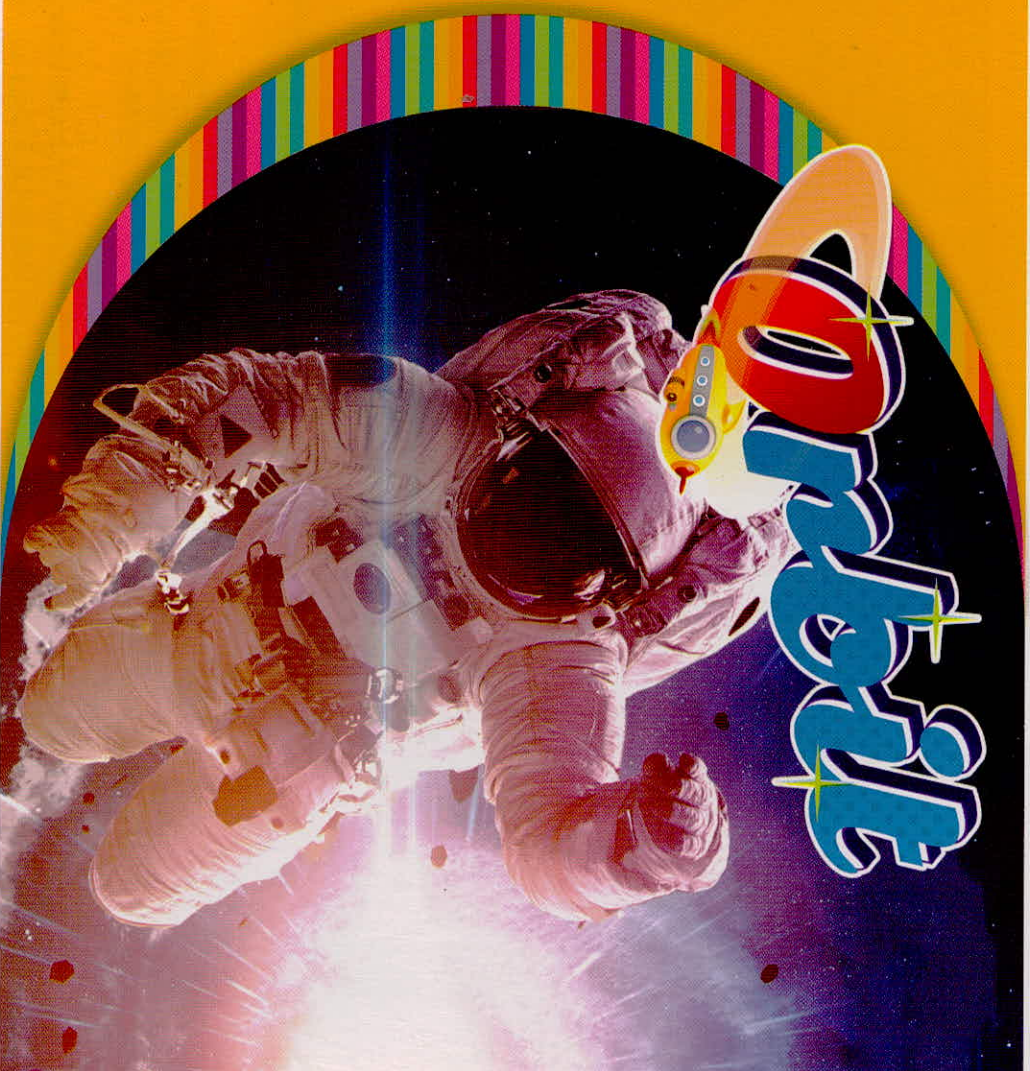


Laura Aurora Núñez Sierra



**Ciclo 1**

**Lengua extranjera. Inglés**

**Teacher's guide**



*La Patria* (1962),  
Jorge González Camarena.

Esta obra ilustró la portada de los primeros Libros de Texto Gratuitos. Hoy la reproducimos aquí para mostrarte lo que entonces era una aspiración: que estos libros estuvieran entre los legados que la Patria deja a sus hijos.

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Este libro del Programa Nacional de Inglés (PRONI) forma parte de los materiales educativos que se ofrecen a la comunidad escolar para que, con el trabajo diario de maestras, maestros, directivos y padres de familia, en tu escuela sea posible aprender a aprender y aprender a convivir.

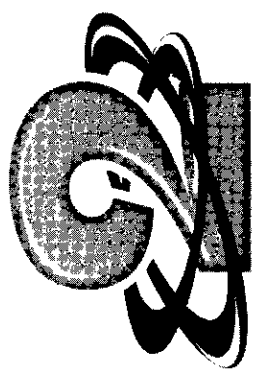
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Este libro es tuyo, ¡conócelo y disfrútalo!

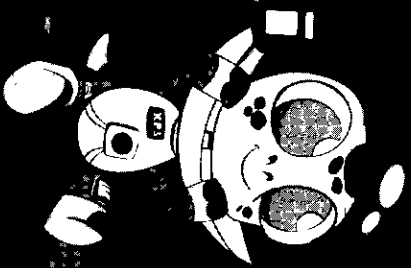
**DISTRIBUCIÓN GRATUITA. PROHIBIDA SU VENTA**



**Teacher's Guide**



**SANTILLANA**  
English Primary



**Este libro fue elaborado  
por el equipo de la  
dirección General  
de Contenidos**

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## ESTRATEGIA NACIONAL PARA EL FORTALECIMIENTO DE LA ENSEÑANZA DEL INGLÉS

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

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**Colaborador:**  
Douglas Tedford

**Ilustración:**  
Miguel Ángel Chavez (Grupo Pictograma)  
Ángel Adolfo Sánchez Montoya  
Nadia Camacho Amaya

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# Get in to Orbit!

Preparing to Teach, Test, and Evaluate with *Orbit*  
Teaching English with *Orbit* is easy and fun!

Students will **experience** real, US 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 of English! *Orbit* emphasizes competencies 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

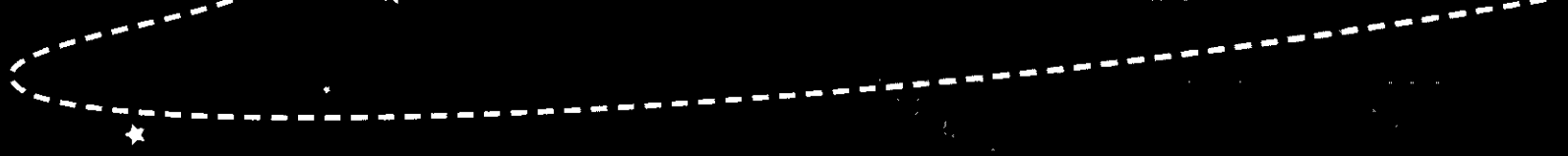
# Scope & Sequence



Unit and Social Practice	Page	Subjects	Product	Achievements	Big Book Titles
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## FIRST TERM

1. Use expressions of greeting, politeness and farewell in a dialog.	17	Saying Hello, Fun at Play Asking for help, saying goodbye	Illustrated Written Classroom Rules	Revise exchanges of greetings, farewells and politeness expressions in short dialogs. Assume the role of a receiver and a sender to exchange greetings, farewells and politeness expressions. Participate in the writing of classroom norms for the coexistence.	Playing Together
2. Read rhymes and tales in verse.	27	Twinkle, Twinkle Little Star, Skip to My Lou, Song Rhythms	Illustrated Rhymes or Tales in Verse	Explore illustrated rhymes and tales in verse. Listen to and participate in the reading of rhymes and tales in verse. Write verses.	This Old Man
3. Follow and give instructions to sow a plant.	37	Science Related Experiment: Sowing a Plant	Instructions for Sowing a Plant	Explore illustrated instructions. Understand and express instructions. Participate in the writing of a report of experiments.	Our Own Tree



Unit and Social Practice	Page	Subjects	Product	Achievements	Big Book Titles
4. Produce signs for public spaces.	47	Signs in Public Places	Signposting for Public Places	Analyze signs. Rehearse the oral expression of instructions in signs. Participate in the writing of instructions. Write and check upper and lower-case letters and periods in sentences.	Signs Everywhere!

### SECOND TERM

5. Change verses in a children's poem.	59	Stanza and Verse, Old Mother Hubbard, Rhyming Poems	Verse Cards Game	Explore illustrated children's poems. Read aloud children's poems. Complete written poems.	Rhyming Connections!
6. Write questions for information on agricultural products.	69	Describing Agricultural Products	Questionnaire for Agricultural Products	Explore illustrated children's books about agricultural products. Participate in the exchange of questions and answers on agricultural products. Review writing questions to get information.	Fresh and Healthy

# Scope & Sequence

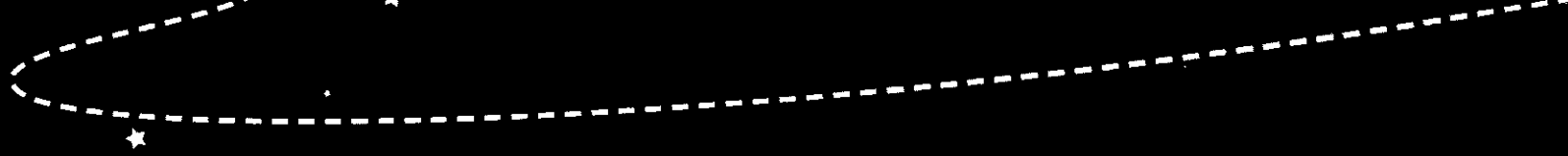


Unit and Social Practice	Page	Subjects	Product	Achievements	Big Book Titles
7. Exchange information on personal data.	79	Hobbies, Sports, Arts, Survey	Hobby Bar Graph	Revise the writing of personal information and hobbies. Understand questions about personal data and hobbies. Participate in the writing of questions about personal information and hobbies.	Show and Tell

## THIRD TERM

8. Read stories to compare emotions.	91	Greek Myths, Parts of a Story Order of Events, Characteristics	Story Mural	Check upper-case letters and question marks. Check writing conventions. Explore illustrated children's story books. Listen and follow the reading of a tale. Compare emotions caused by the reading of a tale. Write sentences.	The Popol Vuh
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Unit and Social Practice	Page	Subjects	Product	Achievements	Big Book Titles
9. Register information of a geography topic with graphic support.	101	Continents, Places to Go, Countries, and Languages	Map with Characteristics of America	Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.). Understand information from reading aloud. Participate in writing information.	All about Belize!
10. Understand and register information about locations in the community.	111	Cities and Towns, High and Low Community Services	A Community Map	Explore illustrated diagrams or maps. Explore the written form of words. Check writing conventions. Exchange information about localities of the community. Write information about the community.	Everywhere You Go

# Social Practices

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

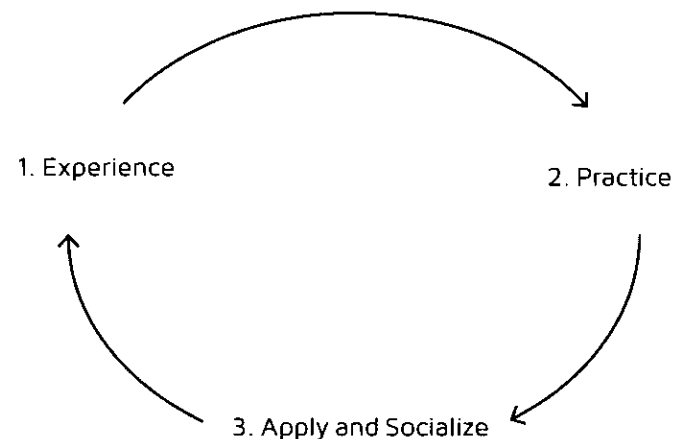
To fulfill each social practice, students perform different listening, speaking, reading, and writing activities in every lesson, thus preparing them to master English language. All activities lead to the creation of a learning product and progressively increase the level of difficulty.

Students prepare the learning product in pairs or in cooperative groups. The teacher facilitates and supports learning activities that develop segments of the learning product. 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's 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 their academic development career and life success.

Last but not least, although all the activities lead students to develop a **PRODUCT**, you will find a mark  in those activities that directly involve either the practice of vocabulary and structures, or the development step by step of the product.

# 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.

Each unit is of three to four week 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 Big Book or reading activities suggested in this book.

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.

Use the Lesson Planning Template to plan each learning week. The Lesson Planning Template is an optional form for teacher use. 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*. Finally, 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 given in the pages which follow provide a Fast Plan for quickly organizing tasks and an Extended Plan to provide teachers with more ideas and resources (as the ICT box or the Digital Posters) for the class. Additionally, every plan contains four steps to follow.

Generally, *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, most of the information in this part has been recorded.

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.

Important note: Regarding Assessment, there are three ways of achieving it: through a peer-assessment process; through a self-assessment per unit; and an evaluation made at the end of every Term. All these build a wholesome picture of the students' development in acquiring the language.

# 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

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

Session	Week	Term	Unit	Lesson
		1	1	1
				2
				3
				4
			Product 1 / My Progress	
			2	5
				6
				7
				8
			Product 2 / My Progress	
			3	9
				10
				11
				12
			Product 3 / My Progress	
			4	13
		14		
		15		
		16		
		Product 4 / My Progress		
		First Term Evaluation		
		2	5	17
				18
				19
				20
			Product 5 / My Progress	

Session	Week	Term	Unit	Lesson
		2	6	21
				22
				23
				24
			Product 6 / My Progress	
			7	25
				26
				27
				28
			Product 7 / My Progress	
		Second Term Evaluation		
		3	8	29
				30
				31
				32
			Product 8 / My Progress	
			9	33
				34
				35
				36
			Product 9 / My Progress	
		10	37	
			38	
			39	
			40	
		Product 10 / My Progress		
		Third Term Evaluation		

# 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

Multiple assessment and learning products improve skills, based on personal progress.

As we mentioned before, there are three ways of assessing. The peer-assessment process takes place when students share, compare, and check their exercises, notebooks, and answers within the classroom and under the teacher's guidance as part of everyday activities. Students perform a self-assessment at the end of every Term (Units 4, 7 and 10). Finally, the teacher evaluates students at the end of every Term too.

# Cooperative Learning

## 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! Smiling communicates openness, trust, enthusiasm, and joy in teaching, and with your students.
- 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.
- Use positive feedback to encourage positive behavior, effort, and good work from your students.



# 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, have traveled to English speaking countries, or have experience in their profession with English, etc.

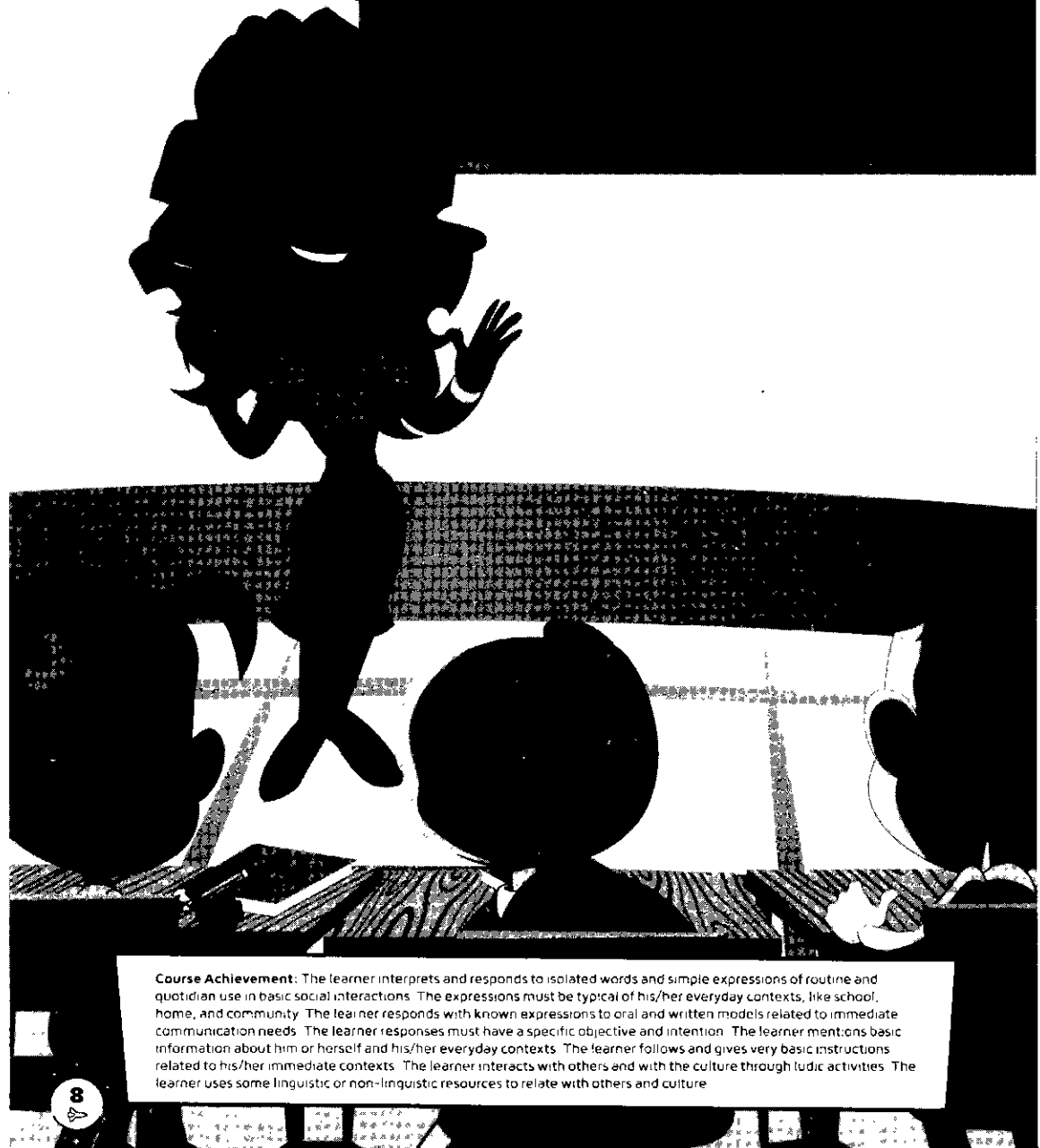


# First Term

## Course achievement:

The learner interprets and responds to isolated words and simple expressions of routine and quotidian use in basic social interactions. The expressions must be typical of his/her everyday contexts like school, home, and community. The learner responds with known expressions to oral and written models related to immediate communication needs. The learner responses must have a specific objective and intention. The learner mentions basic information about him or herself and his/her everyday contexts. The learner follows and gives very basic instructions related to his/her immediate contexts. The learner interacts with others and with the culture through ludic activities. The learner uses some linguistic or non-linguistic resources to relates with others and culture.

# First Term

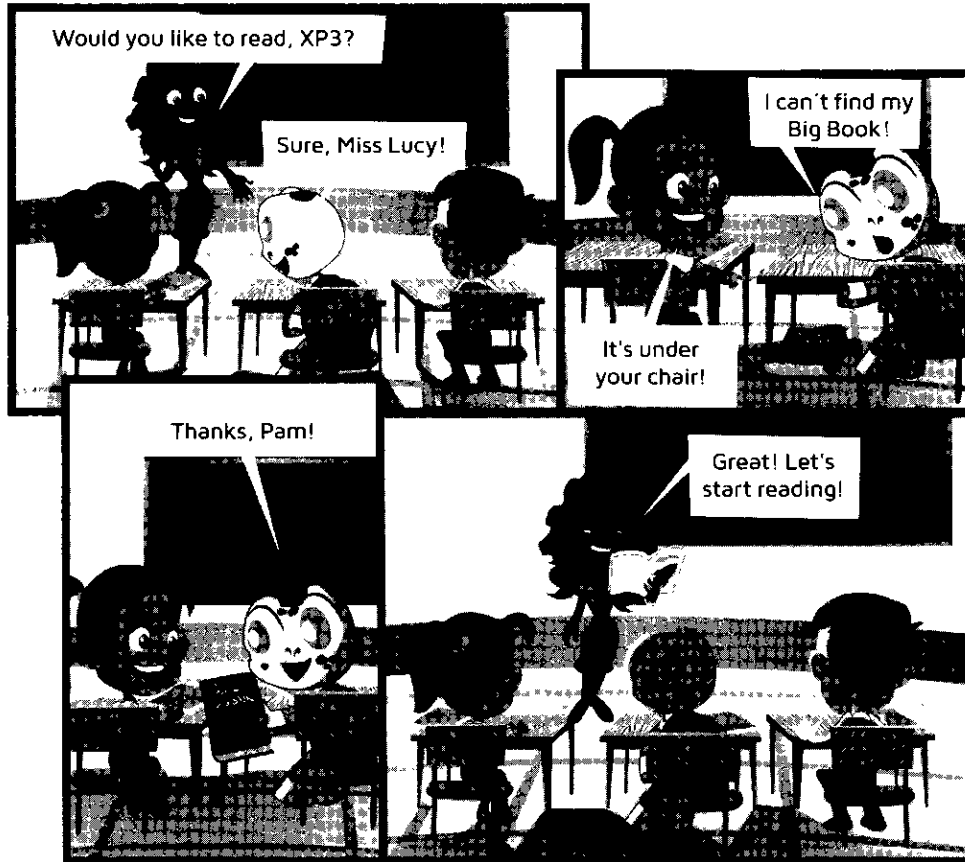


**Course Achievement:** The learner interprets and responds to isolated words and simple expressions of routine and quotidian use in basic social interactions. The expressions must be typical of his/her everyday contexts, like school, home, and community. The learner responds with known expressions to oral and written models related to immediate communication needs. The learner responses must have a specific objective and intention. The learner mentions basic information about him or herself and his/her everyday contexts. The learner follows and gives very basic instructions related to his/her immediate contexts. The learner interacts with others and with the culture through ludic activities. The learner uses some linguistic or non-linguistic resources to relate with others and culture.

# UNIT 1



Read and discuss with your teacher.



**Environment.** Family and Community

**Social Practice.** Use expressions of greeting, politeness, and farewell in a dialog.

**Achievements:**

- Revise exchanges of greetings, farewells, and politeness expressions in short dialogs.
- Assume the role of a receiver and a sender to exchange greetings, farewells, and politeness expressions.
- Participate in the writing of classroom norms for the coexistence.

**Product:** Illustrated Written Classroom Rules.

**Environment**

Family and Community

**Social Practice**

Use expressions of greeting, politeness, and farewell in a dialog.

**Achievements**

- Revise exchanges of greetings, farewells and politeness expressions in short dialogs.
- Assume the role of a receiver and a sender to exchange greetings, farewells and politeness expressions.
- Participate in the writing of classroom norms for the coexistence.

**Product**

Illustrated Written Classroom Rules.

**Blast Off!**

- Elicit from students what they can see in the comic frames. You can use this first comic to introduce the characters since they will appear at the beginning of every unit. They are Miss Lucy (a teacher), Pam (a girl), Jason (a boy), and XP3 (the character of the *Orbit* series).
- Ask students to listen as you read the dialogs and to follow the text. You can use body language to reinforce that the comic is about greetings and expressions of politeness.
- Use the opportunity to introduce some greetings (*Hello! How are you? I'm fine, thanks.*).
- You can have follow-up questions (*How can you greet your classmates every day?*).

**Fast Plan**  
**Lift off!**

- Say *Hello* to the students and wait for their response. Repeat the same saying *Hey!*
- Tell students to write each word once.
- Monitor.
- Have students say the words aloud.

**Accelerate!**

- Arrange the students in pairs.
- Ask students to underline the words used to say hello.
- Have them read the dialog aloud changing roles.

**Reach for the Stars!**

- Have students brain storm the words they know to say hello. Explain to them that those words are used in greeting expressions. Write the words on the board as students mention them.
- Make sure the following words are included in the list: *Hi! Hey! Hello!* Read them aloud and use your hands while you read. Ask for individual and choral repetition.
- Play Track 3.
- Have students complete the missing words. Pause at the end of every dialogue so they have enough time to write.
- Divide the group into two, tell students to listen to the audio and repeat the interventions as they hear them. Then, in pairs have them role-play the dialogs.
- Suggest students to use the gestures in *Let's Orbit English!* Mime with them if necessary.

**Let's Orbit English!**

- Model the greetings for students to repeat.
- Repeat until they are confident to say the phrases.
- Go around the room and check/correct random students.



**Lift off!**

1. Practice these courtesy words.

Hello!                      Hello!  
Hey!                            Hey!



**Accelerate!**

2. Read the dialog and underline the words used to say hello. Practice.



**Victor:** Hey there, Juan!  
How are you?  
**Juan:** Oh, hi, Victor.  
I'm glad to see you!  
**Victor:** Would you like to play basketball?  
**Juan:** Sure! Let's go!



**Reach for the Stars!**

3. Listen to the dialogs and complete the missing words

**Tina:** Hello       , Sam!  
**Sam:** Hi, there!  
  
**Sam:** Hi       , there! How are you?  
**Tina:**    Hello   ! I'm fine and you?  
  
**Tina:** Hey       , there!  
**Sam:** Hey        there       , to you!  
  
**Sam:** I'm glad to see you       .  
**Tina:** It's so good to see you        too.



**Let's Orbit English!**



Listen to your teacher. Repeat the phrases and practice with a classmate.

Hello!

Hey, there!

Hi, there!



**Lift off!**

1. Check (✓) the correct letter. Discuss why you think the other options are incorrect.

Teacher: Hello!

You: ✓ A                      B

Teacher: How are you?

You:            C                      ✓ D

Teacher: I'm glad to see you!

You: ✓ E                      F

A. Hello!

B. Hey! What's up?

C. Hmmm. Okay.

D. Fine, thank you!

E. Me, too!

F. Well, I'm not!

**ICT**

Make fun gestures with pantomimes!  
Go to:  
[lazybeescripts.co.uk](http://lazybeescripts.co.uk)



**Accelerate!**

2. Number the sentences in the correct order. Say the sentences.

- |                             |                              |
|-----------------------------|------------------------------|
| 3 Do you want to jump rope? | 5 Great! Let's go!           |
| 2 Oh, hi! I'm fine, thanks! | 1 Hi, how are you, Gabriela? |
| 4 Yes!                      |                              |



**Reach for the Stars!**

3. Complete the courtesy rules. Repeat them in pairs.

                  glad to            you            How are            Hello            fine            Hi

- Say, Hello, Hi, or Hey.
- Ask, How are you?
- Say, I'm fine, thank you!
- Ask, Would you like to play?
- Say, I'm glad to see you!



**Fast Plan**

**Lift off!**

- Prepare signs or write the following on the board, Teacher, You, Hello! How are you? I'm glad to see you! A. Hello; B. Hey! What's up! C. Hmmm. Okay; D. Fine, Thank you! E. Me, too! F. Well, I'm not!
- Put signs A-F up on the board in any given order.
- Tell students to check the correct answer to each question, in pairs.
- Discuss the answers together and correct when necessary.

**Accelerate!**

- Tell students to read the sentences out loud. Explain the sentences are not in the correct order.
- Explain the students there are two examples already answered.
- Ask them to order the sentences correctly.
- Read the answers along to see if everybody got the same order.

**Reach for the Stars!**

- Ask students if they remember any of the courtesy words discussed previously.
- Tell them to analyze the words in the box to complete the courtesy rules in pairs. Monitor and correct.

**Let's Orbit English!**

- Play Track 4 and have students listen to the greetings and, repeat them with a classmate while listening to the audio.
- Play the track as many times as necessary.
- Monitor and give feedback.

**Extended Plan**

**Reach for the Stars!**

- Remind students that the product of the unit will be writing and illustrating some classroom rules. Explain them that these exercises will help them develop this product.
- Emphasize that greeting expressions are examples of courtesy rules they all use every day.

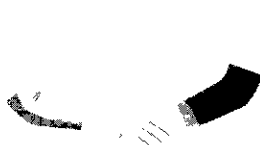


Listen and repeat the sentences and practice with a classmate.

I see you!



How are you?



I'm glad to see you!



**Fast Plan**  
**Lift off!**

- Say *Hello* to the students and wait for their response.
- Ask them, *Would you please say Hello?* When they answer say, *Thank you!*
- Tell students to write the question and the answer.
- Monitor.
- Have students say the words aloud.

**Accelerate!**

- Arrange the students in pairs.
- Model examples with *Would you* and *Thank you*
- Play Track 5.
- Students decide which expression best matches with *Would you*.

**Reach for the Stars!**

- Play Track 6.
- Ask students to write the words of the text on the board in two columns. To do this, divide the group in two parts, and have one part write question words, and the other one write answer words.
- Have them read the words out loud.
- Tell students to listen to the audio and repeat the sentences with a partner.
- Motivate them to use the gestures in *Let's Orbit English!* Mimic with them if necessary.

**Let's Orbit English!**

- Model the phrases for students to repeat. Repeat until they are confident to say the sentences by themselves. Promote mimicry. Go around the room and check/correct random students.



**Lift off!**

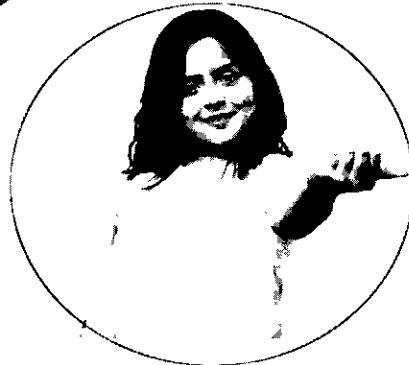
1. Practice these courtesy words

Would you?                      Would you?  
Thank you!                      Thank you!



**Accelerate!**

2. Listen to the expressions and circle the picture that best matches with the expression: *Would you?*



**Reach for the Stars!**

3. Repeat in pairs the second part of the text: imitate the gestures shown in *Let's Orbit English!* as you repeat.

<i>Would you? Sure, let me see!</i>	<i>Would you? (3)</i>
<i>Could you? Of course, choose me.</i>	<i>Sure, just let me see.</i>
<i>Thank you. The pleasure's mine.</i>	<i>Could you?</i>
<i>How do you feel?</i>	<i>Thank you! Helping you is a</i>
<i>Thanks! I feel fine.</i>	<i>treat for me.</i>

**Let's Orbit English!**



Listen to your teacher. Repeat the phrases and practice with a classmate



Would you?



Could you?



Thank you!



**Lift off!**

1. Listen to the conversation and choose the words from the box to complete the dialog.

Of course!



you


time

come

Thank you!

Teacher: It's  time for a game! Fabio, could you help me?

Fabio:  Choose me. What do  you need?

Teacher: Please tell Aby to  come here.

 Thank you!

Fabio: Sure, teacher! The pleasure's mine!



**Accelerate!**

2. Choose the correct word to complete the sentences.

Could      Sure      mine      Would      got      course      quiet

**Class Time!**

1. Ask, *Would you...?* or *Could you...?* to seek help.
2. Say, *Sure* or *Of course*, to accept ideas.
3. Say, *Please be quiet*, to ask for silence.
4. Say, *Have you got...?* to borrow something.
5. Say, *The pleasure's mine*, to answer to *Thank you*.



**Reach for the Stars!**

3. Repeat the courtesy rules in pairs. Use the gestures in *Let's Orbit English!*



Listen and repeat the phrases



Sure!



Of course!

The pleasure's mine!



**Fast Plan**

**Lift off!**

- Tell students to invent a funny name for school objects.
- Prepare signs or write the following on the board, *Of course!* / *you* / *time* / *come* / *Thank you*.
- Read each sentence making a funny noise where the missing word is.
- Tell students to complete each sentence with the correct word, in pairs.
- Discuss the answers together and correct when necessary.
- Repeat once more, with the correct answers.

**Accelerate!**

- Read the words to complete the sentences aloud. Give one example with each.
- Tell students to read the sentences out loud. Tell them to make a funny noise instead of the blanks.
- Explain to students there is one example already answered.
- Ask them to complete the sentences with the correct word.
- Read the answers aloud to see if everybody got the same answers.
- Emphasize that these politeness expressions are also examples of courtesy rules they should use every day and should be considered for their product.

**Reach for the Stars!**

- Ask the students to repeat the courtesy words they have practiced in this lesson.
- Tell them to mimic the courtesy rules in pairs to reinforce meaning.
- Switch pairs and monitor.

**Let's Orbit English!**

- Play Track 7.
- Tell students to listen and repeat each expression along with the audio. Play the track as necessary.
- Monitor. Correct when necessary.

**Fast Plan**

**Lift off!**

- Say *Hello* to the students and wait for their response. Then ask them, *how do you say when the class finishes?* Students say expressions like *Bye*.
- Tell students we can say *See you / Take care*.
- Tell students to write the two expressions once.
- Monitor.
- Have students say the expressions aloud.

**Accelerate!**

- Brainstorm expressions at the end of the class.
- Arrange students in pairs.
- Model the conversation with a random student.
- Students read it in pairs, switching roles.

**Reach for the Stars!**

- Play Track 8.
- Ask students to write the sentences on the board in two columns, each one correspond to each children's voice.
- Have them read the words out loud.
- Tell students to listen to the audio and repeat it with a partner.
- Motivate them to use the gestures in *Let's Orbit English!* Mimic with them.

**Let's Orbit English!**

Model the farewells for students to repeat. Repeat until they are confident to say the sentences by themselves. Promote mimicry. Go around the room and check/correct random students.

**Lift off!**

1. Practice the following farewell words

See you!                      See      you!  
Take care!                    Take     care!



**Accelerate!**

2. Read aloud. Practice the dialog with the teacher. Do it again, now with a classmate

**Teacher:** Goodbye! I'll see you soon!  
**Alicia:** Bye, teacher! Take care!  
**Teacher:** You take care, too!  
**Alicia:** See you! Today was fun!



**Reach for the Stars!**

3. Read as you listen the following sentences with your class. Use the gestures in *Let's Orbit English!*



*See you! I'll see you, soon.*  
*Take care! You take care, too.*  
*Goodbye! The day is done.*  
*We'll meet next week.*  
*Bye! It was fun*  
*Goodbye!*  
*Goodbye!*  
*Goodbye!*  
*And I'll see you soon.*  
*Take care! Take care! Take care!*  
*See you! It was fun.*

**Let's Orbit English!**



Listen to your teacher. Read and repeat the sentences

See you!



Take care!



Goodbye!







**Lift off!**

1. Talk about the differences in the sentence pairs. Match letters to photos. If needed, ask your teacher for help.



(H)



(C)



(E)



(A)



(J)

- A. Would you help me read?
- B. Wood you jelp me rid?
- C. Could you give me some paper?
- D. Cud you give me som peiper?
- E. Thank you! You are a friend.
- F. Tank yu. Yu are a frend.
- G. Shur! De pleshur's mai
- H. Sure! The pleasure is mine!
- I. Ask yur ticher for help.
- J. Ask your teacher for help.



**Accelerate!**

2. Complete and practice the courtesy rules.

fun      done      Well      Take care      See you!

1. Say, *Well done!* to praise for a good work.
2. Say, *See you!* to indicate you will see someone soon.
3. Say, *Take care*, to show you care about a friend.
4. Say, *The day is done* to explain it is the end of the day.
5. Say, *Bye! It was fun* to thank someone for a good time.



**Reach for the Stars!**

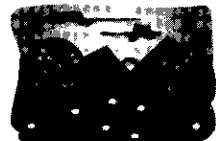
3. To check your answers, take turns and read the rules with a classmate. Show them to your teacher and correct them if necessary.



Listen to the track and repeat the sentences



See you soon!



The day is done.



Bye! It was fun.



**Fast Plan**

**Lift off!**

- Students tell why good spelling is important.
- Tell students to get in pairs and decide which sentence is using a correct spelling pattern.
- Students read the sentences aloud in turns. They explain which is correct according to its spelling.
- In pairs, students match the correct answers with their illustration.
- Students share their answers. Teacher monitors and corrects if necessary.

**Accelerate!**

- Prepare signs with the following sentences, *Well done!* / *See you* / *Take care* / *The day is done* / *Bye! It was fun!* / to prize for a good work / to indicate you will see someone soon / to show you care about a friend / to explain it is the end of the day / to thank someone for a good time.
- Have students read them in turns.
- Students complete the sentences in pairs.
- Monitor.
- Emphasize that these farewell expressions are examples of courtesy rules they should use every day and should be considered for their product.

**Reach for the Stars!**

- Ask students to read the answers aloud.
- Tell them to mimic the expressions in pairs to reinforce meaning.
- Switch pairs and monitor.

**Let's Orbit English!**

- Play Track 9.
- Tell students to listen and repeat each sentence with the audio. Play the track as necessary.
- Monitor. Correct when necessary.

**Fast Plan  
Lift Off!**

- Say *Hello* to the students and wait for their response. Tell them to remember the courtesy sentences they have practiced in this unit.
- Write the phrase *Courtesy counts!* on the board.
- Have students copy it once.

**Accelerate!**

- Organize the group in pairs.
- Have students take turns to read the sentences while using body language to emphasize on the meaning of each expression.

**Reach for the Stars!**

- Play Track 10.
- Have students to repeat the sentences.
- Motivate students to use gestures. Mime with them.

**Let's Orbit English!**

Model the expressions for students to repeat. Elicit choral and individual repetition until they are confident to say the expressions by themselves. Promote mimicry. Go around the room and check/correct random students.



**Lift off!**

1. Practice the following courtesy sentences.

Courtesy counts!      Courtesy counts!



**Accelerate!**

2. Take turns reading the sentences aloud.

<i>Hello! Hello to you!</i>	<i>How do you feel?</i>
<i>Hi, there! I see you, too!</i>	<i>Thanks. I feel fine.</i>
<i>Hey, there! Hey there, to you!</i>	<i>See you!</i>
<i>I'm glad to see you!</i>	<i>I'll see you soon.</i>
<i>Yes, me too!</i>	<i>Take care!</i>
<i>Hi, there! Hey, there!</i>	<i>You take care, too.</i>
<i>It's so good to see you too.</i>	<i>Goodbye! The day is done.</i>
<i>Would you?</i>	<i>We'll meet next week.</i>
<i>Sure, let me see!</i>	<i>Bye! It was fun.</i>
<i>Could you?</i>	<i>Goodbye! Goodbye! Goodbye!</i>
<i>Of course, choose me.</i>	<i>And I'll see you soon.</i>
<i>Thank you.</i>	<i>See you! It was fun!</i>
<i>The pleasure's mine.</i>	



**Reach for the Stars!**

3. Listen. Repeat the sentences.

**Let's Orbit English!**



Listen to the track and then repeat the sentences.



Courtesy is being nice.



It's helping others.


Can I help you?





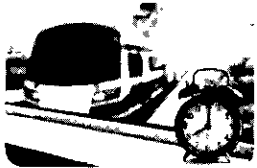
**Lift off!**

1. Practice saying *Hello!* in three different ways. Write the correct letter under the picture.




C

**B. Good afternoon!**



A

**C. Good evening!**



B



**Accelerate!**

2. Talk about how to write your courtesy rules. Complete the template.

1. Imagine you are teaching a friend courtesy rules. Write an example.
2. Choose a title for your list.
3. Identify basic rules to complete your list.
4. Repeat them with a classmate.

**Courtesy Rules Practice Form**

Students' answers

Title: \_\_\_\_\_

**Basic Rules**

1. You can \_\_\_\_\_
2. You may not \_\_\_\_\_
3. Say, \_\_\_\_\_
4. Ask, \_\_\_\_\_

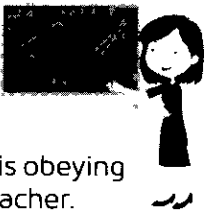


**Reach for the Stars!**

3. Read your courtesy rules to a classmate.




Listen to the teacher and repeat the sentences.




Courtesy is obeying the teacher.

You may not be rude!



Courtesy counts!



**Fast Plan**

**Lift off!**

- Students tell the forms to say hello.
- Write on the board *Good morning / Good afternoon / Good evening*.
- Explain which part of the day they refer to and have students match the images to the expressions.
- Tell students to practice reading the expressions in pairs.

**Accelerate!**

- Students tell the courtesy rules they have practiced in this unit.
- Write on the board: *You can / You may not / Say / Ask*.
- Students tell what they think can complete these phrases.
- In pairs, students complete the courtesy rules for another person.
- Monitor and correct, if necessary.
- Explain that these exercises summarize all the rules they have learned during this unit, so they can be used for their product: *Illustrated Written Classroom Rules*.

**Reach for the Stars!**

- Ask students to read their rules to a classmate who didn't work with them.
- Switch pairs and monitor.

**Let's Orbit English!**

- Play Track 11.
- Tell students to listen and repeat each sentence with the audio. Play the track as necessary.
- Monitor. Correct when necessary.

**Extended Plan**

**Reach for the stars!**

(Use the rules the students created. Organize them in pairs.) Read and share the courtesy rules you wrote. Make a poster with the ones you decide. (They make a poster and decide how they will expose.) Explain to the class what your poster stands for. Good work!

### Illustrated Written Classroom Rules

- Explain to students they will make their own list of rules and speak about it.
- Read the instructions with them and explain when necessary.
- List the students the materials they will need to make their product.
- Prepare the supplies per student.
- Monitor.

### My Progress

- Tell students to circle the faces to say how they felt about the courtesy rules product.
- Was it fun?
- Was it easy?

### What Did I Learn?

Discuss what they learned. Tell students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

### Big Book

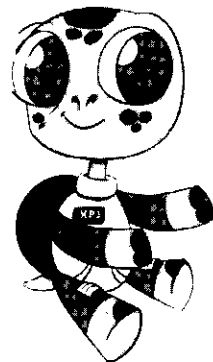
**Week One:** Tell students that being polite and respectful makes everyone happy. Tell them that they should be polite and courteous everywhere! Explain to students that the first reading in the Big Book Fiction shows how they can be courteous when playing. Say:

*The first story is called Playing Together, let's listen to it!* Play Track 12. When finish listening, say: *See, you can be courteous at all times and everywhere!*

**Week Two:** Say, *Let's listen to our Big Book, Playing Together again and follow along with your finger.* Play Track 12. Ask students: *What did the children ask their friends to do?* (Students answer: *Play basketball; come join you; play in a circle.*) Prize students: *Excellent!*

**Week Three:** Say: *Let's listen to Playing Together once more.* Play Track 12. When finish reading, have students find a reading partner and have them take turns reading the story to each other.

### Materials



pencil



paper



markers

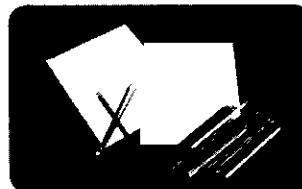


colors



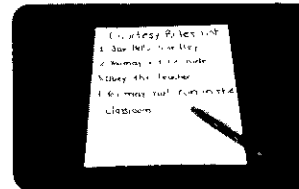
crayons

### Step 1



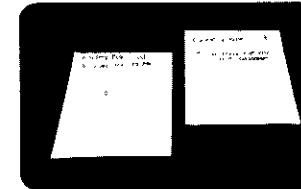
Decide your classroom rules and their order.

### Step 2



Write and illustrate rules.

### Step 3



Present the rules to your class.

Check (✓) the correct answers.



Ask and answer questions with courtesy.

Use words and gestures with courtesy.

Understand actions using body language or words.

Take turns in a dialog.

Match rules and actions with images.

Was it...



fun?



easy?

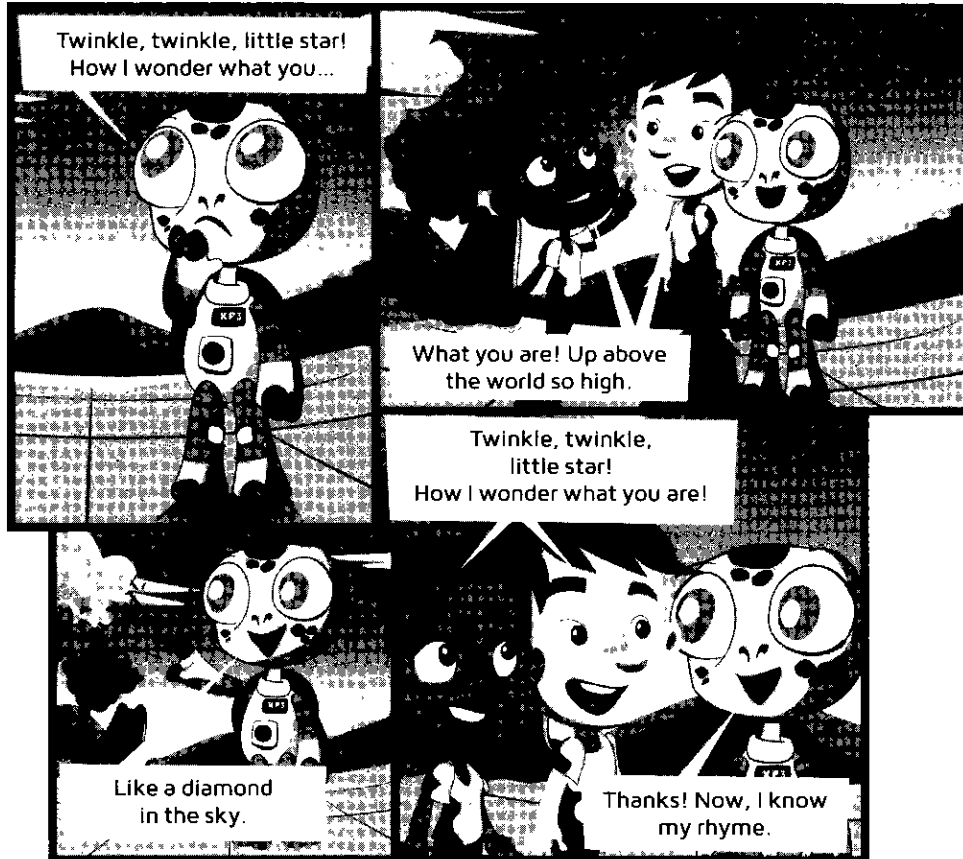


# UNIT 2

## Remembering Rhymes



Read and discuss with your teacher



**Environment.** Literary and Community

**Social Practice.** Read rhymes and tales in verse.

**Achievements:**

- Explore illustrated rhymes and tales in verse.
- Listen to and participate in the reading of rhymes and tales in verse.
- Write verses.

**Product:** Illustrated Rhymes or Tales in Verse

# UNIT 2

**Environment**

Ludic and Literary

**Social Practice**

Read rhymes and tales in verse.

**Achievements**

- Explore illustrated rhymes and tales in verse.
- Listen to and participate in the reading of rhymes and tales in verse.
- Write verses.

**Product**

Illustrated Rhymes or Tales in Verse.

**Blast Off!**

- Elicit from students what they can see in the comic frames (*I can see Pam, Jason, XP3, a park, some trees*).
- Ask students to listen as you read the dialogs and to follow the text. You can use a different intonation and body language to reinforce the idea that XP3 is learning a rhyme (*Twinkle, Twinkle, Little Star*).
- Use the opportunity to introduce the rhyme, since students will work with it on the next pages of their Activity Book.

**Lesson 5**



**Fast Plan**  
**Lift off!**

- Write on the board *poems, songs*.
- Tell students to give examples of a song and a poem.
- Sing *Happy Birthday* with the students.
- Repeat the words on the board.

**Accelerate!**

- Write the name of the poem on the board  
*Twinkle, Twinkle, Little Star*.
- Mimic *twinkle* opening and closing hands.
- Play Track 13.
- Tell students to complete the missing words: *star / sky / are*.
- Repeat *star / are*. Make sure students understand the rhyme.
- Sing the poem along together.

**Reach for the Stars!**

- Draw the world, a diamond, and a star on the board.
- Tell students to guess their names.
- Tell students to match the words with their definitions.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Help students remember what songs and poems are.
- Read the sentences aloud.
- Make students repeat them.
- Read them in turns.

**Extended Plan**

**Accelerate!**

- Students talk about the rhyme in the poem.
- Remind students that the product of this unit is an illustrated rhyme or tale in verse, therefore the first important step for its development is to identify the words that rhyme in a poem.
- They mime the poem while singing.
- Have students say whether they like the poem and why.

**Lift off!**

1. Practice and write the following words about things that

Poems	Poems
Songs	Songs



**Accelerate!**

2. Listen to the poem and complete the words that are missing. Sing the poem aloud.



Twinkle, twinkle, little star !  
How I wonder what you are!  
Up above the world so high.  
Like a diamond in the sky  
Twinkle, twinkle, little star!  
How I wonder what you are !



**Reach for the Stars!**

3. Match the words with their corresponding definitions.

B world	A. a precious stone
A diamond	B. globe, planet
C star	C. a ball of light in space

**Let's Orbit English!**

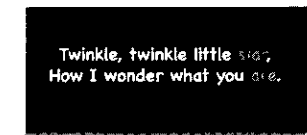


Listen to your teacher. Repeat the sentences.



Poems and stories are for reading.

Songs are for singing.



Many have rhymes.



**Lift off!**

1. Go to *Accelerate!* page 20 and read the poem again in pairs. Discuss and write the letter that matches the part of the poem: *Twinkle, Twinkle, Little Star!*

- |                                   |   |
|-----------------------------------|---|
| C Audience (Who is the song for?) | A. How I wonder what you are.   |
| B A stanza.                       | B. Twinkle, twinkle, little star! How I wonder what you are! Up above the world so high. Like a diamond in the sky. |
| D Topic (Theme)                   | C. children   |
| A A verse.                        | D. nighttime  |



**Accelerate!**

2. Listen to the poem. Match the pairs of verses that rhyme writing A, B, or C. Look at the example.

- |                                |   |
|--------------------------------|---|
| Mary, Mary!                    | A |
| Quite contrary!                | A |
| How does your garden grow?     | B |
| With silver bells,             | C |
| And cockleshells,              | C |
| And pretty maids all in a row! | B |



**Reach for the Stars!**

3. Take turns to read the poem aloud.



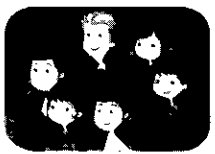
Listen and repeat the following sentences

Roses are red.

Verses are the lines.

Roses are red,  
Violets are blue,  
Sugar is sweet  
And so are you.

Stanzas are the groups of verses.



The audience is the people listening to the poem.

**Fast Plan**

**Lift off!**

- Ask students if they remember a poem is.
- Go to *Accelerate!* on page 20.
- Motivate students to sing *Twinkle, Twinkle, Little Star* together.
- Write *audience, stanza, topic, verse* on the board.
- Give examples so they understand what they are.
- Students match words with the definitions.

**Accelerate!**

- Help students to identify the words that rhyme.
- Tell students to match rhyming verses.
- Monitor and correct if necessary.

**Reach for the Stars!**

- Model the rhyme in the poem.
- Have students repeat the poem.
- Tell students to read the poem aloud.

**Let's Orbit English!**

- Help students remember what verses, stanzas, and audience are.
- Model the sentences on the board.
- Tell students to repeat the sentences.
- Students read the sentences in turns.

**Extended Plan**

**Accelerate!**

- Ask students to explain their answers.
- They explain what a rhyme is.
- In pairs, they give examples of rhyme.
- Teacher monitors and corrects.
- Emphasize the importance of identifying the rhyming words for the development of the unit product.

**Fast Plan**  
**Lift Off!**

- Write on the board *bells, shells*.
- Make students repeat the words.
- Ask them if the words rhyme and why.
- Give more rhyming examples.

**Accelerate!**

- Tell students to make the noise a fly makes.
- Tell students to spell the words *fly, buttermilk*.
- Students label the illustrations.
- Model the stanza aloud.
- Students read the stanza aloud.
- Monitor and correct pronunciation.

**Reach for the Stars!**

- Read the words aloud.
- Tell students to read them and check the ones that rhyme.
- Tell students to share answers with a classmate.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Have students tell more rhymes they know.
- Read the phrases aloud.
- Make students repeat them.
- Read them in turns.

**Extended Plan**  
**Accelerate!**

- Tell students to read the stanza to a classmate.
- They choose 4 words each and find words that rhyme with them.
- Students share their findings with the class.
- Monitor and correct if necessary.

Lesson 6



**Lift off!**

1. Practice these two words that rhyme

Bells                      Bells  
Shells                     Shells



**Accelerate!**

2. Read the stanza aloud. Label the photos with the words in red.



This is an insect.      This is a liquid.  
\_\_\_\_\_ Fly                      \_\_\_\_\_ Buttermilk



**Reach for the Stars!**

3. Check (✓) the words that rhyme with the word checked in the example. Say the words aloud to a classmate.

✓ shoo      \_\_\_\_\_ fly      skip      ✓ Lou      \_\_\_\_\_ milk      \_\_\_\_\_ butter      ✓ to

**Let's Orbit English!**



Listen to your teacher and repeat the sentences.

Mary, Mary!



**quite  
contrary!**



How does your garden grow?





**Lift off!**

1. Match letters to the images described in the stanzas 2 and 3

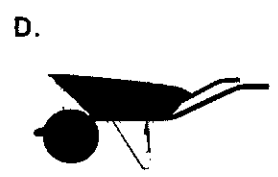
**Skip to My Lou**



Stanza 2  
Images C and B  
Cows in the cornfield, "What'll I do?"  
Cows in the cornfield, "What'll I do?"  
Cows in the cornfield, "What'll I do?"  
Skip to my Lou, my darlin'.



Stanza 3  
Images A and D  
There's a little red wagon, paint it blue!  
There's a little red wagon, paint it blue!  
There's a little red wagon, paint it blue!  
Skip to my Lou, my darlin'.



**Accelerate!**

2. Practice reading and speaking the chorus of this song.



Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip to my Lou, my darlin'.



**Reach for the Stars!**

3. Read the song with your teacher and class



Listen and repeat the sentences.

With silver bells,



and cockleshells,

and pretty maids  
all in a row!



**Fast Plan**

**Lift off!**

- Draw a wagon, corn, cornfield, cow on the board.
- Ask students to name the drawings.
- Tell students to match the letters to the stanzas.
- Monitor and correct if necessary.

**Accelerate!**

- Play Track 16.
- Model the song.
- Students practice the song together.
- They read it in turns.

**Reach for the Stars!**

- Ask students to read the song to a partner.
- They take turns to read the song.
- Then all the class reads the song again.

**Let's Orbit English!**

- Model the sentences on the board.
- Play Track 17.
- Have students listen and repeat the verses in turns.

**Extended Plan**

**Lift off!**

- Students get organized in pairs.
- They read the two stanzas and discuss who wrote the song.
- They invent a little story about the song.
- They share their story with the class.
- Teacher monitors and corrects.

**Fast Plan**  
**Lift off!**

- Write on the board *story*, *topic*.
- Make students repeat the words.
- Ask them if they know what the words mean.
- Give examples.

**Accelerate!**

- Read the story aloud and explain the double meaning of *blue*.
- Students give examples using the word *blue*.
- Play Track 18 for students to listen to the rhythm.
- Students listen and choose the images.
- Have students identify the rhyming words. Elicit the importance of recognizing them for the development of the unit product.

**Reach for the Stars!**

- Play Track 18 again.
- Students listen and clap to get the rhythm.
- They read the story along with the recording.
- Model and guide the group.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Help students understand the definition of *topic*.
- Read the sentences aloud.
- Have students repeat them.
- Students read by themselves in turns.

**Extended Plan**

**Let's Orbit English!**

- Tell students to talk about "Hansel and Gretel" and what the lesson in the story is.
- In pairs, students talk about another story they know. They decide on what the topic is.
- Monitor and correct if necessary.

**Lesson 7**



**Lift off!**

1. Practice the following words about rhymes.

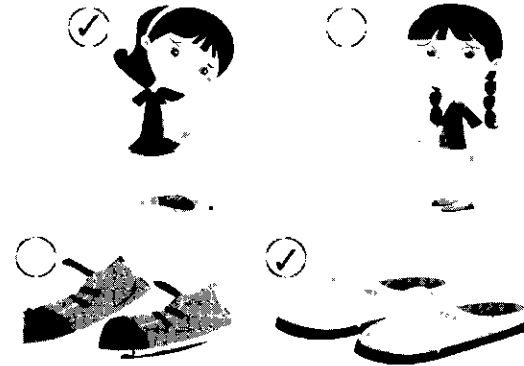
Story                  Story  
Topic                  Topic



**Accelerate! ▶**

2. Read the story and choose the images that describe it better. Listen to the rhymes in the story.

Betty blue,  
little Betty blue,  
lost her holiday shoe!  
What shall little Betty do?  
Give her another,  
to match the other,  
and then she'll walk upon two.



**ICT**  
Find fun clapping games!  
Go to: [funclapping.com](http://funclapping.com)



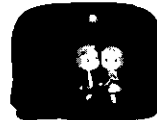
**Reach for the Stars!**

3. Listen again and clap along with your class.

**Let's Orbit English!**

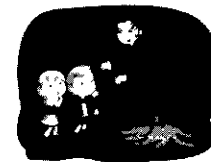


Listen to your teacher and repeat the sentences.



"Hansel and Gretel" is a great story!

It tells us to be careful.



The topic is: *Being careful.*



**Lift off!**

1. Check (✓) the photos of the words that rhyme. Then, mark the letters on the words.



A

D shoe



B

E Lou



C

two



D

A blue



E

B blow



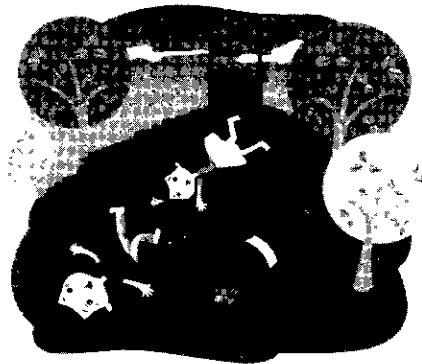
**Accelerate!**

2. Listen and complete the first part of the story using words from the box. Practice them reading aloud.

water after hill down

**Jack and Jill**

Jack and Jill went up the ... hill ...  
To fetch a pail of water ;  
Jack fell down, and broke his crown,  
And Jill came tumbling after .



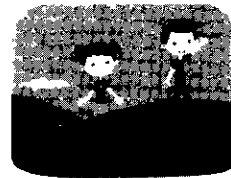
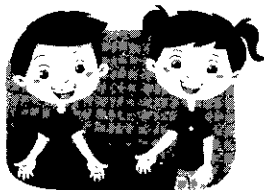
**Reach for the Stars!**

3. Check your answers with your group and your teacher.



Listen and repeat the sentences.

What is the topic of "Jack and Jill"?



They went up the hill.



The topic is:  
*Being careful.*

**Fast Plan**  
**Lift off!**

- Remind the students what rhyme is.
- Elicit from students, examples of words that rhyme after words the teacher mentions.
- Students check the photos of rhyming words.
- Have students match the photos to the words.
- Monitor and correct if necessary.

**Accelerate!**

- Tell students to observe the illustration.
- Ask them to describe what they see.
- Play Track 19 and ask students to listen to it.
- Students complete the story with the words.
- Monitor.

**Reach for the Stars!**

- Students share their answers with the class.
- They tell what the correct answers are.
- Correct if necessary.

**Let's Orbit English!**

- Play Track 20.
- Repeat the sentences they hear.
- Tell what a topic of a story is.
- Students read the sentences in turns.

**Extended Plan**  
**Accelerate!**

- Students get in groups.
- They tell a story that has the same topic as "Jack and Jill."
- The rest tell if they agree or not and why.
- Share with the rest of the class.
- Explain students that once they identify the words that rhyme, the next step for the correct development of the unit product is to use words correctly to complete a rhyme, which is the purpose of this exercise.

## Lesson 8

### Fast Plan Lift off!

- Write on the board *rhyme*, *verse*.
- Tell students to remember what a stanza is.
- Explain stanzas are formed by verses.
- Students point a verse out.

### Accelerate!

- Play Track 21.
- Students clap to three stanzas of the song as they listen.

### Reach for the Stars!

- Play Track 21 again.
- Model the song.
- Students sing and clap to the three stanzas.
- Some students may perform some movements to follow the rhythm.
- Monitor and motivate participation.

### Let's Orbit English!

- Have students tell why we tell stories.
- Read the sentences aloud.
- Make students repeat them.
- Read them in turns.

### Extended Plan Accelerate!

- Tell students to get in pairs.
- Students choose 3 verses each.
- They discuss what the verses mean.
- They discuss if the phrase is part of the topic of the song.
- Monitor and correct if necessary.

## Lesson 8



### Lift off!

1. Practice the following words about rhymes.

Rhyme                      Rhyme \_\_\_\_  
Verse                      Verse \_\_\_\_



### Accelerate!

2. Read the stanzas aloud. Now, listen to the stanzas, sing, and clap to the song's stanzas.

### Skip to My Lou

*Fly's in the buttermilk,*

*Shoo, fly, shoo (3)*

*Skip to my Lou, my darlin'.*

*There's a little red wagon,*

*Paint it blue (3)*

*Skip to my Lou, my darlin'.*

*Cows in the cornfield,*

*What'll I do? (3)*

*Skip to my Lou, my darlin'.*

*Skip, skip, skip to my Lou,*

*Skip, skip, skip to my Lou,*

*Skip, skip, skip to my Lou,*

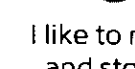
*Skip to my Lou, my darlin'.*



### Reach for the Stars!

3. Now, sing and clap to the stanzas of the song with your class.

### Let's Orbit English!



- Listen to your teacher and repeat the sentences.

I like to read rhymes  
and stories aloud!



You can



express emotions.

You can play parts.

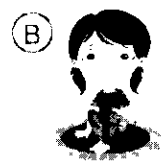




**Lift off!**

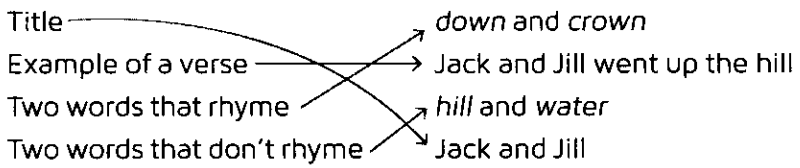
1. Match the expressions to their images. Act them out.

- A. What a beautiful pair of shoes!
- B. How sad Betty is!
- C. What a fall!



**Accelerate!**

2. Match columns.



**Reach for the Stars!**

3. Choose words from the boxes and complete each verse, so it rhymes.

- crown      hill      shoe      Jill      down      Blue

1. Jack and Jill went up the hill.
2. Jack fell down, and broke his crown.
3. Little Betty Blue.
4. Lost her holiday shoe.



Listen and repeat the sentences.



Singing songs is great!

You can sing loud or soft.



You can sing alone or



in groups.

**Fast Plan Lift Off!**

- Ask students to remember the songs and poems in the unit.
- Students match the expressions to their images.
- They share their answers with the class.
- Students act each phrase out.
- Monitor and motivate participation.

**Accelerate!**

- Write *title, verse, rhyme* on the board.
- Ask students what the words mean.
- Students match columns.
- They share their answers with the class.
- Monitor and correct when needed.

**Reach for the Stars!**

- Remind students what rhyme is
- Students complete with the right word so it rhymes.
- Students read the verses aloud.
- Point out that this exercise is for them to practice the rhyming words of the different poems and stories they have learned in this unit, and that this will help them to develop the unit product.

**Let's Orbit English!**

- Write the sentences on the board.
- Play Track 22.
- Tell students to repeat the sentences.
- Students read the sentences in turns.

**Extended Plan Accelerate!**

- Students tell why they matched the sentences.
- They define rhyme and verse.
- In pairs, they give examples of rhyme and verse.
- Teacher monitors and corrects.

# Product 2: Illustrated Rhymes or Tales in Verse

## Illustrated Rhymes or Tales in Verse

- Tell the students they will make illustrated rhymes or tales in verse.
- Read the instructions with them and explain when necessary.
- Read along students the materials they will need to make their product.
- Prepare the supplies per student.
- Monitor while they do it.

## My Progress

- Tell students to circle the faces to say how they felt about the rhyme and tales product.
- Was it fun?
- Was it easy?

## What Did I Learn?

Discuss what they learned.

Tell students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

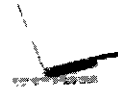
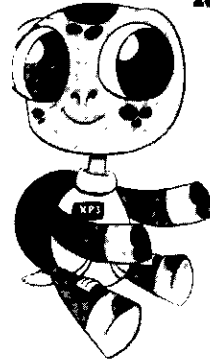
## Big Book

**Week One:** Explain students that the second reading in the Big Book Fiction presents some stanzas of a song called *This Old Man*. It might be difficult to pronounce at the beginning, but it will help to improve their pronunciation. Play Track 23 and have students read while listening to the song. Have students express whether they find the song difficult or not and why.

**Week Two:** Tell students that they will listen and read *This Old Man* in their Big Book Fiction again. Play Track 23. Have students find and write on the board the words that rhyme: *bone-home, two-shoe, three-knee, four-door, when-again*.

**Week Three:** Say: *Let's listen to This Old Man once more*. Play Track 23. Once they have practiced the reading, have some volunteers read it aloud. Congratulate students for their work.

## Materials



paper



markers



pencil



crayons

### Step 1



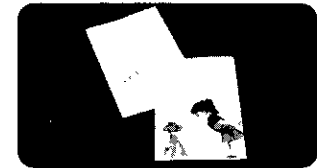
Select any rhyme or tale you like.

### Step 2



Illustrate your rhyme or tale and practice it.

### Step 3



Present the rhyme or tale to your class.

## My Progress

Check (✓) the correct answers.

I can...	😊	☹️
Identify stanzas and verses.		
Clap the rhythm of a song or poem.		
Recognize the topic in a rhyme or tale.		
Read or sing rhymes, songs, poems, and tales.		
Identify emotions, actions, or characters.		
Compare and write words that rhyme.		

Was it...



fun?



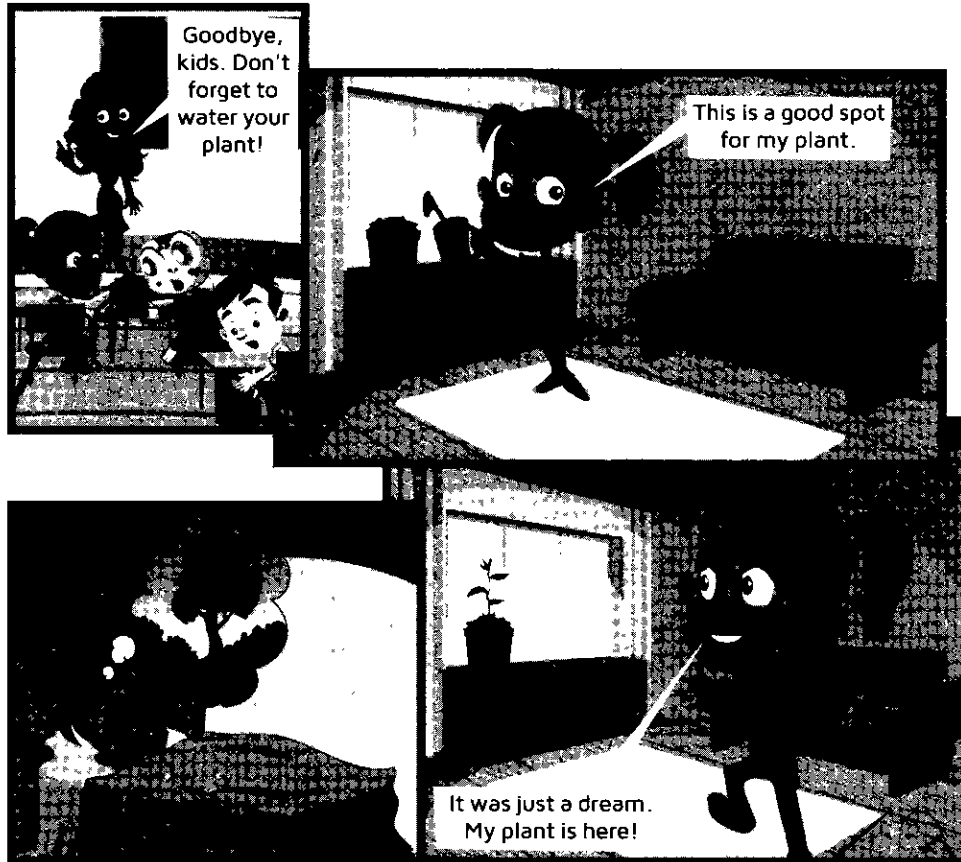
easy?



# UNIT 3



Read and discuss with your teacher.



**Environment.** Academic and Educational

**Social Practice.** Follow and give instructions to sow a plant.

**Achievements:**

- Explore illustrated instructions.
- Understand and express instructions.
- Participate in the writing of texts of experiments.

**Product:** Instructions for Sowing a Plant

**Environment**

Academic and Educational

**Social Practices**

Follow and give instructions to sow a plant.

**Achievements**

- Explore illustrated instructions.
- Understand and explain instructions.
- Participate in the writing of texts of experiments.

**Product**

Instructions for Sowing a Plant.

**Blast Off!**

- Elicit from students what they can see in the comic frames (*I can see Miss Lucy, Pam, Jason, XP3, a classroom, a house, a plant, a tree*).
- Ask students to listen as you read the dialogs and to follow the text.
- Once you have finished reading, allow students to express their ideas about the story.
- Use the opportunity to introduce some vocabulary related to the unit product (instructions to sow a plant).
- You can have follow-up questions (*Have you ever sown a plant? How long does it take a plant to grow?*).

## Fast Plan

### Lift off!

- Write on the board *pot, soil*.
- Tell students to point out where they can find them.
- Students draw the words.
- Repeat the words on the board.

### Accelerate!

- Write on the board *Instructions for sowing a plant*.
- Play Track 24.
- Students listen and underline the materials mentioned for the experiment.
- Monitor and correct if necessary.
- Students share the answers.

### Reach for the Stars!

- Repeat the underlined words in *Accelerate!*
- Tell students to consider the first letter of each word to alphabetize.
- Give examples of alphabetically ordered words.
- The students order the materials in alphabetical order.
- Teacher monitors and corrects if necessary.

### Let's Orbit English!

- Help students remember the materials for the project.
- Read the sentences aloud.
- Make students repeat them.
- Read them in turns.

## Extended Plan

### Accelerate!

- Explain students that in this unit they will learn how to sow a plant, which is the unit product: *Instructions for Sowing a Plant*. To achieve this, the first step is to recognize the materials they will use.
- Students talk about the materials they will use in the project.
- They decide in pairs if another material is needed.
- Students share their conclusions with the class.



### Lift off!

1. Practice the following words about gardening.

Pot	Pot
Soil	Soil

### Accelerate!

2. Listen and underline the materials mentioned for the experiment.



Good morning, kids! Welcome to the greenhouse! Today you will learn how to sow a plant. For this activity, you will use a tiny pot, some soil, water and different types of seeds. Choose the one you like the most!

### Reach for the Stars!

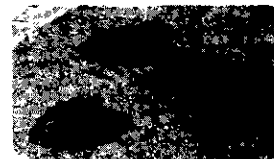
3. Write in alphabetical order the materials you underlined. Check the answers with your pairs.

1. pot \_\_\_\_\_
2. seeds \_\_\_\_\_
3. soil \_\_\_\_\_
4. water \_\_\_\_\_

### Let's Orbit English!



Listen to your teacher. Repeat and mime the sentences.



30 Put the seeds in a hole.

Cover the seeds with soil.



Water your seeds.





**Lift off!**

1. Match the columns and complete the instruction with the words *water* and *sunny*.

- D\_ The photo of the product
- A\_ The title
- C\_ The instructions
- B\_ The materials

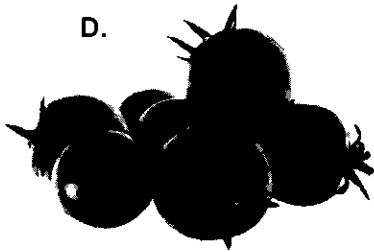
**A. Cherry Tomatoes: Easy to Plant!**

B. Get the following things:

- a pot or glass container
- soil or compost
- 4-5 cherry tomato seeds
- water
- a piece of clear plastic

C. First, place some soil at the bottom of the pot. Then plant the seeds with a depth twice the size of the seeds. Add some water. Cover the pot with a layer of clear plastic and secure with a band. Place the pot in a sunny spot. After 3-4 weeks, when the seedling appears, remove the plastic.

D.



**Accelerate!**

2. Choose and write the letters corresponding to instructions in box 1 and to materials in box 2.

- |          |          |            |
|----------|----------|------------|
| A. seeds | D. plant | G. remove  |
| B. add   | E. water | H. plastic |
| C. soil  | F. cover | I. place   |

Box 1	Box 2
Instructions Words	Materials
B D F G I	A C E H



**Reach for the Stars!**

3. Share your answers and check them with your classmates.



Listen and repeat the sentences.

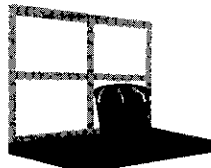
Add soil and plant the seeds.



Cover the container with a piece of plastic.



Place the container in a sunny spot.



**Fast Plan**

**Lift off!**

- Write *photo, title, instructions, materials, first, second, third, fourth, fifth* on the board.
- Students read the words in turns and tell what they are.
- Students read the text and find the answers.
- They share their answers with the class.
- Monitor and correct when needed.

**Accelerate!**

- Remind students about the project material.
- Students classify the instruction words, and materials.
- Go through the class to check on the students' work.

**Reach for the Stars!**

- Students share their answers in pairs.
- Monitor and correct.
- Get to conclusions.

**Let's Orbit English!**

- Read once more the instruction words.
- Make sure students understand their meanings.
- Play Track 25.
- Repeat the sentences.

**Extended Plan**

**Accelerate!**

- Explain students that once they have recognized the materials, the next step for the development of the unit product is to identify words to give instructions, which is the purpose of this exercise.
- Students talk about what an instruction is and when they need to use material.
- They get in teams of 3 or 4 people and tell one by one the instructions of the project.
- They explain why the instructions are important.



**Fast Plan**  
**Lift off!**

- Write on the board *seed, water*.
- Students repeat the words.
- Ask them where they can find seeds and what they can do with them.

**Accelerate!**

- Tell students to imagine they are a seed and they will grow.
- Students mimic the seed growth as you water them.
- Students look at the images and write the letters in the correct order.
- Monitor and correct as needed.

**Reach for the Stars!**

- Draw *water, cover, sunny, place, cotton* on the board.
- Ask students what the drawings are.
- Students use words from the boxes to complete the instructions.
- Monitor and correct if necessary.
- Share the answers with the class.
- Insist on differentiating between materials and words for instructions. Remind students that they will use both for the development of the unit product.

**Let's Orbit English!**

- Students look at the images and describe them.
- Play Track 26.
- Students listen and repeat the sentences.

**Extended Plan**  
**Let's Orbit English!**

- Students get in pairs.
- They draw all the plant growth process.
- They explain it.
- Students share with the class.

**Lift off!**

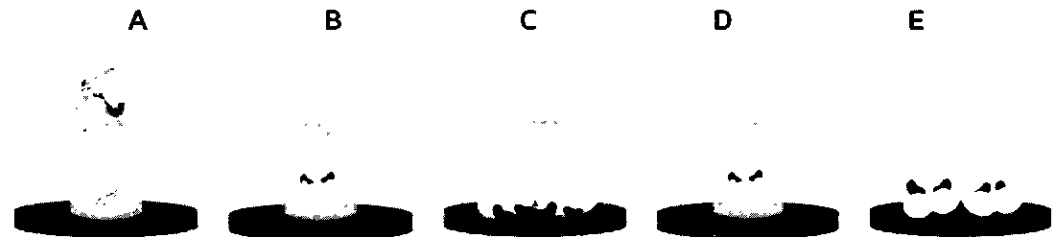
1. Practice the following words about gardening.

Seed     Seed  
Water     Water



**Accelerate!**

2. Look at the images and write the letters in the correct order.



1.   E       2.   C       3.   B       4.   D       5.   A  



**Reach for the Stars!**

3. Choose the correct words to complete the instructions. Follow the example.

water     Cover     sunny     Place     cotton

1.   Cover   the beans with   cotton  .
2. Add some   water  .
3.   Place   the glass in a   sunny   spot.

**Let's Orbit English!**



Listen and repeat the sentences

Plants take from 3 to 6 weeks to grow.



Once leaves appear, change the plant to a bigger pot.



Keep on adding water every 2 or 3 days.





**Lift off!**

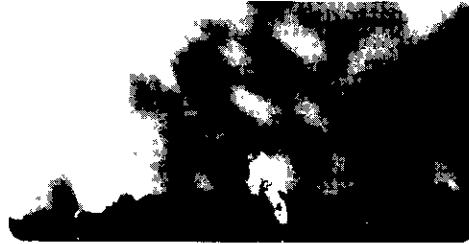
1. Listen to the dialog. Complete the missing words.

Teacher: What do your seeds need to grow healthy?

Mariana: They need soil !

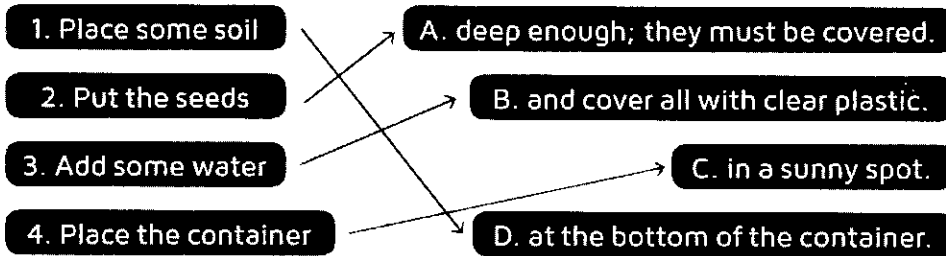
Paty: They also need sun !

Tom: All seeds need water to get the nutrients from the soil!



**Accelerate!**

2. Match the beginning and the end of every instruction.



**Reach for the Stars!**

3. In pairs, and based on the previous activity, write the words to complete the instructions.

1. Place some soil at the bottom of the container.
2. Put the seeds deep enough.
3. Add some water.
4. Place the container in a sunny spot.



Listen and repeat the sentences.

Seeds must be covered with soil.



Water brings nutrients to the plant.



We can produce our own vegetables and fruits.



**Fast Plan Lift off!**

- Students look at the image and describe it.
- Play Track 27.
- Students listen to the dialog and complete the missing words.
- Monitor and correct as needed.
- Students share their answers with the class.

**Accelerate!**

- Students tell what they remember of how a plant grows.
- They match the beginning and end of each instruction.
- Monitor and correct.
- They share with the class.

**Reach for the Stars!**

- Students read aloud the sentences they formed in *Accelerate!*
- In pairs, they complete the instructions.
- Monitor and correct as needed.
- Students share with the class.

**Let's Orbit English!**

- Model the sentences on the board.
- Play Track 28.
- Tell students to repeat the sentences.
- Students read the sentences in turns.

**Extended Plan**

**Reach for the Stars!**

- Students practice completing instructions for the correct development of the unit product.
- Students get in small groups and explain each instruction.
- They prepare a little speech to explain them to the class.

**Fast Plan**

**Lift off!**

- Write on the board *add, place*.
- Make students repeat the words.
- Ask them if they know what the words mean.
- Give examples.

**Accelerate!**

- Write *pot, glass container, wooden box, soil, cotton, compost, lentil, tomato, sunny spot, warm spot* on the board.
- Make sure the students understand their meaning.
- Play Track 29.
- Students listen and circle the correct one.
- Monitor and correct when needed.

**Reach for the Stars!**

- Students practice writing instructions for the development of the unit product by giving the words the correct order.
- Tell students there are more options when developing the project.
- Students read in turns.
- Students unscramble the sentences to write alternative instructions.
- Monitor and correct when needed.

**Let's Orbit English!**

- Help students remember what an instruction is.
- Read the sentences aloud.
- Have students repeat them.

**Extended Plan**

**Let's Orbit English!**

- Students get in small groups.
- They decide on a different project.
- They tell the instructions.
- They share with the class.



**Lift off!**

1. Practice the following words about sowing.

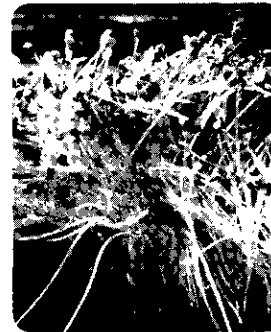
Add \_\_\_\_\_ Add \_\_\_\_\_

Place \_\_\_\_\_ Place \_\_\_\_\_



**Accelerate!**

2. The following instructions have different options. Listen and circle the correct one.



1. Take a pot / a glass container / a wooden box.
2. Add some soil / cotton / compost.
3. Put the lentil / tomato seeds inside.
4. Place the container in a sunny spot / in a warm spot



**Reach for the Stars!**

3. Unscramble the sentences to write three alternative instructions.

- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 1. a wooden / Take / box.             | Take a wooden box. _____           |
| 2. compost. / some / Add              | Add some compost. _____            |
| 3. the tomato / inside. / Put / seeds | Put the tomato seeds inside. _____ |

**Let's Orbit English!**



Listen to your teacher and repeat the sentences.



Instructions start with a verb.



After the verb write a noun.



Finally, a preposition and another noun.



**Lift off!**

1. Underline the verbs in the following instructions and act them out

1. Take a container.
2. Add a layer of soil.
3. Make a hole and put the seeds.
4. Cover the seeds with soil.
5. Add some water.



**Accelerate!**

2. Analyze the following words. Check (✓) the nouns.

container ✓ and soil ✓ the seeds ✓  
 with water ✓ some hole ✓ a



**Reach for the Stars!**

3. In pairs, look at the missing punctuation marks and add them to the expressions.

1. My plant is growing fast !
2. How much water do we add ?
3. Seeds , water, and soil are materials.
4. Add water . Cover the container with clear plastic.

Question mark (?)  
 Exclamation mark (!)  
 Comma (,)  
 Period (.)

**Fast Plan  
Lift off!**

- Remind the students what a verb is.
- Ask the students to give examples.
- Students underline the verbs in the instructions.
- Monitor and correct if necessary.
- Students act the instructions out.

**Accelerate!**

- Remind students what a noun is.
- Ask the students to give examples.
- Students analyze the words and check the nouns.
- Monitor and correct if necessary.
- Students share their answers with their class.

**Reach for the Stars!**

- Ask students which punctuation marks they remember.
- In pairs, they complete the sentences with the corresponding punctuation mark.
- Monitor and correct if necessary.
- Once students have learned how to write instructions, the final step for the development of the unit product is to make sure their instructions have the correct punctuation, spelling, and capitalization, which is the purpose of this exercise.

**Let's Orbit English!**

- Play Track 30.
- Repeat the sentences they hear.
- Tell what each sentence means.
- Students read the sentences in turns.

**Extended Plan**

**Let's Orbit English!**

- Students get in groups.
- They explain each sentence.
- They tell similar sentences to each other.
- They share them with the class.



Listen and repeat the sentences.



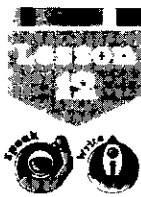
May I have your attention please?



How do you spell container?  
C-O-N-T-A-I-N-E-R



Can you spell growing please?  
G-R-O-W-I-N-G



**Fast Plan**

**Lift off!**

- Write on the board *rain, sun*.
- Tell students to remember what they mean.
- Students form sentences using the words.

**Accelerate!**

- Have students explain who a farmer is and what he/she does for living.
- As they give their opinions, write on the board the words *seeds / sun / rain / grow / vegetables*. If they do not mention these words while explaining, write them and elicit how they are involved when sowing a plant.
- Explain students they will listen to an interview a reporter is doing to a farmer, and that they will have to complete the missing words.
- Play Track 31 and check the answers by having two volunteers reading the interview aloud.



**Reach for the Stars!**

- Students mime the song in *Accelerate!* again.
- They write numbers to order the sentences about the seeds' growth.
- Monitor and correct if necessary.
- Students share their answers with the class.



**Let's Orbit English!**

- Students look at the illustrations.
- They describe what they see.
- Play Track 32.
- Students listen and repeat the sentences.
- They read the sentences aloud in turns.

**Extended Plan**

**Reach for the Stars!**

- Students write the sentences on paper strips.
- They order the strips.
- They read the sentences and explain each one.
- They mime each and the others guess.

**Lift off!**

1. Practice the following words about sowing

Rain      Rain  
Sun      Sun

**Accelerate!**

2. Listen to the dialog and complete the farmer's answers.

**Reporter:** What is the first thing you do in order to harvest your delicious vegetables?

**Farmer:** Well first, we plant the    seeds   .

**Reporter:** Ok! And then?

**Farmer:** Next, the    sun    does its work. It comes out and shines.

**Reporter:** What else do seeds need to grow?

**Farmer:** They need water! So, we wait until the    rain    begins to fall.

**Reporter:** When the seeds have enough light and water...

**Farmer:** Then, the seeds begin to    grow   .

**Reporter:** Finally?

**Farmer:** That is easy! We are ready to harvest the vegetables.

**Reach for the Stars!**

3. Write numbers to order what happens to the seeds.

- 2   The sun comes out to shine.
- 1   The farmer plants the seeds.
- 5   The vegetables are here.
- 3   The rain begins to fall.
- 4   The seeds begin to grow.

**Let's Orbit English!**



Listen and repeat the sentences.

Seeds need water and sun to grow.



The farmer digs the vegetables up.



Now, it's time to eat!



**Lift off!**

1. Write the letters to indicate the order of the instructions. Read the instructions aloud.

- Change to a **(B)** bigger pot when you see leaves. Remove the plastic when the seedlings appear. **(A)** Add water every two days. **(D)** Keep the seedling in a warm place with indirect light. **(C)**



**Accelerate!**

2. Analyze the data and complete the form. Students' answers

**Write a title.** Choose one of the following titles: *Sowing Beans*, *Growing Tomatoes*.

**Identify the correct instructions:** Add a layer of soil. Add a layer of compost. / Make small holes. Make a hole. / Put the bean seeds. Put the tomato seeds. / Cover the seeds with soil. Cover the seeds with compost.

Title: \_\_\_\_\_  
 \_\_\_\_\_

- Instructions:
1. Add \_\_\_\_\_  
 \_\_\_\_\_
  2. Make \_\_\_\_\_  
 \_\_\_\_\_
  3. Put \_\_\_\_\_  
 \_\_\_\_\_

**Fast Plan Lift off!**

- Ask students to remember the instructions for the project.
- Students write the letters to indicate the order of the instructions.
- They say the instructions aloud.
- They share their answers with the class.
- Monitor and motivate participation.

**Accelerate!**

- Write *Sowing Beans*, *Growing Tomatoes* on the board.
- Ask students to choose a title.
- Students write the instructions they choose.
- Monitor and correct when needed.

**Reach for the Stars!**

- Students share their instructions with the class.
- They compare their answers with the others'.

**Let's Orbit English!**

- Write the sentences on the board.
- Play Track 33.
- Tell students to repeat the sentences.
- Students read the sentences in turns.

**Extended Plan Accelerate!**

- Students get in pairs.
- They tell why they selected those instructions.
- They explain their project.
- Teacher monitors and corrects.
- Explain students that this exercise summarizes everything they have learned during the unit in order to write the instructions for sowing a plant, which is the unit product.

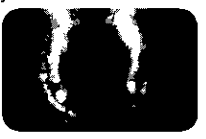


**Reach for the Stars!**

3. Share your instructions with the class. Compare your results.



Listen and repeat the sentences.



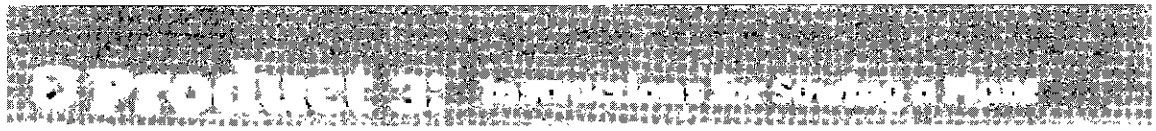
You can also mix soil and compost.



Listen everyone! Get your instructions ready!



Very well done, team!



### Instructions for Sowing a Plant

- Help students check the materials they will use.
- Tell students they will write the instructions for their own project.
- Read the instructions with them and explain when necessary.
- Read along with the students examples they can follow to write theirs.
- Monitor while they do it.

### My Progress

- Tell students to circle the faces to say how they felt about the sowing a plant product.
- Was it fun?
- Was it easy?

### What Did I Learn?

Discuss what they learned. Tell students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

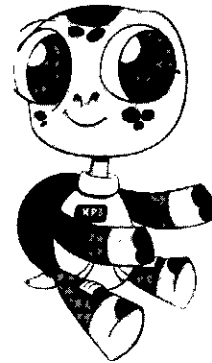
### Big Book

**Week one:** Ask students to take a look at the first page of the *Non-Fiction Our Own Tree* story. Say, *What is it going to be about?* Students answers may vary, examples include *a tree, a family tree, a family trip*. Play Track 34 and ask: *Why is it a very important day for Tom and Ana?* Students answer may be: *Because they are going to plant an apple tree*. Ask: *Who is helping them?* Students answer may be: *Their father and grandfather*.

**Week two:** Say, *Let's listen to our Non-Fiction Big Book, Our Own Tree! again.* (Play Track 34) *Follow along the reading with your finger. What did the tree need to start growing?* Students answer may be: *Enough soil, water, a nice weather*.

**Week three:** Say: *Let's listen to Our Own Tree! again.* (Play Track 34) *Now it's your turn! Find a reading partner and take turns reading the story to each other. Ask, How long did the apple tree take to give apples?* Students answer may be: *4 years*.

### Materials



pencil



colors

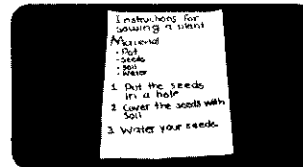


paper



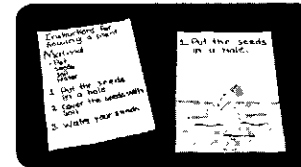
markers

#### Step 1



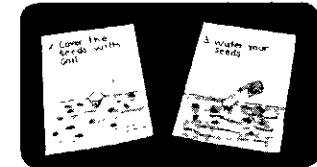
Write your instructions on cards.

#### Step 2



Illustrate the instructions.

#### Step 3



Read the instructions aloud for your classmates to follow.

### My Progress

Check (✓) the correct answers.



List the different materials.

Give and follow instructions.

Pay attention when someone is talking.

Propose alternative methods.

Ask questions if I do not know how to spell a word.

Write without spelling and/or punctuation mistakes.

Was it...



fun?



easy?



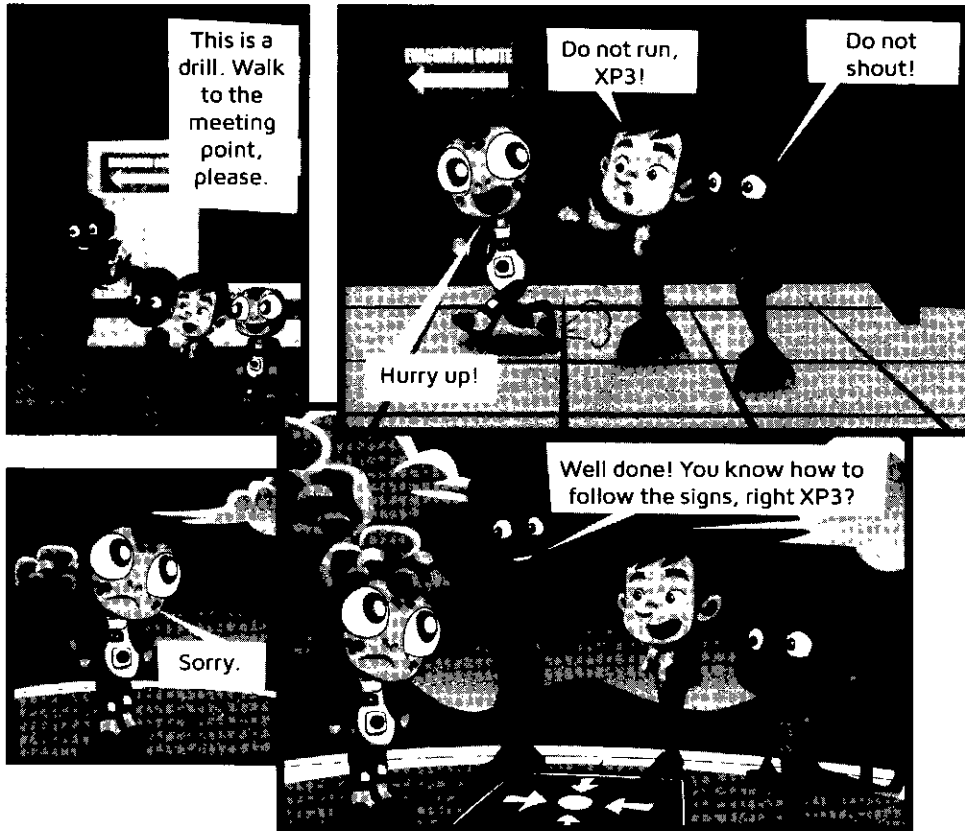


# UNIT 4

## Interpreting Signs



Read and discuss with your teacher.



**Environment.** Family and Community

**Social Practice.** Produce signs for public spaces.

**Achievements:**

- Analyze signs.
- Rehearse the oral expression of instructions in signs.
- Participate in writing instructions.
- Write and check upper and lower-case letters and periods in sentences.

**Product:** Signposting for Public Places

# UNIT 4

**Environment**

Family and Community

**Social Practices**

Produce signs for public spaces.

**Achievements**

- Analyze signs.
- Rehearse the oral expression of instructions in signs.
- Participate in writing instructions.
- Write and check upper and lower case letters and periods in sentences.

**Product**

Signposting for Public Places.

**Blast Off!**

- Elicit from students what they can see in the comic frames (*I can see Miss Lucy, Pam, Jason, XP3, a classroom, a courtyard, signs*).
- Ask students to listen as you read the dialogs and to follow the text. You can use a different body language to convey the meaning of the action words in the comic (*walk, hurry up, run, follow, shout*).
- Once you have finished reading, allow students to express their ideas about the story.
- If you want to, introduce some vocabulary related to signs, since the unit is dedicated to it.
- Divide the group and have students repeat after you some of the dialogs.

## Lesson 13

### Fast Plan Lift off!

- Write on the board *exit, restroom*.
- Ask students where have they seen signs with these words.
- Repeat the words on the board.

### Accelerate!

- Write the following signs *Emergency exit, restrooms evacuation route, danger, silence*.
- Students match the signs with their meaning.
- Monitor and correct if necessary.
- Students share their answers.

### Reach for the Stars!

- Repeat the words written in signs in *Accelerate!*
- The students use the numbers in *Accelerate!* to indicate where you can find the signs.
- Teacher monitors and corrects.
- Students share their answers.
- For the development of the unit product, students must identify the different signs and the places where they can find those signs. These two requirements are fulfilled by solving the exercise.

### Let's Orbit English!

- Help students remember what signs are.
- Model the sentences aloud for the students to listen.
- Repeat the sentences.
- Read them aloud in turns.

### Extended Plan Accelerate!

- Students talk about the signs they see every day.
- They decide in pairs which signs are the most important ones for them and their families.
- Students share their conclusions with the class.

## Lesson 13



### Lift off!

1. Practice the following words about signs.

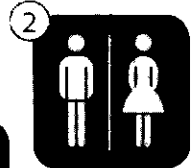
Exit                                  Exit  
Restrooms                          Restrooms



### Accelerate!

2. Match the signs with their meaning.

1. Emergency exit
2. Restrooms
3. Evacuation route
4. Danger
5. Silence



### Reach for the Stars!

3. Use the numbers from the previous exercise to indicate where you can find the signs.

- ⑤ Library                                  ② Mall  
④ Construction site                  ① Theater                                  ③ Museum

### Let's Orbit English!



- Listen to your teacher. Repeat the sentences.



Signs can be done in paper, wood, or metal.

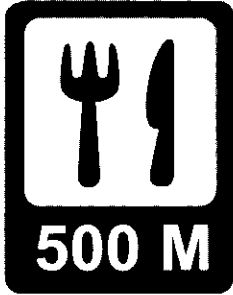
Signs contain letters, numbers, or images.

Signs give information, instructions, and warnings.



**Lift off!**

1. Look at the following sign and underline the correct answer.

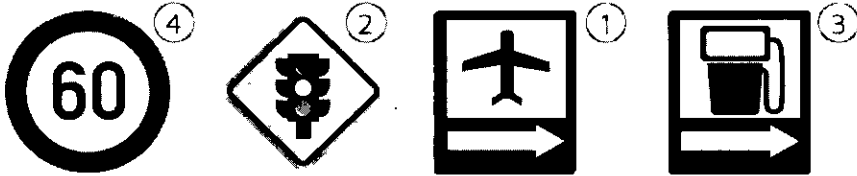


- The purpose of the sign is to provide...  
A. information. B. instructions. C. warning.
- The sign is for ... to know where a place to eat is.  
A. adults B. children C. everyone
- You can see it...  
A. at home. B. on the street. C. at school.



**Accelerate!**

2. Listen to the people on the street and number the signs they mention.



**Reach for the Stars!**

3. Observe the signs of the previous exercise and write which color is used for every purpose.

To inform, we use color blue .  
To provide a warning, we use color yellow .  
To provide instructions or rules, we use color red .



Listen, say, and spell



Blue and green are used to give information.



Yellow is for warning.

Red is used to deliver an instruction or a rule.



**Fast Plan**

**Lift off!**

- Show the signs you wrote in *Accelerate!* on page 40.
- Students tell what they are for and where they might find them.
- Students look at the sign and circle the correct answer.
- Monitor and correct.

**Accelerate!**

- Play Track 35.
- Students number the signs the people in the track mention.
- Students name each sign aloud.

**Reach for the Stars!**

- Students pay attention to each sign's color.
- Students observe the signs of the previous exercise and write which color is used for each purpose.
- Monitor and correct.
- Students share with the class.

**Let's Orbit English!**

- Tell students to pay attention to the sign's color.
- Students tell what they think each sign tells.
- Play Track 36.
- Repeat the sentences.
- Read the sentences in turns.
- Help students to spell if necessary.

**Extended Plan**

**Reach for the Stars!**

- For the correct development of the unit product, students must be able to differentiate the colors of the different signs and their purpose.
- Students get in groups of 3 or 4 people.
- They tell which signs they remember and what their colors are.
- They discuss why they think those colors are used.

**Fast Plan  
Lift off!**

- Write on the board *slow, drill*.
- Students repeat the words.
- Ask them where they can find a sentence using any of the words.
- They share the sentences and tell what they mean.

**Accelerate!**

- Tell students to get in pairs.
- Have students read the paragraph in silence.
- Ask them to explain what they understood.
- Students look at the signs and tell the meaning of each.
- Monitor and correct as needed.
- Students share the answers with the rest of the class.

**Reach for the Stars!**

- Write *Walk to the meeting point, Do not shout! Do not push! Do not run!* on the board.
- Students write the letters corresponding to the signs mentioned above.
- Monitor and correct if necessary.
- Students compare their answers with a classmate and see if they agree.
- They read them in turns.

**Let's Orbit English!**

- Students look at the images and describe them.
- Model the sentences.
- Let students to listen the sentences as many times as they need.
- Students repeat the sentences.

**Extended Plan**

**Reach for the Stars!**

- Students get in pairs.
- They draw the instructions for signs.
- They explain them.
- The students share with the class.



**Lift off!**

1. Practice the following words about signs at school.

Slow      \_\_\_ Slow  
Drill      \_\_\_ Drill



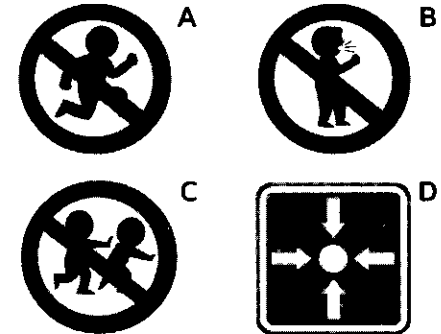
**Accelerate!**

2. Read the following paragraph. Look at the signs and comment the meaning of each with your classmates and your teacher. Students' answers

**What to Do...?**

At every school, there is a protocol to follow in case of a drill or an earthquake. Signs are so important that they can tell a whole story or a set of instructions.

What do you think these signs mean?



**Reach for the Stars!**

3. Write the letters corresponding to the signs mentioned above. Check your answers with a classmate and see if you agree.

1. Walk to the meeting point.      D
2. Do not shout!                      B
3. Do not push!                      C
4. Do not run!                        A

**Let's Orbit English!**



Listen to your teacher and repeat the sentences

Signs related to fire are in red.



The color for disposing and recycling is usually green.



Can you tell the meaning of this sign?



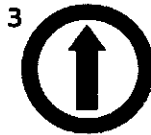
**Lift off!**

1. Look at the following instructions to get to the playground. Order them according to their sign.



4 You will get to the playground.

2 Turn right.



3 Walk straight.

1 Walk until you see the traffic light.



**Accelerate!**

2. Listen to the instructions and complete the missing words.

1. Walk        down        the stairs.

2. Turn        left       .

3. Pass the        restrooms       .

4. Enter the        cafeteria       .



**Reach for the Stars!**

3. Change the words you used to complete the last activity. Choose from the following words and write alternative instructions.

right

library

up

classroom

1. Walk        up        the stairs.

3. Pass the        classroom       .

2. Turn        right       .

4. Enter the        library       .



Listen and repeat the sentences.



This container is only for recyclable plastic.

Save water and our environment!



Please remain in silence.

**Fast Plan**

**Lift off!**

- Tell students information signs can lead them to different places.
- Students look at the following instructions to get to the playground.
- They order them according to their sign.
- Monitor and correct.

**Accelerate!**

- Arrange the class in pairs.
- Play Track 37.
- Students listen to the instructions and complete the missing words.
- Monitor and correct.

**Reach for the Stars!**

- Remind students that different words change a complete idea.
- Students change the words they used in *Accelerate!* with words from the box for alternative instructions.
- Students read them aloud.
- Other students explain them.

**Let's Orbit English!**

- Model the sentences on the board.
- Play Track 38.
- Tell students to repeat the sentences.
- Students read the sentences in turns.

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups and find more alternatives for the instructions.
- They explain what they mean.
- Students share with the rest of the class.



**Fast Plan**  
**Lift off!**

- Write on the board *aid*, *slippery*.
- Make students repeat the words.
- Ask them if they know what the words mean.
- Give examples.

**Accelerate!**

- Ask students what activities we can do in a library.
- Students tell what behavior we are supposed to have there.
- They look at the signs.
- Students check the ones they think they can find in a library.
- Monitor and correct.

**Reach for the Stars!**

- Ask students if they think they can find the signs in *Accelerate!* somewhere else.
- They write the number of the signs they can find in public places.
- Students share their answers.
- Monitor and correct when needed.
- Students read by themselves in turns.

**Let's Orbit English!**

- Ask students to tell some of the instructions they have learned.
- Read the sentences aloud.
- Have students repeat them.

**Extended Plan**

**Let's Orbit English!**

- Students get in small groups.
- They tell some instructions that include what they say in the signs.
- Explain the instructions.
- Share with the class.

**Lift off!**

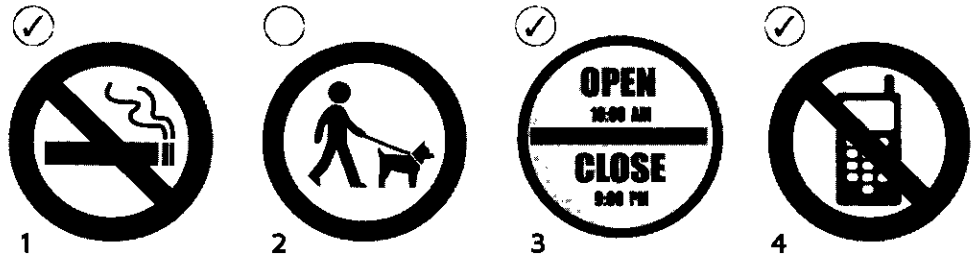
1. Practice the following words about signs.

Aid                      Aid  
Slippery                Slippery



**Accelerate!**

2. Look at the signs. Check (✓) those you can find inside a library.



**Reach for the Stars!**

3. Look at the signs in the previous activity. Write the number of the sign or signs you can find in the following public places.

- |               |     |     |     |
|---------------|-----|-----|-----|
| 1. Park       | (2) |     |     |
| 2. Museum     | (1) | (3) | (4) |
| 3. Restaurant | (1) |     |     |
| 4. Hospital   | (1) |     |     |

**Let's Orbit English!**



- Listen to your teacher. Repeat the sentences.

Signs can include arrows and numbers.



Signs can also contain silhouettes.



How would you draw a sign for "Do not touch!"?



**Lift off!**

1. Look at the following signs. Based on them, underline the meaning of the words in the middle column.



put

- A. throw
- B. stretch your arm
- C. recycle



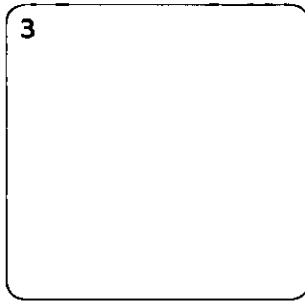
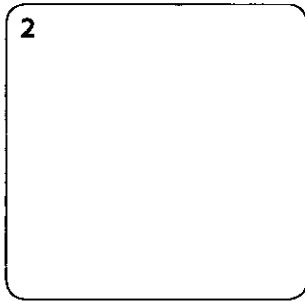
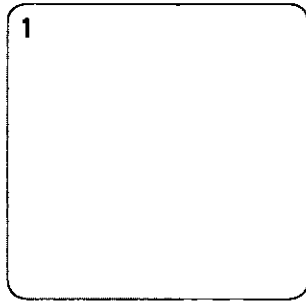
dog food

- A. dog food
- B. a type of belt
- C. a bow



**Accelerate!**

2. Listen to the track. Draw a sign according to each of the cases described. Students' answers



**Reach for the Stars!**

3. Compare your signs with your classmates' and discuss their characteristics.



Listen and repeat the sentences.



Crossing out means DO NOT.



A skull means danger!



An image tells more than 1000 words!

**Fast Plan**

**Lift off!**

- Tell students to look at the signs.
- They explain what they see.
- Students underline the meaning of the words in the middle column.
- Monitor and correct.

**Accelerate!**

- Students to tell signs, colors, and instructions they have learned in this unit.
- Play Track 39.
- Students draw a sign according to each case described in the track.
- Monitor and correct if necessary.
- So as to properly develop the unit product, the purpose of this exercise is to have students practice the drawing of signs for a specific purpose.

**Reach for the Stars!**

- Students compare the signs they drew in Accelerate! with their classmates.
- They discuss their characteristics.
- They tell why they think they are alike or different.

**Let's Orbit English!**

- Play Track 40.
- Repeat the sentences they hear.
- Tell what each sentences means.
- Students read the sentences in turns.

**Extended Plan**

**Let's Orbit English!**

- Students get in groups.
- They discuss where they think they would find those signs.
- They explain what they mean.



**Fast Plan**

**Lift off!**

- Write on the board *trash*, *litter*.
- Ask the students if they know what these words mean.
- Students tell sentences using the words.

**Accelerate!**

- Write the words *trash* / *litter* / *waste* / *rubbish* on the board and explain students that they are synonyms, then have them infer their meaning.
- Read the words aloud and elicit choral and individual repetition until students are confident with the pronunciation.
- Play Track 41 and have students do the exercise.

**Reach for the Stars!**

- Students complete instructions using either of the words they have just learned.
- In teams, have them read the instructions aloud, changing the intonation as if they were angry, kindly asking, or as if they were talking to someone younger, as if they were a teacher, or a mother or a father.

**Let's Orbit English!**

- Students look at the illustrations.
- They describe the signs.
- Students listen and repeat the sentences.
- They read the sentences aloud in turns.
- Make sure students understand the sentences with the support of the images.

**Extended Plan**

**Reach for the Stars!**

- Students write the sentences on paper strips.
- They read the sentences and explain each one.
- They mime each and the others guess.

**Lift off!**

1. Practice the following words

Trash                      Trash  
Litter                      Litter

**Accelerate!**

2. Listen to the following sentences. Circle the different ways to say garbage.

1. Pick up the trash.
2. Don't throw trash down.
3. Litter can be paper, toys, cans or plates.
4. Don't throw waste out of car windows.
5. Don't leave rubbish on the floor.



**Reach for the Stars!**

3. Complete the instructions with any of the words you circle in the previous activity.

1. Pick the trash / litter / waste / rubbish up!
2. Don't throw the trash / litter / waste / rubbish down.
3. Don't throw trash / litter / waste / rubbish out of car windows.
4. Don't leave trash / litter / waste / rubbish on the floor.

**Let's Orbit English!**



Listen to your teacher. Repeat the sentences.

Signs do not have a lot of words.



Trash should not be on the ground!



We must all put the trash in the trash can.

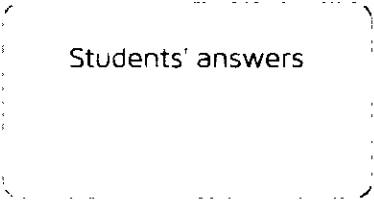




**Lift off!**

1. In pairs, draw two signs to represent two instructions from *Reach for the Stars!* in the previous page. Show the signs to a classmate so he/she can tell the number of the instruction it refers to

Students' answers



Students' answers



**Accelerate!**

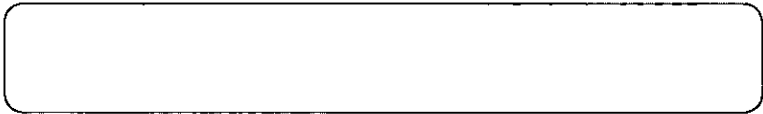
2. Order the words to write 3 instructions you must follow when you go to a shopping mall.

1. parents – close – your – Stay – to  
Stay close to your parents.
2. emergency – Locate – exit – the  
Locate the emergency exit.
3. proper – the – into – trash – Throw – can – a  
Throw the trash into a proper can.



**Reach for the Stars!**

3. In pairs, discuss and decide which of the instructions from the previous exercise is the most important and draw a sign that properly represents it. Students' answers



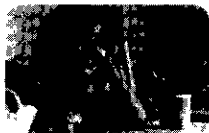
Listen to the following track. Repeat the sentences.



Write down your instruction.



Check for understanding and spelling.



Draw a sign for that instruction.

**Fast Plan**

**Lift off!**

- Students choose two of the instructions from *Reach for the Stars!* on the previous exercise and individually draw signs to represent them.
- Students show their signs to their pairs, who have to tell what the represented instruction is.
- Monitor and encourage participation.

**Accelerate!**

- Write *shopping mall* on the board.
- Ask students to tell what they can do there and what security instructions they should follow.
- Students order the words to write 3 instructions to follow in a shopping mall.
- Monitor and correct when needed.

**Reach for the Stars!**

- Students share the instructions they wrote in *Accelerate!* with the class.
- They draw a sign for each one.
- They explain their drawings.

**Let's Orbit English!**

- Write the instructions on the board.
- Play Track 42.
- Ask students to repeat the instructions.
- Students read the instructions in turns.

**Extended Plan**

**Accelerate!**

- Students get in pairs.
- They tell what the most important instruction they must follow in a shopping mall is.
- They explain the instruction.
- Teacher monitors and promotes participation.

# Product 4: Signposting for Public Places

## Signposting for Public Places

- Tell students they will design signposting for public places.
- Help students check the materials they will use.
- Read the instructions with them and explain when necessary.
- Give examples to help the students to design their signs.
- Monitor while they do it.
- At the end they present the sign to the class.

## My Progress

- Tell students to circle the faces to say how they felt about their signs product.
- Was it fun?
- Was it easy?
- Discuss what they learned. Tell students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

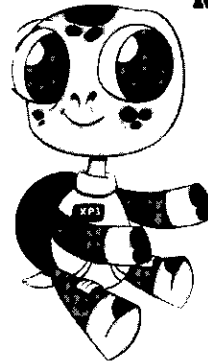
## Big Book

**Week one:** Ask students to take a look at the first page of the *Non-Fiction Signs Everywhere* story. Say: *What is it going to be about?* Students answer may be: *It is going to be about signs.* Play Track 43, then ask: *How old are signs?* Have students express different answers.

**Week two:** Say: *Let's listen to our Fact Book Signs everywhere! again.* (Play Track 43) *Let's listen again and follow along the reading with your finger.* Play Track 43 again and ask: *What were the most important signs after the Industrial Revolution?* Encourage students to express different answers.

**Week three:** Say: *Let's listen to Signs everywhere! again.* (Play Track 43) *Now it's your turn! Find a reading partner and take turns reading the story to each other.* Give the students time to read to each other. Ask: *What are some of the most recognized signs? Why are signs extremely important?* Let students express different answers.

## Materials



pencil



colors

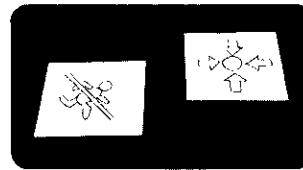


paper



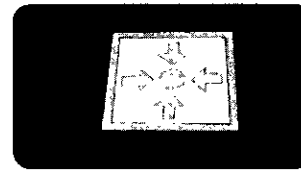
markers

### Step 1



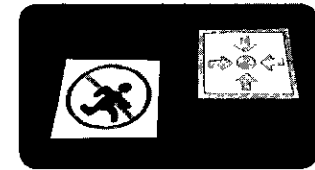
Trace public signs of your community.

### Step 2



Draw your signs.

### Step 3



Present the signs to your class.

## My Progress

Check (✓) the correct answers.

### The sign I produced...



Is easy to understand (without the instructions).

Explains the instructions accurately.

Contains a drawing, a number, or few letters.

Is written correctly (without spelling mistakes).

Has the proper color (instructing, warning, providing information).

Was it...

fun?



easy?



## My Logbook



### Draw and write.

Now I can talk about...

---

---

---

Use the following space to draw your favorite product in this term.  
When you are done, show it to a classmate and explain him/her the reasons why you liked it the most.

Next term I would like to learn...

---

---

---

### My Logbook

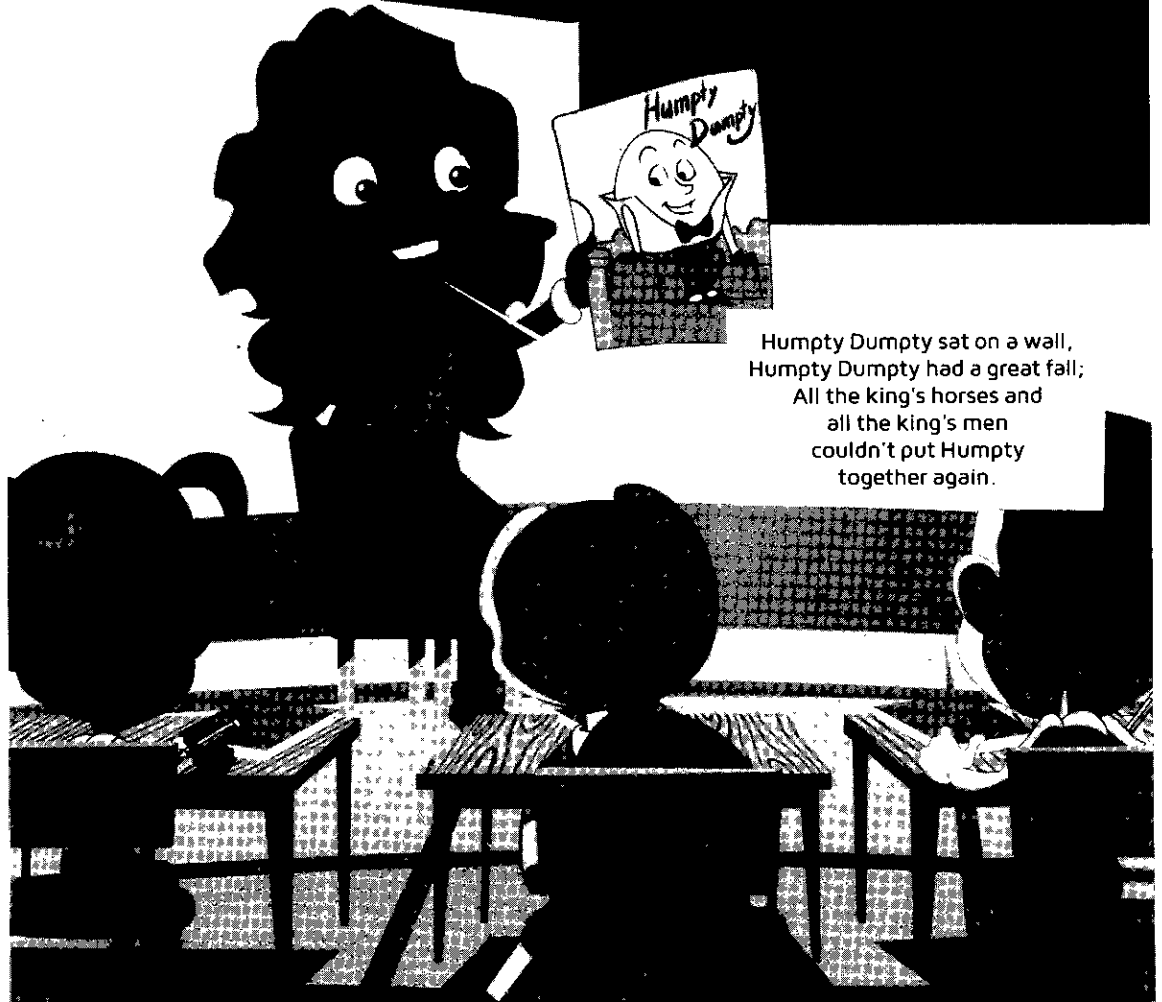
- Tell students to write what they learned in this term.
- Tell students to use the space to draw their favorite product in this term.
- Promote participation.
- Later they can share with the class.
- Then tell students to write what they would like to learn in the next term.
- Promote participation.
- They can then share with the class.

# Second Term

## Course Achievement:

The learner interprets and responds to isolated words and simple expressions of routine and quotidian use in basic social interactions. The expressions must be typical of his/her everyday contexts like school, home, and community. The learner responds with known expressions to oral and written models related to immediate communication needs. The learner responses must have a specific objective and intention. The learner mentions basic information about him or herself and his/her everyday contexts. The learner follows and gives very basic instructions related to his/her immediate contexts. The learner interacts with others and with the culture through games and other activities. The learner uses some linguistic or non-linguistic resources to relate with others and culture.

# Second Term



Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall;  
All the king's horses and  
all the king's men  
couldn't put Humpty  
together again.

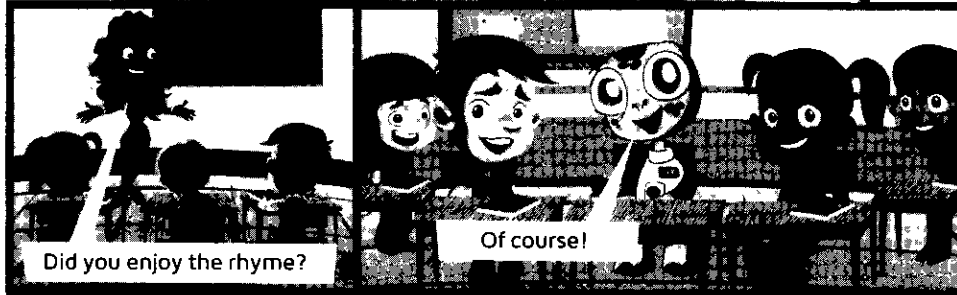
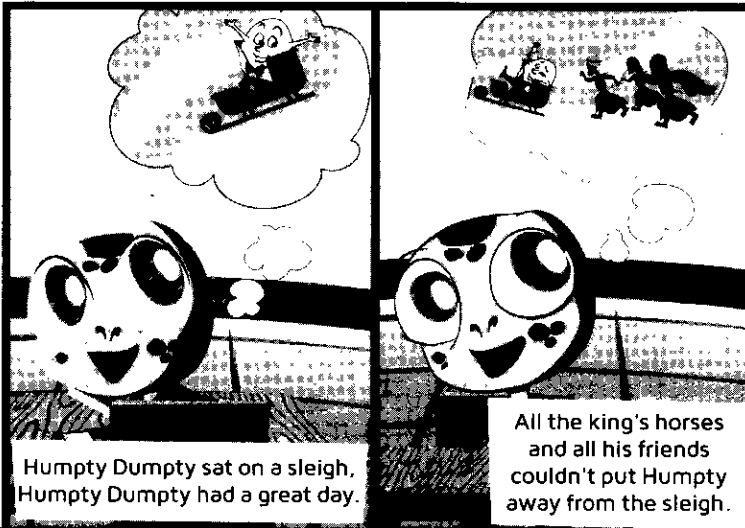
**Course Achievement.** The learner interprets and responds to isolated words and simple expressions of routine and quotidian use in basic social interactions. The expressions must be typical of his/her everyday contexts, like school, home, and community. The learner responds with known expressions to oral and written models related to immediate communication needs. The learner responses must have a specific objective and intention. The learner mentions basic information about him or herself and his/her everyday contexts. The learner follows and gives very basic instructions related to his/her immediate contexts. The learner interacts with others and with the culture through ludic activities. The learner uses some linguistic or non-linguistic resources to relate with others and culture.

# UNIT 5

## Poems for Everybody



Read and discuss with your teacher



**Environment.** Literary and Ludic

**Social Practice.** Change verses in a children's poem.

**Achievements:**

- Explore illustrated children's poems.
- Participate and read aloud children's poems.
- Complete written poems.

**Product:** Verse Cards Game

# UNIT 5

**Environment**

Literary and Ludic

**Social Practice**

Change verses in a children's poem.

**Achievements**

- Explore illustrated children's poems.
- Read aloud children's poems.
- Complete written poems.

**Product**

Verse Cards Game.

**Blast Off!**

- Elicit from students what they can see in the comic frames (*I can see Pam, Jason, XP3, Miss Lucy, a book*).
- Ask students to listen as you read the dialogs and to follow the text. You can use a different intonation to reinforce the idea that Miss Lucy is telling a story that rhymes. (*Humpty Dumpty*).
- Once you have finished reading, allow students to express their ideas about the story.
- You can divide the group and have students repeat different parts of the rhyme.

## LESSON 17

### Fast Plan

#### Lift Off!

- Write *middle*, *puddle* on the board.
- Remind students what a rhyme is.
- Practice the words on the board.
- Read them aloud.
- Monitor and correct.

#### Accelerate!

- Students say what a verse and a stanza are.
- Model the dialog.
- Students read the dialog in pairs.
- Monitor and correct.

#### Reach for the Stars!

- Play Track 44.
- Students listen and sing the traditional song with the group.
- They identify and underline the words that match the pictures.
- Students write missing words of the song.
- Monitor and correct.

#### Let's Orbit English!

- Tell students to pay attention to the sentences.
- Model the sentences.
- Students repeat them aloud.
- They read the sentences in turns.

#### Extended Plan

##### Reach for the stars!

- Students identify which words rhyme in the song.
- In order to prepare students for the development of the unit product (*Verse Cards Game*), students change some words that can rhyme too.
- They discuss why they made those decisions.

## Lesson 17



### Lift off!

1. Practice these words from a rhyme.

Middle

Middle

Puddle

Puddle



### Accelerate!

2. Read aloud. Practice the dialog in pairs.

**Student A:** What is a verse?

**Student B:** A verse is a line in a poem or a song.

**Student A:** What is a stanza?

**Student B:** A stanza is two or more verses.



### Reach for the Stars! ▶

3. Listen and sing this traditional song with your group. Write the missing words that match the pictures



#### Are You Sleeping?

Are you \_\_\_ sleeping ?

Are you sleeping?

Brother John! Brother John!

Morning bells are ringing !

Morning bells are ringing!

Ding, Dang, Dong.

Ding, Dang, Dong.



### Let's Orbit English!



- Listen to your teacher. Repeat the sentences after him/her.

In a shower of rain.



Doctor Foster  
went to Gloucester.



He stepped in a puddle.



**Lift off!**

1. Underline the option that describes Doctor Foster's actions best.

Why do you think Doctor Foster has an umbrella?

- a. Because it's raining.      b. Because it's a sunny day.

Do you think he stepped in a puddle on purpose?

- a. No, I don't.      b. Yes, I do.



**Accelerate!**

2. Match the words to the images.

rain      shower      middle



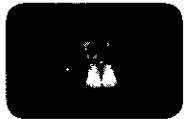
**Reach for the Stars!**

3. Check (✓) in front of two of the verses of Doctor Foster's rhyme at the previous page.

- And got totally wet      ✓ He stepped in a puddle.  
 ✓ In a shower of rain.      Then he went back home

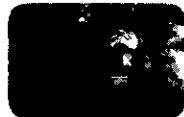


Listen and repeat the sentences



Puddle and middle are words that rhyme.

Rain and again also rhyme.



Gloucester is a British City.

**Fast Plan**

**Lift off!**

- Write on the board *went, is going to, do, don't*.
- Students tell what these words are used for.
- They underline the correct option.
- Monitor and correct.

**Accelerate!**

- Tell students to get in pairs.
- Students discuss the differences among *puddle, rain, and shower*.
- They match the words to the images.
- Students share their answers with the class.
- Monitor and correct.

**Reach for the Stars!**

- Tell students to remember what a verse is.
- They check the last two verses in the Doctor Foster's rhyme.
- Students share their answers with the group.
- Monitor and correct if necessary.
- They practice the verses in turns.
- Remind students that for the proper development of the unit product, they will have to identify the rhyming words.

**Let's Orbit English!**

- The students look at the images and describe them.
- Play Track 45.
- Model the sentences.
- Students repeat the sentences.

**Extended Plan**

**Accelerate!**

- Students get in pairs.
- They draw words and give examples.
- They explain them.
- Students share with the class.

**Fast Plan  
Lift off!**

- Students give examples of rhymes they remember.
- Write on the board *cry, pie*.
- Students practice these words for the product (Verse Cards Game).
- Monitor and correct.

**Accelerate!**

- Students read the poem aloud.
- They match words to pictures with the numbers.
- Students find and say aloud the words that rhyme.
- Elicit choral and individual repetition, highlight the importance of finding rhyming words they can use for the unit product.
- Monitor and correct.

**Reach for the Stars!**

- Students read the poem aloud again.
- Model the pronunciation of the poem.
- Students read the poem aloud for a classmate.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Write the sentences on the board.
- Model the sentences written on the board.
- Tell students to repeat the sentences.
- Students read the sentences in turns.

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups and read the poem again.
- They point the rhymes out.
- Students change words to keep the rhymes.
- They share their answers with the rest of the class.



**Lift off!**

1. Practice writing words that rhyme. Use them when working on your product. (Verse Cards Game)

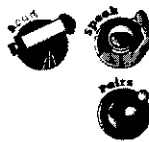
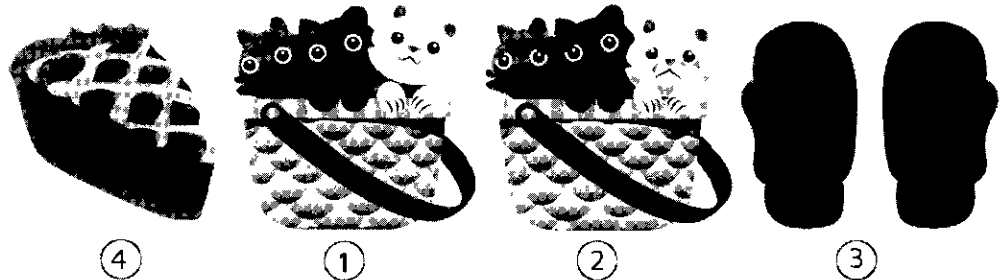
Cry                      Cry  
Pie                        Pie



**Accelerate!**

2. Read this poem and match words with pictures using numbers 1, 2, 3, and 4.

Three little **(1) kittens** lost their mittens,  
And they began to **(2) cry**.  
You naughty kittens! You lost your **(3) mittens**.  
Now, you shall have no **(4) pie**!



**Reach for the Stars!**

3. Read the poem aloud to a classmate

**Let's Orbit English!**



- Listen to your teacher. Repeat the sentences.



A kitten is a young cat.

Mitten is a special type of glove.



Buy, shy, and tie rhyme with cry!





**Lift off!**

1. Listen to the poem and complete the blanks with one of the following words.

can                      goes                      knows                      ran

**Wind On The Hill**  
By A. A. Milne

No one can tell me,  
Nobody knows ,  
Where the wind comes from,  
Where the wind goes .  
  
It's flying from somewhere  
As fast as it can ,  
I couldn't keep up with,  
Not if I ran .



**Fast Plan**  
**Lift off!**

- Write on the board *can, goes, knows, ran*.
- Make students repeat the words.
- Play Track 46.
- Students complete the blanks with a word from the box.
- Monitor and correct.
- Students keep on identifying the words that rhyme, which must be considered when elaborating the unit product.

**Accelerate!**

- Tell students to get in pairs.
- They read the poem in *Lift Off!* again.
- They analyze the poem with your help.
- Students complete the sentences.
- Monitor and correct.

**Reach for the Stars!**

- Check the answers with the students.
- Students read the poem with the rest of the class.
- They share which answers they corrected.

**Let's Orbit English!**

- Ask students to tell how verses in a poem are formed.
- Read the phrases aloud.
- Let students to listen the sentences as many times as they need.
- Have students repeat them.
- Students read by themselves in turns.

**Extended Plan**

**Let's Orbit English!**

- Students get in small groups.
- They identify the rhymes in the verses.
- The students explain how verses are formed.
- Divide the group into two teams and have them repeat different parts of the verses.



**Accelerate!**

2. Analyze the poem. Complete the following sentences

1. There are 2 stanzas.
2. Every stanza has 4 verses.
3. There are 2 pairs of words that rhyme.



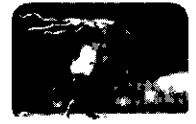
**Reach for the Stars!**

3. Check your answers and read the poem with the class



Listen and repeat the sentences.

But if I stopped holding  
the string of my kite,



It will blow with the wind  
for a day and the night.

Kite and night are  
words that rhyme.



**Fast Plan**  
**Lift off!**

- Write on the board *dock, clock*.
- Read the words aloud.
- Students practice the rhyming words with a classmate.
- Monitor and correct.

**Accelerate!**

- Model the rhyme.
- Students read aloud and practice the rhyme.
- They mark the words that rhyme.
- Monitor and correct if necessary.
- Tell students to add these rhyming words to the ones they have already learned, so they can use them in the unit product.

**Reach for the Stars!**

- Students read the song in silence.
- Students identify the words they think that rhyme.
- Play Track 48.
- Students sing the song with the group.
- They identify the rhyming words.

**Let's Orbit English!**

- Model the sentences.
- Students repeat the sentences they hear.
- Tell what each sentence means.
- Students read the sentences in turns.

**Extended Plan**

**Let's Orbit English!**

- Students get in groups.
- They read the three phrases together and discuss if they rhyme.
- Students substitute the words clock and dock for other words that rhyme. For example, *cat* and *hat*.



**Lift off!**

1. Practice these rhyming words from a song.

Dock               Dock  
Clock               Clock



**Accelerate!**

2. Read aloud. Find the words that rhyme and write the numbers below. Practice the rhyme.

*Rhyming words are simply great. (1)*  
*Rhyming helps you to create. (2)*  
*Rhyming words are fun to say. (3)*  
*Rhyming makes me laugh and play! (4)*

Rhyme: 1 and    2

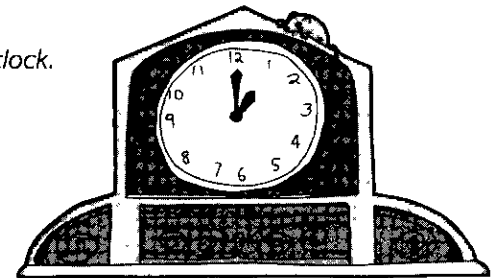
Rhyme: 3 and    4



**Reach for the Stars!**

3. Sing this song with your group. Close your book and sing once more! Identify the rhyming words.

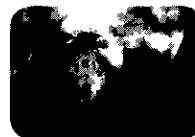
*Hickory, dickory, dock!*  
*The mouse ran up the clock.*  
*The clock struck one.*  
*The mouse ran down.*  
*Hickory, dickory, dock!*



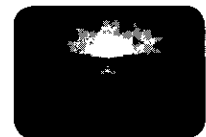
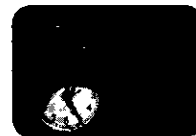
**Let's Orbit English!**



- Listen to your teacher. Repeat the sentences.



C - L - O - C - K



Now spell dock!



**Lift off!**

1. Underline the words that rhyme with kite.  
Repeat the words aloud.

- A. light                  B. ride                  C. day                  D. white  
E. wide                  F. write                  G. night                  H. pride



**Accelerate!**

2. Number the verses of the stanza as you hear them.

- 2    Where the wind goes...  
4    Nobody knows.  
1    So then I could tell them  
3    But where the wind comes from



**Reach for the Stars!**

3. Underline the verse with 6 words and circle the word that matches the image.

I often wish I were a King  
And then I could do anything.



4. Listen and repeat the sentences.

I often wish I were a King.



And then I could do anything.



Can you spell *king* please?  
K - I - N - G



**Fast Plan**

**Lift off!**

- Write on the board *light, ride, day, white, wide, write, night, pride*.
- Ask the students to read them aloud.
- Students identify words with similar sound.
- They underline the words that rhyme with *kite*.
- They read them aloud.

**Accelerate!**

- Play Track 49.
- Students number the verses of the stanza as they hear them.
- They read the stanza in order to the class.
- They listen again and check.

**Reach for the Stars!**

- Ask students to read the sentence aloud.
- They circle the word that matches the image.
- They count the number of words in each verse.
- Students underline the 6 words verse.
- They read the sentence aloud in turns.

**Let's Orbit English!**

- Students look at the illustrations.
- They describe them.
- Play Track 50.
- Students listen and repeat the sentences.

**Extended Plan**

**Accelerate!**

- Students discuss which verse has more words.
- They discuss if the rhyme can be kept no matter how many words a verse has. You help them to come up with the answer.
- They tell their conclusions to the class.

**Fast Plan  
Lift off!**

- Ask students to read *spinner*, *center* written on the board.
- They tell if they know what they mean.
- Students practice the words.

**Accelerate!**

- Students read the stanzas.
- They give options of words that could rhyme with the last one.
- They select the letter for the verse that best completes the last stanza.
- They share with the rest of the class.

**Reach for the Stars!**

- Students read the verses in silence.
- They match the beginning and end of each one.
- Students share their answers.
- They read the stanza aloud.

**Let's Orbit English!**

- Write the instructions on the board.
- Play track 51.
- Tell students to repeat the instructions.
- Students read the sentences in turns.

**Extended Plan**

**Reach for the Stars!**

- Students discuss if there is another way to complete the verses.
- They invent different beginnings and endings.
- Students share with the class.

**Lift off!**

1. Practice these rhyming words.



Spinner                  Spinner  
Center                      Center

**Accelerate!**

2. Read the stanzas and select the letter for the verse that best completes the last one so it rhymes.



If only I were King of Spain,                  A ...I wouldn't brush my hair for aunts.  
I'd take my hat off in the rain.                B ...I'd ask an elephant to stay.  
I think, if I were King of Greece,              C ...I'd push things off the mantelpiece.  
C    D ...I'd think of lovely things to do.

**Reach for the Stars!**

3. Match the beginning of the verse with its ending. Take turns to say the verses aloud.



the King of Timbuctoo	→	the King of Babylon
gloves undone	→	things to do
the King of Babylon	→	the King of Timbuctoo
things to do	→	gloves undone

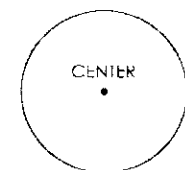
**Let's Orbit English!**



Listen and repeat the sentences.

Cut a circle for your spinner.

Mark the center of the circle.



Draw lines to divide the circle.



# Product 5: Verse Cards Game

## Verse Cards Game

- Tell students they will design a verse cards game.
- Help students check the materials they will use.
- Read the instructions with them and explain when necessary.
- Read along with the students examples they can follow to build their project.
- Monitor while they do it.
- At the end they present their work to the class.

## My Progress

- Tell students to circle the faces to say how they felt about the product in this unit related to rhymes and tales
- Was it fun?
- Was it easy?
- Discuss what they learned. Ask students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

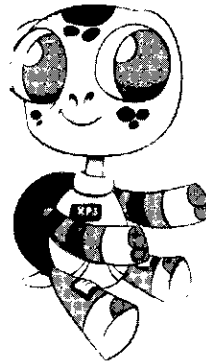
## Big Book

**Week One:** Say, *this time we are going to read on our Fiction Big Book a story with rhymes, as you can read in the title!* Ask students to take a look at the first page. Then, ask: *How many verses are there in this first stanza? Which is the verse with more words? Now go to the whole story and see how many stanzas are there.*

**Week Two:** Say, *let's listen to our Fiction Big Book Rhyming Connections! again.* Ask students to listen to the second and third stanzas again and follow along with their finger. Play Track 53. Ask students: *What are the rhyming words in the stanza on page 17? What are the rhyming words in the stanza on page 18?*

**Week Three:** Say, *let's listen to Rhyming Connections! again.* Play Track 53. Ask students to find a reading partner and take turns reading the story to each other. Then, ask: *What are the rhyming words in the stanza on page 19? What are the rhyming words in the stanza on page 20?*

## Materials



markers



paper

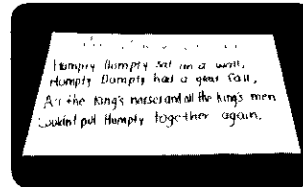


scissors



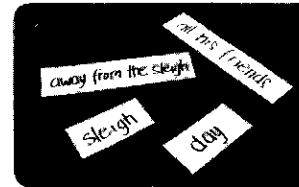
cardboard

### Step 1



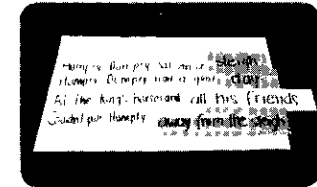
Decide and write down a stanza.

### Step 2



Write different words that rhyme in each verse.

### Step 3



Create different verses by changing the words in the verses.

## My Progress

Check (✓) the correct answers.

I learned to...	😊	☹️
Distinguish verses from stanzas.		
Distinguish words that rhyme.		
Rewrite words in verses or stanzas.		
Recognize intonation changes.		

Was it...

fun? 😊 ☹️ easy? 😊 ☹️

# UNIT 6

## How Do Fruits Grow?



Read and understand the text. Write questions for information on agricultural products.



**Environment.** Academic and Educational

**Social Practice.** Write questions for information on agricultural products.

**Achievements:**

- Explore illustrated children's books about agricultural products.
- Participate in the exchange of questions and answers on agricultural products.
- Review writing questions to get information.

**Product:** Questionnaire for Agricultural Products

# UNIT 6

**Environment**

Academic and Educational

**Social Practice**

Write questions for information on agricultural products.

**Achievements**

- Explore illustrated children's books about agricultural products.
- Participate in the exchange of questions and answers on agricultural products.
- Review writing questions to get information.

**Product**

Questionnaire for Agricultural Products.

**Blast Off!**

- Elicit from students what they can see in the comic frames (*I can see Pam, Jason, XP3, Miss Lucy, a farm, a plant, a tree*).
- Ask students to listen as you read the dialogs and to follow the text.
- Once you have finished reading, allow students to express their ideas about the story.
- You can ask some follow-up questions, for example, *Where are they? Have you ever visited a farm? Do you like fruits? Do you like vegetables?*

**Fast Plan**

**Lift off!**

- Write *fruit, grain* on the board.
- Ask students what kind of words they belong to.
- Practice the words on the board.
- Read them aloud.
- Monitor and correct.

**Accelerate!**

- Students get an idea of what a riddle is by looking at the text.
- You read the riddle and students follow.
- They try to answer the questions.
- The students share their answers in pairs.
- Monitor and correct.

**Reach for the Stars!**

- Ask students to name food where they can find cocoa.
- Students read the words and check the words they think are related to cocoa.
- They share their answers with the group.
- Monitor and correct.

**Let's Orbit English!**

- Remind the students where they can find cocoa.
- Model the sentences.
- Students repeat the sentences.

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups.
- They discuss if they like cocoa and why.
- They tell what they learned about cocoa.
- They share with the class.



**Lift off!**

1. Practice these words about typical farm products.

Fruit                  Fruit                                  Grain                  Grain



**Accelerate!**

2. Solve the riddle and underline the correct answers.

*It is brown and grows on trees. You can use it to make candies, cakes, and hot and cold drinks.*



1. What is it?
  - a. Coconut                                  b. Pineapple                                  c. Cocoa
2. Why do most of the people like it?
  - a. They like its taste.                  b. They like its aroma.
  - c. They like its color.
3. Where is it used?
  - a. In a lemon cake                                  b. In a chocolate cake
  - c. In a vanilla cake



**Reach for the Stars!**

3. Check (✓) the words related to cocoa. Talk about them.

juice                  ✓ cake                  .. grain                  ✓ ..tree                  ✓ ..chocolate

**Let's Orbit English!**



Listen to your teacher. Repeat the sentences.

It grows on trees.



Cocoa is a seed.



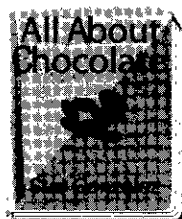
You can dry it in the sun.





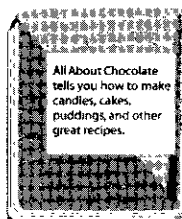
**Lift off!**

1. Match the description with the parts of this book about natural products. One part must be used twice.



All About Chocolate

1. Cocoa Seeds
2. Candies
3. Cakes
4. Pudding
5. Other Recipes



1. Tells you the topics in the book.
2. Tells you the title and author.
3. Gives extra information about the book.
4. Shows images of the content.

- The cover
- The table of contents
- The back cover



**Accelerate!**

2. Listen to someone describing parts of the book. Write the letters as you listen. (A: cover, B: table of contents, C: back cover)

1.	C	4.	A
2.	A	5.	C
3.	B	6.	A



**Reach for the Stars!**

3. Check your answers with the class. Do you all agree?



Listen to the track. Repeat the sentences.

Grind the cocoa into powder.



Mix it with milk and sugar.

Do you like hot chocolate?



**Fast Plan**

**Lift off!**

- Write on the board *the cover, the table of contents, the back cover.*
- Model the meaning of the words on the board using a book.
- Students match the description with the parts of the book.
- They read the definitions aloud.
- Monitor and correct.

**Accelerate!**

- Play Track 54.
- Students listen to the parts of the book description.
- They write the letters as they listen.
- Students share their answers in pairs.
- Monitor and provide help if needed.

**Reach for the Stars!**

- Students share the answers in *Accelerate!* with the class.
- Play Track 54 again.
- Ask students to take one of their books and indicate its parts (cover, table of contents, and back cover).
- Ask them to work in pairs.
- Monitor and help if necessary.

**Let's Orbit English!**

- Students tell how they think cocoa becomes chocolate.
- Play Track 55.
- Model the sentences.
- Students repeat the sentences.

**Fast Plan**

**Lift off!**

- Students give examples of agricultural products they know.
- Write on the board *corn*, *cereal*.
- Students practice these words.
- They tell what the words are.
- Monitor and correct.

**Accelerate!**

- Students look at the cover of the books and match.
- They share their answers in pairs.
- Monitor and correct.

**Reach for the Stars!**

- Ask the students what an ear is.
- Explain the students what the ear of corn is.
- Students check the words that describe the ear of corn.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Write the sentences on the board.
- Model the sentences written on the board.
- Tell students to repeat the sentences.
- Students read the sentences in turns.

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups and discuss which ear of corn characteristics they can see in cereal.
- They discuss why they are similar or different.
- They share their answers with the rest of the class.

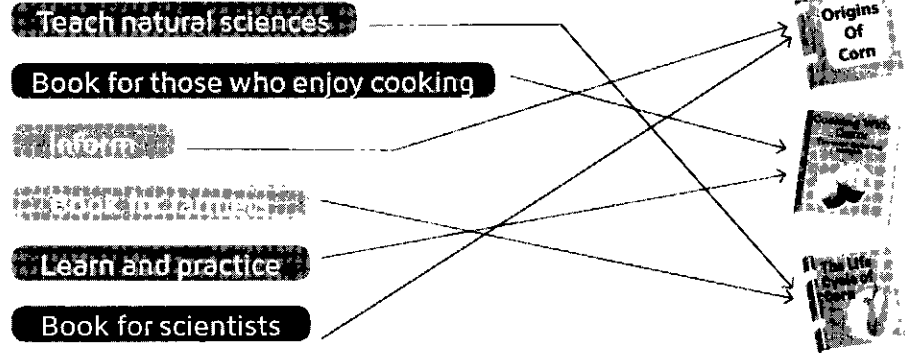
**Lift off!**

1. Practice these words about agriculture and products.

Corn                      Corn  
Cereal                     Cereal

**Accelerate!**

2. Look at the cover of the books and match them with their characteristics.



**Reach for the Stars!**

3. Check (✓) the words that describe the ear of corn. Talk about them.



white	
yellow	✓
soft	
hard	✓
sweet	✓

**Let's Orbit English!**

Match & speak together in pairs what you see in the pictures.



Corn is a cereal.

Every grain is a seed.



Oil can be obtained from corn.



**Lift off!**

1. With the following definitions, label the descriptions and the illustration.

1. Paragraph

2. Photo caption

3. Title

3. **Corn around the world**

1. Corn is one of the most grown cereals around the world (Figure 1). Corn, wheat, and rice are cereals that provide 60% of the world's energy intake. In 2013, USA, China, and Brazil were the most important cereals' producers.



**Accelerate!**

2. Read the information from the activity above and underline the correct answer.

1. What is corn?
  - a. Fruit
  - b. Cereal
  - c. Vegetable
2. Which country is an important cereal's producer?
  - a. Germany
  - b. Japan
  - c. China
3. Is wheat a cereal?
  - a. Yes, it is.
  - b. No, it is not.



**Reach for the Stars!**

3. Based on the previous exercise, discuss what the difference among the three questions is.



Listen and repeat the sentences.



How, when, and where are also question words.

All questions end with a question mark.



Yes-No questions are another type of questions.

**Fast Plan**

**Lift off!**

- Write on the board *paragraph, photo caption, title*.
- Have students repeat the words.
- Students identify the parts of a book page and match the elements.
- They share their answers with the class.
- Monitor and correct.

**Accelerate!**

- Tell students to get in pairs.
- They read the information in *Lift Off!* again.
- They answer the exercise.
- Students share their answers.
- Monitor and correct.
- In order to develop the unit product, *Questionnaire for Agricultural Products*, students analyze the differences between questions.

**Reach for the Stars!**

- Students continue working in pairs.
- They discuss what each question in *Accelerate!* is asking for.
- They decide what the differences among the questions are.

**Let's Orbit English!**

- Ask students to name words to begin questions.
- Model the sentences. Have students repeat them.
- They tell examples to use the information in the sentences.

**Extended Plan**

**Let's Orbit English!**

- Students get in small groups.
- They ask questions to each other using the question words. For example: *How are you? When do you study English? Where is your book?*
- They use the question words and answer with yes / no or other information.

**Fast Plan**  
**Lift off!**

- Write on the board *watermelon, peach*.
- Students tell how these words are different from the ones in the last units.
- Model the words.
- Read the words aloud.
- Monitor and correct.

**Accelerate!**

- Students classify the words in the boxes to describe each fruit.
- They read the words aloud in turns.
- Monitor and correct if necessary.
- They tell if they like fruits.

**Reach for the Stars!**

- Ask students to give examples of questions they can ask about the fruit.
- Elicit from students the order of the words in a question.
- Students unscramble the words.
- Have them read the questions aloud.
- Monitor and correct if necessary.
- By ordering words to make questions, students practice writing questions they will use to develop the unit product.

**Let's Orbit English!**

- Model the questions.
- Repeat the questions they hear.
- Students read the questions in turns.

**Extended Plan**

**Let's Orbit English!**

- Students get in groups.
- They discuss how they would answer each question.
- They ask each other similar questions with other kinds of food.
- They answer the questions.



**Lift off!**

1. Practice these words about agricultural products.

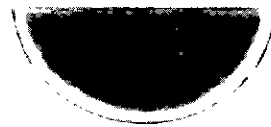
Watermelon	Watermelon
Peach	Peach



**Accelerate!**

2. Choose from the words those that best describe each fruit and write them next to the image.

big      small      orange      red      light      heavy



big  
red  
heavy



small  
orange  
light



**Reach for the Stars!**

3. Unscramble the words to write a question, and answer them orally.

1. the / What / is / color / peach / ?  
What color is the peach? .....

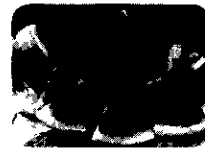
2. big / watermelon / ? / Is / the  
Is the watermelon big? .....

3. peach / ? / Is / the / heavy  
Is the peach heavy? .....

**Let's Orbit English!**



Listen to your teacher. Repeat the questions.



66 Do you like watermelon?

What fruits are red?



Is rice a fruit?



**Lift off!**

1. Listen to the description of a fruit. Check ✓ the characteristics you hear and write the name of the fruit.

- ✓ orange      oval      big      ✓ juicy      ✓ sweet
- yellow      ✓ round      ✓ small      soft      sour

The fruit is an orange.



**Accelerate!**

2. Look at the image and complete questions to obtain information about it with words from the boxes.

big      color is      it prickly      Where does

1. What color is the cactus pear?
2. Is it big?
3. Is it prickly?
4. Where does it come from?



**Reach for the Stars!**

3. Write the number of the question that you would like to ask an answer. Check your answers with a classmate and discuss them.

- 2 No, it isn't.
- 4 It comes from Mexico.
- 1 It is green or red.
- 3 Yes, it is.



Listen and repeat the sentences.

Cactus pears grow in the deserts and mountains.



Cactus pears have prickles or spines!

Peel cactus pears to find the fruit.



**Fast Plan  
Lift off!**

- Write on the board *orange, oval, yellow, round, big, small, juicy, soft, sweet, sour*.
- Ask students to say something they associate with each word.
- Play Track 57.
- Students check the characteristics they hear.
- They write the name of the fruit.
- Monitor and correct.

**Accelerate!**

- Students look at the image.
- They complete the questions.
- They tell what answers they could give.
- Students practice questions for the proper achievement of the unit product.

**Reach for the Stars!**

- Ask students to read the questions in *Accelerate!* again.
- They match the answer to each question.
- Students discuss their answers in pairs.
- Monitor and correct.
- They read the phrases aloud in turns.

**Let's Orbit English!**

- Students look at the illustrations.
- They describe them.
- Play Track 58.
- Students listen and repeat the sentences.

**Extended Plan  
Accelerate!**

- Students tell some questions they could ask about other fruit.
- They answer the questions.
- Students share with the class.
- Monitor and correct.

## Lesson 24



### Lift off!

1. Match the words with the correct meaning.

Avocado

Avocado

Vegetables

Vegetables



### Accelerate! ▶

2. Listen and choose the correct words to complete the questions.

Where

What

When

Do

1. What color is the avocado?
2. Where is it produced?
3. When was the last time you ate an avocado?
4. Do you like avocados?



### Reach for the Stars!

3. Discuss with a classmate and answer the questions.

1. Which of the previous exercise is a Yes-No question?  
Question 4
2. Underline your answer for question 4. Students' answer  
a. Yes, I do.                      b. No, I don't.
3. Answer question 3. Students' answer

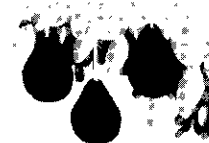
### Let's Orbit English!



Listen to your teacher. Repeat the sentences.



They grow on trees.



Avocados have a big seed.

### Fast Plan

#### Lift off!

- Ask students to read *avocado*, *vegetables* written on the board.
- They tell if they know what they mean.
- Students practice the words.

#### Accelerate!

- Students read the words in the boxes.
- They give examples of questions.
- Play Track 59.
- Students complete the questions.
- Monitor and correct.
- Students practice *wh- questions* and *yes/no questions* for the development of the unit product.

#### Reach for the Stars!

- Ask students to read the questions in *Accelerate!* again.
- Students discuss in pairs which question is a *yes/no* question.
- They conclude how to answer it.

#### Let's Orbit English!

- Write the sentences on the board.
- Model the sentences.
- Students read the sentences in turns.

### Extended Plan

#### Reach for the Stars!

- Students get in pairs.
- They ask 3 *yes/no* questions about avocado and vegetables.
- They share with the class.
- Students tell if they think their classmates *yes/no* questions were correctly formed.
- Monitor and correct.



**Lift off!**

1. Answer the following questions. Choose one of the options and put the boxes to answer them correctly.

Yes, it is.

No, it isn't.

- |                            |               |
|----------------------------|---------------|
| 1. Is avocado a vegetable? | No, it isn't. |
| 2. Is it green?            | Yes, it is.   |
| 3. Is it big?              | No, it isn't. |
| 4. Is it sweet?            | No, it isn't. |



**Accelerate!**

2. Ask your classmates the following questions. Students' answers

Yes, I do.

No, I don't.

Do you like avocados?

Do you like guacamole?



**Reach for the Stars!**

3. With your teacher's help, follow the 5 steps and get information about an agricultural product. Students' answers

1. Choose an agricultural product.
2. Write down 3 characteristics.
3. Write down 2 questions you will ask to your classmates. They can be *Wh-* or *Yes-No* type.
4. Check grammar and spelling.
5. Have your classmates answer the questionnaire.

Product:

Characteristics:

- 1.
- 2.
- 3.

Questions:

- 1.
- 2.



Listen and repeat the questions

What is your favorite cereal?



What is your favorite fruit?

Do you like vegetables?



**Fast Plan**

**Lift off!**

- Students tell how they can answer a *yes / no* question.
- They answer the questions choosing one of the given options.
- They read the answers aloud.

**Accelerate!**

- Students ask classmates the questions about *avocado* and *guacamole*.
- Students register the answers.
- Monitor and correct if necessary.

**Reach for the Stars!**

- Remind students how questions are formed.
- Help students to write questions to get information about agricultural products.
- Students write the questions for each piece of information.
- Monitor and correct.

**Let's Orbit English!**

- Model the questions.
- Students listen and repeat.
- Students read the questions in turns.

**Extended Plan**

**Reach for the Stars!**

- Students get in groups of three.
- They compare the questions they wrote.
- They help each other to improve their questions if necessary.
- They share with the class.
- This exercise summarizes the steps to be performed when developing the unit product.

# Product 6: Questionnaire for Agricultural Products

## Questionnaire for Agricultural Products

- Tell students they will write a questionnaire for agricultural products.
- Help students check the materials they will use.
- Read the instructions with them and explain when necessary.
- Give students some ideas about the agricultural products they can write about.
- Monitor while they do it.
- At the end they present their questionnaire to the class.

## My Progress

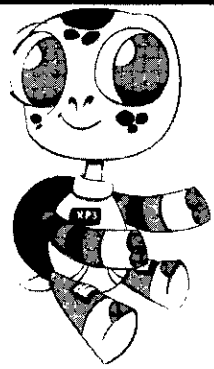
- Tell students to circle the faces to say how they felt about the questionnaire product.
- Was it fun?
- Was it easy?
- Discuss what they learned. Tell students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

## Big Book

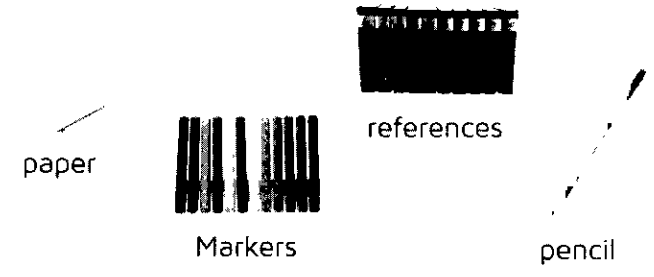
**Week One:** Ask students to take a look at the first page of the *Non-Fiction Big Book Fresh and Healthy* story. Then say, *this time our Big Book talks about how to prepare delicious dishes and desserts using some agricultural products. Let's listen!* Play Track 60. Ask students: *What is the name of the beverage on page 16?*

**Week Two:** Say, *let's listen to Fresh and Healthy! again.* Play Track 60 and ask students to listen again and follow along with their finger. Then, ask: *What do you usually have for breakfast? Have you ever had some oat such as in the reading? Did you like it? Why? Do you like vegetables? What is your favorite vegetable?*

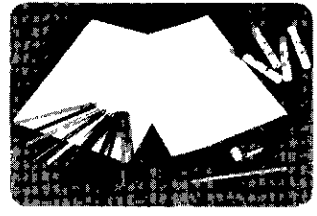
**Week Three:** Say, *let's listen to Fresh and Healthy! again.* Play Track 60. Ask students to find a reading partner and take turns reading the story to each other. Then, ask: *Can you mention any fruit that provides Vitamin C? Can anyone mention the agricultural products we read about?*



## Materials

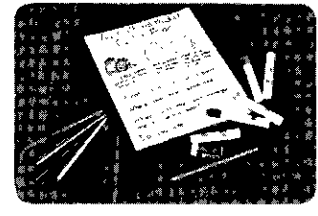


### Step 1



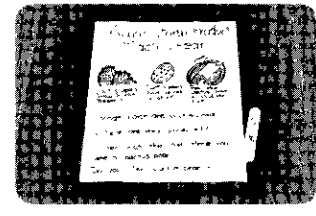
Choose an agricultural product and get information from encyclopedias.

### Step 2



Draw the product you chose and write questions about it.

### Step 3



Ask questions to people. Share your outcomes with your class.

## My Progress

Check (✓) the correct answers.

I learned to...	😊	☹️
Consult books to get information.		
Identify the parts of a book.		
Identify some characteristics of agricultural products when listening.		
Complete questions and rewrite answers to questions.		

Was it...





# UNIT 7

## What's Your Hobby?



Read and discuss with your teacher.



**Environment.** Family and Community

**Social Practice.** Exchange information on personal data.

**Achievements:**

- Explore the writing and listen to people's personal information and hobbies.
- Revise the writing of personal data and hobbies.
- Understand questions about personal data and hobbies.
- Participate in the writing of questions about personal data and hobbies.

**Product:** Hobby Bar Graph

# UNIT 7

**Environment**

Family and Community

**Social Practice**

Exchange information on personal data.

**Achievements**

- Revise the writing of personal data and hobbies.
- Understand questions about personal data and hobbies.
- Participate in the writing of questions about personal data and hobbies.

**Product**

Hobby Bar Graph.

**Blast Off!**

- Elicit from students what they can see in the comic frames. Make emphasis on the activities: soccer, basketball, traveling, learning English.
- Ask students to listen as you read the dialogs and to follow the text.
- Once you have finished reading, allow students to express their ideas about the story.
- You can ask some follow-up questions, for example, *Do you like doing the activities the characters do? What are your favorite activities?*

**Fast Plan**

**Lift off!**

- Write *paint*, *draw* on the board.
- Ask students what kind of words they are.
- Practice the words on the board.
- Read them aloud.
- Monitor and correct.

**Accelerate!**

- Students say what they think a hobby is.
- Read the paragraph aloud.
- Students read it aloud in pairs.
- They talk about their hobbies.
- Monitor and correct.

**Reach for the Stars!**

- Ask students to tell the colors they know.
- Students match the color of the paints to their names.
- They tell a classmate their favorite color.
- Students say if the favorite colors are the same or different.
- Monitor and correct.

**Let's Orbit English!**

- Tell students your favorite hobbies.
- Model the sentences for the students.
- Students repeat the sentences while they mime them.

**Extended Plan**

**Accelerate!**

- Students get in small groups.
- They tell their hobbies in turns.
- Then they repeat the hobbies trying to remember all of them.
- Share with the rest of the class.
- By identifying hobbies, students start developing the product of this unit: *Hobby Bar Graph*.

**Lift off!**

1. Practice these words about hobbies.

Paint	Paint
Draw	Draw

**Accelerate!**

2. Read aloud. Talk in pairs about your hobbies.

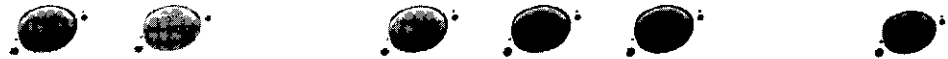


Hobby is an activity you do for pleasure when you are not working.  
Do you like painting?  
Do you like watercolors?  
They are my favorite!

**Reach for the Stars!**

3. Write the names of the colors under the correct paint. Tell a classmate your favorite color. Look at the example.

black   white   purple   blue   green   yellow   orange   red



red   orange   yellow   green   blue   purple   white   black

**Let's Orbit English!**



Listen to your teacher. Repeat the sentences.

What are your hobbies?



Well, I like to paint!



Really? I like to draw!



### Lift off!

1. Listen and read. Then answer the questions.

Vincent Van Gogh was a Dutch painter. He was born in Holland. He was an artist. "Starry Night" is one of his paintings.



- |                                      |              |
|--------------------------------------|--------------|
| 1. What was the artist's first name? | Vincent      |
| 2. Where was he born?                | In Holland   |
| 3. Mention one of his paintings.     | Starry Night |



### Accelerate!

2. Answer the questions with your own information.

Students' answers

1. What is your first name?
2. What is your last name?
3. How old are you?



### Reach for the Stars!

3. Match the number of the sentences with the pictures.



2



1



3

1. Janine loves to paint with watercolors.
2. Bernard enjoys coloring with crayons.
3. Elena likes drawing with a pencil.



1. Listen and repeat the sentences.

Our hobbies are fun!



I like singing!



I like dancing!



### Fast Plan

#### Lift off!

- Ask the students what a painter does for a living.
- Play Track 62.
- Students read aloud.
- They answer the questions.
- Monitor and correct.

#### Accelerate!

- Read the personal information questions.
- Make sure students understand what they mean.
- They answer the questions individually.
- They share their answers in small groups.
- Monitor and correct.

#### Reach for the Stars!

- Read the sentences aloud.
- Help students to understand all the words.
- Students match the number of the sentences with the pictures.
- They check their answers.
- Monitor and correct if necessary.
- They read them in turns.
- Students keep on identifying hobbies for the proper development of the unit product.

#### Let's Orbit English!

- Students remember what hobbies are.
- Play Track 63.
- Model the sentences.
- Students repeat the sentences.

### Extended Plan

#### Lift off!

- The students get in pairs.
- They talk about some famous artist they know.
- They share their ideas with a partner.

**Fast Plan**  
**Lift off!**

- Write *swim, run* on the board.
- Students say what kind of words they are.
- Tell examples.
- Model the words.
- Students read them aloud.
- Monitor and correct.

**Accelerate!**

- Students get in pairs.
- They read the text aloud.
- Then they tell if they share the same hobby and what their favorite sport is.

**Reach for the Stars!**

- Students tell which sports they know.
- They check the sports they like.
- They share their answers in pairs.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Write the sentences on the board.
- Model the sentences written on the board.
- Tell students to repeat the sentences.
- Students read the sentences in turns.
- Students learn and practice expressions they can use when working out the unit product.

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups and discuss which the favorite sport for children in your class is
- They discuss why they are similar or different in other countries.
- They share their answers with the rest of the class.



**Lift off!**

1. Practice these words about hobbies.

Swim	Swim
Run	Run



**Accelerate!**

2. Read the text aloud. Answer the question about your favorite sport aloud. Students' answer



Soccer is the hobby of 250 million people. It is a very old game. People in China, Greece, Rome, and Central America played it since a long time ago. Now, many people go to soccer games!

What is your favorite sport?



**Reach for the Stars!**

3. Check (✓) the sports you like. Share your answers with a classmate. Students' answers

<input type="checkbox"/> soccer	<input type="checkbox"/> American football	<input type="checkbox"/> baseball
<input type="checkbox"/> running	<input type="checkbox"/> volleyball	<input type="checkbox"/> gymnastics
<input type="checkbox"/> swimming	<input type="checkbox"/> tennis	<input type="checkbox"/> other

**Let's Orbit English!**

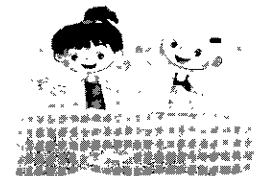


Listen to your teacher. Repeat the sentences.



What sports do you like?

We like swimming.



We like running!



**Lift off!**

1. Check ✓ the sentences according to their type

	Question	Answer
How often do you play volleyball?	✓	
I play volleyball Tuesdays and Fridays.		✓
I don't play volleyball.		✓



**Accelerate!**

2. Listen to the coach interviewing a student and complete the information about her life

First name: Mary  
 Last name: Tapia  
 Age: 7 years old  
 Country of residence: Mexico City  
 Hobbies: volleyball and singing

I'm Mary. My last name is Tapia. I'm 7 years old. I really like sports! When do I play? I play every day.



**Reach for the Stars!**

3. Ask the questions to two of your classmates and write the answers. Students' answers

What is your first name? \_\_\_\_\_

What is your last name? \_\_\_\_\_

How old are you? \_\_\_\_\_

What is your favorite hobby? \_\_\_\_\_



Listen and repeat the sentences



We like volleyball!



We like football!

I like karate!



**Fast Plan**

**Lift off!**

- Write on the board *question, answer.*
- Make sure students understand the difference between them.
- They check the type of sentence.
- Monitor and correct.

**Accelerate!**

- Play Track 64.
- Let students to listen the information as many times as they need.
- Students complete the information.
- They share their answers in pairs.
- Monitor and correct.

**Reach for the Stars!**

- Students continue working in pairs.
- They ask and answer the questions.
- They switch partners when they finish.

**Let's Orbit English!**

- Ask students to tell the illustrated sports names.
- Model the sentences.
- Students repeat the sentences.
- They tell examples to use the information in the sentences.

**Extended Plan**

**Reach for the stars!**

- Students get in small groups.
- They imagine they are different persons (e.g., a cartoon, a singer, etc.)
- They interview each other asking and answering personal information questions.
- For the development of the unit product, students practice questions they are going to ask to gather information.



**Lift off!**

1. Practice these words about the hobbies.

Knitting                  Knitting  
Pottery                   Pottery



**Accelerate!**

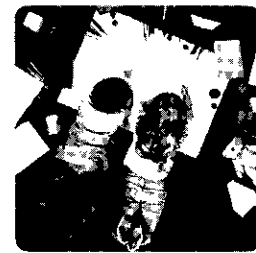
2. Listen to the conversation and underline the hobbies. Discuss with a classmate whether you like or not either of them.

**Student:** Miss Tania, what are the hobbies of second grade students?

**Miss Tania:** Well, they like to play and sing.

**Student:** Really?

**Miss Tania:** Sure. Children like sports, especially those where they play in teams. They love to learn about animals and plants. Children like to read adventure stories. They enjoy creating their own experiments, puppets, and musical instruments. Children also like to cook and draw.



**Reach for the Stars!**

3. Complete and share your answers with a classmate.

Students' answers  
My favorite hobby is \_\_\_\_\_  
My friend's favorite hobby is \_\_\_\_\_  
My mother's favorite hobby is \_\_\_\_\_  
My father's favorite hobby is \_\_\_\_\_

**Let's Orbit English!**



Listen to your teacher. Repeat the sentences.

I can knit a sweater.



I can mold a clay pot.

76 What can you make?





### Lift off!

1. Number the hobbies as you listen. Follow the example.



8 basketball



3 dominoes



7 baseball



2 reading



4 pottery



5 soccer



1 cooking



6 volleyball



### Accelerate!

2. Write the names of the hobbies that match the description.

reading	You can do it at home, in the classroom, and at the library, wherever there are books!
basketball	In this sport two teams of 5 players try to score the ball inside the opposite basket.
cooking	Think about your favorite dish! Collect the ingredients and ask your mom or dad to help.



### Reach for the Stars!

3. Find out the meaning of these hobbies. Write them down. Suggested answers

- Knitting: making clothes with a thread using two long thin needles
- Pottery: making pots and dishes from clay



Listen and repeat the sentences.

Can you spell it?



"What's your name?"  
"My name is Hilda."



"Do you like dominoes?"  
"No, I don't."



### Fast Plan

#### Lift off!

- Write on the board *basketball, dominoes, baseball, reading, pottery, soccer, cooking, volleyball*.
- Ask students to tell a word they associate with each word.
- Play Track 67.
- Students number the hobbies as they listen.
- Monitor and correct.
- Students learn and practice more hobbies for the development of the unit product.

#### Accelerate!

- Students read the descriptions in the chart.
- They write the names that match the description.
- Monitor and correct.
- Students learn and practice more hobbies for the development of the unit product.

#### Reach for the Stars!

- Ask students to use the dictionary to find the meaning of *knitting* (they should search for the word *knit*), *pottery*.
- Students discuss their answers in pairs.
- Monitor and correct.
- They read the definitions aloud in turns.

#### Let's Orbit English!

- Students look at the illustrations.
- They describe them.
- Play Track 68.
- Students listen and repeat the questions and answers.

### Extended Plan

#### Accelerate!

- Students get in small groups and tell one hobby each.
- They tell descriptions for each one.
- Students share with the class.
- Monitor and correct.



**Fast Plan**  
**Lift off!**

- Write on the board *bar graph, interview*.
- Ask students to read *bar graph, interview* written on the board.
- They tell what they mean.
- Students practice the words.

**Accelerate!**

- Students read the scrambled words.
- They unscramble the words to write questions for a survey.
- Monitor and correct.

**Reach for the Stars!**

- Ask students if they know the meaning of *hopscotch, jumping rope, dodgeball*.
- Students answer the questions.
- They share their answers with the rest of the class.
- Monitor and correct.
- Students practice how to make *yes/no questions* to ask about hobbies and learn more hobbies for the unit product.

**Let's Orbit English!**

- Write the sentences on the board.
- Play Track 69.
- Model the sentences.
- Students read the sentences in turns.

**Extended Plan**  
**Accelerate!**

- Students get in pairs.
- They ask the questions to each other.
- They answer and share with the class.
- Monitor and correct.

**Lift off!**

1. Practice these words about the product in this unit.

Bar graph    Bar graph                      Interview    Interview

**Accelerate!**

2. Unscramble the words to write questions for the survey.

1. name / is / What / first / your / ?

What is your first name?

2. spell / Can / it / you / ?

Can you spell it?

3. playing / like / you / chess / Do / ?

Do you like playing chess?

4. you / do / Who / with / play / ?

Who do you play with?



**Reach for the Stars!**

3. Look at the questions. Answer yes or no. Students' answers

Do you like...?                                      Yes                      No

playing hopscotch . . . . .



jumping rope . . . . .



playing dodgeball . . . . .



**Let's Orbit English!**

Listen and repeat the sentences.

I don't like playing dodgeball!  
It makes me nervous.

I love playing hopscotch!



My hobby is jumping rope!







**Lift off!**

1. Match the questions to the answers. Practice in pairs

How old are you?	→	My name is Ernesto.
Do you like singing?	→	I usually play with my sister.
Who do you play with?	→	I'm 7 years old.
What is your name?	→	Yes, I do.



**Accelerate!**

2. Interview three students. Write check (✓) under each name if they like the following hobbies. Students' answers

Hobby / Names			
playing soccer			
reading			
playing video games			
cooking			



**Reach for the Stars!**

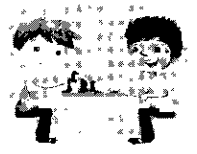
3. Follow the instructions to complete the activity.

1. Your teacher will list five hobbies.
2. Rewrite them on a piece of paper.
3. Vote in class for your favorite hobby.
4. Make a bar graph with your outcomes.



Listen and repeat the sentences

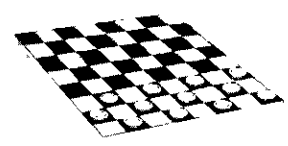
I love playing chess!



I like doing crossword puzzles!



We like playing checkers!



**Fast Plan**  
**Lift off!**

- Students read the sentences individually.
- They match the questions to the answers.
- Tell them to practice in pairs.
- Monitor and correct.

**Accelerate!**

- Students interview three other students. They write their partners' names on the chart.
- Help them use the questions they have read.
- Monitor and correct if necessary.
- Students practice collecting information in order to create the unit product (*Hobby Bar Graph*).

**Reach for the Stars!**

- Write a five hobby list on the board.
- Students copy it on a piece of paper.
- They vote for their favorite hobby.
- Students get in pairs and make a bar graph with their outcomes.
- They share and correct if necessary.

**Let's Orbit English!**

- Play Track 70.
- Model the sentences.
- Students listen and repeat.
- Students read the sentences in turns.

**Extended Plan**

**Reach for the Stars!**

- Students get in groups of three.
- They compare the answers of their interviews.
- They discuss if they are similar or different.
- They share with the class.

## Hobby Bar Graph

- Tell students they will make a hobby bar graph.
- Help students check the materials they will use.
- Read the instructions with them and explain when necessary.
- Give students examples of how they can make the graph.
- Monitor while they do it.
- At the end they present their product to the class.

## My Progress

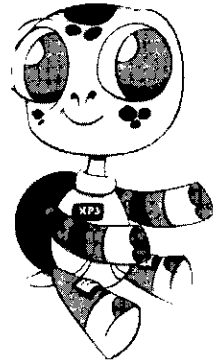
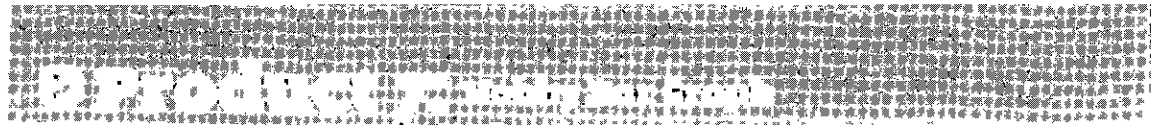
- Tell students to circle the faces to say how they felt about the hobby bar graph product.
- Was it fun?
- Was it easy?
- Discuss what they learned. Tell students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

## Big Book

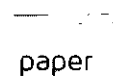
**Week one:** Ask students: *Do you remember what is Show and Tell? Can you read the title of this story in your Fiction Big Book? What do you think it is going to be about? Play Track 71, then ask: What did the teacher tell the children to bring to school? What did the children do with what they brought on Show and Tell day?*

**Week two:** Play Track 71, ask students to listen and follow along with their finger. Then, ask: *What was the first article shown? What was Maria's Hobby?*

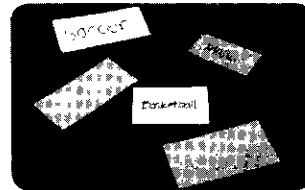
**Week three:** Say, *let's listen to Show and Tell! again.* Play Track 71 and ask students to find a reading partner. Have them take turns reading the story to each other. Finally, ask: *Who likes studying nature?*



## Materials

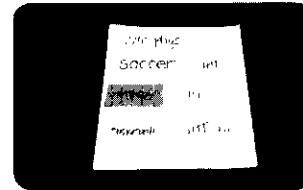


### Step 1



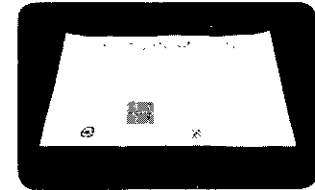
Choose some hobbies and write them down.

### Step 2



Organize your information.

### Step 3



Display a bar graph and present your outcomes.

## My Progress

Check (✓) the correct answers.



Identify my hobbies and the hobbies of others.

Identify personal information when listening.

Ask questions about personal information, and hobbies.

Answer questions about personal information, and hobbies.

Spell proper names.

Was it...



fun?



easy?



## My Logbook



### Draw and write.

Now I can talk about...

Use the following space to draw your favorite product in this term.  
When you are done, show it to a classmate and explain him/her the reasons why you liked it the most.

Next term i would like to learn...

### My Logbook

- Invite students to think about what they learned this Term.
- Ask them to compare the vocabulary or expressions they can say now regarding to those they knew before starting unit 5.
- Tell students to write what they learned in this term.
- Ask them to draw it.
- Once they have finished, invite them to share their work with the class.
- Later, ask them about the vocabulary or expressions they would like to learn next Term. Take notes if possible.

# Third Term

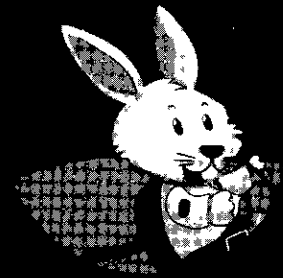
## Course Achievement:

The learner interprets and responds to isolated words and simple expressions of routine and quotidian use in basic social interactions. The expressions must be typical of his/her everyday contexts, like school, home, and community. The learner responds with known expressions to oral and written models related to immediate communication needs. The learner responses must have a specific objective and intention. The learner mentions basic information about him or herself and his/her everyday contexts. The learner follows and gives very basic instructions related to his/her immediate contexts. The learner interacts with others and with the culture through ludic activities. The learner uses some linguistic or non-linguistic resources to relate with others and culture.

# Third Term



XP3 was traveling through space when it saw a hare...



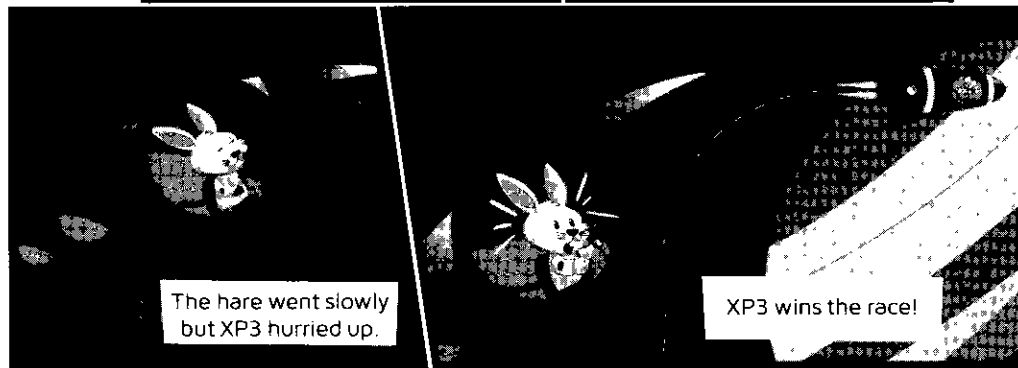
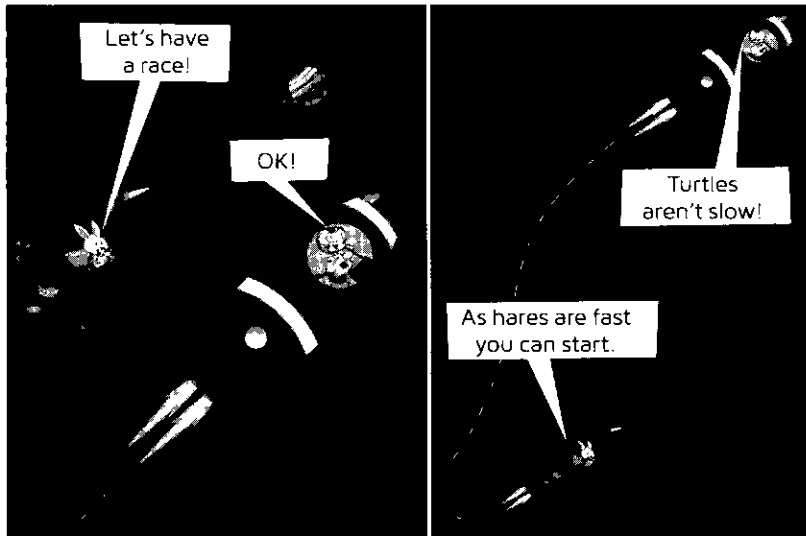
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# UNIT 8



Read and discuss with your teacher.



**Environment.** Literary and Ludic

**Social Practice.** Read stories and narrations to compare emotions.

**Achievements:**

- Check upper-case letters and question marks.
- Check writing conventions.
- Explore illustrated children's story books.
- Follow the reading aloud of a story.
- Listen and follow the reading of a tale.
- Compare emotions caused by the reading of a tale.
- Write sentences.

**Product:** Story Mural

**Environment**

Literary and Ludic

**Social Practices**

Read stories to compare emotions.

**Achievements**

- Check upper-case letters and question marks.
- Check writing conventions.
- Explore illustrated children's story books.
- Listen and follow the reading of a tale.
- Compare emotions caused by the reading of a tale.
- Write sentences.

**Product**

Story Mural.

**Blast Off!**

- Elicit from students what they can see in the comic frames (*I can see XP3 in the space, a rabbit, a spacecraft, some stars, a planet*).
- Ask students to listen as you read the dialogs and to follow the text.
- Once you have finished reading, allow students to express their ideas about the story.
- Use the opportunity to introduce some vocabulary related to the unit product (story mural).
- You can have follow-up questions (*Do you know what a mural is? What mural paintings do you know? Have you heard about Diego Rivera?*)

**Fast Plan**  
**Lift off!**

- Write *angry*, *sad* on the board.
- Mimic the feelings.
- Draw a face beside each showing the feeling.
- Practice the words on the board.
- Read them aloud.
- Monitor and correct.

**Accelerate!**

- Students read the words and look at the photos.
- Make sure they understand what they mean.
- They match the letters to the pictures.
- Monitor and correct.
- Students will be able to name different emotions in order to develop the unit product: a *Story Mural*.

**Reach for the Stars!**

- Tell students to read the story.
- They answer the questions about the characters.
- They check their answers in pairs.
- Monitor and correct.

**Let's Orbit English!**

- Tell students to pay attention to the sentences.
- Model the sentences.
- Students repeat them aloud.
- They read the sentences in turns.

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups.
- They discuss who the characters in the story are.
- They discuss if they know a person similar to those in the descriptions.

**Lift off!**



1. Use these words about feelings.

Angry    Angry    Sad    Sad



**Accelerate!**

2. Identify the words. Match the letters to the pictures.



**B. Angry**

**C. Sad**

**D. Enemy**



D



B



C



A



**Reach for the Stars!**

3. Read the story and answer the questions.



Narcissus was vain. He did not like Echo.



Echo was sad. She liked Narcissus.



Artemis was angry. She did not like Narcissus.



Narcissus died. Artemis made him into a flower.

1. What is the man's name? N a r c i s s u s
2. Who is his enemy? The goddess A r t e m i s
3. She made him into what? A f l o w e r

**Let's Orbit English!**



Listen to your teacher. Repeat and mime the sentences.

A traditional Greek story is about Narcissus.



He was very vain.

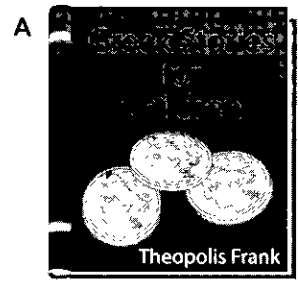


He was very handsome.

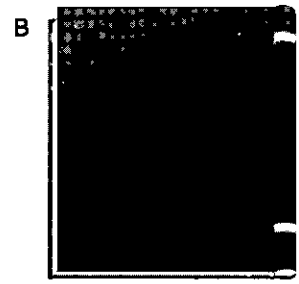


**Lift off!**

1. Study the parts of the book. Write the letter that matches each part.



Back cover B



Cover A

C

Greek Stories for Children

Narcissus...7

Pandora...19

Midas.....27

Heracles...35

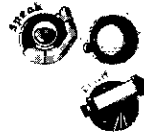
Table of contents C



**Accelerate!**

2. Based on the book above, underline the correct answer.

- Look on the cover. What is the title?
  - a. Theopolis Frank
  - b. Greek Stories for Children
  - c) It is page C
- Which story will you read on page 19?
  - a. Pandora's
  - b) The Story of Heracles
  - c) The Story of Midas
- This book is for...
  - a. babies
  - b) adults
  - c) school children



**Reach for the Stars!**

3. Discuss with your class and teacher about Narcissus' actions.  
Narcissus was vain: Is vanity a good or a bad thing? Are you a vain person? Do you know someone who is vain?

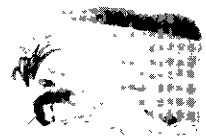


1. Listen and repeat the sentences.



He looked at himself in the water.

He did not move or eat. He died there.



Are you sometimes vain?

**Fast Plan**

**Lift off!**

- Write on the board *back cover, cover, table of contents*.
- Students tell what the words are used for.
- They write the letter that matches each part of the book.
- Monitor and correct.

**Accelerate!**

- Tell students to get in pairs.
- They look at the book in *Lift Off!*
- Students underline the correct answer.
- They share with the rest of the class and correct if needed.

**Reach for the Stars!**

- Students continue working in pairs.
- Read the questions along with the students.
- Make sure they understand what they mean.
- Students discuss the questions.
- They share their answers with the rest of the class.
- They read them in turns.

**Let's Orbit English!**

- Students look at the images and describe them.
- Play Track 72.
- Model the sentences.
- Students repeat the sentences.

**Extended Plan**

**Reach for the stars!**

- Students get in pairs.
- They talk about a famous person they know is vain.
- They discuss why they think being vain is good or bad.
- The students share with the class.
- Students talk about vanity and acquire more information for the development of the unit product.

**Fast Plan**  
**Lift Off!**

- Students read the words in the boxes.
- Make sure they understand the meaning.
- Students match each letter to the pictures.
- Monitor and correct.

**Accelerate!**

- Students tell names of stories they like.
- They read the paragraph and complete the sentences on the right.
- Monitor and correct.

**Reach for the Stars!**

- Help students to remember the story of Narcissus, Pandora, and Artemisa.
- Students complete the sentences.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Write the sentences on the board.
- Model the sentences written on the board.
- Tell students to repeat the sentences.
- Students read the sentences in turns.

**Reach for the Stars!**

- Students get in small groups and tell what the beginning and end of the story is.
- They discuss what the climax they think could be.
- They share their answers with the rest of the class.

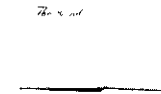


**Lift off!**

1. Identify the words. Match each letter to the pictures.



F



E



B



C



A



D

character  
disobedient  
curious  
end  
animal

**B. character**

**C. disobedient**

**D. curious**

**E. end**

**F. animal**



**Accelerate!**

2. Read the paragraph. Complete the sentences on the right.

**Parts of a Story**

There are three parts in a story. The **beginning** tells you about the characters: persons or animals. The **climax** is where the story's most important action is. The **end** is the final part of the story.

- The story most important action is stated in the climax.
- Characters are the persons or animals in the story.



**Reach for the Stars!**

3. Use words from the boxes to complete the sentence.

curious      Pandora      Narcissus      Artemis      water

1. Narcissus looked at himself in the water.

**Let's Orbit English!**



Listen to your teacher and read.

She was very curious.



Another story from Greece is about Pandora.



She was also disobedient.





**Lift off!**

1. Listen to Pandora's story. Number the events: (1) beginning, (2) climax, and (3) end.

Pandora opened the jar. That was terrible! <sup>3</sup>

Pandora was very curious. <sup>1</sup>

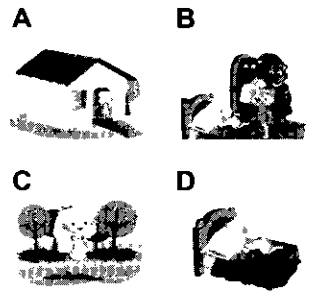
... Pandora was very curious. ... Pandora opened the jar. ... That was terrible! ... <sup>2</sup>



**Accelerate!**

2. Listen and match the images to the parts of the story.

- C Once upon a time there was Goldilocks walking in the forest. She saw a house. She was curious!
- A She opened the door and went inside. "Hello!" she said. No one was there.
- D She was very tired. She went to a bed and got in. She went to sleep!
- B Three bears came home. They saw Goldilocks in the bed. Goldilocks ran away!



**Fast Plan**

**Lift off!**

- Write on the board *beginning, climax, end*.
- Make students tell what they are.
- Play Track 73.
- Students number the boxes.
- Monitor and correct.

**Accelerate!**

- Students look at the images.
- They get in pairs and decide what the correct order of the pictures in the story is.
- Play Track 74.
- Students match the images to the different parts of the story.
- Monitor and correct.

**Reach for the Stars!**

- Write *happy, curious, scared* on the board.
- Mime the feelings.
- Students match the characters with their emotions.
- Monitor and correct.
- Students identify different emotions and the way to express them to acquire more information that they can use to develop the unit product.



**Reach for the Stars!**

3. Match each character with its emotions



He looks happy.

She is curious.

She looks scared

**Let's Orbit English!**

- Motivate students to describe the pictures.
- Play Track 75.
- Read the sentences aloud.
- Have students repeat them.
- Students read by themselves in turns.



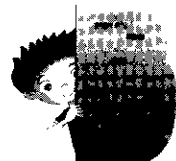
Listen and repeat the sentences

Zeus said, "Don't open this jar!"

She opened the jar, and terrible things came out.



Are you sometimes curious?



**Fast Plan  
Lift off!**

- Write on the board *rich, greedy*.
- Read the words aloud.
- Students practice the words with a classmate.
- Monitor and correct.

**Accelerate!**

- Students get in pairs.
- Read the text aloud.
- Make sure students understand the meaning.
- Students talk about the text in pairs.
- Students learn the meaning of two adjectives that must be considered to the proper achievement of the unit product.

**Reach for the Stars!**

- Students get in pairs.
- They discuss the question.
- Monitor and help if needed.
- Students label the images with the adjective that corresponds.
- Students share their answers with the rest of the class.

**Let's Orbit English!**

- Model the sentences.
- Repeat the sentences they hear.
- Tell what each sentence means.
- Students read the sentences in turns.

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups.
- They tell examples of greedy and generous persons in stories.
- They describe actions that show their personalities.
- Students share with the rest of the class.



**Lift off!**

1. Practice these words included in the text below.

Rich	Rich
Greedy	Greedy



**Accelerate!**

2. Read the text aloud. Discuss and decide which of the images represent a selfish person and which one represents a generous person. Write the adjectives under the images.

**Selfish or Generous?**

It is good to have what you need. It is bad to have things you don't really need. Selfish people are greedy. They like to have things they don't need. Generous people are kind. They share things with others.



**Reach for the Stars!**

3. Are you greedy or generous? Why? Discuss it in pairs. Students' answers

**Let's Orbit English!**



Listen to your teacher and repeat the sentences.



The story of King Midas is famous.

King Midas was very, very greedy.



He was very, very rich.



**Lift off!**

1. Listen to the story. Write letters to match words.

**Helping Others**

King Midas was B, but I can be C. King Midas wanted lots of things to feel F. I can feel happy when I G things to other people. D people are not happy. E people are happy. I want to be a kind and generous H. I want things so I can A people to be happy.

- A. help
- B. greedy
- C. kind
- D. selfish
- E. generous
- F. happy
- G. give
- H. person



**Accelerate!**

2. Write a word to describe people in the pictures.



vain



curious



generous



**Reach for the Stars!**

3. Answer the following questions with your own information. Share your answers with a classmate. Students' answers

	Yes, I am.	No, I'm not
Are you greedy?		
Are you generous?		

**Fast Plan**

**Lift off!**

- Write on the board *help, greedy, kind, selfish, generous, happy, give, person*.
- Ask students to read them aloud.
- Play Track 76.
- Students write the letters to match the words from the boxes.
- They share them with the class.
- Students learn and use adjectives to describe people. This new information will be useful to develop the unit product.

**Accelerate!**

- Ask students to observe the pictures.
- They write a word to describe people in the pictures.
- Monitor and correct.

**Reach for the Stars!**

- Ask students to read the questions.
- Make sure they understand what they mean.
- Students write their answers.
- They share their answers with classmates.

**Let's Orbit English!**

- Students look at the illustrations.
- They describe them.
- Play Track 77.
- Students listen and repeat the sentences.

**Reach for the Stars!**

- Students get in small groups.
- They share their answers and tell examples of why they say so.
- Students share some of the answers with the rest of the class.



2. Listen and repeat the sentences.



He could turn things into gold with his finger.

He touched his daughter, and she turned into gold.



Are you sometimes greedy?

**Fast Plan  
Lift off!**

- Have the students write on the board *help, lazy*.
- Ask students to read *help, lazy* written on the board.
- They tell if they know what they mean.
- The students practice the words.

**Accelerate!**

- Students look at the picture.
- They describe what they see is happening.
- Read the text aloud.
- Make sure students understand the meaning.

**Reach for the Stars!**

- Students read the text in *Accelerate!* again.
- They underline the answers to the questions.
- They get in pairs and check the answers.
- Monitor and correct.

**Let's Orbit English!**

- Write the sentences on the board.
- Read them aloud.
- Students repeat the sentences.
- Students read the sentences in turns.

**Extended Plan  
Accelerate!**

- Students get in small groups.
- They discuss which character did the best.
- They tell their opinion on the rest of the characters.
- They share with the rest of the class.

**Lift off!**



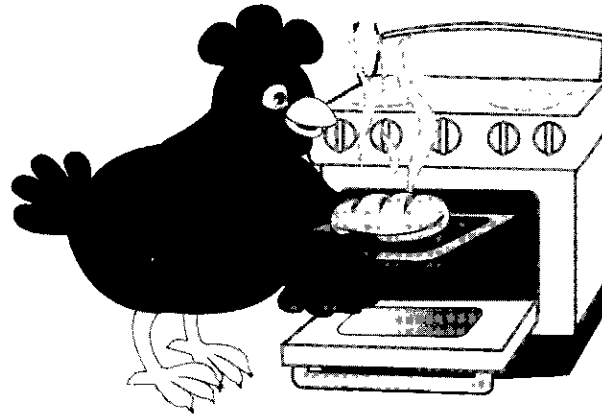
1. Practice these words included in the text below.

Help      Help  
-----  
Lazy      Lazy



**Accelerate!**

2. Read the text aloud. Students' answers



**Lazy and Diligent**

The Little Red Hen wanted to bake some bread. She asked the pig, the dog, and the fox to help her. They said, "No." So, she made the bread. But then, the pig, the dog, and the fox said, "Give us some bread!" They were so lazy.



**Reach for the Stars!**

3. Underline the answers to the questions. Check the answers in pairs.

Who was lazy?                      a. the hen                      b. the pig, the dog, and the fox  
Who was diligent?                a. the hen                      b. the pig, the dog, and the fox

**Let's Orbit English!**



Listen to your teacher. Repeat the sentences.



He was very strong and noble.

Heracles lived in Greece.



A man's wagon broke. He said, "Help me!"



## Story Mural

- Tell students they will design a hanging story mural.
- Help students check the materials they will use.
- Read the instructions with them and explain when necessary.
- Show the students examples of hanging story murals.
- Monitor while they do it.
- At the end they present the hanging story mural to the class.

## My Progress

- Tell students to circle the faces to say how they felt about the hanging story mural product.
- Was it fun?
- Was it easy?
- Discuss what they learned. Tell students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

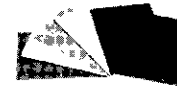
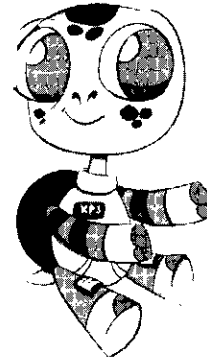
## Big Book

**Week One:** Ask students to take a look at the first page of the *Non-Fiction Big Book Popol Vuh* story and ask: *What can you see?* Play Track 79 and let students listen to it and read the first part of the story (pages 27 to 30). Then, ask: *Where did Pedro de Alvarado go in 1523? What did he do there? What did some Mayans do?*

**Week Two:** Ask students: *Do you remember what happened to the Mayans when Pedro de Alvarado arrived?* Play Track 79 and let students listen to the second part of *The Popol Vuh* (pages 31 to 34). Then, ask: *What happened to the other Mayans? What type of story is *The Popol Vuh*?*

**Week Three:** Play Track 79 again and let students listen to the last part of *The Popol Vuh* (pages 35 to 38). Then, ask: *Who were Hunahpu and Xgalanque? What did they do? What else does *The Popol Vuh* talk about? Why do you think is important to know and read *The Popol Vuh*? What did you like the most about this story?*

## Materials



paper



pencil



cardboard

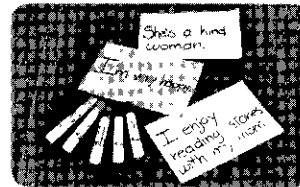


crayons



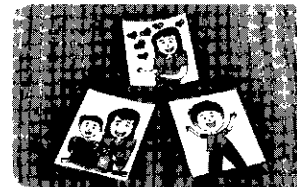
markers

### Step 1



Decide on an experience and write sentences describing the emotions you feel.

### Step 2



Illustrate the sentences in a cardboard.

### Step 3



Put the information together and display your work.

Check (✓) the correct answers.



Identify the topic, purpose, and intended audience of a story.

Identify the beginning and end of a story.

Express shared sensations.

Identify the parts of a book.

Was it...



fun?



easy?

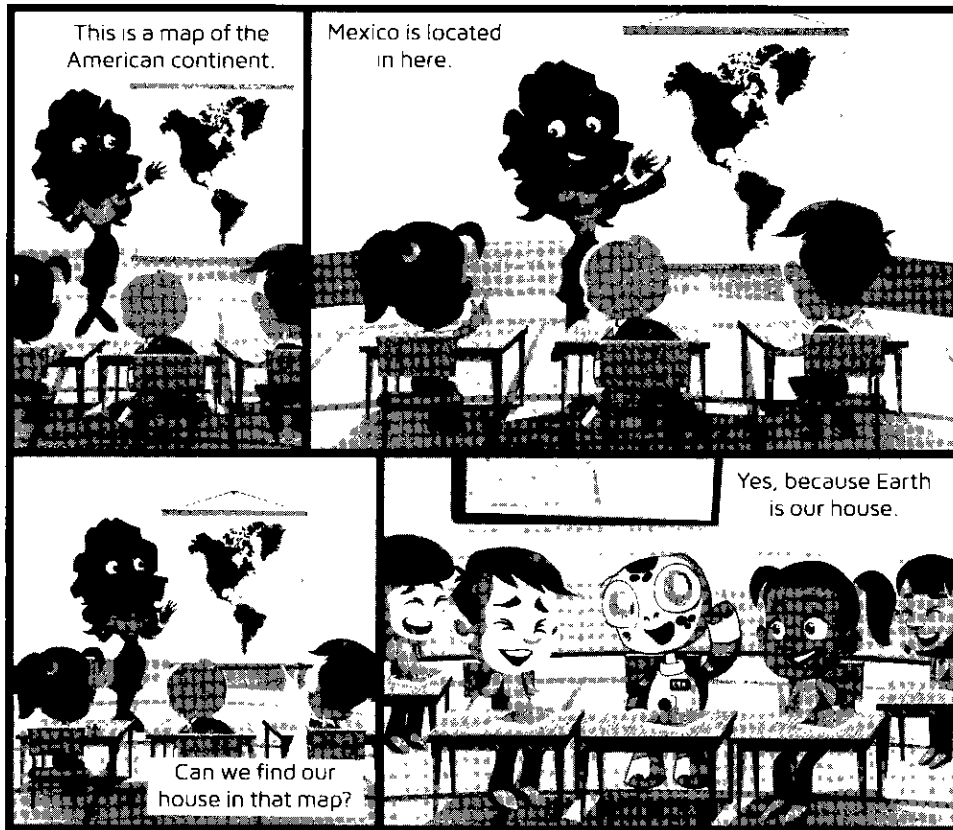


# UNIT 9

## A Trip through the Americas



Read and Listen to the audio.



**Environment.** Academic and Educational

**Social Practice.** Register information of a geography topic with graphic support.

**Achievements:**

- Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.).
- Understand information from reading aloud.
- Participate in writing of information.

**Product:** Map with Characteristics of America

# UNIT 9

**Environment**

Academic and Educational

**Social Practice**

Register information of a geography topic with graphic support.

**Achievements**

- Explore illustrated maps of the American continent with specific information (language, currency, flag, etc.).
- Understand information from reading aloud.
- Participate in writing of information.

**Product**

Map with Characteristics of America.

**Blast Off!**

- Elicit from students what they can see in the comic frames (*I can see Pam, Jason, XP3, Miss Lucy, a map*).
- Ask students to listen as you read the dialogs and to follow the text. You can use a different intonation to reinforce what Miss Lucy is doing. (*She is presenting a map to the group*).
- You can select three students to help you represent the characters in the comic.
- Once you have finished reading, allow students to express their ideas about the story.

**Fast Plan  
Lift off!**

- Write *Americas, nations* on the board.
- Ask students what the words mean.
- Practice the words on the board.
- Read them aloud.
- Monitor and correct.

**Accelerate!**

- Students read the dialog in silence.
- Read it aloud.
- Make sure students understand the meaning.
- Students get in pairs and practice the dialog.

**Reach for the Stars!**

- Ask students which mountains they know.
- Students decide where the mountains are located.
- They use the map to get the letters.
- Monitor and correct.

**Let's Orbit English!**

- Students look at the illustrations and tell what they are.
- Model the sentences for the students.
- Students repeat the sentences while they mime them.
- Students learn some characteristics of America so they can include them in the unit project: *Map with Characteristics of America*.

**Extended Plan**

**Accelerate!**

- Students get in small groups.
- They discuss what the dialog talks about.
- Share with the rest of the class.

**Lift off!**

1. Practice these words about the Americas

Americas                      Americas  
Nations                        Nations



**Accelerate!**

2. Read aloud. Practice the dialog in pairs.

Diego: Do you like the mountains?

Melanie: Yes! We want to go to the Rocky Mountains in the U. S.

Margarita: We want to go to the Sierra Madre mountains in Mexico and Guatemala!

Doug: My family and I want to go to the Andes mountains!

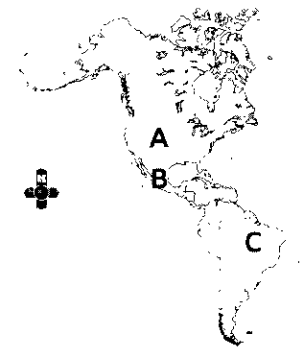
Diego: We all love the mountains! Let's go!



**Reach for the Stars!**

3. Decide where the mountains are located. Use the map to get the letters.

- a. C Andes – South America
- b. A Rockies – U. S.
- c. B Sierra Madre – Mexico / Central America



**Let's Orbit English!**



1. Listen to your teacher. Repeat and mime the sentences.



The Americas are in the western hemisphere.

North America includes 6 nations.

Central America includes 7 nations.





**Lift off!**

1. Read the text and select from the boxes the most suitable topic and purpose. Look at the example.

**Topics:**

camping flying visiting

**Purpose:**

invite warn tell

Topic: camping Purpose: warn  
The Copper Canyon is in the Sierra Madre mountains of Mexico. There are many animals. It is not a good place for camping.

Topic: visiting Purpose: invite  
Come to Quito! Quito, Ecuador, the Andes, in South America. You can eat delicious food. You can go to the traditional markets.

Topic: flying Purpose: tell  
We took a plane from Denver, Colorado. I took photo of the Rockies.



**Accelerate!**

2. Match the mountains to the country.

1. Andes

2. Rockies

3. Sierra Madre

3. Mexico

1. Ecuador

2. U. S.



**Reach for the Stars!**

3. Color Ecuador in orange, Mexico in green, and the U. S. in brown.



**ICT**

Write to a new friend! Go to: [studentsoftheworld.info](http://studentsoftheworld.info)



Listen and repeat the sentences.

The Caribbean islands have 32 flags.

The Americas are many nations or colonies, speaking many languages.



**Fast Plan Lift off!**

- Ask students what a topic and a purpose are.
- Make sure they remember.
- Students read the text and select the most suitable topic and purpose.
- Monitor and correct.

**Accelerate!**

- Draw a map of America on the board.
- Ask students which mountains they know.
- Students match the mountains to the country.
- Monitor and correct.

**Reach for the Stars!**

- Have students point out *Ecuador, Mexico, USA* on the map you drew on the board.
- Students look at the images and color following the instructions.
- They share their answers with the group.
- They read their answers aloud.

**Let's Orbit English!**

- Students remember countries in America.
- Play Track 80.
- Model the sentences.
- Students repeat the sentences.

**Extended Plan**

**Reach for the Stars!**

- Students get in pairs.
- They point out different countries of America in a map.
- They tell which country is near the place they live and which is far.

**Fast Plan**  
**Lift off!**

- Write *Bermuda*, *Canada* on the board.
- Students say where these countries are.
- Model the words.
- Students read them aloud.
- Monitor and correct.

**Accelerate!**

- Students get in pairs.
- They try to complete the paragraph.
- Play Track 81.
- Students listen and complete.
- Monitor and correct.

**Reach for the Stars!**

- Students tell which nationality they have.
- They get in pairs.
- Students match the countries and nationalities.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Write the sentences on the board.
- Model the sentences written on the board.
- Tell students to repeat and mime the sentences.
- Students read the sentences in turns.

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups and discuss which is the most common nationality for them.
- Students discuss which is the least common and why.
- They share their answers with the rest of the class.
- Students learn information about nationalities; this information ought to be included in the unit product.

**Lesson 34**

**Lift off!**

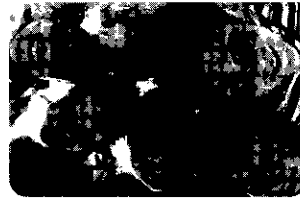
1. Practice these words about the Americas.

Bermuda Bermuda Canada Canada

**Accelerate!**

2. Listen to the narrative. Choose the letter to complete it.

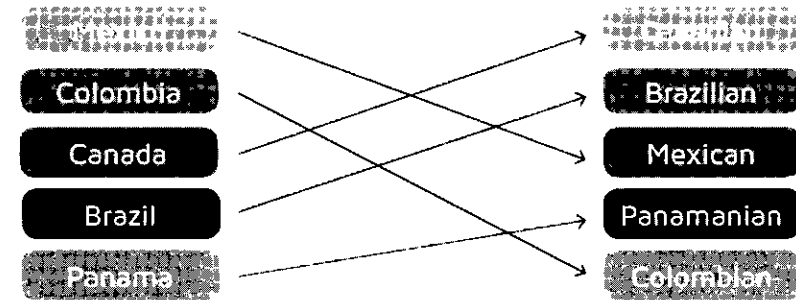
- |             |            |             |
|-------------|------------|-------------|
| A. U. S.    | C. Canada  | E. Mexico   |
| B. Canadian | D. Mexican | F. Americas |



Marco is from E. He's D. Diana is from the A, but she studies in Mexico. Her friend, Maribelle, is from C. She's B. All of them are in the F.

**Reach for the Stars!**

3. Match the country to its nationality. Repeat them aloud to check your answers.



**Let's Orbit English!**

Listen to your teacher. Repeat and mime the sentences.

North America includes Alaska and Greenland.

North America is Canada, the United States, and Mexico.



In Canada, people speak English, French, and other languages.





**Lift off!**

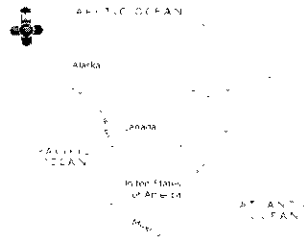
1. Listen to the names of the countries and familiar words. Point out the countries on the map.

Teacher: The U.S. is so big! It has fifty states.

Felipe: Mexico is big too. It has many beautiful places to visit.

Teacher: Canada is cold because of the Arctic air!

Pamela: I'd like to visit all these countries!



**Accelerate!**

2. Check ✓ the words that are similar to those in your language. Students' answer

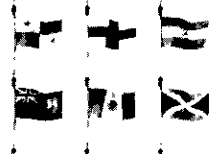
country                      language                      flags                      climate



nation



tongue



banners



weather



**Reach for the Stars!**

3. Write two more similar words in your language. Compare it with a class mate. Students' answer

1. \_\_\_\_\_

2. \_\_\_\_\_



Listen and repeat the sentences.



People in the United States speak English and many other languages.

In Mexico, people speak Spanish and many indigenous dialects.



In Greenland, people speak Danish, English, and Greenlandic.

**Fast Plan**

**Lift off!**

- Write on the board *U.S., Mexico, Arctic*.
- Make sure students remember where each country is.
- Play Track 82.
- Students point out the countries on the map.
- Monitor and correct.

**Accelerate!**

- Tell students there are words similar in two languages.
- Give examples in English and Spanish.
- Students check the words that are similar in English and their language.
- Monitor and correct.
- Explain students that in order to complete the information for the unit product, they can consider languages, descriptions of the flags, weather, etc.

**Reach for the Stars!**

- Students get in pairs.
- They write two more similar words in their language and English.
- They share their answers.

**Let's Orbit English!**

- Ask students to describe the illustrations.
- Play Track 83.
- Students repeat and mime the sentences.
- Monitor and correct.

**Extended Plan**

**Let's Orbit English!**

- Students get in small groups.
- They discuss which languages they know are spoken in other countries.
- They tell which language is more difficult according to their opinion.

**Fast Plan**  
**Lift off!**

- Write on the board *Brazil, Amazon* (rainforest).
- Students tell if these countries are near the other ones they have studied in the unit.
- Model the words.
- Read the words aloud.
- Monitor and correct.

**Accelerate!**

- Students get in pairs.
- Read the dialog aloud.
- Students read it switching roles.

**Reach for the Stars!**

- Students continue working in pairs.
- They unscramble the letters about countries.
- Play Track 84.
- They read them aloud.
- Students share their answers with the class and correct when they think they must.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Students look at the illustrations and describe them.
- Students listen, repeat and mime the sentences.
- Monitor and correct.

**Extended Plan**

**Reach for the Stars!**

- Students get in pairs.
- They discuss which language is spoken in each country.
- They include any other detail they know or can investigate about them.
- They share their answers with the class.



**Lift off!**

1. Practice these words about the Americas.

Brazil                      Brazil  
Amazon                     Amazon



**Accelerate!**

2. Read the dialog aloud.



Teacher: People speak many languages in South America. What are some of those languages?

Rosa: I'm from Chile and I speak Spanish! But, in Brazil, the language is Portuguese.

Jan: In Suriname, they speak my language, Dutch!

John: In Guyana, the language is English!

Marcela: But in French Guiana, it's French!



**Reach for the Stars!**

3. Unscramble the letters to write the name of the countries. Compare your answers with a partner.

1. larziB                                              Brazil
2. eChli                                                Chile
3. menarSui                                     Suriname
4. nayGau                                        Guyana
5. chenrF naGau                             French Guiana

**Let's Orbit English!**



Listen to your teacher. Repeat the sentences

Portuguese is the official and most spoken language in Brazil.

South America is also very big! Brazil and the Amazon rainforest are located there.



There are around 180 different languages spoken by people in the Amazon.



**Lift off!**

1. Complete the sentences with letters from the photos



- A. They speak French  
 B. Suriname  
 C. South America  
 D. Tierra del Fuego

1. You can photograph many animals in  B .
2. An exciting place to visit in Chile is  D .
3. They speak English in Guyana.  A  in French Guiana.
4. Bogota, capital of Colombia, is in  C .



**Accelerate!**

2. Look at the example and write two sentences with the provided information.

1. Canada / North America  Canada is in North America.
2. Chile / South America  Chile is in South America.
3. Panama / Central America  Panama is in Central America.



**Reach for the Stars!**

3. Compare your answers in pairs. Explain to a classmate where you were born, where your country is located, and how its flag is.



Listen and repeat the sentences.

  
 Tierra del Fuego is the furthest part in South America.

It is close to the Antarctic.  


  
 Colombia connects South America to Central America.

**Fast Plan Lift off!**

- Students look at the photos and describe them.
- They complete the sentences with letters from the photos.
- They share their answers with the class.
- Monitor and correct.

**Accelerate!**

- Students get in pairs.
- They look at the example and write two sentences with the provided clues.
- They share their sentences with the rest of the class.
- Monitor and correct.
- Students describe the location of different countries. They can use these descriptions as part of the unit product.

**Reach for the Stars!**

- Students compare their answers with the rest of the class.
- They explain to a classmate the personal information required.
- When one finishes, the other one shares.
- Monitor and correct.

**Let's Orbit English!**

- Students look at the illustrations and describe them.
- Play Track 85.
- Students listen and repeat the sentences.
- Help students understand the first sentence by using mime and superlatives in other sentences, for example: *Brazil is the biggest country in South America.*

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups.
- They discuss which information they heard that called their attention and why.
- Monitor and correct.

**Lesson 36**

**Fast Plan  
Lift off!**

- Ask students to read *Belize, Panama* written on the board.
- They tell where these countries are located.
- Students practice the words.

**Accelerate!**

- Ask students if they can point out in a map of America the location of Central America.
- Have them read the paragraph individually.
- In pairs, tell them to underline the countries located in this region.
- Have a volunteer answer the question at the bottom of the paragraph.

**Reach for the Stars!**

- Students write the name of the countries in alphabetical order.
- Play Track 86 for them to check their answers.
- If you have enough time, you can practice spelling. Organize a spelling contest for the different countries they have learned so far.

**Let's Orbit English!**

- Write the sentences on the board.
- Model the sentences.
- Students read the sentences in turns.
- Help students understand the third sentence by using mime and superlatives in other sentences, for example: *Costa Rica is the most biodiverse country in Central America.*

**Extended Plan  
Accelerate!**

- Students get in small groups.
- They discuss if they know a song that talks about their country or a region in their continent.
- They decide which song is more popular and why.
- Monitor and correct.

**Lift off!**

1. Match the word with its about the Americas.

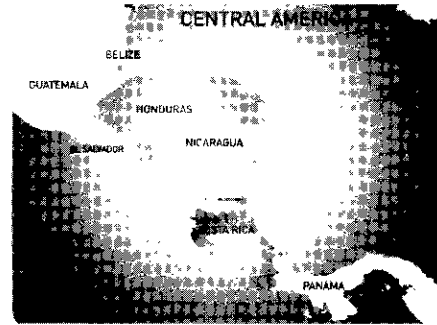


Belize	Belize
Panama	Panama



**Accelerate!**

2. Read about Central America, underline the countries located there and answer the question.



Central America borders Mexico to the north and Colombia to the southeast. Their seven countries became independent in the following order: Nicaragua, Honduras, Costa Rica, Guatemala, El Salvador, Panama, and Belize. Except for Belize, in which the official language is English, in the rest of the countries the official language is Spanish.

1. How many countries are there in Central America?  
There are seven countries in Central America.



**Reach for the Stars!**

3. Order alphabetically the countries you underlined in the previous exercise. Listen to check your answers.

Costa Rica El Salvador Guatemala Nicaragua Panama

**Let's Orbit English!**



Listen to your teacher. Repeat the sentences.



Central America is between North America and South America.

Guatemalans speak Spanish and native Mayan languages.



English and Spanish are the most widely spoken languages in Belize.



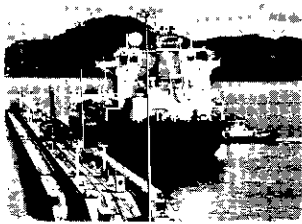


**Lift off!**

1. Use a globe to find the Panama Canal with your teacher and find a map.

**The Panama Canal**

Arlen Benson



**The Panama Canal**

By Arlen Benson

The Panama Canal is in Panama. Ships go on it from the Atlantic Ocean to the Pacific Ocean.

The flag of Panama is red, white, and blue, with two stars. The currencies of Panama are the Balboa and the U. S. Dollar. Two Panamanian languages (Spanish and English) are used at the canal.



**Accelerate!**

2. Read the questions and underline the correct answer.

- Where is the Panama Canal?
  - In Central America
  - In South America
- What is the currency they use in Panama?
  - The Peso and the Balboa
  - The Balboa and the U.S. Dollar
- Describe the Panamanian flag:
  - Red, white, and blue
  - Red, white, and blue with two stars



**Reach for the Stars!**

3. Choose a country from the Americas and complete the chart. Students' answers

Country	Language	Currency	Flag



Listen, repeat, and mime the sentences.



People in Panama speak English and Spanish.

Spanish is the official language in all Central American countries, except for Belize.



Central America is interesting and fun.



**Fast Plan**

**Lift off!**

- Students look at the photo and describe it.
- Read the paragraph aloud.
- Make sure students understand what it means.
- They read it themselves.

**Accelerate!**

- Students read once more the paragraph in *Lift Off*.
- They read the questions and underline the correct answer.
- Monitor and correct if necessary.
- Tell students they can consider the questions practiced in this section about location, currency and the description of the flag to get useful information for the development of the unit product.

**Reach for the Stars!**

- Write *Country, Language, Currency, Flag* on the board.
- Make sure students understand the meanings.
- Students choose a country from the Americas and write the required information.
- Monitor and correct.

**Let's Orbit English!**

- Play Track 87.
- Model the sentences.
- Students listen and repeat.
- Students read the sentences in turns.

**Reach for the Stars!**

- Students get in groups of three.
- They share their answers.
- They discuss which information is the most and least common.
- Share with the rest of the class.

# Product 9: Map with Characteristics of America

## Map with Characteristics of America

- Tell students they will make a map of America.
- Help students check the materials they will use.
- Read the instructions with them and explain when necessary.
- Give students resources such as books or websites they can research.
- At the end they present the map to the class.

## My Progress

- Tell students to circle the faces to say how they felt about the research and the creation of their map.
- Was it fun?
- Was it easy?
- Discuss what they learned. Tell students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

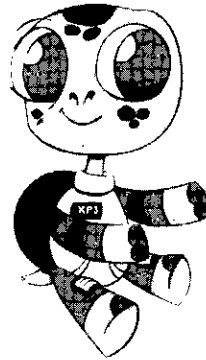
## Big Book

**Week One:** Draw students' attention to the first part of *Fiction Big Book All About Belize!* story. Tell them: *Through this reading we will learn more about Belize. Let's listen!* Play Track 88, then ask: *What class are the children at? Where is Belize? Can you mention other countries that are in Central America?*

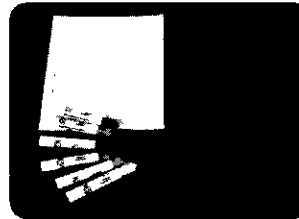
**Week Two:** Play Track 88 again and let students listen and follow along with their finger. Then, ask: *Can you mention some important cities in Belize? Why is the ocean important in this story? Why did Joaquin and Francis smile when they heard the word ocean?*

**Week Three:** Say, *this time we will know the end of the story All about Belize!* Play Track 88. Ask students to find a reading partner and take turns reading the story to each other. Then, ask: *What are the activities you can do at the ocean? What else can you visit in Belize? What is the name for a coral reef island? If you had the chance, would you like to visit Belize?*

## Materials

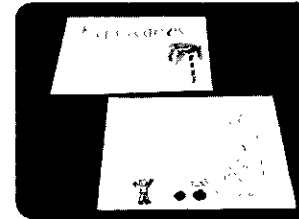


### Step 1



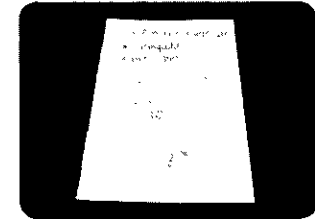
Copy a map of American continent.

### Step 2



Investigate about a characteristic of the continent.

### Step 3



Locate the characteristic on the map and present it to your class.

## My Progress

Check (✓) the correct answers.

I can...	😊	☹️
Identify the purpose and topic based on images and information.		
Identify words in English that are similar to my language.		
Locate characteristics of the American continent.		

Was it...

fun? 😊 ☹️ easy? 😊 ☹️



# UNIT 10 My Community



Read and discuss with your teacher



**Environment.** Family and Community

**Social Practices.** Understand and register information about locations in the community.

**Achievements:**

- Explore illustrated diagrams or maps.
- Explore the written form of words.
- Check writing conventions.
- Exchange information about localities of the community.
- Write information about the community.

**Product:** A Community Map

# UNIT 10

**Environment**

Family and Community

**Social Practices**

Understand and register information about locations in the community.

**Achievements**

- Explore illustrated diagrams or maps.
- Explore the written form of words.
- Check writing conventions.
- Exchange information about localities of the community.
- Write information about the community.

**Product**

A Community Map.

**Blast Off!**

- Elicit from students what they can see in the comic frames (*I can see Pam, Jason, XP3, a classroom, a model of a community*). Show the comic to the class and point to the people, objects, or places that students mention.
- Ask students to listen as you read the dialogs and to follow the text. You can point to the community model to introduce some places: school, movie theater, bakery, house.
- Once you have finished reading, allow students to express their ideas about the story.
- You can divide the group into two teams and have them read different dialogs.
- Use the opportunity to ask follow-up questions as *Is there a movie theater/school/bakery/park near your house?*

**Lesson 37**



**Lift off!**

1. Practice these words about communities.

City	City
Town	Town



**Accelerate!**

2. Read aloud. Practice reading the text initials.



Here is a street view of any town. There's a school, three stores, a fountain, and a mountain.

- Point to the place where you can study.
- Point to the place where you can buy medicine.
- Point to the place where you can find books.



**Reach for the Stars!**

3. In pairs, match the places to the activities that you can perform there.

- |            |                                       |
|------------|---------------------------------------|
| C school   | A. Buy medicines when you are sick.   |
| A pharmacy | B. Buy delicious bread.               |
| D library  | C. Go to learn and make friends.      |
| B bakery   | D. Go to study and get books to read. |

**Let's Orbit English!**

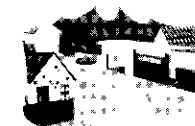


Listen to your teacher. Repeat the sentences.



Where do people live?

Do they live in a big city?



Do they live in a small town?

**Fast Plan**  
**Lift off!**

- Write *city, town* on the board.
- Ask students what kind of words they are.
- Practice the words on the board.
- Read them aloud.
- Monitor and correct.

**Accelerate!**

- Students look at the illustration and describe it.
- Read the text aloud.
- Students get in pairs and practice reading the text.
- To properly develop the unit product (*A Community Map*), students start by locating the most common places in their community and the activities they perform there.

**Reach for the Stars!**

- Write *school, pharmacy, library, bakery* on the board.
- Make sure students understand their meanings.
- Students get in pairs.
- They match the places to the activities you can perform there.
- Monitor and correct.

**Let's Orbit English!**

- Tell students where you live.
- Model the questions for the students.
- Students repeat the questions.

**Extended Plan**

**Let's Orbit English!**

- Students get in small groups.
- They tell where they live.
- They also tell about people in their families who live in different places.
- Share with the rest of the class.



Explore outdoor activities.  
Go to:  
[parents.com/fun/activities/outdoor](http://parents.com/fun/activities/outdoor)



**Lift off!**

1. Look at the images. Write the letter for the correct use and purpose of each of them.

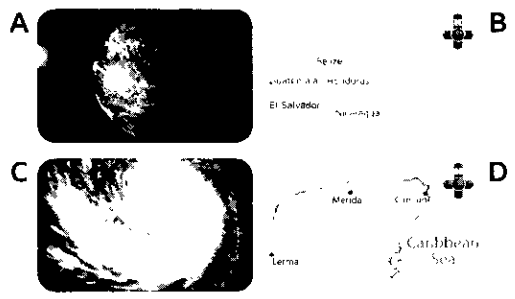
**Graphic and Textual Maps**

Geography - study landforms: **A**

Cities - learn names: **D**

Countries - spell names: **B**

Climate - discover patterns: **C**



**Accelerate!**

2. Check (✓) the activities you can do at the place shown in the image.

- |                   |                 |
|-------------------|-----------------|
| ✓ read            | ✓ write         |
| ride bicycle      | see a doctor    |
| ✓ talk to teacher | ✓ take exams    |
| ✓ play            | ✓ study         |
| watch videos      | listen to music |



**Reach for the Stars!**

3. Look at the sentences and write *city* or *town*, as they correspond.

- There are more natural spaces: **town**
- There are more buildings: **city**
- It is less polluted: **town**
- There are more people: **city**



Listen and repeat the questions.



Do they live up high?

Do they live down low?



Would you like to live in a small town?

**Fast Plan Lift off!**

- Write *Geography, cities, countries, climate, graphic map, textual map*.
- Make sure students understand their meanings.
- Students look at the maps and match the correct use and purpose of each one.
- Explain students the differences between the maps: the countries of Central America are in *B* map and cities of Mexico are in *D* map.
- Monitor and correct.

**Accelerate!**

- Students look at the image and describe it.
- They check the activities they can do there.
- Students share their answers.
- Monitor and correct.

**Reach for the Stars!**

- Students describe what you can find in a city and in a town.
- They decide how a city and a town are similar or different between each other.
- Students observe the sentence and write *city* or *town*.
- Students check their answers.
- Monitor and correct if necessary.
- They read them in turns.

**Let's Orbit English!**

- Students mention different places where people live.
- Play Track 89.
- Model the sentences.
- Students repeat the sentences.

**Extended Plan**

**Reach for the Stars!**

- Students get in pairs.
- They discuss what is better, town or city according to the things there are.
- They share their conclusions with the rest of the class.

**Fast Plan**

**Lift Off!**

- Write *bakery*, *department store* on the board.
- Students tell what they can find there.
- Model the words.
- Students read them aloud.
- Monitor and correct.

**Accelerate!**

- Read the text aloud.
- Emphasize on the meaning of the words outdoors and indoors.
- Students match the words and images.
- Monitor and correct.

**Reach for the Stars!**

- Students tell words related to indoors.
- They check the related words.
- In teams, students share their answers.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Ask the students where people work.
- Students give ideas.
- Model the sentences.
- Students repeat them.

**Extended Plan**

**Reach for the Stars!**

- Students get in small groups.
- They tell as many words they can think are related to outdoors and indoors.
- They share them with the rest of the class.



**Lift off!**

1. Practice these words about locations

Bakery

Bakery

Department Store

Department Store



**Accelerate!**

2. Read the text aloud. Match the colored words to the images.

Some people like to work  . They work in rivers, lakes, mountains, and the ocean.  
Some people prefer the indoors. They work in offices, in factories, and in schools.



outdoors



indoors



**Reach for the Stars!**

3 Check (✓) the words related to indoors locations. Share the answers with your class and see if everybody got the same answers

✓ classroom

avenue

patio

✓ office

lake

✓ cafe

**Let's Orbit English!**



Listen to your teacher. Repeat the questions.



Where do people work?

Do they work indoors?



Do they work outdoors?



**Lift off!**

1. Match the letters of the images to chorus 1 and 2 of the song. Follow the example.

A



Chorus 1 – images A , C and E  
*In the mini-mart, in the fast food place.  
 You can find food, you can eat food.  
 In the hospital, in the hotel space.*

B



*You can rest, relax, until you're feeling at your best.*

C



Chorus 2 – Images, B , F and D  
*When you play with friends, there are things to do! Bowling alleys, movie theaters! On the Internet, do you need to pay?  
 Not in this town! Study with Wi-Fi all day!*

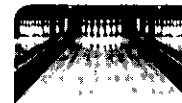
D



E



F



**Accelerate!**

2. Write the numbers in front of the locations as they are mentioned in the recording.

- |                    |               |
|--------------------|---------------|
| 8 bakery           | 2 hospital    |
| 5 bank             | 1 school      |
| 4 department store | 3 park        |
| 7 pharmacy         | 6 post office |



**Reach for the Stars!**

3. From the places mentioned above, write down two that sound similar in Spanish (e.g., hospital).

1. \_\_\_\_\_ Students' answers
2. \_\_\_\_\_



Listen and repeat the sentences



On the main street, there are 10 different stores.

Inside the mall, there is a movie theater.



There are two libraries too!

**Fast Plan**

**Lift off!**

- Students look at the images and describe them.
- Read the song aloud.
- Students match the images to the song.
- Monitor and correct.

**Accelerate!**

- Write *bakery, department store, hospital, park, bank, pharmacy, school, post office* on the board.
- Play Track 90.
- Students write the numbers as they are mentioned in the recording.
- They share their answers in pairs.
- Monitor and correct.

**Reach for the Stars!**

- Students read the words in *Accelerate!* again.
- They identify and write the places that sound similar in Spanish.
- Monitor and correct.

**Let's Orbit English!**

- Ask students to describe the images.
- Play Track 91.
- Students repeat the sentences.
- They practice in pairs.

**Extended Plan**

**Let's Orbit English!**

- Students get in pairs.
- They describe places in their neighborhood.
- Students use the words in the lesson to describe them.

**Fast Plan  
Lift Off!**

- Write on the board *west, street*.
- Students tell how these words help to identify places.
- Model the words.
- Read the words aloud.
- Monitor and correct.

**Accelerate!**

- Play Track 92.
- Students read and point to the places on the map.
- They share their places on the map with the rest of the class and correct if needed.

**Reach for the Stars!**

- Ask students to get in pairs.
- They answer the questions with *yes* or *no* according to the text.
- Students share their answers with the rest of the class.
- Monitor and correct if necessary.

**Let's Orbit English!**

- Model the sentences.
- Students tell if they are useful to find places.
- Repeat the sentences they hear.
- Students read the sentences in turns.

**Extended Plan**

**Let's Orbit English!**

- Students get in groups.
- They tell how to get to three different places they like.
- They share their directions with the class.
- Monitor and help.

**Lift off!**

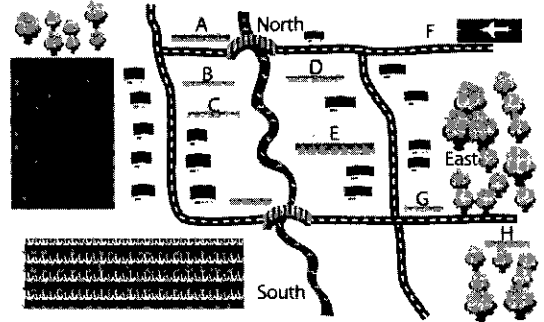
1. Practice these words about locations.

West Street                      West Street



**Accelerate!**

2. Read and point to the places on the map.



Our small community is unique. We have (A) a new school, (B) a restaurant, (C) a movie theater, (D) a hotel, and (E) a hospital. We also have (F) a small airport, (G) a bus station, and (H) a police station! There are 16 houses in our community. There is also a river, a bridge, a cornfield, and some woods.

**Reach for the Stars!**

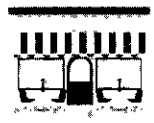
3. Answer *Yes* or *No* to the following questions.

1. Does the river go from north to south?                      Yes
2. Is there a bank on the map?    No
3. Is the new school in the south?    No
4. Is there a bus station?    Yes



**Let's Orbit English!**

Listen to your teacher. Repeat the sentences.



The movie theater is next to the restaurant.



Where is the restaurant?  
It is in front of the school.



The police station is surrounded by trees.



**Lift off!**

1. Look at the words in the box. Match the letter to the image.

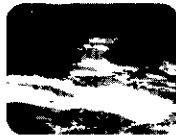


B. river

C. pastureland

D. bridge

E. woods



Animals eat here.

C

You walk over it.

D

Corn is here.

A

Water goes here.

B

Trees are here.

E



**Accelerate!**

2. Listen to a trip around the community, and number the signs as you hear them.



3



1



5



2



4



**Reach for the Stars!**

3. Based on the map on page 108, check (✓) in front of the locations that are to the west of the river.

✓ cornfield

✓ hospital

woods

bridge

✓ movie theater



Listen and repeat the sentences.



There is a store around the corner.

The cafeteria is next to the library.



The movie theater is in front of the park.

**Fast Plan**

**Lift off!**

- Write on the board *cornfield, river, pastureland, bridge, woods*.
- Ask students if these words are associated with indoors or outdoors.
- Read the words.
- Students match the letter to the image.
- Monitor and correct.

**Accelerate!**

- Students look at the images and describe them.
- Play Track 93.
- Students number the signs as they hear them.
- Monitor and correct.

**Reach for the Stars!**

- Ask students to look at the map on page 108 and check the locations west of the river.
- They share their answers in pairs and correct if necessary.
- Monitor and correct.
- They read the correct answers aloud in turns.

**Let's Orbit English!**

- Students look at the illustrations.
- They describe them.
- Play Track 94.
- Students listen and repeat the sentences.

**Extended Plan**

**Accelerate!**

- Students get in small groups and draw a small map of their neighborhood.
- They describe places there and how to get to each one.
- Monitor and correct.
- Students listen to a description of a community. They will be able to include information like this when working with the unit product. They also practice what they have learned about the use of the signs.

# Lesson 40

## Fast Plan

### Lift Off!

- Ask students to read *grocery*, *stationery*, written on the board.
- They tell what they mean.
- Students practice the words.

### Accelerate!

- Students look at the images and describe them.
- They read the words aloud and indicate if they are similar to Spanish.
- Monitor and correct.

### Reach for the Stars!

- Ask students to use their dictionaries to look for the words.
- They match the words with their meanings.
- They share their answers with the class.
- Monitor and correct.

### Let's Orbit English!

- Write the sentences on the board.
- Ask students to practice them.
- Ask students about their favorite places in their communities.

## Extended Plan

### Reach for the Stars!

- Students get in pairs.
- They tell where they can find the places near their houses or school.
- Monitor and correct.

# Lesson 40



### Lift off!

1. Practice these words about locations.

Grocery Grocery Stationery Stationery



### Accelerate!

2. Read the words aloud. Write Yes if the word is similar to a word in Spanish.



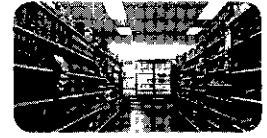
market yes



home



theater yes



convenience store



hospital yes



clinic yes



### Reach for the Stars!

3. Match the places to their meaning



Place where bread and cakes are made or sold.

stationery

It's a place that sells food.

grocery

It's a shop that sells materials for school.

### Let's Orbit English!



Listen to your teacher. Repeat the sentences

What is your favorite place in your community?



Mine is the library because it is silent.



Mine is the museum. I love art!





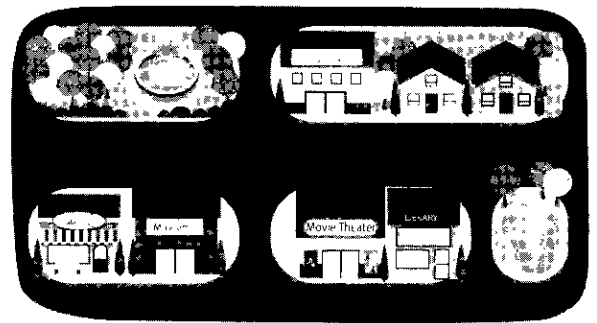


**Lift off!**

1 Listen to the description and write the names of the places following the route

park

hospital



cafeteria

lake

museum

movie theater

library



**Accelerate!**

2 Based on the map of Lift off!, choose a place, give clues, and have your classmate tell the locations.  
For example: I'm in front of the movie theater. Where am I?



**Reach for the Stars!**

3 The following words have a spelling mistake. Find it and write the word correctly.

1. theader      theater
2. grosery      grocery
3. bridje      bridge
4. riber      river



Listen and repeat the sentences



Parks with many trees are important for my community.



Trees provide oxygen.



We must keep natural sites clean!



**Fast Plan Lift off!**

- Students look at the images and describe them.
- Play Track 95.
- Students listen to the description and write the names of the places.
- Monitor and correct.
- Tell students that they can consider this exercise as an example of the product to be achieved in this final unit.

**Accelerate!**

- Students get in pairs.
- They give clues and the other one tells the locations.
- Monitor and correct if necessary.

**Reach for the Stars!**

- Students identify the spelling mistake in the given words.
- Encourage them to correct the mistakes.
- They share and correct if necessary.
- Monitor the activity and provide help if necessary.

**Let's Orbit English!**

- Play Track 96.
- Model the sentences.
- Students listen and repeat.
- Students read the phrases in turns.

**Extended Plan**

**Let's Orbit English!**

- Students get in groups of three.
- They describe the images as completely as possible.
- They tell if there are these places near where they live and study.
- They share with the class.

# Product 10: A Community Map

## A Community Map

- Tell students they will make a community map.
- Help students check the materials they will use.
- Read the instructions with them and explain when necessary.
- Give students ideas about the places they can draw for the community map.
- Monitor while they do it.
- At the end, their present map to the class.

## My Progress

- Tell students to circle the faces to say how they felt about the community map product.
- Was it fun?
- Was it easy?
- Discuss what they learned. Tell students to discuss what they learned during this unit, what things were more difficult and what things were more interesting.

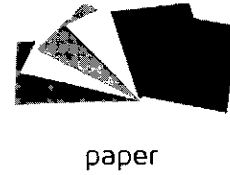
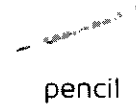
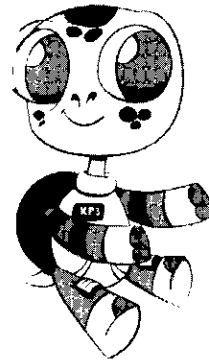
## Big Book

**Week one:** Tell students, *you will listen and read the last story of the course.* Have them open their Big Book to page 39 and tell the name of the story aloud: *Everywhere You Go!* Play Track 97 and have them follow the reading while they listen. Then, ask: *What do the places on pages 40 and 41 have in common? Where can you buy food? Where can you eat food? Where do you prefer eating?*

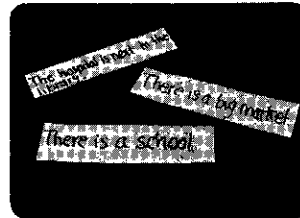
**Week two:** Play Track 97 and tell students, *let's listen and follow along with your finger.* Then, ask: *Where are the places to study and learn? Where can you get medical help?*

**Week three:** Play Track 97 again. Ask students to find a reading partner and take turns reading the story to each other. Then, ask: *Can you mention places where you can stay? Have you and your family ever been invited to stay at someone else's home? When? Did you have fun?*

## Materials

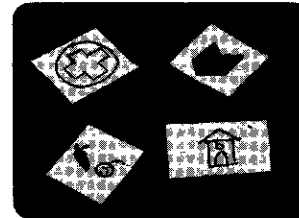


### Step 1



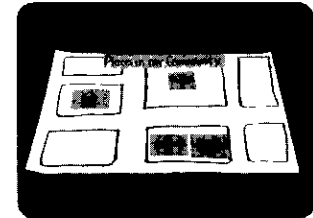
Identify important places in your community.

### Step 2



Draw signs that help you identify the places.

### Step 3



Draw a map of your community and present it to the group.

## My Progress

Check (✓) the correct answers.

I learned to...	😊	☹️
Identify the name of locations.		
Write locations without spelling mistakes.		
Identify locations from their signs.		
Give the follow directions to get to a certain location.		

Was it...



fun?



easy?





## My Logbook



### Draw and write.

Now I can talk about...

Use the following space to draw your favorite product in this term.  
When you are done, show it to a classmate and explain him/her the reasons why you liked it the most.

Next school year, I would like to learn...

.....

.....

.....

## My Logbook

- Invite students to think about what they learned this Term.
- Ask them to compare the vocabulary or expressions they can say how regarding what they knew before starting Third Term.
- Tell students to write what they learned in this term.
- Ask them to draw it.
- Once they have finished, invite them to share their work with the class.

# Glossary

## Units 1-2

### Fast Plan

Have students read the words so as to focus on pronunciation. It is important that students understand the usage of each word in a sentence, regarding the part of speech. You can come to this section every time you feel like students need to reinforce lexis related to the unit.

### Extended Plan

Have students be aware of how to use the words in this Glossary, so they can associate the meaning to the pictures.

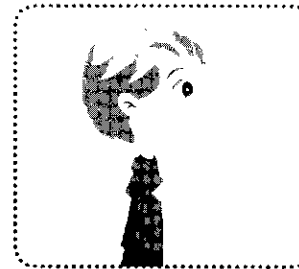
Here you have some examples:

- a. Hello! Have a nice day!
- b. My name is John. I'm glad to meet you!
- c. I'm sure this is the correct answer.
- d. Goodbye! See you tomorrow!
- e. It is important to have courtesy rules.
- f. Don't be rude! Say thank you!
- g. I like poems that rhyme.
- h. The audience is the people who listen to someone speak.
- i. Little Betty feels blue, because she lost her shoe.
- j. The place where I live is surrounded by a mountain and a hill.
- k. I like to sing.
- l. If I don't tie my shoelaces, I can fall.

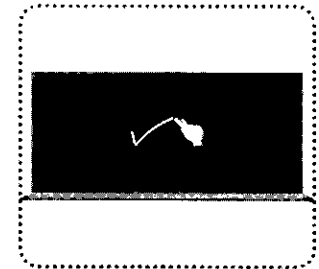
If time allows, have students come up with their own examples, so as to reinforce comprehension.



hello!



glad



sure



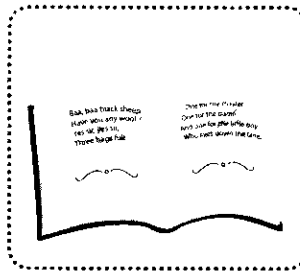
goodbye!



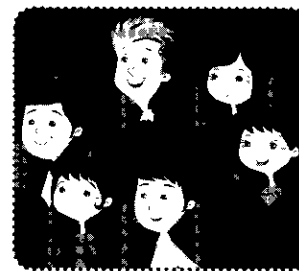
courtesy



rude



poem



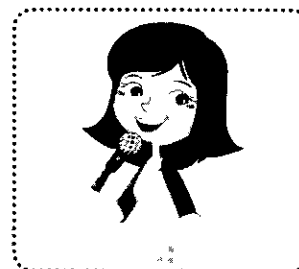
audience



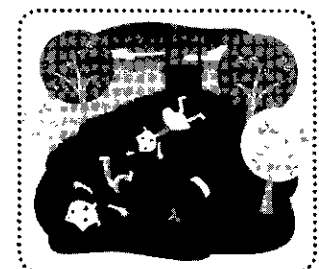
blue



hill

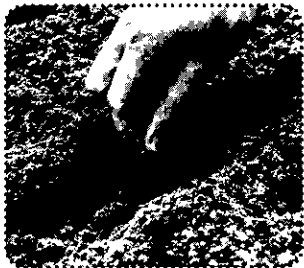


sing



fall

# Glossary Units 3-4



seeds



soil



plant



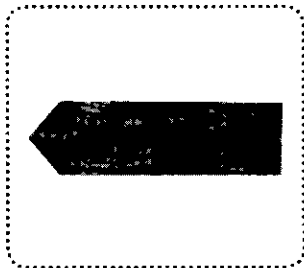
water



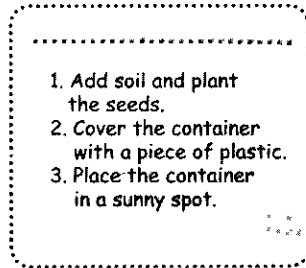
vegetables



team



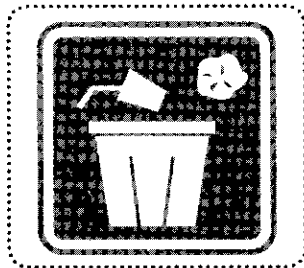
sign



instructions



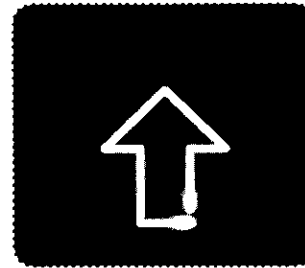
warning



put in



silence



arrow

## Units 3-4

### Fast Plan

Have students read the words so as to focus on pronunciation. It is important that students understand the usage of each word in a sentence, regarding the part of speech. You can come to this section every time you feel like students need to reinforce lexis related to the unit.

### Extended Plan

Have students be aware of how to use the words in this Glossary, so they can associate the meaning to the pictures.

Here you have some examples:

- a. I need to plant seeds to grow fruits and flowers.
- b. Put seeds, water, and soil in a pot to grow a plant.
- c. A plant gives us oxygen.
- d. Make sure you water your plants, so they can grow.
- e. You need to eat fruits and vegetables to be healthy.
- f. People who work together are a team.
- g. The sign points out the toilet is on the left.
- h. It is important to follow instructions to keep order.
- i. Don't touch that! There's a warning sign, which means that we have to be careful.
- j. Remember to put the garbage in the correct disposing container.
- k. We have to keep silence in the library.
- l. Follow the arrow to get to the exit.

If time allows, have students come up with their own examples, so as to reinforce comprehension.

# Glossary

## Units 5-6

### Fast Plan

Have students read the words so as to focus on pronunciation. It is important that students understand the usage of each word in a sentence, regarding the part of speech. You can come to this section every time you feel like students need to reinforce lexis related to the unit.

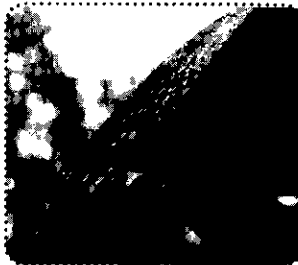
### Extended Plan

Have students be aware of how to use the words in this Glossary, so they can associate the meaning to the pictures.

Here you have some examples:

- a. Rain helps forests to grow.
- b. It is fun to jump in the puddle.
- c. I have a puppy and a kitten. They are part of my family!
- d. When my parents are cooking, they need to wear mittens because the objects are hot!
- e. It is easy to make a kite. Sometimes it is not easy to fly it!
- f. I have an alarm clock in my room.
- g. My grandpa prepares hot chocolate in November.
- h. Bread is made of wheat, which is a grain.
- i. You need oil to cook.
- j. I love eating sweet watermelon in sunny days!
- k. The main ingredient of sushi is rice.
- l. In my country, cactus pears are very common.

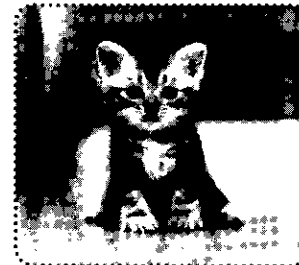
If time allows, have students to come up with their own examples, so as to reinforce comprehension.



rain



puddle



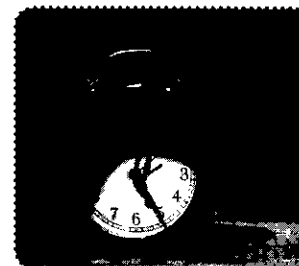
kitten



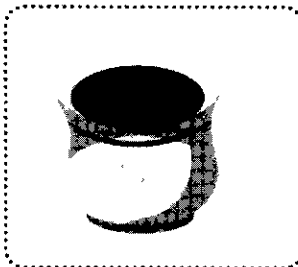
mittens



kite



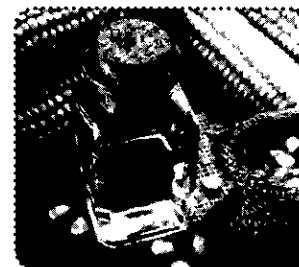
clock



chocolate



grain



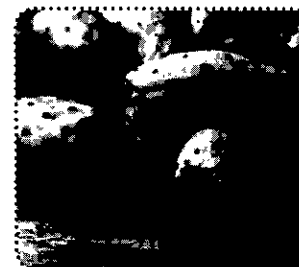
oil



watermelon

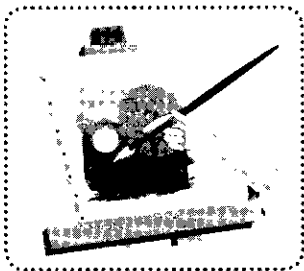


rice



cactus pears

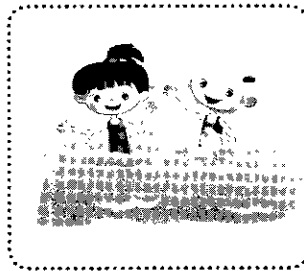
# Glossary Units 7-8



painting



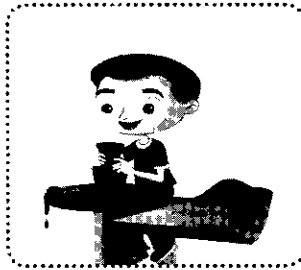
dancing



swimming



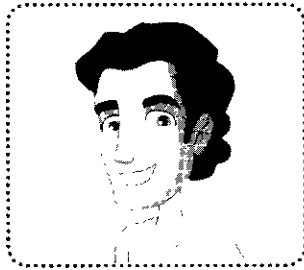
playing football



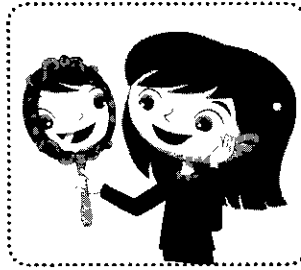
molding



jumping rope



handsome



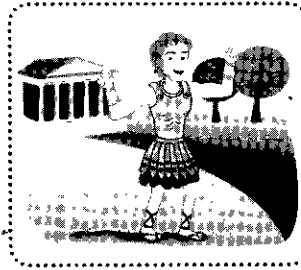
vain



curious



generous



strong



lazy

## Units 7-8

### Fast Plan

Have students read the words so as to focus on pronunciation. It is important that students understand the usage of each word in a sentence, regarding the part of speech. You can come to this section every time you feel like students need to reinforce lexis related to the unit.

### Extended Plan

Have students be aware of how to use the words in this Glossary, so they can associate the meaning to the pictures.

Here you have some examples:

- a. Some kids like to paint landscapes.
- b. Alex is dancing in his class.
- c. Those girls are swimming in the pool.
- d. My friends play football in the park.
- e. Alex is making a clay mold.
- f. Marina loves her jumping rope.
- g. Roy is a handsome guy.
- h. Mera is vain, she looks in the mirror every day.
- i. That is a curious girl, she is always touching everything.
- j. Grandma gives generous gifts every Christmas day.
- k. Hercules was a strong man.
- l. Lazy boys don't study.

If time allows, have students to come up with their own examples, so as to reinforce comprehension.

# Glossary

## Units 9-10

### Fast Plan

Have students read the words so as to focus on pronunciation. It is important that students understand the usage of each word in a sentence, regarding the part of speech. You can come to this section every time you feel like students need to reinforce lexis related to the unit.

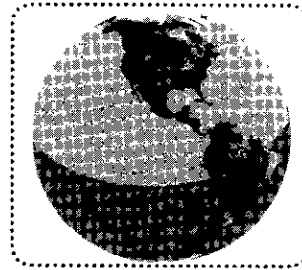
### Extended Plan

Have students be aware of how to use the words in this Glossary, so they can associate the meaning to the pictures.

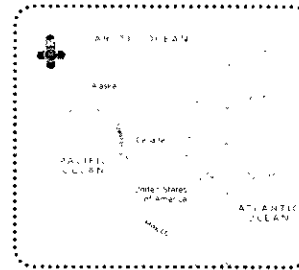
Here you have some examples:

- a. America is the continent where we live.
- b. Canada, United States, and Mexico belong to North America.
- c. I was born in Mexico. I am Mexican.
- d. There are beautiful beaches in the Caribbean Islands.
- e. English is an easy language to learn!
- f. Penguins live in the Antarctic region.
- g. The street where I live is full of local stores.
- h. There are some very tourist cities in my country.
- i. My sister prefers warm climate. I don't mind cold weather!
- j. People who work in an office, work indoors. Other people such as farmers, work outdoors.
- k. I love spending time at the local library. There is so much to read!
- l. There's a movie theater near my house, next to the shopping center.

If time allows, have students to come up with their own examples, so as to reinforce comprehension.



America



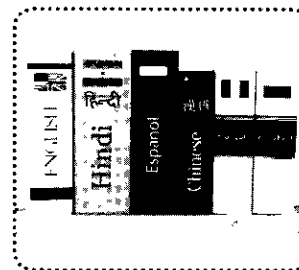
North America



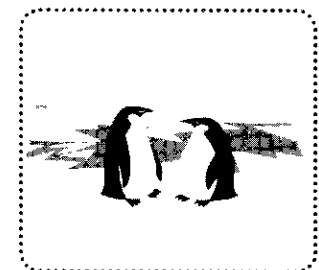
Mexico



Caribbean islands



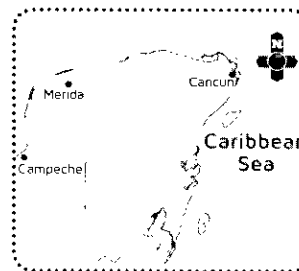
languages



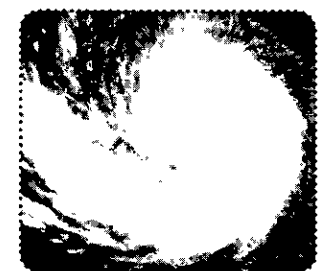
the Antarctic



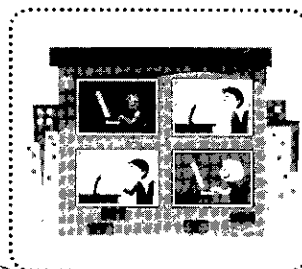
street



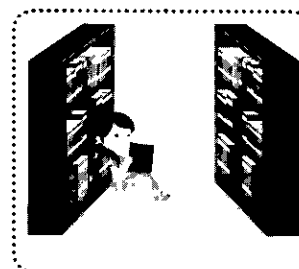
cities



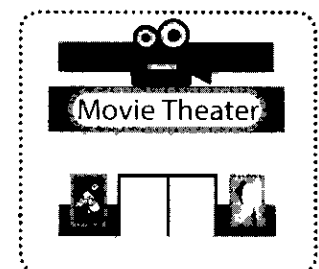
climate



work indoors



library



movie theater



# Guide to Assessments

In *Orbit*, we present you various tools and strategies that you, as a teacher, can use to carry out different evaluations and assessments throughout the course.

*Orbit* presents different rubrics that may help you evaluate students regarding their progress and learning in your class. You can either use these individually or in groups. Also, you are to choose when to use each one of the rubrics, whenever you consider them useful.

- At the very beginning, you can evaluate your students' English level.
- Follow their progress during the three terms of the course.
- Make a final evaluation of their progress at the end of the year.

We advise you to use each of the rubrics in a periodical way, avoiding repetition as much as possible. Thus, you will successfully evaluate how students' level progresses, and identify weaknesses in order to strengthen them. Using the templates will allow you to have a general rubric to accurately assess your group progress, both individually and as a class.

As a plus, we advise you to share the information of these templates not only with your students but also with the parents, to extend the strengthening of the weaknesses and the praise of each student's progress to their homes.

## **Portfolio Register**

This template will help you register your students' advance regarding the different products each of the units has at the end. Also, it will be able to record any comment rising up from the products or even vocabulary they learned. Encourage your students to record notes, so you can also understand how they feel about each unit.

# Guide to Assessments

## **Rubric**

This template is very similar to the traditional assessment rubrics. However, since it may be used along with other evaluation methods, it will be innovative and helpful.

You can use this template for any unit you consider proper, by writing 4 different topics you want to evaluate. Make sure of making notes.

We advise you not to use this rubric as an exam, but with more ludic activities, such as chants and games.

## **Observation Guide**

One good way to attend your students' needs is monitoring activities and correcting with them. However, every now and then, it is also good to observe them work, either individually or in groups. If they are getting close to the unit's achievements, observe how they interact with other members of the class, and make notes of what you think is important in this template.

## **Anecdotal Record**

This is a template which allows you to record any information you consider relevant for you, your students, and their parents. With it, you will be able to assess and know the description of the progress of the students regarding specific activities.

# Assessment Formats

## Portfolio Register

Name .....

Group ..... Term ..... Teacher .....

**Product 1: Illustrated Written Classroom Rules**

Student comments:

Teacher comments:

**Product 6: Questionnaire for Agricultural Products**

Students comments:

Teacher comments:

**Product 2: Illustrated Rhymes or Tales in Vers**

Students comments:

Teacher comments:

**Product 7: Hobby Bar Graph**

Students comments:

Teacher comments:

**Product 3: Instructions for Sowing a Plant**

Students comments:

Teacher comments:

**Product 8: Story Mural**

Students comments:

Teacher comments:

**Product 4: Signposting for Public Places**

Students comments:

Teacher comments:

**Product 9: Map with Characteristics of America**

Students comments:

Teacher comments:

**Product 5: Verse Cards Game**

Students comments:

Teacher comments:

**Product 10: My Community**

Students 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.

# Assessment Formats

## Rubric

Name \_\_\_\_\_

Group \_\_\_\_\_ Term \_\_\_\_\_ Teacher \_\_\_\_\_

Achievements	Excellent	Good	Fair	Suggestions to improve
	3	2	1	
(Include the appropriate achievements for each product in the program and add any other you may have worked on your own or based on your teaching and group's needs.)				
Points:				Total:

Criteria that can be used to evaluate the indicators stated above are:

- 3: students accomplish at least 85% of the task without help.
- 2: students accomplish at least 70% of the task with some help.
- 1: students accomplish parts of the task 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.

## Observation Guide

Student \_\_\_\_\_

Group \_\_\_\_\_ Term \_\_\_\_\_ Date \_\_\_\_\_

### Social Practices

Use this space to include what social practice of the language you may want to evaluate.

### Achievements

According to the social practice of the language, please include the corresponding achievements you want to assess. You can find these in every unit opener in the Activity as well as in the Teacher's books.

### What to observe

You can produce your own observations according to your teaching needs, or take advantage of the achievements and categories included in the unit openers in the books.

- Are students able to identify a rhyme?
- Can students follow a reading?
- Can students respond to greetings?

### Register

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# Scripts

## **Track 1**

### **Copyright**

Track one, Orbit 2, by Santillana.

## **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 - oh!/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 - oh!

## **Unit 1**

### **Track 3, page 10 AB**

#### **Hi Hello Song**

**Tina:** Hello, Sam!

**Sam:** Hi, there!

**Sam:** Hi, there! How are you?

**Tina:** Hello! I'm fine and you?

**Tina:** Hey, there!

**Sam:** Hey there, to you!

**Sam:** I'm glad to see you.

**Tina:** It's so good to see you too.

### **Track 4, page 11 AB**

I see you!

How are you?

I'm glad to see you!

### **Track 5, page 12 AB**

**Girl 1:** Would you come and play?

**Girl 2:** Sure! Let's go!

**Girl 1:** Could you come and play?

**Girl 2:** Yes!

**Girl 1:** Thank you!

**Girl 2:** Let's go!

### **Track 6, page 12 AB**

**Boy:** Would you?

**Girl:** Sure, let me see!

**Boy:** Could you?

**Girl:** Of course, choose me.

**Boy:** Thank you.

**Girl:** The pleasure's mine.

**Boy:** How do you feel?

**Girl:** Thanks! I feel fine.

**Boy:** Would you? Would you? Would you?

**Girl:** Sure, just let me see.

**Boy:** Could you?

**Girl:** Thank you! Helping you is a treat for me.

### **Track 7, page 13 AB**

**Woman:** Sure!

**Man:** Of course!

**Girl:** The pleasure is mine!

### **Track 8, page 14 AB**

**Boy:** See you!

**Girl:** I'll see you, soon.

**Boy:** Take care!

**Girl:** You take care, too.

**Boy:** Goodbye! The day is done.

**Girl:** We'll meet next week.

**Boy:** Bye! It was fun.

**Girl:** Goodbye! Goodbye! Goodbye! And I'll see you soon.

**Boy:** Take care! Take care! Take care. See you! It was fun.

**Track 9, page 15 AB**

See you soon!  
The day is done.  
Bye! It was fun.

**Track 10, page 16 AB**

**Girl:** Hello! Hello to you!  
**Boy:** Hi, there! I see you, too!  
**Girl:** Hey, there! Hey there, to you!  
**Boy:** I'm glad to see you!  
**Girl:** Yes, me too!  
**Boy:** Hi, there! Hey, there!  
**Girl:** It's so good to see you too.  
**Boy:** Would you?  
**Girl:** Sure, let me see!  
**Boy:** Could you?  
**Girl:** Of course, choose me.  
**Boy:** Thank you.  
**Girl:** The pleasure's mine.  
**Boy:** How do you feel?  
**Girl:** Thanks! I feel fine.  
**Boy:** See you!  
**Girl:** I'll see you, soon.  
**Boy:** Take care!  
**Girl:** You take care, too.  
**Boy:** Goodbye! The day is done.  
**Girl:** We'll meet next week.  
**Boy:** Bye! It was fun.  
**Girl:** Goodbye! Goodbye! Goodbye! And I'll see you soon.  
**Boy:** See you! It was fun.

**Track 11, page 17 AB**

Courtesy is obeying the teacher.  
You may not be rude.  
Courtesy counts!

**Track 12, pages 5–10 BBF  
Playing Together**

**Janine:** Hey, Nidia!  
**Nidia:** Hi, Janine!  
**Janine:** Do you want to play with my hula hoops?  
**Nidia:** Sure! Thanks.  
**Paul:** Jose, come here!  
**Jose:** Hey, Paul. What's up?  
**Paul:** Would you like to play basketball with us?  
**Jose:** Sure! Let's go!  
**Jose:** Paul, look! There's Cesar.  
**Paul:** Hey, Cesar! How are you today?  
**Cesar:** Pretty good. Can I join you?  
**Jose:** Sure! Come with us!  
**Rubi:** Thank you all! It was fun playing with you!  
**Jose:** See you tomorrow!  
**Nidia:** Take care!  
**Cesar:** Good bye!

**Unit 2****Track 13, page 20 AB**

Twinkle, twinkle, little star!  
How I wonder what you are!  
Up above the world so high.  
Like a diamond in the sky.  
Twinkle, twinkle, little star!  
How I wonder what you are!



**Track 14, page 21 AB**

Mary, Mary!  
Quite contrary!  
How does your garden grow?  
With silver bells,  
And cockle shells,  
And pretty maids all in a row!

**Track 15, page 21 AB**

Verses are the lines.  
Stanzas are groups of verses.  
The audience is the people listening to the poem.

**Track 16, page 23 AB**

Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip to my Lou, my darlin'.

**Track 17, page 23 AB**

With silver bells,  
and cockle shells,  
and pretty maids all in a row!

**Track 18, page 24 AB**

Betty blue,  
little Betty blue,  
lost her holiday shoe!  
What shall little Betty do?  
Give her another,  
to match the other,  
and then she'll walk upon two.

**Track 19, page 25 AB**

**Jack and jill**

Jack and Jill went up the hill,  
to fetch a pail of water;  
Jack fell down, and broke his crown,  
and Jill came tumbling after.

**Track 20, page 25 AB**

What is the topic of "Jack and Jill"?  
They went up the hill.  
The topic is: *Being careful.*

**Track 21, page 26 AB**

**Skip to My Lou**

Fly's in the buttermilk, Shoo, fly, shoo (3)  
Skip to my Lou, my darlin'.  
Cows in the cornfield, what'll I do? (3)  
Skip to my Lou, my darlin'.  
There's a little red wagon,  
Paint it blue (3)  
Skip to my Lou, my darlin'.  
Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip, skip, skip to my Lou,  
Skip to my Lou, my darlin'.

**Track 22, page 27 AB**

Singing songs is great!  
You can sing loud or soft.  
You can sing alone or in groups.

## **Track 23, pages 11–20 BBF**

### **This Old Man Song**

**Female adult:** Here's a traditional song from Wales in the United Kingdom, in Europe. Practice reading the rhyme out loud. Then, let's sing!

**Boy:** This old man, he played one. He played knick-knack on my thumb.

With a knick-knack paddy-whack, give your dog a bone!

This old man came rolling home.

This old man, he played two.

He played knick-knack on my shoe. With a knick-knack paddy-whack, give your dog a bone!

This old man came rolling home.

This old man, he played three. He played knick knack on my knee.

With a knick-knack paddy-whack, give your dog a bone! This old man came rolling home.

This old man, he played four. He played knick-knack on my door.

With a knick-knack paddy-whack, give your dog a bone! This old man came rolling home.

This old man, he played, when? He played knick-knack over again!

With a knick-knack paddy-whack, give your dog a bone! This old man came rolling home!

## **Unit 3**

### **Track 24, page 30 AB**

Good morning kids! Welcome to the greenhouse! Today you will learn how to sow a plant. For this activity, you will use a tiny pot, some soil, water and different types of seeds. Choose the one you like the most!

### **Track 25, page 31 AB**

Add soil and plant the seeds.

Cover the container with a piece of plastic.

Place the container in a sunny spot.

### **Track 26, page 32 AB**

Plants take from 3 to 6 weeks to grow.

Once leaves appear, change the plant to a bigger pot.

Keep on adding water every 2 or 3 days.

### **Track 27, page 33 AB**

**Teacher:** What do your seeds need to grow healthy?

**Mariana:** They need soil!

**Paty:** They also need sun!

**Tom:** All seeds need water to get the nutrients from the soil!

### **Track 28, page 33 AB**

Seeds must be covered with soil.

Water brings nutrients to the plant.

We can produce our own vegetables and fruits.

### **Track 29, page 34 AB**

1. Take a glass container.
2. Add some cotton.
3. Put the lentil seeds inside.
4. Place the container in a warm spot.

**Track 30, page 35 AB**

**Teacher:** May I have your attention please?

**Teacher:** How do you spell *container*?

**Boy:** C-O-N-T-A-I-N-E-R

**Teacher:** Can you spell *growing*, please?

**Boy:** G-R-O-W-I-N-G

**Track 31, page 36 AB**

**Reporter:** What is the first thing you do in order to harvest your delicious vegetables?

**Farmer:** Well. First, we plant the seeds.

**Reporter:** Ok! And then?

**Farmer:** Next, the sun does its work. It comes out and shines.

**Reporter:** What else do seeds need to grow?

**Farmer:** They need water! So, we wait until the rain begins to fall.

**Reporter:** When the seeds have enough light and water...

**Farmer:** Then, the seeds begin to grow.

**Reporter:** Finally?

**Farmer:** That is easy! We are ready to harvest the vegetables.

**Track 32, page 36 AB**

Seeds need water and sun to grow.

The farmer digs the vegetables up.

Now, it's time to eat.

**Track 33, page 37 AB**

You can also mix soil and compost.

Listen everyone! Get your instructions ready!

Very well done team!

**Track 34, pages 5-8 BBNF****Our Own Tree**

**Narrator, woman:** Today is a very important day in Tom and Ana's family. They are about to plant an apple tree.

**Grandfather:** Are you ready?

**Ana:** Of course, Grandpa!

**Grandfather:** Start digging over there.

**Father:** The space is perfect! Help me cover the roots with enough soil.

**Grandfather:** Once the roots are perfectly covered, what else does this little tree need?

**Ana:** Water! Water!

**Grandfather:** The weather is perfect to sow an apple tree!

**Father:** You have to take care of your tree so it grows strong.

**Tom:** And healthy!

**Ana:** And can produce delicious apples!

**Ana:** I can not wait to taste its apples! How long do we have to wait grandpa?

**Grandfather:** Dear Ana, it will take 4 or 5 years to grow and produce the fruits.

**Narrator, woman:** Four years later...

**Grandfather:** Congratulations dear children! You did an excellent work taking care of your tree!

**Tom:** It's the most beautiful apple tree here!

**Ana:** The apples are delicious! ... as I said.

**Unit 4****Track 35, page 41 AB**

1. Look! The airport is on the right.
2. We are close to a traffic light.
3. There is only 1 km to a gas station.
4. The speed limit is 60 km/h.

**Track 36, page 41 AB**

Blue and green are used to give information.  
Yellow is for warning.  
Red is used to deliver an instruction or rule.

**Track 37, page 43 AB**

1. Walk down the stairs.
2. Turn left.
3. Pass the restrooms.
4. Enter the cafeteria.

**Track 38, page 43 AB**

This container is only for recyclable plastic.  
Save water and our environment!  
Please remain in silence.

**Track 39, page 45 AB**

1. Walk carefully because the floor is slippery.
2. At school, there is a first aid station.
3. Let's go to the library! I want to read a new adventure book.

**Track 40, page 45 AB**

Crossing out means DO NOT.  
A skull means danger!  
An image tells more than 1000 words!

**Track 41, page 46 AB**

1. Pick up the trash!
2. Don't throw trash down.
3. Litter can be paper, toys, cans, or plates.
4. Don't throw waste out of car windows.
5. Don't leave rubbish on the floor.

**Track 42, page 47 AB**

Write down your instruction.  
Check for understanding and spelling.  
Draw a sign for that instruction.

**Track 43, pages 9–16 BBNF  
Signs everywhere!**

Signs are as old as human civilizations. Ancient Romans used signs for advertising events such as gladiator fights, decrees from the emperors or the senate. Some signs were stone columns they placed in their roads.

Romans exported the use of signs to the places they conquered such as Great Britain, France, and Germany.

As the use of the cars increased after the Industrial Revolution, there was a widespread use of warning and traffic signs. In 1968, the Vienna Convention on Road Traffic standardized the most important signs worldwide.

The sign for the London Underground, and the one pointing out the Platform 9<sup>3/4</sup> at Kings Cross Station also in London — mentioned in Harry Potter's books — are among the most recognized signs.

Apart from informing, signs have proved to be extremely important for keeping us safe and aware of our surroundings.

**Unit 5**

**Track 44, page 52 AB**

**Are you sleeping?**

Are you sleeping?

Brother John! Brother John!

Morning bells are ringing!

Morning bells are ringing!

Ding, Dang, Dong.

Ding, Dang, Dong.

**Track 45, page 53 AB**

Puddle and middle are words that rhyme.

Rain and again also rhyme.

Gloucester is a British City.

**Track 46, page 55 AB**

**Wind On The Hill**

By A. A. Milne

No one can tell me,

Nobody knows,

Where the wind comes from,

Where the wind goes.

It's flying from somewhere

As fast as it can,

I couldn't keep up with,

Not if I ran.

**Track 47, page 55 AB**

But if I stopped holding the string of my kite,

It will blow with the wind for a day and the night.

Kite and night are the words that rhyme.

**Track 48, page 56 AB**

**Boy and girl:** Hickory, dickory, dock!

The mouse ran up the clock.

The clock struck one.

The mouse ran down.

Hickory, dickory, dock!

**Track 49, page 57 AB**

So then I could tell them

Where the wind goes...

But where the wind comes from

Nobody knows.

**Track 50, page 57 AB**

I often wish I were a King,

And then I could do anything.

Can you spell *king* please? K - I - N - G

**Track 51, page 58 AB**

Cut a circle for your spinner.

Mark the center of the circle.

Draw lines to divide the circle.

**Track 52, page 59 AB**

Write verses in each division.

Cut a strip to make an arrow and attach it with a brad.

Spin the arrow and say the verse.

**Track 53, pages 21–26 BBF****Rhyming connections!**

By Laura A. Núñez Sierra

There are lots of rhyming connections!

Think about your toys,

Can you make collections?

Start with those that make some noise!

Now run to the playground!

What can you see?

A seesaw to go up and down!

Yes, but watch out for the bee!

What about your bedroom?

Your own cozy place,

Where you dream of going to space.

The one mom usually cleans with a broom.

Time to eat, you'll say...

Mango is my favorite fruit!

I'd eat lots several times a day

Apples too! I want that in its bright red suit!

Isn't it funny?

How much we can enjoy,

Without spending any money

Just laughs and joy!

**Unit 6****Track 54, page 63 AB**

1. The back of the cover gives details about the book.
2. The front cover tells the title "All About Chocolate".
3. Chapter three tells about cakes.
4. On the front cover there is a photo of cocoa seeds.
5. The back cover tells you can find recipes inside.
6. The front cover tells the author is Sue Gonzalez.

**Track 55, page 63 AB**

Grind the cocoa into powder.

Mix it with milk and sugar.

Do you like hot chocolate?

**Track 56, page 65 AB**

How, when, and where are also question words.

All questions end with a question mark.

Yes-No questions are another type of questions.

**Track 57, page 67 AB**

This fruit is orange, small, round, juicy, and regularly sweet. It grows in trees, has some seeds inside. It is an excellent source for vitamin C.

**Track 58, page 67 AB**

Cactus pears grow in the desert and mountains.

Cactus pears have prickles or spines!

Peel cactus pears to find the fruit.

**Track 59, page 68 AB**

1. What color is the avocado?
2. Where is it produced?
3. When was the last time you ate an avocado?
4. Do you like avocado?

**Track 60, page 69 AB**

What is your favorite cereal?

What is your favorite fruit?

Do you like vegetables?

**Track 61, pages 17–26 BBNF****Fresh and Healthy**

Do you like bananas? Make a banana smoothie. Mix banana, milk, and a little sugar in a blender.

What's for breakfast? A good way to start the day is a bowl of oatmeal. Boil with raisins and cinnamon.

If you want to be healthy, prepare and eat a salad. Combine fruits and vegetables. The more colors, the better.

Do you feel tired? Vitamin C can help! Mash some berries and freeze in an ice cube tray or molds.

Do you have a hunger attack? Slice some mango pieces. They are delicious. They are sour and sweet!

## Unit 7

### Track 62, page 73 AB

Vincent Van Gogh was a Dutch painter. He was born in Holland. He was an artist. "Starry Night" is one of his paintings.

### Track 63, page 73 AB

**Boy:** I like singing!

**Girl:** I like dancing!

**Boy and girl:** Our hobbies are fun!

### Track 64, page 75 AB

**Coach:** What is your first name?

**Mary:** Mary

**Coach:** What is your last name?

**Mary:** My last name is Tapia.

**Coach:** Can you please spell it?

**Mary:** Yes of course, T - A - P - I - A.

**Coach:** How old are you?

**Mary:** I'm 7 years old.

**Coach:** Where do you live?

**Mary:** I live in Mexico City.

**Coach:** What are your hobbies?

**Mary:** I like playing volleyball and singing.

### Track 65, page 75 AB

**Boy and girl:** We like volleyball!

**Boys:** We like football!

**Boy:** I like karate!

### Track 66, page 76 AB

**Student:** Miss Tania, what are the hobbies of second grade students?

**Miss Tania:** Well, they like to play and sing.

**Student:** Really?

**Miss Tania:** Sure. Children like sports, especially those where they play in teams. They love to learn about animals and plants. Children like to read adventure stories. They enjoy creating their own experiments, puppets, and musical instruments. Children also like to cook and draw.

### Track 67, page 77 AB

**Woman:** Do you like cooking?

**Girl:** Yes, I love cooking!

**Woman:** What do you like to do?

**Girl:** I like reading!

**Woman:** Do you like dominoes?

**Girl:** Sure, I do.

**Woman:** How about pottery?

**Girl:** I love it!

**Woman:** What's your favorite sport?

**Girl:** It's soccer!

**Woman:** Do you like volleyball?

**Girl:** Yes!

**Woman:** How about baseball?

**Girl:** It's great!

**Woman:** And basketball? Do you like it?

**Girl:** Yes!

### Track 68, page 77 AB

**Girl:** What's your name?

**Hilda:** My name is Hilda.

**Girl:** Can you spell it?

**Hilda:** H - I - L - D - A

**Girl:** Do you like dominoes?

**Hilda:** No, I don't.

### Track 69, page 78 AB

**Girl:** I love playing hopscotch!

**Boy:** I don't like playing dodgeball! It makes me nervous.

**Girl:** My hobby is jumping rope!

**Track 70, page 79 AB**

Girl: I love playing chess!

Boy: I like doing crossword puzzles!

Girl and boy: We like playing checkers!

**Track 71, pages 27-36 BBF****Show and Tell**

Tonight, I want you to talk to your parents. Ask them if you can take anything related to your favorite hobby.

Bring that object to our class tomorrow!

Good morning! What did you bring? Put everything on top of my desk, please, in order we can all see.

Raise your hand the ones who brought anything related to your favorite hobbies.

Maria, let's start with you. What did you bring? Oh, it's a watercolor set. Class, what is her hobby?

Raise your hand if you like painting!

Francisco, it is your turn now. Show us what you brought to class today.

Do you like studying nature? Raise your hand if you like studying nature!

How about you? Do you like...

playing soccer?

playing video games?

jumping rope?

listening to music?

What do you like doing?

**Unit 8****Track 72, page 85 AB**

He looked at himself in the water.

He did not move or eat. He died there.

Are you sometimes vain?

**Track 73, page 87 AB**

1. Pandora was very curious.

2. Zeus gave her a jar.

3. Pandora opened the jar. That was terrible!

**Track 74, page 87 AB**

Once upon a time there was Goldilocks walking in the forest. She saw a house. She was curious! She opened the door and went inside. "Hello!" She said. No one was there. She was very tired. She went to a bed and got in. She went to sleep! Three bears came home. They saw Goldilocks in the bed. Goldilocks ran away!

**Track 75, page 87 AB**

Zeus said, "Don't open this jar!"

She opened the jar, and terrible things came out.

Are you sometimes curious?

**Track 76, page 89 AB**

King Midas was greedy, but I can be kind. King Midas wanted lots of things to feel happy. I can feel happy when I give things to other people. Selfish people are not happy. Generous people are happy. I want to be a kind and generous person. I want things so I can help people to be happy.

**Track 77, page 89 AB**

He could turn things into gold with his finger.

He touched his daughter, and she turned into gold.

Are you sometimes greedy?

**Track 78, page 91 AB**

Heracles said, "You can do it! Don't be lazy!"

The man fixed his wagon. Heracles helped him.

Are you sometimes lazy?

**Track 79, pages 27-38 BBNF****The Popol Vuh**

In 1523, Pedro de Alvarado went to Guatemala.

He invaded the Mayan towns.

Many Mayans escaped into the jungle.

Some others became slaves. They worked very hard and had very little food to eat.

Soldiers destroyed all the Mayan books, but the people saved an oral history: The Popol Vuh!



The Popol Vuh is the story of the creation, according to the Quiche Maya.

It talks about how the hero twins Hunahpu and Xbalanque triumphed over the Lords of Death.

It also talks about the creation of humans and the history of Quiche people

The story is written in their language.

Today, many people read this book and continue speaking traditional, native languages!

### Unit 9

#### **Track 80, page 95 AB**

South America includes 15 nations.

The Caribbean islands have 32 flags.

The Americas are many nations or colonies, speaking many languages.

#### **Track 81, page 96 AB**

Marco is from Mexico. He's Mexican.

Diana is from the U.S., but she studies in Mexico.

Her friend, Maribelle, is from Canada.

She's Canadian. All of them are in the Americas.

#### **Track 82, page 97 AB**

**Teacher:** The U.S. is so big! It has fifty states.

**Felipe:** Mexico is big too. It has many beautiful places to visit.

**Teacher:** Canada is cold because of the Arctic air!

**Pamela:** I'd like to visit all these countries!

#### **Track 83, page 97 AB**

People in the United States speak English and many other languages.

In Mexico, people speak Spanish and many dialects.

In Greenland, people speak Danish, English, and Greenlandic.

#### **Track 84, page 98 AB**

Brazil. Brazil

Chile. Chile

Suriname. Suriname

Guyana. Guyana

French Guyana. French Guyana

#### **Track 85, page 99 AB**

Tierra del Fuego is the furthest part in South America.

It is close to Antarctic.

Colombia connects South America to Central America.

#### **Track 86, page 100 AB**

1. Belize

2. Costa Rica

3. El Salvador

4. Guatemala

5. Honduras

6. Nicaragua

7. Panama

**Track 87, page 101 AB**

People in Panama speak English and Spanish.  
Spanish is the official language in all Central American countries except for Belize.  
Central America is interesting and fun.

**Track 88, pages 38-44 BBF**  
**All about Belize**

**Woman:** It was a Friday afternoon, in geography class.

Francis said,

**Francis:** "Teacher, where is Belize?"

**Woman:** Mr. Johnson said,

**Mr. Johnson:** "It's in Central America, a group of seven countries. They are Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, Panama, and Belize!"

**Woman:** Joaquin said,

**Joaquin:** "Where is Belize, exactly?"

**Woman:** Mr. Johnson said,

**Mr. Johnson:** "Belize shares a border with Mexico at the north west, with the Atlantic Ocean to the east and with Guatemala to the south and west."

**Woman:** He added,

**Mr. Johnson:** "Two of its cities are Belmopan (the capital of Belize) and Belize City, on the Atlantic Ocean. This part of the Atlantic Ocean is in the Caribbean Sea."

**Woman:** Francis and Joaquin smiled.

**Francis:** "The ocean!",

**Woman:** said Francis.

**Francis:** "I love the ocean."

**Joaquin:** "And I love exploring. What can we see there?"

**Woman:** said Joaquin.

**Mr. Johnson:** "Well",

**Woman:** said Mr. Johnson.

**Mr. Johnson:** "You can do plenty of things for example, go on a boat and go swimming, fishing and snorkeling. You can also go to the Mayan temples and visit some caves. I went to Belize two years ago, and I loved it!"

**Woman:** said Mr. Johnson.

**Mr. Johnson:** "Belize is famous for its Mayan temples and for its cays – coral reef islands. I love Belize's food and friendly people."

**Unit 10****Track 89, page 105 AB**

Do they live up high?

Do they live down low?

Would you like to live in a small town?

**Track 90, page 107 AB**

I live in a big city, and I love it!

Why? Because we can find anything we want easily.

My school is crossing the street. Two blocks from here there is a hospital. In front of the hospital there is a huge park with a new playground. On the other side, there are a department store, a bank, and an old post office. One block from here there are two pharmacies and a bakery famous because of its delicious cakes. Isn't it great?

**Track 91, page 107 AB**

On the main street, there are 10 different stores.

Inside the mall there is a movie theater.

There are two libraries too!

**Track 92, page 108 AB**

Our small community is unique. We have a new school, a restaurant, a movie theater, a hotel, and a hospital. We also have a small airport, a bus station, and a police station! There are 16 houses in our community. There is also a river, a bridge, a cornfield, and some woods.

**Track 93, page 109 AB**

Let's walk around my community. Here we are at the bus station. We are walking north until we get to the corner. If we turn right and walk to the west, we will pass the hotel on our left. Cross the bridge, keep walking west, and you will see the new school on your right and the restaurant on your left.

**Track 94, page 109 AB**

There is a store around the corner.  
The cafeteria is next to the library.  
The movie theater is in front of the park.

**Track 95, page 111 AB**

This is my favorite part of the city! Let's start walking on Main Street from the lake to the west one block. Then turn right, in the corner there is the library and a movie theater next to the library. In front of the movie theater there is the hospital. If you cross the street from the movie theater to the left you will find the museum and a cafeteria next to the museum. In front of them there is a park.

**Track 96, page 111 AB**

Parks with many trees are important for my community.  
Trees provide oxygen.  
We must keep natural sites clean!

**Track 97, pages 39-44 BBNF****Everywhere You Go!**

Everywhere you go, you'll find places to buy your food.  
In some places, you can buy at a supermarket.  
In some places, you can buy at an open-air market.  
In some places, you can buy at a convenience store.  
And, in some places, you can buy from someone on your street.  
Everywhere you go, you'll find places to eat prepared food.  
In some places, you can eat at a fast food restaurant.  
In some places, you can eat at a regular restaurant.  
In some places, you can eat in a food shop.  
And, in some places, you can buy food from a street vendor.  
Everywhere you go, you'll find places to study and learn.  
In some places, you can attend a college or university.  
In some places, you can attend a vocational school.  
In some places, you can study at home.  
And, in some places, you can study on the internet.  
Everywhere you go, you'll find places to get medical help.  
In some places, there are hospitals.  
In some places, there are clinics.  
In some places, you can make a phone call and a doctor will come to visit you.  
And in some places, there are others who can help you.  
Everywhere you go, you'll find great places to stay.  
In some places, you'll find big hotels.  
In some places, you'll find small hotels.  
In some places, you'll find motels and inns.  
And in some places, you'll find happy families, waiting to invite you to their home.

# Posters Guide

Graphic material is important to use as a support for the students, to activate their different ways of learning. By using it, you may trigger children's learning through images and generate interest in them.

As a teacher, you must take into account that children not also need to repeat vocabulary or learn grammar rules. They also need to actually "see" what they are learning, so the learning process can be complete. Also,

consider that some students are more visual, so they will increasingly improve whenever they are guided through the activities or classes with pictures, paintings, portraits or, as in this case, posters.

Graphic and visual material is an excellent support for your classes, which not only will help students to learn, but also to relax and to use their imagination and creativity.

In *Orbit*, we present you different posters that will help you enrich your classes and expand students' imagination. By showing them the pictures contained in them, you will encourage children's abilities to speak and debate basic ideas, which may be more complex as the course progresses.

Each of the ten different posters in the CD are intended to help you out with the units (which, as you know, are ten as well) and you may use them as a tool for closing units in the fifth session.

You can present the posters to your students and ask questions such as: *What is happening here? How does this relate to the topic of the unit? Can you think of a vocabulary word in this unit relating to the picture?*

Students may discuss their thoughts in plenary and reach conclusions about the subjects presented in them. Also, you can bring similar pictures about each subject, to make classes richer. The main advantage of these posters is that you can use them in any way you want, to reinforce students' knowledge.

# Posters Guide

## Poster 1

This poster will help you encourage students to discuss how kids are speaking, by interpreting and producing greetings, farewells, and courtesy expressions.

Encourage students to mention, practice and mime any of the expressions they will learn in this unit:

Greetings: *Hi! / Hello! / Hey! / Hi, there! / It's so good to see you too.*

Courtesy expressions: *How are you? / I'm fine thank you! / Would you like to play? / I'm glad to see you. / Sure / Of course / Have you got a pencil? / Please be quiet. / The pleasure's mine.*

Farewells: *Well done! / See you! / Take care! / The day is done. / Bye! It was fun! / Good bye! / I'll see you soon.*

In order to practice the expressions, encourage students to invent and roll play a dialog using at least six of the expressions, for example:

*Santiago: Hi there! How are you?*

*Carolina: Hello Santi. I'm fine thank you!*

*Santiago: Would you like to play hide and seek?*

*Carolina: I'd love it but I'm visiting my grandma so I cannot stay here for so long.*

*Santiago: Never mind! See you tomorrow then!*

*Carolina: Take care!*





## Poster 2

With this poster, you may encourage students to discuss how the kids in the picture are reading. Encourage them to imagine which rhymes, songs, or poems they may be reading.

One way of taking advantage of this poster is asking students to describe anything they see and try as a group to find rhyming words for every poster item. Draw a chart on the board as in the following example and fill it in with their contributions:

<i>Words describing the poster</i>	<i>Rhyming words</i>
<i>boy</i>	<i>toy</i>
<i>book</i>	<i>cook</i>
<i>shelf</i>	<i>elf</i>
<i>library</i>	<i>berry</i>
<i>girl</i>	<i>curl</i>
<i>light</i>	<i>bright</i>

Once you have rhymes, encourage students to make small fun rhymes, for example:

*There was a boy,  
sitting at the library.  
He was playing with a toy,  
and eating a delicious cherry.*

## Posters Guide

### Poster 3

By watching this picture, students may discuss and think about how plants and trees are important for our life. Encourage them to retell, based on their product, what is the best way to sow a plant or tree.

You can take advantage of the topic of the unit to learn names of flowers and trees. Show them images and practice spelling.

You can also emphasize on the way to give instructions (infinitive verb + name, adjective).

Examples:

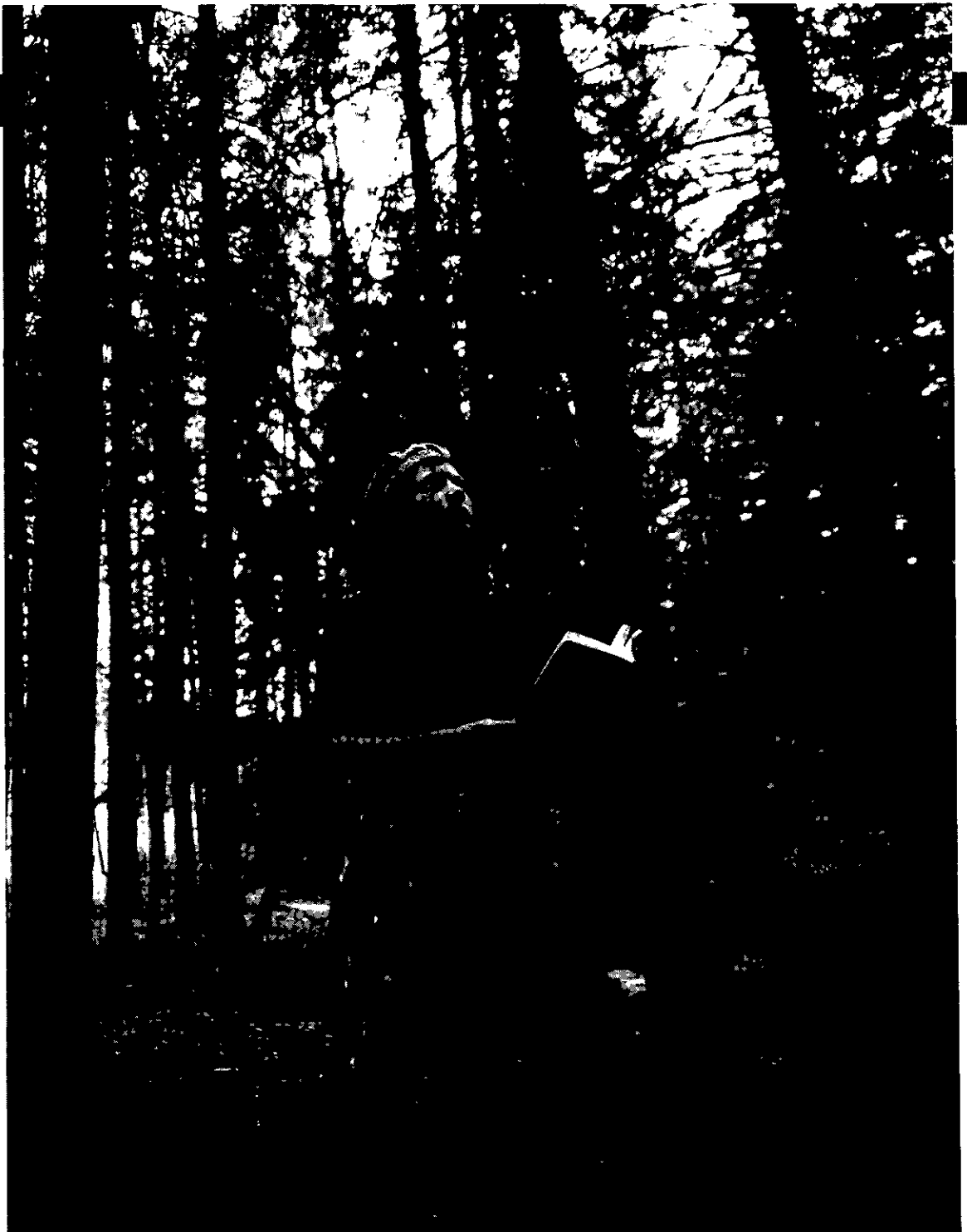
*Get the seeds.*

*Make a hole.*

*Place the seeds in the hole.*

*Cover the seeds with soil.*

*Water the seeds.*







#### Poster 4

Ask students to observe this picture carefully and encourage them to tell you which signs they can see in it. Ask them to explain what each sign means, and to list other signs they remember.

List places and ask students to tell types of signs they can find there, for example:

*School: Silence, Do not run, Rest rooms, Emergency exit, Meeting point.*

*Library: Silence, Do not eat, Rest rooms, Emergency exit, Cell phones are not allowed.*

*Street: Bus stop, Slow down, Traffic light, Wear your seat belt, Do not park.*

*Hospital: Do not smoke, Wash your hands, Wear a mouth cover, Use a sanitizer, Hazardous materials.*

*Movie theater: Emergency exit, Do not talk, Turn off your cell phone, Emergency route, Extinguisher.*

*Park: Leash your dog, Pick up after your dog, Collect your waste, Recycle, Do not smoke.*

Ask them to draw in their notebooks the signs they consider are the most useful.

## Posters Guide

### Poster 5

Ask children to look at the poster and tell you as much information as they can about the parts of a poem, such as stanzas, verses, etc. Children may discuss and enumerate a couple of poems they like.

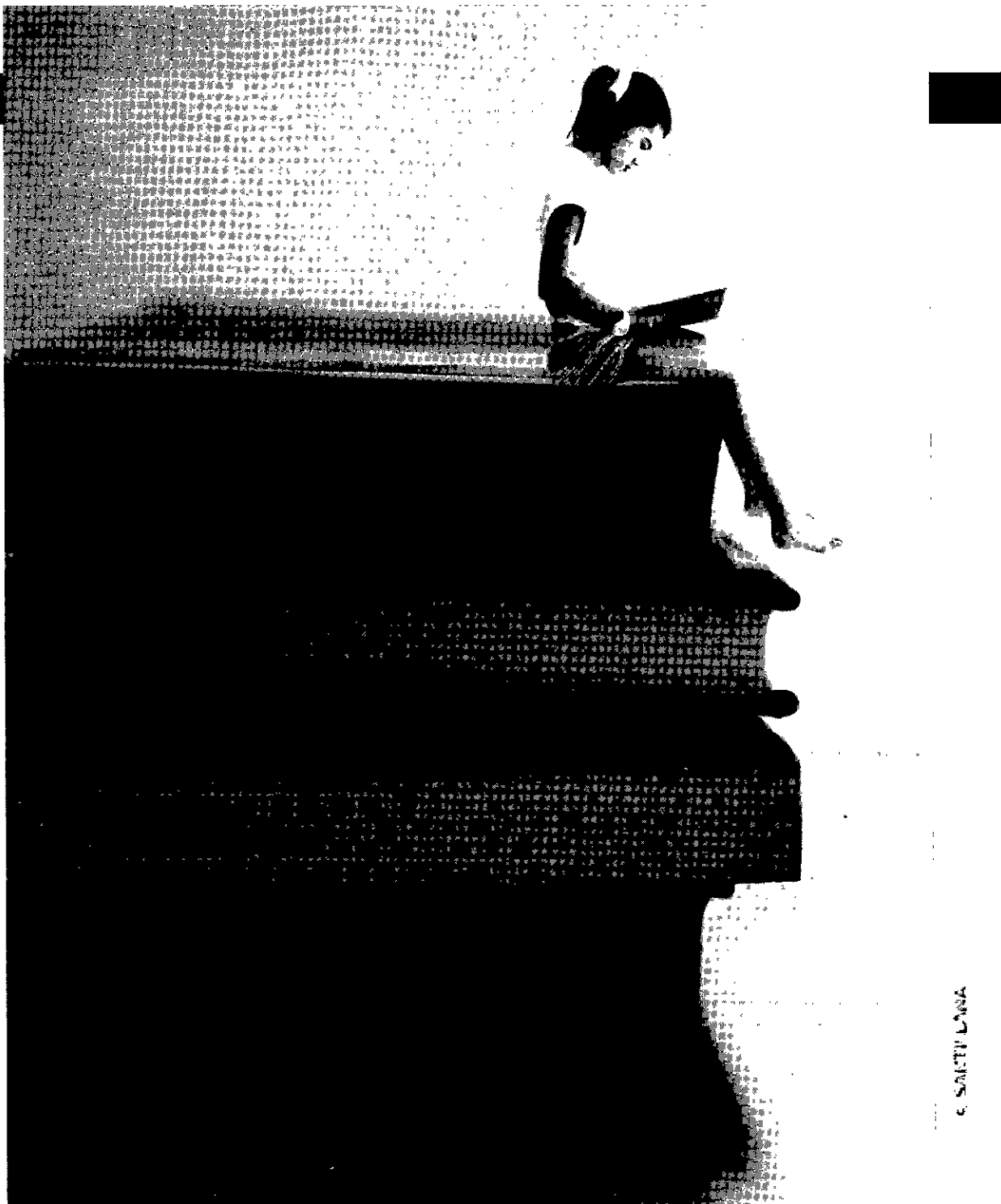
We suggest the following poems to work with and have fun:

#### **Ring around the rosie**

*Ring around the rosie  
Pocket full of posies,  
Ashes, ashes, we all fall down.  
Feel the lovely sunshine  
Flowers all around  
Hop a little hop right off the ground.  
Feel the lovely sunshine  
Flowers all around  
Jump a little jump right off the ground.*

#### **Miss Mary Mack**

*Miss Mary Mack Mack Mack  
All dressed in black, black, black  
With silver buttons, buttons, buttons  
All down her back, back, back.  
She asked her mother, mother, mother  
For 50 cents, cents, cents  
To see the elephants, elephants, elephants  
Jump over the fence, fence, fence.  
They jumped so high, high, high  
They reach the sky, sky, sky  
And they didn't come back, back, back  
'Til the 4th of July, ly, ly!*





### Poster 6

Ask students what they see in the picture, and how we call these products displayed in the back. Formulate some questions that have to do with agricultural products and tell children to answer with the information they remember from the unit.

Help students to improve their vocabulary by having them brainstorm names of fruits and vegetables, suggest some, show images, and have them spell if the words are new for them.

You can use the following examples to play memory:  
*Fruits: apple, apricot, cherries, grapefruit, mango, nectarine, pear, pineapple, plum, strawberry, watermelon. Vegetables: artichoke, broccoli, cabbage, carrots, celery, cucumber, lettuce, onion, potato, spinach, tomato.*

Give students some minutes to read a category and ask them memorize as many names as possible; then, have them mention as many as they can recall.

## Posters Guide

### Poster 7

Encourage students to look at the picture and explain what the people in the picture are painting, as that may be one of their hobbies. Ask students what the word 'hobby' means, and have them tell you their favorite ones.

Make a list of hobbies and have students classify them whether they are performed indoors or outdoors, in teams or individually.

You can talk about collecting: stamps, coins, toys, dolls, movies, books, art; make art: painting, writing, music playing, dancing, singing; sports: football, basketball, skating, running, swimming; others: reading, listening to music, gardening, recycling, playing video games.

Have students talk about what they like doing or not. Encourage yes/no answers and take advantage of the questions and answers to make bar graphs.





### Poster 8

After students look at the picture and tell you what is happening, explain that some of the stories they read can be associated with personal experience. Have them discuss any tale or story they can think of and relate them with something happening to them in the past.

Ask whether the children in the picture are happy or sad and why, where are they and what are they doing. Encourage them to mention stories that make them happy or sad.

Show images of characters in different stories or movies and elicit descriptions. Play *The Word That Describes Best*: show a picture of a character and elicit adjectives that describe him/her and choose which one describes him/her best.

Suggest to the students the following stories they can read in class or at home:

*The Three Little Pigs*

*Curious George* by Margaret Rey and H. A. Rey

*The Wolf Is Coming* by Elizabeth MacDonald.

Encourage students to use expressions to show surprise or delight (*Hooray!* / *Yippee!* / *Excellent!* / *Lovely!* / *Amazing!* / *Fabulous!*), and disappointment (*I didn't like it!* / *The story was terrible!* / *The story was a bummer!* / *It made me feel so sad* / *I totally hate it!*).

## Posters Guide

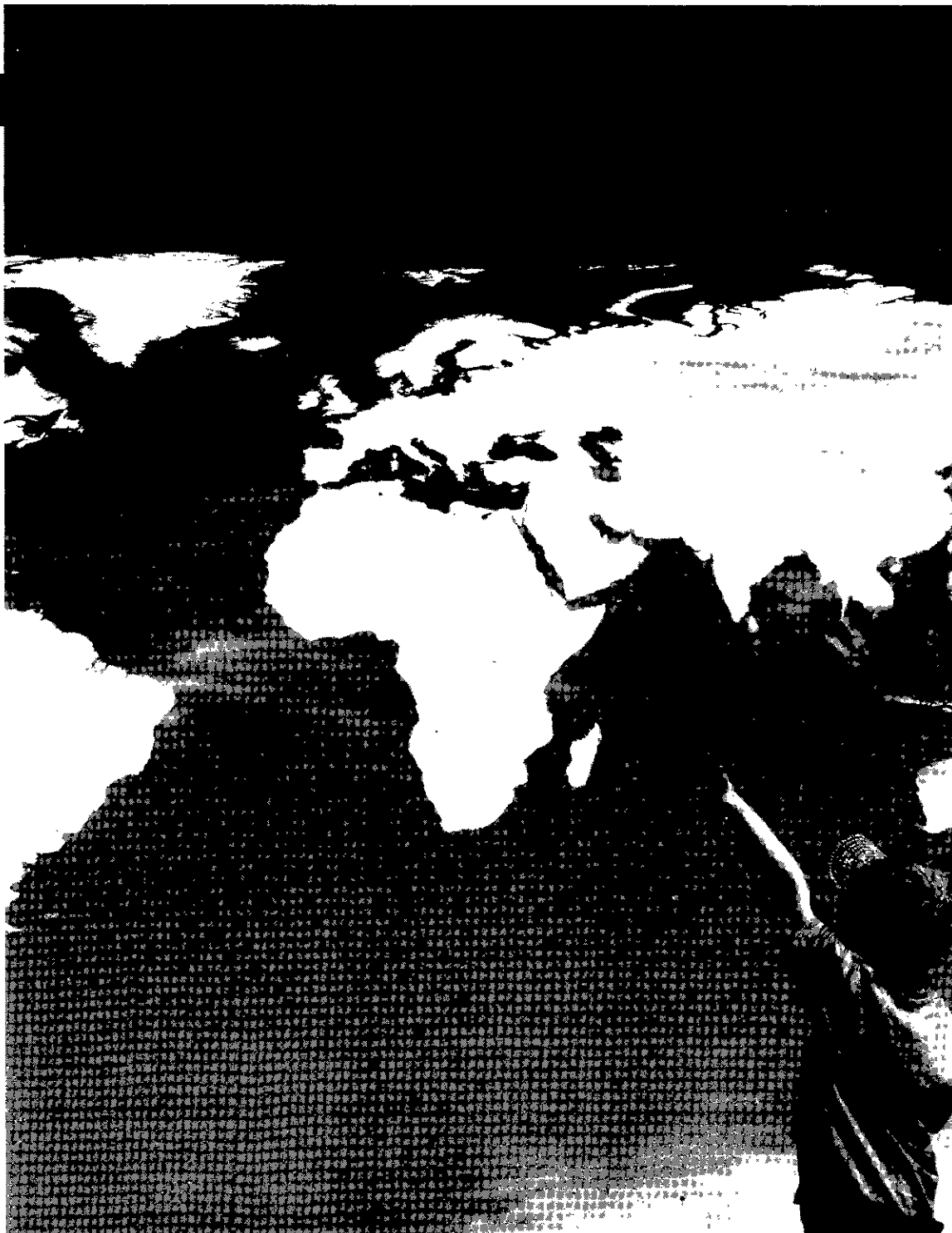
### Poster 9

Ask general questions about maps and geography to your students, such as: *Can you point out where Mexico is? What about Europe? What do you think maps are for?* Give time to students to explore the picture and name any country they can locate in it.

Help students to recognize the following places: continents: America, Europe, Asia, Africa, Antarctica, Australia; parts of America: North, Central and South America; oceans: Arctic, Antarctic, Pacific, Atlantic, Indian; seas: Caribbean Sea, Mediterranean Sea.

Give students names of countries and have them classify in the continents they belong to.

You can also emphasize on the English-speaking countries, Spanish-speaking countries, countries where the official language is French, etc.





### Poster 10

Ask students what children do in this picture. Tell them to imagine these kids are trying to find a specific location in their community. Have them tell you how they would give instructions to them.

One way of working with this topic is arrange the group according to the places in the city they live in. Have them list the most important places and buildings in their communities.

Based on the list encourage them to draw a map including all the spots they have listed. Finally have students form another team, observe the map, and ask for instructions to arrive.

This activity can be done in different classes depending on the time you have available.

You can also draw a map on the board, mark a starting point, and give some instructions, the students must tell you where they get.

Examples: *Go straight on, pass the supermarket, it is the building next to the library. Go straight on, pass the traffic light, you will see a bakery on the corner, walk one block more and turn right.*

# Glossary

## **Elicitation**

To draw out information from students. It is to give students a chance to use what they have previously learned, to give new examples of the same pattern or to check concept and reinforce. Example: Who knows how to start a computer? (You use elicitation to start a topic, to find out how much they already know about a certain item, etc.)

## **First practice**

A stage immediately after presentation where students are given plenty of opportunity to hear the same or different examples of the same pattern learned in the presentation, getting used to grammar and to overcome pronunciation problems. Example: Once you have just introduced Simple Present with third persons you ask them to tell you about the daily activities of their best friend.

## **Interlanguage**

Language spoken by the students as a result of the L1 (in this case Spanish) and L2 (in this case English). The interlanguage in Mexico is very different from the interlanguage in Belize.

## **Intonation**

The musical patterns of speech. Example: The intonation is not the same in a question than in an answer. In a question, it goes up and in an answer it may be flat.

## **Local error**

An error which only affects the meaning of the clause in which it is found. Example: A local error happens when a student makes any language error out of distraction, you already have proof he/she knows the item, because of past work, but in that moment it occurs.

## **Mistake**

A non-systemic deviation from the language code indicating incomplete learning. Example: "She go to the school from Monday to Friday." In this case, the student making the mistake did not grasp how to use the final "s" in verbs in the simple present after 3rd person singular.

## **Modeling**

The teacher produces a sentence or word containing the new teaching point for students to listen to and repeat first chorally and then individually. The teacher utters the model first at normal speed, then distorted and finally normal again. Example: Everybody repeat after me, comfortable, com-fort-able, comfortable. Now everybody. (Listen, identify some mispronunciations and then, without exposing students ask those to repeat aloud. You may also ask the ones who did it fine.).



### **Monitoring**

When the students are working on their own and the teacher walks around keeping an active eye over what is going on, checking that the instructions are being followed, collecting a list of languages used to check later, helping if needed, etc. Example: You are monitoring while students write their non-stop writing and you walk around watching, reading some examples from them, answering one-on-one questions, etc.

### **Motivation**

The real reason why students must learn a second language is related to the most urgent need that they have. Example: Carlos's motivation to learn English is getting a scholarship to study in Los Angeles.

### **Non-stop writing**

For a short time —not more than five minutes— teacher allows students to write everything that comes to their minds, regardless of style, punctuation, or even spelling. Its purpose is let students write, get used to, and practice it. Then, the editing, and proofreading process will take place. Example: It is very like brainstorming, but in non-stop writing they write whatever comes to mind related with any given topic by the teacher.

### **Peer assessment**

Other learners assisting in checking for errors or mistakes, usually in class. Example: Exchange notebooks and correct each other's errors. The results have to be supervised.

### **Pre-listening**

Activities done to prepare students to want or need a listening activity. As a pre-listening activity, you can arise students' interest in the topic by asking them about it, if they like it or not and why.

### **Post-listening**

Activities done after the listening exercise to wrap up and close the activity. As a post-listening activity, they can draw something to illustrate what they listened.

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