

CAMBRIDGE

Odyssey

Primary

Teacher's
Guide

Magda Sarmiento

1



Ciclo 1

Lengua extranjera. Inglés

Teacher's Guide

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314–321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
79 Anson Road, #06–04/06, Singapore 079906
Insurgentes Sur 1196, piso 10, Tlacoquemécatl Del Valle, 03200, Ciudad de México

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org
Information on this title: www.cambridgex.org

© Cambridge University Press 2018

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

Cambridge Odyssey
Teacher's Guide Primary 1
By Magda Sarmiento

León David Zuna Orellano	Branch Director Latin America North
Daniel Hutchinson	Learning Solutions Sales Director
Ben Graham	Head of Editorial
Liam Guyton	Senior Managing Editor
León Díaz	Sales Director Latin America North
Cruz Castro	Learning Solutions Manager
Gabriela Moya	Managing Editor
Andrés Morales	Production Coordinator

Cover and interiors design	Aphik
Page layout	Eduardo Romero Vargas

Image credits appear on page 144

First published 2018
First reprint 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in Mexico by Editorial Impresora Apolo, S.A. de C.V.

ISBN: 978-607-98061-3-2

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

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

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

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

Table of Contents

UNIT 1 Hello! 16

Lesson 1	18
Lesson 2	20
Lesson 3	22
Lesson 4	24
Review / Social Skills	26
Unit Product	27

UNIT 2 Happy Stories 28

Lesson 1	30
Lesson 2	32
Lesson 3	34
Lesson 4	36
Review / Social Skills	38
Unit Product	39

UNIT 3 Things About Me 40

Lesson 1	42
Lesson 2	44
Lesson 3	46
Lesson 4	48
Review / Social Skills	50
Unit Product	51

UNIT 4 Tell Me When 52

Lesson 1	54
Lesson 2	56
Lesson 3	58
Lesson 4	60
Review / Social Skills	62
Unit Product	63

UNIT 5 Jobs and Professions 64

Lesson 1	66
Lesson 2	68
Lesson 3	70
Lesson 4	72
Review / Social Skills	74
Unit Product	75

UNIT 6 Signs Everywhere! 76

Lesson 1	78
Lesson 2	80
Lesson 3	82
Lesson 4	84
Review / Social Skills	86
Unit Product	87

Table of Contents

UNIT 7 How Do You Feel? 88

Lesson 1	90
Lesson 2	92
Lesson 3	94
Lesson 4	96
Review / Social Skills	98
Unit Product	99

UNIT 8 Creative Hands 100

Lesson 1	102
Lesson 2	104
Lesson 3	106
Lesson 4	108
Review / Social Skills	110
Unit Product	111

UNIT 9 Fantastic Stories 112

Lesson 1	114
Lesson 2	116
Lesson 3	118
Lesson 4	120
Review / Social Skills	122
Unit Product	123

UNIT 10 The Wonders of Living Things 124

Lesson 1	126
Lesson 2	128
Lesson 3	130
Lesson 4	132
Review / Social Skills	134
Unit Product	135

Audio Scripts	136
Class CD Tracklist	141
Class CD Visual Resources	141
Bibliography	142

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 21st 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 and related to life skills, 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



Participating in creative activities

Creating new content – from own ideas or other resources

Discovering & expressing own personal identity and feelings through creative activities

2. Critical Thinking, Problem-solving, Decision-making



Understanding links between ideas

Evaluating texts, ideas and arguments

Synthesizing ideas and information

Identifying and prioritizing problems to be addressed

Evaluating options

Asking effective questions

3. Information and Communication Technology Literacy



Using digital and online tools

Following safe online practices – to protect yourself and your school

Behaving appropriately to others online

4. Learning to Learn, Self-efficacy, Study skills



Practical skills for participating in learning

Showing a positive mindset for learning (English)

Reflecting on and evaluating own learning success

Identifying and articulating learning goals





Identifying and using effective learning techniques

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. The skill or skills developed in an activity are indicated by the icon or icons shown in the different column headings in the Skills table above.

Social Practices

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

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

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

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

Collaborative Work

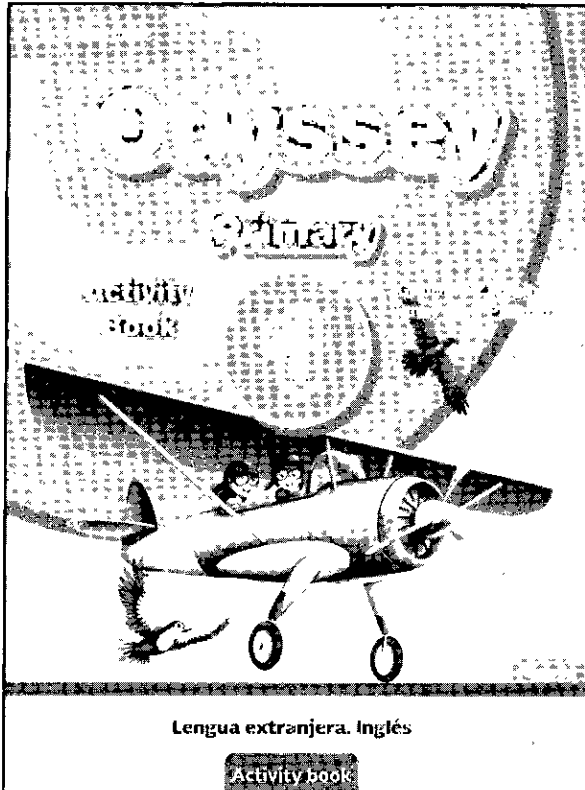
Odyssey aims to promote actual collaborative learning. Each time students work together to develop a product, they integrate what they learned in the previous lessons and get the opportunity to work together as a team. By working collaboratively, they can share their strengths with others and develop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

Evaluation

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

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

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

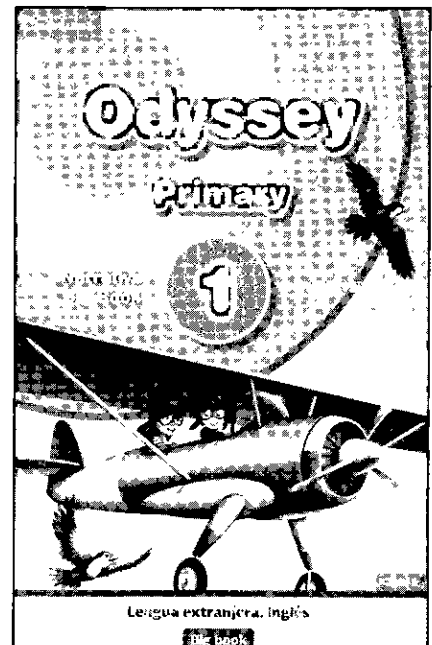


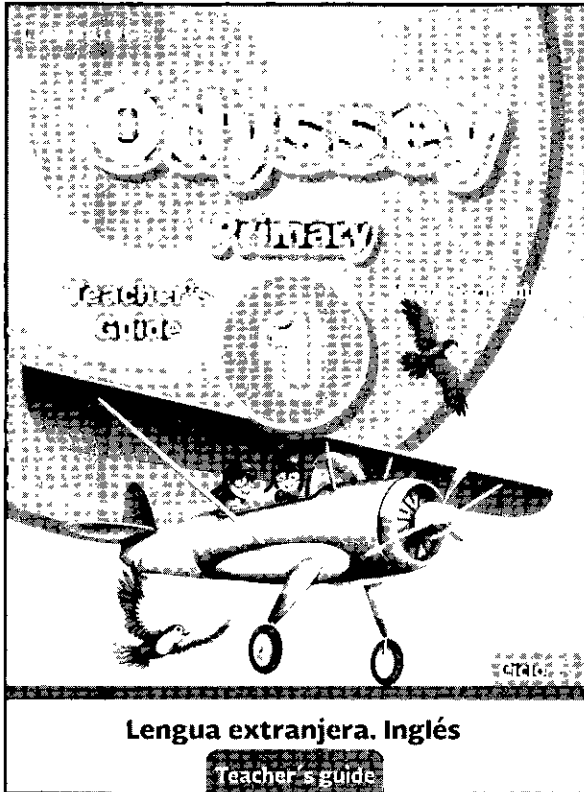
Activity Book

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

Informative and Narrative Big Books

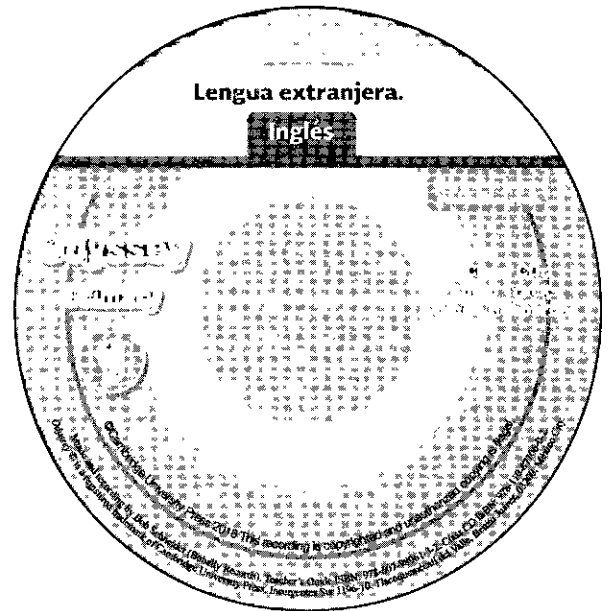
Each Big Book is comprised of five reading selections, whether narrative or informative. Each Big Book unit corresponds with a unit in the Activity Book.





Teacher's Guide

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



Class CD


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

Unit Walkthrough

UNIT 1 **1000 Stories**

Lesson 1

1 Read *Picnic Surprise* and underline the correct answers.



Where does the story take place?

in the zoo in the park

Where are the clues?

in the boat and in the boat and
in the tree on the bee

Where is the meal?

near the ducks in the lake

Who eats the lunch?

the puppies the children

2 Use the words in the box to complete the clue on the right.

ducks feel meal rocks

*Near the
and close to the
you can find your
How do you...?*


3 Tick (✓) the purpose of the story.

1. to teach how to count letters

2. to teach how to play in the park

3. to teach new English words and how to enjoy reading

4 Look at the pictures and say the words.



sing king mill hill friend bird

5 Listen and read.

One sunny day
small, brave Dan goes to find and sees
it while the dragon is.

Dan the Dragon
lives on a hill
He has a castle
and a blue mill

It's really very nice
He likes to play and sing
but to our costs him.
He's a lone y'king

It's hard to believe
but now Dan is a friend
of lots of kids
And this is the end.

6 Listen to the poem and raise your hand when you hear the rhyming words.

I can identify rhyming words when I listen to a poem

Lessons

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

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

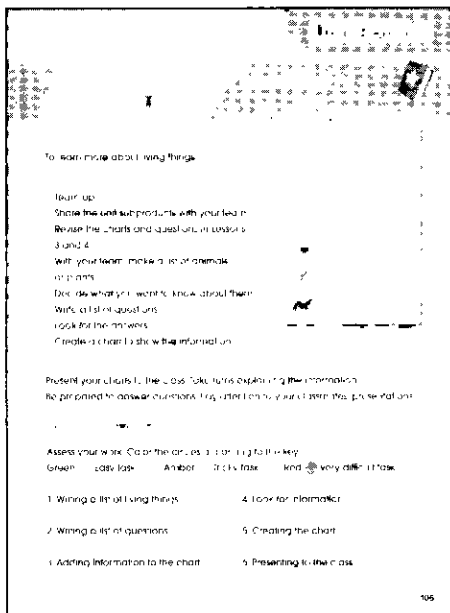
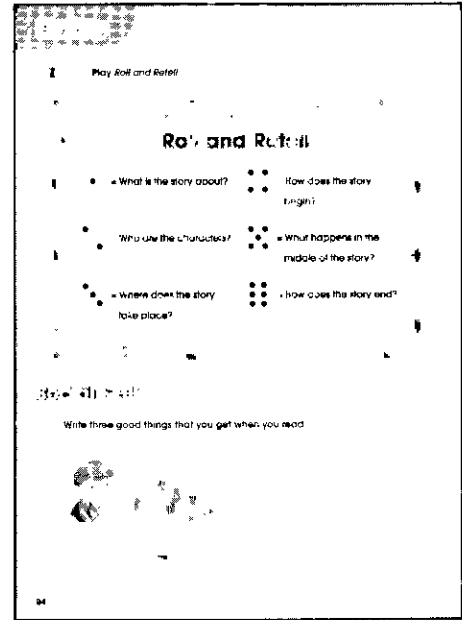
The Learning Environment and the Social Practice that frame each unit are clearly indicated at the top right corner of Lesson 1.

Review

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

Social Skills

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



Product

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

Product Assessment

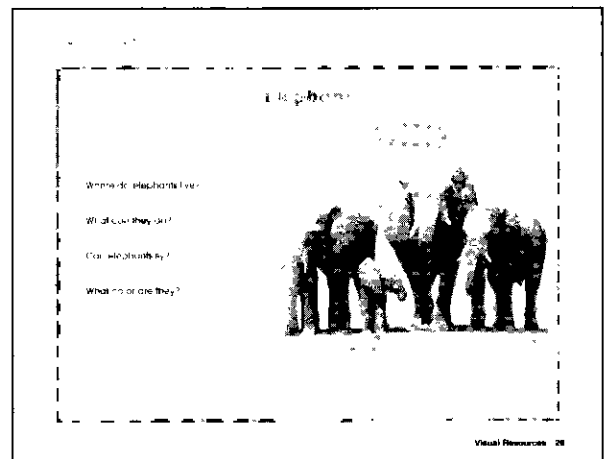
A variety of evaluation instruments that help students become independent learners and to better understand their own learning process.

Visual Resources (Class CD)

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

ICT Section

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



Scope and Sequence

UNIT	Big Book	Lesson 1
Unit 1 Hello! pp. 6-15 Social Practice Understands and responds to greetings, courtesy, and farewell expressions.	Narrative Have a Good Day! pp. 4-15 track 22	Learning Outcome • Explores greetings, courtesy, and farewell expressions.
Unit 2 Happy Stories pp. 16-25 Social Practice Understands rhymes and fairy tales in verse.	Narrative Picnic Surprise pp. 16-27	Learning Outcome • Explores rhymes and fairy tales in verse.
Unit 3 Things About Me pp. 26-35 Social Practice Gives information about personal details, likes, and preferences.	Narrative A Day in First Grade pp. 28-35	Learning Outcome • Explores information about personal details and preferences.
Unit 4 Tell Me When pp. 36-45 Social Practice Interprets information about units of time in illustrated works.	Informative Time on Planet Earth pp. 4-13	Learning Outcome • Explores weekly calendars.
Unit 5 Jobs and Professions pp. 46-55 Social Practice Describes and interprets information about people in the community and their jobs.	Informative Kids' Dreamed Jobs pp. 14-21 track 25	Learning Outcome • Explores illustrated materials with information about jobs and professions.

Lesson 2**Learning Outcome**

- Recognizes the meaning of greetings, courtesy, and farewell expressions.

Lesson 3**Learning Outcome**

- Responds to greetings, courtesy, and farewell expressions.

Lesson 4**Learning Outcome**

- Identifies how greetings, courtesy, and farewell expressions are written.

Product

Make a poster.

Learning Outcome

- Listens to the reading of rhymes and fairy tales in verse.

Learning Outcome

- Explores how rhymes and fairy tales are written in verse.

Learning Outcome

- Explores pronunciation.

Make illustrated cards with rhyming words.

Learning Outcome

- Listens to and recognizes questions for obtaining information.

Learning Outcome

- Checks the writing of questions and answers.

Learning Outcome

- Checks the writing of questions and answers.

Make a personal information booklet.

Learning Outcome

- Listens to information about hours and days of the week being read aloud.

Learning Outcome

- Participates in the exchange of questions and answers to get information about units of time.

Learning Outcome

- Checks the writing.

Make a schedule.

Learning Outcome

- Participates in the oral expression of information.

Learning Outcome

- Participates in the oral expression of information.

Learning Outcome

- Explores how words are written.

Make a brochure about jobs and professions.

Scope and Sequence

UNIT	Big Book	Lesson 1
Unit 6 Signs Everywhere! pp. 56-65 Social Practice Interprets street signs.	Informative Placing Street Signs pp. 22-29	Learning Outcome • Explores signs used in public spaces.
Unit 7 How Do You Feel? pp. 66-75 Social Practice Understands children's stories well enough to relate them to their own experiences.	Narrative The Sad Little Mouse pp. 36-41 track 23	Learning Outcome • Explores an illustrated book of children's stories.
Unit 8 Creative Hands pp. 76-85 Social Practice Reads illustrated instructions to assemble an object.	Informative Spring Tree pp. 30-39	Learning Outcome • Explores instructions in a manual.
Unit 9 Fantastic Stories pp. 86-95 Social Practice Compares words in a children's story.	Narrative The Little Red Hen pp. 42-47 track 24	Learning Outcome • Explores children's stories.
Unit 10 The Wonders of Living Things pp. 96-105 Social Practice Makes questions to obtain information about a topic from nature.	Informative The Amazing Dandelion pp. 40-47 track 26	Learning Outcome • Explores illustrated materials about living beings.

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

- Identifies words that are said aloud.

Learning Outcome

- Examines signs and related words.

Learning Outcome

- Participates in the writing of words related to signs.

Make a signs dictionary.

Learning Outcome

- Follows the oral reading of a children's story.

Learning Outcome

- Explores how statements are written.

Learning Outcome

- Evaluates how statements are written.

Write and illustrate sentences about feelings.

Learning Outcome

- Participates in the reading of instructions.

Learning Outcome

- Participates in the reading of instructions.

Learning Outcome

- Participates in the writing of instructions.

Make a list of instructions to make a mask.

Learning Outcome

- Listens to the reading of a children's story.

Learning Outcome

- Practices the pronunciation of words.

Learning Outcome

- Checks the writing of a children's story.

Write and illustrate a storybook.

Learning Outcome

- Explores illustrated materials about living beings.

Learning Outcome

- Participates in the formulation of questions.

Learning Outcome

- Explores how questions and answers are written.

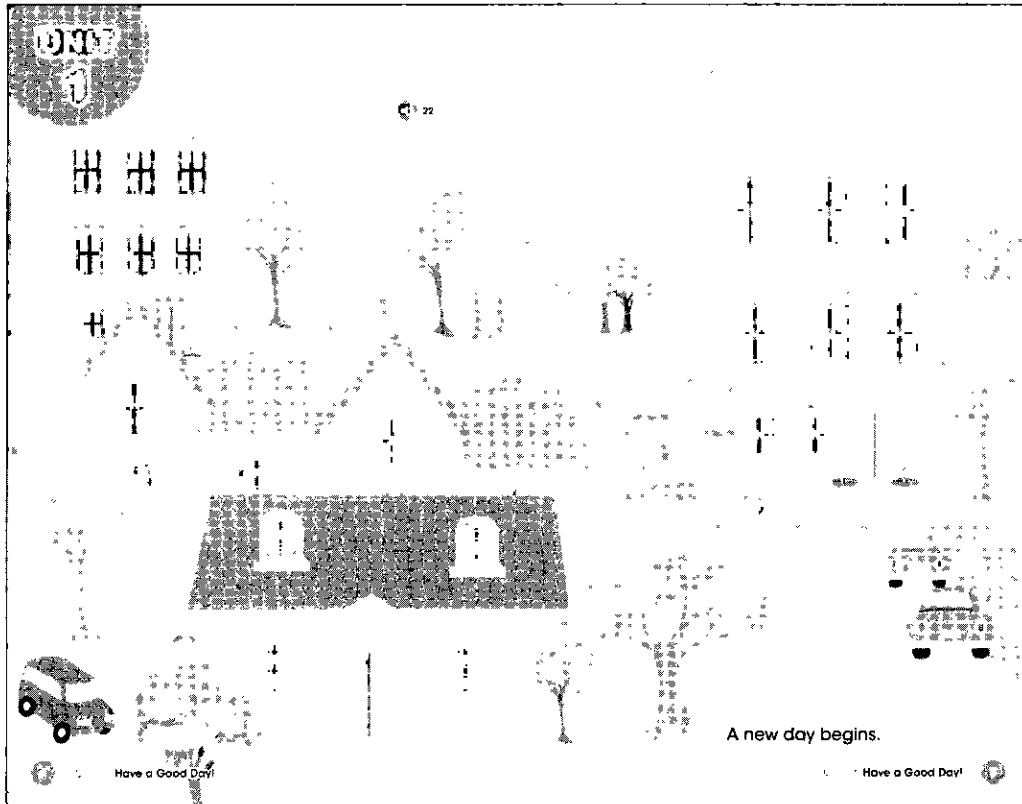
Make an illustrated chart with information about living things.

UNIT 1

Hello!

Reading Strategies

Narrative Big Book: *Have a Good Day!*



 pp. 4-15

As a teacher, you will be helping students learn new words, new sounds, new combinations of letters, new patterns, and make the process of learning a new language challenging, fun, and meaningful! Make use of appropriate resources and aids to help you in your daily practice.

The main objective of the story is to have students be aware of the importance of being polite with the people around us. For this purpose, the text contains greetings, farewell, and courtesy expressions commonly used in our daily lives. Students will be exposed to those expressions through colorful illustrations and dialogues they can easily relate to their personal lives. Using the reading aloud technique to read the *Narrative Big Book* to your students will make it possible for you to engage them and make the reading enjoyable for everybody.

Open the *Narrative Big Book* to the story "Have a Good Day!". Show the cover of the story to the class. Point to the title. Then point to the pictures. Have them describe what they see on the cover. Have students predict what the story

will be about. Ask *What do you think the story is about?* Ask them what time of the day it is. *Is it in the morning? Is it in the evening?* *How do you know?* Elicit their answers.

Play Track **22** and have students follow the reading along. This will make students relate the sound with the printed words. Also, it will focus students' attention on identifying, getting familiarized and understanding the new phrases and expressions they will find in their *Activity Books* too. Use the pictures in the story to help you convey the context and meaning of expressions. Ask a few questions: *What are the boys' names? Are they brothers? Are they friends? Who is she?*, and so on. Have students predict what is going to happen in the next pages of the story. *What are they going to do next?* (They're going to take a shower, to have breakfast) *Where are the boys going?* (to the school, to the park). Point to each character and ask students their name.

Draw their attention to the expressions as you read them, and focus on the target vocabulary. Make emphasis

on the intonation you give to the expressions. To practice the oral dialogues, have the class repeat after you when you say an expression. If you have time, ask individual students to act out the expressions as you point to them.

Have students relate the contents of the story, the dialogues, the body language, with polite attitudes. Ask a few questions to have them notice the importance of being kind, for example, *Do you think the boys like to say Goodbye to their mom? Do they smile as they greet their friends?*

Once you finish reading the story, discuss the book with your class. Ask them a few questions about it: *Did you like*

it? What did you like the most? What was your favorite part? How do you think Pedro and Luis feel at the end of the day? Were they happy? Did they enjoy their day? Did they have a good day? You may want to write a short dialogue on the board using the expressions from the story. Organize the class in pairs. Ask them to act out the dialogue as you walk around and monitor.

As you cover the lessons of the Unit, you can re-read parts of the text to the class as a warm up. Have them remember what happened in the story, who are the characters, what were they doing.

Unit Contents

Familiar and Community Environment

Social Practice:

Understands and responds to greetings, courtesy, and farewell expressions.

Learning Outcomes:

- Explores greetings, courtesy, and farewell expressions.
- Recognizes the meaning of greetings, courtesy, and farewell expressions.
- Responds to greetings, courtesy, and farewell expressions.
- Identifies how greetings, courtesy, and farewell expressions are written.

2 Activate Prior Knowledge

1. What do you say to your family in the morning?
2. What do you say to your friends when you arrive at school?
3. When do you say please and thank you? Why?



Tech Resources

You can find some ideas about teaching greetings and farewells using your cell phone in the following link:

<https://www.teachingenglish.org.uk/article/mobile-learning>



Odyssey Resources

Narrative Big Book: pages 4-15

Class CD: tracks 2, 3

Worksheet: *Activity Book*, page 113

Visual Resources: Class CD, pages 1, 2

Lesson 1

Learning Outcome: Explores greetings, courtesy, and farewell expressions.

1 Read *Have a Good Day!* and match the pictures to the expressions.

pp. 4-15

Show the *Narrative Big Book* story "Have a Good Day!" to students (page 4), and give an overview of what you read last class. Remind students of the names of the characters and tell them that now they are going to work with their *Activity Books*. Have them open the books to page 6 and ask them what characters they can see on Activity 1. Tell them that they have to match the characters in the story to the sentences they said. Read sentence a out loud and elicit the answer from a volunteer. Encourage the rest of the group to confirm or correct the answer. Have students trace a line to match sentence a to Luis. Do the same for the rest of the sentences. Draw a chart with two columns on the blackboard with the headings *Greetings* and *Farewells*. Mention a greeting or farewell and have students help you classify them on the chart. This is a good way to help students develop critical thinking skills.

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

2 Circle the person who says "Have a good day" in the story.

Read the rubric out loud and elicit the correct answer from students. Point to each character as you ask *Did Luis say "Have a good day!"*? Shake your head to help students. Do the same with the rest of the characters. Point to mom and ask *Did mom say "Have a good day!"*? Nod and elicit students' response (*yes*).

AK: Mom

3 Say hello or goodbye to your partner and wish him/her a good day. Look at the example.

Direct students' attention to the dialogue in Activity 3. Go over the dialogue by yourself and have students repeat after you. Then, role-play the dialogue with a volunteer. Organize students in pairs. Tell them to say hello or goodbye to their classmates. Have the class notice the lines in the speech bubbles. Explain to them that when they see a line, they should use the name of their partner. Walk around the classroom and monitor the activity. You may want to have pairs of students pass to the front of the class and share their dialogues.

ONLY Hello Lesson 1

1 Read *Have a Good Day!* and match the pictures to the expressions.

1 2 3 4

Bye, bye, Mr. Cat
Good morning, Mrs. Lopez
Good morning, Mom!
Good morning, kids.

2 Circle the person who says "Have a good day" in the story.

3 Say hello or goodbye to your partner and wish him / her a good day. Look at the example.

Hello, _____
Hi, _____

Have a good day!

6

Additional Activity

Give students the opportunity to practice greetings, polite sentences, and farewells in pairs. Model some of the sentences from the stories with a volunteer and encourage the rest of the group to follow along.

Additionally, ask students to open their notebooks and have them draw a picture of them having a good day. When students are done, have them stand up and show their drawings to their classmates. Be sure to praise your students' efforts. This will create a positive and friendly environment in your classroom.

Useful Information

The word *farewell* comes from the old English *faeren* (v. to travel, to wander) *wel* (adv. abundantly). It was usually said to the departing person who responded with *good-bye*.

4 Look at the picture and listen. 2

Say: *Open your books to page 7. Point to the picture in Activity 4 and encourage students to describe what's happening in the picture by asking a few questions: Who can you see in the picture? (a boy and a girl) Do you think they are friends? (Yes, they are) Who is holding the books? (The boy) What is the boy doing? (He is giving a book to the girl.)*

Tell students they will listen to a conversation between the boy and the girl. Play Track 2. Have students follow along as you mime the actions of each speaker. Play the track again and have students point to the person who's speaking.

Play the track a third time. Pause the recording and ask *Who said this?* Point to each of the speakers and ask *He? She?* Nod or shake to elicit students' answers.

5 Complete the dialogue with words from the box.

Write the words in the box on the board. Point to each word and have students repeat them after you. Mime the meaning of each word as you say them (*Thank you, please, and yes*). Direct students to Activity 5 in their books. Read sentence 1 and elicit the missing word (*please*). Say the complete sentence (*Can I have a book, please?*). Pay special attention to the rising intonation of *Yes/No* questions as you repeat the question.

Tell students to complete individually the other two sentences with the words in the box. Play Track 2 once and have students complete the sentences. To check answers, write the gapped text on the board. Have volunteers write their missing words on the board.

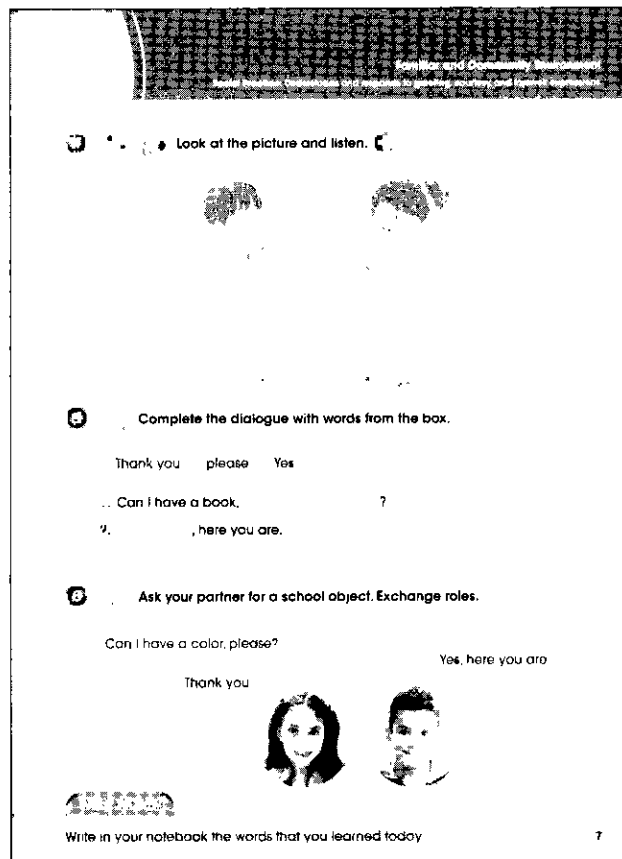
For further practice on relating sounds to written words, ask them to read the dialogue on the board, as you point to the words in each sentence.

AK: 1-please; 2-Yes; 3-Thank you

6 Ask your partner for a school object. Exchange roles.

Have students work in pairs and use the Activity 4 as a model to ask for a different school object. For this purpose, make cards of common school supplies, illustrated cards, and cards with the names of the objects, for *example, pencil, crayon, notebook, scissors, glue, and ruler*.

Present the illustrated cards to students to introduce the new vocabulary. Show the card to the whole class and model pronunciation. Ask students: *What is this?* Elicit the answer: *pencil, crayon, etc.*



Look at the picture and listen.

Complete the dialogue with words from the box.

Thank you please Yes

... Can I have a book, ... ?

... here you are.

Ask your partner for a school object. Exchange roles.

Can I have a color, please? Yes, here you are

Thank you

Write in your notebook the words that you learned today


Useful Information

At this level, it is recommended to introduce 4-6 words in a lesson. Do a lot of practice in different ways to consolidate vocabulary learning.

What I Know

Help students reflect on what they have learned. Elicit from students examples of greetings, farewells, courtesy expressions and the vocabulary related to school objects they have learned. Explain to students that a good way to see how much they have advanced in their learning journey is to keep a track of new expressions. Ask them to set a section apart in their notebook for this purpose. Encourage students to write at least three words. If students have difficulty doing this, ask them to revise pages 6 and 7 from their Activity Books. Additionally, you can reread the *Narrative Big Book* to support students.

Learning Outcome: Recognizes the meaning of greetings, courtesy, and farewell expressions.

1  **Read the dialogue and underline the greeting expression with red and the courtesy expressions with blue.**

Direct students to page 8 in their books. Point to the picture. Ask: *Who is in the picture? (A boy and a girl, two friends).* Have students look at the dialogue, and ask: *What is the boy's name? What is the girl's name?* Elicit the answers.

Go over the dialogue and point to each speaker. Have students follow along and repeat each phrase after you.

Draw two columns on the board: *Greeting expressions / Courtesy expressions*. Read the first line of the dialogue aloud. Write *Hi* under the correct column. Continue with the rest of the dialogue. Give time for students to underline the expressions in their books using the correct color.

Have volunteers say phrases individually. Have students work in pairs and act out the dialogue. Ask two or three pairs of student to pass to the front and read the dialogue out loud.

AK: Greetings: Hi, Hello, How are you today?; Courtesy: Thank you, thanks.

2  **Read the dialogue and underline the farewell expressions with green and the courtesy expressions with blue.**

Go over the dialogue and point to each speaker. Have students follow along and repeat each phrase after you.


Draw two columns on the board: *Farewells / Courtesy expressions*. Read the first line of the dialogue aloud. Write *Goodbye* under the correct column. Continue with the rest of the dialogue. Give time for students to underline the expressions in their books using the correct color.

Have volunteers say phrases individually. Have students work in pairs and act out the dialogue. Ask two or three pairs of student to pass to the front of the class and read the dialogue out loud.


AK: Farewells: Goodbye, See you later, Courtesy: Thank you.

3  **Match the expressions that mean the same.**


Demonstrate the meaning of *Hi* and *Hello*, pretend you are entering the classroom and shake your hand. Say *Hi* or *Hello*. Then demonstrate the meaning of *Goodbye* and *See you later*, pretending you are leaving the classroom and wave to students as you go out. Say *I'm fine, thank you.* and *I'm OK, thanks.* making gestures as you say the phrases.

1  **Read the dialogue and underline the greeting expressions with red and the courtesy expressions with blue.**

Ana: Hi, Diego.
Diego: Hello, Ana
Ana: How are you today?
Diego: I'm fine thank you, and you?
Ana: I'm OK, thanks

2  **Read the dialogue and underline the farewell expressions with green and the courtesy expressions with blue.**

Ana: Goodbye, Diego.
Diego: See you later, Ana
Ana: Have a nice day!
Diego: Thank you.

3  **Match the expressions that mean the same.**

1. Hi.	2. I'm OK, thanks.
2. Goodbye.	3. Hello.
3. I'm fine, thank you.	4. See you later.

8

Have students look at the expressions. Write three expressions: *Hi - Bye - Hello* on the board and then ask: *What words are similar?* Elicit the answer and draw a line to link them to show students the meaning of match. Have students draw lines in their books to match the other expressions. Check answers as a class.

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

Additional Activity

Make two cards for each of the expressions students learned in this lesson (*Hi, Hello, Goodbye, See you later, I'm fine, thank you*). Paste them facing down on the board. Organize a memory game with the whole class. Have a volunteer pass to the front of the classroom and face up two cards. Have different students do the same until they find a match.

Useful Information

Visual learners are those students who benefit from seeing different colors, diagrams or shapes. Using different colors to underline or circle letters, words and expressions is an effective tool for this type of learners.

4 Look at the pictures and read the texts.

To introduce the new topic, ask a student for a pencil:
Say: Give me a pencil, please! Be sure to say please when you ask, and thank you, when you receive the pencil. If necessary, refer students to the school vocabulary they learned in Lesson 1. Have a few volunteers repeat the dialogue or change the school supply.

Direct students' attention to the pictures in Activity 4. Elicit what they can see on the pictures. Convey meaning by acting out the dialogue as you point to each picture. Encourage students to point to the pictures as you say the dialogue. You might want to have individual students say the dialogue aloud.

5 Listen and answer. 3

Ask students: *Who has the pencil? (the girl). What is the boy pointing at? (At the girl's pencil). Ask: Who do you think is saying: Give me a pencil, please? the boy or the girl?* Elicit the answer: *the boy*. Tell students they are going to listen to a dialogue between the boy and girl. Play Track 3 to have students confirm their previous answer. Ask: *What is the boy doing? Asking for a pencil or saying thank you?* Elicit the correct answer: Asking for a pencil.

Write the dialogue on the board and go over each sentence with your students (*Boy: Give me a pencil, please; Girl: Sure, here you are.; Boy: Thank you.*). Play Track 3 again and pause after each sentence. Then have students in pairs practice the dialogue.

AK: a

Additional Activity

Arrange your classroom in two rows. One row of students will ask for things and the other will receive them. Explain to students they will ask for the schools supplies you say (*colored pencils, eraser, glue*) and then will switch places with another student. To clarify the meaning of words refer students to the Picture Dictionary on page 106.

What We Know

A good way to help students reflect on their learning process is by peer assessment. Read the instructions aloud. Organize students in pairs. Encourage students to check that their classmates wrote the correct words with the correct spelling. Then, ask them to come up with one or two strategies to improve their work. For example, check the picture dictionary if they have vocabulary questions or to review the previous pages to check the spelling of words. You may want to check the strategies and provide any necessary vocabulary.

Look at the pictures and read the texts.

asks gives receives

Luis: Give me a color. Ana: Here you are. Luis: Thank you please.

Listen and answer.

What is the boy doing?

Asking for a pencil.
Saying thank you.

Complete the sentences.

Here you are Thank you Please.

When we receive something, we say:
When we ask for something, we say:
When we give something, we say:

Ask your partner for an object. Use Activity 4 as a model.

Exchange your books with a partner and check your answers to Activity 6. Find together ways to make your work better.

6 Complete the sentences.

To review the purpose of the expressions, act out the dialogue from Activity 5. Use gestures to convey the meaning. You might want to do the dialogue with a volunteer. Write each of the expressions from the box on colored cards. Hold each card up. Have students look at the word and then say the word to model pronunciation. Have students repeat. Do the same with each card.

Paste the cards on the board. Act out the dialogue from Activity 5. Say the first sentence and then elicit the action, for example, say: *Give me a pencil, please*. Tell students that when we ask for something, we say *please*. Ask students which word(s) they use in Spanish to ask for something. Elicit the answer: *Por favor*. Ask students if that is a courtesy expression in Spanish. Elicit the answer: Yes.

Have students complete the sentences with the correct words from the box.

AK: a-Thank you; b-Please; c-Here you are.

7 Practice the dialogue in Activity 4. Be kind.

Focus students' attention to the dialogue on the board. Have students work in pairs. Ask them to practice saying the dialogue with the different school supplies they know in English. Have some volunteers pass to the front of the class and demonstrate the dialogue.

Lesson 3

Learning Outcome: Responds to greetings, courtesy, and farewell expressions.

1 Look at the pictures and read the dialogues.

Close your classroom's door. Ask a student *Can you open the door, please?* When the student opens the door, say *thank you*. Close the door and do the same with other students.

Write the sentence on the board and point to each word as students repeat after you. Have volunteers ask you the question. Answer *Sure* as you open the door. Do it one more time with another student. Do some choral and individual repetition. Write *Sure* on the board.

Demonstrate the second dialogue in the same way. Ask *Give me the red color, please*. to a few students. Write the sentences on the board. Have students repeat each word as you point.

Direct students to the page 10 of their book and point to picture 1 and ask *Who is the teacher?* *Who is Carol?* Point to picture 2 and ask *Who is Ana?* Have students read the dialogues individually. Arrange students in pairs and have them practice each dialogue.

2 Write your favorite greetings, farewells and courtesy expressions. Draw pictures to illustrate them.

Direct students' attention to the icon on the right, explain that activities with this icon will help them when making their Unit Product. To introduce the activity and review vocabulary, write *greetings*, *farewells* and *courtesy expressions* on the board. Elicit some examples from students. Then, tell them to choose their favorite expressions and to write and illustrate them. Encourage students to use different colors for each category. When students are done, have them stand up and compare their drawings and expressions with their classmates.

AK: Answers may vary.

3 Select a dialogue and act it out with a partner.

Ask *Which expressions did you learn to ask for something in this lesson?* Elicit the answers. Direct students to the pictures in Activity 1. Point to the pictures and ask *What is the girl saying?* *What is the boy saying?* Have volunteers read the dialogues a few times.

Direct students to the dialogues in Activity 1. Have students choose one dialogue to act it out.

Give students time to practice their dialogues and have some volunteers pass to the front of the class and demonstrate.

Look at the pictures and read the dialogues.

Teacher: Can you open the door please? Carol: Sure.
Ana: Give me the red color please Oscar: Here you are.

Write your favorite greetings, farewells, and courtesy expressions. Draw pictures to illustrate them.

Select a dialogue and act it out with a partner.

Give me a book, please Here you are

10


Additional Activity

Elicit or give the names of the colors you want to introduce. Show illustrated cards or students' colored pencils to the class. Model and practice pronunciation. Ask students: *What color is this?* as you point to objects in the classroom. Elicit students' answers.

Have students act out the dialogue from Activity 3 in pairs, using the new colors. (*Give me the blue color, please; Give me a yellow color, please*). Additionally, you can introduce the words *window* and *close* for students to practice the other dialogue (*Can you open the window?; Can you close the door?*)

Useful Information

Practice the number of words in a phrase (*Sure, Thank you, Here you are*) with a TPR (Total Physical Response) activity to have students relate an action with a word. Arrange students in a circle. Tell them to stand up if you say *Sure*; clap if you say *Here you are*; and jump if you say *Thank you*.



4  **Look at the pictures and read the dialogues.**

To introduce the lesson, bring the real object from the dialogues to class: a pencil and a cookie. Alternatively, you may use flashcards. Show students the pencil and the cookie and elicit the words. Ask *What is this? (a cookie, a pencil)*. Repeat the word several times. Model the pronunciation. Do rounds of choral and individual repetitions. Have individual students say the words.

Direct students to page 11 of their books. Ask them to describe what they can see in the pictures as you point to the children and the objects. Support your students as you provide any necessary vocabulary but focus their attention on the courtesy expressions. Act out the dialogues to the students. Focus on the intonation of questions. Remember that Yes/No questions have a raising intonation. Indicate this by moving your finger up. Ask students who says each dialogue: *Who says "Is this pencil yours?"*? Elicit the correct answer (*Daniel*). Continue with the rest of the sentences. Have individual students read the dialogues aloud.

5  **Act out the dialogues with a partner.**


Have students work in pairs and act out the dialogues. Students might find fun to use realia for this activity. Walk around the classroom as you monitor the activity and check students' pronunciation.


6   **Cut out the expressions on page 113 and form dialogues.**

Have students work in pairs. Direct students to page 113 and go over each phrase. Do some choral and individual repetition. Encourage students to tell you what kind of expressions they can see (*greetings, farewells, and courtesy expressions*). Have them cut the phrases on page 113. Ask students to match the sentences and form dialogues. Go over the dialogues as a class to make sure all students have the correct order. Ask students to paste the dialogues in their notebooks. Monitor and help as needed. Remind students that this activity will help them with their Unit Product.


Additional Activity

Have students work in pairs and read aloud the dialogues from Activity 3. Give them a piece of paper. Have them choose their favorite dialogue, copy the dialogue and illustrate it. Supervise and make sure students copy the words correctly. The illustrated dialogues can be included in their portfolios.


4  **Look at the pictures and read the dialogues.**




Daniel: Is this pencil yours?
Silvia: Yes, it is. Thank you.




Teacher: Can you give me a cookie, please?
Tere: Sure here you are.

5  **Act out the dialogues with a partner.**



Is this pencil yours? Yes, it is. Thank you.

6  **Cut out the expressions on page 113 and form dialogues.**

113

I know how to respond to greetings and courtesy expressions.

11

What I Know

Help students reflect on what they have learned. Say some examples of kind expressions (*Is this your book?, I'd like a candy, please*). Elicit the correct answer from students. Do this a few times. Direct students to the What I Know section of their books. Tell them to color three stars if they are able to respond easily, two stars if they have some trouble, and one star if they need your help to respond to courtesy expressions. Above all, make sure students feel confident! Show enthusiasm for their progress.

Lesson 4

Learning Outcome: Identifies how greetings, courtesy, and farewell expressions are written.

1 Look at the pictures and read the dialogues. Act out the scenes.

Before you direct students to Activity 1, you might want to refer them to the *Narrative Big Book* "Have a good day!" (pp. 4-15) and tell the story again. Go through all the pages, ask students questions: *Do you remember his name? Where are they? What are they doing?* Direct students to Activity 1 in their books. Read the dialogues aloud and point to each speaker as you say the phrases and sentences. Do a few rounds of choral and individual repetition. Have individual students say the phrases aloud. This should work as a consolidation of all the language introduced in the unit.

Arrange students in pairs. Have them act out the dialogues. Give them time to practice. After some time, have them change roles. Have pairs of volunteers pass to the front of the classroom and present their dialogues as they mime the actions. For example, have them wave their hand as they say goodbye.

2 Read and complete the dialogue.

Read the instructions to the class. Have students work individually on the task. Have students go back to Activity 1 to find the words in the expressions. If students have trouble finding the words, write the letters needed on the board. Monitor and help as needed.

To check answers, write the dialogues on the board and have individual students pass to the front of the classroom and write the missing letters. When all the words are completed, point to each word and have students repeat them after you. Have individual students read the dialogues aloud.

AK: A: Good, How; B: Fine, you


3 Look at the picture and fill out the speech balloons.

Use the Visual Resources CD. Project the picture on page 2 to the class and ask students *How do you say hello to your mom? To your dad?* Elicit a few responses. Direct students to Activity 3 in their books. Ask *Who can you see in the picture? (a boy, a girl, mom)* *What are they doing? (greeting each other)* *Are they happy? (yes)*. Tell students they are going to complete the dialogues. Encourage students to fill the balloons with the expressions from the box.

AK: Hello, Mom! Hi, Mom!


Lesson 4

1 Look at the pictures and read the dialogues. Act out the scenes.




a

Mom: Goodbye, Mateo.
Mateo: See you later, Mom



b

Diana: Hello, Liza. How are you?
Liza: I'm fine thank you, and you?



c

Miss Martha: Good morning, children.
Children: Good morning, Miss Martha.

2 Read and complete the dialogue.

you How Good fine

A: _____ morning, Jane. _____ are you?

B: I'm _____ thank _____. And you?

A: I'm OK, thanks. _____


Hello, kids!

3 Look at the picture and fill out the speech balloons.

Hello, Mom!

Bye, Mom!

Hi Mom!



12 UNIT 1

Additional Activity

Write the dialogues from Activity 1 on three piece of cardboard. Make cards with the words needed to complete the dialogues (*How, fine, you*). Arrange students in groups. Give them the pieces of cardboard and the cards. Have students paste the cards in the pieces of cardboard. Monitor and help as necessary. Check as a class.

4 Look at the picture and read the dialogue.

To review the previous lesson's contents, ask individual students for a school supply. Remember to use courtesy expressions. Write the correct structure on the board. If you have time available, you can ask students to form pairs and practice asking and giving a pencil. Have students open their books to page 13 and cover the dialogue with a piece of paper. Direct students to the pictures. Ask: *What are the children doing? What can you see? Where are they?* Elicit a few answers from students. Ask students to uncover the dialogue. Go over each dialogue as a class. Do some choral and individual repetition. Have volunteers read the sentences.

5 Match the dialogues to the pictures.

Direct students' attention to the pictures in Activity 5 and explain the task. Have them deduce which dialogue corresponds to each picture. To help students, ask some questions to deduce the context. Ask *Who has a ruler? Who is using a sharpener?* This way students will focus on the key words of the dialogues.

AK: 1-b; 2-a

6 Complete the dialogue.

Direct students to Activity 6. Go over the dialogue as a class. Explain to students they need to complete the kind expressions. Have students work out the missing letters individually. Monitor and help as needed. Make sure to check students wrote the correct letters. To check answers, have individual students read the dialogue. Do this several times with different students.

For further practice, write on the board the dialogues from Activity 5. Add gaps to the words in kind expressions. Have volunteers pass to the front of the class and complete them.

AK: B: Here; A: Thank; B: welcome

7 Read the dialogues in Activities 4 and 5 again. Work with a partner and create your own dialogue. Practice and present it to another pair.

Arrange students in pairs. Have students go over the dialogues and read them aloud as a class. Then, explain to students it's their turn to create a dialogue. To encourage students' autonomy, ask: *What is your dialogue going to be about? What expressions do you need to use?* Give students enough time to create and edit their dialogues. Walk around the classroom as you support and help as needed. When students are done have them practice their dialogues aloud as you monitor pronunciation or any mistakes they may have made. To end the activity, have pairs of students present their dialogues to their classmates.

4 Look at the picture and read the dialogue.

A: Can you open the window, please?
B: Sure
A: Thank you.
B: You're welcome

5 Match the dialogues to the pictures.

A: Is this your ruler?
B: Yes, thanks.
A: You're welcome

A: Can I use your sharpener, please?
B: Here you are.
A: Thank you.
B: You're welcome.

6 Complete the dialogue.

Thank welcome Here

A: Can I use your eraser, please?
B: _____ you are.
A: _____ you.
B: You're _____

7 Read the dialogues in Activities 4 and 5 again. Work with a partner and create your own dialogue. Practice and present it to another pair.

Say what you like about your classmates' dialogue suggest ways to improve 13

Useful Information

Short practice activities can help students build their oral as well as their social skills, as a result, students use language in a real context. It is important to use speaking activities such as drills and repetition, to help students practice the language before they use it in a meaningful context.

What We Know

Help students reflect on what they have learned. Tell students that listening to others' opinion can improve our work. Explain that you can talk about the vocabulary in the dialogue, the pronunciation a certain classmate has or the voice volume the pair used! Encourage a positive attitude by choosing random pairs and saying phrases like: *I liked the words you used! Great pronunciation! That was very creative!* Then, give time for students to come up with positive things about their classmates' work and one suggestion to improve it. Monitor and supervise the activity. Above all, make sure students feel confident! Show enthusiasm for their progress! Congratulate them for finishing the unit!



Look at the pictures and say to your partner what the children are saying. Check your answers together and create a mini play.

Organize students in pairs. Have them look at the pictures and describe what they see. Elicit answers (*a boy, a girl, a park, books,*). Ask them to say what the children are saying to each other in the pictures (*greeting each other, asking for a book*). Write their answers on the board. Ask students to say what expressions the children are saying (*Hello, Hi, How are you?, Can I have a book, please? Here you are*). Write the expressions on the board. You may need to add some other expressions to make sure all the ones from the unit are integrated (*I'm fine thanks, Sure*).

Do some choral repetition to practice pronunciation.

Tell students they are going to write a mini-play with their partners. Ask *What do you think a mini-play is?* Elicit a few ideas. Then, tell them a play is a show they can see at the theatre, on television or sometimes at school. Ask *Do you remember a play performed at the school?* Organize students in small groups. Have them choose between the two pictures and give them a piece of paper. Have them write the lines for their play. Encourage students to review expressions from their *Activity Books* and make sure they write them correctly. Monitor and provide help as necessary. Encourage all members of the team to contribute.

Give students enough time to write and then proofread their dialogues. Ask them to practice their lines and remind them to be kind and smile as they perform their roles.

When students are ready, tell them that now they are going to present their mini-plays to the class. Have volunteers come to the front of the classroom to act out their dialogue. Tell the class to listen to their classmates as they perform. At the end of each performance, have the class give the team a clap! Praise your students for their creativity.

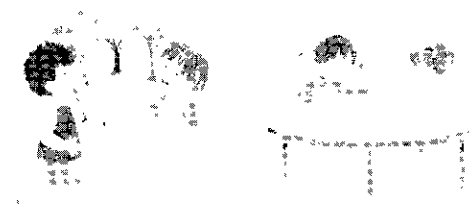
Social Skills

 Tick (✓) the positive action.

Direct students to the two pictures in the Social Skills section of their books. Ask them to describe what is happening in each picture (*A boy is lending a girl a ball; A girl is taking a book from a boy*). Elicit students' answers. Ask students: *What is different in the pictures? Which kids are*

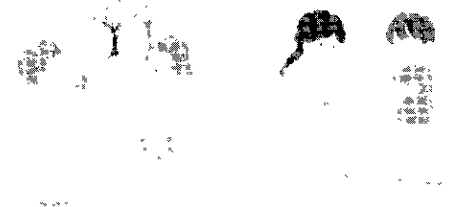
Review

Look at the pictures and say to your partner what the children are saying. Check your answers together and create a mini play.



Social skills

Tick (✓) the positive action.



14

polite? Who is smiling? Is the boy sharing the ball? Is the girl sharing the book? Have students choose and point to the positive action (the picture on the left). Check answers by holding the book and pointing to each picture. Ask: Is this a polite action? Nod and shake as you point.

Remember that it is important to focus on positive and constructive actions. Use this activity as an opportunity to have students reflect on theirs and others' feelings. Ask *How do you feel when someone is kind to you? When your friends say thank you?; How do you feel when someone isn't kind to you? When someone doesn't say hello? How do you feel when you aren't kind to someone?* To demonstrate the meaning of kind, draw one smiling face and one sad face on the board. Point to each drawing as you talk about these actions. Encourage students to talk about their feelings. Help your students reflect on how we can make feel other people happy when we are kind to them.

Make a poster.

What is the product for?

To understand and respond to greetings, farewells, and courtesy expressions.

Tips

- Team up.
- Share with your team the subproducts from Lesson 3 (Activities 2 and 6).
- Choose together your favorite expressions.
- Express your opinion and listen to your classmates.
- Write and illustrate the expressions.
- Design your poster.

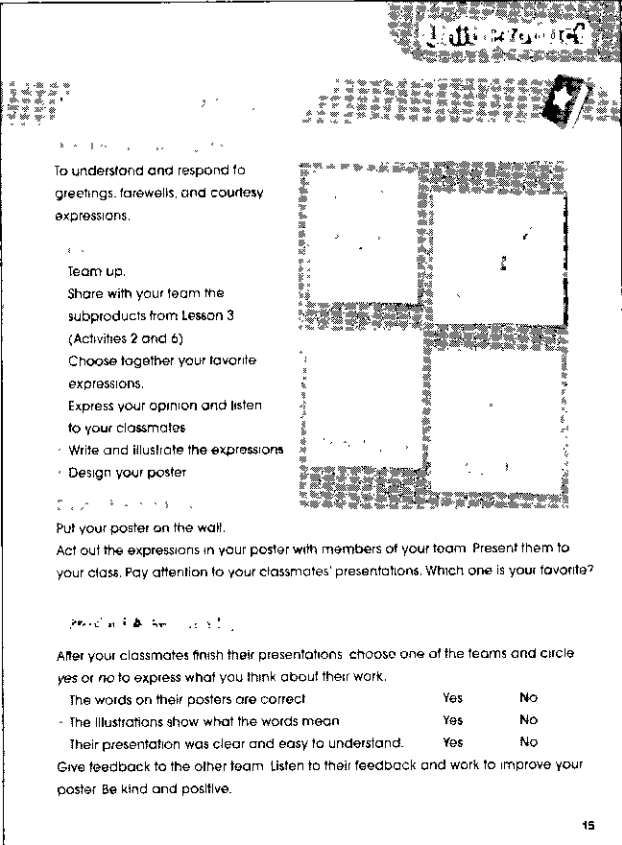
Share the product.

Put your poster on the wall. Act out the expressions in your poster with members of your team. Present them to your class. Pay attention to your classmates' presentations. Which one is your favorite?

Ask students to look at page 15 and try to predict what are they are about to do. Elicit a few ideas. Then, tell them that they are going to make a poster to remind them to use kind expressions every day. Tell them that they are going to hang their poster on the wall.

Read the Tips section together with the class. Make sure every step of the process is clear. Organize students in groups. To make everyone feel included, encourage students to collaborate with different classmate everytime! Remind students to go back to the activities with the subproduct icon to hep them with their product. Have students work autonomously and let them choose the expressions for their posters. However, remind them that everybody's opinion is important and that each student should get to choose an expression. walk around and check the team's progress. Provide any necessary vocabulary. Remember that making mistakes is a natural part of the learning process. Focus your students' efforts on the activities involved in the process of making the poster. Encourage students' creativity while supervising their work.

Once all teams have finished, hang the posters on the wall and organize an art exhibition for students to appreciate their classmates' work. Have teams present their product to the class. remind students to speak loudly and clearly. Praise



To understand and respond to greetings, farewells, and courtesy expressions.

Team up. Share with your team the subproducts from Lesson 3 (Activities 2 and 6). Choose together your favorite expressions. Express your opinion and listen to your classmates. Write and illustrate the expressions. Design your poster.

Put your poster on the wall. Act out the expressions in your poster with members of your team. Present them to your class. Pay attention to your classmates' presentations. Which one is your favorite?

After your classmates finish their presentations, choose one of the teams and circle yes or no to express what you think about their work.

The words on their posters are correct.	Yes	No
The illustrations show what the words mean.	Yes	No
Their presentation was clear and easy to understand.	Yes	No

Give feedback to the other team. Listen to their feedback and work to improve your poster. Be kind and positive.

15

all your students' efforts and congratulate them on their hard work. When students decide which poster is their favorite, remind them to be kind and polite.

Product Assessment

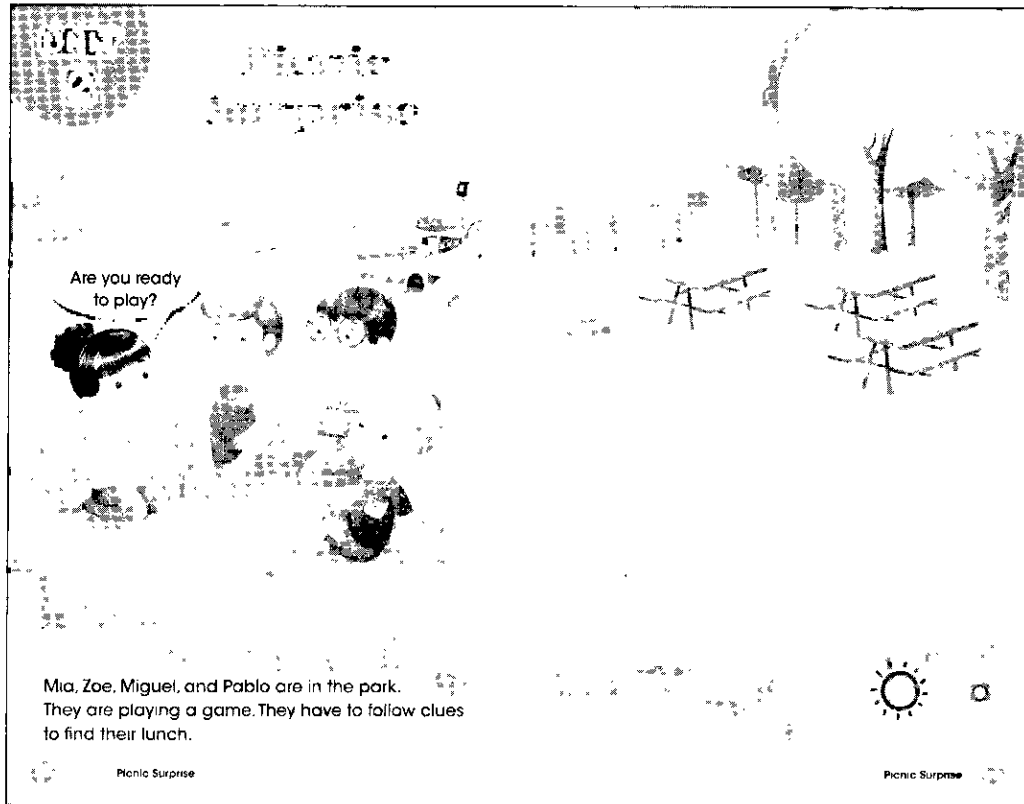
Tell students they need to give feedback to their classmates. Review the concept by reminding students that they share positive thoughts to their classmates on page 13. Read the sentences aloud with the class and make sure the meaning is clear. As teams present their work, have students answer the questions. To close the activity, have students say a positive comment (*I like your drawings!*) and a suggestion (*Next time, you can make the words bigger.*) Remember that the focus of this activity is to create a positive environment in your classroom. Encourage students to think of kind and nice things to say, you will help them with any necessary language.

UNIT 2

Happy Stories

Reading Strategies

Narrative Big Book: *Picnic Surprise*



 pp. 16-27

As a teacher, you will be helping students learn new words, new sounds, new combinations of letters, new patterns, among other things, and make the process of learning a new language challenging, fun, and meaningful! The colorful illustrations in this story will surely engage students, and this in turn, will make it easier for you to fully exploit this resource.

The main objective of "Picnic Surprise" is to have students be aware of rhyming words in a fun and casual context. Students will be first exposed to the rhymes through colorful illustrations and fun situations. For this purpose, students are presented with a story where children are following clues (written in verse) to find their lunch.

The story in the *Narrative Big Book* will provide students with meaningful samples of language. Students will find new rhymes in the pages of their *Activity Books*. Read aloud the story in the *Narrative Big Book* to your students to engage them and make the reading enjoyable for everybody.

Before starting the reading, introduce useful vocabulary to make the text more accessible for students. Bring photographs of parks (the parks should have games, swings, a boat and a lake). Show the picture to the class and point to the park features as you do some rounds of choral and individual repetition.

Introduce the *Narrative Big Book*. Open the *Narrative Big Book* to the story "Picnic Surprise!" Show the cover of the story to the class. Point to the title. Then point to the pictures. Have them describe what they see on the cover. Have students predict what the story will be about. Ask *What do you think the story is about?* Ask them where the children are. *Are the children in school? Are they in a museum? Are they in the park? How do you know?* Elicit some answers. Ask *What can you see? (games, swings, a boat, a lake).*

Begin reading the book. Point to each word as it is read. Direct students' attention to the first clue. Emphasize the rhyming sound, *act surprised* and ask *Can you see the clue? Is it on the stairs? On the slide?* Have a volunteer help

you find the clue on page 19. Do the same with the bee on page 22. Before you read the next clue, ask students *What do you think the surprise is?* Elicit a few answers. When you get to pages 24 and 25, have students guess what happens to the lunch. Turn the page and ask students *What is the picnic surprise? (the puppies)* Did you like the surprise?

Have students relate the contents of the story, the dialogues, and clues to fun and games. Ask a few questions to have them notice that the children are having fun, for example, *Are Zoe, Mia, Miguel and Pablo happy? Are they excited to find the clues?*

Once you finish reading the story, discuss the book with your class. Ask them a few questions about it: *Did you like it? What did you like the most? Who was your favorite character? What was your favorite part? Would you like to have a picnic surprise like the children in the story?*

As you cover the lessons of the Unit, you can re-read parts of the texts to the class as a warm up. Have them remember what happened in the story, who are the characters, what were they doing. Ask them to read aloud the dialogues and clues individually or as a class.

Unit Contents

Literary and Ludic Environment

Social Practice:

Understands rhymes and fairy tales in verse.

Learning Outcomes:

- Explores rhymes and fairy tales in verse.
- Listens to the reading of rhymes and fairy tales in verse.
- Explores how rhymes and fairy tales are written in verse.
- Practices pronunciation.

Activate Prior Knowledge

1. What are rhymes?
2. Who likes rhymes? Children? Adults?
3. Do you know any rhymes in your language?

Tech Resources

This website contains a collection of typical English rhymes for children. Each video has the rhyme written so children can follow along.

<http://www.bbc.co.uk/programmes/p037tqx1>

Odyssey Resources



Narrative Big Book: pages 16-27

Class CD: tracks 4, 5

Visual Resources: Class CD, pages 3, 4


Lesson 1

Learning Outcome: Explores rhymes and fairy tales in verse.

- 1**  **Read *Picnic Surprise* and underline the correct answers.**
 **pp. 16-27**

Give an overview of what you read last class. Tell students that now they are going to work with their *Activity Books*. Ask students to open their *Activity Books* to page 16. Direct their attention to Activity 1. Point to the picture and ask *Who are they? Are they friends? (yes) Can you remember their names? (Mia, Zoe, Miguel and Pablo).* Go over each question as a group. Ask *Where was the first clue? Where was the second clue? Point to the Story Book and say Where is the lunch? Behind the rocks or in the lake? Do you remember what happened to the lunch? Who ate it?* Have the *Story Book* at hand and go through the pages as a reference for students.

AK: 1-b; 2-b; 3-a; 4-a

- 2**  **Use the words in the box to complete the clue on the right.**

Say the words from the box aloud. Do some rounds of choral and individual repetition. Write the clue on the board. Open the *Narrative Big Book* to page 23, show it to students and say the complete clue. Close the book. Ask *Do you remember what word goes here?* As you point to the first line. Elicit students' answer (*ducks*). Ask *What word sounds similar to ducks? Feel? Meal? Rocks? (rocks).* Write the missing words on the board. Open the *Narrative Big Book* again. Read the last two sentences. Encourage volunteers to read the sentences aloud. Explain to students that these words that have similar sounds are called rhyming words and that they will learn how to read and write new rhyming words in this unit. Close the book. Do the same as with the other words. Walk around and help when needed. Make sure students write the words correctly.


AK: Near the ducks and close to the rocks, you can find your meal. How do you feel?


- 3**  **Tick (✓) the purpose of the story.**

Focus students' attention to the texts in the clues. Help them notice that the clues are written in rhyme and remind them that rhymes are a fun way to learn English words! Read the sentences aloud and make sure the meaning is clear. Elicit the answer from students. If necessary, guide students by saying: *Were the clues instructions to play in the park or fun messages?*

AK: 3

UNIT 2 Happy Stories
Lesson 1

1  **Read *Picnic Surprise* and underline the correct answers.**



Where does the story take place?
In the zoo In the park

Where are the clues?
In the boat and in the tree In the boat and on the bee

Where is the meal?
near the ducks In the lake

Who eats the lunch?
the puppies the children

2 **Use the words in the box to complete the clue on the right.**
ducks feel meal rocks

Near the
and close to the
you can find your
How do you...?

3 **Tick (✓) the purpose of the story.**

to teach how to count letters

to teach how to play in the park

to teach new English words and how to enjoy reading

16

Additional Activity

Go over the places the children visited in the park (*the boat, the tree, the bee and the lake*). Give students a piece of paper. Explain to them that Zoe, Mia, Miguel and Pablo need their help to find the clues. Have them work in pairs and draw a map of the park of the story. Ask students to label the places and trace the route the characters followed.

4 Look at the pictures and say the words.

Prepare flashcards of the following words: *sing, king, mill, hill, friend, end*. To introduce the vocabulary, show the flashcards to the class and do some rounds of choral and individual repetition. Ask students to open their *Activity Books* to page 17. Have students point to each picture and say the word aloud. You may want to organize students in pairs for this activity. Walk around the classroom as you check pronunciation.

5 Listen and read. 4

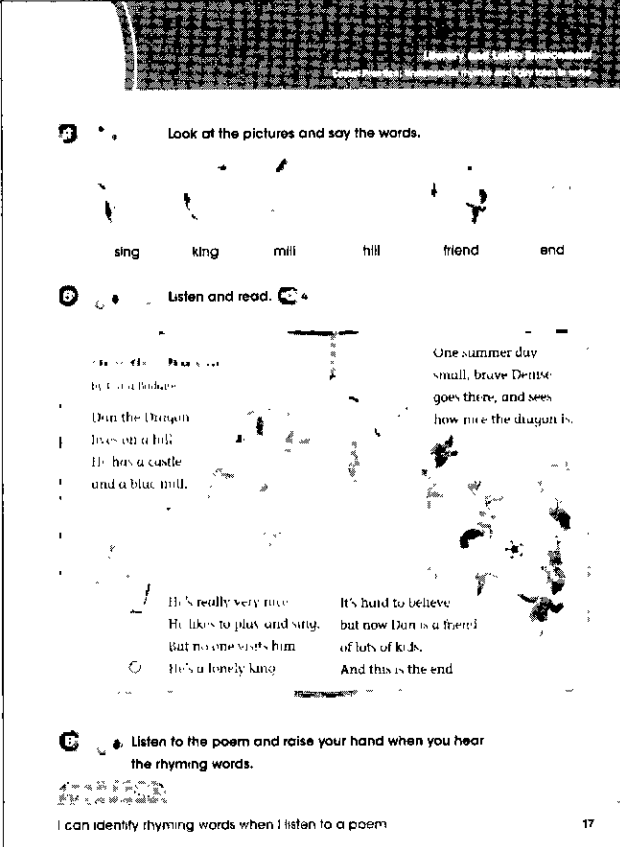
Direct students to Activity 5 and ask: *What is the title of the poem?* Elicit answers. Have students focus on the illustrations. Ask: *What can you see? Is Dan happy or sad?* Have students look at the head of the dragon and ask: *Why does Dan have a crown on his head?* (*Because he is a king*). Play Track 4 and have students follow the poem in their books. Play the track a second time, and pause after each stanza. Ask: *Where does Dan the Dragon live? (On a hill) What does he like to do? (play and sing) Is Dan happy with the children? (Yes)*

6 Listen to the poem and raise your hand when you hear the rhyming words.

Demonstrate what rhyming words are (*Rhyming words are pairs of words with the same ending sound. Rhyming words don't need to have the same spelling*). Write *hill / castle / mill* on the board. Elicit the words with the same ending sound: *hill and mill* and tell students they are rhyming words. Write *teacher and student* and *fat and cat* on the board. Ask: *Are teacher and student rhyming words? Are fat and cat rhyming words?*


Play Track 4, ask students to follow along in their books. Pause the recording at the end of each stanza, for students to identify the rhyming words (*hill-mill*). Elicit from students the rest of the rhyming words (*sing-king; Denise-is; friend-end*). Write them on the board. Have individual students say the words aloud. Ask students to close their books and play Track 4 a last time. Point to the words and have students raise their hands as they listen to the poem. Alternatively, use the Visual Resources CD. Project the poem on page 3 and have volunteer students come to the front and circle the rhyming words.

AK: hill; mill; sing; king; Denise; is; friend; end



3 Look at the pictures and say the words.

sing king mill hill friend end

5 Listen and read.  4

Dan the Dragon
by Carol Hodgson

Dan the Dragon
lives on a hill.
He has a castle
and a blue mill.

One summer day
small, brave Denise
goes there, and sees
how nice the dragon is.

He's really very nice
He likes to play and sing,
But no one visits him
He's a lonely king

It's hard to believe
but now Dan is a friend
of lots of kids.
And this is the end

6 Listen to the poem and raise your hand when you hear the rhyming words.

I can identify rhyming words when I listen to a poem

17

Additional Activity


Ask students to imagine they are friends with Dan the Dragon. Ask *What do you do with Dan?* (*We play soccer; read stories; do puzzles*) Write the ideas on the board. Give each student a sheet of paper. Have them draw a scene between them and Dan the Dragon. Have students share their work in groups.

What We Know

Help students reflect on what they learned. Remind them that it is important that to identify rhyming words when listening to poems and songs. Read the poem *Dan the Dragon* aloud and elicit the rhyming words. Remind students the meaning of the stars: three stars if they can identify five rhyming words, two stars if they can identify four rhyming words and one star if they can identify less than three rhyming words.

Lesson 2

Learning Outcome: Listens to the reading of rhymes and fairy tales in verse.

1  **Look at the vocabulary page on Visual Resources (Class CD, p.4) and learn some new words.**

To introduce the topic of the poem and present the vocabulary, project the Visual Resources CD p.4 to the class. Point to each picture as you say the name aloud. Have students repeat after you. Do some rounds of choral and individual repetition. To make the activity more interesting, point to random objects and have students say the name aloud.

2   **Listen and sing along.** **5**

Write the words *Cartoon Land* on the board. Tell students that this is the name of a magic place. Have students close their eyes, and ask *What do you imagine happens in Cartoon Land? Is it fun? Say Look! There is a band of animals! What animals can you see?* Elicit answers.

Ask students to open their books to page 18. Refer them to Activity 2. Explore the illustration together. Point to the hot air balloon, the houses and the animal band. Tell students they are going to listen to the song about Cartoon Land. Play Track 5 and ask them to sing along, pause the audio after each line. Remind students what rhyming words are. Have students repeat the song and elicit the rhyming words.

Ask students to underline the rhyming words in the song. Check answers as a class. Tell students they are going to play the song again and sing together.

AK: Journey-Bernie; balloon-soon; sky-fly; moon-cartoons; lagoons-tunes; noon-raccoon

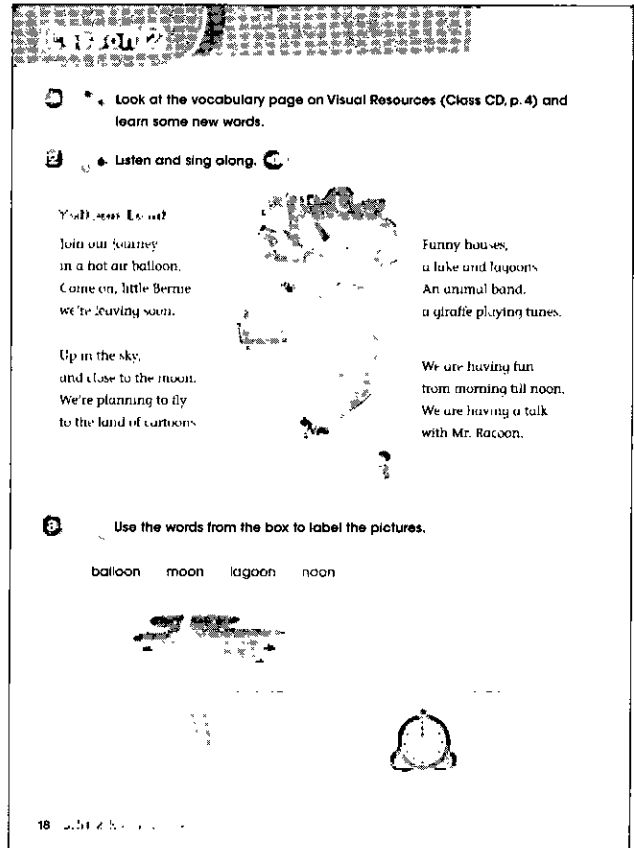
3  **Use the words from the box to label the pictures.**

Paste the flashcards you prepared on the board. Point to each flashcard and individual students say the words aloud. Explain to students that noon is 12:00 o'clock. Ask *Is there a similar word or words in Spanish? (medio día).*

Direct students to Activity 3. Have students do the task individually. Monitor and supervise.

Elicit answers and write them on the board. Have students notice that the three last letters in each word are the same.

AK: clockwise: moon; lagoon; noon; balloon



The screenshot shows a page with a title 'Cartoon Land' and a poem. The poem is: 'Yod, eos, Lo out / Join our journey / in a hot air balloon. / Come on, little Bernie / we're leaving soon. / Up in the sky, / and close to the moon. / We're planning to fly / to the land of cartoons. / Funny houses, / a lake and lagoons / An animal band, / a giraffe playing tunes. / We are having fun / from morning till noon. / We are having a talk / with Mr. Raccoon.' Below the poem is a box with the words 'balloon', 'moon', 'lagoon', and 'noon'. There are three small illustrations: a hot air balloon, a moon, and a raccoon.

Additional Activity

Write some other pairs of rhyming words from the poem in Activity 2 on the board (sky-fly; Journey-Bernie; cartoons-tunes). Arrange students in pairs. Give two index cards to each pair. Have students write down their favorite pair of words. Ask them to repeat the words and underline the letters that form the sound.

Useful Information

Help students identify the relation between letters/ words and sounds, in a natural way. For example, the long vowel sound of 'oo' in words like balloon and moon.

In English when we add 'e' at the end of many short words, it changes its sound and meaning. This is called the 'e' silent. It changes the sound of the vowel, and we say its **alphabet** name. Look at these examples: pin – pine / tap – tape. The same happens with words like June and tune. The 'e' silent makes the sound of the vowel **u** long, as in balloon.

4 Say the words aloud. Circle the words that rhyme.

Write the words in two columns (*moon-ballon; june-tune*) on the board. Point to each word as you say it aloud, and have students repeat. Ask them *What letters are the same in moon and balloon? What about in June and tune?* Have students notice that different letters in English can have the same sound. Ask them to underline the letters that rhyme.

AK: moon; june; tune; balloon

5 Complete the rhymes with words from the box.

Tell students they are going to learn new rhyming words. Copy the words from the box on the board (*fly, bye, soon, mouse*). Remind students that rhyming words have the same ending sound. Have each line of students say one word, go on with the next lines. Say: *It's your turn now.*

Write the first sentence of the activity on the board. Complete the gap with the word *mouse*. Read the sentence aloud and ask *Do the words at the end rhyme?* Then erase *mouse* and write *fly*. Say the sentence: *The blue sky where the planes fly*, and ask again if the ending words rhyme. Elicit the correct answer. Say *Which sentence rhymes The month of June is coming house! or The month of June is coming soon!?* Elicit students' answer.

Have students work in pairs with the two remaining sentences. Tell students to say the words aloud to identify the sound and choose the words that complete the rhymes. Have students say the rhymes aloud as they mime the actions.

AK: 1-fly; 2-soon; 3-mouse; 4-bye

6 Complete the words to make them rhyme.

Direct students to Activity 6. Point to the illustrations and elicit the word from students. Encourage the class to look for the illustrations in previous lessons. Point to each word on the left as you say them aloud. Tell students that they are going to complete the words on the right. Direct students to the first word and give time for students to deduce the missing words. Ask: *What letters do you have to copy to complete the first word?* Elicit the answer: *e, n, d*. Write the complete word on the board. Have students continue individually with the rest of the words. Write the beginning of the words on the board. To check answers, direct students to the What We Know section and have them exchange books. Then, you can have individual students pass to the front of the class and complete the words.

AK: friend; hill; king

Say the words aloud. Circle the words that rhyme.

moon fun lune balloon

Complete the rhymes with words from the box.

fly bye soon mouse

The blue _____ A little _____ for the _____
where the planes _____

The month of _____ I say _____ and you say _____
is coming _____

Complete the words to make them rhyme.

_____ e n d f r i _____

_____ m i l l h _____

_____ s i n g k _____

Exchange your book with a partner and check your answers to Activity 6. 19

Useful Information

You can model pronunciation of words using different moods, *happy* or *sad*, for example. Have students repeat the words imitating your intonation.

Additional Activity

Make cards for each pair of rhyming words students learned in this lesson (*sky-fly; June-soon; mouse-house; hi-bye; mill-hill; sing-king; pocket-rocket*). Paste them facing down on the board. Organize a memory game with the whole class. Have a volunteer pass to the front of the classroom and face up one card, then have another volunteer face up another card. If students match a card, they should say the rhyming words aloud.

What We Know

Remind students that is important to know how to write rhyming words correctly. Ask students to exchange books with a partner and check the spelling of the words. Encourage students not to only point the mistakes but to offer the correct answer to their classmates.

Learning Outcome: Explores how rhymes and fairy tales are written in verse.

1 Read and look at the pictures.

Start with books closed. Pre-teach some vocabulary to help students better understand the poem. Prepare flashcards of these words: *fairy, elf, cherry, food, hole, and rabbit*. Show the flashcards to students. Elicit / give the word. Model pronunciation and do some rounds of choral and individual repetition. Have students open their books to page 20. Direct them to the illustration of the poem. Ask *Which is the fairy? Where is the elf? Where do they live?* Have them point to the illustrations.

Read the poem aloud. Remember that students don't need to understand every word of the story. However, it is important that they understand the sequence of events in the tale. As you read, point to the illustrations. Make gestures to convey the meaning of words. Read the story again, emphasizing the rhyming words in each stanza. Have students read the poem with you.

2 Underline the rhyming words in the poem. Copy the words in your notebook and illustrate it.

Copy the first stanza on the board. Read it aloud giving a natural emphasis to the rhyming words (*fairy-cherry; smiles-styles*). Read the stanza twice. Ask students *What words rhyme?* As you elicit the answers, underline the rhyming words on the board. Use a different color for each pair of rhymes. Do the same with another stanza. Tell students they should only underline the words that rhyme. Have them do the task individually as they say the lines aloud. Walk around the classroom and monitor. Check answers as a class. Have volunteers say pairs of rhyming words.

When students have finished identifying the words, ask them to take out their notebooks and copy and illustrate the words. Be sure to tell them that this list will be useful when making the product. Walk around the classroom and monitor the activity.

AK: fairy-cherry; sun-fun; see-tree; skies-flies; back-Jack

3 Pronounce the words with your teacher.

Write all the rhyming words on the board. Say them aloud several times. Have students repeat after you. After some rounds of repetition, start clapping to the rhythm. Make sure to clap your hands as you say each syllable. Have students do the same.

To make it more fun for students, have them stand up. Change the rhythm constantly, make your clapping faster or slower.

Read and look at the pictures.

to the elf Mary

Jeff is an elf.
Mary is a fairy.
They like to play
under a cherry.

Jeff goes out
To have some fun
He likes to walk
under the sun.

Jeff walks by
a big old tree.
There is a hole
that he can't see.

Mary sees Jeff
high from the skies.
to find some help
away she flies.

Mary calls
her good friend Jack
Jack helps Jeff
and he comes back.

**Underline the rhyming words in the poem.
Copy the words in your notebook and illustrate them.**

Pronounce the words with your teacher.


20

Additional Activity

Prepare sets of cards with the rhyming words. Make enough cards for each student to have one. Use the same color for each pair of rhyming words. Hand out the cards to students. Ask them to stand up and walk around the classroom and find the match.

Useful Information

Gestures are an important tool when working with young learners, as they rely a lot on body language. Actions, pictures, and miming can help you to accompany instructions, stories, rhymes, and songs to convey the meaning of words.



4  **Match the words that rhyme. Spell them out.**

Write the words on the board. Point to each word and have students say it aloud. Say the words yourself if students have trouble. Then have students repeat as a class.


Direct students to Activity 5. Explain they have to match the pairs of rhyming words. Have them do the task individually. Walk around the classroom and monitor. Check answers as a class. Ask *What word rhymes with sun?* (*fun*) *What word rhymes with see?* (*tree*) Repeat the procedure with the rest of the words.

Write the words on the board. Spell the words aloud. Point to each letter as you say them, and have students repeat after you. Then have students in pairs practice saying and spelling the words. You can divide your group into two teams, and have each group say and spell a word they choose at the same time.

AK: sun-fun; tree-see; cherry-fairy; back-Jack

5   **Work with a classmate and take turns spelling out the words from Activity 4.**

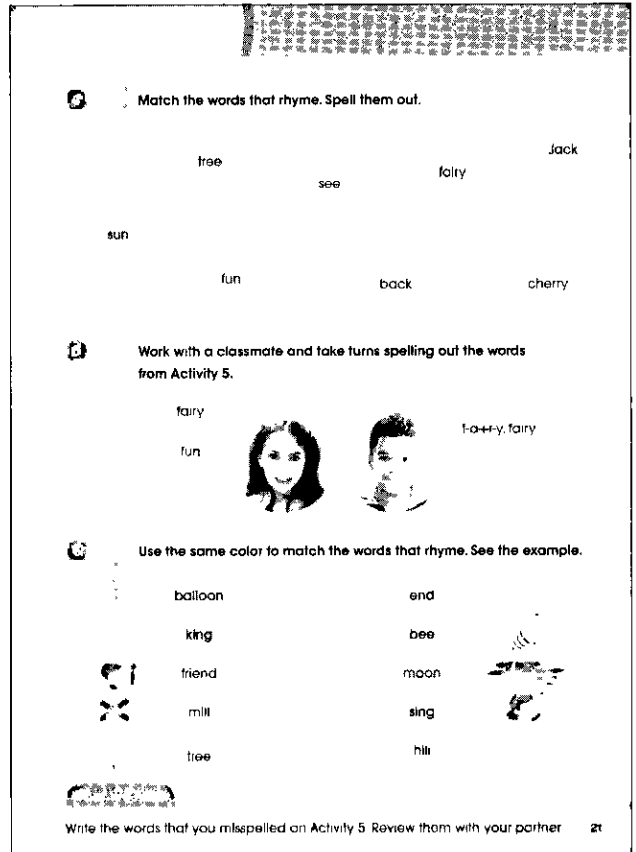
Arrange students in pairs. Have them spell out the words. Ask students to trace each letter with their fingers as they say them aloud. After a few minutes, have students close their books. Say a word from the lesson and have students spell it out. Do the same with other words. If you want to, you can direct students to the What We Know section of their Activity Books.

6  **Use the same color to match the words that rhyme. See the example.**

On the board, write the words from Activity 6 and point to each one as you elicit from students the correct pronunciation. Direct their attention to Activity 6. Explain that they have to match the pairs of rhyming words with the corresponding colors. Walk around and monitor the activity.

Additional Activity

Write groups of five letters on the board. Write L or R under each letter. Alternate between L and R. Explain to students that L means left and R means right. To make sure students know the words, have them raise their left and right hands. Point to each letter of the alphabet, students should raise the hand indicated under the letter as they say the name.



The worksheet contains three sections:

- Section 4:** "Match the words that rhyme. Spell them out." It lists words: tree, see, fairy, Jack, sun, fun, back, cherry.
- Section 5:** "Work with a classmate and take turns spelling out the words from Activity 5." It shows the words "fairy" and "fun" with a girl's face next to "fairy" and a boy's face next to "fun". The word "fairy" is misspelled as "f-a-i-r-y, fairy".
- Section 6:** "Use the same color to match the words that rhyme. See the example." It lists words: balloon, king, friend, mill, tree, end, bee, moon, sing, hill. There are colored boxes next to "balloon" (blue), "king" (red), "friend" (green), "mill" (yellow), "tree" (purple), "end" (orange), "bee" (pink), "moon" (light blue), "sing" (light green), and "hill" (light purple). There is also a drawing of a bee.


At the bottom, it says: "Write the words that you misspelled on Activity 5. Review them with your partner." and "21".

What We Know


Help students reflect on what they have learned. Remind them that when we learn new words it is important that we know how to write them correctly and their meaning. Ask students to be attentive when listening to their classmates spell the words. If they detect a mistake let their partners know. At the end of the activity, have them write the words correctly and then review the meaning alongside their partner.

Lesson 4

Learning Outcome: Practices pronunciation.

- 
Get the list of words that you wrote on page 20, Activity 2. Read a word aloud and have your partner say the rhyming word.


To introduce the lesson, have students read "Jeff and Mary" again. As students remember the rhymes present in the poem, say rhyming words and elicit the pair from students. Then, ask them to take out their list of rhyming words and repeat the procedure as you walk around the class and monitor the progress.

- 
Use the words in the box to complete the rhyming words.

Direct student to page 22 in their *Activity Books*. Point to each word from the box. Model pronunciation. Have individual students say the words aloud. Write *b_ck* on the board. Ask *What letter do you need to form a word from the box?* Do the same with *cave*. Once the words from the left column are complete, point to each word and have students repeat them aloud. Explain to students they need to complete the pairs of rhyming words by completing the words from the second column. Have students do the task individually. Walk around the classroom and monitor students' progress. Have students compare their answers in pairs.

Check answers as a class. Say the words from the left column and have individual students say the rhyming word. Write the incomplete words from both columns on the board. Have volunteers complete the words.

AK: fun; Jack; cherry; tree; flies

- 
Pronounce the word pairs with your teacher. Underline the letters that rhyme.

Write the pairs of rhyming words on the board. Have students say the words aloud. To make it more challenging, point faster or to random words. Explain to students they have to clap if you say a pair of rhyming words or stay silent if the words you say don't rhyme. Remind students that not all rhyming words have the same spelling. Have volunteers pass to the board and underline the letters that form the rhymes.

AK: tune-lagoon; fairy-cherry; Jack-back; noon-moon

- 
Classify the words in Activity 3.

Write the chart on the board. Explain to students they are going to classify the words from Activity 3 in two categories. Point to each word and ask *Do Jack and back have the*

1 Get the list of words that you wrote on page 20, Activity 2. Read a word aloud and have your partner say the rhyming word.

2 Use the words in the box to complete the rhyming words.

tree	flies	Jack	fun	cherry
s u n				f
b a c k				J
f a i r y				c
s e e				t
s k i e s				f

3 Pronounce the word pairs with your teacher. Underline the letters that rhyme.

tune	fairy	Jack	noon
lagoon	cherry	back	moon

4 Classify the words in Activity 3.

Some sound and same spelling	Some sound but different spelling
------------------------------	-----------------------------------


22

same spelling? (yes) Have volunteers pass to the board and write the words in the correct column. Do the same with the other words. Have students copy the words in their books. Walk around the classroom and help if needed. Use other rhyming words from the unit and have students classify them on the chart.

AK: Same sound and same spelling: book, look, noon, moon; same sound but different spelling: fairy, cherry, style, smile

Useful Information


Oral repetition is frequently used in an English classroom for learning a new language. To make repetition memorable, children should learn things through playful activities. Repetition can be useful and fun through activities where the children focus on specific patterns. Oral repetition is usually done in class before students start writing. After having oral practice, students work with the written aspects. In this way they can detect patterns, as in rhyming words. This will help them connect spoken and written English.

5  **Read the groups of words aloud. Circle the odd one.**

Review the vocabulary students have learned during the unit. Bring the flashcards you have used in previous lessons and elicit the words from the class.

Ask students to open their *Activity Books* to page 23. Write the first group of words on the board. Point to each word and have students say it aloud. Ask: *What word is different?* Explain to students they need to identify the word that sounds differently. Arrange students in pairs and have them to do the task. To check answers, write the groups of words on the board and have individual students pass to the front of the class and circle the odd one.

AK: 1-tree; 2-friend; 3-fun; 4-sun; 5-see; 6-moon

6  **Use the words in the box to complete the charts.**

Direct students to the words in the charts. Focus students' attention on the first drawing. Ask *What is this?* Tell students they have to use one of the words in the box that rhymes to label the drawing. Ask *What word in the box is similar to sing and king?* Elicit the correct answer (*ring*). Arrange students in pairs. Have them complete the rest of the charts. Walk around the class and monitor. Make sure students write the words correctly. Check answers as a class.

Finally, have students work in groups of three. Ask them to make a drawing on a card for each of the words in the sets of rhyming words. Then ask them to label the drawing. Help students to put the cards together in the form of a story board and display them on the classroom walls. For further practice, have students repeat each set of rhyming words as they clap to the rhythm.

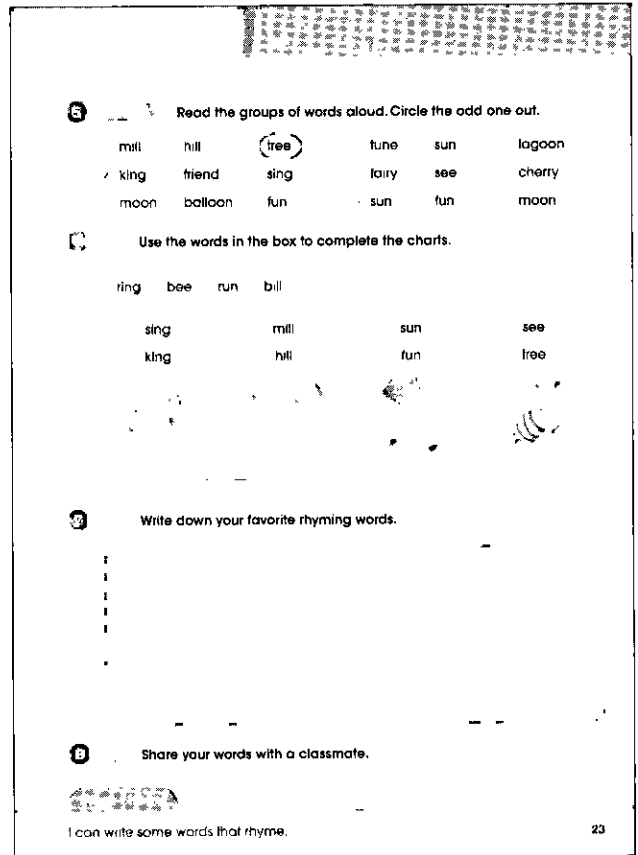
AK: ring; bill; run; bee

7  **Write down your favorite rhyming words.**

Ask *What rhyming words do you remember from this unit?* Have students browse the pages from their books. Elicit words they find and write them on the board. Have volunteer students underline the rhyming words in the same color.

Have students in pairs choose their favorite rhyming words and write them in their books. Tell them they may like the words for the way they sound, for their meaning, or because they relate them with a nice part of the story. Remind them that this list will be helpful when making their Unit Product so they should include several rhyming words!

You might want to ask them to write the words in pencil and then trace them again using a different color. Elicit some pairs of rhyming words from students and write them on the board. Ask *Why do you like these words? Who likes king and sing? Raise your hands!*



5 Read the groups of words aloud. Circle the odd one out.

mill	hill	(tree)	tune	sun	lagoon
king	friend	sing	lairy	see	cherry
moon	balloon	fun	sun	fun	moon

6 Use the words in the box to complete the charts.

ring	bee	run	bill
sing	mill	sun	see
king	hill	fun	tree

7 Write down your favorite rhyming words.


8 Share your words with a classmate.

I can write some words that rhyme.

23

You might have students copy their words and illustrate them in their notebooks.

AK: Answers will vary.

8  **Share your words with classmates.**

Arrange students in small groups. Have them share their rhyming words. Ask them to exchange their books with their classmates. Ask *Do you have the same words? Do you like different words?*

For further spelling practice, have student spell their favorite words.

What I Know

Now that students are familiar with the sound, meaning and spelling of rhyming words, they should be able to write rhyming words by themselves. Ask students to say some rhyming words as you write them on the board. Erase the words from the board as you have students take out their notebook. Have them write rhyming words. Make sure students understand the meaning of the stars: three stars if they can write five or more rhyming words, two stars if they can write three or four rhyming words and one star if they can write two or one rhyming words.

1 Listen to the song and play a game

5

If possible, play the game outside, if not, just clear enough space in the classroom. Ask students to hold hands and form a circle. Have a volunteer stand at the center. Play Track 5. Students move to the rhythm of the song. The student standing at the center of the circle jumps every time he/she hears a rhyming word. If the student misses one word, he has to exchange places with another student. Keep playing until five or six volunteers have stood at the center.

What I Know

Help students reflect on what they have learned. Bring some of the flashcards you have used during this unit (fairy, cherry, moon, noon, rocket, pocket). Paste them on the board and have individual students pass to the front and label the pictures. Ask students to go back to page 23 and color the stars at the bottom: (three-great job) (two-good) (one-need help) at writing rhyming words.

Social Skills

Why do you like your friends? Draw a picture.

Remind students about Dan the Dragon. Ask *Why was Dan sad? What happened when Denise visited? What happens to Dan when he has friends? Ask students Why does Dan like having friends? (They have fun with Dan; they play with Dan; they help Dan). Elicit a few answers.*

Ask students *Do you like having friends? Who is your best friend? What do you like to do with your friends? Have students come up with some reasons they enjoy spending time with their friends. Elicit a few answers (we play together, we laugh, we help each other). Support your students by providing any necessary language. Remind students that good friends help and respect each other.*

Direct students to page 24 in their books. Have students make a drawing of them with their friends. Encourage students to include reasons why they like their friends in their drawings. Once students are finished, have them stand up and share their drawings with their friends. Remind students to be polite when giving an opinion on their classmates' work.

Listen to the song and play a game.

Social Skills

Draw a picture that shows why you like your friends.

24

Make illustrated cards with rhyming words.



What is the product for?

To make a collection of rhyming words.

Tips

- Team up.
- Share with your team the subproducts you made on Lessons 3 and 4.
- Choose your favorite words.
- Decide together how you are going to work to make your cards.
- Put all the cards together in a nice index card box.

Share the product.

Share your cards with your classmates.

Take turns showing the cards and reading the rhyming words to the class. Pick a card and read it aloud. Ask your classmates to say a rhyming word after you.

Ask students to look at page 25 and try to predict what are they are about to do. Elicit a few ideas. Then, tell them that they are going to make a collection of illustrated cards with rhyming words. Explain to students they will keep their cards in a box so they can add new rhymes in the future.

Arrange students in small groups. Remind students of a few rhyming words they learned in this unit. Then, ask them to exchange their rhyming words list and and their Activity Books. This will help them decide the rhyming words they will include in their cards. Let students plan their work and decide what words they are going to use as you monitor. Use this moment to develop social skills: remind students to respect others' opinions when they are choosing the rhyming words.

Ask some questions to guide students: *How many rhyming words are you going to include? Do the rhyming words have the same or different spelling? How are you going to illustrate the cards? Are you going to use crayons or colored pencils? Are you going to decorate your box?* Remember to invite students to share their materials when working.

To share their products, get two or three groups together. Ask students to share their rhyming words with the other teams. Have them take turns saying a rhyming word and their corresponding pair. If you want to, you can turn this into a game like activity by giving a point when a team says the correct rhyme. The team with more points wins! box is their favorite, remind them to be kind and polite.

Unit Product

To make a collection of rhyming words

Team up

- Share with your team the subproducts you made on Lessons 3 and 4
- Choose your favorite words
- Decide together how you are going to work to make your cards
- Put all the cards together in a nice index card box.

Share your cards with your classmates.

Take turns showing the cards and reading the rhyming words to the class. Pick a card and read it aloud. Ask your classmates to say a rhyming word after you.

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

Cards with Rhyming Words			
	😊 Very good	😐 We can improve	☹ Not so good
Writing			
Illustrations			
Rhyming			
Presentation			

25

Product Assessment

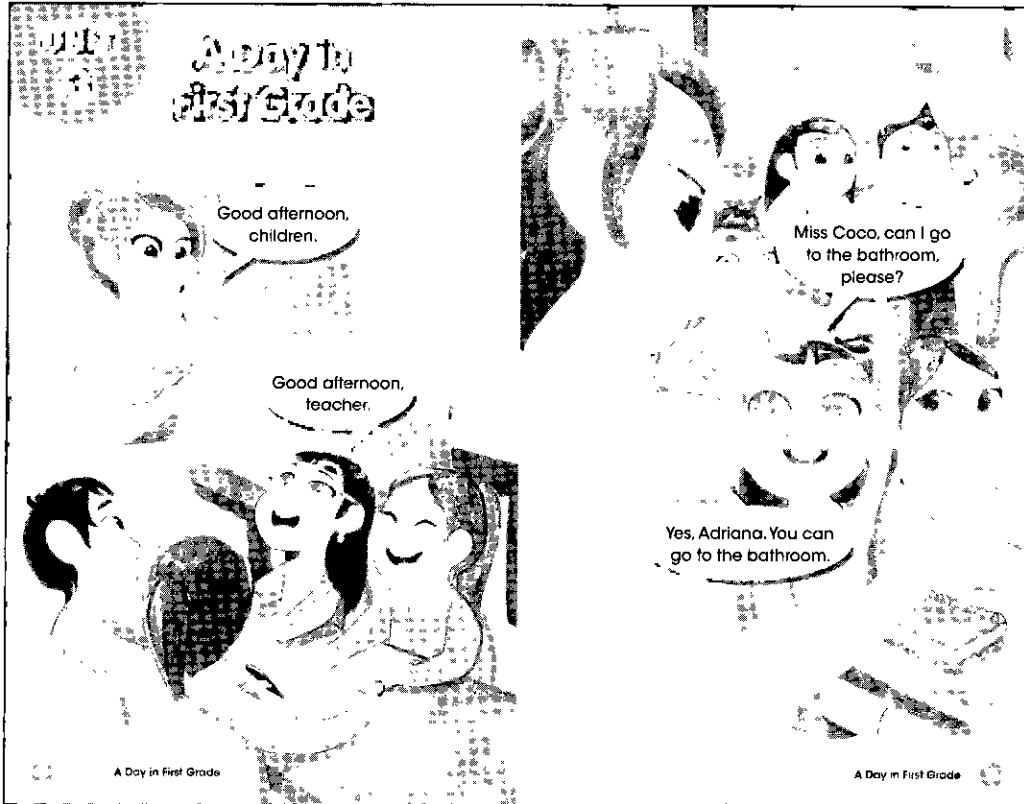
Tell students that the best way to improve our work is to reflect on our process. Read the instructions aloud and make sure everybody understands the purpose. Go over the descriptive scale with the class. When the presentations are over, ask students to review and assess their work. Remind them to be kind with themselves. Encourage children to see learning as a process and not a single product!

UNIT 3

Things About Me

Reading Strategies

Narrative Big Book: *A Day in First Grade*



pp. 28-35

In your daily teaching practice, bear in mind that your guidance is essential to help students discover the language and eventually become independent and active learners. As a teacher, you will be helping students learn new words, new sounds, new combinations of letters, new patterns, among other things, and make the process of learning a new language challenging, fun, and meaningful!

The main objective of "A Day in First Grade" is to have students be aware of giving personal information in a natural context. For this purpose, students are presented with a story about Adriana, a girl from first grade that gets lost. Adriana finds her way back giving personal information to a second-grade teacher.

The story in the *Narrative Big Book* will provide students with meaningful samples of language. Students will find new activities and questions in their *Activity*

Books. Using the reading aloud technique to read the *Narrative Big Book* to your students will make it possible for you to engage them and make the reading enjoyable for everybody. Break the routine by having students sit on the floor in a circle, or if possible, take them outside the classroom to the playground or the library.

Introduce the *Narrative Big Book*. Open the *Narrative Big Book* to the story "A Day in First Grade". Show the cover of the story to the class. Point to the title. Then point to the pictures. Have them describe what they see on the cover. Have students describe the scene. Ask *What can you see?* (a board, books, children, a teacher, posters) *Where are the children?* (in a classroom) *Who is the woman in the dress?* (The teacher) Elicit some answers.

Begin reading the book. Point to each word as it is read. This will make students relate the sound with the

printed words. When you reach page 31, ask students *What do you think Adriana will do?* When Adriana enters the wrong class have students reflect on the personal information she gives to the teacher.

Once you finish reading the story, discuss the book with your class. Ask them a few questions about it:

Did you like it? What did you like the most? What was your favorite part? As you cover the lessons of the Unit, you can re-read parts of the texts to the class as a warm up. Have them remember what happened in the story, where Adriana is and what personal information she is giving.

Unit Contents

Familiar and Community Environment

Social Practice:

Gives information about personal details, likes, and preferences.

Learning Outcomes:

- Explores information about personal details and preferences.
- Listens to and recognizes questions for obtaining information.
- Checks the writing of questions and answers.

Activate Prior Knowledge

1. How do you share information?
2. What is your favorite activity?
3. Who do you share information with?

Tech Resources

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/online-safety/e-safety-schools/>

This website has tips and suggestions on how to keep children safe online. It includes free resources for teachers.

Odyssey Resources

Narrative Big Book: pages 28-35

Class CD: tracks 6, 7, 8

Worksheet: *Activity Book*, page 115

Visual Resources: Class CD, page 6

Learning Outcome: Explores information about personal details and preferences.

- 1** **Read the story *A Day in First Grade*. Tick (✓) the main characters.**
 pp. 28-35

Have students look at the pictures in Activity 1. Ask them to describe the pictures *What can you see?* (a dog, a girl, a boy, a woman and a man) *Is anyone familiar?* (Yes) *Who?* (Adriana, Miss Coco and the second-grade teacher). Ask students to tick the characters from the story “A Day in First Grade”. Point to pictures 2 and 4 and elicit the names of the characters from students (Adriana and Miss Coco). Ask students to choose their favorite character and illustrate her/him in their notebooks.

AK: Pictures 2; 4; 5

- 2** **Read the story and match the columns.**

Reread the story. Have volunteers help you read aloud some parts of the story. Point to the illustrations and ask students to tell you the names of the characters or the place where they are. When you reach to page 33, pay special attention to Adriana’s dialogue. Explain to students the personal information she is giving to the second-grade teacher (name, age, grade, teacher’s name). When students are familiar with the concepts, have them match the columns in Activity 2. Check answers as a class.

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

- 3** **Complete the information about yourself. Draw your picture.**

Copy the words name, age, grade and teacher’s name on the board. Complete the sentences with information about yourself. Say the complete sentences to get students familiar with the structure (even though they won’t do it until next class). Say *My name is Diego, I am 35 years old and I teach in first grade*. Have students complete the card with their own information and draw a picture of themselves. When students are done, ask them to share their work with their classmates.

AK: Answers will vary.






Useful Information

Giving students authentic input and correcting structures is a good way to help them get familiar with the language before asking them to produce it. Remember to adapt the vocabulary, pace and intonation to make students aware.

UNIT 3 Things About Me

Lesson 1

1 Read the story *A Day in First Grade*. Tick (✓) the main characters.

2 Read the story again and match the columns.

1. Name:	Miss Coco
2. Age:	first grade
3. Grade:	6 years old
4. Teacher's name:	Adriana

3 Complete the information about yourself. Draw your picture.

Name: _____

Age: _____

Grade: _____

Teacher's name: _____

26

Additional Activity

Tell students they are going to go on a school tour to meet the other teachers so they won't get lost like Adriana. Go outside with your class and visit some of the other classes. Organize beforehand with the other teachers. Have them introduce themselves to students. Ask them their name, their age and the grade they teach. Additionally, you can ask older students the same questions and have them share with your class. When you return to your classroom, ask some questions to make your tour more memorable: *What is the name of the third-grade teacher? Where does Miss Angie give classes?* To close the activity, have students make a chart with the information they collected.

4 Read and take turns giving your information to the class.

Direct students' attention to the illustration from Activity 4. Point to Juan and say: *His name is Juan. He is six years old. He is in first grade. His teacher's name is Miss Silvia.* Support students by using gestures to convey meaning. Read the sentences aloud, emphasize the intonation of questions and answers. Have volunteers answer the questions to the class as a modeling activity. Then organize students in pairs and have them take turns asking and answering the questions. Walk around the classroom as you monitor students' progress. Be sure to check that students are sharing the correct personal information.

5 Listen and number the pictures. 6

Direct students' attention to the four pictures in Activity 5. Ask some questions *Who can you see? (a boy and a girl) What is her name? (Adriana) What grade is she in? (first grade) Are they friends? (yes) Are they in the same class?* Elicit students' answers.

Play Track 6 to students and have them listen to the questions and answers. You may need to guide them and emphasize the answers. Once students understand the conversation, play Track 6 again and have them number the pictures. Arrange students in pairs and have them compare answers.

AK: Clockwise: 2;4;1;3

6 Match the questions to the answers. Listen and check your answers. Listen and repeat.

Point to each question and have students repeat them after you. Write name, age, grade and teacher's name on the board. Point to the words and have students tell you the correct question. Read the sentences on the right column and have students repeat after you. Arrange students in pairs and have them work out the task. To help students, have them look at the pictures from Activity 5.

To check answers, play the recording again and pause after each answer. Play Track 6 again and have students repeat after each question and answer. To consolidate the structure, ask students to copy the questions and answers in their notebooks. Arrange students in pairs and have them act out the conversation with their information.


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

Name and Community Information

4 Read and take turns giving your information to the class.

My name is Juan. I'm in first grade. I'm six years old. My teacher's name is Miss Silvia.

5 Listen and number the pictures.



6 Match the questions to the answers. Listen and check your answers. Listen and repeat.

1. What's your name?	My teacher's name is Miss Gaby
2. How old are you?	I'm in second grade.
3. What grade are you in?	My name is Pedro.
4. What's your teacher's name?	I am seven years old.

I can say my name, my age, the grade I am in, and my teacher's name.

27

Useful Information

Playing games inside the classroom is an excellent way to keep students motivated and happy about learning. When playing a game it is important to keep in mind what language, vocabulary, structure or attitude you want your students to develop.

What I Know

Help students reflect on what they have learned. Ask random students questions about their name, age, grade and your name.

Make sure students understand the meaning of the number of stars: three stars if they can say all the information (name, age, grade and teacher's name), two stars if they can say some of the information, and one star if they need your help to say all the information. Above all, make sure students feel confident. Show enthusiasm for their progress!

Lesson 2

Learning Outcome: Listens to and recognizes questions for obtaining information.

1 Listen and circle the correct word. Sing and act out the song. 7

Prepare simple flashcards with the words: *jumping, running, reading, singing* and *swimming*. Show the flashcards to the class and do some rounds of choral and individual repetition. To convey the meaning, mime the actions and invite students to do the same. Explain to students they are going to listen to a song about the hobbies they just learned. Play Track 7 and have students listen to the audio and clap every time they listen to an activity.

Direct students to page 28 of their *Activity Books*, go over the pictures and ask *What is the girl doing? Is she jumping? Is she running?* Elicit students' answers. Do the same for every picture. Play Track 7 and have students circle the correct word under each image. Check answers as a class.

Play Track 7 and act out the song with your students. Take this moment to have fun as a class!

AK: jumping; running; swimming; reading; singing

2 Write the words in order.

Write the words from the first sentence on the board (*running, - I - like*), unscramble the sentences as you mime the words (point to yourself as you say *I*, smile as you say *like* and run in your place as you say *run*). Use different colors when writing the sentence in the correct order. Have students unscramble the two remaining sentences. Walk around the class and make sure students are copying the words with the correct spelling. Have volunteers pass to the board and write the sentences.

AK: I like running.; I like singing.; I like jumping.

3 Listen to the song again. Fill in the blanks with things you like. Sing your new song to your partner. Listen to your partner's song. Sing together.

Play Track 7 again to the class. Encourage students to follow and sing along. Create a simple version of the song with your information and invite students to follow along. Then tell them that it's their turn to create a song about their likes! You may want to review the vocabulary from Activity 1 to make sure students have the necessary language. Direct their attention to the text in Activity 3. Explain that they need to fill in the gaps with their own likes. If students want to talk about other free-time activities, provide the vocabulary. Walk around the classroom as students create their songs. Then organize students into pairs and have them take turns

Listen and circle the correct word. Sing and act out the song.

I like jumping.

jumping / running reading / running swimming / reading

running / reading singing / running

Write the words in order.

running. I like

like I singing.

like jumping. I

Listen to the song again. Fill in the blanks with things you like. Sing your new song to your partner. Listen to your partner's song. Sing together.

I like _____ I like _____

Just like this. Just like this.

I like _____ I like _____

_____ with me! _____ with me!

28

singing the song. Additionally, you can arrange students in a big circle and make a classroom song by asking students to share their songs as their classmates mime the actions!

AK: Answers will vary.

Additional Activity

Write the activities vocabulary on small pieces of paper. Have volunteers pass to the front of the class and mime the activity while their classmates guess. Alternatively, you can arrange students in small groups and give a set of activities to each team.

Useful Information

Listening is an essential part of the learning process. It is through audios, videos and yourself that students are exposed to the language input. Therefore, it is important that we include a variety of exercises, questions and tasks for every listening activity. For example, the first time students listen to an audio, have them identify key words, the next time ask them to complete sentences and the last time have students follow the dialogue along.

4 Read and say if you agree.

Introduce the lesson by reviewing the activities students learned the previous class. Show the flashcards you prepared and elicit the word from students. To introduce the question structure, write the first question and answer from the dialogue on the board. Draw a smiley face. Read the question and answer aloud and explain to students that we use *Do* to make questions and *I do* to make affirmative answers longer and polite. Repeat the procedure with the next question. Use gestures to convey the meaning.

Have students open their *Activity Books* to page 29. Read the dialogue aloud and ask students to follow along. Read the dialogue again, have students color the emojis if they feel the same as Laura.

5 Listen and draw ☺ = Yes or ☹ = No. 8

Explain to students they are going to listen to Maria and Jaime talk about things they like and don't like. Write *reading, swimming, playing soccer, singing and drawing pictures* on the board. Play Track 8 and have students tell you what activities from the list they hear (*reading, playing soccer and drawing pictures*).

Play Track 8 again and have students fill out the chart. To check answers, ask students *Does Maria like reading? What about Jaime?* Have students say *Yes* or *No*. Do the same with *playing soccer* and *drawing pictures*.

AK: Maria likes: reading, playing soccer, she doesn't like drawing; Jaime likes: reading and drawing pictures, he doesn't like playing soccer.

6 Trace with red the question words and with blue the question marks. Answer the questions.

Write ? on the board. Remind students the name (question mark) and have them tell you when we use question marks (*When we make questions*). Write *Do you like swimming?* Have them locate the question mark and point to the first word and explain to students that this is a question word. Have students trace the question marks in blue and question words in red. You may want to refer students to the *What We Know* section at this moment. After, you can check answers as a class.

Write all the question words on a box on the board. If possible, use a red marker. Write the rest of the sentences with a black marker. Ask volunteers to pass to the board and choose the correct question word to complete the questions. Remind students to include the question mark. Organize students in pairs. Have them take turns asking and answering the questions with their own information.

Read and say if you agree.

Diego: ¿ you like singing
Laura: Yes, I do ☺
Diego: ¿ you like running?
Laura: No, I don't. ☹
Diego: ¿ you like reading?
Laura: Yes, I love it! ☺

Listen and draw. ☺ = Yes or ☹ = No

reading playing soccer drawing pictures

Maria

Jaime

Trace with red the question words and with blue the question marks. Answer the questions.

1. you like reading

2. you like drawing pictures

3. you like playing soccer

4. you like singing

Check the answers in Activity 5 with your partner. Correct them if necessary. 29

Additional Activity

Organize students in pairs. Have them act out the dialog from Activity 4. Encourage them to emphasize the raising intonation in questions. Walk around the class as you monitor the activity. Support students as needed. Have pairs of volunteers pass to the front of the class and act out the dialogue.

What We Know

Help students reflect on what they have learned. Write an incorrect sentence on the board (*Yes, I don't*). Elicit from students what is wrong with the sentence and mark the necessary changes. Remind students that when you check their work, you give them corrections to help them improve. Tell students it's their turn to be English teachers! Ask students to pair up and exchange books with their partners. Explain that they need to check their partner's answers and, if necessary, provide the correct one. Remind students to be kind and polite to each other! Praise students' efforts and process!

Lesson 3

Learning Outcome: Checks the writing of questions and answers.

1 Complete questions 3 and 4. Interview two classmates and write the answers.

Draw a simple chart similar to the one your students have in their *Activity Book*. Remind students how to answer the two first questions (*My name is...* and *I am ... years old*). Practice with some students. Explain to students they need to choose two activities for the next two questions. Refer students to the Picture Dictionary on page 107, if necessary. Encourage students to choose a variety of activities to make interviews more interesting. Ask a volunteer to pass to the front of the class and practice the interview. Fill out the chart as the student answers the questions.

Have students stand up and interview their classmates. Walk around the classroom encouraging students to speak in English. When students are done, have volunteers act out the interviews.

AK: Answers will vary.

2 Complete the sentences. Use the words in the box.

Go over the words in the box to make sure students understand the meaning. Do the first sentence as a class. Arrange students in pairs and have them complete the sentences. Walk around the classroom and help when needed. To check answers, write the sentences on the board and have volunteers pass and complete them.

Arrange students in five rows or groups. Assign a sentence to each group. Have each row repeat a sentence as you point to it. Change the pace or point to sentences at random for students to have fun! Have students copy the sentences in their notebooks using their own information.

AK: 1-name; 2-drawing; 3-don't; 4-singing; 5-don't

3 Work with a partner and write a dialogue about your likes and dislikes. Then take turns asking and answering questions about each other.

Go over Ana's information one last time and ask students to have in hand the sentences they wrote. Organize the class into pairs. Explain that they will create a dialogue to know their classmate's likes and dislikes. Review the necessary questions and encourage students to use all the free-time activities they have learned in the unit. Walk around the classroom and monitor the progress. When students are done writing the dialogue, have them ask and answer the questions as you listen and check pronunciation, vocabulary and structure. If you have time available, have pairs present their dialogues to the rest of the class.

Complete questions 3 and 4. Interview two classmates and write their answers.

		Classmate A	Classmate B
What's your name?			
How old are you?			
Do you like _____ ?	Yes / No	Yes / No	Yes / No
Do you like _____ ?	Yes / No	Yes / No	Yes / No

Complete the sentences. Use the words in the box.

singing name drawing don't like

My _____ is Ana.



1. I like _____ pictures.

2. I _____ like dancing.

3. I like _____.

4. I _____ running.

Work with a partner and write a dialogue about your likes and dislikes. Then take turns asking and answering questions about each other.

Do you like dancing?   No, I don't like jumping.

30

Additional Activity

To take advantage of the information students collected in the interviews, you can create a graph as a class. Write the names of your students on the board. Select three activities and ask how many students like them. Count the number of students in each activity and draw a chart on the board with the findings. Have volunteers help you count. Arrange students in pairs and give them a piece of paper, have them make a bar graph with the information.


Useful Information

When working with young learners it is important to organize activities that involve physical movement, students enjoy going outside, dancing, running in place or jumping. However, it is also important to include activities that calm and relax students, for example: listening to a story, making a drawing or even including short breathing exercises. This variety of activities will keep students engaged and ready to learn.

4  **Fill out the form with your own information.**


Have students open their *Activity Books* to page 31. Direct students to the picture in Activity 4. Ask *What class is this? (PE class); What is the teacher doing? (Filling out a form) What is he asking the boy?* Elicit students' answers. Explain to students that the teacher is asking the boy questions about his likes and dislikes. Tell them they have to complete the form with their information. Organize students in pairs and ask them to fill out the form, walk around the class and help when needed. When students are done, have them act out the scene and share their information with their partner. Since this is subproduct activity, you can have students copy the form in their notebooks as a future reference for their products.

AK: Answers will vary.

5  **Complete the dialogue. Use the words from the box.**

Direct students' attention to the first answer in the dialogue. Ask: *What word is missing from the sentence?* Elicit the answer from students. Explain to the class they need to complete the dialogue with the rest of the words from the box. Allow students to complete the rest of the questions individually. To check answers, write the sentences on the board and have volunteers write the missing words. When students are done, ask the questions to random students and have them answer with their information.

AK: Yes, I do; No, I don't; Do you like playing soccer?; Do you like karate?; No, I don't.

6  **Cut out the chart on page 115. Ask five classmates.**

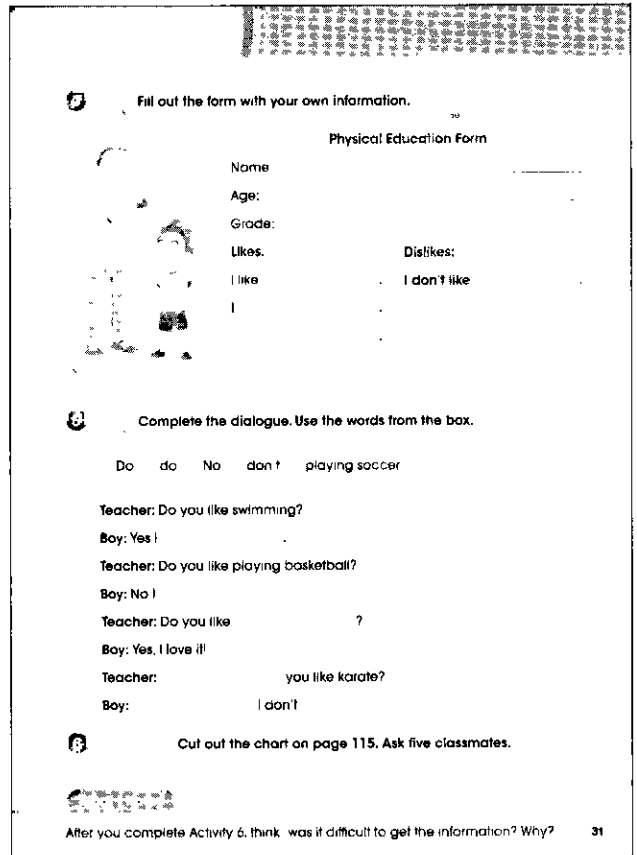
Have students come up with questions and write them on the board. This is a good moment to consolidate the structure and intonation of questions. Direct students to page 115 and let them select their two favorite activities and questions. As students write them on the chart, walk around the classroom monitoring the spelling.

Have students walk around the classroom interviewing their classmates. Remind students to speak in English and to be polite with their classmates.

AK: Answers will vary.

Additional Activity

Put a picture of a smiley face on one side of the classroom and a sad face on the other. Say *I like playing soccer!* Students repeat the sentence and go to the smiley face if they like playing soccer. They should go to the sad face if they don't like playing



4 **Fill out the form with your own information.**

Physical Education Form

Name: _____

Age: _____

Grade: _____

Likes: _____

I like _____

Dislikes: _____

I don't like _____

5 **Complete the dialogue. Use the words from the box.**

Do do No don't playing soccer

Teacher: Do you like swimming?

Boy: Yes I _____

Teacher: Do you like playing basketball?

Boy: No I _____

Teacher: Do you like _____ ?

Boy: Yes, I love it!

Teacher: _____ you like karate?

Boy: _____ I don't _____

6 **Cut out the chart on page 115. Ask five classmates.**

After you complete Activity 6, think: was it difficult to get the information? Why? **31**

soccer. Repeat the procedure with different activities (*I like swimming! I like singing!*). If you don't have enough space inside your classroom, you can break the routine and take your class to the playground to do this activity.

What I Know

Help students reflect on what they have learned. A good idea to help students in their learning journey is to make them aware of their learning strategies. Refer students to the What I Know section and read the sentence aloud. Guide students by asking questions like: *Did you remember the structure to ask and answer questions? What did you do when you didn't? Did you check your book or did you ask your partner? Did your partner remember? How did you help them?* Remember that this type of reflections is to help students develop critical thinking skills, so encourage them to participate! It doesn't matter if they are unable to produce the language, you can provide any necessary vocabulary. Above all, make sure students feel confident! Show enthusiasm for their progress!

Lesson 4

Learning Outcome: Checks the writing of questions and answers.

1 Look at the pictures and count the letters.

Have students open their *Activity Books* to page 32. Write the words *like* and *dislike* on the board. Count the letters as a class as you point to each letter. Ask: *Is this a long word or a short word?* Elicit the answer from students. To help convey the meaning of short and long, point to the pictures in Activity 1.

2 Read and say the words. Count the letters in each word and write the number on the lines. Classify the words.

Write *play* on the board. Point to each letter as you count them. Ask students *Is this a short word? or a long word?* Arrange students in pairs. Have one student read the words aloud. As the other student counts the words. Have them switch roles every few words. When students are done, copy the chart on the board and have volunteers write the words. Additionally, have students spell the words either as a class or in pairs.

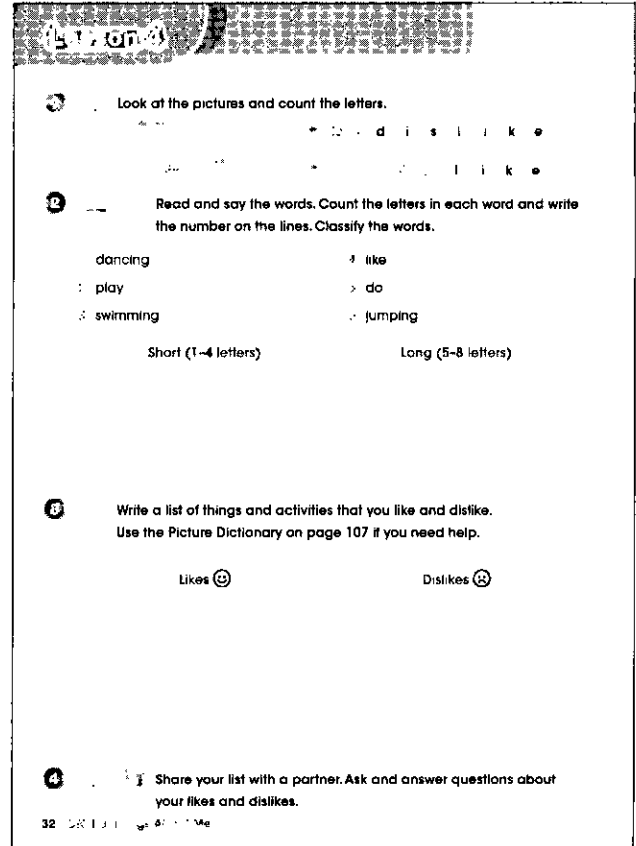
AK: short: play, like, hop; long: dancing, swimming, jumping

3 Write a list of things and activities that you like and dislike. Use the Picture Dictionary on page 107 if you need help.

Direct students to the Picture Dictionary on page 107. Point to each picture and elicit the word from students. Have students go back to page 32 and fill out the chart. Remind them that this activity will help them with their Unit Product. Allow students to do the task individually as you walk around the classroom monitoring. To check answers, ask students to share the activities they wrote as they pass to the front of the class and write them on the board.

4 Share your list with a partner. Ask and answer questions about your likes and dislikes.

Arrange the class in pairs. Have students discuss their likes and dislikes. Remind them to be polite and respectful if their opinions are not the same as their partners'. Walk around the classroom and help when needed.



Lesson 4

1 Look at the pictures and count the letters.

like dislike

2 Read and say the words. Count the letters in each word and write the number on the lines. Classify the words.

dancing	like
play	do
swimming	jumping

Short (1-4 letters) Long (5-8 letters)

3 Write a list of things and activities that you like and dislike. Use the Picture Dictionary on page 107 if you need help.

Likes ☺ Dislikes ☹

4 Share your list with a partner. Ask and answer questions about your likes and dislikes.

32 Unit 3 Things About Me

Additional Activity

Play charades as a class. Write the activities from Activity 2 on slips of paper. Divide the class in two teams. Have a volunteer pass to the front of the class, pick a paper and act out the activity. The team that guesses more times is the winner.

5  **Compare your information with Miguel's. Same = (✓) Different = (x).**

Have students open their *Activity Books* to page 32. Direct students' attention to the picture of Miguel in Activity 5. Have a volunteer read the text aloud. Explain that students have to complete the chart with Miguel's information (second column) and then write their own information (first column). Allow time for students to complete the task individually as you walk around monitoring. When students are done, have them compare their information with Miguel's and then share their findings with a partner.



AK: Name: Miguel; Age: seven years old; Grade: first grade; Like: playing basketball; Dislike: singing

6 **Complete the dialogue.**

Read the instructions to the class. Have students work individually on the task. If students have trouble with the task, have them browse previous lessons to find the words. Monitor and help as needed.

To check answers, write the dialogues on the board and have individual on students pass to the front of the classroom and write the missing words. When all the words are completed, point to each sentence and have students repeat them after you. Have a pair of students read the dialogue aloud.

AK: What's your name?; How old are you?; Do you like playing soccer?; Do you like singing?


7   **Answer the questions with your own information. Exchange roles with your partner.**

Organize the class into pairs. Write the questions on the board or refer students to Activity 6. Tell them they have to ask the the questions and answer them with their own information. Give enough time for students to ask and answer the four questions as you monitor their progress. If you have time available, you can have pairs of students present the questions to the rest of the class.

Additional Activity

Use your Visual Resources CD. Project the card on page 6 to the class. Encourage students to fill out the form with their own information orally. Give a piece of paper to each student and have them copy the format and complete the data with their information. Encourage students to decorate their members' cards with illustrations about their preferences.

Compare your information with Miguel's. Same = ✓ Different = X





My name is Miguel
I am 7 years old.
I am in first grade
I like playing basketball.
I don't like singing

Information	You	Miguel	✓ / X
Name			
Age			
Grade			
Likes			
Dislikes			

Complete the dialogue.

Do name old like

What's your _____ ? My name is Miguel.
How _____ are you? I am seven years old.
Do you _____ playing soccer? Yes, I like playing soccer
_____ you like singing? No, I don't like singing.

Answer the questions with your own information. Exchange roles with your partner.

Say two good things about your partner's work. Mention something that he / she can do better. Listen to his / her opinion.

33

What We Know

Help students reflect on what they have learned. Still working in pairs, have students come up with positive aspects and one aspect to improve about their classmates' work. You can guide students by providing useful categories like: drawings, handwriting, organization, pronunciation, creativity. Model the assessment by giving examples: *I am very good at organizing my school supplies but I can improve my drawings.* Remind students that others' opinions help us see things from another perspective so it is important we listen attentively. Above all, make sure students feel confident! Show enthusiasm for their progress!



Work with a team of four or five students. Write questions from this unit on index cards. Put the cards together and take turns answering the questions with your information. Choose a partner and write his / her, information in your notebook.

Ask students to open their *Activity Books* to page 34. Direct their attention to the drawing 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 answering questions about personal information. Explain to students that they will do the same but first they need to write down the questions. Elicit the kinds of personal information they learned in this unit (name, grade, teacher's name, likes and dislikes). If necessary, write model questions. Give index cards to students and allow time for them to write the questions. Encourage students to browse their *Activity Book* as a guide. When students are done, collect the index cards and form groups.

Give a certain amount of questions to each group, have students take turns asking and answering the questions. Walk around and monitor the activity.

Social Skills



Choose the positive action and draw a 😊.

Ask students about the pictures. Ask *What can you see? What is the girl doing? What is the boy doing?* Encourage students to describe the pictures. Ask them *How would you feel if this happened to you? How would you feel if you did this?* This is a good moment to remind students about respecting their classmates' work and efforts. Have students draw a smiley face under the positive action.

Have students work in small groups and come up with a list of actions they should follow when handling their classmates' work. Remember, it is not important if students don't speak every word in English at this point, it is more important that they focus on positive actions and kind attitudes. Ask them *How do you think you can be kind about your classmates' work? What phrases would you like to say to your classmates about their work?* Bring a piece of cardboard or pieces of paper and have students write the phrases and illustrate the kind attitudes. Paste their work on the wall as a reminder.

U W I T

Work with a team of four or five students. Write questions from this unit on index cards. Put the cards together and take turns answering the questions with your information. Choose a partner and write his / her information in your notebook.

Do you like singing?
No, I don't like singing
I like dancing.

Social Skills

Choose the positive action and draw a 😊.

○

○

34

Make a personal information booklet.



What is the product for?

To make a booklet with the team's personal information.

Tips

- Team up.
- Share the subproducts you made on pages 31 and 32 with your team.
- Write a text about yourself and draw a picture to illustrate it.
- Share your text with your team.
- Review the texts together.
- Make a booklet with all the texts.

Share the product.

Take turns taking the booklet home and sharing the information with your families.

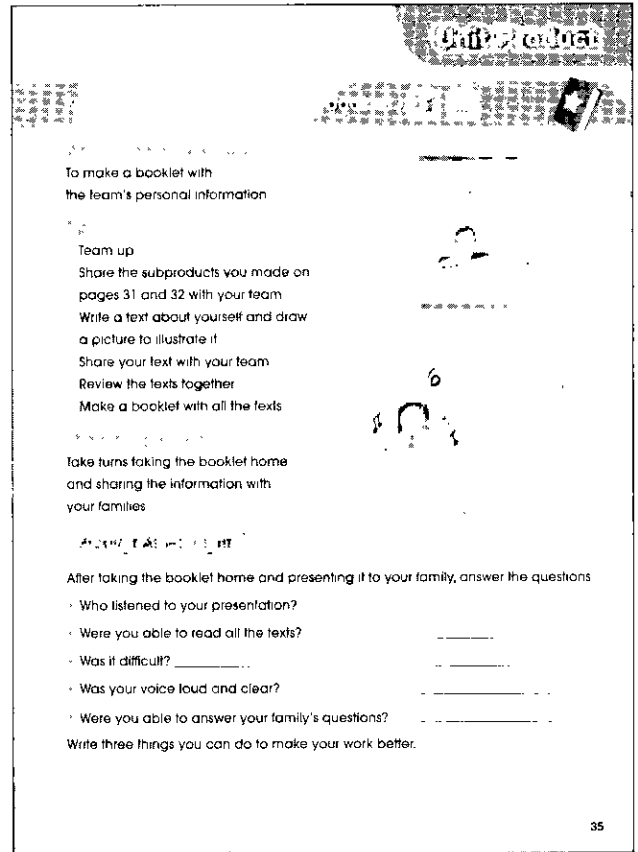
Ask students to look at page 35 in their *Activity Books* and try to predict what they are about to do. Elicit a few ideas. Explain to students they will make a booklet with their personal information.

Arrange students in small groups and read the Tips section. Make sure everyone understands the process to make the Product. Refer students to the subproducts they made during their work on the unit. Ask them to go to the pages, or their notebook, and check the information they wrote and the structure to share it.

Have students write a text with all their data and illustrate it. Ask them to include name, age, grade and an activity they like. Encourage students to write the texts in pencil so their classmates can check for spelling mistakes. Walk around and help when needed. Then, explain that they have to put the sheets together to make a team booklet.

Check students' spelling and punctuation.

Correct any mistakes at this stage. Encourage students to be creative when making their booklet. Ask some questions: *Are you going to use cutouts or drawings? Are you going to make it on colored sheets or on a piece of cardboard?* Remember to foster a creative atmosphere with your students. Let them focus on the process of creating the product rather than on the final object. When students are done, have them switch their booklet with other teams and share their work.



Have students take turns taking the booklet home and sharing the information with their families. It might be a good idea to write a short note to the parent of the child taking the booklet home. Encourage students to share the booklet and the information in English! Tell students that some of their family members might not know English, so remind them to be kind. Praise your students' efforts as it may be daunting for them to speak in English to their families.

Product Assessment

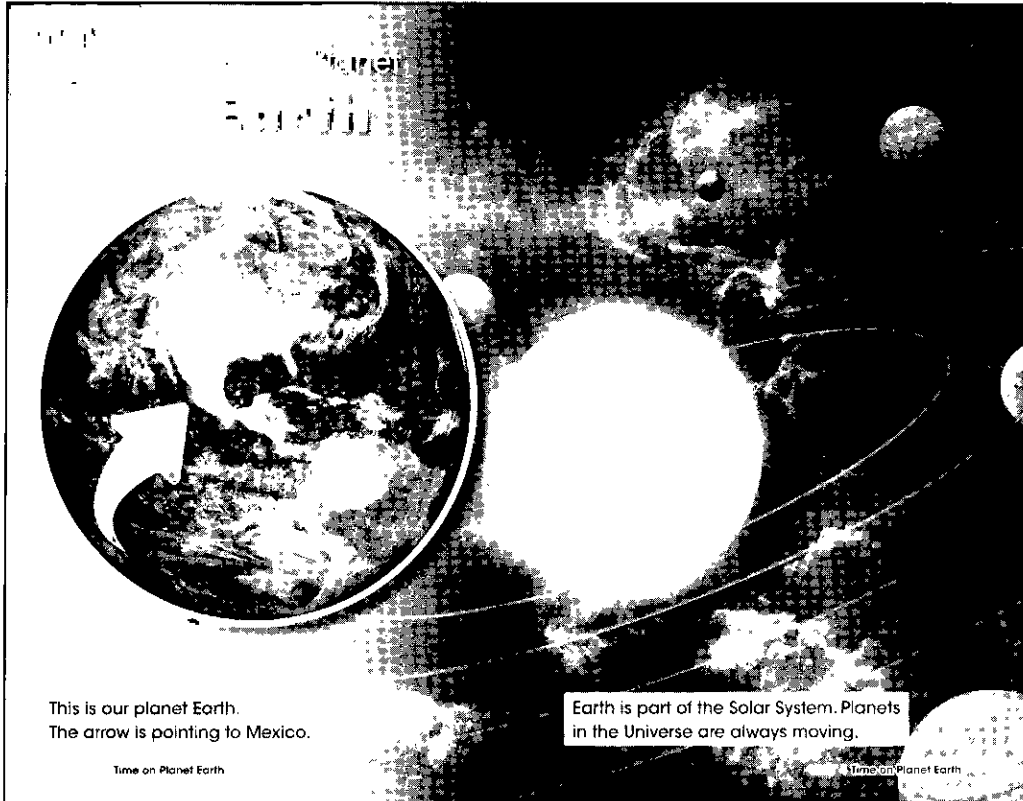
When all students have shared the booklet with their families, go to the Product Assessment section. Ask students to open their *Activity Books* to page 35. Read the questions and support students by providing any necessary vocabulary. Remind students that reflecting on their presentations will help them improve and make better presentations next time!


UNIT 4

Tell Me When

Reading Strategies

Informative Big Book: *Time on Planet Earth*



 pp. 4-13

In your daily teaching practice, bear in mind that your guidance is essential to help students discover the language and eventually become independent and active learners. As a teacher, you will be helping students learn new words, new sounds, new combinations of letters, new patterns, among other things, and make the process of learning a new language challenging, fun, and meaningful!

This unit is the first time you will work with the *Informative Big Book*. The *Informative Big Book* has photographs instead of illustrations and the texts included are informative rather than narrative. You may want to explain to students the concept of non-fiction texts.

The main objective of "Time on Planet Earth" is to introduce the concept of time passing. Students will explore it through attractive images about the earth's movements.

The story in the *Informative Big Book* will help students understand abstract concepts by giving clear and easy examples that relate to them. Using the reading aloud technique to read the *Informative Big Book* to your students

will make it possible for you to engage them and make the reading enjoyable for everybody. Break the routine by having students sit on the floor in a circle, or if possible, take them outside the classroom to the playground or to the library.

Introduce the *Informative Big Book*. Open the *Informative Big Book* to the story "Time on Planet Earth". Show the cover of the story to the class. Point to the title. Then point to the pictures. Have them describe what they see on the cover. Ask students *What is this?* as you point to planet Earth. Point to the sun and ask *Do you know what this is?* Read the text and explain to students basic facts about the Solar System. Point to the different planets and ask students if they know the names (*Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune*).

Pass to the next page, explain to students the concept of axis and pass a volunteer to the front of the class and demonstrate the rotation of the earth. When you reach page 8 point to the pictures and ask students *What*

is the boy doing? What are the children doing? Do you think they live in the same place? Why? Read the text and if necessary give a further explanation to students about the earth's rotation.

Go to page 10 and explain the concept of revolution (the revolution of the Earth around the Sun.) Read the text and ask students to look at the Earth. Why do you think that spring is warm and winter is cold? Encourage students to

develop their analytic skills. Pass to the next page and ask students to describe the pictures. Have volunteers answer the question.

Once you finish reading the text, discuss the book with your class. Ask them a few questions about it: *Did you learn anything new? What was the most interesting thing?* As you cover the lessons of the Unit, you can re-read parts of the texts to the class as a warm up.

Unit Contents

Formative and Academic Environment

Social Practice:

Interprets information about units of time in illustrated works.

Learning Outcomes:

- Explores weekly calendars.
- Listens to information about hours and days of the week being read aloud.
- Participates in the exchange of questions and answers to get information about units of time.
- Checks the writing.

Activate Prior Knowledge

1. How do we tell time?
2. How do seasons happen?
3. Why do we use watches and clocks?

Tech Resources

http://www.exploratorium.edu/science_explorer/sunclock.html

This website gives simple instructions to make a sun clock.

<https://www.stopbullying.gov/prevention/at-school/build-safe-environment/index.html>

This website includes tips and suggestions on how to prevent bullying inside the classroom.

Odyssey Resources

Informative Big Book: pages 4-13


Class CD: tracks 9, 10

Worksheet: *Activity Book*, page 117

Visual Resources: Class CD: pages 7, 8, 9, 10

Lesson 1


Learning Outcome: Explores weekly calendars.

- 1**  **Read *Time on Planet Earth*. Classify the activities in the chart.**
pp. 4-13

Have students open their *Activity Book* to page 36. Have them read the seasons from the box. Do some rounds of choral and individual repetition. Bring some cutouts from magazines or images about common activities and weather in the seasons to make sure students understand the different seasons.


Direct students' attention to the table. Remind them they saw the diagram last class in the story. Have students do the exercise individually. Walk around and supervise. If needed, take out the *Informative Big Book* and review pages 10 and 11. Check answers as a class.

AK: Daytime Activities: eat breakfast; go to school; play.
Nighttime Activities: Sleep; watch TV; Read Stories.

- 2**  **Read and underline the word that completes the sentence.**

Bring blue and yellow balloons and markers to class. Help students to make their own planet Earths and Suns. Ask them to draw Mexico and Asia. Arrange students in pairs and have them act out the rotation and translation movements. After a few minutes, have students answer the question. Check the answer as a class.

AK: nighttime

- 3**  **Draw your favorite time of the day. Complete.**

Direct students to Activity 3. Ask the class *What is your favorite season? Spring? Summer? Fall?* Have students raise their hands. Ask students *What do you do in spring? Do you go smell the flowers? What do you do in summer? Do you go the beach with your family? What do you do in fall? Do you play with the leaves? What do you do in winter? Do you celebrate Christmas?* Have students do the task individually. When they are done, ask them to share the work with their classmates.

AK: Answers will vary.

Tell Me When

Lesson 1


Read *Time on Planet Earth*. Classify the activities in the chart.

eating breakfast	playing in the park	sleeping
going to school	watching TV	reading stories

Daytime Activities Nighttime Activities

2 Read and underline the word that completes the sentence.

When in Mexico it is daytime,
in Asia it is nighttime / morning.



3 Draw your favorite time of the day. Complete.

My favorite time of the day is _____



36 | 4

Additional Activity

Bring cutouts or flashcards of gloves, a swimming suit, a raincoat, a scarf, a t-shirt, an umbrella, shorts, and sandals or other clothes. Teach the vocabulary to students and do some rounds of choral and individual repetition. Draw four columns on the board and write *spring, summer, fall* and *winter*. Ask *Do you wear a coat when it is hot or when it is cold?* Have students classify the clothes and accessories under the correct heading. Ask students to copy and illustrate the words. Alternatively, you can use flashcards with activities such as swimming, playing in the rain, etc.

Useful Information


Introducing cross curricular topics to your English class is a great way to engage students! Getting them interested in science topics like the one in the reader gives you plenty of material to work with. Try developing a short research project or doing a simple experiment! Students will not only communicate in English but they will also develop their inquiry and critical thinking skills.

4   **Use the words in the box to complete the sentences.**

Direct students' attention to the calendar on page 37 from their *Activity Books*. Ask *What is this?* (*a calendar*). Explain to students the parts (month, year, days) and graphic elements (columns, rows, spaces).

Read the words from the box and point to each part in the calendar. Read the sentences aloud and do the exercise as a class. Have volunteers read the sentences aloud. Check pronunciation. Use the Visual Resources CD. Project the calendar on page 7 to the class and have volunteers circle the weekdays in blue and the weekend in red, underline the year and tick the month.




AK: weekdays; weekend; month; year; weekdays

5  **Complete the days of the week. Point and say the days of the week.**

Review the days of the week. Explain to students that to complete the days of the week, they can see Activity 1. Arrange students in pairs and have them complete the days. Walk around the class and help when needed. To check answers, write the beginning and ending of the days and ask volunteers to pass to the board and complete the words. When you have all the days of the week, point to each one and do some rounds of choral and individual repetition. This is a subproduct activity, you might want to have students copy the days of the week in their notebook as it will be useful when making the Product.

Write random days of the week on small pieces of paper. Make enough for all your students. Give one to each student. Students should stand up when they listen to the day they were given. Say the days at random to make it fun for students!

AK: Monday; Tuesday; Wednesday; Thursday; Friday; Saturday; Sunday

6    **Play *The Days of the Week* game. Use the worksheet on page 117.**

Bring paper clips to class for this activity. Arrange students in pairs. Have them turn to page 117 and cut out the circle. Students should place the clip in the middle of the circle, it will serve as an arrow. Place the pencil point in the center of the spinner and push the end of the paper clip so it rests behind the pencil point and spin!

Students take turns turning the clip around. When the clip stops, students should ask *What day is today?* if they answer the correct day they color the space. Walk around the class and monitor. The student who colors all the days of the week first, wins!

Use the words in the box to complete the sentences.

month weekend weekdays year

Monday, Tuesday, Wednesday, Thursday and Friday are _____ days.

October is the name of a _____.

2019 is the _____.

We go to school on _____.

Complete the days of the week. Point and say the days of the week.

M _____ y T _____ y W _____ y

Th _____ F _____ y Sa _____

Su _____

Play the Days of the week game. Use the worksheet on page 117.

What day is today? Today is Tuesday

I can identify the parts of the calendar: days, months, and year.

Additional Activity

Write the days of the week on pieces of paper, if you have space you can paste them around the classroom. Alternatively, you can go outside the classroom. Have students stand up at the center of the class. Tell students *Go dancing to Monday!* or *Go hopping to Tuesday!* Do several rounds by changing the action and day of the week.

What I Know

Help students reflect on what they have learned. Draw a calendar on the board (or use a printed one) and have students label the parts (days, months and year).

Make sure students understand the meaning of the number of stars: three stars if they understand the three parts of a calendar, two stars if they understand two parts of a calendar, and one star if they understand one part of a calendar. Above all, make sure students feel confident. Show enthusiasm for their progress!

Lesson 2

Learning Outcome: Listens to information about hours and days of the week being read aloud.

1 Listen, point, and repeat. 9

To introduce the activity, start by drawing a big circle on the board. Ask students to guess what the drawing will be. Ask *What shape is this?* Add the numbers of a clock and ask *What do you think this is?* Elicit a few answers. Before finishing the drawing ask students what is missing from the clock. Have students tell you the name in their mother tongue and tell them that they are called clock hands. Draw the small clock hand pointing to ten and explain to students that this clock hand tells the hours, draw the big clock hand pointing to twelve and explain that this one tells the minutes. Point to the clock and say *It's ten o'clock*. Explain to students the meaning of *o'clock* and have them tell you how to say this in their mother tongue. Students are familiar with telling the hour in their mother tongue, so this should be fairly simple. It could be a good idea to review the numbers from one to twelve.

Direct students to Activity 1 of page 38 of their *Activity Books*. Play Track 9 and have students point to each clock. Play Track 9 again and pause as you have students repeat the times.

2 Go to Activity 1. Trace the hour hands with red and the minutes hand with blue.

Use the Visual Resources CD. Project the clock on page 8 to the class and trace the hour hands with red and point to each of them. Ask students *What time is it?* as students answer (*It's six o'clock*), write 6:00 on the board. Have students do the task individually. Walk around the classroom and help when needed. To check answers, have students draw the hour clocks on the Visual Resource as they write the times. As students do this, they should say the phrase *It's o'clock*.

AK: 8:00; 9:00; 6:00; 7:00; 2:00

3 Read, follow, and write the hours.


Say the question *What time is it?* aloud and have students repeat after you. Ask students to look at the clocks carefully and write the hours. Arrange students in pairs and have them act out the conversation. Have volunteers pass to the front of the class and demonstrate to their classmates.

AK: five o'clock; seven o'clock; nine o'clock

Activity 1


Listen, point, and repeat.

1




3:00

2




8:00

3




9:00

4



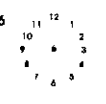
6:00

5



7:00




6



2:00

Go to Activity 1. Trace the hour hands with red and the minutes hands with blue.

Read, follow, and write the hours.

What time is it?		It's	five o'clock.
What time is it?		It's	one o'clock.
What time is it?		It's	twelve o'clock.



38

Additional Activity

Continue working with students in pairs. Introduce the phrases *wake up* and *go to sleep*. Convey meaning by miming. Ask them to share the time they wake up, and the time they go to sleep. Then, ask them to draw the activities and label them with the hours. Have students point to the drawings and ask *What time is it?* as their classmates answer *It's o'clock*.

Useful Information

Personalizing and adapting the content of activities to your students' reality and likes is a good way to make learning more meaningful. Students will see English as a useful tool to communicate about things that are close to them!

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

To review vocabulary, draw a sunrise, a sunset and a moon on the board. Remind students of the words morning, afternoon and night. Point to the drawings as elicit the correct word from students. Direct students to Activity 1 on page 39 from their *Activity Book*. Ask students to describe the pictures asking questions like *What time is it? Where do you think the girl is going? (She is going to school) What is the girl eating? (cereal, fruit and bread); What is the boy doing? (going to sleep)*. Elicit some answers from students. Have volunteers read the sentences in the boxes. Do the exercise as a class. Ask *What happens first? Does the boy eat breakfast or does the girl go to school?*



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

5  **Look and complete the sentences with morning, afternoon or night.**

Bring flashcards of the sun, a sunset and a moon. Alternatively draw the elements on the board. Elicit the names from students. Write the words *morning, afternoon* and *night* on the board. Do some rounds of choral and individual repetition. Have volunteers pass to the front of the class and match the drawings with the words.

Go to Activity 5. Have students describe the pictures and read the sentences aloud. Explain to students they need to complete the sentences using the words *morning, afternoon* or *night*. Walk around and help when needed. Make sure students write the words correctly. Check as a class.




AK: morning, afternoon, night

6   **Say what you do in the morning, afternoon, and at night.**

Tell students about your routine. Choose easy actions that students can relate to. For example: *I go to school in the mornings, I go to karate class and I read bedtime stories at night*. If possible, bring some drawings or cutouts of the actions. Ask students *What do you do in the mornings? Do you have breakfast? Do you do your homework? What do you do in the afternoons? Do homework? Play with your friends? What do you do at night? Take a shower? Go to sleep?* If necessary, introduce some vocabulary about common activities your students might do.

Arrange students in pairs and direct their attention to the expressions used by the children. Tell students it is their turn to share their routines with their classmates. Have students take turns sharing their daily activities as you walk around the classroom monitoring and supporting when needed. Additionally, you can use the Visual Resources CD and

Read and match the pictures to the texts.

1  2  3 

a It's 8 o'clock I go to bed at night b It's 9 o'clock I go to school in the morning c It's 2 o'clock I have lunch in the afternoon

Look and complete the sentences with morning, afternoon or night.



I have breakfast _____ in the _____

I do my homework _____ in the _____

I brush my teeth _____ at _____

Say what you do in the morning, in the afternoon, and at night.

I have breakfast in the morning _____ in the / at _____

Ask your partner to give his / her opinion about your work and how to improve it 39

project the digital clock on page 8 to the class. Have some volunteer students come to the front and write the hours they do their activities on the digital clock.

This is a good moment to remind students of the importance of routines. Say: *Routines help us to arrange our day and activities*. Ask students to close their eyes and imagine they sleep during the day and they go to school at night. Say *What is different? What new things can you discover?*

AK: Answers will vary.

What We Know

With students working in pairs, remind the class of the importance of improving our work. Help students come up with suggestions for their classmates: *Try speaking louder next time, you can use body language to help your presentations, you should study the vocabulary about daily activities a little bit more*. As usual, remind students to be kind to one and other and open to suggestions! This in turn will foster open minded and tolerant adults. Above all, make sure students feel confident. Show enthusiasm for their progress!

Lesson 3

Learning Outcome: Participates in the exchange of questions and answers to get information about units of time.

1 Look and repeat the words. Circle your favorite school subject.

To introduce the school subjects vocabulary, you can prepare simple flashcards. Show the flashcards to the class and do some rounds of choral and individual repetition. Ask students to open their *Activity Books* to page 40. Organize the class in pairs. Have students take turns pointing and repeating the school subjects as you monitor the activity. Encourage students to circle their favorite subject.

AK: Answers may vary.

2 Complete the words or draw the picture.

Direct students' attention to the pictures in Activity 2. Ask some questions: *What are the girl and boy doing? Is their uniform different or similar to the ones in other pictures? What is on the board? What is the teacher doing?* Ask students to complete the school subjects. When students are done, ask *What happens in math class? What do we do? What instruments are you going to draw for music class?*

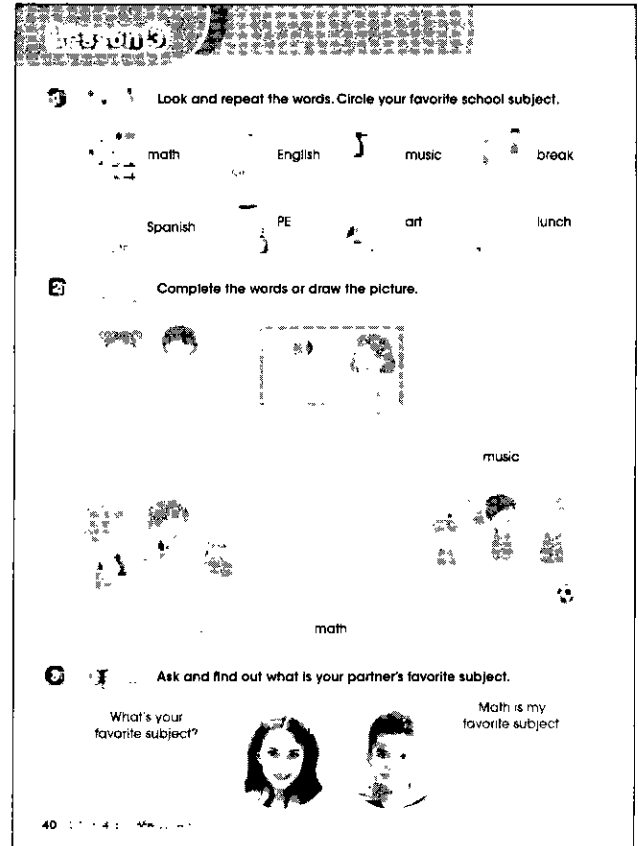
AK: PE; English; music; lunch; math; break

3 Ask and find out what is your partner's favorite subject.

Write *What is your favorite subject?* on the board. Write and say *My favorite subject is English* with a smile on your face to convey meaning. Do some rounds of choral repetition and emphasize the falling intonation in questions. As practice, ask random students what is their favorite subject. If there is time, have students illustrate their favorite subject in their notebooks.

Arrange your classroom in two rows. One row of students will ask for their classmate's favorite subject and the other will answer the questions. Explain to students that they have to answer the question and then will switch places with another student. Repeat the procedure a few times and then switch roles.

To take the activity further you can have students practice other questions like *What time do you get up? What time do you come to school? What do you do at night?*



Lesson 3

1 Look and repeat the words. Circle your favorite school subject.

math English music break
Spanish PE art lunch

2 Complete the words or draw the picture.

music
math

3 Ask and find out what is your partner's favorite subject.

What's your favorite subject? Math is my favorite subject.


40

Additional Activity

Make a set of simple flashcards of the school subjects students learned this lesson (*English, Spanish, nature and society exploration, ethics, math, music, art*).

Write the school subjects on index cards. Paste the flashcards and index cards facing the board. Play memory as a class. When students pass to the front of the class, they should say the school subject aloud.

Keep the flashcards at hand, you will use them in another lesson.


4  **Read and complete the schedule with the times.**

Before starting the class you might want to reintroduce the concept of symbol. You can refer students to the lesson on signals for this purpose. Alternatively, you can make a symbol like the ones on the *Activity Book* and introduce the concept to the class. To review the previous lesson's vocabulary, direct students to the symbols in **Activity 1** on page 41 of their *Activity Books*. Ask students *What symbol represents lunch? What is the music class symbol?* Have students write the school subjects below each symbol.

Write *We have math at 8 o'clock* on the board. Read the sentence aloud and have students repeat after you. Explain to students that we use the word *at* to say the hour we do something. Give some examples like *I have breakfast at 7 o'clock, I go to sleep at 10 o'clock*.

Have volunteers read aloud the sentences. Check pronunciation and do some rounds of choral repetition. Explain to students they need to complete the schedule with the information the girl is saying. Ask students to fill out the chart individually. To check answers, arrange students in pairs and have them compare answers.

AK: 8:00- math; 9:00 – PE; 10:00 – English; 11:00 –lunch

5  **Look at the schedule in Activity 1. Answer the questions.**

Continue working with students in pairs. Have volunteers read the questions aloud. Ask students to answer the questions and remind students to check their spelling. Walk around the classroom and supervise students' work. To check answers, write the sentences on the board and have volunteers pass to the front of the class and complete them. After, point to each word as students say it aloud. Start erasing word by word as students keep repeating the sentence until there is only one word. This is a good technique to develop your students' memory skills!

In addition, ask students to act out the questions and answers. After a few minutes, have them switch roles.

AK: Math is at eight o'clock.; Lunch is at 11:00 o'clock.; PE is at 9 o'clock.; The break is at 11:30.; English is at 10 o'clock.


6  **Work with a partner. Ask and answer questions about your group.**

Work as a class. Ask *What classes do we have on Monday?* Ask students to list all the school subjects you have on Monday. Then, with the students' help write the schedule on the board. Arrange students in pairs and have them ask and answer questions about Monday's schedule. Walk around the class and help when needed. Have pairs of volunteers pass to the front of the class and demonstrate the conversation.

AK: Answers will vary.

4 Read and complete the schedule with the times.

This is our Monday schedule
We have math at 8 o'clock
We have lunch at 11 o'clock.



We have PE at 9 o'clock
We have our break at 11:30
We have English at 10 o'clock.


Time	Monday
	math
	PE
	English
	lunch
	break

5 Look at the schedule in Activity 1. Answer the questions.

- When is math? Math is at _____ o'clock.
- When is lunch? Lunch is at _____ o'clock.
- When is PE? PE is at _____ o'clock.
- When is the break? The break is at _____ o'clock.
- When is English? English is at _____ o'clock.

6 Work with a partner. Ask and answer questions about your group.

When is math? _____ Math is _____ at _____.



Check your answers to Activities 4 and 5 with your partner. Correct your mistakes if necessary.

41

Additional Activity

Have students write five sentences with information about school subjects and times and copy a chart similar to the one in **Activity 1** in their notebooks. Organize students in pairs. One student should ask *When is math?* as the other reads his/her sentences aloud (*Math is at ...*). Have students do the same with all the subjects. When one table is completed, have students switch roles.

What We Know

Help students reflect on what they have learned. Organize students in pairs. Ask them to exchange books and check the answers to Activities 4 and 5. Give enough time for students to check as you walk around the classroom monitoring. Remind students that if their partner has a mistake, they should help them discover the correct answer!

Lesson 4

Learning Outcome: Checks the writing.

1 **Listen and complete the schedule.**
10

Play Track 10 and ask: *Who is talking? (a boy and his teacher) What are they talking about? (about their weekly schedule).* Play Track 10 again and ask students to list all the subjects they listen to. Direct students to page 42 on their *Activity Books*. Explain to them they need to write the correct subject under the day. Play Track 10 again. If necessary, pause after each sentence to give time for students to write the subject.

To check answers, draw a grid similar to the one in the *Activity Book* on the board and write the subjects on pieces of paper. Have volunteers pass to the front and paste the pieces of paper under the correct day. To take the activity further, ask students to close their eyes and change the order of the subjects. Have students open their eyes and tell you the differences they find. Do this several times to test students' memory and attention to detail.

AK: Monday–music; Tuesday–art; Wednesday–math; Thursday–Spanish; Friday–English

2 **Listen again and answer the questions.**
10

Remind students the days of the week. Direct students' attention to Activity 2. Ask volunteers to read the questions aloud. Explain to students they need to listen to audio again and write down the day of the week the children have each class. Have students do the task individually. To support students, play the audio again or pause it as necessary. To check answers, have students ask and answer the questions orally. Additionally, you can have students practice spelling out the days of the week.

If there is time, have students copy the questions in their notebooks and answer with information about their schedule. Arrange students in pairs and have them ask and answer the questions. Encourage students to not look at their notebooks!

AK: Mondays; Fridays; Thursdays; Tuesdays

3 **Read the question below and underline the correct answer.**

Say the days of the week and school subjects at random and have students point to the words in the calendar. Ask students *Where can we find this calendar? Who do you think*

Listen and complete the schedule. When do we have math?

art English math music Spanish

Monday Tuesday Wednesday Thursday Friday

Listen again and answer the questions.

When do we have music? We have music on _____

When do we have English? We have English on _____

When do we have Spanish? We have Spanish on _____

When do we have art? We have art on _____

When do we have math? We have math on _____

Read the question below and underline the correct answer.

7:00	math	art	Spanish	Spanish	math
8:00	English	Spanish	English	music	English
9:00	Spanish	music	music	art	Spanish
10:00	lunch	lunch	lunch	lunch	lunch
10:30	break	break	break	break	break
11:00	art	PE	art	PE	art

What are schedules for?
to plan activities to check the time

42



made it? Elicit a few answers. Ask a volunteer to read the question aloud. Answer the exercise as a class. Ask students to color the subjects in the calendar with different colors.

Help students understand the importance of organizing our time and having a clear routine (*We can do our homework on specific days, we can plan our activities better*)

AK: a

Additional Activity


Use the subject flashcards you prepared for Lesson 3 (*Spanish, English, math, ethics, art, music, nature and society exploration, PE, break, and lunch*). Paste them on the board and have students draw a grid with five squares in their notebooks. Ask them to write the name of one flashcard in each square. When students are ready, remove the flashcards and shuffle them. Hold up the flashcards one by one and say the names. Children listen and cross out the words they have in their grid. The first student to have all five subjects cross out shouts *Bingo!* and wins.

4   **Fill out the chart with your information. Use the words in the box.**

Refer students to the subjects in the box. Have them say the words aloud. Explain to students they need to write the subjects in the first column and tick the days when they have each class. To guide students, ask: *How many times a week do we have Spanish class? Do we have English on Wednesdays? What classes do we have on Friday?*



Arrange students in pairs and have them compare their schedules. This is a subproduct activity, remind students that it will help them when making their Product.

AK: Answers will vary.

5  **Look at your schedule and answer the questions.**

Arrange students in pairs. Have volunteers read aloud the sentences. Do the first sentence as a class. Allow students to do the exercise in pairs. Walk around the class and help when needed. Remind students to look at the schedule to answer the questions. Check answers as a class. When students are done, have them take turns asking and answering the questions.

AK: Answers will vary.

6   **Act out the dialogue. Then rewrite the dialogue in your notebook using your own information. Act it out again.**

Direct students to the picture in Activity 3. Ask *Who can you see? (A boy and a girl) What are they doing? (talking) Why is the boy pointing to the clock? (He is telling the time).* Read the dialogue as a class. Demonstrate the dialogue with a volunteer. Arrange students in pairs and have them act it out. Invite students to point to their wrists or to the wall when asking and giving the time. Walk around the class and supervise. Then, ask students to create a new dialogue in their notebook with information about their classes and schedule. Encourage students to be creative! Support as needed. When students are done, ask them to practice and act out their dialogues. After a few minutes, ask pairs of volunteers to pass to the front of the class and demonstrate their new dialogues.

4 Fill out the chart with your information. Use the words in the box.

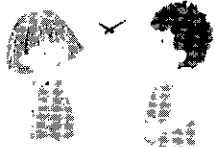
PE	music	English	Spanish	break	math	art
Time	Monday	Tuesday	Wednesday	Thursday	Friday	

5 Look at your schedule and answer the questions.

- What class do we have on Mondays at 9 o'clock?
- What class do we have on Tuesdays at 11:00 o'clock?
- What class do we have on Wednesdays at 7 o'clock?
- What class do we have on Thursdays at 8 o'clock?
- What class do we have on Fridays at 11:00 o'clock?

6 Act out the dialogue. Then rewrite the dialogue in your notebook using your own information. Act it out again.

Lucy: Pablo, when do we have music?
 Pablo: On Fridays at 10 o'clock.
 Lucy: What time is it?
 Pablo: It's 10 minutes past ten. It's late!
 Lucy: Yay!





Exchange your book with your partner and check your schedules together **43**

Useful Information

When students are working with controlled and guided activities such as; drills, acting out ready-made dialogues; the focus is on the correct language. Teachers should correct any mistakes they listen to. Make sure to model the pronunciation to prevent mistakes. However, when students work on free oral activities, like expressing themselves, creating a dialogue or giving their opinion; the emphasis should be on what students say so you shouldn't correct them while doing the activity. You can give feedback at the end of the task either to the whole class or to individual students.

What We Know

With students working in pairs, have them exchange books and compare their schedules. You may want to tell students that next class they will work on their Unit Products so it is important that they check the information they have is correct. Walk around and monitor as necessary. Foster a sense of satisfaction among your group by praising everybody's work! Remind students that we have different strengths!

- 1**   **Work with a team of four or five classmates. Open your books to page 43 and look at the schedule. Student 1 mentions a weekday and an hour from the schedule. Student 2 asks a question using that information. Student 3 answers the question. Then student 4 mentions another weekday and another hour. Continue until your teacher tells you to stop.**

Arrange students in groups of four and ask them to open their *Activity Books* to page 43. Quickly, go over the schedule. Ask random students questions about their school activities. Read the instructions aloud and demonstrate with a group, it is important that students understand the dynamic of the activity. Set a time limit and allow students to take turns asking and answering the questions. Walk around as you monitor their progress.

Social Skills

-   **Color the frame of the picture that shows a positive action.**


Direct students to the two pictures in the Social Skills section. Ask *What is happening in the first picture? (A girl is in front of the class telling something to her classmates), What are they doing? (Listening to her), How does the teacher feel? (happy) How does the girl feel? (happy).* Do the same with the second picture: *What is happening in the second picture? (A boy is in front of the class telling something to his classmates) What are they doing? (Laughing at him) How does the teacher feel? (angry, annoyed) How does the boy feel? (sad, ashamed).* Ask students which is the positive action (the first picture) and have them color the frame.

Talk as a class. Share examples of students that listen to and respect their classmates. Ask *How do you feel when people listen to you?* Without calling names, share

GAME

Work with a team of four or five classmates. Open your books to page 43 and look at the schedule. Student 1 mentions a weekday and an hour from the schedule. Student 2 asks a question using that information. Student 3 answers the question. Then student 4 mentions another weekday and another hour. Continue until your teacher tells you to stop.


Monday, 9:00	What class do we have on Mondays at 9:00 o'clock?	We have English.	What class do we have on Thursdays at 11:00 o'clock?
--------------	---	------------------	--



Thursday, 11:00

Social Skills

Color the frame of the picture that shows a positive action.



44

an example of a student that made someone feel bad. Ask *Do you feel good about this? What can you do differently?* Encourage students to reflect on the different feelings these attitudes make them feel. Explain to students that making fun of their classmates hurts them while listening to them brings them closer. Invite students to praise classmates that are always respectful and attentive when someone passes to the front of the class.

Bullying and making fun of students is a serious topic that should be discussed with your class. Always encourage students to be respectful and kind with their classmates. Simple actions like praising your students or talking one-on-one to students about bullying situations can make a difference!

Make a schedule.

What is the product for?

To show when classes and activities happen.

Tips

- Team up.
- Share the subproducts on pages 37 and 43 with your team.
- Check the information together and decide how you want to organize it.
- Create a table with columns and rows.
- Take turns writing the information and drawing illustrations.

Share the product.

Present your schedule to another team. Explain how you made it. Take turns saying the times, the weekdays and the subjects. Ask questions to your classmates about your schedule. When you finish, paste your schedules on the classroom wall.

Ask students to look at page 45 in their *Activity Books* and try to predict what they are about to do. Elicit a few ideas. Then, tell them they are going to make an illustrated schedule to show when classes and activities happen. Explain to students they will hang their schedules in the classroom.

Arrange students in small groups and read the Tips section. Make sure everyone understands the process to make the Product. Refer students to the subproducts they made during their work on the unit. Ask them to go to the pages, or their notebook, and check their schedules. Have them pay attention to the classes and hours. Explain to students they to create new schedules with their information. Develop students' learning skills by giving them different options to organize their information. While students are making their schedule ask *What colors are you going to use? Will you use the same for weekdays and weekends?* Have students make small drawings or symbols to illustrate their calendars. Encourage students' creativity! Remind them that everybody should participate.

When students are done, have teams share their calendars with their classmates. Encourage students to

Unit Product

To show when classes and activities happen

Team up
Share the subproducts on pages 37 and 43 with your team.
Check the information together and decide the best way to organize it.
Create a table with columns and rows
Take turns writing the information and drawing illustrations

Present your schedule to another team. Explain how you made it. Take turns saying the times, the weekdays, and the subjects. Ask questions to your classmates about your schedule. When you finish, paste your schedules on the classroom wall.

Product Assessment

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

- The schedule has weekdays and times
- The schedule has school subjects and activities
- The information is clear and organized
- The schedule has illustrations
- The schedule is neat and nice
- The schedule is easy to understand.

Respectfully, share your observations with your classmates

45

praise their classmates' work and ask about their process. Ask them to say the hours, activities and school subjects. Allow enough time for everybody to participate. Then, you can paste the schedules on a classroom wall and use them as a quick warm-up for future lessons. To make all students feel included, take turns pasting the schedules on the classroom walls.

Product Assessment

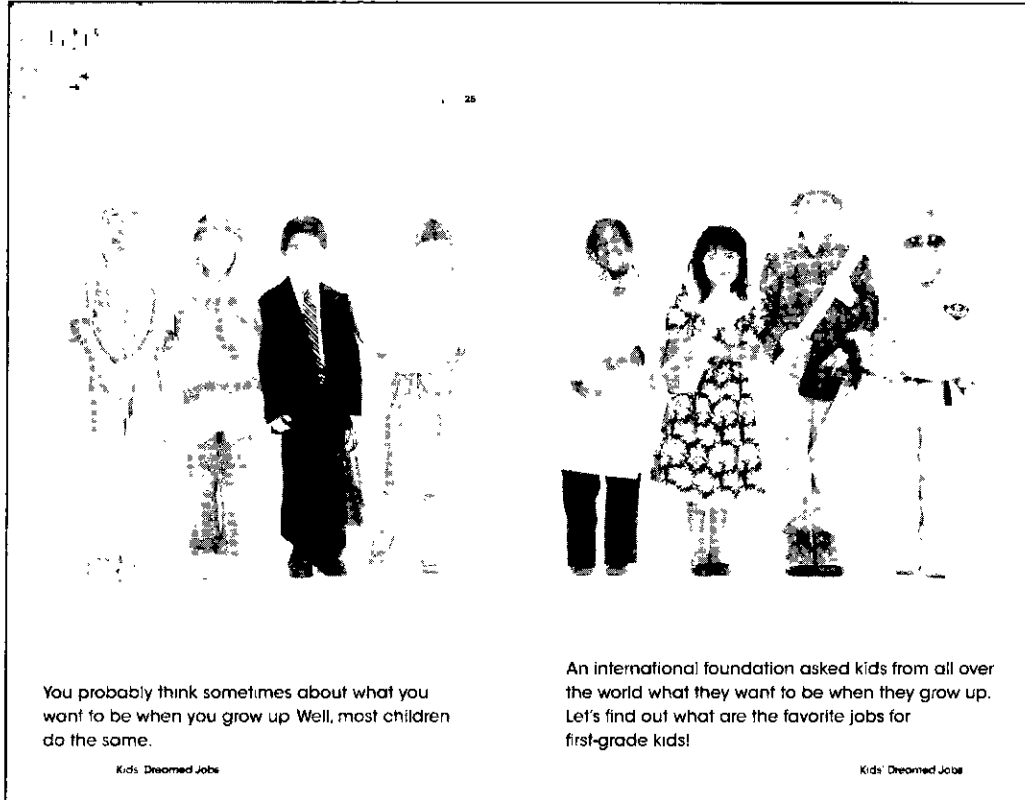
Direct students' attention the product assessment. Read the sentences aloud and make sure everybody understands the meaning. You may have to use students' mother tongue to convey meaning. Explain that this time, students have to add a tick when their partners' presentation covers that aspect. Assign a team to each student. Give enough time for students to assess their classmates' presentation.

UNIT 5

Jobs and Professions

Reading Strategies

Informative Big Book: *Kids' Dreamed Jobs*



 pp. 14-21

In your daily teaching practice, bear in mind that your guidance is essential to help students discover the language and eventually become independent and active learners. As a teacher, you will be helping students learn new words, new sounds, new combinations of letters, new patterns, among other things, and make the process of learning a new language challenging, fun, and meaningful!

This unit is the second time you are working with the *Informative Big Book*. The *Informative Big Book* has photographs instead of illustrations and the texts included are informative rather than narrative. You may want to explain to students the concept of Non-Fiction texts.

The main objective of "Kids' Dreamed Jobs" is to introduce vocabulary for professions, the topic student will learn throughout the unit. The text is set as an article that tells the most popular "dream jobs" children around the world have.

Using the reading aloud technique to read the *Informative Big Book* to your students will make it possible for you to engage them and make the reading enjoyable for everybody. Break the routine by having students sit on the floor in a circle, or if possible, take them outside the classroom to the playground or to the library. Introduce the *Informative Big Book*. Open the *Informative Big Book* to the text "Kids' Dreamed Jobs." Show the cover of the story to the class. Point to the title. Then point to the pictures. Have them describe what they see on the cover. Ask students to tell you all the professions they can see. Tell students the names in English. Ask *What is your favorite profession? What professions do you think we are going to see in the text? Why?* Elicit students' answers and reasons for them. As you go over the text, ask students what they know about the professions, if they like them, if they think they are important. Make sure students notice the tools and

clothes the children in the picture are wearing. Play Track **25** and have students follow the reading along. Then, have students pass to the front of the class and read the story sentence by sentence as they point to the text.

Once you finish reading the text, discuss the book with your class. Have students remember all the professions in

the text and rank them according to their preference. Ask them a few questions about the story: *What new professions did you learn? Do you think these professions are popular in our country? Would you like to have one of these jobs? Why? Why not?* As you cover the lessons of the Unit, you can re-read parts of the text to the class as a warm up.

Unit Contents

Familiar and Community Environment

Social Practice:

Describes and interprets information about people in the community and their jobs.

Learning Outcomes:

- Explores illustrated materials with information about jobs and professions.
- Participates in the oral expression of information.
- Explores how words are written.

Activate Prior Knowledge

1. What do you want to be when you grow up?
2. Why do people have different professions?

Tech Resources

<https://learnenglishkids.britishcouncil.org/en/short-stories/what-will-i-be-when-i-grow-up>

This website offers a video and a lesson plan related to professions.

Odyssey Resources

Informative Big Book: pages 14-21

Class CD: tracks 11, 12, 25

Visual Resources: Class CD: page 11

Lesson 1

Learning Outcome: Explores illustrated materials with information about jobs and professions.

1 Read *Kids' Dreamed Jobs*. Draw a cover for the story. pp. 14-21

Review the concept of book cover with students. Show them the cover of the *Informative Big Book*. Ask students to open their *Activity Books* to page 46. Tell students they will create their own version for the story. Ask some questions to encourage students' creativity: *What jobs are you going to include? Are going to draw girls or boys or both?* When students are done, have them walk around the class and show their drawings to their classmates.

2 Match the pictures to the jobs.

Remind students about the jobs they learned in the *Informative Big Book* "Kids' Dreamed Jobs". If necessary, go over the text again and ask: *What does she have? What is he wearing? What are these?* As you point to the tools, introduce pronunciation and do some rounds of choral and individual repetition.

Point and say each profession as students repeat after you. Explain to students they need to match the tool to the profession. Have them do the exercise individually. Walk around the class and help when needed. Check answers as a class.

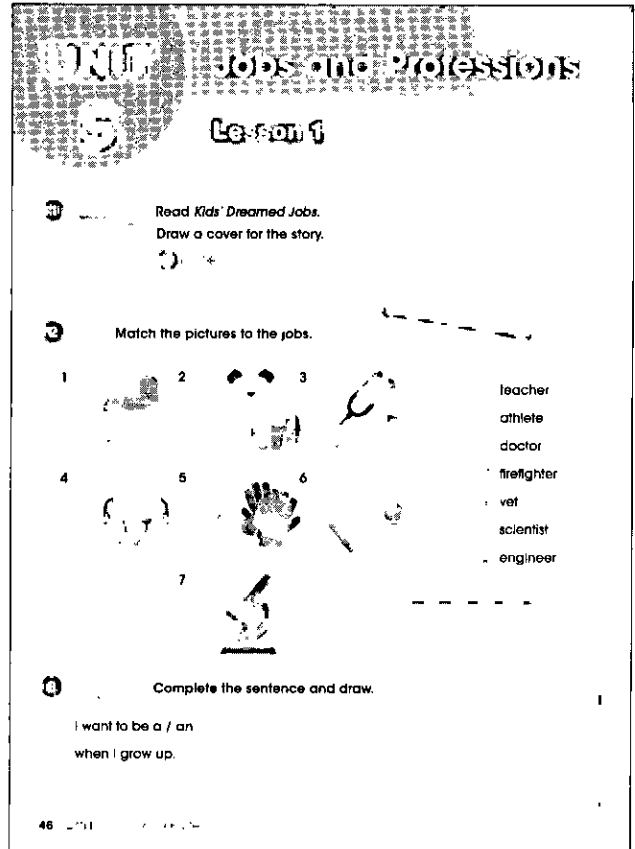
AK: 1-d; 2-e; 3-c; 4-g; 5-b; 6-a; 7-f

3 Complete the sentence and draw.

Write *I want to be a teacher when I grow up* on the board. Explain to students the meaning of *growing up*. Tell students they need to choose a profession to complete the sentence. This is a good moment to explain that we use *a* when the word next to it starts with a consonant and *an* when the word starts with a vowel. Have students give you some examples of their dreamed jobs and practice as a class the use of *a* and *an*. Ask: *Is this a vowel or a consonant?* as you point to the first letter of the word.

If students need inspiration, direct them to their Picture Dictionary on pages 108 and 109. Encourage students to draw themselves using the tools and clothes needed for their dream job. When students are done, ask them to stand up and show their drawings to their partners and form groups with classmates that have the same job. When the groups are formed, have students discuss why they chose that job. If there is time, give students a piece of cardboard and ask them to draw all the members of the team.

AK: Answers will vary.



The image shows page 46 of a book titled "Jobs and Professions". The page is titled "Lesson 1" and contains three numbered activities. Activity 1 is "Read Kids' Dreamed Jobs. Draw a cover for the story." Activity 2 is "Match the pictures to the jobs." It features seven numbered images: 1. a desk and chair, 2. a dog, 3. a cat, 4. a firefighter's helmet, 5. a stethoscope, 6. a hand holding a pencil, and 7. a microscope. To the right of these images is a list of professions: teacher, athlete, doctor, firefighter, vet, scientist, and engineer. Activity 3 is "Complete the sentence and draw." with the sentence "I want to be a / an _____ when I grow up."

Additional Activity

Make simple flashcards with the vocabulary students learned this lesson (*helmet, dog and cat, stethoscope, robot, football, board and marker, a microscope*). Make a set of index cards with the words. Play a memory game with the flashcards and index cards.

Useful Information



Promoting equality inside the classroom is an important step to develop the 21st century framework. As a teacher, you can develop an equal environment inside your classroom with everyday actions. For example, mention that both girls and boys can be anything they want to be! Give examples of "unconventional" professions like, boys being ballet dancers or girls being car mechanics.

4  **Look at the picture. Circle the people that are working.**

To introduce the lesson, ask students to think about their trip to school. Help them reflect on the different professions we see everyday. Elicit the answer from students and write the professions on the board. It is likely students will say the words in Spanish, so provide the necessary vocabulary. Do some rounds of choral and individual repetition.

Ask students to open their Activity Books to page 47. Explore the picture as a class. Show enthusiasm! Organize the class in pairs, explain to students they need to find five people working. Walk around and monitor. To check answers, have students show you the people they circled as you provide the vocabulary.

AK: police officer, bus driver, store clerk, dentist, carpenter, P.E teacher.

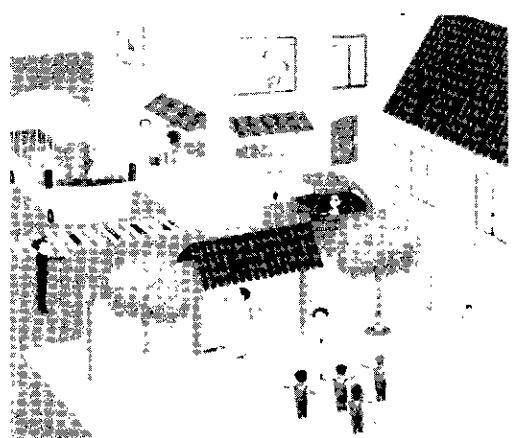
5   **Write a list of jobs and professions that you know. Use your Picture Dictionary on page 106 or an English dictionary.**

If you have illustrated English Dictionaries available, you can have students look through them and find the words. Alternatively, refer students to page 106 of their *Activity Books*. Explain to them they need to make a list of five professions they like. Walk around the classroom and make sure students are writing the words correctly. Additionally, you can ask students to copy their lists and illustrate them in their notebooks. To check answers, have students tell you the professions in their lists as you write the words on the board and practice pronunciation.

AK: Answers will vary.

6   **Share your list with a partner.**


Organize students in pairs. Ask them to take turns pointing and saying the jobs and professions in their lists. Walk around the classroom and monitor students' progress.



4 Look at the picture. Circle the people that are working.

5 Write a list of jobs and professions that you know. Use your Picture Dictionary on page 106 or an English dictionary.

6 Share your list with a partner.

 I can identify people of work . . .

47

What I Know

Help students reflect on what they have learned. Use the Visual Resources CD. Project the images on page 11 to the class. Point to the images as you elicit the names of the professions from students. Additionally, open the *Informative Big Book* story "Kids' Dreamed Jobs" and point to the photos as students say the professions aloud.

Make sure students understand the meaning of the number of stars: three stars if they can identify five or more professions, two stars if they can identify three or four professions and one star if they can identify two professions. Above all, make sure students feel confident. Show enthusiasm for their progress!

Lesson 2

Learning Outcome: Explores illustrated materials with information about jobs and professions.

1 Look and read the texts.

You might want to pre-teach some of the vocabulary needed for this lesson. Bring a photograph or illustration of a doctor. Show it to the class as you say the sentences in Activity 1. Explain to students that *hospital* is the place where Ángel works and that *stethoscope* is the tool he uses to work. Repeat the procedure with yourself. Explain that *school* is the place you work and *books* and a *board* are the tools you use.

Ask students to open their books to page 48. Direct their attention to the illustrations and read the sentences aloud. Encourage students to follow along. Then, point to individual sentences and have volunteers read them aloud.

2 Answer the questions.


Read the questions aloud and do the exercise as a class. Guide students to understand the meaning of the different questions. Use intonation and gestures to help students answer the questions. Have volunteers say the questions aloud. If you have time available, organize students in pairs and have them take turns reading the questions and answers aloud. Walk around and monitor.

Additional Activity

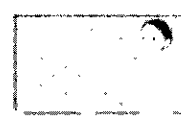
Write the questions from Activity 2 on index cards or pieces of paper. Write one per card. If possible, use different colors. Make enough sets for all your class. Arrange students in small groups, give each of them a set of cards and have them unscramble the cards and form questions. The group that finishes first is the winner.

Activity 2

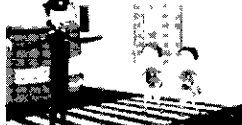
Look and read the texts.




This is Ángel.
He is a doctor.
He works in a hospital.
He uses a stethoscope.



This is Ana.
She is a teacher.
She works at a school.
She uses books and a board.



This is María.
She is a police officer.
She works in a police station.
She uses a whistle.



This is Pedro.
He is a clerk.
He works in a store.
He uses a cash register.

Answer the questions.

1 What does Ángel do?

2 Where does Ana work?

3 What does María use?

4 What does Pedro use?

5 What does María do?

48

3 Look and read the texts.

To activate previous knowledge and review the vocabulary from the previous lesson. Bring a picture or photograph of a police officer to the class. Ask: *What does she do? Where does she work? What does she use?* Elicit the answers from students. If possible, bring other photographs of the other professions students learned the previous lesson.

Explain to students they will learn about new professions this class! Ask them to open their *Activity Books* to page 49. Direct their attention to the illustrations and read the sentences aloud. Encourage students to follow along. Then, point to individual sentences and have volunteers read them aloud.

4 Answer the questions.

Read the questions aloud to the class. Remind them that the questions are very similar to the ones they answered last class. Organize students in pairs and have them answer the questions as you walk around the classroom monitoring the activity. To check answers, read the questions aloud and have individual students answer aloud.

Additional Activity

Arrange students in small groups. Prepare a word chart or crossword with the words *computer*, *mirror*, *wrench*, *pots* and *pans*. Have students do the task. Walk around the classroom and monitor students' progress. Check answers as a class.

What We Know

Help students reflect on what they have learned. Remind students that a good way to check their work is to compare it with a partner. Arrange your class in pairs. Ask students to exchange books. Explain to students that they need to check their partner's work and see the similarities and differences. Then they should correct any mistakes they have in their own work. Encourage students to check word order, vocabulary and spelling. Walk around and help as needed. Above all, make sure students feel confident. Show enthusiasm for their progress!

3 Look and read the texts.

This is Jaime.
He is a secretary.
He works in an office.
He uses a computer.

This is Tom.
He is a plumber.
He works in a repair shop.
He uses a wrench.

This is Arturo.
He is a dentist.
He works in a clinic.
He uses a mirror.

This is Carmen.
She is a cook.
She works in a restaurant.
She uses pots and pans.

4 Answer the questions.

... What does Carmen do? ? What does Tom use?

? Where does Tom work? : Where does Arturo work?

? What does Jaime use? : What does Jaime do?

Check your answers to Activities 2 and 4 with a partner. Correct your work. 49

Lesson 3

Learning Outcome: Participates in the oral expression of information.

1 Listen, point and repeat. 11

Play hangman with the word *profession* with your class. After students guess the word, explain to them that a profession is a type of work that need special training or education. Tell students they will learn new professions this lesson. Have them open their *Activity Books* on page 48. Refer them to Activity 1. Point to the first picture and ask students *What do you think he works on? How can you tell?* Do this with several pictures. Students may reply in their mother tongue, so tell them the words in English.

Play Track 11 and have students point to each. Play the track again and pause after each phrase so students can repeat. Make sure students are saying the words correctly.

2 Work in pairs and take turns asking and answering questions about the characters on Activity 1.

Direct students' attention to the questions and answers in Activity 2. Read them aloud and emphasize on the intonation of questions and answers. Then, have volunteers read the sentences to the class. If necessary, remind students the use of *is* and *isn't* when answering questions.

Organize the class in pairs. Have them take turns asking and answering questions. Walk around the classroom as you monitor students' progress. To check answers, point to each character and have pairs ask and answer a question about him/her.

3 Play Mime the Profession.

Write small pieces of paper the professions students have learned this unit. Additionally, you can include other jobs like *musician*, *ballerina*, *driver*, etc. Mime the word *clerk* to students and have them guess. After the demonstration, arrange the class in two groups. Have volunteers pass to the front of the class, choose a slip of paper and act out the profession to his/her team members. Give a point whenever a team guesses the word and says it aloud correctly. The team with more points wins. Remember to develop a kind environment in your classroom.

Activity 1: Listen, point, and repeat. 11

1 carpenter 2 dentist 3 clerk 4 teacher

5 police officer 6 cook 7 secretary 8 plumber

Activity 2: Work in pairs and take turns asking and answering questions about the characters in Activity 1.

Activity 3: Play Mime the Profession.

Are you a *clerk*? No!

Useful Information

To improve students' pronunciation and listening skills, teachers should provide plenty of opportunities to listen to new vocabulary both in a context text (For example, the reader "Kids' Dreamed Jobs") and in isolation (Activity 1). Additionally, we should direct students' attention to sounds, syllables and stress patterns. Once young learners are familiar with the vocabulary, it is important to give them many opportunities to repeat, rehearse and experiment with the sounds.

4 Read the sentences aloud and act out what people do.

To review the vocabulary, bring simple flashcards of: *plumber, carpenter, clerk, secretary, dentist, and cook*. Show each flashcard to students as you say the sentences aloud from Activity 4. Mime the actions to help students understand the meaning.

Ask students to open their *Activity Books* to page 51. Direct their attention to Activity 4, have volunteers read the sentences aloud. Check students' understanding. Organize the class in small groups and have them take turns reading and acting the actions. Walk around the class and monitor.

5 Listen, point, and repeat. Match the words to the pictures. 12

Direct students' attention to the tools in Activity 5. Students should be familiarized with the objects; however, it is a good idea to introduce pronunciation. Say each word aloud and have students repeat after you. Do some rounds of choral repetition.

Explain to students they will listen to whom the objects belong to. Play Track 12 and have students match the professions to the tools. Pause after each sentence to give students time to answer. Check as a class. Ask: *What does a plumber use? (A plumber uses a wrench).* To give students extra support, write the sentence on the board and point to each word as you say it aloud. Do the same with all the professions.

For further practice, arrange students in pairs and have them ask and answer the question *What does a ... use?* Give time for students to ask about the six professions.

AK: 1-wrench; 2-mirror; 3-pot; 4-cash register; 5-saw; 6-computer

6 Listen to the audio again and work with a partner to ask and answer questions. Read the example. 12

Organize your class in pairs. Read the questions and answers aloud and make sure students follow along. Do some rounds of choral and individual repetition. Play the track again and write some questions to support students: *What does a clerk use to keep money? What does a carpenter use to cut wood?* Elicit the complete answer from students. If necessary, refer them to the examples in their *Activity Books*. Then have students take turns asking and answering questions about all the professions. Remind students to use the pictures and vocabulary from Activity 5.

Walk around and monitor. To check answers, say each profession and have individual students ask and answer questions about it.

4 Read the sentences aloud and act out what people do.

A plumber fixes pipes	A secretary works in an office
A carpenter cuts wood	A dentist looks of your teeth.
A clerk keeps money in a cash register.	A cook makes soup.

5 Listen, point, and repeat. Match the words to the pictures. 12

plumber	mirror	look of your teeth
dentist	saw	fix pipes
cook	wrench	make soup
clerk	pot	keep money
carpenter	computer	cut wood
secretary	cash register	work

6 Listen to the audio again and work with a partner to ask and answer questions. Read the example. 12

Q: ... a plumber use to fix pipes? He / She uses ...

A: ... a cook use to cook? He / She uses ...

Kindly listen to your partner. Suggest two things to improve his / her work. 51

Additional Activity

Play a memory game with your class. Prepare a set of cards with professions and tools. Paste the cards facing the board. Divide the class into two teams. Have volunteers pass to the front of the class and choose a pair of cards. When students pick a correct pairs, ask them to say a sentence describing the profession. The team with more pairs of cards wins!

What We Know

With students still working in pairs, make a list of aspects to consider when speaking: intonation, clarity, volume, pronunciation, rhythm. Explain any necessary concept to students. Give examples of positive feedback to the class: *You can speak a little bit slower next time. Pay attention to the pronunciation of the word 'plumber'. Try speaking louder.* Have students come up with two suggestions for their classmates. As usual, remind students to be kind. If you have time available, you may want to have students share their suggestions with the rest of the class.

Lesson 4

Learning Outcome: Explores how words are written.

1 Read and number the family members.

It may be necessary to pre-teach or review vocabulary about family members. Bring a drawing or a photo of your family. Describe it to the class. Write the members of the family on the board and model pronunciation. Have students draw a picture of their family and share it with their classmates.

Ask students to open their *Activity Books* to page 52. Then, direct them to the picture. Point to the boy and say: *He is Pablo. This is Pablo's family. Who can you see? Who do you think he is?* Elicit students' answers. Read the sentences and have students number the family members. Check answers as a class. Arrange students in pairs. Have them look at the picture for 30 seconds and then close their books. Ask pairs to describe the picture as well as they remember. Put special emphasis on what the family uses and wears.

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

2 Look at the picture and circle the correct words.

Point to the picture in Activity 2 and ask students to describe the image on the left. *Who is she? What is she doing? Where does she work? What does she use at work?* Then explain to students that they have to choose the correct words. Read *I am Victoria. I am 7 years old. This is my...* (pause) Explain that they have to choose between *father* and *mother*. Ask: *Which word should I choose?* Elicit the answer. Repeat the procedure with the rest of the sentences.

AK: mother; secretary; computer; to work

3 Write about two members of your family in your notebook. Use this outline as a guide. Present your texts to your classmates.


Ask students to choose two family members. Before writing, make sure students know the words they need. If necessary, refer students to the Picture Dictionary on page 106 or introduce any other vocabulary. Write a version of the text on the board to support students.

Lesson 4


1 Read and number the family members.

My name's Pablo. I am 6 years old.
This is my family.

- ✓ This is my father. He is a firefighter.
He uses his hose to put out fires.
- ✓ This is my mother. She is a teacher.
She uses books to teach.
- ✓ This is my sister. She is a cook.
She uses a pot to make soup.
- ✓ This is my brother. He is a police officer.
He uses a whistle to control the traffic.



2 Look at the picture and circle the correct words.



I am Victoria. I am 7 years old.
This is my father / mother.
She is a secretary / plumber. She uses a stethoscope / computer to work / listen to your heart.

3 Write about two members of your family in your notebook. Use this outline as a guide. Present your texts to your classmates.

My _____ is (a / an) _____
He / She uses a _____ to _____
He / She works in a / at a _____

52

Give time for students to complete the sentences. If you have time available, you can have students copy the texts in their notebook or a piece of paper. Students can then illustrate their texts as an extra activity. Have volunteers pass to the front of the class and read the sentences aloud and show his/her illustration to their classmates. Be enthusiastic with the information students share!

AK: Answers will vary.

Additional Activity

Ask students to interview their parents about their jobs: what they do in their jobs, if they use a special uniform or tool, what things they like about their jobs. Ask students to share the information with the class the next lesson.

4 Complete the graphic organizers.

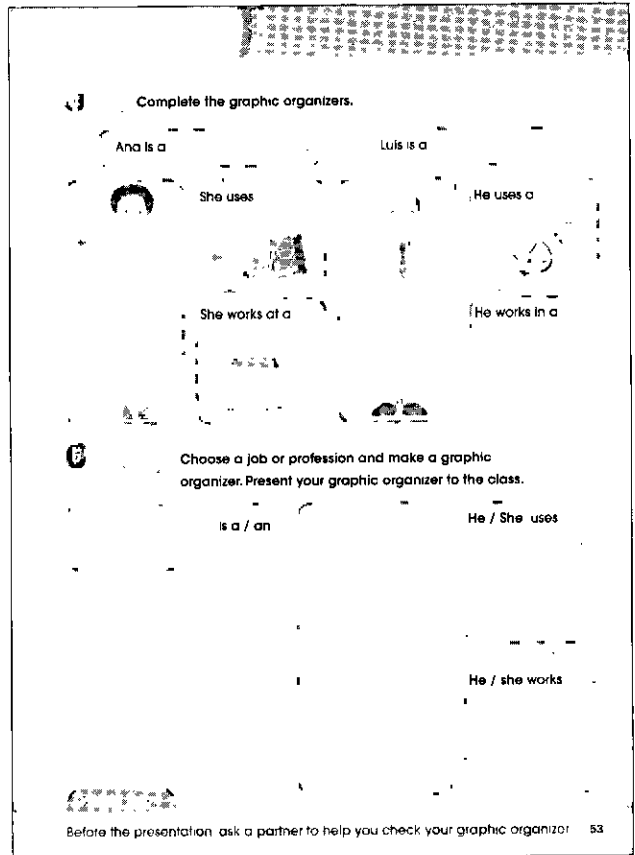
Bring a graphic organizer like the ones in page 53. Choose professions students are familiar with. Explain to students that graphic organizers help us read information easily and organize our thoughts. Go over each section of the graphic organizer and elicit the words from students.

Ask the class to open their *Activity Books* to page 53. Go over the graphic organizers. Point to the illustrations and elicit the correct word from students. Then, have volunteers read the sentences aloud.

5 Choose a job or profession and make a graphic organizer. Present your graphic organizer to the class.

Ask students to choose their favorite job or profession and make up a character. Encourage them to give their character a name. Remind them that they need to know the place where their character works and the tools he/she uses. Ask students to browse through the pages in the unit to find the necessary vocabulary. Have students illustrate their characters with different colored pencils! Walk around the classroom as you monitor the activity.

To check answers, have students pass to the front of the class and share their graphic organizers.



Additional Activity

Write *hospital, cook, computer, doctor, teacher, secretary, police officer, pot, wrench, restaurant, store, cash register*, etc. on the board. Explain to students they need to divide the words into three categories: jobs, tools and places. Have students work in pairs and draw a chart in their notebooks with the words classified.

What I Know

Tell students that a good way to prepare for a presentation is to share our work with a partner or teacher. They might be able to catch mistakes we didn't know we had! Arrange the class in pairs. Ask students to exchange books with their partner. Explain to students that they should check that their classmates used the proper vocabulary, that they wrote the words with the correct spelling and that the illustrations are attractive and clear. Give enough time for students to explore their classmate's work as you monitor.



Write in your notebook what you want to be when you grow up. Add the following information about your job or profession: tools, place of work, main activity. Present your work to a group of three or four classmates. Listen to their presentations. Tell your classmates what you like about their work and what they can do to make it better.

Remind students of the Reader *Kids' Dreamed Jobs*. Explain to students that it is their turn to talk about their dreamed job with their classmates. Prepare a simple drawing with the information needed. Show it to the class and paste it on the board as a reference. Give a piece of paper to each student and ask them to write sentences about their dreamed jobs. Provide any necessary vocabulary. When students are done, organize your class in small groups and ask students to share their information with their classmates. Encourage students to say positive aspects about their classmates' work!

Social Skills



Draw a 😊 under the picture that shows a positive conduct.

Direct students to the two pictures in the Social Skills section. Ask *What is happening in the first picture? (A girl is in front of the class telling something to her classmates), Are the other boys and girls paying attention? (No), How does the girl feel? (Sad)*. Do the same with the second picture: *What is happening in the second picture? (A boy is in front of the class telling something to his classmates), Are the other boys and girls paying attention? (Yes), How does the boy feel? (Happy)*. Ask students which is the positive action (the second picture) and have them draw a smiley face underneath.

Talk as a class. Share examples of students that listen to and respect their classmates. Ask *How do you feel when people listen to you? Do you feel good about this?*

Write in your notebook what you want to be when you grow up. Add the following information about your job or profession: tools, place of work, main activity. Present your work to a group of three or four classmates. Listen to their presentations. Tell your classmates what you like about their work and what they can do to make it better.

Social Skills

Draw a 😊 under the picture that shows a positive conduct.

54

Encourage students to reflect on the importance of listening to others. Give students some tips for being an attentive listener: *Look directly at the person speaking to you, don't interrupt the person, ask some questions*. Have groups of students come up with more suggestions for being attentive listeners.

Young learners tend to get distracted and sometimes they are not good listeners. However, children react to what they see, so being a good listener yourself will help your students develop this skill. Remember to maintain eye contact, do not allow other things to distract you from what the students are saying, keep "friendly" body language, don't jump to conclusions and always be patient!

Make a brochure about jobs and professions.

What is the product for?

To learn about different jobs and choose your favorite.

Tips

- Write a list of jobs and professions.
- Write sentences about them.
- Use the graphic organizer on page 52 as a model.
- Draw pictures.

Share the product.

Show your brochure to your classmates. Talk about what you want to be when you grow up.

Ask students to look at page 55 in their *Activity Books* and try to predict what they are about to do. Elicit a few ideas. Explain to students they will make a brochure with information about jobs and professions.

Arrange students in small groups. Read the Tips aloud and make sure everybody understands the steps to make the product. Review any necessary vocabulary and refer students to the graphic organizer they did on page 53. Remind them that this graphic organizer has all the information they need to create their brochure, so they should check the graphic organizers of all the members in the team.

When students have selected the jobs they will include in their brochure, allow time for them to organize and decide the format they will use and the materials they will need. Walk around the classroom and monitor the progress. At this point, make any corrections necessary. Encourage students to exchange their work to check their classmates' work.


When students are done, arrange the class in a big circle and have teams share their brochure and talk about what they want to be when they grow up. Encourage students to work hard to reach their dreams!

Unit Product

To learn about different jobs and help you choose your favorite.

Team up

- Share the subproduct on page 53 with your team
- Select together your favorite jobs and professions.
- Decide what you need to do to create the brochure
- Draw pictures and write sentences
- Revise your brochure



Show your brochure to your classmates and take turns reading the information. Talk about what you want to be when you grow up

Before your presentation, answer the questions about your brochure. Circle yes or no

Are the sentences clear?	Yes	No
Are the words written correctly?	Yes	No
Are there illustrations to show the jobs and professions?	Yes	No
Is the information about the professions complete (tools, activities, places of work)?	Yes	No
Is it easy to understand?	Yes	No

If necessary, correct and improve your work before the presentation.

55

Product Assessment

Explain to students that it is important we check our work before presenting it. This way, our work will be in the best shape! When students are done preparing the product, refer them to the Product Assessment section. Read the sentences aloud and encourage students to be honest about their work. If necessary, use the students' mother tongue. After the reflection, give time for students to make any corrections and improvements to their work. Remind them that these corrections are a natural part of any process and that they shouldn't feel discouraged if they need to change some aspects of their work.


UNIT 6

Signs Everywhere!

Reading Strategies

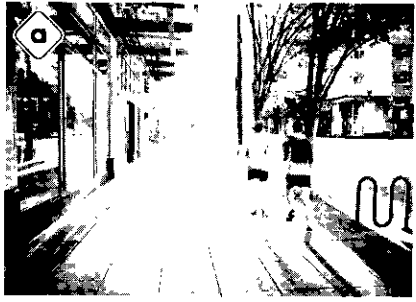
Informative Big Book: *Placing Street Signs*

Placing Street Signs




Hi, I'm Roberto. My job is to place traffic signs where they are needed. I hope you can help me today. This is a 'PARKING' sign. It shows the area where cars can park. Where should I place it? Very good, you're right!

Placing Street Signs



a



b

Placing Street Signs

 pp. 22-29

In your daily teaching practice, bear in mind that your guidance is essential to help students discover the language and eventually become independent and active learners. As a teacher, you will be helping students learn new words, new sounds, new combinations of letters, new patterns, among other things, and make the process of learning a new language challenging, fun, and meaningful!

This unit is the third time you are working with the *Informative Big Book*. *Informative Big Books* have photographs instead of illustrations and the texts included are informative rather than narrative. You may want to explain to students the concept of Non-Fiction texts.

The main objective of "Placing Street Signs" is to introduce the purpose of signs; the topic students will learn throughout the unit. "Placing Street Signs" is set up as an interactive text where students need to decide the correct place to put a sign.

Using the reading aloud technique to read the *Informative Big Book* to your students will make it possible

for you to engage them and make the reading enjoyable for everybody. Break the routine by having students sit on the floor in a circle, or if possible, take them outside the classroom to the playground or to the library.

Introduce the *Informative Big Book*. Open the *Informative Big Book* to the text "Placing Street Signs." Show the first page to the class and ask *Who do you think he is? What is he holding?* Read the text and tell students that Roberto needs their help. As you go over the text, ask *What is this place? What can you see? People or cars? Where would you place the sign?* Have students give you reasons for their choice. Ask volunteers to pass and point to the place where they will place the sign. Praise students when they choose the correct place. If not, ask: *Why do you think this is the correct place? Look, here are some cars...* (or any other feature that indicates the correct use of a sign). As the text advances, write on the board the signs and places from the story (*Signs: Parking, Stop, Do not Pass, School; Places: parking lot, stores, street, park, harbor, city,*

school, buildings; Objects: cars, playground, backpack). As you introduce the new vocabulary, say the words aloud and have students repeat after you. You can do some rounds of choral and individual repetition. If you wish, you can have students copy and illustrate some words in their notebooks. This could be helpful for the next lesson.

As you go over the *Informative Big Book*, have volunteers pass to the front of the class and read the questions aloud. Once you finish reading the text, discuss the book with your class. Have students remember all the signs in the text and rank them according to their preference. Ask them a few questions about the story:

What new places did you learn about? What signs did you discover? Did you like helping Roberto? Encourage students to give reasons for their answers. Provide any necessary vocabulary and practice pronunciation. As you cover the lessons of the unit, you can re-read parts of the text to the class as a warm up.

Some additional activities can include teaching vocabulary about places in a town or arranging students in groups and asking them to draw the places and signs they saw in the story or organizing a class survey about road safety.

Unit Contents

Familiar and Community Environment

Social Practice:

Interprets street signs.

Learning Outcomes:

- Explores signs used in public spaces.
- Identifies words that are said aloud.
- Examines signs and related words.
- Participates in the writing of words related to signs.

Activate Prior Knowledge

1. Where can you see signs?
2. Do you follow signs at school?
3. What do colors on signs mean?

Tech Resources

<http://roadsafetyweek.org/schools-colleges/2-uncategorised/69-road-safety-lesson-plans>

This website offers teaching ideas to reinforce the importance of following signs in public spaces.

Odyssey Resources



Informative Big Book: pages 22-29

Class CD: tracks 13, 14, 15

Visual Resources: Class CD: pages 12, 13

Lesson 1

Learning Outcome: Explores signs used in public spaces.

1  **Read *Placing Street Signs* and underline the correct answers.**  pp. 22-29

Show the class the *Informative Big Book* and have students tell you the events and places they see. If you wish, you can have volunteers read sentences from the story aloud. Have students open their *Activity Books* to page 56. Read the instructions aloud and tell students they need to answer the questions according to the story. Read the questions and answers as a class. If needed, guide students using mimics and gestures. Encourage students to remember the story to answer the questions. If they don't know an answer, go back to the specific part of the story and help students.

AK: 1-a; 2-a; 3-b

2  **Circle some words you learned in *Placing Street Signs*.**

Direct students' attention to the words in Activity 2. Say the words aloud and have students repeat after you. Explain that they need to circle the words related to the story. Arrange students in pairs or small groups. Direct them to the lists they created in the previous lesson. Have them share their lists and check if the words they wrote are there. Walk around the classroom and monitor students' progress. It is likely students won't use the target language at this stage, focus their efforts on collaborating with their classmates. To check answers, write the words on the board and ask: *Is Stop in the Big Book? Where did you see park?* or similar questions to go through all the words. Have volunteers pass to the front of the class and locate the words in the Big Book.

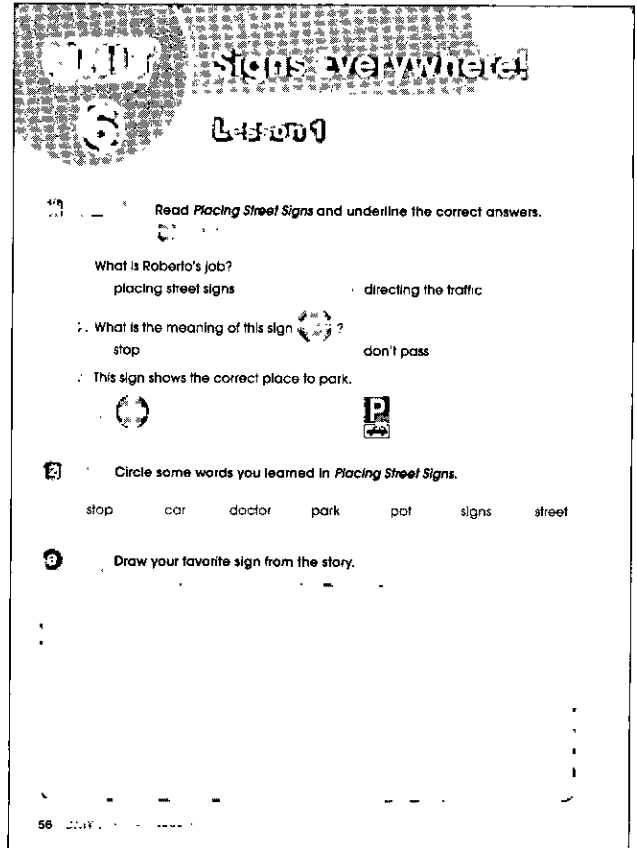
Additionally, you can write the words with missing letters on the board and have volunteers pass and complete them.

AK: stop; car; park; signs; street

3   **Draw your favorite sign from the story.**

Go over the *Informative Big Book* again with the class, as you advance say the names of the signs and write them on the board (*Parking, Stop, Do not pass, School zone*). Say the names and have students repeat after you. Ask students *What signs do you like? Do you like the pictures? The colors?* When students decide on their favorite sign ask them to draw it in their *Activity Books*. Encourage them to use different colors. Leave the *Informative Big Book* on your desk and tell student to stand up and use it as a reference if they need to check the sign they chose.


When students are done, say *School zone stand up! Parking and Stop jump!* Repeat the procedure, change the actions and signs several times.





The image shows a page from an activity book titled "Signs Everywhere! Lesson 1". It contains the following text and exercises:

Read *Placing Street Signs* and underline the correct answers.

1. What is Roberto's job?
placing street signs directing the traffic

2. What is the meaning of this sign ?
stop don't pass

3. This sign shows the correct place to park.
 

4. Circle some words you learned in *Placing Street Signs*.
stop car doctor park pat signs street

5. Draw your favorite sign from the story.

56

Additional Activity

Prepare flashcards or cutouts with the following signs: *Stop*, a *traffic light in green*, and *U turn*. Move the chairs or go to the playground and ask students to stand up in a circle. Show them the signs and explain each one: *Stop*: you have to stop walking; *Traffic sign*: you can walk; *U turn*: change directions. Have students walk in a circle and every so often, show them the different signs. Repeat the procedure several times or as long as students keep having fun!

4 Circle the signs you see in your community.

Paste some flashcards or cutouts of signs on the board and ask: *What do you remember about signs? Can you tell me the meaning of this sign?* Ask volunteers to pass to the board and point to the sign as they say the meaning.

Tell students think about their communities. Elicit the name of some town places (*gas station, bank, post office, park, street*). As students may say the names in their mother tongue, give them the word in English and practice pronunciation.

Direct students' attention to the signs on page 57 from their *Activity Books*. Ask: *Do you know this sign? Where have you seen it?* Repeat this procedure with all the signs as students to circle the ones they are familiar with. Arrange students in pairs and have them compare their answers.

AK: Answers will vary.

5 Work with your group. Try to say what the signs in Activity 4 mean.


Arrange students in groups. Tell them to talk about the meaning of the signs. To guide them, ask: *What color is this? Do you think it means something? What can we see here? People? An arrow? A thing?* At this point, students won't be able to say the meaning of the signs in English so focus their efforts on deducing and inferring the meaning of the signs. This will enable them to speak freely and with ease. Walk around the classroom and monitor the activity. Have students write their guesses on a piece of paper. Tell students to keep the piece of paper for the next class.

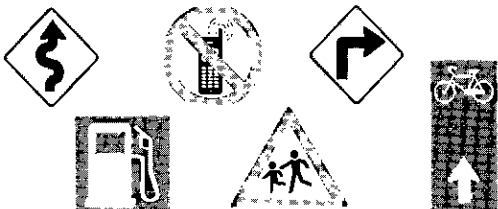
AK: Possible answers: winding road; don't use cellphones; turn right; gas station; children crossing; bike lane


6 Draw the signs that you see at school.


Tell students you are going on a *Sign Hunt!* Take your class outside to the playground or other school places where there are signs. Walk around with them and have students find all the signs. Ask *Can you see a sign? What does this mean?* When you return to your classroom, arrange students in small groups. Have them remember all the signs they saw and choose two or three signs and draw them in their *Activity Books*. Walk around the classroom and check students' spelling. Have volunteers pass to the front of the class and share their drawings with the class.

Activity Book Page 57

4  Circle the signs you see in your community.



5  Work with your group. Try to say what the signs in Activity 4 mean.

6  Draw the signs that you see at school.

Compare your drawing with your partner's. Decide if you need to correct yours. 57

Additional Activity

Alternatively, you can prepare a simple worksheet with the signs in your school and have students circle the ones they see during the *Sign Hunt*.

What We Know

Help students reflect on what they have learned. A good idea to develop students' sense of autonomy is to let them autocorrect their work. Ask students to exchange books and compare their drawings. Have them notice the signs included in their classmate's work and the way they are represented. Explain that they have to decide if their drawing can be improved by adding or eliminating something. Encourage students' critical reasoning and let them decide by themselves. Above all, make sure students feel confident. Show enthusiasm for their progress!

Lesson 2

Learning Outcome: Identifies words that are said aloud.

1 Listen and point. 13

Make simple flashcards or drawings of the signs students will see in this lesson (*Turn left, Don't use cell phone, Bike lane, Gas station, Children crossing*). Paste them on the board and play Track 13. Point to each sign as the audio advances. Have students repeat after you.

Have students open their *Activity Books* to page 58. Refer them to the picture in Activity 1. Ask *What is this? (A town) What can you see? (houses, people, signs, trees)*. Have them count the houses, trees, cars and people. Tell students they will hear the signs again and they need to point to each one as they listen. Draw students' attention to the signs in the picture. Play Track 13 and have students find and point to the signs as they listen to the audio.

This is a good moment to have students reflect on the importance of signs. Ask: *Imagine what can happen if we didn't have signs in a town. How could we tell the location of places? What would bicycles and cars do?*

2 Match the signs to the words.

Refer students to the words. Ask volunteers to help you read the words aloud. Check pronunciation. Explain to students they need to match the signs to their meaning. Have them do Activity 2 individually and then compare answers with a classmate. To check answers, paste your flashcards on the board and write the meaning at random places on the board. Have volunteers pass to the board and match the signs to the words.

AK: d-winding road; a-bike lane; b-gas station; c-children crossing; e-turn right.

3 Say the name of a sign aloud. Ask your classmate to draw it. Exchange roles.

Arrange your class in rows. Give a piece of paper to the last student in the row. Play *Chinese Whispers*. Say the name of a sign to the first-row students. Have them say the signs to the next classmate and so on. The last student should draw it. Ask students to show their drawings to the class. Switch roles so all students participate and draw signs.

58 Listen and point. C

Match the signs to the words.

bike lane gas station children crossing

winding road turn right

Say the name of a sign aloud. Ask your classmate to draw it. Exchange roles.

58

Additional Activity

Ask students to stand up and make a line in the back of the class. Before playing, introduce the instructions vocabulary you will use for this activity by miming the actions and having students repeat after you. You may want to limit the instructions to four new words (*jump, sit down, turn to the left, etc.*) Say the instructions at random or faster to make it challenging and fun for students: *Take two steps forward. Jump to the left. Turn around. Take two steps backwards. Get down. Turn around two times. Say your name. Jump right.* Students that make a mistake have to sit down. The last remaining students are the winners!


Useful Information

It is a good idea to have a material bank at hand. For example, whenever you make flashcards, laminate them so they last longer and you can reuse them for later lessons.

4   **Listen and point.**  **14**



Make simple flashcards or drawings of the signs students will see this lesson (*Don't Run, Don't Shout, Don't Push, Library, Silence and Bathrooms*). Paste them on the board and play Track **14**. Point to each sign as the audio goes on. Have students repeat after you.

Have students open their *Activity Books* to page 59. Refer them to the picture in Activity **4**. Ask *What is this? (A school) How can you tell? (the classrooms, the girl in uniform, the signs), Who are the girl and the woman? (a student and a teacher)*. Have students analyze the picture and come up with similarities and differences between the picture and their school (the size, the classrooms, the color of the walls, the trees). Tell students they will hear the signs again and they need to point to each one as they listen. Draw students' attention to the signs in the picture. Play Track **14** and have students find and point to the signs as they listen to the audio.

5  **Match the signs to the words.**

Refer students to the words. Ask volunteers to help you read the words aloud. Check pronunciation. Explain to students they need to match the signs to their meaning. Have them do Activity **5** individually and then compare answers with a classmate. To check answers, paste your flashcards on the board and write the meaning at random places on the board. Have volunteers pass to the board and match the signs to the words. Ask them to make sure the lines don't touch!

AK: a-don't run; e-don't shout; f-don't push; c-library; b-silence; d-bathrooms

6   **Look at the picture and draw the signs that are missing.**

Go to Activity **6**. Help students explore the illustration. Ask: *Where are the children? (In the school library) How can you tell? (Because there are books and places to read) What is missing? (The signs)*. Elicit from students the two signs needed in the library. If possible, have them remember library at school. Ask students to complete the illustration as you supervise the progress. Refer students to the signs in Activity **4** to check they are using the correct colors. To check answers, have students share their illustrations as they say the signs aloud.

AK: Students should draw a *Silence*, a *Do Not Push* and a *Do Not Shout* sign.

4 Listen and point.

5 Match the signs to the words.

do not run silence library do not shout do not push

6 Look at the picture and draw the signs that are missing.

I can recognize signs and understand their meaning

59

Additional Activity

With the set of flashcards you have been working with, play a memory game with your students. Divide the class in two teams and have volunteers pass to the board and pick a pair of flashcards, they should say the sign aloud.

What I Know

Help students reflect on what they have learned. Choose five signs from the unit and have students raise their hands if they recognize them.

Make sure students understand the meaning of the number of stars: three stars if they can recognize the five signs, two stars if they can recognize three signs, and one star if they can recognize two or less signs. Above all, make sure students feel confident. Show enthusiasm for their progress!

Lesson 3

Learning Outcome: Examines signs and related words.

1 Read the text and circle *true* (T) or *false* (F).

Bring your flashcards and do a quick review. Show them to students as you ask *what is this sign for? Where can you find this sign?* Tell students they will learn two new signs. Direct students' attention to the text in Activity 1 on page 60 in their *Activity Books*. Read it aloud and have students follow along. Repeat the procedure, put emphasis on the meaning of the signs. Make sure students understand the text. Read the sentences aloud and elicit the answer from students. Have volunteers read sentences of the text aloud. Additionally, you can extend the activity by saying some sentences about some other signs and have students say if they are true or false:

Stop sign: This sign means don't move.

Silent sign: This sign means you need to be quiet.

Parking sign: This sign means throw garbage here.

Don't run: This sign tells you not to eat.

Don't use cell phones: This sign means people can't use cellphones.

AK: 1-T; 2-F; 3-T; 4-T

2 Draw some signs on sheets of paper. Choose a traffic controller. The controller shows a sign to the class and says what it means. The class mimes the instruction.


Give some sheets of paper to students. Have students draw two signs using the correct colors. Then, organize the class in small teams and give a number of signs to each team. Show the signs as you say the meaning aloud and the class mimes the action. Repeat the procedure a few times. Then, organize the class into small teams. Assign a controller in each team. The controller should show the sign, say the meaning aloud as the rest of the team members mime the instruction. Allow time for students to have fun and then exchange roles! Walk around and help as needed. Students will use these drawings for the unit review, so keep them in a safe place.


3 Use the Visual Resources on the Class CD (pp. 12-13) and play a game with the group.


Arrange students in two or three groups. Have students look at their Picture Dictionaries on page 109. Have them look at the signs and meanings attentively for 30 seconds. Then, ask students to close their books. Use the Visual Resources CD. Project the signs on pages 12 and 13 to the class.


Activity 1

Read the text and circle *true* (T) or *false* (F).

This sign  means cars can't move any more. T F

This sign  shows where the library is. T F

This sign  means people can't eat. T F

This sign  shows where to throw the garbage. T F

Activity 2

Draw some signs on sheets of paper. Choose a traffic controller. The controller shows a sign to the class and says what it means. The class mimes the instruction.

Activity 3



Use the Visual Resources (Class CD pp. 12-13) and play a game with the group.

60

Explain to students that they need to say the meaning of the sign and if they can find the sign at school or on the street. If the team can say both things, they get two points. If they can do only one, they get one point. The team with the most points wins! Encourage your students to be respectful with the other team and to be patient when other classmates are talking.

Useful Information

Giving students prizes and external rewards every time they do an exercise or win a game can have damaging effects on your students. Some learners may be motivated to do an activity just to get the prize. However, setting a simple reward strategy from the beginning of the course can make things interesting for students. Remember, be clear on when and why you are giving students a reward and make sure they understand it is not an obligation on your part.

4   Use the words from the box to complete the sign names.

Use your flashcards for this activity. Place the flashcards on the left side of the board, write the meaning on the right side. Explain to students that they need to look for the words that describe the sign on the left. Have volunteers pass to the board and match the signs.

Arrange students in pairs and ask them to open their *Activity Books* to page 61. Direct them to Activity 4. Read the instructions aloud. Ask volunteers to read the words in the box. Tell them that they have to choose the word that complete the sign names. Do the first one as an example. Ask: *Winding...gas? Winding...lane? Or Winding road?* Elicit the correct answer from students. Walk around the class and check students' progress. To check answers, point to the signs and have students tell you the sign name aloud. Do this several times to check students' pronunciation.
AK: 1-road; 2-turn; 3-lane; 4-gas; 5-crossing; 6-phones

5  Match the columns.

Explain to students they need to choose the words that complete the signs in the left column. Point to the first sign. Ask students: *What is the person doing? (Running) What is the red circle telling us to do? To run or not to run? (to not run).* Read the words on the right and ask: *What word completes the sign? (C).* Have students do the task individually as you walk around the classroom. Have volunteers say the complete signs to the class. Write the answers on the board and ask students to make sure they copied the words correctly.

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




6  Look at the picture and draw the missing signs.

Go to Activity 6. Ask students *where are the children going? (school) Who are they? (students) How can you tell? (They are wearing uniforms and carrying backpacks)* Point to the policeman and ask: *What is his job? (He is a policeman) What is he doing? (Helping children to cross the street)* Point to the triangle on the left. Ask: *What sign is missing here? (Children crossing) Why? (There are crossing lines and there is a school nearby).* Repeat the procedure with the sign in the policeman's hand. Praise students' efforts! Have them draw the two signs as you walk around the classroom and monitor. If you wish, you can direct them to their *Picture Dictionary* on page 109. This way, they can check the colors and images on the signs.




AK: Children crossing; STOP

4 Use the words from the box to complete the sign names.

road gas turn crossing phones lane


1  2  3 


winding right bike


4  5  6 

station children don't use cell

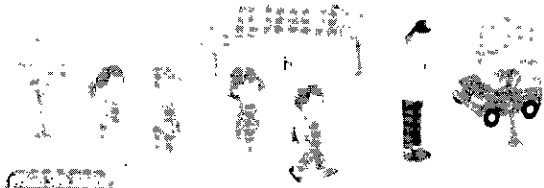
5 Match the columns.

 don't push

 don't shout

 don't run

6 Look at the picture and draw the missing signs.



Point to the signs on this page and ask your partner to say their meaning. 61

What We Know

Organize students in pairs. Ask them to take turns pointing to the signs in the page and saying the meaning. Encourage students to help their classmates! Walk around the classroom as you monitor the progress.

Lesson 4

Learning Outcome: Participates in the writing of words related to signs.

1 Color the signs.

This is a good moment to remind students of the colors. Ask students to take out their colored pencils as you say the names of the colors aloud. Be sure to include red, yellow and blue. When students have their colored pencils out, refer them to page 62 of their *Activity Books*.

The activities in this lesson will help students with their products, so it is a good idea to put emphasis on the colors and meanings of signs. Point to each sign as students tell you the meaning. Ask: *Do you remember what color is this sign?* Explain to the class they need to color the signs, if necessary have them browse through the pages of the lesson to remember the colors. Give enough time for students to finish the task. Then, ask: *What does red mean on signs? (prohibition) What about yellow? (warning) Blue? (A place).* Help students reflect on the meaning of colors in signs.

AK: Possible answers: Red: Stop-don't push; Blue: bike lane-library; Yellow: winding road-turn right-children crossing

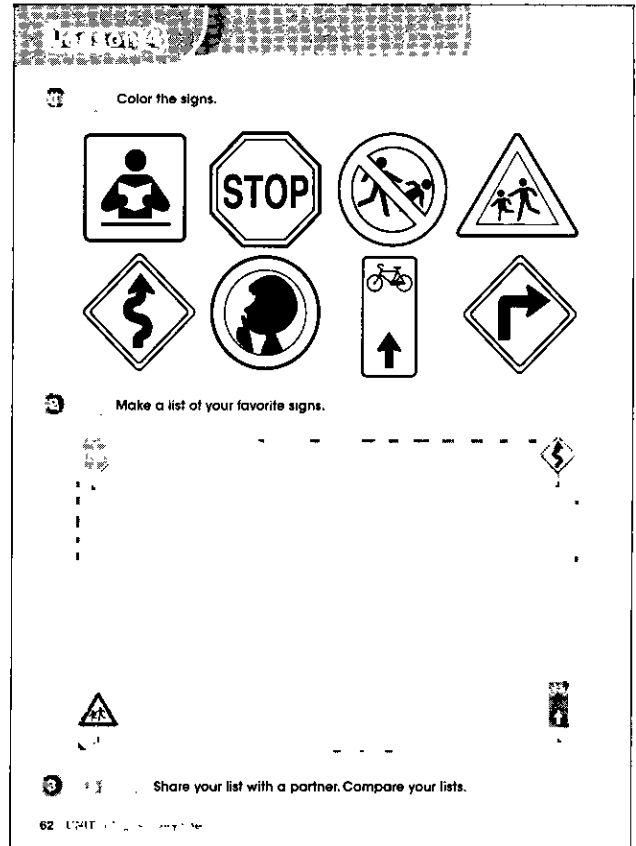
2 Make a list of your favorite signs.

Tell students they should choose the four signs they liked the most. Ask them to choose two signs that represent an action and two that represent places in a town. Direct students to their Picture Dictionaries on page 109 of their *Activity Books*. Tell them that at this point they only need to write the name of the signs. (Students will illustrate the signs in their product). Walk around the classroom and check students are writing the words correctly. To check answers, have volunteers pass to the board and write their favorite signs.

AK: Answers will vary.

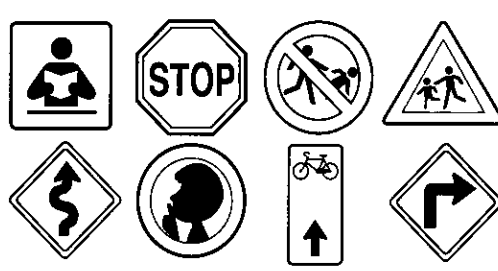
3 Share your list with a partner. Compare your lists.

When students have corrected any spelling mistakes, arrange them in pairs. Ask them to share their signs with their partners. As students share their work, they should point and say the name of the signs aloud. Have students give reasons for their choice. Encourage them to communicate with their classmates: *What do you like about the signs? The color? The drawings? The meaning?*



62

Color the signs.



Make a list of your favorite signs.

Share your list with a partner. Compare your lists.

62 UNIT 6 Signs Everywhere!

Additional Activity

Place your sign flashcards around the classroom. Tell students that they must go to the sign that means what you are acting out. Give an example: Mime that you are riding a bicycle and ask: *Where do you need to go? (To the Bike Lane sign)*. Check that everybody understands. Repeat the procedure with all the signs. For example: act like you are talking on your cellphone, pretend you really want to go to the bathroom or walk in a zig zag motion. Invite volunteers to mime the signs and lead the activity.

Useful Information

Young learners may not be aware but colors affect our behavior and mood. You can use this to create certain combinations that soothe the environment of your classroom. For example: blue represents trust and security while green creates a sense of tranquility and health. In contrast, yellow brings emotions of cheer and warmth, while red is related to energy and productivity. Try adding accent colors to your classroom decorations or to materials students work with and see the effects they have on learners' progress.

4  **Listen to the chant and circle the correct words.** **15**

With books closed, play Track **15**. Have students listen to the chant and ask: *What is the song about? (signs) What places are mentioned in the song? (street and school).* Have students open their *Activity Books* to page 63. Tell them they are going to listen to the chant again but this time they have to follow along and circle the correct words. Play the track again. If necessary, pause the audio after each word choice. To close the activity, arrange students in a circle. Play the track again and act out the chant as a class. If you wish, you can use this chant as a warm up for further lessons.




AK: sign; stop; school; blue

5   **Read "The Sign Chant" and follow the instructions.**

Arrange students in pairs. Explain they need to find words in the "The Sign Chant." Read each sentence aloud and make sure students understand what they need to do. Walk around the classroom and monitor students' progress. To check answers, have volunteers write the words on the board.


To take the activity further, write: *sign, street, stop, run, school, sometimes, bathroom, and letters* on the board. Have students count the letters and classify the words as *short* and *long*. When they are done, ask students to clap if you point to a short word and to stomp their feet if you point to a long word.

AK: 1-sign, stop; 2-run, red; 3-Possible answers: go, for, the, it; 4-Possible answers: sometimes, bathroom

6    **Draw the two signs that are mentioned in the chant. Listen and say the chant.**


Ask: *What signs are mentioned in the chant?* Elicit students' answers. Tell students to draw the two signs and share their drawings with a partner. Additionally, you can have students stand up and show their work to their classmates. Walk around the classroom and monitor the activity. Remind students to be kind about their classmates' work and efforts. When students are done, play Track **15** again and ask students to listen, read and sign the chant. Ask volunteers to pass to the front of the class and demonstrate the chant.

AK: Children will draw the stop and bathrooms signs.


3  **Listen to the chant and circle the correct words.** **15**


The Sign Chant

I see a sign. I see a picture / sign	I see a sign at school / street .
I see a sign on the street .	I see a sign at school .
On the street I see a sign.	At school I see a sign.
Do you know what it means?	Do you know what it means?
It is red with white letters.	This sign is red / blue with two people.
It is red with white letters.	This sign is blue with two people.
The white letters say stop / run .	Sometimes we all need a bathroom.
Tell me now what it means?	So go and look for the sign.

4  **Read "The Sign Chant" and follow the instructions.**

- 1 Find two words that start with letter s:
- 2 Find two words that start with letter r
- 3 Find two short words
- 4 Find two long words.

5  **Draw the two signs that are mentioned in the chant. Listen and say the chant.**



I can identify and write words related to traffic and school signs

63



Additional Activity

Ask students to raise their hands if they know how to ride a bicycle. Arrange students in groups. Tell them to come up with a list of safety rules children should follow when riding a bike (*Wear a helmet, be with an adult, don't ride the bike on a busy road, wear bright colored clothes*). Guide the activity and help students as needed. Remember, in these activities the focus is not on the language but rather on students' attitudes.

What I Know

Help students reflect on what they learned. Write words related to traffic and school signs with missing letters on the board. Have individual students pass to the front of the class and complete them.



Make sure students understand the meaning of the number of stars: three stars if they can complete all the words, two stars if they can complete most of the words, and one star if they can complete some of the words. Above all, make sure students feel confident. Show enthusiasm for their progress!

1   Use the signs you draw for Activity 2 on page 60 or draw new signs. Take turns pasting the signs on the right space on the board.

To introduce the activity, show the illustrations students did and elicit the meaning. Write *Street, Both* and *School* on the board. Show a random illustration and ask: *Where can you find this sign? At School?* Elicit the answer from students.

Divide the class into two teams, give signs to each team and have volunteers pass to the front of the class and paste the signs on the right column. Give time for students to decide where they should paste the signs. Check answers and review the team's work. The team with more signs pasted in the correct place, wins!

Social Skills

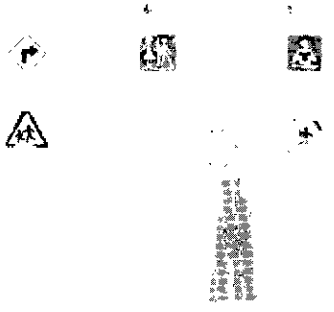
  Draw a 😊 under the picture that shows a positive conduct.

Direct students to the two pictures in the Social Skills section. Ask: *Where are the children? (At school) What are the children doing? (Running and reading) What can you see in the background of the pictures? (Signs) What do the signs tell you? (that it is prohibited to run and to keep silent). Are the children following the rules? (The ones that are on the left no, the ones on the right yes).* Have students draw a smiley face under the picture that represents a positive action (the second one).

Talk as a class. Discuss the importance of following signs. Say: *What would happen if we didn't have signs? Who needs to read signs? Children? Adults? Or everybody? What can we learn from signs?* Remind students that following signs keeps us safe so we should always follow them.


Activity 2

Use the signs you drew for Activity 2 on page 60 or draw new signs. Take turns pasting the signs on the right space on the board.



Social Skills

Draw a 😊 under the picture that shows a positive conduct.



○ ○

64

Make a signs dictionary.



What is the product for?

To understand the importance of signs in public places.

Tips

- Use the list of signs that you made on page 62.
- Check the colors of the signs. See your work on page 62.
- Revise the meaning of the signs you know.
- Decide what signs you want to put in the dictionary.
- Draw and label the signs.

Share the product.

Show your dictionary to your classmates. Practice saying the meaning of signs without reading the words. Ask your classmates to say the meaning of some signs in your dictionary. Say if they are correct.

Ask students to look at page 65 of their *Activity Books* and try to predict what they are about to do. Elicit a few ideas. Then, tell students they will make an illustrated signs dictionary.

Arrange students in small groups and ask them to select their favorite signs from the lists they created on page 62. If necessary, review vocabulary of public spaces and signs. You can use your flashcards for this. Remind them to be polite and reach an agreement if necessary. When students decide on the signs, have them practice the name of the signs. Check students' spelling. Correct any mistakes at this stage.

Encourage students to be creative when making their dictionary. Ask some questions: *Are you going to draw the signs? Or are you going to use cutouts? What about using images from the internet? Are you going to use index cards or pieces of cardboard?* Remember to foster a creative atmosphere with your students. Let them focus on the process of creating the product rather than on the final object.

When students are done, ask them to share their dictionary with the class. Give groups time to organize a simple presentation and encourage them to explain their dictionaries without reading them. Ask students to show curiosity and ask their classmates to say the meaning of signs in the dictionaries. Praise your students' efforts!

Unit Product

To understand the importance of signs in public places



Use the list of signs that you made on page 62

Check the colors of the signs. See your work on page 62

Revise the meaning of the signs you know.

Decide what signs you want to put in the dictionary

Draw and label the signs

With your team, show your dictionary to your classmates. Practice saying the meaning of the signs without reading the words. Ask your classmates to say the meaning of some signs in your dictionary. Say if they are correct.

Pay attention to your classmates' presentations. Fill out the chart with your opinion: Good = ✓ or Needs to improve = ✗. Kindly give feedback to the teams when they finish their presentations.

	Team 1	Team 2	Team 3	Team 4	Team 5
Their voice is loud and clear.					
They know the meaning of the signs.					
They ask questions to other classmates.					

65

Product Assessment

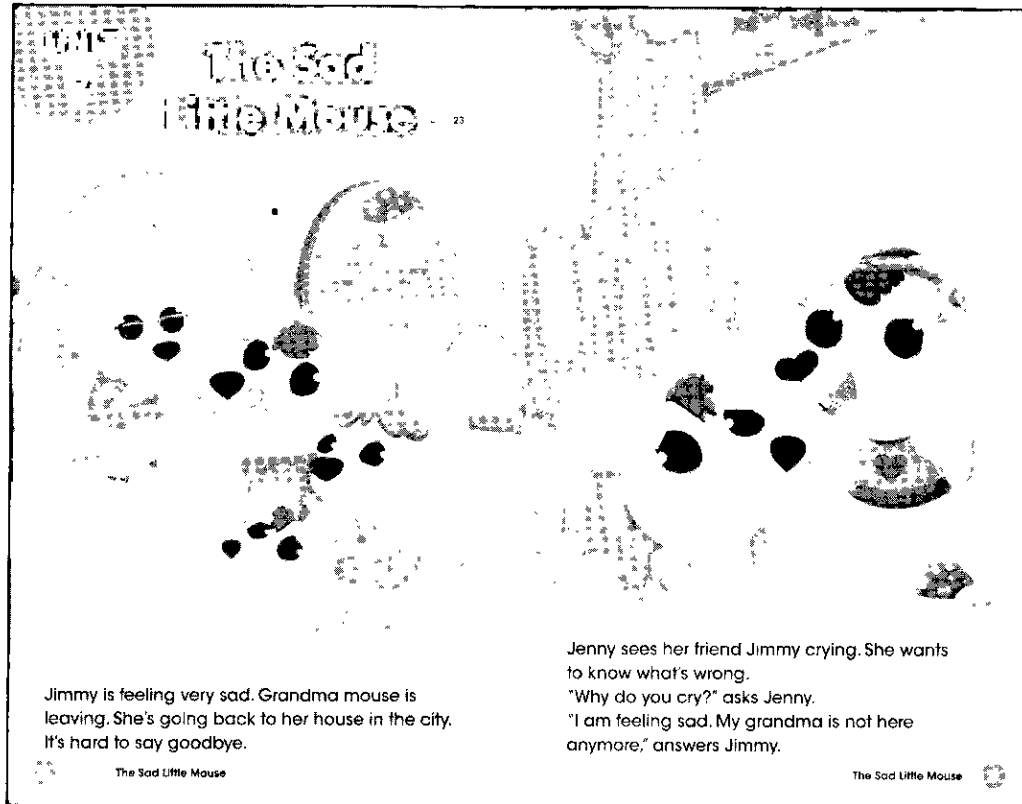
Direct students' attention to the chart in the Product Assessment. Explain that this time, they need to assess their classmates work. Go over the signs and the meaning. Read the sentences aloud and make sure everybody understands the meaning. If necessary, use students' mother tongue to convey meaning. After each presentation, give students to time to complete the assessment, guide them as necessary. At the end of the lesson, organize the class in a big group so students can share their evaluation. Remind students that everybody's work is great and that others' opinions are a good way to improve, not to feel bad about our job.

UNIT 7

How Do You Feel?

Reading Strategies

Narrative Big Book: *The Sad Little Mouse*



pp. 36–41

In your daily teaching practice, bear in mind to help students discover the language by themselves, with your guidance. As a teacher, you will be helping students learn new words, new sounds, new combinations of letters, new patterns, among other things, and make the process of learning a new language challenging, fun, and meaningful!

The main objective of "The Sad Little Mouse" is to introduce the topic of feelings. For this purpose, students are presented with a story about Jimmy, a mouse that is sad, and Jenny, Jimmy's friend who is trying to cheer him up.

The story in the *Narrative Big Book* will provide students with meaningful samples of language. Students will find new feelings in their *Activity Books*. Using the reading aloud technique to read the *Narrative Big Book* to your students will make it possible for you to engage them and make the reading enjoyable for everybody. Break the routine by having students sit on the floor in a circle, or if possible, take them outside the classroom to the playground or the library.

Open the *Narrative Big Book* to the story "The Sad Little Mouse." Show the cover of the story to the class. Point to the title. Then point to the pictures. Have them describe what they see on the cover. Have students describe the scene. Ask: *Why do you think the Little Mouse is sad?* Elicit a few answers. Direct students' attention to the first picture and ask: *What is happening in the picture?* (Grannie mouse is leaving); *What do you think is going to happen to the Little mouse?* Encourage students to anticipate the content of the story.

Play Track 23 and have students follow the reading along. Point to each word as it is said. This will make students relate the sound with the characters' expressions. Have students notice the expressions of the characters. This will help them to start to relate the different feelings they will learn in the unit. When you reach the end, ask: *What happened? How did Jenny make Jimmy feel better?*

Once you finish reading the story, discuss the book with your class. Ask them a few questions about it: *Did you like it? What did you like the most? What was your favorite part?*

Did you like the ending? Go over the story again, this time have students read parts of the story aloud. Do this chorally and individually. As you cover the lessons of the Unit, you can re-read parts of the text to the class as a warm up. Have students tell you the events of the story, the names of the characters and the way they are feeling. Students can

mime the actions Jenny does to cheer up Jimmy or read isolated sentences to the class.

Additional activities can include acting out the story, making a list of things Jimmy can do to feel happy, coming up with more ideas for Jenny, or drawing a letter to Jimmy's grannie.

Unit Contents

Literary and Ludic Environment

Social Practice:

Understands children's stories well enough to relate them to their own experiences.

Learning Outcomes:

- Explores an illustrated book of children's stories.
- Follows the reading of a children's story.
- Explores how statements are written.
- Evaluates how statements are written.

Activate Prior Knowledge

1. What things make you feel happy? Sad?
2. How do you control your feelings when you are angry?
3. Why do we feel different things?

Tech Resources

<https://learnenglishkids.britishcouncil.org/en/short-stories>

This is a website with short stories in the form of videos. You can play them as warm up or closing in this unit's lesson.

Odyssey Resources




Narrative Big Book: pages 36-41

Class CD: tracks 16, 17, 23

Visual Resources: Class CD, page 14, 15

Lesson 1

Learning Outcome: Explores an illustrated book of children's stories.

1   **Read *The Sad Little Mouse*. Number the parts of the cover.**  pp. 36-41

Ask students to open their *Activity Books* to page 66. Direct students' attention to the picture on the right: Ask: *What is this? (a book cover) Do you recognize it? (Yes) What can you see in the picture? (Jimmy and Jenny)*. Remind students that books have different parts. Elicit a few answers and write them on the board. If students don't remember the words in English, kindly say and practice the word. When you have the three needed elements (*title, illustration and author*), point to each part of the book cover and ask *Is this the...?* as students nod or shake their heads. Have them label the parts as you go over each one.


AK: 1-Title; 2-Illustration; 3-Author

2  **Tick (✓) the way Jimmy is feeling in the story.**

To review the vocabulary about feelings, prepare simple flashcards with the words: happy, angry, sad. Show them to students and do some rounds of choral and individual repetition. Remind students about the events of "The Sad Little Mouse." Ask: *What happens at the beginning of the story? (Jimmy was sad because his grandma left)* Elicit the answer from students. Say: *Then, what happens? Who helps him? (His friend Jenny)*. *How does Jimmy feel at the end of the story? (He feels happy)*.

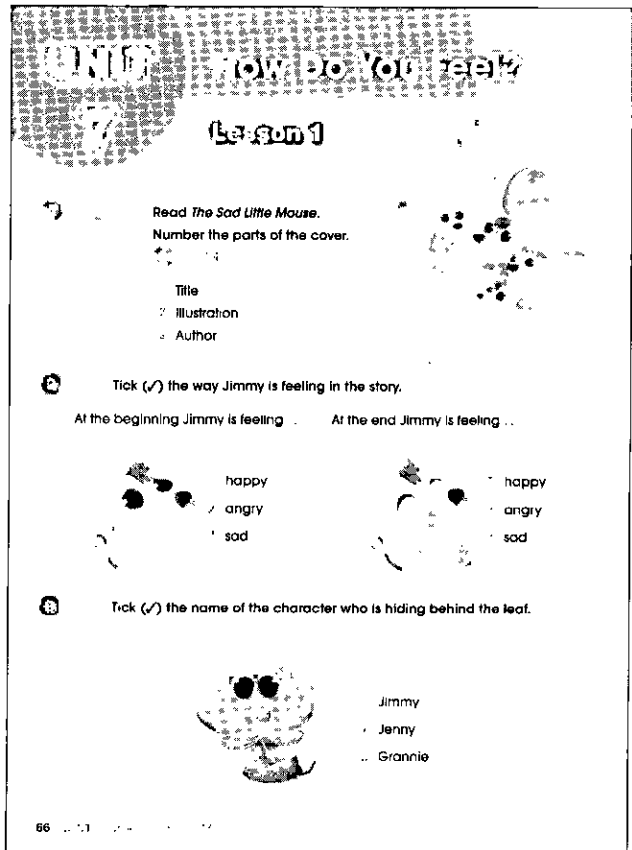
Point to the pictures and say *How does Jimmy feel here? Happy? Angry? Sad?* Have students notice Jimmy's facial expressions and body language to guide them. Elicit students' answers.

AK: At the beginning Jimmy is feeling: sad; At the end Jimmy is feeling: happy

3  **Tick (✓) the name of the character who is hiding behind the leaf.**

Reread the story and have students name the three main characters (*Grannie mouse, Jimmy and Jenny*). Ask some questions to students: *How old do you think Jimmy and Jenny are? Is Jenny a good friend? Why?* Have them recount all the actions Jenny does to help Jimmy. When you get to the end, direct students to Activity 3. Ask: *Who is hiding? Jimmy or Jenny?* Have students say the name of the character and praise their efforts. Say: *Well done! You got it!*

AK: Jenny



UNIT 7 How Do You Feel?

Lesson 1

Read *The Sad Little Mouse*.
Number the parts of the cover.

Title
Illustration
Author

Tick (✓) the way Jimmy is feeling in the story.

At the beginning Jimmy is feeling ... At the end Jimmy is feeling ...

happy
angry
sad

happy
angry
sad

Tick (✓) the name of the character who is hiding behind the leaf.

Jimmy
Jenny
Grannie

66

Additional Activity

Since this unit focuses on feelings you can make a good connection with the topic of friendship. Give a piece of paper to each student. Have them draw a flower. Say: *This is a friendship flower. Its petals have all the good times you have with your friends!* Tell students to write or draw things they like to do with their friends (*laugh, play, do homework, go outside, etc.*). Ask: *What do flowers need to grow? (water, sun)*. Say: *If flowers need water to grow...what does a friendship flower need? (sharing, kindness, helping each other, respect)*. Help students reflect on the importance of friendship. Collect the flowers and paste them on a wall in the classroom as a reminder of good actions and kind attitudes!


Useful Information

Having a healthy and happy working environment is one of the most important aspects when teaching. Young learners respond to kind actions and enjoyable activities! Try maintaining a balance between fun and acceptable behavior inside your classroom.

4  **Complete the graphic organizer with your teacher.**


Ask students to open their *Activity Books* to page 67. Review all the elements of the story. Use the *Narrative Big Book* and have volunteers read the story sentence by the sentence. When you are done, ask: *Who are the characters? Jenny, Jimmy and Grannie.* Go over the events and read the sentences aloud. Elicit the solution Jenny had to Jimmy's problem. Ask students to copy and illustrate the graphic organizer in their notebook. Encourage them to use a different color for every bubble.

AK: Characters: Jimmy, Jenny, Grannie;
The solution: Jenny makes him laugh.

5  **Draw the face that shows how you feel after reading the story.**

Direct students' attention the faces in Activity 5. Say the words aloud and have students repeat after you. To clarify the meaning of words, refer students to their *Picture Dictionary* on page 110. Ask: *How did you feel when Jimmy's grannie left? How did you feel when Jenny helped Jimmy?* Remind students that stories talk about feelings and that we sometimes have the same feelings as the characters of a story. This is why we love reading stories! We see ourselves in them. Have students color the face that expresses their feelings. Explain to them that there is no correct answer, everyone has the right to have different opinions.

AK: Answers will vary.

6  **Color the face that shows how you feel when your friend is sad.**

Ask students to remember a time where a friend was sad. Ask them how they felt, what did they do to make their friend feel better? Encourage students to share their stories and feelings with the class. Remind them it is a safe space. Have students color the face that expresses the way they feel and have them share their answer with the class.

AK: Answers will vary.

Ask and Answer





4 Complete the graphic organizer with your teacher.

The Sad Little Mouse





Characters

<p style="text-align: center; font-size: small;">Problem</p> <p>Jimmy is sad because his Grannie is gone.</p>	<p style="text-align: center; font-size: small;">Solution</p> <p>Jenny and makes him laugh.</p>
---	---

5 Draw the face that shows how you feel after reading the story.

			
happy	sad	angry	

6 Color the face that shows how you feel when your friend is sad.

			
sad	angry	happy	

I'm learning the parts of a story. I understand how characters feel.

67

Useful Information

The use of graphic organizers is a great way to develop your students' thinking skills! Graphic organizers help students understand key concepts in a visually appealing way. You can use graphic organizers in all subjects! There are plenty of websites that offer free and printable organizers.

What I Know

Help students reflect on what they have learned. Use the *Narrative Big Book* story "The Sad Little Mouse." Ask: *How is Jimmy feeling? How can you tell?* Remind students to notice the facial expressions. Additionally, have students point out the parts of the story.

Make sure students understand the meaning of the number of stars: three stars if they are able to identify all the characters' feelings, two stars if they are able to identify some characters' feelings, and one star if they can't identify the characters' feelings. Above all, make sure students feel confident! Show enthusiasm for their progress!

Lesson 2

Learning Outcome: Follows the reading of a children's story.



Read and talk with a partner about the story.

Ask students to open their *Activity Books* to page 68. Direct students to the pictures. Ask: *What do you think the story is about? How does the giant feel? Where are the children?* Elicit students' answers. Read the story aloud to children. Do it slowly and pause as needed. Help convey the meaning of the story with gestures and facial expressions. Draw a smiley face, a sad face, an angry face and a scared face. Alternatively, you can make simple flashcards. As you read the story a second time, point to each face as you say the phrases (*The giant is angry, The children are scared, The giant is sad, The giant and children are happy.*) Additionally, organize students in pairs and have them take turns reading the story aloud. Walk around the classroom as you monitor pronunciation.

Arrange students in groups. Have them talk about the story. Guide them with some questions: *What did you like about the story? How does the giant feel? How do the children feel?* Focus your students' efforts in speaking freely about feelings.



Read paragraph 2 again and underline the correct answers.

Read the second paragraph again or have a volunteer read it aloud. Read the questions aloud to the class. Emphasize on the structure and use of *How*. To support students use mimics and facial expressions. Do the exercise as a class. To check answers, read the questions aloud and have students say the sentences aloud.

AK: 1-a; 2-b



Play a game with your classmates.

Have students draw how are they feeling. Bring a small ball to class. Arrange students in a circle. If possible, have them sit on the floor or go outside to play. Begin by throwing the ball to one student and ask her/him: *How do you feel?* The student who catches the ball should answer saying *I'm...* as they show their drawing to the class. Students who feel the same way should shout *Me too!* enthusiastically. Then, he/she should pass the ball to another classmate. Repeat this procedure until all students have said how they feel and share their work. Alternatively, have students throw back the ball to you when they answer the question. Since students are not sure who will be next, they will listen attentively to their classmates and practice their listening skills!

Read and talk with a partner about the story.

1 A giant lives in a castle. The castle has a beautiful garden.

2 The giant sees some children playing in his garden. The giant is angry. The children are scared and they run away.

3 Spring is everywhere but in the giant's garden it is still winter. It's very cold. The giant is sad.

4 The giant hears some children playing in his garden. There are grass, flowers, and birds in the garden again. The giant and the children are happy.

Read paragraph 2 again and underline the correct answers.

1. How does the giant feel?
a. He feels angry. b. He feels sad.

2. How do the children feel?
a. They feel happy. b. They feel scared.

Play a game with your classmates.

I'm happy Me too

68

Additional Activity

Prepare large pieces of paper with the following phrases: *The Giant / Children / Feelings / The Giant's Castle / The Giant was selfish. / In the Giant's garden it is winter. / Children play in the Giant's garden.* Use the Visual Resources CD. Project the castle on page 14. If necessary, explain to students the concepts of *Theme* and *Settings*. Go over the concepts and story with the class as you paste the pieces of cardboard under the correct heading.

Useful Information

The Selfish Giant is a children's story written by Oscar Wilde (1854-1900). Oscar Wilde was a famous Irish poet and playwright. He lived in Victorian's England. Wilde was known for his emotional stories and witty sayings. Some of his notable works include *The Picture of Dorian Gray*, *The Importance of Being Earnest* and *Lady Windermere's Fan*.

4 Listen, point and repeat.

Prepare flashcards of *tired*, *worried*, *surprised*, *excited*, *bored* and *sick*. Show the flashcards to students as you say the words. Do some rounds of choral and individual repetition for each word. To clarify the meaning of words, refer students to their Picture Dictionary on page 110. Then ask students to open their *Activity Books* to page 69. Say the words as students point to the pictures. Arrange students in pairs, have them point to the words and say them aloud. Have students illustrate and label the feelings in their notebooks. When they are done, have them stand up and share their work with a partner.

5 Circle each word in the sentences. Color the feelings blue.


Read the instructions aloud. Explain to students that they have to do two tasks. First, they have to discover the words in the sentences and circle them. Tell students the first, second and fourth sentences have four words and the third sentence has seven words. Next, students have to circle the feelings they find in the sentences. Walk around the classroom and monitor students' progress. This is a good activity to develop students' fine motor skills.


To check answers, write the sentences on the board. Have volunteers pass to the front of the class and circle the words. Ask: *What word represents a feeling?* Help students if necessary. Then, point to each word as you say it aloud. Have students repeat after you. Additionally, ask students to say the word you point to. Point to random words to keep students' attention.


AK: 1-The giant is sad.; 2-The children are scared.; 3-The giant and the children are happy.; 4-The giant is bored.; Feelings: sad, scared, happy, bored


6 Choose one of the paragraphs in the story and ask and answer questions about the characters' feelings.


Review the characters from the story and use your flashcards to review vocabulary about feelings. Remind students of the correct structure to ask about feelings. If needed, go over the story again as a class. Organize students in pairs. Have them take turns asking and answering questions. Walk around the classroom and monitor. To check answers, have pairs of students pass to the front of the class and share their questions and answers.


4  Listen, point, and repeat.



tired



worried


surprised


excited


bored


sick


5  Circle each word in the sentences. Color the feelings

1. The giant is sad.


2. The children are scared.

3. The giant and the children are happy.


4. The giant is bored.

3  Choose one of the paragraphs in the story and ask and answer questions about the character's feelings.

How do the children feel?



They feel happy.



My partner and I can identify the characters' feelings in a story

69

Additional Activity

Write the lesson's vocabulary on small pieces of paper. Have volunteers pass to the front of the class and act out the feelings for their classmates.

What We Know

Help students reflect on what they have learned. Organize students in pairs. Refer students to the story of "The Selfish Giant" or "The Sad Little Mouse." Point to the pictures and ask *How does _____ feel?* As students answer with the adjectives. Have students check how many characters' feelings their partner can identify.

Make sure students understand the meaning of the number of stars: three stars if they are able to identify all the characters' feelings, two stars if they are able to identify some characters' feelings, and one star if they can't identify the characters' feelings. Above all, make sure students feel confident! Show enthusiasm for their progress!

Lesson 3

Learning Outcome: Explores how statements are written.

1 Go to Visual Resources (Class CD, P.15) and learn new words.

To introduce the topic of the story and present the vocabulary students will use project the Visual Resources CD p.15 to the class. Point to each picture as you say the name aloud. Have students repeat after you. Do some rounds of choral and individual repetition. To make the activity more interesting, point to random objects and have students say the name aloud.

2 Listen to the story and read along. Write *Beginning, Middle, and End.* 16

Bring cutouts or illustrations of a lion and a mouse. Ask students the animal names. Have them think of some characteristics (big-small, strong-weak, scary-nice). Ask: *Can a lion and a mouse be friends? Can a lion help a mouse? Can a mouse help a lion?* Elicit a few responses.

Tell students they are going to listen to a story about a lion and a mouse. Play Track 16 and have students listen to the story attentively. Ask students to open their *Activity Books* to page 70 and look at the pictures. Play the track again and ask students to point to the correct picture as they listen to the story. Play the track a third time and ask students to read along. Then, ask students to label the text and the pictures. Remind students of the concepts of *Beginning, Middle* and *End*. Check answers as a class. Give students a piece of paper. Have students draw three scenes from the story and label them beginning, middle and end. When students are done, paste their drawings on a wall and organize an art exhibition.

AK: 1-Beginning; 2-Middle; 3-End

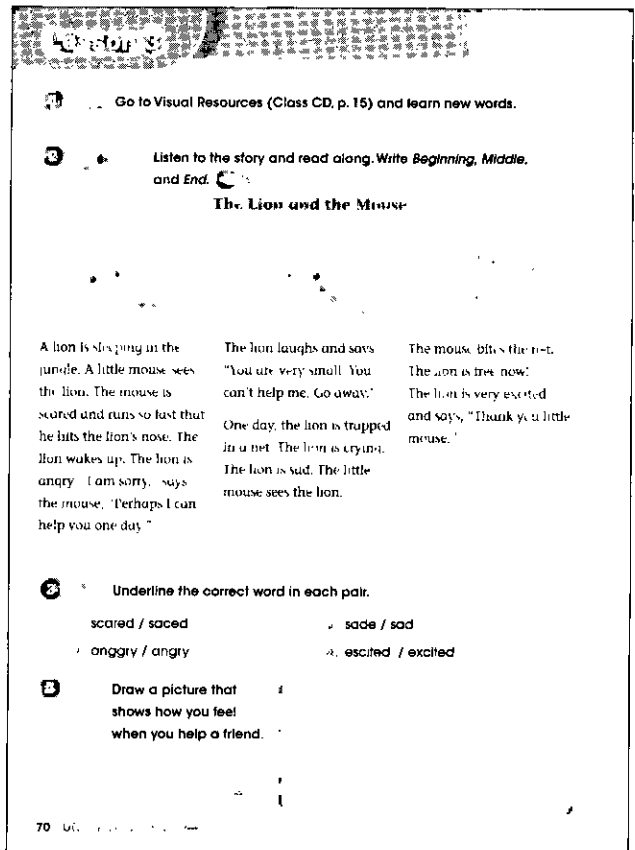
3 Underline the correct word in each pair.

Direct students' attention to the pair of words in Activity 2. Say: *Look at the words. Which one is correct? The one on the right or the one on the left? Why?* Arrange students in pairs and walk around the classroom to monitor their progress. To check answers, write the words on the board and help students notice the word with the correct spelling.

AK: 1-scared; 2-angry; 3-sad; 4-excited

4 Draw a picture that shows how you feel when you help a friend.

Ask: *When do we help friends? Why do we help friends? How do you feel when you help a friend?* Elicit students' answers. Focus students' efforts on their feelings and positive actions rather than on language. Tell students they need to draw a picture that shows how they feel when they help a friend. Give time for students to complete their pictures.



Go to Visual Resources (Class CD, p. 15) and learn new words.

Listen to the story and read along. Write *Beginning, Middle, and End.*

The Lion and the Mouse

A lion is sleeping in the jungle. A little mouse sees the lion. The mouse is scared and runs so fast that he hits the lion's nose. The lion wakes up. The lion is angry. I am sorry, says the mouse. Perhaps I can help you one day.

The lion laughs and says "You are very small. You can't help me. Go away."

One day, the lion is trapped in a net. The lion is crying. The lion is sad. The little mouse sees the lion.

The mouse bites the net. The lion is free now. The lion is very excited and says, "Thank you a little mouse."

Underline the correct word in each pair.

scared / saced 3. sad / sad
1. onggry / angry 4. excited / excited

Draw a picture that shows how you feel when you help a friend.

70



Encourage them to use different colors in their drawings! When they are done, arrange students in pairs and have them share their drawings. Then have volunteers pass to the front of the class and share their feelings. Since this is a subproduct activity, you can have students make their drawings on a piece of paper and keep them in a safe place. Praise students' attitudes and remind them that being a good friend or having good friends is great!

Additional Activity

Read random sentences from the story. Have students raise their blue colored pencil if the sentences refer to the mouse or the red one if the sentences refer to the lion. Alternatively, you can say sentences from the beginning, middle and end and have students raise different colored pencils.

Useful Information

"The Lion and the Mouse" is a fable found in "Aesop's Fables". These are a collection of stories designed to teach moral lessons. Fables are short and have animals as characters.



5   **Look, say and repeat. Match the pictures to the actions.**

Prepare simple flashcards of the words: *sleep, see, run, wake up, go, cry, bite,* and *laugh* on the board. Show the flashcards to the class. Say the words a few times and have students repeat after you. Additionally, you can say an action and have children act it out. Act out surprised as students do it. Say: *Wow! That's great!* to boost your students' enthusiasm.

Ask the class to open their *Activity Books* to page 71. Have them look at the pictures and relate them to the words in the box. Arrange children in pairs and ask them to match the pictures to the words in the center. Walk around monitoring the activity.

To check answers, ask: *Is the lion sleeping?* As you point to the first picture. Have students nod or shake their heads. Repeat the procedure with all the images and actions.

AK: 1-laugh; 2-wake up; 3-bite; 4-sleep; 5-run; 6-see; 7-go; 8-cry

6   **Complete the sentences. Read the sentences to a partner. Exchange roles. Listen and correct each other's mistakes.**

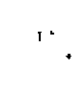


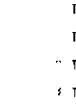



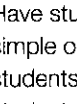
Tell students they need to complete the sentences using the words from the box. Refer students to the story on page 70 so they can remember the events. Read the sentences as a class and have volunteers say the correct word. Give time for students to write the words. Arrange students in pairs and have them read the sentences aloud. Walk around the classroom as you check students' pronunciation.

AK: 1-runs; 2-wakes up; 3-laughs; 4-sees; 5-bites

7    **Act out the story.**

Arrange students in small groups. Tell them they are going to act out the story "The Lion and the Mouse." Help them choose a character and/or scene. Have them read the sentences from Activity 6 as a script. Tell them it is okay to have more than one lion or mouse in every team. After all, friends help each other. Walk around the classroom and monitor students' progress. Alternatively, you can assign scenes to the groups and have a big play as a group. (For example, some groups get the beginning, others the middle and others the end.) Set a time limit for students to prepare their play. When they are done, have teams pass to the front of the class and act out the story. As always, remember to praise students' efforts!

5 Look, say, and repeat. Match the pictures to the actions.

1  2  3  4  5  6  7  8 

sleep
see
run
wake up
go
cry
bite
laugh


6 Complete the sentences. Read the sentences to a partner. Exchange roles. Listen and correct each other's mistakes.

bites laughs wakes up sees runs

The mouse is scared and _____ so fast that he hits the lion's nose.
The lion _____
The lion _____ and says, "You are very small."
The little mouse _____ the lion.
The mouse _____ the net.

7 Act out the story.

The lion is sleeping.



After you act out the story, ask your classmates for feedback. Listen to their opinion. 71

Additional Activity

Have students create masks for Activity 7. Search for simple outlines of a mouse and lion masks and ask students to color and decorate them. This will motivate students' performance!

What We Know

When students are finished with their presentations, have them stand up and ask their classmates for feedback. Remind them to listen to everybody's opinion. Encourage students to provide positive feedback and to always be kind! Give enough time for students to walk around the classroom asking for and providing feedback.

Learning Outcome: Evaluates how statements are written.

1 Listen and underline the correct option.

Ask students to open their *Activity Books* to page 72. Review some vocabulary by using your flashcards. Read the instructions aloud. Direct students' attention to the picture on the right. Ask: *Who are they? (brother and sister) What are they doing? (Susy is doing her homework and Matt is helping her).* Elicit a few answers. Then, tell students they are going to listen to the conversation to see if their guesses were correct. Play Track 17 and have the class follow along. Play the track again and ask children to choose the correct word. Pause after each sentence to give time for students to choose. To check answers, play the track again and have students repeat sentence by sentence.

Additionally, play the track and have all the girls stand up when they listen to Susy, and all the boys clap when they listen to Matt.

AK: doing my homework; feelings; happy; H -A-P-P-Y

2 Follow the lines and answer the questions.

Bring cutouts or simple flashcards that represent *bored*, *tired*, *worried* and *confused*. Introduce the vocabulary by showing the flashcard to the class and doing some rounds of choral and individual repetition. Paste the flashcards on the board as a reference for students.


Read the instructions aloud and direct students' attention to the sentences. Read the questions aloud emphasizing the intonation. Explain to students they need to trace the words and complete the sentences. Have students look at the emojis and say the answers. Do the first sentence as a class. Write on the board *He feels bored*. Have students use it as a model. Walk around the classroom as students do the task individually. This is a good moment to have students notice that we add an 's' in sentences that refer to a third person. Write on the board *I feel...* and elicit students' answers.

To check answers, write the sentences on the board and have students check they wrote the words correctly. Then, point to each word as students say it aloud.

AK: He feels tired.; She feels worried.; It feels angry.; I feel.

3 Ask two classmates how they feel today. Write their answers.

On the board, write *How do you feel today? And I feel.* Read the sentences aloud and have students repeat after you. Explain to the class that they are going to stand up and



1 Listen and underline the correct option.

Matt: Hi Susy. What are you doing?
Susy: I'm doing my homework / drawing a picture.
Matt: What is your homework about?
Susy: It is about animals / feelings.
Matt: Feelings? Like happy, sad, angry, afraid, and excited?
Susy: Yes, I have to write how I feel every day of the week.
Matt: Oh! And how do you feel today?
Susy: Today I am happy / angry.
Matt: That's nice! Write it down.
Susy: I don't remember how to spell happy.
Matt: I can help you. Happy is spelled H-A-P-P-Y / H-A-P-Y.
Susy: H-A-P-P-Y. Thanks!

2 Follow the lines and answer the questions.

angry tired worried

How does he feel today? _____

How does she feel today? _____

How does it feel today? _____

How do you feel today? _____

3 Ask two classmates how they feel today. Write their answers.

How do you feel today? Student 1: _____

 Student 2: _____

72

interview two classmates and then record their findings in their *Activity Books*. Have a volunteer pass to the front of the class and demonstrate the activity. Repeat the procedure two times. Write down the answers to support students' understanding. Remind students to use the sentences on the board as a model.

Walk around the classroom and encourage students to speak in English at all times. Set a time a limit. Ask students to sit down and take a few deep breaths to relax. Then, ask volunteers to share their findings. Students are not expected to produce full sentences describing other people's feelings, so guide them as necessary. This oral activity will help students to make their product and to identify other people's feelings.

Additional Activity

Have students illustrate how they and their partners are feeling. When they are done, collect the drawings and show them to the class. Have students guess who the drawings represent. Remind students to be nice to their classmates at all times!

4 Write the sentences in order.

Ask students to open their *Activity Books* to page 73. Bring cards with the words from the sentences. Write a word on each card. If possible, use different colors. Paste the cards for the first sentence on the board in the order they appear in the *Activity Book*. Help students to order the sentence. Do every sentence as a class. Say them aloud and have children repeat after you. When you have all the sentences in order, have students copy them in their books. Walk around and monitor students' progress. This is a subproduct activity, have students notice the icon and remind them that it will be helpful when making their product.

AK: 1-Rose feels happy.; 2-The mouse bites the net.; 3-How do you feel today?; 4-The cat runs fast.; 5-John is bored today.; 6-Do you feel sick?

5 Replace the underlined words and rewrite the sentences.

Bring a picture of a girl and a boy. Show the flashcard to your class and say *This is Maria...She is Maria*. Do the same with the picture of the boy (*This is Mario...He is Mario*). Then, show both flashcards and say *They are Maria and Mario*. Emphasize the pronouns every time you say a sentence. Point to random students and do the same (*This is Carla...She is Carla*). When you say sentences with *They* make sure to talk about both boys and girls.

Write *She*, *He* and *They* on the board. Direct students' attention to the pictures in Activity 5. Explain to students they need to change the underlined words to the ones on the board. Ask: *What word do we use when we talk about a girl? (She) About a boy? (He) about two or more people? (They)*. Guide students as necessary through the activity. When you are sure they know the correct way to rewrite the sentences, walk around the classroom monitoring. To check answers, point to the pictures and have students say the sentence aloud.

AK: 1-She sleeps at night.; 2-He wakes up at seven.; 3-They go to school every day.

6 Circle the letters that should be capitals and write the punctuation marks.

Write *Olivia is happy.* on the board. Circle the capital O and the period at the end of the sentence. Remind students we use capital letters at the beginning of a sentence and with proper names. Explain to them we use a period for sentences and an question mark for questions. Do the

4 Write the sentences in order.

feels / happy / Rose lion / The / sad / is

mouse / is / scared / The is / bored / John / today

How / today / you / do / feel / ? feel / sick / Do / you / ?

5 Replace the underlined words and rewrite the sentences.

Sandra sleeps at night Carlos wakes up at seven

Sandra and Carlos go to school every day.

6 Circle the letters that should be capitals and write the punctuation marks.

i am happy carmen and zoe are tired

he is bored does john run fast

my mom feels sick the lion sleeps every night

Check the sentences in Activity 4 with a partner. Correct your work if necessary. 73

exercise as a class. Go over each sentence and help students through your intonation. To check answers, write the sentences on the board and have volunteers pass to the front and do the exercise.

AK: 1-I am happy; 2-He is bored; 3-My mom feels sick; 4-Carmen and Zoey are tired; 5-Does John run fast?; 6-The lion sleeps every night.

What We Know

Remind students that a good way to check their work is to compare it with a partner. Arrange your class in pairs. Ask students to exchange books. Explain to students that they need to check their partner's work and see the similarities and differences. Then they should correct any mistakes they have in their own work. Encourage students to check word order, vocabulary and spelling. Walk around and help as needed.



Choose a story from this unit or from your classroom library. Read it carefully and compare your feelings with the main character's feelings. Complete the chart and draw pictures.

Ask students to open their *Activity Books* to page 74 and read the instructions aloud. If necessary, remind students of the graphic organizer they did on page 67. Go over the each element of the organizer and make sure students understand what information they need to write/draw in each square. Encourage students to choose new stories. Give enough time for them to complete the graphic organizer. Walk around the classroom as you monitor their progress and help when needed. When students are done, arrange the class in small groups. Have students take turns sharing their graphic organizers with the rest of their team members.

Social Skills



Read and answer the question.

Sometimes you feel angry. It's fine to feel angry. It's not fine to hurt people's feelings when you are angry. What do you do when you're angry?

Direct students' attention to the picture. Ask: *What happened to the girl? (Her ball doesn't work anymore) How does she feel? (Angry), What is she doing? (Taking a deep breath and counting to ten).* Read the text and help students express what they do when they are angry.

Since this is a sensitive subject, use your knowledge of your students' attitudes and context to carry out this activity. Talk as a class. Have students say some things that make them feel angry. Write the list on the board and ask the class to raise their hands if they feel angry as well. Explain to students that feeling angry is okay and acceptable. Anger is an emotion, just like happiness, excitement or sadness. The important part of feeling angry is to discover why we are feeling this way and to talk to someone about it. If there is a problem, advice students to speak to a grown-up who can help them deal with the situation.

Choose a story from this unit or from your classroom library. Read it carefully and compare your feelings with the main character's feelings. Complete the chart and draw pictures.

Title:


Main character:

At the end of the story,

the character feels ... I feel ...

Social Skills

Read and answer the question.



Sometimes you feel angry. It's fine to feel angry. It's not fine to hurt people's feelings when you are angry. What do you do when you're angry?

74

Tell students that knowing why we feel angry is just one part of the process; controlling the anger the other! Tell students that taking deep breaths, thinking about their favorite candy or a happy moment are some ways to help control it. Have students tell you new ideas and praise their creativity and emotional intelligence. If you wish, you can introduce some mindful breathing activities to help students develop self-control.

Remember that children are becoming members of society. It is very important that as a teacher you take into account their emotional development and help them become better people! Suppressing emotions will only lead to isolated children, acknowledging and dealing with emotions will help students have better self-knowledge.

Write and illustrate sentences about feelings.



What is the product for?

To understand and express feelings.

Tips

- Team up.
- Share the subproducts on pages 72 and 73 with your team.
- With your team make a list of feelings.
- Write sentences.
- Draw pictures to illustrate the sentences.

Share the product.

Share your sentences with another team. Say what makes you feel angry, sad, happy, or bored.

Ask students to look at page 75 in their *Activity Books* and try to predict what they are about to do. Elicit a few ideas. Then, tell them they are going to write and illustrate sentences about feelings. Explain to students they need to review the feelings and actions they learned in the unit.

Arrange students in small groups. Read the Tips aloud and make sure everybody understands the steps to make the product. Review any necessary vocabulary and refer students to their subproducts activities on pages 72 and 73. Help students with some ideas of things that make them feel angry (breaking a toy, losing something), sad (seeing a lost dog, seeing somebody we love leave), happy (getting a ten on an exam, playing soccer with their friends), bored (seeing a movie they don't like, not being allowed to go outside). Help students with the writing of the sentences. Ask them to write the sentences in pencil. Check there are no mistakes and have students copy the sentences on their pieces of cardboard. Encourage students to be creative when making their drawings! Have them use bright colors and make an extra effort when drawing the faces of the characters.

When students are done, have them share their sentences with another team. Remind them to be polite as they listen to their classmates. If you wish, you can have volunteers pass to the front of the class and share their

Unit Product

To understand and express feelings

Team up
Share the subproducts on pages 72 and 73 with your team
Make a list of feelings with your classmates
Write sentences
Draw pictures to illustrate the sentences

Share your sentences with another team. Say what makes you feel angry, sad, happy, or bored.

Assess your work. Read the statements and draw the picture that best represents what you did.

Very good 😊 Need to improve 😐 Not very good ☹️

My Work

I worked hard.

I expressed my opinions.

I listened to my partners.

I enjoyed learning.

I finished my work.

75

team's work with the class. As usual, praise your students' efforts and positive attitudes!

Product Assessment

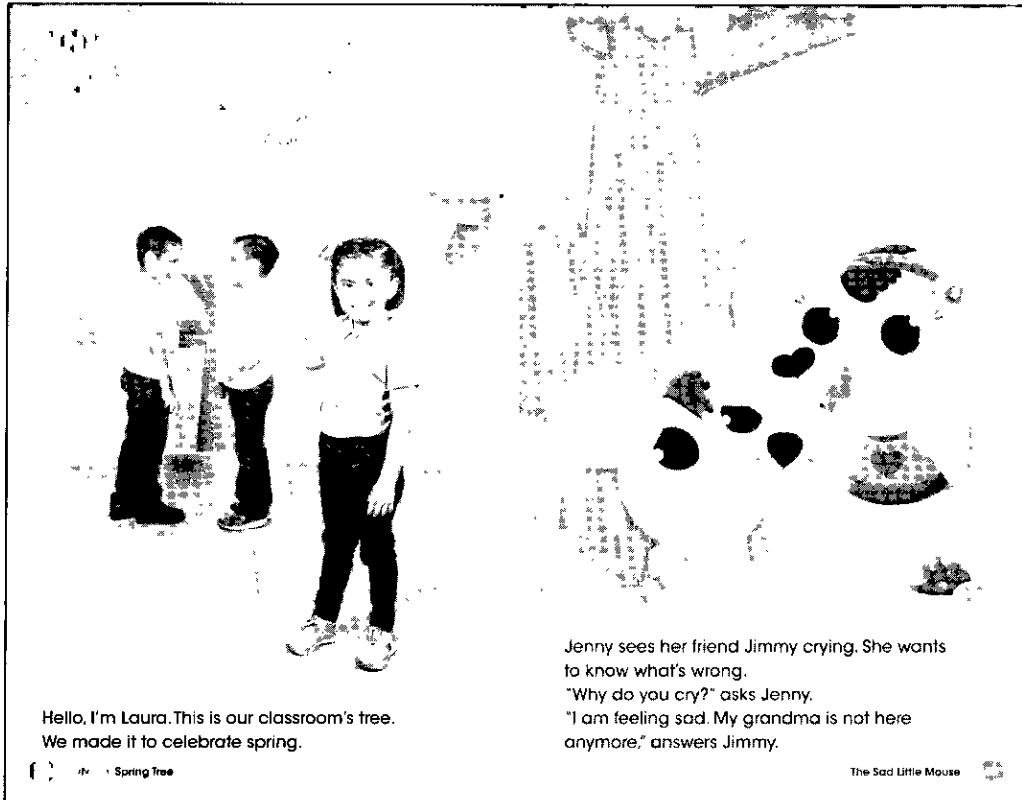
When students are done with their project, direct their attention to the Product Assessment section. Explain that this time they will assess their attitude and participation with their team. Go over the smiley faces and convey the meaning. Read each sentence and give time for students to assess their work. Remind students there are no bad marks. When you finish reading the sentences, have students count how many happy and sad faces they have. If they have more than two sad faces, explain that they should make some changes when working with their teams.

UNIT 8

Creative Hands

Reading Strategies

Informative Big Book: *Spring Tree*



Hello, I'm Laura. This is our classroom's tree.
We made it to celebrate spring.

Spring Tree

Jenny sees her friend Jimmy crying. She wants
to know what's wrong.
"Why do you cry?" asks Jenny.
"I am feeling sad. My grandma is not here
anymore," answers Jimmy.

The Sad Little Mouse

pp. 30-39

In your daily teaching practice, bear in mind that your guidance is essential to help students discover the language and eventually become independent and active learners. As a teacher, you will be helping students learn new words, new sounds, new combinations of letters, new patterns, among other things, and make the process of learning a new language challenging, fun, and meaningful!

In this unit, you'll be working with the *Informative Big Book*. The *Informative Big Book* has photographs instead of illustrations and the texts included are informative rather than narrative. You may want to explain to students the concept of Non-Fiction texts.

The main objective of "Spring Tree" is to introduce the context of crafts and the vocabulary of ordinal numbers. Students will explore them through a step by step guide to make a simple craft for the classroom. You may want to introduce the instructions vocabulary students will see during the lesson. If possible, bring the different stages of

a Spring Tree and do the actions as you read the story. Alternatively, you can prepare simple flashcards with the action words.

The *Informative Big Book* story will help students understand abstract concepts by giving clear and easy examples that relate to them. Using the reading aloud technique to read the *Informative Big Book* to your students will make it possible for you to engage them and make the reading enjoyable for everybody. Break the routine by having students sit on the floor in a circle, or if possible, take them outside the classroom to the playground or to the library.

Introduce the *Informative Big Book*. Open the *Informative Big Book* to the text "Spring Tree." Show the cover of the story to the class. Point to the title. Then point to the pictures. Have them describe what they see on the cover. Ask: *How do you think the children made the tree? What materials did they use?* Go to the next page and read aloud the materials. If possible, bring real objects to the class and show them to students.

Go over the story with your class. Emphasize the action words and ordinal numbers. Ask questions to keep students interested in the reading: *What do you think the next step is? What colors can you use?* This is a good moment to help students reflect on the importance of following a sequence of steps.

Once you finish reading the text, discuss the book with your class. Ask them a few questions about it: *Did you like the craft? Do you think it is easy or hard? Why do you think the craft is called Spring Tree?* As you cover the lessons of

the Unit, you can re-read parts of the text to the class as a warm up.

Additionally, review the material needed and arrange students into small groups. Ask them to make their own spring birds. Give the instructions as you model and demonstrate to the class. Walk around the classroom as you monitor the progress. Remind students they can take out their *Informative Big Book* and use it as a reference. You may want to help students with the use of the hole punch.

Unit Contents

Formative and Academic Environment

Social Practice:

Reads illustrated instructions to assemble an object.

Learning Outcomes:

- Explores instructions in a manual.
- Participates in the reading of instructions.
- Participates in the writing of instructions.

Activate Prior Knowledge

1. Do you like making crafts in class?
2. Why do children make crafts?
3. Why is it important to follow the steps when making a craft?

Tech Resources

<https://www.activityvillage.co.uk/crafts>

This website offers many children's crafts with simple instructions.

Odyssey Resources

Informative Big Book: pages 30-39



Class CD: tracks 18, 19

Worksheet: *Activity Book*, page 115

Visual Resources: Class CD, pages 16, 17, 18, 19, 20

Lesson 1

Learning Outcome: Explores instructions in a manual.

- 1**  **Read *Spring Tree*. Number the pictures in order.**  pp. 30-39

Remind students about the reader. Ask: *What happens in the story? What craft do the children make? Do you remember some of the materials used?* Elicit the answers. If necessary, browse through the *Informative Big Book* to support students.


Ask students to open their *Activity Books* to page 76. Direct students' attention to the pictures in Activity 1. Ask: *What is happening in this picture? What can you see?* Elicit the answer from students. Tell students the action words as you point to the pictures. (*Fold the plate, tie a string, paste feathers or tissue paper squares, make a hole, paste googly eye*). Do some rounds of choral and individual repetition. Ask: *What did we do first? Did we decorate the fish or did we fold the plate?* Arrange students in pairs and ask them to number the pictures in order. Walk around the classroom and monitor the activity. To check the answers, point to the pictures and ask students to say the number.

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

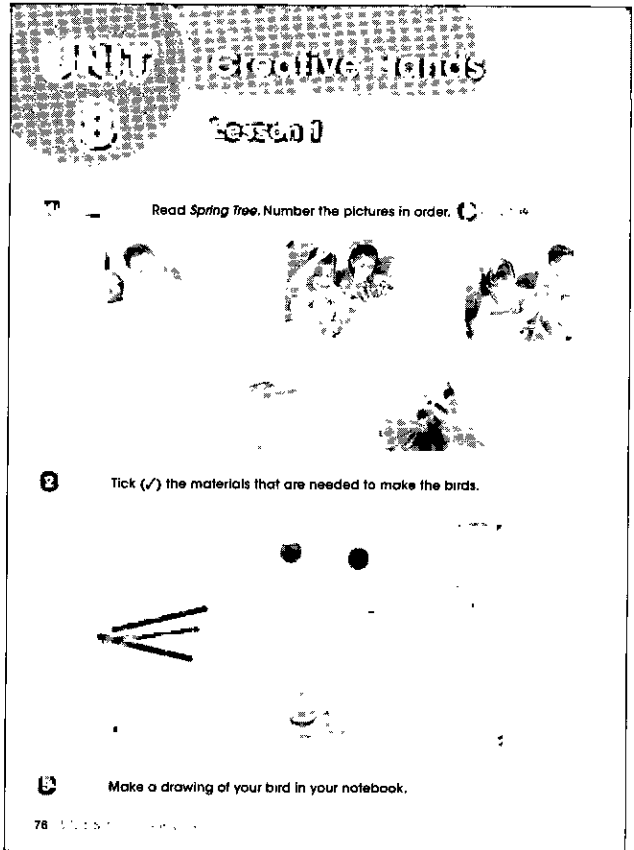
- 2**  **Tick (✓) the materials that are needed to make the birds.**

Direct students' attention to the pictures in Activity 2 on page 76 in their *Activity Books*. Point to each illustration and ask: *What can you see here?* Say the names of the materials and have students repeat after you. Do some rounds of choral and individual repetition. Tell students to remember the materials they used for making the *Spring Birds*. Ask: *How did you cut the plate? How did you decorate your bird?* If needed, guide students further by asking: *Did you use a paper plate? Or paper cups? Did you use glue or tape?* Have students check the needed materials as you walk around the classroom and monitor. To check answers, point to each illustration and have students nod or shake their heads.

AK: paper plates; string; googly eyes; glue; streamers; tissue paper squares.

- 3**  **Make a drawing of your bird in your notebook.**

Have students draw their *Spring Birds*. Encourage them to use bright colors or to decorate the birds with colored paper and feathers. This drawing will help students get ideas when they are making their product, so you might want to store





the drawings in a safe place. Walk around and help when needed. When students are done, have them share and describe their drawings to a classmate.

Additional Activity

This is a good moment to remind students about the importance of taking care of the environment. Go to the classroom tree and say: *Look! Our tree is beautiful! It has leaves and birds. Trees are very important! We need to take care of them, trees give us oxygen and they are home to many animals.* Have students come up with ideas to take care of the environment.



Useful Information

To cope with your students' mixed abilities, try strategic grouping when working on projects or group activities. Mix more advanced students with students who have certain difficulties. This can foster cooperation inside the classroom and promote an environment of partnership between students.



4   **Cut out the worksheet on page 115 and complete the instruction manual.**

To introduce the new craft, play hangman with the title of the craft (*Toilet Roll Binoculars*). To introduce the vocabulary students will use, use your Visual Resources. Project p.16. Go over the instructions, put emphasis on the sequencing words. Encourage students to follow along. Then, refer students to page 115 of their *Activity Books*. Tell students they need to cut the steps and illustrations. Then, ask them to place them on page 77. Read the steps in order as students place the steps in the correct order. Help students by referring them to the illustrations. Read the instructions aloud a second time and have students follow along.

AK: Steps: First, paint the toilet rolls.; Then, paste them together.; Next, make a hole on each side.; Tie the string.

5   **Mime one of the steps. Your partner guesses and reads the step aloud. Exchange roles.**

Prepare simple flashcards with the action words from the steps to make *Toilet Roll Binoculars* (make a hole, paint, paste, tie). Show the flashcards, say the words and do some rounds of choral and individual repetition. Mime the actions and ask students to follow along. Arrange students in pairs. Ask them to take turns saying and miming the actions. Walk around the classroom and monitor the activity.

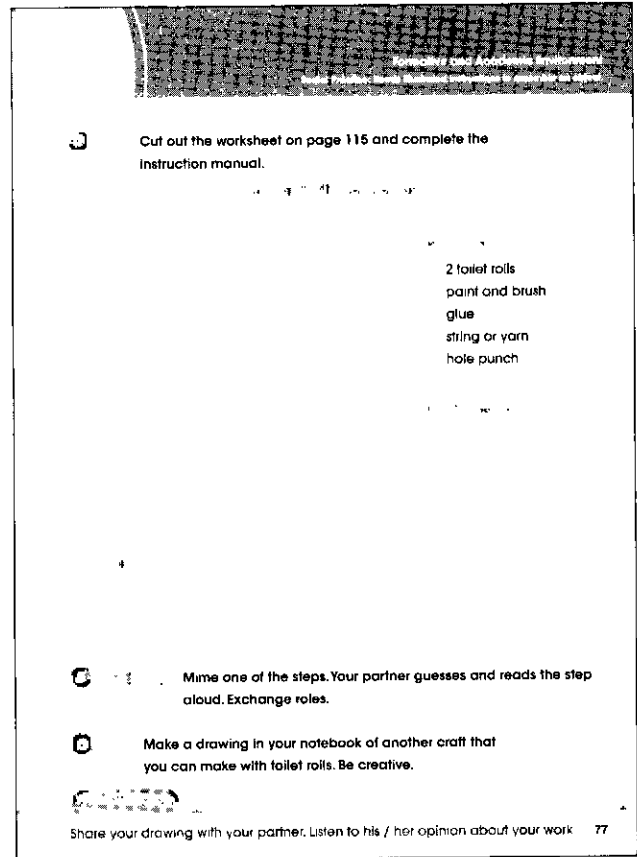
6   **Make a drawing in your notebook of another craft that you can make with toilet rolls. Be creative.**

If possible, bring some crafts made of toilet rolls. For example, a cardboard puppet or a castle. Ask students: *How do you think I made these crafts? What materials did I use?* Elicit students' answers. Encourage students to talk and provide any necessary vocabulary.

Have students illustrate projects they can make with toilet papers. Give them some ideas: a pencil case, a space rocket, a race car, a rain stick, etc. This drawing will help students get ideas when they are making their product, so you might want to store the drawings in a safe place.

Additional Activity



Arrange students in pairs and have them make the *Toilet Roll Binoculars*. Walk around the classroom and monitor the progress. When students are done, take them outside to the playground and pretend your students are explorers.



What We Know

When students are done with their drawings, arrange the class in pairs. Ask students to compare their drawings and share their ideas about them! Encourage students to see the different possibilities when people work together! Walk around the classroom as you supervise students' opinions. Remember, the focus of the activity is to develop critical and empathic thinkers so support students with any necessary language.

Learning Outcome: Participates in the reading of instructions.


1   **Look at the instruction manuals. Who are they for? Match.**

This is a good moment to review some vocabulary from Unit 5. You can refer students to take a look at their Picture Dictionary on pages 110 and 111 in their *Activity Books*. Alternatively, you can bring the flashcards you used for Unit 5 and play a quick memory game with the class. Remind them what tools and work the different professions have. Back on page 78, point to the pictures in the right column. Ask: *Who is he/she? How can you tell?* Elicit the answer from students. Point to the illustrations and have students repeat after you. Ask: *Do you think they follow instructions? (yes).*

Direct students' attention to the left column. Point to the first picture and ask: *What can you see on the cover of this book? (a bench) Who do you think needs to follow this set of instructions? The girl? The carpenter? The cook?* Elicit the answer. Repeat the procedure with the two remaining images.

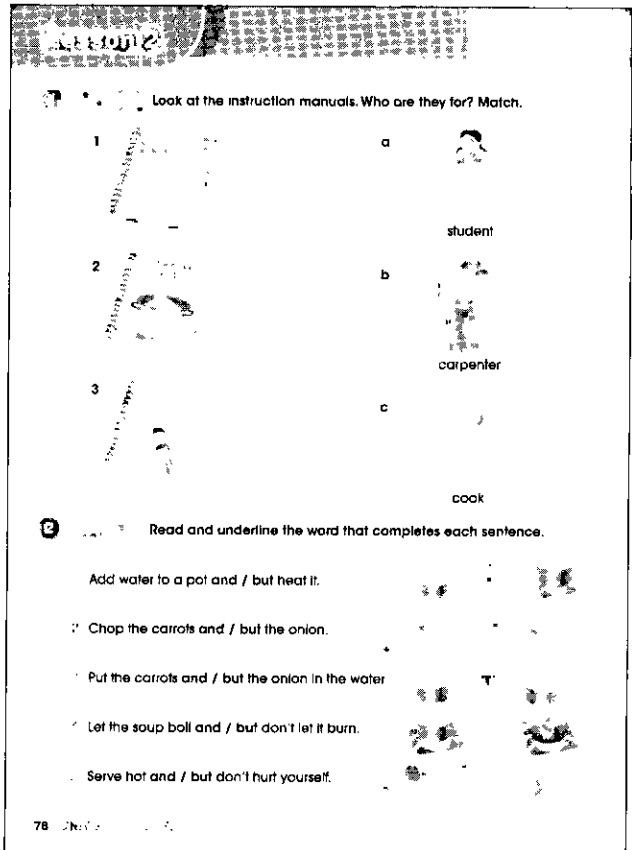
To reinforce the concept of intended audience, you can bring some instruction sheets to class. For example, instructions to play a game, a safety pamphlet, etc. Ask students if they are familiar with the materials. Help them reflect on who follows the instructions and what can happen if they miss a step or if they don't do the process in the correct sequence.

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

2  **Read and underline the word that completes each sentence.**



To introduce the words *but/and*, you can write *I like English but I don't like history (-)* and *I like math and Spanish class (+)* on the board. Say the sentences aloud and use gestures to convey the meaning. Explain to students that *and* is used when you add things to a sentence. In this case, you like the two classes (*math and Spanish*). And that we use *but* when we contrast two things: you only like one class (*English*), but you do not like the other class (*history*).



Tell children you are going to read the steps for making carrot soup. Read the sentences slowly and mime the actions. If necessary, use the students' mother tongue to convey meaning. Then write the first sentence on the board. Tell students you need to do both actions. Ask: *What word*

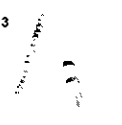



Lesson 2

1 Look at the instruction manuals. Who are they for? Match.

1  a  student

2  b  carpenter

3  c  cook

2 Read and underline the word that completes each sentence.

Add water to a pot and / but heat it.

2 Chop the carrots and / but the onion.

Put the carrots and / but the onion in the water

4 Let the soup boil and / but don't let it burn.

Serve hot and / but don't hurt yourself.

78

do I need to use? and or but? Elicit the answer. Write the fifth sentence. Tell students to not hurt themselves. Ask: *What word do I need to use? and or but?* Repeat the procedure with the remaining sentences. To check answers, read the sentences aloud and have children say the correct word.




- AK:** 1-Add water to a pot and heat it;
 2-Chop the carrots and the onion;
 3-Put the carrots and the onion in the water;
 4-Let the soup boil but don't let it burn;
 5-Serve hot but don't hurt yourself;

Additional Activity

Ask students: *What is your favorite dish? What ingredients do you need? What are the steps?* Have students interview their family and illustrate the steps of the recipe. Ask students to share their work with their classmates.

3  **Go to Visual Resources (Class CD, P.16) and learn new words.**

To introduce the words needed to make a sock puppet, present the vocabulary students will use. Project the Visual Resources CD p.16 to the class. Point to each picture as you say the name aloud. Have students repeat after you. Do some rounds of choral and individual repetition. To make the activity more interesting, point to random objects and have students say the name aloud.

4   **Listen and number the steps in order.** 

Ask students to open their *Activity Books* to page 79. Draw their attention to the title of the instruction sheet. Point to each element and say its name (title, materials, instructions and illustrations). Say the names in random order and have students point to them in their *Activity Book*.

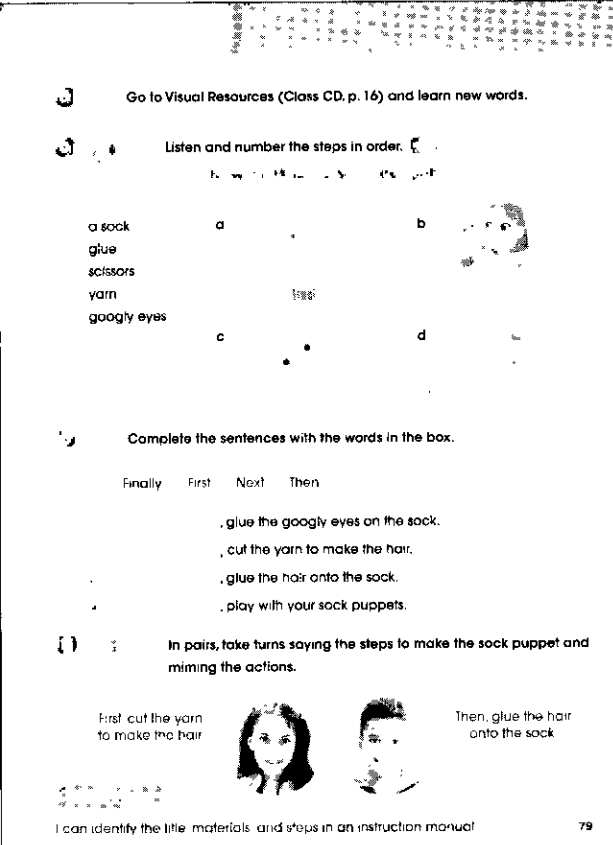
Refer students to the illustrations. Ask: *What is happening here?* Elicit the answers. Don't worry if students answer in their mother tongue. Tell students they are going to listen to the instructions for making a sock puppet. Play Track **18** and mime the actions to convey the meaning. Play the track again and pause at the end of each sentence. Mime the actions to help children identify the correct order of steps.

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

5  **Complete the sentences with the words in the box.**

To introduce the sequencing words, use your Visual Resources CD (p.16) Go over the instructions and support students' understanding of the different stages. Alternatively, you can make simple drawings of the ingredients a sandwich, use sequencing words and tell the class the process of making a sandwich as you "assemble" the drawings. Direct students' attention to the words in the box. Say them aloud and do some rounds of choral and individual repetition. Tell students these words help us know the sequence of steps. Tell them they are going to listen to the track again but this time they need to complete the sentence using the words. Play Track **18** again, pause after each step and give time for students to choose the correct word. If necessary, play the track again pausing after the first word of the steps. Write the sentences on the board and have volunteers pass to the board and complete the sentences. Make sure students copied the words correctly. Play the track again and have students read aloud the sentences. Ask them to repeat the step two or three times.

AK: 1-First; 2-Then; 3-Next; 4-Finally



Go to Visual Resources (Class CD, p. 16) and learn new words.

Listen and number the steps in order.

a sock a b

glue

scissors

yarn

googly eyes

c d

Complete the sentences with the words in the box.

Finally First Next Then

glue the googly eyes on the sock.



cut the yarn to make the hair.

glue the hair onto the sock.

play with your sock puppets.




In pairs, take turns saying the steps to make the sock puppet and miming the actions.

First, cut the yarn to make the hair



Then, glue the hair onto the sock

I can identify the title, materials, and steps in an instruction manual. 79

6    **In pairs, take turns saying the steps to make the sock puppet and miming the actions.**

Read the instructions to the class. Arrange students in pairs. Tell students to focus on the sequence and action words when reading the instructions. To check answers, say the steps and have the whole class mime the actions. You can say the steps at random to keep students attentive.

Additional Activity

Bring some used socks to the class. Have students get together in groups, follow the instructions and make a sock puppet. Have students act out a small play using their sock puppets.

What I Know

Make sure students understand the meaning of the number of stars: three stars if they can identify all the elements in an instructions sheet, two stars if they can identify some elements of an instructions sheet, and one star if can identify one element of an instruction sheet.

Lesson 3

Learning Outcome: Participates in the reading of instructions.

1 Listen and read along. 19

Bring flashcards of the materials (wooden sticks, scissors, paper, tape, string, ribbon). Paste them on the board. Point to the words, say them aloud and have students repeat after you. Then ask: *What do you think we can do with these materials?* Encourage students to be creative. If they don't say "kite", tell them the word and ask how to say it in their mother tongue. To clarify the meaning of the word, have students look at their Picture Dictionary on page 110 of their *Activity Books*. Ask: *Do you like flying kites? What do you need to fly a kite? What are some good places to fly a kite?* Elicit answers from students.

Refer students to page 80 in their *Activity Books*. Tell students they are going to listen to the steps for making a kite. Play Track 19 and have students follow along. Remind students it is important to pay attention when we listen. Play Track 19 again and ask students to point to the steps as they listen.

2 Look at the pictures and draw the missing step.

Have students look at the illustrations of the process. Ask: *What is happening here?* Have students act out the steps as you read them aloud. Then arrange them in pairs. Point to the blank squares and ask: *What is missing here? (the illustration)*. Explain to students they have to draw the missing step. Make sure students understand action they need to illustrate. Walk around the classroom and monitor the activity.

To take the activity further, you can organize your class into groups and have students make a paper kite. Be sure to cut the sticks before giving them to students. Encourage children to be creative when decorating their kite. Ask them to make drawings or paste stickers or cutouts.

3 Go to Visual Resources (Class CD, pp. 17-18) and learn some numbers.

Use your Visual Resources CD (p.17-18) to review cardinal numbers up to 50 and to introduce ordinal numbers up to 10th. Project the image 17 and explain to students that these numbers express the quantity of things. Go over the numbers and have students repeat after you. Next, project image 18 and explain to students that ordinal numbers represent order or position. Go over the numbers and emphasize on the th sound.

Make a kite

Listen and read along.

wooden sticks scissors
paper tape
string ribbon

1 Ask an adult to cut notches on the ends of the sticks.

2 Tie the sticks together.

3 Tread the string to create a diamond shape.

4 Cut the paper larger than the kite.

5 Fold the paper and tape it.

6 Tie string from top to bottom.

7 Attach bows to the tail.

8 Have fun!

9 Look at the pictures and draw the missing step.

10 Go to Visual Resources (Class CD, pp. 17-18) and learn some numbers.

80

Additional Activity

Play a spelling bee contest with your class. Divide students into two teams. Have volunteers pass to the front of the class and spell out materials and action words. Give a point every time a student spells out a word correctly. The team with the most points, wins!

Useful Information

An important element of a child's cognitive development is attention span. Young learners can keep their attention for around ten to fifteen minutes. Keep in mind that this span is not accumulative. You cannot expect children to be attentive in one task for fifteen minutes and immediately focus for another fifteen minutes. As a teacher, you should have short activities or "fillers" to help students relax and recharge energy!



4 Replace the cardinal numbers with ordinal numbers. Then write the names of the numbers. See the example.

To review the previous lesson's content, project the Visual Resources CD (p.18). Remind students that ordinal numbers refer to position and order and not quantity. For this purpose, you can bring five stuffed animals or flashcards and have a "race" on the board. Then, say: *This is the first.*; *This is the second...* and so on. Write the ordinal numbers on the board. Students are familiar with the writing of ordinal numbers in their mother tongue so emphasize the letters after the numbers.

Ask students to open their *Activity Books* to page 81. Direct students to Activity 4 in their *Activity Books*. Explain to students these are the same instructions from the previous lesson but this time they will use cardinal numbers. Organize students in pairs and have them look back to page 80 as necessary. To check answers, point to each step in the process as students say the cardinal number. Alternatively, you can write the steps on the board and have students pass to the front of the class and write the correct ordinal number.

AK: 1st - first; 2nd - second; 3rd-third; 4th-fourth; 5th-fifth; 6th-sixth.



5 Use ordinal numbers to order these steps.

With students still working in pairs, refer their attention to the pictures in Activity 5. Elicit the name of the craft. Have students remember the order to make the sock puppet. If needed, ask: *Is this the first step? Is this the second step?* Emphasize on the cardinal numbers. Then, allow time for students to write the cardinal numbers under the images as you walk around and supervise. To check answers, point to each picture as students say the answer.

AK: Fourth, Third, First, Second

What I Know

While students are working in pairs, ask them to compare their work with their classmate's and check they have the same answers. Students should pay special attention to the spelling of the cardinal numbers. Encourage students to defend their answers in a kind and respectful way.

4 Replace the cardinal numbers with ordinal numbers. Then write the names of the numbers. See the example.

5th 2nd 1st 4th 3rd 6th 7th

Ask an adult to cut notches on the ends of the sticks.

Tie the sticks together.

Tread the string to create a diamond shape.

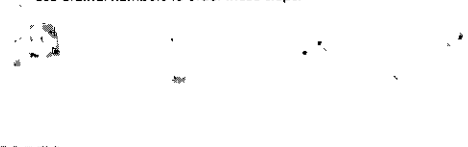
Cut the paper larger than the kite.

Fold the paper and tape it.

Tie string from top to bottom.

Attach bows to the tail.

5 Use ordinal numbers to order these steps.



Check your answers to Activities 4 and 5 with the help of a partner. Make any necessary corrections. Give feedback to your partner, too.

81

Learning Outcome: Participates in the writing of instructions.

1 Match the steps to the images.

To review ordinal numbers, have students stand up in a big circle. Throw a small ball as you say first, the students needs to say second and throw the ball to another classmate. The game should continue until your class reaches 10th. Make sure everybody gets a chance to participate. When the game is over, ask students to open their *Activity Books* to page 82.

Direct students' attention to the illustrations in Activity

1. Say: *These are the steps to make a paper plate fish.* Ask: *What can you see? What do you think the first step is? Why?* Help students reflect on the progress. Do this with the rest of the pictures. Emphasize the cardinal numbers.

Then, read the steps aloud. Mime the actions to support students' understanding. Ask: *In which picture is there is someone cutting? In which picture there is someone pasting?* Elicit the answer. Repeat the procedure with the rest of the steps and illustrations. Remind students they need to write ordinal numbers.

AK: Clockwise: 3rd; 5th; 2nd; 4th; 1st

2 Look at the pictures and complete the steps.

For this activity, it could be good to bring the materials needed to make a jellyfish and the finished product. Refer students to the illustrations in Activity 2. Point to the fifth picture and say: *This is a cardboard jellyfish. The materials are: a paper plate, a marker and pipe cleaners.* Show students the materials as you say their names.

Write *cut*, *draw*, and *paste* on the board. Point to the words and ask students to mime the actions. Then, refer them to the first illustration. Ask: *What is happening here?* Elicit the answer from students. Repeat the procedure with the rest of the actions. Write: *1st _____ the paper plate in half.* Ask: *What is the first step? To draw or to cut?* Elicit the answer. Repeat the procedure with all the steps. Put emphasis on the cardinal numbers as you go through the process. Read the complete sentences aloud and do some rounds of choral and individual repetition. Arrange students in pairs. Ask them to take turns pointing and saying the steps to make a jellyfish.

AK: 1st-Cut a paper plate in half.; 2nd-Draw the eyes.; 3rd-Draw the mouth.; 4th-Paste the pipe cleaners on the back.; 5th-Your jellyfish is ready!

3 Get the necessary materials and make a fish or a jellyfish.

Arrange your class in small groups. If you want, you can divide the class into fish and jellyfish. Have students count and organize the necessary material for both crafts. Go over

Match the steps to the images.

Steps

- 1. Cut a triangle from a paper plate
- 2. Paste the triangle as a tail.
- 3. Draw an eye.
- 4. Paste paper circles as scales.
- 5. Your fish is ready!

Look at the pictures and complete the steps.

1 _____

2 _____

3 _____

4 _____

5 _____

1st _____ in half.

2nd _____ the eyes.

3rd _____

4th Use some tape to paste the pipe cleaners on the back.

5th _____ jellyfish

Get the necessary materials and make a fish or a jellyfish.

B2

the materials and steps. Remind students of the importance of collaboration and respect when working in teams. Walk around the classroom and help when needed. Since both crafts need scissors, make sure students are extra careful. Encourage your class to be creative! Have them decorate their fish and jellyfish using bright colors or any other decorations they like. When they are done, have them stand up and show their work to their classmates. You can paste the fish and jellyfish on a wall and label them with students' names. This is a subproduct activity, you can take a few minutes to help students reflect on the importance of having clear and friendly instructions when making a craft.

Useful Information

You can use your students' jellyfish and paper plate fish as a way to measure their progress. Set weekly goals and move the crafts as students advance to the goal. This way, learners will have a visual representation of their progress.

4 Write the sentences in order.

Bring a handmade birthday card to class. Show it to students and ask: *What is this?* Elicit the answer. Then ask: *What do you think the materials to make a birthday card are? What do you think the first step to make a birthday card is?* Help students anticipate the steps to make the card.

Write the ordinal numbers (1st to 5th) on the board. Point to each one and ask students to repeat after you. Ask students to open their Activity Books to page 83. Refer students' attention to the steps in Activity 1. Tell students they need to write the ordinal numbers next to the steps. Read the steps aloud, add the ordinal number at the beginning. Give time for students to write the numbers. If necessary, read the steps twice. Arrange students in pairs and have them point and say the steps aloud.

AK: 1st Fold the paper in half.; 2nd Write 'Happy Birthday' and the name of the person on the card.; 3rd Draw a picture inside and color it.; 4th Write your name.; 5th Give the card to a friend.

5 Make a birthday card for a friend or a family member.

Give a piece of paper to each student. Tell them to be attentive and to do as you say. Say the steps to make a birthday card. Do the actions alongside your class. Pause as necessary. Write *Happy Birthday* on the board and walk around the class checking students' spelling. Encourage students to be creative when decorating their card. Give them some ideas: a birthday cake, a picture of their friend, something their friend likes, etc.

When students are done, ask: *What did we do first? We folded the paper? Or we wrote our name? What was the third step?* Do this several times with different steps. Have students exchange the birthday cards with a classmate or friend. Alternatively, you can have all the students make cards for the next student's birthday.

6 Work in pairs and write the steps to make a Father's Day card.

If you consider it necessary, review the family members vocabulary. Explain to students they have to complete the steps for making a Father's Day Card. Have students notice that the steps to make a birthday card are very similar to the ones for making a Father's Day Card. Direct students' attention to the first step. Ask: *What do we do first?* (*Fold*

Write the sentences in order.

Paper
Colors

Fold the paper in half
Write "Happy Birthday" and the name of the person on the card
Draw a picture inside and color it
Write your name
Give the card to a friend

Make a birthday card for a friend or family member.

Work in pairs and write the steps to make a Father's Day card.

Father's Day Card

Paper
Colors

1st Fold
2nd Write "Happy Father's Day".
3rd
4th
5th to your father.



Compare your work in Activity 6 with another pair. Are your answers the same? 83

the paper in half). Elicit the answer. Repeat the procedure with the rest of steps. Have students copy the steps. Walk around monitoring students' progress. To check answers, write the steps on the board. Arrange students in pairs and ask them to exchange books and check their classmate wrote the sentences correctly.

AK: 1-Fold the paper in half.; 2-Write "Happy Father's Day."; 3-Draw a picture inside and color it.; 4-Write your name.; 5-Give the card to your father.

What I Know

Arrange the class in groups of four. Explain they have to compare their instructions to make a Father's Day card with another pair. First, have students share their instructions and then compare differences and similarities. Remind students that it is okay to have differences, the important part is for instructions to be clear and friendly.

1   **Match the steps to the pictures, then number the steps in order.**

Ask students to open their *Activity Books* to page 84. Ask them to explore the text and ask: What kind of text is this? (An instruction sheet) Elicit the answer from students. Point to the different elements in an instruction sheet and have volunteers say the name. Then refer students to the steps and read them aloud. Point to the pictures and have students notice the actions and materials to match each picture to the step. Next, have students add cardinal numbers to each step. Guide the activity as necessary and support students. Remind them that the pictures are in the correct order. Have students exchange books and compare their answers.

Social Skills

 **Look at the picture and answer the questions.**

1. Is it important to follow the steps in an instruction manual?
2. What happens if you miss a step?

Direct students' attention to the picture in their *Activity Books*. Ask: *What is happening? (a boy and a girl are assembling a kite) Are they following the steps? Do you think the kites are going to be the same? Why?* Elicit students' answers and help them reflect on the importance of following instructions when assembling an object.

Ask: *Do you think it is important that we follow steps in an instruction sheet? Why? Why not? What can happen if we don't follow or we skip a step? (the product won't be okay, we won't be able to finish the product).* Young learners may find difficult to reflect on an abstract concept like not following steps in a process, if you wish, you can bring a simple handcraft and skip a step as you do it to convey the meaning.

Alternatively, ask students if they like cakes, ask them if they know the process of making a cake. Have them tell you the steps and write them on the board. Ask: *What happens if we don't add an egg? What happens if we don't bake the cake?* This should help students understand the importance of following steps in a process. Read the sentences aloud and help students answer them. As usual, remember that this section's focus should be on positive actions and not on language. If students feel the need to speak in their mother tongue to express their feelings it is fine.

AK: Answers may vary.

Match the steps to the pictures. Then number the steps in order.

1 toilet roll	2 pipe cleaners	a
paint and brush	googly eyes	b
glue	color paper	c

Put some glue in the center of the wings and paste the toilet roll

Cut out a pair of wings from a colorful piece of paper.


Paint a toilet roll

Tape twisted pipe cleaners to the top and add googly eyes

d

Social Skills

Look at the picture and answer the questions.



Is it important to follow the steps in an instruction manual? What happens if you miss a step?

84

Make a list of instructions to make a mask.



What is the product for?

To explain how to make a mask.

Tips

- Team up.
- Share the unit subproducts with your team.
- Work with your team to write simple and clear steps to make a mask.
- Use the instructions on pages 82 and 83 as a model.
- Decide if you're using ordinal numbers or sequence words.
- Write a list of materials.
- Illustrate the steps and the materials.

Share the product.

Exchange your list of instructions with another team. Have them follow the instructions in your list to make a mask. Follow the instructions in their list to make another mask. Share the results.

Ask students to look at page 85 and try to predict what they are about to do. Elicit a few ideas. Then, tell them that they are going to write a list of instructions to explain how to make a mask. Tell them that they are going to illustrate the steps and materials and then exchange their lists and follow the instructions in their list to make a mask. Review the unit's vocabulary. Bring the flashcards with the action words you prepared and/or project the Visual Resources CD. Additionally, you can bring crafts materials and elicit the name from students.

Arrange students in small groups. Read the Tips section. Make sure everyone understands the process to make the Product. Refer students to the subproducts they made during their work on the unit. Have them notice the vocabulary and structure of an instruction sheet. Remind students of a few expressions they learned by asking a few questions: *What's the title of your instruction manual? Where do you write the materials? How do we number steps? (First, Second, Third, etc.)* Ask a few questions to guide them: *What materials will you illustrate on your poster? Are you going to use drawings or cutouts? Where are you going to illustrate the steps? (next to them or under each of them).* Writing the steps is just one of the steps in this process; other steps such as developing social and collaborative skills, learning to learn, and critical thinking are as important as making the final product. For example, invite students to share their materials and steps as they make their list of instructions.

To explain how to make a mask

Team up.
Share the unit subproducts with your team.
Work with your team to write simple and clear steps to make a mask
Use the instructions on pages 82 and 83 as a model
Decide if you're using ordinal numbers or sequence words
Write a list of materials
Illustrate the steps and the materials

Exchange your list of instructions with another team. Have them follow the instructions in your list to make a mask. Follow the instructions in their list to make another mask. Share the results.

Follow your classmates' instructions to make a mask. Then answer the questions

Circle yes or no.

Are the steps clear?	Yes	No
Do the illustrations help you understand the steps?	Yes	No
Are the steps in order?	Yes	No
Can you make a mask if you follow the instructions?	Yes	No

Kindly share your answers with your classmates. Suggest ways to make their work better.

85

Use all the activities in this book, especially this one where students work in teams to foster those skills. Remember that making mistakes is a natural part of the learning process. Focus your students' efforts on the activities involved in the process of writing the list of instructions to make a mask. Encourage students' creativity while supervising their work.

Once all teams have finished, have students exchange their lists and make the mask. Have members of the teams read the instructions aloud as everybody participates in the making of the mask.

Product Assessment

When students are done working with their masks, ask them to open their *Activity Books* to page 85. Direct their attention to the Product Assessment section. Explain that it is their turn to assess their classmates' instructions. Remind students that instructions should be easy to follow. Read the questions aloud and make sure everybody understands the meaning. Give enough time for students to answer. Then have team share their opinions. Supervise students to make sure they are being kind to each other.

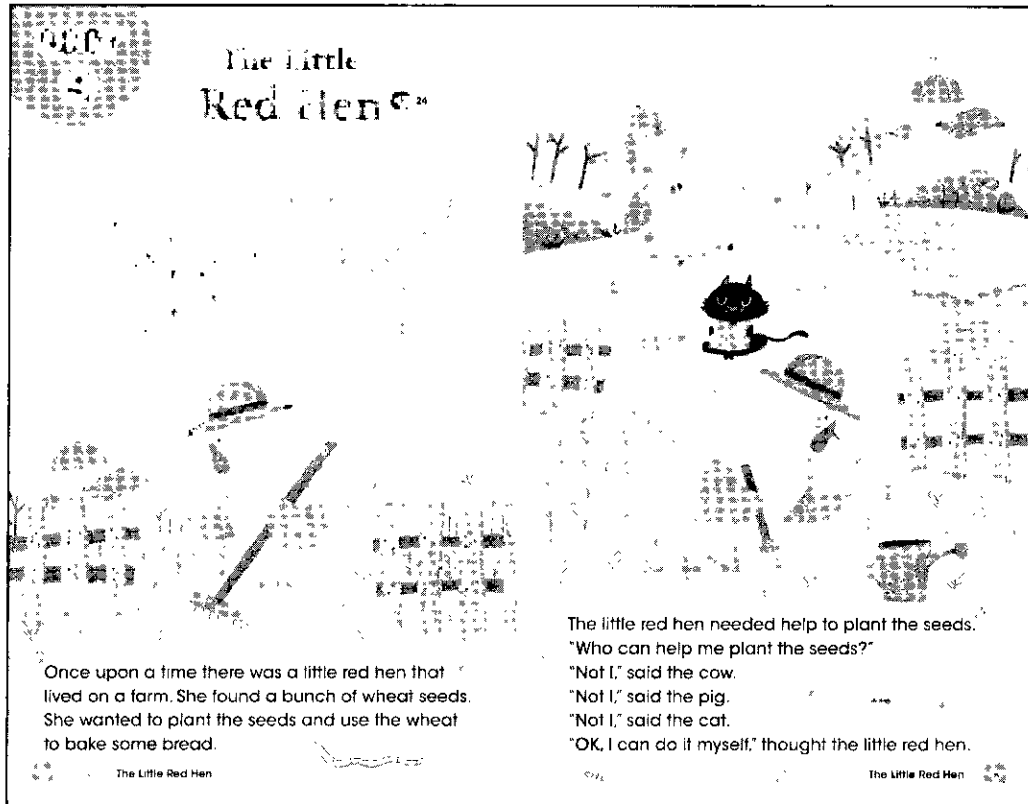
UNIT

9

Fantastic Stories

Reading Strategies

Narrative Big Book: *The Little Red Hen*



 pp. 42-47

In your daily teaching practice, bear in mind that your guidance is essential to help students discover the language and eventually become independent and active learners. As a teacher, you will be facilitating students the way to learn new words, new sounds, new combinations of letters, new patterns, among other things, and make the process of learning a new language challenging, fun, and meaningful!

The main objective of "The Little Red Hen" is to introduce actions happening at a certain moment in a natural context. This version of the story, offers a kinder retelling to encourage students' positive actions.

Using the reading aloud technique to read the *Narrative Big Book* to your students will make it possible for you to engage them and make the reading enjoyable for everybody. Break the routine by having students sit on the floor in a

circle, or if possible, take them outside the classroom to the playground or to the library.

Introduce the *Narrative Big Book*. Open the *Narrative Big Book* to the story "The Little Red Hen." Show the first page to the class and ask *Where is the Little Red Hen? In the city? On the farm?* Elicit the answer. Have students look at the illustrations and ask: *What can you see? Do you think Little Red Hen is hardworking? How can you tell?* Play Track **24** and have students follow the reading along.

As you go over the story, focus on the actions the Little Red Hen does. Go over the steps to make bread. Point to the other animals in the story and say what they are doing (Be sure to use then the *-ing* structure to expose students to it in a relaxed and natural way). Ask: *How does Little Red Hen feel? Is she happy or is she sad? What do you think of Little Red Hen's friends?* Encourage students to reflect on

the animals' actions. When you get to the end of the story, ask students if they liked it or not. If they think the Little Red Hen made the right choice. Explain to students that the Little Red Hen forgave her friends and she was happier sharing the bread with everybody! As you cover the lessons of the Unit, you can re-read parts of the texts to the class as a warm up.

Some additional activities can include going over the recipe to make bread, giving names to the other characters in the story, having students choose their favorite character and illustrating it, or asking volunteers to pass to the front of the class and read aloud sentences from the story.

Unit Contents

Literary and Ludic Environment

Social Practice:

Compares words in a children's story.

Learning Outcomes:

- Explores children's stories.
- Listens to the reading of a children's story.
- Practices the pronunciation of words.
- Checks the writing of a children's story.

Activate Prior Knowledge:

1. What do you do when a friend needs you?
2. What do you like about reading?
3. How can reading help you when you grow up?



Tech Resources

<http://www.criticalthinking.org/pages/k-12-instruction-strategies-amp-samples/613>

This website offers tips, videos and instructions on how to use reading as a way to develop critical thinking in your learners.




Odyssey Resources:

Narrative Big Book: pages 42-47

Class CD: track 20, 24

Visual Resources: Class CD, page 21

Learning Outcome: Explores children's stories.

1  **Read *The Little Red Hen* and number the steps to make bread. 📖 pp. 42-47**


To support children, reread or go over the pages of the *Narrative Big Book*: "The Little Red Hen." Ask: *What happened first? Did the hen prepare the dough? Or did she plant some seeds?* Use the *Narrative Big Book* as a visual support for students. With the help of students, write the actions on the board in the correct order. Then, refer students to **Activity 1** on page 86 in their *Activity Books*. Point to each illustration and have students read the action aloud. If necessary, do some rounds of choral and individual repetition. Next, divide the group into pairs and ask them to number the steps to make bread. Walk around and help if needed. To check answers, say the numbers and have students tell you the actions. Additionally, students can copy and illustrate the steps in their notebook. This can serve as a review for last unit's content.

AK: 1; 4; 3; 2

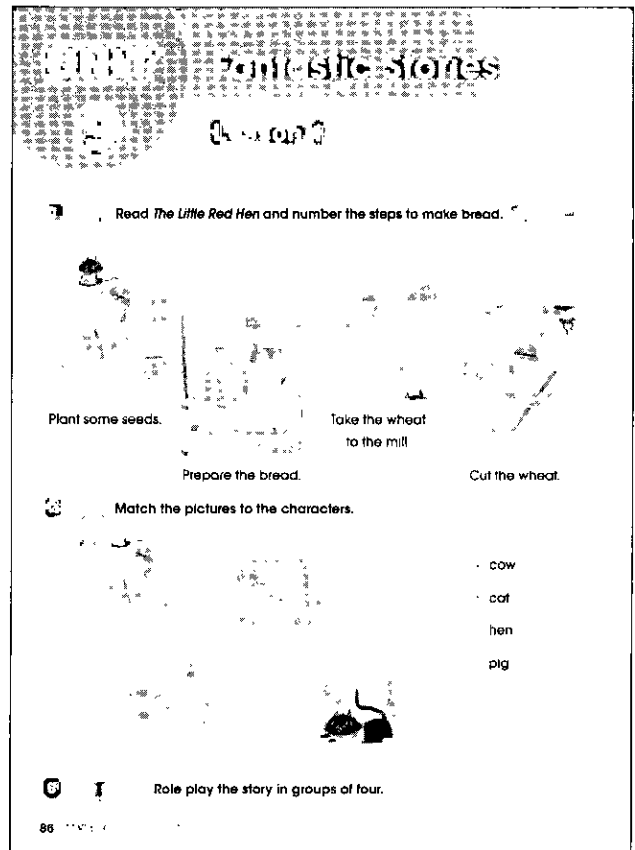
2  **Match the pictures to the characters.**

Bring flashcards, cutouts or simple drawings of a cow, a cat, a hen and a pig. Show them to students and do some rounds of choral and individual repetition. Direct students to the illustrations in **Activity 2**. Point to each one and elicit the name. Arrange students in pairs and ask them to join the pictures with the words. Walk around the class and monitor. To check answers, paste the flashcards and write the words at random order on the board. Have volunteers pass to the front of the class and match them. Additionally, organize a quick fun activity: point to each picture and have students make the animal's noise. Repeat the procedure several times or as long as students keep having fun!

AK: 1-hen; 2-pig; 3-cow; 4-cat

3  **In groups of four, role play the story.**

Arrange students in groups of four. Assign a character to each student. Tell them they are going to act out the story. It is important that you guide students with some phrases they learned in the story, this way it will be easier for them to do the task. Give students time to organize and practice the story as you walk around the classroom and monitor. Have groups pass to the front of the class and demonstrate the story.



1 Read *The Little Red Hen* and number the steps to make bread.

Plant some seeds. Take the wheat to the mill. Prepare the bread. Cut the wheat.

2 Match the pictures to the characters.

- cow
- cat
- hen
- pig

3 Role play the story in groups of four.



86

Additional Activity

Assign a character to each student. Say some random commands. Students should only follow them if you mention the assigned animal. For example: *Hens, jump! Cows, dance!*



Useful Information

As students understand how letters form words, they start to recognize words on a page. You can encourage students to memorize some words that appear with high frequency in the materials they are exposed to. By memorizing, students identify the "whole" word. This way, students will automatically identify these words without the need to decode them letter by letter. These words are called "Sight Words."

4   **Complete the diagram on Visual Resources (Class CD, p.21) with the help of your teacher and your classmates.**

Use the Visual Resource CD. Project the diagram on page 21 to the class. If possible, project the image on the board so you can write over the visual resource. Point to each element and elicit the answers from students. If you consider it necessary, ask a volunteer to have the *Narrative Big Book* at hand as a reference. When you get to the third slice of bread, refer students to the previous page. Ask them to read the steps to make bread in the correct order. Then, use the *Narrative Big Book* and point to each character and say: *What is the pig doing? What is the cat doing? What is the cow doing? The cow is eating grass.; The pig is sleeping.; The cat is playing with a ball.*




AK: Title: The Little Red Hen; Characters: cow, pig, cat, hen; Setting: a farm; The hen does: plant the seeds, cut the wheat, take the wheat to the mill, bake the bread; The other animals do: (The cow, pig, and cat are eating, sleeping and playing throughout the story).

5    **Read the story again and answer the questions.**

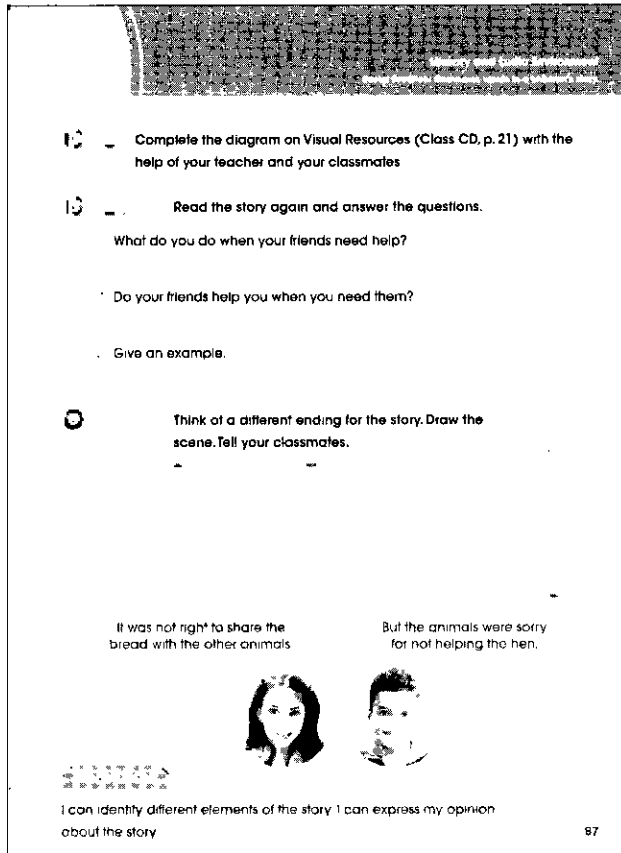
Refer students to the events in the *Narrative Big Book* story. Ask: *What happened? Did pig, cow and cat help Little Red Hen? Do you think that is a kind action? What would you do? What happens at the end? Do pig, cow and cat help Little Red Hen?* Help students reflect on the importance of helping somebody in need.

Ask students to open their *Activity Books* to page 87. Direct them to the questions in Activity 5. Read them aloud and guide students to answer them. Ask: *What do you do when your friends need help? Do you help them?* Encourage students to shake or nod their heads. On the board, write: *I help my friends or I don't help my friends.* Read the second sentence and have students write *yes* or *no*. For the third sentence, if necessary, speak in your students' mother tongue. Remember, in these kinds of activities the focus is to develop kind attitudes from your students. If you notice there are students who don't help their friends or who do not receive help, you might want to take a minute and speak to them in private.

AK: Answers may vary.

6    **Think of a different ending for the story. Draw the scene. Tell your classmates.**

Ask students: *Did you like the ending of the story? What do you think? Did the Little Red Hen do the right thing? Why? Why not?* Tell students they are going to create a



1 Complete the diagram on Visual Resources (Class CD, p. 21) with the help of your teacher and your classmates

2 Read the story again and answer the questions.

What do you do when your friends need help?

Do your friends help you when you need them?

Give an example.

3 Think of a different ending for the story. Draw the scene. Tell your classmates.

It was not right to share the bread with the other animals

But the animals were sorry for not helping the hen.

I can identify different elements of the story. I can express my opinion about the story.

87

new ending for the story and they are going to illustrate it. Give students enough time. When they are done, arrange students in pairs and have them share their opinions and the new endings. Have volunteers share their work with the class. Since this is an activity that involves children creating a new ending for the story, it will be useful when students are working on their own stories. If you have time available, have students draw the ending in pieces of paper and keep them in a safe place for future reference.

What I Know

Help students reflect on what they have learned. Ask students to give you examples of the different elements (Characters, setting, actions) and to share their opinion of the story with the class.

Make sure students understand the meaning of the number of stars: three stars if they can follow and understand stories easily, two stars if they need your support to follow and understand stories, and one star if they have trouble to following and understanding stories. Above all, make sure students feel confident. Show enthusiasm for their progress!

Lesson 2

Learning Outcome: Listens to the reading of a children's story.

1 Read and look at the pictures.

Bring a simple drawing or a cutout of a hen and beans. Show the drawing of the hen and elicit the name from students. Ask them if they know where hens live (on a farm) and what they lay (eggs). Then, show the beans and ask students the name. Tell them they are going to listen to a story about a magic hen and magic beans. Ask: *What do you think the story is about? What do you imagine?* Encourage students to be creative.

Tell students the story "Jack and the Beanstalk." Mime and gesture to help students understand the meaning and structure of the story. Refer them to their Picture Dictionary in their *Activity Books* on page 111 to clarify the meaning of words. Back on page 88, draw their attention to Activity 1. Read the story again and have students follow along. Direct them to the pictures for support. When you are done, ask: *What is happening here? What is Jack doing? What is the giant doing?* to support your class.

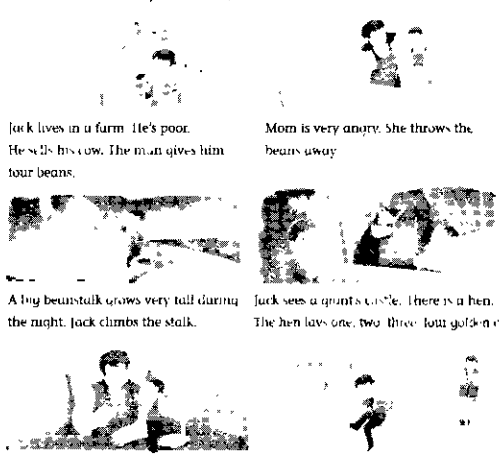
2 Correct the following sentences.

Explain to students that we use periods when we finish a sentence, for example: *I like English class.* We use commas when there is a pause or a list in a sentence, for example: *I like English, Spanish, Math and History classes.* Students are familiar with the capitalization rules in their mother tongue but it is important to remind them that we write the first word of a sentence and proper names with capital letters. Write the sentences on the board and emphasize the punctuation marks.

Ask students to read "Jack and the Beanstalk" again. This time, ask them to circle periods and underline commas. Walk around the classroom and monitor. Refer students to Activity 2. Write the sentences on the board (jack lives in a farm He's poor and the hen lays one two three four golden eggs). Ask: *What punctuation mark goes here? Why?* Point to the first sentences and ask: *Are these one or two sentences?* Then, point to the second sentence and ask: *Is this a list of things?* Elicit the answer. Ask volunteers to pass to the board and correct the mistakes and add the punctuation marks. Have the rest of the class follow along.

AK: 1-Jack lives in a farm. He's poor.; 2-The hen lays one, two, three, four golden eggs.

Read and look at the pictures.



Jack lives in a farm. He's poor. He sells his cow. The man gives him four beans.

Mom is very angry. She throws the beans away.

A big beanstalk grows very tall during the night. Jack climbs the stalk.

Jack sees a giant's castle. There is a hen. The hen lays one, two, three, four golden eggs.

Jack tells the giant that he and her mother are very poor.

The giant gives a hen to Jack. He has too many.

Correct the following sentences.

- jack lives in a farm. He's poor.
- the hen lays one, two, three, four golden eggs.

Discuss the question with a partner.

What's your favorite part of the story? Why?

88

3 Discuss the question with a partner.



Arrange students in pairs. Read the question aloud. Give an example: *My favorite part of the story is when Jack climbs the stalk because I feel excited.* You may wish to write the sentence on the board. This way, students can use it a reference when they are speaking. Remind students of all the feelings they learned in Unit 7: *happy, sad, angry, scared, excited.* Encourage students to include them in their activity. Walk around the classroom and monitor. Help when needed. Allow a few minutes for students to talk. Have volunteers pass to the front of the class and share their opinions.

AK: Answers may vary.



4  **Read the story again and label the pictures.**

Ask students to open their *Activity Books* to page 89. Refer them to the pictures in Activity 4. Tell them that all pictures are words that appear in "Jack and the Beanstalk" and they need to label them. Read "Jack and the Beanstalk" to students. Do it sentence by sentence. Put emphasis on the words from Activity 1. If you consider it necessary, write the words on the board in random order. Then, refer students to the images and ask: *What is this? Is this a castle? Is this a hen?* as you point to the illustration. Elicit the answer. Repeat the procedure with all the pictures. Encourage students to use either the words on the board or the story on page 88 as a model. To check answers, point to the illustrations and ask students to say the word aloud. Do some rounds of choral and individual repetition.

AK: beanstalk; castle; golden egg; hen; giant; beans

5   **Read the words aloud. Have a partner point to the pictures. Exchange roles.**


Arrange students in pairs. Ask them to take turns pointing to the pictures and saying the words aloud. Walk around and monitor students' progress. If you wish, you can make simple drawings of the words and paste them on the board to do the activity as a class. Additionally, students can play a spelling bee game and take turns spelling out the words. Remind them to be polite and kind to their classmates.


6   **Read the words aloud. Listen and circle the odd one out.**



Remind students they learned about rhyming words in Unit 2. There, they learned that some words sound the same but have different spelling. Read the instructions aloud and explain to students that the one word sounds different from the rest. Write the four words and say them aloud. Ask: *as words sound similar? What word sounds different?* As you point to each one. Elicit the answer from students. Repeat the procedure with all the items. Allow time for students to circle the words. This is a good moment to direct students to the What We Know section. After, you can check answers as a class.



To take the activity further, divide the class into two teams. Write the words in random order on the board. Have two volunteers pass to the board. Say one word and ask students to circle all the similar words. The first one to do it, wins a point! The team with the most points wins!



AK: 1-sun; 2-same; 3-salt; 4-turn

4  **Read the story again and label the pictures.**




5   **Read the words aloud. Have a partner point to the pictures. Exchange roles.**

giant  giant 

6   **Read the words aloud. Listen and circle the odd one out.**

hen	len	pen	sun
green	bean	same	clean
talk	salt	walk	stalk
arm	alarm	turn	farm

 Compare your work in Activity 5 with a partner. Correct your work, if necessary. 89

What We Know

Organize students in pairs. Ask them to exchange books and compare their answers. Give enough time for students to check all the words. Encourage students to defend their answers but to be open to changing their work. Work around and monitor the activity.

Lesson 3

Learning Outcome: Practices the pronunciation of words.

1 Listen and number the story in order. 20

Bring cutouts or simple drawings of the characters and the houses in "The Three Little Pigs." Show them to students and elicit the story they appear in. Ask: *Do you know "The Three Little Pigs?" What do you remember of the story?* Elicit students' answers.

Using your drawings, tell students the story "The Three Little Pigs." Mime and gesture to help students understand the meaning and structure of the story. Ask students to open their *Activity Book* and refer them to Activity 1. Play Track 20 and have students listen carefully while they look at the pictures. Make the necessary pauses to give them time to locate the image the audio is referring to. Repeat the audio as needed. Finally ask them to number the scenes in order. Monitor the activity and make sure the whole group numbers the scenes appropriately. Play the audio again and have the students follow along.

AK: Clockwise: 3; 2; 1; 4

2 Draw the pigs' houses.

Direct students' attention to the pictures in Activity 2. Point to the first picture and ask: *Who is Pete? The first little pig? The second little pig?* Repeat the procedure with the two remaining illustrations. (This is a good moment to review the ordinal numbers students learned in the last unit). Ask: *What is Pete's house like?* Elicit the answer. Repeat the procedure with the two remaining illustrations. Tell students they are going to draw each pig's house. Have students look at the illustrations in Activity 1 as a guide. Ask volunteers to share their work with their classmates.

3 In pairs, read the statements and point to the actions in the story.

Direct students' attention to the statements in Activity 3. Read them aloud and do some rounds of choral and individual repetition. Demonstrate the activity by having individual students read the statements as you ask the rest of the class to point to the correct picture. Organize students in pairs and ask them to take turns reading the statements and pointing to the correct picture. After a few minutes, encourage students to say the statements without looking at their *Activity Books*!

Listen and number the story in order.

The Three Little Pigs

The second little pig builds a house with brown sticks. The big wolf huffs and puffs and blows the house down.

The first little pig builds a house with hay. The big wolf huffs and puffs and blows the house down.

One day, three little pigs move to a new town.

The first little pig builds a house with ticks and cement. The big wolf huffs and puffs but he can't blow this house down. The little pigs live there very happy.

Draw the pigs' houses.

In pairs, read the statements and point to the actions in the story.

- Paul is running.
- Pete is running.
- The wolf is blowing the house down.
- The pigs are moving to a new town.

90

Additional Activity

Arrange students in groups of four. Ask them to organize themselves and make drawings similar to the ones you brought to class. Help students paste their drawings on wooden sticks. Walk around the classroom and monitor. Correct any pronunciation mistakes at this stage. Then, have students act out the story using their puppets. Remind the class to be attentive when their classmates are speaking.

Useful Information

Using puppets inside the language classroom can have many benefits for students. Puppets provide an easy way to break the routine and give you an opportunity to connect with your students through a "character." Bring a puppet to class and establish a routine, you can use the puppet for greeting students or for telling stories. The interaction students have with a puppet helps them develop creativity and empathy, while giving them the opportunity to share their opinions, thoughts and feelings.

4 Look and complete.

Bring the drawings from last class. Show the characters and houses to students and elicit the names. Remind students how to describe the houses (*a hay house, a stick house and a brick house*). Write it on the board as a reference. Retell the story to your class. Emphasize on the actions to support students. Show the pictures of the story and ask: *What is happening here?* Have volunteers read aloud parts of the story.

Ask students to open their *Activity Books* to page 91. Direct students' attention to the pictures in Activity 4. Point to the first picture and say: *Pete, do the same with the second and third pictures. Then, say the complete sentence: Pete is building a hay house.* Point to the second row of pictures. Ask: *Who is he? (Paul) What is he doing? (Pete is building) What is Pete building? (a stick house).* Elicit the answers as you write the words on the board. Repeat the procedure with the third sentence. Ask students to copy the sentences in their *Activity Books*. Walk around the classroom as you check students' spelling. Write the sentences on the board and read them aloud. Do some rounds of choral and individual repetition.

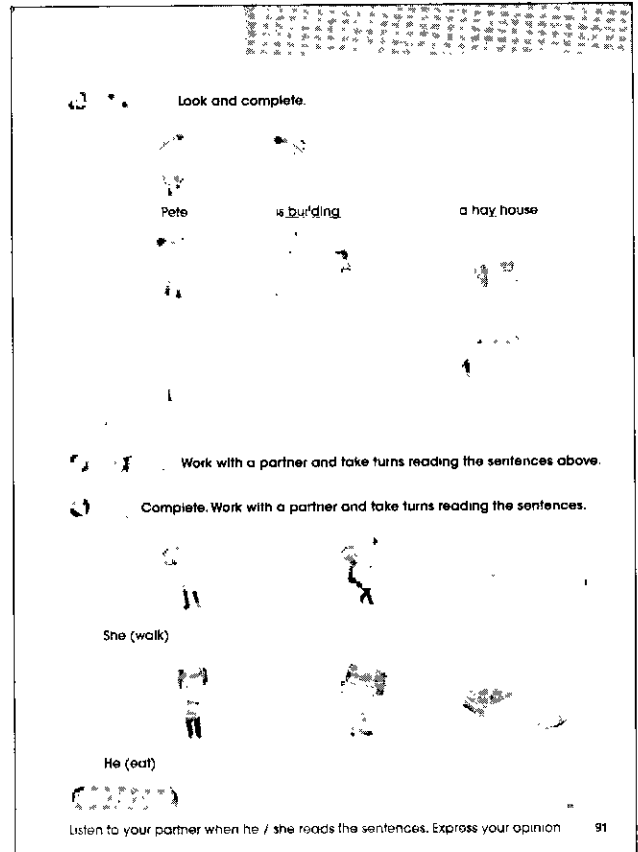
AK: 2-Paul is building a stick house.; 3-Patrick is building a brick house.

5 With a partner take turns reading sentences from above.

Arrange students in pairs. Refer them to the sentences in Activity 1. Tell them they are going to read the sentences as if they were the characters from the story. Demonstrate by reading the first sentence. For example, Pete is the youngest little pig so he would read the sentences in a happy and small voice. The "Big Wolf" would read the sentences in a deep and scary voice. Walk around the classroom and monitor the progress. To check pronunciation, have volunteers pass to the front of the class and demonstrate.

6 Complete. With a partner take turns reading the sentences.

Direct students' attention to the illustrations in Activity 1. Explain to students they need to complete the sentences. Point to the second illustration and ask: *What is she doing? Is she eating? or is she walking?* (Mime the actions to convey meaning). Elicit the answer and write it on the board. Point to the third picture and ask: *Is she walking to school? Or is she walking to her house?* Elicit the answer and write it on the board. Say the complete sentence aloud. Give time for students to write the sentence in their *Activity Books*. Repeat the procedure with the second sentence. Ask: *What is he doing? Is he eating? or is he walking?* Give time for students to write the sentence in their *Activity Books*.



Look and complete.

Pete is building a hay house.

Work with a partner and take turns reading the sentences above.

Complete. Work with a partner and take turns reading the sentences.

She (walk)

He (eat)

Listen to your partner when he / she reads the sentences. Express your opinion. 91

Arrange students in pairs and have them take turns reading the sentences as you walk around the classroom.

AK: She is walking to school.; He is eating a sandwich.

Additional Activity

Write the sentences of Activities 4 and 6 on the board. Point to each word as students say it aloud. Repeat the procedure with all the sentences. Erase a word but point to the space and encourage students to say the word aloud. Keep on deleting words until you have one or two left and students are repeating the sentences by memory!

What We Know

With students still working in pairs, read the What We Know section and remind students that it is important we use the correct rhythm and intonation when we speak in English. Encourage students to provide positive feedback to their classmates. Walk around the classroom as you monitor the children's opinions. Remind students to be kind to their classmates.

Lesson 4

Learning Outcome: Checks the writing of a children's story.

1 Read the story.

Bring a gingerbread cookie or a drawing of a gingerbread cookie to class. Elicit the name from students. Tell them they are going to listen to a story about this cookie. Ask: *What do you think the story is about? What do you think is going to happen in the story?*

Tell students the story "The Gingerbread Man." Mime and gesture to help students understand the meaning and structure of the story. Ask students to open their *Activity Book* to page 92 and refer them to Activity 1. Read the story again and have students follow along. Refer them to the pictures for support. When you are done, ask: *What is happening? What is the gingerbread man doing? What is running after the gingerbread man?* To support your class. Read the story sentence by sentence and have students repeat after you.

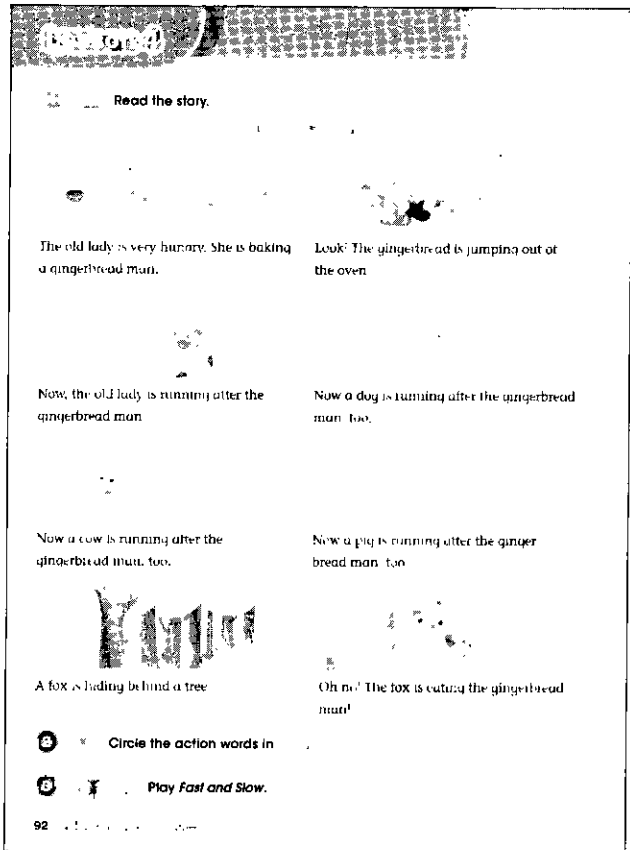
2 Circle the action words in blue.

Write *The gingerbread is jumping out the oven* on the board. Read the sentence aloud. Emphasize and mime the action (jumping). Point to each word and ask students what the action in the sentence is. Elicit the answer and circle *is jumping* with a blue marker. Repeat the procedure with another sentence. Then, arrange students in pairs and ask them to continue with the activity. Walk around the classroom and monitor students' progress. To check answers, write the sentences on the board and have volunteers pass to the board and circle the action words. Then, point to each illustration or sentence on the board and have students mime the actions.

AK: is jumping; is running; is running; is running; is hiding; is eating

3 Play Fast and Slow.

Tell students that they are going to play a game as a class. Explain to them that you are going to say an action verb, and they have to act it out in their places. Say *walk* as you pretend you are walking at the front of the class. Have students mime the action. Ask *What are we doing?* Elicit the answer *We are walking*. Say *fast* and speed up your walking pace. Say *slow* as you slow down your walking. Alternate



Read the story.

The old lady is very hungry. She is baking a gingerbread man.

Look! The gingerbread is jumping out of the oven.

Now, the old lady is running after the gingerbread man.

Now a dog is running after the gingerbread man, too.

Now a cow is running after the gingerbread man, too.

Now a pig is running after the gingerbread man, too.

A fox is hiding behind a tree.



Oh no! The fox is eating the gingerbread man!

92

the pace of the action by saying fast or slow. Do the same with other action verbs like *jump* or *dance*. Point to a child and ask *What is (the student's name) doing?* Help students answer *She/He is jumping*. Remind students to stay at their places. Alternatively, you can take students to the school yard and have them move around and enjoy the activity outdoors.

Additional Activity

Write some sentences from Activity 1 on the board. Point to the first word (The), say it aloud and ask students to do the same. Then point to the first and second words (The old) and repeat the procedure. Continue with three words (The old lady). Repeat the procedure until students are repeating the complete sentence. Add rhythm to the sentences to make the activity fun for students!

4   **Read the story again. Circle the word that is spelled correctly.**

To introduce the lesson, have students open their books to page 92. Retell the story, have volunteers read extracts aloud and ask some questions. Then, ask students to turn to page 93. Direct students' attention to the illustrations and words in Activity 4. Point to the illustration and tell students they are characters from the story "The Gingerbread Man", but some words are incorrect. Point to the first illustration and ask: *Who is she?* (*old lady*). Elicit the answers from students. Repeat the procedure with the rest of the characters. Copy the words on the board and direct students to the story. Help them find the characters and have them compare their names on page 92 to the ones on page 93. Arrange students in pairs and ask them to circle the correct words. To check answers, write the words on the board and have volunteers pass to the front of the class and circle the correct word.

AK: 1-old lady; 2-dog; 3-fox; 4-gingerbread man


5   **Look and write the words.**


Direct students' attention to the words in the box. Point to the words and say them aloud. Do some rounds of choral and individual repetition. Write *jumping* and *oven* on the board. Underline the *-ing* and the letter *o*. Point to the words and ask: *What word starts with an "o"?* *What word ends with "-ing"?* Elicit the answer. Have students classify the words individually as you walk around monitoring. To check answers, write two headings with the titles: *end with -ing* and *start with the letter "o"* on the board. Have volunteers pass to the front of the class and write the words under the correct heading.


AK: 1-oven, old, out; 2-jumping, running, swimming, eating


6   **Read and draw.**


Refer students to the boxes in Activity 3. Ask a volunteer to read the sentences. Tell students they are going to draw the actions in the sentences. Encourage students to use different colors. Walk around and help when needed. When students are done, ask them to compare their drawings with their classmates.


4  **Read the story again. Circle the word that is spelled correctly.**

 old lady old ldy oldlady

 doge dog doog

 fox flox foux


 ginger bread man gingerbreadman gingerbread man


5  **Look and write the words.**


jumping running swimming eating oven old out


Words that start with letter o: _____

Words that end with -ing: _____

6  **Read and draw.**

 The fox is hiding behind a tree.

 The gingerbread man is jumping out of the oven

 Show your pictures to your partner. Are they right? Listen to his / her opinion

93

Additional Activity

Write *long words* and *short words* on the board. Refer students to their Picture Dictionary on page 111. Go over the words and ask: *What story does this character belong to?* Encourage students to remember the titles without looking at the unit! Ask them to count the letters in each word and to classify the words under the correct heading.

What We Know

With students working in pairs, ask them to exchange their *Activity Books*. Have students look attentively to their classmates' drawings. Ask: *Are they similar or different? Can you identify the actions and characters?* Give enough time for students to reflect. Then ask them to share their opinions with their classmates. You can teach some useful phrases like: *Your drawings are great! I like your pictures! You can work on drawing the faces like this...* but the focus of the activity is peer correction. Remind students that it is important to give their classmates suggestions to improve their work.

Play Roll and Retell.

Bring dice to the class. Arrange students in pairs. Refer them to page 94 in their *Activity Books*. Explain to the class they are going to play a game to review the stories they learned in this unit. To support students, write the titles of the stories on the board (*The Little Red Hen*, *Jack and the Beanstalk*, *The Three Little Pigs*, and *The Gingerbread Man*). Direct student attention to the illustrations on the dice. Explain to students they need to choose their favorite story and throw the dice and answer the questions according to the number they got. On the board, write *The story is about...* *The characters are...* *The story takes place in...* *The story begins...* *In the middle* and *At the end*. Tell students they should begin their answers with these sentences. Read the sentences and demonstrate some questions with the Big Book story "The Little Red Hen." Walk around the classroom and help when needed. If possible, you can make large dice and play "Roll and Retell" as a class.

Social Skills

Write three good things that you get when you read.

Refer students to the illustration on the left. Ask: *Who can you see in the picture?* (A girl and a boy) *What are the boy and girl doing?* (They are reading) *How do they feel?* (They are happy). Then ask: *Do you like to read? Why? Why not? What is your favorite story? What do you think are some good things you have when you read?* Help students with some ideas (imagination, creativity, friends, a relaxing moment, adventures, a hobby, new friends, etc.). Write any necessary word on the board and help students with the words in English. Remind students there is not a correct or incorrect answer. All opinions are valid! Have them write their ideas, then, give each student a piece of a paper and ask students to illustrate their work. When they are done, have them stand up and share their work with their classmates.

At this stage, it is very likely students enjoy reading. Children see reading as a fun and engaging activity. They love the fun stories, the colorful illustrations and the imagination reading brings! It is your job as a teacher to foster and develop the love of reading. Be sure to show enthusiasm when using the *Narrative Big Book*, give students age-appropriate activities and don't use reading as a punishment or extra homework. Reading is a gateway to a more critical and kinder perspective on life! Young learners who are exposed to a positive take on reading will grow up to be lifelong readers!


Play Roll and Retell.

Roll and Retell

<ul style="list-style-type: none"> ● = What is the story about? ●● = Who are the characters? ●●● = Where does the story take place? 	<ul style="list-style-type: none"> ●●● = How does the story begin? ●●●● = What happens in the middle of the story? ●●●●● = How does the story end?
--	---

Social Skill:

Write three good things that you get when you read.



94

Write and illustrate a storybook.

What is the product for?

To express our feelings and ideas through literature.

Tips

- With your team, make a list of your favorite stories.
- Make a list of your favorite characters.
- Get ideas from this book.
- Check the subproduct on page 87.
- Plan your new story and draw the scenes.
- Put your book together.

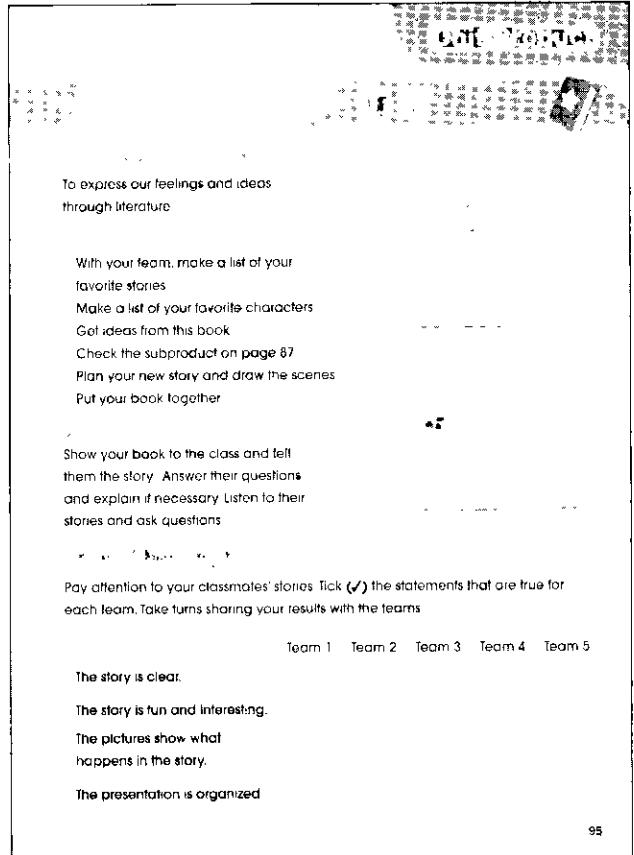
Share the product.

Show your book to other classmates and tell them the story. Answer their questions and explain, if necessary. Listen to their stories and ask questions.

Ask students to look at page 95 and try to predict what they are about to do. Then, tell them they are going to create their own illustrated book. Explain to students they need to add texts and drawings to their books.

Arrange students in small groups and read the Tips section. Make sure everyone understands the process to make the Product. Refer students to the subproduct they made during their work on the unit. Tell students they created a new ending and expressed their feelings on the Little Red Hen. Encourage students to think of their favorite stories! Make a list on the board, use the stories students learned in this unit and add some others you have read as a class. Tell students they are free to choose the topic of their book. Give them some ideas: space, the future, a princess, their favorite animal, etc. Encourage students to be creative.

Give some pieces of construction paper to the groups. To guide students, ask: *What is the title of your story? Who are the characters? What illustrations are you going to add?* Ask students to write the sentences of their story with pencil. Check the spelling and make any necessary corrections at this stage. Ask students to copy their sentences in their books. Walk around the classroom and monitor students' progress. Help students to put their books together. When they are done, have volunteers share their stories with the class. Then, ask groups to exchange their books with another team. Have groups read their stories aloud. Encourage students to be curious towards their classmates' work and ask questions about their story! Walk around the



To express our feelings and ideas through literature

With your team, make a list of your favorite stories
 Make a list of your favorite characters
 Get ideas from this book
 Check the subproduct on page 87
 Plan your new story and draw the scenes
 Put your book together

Show your book to the class and tell them the story. Answer their questions and explain if necessary. Listen to their stories and ask questions

Pay attention to your classmates' stories. Tick (✓) the statements that are true for each team. Take turns sharing your results with the teams

	Team 1	Team 2	Team 3	Team 4	Team 5
The story is clear.					
The story is fun and interesting.					
The pictures show what happens in the story.					
The presentation is organized.					

95

classroom and monitor the activity. Remember, focus on students' fluency and attitude towards the language.

Additionally, make a space in your Library Classroom for all the books students created. Praise their efforts. If possible, take a few minutes of the next lessons to read the books. Pretend you are reading books by famous authors, show enthusiasm! Students will feel appreciated and will see their hard work valued.

Product Assessment

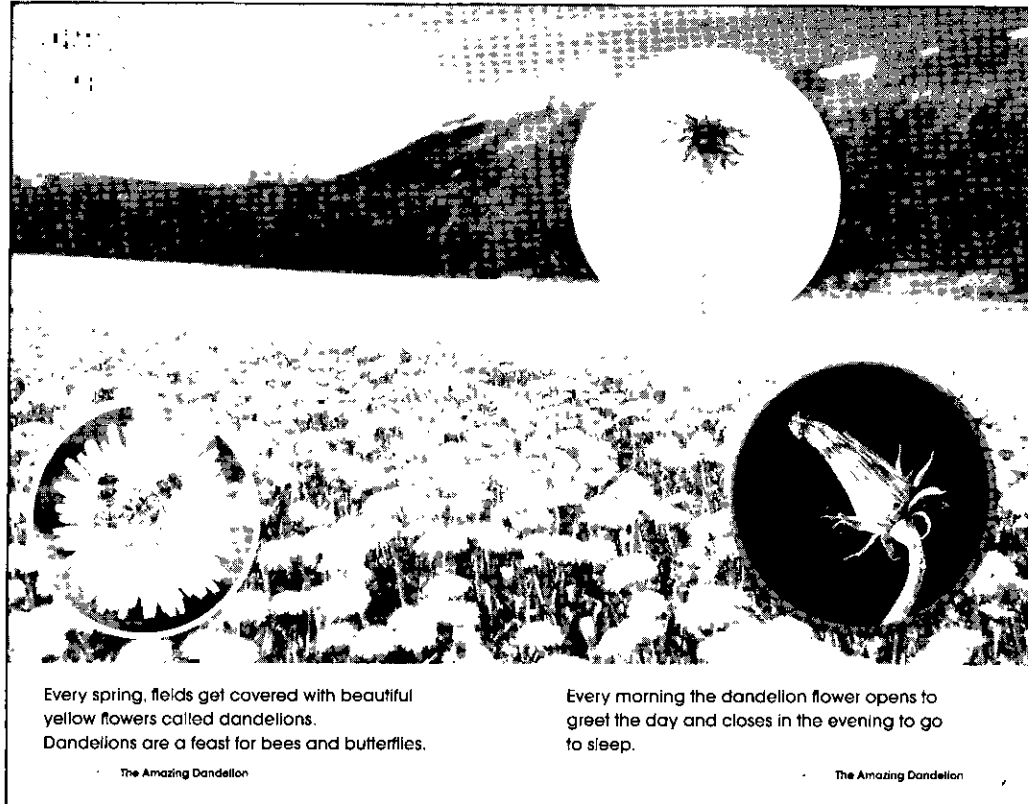
Direct students' attention to the chart in the Product Assessment. Remind students they did already did this activity in Unit 6. Read the sentences aloud and make sure everybody understands the meaning. If necessary, use students' mother tongue to convey meaning. After each presentation, give students time to complete the assessment, guide them as necessary. At the end of the lesson, organize the class in a big group so students can share their evaluation. Remind students that everybody's work is great and that others' opinions are a good way to improve, not to feel bad about our job.


UNIT 10

The Wonders of Living Things

Reading Strategies

Informative Big Book: *The Amazing Dandelion*



 pp. 40–47

In your daily teaching practice, bear in mind that your guidance is essential to help students discover the language and eventually become independent and active learners. As a teacher, you will be helping students learn new words, new sounds, new combinations of letters, new patterns, among other things, and make the process of learning a new language challenging, fun, and meaningful!

In this Unit, you will work with the *Informative Big Book*. The *Informative Big Book* has photographs instead of illustrations and the texts included are informative rather than narrative. You may want to explain to students the concept of Non-Fiction texts.

The main objective of “The Amazing Dandelion” is to explore characteristics of the dandelion. Students will learn more about living things, so use this time as a moment to engage and raise students’ interest in nature topics.

The text in the *Informative Big Book* will help students understand the natural cycle of dandelions by giving clear and easy examples. Using the reading aloud technique to read the *Informative Big Book* to your students will make it possible for you to engage them and make the reading enjoyable for everybody. Break the routine by having students sit on the floor in a circle, or if possible, take them outside the classroom to the playground or to the library.

Introduce the *Informative Big Book*. Open the *Informative Big Book* to the text “The Amazing Dandelion.” Show the cover of the story to the class. Point to the title. Then point to the pictures. Have them describe what they see on the cover. Ask: *Do you recognize this flower? Where have you seen it? What animal can you see?* If possible, you can bring a real dandelion to the class. Be sure to check if any student has an allergy.

Play Track **26** and have students follow the reading along as you go over the story with your class. Emphasize the process dandelions go through, this will help students understand the concept of living things. Ask questions to keep students interested in the reading: *How do you think the dandelion's seeds travel? What do you think the author means when he/she says that the dandelion goes to sleep?*

Once you finish reading the text, discuss the book with your class. Ask them a few questions about it: *Do you like dandelions? Why? What do dandelions look like to you? Are*

dandelions living or nonliving things? Then, have reread the text. Have individual students read aloud parts of the story. Invite volunteers to pass to the front of the class and point to text as they read aloud.

As you cover the lessons of the Unit, you can re-read parts of the text to the class as a warm up. Some additional activities can include: drawing dandelions, taking your class outside and go "dandelion-hunting", or making a poster about the growing process of dandelions.

Unit Contents

Formative and Academic Environment

Social Practice:

Makes questions to obtain information about a topic from nature.

Learning Outcomes:

- Explores illustrated materials about living beings.
- Participates in the formulation of questions.
- Explores how questions and answers are written.

Activate Prior Knowledge

1. How are we similar and different from animals?
2. Why do we need to take care of animals?
3. What kind of animals live on land/in water?

Tech Resources

<https://kids.nationalgeographic.com>

This website offers articles, videos and games about animals.

Odyssey Resources

Informative Big Book: pages 40-47

Class CD: tracks 21, 26

Worksheet: *Activity Book*, page 119

Visual Resources: Class CD, pages 22-29

Lesson 1

Learning Outcome: Explores illustrated materials about living beings.

1 **2** **3** Read *The Amazing Dandelion* and label the pictures. **4** pp. 40-47

Go over the text "The Amazing Dandelion" you read last class. Tell students that now they are going to continue working with their *Activity Books*. Ask them to open their *Activity Books* to page 96. Refer students to Activity 1 in their books. Point to the words in the box and then to the pictures. Have the *Informative Big Book* at hand and go through the pages as a reference for students. Read aloud pages 40-42 again. As you read, point to the images: *seeds*, *seeds globe* and *flowers*. Then read the words in the *Activity Books* aloud and have students match them with the pictures.

AK: flower; seeds globe; seed

2 **3** **4** Read the text again and circle yes (Y) or no (N) to answer the questions.

Organize students in small groups. Read the instructions aloud. Then read aloud a question at a time. Make sure students are clear on the meaning. Mime the words and actions to convey the meaning of each question: *open*, *morning*, *evening*, *sleep*, *night*. To facilitate students' answering the questions, go to the corresponding section in the *Informative Big Book* and read the lines aloud, e.g.-For the question: *Are dandelions plants?* read the line on page 41 that says: *Every morning the dandelion flower opens to....* Then elicit the correct answer. Do the same with all the questions.

Check answers as a class by asking the questions and having students stand up if the answer is Yes and remain seated if the answer is No.

AK: 1-Yes; 2-No; 3-Yes; 4-Yes; 5-No; 6-Yes; 7-Answers will vary.

3 **4** **5** Draw a dandelions field in your notebook. Don't forget the bees and the butterflies!

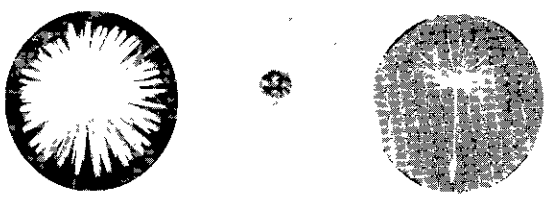
Tell students that now they are going to draw a lot of dandelions to make a dandelion field. Ask *What colored pencils do you need to draw a dandelion? What about a dandelion field?* Elicit students' answers. Then tell students that they are also going to draw bees and butterflies in the

The Wonders of Living Things

Lesson 1


Read *The Amazing Dandelion* and label the pictures. ()

seed seeds globe flower



6 Read the text again and circle yes (Y) or no (N) to answer the questions.

Are dandelions plants?	Y	N
Are dandelions red?	Y	N
Are dandelions yellow?	Y	N
Do dandelions open in the morning?	Y	N
Do dandelions open in the evening?	Y	N
Do dandelions go to sleep at night?	Y	N
Do you like dandelions?	Y	N



7 Draw a dandelions field in your notebook. Don't forget the bees and the butterflies!



96

dandelion field. Ask: *What colored pencils do you need? (many colored pencils)* Elicit the answer.

Have students make their drawings in their notebooks or on a letter-sized paper. Play some music as children work on their drawings. Once they finish, have all the students in the class stand up and share their drawings.

Useful Information

Drawing and coloring activities are an important part in the elementary classroom. Even if you think students are not producing any new target language, children are developing their creativity and sense of the world through their drawings. Give time for students to express their ideas! Remember to be enthusiastic about their creations!



4   **Look at the diagram and circle the dandelion's flying seed.**

Bring a big drawing similar to the one in Activity 4 from page 97. Paste the drawing on the board and point to the different parts of the plant. Remind students of the words: *flowers, leaves, seeds, root*. As a class, review the contents of "The Amazing Dandelion." Have students retell the characteristics of the flower. Then, ask students to open their *Activity Books* to page 97. Ask: *What is this?* As you point to each part. Elicit the answer. Then, ask: *Where are the seeds?* Have students identify the seeds and circle them. To check answers, have students show you their *Activity Books*. Ask students how the dandelion's seed flies. *Is it because of their size, their weight?* Help students reflect on how everything in nature is interconnected. How the seeds travel through the wind to the soil, how the light makes the flowers bloom!

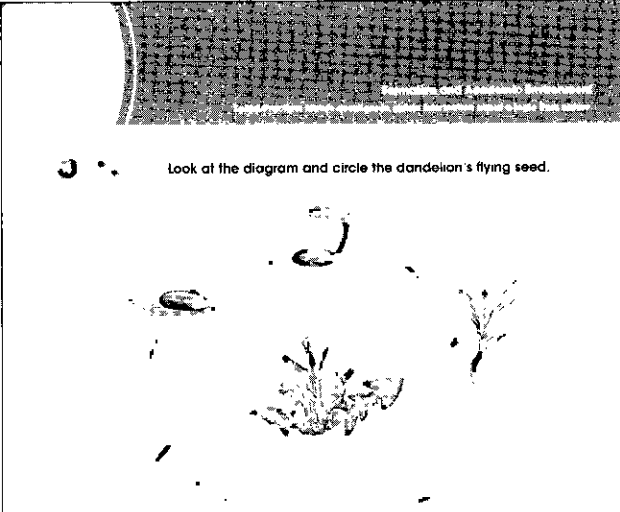
5  **Match the statements to the pictures in Activity 4.**


Go over the statements and read them aloud. Check any necessary vocabulary. Explain to students that these are the stages a dandelion goes through. If necessary, have students look at the *Informative Big Book*. Read each sentence aloud and point to your poster, ask: *What is this? What is happening here?* Go over each stage with your class. Ask students to number the steps in their *Activity Book*. Have students copy the diagram in their notebook.


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

6   **Put three beans in a jar with a wet cotton ball and watch a plant grow. Take care of it.**


Write the materials needed for the experiment on the board (*jar or glass, cotton, beans, water*). Arrange students in small groups. Ask them to organize as a group and bring all the necessary materials. Go over the steps and help students place their beans in a sunny place. When students are done, have them illustrate their beans. Water the seeds every day for a week and ask students to illustrate how their plants are growing. Encourage students to take care of their beans! Collect evidence and record the different stages the plants are going through.



3  **Look at the diagram and circle the dandelion's flying seed.**

4  **Match the statements to the pictures in Activity 4.**

- The seed flies with the wind.
- The seed lands on the soil.
- A new plant grows from the seed.
- The plant grows a little more every day.
- Flowers appear and then they turn into seeds globes.

5  **Put three beans in a jar with a wet cotton ball and watch a plant grow. Take care of it.**

Learning
I am learning about living things 97

Useful Information

Sometimes we don't have all the necessary materials at our disposal but group work can be an effective way to manage this problem. For example: if you don't have all the necessary books, create work stations and set a time limit for students to be in each station. In one station students will read the book, while in the other stations, students can do some activities related to the topic. For example: asking questions, discussing the topic, looking up unfamiliar words or making illustrations related to the topic.

What I Know

Help students reflect on what they have learned. Reread the *Informative Big Book* and have students point to the living things they see.

Make sure students understand the meaning of the number of stars: three stars if are learning about living things easily, two stars if they need support to learn about living things, and one star if they have trouble learning about living things. Above all, make sure students feel confident. Show enthusiasm for their progress!

Lesson 2

Learning Outcome: Explores illustrated materials about living beings.

1 Listen and read along. 21

Tell students they are going to learn about living things. Ask: *Do you know any characteristics of living things?* Elicit some ideas from students and write them on the board. Then, direct students' attention to the text on page 98 of their *Activity Books*. Play Track 21 and have students follow along. Play the track again and pause after each characteristic. Ask: *What do living things need? What do living things do? Animals and people have babies and plants have... How do we respond to change?* Help students and play the track a few more times for them to grasp the concept. Since this is a science related topic, students don't need to understand all the words in the text. However, it is important that you check any vocabulary students might have trouble with.

On the board, write: *need energy, grow, reproduce, respond to change*. Explain to students that these are all characteristics of living things. In contrast, nonliving things don't need energy, don't grow or reproduce and do not respond to change. Have them choose a living thing (human, animal or plant) make a graphic organizer with this information. For example, a plant needs oxygen, it grows branches and leaves, it makes seeds, it changes in color.

2 Talk with your partner and name ten living things.

Arrange students in pairs. Tell them they have to make a list with ten living things. Remind them that a living thing has to have the four characteristics they learned. Have students check their ideas meet the criteria. Walk around the classroom and monitor. Help students with any unknown vocabulary. To check answers, have volunteers share their ideas with the class. Write the words on the board. Ask students to check if they wrote the words correctly.

3 Write the list in your notebook and illustrate the words.

Direct students to Activity 3. Have them notice the subproduct icon, as usual remind them that this activity will help them with their Product. Ask students to take out their notebooks and illustrate their lists. Encourage students to label their illustrations. Walk around the classroom and help if needed. When students are done, ask them to stand up and share their work with their classmates.

Listen and read along.

How can you tell the difference between living and non-living things?

Talk with your partner and name ten living things.

Write the list in your notebook and illustrate the words.



98

Additional Activity

Divide the class into living and nonliving things. Write the following words on the board: *flower, dog, notebook, girl, boy, house, rock, cactus*. Ask students to classify the words into living and nonliving. Then, say the words in random order. Students should stand up when they hear a word from the group they were assigned to. Once students get familiar with the activity, you can include new words.

Useful Information

Eliciting a response or idea from students is a way to involve them in the lesson rather than just giving them the information. By not giving students every answer, you are making them actively participate in your class. Remember that eliciting develops a learner-centered class, but some students may be shy about participating so be conscious about who you are nominating to participate and support students as necessary.

4   **Fill out the chart. Look at the example.**

Bring drawings, flashcards or pictures of the things in Activity 4 (bike, plant, doll, rock, snake, and flower). Show them to students, elicit the name and do some rounds of choral and individual repetition. Explain to the class that these things are divided into two categories: living and nonliving things. Remind students of some of the characteristics of living things they learned last class.

Ask students to open their *Activity Books* to page 99. Tell students you can ask three simple questions to know if something is a living or a nonliving thing. Direct students' attention to the chart in Activity 4. Read aloud the questions. Make sure students understand the meaning of the three questions. Direct their attention to the bike, ask the questions and help students answer. Explain to students that the bike is a nonliving thing because the answer for the three questions was no. Repeat the procedure with the plant. Tell the class that a plant is a living thing because the answer to the three questions was yes. Arrange students in pairs, have them answer the chart as you monitor the activity.



To check answers, paste the drawings on the board and draw a simple chart (if you want, you can write the words on the board instead of having pictures). Have volunteers pass to the front of the class and answer the questions.

AK: 1-No; 2-yes, yes; 3-no, no, no; 4-no, no, no; 5-yes, yes, yes; 6-yes, yes, yes

5   **Write down the name of the living things in Activity 4.**







Have students notice the chart on the board. Remind students that for something to be a living thing, the answer to the three questions has to be yes. Ask: *When did we answer yes to all three questions? With the doll? With the plant?* Elicit the answer and circle the words or pictures on the board. Have students answer in their *Activity Books*. Walk around the classroom and make sure students wrote the words correctly.

AK: plant; snake; flower


6   **Check your answer to Activity 5 with a partner.**

Organize students in pairs. Have them exchange books and compare their answers. Encourage students to say the words aloud when checking.

4 Fill out the chart. Look at the example.

bike		X	X	
plant		✓		
doll				
rock				
snake				
flower				

5 Write down the name of the living things in Activity 4.

6  ... Check your answer to Activity 5 with a partner.

99

I can identify living things

What I Know

Help students reflect on what they have learned. Bring drawings of living and nonliving things. Write living things and nonliving things on the board. Ask students to classify the drawings under the correct heading.

Make sure students understand the meaning of the number of stars: three stars if they can identify living things easily, two stars if they need your support to identify living things, and one star if they have trouble identifying living things. Above all, make sure students feel confident. Show enthusiasm for their progress!

Lesson 3

Learning Outcome: Participates in the formulation of questions.

1  **Animals live in different places. Match the pictures to the sentences.**

Bring flashcards or simple drawings of a bear, a camel, a toucan, a penguin, a giraffe and a whale. Show the flashcards to students and do some rounds of choral and individual repetition. Explain to students that animals live in different places. Say: *Some animals live in hot places and some in cold places. Today we are going to learn about different animal habitats.* You can bring photographs of the different habitats to encourage students' interest and curiosity. Ask students to open their *Activity Books* to page 100, point to the photographs and have students say the name of the animal aloud. Then, direct students' attention to the sentences in Activity 1. Read them aloud and help students match the sentences to the photographs. To check answers, point to the photographs and have students read the correct sentence aloud.

AK: 3; 2; 5; 6; 1; 4


2  **Answer and complete the questions.**


On the board, write the first question and read it aloud. Explain to students that one of the sentences in Activity 1 answers the question. Elicit the answer and write it on the board (A giraffe lives on the plains). Repeat the procedure with the second question. For the third question, write it on the board and help students notice that it has the same structure as the first two questions. Guide students to complete the remaining questions and answers. If you wish, you can ask volunteers to pass to the board and write the missing words. You might want to direct students to the What We Know section of the Lesson in this moment. When you have completed all the questions and answers, read them aloud and have students repeat after you. This is a subproduct activity, you might want to have students copy the questions and answers in their notebooks for an easier reference.


To take the activity further, have students choose their favorite animal and illustrate it in its natural habitat.

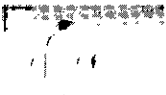
AK: 1-A giraffe lives on the plains.; 2-A camel lives in the desert.; 3-Where does the bear live? A bear lives in the forest.; 4-Where does the whale live? A whale lives in the ocean.; 5-Where does the toucan live? A toucan lives in the rain forest.; 6-Where does the penguin live? A penguin lives in the ice.


Animals live in different places. Match the pictures to the sentences.



bear


camel


toucan


penguin



giraffe


whale

A giraffe lives on the plains A whale lives in the ocean

A camel lives in the desert. A toucan lives in the rain forest

A bear lives in the forest A penguin lives in the ice

3  **Answer and complete the questions.**

Where does a giraffe live?


Where does a camel live?

a bear live?

a whale live?

Where a toucan ?

Where a penguin ?


3  **Work with a partner and take turns asking and answering questions about animals.**

3  **With a partner take turns asking and answering questions about animals.**

Arrange students in pairs. To check pronunciation, have volunteers read some questions and answers aloud. Have students take turns asking and answering the questions from Activity 2. Ask students to point to a picture and ask a question. Set a time limit. Walk around the classroom and monitor the activity.

Additional Activity

Arrange your classroom in two rows. Sit students facing each other. One row of students will ask questions and the other will answer them. Explain to students they will ask for information about animals and then will switch places with another student. Once students have asked about different animals, clap or ring a bell to indicate students they have to change places. Do this as long as students keep having fun!

4  **Animals can do different things. Match the pictures to the sentences.**

To review the vocabulary of the previous lesson and introduce the new set of animals students will be working with, bring flashcards or simple drawings of an octopus, a kangaroo, a deer, a bear, a penguin, a whale, a snake, a parrot and a monkey. Show the flashcards to students and do some rounds of choral and individual repetition. Explain to students that animals can do many things! Say: *Some animals fly and some animals swim. Today we are going to talk about animals' abilities.* Explain to students that just like them animals can do many things. Remind them the concept of action words (students worked with this structure in Module 3). Introduce the actions (*walk, fly, climb, swim, crawl, jump*) by miming them and have students follow along. Ask students to open their *Activity Books* to page 101, point to the photographs and have students say the name of the animal aloud. Then, direct students' attention to the sentences in Activity 4. Read them aloud and help students match the sentences to the photographs. To check answers, point to the photographs and have students read the correct sentence aloud.

AK: Clockwise: 4; 6; 1; 3; 2; 5

5  **Answer and complete the questions.**

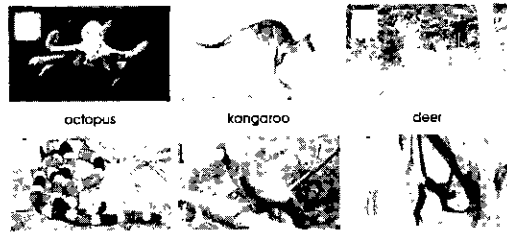
On the board, write the first question and read it aloud. Explain to students that one of the sentences in Activity 4 answers the question. Elicit the answer and write it on the board (A deer can walk). Explain to students you can change the name of the animal to the word "it" to make the answers shorter. Repeat the procedure with the second question. For the third question, write it on the board and help students notice that it has the same structure as the first two questions. Guide students to complete the remaining questions and answers. It is a good idea to direct students to the What We Know section. If you wish, you can ask volunteers to pass to the board and write the missing words. When you have completed all the questions and answers, read them aloud and have students repeat after you. This is a subproduct activity, you might want to have children copy the questions and answers on their notebooks.

AK: 2-It can fly.; 3-What can a monkey do? It can climb.; 4-What can an octopus do? It can swim.; 5-What can a snake do? It can crawl.; 6-What can a kangaroo do? It can jump.

6  **With a partner take turns asking and answering questions about animals.**

Arrange students in pairs. To check pronunciation, have volunteers read some questions and answers aloud. Have students take turns asking and answering the questions

3 Animals can do different things. Match the pictures to the sentences.



octopus kangaroo deer
snake parrot monkey

A deer can walk. An octopus can swim.
A parrot can fly. A snake can crawl.
A monkey can climb. A kangaroo can jump.

3 Answer and complete the questions.

What can a deer do?
What can a parrot do?
What can a monkey do?
What can an octopus do?
What can a snake do?
What can a kangaroo do?

6 Work with a partner and take turns asking and answering questions about animals.

Revise your answers to Activities 2 and 5 with a partner. Make sure they are right! 101

from Activity 5. Ask students to point to a picture and ask a question. Set a time limit. Walk around the classroom and monitor the activity.

Additional Activity

Write the names of the animals on small pieces of paper. Have a volunteer pass to the front of the class and pick one. He / she should mime the animals' abilities as the rest of the class tries to guess!

What We Know

Organize students in pairs and help them reflect on how checking answers together has helped them in their learning journey. Ask: *Do you correct your work easily after checking with a partner? How do you help your partner? Encourage students to participate, provide any necessary language. Then ask them to exchange their Activity Books and review their classmate's work. Have students notice answers, vocabulary, word order and spelling. Allow time for them to make any necessary changes.*

Lesson 4

Learning Outcome: Explores how questions and answers are written.

1 Fill out the graphic organizer.

To activate previous knowledge, bring a flashcard of a bear, elicit the name. On the board, write down *Where Does it Live? What Can It Do? What Color Is it?* Go over the questions and make sure students understand the meaning. Write down *forest, brown and run*. Match the questions to the answers as a class. If you consider it necessary, review the action, colors and habitat environment. Explain to students they need to fill out the chart with the information about the animals. Read the questions aloud and make sure students understand the meaning. Point to each animal and have students say the name aloud. Do dolphin as an example. Ask: *Where does it live? In the ocean or in the plains? What can it do? Swim or fly?; What color is it? Blue or gray?* Elicit the answer from students. Arrange students in pairs and have them fill out the rest of the chart. Since this is a subproduct activity, it might be a good idea to have students pair up with the classmates they usually work on for the Unit Product. Tell students to go to their Picture Dictionary on page 112 in their *Activity Books* if they can't remember the names of the habitats and to browse through the unit to find the rest of the information. This is a good moment to help students reflect on the importance of steps and parts in a project. Explain that this is the last subproduct activity of the school year. Make a few questions to see how much students rely on this activities, this will help to your teaching practice!

AK: dolphin: ocean, swim, gray; kangaroo: plains, jump, brown; parrot: rain forest, fly, red, yellow and blue; penguin: ice, swim, black and white; bear: forest, run, brown; snake: jungle, crawl, black, red and white.

2 Draw your favorite animal in your notebook.

Ask students to look at the animals from this and previous pages. Ask them to choose their favorite animal. Ask: *Why do you like it? Because it runs? Because of its colors?* Etc. Encourage students to answer in English. Then, ask them to draw and label the animal in their notebooks. Have students stand up and show their work to their classmates.

Additional Activity

Arrange the class in a circle. Say Stand up if your favorite animal is a bear! Clap if your favorite animal is a monkey! Come up with other actions (jump, sit down, stand on one leg) as you say other animals.

Fill out the graphic organizer.

dolphin			
kangaroo			
parrot			
penguin			
bear			
snake			

3 Draw your favorite animal in your notebook.

4 Cut out the domino pieces on page 119 and play a game.

102


3 Cut out the domino pieces on page 119 and play a game.

Refer students to the cutouts on page 119 in their *Activity Books*. Have students cut out the pieces. Walk around the classroom making sure students are cutting through the red lines. Then, explain the rules to play domino:

1. Students put the dominoes facing down on the table and mix them up.
2. Each student takes five dominoes.
3. The first player places one of the dominoes on the table.
4. The second player puts a "matching" domino on the table. If he/she doesn't have one, they need to take dominoes from the pile until they find a match.
5. Players should repeat the procedure, forming a "domino snake" in the process.
6. The students who gets rids of all of their dominoes first, is the winner!

Useful Information

Some things you can do to boost students' confidence are: be enthusiastic about their work and accomplishments, encourage students to participate in your lesson and, remember to be attentive when a student is speaking or giving his/her opinion.

4  **Unscramble the words. Then underline the question words.**



Ask students to open their *Activity Books* to page 103. Direct their attention to the questions in Activity 4. Explain to students that the scrambled words are in fact animal names. Arrange students in pairs. Have them work out the words and then take turns asking and answering the questions. To check answers, write the questions on the board and have volunteers pass to the board and unscramble the words. Then, remind students of the question words *Where* and *What*. Say: *We use where to ask about places and what to ask about things.* Have students underline the question words in their *Activity Books*. If you wish, you can have students copy the questions and answers in their notebooks.

AK: 1-penguin; 2-bear; c-dolphin

5    **Complete the riddle. Have a partner guess. Draw the animal.**

Play hangman with the word "riddle." Remind students that riddles are word games where a person gives clues and the other person guesses. Tell students a riddle: *It lives in the ice, it can swim, it its black and white. What is it? (a penguin).* Elicit the answer and praise students' deducing skills! Tell students they are going to create their own riddle. Give them time to write and illustrate it as you walk around the classroom. Then, arrange the class in pairs. Ask students to say their riddles to their classmates. Encourage them to guess the answer! After a few minutes, direct students to the What We Know section. Have students show their classmates their drawings for them to check if they guessed correctly.

AK: Answers may vary.


6   **Unscramble the questions and read the answers.**

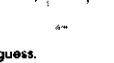
To review the question structure, use the Visual Resource CD. Project the animal files on pages 22-29 to the class. Read questions and answers and have students repeat after you. Then, show students the files that don't have the answers and encourage students to answer them.


Write the first question on the board. Guide students to discover the correct structure. Ask: *What word has a capital letter? What is the first word in a question?* Unscramble the question as a class. Organize students in pairs, encourage them to browse the unit to review the structures. To check answers, write the words on the board and have volunteers pass to the front and arrange the questions.

AK: 1-Where do elephants live?; 2-What can kangaroos do?; 3-What color are dolphins?

4 Unscramble the words. Then underline the question words.

Where does the (nguinep) live? 

What can the (brea) do? 

What color is the (nphilod) ? 

5 Complete the riddle. Have a partner guess. Draw the animal.

It lives _____

It can _____

It is (color) _____

What is it? _____

6 Unscramble the questions and read the answers.

elephants Where do live


Elephants live on the plains.

What do can kangaroos ?

Kangaroos can jump.

color dolphins What are ?

Dolphins are grey.

 Did your partner guess the riddle in Activity 5? If not, help him / her with more clues. Did you guess your partner's riddle?


103

Useful Information

As your school year comes to an end, help students reflect on their learning process. Play some games to review vocabulary and communicative structures. Set a time in a session for you to congratulate students for their efforts in their learning journey!

What We Know

Direct students' attention to the questions in the section. Have a volunteer read them aloud. If students didn't guess the riddle, give them some ideas of extra clues: size, new abilities, number of legs, etc. Remind students that it doesn't matter if they didn't guess the riddle, they can just try harder next time!

 Write the name of an animal on a piece of paper and put it away. Work with a team of three or four students. Your classmates ask questions to guess the name of the animal. When they guess the animal, you exchange roles with one of them.

If you consider it necessary, review vocabulary and the structure to make questions. Direct students' attention to the illustration on page 104 of their *Activity Books*. Elicit what the children in the picture are doing. Tell students they are going to take turns asking and answering questions to guess the correct animal. First, have students think of one or two animals and write them down in small pieces of paper. Collect the papers as you organize the class in teams of three or four. Demonstrate the activity by taking one piece of paper and encouraging students to ask you questions about the animal's characteristics. Then give students a certain number of pieces of paper and have them take turns guessing the animals. Walk around the classroom as you monitor the activity.

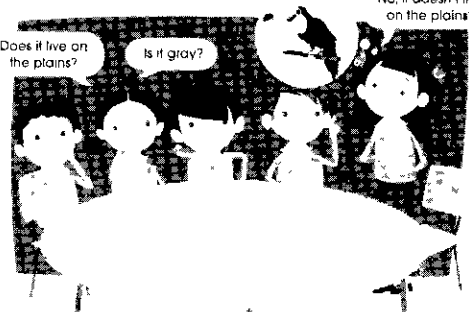
Social Skills

 Tick (✓) the things you can do to help the environment.

1. Save water.
2. Feed an animal.
3. Recycle.
4. Turn off unused lights.
5. Reuse plastic bags.


Direct students' attention to the picture. Ask: *What is the boy doing? (throwing away garbage)*. Then, direct students to the statements on the right. Read them aloud and if necessary say some words in your students' mother tongue. Ask students if they think these activities help the environment.

Write the name of an animal on a piece of paper and put it away. Work with a team of three or four students. Your classmates ask questions to guess the name of the animal. When they guess the animal, you exchange roles with one of them.



Social Skills

Tick (✓) the things you can do to help the environment.



- Save water
- Feed an animal
- Recycle
- Turn off unused lights
- Reuse plastic bags

104

Encourage students to support their answers. Don't worry if students speak in their mother tongue. In this activity, the focus is on positive actions.

Talk as a class. While students may find it difficult to understand the threat on the current environment, they can understand that their actions have consequences. Encourage them to be make small changes that can make a big difference! Teaching young learners about the environment can have a positive impact on our society!

To take this activity further, have students create and carry out plans to help the environment inside the classroom. For example: use sheets of paper on both sides, set up two trash cans, create a bottle recycling campaign.

Make an illustrated chart with information about living things.



What is the product for?

To learn more about living things.

Tips

- Team up.
- Share the unit subproducts with your team.
- Revise the charts and questions in Lessons 3 and 4.
- With your team, make a list of animals or plants.
- Decide what you want to know about them.
- Write a list of questions.
- Look for the answers.
- Create a chart to show the information.

Share the product.

Present your charts to the class. Take turns explaining the information. Be prepared to answer questions. Pay attention to your classmates' presentations.

Ask students to look at page 105 in their *Activity Books* and try to predict what they are going to do. Elicit a few ideas. Then, tell them they are going to look for information about animals and organize it in a chart.

Arrange students in small groups and read the Tips section. Make sure everyone understands the process to make the Product. Refer students to the subproducts they made during their work on the unit. Help students review the questions and vocabulary to develop the product. Say: *Are you going to make your chart about animals or plants?* Remind students they can choose, as long as they have an agreement between all the members of the team. Remind them that some things they know about living things are: their habitats, their colors, how they grow, their abilities. Go over the structure of questions. Have students write the questions they need to make the chart. Walk around the classroom and correct any mistakes at this point. Encourage students to look for the answers in their *Activity Books*, classroom library or the internet. Help as necessary.

Remind students that charts show information in a simple way. There is no one correct way to make a chart but the information should be clear. Help teams make the chart. Walk around the classroom and monitor. Correct any mistakes. When students are done, have teams pass to the front of the class and share their chart with the rest of the class. Encourage the rest of the class to be curious and ask questions about their classmates' work.

Unit Product

To learn more about living things

Team up
 Share the unit subproducts with your team.
 Revise the charts and questions in Lessons 3 and 4
 With your team, make a list of animals or plants
 Decide what you want to know about them
 Write a list of questions
 Look for the answers
 Create a chart to show the information

Present your charts to the class. Take turns explaining the information. Be prepared to answer questions. Pay attention to your classmates' presentations.

Assess your work. Color the circles according to the key.
 Green: Easy task Amber: Tricky task Red: Very difficult task

1. Writing a list of living things	4. Look for information
2. Writing a list of questions	5. Creating the chart
3. Adding information to the chart.	6. Presenting to the class

105

Paste the charts on the bulletin board as a science exhibit and invite children and teachers from other groups to come and see them.

Product Assessment

When students are done preparing their products, direct them to the Product Assessment section. Explain that it is important to identify what activities come easily to us and what activities are more challenging. This way, we can put an extra effort on those activities and have better results! Tell students they need to color the circles in the statements depending on how easy or hard where the tasks. Go over the meaning of the colors and make sure everybody understands it. Then read the sentences aloud and give time for students to color the circles. If you have time available, take a few moments to congratulate children on their efforts when assessment their classmates' and their own work. Be sure to foster a positive and attitude towards feedback, this will no doubt come in handy in the future!

Activity Book Primary Level 1

Track 2

Activity Book, Primary Level 1

Unit 1 / Page 7 / Activity 4

Look at the picture and listen.

Girl: Can I have a book, please?

Boy: Yes, here you are.

Girl: Thank you.

Track 3

Activity Book, Primary Level 1

Unit 1 / Page 9 / Activity 5

Listen and answer.

Boy: Give me a pencil, please.

Girl: Sure, here you are.

Boy: Thank you.

Track 4

Activity Book, Primary Level 1

Unit 2 / Page 17 / Activity 5

Listen and read.

Dan the Dragon

Dan the Dragon

lives on a hill.

He has a castle

and a blue mill.

He's really very nice.

He likes to play and sing.

But no one visits him.

He's a lonely king.

One summer day,

small, brave Denise

goes there and sees

how nice the dragon is.

It's hard to believe,

but now Dan is a friend

of lots of kids.

And this is the end.

Track 5

Activity Book, Primary Level 1

Unit 2 / Page 18 / Activity 2

Listen and sing along.

Balloon Land

Join our journey

in a hot air balloon.

Come on, little Bernie,

we're leaving soon.

Up in the sky,

and close to the moon.

We're planning to fly

to the land of cartoons.

Funny houses,

a lake and lagoons.

An animal band,

a giraffe playing tunes.

We are having fun

from morning till noon.

We are having a talk

with Mr. Raccoon.

Track 6

Activity Book, Primary Level 1

Unit 3 / Page 27 / Activity 5

Listen and number the pictures.

Adriana: Hi. My name is Adriana. What's your name?

Pedro: Hi. My name is Pedro.

Adriana: How old are you?

Pedro: I am seven years old.

Adriana: What grade are you in?

Pedro: I am in second grade.

Adriana: What's your teacher's name?

Pedro: My teacher's name is Miss Gaby.

Adriana: Nice to meet you, Pedro.

Pedro: Nice to meet you, too.

Track 7

Activity Book, Primary Level 1

Unit 3 / Page 28 / Activity 1

Listen and circle the correct word.

Sing and act out the song.

I Like Jumping

I like jumping.

Just like this.

I like jumping.

Jump with me!

I like running.

Just like this.

I like running.

Run with me!

I like swimming.

Just like this.

I like swimming.

Swim with me!

I like reading.

Just like this.

I like reading.

Read with me!

I like singing.

Just like this.

I like singing.

Sing with me!

Track 8

Activity Book, Primary Level 1
Unit 3 / Page 29 / Activity 5

Listen and draw.

Jaime: Maria, do you like reading?

Maria: Yes! I like reading.

Jaime: Maria, do you like playing soccer?

Maria: Yes! Soccer is fun!

Jaime: Maria, do you like drawing pictures?

Maria: Mmm... no. Yuck!

Maria: Jaime, tell me about you. Do you like reading?

Jaime: Yes! I like reading very much.

Maria: Do you like playing soccer?

Jaime: No. No, I don't.

Maria: Do you like drawing pictures?

Jaime: Oh, yes. I like drawing pictures. It's fun!

Track 9

Activity Book, Primary Level 1
Unit 4 / Page 38 / Activity 1

Listen, point, and repeat.

1

Adult: What time is it?

Boy: It's three o'clock.

2

Adult: What time is it?

Boy: It's eight o'clock.

3

Adult: What time is it?

Boy: It's nine o'clock.

4

Adult: What time is it?

Boy: It's six o'clock.

5

Adult: What time is it?

Boy: It's seven o'clock.

6

Adult: 6. What time is it?

Boy: It's two o'clock.

Track 10

Activity Book, Primary Level 1
Unit 4 / Page 42 / Activity 1

Listen and complete the schedule.

Boy: Miss Ana, when do we have math?

Miss Ana: We have math on Wednesdays.

Boy: Miss Ana, when do we have English?

Miss Ana: We have English on Fridays.

Boy: Miss Ana, when do we have music?

Miss Ana: We have music on Mondays.

Boy: Miss Ana, when do we have art.

Miss Ana: We have art on Tuesdays.

Boy: Miss Ana, when do we have Spanish?

Miss Ana: We have Spanish on Thursdays.

Track 11

Activity Book, Primary Level 1
Unit 5 / Page 50 / Activity 1

Listen, point and repeat.

1. Carpenter. He is a carpenter.
2. Dentist. She is a dentist.
3. Clerk. He is a clerk.
4. Teacher. He is a teacher.
5. Police officer. She is a police officer.
6. Cook. He is a cook.
7. Secretary. She is a secretary.
8. Plumber. He is a plumber.

Track 12

Activity Book, Primary Level 1
Unit 5 / Page 51 / Activity 5

Listen, point and repeat. Match
the words to the pictures.

1. A plumber uses a wrench to fix pipes.
2. A dentist uses a mirror to look at your teeth.
3. A cook uses a pot to make soup.
4. A clerk uses a cash register to keep money.
5. A carpenter uses a saw to cut wood.
6. A secretary uses a computer to work.

Track 13

Activity Book, Primary Level 1
Unit 6 / Page 58 / Activity 1

Listen and point.

Street Signs

Turn left. Turn left.

Don't use cell phones. Don't use cell phones.

Bike lane. Bike lane.

Gas station. Gas station.

Winding road. Winding road.

Children crossing. Children crossing.

Track 14

Activity Book, Primary Level 1
Unit 6 / Page 59 / Activity 4

Listen and point.

School Signs

Don't run. Don't run.

Don't push. Don't push.

Don't shout. Don't shout.

Silence. Silence.

Bathrooms. Bathrooms.

Library. Library.

Track 15

Activity Book, Primary Level 1
Unit 6 / Page 63 / Activity 4

Listen to the chant and circle the correct words.

The Sign Chant

I see a sign, I see a sign,
I see a sign on the street.
On the street I see a sign,
Do you know what it means?

It is red with white letters.
It is red with white letters.
The white letters are "stop"
Tell me now what it means.

I see a sign at school.
I see a sign at school.
At school I see a sign,
Do you know what it means?

This sign is blue with two people.
This sign is blue with two people.
Sometimes we all need a bathroom,
So go and look for the sign.

Track 16

Activity Book, Primary Level 1
Unit 7 / Page 70 / Activity 2

Listen to the story and read along.
Write *Beginning*, *Middle*, and *End*.

The Lion and the Mouse

A lion is sleeping in the jungle. A little mouse sees the lion.
The mouse is scared and runs so fast that he hits the lion's nose. The lion wakes up. The lion is angry. "I am sorry," says the mouse, "perhaps I can help you one day."
The lion laughs and says, "You are very small. You can't help me. Go away."
One day, the lion is trapped in a net. The lion is crying. The lion is sad. The little mouse sees the lion.
The mouse bites the net. The lion is free now!
The lion is very excited and says, "Thank you, little mouse."

Track 17

Activity Book, Primary Level 1
Unit 7 / Page 72 / Activity 1

Listen and underline the correct option.

Matt: Hi Susy. What are you doing?

Susy: I'm doing my homework.

Matt: What is your homework about?

Susy: It is about feelings.

Matt: Feelings? Like happy, sad, angry, afraid, and excited?

Susy: Yes, I have to write how I feel every day of the week.

Matt: Oh! And how do you feel today?

Susy: Today I am happy.

Matt: That's nice! Write it down.

Susy: I don't remember how to spell happy.

Matt: I can help you. Happy is spelled **H-A-P-P-Y**

Susy: H-A-P-P-Y. Thanks!

Track 18

Activity Book, Primary Level 1
Unit 8 / Page 79 / Activity 4

Listen and number the steps in order.

How to Make a Sock Puppet

Materials

- A sock.
- Glue.
- Scissors.
- Yarn.
- Googly eyes.

Instructions

First, glue the googly eyes on the sock.
Then cut the yarn to make the hair.
Next, glue the hair onto the sock.
Finally, play with your sock puppets.

Track 19

Activity Book, Primary Level 1
Unit 8 / Page 80 / Activity 1

Listen and read along.

Make a Kite

Materials

- Wooden sticks.
- Paper.
- String.
- Scissors.
- Tape.
- Ribbon.

Instructions

1. Ask an adult to cut notches on the ends of the sticks.
2. Tie the sticks together.
3. Tread the string to create a diamond shape.
4. Cut the paper larger than the kite.
5. Fold the paper and tape it.
6. Tie string from top to bottom.
7. Attach bows to the tail.
8. Have fun!

Track 20

Activity Book, Primary Level 1
Unit 9 / Page 90 / Activity 1

Listen and number the story in order.

The Three Little Pigs

One day, three little pigs move to a new town.
The first little pig builds a house with hay.
The big wolf huffs and puffs and blows the house down.

The second little pig builds a house with brown sticks. The big wolf huffs and puffs and blows the house down. The last little pig builds a house with bricks and cement. The big wolf huffs and puffs but he can't blow his house down. The little pigs live there very happy.

Track 21

Activity Book, Primary Level 1
Unit 10 / Page 98 / Activity 1

Listen and read along.

Living and Non-Living Things

How can you tell the difference between living and non living things?

Living things need food or energy to live. You need food to play and study. Plants need food to grow.

Living things grow and change.

Animals and people have babies and plants make seeds to make more of themselves.

Narrative Big Book Primary Level 1

Track 22

Narrative Big Book, Primary Level 1
Unit 1 / Page 4

Have a Good Day!

Narrator: A new day begins.

Mom: Good morning, kids. It's morning time.

Pedro: Good morning, Mom. Good morning, Luis.

Luis: Good morning, Mom. Good morning, Pedro.

Luis: Mom, can I have some milk, please?

Mom: Yes, you can, Luis.

Luis: Thanks, Mom!

Luis: Bye, bye, Mr. Cat.

Mom: Good morning, Victor.

Victor: Good morning, Mrs. López. This is for you.

Mom: Thank you, Victor.

Mom: Good bye, kids. Have a good day!

Pedro: See you later, Mom!

Luis: Bye, Mom!

Narrator: Do Pedro and Luis have a good day? What do you think?

Track 23

Narrative Big Book, Primary Level 1
Unit 7 / Page 36

The Sad Little Mouse

Jimmy is feeling very sad. Grandma mouse is leaving.

She's going back to her house in the city. It's hard to say goodbye.

Jenny sees her friend Jimmy crying. She wants to know what's wrong.

"Why do you cry?" asks Jenny.

"I am feeling sad. My grandma is not here anymore," answers Jimmy.

Jenny wants to make her friend happy. She invites him to play.

Jenny says to Jim, "Don't be sad. Jump with me. Look! This is fun, now I am really happy."

"No, thank you," answers Jim.

Jenny plays a joke on Jim. She wants to make him smile.

"Boo!" shouts Jenny. "Are you scared now?"

"No, I'm still sad", says Jim.

Jenny is planning how to make her friend happy.

She's thinking hard. Suddenly...

Jenny is happy to see her friend laughing.

"It is nice to see you happy! It is nice to hear you laugh!", she says.

Track 24

Narrative Big Book, Primary Level 1
Unit 9 / Page 42

The Little Red Hen

Once upon a time there was a little red hen that lived on a farm. She found a bunch of wheat seeds. She wanted to plant the seeds and use the wheat to bake some bread.

The little red hen needed help to plant the seeds.

"Who can help me plant the seeds?"

"Not I," said the cow.

"Not I," said the pig.

"Not I," said the cat.

"OK, I can do it myself," thought the little red hen.

After a few weeks, the wheat grew tall and yellow. The little red hen needed help to cut the wheat.

"Who can help me cut the wheat?"

"Not I," said the cow.

"Not I," said the pig.

"Not I," said the cat.

"OK, I can do it myself," thought the little red hen.

The wheat had to be turned into flour. The little red hen needed help to take the wheat to the mill.

"Who can help me take the wheat to the mill?"

"Not I," said the cow.

"Not I," said the pig.

"Not I," said the cat.

"OK, I can do it myself," thought the little red hen.

With the flour, she was ready to bake the bread. The little red hen needed help to bake the bread.

"Who can help me bake the bread?"

"Not I," said the cow.

"Not I," said the pig.

"Not I," said the cat.

"OK, I can do it myself," thought the little red hen.

The fresh bread smelled delicious!

The cow, the pig, and the cat felt sorry for not helping the little red hen. She invited them to eat bread. The cow brought milk. The pig brought the butter. The cat brought strawberry jam.

They all ate together. They were very happy.

Informative Big Book Primary Level 1

Track 25

Informative Big Book, Primary Level 1

Unit 5 / Page 14

Kids' Dreamed Jobs

You probably think sometimes about what you want to be when you grow up. Well, most children do the same.

An international foundation asked kids from all over the world what they want to be when they grow up. Let's find out what are the favorite jobs for first-grade kids!

In the sixth position we have firefighters. Firefighters put out fires, drive fire trucks, and rescue people. Many children dream of being like these heroes.

In the fifth place we find vets. Vets take care of the health of animals. Children that love animals want to spend lots of time with them.

The fourth place is for engineers. Engineers design or build machines, computers, roads, and other things. They use science to do their work. Many children want to do this in the future.

Third place goes to teachers. Teachers are kids' favorites because they share what they know with students. Many children admire teachers and dream of being like them.

Second position is for professional athletes. Lots of kids hope to become athletes so they can play their favorite sports and get paid for it. Athletes have to practice a lot.

The most popular jobs are doctor and scientist. Specially for girls, these two are dreamed professions. Doctors take care of the health of people and scientists study subjects like biology, physics, or astronomy.

What do you want to be when you grow up?

Track 26

Informative Big Book, Primary Level 1

Unit 10 / Page 40

The Amazing Dandelion

Every spring, fields get covered with beautiful yellow flowers called dandelions.

Dandelions are a feast for bees and butterflies.

Every morning the dandelion flower opens to greet the day and closes in the evening to go to sleep.

After a week or two, the flower heads are transformed into white globes of seeds waiting for the wind to blow.

Dandelions' seeds have tiny parachutes that help them to fly with the wind.

In some cultures dandelions represent: the sun, the moon, the stars.

Tradition says that blowing on dandelions can make wishes come true. Probably that's not real, but it's certainly a lot of fun!

Tracklist Primary Level 1

Track	Unit	Content	Page
2	1	Lesson 1, Activity 1	7
3	1	Lesson 2, Activity 1	9
4	2	Lesson 1, Activity 1	17
5	2	Lesson 2, Activity 1	18
6	3	Lesson 1, Activity 1	27
7	3	Lesson 2, Activity 1	28
8	3	Lesson 2, Activity 1	29
9	4	Lesson 2, Activity 1	38
10	4	Lesson 4, Activity 1	42
11	5	Lesson 2, Activity 1	48
12	5	Lesson 3, Activity 1	50
13	6	Lesson 2, Activity 1	58
14	6	Lesson 2, Activity 1	59
15	6	Lesson 4, Activity 1	63
16	7	Lesson 3, Activity 1	70
17	7	Lesson 4, Activity 1	72
18	8	Lesson 2, Activity 1	79
19	8	Lesson 3, Activity 1	80
20	9	Lesson 3, Activity 1	90
21	10	Lesson 2, Activity 1	98
22	1	Have a Good Day	4
23	7	The Sad Little Mouse	36
24	9	The Little Red Hen	42
25	5	Kid's Dreamed Jobs	14
26	10	The Amazing Dandelion	40

Visual Resources Primary Level 1

Unit	Pages
Unit 1 Hello!	1-2
Unit 2 Happy Stories	3-5
Unit 3 Things About Me	6
Unit 4 Tell Me When	7-10
Unit 5 Jobs and Professions	11
Unit 6 Signs Everywhere!	12-13
Unit 7 How Do You Feel?	14-15
Unit 8 Creative Hands	16-20
Unit 9 Fantastic Stories	21
Unit 10 The Wonders of Living Things	22-29
ICT Information and Communication Technologies Section	30-32

- After School Learning. "Reading Tips & Techniques." *After School Learning*, n.d.: 67-69. PDF file.
- Añorve, Gladys, Francisco Guzmán, and Esmeralda Viñals. *Instrumentos de evaluación*. México: Universidad Pedagógica Nacional, Coordinación Sectorial de Desarrollo Académico, Secretaría de Educación Pública, 2010. *Power Point* file.
- Bazo, Plácido, and Marcos Peñate. "Evaluating a Foreign Language in Primary Education." *Glosas Didácticas. Revista Electrónica Internacional* 16 (2007): 66-73. Web. <<http://www.um.es/glosasdidacticas/gd16/07bazoypenate.pdf>>. Dec. 2017.
- Berglund, Shashi-Rekha. *Enable Emergent Literacy by Including ICT in Preschool class. A Socio Cultural Approach to Ensure a Positive Learning Atmosphere*. Gävle: Bachelor of Education in Didactics-Academy of Education & Economy-University College of Gävle, 2011. Print.
- Bridgeland, John, Mary Bruce, and Arya Hariharan. *The Missing Piece. A report for CASEL. A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*. Chicago: Civic Enterprises, Hart Research Associates, Collaborative for Academic, Social, and Emotional Learning, n.d. PDF file.
- Cambridge Free English Dictionary and Thesaurus. CUP, 2017. Web. <<https://dictionary.cambridge.org/>>. Dec. 2017.
- Cambridge Primary Review. *Introducing the Cambridge Primary Review*. Cambridge, UK: CUP; London: Esmée Fairbairn Foundation, n.d. Print.
- Cambridge University Press. *A Publisher's Guide to Listening Skills*. Cambridge, UK: CUP, n.d. Print.
- . *A Publisher's Guide to Reading Skills*. Cambridge, UK: CUP, n.d. Print.
- . *Cambridge Academic Content Dictionary*. Cambridge, UK: CUP, 2008, Print.
- . *Cambridge Phrasal Verbs Dictionary*. Cambridge, UK: CUP, 2006, Print.
- . *Cambridge Advanced Learner's Dictionary*. Cambridge, UK: CUP, 2013, Print.
- . *Cambridge English Pronouncing Dictionary*. Cambridge, UK: CUP, 2011, Print.
- . *The Cambridge Framework for Life Competencies in Education*. Cambridge, UK: CUP, n.d. Print.
- Child Trends. *Measuring Elementary School Student's Social and Emotional Skills: Providing Educators with Tools to Measure and Monitor Social and Emotional Skills that Lead to Academic Success*. Child Trends Publication 37, 2014. PDF file.
- Del Cid, Celio. *La evaluación*. 2014. Web. <<http://slideplayer.es/slide/1632965/>>. Dec. 2017.
- Dictionary by Merriam-Webster: America's most-trusted online dictionary*. Merriam-Webster, 2017. Web. <<https://www.merriam-webster.com/>>. Dec. 2017.
- Duke, Neil, and David Pearson. "Reading Comprehension: Strategies that Work." 2001. Web. <https://www.hand2mind.com/pdf/miriam/grades_1_2.pdf>.
- García Medina, Adán Moisés, et al. *Evaluación de los aprendizajes en el aula. Opiniones y prácticas de docentes de primaria en México*. México: Instituto Nacional para la Evaluación de la Educación, 2011. Print.
- Kennedy, Eithne, et al. *Literacy in Early Childhood and Primary Education (3-8 years)*. Commissioned Research Report 15. Dublin: National Council for Curriculum and Assessment, 2012. Print.
- López Frías, Blanca Silvia, and Elsa María Hinojosa Kleen. "Técnicas alternativas para la evaluación." *Evaluación del aprendizaje. Alternativas y nuevos desarrollos*. México: Trillas, 2005. Print.
- Maley, Alan, and Nik Peachey, eds. *Creativity in the English Language Classroom*. London: British Council, 2015. Print.
- Merriam-Webster. *The Merriam-Webster Dictionary*. Massachusetts: Merriam-Webster, 2013. Print.
- Ministerio de Educación/Gobierno de Chile. *Idioma Extranjero Inglés. Propuesta curricular. Primero Básico*. n.p: Ministerio de Educación/Gobierno de Chile, n.d. PDF file.
- Pellegrino, James, and Margaret Hilton, eds. *Education for Life and Work: Developing Transferable Knowledge and Skills in the 21st Century*. Washington: Committee on Defining Deeper Learning and 21st Century Skills, Center for Education, Division on Behavioral and Social Sciences and Education, National Research Council, 2012. PDF file.
- Quality Teacher Programme-Australian Government. *Intercultural Language Teaching and Learning in Practice. Self-access module 1. A Critical Literacy Approach to Intercultural Language Teaching and Learning*. n.p.: Research Centre for Languages and Cultures Education, University of South Australia, 2007. *Word* file.
- Trilling, Bernie, and Charles Fadel. *21st Century Skills. Learning for Life in Our Times*. San Francisco, CA: John Wiley & Sons, 2009. Print.
- United Nations Children's Fund. *Global Evaluation of Life Skills Education Programmes*. New York: Unicef, 2012. PDF file.
- Wright, Andrew, David Betteridge, and Michael Buckby. *Games for Language Learning*. Cambridge, UK: Cambridge University Press, 2006. Print.

Recommended Bibliography for Students

- American Museum of Natural History. *American Museum of Natural History*. New York: AMNH. Web. Dec. 2017. <<https://www.amnh.org/>>.
- Library of Congress. *Library of Congress. Kids and Families*. Library of Congress. Web. Dec. 2017. <<https://www.loc.gov/>>.
- Llewellyn, Claire. *Looking After Animals*. Cambridge, UK: Cambridge University Press, 2016. Print.
- Museum of Modern Art. *MoMA*. Museum of Modern Art. Web. Dec. 2017. <<https://www.moma.org/>>.
- National Aeronautic and Space Administration. *NASA Kids' club*. NASA. Web. Dec. 2017. <<https://www.nasa.gov/kidsclub/index.html>>.
- Pascoe, Joanna. *Clothes We Wear/George's Snow Clothes*. Macmillan, 2015. Print.
- Pearson Longman. *Longman Children's Picture Dictionary*. Prentice Hall, 2002. Print.
- Pritchard, Gabby. *Our Den*. Cambridge, UK: Cambridge University Press, 2016. Print.

Acknowledgements

Teacher's Guide Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Key: B = Below, C = Centre, T = Top, TL = Top Left, TR = Top Right.

Photos

p. 8 (TL): Primary Level 1 Activity Book Cover; p. 8 (TR): Primary Level 1 Informative Big Book Cover; p. 8 (B): Primary Level 1 Narrative Big Book Cover; p. 9 (T): Primary Level 1 Teacher's Guide Book Cover; p. 9 (B): Primary Level 1 Class CD; p. 10, p. 11 (T, C), p. 18, p. 19, p. 20, p. 21, p. 22, p. 23, p. 24, p. 25, p. 26, p. 27, p. 30, p. 31, p. 32, p. 33, p. 34, p. 35, p. 36, p. 37, p. 38, p. 39, p. 42, p. 43, p. 44, p. 45, p. 46, p. 47, p. 48, p. 49, p. 50, p. 51, p. 54, p. 55, p. 56, p. 57, p. 58, p. 59, p. 60, p. 61, p. 62, p. 63, p. 66, p. 67, p. 68, p. 69, p. 70, p. 71, p. 72, p. 73, p. 74, p. 75, p. 78, p. 79, p. 80, p. 81, p. 82, p. 83, p. 84, p. 85, p. 86, p. 87, p. 90, p. 91, p. 92, p. 93, p. 94, p. 95, p. 96, p. 97, p. 98, p. 99, p. 102, p. 103, p. 104, p. 105, p. 106, p. 107, p. 108, p. 109, p. 110, p. 111, p. 114, p. 115, p. 116, p. 117, p. 118, p. 119, p. 120, p. 121, p. 122, p. 123, p. 126, p. 127, p. 128, p. 129, p. 130, p. 131, p. 132, p. 133, p. 134, p. 135: Page shots Primary Level 1 from Activity Book; p. 11 (B): Primary Level 1 Class CD; p. 16, p. 28, p. 40, p. 88, p. 112: Pageshots from Primary Level 1 Narrative Big Book; p. 52, p. 64, p. 76, p. 100, p. 124: Pageshots from Primary Level 1 Informative Big Book.

Visual Resources Acknowledgements

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Key: TL = Top Left, TC = Top Centre, TR = Top Right, BL = Below Left, BC = Below Centre, BR = Below Right.

Photos

All photos are sourced from Getty Images.

p. 1: KidStock/Blend Images; p. 2: Steve Hix/Corbis; p. 11 (carpenter): PeopleImages/DigitalVision; p. 11 (dentist): Robert Daly/OJO Images; p. 11 (clerk): Noel Hendrickson/Blend Images; p. 11 (teacher): Caiimage/Sam Edwards/OJO+; p. 11 (police officer): Darrin Klimek/DigitalVision; p. 11 (cook): Jetta Productions; p. 11 (secretary): Christopher Robbins/DigitalVision; p. 11 (plumber): Yuri Arcurs/DigitalVision; p. 18, p. 22: Digital Vision; p. 19, p. 23: James Hager/robertharding; p. 20, p. 24: outlook; p. 21, p. 25: seanscott/Room.

Illustrations

p. 4: Mónica Cahue Morales; pp. 5-9, pp. 12-14, p. 20: Aphik Design Studio; p. 15: Marco Antonio Reyes; p. 16: Jesús Ismael Vázquez; pp. 17-18: Javier Montiel Ponce; p. 21: María Isabel Gómez Guízar; p. 30-32: Yolitzin Gómez.

Distribución gratuita • Prohibida su venta

Odyssey

Primary

Teacher's
Guide

1

Cambridge Odyssey provides students with excellent activities that help them develop their language skills and achieve global competencies. Its innovative content enables students to build their own knowledge while having a real life experience of the language.

Components:

- Activity Book
- Reader
- Teacher's Guide with Class CD that includes audio tracks and visual resources

The Activity Book contains engaging and challenging activities whereas the Reader is full of interesting narrative and informative texts that foster students creativity and imagination. The tracks and visual resources provide students with the perfect opportunity for extra practice. Odyssey gives teachers and students a smart and dynamic learning experience, which everyone enjoys.



CAMBRIDGE
UNIVERSITY PRESS
www.cambridge.org



SEP
SECRETARÍA DE
EDUCACIÓN PÚBLICA



PRONI
PROGRAMA NACIONAL
DE INGLÉS



9 786079 806132