



Patricia Pilar Oliver Duarte



Ciclo 1

Lengua extranjera. Inglés

Teacher's guide





La Patria (1962),
Jorge González Camarena.

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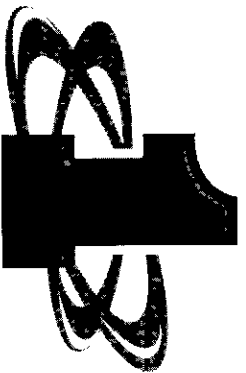
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Te invito a que acudas a tu Biblioteca Escolar para que disfrutes la lectura y amplíes tus conocimientos sobre los temas que más te interesen de este libro.

Este libro es tuyo, ¡conócelo y disfrútalo!

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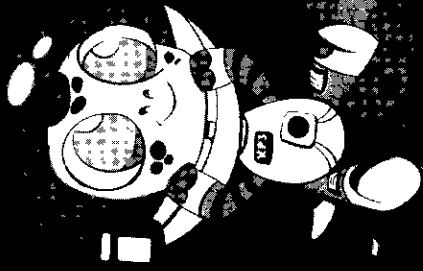


Patricia Pilar Oliver Duarte


SANTILLANA
English Primary



Teacher's guide



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Get into *Orbit*!

Teaching English with *Orbit* is easy and fun!

- Students will experience real, American English.
- Students will practice English listening, speaking, reading, and writing skills.
- Students will apply English skills to prepare and present learning products.

Orbit supports students to develop these three skills: Experiencing, Practicing, and Applying English! *Orbit* emphasizes competences such as mobilizing cognitive resources in practical, simulated real-life contexts.

Orbit prepares students to become productive and creative contributors to society. In Mexico, English is an important language of academics and commerce. Fluency in English contributes to economic and professional success.

Orbit is developed through pedagogical principles supporting constructivism for the learning of English. It is uniquely fitted to the needs, interests, and skill levels of children learning English for the first time. Each unit will conclude with the completion of a learning product. Each learning product is developed and presented after students complete four lessons.

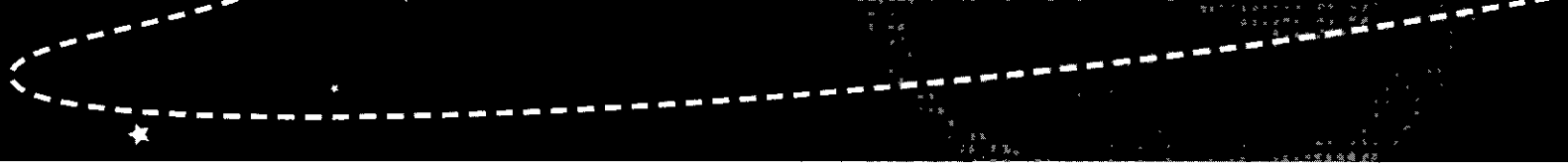
This comprehensive Teacher's Guide presents basic principles of planning, preparing and teaching lessons in *Orbit*, presented through page-by-page teacher's dialogs.

The Author

Scope & Sequence



Unit and Social Practice	Pages	Achievements	Product
FIRST TERM			
1. Understand and respond to expressions of greeting, politeness, and farewell.	13	<ul style="list-style-type: none"> Explore expressions of greeting, politeness and farewell. Recognize words. Respond to expressions of greeting, farewell, and courtesy. Distinguish writing expressions. 	Illustrated expressions of politeness, greeting, and farewell.
2. Understand rhymes and tales in verse.	25	<ul style="list-style-type: none"> Explore rhymes and tales in verse. Listen to the reading of rhymes and tales in verse. Explore pronunciation. Write rhymes and tales in verse. 	Words that rhyme for a pictorial file.
3. Read illustrated instructions for assembling an object.	37	<ul style="list-style-type: none"> Explore instruction sheets. Participate in reading instructions. Participate in writing instruction sheets. 	Illustrated instruction sheet for assembling an object (kite, origami, mask, etc.).
4. Interpret public signs.	49	<ul style="list-style-type: none"> Explore signs used in public spaces. Identify words spoken aloud. Explore signs and words related to them. Participate in the writing of names of words related to signs. 	Illustrated dictionary of signs used in public spaces.
SECOND TERM			
5. Compare words in a children's story.	63	<ul style="list-style-type: none"> Explore stories. Listen to reading stories aloud. Practice the pronunciation of words. Review the writing of a story. 	Illustrated story.
6. Ask questions to obtain information on a topic of nature.	75	<ul style="list-style-type: none"> Explore illustrated materials about living beings. Participate in making questions. Explore writing questions and answers. 	Information for an illustrated chart.



Unit and Social Practice	Pages	Achievements	Product
7. Give information on personal data, likes and preferences.	87	<ul style="list-style-type: none"> • Explore information about data and personal preferences. • Listen and acknowledge questions for information. • Review writing questions and answers. 	Text with data and personal preferences.

THIRD TERM

8. Understand tales to relate with personal experiences.	101	<ul style="list-style-type: none"> • Explore illustrated children's books. • Follow the reading aloud of a tale. • Explore writing statements. • Assess the writing of sentences. 	Illustrated statements expressing states of mind.
9. Interpret information about units of time, in illustrated works.	113	<ul style="list-style-type: none"> • Explore weekly calendars. • Listen to the reading aloud of information about hours and days of the week. • Participate in the exchange of questions and answers for information about units of time. • Revise writing. 	Calendar with days of the week, hours of class, and rest.
10. Describe and interpret information about people of the community and their activities.	125	<ul style="list-style-type: none"> • Explore illustrated materials, with information about occupations or professions. • Participate in the oral expression of information. • Explore writing of words. 	Text with names and illustrations of occupations and professions.

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Social Practices

Social Practices

Orbit is built around the principle of social practices. Social practices are actions students will perform in class to simulate or recreate real-world uses of language. Several social practices are featured in each unit. Social practices support students to generate new knowledge about how to communicate effectively in real-world settings.

To fulfill each social practice, students participate as language learners and language users while producing oral and written texts. These texts not only have didactic purposes but also social purposes. Students will develop ideas in English and will interact on the basis of the social environments proposed.

Students prepare the learning product in pairs or in teams. The teacher facilitates and supports learning activities that develop segments of the learning product, pieces of evidence of this work is collected in a Portfolio. Students display learning products as separate projects or may assemble or combine them for a class project. The learning product is presented or practiced orally.

Students also reflect on their achievements in preparing and presenting the learning product, which incorporates the objectives of the designated social practice. During lessons, students are led through content, which supports students in doing, knowing, and being through English by comparing cultural practices of their own language.

This process allows students to experience, practice, and apply English in cycles, which are repeated within each lesson, through the production of each learning product, and in reflection upon the learning experience. Evidence of each product becomes part of the student or classroom portfolio. Also, supplementary tests are found in the teacher guide.

Mastery of social practices is a component of linguistic competencies. A competency is the mobilization of cognitive resources for application to simulated real-world situations. In future English learning experiences through primary, secondary, and high school grades, students will progressively apply competencies that will prepare them for academic development career and life success.

Course Design and Lesson Planning



Planning lessons with Orbit

Orbit is divided into three terms and ten learning activity units. Each unit fulfills a learning product. A learning product is the culmination of activities in which English is acquired and practiced through carefully structured receptive and expressive language tasks. These tasks progress in difficulty from kindergarten through sixth grade.

Each unit has a three to four weeks' duration and it covers a learning product. Each two-page lesson is designed for completion and review within a two to four-day period during the learning week. Also, during each learning week, students are exposed to the Big Books readings.

Each learning product requires one unit work to complete and present. All lesson activities contribute to the completion of the learning product. It is recommended that teachers plan at least one class day at the end of each learning week for students to complete segments of the learning product. The activities marked with an arrow icon are activities that focus closely on the product and on its gradual development all through the unit. In addition, these activities will be collected in the Portfolio as pieces of evidence of the students learning process.

Use the Lesson Planning Template to plan each learning week. The Lesson Planning Template is an optional form for teacher use. However, it is quite useful for efficiently recording and planning elements of a lesson day or complete lesson week. It supports the English teacher to make decisions about how to focus each learning activity and collect materials.

Also, use the Lesson Map to plan lesson activities. This Map graphically depicts how lesson activities can flow from day to day to develop and present the learning product.

It shows options for use of learning materials, including the Big Books or readers assigned for each level of *Orbit*. The Alternative Suggested Lesson Schedule describes options for teaching during a sample four-week period and can be consulted when making decisions about how to focus each lesson. The page-by-page lesson guidance provides a Fast Plan for quickly organizing tasks that includes Portfolio and Big Book activities. The Extended Plan provides teachers with more ideas and resources (as the iCT box or the Digital Posters) for the class.

Every plan contains four main steps to follow. *Lift Off!* offers exercises to start the class and introduce vocabulary or a grammar structure. *Accelerate!* represents the practice or reinforcement of the new topics, whereas *Reach for the Stars!* allows students to use the language for real communication needs. Finally, *Let's Orbit English!* helps students to practice pronunciation and enrich their vocabulary with words and expressions related to the lesson.

Regarding Assessment there are three ways of achieving it: through a peer-assessment process where students share, compare, and check their exercises, notebooks, and answers within the classroom and under teacher's guidance as part of everyday activities; through a self-assessment per unit and through an evaluation made at the end of every Term. All these build a wholesome picture of the students' development in acquiring the language.

Furthermore, this guide offers you an Alternative Product per unit so that you can choose the one that fits better your students' needs. In addition, this guide contains a Glossary of methodology; a Guide to Posters to help you use images in the classroom; Scripts of every recorded material; and a Bibliography section for further study.

Lesson Planning Template

This template may be copied or modified for classroom use by *Orbit* teachers.

Date:	Time:	Grade:	Teacher:	
Lesson Number/ Page Number:			Letter/Writing Focus:	
Learning Objectives (Achievements):				
Social Practice:				
Minutes:	Activity Name:	Activity Steps:	Grouping Individual Small Group Large Group	Materials / Technology:
	Warm up:			
	1.			
	2.			
	3.			
	Wrap up:			
Out of Class Assignment:				
Follow-up Notes for Future Planning:				
Notes for Tomorrow:				

Lesson Map

Orbit 4-Week Suggested Lesson Map: Three 50-Minute Sessions Per Week

Unit Introduction

LEARNING SUPPORT

Days 1 through 3 of Week 1

Big Book reading

Any Session

Product:
Illustrated Expressions of
Politeness, Greeting, and
Farewell.

Session 2 and/or 3 of Week 1

LEARNING SUPPORT

Any Session

Product:
Illustrated Expressions of
Politeness, Greeting, and
Farewell.

Session 2 and/or 3 of Week 2

Further practice

Any Session

Product:
Illustrated Expressions of
Politeness, Greeting, and
Farewell.

Session 2 and/or 3 of Week 3

Extra activities

Any Session

Product:
Illustrated Expressions of
Politeness, Greeting, and
Farewell.

Session 2 and/or 3 of Week 4

Days 1 through 3 of Week 4

Testing and Evaluation

There are three types of testing and evaluation in the *Orbit* series: global, formative, and continuous.

Formative Testing and Evaluation

These are daily and ongoing processes that recognize mastery in vocabulary and grammar, and add to the final grade. It usually involves comparison of student performance and peer-assessment. Some activities that you can use for this type of evaluation are question-answer, discussion prompts, problem solving, *Activity Book* work, pronunciation, spelling, speaking and writing presentations.

Global and Continuous Evaluation

They are not based on comparisons to other students' work but on personal progress. Some activities that you can use for this type of evaluation are reading out loud, writing, evaluating student's work, oral language observation (grammar, fluency, vocabulary, pronunciation), portfolio contents.

This guide offers you a series of Assessment Formats to evaluate in a formative and continuous way. Furthermore, there is a Guide to Assessments for you to have an idea on how to use them.

Cooperative Learning

Help your students learn! Create an environment of respect, cooperation, and mutual admiration. Look for, acknowledge, and reward positive learning behavior and effort. Reward performance with positive words of praise.

Encourage the use of English for better communication and future success. You have two roles as an Instructor and Facilitator.

As an **instructor**, you will:

- be the class leader
- present lesson objectives
- use the board, multimedia resources
- direct drills, exercises, activities, dialogs and role playing
- apply standard testing dynamics

As a **facilitator**, you will:

- be a mentor figure
- present learning problems and questions for students to solve in pairs or small groups
- communicate expectations
- walk through class to observe and help as needed with positive feedback and assistance

Cooperative learning often involves students working in pairs of two or teams of up to five students each. What are the qualities of good cooperative learning?

Cooperative Teams: 2 to 5 students, share and change responsibilities.

Work together to solve problems, answer questions, divide work into parts, and evaluate work.

Encourage teamwork, quality of work, role development, presentation skills.

Never exclude team members, meet outside of school, dominate team members, threaten students with failing grades.

Classroom Management

You can help motivate your students to succeed and learn English!

- Set the tone and classroom environment.
- Set an example with positive values, attitudes, and teaching styles.
- Use a friendly, conversational tone of voice.
- Speak slowly with good pronunciation.
- Model and practice English in class.
- Use a little of your native language to introduce the lesson and reflect on what was learned at the end of the lesson, but the majority of English lessons should be in English!
- Demonstrate personal interest in and respect for each student.
- Smile!
- Use established student behavior protocols.
- Personalize instructions with personal stories, examples, real objects or stories from your life or the city you live in.
- Change types of instruction, locations in and outside the classroom
- Give continuous and sincere praise.

Parental Involvement

Did you know involving parents is a type of formative assessment? It helps support student learning. How can you encourage parent support? Some suggestions are: Help the child with out-of-class assignments

- Listen to the child speak or watch their child read
- Sign or write comments on out-of-class assignments

- Help the child with vocabulary words
- Attend classroom presentations
- Volunteer in the classroom
- Attend parent meetings

In addition to regular classroom grade reports or behavior contracts, parents should receive positive reports about their child's progress. Some examples of positive parent communication are:

- Send home newsletters
- Friendly phone calls
- Home visits (as needed and if allowed by your school district)
- Ask for parent help, for example if they speak English, they have traveled to English speaking countries, or they have experience with the language in their profession, etc.



First Term

Term achievements:

Unit 1

- Explore expressions of greeting, politeness, and farewell.
- Recognize words of greeting, politeness, and farewell.
- Respond to expressions of greeting, farewell, and courtesy.
- Distinguish writing expressions.

Unit 2

- Explore rhymes and tales in verse.
- Listen to the reading of rhymes and tales in verse.
- Explore pronunciation.
- Explore the writing of rhymes and tales in verse.

Unit 3

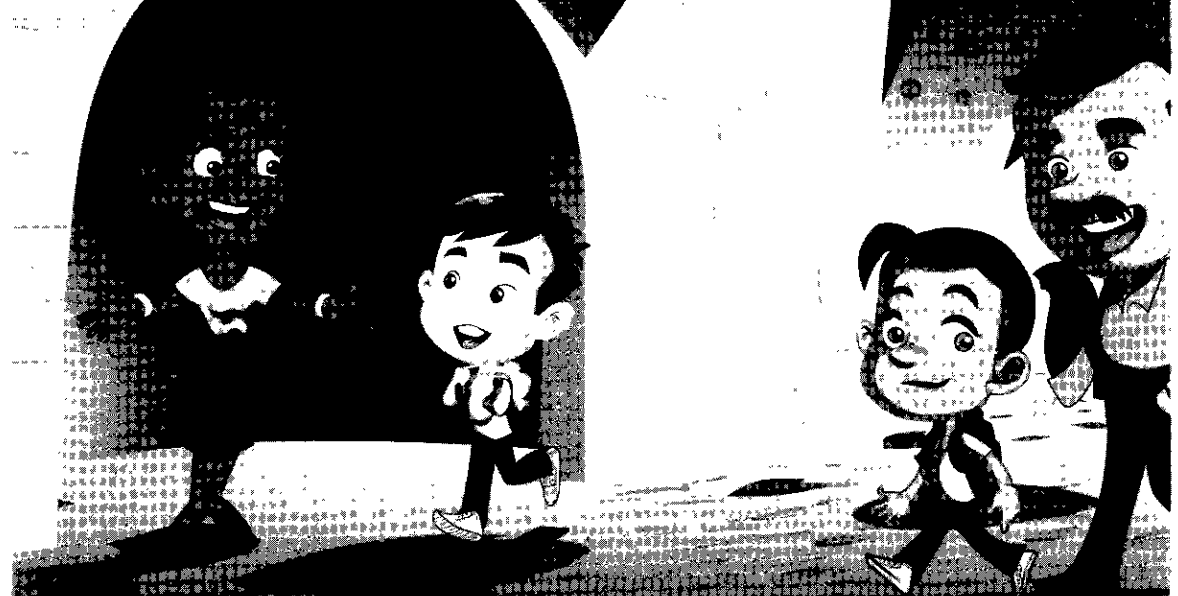
- Explore instruction sheets.
- Participate in reading instructions.
- Participate in writing instruction sheets.

Unit 4

- Explore signs used in public spaces.
- Identify words spoken aloud.
- Explore signs and words related to them.
- Participate in the writing of names of words related to signs.

First Term

PRIMARY SCHOOL



Term Achievements

Unit 1

- Explore expressions of greeting, politeness, and farewell.
- Recognize words of greeting, politeness and farewell.
- Respond to expressions of greeting, farewell, and courtesy.
- Distinguish writing expressions.

- Explore rhymes and tales in verse.
- Listen to the reading of rhymes and tales in verse.
- Explore pronunciation.
- Explore the writing of rhymes and tales in verse.

- Explore instruction sheets.
- Participate in reading instructions.
- Participate in writing instruction sheets.

- Explore signs used in public spaces.
- Identify words spoken aloud.
- Explore signs and words related to them.
- Participate in the writing of names of words related to signs.



Environment. Family and Community

Social Practice. Understand and respond to expressions of greeting, politeness, and farewell.

Achievements:

- Explore expressions of greeting, politeness, and farewell.
- Recognize words of greeting, politeness, and farewell.
- Respond to expressions of greeting, farewell, and courtesy
- Distinguish writing expressions

Product: Illustrated expressions of politeness, greeting, and farewell

Learning Product 1

Illustrated expressions of politeness, greeting, and farewell

Fast Plan

Ask students to open their books to page 9. Ask them to look at it. Play track 3. Ask them about the story and the characters.

Extended Plan

Ask students to open their books on page 9. Ask them to look at it. Then, continue as follows:

Who do you think the picture is intended for? (Us, students.) Very good. What do you think the story is about? (Help students with vocabulary if necessary) Good! Let's see what we have in this picture (point at the page). What do you see? (XP3, children) Great! Do you see some school objects, too? (Table, chair, pen, pencil, backpack, eraser, board, etc.) Let's listen to the comic together!

Point at each frame and ask students to follow the comic. Ask, What's the comic about? Did you like it?

Vocabulary:

Hi!	Thank you!
Hello!	Good morning!
How are you?	Good night!
I'm fine!	Goodbye!
I'm great!	See you later!

Fast Plan
Lift off!

Ask them if they see any repeated words (*good*). Show them how *night* and *morning* have different beginning letters and different ending letters. Show them capital letters and when they appear. Practice the sentences.

Accelerate!

Play track 4. Ask students to listen carefully to the brief conversations and to match the columns. Help them as necessary.

Reach for the Stars!

Ask students to practice a phone call.

Let's Orbit English!

Explain body language (shaking hands). Play track 5. Tell them to repeat each sentence with the audio. Play track 5 as necessary. Go around the room and check/correct random students. Ask them to notice how many words there are in every expression (1, 2, 3).

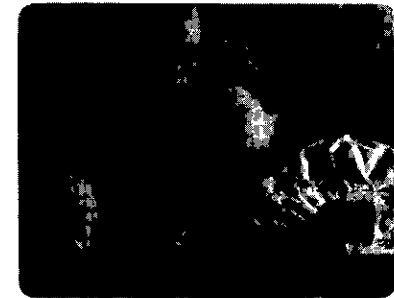
Extended Plan

Reach for the Stars!

Form pairs. Ask them to use their thumb and pinkie finger to make a pretend telephone. Show students how to make the pretend phone. Say, Can you make a phone with your fingers? Talk into your pinkie finger and listen to your thumb! Let's make a phone call, the words are in your book.

Tell students to find a new friend to talk to, and do it again.

Lift off!



Good morning. Come in!



Accelerate!

2 Listen and speak

Hello! → I'm fine.
Good morning! → Hi!
How are you? → Good morning!



Reach for the Stars!

3 Match the questions with the answers. Students' answers

Alberto: Hello!

Diana: Good morning! How are you?

Alberto: I'm great! And you?

Diana: I'm fine, thank you.

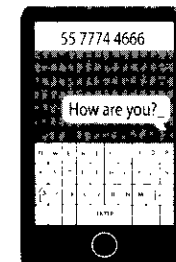
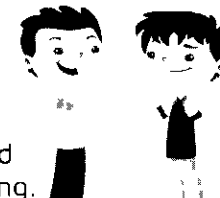
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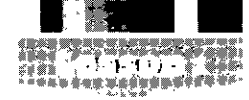


Hello!



Good morning.





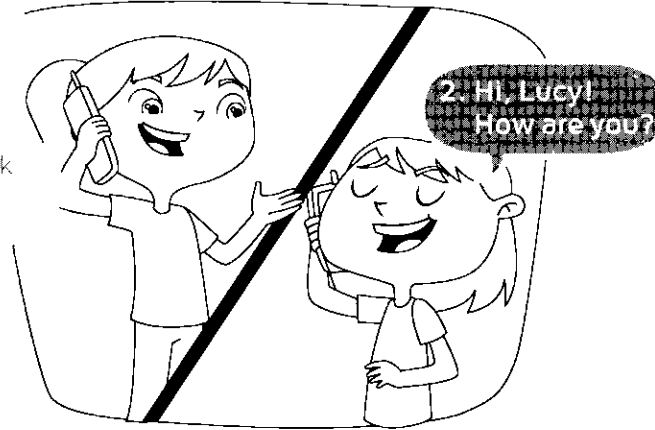
Lift Off!

1. Listen to the conversation and write the answers. Students answers



1. Hi, Nina!
It's Lucy!

3. I'm fine, thank
you



Accelerate!

2. Circle the correct answer.

A. Hi! It's Carla!

B. Great, thank you.

Me: Hello!

Me: How are you, Carla?

You: **A** B

You: A **B**



Reach for the Stars!

3. Order the conversation. Say the sentences.

3. How are you, Ricardo?

1. Hello!

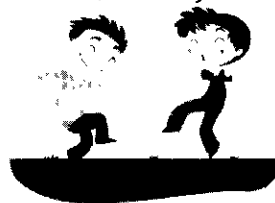
2. Hi! It's Ricardo.

4. Fine, thank you.

Hey!

Great!

Fine, thank you!



Fast Plan

Lift Off!

Show students the direction of the writing (left to right). Then, show them capital letters and when they appear. Read with them. Guide them into writing the answer. Ask them to color.

Portfolio Time

Have students illustrate expressions of politeness, greeting, and farewell on separate pieces of paper. Offer them possibilities: they can draw isolated scenes or a dialog (like the one in Lift Off!).

Accelerate!

Ask students to circle the answer (A or B).

Reach for the Stars!

Say, Order the conversation. Say the sentences. Monitor the activity and check.

Let's Orbit English!

Explain body language for *hey* and *great*. Play track 6. Tell them to repeat each sentence with the audio. Play track 6 as necessary. Go around the room and check/correct random students. Ask them to notice how many words there are in each expression (1, 1, 3).

Extended Plan

Accelerate!

Say, Imagine you are on the phone! Let's check the conversation. What is the first thing you say on the phone? (Students respond, "Hello!") and what could you answer on the phone? (Students respond, "Hi! It's Carla!") That's right. Now circle letter A. How would you reply? (Students respond, "Great, thank you." That's right! Circle letter B.

Fast Plan
Lift off!

Ask students to circle the courtesy expressions.

Accelerate!

Play track 7. Write the expressions on the board. Ask students to work in pairs and take turns to practice them.

Reach for the Stars!

Ask students to practice with their classmates. Once they have finished, show them the Digital Poster 1 (CD) so that they can know how people around the world use non-verbal language to greet or express courtesy.

Portfolio Time

Have students take a sheet of paper. Have them write and color the following title: My List of Expressions of Politeness, Greeting, and Farewell. Have them add the expressions in this activity.

Let's Orbit English!

Play track 8. Tell them to repeat each sentence. Check/correct random students. Ask them to notice the beginning of the expressions (H, H, H). Are they the same or different?

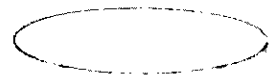
Extended Plan

Reach for the Stars!

Write the questions on the board. Give instructions as follows: What do you say when you meet your friend at school or at the market? Let's practice! I will say it once and then you say it after me (give students time to repeat after you) Very good! Walk around the room and find three friends, tell each friend one of these three sentences. Then go to the ICT link and choose more greetings for them. You can write them on the board and play the video. Invite them to practice a dialog with a partner.

Lift off!

1. Circle the courtesy expressions.



Accelerate!

2. Listen and circle the correct pictures.



Reach for the Stars!

3. Practice with your classmates.

1. Hey! What's up, Carla?
2. Hi, Carlos. What's up?
3. Hello, Ricky! What's up?



Go to: <http://www.eskidsiab.com/lessons/course1/videos/1%20hello/index.html> and practice the dialog with a friend.

Let's Orbit English!



1. Hello, Carla!

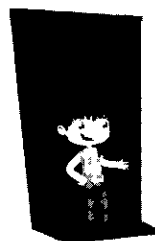
Hi!



2. How about you?



What's up?





Lift off!

1. Ask and answer questions with a partner.

1. Hey! What's up?

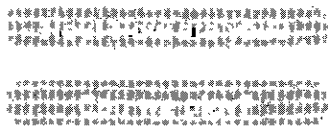
3. How are you?

5. Can we play?



Accelerate!

2. Match questions and answers.



Yes! Let's play!

I'm great, thanks!



Reach for the Stars!

3. Act out a conversation with a partner.



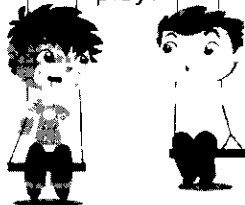
I feel good!



I feel great!



Can we play?



Fast Plan Lift off!

Show them the direction of the writing (left to right). Then, show them capital letters and when they appear.

Accelerate!

Read with students. Guide them into matching the two columns (question and answer).

Reach for the Stars!

Ask students to use the pictures to act out a conversation similar to the one they practiced above.

Let's Orbit English!

Play track 9. Tell them to repeat each sentence with the audio. Play track 9 as necessary. Go around the room and check/correct random students. Ask them to notice the beginnings of the expressions (I, I, C). Ask, Are they the same or different?

Extended Plan Lift off!

Do you like to play with your friends after school? Let's practice how to ask your friend to come and play as follows:

The girl in the picture wants to play. She says, Hey! What's up?

The boy says, Hi!

The girl asks, How are you?

The boy says, I feel great!

The girl says, Can we play?

And the boy says, Sure!

Now practice this with your desk partner. Try it a few times!

**Fast Plan
Lift off!**

Use words in the box and the pictures to complete the questions.

Accelerate!

Ask students to look at the photos. Then play track 10. Students listen to the conversation and tick the correct picture.

Reach for the Stars!

Have students practice asking questions and answering with a courtesy expression.

Let's Orbit English!

Play track 11. Tell them to repeat each sentence with the audio. Play track as necessary. Go around the room and check/correct random students. Ask them to notice where the capital letters are (at the beginning). Also show them the question mark to ask questions.

**Extended Plan
Accelerate!**


Read the words in the boxes and mimic the actions. Say, Look at the first sentence in your book. What's in the picture? It has four letters (door) That's right! Let's try the second picture. Look at the sentence, What's in the picture? It has six letters (window) That's right! Okay, one more sentence. What's in the picture? It has four letters (book). That's right! Okay, one more sentence. Do you remember the actions? (Review them: open, close, use). Now let's complete the sentences. What word goes in sentence one, two, and three? (1. open/close, 2. open/close, 3. use). That's correct! Let's practice asking the questions.




Lift off!

1. Complete with a partner.

open close use

A. Can you close the  ? B. Of course!
door

A. Can you open the  ? B. Of course!
window

A. Can I use your  ? B. Of course!
book



Accelerate!

2. Listen to the conversation and tick ✓ the correct picture.



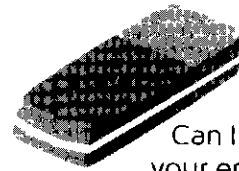
Reach for the Stars!

3. Practice asking questions and answering with a courtesy expression.

Let's Orbit English!

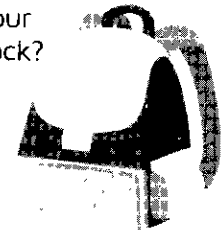


Can I use your pencil?



Can I use your eraser?

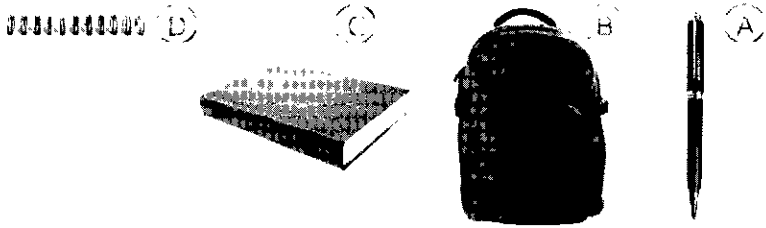
Can I use your backpack?





Lift Off!

1. Listen to the audio and label the objects. Say the words.

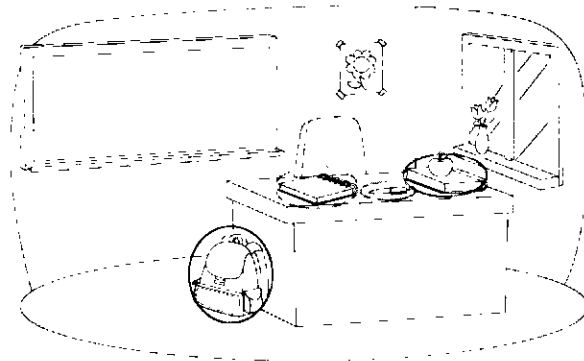


- A. pen
- B. backpack
- C. book
- D. notebook



Accelerate!

2. Listen to the audio and answer the questions.



Reach for the Stars!

3. Practice the dialog with a partner. Remember to make your own conversation.

1. Luis: Hey, Carla! Can I use your pencil?

3. Luis: Thank you!

Fast Plan

Lift off!

Ask students to look at the pictures and read the words. Then have them write the letters and say the words.

Accelerate!

Play track 12. Students listen, and then color the correct objects. Tell them they will only color four objects.

Reach for the Stars!

Ask students to practice the dialog with a partner. Then encourage them to create their own dialog using the vocabulary from Lift Off!

Let's Orbit English!

Play track 13. Tell them to repeat each sentence with the audio. Play track 13 as necessary. Go around the room and check/correct random students. Show them that the question mark is used to ask questions.

Extended Plan

Reach for the Stars!

Ask: What do you do when you need to borrow something from a classmate? In English, you say "Can I use...?" when you want to use something that is not yours. Say "Can I use...?" to ask for permission.

Let's practice asking a friend and saying thank you. I will say it once, and then you repeat it after me. You can read along in your book.

Once they practiced with you, ask them to read aloud with a friend two or three times. Give students time to practice.



Can we play soccer?

Can I use your jump rope?



Can we play memory?



Fast Plan
Lift off!

Ask students to look at the photos. Read the expressions and ask students to repeat different ways to say goodbye.

Portfolio Time

Have students add expressions to their list.

Accelerate!

Explain that the words and phrases match the pictures. Read the words and explain their meaning. Have students read them with you. Then ask them to match the pictures and the words or phrases.

Reach for the Stars!

Play track 14. Tell them to order the conversation as they listen. Then ask them to role play.

Let's Orbit English!

Play track 15. Tell them to repeat each sentence with the audio. Play track as necessary. Go around the room and check/correct random students. Ask them to notice how many words there are in each expression (2, 2, 4).

Extended Plan
Lift off!

Say, Did you know that there is more than one way to say goodbye in English? You can say "Goodbye" or "Bye" or "See you later!" or "See you!". Let's practice. Let's stand in a circle. Say goodbye to the person on your right. Now move to another place. Say bye! to another person! Now move again. Say, see you later! to another person! Now move to another place. Say, see you! to a new person. Do this four more times!



Lift off!

1. Practice with a partner four ways to say goodbye. Use only English.



Bye!

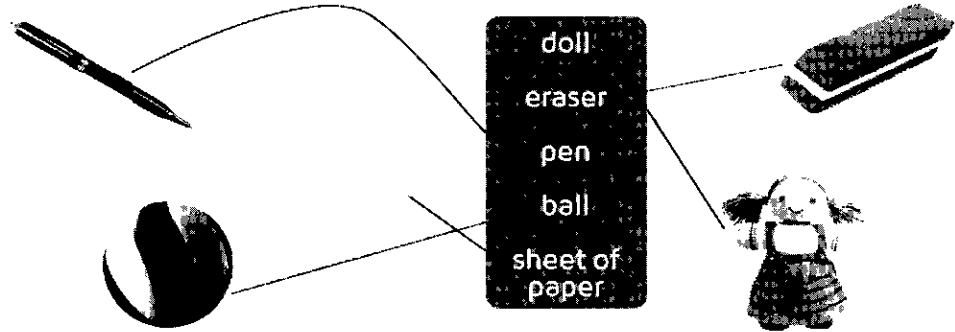
See you later!

See you!



Accelerate!

2. Match the pictures and the words or phrases.



Reach for the Stars!

3. Listen and order the sentences and then role play.

3 Thank you!

2 Sure! Here you are!

1 Can I use your glue stick?

Let's Orbit English!



Can I use your glue stick?



Thank you!



You're welcome!

Can you call me?

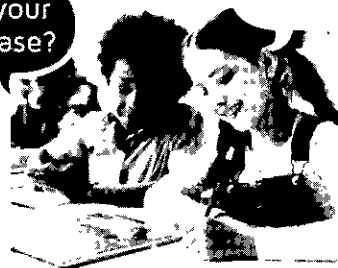




Lift Off!

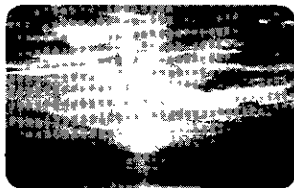
1. Repeat the conversation.

Can I use your pencil, please?



Accelerate!

2. Complete the missing letters.



Good morning



Good afternoon

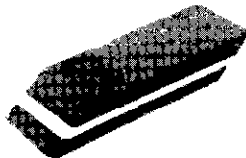
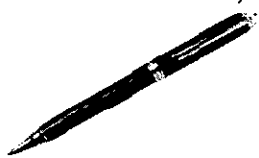


Good night



Reach for the Stars!

3. Practice the conversation in Lift Off! using the objects below. Students' answers



Goodbye!



Goodbye!



Bye!

See you later!



Fast Plan Lift Off!

Show them the direction of the writing (left to right). Then, show them capital letters and when they appear. Explain when you use *Can I use your...?* and the answer. Then practice.

Big Book Time

You can use this activity as a framework to introduce the Big Book Nonfiction reading or to continue working with it. Select several pages and have students practice the dialogs in pairs. Have them switch partners.

Accelerate!

Say, Complete the missing letters.

Reach for the Stars!

Review the names of the objects. Then practice the dialog in Lift Off! with all three objects. Offer them an example, *Can I use your pen, please? Sure! Here you are!*

Let's Orbit English!

Play track 16. Tell them to repeat each sentence with the audio. Play track as necessary. Go around the room and check/correct random students. Ask them to notice how many words there are in each expression (1, 1, 3).

Extended Plan

Reach for the Stars!

Write these words on the board: *football, eraser, pen*. Ask some students to read them out loud. Say the words again and ask them to point at them in their books. Monitor and help as needed.

Explain that they are going to practice the conversation in Lift Off! They are going to substitute "pencil" for the objects in Reach for the Stars! Offer an example with a student. You say, *Can I use your pen, please?* Help the student give you an answer. (Possible answers: *Yes!, Of course!, Sure, Here you are, No*)

Illustrated Expressions of Politeness, Greeting, and Farewell.

Prepare supplies per student: cards, scissors, crayons, pencils.

Have students check their portfolio activities before starting the product. Give instructions as follows:

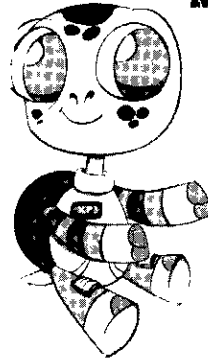
- Ask students to write courtesy expressions on sheets of paper or cards. You can ask them to look at the Unit so that they can remember the expressions.
- Give them more sheets of paper or cards. Ask them to draw in order to illustrate the expressions.
- Ask them to put together the written cards with the illustrated ones and use them to communicate with a partner.
- At the end, ask them to keep the cards in an envelope. This might be helpful for you when evaluating with one of the Assessment Formats.

My Progress

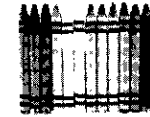
Ask students to look at My Progress. Say, What can you see? What are the faces expressing? Tell them that according to their progress they are going to check the columns. Read aloud the statements and give them time to check. Once they have finished, ask them to compare with a partner. Give them individual feedback if possible.

Finally, ask: Was Unit 1 fun or easy? Ask them to tick or circle the face that matches their answer.

Materials



cards



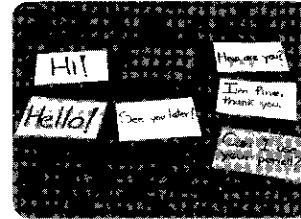
crayons



scissors

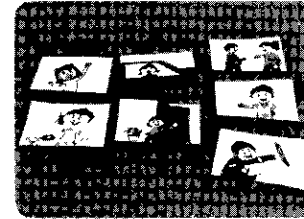
pencil

Step 1



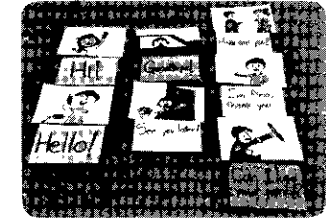
Write expressions of politeness, greeting and farewell.

Step 2



Draw and color to illustrate the expressions.

Step 3



Match them and present them to the class.

My Progress

Check (✓) the correct answers.



Recognize expressions of greeting, politeness, and farewell.

Respond to expressions of greeting, farewell, and courtesy.

Use non-verbal language to communicate with others.

Was it...

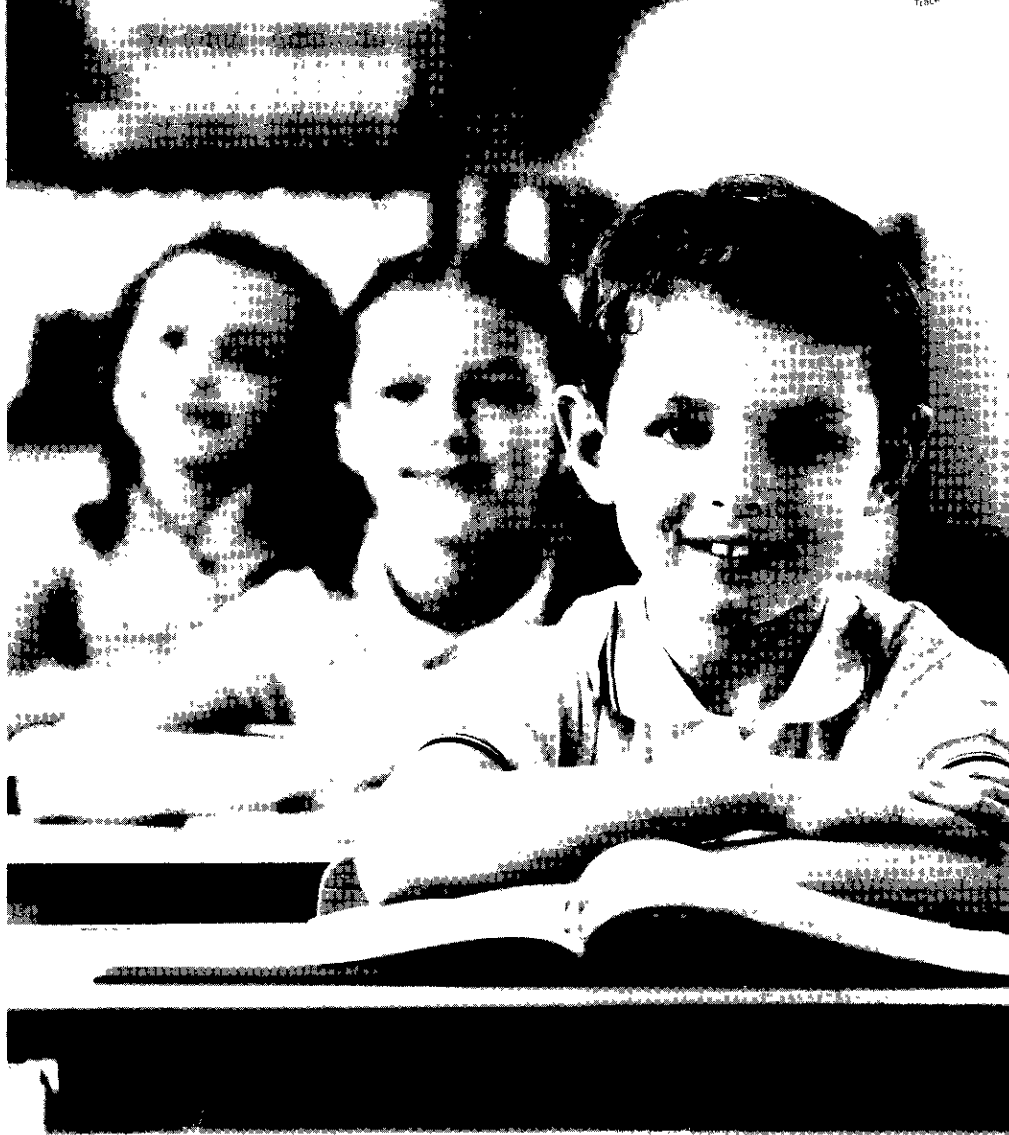
fun?



easy?



Can I Use Your Pencil?



Big Book Activities

Fast Plan

Play track 88. Students will read the story *Can I Use Your Pencil?* (Big Book Nonfiction) to their desk partners.

Extended Plan

Play track 88. Students will read the story to their desk partners. Use the Big Book Nonfiction as follows:

First week: Let's listen to our Big Book! Follow along with your finger as you listen to the story.

Second week: Let's listen to our Big Book story again. (Play track 88.) I'm going to read the story once more and you are going to repeat after me, following along with your finger. Ready?

Third week: Now follow along with your finger as I read. I am going to leave out some words. If I do not say a word say it for me. Are you ready? Page 6. Hey, Mario! How are you? Good, (Say: Blank!) Can we play? Oh, oh! Did I forget something? You are supposed to help me and say, Miguel! Let's try it again, Good! (Pause, students say, "Miguel!") Can we play? Repeat the procedure through page 12. You did a great job helping me finish the story!

Fourth week: Now get into pairs. Choose one page and read the dialog with your partner. (Monitor and provide help as necessary.)

Alternative Product Unit 1

Memory Cards

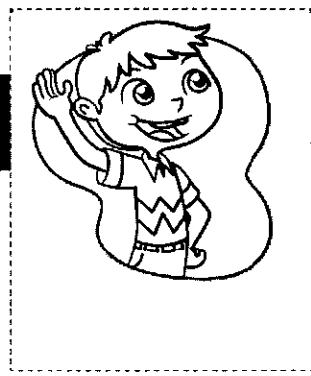
Prepare supplies per student: photocopy of page 159, scissors, envelopes, glue, crayons, pencils, and a table. Give instructions as follows:

First week: Carefully, cut out the cards. Put them away in your envelopes.

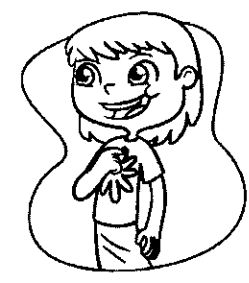
Second week: Use your colors or crayons to color the cards you cut last week.

Third week: Pay attention to the drawings. What are the kids doing? Look for the little cards. First read them and pay attention to what they say. Where do they belong? Let's do one together. Here I have two kids playing with a ball. What do you think they are doing? (Students answer: Playing football?) Right! They're playing soccer! Which is the phrase we should glue there? (Student answers: Can we play soccer?) Excellent! Cut it and glue it on the bottom like this. (Show how).

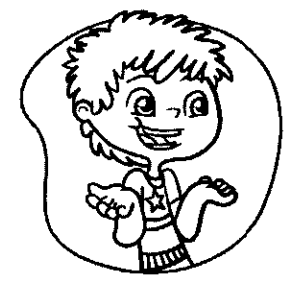
Fourth week: Now get together with a classmate, use both sets of cards to play Memory Game. Do you know how to play Memory? (Students answer: Yes!) Good, tell me! (Students answer: First you have to put all the cards with the drawings facing the table) Correct! What then? (Students answer: Then, you have to pick one and look at it, but you don't take it. Everyone has to see it) Ok, why? (Students answer: Because then you pick another and if they are the same you take them, if not you leave them and the other can pick them until they make a pair) Excellent! You're ready to play! Let's see who collects more pairs! Give them time to finish all their pairs.



Hello! Hi!
How are you?



Great, thanks
Fine, thanks



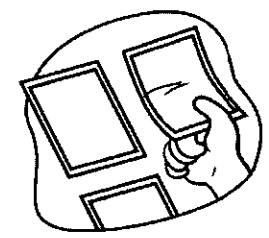
How about you?
What's up?



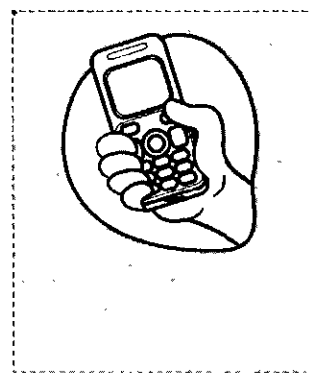
Can we play soccer?



Can I use your jump rope?



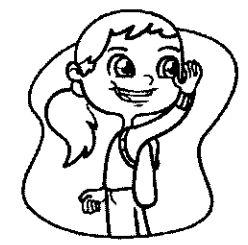
Can we play memory?



Can you call me?
Can you text me?



Thanks!
It was fun!



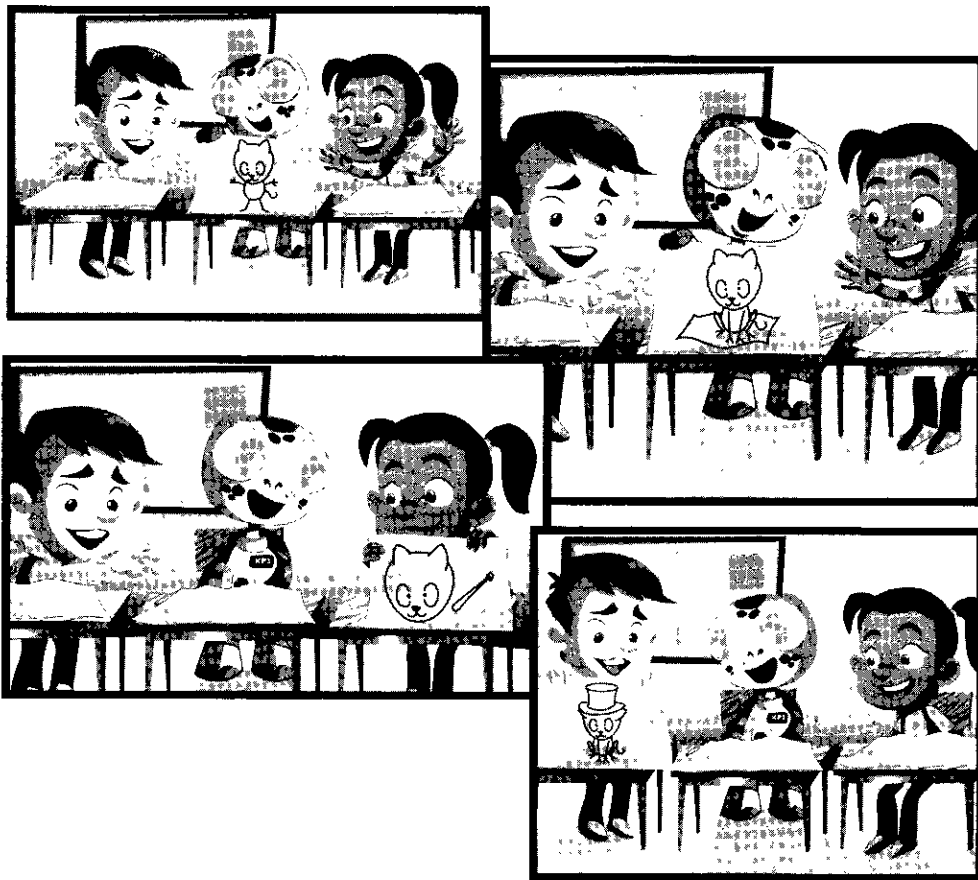
Goodbye! Bye!
See you later!

UNIT 2

Fun with Rhymes



Read and discuss with your teacher



Environment. Literary and Ludic

Social Practice. Understand rhymes and tales in verse

Achievements:

- Explore rhymes and tales in verse.
- Listen to the reading of rhymes and tales in verse.
- Explore pronunciation.
- Explore the writing of rhymes and tales in verse.

Product: Words that rhyme for a pictorial file

UNIT 2

Learning Product 2

Words that rhyme for a pictorial file

Fast Plan

Ask students to open their books to page 19. Ask them to look at it. Play track 17. Ask them about the story and the characters.

Extended Plan

Ask students to open their books to page 19. Ask them to look at it. Then, continue as follows:

Who do you think the picture is intended for? (Us, students.) Very good. What do you think the story is about? (Help students with vocabulary if necessary) Good! Let's see what we have in each frame (point at the four frames in the comic). What do you see? (XP3, children, a cat) Great!

Play track 17 as necessary. At the end ask more questions about the comic.

Vocabulary:

dog	boy
log	toy
pig	bud
dig	mud
cub	fun
tub	sun

Fast Plan
Lift off!

Explain that rhyming words have the same ending. Have students say the words with you.

Accelerate!

Complete and then circle the rhyming words.

Reach for the Stars!

Read rhyming sentences. Identify rhyming words.

Big Book Time

You can use this activity as a framework to introduce the Big Book reading or to continue working with it. Have students locate rhyming pairs. Write them on the board. If time allows, have children choose one pair of rhyming words from the board and illustrate it.

Let's Orbit English!

Play track 18. Tell them to listen to the story and pay attention to rhyming words. Play track as necessary. Have them circle the words. Monitor their work.

Portfolio Time

Have students reread the story and copy it on a separate piece of paper. Ask them to circle (or underline) and illustrate the rhyming words.

Extended Plan

Reach for the Stars!

On the board, draw a dog and then write the word *dog*. Say, Look at the activity. Can you point at the picture? Can you point at the text? Very good! See if you can hear the rhyming words. Raise your hand when you hear a rhyming word. Ready? Let's go! Oh! The dog is on the log. Did you hear it? I will say it again (You repeat again) The pig likes to dig. I will say it again (You repeat it again) Raise your hand when you hear the rhyming words. The pig likes to dig. Great job!

Lift off!

1. Say the words. Students' answers

dog

pig

dig



Accelerate!

2. Complete the activity by circling the rhyming words.

log

pig

cat

dog

1. dog

3. log

2. cat

4. pig

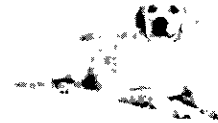


Reach for the Stars!

Students' answers

3. Read aloud.

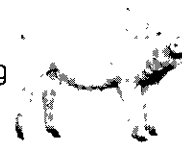
1. Oh! The dog



is on the log.



2. The pig



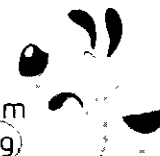
likes to dig.



Let's Orbit English!



He is Jim
the dog



He likes to
play on a log.



He even
plays in
the fog.





Lift off!

1. Match.

1. jog

2. fog

3. dog

4. log



Accelerate!

2. Check ✓ the words that rhyme.

- | | | | | | |
|----|-------------|----|-------------|----|-------------|
| 1. | boy - bat | 3. | ✓ log - dog | 5. | ✓ rug - bug |
| 2. | ✓ cry - try | 4. | free - fry | 6. | ✓ toy - joy |



Reach for the Stars!

3. Find the rhyming words with your teacher. Name the words that rhyme. Say the letters.



Tom is a boy



He has a toy



His toy gives him joy



Fast Plan Lift Off!

Match the rhyming words with the pictures.

Accelerate!

Find the rhyming words and mark with a ✓.

Reach for the Stars!

Name, spell, and circle the rhyming words.

Let's Orbit English!

Play track 19. Tell them to listen to the story and pay attention to rhyming words. Play track 19 as necessary. Have them circle the words. Go around the room check/correct random students.

Portfolio Time

Have students reread the story and copy it on a separate piece of paper. Ask them to circle (or underline) and illustrate the rhyming words.

Extended Plan

Reach for the Stars!

Look for the Alphabet Song on the Internet and teach it to students. You can use as well Poster 1: The Alphabet on the Big Book Fiction. Then explain they are going to spell the words in the activity. Read the words. Spell them. Say, Let's spell and circle the rhyming words!

Dog is spelled, d-o-g. Log is spelled, l-o-g. Now do the other words with your desk partner.

(Display Digital Poster 2) What can you see? What is the girl doing? (Elicit "drawing"). Good! She is illustrating her rhyme: *a Butterfly in The Sky*. Can you repeat it with me? *A Butterfly in The Sky*. Excellent! Can you think of other rhymes? (Elicit the words that rhyme they already know) Let's draw them.

Lesson 6

Fast Plan Lift Off!

Read rhyming words.

Accelerate!

Complete. Then circle the rhyming words.

Reach for the Stars!

Read rhyming sentences. Identify rhyming words.

Let's Orbit English!

Read the phrases and ask students to say them after you. If necessary, read them slowly.

Extended Plan

Reach for the Stars!

On the board, draw a box and then write the word *box*. Say, Look at the activity. Can you point at the picture? Can you point at the text? Very good! Now, look at the rhyming sentences. I am going to read them to you. Clap your hands when you hear the rhyming words! Let's go! In! In! The fox is in the box. I will say it again. Raise your hand when you hear the rhyming words. In! In! The fox is in the box. One more! On! On! The bud is on the mud. Did you hear it? I will say it again. Raise your hand when you hear the rhyming words. On! On! The bud is on the mud. Great job!

Let's Orbit English!

Write on the board: *b* and *ox* makes *box*! *f* and *ox* makes *fox*! *b* and *ud* makes *bud*. (Point to the words.) Listen! *b* and *ox* makes *box*! *f* and *ox* makes *fox*! *b* and *ud* makes *bud*. Now repeat with me (Students repeat) Great job! Now let's spell the words: b-ox, f-ox, b-ud.

Lesson 6



Lift off!

1. Say the words.

fox

bud



Accelerate!

2. Complete. Then circle the rhyming words.

tub box cub fox pig bag

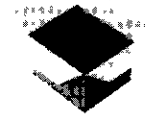
- box
- bag
- pig
- fox
- cub
- tub



Reach for the Stars!

3. Read aloud.

1. In! In! The fox is in the box.



2. On! On! The bud is on the mud.



Let's Orbit English!



b plus ox is box!



f plus ox is fox!



b plus ud is bud!



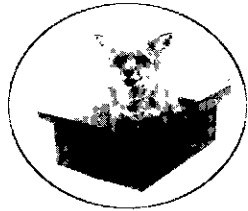


Lift off!

1. Repeat the phrases. Circle the fox in the box.



1. The fox is on the log.



2. The fox is in the box.



3. The fox is on the box.



Accelerate!

2. Write A, B, and C to match photos and sentences. Check with a classmate.

A. The cub is in the mud.

B. The boy is in the mud.

C. The boy is in the tub.



C



B



A

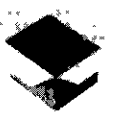


Reach for the Stars!

3. Name the words. Say the letters.



1. fox



2. box



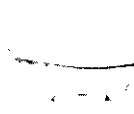
3. boy



4. cub



5. cub



6. tub



m plus ud is mud!



c plus ub is cub!



t plus ub is tub!



Fast Plan

Lift off!

Repeat phrases and circle the fox in the box.

Accelerate!

Match the pictures with the rhymes.

Reach for the Stars!

Say each number and let students read the corresponding words when you call out the number. Help them if necessary. Then have six volunteers spell one word each. Repeat with a group of another six students as many times as necessary so that they can all practice spelling.

Portfolio Time

Have students take a sheet of paper. Have them write and color the following title: My List of Rhyming Words. Have them add the words in this activity.

Let's Orbit English!

Read the phrases and ask students to say them after you. If necessary, read them slowly.

Extended Plan

Accelerate!

Say, Each picture and rhyming sentence tells a story. Can you point at the pictures? Can you point at the text? Very good! Can you match the rhyming sentence with the pictures? Look at the first picture. What is happening in the first picture? (Students answer, *The boy is in the tub.*) That's right. Can you find the rhyming sentence that goes with the picture? Look at rhyming sentence A. It says, The cub is in the mud. That does not sound like a boy in the tub! So, let's look at rhyming sentence B. It says, The boy is in the mud. Hmm, there is a boy, but he's not in the tub. Let's try rhyming sentence C. It says, The boy is in the tub. That's it! So, put the letter C on the first picture! Now do the other two pictures with your desk partner.

Fast Plan

Lift off!

Read rhyming words.

Portfolio Time

Have students add the words in this activity to their lists.

Accelerate!

Write the rhyming words.

Reach for the Stars!

Read rhyming sentences. Identify rhyming words.

Let's Orbit English!

Play track 20. Tell them to listen to the story and pay attention to rhyming words. Play track as necessary. Have them circle the words. Go around the room and check/correct random students.

Portfolio Time

Have students reread the story and copy it on a separate piece of paper. Ask them to circle (or underline) and illustrate the rhyming words.

Extended Plan

Let's Orbit English!

Write on the board: *f* plus *u* plus *n* equals *fun!* *s* plus *u* plus *n* equals *sun!* *r* plus *u* plus *g* equals *rug.* Point to the words as you read them. Say, Read it with me, *f* plus *u* plus *n* equals *fun!* *s* plus *u* plus *n* equals *sun!* *r* plus *u* plus *g* equals *rug.* Now repeat with me, *f* plus *u* plus *n* equals *fun!* *s* plus *u* plus *n* equals *sun!* *r* plus *u* plus *g* equals *rug.* Great job! Now let's spell the words: f-u-n, s-u-n, r-u-g.

Lesson 7

Lift off!

1. Say the words.

f at s at u g r u g h



Accelerate!

2. Write the rhyming words.

bug fun sun, fun hat, bat bug, rug



Reach for the Stars!

3. Read the sentences.

1. Go! Go! It's fun in the sun.

2. Oh! No! A bug is on the rug.

3. Oh! No! That cat has a bat!

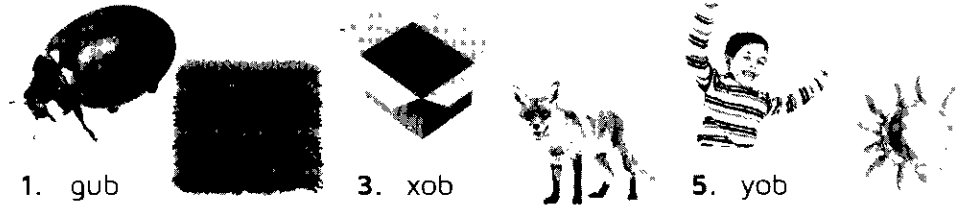
Let's Orbit English!

He is Paul the cub. He likes to play on the mud. His mom says, "Off to the tub!"



Lift off!

1. Look and listen carefully. Break up the words.



1. gub 2. rgu 3. xob 4. fxo 5. yob 6. snu
 b u g r u g b o x f o x b o y s u n
 g u b r u g b o x f o x b o y s u n



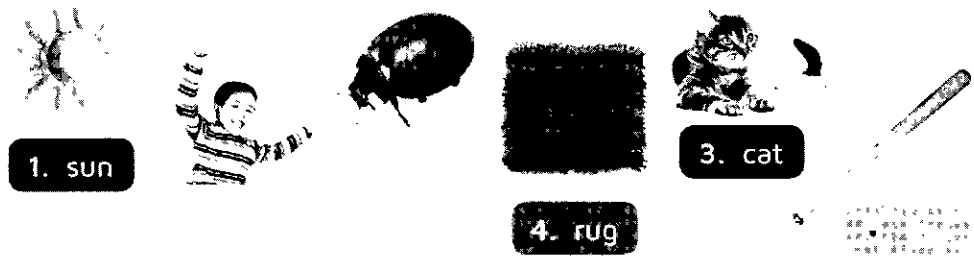
Accelerate!

2. Listen to the tongue-twister. Repeat it as fast as you can. Listen to the tape again. Repeat it. Do you know any other tongue-twisters?

The funny fox is in the fog.
 The purple pig plays piano.
 Is the big bog bug in a bag or a box?

Reach for the Stars!

3. Name the words in each picture.



1. sun 2. boy 3. cat 4. rug 5. cat 6. pencil

ICT
 Go to: <https://learnenglishkids.britishcouncil.org/es/tongue-twisters> to practice more rhymes.



She is Jane the bug.
 She likes to rest on a rug.
 She likes to drink in her mug.

Fast Plan Lift off!

Write the words on the board. Help them name the pictures out loud. Ask for volunteers to go to the board and write the word in the correct order.

Accelerate!

Say and repeat the sentences and the question. Ask students to illustrate them in their notebooks.

Reach for the Stars!

Read the rhyming words.

Let's Orbit English!

Read the story. Tell students to listen to the story and pay attention to rhyming words. Have them circle the words. Monitor the activity.

Portfolio Time

Have students reread the story and copy it on a separate piece of paper. Ask them to circle (or underline) and illustrate the rhyming words.

Extended Plan

Lift off!

Write the words with the numbers on the board. Say, Look at the pictures on page 25. What is picture 1? (Students respond, A bug!) Correct. Who would like to come up and write bug? (Choose a student.) Thank you! What is picture 2? (Students say, A rug!) True. Who would like to come up and write rug? (Choose a student.) Thank you! What is picture 3? (Students say, A box!) Correct. Who would like to come up and write box? (Choose a student.) Thank you! Continue with the rest of the words.

Accelerate!

Follow the ICT link and choose more phrases. Write them on the board and play the audio. You can ask students to repeat as fast as possible!

Fast Plan
Lift off!

Play track 21. Ask students to listen and complete the story using the words from the box. Have them compare with a partner and color the drawing.

Accelerate!

Read and complete the sentence.

Reach for the Stars!

Explain that you are going to say a series of word pairs and that students need to listen carefully to see if they rhyme. Ask them to clap when they hear rhyming words: sun-fun, dig-pig, fun-box, bug-dig. (Only the first two pairs rhyme.)

Let's Orbit English!

Read the phrases and ask students to say them after you. If necessary, read them slowly.

Extended Plan
Lift off!

Play track 21. Ask students to listen and color what they hear. Play the track as necessary. Then say, *What's in the drawing?* (Students might say, *A bug, mud, and the sun.*) Very good! Play track 21 again and ask students to complete the story from the words in the box.

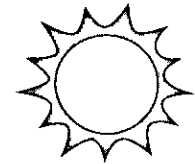
Lesson
8



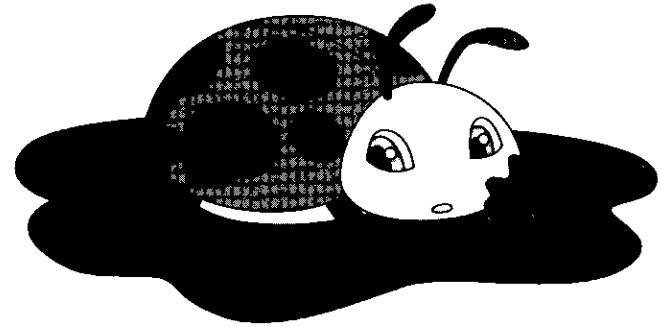
Lift off!

1. Listen and complete the story. Color.

bug sun fun mud



The sun is up and a
bug plays on the
mud. It has too
much fun!

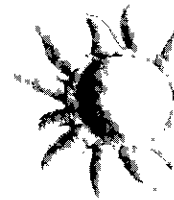


Accelerate!

2. Read and write.

sun

dig



rhymes with fun



Reach for the Stars!

3. Listen and clap when you hear rhyming words.

Let's Orbit English!



Listen, say, and spell.

h plus it
is hit!



s plus it
is sit!



c plus ot is cot!





Lift Off!

1. Write a letter to begin each word. Check with a partner.



t ot



h it



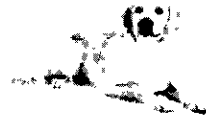
b ox



n ut



p ig



d og



Accelerate!

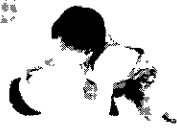
2. Name the words. Say the letters.



tot



bat



tot



sit



nut



Reach for the Stars!

3. Write a letter that starts with the same sound as the word. Say the word.

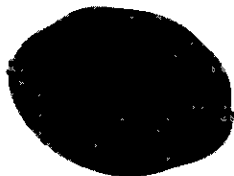


t plus ot is tot!



c plus ut is cut!

n plus ut is nut!



Fast Plan Lift off!

Write beginning letters to complete the words. Compare with a partner.

Accelerate!

Look at the pictures and name the word for one of them.

Reach for the Stars!

Point to the words and read them. Then choose two words and spell them.

Let's Orbit English!

Read the phrases and ask students to say them after you. If necessary, read them slowly.

Extended Plan Lift off!

Write the words on the board: _ot, _it, _ox, _ut, _ig, _og. Use the images as hints for the activity. Say, I need some volunteers to help me with these words! There are missing letters! Can you help me to complete these words?

Student 1: Which letter can we use to complete this word _ot? (t)

Student 2: Which letter can we use to complete this word _ut? (n)

Student 3: Which letter can we use to complete this word _it? (h)

Student 4: Which letter can we use to complete this word _ig? (p)

Student 5: Which letter can we use to complete this word _ox? (b)

Student 6: Which letter can we use to complete this word _og? (d)

Product 2: Words That Rhyme for a Pictorial File

Words That Rhyme for a Pictorial File

Prepare supplies per student:
Cards, scissors, envelope, box and table

Have students check their portfolio activities before starting the product. Give instructions as follows:

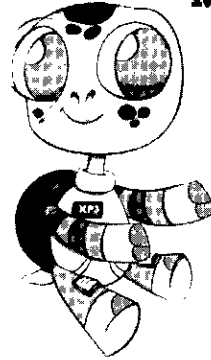
- Write words that rhyme on cards.
- Check the words written on the cards.
- Illustrate the words that rhyme.
- Organize the cards in a file holder.
- Invite another class to see the cards.
- Find a place in the classroom to keep the file holder.

My Progress

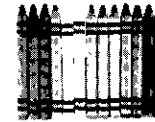
Ask students to look at the My Progress table. Ask, What can you see? Are there happy or sad faces? Ask them to look at their partner's face as you read each objective. If their partner makes a happy face, then they tick under the happy face. Explain the same for the sad face. Read aloud the statements and give them time to check. Once they have finished, ask them to compare with his/her partner. Give them individual feedback if possible.

Finally, ask: Was Unit 2 fun? Was it easy? Ask them to tick or circle the face that matches their answer.

Materials



cards



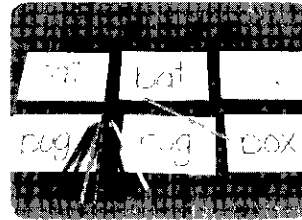
crayons



scissors

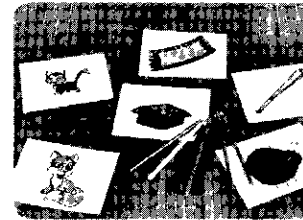
pencil

Step 1



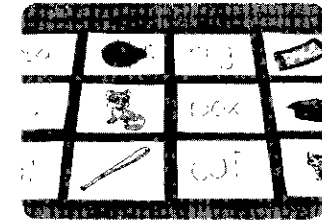
Write some rhyming words.

Step 2



Illustrate the rhyming words.

Step 3



Show the cards to your classmates.

My Progress

Talk to a partner about his/her progress and check (✓) the correct answers.

My partner...		
Identifies rhymes and tales in verse.		
Knows words that rhyme.		
Recognizes the writing of words that rhyme.		
Enjoys listening to tales in verse.		

Was it...

fun? easy?



Big Book Activities

Fast Plan

Play track 89. Students will read about some animals.

Extended Plan

Play track 89. Students will read the story to their desk partners. Use the Big Book Fiction, page 5 as follows:

First week: Let's read a funny story with rhyming words! Let's listen to it. (Play track 89.) Let's listen one more time! (Play track 89.)

Second week: Let's listen to our Big Book story again. (Play track 89.) I'm going to read the story once more and you are going to repeat after me, following along with your finger. Ready?

Third week: Let's make a noise for each character in the story! Whenever you hear the pig in the story, let's make an oink oink sound. Whenever you hear the possum, let's swing our arm. Whenever you hear the dog, let's make a bark bark sound. Whenever you hear the hen, let's make a cluck cluck sound. Whenever you hear pot, let's make a stirring motion with a pretend spoon. Whenever you hear hot water, let's make an ouch! sound. And when the pig brings the bread and apple tea at the end, let's rub our tummies and say, yum, yum! Are you ready?

Now, read the story with the corresponding sounds and movements and ask students to repeat after you

Fourth week: Now I'm going to read the story myself. You are going to listen carefully, and you are going to clap and stand up when you hear rhyming words. Ready?



Cutouts

Alternative Product Unit 2

Word Cards

Prepare supplies per student: cutouts on page 119, scissors, envelope, table, laminating sheets, and crayons.

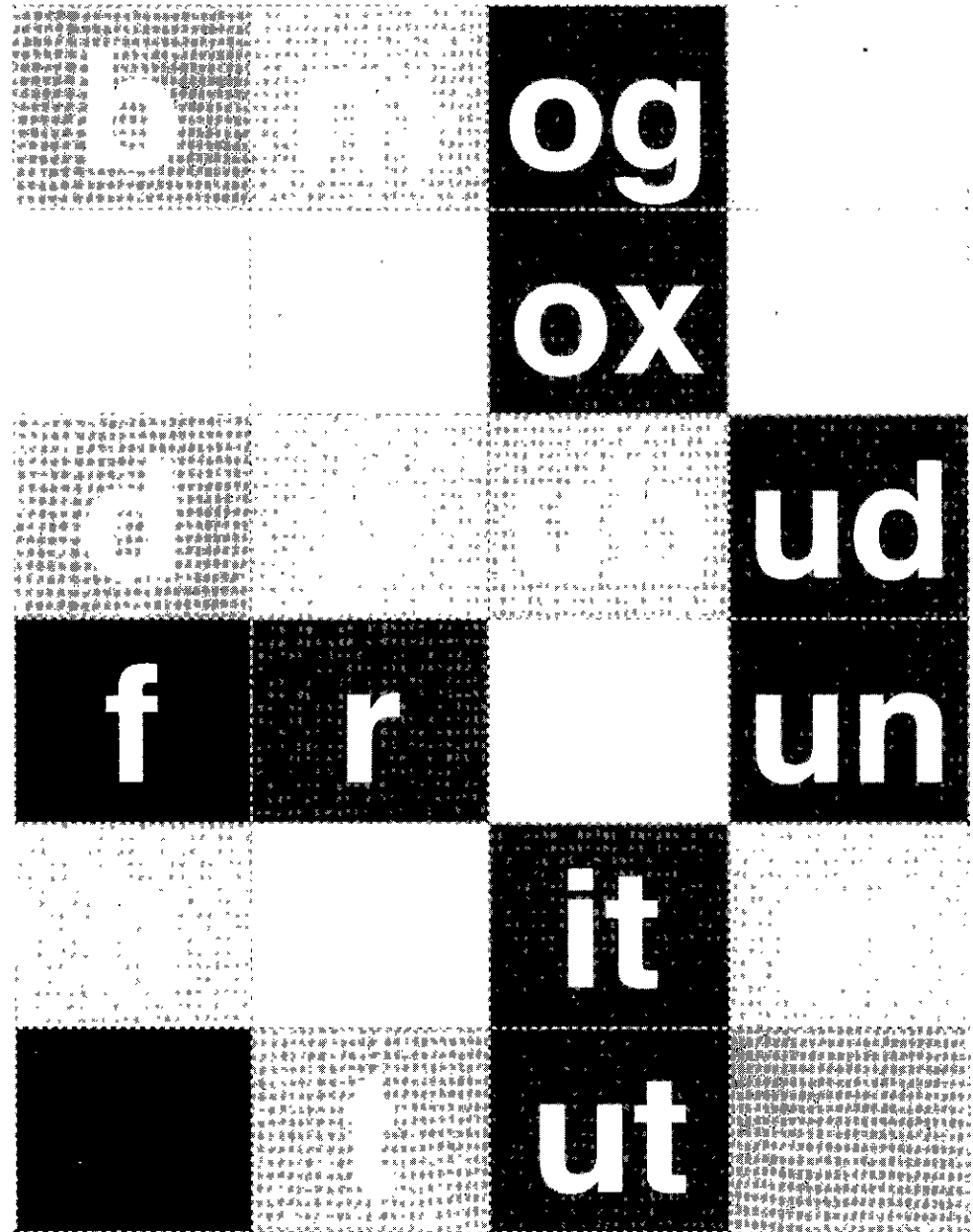
First week: Carefully, cut off page 119 and laminate it with your plastic. Be careful. See how to do it. (Show them how and help, if necessary.)

Second week: Today, you will carefully cut the little cards. Take out your envelopes and write your complete name on them with your crayons. Put the cards inside your envelopes.

Third week: Take out your envelopes. Take out a card. What is special about the cards? (Students answer, *They have letters!*) Yes! What can you make with letters? (Students answer, *Words!*) Right! This is how we're going to play. Get in pairs and try to make words combining your cards. Who has the first word? (Student answers, *Box!*) Excellent! Do you want to write it on the board?

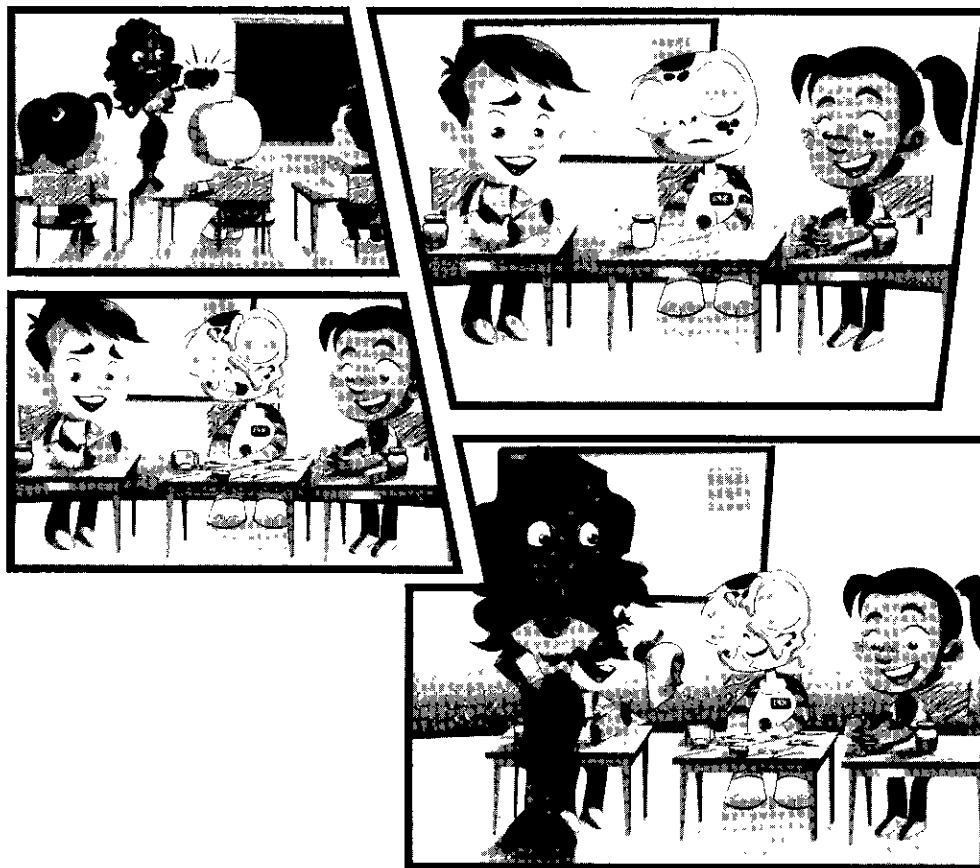
Proceed to elicit words. Accept words seen in the unit, but also other words students may already know or may accidentally create. Explain the meaning of new words. Possible words: bog, big, box, boy, bud, bug, bun, bit, bat, but, mud, mug, mat, cub, cat, cut, dog, dig, dug, fog, fig, fox, fun, fit, fat, hog, hug, hit, hat, hut, nun, nut, pig, pox, pun, pit, pat, put, rub, rug, run, rat, rut, sub, sun, sit, sat, tub.

Fourth week: Now let's try and remember our words. Who can tell me one of the words we made with our cards? (Elicit as many words as possible.)





Track 22 Listen to the audio and identify the objects.



Learning Product 3

Illustrated instruction sheet for assembling an object

Fast Plan

Students look at the comic frames and identify the objects they already know. They identify the situation as well.

Extended Plan

Say, Open your books on page 29. Who do you think the picture is intended for? And what do you think it is for? Let's see what we have in this picture (point at the page). What do you see? (A teacher, students, a classroom, hand-made toy cars, a cardboard, markers, scissors, crayons, etc.) Great!

Play track 22. Ask students about the comic: What colors did they use? What color would you paint your cardboard car?

Vocabulary:

kite	tape
string	find
tie	ribbon
take	thread
pick up	hole
put down	punch

Environment. Academic and Educational

Social Practice. Read illustrated instructions for assembling an object.

Achievements:

- Explore instruction sheets.
- Participate in reading instructions.
- Participate in writing instruction sheets.

Product: Illustrated instruction sheet for assembling an object

Fast Plan
Lift off!

Have students look at the pictures and order them.

Portfolio Time

Have students select a simple arts and crafts project and draw pictures of the steps. They can also copy the pictures in this activity.

Accelerate!

Have children write 1st, 2nd, and 3rd to order the instructions for assembling a kite.

Follow the ICT link to practice numbers with different resources. You can use games, videos or listening activities. Count the objects in the classroom and then write the number.

Reach for the Stars!

Pair students. Explain that one partner will read a sentence and the other partner will say if that step comes 1st, 2nd, or 3rd in assembling a kite.

Let's Orbit English!

Model the numbers for students to repeat. Repeat until they are confident to count by themselves. Go around the room and check/correct random students. Invite them to show the numbers with their fingers.

Extended Plan

Lift off!

Say, Look at the pictures. They illustrate the steps to assemble a kite. When we want to construct or build something, we always need to follow steps.

Are you ready? Let's begin. Look at the pictures. Which one comes first? Which one is step 1? (The third picture) Continue with the rest of the pictures and have students number the pictures.

Lift off!

1 Look at the pictures and order them. Write 1, 2, 3, and 4.



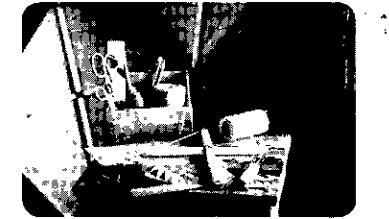
(2)



(4)



(3)



(1)



Accelerate!

2 Read and order the steps in the list. Assist students with the order of the instructions.

3 Fly the kite

1 Get the materials.

2 Cut, color, and glue.



Go to <https://learnenglishkids.britishcouncil.org/en/category/topics/numbers> to practice more numbers. How far can you count?



Reach for the Stars!

3 Read the instructions and order them. Write the numbers. What steps do you like to do best?

Let's Orbit English!



Say, Look at the pictures. They illustrate the steps to assemble a kite. When we want to construct or build something, we always need to follow steps.

one (1)

two (2)

three (3)



Lift off!

1 Match the words to the pictures.

string

take, get



Accelerate!

2 Write the missing information.

first	1	two	third	3	2
Cardinal	Cardinal	Ordinal	Ordinal		
one	1	first	1 st		
two	2	second	2 nd		
three	3	third	3 rd		



Reach for the Stars!

3 Write the first 3 steps to make a kite.



First, get two wooden sticks.



Second, take some string.



Third, tie the wooden sticks.

Fast Plan Lift off!

Read the words to the students, they repeat after you. Read the words again as you point to the correct photo. Have them point to the photo as you say the words together, then have the students draw a line from the words to the correct photo.

Accelerate!

Complete the numbers on the board. Say the numbers, invite students to say the numbers with you.

Reach for the Stars!

Practice the numbers.

Let's Orbit English!

Play track 23. Tell them to repeat each sentence with the audio. Play track as necessary. Check.

Extended Plan

Accelerate!

Say, I need 3 volunteers to come to the board. Here are 3 examples of ordinal numbers (point to each student.) This is the first student; this is the second student; this is the third student. Fill in the blanks.

Let's Orbit English!

Play track 23. Ask students to repeat the sentences.

Write "kite" on the board and draw a simple kite. Say, What is a kite? Can you fly a kite? Today we will practice ordinal numbers. What are the first steps to make a kite? First you should take your two wooden sticks. (Pick up your two wooden sticks.) Second, you should take your string. (Take your precut string into your other hand.) Third, you should tie your wooden sticks together. (Now tie your string around the two wooden sticks.) These are the first 3 steps to make a kite. Repeat the steps with me.

Fast Plan
Lift Off!

Have students look at the pictures and order them.

Portfolio Time

Have students select a simple arts and crafts project (or scan though the unit) and draw pictures of the steps. They can also copy the pictures in this activity.

Accelerate!

Tell students to repeat the phrases with you and follow you.

Reach for the Stars!

Practice giving instructions in pairs.

Let's Orbit English!

Model the numbers for students to repeat. Go around the room and check/correct random students. Invite them to show the numbers with their fingers.

Extended Plan

Accelerate!

Ask, What are these things? Yes! This is a pencil. (Hold up a pencil and point to the word on the board.) This is a crayon. (Hold up a crayon and point to the word on the board.) Now, find your pencils and crayons and put them down on your desk. Follow along in your book on page 32. Take one pencil. (Pick up your pencil.) Put it down. (Repeat process with crayons and pencils.) Very good! Now, let's mix it up. Get some crayons. Put them down. Take one pencil. Put it down. Get some crayons. Put them down. Pick up one crayon. Put it down. (Continue and speed up as you go!).

Let's Orbit English!

Write the numbers 4 to 6 on the board. Have 6 wooden sticks ready to show the students. Say, We are going to practice numbers counting wooden sticks. Have the students count with you.

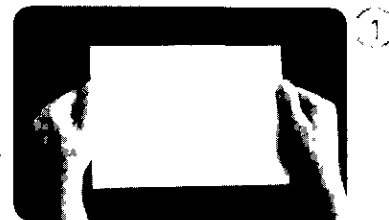


Lift off!

1. Look at the pictures and order them. Write 1, 2, 3, and 4.



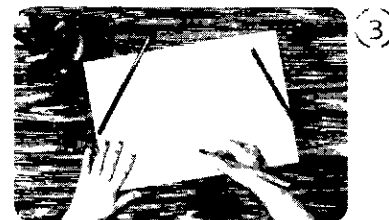
4



1



2



3



Accelerate!

2. Practice giving and following directions.

- Take one pencil. Put it down.
- Get some crayons. Put them down.
- Pick up a crayon. Put it down.



Reach for the Stars!

3. Practice giving instructions with your classmates. Use your classroom objects.

Let's Orbit English!



Count the sticks with your hands. Write the numbers.



four (4)



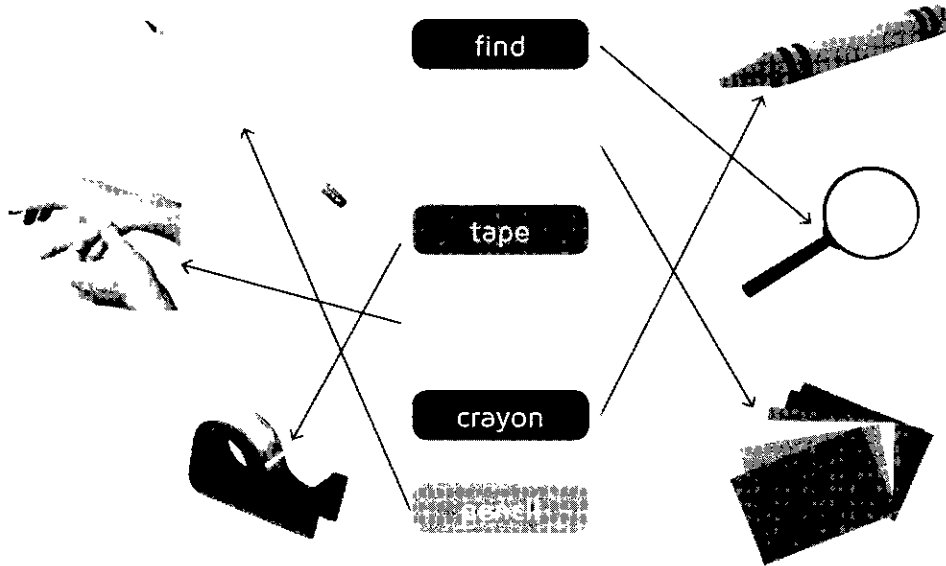
five (5)



six (6)

Lift off!

1. Match the names to the photos.



Accelerate!

2. Order the sentences (1, 2, 3, and 4).

- 2. Second, take a pencil.
- 4. Fourth, color the circle.
- 1. First, take some paper.
- 3. Third, make a circle.

Reach for the Stars!

3. Read aloud with your class the sentences of the previous activity in order.

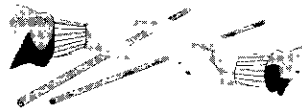
Listen and repeat.



Fourth, find some paper.



Fifth, get some tape.



Sixth, put tape on the wooden sticks.

Fast Plan Lift off!

Write the words *find*, *tape*, *crayon*, *pencil*, *put*, and *paper* on the board. Ask students to repeat the words after you. Tell students to match the words to the pictures.

Accelerate!

Ask students to order the sentences.

Portfolio Time

Have students select one of the drawings they did to illustrate a simple arts and crafts project. Then ask them to write some steps according to them. They can create their own simple instructions or copy the ones in the activity if it suits their choice.

Reach for the Stars!

Ask students to read the sentences aloud. Check and have them practice pronunciation.

Let's Orbit English!

Play track 24. Tell them to repeat each sentence with the audio. Play track as necessary. Go around the room and check/correct random students.

Extended Plan

Accelerate!

Use prepared strips of paper. Say, Look the sentences are mixed up. Can you help me put them in the right order? I need four volunteers. (Give each student a word strip). Class, help us put the word strips into the correct order! Raise your hands if you think this sentence should be first. (Have students vote by raising hands which sentence should be first, second, third, and fourth. Have student volunteers move into position so that the sentences are in the correct order as the class votes. After the students have voted and the sentences are in the correct order, *first*, *second*, *third*, *fourth*) Let's read it one more time to make sure that it sounds correctly.

Fast Plan
Lift off!

Read the sentences with the students then have them repeat each sentence with you. Combine sentences and chant them with the students. Ask the students to help you create hand motions for the sentences.

Accelerate!

Review colors with students. Tell them that they will listen to some children describing their kites. Play track 25 and ask them to complete the sentences.

Reach for the Stars!

Tell students to look at the photos and listen to track 26. Then ask them to circle the pictures that they hear in the audio. In this activity they will circle the three photos.

Let's Orbit English!

Model the numbers for students to repeat. Go around the room and check/correct random students. Invite them to show the numbers with their fingers.

Extended Plan

Reach for the Stars!

Do you see the pictures in the center of the page? What are they? (pieces of paper, a crayon, a kite.) What can you do with these things? (Find some paper; color it; fly a kite.) Listen to the audio. Circle the photo of each thing if you hear words about the photos. (Play track 26.) Did you circle the correct photos? Check. (Play track 26.) Let's listen again, I will pause the recording. (Play track 26, Find some paper.) Now circle the paper. (Play track 26, Color it.) Now circle the crayon coloring a rainbow. (Play track 26, Fly a kite.) Now circle the kite. Does everyone have it now? Very good!

Lift off!



1. Pick it up! Put it down.

Pick it up! Put it down.

Take some string. Turn around.

Color it! Add some paint! Fly your kite!



Accelerate!

2. Listen and write the words in the sentences.

A: My kite is red.

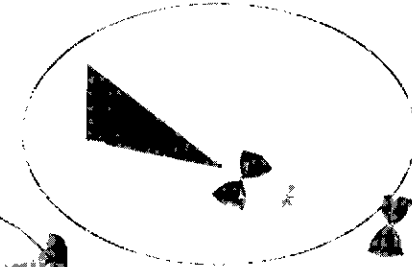
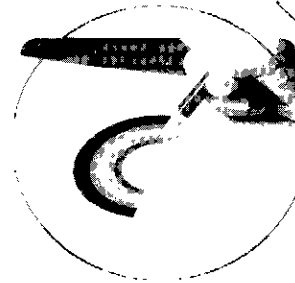
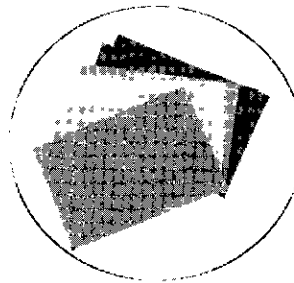
B: My kite is blue.

C: My kite is yellow.



Reach for the Stars!

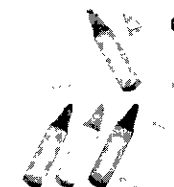
3. Circle the pictures you hear.



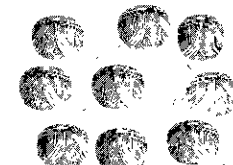
Let's Orbit English!



seven (7)



eight (8)



nine (9)

Lift Off!

1. Match the words to the photos.

Accelerate!

2. Complete the sentences.

paint paper first diamond

What's first? What's second?

Cut a diamond on the paper. Color or paint it.

Reach for the Stars!

3. Say the words in this order: fly, color, ribbon, cut, diamond, paint, paper, first.

Fast Plan Lift Off!

Ask students to repeat the words *fly*, *color*, *ribbon*, *cut*, *diamond*, and *paint* after you. Tell students to draw a line from the word to the matching photo.

Accelerate!

Tell students to complete the sentences using the words in the box.

Reach for the Stars!

Have students read their answers aloud. Ask randomly and then have them do it chorally. Check.

Let's Orbit English!

Play track 27. Tell them to repeat each sentence with the audio. Play track as necessary. Go around the room and check/correct random students.

Extended Plan Lift off!

Say, Let's learn some new words on page 35. We are going to create actions for each new word. Are you ready? The first word is *fly*. Wave your arms like a bird in the sky. Very good! When I say the word *fly*, pretend you are flying. The next word is *paint*. Can you pretend to paint something with a pretend paintbrush? The next word is *color*. Pretend to hold a crayon and draw in the air. *Diamond* is the next word. Can you make a pretend diamond shape in the air with your fingers? Good! The next word is *ribbon*. Can you pretend to tie a bow with your ribbon? Our last word is *cut*. Can you pretend to cut something with scissors? Very good! Let's do it again. When I say the word, make the action at the same time.



Seventh, cut a diamond on the paper.

Eighth, color or paint it.

Ninth, tie a ribbon.

Fast Plan
Lift off!

Have students look carefully to the pictures. Then read the questions and possible answers with them. Finally have them circle the answers and discuss them as a class.

Accelerate!

Students will say the names of each ordinal number.

Big Book Time

You can use this activity as a framework to introduce the Big Book reading or to continue working with it. Have students say the ordinal numbers as you turn the pages and display the steps to make egg-carton bugs.

Reach for the Stars!

Ask students to say the ordinal numbers. Then have some volunteers come up to the board and write them there. Have students copy in their books.

Let's Orbit English!

Model the numbers for students to repeat. Invite them to show the numbers with their fingers.

After this, ask students to look at the Digital Poster 3 and ask them about the steps that are usually followed when cooking a cake. Elicit *first, second, and third*.

Extended Plan

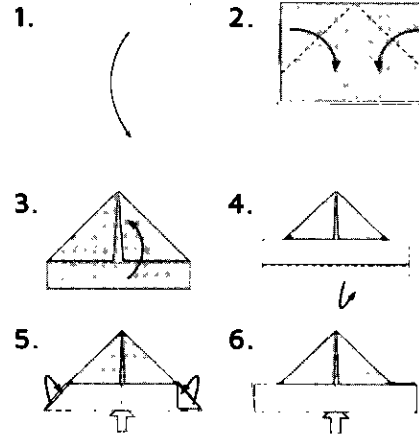
Reach for the Stars!

Once students have practiced writing the ordinal numbers, play a game with them. Explain: I'm going to say a number. It can be cardinal (one, two, three...) or ordinal (first, second, third). If I say cardinal number one, you say ordinal number _____. (Students say "first".) Practice as much as they need and then play.



Lift off!

1. Read and think about the pictures with...



1. What is the topic?
A. How to build a paper plane.
B. How to build a paper hat.
2. What is the purpose?
A. Give instructions.
B. Learn to draw.
3. Who is it for?
A. Children
B. Dogs



Accelerate!

2. Practice reading and thinking about the pictures with...

First, second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth!
1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th



Reach for the Stars!

3. Write and say...

1st first 2nd second 3rd third 4th fourth 5th fifth
6th sixth 7th seventh 8th eighth 9th ninth 10th tenth

Let's Orbit English!



First

Finally

Then



Lift Off!

Match the words to the photos.

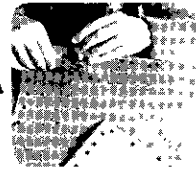


punch

run

cross

string



Accelerate!

2 Write the same words 1, 2, 3, and 4

- 2 Second, color the kite.
- 4 Finally, go fly a kite!
- 1 First, form the kite.
- 3 Third, tie a ribbon.

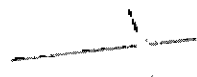


Reach for the Stars!

3 Rearrange the sentences in the correct order. Check your answers with your classmate.



Next, punch a hole at the cross and at the base.



Then, thread string at the base.



Finally, tie the string at the cross.



Fast Plan

Lift Off!

Read the words. Have students repeat the words with you. Ask them to match the words to the photos. Tell them to change books with their neighbor on the right to check. Return books.

Accelerate!

Ask students to order the sentences and write their answers on the line.

Portfolio Time

Have students add steps to their previous Portfolio work. Help them if necessary.

Reach for the Stars!

Ask students to read their answers to check them.

Let's Orbit English!

Play track 28. Tell them to repeat each sentence with the audio. Play track as necessary. Go around the room and check/correct random students.

Extended Plan

Accelerate!

Write the sentences on the board in the same order as the book. Say, Let's put these sentences in the correct order. (Read all the sentences.) Can we fly a kite that we haven't made yet? (Students answer, No!) First, form the kite. Does that sound right? (Students answer, Yes!) We need to form the kite first. Do you see a sentence that we should do next? (Students answer, Second, color the kite.) Right! We should color the kite after we form the kite. Write 2 now. Should we go fly the kite next? (Students answer, No!) Hmm, let's read the last sentence. Then, tie a ribbon. Do you think we should tie a ribbon before we fly the kite? (Students answer, Yes!) Okay, let's write 3 next to this sentence, then 4 next to Finally, go fly a kite! Good job!

Illustrated Instruction Sheet for Assembling an Object

Prepare supplies per student: paper, pencil, crayons, scissors.

Have students check their portfolio activities before starting the product. Give instructions as follows:

- Think about an object you can easily make.
- Write your instructions to make it and illustrate them.
- Present your manual to your classmates. You can read the instructions step by step, or you can learn them by memory and explain them to your classmates.

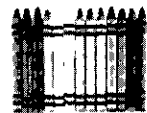
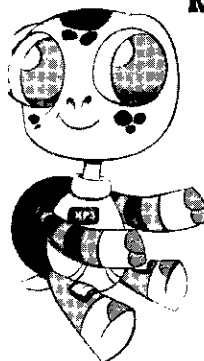
My Progress

Ask students to look at *My Progress*. Ask them about the colors in it (green, yellow, and red). Tell them that those are the colors in the traffic lights.

Explain to them that green means they feel happy about their progress in this unit, *yellow* means they have to work more, and red means they feel sad about their progress. Check they understood and ask them to write their answer.

Finally, ask: Was Unit 3 fun? Was it easy? Ask them to tick or circle the face that matches their answer. They can compare with a partner.

Materials



crayons



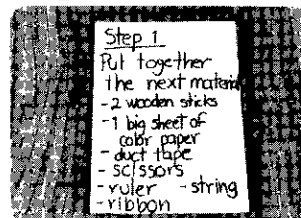
paper



scissors

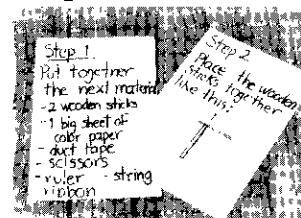
pencil

Step 1



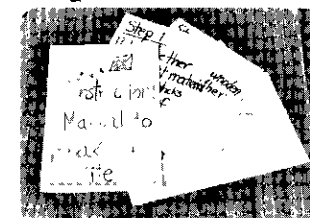
Write your instructions.

Step 2



Illustrate your instructions.

Step 3



Present your instructions to the class.

My Progress

Check (✓) the correct answers.

Read short instructions.

Listen to and write instructions.

Recognize ordinal and cardinal numbers.

Associate the reading and writing of words.

Was it...

fun?



easy?



Let's Make Egg-Carton Bugs!



Big Book Activities

Fast Plan

Play track 90. Students will make an egg-carton bug with you in class.

Supplies: Big Book Nonfiction 1 egg carton, tempera paint (red, green, black), paintbrushes, glue, googly eyes, pipe cleaners (black, green, white), white tissue paper, craft needle or push pin, scissors, and markers.

Extended Plan

Use the Big Book Nonfiction, page 13 as follows:

First week: Let's listen to the Big Book Nonfiction! (Play track 90.) It is going to help us make egg-carton bugs! Can you see the bugs: ladybug, caterpillar, spider? (Show the picture to them). Let's listen to the book one time before we make our bugs (Play track 90 again).

Second week: Let's listen to our Big Book again. (Play track 90.) I'm going to read the story once more and you are going to repeat after me, following along with your finger. Ready?

Third week: Now I am going to give you the supplies to make your bug. (Hand out the materials and help them choose which bug each student will make.) Let's read our Big Book again and make the bugs as we read. Now we can even name our bugs! Let's give them names. (Help students give names to their bugs.) Wow! You made wonderful, beautiful bugs! (Save bugs for week 4.)

Fourth week: Now show us your bugs and explain how you made them. (Guide students into saying very simple steps.)

Alternative Product Unit 3

Make a Kite

Prepare supplies per student: wooden sticks, scissors, paper, a ball of string, tape, ribbon, crayons/markers/paint, and a hole-puncher. Give instructions as follow:

First week: Are you ready to make a kite today? Take your two wooden sticks, Cross the wooden sticks, and then tie the wooden sticks together in the center. Cut the paper to form a diamond.

Second week: Tape the wooden sticks to the paper. Punch 2 holes in the center of the kite.

Third week: Tie a ribbon onto the center wooden stick near the bottom of the kite. Color or paint your kite.

Fourth week: Tie one end of the ball of string to the string through the holes. The kite is ready to go fly now!

Display kites in the classroom on a bulletin board or from the ceiling. Plan a special day to fly the kites.

UNIT 4

Learning Product 4

Illustrated dictionary of signs used in public spaces

Fast Plan

Students look at the comic frames, identify the objects they already know, and describe the pictures.

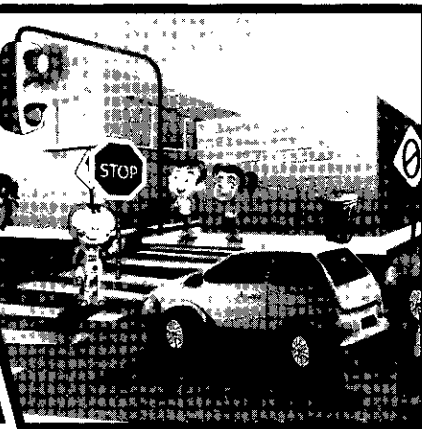
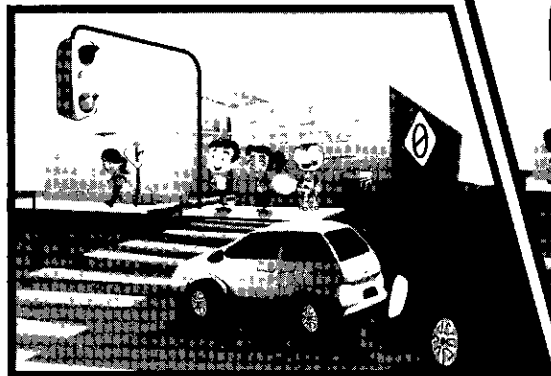
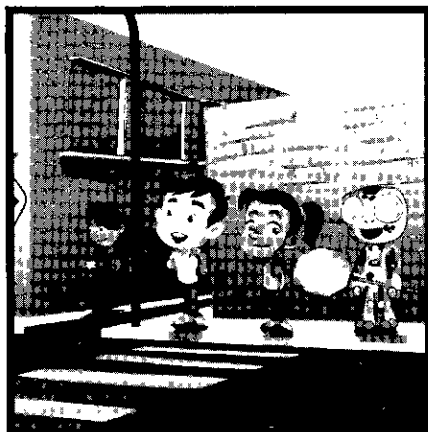
Extended Plan

Say, Open your books on page 39. Who do you think the picture is intended for? And what do you think it is for? Let's see what we have in these pictures (Point at the pictures) What do you see? (Students might answer, *A Street, the road, the sidewalk, pedestrians, cars, a bus, people, children, a pedestrian crossing, signs, a traffic light., etc.*) Great! What do you think the unit will be about? (Students might answer, *The community, signs in the community.*) That's correct. In this unit we will learn about different types of signs and what they mean. Play track 29. Then, make questions about the story and the characters.

Vocabulary:

sign
traffic light
close
open
road
sidewalk

helmet
left
right
restrooms
seat belt
exit



Environment. Family and Community
Social Practice. Interpret public signs.

Achievements:

- Explore signs used in public spaces.
- Identify words spoken aloud.
- Explore signs and words related to them.
- Participate in the writing of names of words related to signs.

Product: Illustrated dictionary of signs used in public spaces

Fast Plan
Lift off!

Have students color the signs and discuss the meaning as a class.

Portfolio Time

Have students draw and color the signs on separate sheets of paper. Give them time to play with their classmates in pairs: one student talks and moves and the other shows the signs for the first student to follow them.

Accelerate!

Review colors *red*, *yellow*, and *green*, and pantomime the actions. Ask them to complete the traffic light.

Reach for the Stars!

Complete and read with a classmate.

Let's Orbit English!

Play track 30. Tell them to repeat each sentence with the audio. Play track as necessary. Go around the room and check/correct random students.

Extended Plan

Lift off!

Follow the ICT so that students can see and learn more traffic signs.

Accelerate!

Say, This is a "traffic light". It has three colors: red, yellow, and green. Can you point at red? Can you point at yellow? Can you point at green? Now, these colors mean something. Red means "Stop" (Pantomime the action). Can you do it with me? (Invite them to pantomime and say the word). Yellow means "Wait" (Pantomime the action). Can you do it with me? (Invite them to pantomime and say the word). Green means "Go" (Pantomime the action). Can you do it with me? (Invite them to pantomime and say the word).

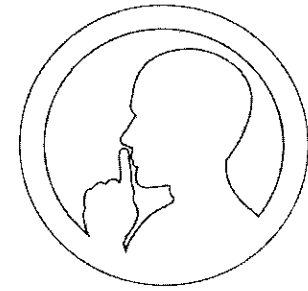
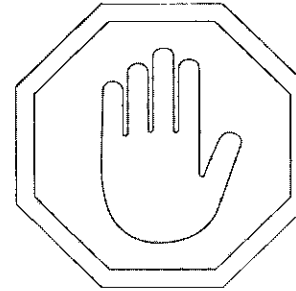


Lift off!

1. Have students draw and color the signs on separate sheets of paper.

ICT

Go to <http://www.roadwise.co.uk/using-the-road/road-signs/> to learn more about signs.



Accelerate!

2. Complete and read with a classmate.



Traffic Light

red means stop.
yellow means wait
green means go.



Reach for the Stars!

3. Write the words on the sign.



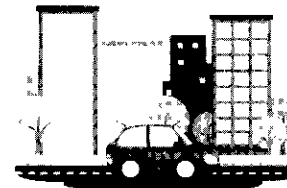
1. close

2. open

Let's Orbit English!



This is a car.



Cars use the road.



This is a pedestrian.



Lift off!



bike



road



helmet

seat belt



Fast Plan
Lift Off!

Read the words out loud. Tell students to repeat the words with you as they point to the pictures. Ask them to draw a line from the word to the matching photo.

Accelerate!

Help students identify the objects and write the missing letters.

Reach for the Stars!

Read the sentence and explain. Ask them to circle the scene that matches the sentence.

Let's Orbit English!

Read the sentences and ask students to say them after you. You can pantomime some of the words.

Extended Plan

Reach for the Stars!

Say, Let's talk about street safety. When you want to cross the road (Draw the road and a pedestrian on the board), you need to hold hands with an adult, your mom or dad. Can you hold hands now? Hold hands with a partner, please. Very good!

Write *hold hands* on the board and repeat it for them. Use a large piece of paper on the floor on the back of the classroom to be the road. Draw lane lines. Say, Let's all go to the back to *cross the road*.

Invite them to cross the road and emphasize that they need to hold hands with a partner. Say, Great! Now you know how to cross the road! Now let's circle the scene that shows someone holding hands while crossing the road.



Accelerate!

2. Write the missing letters.

- 1. c a r
- 2. h e l m e t
- 3. b i k e



Reach for the Stars!

3. Circle the scene that matches the sentence.



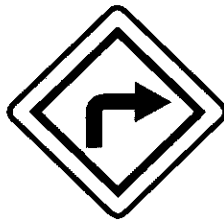
Hold hands while crossing the road.



Pedestrians use the sidewalk.



left



right

Fast Plan
Lift off!

Help students read the words and identify the pictures. Then they draw lines from the pictures to the words.

Accelerate!

Read the words and explain them. Describe the pictures. Ask them what word is missing in each picture.

Reach for the Stars!

Read the sentences and explain. Ask them to circle the scene that matches the sentences.

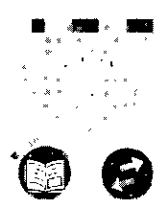
Let's Orbit English!

Play track 31. Tell them to repeat each sentence with the audio. Play track as necessary. Go around the room and check/correct random students.

Extended Plan

Accelerate!

Say, Let's read the words. Read them with me: *h-h-hands, r-r-road, g-g-green*. Can you point at the words? *Hands. Road. Green*. Now let's look at the pictures. What is the child in picture 1 doing? (*Holding hands.*) Very good! And what light can you see in the traffic light in picture 2? (*Green light.*) Correct! And where are they in picture 3? On the sidewalk or on the road? (*On the road.*) Great! Now let's read the three sentences.



Lift off!

1. Read the words and explain.

1. pedestrian

2. car



Accelerate!

2. Circle the pictures.

hands road green



1. Hold hands with your mom or dad.

2. Wait for the green light.

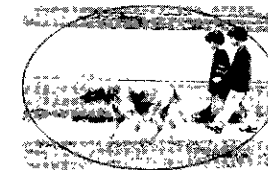
3. Cross the road.



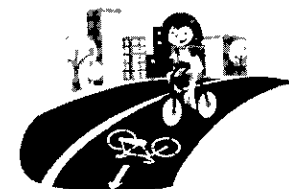
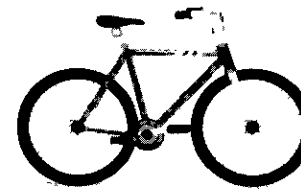
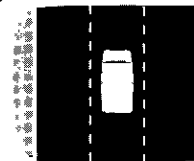
Reach for the Stars!

3. Read the sentences and circle the scene that matches the sentences.

Always walk on the sidewalk. Don't walk on the road.



Let's Orbit English!

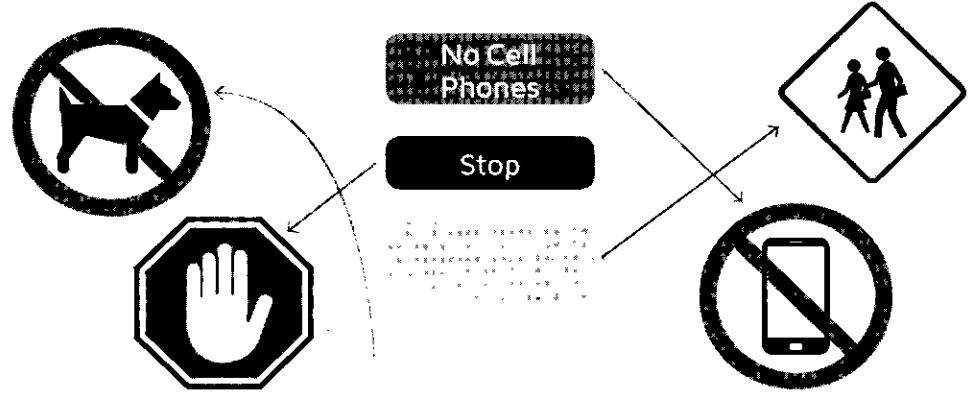


Cars use car lanes.

This is a bike.

Bikes use bike lanes.

Lift Off!



Accelerate!



1. Silence, Please → Words: 2
2. No Food or Drinks → Letters: 14

Reach for the Stars!



Restrooms



No Food or Drinks



Pedestrian Crossing

Fast Plan
Lift Off!

Read the words out loud. Tell students to repeat the words with you as they point to the pictures. Ask them to draw a line from the word to the matching photo.

Accelerate!

Elicit what the sign might mean. Read the phrases. Ask them to match the correct phrase. Then help them count words and letters.

Reach for the Stars!

Ask them to look at the pictures and elicit their meaning. Ask them to listen and order the sentences. Play track 32.

Let's Orbit English!

Read the sentences and ask students to say them after you. If necessary, read them slowly.

Portfolio Time

Have students take a sheet of paper. Have them write and color the following title: My List of Words for Public Signs. Have them add the words in this activity.

Extended Plan

Accelerate!

Say, What do you see? What sign is it? (Pantomime the sign.) Let's all say *Silence, please* and pantomime (Put your index finger in front of your mouth vertically).

Now let's read. Follow along with me: *Silence, please. No food or drinks.* Once more. Which one matches the sign? (*Silence, please.*) That's correct. Match it with a line. Now let's count words and letters. Circle the words in green. How many words does it have? (*Two.*) Good! Now, cross out the letters in red. How many letters does it have? (*Thirteen.*) Very good! Now write 2 and 13 on the lines.

Fast Plan
Lift off!

Model pronunciation and invite them to say the words with you. Ask them to point as they say.

Accelerate!

Elicit the names of the signs. Ask them to match them with the place they belong to (in *Lift Off!*).

Reach for the Stars!

Elicit what the picture shows. What is it? (A museum.) Elicit the names of the signs. Play track 33 as many times as necessary for them to circle the signs they hear.

Let's Orbit English!

Read the signs and ask students to repeat after you. If necessary, read them slowly.

Portfolio Time

Have students add the words in this activity to their portfolio list.

Extended Plan

Lift off!

Let's see what we have in these pictures. Can you read with me? *Hospital, park, movie theater, museum.* Can you point at the words as you follow along? *Hospital, park, movie theater, museum.* Very good! Now I'll say the place and you'll say the number: Museum (4), hospital (1), movie theater (3), park (2). Perfect.



Lift Off!

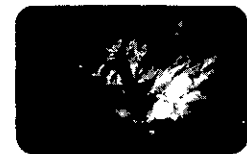
1. hospital 2. park 3. movie theater 4. museum



1. hospital



2. park



3. movie theater



4. museum



Accelerate!

2. Match the signs with the places in the picture.



1



2



3

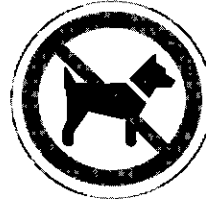
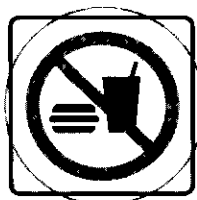


4



Reach for the Stars!

3. Circle the signs you hear.



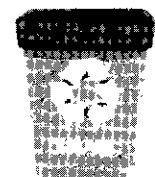
Let's Orbit English!



Information



No Pictures



Organic Garbage Only

Lift off!

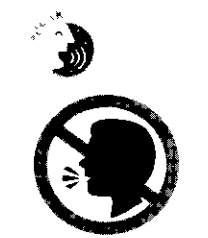
Accelerate!

1. Use a helmet . . . 2. Use a seat belt . . .

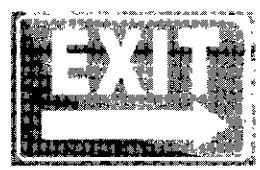


1. Use a helmet . . . 2. Use a seat belt . . .

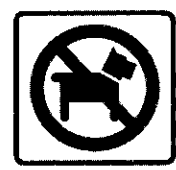
Reach for the Stars!



Silence, Please



Exit



No Animals

**Fast Plan
Lift off!**

Read the words out loud. Tell students to repeat the words with you as they point to the pictures. Ask them to draw a line from the word to the matching photo.

Accelerate!

Make them look at the signs and notice the helmet and the seat belt. Help them read the words. Have them complete the sentences.

Reach for the Stars!

Ask them to say the signs. Ask them to close their books and pantomime the actions when they hear the signs.

Let's Orbit English!

Read the signs and ask students to repeat after you. If necessary, read them slowly.

Portfolio Time

Have them add the words in this activity to their portfolio list.

**Extended Plan
Accelerate!**

Say, Let's look at these new signs. What color are they? (*Yellow and blue.*) Very good! What do you see in the first sign? (*A man/man's head.*) That's correct! And what does the man have in his head? (*A helmet.*) Very good, a helmet! Can you find the Word *h-h-helmet* in the box? (They point at the word *helmet* in the box.) Now, what do you see in the second sign? (*A person sitting down.*) A person sitting down, very good! He is sitting in a car and he's wearing a seat belt. Can you find the word *s-s-seat b-b-belt* in the box? (They point at the word *seat belt* in the box.) Great! Now complete the sentences. Let's read them, Use a helmet. Use a seat belt.

Fast Plan
Lift off!

Elicit what they see in the picture. What is it? (A library.)

Accelerate!

Ask them to look at the signs they could find in a library, complete the names and match them.

Reach for the Stars!

Discuss what signs you need for the classroom. Give them time to draw. Finally, ask them to compare with a partner.

Let's Orbit English!

Read the phrases and ask students to say them after you. If necessary, read them slowly.

Portfolio Time

Have them add the words in this activity to their portfolio list.

Extended Plan
Reach for the Stars!

Say, Let's draw a sign for our classroom. You can all draw different signs. What do you think we need to do or not do in the classroom? (Elicit answers. Help them if necessary) Do you think we need to be quiet? Do you think we should allow animals in here? Do you think we should only wear red T-shirts?

Write their answers on the board. Ask them to draw a sign. They can choose one from the board or they can make up their own.



Lift off!



Accelerate!

2. Write the signs they could find in a library.

1. Silence, Please

2. No Cell Phones

3. Restrooms



Reach for the Stars!

3. Draw the signs you need for your classroom.

Let's Orbit English!



No Cell Phones



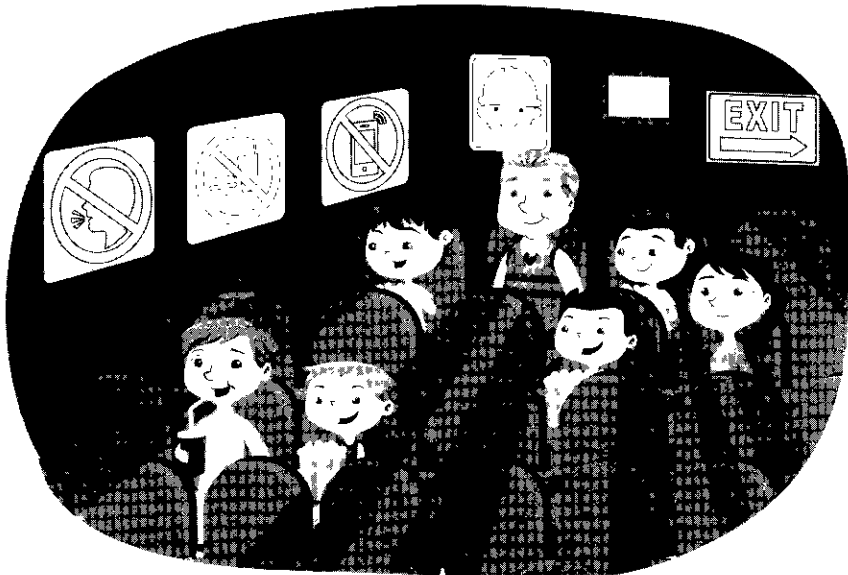
Stop



School Crossing



Lift off!



Accelerate!

2. Look at the signs in the movie theater lobby. Write the meaning of each sign.

- Silence, Please
- No Cell Phones
- Exit



Reach for the Stars!

3. Use the signs in the movie theater lobby to make a digital poster for a new city.



Let's Orbit English!

4. Listen to the audio and repeat the sentences. Then, use the signs to make a digital poster for a new city.



Draw, color, and cut traffic signs.



Glue them to a popsicle stick.



Cut slots on bottle caps and insert the traffic signs.



Fast Plan Lift off!

Elicit what they see. Ask, What do you see? What is it? (A movie theater.) Ask them to color the signs that belong only to the movie theater. (Silence Please, No Cell Phones, No Food or Drinks, Exit, Use a Helmet).

Portfolio Time

Have students copy and color the signs in this activity or in the unit and add them to their portfolio. Ask them to match their drawings to their List of Words for Public Signs.

Big Book Time

You can use this activity as a framework to introduce the Big Book reading or to continue working with it. Have students look at the pictures and identify signs.

Accelerate!

Ask them to compare their answers with a partner.

Reach for the Stars!

Review with students all the signs in this unit. Then have them work in pairs: one partner points to a sign, the other partner gives its meaning.

Let's Orbit English!

Play track 34. Tell them to repeat each sentence with the audio. If time allows, you can make them in class, or you can ask them to make them at home.

Extended Plan Accelerate!

Ask students to look at the Digital Poster 4. There, they will see a sightseeing bus in a city. Say, What signs do you think we should follow in a new city? You can use the poster to introduce the reading *A Trip to New York* (Big Book Nonfiction).

Illustrated Dictionary of Signs Used in Public Spaces

Prepare supplies per student: sheets of paper or cards, scissors, crayons, markers, pencils, pens, hole puncher, ribbon, glue.

Have students check their portfolio activities before starting the product. Give instructions as follows:

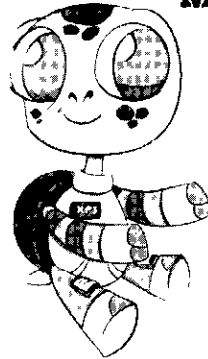
- Choose a list of public signs to put together a dictionary.
- Help students draw the signs. They can draw them in a separate piece of paper and then glue them onto the dictionary.
- Help them write the name next to each sign.
- If you are using sheets of paper, you can hole punch them and tie them together with ribbon to make a book-like dictionary.

My Progress

Ask students to look at My Progress. Say: What can you see? What are the faces expressing? Tell them that according to their progress they are going to check the columns. Read aloud the statements and give them time to check. Once they have finished, ask them to compare with a partner. Give them individual feedback if possible.

Finally, ask: Was Unit 4 fun? Was it easy? Ask them to tick or circle the face that matches their answer.

Materials



crayons

pencil

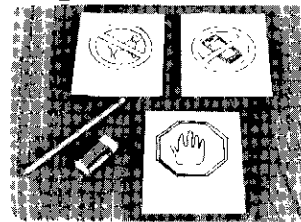


markers



paper

Step 1



Draw your signs.

Step 2



Write their meaning.

Step 3



Put them together.



Check (✓) the correct answers.



Recognize signs in different public spaces.

Say and write the names of public signs.

Indicate the importance of signs in public spaces.

Listen to words and do actions.

Was it...

fun? easy?

A Trip to New York



Big Book Activities

Fast Plan

Play track 91. Students will read a story about signs. They will review signs they know and will learn new signs and where they are located.

Supplies: paper, scissors, crayons, pencils. For the showroom: string and clips, or tape.

Extended Plan

You can give instructions as follows:

First week: Let's listen to our Big Book Nonfiction! Our Big Book is going to help us learn more about signs, what they mean and where they are. Please, follow along with your fingers as we listen. Whenever I read something about a sign, I'm going to ask you to point to the sign in the picture.

Second week: Let's listen to our Big Book story again. (Play Track 91.) I'm going to read the story once more and you are going to repeat after me, following along with your finger. Ready?

Third week: I'm going to read the story for you and show you the picture on each page. Once I read each page, I want you to tell me what signs you can see.

Fourth week: Now each of you will make a sign, and then we will draw it, and color it. Then we will make a showroom in our classroom. Let's choose our signs. Help students name signs and write them on the board so they have a list to choose from. Help them choose, draw and color. Then make a showroom with each child explaining his/her own sign. You can invite other students.



Alternative Product Unit 4

Memory Cards

Prepare supplies per student: cards, pencils, crayons and markers.

First week: Ask students to choose 5 signs from *Let's Orbit English!* (unit 4) and draw them in separate cards.

Second week: Ask them to color the drawings from last week.

Third week: Ask students to write the meaning of each sign in separate cards. Check and correct.

Fourth week: Now get together with a classmate, use both sets of cards to play Memory Game. Do you know how to play Memory? (Students answer, Yes!) Good, tell me! (Students answer, *First you have to put all the cards with the drawings facing the table*) Correct! What then? (Students answer, *Then, you have to pick one and look at it, but you don't take it. Everyone has to see it*) Ok, why? (Students answer, *Because then you pick another and if they are the same you take them, if not you leave them and the other can pick them until they make a pair*) Excellent! You're ready to play! Let's see who collects more pairs! Give them time to finish all their pairs.

My Logbook



1. What did you learn this Term? What did you like to learn with your class?

2. How did you feel about your work with your classmates this Term?



Very good!



Good



Not so good



Not good

My Logbook

1. What did you learn this Term? What did you like? Draw or write a word.

Have students scan through the pages and brainstorm words from this First Term (Units 1-4). Write the words on the board.

Have them choose one word and write it down on the line. They can also draw something they learned and liked. Monitor and help as needed.

2. How did you feel about your work with your classmates this Term. Color.

Ask students to look at the faces and pantomime them all with a partner. Read their meaning (Very good!, Good, Not so good, and Not good) and have them point at the faces. Explain that this Term they worked in communicative activities in pairs and teams. Ask them how they liked it, how they felt, and have them pantomime the face first and color it in the book afterward.

Second Term

Term achievements:

Unit 5

- Explore stories.
- Listen to reading stories aloud.
- Practice the pronunciation of words.
- Review the writing of a story.

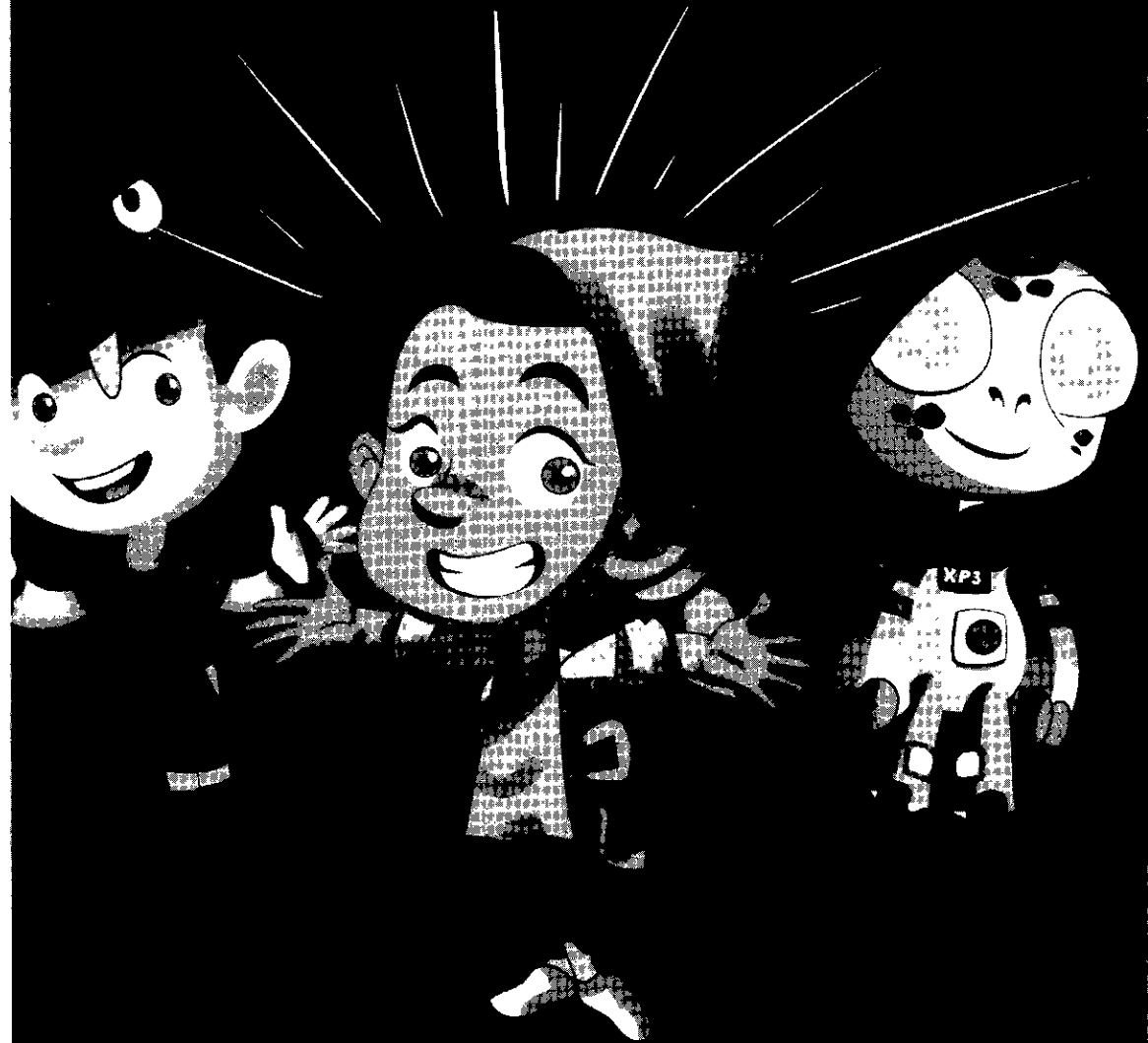
Unit 6

- Explore illustrated materials about living beings.
- Participate in making questions.
- Explore writing questions and answers.

Unit 7

- Explore information about data and personal preferences.
- Listen and acknowledge questions for information.
- Review writing questions and answers.

Second Term

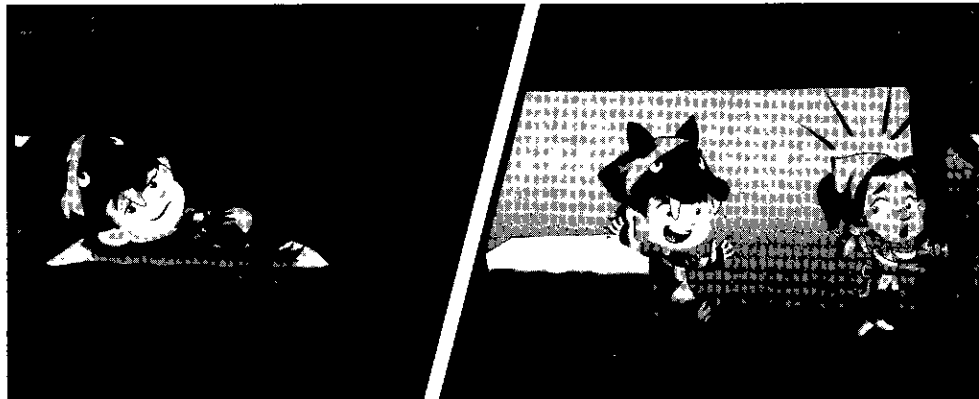
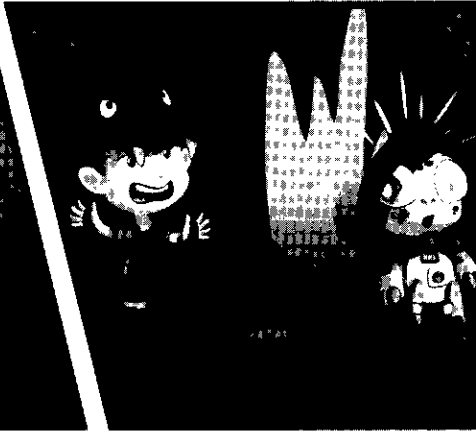
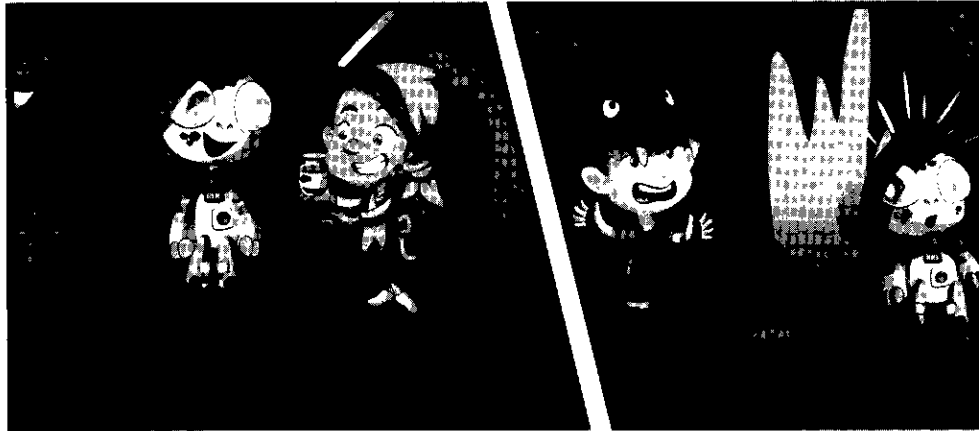


Term Achievements

Unit 5	Unit 6	Unit 7
<ul style="list-style-type: none"> • Explore stories • Listen to reading stories aloud • Practice the pronunciation of words • Review the writing of a story 	<ul style="list-style-type: none"> • Explore illustrated materials about living beings • Participate making questions • Explore writing questions and answers 	<ul style="list-style-type: none"> • Explore information about data and personal preferences • Listen and acknowledge questions for information • Review writing questions and answers

UNIT 5

Once Upon a Time



Environment. Literary and Ludic
Social Practice. Compare words in a children's story.

Achievements:

- Explore stories.
- Listen to reading stories aloud.
- Practice the pronunciation of words.
- Review the writing of a story.

Product: Illustrated story

UNIT 5

Learning Product 5

Illustrated story

Fast Plan

Students look at the comic frames, identify the objects they already know, and describe the pictures.

Extended Plan

Ask students to open their books and look at page 51. Ask them to look at it. Then, continue as follows:

Who do you think the picture is intended for? And what do you think it is for? Let's see what we have in this pictures (Point at the pictures) What do you see? (Students might answer, *Children, XP3, Little Red Riding Hood, a school play*) Great! What do you think the unit will be about? (Students might answer, *Stories.*) That's correct. In this unit we will learn about Stories.

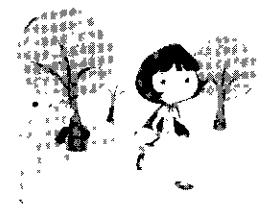
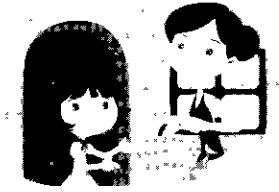
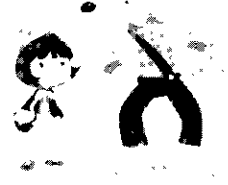
Play track 35. Then, make questions about the story and the characters.

Vocabulary:

- | | | |
|-----------|--------|-------------------|
| beginning | forest | wolf |
| middle | path | punctuation marks |
| end | basket | |

Lesson 17

Lift off!



- A. Mom says, "Take this to grandma. Don't talk to the wolf!"
- B. The girl is walking through the forest with her basket.
- C. The wolf says, "Hey! Come here!" The girl says, "No way! Goodbye!"



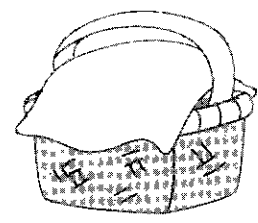
Accelerate!

2. Mom says, "Take this to grandma. Don't talk to the wolf!"



Reach for the Stars!

3. The girl is walking through the forest with her basket.



Let's Orbit English!



1. Mom says, "Take this to grandma. Don't talk to the wolf!"

grandma



mom
(m-o-m)



girl



**Fast Plan
Lift off!**

Play track 36 as many times as necessary. Read the story with students. Emphasize the words as you point to the scenes. Pantomime if necessary.

Accelerate!

Help students distinguish text from pictures, the parts you can read from the parts you can't. Then help them underline the text and circle the pictures.

Reach for the Stars!

Play track 37 as many times as necessary. Ask them to color what they hear.

Let's Orbit English!

Read the words and ask students to say them after you. Go around the room and check pronunciation. Then help them spell the word *mom*.

**Extended Plan
Lift off!**

Say, Let's read a story. It's called *Little Red Riding Hood*. It's about a girl. Can you see the girl? point at the girl. Very good. It's also about a wolf. Can you see the wolf? Point at the wolf. Perfect! So let's read the story. You follow along with your finger as I read.

(Read the story very slowly. Point at the words and the scenes as you need. Also emphasize the words and have students repeat them as they point.) Say, Can you point at the girl/mom/wolf/forest/basket? Can you pantomime *Come here!* (moving your index finger towards you in a semicircular motion) *No way!* (moving your hand or index finger from side to side) *Good bye!* (waving)? That's great!



Lift off!

1 Match the terms with the pictures. Say the words.



(D)



(C)



(B)



(A)

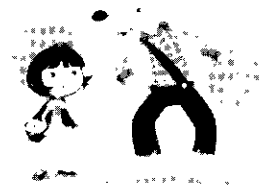
- A. wolf
- B. girl
- C. mom
- D. grandma



Accelerate!

2 Match the number with the picture. Say 1, 2, and 3. Play the game 3 times.

- 2 No way!
- 3 Goodbye!
- 1 Come here!

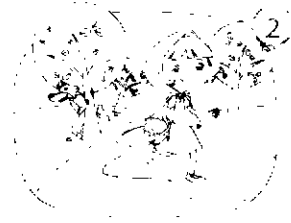


Reach for the Stars!

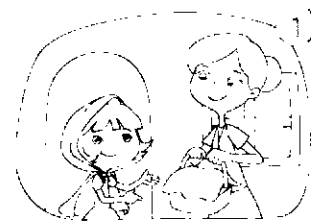
3 Find the punctuation marks in the sentences. Write the correct form marks in the boxes.



The wolf says,
Hey! Come here!



The girl is walking
in the forest with
her basket.



Mom says, Take this to
grandma.



wolf
(w-o-l-f)



forest



basket

**Fast Plan
Lift off!**

Tell students to match each word with the correct photo. Then help them say the words. Correct pronunciation.

Portfolio Time

Have students create a table or chart on a separate piece of paper. Have them write characters, places, and objects from the stories. Ask them to illustrate the names.

Accelerate!

Read the words and expressions with students. Ask them to write 1, 2, 3 to order them.

Reach for the Stars!

Help students read the sentences with you. Then ask them to write numbers 1, 2, and 3 to order them. Write punctuation marks on the board (comma, quotation marks, question mark, exclamation mark, and period). Ask them to look for those punctuation marks in the sentences and to circle them. Finally have students color the drawings and act out the scene.

Let's Orbit English!

Read the words and ask students to say them after you. Go around the room and check pronunciation. Then help them spell the word *wolf*.

Extended Plan

Lift off!

Ask, Can you see the words? Repeat them after me. Do you see a picture that looks like a mom? (Students answer, Yes!) Point to it. Letter C is next to the picture that looks like a mom. Now, do you see a picture that looks like a girl? (Students answer, Yes!) Point to it. Now write the letter B in the box next to the picture that looks like a girl. Good! Now, can you find the picture that looks like a wolf? Point to it. (Check some of the student's answers.) What should you do next? (Students answer, Write the letter A in the box next to the wolf.) That's right!

Fast Plan

Lift off!

Play track 38 as many times as necessary. Read the story with students. Emphasize the words as you point to the scenes. Pantomime if necessary.

Accelerate!

Help students distinguish pictures from letters and words from punctuation marks. Write the punctuation marks on the board if you need to. Then guide them into circling each part correctly.

Reach for the Stars!

Help them understand the words that refer to people, as opposed to objects or places. Guide them into circling the correct answers.

Let's Orbit English!

Read the sentences and ask students to say them after you. You can pantomime some of the words.

Extended Plan

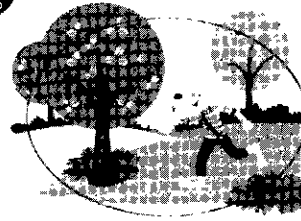
Let's Orbit English!

Read the sentences and ask students to say them after you. Then continue as follows: Now we are going to play a game. Hello! Who says *Hello?* (Students answer *He says.*) Exactly! Goodbye! Who says *Goodbye!*? (Students answer *She says.*) Perfect! Oh, no! Who says *Oh, no?* (Students answer *Grandma says.*) Very good!

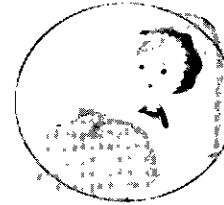


Lift off!

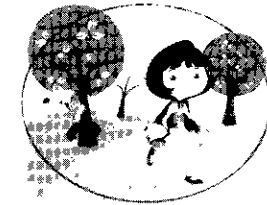
1. Listen and follow a dog.



A. The wolf is running. He gets to grandma's house first!



B. Grandma is in bed. Oh, no! She says grandma to the wolf.



C. The girl continues walking in the forest.



Accelerate!

2. Look at the text in Lift off! Circle the pictures in green, the punctuation marks in red, and the letters A, B, and C in blue.



Reach for the Stars!

3. Circle the words that refer to people.



Let's Orbit English!



Listen to your teacher say each word. Then

He says, "Hello!"



She says, "Goodbye!"



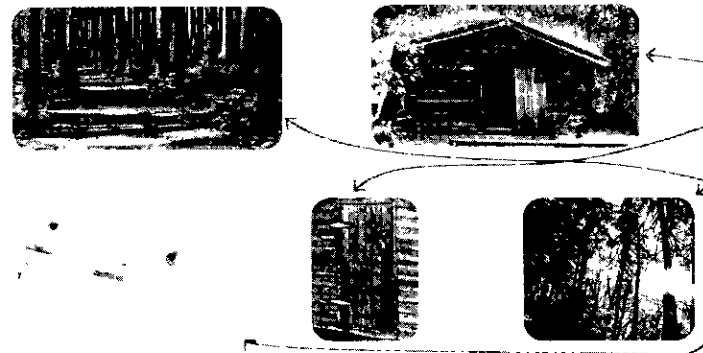
Grandma says, "Oh, no!"





Lift off!

1. Match the letters to the pictures, say the words.



- A. house
- B. door
- C. forest
- D. bed
- E. path



Accelerate!

2. Complete the words.

1. h o u s e 2. d o o r 3. f o r e s t 4. p a t h



Reach for the Stars!

3. Check (✓) the correct words.



- | | | | | |
|-------|-----------|--------|--------|--------|
| ✓ mom | grandma | sees | ✓ wolf | seed |
| man | ✓ grandpa | ✓ says | walk | ✓ said |

**Fast Plan
Lift Off!**

Tell them to repeat each word after you. Read the words and tell students to match words to the correct pictures.

Accelerate!

Help students complete the words with the correct letters.

Reach for the Stars!

Tell students to look at the pictures and check the correct word.

Let's Orbit English!

Play track 39. Tell them to say the sentences with the audio. Play track as necessary. Go around the room and check/correct pronunciation. Help them learn the words by pantomiming the actions.

Extended Plan

Reach for the Stars!

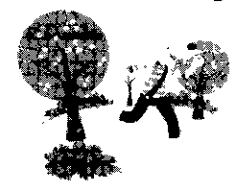
Say, Look at the first picture. Who is she? Is it mom? (Yes.) Is it a man? (No.) Very good! Now write a check mark next to the word *mom*. Look at the second picture. Who is it? Is he grandma? (No.) Is he grandpa? (Yes.) Very good! Now write a check mark next to the word *grandpa*. (Continue with the rest of the words. Help them if necessary.)



The girl is walking.



The wolf is running.



Grandma is sleeping.



Fast Plan

Lift off!

Play track 40 as many times as necessary. Read the story with students. Emphasize the words as you point to the scenes. Pantomime if necessary.

Accelerate!

Ask them to read the words and then draw the corresponding parts of the body.

Reach for the Stars!

Help students read and identify all the words.

Let's Orbit English!

Read the sentences and ask students to say them after you. Help them spell the word "bed".

Extended Plan

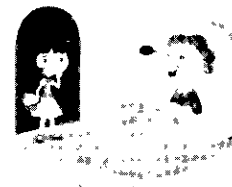
Accelerate!

Say, Let's read some words. Do you recognize the words? Who can help me pronounce them? (Check if any student remembers them. If not, help them pronounce them. Use pantomime or gestures as necessary.) OK. So the first frame should have eyes. Can you draw a pair of eyes? (Give them time to draw. Walk around the room checking their work.) That's great! Now, can you draw a *mouth*? (Give them time to draw. Walk around the room checking their work.) Very good!



Lift off!

1 Listen and follow along.



A. The wolf puts grandma in the closet. The wolf gets in her bed.

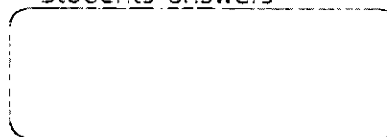
B. The girl says, "Grandma, you have big eyes!" The wolf says, "Yes! I can see you!"

C. The girl says, "Grandma, you have a big mouth!" The wolf says, "Yes! I can eat you!"



Accelerate!

2 Hear the words and draw the parts of the body. Students' answers



eyes

mouth



Reach for the Stars!

3 Circle the words that refer to objects.

girl

basket

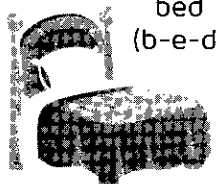
bed

mom

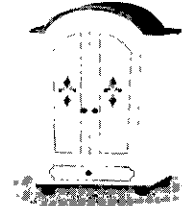
Let's Orbit English!



Draw and label the objects.



bed
(b-e-d)



closet



big eyes



Lift off!

1. Write the number in the summer the correct pictures.

1. eyes 2. mouth 3. eat 4. see



1



4



2

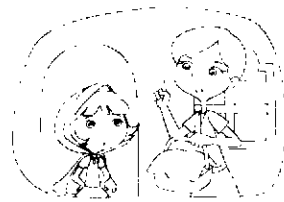


3



Accelerate!

2. Write the lift-off letter, the punctuation marks and underline the words.



Mom says,
Take this to grandma.
Don't talk to the wolf!



Reach for the Stars!

3. Match the persons, places and objects.



1. house A. grandma



2. girl B. bed



3. basket C. forest



He is walking in the desert.



She is swimming in the ocean.



They are walking in the forest.

Fast Plan

Lift off!

Read the words and tell students to match the words with the correct pictures.

Accelerate!

Help them identify the picture, the words and some punctuation marks (you can write them on the board). Guide them into coloring, circling and underlining.

Reach for the Stars!

First, name the pictures as you point at them. Ask students to say the words with you and point at the pictures. Then, tell them there are people, places, and objects. Help students identify them and match the people, the places, and the objects. Guide them all along the activity.

Let's Orbit English!

Play track 41. Tell them to say the sentences with the audio. Play track as necessary. Go around the room and check/correct pronunciation. Help them learn the words by pantomiming the actions.

Extended Plan

Reach for the Stars!

Say, Let's read the words. (Point to the words as you say them.) In the first column we have *house, girl, basket*. In the second column we have *grandma, bed, forest*. Now we are going to match the words that belong together. Point to the house (Students point to the house). Very well! The house is a place. Can you see any other places? (Students answer, Yes! The forest!) Very good! Now match *house and forest*. Continue with the rest of the activity.

Fast Plan

Lift off!

Play track 42. Read the story with students. Emphasize the words as you point to the scenes. Pantomime if necessary.

Accelerate!

Explain the parts of a story (beginning, middle, end). Help them order the scenes.

Reach for the Stars!

Help them match A and B and say what the stories are about.

Big Book Time

You can use this activity as a framework to introduce the Big Book Fiction reading or to continue working with it if you have already started working with it.

Read the story and have different groups of students rehearse and act it out. Then have students say what the story in the Big Book is about.

Let's Orbit English!

Say the titles and let students point to them. Ask them, What is _____ about? Help them with vocabulary if necessary.

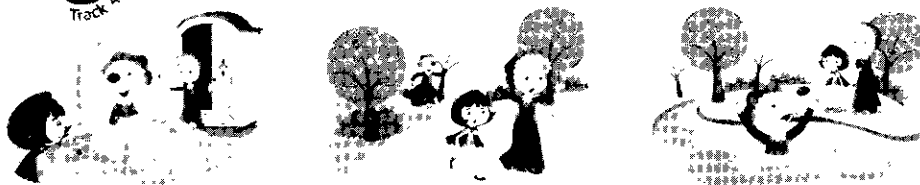
Extended Plan

Let's Orbit English!

Ask, What can you see? (*Books.*) Point as you listen. Now, can you point to *Puss in Boots*? Very good! Can you point to *Little Red Riding Hood*? Great! Can you point to *The Three Little Pigs*? Perfect. Now, what is *The Three Little Pigs* about? (*About three pigs and their houses and a wolf.*) What is *Little Red Riding Hood* about? (*About a girl and a wolf.*) What is *Puss in Boots* about? (*About a cat in boots.*) That was excellent!

Lift off!

1 Listen and follow a map.



- A. Grandma says, "Run, my little girl, run!"
- B. The girl and Grandma are running. The wolf is running after them.
- C. The wolf falls in the river. Grandma and the girl are safe.



Accelerate!

2 Look at the story and track 42. Look at the story and write 1, 2, or 3 next to the pictures.

- 1. beginning
- 2. middle
- 3. end



Reach for the Stars!

3 What is the story about? Color and write.

- A. A girl and a wolf.
- B. A little pig building his house.



Let's Orbit English!



Match the book to the title.

Little Red Riding Hood



The Three Little Pigs



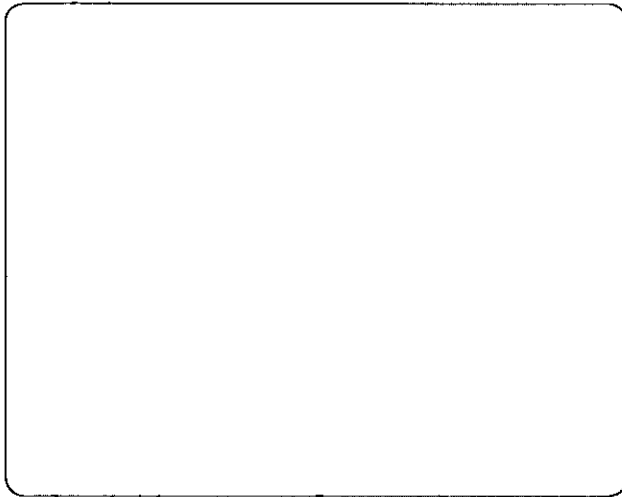
Puss in Boots





Lift off!

1. Draw your favorite scene from Little Red Riding Hood.



Go to <https://www.education.com/game/are-you-like-me-story/> to compare words in a children's story.



Accelerate!

2. Complete with the information from your drawing

Characters:

Objects:

Place:



Reach for the Stars!

3. Circle the words that have letter g

grandma

pigs

safe

g

wolf



Listen to the audio and read the story



Hansel and Gretel

Hansel and Gretel



Goldilocks and the Three Bears



The Pied Piper of Hamelin

Fast Plan Lift off!

Help them review the story of Little Red Riding Hood. Ask them to select and draw their favorite scene.

Follow the ICT link to compare words in a children's story. You can help students learn some words by heart and compare them. Have fun.

Portfolio Time

Have them record on a separate sheet of paper a selection of scenes from the story in this unit. They can draw and write the scenes.

Accelerate!

Help students identify the characters, objects, and place in the scene they drew. Ask them to write them down.

Reach for the Stars!

Help them circle the words that have a letter g in them by pronouncing the words yourself.

Let's Orbit English!

Say the titles and let students point to them. Ask them, What is _____ about? and accept any valid answer. Help them with vocabulary if necessary.

Extended Plan

Let's Orbit English!

(Display Digital Poster 5) What can you see? What is the boy doing? (Students answer, reading) Do you like reading? What kind of books? Let's see some book covers. Now, can you point to *The Pied Piper of Hamelin*? Very good! Can you point to *Hansel and Gretel*? Great! Can you point to *Goldilocks and the Three Bears*? Perfect! Now, what is *Goldilocks and the Three Bears* about? (About a girl and three bears.) What is *Hansel and Gretel* about? (About a boy and a girl.) What is *The Pied Piper of Hamelin* about? (About a pied piper and rats.) That was excellent!



Product 5: Illustrated Story

Illustrated Story

Prepare supplies, per student: cardboard, markers or crayons, pencil, markers, scissors.

Have students check their portfolio activities before starting the product. Give instructions as follows:

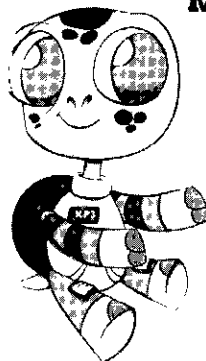
- Choose a story from *Let's Orbit English* (Unit 5) and think about the people, animals, objects, and places that will be included in it.
- Write the names of the characters, objects, and settings.
- Draw the story and color it.
- Tell the story to your classmates.

My Progress

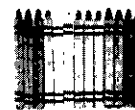
Ask students to look at the My Progress table. Ask, What can you see? Is there a happy face? (Yes!) Is there a sad face? (Yes!) Ask them to look at their partner's face as you read each objective. If their partner makes a happy face, then they tick under the happy face. Explain the same for the sad face. Read aloud the statements and give them time to check. Once they have finished, ask them to compare their answers. Give them individual feedback if possible.

Finally, ask: Was Unit 5 fun? Was it easy? Ask them to tick or circle the face that matches their answer.

Materials



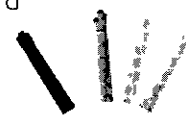
cardboard



crayons



pencil

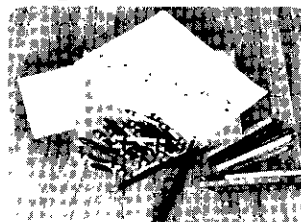


markers



scissors

Step 1



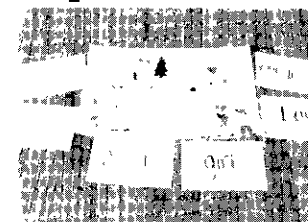
Choose a story.

Step 2



Write the names of the characters, objects, and settings.

Step 3



Tell the story to your classmates.

My Progress

Talk to a partner about his/her progress and check (✓) your answers.

My partner...

Identifies the beginning, middle, and end of stories.

Enjoys listening to stories.

Classifies names according to their meaning.

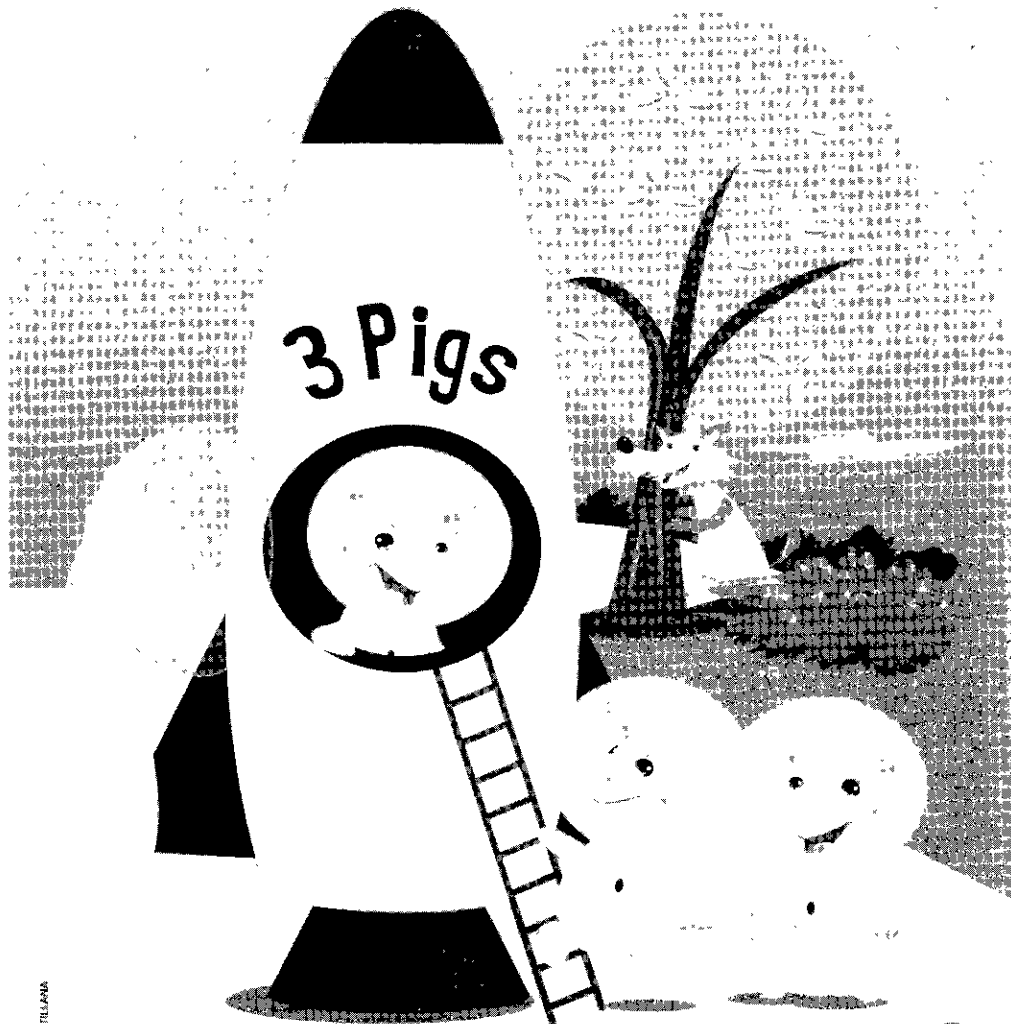
Identifies the use of some punctuation marks.



Was it...

fun? 😊 ☹️ easy? 😊 ☹️

Three Pigs in Orbit



Big Book Activities

Fast Plan

Read the Big Book Fiction with students. Play track 92.

Extended Plan

First week: We have a new story, *Three Pigs in Orbit*. It has pig astronauts that go into space! Can pigs go to space? Let's look at the pictures and imagine the story.

Second week: Let's listen to our Big Book story again. (Play track 92.) I'm going to read the story once more and you are going to repeat after me, following along with your finger. Ready?

Third week: Do you remember the little pigs? What do you think of the story? Is it funny? What was your favorite part? Do you know any similar stories?

Fourth week: Now let's listen to *Three Pigs in Orbit* for the last time and then get together in groups of four and create your own story of animals! (Give them time and ask them for their story.) You are very creative!

Alternative Product Unit 5

Make a Mural for Your Puppets!

Prepare supplies per student. Puppets: sticks, scissors, glue, crayons, pencil. Mural: wall or bulletin board, paper, pattern, paint, brushes.

First week: We are going to tell *Little Red Riding Hood* with puppets. Who wants to be the narrator? Do you know what a narrator is? A narrator is the person who tells the story. Who wants to be the wolf? Who wants to be the girl? Who wants to be the mother? The grandmother? (Get them working on their puppets. Have them draw them, cut them, and color them. Tell them to glue them to the sticks.)

Second week: Your puppets are so nice! Let's paint and color a mural for you to have a puppet show. I have made an outline on the bulletin board for you to do it. Who would like to paint the houses? Who would like to paint the road? Who would like to paint the grass, trees, sky, etc.? Find a bulletin board where your students can paint or color. Outline a pattern on it. Help the students order the elements in the story.

Third week: Plan a story time for the students to share the story with their puppets and mural. They can have a class story time, invite parents, invite the school principal, etc.

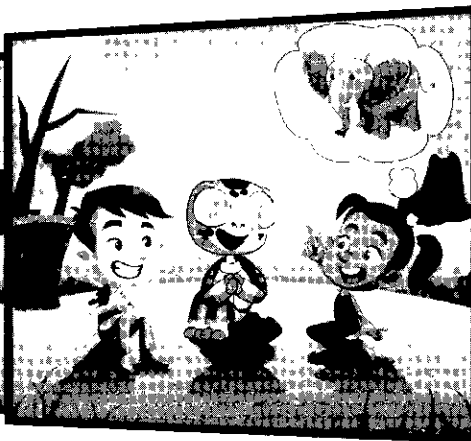
Fourth week: Welcome to our class presentation of *Little Red Riding Hood!*

UNIT 6

The Carnival of the Animals



Listen and understand the audio.



Environment. Academic and Educational
Social Practice. Ask questions to obtain information on a topic of nature.

Achievements:

- Explore illustrated materials about living beings.
- Participate in making questions.
- Explore writing questions and answers.

Product: Information for an illustrated chart

UNIT 6

Learning Product 6

Information for an illustrated chart

Fast Plan

Students look at the comic frames, identify the objects they already know, and describe the pictures. Play track 43 and ask them to follow the comic.

Extended Plan

Ask students to open their books on page 61. Ask them to look at it. Then, continue as follows:

Who do you think the picture is intended for? And what do you think it is for? Let's see what we have in these pictures (Point at the pictures) What do you see? (Students might answer, *Children, XP3, animals, a park*) Great! What do you think the unit will be about? (Students might answer, *Animals.*) That's correct, but we are going to work with some other information too. Let's listen to the comic and find out!

Play track 43. Then, make questions about the story and the characters.

Vocabulary:

- | | |
|----------|-----------------|
| chart | tail |
| farm | fur |
| lamb | claw |
| feathers | wings |
| beak | Do you like...? |

Fast Plan

Lift off!

Play track 44. Tell students to listen to the animal names and then write what animal they want to know more about.

Accelerate!

Read the descriptions with students and have them guess and write the name of the animal.

Reach for the Stars!

Ask them to write their favorite animals. Invite them to ask, How do you say _____ in English? Or How do you spell _____? Practice these questions with them before doing the activity.

Let's Orbit English!

Play track 45 and ask students to repeat. Then ask them to look for words and punctuation marks (question marks) that are repeated (*Do and?*). Explain the difference between question and answer and practice question intonation once more.

Extended Plan

Lift off!

Prepare animal signs: *pig, horse, lamb, snake, dog, cat, duck*. Say, We are going to sing a very funny song. It is a song about animals on a farm. Do you like farm animals? (Play track 44.) Let's listen to it again. (Hold up each animal sign when it is that animal's turn to make their noise in the song. Play track 44.) This time we are going to divide into animal teams. (Put animal signs in 6 different areas of the room.) Please move to the sign of the animal that you like the best. (Now divide students into groups and assign them an animal.) Now let's sing the song again, and when it is your animal's turn to make their animal noise, make your noise loud enough for us all to hear. Let's do it!

Lesson 21



Lift off!

1 Listen to my animal. What animal do you want to know more about? Write the name of the animal.



pig duck horse lamb snake dog cat

I want to know more about the _____



Accelerate!

2 Write the animal's name in the box. Use the description to help you write the animal.

1. I am pink. pig
2. I have two feet. duck
3. I am green. snake



Reach for the Stars!

3 How do you say _____ in English? How do you spell _____?

My favorite animal is _____
Students' answer

Let's Orbit English!



1 Listen to the animal. Write the animal's name in the box. Do you like the animal? Write Yes or No.



Do ducks quack? Yes!

Do horses nay? Yes!

Do hens moo? No!



Lift off!

1. Copy the words and complete the missing letters.

pig duck dog cat snake lamb horse



h o r s e l a m b s n a k e d o g c a t d u c k p i g



Accelerate!

2. Complete the words for each picture. You can use the picture to help you. Put a red dot on the answer line.

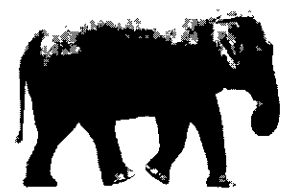
h o r s e
l a m b
s n a k e
d o g
c a t
d u c k
p i g

What is it?
It is a horse



Reach for the Stars!

3. Ask your partner to answer the questions. Use the request intonation. Students' answer Do you like ?



4. Listen to the questions and answer them. Use the request intonation. Do you like elephants? Good! Do you like pigs? Great! Do you like ducks? Excellent! (Check intonation this time.) Now, look at the elephant. Do you like elephants? Very good! Look at the pig. Do you like pigs? That's great! Look at the duck. Do you like ducks? Excellent!

Do you like elephants?

Do you like pigs?

Do you like ducks?

Fast Plan Lift off!

Tell the students to fill in the missing letters in the words under the pictures.

Accelerate!

Tell students to complete the question and answer and then circle them red and green. Once they finish, display Digital Poster 6 and ask them to describe the picture. Ask, Have you ever pet one of the animals in this exercise? Which ones?

Portfolio Time

Have them write questions and answers on a separate sheet of paper. They can copy the questions in the activities or write their own.

Reach for the Stars!

Ask students to ask and answer the questions with a partner. Then ask them to circle the question mark.

Let's Orbit English!

Play track 46 and ask students to repeat. Play the track until they are confident to say the questions. Check/correct pronunciation. Then ask them to look for words and punctuation marks that are repeated (Do you like and "?"). Practice question intonation once more.

Extended Plan

Let's Orbit English!

Say, Let's listen to some questions now. You will have to answer them later. (Play track 46 until they feel comfortable with the questions.) Let's practice intonation a little bit more. Can you say the questions after me? Do you like elephants? Good! Do you like pigs? Great! Do you like ducks? Excellent! (Check intonation this time.) Now, look at the elephant. Do you like elephants? Very good! Look at the pig. Do you like pigs? That's great! Look at the duck. Do you like ducks? Excellent!



Fast Plan
Lift off!

Read the words and ask them to look at the pictures and repeat. Ask them to complete the missing letters.

Accelerate!

Help students choose a big animal and write its name. Then, ask them to draw it in their notebook. When they have finished, ask them to compare the animal with some classmates.

Reach for the Stars!

Review colors and the question with students before letting them practice in pairs. Walk the classroom and check pronunciation.

Portfolio Time

Have them write questions and answers on a separate sheet of paper. They can copy the questions in the activities or write their own.

Let's Orbit English!

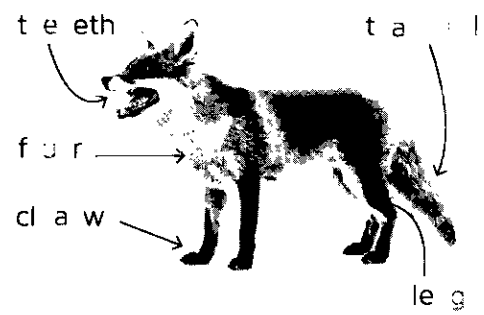
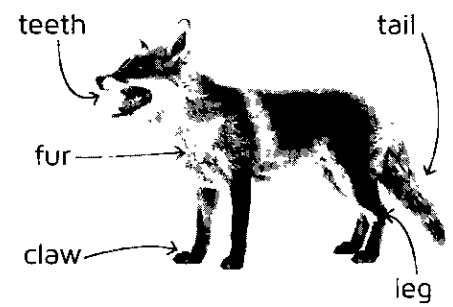
Read the words and ask students to say them after you. Ask, Which animal do you like the most?

Extended Plan
Let's Orbit English!

Say, We are going to learn some animal names and then I'll ask you some questions about them. Listen carefully. (Point to the animals and ask.) What is this? (Repeat one time per animal.) (A bat / a bee / a bird.) Very good! (Point to the bee.) Is this a bee? (Yes!) Ok, very good! (Point to the bat.) Is this a pig? (No!) All right! (Point to the bird.) And this, is this a cow? (No!) That was excellent!

Lift off!

1. Read the words and repeat.



Accelerate!

2. Draw and color a dog and then a pig and a bear. The white is for the bear. Write the names of the animals.



Reach for the Stars!

3. Point to the color and ask, What color is this? Students answer.



- A. What color is it?
- B. It's white/orange/black/gray/brown/yellow.

Let's Orbit English!



4. Read the words and ask students to say them after you.



bat



bee







bird



Lift off!

1. Answer the questions to complete the chart.

Animal	Is it big or small?	What color is it?
	big	gray
	big	brown
	small	brown
	small	white



Go to http://www.biodiversidad.gob.mx/v_ingles/ to see graphic information about animals in Mexico



Accelerate!

2. Draw and color a small animal in your notebook. Then write its name. Share it with your class.



Reach for the Stars!

3. Point and ask a partner. Students' answer

- A. What color is it?
- B. It's green/brown/yellow.



Point and say. Then ask your partner's questions.



crocodile



ant



cat

Fast Plan Lift off!

Review animals and colors vocabulary. Read the questions. Introduce the words *column* and *row* as you show and point to the chart. Help students complete it.

Portfolio Time

Have students draw a chart with questions about animals from the unit on a separate piece of paper. They can use as column headings the questions they wrote on their previous portfolio work.

Accelerate!

Invite students to draw a small animal in their notebooks and write its name. Encourage them to share it with the rest of the class.

Reach for the Stars!

Help students read the question and answer. Then let them work in pairs.

Portfolio Time

Have students add questions and answers about animals to their Portfolio.

Let's Orbit English!

Read the words and ask students to say them after you. Ask them, Which animal do you like the most?

Extended Plan Lift off!

Say, This here is a chart. You can see *columns* and *rows*. What animals are there? (*Elephant, horse, cat, duck.*) Now let's read the column titles and answer. Is the elephant big or small? (*Big*) Is the horse big or small? (*Big*) Is the cat big or small? (*Small*) And is the duck big or small? (*Small*) Now let's continue. What color is the elephant? (*Gray.*) And what color is the horse? (*Brown*) What color is the cat? (*Orange*) And the duck? (*White*) Excellent! Finally, let's follow the ICT link to learn about animals in Mexico.

Fast Plan
Lift off!

Review vocabulary and help students complete the body parts names.

Accelerate!

Review the animal names and read the body parts with students. Make sure they know what they refer to. Tell them to color those parts.

Reach for the Stars!

Ask some volunteers what their favorite animal is. Write the names on the board (make drawings, too, if you can). Label some of the animals with body parts. Tell them to draw their favorite animal and label it. Then ask students to take turns to say their animal's parts with a classmate.

Let's Orbit English!

Play track 47 (as necessary) and tell students to say after the audio. After saying the sentences, review animal names. Then say the sentences so they can point to the correct animal.

Extended Plan

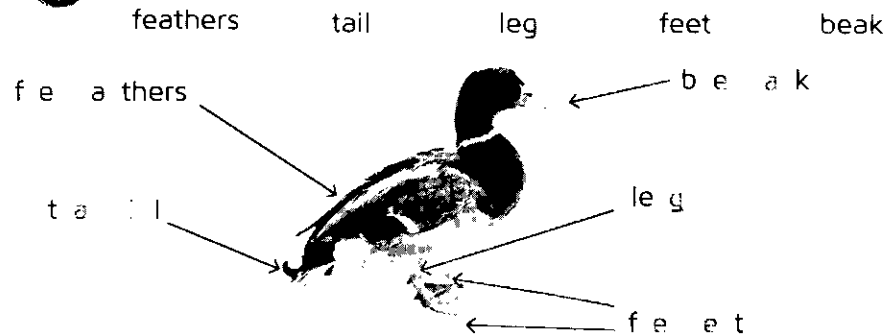
Reach for the Stars!

Say, My favorite animal is the penguin (draw one on the board). Do you like penguins? Look, my penguin has feathers (write *feathers* on the board with an arrow to the penguin's feathers). My penguin has feet (label them). My penguin has a beak (label it). Now what is your favorite animal? (Ask some volunteers, draw the animals on the board and label some body parts so they see what they have to do).

Let's read the body parts on the page: *teeth, fur, legs, tail, claws, beak, feathers, feet*. OK, now you draw your favorite animal and label the parts.

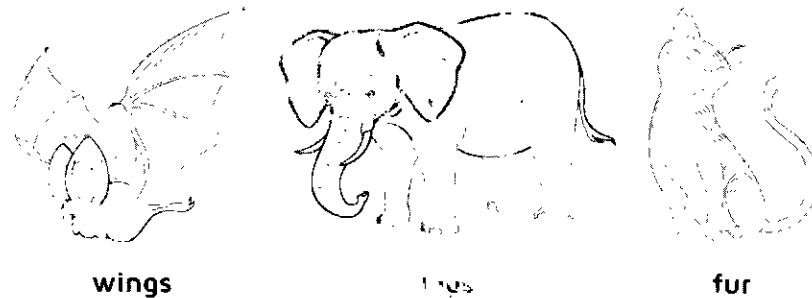
Lift off!

1. Complete the body parts.



Accelerate!

2. Draw and label the body parts of the animals.



Reach for the Stars!

3. Write your favorite animal. Write the body parts of your favorite animal. Write the body parts of your favorite animal.

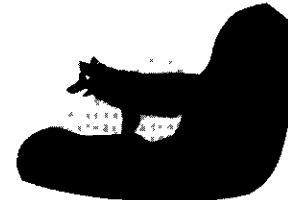
Let's Orbit English!



I have four legs.



I don't have legs.

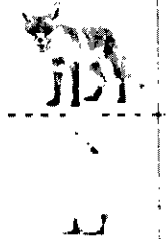


I have big teeth.



Lift off!

1. Write the words *fox* and *duck* in the chart. Write *yes* or *no* in the boxes. Draw a red line over the columns and a green line over the rows.



Does it have feathers?	Does it have a beak?	Does it have four legs?	Does it have a tail?
no	no	yes	yes
yes	yes	no	yes



Accelerate!

2. Write a question and answer about the duck.



Question: Does it have feathers?
 Answer: Yes



Reach for the Stars!

3. Listen to the audio and write the words in the chart.



Are elephants small? No!

Are ants green? No!

Do ducks have four legs? No!

Fast Plan

Lift off!

Review words *fox* and *duck*. Then read the questions and elicit answers from students. Once more, show them the columns and rows. Help them complete the chart with *yes* or *no*. Remind them what rows and columns are, and ask them to draw a red line over the columns and a green line over the rows.

Portfolio Time

Have students draw another chart with animals on a separate piece of paper.

Accelerate!

Elicit what animal it is. Then elicit a question and answer (*What is it? It's a bird.*) Help them practice reading them. Check pronunciation.

Reach for the Stars!

Play track 48. Then ask them, Was that a question or an answer? Let them circle the correct answer.

Let's Orbit English!

Play track 49 as necessary. Ask questions so students can answer by pointing at the pictures.

Extended Plan

Lift off!

Say, This here is a chart. You can see columns and rows. What animals are there? (*fox, duck*) That's correct! Does the fox have feathers? (*No*) Very good! Write *No*. Does the duck have feathers? (*Yes*) Very good! Write *Yes*. Let's continue. Does the fox have a beak? (*No*) Very good! Write *No*. Does the duck have a beak? (*Yes*) That's correct! Write *Yes*. Ok, let's move on to the next question. Does the fox have four legs? (*Yes*) Exactly! Write *Yes*. And does the duck have four legs? (*No*) Correct! Write *No*. And the last question. Does the fox have a tail? (*Yes*) Good! Write *Yes*. And the duck? Does it have a tail? (*Yes*) Exactly! Write *Yes*. Well done!

Fast Plan

Lift Off!

Read the text with students and have them circle the right animal.

Big Book Time

You can use this activity as a framework to introduce the Big Book Nonfiction reading or to continue working with it. Read the text. Have students select one of the characteristics mentioned and draw a cat (or other animal) with that characteristic. Have them share the drawings with the rest of the class as they describe their animal (Example: This elephant is big.)

Accelerate!

Read the sentences and tell students to circle the correct characteristics of the dog in the picture.

Reach for the Stars!

Have them draw an animal on the left and complete its description on the right. Then, in pairs, have them read the description for their partner to guess.

Let's Orbit English!

Repeat the questions as necessary for students to feel comfortable asking and answering the questions.

Extended Plan

Reach for the Stars!

Ask, What do you see in the picture? (A *dog*) Is it big or small? (*Small*) OK, small. Let's read the first sentence and circle the correct answer. (Write *small / big* on the board, and circle *small* when they say it) I am... (pantomime *small* with your hands and help them by pronouncing the first letter *sssss*.) Now, does it have feathers or fur? (Write *feathers / fur* on the board and circle the answer when they give it to you.) Very good, fur! Now does it have two legs? (*Students answer, No, it has four legs.*) (Write *two / four* on the board and circle the answer.) That was really excellent!



Lift Off!

1. Circle the right picture.

I am green.
I have no legs.
Who am I?



Accelerate!

2. Circle the right answers.



1. I am small / big.
2. I have feathers / fur.
3. I have two / four legs.



Reach for the Stars!

3. Draw an animal and complete the description. Ask a partner to read the description and guess what animal it is.

I am _____
I have _____
I have _____
Who am I?

Let's Orbit English!



baa-baa
Who am I?



quack-quack
Who am I?

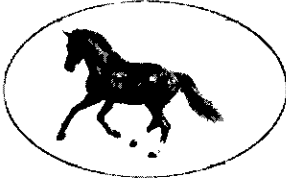
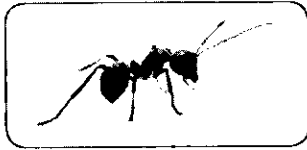


hiss-hiss
Who am I?



Lift Off!

1. Let's play Animal Bingo. Listen to the track and circle the animal you hear.



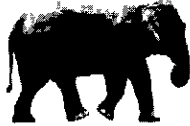
Accelerate!

2. Write the names

bird

elephant

ant



elephant

ant

bird

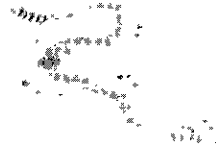
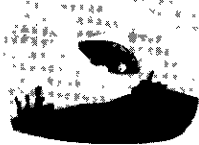


Reach for the Stars!

3. Read and draw the animal in your notebook. Check with a classmate.

I am big. I am black and white.
I have four legs and a tail.
What am I?

Write the name of the animal.



I live in the forest.

I live in the ocean.

I live in the desert.

Fast Plan

Lift Off!

Play track 50 and ask students to listen and circle the animal. Then, say the animals at random for students to play Animal Bingo.

Accelerate!

Elicit the names of the animals and then help them write the answers by pronouncing the first letters of each word.

Reach for the Stars!

Read the text with them and help them guess the animal. Let them draw it in their notebooks. Then ask them to compare with a classmate.

Let's Orbit English!

Play track 51 as necessary for students to feel comfortable saying the sentences. Then ask them which animal each is.

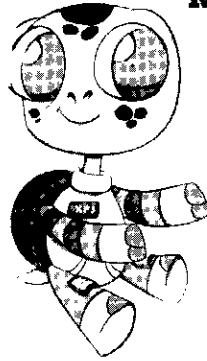
Extended Plan

Let's Orbit English!

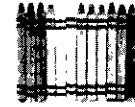
Say, Let's look at the animals. What are they? (A fox, a fish and a snake.) Very good! Now do you know where they live? Let's listen to the audio. (Play track 51 as many times as necessary.) Now who lives in the ocean? (The fish.) Correct! And who lives in the desert? (The snake.) Very good! And in the forest, who lives in the forest? (The fox.) That was amazing!

Product 6: Information for an Illustrated Chart

Materials



big poster boards



crayons



markers



animal pictures

Illustrated Information Chart

Prepare supplies per student: Big poster boards, markers, crayons, animal pictures.

Have students check their portfolio activities before starting the product. Give instructions as follows:

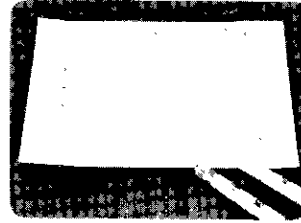
- Write the title in the big poster board.
- Make a three-column chart: one for questions, one for answers, and another to draw the animals.
- Include questions about living beings as headlines for the chart.
- Add the information that responds to the questions in the correct place.
- Get or draw images that show information about living beings and include it in the chart.
- Check the chart to verify that the written form of questions is complete and legible and that the information responds to the questions.
- Display the illustrated informative chart in the classroom.

My Progress

Ask students to look at the chart. Ask them about the colors in it (green, yellow, and red). Tell them that those are the colors in the traffic lights. Say, Remember that *green* means you feel happy about your progress in this unit, *yellow* means you have to work more, and red means you feel sad about your progress. Check they understood and ask them to write their answer.

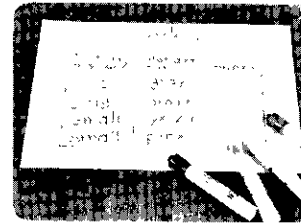
Finally, ask: Was Unit 6 fun? Was it easy? Ask them to tick or circle the face that matches their answer. They can compare with a partner.

Step 1



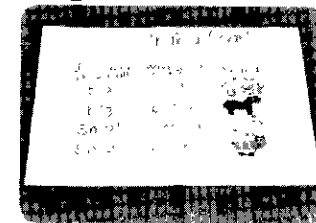
Write the title in the big poster board.

Step 2



Write questions and answers about living beings.

Step 3



Illustrate your chart and display it in the classroom.

My Progress

Check (✓) the correct answers.

I can...	<input type="checkbox"/>	<input type="checkbox"/>
Associate images, photos, and illustrations with writing.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identify characteristics of charts.	<input type="checkbox"/>	<input type="checkbox"/>
Make and complete some questions.	<input type="checkbox"/>	<input type="checkbox"/>
Answer questions about living beings.	<input type="checkbox"/>	<input type="checkbox"/>



Was it...



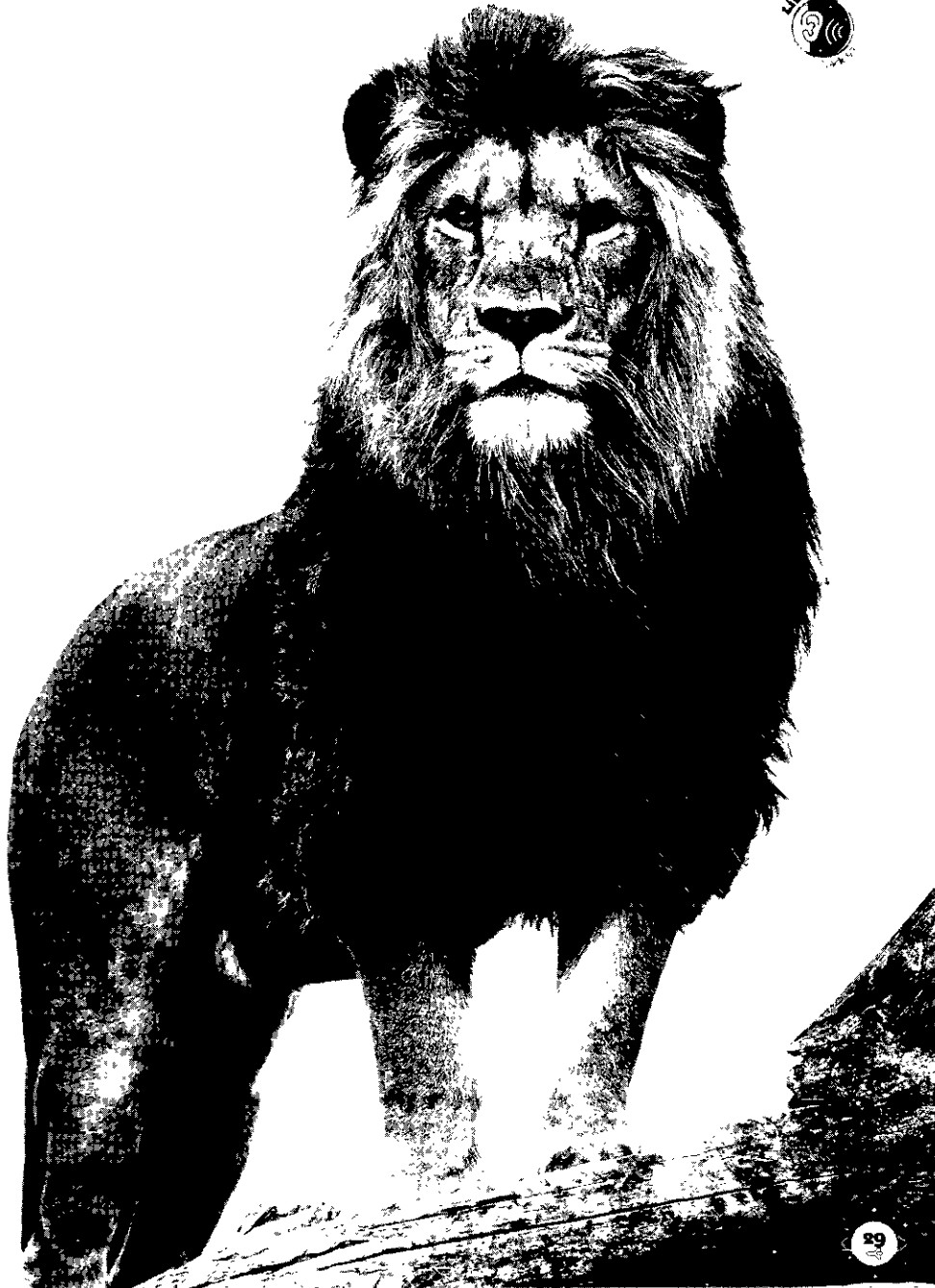
fun?



easy?



Some Cats



Big Book Activities

Fast Plan

Students will read the Big Book Nonfiction (page 29) with the teacher's help. Play track 93.

Extended Plan

First week: Our new Big Book reading is called "Some Cats". What kind of cats do you know? (Answers will vary.) Let's listen to the audio and learn more about cats. (Play track 93.) Were the cats you said in the story? Let's listen again, and this time, repeat the phrases during the pause in the audio.

Second week: Let's listen again to our story. Pay attention to the different kinds of cats mentioned. Which cat picture in the Big Book is your favorite? (Student answer with different kinds of cats. Write their answers on the board.) Oh! X number of students love x kind of cats!

Third week: Big Book Day! Today we are going to draw our favorite cats! (Give students paper and crayons.) Let's listen to the story. Now look at the pages and draw a picture of your favorite cat. Use two words in English to describe your cat. (Students draw their cats. Put the pictures up in the classroom) Those are works of art!

Fourth week: Let's listen to "Some Cats". (Play track 93.) Get together with a partner and draw a cat and write a sentence about it. We will make our own book about cats!

Alternative Product Unit 6

Make a Class Chart!

Prepare supplies per student: big poster boards, markers, crayons, animal pictures, glue, scissors.

First week: (Prepare a class chart with rows and columns. Prepare a place to put the class charts in the classroom.) You are all animal experts and today we are going to make a big class chart all about your favorite animals. First we are going to need some animal questions. You can use your Activity Book on pages 62-69 to find some questions to help you. What are some animal questions for our class chart? (Put the questions at the top of the columns on the first row on top. Use as many poster boards as needed. Here are some sample questions: Does it have two or four legs, fur, feathers, a beak, a tail, feet, wings, teeth, claws? Does it moo, baa, go meow or go woof? Is it big or small?)

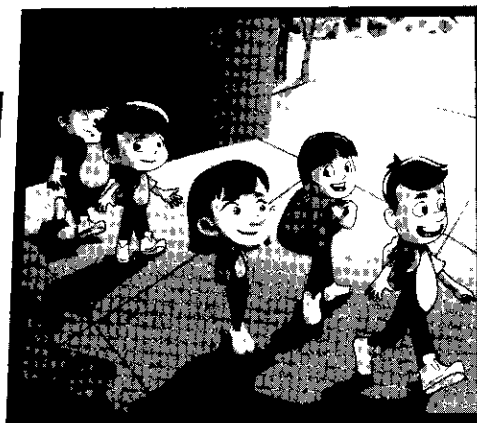
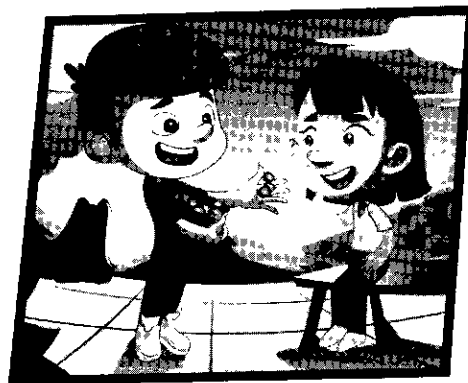
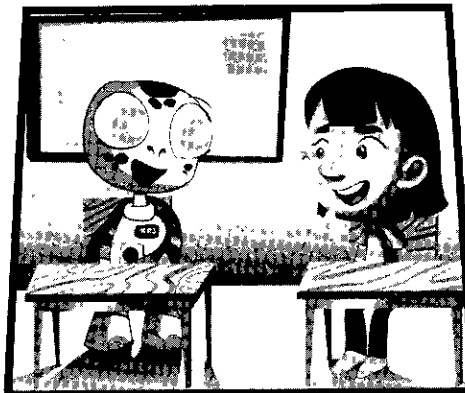
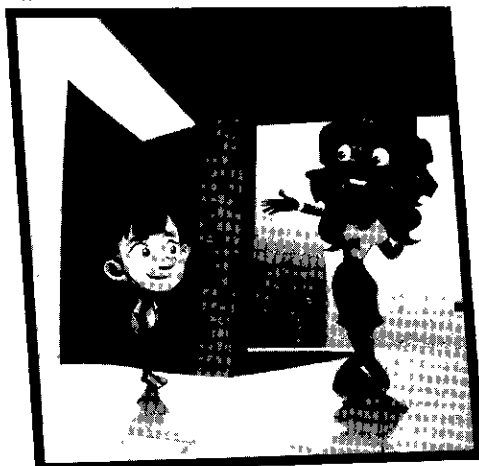
Second week: Okay, now let's put our animal pictures on the chart. (Students draw or cut out animals from magazines. They put their animal illustrations on the class chart on the first column.)

Third week: Glue your animal picture on the chart. When you put your animal picture on the chart, answer "Yes" or "No" to the animal questions about your favorite animal. (Tape up the class charts when all the animals are on the chart and all the questions are answered.) Wow, look at all our animals!

Fourth week: Now we are going to read the chart. I'm going to choose an animal from the chart. Then I'm going to ask you one questions from the chart. And you are going to look for the answer on the chart and read it.



Track 52



Learning Product 7

Text with data and personal preferences

Fast Plan

Students look at the comic strip. Ask them what they can see and if they can guess what the comic will be about. Play track 52 and ask students to follow the comic as they listen.

Extended Plan

Say, Open your books on page 71. We have a comic strip. What can you see? (Students answer. You can help them with new vocabulary or by asking questions.) Great! Let's listen to the story. (Play track 52 as many times as necessary. You can ask students to repeat after the audio. Check pronunciation.) So there's a new student. Is he a boy? (No) Is she a girl? (Yes!) Good! What's her name? (Emily) Very good! How old is she? (Six) Correct! Does she have new friends? (Yes) That was excellent!

Vocabulary:

first name
last name
age
birthday
cooking

How old are you?
(family members)
(months of the year)
jump rope
ice skating

Environment. Family and Community

Social Practice. Give information on personal data, likes, and preferences.

Achievements:

- Explore information about data and personal preferences.
- Listen and acknowledge questions for information.
- Review writing questions and answers.

Product: Text with data and personal preferences

Fast Plan

Lift off!

Play track 53 as many times as necessary. Ask students to follow along the text with their fingers.

Portfolio Time

Have students keep a record of their personal information following the model in this activity.

Accelerate!

Ask students to complete the sentences.

Reach for the Stars!

Ask students to practice the dialog in pairs.

Let's Orbit English!

Play track 54 as many times as necessary. Ask students to point and say.

Extended Plan

Lift off!

Students, look at the boy in the picture. He is going to introduce himself. That means he is going to give us information about him. Say, Listen. (Play track 53 as many times as necessary and ask students to say the sentences after the audio.) Can you hear a question? (Yes.) What's the question? (*What's your name?*) Very good!

Accelerate!

Ask students to look at the activity. Say, Can you see a question? (Yes) How do you know it's a question? (*Because of the question mark.*) They can point at it or make its shape in the air. What's missing? Complete the sentences. Now let's read them. (Help them read the question and the answer.)



Lift off!

1. Listen and say the following with your finger.

- A. What is your first name?
- B. Bruce. My first name is Bruce.
- A. What is your last name?
- B. Baker. My last name is Baker.
- A. So your full name is Bruce Baker. What is your age?
- B. I'm six. I'm 6 years old.
- A. And, when is your birthday?
- B. My birthday is in April.



Accelerate!

2. Complete the sentences.

- What's _____ name
- A. _____ What's _____ your name?
 - B. My _____ name _____ is _____ Students' answer _____.
 - C. I'm _____ Students answer _____ years old.



Reach for the Stars!

3. Read and answer the questions. Answer with this question.

Let's Orbit English!



My first name is Monique.



My last name is Quiroz.

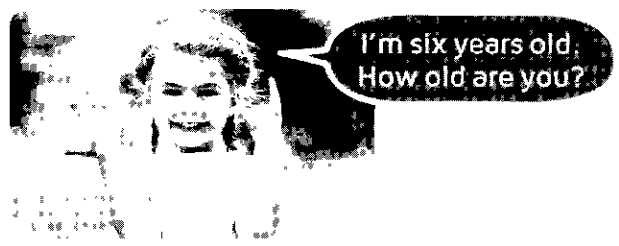


I'm Monique Quiroz!



Lift off!

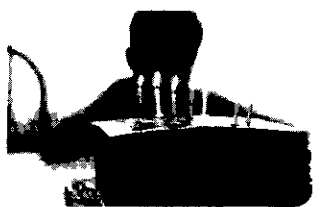
1 Listen and say after the audio. Write the age of the girl with a friend.



Accelerate!

2 Listen and say after the audio. Write the age of the boy. Then write the age of the girl. Write the age of the boy and the girl. Write the age of the boy and the girl.

Students' answer



I am years old. He (is) even years old. She (is) years old.



Reach for the Stars!

3 Listen and say after the audio. Write the age of the boy. Write the age of the girl.



I'm Kiki Ruiz. I'm seven.



I'm Susy Ruiz. I'm six.

Fast Plan Lift off!

Play track 55 as many times as necessary. Ask students to follow along the text with their fingers. Ask them to say after the audio. Then have them practice with a classmate.

Accelerate!

Ask students to draw themselves and complete the sentence with their age. Ask them to count the candles and complete the sentences. Finally, have them circle the words that are repeated in all the sentences.

Reach for the Stars!

Ask students to walk around the classroom, ask questions to different classmates.

Let's Orbit English!

Play track 56 as many times as necessary. Ask students to point and say.

Extended Plan Reach for the Stars!

Draw a chart on the board with three columns where it is written *My name*: . There are three rows: I am years old, He is years old, She is years old. Ask them to copy the chart on their notebook.

Say, First you need to complete the first column in the table. Can you see it? (Point at the first column.) Write your name. Now, how old are you? Write a number. Very good! Now you are going to walk around the classroom and ask *How old are you?* to a boy and a girl. And you are going to write their age down. Let's practice: How old are you? Say it with me: How old are you? OK, now walk around and complete the table.



Fast Plan
Lift off!

Play track 57 as many times as necessary. Ask students to follow along the text with their fingers. Ask them to say after the audio.

Accelerate!

Ask students to complete the sentences.

Reach for the Stars!

Ask students to practice the dialog with a partner.

Let's Orbit English!

Play track 58 as many times as necessary. Ask students to point and say.

Extended Plan

Lift off!

Ask, Do you see the picture? It's a calendar. A calendar has the months of the year. Let's read them. January. Point at January. Now say it with me, January. Very good! (Continue with every month.) My birthday is in _____. When is your birthday? (Ask a few volunteers to answer.) That was great! Now let's listen to track 57. Read and follow along with your finger. (Play track 57 as many times as necessary.) OK, I'll play the track again and you will say it after the audio. (Play track again.) OK, now trace the sentences. Excellent!

Lift off!

1. Listen and say. Follow along with your finger.

My birthday is in October . When is your birthday?
Students' answer



Accelerate!

2. Complete the sentences.



When _____ birthday

My _____ birthday is in March.

When _____ is your birthday? In _____ Students' answer



Reach for the Stars!

3. Practice the dialog with a partner.

Let's Orbit English!



listen, point, and say

My birthday is in May.



My birthday is in June.



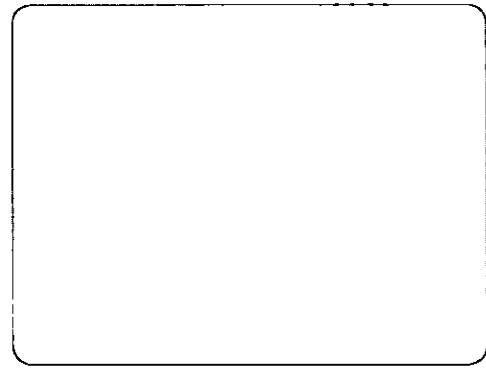
My birthday is in February.





Lift off!

1. Follow yourself, complete the card, and draw it.
Students' answer



My Card

My first name is _____

My last name is _____

I'm _____ years old.

My birthday is in _____



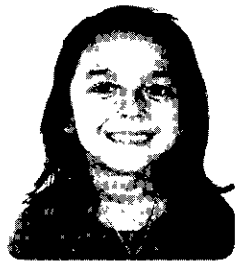
Accelerate!

2. Circle the right answer.

My first name / last name is Jennifer.

I'm six / one years old.

My last name / birthday is in July.



Reach for the Stars!

3. Read the sentences to a partner.



I'm seven years old.



My last name is Smith.



My birthday is in November.



Fast Plan

Lift Off!

Ask students to complete the presentation card and draw.

Portfolio Time

Have students follow the model of this activity to create a card with personal data. Allow them to color and decorate their cards.

Accelerate!

Ask students to circle the right option.

Reach for the Stars!

Ask students to read their cards from *Lift Off!* to a partner. Walk around and check pronunciation.

Let's Orbit English!

Play track 59 as many times as necessary. Ask students to point and say.

Extended Plan

Accelerate!

Say, Look at the sentences. You have to circle (make a circle in the air) the right answer. Let's read the sentences, My first name is Jennifer or My last name is Jennifer? (*My first name is Jennifer.*) Very good! Let's continue. I'm six years old or I'm one years old? (*I'm six years old.*) That's correct! And the last one, My last name is in July or My birthday is in July? (*My birthday is in July.*) That was excellent!

Fast Plan
Lift off!

Ask students to complete the family tree with the family member names.

Accelerate!

Ask them to carefully look at the words from the previous activity and circle the correct answers. Help as necessary.

Reach for the Stars!

Ask students to complete the sentences and practice with a partner.

Let's Orbit English!

Play track 60 as many times as necessary. Ask students to point and say.

Extended Plan
Lift off!

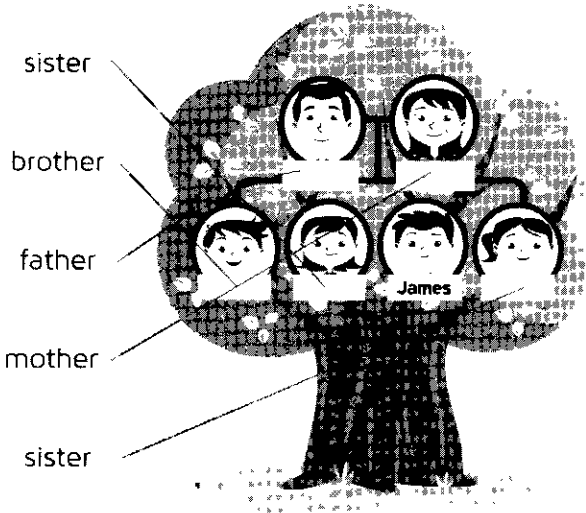
Say, Look at the family tree. Now let's read the words in the boxes, say them after me: *sister, brother, father, mother, and sister* again. There are two sisters. Right there is James, can you see him? Point at James. (Students point at James.) Very good! Now point at the father. (Students point at the father.) Very good! Now write *father*. Perfect. Now point at the mother. (Students point at the mother.) Very good! Now write *mother*. Very good. (Continue with all family members.)

Invite students to follow the ICT link to practice and learn more about family members vocabulary.



Lift off!

1. Look at the family tree. Write the names of the family members in the boxes.



ICT
Go to <https://learnenglishkids.britishcouncil.org/es/node/17945> to learn more about family members.

Accelerate!

2. Circle the correct words to complete the sentences.

brother mother uncle

Reach for the Stars!

3. Complete the sentences and practice with a partner.

Students' answer
My name is _____
I have _____ brothers and _____ sisters.

Let's Orbit English!

Track 60
I have a mom and a dad. I have a brother and a sister. There are five of us.



Lift off!

1. Match the words with the pictures. Circle the shortest word and underline the longest word.

orange

banana

grapes



Accelerate!

2. Circle the correct answer. Students' answer



1. Do you like apples?

Yes



2. Do you like bananas?

Yes



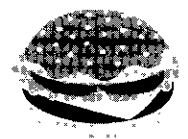
3. Do you like chocolate?

Yes



Reach for the Stars!

3. Circle the correct word with a partner.



I like hamburgers.



He likes milk.



She likes cake.

Fast Plan

Lift off!

Read the words and ask students to say them after you. Ask them to match the words with the pictures. Help them identify the shortest and longest words and circle and underline them.

Accelerate!

Read the questions and answers with students and ask them to circle the answer that applies to them.

Reach for the Stars!

Ask students to practice the dialog with a partner.

Let's Orbit English!

Play track 61 as many times as necessary. Ask students to point and say.

Extended Plan

Lift off!

Say, Let's learn some words. Look at the pictures. What do you see? Do you know the words? (Listen for any words in English and correct or applaud the answer.) OK, so let's read, say them with me: *orange, apple, pear, banana, grapes, chocolate*. That was great! Now match the words to the pictures.

Now we are going to count the letters in each word, to see which word is the shortest and which word is the longest. (Write one short word and one long word on the board and check if they understand the concept.) OK, *orange*, 1-2-3-4-5-6. Write 6 next to the word. (Follow the same procedure with all the words.) So which word is the shortest? (*Pear*) Very good! And which word is the longest? (*Chocolate*) Excellent.

Fast Plan
Lift off!

Read the words and ask students to say them after you. Ask them to match the words with the pictures. Help them identify the shortest and longest word and underline them.

Accelerate!

Ask students to look at the picture. Ask, What is the girl doing? Tell them to complete the sentence. Display Digital Poster 7. Ask students, What sport do they play? What sports do you like?

Reach for the Stars!

Ask students to practice talking about activities they like with a partner.

Big Book Time

You can use this activity as a framework to introduce the Big Book Fiction reading or to continue working with it. Read the story and have students discuss the activities Liliana likes: Do they like them, too? You can use as well Poster 2 I Like Playing! on page 47 to introduce more vocabulary related to activities and sports.

Let's Orbit English!

Play track 62 as many times as necessary. Ask students to point and say.

Extended Plan

Reach for the Stars!

Say, Let's practice talking about activities you like to do. Let's brainstorm some activities here on the board. Can you tell me an activity you like? (Allow students to give you words in Spanish and give them the word in English. Make a long list on the board.) So, for example, I like traveling. What do you like? (Ask some volunteers.) Very good! Now practice a little bit more with a partner.



Lift off!

1 Match words to pictures. Circle the shortest word and underline the longest word.



- cooking
- jump rope
-
- _____
- reading



Accelerate!

2 Complete the sentence.



I like cooking



Reach for the Stars!

3 Practice talking with a partner about activities you like.

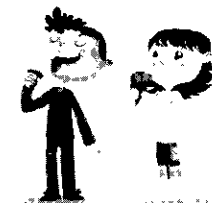
Let's Orbit English!



I like painting.



I like soccer.

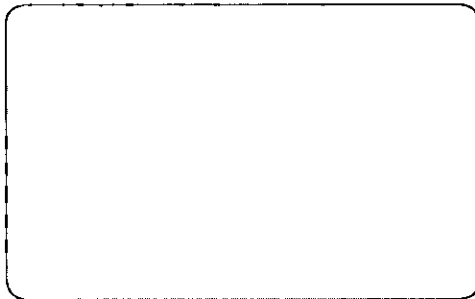


We like ice cream!



Lift off!

1 Draw an activity you like and complete the card, and then read.
Students' answer



This Is Me
I have _____ brothers and sisters.
I like _____



Accelerate!

2 Draw an activity you like and complete the sentence.
Compare with a partner.

I like _____



Reach for the Stars!

3 Read the card to a partner.



Let's Orbit English!



I like monkeys.



I like turtles.



I like ducks.

**Fast Plan
Lift off!**

Have students draw an activity they like in the blank frame. Then ask them to complete the presentation card and color it.

Portfolio Time

Have students follow the model of this activity to create a card with personal data and preferences. Allow them to color and decorate their cards.

Accelerate!

Ask students what their favorite activities are. Then ask them to draw one of those activities and complete the sentence with the name of the activity. Then encourage them to compare with a partner.

Reach for the Stars!

Ask students to read the cards from activity *Lift Off!* to a partner. Walk around and check pronunciation.

Let's Orbit English!

Play track 63 as many times as necessary. Ask students to point and say.

**Extended Plan
Accelerate!**

Draw a plane on the board. Say, Look, kids. What is this? This is a plane. I drew a plane because I like traveling, remember? Now you make your own drawings of an activity you like to do. (Give them time to draw.) Very good! Now write the name of the activity: *I like...* (Walk around and check writing.) That was great, kids!

Presentation Card

Materials: Cards, crayons, markers, pencil.

Have students check their portfolio activities before starting the product. Give instructions as follows:

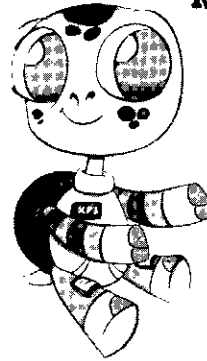
- Cut out paper or cardboard pieces the size of a presentation card.
- Write on the cards personal data and personal likes.
- Illustrate your text.
- Stand up and share your work with different classmates.
- Compare your preferences.

My Progress

Ask students to look at the My Progress table. Say, What can you see? Is there a happy face? (Yes!) Is there a sad face? (Yes!) Ask them to look at their partner's face as you read each objective. If their partner makes a happy face, then they tick under the happy face. Explain the same for the sad face. Read aloud the statements and give them time to check. Once they have finished, ask them to compare their answers. Give them individual feedback if possible.

Finally, ask: Was Unit 7 fun? Was it easy? Ask them to tick or circle the face that matches their answer.

Materials



paper



crayons



markers

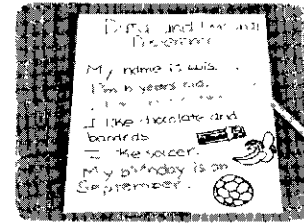
pencil

Step 1



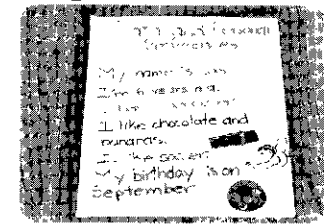
Write on the paper personal data and personal likes.

Step 2



Illustrate your text.

Step 3



Share your work with a partner.

My Progress

Talk to a partner about his/her progress and check (✓) the correct answers.

Shares information about his/her data and personal interests.

Listens and identifies questions for information.

Knows more about the writing of questions and answers.

Was it...

fun?



easy?



This Is Me!



Big Book Activities

Fast Plan

Students will discuss their likes and their family's likes (mother, sister, brother, father). They will share the information with their classmates. Then help them read *This Is Me* (Big Book Fiction, page 23).

Extended Plan

First week: Our new Big Book is all about introducing yourselves and getting to know other people! Let's read our Big Book by listening to the audio. Use your finger to follow the words as you listen. (Play track 94.) Let's sit in a big circle. We are going to play a game called *Super Fast!* Everyone has to share their age as we go around the circle as fast as possible. Let's see how fast we can all share our age. Ready? I'm _____! Go! (Encourage students to share as fast as they can! You can play the game with likes as well.)

Second week: Now we are going to read without listening to the CD. We'll take turns reading. Who wants to start? Ok, (student's name) go on. (Have five kids read and then stop.) Thank you very much, children. Now who can tell me what Liliana likes? (Students answer *apples, bananas, ballet, karate, giraffes, zebras.*) Excellent!

Third week: The book mentions fruits, activities and animals. Let's play *Super Fast!* again with fruits first, and then activities and animals. (Write enough vocabulary words on the board before playing so kids have written support for the game.)

Fourth week: Do your friends like the same things as you do? Do you know anyone with the same name as you? Do your classmates have the same age as you?



Alternative Product Unit 7

Make a Presentation Poster

Prepare supplies per student: paper or poster board, pencil, crayons

First week: You have talked about a lot of things in this unit: your name, your age, your family, your favorite food, your favorite activities. You are going to make a poster with your personal information and likes on it. Write some words that describe you and what you like to do.

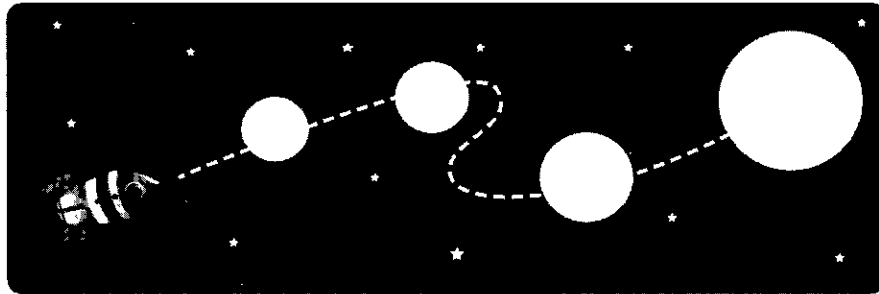
Second week: How do you decide what to put on your poster? Make a web for ideas! (Draw a web diagram on the board.) Write your name in the middle space. (Point to the middle space.) Write your favorite thing to do in one circle. (Point to a circle.) Write what you like to eat in another circle. (Point to a circle.)

Write your favorite animal in another circle. (Point to a circle.) Do you have a pet? Write your pet's name in one circle, or you can put anything you like! (Point to a circle.) How old are you? Or when is your birthday? Write it in another circle. (Point to a circle.)

Third week: (Keep their web for their portfolio. Do not send it home with the students or throw it away!) How do you want to decorate your poster? Maybe you can use your favorite color! Don't forget to put your family on your poster. Your family is a very special part of who you are! Decorate your poster now! Now, who will receive your poster? Do you want to give it to your mom or dad? Give your poster to someone special!

Fourth week: If possible, do a little get together with parents (or teachers and schoolmates) and have your students do a little oral presentation using their posters as props.

My Logbook



1. Mark on the line according to your progress.
2. Draw or write a word you learned and liked from this Term.
3. How did you feel working with your classmates this Term? Color.

Very good!

Good

Not so good

Not good

My Logbook

1. Mark on the line according to your progress.

Explain that the line from the rocket is intended to mark their progress in English this Term. Ask, How big do you think your progress is? If it is a little progress, mark on the line to the first planet. If it is a lot of progress, mark on the line to the last planet. Have them color the planets if they want to.

2. Draw or write a word you learned and liked from this Term.

Have students scan through the pages and brainstorm words from this Second Term (Units 5-7). Write the words on the board.

Have them choose one word and write it down on the line. They can also draw something they learned and liked. Monitor and help as needed.

3. How did you feel working with your classmates this Term? Color.

Ask students to look at the faces and pantomime them all with a partner. Read their meaning (Very good!, Good, Not so good, and Not good) and have students point at the faces. Explain that this Term they worked in communicative activities in pairs and teams. Ask them how they liked it, how they felt, and have them pantomime the face first and color it in the book afterward.

Third Term

Term achievements:

Unit 8

- Explore illustrated children's books.
- Follow the reading aloud of a tale.
- Explore writing statements.
- Assess the writing of sentences.

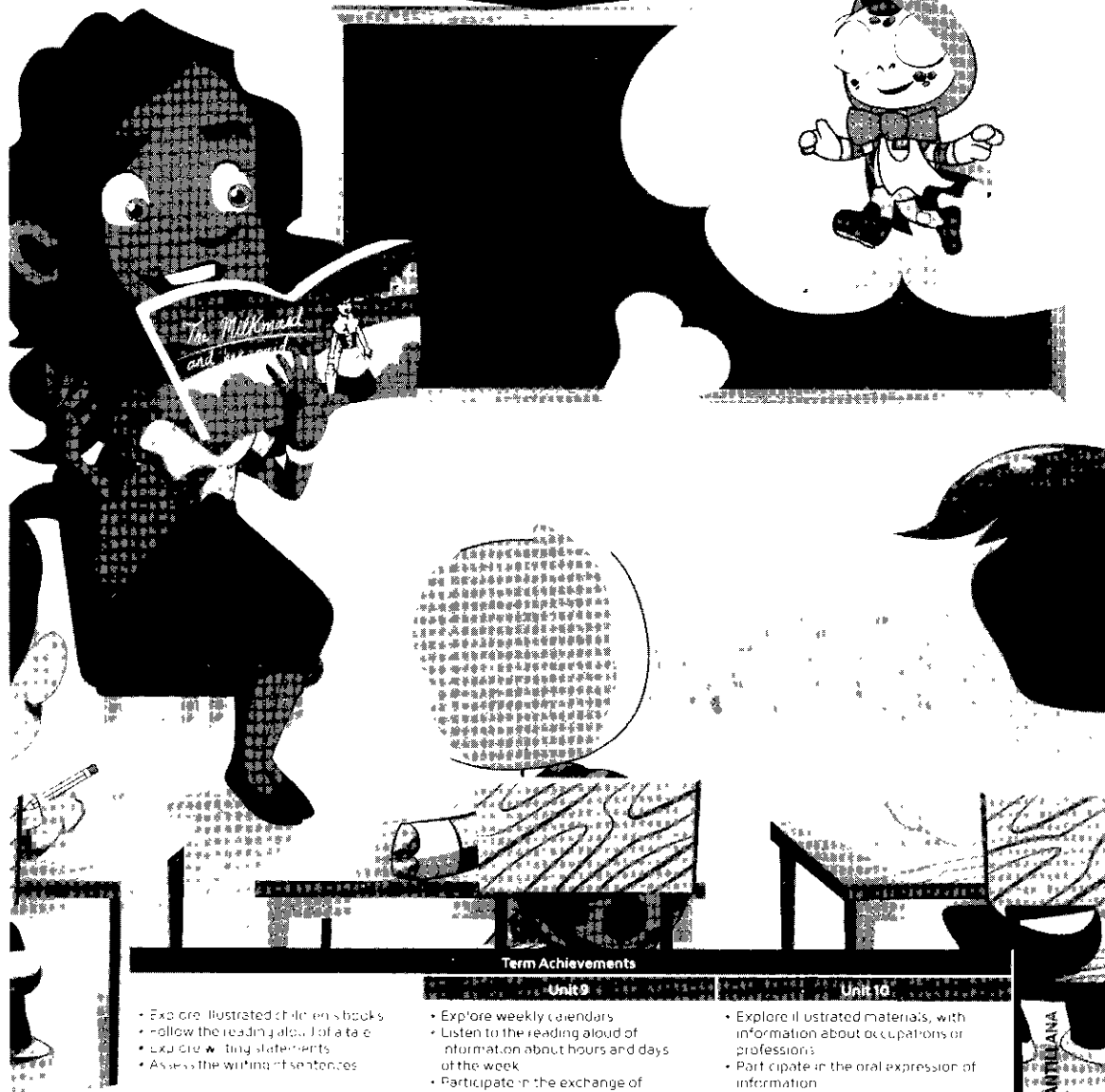
Unit 9

- Explore weekly calendars.
- Listen to the reading aloud of information about hours and days of the week.
- Participate in the exchange of questions and answers for information about units of time.

Unit 10

- Explore illustrated materials, with information about occupations or professions.
- Participate in the oral expression of information.
- Explore writing of words.

Third Term



Term Achievements

Unit 8

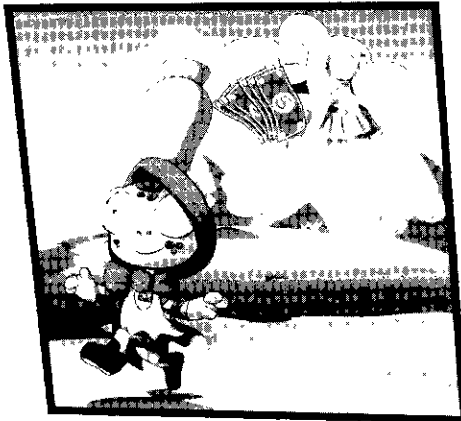
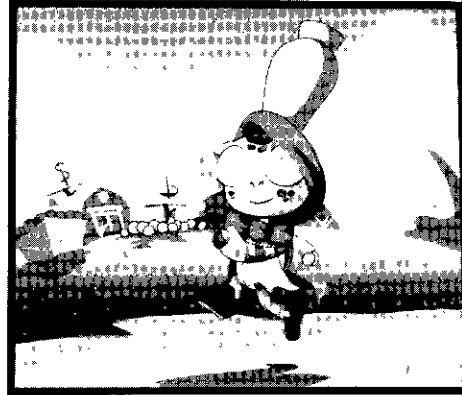
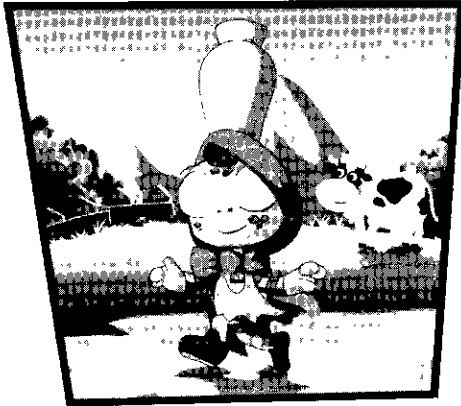
- Explore illustrated children's books
- Follow the reading aloud of a tale
- Explore writing statements
- Assess the writing of sentences

Unit 9

- Explore weekly calendars
- Listen to the reading aloud of information about hours and days of the week
- Participate in the exchange of questions and answers for information about units of time
- Revise writing

Unit 10

- Explore illustrated materials, with information about occupations or professions
- Participate in the oral expression of information
- Explore writing of words



Learning Product 8

Illustrated Statements Expressing States of Mind

Fast Plan

Students look at the comic strip. Ask them what they can see and if they can guess what the comic will be about. Play track 64.

Extended Plan

Say, Open your books on page 83. We have a comic strip. What can you see? (Students answer. You can help them with new vocabulary or by asking questions.) Great! Let's listen to the story. (Play track 64 as many times as necessary.)

So, we have XP3 in the comic. How is her face? Is she happy (Make a happy face.) Is she sad? (Make a sad face.) Why? What happened? (Help students to express their answers.) Tell students that they will learn more emotions in this unit. Ask them, Which ones do you want to learn?

Vocabulary:

sad
scared
happy

mad
sick
surprised

Environment. Literary and Ludic

Social Practice. Understand tales to relate with personal experiences.

Achievements:

- Explore illustrated children's books.
- Follow the reading aloud of a tale.
- Explore writing statements.
- Assess the writing of sentences.

Product: illustrated statements expressing states of mind

Fast Plan
Lift off!

Show students what a title and a cover illustration is. Then guide them into completing the title.

Accelerate!

Review the characters in the pictures. Ask students what characters belong to *Little Red Riding Hood* and ask them to circle them. Then elicit the topic.

Reach for the Stars!

Ask them to work in pairs to read the title and the topic.

Let's Orbit English!

Play track 65 as many times as necessary. Ask students to point and say.

Extended Plan
Lift off!

Say, Students, look at the picture. It's a book. A book cover. A book cover always has the story title (point at the title). Can you see the title? Look! Let me read it: *Little Red Riding Hood* (point at each word as you say them). See the title now? OK, please underline the title. Very good! Now look at the picture. What is it? (A girl and a wolf) Yes! The girl is Little Red Riding Hood and next to her there is a wolf. OK, so circle them. (Walk around and make sure they are underlining and circling the right parts.) Very good!

Lift off!



1 Look at the book cover. Circle the title and underline the topic.

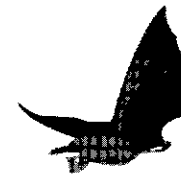
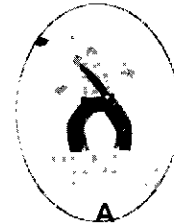


Title: _____
Little Red Riding Hood



Accelerate!

2 Circle the characters in the picture. Write the topic.



Topic: It's a story about a girl who meets a wolf who wants to eat her.



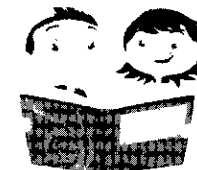
Reach for the Stars!

3 Read the books and talk to a partner.

Let's Orbit English!



Read the books and talk to a partner.

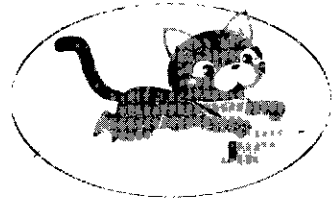


This story is exciting! This story is interesting! This story is boring!



Lift off!

1



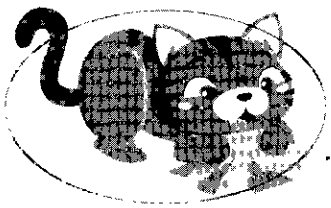
This is Miss Moppet. She has a duster. She wants to catch a mouse.

2



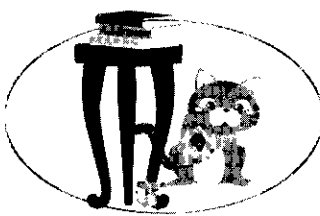
This is the mouse. He runs and runs around.

3



Miss Moppet runs and jumps on the mouse.

4



But the duster has a hole! And the mouse escapes.



Accelerate!

2 Listen to the recording and lift off!



Reach for the Stars!

3 Listen to the recording and write the beginning, middle and end of the story. Miss Moppet has a duster. She wants to catch a mouse. But the duster has a hole. The mouse escapes.

Beginning

Middle (2, 3)

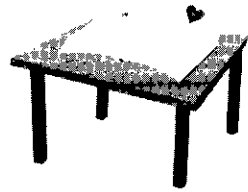
End (4)



I like fun stories.



I like scary stories!



I prefer love stories!

Fast Plan Lift off!

Play track 66 as many times as necessary. Ask students to follow along with their fingers.

Accelerate!

Show them what part is text and what part is illustration. Then ask them to circle the pictures and underline the text.

Reach for the Stars!

Show them what *beginning*, *middle*, and *end* means and guide them through writing the correct scene numbers.

Let's Orbit English!

Play track 67 as many times as necessary. Ask students to point and say.

Extended Plan

Reach for the Stars!

Say, Students, we are going to learn about the structure of a story today. First we have the beginning (write the words on the board); then you have the middle; at last you have the end. Let's see what do we do at the beginning of our school day? (*We come in the classroom and take out our books.*) Very good! And what do we do in the middle of the day? (*We have lunch.*) Great! And what do we do at the end of the day? (*We take our backpacks and go home.*) (You can draw the scenes if it's better for your students to understand.) Now let's complete the activity. What number is the beginning of the story? 1, 2, 3, or 4? (*One.*) Very good! And the end? (*Four.*) Great! So the middle is...? (*2 and 3.*) That was really good!

Fast Plan
Lift off!

Read the words in the box and pantomime. Then read the sentences and ask students to complete them.

Accelerate!

Explain that there is a sentence and they have to separate the words. Give an example on the board if necessary. Then ask them to separate the words with lines and then copy the sentence on the line.

Reach for the Stars!

Explain that they have to read the sentences in *Lift Off!* to a partner and that the partner will have to pantomime the actions.

Let's Orbit English!

Read the sentences, ask students to listen and say them after you. Check pronunciation.

Extended Plan
Accelerate!

Say, Kids, we have a letter snake. Can you see it? You have to separate the words with a line. Let's see an example. (Write *This is Miss Moppet* on the board and show them how to separate the words with a line.) Now, kids, you do the same thing. When you have finished, you have to copy the sentence on the line (write the model sentence on the board correctly, with spaces). Walk around the classroom and check.

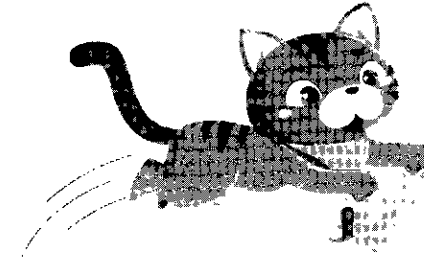
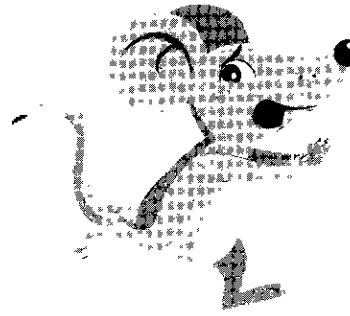
Lift off!



1. The mouse _____ jumps _____ runs _____

jumps

runs



1. The mouse _____ runs _____ around. 2. Miss Moppet _____ jumps _____ on the mouse.



Accelerate!

2. Miss Moppet _____ runs _____ and _____ jumps _____ on the mouse.

Miss Moppet runs and jumps on the mouse.

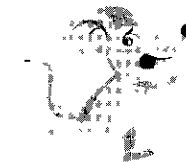
Miss Moppet runs and jumps on the mouse.



Reach for the Stars!

3. Read the sentences to your partner. Ask your partner to pantomime the actions.

Let's Orbit English!

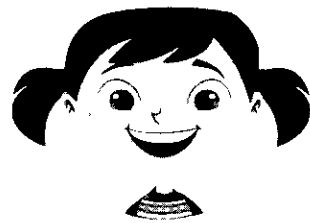




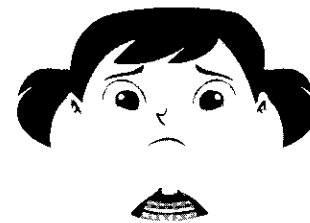
Lift off!

1. Write the words in the boxes below.

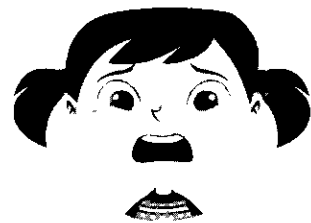
sad scared happy



happy



sad



scared



Accelerate!

2. Draw with the computers help!

A. I feel happy!



Reach for the Stars!

3. Complete the sentences. Walk around the classroom and ask your friends how you feel today.

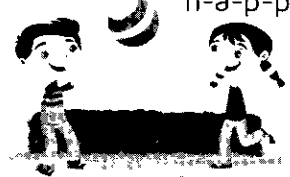
Today I feel _____ Students' answer _____



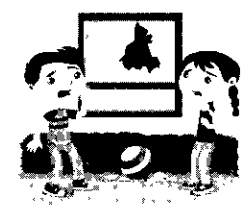
sad
s-a-d



happy
h-a-p-p-y



scared s-c-a-r-e-d



**Fast Plan
Lift off!**

Read the words and ask students to write each word under the corresponding picture.

Accelerate!

Ask students if they recognize the characters. Read the sentences and ask them to match them to the corresponding picture.

Portfolio Time

Have students write statements expressing states of mind. They can start by copying the ones in the activity and then writing their own. Help them as necessary.

Reach for the Stars!

Ask them to complete the sentence first and then walk around the classroom sharing how they feel today.

Let's Orbit English!

Read the words, ask students to listen and say them after you. Check pronunciation.

Portfolio Time

Have students follow the illustrations in the activity to make their own illustrations expressing states of mind.

**Extended Plan
Lift off!**

Ask students to look at the Picture Dictionary on page 117 of their Activity Book. Point to the illustrations that relate to emotions, read them, and ask students to repeat. Then, ask them to pantomime the emotions. Finally, ask them to go to page 87 of their Activity Book and match the words to the pictures (*Lift Off!*).

Reach for the Stars!

Display Digital Poster 8 and ask, Is the girl sad? (*No!*) Is the girl scared? (*No!*) Is she happy? (*Yes!*) Now, how do you feel today? Write it down and then walk around the classroom and share it with your classmates.

Fast Plan

Lift off!

Read the words and ask students to write each word under the corresponding picture.

Portfolio Time

Have students write statements expressing states of mind. They can copy the ones in the activity or write their own. Help them as necessary.

Accelerate!

Ask them to draw and write how they feel today and then share it with a partner.

Reach for the Stars!

Get students into groups of six and play the memory game *Add One Word*. (One of them says a word and his/her partner adds a word, then another partner adds another word and so on. For example: "I" plus "feel" plus "happy").

Let's Orbit English!

Read the words, ask students to listen and say them after you. Check pronunciation. Spell the words a couple of times to review spelling. You can play *Spelling Bee*.

Portfolio Time

Have students follow the illustrations in the activity to make their own illustrations expressing states of mind.

Extended Plan

Let's Orbit English!

Say, Kids, look at the words in your book. Can you read them? Very good! Please, repeat after me. That was great! Now we are going to play *Spelling Bee*. I'll say a word and you will have to spell it. (You can play it with the whole classroom as one group. Start with short words: sad, mad, sick, and check if you stop there or continue with longer words.)

Lift Off!

1. Write the words under the pictures.

surprised mad sick



1. mad



2. sick



3. surprised



Accelerate!

2. Draw and write how you feel today. Share with a partner. Students' answer

Today,



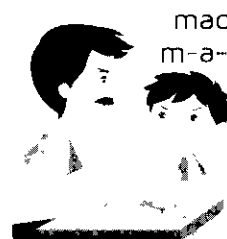
Reach for the Stars!

3. Read the words and say them after me.

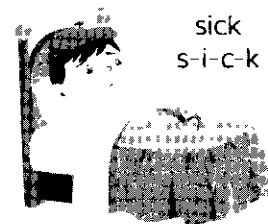
Let's Orbit English!



surprised
s-u-r-r-i-s-e-d



mad
m-a-d



sick
s-i-c-k

Lift Off!
Track 68

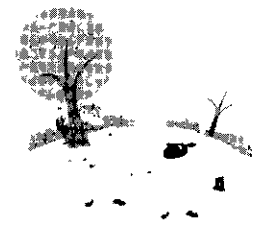


The Shepherd Boy

This is the Shepherd Boy from a faraway village.



He shouts, *Wolf, Wolf!* to laugh and see everybody scared and run.



One day, the wolf comes to the village.



But when he shouts, *Wolf, Wolf!* again, nobody is there to help.



Accelerate!

2. Listen to the answer. Students' answers

1. How do you think the Shepherd Boy feels at the end?
Happy / Sad / Mad.
2. How would you feel? Mad / Sad / Scared



Reach for the Stars!

3. Listen to the answer. Students' answers



At the beginning, the Shepherd Boy is happy.



In the middle, the Shepherd Boy is happy, too.



At the end, the Shepherd Boy is sad.



Fast Plan
Lift off!

Play track 68 as many times as necessary. Ask students to follow along with their fingers.

Accelerate!

Help them read the questions and possible answers. Guide them into the right answer if necessary.

Reach for the Stars!

Get students into groups of three and ask them to read the story in Lift Off! (one sentence per group member). Walk around and check pronunciation.

Let's Orbit English!

Play track 69 as many times as necessary. Ask students to point and say.

Extended Plan

Accelerate!

Say, Kids, look at the shepherd boy in the first and second frame. Is he happy? (Yes.) Now look at the shepherd boy on the fourth frame. Is he happy? (No, he is sad.) Exactly! Very good! Let's circle the first answer then. How do you think the shepherd boy feels at the end? Circle Sad. Now, how would you feel if that happened to you? Mad? Sad? Scared? Circle the answer that applies to you. (Accept any answer.) That was great!

Fast Plan
Lift off!

Read the sentences and guide students into writing the right answer.

Portfolio Time

Have students write statements expressing states of mind. They can copy the ones in the activity or write their own. Help them as necessary.

Accelerate!

Tell students to carefully look at the pairs of words and circle the one that is spelled correctly.

Reach for the Stars!

Ask students to get into pairs to practice a dialog. Tell them to use the dialog in Lift Off! as model, but to use the three emotions in this activity.

Let's Orbit English!

Play track 70 as many times as necessary. Ask students to point and say.

Extended Plan
Lift off!

Say, Students, I'm going to ask you some questions. (Walk around the classroom) I feel happy (smile). Do you feel happy too? (Accept any answer, yes or no.) I feel sad (make a sad face). Do you feel sad too? (Accept any answer, yes or no.) I feel mad (make a mad face). Do you feel mad too? (Accept any answer.) Ok, kids, very good. Now let's read the dialog: I am sick! I am sssssss... too! What should you write? (Sick!) Very good. Write "sick" in your book.

Reach for the Stars!

Follow the ICT link and play a game to review "Emotions". Students will have to match words to pictures. They can check pronunciation too.

Lift off!



SICK



Accelerate!

2. mouse / mause

1. mouse / mause 2. happy / hapy 3. surprised / surprise



Reach for the Stars!

3. mouse / mause 4. happy / hapy 5. surprised / surprise

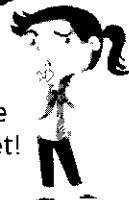


Go to <https://learnenglishkids.britishcouncil.org/es/node/17940> to learn more about emotions

Let's Orbit English!



Please be quiet!



That's bad!



This is a good story!



Lift Off!

Fast Plan Lift Off!

Read the words and ask students to say them after you. Ask them to match the words with the pictures.

Accelerate!

Review with students what the two stories are about. Then ask them to circle the right answer.

Big Book Time

You can use this activity as a framework to introduce the Big Book Nonfiction reading or to continue working with it. Read the story again and have volunteers express one emotion each without words and let the rest of the class guess the emotion.

Reach for the Stars!

Ask them to work in pairs and read the words in *Lift Off!* to each other in turns.

Let's Orbit English!

Play track 71 as many times as necessary. Ask students to point and say.

Extended Plan Lift Off!

Say, Let's learn some words. Look at the pictures. What do you see? Do you know the words? (Listen for any words in English and correct or applaud the answer.) OK, so let's read, say them with me: *duster*, *mouse*, *shepherd*, *wolf*. That was great! Now match the words to the pictures.



Accelerate!

2 Lift Off!

This story is about a cat and a mouse.

A. The Story of Miss Moppet

Reach for the Stars!

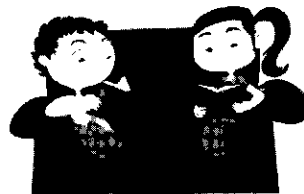
3 Lift Off!



Jim is happy!



His friend is happy, too!



We love reading!

91

Illustrated Statements Expressing States of Mind

Materials: Paper or poster board, scissors, glue, crayons or markers.

Have students check their portfolio activities before starting the product. Give instructions as follows:

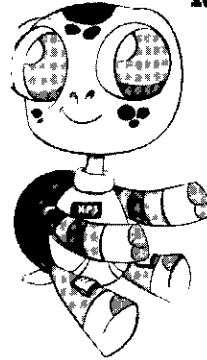
- Explore emotions and choose emotions and sentences.
- Write the final version of the sentences on the cards.
- Add images or drawings to each sentence.
- Display your work inside or outside the classroom.

My Progress

Remind students of what they saw through the unit. Explain once more what the traffic light colors mean (green for well learned, yellow for so-so, and red for not really learned). Read the objectives with them and guide them through the self-evaluation.

Finally, ask: Was Unit 7 fun? Was it easy? Ask them to tick or circle the face that matches their answer.

Materials



paper



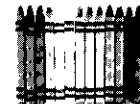
scissors



glue

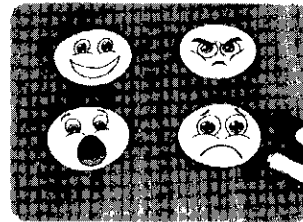


markers



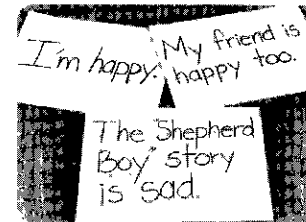
crayons

Step 1



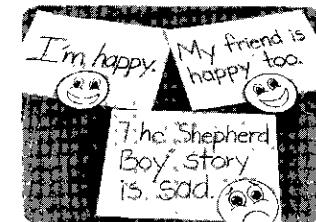
Choose your emotions.

Step 2



Write sentences related to your emotions and illustrate them.

Step 3



Show the sentences to your friends.

My Progress

Check (✓) the correct answers.

Point at a book's title.

Recognize words that express emotions.

Complete sentences.

Recognize characters in a book.

Was it...

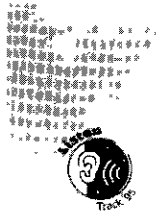
fun?



easy?



We All Have Emotions!



Big Book Activities

Fast Plan

Tell students that they will learn to give a name to their emotions in English and to know what actions are usually associated to these emotions. (They will also learn to recognize the front and back of their book, and page turning.) Help them read "We All Have Emotions!" (Big Book Nonfiction page 37). Play track 95.

Extended Plan

First week: (Show students the front and back of the Big Book and invite them to say the words front and back with you. Show them also how to turn the pages. Finally show them how we read the left page first.) Our reading is all about emotions. Can you tell me some emotions? What emotions do you see on the cover? Let's read our Big Book by listening to the audio. Use your finger to follow the words as you listen. (Play track 95.)

Students might not know the meaning of the words *frown*, *gasp*, *moan*, and *shake*. As you read or listen to Track 95, pantomime *frowning* and *shaking*, and make noises for *gasp* and *moan*. Then have students pantomime the actions and make the noises as you read one more time.

Second week: I will read and you will pantomime. Ready? (Read the sentences and make sure they all understand the actions and pantomime them.)

Third week: Now we will take turns reading. One student at a time. Who wants to start? OK, (student's name) go on. (Have a student read a sentence and then stop to pantomime.) Thank you very much, children. Who can tell me how he/she feels today? How do you feel today? (Students answer.) That was great!

Fourth week: Do you feel happy today? Sad? Mad?

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Alternative Product Unit 8

Emotions Comic

Prepare supplies per student: paper or poster board, cards, pencils, markers, crayons, glue, scissors.

First week: Help students identify emotions. You can use the Activity Book (*Let's Orbit English/Picture Dictionary*).

Second week: Ask students to choose four emotions and illustrate them in separate cards that they will use for a comic.

Third week: Ask them to choose sentences to go with the pictures. They should write them down in cards. They can choose some from the reading *We All Have Emotions!* (Big Book Nonfiction) Help them check their spelling.

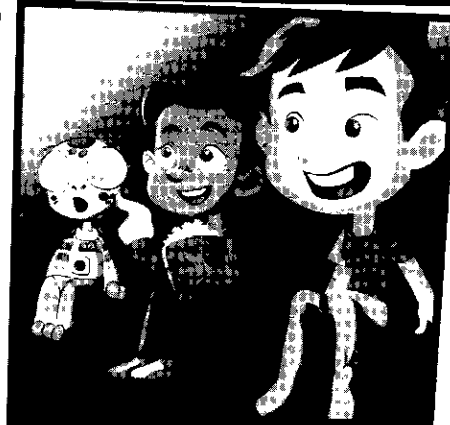
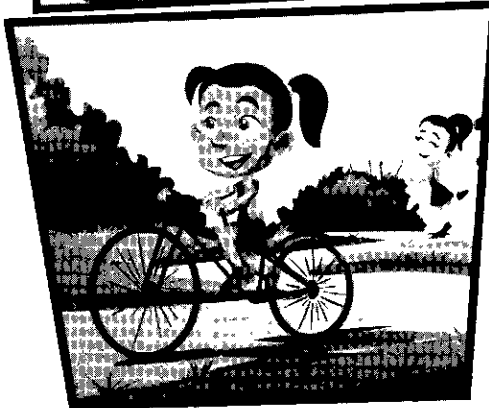
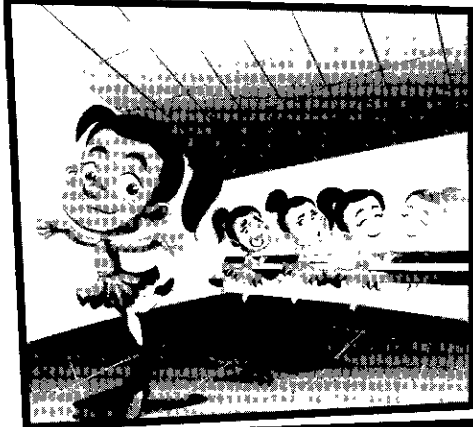
Fourth week: Ask them to use their drawings and sentences to make a comic. They can paste their cards in a poster board. At the end, they present it to the class.

UNIT 9

Everyday!



Let's listen to the story on Track 72.



Environment. Academic and Educational

Social Practice. Interpret information about units of time, in illustrated works

Achievements:

- Explore weekly calendars.
- Listen to the reading aloud of information about hours and days of the week.
- Participate in the exchange of questions and answers for information about units of time
- Revise writing.

Product: Calendar with days of the week, school hours, and rest

UNIT 9

Learning Product 9

Calendar with days of the week, school hours, and rest

Fast Plan

Students look at the comic strip. Ask them what they can see and if they can guess what the comic will be about. Play track 72 and ask them to follow the story.

Extended Plan

Say, Let's look now at page 93. We have a comic strip. What can you see? (Students answer. You can help them with new vocabulary or you can ask them specific questions.) Great! Let's listen to the story. (Play track 72 as many times as necessary. So what is Pam talking about? (*Her activities*) Very good! Which ones did you hear? (*Ballet classes, dancing, basketball, running, riding a bike, going to the movies*) That was excellent! Which ones do you do? When?

Vocabulary:

morning	o'clock
afternoon	What time is it?
evening	recess
night	do homework
week	have breakfast/lunch/dinner
school days	schedule
weekend	school subjects

Fast Plan
Lift Off!

Read the days of the week with students. Ask them to circle the words blue, mark the columns in green and the rows in red.

Portfolio Time

Have students follow the outline of weekly calendar to create their own on a separate piece of paper. Allow them to color and decorate it.

Accelerate!

Ask students to complete the days of the week.

Portfolio Time

Have students copy the days of the week on a separate sheet of paper. They can write them all in order or classify them by weekdays and weekend days.

Reach for the Stars!

Review the pronunciation and spelling of the days of the week with students. Explain which are school days and which belong to the weekend. Ask them to work in pairs. One of them says a day of the week, the other one points at it in *Lift Off!*

Let's Orbit English!

Play track 73 as many times as necessary. Ask students to point and say. Direct student's attention to the abbreviated days of the week in the picture. Explain that in English, it is very common to write days of the week in their shorter version (not in Spanish). Write the abbreviations on the board and have students tell you the ending.

Lesson 33

Lift off!

1. Review the days of the week. Then color the words in the picture. Mark the columns in green and the rows in red.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Accelerate!

2. Complete the chart with the days.



School Days	Weekend
Monday	Saturday
Tuesday	Sunday
Wednesday	
Thursday	
Friday	



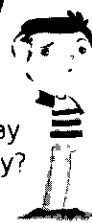
Reach for the Stars!

3. Take turns. One says a day of the week. Your partner points at it in the chart.

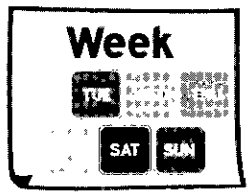
Let's Orbit English!



What day is it today?



Today is Tuesday.



There are seven days of the week.

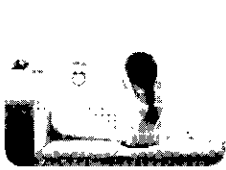


Lift Off!

1 Look at the pictures and say the words. Write the words on the line.

a.m. = morning

p.m. = afternoon, evening, or night



a.m.



a.m.



p.m.



p.m.



Accelerate!

2 Write the letter in the sentences. Then match the sentences with the times.

- | | | |
|------------------------------------|---|------------|
| 1. I have breakfast in the morning | → | A. 10 p.m. |
| 2. I have lunch in the afternoon | → | B. 3 p.m. |
| 3. I have dinner in the evening | → | C. 7 a.m. |
| 4. I go to bed at night | → | D. 6 p.m. |



Reach for the Stars!

3 Take turns to read one of the sentences and write the missing word.

Student A

Student B

I have breakfast... in the morning.



On weekdays
I go to school.



On weekends I play.



Saturday

Sunday

Weekends have
two days.

**Fast Plan
Lift Off!**

Read the words with them. Explain that a. m. means morning, and that p. m. might mean afternoon, evening, or even night. Say the words and ask them to point at the pictures. Ask them to repeat after you.

Accelerate!

Ask students to complete the sentences and then match them with the times.

Reach for the Stars!

Read the example for them. Then ask a pair of volunteers to read it. Give them time to practice the activity.

Let's Orbit English!

Play track 74. Ask students to point and say.

**Extended Plan
Accelerate!**

Say, Look at the sentences. There is one word missing. Look at the words in *Lift Off*. Let's read them again: morning, afternoon, evening, night. When do you have breakfast? (*In the morning.*) Ok, write morning on the line. Very good! When do you have lunch? (*In the afternoon.*) Correct! Write afternoon on the line. And when do you have dinner? (*In the evening.*) Good! Write evening on the line. And when do you go to bed? (*At night.*) Very good! Now write night on the line.

Now let's read the times: ten p.m., three p.m., seven a.m., and six p.m. Can you say them with me? Say and point at them: ten p.m., three p.m., seven a.m., and six p.m. What does a.m. mean? (*In the morning.*) That's right! And p.m.? (*In the afternoon, evening or night.*) That's correct. Now match the sentences with the times. Finally, display the Digital Poster 9 and ask students: What meal are they having? What time is it? What time do you have breakfast/lunch/dinner?

Lesson 34



Fast Plan Lift off!

Give students time to get familiar with the clocks and sentences. Read the sentences with them.

Accelerate!

Guide them through the columns and help them recognize what each column has. Ask them to match.

Reach for the Stars!

Ask them to work in pairs. One student points to a clock on the page, the other student tells the time.

Let's Orbit English!

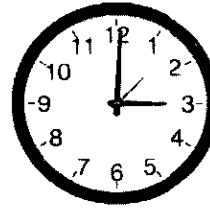
Play track 75 as many times as necessary. Ask students to point and say.

Extended Plan Lift off!

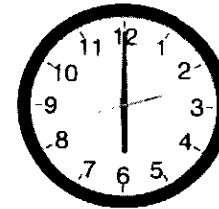
Draw a clock on the board, with numbers and its hands. The time is three o'clock. Say, Let's look at the clocks. Can you see the numbers that go around the clock? (Show them on the board.) Let's read them: one, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve. Now look at the short hand (indicate short with your hands and point to it on the board). Where is the short hand pointing at? What number? (Three.) Correct! And the long hand? (Indicate long with your hands.) (Twelve.) Correct! So we say *It's three o'clock*. Can you say it with me: *It's three o'clock*. Now let's read the times on the page: *It's three o'clock*. *It's six o'clock*. *It's nine o'clock*.

Lift off!

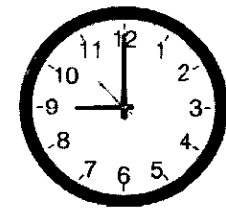
1 Match the clocks with the sentences.



It's three o'clock.



It's six o'clock.

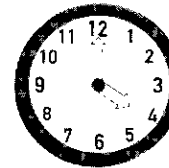


It's nine o'clock.



Accelerate!

2 Match the clocks with the sentences.



seven o'clock



four o'clock



Reach for the Stars!

3 Work in pairs. Point to the clock on the page and say the time. Use the sentence.

Let's Orbit English!



What time is it?
It's time to read.



What time is it? It's
time to play.



What time is it? It's time
to do my homework.



Lift off!

1 Listen to the dialog and repeat it.

What time is it?

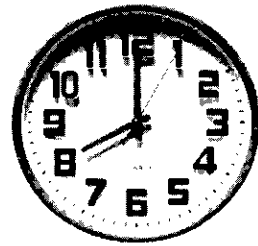
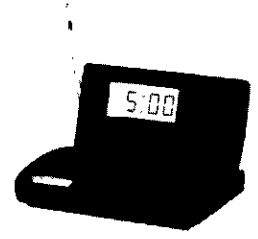
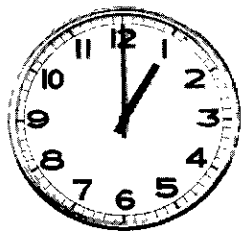


Go to <https://learnenglishkids.britishcouncil.org/en/crafts/clock> to make a clock. Move the hands and tell the time!



Accelerate!

2 Listen to the dialog and repeat it.



- A. It's one o'clock.
- B. It's five o'clock.
- C. It's eight o'clock.



Reach for the Stars!

3 Listen to the dialog and repeat it. Then practice with your partner.



It's early. It's seven o'clock.



It's recess. It's eleven o'clock in the morning.



It's late. It's 11 o'clock at night.

Fast Plan Lift off!

Read aloud with your students. Invite them to walk around the classroom and practice the dialog with different classmates.

Accelerate!

Ask students to carefully look at the sentences and then complete them.

Reach for the Stars!

Ask students to work in pairs. One student asks for the time pointing at one clock on the page, the other student answers.

Let's Orbit English!

Play track 76 as many times as necessary. Ask students to point and say.

Extended Plan Lift off!

Say, Please, look at the picture. What can you see? (A boy and a girl.) Good! Are they talking? (Yes.) What are they talking about? (*The time, they are telling the time.*) That's correct! Can you see a question? (Yes.) Ok, let's read the dialog together. You can follow along with your finger. What time is it? It's twelve o'clock. Say it with me: What time is it? It's twelve o'clock. Very good!

Invite students to visit the ICT link, print out the clock, and, practice telling the time at home. They can even teach their parents, family, and friends to tell the time in English!



Lift off!

1. Write the time after each picture in English.



1. morning

2. night

3. evening

Fast Plan
Lift off!

Review parts of the day with the Picture Dictionary page 118. Ask students to look at page 98. Read the words to students and ask them to write the word that matches the picture.

Accelerate!

Ask them to look at the clocks and then at the pictures in *Lift Off!* again. Ask them to match.

Reach for the Stars!

Ask them to read the times in pairs.

Let's Orbit English!

Play track 77 as many times as necessary. Ask students to point and say.

Extended Plan
Accelerate!

Let's look at the pictures in *Lift Off!* again. What can you see in number 1? (A girl and a mom.) Is the girl going to school? (Yes.) At what time do you go to school? 7 or 8 a.m. approximately? (Yes.) Can you see 7 a.m. in *Accelerate!*? (Yes.) Ok, so write number 1 next to 7 a.m. Let's continue with the rest!



Accelerate!

2. Match the clocks and the pictures in *Lift Off!*



①



②



③



Reach for the Stars!

3. Read the times of a partner.

Let's Orbit English!



On Mondays I have English at nine o'clock.



On Tuesdays I have math in the morning.



On Wednesdays we have art at eleven o'clock.



Lift Off!

1. Listen to the days of the week.
- 1. Mondays → Math at 8:00 a.m.
 - 2. Tuesdays → English at 9:00 a.m.
 - 3. Wednesdays → Art at 10:00 a.m.
 - 4. Thursdays → Recess at 12:00 p.m.
 - 5. Fridays → P. E. at 10:00 a.m.



Accelerate!

2. Write the days of the week in order.

- 1. Monday
- 2. Tuesday
- 3. Wednesday
- 4. Thursday
- 5. Friday
- 6. Saturday
- 7. Sunday



Reach for the Stars!

3. Write the days of the week and the subjects. Students answer

Monday



On Thursdays we have lunch at twelve o'clock.



On Fridays I have P. E. in the afternoon.



On Saturdays we have lunch at home.

Fast Plan Lift Off!

Ask them to carefully read the columns. Play track 78 as many times as necessary. Check answers as a group.

Accelerate!

Ask students to write the days of the week in order.

Reach for the Stars!

Ask students to partner up and create a schedule with their answers in *Lift Off!*

Portfolio Time

Have students create a schedule of a different day of the week.

Big Book Time

You can use this activity as a framework to introduce the Big Book Fiction reading or to continue working with it. Read the text and have students create a simple schedule for the characters in the story.

Let's Orbit English!

Play track 79 as many times as necessary. Ask students to point and say.

Extended Plan Lift Off!

I'm going to read the first column, follow along: Mondays, Tuesdays, Wednesdays, Thursdays, Fridays, Saturdays, and Sundays. OK, second column: Math at 8:00 a.m, English at 9:00 a.m, Art at 10:00 a.m, Recess at 12:00 p.m, P.E. at 4:00 p.m. Now you read them (Let them read all the words, help them as necessary.) That was great! Can you point at the days of the week? Can you point at the school subjects? Can you point at the times? Very good! Now I'll play track 78 and you'll have to match the days with the subjects and the times. So listen carefully. (Play track as many times as necessary. You can stop after each sentence and repeat.)

Lesson 36

Lift off!

Fast Plan
Lift off!

Tell students to look at the timetable carefully and then at the rest of the photos. Ask them to match them.

Accelerate!

Ask students to look at the sentences and then complete them.

Reach for the Stars!

Read the example. Ask them to get into groups of four and read in turns.

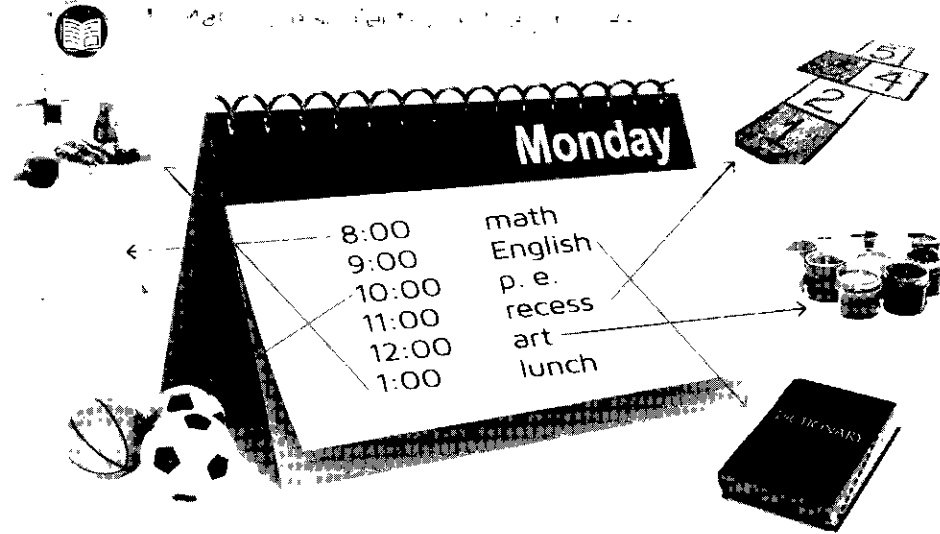
Let's Orbit English!

Read the sentences and ask students to repeat after you.

Extended Plan

Accelerate!

Say, Look at the sentences. There are some blanks. You have to complete the sentences. Let's look at them. Let's read the first one: When is recess? (*Read very slowly.*) Recess is at... o'clock. Look at the timetable in Lift Off! When is recess? At what time? (*At eleven o'clock.*) Very good! Repeat the procedure for sentences 2 and 3.



Accelerate!

2. Complete the sentences. Use the timetable in Lift Off!

1. When is recess? Recess is at 11 o'clock.
2. When is math? Math is at 8:00 o'clock.
3. When is art? Art is at 12:00 o'clock.



Reach for the Stars!

3. Read the example. Use the timetable in Lift Off! Example: On Mondays we have P. E. at ten o'clock.

Let's Orbit English!



On Mondays
I play soccer.



On Tuesdays
I have music class.



On
Wednesdays
I have ballet.



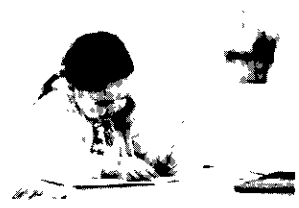
Lift Off!

1. Read the words and match the pictures.

do homework

practice soccer

read in bed



1. read in bed

2. homework

3. practice



Accelerate!

2. Listen to the words and write the correct number in the boxes.

- 2 Monday afternoon
- 3 Friday afternoon
- 1 Sunday night



Reach for the Stars!

3. Draw a picture of things you do on the weekends. Start with a star!

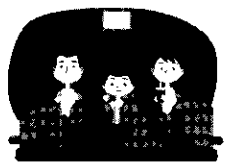
Students' answers



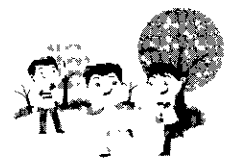
4. Listen to the sentences.



On Thursdays we play basketball.



On Fridays I go to the movies with my family.



On Saturdays and Sundays I play outside.



Fast Plan Lift Off!

Ask students about the pictures and read the words with them. Ask them to write the words under the correct picture.

Accelerate!

Play track 80 as many times as necessary. Ask them to match the phrases and pictures by writing 1, 2, or 3 in the boxes.

Reach for the Stars!

Brainstorm a list of daily and weekly activities on the board. Ask students to draw the activities they do on the weekends and then compare with a partner. They can use the list on the board or other activities.

Let's Orbit English!

Read the sentences and have students say after you and point at the corresponding sentences or pictures as they say them.

Extended Plan Accelerate!

Look at the pictures in Lift Off! What activity would you do on a Monday afternoon? What activity would you do on a Friday afternoon? And on a Sunday night? (Accept any valid answer. Answers may vary.) Now let's listen to track 80. Listen carefully and write 1, 2, or 3.

Calendar with Days of the Week, School Hours and Rest

Materials: Paper or poster board, markers, crayons, pencil, scissors, glue.

Have students check their portfolio activities before starting the product. Give instructions as follows:

- Explore the subjects you want to include.
- Check days of the week and times of those subjects.
- Write a sample timetable.
- Draw the columns and rows.
- Write the days of the week, the times, and the subjects.
- Add images or drawings to the timetable. Use different colors.
- Let's display the timetables inside or outside the classroom.

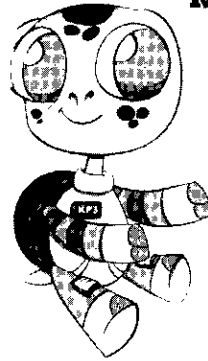
My Progress

Ask students to look at the My Progress table. Say, What can you see? Are there happy or sad faces? Ask them to look at their partner's face as you read each objective. If their partner makes a happy face, then they tick under the happy face. Explain the same for the sad face. Read aloud the statements and give them time to check. Once they have finished, ask them to compare with his/her partner. Give them individual feedback if possible.

Finally, ask: Was Unit 9 fun? Was it easy? Ask them to tick or circle the face that matches their answer.

Product 9: Calendar with Days of the Week, School Hours and Rest

Materials



paper

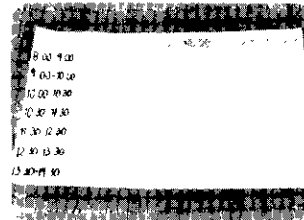
pencil



markers

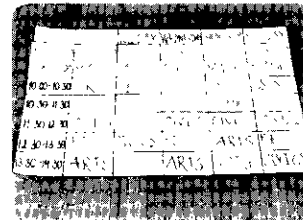
ruler

Step 1



Draw rows and columns.

Step 2



Write weekdays, times, and subjects. Use different colors.

Step 3



Show the timetable to your friends.

My Progress

Talk to a partner about his/her progress and check (✓) the correct answers.

My Partner...

Identifies components in a weekly calendar.

Reads and locates the hours on a clock.

Writes days of the week.

Uses numbers to write the time.



Was it...

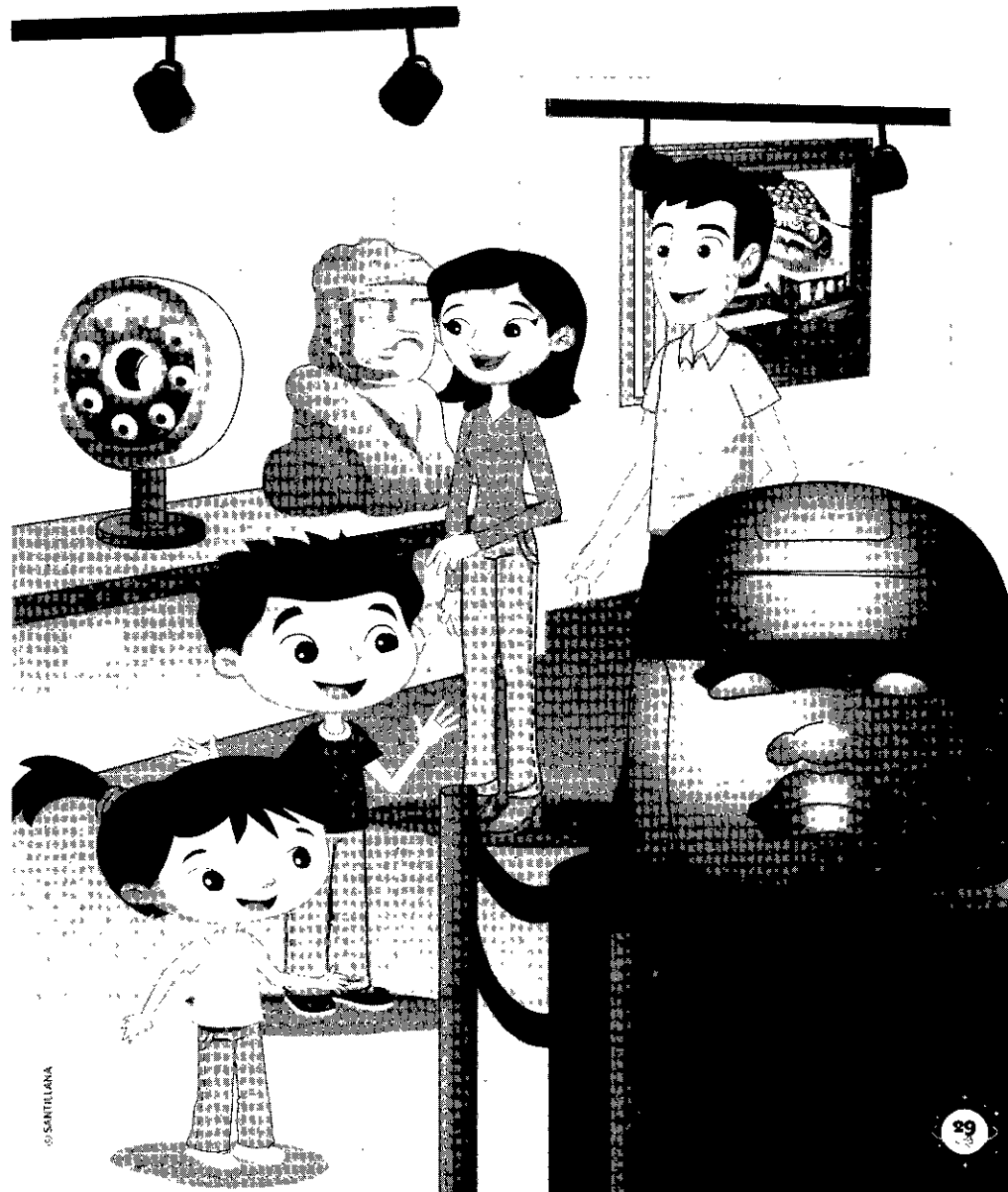
fun?



easy?



I Love the Weekend!



Big Book Activities

Fast Plan

Students will listen to a reading about a girl's weekend. Ask them to follow the reading on their Big Book Fiction page 29 as they listen to track 96.

Extended Plan

First week: Look at our Big Book! Look at the title, it says *I Love the Weekend!* Can you repeat the title? Very good! What can you see? (*A family*) Correct! Are they happy? What do you think is happening? (*Accept any possible answer.*) Very good! Let's read our Big Book by listening to the audio. Use your finger to follow the words as you listen. (Play track 96.)

Second week: Now we are going to read without listening to the CD.

Third week: Now we will take turns reading. One student at a time. Who wants to start? Ok, (student's name) go on. (Have a student read a sentence and then stop to pantomime.) Thank you very much, children. That was great!

Fourth week: Let's draw your weekend activities on your notebook! Are they different from the ones we read?



Alternative Product Unit 9

Free-time Activities Timetable

Prepare supplies per student: Paper or poster board, markers, crayons, pencil, scissors, glue

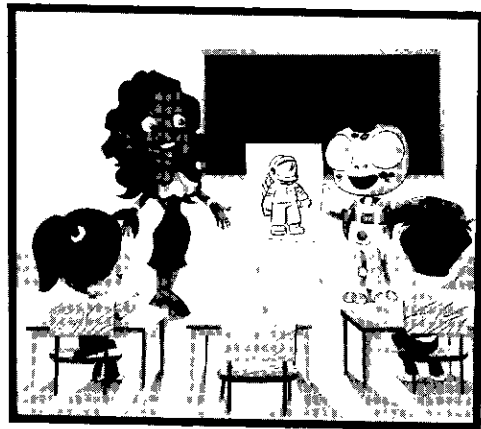
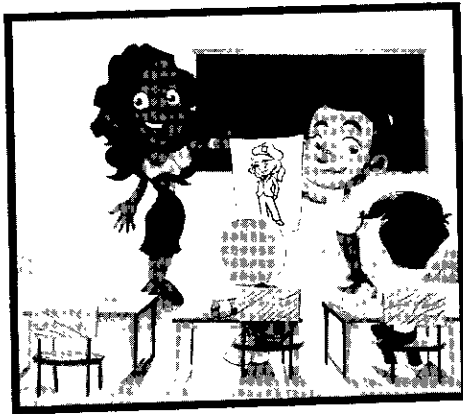
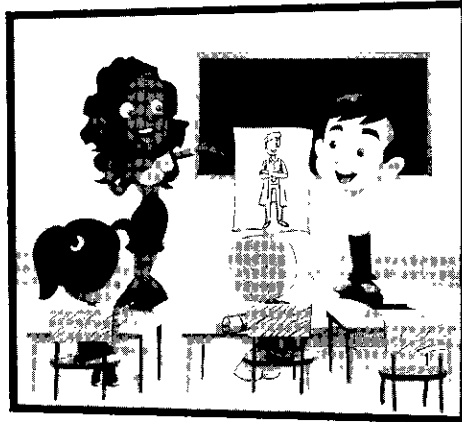
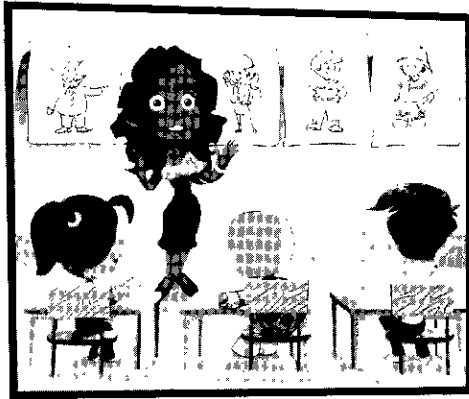
First week: What do you like to do in your free time? In the afternoon and evening? During the weekend? (Make a list on the board.) Copy the list in your notebooks please. Now circle or mark the activities you like to do in the afternoon, evening or during the weekend. Next to the activity, write a day of the week.

Second week: Draw a timetable. Write the days of the week. Write morning, afternoon, evening, night. Look at the days and times and draw pictures for your activities. Color your pictures.

Third week: Write sentences to go with your timetable. Check spelling and grammar with a dictionary or ask me.

Fourth week: Decorate your free-time activities timetable if you want. Share it with your classmates. Do they like to do the same activities?

UNIT 10 Jobs



Environment. Family and Community

Social Practice. Describe and interpret information about people of the community and their activities.

Achievements:

- Explore illustrated materials, with information about occupations or professions.
- Participate in the oral expression of information.
- Explore writing of words.

Product: Text with names and illustrations of jobs and professions

UNIT 10

Learning Product 10

Text with names and illustrations of jobs and professions

Fast Plan

Students look at the comic strip. Ask them what they can see and if they can guess what the comic will be about. Play track 81 and ask them to follow the story.

Extended Plan

Let's look now at page 103. We have a comic strip. What can you see? (Students answer. You can help them with new vocabulary or you can ask them specific questions.) Great! Let's listen to the story. (Play track 81 as many times as necessary. Tell students that in this unit they will learn about jobs and occupations.)

Vocabulary:

chef	mechanic	airport
police officer	tailor	hospital
doctor	baker	bakery
astronaut	pilot	restaurant
driver	singer	
barber	actor	

Fast Plan
Lift Off!

Ask students to look at the picture, read the questions and answers with them. Ask them to put a (✓) by the correct answer.

Accelerate!

Circle the right answer.

Reach for the Stars!

Take turns in reading the questions and answers.

Let's Orbit English!

Play track 82 for students to repeat. Play it as necessary until they are confident to say the sentences. Go around the room and check/correct random students.

Extended Plan
Lift Off!

Explain, A job is what you do almost every day and get paid to do. The first job we will learn about is a "painter". A painter is someone who paints. Look at the book's cover. What is the title? Is it The Food Book? (No!) Is it Painter's Handbook? (Yes!) Look at 2. What is in the book? Is it good food? (No!) Is it how to paint? (Yes!) Look at 3. How do you call a person who paints? Is it a *paintist*? Or a painter? (Students answer, *It's a painter!*) Yes!

Accelerate!

Say, Here is the Contents section of the book. Reading is on page 3. Science begins on page 10. Math begins on page 15, and Music begins on page 20. Let's answer the two questions. 1. What part of the book is this? Is it the cover? (No!) Is it the contents? (Yes!) Circle it. 2. Where can you find Science? Is it on page 20? (No!) Is it on page 10? (Yes!) Circle your answer.



Lift off!

1. Look at the cover. What is the title? The Food Book ✓ Painter's Handbook

2. What is in the book? good food ✓ how to paint

3. How do you call a person who paints? paintist ✓ painter



Accelerate!

2. Look at the contents page. What is on page 10?

Contents

Reading	3
Science	10
Math	15
Music	20

1. What part of the book is this?
A. the cover B. the contents
2. On what page is Science?
A. on page 10 B. on page 20



Reach for the Stars!

3. Take turns asking and answering questions about the page.

Let's Orbit English!



I use a brush.

I climb a ladder.



I'm Pam, the painter!



Lift off!

1. Match the words to the photos.



Accelerate!

2. Listen.

1. driver

2. painter

3. barber



A. scissors



B. brush



C. ladder

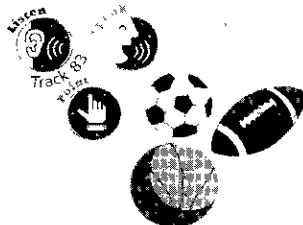
D. chair

E. taxi



Reach for the Stars!

3. Listen and choose.



I watch the balls.



I call,
Time out!

I'm Carl,
the coach!



**Fast Plan
Lift off!**

Read the words to the students. Tell them to match the words with the photos.

Accelerate!

Match the words to the different jobs.

Portfolio Time

Have students make drawings of the jobs and professions they learn along the unit.

Reach for the Stars!

Draw a profession in your notebook. Color it. Tell a partner about your drawing.

Let's Orbit English!

Play track 83 for students to repeat. Play the track as necessary until they are confident to say the sentences. Check/correct random students.

Extended Plan

Accelerate!

Say, There are many jobs. There is a driver, a painter, and a barber. What do they need to do their jobs? Look at the list. Let's give them what they need to do their job. Read the examples below.

Scissors – who needs scissors? (Students answer, A barber!) That's right. Write the letter A beside the barber.
Brush – who needs a brush? Does a driver need a brush? (Students answer, No!) Does a painter need brush? (Students answer, Yes!) That's true. Write the letter B beside the painter.

Ladder – who needs a ladder? Does a driver need a ladder? (Students answer, No!) Does a painter need a ladder? (Students answer, Yes!) That's correct. Write the letter C beside the painter. Do the same with the words *scissors* and *chair*, which are used by a barber.

**Fast Plan
Lift off!**

Ask students to look at the picture, read the questions and answers with them. Ask them to put a (✓) by the correct answer.

Accelerate!

Ask students to look at the picture, read the questions and answers with them. Ask them to put a (✓) by the correct answer.

Reach for the Stars!

Take turns asking and answering the questions on the page.

Let's Orbit English!

Play track 84 for students to repeat. Play the track as necessary until they are confident to say the sentences. Go around the room and check/correct random students.

**Extended Plan
Accelerate!**

What is this picture? (Students answer, *It is a music book.*) Yes, it is! What type of book is this? Is it art? (Students answer, *No!*) Is it music? (Students answer, *Yes!*) Put a (✓) by music. What part of the book is this? Is it the front cover? (Students answer, *Yes!*) Is it the back cover? (Students answer, *No!*) Now, you need to put a (✓) by front cover. And who do you think it is for? Painters? (Students answer, *No, just musicians!*) That's correct!

**Lesson
38**

Lift off!



1 Look at the book and answer the questions. Put a (✓) by the correct answer.



- Which is the title of this book?
 How to Teach Reading ABC
- Who is it for?
 students teachers
- What is it about?
 cook reading



Accelerate!

2 Look at the book and answer the questions. Put a (✓) by the correct answer.



- What type of book is this?
 art music
- What part of the book is this?
 front cover back cover
- Who is this for?
 musicians painters



Reach for the Stars!

3 Take turns asking and answering the questions on this page.

Let's Orbit English!

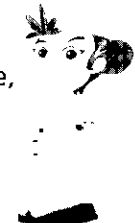


I use pots and pans.



I say,
Dig in!

I'm Cherise,
the chef!



Lift off!

1. Match the words to the pictures.

tape
wrench
hat
pots
thread

Accelerate!

2. Match the words to the pictures.
- chef
 - mechanic
 - tailor



- A. needle B. tires C. hat D. pots E. wrench F. thread

Reach for the Stars!

3. Listen to the audio and match the words to the pictures.



I use a tape.



I have thread.

I'm Tom,
the tailor!



Fast Plan
Lift off!

Read the words to the students. Tell students to match the words with the correct photos.

Accelerate!

Match the letters of the words to the different jobs.

Portfolio Time

Have students make drawings of the jobs and professions they learn along the unit.

Reach for the Stars!

Point to jobs on the page and let your partner say the job. Take turns.

Let's Orbit English!

Play track 85 for students to repeat. Play the track as necessary until they are confident to say the sentences. Go around the room and check/correct random students.

Extended Plan

Lift off!

Explain, People use their hands to do many things. You need to use your hands to use these things: tape, tires, thread, wrench, hat, pots. Draw a line from each word to the matching picture. For example, draw a line from tape to the picture of the tape. Can you find the thread? Draw a line from thread to the picture of the thread.

**Fast Plan
Lift off!**

Look at the pictures and match the jobs with their places in the community.

Portfolio Time

Have students create a chart to classify the names of jobs and professions, and the places or buildings where they take place.

Accelerate!

Read the sentences. Then complete them.

Reach for the Stars!

In turns talk about jobs in the community. You have more jobs on the Picture Dictionary page 118.

Let's Orbit English!

Play track 86 for students to repeat. Play the track as necessary until they are confident to say the sentences. Go around the room and check/correct random students.

**Extended Plan
Lift off!**


Ask students to match the jobs to places. Then, display Digital Poster 10 and ask them about the jobs they can see in the picture. Ask, Which job do you like? What do you want to be when you grow up?


Reach for the Stars!


Say, Let's talk about jobs in the community. For example, a doctor. Where does a doctor work? In a plane? (Students answer, No.) At a hospital? (Students answer, Yes.) Very good. So we say: A doctor works at the hospital. Say it with me (Repeat as many times as necessary.) Now talk to your partner about jobs in the community.


**Lesson
39**


Lift off!


1.  pilot

2.  baker

3.  doctor

A.  bakery

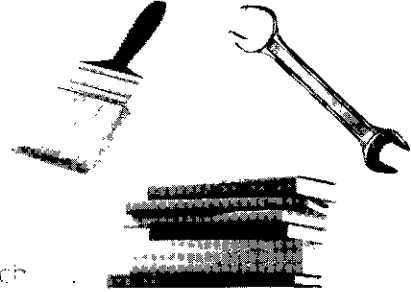
B.  airport

C.  hospital



Accelerate!

- I am a painter. I use a _____.
- I am a teacher. I use _____ books.
- I am a mechanic. I work with a _____ wrench.






Reach for the Stars!

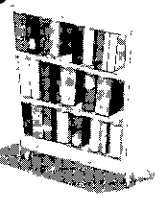
3. _____ works at the _____.

Example: A doctor works at the hospital.

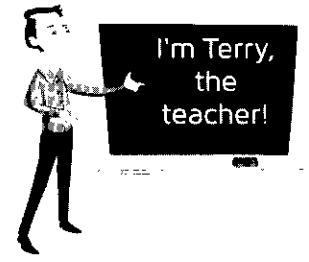
Let's Orbit English!

I use books.




I work with students.



Lift off!

Accelerate!

1. teacher 2. baker 3. pilot

Reach for the Stars!

3. Write the sentence on the board. Students' answers

1. My father is a _____ 2. My mother is a _____
 3. When I grow up, I want to be a _____



I sail on a boat.

I say,
Land ho!

I'm Sally,
the sailor!

Fast Plan
Lift off!

Read the words to the students. Tell students to match the words with the correct photos.

Accelerate!

Match the letters of the words to the different pictures.

Portfolio Time

Have students make drawings of the jobs and professions they learn along the unit.

Reach for the Stars!

Write about the jobs in your family. What do you want to be when you grow up?

Let's Orbit English!

Play track 87 for students to repeat. Play the track as necessary until they are confident to say the sentences. Check/correct random students.

Extended Plan

Lift off!

Say, Let's read the words: books, plane, apron, markers, headset, oven. Find the picture that matches each of the words. Draw a line from each word to the matching picture. Let's do them together.

- Books – Where are they? Draw the line!
- Plane – Where is it? Draw the line!
- Apron – Where is it? Draw the line!
- Markers – Where is it? Draw the line!
- Headset – Where is it? Draw the line!
- Oven – Where is it? Draw the line!

Finally, invite students to follow the ICT link to practice the vocabulary they have already learned. Help them learn more vocabulary related to jobs so they can use it to talk about their family members' occupations and professions in the exercises below.

Fast Plan
Lift Off!

Look at the pictures and match the jobs with their places in the community.

Accelerate!

Complete the words to form sentences.

Reach for the Stars!

Look at the pictures. In groups say everything you know about those professions.

Let's Orbit English!

Read the sentences and ask students to say them after you. Go around the room and check/correct random students.

Extended Plan



Reach for the Stars!


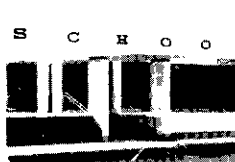
Let's talk about professions. Now you know a lot about doctors and teachers and painters in the community. Let's see. (Draw a painter on the board.) What is this? (A painter.) Very good! What do you know about painters? (Students answer *They work in houses, they paint, they use a brush, etc.*) Very good.

Let's look at the pictures: What do you see? (Students answer *A teacher, a chef, a doctor*) That's correct. Now look let's get together in groups of four. Look at the pictures one by one and say everything you know about those professions.

Lift Off!

1. Match the jobs with their places in the community.

1.  2. 

A.  B. 



Accelerate!

2. Complete the sentences.

1. I use three needles. I am a tailor.
2. I work at an airport. I am a pilot.
3. I use pots and pans. I am a chef.



Reach for the Stars!

3. Look at the pictures. Say everything you know about those professions.



Let's Orbit English!



1. I use a microphone.

2. I have music.



3. I'm Sam, the singer!

Lift off!

Accelerate!

1. doctor



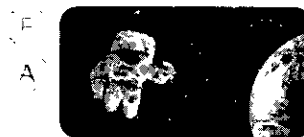
A. spacesuit

2. actor



B. costume

3. astronaut



E. thermometer

C. syringe

D. camera

F. rocket

Reach for the Stars!



I have a spacesuit.



I yell, *Blast off!*



I'm Anna, the astronaut!

Fast Plan Lift off!

Read the words to the students. Tell students to match the words with the correct photos.

Accelerate!

Match the words to the different jobs.

Portfolio Time

Have students make drawings of the jobs and professions they learn along the unit. Finally, ask them to write sentences to describe them.

Reach for the Stars!

Play *Guess Who* in groups.

Big Book Time

You can use this activity as a framework to introduce the Big Book Fiction reading or to continue working with it. Have students read the text to learn more about Jobs from different times.

Let's Orbit English!

Read the sentences and ask students to say them after you. Go around the room and check/correct random students.

Extended Plan

Lift off!

Explain, Jobs require special equipment sometimes. Let's look at some words for things people use for their jobs. (Read the list.) I will read the list again, and this time draw a line from each item to the matching picture. Are you ready? Let's go! (Read the list again!)



Product 10: Text with Names and Illustrations of jobs and Professions

Text with Names and Illustrations of jobs and Professions

Materials: paper, crayons, pencil, markers, ruler

Have students check their portfolio activities before starting the product. Give instructions as follows:

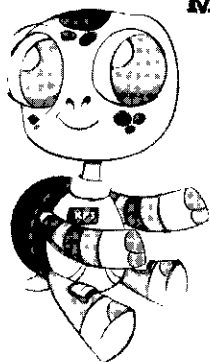
- Take some pieces of paper.
- Draw some members of your family or people you know from the community. You will have to draw them at their jobs.
- Write sentences for each drawing. For example, My mother is a doctor.
- Share your drawings with your classmates and read the sentences.

My Progress

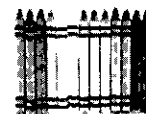
Ask students to look at the chart. Say, What can you see? Are there happy or sad faces? Tell them that according to their progress they are going to check the columns. Read aloud the statements and give them time to check. Once they have finished, ask them to compare with a partner. Give them individual feedback if possible.

Finally, ask: Was Unit 10 fun? Was it easy? Ask them to tick or circle the face that matches their answer.

Materials



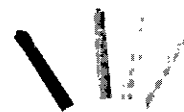
paper



crayons



pencil



markers



ruler

Step 1



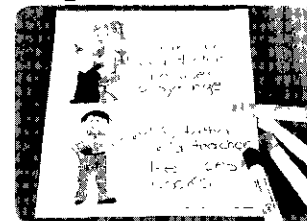
Draw family members or people from the community at their jobs.

Step 2



Write sentences for each drawing.

Step 3



Share your text and explain the jobs.

My Progress

Check (✓) the correct answers.

I can...	<input type="checkbox"/>	<input type="checkbox"/>
Name occupations.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Recognize parts of books.	<input type="checkbox"/>	<input type="checkbox"/>
Point to objects, tools, and clothes related to some jobs.	<input type="checkbox"/>	<input type="checkbox"/>



Was it...

fun? 😊 😞 easy? 😊 😞

Jobs Past and Present



Big Book Activities

Fast Plan

Play track 97. Tell students to repeat the words of the story with you. Students will answer questions about the story. Students will read the story to their desk partners.

Extended Plan

First week: Let's read about jobs from a long time ago and jobs today. Let's listen to the audio for our Big Book. Follow along with your finger as you listen to the audio. (Play track 97.)

Second Week: Play track 97 again. Let's start at the beginning of our Big Book. Who did we learn about first? (Egyptian workers and construction workers.) How are they the same? How are they different? Who did we read about next? (Italian Senators and National Senators) How are they the same? How are they different? Continue until you finish the story.

Third week: Ok, today you will read in pairs. One of you will read half the story and the other, the other half. Read! (Give them time and monitor while reading. Answer questions and ask them to check comprehension.)

Fourth week: Play Track 97. Play *Charades*. Have one children choose one job and pantomime it for the rest of the class to guess. Continue with several other jobs from the story.

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Alternative Product Unit 10

Writing about jobs

Prepare supplies per student: sheets of paper, pencils, crayons.

Give instructions as follows:

First week: We have been learning about jobs and the things people do or use in their jobs. Can you think of some of the jobs we have talked about? (Elicit and write on the board as many as possible. Have them copy on their notebooks. Here are the jobs discussed in this unit for your reference: painter, driver, coach, barber, chef, mechanic, tailor, teacher, sailor, baker, pilot, singer, actor, diver, and astronaut.)

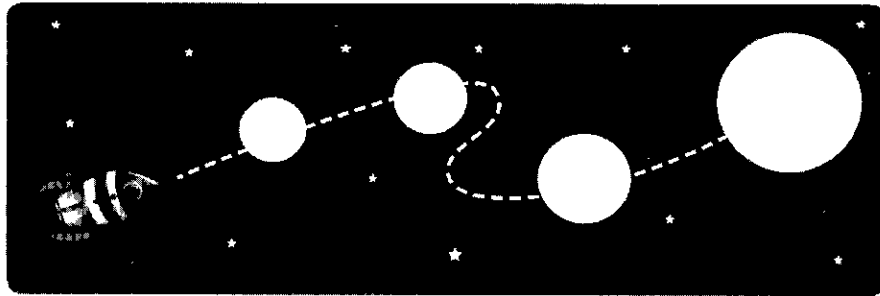
Second week: Now choose one job and draw three pictures about the job. You have to draw the person doing the job and also things people use in their jobs. Please, look back at section Let's Orbit English! in Unit 10 for

inspiration. We are going to do the same: make three drawings and write three sentences. I'll give you an example: My mom is an astronaut. She has a spacesuit. She yells, Blast off! See? You can make up the information. Ready? Let's go! Draw three pictures.

Third week: Today you will finish up our drawings and we will write three sentences. Do you remember the examples I gave you last week? (Repeat the examples if necessary.) Now write three sentences. (Monitor and help as needed.)

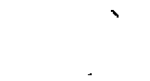
Fourth week: Your drawings are ready. Your sentences are ready. Let's share them in class. Please, step forward, show us your drawings, and read your sentences. Who wants to go first?

My Logbook



2. Write a word you learned and liked from this Term.

3. How did you feel before your travel?



Very good!



Good

3. How did you feel after your travel?



Very good!



Good



Not so good



Not good



Not so good



Not good

My Logbook

- 1. Mark on the line according to your progress.**
 Explain that the line from the rocket is intended to mark their progress in English this Term. Ask, How big do you think your progress is? If it is a little progress, mark on the line to the first planet. If it is a lot of progress, mark on the line to the last planet. Have them color the planets if they want to.
- 2. Draw or write a word you learned and liked from this Term.**
 Have students scan through the pages and brainstorm words from this Third Term (Units 8-10). Write the words on the board. Have them choose one word and write it down on the line. They can also draw something they learned and liked. Monitor and help as needed.
- 3. How did you feel before your travel? Color.**
 Ask students to look at the faces and pantomime them all with a partner. Read their meaning (Very good!, Good, Not so good, and Not good) and have students point at the faces. Explain that at the beginning of their travel (school year) they did not know many things in English, but that now they know a lot. Have them reflect on their travel. Ask, How did you feel at the beginning? and have them color the corresponding face.
- 4. How did you feel after your travel? Color.**
 Ask students to look at the faces and pantomime them all again with a different partner. Read their meaning once more (Very good!, Good, Not so good, and Not good) and have students point at the faces. Explain that now, at the end of their travel (school year), they know a lot of English. Have them reflect on their travel. Ask, How do you feel now, at the end of your travel? and have them color the corresponding face.

Glossary

Achievement

A task someone succeeds in doing by making an effort.

Activate previous knowledge

To make students remember and talk about what they already know about a specific topic.

Aim

What the teacher intends to achieve in the lesson, unit, term, or course.

Brainstorm

To quickly give ideas about a topic which are usually written down.

Chant

To say words or sentences repeatedly with a specific and repetitive rhythm. It may sound like a song. It helps students remember vocabulary, expressions, and it helps them with pronunciation.

Communicative approach

A teaching approach that emphasizes the fact that the process of learning a language needs to include real communication (written and spoken).

Continuous assessment

A type of assessment based on continuous observation of the students. The evaluations are performed on a regular basis, and are not based on traditional exams.

Drill

A teaching technique used to provide practice of the foreign language. It consists of repetition of words or short phrases or sentences.

ESL

English as a Second Language.

Feedback

Any type of information given to students by the teacher during class that focuses not only on mistakes, but on strengths and weaknesses in a constructive manner. Praise is an important type of feedback. It can be given out individually or to a group.

Formative assessment

A type of assessment based on the students' progress during a specific period of time (one year, one term, one month). It usually includes giving learners feedback of their learning progress.



Guided writing

A type of writing practice in which the teacher helps students by giving them a model to follow, for example.

ICT (Information and Communication Technology)

Using digital technology to access to information and to communicate.

Mime

To communicate actions, emotions, or stories using gestures and body movements.

Model

An oral or written example of the language. Students usually have to repeat it or write it down. It serves as practice or as assessment (portfolio, for instance). Especially with younger students, modeling (and repetition) is highly recommended.

Monitor

To listen and observe students' written or oral production in order to help, guide, correct, or evaluate. It can be done for individual, pair, or group practice. It is especially useful for role-play activities, for example.

Peer assessment

When learners express their opinion or comment on each other's work.

Performance assessment

A type of assessment based on students' classroom performance against a set of criteria or a rubric.

Portfolio

A collection of work that a teacher can use to assess the student's progress and that the learner can use as a review or to show his/her work during the school year. It is usually used in Portfolio and Continuous assessments.

Portfolio assessment

A type of assessment based on written work collected through the school year to check on the evolution and progress of the student's knowledge and skills.

Self-assessment

A type of assessment based on the students' own reflection upon their language learning progress.

Visual aid

A picture, video, drawing, poster, or any other visual resource that can help students learn and develop their foreign language skills.

Assessment Formats

Portfolio Register

Name

Group Term Teacher

Product 1: Illustrated expressions of politeness, greeting, and farewell

Student comments:

Teacher comments:

Product 2: Words that rhyme for a pictorial file

Student comments:

Teacher comments:

Product 3: Illustrated instruction sheet for assembling an object

Student comments:

Teacher comments:

Product 4: Illustrated dictionary of signs used in public spaces

Student comments:

Teacher comments:

Course Achievement: Students are sensitive and familiar to the existence of another language, different from their mother tongue; react and respond to basic communication and personal needs in daily contexts.

Observation Guide

Name

Group Term Teacher

Social practice

- Unit 5. Compare words in a children's story.
- Unit 6. Ask questions to obtain information on a topic of nature.
- Unit 7. Give information on personal data, likes, and preferences.

Achievements

- Explore and listen to stories.
- Explore illustrated materials about living beings.
- Explore writing and making of questions and answers.
- Explore information about data and personal preferences.

What to Observe

- | | | | |
|--|--------------------------|---|--------------------------|
| Can students identify the parts of a story? | <input type="checkbox"/> | Can students answer questions about living beings? | <input type="checkbox"/> |
| Do students enjoy listening to stories? | <input type="checkbox"/> | Can students share information about his/her data and personal interests? | <input type="checkbox"/> |
| Can students identify the use of some punctuation marks? | <input type="checkbox"/> | Can students acknowledge questions for information? | <input type="checkbox"/> |
| Can students make and complete some questions? | <input type="checkbox"/> | | |

Comments

Course Achievement: Students are sensitive and familiar to the existence of another language, different from their mother tongue; react and respond to basic communication and personal needs in daily contexts.

Rubric

Name

Group Term Teacher

Achievements	Excellent	Good	Fair	Suggestions to improve
	3	2	1	
Explore and follow the reading of illustrated children's books.				
Listen to the reading aloud of information about hours and days of the week.				
Ask and answer for information about units of time.				
Explore illustrated materials, with information about occupations or professions.				
Points:				Total:

In order to evaluate the results of the indicators stated above, use the following criteria. Take notes to make an overall rate of the students learning development.

- 5: students accomplish the task without help.
- 4: students accomplish 75% of the task without help.
- 3: students accomplish 50% of the task with some help.
- 2: students accomplish parts of the task with help.
- 1: students accomplish the task only with help.

Course Achievement: Students are sensitive and familiar to the existence of another language, different from their mother tongue; react and respond to basic communication and personal needs in daily contexts.

Guide to Assessments

Evaluation and assessment for English language learners is never related to a fixed set of precepts, dynamics or practices. Instead, there are definitely many tools and strategies that teachers can use in the classroom.

Orbit includes four assessment rubrics that will help teachers assess and evaluate their students' progress in English. They can be used:

- for one student or a group of students
- at different times on the school year:
- at the beginning of the year to find out the student's level
- at several points of time during the three terms
- at the end of the year to see their progress

We strongly encourage that all four templates are used periodically, this will allow teachers to effectively measure the progress in the learning process, as well as to identify improvements and areas of opportunity. Using the templates in this way will allow teachers to respect each student's learning pace, which is essential especially at this age.

We recommend that the information recorded in the templates be shared not only with the student but also with their parents. The continuous use of all four assessments will allow teachers to know their students, know how they learn and what they must learn, making it much easier to offer their students support in their foreign language learning process. We recommend that all assessments be done and recorded not as traditional exams but as a regular classroom practice. Students will be praised, as usual, for their learning and the recording

of the assessment will happen without much fuss or stress.

Portfolio Register

This assessment template will help you record any important information regarding your students' responses to the making of each lesson's final Product. Record anything you consider important in the student's progress, and also any comments they might have. It is important to also record what they think about the process. Ask them if they liked working in a group, if they enjoyed making the Product and if they learned any words in English. In addition, watch them interact and make assessment notes.

By the end of the school year, you should have ten Portfolio Register assessments per student. They will complement the other assessment templates and notes you might have.

Rubric

This template is the most similar to the traditional grading system. Yet, because it will be used with many other assessment methods, it will be nothing like traditional grading.

You can use this template for each unit or for each topic. Write 4 different topics you would like to evaluate and make notes. We strongly encourage not to apply this rubric in the form of an exam, but with chants, games and activities.

Observation Guide

Monitoring activities and correcting is one way to help your students. Yet, from time to time, we encourage you to sit and observe them (one student or one group of students). Observe if they understand and practice the unit's social practices, if they are reaching or coming to close to reach the unit's achievements, observe their interaction with each other in the classroom, and make notes in this template.

Anecdotal Record

This is the "freer" template of all four. Use it to record any information that you consider useful for you, for your students and for their parents. Parents and students should be an active asset in the assessment process.

Scripts

Track 1 - Copyright

Track 2 - Orbit Song

We're learning English. We're out in Orbit.
Blast off! There's no stopping us now!
We're learning English at the speed of light!
Orbit English is the way to go!
You're learning English. You're way out there!
Learning English from here to-infinity!
We're learning English,
And we're taking the dare.
Orbit English here, there and everywhere!
We're learning English. We're out in Orbit!
Blast off! There's no stopping us now!
We're learning English at the speed of light!
Orbit English is the way to go!

Unit 1

Track 3 - page 9

Father: Goodbye, Pam. Listen to your teacher.
Pam: Yes, dad. See you later.
Jason: Good morning, Miss Johnson.
Miss Lucy: Hello, Jason. How are you?
Jason: Fine, thank you!
Jason: Oh no, my eraser!
XP3: I'm sorry! Is this your eraser?
Jason: Yes, it is!
XP3: Oh! sorry, Can I use it, please?
Jason: Sure!
Miss Lucy: Please, use your pencil.
XP3: Oh no, my pencil!
Pam: Don't worry XP3, you can use my pencil.
You just have to ask.
XP3: Thanks, Pam. Can I use your pencil?
Pam: Sure! Here you are.

Track 4 - page 10

Hello!
Hi!
Good morning!
Good morning!
How are you?
I'm fine.

Track 5 - page 10

Hello!
Good morning.
How are you?

Track 6 - page 11

Hey!
Great!
Fine, thank you!

Track 7 - page 12

Girl: Hi, Ricky! What's up?
Dad: Good night! Sleep tight!

Track 8 - page 12

Hi!
How about you?
What's up?

Track 9 - page 13

I feel good!
I feel great!
Can we play?

Track 10 - page 14

Daughter: Dad, I'm cold. Can you close the window, please?
Dad: Of course!

Track 11 - page 14

Can I use your pencil?
Can I use your eraser?
Can I use your backpack?

Track 12 - page 15

Color the notebook orange.
Color the book red.
Color the backpack blue.
Color the pen green.

Track 13 - page 15

Can we play soccer?
Can I use your jump rope?
Can we play memory?

Track 14 - page 16

Girl: Can I use your glue stick?
Boy: Sure! Here you are!
Girl: Thank you!

Track 15 - page 16

Thank you!
You're welcome!
Can you call me?

Track 16 - page 17

Goodbye!
Bye!
See you later!

Unit 2**Track 17 - page 19**

XP3: I have a picture.
Pam: What is it?
Jason: Oh, that's a cat.
XP3: Hey! Let's draw rhymes!
Jason: Yes! That sounds like fun!
XP3: I'll start with this: The cat on the mat.
Pam: Mmm... Let me finish drawing. The cat has a bat.
Jason: Mmm... Let me finish drawing. The cat has a hat.
XP3: Let's do it again. Let's draw something else.
This is fun!

Track 18 - page 20

He is Jim the dog.
He likes to play on a log.
He even plays in the fog.

Track 19 - page 21

Tom is a boy.
He has a toy.
His toy gives him joy

Track 20 - page 24

He is Paul the cub.
He likes to play on the mud.
His mom says, "Off to the tub."

Track 21 - page 26

The sun is up and a bug plays on the mud. It has too much fun!

Unit 3**Track 22 - page 29**

Miss Lucy: Let's make cardboard cars!
Pam and Jason: Yes!
Miss Lucy: Ok. First, take the cardboard and paint it. You can paint it red, green, blue, yellow. You choose the color.
Pam: I'll paint it red!
Jason: I'll paint it green!
XP3: I'll paint it yellow! Oh no! Now, I AM YELLOW!
Miss Lucy: Don't worry XP3. Take a tissue. And you are ready to continue.
XP3: Thanks Miss Lucy!
Miss Lucy: Very good. Now stick the wheels.
Miss Lucy: And finally... let's play with them!
Pam and Jason: Yes!

Track 23 - page 31

First, get two wooden sticks.
Second, take some string.
Third, tie the wooden sticks.

Track 24 - page 33

Fourth, find some paper.
Fifth, get some tape.
Sixth, put tape on the wooden sticks.

Track 25 - page 34

My kite is red.
My kite is blue.
My kite is yellow.

Track 26 - page 34

1. Find some paper.
2. Color it.
3. Fly the kite.

Track 27 - page 35

Seventh, cut a diamond on the paper.
Eighth, color or paint it.
Ninth, tie a ribbon.

Track 28 - page 37

Next, punch a hole at the cross and at the base.
Then, thread string at the base.
Finally, tie the string at the cross.

Unit 4**Track 29 - page 39**

XP3: I can read signs with no words! Look around.
There are many signs. Let's read them.
Pam: Oh, I know. That over there means
Pedestrian Crossing.
Jason: I know, too. That over there means trash
can. We should throw the trash in the can.
XP3: And what about the traffic lights? Green
means go!
Pam: Yes. And yellow means slow down.
Jason: And red means... Stop!

Track 30 - page 40

This is a car.
Cars use the road.
This is a pedestrian

Track 31 - page 42

Cars use car lanes.
This is a bike.
Bikes use bike lanes.

Track 32 - page 43

Look at the traffic lights.
Wait to see the green light.
Cross the road when the light is green.

Track 33 - page 44

We are at the Art Museum. No food or drinks are
permitted. No animals are permitted.

Track 34 - page 47

Draw, color, and cut traffic signs.
Glue them to a popsicle stick.
Cut slots on bottle caps and insert the traffic
signs.

Unit 5**Track 35 - page 51**

Pam: My sweet girl, take this basket to grandma.
It has some apples and some jam. But don't go
through the woods.
XP3: A big, bad wolf! Ah!
Jason: I'm going to run fast and arrive before her
to grandma's house.
Jason: Come in, my sweet little girl.
XP3: Grandma, what big ears you have!
Jason: All the better to hear you with.
XP3: Grandma, what big eyes you have!
Jason: All the better to see you with!
XP3: Grandma, what big teeth you have!!!
Jason: All the better to eat you with!

Track 36 - page 52

A. Mom says, "Take this to grandma. Don't talk to
the wolf!"
B. The girl is walking through the forest with her
basket.
C. The wolf says, "Hey! Come here!" The girl says,
"No way! Goodbye!"

Track 37 - page 52

Color the girl. Color the basket.

Track 38 - page 54

- A. The wolf is running. He gets to grandma's house first!
- B. Grandma is in bed. "Oh, no!" says grandma to the wolf.
- C. The girl continues walking in the forest.

Track 39 - page 55

The girl is walking.
The wolf is running.
Grandma is sleeping.

Track 40 - page 56

- A. The wolf puts grandma in the closet. The wolf gets in her bed.
- B. The girl says, "Grandma, you have big eyes!" The wolf says, "Yes! I can see you!"
- C. The girl says, "Grandma, you have a big mouth!" The wolf says, "Yes! I can eat you!"

Track 41 - page 57

He is walking in the desert.
She is swimming in the ocean.
They are walking in the forest.

Track 42 - page 58

- A. Grandma says: Run, my little girl, run!
- B. The girl and Grandma are running. The wolf is running after them.
- C. The wolf falls in the river. Grandma and the girl are safe.

Unit 6**Track 43 - page 61**

XP3: Let's play a game! I'm thinking of an animal.
Pam: Is it big?
XP3: Yes.
Pam: An eagle!
XP3: No!
Jason: It's my turn. Mmm...it is a big animal... Is it gray?
XP3: Yes.
JASON: A dolphin!
XP3: No!
Pam: I know! It's big and it's gray. Is it an elephant?
XP3: Yes, it is!!!

Track 44 - page 62

pig, duck, horse, lamb, snake, dog, cat

Track 45 - page 62

Do ducks quack? Yes!
Do horses nay? Yes!
Do hens moo? No!

Track 46 - page 63

Do you like elephants?
Do you like pigs?
Do you like ducks?

Track 47 - page 66

I have four legs.
I don't have legs.
I have big teeth.

Track 48 - page 67

Do you like snakes?

Track 49 - page 67

Are elephants small? No!
Are ants green? No!
Do ducks have four legs? No!

Track 50 - page 69

I am big.
I have fur.
I have a long tail.
I am brown.
Who am I?

Track 51 - page 69

I live in the forest.
I live in the ocean.
I live in the desert.

Unit 7**Track 52 - page 71**

Miss Lucy: We have a new student! What's your name?

Girl: My name is Emily Johnson.

XP3: How old are you?

Girl: I'm six!

Jason: Do you like grapes?

Girl: I like grapes! Thank you!

Pam: Look! I have a new backpack.

Girl: Oh, I like your backpack.

Track 53 - page 72

Narrator: What is your first name?

Boy: Bruce. My first name is Bruce.

Narrator: What is your last name?

Boy: Baker. My last name is Baker.

Narrator: So your full name is Bruce Baker. What is your age?

Boy: I'm six. I'm 6 years old.

Narrator: And, when is your birthday?

Boy: My birthday is in April.

Track 54 - page 72

My first name is Monique.

My last name is Quiroz.

I'm Monique Quiroz!

Track 55 - page 73

I'm six years old. How old are you?

Track 56 - page 73

I'm seven years old.

I'm Kiki Ruiz. I'm seven.

I'm Susy Ruiz and I'm six.

Track 57 - page 74

My birthday is in October. When is your birthday?

Track 58 - page 74

My birthday is in May.

My birthday is in June.

My birthday is in February.

Track 59 - page 75

I'm seven years old.

My last name is Smith.

My birthday is in November.

Track 60 - page 76

I have a mom and a dad.

I have a brother and a sister.

There are five of us.

Track 61 - page 77

I like hamburgers.

He likes milk.

She likes cake.

Track 62 - page 78

I like painting.

I like soccer.

We like ice cream!

Track 63 - page 79

I like monkeys.
I like turtles.
I like ducks.

Unit 8**Track 64 - page 83**

XP3 is a little milkmaid. She has cows and she gets milk from the cows. Xp3 had some milk in a pail. XP3 is walking through the country. She sees the market. She wants to sell her milk in the market. She thinks she can buy a lot of things with the money she will get: a pretty dress. But XP3 gets distracted. She trips and the milk falls on the floor. Oh, no!

Track 65 - page 84

This story is exciting!
This story is interesting!
This story is boring!

Track 66 - page 85

This is Miss Moppet. She has a duster. She wants to catch a mouse. This is the mouse. He runs and runs around. Miss Moppet runs and jumps on the mouse. But the duster has a hole! And the mouse escapes.

Track 67 - page 85

Boy: I like fun stories.
Boy: I like scary stories!
Girl: I prefer love stories!

Track 68 - page 89

This is the Shepherd Boy from a faraway village. He shouts, Wolf, Wolf! to laugh and see everybody scared and run. One day, the wolf comes to the village. But when he shouts, Wolf, Wolf! again, nobody is there to help.

Track 69 - page 89

At the beginning, the Shepherd Boy is happy. In the middle, the Shepherd Boy is happy, too. At the end, the Shepherd Boy is sad.

Track 70 - page 90

Please be quiet!
That's bad!
This is a good story!

Track 71 - page 91

Jim is happy!
His friend is happy, too!
We love reading!

Unit 9**Track 72 - page 93**

On Mondays, Wednesdays, and Fridays I go to ballet classes. I love dancing. On Tuesdays and Thursdays, I go to basketball classes. I love running on the court and bouncing the ball. On Saturdays I go to the park. I smell the flowers and ride my bike. And on Sundays I go to the movies. I eat ice-cream and popcorn at the movies. I love it!

Track 73 - page 94

What day is it today?

Today is Tuesday.

There are seven days of the week.

Track 74 - page 95

On Wednesday I go to school.

On weekends I play.

Weekends have two days.

Track 75 - page 96

What time is it? It's time to read.

What time is it? It's time to play.

What time is it? It's time to do my homework.

Track 76 - page 97

It's early. It's seven o'clock.

It's recess. It's eleven o'clock in the morning.

It's late. It's 11 o'clock at night.

Track 77 - page 98

On Mondays I have English at nine o'clock.

On Tuesdays I have math in the morning.

On Wednesdays we have art at eleven o'clock.

Track 78 - page 99

On Mondays we have English at nine a.m.

On Tuesdays we have math at eight a.m.

On Wednesdays we have P. E. at ten a.m.

On Thursdays we have recess at twelve p.m.

On Fridays we have art at ten a.m.

Track 79 - page 99

On Thursdays we have lunch at twelve o'clock.

On Fridays I have P. E. in the afternoon.

On Saturdays we have lunch at home.

Track 80 - page 101

On Monday afternoon I do my homework.

On Friday afternoon we go to soccer practice.

On Sunday night I read in bed.

Unit 10**Track 81 - page 103**

Miss Lucy: OK, children. Let's talk about our family and their professions. For example, my sister takes care of animals. Does anyone know what she is?

Jason and Pam: A veterinarian!

Miss Lucy: That's correct. Now you show what your family does.

Jason: This is my brother. His name is Jaden. He works at a hospital, and he cures people when they are sick.

XP3: He is a doctor!

Jason: Yes, he is a doctor.

Pam: This is my mother. Her name is Emily. She drives a police car and helps the people in our city.

Jason: She is a police officer!

Pam: Yes, she is a police officer.

XP3: This is my father. His name is Apollo. He flies in space and has a helmet like mine!

Jason: He is an astronaut!

Pam: He's an astronaut?

XP3: Yes, he is!

Track 82 - page 104

I use a brush.
I climb a ladder.
I'm Pam, the painter!

Track 83 - page 105

I watch the balls.
I call, Time out!
I'm Carl, the coach!

Track 84 - page 106

I use pots and pans.
I say, Dig in!
I'm Cherise, the chef!

Track 85 - page 107

I use a tape.
I have thread.
I'm Tom, the tailor!

Track 86 - page 108

I use books.
I work with students.
I'm Terry, the teacher!

Track 87 - page 109

I sail on a boat.
I say, Land ho!
I'm Sally, the sailor!

Big Book Nonfiction

Track 88 Can I Use Your Pencil? - page 5

Hello, Mario! How are you?
Good, Miguel! Can we play?
Hi! Come in!
Hey! What's up?
Can I use your pencil, please?
Sure! Here you are!
Good morning! Is Isabel there?
It's me, Diana! What's up?
Can we play?
Sure! Let's play jump rope!
Here you are.
Thank you!
You're welcome!
Goodbye!
See you later.

Big Book Fiction

**Track 89 The Pig, the Possum,
and the Pot - page 5**

The pig saw a possum on a tree. He said, "Hello!
Come down and talk with me."
The pig said, "Please get in this pot!"
The possum said, "I can't! This water's hot!"
The pig saw a dog in the pen.
The dog said, "Meet my friend, this yellow hen."
The pig said, "Come on! Get in this pot!"
The hen said, "I can't! That water's hot!"
So, the possum, hen, and dog sat in the tree.
While the pig gave them bread and apple tea.

**Track 90 Let's Make
Egg-Carton Bugs! - page 13**

This is what we need: 1 egg carton, tempera paint (red, green, black), paintbrushes, glue, googly eyes, pipe cleaners (black, green, white), white tissue paper, craft needle or pushpin, scissors, and markers.

First, cut off the top of the carton. Leave just the bottom. Second, cut individual egg cups for small bugs or cut three egg cups in a row to make the caterpillar.

Third, paint the outside of the cups. Paint one red to create a ladybug, paint two cups black to create beetles, or paint three cups green to make a caterpillar. Let the paint dry.

Fourth, glue the eyes to the front of the head, and cut pipe cleaners to be the legs or antennae. Then, use markers to draw dots and lines. Next, use a craft needle or a pushpin to punch holes in the cups. Insert the pipe cleaners.

Finally, thread the pipe cleaners and secure the ends by bending or twisting them inside the cup. You can also cut wings out of tissue paper and glue them to the finished your bugs. You can also make penguins, turtles, and frogs. Or even a crocodile! You can teach other friends too!

Big Book Nonfiction

Track 91 A Trip to New York - page 21

Dad: Let's go. The exit is this way.

Girl: Dad, first I need to go the bathroom.

Mom: I love New York City!

Dad: Let's cross the road right here.

Girl: Mom, dad, I'm very tired.

Can we take a taxi?

Girl: Mom, I want to feed the beautiful birds.

Mom: But, Joanna, you can't feed the animals here.

Dad: Look, there's a zoo in the park. Maybe you can feed the animals in there!

Girl: Dinosaurs? Oceans? Let's ask for information over there.

Mom: Uh, uh, Joanna. You can't eat in the museum.

Dad: And you can't take pictures.

Mom: Look. Now you know what the signs mean.

Girl: Yes! No smoking and fasten your seat belts. We are ready to take off!

Big Book Fiction

Track 92 Three Pigs in Orbit - page 15

Three pigs fly up. Fly, pigs, fly.

Three pigs are in orbit.

Pigs: Hey! This is fun!

Here comes the wolf!

Pigs: Oh no! Let's go

Wolf: Pigs! Pigs! Let me in!

Pigs: No way, Wolf! Go away!

Pigs: Goodbye! Bye now! See you later!

Wolf: Help! Help! Help!

Big Book Nonfiction

Track 93 Some Cats - page 29

Some cats are white. Some cats are gray. Some cats are black. Some cats are orange. Some cats have long tails. Some cats have short-tails. Some have big paws. Some have big claws. Some cats creep. Some cats sleep. Some cats howl. Some cats growl. And some cats just meow.

Big Book Fiction

Track 94 This Is Me! - page 23

My name is Liliana. Today is my birthday. I'm seven years old. These are my friends. This is my family: my mom, my dad, my big brother, and my little sister. My brother is eleven years old, and my sister is only one! She is a baby. For breakfast I like apples and bananas. My mom likes grapes. Some days I practice ballet. Some days I do karate. I like them very much. On the weekends, I love going to the zoo. I like giraffes and zebras. My brother likes monkeys.

Big Book Nonfiction

Track 95 We all Have Emotions! - page 37

I cry when I'm sad. I smile when I'm happy. I frown when I'm mad. I gasp when I'm surprised. I moan when I'm sick. I shake when I'm scared. I'm happy again when I'm with my friends.

Big Book Fiction

Track 96 I Love the Weekend! - page 29

I love weekends. On the weekends, my family and I do a lot of things. We visit places and do activities together. On Saturday morning we usually have breakfast from 9 a.m. to 10 a.m. Then we go to a museum or to the park. On Saturday I stay up late. I go to bed at 11 p.m. or even midnight! On Sunday morning we wake up late, at 10 or 11 a.m. We have brunch at 12 p.m. On Sunday afternoon we go to the movies. We can go from 3 p.m. to 5 p.m. or from 5 p.m. to 7 p.m. I love popcorn! On Sunday I go to bed early, at 9 p.m. I have to get ready for school on Monday!

Big Book Fiction

Track 97 Jobs Past and Present - page 35

In ancient Egypt, slave workers made tall pyramids! Today, construction workers make tall buildings. In ancient Italy, senators helped their nation. Today, senators help your nation. In ancient Mexico, astronomers made maps of the sun, moon, and stars. Today, astronomers make maps of distant planets and galaxies. In ancient Greece, teachers tutored students. Today, teachers can tutor you on the Internet. From ancient Denmark, sailors crossed the oceans, traveling in boats. And today, astronauts orbit the Earth, traveling in rockets.

Posters Guide

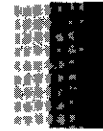
Visual aids are extremely important for foreign language acquisition. They usually refer to pictures or diagrams you show learners to help their understanding and to teach or show vocabulary, grammar or a social practice. For example, if the lesson's objective is to do a recipe in English, you can show them a poster or separate pictures of the recipe's ingredients. That is a visual aid. Visual aids are not only important but also very useful in the classroom. Teachers can use pictures, videos, symbols, signs, gestures, and facial expressions as visual aids, especially so with younger students. Use the board to offer students visual aids as much as you can.

In Orbit 1 we have included one poster per unit that will serve as visual aid. Yet, visual aids in all of their forms and formats should be used on a daily basis. The Student's Book will help you with that part of the daily instruction. And the Big Books are also visual aids. Even the final Products will serve as visual aids. Although the suggestion in the Teacher's Book is to use the posters at the end of the unit, you can also use them at the beginning or in the middle, depending on your class' level and learning needs. Use a lower level of vocabulary and grammar if you use them at the beginning or in the middle, and a higher level if you use them at the end.

You can use the posters in Orbit 1 to teach vocabulary at the beginning of the unit or to review it in the middle and at the end, and to test and evaluate individual students or work groups. You can also make use of it for ludic purposes. Here are some games you can play:

- Put one or several posters up around the classroom. Give students word cards and ask them to stick them onto the correct poster.
- Put one poster up and have pairs go up to the poster and have one of them point at objects and the other one says the words, or the other way around.
- Play memory game with the vocabulary in the poster: give them 3 minutes to look at the poster, take it down, and ask them to name as many objects (or professions or vocabulary words) as they can remember.
- Say sentences about the poster and have students tell you if they are true or false.

It is important that you keep in mind the social practice and the environment, so you can decide which is the best activity for your class.



Here's an example of how to use the digital posters:

As a warm-up:

This is a huge opportunity to prompt information from students. You can show the images and elicit vocabulary and grammar structures. Use this opportunity to teach or clarify some lexis (for example, if the image is related to children playing football, you may want to explain: players, soccer vs football, coach, whistle, pitch, match, versus...) As an activity before another one, you may have students write down more related words, as to make a mind map and to divide into matching groups. They may also write or say what they think the lesson will be about.

You may use questions to prompt reflection and curiosity.

During the lesson:

Have students discuss how the topic they have learned so far is represented in the picture. Focus on details as they already have known and practice some words. Ask what

they think the end of the lesson will be like. Elicit ideas on what lexis they think they will learn or the language they think they will practice. You can be more specific about language as they already know some structures and lexis.

At the end of the lesson:

Ask students, *How are the images related to what you learned along the unit?* Have students express ideas or write/speak about the image. It is important to focus on applying all the lexis and grammar they have learned. This can be a very good closure as students can both practice and produce according to the acquired language.

Promote discussion, responsive reading, writing, and more activities.

Bibliography



For teachers

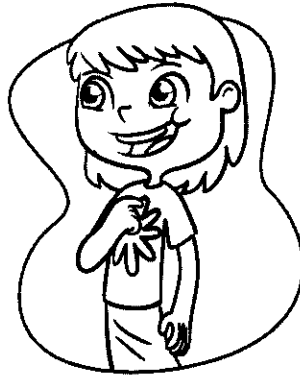
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<http://www.enchantedlearning.com/crafts/>
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<https://kids.nationalgeographic.com>



Hello! Hi!
How are you?



Great, thanks.
Fine, thanks.



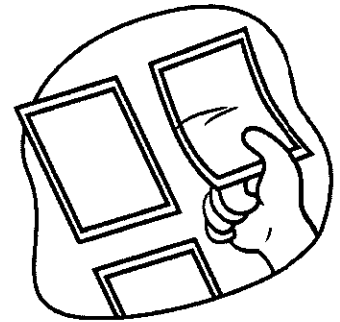
How about you?
What's up?



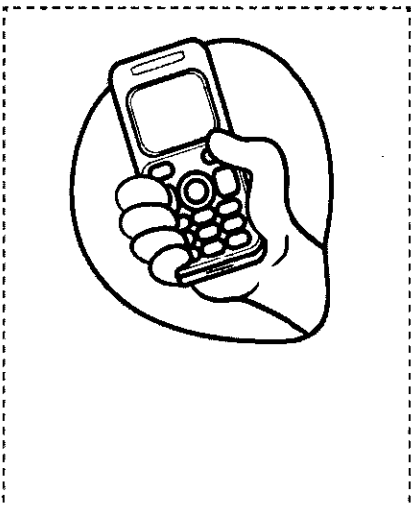
Can we play soccer?



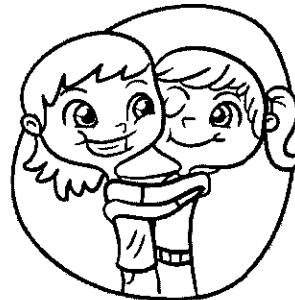
Can I use your jump rope?



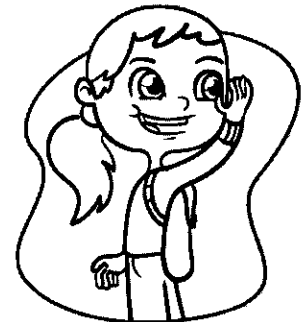
Can we play memory?



Can you call me?
Can you text me?



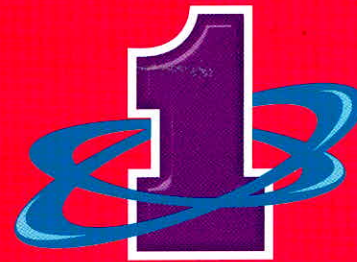
Thanks!
It was fun!



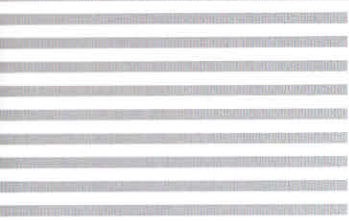
Goodbye! Bye!
See you later!

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