

# Okay!

Leticia Fernández

1



ANGLO digital

Ciclo 1

Lengua extranjera. Inglés

Teacher's Guide

## Okay! 1 Teacher's Guide

© 2018 Leticia Fernández

© 2018 ANGLODIGITAL, S.A. DE C.V.

Paseo del Faisán 50, Col. Lomas Verdes, 1ª Sección,  
C.P. 53120, Naucalpan, Estado de México.

ISBN: 978-607-8593-56-9

Queda prohibida la reproducción o transmisión total o parcial del contenido de la presente obra por cualquier medio electrónico o mecánico, incluso el fotocopiado, sin el consentimiento previo y por escrito del editor.

Primera edición, 2018

Primera reimpresión, 2019

Informes: Teléfono / Fax: (55) 5343-2542



Dirección editorial: Víctor Ricardo Guzmán Zúñiga  
Director de desarrollo digital: Víctor Fernel Guzmán Arvizu  
Director de desarrollo editorial: Alberto García Rodríguez  
Diseño de interiores: Sergio Guzmán Chávez / guzmART  
Diseño de portada: Román Olvera  
Edición: Nelly Pérez-Islas  
Ilustración: Alejandro Herrerías Silva  
Imágenes: 123rf / Shutterstock



Respete el derecho de autor.  
No fotocopie esta obra.

**CeMPro**  
Centro Mexicano de Investigación y Formación  
para el Desarrollo de la  
Sociedad del Siglo XXI

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










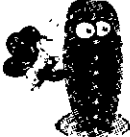








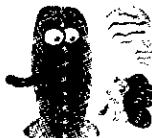




La producción de estos materiales fue hecha por encargo de la Secretaría de Educación Pública para usarse como material didáctico en escuelas públicas de Educación Básica.

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

Este libro se terminó de imprimir en agosto de 2019  
en los talleres de Impresora y Editora Xalco, S.A. de C.V.  
[www.grupocorme.com](http://www.grupocorme.com)  
Tel. (55) 5784-6177

# Icons

The use of icons within the units and lessons initiates and reinforces pre-reading and reading skills, as the students learn to relate the figures with a meaning, e.g.: listen and write, listen in pairs, read, work in teams / groups, etc. It is important that the teacher makes sure students recognize and "read" each one before starting a task, until students know what they are to do.

	Sub-Product		Evaluation		
	Pair Work		Group Work		Use of Reader / Big Book
	Singing / listening in groups		Song and track number		Track number of the audio CD
	Listening and writing, matching, drawing, or tracing task		Writing, matching, drawing, or tracing task in pairs		Reading Task
	Reading and listening		Speaking and writing task		Reading and writing, matching, drawing or tracing task
	Looking / finding and listening		Speaking		Reading and writing, matching, drawing, or tracing task in pairs
	Listening and writing, matching, drawing, or tracing task in pairs		Speaking in pairs		Look / Find
	Writing, matching, drawing, or tracing task.		Speaking in groups		Finding out

# Scope and sequence

## Index

	Introduction and methodology	Pages 6–7		
	Components and distribution	Pages 8–9		
	Opening / Closing activities	Pages 10–11		
	Rubrics	Page 12		
	Webography and bibliography	Pages 13–15		
<p>Awareness: is sensitive to the existence of a language other than the mother tongue and becomes familiar with it; reacts and responds to basic and personal communication needs in routine contexts.</p>				
<p>Common Reference: CEFR Pre A1 (Pre A1.2)</p>				
<p>Understands and reacts to some isolated words and very simple expressions of daily and frequent use in basic social interactions typical of everyday contexts (school, home, community). Responds with well-known expressions to oral and written models related to immediate communication needs, with specific purposes. Shares very basic information about him / herself and immediate surroundings; asks and answers basic questions about objects and people in their everyday contexts, and about some likes and preferences. Relates to others through games and ludic activities, using a few linguistic or non-linguistic resources.</p>				
Social Learning Environment	Communicative Activity	Social Practice of the Language	Expected Outcomes	
<b>Unit 1</b> Familiar and Communitarian Pages 16–25	Exchanges associated to specific purposes	Understands and responds to greeting, courtesy and farewell expressions.	<ul style="list-style-type: none"> <li>• Explores greeting, courtesy and farewell expressions.</li> <li>• Recognizes the meaning of words used in greeting, farewell and courtesy expressions.</li> <li>• Responds to greeting, farewell and courtesy expressions.</li> <li>• Distinguishes written expressions.</li> </ul>	
<b>Unit 2</b> Literary and Ludic Pages 26–35	Literary Expression	Understands rhymes and stories in verse.	<ul style="list-style-type: none"> <li>• Explores rhymes and stories in verse.</li> <li>• Listens to the reading of rhymes and stories in verse.</li> <li>• Explores pronunciation.</li> <li>• Explores the writing of rhymes and stories in verse.</li> </ul>	
<b>Unit 3</b> Formative and Academic Pages 36–45	Interpreting and following instructions	Reads illustrated instructions to make an object.	<ul style="list-style-type: none"> <li>• Explores instructions.</li> <li>• Participates in the reading of instructions.</li> <li>• Participates in the writing of instructions.</li> </ul>	

# Scope and sequence

<b>Unit 4</b> Familiar and Communitarian Pages 46–55	Exchanges associated to means of communication	Interprets public signs.	<ul style="list-style-type: none"> <li>• Explores signs used in public spaces.</li> <li>• Identifies words spoken aloud.</li> <li>• Examines signs and words related to them.</li> <li>• Participates in the writing of words related to signs.</li> </ul>	
<b>Unit 5</b> Literary and Ludic Pages 56–65	Ludic Expression	Compares words in stories.	<ul style="list-style-type: none"> <li>• Explores stories.</li> <li>• Listens to storytelling.</li> <li>• Practices the pronunciation of words.</li> <li>• Revises the writing of a story.</li> </ul>	
<b>Unit 6</b> Familiar and Communitarian Pages 66–75	Exchanges associated to information about self and others	Gives information about personal information, likes and preferences.	<ul style="list-style-type: none"> <li>• Explores information about personal data and preferences.</li> <li>• Listens to and recognizes questions to get information.</li> <li>• Revises the writing of questions and answers.</li> </ul>	
<b>Unit 7</b> Formative and Academic Pages 76–85	Finding and selecting information	Asks questions to get information about a nature-related topic.	<ul style="list-style-type: none"> <li>• Explores illustrated materials about living beings.</li> <li>• Participates in asking questions.</li> <li>• Explores the writing of questions and answers.</li> </ul>	
<b>Unit 8</b> Familiar and Communitarian Pages 86–95	Exchanges associated to the environment	Describes and interprets information about people in the community and their activities.	<ul style="list-style-type: none"> <li>• Explores illustrated materials with information about trades or professions.</li> <li>• Participates in the oral expression of information.</li> <li>• Explores word writing.</li> </ul>	
<b>Unit 9</b> Literary and Ludic Pages 96–105	Understanding of self and others	Understands stories and relates them with own experiences.	<ul style="list-style-type: none"> <li>• Explores an illustrated book of stories.</li> <li>• Follows the reading aloud of a story.</li> <li>• Explores the writing of sentences.</li> <li>• Evaluates the writing of sentences.</li> </ul>	
<b>Unit 10</b> Formative and Academic Pages 106–115	Processing information	Interprets information about time in illustrated materials.	<ul style="list-style-type: none"> <li>• Explores weekly calendars.</li> <li>• Listens to the reading aloud of information about hours and days of the week.</li> <li>• Participates asking for and giving information about time.</li> <li>• Reviews writing.</li> </ul>	
Scripts Pages 116–118	Test Answer Keys Pages 119–120	Assessments Pages 121–130	Puppets Pages 131–135	Flashcards Okay Pages 137–152



Dear Teacher,  
Welcome to *Okay!* Cycle 1.

You will find that *Okay!* is teacher- and student-friendly, attractive and achievable. Tasks are simple, yet challenging enough to provide students with a sense of achievement and help them start learning and enjoying English.

At these early stages, emphasis is given to receptive skills, with guided oral and written production. The program's expected outcomes have been carefully taken into consideration, making sure they are achieved. *Self-evaluations* on every page help the teacher and students know whether these outcomes have been achieved. *Social Practices* of the language are dealt with in a natural and contextualized way, according to students' age and interests: games, conversations and songs. Social Practices are the core of *Okay!* Products that help students consolidate language and develop social and communicative competence. In each page there is a space for students to write the date. We consider this simple procedure a natural and communicative use of the language. Please remember to elicit the date and encourage students to write it in the corresponding space.

Every lesson includes three pedagogical stages:

**Start!** – language is introduced through oral and / or reading contexts.

**Concentrate!** – language is analyzed and worked with, along with writing skills development.

**Okay!** – social practices of the language are developed and language is consolidated through light-hearted and fun tasks, related to the unit products.

You will find notes with instructions to work with the corresponding Big Book pages and the signaled steps of the *product* for each unit. Please feel free to implement work on both Big Book and product according to your teaching situation and students' needs.

In every unit in the Big Books you will find an icon mentioning a *value*. You'll find reminders about this value in the corresponding notes in the TB.

The teacher's guidance is of the utmost importance at this level, so lesson plans are included in the Teacher's Edition in *Okay!* with clear instructions to work with the different components and tasks, including suggestions for further language work where appropriate. We also included a two-page section with activities that help teachers work with the opening and closing stages of their lessons. Every lesson is designed for three class activities: the Activity Book, the Big Book and one of the steps of the final product.

We encourage students to:

- Recognize the existence of other cultures and languages.
- Acquire motivation to learn the English language and a positive attitude towards this.
- Establish elementary links between the information received in various situations of learning of the foreign language.
- Employ basic communication skills, especially receptive.
- Participate in the exploration of texts of different types, especially of imaginative character.
- Use some linguistic and non-linguistic resources to provide information about themselves and their environment in routine situations.

Environments are carefully dealt with and easily recognizable: Familiar and Communitarian, Literary and Ludic, and Formative and Academic.

Photocopiable *assessments* per unit are available in the Teacher's Edition. They can be used at the end of every unit to assess formal learning.

*Okay!* and the author wish you a satisfying and enjoyable school year.

Leticia Fernández

*Okay!* seeks to introduce students to English by engaging them in fun and well-planned and challenging, yet success-oriented activities which set a solid basis with which to buildup learning and engage in active social practices.

*Okay!* stimulates students with a variety of activities that encourage them to learn English as they socialize and learn how to express themselves within three different learning environments: *familiar and communitarian, literary and ludic and formative and academic*. Therefore, *Okay!* engages students in social practices of English, reflection about culture, language and relation of these with their own life experiences.

*Okay!* follows the main precepts in three very important approaches:

- 1. Task-based** – where students learn from identifying to solving daily life tasks using what they learn in the classroom and transferring it into their familiar surroundings.
- 2. Constructivist** – students enjoy seeing how they develop competence in the language as activities increase in difficulty without losing the achievable characteristic allowing them to apply their knowledge of the language and correlate it to other curricular areas.
- 3. Communicative** – being that the social practices of the language is the main aim of *Okay!*, students will start developing communicative competence as they work on different tasks that will engage them and lead them into sharing points of view and exchanging communication.

To accomplish the above, *Okay!* provides students with many opportunities to use each skill to work on:

a) **Learning to do things with and through the language:** which results in concrete interactive situations where oral and written communication is the outcome. The activities in this type of learning are content-based and aimed at teaching what a native speaker of English or any other language "knows to do" to successfully use the language in different social practices. Some tasks that belong to this category are the daily routines that teachers can use to start and end a lesson, as well as the communicative activities that foster collaborative work and build up self-esteem.

b) **Use and reflect on the language:** where students work on recognizing, identifying and analyzing the formal aspects of the language. They start developing communicative competence while they work in each of the three learning environments mentioned above through specific activities that allow students to build accuracy and fluency.

c) **Learning to achieve things through the language:** students share their knowledge and experiences in the foreign language as they socialize and work on the different products aimed at solving tasks in and out of the classroom. The activities found in this category of learning foster collaborative work and communication and are considered "permanent" activities, since they appear throughout the program and help interweave knowledge from different areas in the curriculum building, and, at the same time, developing life skills in students.

## Important Note!

There is a Specific Competence for Continuous Formative Assessment on every page in the Activity Book. Go through it with students when they finish working on a page. Have them draw a tick (✓) if they or you think they can do what is stated. If most of your students or you think they didn't achieve the outcome, prepare some remedial work or revisit the lesson.

TPR (Total Physical Response - Asher, 1965) is a technique we use combining the coordination of language and physical movement. In TPR, instructors give commands to students in the target language, and students respond with whole-body actions. This technique helps learners understand the language in a more significative way.

The number of hours devoted to each unit should depend on the specific teaching situation. Our suggestion is one lesson per week, one unit every month of the school calendar.

## Activity Book

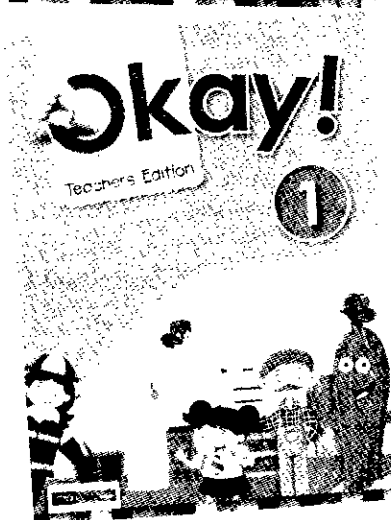
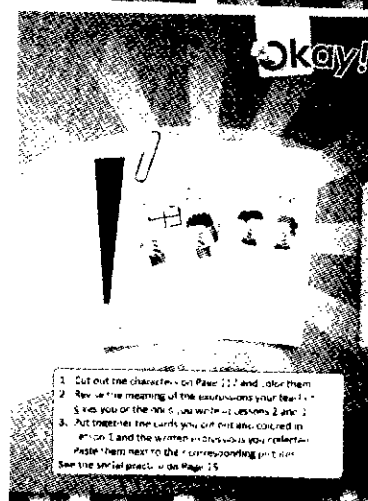
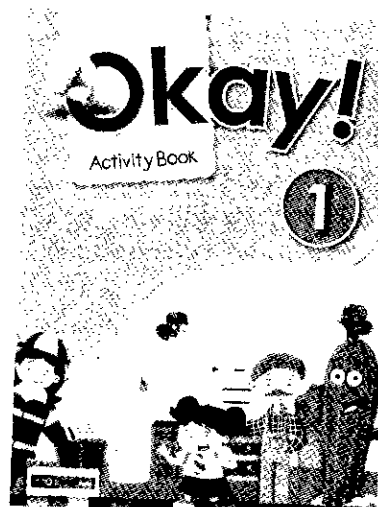
Every unit includes:

- A unit opener.
- Three lessons per week: two in the Activity Book, Big Book and Product Steps explained in the Teacher's Edition.
- Social practices, tasks, Round-Up, final product pictures, and formative evaluations in every page in the Activity Book.
- Puppets and pictures of the products with steps that can be cut out.
- Pages of the products to be cut out and saved in students' portfolios. They include pictures of the steps and a main verb to consolidate vocabulary.

## Teacher's Edition

- *Teacher-friendly*, providing the necessary teaching plans to facilitate your daily lessons, while you guide and encourage students.
- *Step-by-step lesson plans* with clear instructions and teaching tips.
- *A miniature of the corresponding Activity Book page* with overwritten answers.
- *A Front Matter*, including a brief description of the components and methodology offered in the book.
- *A Resource File on Opening and Closing* activities to facilitate these stages.
- *A Unit Opener* explanation on how to work with the beginning of every unit.
- Summative *Evaluations*, one per unit. They can be found, along with their Answer Keys, at the end of the Teacher's Edition.
- *Scripts & Photocopiable materials*.

The book includes continuous and frequent evaluation of progress and learning. Evaluations and sub-products are signaled with icons for both teacher and students to become aware of the evaluation and learning processes and to know where these aspects are worked with. Notes are provided for the teacher to remember when and what to evaluate. We suggest you use the photocopiable evaluation rubrics on Page 12. Some activities are marked as sub-products when they can be used either for the product or as model / practice for its making.



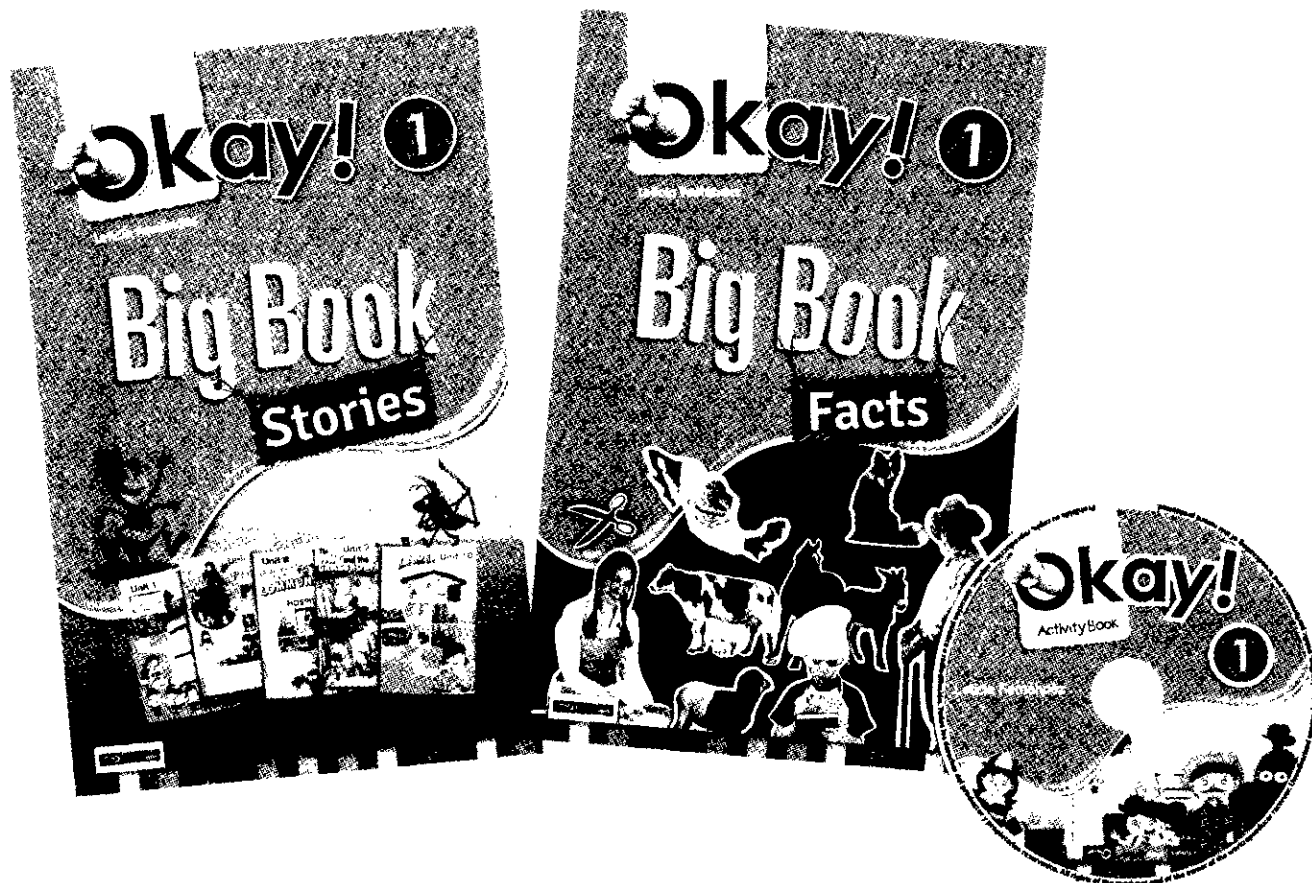


## Big Books:

- Directly related to each unit in the Activity book as it exposes students to varied, meaningful, contextualized, and language-rich oral and written input, providing opportunities for developing memory, reading, listening and speaking skills as students listen and read aloud to practice intonation, pronunciation, and word-stress.
- *Stories*: Provide popular and original narrative texts. Five different fictional texts, where students will expand vocabulary and structures.
- *Facts*: Five units offering informative texts regarding the topics included in the Activity Book and the program, which help students differentiate fact from fiction.
- The Big Books include attractive illustrations and photos with relevant vocabulary.
- Work on the Big Books is suggested in every lesson. Nevertheless, use it anytime throughout the year in accordance with your teaching situation and the students' needs.
- All the stories and facts are recorded to help develop listening skills and expose students to native speaker intonation and stress.
- In every cover you will find a *value* that is related to the contents of the unit. Please discuss the values with students. There is a reminder for you in the notes when you start a Big Book unit.

## Hybrid CD

- A hybrid CD is included for the teacher, with all the listening tasks, chants, songs and flashcards.



## Opening / Closing activities

These are some activities you can use for opening and / or closing your English lessons. Some activities are generic and can be adapted and used to practice different vocabulary words and grammatical structures. We hope you find them useful and ... enjoy your teaching!

1

Divide the class into four groups. A student from each group comes to the front. Distribute among these students a pencil, an eraser, a book, and a pen. Say each word several times to the group as you point to the objects. Students return to their teams with the object you gave them. Say: *pencil*. The team that is assigned the pencil stands up while the student who has it shows it to the group. Repeat this procedure with the four objects. Teams exchange objects. Repeat the procedure.

2

Students put the following objects on their desk: a pencil, an eraser, a book, and a pen. Form pairs. Student A gives an object to Student B and says what it is: *This is a (red) pencil*. Students take turns.

3

Divide the board into two halves. On each side draw a pencil, an eraser, a book, a pen, a red circle, a blue circle, a green circle, and a yellow circle. Say *pencil* while you point to the pencil. Students repeat chorally and individually. Repeat the procedure with the other objects and the colors. You can point to a circle and then to an object for students to say, e.g.: *red eraser*. Form two teams. A student from each team comes to the front, facing the group. Say *pen*. Students turn around quickly and circle the pen. The first student to do so earns a point for his / her team. Follow this procedure with different students and for all the vocabulary.

4

Form pairs. Students take turns saying what color their school items are while they show them: *It's (blue)*. If your students are strong enough, they can say the object too: *It's (a blue pen)*.

5

Students draw and color three objects. E.g.: a blue book, a red pen and an orange eraser. They exchange notebooks and write (or say) the name of the object and its color: *This is a (book)*. *It's (blue)*.

6

Write the alphabet on the board. Say each letter aloud several times. Students repeat chorally and individually. Form three teams. A student from each team comes to the front. Say a letter. The first student to write the correct letter earns a point for his / her team.

7

Form pairs. Student A says a word. Student B spells the word.

8

You need a soft ball or a paper ball. Say, '*One!*' and throw the ball to a student; the student says the next number: '*Two!*' This student throws the ball to another for him / her to say the next number, and so on. Continue the activity until all the numbers students know have been said.

9

Form pairs. Students report the contents of their school bags: one book, two pencils. You can also ask them to say the color: *one red book, two yellow pencils*.

10

Students form a circle. In the center of the circle, on the floor, put different objects, some of the same color. For example, two red pens, three blue books, one yellow pen, etc. Say to a student: *red pen*. The student counts the red pens and says how many there are. Repeat with different students and objects.

11

Put the following objects in a non-transparent bag (without students knowing what there is in it): a book, two pens, three erasers, and four pencils. Ask: *How many books?* Continue asking about the different objects. Students try to guess how many of each there are in the bag. When the game is over, take out the objects and count them to see who guessed correctly.

12

Write the numbers one to four on the board. Students read them aloud. Point to different numbers at random for students to say them. Say a number. Students clap their hands the number of times the number indicates. If you say *two*, students clap twice.

13

Spell the words *book, pencil, pen, eraser*. For example: b-o-o-k. Students write the words in their notebooks.

14

Draw yourself on the board. Next to it, draw a red pen and three green books. Write on the board:

*I have a \_\_\_\_\_ pen.*  
*These are my \_\_\_\_\_ green \_\_\_\_\_.*

A student comes to the board to complete the sentences. Change the objects and the sentences so that as many students as possible can participate.

15

Mime the following actions, while you say them out loud: *open your book, close your book*, and any other command you think appropriate. Give the commands. Students carry out the actions. Repeat the commands faster. Follow this procedure for as long as students are having fun.



**Social practices and development rubric**

	<i>Advanced (9–10)</i>	<i>Average (7–8)</i>	<i>Basic (6)</i>
Participates with enthusiasm in Social Practice activities.			
Supports, engages with and listens to peers.			
Plays an active role in tasks and games.			
Shows interest in the classroom activities.			
<b>TOTAL SCORE:</b>			

**Speaking rubric**

	<i>Advanced (9–10)</i>	<i>Average (7–8)</i>	<i>Basic (6)</i>
Uses vocabulary and structures learned in class to communicate.			
Uses the appropriate language and functions in accordance with the communicative purpose.			
Verbal and non-verbal communication are clear and effective.			
Pronunciation: understood by non-native speakers.			
Uses the appropriate register when engaged in communication.			
<b>TOTAL SCORE:</b>			

# Okay! 1

## Webography for students and teachers

<http://www.nurseryrhymes.com> (Retrieved November 3, 2017) Stories and rhymes for children

<http://www.nursery-rhymes.co> (Retrieved November 3, 2017) Stories and rhymes for children

<http://www.enchantedlearning.com/Rhymes.html> (Retrieved November 3, 2017) Educational activities and crafts

<http://www.agendaweb.org/songs/songs-for-children.html> (Retrieved November 3, 2017) Stories and songs for children

<http://www.rhymezone.com> (Retrieved November 3, 2017) Stories and rhymes for children

<http://www.leslietryon.com> (Retrieved November 3, 2017) Stories for children

<http://www.activityvillage.co.uk> (Retrieved November 3, 2017) Activities and educational resources for children

<http://www.eastoftheweb.com> (Retrieved November 3, 2017) Interactive short stories and word games

<http://www.enchantedlearning.com> (Retrieved November 3, 2017) Educational activities and crafts

<http://www.bygosh.com> (Retrieved November 3, 2017) Classical stories

<http://www.apples4theteacher.com> (Retrieved November 3, 2017) Teaching resources

<http://www.defenders.org/gray-wolf/basic-facts> (Retrieved November 3, 2017) Facts about wild animals

<http://www.rhymes.org.uk> (Retrieved November 3, 2017) Lyrics, origins and history of rhymes

<http://www.songsforteaching.com/folk> (Retrieved November 3, 2017) Songs for children

<http://www.biodiversitya-z.org/areas/26> (Retrieved November 3, 2017) Biodiversity facts

[http://www.questconnect.org/mexico\\_flora.htm](http://www.questconnect.org/mexico_flora.htm) (Retrieved November 3, 2017) Projects for children

[http://www.bigeyedowl.co.uk/show\\_songs.php?t=1](http://www.bigeyedowl.co.uk/show_songs.php?t=1) (Retrieved November 3, 2017) Songs, rhymes, and resources for children

<http://www.anglomaniacy.pl/occupationsTopic.htm> (Retrieved November 3, 2017) Interactive site to practice occupations

# Okay! 1

## Bibliography for teachers (used and recommended)

Dafouz, Emma and Guerrini, Michele C., Compilers, (2009). CLIL Across Educational Levels, Spain: Richmond Publishing, (Richmond Handbooks for Teachers).

Guzmán, Víctor and Arteaga, Alfonso, (2010). Emblema, First edition, Mexico: Progreso Editorial (Coleccion Rehilete).

House, Susan, (1997). An Introduction to Teaching English to Children, Spain: Richmond Publishing (Richmond Handbooks for Teachers).

Moon, Jayne, (2000). Children Learning English, China: Macmillan Publishers (The Teacher Development Series).

Nicholson-Nelson, Krysten, (1998). Developing Students' Multiple Intelligences, New York: Scholastic Professional Books.

Richards, Jack C., (1994). Educating Second Language Children, USA: Cambridge University Press (Cambridge Language Education Series).

Underhill, Adrian, Sound Foundations, Learning and teaching pronunciation, 2005, Macmillan Education, Oxford, UK.

Willis, Jane, Teaching English through English, 1993, Longman Group Ltd, Harlow, UK

**In the following unit, you will work with and through the following:**

<b>Social Learning Environment</b>	<i>Familiar and Communitarian</i>
<b>Communicative Activity</b>	<i>Exchanges associated to specific purposes</i>
<b>Social Practice of the Language</b>	<i>Understand and respond to greeting, courtesy and farewell expressions.</i>

**To obtain and produce the following results:**

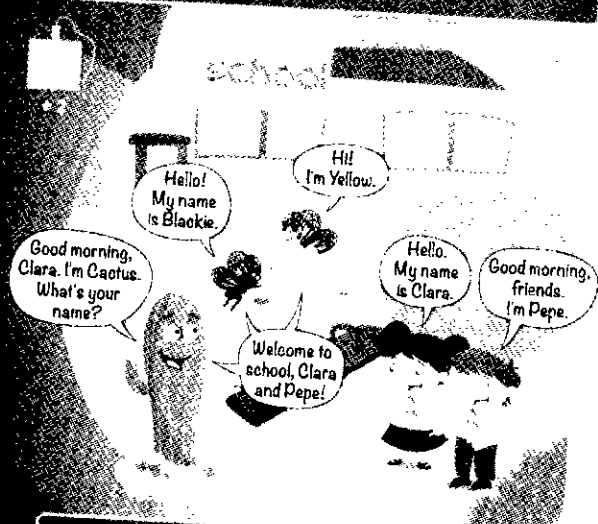
<b>Product</b>	<i>Illustrated courtesy expressions</i>
<b>Specific Competences</b>	<ul style="list-style-type: none"> <li>• <i>Explores greeting, courtesy and farewell expressions.</i></li> <li>• <i>Recognizes the meaning of words used in greeting, farewell and courtesy expressions.</i></li> <li>• <i>Responds to greeting, farewell and courtesy expressions.</i></li> <li>• <i>Distinguishes written expressions.</i></li> </ul>



# Unit 1

## Hello, friends!

Communicative activity: Exchanges associated to specific purposes



Social practice: Understand and respond to greeting, courtesy and farewell expressions.

Okay!

1. Cut out the characters on Page 117 and color them.
  2. Revise the meaning of the expressions your teacher gives you or the ones you write in Lessons 2 and 3.
  3. Put together the cards you cut out and colored in Lesson 1 and the written expressions you collected. Paste them next to their corresponding pictures.
- See the social practice on Page 15.

## UNIT OPENER

### a. Introducing the topic

Write on the board or hang up a sign: **Welcome to English class!** Greet students and introduce yourself: *Good morning, children. I'm Miss / Mr. ... Welcome to English class! Say Hi, Hello and Good morning to individual students and encourage them to answer with the same expression.*

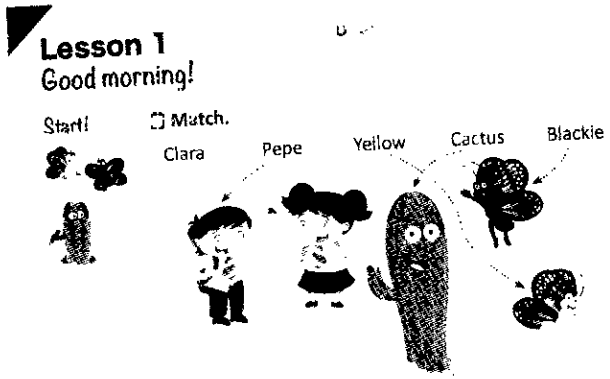
Have students open their books to Page 6 and describe the Unit Opener illustrations. Introduce the characters as you point to them: *"This is Blackie, this is Yellow and this is Cactus. He is Pepe and she is Clara"* You can have students make their finger puppets (Page 119) at this moment and use them to greet each other.

### b. Working with the product

Look, listen and point. 02

Play the recording and mime the characters' greetings. Say their names for students to relate names and characters. Play it again, inviting volunteers to point to the character that is speaking. Play the recording again, pausing and encouraging students to repeat and mime. You may want students to role-play the conversation.

*\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.*



Concentrate! Listen and mark.

02

Hello!  
Hi! I'm Yellow.  
Good morning, Clara. I'm Cactus.  
Welcome to school, Clara and Pepe!

Okay!

Greet your classmates.

A: Good morning, Raul!  
B: Good morning, Claudia!

03

I can identify and explore the writing of greetings.

**Lesson 1**  
**Good morning!**

**Match.**

Elicit and ask students to write down the date. Present and practice expressions to clarify meaning, such as: *What does ... mean? How do you spell ...? I don't understand. What did you say? How do you say...?* Encourage students to use them often. Show students the characters and elicit their names. Demonstrate what they have to do by matching the first name to the appropriate character. Elicit the second name to check if students can read it. If they can't, read it yourself for them to match. Continue the procedure until the first activity is finished. Check.

**Listen and mark.** 02

Play the recording for students to repeat and revise the expressions. Make sure they know what to do. Play the recording again and pause after each of the expressions for students to mark the greeting / courtesy expression. Monitor to check students marked all the expressions. Mime the meaning of Welcome! Revise non-verbal language: say a greeting and have students respond to it with gestures. Invite volunteers to play the teacher's role and say a greeting for the rest of the class to do the gestures.

**Greet your classmates.**

Students stand up and walk around the room, greeting their peers with different expressions. You can have shy students use their finger puppets to help them feel secure. Show students what to do and then invite them to use gestures to reinforce non-verbal language. Monitor and participate in the activity to encourage and motivate students.

**Big Book Stories Time! Pages 3-4** 03

Take a few minutes of the session to work in the Big Book. Have fun! Point to the characters on Page 3 and elicit their names. Say: *Look! Clara and Pepe are saying, 'Hi!'* Have students take a look at Page 4. Say: *This is the day when Cactus, Yellow and Blackie become friends.* Ask: *How do people become friends?* Guide students into saying that they use greetings, courtesy expressions and friendly gestures. Elicit what the Welcome sign is for and explain what it says. Ask whom the message is directed to. Play the recording. Point at the characters as they speak. Play the recording again. Invite volunteers to act out the conversation. Guide students into noticing language features, such as: we usually respond with the same greeting we receive; greetings are expressions of courtesy; greetings are usually accompanied by gestures; greetings help people become friends; remind students that we read from left to right and top to bottom.

**Okay! Values**  
Talk to students about the value of being courteous and polite. Discuss how greetings, farewell and courtesy expressions relate to this value.

Date .....

Step 1



Start!

Look and find.



Concentrate! Look again and match.



• Hello, Clara! Hello, Cactus!

• Hi, Cactus! Hi, Blackie!

• Good morning, Blackie!

Okay!

Greet your classmates. Act out the conversation.



A: Good morning!

B: Hello!

I can recognize the meaning of greetings.



**1. Look and find.**

Elicit and write the date on the board. Have students copy it into their Activity Books. Point to the different characters and ask students: *Who is this?* Once you revised all the characters, ask: *Where are they?* (in the street, arriving at school) Use gestures and mime to convey meaning. Ask students why they think people greet each other every day.

**2. Look again and match.**

Read the first greeting and elicit who is saying it. Guide students into identifying Blackie as the sender of this greeting – attract their attention to the fact that he is also waving. Ask whom he is greeting (Clara and Cactus). Encourage students to say how they know who the recipients of the greeting are (because Blackie says, "Hello, Clara! Hello, Cactus!" and Clara is waving, too). Follow this procedure with the other greetings.

**3. Greet your classmates. Act out the conversation.**

Form groups of three. Explain what students have to do. Give students time to practice before coming to the front to act out the conversations. Monitor while they work.

**Okay! Product 1 – Illustrated courtesy expressions – Step 1**

Form groups of five. The same students will remain working together to complete this product. Have them cut out the characters on Page 117 and color them. Monitor while they work and ask them questions, such as: *Who is this? What color is he / she?* to keep students focused and on task.

## Lesson 2

### How are you?

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

Start!



04

SP Look. Listen and match.

Good morning.  
I'm fine, thank you.

How are you?  
Hello.



Good morning,  
children.

Good morning,  
Miss Ximena!  
How are you?

I'm fine, thank  
you, Clara.

Hello, Miss  
Xime!

Concentrate! Mark, circle and say.



How are **you**? I'm fine, thank **you**!

Hello, Miss Xime!

Okay!

Talk to your classmates.



Unit 1  
03

10

A: How are you?

B: I'm fine, thank you.  
And you?

I can explore the writing of courtesy expressions.

I can respond to greetings and courtesy expressions.

## Lesson 2

### How are you?

1 SP Look. Listen and match. 4

Elicit and ask students to write down the date in their Activity Books. Greet students and ask: *How are you?* Present and elicit a proper answer. Ask: *Who are they?* while pointing at the picture. Students identify Clara, Pepe and Miss Ximena. Elicit what's going on (the teacher is greeting the students). Attract students' attention to the list of expressions and read them aloud to help students identify them in the listening text. Play the recording once. Play the recording again and pause after the teacher's greeting. Match it to Miss Ximena to demonstrate the activity. Students listen and match the rest of the remarks to the corresponding characters. Check. This activity helps prepare students to write the expressions in their product. They can practice copying the expressions in the box onto their notebook and use them for the product.

2 Mark, circle and say.

Say the expressions and convey the meaning with mimicry. Have students mark the words. Say the expressions and get choral and individual repetitions. Elicit the greetings and courtesy expressions. Ask students whether these expressions have equivalents in their language. Ask students to find similarities and differences in the expression in the lesson, for example, how they begin and end, short and long, etc. You may want to draw students' attention to the use of pronouns if you think your group is strong enough.

3 Talk to your classmates.

Model the expressions in the speech bubbles and demonstrate the activity with a student. Get students to mingle, talking to each other. Monitor and participate in the activity to encourage and motivate students.

Big Book Stories Time! Pages 5–6 3

Take a few minutes of the session to work in the Big Book. Have fun! Have students describe the picture on Page 5. Guide them with questions: *Who are they? Where are they? Are they happy?* Play the first part of the recording, up to "friends!" Elicit / explain that they want to make friends, so they go and greet the children. Play the rest of the recording while students look at the picture on Page 6. Guide students into saying that the children are friendly and respond to the greetings. Play the recording up to "Pepe" as many times as necessary for volunteers to act out the conversation.

### Okay Note for You!

Have different expressions from the lessons ready, written on pieces of paper. Students will paste the expressions onto the corresponding illustrations in the next step of the project.

Date \_\_\_\_\_

Step 2

Goodbye!



Start!



Listen to your teacher. Point to the correct picture.



Concentrate! Listen again. Mark.



Good morning.

Goodbye!

May I come in?

Hi!

Okay!



Say an expression from the lesson. Respond.

A: Goodbye!

B: Bye!

I can explore the writing of greetings.

I can respond to greetings and courtesy expressions.



### 1 Listen to your teacher. Point to the correct picture.

Elicit and write the date on the board. Have students copy it into their Activity Books. Read the expressions through to familiarize students with them. Read one greeting at a time for students to point to the character that says each greeting.

– Good morning, children. (Teacher)

– Hi, miss Xime! (Pepe)

– Goodbye! (Yellow)

– May I come in? (Clara)

This activity will help the teacher evaluate comprehension of expressions.

### 2 Listen again. Mark.

Revise numbers 1 to 4. When you are certain that students identified the correct people, say the greetings again for students to number the pictures in the order in which the greetings are said. With your help, they mark the words.

Attract students' attention to the beginning of the expressions with "good" and the capital letter in the pronoun "I."

Say "May I come in?" and mime the meaning. Take several students out for them to use it before entering the room.

Answer: "Yes, of course." With this activity the teacher can evaluate oral production and attitude towards participation.

### 3 Say an expression from the lesson. Respond.

Demonstrate the activity. Monitor and make sure students accept only the corresponding response to their expression.

### Okay! Product 1 – Illustrated courtesy expressions – Step 2

Get the groups together. Have students take out their colored cutouts. Distribute the pieces of paper with expressions or have students use the expressions they wrote in their notebooks during Lesson 2. Go through each expression on the papers with students and make sure they know the meaning of each.

# Lesson 3

## See you!

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

Start!

Look. Listen and sing.



05



Okay, children, time to go.  
Thank you, teacher, it was fun!  
You're welcome, children, sing along.  
See you tomorrow, off you go!

Concentrate!



**SP** Read and mark. Check (✓) the courtesy expressions and write F for the farewell expression.

Thank **you**.

✓

**You're** welcome.

✓

See **you** tomorrow!

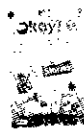
F

Okay!



**3** Use these expressions and practice with your classmate. Complete the illustrations.

Can I borrow your red pencil? Yes, here you are.



U-it 1

03



I can identify and use courtesy expressions.

I can explore the writing of courtesy expressions.

# Lesson 3

## See you!

**1** Look. Listen and sing. 05

Elicit and ask students to write down the date in their Activity Books. Encourage students to describe what is happening in the picture (children are ready to go home). Play the recording once and mime the actions for students. Play it again while they read along. Play it again for students to join in and mime.

**2** **SP** Read and mark. Check (✓) the courtesy expressions and write F for the farewell expression.

Read the first expression aloud for students. Ask: *Is this a farewell or a courtesy expression?* Have them notice the check next to the expression. Work with the other expressions. Elicit more greeting, farewell and courtesy expressions. Students can copy these expressions in the notebook and use them for the product.

**3** Use these expressions and practice with your classmate. Complete the illustrations.

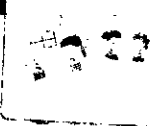
Present and practice the new expressions. Encourage students to practice the dialogue substituting *your red pencil* for other objects, e.g. *your scissors, your blue pencil, your pencil*, etc. Monitor and listen to the students.

**Big Book Stories Time! Pages 7–8** 03

Take a few minutes of the session to work in the Big Book. Have fun! Have students describe the picture on Page 7. Guide them with questions: *Who are they? Where are they? Are they friends now?* Play the recording, up to "beautiful!" Elicit / explain that they want to become good friends, so they use courtesy expressions. Ask students to identify the courtesy expressions. Play the rest of the recording while students look at the picture on Page 8. Play the recording as many times as necessary for volunteers to act out the conversation.

Date \_\_\_\_\_

Step 3



Start!



06

Listen, read and underline the greeting and farewell expressions.



Mom: Time to go to bed, Pepe. Good night!

Pepe: Good night, Mom. Thank you. Oh, good evening,

Dad: Hello, Pepe. Good night!

Pepe: Bye, Dad!



Concentrate! Read again. Write the greeting and farewell expressions. Ask your teacher for help.



Good night!    Good evening.    Bye!

Thank you.    Hello

Okay!



Say and respond to expressions from the lesson with a classmate. Say *bye* or *good night* to everybody when the class is over!

I can respond to courtesy expressions.

I can identify written expressions.



**16 Listen, read and underline the greeting and farewell expressions.** 06

Elicit and write the date on the board. Have students copy it into their Activity Books. Students describe the picture and say who and where the people are. Guide students into noticing it is dark outside – *Is it the morning or the night? Is Pepe going to school? Is he going to bed? What do you say when you go to bed?* Play the recording while students look at the picture. Explain the task. Play it again while students do it. Check. Explain: we say *Good evening* when we arrive, we say *Good night* or *Bye* when we leave.

**22 Read again. Write the greeting and farewell expressions. Ask your teacher for help.**

Students read and find the underlined expressions. They copy the farewell expressions into the box. Monitor while they work in case they have any questions and check their work.

**33 Say and respond to expressions from the lesson with a classmate. Say *bye* or *good night* to everybody when the class is over!**

Demonstrate the activity with a group. Remind students to use gestures while they speak. Monitor and praise while students are working. With this activity the teacher can assess comprehension of expressions and proper or logical answers. You can also evaluate oral production and attitude towards collaborative work.

**Okay! Product 1 – Illustrated courtesy expressions – Step 3**

Get the groups together and have them take out the cards and the written expressions. Students place the different expressions next to the corresponding pictures. Monitor and check that the greetings are correctly placed. Then, allow students to paste the greetings.

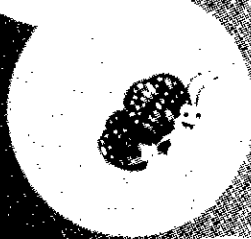
# Lesson 4 Round up!

Date \_\_\_\_\_

Look at the pictures and complete the expressions with words from the box.

Welcome to school

Hello \_\_\_\_\_!



Good night \_\_\_\_\_!



Hello \_\_\_\_\_.  
I'm Clara.



May I \_\_\_\_\_  
come in?



Good morning \_\_\_\_\_!



Hello.  
Hi!  
May I come in?  
Good night!  
Good morning!

## Lesson 4 Round up!

Look at the pictures and complete the expressions with words from the box.

Ask students to write down the date in their Activity Books. Ask students to look at the pictures and predict what the complete text should say. Draw students' attention to the box with expressions and explain that they can use them to complete. Do the first one with students and form pairs to complete the task. Check by inviting volunteers to show their books and say the complete expressions. You can evaluate students' participation in collaborative work and oral production. Monitor while students play, so you can detect any problems and revise / reinforce accordingly.



Date \_\_\_\_\_

## Illustrated courtesy expressions

**Social practice:** Understand and respond to everyday greetings, farewell and courtesy expressions.



Students do not have to be prepared or prepared yourselves to elaborate your product on page 10 and 12. Check your product. Remember the meaning of the expressions you wrote in Lessons 2 and 3. Remember also that you can use different expressions in all the previous lessons. Present your product to your classmates and teacher. Say and point to the greeting, farewell and courtesy expressions that you illustrated. Encourage your classmates to respond to the expressions you say.

### Okay! Product 1 – Illustrated courtesy expressions – Product Presentation

Get the groups together. Have students take out their colored cutouts. Distribute the cardboards with the expressions. Go through every expression on the pieces of paper with students and make sure they know the meaning of each. Have teams present their work and encourage the participation of the whole class. You can evaluate students' participation, collaborative work and cleanliness of the product. You can also assess writing conventions in case students wrote the expressions themselves. Assess also that the social practice of the language is met with the product.

### Okay! Note for you!

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

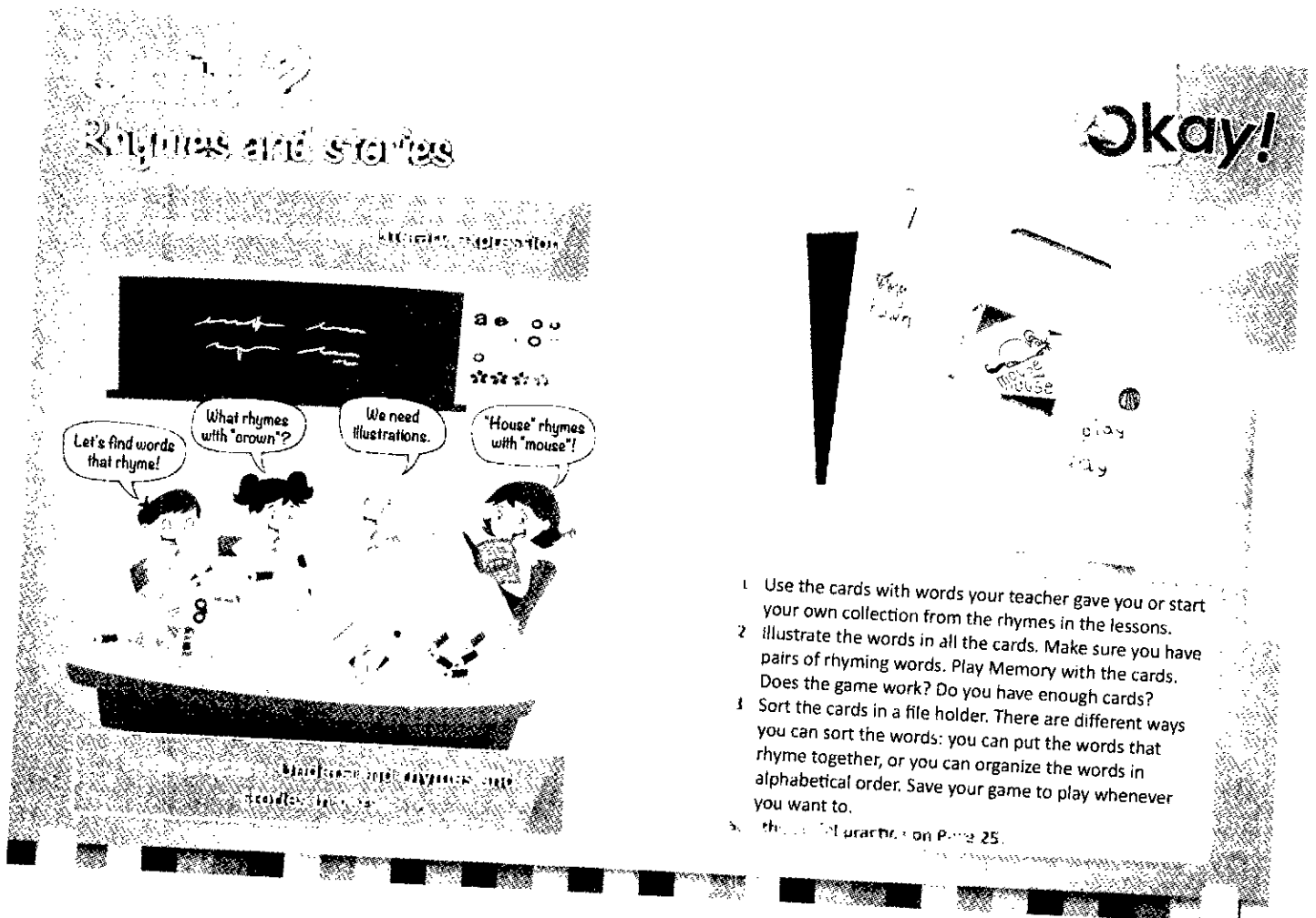
**Formal Assesment:** Now it would be a good time to give students test 1 Page 121.

**In the following unit, you will work with and through the following:**

<p><b>Social Learning Environment</b></p>	<p><i>Literary and Ludic</i></p>
<p><b>Communicative Activity</b></p>	<p><i>Literary Expression</i></p>
<p><b>Social Practice of the Language</b></p>	<p><i>Understand rhymes and stories in verse.</i></p>

**To obtain and produce the following results:**

<p><b>Product</b></p>	<p><i>Illustrated words that rhyme</i></p>
<p><b>Specific Competences</b></p>	<ul style="list-style-type: none"> <li>• <i>Explores rhymes and stories in verse.</i></li> <li>• <i>Listens to the reading of rhymes and stories in verse.</i></li> <li>• <i>Explores pronunciation.</i></li> <li>• <i>Explores the writing of rhymes and stories in verse.</i></li> </ul>



- 1 Use the cards with words your teacher gave you or start your own collection from the rhymes in the lessons.
- 2 Illustrate the words in all the cards. Make sure you have pairs of rhyming words. Play Memory with the cards. Does the game work? Do you have enough cards?
- 3 Sort the cards in a file holder. There are different ways you can sort the words: you can put the words that rhyme together, or you can organize the words in alphabetical order. Save your game to play whenever you want to.

## UNIT OPENER

### a. Introducing the topic

Greet students as usual, using different expressions and eliciting appropriate answers. Write on the board: *mouse – house; rain – again; crown – down*. Present or elicit the meanings, but focus on the sounds. Read each pair of words aloud and ask students if they notice anything. Guide them into discovering that the pairs rhyme. Elicit words that rhyme, even in students' mother tongue. This with the objective of raising awareness of rhyme.

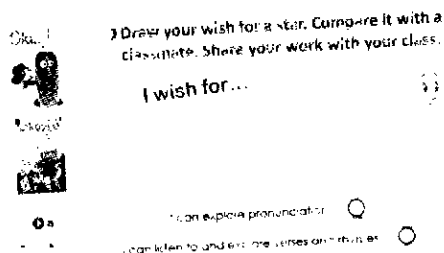
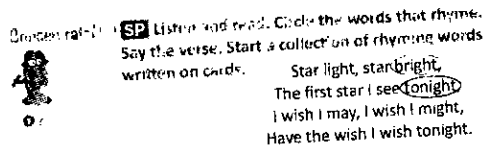
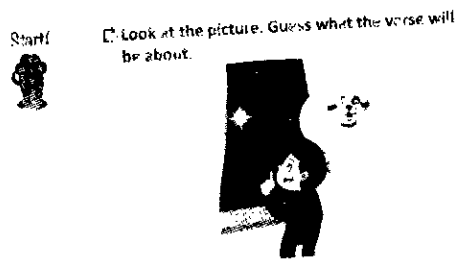
### b. Working with the product

**Look, listen to your teacher and point.**

Ask students to identify the characters and describe the illustration. Ask: *What are the children making?* Point to the bubble that says *What word rhymes with crown?* Have students look at the product on Page 17 for help. Tell students that they are going to learn about words that rhyme.

**\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.**

## Lesson 5



## Lesson 5

### They rhyme!

#### 1 Look at the picture. Say what the verse will be about.

Elicit and ask students to write down the date in their Activity Books. Remind your students of expressions to clarify meaning, such as: *What does ... mean? How do you spell...? I don't understand. What did you say? How do you say...? Can you say that again, please?* Have them look at the picture. Ask: *What is the verse about?* Guide students if necessary into predicting the content, by saying *stars, night, wish*, etc. — rephrase in English if students use their mother tongue. Ask students if they look at the sky at night. *What can you see? Do you make a wish when you see a star? What do you wish for? What does the boy want?* (He wants a puppy.)

#### 2 SP Listen and read. Circle the words that rhyme. Say the verse. Start a collection of rhyming words written on cards. 7

Play the recording for students to listen and look at the picture. Have students tell you how we read and write (left to right and top to bottom). Say: *Listen and raise your hand when you recognize a rhyme*. Play the recording again for students to read along. Play the verse again, pausing after each line for students to repeat. Then, have students say the complete verse along with the audio. Have students circle the words that rhyme: *bright, tonight, might, tonight*. Have them say the words a few times. Guide students into discovering and telling you why the words rhyme (they have the same ending sound). Check. Ask students to start a collection of rhyming words in cards to use with their product (illustrated words that rhyme).

#### 3 Draw your wish for the star. Compare it with a classmate. Share your work with your class.


Attract students' attention to the boy's wish (a puppy). Ask several students what they would wish for. Explain the task. Monitor and provide the English word for their wish. Model and practice the expression *I wish for...* Invite pairs to share their drawing with a classmate using the expression. Have volunteers show their drawings and share their wish with the class.


#### Big Book Facts Time! Pages 3–5 8


Take a few minutes of the session to work in the Big Book. Have fun! Have students take a look at Page 3. Ask what this part of the BB will be about (words). Turn to Page 4. Ask, while you mime to convey meaning: *Is Johnny happy? Why not? Is it raining? Can he play outside?* Play the recording. Play it again, pausing for students to repeat. Say the verse slowly and invite volunteers to point to the words that rhyme. Play it one more time for students to join in. Students say why they think Johnny wants the rain to go away (prediction). Go to Page 5. Ask while you mime: *Is Johnny happy? Why? Is it raining now? Is he playing?* Play the recording. Students identify the rhyming words and say them. Play the complete verse for students to join in. Ask students who and what this verse is for (suggested answer: it's to entertain children while it's raining and they can't play outdoors).

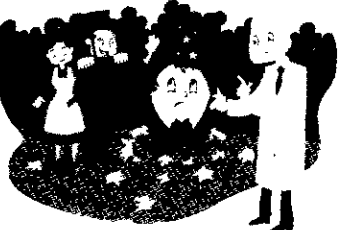
#### Okay Note for You!


Select all the words that rhyme from the lessons and the BBF. Write each word on a card or a piece of construction paper. Leave enough space on the card for students to illustrate the word. Prepare a set of words for each group in the class. You can ask students to start their own collection of words written on cards, with enough space for an illustration.


Start!  Listen and follow.


 Humpty Dumpty sat on a wall;

 Humpty Dumpty had a great fall.

 Threescore men and threescore more,

 Can't place Humpty Dumpty as he was before.

Concentrate!  Mark the words that rhyme. Read them aloud.

Okay!  Listen to the verse. Clap when you recognize words that rhyme.

I can explore the writing of rhymes in verse.


I can explore pronunciation.

**1 Listen and follow.** 

Elicit and write the date on the board. Have students copy it into their Activity Books. Encourage students to tell the story with the help of the visuals, from left to right and then down, from left to right again. Play the recording while they look at and follow the illustrations with their fingers. Ask: *What's the story about? What's the egg's name? What happened to him? Is he okay? Why?* **Note:** "Threescore" means sixty in literary terms.

**2 Mark the words that rhyme. Read them aloud.** 

Have students read the story and mark the word endings. Guide them into discovering that those words rhyme and why they rhyme. Remind them that words that rhyme have the same pronunciation at the end, and very often the same spelling. You can evaluate rhyming words recognition and meaning of vocabulary, given that the social practice is "understand rhymes and stories in verse."

**3 Listen to the verse. Clap when you recognize words that rhyme.** 

Play the recording again for students to chant along. Demonstrate the activity before students do it. Get them to stand up. Say the chant with them and ask them to clap their hands when they recognize words that rhyme. Clap your hands, too.

**Okay! Product 2 – Illustrated words that rhyme – Step 1**

Form groups of five. The same students will remain working together to complete this product. Explain that they are going to illustrate the cards you brought (see Okay Note for You! Page 28). Distribute the cards. You can also encourage students to start a collection of rhyming words, as mentioned in Activity 2, Page 18, to use them instead. Monitor while students work and make sure each word is correctly illustrated. Ask questions to keep students focused and motivated: *What is this? Which word rhymes with this one?*

# Lesson 6

Start! Listen to your teacher and point.



**SP** Look at the pictures and mark. Listen and say. Copy words for your collection.

Down came the rain and washed the spider **out**  
 Out came the sun and dried up all the **rain**  
 Now Itsy Bitsy spider went up the spout **again!**

Say a word from the end of a line. Your classmate says and spells the rhyming word.

A: out B: spout / s-p-o-u-t

I can explore pronunciation.

## Lesson 6 Say the word

**10** Listen to your teacher and point.

Elicit and ask students to write down the date in their Activity Books. Point to the pictures and elicit the words. If students recognize the pictures and say the words in their native language, provide the word in English. Say the words. Students listen and point. You may want to play Track 10 to revise the alphabet. Encourage students to sing along if you think they will enjoy it. Ask some students to tell you their name(s). Write their names on the board. Have each student spell his / her own name.

**11** **SP** Look at the pictures and mark. Listen and say. Copy words for your collection.

Present and write these words: *spider, rain, sun, up, down, out*. Ask students what the title of the verse is. Guide students into noticing that the title is different and at the top of the text. Have students mark the words. Play the recording for students to read along. Play the recording again. Guide students into identifying and marking or circling the words that rhyme. Play the recording again for students to join in, while miming the actions. Encourage students to copy the rhyming words and add them to their collection for the product.

**12** Say a word from the end of a line. Your classmate says and spells the rhyming word.

Form pairs. Write the word *spout* on the board. Say, for example, *out*. Encourage students to notice the rhyme. Go through the example with students and have pairs rehearse the example a few times first. Monitor while students play and provide the necessary help.

**8** Big Book Facts Time! Pages 6–7

Take a few minutes of the session to work in the Big Book. Have students turn to Page 6. Ask: *What is the title of this story? What is happening?* (The farmer wants the sheep's wool) Play this part of the recording. Ask: *Does the sheep have wool?* Now have them take a look at Page 7. Ask: *How many bags of wool can you see? How many people are in the sheep's answer? What about the other bag?* (Prediction) Focus students' attention on the intonation patterns. Play the recording from the beginning up to "Dame." Elicit words that rhyme (wool / full). Ask: *Do these words have the same ending?* Ask volunteers to spell the words and guide them into noticing the different spelling, but similar sound.

### Okay! Values

Talk to students about *Compassion*. When you finish reading the poem, discuss how compassion is showed. Elicit how students can show compassion.

Start!



Listen and match the words that rhyme.



house



down



fall



ran

man

wall

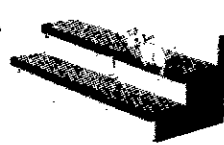
mouse

crown

play  
day



Concentrate! SP Mark the words that rhyme. Say them aloud. Add them to your collection.



A queen **mouse**  
Lives in the **house**.  
"Can I come **down**?"  
Off went her **crown**!



She sat on a **wall**  
Be careful! Don't **fall**!  
She fell on a **man**  
And far, far he **ran**!

Okay!



Forms groups. Act out and say the verse for the class.

I can explore pronunciation.

I can understand rhymes

1 Listen and match the words that rhyme. 12

Elicit and write the date on the board. Have students copy it into their Activity Books. Explore the words and illustrations with students. Help them notice that every word has a rhyming partner. Show students the line that connects the example. Read the next word and let students try to find the rhyming word by themselves. If they can't, read the word again and the others word by word until they identify the one that rhymes. Follow this procedure with the rest of the words if necessary. Play the recording for students to check their work. Check and ask students to say the pairs of rhyming words a few times. Ask: *Do these words rhyme?* Say a pair of rhyming words, e.g., *fall / wall*. Ask students why they rhyme (the ending sound is the same). Say a pair of words that do not rhyme, e.g., *house / ran*. Ask students why they don't (they do not have similar endings). You can evaluate identification of rhyming words and understanding of vocabulary.

2 SP Mark the words that rhyme. Say the words aloud.

Read the verse aloud with students. Have them mark the words they just worked with. Have students add these words to their collection for the product.

3 Forms groups. Act out and say the verse for the class.

Give students time to rehearse the verse before they say and act it out. Take a vote for the best troupe!

Okay Note for You!

For the next step of the product, each group needs to bring a holder for their cards. Give the students suggestions or show them a model.

Okay! Product 2 – Illustrated words that rhyme – Step 2





Get the groups together. Check that the holders teams brought are appropriate for the purpose of keeping their cards. Give them enough time to decorate it. Check that all the cards with words have been illustrated correctly. Play. Place the cards face down. In turns, students flip over two of the cards. If the words rhyme, the student keeps the pair and takes another turn. When the words do not rhyme, the student puts the cards back face down and it is another person's turn. Have teams put away their cards.

# Lesson 7

Start!



Listen to your teacher. Read along.

The lion and the unicorn were fighting  
for the crown   
The lion  beat the unicorn all around the town.  
Some gave them white bread,  
and some gave them brown   
Some gave them plum  cake and chased  
them out of town.

Concentrate!



Read the verse again and copy the words that rhyme in the box.

crown  
town  
brown



Okay!



Put music to the verse. Rehearse it and present it to your class. Ask your teacher for help.

I can understand stories in verse.

I can explore the reading and writing of stories in verse.

## Lesson 7 Rhymes are fun!

1 Listen to your teacher. Read along.

Elicit and ask students to write down the date in their Activity Books. Read the verse aloud for students to follow. Make sure they understand the meanings of the words with the help of the pictures. Read aloud again for students to join in. Ask: *Why isn't there a picture of the unicorn? Are they real?*

2 Read the verse again and write the words that rhyme in the box.

Have students read the verse aloud to identify the rhyming words. Ask them to copy the rhyming words into the box. Invite a volunteer to write them on the board. Get choral and individual repetitions of these words. The objective is for students to identify words that rhyme and discriminate the ones that do not rhyme.

3 Put music to the verse. Rehearse it and present it your class. Ask your teacher for help.

Ask students to use music of their choice for the verse. It can be a chant, a march, melody, rap, etc., as long as it has a rhythm. Groups present their work to the class. You can organize a contest among different groups at school.

## Big Book Facts Time! Page 8 8

Take a few minutes of the session to work in the Big Book. Tell students to turn to Page 8. Ask: *Is the farmer happy? Is he going to get the three bags of wool?* Accept predictions. Play this part of the recording to check their ideas. Ask: *Who is the other bag for? Is the sheep nice?* Discuss again the value of compassion. The sheep thought about the poor boy and gave him the wool.





Start!



13

**SP** Listen, read and look. Add rhyming words to your collection.



The wheels on the bus go round and round,  
round and round, round and round.  
The wheels on the bus go round and round,  
all through the town!

The wipers on the bus go swish, swish, swish, swish,  
swish, swish, swish, swish, swish.

The wipers on the bus go swish, swish, swish,  
all through the town!



The people on the bus go chat, chat, chat, chat,  
chat, chat, chat, chat, chat.  
The people on the bus go chat, chat, chat,  
all through the town!

The horn on the bus goes beep, beep, beep, beep,  
beep, beep, beep, beep, beep.

The horn on the bus goes beep, beep, beep,  
all through the town!



Concentrate!



**Form 4 teams. Each team reads one paragraph aloud. Check your pronunciation with your teacher.**

Okay!



13

**Listen, sing and do. Have fun!**

I can listen to rhymes.

I can explore pronunciation.

**SP** Listen, read and look. Add rhyming words to your collection. **13**

Elicit and write the date on the board. Have students copy it into their Activity Books. Show students the illustrations. Ask what the song is about. Play the recording while students look at the pictures. Play it again while they follow the lyrics with their finger. Make the sounds, mime the actions and encourage students to do the same. Ask students to add words to their collection for the product, making sure they are not already used.

**Form 4 teams. Each team reads one paragraph aloud. Check your pronunciation with your teacher.**

Form groups. Distribute the paragraphs among them. You may want to play Track 13 again to remind students of the pronunciation of the words. You can take this opportunity to evaluate oral production and attitude towards collaborative work.

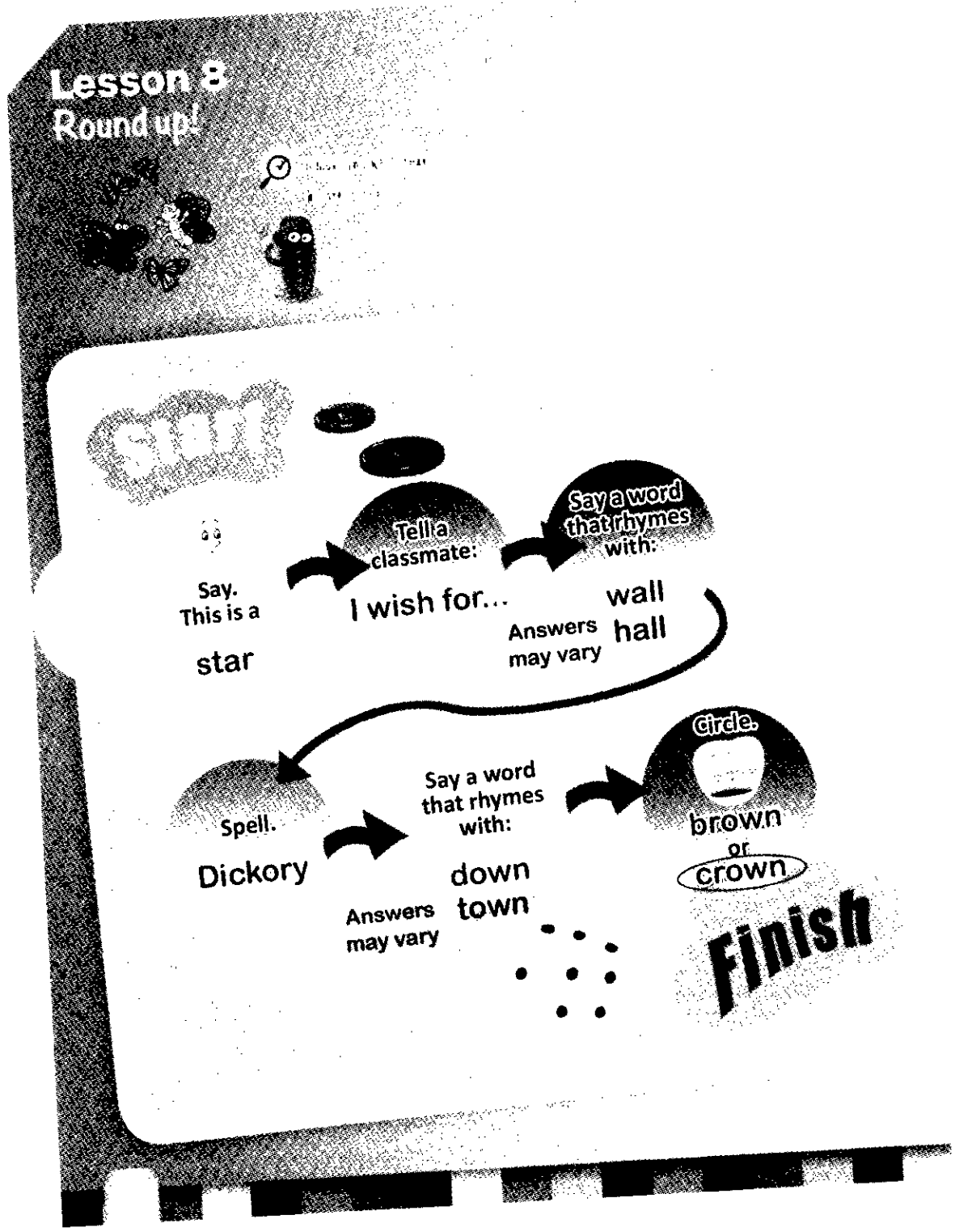
**Listen, sing and do. Have fun! 13**

Play the song. Students sing along, do the movements and make the noises that correspond in each paragraph.

**Okay! Product 2 – Illustrated words that rhyme – Step 3**

Get the groups together. Have students sort the cards in their file holder. There are different ways students can sort the words: they can put together the words that rhyme, or they can organize the words in alphabetical order. If you decide on alphabetical order, you may want to revise the alphabet before students order the words.

# Lesson 8 Round up!



## Lesson 8 Round up!

Listen to your teacher's instructions. Play and have fun!

Ask students to write down the date in their Activity Books. Form groups of four. Groups will need a dice and four counters. Have students place their counters on the word *Start*. Ask them to take turns throwing the dice and moving their counter according to the number shown on the dice and in the direction of the arrows. Encourage students to follow the instructions, name the objects, complete the word or sentence, etc. If the student cannot fulfill the task, he / she goes back to where they were on the board. The student who lands on *Finish* first is the winner. Monitor while students play, so you can detect any problem and revise / reinforce accordingly.

🔍 *Illustrated words that rhyme*

Social practice: Understand rhymes and stories in verse.



🔍 **Okay! Product 2 – Illustrated words that rhyme – Product Presentation**

Elicit and write the date on the board. Students copy it into their Activity Books. Have groups get together for this final step of the product. Ask them to take out their holder with the cards. Go over the words on the cards. Play. Say a word from the lesson. Students look in their card holders to find a word that rhymes. Continue playing until all the groups have participated. Once students become familiar with the words, have them pick two cards with words that rhyme, hold them up and say the words. Guide teams into telling a story or rhyme using words from their cards. Have students save their file holders in the classroom to play again.

**Okay! Note for you!**

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

**Formal Assessment:** Now it would be a good time to give students test 2 Page 122.

In the following unit, you will work with and through the following:

<b>Social Learning Environment</b>	<i>Formative and Academic</i>
<b>Communicative Activity</b>	<i>Interpreting and following instructions</i>
<b>Social Practice of the Language</b>	<i>Read illustrated instructions to make an object.</i>

To obtain and produce the following results:

<b>Product</b>	<i>Illustrated instructions to make an object</i>
<b>Specific Competences</b>	<ul style="list-style-type: none"><li>• <i>Explores instructions.</i></li><li>• <i>Participates in the reading of instructions.</i></li><li>• <i>Participates in the writing of instructions.</i></li></ul>

# Unit 3

## Step by step

Okay!

Communicative activity: Interpreting and following instructions

# 12345

Be careful with the scissors!

Let's read the instructions! Step 1.

Look, We have all the material.

Let's use a lot of colors!

Social practice: Read illustrated instructions to make an object.

You will need to cut out the pictures on page 115. As you write and follow the steps, you will paste the corresponding cutout next to each. Your teacher will guide you during the making of this product. Follow the instructions and make your pinwheel. See the social practice on Page 35.

Formative and Academic

26

27

## UNIT OPENER

### a. Introducing the topic

Have students open their books to Page 26 and describe the Unit Opener illustrations. Point to the main characters to elicit their names. Ask: *What are they making?* Point to the pinwheel while you ask. Play the role of each character while you read what they say. Ask: *Do you want to make a pinwheel? Yes? What colors do you like? Look. What materials do they have? Are they following steps to make the pinwheel?* Attract students' attention to the phrase "Step 1..." *Can you see the illustrated instructions? Show them to me.* Ask students to point to it.

### b. Working with the product

Invite students to have a look at Page 27. Elicit a description of the product (a pinwheel). Explain that they are going to make one.

*\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.*

# Lesson 9

## Numbers are important

Date \_\_\_\_\_

Start!

Listen and point Mark



1 2 3 4 5  
6 7 8 9 10

Concentrate! Count and write the number.



1  
4  
6  
5  
2  
3



Okay!

Say a number. A classmate names the character(s).  
Take turns.



A: One

B: Miss Ximena!

Okay!

Unit 3

28

I can recognize and say cardinal numbers

# Lesson 9

## Numbers are important

### 1 Listen and point. Mark. 14

Elicit and have students write the date in their Activity Books. Play the recording while you point to and say the numbers, to demonstrate the task. Play it again while students point to the numbers. Play it a third time. Have students point to the corresponding number and repeat. Invite volunteers to point to and say the numbers. Ask students to mark the numbers using the indicated colors while they say them aloud.

### 2 Count and write the number.

Go through the example with students. Follow the arrow that leads to the second line. Count the characters from whom the line comes. Write the correct number on the line. You can use this procedure for the entire task, or you can form pairs and let students continue on their own. Check with the whole group. Ask *How many?* while pointing to different characters for students to count. Point to and say the corresponding number.

### 3 Say a number. A classmate names the character(s). Take turns.

Work with two strong students to demonstrate the activity. Encourage them to count the elements before saying the names. Monitor and correct if necessary while students are working.

### Big Book Facts Time! Pages 9–10 15

Take a few minutes of the session to work in the Big Book. Have students take a look at the pictures on Page 9. Play the recording up to "What do you think you can make with these materials?" Elicit ideas. Continue the recording up to "Why are instruction manuals important?" and lead a brief discussion. Go to Page 10. Elicit the occupation portrayed (cook). Play the recording up to "recipe". Talk with students about recipes, and ask why some people read recipes to cook.

### Okay! Values

Talk to students about the value of responsibility. Ask for examples of responsibility students follow. Elicit how instruction manuals are related to this value.

### Okay Note for You!

For the product, students will need:  $\frac{1}{4}$  of white construction paper, scissors, markers or colored pencils, decorating materials, a long push pin, beads (like the ones shown on Page 9 BBF) and chopsticks. For homework, have students cut the illustrations for the steps on Page 115 of their Activity Books.

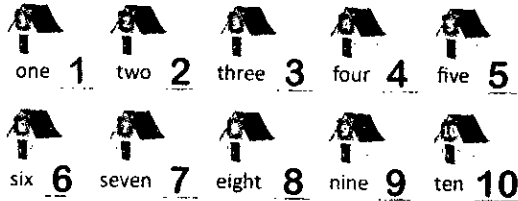
Start!

Read and mark.



1	one	6	six
2	two	7	seven
3	three	8	eight
4	four	9	nine
5	five	10	ten

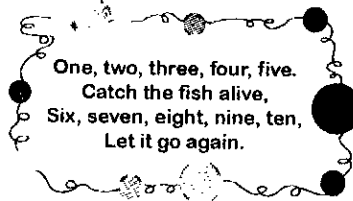
Concentrate! Read and write the house numbers.



Okay!



Chant along. Hold up your fingers to show the numbers.



I can write and say cardinal numbers.

29

**1 Read and mark.**

Elicit and write the date on the board. Students copy it into their Activity Books. Go through the example with students. Have them look at the figure and mark the letters. Invite volunteers to write the figure and corresponding word on the board to check. Encourage students to say the numbers aloud while they read both the figures and words.

**2 Read and write the house numbers.**

Now the task is the other way around, where students read the word and write the figure. Go through the example and number two with the class. Monitor while students work in pairs to finish the task. Check on the board with volunteers.

**3 Chant along. Hold up your fingers to show the numbers.** 16

Play the recording and demonstrate the task while you show the numbers with your fingers. Play the recording as many times as necessary so long as students are interested in chanting.

**Okay! Product 3 – Illustrated instructions to make an object – Step 1**

Form groups of five. The same students will remain working together to complete this product. Distribute the construction paper squares. Students will produce the instruction manual and the object simultaneously. Have them copy the steps and paste the illustrations on a separate sheets of paper. Write: *Step 1 – Fold your square, corner to corner, then unfold it.*

Students paste \_\_\_\_\_ next to Step 1. Write: *Step 2 – Draw a line in pencil starting at 1/3 of the way from the center and ending at each corner, following the*



*fold marks.* Students paste \_\_\_\_\_ next to Step 2. Then, have students follow the two steps with their square of construction paper. Ask students to put away their material to continue in the next lesson.

**Okay Note for You!**

Next class, each student will need: four lollipop sticks, finger paint, craft foam (foamy) in light brown, pink and black, glue, markers, ribbon or yarn in any color.

# Lesson 10

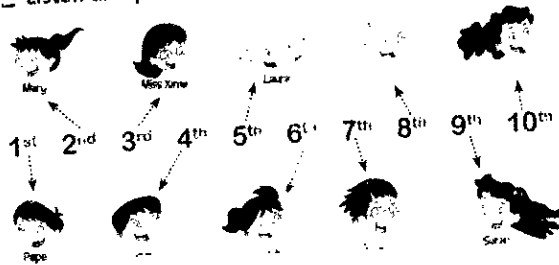
## What is step 1?

Date \_\_\_\_\_

Start!



Listen and point. Listen again, match.



Concentrate! Look at the picture. Listen again. Say the name of the winner.



Okay!



Unit 3  
15

30

Look at the pictures. Say a number. Your classmate says the name of the character in that place.

A: Third!

B: Miss Xime!

I can recognize and say ordinal numbers.

# Lesson 10

## What is step 1?

1 Listen and point. Listen again, match. 17

Elicit and write the date on the board. Have students copy it into their Activity Books. Revise numbers from one to ten. You can use Track 16. Students look at the picture. Ask them what the situation is. Ask: *Who is in first place? Who is third?* Encourage students to count before answering. Play the recording. Students point to the corresponding character while they listen. Say the numbers aloud for them to point again and have them say the name of the winner.

2 Look at the picture. Listen again. Say the name of the winner.

Have students identify the characters and say their names. Ask them to look at the picture and match the ordinal number with the corresponding character. Check. Say the numbers for students to repeat before doing activity 3.

3 Look at the pictures. Say a number. Your classmate says the name of the character in that place.

Demonstrate the activity. Monitor and make sure students pronounce the numbers and respond correctly. This will help you check if the concept of ordering using ordinal numbers is understood.

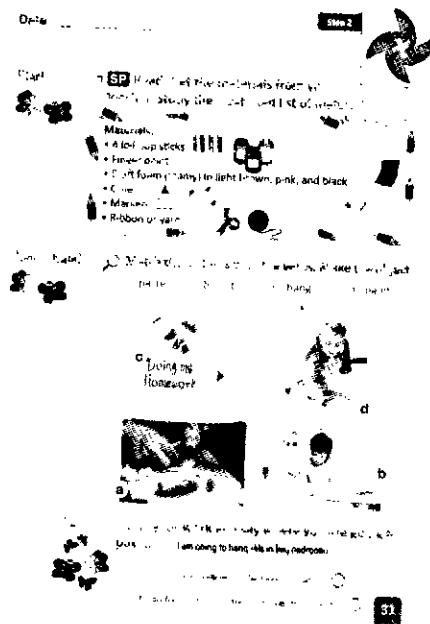
### Okay Note for You!

Make sure students have the material for the product ready. See Page 38 to read the list of materials again if necessary.

Big Book Facts Time! Pages 11–12 15

Take a few minutes of the session to work in the Big Book. Invite students to describe the picture on Page 11. Guide them with questions: *Who are they? Where are they? Is the dad happy?* Play the recording up to "Do you think the instruction manual he is reading is clear?" Elicit answers. Go to Page 12 and ask what the child is doing. Play the recording up to "Sometimes you don't even need to read when the pictures are clear". Guide students into saying that the child is following instructions to make things correctly.





**SP Read. Get the materials from your teacher. Study the illustrated list of materials.**

Elicit and have students write the date in their Activity Books. Have them read and tell you what the text is (a list of materials) and what it is for (to make an object). Have the materials ready on your desk for students to read the list and get the necessary items. Form pairs. Make sure they take the right amount per student and that nothing is missing from the list. The objective is that, with the help of the visuals and the text, they know what they need and how much of each item. Draw students' attention to the layout of the list of materials: bullets, number of elements needed to create a product and illustrations of the materials. This is good practice for the product, as students will need to create illustrated instructions and include a list of materials.

**Match the pictures with the verbs. Make the object.**


Ask students what type of text this is (steps / instructions). Elicit how many steps there are in the instructions. Ask who these instructions are for (children) and what they are for (to make a door hanger). Check that students understand the verbs with a brief miming game: *Put, Paste, Turn over, Cut, Color, Write and Hang*. Encourage students to try to guess the meaning of unknown words from your actions or the images. Guide students into putting the steps in order. Check. Read each step aloud in order, while students follow in their books. Give them time to finish each step before going on to the next one. Follow this procedure with the rest of the steps. Before Step 5, elicit possible messages and write them on the board, e.g.: *Do not disturb / Studying / Listening to music / Reading a book / Doing my homework*, etc. Monitor throughout, asking questions and making comments to keep students focused and on task: *What color is this? What is your message? This is beautiful!* You can evaluate this practice by assessing students' performance in understanding and following instructions and working in collaboration with others.

**Show your work and say where you are going to put it.**


Pre-teach: *doorknob / bedroom / living room / kitchen*. Students show their finished product and read their message aloud. Encourage them to say where they are going to hang it, using the sample expression in their book. Provide words students might need (desk, bed, etc.). Monitor and participate in the activity to encourage and motivate students.

**Okay! Product 3 – Illustrated instructions to make an object – Step 2**

Get the groups together. Write: *Step 3 – Cut along the fold lines. Step where your*

*pencil mark stops. Students paste  next to Step 3. Write: Step 4 – Bring the points marked with an X into the center and stick the pin through all four points. Move the pin around to enlarge the hole a little so your pinwheel can move freely.*



Students paste  next to Step 4. Next, have students follow the illustrated instructions with their material. Provide demonstrations and support as is necessary.

**Okay Note for You!**

For Lesson 11 each pair of students needs: two slices of white bread, a little mayonnaise, two slices of tomato, a plastic knife or spatula, one slice of ham, paper plates and napkins. Pairs are going to make a sandwich and share it. Bring large sheets of bond or construction paper and colored pencils or markers to make a poster.



## Lesson 11

### Let's make things!

Date \_\_\_\_\_

Start!

Read and match. Notice the punctuation.



Ingredients:

- two slices of white bread
- mayonnaise
- two slices of tomato
- one slice of ham

Underline! Read and choose the correct letter(s) to complete the instructions. Look at the example.



Enjoy Put Spread Add Cut Cover

Steps:

- 1st Put two slices of bread on the plate.
- 2nd Spread mayonnaise on one slice.
- 3rd Add the tomato and ham, and cover with the other slice of bread.
- 4th Cut the sandwich in half.
- 5th Enjoy your lunch!

Workshop!



Unit 3  
O 15

32



**SP** Form groups. Illustrate the steps of the recipe in your notebook. Say it aloud using the illustrations.

Can read instructions to make an object?

Can participate in the writing of instructions?

## Lesson 11

### Let's make things!

#### 1 Read and match. Notice the punctuation.

Elicit and ask students to write the date in their Activity Books. Elicit / present the food in the pictures. Read aloud the ingredients for students to match them with the pictures. Ask what they can make with these ingredients. Attract students' attention to the punctuation in the list: bullets, lower case letters and no period (they are not full sentences, it's a list).

#### 2 Read and choose the correct letter(s) to complete the instructions. Look at the example.

Form pairs. Use mime to present: *enjoy*, *put*, *spread*, *add*, *cover* and *cut*. Consolidate with a guessing game: a student mimes the action, the group guesses the verb. Ask what type of text this is (a recipe) and what it is for (to make a sandwich). Elicit the letters already written for them in the missing words. Explain that these letters will help them decide the word they need. Read the steps aloud and pause at the gaps. Encourage students to decide which verb they need to use and to copy it on the line. Finish reading the sentence. Follow this procedure with every step. Have pairs compare their answers with another pair. Check answers by inviting volunteers to write the completed verbs on the board. Distribute the ingredients and the materials. Ask students to follow the instructions and make their sandwich. Take students to the playground to eat their sandwich. This activity is useful to familiarize students with verbs (imperative) that are necessary to give instructions.

#### 3 **SP** Form groups. Illustrate the steps of the recipe in your notebook. Say it aloud using the illustrations.

Distribute the colored pencils or markers and paper to illustrate the steps. Have students read the instructions again and draw illustrations that represent them. Check they follow the correct order in their drawings. Ask students to notice the punctuation in the steps – numbers, capital letters to start each sentence and periods at the end of each. Groups present their work and say the recipe based only on their illustrations. Provide the necessary words when students get stuck. This is good practice for the product (illustrated instructions) and you can evaluate the social practice (read illustrated instructions to make an object).

#### Big Book Facts Time! Pages 13–14 O 15

Take a few minutes of the session to work in the Big Book. Have students take a look at Page 13. Ask them questions: *What / who are these instructions for? Can you follow them? Can you see any words in them?* Play the recording, from "Instructions for the public..." to "...wash your hands." Give students time to study the instructions and perform the actions. Elicit / explain that instructions can come in the form of pictures for the people who can't read or understand a language. Turn to Page 14. Elicit how instructions can save lives. Play the recording until the end. Get students to repeat loudly: *Read the manual!* You may want to discuss the value of responsibility again and relate it to following instructions.

#### Okay Note for You!

For the next class students will need:  
a paper plate, scissors, green and red markers, black buttons, glue and yarn.

Date \_\_\_\_\_

Step 3

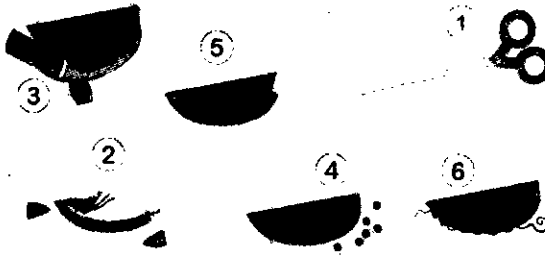


Start!



18

SP Listen and point to the steps as they are mentioned.



Concentrate! Read the instructions and number the pictures above.



- 1 Cut the plate in half.
- 2 Paint the base of the plate red and the outside rim green.
- 3 Glue the two sides together (painted sides outward).
- 4 Paste the buttons on the red part of the plate.
- 5 Use a pencil or pen to make holes into each side of the container.
- 6 String yarn through the holes and tie.

Okay!



Follow the instructions. Make your container and say what you will keep in it.



This is for my pencils.

I can read illustrated instructions to make an object.

33

1 SP Listen and point to the steps as they are mentioned. 18

Elicit and write the date on the board. Have students copy it into their Activity Books. Play the recording and demonstrate the task. Play it again for students to point at the illustrated steps. Invite a volunteer to do the task at the front to check. This complete lesson is a model for what students will need to do for their product.

2 Read the instructions and number the pictures above.


Read the instructions aloud and slowly for students to follow. Explain the task. Read Step 1 and demonstrate, writing the number 1 next to its corresponding illustration. Do the next step with students. Form pairs and encourage students to continue while you monitor and provide help when necessary. Guide students into deducing the meaning of *string* through the context and with the help of the visual.


3 Follow the instructions. Make your container and say what you will keep in it.

Distribute the materials. Explain to students that they need to read the instructions and see the illustrations to make a container. Monitor while students work. Warn them to be responsible and use the scissors carefully and keep the buttons close and away from their face.

Okay! Product 3 – Illustrated instructions to make an object – Step 3

Get the groups together. Write: *Step 5 – Turn your pinwheel to make sure it goes round freely. If necessary, enlarge the hole*

*again.* Students paste  next to Step 5. Write: *Step 6 – Thread one or two beads onto the pin. Stick the pin into the*

*wooden chopstick.* Students paste  next to Step 6. Write: *Step 7: Decorate the pinwheel.* Have students follow these steps with their material. Ask students to put away their pinwheel and illustrated instructions for the presentation.

# Lesson 12

## Round up!

Date \_\_\_\_\_

 Work in pairs. Follow the instructions in the squares.  
Take turns.

Say these numbers:



How many can you see?



Say this instruction:



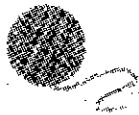
cut

Write the figure:

tenth

10th

Circle.  
doorknob/yarn



Say any instruction from the lessons.

## Lesson 12 Round up!

 Work in pairs. Follow the instructions in the squares. Take turns.

Elicit and ask students to write down the date in their Activity Books. Have students work in pairs, as this activity requires speaking. Monitor and evaluate speaking skills, in this case, accuracy. Invite volunteers to say their answers aloud for the class.

Date \_\_\_\_\_

## Illustrated instructions to make an object

**Social practice:** Read illustrated instructions to make an object.



Revisit the practice for your product on Pages 30, 32 and 33 to remember how you got prepared to make the final product. Show and read the steps to the class. Make sure you point to the illustrations as you say the instructions.

35

### Okay! Product 3 – Illustrated instructions to make an object – Product Presentation

Elicit and write the date on the board. Have students copy it into their Activity Books. Get the groups together for this final step of the product. Ask them to take out their pinwheels and their instruction manuals. Check that they finish the decoration of their product. Have them color and decorate the illustrations they pasted in a way that is similar to their product. Invite groups to read the instructions and point to the correct illustrations. Put the instruction manuals on the classroom walls in a visible place. Take the students to the playground to run with their pinwheels and see them spin.

### Okay! Note for you!

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

In the following unit, you will work with and through the following:

<b>Social Learning Environment</b>	<i>Familiar and Communitarian</i>
<b>Communicative Activity</b>	<i>Exchanges associated to means of communication</i>
<b>Social Practice of the Language</b>	<i>Interpret public signs</i>

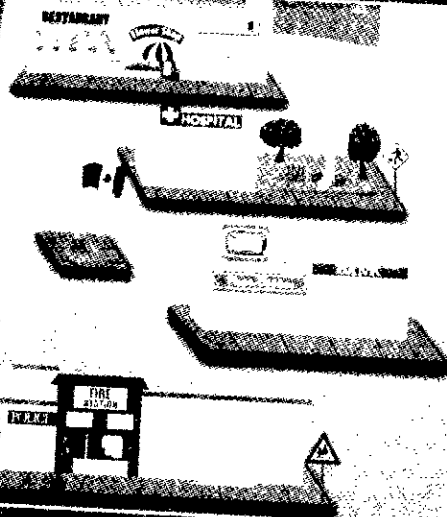
To obtain and produce the following results:

<b>Product</b>	<i>Public sign illustrated dictionary</i>
<b>Specific Competences</b>	<ul style="list-style-type: none"> <li>• <i>Explores signs used in public spaces.</i></li> <li>• <i>Identifies words spoken aloud.</i></li> <li>• <i>Examines signs and words related to them.</i></li> <li>• <i>Participates in the writing of words related to signs.</i></li> </ul>

# Unit 4

## Signs save lives!

Communicative activity: Exchanges associated to means of communication



Social practice: Interpret public signs.

Okay!



1. Select three signs from the unit or signs you are familiar with and that you think are necessary at school or near you.
2. Collect the materials and draw the signs. Make sure they are big enough for everybody to see. Color them. Use the signs in the unit as a model.
3. Cut out the signs. Paste the stick on the back of the sign (look at the product picture).  
See the social practice on Page 45.

### UNIT OPENER

#### a. Introducing the topic

Have students open their books to Page 36 and elicit or present vocabulary related to places. Point to the different places to elicit their names. Point to a few places and ask: *What place is this?* Point to a sign. Ask: *What is this?* and elicit its meaning.

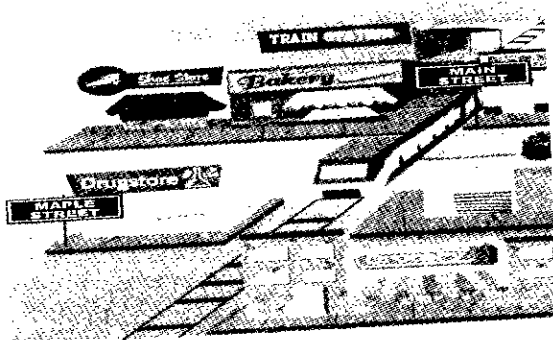
#### b. Working with the product

Have students look at Page 37. Elicit the meaning of the signs (no running, no screaming, no pushing). Students should be familiar with them, as there are signs like these at schools. Ask students where they have seen signs like these. Tell students they are going to make signs for the classroom or the school during the unit. The picture of the product is an example, let students know they will choose the signs they think are needed at school.

*\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.*

## Lesson 13

Do you know where these are?



Start



What places are these? What public signs can you see?

Content



**SP** Where would you put these signs? Draw lines to put them on the map. Start your selection of favorite signs.



children at play



stop



no crossing

Practice



OK

Listen. Say the words for the signs and point to them on the map.

20

19

can explore signs in public places

can examine and say words related to public signs

## Lesson 13

### Do you know these signs?

#### 1 What places are these? What public signs can you see?

Elicit and write the date on the board. Have students copy it into their Activity Book. Revise vocabulary presented in the Unit Opener. Present unknown vocabulary using the picture. Ask students to point to the places as you name them, and, if they can't do it, point to the places yourself. Draw students' attention to the signs in the streets. Follow the same procedure to present them. The names of the streets and the signs to identify stores are public signs, too.

#### 2 SP Where would you put these signs? Draw lines to put them on the map. Start your selection of favorite signs.

Elicit or present the four signs. Ask students to place them on the town map. Say and point to each sign before students choose a place, to help them relate each picture with the corresponding words. Guide them into saying where they'd place the signs and why. Tell them that they can have the same sign in different places. Give students time to draw the signs in different places. Invite volunteers to show their maps and point to and say the words for the signs they drew. Ask: *Are there signs like these in our town?* Elicit examples and places.

#### 3 Listen. Say the words for the signs and point to them on the map. 19

Play the recording and have students point to the signs on the map while they listen. Then, have them say the words and point to the signs on the map again. To round up, point to the signs in Activity 2 and elicit their meanings. Students should be able by now to interpret these public signs.

#### Big Book Facts Time! Pages 15–16 20

Take a few minutes of the session to work in the Big Book Facts. Have students look at Page 15. Point to and elicit the names of the places. Ask students which signs they would place in the different places. Display Page 16. Play the recording, from "Signs..." to "...examples." The table of colors is not recorded, so you will need to read it aloud while you point to the words and the signs. Ask students where they have seen red signs and what they mean. Use the same procedure for all the signs in the table. Elicit / explain that signs come in the form of pictures for the people who can't read or understand a language. Explain how signs can save lives. You may want to elicit or present specific life-saving signs.

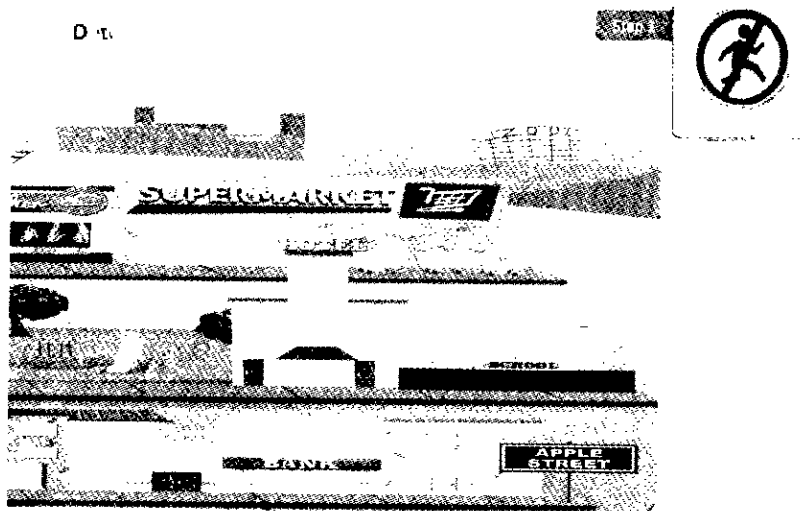
#### Okay Note for You!

For Step 1 in the product, teams will need the following material: construction paper, glue, scissors, crayons or colored pencils and sticks to carry the signs.

#### Okay! Values

Talk to students about safety and how signs help us keep safe at different locations.





Start!



21

**SP** Listen and point to the signs. Remember to select your favorite signs.



restrooms



for the disabled



bus stop



train station

Concentrate! **M** Mark the words for the signs and read them aloud.



restrooms

bus stop

for the disabled

train station

Okay!



**R** Read the words aloud. Your classmate points to them.

I can identify words that are read aloud.

I can participate in the writing of words related to public signs.



**21** **SP** Listen and point to the signs. Remember to select your favorite signs. **21**

Elicit and write the date on the board. Have students copy it into their Activity Book. Revise places in town. Elicit the words for the signs students drew during the previous class. Tell them that some signs are missing. Present the new signs using the pictures and words. Ask students where they think these should be in town. Explain the task. Play the recording and have students draw lines from the signs to the places where they should be. Invite volunteers to show their work, say the name of the sign and point to the place they placed it. Make sure students placed the signs in appropriate places. Use this activity to evaluate recognition of signs and the words related to them.

**22** **M** Mark the words for the signs and read them aloud.

Have students complete the words, taking the ones from Activity 1 as a model. Invite volunteers to write the complete words on the board. Check that students are able to relate the words with the signs. Encourage students to differentiate word vs. phrase. Refer them to the signs on Page 38.

**23** **R** Read the words aloud. Your classmate points to them.

Form pairs. Have one student say the words for a sign for his / her classmate to point to it. You may want to include the signs from the previous lesson in this activity. Monitor and help when necessary. You can evaluate oral production and attitude towards collaborative work.

**Okay! Product 4 – Public sign illustrated dictionary – Step 1**

Form groups of five. The same students will remain working together to complete this product.

Explain that each team will select three signs they think are needed at school and that they will produce the signs. Try to have each team select different signs, but if this is not possible, see that there is a variety of signs. Encourage them to look through the unit and select their signs. Make sure the signs are suitable for the school environment. Take note of the signs chosen by each team.

## Lesson 14

### Signs give information

Start!



22

Listen and number the words in the order they are mentioned.

bus stop 3  
restrooms 2  
for the disabled 4  
train station 1

Concentrate! Copy the correct words below each sign.



restrooms



bus stop



for the disabled



train station

Okay!



Okay!



Unit 4

20



Listen to your teacher and point to the words mentioned.

for the disabled  
restrooms  
train station  
bus stop

I can listen to and identify words.

I can participate in the writing of words related to public signs.

## Lesson 14

### Signs give information

1 Listen and number the words in the order they are mentioned. 22

Elicit the date and write it on the board. Have students copy it in their Activity Books. Revise the names of the signs seen so far. Review numbers 1 to 4. Say them and have students practice their writing on the board. Explain the task. Play the recording and do the first with students. Play the recording again for students to do the task individually. Have students compare their answers in pairs. Check.

2 Copy the correct words below each sign.

Invite a volunteer to copy and write the words for the first sign on the board. Encourage students to copy the words from Activity 1 and write them under the correct sign. Monitor while students work. Check, inviting volunteers to draw the signs and write the words on the board.

3 Listen to your teacher and point to the words mentioned.

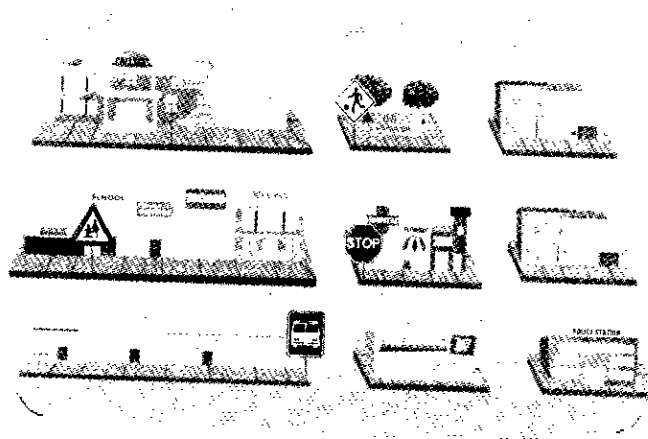
Explain the task and form pairs. Demonstrate the task with a strong student at the front. Monitor and help when necessary. You may want to do an extra activity, changing the task a little: a student draws a sign and his / her classmate says the words.

Big Book Facts Time! Pages 17–18 20

Take a few minutes to work with the Big Book. Display Page 17. Elicit a description of the place (a subway / train station). Ask what type of sign it shows and what color it is. Refer students to the table to check the type of sign (information). Elicit the meaning of the sign. Play the recording. Encourage students to answer the questions. Display Page 18. Tell students that these signs are in a zoo and elicit their meanings. Ask why zoos may have these signs. Play the recording up to "What do they mean?". Elicit answers. Encourage students to tell you about prohibition and warning signs they are familiar with. You may decide to revise, by displaying Pages 21 to 24 and playing the recording from the beginning.



Start! Look at the picture. Point to the signs you see and name them.



Concentrate! Mark the letters in the words for the signs. Say them and point to them on the map.

Children at **p**lay.                      **S**top  
**S**chool                                      **B**US station



Okay! Tell your class what signs you already know.

I can write words related to public signs.   
 I can examine public signs and words related to them.

**1** Look at the picture. Point to the signs you see and name them.

Elicit the date and write it on the board. Have students copy it in their Activity Books. Revise the names of the signs learned so far. Draw students' attention to the lack of signs in this town. Form pairs and have students browse the signs in previous lessons, decide which are missing and draw them in the town. Check that students placed the signs in appropriate or logical places. Invite volunteers to show their work and say the reasons for their choices.

**2** Mark the letters in the words for the signs. Say them and point to them on the map.

Have students select three signs from the ones they drew and write the words on the lines. Get them to compare in small groups. Invite volunteers to write the words they chose on the board.

**3** Tell your class what signs you already know.

Have pairs come to the front and show and explain their work. Encourage students to say the reasons they had to place the signs in the different places.

**Okay! Product 4 – Public sign illustrated dictionary – Step 2**

Get the groups together to continue with the product. Remind the groups of the signs they selected to work with. Distribute the materials (see the Note on Page 48). Have them look for the signs in their Activity Book and take them as a model to draw their own. Make sure they produce signs that are big enough to be placed around school or the classroom and for everybody to see. Monitor, asking teams questions to keep them on task, e.g.: *What sign is this? Where will it be? What color is it?*, etc. Collect student's work for the next step.

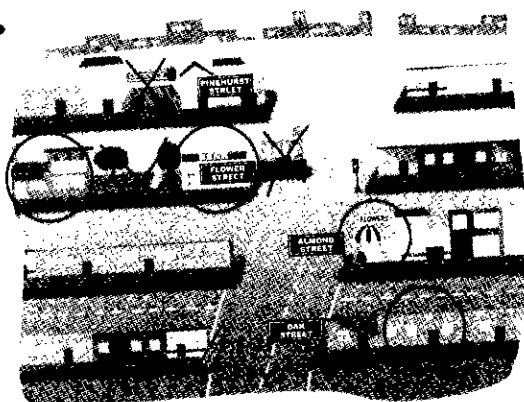
## Lesson 15

### Places in town

D: 15

Start!

1 Listen. Circle the places Pepe visited.



Concentrate! 2 Identify the place Pepe did not visit. Name it.



Okay! 3 Walk around the block with your teacher. Name the places and signs you see.

L: 15-4



I can listen to and identify words. 4

## Lesson 15

### Places in town

#### 1 Listen. Circle the places Pepe visited. 23

Elicit the date and write it on the board. Have students copy it in their Activity Books. Revise the names of the places. Elicit the places students can identify and present the rest using the picture. Ask students to look at the places while they listen to the recording. Explain the task. Play the recording again. This time, get students to circle the places Pepe visited. Warn them that there may be places mentioned that he did not visit. Play the recording as many times as necessary for students to complete the task. To check, play the recording and pause after each place is mentioned while you circle the correct places. Pay special attention to students' identification of Pepe's house. Explain that street names are also very important public signs that communicate information. If some students circled the bank, discuss why it should not be circled: it was closed, so Pepe did not visit the bank.

#### 2 Cross the place Pepe did not visit. Name it.

After the checking of Activity 1, students should know that they have to cross the bank and other places that are in the map, but are not mentioned. Explain that the houses are not to be crossed. Once students have crossed the places, encourage them to name them. You may want students to write down the places. In that case, elicit and write the words on the board for students to copy.

#### 3 Walk around the block with your teacher. Name the places and signs you see.

Form pairs. You can have students use their finger puppets to carry out the activity, given that some students may have not gone out, thus giving them the opportunity to make up a dialogue. Model and let students practice the questions before they start. The answers should be very simple: Yes / No, and names of signs and places. Monitor while students work, and help only if students ask.

#### Big Book Facts Time! Pages 19–20 20

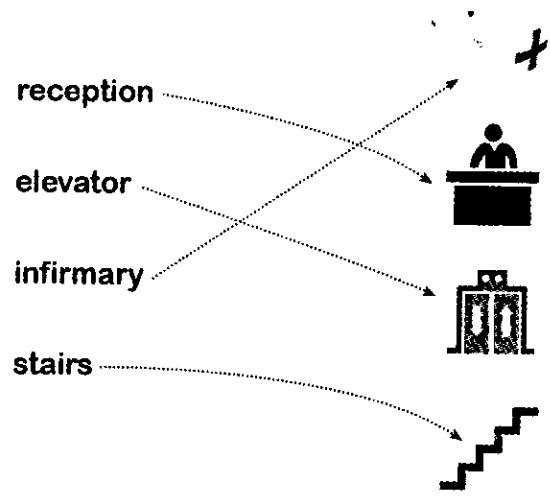
Take a few minutes to work with the Big Book. Display Page 19. Elicit a description of the places. Draw students' attention to the signs and elicit their meaning. Ask: *Are these prohibitions or warnings?* Encourage answers. Play the recording. Have students tell you where each sign should be according to the places in the pictures. Play the recording from the beginning, displaying all the Pages. Display Page 20 and play this part of the recording again. Invite students to interpret the meaning of each drawing. Explain that this sign is important for safety, especially in areas where there are earthquakes. Elicit the reasons why some things are not to be done.

Date .....

Step 3



1 **SP** Listen to your teacher and match. Add signs to your selection.



Concentrate! 2 Are there any of these signs at your school? Write the words for the signs at school.



Answers may vary



3 Read the words aloud. Your classmate points to the signs.

I can explore public signs and words related to them.

I can participate in the writing of words related to public signs.



1 **SP** Listen to your teacher and match. Add signs to your selection.

Elicit the date and write it on the board. Have students copy it into their books. Elicit the meanings of the signs and ask students where they can find them. Present them if necessary. Explain the task. Read the following aloud: *infirmary / reception / stairs / elevator*. Pause after you mention each sign for students to match the word with the place. Check using your book and doing the matching yourself. Encourage students to continue selecting signs they would like to use in their product.

2 Are there any of these signs at your school? Write the words for the signs at school.

Have students write the words and encourage them to show their work to you and say the words aloud. Elicit answers to the question. You may want to ask students whether they chose any of these signs for their product and where they are going to be placed.

3 Read the words aloud. Your classmate points to the signs.

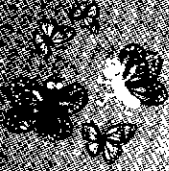
Demonstrate the activity, which should be quite easy after listening to, reading and writing the words. Model the pronunciation of the words before forming pairs and letting students work. Walk around and help when necessary. Evaluate oral production and collaborative work.

Okay! Product 4 - Public sign illustrated dictionary - Step 3

Get groups together. Distribute the materials students have been working with. Ask students to finish coloring or drawing and check their work is clear, big and colorful. Have students cut out the signs. Get them to paste the stick on the back of the sign (look at the product picture). Have each team put up each sign as they elicit the words. Provide help only if asked to. Have teams write their names on the back of the signs and collect their work.


# Lesson 16

## Round up!



Look at the signs and write the words that correspond to each. Use the words in the box for help. Write P for phrase and W for word.

bus stop no crossing infirmary  
children at play restrooms stop

 <div style="text-align: right; border: 1px solid black; padding: 2px;">P</div> <p>children at play</p>	 <div style="text-align: right; border: 1px solid black; padding: 2px;">W</div> <p>stop</p>
 <div style="text-align: right; border: 1px solid black; padding: 2px;">W</div> <p>restrooms</p>	 <div style="text-align: right; border: 1px solid black; padding: 2px;">P</div> <p>no crossing</p>
 <div style="text-align: right; border: 1px solid black; padding: 2px;">P</div> <p>bus stop</p>	 <div style="text-align: right; border: 1px solid black; padding: 2px;">W</div> <p>infirmary</p>

### Lesson 16

#### Round up!

Look at the signs and write the words that correspond to each. Use the words in the box for help. Write P for phrase and W for word.

Elicit and ask students to write down the date in their Activity Books. Have students look at the signs and elicit the words related to each. Explain that they will write the words for the signs and that the words in the box will help them do so. Monitor while they work. Assess comprehension of signs and words related to them.

## Public sign illustrated dictionary

Social practice: Interpret public signs.



Now it's time to create the final product on Pages 38, 39. Show your classmates to say what it means. Put up the signs inside the classroom. Take out the signs and put them in the appropriate places.

55

### Okay! Product 4 – Public sign illustrated dictionary – Product Presentation

Distribute the products to the different teams. Have them decide which signs are for the classroom and get them to put them up on the walls. Take the class outside and encourage them to say the words for the signs while they put them up in the appropriate places at school. Make sure the signs belong in the places chosen.

### Okay! Note for you!

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

Formal Assessment: Now it would be a good time to give students test 4 Page 124.

**In the following unit, you will work with and through the following:**

<b>Social Learning Environment</b>	<i>Literary and Ludic</i>
<b>Communicative Activity</b>	<i>Ludic Expression</i>
<b>Social Practice of the Language</b>	<i>Compare words in stories.</i>

**To obtain and produce the following results:**

<b>Product</b>	<i>Illustrated story</i>
<b>Specific Competences</b>	<ul style="list-style-type: none"><li>• <i>Explores stories.</i></li><li>• <i>Listens to storytelling.</i></li><li>• <i>Practices the pronunciation of words.</i></li><li>• <i>Revises the writing of a story.</i></li></ul>

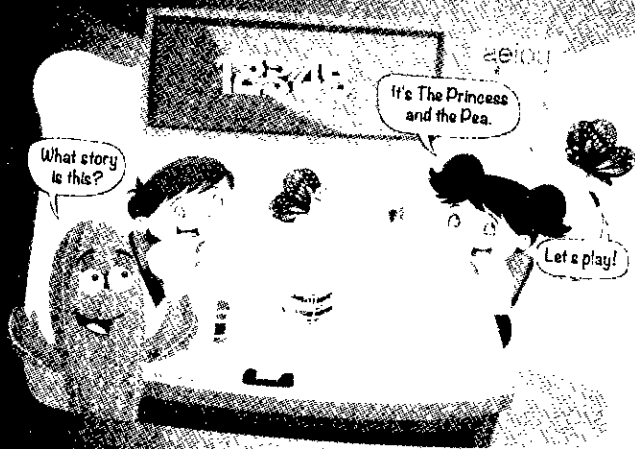


# Unit 5

## Fables and stories

Okay!

Communicative activity: Ludic Expression



Social practice: Compare words in stories.

1. Take note of the vocabulary in the story you decide to work with. Draw and color a scene without the characters, objects or animals on one of the sheets of construction paper.
2. On a separate sheet of construction paper, draw, color and cut out the elements that correspond in the scene you drew during Step 1. Cover these cut-outs with plastic to protect them so that they can be used several times.
3. Get your sets of words. Place the elements and the corresponding words in different places to recreate a scene in the story.

See the social practice on Page 55.

### UNIT OPENER

#### a. Introducing the topic

Have students open their books to Page 46 and describe the Unit Opener picture. Point to the characters to elicit their names. Ask: *What are they making?* Point to each character while you read what they say. Ask: *Do you want to make a story and play? Yes? Look. What material do they have?* Students point to the material and name what they can identify: colored pencils, tape, paper and scissors.

#### b. Working with the product

Have students look at Page 47. Attract students' attention to the product, and ask: *What is this?* Volunteers attempt to name the product (illustrated story). Explain that they are going to make one.

*\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.*

#### Okay Note for You!

Be prepared to work with the BBS. Write on small slips of paper the following words, three or four of each: *scene, character, object.* Have some tape ready to paste them on the BBS.

## Lesson 17 Stories

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

Start!

Listen. Mark and match. Look at the example.



Little Miss Muffet sat on a tuffet,  
Eating her cookies on a tray.  
There came a spider,  
Who sat down beside her  
And frightened Miss Muffet away!



Concentrate!  With your teacher's help, write the complete words.  
Say them aloud.



Little \_\_\_\_\_ Who \_\_\_\_\_  
Eating \_\_\_\_\_ And \_\_\_\_\_  
There \_\_\_\_\_

Okay!



**SP** Choose a word from the pictures in Activity 1.  
Say the word to a classmate for him / her to  
draw it.



Unit 5

25

48

I can listen to stories.

I can revise the writing of stories.

## Lesson 17 Stories

### 1 Listen. Mark and match. Look at the example. 24

Elicit and have students write the date in their Activity Books. Play the recording while students follow the text with their index finger. Have them read and mark. Play the recording again and when you get to *tuffet*, *cookies on a tray* and *spider*, pause and point to the pictures to clarify meaning. Play the verse again, encouraging students to say it along with the recording and to point to the pictures when they say the illustrated words.

### 2 With your teacher's help, write the complete words. Say them aloud.

Encourage students to refer to the text to find the words and copy them. You may want to draw students' attention to the capital letters they marked above, and how they are used to start a new sentence in verses. Have students read the words aloud.

### 3 **SP** Choose a word from the pictures in Activity 1. Say the word to a classmate for him / her to draw it. 24

Play the recording and act out the verse with students: *sit*, *eat*, *spider coming*, *spider sitting*, *frighten away*. Play it again for students to say along and do the actions. Have students work in pairs and draw the picture of the word his / her classmate says. Invite volunteers to show their picture and say the word. This activity helps students practice drawings they will need for their product. You can take this opportunity to evaluate oral production and attitude towards collaborative work.

### Big Book Stories Time! Pages 9–10 25

Take a few minutes of the session to work in the Big Book. Have students look at Page 9. Elicit the objects and characters (planet, a prince, princesses, a table, a chair, a candle, a dog). Ask students to identify: title, author and paragraphs. Point to the picture on top and ask: *What is the prince doing?* (He's traveling) *What does he want?* (A princess) Read this part of the story. Ask: *Why is the prince so sad?* Show Page 10. Read this part. Ask students to identify: scene, characters and objects or animals. As students mention different words, paste the words on the corresponding place (scene, character, object). You may want to explain the expression: *...good gracious, what a sight!* Discuss its meaning with students. Play the recording while you display Pages 9 and 10. Remember to guide students into checking the *I can revise the writing of stories* statement on Page 48, Activity Book.

### Okay Note for You!

Next class you will need some sticks to demonstrate actions in the song. You can use Mikado sticks.

### Okay! Values

Discuss the value of Trust with students. Draw their attention to the fact that in the story, nobody believes what the princess says because she looks terrible.

Date \_\_\_\_\_

Step 1



Start!

Listen and follow. Sing along!



1 2 3 4 5 6 7 8 9 10

1, 2 buckle my shoe,  
3, 4 open the door,  
5, 6 pick up sticks,  
7, 8 lay them straight,  
9, 10 a big fat hen.

10

Concentrate!

Read and write the words that indicate actions. Say them aloud.



buckle                      pick up

open                         lay

Okay!

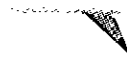


SP Play. Draw the picture of one of the words in the chant. Your classmate says it aloud.

A:



B: door!



I can practice the pronunciation and writing of words.



### Listen and follow. Sing along! 26

Elicit and write the date on the board. Have students copy it into their Activity Books. Play a game by writing some letters and numbers at random on the board. Form two teams. A member of each team comes to the board facing the group. Say: *Erase (a letter) or Erase (a number)*. The first student to turn around and erase the correct letter or number wins a point for their team. You can play a variety of this game using punctuation marks, such as period, comma, question mark, capital and lower case letters, apostrophe, etc. Play the recording. Students follow the text with their finger. Present the actions in the song: buckle my shoe, open the door, pick up sticks, and lay them straight. Draw a big fat hen on the board – imitate a hen. Play it again for students to sing along and do the actions.

### Read and write the words that indicate actions. Say them aloud.

Go through the words with students. Have them write the words. Invite volunteers to write the words on the board to check answers.

### SP Play. Draw the picture of one of the words in the chant. Your classmate says it aloud.

Demonstrate the activity with two strong students and the example. Guide students into finding a partner. Monitor and correct, help when necessary. This activity helps students practice drawings they will need for their product. You can take this opportunity to evaluate oral production and attitude towards collaborative work.

### Okay Note for You!

For the product, students will need: two sheets of white construction paper, scissors, pencils, markers or colored pencils, plastic to protect their cut-outs and white paper to write on. Students will draw, color and cut out scenes from the story in the Big Book. Bring the names of the characters, objects, and animals in the story written on pieces of paper that you can stick on and remove from the Big Book.

### Okay! Product 5 – Illustrated story – Step 1

Form groups of five. The same students will remain working together to complete this product. Show students all the pages of the story and assign specific scenes to the teams. Let the teams have a closer look at the scene they will be responsible for. Help them take note of the vocabulary in it. Students draw and color their scene without the characters, objects and animals in it on one of the sheets of construction paper.

# Lesson 18

## Words in stories

Date \_\_\_\_\_

Start!

1 Listen. Follow the text with your finger. What kind of text is this?



27

### My Bed is my Boat

Robert Louis Stevenson (1850-1894)

My bed is like a little boat

Nurse helps me in when I embark

She girds me in my sailor's coat

And starts me in the dark

And sometimes things to bed take

As prudent sailors have to do

Perhaps a slice of wedding cake

Perhaps a toy or two

Concentrate!

2 Read the poem. Circle the words with a similar spelling at the end. Write them down in pairs.



boat

coat

embark

dark

take

cake

do

two



Okay!

3 Listen to and read the final words aloud. Clap your hands when they are similar. Stamp your feet when they are different.



27

Unit 5

25

I can compare words in a story.

I can listen to and explore stories.

50

# Lesson 18

## Words in stories

1 Listen. Follow the text with your finger. What kind of text is this? ; 27

Ask students to write the date in their Activity Books. Have them identify the author's name and the title. Play the recording for students to read as they listen. Have students look and tell you what the text is (a poem) and what its name is. Revise punctuation marks and capital letters: point to the commas; say the capital letters (e.g.: M, N, S, A...). Invite volunteers to write the letters on the board.

2 Read the poem. Circle the words with a similar spelling at the end. Write them down in pairs.

See if students can identify the words. If necessary, read the words aloud with them. Have them match the pairs of words with *similar* or *different*, according to the way they are written, not to their final sounds. Go through the example with students and guide them through the activity. Check. Ask students how the words are similar or different – the words that are similar are almost the same except for one letter. The ones that are different are written with more than one different letter.

3 Listen to and read the final words aloud. Clap your hands when they are similar. Stamp your feet when they are different. 27

Demonstrate the activity by clapping your hands and stamping your feet according to the instructions. Play the recording. Students do the actions copying what you do. Play it again. Encourage students to say the verse along with you while they clap their hands or stamp their feet. You may want students to illustrate the verse in their notebooks. Help with vocabulary so that students are able to illustrate.

### Big Book Stories Time! Pages 11–12 25

Take the first 20 minutes of the session to work in the Big Book. Turn to Page 11. Say: *Point to the text. Point to the picture. Point to the numbers. Do pictures help you understand the text?* Read the text aloud. Point to the graphic components in the picture that help us understand and say the words: *ten mattresses* (count them with students), *ten quilts* (count them with students). You may want to mention more objects. Go to Page 12 and ask what is going on: *Did the princess sleep well? Is she happy? How do you know?* (Graphic components help by showing the tired princess) Go back to Page 12 and ask: *Why didn't the princess sleep well?* Show the picture where the queen puts a pea under the mattresses. Discuss the meaning of the expression, "It's horrible!" with students. Play the recording while you show the pictures.

### Okay Note for You!

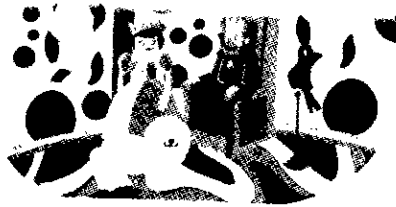
Make sure students have the material for the product. See Page 59 in this TB to read the list of material again if necessary.



Start!



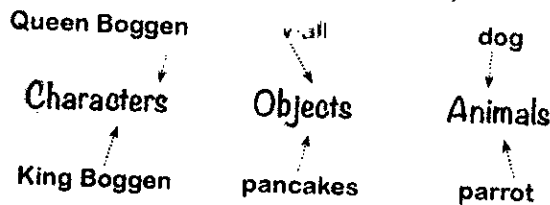
Look at the picture. Listen to and follow your teacher.



Little King Boggen, he built a fine hall,  
Pie-crust and pastry-crust, that was the wall;  
The windows were made of black puddings and white,  
And slated with pancakes-you never saw the like!  
Little Queen Boggen loved the sight!



Concentrate! Use the picture and the text to help you. Classify the words using lines. Look at the examples.



Okay! Play. Say a word from Activity 2. Your classmate says what it is: object, character or animal. Look at the example.

A: window!

B: object!

I can classify words from stories.

1 Look at the picture. Listen to and follow your teacher.

Elicit and write the date on the board. Students copy it into their Activity Books. Students look at the picture and predict what the story will be about. Ask: *Can we read the pictures? Why not?* (There are no words) Point to the text: *Can we read this? Why?* (Because there are words) Read the story aloud while students look at the picture. Read it again, for them to follow the text with their finger. Elicit ideas for the meaning of the expression *you never saw the like!* (you have never seen something similar) Point to the king and queen in the picture and ask who they are (King and Queen Boggen – the characters in the story). Guide students into finding other elements: wall, dog, parrot, crust, windows, puddings and pancakes.

2 SP Use the picture and the text to help you. Classify the words using lines. Look at the examples.

Have students identify the characters, objects and animals in the picture and point to the words in the text. Encourage them to say the words. Go through the example with them. Point to the wall in the picture and then to the word in the text. Say: *What is this? A character, an object or an animal? It is an object. See the line joining the word wall with the word objects.* Follow this procedure with the rest of the words. Ask students to pay attention to this classification because they will classify words when they work with the product.

3 Play. Say a word from Activity 2. Your partner says what it is: object, character or animal. Look at the example.

Demonstrate the activity. Monitor and make sure students pronounce the words and classify them correctly. This will help you check if the concept has been understood.

Okay! Product 5 – Illustrated story – Step 2

Get the groups together. On a separate sheet of construction paper, students draw, color and cut out the elements that correspond in the scene they drew during Step 1. They cover these cut-outs with plastic to protect them so that they can be used several times.

# Lesson 19

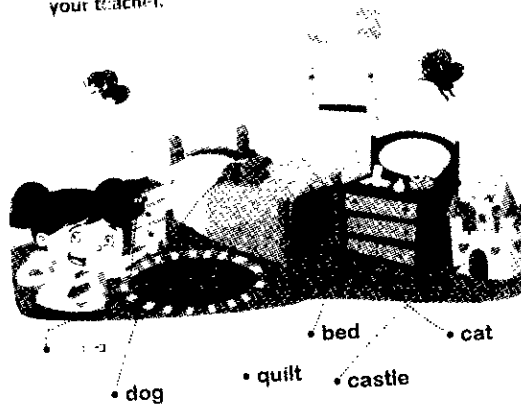
Date \_\_\_\_\_

## Words

Start!



**SP** Look at Clara's bedroom. Join the words and pictures with lines. Look at the example. Check with your teacher.



Concentrate!



**Read and mark.** Say the words and vowels you marked, for example *bed - e*.

b d l mp qu it  
d g c t c stl



Okay!

**Have a spelling bee with the words in Activity 2.** Follow your teacher's instructions.

A: bed b-e-d bed



I can practice pronunciation and compare words.

## Lesson 19 Words

- SP** Look at Clara's bedroom. Join the words and pictures with lines. Look at the example. Check with your teacher. Ask students to write the date in their Activity Books. Elicit who the characters are (Clara, Yellow and Blackie). Ask students to name what they can see in the pictures. Have them read and match the words with the pictures. Check. The objective of this activity is to present the vocabulary students will meet in the story in the BBS and the story you will show them for the product. Have students write the words on separate slips of paper to use with their product.
- Read and mark.** Say the words and vowels you marked, for example *bed - e*. Revise the vowels with students (a, e, i, o, u). Get students to mark the vowels. Encourage them to say the words out loud and then the vowels they marked. Encourage students to compare long and short words. You can have them count the letters or say the words and decide by the number of syllables.
- Have a spelling bee with the words in Activity 2.** Follow your teacher's instructions. Explain and demonstrate the game. Form two teams. Say a word from the lesson to a member of a team. He / She repeats the word, spells it and says it again. If the procedure and the spelling are correct, the team wins a check (✓). Follow the procedure with the other team using a different word. Remember to keep track of the checks earned by each team.

### Okay Note for You!

Next class, bring the names of the different elements of the story in the BBS written on slips of construction paper to distribute to the groups. Make as many sets of words as there are groups. Students will select the ones they need to label their scene. You will also need tape or Blu-tak™ to stick and move the elements and words on the scenes.

### Big Book Stories Time! Pages 13-14 25

Take a few minutes of the session to work in the Big Book. Have students turn to Page 13. Ask: *Who is she?* (the queen). Read the text aloud. Ask: *How many mattresses / quilts were there?* Have students identify the numbers in the text or count the objects in the picture. Turn to Page 14. Encourage students to describe the picture. Read the text aloud. Ask: *Is this the final part of the story?* Guide students into telling you how we know a story finishes (when it says "The End"). Play the recording while you show the the two pages.

Date \_\_\_\_\_

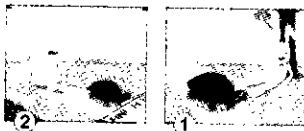
Step 3

Start!



28

Listen and number the pictures in order.



Concentrate!



28

SP Listen again and follow. Underline the conclusion.

### The Tortoise and the Hare

Fable by Aesop

Hare was boasting of his **quickness** with the other animals. "Nobody can **beat** me", said he. "when I run to my full **speed**. I dare any one here to race with me".

Tortoise said quietly, "I accept your challenge".

"That is a good joke", laughed Hare, "I could dance around you and win".

"Save your brag for the end", answered Tortoise. "Let's start!"

The race started. Hare darted at once, but soon stopped and, to show he was superior, he sat down to have a nap.

Tortoise went on and on, and when Hare awoke from his nap, he saw Tortoise near the winning line and could not run in time to win the race.

Then Tortoise said: "Slow but steady progress wins the race."

Adapted from...

Okay!



28

Work in pairs. Compare the words that are in bold in the text. Match the synonyms. Find two more words with similar meaning. brag – boasting dare – challenge

speed	beat
win	quickness

I can explore the writing of stories.

I can compare words in stories.

53

#### 1 Listen and number the pictures in order. 28

Elicit the date and have students write it in their Activity Book. Ask students to identify the Title and the author. Ask them also to identify the beginning, the development and the ending. Encourage students to describe the pictures and ask them whether they are familiar with the story. Explain the task. Play the recording. Check. Get students to listen again and draw the first picture. Provide a model or the necessary guidance. Invite volunteers to show their drawings to the class.

#### 2 SP Listen again and follow. Underline the conclusion. 28

Ask students to identify the title and the author of the story. Guide them into identifying the introduction (where the setting, purpose and characters are established). Once you check that students underlined the correct paragraph, elicit what the ending is (where it says what happened in the end). Guide them through this, too. Check. Ask students what the moral of the story is ("Slow but steady progress wins the race.") Discuss with students if there is an equivalent of this moral in their native tongue. This story can be used as a model for the product. It is easy to illustrate and has simple vocabulary. You can ask students how they would illustrate the story, taking advantage of the pictures in Activity 1.

#### 3 Work in pairs. Compare the words that are in bold in the text. Match the synonyms. Find two more words with similar meaning. 28

Form pairs. Have students find the words in bold and tell them to you. Write them on the board. Explain what a synonym is. Encourage students to identify the synonyms. Write the words *boasting* and *challenge* on the board. Tell students that there are two words in the text, which are not synonyms, but have similar meanings / refer to the same thing. Guide them into finding the words *brag* and *dare*. Praise students on their efforts.

#### Okay! Product 5 – Illustrated story – Step 3

Get the groups together. Walk around, checking that students have their scene completed and the elements are colored and cut out. If they haven't covered the elements in plastic, give them time to do so. Distribute the sets of words. Students place the elements and the corresponding words in different places to recreate their scene in the story. Make sure the elements and names are matched correctly.

# Lesson 20

## Round up!

Date \_\_\_\_\_

 Listen to your teacher's instructions. Play and have fun!



The board game path consists of several squares with tasks and illustrations:

- Start:** A square with two dice and two counters.
- Character or object?** A square with an illustration of a girl. An arrow points to the next square.
- Are these synonyms?** A square with the words "dare" and "brag". An arrow points to the next square.
- Name this.** A square with an illustration of a castle and the word "Castle". An arrow points to the next square.
- King or queen?** A square with an illustration of a king. An arrow points to the next square.
- What animal is this?** A square with an illustration of a spider and the word "Spider". An arrow points to the next square.
- Mention a character from the story in page 51.** A square with the words "king or queen" and "Boggen". An arrow points to the final square.
- Finish:** A square with the word "Finish" and a path of dots leading to it.

54

# Lesson 20

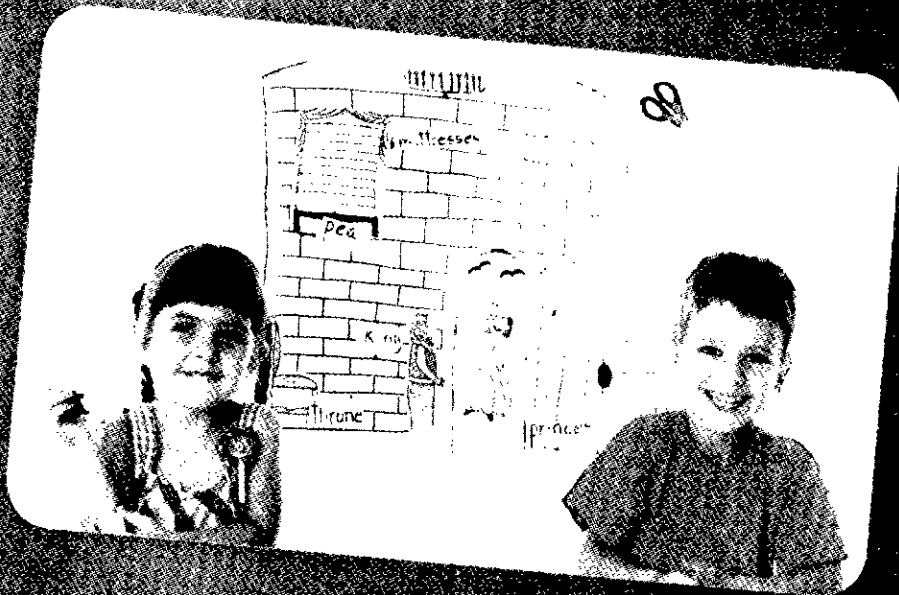
## Round up!

 Listen to your teacher's instructions. Play and have fun!

Have students write the date in their Activity Books. Form groups of four. Groups will need a dice and four counters. Ask students to place their counters on the word *Start*. Explain that they have to take turns throwing the dice and moving their counter according to the number shown on the dice and in the direction of the arrows. Have them do the task in the squares. If the student cannot fulfill the task, he / she goes back to where they were before. The student who lands on *Finish* first is the winner. Monitor while students play, so you can detect any problems and revise / reinforce accordingly. Evaluate reading comprehension and vocabulary. Assess attitude towards collaborative work and participation.



**Social practice:** Compare words in a story.



Revisit the activities that helped you succeed in the making of the product on Pages 48, 49, 51, 52 and 53. Show your poster illustrating a story. Use your cutouts to tell it to your classmates. Ask them to classify the objects, characters and animals, if any. Ask them to also compare words, for example, long and short words or plural and singular.

 **Okay! Product 5 – Illustrated story – Product Presentation**

Elicit and write the date on the board. Have students copy it onto their activity books. Get groups together for this final step of the product. Have groups put their scenes in order with the elements and the words and tell the story. Encourage groups to move the scenes and their elements to tell their own story or give it a different ending. Encourage the participation of the entire class, by asking students to suggest changes and to find long and short words in the stories. Ask for permission to share the interactive story with other classes and find a place where it will be displayed in the classroom.

**Okay! Note for you!**

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

**In the following unit, you will work with and through the following:**

<b>Social Learning Environment</b>	<i>Familiar and Communitarian</i>
<b>Communicative Activity</b>	<i>Exchanges associated to information about self and others</i>
<b>Social Practice of the Language</b>	<i>Give information about personal information, likes and preferences.</i>

**To obtain and produce the following results:**

<b>Product</b>	<i>Personal information cards</i>
<b>Specific Competences</b>	<ul style="list-style-type: none"><li>• <i>Explores information about personal data and preferences.</i></li><li>• <i>Listens to and recognizes questions to get information.</i></li><li>• <i>Revises the writing of questions and answers.</i></li></ul>

# Unit 6

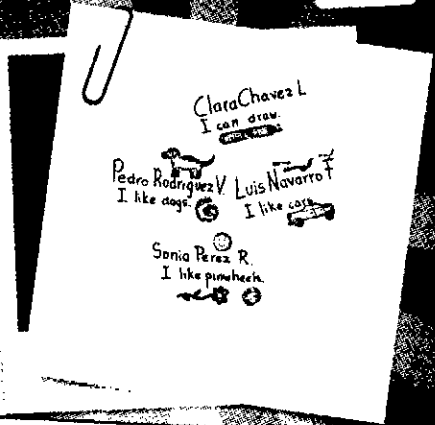
## What's your name?



Communicative activity: Exchanges associated to information about self and others



Social practice: Give information about personal information, likes and preferences.



1. Distribute the cards among the members of your team. Write your full name on each of your cards.
2. Write what you like below your name on every card. Use decoration materials to illustrate and decorate your cards. Make sure you don't cover the information with the decoration.
3. Show your cards to the group and read aloud your name and what you like. For example: *Hi. My name is (Laura) / I am (Laura) and I like (dogs).*
4. Organize an exchange of cards. Talk about the person who wrote the card, for example: *Luis Navarro likes cars.* See the social practice on Page 65.

Familiar and Communicative

57

## UNIT OPENER

### a. Introducing the topic

Have students open their books to Page 56 and describe the Unit Opener picture. Point to the characters to elicit their names. Ask: *What are they making?* Point to the cards while you ask. Ask: *Do you give personal information often? To Whom? Your family, friends and strangers? Why / Why not? Look. What material do you need?* Students point to the material and name what they can identify: decoration materials, construction paper, glue, crayons and scissors. Provide the names in English when necessary.

### b. Working with the product

Have students look at Page 57. Elicit a description of the product (cards with personal information). Elicit the information included on the sample product (name and what they like).

*\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.*

### Okay! Note for You:

Ask students to bring a picture of themselves for next class.

### Okay! Note for You:

For this product, bring a sheet of white construction paper per group, with 9 x 5 cm rectangles marked with lines for them to cut out their information cards. They will need rubber bands, scissors, pencils, markers or colored pencils and decoration material. You'll be starting the process of making the first product in this unit.

# Lesson 21

## What's your name?

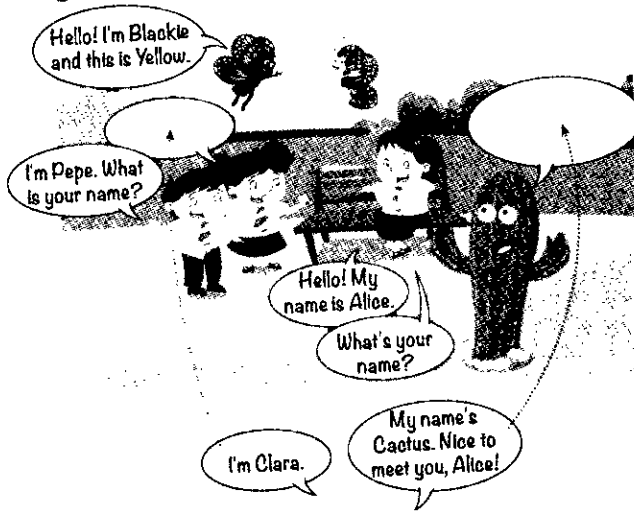
D. 11

Start!

Listen. Match the bubbles to the characters.



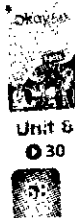
29



Concentrate! Mark and complete with your name. Paste your photo or draw your picture.



My name's \_\_\_\_\_  
I'm \_\_\_\_\_



Okay!



Form groups of five. Role-play the conversation in Activity 1 with your real names.

- I can revise the writing of answers.
- I can give and get personal information.

# Lesson 21

## What's your name?

Listen. Match the bubbles to the characters. 29

Elicit and have students write the date in their Activity Books. Remind your students of expressions to clarify meaning, such as: *What does ... mean? How do you spell...? I don't understand. What did you say? How do you say...? Can you say that again, please?* Show the illustration and elicit the characters' names. Ask: *What's his / her name?* for every character. Attract students' attention to the new girl. Ask: *Do you know her name? No? Let's listen and find out!* Play the recording through and check if students can say the girl's name. Explain the task. Play the recording again, pausing to give students time to do the matching. Check.

Mark and complete with your name. Paste your photo or draw your picture.

Ask students to mark and complete the sentence with their names. Explain that these are two different ways of answering to say our names. Remind students about the use of capital letters – at the beginning of a sentence and with proper names. Have them paste their picture or draw themselves in the space provided. Monitor and praise students while they work. You may want volunteers to show their work and say their names in the two different ways provided.

Form groups of five. Role-play the conversation in Activity 1 with your real names.

Demonstrate the activity with four students. Form groups of five and assign the roles. Monitor and help when necessary. Take this opportunity to assess students' participation and collaborative work.

Big Book Facts Time! Pages 21–22 30

Take a few minutes of the session to work in the Big Book. Display Page 21. Check that students know what personal information is. Display Page 22. Play the recording. Ask: *Why do people ask for personal information?*

### Okay! Values

Discuss with students the values of Honesty and Prudence. Make sure they understand that it is important to give real information, but at the same time we need to exercise prudence when giving it.

Date \_\_\_\_\_

Step 1

Start!



31

1 Listen. How old is Alice? Count the candles and circle the correct cake.



Concentrate!



2 Read and answer the question. Mark and complete the answer. Ask a classmate.

- How old are you?

I am \_\_\_\_\_

Okay!



3 Form groups. Ask your classmates their ages. With your teacher's help, write their names and ages. Look at the example.

Name	Age
Claudia	6

I can give and get personal information.

I can explore information about personal data.



1 Listen. How old is Alice? Count the candles and circle the correct cake. 31

Elicit and write the date on the board. Have students copy it into their Activity Books. To revise numbers 1 to 10, play Track 31 and have students chant along. Ask students at random: *How old are you? Six, seven?* Encourage answers with numbers only. Play the recording at least two times. Check answers, asking: *How old is Alice?* Make sure students circled the correct cake.

2 Read and answer the question. Mark and complete the answer. Ask a classmate.

Read the question for students. Encourage students to ask you, answering after they ask. Have students mark and write their age. Form pairs and monitor while they ask and answer.

3 Form groups. Ask your partners their ages. With your teacher's help, write their names and ages. Look at the example.

Practice the question with students before they start. Demonstrate the task with a student. Monitor and help when necessary. You can ask students to report their findings to the class. Ask them: *How old is (Mario)?* Elicit: *(Mario) is seven.* Take this opportunity to assess students' participation, oral production and collaborative work.

### Okay! Product 6 – Personal information cards – Step 1

Form groups of five. The same students will remain working together to complete this product. Distribute the material for this step: construction paper, a rubber band and scissors. Have students cut out cards. Monitor closely while they work with the scissors. They bind the cards together with the rubber band and put them away for the next step.

## Lesson 22

### When is your birthday?

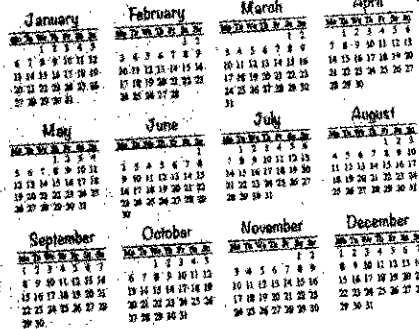
Date:

Start!

Listen, point, and repeat. When is your birthday?

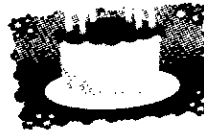


32



Concentrate! Mark your birthday on the calendar. Write the date on the cake.

My birthday is on...



Unit 6  
30

Okay! Ask your classmates about their birthdays. Look at the example.

A: When is your birthday?

B: On May 24.



I can give and get personal information.

## Lesson 22

### When is your birthday?

1 Listen, point, and repeat. When is your birthday? 32

Elicit and have students write the date in their Activity Books. Have students look at the picture and tell you what it is. Present the word *calendar*. Ask several students at random: *When's your birthday?* Students point to the date on the calendar. Say: *Oh! It's on (December 13)!* Play the recording. Students point to the months and repeat. Elicit and write the months on the board.

2 Mark your birthday on the calendar. Write the date on the cake.

Revise and present numbers 1 to 31. Use the calendar and ask: *How many days are there in (September)?* After practicing numbers for a while, have students find and mark their birthday on the calendar. They copy the month and write the day in the cake. You may want students to tell a partner, e.g.: *My birthday is on (June 22).*

3 Ask your partners about their birthdays. Look at the example.

Demonstrate the activity with one or two students. Model and drill the question and answer forms before students start. Monitor and help or correct as necessary. You may want to invite a few strong students to report to the group, e.g.: *Berta's birthday is on October 23.*

Big Book Facts Time! Pages 23–24 30

Take a few minutes of the session to work in the Big Book. Have students turn to Page 23. Ask: *What is going on? (a party). Can you see the presents?* Explain that, to know what to give as a present, children normally ask what the birthday boy / girl likes. Display Pages 23 and 24 and play the recording. Encourage answers to the questions in these pages.

Okay! Note for You:

Be ready to write the complete names of all students on the board, or bring them already written on a large sheet of paper.

Date \_\_\_\_\_

Step 2

Start!



1 Mark and match. Read and underline the answer.

top •

video game •

draw •



- Can you spin a top?                      Yes, I can.                      No, I can't.
- Can you play video games?            Yes, I can.                      No, I can't.
- Can you draw?                            Yes, I can.                      No, I can't.

Concentrate!



2 Write the name of your favorite toy to complete the sentence.

I like \_\_\_\_\_s.

Okay!



3 SP Draw your favorite toy or ability. With your teacher's help, write its name. Show your drawing and tell your teacher and group about it.



I can give information about personal preferences and abilities.



1 Mark and match. Read and underline the answer.

Elicit and write the date on the board. Have students copy it into their Activity Books. Have students mark the missing letters. Ask them to match the words to the pictures. Follow this procedure with the rest of the words. Check.

2 Write the name of your favorite toy to complete the sentence.

Ask different students which toy they like best. Then ask them to complete the sentence. Invite volunteers to read their sentence aloud.

3 SP Draw your favorite toy or ability. With your teacher's help, write its name. Show your drawing and tell your teacher about it.

Students draw a toy they like or an ability they have. Help students by writing names of toys and abilities on the board so they can copy them unto their Activity Book. Invite them to show their drawings to the group and say: *I like (cars). I can (play football)*. Students can use this illustration as a template to decorate their cards for the product. Or you can make photocopies to distribute among students.

Okay! Product 6 – Personal information cards – Step 2

Get the groups together. Take out the cards students cut out during Step 1. Distribute the cards and pencils / markers. Display the large bond paper with students' complete names. Encourage them to identify their names and those of their partners in the team. Help students distribute the cards evenly among the members of the team. Guide them into copying their full name on all of their cards. Monitor and help as necessary.

## Lesson 23

### Do you like pinwheels?

Start!



Look at the pictures. Listen and match. Circle what you prefer.



Concentrate!



Complete the question. Look and complete the answer. Look at the examples.

Do you like cars, Cactus?  
No, I don't.

Do you like cookies, Blackie?  
Yes, I do!



Okay!



Ask your classmates. Write their names and color the square according to their answer. Look at the example.

A: Do you like pinwheels, Berta?

B: Yes, I do.

	Berta	<input checked="" type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Unit 5  
30



I can give and get personal information.

I can ask for and give information about likes and preferences.

## Lesson 23

### Do you like pinwheels?

#### Look at the pictures. Listen and match. Circle what you prefer. 33

Elicit and have students write the date in their Activity Books. Have them look at the pictures and guess what the characters are playing with. Present or elicit the names of the objects and model the words. Play the recording and pause for students to do the matching task. Check. Ask about each character: Does *(Clara)* like *(pinwheels)*? Encourage students to answer: *Yes, she does!* Ask some questions to elicit negative short answers, e.g.: Does *Yellow* like *(running)*? *No, she doesn't.* Whenever you have the opportunity, ask students to compare and / or classify words under different categories: long / short, word / phrase, similarities, capital letters, etc.

#### Complete the question. Look and complete the answer. Look at the example.

Have students identify the character and what it likes. Guide students into completing the question and the answer. Ask: *What does Blackie like?* Encourage students to answer: *Blackie likes cookies!* Draw students' attention to the use of capital letters: at the beginning of a sentence and with proper names.

#### Okay! Values

Now it would be a good moment to discuss the values of honesty and prudence again.

#### Ask your classmates. Write their names and color the square according to their answer. Look at the example.

Demonstrate the activity with the help of the example. Elicit or present the names of the toys in the pictures. Drill the questions before they start the task. Monitor and make sure students are polite when asking and answering. Remind students of the use of capital letters with proper names. Volunteers report to the group, e.g.: *Luis likes / doesn't like tops.* This activity can serve as a model for the information in the product. You can also assess students' oral production and engagement in group activities.

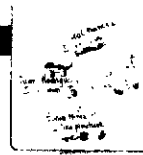
#### Big Book Facts Time! Pages 25–26 30

Take a few minutes of the session to work in the Big Book. Have students look at Page 24 and revise the answers to the questions. Read the text in Page 25 aloud. Play the recording. Display Page 26. Play the recording. Encourage students to give examples of questions. If they use their native tongue, repeat their ideas in English, but accept their contributions.



Date: .....

Step 3

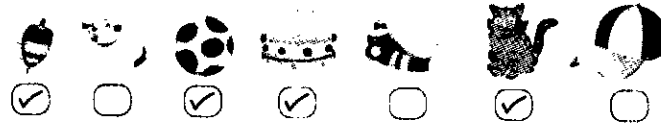
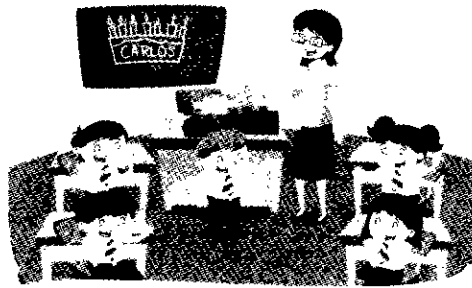


Start!

- 1 Listen and point to what Carlos likes. Listen again and check (✓) the pictures.



34



- 2 Concentrate! Complete the words. Ask your classmate the questions.



How old are you?

What do you like?

Okay!



- 3 SP Play. Look through your activity book and find as many things you like as you can. Tell your teacher about the things you like.

I can revise the writing of questions.

I can give and get personal information.



- 1 Listen and point to what Carlos likes. Listen again and check (✓) the pictures. 34

Elicit and write the date on the board. Have students copy it into their Activity Books. Elicit the names of the objects using the pictures: *top, dog, football, cat* and *tennis shoes, cake, cap*. Ask what the situation is. Play the recording for students to point to the pictures of what Carlos likes as they listen. Play it again for them to check the box under the things Carlos likes. Check. Ask: *Does Carlos like tennis shoes?* (No, he doesn't). Ask: *Why do we ask how old people are? Why do we ask people what they like?*

- 2 Complete the words. Ask your classmate the questions.

Say the questions aloud, giving students time to try to complete them. Repeat as many times as students need to complete the words. Invite a volunteer to write the complete questions on the board to check. Model and practice the questions with students before they work in pairs asking and answering. Monitor and help or correct when necessary.

- 3 SP Play. Look through your activity book and find as many things you like as you can. Tell your teacher about the things you like.

Give teams a specific amount of time, for example, five minutes. When time is up, all the teams stop looking. They count the words. Check that the words they circled have four letters before declaring a winner. Have teams tell the class about the things they like. You may need to provide a few words in English, as some students may have forgotten the words. This is a model for the information students will include in their information cards. You can encourage them to say: *I'm (Carlos Rodriguez). I like tops.*


### Okay! Product 6 – Personal information cards – Step 3

Get the groups together. Walk around checking that students have written their full names on the cards. Write: *I like chocolate.* on the board. Ask students to tell you what they like. Write their ideas on the board. Have students write what they like below their name. Distribute decoration materials for students to start illustrating and decorating their cards. Make sure they don't cover the information with the decoration.

# Lesson 24

## Round up!

Date \_\_\_\_\_

 **SP** Read and answer the questions. Ask the questions to a classmate.

What's your name?	Answers may vary.	
How old are you?		
When is your birthday?		
What do you like?		
Do you like tops?		
What can you do?		

### Lesson 24

#### Round up!

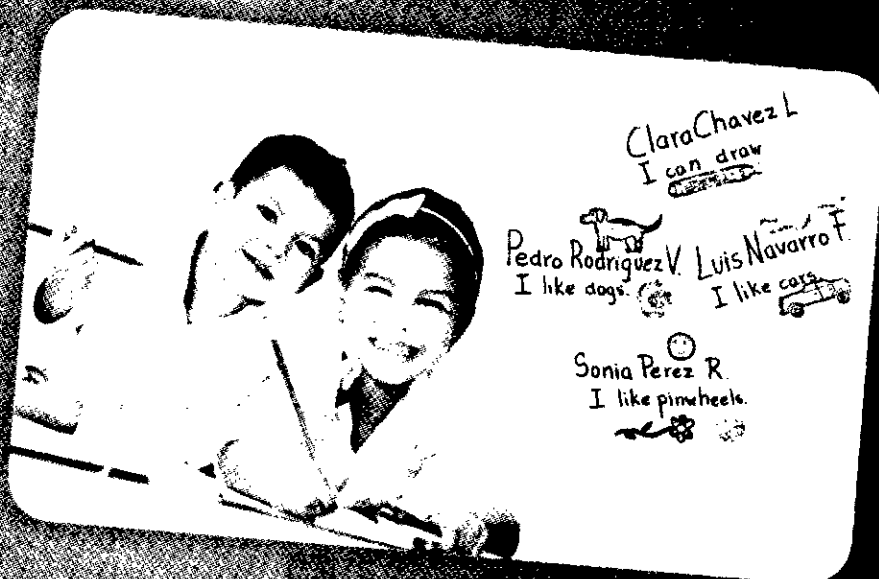
 **SP** Read and answer the questions. Ask the questions to a classmate.

Elicit and have students write the date in their Activity Books. Read the questions with students and make sure they are all understood. Explain that they need to write the answers for all the questions. When they finish, encourage them to ask the questions to a classmate. You may want students to write his / her classmate's answers in the space provided. The questions *What's your name?* and *What do you like?* are questions that students will give answers to in their product, so you can ask them to write complete answers. Take this opportunity to evaluate reading comprehension and oral production.

Date \_\_\_\_\_

## Personal information cards

**Social practice:** Give personal information and talk about likes and preferences.



Revisit the activities that helped you make this product on Pages 61, 62, 63 and 64. Show your cards with personal information, your likes and preferences. Read your cards aloud to your group. Invite your classmates to read the information of others, for example: *His name is Luis Navarro. He likes cars.*

### Okay! Product 6 – Personal information cards – Product Presentation

Elicit and write the date on the board. Have students copy it into their Activity Books. Get groups together for this final step of the product. Allow some time for students to finish decorating their cards. Have students show their cards to the group and read their name and what they like aloud. Demonstrate and practice the language you want them to use, for example: *Hi. My name is (Laura) / I am (Laura) and I like (dogs)*. Remind students not to give personal information to strangers. Organize an exchange of cards among students. Encourage them to talk about the person who wrote the card, for example: *Luis Navarro likes cars.* or they can use the example at the bottom of the Activity Book page.

### Okay! Note for you!

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

**Formal Assessment:** Now it would be a good time to give students test 6 Page 126.

**In the following unit, you will work with and through the following:**

<b>Social Learning Environment</b>	<i>Formative and Academic</i>
<b>Communicative Activity</b>	<i>Finding and selecting information</i>
<b>Social Practice of the Language</b>	<i>Ask questions to get information about a nature-related topic.</i>

**To obtain and produce the following results:**

<b>Product</b>	<i>Nature information chart</i>
<b>Specific Competences</b>	<ul style="list-style-type: none"> <li>• <i>Explores illustrated materials about living beings.</i></li> <li>• <i>Participates in asking questions.</i></li> <li>• <i>Explores the writing of questions and answers.</i></li> </ul>

# Unit 7

## Animals are living beings

Communicative activity: Finding and selecting information

This is a wolf. Is the wolf wild or domestic?

QUESTION

ANSWER

Social practice: Ask questions to get information about a nature-related topic

Okay!

1. Draw two columns: one headed Questions and the other headed Answers. Make sure you leave enough space for illustrations. Select an animal and think of three or four questions about it. You can use questions from Pages 69 to 71 as a model. Copy the questions in your notebook. Bring cutouts or drawings of the animal you selected for the next class. Write your names on the back of the poster.
2. Check that the columns have the correct headings. Draw lines to get 3 or 4 rows, depending on the number of questions you write. Write the questions and answers in the appropriate column. Look at the sample product for reference.
3. Paste the drawing or cutout of the animal on the construction paper. See the social practice on Page 75.

### UNIT OPENER

#### a. Introducing the topic


Have students open their books to Page 66 and describe the Unit Opener picture. Point to the characters to elicit their names. Ask: *What are they doing?* Point to the cardboard while you ask. Point to Pepe while you read what he says. Say: *Pepe and Clara are talking about an animal. What animal is it? What can you say about it?* Elicit information, even in students' native tongue. At this time the main objective is to present the topic.

#### b. Working with the product


Have students look at Page 67. Elicit a description of the product (a chart). Draw students' attention to the poster and ask: *What is this?* (a chart with illustrations, questions and answers). Show students the chart and say that they are going to make one.

*\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.*

## Lesson 25

Start!  Listen. Point to the animals and say their names.




Concentrate!  Match the animals with their body parts. Look at the example.



Okay!



 **SP** Draw the animal you like. Your classmate says the name of the animal and makes its noise. Look at the example.

A:

B: Pig! Oink, oink!

I can explore illustrated materials about living beings.

## Lesson 25

I like cows!

 Listen. Point to the animals and say their names.  35

Elicit and ask students to write the date in their Activity Books. Remind your students of expressions to clarify meaning, such as: *What does ... mean? How do you spell...? I don't understand. What did you say? How do you say...? Can you say that again, please?* Have students look at the pictures and try to name the animals. Provide the words when necessary. Demonstrate the task. Play the recording, pausing after the name of each animal for students to point to the animal and say the word. Play the recording again. Ask a few questions, e.g.: *What do horses eat? What color is the pig? How many legs does the hen have?* Play the recording again if necessary.

 Match the animals with their body parts. Look at the example.

Elicit or present parts of the body using your own body. Introduce: *snout, feathers, beak and horns* using the illustrations. Go through the example to demonstrate the task. Monitor while students work and help and correct as necessary. Ask them questions: *What is this animal? What body part is this?*

  **SP** Draw the animal you like. Your partner says the name of the animal and makes its noise. Look at the example.

Demonstrate the activity and draw students' attention to the example. Elicit the sounds the animals in the lesson make. Monitor while students work, helping and correcting when necessary. Play a miming / guessing game to consolidate: a student imitates an animal; the group guesses what animal it is. Encourage students to start thinking of the animal they will use for their product. This activity is good drawing practice. Assess students' participation and collaborative work.

Big Book Facts Time! Pages 27–28  36

Take a few minutes of the session to work in the Big Book. Display Page 27. Ask what this part of the BB will be about. Ask: *What animals can you see? Are they domestic or wild?* Encourage students to describe and name what they can see. Display Page 28. Elicit previous knowledge about these animals. Read the text. Have students make the noise cows and horses make. Name different parts of the animals. Point to them. Play the recording while you show the pictures.

### Okay! Values

Talk to students about *Respect* for all living things. Elicit what this means and what living things are (animals and plants, besides humans). Discuss why this is a value and what benefits it brings.

Start!



37

Look at the picture. Listen to the questions and check (✓) the answers.



a hen	a cow ✓
yes	no ✓
yes ✓	no
brown and white	black and white ✓

Concentrate! SP Mark. Listen again.



What animal is this?  
 Is it brown?  
 Do cows eat grass?  
 What color is it?

Okay!



SP Look at this animal. Ask your classmate a question. Your classmate answers and asks you another question. Use the questions in Activity 2 as a model. Look at the example.



A: What animal is this?  
 B: A horse.  
 Is it white?  
 A: No.

I can explore the writing of questions and answers   
 I can ask and answer questions about a nature topic.

1 Look at the picture. Listen to the questions and check (✓) the answer. 37

Elicit and write the date on the board. Have students copy it into their Activity Books. Ask students to identify the animal in the picture. Read the possible answers aloud before playing the recording to focus students' attention. Play the recording and pause for students to see the example. Play each question and pause to give students time to choose the answer. Check.

2 SP Mark. Listen again. 37

Read the questions for students while they follow. Elicit the answers. Explain the task. Play the recording, pausing give students time to check. These questions can be used as a model for the product, chart with questions and answers.

3 SP Look at this animal. Ask your classmate a question. Your classmate answers and asks you another question. Use the questions in Activity 2 as a model. Look at the example.

Demonstrate the task with a strong student using the example. Practice the questions and answers before students work in pairs. Check that students say the complete questions. Monitor while students speak. The questions are good practice for the ones students will need for their product. Encourage students to start thinking of the animal they will use for their product. Assess students' oral production and collaborative work.


Okay Note for You!

For the product students will need: construction paper, markers, glue, scissors, pencils and magazine cutouts or enlarge cutouts from Page 111.


Okay! Product 7 – Nature information chart – Step 1

Form new groups of five. The same students will remain working together to complete this product. Distribute the material. Demonstrate the steps on the board. Explain that they are going to draw two columns: one headed Questions and the other, Answers. Make sure they leave enough space for illustrations. Assign an animal to each group. Elicit three or four questions about animals they would like an answer to and write them on the board. Students copy the questions in their notebook. For example: What animal is it? How many... does ... have? What color is ...? Are / Is ... small? Ask students to bring cutouts or drawings of their animal for the next class. Ask students to write their names on the back of the poster. Collect and save their work.

## Lesson 26

**Start!**  **SP** Look at the picture. Check (✓) the correct answer. Ask the questions to a classmate.


Questions	Answers
Is it an insect?	yes ✓      no
What color is it?	black ✓      green
How many legs does it have?	eight      six ✓
Is it big?	no ✓      yes
Does it have wings?	no      yes ✓
Where does it live?	in houses ✓      in trees
Is it a bird?	yes      no ✓


**Concentrate!**  Mark the question words. Match. Look at the example.

**What...?** → quantity

**How many...?** → place

**Where...?** → object or thing

**Okay!**  **SP** Look at the picture. Ask and answer questions, using Activity 1 as a model. Look at the example.



A: Is it an animal?

B: Yes, it is. What color is it?

A: It is ...

I can explore illustrated materials about living beings.

I can ask and answer questions about a nature topic.

## Lesson 26

### What is it?

### **SP** Look at the picture. Check (✓) the correct answer. Ask the questions to a classmate.

Elicit and have students write the date in their Activity Book. Form pairs. Elicit the name of the insect in the picture. Explore students' previous knowledge about it. Read each question (pay special attention to the intonation) and its answers aloud for students to follow. Give them time between questions to decide which answer to check. Invite volunteers to read their questions and answers aloud. Depending on your group's strengths, you may want to explain that different question words are used to get different information. Ask students at random a few questions starting with *what / where / how many* and elicit answers. After each question, guide students into telling you the answers they gave: information about things, places and quantity. Ask a few yes / no questions. Draw students' attention to Yes / No answers. Ask: *Do these questions use a question word?* (No). This activity is a good model of what students will do in the product. Encourage students to select an animal or insect for their product. Remind students of the graphic disposition of tables: columns, headings and rows.

### **2** Mark the question words. Match. Look at the example.

Have students read aloud the question words. Get them to mark and match the question words with the information they ask for. Ask students why questions are important – questions elicit information, and information exchanges help people communicate. Ask students how they can identify a written Yes / No question (by the question mark at the end), and how they identify a spoken Yes / No question (by noticing the intonation and the absence of question words).

### **3** Look at the picture. Ask and answer questions, using the questions in Activity 1 as a model. Look at the example.

Demonstrate the activity with a strong student. If you think the activity is too challenging for your group, guide the activity, asking the questions yourself so that students only give you the answers. You can assess students' oral production and question recognition.

## Big Book Facts Time! Pages 29–30 36

Take a few minutes of the session to work in the Big Book. Display Page 29. Point to a pig and ask: *What's this animal? Are all pigs similar or different?* Read the text while you point to the body parts mentioned. Encourage students to oink like a pig. Turn to Page 30. Read the text. Point to the different parts of the animal, asking: *What is it?* Elicit the names or provide them. Encourage students to neigh like a horse. Play the recording while you show Pages 29 and 30.



Start!



- 1 Use your cutouts from page 111. Place the wolf and the sheep next to the text. Listen to your teacher and read along.

The gray wolf is a member of the dog family. Wolves can be gray, brown, black or white. They are big and heavy, with long fluffy tails and sharp teeth. They usually live in forests, but they can live in deserts, too. Wolves are carnivorous – they eat meat. Sometimes they eat sheep from farms. The sound they make is called "howl." They can live up to 9 years.

- Concentrate! 2 SP Look at the answers about wolves and complete the questions. Match the correct word from the box with the question. Look at the example.

	Where	How many	Do	What
color are wolves?				Wolves can be gray, brown, black or white.
do they live?				They live in forests and deserts.
they eat grass?				No, they eat meat.
years do wolves live?				They can live up to 9 years.

Okay!



- 3 SP In your notebook, draw an animal. Show your drawing to the class. Ask the class, using the questions in Activity 2 as a model.

What color are elephants?

I can explore illustrated materials about living beings.

I can explore the writing of questions and answers.

- 1 Use your cutouts from Page 111. Place the wolf and the sheep next to the text. Listen to your teacher and read along. Elicit and write the date on the board. Have students copy it into their Activity Books. Explore the text with students. Ask them to identify the title and the headline. Have them use the cutouts in Page 111 to identify the wolf and the sheep. If they haven't cut them out, ask students to cut them and place the two animals next to the text. Read the text aloud, using gestures to convey meaning, while they follow the text with their finger. Present only the vocabulary students will need to answer the questions: *wolves, forests, deserts, and meat*.

- 2 SP Look at the answers about wolves and complete the questions. Match the correct word from the box with the question. Look at the example. Revise question words and kinds of answers. You can go back to Lessons 21 and 22. Read a question without the question word and read its answer. Elicit the kind of question word necessary to get the information. E.g.: the first question gives information about something (color) so they need the word *What*. They join the question words with the correct questions. Follow the same procedure for the rest of the questions. Say the questions and answers in such a way that students identify rising / falling / flat intonation in questions and answers. This activity is good product practice and can be used as a model. Encourage students to select an animal for their product. Say the questions and answers in such a way that students identify rising / falling / flat intonation in questions and answers.

- 3 SP In your notebook, draw an animal. Show your drawing to the class. Ask the class, using the questions in Activity 2 as a model. Have students take out their notebooks to draw an animal. Tell them they can refer to the cutouts from Page 111 to choose an animal to draw. Refer students to the questions in Activity 2 to use them as a model. Elicit some examples of questions before students start the activity. Monitor while students work. Praise their work. This activity is good drawing and question-forming practice for the product.

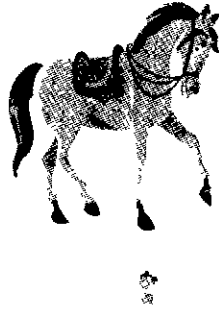
### Okay! Product 7 – Nature information chart – Step 2

Get the groups together. Distribute the materials teams worked with in Step 1. Check that the columns have the correct headings. Have students draw lines to get three or four rows, depending on the number of questions they will write. Get the teams to select questions from previous lessons and write them in the question column, one in each row. Guide students writing the answers in the correct column and row. In Step 3 they will paste cutouts or draw their animal.

# Lesson 27

Start!

What animals are these? Listen. Point to the animal before the narrator says its name.



Concentrate! Mark the names of the animals.



horse

cow

hen

wolf

Okay!



SP Play. Say things about an animal. Your classmate has two opportunities to guess.

A: It has a long tail.

B: It's a horse!

A: No. It's wild.

B: It's a wolf!



I can explore illustrated materials about living beings.

I can ask and answer questions about a nature topic.

## Lesson 27

It has a long tail!

1 Listen. Point and say the name of the animal before the narrator does! 38

Elicit and have students write the date in their Activity Books. Demonstrate this light-hearted activity by playing the recording and encouraging students to point and quickly say the name of the animal being described before the narrator gives the answer. Continue playing the game until students are able to point and name the animal before the narrator does.

2 Mark the names of the animals. Ask a classmate one question about each.

Have students mark the words. Demonstrate the activity by asking one question about each animal. Refer students to previous lessons to find questions they can use as a model. Elicit some questions before students continue the task in pairs. Monitor and provide help when necessary.

3 SP Play. Say things about an animal. Your partner has two opportunities to guess.

Demonstrate the activity with a strong student. Make sure students know how they are going to play. Monitor and check students are using vocabulary correctly. Description of animals is a good way to select an animal for the product and to trigger questions that can be used in it.

## Big Book Facts Time! Pages 31–32 36

Take a few minutes of the session to work in the Big Book. Display Page 31. Ask: *What animal is this? Is it big?* Read the text to students. Read the text and point to the parts of the animal. Encourage students to imitate the movements and the cluck of hens. Turn to Page 32. Have students point to the title of the chart. Read the text before going through the question and answer chart. Whenever an answer can be shown in the picture, point to it. Play the recording while you show Pages 31 and 32.

### Okay Note for You!

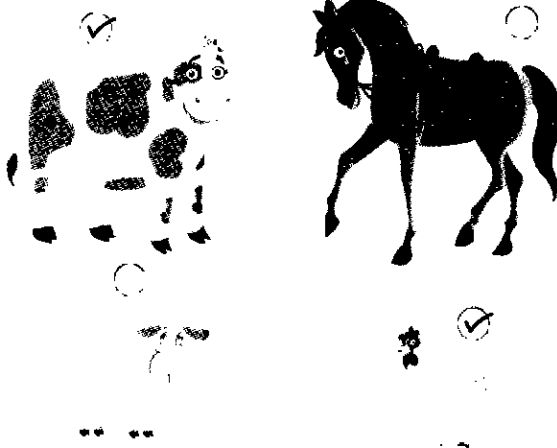
Remind students to bring pictures or drawings of the animal they were assigned. They will need scissors and glue.

Start!



39

Listen to the song and check (✓) the animals mentioned.



Concentrate! **SP** Match the names of the animals to the noises they make. Look at the example. Make the noises.



horse	•	→	•	cluck
cow	•	→	•	howl
hen	•	→	•	neigh
wolf	•	→	•	moo

Okay!



39

Listen and sing along. Have fun!

I can explore illustrated materials about living beings.

1 Listen to the song and check (✓) the animals mentioned. 39

Elicit and write the date on the board. Have students copy it into their Activity Books. Ask students to identify the animals in the pictures. Play the recording while students look at the pictures and check the animals mentioned.

2 **SP** Match the names of the animals to the noises they make. Look at the example. Make the noises.

Get students to have already been exposed to the names of the noises. Go through the example. Guide students if they don't remember the words. Encourage them to make the noises. Tell students that they can include this question in the product: *What is the noise (wolves) make called?* Write the sample question on the board and ask students to copy it onto their notebooks.

3 Listen and sing along. Have fun! 39

Students stand up forming a circle. Play the recording and show students the movements they will make while they sing along, miming the cow's snout as it moos and the hen's wings as it clucks. If time allows, invite students to add verses to the song with different animals and the noises they make.







**Okay! Product 7 – Nature information chart – Step 3**

Get the groups together. Check the chart to verify that the written form of the questions is complete and legible and that the questions are answered correctly. Have students paste the drawings or cutouts of their animal on the construction paper. Make sure that the images show the answers to the questions. Monitor and praise students' work.

# Lesson 28

## Round up!



<p>What animal is this?</p> 	<p>A pig.</p>
<p>This is part of a...</p> 	<p>horse.</p>
<p>This is a...</p> 	<p>beak.</p>
<p>How many legs does it have?</p> 	<p>Six.</p>
<p>Where does it live?</p> 	<p>In forests and deserts.</p>
<p>Is this an insect?</p> 	<p>No, it isn't.</p>

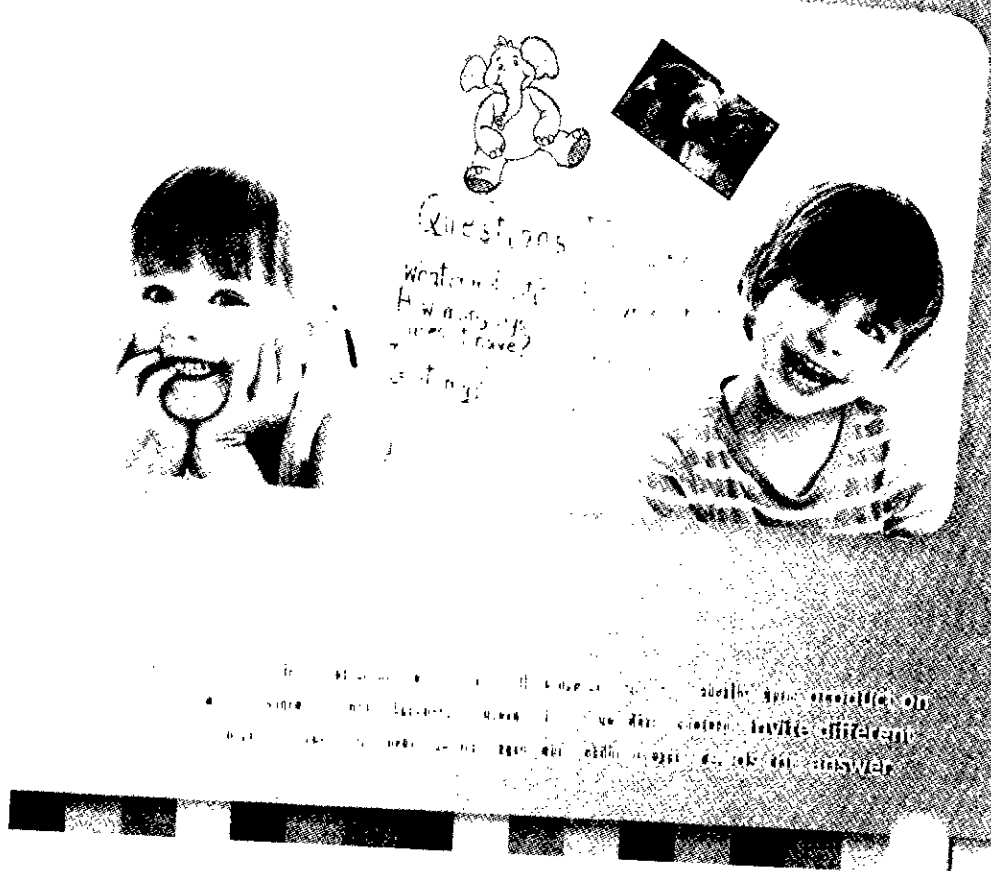
## Lesson 28

### Round up!

 Answer the questions or complete the statements. Compare with a classmate.

Elicit and ask students to write down the date in their Activity Books. Study the pictures and the questions / statements with students to make sure they know what to do. Remind them that some of the questions and answers here can be useful for the product. Have students compare with a classmate before checking with you. You can evaluate vocabulary, reading comprehension and collaborative work.

**Social practice:** Ask questions to get information about a nature topic.



**Okay! Product 7 – Nature information chart – Product Presentation**

Elicit and write the date on the board. Have students copy it into their Activity Books. Get groups to present their chart to the class. They ask the questions and give the answers while pointing to the corresponding part of the illustration – whenever possible. Encourage other students to participate reading different team's questions and answers aloud. You may want to guide students into asking more questions to the team that is presenting. Put up the charts in a visible place in the classroom for everyone to see them.

**Okay! Note for you!**

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

**In the following unit, you will work with and through the following:**

<p><b>Social Learning Environment</b></p>	<p><i>Familiar and Communitarian</i></p>
<p><b>Communicative Activity</b></p>	<p><i>Exchanges associated to the environment</i></p>
<p><b>Social Practice of the Language</b></p>	<p><i>Describe and interpret information about people in the community and their activities.</i></p>

**To obtain and produce the following results:**

<p><b>Product</b></p>	<p><i>Occupation lottery game</i></p>
<p><b>Specific Competences</b></p>	<ul style="list-style-type: none"> <li>• <i>Explores illustrated materials with information about occupations or professions.</i></li> <li>• <i>Participates in the oral expression of information.</i></li> <li>• <i>Explores word writing.</i></li> </ul>

# Unit 8

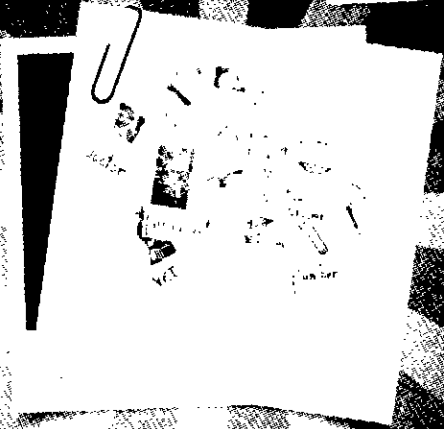
## People in my community

Okay!

Communicative activity: Exchanges associated to the environment



Social practice: Describe and interpret information about people in the community and their activities.



1. You are going to make an occupations lottery (bingo) game. Get construction paper sheets. Draw the boards and cut out the cards. Take advantage of the cutouts on Page 109 if you wish.
  2. Write the name of an occupation, a tool, an item of clothing, etc., in each board box, leaving space for drawings or cutouts. Make sure all the lottery boards have different words and that the words are correctly spelled and legible. Draw or paste pictures to illustrate the words in each box. Look at the final product for guidance.
  3. Draw one tool or item of clothing on the cards and write the word, making sure the cards correspond to the occupations you have on the board boxes.
- See the social practice on Page 85.

Familiar and Communicative

### UNIT OPENER

#### a. Introducing the topic

Have students open their books to Page 76 and describe the Unit Opener picture. Point to the characters to elicit their names. Ask: *What are they making?* Point to the materials while you ask. Ask: *Do you want to make a lottery game? Do you want to know about trade and professions in our community? Look. What material do you need?* Students point to the material and name what they can identify: coloring materials, construction paper, pencils and scissors.

#### b. Working with the product

Have students a look at Page 77. Elicit a description of the product (a lottery game). Attract students' attention to the pictures: *What is this?* (A lottery board and cards) Have volunteers try to mention the illustrations as you point to them. Provide the names in English when necessary. Explain they are going to make one and play with it.

*\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.*

# Lesson 29

## He's a plumber

Date \_\_\_\_\_

Start!

Listen and point. Write the numbers.



1. brick layer

2. electrician

3. plumber

4. bus driver

5. doctor

6. veterinarian



Concentrate! Complete the words. Read them aloud.



bus driver

plumber

brick layer

Okay!

Play. Say the last letter of an occupation. Your classmates guess the word. Look at the example.



A: r

B: doctor!

Unit 8

41

I can explore illustrated materials about occupations or professions.

I can explore the writing of words.

# Lesson 29

## He's a plumber

78

1 Listen and point. Write the numbers. 40

Elicit and ask students to write the date in their Activity Books. Revise numbers 1 to 6. Elicit the names of the occupations in the pictures. Play the recording for students to point at the pictures as they are mentioned. Say *veterinarian*. Elicit the number next to the word. Draw students' attention to the picture of the veterinarian and to the number 6 next to it. Say *brick layer*. Students find the number and put it in the corresponding picture. Follow this procedure with the rest of the words. Ask: *Which words are similar in Spanish?* Encourage students to identify the cognates. Play the recording again to get students to practice the pronunciation of the words. Ask students to classify the pictures, for example, who wears a uniform and who doesn't, who are the most common in your community, etc.

2 Complete the words. Read them aloud.

Have students mark the letters. Encourage them to read the words aloud. Guide them into noticing that the words end in "er." Ask them to find the other two words in Activity 1 that have a similar ending (electrician and veterinarian).

3 Play. Say the last letter of an occupation. Your classmates guess the word. Look at the example.

Go through the example to demonstrate the activity. Work with different ending sounds to elicit words. Monitor while students play, helping and correcting if necessary. Elicit other occupations and present the words in English if students are interested.

### Okay! Values

Talk to students about *Gratitude*. Elicit different occupations and how they help the community. Ask students to imagine a community without one or more of its valuable members and encourage them to be grateful of other people's work.

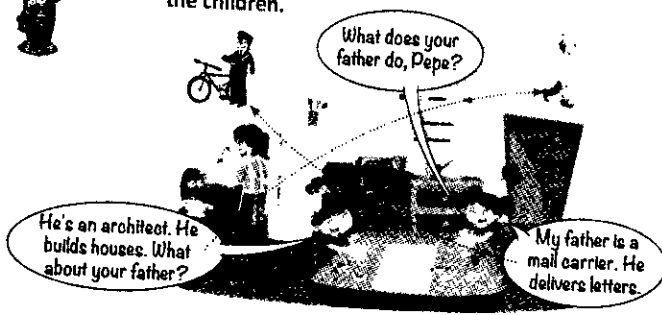
Big Book Stories Time! Pages 15–16 41

Take a few minutes of the session to work in the Big Book. Remind students of the different parts and characteristics of a book. Display Page 15. Say: *Point to the title. What is the topic of the story? What is this place?* Encourage students to recognize the jobs in the picture. Read the dialogue in the bubbles. Play the while still showing the cover, up to "Clara and Pepe go to Clara's house to continue investigating." Turn to Page 16. Read the conversation in the bubbles while you point to the people. Play the recording. Ask: *What does the (jaguar) do?* and revise vocabulary related to occupations and animals.

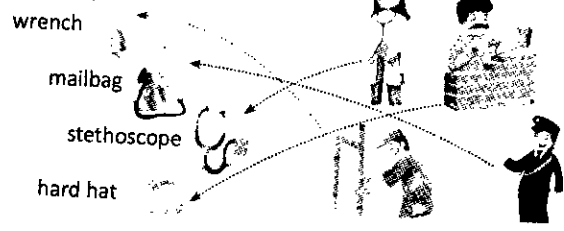




Look and read. Match the occupations to the children.



Match the tool to the occupation. Look at the example.



Ask your classmates. Look at the example.

A: What does your father do?  
B: He's a plumber.

I can describe and interpret information about people in my community and their activities.   
I can ask for and give information.

**1 Look and read. Match the occupations to the children.**

Elicit and write the date on the board. Have students copy it into their Activity Books. Ask: *Which characters can you see? Where are they? Are they playing?* Read the conversation aloud for students to follow. Have them match each character with the corresponding picture. Check. Model and encourage students to say the words *architect*, *mail carrier* and *hard hat*.

**2 SP Match the tool to the occupation. Look at the example.**

Ask students to identify and name the occupations. Present tool vocabulary: *wrench*, *mailbag*, *stethoscope*, *hard hat*. Ask: *Who uses a wrench to work?* Show students the arrow that matches this tool with the plumber. You can follow this procedure to do the task with students if you think it would be complex for them to do it on their own. Check. Draw students' attention to this activity, as they will produce a lottery game that includes illustrations of occupations and tools. If you think it may be too challenging for students to draw tools and occupations, you can start making copies for students to cut out and color.

**3 Ask your classmates. Look at the example.**

Demonstrate the task by asking students at random to model the question. Guide students into answering He's / She's... Have a few students ask you the question (remember to give an answer). Form small groups for students to ask and answer each other. Monitor while they speak. Take this opportunity to assess oral production and attitude towards collaborative work.

**Okay Note for You!**

For the product students will need: two sheets of construction paper per team, pencils, colored pencils, scissors, and glue to make a lottery game. Divide one construction paper sheet into lottery boards (one for each student in the team) with nine squares each, and the other one into lottery cards. Make a board and cards yourself to show students a finished product.

**Okay! Product 8 – Occupation lottery game – step 1**

Form new groups of five. The same students will remain working together to complete this product. Explain that they are going to make a lottery game. Distribute the construction paper sheets. Have students cut out the boards and the cards. Take advantage of the cutouts on Page 109 if you wish.

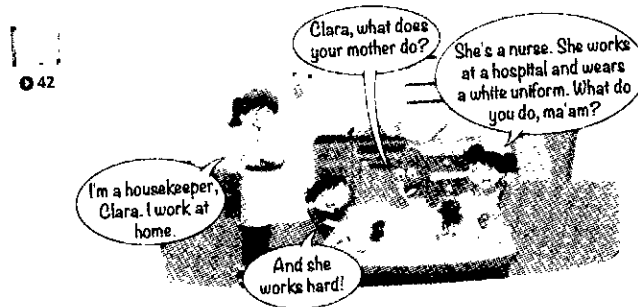
# Lesson 30

## She is a housekeeper

Date \_\_\_\_\_

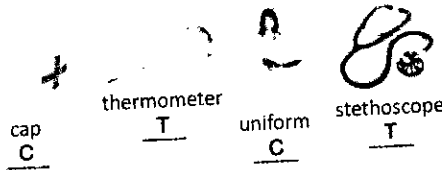
Start!

Listen and follow. What is Clara's mom's job?



Concentrate!

**SP** See what nurses use. Write C for their clothes and T for their tools. Look at the example.



Start!

Okay!

Play. Say a tool. Your classmate says the occupation. Say where the people work.

A: Cap                      B: Doctor!  
A: No. Nurse!          B: A nurse works in a hospital.

Unit 8  
41

can describe and interpret information about people in the community and the activities they can participate in giving information.

# Lesson 30

## She is a housekeeper

80

### Listen and follow. What is Clara's mom's job? 42

Elicit and have students write the date in their Activity Book. Explain the task. Play the recording while students follow. Elicit the answer (she's a nurse). Ask: *Do nurses wear a uniform? Do they use tools? Where do they work?* Ask: *What does Pepe's mom do?* (She's a housekeeper). *What do housekeepers do? What tools do they use? Where do they work?* Elicit vocabulary related to nurses and housekeepers.

### SP See what nurses use. Write C for their clothes and T for their tools. Look at the example.

Read the words aloud for students to point to the pictures. Say and mime or draw *cap*. Draw students' attention to the C – the cap is part of the clothes they wear. Say the next word. Elicit if it is a tool or clothing. Students write T (it's a tool in their jobs). Follow the same procedure with the other words. Monitor and check students have the right answers. Draw students' attention to this activity, as they will produce a lottery game that includes illustrations of occupations and tools.

### Play. Say a tool. Your classmate says the occupation. Say where the people work.

Demonstrate the activity with a student. Students can refer to Page 79 to remember tools and professions. Monitor while they speak, helping with vocabulary if they want to talk about a tool or an occupation or place not mentioned before. You may want to refer students to Unit 4 to remind them of different places in the community. Take this opportunity to assess vocabulary and attitude towards collaborative work.

### Big Book Stories Time! Pages 17–18 41

Take a few minutes of the session to work in the Big Book. Display Page 17. Ask: *Who are the characters? Where are they? Why are the children there?* Play the recording and display Pages 15–16 for students to remember what has happened so far. Read the conversation in the bubbles. Ask: *Do mail carriers wear a uniform? What tools do they use?* (a vehicle and a mailbag) *What do they do?* Turn to Page 18. Read the conversation in the bubbles. Ask: *Where are they now? What do architects do? What tools do they use?* Play the recording for Pages 17–18 and confirm or correct their ideas.

### Okay Note for You!

Have students bring cut outs or drawings the size of the lottery cards of at least nine different occupations. Remember they can use the cutouts on Page 109.



Date \_\_\_\_\_

Step 2



Start!

Listen and point. Mark the missing letters.



43

1. police officer



2. cap



3. car



4. farmer



5. tractor



6. Overalls



7. firefighter



8. fire hose

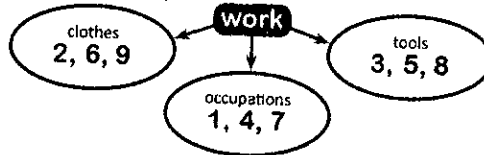


9. Coat

Concentrate!



Classify the words. With your teacher's help, copy the numbers into the appropriate circle. Look at the examples.



Okay!



SP Play "Pictionary". Draw a tool or an item of clothing related to an occupation. Your classmate guesses the occupation.

I can explore illustrated materials about occupations or professions.

I can explore the writing of words.

81

**Listen and point. Mark the missing letters.** 43

Elicit and write the date on the board. Have students copy it into their Activity Books. Play the recording while students point to the corresponding image. Warning: words are not in order. Pause after each word to give students time to find and point. Play the recording again to consolidate. Ask students to mark the letters. Point to a word and say it. Encourage students to say the words.

**Classify the words. With your teacher's help, copy the numbers into the appropriate circle. Look at the examples.**

Show the mind map to students. Draw their attention to the arrows and the words they point to (semantic fields). Students look at the pictures and words in Activity 1. Ask: *What is number 1? An occupation, clothes or a tool?* Show them number 1 in the circle of occupations. Follow the same procedure with the rest of the examples and the words. Check.

**SP Play "Pictionary." Draw a tool or an item of clothing related to an occupation. Your classmate guesses the occupation.**

Demonstrate the activity playing with the whole group using tools and clothing from previous pages. Monitor while they play, providing cues when necessary. Draw students' attention to this activity, as they will produce a lottery game that includes illustrations of tools / clothes for different occupations.

**Okay! Product 8 – Occupation lottery game – Step 2**

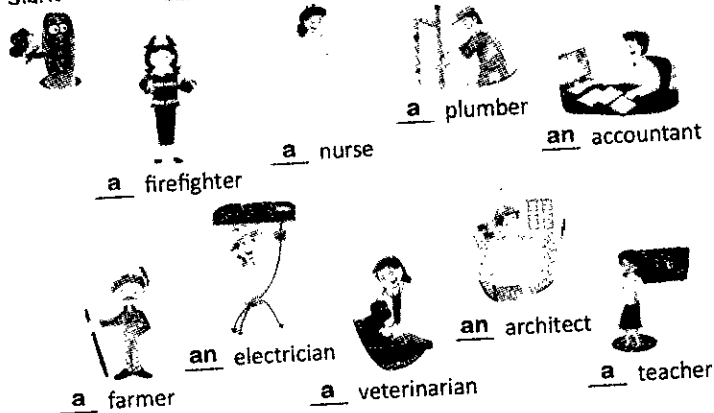
Get the groups together. Distribute the materials. Have students write the name of an occupation, a tool, an item of clothing, etc., in each lottery box, leaving space for drawings or cutouts. Monitor and make sure all lottery boards in each team have different combinations of words and that the words are correctly spelled and legible. Encourage students to draw or paste pictures to illustrate the words in each box. The pictures or drawings of the occupations should be on the lottery cards.

# Lesson 31

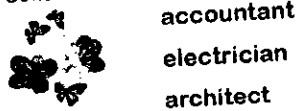
## I want to be a teacher!

Date \_\_\_\_\_

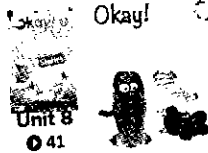
Start! **SP** Look at the pictures. Write *a* or *an*.



Concentrate! **C** Say the words that follow the word *an*.



Okay! **O** Make the sound of the first letter of an occupation. The first teammate to say the words wins and plays next. Look at the example.



A: fffff...      B: a firefighter!

# Lesson 31

## I want to be a teacher!

82

I can explore illustrated materials about occupations or professions.

**1 SP** Look at the pictures. Write *a* or *an*.

Elicit and have students write the date in their Activity Books. Go through the examples. Guide students into noticing the letter that follows *a* and *an*. Say each word, emphasizing its initial sound for students to decide whether it needs *a* or *an*. Have them write *a* or *an* accordingly. Check, asking students to say the pair of words. You may want to work a little with pronunciation. Students will make a board game using pictures of occupations and tools, so attract their attention to the pictures and the tools / clothes people use / wear.

**2** Say the words that follow the word *an*.

Revise the alphabet with students. Write it on the board and circle the vowels (a, e, i, o, u). Tell students that all the other letters are called *consonants*. Have students say the sound of each letter. Refer back to Activity 1 to guide students into discovering a rule. Carry out this activity on the board and work with the group as a whole.

**3** **O** Make the sound of the first letter of an occupation. The first teammate to say the words wins and plays next. Look at the example.

Demonstrate the activity with a couple of words. Participate with students and have fun! Take this opportunity to assess oral production, register (informal, playful) and attitude towards collaborative work.

**Big Book Stories Time! Pages 19–20** **41**

Take a few minutes of the session to work in the Big Book. Display Page 19. Ask: *Are the children happy? Yes, they are proud!* Use gestures to convey meaning. *What do housekeepers do? Is their occupation important? Why?* Play the recording to confirm or correct their ideas. Turn to Page 20. Have students describe the scene. Exploit the picture and elicit names of places, animals and jobs. Read the dialogue in the bubbles. Ask: *What did you learn about occupations? Can men and women do the same jobs?* Play the recording and elicit answers to the question. Ask about occupations and animals to consolidate vocabulary, e.g.: *What animal is the (shopkeeper)? What does (bear) do?*

Date \_\_\_\_\_

Step 3



Start!



44

**SP** Listen. Count the occupations as you listen. Tell your classmate.



I want to be a plumber  
I want to be a teacher  
I want to be an  
electrician  
That's what I want!



I want to be an  
accountant  
I want be a vet  
I want to be an architect  
That's what I want!

Concentrate!



**SP** Order the letters or syllables and write the occupations. Look at the example. Compare your answers with the words in the song.

- count-ant-ac
- er-plumb
- er-teach
- cian-lec-e-tri
- tve
- ar-tect-chi

accountant

plumber

teacher

electrician

vet

architect

Okay!



44

**SP** Listen. Sing along and mime the occupations. Say what you want to be!

I can explore the writing of words.



83

**1 SP** Listen. Count the occupations as you listen. Tell your classmate. 44

Elicit and write the date on the board. Have students copy it into their Activity Books. Explain that *vet* is short for *veterinarian*. Play the recording. Students count the occupations they hear (6). Encourage students to tell a classmate: *There are 6 occupations*. Ask students to match the tools in the illustration to the occupations. This knowledge will help students when they make their product.

**2 SP** Order the letters or syllables and write the occupations. Look at the example. Compare your answers with the words in the song.

Go through the example. Draw students' attention to the example and work with it. Tell students that they can refer back to the text for help. Check. Have them check their answers with the words in the song to verify they are written the same. Knowing how to write names of professions will be useful during the making of the product.

**3** Listen. Sing along and mime the occupations. Say what you want to be!

Show students how to mime the occupations. Make this a light-hearted activity. Play the recording. Encourage students to sing along and mime the occupations. Sing as many times as students are interested. When they are finished, ask each student what he / she wants to be. This is a good opportunity to assess verbal and non-verbal communication.

**Okay! Product 8 – Occupation lottery game – Step 3**

Get the groups together. Check the cards and boards to verify that the written form of the words is legible and correctly written. Get students to finish the decoration of their boards and their cards. Check that words and images coincide. Ask different students: *What does it say here?* Elicit: *It says...* Collect students' work.

# Lesson 32







Date \_\_\_\_\_

Round up!



 Look and write "She / He is a / an..."


Who are they?

	She is a firefighter.
	He is an electrician.
	He is a policeman.
	She is a nurse.
	He is an accountant.
	He is a farmer.

84

## Lesson 32

Round up!

 Look and write "She / He is a / an..."

Elicit and ask students to write down the date in their Activity Books. Make sure students recognize the occupations in the pictures. Explain they will have to write the complete sentences, as in the example. Have students compare with a partner before you check answers by inviting volunteers to write the answers on the board.

Date \_\_\_\_\_

## 📌 Occupation lottery game

**Social practice:** Describe and interpret information about people in the community and their activities.



Revisit the pages where you practiced or prepared yourselves to elaborate your product on Pages 79 to 83. Play Lottery with the cards you made. When you finish playing, put the cards upside down. Pick a card and say what the occupation is and what you know about it. For example:  
*Nurse. Nurses use thermometers. They wear a cap and a uniform.*

85

### 📌 Okay! Product 8 – Occupation lottery game – Product Presentation

Elicit and write the date on the board. Have students copy it into their Activity Books. Play the lottery once to verify there are not too many cards and that no card is missing; that the words written on the lottery boards are legible, and that all lottery boards have different combination of words. Invite another class to play with this lottery game. You can assess several things during this step: correct use of vocabulary and writing conventions, participation in collaborative work, pronunciation and involvement.

### Okay! Note for you!

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

**Formal Assessment:** Now it would be a good time to give students test 8 Page 128.

**In the following unit, you will work with and through the following:**

<p><b>Social Learning Environment</b></p>	<p><i>Literary and Ludic</i></p>
<p><b>Communicative Activity</b></p>	<p><i>Understanding of self and others</i></p>
<p><b>Social Practice of the Language</b></p>	<p><i>Understand stories and relate them with own experiences.</i></p>

**To obtain and produce the following results:**

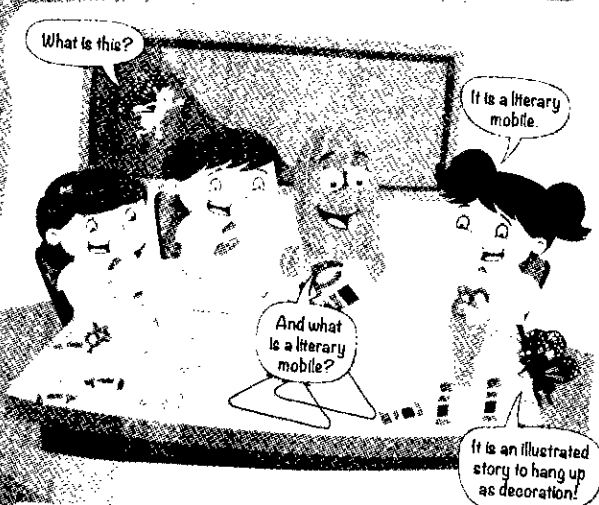
<p><b>Product</b></p>	<p><i>Literary mobile</i></p>
<p><b>Specific Competences</b></p>	<ul style="list-style-type: none"> <li>• <i>Explores an illustrated book of stories.</i></li> <li>• <i>Follows the reading aloud of a story.</i></li> <li>• <i>Explores the writing of sentences.</i></li> <li>• <i>Evaluates the writing of sentences.</i></li> </ul>



# Unit 9

## That's a good story!

**Communicative activity:** Understand stories and relates them with own experiences



**Social practice:** Understand stories and relate them with own experiences.

# Okay!

1. Choose your favorite story from the Big Book or the Activity Book. Cut out cards from construction paper and put them away.
  2. Copy sentences from the story you selected onto the cards and add how the character feels. Check that the sentences are correctly written and number the cards to keep the story in order. Add pictures or drawings to illustrate each sentence.
  3. Follow your teacher's instructions to make a mobile.
- See the social practice on Page 95.

## UNIT OPENER

### a. Introducing the topic

Have students open their books to Page 86 and describe the Unit Opener picture. Point to the characters to elicit their names. Ask: *What are they making?* Point to the mobile while you ask. Ask: *Do you want to make a literary mobile?* Read the conversation in the bubbles so students know what a literary mobile is. *Look.* *What material do you need?* Students point to the material and name what they can identify: construction paper, pencils, scissors, hole punch, thread or yarn, three or four twigs (about 15 cm long each), markers or crayons, glitter, clothes hangers and glue.

### b. Working with the product

Have students look at Page 87. Elicit a description of the product. Attract students' attention to the mobile and ask: *What is this?* Show students a mobile and explain they are going to make one. You may want to ask students where at home they are going to put their product.

### Okay! Note for You:

Have a model of the product ready to show it to students.

*\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.*

## Lesson 33

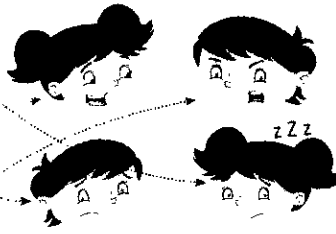
### How do you feel?

Start!



Match the words to the pictures.

bored  
happy  
sad  
angry



Concentrate! **SP** Look at Activity 1. Complete the words with your teacher's help. Choose an expression to respond.



Clara is hap p y.      Me too.      I am not.  
Pepe is angr y.      Me too.      I am not.  
Clara is bor e d.      Me too.      I am not.  
Pepe is sa d.      Me too.      I am not.

Okay!



Unit 8  
45



With your class, talk about a story you are familiar with. Does it make you feel angry, happy, sad or bored?



angry

I can explore the writing of sentences.

Understands stories and relates them with own experiences.

## Lesson 33

### How do you feel?

1 Match the words to the pictures.

Elicit and have students write the date in their Activity Books. Present the different moods saying the words and using gestures or drawings. Have students do the task in pairs. Check. Play a miming game to consolidate. Act out a mood for students to say how you feel, e.g. *Happy!* This will serve as a demonstration of the Okay! activity.

2 **SP** Look at Activity 1. Complete the words your teacher's help. Choose an expression to respond.

Explain to students they can look at Activity 1 for help. Ask them to read and trace the first letters to complete the word, copying it from the activity above. Invite volunteers to write the sentences on the board for you to check. Go through the responses and elicit or explain their meaning. Say a sentence and encourage students to select a response according to how they feel. You may want students to circle their response to each sentence. Draw students' attention to the writing of sentences expressing moods. They can be useful for the product.

3 With your class, talk about a story you are familiar with. Does it make you feel angry, happy, sad or bored?

Go through the example to demonstrate the activity. Monitor while students play, helping and correcting if necessary. Elicit other moods and present the words in English if students are still interested. Take this opportunity to assess students' participation, vocabulary use and non-verbal communication skills.

Big Book Stories Time! Pages 21–22 45

Take a few minutes of the session to work in the Big Book. Display Page 21. Say: *Point to the title and author. Point to the characters (the Ant and the Grasshopper).* Students describe the moods they recognize in the characters: tired, happy. Ask: *Are you tired or happy?* Encourage them to say what the story will be about. Turn to Page 22. Play the recording while you show the images. Ask students to identify the words that express actions and see which pictures represent them. Elicit the moods of the characters and encourage students to act the moods out: happy, tired. Ask: *Are you happy?* Write the expression "to his heart's content" on the board. Students say what they think it means (it refers to complete happiness).

### Okay! Values

Talk to students about *Diligence*. Elicit what this means. Discuss why this is a value and what benefits it brings.

Date \_\_\_\_\_

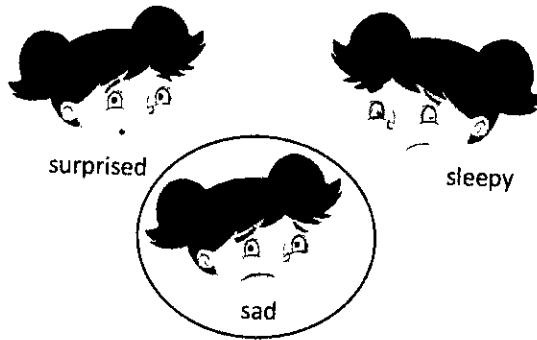
Step 1

Start!



46

- 1 Listen. Circle the picture that shows Clara's mood. Point and tell your classmate the moods.



- 2 Concentrate! **SP** With your teacher's help, identify three moods. Say and spell them.



angry  
happy  
sleepy



Okay!



- 3 Look at the moods in the picture in Activity 2. Do you know the story? When do you experience these moods?

Understands stories and relates them with own experiences.

I can understand my and other people's moods.



- 1 Listen. Circle the picture that shows Clara's mood. Point and tell your classmate the moods. 46

Elicit and write the date on the board. Have students copy it into their Activity Books. Invite students to identify the moods in the pictures. Play the recording and pause to give students time to circle the correct picture. Check. Present *surprised* and *sleepy*, and ask students to mime the three moods to make sure they are understood. Encourage students to say complete sentences while pointing to the different moods.

- 2 **SP** With your teacher's help, identify three moods. Say and spell them.

Have students study the picture and elicit the moods represented in it. Ask students what story this is (Snow White and the Seven Dwarfs) and if they would like to use this story for their product. Ask students at random how they feel at the moment. Encourage students to say and spell the moods.

- 3 Look at the moods in the picture in Activity 2. Do you know the story? When do you experience these moods?

Demonstrate the task with two strong students, using the example. Encourage students to have fun with the activity and make up different moods. Monitor while they speak.

Okay! Note for You:

Collect the material for the product. Remember to have your mobile ready to show students the finished product. You can have students use twigs or clothes hangers to hang their mobile cards.

### Okay! Product 9 – Literary mobile – Step 1

Form new groups of five. The same students will remain working together to complete this product. Show your finished product to students. Encourage teams to choose their favorite story from the Big Book or the Activity Book. Have them cut out cards from the construction paper and put them away.

## Lesson 34

### How does this make you feel?

Start!



047

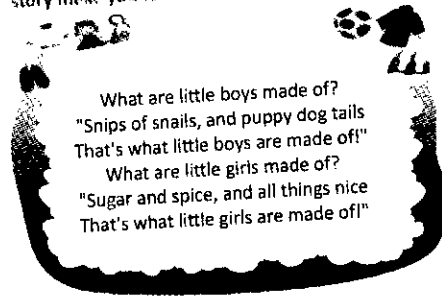
1 **SP** Listen. Point to the characters and objects as you listen.



Concentrate! Listen again and follow in your book. How does the story make you feel?



047



045



047

Okay! Listen again. Chant along!

I can listen to and follow a story

## Lesson 34

### How does this make you feel?

#### 1 **SP** Listen. Point to the characters and objects as you listen. 047

Elicit and have students write the date in their Activity Books. Encourage them to describe the pictures and the characters' moods (happy). Present vocabulary using the pictures: *snails*, *puppy dog*, *tails*, *sugar*, *spice*. *Snips* is old English for *little bits*. Play the recording. Ask students to point to the things mentioned as they listen. They should point to the boy and the girl twice. Ask students to identify the textual component of this rhyme (students point to the text below). Activities 1 and 2 can be used for the product. You can provide photocopies of the illustrations for students to color and use. They can copy parts of the text onto different cards. You can also do this as practice for the final product.

#### 2 Listen again and follow in your book. How does the story make you feel? 047

Read the chant aloud slowly for students to follow the text with their finger. Encourage them to say what the chant is about (asking about and describing boys and girls). Guide them into noticing that some sentences are very similar. Attract their attention and elicit one word that makes them different. Encourage students to notice all the similar sentences and underline them. Once identified correctly, have them find the word that makes them different. Help students become aware that one word can change the meaning and purpose of a sentence. Ask students what the graphic components are (pictures) and if they helped them understand the rhyme. Have students cut out the cards related to moods on Page 113. Ask how they feel about the rhyme. Encourage students to put up the card that reflects their mood.

#### 3 Listen again. Chant along! 047

Ask students what the purpose of a rhyme like this is (probably to explain to children in a simple way why and how boys and girls are different). Divide the group into boys and girls. Play the recording. Girls chant the part that refers to boys and boys chant the part that refers to girls. Then, boys chant the part about boys and girls the part about girls. Finally, the whole group chants together. You can assess how actively students engage in tasks and fun activities.

#### Big Book Stories Time! Pages 23–24 045

Take a few minutes of the session to work in the Big Book. Display Page 23. Say: *Who are the characters? Where are they?* Point to the text in the story. *Does Ant want to chat? Why?* Play the recording. Elicit the grasshopper's mood and attitude. Accept comments in students' mother tongue, and provide the words in English. Turn to Page 24. Have students identify the moods: happy, tired, surprised. Elicit verbs. Ask students to act out the actions to make sure the meanings are clear. Ask: *Is Ant going to chat with Grasshopper?* Play the recording to confirm or correct their ideas. Discuss the value of diligence again with students. Ask them why Ant is saving food.

Distc

Step 2

Start!



- SP Listen to your teacher. Follow and put the pictures in order.

**Picnic at the woods**

Two little children, Rosy and Lou, are very happy when they go to the woods. Rosy and Lou run so fast, they drop the food. Now they are tired and sad; they are hungry. Now they are sleepy, too. They learned not to play with food.



1



3



2

Concentrate!



- Use the pictures and the text to identify the beginning, development and end of the story.

Okay!



- Tell your teacher about a bad experience and what you learned from it.

I can listen to and follow a story.

I can explore an illustrated story.

I can relate a story to my experiences.



**1 SP Listen to your teacher. Read and put the pictures in order.**

Elicit and write the date on the board. Have students copy it into their Activity Books. Explore the pictures with students. Have them identify the characters and the setting. Explain the task and revise numbers 1 to 4. Read the story slowly and pause to give students time to find scene 1. Ask for the names of the characters (Rosy and Lou). Continue reading slowly, pausing for students to find the scene and write the number. Check before you continue reading. Ask students how the characters feel at the end. Ask whom this story is intended for, and what the characters learned. Elicit whether students have had an experience similar to this, i.e., being careless and making a big mistake, or doing something that had negative results. This activity can be used for the product. You can provide photocopies of the illustrations for students to color and use. They can copy parts of the text onto different cards. You can also do this as practice for the final product.

**2 Use the pictures and the text to identify the beginning, development and end of the story.**

Explain to students that they have to read the story and look at the pictures to discuss what the story teaches to the readers. Guide them into identifying the parts of a story. During this activity, you can assess students' attitudes towards support, engagement and respect for what others have to say.

**3 Tell your teacher about a bad experience and what you learned from it.**

Give students time to reflect and remember an event in their lives when they learned something from a bad experience. Allow students to use their mother tongue. The objective is for students to relate stories to their own experiences.

**Okay! Product 9 – Literary mobile – Step 2**

Get the groups together. Distribute the materials. Have students decide on a story and copy sentences from it onto the cards. Monitor and check that the sentences are correctly written and the cards numbered to keep the story in order. Students add pictures or drawings to illustrate each sentence. Have them cut strings of thread or yarn of about 10 centimeters each and tie one end to the middle of the twigs. Collect students' work.

# Lesson 35

## How are you today?

Unit

Start!



48

**SP** Listen. Circle the word you hear.

Be positive!

One day, Cactus and the children went to the river / **forest** near the town.

They were singing and racing to see who got to the picnic area first. Suddenly, the sky went gray and they heard thunderstorm. They thought it was going to **rain** / snow and they became sad.

They stopped singing and running. Cactus looked for a safe place. There was a small **house** / **cave** and in they went.

It started raining. Cactus said: "Why are we **sad** / **angry**? It's only rain. We have the food and the blanket. Let's have our picnic right here!"

Soon they were all **happy** / **angry** again. They told stories. They sang songs. They ate all the food.

Concentrate!



**SP** With your teacher's help, put the words in order to form sentences from the story. Look at the example.

started / raining / It It started raining.

only / It's / rain It's only rain.

songs / sang / They They sang songs.



Unit 9

45



48

**Okay!** Tell the class if something similar happened to you. What did you do? How did you feel?

I can explore the writing of sentences.

I can understand stories and relate them with my experiences.

# Lesson 35

## How are you today?

**SP** Listen. Circle the word you hear. 48

Elicit and have students write the date in their Activity Books. Play the recording once while students follow the text with their finger to familiarize them with the words. Explain the task and show the example. Play the recording for students to listen and circle the correct words. Check by writing on the board the words that should be circled. Students can use this story for their product. The drawings are not complex and the language is simple. Activity 2 helps students follow writing conventions and put words in the correct order, which can be useful for the elaboration of the product.

**2** With your teacher's help, put the words in order to form sentences from the song. Look at the example.

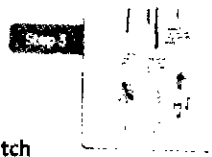
Go through the example with students and make sure they know what to do. Remind students of the use of capital letters to start and the period at the end of sentences. Elicit the answer to the second sentence. Explain that students can refer back to the song for help. Invite volunteers to write the sentence on the board. Alternatively, you can carry out this activity on the board and work with the class as a whole.

**3** Tell the class if something similar happened to you. What did you do? How did you feel? 48

Play the recording and mime the actions. Participate with students and have fun!

### Big Book Stories Time! Pages 25–26 45

Take a few minutes of the session to work in the Big Book. Display Page 25. Ask: *What is the matter?* (It is cold and Grasshopper has no food). *What can Grasshopper see?* (It can see the ants warm and eating). *Is Grasshopper happy or sad? How would you feel in a situation like this?* Invite students to relate to the characters and say how they would feel. Play the recording to confirm or correct their ideas. Turn to Page 26. Encourage students to describe the scene. Ask: *Are Grasshopper and Ant happy? What did Grasshopper learn from this experience? What did you learn? How can we relate the value of diligence with this story?*



Start!



The students are telling a story. Match the pictures to the sentences.



- Yellow:** In a small town far away...
- Cactus:** ...there was a beautiful princess.
- H Clara:** Her name was Bertha.

Concentrate!



**SP** Correct the punctuation in the sentences in Activity 1.

Okay!



**SP** Your teacher will talk to you about the steps of your product. Pay attention and ask questions if you have them.

I can explore and evaluate the writing of sentences.



**1 The students are telling a story. Match the pictures to the sentences.**

Elicit and write the date on the board. Have students copy it into their Activity Books. Ask students to identify the characters in the pictures. Show them how they can match the the pictures to the sentences (paying attention to the name indicating who is speaking). Check.

**2 SP Correct the punctuation in the sentences in Activity 1.**

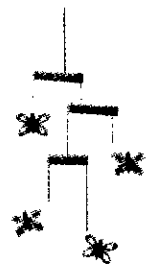
Read the sentences in Activity 1 aloud while students follow. Remind them of the correct punctuation of sentences. Elicit which sentence is correct and why the others are not. Explain that the incorrect sentences need to be corrected and that students will make the corrections directly on them. Invite volunteers to write the corrected sentences on the board for you to draw attention to capitalization and punctuation. Activity 2 helps students follow writing conventions, which can be useful for the elaboration of the product.

**3 SP Your teacher will talk to you about the steps of your product. Pay attention and ask questions if you have them.**

Go with students through the steps they followed to make the final product. Use the notes on the steps on Pages 99, 101 and 103. You can use questions such as: *Did you copy the sentences of your selected story onto the cards?* Encourage them to ask questions if they are unsure of anything.

**Okay! Product 9 – Literary mobile – Step 3**

Get the groups together. Distribute the materials to the teams. Check the cards to verify that the written form of the sentences is complete and legible, and correctly written. Monitor while students finish decorating their sentences. Check that sentences and images correspond to the story chosen by the teams. Verify that the strings of thread or yarn are tied to the middle or both extremes of the twigs. Use the hole punch to make a hole at the top center of each card. Students tie the cards to the twigs using the thread. It is not absolutely necessary that the cards are balanced, but ask students to try. Students can join the twigs or hangers together using tape or thread.



# Lesson 36

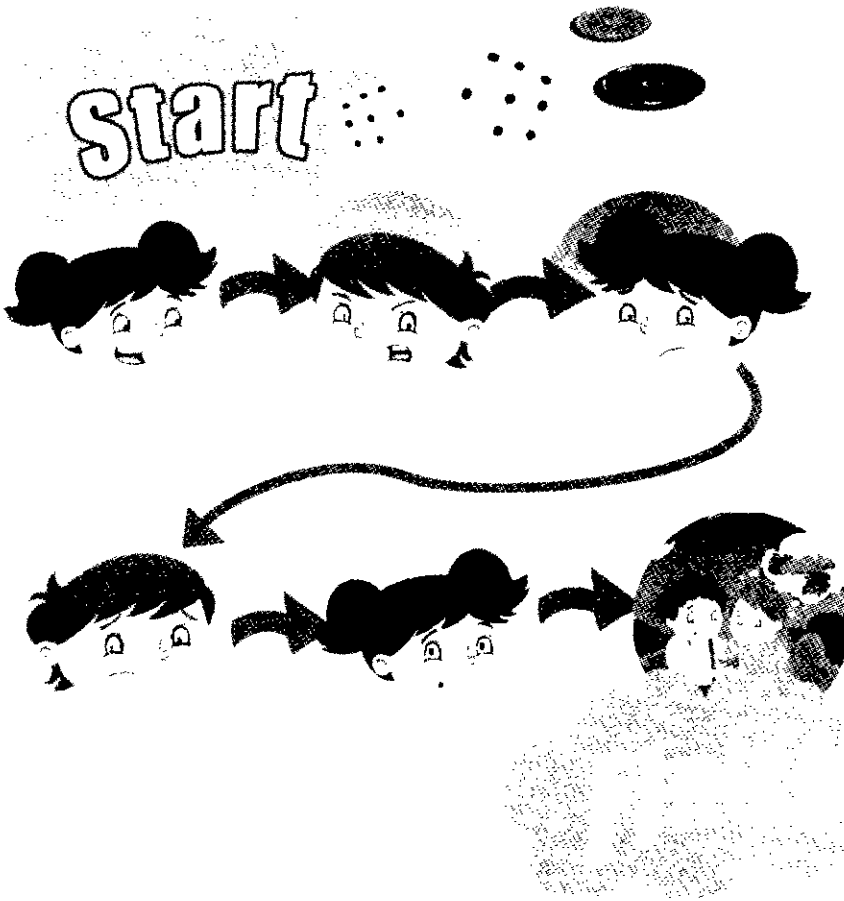
## Round up!

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



Listen to your teacher's instructions. Play and have fun!

# Start



## Lesson 36

### Round up!

 Listen to your teacher's instructions. Play and have fun!

Elicit and ask students to write down the date in their Activity Books. Form groups of four. Groups will need a dice and four counters. Have students place their counters on the word *Start*. Explain that they will take turns throwing the dice and moving their counter according to the number shown on the dice and in the direction of the arrows. Have them say the mood represented in the pictures and talk about a situation when they felt like that (accept these comments in students' mother tongue). If the student cannot fulfill the task, he / she goes back to where they were before. The student who lands on *Finish* first is the winner. Take this opportunity to assess students' use of appropriate language and active participation in games.



**Social practice:** Understand stories and relate them to personal experiences.



### Okay! Product 9 – Literary mobile – Product Presentation

Elicit and write the date on the board. Have students copy it into their Activity Books. Check that the mobile parts are tightly joined and the illustrations finished. Have teams present their mobiles and tell the story to the group. Encourage participation and invite the class to talk about how they story makes them feel, as well as to comment if they have ever been in a similar situation before. Display the mobiles inside or outside the classroom. After a week, have teams make a raffle and decide who will take the mobile home.

### Okay! Note for you!

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

# What's your schedule?

**In the following unit, you will work with and through the following:**

<p><b>Social Learning Environment</b></p>	<p><i>Formative and Academic</i></p>
<p><b>Communicative Activity</b></p>	<p><i>Processing Information</i></p>
<p><b>Social Practice of the Language</b></p>	<p><i>Interpret information about time in illustrated materials.</i></p>

**To obtain and produce the following results:**

<p><b>Product</b></p>	<p><i>School schedule</i></p>
<p><b>Specific Competences</b></p>	<ul style="list-style-type: none"> <li>• <i>Explores weekly calendars.</i></li> <li>• <i>Listens to the reading aloud of information about hours and days of the week.</i></li> <li>• <i>Participates asking for and giving information about time.</i></li> <li>• <i>Reviews writing.</i></li> </ul>

# Unit 10

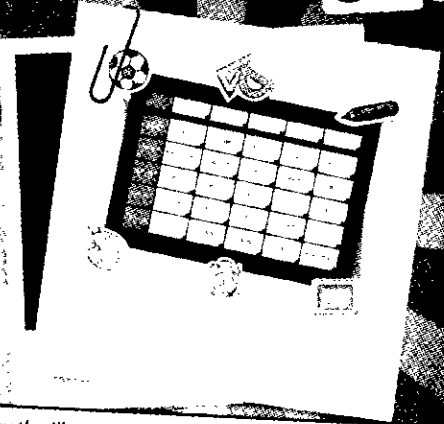
## What's your schedule?

Okay!

Communicative activity: Processing information



Social practice: Interprets information about time in illustrated materials.



1. Copy the illustrated schedule on Page 105, and make sure you know the names of the subjects (see Page 103). Write your names on the back of the paper and put it away.
2. Decide on the time when you have your lessons. With your teacher's guidance complete your school schedule and decorate it.
3. Present your schedule and mention the class, day and time in simple questions and sentences, while you point to the correct places, for example: *We have P.E. on Mondays at 8. When is recess? What time do we have P.E.? When do we have English? What time?* See the social practice on Page 105.

Formative and Academic

96

97

### UNIT OPENER

#### a. Introducing the topic

Have students open their books to Page 96 and describe the Unit Opener picture. Have students look at the scene and tell you what is going on (Andy, Cactus and Renata are making and illustrating somethings on a large piece of paper). Elicit vocabulary and materials students can identify. Elicit daily routines from different students. Explain that the project in this unit is an illustrated schedule. Invite four students to act out the conversation. Ask them if Andy has an established routine, and if they think he is an organized person.

#### b. Working with the product

Have students look at Page 97. Elicit a description of the product (Schedule). Attract students' attention to the contents of the schedule. Explain they are going to make a schedule.

#### Okay! Note for You:

Find out what subjects the class has and their schedule. Be prepared to present the subjects in English next class.

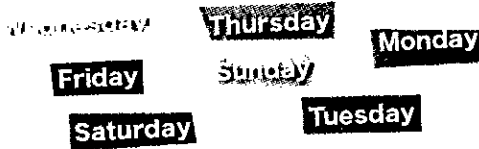
*\*Remember to warm up before you start each class and to end it with an enjoyable short activity. We suggest using any of the Opening and Closing Activities on Pages 10 and 11, or a favorite of yours.*

## Lesson 37

### What day is it today?

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

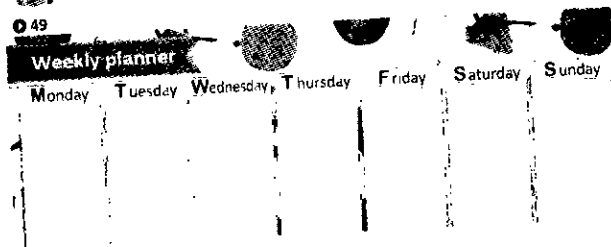
Start!  Look and count the days. Listen to your teacher. Say the days in the correct order. What letters are the same in all the days?



Concentrate! Complete the days of the week. What day is it today? Listen and mark (✓) the day it is.



49



Okay! Say a school day. Your classmate points to it on the calendar. What days are the weekend?

Unit 10

50



I can explore weekly calendars.

I can listen to the days of the week.

## Lesson 37

### What day is it today?

1 Look and count the days. Listen to your teacher. Say the days in the correct order. What letters are the same in all the days?

Elicit and have students write the date in their Activity Book. By now, students should be quite familiar with days of the week and asking for and stating the date. Read the days of the week in the order in which they are order for students to point to the words.

2 Complete the days of the week. What day is it today? Listen and mark (✓) the day it is. 49

Elicit what the picture represents. Study the calendar for a minute with students. Tell students that they are going to listen to a girl and her mum talking. Explain that they will mark the day it is. Attract students' attention to the fact that the days of the week start with a capital letter, unlike Spanish. Tell students that calendars / schedules are tables. Remind students of the graphic disposition of tables: columns, headings and rows.

3 Say a school day. Your classmate point to it on the calendar. What days are the weekend?

Form pairs for this activity. As an alternative, you can have a calendar on the board and work with the class as a whole, pointing to different days and eliciting the words. The objective of this activity is for students to recognize both the written word and its place in a calendar. Help students notice school day vs. weekend.

**Okay! Note for You:**  
Bring clocks with movable hands for Activity 3 next class.

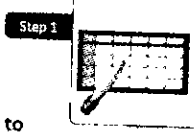
## Big Book Stories Time! Pages 27–28 50

Take a few minutes of the session to work in the Big Book. Display Page 27. Ask what this part of the BB will be about. Students may already be familiar with vocabulary related to home objects, so you can elicit some words. Depending on your group's needs and strengths, you can present some vocabulary related to rooms in the house. Accept different ideas as long as they are logical. Turn to Page 28. Ask, while you mime to convey meaning: *Is Kari happy?* Play the recording up to "Kari, stop playing and go inside to help!" Ask students who are talking to Kari (her parents). Encourage students to predict what will happen: *Will Kari go and help? Will she continue playing?*

## Okay! Values

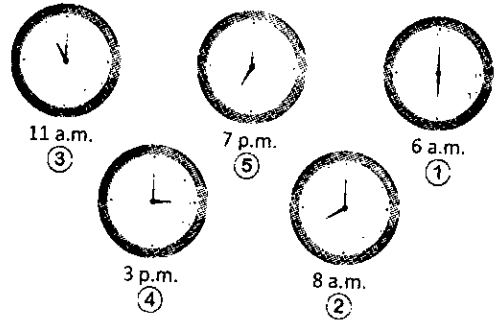
Talk about what *Responsibility* is. Ask students whether they help in their home and what they do. Ask: Do you think helping at home helps you to be more responsible? Why is responsibility important?

Date .....



Start!  
51

**SP** Your teacher will teach you how to say the time. Listen and put the clocks in order. Look at the example.



**Concentrate!** **SP** What do you do at these times? Write. Look at the example. Write m (morning), a (afternoon) and e (evening).



6 a.m.	I wake up at 6 a.m.	m
8 a.m.	.....	m
11 a.m.	.....	m
3 p.m.	.....	a
7 p.m.	.....	e



**Okay!** Use a clock to set a time. Ask and answer:  
A: What time is it? B: It's ... o'clock.

I can listen to information about times of the day.   
I can ask to get information about time.



**1 SP** Your teacher will teach you how to say the time. Listen and put the clocks in order. Look at the example. 51

Elicit and have students write the date in their Activity Book. Present the clock and how to express the time. Encourage them to look at the clocks and elicit the times. If students find it still difficult, model the times, e.g. *It's 6 o'clock* and have them repeat while you point to the corresponding clock. Present what times refer to the morning, afternoon and evening mentioning a.m. and p.m. Play the recording for them to put the times in order. Check. The ability to draw and read the times will be useful for the final product. Make sure students grasp the concept.

**2 SP** What do you do at these times? Write. Look at the example. Write m (morning), a (afternoon) and e (evening).

Revise or present routine activities, e.g. *wake up, take a shower, have breakfast, go to school, do homework, play, watch TV, have dinner, go to bed*. Ask students at random what they do at different times. Encourage them to answer with complete sentences, as in the example. Elicit routine activities and write them on the board. Then, have students copy the sentences that apply to them, copying them from the blackboard. Provide support when the words they need are not on the board. Knowing how to express routines is a skill they will use during the presentation of the product. You can use the product template on Page 105 in the Activity Book to elicit routines based on visual clues.

**3** Use a clock to set a time. Ask and answer: A: What time is it? B: It's ... o'clock.

Revise how to say the times. Present the expression o'clock to refer to an exact time. Model and practice the question and answer with students. Demonstrate the activity with different students, asking them the question and eliciting the answer.

Monitor while students speak. You can take this opportunity to assess oral production, especially pronunciation and intonation.

**Okay! Note for You:**

For the the product, students need enlarged copies of the schedule template on Page 105.



**Okay! Product 10 – School schedule – Step 1**

Form new groups of five. The same students will remain working together to complete this product. Show a finished product to students. Explain that the team will make a list of everyday classes and times of day when they do them. Write everything on the board and ask students to copy the subjects and activities into their notebook for later reference. Do not distribute the enlarged schedules yet.

# Lesson 38

## Are you always late?

Date \_\_\_\_\_

Start!



52

**SP** Listen. Who never watches TV on weekdays? Listen again and complete the sentences using the words in the box.

never      always

- I always wake up at 7.
- I never do my homework at school.
- I never watch TV on weekdays.
- I always have breakfast in the kitchen.

Concentrate! Read the adverbs in Activity 1 and complete the table. Look at the example.

always      never



Unit 10  
50

**Okay!** Make a list of chores you never or always do at home. Share with your teacher and classmates.

I always make my bed on Saturdays.

# Lesson 38

## Are you always late?

100

I can revise the writing of sentences.

I can listen to information related to hours and days of the week.

**SP** Listen. Who never watches TV on weekdays? Listen again and complete the sentences using the words in the box. **52**

Elicit and have students write the date in their Activity Book. Ask students the question in the title. Elicit the meaning and have them raise their hand if they do. Read the sentences aloud, ignoring the gaps, while students follow and make sure the sentences are understood. Go through the words in the box and model them. Play the recording once. Elicit the answer to the lead-in question (Girl). Play the recording, pausing after each sentence is said, as many times as students need it to complete the task. Have students compare their answers in pairs before you check them. Invite volunteers to write the answers on the board. Do not explain the adverbs yet. These expressions are going to be useful for the product. You may want to attract students' attention to them and give them more practice on producing them.

**2** Read the adverbs in Activity 1 and complete the table. Look at the example.

Explain the frequency adverbs *always* and *never*. You may want to use a calendar to do this. Elicit an example from each student, e.g. *I always do my homework at 6. I never do my homework at night.* Elicit more examples using *always* and *never*.

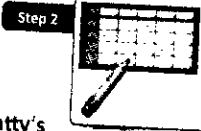
**3** Make a list of chores you never or always do at home. Share with your teacher and classmates.

Elicit activities done at home, and write students' ideas on the board for reference. Form groups. Have each group make a list of things they do at home. Then encourage them to tell their partners how often they do them. Monitor, and provide guidance when necessary. You may need to introduce vocabulary that students need related to activities. Invite volunteers to share their routines. You can take this opportunity to assess students' use of vocabulary and structures.

### Big Book Stories Time! Pages 29–30 **50**

Take a few minutes of the session to work in the Big Book. Display Page 29. Ask: *Who / Where are they?* Play the recording up to "... after we finish cleaning." Ask: *What day of the week is it? When does Kari help in the kitchen? (On Tuesdays) Point to the instructions.* Turn to Page 30. *Who / Where are they? Is Dad happy?* Elicit activities students might hear (prediction). Play the recording up to "... but it's very messy now." Explain *tidy* and *messy*. Play it again and ask: *When does Kari tidy her room? (On Wednesdays)*

Date .....



Start!



53

Listen to the interview. Complete Patty's schedule. Check (✓) when she does each activity.

Activity	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Watch TV							
Do the dishes							
Make her bed							
Bathe her pets							

Concentrate! Complete the sentences about Patty's activities.



She watches TV on friday. She does the dishes on Monday, Wednesday and Friday. She makes her bed every day.



Ask a classmate: "How often do you...?" and complete a table similar to the one in Activity 1. Share the information you get.

- I can explore weekly schedules.
- I can revise the writing of sentences.
- I can ask for and give information related to schedules.

101

Listen to the interview. Complete Patty's schedule. Check (✓) when she does each activity. 53 Elicit and have students write the date in their Activity Book. Go through the chart with students, eliciting the days of the week and making clear what the letters stand for. Read the activities with students and show / present the ones students are not familiar with, e.g., bathe. Explain clearly what they have to do: just check the days mentioned for each activity.

Write about Patty's activities. Look at the example. Read Patty's schedule with students. Elicit sentences based on the information in it, e.g. Patty bathes her pets every / on Saturday. Go through the example. Elicit a few sentences, encouraging students to take the information from the table in Activity 1. Monitor while students complete the text. Have them compare in pairs before checking with you.

Ask a classmate: "How often do you...?" and complete a table similar to the one in Activity 1. Share the information you get. Elicit Patty's schedule using the chart in Activity 1. Have students copy the chart in Activity 1 without the check marks. Present and practice the question, asking several students about different activities. Then, encourage a few students to ask you (remember to always give answers to students). Once you are comfortable with students' grasp of the question / answer exchange, form pairs. Monitor and provide help only if students need it. When the activity is over, invite volunteers to share the information, for example: Miguel makes his bed on Sundays. Take this opportunity to assess students' engagement and role in collaborative communication.

Okay! Product 10 – School schedule – Step 2

Get the teams together to continue working on the product. Distribute the enlarged copies of the schedule and make sure students have the names of the subjects and the times and days when they have the lessons. Ask students to take out the subjects and times they copied in their notebook and use them as a guide. Have students add the ones in the corresponding places. Ask students to write their names on the back of the paper. Tell them they will decorate the schedules during the next step of the product. Collect students' work.

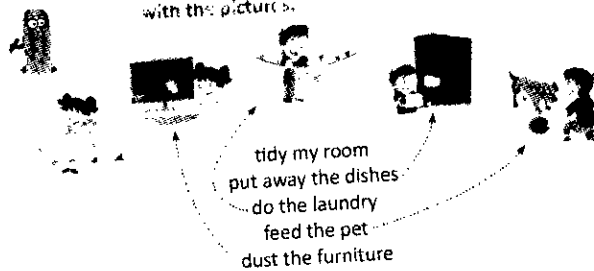
## Lesson 39

### How do you help at home?

Date:

Start!

Mark (✓) the chores you do. Match the expressions with the pictures.



tidy my room  
put away the dishes  
do the laundry  
feed the pet  
dust the furniture

Concentrate!

Copy the table in your notebook. Write the home chores you do in the correct places in the calendar. Remember, there are chores you do every day.

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Okay!

SP Work in groups. Ask and answer using the table you completed. Look at the example.

A: When do you tidy your room?

B: On Sunday.

Unit 10  
50

I can revise the writing of sentences.

I can ask for and give information related to days of the week.

## Lesson 39

### How do you help at home?

#### 1 Mark (✓) the chores you do. Match the expressions with the pictures.

Elicit and have students write the date in their Activity Book. Explain what *chores* are and elicit how students help at home. When they mention something they do, write it on the board and ask how often they do it. Present / revise the chores listed, the adverbs *always* and *never* and the expression *every day*. Say a few complete sentences about yourself using the words you just revised and all of the chores on the list. Explain the task, drawing a tick yourself while saying a sentence. Ask students to cross the chores they don't do. Have students work individually on the task and then compare with a classmate. Check, asking volunteers to say complete sentences, for example: *I (always) put away the dishes; I put away the dishes on (Saturdays); I put away the dishes (every day)*. Encourage them to talk about the chores they don't even do, e.g., or *I never put away the dishes*.

#### 2 Copy the table in your notebook. Write the home chores you do in the correct places in the calendar. Remember, there are chores you do every day.

Have students complete the calendar with the chores they do and when they do it. If there are chores they do on more than one day, they write it, too, on the corresponding days. Encourage students to use the words in Activity 1 and 2, as well as the ones you wrote on the board.

#### 3 SP Work in groups. Ask and answer using the table you completed. Look at the example.

Explain the task. Model and practice the question form with different activities and the simple answer. You may want students to add activities that are not chores, depending on how strong you feel they are at this level. Invite volunteers to share their findings, for example: *Soledad tidies her room on Mondays*. This question form will be useful for the presentation of the product, as students will be encouraged to ask questions about the time students do activities. Make sure you give students enough practice of this question form.

#### Big Book Stories Time! Pages 31–32 50

Take a few minutes of the session to work in the Big Book. Display Page 31. Read the text aloud while students follow. Ask: *What room is this? Is it tidy? When is Kari's turn to clean the bathroom?* Play the recording. Turn to Page 32. Elicit the place and the situation. Read the text aloud while students follow. Ask: *Are they happy? Why?* Play the recording until the end. Talk about the value of responsibility again.



Date \_\_\_\_\_

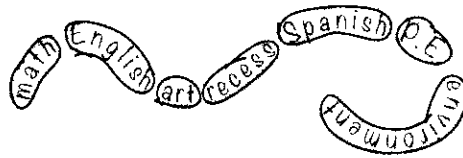
Step 3



Start!



Find the school-related words in the snake.



Concentrate!



SP Listen to your teacher. Complete the schedule. The words in the snake may help you.


Okay!



SP Work in groups. Ask and answer.

A: What do we have on Monday at 10?

B: Math

I can revise the writing of words.

I can ask for and give information related to schedules.

I can interpret information about time in illustrated materials.

103

### 1 Find the school-related words in the snake.

Elicit and have students write the date in their Activity Book. Present or elicit school subjects at this level: *math, English, art, Spanish, Physical Education (PE)* and *Environment*. Introduce the word recess. Ask students to find these words in the word snake and circle them. Check.

### 2 Listen to your teacher. Complete the schedule. The words in the snake may help you.

Revise the clock and different times with students. Read the schedule with the subjects you found out about. Have students look at the class schedule and explain that you will read the schedule again for them to complete the chart. In case the times do not match the school times, feel free to help students change the times on the picture. Read the schedule starting with the time and in order, for example: *On Monday, from (8 to 8:50) we have (Physical Education)*. Demonstrate how students should complete the chart, by writing PE in the corresponding place. Continue until you have read and students have completed the whole schedule. Ask them why Saturday and Sunday are not included in this calendar. Check, by asking students: *What do we have on (Thursday) from (9 to 9:50)?* Go through the complete schedule and elicit from several students to make sure everyone has a chance to participate.

### 3 SP Work in groups. Ask and answer.

Form groups of three, four at most. You have modeled the question enough for students during Activity 2, but have them practice it anyway before they start the activity. Encourage them to give quite short answers, as in the example. Monitor and praise students while they work. The question form in this activity, with a few variants, will be useful during the presentation of the product. Model and write a variant on the board: *What do you do at (7 a.m.)?* Provide practice on question and answer for students to be prepared. You may want to evaluate oral production of vocabulary and structure.

### Okay! Product 10 – School schedule – Step 3

Get teams together. Distribute the charts and coloring / decorating materials. While students color and decorate their charts, check that the subjects are correctly spelled (remind students that English and Spanish are written with a capital letter) and that the times are accurate. Collect students' work.

# Lesson 40

## Round up!

Date \_\_\_\_\_

🗓️ Mark (✓) the chores you do in the correct column. Ask a classmate and mark his / her answers. Look at the example.

A: When do you make your bed?  
B: I make my bed on Sunday.

Me	M	Tu	W	Th	F	Sa	Su
make the bed							
feed the pet							
wash the dishes							
do the laundry							
tidy the bedroom							
do homework							

My Friend	M	Tu	W	Th	F	Sa	Su
make the bed							✓
feed the pet							
wash the dishes							
do the laundry							
tidy the bedroom							
do homework							

# Lesson 40

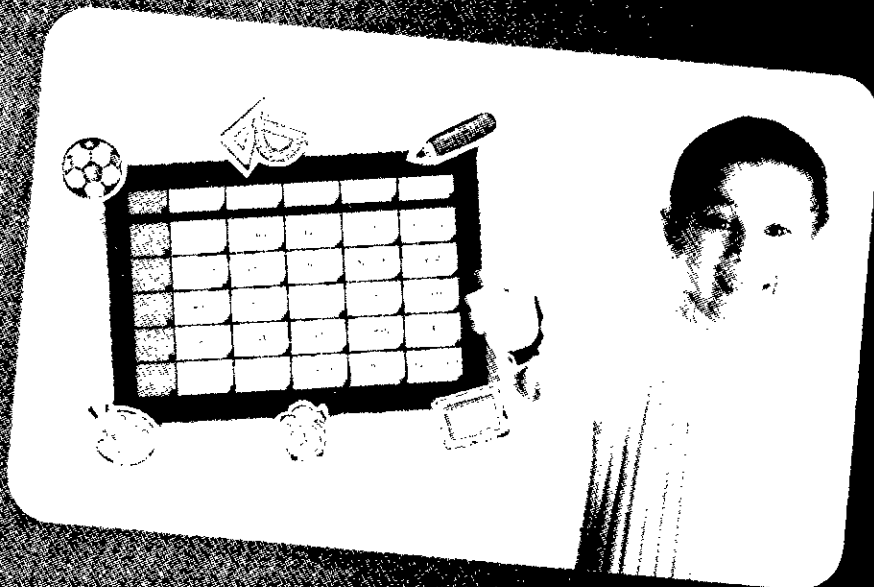
## Round up!

🗓️ Mark the chores you do in the correct column. Ask a classmate and mark his / her answers. Look at the example. Elicit and have students write the date in the space provided. Form pairs. This final round up is about asking and answering about students' schedules and how often they do activities. Go through the example with students and elicit questions with different activities. Remember to provide an answer to every question students ask. Make sure the activities on the list are understood. This activity is like the one students carried out in Activity 3, Page 101, therefore, they have practiced this task already. You may want volunteers to share their classmate's information. Monitor while students play, so you can detect any problems and revise / reinforce accordingly. You can evaluate oral production of vocabulary and structure, participation and attitude.

Date \_\_\_\_\_

## Illustrated schedule information

**Social practice:** Interpret information about time units in illustrated materials.



Revisit the pages where you practiced or prepared yourselves to elaborate your product on Pages 99, 100, 102 and 103. Show your schedule to the class. Say things about your schedule, for example, *We have P.E. on Monday at 8 o'clock.* Ask questions, too, for example, *When do we have English? What time do we have math on (Tuesday)?* Be ready to answer questions, too.

105

### Okay! Product 10 – Illustrated schedule information – Product Presentation

Give each team their decorated schedules. Have teams present their charts and mention the activity and time in simple sentences, while they point to the correct places in the schedule, for example: *What time do we have P.E. on (Monday)?* When teams finish, encourage members of other teams to ask and answer questions. During this activity you can evaluate oral production of vocabulary and structure, participation and attitude. Put the charts up on the classroom walls for everybody to see. You can ask a few students once in a while during a week or so to interpret the schedules and say something or ask and answer questions.

### Okay! Note for you!

This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the lesson, use the product to revise, or any other activity you see fit.

**Formal Assesment:** Now it would be a good time to give students test 10 Page 130.

## 1 Copyright

### UNIT 1

#### 2

**Blackie:** Hello! My name is Blackie.

**Yellow:** Hi! I'm Yellow.

**Clara:** Hello. My name is Clara.

**Cactus:** Good morning, Clara. I'm Cactus. What's your name?

**Pepe:** Good morning, friends. I'm Pepe.

**Cactus, Blackie and Yellow:** Welcome to school, Clara and Pepe!

#### 3 BBS

#### 4

**Teacher:** Good morning, children.

**Clara:** Good morning, miss Ximena! How are you?

**Teacher:** I'm fine, thank you, Clara.

**Boy:** Hello, Miss Xime!

#### 5

Okay, children, time to go!

Thank you, teacher, it was fun!

You are welcome, children, sing along

See you tomorrow, off you go!

#### 6

**Mom:** Time to go to bed, Pepe. Good night!

**Pepe:** Good night, Mom. Thank you. Oh, good evening, Dad!

**Dad:** Hello, Pepe. Good night!

**Pepe:** Bye, Dad!

### UNIT 2

#### 7

Star Light. Star bright,  
The first star I see tonight,  
I wish I may, I wish I might,  
Have the wish I wish tonight.

#### 8 BBF

#### 9

Humpty Dumpty sat on a wall;  
Humpty Dumpty had a great fall.  
Threescore men and threescore more,  
Can't place Humpty Dumpty as he was before.

#### 10

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z

#### 11

Itsy Bitsy spider climbing up the spout  
Down came the rain and washed the spider out  
Out came the sun and dried up all the rain  
Now Itsy Bitsy spider went up the spout again!

#### 12

h-o-u-s-e, d-o-w-n, f-a-l-l, r-a-n

#### 13

The wheels on the bus go round and round, round and round, round and round.  
The wheels on the bus go round and round, all through the town!

The wipers on the bus go swish, swish, swish, swish, swish, swish, swish, swish.

The wipers on the bus go swish, swish, swish, all through the town!

The people on the bus go chat, chat, chat, chat, chat, chat, chat, chat, chat.

The people on the bus go chat, chat, chat, all through the town!

The horn on the bus goes beep, beep, beep, beep, beep, beep, beep, beep.

The horn on the bus goes beep, beep, beep, all through the town!

### UNIT 3

#### 14

One two three four five  
six seven eight nine ten

#### 15 BBF

#### 16

One, two, three, four, five.

Catch the fish alive,

Six, seven, eight, nine, ten,

Let it go again.

#### 17

Well, ladies and gentlemen, the race is almost over! Pepe came first, followed by Mary in second and Miss Ximena in third place! In fourth place is Joe, followed by Laura in fifth! A little behind them comes Clara in sixth place and our popular teacher, Andrés, in seventh. Robert is eighth, Sarah is ninth and Blanca comes in tenth place! Let's give a round of applause to our athletes!

#### 18

1. Cut the plate in half. Make sure that it is straight down the center.
2. Paint the base of the plate red and the outside rim green.
3. Glue the two sides together (painted sides outward).
4. Paste the buttons on the red part of the plate.
5. Use a pencil or pen to make holes into each side of the container.
6. String yarn through the holes and tie.

### UNIT 4

#### 19

children at play school stop no crossing

#### 20 BBF

#### 21

restrooms for the disabled bus stop train station

#### 22

1. train station 2. restroom 3. bus stop 4. for the disabled

#### 23

**Teacher:** Did you go out with your family on Sunday?

**Children:** Yes!

**Teacher:** Where did you go, Pepe?

**Pepe:** We went to the bank, but it was closed. Then I went to the flower shop. It was my mom's birthday.

**Teacher:** Oh, that's very nice of you, Pepe!

**Pepe:** Then we went to the restaurant. Finally, we went home.

**Clara:** Where's your home, Pepe?

**Pepe:** My home is on Oak Street, it's a big, blue house.

**Teacher:** Thank you, Pepe. Now, who else went out?

## UNIT 5

### 24

Little Miss Muffet sat on a tuffet,  
Eating her cookies on a tray.  
There came a spider,  
Who sat down beside her  
And frightened Miss Muffet away!

### 25 BBS

### 26

One, two, buckle my shoe,  
Three, four, open the door,  
Five, six, pick up sticks,  
Seven, eight, lay them straight,  
Nine, ten, a big fat hen.

### 27

My bed is like a little boat;  
Nurse helps me in when I embark;  
She girds me in my sailor's coat  
And starts me in the dark.  
And sometimes things to bed I take,  
As prudent sailors have to do;  
Perhaps a slice of wedding cake,  
Perhaps a toy or two.

### 28

Hare was boasting of his quickness with the other animals.  
"Nobody can beat me", said he, "when I run to my full speed. I dare any one here to race with me".  
Tortoise said quietly, "I accept your challenge".  
"That is a good joke", laughed Hare; "I could dance around you and win".  
"Save your brag for the end", answered Tortoise. "Let's start!"  
The race started. Hare darted at once, but soon stopped and, to show he was superior, he sat down to have a nap.  
Tortoise went on and on, and when Hare awoke from his nap, he saw Tortoise near the winning line and could not run in time to win the race.  
Then Tortoise said: "Slow but steady progress wins the race."

## UNIT 6

### 29

**Blackie:** Hello! I'm Blackie and this is Yellow.

**Clara:** I'm Clara.

**Pepe:** I'm Pepe. What is your name?

**Alice:** Hello! My name is Alice. What's your name?

**Cactus:** My name's Cactus. Nice to meet you, Alice!

### 30 BBF

### 31

**Pepe:** I am six years old. How old are you, Alice?

**Alice:** I am seven. And, how old is Clara?

**Pepe:** Clara is six, like me.

### 32

January, February, March, April, May, June, July, August, September, October, November, December

### 33

**Cactus:** I like flowers! They smell good. Do you like toys, Pepe?

**Pepe:** Yes, I do! Especially cars.

**Clara:** I like playing with pinwheels. I like the colors!

**Yellow:** I like flying!

**Pepe:** Blackie, what do you like?

### 34

**Teacher:** Today is Carlos' birthday.

**All:** Happy birthday, Carlos!

**Carlos:** Thank you!

**Clara:** How old are you, Carlos?

**Carlos:** I'm seven.

**Teacher:** Carlos, what do you like?

**Carlos:** I like tops, footballs, cats, and... oh, cake! I don't like tennis shoes.

**Teacher:** Well, let's open your presents!

## UNIT 7

### 35

This is a cow. Cows are usually black and white. They are big, with big eyes and a long tail.

This is a pig. Pigs are usually brown or pink. They are short and fat, with small eyes and a small tail. Their nose is called "snout".

This is a hen. Hens are small, covered in feathers of different colors. They have two legs, two wings and a beak. These are horses. They are very tall. Their tail and mane are long and beautiful. They can be brown, black or other colors.

### 36 BBF

### 37

1. What animal is this?

2. Is it brown?

3. Does it eat grass?

4. What color is it?

### 38

It is a wild animal. It is big and has big teeth. It is usually gray and lives in the forest. What is it? It's a wolf!

It is a domestic animal. It has feathers of many colors. It can fly. What is it? It's a hen!

This animal is domestic, but can be wild. It has a mane and a beautiful tail. What is it? It's a horse!

This animal lives on a farm. It is big and fat. It produces delicious milk. It's a cow!

### 39

Old MacDonald had a farm,

Ee i ee i oh!

And on that farm he had some hens,

Ee i ee i oh!

With a cluck-cluck here,

And a cluck-cluck there

Here a cluck, there a cluck,

Everywhere a cluck-cluck

Old MacDonald had a farm

Ee i ee i oh!  
 Old MacDonald had a farm,  
 Ee i ee i oh!  
 And on that farm he had some cows,  
 Ee i ee i oh!  
 With a moo-moo here,  
 And a moo-moo there  
 Here a moo, there a moo,  
 Everywhere a moo-ooo  
 Old MacDonald had a farm,  
 Ee i ee i oh!

## UNIT 8

40

brick layer, electrician, plumber, bus driver,  
 doctor, veterinarian

41 BBS

42

**Cactus:** Clara, what does your mother do?

**Clara:** She's a nurse. She works at a hospital and wears a white uniform. What do you do, ma'am?

**Mom:** I'm a housewife, Clara. I work at home.

**Pepe:** And she works hard!

43

police officer, overalls, car, farmer, fire hose, cap, firefighter,  
 tractor, coat

44

I want to be a plumber

I want to be a teacher

I want to be an electrician

That's what I want!

I want to be an accountant

I want to be a vet

I want to be an architect

That's what I want!

## UNIT 9

45 BBS

46

**Teacher:** Hello, Clara. You are not with your friends. What's the matter?

**Clara:** I am sad. I can't find my pinwheel.

**Teacher:** Let's make another pinwheel!

**Clara:** Really? Thanks, Miss Xime!

**Teacher:** Come on; let's get the materials.

47

What are little boys made of?

"Snips of snails, and puppy dog tails

That's what little boys are made of!"

What are little girls made of?

"Sugar and spice, and all things nice

That's what little girls are made of!"

48

If you're happy and you know it, clap your hands.

(Clap, clap)

If you're angry and you know it, stomp your feet.

(Stomp, stomp)

If you're silly and you know it, and you really want to show it

If you're silly and you know it, laugh out loud. (Ha, ha)

If you're sad and you know it, cry out loud. (Boo-hoo!)

If you're sleepy and you know it, give a yawn. (Yawn)

If you're happy and you know it, and you really want to show it

If you're happy and you know it, clap your hands.

(Clap, clap)

## UNIT 10

49

**Clara:** Good morning, mom. It's late! I have to go to school!

**Mom:** Hello, honey. Today is Saturday. You don't go to school today.

**Clara:** Wow! That's true, mom. If it's okay, can I have breakfast now?

**Mom:** Sure, baby. What do you want?

50 BBS

51

It's 6 in the morning.

It's 8 in the morning.

It's 11 in the morning.

It's 3 in the afternoon.

It's 7 in the evening.

52

**Girl:** I always wake up at 7. I never watch TV on weekdays.

**Boy:** I never do my homework at school. I always have breakfast in the kitchen.

53

**Ren:** Patty, how often do you watch TV?

**Patty:** I watch TV on Friday night, when there's a nice movie.

**Ren:** And, how often do you go swimming?

**Patty:** I never go swimming. I don't like it.

**Ren:** Do you do the dishes?

**Patty:** Yes, I do.

**Ren:** How often?

**Patty:** Three times a week, Monday, Wednesday and Friday evenings.

**Ren:** Wow... you're a hard-working girl! How often do you visit your grandparents?

**Patty:** We visit them every Sunday.

**Ren:** How often do you make your bed?

**Patty:** Every day. I always make my bed.

**Ren:** What do you do on Saturdays?

**Patty:** I bathe my pets. I have a dog and a cat.

# Test Answer Key

## UNIT 1

Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL \_\_\_\_/10

### 1 Match the greetings to the characters. (3 points)



Hello, Clara! Hello, Pepe!

Hi, Cactus! Hi, Blackiel!

Good morning, children!  
See me fly!

### 2 Put the dialogue in order. Write 1, 2, 3 and 4. (4 points)

- 1 Good morning, children!  
4 We're fine, thank you.  
3 How are you today?  
2 Good morning, Miss.

### 3 Complete the expressions. (3 points)

Thank you.  
You're welcome.  
See you tomorrow!

## UNIT 2

Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL \_\_\_\_/10

### 1 Look and match. (2 points)

crown

spider

star

fall



### 2 Complete the alphabet. (4 points)

A a B b C c D d E e F f  
G g H h I i J j K k L l M m  
N n O o P p Q q R r  
S s T t U u V v W w  
X x Y y Z z

### 3 Match the words that rhyme. (4 points)

A queeer mouse  
lives in the house  
an I come down  
I went hex crown

She sat on a wall  
Be careful! Don't fall  
She fell on a man  
And far, far he ran

## UNIT 3

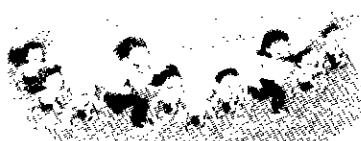
Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL \_\_\_\_/10

### 1 Match the illustrations and the instructions. (5 points)



- Use a pencil to make holes into each side of the container. 5
- Glue the two sides together (painted sides outward). 3
- Cut the plate in half. Make sure that it is straight down the center. 1
- Paint the base of the plate red and the outside rim green. 2
- Paste the buttons on the red part of the plate. 4

### 2 Look and write the letters. Look at the example. (5 points)



1. P 2. M 5. L 7. A 9. S

## UNIT 4

Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL \_\_\_\_

### 1 Match the words and the pictures. (5 points)



### 2 Complete the words for the signs. (3 points)



### 3 Circle the correct sign to answer the question. (2 points)

Where do you take the bus?



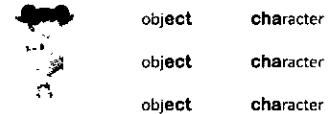
## UNIT 5

Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL \_\_\_\_/10

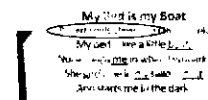
### 1 Look and check (✓). (4 points)

	Number	Letter
7	✓	
m		✓
b		✓
6	✓	

### 2 Complete the correct word. (3 points)



### 3 Circle the author. Underline two words that are different by only one letter. (3 points)



# Test Answer Key

## UNIT 6

Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL \_\_\_\_/10

### 1 Complete. (2 points)

My name is student's name

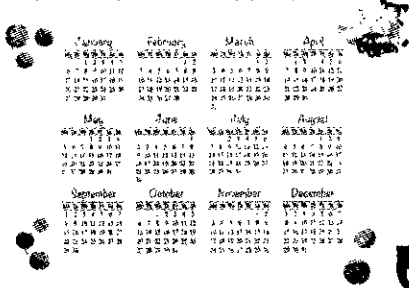
### 2 Circle the answer. (2 points)

the cake that represents the student's age

How old are you?



### 3 Mark your birthday. Write the date. (4 points)



### 4 Answer. (2 points)

Do you like cake? \_\_\_\_\_

## UNIT 7

Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL \_\_\_\_/10

### 1 Match the animals to their body parts. Look at the example. (3 points)



### 2 Answer. Look at the example. (7 points)



- Is it an insect? yes ✓    no
- What color is it? black ✓    green
- How many legs does it have? eight ✓    six ✓
- t big? no ✓    yes
- es it have wings? no    yes ✓
- ere does it live? in houses ✓    in trees
- t a bird? yes    no ✓

## UNIT 8

Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL \_\_\_\_/10

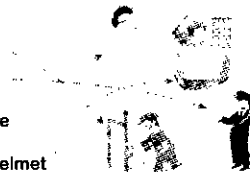
### 1 Mark and match. (3 points)

bus driver                      plumber                      brick layer



### 2 Match the tool with the occupation. Look at the example. (3 points)

wrench  
mailbag  
stethoscope  
hard hat / helmet



### 3 Order the syllables and write the words. Look at the example. (4 points)

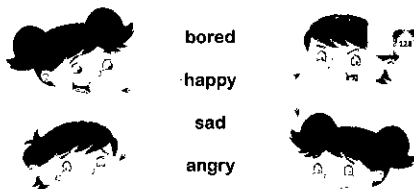
- count-ant-ac
- tve
- cian-lec-e-tri
- ar-tect-chi
- er-teach
- er-plumb

accountant  
vet  
electrician  
architect  
teacher  
plumber

## UNIT 9

Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL

### 1 Match. (4 points)



bored  
happy  
sad  
angry

### 2 Order the words and write correct sentences. (4 points)

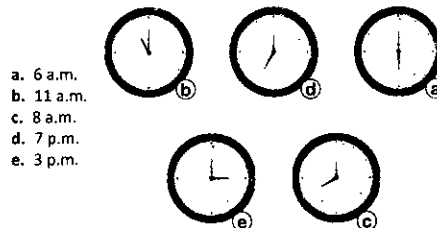
hands / your / clap      Clap your hands.  
feet / your / stomp      Stomp your feet.  
clara / name / is / my      My name is Clara.  
loud / out / laugh      Laugh out loud.

### 3 Draw how you feel. (2 points)

## UNIT 10

Name \_\_\_\_\_  
Date \_\_\_\_\_ TOTAL \_\_\_\_/10

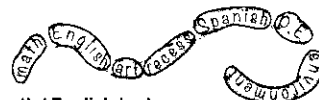
### 1 Look and match. (5 points)



### 2 Complete the calendar. (3 points)



### 3 Circle two subjects in the snake. Write them down. (2 points)



math / English / art  
Spanish / P.E. / environment



**1 Match the greetings to the characters. (3 points)**



Hello, Clara! Hello, Pepe!

Hi, Cactus! Hi, Blackie!

Good morning, children!  
See me fly!

**2 Put the dialogue in order. Write 1, 2, 3 and 4. (4 points)**

\_\_\_\_\_ Good morning, children!

\_\_\_\_\_ We're fine, thank you.

\_\_\_\_\_ How are you today?

\_\_\_\_\_ Good morning, Miss.

**3 Complete the expressions. (3 points)**

T\_\_\_\_\_ you.

You're w\_\_\_\_\_.

S\_\_\_\_\_ you tomorrow!

**1** Look and match. (2 points)

crown

spider

star

fall



**2** Complete the alphabet. (4 points)

A a B b C c D d E \_ F f  
 G g H h I \_ J j K k L l M m  
 N n O \_ P p Q q R r  
 S s T t U \_ V v W w  
 X x Y y Z z

**3** Match the words that rhyme. (4 points)

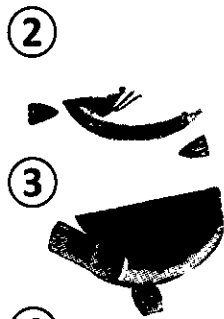
*A queen mouse  
 Lives in the house.  
 "Can I come down?"  
 Off went her crown!*

*She sat on a wall  
 Be careful! Don't fall!  
 She fell on a man  
 And far, far he ran!*

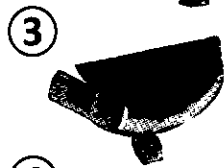
## 1 Match the illustrations and the instructions. (5 points)



- Use a pencil to make holes into each side of the container. \_\_\_\_\_



- Glue the two sides together (painted sides outward). \_\_\_\_\_



- Cut the plate in half. Make sure that it is straight down the center. \_\_\_\_\_

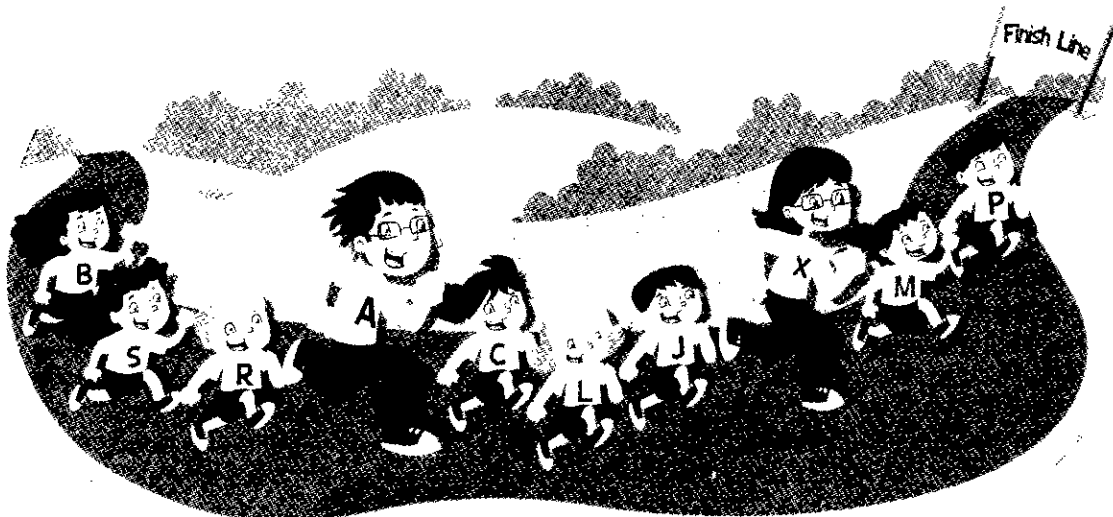


- Paint the base of the plate red and the outside rim green. \_\_\_\_\_



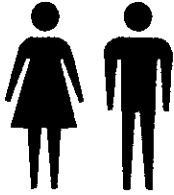
- Paste the buttons on the red part of the plate. \_\_\_\_\_

## 2 Look and write the letters. Look at the example. (5 points)



1<sup>st</sup> P    2<sup>nd</sup> \_\_\_\_\_    5<sup>th</sup> \_\_\_\_\_    7<sup>th</sup> \_\_\_\_\_    9<sup>th</sup> \_\_\_\_\_

**1 Match the words and the pictures. (5 points)**



infirmary

shoe store



children at play



restrooms

school

**2 Complete the words for the signs. (3 points)**



no \_\_\_\_\_ ning



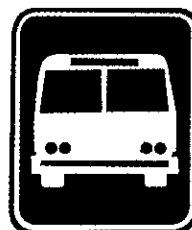
no \_\_\_\_\_ ing



no \_\_\_\_\_ ing

**3 Circle the correct sign to answer the question. (2 points)**

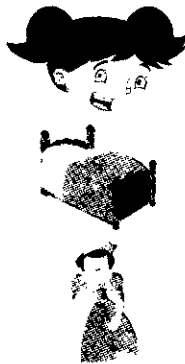
Where do you take the bus?



**1** Look and check (✓). (4 points)

	Number	Letter
7		
m		
b		
6		

**2** Complete the correct word. (3 points)



object

character



object

character



object

character

**3** Circle the author. Underline two words that are different by only one letter. (3 points)

**My Bed is my Boat**

Robert Louis Stevenson (1850-1894)

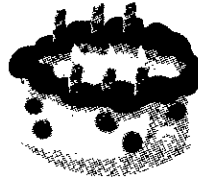
My bed is like a little boat;  
 Nurse helps me in when I embark;  
 She girds me in my sailor's coat  
 And starts me in the dark.

**1 Complete. (2 points)**

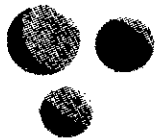
My name \_\_\_\_\_

**2 Circle the answer. (2 points)**

How old are you?



**3 Mark your birthday. Write the date. (4 points)**



**January**

Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**February**

Mo	Tu	We	Th	Fr	Sa	Su
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

**March**

Mo	Tu	We	Th	Fr	Sa	Su
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**April**

Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**May**

Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4		
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**June**

Mo	Tu	We	Th	Fr	Sa	Su
					1	
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**July**

Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**August**

Mo	Tu	We	Th	Fr	Sa	Su
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**September**

Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

**October**

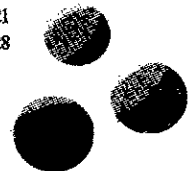
Mo	Tu	We	Th	Fr	Sa	Su
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**November**

Mo	Tu	We	Th	Fr	Sa	Su
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

**December**

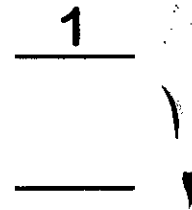
Mo	Tu	We	Th	Fr	Sa	Su
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



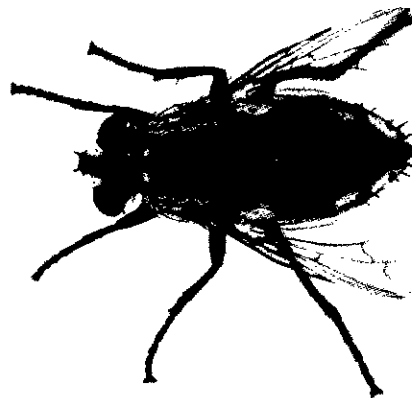
**4 Answer. (2 points)**

Do you like cake? \_\_\_\_\_

① Match the animals to their body parts. Look at the example.  
(3 points)



② Answer. Look at the example. (7 points)



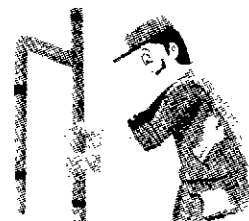
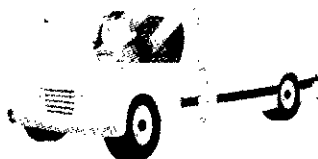
- |                               |           |          |
|-------------------------------|-----------|----------|
| • Is it an insect?            | yes ✓     | no       |
| • What color is it?           | black     | green    |
| • How many legs does it have? | eight     | six      |
| • Is it big?                  | no        | yes      |
| • Does it have wings?         | no        | yes      |
| • Where does it live?         | in houses | in trees |
| • Is it a bird?               | yes       | no       |

### 1 Mark and match. (3 points)

bus driver

plumber

brick layer



### 2 Match the tool with the occupation. Look at the example. (3 points)



wrench



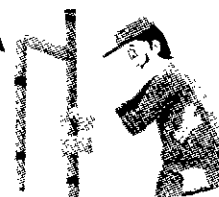
mailbag



stethoscope



hard hat / helmet



### 3 Order the syllables and write the words. Look at the example. (4 points)

- count-ant-ac
- tve
- cian-lec-e-tri
- ar-tect-chi
- er-teach
- er-plumb

accountant

---

---

---

---

---

---



**1 Match. (4 points)**

bored



happy



sad



angry

**2 Order the words and write correct sentences. (4 points)**

hands / your / clap

\_\_\_\_\_

feet / your / stomp

\_\_\_\_\_

clara / name / is / my

\_\_\_\_\_

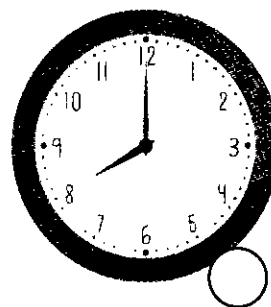
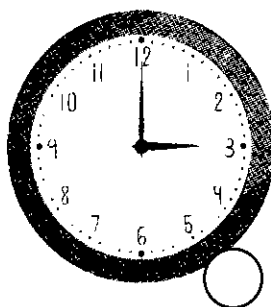
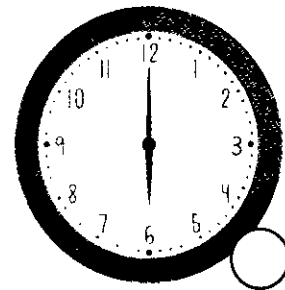
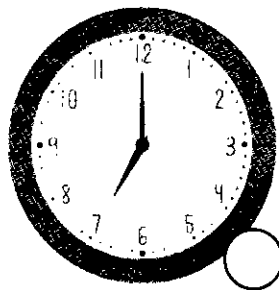
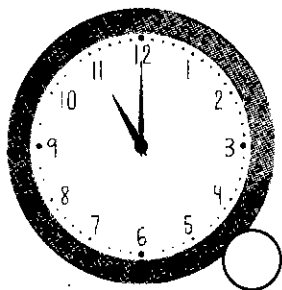
loud / out / laugh

\_\_\_\_\_

**3 Draw how you feel. (2 points)**

**1 Look and match. (5 points)**

- a. 6 a.m.
- b. 11 a.m.
- c. 8 a.m.
- d. 7 p.m.
- e. 3 p.m.



**2 Complete the calendar. (3 points)**

**Weekly planner**

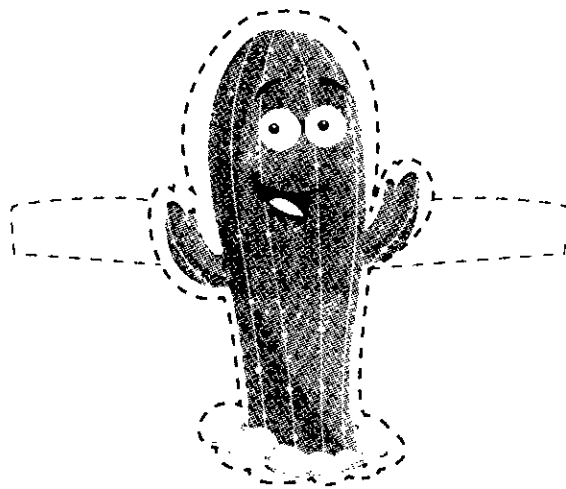
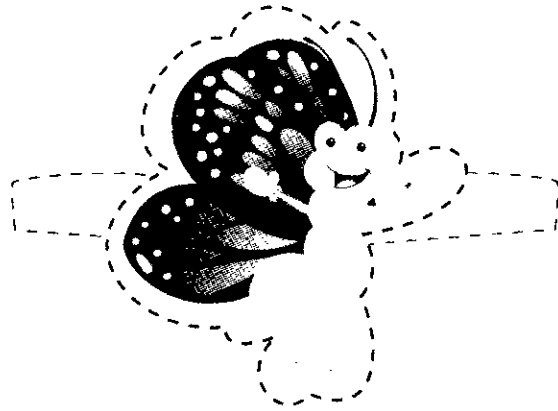
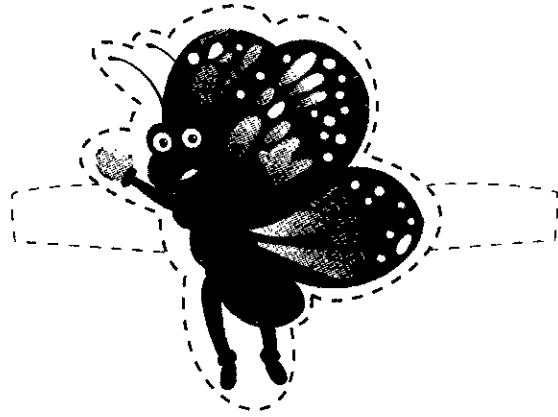
	Wednesday	Thursday	Friday	Sunday

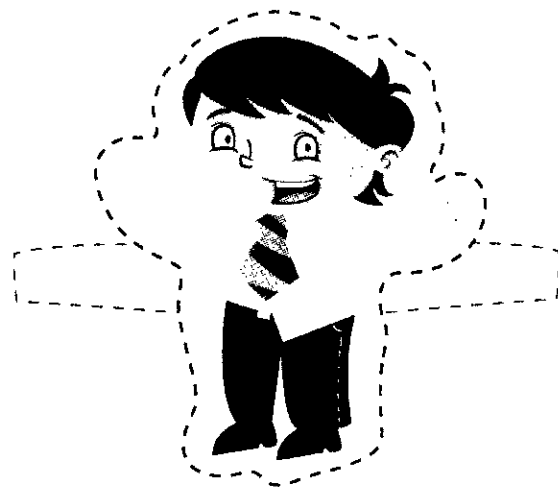
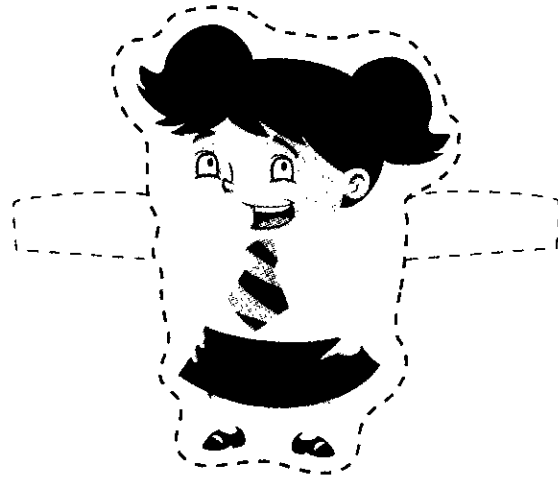
**3 Circle two subjects in the snake. Write them down. (2 points)**

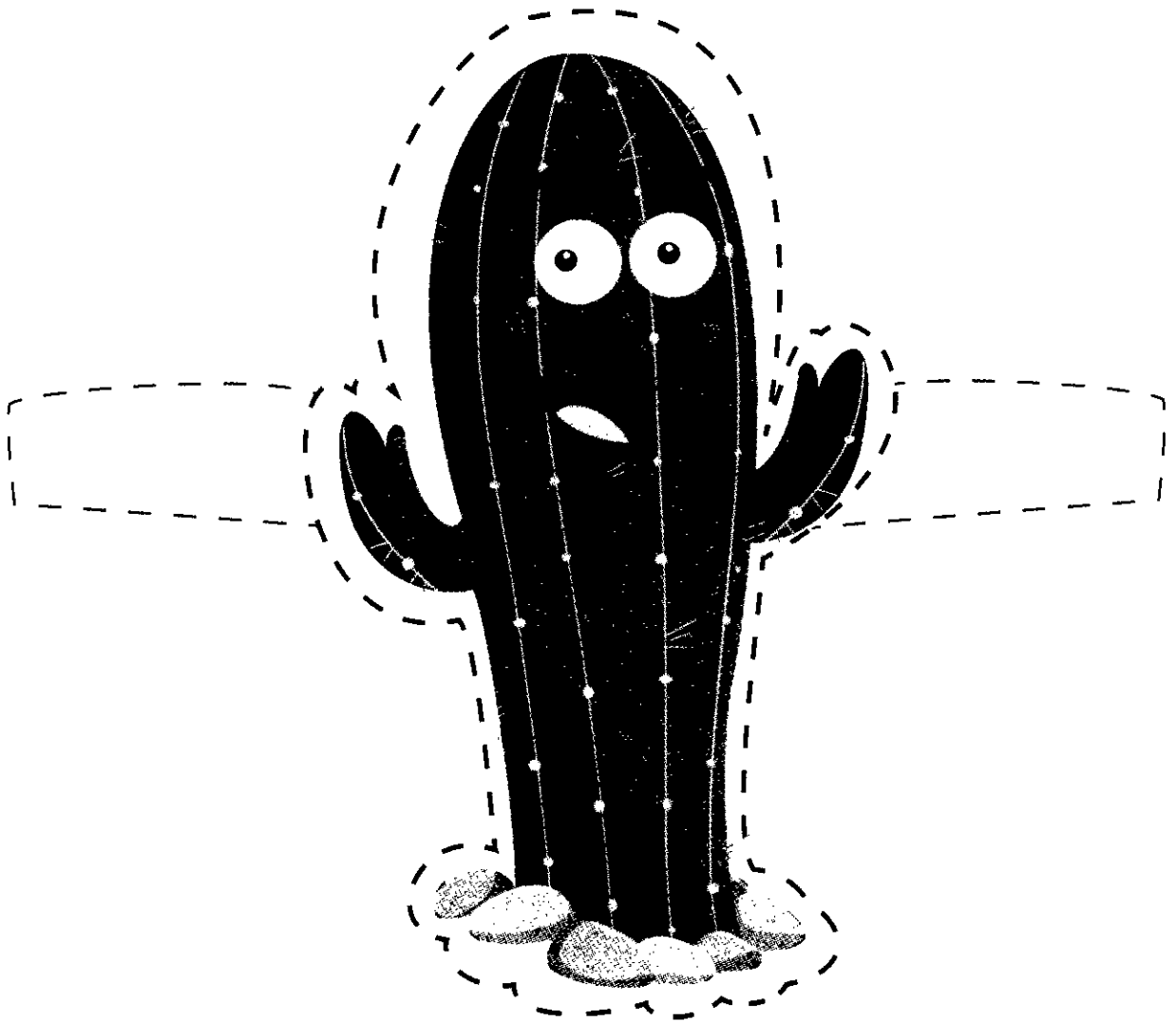
math English art recess Spanish P.E. environment

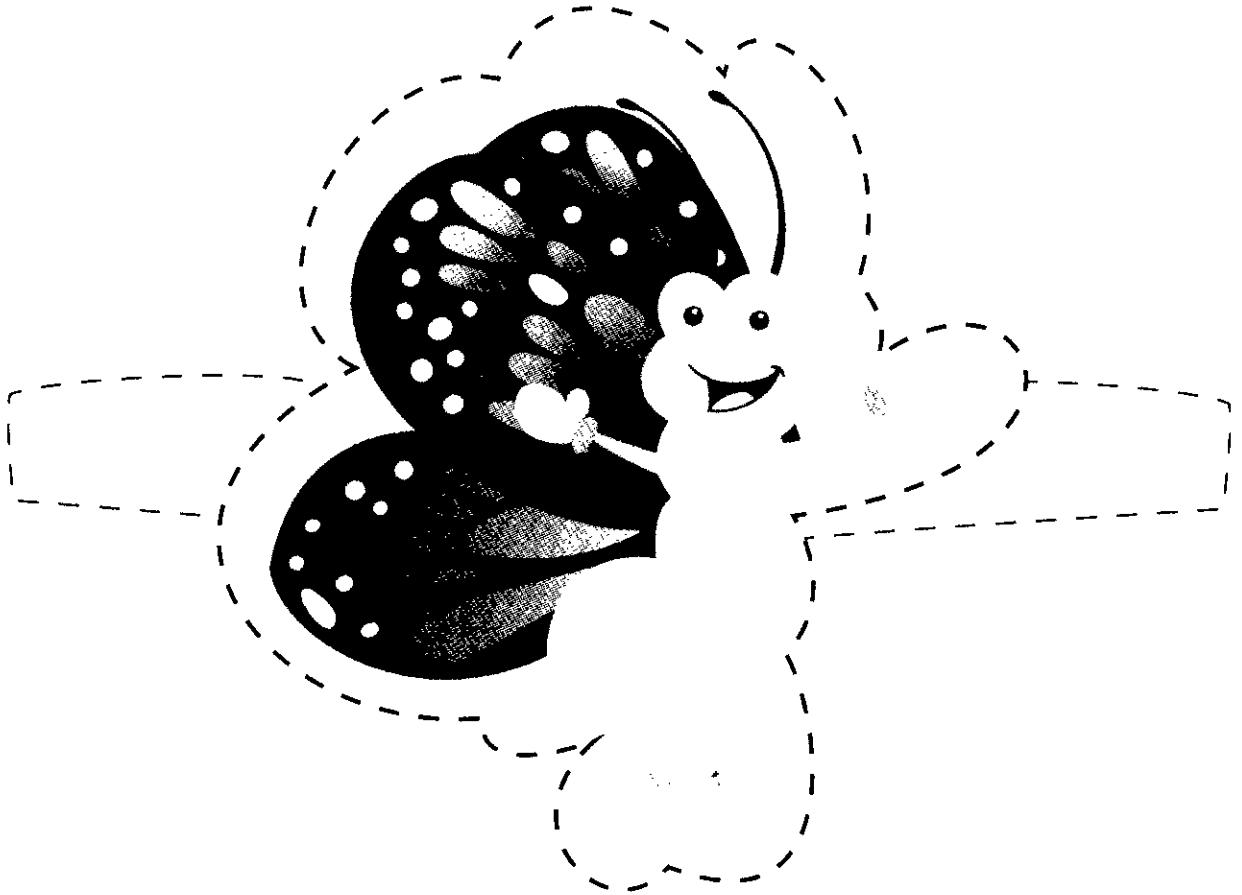
\_\_\_\_\_

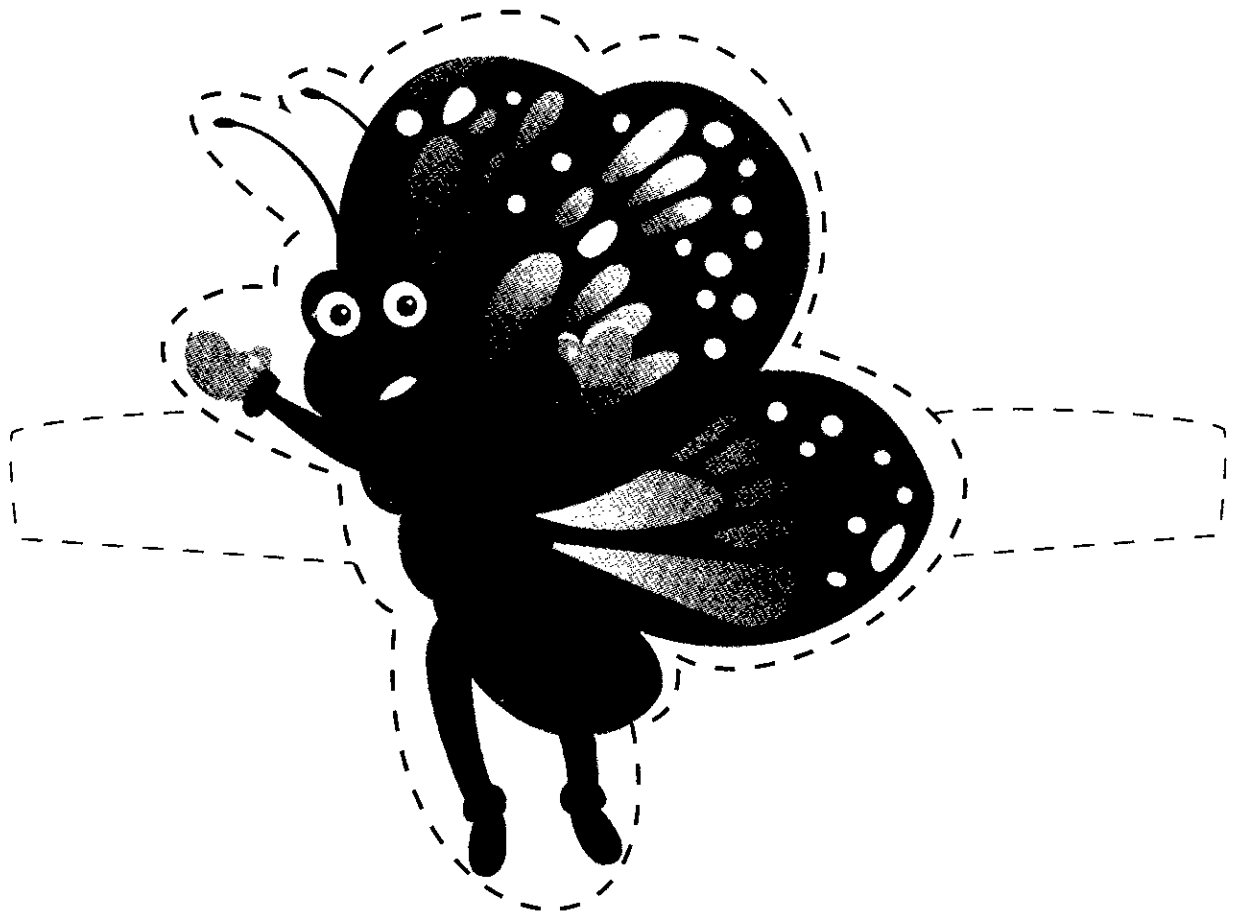
\_\_\_\_\_









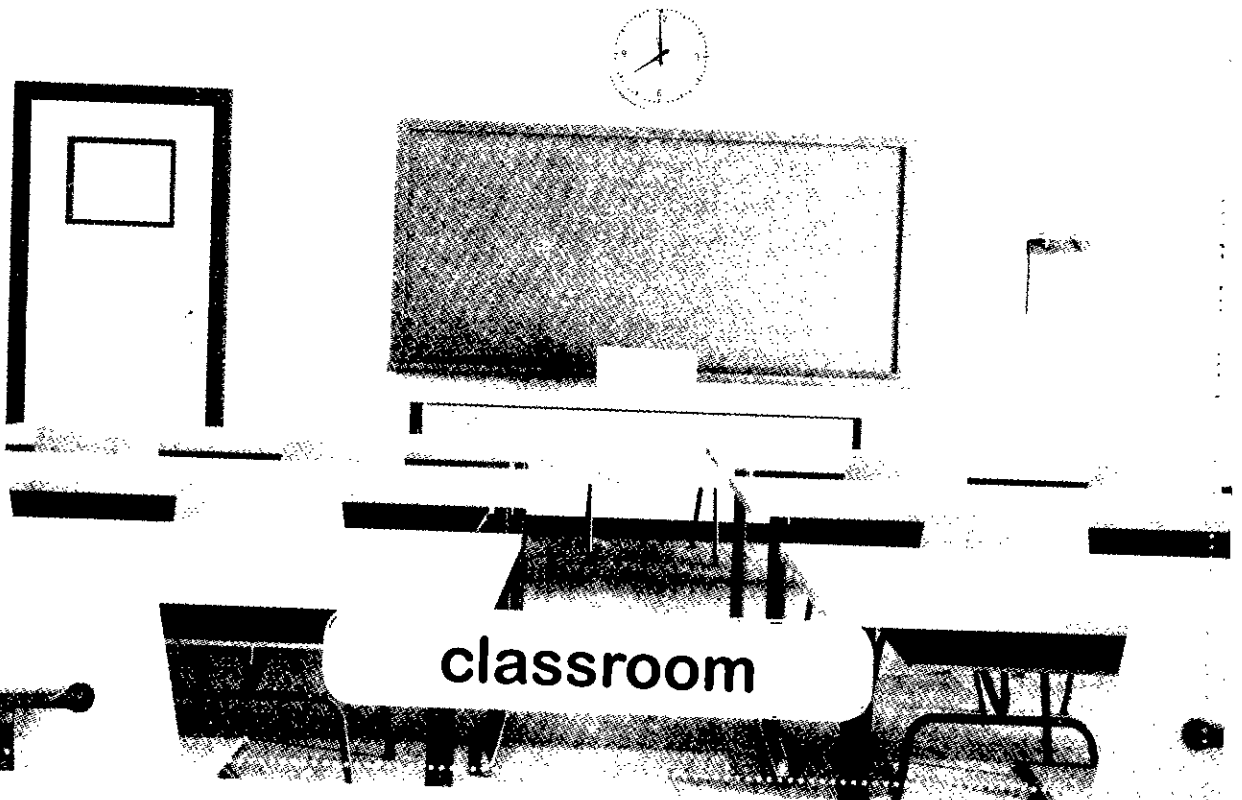




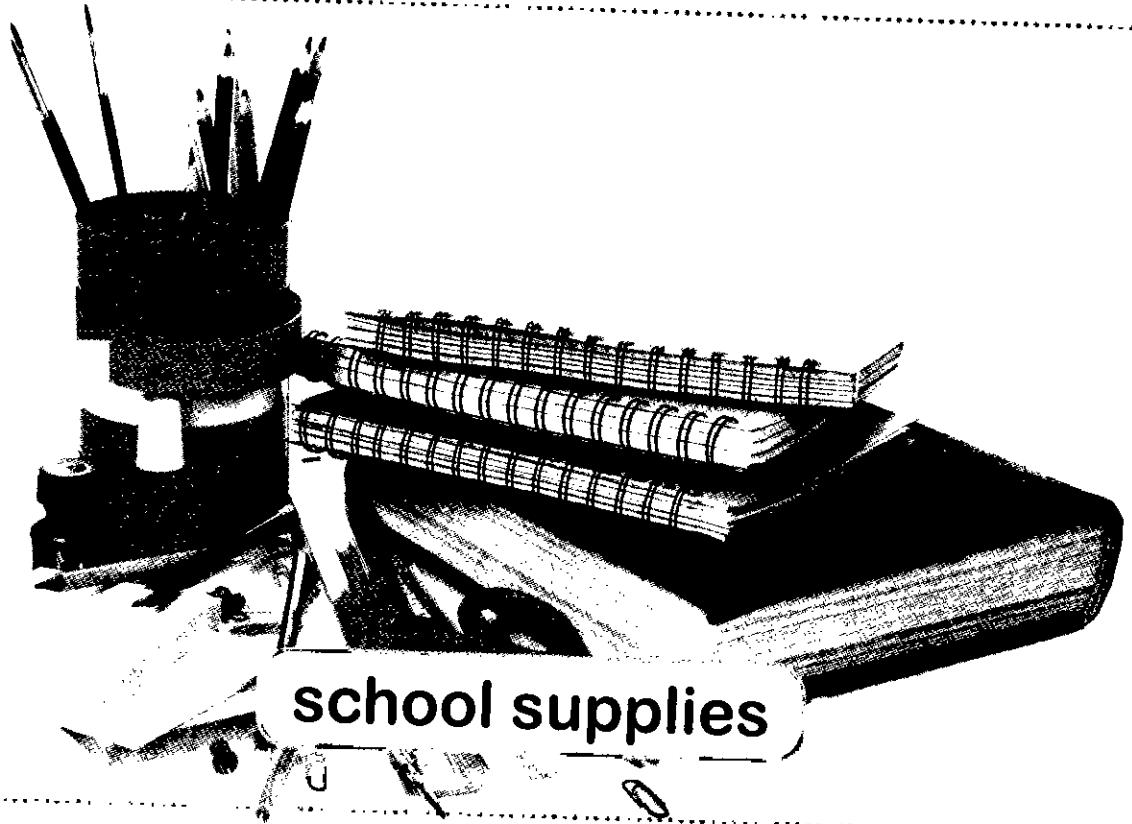




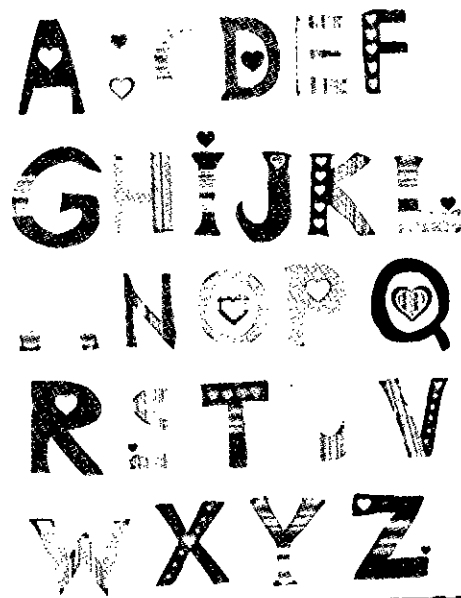
school



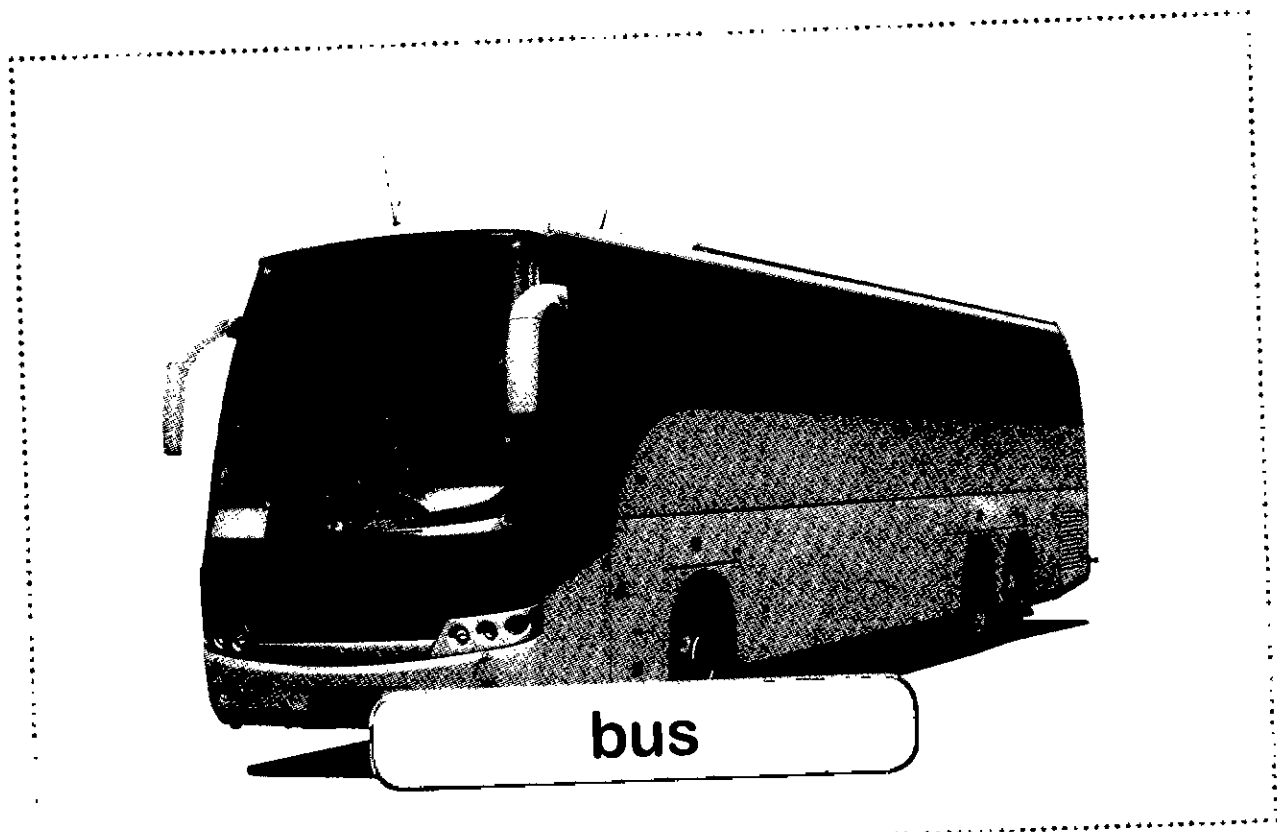
classroom



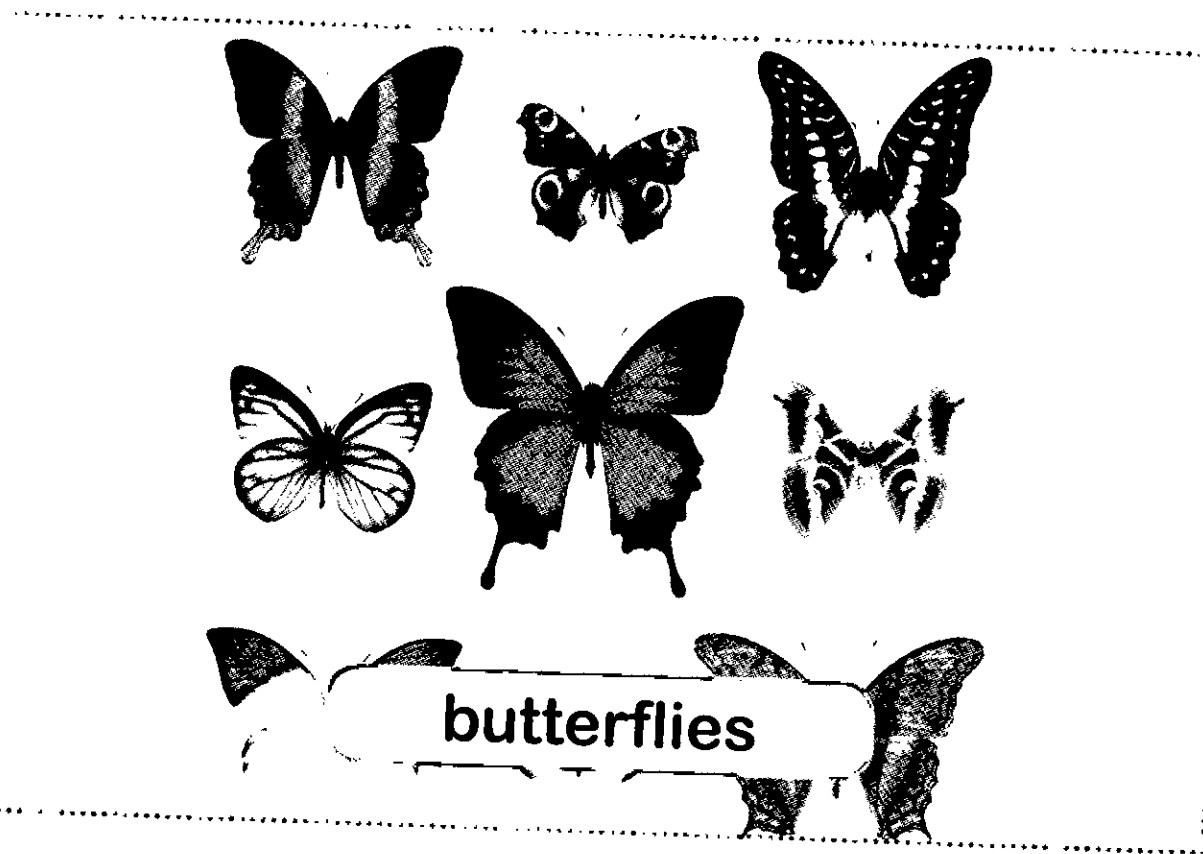
school supplies



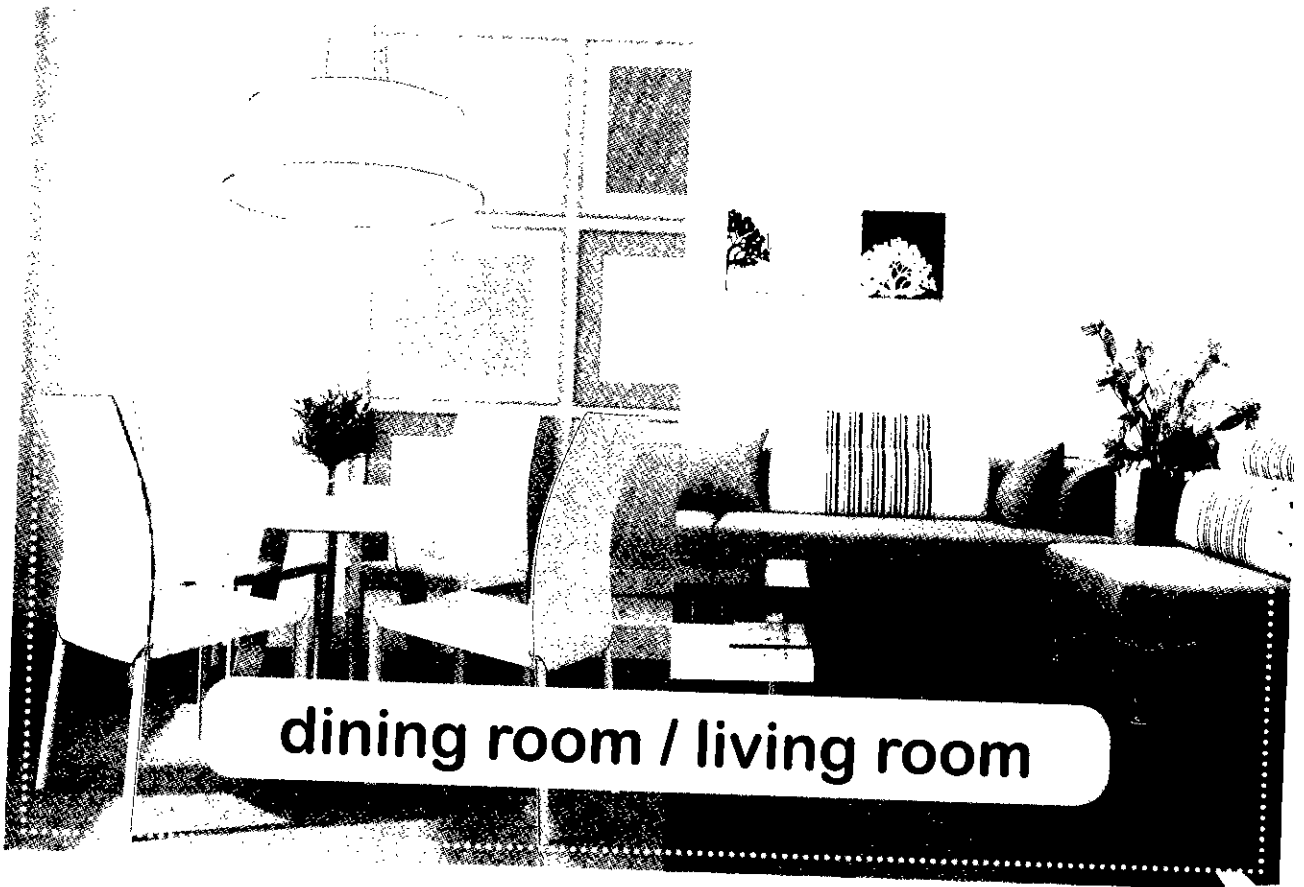
alphabet



bus



butterflies



dining room / living room



garden

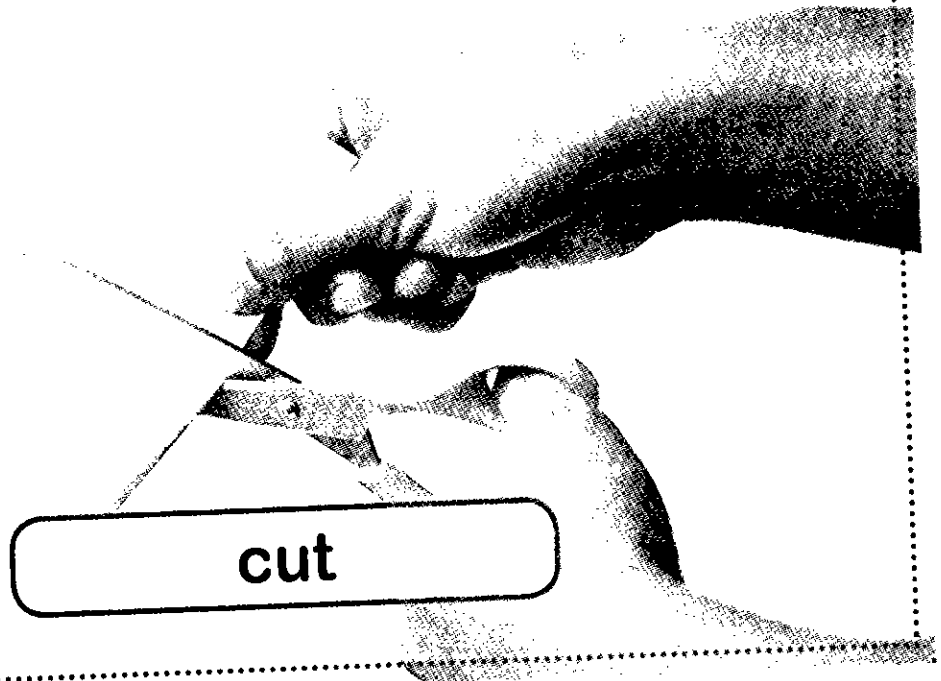




bathroom

0 1 2 3 4  
5 6 7 8 9

numbers



cut



✓ GL

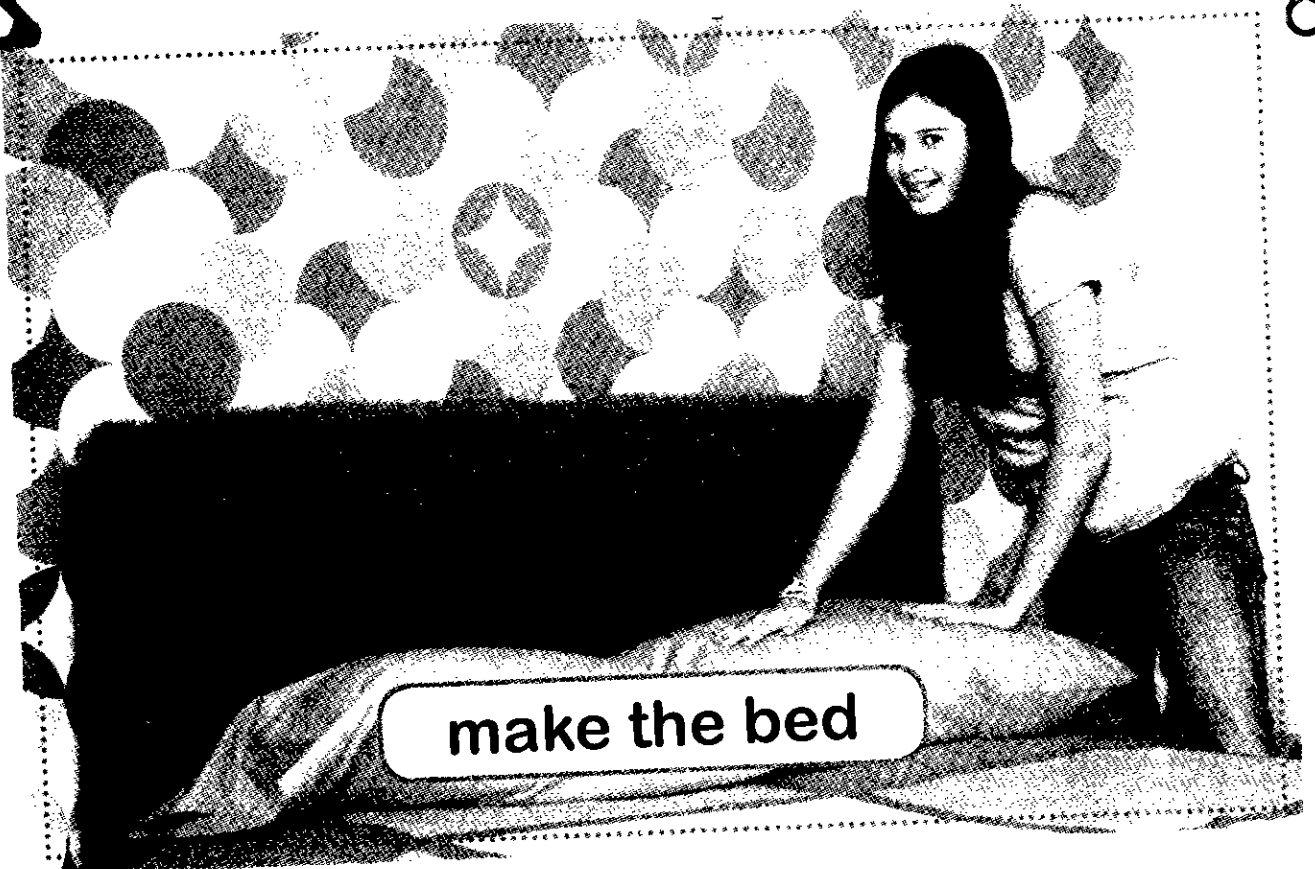


paste



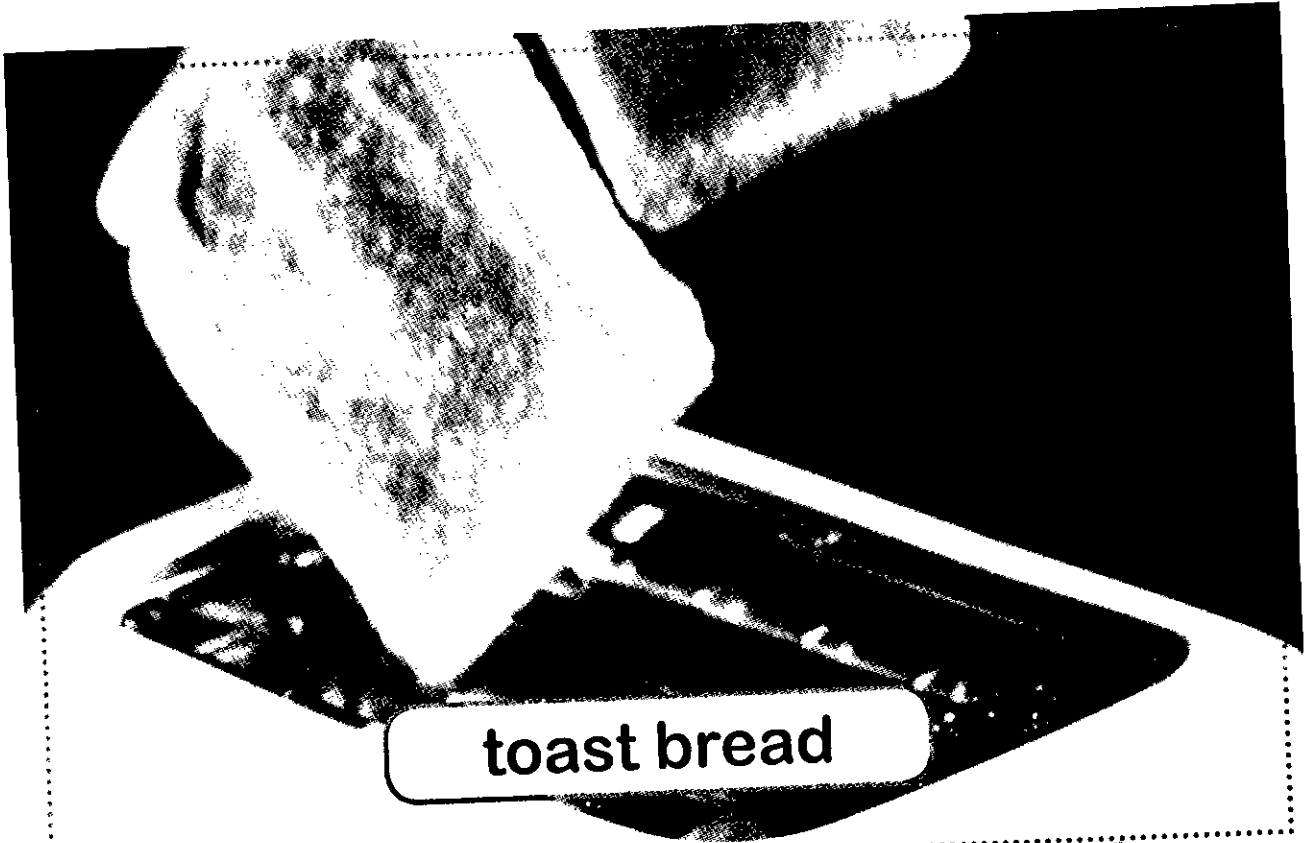


color



make the bed





toast bread



feed a pet



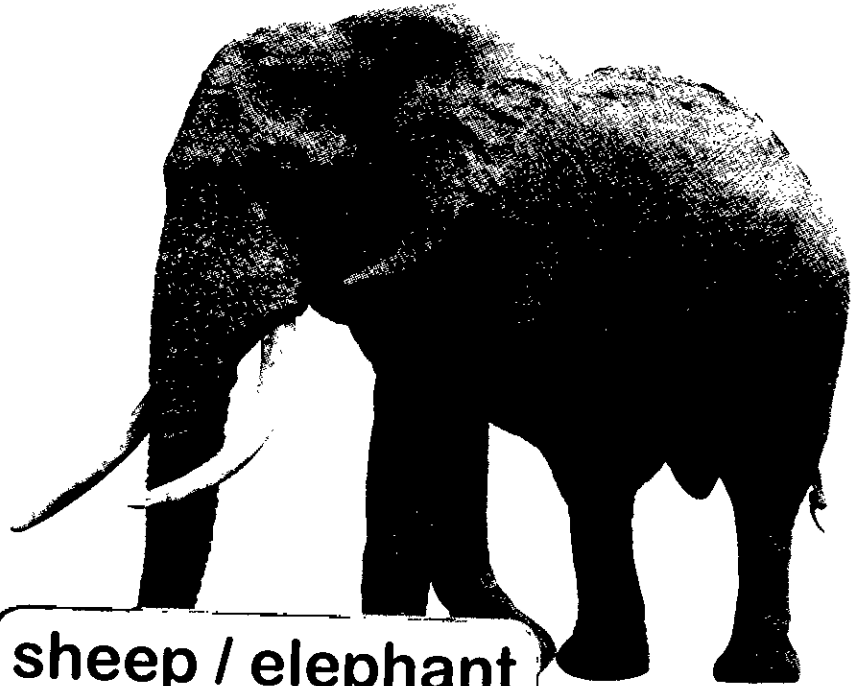
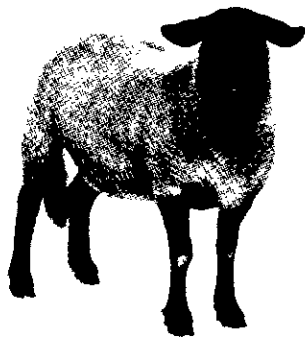
cow / hen



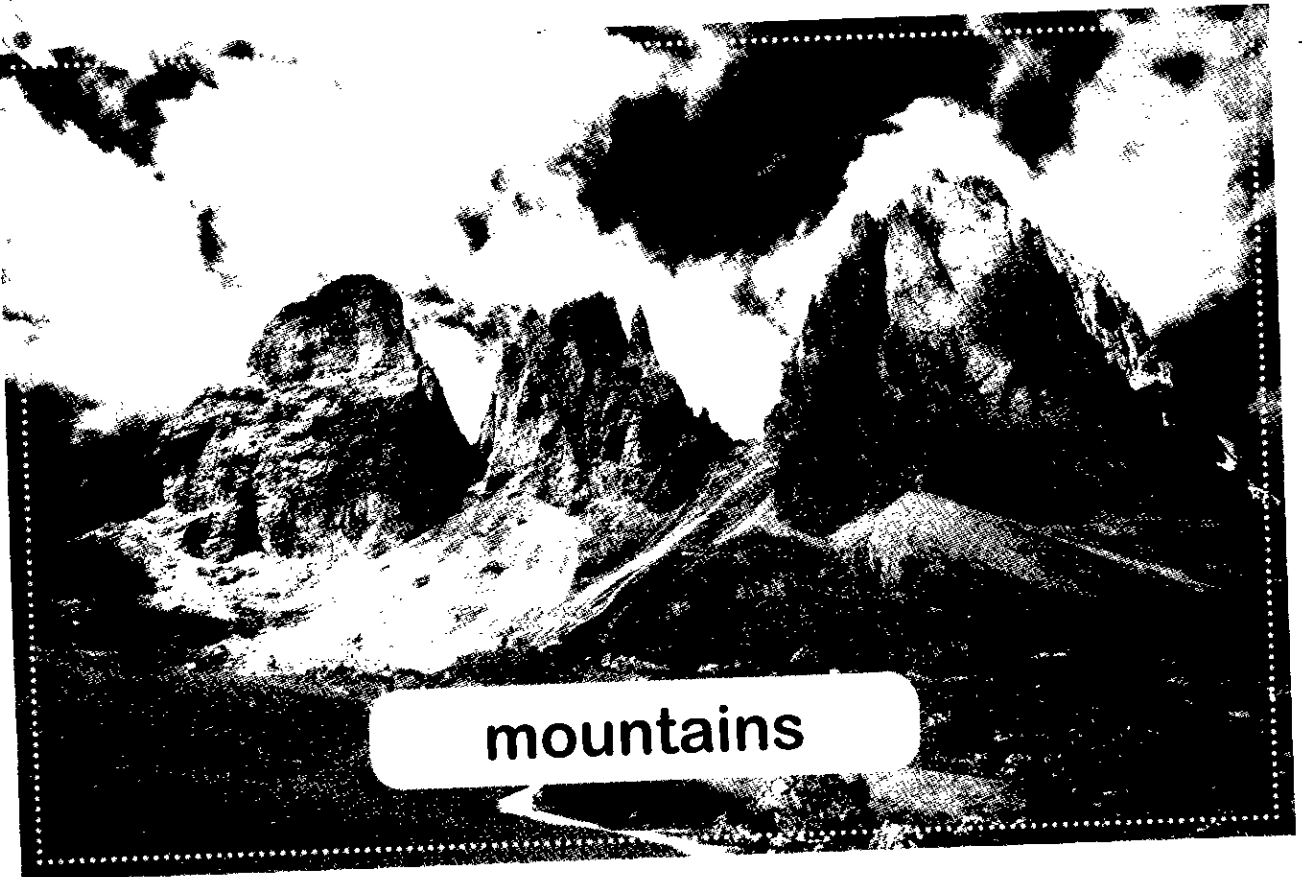
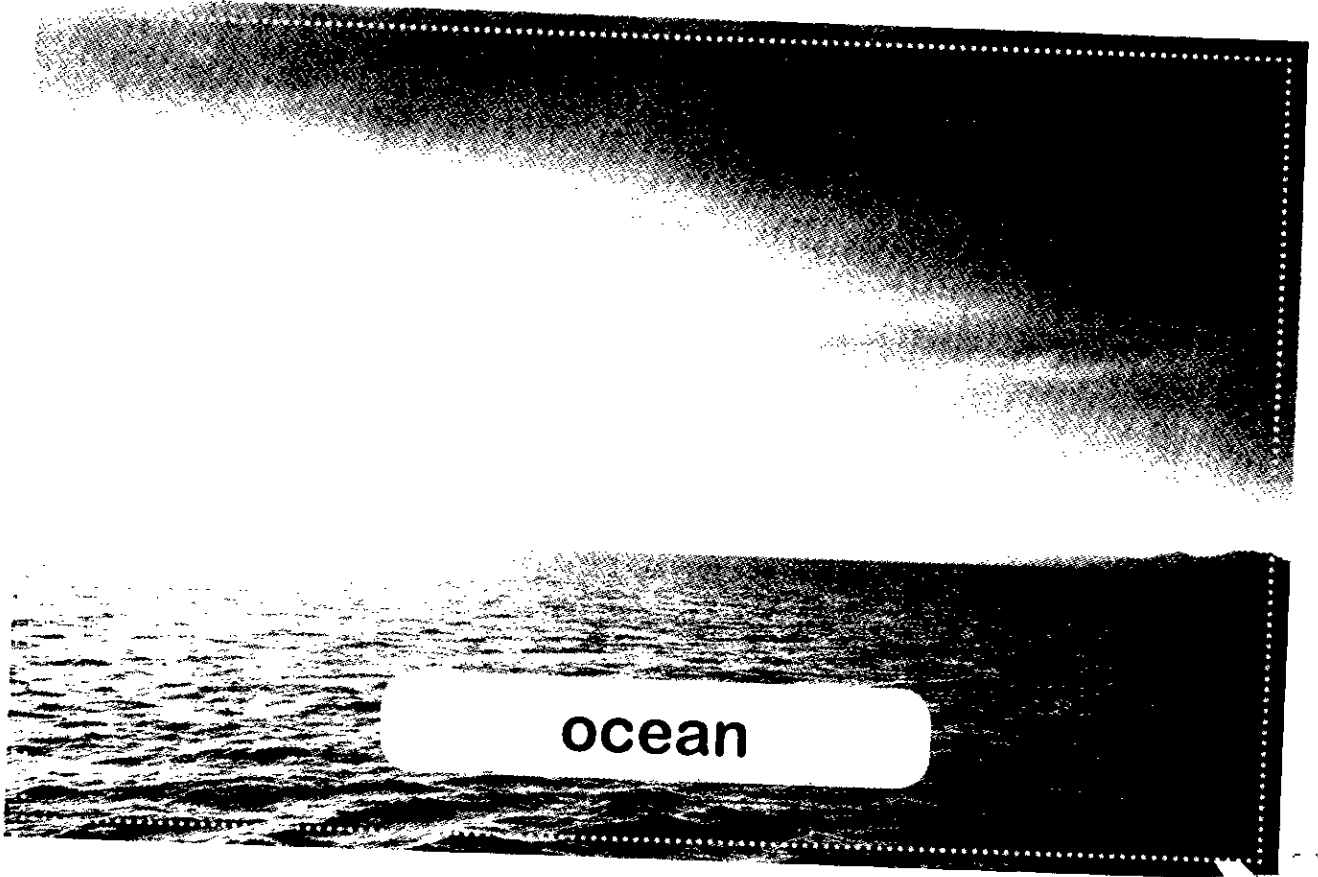
horse / pig



wolf / eagle

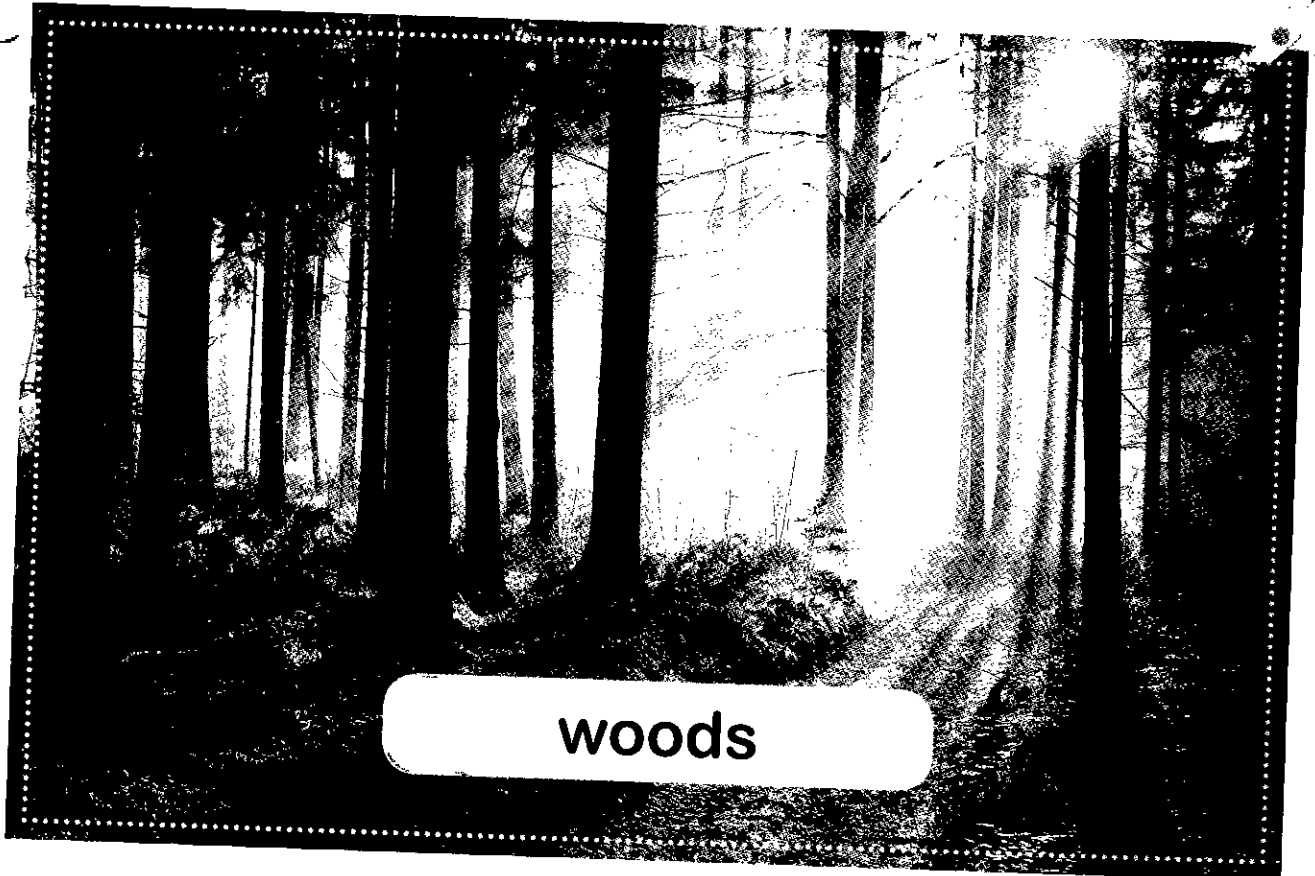


sheep / elephant





**rainforest**



**woods**



nurse / doctor



plumber



brick layer

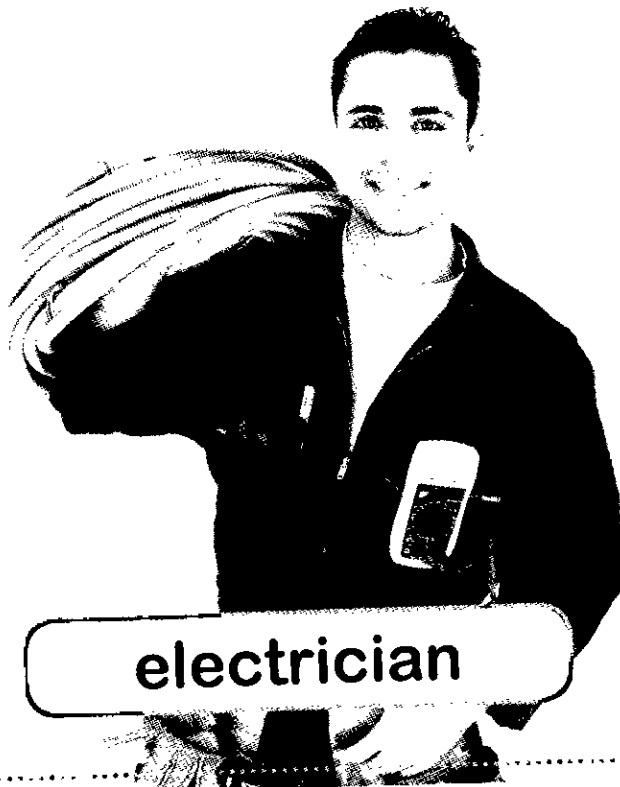


taxi / bus driver

**Flashcards Okay!**



**shopkeeper**



**electrician**



Distribución gratuita • Prohibida su venta



Teacher's Guide

1



**SEP**  
SECRETARÍA DE  
EDUCACIÓN PÚBLICA



**PRONI**  
PROGRAMA NACIONAL  
DE INGLÉS

ISBN 978-607-8593-56-9



9 786078 593569