

Okay!

Leticia Fernández

2



Ciclo 1

Lengua extranjera. Inglés

Teacher's guide

Estimado(a) maestro(a):

La Guía Didáctica que tiene en las manos es el resultado del esfuerzo realizado por el gobierno federal y los gobiernos estatales, para garantizar que los(as) alumnos(as) que cursan la asignatura de Lengua Extranjera. Inglés puedan acercarse al conocimiento y dominio de una lengua diferente a la materna y, con sus orientaciones, alcanzar una educación de excelencia.

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

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

Le deseamos éxito.

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Teachers Edition

Okay! 2 Teacher's Guide

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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.

SP

Sub-Product



Evaluation



Pair Work



Group Work



Use of Reader / Big Book



Singing / listening in groups



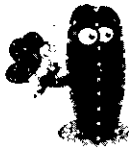
Song and track number



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



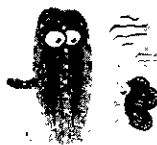
Speaking



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

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Awareness: is aware of the existence of a language other than the mother's and is familiar with it; reacts to and responds to basic and personal communication needs in routine contexts.

Common Reference: CEFR Pre A1 (Pre A1.3)

Interprets and responds to isolated words and simple expressions of routine and frequent use in their own basic social interactions in everyday contexts (school, home, community). Responds with familiar expressions to oral and written models related to immediate communication needs, with specific purposes. Gives basic information about him / herself and everyday contexts. Follows and gives very basic instructions related to immediate contexts. Relates to others and culture through games and playful activities, using linguistic or non-linguistic resources.

Social Learning Environment	Communicative Activity	Social Practice of the Language	Expected Outcomes
Unit 1 Familiar and Communitarian Pages 16–25	Exchanges associated to specific purposes	Use greeting, courtesy and farewell expressions in a dialogue.	<ul style="list-style-type: none"> Review greeting, farewell and courtesy expressions in brief dialogues. Take the role of receiver and issuer to exchange greetings, courtesy and farewell expressions. Participate in the writing of rules for coexistence in the classroom.
Unit 2 Literary and Ludic Pages 26–35	Literary Expression	Read rhymes and stories in verse.	<ul style="list-style-type: none"> Explore illustrated rhymes and stories in verse. Listen to and participate in the reading of rhymes and stories in verse. Participate in the writing of verses.
Unit 3 Formative and Academic Pages 36–45	Interpreting and following instructions	Give and follow instructions to plant a seed.	<ul style="list-style-type: none"> Explore illustrated instructions. Understand and give instructions. Participate in the writing of reports on experiments.

Scope and sequence

Unit 4 Familiar and Communitarian Pages 46–55	Exchanges associated to means of communication	Make signs for public places.	<ul style="list-style-type: none"> • Examine signs. • Rehearse the oral expression of indications in signs. • Participate in writing directions.
Unit 5 Literary and Ludic Pages 56–65	Ludic Expression	Change verses in a children's poem.	<ul style="list-style-type: none"> • Explore illustrated children's poems. • Participate in reading aloud children's poems. • Complete written verses.
Unit 6 Formative and Academic Pages 66–75	Search and selection of information	Write questions to get information about products of the countryside.	<ul style="list-style-type: none"> • Explore illustrated children's books about products of the countryside. • Participate asking and answering about products of the countryside. • Review the writing of questions to get information.
Unit 7 Familiar and Communitarian Pages 76–85	Exchanges associated to own and others' information	Ask for and give personal information.	<ul style="list-style-type: none"> • Revise the writing of personal information and hobbies. • Understand questions about personal information and hobbies. • Participate in writing questions about personal information and hobbies.
Unit 8 Literary and Ludic Pages 86–95	Awareness of self and others	Read stories to compare feelings.	<ul style="list-style-type: none"> • Explore a book of illustrated children's stories. • Follow the reading aloud of a story. • Compare emotions aroused by reading a story. • Participate writing sentences.
Unit 9 Familiar and Communitarian Pages 96–105	Exchanges related to immediate surroundings	Understand and record information about places in the community.	<ul style="list-style-type: none"> • Explore illustrated plans or sketches. • Exchange information about places of the community. • Write information about the community.
Unit 10 Formative and Academic Pages 106–115	Information Management	Record information about a Geography topic with support of a picture.	<ul style="list-style-type: none"> • Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.). • Understand information that is read aloud. • Participate writing information.
Scripts Pages 116–121	Test Answer Keys Pages 122–123	Assessments Pages 124–133	Puppets Pages 134–136 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 build up 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 significant 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.
- One lesson per week working on 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.
- Diploma, pictiory, puppets, and cutouts.
- The sub-product and evaluation icons indicate to the teacher and student that they are working on or practicing the making of the final product and / or that the activity serves as evaluation evidence.

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*.
- *Colorful flashcards*.

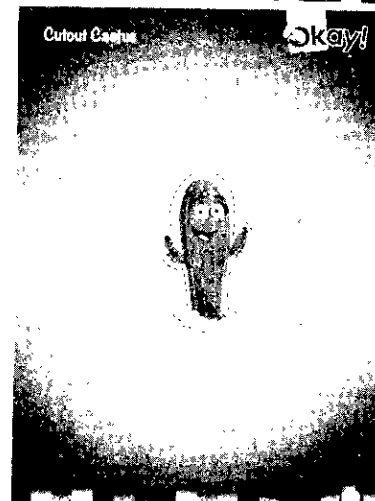
The book includes continuous and frequent evaluation of progress and learning. Evaluations and sub-products are signaled with icons for both teacher and students to become aware of the evaluation and learning processes and to know where these aspects are worked with. Notes are provided for the teacher 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.

Okay!

Activity Book

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Okay!

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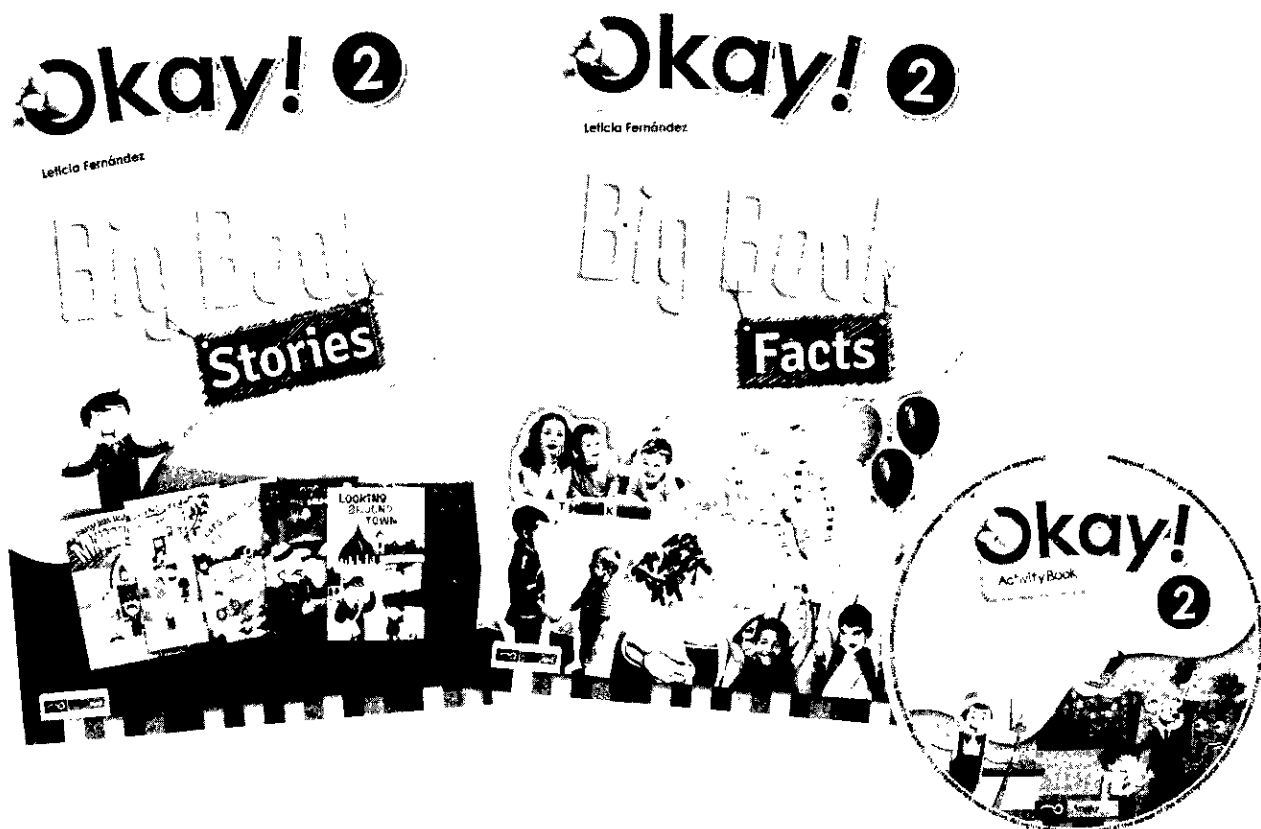


Big Books:

- 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 interactive posters.



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.



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.*



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.



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.



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.



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



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

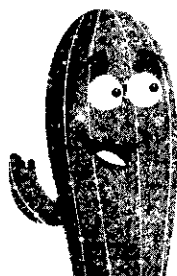
I have a _____ pen.

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.



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.



Student's name _____

Date _____

Group _____

Social practices and development rubric

	Advanced (9–10)	Average (7–8)	Basic (6)
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.			
TOTAL SCORE:			

Speaking rubric

	Advanced (9–10)	Average (7–8)	Basic (6)
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.			
TOTAL SCORE:			

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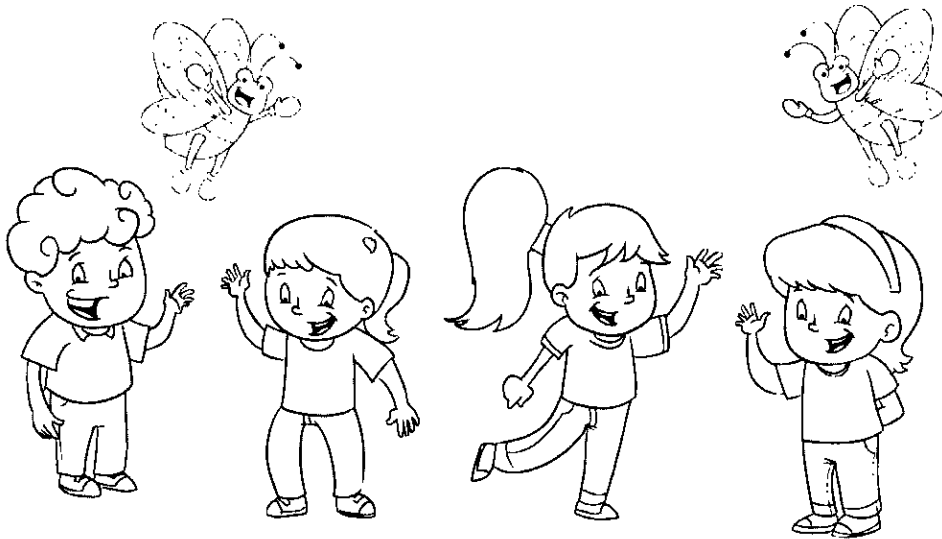
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Webography for students and teachers

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

Social Learning Environment *Familiar and Communitarian*

Communicative Activity *Exchanges associated to specific purposes*

Social Practice of the Language *Use greeting, courtesy and farewell expressions in a dialogue.*

To obtain and produce the following results:

Product *List of courtesy rules*

Specific Competences

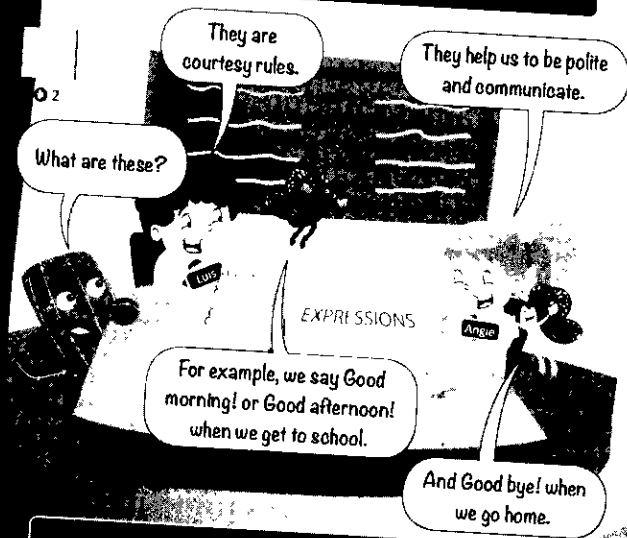
- *Review greeting, farewell and courtesy expressions in brief dialogues.*
- *Take the role of receiver and issuer to exchange greetings, courtesy and farewell expressions.*
- *Participate in the writing of rules for coexistence in the classroom.*

Unit 1

Hello, everyone!

Okay!

Communicative activity: Exchanges associated to specific purposes



Social practice: Use greeting, courtesy and farewell expressions in a dialogue.

1. Along with your teacher, select coexistence rules to be used in the classroom. Copy the list of sentences your teacher will write on the board.
2. Take out the list of sentences you copied during Step 1. Select some of the sentences for your product. Decide whether you will use numbers or bullets to make your list.
3. Take out your list of sentences with courtesy rules. Decide on the order of the sentences in the list of rules. One of you dictates and others write the final version of the rules on construction paper and write the title. Illustrate your list.
4. Write a dialogue using a few of these expressions. See the social practice on Page 15.

UNIT OPENER

a. Introducing the topic

Have students open their book to Page 6 and describe the Unit Opener illustration. Introduce the characters as you point to them: "This is Blackie, Yellow, and Cactus. He is Luis and she is Angie". Elicit a few coexistence and courtesy rules. Play the recording 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 perform. You may want students to role-play the conversation.

b. Working with the product

Have students look at Page 7. Explain that they are going to make a poster with courtesy rules for the classroom. Elicit which courtesy rules they would like to write.

**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.*

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

Okay! Note for You:

Each team working on the product will need a large sheet of construction paper, crayons or markers and decorating materials.

Lesson 1

Good morning, children!

Ort

Start!



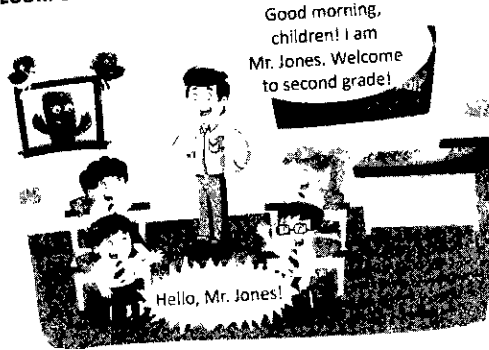
SP Check. Are these greeting, farewell, or courtesy expressions? Look at the example.

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good morning!		<input checked="" type="checkbox"/>	
Welcome			<input checked="" type="checkbox"/>
Good-bye!	<input checked="" type="checkbox"/>		
Hello		<input checked="" type="checkbox"/>	

Concentrate!



Look. Listen and point. Say the teacher's name.



Okay!



SP Walk around the classroom greeting your classmates and saying your name. Look at the example. Remember to say *good-bye* when the class ends!

Okay!



Good morning!
I am Claudia.

Hello! I am Pedro.

I can review greeting, farewell and courtesy expressions.

Lesson 1

Good morning, children!

1 SP Check. Are these greeting, farewell, or courtesy expressions? Look at the example.

Elicit and have students write the date in their Activity Books. 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. Read the first expression aloud for students. Ask: *Is this a farewell, greeting or courtesy expression?* Demonstrate what they have to do by ticking the correct box. Monitor while students work. Check. The list of expressions will be useful for students when creating their list of rules for the product.

2 Look. Listen and point. Say the teacher's name.

Point to the characters and ask students to point to and describe them. Play the recording for students to listen and follow. Ask students the teacher's name.

3 SP Walk around the classroom greeting your classmates and saying your name. Look at the example. Remember to say *good-bye* when the class ends!

Model the expressions in the speech bubbles and demonstrate the activity with a student. Encourage students to mingle, introducing themselves to each other. Monitor and participate in the activity to motivate students. This activity shows examples of courtesy rules students can use in their product: greet when you arrive, say good-bye when you leave.

Big Book Facts Time! Pages 3-4

Take a few minutes of the session to work on the Big Book. Point to the characters on Page 3 and ask students to describe the people in the picture. Ask them where the people are. Point to the picture on Page 4 and ask students to describe what courtesy rule they are following. Play the recording and have students read along.

Okay! Note for You:

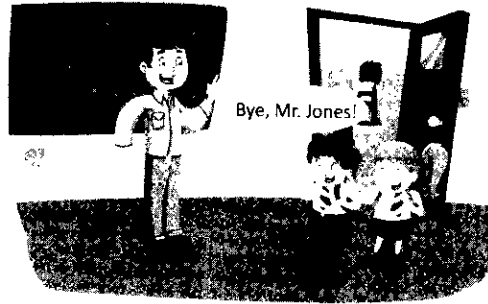
For the product, please remember to bring a model of courtesy rules to show students what they will be producing throughout the unit.

Okay! Values

Talk to students about *Courtesy*. Elicit why courtesy is important. Discuss politeness in one's attitude and behaviour towards others.

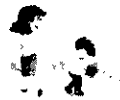
Start!

Look and say.



Concentrate!

Which expressions from the box can you relate to the pictures? Say and point.



Good morning!
Good-bye!
Hi!
Thank you.
Welcome!
Hello!
Bye!

Answers may vary.



Okay!



Say a greeting, farewell or courtesy expression from Pages 8 and 9. Your classmates respond to you.

I can take the role of receiver and issuer to exchange greetings, courtesy and farewell expressions.

I can review greeting, farewell and courtesy expressions.



Look and say.

Elicit and have students write the date in their Activity Book. Read the expression in the bubble. Elicit the kind of expression it is: greeting or farewell. Have students say the expression and ask them when we say it.

Which expressions from the box can you relate to the pictures? Say and point.

Read the expressions along with the students. Demonstrate what they have to do by giving them an example. Explain that more than one expression can relate to one picture. Monitor while they work. Check. Have a few students hold up their books and show their answers as the rest of the group reads the expressions aloud. Ask students to justify their choices. Have them classify the expressions into *greeting*, *farewell* and *courtesy*. Ask students to distinguish between words and phrases among the expressions.

Say a greeting, farewell or courtesy expression from Pages 8 and 9. Your classmates respond to you.

Form groups of four. Demonstrate the activity with a student: say an expression for the student to respond to you accordingly. Monitor and make sure they are using the correct expressions. Praise students' work. End your class by using any of the suggested activities on Page 11 or a favorite of yours. You can assess students' use of expressions and correct responses.

Okay! Note for You:

Throughout the unit, please remember to ask students what the purpose of every exchange is: greeting, expressing interest in someone, asking for something, handing in something, offering, thanking, etc.

Okay! Product 1 – List of courtesy rules – Step 1

Form groups of five. The same students will be working together during this project. Along with you, students select coexistence rules to be used in the classroom. Write a list of sentences on the board for the children to copy. Tell students to save their work for future use. Monitor while they work.

Lesson 2

How are you today?

Date:

Start! Listen and point.



5



Concentrate!



5

SP Listen again. Write the words and complete the dialogues.

- How are you today?
- I'm fine, thank you. And you?
- I'm OK, thanks.
- Do you want a cookie?
- Yes, thanks!

Okay!



Unit 1

4



Okay!

SP Practice the dialogues. Act them out for your group.

I can review greeting, farewell and courtesy expressions.

I can use greeting, courtesy and farewell expressions in a dialogue.

Lesson 2

How are you today?

1 Listen and point. 5

Elicit and have students write the date in their Activity Book. Draw students' attention to the pictures and have them say who and where the people are. Read the expressions from the speech bubbles along with the students. Play the recording for students to point to the character that is speaking. Ask: *Who is the teacher talking to? Who is Luis thanking? Why is Luis thanking?* Play the recording again for students to check.

2 **SP** Listen again. Write the words and complete the dialogues. 5

Read the conversations aloud with students. Make sure students know these are two conversations. Explain the task. Play the recording pausing after each expression for students to complete. Check. Ask students to add these expressions to their list of courtesy rules for the product, especially *please* and *thanks / thank you*.

3 **SP** Practice the dialogues. Act them out for your group.

Form pairs. Practice the conversations and act them out with volunteers. Encourage students to use gestures while they speak. Give them enough time to practice the conversations before coming to the front to act them out. Praise students' efforts and provide help if needed. Take this opportunity to assess students' engagement and register.

Big Book Facts Time! Pages 5–6 4

Take a few minutes of the session to work on the Big Book. Have students describe the picture on Page 5. Guide them with questions: *Who are they? Where are they?* Play the first part of the recording, up to "speak in class!" There is pause that indicates you must stop the recording at that point. Explain that in order to live in harmony, we need to establish and follow courtesy rules. Play the recording while students look at the pictures on Pages 5 and 6. Ask them to identify the courtesy rules.

Do: to:

Step 2

Start!

What feelings are these? Listen. How is Luis feeling? Check (✓) the correct picture.



6



Concentrate! **SP** Read and check (✓).



	Gracias	Gracias
Are you okay?		✓
Good morning!	✓	
Poor Luis!		✓

Okay!



Ask your classmate. Act out your answer. Take turns. You can use the emotions in the pictures.

A: Are you OK?

B: I am sleepy.



I can take the role of receiver and issuer to exchange courtesy expressions.



1 What feelings are these? Listen. How is Luis feeling? Check (✓) the correct picture. 6

Elicit and have students write the date in their Activity Book. Draw students' attention to the pictures and have students describe them. Elicit vocabulary related to feelings or present the ones in the pictures. Mime the feelings while you say the words to convey meaning. Explain the task. Play the recording for students to check the correct picture. Invite students to imitate the faces on the page or play a miming game.

2 **SP** Read and check (✓).

Read the expressions. Ask students to mime these expressions and to explain if they use them in the same way in their own language. Provide help with needed vocabulary. To help students build up confidence and feel comfortable expressing themselves, you can encourage them to use their finger puppets. Explain and demonstrate the task. Monitor and make sure the checks are correctly placed. Guide students into identifying where in their list of courtesy they would include the new expressions.

3 Ask your classmate. Act out your answer. Take turns. You can use the emotions in the pictures.

Make sure that students recognize the feelings in the pictures, or present them. Form pairs. Demonstrate the activity with a student, emphasizing the use of gestures. Practice the question *Are you OK?* and the different answers with students before they start. Encourage the use of non-verbal language while they speak. Monitor and listen to the students as you praise their work. Take this opportunity to assess verbal and non-verbal communication.

Okay! Product 1 – List of courtesy rules – Step 2

Get the groups together. Have students take out the list of sentences they completed during Step 1. Ask students to select some of the sentences for their product. Have them check the written form of the sentences as you walk around monitoring their work. Give feedback and encourage correction of sentences if necessary. Once sentences have been checked, give students the option of numbering or using bullets for each sentence. Assign a student to dictate the list for the others to write. Have them take turns to dictate. Have children save their work for future use.

Lesson 3

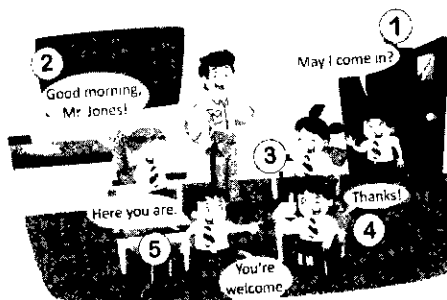
May I come in?

Start!



07

1 Listen to your partner and do the rules. Look at the example.



Concentrate!



07

SP Listen again. Complete the sentences. Use the words from the box.

good-bye

raise

thank you

please

come

Ask for permission to come in.

Always say good-bye when you leave.

Raise your hand to participate.

Say thank you and you're welcome.

Always say please.

Okay!



04

Act out the courtesy rules with your teacher.

I can participate in the writing of rules for coexistence in the classroom.

Lesson 3

May I come in?

1 Listen. Number the rules. Look at the example. 07

Elicit and have students write the date in their Activity Book. Revise numbers from 1 to 6 using a game or a chant: Number the whole group from 1 to 6 and have them stand up. Have students sit down when you say their number. If they fail to identify their number and sit down, they lose and have to leave the game. A nice chant that you can also use is:

One, two, buckle your shoe!

Three, four, open the door!

Five and six, get together and mix!

Or, use any other game, song or chant that you like. Explain the task as you use one rule to model the activity.

Play the recording for students to complete the activity. Play the recording again for students to check. Ask students how these expressions are said in their language.

2 SP Listen again. Complete the sentences. Use the words from the box. 07

Explain the task. Play the recording for students pausing after each sentence for students to complete the activity. Play the recording again for students to check. Monitor and check students' answers. This list of courtesy rules is a good model for students to follow in their product. Attract their attention to this.

3 Act out the courtesy rules with your teacher.

Form groups of four. Ask a few students to leave the classroom and to ask for permission to come back in, using the correct expression, in order for the rest of the group to give the correct answer. Then, have students number themselves in each group (1–4). Have students 1 and 3 give something to 2 and 4 as they say: *Here you are*; students 2 and 4 must say: *Thank you* and students 1 and 3 should answer: *You're welcome*. A last activity is to have students ask you for something saying: *Please*. Demonstrate the activity with a group. Monitor while students work, so you can detect any possible mistakes and give feedback.

Big Book Facts Time! Pages 7–8 04

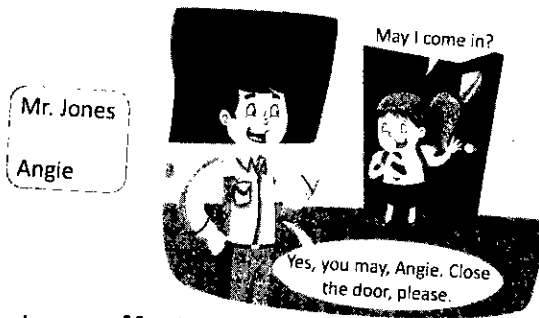
Take a few minutes of the session to work on the Big Book. Have students describe the picture on Page 7. Guide them with questions: *Who are they? Where are they? What are they doing?* Play the recording until you hear the third pause, up to "I'm sorry". Elicit / explain that apologizing is necessary even if it is a mistake or an accident. Play the rest of the recording while students look at the picture on Page 8. Ask students to say the courtesy expressions from this unit in the Big Book. Play the recording as many times as necessary.

Start!



08

SP Listen. Write the name next to the courtesy rule each is following.



Mr. Jones

Angie

Saying please. Mr. Jones

Asking for permission to come in. Angie

Concentrate!



SP Read and match. Look at the example.

Here you are. → Good-bye!
 May I come in? → Thank you.
 Bye! → Yes, you may.

Okay!



09

Listen to the song. Sing along and say good-bye!

So long, farewell, *auf wiedersehen*, good night;
 I hate to go and leave this pretty sight.
 So long, farewell, *auf wiedersehen*, adieu;
 Adieu, adieu, to you, and you, and you.

I can take the role of receiver and issuer to exchange greetings, courtesy and farewell expressions.



SP Listen. Write the name next to the courtesy rule each is following. 08

Elicit and have students write the date in their Activity Book. Elicit the courtesy rules learned so far. Explain the task. Play the recording for students to listen first. Play it again for students to identify the person speaking. Elicit the names and guide students into saying who is saying please and who is asking for permission to come in. Ask students to copy the names in the box onto the correct line. Tell students that the picture in this activity can be useful to illustrate their product and contextualize it (in the classroom).

SP Read and match. Look at the example.

Ask students to read and match the expressions in the left column to the corresponding ones in the right column. Monitor while they work and provide help when needed. Invite students to read the exchanges rules aloud. Ask students what the purpose of each exchange is (*Here you are* – to give something, *May I...?* – to ask for permission and *Bye!* – when we leave).

Listen to the song. Sing along and say good-bye! 09

Read the lyrics aloud and invite students to read along with you. Correct any pronunciation mistakes. Have children at random come to the board and underline the farewell expressions. Students should be able to recognize them even if they are in an unknown language. Ask them to say good-bye with gestures. Play the recording for students to sing the song and mime good-bye.

Okay! Product 1 – List of courtesy rules – Step 3

Get the groups together and have them take out their list of sentences with courtesy rules. Ask them to decide on the order of the sentences in the list of rules. Have them write the final version of the rules on their construction paper and help them write the title (Courtesy Rules). Ask students to decorate their lists. Ask teams to write a brief dialogue using a few expressions from their list. You may want to give them some ideas. Monitor while they are working and check. Collect students' work for the final step in the process.

Lesson 4

Round up!

Date _____

 Complete the expressions or answer the questions.

Complete: Hi! I am	
Answer: How are you today?	
Greeting or courtesy expression? Are you OK?	courtesy expression
Write the complete sentence. _____ I come in?	May I come in?
Write the farewell expression: Hello! Bye!	Bye!

14

Lesson 4

Round up!

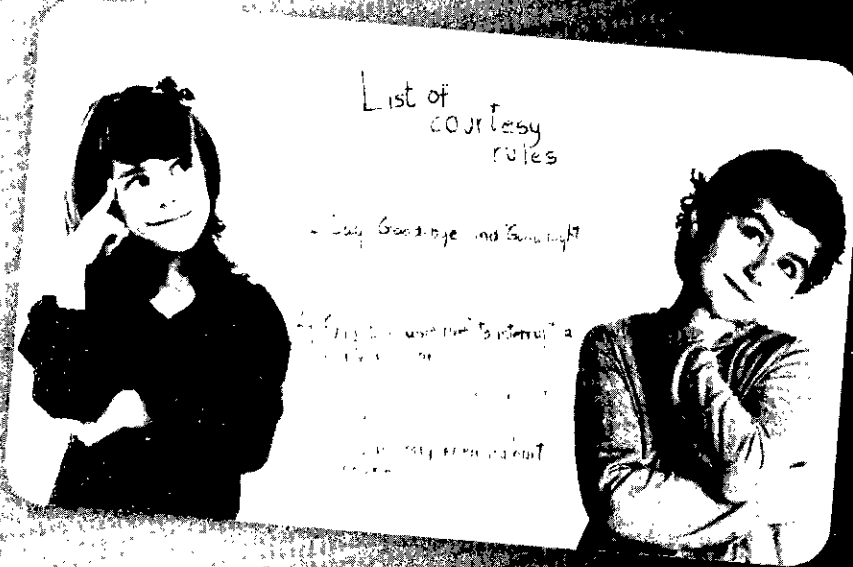
 Complete the expressions or answer the questions.

Elicit and have students write the date in their Activity Book. Have students work in pairs to do this task. Monitor while they write. Check by inviting students to write the answers on the board.



List of courtesy rules

Use greeting, farewell and courtesy expressions in a dialogue.



Use the list of courtesy rules you made or oriented you to complete your product in activities 10, 11, 12 and 13. Show your list of courtesy rules in your working group in the classroom. Say them aloud and act them out. Use the list of courtesy rules in your conversation for the class, using expressions you learned in this unit.

Okay! Product 1 – List of courtesy rules – Product Presentation

Get the students in their working groups and give each group their corresponding poster. Have teams make up a conversation using a few of the expressions in their list. You may want them to write the conversation and rehearse it. Get teams to present their list and to use gestures as they read the sentences on their lists aloud. Then, encourage them to act out their conversation. You may want to assess verbal and non-verbal communication. Have students display the list of rules in a visible place and take this opportunity to review and reinforce the purpose of each of the expressions.

Okay! Note for you!

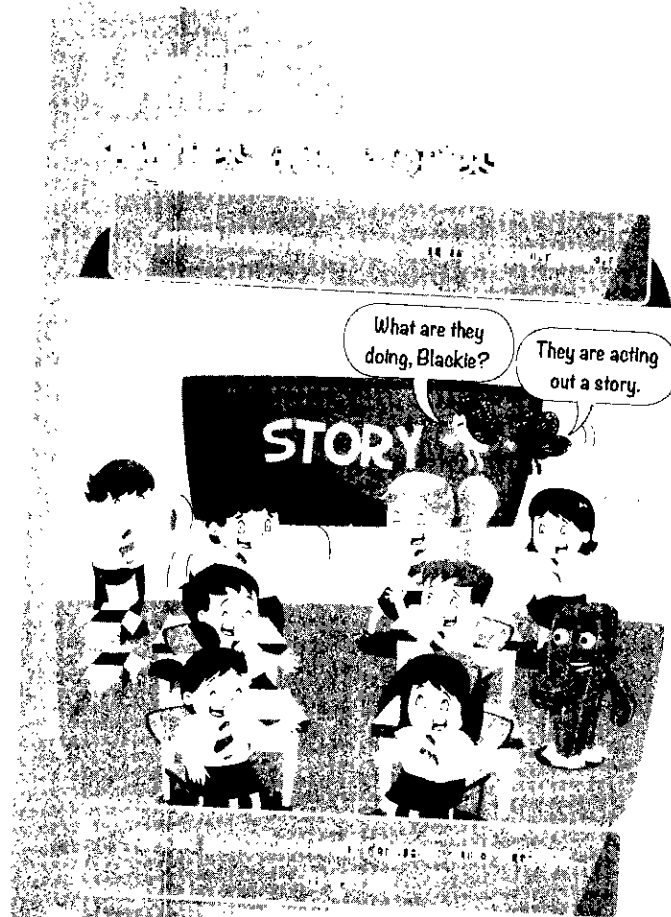
This is a good opportunity to revise the formative evaluations that are in each page of the unit. Go through the lessons in the unit again, reading aloud the *I can ...* statements with students. Check how comfortable they feel with the competences mentioned, and act accordingly: review, revisit the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

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

To obtain and produce the following results:

Product	<i>Illustrated story / rhyme</i>
Specific Competences	<ul style="list-style-type: none">• <i>Explore illustrated rhymes and stories in verse.</i>• <i>Listen to and participate in the reading of rhymes and stories in verse.</i>• <i>Participate in the writing of verses.</i>



Choose one of the rhymes or stories either from the Activity Book or the Big Book to be read and performed in public. Copy the text of the story you chose onto a sheet of construction paper, leaving enough space for illustrations. Practice reading the text aloud. Illustrate your rhyme or story. Practice the story / rhyme and rehearse it for the presentation. Remember to act it out and use gestures and body language.

UNIT OPENER

a. Introducing the topic

Have students open their Activity Books to Page 16. Ask: *Who are they? Where are they? What is going on?* Explain that the children are telling a story or acting out a rhyme. It has characters and music. Ask: *Are they having fun? Would you like to do something like that?*

b. Working with the product

Elicit what students see on Page 17. Explain that they are going to write a rhyme or story, illustrate it and act it out. Encourage students to give you some ideas about the illustration in the picture.

Okay! Note for You:

We remind you to have a model of the product ready to show students what they are expected to produce. They will need a large sheet of bond or construction paper, colored pencils or crayons, glue and decorating materials.

**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.*

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

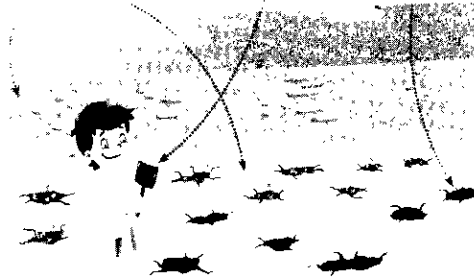
Lesson 5

Start!



Look and say what the poem will be about. Match the words to the pictures. Use a dictionary to check.

sea shore wooden spade holes



Concentrate!



10

SP Listen and read. Circle the title and the author.

At the Seaside
By Robert Louis Stevenson

When I was down beside the sea,
A wooden spade they gave to me
To dig the sandy shore.
My holes were empty like a cup,
In every hole the sea came up,
Till it could come no more.

Okay!



11

Okay!



SP Listen and say the poem. Listen again and act it out.

I can explore illustrated rhymes and stories in verse.

I can listen to and participate in the reading of rhymes and stories in verse.

Lesson 5 I like poems!

1 Look and say what the poem will be about. Match the words to the pictures. Use a dictionary to check.

Elicit and have students write the date in their Activity Book. Draw students' attention to the picture and ask them what the poem will be about. Ask students to give reasons for their answers. Ask students if they think the poem is for children or for adults. You can either present the words or encourage the use of dictionaries. Show the example to students and encourage them to finish the task in pairs. Check. You may want to model pronunciation and have students say the words. You may want to make copies of this illustration for the teams that choose this verse.

2 **SP** Listen and read. Circle the title and the author. **10**

Ask what the title and the author of the poem are. Have students circle them in their Activity Book. Ask students what helped them to identify the title and the author (the title is bigger and at the top of the text and the name of the author is usually below the title, preceded by the word *by*). Play the recording for students to listen and read along. Invite students to make a list of the stories they like for the product and to think which they would find less complex to illustrate, act out and read aloud.

3 **SP** Listen and say the poem. Listen again and act it out. **10**

Play the recording for students to read and say the poem. Play the recording several times. Divide the class into two groups. Half of the group makes holes in the sand while saying the verse. The other half of the group fills in the holes. Then, have the groups change roles. This is what students will do with their final product and it is good practice for them to get an accurate idea of what is expected from them.

Okay! Values

Talk to students about the value of Forgiveness. Ask them why forgiveness is important and especially among friends.

Big Book Stories Time! Pages 3–4 **11**

Take a few minutes of the session to work on the Big Book. Show Page 3. Ask what the title of the story is and what it will be about. Show Page 4. Ask: *Is Marty happy? Where is he?* Play the recording, up to "...what he has to say." Play it again, pausing for students to identify the words that rhyme. Ask students to predict what the story will be about, based on the pictures (a number 10, Marty thinking of his friends = a birthday party).



Start!



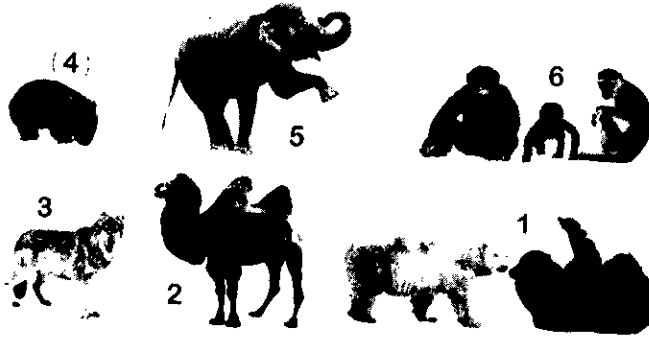
12

SP Listen, look and match the pictures to the verses.

At the Zoo

By William Makepeace Thackeray (Adapted)

- 1 First I saw the white bear, then I saw the black;
- 2 Then I saw the camel with a hump upon his back;
- 3 Then I saw the grey wolf, with mutton in his maw;
- 4 Then I saw the wombat waddle in the straw;
- 5 Then I saw the elephant a-waving of his trunk;
- 6 Then I saw the monkeys – mercy, how they stunk!



Concentrate! Circle your favorite picture. Read aloud the corresponding verse.



Okay!



12

SP Listen to the poem and say it. Act it out and have fun!

I can explore illustrated rhymes and stories in verse.

I can listen to and participate in the reading of rhymes and stories in verse.

1 **SP** Listen, look and match the pictures to the verses. 12

Elicit and have students write the date in their Activity Book. Attract students' attention to the pictures and elicit the names of the different animals. Write them on the board. Revise the animal names using the flashcards at the back of this book on Pages 138–139. Ask students to identify the title and the author. Have students match the pictures to the verses. Monitor while they are working. Tell students that all they need to understand at the moment are the names of the animals to be able to do the task. Once they finish, present the action verbs. Students will need to mime the verbs in Activity 3. You may want to explain that *smelt* is *smelled*, and it is in British English. Check. Invite students to make a list of the stories they like for the product and to think which they would find less complex to illustrate, act out and read aloud. You may want to make copies of these illustrations for the teams that choose this verse.

2 Circle your favorite picture. Read aloud the corresponding verse.

Ask students to go back to the poem from the previous activity. Have them read it aloud. Explain the task. Invite volunteers to show the animal they circled and read the corresponding verse aloud for the class.

3 **SP** Listen to the poem and say it. Act it out and have fun! 12

Form groups of four. Play the recording for students to listen and say the poem. Have them mime the actions and the animals that are mentioned in the poem. This is what students will do with their final product and it is good practice for them to get an accurate idea of what is expected from them. This is a good opportunity to assess students' pronunciation and use of non-verbal communication.

Okay! Product 2 – Illustrated story / rhyme – Step 1

Form groups of four. The same students will be working together during this project. Explain that they are going to perform a rhyme or a story in verse. Ask students to choose one of the rhymes or stories either from the Activity Book or the Big Book to be performed in public. Ask them questions to keep them focused and motivated: *What rhyme / story did you choose? Why? What is the story / rhyme about?*

Lesson 6

Start



SP Listen and read. Color the words that rhyme with the same shade, as in the example. Say the pairs of words aloud.

By Robert Louis Stevenson (Adapted)

The friendly cow, all red and white,
I love with all my heart,
She gives me cream with all her might,
To eat with apple tart.
She wanders mooing here and there
And yet she cannot stray,
All in the pleasant open air
The pleasant light of day.



Check your work



SP Listen to complete the rhyming words. Circle the letters that make them rhyme.

w hite might t here air
heart tart s tay day

Okay!



SP Listen again and read the rhyme aloud.

I can explore illustrated rhymes and stories in verse.

I can listen to and participate in the reading of rhymes and stories in verse.

Lesson 6 Rhymes

SP Listen and read. Color the words that rhyme with the same shade, as in the example. Say the pairs of words aloud. 13

Elicit and have students write the date in their Activity Book. Ask students to identify the title and the author of the rhyme. Explain the task and draw students' attention to the example. Play the recording for students to listen and read. Ask students to point to the words that rhyme. Tell them to color the words that rhyme. Have students say the words. Invite students to make a list of the stories they like for the product and to think which they would find less complex to illustrate, act out and read aloud. You may want to make copies of the illustration for the teams that choose this verse.

Write to complete the rhyming words. Circle the letters that make them rhyme.

Guide students into identifying the words that rhyme. Tell them to notice that some words that rhyme have similar spelling and that some don't. Explain the task. Monitor and help students to trace and complete the rhyming words. Check.

SP Listen again and read the rhyme aloud. 13

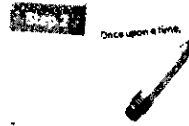
Form pairs. Play the recording for students to listen and chant along. You may play the recording several times if you see that students enjoy the activity. This is what students will do with their final product and it is good practice for them to get an accurate idea of what is expected from them. Take this opportunity to assess students' participation and oral skills.

Okay! Note for You:

Next class ask students to bring colored pencils, construction paper, scissors and glue.

Big Book Stories Time! Pages 5–6 11

Take a few minutes of the session to work on the Big Book. Show Page 5. Ask: *Read the text aloud and ask students what they think will happen.* Play the recording from the beginning. This will help students remember what has happened so far. Display Page 6. Discuss with students whether their predictions were correct. Ask: *What is going on? What will happen next?* Play the recording. You may want students to identify rhyming words in Pages 5 and 6.



SP Read and complete the verse using the appropriate rhyming words from the box.

Caterpillar
Christina Rossetti

Brown and **furry**
 Caterpillar in a hurry,
 Take your **walk** spot
 To the shady leaf, or stalk, **furry**
 Or what not, butterfly
 Which may be the chosen **spot** walk
 No toad spy you, you
 Hovering bird of prey pass by ;
 Spin and die,
 To live again a **butterfly**



Listen and check. Read the poem aloud.



SP Form groups. Copy the poem. Use the cutouts on Page 117. Illustrate Blackie and Yellow's metamorphosis. Act out and recite the poem for the class.

- I can explore illustrated rhymes and stories in verse.
- I can participate in the writing of verses.

SP Read and complete the verse using the appropriate rhyming words from the box.

Elicit and have students write the date in their Activity Book. Elicit previous knowledge of metamorphosis. Ask: *What do caterpillars go through before they turn into butterflies?* Explore the words on the right with students. Read the first line and let students try to find the rhyming word by themselves. If they can't, read the second line word by word until they identify the one that rhymes. Follow this procedure with the rest of the words if necessary. Check. Invite students to start copying the story they liked for the product and to think how to illustrate it and act it out. If students decide to use this verse, tell them they can use the illustrations from page 117.

Listen and check. Read the poem aloud. 14

Explore the picture with students and have them recognize Blackie and Yellow. Play the recording for students to listen and say the verse aloud. If you think students can, ask them to talk about the butterfly cycle, even if it is their native language.

SP Form groups. Copy the poem. Use the cutouts on Page 117. Illustrate Blackie and Yellow's metamorphosis. Act out and recite the poem for the class.

Form trios. Ask students to copy the poem. Tell them to use the cutouts on Page 117 to illustrate Blackie and Yellow's metamorphosis. Monitor while they work. Ask students to act out and recite the poem. Let them practice before they recite it in front of the class. Encourage them to point to the cutouts while they say the verse. This is what students will do with their final product and it is good practice for them to get an accurate idea of what is expected from them. Take this opportunity to assess students' attitude towards collaborative work and speaking skills.

Okay! Product 2 – Illustrated story / rhyme – Step 2

Get the groups together. Check that all the groups have decided on which rhymes or stories they will work with. Have them copy the text onto their construction paper, leaving enough space for illustrations. Focus students' attention on spelling and writing conventions. Ask them to practice reading the texts aloud. Monitor while they work and provide help when needed.

LESSON 7

Start:



Listen to your teacher and read. Write the number of words in each verse. How many words are there in total?



Happy Theme
Robert Louis Stevenson

The world is so full of a number of things, 10
I am sure we should be as happy as kings. 10
20

Go on:



Read again. Write two new lines with the words girls, toys and boys.

Suggested answer:

I do not want a great number of toys
All I need is to play with girls and boys.

Okay!



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

- I can explore illustrated rhymes and stories in verse.
- I can listen to and participate in the writing of verses.

Lesson 7 Read me!

1 Listen to your teacher and read. Write the number of words in each verse. How many words are there in total?
Elicit and have students write the date in their Activity Book. Read the verse aloud for students to follow. Ask: *What's the topic of this poem? Is this a poem for children or adults?* Elicit the title and the author. Ask students to write the number of words in each verse and to finally add the words up. Monitor while they work. Check. Read it aloud again for students to join in.

2 Read again. Write two new lines with the words girls, toys and boys.
Form pairs. Ask students to read the poem again. Explain the task. Guide students into writing two more lines. Ask students which of the words given rhyme (*boys* and *toys*) and where in the lines they would go (at the end). Elicit ideas on how they can use the words given in a verse related to the topic (playing, being happy, etc.). You may decide to write the suggestion on the board and have students copy it if students can't come up with ideas.

3 Put music to the verses. Rehearse and present it to your class. Ask your teacher for help.
Tell students that they can use any rhythm of their choice for the verse. It may be a chant, a march, a melody, etc., as long as it has rhythm. Allow groups to rehearse their songs. Have groups present their work to the class. You can organize a contest among the different groups.

Big Book Stories Time! Pages 7–8 11

Take a few minutes of the session to work on the Big Book. Display all the pages of the story to remind students what has happened so far. Display Page 7. Attract students' attention to the pictures. Ask: *Why is the cat sad? Did he try to eat the mouse? Where is the mouse? Why do you think they are happy again?* Play the recording to check students' ideas. Display Page 8. Read the text aloud. Ask: *Was the party good after all?* Play the recording and display the story from the beginning. Elicit words that rhyme from each page.

Start!



15

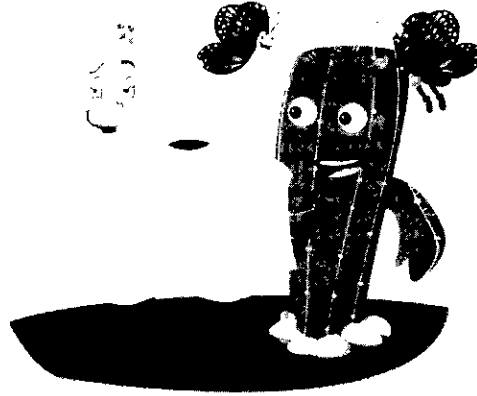
SP Listen and read.

I'm a little teapot
(Adapted)

I'm a little teapot,
short and stout.
Here is my handle,
here is my spout.

When you see the tea cup,
hear me shout!
Tip me over,
pour me out!

I'm a little teapot,
short and stout.
Here is my handle,
here is my spout.



Concentrate!



15

Complete. Use the text in Activity 1 for help.

I'm a little teapot,
short and

Here is my handle,
here is my

Okay!



15



SP Listen, chant and do. Have fun!

I can explore illustrated rhymes and stories in verse.

I can listen to and participate in the writing of verses.

SP Listen and read. 15

Elicit and have students write the date in their Activity Book. Ask students to explore the text and the illustrations. Ask what the song is about. Play the recording for students to follow with their fingers. Ask them to find the title of the song. Ask if the name of the author is there. Tell students that by now they should have decided on a verse for their product and should start decorating it. You may want to copy this illustration for the teams that selected this one.

Complete. Use the text in Activity 1 for help.

Read the sentences aloud without giving the answers. Pause when you reach a gap and elicit the word that goes in it. If it is correct, ask students to write it down (they can copy it from the text above). Ask volunteers to read the completed text aloud.

SP Listen, chant and do. Have fun! 15

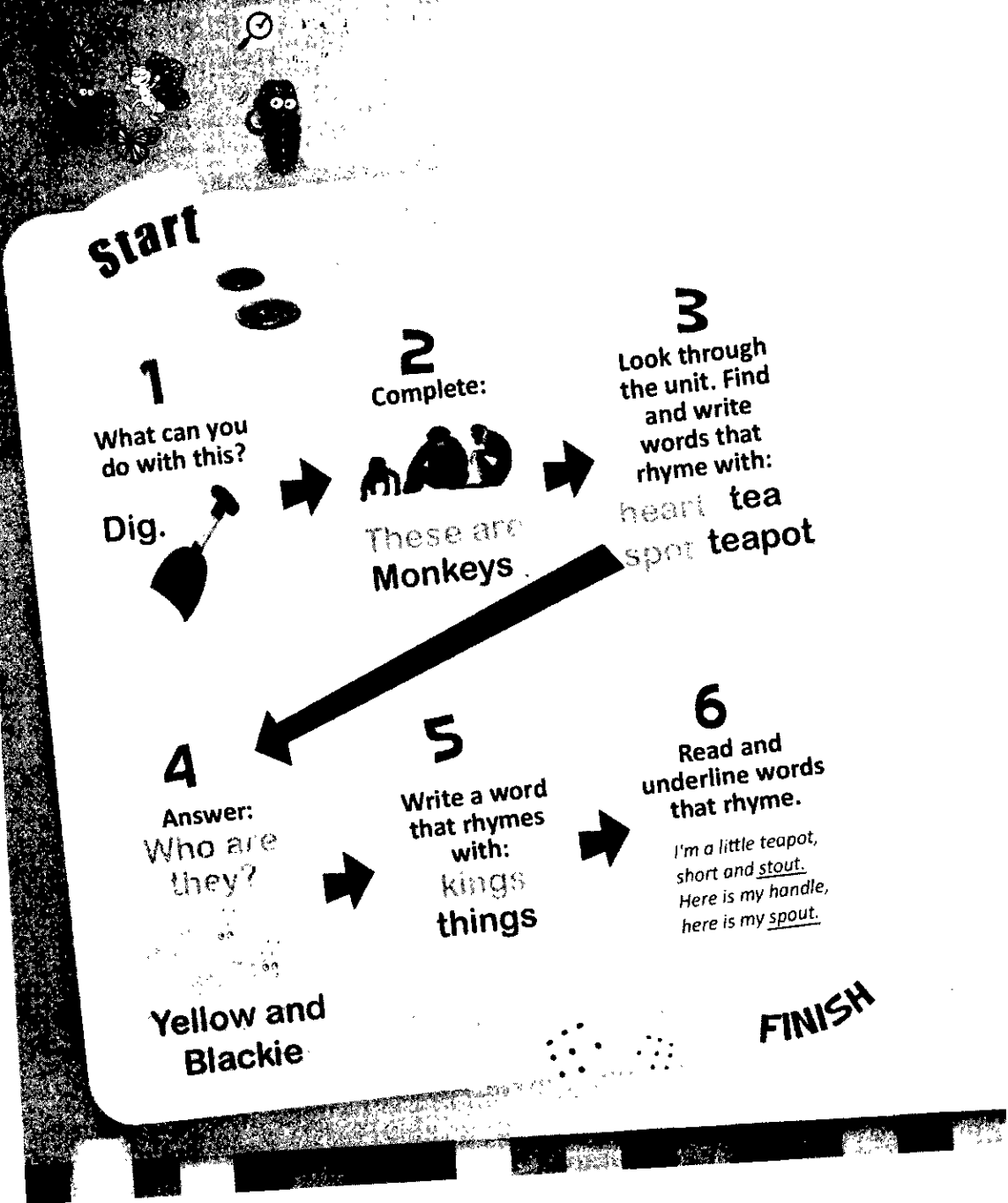
Play the song. Encourage students to sing along and perform the actions and vocabulary, for example, *handle* and *spout*, that correspond to each paragraph. This is a verse / song that lends itself very well to act out. You can suggest this song to the teams that haven't yet decided on what to use for their product. You can take this opportunity to assess how active a role students play in tasks and games.

Okay! Product 2 – Illustrated story / rhyme – Step 3

Get the groups together. Have them take out their texts. Ask them to illustrate the rhyme or story in verse. Monitor and provide help when needed.

Lesson 8

Round up!




Lesson 8

Round up!

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

Elicit and have students write the date in their Activity Book. Form groups of four. Groups will need a dice and four counters. Students place their counters on the word *Start*. Have them take turns throwing the dice and moving their counters according to the number shown on the dice and in the direction of the arrows. Have students follow the instructions, name the objects or complete the word or sentence. If the student cannot fulfill the task, he / she goes back to the previous point. The student who lands on *Finish* first is the winner. Monitor while students play, so you can detect mistakes and revise / reinforce accordingly.

 Social practice: Read rhymes and stories in verse.



...the product
...story or
...to
...classroom, or

 **Okay! Product 2 – Illustrated story / rhyme – Product Presentation**

Elicit and have students write the date in their Activity Book. Get groups together for this final step of the product. Let students practice their stories / rhymes and rehearse. Monitor. Have them present their rhymes or stories in front of the class. Encourage students to act out their story / rhyme. Praise the students on their good work. This is a good opportunity to assess students' oral production and attitude towards collaborative work.

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 125.

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

Social Learning Environment

Formative and Academic

Communicative Activity

Interpreting and following instructions

Social Practice of the Language

Give and follow instructions to plant a seed.

To obtain and produce the following results:

Product

Illustrated instructions

Specific Competences

- *Explore illustrated instructions.*
- *Understand and give instructions.*
- *Participate in the writing of reports on experiments.*

Unit 3

Useful instructions!

Okay!

Communicative activity: Interpreting and following instructions

Let's follow the instructions!

Do we have all the material we need?

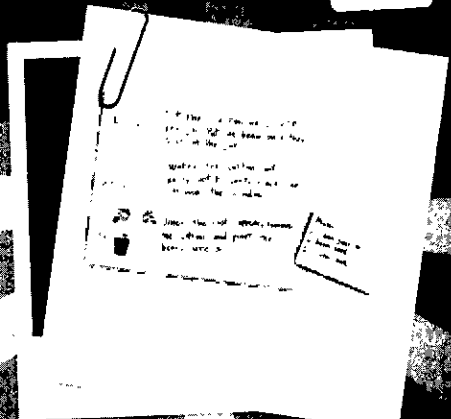
Let's add the bean now.

Wait! I'll read the instructions again. Step 1...

I love plants!

Social practice: Give and follow instructions to plant a seed.

26

- 
1. Put the cotton balls into the jar. Put one bean on either side of the jar.
 2. Water the cotton until damp, not too wet. Place the jar near the window.
 3. Gather the material: the plant, which should have roots by now, and the large sheet of bond paper with the list of materials and the first two steps.
 4. Remove the cotton and plant the beans into soil.
IMPORTANT: If the seeds haven't grown roots, give them a little more time to do so.
 5. Illustrate the steps on new, blank cards. Paste the illustrations next to the step they represent.
- See the social practice on Page 35.

Formative and Academic

27

UNIT OPENER

a. Introducing the topic

Have students open their books to Page 26 and describe the Unit Opener illustration. Ask them to point to the pictures and name the characters as you point to them: "This is Blackie, Yellow and Cactus. He is Luis and she is Angie". Ask: Where are they? What are they doing?

b. Working with the product

Encourage students to describe what they see on the page. Ask what this is and whether they have ever planted a seed. Ask how it went and if their plant survived. Explain that they are going to plant a seed as their product.

***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.**

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

Okay! Note for You:

Remember to have a model of the product to show to students. Students will need a large sheet of construction or bond paper, colored pencils or crayons and pencil or markers.

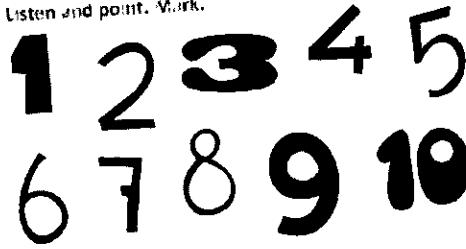
Lesson 9

Be the first!

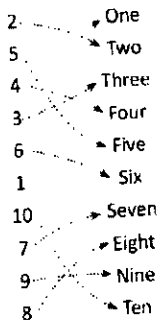
Date _____



Listen and point. Mark.



1 Match. Trace.



- | | |
|------------------|---------|
| 1 st | First |
| 2 nd | Second |
| 3 rd | Third |
| 4 th | Fourth |
| 5 th | Fifth |
| 6 th | Sixth |
| 7 th | Seventh |
| 8 th | Eighth |
| 9 th | Ninth |
| 10 th | Tenth |



Write a figure or word of a number with your finger in the air. Your classmate guesses what number it is.

I can recognize and say cardinal and ordinal numbers. ○

Lesson 9

Be the first!

1 Listen and point. Trace. 0:16

Elicit and have students write the date in their Activity Book. Remind students of 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. Ask students to stand up and move their chairs towards the walls in order to make space in the center of the room. Tell students you will mention a number and they should make groups the size of that number. Children who don't get in a group must leave the game or form a pair. Play the recording for students to point to the numbers. Have them trace the numbers in different colors. Monitor and provide help when needed. Check. The rationale behind the activities in this lesson is that students need to recognize and use numbers confidently to be able to order and understand steps in a process.

2 Match. Trace.

Go over the numbers with students. Have them point to the numbers and say them. Explain the task. Demonstrate with the example. Monitor. Check. Work with the second task. You can write the words on the board in disorder for students to pick and copy the right one into their book. Check.

3 Write a figure or word of a number with your finger in the air. Your classmate guesses what number it is.

Form pairs. Demonstrate the activity by writing a figure or word in the air for students to say the number. Do this a few times before students start playing. If you detect some problems with numbers, you should revise them.

Big Book Facts Time! Pages 9–10 0:17

Take a few minutes of the session to work on the Big Book. Display Page 9 and ask students to describe what they see. Ask them what they think is happening to the children's hair. Display Page 10 and go through the materials for students to identify and repeat the names. You can play the recording or read aloud and have students read along. You may want to carry out this experiment with students. If you do, make sure they have the material to work with at the end of this unit of the BBF.

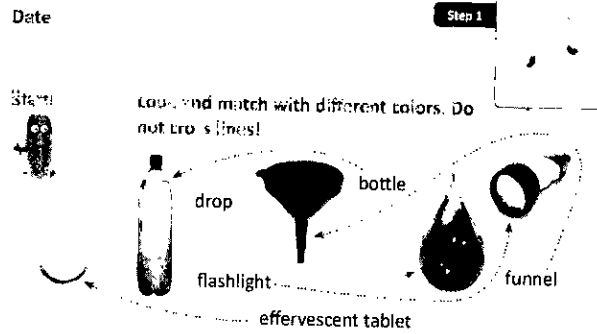
Okay! Values

Talk to students about the importance of *Judgement* in science. Judgment is the ability to make considered decisions or come to sensible conclusions. The need to be impartial and trust their findings.

Okay! Note for You:

Ask students to bring the following to next class:

- A clean 1-liter clear soda bottle
- $\frac{3}{4}$ cup of water
- Vegetable oil
- Fizzing tablets (such as Alka Seltzer™)
- Food coloring



SP Read the lists and write *Material* or *Instructions* in the corresponding columns.

Lava Lamp

Instructions

1. Pour the water into the bottle.
2. Use a funnel to slowly pour the vegetable oil into the bottle until it's almost full.
3. Add 10 drops of food coloring to the bottle (any color will look great!)
4. Break an effervescent tablet in half and put the half tablet into the bottle.
5. Let the effect of lava begin! To keep the effect going, just add another piece of tablet.

Material

- A clean 1-liter clear soda bottle
- 3/4 cup of water
- Vegetable oil
- Effervescent tablets
- Food coloring

3 Stars



Cut out the pictures and words on Page 115 and play Memory.

I can understand instructions.

29

1 Look and match with different colors. Do not cross lines!

Elicit and have students write the date in their Activity Book. Draw students' attention to the pictures and have students describe them. Ask students to match the words to the pictures. Make sure they do not cross lines. Monitor and check.

2 **SP** Read the list and write *Material* or *Instructions* in the corresponding column.

Form pairs. Go over the instructions with the students. Make sure they understand what to do. Have them complete the activity. Monitor while they are working. Check. Ask them to tell you what clues they used to distinguish between materials and the instructions (they have verbs, they are complete and / or longer sentences). This activity leads students to identify a list of materials and a list of steps, which they will need to separate in their product.

3 Cut out the pictures and words on Page 115 and play Memory.

Form teams of four. Have students cut out the cards on Page 115. Have them shuffle and place the cards upside down and play Memory. Monitor and participate in the game if possible. This activity is for relaxation after concentration activities and to promote cohesion among groups of students.

Okay! Note for You:

During this unit, students need to make reports on experiments and they need your close guidance. Please bear in mind that children must register their observations. Remind students that working on experiments should be a safe activity and always guided by an adult. During weekends, have students take their seeds home and bring them back on Monday. Ask each student to bring the following for next class: 1 small, empty and clean jar; 2 bean seeds and cotton balls. Each team will also need a large sheet of construction paper, markers and colored pencils.

Okay! Product 3 – Illustrated instructions – Step 1

Form groups of five that will remain the same until the product is finished. Write a list of the materials needed for the product and have students copy it on a separate piece of paper, then paste it on a corner of the large sheet of bond paper. Have students start the product following your instructions: 1. Put the cotton balls into the jar. Put one bean on either side of the jar. Write this step on the board for students to copy into their large sheet of bond paper.

Okay! Note for You:

Group students in teams of five and ask them to bring the following next class: old copper coins, ¼ cup white vinegar, one teaspoon of salt, a non-metal bowl, paper towels.

Lesson 10

Follow the instructions

Date _____

Start!



SP Read the materials. Say what the experiment is about.

Materials:

- A few old (not shiny) coins
- ¼ cup white vinegar
- 1 teaspoon salt
- Non-metal bowl
- Paper towels



Conduct!



18

SP Put the steps in order. Listen and check. Follow the instructions.

- 1 Pour the vinegar into the bowl and add the salt. Stir it up.
- 2 Put the coins into the bowl and count to 10 slowly.
- 3 Take out the coins and rinse them in some water. Rub them with the paper towel. Admire your shiny coins!

Okay!

With your teacher's help, write a report about this experiment in your notebook.



Unit 3

17

30

I can understand and express instructions.

I can participate in writing reports about experiments.

Lesson 10

Follow the instructions

SP Read the materials. Say what the experiment is about.

Elicit and have students write the date in their Activity Book. Draw students' attention to the picture and have them say what the experiment is about. Encourage students to identify graphic and textual components. Have them identify parts of the text and their distribution as well as the bullets and how quantities are written.

Okay! Note for You:

For the next lesson, ask students to bring the materials listed on Page 31 in the AB.

SP Put the steps in order. Listen and check. Follow the instructions. 18

Form trios. Read the steps and ask students to read along. Explain the task. Play the recording for students to put the steps in order. You may need to play the recording more than once, allowing enough time for students to finish the task. Check. Have students gather the materials they brought and read and follow the instructions to do the experiment. Have fun! The way instructions are expressed are a good model for when students write the steps of their product. You may want to attract their attention to the verbs and the imperative.

With your teacher's help, write a report about this experiment in your notebook.

Guide students into writing a report about this experiment. You can have students make a format for written reports with columns, headed: Question / Hypotheses / Materials / Steps / Results / Conclusion. Explain that we start with a question to be answered with an experiment, for example: *How can we clean old coins?* Then we establish a hypothesis, it is, guess the answer to the question. We make a list of the materials and write the steps of the experiment. After the experiment is done, we write the results (what happened). Finally, we draw a conclusion. In this case, students can conclude whether the coins were cleaned or not. There is a simpler format on Page 33 that students can use if you prefer.

Big Book Facts Time! Pages 11–12 17

Take a few minutes of the session to work on the Big Book. Display Page 10, for children to identify and remember the materials needed for the experiment they will read and hear about. Display Pages 11 and 12 as you read them aloud. Invite students to retell the experiment. Finally, play the recording again and go through Pages 9 to 12.

Date _____

Step 2



Match.
Floating Paper Clip
Materials:

- clean, dry paper clips
- toilet paper
- a bowl of water
- a pencil with an eraser



SP Read and choose the correct word to complete the instructions. Look at the example. Will the paper clip sink?

- (eraser) (~~bowl~~) (paper clip) (water) (toilet paper)

- 1st – fill the bowl with water. Put one paper clip on the water. Did it float?
- 2nd – take a piece of toilet paper and gently put it onto the surface of the water.
- 3rd – very gently place a paper clip flat onto the paper (do not touch the water or the paper).
- 4th – use the eraser end of the pencil to carefully push the paper (not the paper clip) until the toilet paper sinks.
- 5th – with some luck, the toilet paper will sink and leave the paper clip floating!



Form teams. Carry out the experiment.

- I can explore illustrated instructions.
- I can participate in writing instructions.

31

1 Match.

Elicit and have students write the date in their Activity Book. Present the vocabulary using the pictures. Explore the picture and have students predict what the experiment will be about using pictures and title.

2 SP Read and choose the correct word to complete the instructions. Look at the example.

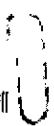
Go over the words in the boxes with the students and clarify the meaning of each. Make sure they understand that numbers help us to organize the different steps in the experiment by showing what the sequence is. Ask students to look for experiments on previous Pages and have them compare the lists of steps. Draw their attention to the lists of materials that show bullets and instructions like this one, which includes numbers. Explain the task and use the example to model it. Have students complete the task. Monitor while they work. Check. This activity can be used as a model of illustrated instructions for the final product.

3 Form teams. Carry out the experiment.

Form groups of four. Encourage groups to do the experiment, reading the instructions carefully. Ask students to use the report format (see Page 40, Okay! Activity) and complete it. Have volunteers show and read their report aloud.

Okay! Product 3 – Illustrated instructions – Step 2

Get the groups together. Have students carry out step 2, with the following instructions: 2. *Water the cotton until damp, not too wet. Place the jar near the window.* Write this step on the board for students to copy into their large sheet of bond paper.



Lesson 11

Science!

Date _____

Start!



19

With your teacher's help, write the words in order to form questions about the floating paper clip experiment. Listen and check.

1. you / many / How / paper clips / can / put on the paper?
How many clips can you put on the paper?

2. touch / you / Can / the water?
Can you touch the water?

3. What / push / happens / when you / the toilet paper?
What happens when you push the toilet paper?

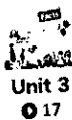
Concentrate!



Match the questions in Activity 1 to the answers in the table below. Look at the example.

Question	Answer
1. <u> c </u>	a. No, you can't.
2. <u> a </u>	b. It sinks.
3. <u> b </u>	c. One.

Okay!



17

32

Okay! - With your teacher's help, write two more questions about the experiment in your notebook. Read them aloud for the class to answer.

I can participate in writing reports about experiments.

Lesson 11

Science!

1. With your teacher's help, write the words in order to form questions about the floating paper clip experiment. Listen and check. 19

Elicit and have students write the date in their Activity Book. Have them identify question words, punctuation, upper and lower case letters. Solve the first question with students and see whether they can continue in pairs, or they need you to work along with them. Monitor while they put the words in order. Check. Play the recording for students to listen and check their answers. Play the recording again and have students read the questions aloud.

2. Match the questions in Activity 1 to the answers in the table below. Look at the example.

Go over the chart with students and read the answers aloud. Invite students at random to read the answers as well. Have students read the questions in Activity 1. Use the example to model the task and allow children to finish it. Check.

3. With your teacher's help, write two more questions about the experiment. Read them aloud for the class to answer.

Form pairs. Write a *Wh* question and a *Yes / No* question on the board. Make sure students understand the difference. Explain the task. Refer students to Page 31 and read the experiment to decide on questions to write. Monitor and make sure everybody writes their questions correctly. Ask the different pairs to read their questions aloud for the group to answer. Make sure the answers are correct. Sample questions: *How do you place the clip on the paper? (Gently); Did you fill the bowl with water?*

Big Book Facts Time! Pages 13–14 17

Take a few minutes of the session to work on the Big Book. Display Pages 9 through 12 for children to remember the experiment. Display Pages 13 and 14 as you read along. Read slowly and carefully the scientific explanation, making sure students understand it. Play the recording again and go through all the pages of the experiment. This would be a good time to carry it out.

Date _____

Step 3



Start!



Read the paper clip experiment on Page 31 again. Check (✓) what there is in the page.

A simple lab report includes the following:

- A title ✓
- A question or problem ✓
- Materials needed ✓
- Steps of the experiment ✓
- Hypotheses ✓
- Conclusions



Concentrate! Talk with your team. How did your experiment go? Did the paper clip float? Did it sink? If it did, what went wrong?



Okay!



Copy and use this format to write a report of your experiment.



Lab Report

Name: _____

Materials:

Instructions:

- _____
- _____
- _____
- _____
- _____

Conclusions:



I can participate in writing reports about experiments.

33

1 Read again the paper clip experiment in Lesson 2. Check (✓) what there is in the page.

Elicit and have students write the date in their Activity Book. Go through the list with students and refer them to Page 31 to be able to answer. Accompany them through the activity, as this is type of task might be complex for students.

2 Talk with your team. How did your experiment go? Did the paper clip float? Did it sink? If it did, what went wrong?

You can have students discuss the questions in small groups, or work with the class as a whole. If you decide to let them discuss in their groups, accept the discussion in students' mother tongue. When you check with volunteers their answers to the questions, rephrase their words in English.

3 Copy and use this format to write a report of your experiment.

You can either ask students to use the format they created during Lesson 10 or this much simpler one. Encourage them to write their report and you can collect students' work to give them timely feedback.

Okay! Product 3 – Illustrated instructions – Step 3

Get the groups together. Have them gather the material: the plant, which should have roots by now and the large sheet of bond paper (which already has the list of materials and the first two steps). Ask students to carry out step 3, with the following instructions: 3. Remove the cotton and plant the beans into soil. Write this step on the board for students to copy into their large sheet of bond paper.

IMPORTANT: If the seeds haven't grown roots, give them a little more time to do so.


Lesson 12

Round up!

Date _____




 Answer the questions. Compare with a classmate.

For what experiment do you need these materials?	Experiment to clean coins.
Say what happened in the paper clip experiment.	The clip floated. / The clip sank.
Order the words: touch / you / Can / the water?	Can you touch the water?
 What is this?	A lantern / lamp.
<ul style="list-style-type: none">• A clean 1-liter clear soda bottle• 3/4 cup of water• Vegetable oil• Effervescent tablets• Food coloring What is this?	A list of materials.

34

Lesson 12

Round up!

 Answer the questions. Compare with a partner.

Elicit and have students write the date in their Activity Books. Make sure students understand what is expected of them, as the items are different in this activity. Monitor while students work and have them compare in pairs before checking with you. You may want to assess reading comprehension and vocabulary.

Social practice: Follow and give instructions to plant a seed.



Materials

- 1. clean glass jar
- 2. bean seeds
- 3. cotton balls

1. Put fine soil in jar. Put one jar. Put one seed on other side of the jar.
2. Drain the water out. Pour water into jar. Put the jar near the window.
3. When the roots grow, remove the cotton and plant the plant into soil.

Revisit the activities that helped or oriented you to complete your product successfully on Pages 29, 30 and 31. Show and read your instructions to the class. Read the materials you used and explain the steps you followed. Show your plant during this process. Answer these questions: Did your plant live and grow? Why? Did it die? Why? What is your conclusion?

Okay! Product 3 – Illustrated instructions – Product Presentation

Get the groups together. Give students their sheets of bond paper with the material and the steps they wrote during the previous steps in the product. Have them illustrate the steps on new, blank cards. Encourage them to check that the written form of sentences and materials is complete and legible. Ask teams to paste the illustrations next to the step they represent. Encourage groups to present their work, explaining the materials and steps while pointing to the illustrations. Have each group show their plant. Finally, have students display the illustrated sequence of the product inside or outside the classroom and invite them to walk around reading the posters.

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:

Social Learning Environment	<i>Familiar and Communitarian</i>
Communicative Activity	<i>Exchanges associated to means of communication</i>
Social Practice of the Language	<i>Make signs for public places.</i>

To obtain and produce the following results:

Product	<i>Public signs</i>
Specific Competences	<ul style="list-style-type: none">• <i>Examine signs.</i>• <i>Rehearse the oral expression of indications in signs.</i>• <i>Participate in writing directions.</i>

Unit 4

Signs everywhere

Communicative activity: Exchanges associated to means of communication



Social practice: Make signs for public places.

Okay!



1. Select a few from a set of cards your teacher will give you with instructions that regulate activities, instill habits or promote safety. Copy the selected indications on a sheet of paper.
 2. Take out the sheets of paper with the indications you copied in Step 1. Write a final version of the instructions on a clean sheet of construction paper.
 3. Illustrate each indication you wrote. Make sure the signs correspond to the indications. Cut out the signs so that you can put them up in different places.
 4. Discuss and decide on places in the school or street to display the signs.
- See the social practice on Page 45.

UNIT OPENER

a. Introducing the topic

Have students open their Activity Book to Page 36. Elicit who the characters are and what they are doing. Point to the sign Mr. Jones is holding and elicit its meaning (Don't push). Ask about other signs students are familiar with.

b. Working with the product

Draw students' attention to the product on Page 37. Point to and elicit each sign and the indications it gives. Ask students where they can find signs like these. Explain they are going to produce signs to put in different places.

**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.*

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

Okay! Note for You:

Remember to have a product ready so students can use it as a model and know what is expected from them. Teams will need a few sheets of construction paper, markers or crayons.

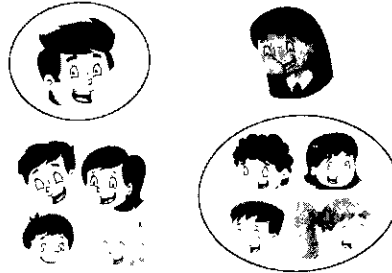
Lesson 13

Simon says...

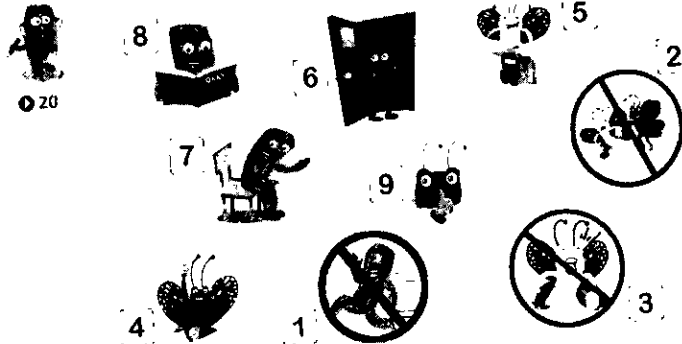
Start!



7. Listen. Circle the person speaking and their audience.



Concentrate! **SP** Listen again. Number the pictures.



9. Give an instruction. Your classmates do the action. Take turns.

I can rehearse the oral expression of indications in signs.

Lesson 13

Simon says...

7. Listen. Circle the person speaking and their audience. 20

Elicit and have students write the date in their Activity Book. Attract students' attention to the pictures and ask: *Who are these people? Who are adults? Who are children?* Explain the task. Play the recording for students to complete the activity. Check.

8. SP Listen again. Number the pictures. 20

Play the recording for students to listen again and number the instructions according to the order in which they hear them. Ask: *What are these instructions for? Where can we read these instructions?* You may want to attract students' attention to the expression *Don't*, which means *do not* – something people shouldn't do. Allow children to answer and provide help with any necessary vocabulary. Remind students that these are fantasy characters. This activity can serve as a model for the illustration of the product.

9. Give an instruction. Your classmates do the action. Take turns.

Form groups of four. Write the rules and instructions in Track 20 (you can copy them from the script section on Page 117) on the board to help and guide students through this task. Have students take turns in each group to give an instruction as the rest of their team members follow it and do the action. Check as you walk around.

Big Book Stories Time! Pages 9–11 21

Take a few minutes of the session to work on the Big Book. Have fun! Display Page 9. Ask where the children are and whether there are any signs there. Display Pages 10 and 11. Ask: *Who are the people in the picture? Where are they? What signs can you see?* Explain that signs communicate things to people. Play the recording and invite students to read aloud.

Okay! Values

Talk to students about the value of *Safety* and why it is important to stay safe. It is our responsibility to read and understand signs that indicate us what we can or can't do.

Okay! Note for You:

Next class, students need to bring construction paper and markers or crayons for Step 1 of the product.

Start!



22

SP Listen and check (✓) the instructions you hear.

Sit down. ✓

Stand up. ✓

Open the window. ✓

Say thank you. ✓

Close your books. ✓

Raise your hand. ✓

Don't clap. ✓

Write the date. ✓

Stamp your feet. ✓

Go outside. ✓

Concentrate!

**SP** Write the instruction by the picture. Pay attention to punctuation.

Raise your hand.



Don't clap.



Open the window.

Okay!

**SP** Act like a teacher. Take turns and play "Simon Says" with the class.I can participate writing and giving directions. **22 SP** Listen and check (✓) the instructions you hear. **22**

Elicit and have students write the date in their Activity Book. Read the instructions along with students. Check comprehension by asking them to mime each of the instructions. Play the recording for students to complete the activity. Invite students to read the instructions aloud. Play the recording and ask students to check the instructions they hear. Invite volunteers to read the instructions they checked aloud. These indications can be helpful for students to check the ones they choose for the product.

Okay! Note for You:

Next class you'll be working on Step 1 of the product. In order to engage students into producing it, you have to prepare several written cards including instructions that regulate activities, instill habits or promote safety in public places.

23 SP Write the instruction by the picture. Pay attention to punctuation.

Present *Don't* to express a prohibition. Revise the verbs *raise*, *clap* and *open*. Attract students' attention to the pictures and describe them, eliciting what they communicate. Explain the task. Ask students to use correct punctuation: capital letters, apostrophes and periods. Monitor and check answers. Invite volunteers to read their answers aloud. You may want to copy the illustrations for students who selected this indications for their product.

24 SP Act like a teacher. Take turns and play "Simon Says" with the class.

Form groups of four. Ask students to play "Simon Says", giving an indication for their classmates to carry it out. Monitor while students play. You can assess students' attitude towards collaborative games and their verbal and non-verbal skills.

Okay! Product 4 – Public signs – Step 1

Form groups of four. The same students will be working together during this product. Have them choose from a set of cards, previously written by you, with instructions that regulate activities, instill habits or promote safety. Have students copy the chosen indications on a sheet of paper. Monitor while they work. Collect the work and save it for Step 2 in the product.

Start!



23

Listen and complete. Compare with a classmate.

Don't push!

Don't run!

Wear your uniform.

Don't shout!

Pay attention to the teacher.

Concentrate!



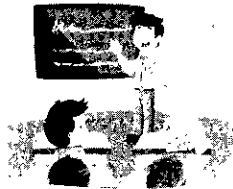
SP Look. Write the instruction from Activity 1 under the correct picture and act the actions out.



Wear your uniform.

Don't run!

Don't shout!



Pay attention to the teacher.

Don't push!



Play. Act out different signs from the unit. Your classmates say the words. Take turns. You can't speak or make noises while you act!

I can rehearse the oral expression of indications in signs.

I can participate writing directions.

Listen and complete. Compare with a classmate. 23

Elicit and have students write the date in their Activity Book. Read the incomplete indications, and encourage students to complete them orally. Explain the task. Play the recording for students to complete the sentences. You may need to play the recording more than once. Check. Write the answers on the board to make sure everybody has written them correctly. Draw students' attention to punctuation, capital letters, exclamation marks, and the period at the end of the sentences.

SP Look. Write the instruction from Activity 1 under the correct picture and act the actions out.

Draw students' attention to the pictures and have them interpret each of them. Elicit what each picture communicates. Explain the task as you model the activity, writing one of them along with the students. Monitor and check. Invite volunteers to write the sentences on the board. Draw students' attention to the use of capital letters and punctuation marks (period, exclamation marks). Indications and illustrations in Activities 1 and 2 may help support students in the elaboration of their product providing them with a model different from the signs on Page 40.

Play. Act out other signs from the unit. Your classmates say the words. Take turns. You can't speak or make noises while you act!

Form groups of four. Ask students to choose some of the signs or pictures from the unit. Tell them that they will act them out for the other members of the group to say the indication. Invite some volunteers to act some of them in front of the class. Take this opportunity to assess participation, oral oral production and support during collaborative work.

Okay! Product 4 – Public signs – Step 2

Get the groups together. Give students their corresponding sheets of paper with the indications they copied in Step 1. Have them check the writing of the instructions and correct any possible mistakes. Ask them to write the final version of the chosen instructions on a sheet of paper. Monitor while they are working and check. Collect their work for Step 3.

Lesson 15

What do I do?

24

Start!

Listen and point.



24



Concentrate! **SP** Listen again and read the instructions. Write the name.



24

Pick up your material. _____ **Angie**

Put the books on the shelf. _____ **Luis**

Erase the board. _____ **Carlos**

Put the chair in its place. _____ **Ana**

Close the window. _____ **Juan**



21



Okay!



SP Create signs for the indications in Activity 2. Put them up on the walls.

I can participate writing directions. ○

Lesson 15

What do I do?

1 Listen and point. 24

Elicit and have students write the date in their Activity Book. Play the recording for students to point to the correct picture. Make sure everybody points to the correct picture. Finally, ask students to perform the instructions as you play the recording again.

2 **SP** Listen again and read the instructions. Write the name. 24

Form pairs. Read the instructions along with the students. Make sure students understand them. Clarify any doubts. Explain the task. Play the recording for children to listen while they read the instructions. Have them write the name of the child performing the action. Monitor while students are working. Check. These indications can serve as a model, along with the illustration in Activity 1, for teams who selected them.

3 **SP** Create signs for the indications in Activity 2. Put them up on the walls.

Form groups of four. Have students draw simple signs for the indications in Activity 2. Ask them to present the signs to the group and elicit their meaning.

Big Book Stories Time! Pages 13–14 21

Take a few minutes of the session to work on the Big Book. Display Page 13. Read the text aloud and ask students where these indications need to be followed and respected. Ask how these help keep students safe and promote a good atmosphere. Play the recording from the beginning. Display Page 14. Ask students how signs and rules help us live in a better environment.

Date:

Step 3



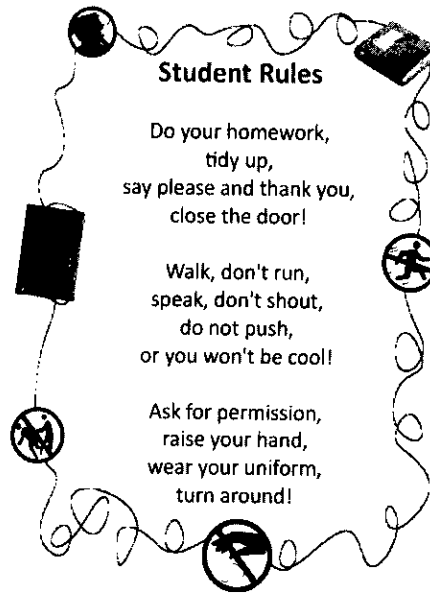
Classroom Instructions

Start!



25

Listen and read.



Student Rules

Do your homework,
tidy up,
say please and thank you,
close the door!

Walk, don't run,
speak, don't shout,
do not push,
or you won't be cool!

Ask for permission,
raise your hand,
wear your uniform,
turn around!

Concentrate! Find these words in the text. Say the instruction they relate to.



25

push litter scream
run homework door

Okay!



25

Listen, sing and do the actions. Have fun!

I can rehearse the oral expression of indications in signs.



1 Listen and read. 25

Elicit and have students write the date in their Activity Book. Read the chant aloud with students. Play the recording for students to read along. Clarify vocabulary, for example, *tidy up*, *permission*, *wear*, *turn around*.

2 Find these words in the text. Say the instruction they relate to. 25

Revise or present the words in the box. Ask students to find each in the text and say the instruction each word is related to. Demonstrate: find the word *push* in the text. Point to it and elicit the complete instruction (*do not push*). If you think the task is too difficult for your students, do the task along with them.

3 Listen, sing and do the actions. Have fun! 25

Play the recording for students to listen and to sing along. Have them act out the song. You may play the recording several times if students are enjoying the activity. You may want to assess how enthusiastically and actively students participate, as well as or pronunciation skills.

Okay! Product 4 – Public signs – Step 3






Get the groups together and give each their corresponding poster. Ask them to illustrate each indication they wrote on the poster. Monitor while they are working and check on writing conventions and and make sure the signs correspond to the indications. As you walk around, ask students questions to keep them focused and on task. Have students cut out the signs so that they can be put up in different places.

Lesson 16

Round up!



Write the indications the signs give. Compare with a partner.

	Don't litter.
	Turn to the left / Turn left.
	Don't run.
	Don't shout.
	Don't push.

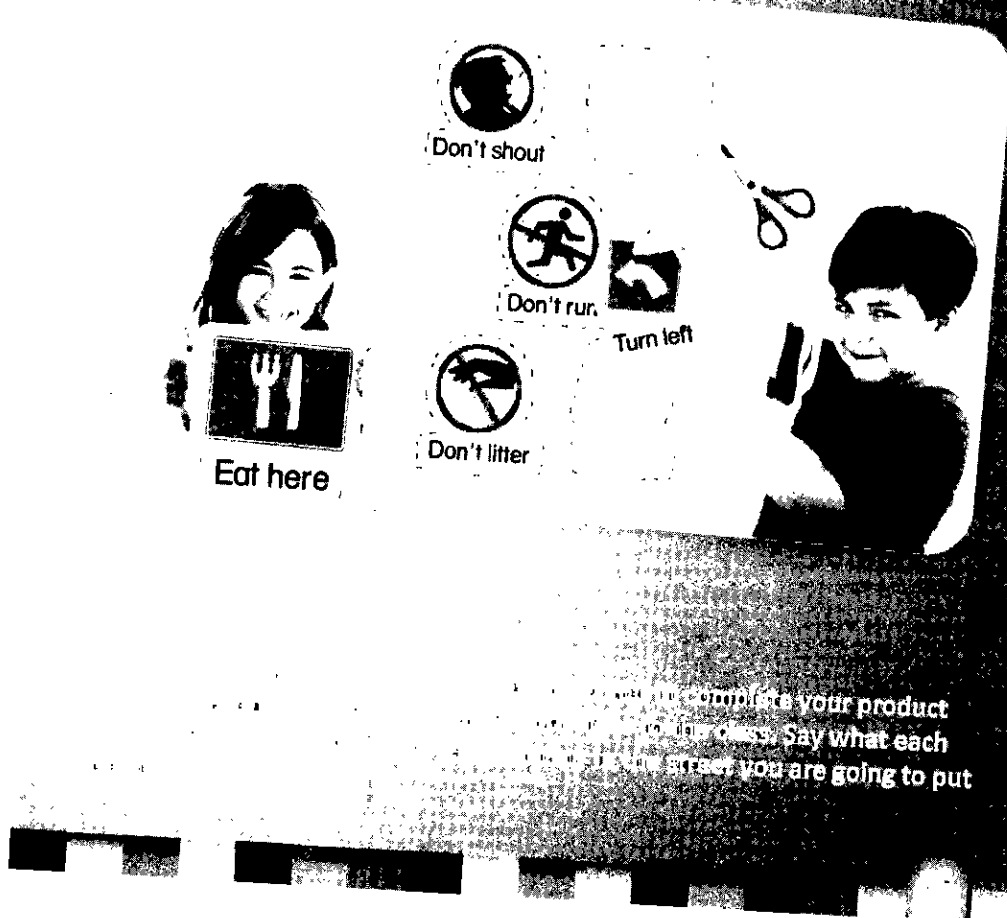
Lesson 16

Round up!

 Write the indications the signs give. Compare with a partner.

Elicit and have students write the date in their Activity Book. Have students identify the signs and say what they express before they write the words. Have them compare in pairs before checking with you. Invite volunteers to write the answers on the board. Assess students' comprehension of signs.

Social practice: Make signs for public places.



Okay! Product 4 – Public signs – Product Presentation

Get the groups together and give each their corresponding poster or ad with the signs and their meanings. Check that indications correspond to the signs and that they can be mimed as you invite children to act them. Ask students to say places in the school or street to display the signs. Encourage students to ask for permission in the principal's office to display signs in the school.

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:

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

To obtain and produce the following results:

Product	<i>Verse roulette</i>
Specific Competences	<ul style="list-style-type: none">• <i>Explore illustrated children's poems.</i>• <i>Participate in reading aloud children's poems.</i>• <i>Complete written verses.</i>

Unit 5

I like verses

Okay!

Communicative activity: Literary Expression

Are you making a clock?

No, Blackie, it's not a clock. It's a verse roulette.

What's that?

We are going to play with verses. You will see, Yellow.

Social practice: Change verses in a children's poem.

1. Browse through the unit or the Big Book and select a poem. Draw a big circle on a sheet of construction paper and cut it out. Divide the circle into the number of verses the poem has.
2. Write a verse in each division of the circle. Check that you included the complete poem. Illustrate or color the verse roulette.
4. Draw and cut out an arrow. Fix the arrow to the roulette by using a headed pin. Test the roulette, having the arrow turn around freely. Spin the arrow. Read the signaled verse. Change a couple of words for words that rhyme and read it again. Make it as funny as you can. See the social practice on Page 55.

Literary and Ludic

UNIT OPENER

a. Introducing the topic

Have students open their books to Page 46 and describe the illustration. Ask them to point to the pictures and name the characters as you say: "This is Blackie, Yellow, and Cactus. He is Luis and she is Angie." Ask: *Where are they? What are they doing? What is a verse? Can you say one?* Accept contributions in students' mother tongue.

b. Working with the product

Have students look at the product on Page 47. Encourage students to describe what they see. Tell students that they are going to produce a verse roulette. Encourage them to start thinking of verses they like to include them in their product.

Okay! Note for You:

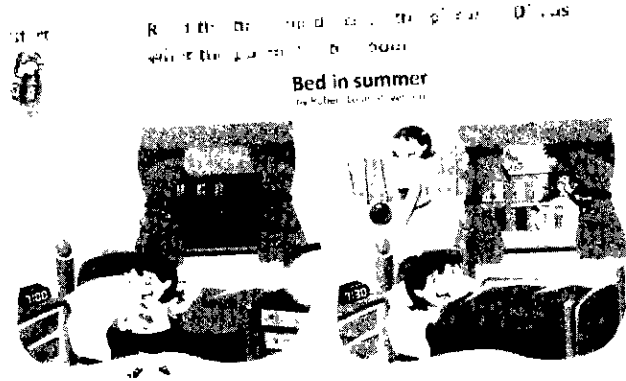
Remember to make a model of the product to show to students what is expected from them. To make your roulette, choose a poem and make a big cardboard circle divided into the number of verses your poem has and write a verse in each division. The roulette must include an arrow in the center held by a pin, loose enough for it to turn around. The aim is to play with the roulette and make poems using the written verses by making the arrow go around the roulette and using the verse pointed to by the arrow when it stops turning. Divide students into groups of five and have them bring two sheets of construction paper per team for the following 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.*

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

Lesson 17

Do these rhyme?



SP Listen and read. With your teacher's help, find the words that rhyme. Where are they? **26**

In winter I get up at night
And dress by yellow candlelight.
In summer, quite the other way,
I have to go to bed by day.
I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.
And does it not seem hard to you,
When all the sky is clear and blue,
And I would like so much to play,
To have to go to bed by day?

SP Choose a word from the end of the verses. Your classmate says the word and a word that rhymes with it. Take turns.

A: play B: play - day

You can explore illustrated children's poems.

Lesson 17

Do these rhyme?

- Read the title and describe the pictures. Discuss what the poem will be about.

Elicit and have students write the date in their Activity Book. Point to the pictures and have students describe them and say what the poem is about. Provide vocabulary if needed. Have them identify title and author of the poem.

- SP** Listen and read. With your teacher's help, find the words that rhyme. Where are they? **26**

Play the recording for students to listen and follow. Explain vocabulary or have students look up the words in the dictionary. You may want to play the recording more than once for students to practice the poem. Ask students to read and find the words that rhyme. Ask where the words are placed (at the end of the lines). Elicit the first words that rhyme. Write them on the board. Have them complete the activity. Monitor and check. Ask: *How many rhyming words does the poem have?* Ask students to write G next to the graphic component and T next to the textual component. Encourage students to select the poem they will use in their roulettes. Invite them to think about the number of verses (lines) they will need to write and to think about the words they will be able to change.

- SP** Choose a word from the end of the verses. Your classmate says the word and a word that rhymes with it. Take turns.

Form pairs. Tell students that, in turns, they have to choose and say a word from the end of the verses. Their classmate repeats the word and says a word that rhymes with it. You may also ask them to spell the rhyming words. Demonstrate the activity. Monitor and make sure everybody participates. This activity can support students during the elaboration of the product by having them revise words that rhyme.

Okay! Values

Talk to students about *Recreation*. Elicit reasons why playfulness and fun are important in people's lives. Ask what could happen if people of all ages didn't enjoy recreation time.

Big Book Stories Time! Pages 15–17 **27**

Take a few minutes of the session to work on the Big Book. Display Page 15 and ask students to describe what they see. Ask them to identify the games/activities. Display Pages 16 and 17, go through the pictures and have students describe them. Provide vocabulary if needed. Play Track 27 until "my white kite" as students read along. Ask: *Are the children doing chores in the house? What do they do next?*



Start!



28

SP Listen and read. Circle the author and underline the title.

The Sandman

by William Thomson Jarver (1802-1870)

He smiles to see the eyelids close,
 Above the happy eyes;
 And every child right well he knows,
 Oh, he is very wise!
 But if, as he goes through the land

A naughty baby cries,
 His other hand takes dull gray sand,
 To close the wakeful eyes,
 Blue eyes, gray eyes, black eyes, and brown



Read. Compare this poem with the poem on the previous page. Your teacher will help you.



Read. Compare this poem with the poem on the previous page. Your teacher will help you.



Form pairs. Read aloud the first part of the poem. Your classmate reads the second part. Take turns.

I can explore illustrated children's poems.

I can read children's poems aloud.

49

SP Listen and read. Circle the author and underline the title. 28

Elicit and have students write the date in their Activity Book. Draw students' attention to the picture and have students describe it. Have them identify the title and the author. Encourage them to predict what the poem is about by reading the title and exploring the illustration. Play the recording for students to listen and follow. You may want students to find the rhyming words. Model and have children circle and underline the words that rhyme. Students will see that they will be alternating circles and underlining as they find the words that rhyme. Monitor and provide help when needed. Invite volunteers to read the answers. Write them on the board. Check. Have a class discussion about the purpose and audience of the poem. Encourage students to think about the number of lines they will need to write and to think about the words they will be able to change in case they select this poem.

Read. Compare this poem with the poem on the previous page. Your teacher will help you.

Ask students to read the poem's excerpt aloud. Have them compare it with the poem on Page 48 (*Bed in Summer*) and discuss the position of the rhyming words. Guide students into pointing out that rhyming words are usually placed at the end of the verses in a poem. Sometimes they come together at the end of every verse, but sometimes they are alternated, such as in *The Sandman*.

Form pairs. Read aloud the first part of the poem. Your classmate reads the second part. Take turns.

Form pairs. Demonstrate the activity with a volunteer. Monitor while they speak. As an extra activity, ask students to choose three words from the poem that they are not familiar with. Tell them to use their dictionaries to look up the meaning of the words and illustrate them. Monitor and provide help when needed. Invite volunteers to show their illustrations and explain the meanings of the words in front of the class. You may want to assess participation and pronunciation during the activity.

Okay! Product 5 – Verse roulette – Step 1

Form groups of five. These teams will remain the same until the product is finished. Have students browse through the unit or the Big Book and see the poems available to choose from. Have each team take out one sheet of construction paper. Help them draw a big circle on it and then cut it out. Help them divide the circle into the number of verses the chosen poem has. Collect the circles for Step 2.

Lesson 18

Poems for children

Date _____

Start!



Choose a word from the box to complete the verses.
Listen and check. Is there an author's name?



Tumbling

Anonymous (circa 1745)

In jumping and tumbling
We spend the whole day,
Till night by arriving
Has finished our play.
What then? One and all,
There's no more to be said.
As we tumbled all day
So we tumble to bed.

bed jumping
play day

Concentrate!



SP Write a word that rhymes with the word on the left. Look at the example.

- bed
- play
- tumbling
- said

head _____
day _____
jumping _____
bed _____

Okay!



Unit 5
27

50

Okay!



Cut out the cards on Page 113. Shuffle them and play Memory with rhyming words. Have fun!

I can explore illustrated children's poems.

I can complete written verses.

Lesson 18

Poems for children

1. Choose a word from the box to complete the verses. Listen and check. Is there an author's name? 29

Elicit and have students write the date in their Activity Book. Encourage students to identify the title of the poem. Ask them what *circa 1745* means (that the poem was written around that year). Go over the words in the box with the students. Check their meanings. Explain the task and do an example to model it. Tell students that, to complete the activity, they need to find a word in the box that rhymes with the underlined word or a words. Monitor. Play the recording for students to check.

2. **SP** Write a word that rhymes with the word on the left. Look at the example.

Explain the task. You may want to write the answers on the board for students to choose a rhyming word, rather than think of one on their own or look for it in the text. Tell students to say the word aloud before finding the right one. Monitor and check. Invite volunteers to read the rhyming words aloud. This activity can support students during the elaboration of the product by having them revise words that rhyme and think of options.

3. Cut out the cards on Page 113. Shuffle them and play Memory with rhyming words. Have fun!

Ask students to cut out the cards on Page 113. Tell them to shuffle the cards and lay them on the desk, face down. Have students take turns playing; each student has to turn two cards over and say the words to see if they rhyme or not. If the words rhyme, the student keeps the cards. If words don't rhyme, cards are turned face down and the next student takes his/her turn. Tell students that they have to say the words aloud before declaring that they form a pair. Have fun!

Big Book Stories Time! Pages 18–19 27

Take a few minutes of the session to work on the Big Book. Display Pages 18–19, for students to describe the pictures. Read the texts aloud. Invite students to retell the story so far. Finally, play Track 27 and go through Pages 16 to 19. Be ready to lend the Big Book to students in case they chose this story for their roulette.

Date _____

Step 2

Start!



Read the poem aloud with your teacher.

What is Pink?
By Christina Rossetti

What is pink? A rose is pink
 What is red? A poppy's red
 What is blue? The sky is blue
 What is white? A swan is white
 What is yellow? Pears are yellow,
 What is green? The grass is green,
 What is orange? Why, an orange,
 Just an orange!

Concentrate!



SP Read the poem. Look at the underlined words. Rewrite the poem in your notebook, changing the underlined words.

Okay!



3 Illustrate your poem. Show and read it aloud to the class.

I can read children's poems aloud.

I can change verses in a children's poem.

51

1 Read the poem aloud with your teacher.

Elicit and have students write the date in their Activity Book. Revise colors and play a game, having students bring or collect things of a particular color and the team or student that collects the most objects, is the winner. Clarify vocabulary – have students match the pictures with the underlined words in the text. Then, have students work on Page 51 and invite them to read the poem aloud along with you.

2 **SP** Read the poem. Look at the underlined words. Rewrite the poem in your notebook, changing the underlined words.

Explain any needed vocabulary or have students look up the words in a dictionary. Model the activity by taking the first verse and drawing students' attention to the underlined word: *rose*. Then ask volunteers to change the word and write the verse using the new word on the board; invite the group to read the verse aloud. Allow enough time for students to finish the activity as you monitor and provide help with words. Praise their work. This activity is a model and rehearsal of what students will do with the poems in their product.

3 Illustrate your poem. Show and read it aloud to the class.

Have students illustrate their poem in their notebook. Check that illustrations correspond to the word changed. Invite volunteers to show and read it aloud in front of the class. You may want to assess pronunciation and attitude towards actively participating in activities.

Okay! Note for You:
Remember to have your verse roulette model handy.

Okay! Product 5 – Verse roulette – Step 2

Get the groups together. Give each team their roulette. Hold up your roulette to show students how they have to write a verse in each division of their circle. Help students write if necessary. Monitor and check on writing conventions and for the chosen verses to be complete in each roulette. Praise students' work. Collect the roulettes for Step 3 in the process.

Lesson 19

Mary, Jack and Jill

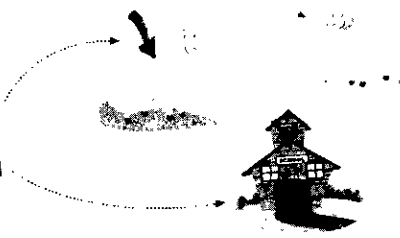
Start: Match the words with the pictures.



• lamb

• fleece

• school



Our material Listen and sing along

Mary Had a Little Lamb

By Sarah Hale (1830-1889)

30

Mary had a little lamb, little lamb, little lamb, Mary had a little
lamb, its fleece as white as snow;
And everywhere that Mary went, Mary went, Mary went,
everywhere that Mary went, the lamb was sure to go.
It followed her to school one day, to school one day, to school one
day, followed her to school one day, which was against the rules.
It made the children laugh and play, laugh and play, laugh and
play, made the children laugh and play, to see a lamb at school.

Okay!



Unit 5

27



Okay!



SP With your eyes closed, point to a line in the song. Copy it into your notebook. Add one more line to the one you picked. Show and sing it to the class.

I can change verses in a children's poem.

Lesson 19

Mary, Jack and Jill

1 Match the words with the pictures.

Elicit and have students write the date in their Activity Book. Read the words from the box along with the students. Have them match the words with the pictures. Monitor and check. Invite students at random to read and show their answers. Make sure students understand the meanings of the words.

2 Listen and sing along. 30

Draw students' attention to the title. Ask them what they think the song is about. Play the recording for students to listen to the song. Play the recording again for students to sing the song if students enjoy the activity. Correct any pronunciation mistakes. Ask: *What is the song about? What happened at school?* Discuss how possible it is to bring different animals to school and if this is allowed. Engage children in a light discussion about respecting rules and also about the love between Mary and the lamb mentioned in the poem.

3 **SP** With your eyes closed, point to a line in the song. Copy it into your notebook. Add one more line to the one you picked. Show and sing it to the class.

Hold up your book and point to a line in the song. Write it on the board. Have students copy the line you wrote and monitor as you make sure everybody writes the lines correctly. Correct any grammar, spelling or punctuation mistakes. Then, add a line to the one you wrote to show students what they have to do. When finished, invite volunteers to show and sing their lines to the group. This activity will help students practice what they will be doing with their roulettes once they finish the product.

Big Book Stories Time! Page 20 27

Take a few minutes of the session to work on the Big Book. Display Pages 16 through 19 for children to remember the story and have them predict what the end will be. Display Page 20 as you read along. Have volunteers retell the whole story and finally, play the recording and go through all the pages of the story. You may want students to identify the words that rhyme in the story.

D. L.



S. T.



31

Read aloud with your teacher. Listen and follow.

Jack and Jill went up the hill to fetch a pail of water.

Jack fell down and broke his crown,

And Jill came tumbling after.

Up got Jack, and home did trot

As fast as he could caper.

He went to bed and bound his head

With vinegar and paper.



Comprehend:



31

SP Listen again and act out. Write together the rhyming words in the poem. Say the poem and act it out.

Jill
hill

down
crown

cap
paper

bed
head

Organize:



31

O Organize a spelling bee with rhyming words.

A: Jill - J-i-l-l - Jill

B: hill - h-i-l-l - hill

I can participate in reading aloud children's poems.

I can complete written words.



Read aloud with your teacher. Listen and follow. 31

Elicit and have students write the date in their Activity Book. Read the poem aloud along with the students. Play the recording for students to follow.

SP Listen again read. Write together the rhyming words in the poem. Say the poem and act it out. 31

Play the recording for students to listen to the words. Refer students to the text to check their answers. Walk around, having volunteers say the words aloud. The answers are underlined in the text for you to check. Tell students that they some of these words could be useful to make changes in their roulettes.

O Organize a spelling bee with rhyming words. 31

Play the recording for students to listen, say, and act out the poem. Group students into girls and boys; invite the girls to say and act out the first part and then the boys take the second part. Change roles. Have fun! You may want to assess pronunciation and non-verbal communication.

Okay! Note for You:
Remember to have your
verse roulette handy.


Okay! Product 5 – Verse roulette – Step 3

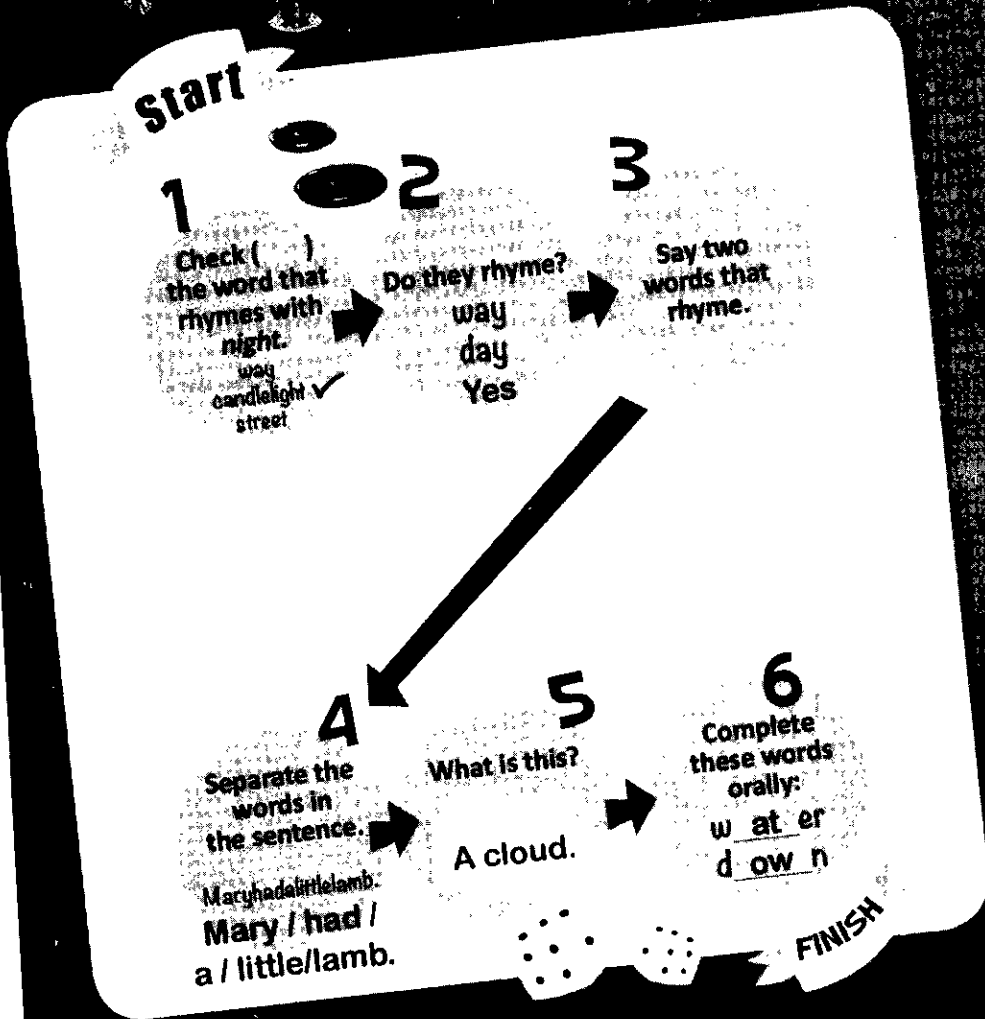
Get the groups together. Give students their verse roulette and ask them to check the spelling and punctuation of their verses. Check to see that they wrote the complete poem. Invite children to illustrate their verse roulette. Walk around, checking and praising students' work. Once in a while, have volunteers say one of the verses aloud. Collect the roulettes for the final step in the product.

Lesson 20

Round up!

Date _____

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



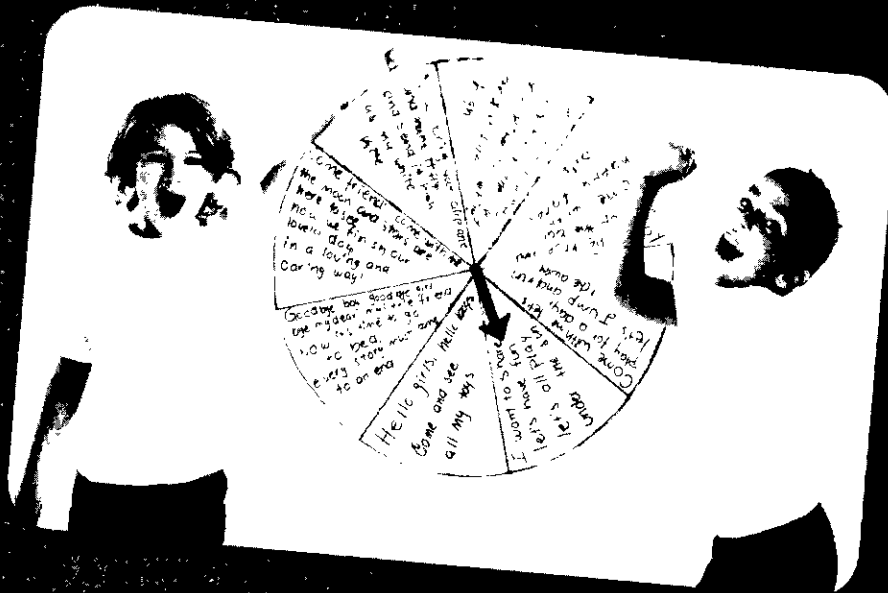
54

Lesson 20 Round up!

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


Elicit and have students write the date in their Activity Book. Form groups of four. Groups will need a dice and four counters. Students place their counters on the *Start* square. Have them take turns throwing the dice and moving their counters according to the number shown on the dice and in the direction of the arrows. Encourage students to follow instructions, say the expression shown in the picture or complete the word or sentence. If the student cannot fulfill the task, he / she goes back to the previous square. The student who lands on *Finish* first is the winner. Monitor while students play, so you can detect mistakes and revise / reinforce accordingly.

Social practice: Change verses in a children's poem.



Revisit the activities that helped or oriented you to complete your product successfully on Pages 48 to 53. Present your wheel to the class. Invite a classmate to spin it and read the verse aloud. Encourage your classmates to change words in the poem and say it again.

55

 **Okay! Product 5 – Verse roulette – Product Presentation**

Elicit and have students write the date in their Activity Book. Get the groups together. Give students their verse roulettes. Encourage them to check that the sentences are complete and legible. Have each team draw and cut out an arrow. Help each team to fix the arrow by using a headed pin. Test the roulette, having the arrow turn around freely and have children play by making the arrow go around, using the signaled verse and creating a new one by changing a couple of words that rhyme. Invite students to display their roulette inside or outside the classroom and to walk around reading and playing with the different roulettes.

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 5 Page 128.

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

Social Learning Environment

Formative and Academic

Communicative Activity

Search and selection of information

Social Practice of the Language

Write questions to get information about products of the countryside.

To obtain and produce the following results:

Product

Questionnaire of products from the countryside

Specific Competences

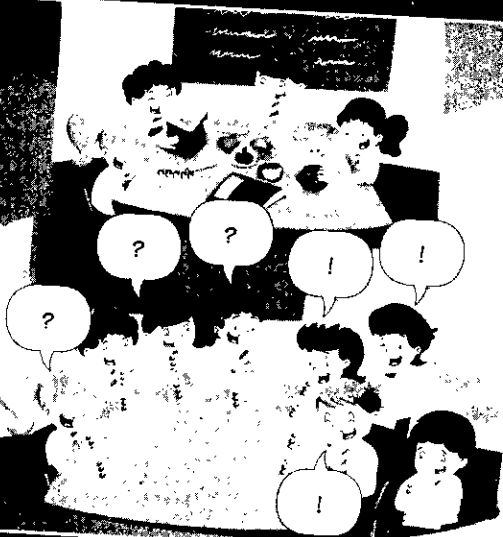
- *Explore illustrated children's books about products of the countryside.*
- *Participate asking and answering about products of the countryside.*
- *Review the writing of questions to get information.*

Unit 6

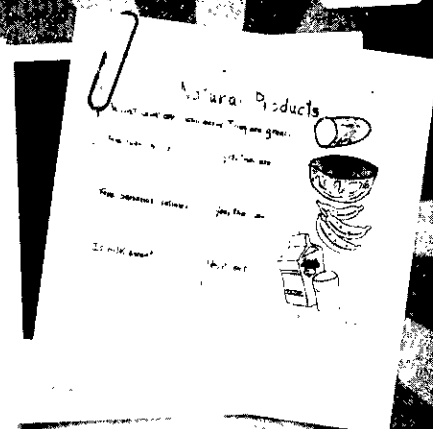
The countryside

Okay!

Communicative activity: Search and selection of information



Social practice: Write questions to get information about products of the countryside.



1. Copy the list of products your teacher wrote on the board onto your notebook. Each member of your team finds out information about one product and brings it to class.
2. Share the information with your teammates. Write 5 questions using the information you brought. Answer the questions.
3. Copy the questions and answers onto a large sheet of bond paper and start illustrating it to support the information you are showing.
4. Finish illustrating your questionnaire and present it to the class. Put the questionnaires up on the wall or around the school for everybody to learn about products from the countryside. See the social practice on Page 65.

UNIT OPENER

a. Introducing the topic

Have students open their books to Page 56. Explain that question and exclamation marks in the bubbles represent question and answer exchanges. Encourage students to describe what they see on the page. Point to the natural products and elicit the names as you point to them. Write a list of natural products on the board. Ask: Where can we find these products? Ask, as you point to the characters: What are the children doing on this page? Do you eat any of these products at home? Provide vocabulary and feedback if necessary.

b. Working with the product

Have students look at the picture of the product on Page 57. Elicit what is is (information questions and answers about countryside products). Ask them to identify the products in the illustration and whether they like them or not. Tell them they are going to produce a questionnaire like this 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.*

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

Lesson 21

Do you like vegetables?

Start!



Do you know these food words? Circle the ones you know. Use a dictionary to look up the words you are not familiar with.



Concentrate!

SP Look at the food. Which is your favorite? Point to the food as you listen.



32



Okay!

Okay!

Okay!

Okay!

Okay!

Okay!

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Okay!

Okay!

In your notebook, draw food mentioned in this lesson that you like. Show and tell the class what it is.

A: I like beans.

B: I like chicken.

Lesson 21

Do you like vegetables?



I can explore illustrated children's books about products of the countryside.

1 Do you know these food words? Circle the ones you know. Use a dictionary to find out the words you are not familiar with.

Elicit and have students write the date in their Activity Book. Do not present the vocabulary in the pictures. Give students the opportunity to check on their previous knowledge and develop their dictionary skills. Monitor and check. Invite volunteers to say the answers aloud. Correct any pronunciation mistakes.

Okay! Values

Ask students about healthy food and where they can find it. Discuss the value of Health and how what we eat helps keep us healthy or makes us sick.

2 **SP** Look at the food. Which is your favorite? Point to the food as you listen. **32**

Elicit and revise vocabulary for food, especially the food in the picture. Ask students: *Do you like (beans / tortillas / chicken)?* Elicit short answers: *Yes, I do. / No, I don't.* Explain the task. Play the recording for students to point to the food as they listen. Elicit students' favorite food from the table. Ask questions about the products on the table to students to model questions they could use in their product. Encourage them to give answers based on previous knowledge.

3 In your notebook, draw food mentioned in this lesson that you like. Show and tell the class what it is.

Tell students what your favorite food is and draw it on the board. Have students do the same in their notebook. Check as you walk around. Invite volunteers to show their drawings to the class and say what it is. You can play a game. Divide the group into two teams and invite a child from each team to come to the front and show their drawing, having the opposite team guess what the food is. Give three opportunities each and then, if the answer is not said, help them by providing the word and having the class repeat the name of the food item.

Big Book Facts Time! Pages 15–16 **33**

Take a few minutes of the session to work on the Big Book. Present to students the characteristics of a book (title, cover, back, index, page number) and what graphic and textual components are. Show Page 15. Tell students to name the products they can see on this page. Provide vocabulary if needed. Ask: *Where can you find information about products from the countryside?* Show Page 16. Ask students to say the products they see. Play the recording up to "eggs and milk". Play it again, inviting students to read along as you point to each product.

Start!



SP Choose and write the correct word below each picture. Look at the example. Listen and say the words.

Concentrate!



35

Listen. Check (✓) the products Angie is going to use in the salad.

- lettuce _____
- onion _____
- carrot ✓
- avocado ✓
- cucumber ✓
- parsley ✓

Okay!



Point to a picture of food. Ask your classmate. Look at the example.

A: What's this? B: It's lettuce. What's this? A: It's onion.

I can explore illustrated children's books about products of the countryside.

I can ask and answer about products of the countryside.



1 SP Choose and write the correct word below each picture. Look at the example. Listen and say the words. 34

Elicit and have students write the date in their Activity Book. Read the instructions along with the students. Review or present vocabulary by saying the words and having students identify the food as they point to it. Have them work in pairs and copy the correct word from the box to write it below the corresponding picture. Play the recording, inviting children to point to the correct picture again as they say the word. Check. This activity provides students with more food vocabulary. Ask them questions about the products to model questions they could use in their product. Encourage them to give answers based on previous knowledge.

2 Listen. Check (✓) the products Angie is going to use in the salad. 35

Attract students' attention to the words and have children read them aloud providing help if needed. Explain the task. Play the recording for students to complete the activity. Monitor and check their answers. Invite volunteers to read their answers.

3 Point to a picture of food. Ask your classmate. Look at the example.

Form groups of four. Explain the task. Demonstrate the activity with a group. Model the question and answer and rehearse it with students. Monitor and make sure everybody participates, asking correctly and answering with coherence and logic.

Okay! Product 6 – Questionnaire of products from the countryside – Step 1

Form groups of four. The same students will be working together during this project. Write a list of products from the countryside on the board, have students choose a few and write the final list of products on the board. Students will do some research about these products. Next, have students copy the list in their notebooks. Assign one product to each team and ask them to find out information about it and to bring their findings to class. They should write the information in their notebooks.

Okay! Note for You:

Students will start working on the product. In order to engage students into producing it, you have to suggest several natural products for them to choose a few. Then, write a list of questions and answers about the chosen products and, finally, illustrate the information on your questionnaire. We suggest making a model on a large piece of bond paper so students can see what they will work on.

Lesson 22

What color are they?

Start



36

SP Look at the underlined words. Look up their meanings in the dictionary. Listen and look at the pictures. Check (✓) the correct answer.

- Watermelons are huge.
- They are salty.
- They have many colors.
- Peanuts are light brown. They are sweet.



- | | |
|-------|------|
| yes ✓ | no |
| yes | no ✓ |
| yes ✓ | no |
| yes ✓ | no |
| yes | no ✓ |

Concentrate!



SP Complete the questions with a word from the box. Your teacher will help you. Compare with a classmate.

sweet taste salty size

- What size are watermelons? They are huge.
 Are peanuts salty? Yes, they are salty.
 Do watermelons taste salty? No, they taste sweet.
 Are peanuts sweet? No, they aren't.

Observe!



Okay!



33

SP Look at the picture. Ask and answer questions using the questions in Activity 2 as a model. Look at the examples.

A: What are these?

B: They are potatoes. What color are they?

A: They are...

- I can review the writing of questions to get information.
- I can ask and answer about products of the countryside.

Lesson 22

What color are they?

SP Look at the underlined words. Look up their meaning in the dictionary. Listen and look at the pictures. Check (✓) the correct answer. 36

Elicit and have students write the date in their Activity Book. Have them look at the pictures and say the names of the fruits. Encourage them to mention some characteristics: color, size, shape, taste, etc. Ask them to use a dictionary to look up the meanings of the underlined words. If not possible, present the meanings yourself. Play the recording for students to complete the activity. Invite volunteers to give answers aloud for everyone to check. These statements can be used as a model for the answers to the questions in the product.

SP Complete the questions with a word from the box. Your teacher will help you. Compare with a classmate.

Form pairs. Go over the words in the box with the students. Make sure they understand their meanings by giving or having them give examples using the words. Explain the activity by completing the first question. Write it on the board and point to the question mark at the end of the question. Emphasize that we only use "closing" punctuation marks in English. Guide them through each question, eliciting the word they need to complete. Tell them that the answers can help them decide. Monitor and check while they are working. Have students compare their answers with a classmate. Invite volunteers to write the questions on the board. These questions can be used in the product.

SP Look at the picture. Ask and answer questions, using the questions in Activity 2 as a model. Look at the example.

Form pairs. Present the word *potatoes* using a flashcard, magazine cutout, a drawing or, if possible, a real potato. Explain the difference between *potatoes* and *chips*. Write one or two questions about potatoes on the board. Invite students to answer to check comprehension. Demonstrate the task using the example. Monitor and check that students are using questions correctly, and that they ask also Yes / No questions.

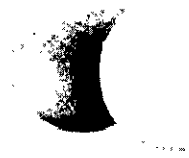
Big Book Facts Time! Pages 17–18 33

Take a few minutes of the session to work on the Big Book. Display and read Pages 15 and 16 for students to recall the information. Then, display Pages 17 and 18 as you ask students to describe what they see. Read Pages 17 and 18 followed by listening to the recording. Invite volunteers to name the products they have seen in the pictures so far.

Start!

SP What do you know about lemons? Listen to the questions and answer orally according to the picture.

37



Concentrate!



SP With your teacher's help, complete the questions about the lemon. You can listen to the questions again. Look at the example.

- What color is it?
- Does size is it?
- Do it sweet, salty or sour?
- Is it taste okay?
- Do you like it?



SP Ask the questions in Activity 2 to another pair. Ask about any food you want. Take turns.

I can write questions to get information about products of the countryside.

I can ask and answer about products of the countryside.



SP What do you know about lemons? Listen to the questions and answer orally according to the picture. 37

Elicit and have students write the date in their Activity Book. Point to the picture and present the word (*lemon*). Ask: *Do you like to eat lemons? Do they taste sweet or sour?* Use TPR for the word *sour*. Ask children what they can do with lemon, elicit answers and provide help with vocabulary if needed. Play the recording for students to complete the activity, pausing after each question for students to answer. Play the recording more than once. Questions can be used as model for the questions in the product.

SP With your teacher's help, complete the questions about the lemon. You can listen to the questions again. Look at the example.

Draw students' attention to the words that are listed. Make sure they know their meanings. Tell students that these words will help them complete the questions. Have students recall how questions are formed. and *Wh-* questions: *What* for a thing, *Where* for a place, *When* for a time, *How many* for a quantity. Explain the task, using the example and completing another question for them. Write it on the board. Monitor while students are working and correct or provide the necessary help. Check. Write students' questions on the board and make sure everybody has corrected their mistakes, if any. Questions can be used as model for the questions in the product.

SP Ask the questions in Activity 2 to another pair. Write their answers. Ask about any food you want. Take turns.

Form pairs. Explain the task. Tell them they will ask another pair of students the questions above. Have pairs take turns. Monitor and make sure they are asking the questions correctly.

Okay! Note for You:

Remind students to bring the information they found about the product assigned to their team.

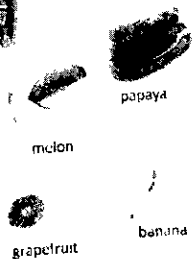
Okay! Product 6 – Questionnaire of products from the countryside – Step 2

Get the groups together. Ask students to take out the information about the natural product they were assigned. Display your list of questions and ask students to share the information with their teammates and to write 5 questions using the information they brought in their notebooks. Check that writing conventions are correct. Have teams exchange notebooks to answer the questions. Walk around checking.

Lesson 23

Are melons curved?

Start!



Look at the pictures and read the descriptions. Write the correct word next to each.

- A curved fruit with sweet flesh and yellow skin. banana
- A round yellow fruit with a sour taste. grapefruit
- A tropical fruit, orange in the inside and with small, black seeds. papaya
- A big, round fruit with sweet flesh and a lot of small seeds. melon

Communicate!



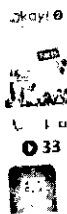
SP Write the words in order to form questions. Look at the example. Check with your teacher.

- color / papayas / are / What / ? What color are papayas?
- yellow skin / Which / has / fruit / ? Which fruit has yellow skin?
- melons / Are / curved / ? Are melons curved?
- sour / is / Which / fruit / ? Which fruit is sour?
- Which / many / has / seeds / fruit / ? Which fruit has many seeds?

Okay!



Ask a question about food. Your classmate has two opportunities to answer correctly. Look at the example.



A: What is round and yellow?

B: A banana!

A: No, it isn't.

B: A grapefruit!

A: Yes! Your turn.

I can write questions to get information about products of the countryside.

I can ask and answer about products of the countryside.

Lesson 23

Are melons curved?

1 Look at the pictures and read the descriptions. Write the correct word next to each.

Elicit and have students write the date in their Activity Book. Present the following vocabulary words: *seeds*, *round*, *pulp*, *flesh (of fruit)*, *curve*. You may use flashcards, cutouts or preferably, real fruit to present them. Ask questions using these words to check comprehension. Ask: *Where can we find the definitions of words?* Elicit the answer (in dictionaries) and have students look up one or two of the new words. Elicit cognates: *papaya*, *melon*. Have students identify the type of text, ask them: *Who do you think this text is for? Children or adults?* Ask students to point to the graphic and textual components. Demonstrate the activity using the example. Monitor while students are working. Check.

2 **SP** Write the words in order to form questions. Look at the example. Check with your teacher.

Go over the example with the students. Write it on the board. Have them notice the question marks and the *Wh-* question word, explain that *Wh-* question words always go at the beginning of questions. Give students a brief reminder or *Yes / No* questions that do not need a question word. Explain the task. Monitor while students work. Check. Invite volunteers to write the questions on the board. Make sure no one has grammar, spelling or punctuation mistakes.

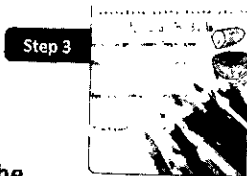
3 Ask a question about food. Your classmate has two opportunities to answer correctly. Look at the example.

Form groups of four. Taking turns, students ask questions about a specific product for their classmates to guess what food it is. Demonstrate the activity with a student, using the example. Monitor. If you detect problems, make this a whole-class activity.

Big Book Facts Time! Pages 19–20 **33**

Take a few minutes of the session to work on the Big Book. Display Pages 19 and 20. Read the text aloud for students to follow. Then, draw students' attention to the pictures and have students describe them. Play the recording for students to read along. Ask: *How can we take care of the countryside?*

Date _____



Start!



38

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



Concentrate! Listen to the song again and complete the text.



38

There are no bananas here today, here today.

There are no bananas here today, here today.

There's grapefruit and melon,

and a juicy, sour lemon, but

there are no bananas here today, here today!

Okay!



38

Listen and sing along.
Have fun!

I can explore illustrated children's books about products of the countryside.



63

1 Listen to the song and check (✓) the food mentioned. 38

Elicit and have students write the date in their Activity Book. Go over the pictures for students to describe some characteristics of the food shown on the page. Play the recording for students to identify the food. Play it again for students to draw a check mark next to the food mentioned. Monitor and check.

2 Listen to the song again and complete the text. 38

Read the song aloud while students follow. Have them listen to the song and complete the text. Play the recording, pausing where necessary for students to write the missing words. Check and praise their work.

3 Listen and sing along. Have fun! 38

Play the recording for students to listen and sing along. You may play the recording several times if the students enjoy the activity. You may want to assess students' participation and pronunciation.

Okay! Note for You:

Remember to bring your questionnaire on natural products for guidance. Remind students to have the questionnaire they wrote in their notebooks handy. Each team will need a large sheet of bond paper to make their final questionnaire.

Okay! Product 6 – Questionnaire of products from the countryside – Step 3

Get the groups together and have them take out their questionnaires. Ask each team to check all writing conventions as you walk around monitoring and checking. With your help, have students put their questions and answers in order to make the product clear. Finally, ask students to copy the questions and answers onto the large sheet of bond paper and to start illustrating it to support their information. Collect the work for use in the final step of the product.




Lesson 24

Round up!

Date _____



Answer the questions. Compare with a classmate.

 What is this?	corn
 Which do you like?	
What color are watermelons?	green and red
Which is a sour fruit?	Grapefruit
 What are these?	Potatoes and banana

Lesson 24

Round up!



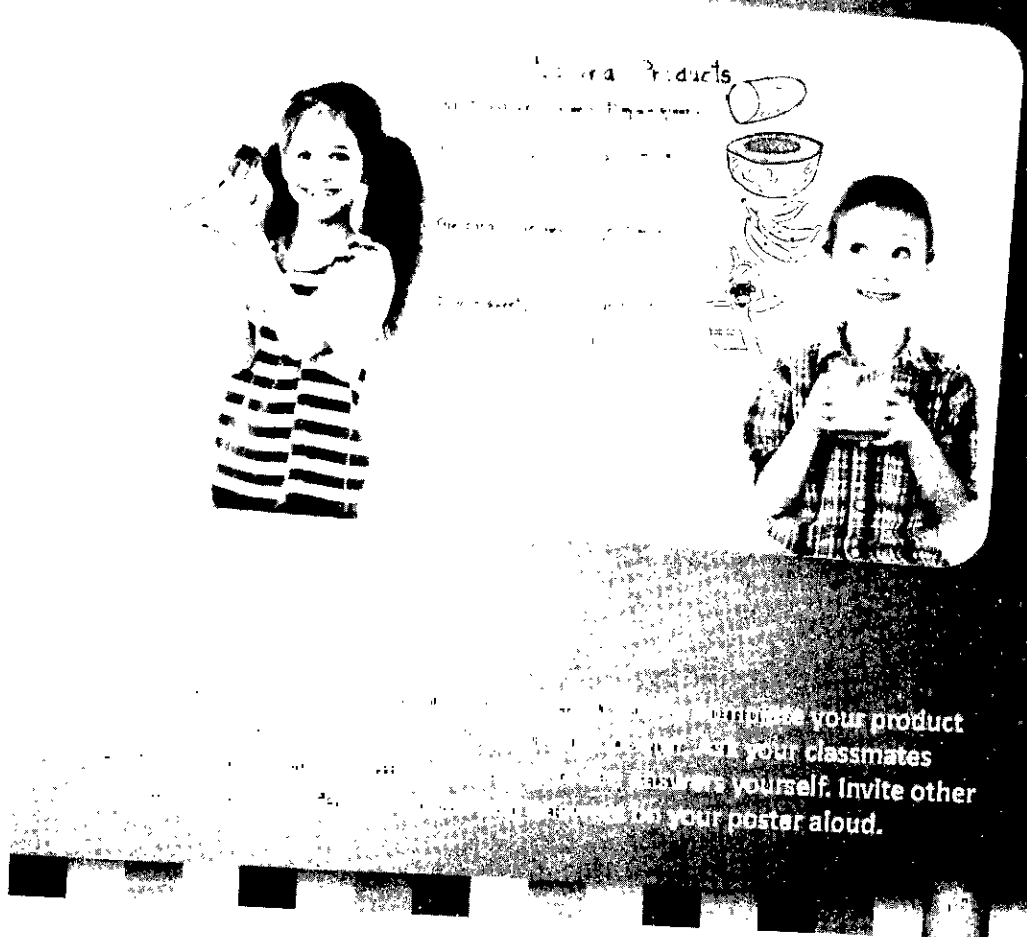
Answer the questions. Compare with a classmate.

Elicit and have students write the date in their Activity Book. Have students read the questions before they start the task and make sure they are understood. Monitor while they work. You may want to assess comprehension of questions and vocabulary.



Work together to create a questionnaire about products from the countryside

Social practice: Write questions to get information about products of the countryside.



Okay! Product 6 – Questionnaire of products from the countryside – Product Presentation

Get the groups together and give each one their corresponding questionnaire. Ask students to finish illustrating their work to support the information. Monitor while they are working. Ask them to think of places in the school to display their work for everyone to read and learn from their information. Remind them to ask the principal for permission.

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:

Social Learning Environment	<i>Familiar and Communitarian</i>
Communicative Activity	<i>Exchanges associated to own and others' information</i>
Social Practice of the Language	<i>Ask for and give personal information.</i>

To obtain and produce the following results:

Product	<i>Hobbies bar graph</i>
Specific Competences	<ul style="list-style-type: none">• <i>Revise the writing of personal information and hobbies.</i>• <i>Understand questions about personal information and hobbies.</i>• <i>Participate in writing questions about personal information and hobbies.</i>

Unit 7

Personal information

Communicative activity: Exchanges associated to own and others' information



Social practice: Ask for and give personal information.

Okay!

1. Copy the questions your teacher wrote on the board on a sheet of paper. Ask the questions to the members of your team and write the answers.
2. Read your answers aloud for your teacher to make a list of hobbies. Copy the list from the board onto your notebook
1. Use the list of hobbies to find out how many students in the class have each of the hobbies on the list. Write the number of students beside each hobby. Your teacher will guide you into making a bar graph. Use a different color for each hobby. Bring a large sheet of paper for step 4 in the process.
4. Transfer the graph from your notebook onto the large sheet of paper. Illustrate your graph if you wish to. Display the illustrated bar graphs inside or outside the classroom.

UNIT OPENER

a. Introducing the topic

Have students open their books to Page 66 and describe the illustration. Present / elicit the word hobby. Ask: *Where are they? What are they doing? What is your favorite hobby? Do you like collecting things?* Ask a few students questions to elicit personal information and what their hobby is.

b. Working with the product

Ask students what they can see on Page 67. Explain this is a bar graph. Have students notice the headings of the columns: Hobby / Students. Encourage them to guess the information in the bar graph based on the headings. Tell students they are going to produce a Hobbies Bar Graph.

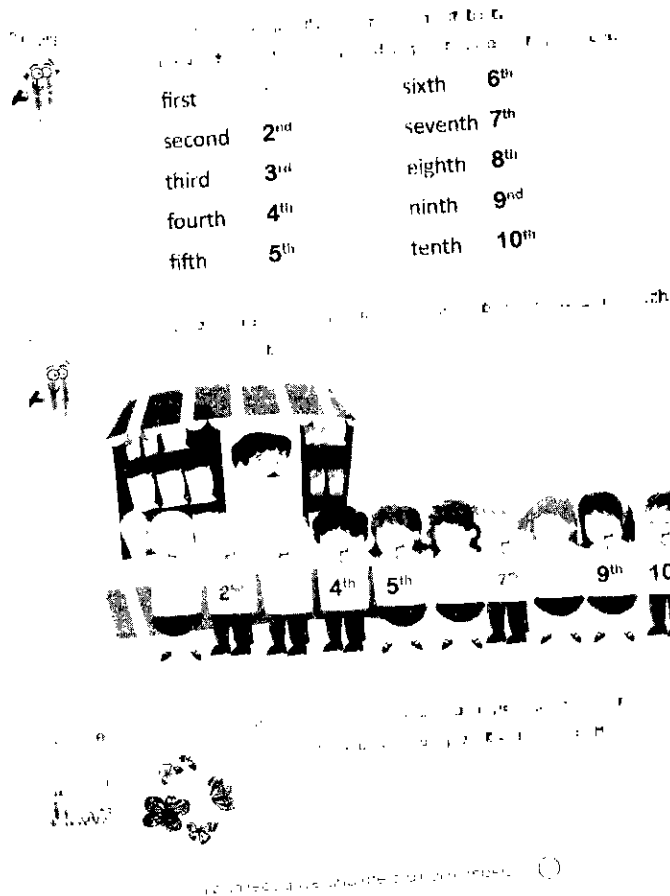
Okay! Note for You:

Ask students to bring the following next class: a small picture of themselves. A small box to keep ID cards in.

**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.*

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

Lesson 25



Lesson 25 When's your birthday?

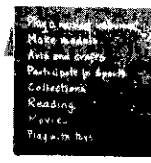
- 1** Look and write the number next to the correct word. Listen and repeat. Look at the example. **39**
Elicit and have students write the date in their Activity Book. Revise ordinal numbers. **The objective of practicing ordinal numbers is for students to be able to say their date of birth using them.** Explain the task using the example to model the activity. You may want to explain or demonstrate that from tenth on, students use the cardinal number + the ordinal number, for example: twenty-ninth / thirty-first, etc. Allow enough time for students to write the numbers. Play the recording for students to check and say the numbers.
- 2** Look and write the missing numbers. Compare with a classmate.
Use the first number to model the task and allow children to finish the activity as they write the missing numbers on the line. Monitor while they work. Check. Invite students to read the answers aloud.
- 3** Form a line. Call out your position. Change places. Call out your position again. Have fun!
Students have already played this game, but as it is memorable, enjoyable and involves movement and language, we repeat it here. Form groups of 10. Ask students to stand up and move their chairs towards the walls in order to make space in the center of the room. In their groups, ask them to form a line. Explain the game. Have them play. Students who don't say the correct number leave the game and sit down. Continue till you have a winner.

Big Book Facts Time! Pages 21–23 **40**

Take a few minutes of the session to work on the Big Book. Display Page 21 and ask students to identify the activities. Explain that these are mostly activities people do as hobbies, done when they have leisure time. Display Pages 22 and 23 and have identify the hobbies. Let students get close to the Big Book so they can see better. Play the recording until "you may like electronics!" and have students read along.

Okay! Values

Ask students what they think Persistence is and why we need to be persistent. It is something that helps us finish what we start and keep working on things, even if they are hobbies.



Listen. When is Paola's birthday? Circle the date.

January	February	March	April
Mo Tu We Th Fr Sa Su 1 2 3 4 5 6	Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9	Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9	Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	17 18 19 20 21 22 23 24 25 26 27 28 29 30	17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9	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	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	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
10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
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	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	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	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



Complete the questions. Choose the correct word. Look at the example.

- What What What When
- What** 's your first name?
- What** sport do you play?
- What** 's your hobby?
- When** 's your birthday?



Ask a classmate the questions in Activity 2. Write the answers in your notebook. Report the information.

I can ask for and give personal information.

Listen. When is Paola's birthday? Circle the date. 41

Elicit and have students write the date in Activity Book. Revise ordinal numbers. Explain the task. Ask students what they can see in the picture (a calendar). Explain that they will listen to a conversation and all they have to do is mark Paola's birthday in the calendar. Play the recording for students to do the task. Check.

Complete the questions. Choose the correct word. Look at the example.

Go over the questions with the students. Elicit what kind of information ID cards have (personal information). Demonstrate the activity by asking the questions to a student. Write the answers on the board. Ask students to complete the activity. Monitor and provide help when needed.

Ask a classmate the questions in Activity 2. Write the answers in your notebook. Report the information.

Model and practice the questions students will ask. Form pairs and have students ask the questions to each other. Encourage pairs to report, for example: *Her name is (Sonia Rodriguez). She is 8 years old. Her birthday is on October 24th.* Take this opportunity to assess speaking skills and attitude towards engaging and listening to peers.

Okay! Note for You:

Remember to have a model of the product to show to students. To make your bar graph, write a list of questions to obtain information about students' hobbies on a large sheet of paper, leaving space for answers. On the same sheet, you will have to draw bar graphs based on the number of students that have each hobby. Remember to have it handy when you work on the product.

Okay! Product 7 – Hobbies bar graph – Step 1

Form groups of five. The teams will remain the same until the product is finished. Bring out your list of questions about hobbies and ask all the students, for everyone to tell you their preferences. Have students copy the questions on a sheet of paper, ask their team members and write the answers. Collect the work for future use.

Okay! Note for You:

Ask the groups to bring the following for next class: construction paper, pencil, eraser, colored pencils.

Lesson 26

Start!



42

SP Look and match with your teacher's help. Listen. Write the name next to the picture of the hobby. Be careful! One is not mentioned.

Name

Angie

Paola

Blackie

Luis



Collecting things

Playing a musical instrument

Building with blocks

Drawing

Playing a sport

Concentrate! Answer the question.



What is your favorite hobby?

Okay!



43

Okay!



Draw your hobby in your notebook. Show and tell your class and teacher.

My hobby is ...

I can ask and answer about personal information and hobbies.

Lesson 26

Do you have a hobby?

SP Look and match with your teacher's help. Listen. Write the name next to the picture of the hobby. Be careful! One is not mentioned. 42

Encourage students to identify the hobbies in the pictures. Encourage students to use a dictionary to check meanings. Guide them into matching the picture with the hobby. Check. Explain the second task. Play the recording for students to write the names next to the picture of the hobby. Pausing for students to complete the activity. You may need to play the recording more than once, allowing enough time for students to identify the hobby and write the name. Warn students that there is an extra hobby that should be left blank because no student mentions it. Monitor and check. This activity guides students towards the elaboration of the product, modeling questions and hobby vocabulary.

Answer the question.

Read the question aloud along with the students. Answer the question with your information and write it on the board. Have students write their answer and compare it with a classmate. Monitor and provide vocabulary if needed. Check.

Okay! Note for You:

Ask students to bring a small picture of themselves to the next class.

Draw your hobby in your notebook. Show and tell your class and your teacher.

Form groups of four. Have students draw their hobby in their notebooks. Demonstrate the activity. Tell them that if they have more than one hobby, they can draw them. Have students take turns to show their drawings and tell their classmates what their hobby or hobbies are. Invite volunteers to show their hobbies to the class.

Big Book Facts Time! Pages 24–25 40

Take a few minutes of the session to work on the Big Book. Display Pages 24 and 25 as you read them aloud. Encourage students to identify the hobbies in the pictures. Finally, play the recording and go through Pages 21 to 25. Ask students which of the hobbies mentioned so far they have or would like to have.



Listen and complete the card.

San Jose Primary School
Student ID

First Name _____

Last Name _____

Age _____ years old



Concentrate! Complete with your personal information. Paste or draw your picture.

_____ Primary School

Student ID _____

First Name _____

Last Name _____

Age _____ years old



Cut out the cards on Page 111. Complete them with your classmates' information. Look at the sample conversation.

A: What's your first name?
A: What's your last name?
A: How old are you?

B: Pablo
B: Rodriguez
B: Eight

I can revise the writing of personal information.

I can ask for and give personal information.

1 Listen and complete the card. 43

Elicit and have students write the date in their Activity Book. Draw students' attention to the illustration and explain what a student ID card is. Explain the task. Demonstrate by asking questions to one of the students. Write the student's answers on the board. Play the recording for students to complete the activity. Check.

2 Complete with your personal information. Paste or draw your picture.

Go over the card with students. Make sure that the information needed to complete the card is clear. Have students complete the card with their own information, including the school's name on the upper line. If students didn't bring a picture of themselves, encourage them to draw their face in the space provided. Monitor and provide help when needed. Check.


3 Cut out the cards on Page 111. Complete them with your classmates' information. Look at the sample conversation.

Form groups of six. Revise and rehearse the questions because students will need to complete the cards. Have students cut out the cards on Page 111. Each group of six should have 18 cards. Have students take turns to ask the questions and complete the cards with their classmates' information. There should be one card with information per student. When students have completed the cards for their group, have them walk around and complete the rest of the cards getting information from other students. Monitor and provide help when needed. While you monitor you can assess students' participation and speaking skills, such as intonation and pronunciation. Check. A suggestion for using these cards could be creating a class directory. Get students to put away their cards in the box they brought or in another safe place.


Okay! Product 7 – Hobbies bar graph – Step 2


Get the groups together. Write: *What's your favorite hobby?* on the board. Give students their sheets with questions and answers. Have each team read the answers aloud as you write them on the board, making a list of hobbies. Have students copy the information from the board. Monitor and praise students' work. Collect students' sheets and save them for the following steps.

Lesson 27

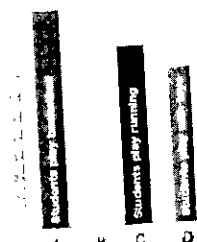
Starts  **SP** Interview ten classmates. Use the question: *Do you like...?* Find out how many of them like...


- playing basketball.
- playing volleyball.
- running.
- playing with toys.



Describe  **SP** This is a bar graph with the results from Angie's group. Match the results with the corresponding bar in the graph.

- 10 students play basketball. **A**
- 7 students play with toys. **D**
- 8 students like running. **C**
- 8 students play volleyball. **B**



Display  **SP** With your teacher's help, make a bar graph with your group results of the interview in Activity 1. Report the results.

In the first place, we have basketball.
10 students like it.

I can ask and answer about hobbies.

Lesson 27 Do you like running?

- 1 **SP** Interview ten classmates. Use the question: *Do you like...?* Find out how many of them like...
Elicit and have students write the date in their Activity Book. Make sure the hobbies in the list are understood. Practice the question form with students: *Do you like + hobby?* Explain the task. Have students interview ten classmates. Monitor while they work. Make sure they write the number of students in the spaces provided. If you think it will be easier, have students draw a dash for every student that answers *yes*. To check, ask the class: *How many students like (playing basketball)?* Write the numbers on the board, for students to make sure their numbers coincide. This activity gives students practice in the question forms they will need to ask during the elaboration of the product.
- 2 **SP** This is a bar graph with the results from Angie's group. Match the results with the corresponding bar in the graph.
Help children identify the graph columns and the sentences with the information. Invite volunteers to read the information aloud. Put up your book and use the first and second sentences to do the matching as you model the activity. Have children complete the task. Monitor while they work. Check and praise their work. This activity shows students a model of a bar graph for their product.
- 3 **SP** With your teacher's help, make a bar graph with your group results of the interview in Activity 1. Report the results.
Form groups of four. Explain the task as you use the information given by students in Activity 1 to draw a bar graph, showing students how to mark the results. Have students complete the activity. Monitor and provide help when needed. Have students show and explain their bar graphs using the language in the example. Discuss what the purpose of bar graphs is (to visually display information, making it easier to understand). This activity prepares students for the final step in the process of making the product.

Big Book Facts Time! Page 26 40

Take a few minutes of the session to work on the Big Book. Display Page 26 as you read along and read the text aloud. Play the complete recording and go through all the pages in this unit. Elicit answers to the two questions on page 26.

Start



Write the words in order to form questions to get personal information. Look at the example. Listen and check.

name / first / is / What / your / ?

What is your first name?

running / like / you / Do / ?

Do you like running?

hobby / your / What / is / ?

What is your hobby?

birthday / When / your / is / ?

When is your birthday?

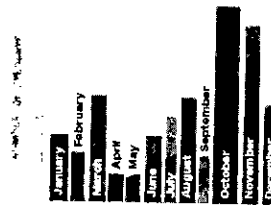
Concentration



Your teacher will ask you questions. Write the answers below. In your notebook, make a bar graph with the information.

Which month has the most birthdays in your group?

January	3	July	4
February	2	August	5
March	5	September	2
April	1	October	10
May	1	November	9
June	3	December	5



Okay!



Give personal information to your classmate. He / She points to the question in Activity 1 necessary to get the information.

I can ask and answer about personal information and hobbies.

Write the words in order to form questions to get personal information. Look at the example. Listen and check. 44

Elicit and have students write the date in their Activity Book. Use the example to model the task. At this stage, students are already familiar with the questions, so the task should not give any trouble. Check the use of upper- and lower-case letters and question marks. Allow children enough time to finish the activity. Monitor while they work. Invite volunteers to write the questions on the board.

Your teacher will ask you questions. Write the answers below. In your notebook, make a bar graph with the information.

Copy the month chart on the board. Ask: *How many of you have a birthday in January?* Have these students raise their hands and count them. Write the number in the square next to January. Use the same procedure with all the months. Once you have the chart complete, start a bar graph on the board. Have students make the complete bar graph in their notebooks with the information. Invite volunteers to share their work. Ask students to write the answer to the question. This activity prepares students for the next step in the product.

Give personal information to your classmate. He / She points to the question in Activity 1 necessary to get that information.

Form pairs. Refer students to the questions they wrote in Activity 1. To demonstrate the task, say something about you, for example, *on October 4th*. Elicit the question needed to get that as an answer and ask students to point to it. Have a pair of volunteers demonstrate again. Monitor and help when necessary.

Okay! Product 7 – Hobbies bar graph – Step 3

Get the groups together. Give students their corresponding lists of hobbies and ask them to find out how many students have each of the hobbies on the list and to write the number beside each hobby. Guide students into making a bar graph. Tell them to use a different color for each hobby. Walk around, checking and praising students' work. Have each team bring a large sheet of paper for step 4 in the process.

Lesson 28

Round up!




Answer the questions with your information. Compare with a classmate.

1. What is your first name?	
2. What is your last name?	
3. Do you have a hobby? What is it?	
4. How old are you?	
5. When is your birthday?	

Lesson 28

Round up!

 **Answer the questions with your information. Compare with a classmate.** Elicit and have students write the date in their Activity Book. Ask the questions to a few students to remind them about the information they elicit. Have them answer and then compare with a classmate. To evaluate, ask students to give you the information they answered, for example: *My first name is... / My last name is... / Yes. My hobby is...* etc. If you don't have time to evaluate in this way, you can assess students' performance by reading their answers.

Okay! Note for You:

Students will work on the last step of the product. Remember to have your graph of hobbies handy and ask each team to have a large sheet of white paper to draw their final bar graph on it.

Social practice: Ask for and give personal information.

Hobby

- Play a musical instrument
- Make models
- Arts and crafts
- Participate in Sports
- Collections
- Reading
- Movies
- Play with toys

Students

...to complete your product ... to the class. Interpret it ... about all the hobbies in your ...? Who makes models? ... Put your work up on

Okay! Product 7 – Hobbies bar graph – Product Presentation

Get the groups together. Give students the graph bars they made during the previous steps. Have them check their graphs one more time. Encourage them to check that the written form of words and information is complete and legible. Finally, and if teams have it, have them transfer their graphs to the large sheet of paper. Encourage participation and ask questions yourself to motivate students. Display the illustrated bar graphs inside or outside the classroom. Invite them to walk around reading and comparing their bar graphs.

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:

Social Learning Environment

Literary and Ludic

Communicative Activity

Awareness of self and others

Social Practice of the Language

Read stories to compare feelings.

To obtain and produce the following results:

Product

Mural of emotions

Specific Competences

- *Explore a book of illustrated children's stories.*
- *Follow the reading aloud of a story.*
- *Compare emotions aroused by reading a story.*
- *Participate writing sentences.*

Unit 8

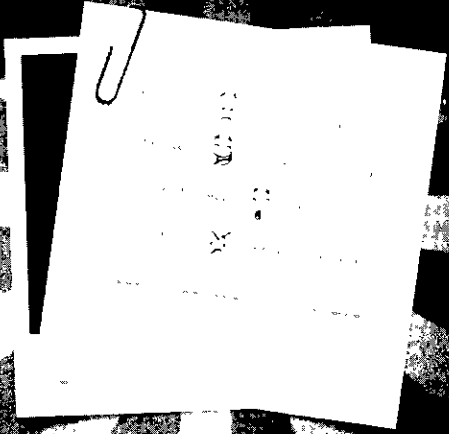
Stories make me happy



Communicative activity: Awareness of self and others



Social practice: Read stories to compare feelings.



Literary and Ludic

1. Identify the illustrations about feelings your teacher shows you. Write a sentence describing each. Copy the sentences from the board onto a sheet of paper.
2. Take out the sheets of paper with the sentences you wrote in Step 1. Personalize the sentences about your own experiences and feelings. Check that the sentences are complete and correct. Write the sentences on construction paper.
3. Illustrate each sentence using drawings, cutouts or pictures. Hang your mural on the classroom wall. See the social practice on Page 85.

76

77

UNIT OPENER

a. Introducing the topic

Have students open their books to Page 76 and describe the illustration. Read the texts in the bubbles aloud while pointing to the character speaking. Ask: *What are the children making? What is a mural?*

b. Working with the product

Encourage students to describe the product shown on Page 77. Elicit what this is and ask who is familiar with these emotions. Ask students whether they like stories or not, and how stories make them feel: happy, sad or angry. Explain that they are going to make a large illustrated mural of their experiences related to emotions. Some students may feel comfortable writing about their experienced emotions, but may not, so give students the option to choose between writing about a character or about their own experiences.

Okay! Note for You:

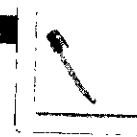
The product in this unit is a hanging mural composed of drawings and sentences describing own or a character's experiences. Have students either choose characters from a story or decide to write about themselves and prepare your mural to model the one your students will make, writing and illustrating sentences that describe different experiences.

**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.*

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

Date _____

Step 1



Start



047

Listen. Number the actions as they are mentioned.

- go away _____ 5 _____
- takes _____ 1 _____
- hide _____ 4 _____
- sit down _____ 2 _____
- run away _____ 3 _____
- eat _____ 6 _____

Concentrate



047

Listen again. Match the action to the corresponding character. Tell your teacher and class what the moral of this story is.

sit down

chases

hide

enters



Share



047

Listen again. Say how you feel about the story. Talk about your feelings with your classmates. Do you all feel the same?

can compare emotions aroused by a story. ○

79

Listen. Number the actions as they are mentioned. 047

Elicit and have students write the date in their Activity Book. Invite students to play, miming the actions to revise the verbs. Play the recording for students to complete the activity. You may need to play the recording more than once, allowing enough time for students to finish the task. Have students at random tell you whether this is the beginning or ending of the story.

Listen again. Match the action to the corresponding character. Tell your teacher and class what the moral of the story is. 047

Draw students' attention to the pictures and have children describe them, providing help if needed. Play the recording for students to match the action to the corresponding character. Check. Play the last part of the recording for students to listen to the moral of the story. Ask: *What does this story teach us?* Elicit answers, helping with vocabulary when needed. Explain that the message we learn from a story is the moral of it. Elicit how the mice felt in this part (Country Mouse is happy at first, then both mice are afraid, then Country Mouse is angry).

Listen again. Say how you feel about the story. Talk about your feelings with your classmates. Do you all feel the same? 047

Form groups of four. Play the two parts of the story. Elicit how students feel after listening to it. Ask if they all feel the same. Explain that people react differently to the same stories. Finish your class by mentioning several stories already known by your students and have them choose one. Tell them you will work on a hanging mural where the characters in the chosen story will have an important role.

Okay! Product 8 – Mural of emotions – Step 1

Form groups of four. The same students will be working together during this project. Make sure the sentences you write are statements about feelings experiences to provide a model for students. Display your model of the hanging mural, covering the written sentences, but showing students students the illustrations. Ask students to identify them and to write a sentence describing each. Have students come to the board to write the sentences. Make sure sentences are correct and have the rest of the group copy them on a sheet of paper. Collect the work for use in step 2 in the process.

Lesson 30

When I...

Date

Start



048

Listen and read. Look up the underlined words in a dictionary. What are they?



Kookaburra sits in the old gum tree.
Merry, merry king of the bush is he.
Laugh, Kookaburra,
Laugh, Kookaburra,
Happy your life must be.
Kookaburra sits in the old gum tree,
Eating all the gumdrops he can see.
Stop, Kookaburra,
Stop, Kookaburra,
Leave some there for me.

Communicate



SP Complete the sentences orally with your own actions and tell your teacher and group. Look at the example.

I sit when I do my homework
I laugh...
I eat...
I stop...

Play



Unit 8

046

Group



Form teams. Read the verse aloud. Act out the underlined actions in Activity 1 for other teams to guess.

80

I can follow the reading aloud of a story

Lesson 30

When I...

1 Listen and read. Look up the underlined words in a dictionary. What are they? 048

Write The Kookaburra poem on the board. Explain that the *Kookaburra* is a noisy bird from Australia and New Guinea. Have students look up the words in a dictionary. Ask a volunteer to come to the board and point to the words that indicate actions. You may want to mention they are verbs. Explain the task underlining another verb to model it. Play the recording for students to listen and follow. You may play the recording more than once.

2 **SP** Complete the sentences orally with your own actions and tell your teacher and group. Look at the example.

Read the verbs aloud for students to start thinking about the actions they perform. Invite students at random to tell you actions they do and complete each sentence. Ask volunteers to read their sentences aloud and ask the rest of the students to stand up and to mime the actions as they hear the sentences. These sentences can be used as a model for the product.

3 **Form teams.** Read the verse again. Act out the underlined actions in Activity 1 for other teams to guess.

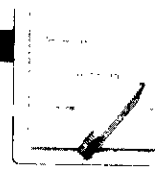
Read the verse from Activity 1 again along with the students. Give students plenty of time to identify the actions in each line. Ask: *What actions does the Kookaburra do that are the same as the ones we do?* Elicit answers. Demonstrate the activity. Monitor while students play. You might want to play the recording again for students to chant along. You may want to assess students' oral production during the activity.

Big Book Stories Time! Pages 24–25 046

Display and read aloud Pages 22 and 23 for students to remember what the story is about. Then, display Pages 24 and 25 as you ask students to describe what they see. Read Pages 24 and 25, then listen to the recording. Invite volunteers to say what is happening to the farmer (he is becoming greedy, he has no self control). Ask students how the story makes them feel and, if feelings are different, emphasize the differences.

Date _____

Step 2



Start!



Can you identify these feelings? Write the correct words below the pictures.

afraid
happy
sad



happy

..

sad



afraid

Identified



Most stories have three parts. Identify and number the parts in this text. Number 1 is given to you.

1 A little girl has three pets: a dog, a cat and a rabbit. They make her happy

3 In her dream, they play together all night long.

2 But there is a problem. They don't play together. The cat is afraid of the dog. The rabbit is afraid of the cat. The girl is unhappy because she wants to play with all of them. The little girl goes to bed and has a happy dream. In her dream, she disguises the dog as a cat and the cat as a rabbit.



Okay!



SP How does the story make you feel? Share your emotions with your classmates.

I can explore an illustrated story.

I can read stories to compare emotions.

81

Can you identify these feelings? Write the correct words below the pictures.

Elicit and have students write the date in their Activity Book. Have students study the visual clues. Elicit the feelings they depict. Say the word for each and ask students to find it in the list and copy it under the correct picture. Check while you ask students to act out the feelings to make sure the meanings are clear.

Most stories have three parts. Identify and number the parts in this text. Number 1 is given to you.

Explain that most stories have three parts and mention them (beginning / body or development / ending). Use the example to model the activity. Give students enough time to complete it. Monitor while they work and provide help when needed. Check. Once the task is finished, ask students to identify the *topic*; then have them identify the *audience*. Invite volunteers to express how the story made them feel.

SP How does the story make you feel? Share your emotions with your classmates.

Form groups of four. Tell students how this story makes you feel to provide a model of what is expected from them. Encourage students to share their feelings or emotions after reading it. Identification of feelings will help students when they make the product. Monitor and provide vocabulary if needed.

Okay! Product 8 – Mural of emotions – Step 2

Get the groups together. Have students take out the sheets of paper with the sentences they wrote in Step 1. Have them personalize the sentences about their own experiences and feelings. Ask them to write the final version of the sentences on their construction paper. Monitor while they are working and check. Collect their work for Step 3.

Okay! Note for You:

For the product, ask each team to bring a sheet of construction paper, markers and colored pencils. Remember to have your model handy.

Lesson 31

Who am I?

Date _____

Start!



49

Listen and follow. Circle the different duckling.

The Ugly Duckling

By Hans Christian Andersen (Adapted)

Part 1

Once upon a time, Mother Duck had new eggs. Six ducklings pop out! But one duckling is different. His mom loves him. He decides to look for his family.



Concentrate! With your teacher's help, identify and perform actions from the story. These words can help you.



pop up



love



grow



look for



Unit 8
46

Okay!



SP Say how you feel with this part of the story.

A: I feel sad.

B: I don't.

I can follow the reading aloud of a story.

I can compare emotions aroused by reading a story.

Lesson 31

Who am I?

82

1 Listen and follow. Circle the different duckling. 49

Elicit and have students write the date in their Activity Book. Ask students what animal is shown in the picture. Present the word *duckling*. Play the recording for students to follow the reading. Ask them to circle the duckling that is different. Guide students into identifying the phrase that starts the story: *Once upon a time...* Ask why he decides to look for his family (because he knows this is not his family). Elicit what is going to happen next.

2 With your teacher's help, identify and perform actions from the story. These words can help you.

With the help of the pictures, present the verbs. Encourage students to perform the actions while you say each verb. You can play charades, where a student acts out and the others guess the verb.

3 SP Say how you feel in this part of the story.

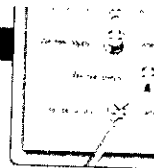
Have a brainstorming session about emotions aroused by the story. Ask students at random to say how they feel about this part of the story. Have them compare with their classmates how they felt. Use the example to present and practice the responses: *I don't / Me too* to agree or disagree. You may want to evaluate how engaged and supportive students are. Recognizing and expressing own feelings is part of the product.

Big Book Stories Time! Pages 26 46

Go through the story on Pages 22 to 25 and have students retell the story so far and predict what the end of the story will be. Then, show Page 26 to check their predictions. Play the recording from beginning to end. Elicit emotions and discuss the differences among students. You may want to talk about the value of self-control again.

Date

Step 3



Start!



50

Listen and follow. Does he find his family?

Part 2

The duckling asks everybody about his family. He thinks they are swans.

He sees himself on the pond. "I am pretty!", he says. Now he knows he is also a swan and finds his family. They lived happily ever after.



swans



pond

Concentrate!



Read again and answer the question.

Is the duckling happy?

Yes

No

Okay!



Share how you felt about the story now. Look at the example.

A: I feel happy.

B: Me too.

I can follow the reading aloud of a story.

I can compare emotions aroused by reading a story.

83

1 Listen and follow. Does he find his family? 50

Elicit and have students write the date in their Activity Book. Draw students' attention to the pictures and have students identify them. Explain they are going to listen and read, and then answer whether the duckling finds his family. (Yes, he does.) Play the recording for students to follow along. Ask students the lead-in question. Check. Elicit what can be learned from this story (appearance can be deceiving) and have them relate the message to their own or friends' experiences and feelings.

2 Read again and answer the question.

Read the question with students before they refer to the text to answer it. Encourage them to read again to find the answer. You may want to point it out to students: The finishing sentence gives the answer: *They lived happily ever after.* Yes (he is very happy).

3 Share how you felt about the story now. Look at the example.

Guide students into expressing their feelings about both parts of the story. Remind students of the expressions they learned in Activity 3, Page 82. You can do this activity with the whole class. Ask a few students to support their answers, i.e., explain why they think they feel the way they do.

Okay! Note for You:


Remember to have your model of the mural handy for Step 3 in the product.

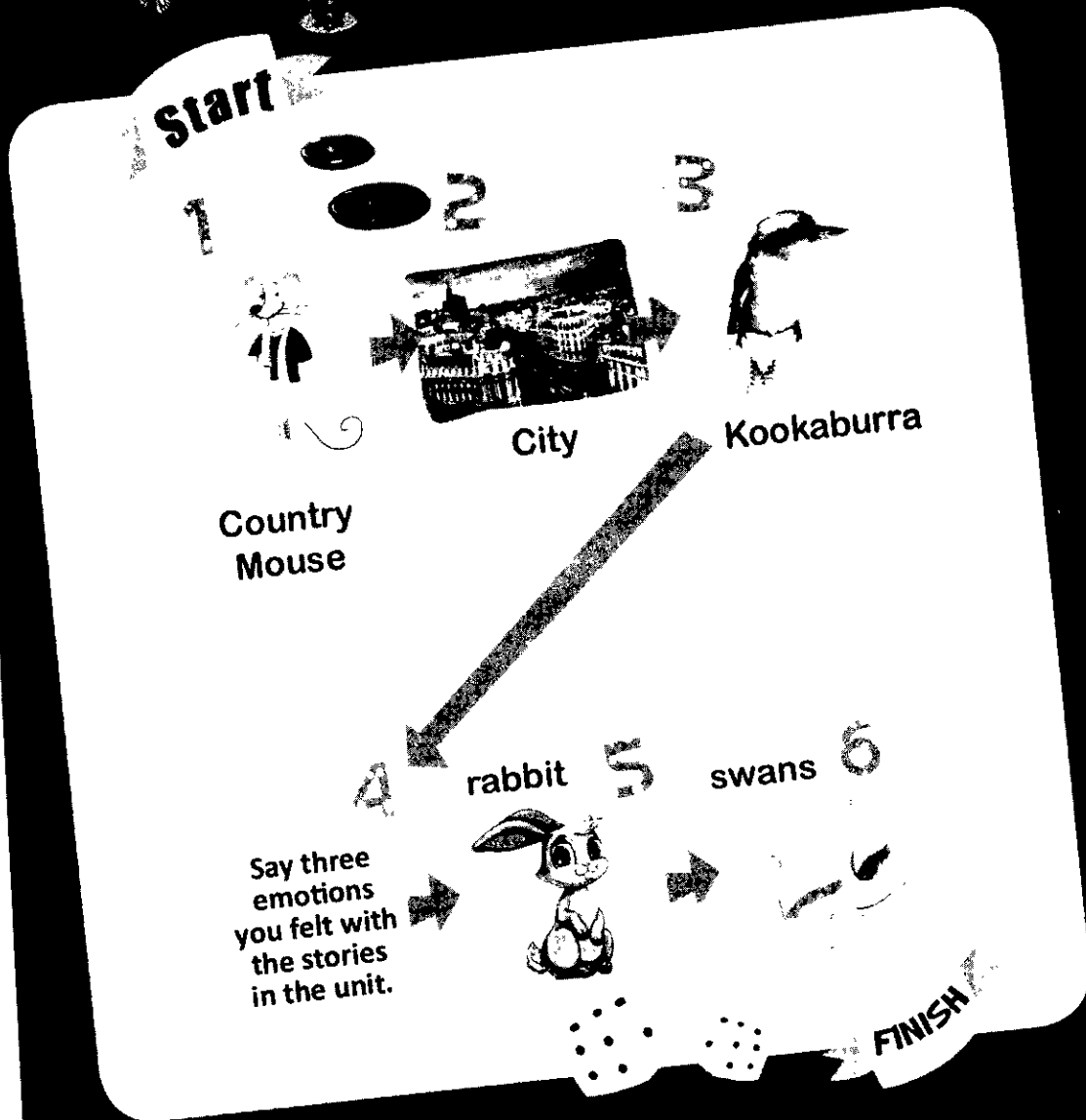
Okay! Product 8 – Mural of emotions – Step 3

Get the groups together and give each team their corresponding mural. Have them illustrate each sentence using drawings, cutouts or pictures. Monitor while they are working and check writing conventions and organization of ideas. As you walk around, ask students to read the statements and check on understanding as you praise their work. Collect the murals for the last step in the product.

Lesson 32

Date _____

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



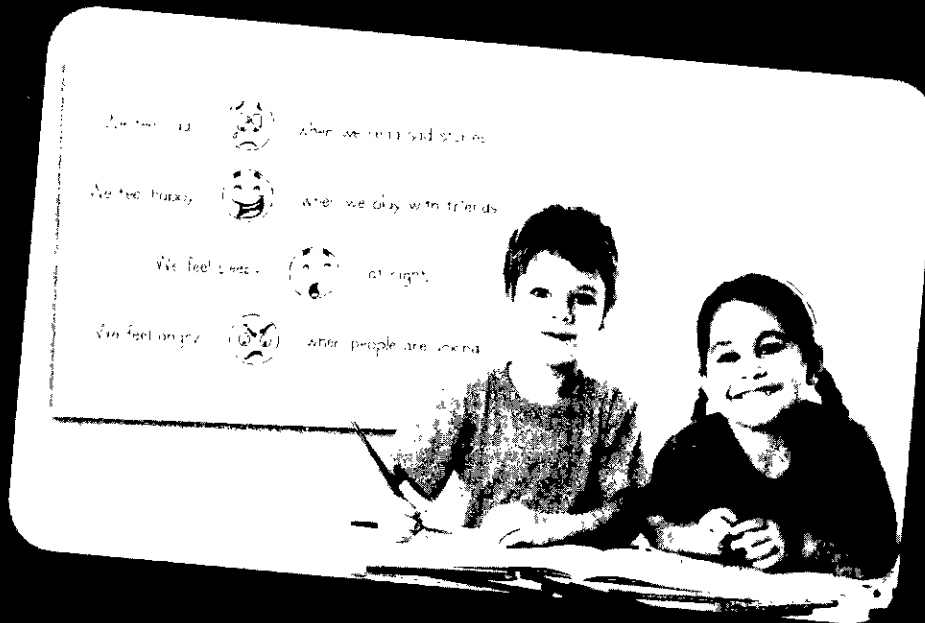
84

Lesson 32 Round up!

 Play and have fun!

Elicit and have students write the date in their Activity Book. Form groups of four. Groups will need a dice and four counters. Monitor while students play, so you can detect mistakes and revise / reinforce accordingly.

Social practice: Read stories to compare feelings.



Revisit the activities that helped or oriented you to complete your product successfully on Pages 80 to 82. Show your mural to the class. Point at the illustrations and words while you read aloud. Ask your classmates to use the expressions *Me too.* / *I don't.* Does everybody feel the same?

85

 **Okay! Product 8 – Mural of emotions – Product Presentation**

Elicit and have students write the date in their Activity Book. Get the groups together and give each their corresponding mural. Remind students to follow the instructions on the page. Ask them to find places in the classroom to display the hanging mural.

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 8 Page 131.

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

Social Learning Environment

Familiar and Communitarian

Communicative Activity

Exchanges related to immediate surroundings

Social Practice of the Language

Understand and record information about places in the community.

To obtain and produce the following results:

Product

Illustrated text about places in my community

Specific Competences

- *Explore illustrated plans or sketches.*
- *Exchange information about places of the community.*
- *Write information about the community.*

Unit 9

My community

Communicative activity: Exchanges related to immediate surroundings

What is this, Luis?

It's the map of our town.

I like this town!

This is where we live.

Social practice: Understand and record information about places in the community.

Okay!

1. Look at teacher's model of the town or neighborhood map and make your own on construction paper. Write a list of public places in your notebook and decide which you can find in your town.
2. Draw the places and make sure their location on the map is accurate include the corresponding signs where appropriate and write the names of the places.
3. Take out your maps and write the names of the places and natural features in it. Color the maps. Revise that the words are correctly written.
4. Present and display your map in the classroom. See the social practice on Page 95.

UNIT OPENER

a. Introducing the topic

Have students open their books to Page 86 and describe the illustration. Ask them to point to the pictures and name the characters as you point to them: "This is Blackie, Yellow, and Cactus. He is Luis and she is Angie." Ask: *Where are they? What are they doing?* Invite students to mention the places one can find in their actual town.

b. Working with the product

Encourage students to describe what they see on the page (a map of a town). Take the opportunity to review public places as you point to each one on the page. Tell students they need to pay attention when they go out and see what there is in their town or neighborhood because they are going to make a map of the place.

**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.*

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

Okay! Note for You:

For the product, you will need a model map of your community or neighborhood. Teams will need construction paper and colored pencils or crayons.

Lesson 33

What's your town like?

Date:

Start! Listen and point.



51



Concentrate! **SP** Write the number in the corresponding picture. Look at the example. Listen again and check.



51

- 1 hospital
- 2 school
- 3 beach
- 4 park
- 5 police station
- 6 fire station

Okay! Ask and answer. Use the map in Activity 1.



52



A: Where's the hospital?

B: It's next to the police station.

I can explore illustrated plans or sketches. ○

Lesson 33

What's your town like?

1 Listen and point. 51

Elicit and have students write the date in their Activity Book. Use the flashcards on Pages 150–152 to present and or revise places vocabulary and present or revise other words (school, hospital, fire station, police station, park, building, house, etc.). Explain the task. Play the recording for students to listen and point to the places. You may want to mention that the title of the lesson is a fixed expression to ask for descriptions of places, things and people.

2 **SP** Write the number in the corresponding picture. Look at the example. Listen again and check. 51

Go over the words with the students. Encourage them to identify the cognates (words that are similar in Spanish and in English). Explain the task. Allow enough time to complete the activity. Monitor and make sure they write the numbers in the corresponding pictures. Play the recording for students to check. Ask volunteers to show their answers. The list of places will be useful for students when they make one for their product.

3 Ask and answer. Use the map in Activity 1.

Form pairs. Present and practice the question form asking it to several students. Present the preposition *next to*. Practice the question-answer exchange before letting students work on their own. Monitor.

Big Book Stories Time! Pages 27–28 52

Take a few minutes of the session to work on the Big Book. Present to students the characteristics of a book (cover, back, index, page number) and what graphic and textual components are. Show Page 27 and have students predict what the story will be about based on the picture and the title. Display Page 28 for students to describe what they see (have them differentiate between text and graphics). Play the recording while you follow the text with your finger. Ask students what public places are mentioned in the text (the post office).

Okay! Values

Elicit what *Responsibility* is. Ask students how being responsible helps people around you, not only us.

Dot:

Step 1

Start!

Look and read. Match these natural places with their names.

beach
river
mountains
sea

Concentrate!

Check (✓) the man-made places. Look at the example.

Okay!

SP Write lists of natural and man-made places in your town in your notebook. Compare with your classmates.

Man-made

I can exchange information about places of the community.

I can understand and record information about places in the community.

1 Look and read. Match these natural places with their names.

Elicit and have students write the date in their Activity Book. Introduce and explain the difference between natural and man-made places (buildings, statues, etc.) using the flashcards or magazine cutouts. You could also use other visuals you might have (photos, postcards, etc.) for this purpose. Explain the task. Have them match the pictures with their names. Check. Ask students if there are places like these in their area.

2 Check the man-made places. Look at the example.

Reinforce the differences between man-made and natural places. Elicit some examples of both. Use the example to model the task. Have students complete the task. Ask students to show their answers. Check.

3 SP Write lists of natural and man-made places in your town in your notebook. Compare with your classmates.

Form groups of four. Explain the difference between neighborhood and town. Demonstrate the task or do it with the class. Copy the chart on the board and complete it with the help of students. You can also have students work in pairs to complete it in their notebook. Monitor, providing help with vocabulary, if needed. Have the teams share and compare their lists with the rest of the class. You can collect students' lists for learning evidence. The list will be useful for the elaboration of their product. You may want to assess vocabulary learning with this classification activity.

Okay! Note for You:

The product is a map of a location; it can be your town or neighborhood. You will need to draw it on a piece of construction paper and leave empty spaces for signs and the written names of the places. Group students into teams of four and have them bring construction paper (two per team), markers or crayons to start working on their own map. Remember to bring your model.

Okay! Product 9 – Illustrated text about places in my community – Step 1

Form groups of four that will remain the same during the production of the map. Show your model without any marks and ask students to tell you whether there are man-made or natural features missing. Once they've mentioned a few, put them on your map for everyone to see. Have students copy the model on their construction paper to make their own (one map per team). Invite students to write a list of public places and decide which they can find in town. Monitor while they work and collect materials for Step 2 in the product.

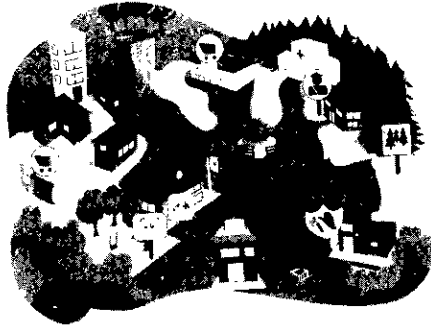
Lesson 34

This is my neighborhood

Start! Listen and point. Why are maps and symbols useful?



53



Concentrate! **SP** Complete with words from the box. Look at the example.




hospital markets forest post office police station

There is a  hospital

There is a  post office

There is a  forest

There are two  markets

There is a  police station

Okay!



52

Okay!



SP Draw a map of your neighborhood in your notebook. Use symbols to indicate different places. Show it to your classmates. Point to different places for your classmates to identify.

I can explore illustrated plans or sketches.

I can write information about the community.

Lesson 34

This is my neighborhood

Listen and point. Why are maps and symbols useful? 53

Elicit and have students write the date in their Activity Book. Introduce the word *woods* and invite children to describe the characteristics of the place as you elicit them: this place has trees, the weather is cold, birds live in it, etc. Use pictures to review places. Draw students' attention to the map. Have them describe it and mention the places. Ask students to point to the pictures (graphic components) on the page and explain that all visual components on a page are called graphic components. Have students point to the text on the page as well to reinforce the difference between graphic and textual components. Play the recording for students to listen and point to the places they hear. Discuss why maps and symbols are useful (they help you to identify the location of places) and the importance of knowing how to read and interpret maps, whether they are printed or electronic (GPS devices).

SP Complete with words from the box. Look at the example.

Go over the words in the box with the students. Make sure they know the meanings of all of them. Draw students' attention to the symbols and elicit a couple of answers. Explain the task using the example. Give enough time for students to complete the activity. Ask students at random to show their answers. Encourage students to identify cognates and say the word in their mother tongue. You can assess students' use of vocabulary and structures during the activity. The structure and vocabulary will help students when they present their maps.

SP Draw a map of your neighborhood in your notebook. Use symbols to indicate different places. Show it to your classmates. Point to different places for your classmates to identify.

Form groups of four. Have students draw their neighborhoods. Have them take turns to show their maps to their classmates and as they point to different places on the map, have other students say the names of the places. Monitor and provide help when needed.

Big Book Stories Time! Pages 29–30 52

Take a few minutes of the session to work on the Big Book. Display Page 28 for students to remember the story and then, display Pages 29 and 30 as you ask children to mention the places they see. Read aloud and play the recording while students follow. Invite volunteers to retell the story.

Or it

Step 2



Start!



Look and mark the words. Use a dictionary to check their meaning.

movie theater



bus stop



supermarket



shopping mall



Concentrate!



54

Listen. Color the boxes of the places in Angie's neighborhood. Follow the example.

movie theater



shopping mall



woods



park



school



church



bus stop



supermarket



Okay!



Ask your classmate and check (✓) the places there are or cross (✗) the places there aren't in his / her neighborhood. Look at the example.

movie theater

shopping mall

woods

park

school ✗

church

bus stop

supermarket

A: Is there a school in your neighborhood?

B: No, there isn't.

I can exchange information about places of the community.



1 Look and complete the words. Use a dictionary to check their meaning.

Elicit and have students write the date in their Activity Book. Revise vocabulary of public places. Encourage students to use a dictionary to check meanings. Explain the task, writing the first word on the board and asking a volunteer to help you as he / she points to the symbol. Monitor while you walk around. Invite students at random to come to the board and write the words. Check.

2 Listen. Color the boxes of the places in Angie's neighborhood. Follow the example. 54

Tell students that they are going to listen to the description of Angie's neighborhood. Explain the task using the example. Play the recording for students to color the boxes of the places there are in the neighborhood. Play the recording again for students to check the activity. Check.

3 Ask your classmate and check (✓) the places there are or cross (✗) the places there aren't in his / her neighborhood. Look at the example.

Form pairs. Demonstrate the task using the example. Write the question and the two possible answers on the board. Have students practice the question. Correct any pronunciation and intonation mistakes. Have students take turns to ask and check or cross the places. Monitor. Check.

Okay! Note for You:

Remember to have the model of the product handy.

Okay! Product 9 – Illustrated text about places in my community – Step 2

Get the groups together. Give students their maps and the lists of places they produced in Step 1. Have them draw the places and make sure their location on the map is accurate. Ask students to include the corresponding signs and to write the names of the places. Monitor while they are working and check for any possible written mistakes. Collect their work for Step 3.

Lesson 35

What is there in your town?

Start!



Use the words from the box to complete the questions. Remember to use capital letters! Look at the example.

there Is Are
Is there a bridge? Is there a beach?
Are there mountains? Are there buildings?
Is there a river?

Concentrate! Look at the map. Read the questions in Activity 1 aloud and answer orally.



Okay!



SP Copy the figures. Use places from this and previous lessons to make a mind map in your notebook. Look at the example.

Natural features Man-made objects
River bridge



Unit 9
52

92

I can understand and record information about places in the community.

Lesson 35

What is there in your town?

1 Use the words from the box to complete the questions. Remember to use capital letters! Look at the example.

Elicit and have students write the date in their Activity Book. Introduce the word *bridge*. Explain the task, using the example. Make sure students use capital letters to start a sentence / question. Also, make sure they understand the difference between a singular and a plural noun. Give them plenty of time to complete the activity. Monitor and provide help when needed. Check. Invite students to write their answers on the board.

2 Look at the map. Read the questions in Activity 1 aloud and answer orally.

Form pairs. Demonstrate the task as you read the first question in Activity 1 aloud, inviting a volunteer to give the answer. Have students take turns asking and answering using the questions in Activity 1. Monitor while they work. Invite volunteers to ask the questions and others to give the answers.

3 SP Copy the figures. Use places from this and previous lessons to make a mind map in your notebook. Look at the example.

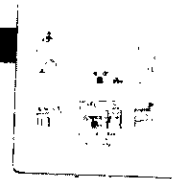
Form groups of four. Elicit characteristics of natural and man-made places children may know or recognize in their town and expand these features using pictures or drawings on the board; remind students that man-made constructions are those made either by hand or using machinery and tools, while natural features are those provided by nature such as rivers, mountains, lakes, etc. Invite students to give some examples aloud to reinforce the concepts. Explain the task as you draw a mind map on the board and use examples mentioned by students. Monitor while they work. Provide help if needed. Check. You may want to collect students' mind maps as learning evidence. The vocabulary can help them for the elaboration and presentation of the product.

Big Book Stories Time! Pages 31–32 52

Take a few minutes of the session to work on the Big Book. Show Page 31 and read the text aloud, or play the recording. Ask students why the postman looks sad. Elicit the places they can see in the picture. Then, display Page 32 and read the story aloud. Play the recording as you go through all the pages in the story. Ask students whether they expected this ending and if they find it funny. Mention that Juan, the postman, is a very responsible person because he looked everywhere for the recipient of the letter.

Date:

Step 3



Start!



Look at the pictures. Check the places that you have in your community.



Concentrate! Answer the questions about your town or neighborhood. Look at the example.



Are there mountains?

Yes, there are.



Is there a public square?



Is there a forest?



Are there many buildings?



Is there a zoo?



Is there a river?

Okay!



SP Use your answers in Activity 2. Write about your town. Look at the example.

In my town, there is a river.

I can understand and record information about places in the community.



93

1 Look at the pictures. Check the places that you have in your community.

Elicit and have students write the date in their Activity Book. Go through the pictures with students and elicit the names of the places. Explain the task, using the first picture to model the activity. Monitor. Check.

2 Answer the questions about your town or neighborhood. Look at the example.

Go over the questions with the students. Make sure they understand all of them. Revise short answers. Use the example to model the task. Have students answer the questions. Monitor and make sure they complete the activity and ask all the questions. Invite volunteers to read their answers aloud. Check.

3 SP Use your answers in Activity 2. Write about your town. Look at the example.

Explain the task. You can either have students work individually or work with the whole class. Go through the example and write it on the board. Elicit more sentences and produce your paragraph with students' help. Have them copy it in their notebook. Monitor and check they copied it correctly. You may want to assess students' use of structures and vocabulary and collect it as evidence. The statements can be useful for when they present their product.

Okay! Product 9 – Illustrated text about places in my community – Step 3







Get the groups together and give each one their map. Ask them to write the names of the places and natural features included in their map. Have each team color their maps or diagrams. Monitor while they are working and check spelling and writing conventions. Collect students' maps.

Lesson 36

Round up!



Answer the questions.

<p>What does this mean?</p> 	<p>Forest</p>
<p>What does this mean?</p> 	<p>Post office</p>
<p>What does this mean?</p> 	<p>Bus stop</p>
<p>Natural or man-made?</p> 	<p>Man-made</p>
<p>Is there a river in your town?</p> 	
<p>Are there bridges in your town?</p> 	

Lesson 36

Round up!



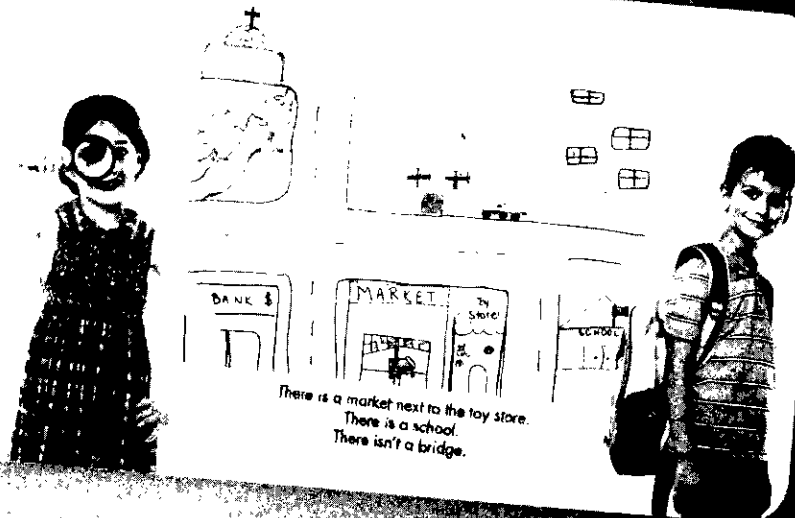
Answer the questions. Compare with a classmate.

Elicit and have students write the date in their Activity Book. Read the questions for students and make sure they are understood. Monitor while they answer. Have them compare their answers with a classmate. Check. You may want to assess this activity as reading comprehension and vocabulary.

Date _____

Product 9: *about places in my community*

Social practice: Understand and record information about places in the community.



...to complete your product
...to show the map of your town.
...a market. There is a river. There isn't
...and ask your classmates: What place is
... Display your maps on the walls for

Okay! Product 9 – Illustrated text about places in my community – Product Presentation

Elicit and have students write the date in their Activity Book. Get the groups together and give each their map. Ask students to check the places they drew on their maps and the spelling of the names. Have them present their maps and follow the instructions on Page 95. Encourage students to use the structures learned and assess their use of structures and vocabulary. Ask them to find places in the classroom to display their maps. Invite everyone to walk around looking at all the maps.

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 9 Page 132.

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

Social Learning Environment	<i>Formative and Academic</i>
Communicative Activity	<i>Information Management</i>
Social Practice of the Language	<i>Record information about a Geography topic with support of a picture.</i>

To obtain and produce the following results:

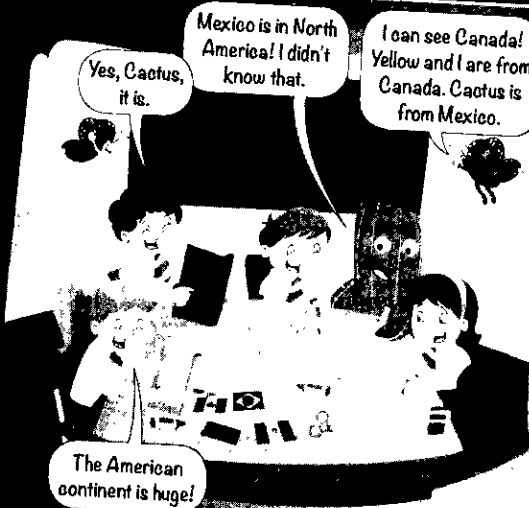
Product	<i>Puzzle of America</i>
Specific Competences	<ul style="list-style-type: none"> • <i>Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.).</i> • <i>Understand information that is read aloud.</i> • <i>Participate writing information.</i>

Unit 10

This is America

Okay!

Communicative activity: Information Management



Social practice: Record information about a Geography topic with support of a picture.

1. Use an enlarged map and paste it on a sheet of bond paper. Choose three countries from each region. Write them in your notebook. Find out information about the countries you selected. location, currency, language, etc.
 2. Take out your maps and the information you got. Exchange and share the information you found about the countries you selected. Draw a table and write the information in it. Look at pages 101 and 103 for a model.
 3. Color your map. Copy the information on the back of each country or the table. Check that you included the name of the country, its flag, its currency and its language. Finally, cut out the big countries to make the pieces of the puzzle and play with it with the members of your team.
- 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 illustration. Ask them to point to the pictures and name the characters as you point to them: "This is Blackie, Yellow, and Cactus. He is Luis and she is Angie." Ask: *Where are they? What are they doing? Do you recognize the countries on the map?*

b. Working with the product

Encourage students to describe what they see on the product illustration. Ask students to find Mexico on the map. Encourage them to say what other countries they can recognize. Tell students that they are going to make a map of America and create a puzzle with it. You may want to explain now that America is the continent, not the country known by that name.

Okay! Note for You:

Make a model of the product. You will need a large map of the American continent (America).

**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.*

We encourage you to go through the formative evaluations with students at the end of each session, to check whether the specific competences have been achieved or there is a need to revise and reinforce.

Lesson 37

What region is this?

Date: _____

Start!



Match. Color the regions according to your teacher's instructions.

South America

North America

Central America



Complete!



55

Complete, using words from the box. Listen and check.

South North America

The American continent is divided into three regions:

North America Central America
South America

Okay!



Point to a region on the map and ask your classmates which it is. They answer. Look at the example.

A: What region is this?

B: It's Central America.

Okay!



Unit 10
56

98

I can understand information that is read aloud
 I can explore illustrated maps of the American continent

Lesson 37

What region is this?

Match. Color the regions according to your teacher's instructions.

Elicit and have students write the date in their Activity Book. Draw students' attention to the map and say: *This is a map, what can we see on a map?* Elicit answers (mountains, countries, rivers, etc.). *What subject do you think we use maps in?* If students can't come up with an answer, tell them that when we use maps to study places in the world we call the subject **Geography**. Have students predict what they will be using the map for. Point to the map and have them identify North, Central and South America and match the regions with their names. Guide students into identifying the northern, central and southern regions of the continent. Point to North America and have students color it blue. Point to Central America and have them color it red. Point to South America and have students color it green.

Okay! Values

Talk to students about *Tolerance*. Elicit what the world would be like without the differences between countries, communities and languages. Ask why we should embrace and appreciate variety.

Complete, using words from the box. Listen and check. 55

Read the words in the box along with students. Point to the words and have students explain when we use capital letters (at the beginning of a sentence, with names of people, languages and places, which we call proper names). Explain the task. Monitor. Encourage students to identify cognates and say the word in their mother tongue. Play the recording for students to check the answers.

Point to a region on the map and ask your classmates which it is. They answer. Look at the example.

Present the question: *What region is this?* as you point at the map. Elicit the answer from students. Form groups of four. Explain and demonstrate the task. Monitor and make sure they are asking and answering in English.

Big Book Facts Time! Pages 27–29 56

Take a few minutes of the session to work on the Big Book. Display Page 27 and have students identify the regions. Have them name the countries they can identify on the page. Display Page 28 and have them read the title and describe the picture. Invite volunteers to name the countries in this region. Play the recording. Display Page 29 and explain the meaning of *currency*, using some bills and coins for a better understanding of the word. Play the recording, pausing for students to answer your questions: What language do they speak in the Dominican Republic? Do all the people in Central America and The Caribbean speak Spanish? Where do people speak French? (In Haiti).

Date _____

Step 1



Start!

SP Listen and point to the countries. Write the names.



57

United States of America

Mexico

Costa Rica

Colombia

Peru



Cuba

Nicaragua

Brazil

Concentrate! Complete, using the map from Activity 1 and with your teacher's help.



Mexico and the United States are in North America.

Guatemala and Belize are in Central America.

Brazil and Venezuela are in South America.



Color the countries. Show your map to your teacher and classmates. Look at the example.

A: Canada is red.

I can understand information that is read aloud.

I can participate writing information.

99

1 SP Listen and point to the countries. Write the names. 57

Elicit and have students write the date in their Activity Book. We recommend you have a large map of America on the wall. Draw students' attention to the map and have them identify some of the countries. Point to different countries and have students say their names. You can use some of the countries that will be heard on the recording. Encourage students to practice the pronunciation of the names of the countries, so they can identify them when they hear the names. Explain the task. Play the recording for students to point to the countries and write the names.

2 Complete, using the map from Activity 1 and with your teacher's help.

Draw students' attention to the map and have them identify the names of the countries that are similar in English and in Spanish. Write them on the board. Tell students that there are many words that are very similar in both languages. Use the example to model the task and allow children to finish the activity as they write the missing words or letters in the blanks. Monitor while they work. Invite students to read the paragraph aloud and write them it the board.

3 Color the countries. Show your map to your teacher and classmates. Look at the example.

Form pairs. Ask students to color the signalled countries with different colors or have them color all countries in one region in the same color, e.g.: USA and Mexico in blue, Costa Rica and Nicaragua in green, etc. Have students show their maps to their classmates pointing to the countries and saying their names. You may want to assess pronunciation and participation in collaborative work.

Okay! Note for You:

For your model puzzle, you need: a map of America and information on currency, languages, and flags of the countries that form the continent. You will write the information on the back of each country; you'll cut each country out and finally, build the puzzle, which you'll produce as the model students will follow to make their own. Remember to bring it to class every time you work on the product.

Okay! Product 10 – Puzzle of America – Step 1

Form groups of five, which will remain the same until the product is finished. Show your model puzzle and have students say the names of the countries as you point to each one. Then, separate a few countries and have children identify them and say their names aloud. Explain that teams are going to produce a puzzle like yours during the next steps.

Lesson 38

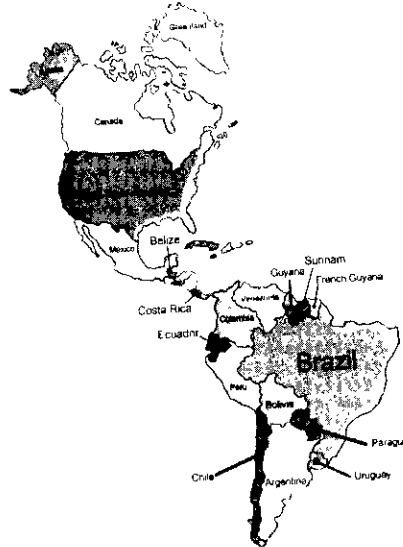
Where is it?

Start!



Listen,
point
and say.

Date:



Concentrate!



SP Write. Look at the example.

Chile Canada Peru Panama
Venezuela Brazil Mexico

North America Canada, Mexico

Central America Panama

South America Chile, Peru, Venezuela, Brazil

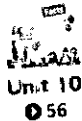
Okay!



Play. Say a region and the first letter of a country. Your classmates guess. Look at the example.

A: It's in Central America. It starts with a B. B: It's Belize!

Okay!



100

I can understand information that is read aloud.

I can explore illustrated maps of the American continent.

Lesson 38

Where is it?

Listen, point and say. 58

Elicit and have students write the date in their Activity Book. Revise the pronunciation of names of the different countries. Play the recording for students to identify, point to and say the names of the countries they hear. Correct any pronunciation mistakes.

SP Write. Look at the example.

Explain the task, using the example. Have students complete the activity. Monitor. Provide help if needed. Check. Ask volunteers to say their answers. If you have a map available, hang it on the wall and invite students to come and point to the different countries.

Play. Say a region and the first letter of a country. Your classmates guess. Look at the example.

Form groups of four. Demonstrate the game with a group of students. Remind them they need to use the map in Activity 1. Make sure they understand the instructions. Have them play, taking turns. Enjoy and have fun! You may want to assess oral production and participation in games.

Big Book Facts Time! Pages 30–31 56

Take a few minutes of the session to work on the Big Book. Display Page 30 and ask students to point to and say the names of the countries. Display Pages 30 and 31 as you read them aloud. Encourage students to come close to the Big Book to answer the questions on the pages. Finally, play the recording and go through Pages 28 to 31.

Okay! Note for You:

Group students into the teams you formed to work on the product. Ask them to bring the following: an enlarged map of America, or a large sheet of bond paper per team to draw the map, pencils, erasers and colored pencils (or markers). Remember to bring in your puzzle.

Date _____

Step 2



Start!



59

Point to the names when you hear them. Spell the name of a country for your classmate to say it.

- The United States
- Mexico
- Belize
- Panama
- Colombia
- Brazil

Concentrate!



59

Write the names of the countries from Activity 1 next to the language spoken there. Look at the example. Listen again to check.

Language	Country
Spanish	Mexico
Spanish	Panama
English	Belize
Portuguese	Brazil
Spanish	Colombia
English	The United States

Okay!



Color the map on Page 109 according to the instructions. Put it up on your classroom wall.

I can record information about a Geography topic with support of a picture.



101

1 Point to the names when you hear them. Spell the name of a country for your classmate to say it. 59 Elicit and have students write the date in their Activity Book. Explain the task. Play the recording for students to point to the names of the countries. You may play the recording for students to listen and practice the pronunciation of the names of the countries. Encourage students to play a spelling game. Remind them how to spell capital letters (capital m-e-x-i-c-o).

2 Write the names of the countries from Activity 1 next to the language spoken there. Look at the example. Listen again to check. 59 Make sure students understand the meaning of language. Ask them if they speak a language other than Spanish. Use the first line in the table to model the task and allow children to finish the activity, writing the missing words. Monitor while they work. Check. Invite students to read their answers. Write them on the board. Make sure they write the names of the countries without spelling mistakes. Encourage students to identify cognates and say the word in their mother tongue. You may want to assess students' comprehension and keep a copy as learning evidence.

3 Color the map on Page 109 according to the instructions. Put it up on your classroom wall. Form pairs. Ask students to turn to Page 109. Have them color the map according to the instructions. Demonstrate the activity by eliciting: "Where do people speak English?" and coloring the corresponding countries on the map. Monitor and provide help if needed. Check.

Okay! Product 10 – Puzzle of America – Step 2

Get the groups together. Have students take out their maps or draw them on the bond paper they brought. Ask them to choose three countries from each region. Write them on the board and allow students time to copy them in their notebooks. Monitor, and praise students' work. Collect students' maps and lists and save them for the final steps.

Lesson 39

Languages and flags

Date _____

Start!



SP Use the map on Lesson 38 as a model and complete this map. Check with your teacher.



Concentrate!



Look at the map in Activity 1. Color Canada blue, Mexico green and Chile brown.

Okay!



Okay!



Unit 10

56

102

SP Show your map to your teacher and classmates. Say the names of the countries you wrote and the language they speak. Look at the example.

This is Brazil. They speak Portuguese.

I can explore illustrated maps of the American continent. ○

Lesson 39

Language and flags

SP Use the map on Lesson 38 as a model and complete this map. Check with your teacher.

Have students write the date in their Activity Books. Form pairs. Read the instructions along with the students. Use the example to model the task and allow enough time for Use to complete the task. Monitor and provide help if needed. Make sure they write the name of the countries in the correct place and with correct spelling. Check.

Look at the map in Activity 1. Color Canada blue, Mexico green and Chile brown.

Revise the names of countries. Form groups of four or five. Say the name of one of the regions (North America). Give the students three minutes to work with their group and write a list of as many countries as they can remember that form or are part of the region. After three minutes, ask each group to read their lists. Find out which group has written the most countries. Do the same with Central and South America. Explain the task. Monitor while they work. Check.

SP Show your map to your teacher and classmates. Say the names of the countries you wrote and the language they speak. Look at the example.

Model the task using the example. Tell students they can use the map they completed on page 109 for reference. Have students take turns showing their maps in Activity 1. If you detect pronunciation problems, correct them at the end of the activity. This activity will help students when elaborating the product. You may want to assess pronunciation of names of countries and languages.

Okay! Note for You:

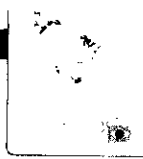
If you can find some toy currency, bring it in to play a game using currency to review the term, numbers and some math operations.

Big Book Facts Time! Page 32 56

Take a few minutes of the session to work on the Big Book. Display Pages 28 through 31 for children to remember the information. Display Page 32 as you read aloud. Encourage students to answer the last couple of questions. Play the complete recording and go through all the pages in this unit.

Date:

Step 3



Start!

SP Listen and match. Look at the example.



Flag	Country	Currency
	Mexico	Real
	Brazil	Dollar
	Venezuela	Peso
	Canada	Bolivar

Concentrate!



SP Draw the flag on the corresponding country. Use the the chart above or the Big Book Facts for help.



Okay!



SP Use the information in the Big Book Facts to draw a table in your notebook and complete it with this information: three countries, their flags, languages and currency.

Flag	Currency

I can record information about a Geography topic with support of a picture.

103

SP Listen and match. Look at the example. 60

Elicit and have students write the date in their Activity Book. Review the word *currency* using reallia. If you found toy currency, divide it among your students to either play a game about "Shopping and Buying" and to review numbers and some easy math operations like addition and subtraction. Use the example to model the task. Have students say which words in the activity are similar in Spanish (cognates). Monitor while they work. Invite volunteers to show and read aloud their answers. Check.

Okay! Note for You:

Next class your students will work on the third step of the product. Ask them to find out specific information about each of the countries they chose to work on: currency, language, and flag, and to bring it in the following class. Remember to bring in your puzzle, too.

SP Draw the flag on the corresponding country. Use the the chart above or the Big Book Facts for help.

Draw Mexico's flag to model the activity and allow enough time for children to finish the task. Encourage students to refer to the maps in the unit or the Big Book for help. Monitor and make sure everybody draws the correct flag for each country. Invite students at random to show their flags to the class. Check.

SP Use the information in the Big Book Facts to draw a table in your notebook and complete it with this information: three countries, their flags, languages and currency.

Form groups of four. Explain the task with the example. Monitor and provide help while students work. Check. Ask students to walk around the classroom and find another group that has included the same countries to compare and share information. This activity will help students prepare for the next step in the product.




Okay! Product 10 – Puzzle of America – Step 3

Get the groups together. Give students their corresponding maps and the lists they wrote during Step 2. Ask them to bring out, exchange, and share the information they found on the countries they chose to work on. Help them write a final table, writing the information on the back of each country. Walk around, checking writing conventions and praising students' work.

Lesson 40

Date _____

 Answer the questions. Compare with a classmate.

Which country is this? 	Canada
Which region is Peru in? 	In South America
What language do people speak in Brazil?	Portuguese
Name the country. 	Venezuela
What is the currency in the United States?	American dollar

104

Lesson 40 Round up!


 Answer the questions. Compare with a classmate.

Elicit and have students write the date in their Activity Books. Read the questions for students and have them identify the illustrations. Monitor while they answer. Have them compare with a partner before checking with you.

Social practice: Record information about a Geography topic with support of a picture.



Revisit the activities that helped or oriented you to complete your product successfully on Pages 99 to 103. Present your puzzle of America to the class. Show different countries and talk about them, for example: *This is Canada. People speak French and English. Their currency is the Canadian dollar.* Encourage your classmates to participate and ask them questions about a country. Use the table with information to talk about the countries, too.

 **Okay! Product 10 – Puzzle of America – Product Presentation**

Get the groups together. Give students the maps they made during the previous steps of the product. Give them time to finish coloring in case they need to do so. Encourage students to check for any spelling mistakes in the information tables on the back of each country they worked on and for the writing to be complete and legible. They should have included the name of the country, its flag, its currency and its language. Finally, have students cut out each country to make the pieces of the puzzle and play within their teams. Find a place in the classroom where each team can put away their puzzle and use it for future revision or play.

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 133.

1 Copyright BLURB

UNIT 1

2

Cactus: What are these?

Luis: They are courtesy rules.

Angie: They help us to be polite and communicate.

Blackie: For example, we say *Good morning!* or *Good afternoon!* when we get to school.

Yellow: And *Good bye!* when we go home.

3

Mr. Jones: Good morning, children! I am Mr. Jones.
Welcome to second grade!

Children: Hello, Mr. Jones!

4 BBF

5

Teacher: How are you today?

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

Girl: Do you want a cookie?

Luis: Yes, thanks!

6

Angie: Hello, Luis!

Luis: Oh, hi, Angie.

Angie: Luis, are you OK?

Luis: Not really. My tooth hurts.

Angie: Poor Luis!

7

Mr. Jones: These are the courtesy rules we must follow in the classroom. Ask for permission to come in. Always say *Good morning!* or *Good afternoon!* when you arrive, and *good-bye* when you leave. Raise your hand to participate. Help your classmates. Say thank you and you're welcome. Oh! And always, always say please.

8

Angie: May I come in?

Mr. Jones: Yes, you may, Angie. Close the door, please.

9

So long, farewell, auf wiedersehen, good night;

I hate to go and leave this pretty sight.

So long, farewell, auf wiedersehen, adieu;

Adieu, adieu, to you and you and you.

UNIT 2

10

At the Seaside

By Robert Louis Stevenson

When I was down beside the sea,

A wooden spade they gave to me

To dig the sandy shore.

My holes were empty like a cup,

In every hole the sea came up,

Till it could come no more.

11 BBS

12

At The Zoo

By William Makepeace Thackeray

First I saw the white bear (↑), then I saw the black (↓);

Then I saw the camel with a hump upon his back (↓);

Then I saw the grey wolf (↑), with mutton in his maw (↓);

Then I saw the wombat waddle in the straw (↓);

Then I saw the elephant a-waving of his trunk (↓);

Then I saw the monkeys (↓) – mercy, how unpleasantly they-smelt! (↑)

13

The Cow

By Robert Louis Stevenson (Adapted)

The friendly cow, all red and white,

I love with all my heart:

She gives me cream with all her might,

To eat with apple tart.

She wanders mooing here and there,

And yet she cannot stray,

All in the pleasant open air,

The pleasant light of day;

14

Caterpillar

By Christina Rossetti

Brown and furry

Caterpillar in a hurry,

Take your walk

To the shady leaf, or stalk,

Or what not,

Which may be the chosen spot.

No toad spy you,

Hovering bird of prey pass by you;

Spin and die,

To live again a butterfly.

15

I'm a Little Teapot (Adapted)

The Words & Music were written by Clarence Kelley and Geo.H.Sanders in New York, 1939.

I'm a little teapot,
Short and stout.
Here is my handle,
Here is my spout.
When you see the teacup
Hear me shout!
Tip me over,
Pour me out!
I'm a little teapot,
Short and stout.
Here is my lid.
Here is my spout.

UNIT 3

16

One
Two
Three
Four
Five
Six
Seven
Eight
Nine
Ten

17 BBF

18

First, pour the vinegar into the bowl and add the salt-stir it up.
Then, put the coins into the bowl and count to 10 slowly.
Finally, take out the coins and rinse them in some water. Dry them with the paper towel. Admire your shiny coins!

19

How many clips can you put on the paper?
Can you touch the water?
What happens when you push the toilet paper?

UNIT 4

20

Mr. Jones: Okay, children. Let's talk about rules at school. They are important because they help us coexist. The signs around the school are for your safety: don't run, don't push and don't shout. In the classroom, everyday instructions help us work. For example, raise your hand, put away your things, open the door, sit down, open your book, keep quiet. Instructions are important when playing, too.

21 BBS

22

Mr. Jones: Let's play a game. I say an instruction and you carry it out only when I say "Simon says." If I don't say it and you do the action, you lose and sit down. The winner is the last student standing. Do you want to play?

Children: Yes!

Mr. Jones: Okay, pay attention. Simon says stand up.

Very good!

Simon says raise your hand.

Good!

Simon says write the date.

Stamp your feet.

Oh, Luis and Pepe, please sit down.

Simon says close your books.

Simon says say thank you.

Children: Thank you!

Mr. Jones: Simon says don't clap.

Angie and Carlos, you lose. Please sit down.

23

Mr. Jones: Let's revise some safety instructions at school. Anyone?

Angie: Don't push!

Mr. Jones: Very good, Angie.

Luis: Don't run!

Mr. Jones: Good, Luis. What else?

Carlos: Wear your uniform.

Mr. Jones: Good, Carlos. Your uniform identifies you as a student in this school.

Angie: Don't shout.

Luis: Pay attention to the teacher.

Mr. Jones: Very good, children! Simple instructions keep us safe at school.

24

Mr. Jones: Well, children, the class is over. Let's tidy the classroom. Angie, please pick up your material. Luis, please put the books in the shelf. Carlos, please erase the board. Ana, put the chair in its place. Juan, please close the window.
Thank you children. See you tomorrow!
Do your homework and be safe!

25

Do your homework,
Tidy up,
Say please and thank you,
Close the door!
Walk, don't run,
Speak, don't shout,
Do not push,
Or we'll leave you out!
Ask for permission,
Raise your hand,
Wear your uniform,
Turn around!

UNIT 5

26

Bed in Summer

by Robert Louis Stevenson (Adapted)

In winter I get up at night
And dress by yellow candlelight.
In summer, quite the other way,
I have to go to bed by day.
I have to go to bed and see
The birds still hopping on the tree,
Or hear the grown-up people's feet
Still going past me in the street.
And does it not seem hard to you,
When all the sky is clear and blue,
And I would like so much to play,
To have to go to bed by day?

27 BBS

28

The Sandman

by Margaret Thomson Janvier (Excerpt)

He smiles to see the eyelids close
Above the happy eyes;
And every child right well he knows,
Oh, he is very wise!
But if, as he goes through the land,
A naughty baby cries,
His other hand takes dull gray sand

To close the wakeful eyes.

Blue eyes, gray eyes, black eyes, and brown,
As shuts the rose, they softly close, when he goes
through the town.

So when you hear the sandman's song

Sound through the twilight sweet,

Be sure you do not keep him long

A-waiting in the street.

Lie softly down, dear little head,

Rest quiet, busy hands,

Till, by your bed his good-night said,

He strews the shining sands.

Blue eyes, gray eyes, black eyes and brown,

As shuts the rose, they softly close, when he goes
through the town.

29

Tumbling

Anonymous (circa 1745)

In jumping and tumbling

We spend the whole day,

Till night by arriving

Has finished our play.

What then? One and all,

There's no more to be said,

As we tumbled all day,

So we tumble to bed.

30

Mary had a little lamb, little lamb, little lamb, Mary

had a little lamb, its fleece as white as snow;

And everywhere that Mary went, Mary went, Mary

went, everywhere that Mary went, the lamb was sure
to go.

It followed her to school one day, to school one day,

to school one day, followed her to school one day,

which was against the rules.

It made the children laugh and play, laugh and play,

laugh and play, made the children laugh and play, to

see a lamb at school.

31

Jack and Jill went up the hill to fetch a pail of water.

Jack fell down and broke his crown,

And Jill came tumbling after.

Up got Jack, and home did trot

As fast as he could caper.

He went to bed and bound his head

With vinegar and paper.

UNIT 6

32

Luis: Do you like the food, Angie?
Angie: Oh, it's delicious! What is this?
Luis: It's corn with beans. We try to eat natural products.
Angie: I love beans! And, what's that?
Luis: Roasted chicken and wheat flour tortillas.
Angie: Looks great! All natural and healthy. Is this from your farm?
Luis: Yes. We grow everything we eat.
Angie: Does the chicken taste good?
Luis: Go ahead and try it!
Angie: Thanks. Can I have some orange juice, please?
Luis: Sure!

33 BBF

34

parsley
 avocado
 cucumber
 lettuce
 carrot
 onion

35

Angie: Luis, do you like vegetables?
Luis: Most of them... why?
Angie: I'm making a salad for lunch. You're coming, right?
Luis: Oh, of course!
Angie: Do you like lettuce?
Luis: Oops. Not really. And, I don't like onion.
Angie: No problem. I'm going to make a salad with carrots, parsley, avocado and some cucumber, no lettuce or onion. How about that? All natural from the countryside!
Luis: Sounds great! I'll be there at...

36

Mexico's countryside produces many fruits. For example, watermelons and peanuts. Watermelons are huge and beautiful. They have many colors: green, white, red and black. They are sweet and fresh. Peanuts are small nuts. They are light brown in color, and taste salty. Do you like peanuts?

37

What is it?
 What color is it?
 What size is it?
 Is it sweet, salty or sour?
 Does it taste okay?
 Do you like it?

38

There are no bananas here today, here today
 There are no bananas here today, here today
 There's grapefruit and melon
 And a juicy, sour lemon,
 But there are no bananas here today, here today!

UNIT 7

39

First
 Second
 Third
 Fourth
 Fifth
 Sixth
 Seventh
 Eighth
 Ninth
 Tenth

40 BBF

41

Cactus: Paola, welcome to school! I'm Cactus.
Paola: Thank you, Cactus. I am very happy.
Angie: When is your birthday, Paola?
Paola: It's on May 9th.
Angie: We can have cake on our birthday at school.
Paola: Oh, that is fantastic!
Yellow: I love cakes!

42

Blackie: I have a hobby. I collect rocks. I have 25 different rocks! Do you have a hobby, Luis?
Luis: I build palaces with building blocks. How about you, Angie?
Angie: I play the flute. I love music.
Paola: That's great!
Angie: What is your hobby, Paola?
Paola: I like drawing. I have notebooks to draw, and many pencils and colors.

43

Mr. Jones: Children! Listen, everybody! Pay attention, please.
Mr. Jones: Thank you. This is your new classmate. Help me fill in her student identification card. Angie, ask the first question, please.
Angie: What's your first name?
Paola: Paola.
Mr. Jones: Thank you, Angie. Luis, the second question please.
Luis: What's your last name, Paola?

Paola: Morales.

Mr. Jones: Very good, children. Paola, how old are you?

Paola: Seven.

Mr. Jones: Very well. Now... what do we say?

Children: Welcome, Paola!

44

1. What is your first name?
2. What is your last name?
3. What is your hobby?
4. When is your birthday?

UNIT 8

45

City Mouse and Country Mouse

An Aesop fable

Part One

A country mouse invites his cousin, who lives in the city, to come visit him. The city mouse is very unhappy with the poor meal, which is only a few kernels of corn and a couple of dried berries.

"My poor cousin," says the city mouse, "you hardly have anything to eat! I think that an ant eats better! Please come to the city and visit me, and I will show you rich meals to eat."

So the country mouse leaves with his city cousin, and travels to the city.

46 BBS

47

City Mouse and Country Mouse

An Aesop fable

Part Two

The city mouse takes his cousin for a splendid meal in the city's alley. The country mouse could not believe his eyes. There is so much food in one place! There is bread, cheese, fruit, cereals and grains in a corner of the alley.

The two mice sit down to eat their wonderful dinner, but before they can start eating, a cat chases them! The two mice run away and hide in a small, uncomfortable hole until the cat leaves. The two mice step out of the hole and sit to eat their abundant meal. Before they could finish their meal, a big dog enters the alley, and the two little mice run away quickly and hide again!

"Goodbye," says the country mouse, "You live in a big city with lots of food, but I am going home, where I can enjoy my dinner in peace."

"A modest life with peace and quiet is better than a rich one with danger and conflict."

48

Kookaburra sits in the old gum tree.

Merry, merry king of the bush is he.

Laugh, Kookaburra,

Laugh, Kookaburra,

Happy your life must be.

Kookaburra sits in the old gum tree,

Eating all the gumdrops he can see.

Stop, Kookaburra,

Stop, Kookaburra,

Leave some there for me.

49

The Ugly Duckling

Hans Christian Andersen (Adapted)

Part 1

Once upon a time, Mother Duck had new eggs. Six ducklings pop out! But one duckling is different. His mom loves him.

He decides to look for his family.

50

Part 2

The duckling asks everybody about his family. He thinks they are swans.

He sees himself on the pond. "I am pretty!", he says.

Now he knows he is also a swan and finds his family.

They lived happily ever after.

UNIT 9

51

Paola: My town is small and beautiful. There is a street and a park. There are houses and public buildings... a hospital, a school, the police station and the fire station. There are mountains around the town. We live next to the beach, and the sea is warm and blue.

52 BBS

53

Mr. Jones: Luis? Do you want to describe your neighborhood?

Luis: Yes, Mr. Jones! We live in a big city, but my neighborhood is small.
There are houses and small buildings. There are two markets. There is a park, a hospital, a police station and a fire station. There is a post office and a church. The park is next to the school. There are woods where the neighborhood ends.

Mr. Jones: Very good, Luis! You know the neighborhood. That's why you never get lost.

54

Mr. Jones: Now let's ask Angie about her neighborhood, children. Who wants to go first?

Boy 1: I do, Mr. Jones! Is there a movie theater, Angie?

Angie: Yes, there is.

Girl: Is there a shopping mall?

Angie: Yes, there is a small one.

Boy 2: Are there woods?

Angie: No, there aren't any woods, but there's a park.

Girl: Is there a school?

Angie: No, there isn't.

Boy 1: Is there a church?

Angie: Yes, there is a big church.

Mr. Jones: What else is there, Angie?

Angie: There's a bus stop...

Mr. Jones: Is there a supermarket?

Angie: No, there isn't.

UNIT 10

55

The American continent is divided into three regions:
North America
Central America
South America

56 BBF

57

Look at North America. This is the United States. Can you see Alaska? Greenland is up there. This is Mexico, your country. And, this is Canada.

There are many countries in Central America: Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama. There are islands in The Caribbean, like Cuba, the Hispaniola and Puerto Rico.

And there are some big countries in South America! For example: Chile, Brazil and Argentina. There are small countries, too, like Ecuador and Uruguay.

58

Chile
Canada
Peru
Panama
Cuba
Venezuela
Brazil
Mexico

59

In Mexico, people speak Spanish and some native languages.

In the United States, the official language is English.

In Belize, people speak English, too.

In Panama, they speak Spanish.

In Brazil, people speak Portuguese.

What language do they speak in Colombia? Do you know? They speak Spanish, too!

60

The currency in Mexico is the peso.

The currency in Brazil is the real.

The currency in Venezuela is the bolivar.

The currency in Canada is the dollar.

Test Answer Keys

UNIT 1

Name _____
Date _____ TOTAL ____/10

1 Read and classify. (2 points)

	Greeting	Farewell	Courtesy
Goodbye!		✓	
Hi	✓		
Good morning!	✓		✓
Thank you			✓

2 Match the conversations. (4 points)

Here you are. → I'm fine, thank you.
May I come in? → Thanks!
Goodbye! → Yes, you may.
How are you? → Bye!

3 Circle the words that rhyme and answer the question. (4 points)

Jack and Jill went up the hill
To fetch a pail of water
Jack fell down and broke his crown
And Jill came tumbling after.

How many rhyming words are there in the text? 4

Okay! 2 | Assessments

Photocopiable Material

UNIT 2

Name _____
Date _____ TOTAL ____/10

1 Read and complete the poem with words that rhyme (✓). (2 points)

Bat, bat, come under my hat,
To give you a slice of bacon;
And when I bake, I can give you a cake,
If I am not mistaken.

Words
mistaken
hat
cake

2 Color the words that rhyme with the same colors. Look at the example. Then, match. (8 points)

The Cow
By Robert Louis Stevenson (Adapted)
The friendly cow, all red and white,
I love with all my might.
She gives me cream with all her might,
To eat with apple pie.
She wanders mooring here and there,
And yet she cannot stray.
All in the pleasant open air,
The pleasant light of day.

Author
Title



Material ID

Okay! 2 | Assessments

UNIT 3

Name _____
Date _____ TOTAL ____/10

1 Write the words in order to complete the questions about the paper clip experiment. (4 points)

- Can / touch / you / the water?
Can you touch the water?
- How many / you / paper clips / can / put on the paper?
How many paper clips can you put on the paper?
- What / push / happens / when you / the toilet paper?
What happens when you push the toilet paper?
- Did / paper clip / the / float?
Did the paper clip float?

2 Write the ordinal numbers. (3 points)

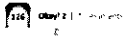
1st First Pour the vinegar into the bowl and add the salt-stir it up.

2nd Second Put the coins into the bowl and count to 10 slowly.

3rd Third Take out the coins and rinse them in some water.

3 Match. (3 points)

Push the paper with the pencil
The paper clip floats.
Place the paper clip on the toilet paper



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UNIT 5

Name _____
Date _____ TOTAL ____/10

1 Complete with your own ideas. (7 points)

- What is pink? A _____ is pink.
- What is red? A STUDENTS' OWN ANSWERS. is red.
- What is blue? The _____ is blue.
- What is white? A _____ is white.
- What is yellow? _____ are yellow.
- What is green? The _____ is green.
- What is orange? The _____ is orange.

2 Complete with words from the box. (3 points)

fleece lamb school

Mary had a little lamb, little lamb, little lamb, Mary had a little lamb, its fleece as white as snow; And everywhere that Mary went, Mary went, Mary went, everywhere that Mary went, the lamb was sure to go. It followed her to school one day, to school one day, to school one day, followed her to school one day, which was against the rules.

Okay! 2 | Assessments

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UNIT 4

Name _____
Date _____ TOTAL ____

1 Look and match. (5 points)

Don't push / Keep quiet / Don't shout



Don't litter / Play here

2 Complete the indications for the classroom. (5 points)

- Put the books on the shelf.
- Erase the board.
- Raise your hand.
- Pick up your material.
- Close the window

Photocopiable Material ©

Okay! 2 | Assessments

Test Answer Keys

UNIT 6

Name _____
Date _____ TOTAL ____/10

1 Answer the riddles with the correct word. (4 points)



- a. I like to eat this in salads: lettuce
 b. This fruit is green, has a big seed and I like it in tacos: avocado
 c. I don't like the smell of this round vegetable: onion
 d. Rabbits like to eat this orange vegetable: carrot

2 Order the words and answer. (4 points)

Q: is / What / this? What is this?

A: It is a papaya. Q: is / color / What / it?

What color is it? A: It is orange.

3 Choose the correct word and write it next to its definition. (2 points)

melon papaya

A tropical fruit with orange flesh and small black seed
papaya

The big, round fruit of a plant, with sweet pulpy flesh many small seeds. melon

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Unit 6 | 1

UNIT 7

Name _____
Date _____ TOTAL ____/10

1 Answer the questions. (4 points)

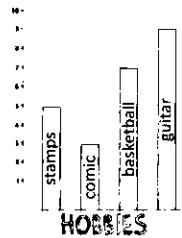
- a. What's your first name? STUDENTS' OWN ANSWERS.
 b. What's your last name? _____
 c. What's the name of your school? _____
 d. How old are you? _____

2 Answer. (2 points)

- a. Do you have a hobby? STUDENTS' OWN ANSWERS.
 b. What hobby do you have or want to have?

3 Draw a bar graph with the following information. (4 points)

- 5 boys collect stamps
- 3 girls like to read comic books
- 7 boys play basketball
- 9 girls play the guitar



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UNIT 8

Name _____
Date _____ TOTAL ____/10

1 Read and write how this story makes you feel. Circle the title and underline the author. (4 points)

The Ugly Duckling

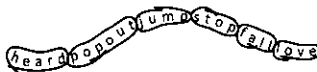
By Hans Christian Andersen

"This ugly duckling can't be mine!" she says, shaking her head. Well, the gray duckling isn't pretty, and he eats more than his brothers. He grows fast and is bigger than his brothers and sisters. They don't want to play with him - everybody laughs at him. He feels sad and lonely, and Mother Duck does her best to console him. She loves him. "Nobody loves me, they all tease me! Why am I so different from my brothers?" He decides to escape and look for his family.



The story makes me feel STUDENTS' OWN ANSWERS.

2 Find six action words in the snake. (6 points)



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Unit 8 | 1

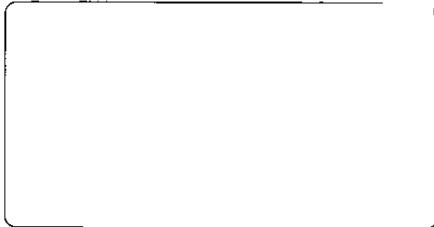
UNIT 10

Name _____
Date _____ TOTAL ____/10

UNIT 9

Name _____
Date _____ TOTAL ____

1 Draw your neighborhood and include 2 man-made places 1 natural feature one can see on your map. Write the names of the places. (5 points)



2 Complete the sentences with words from the box. (5 points)

hospital markets forest post office police station

- There is a hospital
 There is a post office
 There is a forest
 There are two markets
 There is a police station

132 Unit 9 | 1

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1 Read, answer and do. (10 points)

- a. What's the name of your city or town?
STUDENTS' OWN ANSWERS.
 b. Color Mexico green.
 c. Color Central America yellow.
 d. Write the name of two countries that are part of South America and color them on the map.

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Unit 10 | 1

133

① Read and classify. (2 points)

	Greeting	Farewell	Courtesy
Goodbye!			
Hi			
Good morning!			
Thank you			

② Match the conversations. (4 points)

Here you are.

I'm fine, thank you.

May I come in?

Thanks!

Goodbye!

Yes, you may.

How are you?

Bye!

③ Circle the words that rhyme and answer the question. (4 points)*Jack and Jill went up the hill**To fetch a pail of water.**Jack fell down and broke his crown,**And Jill came tumbling after.*

How many rhyming words are there in the text? _____

1 Read and complete the poem with words that rhyme (✓).
(2 points)

Bat, bat, come under my _____,

To give you a slice of bacon;

And when I bake, I can give you a _____,

If I am not _____.

Words
mistaken
hat
cake

2 Color the words that rhyme with the same colors. Look at the example. Then, match. (8 points)

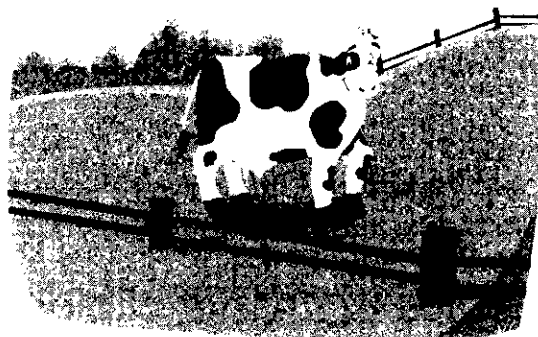
The Cow

By Robert Louis Stevenson (Adapted)

The friendly cow, all red and white,
I love with all my heart:
She gives me cream with all her might,
To eat with apple tart.
She wanders mooing here and there,
And yet she cannot stray,
All in the pleasant open air,
The pleasant light of day.

Author

Title



① Write the words in order to complete the questions about the paper clip experiment. (4 points)

a. Can / touch / you / the water?

Can

b. How many / you / paper clips / can / put on the paper?

How many

c. What / push / happens / when you / the toilet paper?

What

d. Did / paper clip / the / float?

Did

② Write the ordinal numbers. (3 points)

1st _____ Pour the vinegar into the bowl and add the salt-stir it up.

2nd _____ Put the coins into the bowl and count to 10 slowly.

3rd _____ Take out the coins and rinse them in some water.

③ Match. (3 points)

Push the paper with the pencil eraser.

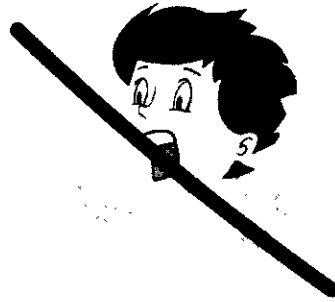
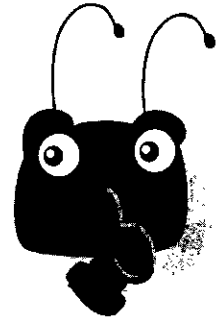
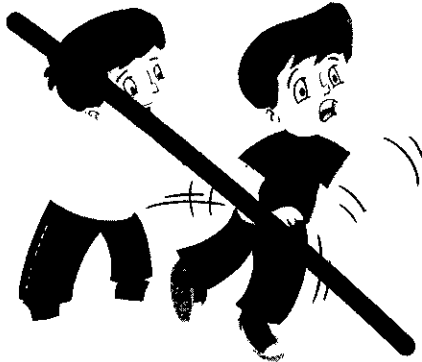
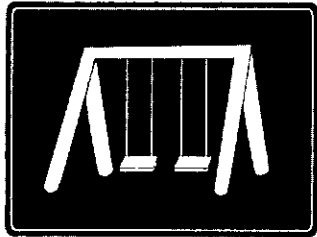
The paper clip floats.

Place the paper clip on the toilet paper.



1 Look and match. (5 points)

Don't push / Keep quiet / Don't shout



Don't litter / Play here

2 Complete the indications for the classroom. (5 points)

- a. Put the _____ on the shelf.
- b. Erase the _____.
- c. Raise your _____.
- d. Pick _____ your material.
- e. Close _____ window.

1 Complete with your own ideas. (7 points)

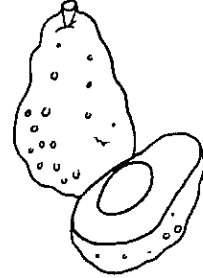
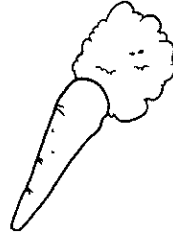
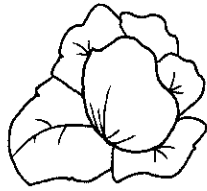
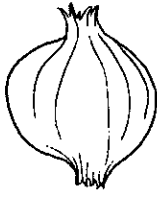
- a. What is pink? A _____ is pink.
- b. What is red? A _____ is red.
- c. What is blue? The _____ is blue.
- d. What is white? A _____ is white.
- e. What is yellow? _____ are yellow.
- f. What is green? The _____ is green.
- g. What is orange? The _____ is orange.

2 Complete with words from the box. (3 points)

fleece	lamb	school
--------	------	--------

Mary had a little lamb, little lamb, little lamb, Mary had a little lamb, its _____ as white as snow; And everywhere that Mary went, Mary went, Mary went, everywhere that Mary went, the _____ was sure to go. It followed her to school one day, to school one day, to school one day, followed her to _____ one day, which was against the rules.

1 Answer the riddles with the correct word. (4 points)



- a. I like to eat this in salads _____.
- b. This fruit is green, has a big seed and I like it in tacos:
_____.
- c. I don't like the smell of this round vegetable: _____.
- d. Rabbits like to eat this orange vegetable: _____.

2 Order the words and answer. (4 points)



Q: is / What / this? _____

A: It is _____. Q: is / color / What / it?

_____ A: It is _____.

3 Choose the correct word and write it next to its definition. (2 points)

melon papaya

A tropical fruit with orange flesh and small black seeds.

The big, round fruit of a plant, with sweet pulpy flesh and many small seeds. _____

1 Answer the questions. (4 points)

a. What's your first name? _____

b. What's your last name? _____

c. What's the name of your school? _____

d. How old are you? _____

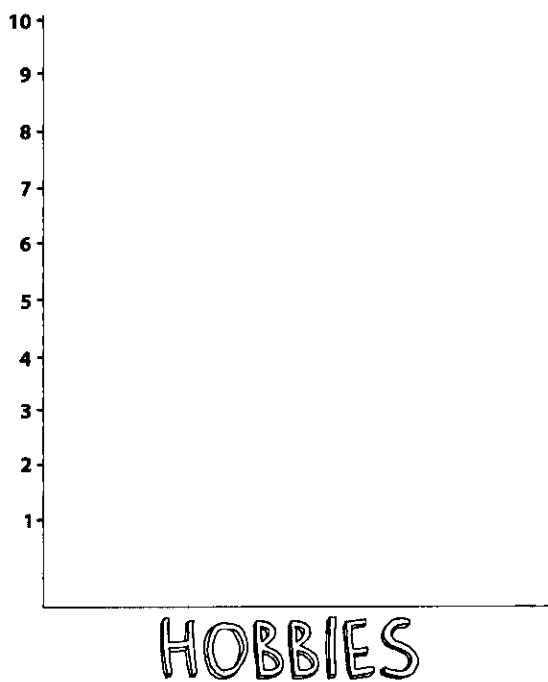
2 Answer. (2 points)

a. Do you have a hobby? _____

b. What hobby do you have or want to have?

3 Draw a bar graph with the following information. (4 points)

- 5 boys collect stamps
- 3 girls like to read comic books
- 7 boys play basketball
- 9 girls play the guitar



- ① Read and write how this story makes you feel. Circle the title and underline the author. (4 points)

The Ugly Duckling

By Hans Christian Andersen (Adapted)

"This ugly duckling can't be mine," she says, shaking her head. Well, the gray duckling isn't pretty, and he eats more than his brothers. He grows fast and is bigger than his brothers and sisters. They don't want to play with him, everybody laughs at him. He feels sad and lonely, and Mother Duck does her best to console him. She loves him.

"Nobody loves me, they all tease me! Why am I so different from my brothers?" He decides to escape and look for his family.



The story makes me feel _____.

- ② Find six action words in the snake. (6 points)

heard pop out jump stop fall love

- ① Draw your neighborhood and include 2 man-made places and 1 natural feature one can see on your map. Write the names of the places. (5 points)

- ② Complete the sentences with words from the box. (5 points)

hospital markets forest post office police station

There is a



_____.

There is a



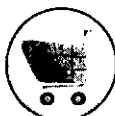
_____.

There is a



_____.

There are two



_____.

There is a



_____.

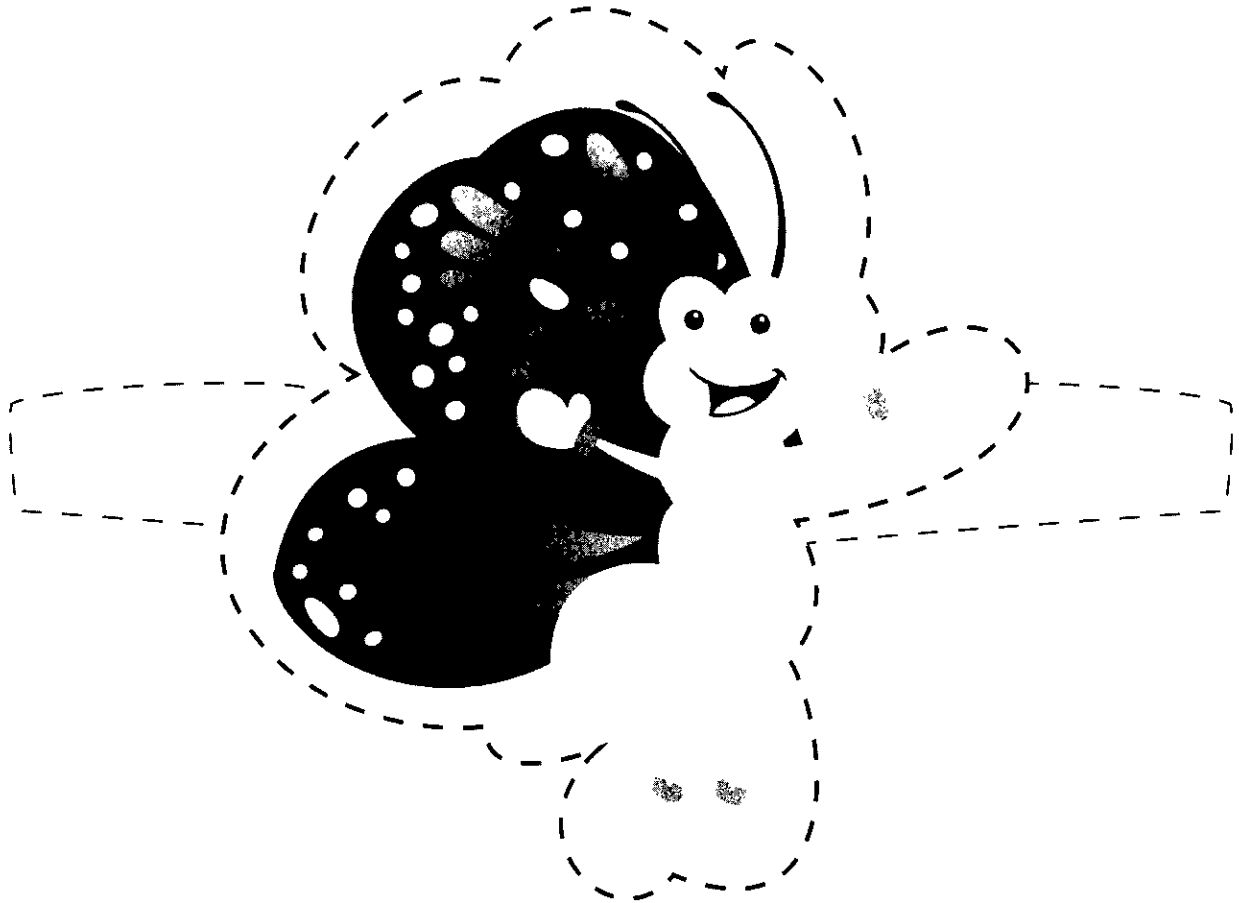
**1 Read, answer and do. (10 points)**

a. What's the name of your city or town?

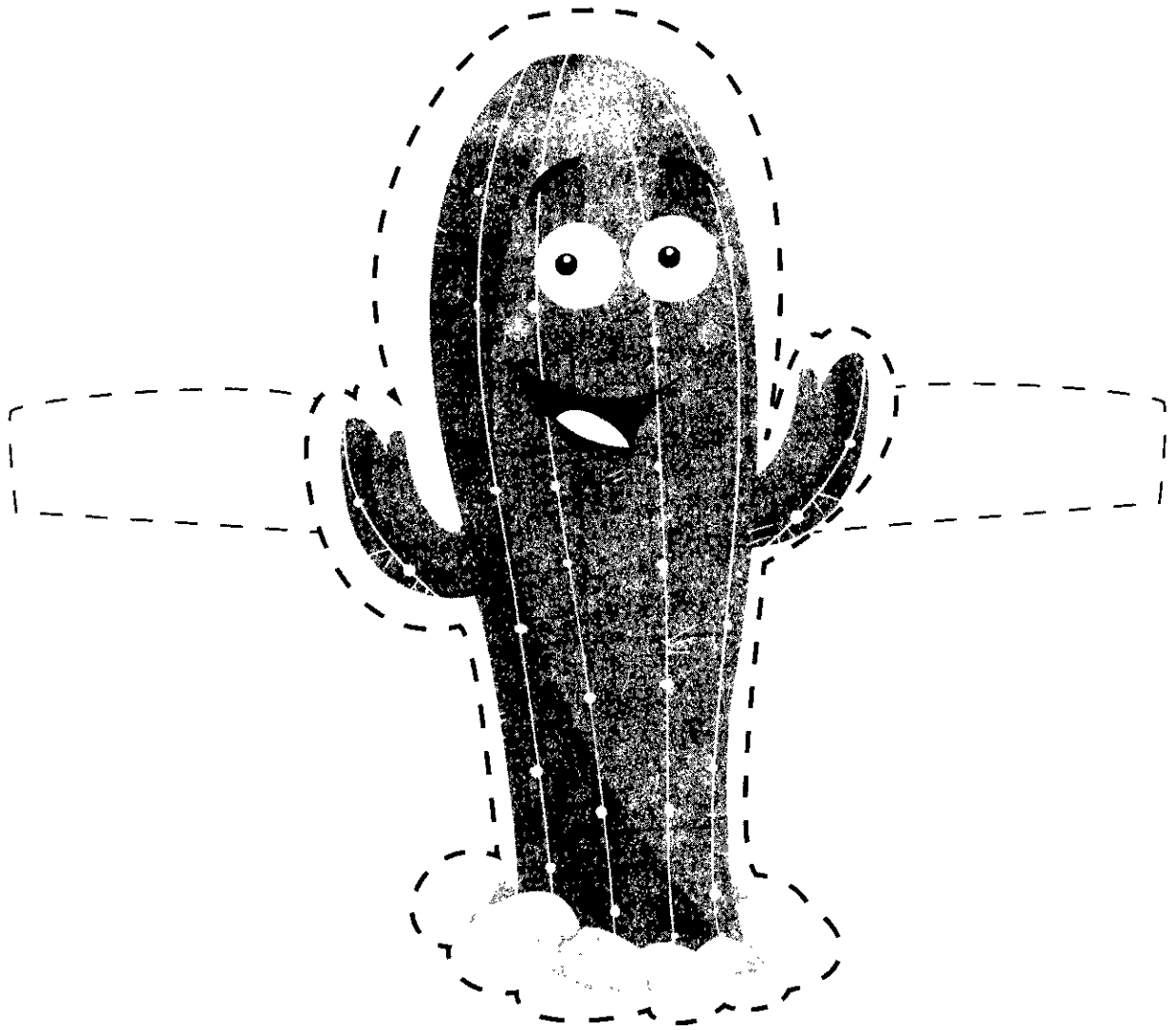
b. Color Mexico green.

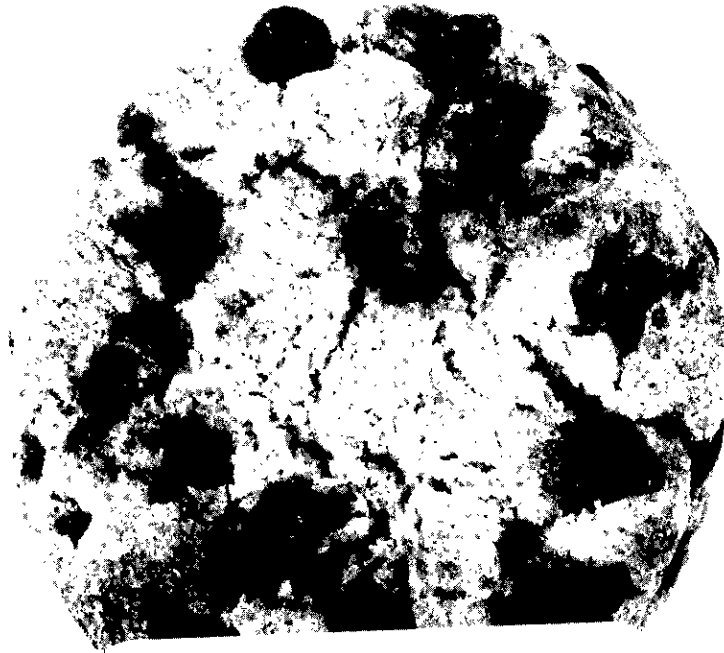
c. Color Central America yellow.

d. Write the name of two countries that are part of South America and color them on the map.









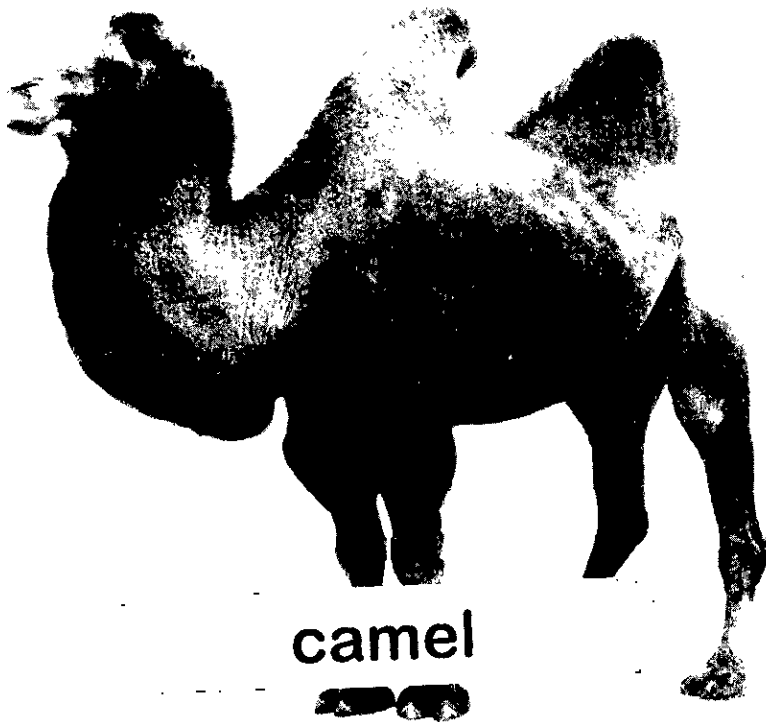
cookie



raise your hand



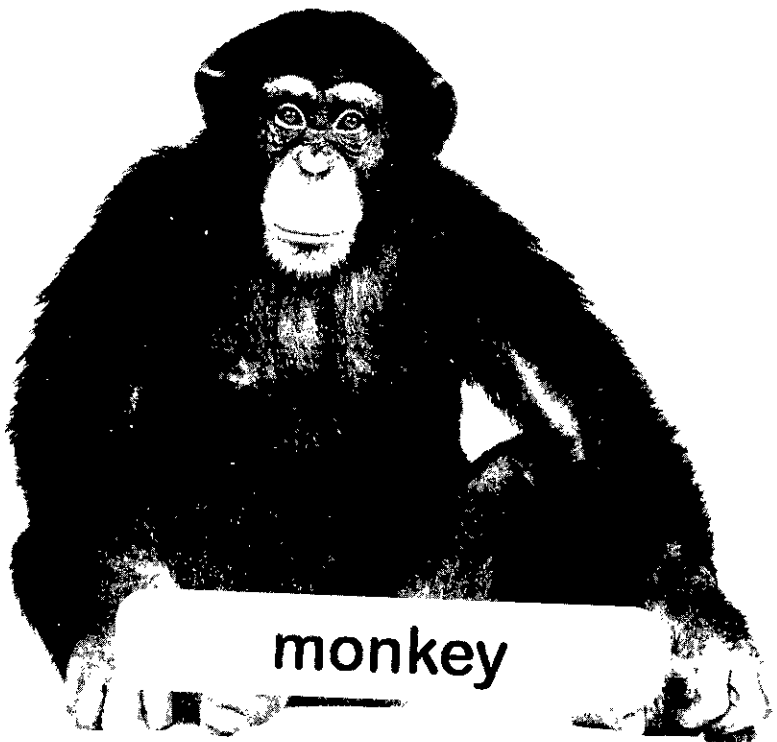
white bear

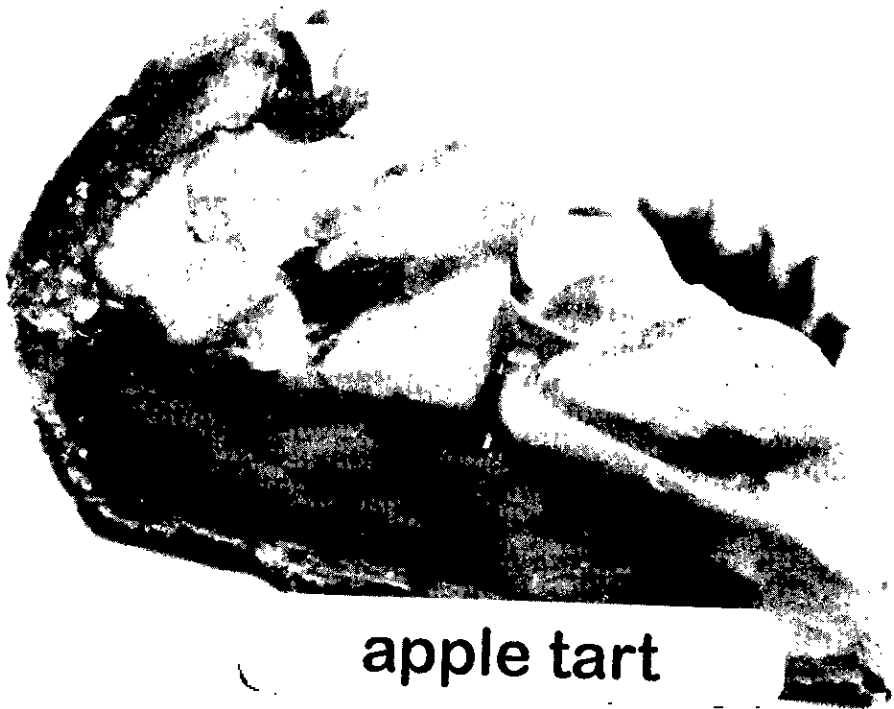


camel



elephant

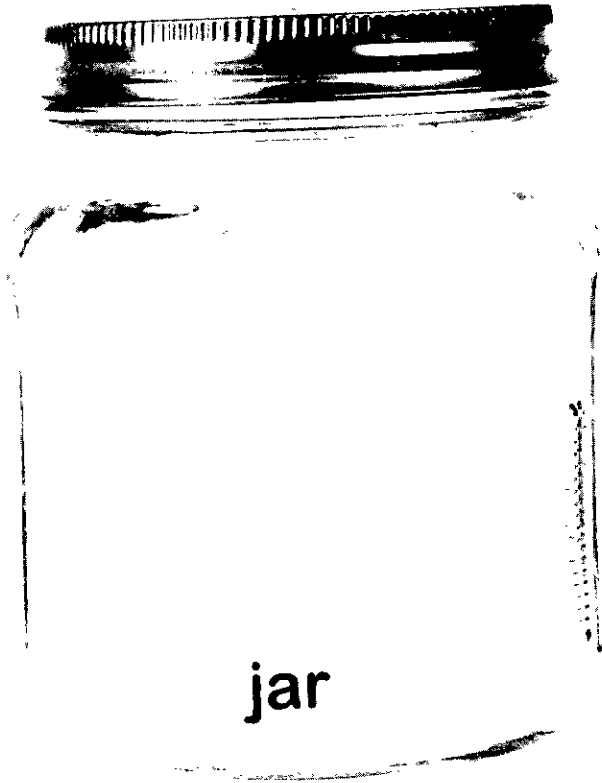




apple tart



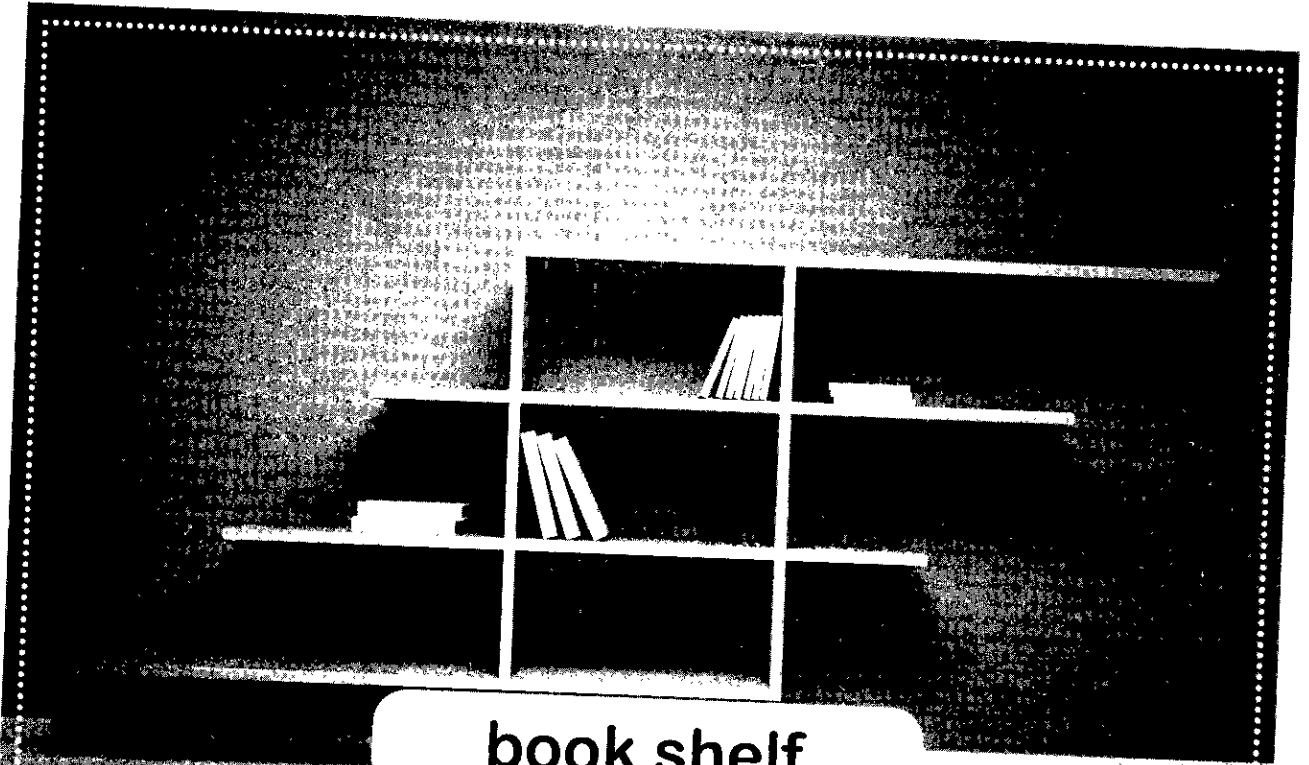
caterpillar



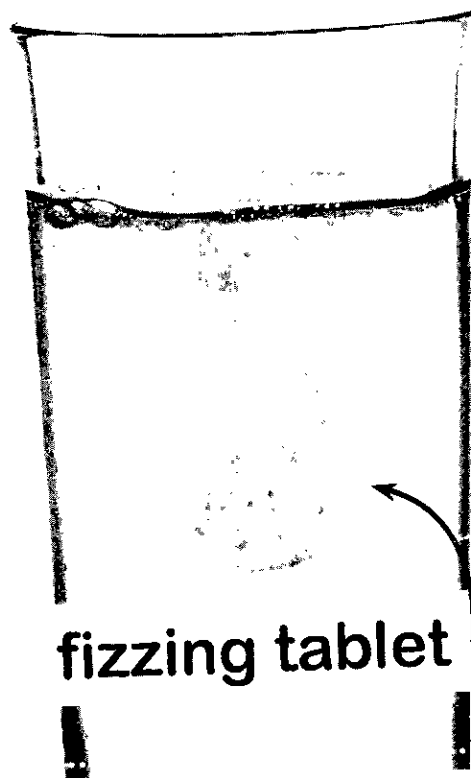
jar



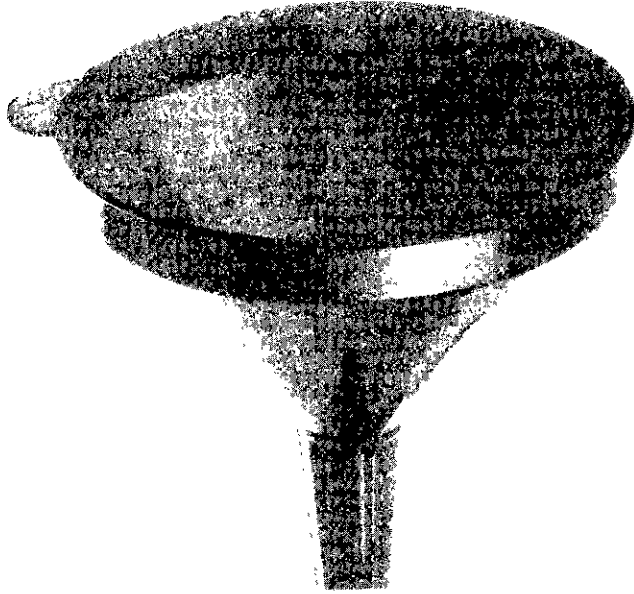
beans



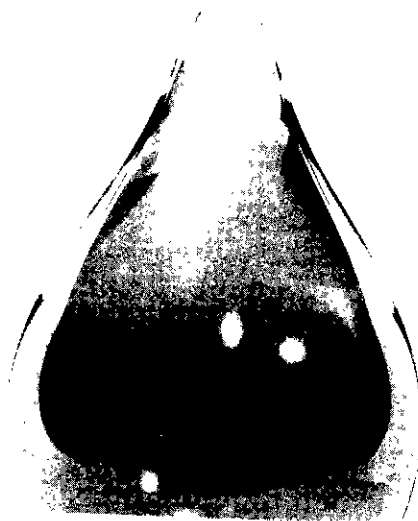
book shelf



fizzing tablet



funnel



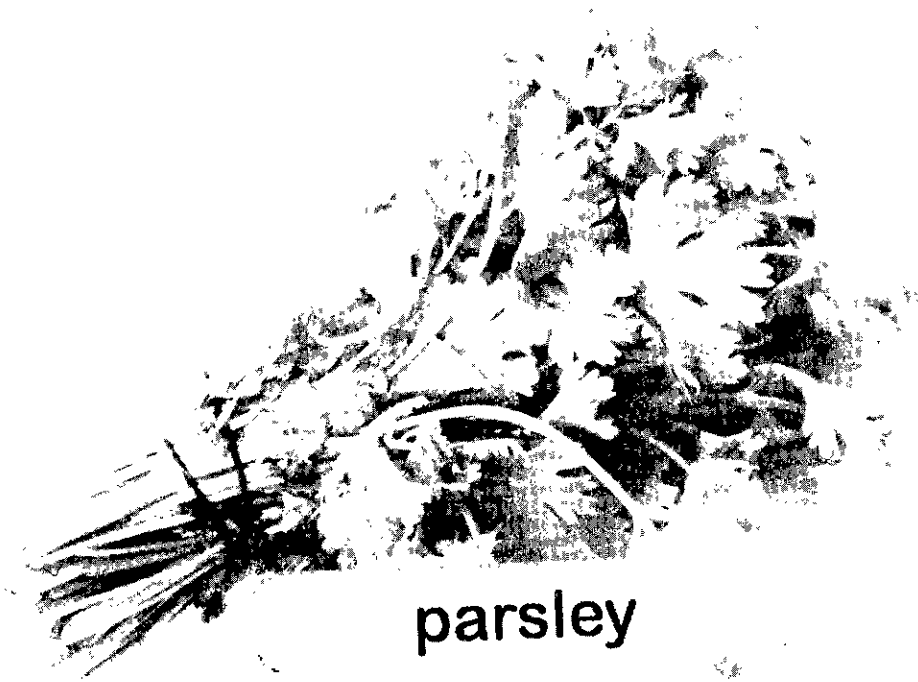
drop



candlelight



grass

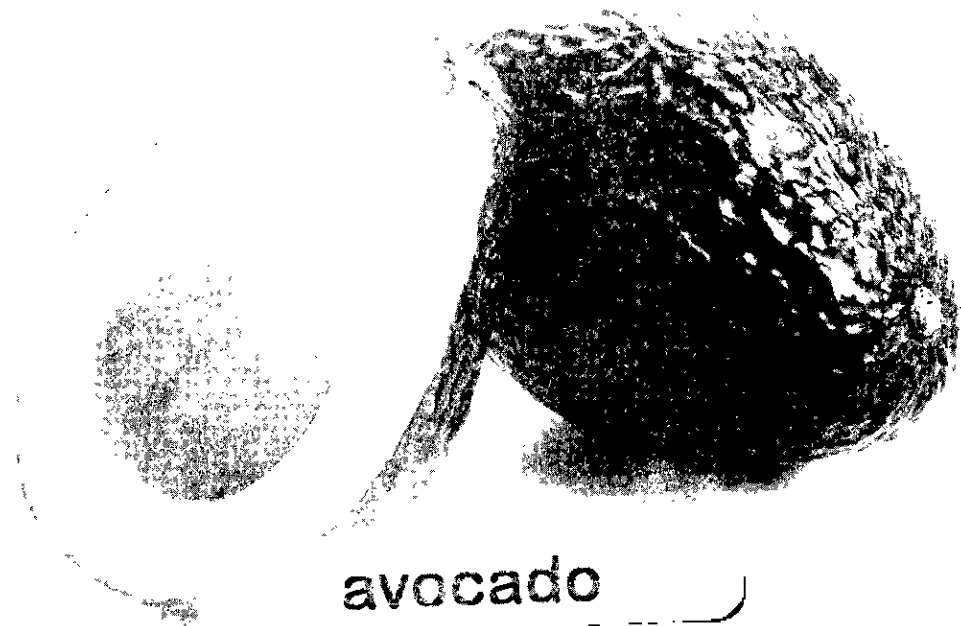


parsley



lettuce

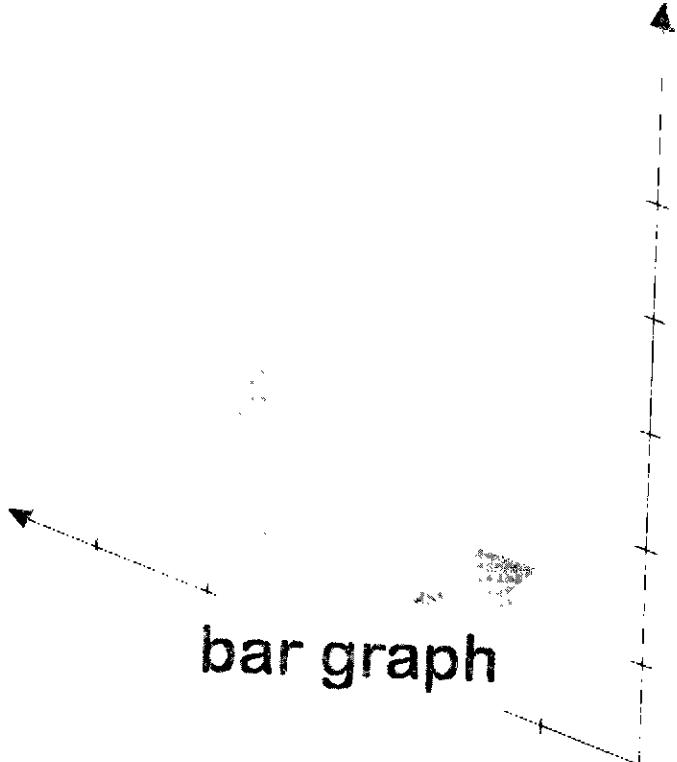
carrot



avocado

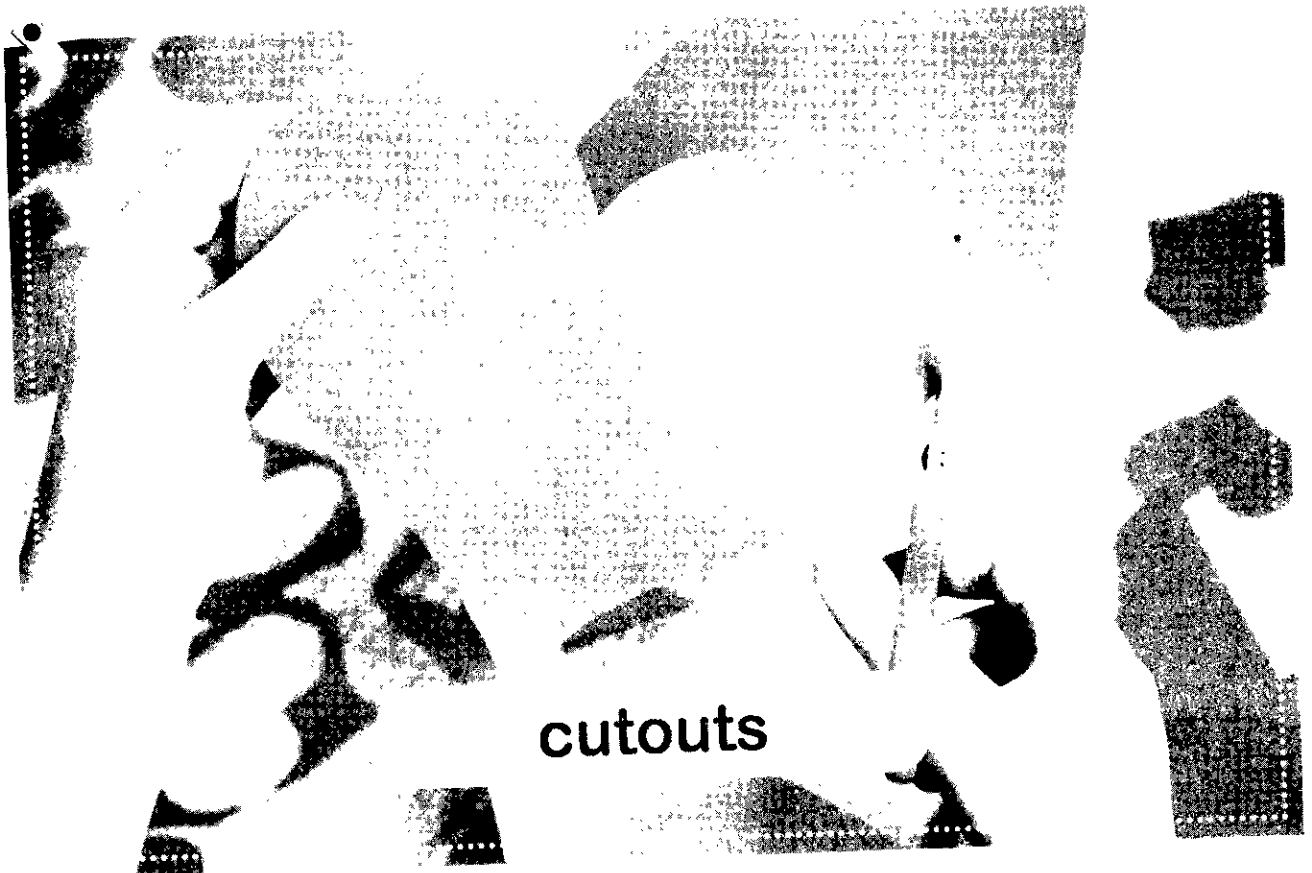


building blocks

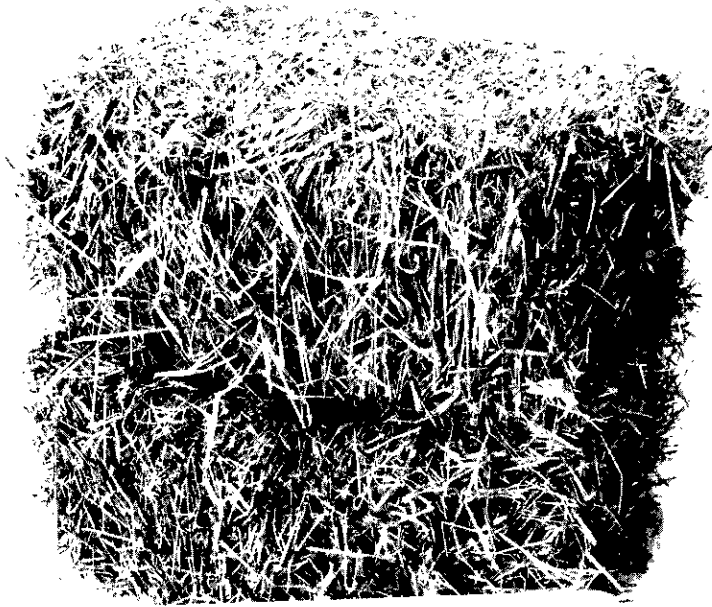


bar graph

construction paper



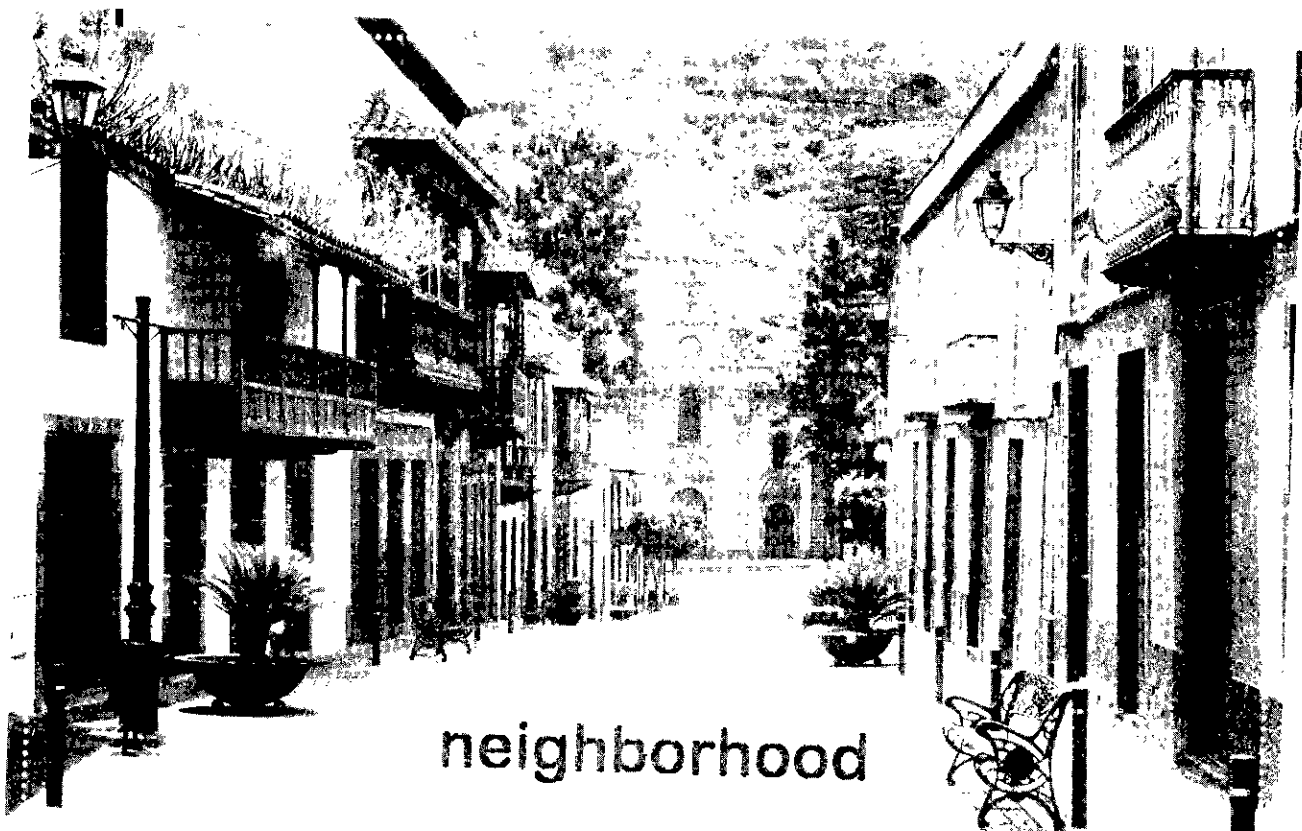
cutouts



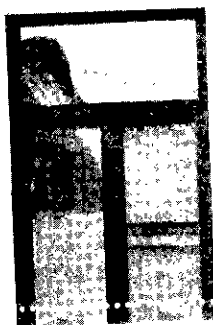
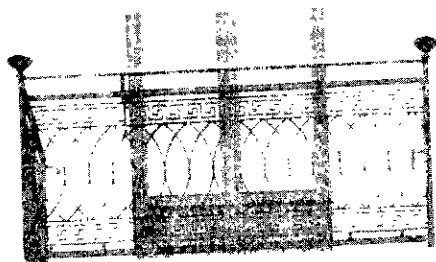
hay



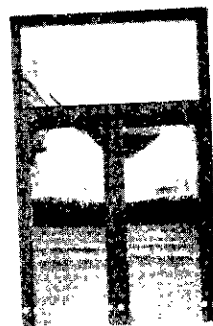
frog

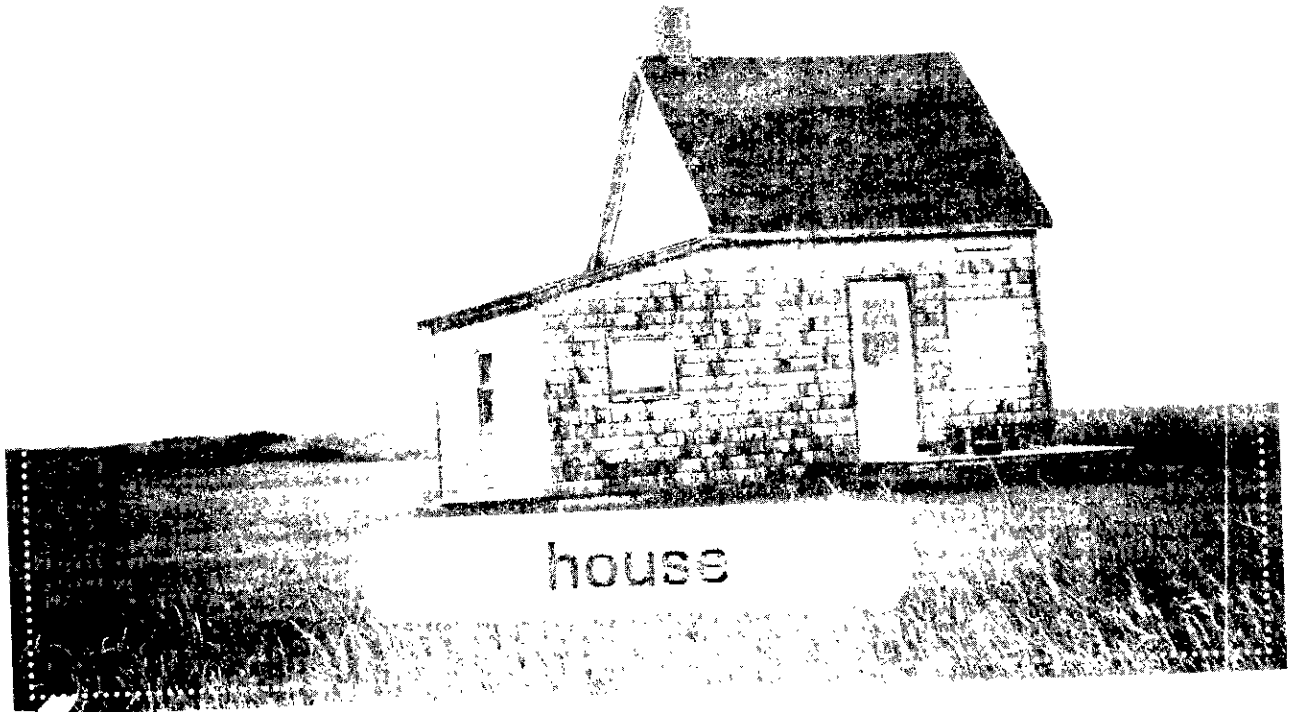


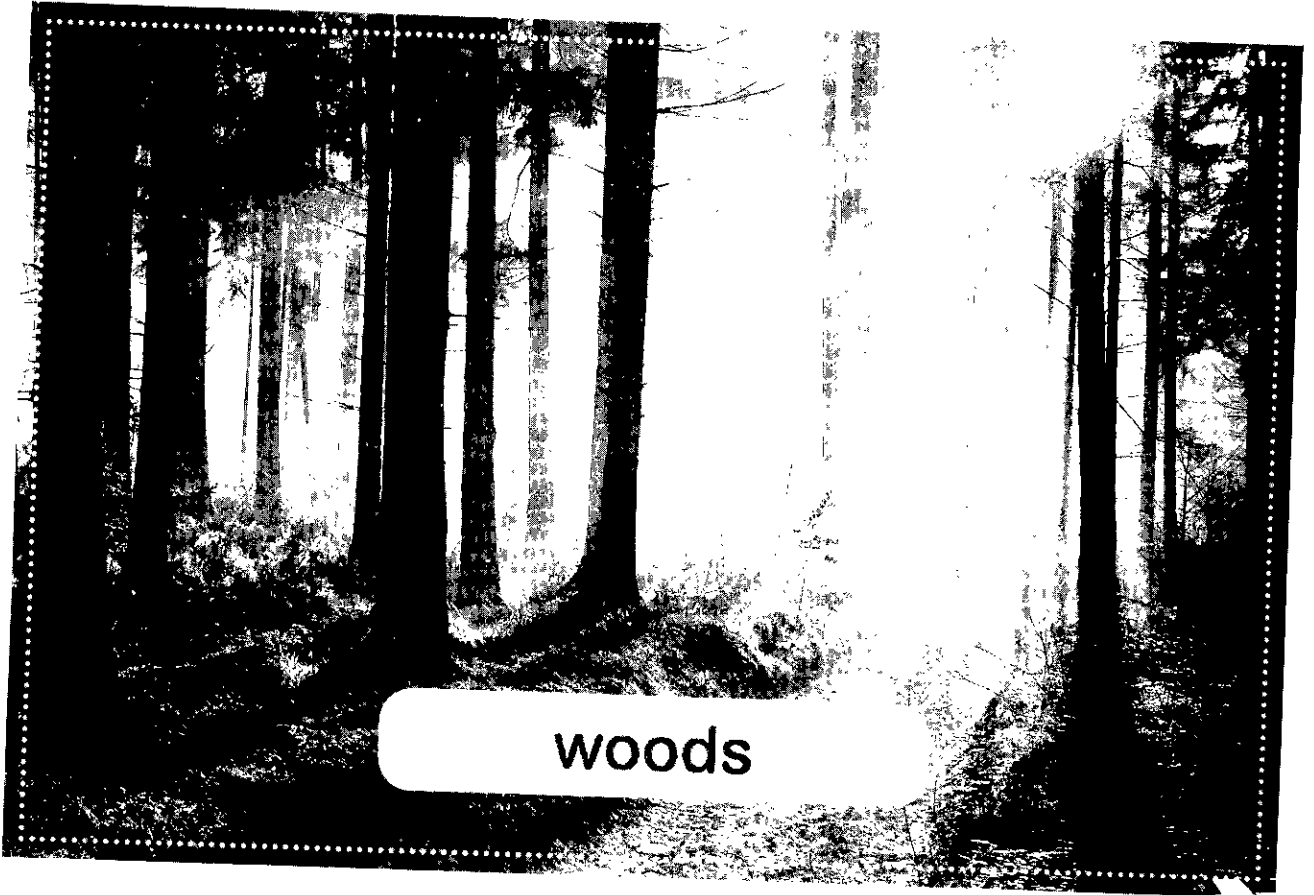
neighborhood



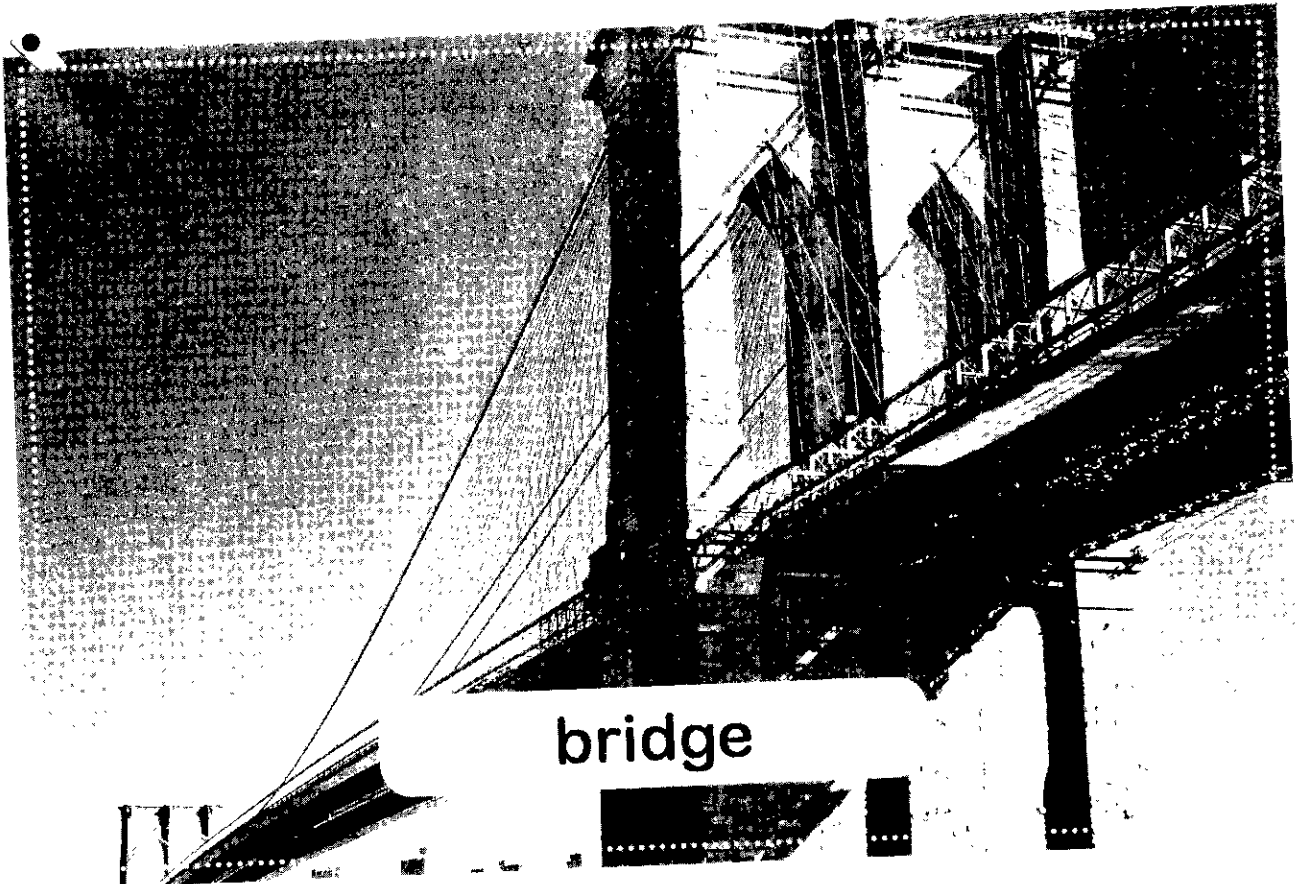
building







woods



bridge

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Okay!

Teacher's Guide

2



PRONI
PROGRAMA NACIONAL
DE INGLÉS

