not hurt. Actually, it was kind of funny.

**Mr. Jones:** I bet it was, Tom.

**Tom:** Can you fix my bike, Mr. Jones?

**Mr. Jones:** Sure, no problem, Tom. Bring it to the shop tomorrow.

**Tom:** Thank you, Mr. Jones!

**Mr. Jones:** You're welcome, Tom. Take care and have a nice day!

## UNIT 5

### TRACK 14

#### The Hare and the Tortoise

Once upon a time a Hare was talking to the animals. "I am the fastest animal on earth," he said. "I challenge anyone to race with me."

All the animals remained silent. However, the Tortoise said quietly, "I accept your challenge."

The Hare and the other animals laughed, but the Tortoise was not joking and so they started the race.

The Hare ran very fast but knowing that the Tortoise was very slow he decided to take a nap. Slow but steady the

Tortoise kept walking. When the Hare awoke, the Tortoise was reaching the goal and won the race.

### TRACK 15

Sue the Snail lived at the bottom of a big tree. Her best friend was Billy the Bird. Billy lived on top of the big tree. One day, Sue received an invitation to Billy's birthday party. The party was at 5:00 pm. Sue was worried! It took her five hours to get to Billy's house.

The morning of the party, Sue the Snail left home at noon. Sue crawled and crawled. Every time she looked up, she saw birds and other animals reaching Billy's house easily. Finally, Sue arrived! Then, she saw Billy's presents. Oh no! She forgot to bring a present. "Happy Birthday, Billy!" said Sue. "I'm sorry I didn't bring you a present. "Oh Sue! But you are giving me a great present," replied Billy the Bird. "You crawled for five hours just to be with me! That's the best present!"

### TRACK 16

Harry the Hyena was playing soccer with his friends. He had scored many goals. Ginny the Giraffe saw them playing and wanted to join them.

She was walking to the field, when she hit her head with a tree branch and fell down.

All the hyenas laughed loudly when they saw the scene. Very bravely, Ginny said that she wanted to join the game. The hyenas laughed even more. "No way, Ginny. You are too tall and you can't run fast like we do," they said. Ginny felt very sad.

Suddenly Harry kicked the ball very hard. The ball went up and got stuck on a tall tree. The hyenas were jumping as high as they could trying to get the ball down, but the tree was too tall and they couldn't reach it.

## UNIT 6

### TRACK 17

**Miss Juliet:** Hello, children. Let's review what we learned about eclipses. Now, tell me: When do eclipses happen?

**David:** When one object in space blocks the view of another object.

**Miss Juliet:** Great, David! What space objects can block the view of another object?

**David:** The sun and the moon.

**Miss Juliet:** Good. How many types of eclipses are there?

**Erika:** Two. Solar and lunar eclipses.

**Miss Juliet:** Thank you. Let's see.... Who studies eclipses?

**Erika:** Astronomers!

**Miss Juliet:** Yes, Erika! Final question: Why do eclipses happen?

**David:** Because space objects are always moving.

**Miss Juliet:** Great, children! You know a lot about eclipses.

### TRACK 18

How big is Jupiter?

What is Jupiter's surface made of?

How many satellites does Jupiter have?

Why do scientists want to know more about Europa?

What is the name of NASA's spacecraft?

### TRACK 19

1. What is the bathysphere?

The bathysphere is a vessel designed to go deep into the sea.

2. When did the bathysphere go down in the sea?

The bathysphere went down in 1934.

3. Where did the expedition take place?

The expedition took place near the coast of Bermuda

4. How did the explorers breathe inside the bathysphere?

They used two oxygen tanks.

5. Why was the bathysphere important for science?

Because it started deep-ocean exploration

## UNIT 7

### TRACK 20

My favorite celebration is New Year's Eve. I spend New Year's Eve with my whole family. My mom decorates the house with balloons and streamers. We play games and my big brother dances with my grandmother. My parents let me stay up past midnight and I get to celebrate the New Year with everybody. My mom is from Mexico and my dad is from Denmark. During New Year's Eve dinner, we include traditional dishes from both countries. In Denmark it is a tradition to eat *kranssekage*, a cake decorated with frosting and flags. We also eat *tamales* and my favorite part, the twelve grapes! I always make a wish for each grape.

### TRACK 21

Hello! My name is Miyu. In Japan, Mother's Day is celebrated the second Sunday of May. I wake up early that day to wish my mom a happy Mother's Day. I give her red carnations. My mom loves getting carnations! In the afternoon, my family goes to a nice restaurant.

Hey, my name is Erick. In the United States, we celebrate Mother's Day the second Sunday of May. I prepare handmade cards. On Sunday, I make my mom breakfast in bed and give her red carnations.

Hi! My name is Andy. In the United Kingdom, we don't have a specific day to celebrate Mother's Day. It is usually in March or April. I give my mom a handmade card and chocolates. Restaurants have special menus so I go out with my mom and dad.

## TRACK 22

1

The ladies in the traditional costumes, they must be celebrating Independence day, or a regional holiday. It is interesting to see the colorful flowers on their heads and the way they combine with the rest of the clothing. Some traditional costumes are usually used only in the region they belong to, as it is part of their identity.

2

Have you heard about Mariachi? Yes or not? Of course you have! Did you know that Mariachi is Mexico's most representative type of music? Did you know Mariachi bands are considered romantic? They are cheerful, fun and enjoyable. Mariachi is the type of music we should find in all Mexican events!

3

Tamales, tamales are delicious. Tamales is a traditional dish in Mexico that it is most commonly seen in parties. There are many types of tamales, this depends on the region and your preferences. There are sweet and spicy tamales and they are always welcome at all types of parties!

## UNIT 8

### TRACK 23

Orchestras

An orchestra is a group of musicians playing instruments together. There are big orchestras with more than 100 players, and there are small orchestras with 30 players. Every orchestra has a conductor, who stands in the middle and directs musicians. There are four different "instrument families." The instrument families are:

Strings: String instruments have strings that produce sounds when they vibrate. The violin, the viola, the cello, and the harp are form part of this family.

Percussion: Percussion instruments produce a sound when musicians hit them. The timpani, cymbals, gongs and the triangle are percussion instruments.

Brass: Brass instruments are large metal instruments that produce sound when the lips vibrate against the instrument. The trombone, the trumpet, and the tuba are some examples of this family.

Woodwind: Woodwind instruments create a sound when musicians blow air. The sounds can be high or low pitch. Some examples of this family are the flute, the clarinet, and the oboe.

### TRACK 24

1. This instrument has holes that the musician closes using a mechanism. When the musician presses a key,

a pad covers or opens a hole making sound. This is a saxophone. is played in all types of music: from classical to jazz. The sound is made when a key is pressed. The key moves a hammer, that strikes a steel string. There is a Saxophone over there.

2. This instrument is played in all types of music: from classical to jazz. The sound is made when a key is pressed. The key moves a hammer, that strikes a steel string. This is a Piano.
3. This instrument was made in the Middle Ages! Since it is small and easy to get, nowadays children all around the world learn to play it at school. Here we have a recorder.
4. This is one of the oldest instrument in music. Its sound is created when the membrane is struck with the fingers of the musician or a special sticks. Those are some drums.

## TRACK 25

Music Genres

Rock and Roll

Rock and roll is a very popular music genre. Rock and roll takes inspiration from music genres like gospel, jazz, folk and rhythm and blues. Rock and roll was very popular with young people in the 1950s. The parents of Rock and roll fans did not like the music, they thought it was a form of rebellion! Rock and Roll songs became famous because of their rhythm and catchy lyrics. Rock bands use electric guitars, a piano, a bass, and drums.

Salsa

Salsa music was inspired in Cuban music. During the 1960s, there was a growing population of Latin American musicians in New York. Especially people from Cuba, Venezuela and Puerto Rico. These musicians got together and played the music from their home countries. These rhythms evolved, and Salsa was born! Salsa is played in weddings, parties and nightclubs around the world! Piano, bongos, congas and timbales are some of the instruments used.

## UNIT 9

### TRACK 26

The Legend of Pocahontas

Once upon a time there was a brave Native American princess called Pocahontas. Pocahontas lived in a beautiful forest full of rivers, waterfalls, and all kinds of wild animals. At the same time, a young English explorer called John Smith arrived in North America with a group of people who were trying to find a new place to live. Pocahontas met John Smith and his people and she taught them about her land.

One day, John Smith was walking through the forest when the men of King Powhatan, Pocahontas's father, took him prisoner. Adam Smith was taken to the village and presented to Powhatan. When Pocahontas found out about this, she ran back to her village.

"Father, let this man go," said Pocahontas. "He and his people are my friends and I'm sure they haven't done any harm to our people or our land."

King Powhatan listened to his daughter and so did the tribe of warriors.

"Father, the forest is so big and these people are learning to take care of it. We can share our land with them and become friends. Please, father, we can all live in peace."

After some thought, Powhatan and the warriors set John Smith free and let the settlers live in peace. Pocahontas spent her whole life defending peace and friendship.

## TRACK 27

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Sound 1. Sound effect: horse galloping (like the sound produced by hitting two coconuts)

Sound 2. Sound effect: someone walking over grass (like the one produced by gently hitting shredded newspaper in a plastic bag)

Sound 3. Sound effect: fire (made by crinkling cellophane)

Sound 4. Sound effect: bird flying (like the one produced by shaking a duster)

Sound 5. Sound effect: crickets chirping (marbles in a ceramic bowl)

## UNIT 10

### TRACK 28

---

**Alexa:** I'm excited about the new dog park!

**Jaime:** Me too! We will have a space to play with our pets.

**Alexa:** I hope we have a space for sitting and giving our dogs some water.

**Jaime:** That's a great idea! Let see ... What do we need to have that?

**Alexa:** We need benches and water fountains.

**Jaime:** I will go ask my mom to help me.

**Alexa:** OK. I will ask my brother too. See you later!

### TRACK 29

---

**Laura:** Hi, Mom. What are you doing?

**Mom:** Oh, I'm preparing the ground to plant a small veggie garden, Laura.

**Laura:** Oh, that sounds great, Mom!

**Mom:** Yes, I want to grow our own vegetables. Look, here I have some seeds. I have tomatoes, carrots, beans, and lettuce.

**Laura:** And what are you doing now?

**Mom:** I'm planting the seeds now and I hope to have some tasty veggies very soon.

**Laura:** Can I help you?

**Mom:** Sure, we'll have to do a lot of work to take care of this garden!

**Laura:** Really?

**Mom:** Yes, we will water it, remove the weeds, and keep pests away. But if we take good care of our garden we will have fresh

vegetables in a few months. Do you like the idea?

**Laura:** Oh, yes, Mom! It sounds exciting.

### TRACK 30

---

**Rafa:** Aren't you sad because you're moving?

**Carol:** I was sad, but I feel better now. My mom showed me pictures of our new house and the place looks really cool. It's surrounded by forest and there is a lake nearby!

**Rafa:** Really? That sounds great!

**Carol:** Yes, can you imagine? I will swim in the lake and explore the forest whenever I want.

**Rafa:** Yes, you're so lucky!

**Carol:** Oh yes, and I will ride my bike to school. The place is safe and everybody rides bikes. I'm going to miss you and all my friends, but I hope to make some new friends soon!

**Rafa:** Oh, don't worry you will make new friends. But don't forget me, OK?

**Carol:** No, of course I won't forget you, I will invite you to my new house as soon as I can. You'll see.

### Tracklist Primary Level 3

Track	Unit	Lesson	Page	Page
2	1	2	1 & 4	10 & 11
3	1	4	1	14
4	2	1	1	18
5	2	2	1	20
6	2	2	2 & 4	21
7	2	3 & 4	1 & 2	22 & 24
8	3	1	3	28
9	3	2	2	30
10	3	4	3	33
11	4	1	1	38
12	4	1	3	39
13	4	3	2	42
14	5	1	3	48
15	5	2	1 & 2	50
16	5	3	1	52
17	6	2	2	60
18	6	2	5	61
19	6	4	2	64
20	7	1	2 & 4	68
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22	7	3	4 & 5	73
23	8	1	2	78
24	8	3	1 & 2	82
25	8	4	2	84
26	9	1	1	88
27	9	2	5	91
28	10	1	1	98
29	10	2	2	100
30	10	3	1	102

### Visual Resources Primary Level 3

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37	7	Cinco de Mayo in New York	78
38	8	A Passion for Music	90
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40	10	Community Garden	114



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Key: U = Unit.

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Teacher's  
Guide

3

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- Activity Book
- Reader
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